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SCHOLAR COACH GRAMMAR GUIDE

Complete Guide to English Grammar with Full Practice Sets.

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INSIDE

Handbook of Definitions and Rules · Troubleshooter · Part 1 Grammar · Part 2 Usage · Part 3 Mechanics · Part 4 Vocabulary and Spelling · Part 5 Composition

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Complete Guide to English Grammar with Full Practice Sets. 109 lessons organized in 14 units, each with rules, examples, practice, and answer keys.

Contents

Each lesson gives the rules with examples, then at least 40 practice items. Answer keys appear at the end of every unit.

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SCHOLAR COACH GRAMMAR GUIDE · REFERENCE

Handbook of Rules and Troubleshooter.

A quick-reference summary of every rule in this guide, followed by the Troubleshooter: the most common writing problems, how to spot them, and how to fix them.

Handbook of Definitions and Rules

A quick reference for every definition and rule in the Scholar Coach Grammar Guide. Use it to look up a term, check a rule, or review before a test. Full lessons with practice appear later in the guide.

Parts of Speech: Nouns

A singular noun names one person, place, thing, or idea. A plural noun names more than one.

- The **telescope** gathered faint light from distant galaxies.
- Three **telescopes** stood in the dome of the observatory.

Test for a noun: a word is a noun if it fits at least one of these frames: "I know something about ___" *or* "I know something about a(n) ___."

- I know something about **fractions**.
- I know something about a **sonnet**.

A collective noun names a group. It is singular when it refers to the group as a whole and plural when it refers to the members acting individually.

- The **orchestra** rehearses on Thursday evenings. (singular: one unit)
- The **faculty** disagree about the reading list. (plural: individual members)

A common noun names a general class of people, places, things, or ideas. A proper noun names one particular person, place, thing, event, or idea and is always capitalized.

- The **poet** visited a **museum** in **Florence**. (common: poet, museum; proper: Florence)
- **Marie Curie** won the **Nobel Prize**.

A concrete noun names something you can perceive with the senses. An abstract noun names an idea, quality, or condition.

- The **violin** and the **marble** statue filled the hall. (concrete)
- **Curiosity** and **patience** drive every good experiment. (abstract)

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A possessive noun shows ownership or a relationship between two nouns.

- **Darwin's** notebooks survive in the library.
- The **students'** essays were displayed in the hall.

Parts of Speech: Pronouns

A pronoun takes the place of a noun, a group of words acting as a noun, or another pronoun.

- Mary Shelley wrote Frankenstein when **she** was young.

A personal pronoun refers to a specific person or thing. First person pronouns refer to the speaker, second person to the one spoken to, and third person to the one spoken about.

- **I** studied the proof; **you** checked **it**; **they** praised **us**.

PERSON AND NUMBER	NOMINATIVE CASE	POSSESSIVE CASE	OBJECTIVE CASE
First person, singular	I	my, mine	me
First person, plural	we	our, ours	us
Second person, singular	you	your, yours	you
Second person, plural	you	your, yours	you
Third person, singular	he, she, it	his, her, hers, its	him, her, it
Third person, plural	they	their, theirs	them

A reflexive pronoun refers back to the subject of the sentence. An intensive pronoun adds emphasis to a noun or another pronoun. A demonstrative pronoun points out specific persons, places, things, or ideas.

- Reflexive: The painter taught **herself** perspective.
- Intensive: The composer **himself** conducted the premiere.
- Demonstrative: **This** is the manuscript; **those** are the copies.

An interrogative pronoun begins a question. A relative pronoun introduces a subordinate clause. An indefinite pronoun refers to persons, places, or things in a general way.

- Interrogative: **Which** theorem did Euclid prove first? To **whom** did the letter go?
- Relative: The experiment **that** failed taught us the most.
- Indefinite: **Everyone** has read the chapter; **no one** was confused.

The antecedent of a pronoun is the word or group of words the pronoun refers to.

- **Newton** published **his** laws in 1687. (Newton is the antecedent of his.)

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Parts of Speech: Verbs

A verb expresses action or a state of being and is necessary to make a statement. Test: most verbs fit one of these frames: "We ___," *"We __ loyal,"* *"We __ it,"* *"It ___."*

- We **study**. We **remain** curious. We **admire** it. It **echoed**.

An action verb tells what someone or something does. A transitive verb is followed by a word that answers *what?* or *whom?* An intransitive verb is not.

- Transitive: The historian **examined** the charter.
- Intransitive: The choir **sang** beautifully.

A linking verb joins the subject to an adjective, a noun, or a pronoun that describes or renames it.

- The lecture **was** dense. (adjective)
- Galileo **was** an astronomer. (noun)

A verb phrase is a main verb plus all its auxiliary (helping) verbs.

- The curator **has been restoring** the portrait.
- I **am reading** a novel by Austen.

Principal Parts and Tenses

Every verb has four principal parts: the base, the past, the present participle, and the past participle.

- Base: I **write**. Past: I **wrote**. Present participle: I am **writing**. Past participle: I have **written**.

The tense of a verb expresses time. The principal parts form six tenses: three simple and three perfect.

- See the table below.

TENSE	EXAMPLE	USE
Present	She writes.	Action in the present or a habitual action
Past	She wrote.	Action completed in the past
Future	She will write.	Action yet to be done
Present perfect	She has written.	Action at an indefinite past time, or one still in effect
Past perfect	She had written.	Action completed before another past action
Future perfect	She will have written.	Action that will be completed before a future time

Irregular verbs form the past and the past participle without adding *-ed* to the base.

- The river **froze** overnight. The lake has **frozen** before.

Principal parts of irregular verbs, first set:

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BASE FORM	PAST FORM	PAST PARTICIPLE
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten or bit
blow	blew	blown
break	broke	broken
bring	brought	brought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
freeze	froze	frozen
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung or hanged	hung or hanged
have	had	had
know	knew	known
lay	laid	laid
lead	led	led
lend	lent	lent
lie	lay	lain

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BASE FORM	PAST FORM	PAST PARTICIPLE
lose	lost	lost
put	put	put

Principal parts of irregular verbs, second set:

BASE FORM	PAST FORM	PAST PARTICIPLE
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shrink	shrank or shrunk	shrunk or shrunken
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
spring	sprang or sprung	sprung
steal	stole	stolen
swim	swam	swum
take	took	taken
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

Hung or hanged?

Use hanged only for execution by hanging. Use hung in every other sense: the curator hung the portrait in the north gallery, but the chronicle records that the pirate was hanged.

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Progressive forms combine a form of *be* with the present participle to show continuing action. **Emphatic forms** combine a form of *do* with the base to add emphasis or to form questions.

- Progressive: The chemist **is heating** the flask. She **has been studying** since noon.
- Emphatic: We **do value** accuracy. The author **did revise** the ending.

Voice shows whether the subject performs the action or receives it. In the **active voice** the subject acts; in the **passive voice** the action is performed on the subject.

- Active: The sculptor **carved** the figure.
- Passive: The figure **was carved** by the sculptor.

Mood shows the speaker's attitude. The **indicative mood** states a fact or asks a question. The **imperative mood** gives a command or request. The **subjunctive mood** expresses a demand, recommendation, suggestion, necessity, or a condition contrary to fact.

- Indicative: Mozart **composed** over six hundred works.
- Imperative: **Read** the second act tonight.
- Subjunctive: If I **were** the editor, I would cut the third chapter. The teacher requires that every student **submit** a draft.

Parts of Speech: Adjectives

An **adjective** modifies a noun or pronoun by giving a descriptive or specific detail. Most adjectives can show comparison.

- a **bright** star, a **brighter** star, the **brightest** star

Test for adjectives: most fit the frame "The ___ *one looks very* ___."

- The **ancient** one looks very **fragile**.

The **articles** are the adjectives *a*, *an*, and *the*. They do not pass the test above.

- **An** essay, **a** poem, **the** novel.

A **proper adjective** is formed from a proper noun and is capitalized.

- a **Shakespearean** sonnet; **Greek** philosophy; a **Newtonian** idea

An **object complement** that is an adjective follows a direct object and describes it.

- The critics found the film **tedious**.

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Parts of Speech: Adverbs

An adverb modifies a verb, an adjective, or another adverb. Adverbs tell how, where, when, or to what degree, and most can show comparison.

- The pianist played **softly**. (how)
- Place the specimen **here**. (where)
- The librarian **seldom** raises her voice. (when)

Adverbs of degree strengthen or weaken the adjectives or adverbs they modify.

- A **very** old map hung there. (modifies an adjective)
- He read **too** quickly. (modifies an adverb)

Test for adverbs: many fit these frames: "She thinks ___," *"She thinks __ fast," "She ___* thinks fast."

- She thinks **carefully**. She thinks **unusually** fast. She **always** thinks fast.

Prepositions, Conjunctions, and Interjections

A preposition shows the relationship of a noun or pronoun to some other word in the sentence. A compound preposition is made of more than one word.

- The notes **on** the table belong **to** the lecturer.
- The lab stayed open **because of** the experiment.

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

A conjunction joins words or groups of words. A coordinating conjunction (and, but, or, nor, for, so, yet) joins elements of equal weight. Correlative conjunctions work in pairs. A subordinating conjunction joins two clauses and makes one dependent on the other.

- Coordinating: Euler **and** Gauss shaped modern mathematics.
- Correlative: The exhibit is **both** beautiful **and** instructive. Choose **either** the essay **or** the report.
- Subordinating: The class listened **while** the poet read.

A conjunctive adverb clarifies the relationship between two independent clauses. Examples include however, therefore, moreover, nevertheless, consequently, and furthermore.

- The data were incomplete; **therefore**, the team repeated the trial.

An interjection is an unrelated word or phrase that expresses emotion.

- **Wow**, the nebula is vivid! **Alas**, the manuscript was lost.

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Parts of the Sentence: Subjects and Predicates

The **simple subject** is the key noun or pronoun that tells what the sentence is about. A **compound subject** is two or more simple subjects joined by a conjunction and sharing a verb.

- The **philosopher** paused.
- The **philosopher** and her **student** paused.

The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject. A **compound predicate** is two or more verbs or verb phrases joined by a conjunction and sharing a subject.

- The curtain **rose**.
- The cast **bowed** and **left** the stage.

The **complete subject** is the simple subject plus all words that modify it. The **complete predicate** is the simple predicate plus all words that modify it or complete its meaning.

- **The tall, silent librarian** | **shelved the atlases before noon.**

Usually the subject comes before the predicate. In an **inverted sentence** all or part of the predicate comes first.

- There **are** three **proofs** in the chapter.
- Beyond the hills **rose** the **observatory**.

Parts of the Sentence: Complements

A **complement** is a word or group of words that completes the meaning of the verb. The four kinds are direct objects, indirect objects, object complements, and subject complements.

- See the rules below.

A **direct object** answers *what?* or *whom?* after an action verb.

- The chemist weighed the **powder**. (weighed what?)
- The teacher praised her **students**. (praised whom?)

An **indirect object** receives what the direct object names.

- The curator gave the **visitors** a map.
- Keats wrote **Fanny** a letter.

A **subject complement** follows a linking verb and identifies or describes the subject. A **predicate nominative** is a noun or pronoun; a **predicate adjective** is an adjective.

- Predicate nominative: Marie Curie was a **physicist**.
- Predicate adjective: The proof seems **elegant**.

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An object complement describes or renames a direct object.

- The jury judged the painting **superb**.
- The class named Elena **president**.

Phrases

A phrase is a group of words that acts as a single part of speech.

- **Under the old bridge** is a phrase; it has no subject and verb.

A prepositional phrase begins with a preposition and usually ends with a noun or pronoun, the object of the preposition. It can modify a noun, a pronoun, a verb, an adjective, or an adverb.

- The book **on the shelf** is rare. (modifies the noun book)
- The comet streaked **across the sky**. (modifies the verb streaked)
- She is fluent **in Latin**. (modifies the adjective fluent)
- She reads remarkably well **for a beginner**. (modifies the adverb well)

An appositive is a noun or pronoun placed next to another noun or pronoun to identify it. An appositive phrase is an appositive plus its modifiers.

- My cousin **Ines** studies geology.
- Homer, **the author of the Iliad**, is revered.

A verbal is a verb form that functions as a noun, an adjective, or an adverb. A verbal phrase is a verbal plus its complements and modifiers.

- Verbals are of three kinds: participles, gerunds, and infinitives.

A participle is a verbal that functions as an adjective. A participial phrase contains a participle plus complements or modifiers.

- The **glowing** embers faded.
- **Reading the poem aloud**, she found its rhythm.

A gerund is a verbal ending in *-ing* that is used as a noun. A gerund phrase is a gerund plus its complements or modifiers.

- **Painting** requires patience.
- **Solving the equation** took an hour.

An infinitive is a verbal usually preceded by *to* and used as a noun, adjective, or adverb. An infinitive phrase is an infinitive plus its complements and modifiers.

- Noun: I hope **to visit the Louvre**.
- Adjective: She has a paper **to finish**.
- Adverb: We stayed late **to study the results**.

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An **absolute phrase** is a noun or pronoun modified by a participle or participial phrase. It has no grammatical link to the rest of the sentence.

- **The experiment completed**, the students cleaned the lab.
- **Her notes spread across the desk**, Nadia began to write.

Clauses and Sentence Structure

A **clause** is a group of words with a subject and a predicate. A **main clause** can stand alone as a sentence. A **subordinate clause** has a subject and a predicate but cannot stand alone.

- The experiment failed **(main)** because the flask cracked **(subordinate)**.

There are three kinds of subordinate clauses. An **adjective clause** modifies a noun or pronoun. An **adverb clause** modifies a verb, an adjective, or an adverb and tells when, where, how, why, to what extent, or under what conditions. A **noun clause** is used as a noun.

- Adjective: The scientist **who discovered penicillin** was Alexander Fleming.
- Adverb: **When the bell rang**, the lecture ended. The sea is calmer **than it was yesterday**.
- Noun: **What the poem means** puzzled the class. I know **that water boils at 100 degrees Celsius at sea level**.

Clauses combine to form four kinds of sentences:

SENTENCE TYPE	STRUCTURE	EXAMPLE
Simple	One main clause, no subordinate clause	The stars fill the sky.
Compound	Two or more main clauses	The lecture ended, **and** the students left.
Complex	One main clause plus one or more subordinate clauses	**Although** the rain fell, the chorus continued.
Compound-complex	Two or more main clauses plus at least one subordinate clause	The map was old; we followed it **because** no other guide existed.

Sentences are also classified by purpose. A **declarative sentence** makes a statement. An **imperative sentence** gives a command or makes a request. An **interrogative sentence** asks a question. An **exclamatory sentence** expresses strong emotion.

- Declarative: Pascal studied probability.
- Imperative: Please open your books.
- Interrogative: Who painted the ceiling?
- Exclamatory: What a magnificent view this is!

Subject-Verb Agreement

A verb must agree with its subject in person and number.

- The **author writes** daily. The **authors write** daily.
- She **is** reading. They **are** reading.

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In an inverted sentence the subject follows the verb. Find the subject first, whether the sentence starts with a prepositional phrase, with *there* or *here*, or with a form of *do*.

- Across the page **ran** a faint **line**.
- There **are** many **reasons** to read.
- **Do** the **volumes** include an index?

Do not mistake the object of a preposition for the subject.

- The **box** of old letters **is** in the archive.

Make the verb agree with the subject, not with the predicate nominative.

- His chief interest **was** the stars.
- The stars **were** his chief interest.

A title is singular, even if its nouns are plural.

- *Great Expectations* **is** a novel by Dickens.
- *The Canterbury Tales* **has** many narrators.

Subjects joined by *and* take a plural verb unless they name one unit. Subjects joined by *or* or *nor* take a verb that agrees with the subject nearer to it.

- Plato **and** Aristotle **were** teacher and student.
- Bread **and** butter **is** a simple meal. (one unit)
- Neither the **pens** nor the **ruler is** here.

A compound subject preceded by *many a*, *every*, or *each* takes a singular verb.

- **Every** paper and note **needs** a date.
- **Many a** scholar **has** admired it.

Intervening expressions such as *as well as*, *along with*, and *accompanied by* do not change the number of the subject.

- The **conductor**, along with the musicians, **was** applauded.
- The **paintings**, accompanied by a sculpture, **hang** in the gallery.

A verb must agree in number with an indefinite pronoun subject.

- **Each** of the plays **is** short. **Few** are long. **All** of the paint **is** dry; **all** of the books **are** shelved.

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GROUP	PRONOUNS
Always singular	each, either, neither, one, everyone, everybody, everything, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something
Always plural	several, few, both, many
Singular or plural, depending on the noun they refer to	some, all, any, most, none

When the subject of an adjective clause is a relative pronoun, the verb agrees with the antecedent of that pronoun.

- She is one of the scholars **who study** Sanskrit. (the antecedent of who is scholars)
- He is the only **scholar** who **studies** it.

Using Pronouns Correctly

Use the **nominative case** for a subject or a predicate nominative.

- **She** solved the problem. The winner was **he**.
- **We** three, Ana, her brother, and **I**, visited the museum.

Use the **objective case** for a direct object, an indirect object, and the object of a preposition. Use it also to rename an object.

- The teacher thanked **us**. The librarian lent **her** a book. Sit beside **me**. The curator greeted **us**, Hana and **me**.

Use the **possessive case** to replace possessive nouns and before gerunds. Never put an apostrophe in a possessive pronoun.

- The notebook is **hers**. The class applauded **his** reciting the poem. Its cover is torn.

When a pronoun is followed by an appositive, choose the case you would use if the appositive were left out.

- **We** scholars read widely. (We read widely.)
- The prize went to **us** students. (The prize went to us.)

In an elliptical clause after *than* or *as*, use the case you would use if the missing words were supplied.

- Euler wrote more than **he**. (than he wrote)
- The decision pleased Ana more than **me**. (than it pleased me)

Use a **reflexive pronoun** to refer back to the subject. Do not write *hisself* or *theirselves*.

- The pianist taught **himself** counterpoint.
- The students tested **themselves** on the formulas.

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Use *who* and *whoever* for subjects and predicate nominatives. Use *whom* and *whomever* for objects. In a subordinate clause, the pronoun's job within that clause decides the case.

- **Who** wrote Middlemarch? **Whom** did the committee choose?
- Give the award to **whoever** wins the debate.
- The museum will hire **whomever** the director selects.

A pronoun must agree with its antecedent in number, gender, and person.

- **Marie** left **her** notebook in the lab.
- The **committee** submitted **its** report.

The antecedent of a pronoun must be clear. Avoid vague *they*, *it*, *this*, and *which*.

- Vague: The students told the teachers they were wrong.
- Clear: The students told the teachers that the teachers were wrong.
- Indefinite: If you park under the sign, it will be towed.
- Clear: If you park under the sign, your car will be towed.

Using Modifiers Correctly

Most modifiers have three degrees of comparison. The positive form describes one thing. The comparative compares two. The superlative compares three or more.

- This river is **long**. That river is **longer**. The Nile is the **longest** of all.

One-syllable and many two-syllable modifiers add *-er* and *-est*. For modifiers ending in *-ly* and for those of three or more syllables, use *more*/*most* or *less*/*least*.

- Her argument was **clearer** than his. His argument was **more convincing** than hers.
- It was the **least** exhausting part of the study.

POSITIVE	COMPARATIVE	SUPERLATIVE
bold	bolder	boldest
happy	happier	happiest
strong	stronger	strongest
careful	more careful	most careful
quickly	more quickly	most quickly
careless	less careless	least careless

Irregular comparisons:

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POSITIVE	COMPARATIVE	SUPERLATIVE
good, well	better	best
bad, badly, ill	worse	worst
far	farther, further	farthest, furthest
many, much	more	most
little	less	least

Do not use a double comparison: never combine *-er* or *-est* with *more* or *most*.

- Incorrect: the **most brightest** star. Correct: the **brightest** star.

Do not make an incomplete or illogical comparison. Add *other* or *else* when comparing one member of a group with the rest.

- Unclear: Newton is greater than any scientist of his age.
- Clear: Newton is greater than any **other** scientist of his age.

Avoid double negatives, which are two negative words in the same clause.

- Incorrect: The lab has **not** had **no** accidents.
- Correct: The lab has **not** had **any** accidents.

Place modifiers close to the words they modify. A misplaced modifier is too far from its target; a dangling modifier has no target in the sentence.

- Misplaced: The student returned the book to the librarian **that was overdue**.
- Clear: The student returned the **overdue** book to the librarian.
- Dangling: **Walking into the museum**, the paintings amazed him.
- Clear: **Walking into the museum**, he was amazed by the paintings.

Place the adverb *only* directly before the word or words it modifies. Its position changes the meaning.

- **Only** Lena studies the harp on Friday. (nobody else)
- Lena **only** studies the harp on Friday. (she does nothing else with it)
- Lena studies the harp **only** on Friday. (no other day)

Usage Glossary

Each entry gives a rule and a brief example. Words in bold are the correct choices.

a, an: Use *a* before a consonant sound and *an* before a vowel sound.

- **a** theory, **an** idea, **an** hour, **a** unit

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a lot, alot: Write *a lot* as two words. *Alot* is not a word.

- We learned **a lot** from the exhibit.

a while, awhile: *A while* is a noun phrase, often after *for* or *in*. *Awhile* is an adverb.

- Rest for **a while**. Rest **awhile**.

accept, except: *Accept* is a verb meaning to receive or agree to. *Except* usually means "but" or "to leave out."

- She will **accept** every comment **except** the last.

adapt, adopt: *Adapt* means to adjust. *Adopt* means to take as one's own.

- Organisms **adapt** to change. The school will **adopt** the new curriculum.

advice, advise: *Advice* is a noun; *advise* is a verb.

- I will **advise** you, but take my **advice** seriously.

affect, effect: *Affect* is usually a verb meaning to influence. *Effect* is usually a noun meaning result; as a verb it means to bring about.

- Light can **affect** a plant's growth.
- The **effect** was dramatic.
- The reformers hoped to **effect** change.

ain't: Not acceptable in writing or speech except in exact quotations.

- Write: The result **is not** correct.

all ready, already: *All ready* means completely ready. *Already* means before or by this time.

- The class was **all ready**; the lecture had **already** begun.

all right, alright: Write *all right* as two words.

- Is the revised outline **all right**?

all together, altogether: *All together* means in a group. *Altogether* means completely or on the whole.

- The chorus sang **all together**. It was **altogether** moving.

allusion, illusion: An *allusion* is an indirect reference. An *illusion* is a false impression.

- The poem makes an **allusion** to Homer.
- The painting creates an **illusion** of depth.

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anyways, anywheres, everywheres, somewheres: Drop the final *-s*.

- The experiment worked **anyway**. We searched **everywhere**.

bad, badly: *Bad* is an adjective; *badly* is an adverb.

- The reviewer felt **bad** about the harsh critique. The choir sang **badly**.

being as, being that: Informal. Use *because* or *since*.

- **Because** the lab was closed, we left.

beside, besides: *Beside* means next to. *Besides* means in addition to.

- Sit **beside** the window. Who, **besides** Kepler, studied planetary orbits?

between, among: Use *between* for two items and *among* for a group.

- The choice **between** physics and chemistry was hard. She stood **among** the scholars.

borrow, lend, loan: *Borrow* means to take temporarily. *Lend* means to give temporarily. *Loan* is a noun.

- May I **borrow** your atlas? Yes, I will **lend** it to you for a week. Thank you for the **loan**.

bring, take: *Bring* shows movement toward the speaker; *take* shows movement away.

- **Bring** the notes here, then **take** the books to the archive.

can, may: *Can* shows ability. *May* shows permission.

- **Can** you solve it? **May** I leave early?

can't hardly, can't scarcely: Double negatives. Use *can hardly* and *can scarcely*.

- We **can hardly** see the faint star.

continual, continuous: *Continual* means repeated with pauses. *Continuous* means without interruption.

- The lecture suffered **continual** interruptions. The river's flow is **continuous**.

could of, might of, must of, should of, would of: Write *could have*, *might have*, and so on.

- She **should have** checked the sources.

different from, different than: *Different from* is preferred.

- Baroque music is **different from** Romantic music.

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doesn't, don't: *Doesn't* goes with singular nouns and *he, she, it*. *Don't* goes with *I, you,* and plural nouns.

- The reading **doesn't** end here. The readings **don't** match.

emigrate, immigrate: *Emigrate* means to leave a country; use *from* with it. *Immigrate* means to enter a country to settle there; use *to* with it.

- Many scholars **emigrated** from Europe in the 1930s; they **immigrated** to the United States.

farther, further: *Farther* is physical distance. *Further* is time, degree, or extent.

- We walked **farther** along the shore. Let us study it **further**.

fewer, less: *Fewer* goes with countable nouns. *Less* goes with uncountable nouns and single amounts.

- **Fewer** errors, **less** noise. The sample weighed **less** than 5 grams.

good, well: *Good* is an adjective; *well* is an adverb (and an adjective meaning healthy).

- A **good** cellist plays **well**.

had of: Do not put *of* between *had* and a participle.

- If he **had known**, he would have called.

hanged, hung: *Hanged* means executed by hanging; *hung* is for all other uses.

- The poster was **hung** on the wall.

in, into, in to: *In* means inside. *Into* shows movement from outside to inside. *In to* is an adverb plus a preposition.

- She waited **in** the hall, walked **into** the lab, and turned her report **in to** the professor.

irregardless, regardless: Use *regardless*.

- **Regardless** of the weather, the observatory will open.

this kind, these kinds: Match the singular or plural form.

- I like **this kind** of poem and **these kinds** of paintings.

lay, lie: *Lay* means to place and takes a direct object. *Lie* means to recline and takes none.

- **Lay** the map on the table. The map **lies** on the table.

learn, teach: *Learn* means to gain knowledge. *Teach* means to give it.

- I **learn** from those who **teach** well.

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leave, let: *Leave* means to go away. *Let* means to permit.

- **Let** me finish before you **leave**.

like, as: *Like* is a preposition. Use *as* or *as if* before a clause.

- She sings **like** a nightingale. She sings **as** a nightingale does.

loose, lose: *Loose* means not tight. *Lose* means to misplace or fail to win.

- Do not **lose** the **loose** pages.

passed, past: *Passed* is a verb. *Past* is a noun, adjective, adverb, or preposition.

- She **passed** the exam. We walked **past** the museum.

precede, proceed: *Precede* means to come before. *Proceed* means to continue.

- The overture will **precede** the opera. Please **proceed**.

raise, rise: *Raise* means to lift and takes an object. *Rise* means to go up and takes none.

- **Raise** the flag. The sun will **rise**.

reason is because: Use *reason is that* or simply *because*.

- The **reason** is **that** the data were flawed.

respectfully, respectively: *Respectfully* means with respect. *Respectively* means in the order named.

- He listened **respectfully**. Bach, Mozart, and Haydn were born in 1685, 1756, and 1732, **respectively**.

says, said: *Says* is present tense; *said* is past.

- She **says** the proof works; he **said** it failed.

sit, set: *Sit* means to be seated and rarely takes an object. *Set* means to place and usually takes an object. *Set* also describes the sun going down.

- **Sit** by the fire. **Set** the book down. The sun will **set** at six.

than, then: *Than* introduces the second element in a comparison and also shows exception (other than). *Then* is an adverb that refers to time.

- Venus is hotter **than** Mars. Measure first, **then** record. No one **other than** the curator holds the key.

this here, that there: Drop *here* and *there*.

- **This** manuscript is rare.

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who, whom: *Who* is a subject. *Whom* is an object.

- **Who** wrote it? To **whom** was it dedicated?

Capitalization

Capitalize the first word of a sentence, including a quoted sentence and a complete sentence in parentheses (unless it sits inside another sentence).

- Keats wrote, "**B**eauty is truth, truth beauty."
- Darwin sailed on the Beagle. (**T**he voyage lasted almost five years.)

Always capitalize the pronoun *I*.

- When **I** read Plato, **I** take notes.

Capitalize names of individuals, titles used in direct address or before a name, and family titles used with a name or in place of a name.

- **E**uclid, **P**resident Lincoln, **D**r. Chen, **U**ncle Tomas, **M**other

Capitalize the names of ethnic groups, national groups, political parties, and languages.

- **F**rench, **I**talians, **L**atin, the **G**reen **P**arty

Capitalize names of organizations, institutions, monuments, bridges, and buildings.

- the **N**ational **A**cademy of **S**ciences, the **G**olden **G**ate **B**ridge

Capitalize trade names, documents, awards, and laws.

- the **D**eclaration of **I**ndependence, the **P**ulitzer **P**rize

Capitalize geographical terms and regions.

- the **P**acific **O**cean, **M**ount **E**verest, the **M**idwest

Capitalize planets and other heavenly bodies. Do not capitalize *sun* or *moon* in general use.

- **S**aturn, the **M**ilky **W**ay

Capitalize names of ships, planes, trains, and spacecraft.

- *the **C**hallenger*, the **O**rient **E**xpress

Capitalize names of historical events, eras, calendar items, and religious terms.

- the **R**enaissance, **S**eptember, **P**assover

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Capitalize the important words in titles of literary works, works of art, and musical compositions.

- *The Odyssey*, *The Starry Night*, "Ode to Joy"

Capitalize proper adjectives.

- Shakespearean tragedy, Euclidean geometry, Chinese porcelain

Punctuation: End Marks, Colons, and Semicolons

Use a period at the end of a declarative sentence and a mild command.

- Euclid wrote the Elements. Please close the door.

Use an exclamation point for strong feeling or a forceful command.

- What a discovery! Stop!

Use a question mark after a direct question. Use a period after an indirect question.

- Direct: Who painted Guernica?
- Indirect: She asked who painted Guernica.

Use a colon to introduce a list or to illustrate or restate previous material.

- The kit contained three items: a lens, a ruler, and a mirror.
- The result was clear: the hypothesis failed.

Use a colon for hours and minutes, biblical chapter and verse, and the salutation of a business letter.

- 8:45 a.m., John 3:16, Dear Dr. Rivera:

Use a semicolon between main clauses not joined by a coordinating conjunction.

- The lens was cracked; the experiment had to wait.

Use a semicolon between main clauses joined by a conjunctive adverb or *for example* or *that is*.

- The data were clear; however, the team doubted them.

Use semicolons to separate items in a series when the items contain commas.

- We met Ada, a mathematician; Carl, a chemist; and Ruth, an astronomer.

Use a semicolon between main clauses joined by a coordinating conjunction when the clauses already contain several commas.

- In Rome, Paris, and Vienna, the tour was crowded; but the guide, a historian, kept it lively.

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Punctuation: Commas

Use a comma before the conjunction that joins the main clauses of a compound sentence.

- The telescope was old **,** but it still worked.

Use commas to separate three or more words, phrases, or clauses in a series.

- Poets, painters **,** and composers gathered.

Use a comma to separate coordinate adjectives.

- It was a long **,** difficult proof.

Use commas to set off parenthetical expressions.

- The result, **of course**, surprised us.

Use commas to set off nonessential clauses and phrases, introductory adverb clauses, participial phrases, and long prepositional phrases.

- Adjective clause: The scholar, **who studied glaciers**, spoke.
- Appositive: Vienna, **the home of Mozart**, is musical.
- Adverb clause: **When the lecture ended**, we left.
- Participial phrase: **Closing the book**, she sighed.
- Prepositional phrase: **At the end of the long and tiring afternoon**, we rested.

Use commas to separate parts of an address, a geographical term, or a date.

- Princeton, New Jersey; June 5, 1950

Use commas to set off parts of a reference.

- Read Hamlet **,** Act III.

Use commas to set off direct address and tag questions.

- Maya **,** please read. You studied **,** didn't you?

Use a comma after the salutation of a friendly letter and after the close of any letter.

- Dear Nora **,** ... Sincerely **,**

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Punctuation: Dashes, Parentheses, Brackets, Ellipses, and Quotation Marks

Use a dash to signal a sudden change in thought or to emphasize parenthetical matter. In the examples here, "--" stands for the long dash. Do not confuse it with the shorter hyphen.

- She opened the letter -- and froze. (The dash marks an abrupt shift.)
- Remember to bring the slides -- oh, and the laser pointer!

Use parentheses to set off supplemental material. Punctuate inside them only if the punctuation belongs to the parenthetical material.

- Newton (an English physicist) formulated the laws of motion.

Use brackets to enclose information inserted by someone other than the original writer.

- "She [Curie] persisted."

Use ellipsis points, three spaced periods, to show omitted material.

- "The play was long . . . and brilliant."

Use quotation marks around a direct quotation. Use two sets for an interrupted quotation and single marks for a quotation inside a quotation.

- "The theorem," said Ms. Ito, "is elegant."
- The student said, "The poem begins, 'Because I could not stop for Death.'"

Use quotation marks for titles of short works, unusual expressions, and definitions.

- "The Raven" (poem), "Clair de Lune" (piece)
- Chemists call a substance that speeds up a reaction a "catalyst."

Place commas and periods inside closing quotation marks. Place colons and semicolons outside. Place question marks and exclamation points inside only when they belong to the quotation.

- "Look," she said, "it is here."
- He quoted "Ozymandias"; the class listened.
- Did she say, "Read the sonnet"?
- He asked, "Who wrote it?"

Punctuation: Italics, Apostrophes, and Hyphens

Italicize (underline) titles of books, long poems, plays, films, television series, paintings, sculptures, long musical works, court cases, newspapers, magazines, ships, trains, aircraft, and spacecraft.

- *Don Quixote*, *The Thinker*, *Marbury v. Madison*

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Italicize foreign words not common in English and words, letters, and numerals used as themselves.

- The phrase *carpe diem* is Latin. Dot your *i*'s.

Add an apostrophe and *-s* to singular nouns, singular indefinite pronouns, plural nouns not ending in *-s*, and compound nouns. Add only an apostrophe to plural nouns ending in *-s*.

- the **author's** voice, **everyone's** hope, the **children's** books, the **scholars'** debate, my **mother-in-law's** laboratory

For joint possession, make only the last name possessive. For individual possession, make both possessive.

- Marx and Engels **'s** writings (joint); Bach **'s** and Handel **'s** works (individual)

Use a possessive form to express amounts of money or time that modify a noun.

- a week **'s** research, ten dollars **'** worth

Use an apostrophe for omitted letters or numerals. Use apostrophe and *-s* for plurals of letters, numerals, and symbols.

- can **'** t, the class of **'** 99, four **7's**

Use a hyphen after a prefix joined to a proper noun or proper adjective, after *all-*, *ex-*, and *self-*, after *anti-* before an *i*, and after *vice-* (except *vice president*). Use a hyphen after *re-* when needed to avoid confusion.

- pro- **Roman**, all- **knowing**, self- **taught**, anti- **intellectual**, vice- **chancellor**, re- **cover** (cover again) versus recover

Use a hyphen in a compound adjective before a noun and in compound numbers and fractions used as adjectives.

- a well- **known** author, twenty- **one** books, a two- **thirds** majority

Use a hyphen to divide a word at the end of a line, between syllables.

- mathe-matics, litera-ture

Abbreviations and Numbers

Use one period at the end of an abbreviation. If another end mark follows, keep both.

- Bring pens, paper, etc.
- Will she arrive at 3:00 p.m.?

Capitalize abbreviations of proper nouns and some personal titles.

- U.S.A., Dr. Wu, Ph.D., B.C.

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Do not abbreviate units of measurement in ordinary prose. In scientific writing, abbreviate them.

- Add 20 g of salt. The pond was ten yards wide.

Spell out cardinal and ordinal numbers that can be written in one or two words and any number that begins a sentence.

- **Forty-two** scholars attended.
- We studied the **fifth** century.

Use numerals for dates, decimals, house and room numbers, street numbers above ten, sums of money with dollars and cents, and times with a.m. or p.m.

- May 4, 1850; 3.14; Room 12; 42nd Street; $4.75; 9:30 p.m.

Write related numbers in a sentence all as numerals if any one of them must be a numeral.

- The library holds 8 maps, 24 atlases, and 112 manuscripts.

Spell out numbers for decades, small sums of money, streets and avenues below ten, and approximate times.

- the nineties, fifty cents, Fifth Avenue, about nine o'clock

Vocabulary and Spelling

Use context clues to find the meaning of an unfamiliar word: a definition, an example, a comparison, a contrast, or a cause and effect relationship.

- Contrast: Unlike her **garrulous** brother, she was quiet.

Use word parts: the base word, a prefix, and a suffix.

- **re** - **read**, **un** - **kind** - **ness**; **anti** = against, **-logy** = study

Put *i* before *e* except after *c* or when the sound is long *a*. Many exceptions exist.

- f**ie**ld, rec**ei**ve, n**ei**ghbor; exceptions: w**ei**rd, s**ei**ze

Most words ending in the *sed* sound use *-cede*: precede, recede, concede. Only one word uses *-sede* (supersede), and three use *-ceed* (proceed, exceed, succeed).

- recede, supersede, exceed

For an unstressed vowel, compare the word with a related word in which the vowel is stressed.

- definite (definition), compete (competition)

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When adding a suffix to a word ending in silent *e*: keep the *e* before a consonant suffix; drop it before a vowel suffix; keep it after *c* or *g* before *a* or *o*; keep it after *ee* or *oe*.

- hope **ful**, hop **ing**, notice **able**, courage **ous**, see **ing**

When a word ends in a consonant plus *y*, change *y* to *i* before a suffix unless the suffix begins with *i*. If the word ends in a vowel plus *y*, keep the *y*.

- happy + ness = happ **i** ness; carry + ing = carry **ing** (the *y* stays before *-ing*); play + ed = play **ed**

Double the final consonant before a vowel suffix when the word ends in a single consonant after a single vowel and the stress falls on the last syllable.

- plan **ned**, begin **ning**, but visit **ed**

When adding *-ly* to a word ending in a single *l*, keep the *l*. If the word ends in double *l*, drop one *l*. If it ends in a consonant plus *-le*, drop the *le*.

- real **ly**, ful **ly**, gentl **y**

When adding *-ness* to a word ending in *n*, keep the *n*. When a prefix or word ending in a consonant meets a suffix or word beginning with the same consonant, keep both.

- thinness, unnatural, drunkenness, misspell

Most nouns form the plural by adding *-s*. Nouns ending in *-ch, -s, -sh, -x,* or *-z* add *-es*. A consonant plus *y* changes *y* to *i* and adds *-es*. Nouns ending in *-lf* or *-fe* usually change *f* to *v* and add *-es* or *-s*.

- books, churches, boxes, studies, wolves, knives

Proper names and one-word compound nouns follow the general rules. For hyphenated or multi-word compounds, pluralize the most important word.

- the Millers, spoonfuls, sisters-in-law, courts-martial

Some nouns have the same singular and plural form.

- sheep, deer, species, series

Composition: Themes, Paragraphs, and Outlines

Begin with **prewriting**. **Freewriting** is one method: write about a subject and branch into related ideas. Also decide your **audience** and **purpose**.

- The purpose may be to persuade, explain, describe, or narrate.

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Write a **first draft** with an introduction, body, and conclusion. Common orders: **chronological order** (events in time order), **spatial order** (objects in the order they appear), and **compare and contrast order** (similarities and differences).

- A history essay often uses chronological order.

Revise for content and structure, then **edit** for grammar, spelling, and punctuation. Finally, prepare the work for **presentation** in printed, oral, or graphic form.

- Read the draft aloud to catch awkward sentences.

A **sentence outline** uses full sentences, each ending with a period. A **topic outline** uses words or phrases without periods. In either form, each point starts with a capital letter, a period follows each number or letter, and a point with subpoints needs at least two.

- See the sample outlines below.

SENTENCE OUTLINE	TOPIC OUTLINE
I. The war had two main causes.	I. Causes of the war
A. Economic rivalry grew between the nations.	A. Economic rivalry
1. Trade routes were contested.	1. Contested trade routes
2. Tariffs rose each year.	2. Rising tariffs
B. Political alliances divided Europe.	B. Political alliances
II. The war changed the continent.	II. Effects of the war

Composition: Letters

Personal letters are usually handwritten in indented form: the first line of each paragraph, each line of the heading, the complimentary close, and the signature are indented. **Business letters** are typed in block form (no indents) or semiblock form (heading, close, and signature indented).

- Block form keeps every line flush with the left margin.

A personal letter has five parts: heading, salutation, body, complimentary close, and signature. A business letter adds an **inside address**.

- See the table below.

PART	CONTENTS
Heading	Writer's address and the date
Inside address (business only)	Recipient's name and address
Salutation	The greeting, such as Dear Dr. Rivera:
Body	The message
Complimentary close	Sincerely, or Yours truly,

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PART	CONTENTS
Signature	The writer's name

Personal letters include letters to friends and family, **thank-you notes**, and **invitations**. Show your personality in personal letters. Keep business letters brief, clear, and courteous.

- A thank-you note to a mentor is a personal letter.

A **letter of complaint** tells what happened, supplies evidence, and states the remedy wanted, without insults or threats. A **letter of request** asks for information or places an order; be concise, give all details, and allow time for a response.

- Request: Please send your brochure on summer research programs.

An **opinion letter** takes a firm stand on an issue. Be clear and rational, know your audience, and support opinions with facts.

- Support each claim with evidence.

A **resume** summarizes work experience, school experience, talents, and interests. Be clear, concise, and expressive, and use a consistent form. It need not be written in complete sentences, but use as many action verbs as possible. A **cover letter** is a brief introduction that accompanies a resume.

- Led the school's debate club; organized a science fair.

Troubleshooter

Troubleshooter: Fixing the Most Common Writing Problems

Teachers mark the same twelve problems again and again. Find the symbol in the margin of your paper, match your sentence to the cause, and apply the fix shown. Each fix is a pattern you can reuse.

FRAG Sentence Fragment

Marked frag. A group of words is punctuated like a sentence but is missing a subject, a complete verb, or a complete thought. Fragments often sound unfinished when you read them aloud.

Fragment that lacks a subject (add a subject)

PROBLEM
Dr. Okafor graded the chemistry labs. Found three errors in the titration data.

FIX
Dr. Okafor graded the chemistry labs. She found three errors in the titration data.

Fragment that lacks a complete verb (add a helping verb)

PROBLEM
The curator is a historian. She studying medieval manuscripts.

FIX
The curator is a historian. She is studying medieval manuscripts.

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Fragment that lacks a complete verb (combine with another sentence)

PROBLEM
The curator is a historian. She studying medieval manuscripts.

FIX
The curator is a historian and is studying medieval manuscripts.

Fragment that is a subordinate clause (combine with another sentence)

PROBLEM
Mary Shelley wrote Frankenstein. Because she had been challenged to write a ghost story.

FIX
Mary Shelley wrote Frankenstein because she had been challenged to write a ghost story.

Fragment that is a subordinate clause (combine with another sentence)

PROBLEM
The library bought a rare atlas. Which the mapmaker had drawn by hand.

FIX
The library bought a rare atlas, which the mapmaker had drawn by hand.

Fragment that is a subordinate clause (make it a complete sentence)

PROBLEM
The library bought a rare atlas. Which the mapmaker had drawn by hand.

FIX
The library bought a rare atlas. The mapmaker had drawn it by hand.

Fragment that lacks both a subject and a verb (make it part of a sentence)

PROBLEM
The choir rehearsed Handel's Messiah. In the old chapel.

FIX
The choir rehearsed Handel's Messiah in the old chapel.

Fragment that lacks both a subject and a verb (make it part of a sentence)

PROBLEM
The next evening. We attended a lecture on Euclid.

FIX
The next evening, we attended a lecture on Euclid.

RUN-ON Run-on Sentence

Marked run-on. Two or more main clauses are jammed together with no punctuation, with only a comma (a comma splice), or with no comma before the coordinating conjunction.

Comma splice: two main clauses separated only by a comma (end punctuation)

PROBLEM
The prism splits white light, each color bends at a different angle.

FIX
The prism splits white light. Each color bends at a different angle.

Comma splice (semicolon)

PROBLEM
The prism splits white light, each color bends at a different angle.

FIX
The prism splits white light; each color bends at a different angle.

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Comma splice (comma plus coordinating conjunction)

PROBLEM
The prism splits white light, each color bends at a different angle.

FIX
The prism splits white light, for each color bends at a different angle.

No punctuation between two main clauses (two sentences)

PROBLEM
Bach composed the cantata in Leipzig Handel wrote operas in London.

FIX
Bach composed the cantata in Leipzig. Handel wrote operas in London.

No punctuation between two main clauses (semicolon)

PROBLEM
Bach composed the cantata in Leipzig Handel wrote operas in London.

FIX
Bach composed the cantata in Leipzig; Handel wrote operas in London.

No punctuation between two main clauses (comma plus coordinating conjunction)

PROBLEM
Bach composed the cantata in Leipzig Handel wrote operas in London.

FIX
Bach composed the cantata in Leipzig, and Handel wrote operas in London.

Two main clauses without a comma before the coordinating conjunction

PROBLEM
The students sketched the statue and then they compared their drawings.

FIX
The students sketched the statue, and then they compared their drawings.

Two main clauses without a comma before the coordinating conjunction

PROBLEM
Galileo observed the moons of Jupiter but his critics doubted the evidence.

FIX
Galileo observed the moons of Jupiter, but his critics doubted the evidence.

AGR Lack of Subject-Verb Agreement

Marked agr. The verb does not match its subject in number. Find the true subject first, then check whether it is singular or plural.

A prepositional phrase between the subject and its verb

PROBLEM
The collection of ancient coins are displayed in the museum.

FIX
The collection of ancient coins is displayed in the museum.

A predicate nominative that differs in number from the subject (the verb agrees with the subject)

PROBLEM
The focus of the poetry lecture were rhyme and meter.

FIX
The focus of the poetry lecture was rhyme and meter.

A subject that follows the verb (inverted sentence)

PROBLEM
There is several proofs of the theorem in the textbook.

FIX
There are several proofs of the theorem in the textbook.

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A subject that follows the verb (inverted sentence)

PROBLEM
Here comes the violins and the cellos.

FIX
Here come the violins and the cellos.

Collective noun as a subject, acting as a unit (singular verb)

PROBLEM
The orchestra rehearse every Thursday evening.

FIX
The orchestra rehearses every Thursday evening.

Collective noun as a subject, acting as individuals (plural verb)

PROBLEM
The faculty has submitted their individual reports.

FIX
The faculty have submitted their individual reports.

A noun of amount that names one unit (singular verb)

PROBLEM
Ninety minutes are the length of the lecture.

FIX
Ninety minutes is the length of the lecture.

A noun of amount that names a number of individual units (plural verb)

PROBLEM
The last ten years has brought great advances in genetics.

FIX
The last ten years have brought great advances in genetics.

Compound subject joined by and, parts that are separate (plural verb)

PROBLEM
A telescope and a notebook is on the desk.

FIX
A telescope and a notebook are on the desk.

Compound subject joined by and, parts that form one unit (singular verb)

PROBLEM
Romeo and Juliet are a tragedy by Shakespeare.

FIX
Romeo and Juliet is a tragedy by Shakespeare.

Compound subject joined by or or nor (agree with the closer subject)

PROBLEM
Neither the biologists nor the chemist are ready to present.

FIX
Neither the biologists nor the chemist is ready to present.

Compound subject preceded by many a, every, or each (singular verb)

PROBLEM
Every notebook and pencil were left in the library.

FIX
Every notebook and pencil was left in the library.

Subject separated from the verb by an intervening expression such as along with or in addition to

PROBLEM
The professor, along with her two assistants, are measuring the spectrum.

FIX
The professor, along with her two assistants, is measuring the spectrum.

Indefinite pronoun that is always singular

PROBLEM
Each of the paintings in the gallery need cleaning.

FIX
Each of the paintings in the gallery needs cleaning.

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Indefinite pronoun that is always plural

PROBLEM	FIX
Several of the manuscripts is damaged by water.	Several of the manuscripts are damaged by water.

Indefinite pronoun that can be singular or plural (look at the noun it refers to)

PROBLEM	FIX
Some of the essay were revised, but most of the poems was not.	Some of the essay was revised, but most of the poems were not.

ANT Lack of Agreement Between Pronoun and Antecedent

Marked ant. A pronoun does not match the noun or pronoun it stands for (its antecedent) in number, person, or gender.

A singular antecedent that can be male or female (use he or she)

PROBLEM	FIX
A good historian checks his sources carefully.	A good historian checks his or her sources carefully.

A singular antecedent that can be male or female (make both plural)

PROBLEM	FIX
A good historian checks his sources carefully.	Good historians check their sources carefully.

A singular antecedent that can be male or female (eliminate the pronoun)

PROBLEM	FIX
A good historian checks his sources carefully.	A good historian checks sources carefully.

A second-person pronoun that refers to a third-person antecedent (use a third-person pronoun)

PROBLEM	FIX
Maya and Theo love the observatory because you can see Saturn's rings there.	Maya and Theo love the observatory because they can see Saturn's rings there.

A second-person pronoun that refers to a third-person antecedent (use a noun)

PROBLEM	FIX
Maya and Theo love the observatory because you can see Saturn's rings there.	Maya and Theo love the observatory because visitors can see Saturn's rings there.

Singular indefinite pronoun as an antecedent

PROBLEM	FIX
Each of the girls in the quartet tuned their violin.	Each of the girls in the quartet tuned her violin.

Singular indefinite pronoun as an antecedent of unknown gender

PROBLEM	FIX
Someone left their calculator in the lecture hall.	Someone left his or her calculator in the lecture hall.

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REF Unclear Pronoun Reference

Marked ref. The reader cannot tell which word a pronoun stands for, because the antecedent is missing, vague, or could be more than one word.

Unclear antecedent (substitute a noun for the pronoun)

PROBLEM
The reagents were old and the burner was faulty, and this spoiled the experiment.

FIX
The reagents were old and the burner was faulty, and these problems spoiled the experiment.

Unclear antecedent (rewrite to give the pronoun a clear antecedent)

PROBLEM
The reagents were old and the burner was faulty, which spoiled the experiment.

FIX
Because the reagents were old and the burner was faulty, the experiment was spoiled.

A pronoun that refers to more than one antecedent (substitute a noun)

PROBLEM
The telescopes arrived before the lenses, but they were damaged.

FIX
The telescopes arrived before the lenses, but the lenses were damaged.

A pronoun that refers to more than one antecedent (rewrite and eliminate the pronoun)

PROBLEM
The librarian told the historian that she had found the letters.

FIX
The librarian found the letters and told the historian about them.

Indefinite use of they (substitute a noun)

PROBLEM
In Victorian novels they often describe the fog in great detail.

FIX
Victorian novelists often describe the fog in great detail.

Indefinite use of you (eliminate the pronoun)

PROBLEM
In the reading room you rarely hear a sound.

FIX
The reading room is almost always silent.

PRO Shift in Pronouns

Marked pro. A sentence begins with a pronoun in one person (first, second, or third) and illogically shifts to a pronoun in another person.

Incorrect shift in person between two pronouns (use a pronoun that agrees with the antecedent)

PROBLEM
We studied the star chart, and then you could find Orion.

FIX
We studied the star chart, and then we could find Orion.

Incorrect shift in person between two pronouns (use a pronoun that agrees with the antecedent)

PROBLEM
One should check the proof twice before you submit it.

FIX
One should check the proof twice before one submits it.

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Incorrect shift in person between two pronouns (replace the pronoun with a noun)

PROBLEM
Visitors to the observatory may look through the telescope, but you must not touch the lens.

FIX
Visitors to the observatory may look through the telescope, but visitors must not touch the lens.

SHIFT T Shift in Verb Tense

Marked shift t. The verbs in a sentence or passage change tense for no reason, or the tenses fail to show which event happened first.

Unnecessary shift in tense (events at the same time need the same tense)

PROBLEM
The chemist pours the solution and measured the temperature.

FIX
The chemist pours the solution and measures the temperature.

Unnecessary shift in tense (events at the same time need the same tense)

PROBLEM
Euclid proved the theorem and then states a corollary.

FIX
Euclid proved the theorem and then stated a corollary.

Tenses that do not show one event preceding another (use the past perfect for the earlier action)

PROBLEM
By the time the lecture began, the students already filled the hall.

FIX
By the time the lecture began, the students had already filled the hall.

Tenses that do not show one event preceding another (use the past perfect for the earlier action)

PROBLEM
Before Newton published the Principia, he revised it for years.

FIX
Before Newton published the Principia, he had revised it for years.

TENSE Incorrect Verb Tense or Form

Marked tense. A verb has the wrong ending, an improperly formed irregular form, or a past participle used where a past tense belongs (or the reverse).

Incorrect or missing verb ending on a regular verb

PROBLEM
The astronomer discover a faint comet last night.

FIX
The astronomer discovered a faint comet last night.

Incorrect or missing verb ending on a regular verb

PROBLEM
Our class visit the art museum last Friday.

FIX
Our class visited the art museum last Friday.

Improper formation of an irregular verb

PROBLEM
Haydn writed more than a hundred symphonies.

FIX
Haydn wrote more than a hundred symphonies.

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Improper formation of an irregular verb

PROBLEM
The pianist bringed her own metronome.

FIX
The pianist brought her own metronome.

Confusion between the past form and the past participle after have

PROBLEM
The students have wrote their essays on Hamlet.

FIX
The students have written their essays on Hamlet.

Confusion between the past form and the past participle after have

PROBLEM
The choir has sang the anthem twice today.

FIX
The choir has sung the anthem twice today.

Past participle used alone as a verb (add a form of have)

PROBLEM
The sculptor done most of the carving before dawn.

FIX
The sculptor had done most of the carving before dawn.

Past participle used alone as a verb (use the simple past form instead)

PROBLEM
The sculptor done most of the carving before dawn.

FIX
The sculptor did most of the carving before dawn.

MOD Misplaced or Dangling Modifier

Marked mod. A modifying word or phrase seems to describe the wrong word, or it has nothing in the sentence to describe at all.

Misplaced modifier (place the phrase next to the word it modifies)

PROBLEM
The student read the poem to the class written in iambic pentameter.

FIX
The student read the poem written in iambic pentameter to the class.

Misplaced modifier (place the phrase next to the word it modifies)

PROBLEM
The curator handed the scroll to the visitor, wrapped in silk.

FIX
The curator handed the visitor the scroll wrapped in silk.

Misplacing the adverb only (it must come right before the word it limits)

PROBLEM
Maria only reads novels from the nineteenth century.

FIX
Maria reads only novels from the nineteenth century.

Misplacing the adverb only (each placement changes the meaning, so choose the one you intend)

PROBLEM
Maria only reads novels from the nineteenth century.

FIX
Only Maria reads novels from the nineteenth century.

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Dangling modifier (add a noun the phrase can describe)

PROBLEM
Walking through the museum, the paintings impressed Lena.

FIX
Walking through the museum, Lena was impressed by the paintings.

Dangling modifier (add a noun the phrase can describe)

PROBLEM
After reading the first chapter, the plot was still confusing.

FIX
After reading the first chapter, the student still found the plot confusing.

POSS Misplaced or Missing Possessive Apostrophe

Marked poss. A possessive noun or pronoun has no apostrophe, has the apostrophe in the wrong place, or has an apostrophe it should not have.

Singular noun (add an apostrophe and s, even after a final s)

PROBLEM
Dickens novels are on the top shelf, but Austens are below.

FIX
Dickens's novels are on the top shelf, but Austen's are below.

Plural noun that ends in s (add only an apostrophe)

PROBLEM
The three poets readings drew a large crowd.

FIX
The three poets' readings drew a large crowd.

Plural noun that does not end in s (add an apostrophe and s)

PROBLEM
The womens chorus rehearsed in the hall.

FIX
The women's chorus rehearsed in the hall.

Plural noun that does not end in s (add an apostrophe and s)

PROBLEM
The childrens museum opens a new exhibit on dinosaurs.

FIX
The children's museum opens a new exhibit on dinosaurs.

Singular indefinite pronoun (add an apostrophe and s)

PROBLEM
Anybodys guess about the result is as good as mine.

FIX
Anybody's guess about the result is as good as mine.

Possessive personal pronoun (never use an apostrophe)

PROBLEM
Is this notebook your's, or is it her's?

FIX
Is this notebook yours, or is it hers?

Confusing its with it's (its is possessive, it's means it is)

PROBLEM
The telescope lost it's focus.

FIX
The telescope lost its focus.

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Confusing its with it's (its is possessive, it's means it is)

PROBLEM	FIX
Its a fine night for observing the stars.	It's a fine night for observing the stars.

COM Missing Commas with Nonessential Elements

Marked com. A word, phrase, or clause that adds extra information, but is not needed to identify what the sentence is about, has no commas around it.

Nonessential participle and its phrase

PROBLEM	FIX
Professor Chen smiling warmly opened the lecture.	Professor Chen, smiling warmly, opened the lecture.

Nonessential participle and its phrase

PROBLEM	FIX
The archaeologist puzzled by the inscription studied it for hours.	The archaeologist, puzzled by the inscription, studied it for hours.

Nonessential infinitive phrase

PROBLEM	FIX
Chemistry to be honest was my hardest course.	Chemistry, to be honest, was my hardest course.

Nonessential adjective clause

PROBLEM	FIX
The cello which the museum acquired last year will go on display in May.	The cello, which the museum acquired last year, will go on display in May.

Nonessential adjective clause

PROBLEM	FIX
Dr. Ahmed who teaches geometry won a teaching award.	Dr. Ahmed, who teaches geometry, won a teaching award.

Nonessential appositive

PROBLEM	FIX
Pythagoras a Greek philosopher and mathematician founded a school in Croton.	Pythagoras, a Greek philosopher and mathematician, founded a school in Croton.

Nonessential appositive

PROBLEM	FIX
My favorite novel Jane Eyre was written by Charlotte Brontë.	My favorite novel, Jane Eyre, was written by Charlotte Brontë.

Interjection

PROBLEM	FIX
Oh the equation balances!	Oh, the equation balances!

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Parenthetical expression

PROBLEM	FIX
You should in fact read the footnotes.	You should, in fact, read the footnotes.

S COM Missing Commas in a Series

Marked s com. Three or more words, phrases, or clauses are listed with no commas, or with commas missing between some of the items.

Series of words

PROBLEM	FIX
Euclid Archimedes and Hypatia were great mathematicians of antiquity.	Euclid, Archimedes, and Hypatia were great mathematicians of antiquity.

Series of adjectives (three or more)

PROBLEM	FIX
The poem is lyrical thoughtful and surprisingly funny.	The poem is lyrical, thoughtful, and surprisingly funny.

Series of phrases

PROBLEM	FIX
The museum displays paintings from Florence Venice and Rome.	The museum displays paintings from Florence, Venice, and Rome.

Series of predicates (verb phrases)

PROBLEM	FIX
The student read the chapter took careful notes and wrote a summary.	The student read the chapter, took careful notes, and wrote a summary.

Series of clauses

PROBLEM	FIX
The orchestra tuned the conductor raised her baton and the audience fell silent.	The orchestra tuned, the conductor raised her baton, and the audience fell silent.

Troubleshooter Practice Find and Fix

Each sentence contains one of the problems above. Name the problem, then rewrite the sentence correctly.

Practice

EXERCISE A Fragments, Run-ons, Agreement, and Pronouns

Each sentence has one of the writing problems in this chapter. Name the problem, then rewrite the sentence correctly. Several fixes may work; the answer key shows one.

1. Rosalind Franklin photographed DNA fibers. Producing images that guided later researchers.
2. The violinist tuned her instrument, the pianist waited for the first note.
3. The stack of old maps are stored in the basement archive.
4. A good scientist records his results carefully.
5. The ink was faded and the paper was brittle, and this made the letter hard to read.

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6. Although the data were consistent. The team repeated the experiment.
7. Neither the poems nor the essay were included in the anthology.
8. We read the whole sonnet aloud, and then you could hear its rhythm.
9. In the Middle Ages they copied manuscripts by hand.
10. Mara and Elise visited the Louvre because you can see the Mona Lisa there.
11. Marie Curie won a Nobel Prize in physics and receives a second in chemistry.
12. There is many reasons to read Homer's Odyssey.
13. Each of the planets orbit the sun in an ellipse.
14. The botanist pressed the fern between two sheets of paper. Then labeled it carefully.

EXERCISE B Verbs, Modifiers, Apostrophes, and Commas

Each sentence has one of the writing problems in this chapter. Name the problem, then rewrite the sentence correctly. Several fixes may work; the answer key shows one.

15. The students have wrote their reports on the French Revolution.
16. The poet read her verses to the audience wearing a blue scarf.
17. The three novelists manuscripts were donated to the library.
18. Pythagoras a Greek mathematician studied numbers and music.
19. The laboratory needs beakers flasks and test tubes.
20. The comet growed brighter each night.
21. Reading the final chapter, the mystery finally made sense.
22. The orchestra tuned it's instruments before the overture.
23. Professor Alvarez who teaches astronomy won the award.
24. Dr. Lee showed the class a skeleton using a pointer.
25. That lab notebook is yours, but the one on the shelf is her's.
26. The conductor raised her baton the orchestra drew a breath and the overture began.
27. By the time the lecture ended, the students filled three pages of notes.
28. Well I never expected the experiment to succeed.

EXERCISE C Mixed Review of Common Problems

Each sentence has one of the writing problems in this chapter. Name the problem, then rewrite the sentence correctly. Several fixes may work; the answer key shows one.

29. Kepler studied the orbit of Mars he found that it was an ellipse.
30. The painter mixed the colors and she applied them in thin layers.
31. The Renaissance began in Italy. In the fourteenth century.
32. The row of microscopes are on the shelf by the window.
33. Here is the notes from yesterday's lecture.
34. Every poem and essay in the volume were written by a student.
35. Twenty minutes are enough time to finish the quiz.
36. Euclid and Archimedes are famous because you can still study their theorems.

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37. At the observatory they let visitors use the main telescope on Fridays.
38. One should read the instructions carefully before they begin the experiment.
39. The geologist chipped a sample from the rock and labels it.
40. The river had froze solid by morning.
41. The sculptor drawed several sketches before she began the clay model.
42. The two museums collections are displayed in the new gallery.

Answer Key

Troubleshooter

Answers for every Troubleshooter practice item. Where several fixes work, one sample is given.

Troubleshooter Practice

Find and Fix

EXERCISE A

1. Sentence Fragment: Rosalind Franklin photographed DNA fibers, producing images that guided later researchers.
2. Run-on Sentence: The violinist tuned her instrument. The pianist waited for the first note.
3. Lack of Subject-Verb Agreement: The stack of old maps is stored in the basement archive.
4. Lack of Agreement Between Pronoun and Antecedent: Good scientists record their results carefully.
5. Unclear Pronoun Reference: The ink was faded and the paper was brittle, and these conditions made the letter hard to read.
6. Sentence Fragment: Although the data were consistent, the team repeated the experiment.
7. Lack of Subject-Verb Agreement: Neither the poems nor the essay was included in the anthology.
8. Shift in Pronouns: We read the whole sonnet aloud, and then we could hear its rhythm.
9. Unclear Pronoun Reference: In the Middle Ages monks copied manuscripts by hand.
10. Lack of Agreement Between Pronoun and Antecedent: Mara and Elise visited the Louvre because they can see the Mona Lisa there.
11. Shift in Verb Tense: Marie Curie won a Nobel Prize in physics and received a second in chemistry.
12. Lack of Subject-Verb Agreement: There are many reasons to read Homer's Odyssey.
13. Lack of Subject-Verb Agreement: Each of the planets orbits the sun in an ellipse.
14. Sentence Fragment: The botanist pressed the fern between two sheets of paper. Then she labeled it carefully.

EXERCISE B

15. Incorrect Verb Tense or Form: The students have written their reports on the French Revolution.
16. Misplaced or Dangling Modifier: Wearing a blue scarf, the poet read her verses to the audience.
17. Misplaced or Missing Possessive Apostrophe: The three novelists' manuscripts were donated to the library.
18. Missing Commas with Nonessential Elements: Pythagoras, a Greek mathematician, studied numbers and music.
19. Missing Commas in a Series: The laboratory needs beakers, flasks, and test tubes.
20. Incorrect Verb Tense or Form: The comet grew brighter each night.
21. Misplaced or Dangling Modifier: Reading the final chapter, the student finally made sense of the mystery.
22. Misplaced or Missing Possessive Apostrophe: The orchestra tuned its instruments before the overture.
23. Missing Commas with Nonessential Elements: Professor Alvarez, who teaches astronomy, won the award.
24. Misplaced or Dangling Modifier: Using a pointer, Dr. Lee showed the class a skeleton.
25. Misplaced or Missing Possessive Apostrophe: That lab notebook is yours, but the one on the shelf is hers.
26. Missing Commas in a Series: The conductor raised her baton, the orchestra drew a breath, and the overture began.
27. Shift in Verb Tense: By the time the lecture ended, the students had filled three pages of notes.
28. Missing Commas with Nonessential Elements: Well, I never expected the experiment to succeed.

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EXERCISE C

29. Run-on Sentence: Kepler studied the orbit of Mars. He found that it was an ellipse.
30. Run-on Sentence: The painter mixed the colors, and she applied them in thin layers.
31. Sentence Fragment: The Renaissance began in Italy in the fourteenth century.
32. Lack of Subject-Verb Agreement: The row of microscopes is on the shelf by the window.
33. Lack of Subject-Verb Agreement: Here are the notes from yesterday's lecture.
34. Lack of Subject-Verb Agreement: Every poem and essay in the volume was written by a student.
35. Lack of Subject-Verb Agreement: Twenty minutes is enough time to finish the quiz.
36. Lack of Agreement Between Pronoun and Antecedent: Euclid and Archimedes are famous because students can still study their theorems.
37. Unclear Pronoun Reference: The observatory lets visitors use the main telescope on Fridays.
38. Shift in Pronouns: One should read the instructions carefully before one begins the experiment.
39. Shift in Verb Tense: The geologist chipped a sample from the rock and labeled it.
40. Incorrect Verb Tense or Form: The river had frozen solid by morning.
41. Incorrect Verb Tense or Form: The sculptor drew several sketches before she began the clay model.
42. Misplaced or Missing Possessive Apostrophe: The two museums' collections are displayed in the new gallery.

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Unit 1: Parts of Speech.

11 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 577 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

1.1 Nouns: Singular, Plural, and Collective

Nouns name the people, places, things, and ideas a sentence talks about. This lesson shows how to tell one from many, how to form plurals correctly, and how group nouns like orchestra and committee behave.

The Rules

1 **A noun is a word that names a person, place, thing, or idea. A singular noun names one; a plural noun names more than one.**

- The **astronomer** adjusted the **telescope** before midnight.
- Two **astronomers** shared the **telescopes** on the hill.
- The **museum** keeps its oldest **manuscripts** in a vault.
- **Curiosity** drives every good **experiment**.

NOTE Ideas count as nouns too: justice, gravity, beauty, and democracy are all nouns.

2 **Most nouns form the plural by adding -s. Nouns that end in ch, sh, s, x, or z add -es.**

- The gallery hung three new **paintings** beside the old **sketches**.
- Both **lenses** in the microscope needed cleaning.
- The composer wrote six **waltzes** in a single year.

3 **A noun that ends in a consonant followed by y forms the plural by changing the y to i and adding -es. A noun that ends in a vowel followed by y simply adds -s.**

- The historian compared two **theories** about the fall of Rome.
- Several **galaxies** appear in a single photograph from the telescope.
- The poet filled her notebooks with **essays** about the sea.

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4 **Some plurals are irregular, and a few nouns have the same form in the singular and the plural.**

- The biologist counted the **mice** and the **geese** in the field study.
- **Children** often ask the hardest questions in a philosophy class.
- One **species** of moth was found; twelve **species** were expected.
- The first **series** of lectures covered physics; the two later **series** covered music.

NOTE Common irregular plurals: child, children; foot, feet; tooth, teeth; mouse, mice; man, men; woman, women; ox, oxen. Same in both forms: sheep, deer, series, species, moose.

5 **A collective noun names a group of people, animals, or things. It is singular when the group acts as one unit and plural when the members act separately.**

- The **orchestra** tunes its instruments before the symphony begins. (singular: one unit)
- The **orchestra** are packing their own instruments after the concert. (plural: separate members)
- The **committee** has approved the museum's new wing. (singular)
- The **jury** were arguing among themselves about the evidence. (plural)

NOTE Look for the clues: its and a singular verb point to a unit; their, themselves, and a plural verb point to the members.

TYPE	SINGULAR	PLURAL
Person	scholar	scholars
Place	laboratory	laboratories
Thing	violin	violins
Idea	theory	theories

ENDING OF THE SINGULAR	HOW TO FORM THE PLURAL	EXAMPLES
most nouns	add -s	poem, poems; planet, planets
ch, sh, s, x, z	add -es	sketch, sketches; brush, brushes; lens, lenses; box, boxes; waltz, waltzes
consonant + y	change y to i, add -es	theory, theories; library, libraries
vowel + y	add -s	essay, essays; valley, valleys
vowel + o	add -s (consonant + o varies: hero, heroes; echo, echoes)	piano, pianos; cello, cellos; radio, radios
irregular	memorize the form	child, children; foot, feet; mouse, mice
same form	no change	sheep, deer, series, species

Common collective nouns

audience, band, cast, chorus, class, committee, council, crew, crowd, faculty, family, flock, group, herd, jury, orchestra, panel, staff, team, troupe

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Practice

EXERCISE A Singular or Plural?

List every noun in each sentence. After each noun, write S if it is singular or P if it is plural.

1. The librarian shelved the atlases beside the encyclopedias.
2. A comet crossed the sky above the observatory.
3. The chemist labeled the beakers and the flasks.
4. Two sculptors carved the statue from a single block of marble.
5. The poem describes the branches of an ancient oak.
6. Several theories about the origin of the moon were debated at the lecture.
7. The children listened to the storyteller in the library.
8. The historian found three letters in the archive.
9. Geese flew over the laboratory as the experiment ended.
10. The pianist practiced the sonata for many hours.
11. Mathematicians still admire the proofs of Euclid.
12. The gallery displayed the sketches of a young painter.
13. An essay about justice won the prize.
14. The telescope revealed moons around the planet.
15. The orchestra performed a symphony by Beethoven.
16. The philosopher filled many notebooks with questions about truth.

EXERCISE B Forming Plurals

Write the plural form of each noun.

17. library
18. sketch
19. hypothesis
20. species
21. compass
22. essay
23. child
24. galaxy
25. index
26. chorus
27. woman
28. piano
29. foot
30. laboratory
31. sheep

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32. brush

EXERCISE C Collective Nouns

Write the collective noun in each sentence. Then write S if it is used as a singular noun (the group acts as one unit) or P if it is used as a plural noun (the members act separately).

33. The jury has reached its verdict after a day of discussion.
34. The faculty disagree among themselves about the new curriculum.
35. The orchestra is tuning for tonight's performance of the Fifth Symphony.
36. The choir were handing in their robes one at a time.
37. The committee meets every Thursday in the museum library.
38. The crew of the research ship were writing letters to their families.
39. The audience was silent during the final movement.
40. The panel of scientists have signed their names in different colors of ink.
41. The class has chosen Frankenstein for its spring reading.
42. The cast were rehearsing their lines in separate corners of the stage.
43. The council votes on the museum budget tomorrow.
44. The team of archaeologists were comparing their notes over lunch.

Writing Application

Write three sentences about a concert, a lecture, or a museum visit. Use at least three collective nouns, and make at least one of them plural in meaning (the members acting separately).

1.2 Nouns: Proper and Common; Concrete and Abstract

Nouns can be sorted two ways: by whether they name a specific individual or a general kind, and by whether they name something you can sense or an idea you can only think about. Knowing both sortings helps with capitalization and with precise writing.

The Rules

1 **A proper noun names a particular person, place, thing, or idea and always begins with a capital letter. A common noun is the general name for any member of a group and is not capitalized.**

- **Mary Shelley** wrote **Frankenstein** while staying near **Lake Geneva**.
- The **novelist** wrote the **book** while staying near a **lake**.
- The **Renaissance** began in **Italy** and spread across **Europe**.

NOTE A proper noun may contain more than one word (Marie Curie, the Pacific Ocean, the Treaty of Paris). Capitalize every important word in it.

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2 **Titles of works, names of days and months, historical periods, languages, and nationalities are proper nouns.**

- The seminar on **Hamlet** meets every **Thursday** in **October**.
- Scholars of the **Middle Ages** often wrote in **Latin**.
- Many **Italians** of the fifteenth century admired the sculptor Donatello.

NOTE Seasons (spring, winter) and general fields of study (geometry, music) are common nouns and are not capitalized, but a specific course title is proper (Geometry 101).

3 **A concrete noun names something that takes up space or can be recognized by one of the five senses.**

- The **microscope** revealed a **cell** dividing on the **slide**.
- A **violin**, a **cello**, and a **piano** filled the small **hall** with sound.
- The **thunder** rolled over the **observatory**.

NOTE Sounds, smells, and tastes count as concrete: a melody, a fragrance, and a flavor can all be sensed.

4 **An abstract noun names an idea, a quality, a feeling, or a characteristic that cannot be touched or seen.**

- The philosopher argued that **justice** depends on **wisdom**.
- **Curiosity** and **patience** make a good scientist.
- The symphony's final movement is full of **joy**.

NOTE Many abstract nouns are built from adjectives or verbs with endings such as -ness, -ity, -ment, -tion, and -dom: kindness, clarity, achievement, imagination, freedom.

TYPE	PROPER NOUN	COMMON NOUN
Person	Isaac Newton	physicist
Place	the British Museum	museum
Thing	the Rosetta Stone	tablet
Idea	the Enlightenment	movement

Concrete nouns

telescope, marble, laboratory, melody, fossil, ink, chalk, river, chemist, canvas

Abstract nouns

truth, beauty, courage, freedom, knowledge, elegance, doubt, discipline, harmony, infinity

A quick test

Ask two separate questions about a noun. Does it name one specific individual that deserves a capital letter? (proper or common) Could you see, hear, touch, smell, or taste it? (concrete or abstract) The two sortings are independent: Isaac Newton is proper and concrete, while the Enlightenment is proper and abstract.

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Practice

EXERCISE A Proper or Common?

List every noun in each sentence. After each noun, write P if it is a proper noun or C if it is a common noun.

1. Mary Shelley wrote Frankenstein during a rainy summer in Switzerland.
2. The museum in Florence holds many paintings by Botticelli.
3. Euclid organized geometry into a book called the Elements.
4. A chemist at the university studied the properties of helium.
5. Beethoven finished his Ninth Symphony after he had lost his hearing.
6. The students visited the library on Tuesday to read about the Renaissance.
7. Socrates asked questions in the marketplace of Athens.
8. The Nile flows north through Egypt into the Mediterranean Sea.
9. A telescope on Mauna Kea captured images of a distant galaxy.
10. The orchestra performed a concerto by Mozart in Vienna.
11. Charles Darwin recorded his observations of finches in a notebook.
12. The poet Emily Dickinson rarely left her home in Amherst.
13. Marie Curie won two Nobel Prizes for her research.
14. The archaeologists uncovered pottery near the ruins of Pompeii.

EXERCISE B Concrete or Abstract?

List every noun in each sentence. After each noun, write con. if it is concrete or abs. if it is abstract.

15. The philosopher valued wisdom above wealth.
16. The sculptor shaped the marble with patience.
17. Courage is the theme of the novel.
18. The microscope revealed the beauty of a snowflake.
19. The historian admired the honesty of the diary.
20. A violin needs care, and a musician needs discipline.
21. The lecturer spoke about freedom and justice.
22. The painting shows the loneliness of a lighthouse keeper.
23. Curiosity led the chemist back to the laboratory.
24. The astronomer measured the brightness of the star.
25. The poet praises the kindness of a stranger.
26. The mathematician filled the chalkboard with symbols of great elegance.
27. Inspiration struck the composer at the piano.
28. The librarian showed great generosity to the young scholars.

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EXERCISE C Capitalizing Proper Nouns

Each sentence contains one or more proper nouns written without capital letters. Rewrite the sentence with correct capitalization.

29. the novelist charles dickens lived in london.
30. Students at the university read plato every spring.
31. The expedition reached antarctica in january.
32. The hubble space telescope photographed a distant galaxy.
33. The pianist studied at a conservatory in paris and later in vienna.
34. The british museum displays the rosetta stone.
35. isaac newton explained gravity in a book written in latin.
36. The lecture on the french revolution begins on monday.

EXERCISE D Building Abstract Nouns

Complete each sentence with the abstract noun formed from the word in parentheses.

37. The biographer praised the _____ of the scientist's notebooks. (honest)
38. Socrates believed that true _____ begins with admitting how little you know. (wise)
39. The poem celebrates the _____ of the open sea. (free)
40. The explorer's _____ during the polar winter became legendary. (brave)
41. Simple _____ about the night sky led Galileo to build a telescope. (curious)
42. Restoring a fresco requires great _____. (patient)
43. The novel rewards the _____ of its humblest character. (kind)
44. The _____ of the bridge comes from its steel arch. (strong)

Writing Application

Write three sentences about a scientist, artist, or writer you admire. Use at least two proper nouns, two concrete nouns, and two abstract nouns, and label each one in parentheses.

1.3 Pronouns: Personal and Possessive; Reflexive and Intensive

A pronoun stands in for a noun or for another pronoun, so a writer need not repeat the same word. Personal, possessive, reflexive, and intensive pronouns each have their own forms and jobs.

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The Rules

1 **A pronoun is a word that takes the place of a noun, a group of words acting as a noun, or another pronoun. The word a pronoun replaces or refers to is called its antecedent.**

- The **chemist** checked the label before **she** opened the bottle.
- When the **students** reached the museum, **they** headed straight for the dinosaur hall.

NOTE Pronouns avoid repetition. Without them, the first example would repeat chemist twice.

2 **A personal pronoun refers to a specific person or thing and has person and number. First person is the speaker (I, we), second person is the one spoken to (you), and third person is the person or thing spoken about (he, she, it, they). Each is singular or plural.**

- **I** asked the librarian, and **she** found the atlas for **us**.
- **You** and **he** may borrow the telescope, but **it** must be returned by Friday.
- **They** gave **me** a copy of the proof.

NOTE You is both singular and plural. The rest of the sentence shows how many people are meant.

3 **Personal pronouns change form with their job in the sentence. Subject (nominative) forms such as I, he, we, they are used as subjects; object (objective) forms such as me, him, us, them are used as objects.**

- **She** studies the stars, and **we** admire **her**.
- The professor gave **him** and **me** the results.
- Between **you** and **me**, the second movement is the finest.

NOTE A quick check: drop the other person from a pair. You would say 'The professor gave me the results,' not 'gave I,' so 'him and me' is correct.

4 **A possessive pronoun shows ownership and takes the place of a possessive noun. Some forms (my, your, his, her, its, our, their) come before a noun; others (mine, yours, his, hers, ours, theirs) stand alone.**

- **My** notebook and **your** sketchbook are on **her** desk.
- The microscope in the corner is **ours**, but the slides are **theirs**.
- The comet shows **its** tail only near the sun.

NOTE Possessive pronouns never take an apostrophe. Its is possessive; it's means it is. Likewise yours, hers, ours, and theirs have no apostrophe.

5 **A reflexive pronoun ends in -self or -selves and refers back to the subject, showing that the same person or thing is both the doer and the receiver of the action. It is needed to complete the meaning of the sentence.**

- The painter taught **herself** to grind pigments.
- We reminded **ourselves** that the experiment must be repeated.
- The telescope adjusts **itself** to follow a star.

NOTE Hisself, theirselves, and ourself are not standard English. Use himself, themselves, and ourselves.

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6 **An intensive pronoun has the same form as a reflexive pronoun but adds emphasis to a noun or another pronoun. If you remove it, the sentence still makes complete sense.**

- The mathematician **herself** found the error in the proof.
- I **myself** will present the findings to the class.
- The students built the model **themselves**.

NOTE The test: delete the -self word. If the sentence still works, the pronoun is intensive. If the sentence breaks, it is reflexive.

PERSON AND NUMBER	SUBJECT (NOMINATIVE)	OBJECT (OBJECTIVE)	POSSESSIVE
First person singular	I	me	my, mine
Second person singular	you	you	your, yours
Third person singular	he, she, it	him, her, it	his, her, hers, its
First person plural	we	us	our, ours
Second person plural	you	you	your, yours
Third person plural	they	them	their, theirs

PERSON	SINGULAR	PLURAL
First person	myself	ourselves
Second person	yourself	yourselves
Third person	himself, herself, itself	themselves

Same form, two jobs

Reflexive: The sculptor surprised **herself** with the result. (Needed: she surprised her own self.) Intensive: The sculptor **herself** carved the marble. (Extra emphasis: no one else did.)

Practice

EXERCISE A **Finding Pronouns**

Write every pronoun in each sentence.

1. I found the old atlas in her office.
2. Galileo wrote his observations in a notebook and showed them to a friend.
3. We asked the librarian whether she had a copy of the Odyssey.
4. The mathematician proved the theorem herself and then published it.
5. You should compare your results with ours.
6. Mozart's father taught him the violin, and he learned quickly.
7. The painter mixed the colors himself, and the result pleased him.
8. Our chemistry class designed the experiment, and we ran it ourselves.
9. The poet read her sonnet aloud to them.
10. The telescope is theirs, but the lenses are mine.

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11. Did you see it on the shelf beside the dictionary?
12. The students prepared themselves for the debate by reading Plato.
13. The comet returns every century, and its orbit takes it far beyond Neptune.
14. They thanked me for lending them my notes on the Civil War.

EXERCISE B Type and Number

Each sentence has one pronoun in bold. Write per. (personal), pos. (possessive), ref. (reflexive), or int. (intensive), then S (singular) or P (plural).

15. The violin on the stage is **hers**.
16. **I** have read every poem in this anthology.
17. The conductor led the choir **herself**.
18. Did the professor ask **me** about the proof?
19. We built the model **ourselves**.
20. The museum lent **its** best sculpture to a gallery in Paris.
21. The physicist surprised **herself** with the result.
22. Tell the students that the lab is **theirs** until noon.
23. The chemists blamed **themselves** for the spilled solution.
24. The composer **himself** conducted the premiere.
25. The scholars checked **their** sources twice.
26. **They** read Dante in the original Italian.
27. Mary Shelley gave **us** a story about the limits of science.
28. You must trust **yourself** when you solve a hard equation.

EXERCISE C Choosing the Correct Form

Write the correct form from the choices in parentheses.

29. The curator handed (I, me) the catalog.
30. (Her, She) and Marie studied the spectrum.
31. The students corrected the errors (themselves, theirselves).
32. The notebook with the sketches is (my, mine).
33. Mercury is small, and (its, it's) surface is covered with craters.
34. The sculptor taught (himself, hisself) to carve marble.
35. Between you and (I, me), the second movement is the best.
36. The professor and (she, her) are visiting the observatory.
37. That seat in the lecture hall is (ours, our's).
38. The cellist asked (we, us) to be quiet during the rehearsal.
39. The sonnet was written by (he, him) and revised by his friend.
40. (Theirs, Their) is the oldest manuscript in the library.
41. I (myself, me) will present the proof to the class.
42. Plato's students admired (him, he).

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Writing Application

Write three sentences about a book, a painting, or a piece of music you admire. Use at least one possessive pronoun, one reflexive pronoun, and one intensive pronoun, and label each.

1.4 Pronouns: Interrogative, Relative, Demonstrative, Indefinite

Four more kinds of pronouns ask questions, join clauses, point things out, or refer to people and things in a general way. The same word can belong to different kinds depending on how it is used.

The Rules

1 **An interrogative pronoun is used to begin a question. The interrogative pronouns are who, whom, whose, what, and which.**

- **Who** painted the ceiling of the Sistine Chapel?
- **Which** of these equations has two solutions?
- **What** did Marie Curie study?

NOTE Use who for a subject and whom for an object: Who wrote the sonnet? To whom did she send it?

2 **A relative pronoun begins a subordinate clause (a word group with its own subject and verb that cannot stand alone) and connects it to a word in the main clause. The relative pronouns are who, whom, whose, which, that, what, whoever, whomever, whichever, whatever, and whosoever.**

- The curator **who** designed the exhibit also led the tour.
- The telescope **that** the school bought shows Saturn's rings.
- The scholar **whose** notes were lost began the research again.

NOTE Who, whom, and whose refer to people; which refers to things; that may refer to either. A relative pronoun does not ask a question; it links two ideas.

3 **A demonstrative pronoun points out a specific person, place, thing, or idea. The demonstrative pronouns are this, that, these, and those. This and these point to what is near; that and those point to what is farther away.**

- **This** is the finest sonata in the collection.
- **Those** are the fossils the team found in the cliff.
- Of the two proofs, **that** is the more elegant.

NOTE A demonstrative is a pronoun only when it stands alone. Before a noun it is an adjective: **THESE** are ancient (pronoun); **THESE** tablets are ancient (adjective).

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4 **An indefinite pronoun refers to people, places, or things in a more general way than a noun does. It does not point to one specific, named person or thing.**

- **Few** of the manuscripts survived the fire.
- **Everyone** in the audience stood to applaud the quartet.
- **Nothing** in the experiment went wrong.

NOTE Both, few, many, several, and others are always plural. Each, either, neither, one, and the pronouns ending in -body, -one, and -thing are singular. All, any, most, none, and some can be either, depending on what they refer to.

5 **Some words are more than one kind of pronoun. To classify one, look at how it works in its own sentence: asking a question, introducing a clause, pointing out, or speaking generally.**

- **Which** is the longest river? (interrogative)
- The river **which** begins in the mountains is the longest. (relative)
- **That** is the theory **that** won the prize. (demonstrative, then relative)

KIND	PRONOUNS
Interrogative	who, whom, whose, what, which
Relative	who, whom, whose, which, that, what, whoever, whomever, whichever, whatever, whosoever
Demonstrative	this, that, these, those

INDEFINITE PRONOUNS				
all	both	everything	none	several
another	each	few	no one	some
any	either	many	nothing	somebody
anybody	enough	most	one	someone
anyone	everybody	neither	other	something
anything	everyone	nobody	others	

Interrogative or relative?

If the sentence is a question and the word opens it, the word is interrogative: **Who** wrote the sonnet? If the word begins a clause that describes or completes something else, it is relative: The poet **who** wrote the sonnet lived in Florence.

Practice

EXERCISE A **Naming the Kind**

Write each pronoun in the sentence, then int. (interrogative), rel. (relative), dem. (demonstrative), or ind. (indefinite).

1. Who proved that the square root of two is irrational?
2. The scientist who discovered penicillin was Alexander Fleming.
3. Few of the manuscripts survived the fire.
4. Those are the oldest fossils in the collection.

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5. Which of the planets is closest to the sun?
6. Everyone in the lecture hall applauded the pianist.
7. The theorem that Pythagoras is credited with relates the sides of a right triangle.
8. Whose is the notebook of chemical formulas?
9. This is the equation that the class could not solve.
10. Nothing in the laboratory was disturbed overnight.
11. Whatever the committee decides will guide the museum's next exhibit.
12. What did Newton call his book on motion and gravity?
13. Several of the sonnets deal with the passing of time.
14. The poet to whom she wrote lived in Paris.

EXERCISE B Choosing the Right Word

Write the correct word from the choices in parentheses.

15. The woman (who, which) translated the epic also compiled a dictionary.
16. The experiment (who, that) failed taught the class a great deal.
17. (Who, Whom) did the committee choose to lead the excavation?
18. The sculptor to (who, whom) the city gave the commission was Italian.
19. (These, Them) are the lenses we use with the microscope.
20. (Whose, Who's) is the violin case under the piano?
21. (That, Those) is the formula for the area of a circle.
22. Of all the pianists, (who, whom) played the sonata best?
23. Beethoven composed nine symphonies, (which, who) are still performed everywhere.
24. Each of the chemists (has, have) a notebook.
25. Many of the paintings (was, were) restored last year.
26. Neither of the proofs (is, are) correct.
27. Both of the sonnets (praise, praises) the moon.
28. Somebody (has, have) left a microscope switched on.
29. Few (remains, remain) of the ancient scrolls.

EXERCISE C Classifying the Bold Pronoun

Write int., rel., dem., or ind. for the bold pronoun in each sentence.

30. **Which** of the elements is the lightest?
31. The professor **whom** we met at the museum teaches art history.
32. **Many** of the early astronomers worked without telescopes.
33. **That** is a fine example of a Gothic arch.
34. **What** causes the tides?
35. The chemist **whose** notes were stolen reported the theft.
36. **Neither** of the proofs is complete.

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37. Compare the two poems: **this** is a sonnet, and the other is an ode.
38. The library has books **that** date to the Middle Ages.
39. **Someone** left a theorem on the blackboard.
40. **Whom** did Dante choose as his guide through the Inferno?
41. She read **whatever** the librarian recommended.
42. **Those** are the brushes the painter used.
43. **Others** preferred the chemistry lab to the library.

Writing Application

Write four sentences about a subject you are studying. Use one interrogative, one relative, one demonstrative, and one indefinite pronoun, and underline each.

1.5 Verbs: Action (Transitive and Intransitive)

A verb is the word that makes a statement possible. Action verbs tell what someone or something does, and they are either transitive or intransitive depending on whether the action passes to a receiver.

The Rules

1 **A verb is a word that expresses action or a state of being and is necessary to make a statement. Every complete sentence has at least one verb.**

- The students **study** in the library.
- The experiment **is** complete.
- Galileo **observed** the moons of Jupiter.

2 **An action verb tells what someone or something does. Some action verbs express physical action; others express mental action.**

- The sculptor **chiseled** the marble. (physical)
- The chemist **mixed** two solutions. (physical)
- The philosopher **pondered** the question. (mental)
- Students **remember** the formula after practice. (mental)

NOTE Mental action verbs include think, know, wonder, believe, imagine, doubt, and remember.

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3 **A transitive verb is an action verb followed by a word or words that answer the question what? or whom? The word that answers is the direct object, and the action passes to it.**

- The cellist **performed** a suite by Bach. (performed what? suite)
- Mozart **composed** operas. (composed what? operas)
- The teacher **praised** the student. (praised whom? the student)

NOTE The test: say the verb, then ask what? or whom? If a word in the sentence answers, the verb is transitive.

4 **An intransitive verb is an action verb that is not followed by a word that answers what? or whom? It may be followed by an adverb or a prepositional phrase that tells how, when, or where, but these are not objects.**

- The cellist **performed** brilliantly. (performed what? no answer)
- The audience **listened** in silence.
- The comet **appeared** over the observatory.

5 **Many verbs can be transitive in one sentence and intransitive in another. Always judge the verb by how it is used in the sentence in front of you.**

- The geologist **broke** the rock. (transitive: broke what?)
- The glass **broke**. (intransitive)
- The pianist **practiced** a sonata. (transitive)
- The pianist **practiced** daily. (intransitive)

Ask the question

Find the verb. Then ask the verb what? or whom? If you get an answer, the verb is transitive. If you get nothing, or only how, when, or where, the verb is intransitive.

SENTENCE	VERB + QUESTION	KIND
The poet wrote a sonnet.	wrote what? sonnet	transitive
The poet wrote late at night.	wrote what? no answer	intransitive

Practice

EXERCISE A **Verb and Kind**

Write the action verb in each sentence, then T if it is transitive or I if it is intransitive.

1. The astronomer observed the eclipse through a filter.
2. The orchestra played beautifully.
3. Marie Curie isolated radium in a makeshift laboratory.
4. The students waited in the library for the lecture.
5. Euclid wrote the Elements.
6. The ice melted slowly in the beaker.
7. The heat melted the ice.

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8. Plato founded the Academy near Athens.
9. The audience listened in silence.
10. The mathematician solved the problem quickly.
11. The comet appeared suddenly over the observatory.
12. The painter finished before noon.
13. The painter finished the mural before noon.
14. The choir sang a hymn by Bach.

EXERCISE B Same Verb, Different Use

The verb in bold is an action verb. Write T if it is transitive or I if it is intransitive.

15. The pianist **practiced** a difficult etude.
16. The pianist **practiced** for hours.
17. The geologist **broke** the rock with a hammer.
18. The glass **broke** on the laboratory floor.
19. Dr. Chen **grew** crystals in the laboratory.
20. The seedlings **grew** quickly under the lamp.
21. The poet **read** her verses aloud.
22. The student **read** quietly in the corner of the library.
23. The curator **moved** the statue to the east gallery.
24. The planets **move** around the sun.
25. The singer **performed** an aria from Carmen.
26. The quartet **performed** at the museum.
27. The young scientist **wondered** about the cause of the tides.
28. The historian **studied** the letters carefully.

EXERCISE C Asking What? or Whom?

Write the action verb. Then write the word that answers what? or whom?, or write none if no word answers.

29. The biologist examined the specimen.
30. The students listened carefully.
31. Beethoven composed nine symphonies.
32. The lecture ended early.
33. The archaeologist discovered a bronze mirror.
34. The river flows past the old university.
35. The sculptor admired Rodin's bronzes.
36. The philosopher doubted everything.
37. The class remembered the date of the battle.
38. The telescope gleamed in the moonlight.
39. Ada Lovelace wrote notes on the Analytical Engine.

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40. The violinist bowed to the audience.
41. The Romans built roads across Europe.
42. Light travels faster than sound.

Writing Application

Write three sentences about a laboratory, a museum, or a concert. Use two transitive verbs and one intransitive verb, and label each.

1.6 Verbs: Linking

A linking verb does not show action. It joins the subject to a word that names or describes it. Telling a linking verb from an action verb is one of the most useful checks in grammar.

The Rules

1 **A linking verb links, or joins, the subject of a sentence (often a noun or pronoun) with a word or expression that identifies or describes the subject.**

- Euclid **was** a geometer.
- The proof **seems** elegant.
- The night **grew** cold.

NOTE The word the verb links to the subject tells what the subject is (a geometer) or what it is like (elegant, cold).

2 **The verb be in all its forms (am, is, are, was, were, be, been, being) is the most common linking verb.**

- I **am** a student of astronomy.
- The planets **were** visible after sunset.
- The library **has been** quiet all morning.

NOTE With a helping verb, the main verb be (been, being) is still the linking verb: has been, will be, might have been.

3 **Other common linking verbs are look, sound, feel, grow, remain, stay, seem, appear, become, smell, and taste, plus turn in the sense of become.**

- The opera **sounded** wonderful.
- The poet **felt** sad.
- Marie Curie **became** a professor at the Sorbonne.
- The solution **turned** pink.

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4 **Many verbs can be linking in one sentence and action in another. To decide, replace the verb with a form of be (is, are, was, were). If the sentence still makes sense, the verb is linking. If it does not, the verb is an action verb.**

- The soup **tasted** salty. (The soup was salty: linking.)
- The chemist **tasted** the soup. (The chemist was the soup: nonsense, so action.)
- The pianist **felt** tired. (linking)
- The pianist **felt** the keys. (action)

GROUP	LINKING VERBS
Forms of be	am, is, are, was, were, be, been, being
Senses	look, sound, feel, smell, taste
Change or state	become, grow, turn, seem, appear, remain, stay

The be test

Substitute is, are, was, or were for the verb. The telescope **looked** old becomes The telescope **was** old, so looked is linking. The curator **looked** at the telescope becomes The curator **was** at the telescope, which changes the meaning completely, so looked is an action verb there.

Practice

EXERCISE A **Linking or Action?**

Write L if the bold verb is a linking verb or A if it is an action verb.

1. The solution **turned** blue when the acid was added.
2. The chemist **turned** the valve slowly.
3. The old manuscript **looked** fragile under the lamp.
4. The scholar **looked** at the manuscript through a magnifying glass.
5. The cellist **felt** nervous before the recital.
6. The cellist **felt** the vibration of the strings.
7. The garden near the museum **grew** quiet at dusk.
8. The botanist **grew** orchids in a greenhouse.
9. The lilacs in the botanical garden **smelled** sweet.
10. The chemist **smelled** the vapor cautiously.
11. The proof **seems** correct to me.
12. The conclusion **remained** unproved for centuries.
13. The trumpeter **sounded** the opening note of the fanfare.
14. The violin **sounds** richer in the large hall.

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EXERCISE B Verb and Complement

Write the linking verb, a semicolon, and the word that identifies or describes the subject.

15. Galileo was an astronomer.
16. The night sky appears bright over the observatory.
17. Mary Shelley became a celebrated novelist.
18. The theorem is true.
19. The museum's new wing seems enormous.
20. Ancient Greek remains a required subject at the academy.
21. The sonata sounds mournful in the minor key.
22. Pi is an irrational number.
23. The students grew restless during the long lecture.
24. The old library smells musty.
25. The sculptor stayed calm during the unveiling.
26. Euclid's proofs are models of clear reasoning.
27. The novel's ending felt inevitable.
28. The Renaissance was a period of great change in art and science.

EXERCISE C Verb Phrases and Tricky Verbs

Decide whether the bold main verb is linking or action. Write linking or action.

29. The laboratory **has been** quiet since noon.
30. The students **will become** historians.
31. The chemist **tasted** the solution carefully.
32. The compound **tastes** bitter.
33. The curator **stayed** calm when the alarm rang.
34. The mathematician **proved** the lemma.
35. The portrait **appeared** stern.
36. The curator **looked** closely at the fresco.
37. Her handwriting **is** difficult to read.
38. The orchestra **was playing** a nocturne by Chopin.
39. The glacier **grew** thicker each winter.
40. The composer **grew** tired of the opera.
41. The botanist **grew** ferns in the greenhouse.
42. Archimedes **is** a famous figure in Greek mathematics.

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Writing Application

Write three sentences describing a place where you study, such as a library or a laboratory. Use a form of be in one, a sense verb such as look or sound in another, and grow or become in the third.

1.7 Verb Phrases

A verb is often more than one word. A verb phrase is a main verb plus the helping verbs in front of it, and learning to spot the whole phrase, even when words interrupt it, makes every later grammar skill easier.

The Rules

1 **A verb phrase consists of a main verb and all its helping (auxiliary) verbs. The helping verbs come before the main verb and add information such as time, possibility, or necessity.**

- The students **are studying** Greek tragedy.
- The geologist **has measured** the fault.
- By spring we **will have finished** the experiment.

NOTE The main verb is always the last word of the phrase. Everything before it is a helping verb.

2 **The most common helping verbs are forms of be (am, is, are, was, were, be, been, being) and forms of have (has, have, had). They mostly express time.**

- They **are going** to the observatory.
- They **have gone** to the observatory.
- They **had been going** to the observatory every week.

3 **The other helping verbs are can, could, may, might, shall, will, do, does, did, must, should, and would. They are not used mainly to express time; they express ability, permission, possibility, necessity, or emphasis, and do forms help make questions and negatives.**

- She **should be arriving** soon.
- She **could** already **be sitting** in the hall.
- **Could** she **have arrived** early?
- The poet **did** finish the sonnet.

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4 **Be, have, and do can also be main verbs. They are helping verbs only when another verb follows them in the same verb phrase.**

- The museum **has** a rare map. (main verb)
- The museum **has** acquired a rare map. (helping verb)
- The experiment **was** a success. (main verb)
- The experiment **was** succeeding. (helping verb)

5 **A verb phrase can be interrupted by other words, such as adverbs (often, never, always, already), or by the subject in a question. These interrupting words are not part of the verb phrase, but the phrase still counts as one verb.**

- The scholar **has** often **visited** the archive.
- **Did** the students **finish** the proof?
- The comet **will** soon **appear** in the northern sky.

NOTE To find the whole phrase, read the sentence as a statement and ignore adverbs and other interrupters.

6 **The word not and the contraction n't are adverbs. They are never part of the verb phrase, even though they often sit inside it. When a contraction ends in n't, remove the n't to find the verb.**

- The physicist **did** not **publish** the results. (verb phrase: did publish)
- The pianist **can**'t **finish** the sonata. (verb phrase: can finish)
- **Have** you not **read** the Odyssey? (verb phrase: Have read)

NOTE Won't is the contraction of will not, so the helping verb is will. Cannot is one word, but it is the helping verb can plus the adverb not.

GROUP	HELPING VERBS
Forms of be	am, is, are, was, were, be, being, been
Forms of have	has, have, had
Other helping verbs	can, could, may, might, shall, will, do, does, did, must, should, would

Finding the whole phrase

1. Find the main verb. 2. Look just before it for helping verbs from the list. 3. Skip adverbs, not, and n't. 4. In a question, move the subject out of the way: **Has** the class **finished**? becomes The class has finished.

Practice

EXERCISE A **Finding the Verb Phrase**

Write the complete verb phrase in each sentence. Do not include not, n't, or other interrupting words.

1. The telescope has been repaired.
2. Mozart was composing music as a small child.
3. The students will visit the museum on Friday.
4. Have you read the Odyssey?
5. The chemist should have labeled the beaker.

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6. Scientists do not know everything about dark matter.
7. The poet isn't finishing the sonnet today.
8. The choir had been rehearsing for hours.
9. Can mathematicians prove this conjecture?
10. Rembrandt was painting a self-portrait by the window.
11. The lecture might have ended early.
12. The botanist did not label the specimens immediately.
13. The library will always welcome new readers.
14. Why did Darwin delay publishing his theory?

EXERCISE B Helping Verbs and Main Verb

Write the helping verb or verbs, then the main verb, as in: helping: has; main: studied. If the verb stands alone, write helping: none.

15. The orchestra is tuning its instruments.
16. The historian has completed her study of the Roman Republic.
17. We must analyze this poem line by line.
18. The experiment would have failed without the catalyst.
19. The scholars were debating the meaning of the text.
20. Does the museum display the vase?
21. The museum has a rare map of Venice.
22. The class has been studying the Pythagorean theorem.
23. Will the chemist share the data?
24. By June the students will have read three novels.
25. The experiment was a success.
26. Light can travel through a vacuum.
27. Plato's dialogues are read in many universities.
28. The young pianist was being praised by the critics.

EXERCISE C Interrupted Phrases

Write the verb phrase, a semicolon, and the word or words that interrupt it (including not or n't).

29. The historian has often cited that treatise.
30. Our class was not reading Hamlet last week.
31. Did the apprentices grind the pigments?
32. The cellist couldn't hear the conductor.
33. The eclipse will soon begin.
34. Have you ever studied the Baroque period?
35. The glaciers are slowly melting.
36. The curator would never have lent the painting.
37. Was the poem written in Latin?

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38. The student doesn't understand the equation.
39. Scientists have not yet explained the phenomenon.
40. The telescope had been carefully cleaned.
41. Will the lecture really begin at noon?
42. Philosophers will always debate the nature of truth.

Writing Application

Write three sentences about a scientist, composer, or author. Use a verb phrase with two helping verbs in one, a question verb phrase in another, and a verb phrase interrupted by an adverb in the third.

1.8 Adjectives

Adjectives make nouns and pronouns more exact. This lesson covers articles, proper adjectives, possessive forms, nouns that work as adjectives, and predicate adjectives.

The Rules

1 **An adjective modifies a noun or pronoun by limiting its meaning. It answers one of these questions: Which one? What kind? How many? How much?**

- The **ancient** library held **three** scrolls.
- **Every** student admired the **marble** statue.
- The **enormous** telescope pointed at a **distant** galaxy.

NOTE Most adjectives come before the noun they modify, but some follow it: The sky, clear and dark, was perfect for stargazing.

2 **Articles are the adjectives a, an, and the. A and an are indefinite articles (they point to any one member of a group); the is the definite article (it points to a particular one).**

- **A** physicist and **an** astronomer shared **the** prize.
- **The** manuscript was kept in **a** glass case.

NOTE Use a before a consonant sound and an before a vowel sound. Go by the sound, not the spelling: an hour, a university, an honest scholar, a one-act play.

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3 **A proper adjective is formed from a proper noun and begins with a capital letter.**

- The **Roman** engineers perfected the arch.
- The **Shakespearean** sonnet has fourteen lines.
- The museum owns a **Japanese** screen.

NOTE Common endings are -an, -ian, -ish, -ese, and -ic. Some proper nouns work as adjectives without changing: the Renaissance painters.

4 **Possessive pronouns (my, your, his, her, its, our, their) and possessive nouns (the poet's, Euclid's) work as adjectives because they tell which one or whose.**

- **Her** hypothesis was tested in **our** laboratory.
- **Galileo's** notes describe **Jupiter's** moons.
- The **students'** essays were displayed in the **library's** hall.

NOTE Do not confuse the possessive adjective its with the contraction it's (it is).

5 **Demonstrative words (this, that, these, those), interrogative words (which, what, whose), and indefinite words (some, many, few, each, every, several) are pronouns when they stand alone and adjectives when they modify a noun.**

- **That** sonnet is Petrarch's. (adjective: modifies sonnet)
- **That** is Petrarch's sonnet. (pronoun: stands alone)
- **Some** fossils are fragile. (adjective)
- **Some** are fragile. (pronoun)

6 **A noun can be used as an adjective when it comes before another noun and tells what kind.**

- The **chemistry** exam covered the **gas** laws.
- A **stone** bridge crosses the **river** valley.
- She joined the **poetry** club.

NOTE Ask what the word does in this sentence. In 'a stone bridge' stone is an adjective; in 'He carved the stone' it is a noun.

7 **A predicate adjective follows a linking verb and describes the subject of the sentence.**

- The theorem is **elegant**.
- The old violin sounded **mellow**.
- The experiment seemed **successful** and **safe**.

NOTE A predicate adjective is still an adjective. It modifies the subject, not the verb.

KIND OF ADJECTIVE	WHAT IT DOES	EXAMPLES
Article	Marks a noun as general or particular	a, an, the
Proper adjective	Comes from a proper noun; capitalized	Greek, Victorian, Newtonian
Possessive	Tells whose	my, our, their, the poet's
Demonstrative	Points out which one	this, that, these, those

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KIND OF ADJECTIVE	WHAT IT DOES	EXAMPLES
Interrogative	Asks which one or whose	which, what, whose
Indefinite	Tells how many or how much, loosely	some, many, each, several
Noun used as adjective	A noun that describes another noun	chemistry exam, stone bridge
Predicate adjective	Follows a linking verb	The sky grew dark.

Adjective test

Ask whether the word answers Which one? What kind? How many? or How much? about a noun or pronoun. Articles, possessives, and demonstratives answer Which one? and so count as adjectives.

Practice

EXERCISE A Finding Adjectives

Write every adjective in each sentence, in order. Include articles, possessive pronouns, possessive nouns, and proper adjectives.

1. The weary pilgrims climbed the steep hill to the ancient abbey.
2. Galileo observed four bright moons around Jupiter.
3. A quiet student read an old manuscript in the dusty archive.
4. Her careful experiment produced a surprising result.
5. The sculptor chose smooth marble for the large statue.
6. Beethoven's final symphony includes a famous choral movement.
7. Several curious visitors studied the Greek vase.
8. Shakespeare wrote many tragic plays and some light comedies.
9. The chemist's blue solution turned cloudy.
10. This theorem has a simple proof.
11. Whose sketchbook lies on that wooden table?
12. Mozart composed many works during his short life.
13. The Roman engineers built strong aqueducts across the vast empire.
14. Each experiment requires careful notes and accurate measurements.
15. Marie Curie's patient work revealed two new elements.
16. Our library keeps rare books in a locked room.

EXERCISE B Naming the Kind of Adjective

Name the kind of the bold adjective: article, proper adjective, possessive pronoun, possessive noun, noun used as adjective, or predicate adjective.

17. The **Victorian** novel was published in three volumes.
18. **An** electron carries a negative charge.
19. **Her** telescope is older than the observatory.
20. The **physics** lecture begins at noon.

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21. The conductor's gestures were **graceful**.
22. **The** Parthenon stands on the Acropolis.
23. The **philosopher's** argument convinced the audience.
24. The proof seemed **elegant** to the class.
25. Several **Greek** poets praised the olive tree.
26. **Their** quartet rehearsed every morning.
27. A **granite** column supported the roof.
28. The **museum** guide explained the mosaic.
29. The lecture on Kant was **long** but rewarding.
30. This is **his** first lecture.

EXERCISE C A or An

Choose the correct indefinite article.

31. She read (a, an) essay about Aristotle.
32. The astronomer saw (a, an) unusual star.
33. He bought (a, an) used copy of the Elements.
34. It takes (a, an) hour to reach the observatory.
35. (A, An) European composer visited the conservatory.
36. The team found (a, an) honest error in the data.
37. The class studied (a, an) ode by Keats.
38. The club performed (a, an) one-act play.

EXERCISE D Making Proper Adjectives

Change the proper noun in parentheses into a proper adjective to complete the sentence.

39. The _____ philosophers debated the nature of virtue. (Greece)
40. The _____ painter Monet loved water lilies. (France)
41. Dante is the best-known _____ poet of the Middle Ages. (Italy)
42. Tolstoy wrote long _____ novels. (Russia)
43. Beethoven was a _____ composer. (Germany)
44. The _____ pyramids were built as tombs. (Egypt)
45. Hokusai made famous _____ woodblock prints. (Japan)
46. Her lecture explained the _____ sonnet. (Shakespeare)

EXERCISE E Pronoun or Adjective?

Write pronoun or adjective for the bold word.

47. **This** is a fine translation.
48. **This** translation is fine.
49. **Many** admired the painter's use of light.
50. **Many** critics admired the painter's use of light.

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51. **Which** lens does the microscope need?
52. **Which** is the sharper lens?
53. **Some** of the fossils were fragile.
54. **That** chapter explains the whole theory.

Writing Application

Write three sentences about a painting, a poem, or a scientific instrument. Use at least one proper adjective, one possessive form, one noun used as an adjective, and one predicate adjective, and label each in parentheses.

1.9 Adverbs

Adverbs tell when, where, how, and to what degree. They modify verbs, adjectives, and other adverbs. Knowing the difference between an adverb and an adjective prevents some of the most common errors in writing.

The Rules

1 **An adverb is a word that modifies a verb, an adjective, or another adverb by making its meaning more specific. Adverbs answer the questions When? Where? How? and To what degree? (They also answer How often?)**

- The comet returned **recently**. (modifies a verb; when?)
- The students waited **outside**. (modifies a verb; where?)
- The pianist played **gracefully**. (modifies a verb; how?)

2 **An adverb can modify an adjective. It comes right before the adjective and tells to what degree.**

- The proof was **unusually** elegant.
- A **very** old manuscript lay on the desk.
- The lecture was **surprisingly** short.

3 **An adverb can modify another adverb. Again it comes right before the word it modifies.**

- The choir sang **quite** softly.
- The chemist worked **very** carefully.
- The comet approached **rather** slowly.

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4 **Intensifiers are adverbs that strengthen or weaken another word. Common ones are very, quite, rather, too, so, extremely, really, almost, nearly, somewhat, and especially.**

- The experiment was **extremely** delicate.
- The sonata is **somewhat** difficult.
- Her answer was **almost** perfect.

NOTE Intensifiers often weaken writing when overused. Prefer a precise adjective: instead of very big, write enormous.

5 **The word not and its contraction -n't are adverbs, and so are other negative words such as never, hardly, scarcely, and nowhere. In a verb phrase, not is not part of the verb; it is an adverb.**

- The theorem has **not** been proved.
- The poet **never** published that sonnet.
- The scientists **hardly** noticed the change.
- The results do**n't** agree.

NOTE Avoid double negatives. Write 'She has never seen it' or 'She hasn't ever seen it', not 'She hasn't never seen it.'

6 **Some adverbs change form to show degree of comparison. Most adverbs ending in -ly use more and most; short adverbs add -er and -est; a few are irregular (well, badly).**

- The oboe played **softly**; the flute played **more softly**; the harp played **most softly**.
- The astronomer arrived **early**; the curator arrived **earlier**; the director arrived **earliest**.
- The student wrote **well**; her partner wrote **better**; the teacher wrote **best**.

7 **When an adverb modifies a verb, it can often move to different positions. When it modifies an adjective or another adverb, it must stand immediately before the word it modifies.**

- The curator **carefully** lifted the vase. / **Carefully**, the curator lifted the vase. / The curator lifted the vase **carefully**.
- The vase was **very** old. (not 'The vase was old very.')

8 **To tell an adverb from an adjective, ask what the word modifies. An adjective modifies a noun or pronoun (and follows linking verbs); an adverb modifies a verb, adjective, or adverb.**

- The **quick** reply surprised us. (adjective: modifies reply)
- The scholar replied **quickly**. (adverb: modifies replied)
- The soup tasted **good** (adjective after a linking verb), and the singer sang **well** (adverb after an action verb).

NOTE A word ending in -ly is not always an adverb (friendly, lovely, scholarly are adjectives), and some adverbs have no -ly (fast, late, hard, often). Use well as the adverb of good, except that well is also an adjective meaning healthy: The patient is well.

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QUESTION	EXAMPLE ADVERBS	EXAMPLE SENTENCE
When?	now, then, soon, yesterday, later, early	The lecture begins **soon**.
Where?	here, there, outside, nearby, away, upstairs	The fossils lay **nearby**.
How?	slowly, carefully, gracefully, well, quickly	She read the poem **aloud**.
To what degree?	very, quite, too, so, almost, extremely	The proof is **quite** clear.
How often?	always, never, often, seldom, daily	The choir **seldom** rehearses on Sundays.

POSITIVE	COMPARATIVE	SUPERLATIVE
fast	faster	fastest
neatly	more neatly	most neatly
well	better	best
badly	worse	worst
early	earlier	earliest
carefully	more carefully	most carefully

Good or well, bad or badly

After an action verb use the adverb: she played well, he worked badly. After a linking verb such as feel, look, or seem, use the adjective if you are describing the subject: the soup tastes good; I feel bad about the mistake.

Practice

EXERCISE A

Finding Adverbs and the Words They Modify

For each sentence write each adverb, the word it modifies, and v, adj, or adv to show what kind of word that is.

1. The chemist poured the acid slowly into the flask.
2. Euclid's proofs are remarkably clear.
3. The orchestra played unusually softly in the final bars.
4. The students waited outside while the professor graded the exams.
5. Historians have never agreed on the exact date.
6. The sculptor worked very carefully.
7. A rather dull lecture followed.
8. Soon the choir will begin the requiem.
9. The chemist did not finish the experiment.
10. The painting looked too bright for the small gallery.
11. Rain fell steadily throughout the lecture.
12. She almost always reads poetry before bed.
13. The violinist played there yesterday.
14. The old fresco is quite beautiful.

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EXERCISE B Adjective or Adverb?

Choose the correct word in parentheses.

15. The mathematician worked (careful, carefully) on the proof.
16. The lecture was (extreme, extremely) long.
17. Her handwriting is (neat, neatly).
18. The pianist played (beautiful, beautifully).
19. The experiment went (good, well).
20. The curator spoke (quiet, quietly) about the fragile scroll.
21. The ancient coin felt (smooth, smoothly) beneath his thumb.
22. Newton's laws apply (universal, universally).
23. The poet felt (bad, badly) about the harsh review.
24. The student answered the question (correct, correctly).

EXERCISE C Degrees of Comparison

Fill in the form of the adverb named in parentheses.

25. The chorus sang _____ than it had at the last rehearsal. (softly, comparative)
26. Of all the planets, Mercury orbits the sun _____. (closely, superlative)
27. Light travels _____ than sound. (fast, comparative)
28. The final essay was written _____ than the first draft. (well, comparative)
29. Of the three students, Elena worked _____ on the proof. (carefully, superlative)
30. The old violin sounded _____ than the new one. (sweetly, comparative)
31. The second experiment failed _____ than the first. (badly, comparative)
32. Of all the poems, this one speaks _____ to me. (directly, superlative)
33. The sculptor worked _____ of all the apprentices. (hard, superlative)
34. The telescope can see _____ than the naked eye. (far, comparative)
35. The visitors arrived _____ than the guide expected. (early, comparative)

EXERCISE D The Question the Adverb Answers

Write the question (when? where? how? to what degree? how often?) that the bold adverb answers.

36. The librarian smiled **warmly**.
37. The meeting begins **tomorrow**.
38. The fossils were found **nearby**.
39. The result was **extremely** surprising.
40. The choir rehearses **daily**.
41. Please set the beaker **here**.
42. The proof is **almost** complete.
43. The astronomer **carefully** recorded each measurement.

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EXERCISE E **Correcting Adverb Errors**

Rewrite each sentence, correcting the adverb error.

44. The pianist played the sonata very good.
45. The professor spoke slow about the poem.
46. The students solved the problem easy.
47. The old clock runs real slowly.
48. The tired scholar fell asleep quick.
49. The harpsichord is tuned perfect.

Writing Application

Write three sentences describing a scientist at work. Use one adverb of time, one of manner, and one intensifier modifying an adjective, and circle each.

1.10 Prepositions

A preposition links a noun or pronoun to another word and shows how they are related, such as in place, time, or direction. Prepositions always come in phrases, and learning to spot those phrases helps with agreement, punctuation, and style.

The Rules

1 **A preposition is a word that shows the relationship of a noun or pronoun to some other word in the sentence.**

- The notebook lay **beneath** the microscope.
- The lecture ended **before** noon.
- The path leads **toward** the observatory.

NOTE Change the preposition and the relationship changes: the book is on, under, beside, or behind the desk.

2 **A preposition begins a phrase that generally ends with a noun or pronoun called the object of the preposition. The preposition, its object, and any modifiers of the object make up a prepositional phrase.**

- The mathematician walked **along the quiet river**. (object: river)
- The class read the poem **with great care**. (object: care)
- The curator handed the key **to me**. (object: me)

NOTE A pronoun that is the object of a preposition takes the objective case: between you and me, not between you and I.

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3 **A preposition may have a compound object, two or more nouns or pronouns joined by a conjunction.**

- The curator spoke **to the students and the teachers**.
- The quartet played **before the king and the queen**.
- Scientists work **in laboratories, museums, and fields**.

4 **A compound preposition is a preposition made up of more than one word.**

- **According to** the curator, the vase is Etruscan.
- The scholars stayed **in spite of** the storm.
- The library stands **next to** the museum.

5 **Many words can be either a preposition or an adverb. A word is a preposition if it has an object; it is an adverb if it stands alone.**

- The comet flew **past** the Earth. (preposition; object: Earth)
- The comet flew **past**. (adverb)
- The students came **inside** the lab. (preposition)
- The students came **inside**. (adverb)

6 **Some words (before, after, since, until, as, for) can be prepositions or conjunctions. They are prepositions when followed by a noun or pronoun and conjunctions when they begin a clause with its own subject and verb.**

- We studied **after** dinner. (preposition)
- We studied **after** the lecture ended. (conjunction)
- The telescope has worked **since** 1990. (preposition)
- The telescope has worked **since** the lens was replaced. (conjunction)

7 **A prepositional phrase acts as an adjective when it modifies a noun or pronoun and as an adverb when it modifies a verb, adjective, or adverb.**

- The student **in the front row** asked a question. (adjective phrase: modifies student)
- The poem **about the sea** won the prize. (adjective phrase: modifies poem)
- The scholars worked **in the archive**. (adverb phrase: modifies worked)

STARTING WITH	COMMON PREPOSITIONS
A	aboard, about, above, across, after, against, along, amid, among, around, as, at
B	before, behind, below, beneath, beside, besides, between, beyond, but (except), by
C, D	concerning, despite, down, during
E, F	except, excepting, for, from
I, L, N, O	in, inside, into, like, near, of, off, on, onto, opposite, out, outside, over
P, R, S	past, pending, regarding, since
T	through, throughout, to, toward

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STARTING WITH	COMMON PREPOSITIONS
U, W	under, underneath, until, unto, up, upon, with, within, without

STARTING WITH	COMPOUND PREPOSITIONS
A	according to, ahead of, along with, apart from, aside from, as to
B	because of, by means of
I	in addition to, in front of, in spite of, instead of
N, O	next to, on account of, on top of, out of, owing to

The phrase test

If you are unsure whether a word is a preposition, try to add a noun or pronoun after it and see if the pair forms a phrase that answers where, when, which, or how. The word but is a preposition only when it means except: Everyone but the chemist left.

Practice

EXERCISE A Finding Prepositions

Write every preposition in each sentence. If there are none, write none.

1. Euclid taught geometry in Alexandria during the reign of Ptolemy.
2. The telescope on the hill points toward Saturn.
3. Beethoven composed his Ninth Symphony despite his deafness.
4. Beneath the museum lies a vast network of storage rooms.
5. The students walked through the gallery and stopped before a Rembrandt.
6. Everyone except the chemist left the laboratory.
7. Rain fell throughout the poetry reading.
8. The scientist placed the specimen under the microscope.
9. The tired librarian closed the heavy doors quietly.
10. A curious mouse ran across the manuscript and into a crack in the wall.
11. Homer's epics were recited from memory for centuries.
12. Within the cell, the nucleus directs most activities.
13. The philosopher walked along the river with his students.
14. Since 1900, physicists have looked into the structure of the atom.

EXERCISE B Prepositions and Their Objects

For each prepositional phrase, write the preposition and its object (list a compound object together). Separate multiple phrases with semicolons.

15. The sculptor worked on a bust of Socrates.
16. The class listened to a recording of Bach.
17. Lightning flashed above the laboratory.

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18. The old map showed roads between the cities and the harbor.
19. She gave her notes to him after the lecture.
20. Marie Curie worked with her husband on radioactivity.
21. A path winds around the hill behind the library.
22. The conductor bowed to the orchestra and the audience.
23. Water boils at a lower temperature on a mountain.
24. Plato wrote dialogues about justice and courage.
25. The poet dreamed of the sea beyond the cliffs.
26. Please sit beside me during the concert.

EXERCISE C Preposition or Adverb?

Write preposition or adverb for the bold word.

27. The curator walked **inside**.
28. The curator walked **inside** the gallery.
29. Please come **in**, and close the door.
30. The scientists climbed **up** the mountain to measure the glacier.
31. The teacher handed the papers **out**.
32. The meteor passed **over** the observatory.
33. The meteor passed **over**.
34. She looked **around** the library for the atlas.
35. The old tapestry fell **down**.
36. Dust settled **on** the shelves.
37. The class stayed **behind** after the lecture.

EXERCISE D Compound Prepositions

Write the compound preposition in each sentence.

38. Because of the storm, the concert was moved indoors.
39. The statue stands in front of the museum.
40. In addition to oil paints, the artist used charcoal.
41. According to the textbook, water boils at 100 degrees Celsius at sea level.
42. The scholars worked late, in spite of their fatigue.
43. Instead of a lecture, the professor led a discussion.
44. Apart from one error, the proof is correct.
45. The laboratory is next to the library.

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EXERCISE E **Preposition or Conjunction?**

Write preposition or conjunction for the bold word.

46. The class discussed the poem **before** the lecture.
47. The class discussed the poem **before** the lecture began.
48. We have studied calculus **since** September.
49. We have studied calculus **since** the term began.
50. Read the sonnet **after** you finish the essay.
51. Read the sonnet **after** the essay.

Writing Application

Write three sentences about a visit to a museum or library. Use at least one compound preposition, one compound object, and one word used as an adverb, and underline every prepositional phrase.

1.11 Conjunctions: Coordinating, Correlative, and Subordinating; Interjections

Conjunctions join words and groups of words, and interjections add feeling. Choosing the right conjunction shows how ideas relate: equal, paired, or dependent.

The Rules

1 **A conjunction is a word that joins single words or groups of words.**

- Marie Curie studied physics **and** chemistry.
- The experiment was simple **but** effective.

2 **A coordinating conjunction joins words or groups of words that have equal grammatical weight. The coordinating conjunctions are and, but, or, nor, for, so, and yet.**

- The sculptor chose bronze **and** marble.
- The poem is short, **but** it is powerful.
- The scholar did not read the essay, **nor** did she cite it.
- The class was quiet, **for** the exam had begun.

NOTE Use a comma before a coordinating conjunction that joins two complete sentences. A memory aid for the seven is FANBOYS (for, and, nor, but, or, yet, so).

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3 **Correlative conjunctions work in pairs to join words and groups of words of equal weight. The pairs are both…and, either…or, neither…nor, just as…so, not only…but also, and whether…or.**

- **Both** Mozart **and** Haydn wrote string quartets.
- The chemist will **either** repeat the test **or** revise the method.
- **Not only** did Bach write fugues, **but** he **also** taught music.
- **Whether** the data are old **or** new, they must be checked.

NOTE Keep the parts after each half of the pair parallel: both the poem and the essay (not both the poem and wrote an essay).

4 **A subordinating conjunction joins two clauses so that one is grammatically dependent on the other. The dependent clause cannot stand alone as a sentence.**

- The audience applauded **after** the soloist bowed.
- **Although** the data were limited, the conclusion was sound.
- The experiment will fail **unless** the temperature stays constant.
- Light travels faster **than** sound does.

NOTE When the subordinate clause comes first, put a comma after it: Whenever I read Keats, I feel calm. When it comes last, usually no comma is needed.

5 **Subordinating conjunctions show how the dependent idea relates to the main idea: time, cause, condition, contrast, place, or manner.**

- The painter cleaned her brushes **as soon as** the portrait was done. (time)
- The theory was accepted **because** the evidence was strong. (cause)
- The experiment will succeed **if** the temperature stays constant. (condition)
- The poet writes **wherever** she finds quiet. (place)

6 **An interjection is a word that expresses emotion or exclamation. It has no grammatical connection to other words in the sentence.**

- **Wow**, that mosaic is enormous!
- **Oops**, I dropped the slide.
- **Alas**, the manuscript was lost.

NOTE Use an exclamation point after a strong interjection and a comma after a mild one. Interjections belong mainly in speech and informal writing.

COORDINATING CONJUNCTION	JOINS IDEAS THAT	EXAMPLE
and	add	Euclid wrote **and** taught.
but	contrast	The song is short, **but** it is moving.
or	offer a choice	Read the poem **or** the essay.
nor	offer a negative choice	The lab has no microscope, **nor** does it have a scale.
for	give a reason	The class cheered, **for** the experiment worked.
so	show a result	The lens cracked, **so** the viewing was canceled.

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COORDINATING CONJUNCTION	JOINS IDEAS THAT	EXAMPLE
yet	contrast unexpectedly	The proof is simple, **yet** it is profound.

CORRELATIVE PAIR	EXAMPLE
both…and	**Both** Plato **and** Aristotle taught in Athens.
either…or	You may **either** write an essay **or** give a talk.
neither…nor	**Neither** the telescope **nor** the camera was damaged.
just as…so	**Just as** iron rusts, **so** silver tarnishes.
not only…but also	The poem is **not only** long **but also** difficult.
whether…or	I wonder **whether** the data are right **or** wrong.

MEANING	SUBORDINATING CONJUNCTIONS
Time	after, as, as soon as, before, since, until, when, whenever, while
Cause or purpose	because, since, so, so that, in order that
Condition	if, unless, as long as
Contrast	although, though, whereas, while
Place	where, wherever
Manner or comparison	as, as if, as though, as far as, than

FEELING	INTERJECTIONS
Surprise or admiration	oh, ah, wow, gee, my, why, man
Pain or alarm	ow, ouch, yipes, uh-oh, oops
Joy or relief	hooray, whew
Sorrow	alas
Attention or hesitation	hey, well, uh-huh

Practice

EXERCISE A Types of Conjunctions

Write each conjunction (both parts of a pair) and label it coordinating, correlative, or subordinating.

1. Darwin collected specimens, and he recorded careful notes.
2. Neither the mathematician nor her student found the error.
3. Because the lens was cracked, the image looked blurred.
4. Mozart and Haydn were friends.
5. Whenever a comet appears, astronomers gather at the observatory.
6. The poem is short, yet it carries great force.
7. Both the violin and the viola belong to the string family.

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8. Although the experiment failed, the team learned a great deal.
9. You may study geometry or you may study algebra first.
10. Not only did Newton study optics, but he also studied gravity.
11. The painter waited until the varnish dried.
12. The lecture was dull, so several students left early.
13. Whether the theory is right or wrong, it deserves a hearing.
14. Light travels faster than sound does.
15. Just as a map guides a traveler, so a thesis guides an essay.
16. The chemist stirred the mixture as soon as the powder dissolved.

EXERCISE B Choosing the Right Conjunction

Choose the conjunction that makes the best sense.

17. The sculptor wanted marble, (but, so) the quarry had only limestone.
18. The telescope was broken, (so, yet) the class canceled the viewing.
19. You may take the novel home, (or, but) you may read it in the library.
20. The proof is short, (yet, so) it is hard to follow.
21. He neither wrote letters (nor, or) answered them.
22. (Although, Because) the museum is small, it holds a remarkable collection.
23. The composer revised the score (because, although) the first version sounded thin.
24. (Unless, Because) you study the proofs, you will not understand the theorem.
25. The seminar will end (as soon as, unless) the last student finishes.
26. The painter worked (until, although) the light faded.
27. (Whereas, Because) Bach worked mainly in Germany, Handel worked mainly in England.

EXERCISE C Combining Sentences

Combine each pair of sentences into one, using the conjunction shown.

28. The experiment failed. The team tried again. (but)
29. Keats wrote odes. Shelley wrote odes. (both…and, one sentence with a compound subject)
30. The ice melted. The temperature rose above zero. (Begin with Because)
31. The curator may restore the painting. The curator may store it. (either…or, compound predicate)
32. The audience stayed seated. The pianist finished. (Begin with Until)
33. The poem is old. It is still moving. (yet)
34. Pascal studied probability. He wrote about philosophy. (not only…but also, compound predicate)
35. The students read the sonnet aloud. The teacher explained the rhyme scheme. (Begin with After)

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EXERCISE D Finding Interjections

Write the interjection in each sentence.

36. Wow, that telescope can see Saturn's rings!
37. The proof is wrong, alas.
38. Oops, I spilled the ink on the manuscript.
39. Hooray! The experiment worked.
40. Well, I did not expect that result.
41. The concert is sold out. Oh, what a pity.
42. Hey, please keep your voice down in the library.
43. Ouch! The hot flask burned my finger.

EXERCISE E Correlative Conjunctions

Fill each pair of blanks with the correlative conjunctions that fit the meaning.

44. ___ *Homer* ___ Virgil wrote epic poems.
45. ___ *the experiment succeeds* ___ fails, the data will be useful.
46. ___ *a bridge joins two banks,* ___ a conjunction joins two words.
47. ___ *the library* ___ the museum is open on Mondays.
48. _____ did the chemist find the error, but she also corrected it.
49. You may ___ *write an essay* ___ give an oral report.

Writing Application

Write three sentences about a book, a piece of music, or a discovery. Use one coordinating conjunction, one correlative pair, one subordinating conjunction, and one interjection.

Unit 1 Review Parts of Speech

Mixed practice covering every lesson in this unit: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

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Practice

EXERCISE A Identifying the Part of Speech

Write the part of speech of the bold word: n (noun), p (pronoun), v (verb), adj (adjective), adv (adverb), prep (preposition), c (conjunction), or i (interjection).

1. The **astronomer** adjusted the lens.
2. **She** has studied the stars for years.
3. The students **read** the sonnet aloud.
4. The **ancient** scroll lay in a glass case.
5. The curator walked **slowly** through the gallery.
6. The fossil was found **beneath** a layer of ash.
7. Marie Curie won two Nobel Prizes, **and** her daughter won one.
8. **Wow**, that mosaic is enormous!
9. The chemist **measured** the liquid.
10. A **Greek** vase stood in the window.
11. The orchestra tuned its instruments **before** the concert.
12. **Because** the light was dim, the painter lit a lamp.
13. **Courage** is a theme in the epic.
14. The lecture was **very** long.
15. The experiment seemed **successful**.
16. The librarian handed the book to **him**.
17. **Oh**, I forgot my notebook.
18. The scientists **are** careful.
19. Neither the poet **nor** the critic liked the title.
20. The class studied the painting **carefully**.

EXERCISE B Kinds of Nouns

Label each bold noun as proper, concrete, abstract, or collective.

21. The **committee** voted to restore the old library.
22. **Honesty** matters in scientific research.
23. Mary Shelley published **Frankenstein** in 1818.
24. The **telescope** stands on the roof.
25. A **flock** of geese flew over the observatory.
26. The **Pacific Ocean** is very deep.
27. **Freedom** was a central idea of the Enlightenment.
28. The chemist sealed the **flask**.

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EXERCISE C Plural Nouns

Write the plural of the noun in parentheses.

29. The museum bought three new _____. (microscope)
30. Both _____ of the poem were read aloud. (stanza)
31. The botanist studied several _____. (species)
32. The students wrote two _____ of the experiment. (analysis)
33. Several _____ attended the lecture. (woman)

EXERCISE D Kinds of Pronouns

Name the kind of the bold pronoun: personal, possessive, reflexive, intensive, interrogative, relative, demonstrative, or indefinite.

34. **Who** wrote the Elements?
35. The poet **herself** read the final stanza.
36. The painter taught **himself** perspective.
37. The notebook is **mine**.
38. **This** is the oldest map in the archive.
39. **Everyone** in the seminar read the essay.
40. The curator **who** organized the exhibit gave a brief talk.
41. The conductor thanked **us** after the performance.

EXERCISE E Antecedents

Write the antecedent of the bold pronoun.

42. When Keats read Homer, **he** felt astonished.
43. The scientists published **their** results in a journal.
44. Mary Shelley wrote Frankenstein, and **it** remains popular.
45. The students said that **they** enjoyed the lecture.

EXERCISE F Kinds of Verbs

Label the bold verb as action transitive, action intransitive, or linking.

46. The students **studied** the map.
47. The rain **fell** on the observatory.
48. The soup **tasted** salty.
49. The mathematician **grew** tired.
50. The botanist **grew** orchids.
51. Galileo **looked** through his telescope.
52. The soloist **sang** an aria.
53. The sculptor **remained** calm.

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EXERCISE G Verb Phrases

Write the complete verb phrase in each sentence.

54. The class has been reading Hamlet.
55. Scientists will test the hypothesis next week.
56. The orchestra could not hear the soloist.
57. Did the painter finish the portrait?
58. The museum is hosting a lecture.
59. The students should have studied the proof.

EXERCISE H Same Word, Different Job

The same word is used in several ways. Write the part of speech of each bold word.

60. The **light** in the gallery was soft.
61. The painter chose a **light** frame for the portrait.
62. Please **light** the lamp.
63. The students walked **past** the museum.
64. The shuttle flew **past**.
65. **Before** the concert, we studied the score.
66. We studied the score **before**.
67. **Since** the museum closes at five, we should hurry.

EXERCISE I Choosing the Correct Word

Choose the correct word in parentheses.

68. The pianist played (good, well).
69. She read (a, an) interesting article.
70. The notebook is (her, hers).
71. The students taught (theirselves, themselves) calculus.
72. The poem was written (quick, quickly).
73. Neither the actor (nor, or) the director attended the lecture.
74. The orchestra (is, are) tuning its instruments.
75. The conductor raised (his, he) baton.

Answer Key Parts of Speech

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

1.1 Nouns: Singular, Plural, and Collective

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EXERCISE A

1. librarian, S; atlases, P; encyclopedias, P
2. comet, S; sky, S; observatory, S
3. chemist, S; beakers, P; flasks, P
4. sculptors, P; statue, S; block, S; marble, S
5. poem, S; branches, P; oak, S
6. theories, P; origin, S; moon, S; lecture, S
7. children, P; storyteller, S; library, S
8. historian, S; letters, P; archive, S
9. Geese, P; laboratory, S; experiment, S
10. pianist, S; sonata, S; hours, P
11. Mathematicians, P; proofs, P; Euclid, S
12. gallery, S; sketches, P; painter, S
13. essay, S; justice, S; prize, S
14. telescope, S; moons, P; planet, S
15. orchestra, S; symphony, S; Beethoven, S
16. philosopher, S; notebooks, P; questions, P; truth, S

EXERCISE B

17. libraries
18. sketches
19. hypotheses
20. species
21. compasses
22. essays
23. children
24. galaxies
25. indexes (or indices)
26. choruses
27. women
28. pianos
29. feet
30. laboratories
31. sheep
32. brushes

EXERCISE C

33. jury, S
34. faculty, P
35. orchestra, S
36. choir, P
37. committee, S
38. crew, P
39. audience, S
40. panel, P
41. class, S
42. cast, P
43. council, S
44. team, P

1.2 Nouns: Proper and Common; Concrete and Abstract

EXERCISE A

1. Mary Shelley, P; Frankenstein, P; summer, C; Switzerland, P
2. museum, C; Florence, P; paintings, C; Botticelli, P
3. Euclid, P; geometry, C; book, C; Elements, P
4. chemist, C; university, C; properties, C; helium, C
5. Beethoven, P; Ninth Symphony, P; hearing, C
6. students, C; library, C; Tuesday, P; Renaissance, P
7. Socrates, P; questions, C; marketplace, C; Athens, P
8. Nile, P; Egypt, P; Mediterranean Sea, P
9. telescope, C; Mauna Kea, P; images, C; galaxy, C
10. orchestra, C; concerto, C; Mozart, P; Vienna, P
11. Charles Darwin, P; observations, C; finches, C; notebook, C
12. poet, C; Emily Dickinson, P; home, C; Amherst, P
13. Marie Curie, P; Nobel Prizes, P; research, C
14. archaeologists, C; pottery, C; ruins, C; Pompeii, P

EXERCISE B

15. philosopher, con.; wisdom, abs.; wealth, abs.
16. sculptor, con.; marble, con.; patience, abs.
17. Courage, abs.; theme, abs.; novel, con.
18. microscope, con.; beauty, abs.; snowflake, con.
19. historian, con.; honesty, abs.; diary, con.
20. violin, con.; care, abs.; musician, con.; discipline, abs.
21. lecturer, con.; freedom, abs.; justice, abs.
22. painting, con.; loneliness, abs.; keeper, con.
23. Curiosity, abs.; chemist, con.; laboratory, con.
24. astronomer, con.; brightness, abs.; star, con.
25. poet, con.; kindness, abs.; stranger, con.
26. mathematician, con.; chalkboard, con.; symbols, con.; elegance, abs.
27. Inspiration, abs.; composer, con.; piano, con.
28. librarian, con.; generosity, abs.; scholars, con.

EXERCISE C

29. The novelist Charles Dickens lived in London.
30. Students at the university read Plato every spring.
31. The expedition reached Antarctica in January.
32. The Hubble Space Telescope photographed a distant galaxy.
33. The pianist studied at a conservatory in Paris and later in Vienna.
34. The British Museum displays the Rosetta Stone.
35. Isaac Newton explained gravity in a book written in Latin.
36. The lecture on the French Revolution begins on Monday.

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EXERCISE D

37. honesty
38. wisdom
39. freedom
40. bravery
41. curiosity
42. patience
43. kindness
44. strength

1.3 Pronouns: Personal and Possessive; Reflexive and Intensive

EXERCISE A

1. I, her
2. his, them
3. We, she
4. herself, it
5. You, your, ours
6. him, he
7. himself, him
8. Our, we, it, ourselves
9. her, them
10. theirs, mine
11. you, it
12. themselves
13. its, it
14. They, me, them, my

EXERCISE B

15. pos., S
16. per., S
17. int., S
18. per., S
19. int., P
20. pos., S
21. ref., S
22. pos., P
23. ref., P
24. int., S
25. pos., P
26. per., P
27. per., P
28. ref., S

EXERCISE C

29. me
30. She
31. themselves
32. mine
33. Its
34. himself
35. me
36. she
37. ours
38. us
39. him
40. Theirs
41. myself
42. him

1.4 Pronouns: Interrogative, Relative, Demonstrative, Indefinite

EXERCISE A

1. Who, int.
2. who, rel.
3. Few, ind.
4. Those, dem.
5. Which, int.
6. Everyone, ind.
7. that, rel.
8. Whose, int.
9. This, dem.; that, rel.
10. Nothing, ind.
11. Whatever, rel.
12. What, int.
13. Several, ind.
14. whom, rel.

EXERCISE B

15. who
16. that
17. Whom
18. whom
19. These
20. Whose
21. That
22. who
23. which
24. has
25. were
26. is
27. praise
28. has
29. remain

EXERCISE C

30. int.
31. rel.
32. ind.
33. dem.
34. int.
35. rel.
36. ind.
37. dem.
38. rel.
39. ind.
40. int.
41. rel.
42. dem.
43. ind.

1.5 Verbs: Action (Transitive and Intransitive)

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EXERCISE A

1. observed, T
2. played, I
3. isolated, T
4. waited, I
5. wrote, T
6. melted, I
7. melted, T
8. founded, T
9. listened, I
10. solved, T
11. appeared, I
12. finished, I
13. finished, T
14. sang, T

EXERCISE B

15. T
16. I
17. T
18. I
19. T
20. I
21. T
22. I
23. T
24. I
25. T
26. I
27. I
28. T

EXERCISE C

29. examined, specimen
30. listened, none
31. composed, symphonies
32. ended, none
33. discovered, mirror
34. flows, none
35. admired, bronzes
36. doubted, everything
37. remembered, date
38. gleamed, none
39. wrote, notes
40. bowed, none
41. built, roads
42. travels, none

1.6 Verbs: Linking

EXERCISE A

1. L
2. A
3. L
4. A
5. L
6. A
7. L
8. A
9. L
10. A
11. L
12. L
13. A
14. L

EXERCISE B

15. was; astronomer
16. appears; bright
17. became; novelist
18. is; true
19. seems; enormous
20. remains; subject
21. sounds; mournful
22. is; number
23. grew; restless
24. smells; musty
25. stayed; calm
26. are; models
27. felt; inevitable
28. was; period

EXERCISE C

29. linking
30. linking
31. action
32. linking
33. linking
34. action
35. linking
36. action
37. linking
38. action
39. linking
40. linking
41. action
42. linking

1.7 Verb Phrases

EXERCISE A

1. has been repaired
2. was composing
3. will visit
4. Have read
5. should have labeled
6. do know
7. is finishing
8. had been rehearsing
9. Can prove
10. was painting
11. might have ended
12. did label
13. will welcome
14. did delay

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EXERCISE B

15. helping: is; main: tuning
16. helping: has; main: completed
17. helping: must; main: analyze
18. helping: would, have; main: failed
19. helping: were; main: debating
20. helping: Does; main: display
21. helping: none; main: has
22. helping: has, been; main: studying
23. helping: Will; main: share
24. helping: will, have; main: read
25. helping: none; main: was
26. helping: can; main: travel
27. helping: are; main: read
28. helping: was, being; main: praised

EXERCISE C

29. has cited; often
30. was reading; not
31. Did grind; the apprentices
32. could hear; n't
33. will begin; soon
34. Have studied; you, ever
35. are melting; slowly
36. would have lent; never
37. Was written; the poem
38. does understand; n't
39. have explained; not, yet
40. had been cleaned; carefully
41. Will begin; the lecture, really
42. will debate; always

1.8 Adjectives

EXERCISE A

1. The, weary, the, steep, the, ancient
2. four, bright
3. A, quiet, an, old, the, dusty
4. Her, careful, a, surprising
5. The, smooth, the, large
6. Beethoven's, final, a, famous, choral
7. Several, curious, the, Greek
8. many, tragic, some, light
9. The, chemist's, blue, cloudy
10. This, a, simple
11. Whose, that, wooden
12. many, his, short
13. The, Roman, strong, the, vast
14. Each, careful, accurate
15. Curie's (Marie Curie's), patient, two, new
16. Our, rare, a, locked

EXERCISE B

17. Victorian, proper adjective
18. An, article
19. Her, possessive pronoun
20. physics, noun used as adjective
21. graceful, predicate adjective
22. The, article
23. philosopher's, possessive noun
24. elegant, predicate adjective
25. Greek, proper adjective
26. Their, possessive pronoun
27. granite, noun used as adjective
28. museum, noun used as adjective
29. long, predicate adjective
30. his, possessive pronoun

EXERCISE C

31. an
32. an
33. a
34. an
35. A
36. an
37. an
38. a

EXERCISE D

39. Greek
40. French
41. Italian
42. Russian
43. German
44. Egyptian
45. Japanese
46. Shakespearean (or: Shakespearian)

EXERCISE E

47. pronoun
48. adjective
49. pronoun
50. adjective
51. adjective
52. pronoun
53. pronoun
54. adjective

1.9 Adverbs

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EXERCISE A

1. slowly, poured, v
2. remarkably, clear, adj
3. unusually, softly, adv; softly, played, v
4. outside, waited, v
5. never, have agreed, v
6. very, carefully, adv; carefully, worked, v
7. rather, dull, adj
8. Soon, will begin, v
9. not, did finish, v
10. too, bright, adj
11. steadily, fell, v
12. almost, always, adv; always, reads, v
13. there, played, v; yesterday, played, v
14. quite, beautiful, adj

EXERCISE B

15. carefully
16. extremely
17. neat
18. beautifully
19. well
20. quietly
21. smooth
22. universally
23. bad
24. correctly

EXERCISE C

25. more softly
26. most closely
27. faster
28. better
29. most carefully
30. more sweetly
31. worse
32. most directly
33. hardest
34. farther (or further)
35. earlier

EXERCISE D

36. how?
37. when?
38. where?
39. to what degree?
40. how often? (or when?)
41. where?
42. to what degree?
43. how?

EXERCISE E

44. The pianist played the sonata very well.
45. The professor spoke slowly about the poem.
46. The students solved the problem easily.
47. The old clock runs really slowly.
48. The tired scholar fell asleep quickly.
49. The harpsichord is tuned perfectly.

1.10 Prepositions

EXERCISE A

1. in, during, of
2. on, toward
3. despite
4. Beneath, of
5. through, before
6. except
7. throughout
8. under
9. none
10. across, into, in
11. from, for
12. Within
13. along, with
14. Since, into, of

EXERCISE B

15. on, bust; of, Socrates
16. to, recording; of, Bach
17. above, laboratory
18. between, cities and harbor
19. to, him; after, lecture
20. with, husband; on, radioactivity
21. around, hill; behind, library
22. to, orchestra and audience
23. at, temperature; on, mountain
24. about, justice and courage
25. of, sea; beyond, cliffs
26. beside, me; during, concert

EXERCISE C

27. adverb
28. preposition
29. adverb
30. preposition
31. adverb
32. preposition
33. adverb
34. preposition
35. adverb
36. preposition
37. adverb

EXERCISE D

38. Because of
39. in front of
40. In addition to
41. According to
42. in spite of
43. Instead of
44. Apart from
45. next to

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EXERCISE E

46. preposition
47. conjunction
48. preposition
49. conjunction
50. conjunction
51. preposition

1.11 Conjunctions: Coordinating, Correlative, and Subordinating; Interjections

EXERCISE A

1. and, coordinating
2. Neither...nor, correlative
3. Because, subordinating
4. and, coordinating
5. Whenever, subordinating
6. yet, coordinating
7. Both...and, correlative
8. Although, subordinating
9. or, coordinating
10. Not only...but also, correlative
11. until, subordinating
12. so, coordinating
13. Whether...or, correlative
14. than, subordinating
15. Just as...so, correlative
16. as soon as, subordinating

EXERCISE B

17. but
18. so
19. or
20. yet
21. nor
22. Although
23. because
24. Unless
25. as soon as
26. until
27. Whereas

EXERCISE C

28. The experiment failed, but the team tried again.
29. Both Keats and Shelley wrote odes.
30. Because the temperature rose above zero, the ice melted.
31. The curator may either restore the painting or store it.
32. Until the pianist finished, the audience stayed seated.
33. The poem is old, yet it is still moving.
34. Pascal not only studied probability but also wrote about philosophy.
35. After the students read the sonnet aloud, the teacher explained the rhyme scheme.

EXERCISE D

36. Wow
37. alas
38. Oops
39. Hooray
40. Well
41. Oh
42. Hey
43. Ouch

EXERCISE E

44. Both, and
45. Whether, or
46. Just as, so
47. Neither, nor
48. Not only
49. either, or

Unit 1 Review Parts of Speech

EXERCISE A

1. astronomer, n
2. She, p
3. read, v
4. ancient, adj
5. slowly, adv
6. beneath, prep
7. and, c
8. Wow, i
9. measured, v
10. Greek, adj
11. before, prep
12. Because, c
13. Courage, n
14. very, adv
15. successful, adj
16. him, p
17. Oh, i
18. are, v
19. nor, c
20. carefully, adv

EXERCISE B

21. committee, collective
22. Honesty, abstract
23. Frankenstein, proper
24. telescope, concrete
25. flock, collective
26. Pacific Ocean, proper
27. Freedom, abstract
28. flask, concrete

EXERCISE C

29. microscopes
30. stanzas
31. species
32. analyses
33. women

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EXERCISE D

34. Who, interrogative
35. herself, intensive
36. himself, reflexive
37. mine, possessive
38. This, demonstrative
39. Everyone, indefinite
40. who, relative
41. us, personal

EXERCISE E

42. Keats
43. scientists
44. Frankenstein
45. students

EXERCISE F

46. studied, action, transitive
47. fell, action, intransitive
48. tasted, linking
49. grew, linking
50. grew, action, transitive
51. looked, action, intransitive
52. sang, action, transitive
53. remained, linking

EXERCISE G

54. has been reading
55. will test
56. could hear (not is an adverb)
57. Did finish
58. is hosting
59. should have studied

EXERCISE H

60. light, n
61. light, adj
62. light, v
63. past, prep
64. past, adv
65. Before, prep
66. before, adv
67. Since, c

EXERCISE I

68. well
69. an
70. hers
71. themselves
72. quickly
73. nor
74. is
75. his

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Unit 2: Parts of the Sentence.

6 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 298 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

2.12 Simple Subjects and Simple Predicates

Every sentence is built on two parts: a subject that names what the sentence is about and a predicate that tells what the subject does or is. This lesson shows how to find the single key word at the heart of each part.

The Rules

1 **Every sentence has two main parts, a subject and a predicate. The simple subject is the main noun or pronoun that tells what the sentence is about.**

- The **astronomer** adjusted the lens of the telescope.
- **She** reads a sonnet every morning before class.
- Several old **manuscripts** in the archive have faded.
- **Euclid** organized geometry into a chain of proofs.

NOTE The simple subject is never inside a prepositional phrase. In the third example, the subject is manuscripts, not archive.

2 **The simple predicate is the verb or verb phrase that expresses action or being about the subject. A verb phrase includes every helping verb.**

- The orchestra **performed** a symphony by Haydn.
- The chemist **is heating** a pale blue solution.
- The painting **had been damaged** by moisture.
- We **should review** the periodic table before the quiz.

NOTE Words such as not, never, often, and already can sit inside a verb phrase, but they are adverbs, not part of the simple predicate: The geologist has NOT yet DATED the sample. (simple predicate: has dated)

3 **To find the simple subject, first find the verb, then ask Who? or What? before it.**

- My **grandfather** taught Latin for thirty years. (Who taught Latin? grandfather)
- The **theorem** about right triangles bears the name of Pythagoras. (What bears the name? theorem)
- After the lecture, the **students** crowded around the professor. (Who crowded? students)

NOTE Introductory words such as Suddenly, Unfortunately, or After the lecture are never the subject. Skip them and ask the question.

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Simple subject
The one noun or pronoun the sentence is about. Ask Who? or What? before the verb. It is never inside a prepositional phrase.

Simple predicate
The verb or complete verb phrase. Count every helping verb (is, was, has, had, will, can, should, might, been) but not adverbs such as not or already.

Common helping verbs

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

Practice

EXERCISE A **Finding the Simple Subject and Simple Predicate**

Write the simple subject and the simple predicate of each sentence. Separate them with a vertical line, like this: astronomer | adjusted.

1. The astronomer adjusted the lens of the telescope.
2. Mary Shelley wrote Frankenstein as a very young woman.
3. Several manuscripts in the archive have faded over the centuries.
4. The chemist in the far corner is heating a blue solution.
5. Euclid organized geometry into a series of proofs.
6. The orchestra will perform a symphony by Haydn tonight.
7. Many philosophers have questioned the nature of justice.
8. Unfortunately, the painting had been damaged by moisture.
9. She reads a sonnet every morning before breakfast.
10. The librarian quietly shelved the heavy atlases.
11. Water boils at 100 degrees Celsius at sea level.
12. The students in the lecture hall were taking careful notes.
13. A faint comet appeared above the observatory.
14. The museum's new wing opens in October.
15. Prime numbers have fascinated mathematicians for centuries.
16. The pianist practiced the difficult passage again.
17. Few historians doubt the importance of the printing press.
18. The sculpture of the horse was carved from a single block of marble.
19. We should review the periodic table before the quiz.
20. Beethoven continued composing after the loss of his hearing.

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EXERCISE B Supplying a Simple Subject

Write a noun or pronoun that could fill the blank as the simple subject. Then write the simple predicate of the sentence.

21. The _____ examined the fossil under a bright lamp.
22. _____ borrowed three novels from the library.
23. Last night the _____ performed a quartet by Mozart.
24. Many _____ have argued about the meaning of beauty.
25. The _____ in the laboratory will be cleaned tomorrow.
26. A brilliant _____ solved the equation in minutes.
27. The _____ at the museum displays Egyptian pottery.
28. _____ painted the ceiling of the Sistine Chapel.
29. The old _____ has been translated into many languages.
30. Our _____ is studying the causes of the French Revolution.
31. Suddenly the _____ flickered during the lecture.
32. _____ can hear the overtones in the cello's lowest note.

EXERCISE C Finding the Whole Verb Phrase

Write the complete simple predicate (the whole verb phrase) of each sentence. Do not include adverbs such as not, never, still, or already.

33. The geologist has not yet dated the rock sample.
34. Galileo did record the positions of Jupiter's moons night after night.
35. The students were still debating the poem's final line.
36. The historian will probably revise the chapter.
37. Chlorine should never be stored near ammonia.
38. The composer had already finished the overture.
39. Does the museum open on Mondays?
40. The violinist is not playing in tonight's concert.
41. Oxygen was first isolated in the eighteenth century.
42. The proof could also be written in fewer steps.
43. Have the archaeologists finished the excavation?
44. The manuscript might have been copied by a monk.

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Writing Application

Write four sentences about a scientist, an artist, or a composer you admire. In each sentence, underline the simple subject once and the simple predicate twice. Use at least two verb phrases with helping verbs.

2.13 Complete Subjects and Complete Predicates

Most sentences add describing words around the simple subject and the simple predicate. This lesson shows how to divide a whole sentence into its two complete parts, a skill you will use in every later lesson on sentence structure.

The Rules

1 **The complete subject is made up of the simple subject and all the words that tell about it.**

- **The oldest manuscript in the library** dates from the twelfth century.
- **A young chemist from Vienna** discovered the error in the formula.
- **Many students of philosophy** admire the dialogues of Plato.

2 **The complete predicate is made up of the simple predicate and all the words that tell what the subject does or is.**

- The bronze statue near the entrance **was cast in Florence**.
- Our history teacher **collects maps of the Roman Empire**.
- Every element on the periodic table **has a unique atomic number**.

3 **To divide a sentence, first find the simple subject and the simple predicate. Then draw a vertical line between the complete subject and the complete predicate; in a sentence in normal order, every word before the line belongs to the subject, and every word after it belongs to the predicate.**

- The **conductor** of the youth orchestra | **raised** her baton slowly.
- Three large **telescopes** on the ridge | **track** the comet each night.
- The **debate** about free will | **continues** among modern philosophers.

NOTE When the subject is a single word, the simple subject and the complete subject are the same: **GALILEO** | built a telescope. The same is true for a one-word predicate: The comet | **VANISHED** .

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SENTENCE	COMPLETE SUBJECT	COMPLETE PREDICATE
The poet's early sonnets were published after her death.	The poet's early sonnets	were published after her death
A heavy dictionary lay open on the scholar's desk.	A heavy dictionary	lay open on the scholar's desk
Several fossils from the cliff have been sent to the university.	Several fossils from the cliff	have been sent to the university
She paints.	She	paints

Tip: opening words

If a sentence opens with a word or phrase such as Yesterday or In the morning, that opener describes the verb, so it belongs to the complete predicate even though it comes first. Yesterday the class visited the planetarium. Complete subject: the class. Complete predicate: Yesterday ... visited the planetarium. The sentences in this lesson are in normal order, so you can simply divide them at one vertical line.

Practice

EXERCISE A

Dividing the Sentence

Write the complete subject and the complete predicate of each sentence. Separate them with a vertical line.

1. The oldest manuscript in the library dates from the twelfth century.
2. A young chemist from Vienna discovered the error in the formula.
3. The final movement of the symphony ends with a triumphant chord.
4. Many students of philosophy admire the dialogues of Plato.
5. The bronze statue near the entrance was cast in Florence.
6. Three large telescopes on the ridge track the comet each night.
7. The theorem about right triangles bears the name of Pythagoras.
8. Our history teacher collects maps of the Roman Empire.
9. A faded sketch by an unknown artist hangs in the small gallery.
10. The poet's early sonnets were published after her death.
11. Every element on the periodic table has a unique atomic number.
12. The conductor of the youth orchestra raised her baton slowly.
13. Several fossils from the cliff have been sent to the university.
14. The ancient Greeks built theaters into hillsides.
15. A heavy dictionary lay open on the scholar's desk.
16. The debate about free will continues among modern philosophers.

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EXERCISE B Simple Parts and Complete Parts

Copy each sentence and insert a vertical line between the complete subject and the complete predicate. Then, in parentheses, write the simple subject and the simple predicate.

17. The curator of the Egyptian collection unlocked the glass case.
18. Two brilliant mathematicians were working on the same proof.
19. The lecture on Darwin's voyage lasted two hours.
20. A string quartet by Haydn opened the concert.
21. The restored fresco will be unveiled next spring.
22. Marie Curie received two Nobel Prizes.
23. The chapter on volcanoes includes several diagrams.
24. Dozens of rare butterflies are displayed in the natural history museum.
25. The novel's unreliable narrator confuses many first-time readers.
26. A thin layer of ice had formed on the beaker.
27. The students in the art studio mixed their own pigments.
28. Homer's Odyssey describes a long journey home.
29. The new planetarium has attracted thousands of visitors.
30. Ancient astronomers charted the movements of the planets.

EXERCISE C Subject or Predicate?

Each group of words is either a complete subject or a complete predicate. Write CS for a complete subject or CP for a complete predicate.

31. the faded map of the ancient city
32. has been translated into twelve languages
33. every student in the chemistry lab
34. played the final nocturne from memory
35. will be displayed beside the Greek vases
36. the first chapter of the biography
37. argued for hours about the meaning of virtue
38. a rare copy of the first edition
39. the youngest member of the orchestra
40. measures the distance between two stars
41. solved the equation on the chalkboard
42. the museum's collection of Roman coins

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Writing Application

Write four sentences describing a museum, a laboratory, or a concert hall. Give each sentence a complete subject of at least four words. Then draw a vertical line between the complete subject and the complete predicate in each one.

2.14 Compound Subjects and Compound Predicates

A sentence can have more than one subject sharing a verb, or more than one verb sharing a subject. Recognizing these compound parts helps you read long sentences accurately and write tighter ones of your own.

The Rules

1 **A compound subject consists of two or more simple subjects that share the same verb. The subjects are joined by a conjunction such as and, or, neither … nor, or either … or.**

- **Plato** and **Aristotle** shaped Western philosophy.
- Neither the **violin** nor the **cello** was in tune.
- Either the **museum** or the **library** will host the exhibit.

2 **When a compound subject has three or more parts, the parts are separated by commas, and the conjunction comes before the last one.**

- **Copper**, **silver**, and **gold** conduct electricity well.
- **Bach**, **Handel**, and **Scarlatti** were all born in 1685.
- **Fossils**, **tools**, or **pottery** may turn up at the dig.

3 **A compound predicate consists of two or more simple predicates that share the same subject. The verbs are joined by a conjunction such as and, or, but, neither … nor, or either … or.**

- The chemist **measured** the powder and **recorded** its mass.
- The orchestra **tuned** carefully but **started** late.
- The poem neither **rhymes** nor **follows** a regular meter.
- The historian will either **revise** the chapter or **remove** it entirely.

NOTE A helping verb may be shared by both verbs in a compound predicate: The librarian **HAS REPAIRED** the binding and **REPLACED** the cover. (has repaired, has replaced)

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4 **A sentence may contain both a compound subject and a compound predicate.**

- **Students** and **teachers** **read** the dialogue and **discussed** its argument.
- The **curator** and her **assistant** **cleaned** the vase and **photographed** it.

NOTE Do not confuse a compound predicate with a compound sentence. In a compound predicate, one subject owns both verbs (The pianist paused and began again). In a compound sentence, each verb has its own subject (The pianist paused, and the audience waited).

CONJUNCTION	JOINS	EXAMPLE
and	subjects or predicates	Oxygen **and** hydrogen combine to form water.
or	subjects or predicates	The painter sketched in charcoal **or** painted in oils.
but	predicates	The equation looked simple **but** required three pages of work.
neither ... nor	subjects or predicates	**Neither** Mars **nor** Venus has a large moon.
either ... or	subjects or predicates	The telescope can **either** track a star **or** scan a wide region of sky.

Practice

EXERCISE A Compound Subjects

Write the simple subjects that make up the compound subject of each sentence. Then write the conjunction that joins them.

1. Plato and Aristotle shaped Western philosophy.
2. Neither the violin nor the cello was in tune.
3. Either the museum or the library will host the exhibit.
4. Copper, silver, and gold conduct electricity well.
5. The painter and her apprentice mixed the pigments together.
6. Comets and asteroids orbit the sun.
7. Neither the poet nor the critic liked the translation.
8. Algebra and geometry were taught by the same tutor.
9. Either Tuesday or Thursday is the day of the chemistry lecture.
10. The sonnet and the ode are common forms of lyric poetry.
11. Neither Mars nor Venus has a large moon.
12. Bach, Handel, and Scarlatti were all born in 1685.
13. Fossils and ancient tools were found in the same cave.
14. Either the curator or her assistant will give the tour.
15. Oxygen and hydrogen combine to form water.
16. Neither the first draft nor the second draft satisfied the novelist.

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EXERCISE B Compound Predicates

Write the simple subject of each sentence. Then write the verbs that make up the compound predicate.

17. The chemist measured the powder and recorded its mass.
18. The orchestra tuned carefully but started late.
19. Galileo built a telescope and observed the moons of Jupiter.
20. The historian will either revise the chapter or remove it entirely.
21. The poem neither rhymes nor follows a regular meter.
22. Students read the dialogue and discussed its argument.
23. The curator cleaned the vase and photographed it.
24. The equation looked simple but required three pages of work.
25. The pianist paused, breathed deeply, and began the second movement.
26. Archaeologists mapped the site and catalogued every fragment.
27. The librarian has repaired the binding and replaced the cover.
28. Newton studied light and described gravity.
29. The sculptor neither signed nor dated the statue.
30. The lecture began with a question and ended with a demonstration.
31. The telescope can either track a star or scan a wide region of sky.
32. Mary Shelley wrote Frankenstein and later edited her husband's poems.

EXERCISE C Combining Sentences

Combine each pair of sentences into one sentence with a compound subject or a compound predicate. Use the conjunction suggested in parentheses.

33. Marble is used for sculpture. Bronze is used for sculpture. (and)
34. The chemist heated the solution. The chemist stirred it slowly. (and)
35. The historian found a letter. The historian did not find a diary. (but)
36. The cellist will play the sonata. The flutist will play the sonata. (either ... or)
37. The telescope does not focus. The telescope does not track. (neither ... nor)
38. Sophocles wrote tragedies. Euripides wrote tragedies. (and)
39. The students read the essay. The students summarized its argument. (and)
40. The museum did not acquire the painting. The gallery did not acquire the painting. (neither ... nor)
41. The painter sketched the harbor. The painter later painted it in oils. (and)
42. Fractions appear on the test. Decimals appear on the test. (and)

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Writing Application

Write three sentences about an experiment, a painting, or a piece of music. Give the first sentence a compound subject, the second a compound predicate, and the third both a compound subject and a compound predicate.

2.15 Order of Subject and Predicate

The subject usually comes first, but writers sometimes flip the order for variety or emphasis, and sentences beginning with there or here always do. This lesson shows how to find the subject no matter where it sits.

The Rules

1 **In most sentences, the subject comes before the predicate. This is called normal order.**

- The **chemist** | **labeled** every flask.
- The **planets** | **revolve** around the sun in elliptical orbits.
- The young **mathematician** | **checked** her proof twice.

2 **For variety or special emphasis, some sentences are written in inverted order. The predicate, or part of it, comes before the subject. Many inverted sentences begin with a prepositional phrase.**

- Across the empty gallery **echoed** the guard's **footsteps**.
- From the back of the lecture hall **came** a sharp **question**.
- Beneath the old cathedral **lie** the **tombs** of three kings.

NOTE To check an inverted sentence, find the verb and ask Who? or What? before it. What echoed? The footsteps. Or simply rewrite the sentence in normal order: The guard's footsteps echoed across the empty gallery.

3 **The subject also follows the verb in any sentence that begins with there or here. The words there and here are never the subject.**

- There **are** twelve **notes** in the chromatic scale.
- Here **is** the first **edition** of the novel.
- There **was** no **index** at the end of the book.

NOTE Because the subject follows the verb, check agreement carefully: There **ARE** three primary colors (plural subject, plural verb), but There **IS** one primary color missing (singular subject, singular verb).

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ORDER	PATTERN	EXAMPLE
Normal	subject, then predicate	The **meteor** | **passed** over the quiet observatory.
Inverted	predicate (or part of it), then subject	Over the quiet observatory **passed** a bright **meteor**.
There / Here	there or here, verb, then subject	There **goes** the last **meteor** of the night.

Questions invert too

In many questions, part of the verb phrase comes before the subject: Has the **orchestra** tuned? Turn the question into a statement to see the normal order: The orchestra has tuned.

Practice

EXERCISE A

Finding the Subject in Any Order

Write the simple subject and the simple predicate of each sentence. Then write N if the sentence is in normal order or I if it is in inverted order.

1. Across the empty gallery echoed the guard's footsteps.
2. The chemist labeled every flask.
3. Beneath the old cathedral lie the tombs of three kings.
4. Here is the first edition of the novel.
5. Beethoven completed nine symphonies.
6. From the back of the lecture hall came a sharp question.
7. There are twelve notes in the chromatic scale.
8. The young mathematician checked her proof twice.
9. On the laboratory bench sat a row of test tubes.
10. Into the archive walked the curious historian.
11. The planets revolve around the sun in elliptical orbits.
12. Here come the members of the chorus.
13. Behind the glass hung a portrait of the philosopher.
14. The sonata begins with a slow introduction.
15. There was no index at the end of the book.
16. Over the quiet observatory passed a bright meteor.
17. The students in the front row raised their hands.
18. Along the museum wall stretch murals from the Renaissance.

EXERCISE B

Writing Inverted Sentences

Rewrite each sentence in inverted order by moving the prepositional phrase to the beginning and placing the subject after the verb.

19. The restored manuscript lies inside the glass case.
20. A marble bust of Socrates stood near the doorway.
21. The notes of the flute drifted through the open window.

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22. The remains of a Roman villa lie under the field.
23. A rare comet appeared above the observatory.
24. The sound of the organ rolled across the cathedral.
25. A pile of unread journals sat on the professor's desk.
26. The entrance to the pharaoh's tomb lay beyond the sand dunes.
27. A faint glow rose from the chemist's burner.
28. A hidden flaw lurks within the argument.
29. The portraits of the founders hang along the corridor.
30. The voice of the narrator came out of the darkness.

EXERCISE C Agreement After There and Here

Find the subject that follows the verb. Then choose the verb that agrees with it.

31. There (is, are) three primary colors in pigment mixing.
32. Here (is, are) the sketch of the cathedral.
33. There (was, were) only one surviving copy of the play.
34. Here (come, comes) the members of the quartet.
35. There (remain, remains) several unsolved problems in number theory.
36. Here (lie, lies) the ruins of the ancient theater.
37. There (has, have) been many translations of the Odyssey.
38. Here (is, are) the formulas for the three acids.
39. There (was, were) a long silence after the final chord.
40. Here (stand, stands) the oldest telescope in the observatory.
41. There (seem, seems) to be an error in the proof.
42. There (is, are) no simple answer to the philosopher's question.

Writing Application

Describe the entrance to a museum or a library in four sentences. Write at least two of them in inverted order, and begin one with There or Here. Underline the simple subject in each sentence.

2.16 Complements: Direct and Indirect Objects

Some verbs need extra words to complete their meaning. This lesson introduces complements and covers the two that follow action verbs: the direct object, which receives the action, and the indirect object, which tells to whom or for whom the action is done.

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The Rules

1 **A complement is a word or group of words that completes the meaning of a verb. One kind of complement is the direct object. A direct object answers the question What? or Whom? after an action verb.**

- The astronomer photographed the **rings** of Saturn. (photographed what? rings)
- The orchestra honored its retiring **conductor**. (honored whom? conductor)
- Botanists classify **plants** by their flowers. (classify what? plants)

NOTE A direct object is never inside a prepositional phrase. In the first example, Saturn is the object of the preposition of, not the direct object.

2 **A direct object may have more than one part. This is a compound direct object.**

- Volcanoes release **gases** and **ash**.
- The curator interviewed the **painter** and the **sculptor**.
- Marie Curie discovered **polonium** and **radium**.

3 **Another kind of complement, the indirect object, answers the question To whom? For whom? To what? or For what? after an action verb. The indirect object always comes between the verb and the direct object.**

- The professor gave the **class** a difficult proof. (gave a proof to whom? class)
- The composer wrote his **sister** a short waltz. (wrote a waltz for whom? sister)
- Modern science owes the ancient **Greeks** a great debt. (owes a debt to whom? Greeks)
- The academy gave the **project** its full support. (gave support to what? project)

NOTE A sentence can have an indirect object only if it also has a direct object. If the words to or for actually appear, the noun that follows is the object of a preposition, not an indirect object: The scientist mailed her results **TO THE JOURNAL** . (results is the direct object; journal is the object of the preposition to)

COMPLEMENT	QUESTION IT ANSWERS	POSITION	EXAMPLE
Direct object (D.O.)	What? or Whom? after an action verb	after the verb	The pianist memorized the **concerto**.
Indirect object (I.O.)	To whom? For whom? To what? For what?	between the verb and the direct object	The tutor taught the **twins** algebra.

A quick test for indirect objects

Move the word after the verb to the end of the sentence and put to or for before it. If the sentence still makes sense, the word was an indirect object: The librarian showed me the manuscripts becomes The librarian showed the manuscripts to me. If to or for already appears in the sentence, the noun after it is the object of a preposition instead.

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Practice

EXERCISE A Direct Objects

Write the direct object of each sentence. Then write what? or whom? to show which question it answers. Some sentences have a compound direct object.

1. The astronomer photographed the rings of Saturn.
2. The orchestra honored its retiring conductor.
3. Early chemists mistrusted the idea of atoms.
4. The novelist thanked her patient editor.
5. Euclid organized the theorems of geometry.
6. The museum guard watched the visitors carefully.
7. Botanists classify plants by their flowers.
8. The poet addressed her readers directly.
9. The pianist memorized the entire concerto.
10. Socrates questioned the young men of Athens.
11. The geologist examined the layers of sandstone.
12. The committee invited a famous mathematician.
13. Volcanoes release gases and ash.
14. The curator interviewed the painter and the sculptor.
15. Marie Curie discovered polonium and radium.
16. The historian praised her students for their research.

EXERCISE B Indirect Objects and Direct Objects

Write the indirect object (I.O.) and the direct object (D.O.) of each sentence. If a sentence has no indirect object, write none for the I.O.

17. The professor gave the class a difficult proof.
18. The librarian showed me the rare manuscripts.
19. The composer wrote his sister a short waltz.
20. The guide told the visitors the history of the fresco.
21. The chemist handed her assistant the safety goggles.
22. The museum sent the school a set of posters.
23. The poet read the audience three new sonnets.
24. Galileo offered the world a new picture of the heavens.
25. The tutor taught the twins algebra.
26. The curator lent the gallery two bronze figures.
27. The orchestra played the audience an encore.
28. The archive sent copies of the letters to the historians.
29. The lecturer asked the students a question about Kant.

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30. The scientist mailed her results to the journal.
31. The teacher found a better translation of the Iliad for the class.
32. The sculptor built the museum a model of the statue.

EXERCISE C Turning Phrases into Indirect Objects

Rewrite each sentence so that the object of the preposition to or for becomes an indirect object.

33. The librarian gave a map of the archive to the new researcher.
34. The conductor sent a signed score to the young violinist.
35. The chemist showed the results to her colleagues.
36. The museum offered a free tour to the students.
37. The professor read a passage from Plato to the class.
38. The painter made a small portrait for her teacher.
39. The historian wrote a long letter to the editor.
40. The tutor taught the theorem to me.
41. The composer promised a new sonata to the pianist.
42. The guide handed a brochure about the fossils to each visitor.

Writing Application

Write four sentences about a teacher, a librarian, or a scientist sharing something with others. Use a direct object in every sentence and an indirect object in at least two. Label each D.O. and I.O.

2.17 Subject Complements and Object Complements

Some complements follow linking verbs and rename or describe the subject; others follow a direct object and rename or describe it. Knowing both kinds helps you read, punctuate, and diagram sentences correctly.

The Rules

1. **A subject complement completes the meaning of a linking verb by identifying or describing the subject. Linking verbs include every form of be (am, is, are, was, were, been, being) and verbs such as become, seem, remain, feel, taste, smell, appear, look, grow, stay, and sound.**
   - The telescope **is** a precise instrument.
   - The tea **tasted** bitter.
   - Galileo **became** a famous astronomer.

   NOTE A linking verb works like an equal sign: the subject complement points back to the subject.

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2 **A predicate nominative is a noun or pronoun that follows a linking verb and identifies or renames the subject. It answers the question What is the subject? or Who is the subject?**

- Jane Austen was a **novelist**. (Who was Austen? a novelist)
- The lightest element is **hydrogen**.
- Bach and Handel were **contemporaries** and **masters** of the baroque.

NOTE A predicate nominative may be compound, as in the last example.

3 **A predicate adjective is an adjective that follows a linking verb and describes the subject. It answers the question What is the subject like?**

- The cathedral's ceiling is **magnificent**.
- The night air grew **cold** and **damp**.
- Her argument seems **logical**.

NOTE Predicate adjectives can also be compound, as in the second example.

4 **Many linking verbs can also be action verbs. To test, replace the verb with is, are, or was. If the sentence still makes sense, the verb is linking and a complement follows. If it does not, the verb is an action verb.**

- The soup **tasted** salty. (The soup was salty: linking, with predicate adjective salty.)
- The chemist **tasted** the soup. (The chemist was the soup makes no sense: action verb, with direct object soup.)
- The students **grew** restless. (linking)
- The botanist **grew** orchids. (action)

NOTE After a linking verb, use an adjective, not an adverb: The violin sounds sweet, not The violin sounds sweetly.

5 **An object complement is a noun, pronoun, or adjective that follows a direct object and identifies or describes it. It answers the question What? after the direct object. Object complements appear with verbs such as name, call, elect, appoint, consider, find, make, think, and declare.**

- The society elected Dr. Chen **president**. (noun)
- The critic considers the poem **hers**. (pronoun)
- The experiment made the results **clear**. (adjective)

NOTE The direct object and the object complement refer to the same person or thing: Dr. Chen is the president; the results are clear.

6 **Do not confuse an object complement with an indirect object. An indirect object tells to whom or for whom the action is done, and the direct object is a different thing. An object complement renames or describes the direct object itself.**

- The professor gave the **student** a book. (indirect object: the book is not the student)
- The professor named the student **captain**. (object complement: the student is the captain)

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COMPLEMENT	FOLLOWS	PART OF SPEECH	RELATIONSHIP
Predicate nominative	Linking verb	Noun or pronoun	Renames the subject
Predicate adjective	Linking verb	Adjective	Describes the subject
Object complement	Direct object	Noun, pronoun, or adjective	Renames or describes the direct object

Quick test

Ask yourself: does the word after the verb point back to the subject (subject complement) or to the direct object (object complement)? Both kinds of complement are equal to, or describe, the word they point back to.

Practice

EXERCISE A **Predicate Nominatives and Predicate Adjectives**

Write each subject complement. Then write P.N. if it is a predicate nominative or P.A. if it is a predicate adjective. Compound complements count as one answer.

1. The ancient manuscript was fragile.
2. Euclid remains the most famous geometer of antiquity.
3. The lecture on Kant became tedious near the end.
4. Her favorite composer is Debussy.
5. The laboratory smelled acrid after the experiment.
6. Mary Shelley and Percy Shelley were writers.
7. The sculpture appears lifelike in the gallery's soft light.
8. Pythagoras was a philosopher and a mathematician.
9. The cello sounds mellow in the large hall.
10. The old observatory stayed quiet and cold all winter.
11. Hamlet is a tragedy by Shakespeare.
12. The solution grew cloudy as the acid dripped in.
13. Penicillin became a turning point in medicine.
14. The painter's early landscapes seem calm yet restless.
15. Hydrogen and helium are the lightest elements.
16. This proof is elegant but long.

EXERCISE B **Direct Objects and Object Complements**

Write the direct object and the object complement in each sentence. Then write whether the complement is a noun, a pronoun, or an adjective.

17. The faculty named Dr. Okafor chairperson of the department.
18. Critics called the novel a masterpiece.
19. The audience found the final movement thrilling.
20. The committee elected Eleanor head librarian.
21. The long drought made the river shallow.

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22. Most historians consider the Renaissance a turning point in European art.
23. The museum painted the gallery walls white.
24. The reviewers declared the experiment's results valid.
25. Students often think calculus difficult.
26. The orchestra named the young pianist its soloist.
27. The board of trustees appointed Dr. Lin curator of ancient art.
28. Readers have long judged Keats's odes timeless.
29. The treaty made the two kingdoms allies.
30. After the dispute, the court declared the manuscript hers.

EXERCISE C Adjective or Adverb?

Choose the correct word in parentheses. Decide whether the verb is linking or an action verb.

31. The violin sounded (sweet, sweetly) in the empty chapel.
32. The chemist tasted the solution (careful, carefully).
33. The proof looked (correct, correctly) to the examiner.
34. The student looked (careful, carefully) at the diagram.
35. The old parchment felt (rough, roughly) beneath her fingers.
36. The orchestra played the finale (brilliant, brilliantly).
37. The air in the cave grew (cold, coldly) as we descended.
38. The seedlings grew (steady, steadily) under the lamp.

EXERCISE D Write Your Own

Follow each direction and write one original sentence.

39. Write a sentence about a scientist that uses a predicate nominative. Underline it.
40. Write a sentence about a painting that uses a predicate adjective after the linking verb looks. Underline it.
41. Write a sentence about a poet that uses a noun as an object complement. Underline it.
42. Write a sentence about a theorem that uses an adjective as an object complement. Underline it.

Writing Application

Write four sentences about a book you have read or a work of art you have seen. Use a predicate nominative in one, a predicate adjective in another, and an object complement in the third and fourth. Label each complement.

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Unit 2 Review

Parts of the Sentence

Mixed practice covering lessons 2.12 through 2.17: simple and complete subjects and predicates, compound parts, sentence order, direct and indirect objects, and subject and object complements.

Practice

EXERCISE A Simple Subjects and Verbs

Write the simple subject and the complete verb of each sentence. Watch for inverted order and for sentences that begin with there or here.

1. The curious students in the back row asked several questions about the experiment.
2. A single drop of ink spread across the wet page.
3. Beethoven's late quartets have challenged listeners for generations.
4. Across the quiet reading room drifted the scent of old paper.
5. The young geologist from Chile will present her findings tomorrow.
6. Do the planets orbit the sun in perfect ellipses?
7. In the third act appears the ghost of the murdered king.
8. The museum's newest sculpture seems enormous.
9. Homer's epics have been translated into many languages.
10. There is a famous portrait in the east gallery.

EXERCISE B Complete Subjects and Complete Predicates

Write the complete subject (S) and the complete predicate (P) of each sentence.

11. The patient chemist stirred the mixture for an hour.
12. Several of the paintings in the exhibit were damaged by moisture.
13. Ancient Greek mathematicians studied the properties of triangles.
14. The old library on the hill closes early in winter.
15. Under the microscope wriggled a tiny organism.
16. The cellist's performance of the sonata moved the entire audience.
17. Most of the manuscripts in the vault date from the twelfth century.
18. The tired but cheerful volunteers shelved hundreds of books.
19. Sound travels more slowly through air than through water.
20. My favorite poem by Emily Dickinson is quite short.

EXERCISE C Compound Parts

Write the compound subject, the compound predicate, both, or none.

21. Newton and Leibniz developed calculus independently.
22. The pianist bowed and left the stage.
23. Copper and tin produce bronze when melted together.
24. Monet painted water lilies and studied the effects of light.
25. The violins and the cellos entered and then fell silent.

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26. The student read the poem aloud.
27. Neither the lens nor the mirror was damaged.
28. The archaeologist brushed the soil from the bones, measured them, and recorded each find.

EXERCISE D Complements

Write each complement and label it I.O. (indirect object), D.O. (direct object), P.N. (predicate nominative), P.A. (predicate adjective), or O.C. (object complement).

29. The librarian handed the visitor a map of the archive.
30. The seawater tastes salty.
31. The Roman voters elected Cicero consul in 63 BC.
32. Mozart's Jupiter Symphony is a masterpiece.
33. The professor showed the class a model of the solar system.
34. The mathematicians found the problem unsolvable.
35. The night sky grew dark and clear.
36. Marie Curie remained a dedicated scientist throughout her life.
37. The editor sent the poet a letter of acceptance.
38. Readers have long considered Austen's novels witty.
39. The painting looks different in morning light.
40. The curator offered the donors a private tour of the collection.

EXERCISE E Order of Subject and Predicate

Rewrite each inverted sentence so that the subject comes before the verb.

41. Beneath the glass case lay the ancient scroll.
42. Into the laboratory rushed the excited students.
43. Among the oldest instruments is the lute.
44. Here are the results of the final experiment.

Answer Key Parts of the Sentence

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

2.12 Simple Subjects and Simple Predicates

EXERCISE A

1. astronomer | adjusted
2. Mary Shelley | wrote
3. manuscripts | have faded
4. chemist | is heating
5. Euclid | organized
6. orchestra | will perform
7. philosophers | have questioned
8. painting | had been damaged
9. She | reads
10. librarian | shelved
11. Water | boils
12. students | were taking
13. comet | appeared
14. wing | opens
15. numbers | have fascinated
16. pianist | practiced
17. historians | doubt
18. sculpture | was carved
19. We | should review
20. Beethoven | continued

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EXERCISE B

21. Sample subject: paleontologist; simple predicate: examined
22. Sample subject: She; simple predicate: borrowed
23. Sample subject: musicians; simple predicate: performed
24. Sample subject: philosophers; simple predicate: have argued
25. Sample subject: beakers; simple predicate: will be cleaned
26. Sample subject: mathematician; simple predicate: solved
27. Sample subject: gallery; simple predicate: displays
28. Sample subject: Michelangelo; simple predicate: painted
29. Sample subject: poem; simple predicate: has been translated
30. Sample subject: class; simple predicate: is studying
31. Sample subject: lights; simple predicate: flickered
32. Sample subject: You; simple predicate: can hear

EXERCISE C

33. has dated
34. did record
35. were debating
36. will revise
37. should be stored
38. had finished
39. Does open
40. is playing
41. was isolated
42. could be written
43. Have finished
44. might have been copied

2.13 Complete Subjects and Complete Predicates

EXERCISE A

1. The oldest manuscript in the library | dates from the twelfth century
2. A young chemist from Vienna | discovered the error in the formula
3. The final movement of the symphony | ends with a triumphant chord
4. Many students of philosophy | admire the dialogues of Plato
5. The bronze statue near the entrance | was cast in Florence
6. Three large telescopes on the ridge | track the comet each night
7. The theorem about right triangles | bears the name of Pythagoras
8. Our history teacher | collects maps of the Roman Empire
9. A faded sketch by an unknown artist | hangs in the small gallery
10. The poet's early sonnets | were published after her death
11. Every element on the periodic table | has a unique atomic number
12. The conductor of the youth orchestra | raised her baton slowly
13. Several fossils from the cliff | have been sent to the university
14. The ancient Greeks | built theaters into hillsides
15. A heavy dictionary | lay open on the scholar's desk
16. The debate about free will | continues among modern philosophers

EXERCISE B

17. The curator of the Egyptian collection | unlocked the glass case. (curator, unlocked)
18. Two brilliant mathematicians | were working on the same proof. (mathematicians, were working)
19. The lecture on Darwin's voyage | lasted two hours. (lecture, lasted)
20. A string quartet by Haydn | opened the concert. (quartet, opened)
21. The restored fresco | will be unveiled next spring. (fresco, will be unveiled)
22. Marie Curie | received two Nobel Prizes. (Marie Curie, received)
23. The chapter on volcanoes | includes several diagrams. (chapter, includes)
24. Dozens of rare butterflies | are displayed in the natural history museum. (Dozens, are displayed)
25. The novel's unreliable narrator | confuses many first-time readers. (narrator, confuses)
26. A thin layer of ice | had formed on the beaker. (layer, had formed)
27. The students in the art studio | mixed their own pigments. (students, mixed)
28. Homer's Odyssey | describes a long journey home. (Odyssey, describes)
29. The new planetarium | has attracted thousands of visitors. (planetarium, has attracted)
30. Ancient astronomers | charted the movements of the planets. (astronomers, charted)

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EXERCISE C

31. CS
32. CP
33. CS
34. CP
35. CP
36. CS
37. CP
38. CS
39. CS
40. CP
41. CP
42. CS

2.14 Compound Subjects and Compound Predicates

EXERCISE A

1. Plato, Aristotle; and
2. violin, cello; neither ... nor
3. museum, library; either ... or
4. Copper, silver, gold; and
5. painter, apprentice; and
6. Comets, asteroids; and
7. poet, critic; neither ... nor
8. Algebra, geometry; and
9. Tuesday, Thursday; either ... or
10. sonnet, ode; and
11. Mars, Venus; neither ... nor
12. Bach, Handel, Scarlatti; and
13. Fossils, tools; and
14. curator, assistant; either ... or
15. Oxygen, hydrogen; and
16. draft, draft; neither ... nor

EXERCISE B

17. chemist; measured, recorded
18. orchestra; tuned, started
19. Galileo; built, observed
20. historian; will revise, (will) remove
21. poem; rhymes, follows
22. Students; read, discussed
23. curator; cleaned, photographed
24. equation; looked, required
25. pianist; paused, breathed, began
26. Archaeologists; mapped, catalogued
27. librarian; has repaired, (has) replaced
28. Newton; studied, described
29. sculptor; signed, dated
30. lecture; began, ended
31. telescope; can track, (can) scan
32. Mary Shelley; wrote, edited

EXERCISE C

33. Marble and bronze are used for sculpture.
34. The chemist heated the solution and stirred it slowly.
35. The historian found a letter but did not find a diary.
36. Either the cellist or the flutist will play the sonata.
37. The telescope neither focuses nor tracks.
38. Sophocles and Euripides wrote tragedies.
39. The students read the essay and summarized its argument.
40. Neither the museum nor the gallery acquired the painting.
41. The painter sketched the harbor and later painted it in oils.
42. Fractions and decimals appear on the test.

2.15 Order of Subject and Predicate

EXERCISE A

1. footsteps, echoed; I
2. chemist, labeled; N
3. tombs, lie; I
4. edition, is; I
5. Beethoven, completed; N
6. question, came; I
7. notes, are; I
8. mathematician, checked; N
9. row, sat; I
10. historian, walked; I
11. planets, revolve; N
12. members, come; I
13. portrait, hung; I
14. sonata, begins; N
15. index, was; I
16. meteor, passed; I
17. students, raised; N
18. murals, stretch; I

EXERCISE B

19. Inside the glass case lies the restored manuscript.
20. Near the doorway stood a marble bust of Socrates.
21. Through the open window drifted the notes of the flute.
22. Under the field lie the remains of a Roman villa.
23. Above the observatory appeared a rare comet.
24. Across the cathedral rolled the sound of the organ.
25. On the professor's desk sat a pile of unread journals.
26. Beyond the sand dunes lay the entrance to the pharaoh's tomb.
27. From the chemist's burner rose a faint glow.
28. Within the argument lurks a hidden flaw.
29. Along the corridor hang the portraits of the founders.
30. Out of the darkness came the voice of the narrator.

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EXERCISE C

31. are
32. is
33. was
34. come
35. remain
36. lie
37. have
38. are
39. was
40. stands
41. seems
42. is

2.16 Complements: Direct and Indirect Objects

EXERCISE A

1. rings; what?
2. conductor; whom?
3. idea; what?
4. editor; whom?
5. theorems; what?
6. visitors; whom?
7. plants; what?
8. readers; whom?
9. concerto; what?
10. men; whom?
11. layers; what?
12. mathematician; whom?
13. gases, ash; what?
14. painter, sculptor; whom?
15. polonium, radium; what?
16. students; whom?

EXERCISE B

17. I.O. class; D.O. proof
18. I.O. me; D.O. manuscripts
19. I.O. sister; D.O. waltz
20. I.O. visitors; D.O. history
21. I.O. assistant; D.O. goggles
22. I.O. school; D.O. set
23. I.O. audience; D.O. sonnets
24. I.O. world; D.O. picture
25. I.O. twins; D.O. algebra
26. I.O. gallery; D.O. figures
27. I.O. audience; D.O. encore
28. I.O. none; D.O. copies
29. I.O. students; D.O. question
30. I.O. none; D.O. results
31. I.O. none; D.O. translation
32. I.O. museum; D.O. model

EXERCISE C

33. The librarian gave the new researcher a map of the archive.
34. The conductor sent the young violinist a signed score.
35. The chemist showed her colleagues the results.
36. The museum offered the students a free tour.
37. The professor read the class a passage from Plato.
38. The painter made her teacher a small portrait.
39. The historian wrote the editor a long letter.
40. The tutor taught me the theorem.
41. The composer promised the pianist a new sonata.
42. The guide handed each visitor a brochure about the fossils.

2.17 Subject Complements and Object Complements

EXERCISE A

1. fragile, P.A.
2. geometer, P.N.
3. tedious, P.A.
4. Debussy, P.N.
5. acrid, P.A.
6. writers, P.N.
7. lifelike, P.A.
8. philosopher, mathematician, P.N. (compound)
9. mellow, P.A.
10. quiet, cold, P.A. (compound)
11. tragedy, P.N.
12. cloudy, P.A.
13. turning point, P.N.
14. calm, restless, P.A. (compound)
15. elements, P.N.
16. elegant, long, P.A. (compound)

EXERCISE B

17. D.O.: Dr. Okafor | object complement: chairperson (noun)
18. D.O.: novel | object complement: masterpiece (noun)
19. D.O.: movement | object complement: thrilling (adjective)
20. D.O.: Eleanor | object complement: head librarian (noun)
21. D.O.: river | object complement: shallow (adjective)
22. D.O.: Renaissance | object complement: turning point (noun)
23. D.O.: walls | object complement: white (adjective)
24. D.O.: results | object complement: valid (adjective)
25. D.O.: calculus | object complement: difficult (adjective)
26. D.O.: pianist | object complement: soloist (noun)
27. D.O.: Dr. Lin | object complement: curator (noun)
28. D.O.: odes | object complement: timeless (adjective)
29. D.O.: kingdoms | object complement: allies (noun)
30. D.O.: manuscript | object complement: hers (pronoun)

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EXERCISE C

31. sweet
32. carefully
33. correct
34. carefully
35. rough
36. brilliantly
37. cold
38. steadily

EXERCISE D

39. Answers will vary. Sample: Rosalind Franklin was a gifted crystallographer.
40. Answers will vary. Sample: The portrait looks strangely modern.
41. Answers will vary. Sample: The students named Whitman their favorite poet.
42. Answers will vary. Sample: The class found the theorem surprising.

Unit 2 Review Parts of the Sentence

EXERCISE A

1. simple subject: students | verb: asked
2. simple subject: drop | verb: spread
3. simple subject: quartets | verb: have challenged
4. simple subject: scent | verb: drifted
5. simple subject: geologist | verb: will present
6. simple subject: planets | verb: Do orbit
7. simple subject: ghost | verb: appears
8. simple subject: sculpture | verb: seems
9. simple subject: epics | verb: have been translated
10. simple subject: portrait | verb: is

EXERCISE B

11. S: The patient chemist | P: stirred the mixture for an hour
12. S: Several of the paintings in the exhibit | P: were damaged by moisture
13. S: Ancient Greek mathematicians | P: studied the properties of triangles
14. S: The old library on the hill | P: closes early in winter
15. S: a tiny organism | P: Under the microscope wriggled
16. S: The cellist's performance of the sonata | P: moved the entire audience
17. S: Most of the manuscripts in the vault | P: date from the twelfth century
18. S: The tired but cheerful volunteers | P: shelved hundreds of books
19. S: Sound | P: travels more slowly through air than through water
20. S: My favorite poem by Emily Dickinson | P: is quite short

EXERCISE C

21. compound subject: Newton, Leibniz
22. compound predicate: bowed, left
23. compound subject: Copper, tin
24. compound predicate: painted, studied
25. compound subject: violins, cellos; compound predicate: entered, fell
26. no compound parts
27. compound subject: lens, mirror
28. compound predicate: brushed, measured, recorded

EXERCISE D

29. I.O.: visitor | D.O.: map
30. P.A.: salty
31. D.O.: Cicero | O.C.: consul
32. P.N.: masterpiece
33. I.O.: class | D.O.: model
34. D.O.: problem | O.C.: unsolvable
35. P.A.: dark, clear
36. P.N.: scientist
37. I.O.: poet | D.O.: letter
38. D.O.: novels | O.C.: witty
39. P.A.: different
40. I.O.: donors | D.O.: tour

EXERCISE E

41. The ancient scroll lay beneath the glass case.
42. The excited students rushed into the laboratory.
43. The lute is among the oldest instruments.
44. The results of the final experiment are here.

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Unit 3: Phrases.

5 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 260 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

3.18 Prepositional Phrases

A prepositional phrase is a small package of words that adds detail: where, when, which one, what kind. This lesson shows how to find the phrase, find its object, and tell whether it is working as an adjective or an adverb.

The Rules

1 **A prepositional phrase begins with a preposition and ends with a noun or pronoun called the object of the preposition. The object may have modifiers, and it may be compound.**

- The manuscript **of the symphony** is kept in a vault.
- The chemist stored the samples **in the cold room**.
- The historian wrote **about trade and warfare**. (compound object)
- The painter worked **beneath a large north-facing window**. (object with modifiers)

NOTE To find the phrase, start at the preposition and stop at the first noun or pronoun that answers the question whom? or what? after it. The object of a preposition is never the subject of the sentence.

2 **A prepositional phrase acts as an adjective when it modifies a noun or a pronoun. An adjective phrase usually comes right after the word it modifies and answers which one? or what kind?**

- The telescope **on the roof** belongs to the astronomy club. (which telescope?)
- A sonnet **by Petrarch** opened the lecture. (which sonnet?)
- Many **of the fossils** came from a single cliff. (which ones?)

3 **A prepositional phrase acts as an adverb when it modifies a verb, an adjective, or an adverb. An adverb phrase answers where? when? how? why? or to what extent?**

- Newton published his laws **in 1687**. (modifies the verb published: when?)
- The chemist is careful **with volatile liquids**. (modifies the adjective careful)
- The meteor landed far **from the observatory**. (modifies the adverb far)
- The orchestra performed **before a silent audience**. (modifies the verb performed: where?)

NOTE An adverb phrase can move around in the sentence; an adjective phrase usually cannot. If the phrase sounds natural at the beginning of the sentence, it is probably an adverb phrase.

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4 **A sentence may contain several prepositional phrases, and one phrase can modify the object of the phrase before it.**

- The archive keeps the letters **of the composer** **in a locked cabinet** **beside the reading room**.
- The painting **in the gallery** **near the entrance** shows a harbor **at dawn**.

5 **The word to followed by a verb is not a preposition; it is the sign of an infinitive. The word to followed by a noun or pronoun begins a prepositional phrase.**

- The students walked **to the observatory**. (prepositional phrase)
- The students wanted to observe Mars. (infinitive, not a prepositional phrase)

NOTE Infinitives are covered in Lesson 3.21.

COMMON PREPOSITIONS	MORE PREPOSITIONS	STILL MORE PREPOSITIONS
about, above, across, after, against	along, among, around, at, before	behind, below, beneath, beside, between
beyond, by, down, during, except	for, from, in, inside, into	like, near, of, off, on
onto, out, outside, over, past	since, through, throughout, to, toward	under, underneath, until, up, upon, with, within, without
aboard, amid, concerning, despite, regarding	opposite, per, plus, round, save	minus, unlike, versus, via

Compound prepositions

Some prepositions are made of more than one word: according to, because of, in addition to, in front of, in spite of, instead of, on account of, out of. Treat the whole group as one preposition: **According to the catalog**, the vase is Greek.

Practice

EXERCISE A **Finding Prepositional Phrases**

Write every prepositional phrase in each sentence. Some sentences contain more than one.

1. The manuscript of the symphony lies in a vault beneath the library.
2. During the lecture, the physicist drew a diagram on the chalkboard.
3. Marie Curie worked for many years with radioactive elements.
4. The sculptor carved the figure from a single block of marble.
5. Socrates asked questions about justice and virtue.
6. Beyond the last planet, the probe continues toward interstellar space.
7. The librarian placed the atlas on the shelf above the dictionaries.
8. Without a telescope, Galileo could not have seen the moons of Jupiter.
9. The painter mixed blue with a small amount of white.
10. Students in the chemistry lab must wear goggles at all times.
11. According to the historian, the treaty was signed in secret.

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12. The violinist practiced the concerto until midnight.
13. Between the two theorems lies a lemma of great importance.
14. The poet wrote about loss and about hope in the same stanza.
15. After the experiment, the chemist rinsed the beakers with distilled water.
16. Every map in the archive was drawn by hand.

EXERCISE B Adjective Phrase or Adverb Phrase?

Each sentence contains one prepositional phrase. Write the phrase, the word it modifies, and ADJ if it is an adjective phrase or ADV if it is an adverb phrase.

17. The telescope on the roof needs repair.
18. Newton published his laws in 1687.
19. The sonnet about the nightingale is my favorite.
20. The archaeologists dug beneath the old temple.
21. Aristotle was a student of Plato.
22. The chemist is careful with volatile liquids.
23. The orchestra performed before a silent audience.
24. The first chapter of the novel introduces the narrator.
25. During the storm, the observatory lost power.
26. The theorem is useful for engineers.
27. A portrait by Rembrandt hangs there.
28. The pianist rested her hands on the keys.
29. Every student in the seminar read the dialogue.
30. The glacier moved slowly down the valley.

EXERCISE C Combining with Prepositional Phrases

Combine each pair of sentences into one sentence by turning the second sentence into a prepositional phrase.

31. The painting hangs in the east gallery. It shows a storm at sea.
32. The chemist measured the acid. She used a glass pipette.
33. The lecture is about Roman roads. It begins at noon.
34. Mozart composed his final symphony. It was the summer of 1788.
35. The fossil was discovered. It lay beneath a layer of limestone.
36. The essay won the prize. The essay was about free will.
37. The students stood. They stood beside the model of the solar system.
38. The sculptor worked. She worked without a break until dawn.

EXERCISE D Writing with Prepositional Phrases

Write an original sentence that follows each direction. Underline the prepositional phrase you add.

39. Write a sentence about a museum using an adjective phrase that tells which painting.
40. Write a sentence about a laboratory using an adverb phrase that tells when.
41. Write a sentence about a concert using an adverb phrase that tells where.

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42. Write a sentence about a famous scientist using a prepositional phrase with a compound object.
43. Write a sentence about a library using two prepositional phrases in a row.
44. Write a sentence about a mathematician using an adverb phrase that modifies an adjective.

Writing Application

Describe a painting, a laboratory, or a concert hall in three or four sentences. Use at least five prepositional phrases, and label each one ADJ or ADV in the margin.

3.19 Participles and Participial Phrases

A participle is a verb form that has taken a second job as an adjective. This lesson shows how to recognize present and past participles, how participial phrases describe nouns, and how to punctuate them.

The Rules

1 **A participle is a verb form that acts as an adjective. It modifies a noun or a pronoun.**

- The **crumbling** manuscript was moved to the vault. (crumbling modifies manuscript)
- The geologist examined the **fractured** stone. (fractured modifies stone)
- A **trained** ear can hear the difference between two tunings.

2 **A participle can be present or past. A present participle ends in -ing. A past participle usually ends in -ed, but irregular verbs have their own forms (written, sung, broken, known).**

- **Boiling** water releases steam at a steady rate. (present participle)
- The museum displayed a **broken** vase from ancient Greece. (past participle, irregular)
- The **painted** ceiling took four years to complete. (past participle, regular)

NOTE Do not confuse a participle with the main verb of a verb phrase. In The choir is singing, singing is part of the verb. In the singing birds, singing is a participle describing birds.

3 **A participle with its complements and modifiers is called a participial phrase. The whole phrase acts as an adjective and can appear in several positions in a sentence.**

- **Translated into forty languages**, the novel reached readers everywhere. (beginning)
- The composer, **humming a new melody**, walked along the river. (middle)
- Galileo observed the moons **orbiting Jupiter**. (end)

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4 **A participial phrase at the beginning of a sentence is usually followed by a comma. A participial phrase in the middle of a sentence is set off with commas when it adds extra information rather than identifying the noun.**

- **Startled by the result**, the chemist repeated the measurement.
- The orchestra, **conducted by a young woman**, received a long ovation. (extra information: commas)
- The students **listening to the lecture** took careful notes. (identifies which students: no commas)

NOTE Keep a participial phrase close to the noun it describes. Startled by the result, the measurement was repeated is wrong because a measurement cannot be startled.

VERB	PRESENT PARTICIPLE	PAST PARTICIPLE
write	writing	written
sing	singing	sung
break	breaking	broken
know	knowing	known
paint	painting	painted
prove	proving	proved (or proven)
draw	drawing	drawn
freeze	freezing	frozen

Quick test

Ask two questions. Does the word come from a verb? Does it describe a noun or pronoun? If the answer to both is yes, it is a participle. The **forgotten** theorem: forgotten comes from forget and describes theorem.

Practice

EXERCISE A **Finding Participles and Participial Phrases**

Write the participle or participial phrase in each sentence.

1. The crumbling manuscript was moved to the vault.
2. Translated into forty languages, the novel reached readers everywhere.
3. The composer, humming a new melody, walked along the river.
4. Galileo observed the moons orbiting Jupiter.
5. A proof written by Euclid still appears in textbooks.
6. Boiling water releases steam at a steady rate.
7. The geologist examined the fractured stone.
8. Startled by the result, the chemist repeated the measurement.
9. The orchestra, conducted by a young woman, received a long ovation.
10. Hoping to find the lost city, the archaeologist studied old maps.
11. The philosopher's argument, published in 1785, remains influential.

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12. The students listening to the lecture took careful notes.
13. The museum displayed a broken vase from ancient Greece.
14. Trembling slightly, the pianist began the first movement.
15. The painter chose a canvas stretched tightly over a wooden frame.
16. Known for her precision, the astronomer catalogued hundreds of stars.

EXERCISE B What Does the Phrase Modify?

Write the participial phrase in each sentence and the noun or pronoun it modifies.

17. Waiting for the eclipse, the astronomers checked their instruments.
18. The letter, written in faded ink, described the voyage.
19. The historian found a map showing the old trade routes.
20. Encouraged by her teacher, Maya submitted the poem.
21. The chemist discarded the solution contaminated by dust.
22. Rising above the plain, the pyramid cast a long shadow.
23. The quartet, rehearsing in the chapel, paused for a moment.
24. A theorem proved centuries ago still guides modern cryptography.
25. Painted in bright oils, the portrait dominates the room.
26. The students examined the cells dividing under the microscope.
27. Exhausted by the long debate, the philosophers adjourned.
28. The librarian repaired a volume damaged by water.
29. Searching the archives, she discovered an unknown sonata.
30. Halley's Comet, observed by Chinese astronomers more than two thousand years ago, returns about every 76 years.

EXERCISE C Participle or Verb?

Look at the word in bold. Write P if it is a participle used as an adjective or V if it is part of the verb of the sentence.

31. The **flickering** candle lit the scholar's desk.
32. The candle was **flickering** in the draft.
33. The geologist **examined** the layered rock.
34. The **examined** samples were returned to the drawer.
35. The choir is **singing** a motet by Palestrina.
36. The **singing** birds woke the naturalist at dawn.
37. The student **finished** the thesis before the deadline.
38. A **finished** thesis sat on the professor's desk.

EXERCISE D Combining with Participial Phrases

Combine each pair of sentences by turning one of them into a participial phrase. Add commas where they are needed.

39. The astronomer adjusted the lens. She was squinting at the eyepiece.
40. The poem was written in 1819. It describes a Grecian urn.
41. The chemist added the catalyst. He was watching the thermometer carefully.

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42. The bridge was designed by a Roman engineer. It still carries traffic.
43. The violinist bowed to the audience. She was smiling with relief.
44. The theory was published by Darwin in 1859. It changed biology forever.

Writing Application

Write three sentences about a scientist, an artist, or a musician at work. Begin one sentence with a participial phrase, put one in the middle of a sentence with commas, and end one sentence with a participial phrase.

3.20 Gerunds and Gerund Phrases; Appositives and Appositive Phrases

This lesson covers two ways a sentence can name things: a gerund turns an action into a noun, and an appositive renames a noun that is already there. Both are easy to spot once you know their jobs.

The Rules

1 **A gerund is a verb form ending in -ing that is used as a noun. Like any noun, it can be a subject, a direct object, an object of a preposition, or a predicate nominative.**

- **Composing** came naturally to Mozart. (subject)
- The chemist dislikes **guessing**. (direct object)
- The philosopher was praised for **listening**. (object of a preposition)
- Her favorite pastime is **sketching**. (predicate nominative)

2 **A gerund phrase is a gerund with any complements and modifiers needed to complete its meaning. The entire phrase acts as one noun.**

- **Reading Homer in Greek** takes patience. (subject)
- The chemist enjoys **testing new compounds**. (direct object)
- Galileo was punished for **defending the heliocentric model**. (object of a preposition)
- Her greatest talent is **composing for the cello**. (predicate nominative)

NOTE A noun or pronoun directly before a gerund is usually possessive: **HER** careful measuring saved the experiment. The gerund, not the person, is the subject.

3 **An -ing word that acts as a noun is a gerund; an -ing word that describes a noun is a participle. Try replacing the phrase with the word it or something. If the sentence still works, the phrase is a gerund.**

- **Rowing** builds endurance. (gerund: It builds endurance.)
- **Rowing across the lake**, the naturalist spotted a heron. (participle: describes the naturalist)
- The librarian objected to **sleeping in the stacks**. (gerund: objected to something)

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4 **An appositive is a noun or pronoun placed next to another noun or pronoun to identify it or give more information about it.**

- The composer **Bach** wrote music for the organ.
- My cousin **Elena** studies medieval music.
- The dialogue **Phaedo** describes the death of Socrates.

5 **An appositive phrase contains an appositive and the words that modify it. When the phrase adds extra information that is not essential to the meaning, it is set off with commas. A short appositive that is needed to identify the noun takes no commas.**

- Mary Shelley, **the author of Frankenstein**, began the novel as a teenager. (extra information: commas)
- The element helium, **a noble gas**, was first detected in sunlight. (commas)
- Jane Austen's novel **Emma** was published in 1815. (essential: no commas)

NOTE Test for commas: if you can remove the appositive and the sentence still makes clear sense, set it off with commas.

JOB OF THE GERUND PHRASE	EXAMPLE
Subject	**Measuring the angle precisely** was the hardest step.
Direct object	The historian recommends **reading primary sources**.
Object of a preposition	The sculptor began by **sketching the figure in charcoal**.
Predicate nominative	One goal of the seminar is **understanding Plato's cave**.

Gerund
A verb form ending in -ing that works as a noun. Ask: can I replace it with it or something?

Appositive
A noun placed beside another noun to rename or identify it. Ask: does it answer who or what is that?

Practice

EXERCISE A **Gerund Phrases and Their Jobs**

Write the gerund or gerund phrase in each sentence. Then write its job: subject, direct object, object of a preposition, or predicate nominative.

1. Reading Homer in Greek takes patience.
2. The chemist enjoys testing new compounds.
3. Galileo was punished for defending the heliocentric model.
4. Her greatest talent is composing for the cello.
5. Measuring the angle precisely was the hardest step.
6. The historian recommends reading primary sources.
7. The sculptor began by sketching the figure in charcoal.
8. Solving the equation requires factoring.
9. The philosopher's favorite activity was walking through the city.
10. Mendel learned much from crossing pea plants.

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11. Conducting an orchestra demands a steady arm and a sharp ear.
12. The students practiced identifying minerals by their hardness.
13. One goal of the seminar is understanding Plato's cave.
14. Before painting the ceiling, Michelangelo built a scaffold.

EXERCISE B Appositives and Appositive Phrases

Write the appositive or appositive phrase in each sentence and the noun it identifies.

15. Mary Shelley, the author of Frankenstein, began the novel as a teenager.
16. The element helium, a noble gas, was first detected in sunlight.
17. We studied the Parthenon, a temple on the Athenian Acropolis.
18. The number pi, an irrational constant, appears in the formula for the area of a circle.
19. The composer Bach wrote music for the organ.
20. Our guide, a retired curator, explained the fresco.
21. The dialogue Phaedo describes the death of Socrates.
22. Jane Austen's novel Emma was published in 1815.
23. The telescope, a gift from a former student, sits in the library.
24. The painter Vermeer used light with remarkable care.
25. The lab assistant, a graduate student from Chile, calibrated the scale.
26. Euclid's masterpiece, the Elements, organizes geometry into proofs.
27. The poet quoted a line from Paradise Lost, an epic by John Milton.
28. My cousin Elena studies medieval music.

EXERCISE C Gerund or Participle?

Look at the -ing word in bold. Write G if it is a gerund (used as a noun) or P if it is a participle (used as an adjective).

29. **Painting** frescoes requires speed, since the plaster dries quickly.
30. The monk **painting** the margin used gold leaf.
31. The physicist dislikes **guessing**.
32. The student **guessing** at the answer earned no credit.
33. **Rowing** across the lake, the naturalist spotted a heron.
34. **Rowing** builds endurance.
35. The librarian caught the student **sleeping** in the stacks.
36. The librarian objected to **sleeping** in the stacks.

EXERCISE D Combining with Appositive Phrases

Combine each pair of sentences by turning the second sentence into an appositive phrase. Use commas where they are needed.

37. Marie Curie won two Nobel Prizes. She was a physicist and chemist.
38. The Odyssey tells of a long voyage home. It is an epic attributed to Homer.
39. The cello is played while seated. It is a large stringed instrument.
40. Our professor assigned the dialogue. She is a scholar of ancient Greek.

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41. The Rosetta Stone helped scholars read hieroglyphs. It is a slab inscribed in three scripts.
42. The prime number 2 is the only even prime. It is the smallest prime.
43. The museum's newest painting shows a harbor at dawn. It is a watercolor by a local artist.
44. Mount Vesuvius buried Pompeii in 79 AD. It is a volcano near Naples.

Writing Application

Write four sentences about a subject you are studying. Use a gerund phrase as a subject in one sentence and as a direct object in another. Use an appositive phrase set off with commas in a third sentence.

3.21 Infinitives and Infinitive Phrases

An infinitive is the to form of a verb, and it is the most flexible of the verbals: it can work as a noun, an adjective, or an adverb. This lesson shows how to find infinitives and how to tell which job each one is doing.

The Rules

1 **An infinitive is a verb form usually preceded by the word to. Here to is not a preposition; it is part of the verb form.**

- The astronomer hoped **to photograph** the comet.
- Socrates refused **to flee** Athens.
- The geologist wanted **to map** the fault line.

NOTE After certain verbs (help, let, make, see, hear, watch), the to is dropped: The professor let the students LEAVE early. The verb is still an infinitive.

2 **An infinitive used as a noun can be a subject, a direct object, or a predicate nominative.**

- **To memorize** the periodic table takes weeks. (subject)
- The chemist tried **to isolate** the compound. (direct object)
- Her ambition was **to conduct** a symphony orchestra. (predicate nominative)

3 **An infinitive used as an adjective modifies a noun or pronoun. It usually comes right after the word it modifies.**

- The novel **to read** this month is Jane Eyre. (modifies novel)
- The museum has many galleries **to explore**. (modifies galleries)
- The decision **to publish** the theory was not easy. (modifies decision)

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4 **An infinitive used as an adverb modifies a verb, an adjective, or an adverb. It often answers why? or in what way?**

- The chemist used a flame **to heat** the solution. (modifies used: why?)
- The proof was difficult **to follow**. (modifies the adjective difficult)
- The students stayed late **to finish** the experiment. (modifies stayed: why?)

NOTE If you can put in order before the infinitive and the sentence still makes sense, the infinitive is an adverb telling why: The students stayed late in order to finish the experiment.

5 **An infinitive phrase includes an infinitive and any complements and modifiers needed to complete its meaning. The whole phrase does one job in the sentence.**

- Darwin took years **to organize his observations**.
- The librarian offered **to find the rare edition**.
- **To paint light convincingly** was Monet's lifelong pursuit.

6 **Do not confuse an infinitive with a prepositional phrase that begins with to. An infinitive is to plus a verb; a prepositional phrase is to plus a noun or pronoun.**

- The historian traveled **to Rome**. (prepositional phrase)
- The historian hoped **to see** the Forum. (infinitive)

JOB	QUESTION IT ANSWERS	EXAMPLE
Noun (subject)	What takes weeks?	**To translate Virgil well** takes patience.
Noun (direct object)	Hoped what?	The astronomer hoped **to photograph the comet**.
Noun (predicate nominative)	The goal is what?	The historian's goal is **to document every letter**.
Adjective	Which place?	A good place **to study** is the reading room.
Adverb	Practiced why?	The pianist practiced slowly **to avoid mistakes**.

Practice

EXERCISE A **Noun, Adjective, or Adverb?**

Write the infinitive in each sentence. Then write N if it is used as a noun, ADJ if it is used as an adjective, or ADV if it is used as an adverb.

1. The astronomer hoped to photograph the comet.
2. The chemist used a flame to heat the solution.
3. The novel to read this month is Jane Eyre.
4. To memorize the periodic table takes weeks.
5. The proof was difficult to follow.
6. Her ambition was to conduct a symphony orchestra.
7. The museum has many galleries to explore.
8. Socrates refused to flee Athens.
9. The students stayed late to finish the experiment.

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10. The decision to publish the theory was not easy.
11. The composer was eager to hear the premiere.
12. To translate Virgil well requires patience.
13. The historian's goal is to document every letter.
14. The pianist practiced slowly to avoid mistakes.
15. A good place to study is the reading room.
16. The geologist wanted to map the fault line.

EXERCISE B Finding Infinitive Phrases

Write the infinitive phrase in each sentence.

17. Darwin took years to organize his observations.
18. The librarian offered to find the rare edition.
19. The best way to learn a language is daily practice.
20. The chemists were careful to label every flask.
21. Newton needed a new mathematics to describe motion.
22. To paint light convincingly was Monet's lifelong pursuit.
23. The committee agreed to fund the excavation.
24. The sculptor's plan was to carve the figure from marble.
25. The students were asked to summarize the dialogue.
26. The telescope is powerful enough to resolve the rings of Saturn.
27. The musicians arrived early to tune their instruments.
28. The mathematician tried to prove the conjecture by induction.
29. There was no time to repeat the trial.
30. The poet chose to end the sonnet with a question.

EXERCISE C Infinitive or Prepositional Phrase?

Look at the words in bold. Write I if they form an infinitive or PREP if they form a prepositional phrase.

31. The historian traveled **to Rome**.
32. The historian hoped **to see** the Forum.
33. The students walked **to the observatory**.
34. They wanted **to observe** Mars.
35. The theorem applies **to all triangles**.
36. The theorem is easy **to prove**.
37. The letter was addressed **to the composer**.
38. The composer promised **to reply**.

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EXERCISE D Writing with Infinitives

Write an original sentence that follows each direction. Underline the infinitive or infinitive phrase.

39. Write a sentence about a scientist using an infinitive phrase as the subject.
40. Write a sentence about a musician using an infinitive phrase as a direct object.
41. Write a sentence about a library using an infinitive that acts as an adjective.
42. Write a sentence about an experiment using an infinitive phrase that acts as an adverb and tells why.
43. Write a sentence about a philosopher using an infinitive phrase as a predicate nominative.
44. Write a sentence about a painter using an infinitive that modifies an adjective (for example, eager, ready, hard).

Writing Application

Write three sentences about a goal you have as a student. Use an infinitive phrase as a noun in one sentence, as an adjective in another, and as an adverb in the third.

3.22 Distinguishing Participial, Gerund, and Infinitive Phrases

Participial, gerund, and infinitive phrases all begin with a verb form, but each does a different job. This lesson shows how to tell them apart by their form and by their function in the sentence.

The Rules

1 **A participial phrase acts as an adjective. It begins with a present participle (ending in -ing) or a past participle (usually ending in -ed, or an irregular form such as written or broken) and modifies a noun or pronoun.**

- The chemist **holding the beaker** stepped back.
- The sonnet **memorized by the class** was by Shakespeare.
- **Surprised by the result**, the physicist repeated the test.

2 **A gerund phrase acts as a noun. It begins with an -ing verb form and can be a subject, a direct object, a predicate nominative, or the object of a preposition. A gerund never ends in -ed.**

- **Observing birds** is an old scientific habit. (subject)
- The ornithologist loves **observing birds at dawn**. (direct object)
- Her specialty is **recording birdsong**. (predicate nominative)
- She learned patience by **observing birds**. (object of a preposition)

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3 **An infinitive phrase begins with to plus the base form of a verb. Unlike the other two, it can act as a noun, an adjective, or an adverb.**

- **To observe birds carefully** takes patience. (noun)
- She woke before dawn **to record the first birdsong**. (adverb)
- The first bird **to sing** at dawn is usually the robin. (adjective)

NOTE The word to followed by a noun or pronoun, as in to the museum, begins a prepositional phrase, not an infinitive phrase.

4 **The same -ing words can be a participle or a gerund. Decide by the job the phrase does. If it describes a noun, it is a participial phrase. If it names an activity and acts as a noun, it is a gerund phrase.**

- **Studying the map**, the explorer planned the route. (participial phrase: describes explorer)
- **Studying the map** helped the explorer plan the route. (gerund phrase: subject)

NOTE A quick test: try replacing the phrase with it. If the sentence still works (It helped the explorer plan the route), the phrase is a gerund phrase.

5 **When an infinitive phrase is used as a noun, it can often be changed to a gerund phrase with nearly the same meaning. The change is easiest when the phrase is a subject, a direct object, or a predicate nominative.**

- **To translate Homer** is a challenge. / **Translating Homer** is a challenge.
- The pianist loves **to practice scales**. / The pianist loves **practicing scales**.

NOTE With some verbs only one form sounds natural: we say She hopes to win, not She hopes winning.

PHRASE	FORM	JOB IN THE SENTENCE	EXAMPLE
Participial phrase	-ing or -ed (or irregular) verb form	Adjective	The scholar **reading in the corner** looked up.
Gerund phrase	-ing verb form	Noun	**Reading in the corner** is her habit.
Infinitive phrase	to + verb	Noun, adjective, or adverb	She came **to read in the corner**.

Practice

EXERCISE A Which Verbal Phrase?

Write the verbal phrase in each sentence. Then write I for an infinitive phrase, G for a gerund phrase, or P for a participial phrase.

1. Studying the stars for years, the astronomer finally spotted a new comet.
2. Studying the stars for years is the astronomer's passion.
3. The poet wanted to capture the stillness of dawn.
4. The manuscript found in the attic belongs to the university.
5. Translating ancient poetry demands patience.
6. The chemist cooled the flask to slow the reaction.
7. The students watching the experiment took careful notes.

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8. Mozart's gift for composing music at a young age amazed his contemporaries.
9. Rewarded by the committee, the young mathematician continued her research.
10. Her goal is to finish the dissertation by spring.
11. Reading Plato in the original Greek requires years of study.
12. The historian carrying the heavy archive box stumbled on the steps.
13. The museum has several paintings to restore this year.
14. The class enjoyed discussing the symmetry of snowflakes.
15. Disturbed by the noise, the librarian closed the window.
16. Kepler worked tirelessly to explain the motion of Mars.
17. After finishing the proof, the student checked every step.
18. The violinist playing the solo is a student at the conservatory.
19. To understand relativity, one must study the work of Einstein.
20. The sculpture carved from a single block of marble stands in the main hall.

EXERCISE B From Infinitive to Gerund

Each sentence contains an infinitive phrase used as a noun. Rewrite the sentence, changing the infinitive phrase to a gerund phrase.

21. To solve the equation took the class an hour.
22. To read Dickens carefully rewards patient readers.
23. The conductor's habit was to rehearse the finale twice.
24. To memorize the periodic table is a tedious task.
25. The poet loves to revise her drafts.
26. To visit the Louvre was the painter's dream.
27. The physicist's greatest joy is to teach young students.
28. To map the ocean floor requires special equipment.
29. The critic hates to praise mediocre work.
30. To prove Fermat's Last Theorem occupied Wiles for years.

EXERCISE C Phrase and Function

Write the verbal phrase. Then name its type and its function. For a participial phrase, name the word it modifies. For a gerund phrase, name its use (subject, direct object, predicate nominative, or object of a preposition). For an infinitive phrase, write noun, adjective, or adverb.

31. The cellist practicing in the next room is preparing for a recital.
32. Her favorite pastime is sketching the architecture of old churches.
33. The scientists hope to detect a faint signal.
34. The notes taken during the lecture were incomplete.
35. The orchestra gained fame by performing rarely heard works.
36. Wanting more evidence, the historian returned to the archive.
37. The library opened early to accommodate the visiting scholars.

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38. Painting the ceiling of the Sistine Chapel took Michelangelo four years.

EXERCISE D Write Your Own

Follow each direction and write one original sentence.

39. Write a sentence about a poem that uses reading the poem as a gerund phrase.
40. Write a sentence about a student that uses reading the poem as a participial phrase.
41. Write a sentence about a laboratory that uses an infinitive phrase as an adjective.
42. Write a sentence about a painting that uses a participial phrase beginning with a past participle.

Writing Application

Write three sentences about a scholar at work. Use a participial phrase in one, a gerund phrase in another, and an infinitive phrase in the third. Label each phrase.

Unit 3 Review Phrases

Mixed practice covering lessons 3.18 through 3.22: prepositional, participial, gerund, appositive, and infinitive phrases, and how to tell the verbal phrases apart.

Practice

EXERCISE A Label the Phrase

Label the phrase in bold with one of these abbreviations: PREP (prepositional phrase), PART (participial phrase), GER (gerund phrase), INF (infinitive phrase), or APP (appositive phrase).

1. Mary Shelley, **the author of Frankenstein**, imagined a scientist who creates life.
2. The cathedral **on the hill** attracts historians of architecture.
3. **Hoping for a clearer image**, the astronomer adjusted the telescope.
4. The astronomer's constant hope is **finding a new planet**.
5. The museum plans **to open a new wing for sculpture**.
6. The physicist **sitting near the window** is explaining the theory.
7. Rain fell **during the entire concert**.
8. Bach's skill at **improvising on the organ** impressed his listeners.
9. Pythagoras, **a Greek philosopher and mathematician**, founded a school in southern Italy.
10. The students were eager **to hear the lecture on black holes**.
11. **Painted in the seventeenth century**, the portrait still glows with color.
12. The chemist's favorite task is **balancing complicated equations**.
13. The museum's guide **to the Impressionist galleries** is free.

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14. Darwin sailed around the world on a ship **named the Beagle**.
15. The librarian gave us several books **to read over the break**.
16. **Listening to Schubert's songs** calms many students before exams.
17. Her laboratory partner, **a patient student from Kenya**, recorded the data.
18. **Having finished the first draft**, the novelist set the pages aside.
19. The class gathered **to watch the eclipse**.
20. The scholar worked **until midnight** in the quiet archive.

EXERCISE B Prepositional Phrases

Write each prepositional phrase in the sentence. Then write whether it acts as an adjective or an adverb. Some sentences have more than one phrase.

21. The scientists in the laboratory worked through the night.
22. The violinist from Vienna played with great feeling.
23. A poem by Keats lay open on the desk.
24. The explorers sailed toward the unknown continent.
25. The statue of Athena stands at the entrance of the museum.
26. The chemist was curious about the reaction.
27. Before the lecture, the students gathered around the board of equations.
28. The curtain rose on the final act of the play.

EXERCISE C Combining Sentences

Combine each pair of sentences into one, using the kind of phrase named in parentheses. Answers may vary slightly; sample answers are given.

29. The student found a rare book. She was searching the archives. (Combine with a participial phrase.)
30. Marie Curie won two Nobel Prizes. She was a physicist and chemist. (Combine with an appositive phrase.)
31. The poet loves something. She revises her drafts. (Combine with a gerund phrase as the direct object.)
32. The class went to the observatory. They wanted to see Saturn. (Combine with an infinitive phrase as an adverb.)
33. The sculpture was carved from marble. It stands in the lobby. (Combine with a participial phrase.)
34. We visited Florence. It is the birthplace of the Renaissance. (Combine with an appositive phrase.)
35. Scientists observe the night sky. It requires patience. (Combine with a gerund phrase as the subject.)
36. The mathematician's goal was one thing. She wanted to prove the conjecture. (Combine with an infinitive phrase as a predicate nominative.)

EXERCISE D Punctuating Phrases

Rewrite each sentence with commas where they are needed. If the sentence is already correct, write Correct as written.

37. Walking through the quiet gallery the students admired the sculptures.
38. Johannes Kepler a German astronomer described the elliptical orbits of the planets.
39. The composer Johann Sebastian Bach wrote many cantatas.
40. Her favorite book Pride and Prejudice was written by Jane Austen.

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41. Exhausted by the long experiment the chemist went home.
42. The Pythagorean theorem a cornerstone of geometry relates the sides of a right triangle.

Answer Key

Phrases

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

3.18 Prepositional Phrases

EXERCISE A

1. of the symphony; in a vault; beneath the library
2. During the lecture; on the chalkboard
3. for many years; with radioactive elements
4. from a single block; of marble
5. about justice and virtue
6. Beyond the last planet; toward interstellar space
7. on the shelf; above the dictionaries
8. Without a telescope; of Jupiter
9. with a small amount; of white
10. in the chemistry lab; at all times
11. According to the historian; in secret
12. until midnight
13. Between the two theorems; of great importance
14. about loss; about hope; in the same stanza
15. After the experiment; with distilled water
16. in the archive; by hand

EXERCISE B

17. on the roof, modifies telescope, ADJ
18. in 1687, modifies published, ADV
19. about the nightingale, modifies sonnet, ADJ
20. beneath the old temple, modifies dug, ADV
21. of Plato, modifies student, ADJ
22. with volatile liquids, modifies careful, ADV
23. before a silent audience, modifies performed, ADV
24. of the novel, modifies chapter, ADJ
25. During the storm, modifies lost, ADV
26. for engineers, modifies useful, ADV
27. by Rembrandt, modifies portrait, ADJ
28. on the keys, modifies rested, ADV
29. in the seminar, modifies student, ADJ
30. down the valley, modifies moved, ADV

EXERCISE C

31. The painting in the east gallery shows a storm at sea.
32. The chemist measured the acid with a glass pipette.
33. The lecture about Roman roads begins at noon.
34. Mozart composed his final symphony in the summer of 1788.
35. The fossil was discovered beneath a layer of limestone.
36. The essay about free will won the prize.
37. The students stood beside the model of the solar system.
38. The sculptor worked without a break until dawn.

EXERCISE D

39. Answers will vary. Sample: The painting beside the staircase is a self-portrait.
40. Answers will vary. Sample: The chemist recorded the temperature after each trial.
41. Answers will vary. Sample: The quartet performed in the old chapel.
42. Answers will vary. Sample: Marie Curie is remembered for her discoveries and her courage.
43. Answers will vary. Sample: The atlas sits on the shelf beside the window.
44. Answers will vary. Sample: The mathematician was certain of her proof.

3.19 Participles and Participial Phrases

EXERCISE A

1. crumbling
2. Translated into forty languages
3. humming a new melody
4. orbiting Jupiter
5. written by Euclid
6. Boiling
7. fractured
8. Startled by the result
9. conducted by a young woman
10. Hoping to find the lost city
11. published in 1785
12. listening to the lecture
13. broken
14. Trembling slightly
15. stretched tightly over a wooden frame
16. Known for her precision

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EXERCISE B

17. Waiting for the eclipse, modifies astronomers
18. written in faded ink, modifies letter
19. showing the old trade routes, modifies map
20. Encouraged by her teacher, modifies Maya
21. contaminated by dust, modifies solution
22. Rising above the plain, modifies pyramid
23. rehearsing in the chapel, modifies quartet
24. proved centuries ago, modifies theorem
25. Painted in bright oils, modifies portrait
26. dividing under the microscope, modifies cells
27. Exhausted by the long debate, modifies philosophers
28. damaged by water, modifies volume
29. Searching the archives, modifies she
30. observed by Chinese astronomers more than two thousand years ago, modifies Comet

EXERCISE C

31. P
32. V
33. V
34. P
35. V
36. P
37. V
38. P

EXERCISE D

39. Squinting at the eyepiece, the astronomer adjusted the lens.
40. The poem, written in 1819, describes a Grecian urn.
41. Watching the thermometer carefully, the chemist added the catalyst.
42. The bridge, designed by a Roman engineer, still carries traffic.
43. Smiling with relief, the violinist bowed to the audience.
44. The theory, published by Darwin in 1859, changed biology forever.

3.20 Gerunds and Gerund Phrases; Appositives and Appositive Phrases

EXERCISE A

1. Reading Homer in Greek, subject
2. testing new compounds, direct object
3. defending the heliocentric model, object of a preposition
4. composing for the cello, predicate nominative
5. Measuring the angle precisely, subject
6. reading primary sources, direct object
7. sketching the figure in charcoal, object of a preposition
8. Solving the equation, subject; factoring, direct object
9. walking through the city, predicate nominative
10. crossing pea plants, object of a preposition
11. Conducting an orchestra, subject
12. identifying minerals by their hardness, direct object
13. understanding Plato's cave, predicate nominative
14. painting the ceiling, object of a preposition

EXERCISE B

15. the author of Frankenstein, identifies Mary Shelley
16. a noble gas, identifies helium
17. a temple on the Athenian Acropolis, identifies Parthenon
18. an irrational constant, identifies pi
19. Bach, identifies composer
20. a retired curator, identifies guide
21. Phaedo, identifies dialogue
22. Emma, identifies novel
23. a gift from a former student, identifies telescope
24. Vermeer, identifies painter
25. a graduate student from Chile, identifies assistant
26. the Elements, identifies masterpiece
27. an epic by John Milton, identifies Paradise Lost
28. Elena, identifies cousin

EXERCISE C

29. G
30. P
31. G
32. P
33. P
34. G
35. P
36. G

EXERCISE D

37. Marie Curie, a physicist and chemist, won two Nobel Prizes.
38. The Odyssey, an epic attributed to Homer, tells of a long voyage home.
39. The cello, a large stringed instrument, is played while seated.
40. Our professor, a scholar of ancient Greek, assigned the dialogue.
41. The Rosetta Stone, a slab inscribed in three scripts, helped scholars read hieroglyphs.
42. The prime number 2, the smallest prime, is the only even prime.
43. The museum's newest painting, a watercolor by a local artist, shows a harbor at dawn.

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44. Mount Vesuvius, a volcano near Naples, buried Pompeii in 79 AD.

3.21 Infinitives and Infinitive Phrases

EXERCISE A

1. to photograph, N (direct object)
2. to heat, ADV (modifies used)
3. to read, ADJ (modifies novel)
4. To memorize, N (subject)
5. to follow, ADV (modifies difficult)
6. to conduct, N (predicate nominative)
7. to explore, ADJ (modifies galleries)
8. to flee, N (direct object)
9. to finish, ADV (modifies stayed)
10. to publish, ADJ (modifies decision)
11. to hear, ADV (modifies eager)
12. To translate, N (subject)
13. to document, N (predicate nominative)
14. to avoid, ADV (modifies practiced)
15. to study, ADJ (modifies place)
16. to map, N (direct object)

EXERCISE B

17. to organize his observations
18. to find the rare edition
19. to learn a language
20. to label every flask
21. to describe motion
22. To paint light convincingly
23. to fund the excavation
24. to carve the figure from marble
25. to summarize the dialogue
26. to resolve the rings of Saturn
27. to tune their instruments
28. to prove the conjecture by induction
29. to repeat the trial
30. to end the sonnet with a question

EXERCISE C

31. PREP
32. I
33. PREP
34. I
35. PREP
36. I
37. PREP
38. I

EXERCISE D

39. Answers will vary. Sample: To measure the speed of light was the physicist's dream.
40. Answers will vary. Sample: The cellist hopes to perform the suite from memory.
41. Answers will vary. Sample: The reading room is the best place to work.
42. Answers will vary. Sample: The chemist cooled the flask to slow the reaction.
43. Answers will vary. Sample: The philosopher's aim was to define justice.
44. Answers will vary. Sample: The painter was eager to begin the mural.

3.22 Distinguishing Participial, Gerund, and Infinitive Phrases

EXERCISE A

1. Studying the stars for years, P
2. Studying the stars for years, G
3. to capture the stillness of dawn, I
4. found in the attic, P
5. Translating ancient poetry, G
6. to slow the reaction, I
7. watching the experiment, P
8. composing music at a young age, G
9. Rewarded by the committee, P
10. to finish the dissertation by spring, I
11. Reading Plato in the original Greek, G
12. carrying the heavy archive box, P
13. to restore this year, I
14. discussing the symmetry of snowflakes, G
15. Disturbed by the noise, P
16. to explain the motion of Mars, I
17. finishing the proof, G
18. playing the solo, P
19. To understand relativity, I
20. carved from a single block of marble, P

EXERCISE B

21. Solving the equation took the class an hour.
22. Reading Dickens carefully rewards patient readers.
23. The conductor's habit was rehearsing the finale twice.
24. Memorizing the periodic table is a tedious task.
25. The poet loves revising her drafts.
26. Visiting the Louvre was the painter's dream.
27. The physicist's greatest joy is teaching young students.
28. Mapping the ocean floor requires special equipment.
29. The critic hates praising mediocre work.
30. Proving Fermat's Last Theorem occupied Wiles for years.

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EXERCISE C

31. practicing in the next room, participial phrase, modifies cellist
32. sketching the architecture of old churches, gerund phrase, predicate nominative
33. to detect a faint signal, infinitive phrase, noun (direct object)
34. taken during the lecture, participial phrase, modifies notes
35. performing rarely heard works, gerund phrase, object of the preposition by
36. Wanting more evidence, participial phrase, modifies historian
37. to accommodate the visiting scholars, infinitive phrase, adverb (modifies opened)
38. Painting the ceiling of the Sistine Chapel, gerund phrase, subject

EXERCISE D

39. Answers will vary. Sample: Reading the poem aloud revealed its rhythm.
40. Answers will vary. Sample: Reading the poem, the student noticed a pattern of rhyme.
41. Answers will vary. Sample: The laboratory has three experiments to finish this week.
42. Answers will vary. Sample: Painted in soft blues, the landscape feels calm.

Unit 3 Review Phrases

EXERCISE A

1. APP
2. PREP
3. PART
4. GER
5. INF
6. PART
7. PREP
8. GER
9. APP
10. INF
11. PART
12. GER
13. PREP
14. PART
15. INF
16. GER
17. APP
18. PART
19. INF
20. PREP

EXERCISE B

21. in the laboratory, adjective; through the night, adverb
22. from Vienna, adjective; with great feeling, adverb
23. by Keats, adjective; on the desk, adverb
24. toward the unknown continent, adverb
25. of Athena, adjective; at the entrance, adverb; of the museum, adjective
26. about the reaction, adverb (modifies the adjective curious)
27. Before the lecture, adverb; around the board, adverb; of equations, adjective
28. on the final act, adverb; of the play, adjective

EXERCISE C

29. Searching the archives, the student found a rare book.
30. Marie Curie, a physicist and chemist, won two Nobel Prizes.
31. The poet loves revising her drafts.
32. The class went to the observatory to see Saturn.
33. The sculpture, carved from marble, stands in the lobby.
34. We visited Florence, the birthplace of the Renaissance.
35. Observing the night sky requires patience.
36. The mathematician's goal was to prove the conjecture.

EXERCISE D

37. Walking through the quiet gallery, the students admired the sculptures.
38. Johannes Kepler, a German astronomer, described the elliptical orbits of the planets.
39. Correct as written. (The appositive Johann Sebastian Bach is needed to identify the composer, so no commas are used.)
40. Her favorite book, Pride and Prejudice, was written by Jane Austen.
41. Exhausted by the long experiment, the chemist went home.
42. The Pythagorean theorem, a cornerstone of geometry, relates the sides of a right triangle.

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Unit 4: Clauses and Sentence Structure.

10 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 486 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

4.23 Main and Subordinate Clauses

A clause is a group of words with its own subject and verb. This lesson shows how to tell a main clause, which can stand alone, from a subordinate clause, which cannot. Everything else in this unit builds on that distinction.

The Rules

1 **A clause is a group of words that contains a subject and a predicate. There are two kinds of clauses: main clauses and subordinate clauses.**

- **The chemist weighed the sample.** (one clause: subject chemist, verb weighed)
- **The chemist weighed the sample** **while her assistant recorded the data.** (two clauses, each with its own subject and verb)

NOTE A phrase, such as in the laboratory or weighing the sample, has no subject and verb pair, so it is not a clause.

2 **A main clause (also called an independent clause) contains a subject and a predicate and expresses a complete thought. It can stand alone as a sentence.**

- **The orchestra tuned its instruments.**
- **Euclid wrote the Elements** more than two thousand years ago.
- After the lecture ended, **the students crowded around the professor.**

3 **A subordinate clause (also called a dependent clause) contains a subject and a predicate but does not express a complete thought. It cannot stand alone and must be joined to a main clause.**

- The students crowded around the professor **after the lecture ended.**
- **Because the equation was difficult,** the class worked through it twice.
- The museum hired a curator **who specializes in Dutch painting.**

NOTE Test it: read the clause by itself. Because the equation was difficult leaves you waiting for more, so it is subordinate.

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4 **A subordinate clause usually begins with a subordinating conjunction (such as after, although, as, as if, because, if, since, so that, than, unless, until, when, where, or while), a relative pronoun (who, whom, whose, which, that, or what), or a relative adverb (when, where, or why).**

- **If** you follow each step carefully, you will understand the proof. (subordinating conjunction)
- Galileo, **whose** telescope changed astronomy, faced trial in 1633. (relative pronoun)
- The library **where** the poet once worked is now a museum. (relative adverb)

5 **A sentence may contain more than one subordinate clause, and a subordinate clause may come before, after, or in the middle of the main clause.**

- **When we reached the archive,** we learned **that the manuscript had been moved.**
- The historian, **who had studied the letters for years,** finally published her findings.
- The quartet fills the hall **whenever it performs Haydn.**

NOTE When a subordinate clause begins the sentence, a comma usually separates it from the main clause.

WORDS THAT BEGIN SUBORDINATE CLAUSES	EXAMPLES
Subordinating conjunctions	after, although, as, as if, as long as, because, before, if, since, so that, than, though, unless, until, when, whenever, where, wherever, while
Relative pronouns	who, whom, whose, which, that, what
Relative adverbs	when, where, why

The stand-alone test

Cover everything except the clause and read it aloud. If it sounds like a finished sentence (**The telescope was covered.**), it is a main clause. If it sounds unfinished (**before the rain began**), it is a subordinate clause.

Practice

EXERCISE A **Finding Subordinate Clauses**

Write the subordinate clause or clauses in each sentence.

1. After the lecture ended, the students crowded around the professor.
2. You will understand the proof if you follow each step carefully.
3. The museum hired a curator who specializes in Dutch painting.
4. Although geometry is her favorite subject, she also enjoys chemistry.
5. The orchestra cannot rehearse unless the hall is free.
6. The chemist worked in a laboratory where few women had worked before.
7. The historian, who had studied the letters for years, finally published her findings.
8. When we reached the archive, we learned that the manuscript had been moved.
9. Though many students applied, only a few received the research grant.
10. Galileo, whose telescope changed astronomy, faced trial in 1633.
11. The library where the poet once worked is now a museum.

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12. The chemist weighed the sample while her assistant recorded the data.
13. Because the equation was difficult, the class worked through it twice.
14. Whenever the quartet performs Haydn, the audience fills the hall.
15. The painting that hangs in the east gallery was restored last year.
16. Until Newton published his laws, motion was poorly understood.

EXERCISE B Main Clause and Subordinate Clause

Write the main clause of each sentence, then write the subordinate clause. When the subordinate clause sits inside the main clause, write the main clause without it.

17. The telescope was covered before the rain began.
18. If the sample is pure, the crystals will form evenly.
19. Students who wish to join the choir may audition on Friday.
20. The geologist returned to the canyon where she had found the fossils.
21. Do you remember the year when Darwin published his book on evolution?
22. After the composer finished the score, she mailed it to the publisher.
23. The philosopher spoke as if every listener were a skeptic.
24. Although the proof was long, the mathematician checked every line.
25. When the results were announced, the laboratory erupted in applause.
26. We listened as the pianist played the final movement.
27. Because the archive closes at five, the researchers arrived early.
28. The sculptor who carved this marble lived in Florence.
29. Since the museum reopened, attendance has doubled.
30. The lecturer paused whenever a student raised a hand.

EXERCISE C Could It Stand Alone?

Each item is a single clause. Write M if it is a main clause that could stand alone as a sentence, or S if it is a subordinate clause.

31. because the ink had faded
32. the astronomer charted the comet's path
33. which Euclid proved more than two thousand years ago
34. the violinist tuned her strings
35. whenever the tide reaches the cliffs
36. the painter mixed a deeper shade of blue
37. although the manuscript was damaged
38. who translated the epic into English
39. the lecture began at noon
40. that the theory was correct
41. the sodium reacted violently with the water
42. until the orchestra returns from its tour

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Writing Application

Write three sentences about a scientist, artist, or writer you admire. Each sentence must contain one main clause and one subordinate clause. Underline each subordinate clause.

4.24 Simple and Compound Sentences

Sentences are classified by the number and kind of clauses they contain. This lesson covers the two structures built only from main clauses: the simple sentence and the compound sentence.

The Rules

1 **A simple sentence contains one main clause and no subordinate clauses. It may have modifiers, phrases, a compound subject, or a compound predicate, but as long as it has only one main clause, it is a simple sentence.**

- **The chemist weighed the sample.**
- In the quiet reading room, **the scholar copied the poem into her notebook.**
- **Haydn and Beethoven** both lived in Vienna. (compound subject)

NOTE A simple sentence can be long. Count clauses, not words.

2 **A simple sentence may have a compound predicate, two or more verbs that share one subject. Do not put a comma between the verbs of a compound predicate (unless there are three or more in a series).**

- The painter **mixed the pigments and stretched the canvas.**
- Euclid **stated his axioms and proved theorems from them.**
- The sculptor **studied the marble, chose a chisel, and began to carve.**

NOTE Ask: how many different subjects are doing the verbs? One subject means one clause.

3 **A compound sentence contains two or more main clauses and no subordinate clauses. The main clauses are usually joined by a comma and a coordinating conjunction (and, but, or, nor, for, so, yet).**

- **The violinist tuned her strings, and the conductor raised his baton.**
- **The equation looked simple, yet it took three pages to solve.**
- **We can study the poem line by line, or we can read it aloud.**

4 **A compound sentence may join three or more main clauses. Separate them with commas, and put a coordinating conjunction before the last one.**

- **The curtain rose, the orchestra began, and the audience fell silent.**
- **Kepler described the orbits, Newton explained them, and later astronomers tested both ideas.**

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5 **Two closely related main clauses may also be joined by a semicolon alone, with no conjunction. This still makes a compound sentence.**

- **The experiment succeeded; the team repeated it twice to be certain.**
- **Euclid wrote the Elements; it remained a standard textbook for centuries.**

NOTE Do not join two main clauses with only a comma. That error is called a comma splice.

6 **To tell a compound sentence from a simple sentence with a compound predicate, look for a second subject. A second subject and verb after the conjunction means a second main clause, and a comma belongs before the conjunction.**

- The student read the proof **and** checked every step. (simple: one subject)
- The student read the proof**, and** her partner checked every step. (compound: two subjects)

COORDINATING CONJUNCTION	RELATIONSHIP IT SHOWS	EXAMPLE
and	addition	The choir rehearsed the motet, **and** the organist tuned the pipes.
but, yet	contrast	The essay was brief, **but** it was brilliant.
or	choice	You may review the proof tonight, **or** you may wait until Monday.
nor	a second negative (the second clause uses question word order)	The librarian did not find the manuscript, **nor** did she find the letters.
for	reason	The students stopped, **for** the bell had rung.
so	result	The museum was crowded, **so** we returned on Tuesday.

Count the subjects

Underline every subject and verb pair. One pair and nothing else: simple. Two or more pairs, all able to stand alone: compound. If any pair cannot stand alone, the sentence is not simple or compound, and you will meet it in the next lesson.

Practice

EXERCISE A **Simple or Compound?**

Write S if the sentence is simple or C if it is compound.

1. Marie Curie and her husband Pierre studied radioactivity together.
2. The violinist tuned her strings, and the conductor raised his baton.
3. Euclid stated his axioms and proved theorems from them.
4. The museum opens at nine, but the print room stays closed until noon.
5. Charles Darwin published On the Origin of Species in 1859.
6. The telescope was aimed at Saturn, and its rings were clearly visible.

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7. Beethoven studied briefly with Haydn in Vienna.
8. You may review the proof tonight, or you may wait for the lecture.
9. Copper conducts electricity very well.
10. Plato founded the Academy in Athens, and Aristotle studied there for twenty years.
11. The painter mixed the pigments, stretched the canvas, and began the portrait.
12. Newton and Leibniz independently developed calculus.
13. The novel is long, yet it holds the reader's attention.
14. Neither the chemist nor her assistant noticed the leak.
15. The pianist practiced for hours, and her hard work showed in the recital.
16. The library closes early on Fridays, so the students finished their research before noon.
17. In the Louvre, visitors admire the Mona Lisa and the Winged Victory of Samothrace.
18. Pythagoras is remembered for his theorem about right triangles.
19. The experiment failed, for the thermometer had been miscalibrated.
20. The sculptor chipped away the marble slowly and revealed the figure inside.

EXERCISE B Building Compound Sentences

Combine each pair of simple sentences into one compound sentence. Use a comma and the coordinating conjunction in parentheses. For nor, put the helping verb before the subject in the second clause, as in the table above.

21. The choir rehearsed the motet. The organist tuned the pipes. (and)
22. Darwin sailed on the Beagle. His notes filled many volumes. (and)
23. The essay was brief. It was brilliant. (but)
24. We can study the poem line by line. We can read it aloud. (or)
25. Rembrandt painted self-portraits throughout his life. Each one shows him at a different age. (and)
26. The equation looked simple. It took three pages to solve. (yet)
27. The students did not finish the experiment. The bell had rung. (for)
28. The librarian did not find the manuscript. She did not find the letters. (nor)
29. The sonata begins quietly. It ends in thunder. (but)
30. The museum was crowded. We came back on Tuesday. (so)

EXERCISE C Punctuating Simple and Compound Sentences

Rewrite each sentence with correct punctuation. If a sentence is already correct, write Correct. In items 7 and 8, join the main clauses with a semicolon.

31. The chemist heated the mixture and the solution turned blue.
32. The chemist heated the mixture and stirred it slowly.
33. The first violin played a solo and the cellos answered softly.
34. The sculptor studied anatomy and she carved with great precision.
35. The painting is small but it is full of detail.
36. The painting is small but full of detail.
37. Galileo observed the moons of Jupiter, he recorded their positions night after night.

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38. The hall was silent the conductor lifted her baton.
39. Hypatia taught mathematics and astronomy in Alexandria.
40. We can visit the observatory or we can tour the herbarium.
41. Monet painted the haystacks in many seasons and each canvas shows a different light.
42. The scholar read the letter twice and then she copied it into her notebook.

Writing Application

Write four sentences about a book, a painting, or a scientific discovery. Make two of them simple (one with a compound subject or predicate) and two of them compound. Label each S or C.

4.25 Complex and Compound-Complex Sentences

Sentences with subordinate clauses fall into two more structures. Learn to count main clauses and subordinate clauses, and you can name any sentence's structure with confidence.

The Rules

1 **A complex sentence contains one main clause and one or more subordinate clauses.**

- **When the curtain rose,** the audience fell silent.
- The chemist recorded the data **that her assistant had collected.**
- **Because the lens was cracked,** the astronomers waited **until a new one arrived.**

NOTE The second example has one subordinate clause; the third has two. Both are complex because each has only one main clause.

2 **A compound-complex sentence contains two or more main clauses and one or more subordinate clauses.**

- **Although the telescope was old,** it still gave a sharp image, and the observers were delighted.
- The librarian, **who had worked there for years,** found the map, and she carried it to the reading room.
- **After the symphony ended,** the conductor bowed, and the orchestra stood.

NOTE Each example has two main clauses (shown in plain type) plus at least one subordinate clause (in bold).

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3 **To classify a sentence, first find every clause. Then count the main clauses and check for subordinate clauses. The decision follows from the count.**

- Bach wrote hundreds of cantatas. (1 main, 0 subordinate: simple)
- Bach wrote cantatas, and his sons became composers. (2 main, 0 subordinate: compound)
- Bach wrote cantatas **while he lived in Leipzig.** (1 main, 1 subordinate: complex)
- Bach wrote cantatas **while he lived in Leipzig,** and his sons became composers. (2 main, 1 subordinate: compound-complex)

4 **A subordinate clause in a complex or compound-complex sentence can do the work of an adjective, an adverb, or a noun. The kind of clause does not change the sentence's structure; only the count matters.**

- Mendel studied the peas **that grew in the monastery garden.** (adjective clause, complex)
- The class cheered **when the reaction finally began.** (adverb clause, complex)
- The teacher explained **how a lens bends light,** and the students took notes. (noun clause, compound-complex)

5 **A subordinate clause can be built into the middle of a main clause. When it is, the main clause is interrupted but still counts as one clause.**

- The poet, **whose first book appeared in 1950,** gave a reading at the library.
- The proof **that the class studied on Monday** uses a contradiction.

NOTE To find the main clause, lift out the subordinate clause: The poet gave a reading at the library.

SENTENCE STRUCTURE	MAIN CLAUSES	SUBORDINATE CLAUSES	EXAMPLE
Simple	1	0	The astronomer charted the comet.
Compound	2 or more	0	The astronomer charted the comet, and her student checked the figures.
Complex	1	1 or more	The astronomer charted the comet **after the sky cleared.**
Compound-complex	2 or more	1 or more	**After the sky cleared,** the astronomer charted the comet, and her student checked the figures.

Practice

EXERCISE A **Naming the Structure**

Write whether each sentence is simple, compound, complex, or compound-complex.

1. When the curtain rose, the audience fell silent.
2. Bach wrote hundreds of cantatas for the churches of Leipzig.
3. The chemist recorded the data, and her assistant cleaned the glassware.
4. Because the manuscript was fragile, the librarian wore gloves, and she turned each page slowly.
5. Darwin, who had sailed around the world, spent years studying barnacles.
6. The poem rhymes, but its meaning is hard to explain.

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7. If you divide a circle's circumference by its diameter, you always get the same number.
8. Mozart composed as a child, and he kept writing music until his death in 1791.
9. The students who finished early reviewed their proofs.
10. Although the telescope was old, it still gave a sharp image, and the observers were delighted.
11. Rembrandt and Vermeer painted in the Dutch Republic.
12. The lecturer explained that light behaves as both a wave and a particle.
13. The experiment succeeded; we repeated it twice to be certain.
14. After the symphony ended, the conductor bowed, and the orchestra stood.
15. The philosopher whose essays we are reading lived in the eighteenth century.
16. The sculptor studied the marble carefully before she made the first cut.
17. The library, which opened in 1850, holds rare maps, and visitors may consult them by appointment.
18. Mathematics is the language in which many scientists express their laws.
19. The orchestra rehearsed daily until the concert.
20. Since the painting was restored, visitors have flocked to the gallery, and critics have praised its colors.

EXERCISE B Clauses and Structure

Write each subordinate clause in the sentence, then write complex or compound-complex.

21. The archaeologist brushed the dust from the vase that lay in the trench.
22. When the equation balanced, the students cheered, and the teacher smiled.
23. Tolstoy wrote War and Peace, which describes the Napoleonic era.
24. We will begin the lecture as soon as the projector is ready.
25. The composer wrote the score quickly, but she revised it until the premiere arrived.
26. The botanist knew that the orchid was rare.
27. Because the lens was cracked, the telescope was useless, so the club ordered a new one.
28. Whoever solves the puzzle first receives the prize.
29. The curator showed us the room where the tapestries are stored.
30. Mendel crossed pea plants, and he recorded what he observed.
31. If the hypothesis is correct, the plants will grow taller, but if it is false, they will not change.
32. The poet read aloud while the rain fell.
33. Though the novel is long, readers finish it quickly.
34. The theorem that the teacher proved on Monday appears on the quiz.

EXERCISE C Writing Complex Sentences

Turn the second sentence into a subordinate clause that begins with the word in parentheses, and attach it after the first sentence to make one complex sentence. Add a comma where one is needed.

35. The astronomers opened the dome. The rain stopped. (after)
36. The pianist practiced the sonata. She wanted to master it. (because)
37. The class read the sonnet aloud. The teacher explained its meter. (before)
38. The lamp flickered. The generator surged. (whenever)

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39. The museum is closed. The roof is being repaired. (while)
40. We will not understand the proof. We review the lemma. (unless)
41. I admire the poet. She wrote these verses. (who)
42. The scientist presented her results. Her results had surprised everyone. (which)

Writing Application

Write one complex sentence and one compound-complex sentence about a lecture, an experiment, or a work of art you have studied. Underline each main clause once and each subordinate clause twice.

4.26 Adjective Clauses

An adjective clause describes a noun or pronoun the way a single adjective does, but with a full subject and verb. Knowing which adjective clauses are essential tells you when to use commas.

The Rules

1 **An adjective clause is a subordinate clause that modifies a noun or a pronoun. It usually follows the word it modifies and answers the question Which one? or What kind?**

- The manuscript **that the historian discovered** was written on vellum. (modifies manuscript)
- Anyone **who studies the stars** learns patience. (modifies the pronoun Anyone)
- Mathematics, **which fascinated the Greeks,** remains a model of clear reasoning. (modifies Mathematics)

2 **An adjective clause usually begins with a relative pronoun (who, whom, whose, which, that) or a relative adverb (where, when, why). The introductory word connects the clause to the word it modifies.**

- The cellist **whom the critics praised** played an encore. (relative pronoun)
- The museum **where the mummy is displayed** draws large crowds. (relative adverb)
- I remember the evening **when the planetarium showed the summer sky.** (relative adverb)

3 **A relative pronoun has a job inside its own clause. It can be the subject, the direct object, the object of a preposition, or a possessive modifier.**

- The physicist **who discovered the pulsar** received wide recognition. (who is the subject of discovered)
- The poem **that the class memorized** has fourteen lines. (that is the direct object of memorized)
- The laboratory **in which the vaccine was tested** is now a museum. (which is the object of the preposition in)
- She is the mathematician **whose theorem solved the old problem.** (whose modifies theorem)

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4 **Choose the relative pronoun by the word it refers to: who and whom refer to people; whose shows possession (usually of people, sometimes of things); which refers to things; that refers to people or things. Use whom only when the pronoun is an object inside the clause.**

- The scientist **who** wrote the report spoke first. (person, subject)
- The scientist **whom** the committee honored spoke first. (person, object of honored)
- The telescope **that** the club bought needs a new mount. (thing)

NOTE Test who or whom by rewriting the clause as a sentence: the committee honored him (him, so whom).

5 **Sometimes the relative pronoun or relative adverb is left out. It is understood, and the clause is still an adjective clause. You can omit a relative pronoun only when it is not the subject of its clause.**

- The sonnet **she memorized** has fourteen lines. (that is understood)
- The year **Gutenberg printed his Bible** changed the history of books. (when is understood)
- The essay **I submitted last week** has been graded. (that is understood)

NOTE You cannot drop the pronoun in The poet who wrote it, because who is the subject of wrote.

6 **An essential (restrictive) adjective clause is needed to identify the word it modifies. Removing it changes the meaning of the sentence. Do not set it off with commas.**

- Students **who finish the lab early** may help in the library.
- The poem **that we memorized** was written in iambic pentameter.
- We toured the cave **where the prehistoric paintings were found.**

NOTE Without the clause, the sentence no longer says which students, which poem, or which cave.

7 **A nonessential (nonrestrictive) adjective clause only adds extra information. The sentence keeps its meaning without it. Set it off with commas.**

- Beethoven **, who wrote nine symphonies,** was born in Bonn.
- The Louvre **, which stands beside the Seine,** houses the Mona Lisa.
- The summer of 1816 **, when Mary Shelley began Frankenstein,** was unusually cold.

NOTE A proper name is already specific, so a clause that follows it is almost always nonessential. Use which for nonessential clauses about things; that is for essential clauses only.

WORD	TYPE	REFERS TO	EXAMPLE
who	relative pronoun	people (subject)	The author **who** wrote the novel signed copies.
whom	relative pronoun	people (object)	The author **whom** we met signed copies.
whose	relative pronoun	people or things (possession)	The author **whose** novel won the prize signed copies.
which	relative pronoun	things (usually nonessential)	The novel, **which** won the prize, sold well.
that	relative pronoun	people or things (essential)	The novel **that** won the prize sold well.
where	relative adverb	a place	The library **where** she studied has closed.

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WORD	TYPE	REFERS TO	EXAMPLE
when	relative adverb	a time	The year **when** the telescope was invented was a turning point.
why	relative adverb	a reason	The reason **why** the experiment failed puzzled the team.

The comma test

Cross out the clause and read what is left. If the sentence still identifies the same person, place, or thing (**Beethoven was born in Bonn.**), the clause was nonessential and needs commas. If the sentence now feels vague (**Students may help in the library.**), the clause was essential and takes no commas.

Practice

EXERCISE A Finding Adjective Clauses

Write the adjective clause in each sentence and the word it modifies. Write the clause first, then the word, separated by a semicolon.

1. The poet whom the critics praised read from her new collection.
2. Mendel's experiments, which involved thousands of pea plants, founded modern genetics.
3. The museum where the Rosetta Stone is displayed attracts many visitors.
4. She is the physicist whose equation predicted the new particle.
5. The proof that the class studied on Monday uses a contradiction.
6. Anyone who enjoys mysteries should read the stories of Edgar Allan Poe.
7. The year when Gutenberg printed his Bible changed the history of books.
8. Chemistry, which studies matter and its changes, relies on careful measurement.
9. The cellist whom the audience applauded bowed twice.
10. Those who study the stars carefully often notice patterns in the sky.
11. The reef where the biologists collect samples is protected by law.
12. The sonnet she memorized has fourteen lines.
13. The manuscript, which was written on vellum, survived the fire.
14. Newton, who published the Principia in 1687, also studied optics.
15. The laboratory in which the vaccine was tested is now a museum.
16. A mathematician who works on prime numbers visited the seminar.

EXERCISE B Essential or Nonessential?

Each sentence contains an adjective clause in bold. Write E if the clause is essential or N if it is nonessential.

17. The telescope **that the club bought last year** needs a new mount.
18. Beethoven, **who wrote nine symphonies,** was born in Bonn.
19. Students **who finish the lab early** may help in the library.
20. The Louvre, **which stands beside the Seine,** houses the Mona Lisa.
21. The poem **that we memorized** was written in iambic pentameter.
22. Marie Curie, **whose research led to two Nobel Prizes,** remains a model for young scientists.

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23. The physician **who treated the patient** recorded every symptom.
24. Chapter five, **which explains logarithms,** is the hardest in the book.
25. We toured the cave **where the prehistoric paintings were found.**
26. The summer of 1816, **when Mary Shelley began Frankenstein,** was unusually cold and rainy.
27. The painting **that hangs beside the door** is a landscape.
28. The Himalayas, **which contain the highest peaks on Earth,** formed over millions of years.
29. Any composer **who writes for a full orchestra** must understand each instrument.
30. The Nile, **which flows north to the Mediterranean,** supported ancient Egyptian farming.

EXERCISE C Choosing the Relative Word

Choose the correct relative pronoun or relative adverb from the parentheses.

31. The mathematician (who, whom) the committee honored gave a short speech.
32. The scientist (who, whom) discovered penicillin was Alexander Fleming.
33. The cathedral, (which, who) took two centuries to build, still draws pilgrims.
34. The novelist (whose, who's) books fill this shelf is visiting the library.
35. The tools (that, whom) the sculptor needed were on the table.
36. Dickens, (who, whom) readers loved, wrote serialized novels.
37. The studio (where, when) the painter worked faces north.
38. I remember the evening (where, when) the planetarium showed the summer sky.
39. The theory (that, who) explains plate movement is called plate tectonics.
40. The student (whom, whose) essay won the prize read it aloud.
41. The professor to (who, whom) the letter was addressed has retired.
42. The year (which, when) the Great Fire destroyed much of London was 1666.

EXERCISE D Adding Adjective Clauses

Complete each sentence by adding an adjective clause that modifies the word in bold. Begin the clause with the word in parentheses.

43. The **telescope** (that) _____ needs a new mount.
44. The **museum** (where) _____ draws large crowds.
45. The **mathematician** (who) _____ gave the lecture.
46. The **composer** (whose) _____ won the prize.
47. The **Nile**, (which) _____ , supported ancient farming.
48. I remember the **day** (when) _____ .

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Writing Application

Write four sentences about a scientist, writer, or artist, each with an adjective clause. Use one essential clause, one nonessential clause with commas, one clause beginning with whose, and one beginning with where or when. Underline each clause.

4.27 Adverb Clauses

An adverb clause does the work of an adverb: it tells when, where, why, how, or under what conditions something happens. Learn the subordinating conjunctions that introduce these clauses and you will recognize them quickly.

The Rules

1. **An adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb. It tells when, where, how, why, to what extent, or under what conditions.**
   - The audience rose **when the curtain fell.** (modifies the verb rose; tells when)
   - The proof is so elegant **that mathematicians still admire it.** (modifies the adjective elegant; tells to what extent)
   - The curator spoke more quietly **than the guide did.** (modifies the adverb quietly; tells how much)

2. **An adverb clause is introduced by a subordinating conjunction. The conjunction links the clause to the main clause and shows the relationship between them (time, place, cause, condition, and so on).**
   - The orchestra waited **until the conductor entered.** (time)
   - The sculptor placed the statue **where the morning light would strike it.** (place)
   - The paint cracked **because the canvas had been stored in a damp room.** (cause)

3. **An adverb clause can come before, after, or inside the main clause. When it comes first, set it off with a comma. When it comes last, a comma is usually not needed.**
   - **Although the road was icy,** the geologists reached the site.
   - The geologists reached the site **although the road was icy.**
   - The geologists, **although the road was icy,** reached the site.

   NOTE A clause in the middle is set off by two commas when it interrupts the main clause.

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4 **Some adverb clauses modify adjectives or adverbs rather than verbs. These usually tell degree or comparison and begin with than, as, or that (after so or such).**

- Jupiter is larger **than Earth is.** (modifies the adjective larger)
- The cellist played more softly **than the violist did.** (modifies the adverb softly)
- The lecture was so long **that the audience grew restless.** (modifies the adjective long)

5 **An elliptical clause is an adverb clause with words left out. The missing words are understood by the reader, and you can supply them to check the clause. Elliptical clauses are most common after than and as, and after words like when, while, if, and although.**

- Jupiter is larger **than Earth** [is].
- **While** [she was] **waiting for the results,** the chemist cleaned her bench.
- Call the librarian **if** [it is] **necessary.**

NOTE The case of a pronoun in an elliptical clause shows what is understood. Sam is taller than I [am]. But She admires Sam more than me means she admires Sam more than she admires me, while She admires Sam more than I means more than I do.

6 **Do not confuse adverb clauses with adjective clauses. An adverb clause modifies a verb, adjective, or adverb and is introduced by a subordinating conjunction. An adjective clause modifies a noun or pronoun and is introduced by a relative word. The words where and when can begin either kind, so check what the clause modifies.**

- The botanist planted ferns **where the soil stays damp.** (adverb clause: tells where she planted)
- The garden **where the ferns grow** is shaded. (adjective clause: modifies the noun garden)

MEANING	COMMON SUBORDINATING CONJUNCTIONS	EXAMPLE
Time (when?)	after, as, as soon as, before, since, until, when, whenever, while	**After the symphony ended,** the conductor bowed.
Place (where?)	where, wherever	**Wherever Darwin traveled,** he collected specimens.
Cause or reason (why?)	because, since, as	The paint cracked **because the canvas was damp.**
Purpose (for what aim?)	so that, in order that	She studied Latin **so that she could read Virgil.**
Condition (under what circumstances?)	if, unless, as long as, provided that, in case	**If you heat ice,** it melts.
Concession (despite what?)	although, though, even though, while, whereas	**Though the experiment took months,** the results were clear.
Comparison (how much?)	than, as, as...as	This lens gathers more light **than that one does.**
Manner (how?)	as, as if, as though	The conductor waved **as though she were sculpting the air.**

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MEANING	COMMON SUBORDINATING CONJUNCTIONS	EXAMPLE
Result (to what extent?)	so…that, such…that	The book was **so long that the club split it over three meetings.**

Same word, different job

Words like after, before, since, until, and as can be prepositions or subordinating conjunctions. If a subject and verb follow, it is a conjunction and begins a clause: **after the lecture ended**. If only a noun follows, it is a preposition and begins a phrase: **after the lecture**.

Practice

EXERCISE A Finding Adverb Clauses

Write the adverb clause in each sentence, then the word it modifies. Separate the two with a semicolon.

1. When the curtain fell, the audience rose.
2. The chemist worked slowly because the compound was unstable.
3. The cathedral is taller than the town hall is.
4. Wherever Darwin traveled, he collected specimens.
5. The proof is so elegant that mathematicians still admire it.
6. The singer practiced scales until her voice felt warm.
7. If you heat ice, it melts.
8. The tenor sang as if he were the hero himself.
9. Though the experiment took months, the results were clear.
10. The students arrived early so that they could find seats near the stage.
11. Since the library opened, researchers have visited daily.
12. The poet felt happier than she had felt in years.
13. The curator spoke more quietly than the guide did.
14. Keep the specimens in the freezer unless the label says otherwise.

EXERCISE B What Does the Clause Tell?

Each sentence has an adverb clause in bold. Write its meaning: time, place, cause, purpose, condition, concession, comparison, manner, or result.

15. **Although the road was icy,** the geologists reached the site.
16. The orchestra waited **until the conductor entered.**
17. **If the solution turns pink,** the test is positive.
18. The sculptor placed the statue **where the morning light would strike it.**
19. She studied Latin **so that she could read Virgil in the original.**
20. The paint cracked **because the canvas had been stored in a damp room.**
21. The conductor waved her arms **as though she were sculpting the air.**
22. The book was so long **that the club split it over three meetings.**

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23. This telescope gathers more light **than that one does.**
24. We can finish the experiment today **as long as the supplies arrive.**
25. **After the translator finished the epic,** she wrote a preface.
26. **Wherever the Romans built roads,** they also built bridges.

EXERCISE C Elliptical Clauses

Each sentence contains an elliptical adverb clause. Write the clause in full, adding the missing words.

27. Jupiter is larger than Earth.
28. The cellist plays more softly than the violist.
29. Darwin was as patient as his colleagues.
30. While waiting for the results, the chemist cleaned her bench.
31. The painting looks better when lit from the side.
32. Although exhausted, the researchers finished the survey.
33. The Nile is longer than the Danube.
34. Please call the librarian if necessary.

EXERCISE D Adverb Clause or Adjective Clause?

Write adv. if the bold clause is an adverb clause or adj. if it is an adjective clause.

35. The room **where the manuscripts are kept** is climate controlled.
36. The manuscripts are kept **where the temperature stays constant.**
37. The chemist smiled **when the crystals formed.**
38. I remember the day **when the planetarium opened.**
39. The composer **who wrote the opera** was in the audience.
40. The composer sat down **after the opera ended.**
41. The garden **where Mendel grew his peas** is a landmark.
42. The botanist planted ferns **where the soil stays damp.**

Writing Application

Write five sentences about a day in a library, a museum, or a laboratory. Use adverb clauses that show time, cause, condition, concession, and comparison. Underline each clause and punctuate it correctly.

4.28 Noun Clauses

A noun clause is a whole subordinate clause that works as a single noun. It can fill any slot a noun can fill in a sentence, and learning those slots helps you read and write complex ideas.

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The Rules

1 **A noun clause is a subordinate clause that is used as a noun. It may be a subject, a direct object, an indirect object, a predicate nominative, an object of a preposition, or an appositive.**

- **What the poem means** depends on the reader. (subject)
- The chemist knew **that the reaction would release heat.** (direct object)
- The question is **whether light is a wave or a particle.** (predicate nominative)

2 **A noun clause usually begins with one of these words: how, that, what, whatever, when, where, whether, if, which, whichever, who, whom, whoever, whomever, whose, or why.**

- Historians still debate **how the pyramids were built.**
- The librarian asked **which book the professor had requested.**
- Nobody could explain **why the pendulum slowed.**

NOTE Test: replace the clause with it, something, or the answer. If the sentence still works, the clause is a noun clause.

3 **A noun clause used as a subject names what the sentence is about. It takes a singular verb.**

- **What the narrator hides** is the heart of the story.
- **That the Earth is round** was known to the ancient Greeks.
- **Whoever painted this fresco** understood perspective.

4 **A noun clause used as a direct object receives the action of the verb. It answers What? after the verb.**

- The geologist explained **why the volcano erupted.**
- We admired **what the sculptor had done with a single block of marble.**
- The curator wondered **whether the vase was authentic.**

5 **A noun clause used as an indirect object tells to whom or for whom the action is done. It comes before a direct object.**

- The committee gave **whoever submitted the best design** the commission.
- The museum offers **whoever arrives early** a free guide.

NOTE Indirect objects are rare as clauses. A clause after to or for is an object of a preposition instead.

6 **A noun clause used as a predicate nominative follows a linking verb and renames the subject.**

- The trouble is **that the data are incomplete.**
- My question is **how the architect solved the problem of the dome.**
- This is **what the museum needs.**

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7 **A noun clause used as the object of a preposition follows a preposition such as about, for, in, to, or with.**

- The students argued about **which proof was shorter.**
- The prize will go to **whoever submits the best design.**
- The biologist was curious about **how the cells divide.**

8 **A noun clause used as an appositive renames a noun that comes before it, often an abstract noun such as belief, fact, idea, theory, or hope.**

- The theory **that the continents once formed a single landmass** gained support.
- Her conclusion, **that the sample was contaminated,** surprised the laboratory.
- Some ancient philosophers held the belief **that numbers explain the universe.**

NOTE An appositive clause renames a noun, so that has no job inside it (it only introduces the clause). In The theory that Wegener proposed gained support, that is the object of proposed, so that clause is an adjective clause, not an appositive.

9 **The word that begins a noun clause may have a job in the clause (subject, object, and so on), and its case depends on that job, not on the job of the whole clause. Use whoever for a subject within the clause and whomever for an object within the clause.**

- Give the telescope to **whoever needs it.** (whoever is the subject of needs; the whole clause is the object of to)
- The teacher will praise **whomever the class nominates.** (whomever is the object of nominates)

10 **The word that is often left out when it introduces a noun clause that is a direct object. The clause is still there.**

- The botanist knew **the orchid was rare.** (that is understood)
- I believe **the proof is correct.** (that is understood)

FUNCTION	EXAMPLE	QUESTION TO ASK
Subject	**What the narrator hides** is the heart of the story.	Who or what is the verb about?
Direct object	She explained **how a lens bends light.**	Verb + what?
Indirect object	The committee gave **whoever submitted the best design** the commission.	To or for whom?
Predicate nominative	The trouble is **that the data are incomplete.**	Does it follow a linking verb and rename the subject?
Object of a preposition	He argued about **which proof was shorter.**	Does a preposition come right before it?
Appositive	The belief **that numbers explain the universe** persisted.	Does it rename the noun before it?

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Practice

EXERCISE A Finding Noun Clauses

Write the noun clause in each sentence.

1. Historians still debate how the pyramids were built.
2. What the poem means depends on the reader.
3. The chemist knew that the reaction would release heat.
4. The committee will award the scholarship to whoever writes the best essay.
5. The question is whether light is a wave or a particle.
6. The belief that numbers explain the universe influenced later philosophers.
7. Nobody could explain why the pendulum slowed.
8. We asked the librarian which book the professor had requested.
9. Whoever discovers a new element earns a place in the history of chemistry.
10. The curator told us that the portrait had been restored once.
11. She listened carefully to what the conductor said.
12. The mystery of where the manuscript was hidden remained unsolved for a century.
13. Give whoever is leading the seminar your notes.
14. The teacher showed the class how a lens bends light.

EXERCISE B How Is the Noun Clause Used?

The noun clause in each sentence is in bold. Label its use: subj. (subject), d.o. (direct object), i.o. (indirect object), p.n. (predicate nominative), o.p. (object of a preposition), or app. (appositive).

15. **What the narrator hides** is the heart of the story.
16. The geologist explained **why the volcano erupted.**
17. The trouble is **that the data are incomplete.**
18. The students argued about **which proof was shorter.**
19. The theory **that the continents once formed a single landmass** gained support.
20. The prize will go to **whoever submits the best design.**
21. **That the Earth is round** was known to the ancient Greeks.
22. The committee gave **whoever submitted the best design** the commission.
23. My question is **how the architect solved the problem of the dome.**
24. We admired **what the sculptor had done with a single block of marble.**
25. The biologist was curious about **how the cells divide.**
26. Her conclusion, **that the sample was contaminated,** surprised the laboratory.
27. **Whoever painted this fresco** understood perspective.
28. The museum offers **whoever arrives early** a free guide.
29. The curator wondered **whether the vase was authentic.**
30. This is **what the museum needs.**

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EXERCISE C Choosing the Correct Word

Choose the correct word from the parentheses to begin each noun clause.

31. The committee will honor (whoever, whomever) writes the finest essay.
32. Give the telescope to (whoever, whomever) needs it.
33. The teacher will praise (whoever, whomever) the class nominates.
34. I do not know (who, whom) the museum hired as curator.
35. The question is (who, whom) will lead the expedition.
36. The professor asked (who, whom) the students had interviewed.
37. Please tell me (what, that) the equation means.
38. The astronomer said (what, that) the comet would return in 2061.
39. (Whoever, Whomever) solves the riddle first will win.
40. The novelist thanked (whoever, whomever) had read the draft.
41. The scholar quoted (whoever, whomever) she found in the archive.
42. (What, That) the Earth is billions of years old is well established.

Writing Application

Write four sentences about a book, an experiment, or a work of art. Use a noun clause as a subject in the first, a direct object in the second, a predicate nominative in the third, and the object of a preposition in the fourth. Underline each noun clause.

4.29 Kinds of Sentences: Declarative and Imperative

Every sentence has a purpose. A declarative sentence tells something and an imperative sentence directs someone to act. Knowing the difference helps you punctuate correctly and write with the right tone.

The Rules

1. **A declarative sentence makes a statement and usually ends with a period. It is the most common kind of sentence.**
   - **The Louvre houses the Mona Lisa.**
   - **Chlorophyll gives leaves their green color.**
   - **Mary Shelley wrote Frankenstein when she was still a young woman.**

   NOTE A statement of opinion is still declarative: Jazz is the most inventive music of the twentieth century.

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2 **An imperative sentence gives a command or makes a request. Its subject is you, which is understood and usually not written. The verb comes first or nearly first.**

- **Read** the preface before you begin the novel. ((You) read)
- **Label** each axis of the graph. ((You) label)
- **Listen** to the second movement again. ((You) listen)

NOTE An imperative can be a single word: Listen. Think. The understood subject is still you.

3 **Adding please or the name of the person spoken to does not change an imperative sentence. The name is a noun of direct address, not the subject; the subject is still the understood you.**

- **Please hand** me the microscope slide.
- **Maria, hold** the lens steady.
- **Dr. Okafor, check** the temperature of the solution.

4 **A negative command is also imperative. It usually begins with do not, don't, or never, and the subject is still the understood you.**

- **Do not touch** the glass of the display case.
- **Never add** water to concentrated acid.
- **Don't forget** the footnotes at the end of the essay.

5 **An imperative sentence usually ends with a period. If the command is urgent or forceful, it may end with an exclamation point.**

- **Copy** the formula exactly as it appears on the board.
- **Stand** back from the flame!

NOTE The kind of sentence depends on its purpose, not on its end mark. Stand back from the flame! is still a command, so it is imperative.

6 **Declarative and imperative sentences can be short or long, and either kind can contain subordinate clauses. In an imperative sentence, the understood you is the subject of the main clause only; a subordinate clause keeps its own stated subject.**

- Before you leave the laboratory, **wash** your hands.
- The students **returned** to the library **after the lecture ended.**

NOTE In the first example, you before leave is the stated subject of the subordinate clause. The main clause, wash your hands, has the understood subject you.

KIND	PURPOSE	END MARK	SUBJECT
Declarative	Makes a statement	Period	Stated in the sentence
Imperative	Gives a command or makes a request	Period (or exclamation point if forceful)	You, understood

Quick test for an imperative

Try adding the word you at the front. If it makes sense as the person being told to act (**You read the preface.**), the original sentence is an imperative. If the sentence already has its own subject, it is probably declarative.

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Practice

EXERCISE A Declarative or Imperative?

Label each sentence dec. for declarative or imp. for imperative.

1. The Odyssey describes the long journey home of Odysseus.
2. Read the second stanza aloud.
3. Iron rusts when it is exposed to moist air.
4. Please return the borrowed manuscript to the archive.
5. Bach wrote the Brandenburg Concertos for a nobleman.
6. Measure the angle with a protractor.
7. The Renaissance began in Italy.
8. Never add water to concentrated acid.
9. Herman Melville wrote Moby-Dick in the nineteenth century.
10. Compare the two translations of the poem.
11. A prime number has exactly two positive factors.
12. Elena, hold the lens steady.
13. Plato's Republic discusses justice.
14. Study the shading in this charcoal sketch.
15. Before you leave the library, return your books.
16. The students returned the books before the library closed.
17. Listen to the oboe in the second movement.
18. Marie Curie discovered two elements, polonium and radium.
19. Trace the outline of the triangle first.
20. Michelangelo painted the ceiling of the Sistine Chapel.
21. Remember that the exam covers the French Revolution.
22. The old telescope still works.
23. Do not open the specimen jar.
24. After the experiment ended, the team cleaned the laboratory.

EXERCISE B Turning Statements into Commands

Rewrite each sentence as a direct command. Drop the words that tell who must act, so that the subject you is understood.

25. You should proofread your essay twice.
26. You must label each axis of the graph.
27. You will memorize the opening lines of the sonnet.
28. You ought to read the preface first.
29. Students must not touch the paintings.
30. You need to boil the solution slowly.

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31. You should listen closely to the cello solo.
32. You must not shake the fragile vial.
33. You are to copy the equation exactly.
34. You should summarize the chapter in one paragraph.

EXERCISE C Finding the Subject

Write the subject of each sentence. If the subject is not stated, write you (understood).

35. Sketch the skull from the side.
36. The curator unlocked the gallery.
37. Please sign the guest book.
38. Kepler described the orbits of the planets.
39. Dr. Chen, adjust the microscope.
40. Never mix these two chemicals.
41. Several poets read their work at the festival.
42. Look at the brushwork in the sky.
43. Do not rush through the proof.
44. The class studied the Treaty of Versailles.

Writing Application

Write four sentences about preparing for a science experiment or a museum visit. Write two declarative sentences and two imperative sentences, and label each one.

4.30 Kinds of Sentences: Interrogative and Exclamatory

An interrogative sentence asks a question and an exclamatory sentence shows strong or sudden feeling. Choosing the right end mark tells the reader which kind of sentence you have written.

The Rules

1. **An interrogative sentence asks a question and ends with a question mark.**
   - **Did Darwin sail on the Beagle?**
   - **Is a square also a rectangle?**
   - **Which painter created The Starry Night?**

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2 **Many questions begin with an interrogative word (who, whom, whose, what, which, when, where, why, or how). Others begin with a verb, usually a helping verb, placed before the subject.**

- **Why** does ice float on water?
- **Has** the poet finished the final canto?
- **Will** the orchestra perform Mozart tonight?

NOTE When who or what is the subject, the word order does not change: Who painted this portrait?

3 **A sentence that reports a question is not itself a question. A declarative sentence that contains an indirect question ends with a period, not a question mark.**

- The professor asked **who had translated the passage.**
- I wonder **whether the glacier is still advancing.**
- **Who** translated the passage? (a direct question, so it takes a question mark)

4 **An exclamatory sentence shows strong or sudden feeling, such as surprise, awe, or delight, and ends with an exclamation point. It is a statement spoken with emotion.**

- **What a dazzling aurora that was!**
- **How vast the night sky looks from the desert!**
- **The proof is finished at last!**

NOTE Exclamatory sentences often begin with what or how, but they do not have to.

5 **A command that ends with an exclamation point is still imperative, and a question asked with strong feeling is still interrogative. Decide the kind of sentence by its purpose: to ask, to tell, to command, or to exclaim.**

- **Watch out for the falling rocks!** (imperative)
- **Can you believe the sculpture survived the fire?** (interrogative)
- **How brilliant that argument is!** (exclamatory)

NOTE Use exclamation points sparingly. If every sentence shouts, none of them stands out.

KIND	PURPOSE	END MARK	EXAMPLE
Declarative	Makes a statement	Period	The museum opens at nine.
Imperative	Gives a command or request	Period or exclamation point	Bring your sketchbook.
Interrogative	Asks a question	Question mark	Does the museum open at nine?
Exclamatory	Shows strong or sudden feeling	Exclamation point	What a spectacular museum this is!

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Practice

EXERCISE A Question Mark or Exclamation Point?

Each sentence below is missing its end mark. Write a question mark if the sentence is interrogative or an exclamation point if it is exclamatory.

1. Who painted The Starry Night
2. What a magnificent view the telescope gives
3. Did Darwin sail on the Beagle
4. How brilliant that proof is
5. Where is the manuscript of the poem kept
6. What a haunting melody the oboe plays
7. Is the Pythagorean theorem true for every right triangle
8. How beautifully the soprano sings
9. Which element has the symbol Fe
10. What a tremendous discovery this fossil is
11. Have you finished the chapter on the Industrial Revolution
12. How quickly the light fades in the gallery
13. Why does ice float on water
14. How magnificent the cathedral windows are
15. Will the experiment need a second trial
16. What a clever solution the student found
17. Do you know who wrote the Aeneid
18. How eerie the ending of that story is
19. Are electrons smaller than atoms
20. What a loud crash the cymbals make
21. When did the Berlin Wall fall
22. How graceful the dancers in the ballet are
23. Can anyone explain how a lever works
24. How vast the night sky looks from the desert

EXERCISE B Four Kinds of Sentences

Label each sentence dec. (declarative), imp. (imperative), int. (interrogative), or exc. (exclamatory).

25. Open the box carefully.
26. Which philosopher wrote the Critique of Pure Reason?
27. The Louvre holds thousands of paintings.
28. What a dazzling aurora that was!
29. Please turn to page ninety.
30. Is a square also a rectangle?

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31. Beethoven continued to compose after he lost his hearing.
32. How delicate the butterfly's wings are!
33. Why did the Roman Empire divide into eastern and western halves?
34. Do not lean on the glass display case.

EXERCISE C Statements into Questions

Rewrite each declarative sentence as an interrogative sentence. Keep the same words as far as possible and add the correct end mark.

35. The experiment succeeded.
36. Galileo observed the moons of Jupiter.
37. The museum opens at nine.
38. These sonnets were written by Shakespeare.
39. The poet has finished the final canto.
40. The orchestra will perform Mozart tonight.

EXERCISE D Direct and Indirect Questions

Choose the correct end mark for each sentence: a period or a question mark.

41. The professor asked who had translated the passage (period, question mark)
42. Who translated this passage (period, question mark)
43. I wonder whether the glacier is still advancing (period, question mark)
44. Has the glacier stopped advancing (period, question mark)
45. She asked how the telescope focuses light (period, question mark)
46. How does the telescope focus light (period, question mark)

Writing Application

Imagine you are visiting an observatory or an art museum. Write four sentences: one declarative, one imperative, one interrogative, and one exclamatory. Label each one.

4.31 Sentence Fragments

A sentence fragment is a piece of a sentence punctuated as if it were whole. This lesson shows the kinds of fragments and how to repair each one, so that every sentence you write is complete.

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The Rules

1 **A complete sentence has a subject, a verb, and a complete thought. A sentence fragment is an incomplete sentence: it may lack a subject, lack a verb, lack both, or be a subordinate clause standing alone.**

- Fragment: **Studied the stars all night.** (no subject)
- Fragment: **The students conducting the experiment.** (no verb)
- Fragment: **In the library after midnight.** (no subject and no verb)
- Fragment: **Because the ink had faded.** (subordinate clause)

2 **Fragment with no subject: the words tell what someone did, but not who did it. Repair it by adding a subject.**

- Fragment: Painted the ceiling in four years.
- Complete: **Michelangelo painted** the ceiling in four years.
- Complete: **The astronomer studied** the stars all night. (a subject added to Studied the stars all night)

3 **Fragment with no verb: the words name someone or something, but say nothing about it. An -ing word alone is not a verb. Repair it by adding a verb or a helping verb.**

- Fragment: The students conducting the experiment.
- Complete: The students **were conducting** the experiment.
- Complete: The students **conducted** the experiment.

NOTE Words such as conducting and discovered can act as modifiers. They work as verbs only with a helping verb (were conducting) or as the main verb of the sentence (conducted).

4 **Fragment with neither subject nor verb: a phrase has been punctuated as a sentence. Repair it by adding a subject and a verb, or by attaching the phrase to a nearby sentence.**

- Fragment: In the reading room of the old library.
- Complete: **The scholars worked** in the reading room of the old library.
- Complete: The manuscript was kept **in the reading room of the old library.**

5 **Subordinate clause fragment: a clause that begins with a subordinating conjunction or relative pronoun has a subject and a verb but does not express a complete thought. Repair it by joining it to a main clause or by removing the opening word.**

- Fragment: Although he bought the book for his brother.
- Complete: **Although he bought the book for his brother,** he kept it for himself.
- Complete: He bought the book for his brother. (the word Although removed)

NOTE When the subordinate clause comes first, put a comma after it. When it comes second, you usually need no comma.

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6 **Appositive and participial phrase fragments: a phrase that renames a noun, or that begins with an -ing or -ed word, cannot stand alone. Attach it to the sentence it describes, usually with a comma.**

- Fragment: A painter of luminous landscapes.
- Complete: Claude Monet, **a painter of luminous landscapes,** worked in Giverny.
- Complete: The class read the sonnet aloud, **comparing it with the translation.**

7 **A fragment is sometimes used on purpose in fiction, dialogue, or advertising for effect. In formal and academic writing, always use complete sentences.**

- Fragment used on purpose: **A quiet reading room. Dust in the light. Not a sound.**
- Complete: **The reading room was quiet, and dust floated in the light.**

NOTE Before you hand in an essay, read each sentence aloud by itself. A fragment will sound unfinished.

KIND OF FRAGMENT	EXAMPLE	HOW TO REPAIR IT
No subject	Painted the ceiling in four years.	Add a subject: Michelangelo painted the ceiling in four years.
No verb	The students conducting the experiment.	Add a verb: The students were conducting the experiment.
No subject and no verb	In the reading room of the old library.	Add both, or attach the phrase to a sentence.
Subordinate clause	Because the ink had faded.	Join it to a main clause: Because the ink had faded, the letter was unreadable.
Appositive or participial phrase	A painter of luminous landscapes.	Attach it to the sentence it describes.

Three-question check

Ask of every sentence: Who or what is it about (subject)? What does that subject do or what is it (verb)? Does the group of words make sense by itself (complete thought)? If any answer is no, you have a fragment.

Practice

EXERCISE A **Fragment or Sentence?**

Write frag. next to each sentence fragment. Write s next to each complete sentence.

1. Vincent van Gogh painted the night sky in swirling strokes.
2. Because the manuscript was written in Latin.
3. Works with both pencils and ink.
4. The mathematician, hoping that her proof was correct, checked it again.
5. By comparing the two sets of data.
6. Marie Curie won two Nobel Prizes.
7. Which the committee had overlooked for years.
8. Beethoven studied in Vienna and wrote nine symphonies.

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9. Whose novels fascinated readers across Europe.
10. In the reading room of the old library.
11. The Pyramids of Giza stand near Cairo.
12. Appeared in the second edition.
13. The students who finished the lab report early.
14. Although the lecture lasted two hours.
15. A sculptor of delicate marble figures.
16. Pour the solution slowly into the flask.
17. Galileo, who built his own telescope.
18. Reading the final chapter twice before the exam.
19. The orchestra rehearsed until the hall grew dark.
20. Since the experiment failed twice.
21. Euclid organized geometry into proofs.
22. Were studying the fossils in the basement laboratory.
23. Newton formulated the laws of motion.
24. To measure the speed of sound.

EXERCISE B What Is Missing?

Each item is a fragment. Write s if you would add a subject, v if you would add a verb, or m if you would add a main clause to make a complete sentence.

25. As if the sculpture were alive.
26. Each spring the botanists in the greenhouse.
27. Studied the effects of gravity on falling objects.
28. Because the experiment failed.
29. The violinist playing a difficult sonata.
30. Hung the portrait above the fireplace.
31. A rare manuscript discovered in the monastery.
32. Although the sonnet was never published.
33. Describes the structure of the cell membrane.
34. The painters from the northern workshop.
35. Which the historian had read twice.
36. Wrote a symphony in only three weeks.

EXERCISE C Repairing Fragments

Each pair of word groups contains a fragment. Join the fragment to the sentence before it to make one complete sentence.

37. The chemist heated the flask. Until the crystals formed.
38. The class visited the museum. Because the exhibit on Rembrandt was closing.
39. We read the translation aloud. Comparing it with the original.

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40. The pianist practiced the sonata. Every morning before class.
41. Darwin published On the Origin of Species in 1859. A book that changed biology.
42. The students waited outside the laboratory. Until the professor arrived.
43. Pythagoras is credited with a famous theorem. About the sides of right triangles.
44. The curator showed us a rare map. That had been hidden in the archive for decades.

Writing Application

Write a short paragraph of four sentences about a book, painting, or piece of music you have studied. Then read each sentence by itself and check that none is a fragment.

4.32 Run-on Sentences

A run-on sentence jams two or more complete sentences together without correct punctuation. Learn to spot the two kinds of run-ons and the four standard ways to repair them.

The Rules

1 **A run-on sentence contains two or more main clauses written as one sentence without the correct punctuation or joining word between them. A run-on is a problem of punctuation, not of length: a long sentence can be perfectly correct.**

- Run-on: **The experiment failed, the team tried again.**
- Correct: **The experiment failed, so the team tried again.**

2 **A fused sentence is a run-on with no punctuation at all between the main clauses.**

- Fused: The sonnet has fourteen lines **it** follows a strict pattern.
- Fused: Pour the acid slowly **stir** the mixture constantly.
- Fused: The ink faded **the** letters were hard to read.

3 **A comma splice is a run-on in which two main clauses are separated only by a comma. A comma alone is not strong enough to join main clauses.**

- Comma splice: Kepler studied the orbit of Mars**,** he found that it was an ellipse.
- Comma splice: The museum closes at five**,** the library stays open later.
- Comma splice: The painter mixed her colors**,** then she began the portrait.

NOTE Words such as however, therefore, then, and also are not conjunctions. A comma before them does not fix a run-on.

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4 **Repair 1: Divide the run-on into two sentences with a period (or a question mark or exclamation point) and a capital letter.**

- The glacier retreated**.** The valley was exposed.
- Sound needs a medium**.** It cannot travel through a vacuum.

5 **Repair 2: Join the main clauses with a semicolon. When a conjunctive adverb such as however, therefore, or moreover follows the semicolon, put a comma after it.**

- Sculptors work in marble**;** painters work with pigment.
- The first experiment failed**; however,** the second one succeeded.

6 **Repair 3: Join the main clauses with a comma followed by a coordinating conjunction (for, and, nor, but, or, yet, so).**

- The proof looks simple**, but** it requires careful reasoning.
- You can cite the original text**, or** you can cite a translation.

NOTE Use the comma before the conjunction only when the conjunction joins two complete clauses.

7 **Repair 4: Make one of the main clauses subordinate by adding a subordinating conjunction such as because, although, when, or since.**

- **Because** the ink faded, the letters were hard to read.
- **Although** the mathematician was exhausted, she finished the proof.
- The valley was exposed **after** the glacier retreated. (the idea of time is now shown by the conjunction)

NOTE Choose the repair that best fits the relationship between the ideas. Two equal ideas suit a semicolon or a conjunction; an idea that explains or limits another suits a subordinate clause.

REPAIR	EXAMPLE	BEST USED WHEN
Period and capital letter	Sound needs a medium. It cannot travel through a vacuum.	The ideas are separate, or the clauses are long.
Semicolon	Sculptors work in marble; painters work with pigment.	The clauses are closely related and parallel.
Semicolon, conjunctive adverb, comma	The first test failed; however, the second succeeded.	You want to show a clear link such as contrast or result.
Comma and coordinating conjunction	The proof looks simple, but it requires careful reasoning.	The clauses are equal in importance.
Subordinating conjunction	Because the ink faded, the letters were hard to read.	One idea depends on or explains the other.

Count the main clauses

Find each subject and verb pair. If a sentence has two main clauses, something must join them: a period, a semicolon, or a comma with a coordinating conjunction. A comma alone, or nothing at all, makes a run-on.

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Practice

EXERCISE A Run-on or Correct?

Write run-on next to each run-on sentence. Write correct next to each sentence that is punctuated correctly.

1. The Renaissance began in Florence it spread across Europe.
2. The Renaissance began in Florence, and it spread across Europe.
3. Mozart began composing in childhood, his early pieces already showed great skill.
4. Chemists measure mass with a balance.
5. The telescope was invented in the early 1600s; Galileo improved it soon afterward.
6. The poem has fourteen lines it is a sonnet.
7. Rembrandt painted many self-portraits, they show him at every age of his life.
8. When the experiment ended, the team recorded the results.
9. Euclid wrote the Elements it organized geometry into theorems and proofs.
10. The novel is long, but the pace never slows.
11. The cell divides, each daughter cell receives a copy of the DNA.
12. Light travels faster than sound; therefore, lightning is seen before thunder is heard.
13. Dickens published novels in installments readers waited eagerly for each new chapter.
14. The museum closes at five, however, the library stays open later.
15. Hydrogen is the lightest element, helium is the next lightest.
16. The conductor raised her baton, and the orchestra began.
17. Pour the acid slowly stir the mixture constantly.
18. Although the proof was long, it was elegant.
19. Galileo observed the moons of Jupiter, he recorded their positions each night.
20. The archaeologists dug carefully, the fragile pottery could easily break.
21. Aristotle taught Alexander the Great, who later conquered Persia.
22. The painter mixed her colors, then she began the portrait.
23. Bach wrote for the organ, and he also wrote for the harpsichord.
24. Volcanoes erupt when pressure builds beneath the crust.

EXERCISE B Fused or Comma Splice?

Each sentence is a run-on. Write fused if there is no punctuation between the main clauses, or comma splice if only a comma separates them.

25. Newton studied optics, he used a prism to split light.
26. The chorus entered the singers took their places.
27. The telescope is old it still works well.
28. Photosynthesis uses sunlight, it produces sugar and oxygen.
29. The epic was recited aloud audiences memorized long passages.
30. The sculpture is fragile, visitors may not touch it.

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31. The Baroque period ended, the Classical style followed.
32. Mendeleev arranged the elements in a table he left gaps for undiscovered ones.

EXERCISE C Repairing Run-ons

Rewrite each run-on sentence using the repair named in parentheses.

33. Sound needs a medium it cannot travel through a vacuum. (period)
34. The orchestra tuned its instruments, the conductor entered the stage. (semicolon)
35. The proof looks simple it requires careful reasoning. (comma and but)
36. The first experiment failed the second one succeeded. (semicolon and however)
37. The ink faded the letters were hard to read. (begin with because)
38. Monet painted water lilies he returned to the subject for years. (comma and and)
39. The library opened at eight the students lined up at the door. (period)
40. The mathematician was exhausted, she finished the proof. (begin with although)
41. The reaction produced heat, the flask became warm to the touch. (comma and so)
42. Sculptors work in marble, painters work with pigment. (semicolon)
43. The curtain rose the audience fell silent. (begin with when)
44. You can cite the original text you can cite a translation. (comma and or)

Writing Application

Write two comma splices or fused sentences about a famous scientist, composer, or author. Then repair each one in a different way, and name the repair you used.

Unit 4 Review Clauses and Sentence Structure

Mixed practice covering lessons 4.23 to 4.32: clauses, sentence structure, the four kinds of sentences, fragments, and run-ons.

Practice

EXERCISE A Kinds of Sentences

Label each sentence imp. for imperative, int. for interrogative, d. for declarative, or e. for exclamatory.

1. Before the concert began, the cellist tuned her instrument.
2. Be careful with the glass slides.
3. Which composer wrote the Moonlight Sonata?
4. What a brilliant argument the philosopher made!
5. The glacier carved this valley.

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6. Does light behave as both a wave and a particle?
7. Please close the door of the archive.
8. How dark the cave looks without a lantern!
9. Rembrandt used light to create drama in his portraits.
10. Seeing the comet for the first time was unforgettable.
11. Where is the Rosetta Stone displayed?
12. Memorize this list of formulas before Friday.

EXERCISE B Subordinate Clauses

Write the subordinate clause in each sentence. Then write adj. (adjective), adv. (adverb), or n. (noun) to tell what kind of clause it is.

13. The mural that covers the lobby wall depicts the history of science.
14. The orchestra will rehearse after the doors close.
15. The archivist explained how the letters had been preserved.
16. Poets who write sonnets must respect the form.
17. Because the lens was cracked, the telescope was useless.
18. Whoever solves the puzzle first will receive a prize.
19. The laboratory where Pasteur worked is now a museum.
20. The conductor spoke as though every note mattered.
21. The student wondered what the author meant.
22. The painting, which hangs in the east gallery, shows a harbor at dawn.

EXERCISE C Sentence Structure

Label each sentence simple, compound, complex, or compound-complex.

23. The astronomer studied the comet through a powerful telescope.
24. The astronomer studied the comet, and her assistant recorded its path.
25. When the comet appeared, the astronomer began her observations.
26. The poet read her work, and the audience applauded because the imagery was vivid.
27. Marie Curie and her husband studied radioactivity.
28. Bach composed fugues, and Handel composed operas.
29. Because the river flooded each spring, the village built a stone wall.
30. The museum opened a new wing, and visitors who love sculpture came in large numbers.
31. Read the poem twice, and then write your response.
32. Mathematicians prove theorems that others later apply.

EXERCISE D Fragments and Run-ons

Write frag. for a sentence fragment, run-on for a run-on sentence, or s for a correct, complete sentence.

33. While the choir rehearsed the final hymn.
34. The sculptor chiseled the marble, the figure slowly appeared.
35. Kepler described planetary motion.

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36. Writing letters to scholars across Europe.
37. The ink was still wet the pages stuck together.
38. Because the telescope was new, it gave sharp images.
39. A philosopher of ancient Athens.
40. The geologist measured the rock layers; each layer told a different story.
41. Which the librarian placed on the highest shelf.
42. Darwin kept careful notes, he later used them in his books.
43. The cellist practiced for hours, and her tone improved.
44. Without a single mistake.

EXERCISE E Main Clauses and Subordinate Clauses

Write the main clause of each sentence.

45. When the bell rang, the librarian locked the reading room.
46. The painter who restored the fresco worked for three years.
47. Because the evidence was incomplete, the historian withheld her conclusion.
48. The chemist recorded the temperature, and her partner stirred the solution.
49. We saw the manuscript that the monks had copied.
50. Although the equation looks difficult, it has a simple solution.

Answer Key Clauses and Sentence Structure

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

4.23 Main and Subordinate Clauses

EXERCISE A

1. After the lecture ended
2. if you follow each step carefully
3. who specializes in Dutch painting
4. Although geometry is her favorite subject
5. unless the hall is free
6. where few women had worked before
7. who had studied the letters for years
8. When we reached the archive; that the manuscript had been moved
9. Though many students applied
10. whose telescope changed astronomy
11. where the poet once worked
12. while her assistant recorded the data
13. Because the equation was difficult
14. Whenever the quartet performs Haydn
15. that hangs in the east gallery
16. Until Newton published his laws

EXERCISE B

17. Main: The telescope was covered; subordinate: before the rain began
18. Main: the crystals will form evenly; subordinate: If the sample is pure
19. Main: Students may audition on Friday; subordinate: who wish to join the choir
20. Main: The geologist returned to the canyon; subordinate: where she had found the fossils
21. Main: Do you remember the year; subordinate: when Darwin published his book on evolution
22. Main: she mailed it to the publisher; subordinate: After the composer finished the score
23. Main: The philosopher spoke; subordinate: as if every listener were a skeptic
24. Main: the mathematician checked every line; subordinate: Although the proof was long
25. Main: the laboratory erupted in applause; subordinate: When the results were announced
26. Main: We listened; subordinate: as the pianist played the final movement

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27. Main: the researchers arrived early; subordinate: Because the archive closes at five
28. Main: The sculptor lived in Florence; subordinate: who carved this marble
29. Main: attendance has doubled; subordinate: Since the museum reopened
30. Main: The lecturer paused; subordinate: whenever a student raised a hand

EXERCISE C

31. S
32. M
33. S
34. M
35. S
36. M
37. S
38. S
39. M
40. S
41. M
42. S

4.24 Simple and Compound Sentences

EXERCISE A

1. S
2. C
3. S
4. C
5. S
6. C
7. S
8. C
9. S
10. C
11. S
12. S
13. C
14. S
15. C
16. C
17. S
18. S
19. C
20. S

EXERCISE B

21. The choir rehearsed the motet, and the organist tuned the pipes.
22. Darwin sailed on the Beagle, and his notes filled many volumes.
23. The essay was brief, but it was brilliant.
24. We can study the poem line by line, or we can read it aloud.
25. Rembrandt painted self-portraits throughout his life, and each one shows him at a different age.
26. The equation looked simple, yet it took three pages to solve.
27. The students did not finish the experiment, for the bell had rung.
28. The librarian did not find the manuscript, nor did she find the letters.
29. The sonata begins quietly, but it ends in thunder.
30. The museum was crowded, so we came back on Tuesday.

EXERCISE C

31. The chemist heated the mixture, and the solution turned blue.
32. Correct (compound predicate, no comma).
33. The first violin played a solo, and the cellos answered softly.
34. The sculptor studied anatomy, and she carved with great precision.
35. The painting is small, but it is full of detail.
36. Correct (one subject, so no comma).
37. Galileo observed the moons of Jupiter; he recorded their positions night after night.
38. The hall was silent; the conductor lifted her baton.
39. Correct (one subject with two objects, no comma).
40. We can visit the observatory, or we can tour the herbarium.
41. Monet painted the haystacks in many seasons, and each canvas shows a different light.
42. The scholar read the letter twice, and then she copied it into her notebook.

4.25 Complex and Compound-Complex Sentences

EXERCISE A

1. complex
2. simple
3. compound
4. compound-complex
5. complex
6. compound
7. complex
8. compound
9. complex
10. compound-complex
11. simple
12. complex
13. compound
14. compound-complex
15. complex
16. complex
17. compound-complex
18. complex

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19. simple
20. compound-complex

EXERCISE B

21. that lay in the trench; complex
22. When the equation balanced; compound-complex
23. which describes the Napoleonic era; complex
24. as soon as the projector is ready; complex
25. until the premiere arrived; compound-complex
26. that the orchid was rare; complex
27. Because the lens was cracked; compound-complex
28. Whoever solves the puzzle first; complex
29. where the tapestries are stored; complex
30. what he observed; compound-complex
31. If the hypothesis is correct; if it is false; compound-complex
32. while the rain fell; complex
33. Though the novel is long; complex
34. that the teacher proved on Monday; complex

EXERCISE C

35. The astronomers opened the dome after the rain stopped.
36. The pianist practiced the sonata because she wanted to master it.
37. The class read the sonnet aloud before the teacher explained its meter.
38. The lamp flickered whenever the generator surged.
39. The museum is closed while the roof is being repaired.
40. We will not understand the proof unless we review the lemma.
41. I admire the poet who wrote these verses.
42. The scientist presented her results, which had surprised everyone.

4.26 Adjective Clauses

EXERCISE A

1. whom the critics praised; poet
2. which involved thousands of pea plants; experiments
3. where the Rosetta Stone is displayed; museum
4. whose equation predicted the new particle; physicist
5. that the class studied on Monday; proof
6. who enjoys mysteries; Anyone
7. when Gutenberg printed his Bible; year
8. which studies matter and its changes; Chemistry
9. whom the audience applauded; cellist
10. who study the stars carefully; Those
11. where the biologists collect samples; reef
12. she memorized (that is understood); sonnet
13. which was written on vellum; manuscript
14. who published the Principia in 1687; Newton
15. in which the vaccine was tested; laboratory
16. who works on prime numbers; mathematician

EXERCISE B

17. E
18. N
19. E
20. N
21. E
22. N
23. E
24. N
25. E
26. N
27. E
28. N
29. E
30. N

EXERCISE C

31. whom
32. who
33. which
34. whose
35. that
36. whom
37. where
38. when
39. that
40. whose
41. whom
42. when

EXERCISE D

43. Sample: The telescope that the club bought needs a new mount. (any clause with its own subject and verb that modifies telescope)
44. Sample: The museum where the mummy is displayed draws large crowds. (clause modifies museum)
45. Sample: The mathematician who solved the problem gave the lecture. (clause modifies mathematician)
46. Sample: The composer whose opera we studied won the prize. (clause modifies composer)
47. Sample: The Nile, which flows north to the Mediterranean, supported ancient farming. (nonessential, set off by commas)
48. Sample: I remember the day when the planetarium opened. (clause modifies day)

4.27 Adverb Clauses

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EXERCISE A

1. When the curtain fell; rose
2. because the compound was unstable; worked
3. than the town hall is; taller
4. Wherever Darwin traveled; collected
5. that mathematicians still admire it; elegant
6. until her voice felt warm; practiced
7. If you heat ice; melts
8. as if he were the hero himself; sang
9. Though the experiment took months; were
10. so that they could find seats near the stage; arrived
11. Since the library opened; have visited
12. than she had felt in years; happier
13. than the guide did; quietly
14. unless the label says otherwise; Keep

EXERCISE B

15. concession
16. time
17. condition
18. place
19. purpose
20. cause
21. manner
22. result
23. comparison
24. condition
25. time
26. place

EXERCISE C

27. than Earth is
28. than the violist plays (or: than the violist does)
29. as his colleagues were
30. While she was waiting for the results (or: While she waited for the results)
31. when it is lit from the side (or: when it is lit)
32. Although they were exhausted
33. than the Danube is
34. if it is necessary

EXERCISE D

35. adj.
36. adv.
37. adv.
38. adj.
39. adj.
40. adv.
41. adj.
42. adv.

4.28 Noun Clauses

EXERCISE A

1. how the pyramids were built
2. What the poem means
3. that the reaction would release heat
4. whoever writes the best essay
5. whether light is a wave or a particle
6. that numbers explain the universe
7. why the pendulum slowed
8. which book the professor had requested
9. Whoever discovers a new element
10. that the portrait had been restored once
11. what the conductor said
12. where the manuscript was hidden
13. whoever is leading the seminar
14. how a lens bends light

EXERCISE B

15. subj.
16. d.o.
17. p.n.
18. o.p.
19. app.
20. o.p.
21. subj.
22. i.o.
23. p.n.
24. d.o.
25. o.p.
26. app.
27. subj.
28. i.o.
29. d.o.
30. p.n.

EXERCISE C

31. whoever
32. whoever
33. whomever
34. whom
35. who
36. whom
37. what
38. that
39. Whoever
40. whoever
41. whomever
42. That

4.29 Kinds of Sentences: Declarative and Imperative

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EXERCISE A

1. dec.
2. imp.
3. dec.
4. imp.
5. dec.
6. imp.
7. dec.
8. imp.
9. dec.
10. imp.
11. dec.
12. imp.
13. dec.
14. imp.
15. imp.
16. dec.
17. imp.
18. dec.
19. imp.
20. dec.
21. imp.
22. dec.
23. imp.
24. dec.

EXERCISE B

25. Proofread your essay twice.
26. Label each axis of the graph.
27. Memorize the opening lines of the sonnet.
28. Read the preface first.
29. Do not touch the paintings.
30. Boil the solution slowly.
31. Listen closely to the cello solo.
32. Do not shake the fragile vial.
33. Copy the equation exactly.
34. Summarize the chapter in one paragraph.

EXERCISE C

35. you (understood)
36. curator
37. you (understood)
38. Kepler
39. you (understood); Dr. Chen is a noun of direct address
40. you (understood)
41. poets
42. you (understood)
43. you (understood)
44. class

4.30 Kinds of Sentences: Interrogative and Exclamatory

EXERCISE A

1. ?
2. !
3. ?
4. !
5. ?
6. !
7. ?
8. !
9. ?
10. !
11. ?
12. !
13. ?
14. !
15. ?
16. !
17. ?
18. !
19. ?
20. !
21. ?
22. !
23. ?
24. !

EXERCISE B

25. imp.
26. int.
27. dec.
28. exc.
29. imp.
30. int.
31. dec.
32. exc.
33. int.
34. imp.

EXERCISE C

35. Did the experiment succeed?
36. Did Galileo observe the moons of Jupiter?
37. Does the museum open at nine?
38. Were these sonnets written by Shakespeare?
39. Has the poet finished the final canto?
40. Will the orchestra perform Mozart tonight?

EXERCISE D

41. period
42. question mark
43. period
44. question mark
45. period
46. question mark

4.31 Sentence Fragments

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EXERCISE A

1. s
2. frag.
3. frag.
4. s
5. frag.
6. s
7. frag.
8. s
9. frag.
10. frag.
11. s
12. frag.
13. frag.
14. frag.
15. frag.
16. s
17. frag.
18. frag.
19. s
20. frag.
21. s
22. frag.
23. s
24. frag.

EXERCISE B

25. m
26. v
27. s
28. m
29. v
30. s
31. v
32. m
33. s
34. v
35. m
36. s

EXERCISE C

37. The chemist heated the flask until the crystals formed.
38. The class visited the museum because the exhibit on Rembrandt was closing.
39. We read the translation aloud, comparing it with the original.
40. The pianist practiced the sonata every morning before class.
41. Darwin published On the Origin of Species in 1859, a book that changed biology.
42. The students waited outside the laboratory until the professor arrived.
43. Pythagoras is credited with a famous theorem about the sides of right triangles.
44. The curator showed us a rare map that had been hidden in the archive for decades.

4.32 Run-on Sentences

EXERCISE A

1. run-on
2. correct
3. run-on
4. correct
5. correct
6. run-on
7. run-on
8. correct
9. run-on
10. correct
11. run-on
12. correct
13. run-on
14. run-on
15. run-on
16. correct
17. run-on
18. correct
19. run-on
20. run-on
21. correct
22. run-on
23. correct
24. correct

EXERCISE B

25. comma splice
26. fused
27. fused
28. comma splice
29. fused
30. comma splice
31. comma splice
32. fused

EXERCISE C

33. Sound needs a medium. It cannot travel through a vacuum.
34. The orchestra tuned its instruments; the conductor entered the stage.
35. The proof looks simple, but it requires careful reasoning.
36. The first experiment failed; however, the second one succeeded.
37. Because the ink faded, the letters were hard to read.
38. Monet painted water lilies, and he returned to the subject for years.
39. The library opened at eight. The students lined up at the door.
40. Although the mathematician was exhausted, she finished the proof.
41. The reaction produced heat, so the flask became warm to the touch.
42. Sculptors work in marble; painters work with pigment.
43. When the curtain rose, the audience fell silent.
44. You can cite the original text, or you can cite a translation.

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Unit 4 Review Clauses and Sentence Structure

EXERCISE A

1. d.
2. imp.
3. int.
4. e.
5. d.
6. int.
7. imp.
8. e.
9. d.
10. d.
11. int.
12. imp.

EXERCISE B

13. that covers the lobby wall; adj.
14. after the doors close; adv.
15. how the letters had been preserved; n.
16. who write sonnets; adj.
17. Because the lens was cracked; adv.
18. Whoever solves the puzzle first; n.
19. where Pasteur worked; adj.
20. as though every note mattered; adv.
21. what the author meant; n.
22. which hangs in the east gallery; adj.

EXERCISE C

23. simple
24. compound
25. complex
26. compound-complex
27. simple
28. compound
29. complex
30. compound-complex
31. compound
32. complex

EXERCISE D

33. frag.
34. run-on
35. s
36. frag.
37. run-on
38. s
39. frag.
40. s
41. frag.
42. run-on
43. s
44. frag.

EXERCISE E

45. the librarian locked the reading room
46. The painter worked for three years (the clause who restored the fresco interrupts it)
47. the historian withheld her conclusion
48. The chemist recorded the temperature; her partner stirred the solution (two main clauses)
49. We saw the manuscript
50. it has a simple solution

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Unit 5: Diagraming Sentences.

3 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 173 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

5.33 Diagraming Simple Sentences

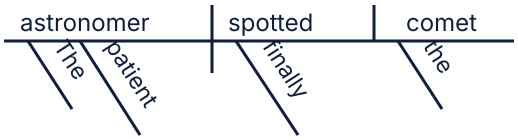
A sentence diagram is a picture of how the words in a sentence work together. This lesson teaches the basic lines for subjects, verbs, objects, complements, modifiers, and compound parts in simple sentences.

The Rules

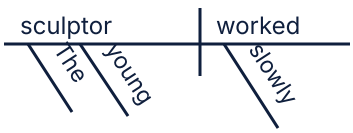
1 **Write the simple subject and the verb on a horizontal line called the baseline. Draw a vertical line that cuts through the baseline between the subject and the verb. Every modifier hangs on a slanted line below the word it modifies.**

- The patient **astronomer** finally **spotted** the comet.
- The young **sculptor worked** slowly.
- **Mozart composed** rapidly.

The patient astronomer finally spotted the comet.



The young sculptor worked slowly.



NOTE Articles (a, an, the), possessive pronouns (my, her, their), adjectives, and adverbs all go on slanted lines. The helping verb stays with the main verb on the baseline: has finished, will read, did invent.

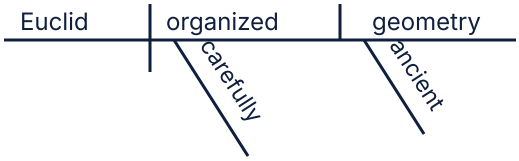
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2 **A direct object goes on the baseline after the verb. Separate the verb from the direct object with a short vertical line that stops at the baseline instead of cutting through it.**

- Euclid **organized** ancient **geometry** carefully.
- The chemist **weighed** the white **powder**.
- Beethoven **wrote** nine **symphonies**.

Euclid organized ancient geometry carefully.



The chemist weighed the white powder.



NOTE Memory aid: the line between subject and verb cuts all the way through because subject and verb are the two halves of the sentence; the line before a direct object only touches the baseline because the object belongs to the verb.

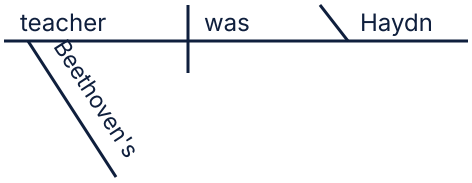
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3 **A predicate nominative or a predicate adjective also follows the verb on the baseline, but the short line before it slants back toward the subject. The slant shows that the complement points back to and describes the subject.**

- Beethoven's **teacher was Haydn**. (predicate nominative)
- The old **proof is elegant**. (predicate adjective)
- The **lecture seemed** surprisingly **short**. (predicate adjective)

Beethoven's teacher was Haydn.



The old proof is elegant.



NOTE Linking verbs such as is, was, become, seem, look, feel, sound, and remain take predicate nominatives and predicate adjectives. Action verbs take direct objects. Decide which kind of verb you have before you draw the short line.

4 **An indirect object sits on a short horizontal line below the verb. Connect that line to the baseline with a slanted line that goes up to the verb. Modifiers of the indirect object hang below it on slanted lines.**

- The librarian **handed** the **student** a rare manuscript.
- The museum **offered visitors** a free lecture.
- The archivist **showed us** the original letter.

NOTE The indirect object answers to whom or for whom after the verb. Test: if you can insert to or for before the word (handed [to] the student), it is an indirect object and belongs under the verb, not on the baseline.

5 **Compound subjects, verbs, objects, and complements each get their own line. Split the baseline into two or more branches, and connect the branches with a dotted vertical line. Write the conjunction (and, or, but) on the dotted line.**

- **Darwin** and **Wallace** proposed natural selection. (compound subject)
- The students **read** and **discussed** the sonnet. (compound verb)
- The chemist measured the **acid** and the **base**. (compound direct object)
- The equation is **simple** and **elegant**. (compound predicate adjective)

NOTE A modifier that belongs to only one part of a compound hangs under that part. A modifier that belongs to the whole compound (for example an adverb that describes both verbs) hangs from the single line before or after the split.

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6 **Diagram a question as if it were a statement: find the subject first and put it before the verb. In a command, the subject is the understood you, written in parentheses on the subject line. A verb phrase (helping verb plus main verb) stays together on the verb line even when a question splits it.**

- **Did** Newton **invent** calculus? (subject: Newton; verb: Did invent)
- **Read** the preface carefully. (subject: (you); verb: Read)
- **Can** you **name** the painter? (subject: you; verb: Can name)

NOTE Words that do not belong on the baseline, such as the adverb not, still hang below the word they go with. Not is an adverb and goes on a slanted line under the verb.

7 **An adverb that modifies an adjective or another adverb goes on a short slanted line attached to the modifier it describes, not to the baseline. The modifier hangs under its word, and the adverb hangs under the modifier.**

- The violinist played **very softly**. (very modifies softly)
- The old manuscript is **extremely fragile**. (extremely modifies fragile)
- The **nearly finished** sculpture stood silently. (nearly modifies finished)

SENTENCE PART	WHERE IT GOES	LINE THAT MARKS IT
Subject	left half of the baseline	vertical line cutting through the baseline after it
Verb (including helping verbs)	right of the subject on the baseline	shares the vertical line with the subject
Direct object	after the verb on the baseline	short vertical line that stops at the baseline
Predicate nominative or predicate adjective	after the linking verb on the baseline	short line slanted back toward the subject
Indirect object	short horizontal line under the verb	slanted line connecting it to the verb
Adjective, article, possessive pronoun	slanted line under the noun or pronoun	slanted line
Adverb	slanted line under the verb, adjective, or adverb it modifies	slanted line (attached to the modifier when it modifies a modifier)
Compound parts	separate branches of the line	dotted vertical line with the conjunction written on it
Understood you (commands)	subject position	(you) in parentheses

Five questions to ask before you draw

1. What is the verb (including any helping verbs)? 2. Who or what does the verb (the subject)? 3. Is the verb an action verb (look for a direct object and maybe an indirect object) or a linking verb (look for a predicate nominative or predicate adjective)? 4. Which words describe which other words? 5. Is anything compound?

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- **Step 1.** Draw the baseline and write the subject and the verb on it, separated by a vertical line that cuts through.
- **Step 2.** If the verb has a direct object, add it after a short vertical line; if the verb is linking, add the complement after a short slanted line.
- **Step 3.** Put any indirect object on a horizontal line below the verb, joined to the verb by a slant.
- **Step 4.** Hang every modifier on a slanted line under the word it describes. Put an adverb that describes a modifier on a line attached to that modifier.
- **Step 5.** For compound parts, split the line into branches and join them with a dotted line labeled with the conjunction.

Practice

EXERCISE A Naming the Parts Before You Draw

For each sentence, name the simple subject, the verb, and any complement. Label the complement DO (direct object), IO (indirect object), PN (predicate nominative), or PA (predicate adjective).

1. The curator labeled the ancient coins.
2. Galileo observed four bright moons.
3. The librarian handed the student a rare manuscript.
4. Mary Shelley wrote Frankenstein.
5. The proof seemed elegant.
6. Plato was a philosopher.
7. The chemist heated the solution slowly.
8. Beethoven composed nine symphonies.
9. The museum offered visitors a free lecture.
10. The theorem is beautiful.
11. Euclid wrote the Elements.
12. The poem sounds melancholy.
13. The archivist showed us the original letter.
14. Marie Curie became a physicist.

EXERCISE B Diagraming Sentences with Objects and Complements

Diagram each sentence on paper. Put every modifier on a slanted line under the word it modifies.

15. The young astronomer charted the comet.
16. Monet painted many gardens.
17. The old manuscript is extremely fragile.
18. Aristotle was a careful observer.
19. The librarian gave me a worn atlas.
20. The chemist carefully weighed the powder.
21. Our lecture ended early.
22. The violinist played very softly.

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23. The ancient historians recorded many legends.
24. That equation looks wrong.
25. Dickens became a famous novelist.
26. The professor sent the editor her essay.
27. The telescope revealed distant galaxies.
28. Several students have finished the proof.
29. The nearly finished sculpture stood silently.
30. The oldest painting is remarkably small.

EXERCISE C Diagraming Compound Parts, Questions, and Commands

Diagram each sentence on paper. Use a dotted line with the conjunction for compound parts, put questions in statement order, and write (you) for the subject of a command.

31. Darwin and Wallace proposed natural selection.
32. The students read and discussed the sonnet.
33. The chemist measured the acid and the base.
34. Did Newton study optics?
35. Read the preface carefully.
36. The composer and the poet collaborated happily.
37. Was Socrates a teacher or a troublemaker?
38. The equation is simple and elegant.
39. Give the archivist the original.
40. The lecturer defined mass and weight clearly.
41. Hypatia taught mathematics and astronomy.
42. Bach composed cantatas, concertos, and fugues.
43. Can you name the painter?
44. The ink and the paper have faded badly.

Writing Application

Write three original simple sentences about a scientist, a painter, or a composer: one with a direct object, one with a predicate adjective, and one with an indirect object. Then diagram all three.

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5.34 Diagraming Simple Sentences with Phrases

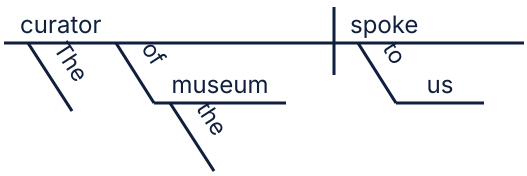
Phrases attach to the basic diagram in predictable ways. This lesson shows where prepositional, participial, gerund, infinitive, and appositive phrases go, so that the diagram reveals exactly which word each phrase belongs to.

The Rules

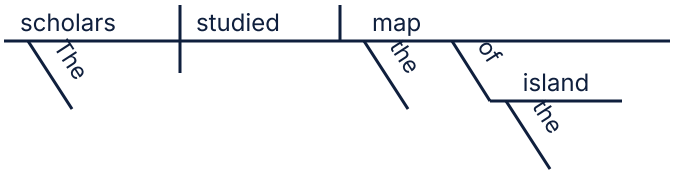
1 **A prepositional phrase hangs below the word it modifies. Write the preposition on a slanted line and the object of the preposition on a horizontal line attached to the bottom of the slant. Modifiers of the object hang below the object on their own slanted lines.**

- The curator **of the museum** spoke **to us**. (of the museum under curator; to us under spoke)
- Galileo pointed his telescope **at Jupiter**. (at Jupiter under pointed)
- The ink **on this page** has faded **with age**. (on this page under ink; with age under has faded)

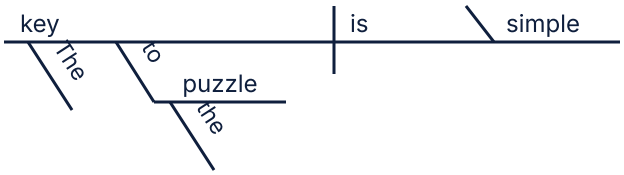
The curator of the museum spoke to us.



The scholars studied the map of the island.



The key to the puzzle is simple.



NOTE An adjective phrase hangs under a noun or pronoun. An adverb phrase hangs under a verb, an adjective, or an adverb. When one phrase modifies the object of another phrase (the island of Samos), hang the second phrase below the first object.

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2 **A participial phrase hangs below the noun or pronoun it modifies on a bent line: the participle begins on the slanted part and continues onto a horizontal part. The participle's direct object goes on the horizontal part after a short vertical line, and modifiers hang below the participle or its object.**

- The historian found a letter **describing the battle**. (describing the battle under letter)
- Students **studying geometry** need patience. (studying geometry under Students)
- The scholar, **searching the archives**, discovered a lost poem. (searching the archives under scholar)

NOTE The participle is written along the bend so that it looks like what it is: part adjective (on the slant, like any modifier) and part verb (on the horizontal, where it can take an object).

3 **A gerund phrase is a noun, so it fills a noun position: subject, direct object, predicate nominative, or object of a preposition. Draw a pedestal (a vertical stilt) standing in that position, and on top of it write the gerund on a stepped line. The gerund's object and modifiers attach to the gerund's line in the usual way.**

- **Reading Homer** is a pleasure. (gerund phrase on a pedestal in the subject position)
- Mozart loved **composing operas**. (gerund phrase on a pedestal in the direct object position)
- The students practiced **solving equations**. (direct object)

NOTE The step in the gerund's line shows its double nature: the gerund is a verb form (it can take an object) used as a noun (it stands where a noun stands).

4 **An infinitive phrase used as an adjective or an adverb is diagramed like a prepositional phrase: write to on the slanted line and the verb on the horizontal line, hanging below the word the phrase modifies. The infinitive's object and modifiers attach to the verb part.**

- The orchestra has a new piece **to rehearse**. (adjective, under piece)
- Darwin sailed **to observe wildlife**. (adverb, under sailed; wildlife is the object of observe)
- Galileo climbed the tower **to test his theory**. (adverb, under climbed)

5 **An infinitive phrase used as a noun stands on a pedestal in the noun position it fills, just as a gerund phrase does. Write to on a slanted line and the verb on a horizontal line at the top of the pedestal, with the infinitive's object and modifiers attached.**

- Her goal is **to finish the proof**. (predicate nominative, on a pedestal after the slanted line)
- **To understand calculus** requires practice. (subject, on a pedestal)
- Kepler wanted **to explain the orbits**. (direct object, on a pedestal)

NOTE Ask what the infinitive phrase does. If it names something (subject, object, predicate nominative), it goes on a pedestal. If it describes something, it hangs below that word like a prepositional phrase.

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6 **An appositive goes in parentheses right after the noun or pronoun it identifies, on the same line. Modifiers of the appositive hang below the appositive on slanted lines.**

- The chemist, **a careful worker**, repeated the experiment. (chemist (worker), with a and careful under worker)
- Rembrandt, **the Dutch master**, painted many self-portraits. (Rembrandt (master), with the and Dutch under master)
- The archivist showed us the diary, **a small leather notebook**. (diary (notebook))

NOTE Only the appositive noun itself goes inside the parentheses. Its articles and adjectives still hang below it on slanted lines.

KIND OF PHRASE	WHAT IT DOES	HOW TO DRAW IT
Prepositional (adjective)	modifies a noun or pronoun	preposition on a slant under the noun; object on a horizontal line attached to the slant
Prepositional (adverb)	modifies a verb, adjective, or adverb	same shape, hanging under the verb, adjective, or adverb
Participial	modifies a noun or pronoun	bent line under the noun: participle starts on the slant and continues onto the horizontal; object and modifiers attach there
Gerund	acts as a noun	pedestal in the noun position; gerund on a stepped line on top; object and modifiers attach
Infinitive (adjective or adverb)	modifies a noun, verb, adjective, or adverb	to on a slant, verb on a horizontal line, hanging under the modified word
Infinitive (noun)	acts as subject, object, or predicate nominative	pedestal in the noun position; to on a slant and the verb on a horizontal line on top
Appositive	renames a noun or pronoun	in parentheses right after the noun it renames; its modifiers hang below it

- **Step 1.** Diagram the main skeleton first: subject, verb, and any object or complement, with single-word modifiers.
- **Step 2.** Find each phrase and decide what it is (prepositional, participial, gerund, infinitive, appositive).
- **Step 3.** Decide what the phrase does. If it modifies a word, it hangs below that word. If it acts as a noun, it stands on a pedestal in that noun's position. If it renames a noun, it goes in parentheses beside that noun.
- **Step 4.** Attach the phrase's own object and modifiers to the phrase, not to the main baseline.
- **Step 5.** Check that every word in the sentence appears exactly once in the diagram.

Watch the verb forms

A word ending in -ing can be a gerund (a noun on a pedestal), a participle (a modifier on a bent line), or part of a verb phrase (on the baseline with its helping verb). Ask what the word does in the sentence before you decide where it goes.

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Practice

EXERCISE A Identifying Phrases and Their Jobs

Write the phrase in each sentence, name its kind (prepositional, participial, gerund, infinitive, or appositive), and tell what it does: name the word it modifies, the noun it renames, or the noun position it fills.

1. The novel about the whale sold slowly.
2. Painting portraits paid the artist's rent.
3. The astronomer, a former sailor, charted the stars.
4. The chemist hoped to isolate the element.
5. Singing softly, the soprano entered the hall.
6. The lecture ended before noon.
7. The poet had a reason to celebrate.
8. The manuscript discovered in the attic was a diary.
9. Newton's ambition was to explain motion.
10. The museum thanked its donors for their generosity.
11. Darwin's hobby, collecting beetles, began early.
12. The students practiced solving equations.
13. Galileo climbed the tower to test his theory.
14. The violinist from Vienna played brilliantly.

EXERCISE B Diagraming Prepositional Phrases

Diagram each sentence on paper. Hang each prepositional phrase under the word it modifies, with the preposition on the slant and its object on the horizontal line.

15. The curator of the museum spoke to us.
16. Galileo pointed his telescope at Jupiter.
17. The students in the laboratory worked until midnight.
18. Shakespeare wrote sonnets about time.
19. Will you walk through the gallery with me?
20. The letter from the archive arrived on Tuesday.
21. Pythagoras lived on the island of Samos.
22. The philosopher wrote about justice in a long dialogue.
23. Read the chapter before the lecture.
24. The oldest statue in the collection stands near the entrance.
25. A copy of the Elements lay on the desk.
26. The orchestra performed a symphony by Brahms in the park.
27. Give the notes to the librarian.
28. The ink on this page has faded with age.

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EXERCISE C Diagraming Verbal and Appositive Phrases

Diagram each sentence on paper. Put participial phrases on bent lines, gerund and noun infinitive phrases on pedestals, adjective and adverb infinitives under the words they modify, and appositives in parentheses.

29. Reading Homer is a pleasure.
30. The chemist, a careful worker, repeated the experiment.
31. The historian found a letter describing the battle.
32. Students studying geometry need patience.
33. Mozart loved composing operas.
34. Her goal is to finish the proof.
35. The orchestra has a new piece to rehearse.
36. Darwin sailed to observe wildlife.
37. To understand calculus requires practice.
38. Rembrandt, the Dutch master, painted many self-portraits.
39. The scholar, searching the archives, discovered a lost poem.
40. Mendel enjoyed growing peas in his garden.
41. Kepler wanted to explain the orbits.
42. The students sketching the fossil worked quietly.

Writing Application

Write three sentences about a laboratory, a library, or a concert hall. Use one prepositional phrase, one participial phrase, and one gerund or infinitive phrase. Diagram each sentence and label each phrase.

5.35 Diagraming Sentences with Clauses

Every clause has its own subject and verb, so every clause gets its own baseline. This lesson shows how to connect the baselines of compound sentences and how to attach adjective, adverb, and noun clauses in complex sentences.

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The Rules

1 **In a compound sentence, diagram each main clause on its own baseline, one above the other. Connect the two verbs with a dotted vertical line, and write the coordinating conjunction on a short horizontal step in the middle of that dotted line.**

- The chemist **mixed** the solution, **and** the liquid **turned** blue. (mixed and turned joined by a dotted line labeled and)
- The orchestra **tuned** carefully, **but** the hall **remained** empty. (dotted line labeled but)
- Darwin **collected** specimens; Wallace **wrote** letters. (dotted line with no word, because a semicolon joins the clauses)

NOTE Each clause keeps its own objects, complements, and modifiers on its own baseline. Only the dotted line and the conjunction connect the clauses.

2 **An adjective clause goes on its own baseline below the main clause. The relative pronoun (who, whom, which, that) does a job inside its clause, such as subject or direct object, and stands in that position. Then draw a dotted line from the relative pronoun up to the noun or pronoun the clause modifies.**

- The scientist **who** discovered penicillin was Fleming. (who is the subject of the clause; dotted line from who to scientist)
- The students admired the fresco **that** Giotto painted. (that is the direct object of painted; dotted line from that to fresco)
- The mathematician **whose** theorem we proved was Pythagoras. (whose hangs under theorem as a modifier; dotted line from whose to mathematician)

NOTE If the relative pronoun is the object of a preposition inside its clause (the scholar to whom we wrote), it goes on the horizontal line of that prepositional phrase under the clause verb, and the dotted line still runs from it to the noun it refers to. The relative adverbs where and when hang on a slanted line under the clause verb, with the dotted line running to the noun.

3 **An adverb clause also goes on its own baseline below the main clause. Draw a dotted slanted line from the verb of the adverb clause up to the word it modifies (usually the main verb), and write the subordinating conjunction along that dotted line.**

- **When** the comet appeared, the astronomers rejoiced. (dotted line from appeared to rejoiced, labeled When)
- The students stayed **until** the lecture ended. (dotted line from ended to stayed, labeled until)
- **Because** the ink had faded, the archivist used a lamp. (dotted line from had faded to used, labeled Because)

NOTE The subordinating conjunction is not part of either baseline. It sits on the dotted connector because its only job is to join the clause to the word it modifies.

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4 **A noun clause stands on a pedestal in the noun position it fills: subject, direct object, predicate nominative, or object of a preposition. If the introductory word has a job inside the clause (whoever as subject, what as predicate nominative, why as an adverb), it takes that place in the clause. If the introductory word only connects (that, whether), write it on a dotted line standing above the verb of the clause.**

- Newton believed **that gravity governs the planets**. (direct object on a pedestal; that on a dotted line above governs)
- **Whoever reads Plato** will meet Socrates. (subject on a pedestal; Whoever is the subject of reads)
- The chemist knew **what the compound was**. (direct object on a pedestal; what is the predicate nominative of was)
- The curator gives a tour to **whoever asks**. (object of the preposition to, on a pedestal on the phrase's horizontal line)

NOTE The pedestal is the same device used for gerund and infinitive phrases: anything that acts as a noun but is bigger than a noun stands on a stilt in the noun's place.

5 **A compound-complex sentence combines the methods: diagram each main clause on its own baseline joined by the dotted conjunction line, then attach each subordinate clause to the clause it belongs to.**

- **When the bell rang, the lecturer stopped, and the students applauded.** (two main baselines joined by and; the adverb clause attaches to stopped)
- **The curator praised the painting that we restored, but the critics disagreed.** (adjective clause attaches to painting in the first main clause)

KIND OF CLAUSE	WHERE ITS BASELINE GOES	HOW IT CONNECTS
Main clause in a compound sentence	its own baseline, stacked with the other main clause	dotted vertical line between the verbs, conjunction on a step; no word for a semicolon
Adjective clause	below the main clause	relative pronoun takes its job in the clause; dotted line from it to the noun modified
Adverb clause	below the main clause	dotted slanted line from the clause verb to the word modified; subordinating conjunction written on it
Noun clause	on a pedestal in the noun position	introductory word takes its job in the clause, or sits on a dotted line above the clause verb if it has no job (that, whether)

- **Step 1.** Count the verbs that have subjects. Each subject-verb pair is a clause, and each clause needs its own baseline.
- **Step 2.** Decide whether each clause is main or subordinate. Main clauses in a compound sentence are stacked and joined by the dotted conjunction line.
- **Step 3.** For a subordinate clause, ask what it does: describe a noun (adjective clause), describe a verb or modifier (adverb clause), or act as a noun (noun clause).
- **Step 4.** Draw the clause's own subject, verb, objects, and modifiers before connecting it.
- **Step 5.** Connect: dotted line from a relative pronoun to its noun, dotted slanted line with the conjunction for an adverb clause, or a pedestal for a noun clause.

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Where does the introductory word go?

Relative pronouns (who, whom, which, that) and words like whoever, what, and why have jobs inside their clauses, so they stand in those positions. Subordinating conjunctions (because, when, although, if) go on the dotted connector. The connectors that and whether in a noun clause float on a dotted line above the clause verb.

Practice

EXERCISE A Identifying Clauses

For each sentence, write compound if it has two main clauses. Otherwise write the subordinate clause and label it adjective, adverb, or noun; for an adjective or adverb clause name the word it modifies, and for a noun clause name its job.

1. The novel that Austen finished last was Persuasion.
2. After the lecture ended, the students questioned the speaker.
3. The curator believes that the vase is Etruscan.
4. Marie Curie won two Nobel Prizes, and her daughter Irene won one.
5. Whoever solves the problem will earn a prize.
6. The telescope was expensive; the discoveries were priceless.
7. Archimedes shouted because he had found the answer.
8. The painter whom the committee selected has restored the fresco.
9. The students wondered how the pyramids were built.
10. Although the proof is short, it is difficult.
11. The composer wrote the symphony, but he never heard a performance.
12. The question is whether light is a wave.
13. The scientist whose notebooks we studied was Darwin.
14. The museum closes when the last visitor leaves.

EXERCISE B Diagraming Compound Sentences and Adjective Clauses

Diagram each sentence on paper. Stack the main clauses of a compound sentence and join the verbs with a dotted line; put each adjective clause on its own baseline and connect the relative pronoun to its noun with a dotted line.

15. The chemist mixed the solution, and the liquid turned blue.
16. Homer sang, and the poets listened.
17. Darwin collected specimens; Wallace wrote letters.
18. The orchestra tuned carefully, but the hall remained empty.
19. The poem that Keats wrote describes an urn.
20. The scientist who discovered penicillin was Fleming.
21. The students admired the fresco that Giotto painted.
22. The lecturer whom we heard yesterday studies volcanoes.
23. The mathematician whose theorem we proved was Pythagoras.

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24. The museum displayed the fossil, and the newspapers reported the find.
25. The archive holds letters that Dickens wrote.
26. Hypatia taught in Alexandria, and her students admired her.
27. The telescope that Galileo built was small.
28. The philosopher asked a question, and the audience fell silent.

EXERCISE C Diagraming Adverb Clauses and Noun Clauses

Diagram each sentence on paper. Connect each adverb clause to the word it modifies with a dotted slanted line labeled with the conjunction; put each noun clause on a pedestal in its noun position.

29. When the comet appeared, the astronomers rejoiced.
30. The students stayed until the lecture ended.
31. Because the ink had faded, the archivist used a lamp.
32. The proof seems difficult because it uses induction.
33. Newton believed that gravity governs the planets.
34. Whoever reads Plato will meet Socrates.
35. The historians wondered why the library burned.
36. The question is whether the manuscript is genuine.
37. If the hypothesis is correct, the experiment will succeed.
38. The curator gives a tour to whoever asks.
39. The chemist knew what the compound was.
40. The critics praised the novel after it won the prize.
41. Although Mozart died young, he composed many works.
42. The monks copied manuscripts while the candles burned.

Writing Application

Write one compound sentence and two complex sentences (one with an adjective clause, one with an adverb or noun clause) about a historian, an inventor, or a composer. Diagram all three.

Unit 5 Review Diagraming Sentences

Mixed practice covering simple sentences, phrases, and clauses. Diagram on paper, then check your work against the described answers.

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Practice

EXERCISE A Diagraming Whole Sentences

Diagram each sentence on paper. Put each clause on its own baseline, hang phrases below the words they modify, and place noun clauses and gerund or infinitive phrases on pedestals.

1. The novelist revised the manuscript until the publisher approved it.
2. The curator said that the painting was a forgery.
3. Ada decided to study the stars.
4. Her ambition is to translate Homer.
5. The library was quiet and cool.
6. The conductor, a veteran of many concerts, raised the baton and greeted the audience.
7. Gazing at the stars, Galileo recorded his observations.
8. Painting landscapes requires patience.
9. The poet who wrote this sonnet lived in Italy.
10. Newton formulated the laws, and Einstein later refined them.
11. The student read quietly in the corner of the reading room.
12. Mozart composed music that delighted Vienna.
13. The teacher asked what the poem meant.
14. Mary Shelley wrote Frankenstein when she was young.
15. Give the library a donation.
16. Was the lecture interesting?

EXERCISE B Identifying Clauses

For each sentence, write compound if it has two main clauses. Otherwise write the subordinate clause, label it adjective, adverb, or noun, and name the word it modifies (or its job, if it is a noun clause).

17. Although Darwin traveled widely, he wrote most of his books at home.
18. The painting that hangs in the east gallery attracts many visitors.
19. Plato founded the Academy, and Aristotle studied there.
20. What the historian discovered changed the debate.
21. The librarian asked whether the manuscript had been restored.
22. The theorem is true because the proof is complete.
23. The mathematician whom the committee honored lectured on prime numbers.
24. The question is whether light behaves as a wave.
25. The chemist rechecked her calculations before she published the results.
26. Scientists argue about what the results show.
27. The sculptor whose studio overlooks the river works at dawn.
28. Homer composed epics, and storytellers recited them for centuries.
29. The students learned that glaciers carve valleys.

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30. Before the experiment began, the chemist checked the burner.

EXERCISE C Placing Parts in a Diagram

Describe where the bold word or phrase belongs in the diagram of the sentence.

31. The **young** chemist measured the solution.
32. Newton gave **students** a puzzle.
33. The sky was **blue**.
34. The poet was a **genius**.
35. Poets write **sonnets**.
36. The chemist **very** carefully mixed the acid.
37. The map **of Greece** hangs on the wall.
38. **To discover a cure** was her goal.
39. Students admire Euclid, **a geometer**.
40. **Reading poems aloud** improves memory.
41. The painter **and** the sculptor attended the lecture.
42. The experiment succeeded, **but** the results puzzled us.
43. The theory **that Darwin proposed** survived.
44. The comet appeared **when night fell**.
45. **Listen** to the quartet.

Answer Key Diagraming Sentences

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

5.33 Diagraming Simple Sentences

EXERCISE A

1. subject: curator; verb: labeled; coins, DO
2. subject: Galileo; verb: observed; moons, DO
3. subject: librarian; verb: handed; student, IO; manuscript, DO
4. subject: Mary Shelley; verb: wrote; Frankenstein, DO
5. subject: proof; verb: seemed; elegant, PA
6. subject: Plato; verb: was; philosopher, PN
7. subject: chemist; verb: heated; solution, DO
8. subject: Beethoven; verb: composed; symphonies, DO
9. subject: museum; verb: offered; visitors, IO; lecture, DO
10. subject: theorem; verb: is; beautiful, PA
11. subject: Euclid; verb: wrote; Elements, DO
12. subject: poem; verb: sounds; melancholy, PA
13. subject: archivist; verb: showed; us, IO; letter, DO
14. subject: Marie Curie; verb: became; physicist, PN

EXERCISE B

15. subject: astronomer | verb: charted | direct object: comet; modifiers under astronomer: The, young; under comet: the
16. subject: Monet | verb: painted | direct object: gardens; modifiers under gardens: many
17. subject: manuscript | verb: is | predicate adjective (slanted line): fragile; modifiers under manuscript: The, old; under fragile: extremely
18. subject: Aristotle | verb: was | predicate nominative (slanted line): observer; modifiers under observer: a, careful
19. subject: librarian | verb: gave | direct object: atlas; indirect object under gave: me; modifiers under librarian: The; under atlas: a, worn
20. subject: chemist | verb: weighed | direct object: powder; modifiers under chemist: The; under weighed: carefully; under powder: the
21. subject: lecture | verb: ended; modifiers under lecture: Our; under ended: early

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22. subject: violinist | verb: played; modifiers under violinist: The; under played: softly; under softly: very
23. subject: historians | verb: recorded | direct object: legends; modifiers under historians: The, ancient; under legends: many
24. subject: equation | verb: looks | predicate adjective (slanted line): wrong; modifiers under equation: That
25. subject: Dickens | verb: became | predicate nominative (slanted line): novelist; modifiers under novelist: a, famous
26. subject: professor | verb: sent | direct object: essay; indirect object under sent: editor (with the under editor); modifiers under professor: The; under essay: her
27. subject: telescope | verb: revealed | direct object: galaxies; modifiers under telescope: The; under galaxies: distant
28. subject: students | verb: have finished | direct object: proof; modifiers under students: Several; under proof: the
29. subject: sculpture | verb: stood; modifiers under sculpture: The, finished; under finished: nearly; under stood: silently
30. subject: painting | verb: is | predicate adjective (slanted line): small; modifiers under painting: The, oldest; under small: remarkably

EXERCISE C

31. compound subject: Darwin, Wallace (branches joined by a dotted line labeled and) | verb: proposed | direct object: selection; modifiers under selection: natural
32. subject: students | compound verb: read, discussed (dotted line labeled and) | direct object: sonnet; modifiers under students: The; under sonnet: the
33. subject: chemist | verb: measured | compound direct object: acid, base (dotted line labeled and); modifiers under chemist: The; under acid: the; under base: the
34. subject: Newton | verb: Did study | direct object: optics
35. subject: (you) | verb: Read | direct object: preface; modifiers under preface: the; under Read: carefully
36. compound subject: composer, poet (dotted line labeled and) | verb: collaborated; modifiers under composer: the; under poet: the; under collaborated: happily
37. subject: Socrates | verb: Was | compound predicate nominative (slanted line): teacher, troublemaker (dotted line labeled or); modifiers under teacher: a; under troublemaker: a
38. subject: equation | verb: is | compound predicate adjective (slanted line): simple, elegant (dotted line labeled and); modifiers under equation: The
39. subject: (you) | verb: Give | direct object: original; indirect object under Give: archivist (with the under archivist); modifiers under original: the
40. subject: lecturer | verb: defined | compound direct object: mass, weight (dotted line labeled and); modifiers under lecturer: The; under defined: clearly
41. subject: Hypatia | verb: taught | compound direct object: mathematics, astronomy (dotted line labeled and)
42. subject: Bach | verb: composed | compound direct object: cantatas, concertos, fugues (three branches joined by a dotted line labeled and)
43. subject: you | verb: Can name | direct object: painter; modifiers under painter: the
44. compound subject: ink, paper (dotted line labeled and) | verb: have faded; modifiers under ink: The; under paper: the; under have faded: badly

5.34 Diagraming Simple Sentences with Phrases

EXERCISE A

1. about the whale; prepositional phrase (adjective); modifies novel
2. Painting portraits; gerund phrase; subject
3. a former sailor; appositive phrase; renames astronomer
4. to isolate the element; infinitive phrase (noun); direct object
5. Singing softly; participial phrase; modifies soprano
6. before noon; prepositional phrase (adverb); modifies ended
7. to celebrate; infinitive phrase (adjective); modifies reason
8. discovered in the attic; participial phrase; modifies manuscript (in the attic is a prepositional phrase inside it, modifying discovered)
9. to explain motion; infinitive phrase (noun); predicate nominative
10. for their generosity; prepositional phrase (adverb); modifies thanked
11. collecting beetles; appositive phrase (a gerund phrase used as an appositive); renames hobby
12. solving equations; gerund phrase; direct object

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13. to test his theory; infinitive phrase (adverb); modifies climbed
14. from Vienna; prepositional phrase (adjective); modifies violinist

EXERCISE B

15. subject: curator | verb: spoke; modifiers under curator: The; prepositional phrase under curator: of (slant) museum (with the under museum); prepositional phrase under spoke: to (slant) us
16. subject: Galileo | verb: pointed | direct object: telescope; modifiers under telescope: his; prepositional phrase under pointed: at (slant) Jupiter
17. subject: students | verb: worked; modifiers under students: The; prepositional phrase under students: in (slant) laboratory (with the under laboratory); prepositional phrase under worked: until (slant) midnight
18. subject: Shakespeare | verb: wrote | direct object: sonnets; prepositional phrase under sonnets: about (slant) time
19. subject: you | verb: Will walk; prepositional phrase under Will walk: through (slant) gallery (with the under gallery); second prepositional phrase under Will walk: with (slant) me
20. subject: letter | verb: arrived; modifiers under letter: The; prepositional phrase under letter: from (slant) archive (with the under archive); prepositional phrase under arrived: on (slant) Tuesday
21. subject: Pythagoras | verb: lived; prepositional phrase under lived: on (slant) island (with the under island); prepositional phrase under island: of (slant) Samos
22. subject: philosopher | verb: wrote; modifiers under philosopher: The; prepositional phrase under wrote: about (slant) justice; second prepositional phrase under wrote: in (slant) dialogue (with a and long under dialogue)
23. subject: (you) | verb: Read | direct object: chapter; modifiers under chapter: the; prepositional phrase under Read: before (slant) lecture (with the under lecture)
24. subject: statue | verb: stands; modifiers under statue: The, oldest; prepositional phrase under statue: in (slant) collection (with the under collection); prepositional phrase under stands: near (slant) entrance (with the under entrance)
25. subject: copy | verb: lay; modifiers under copy: A; prepositional phrase under copy: of (slant) Elements (with the under Elements); prepositional phrase under lay: on (slant) desk (with the under desk)
26. subject: orchestra | verb: performed | direct object: symphony; modifiers under orchestra: The; under symphony: a; prepositional phrase under symphony: by (slant) Brahms; prepositional phrase under performed: in (slant) park (with the under park)
27. subject: (you) | verb: Give | direct object: notes; modifiers under notes: the; prepositional phrase under Give: to (slant) librarian (with the under librarian)
28. subject: ink | verb: has faded; modifiers under ink: The; prepositional phrase under ink: on (slant) page (with this under page); prepositional phrase under has faded: with (slant) age

EXERCISE C

29. subject: gerund phrase Reading Homer on a pedestal (Reading on the stepped line, direct object Homer after a short vertical line) | verb: is | predicate nominative (slanted line): pleasure; modifiers under pleasure: a
30. subject: chemist (worker), the appositive in parentheses | verb: repeated | direct object: experiment; modifiers under chemist: The; under worker: a, careful; under experiment: the
31. subject: historian | verb: found | direct object: letter; modifiers under historian: The; under letter: a; participial phrase under letter: describing on the bent line, direct object battle after a short vertical line, the under battle
32. subject: Students | verb: need | direct object: patience; participial phrase under Students: studying on the bent line, direct object geometry after a short vertical line
33. subject: Mozart | verb: loved | direct object: gerund phrase composing operas on a pedestal (composing on the stepped line, direct object operas after a short vertical line)
34. subject: goal | verb: is | predicate nominative (slanted line): infinitive phrase to finish the proof on a pedestal (to on the slant, finish on the horizontal, direct object proof after a short vertical line, the under proof); modifiers under goal: Her
35. subject: orchestra | verb: has | direct object: piece; modifiers under orchestra: The; under piece: a, new; infinitive phrase under piece: to (slant) rehearse (horizontal)
36. subject: Darwin | verb: sailed; infinitive phrase under sailed: to (slant) observe (horizontal), direct object wildlife after a short vertical line
37. subject: infinitive phrase To understand calculus on a pedestal (To on the slant, understand on the horizontal, direct object calculus after a short vertical line) | verb: requires | direct object: practice
38. subject: Rembrandt (master), the appositive in parentheses | verb: painted | direct object: self-portraits; modifiers under master: the, Dutch; under self-portraits: many

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39. subject: scholar | verb: discovered | direct object: poem; modifiers under scholar: The; under poem: a, lost; participial phrase under scholar: searching on the bent line, direct object archives after a short vertical line, the under archives
40. subject: Mendel | verb: enjoyed | direct object: gerund phrase growing peas in his garden on a pedestal (growing on the stepped line, direct object peas after a short vertical line; prepositional phrase under growing: in (slant) garden with his under garden)
41. subject: Kepler | verb: wanted | direct object: infinitive phrase to explain the orbits on a pedestal (to on the slant, explain on the horizontal, direct object orbits after a short vertical line, the under orbits)
42. subject: students | verb: worked; modifiers under students: The; under worked: quietly; participial phrase under students: sketching on the bent line, direct object fossil after a short vertical line, the under fossil

5.35 Diagraming Sentences with Clauses

EXERCISE A

1. that Austen finished last; adjective clause; modifies novel
2. After the lecture ended; adverb clause; modifies questioned
3. that the vase is Etruscan; noun clause; direct object
4. compound
5. Whoever solves the problem; noun clause; subject
6. compound
7. because he had found the answer; adverb clause; modifies shouted
8. whom the committee selected; adjective clause; modifies painter
9. how the pyramids were built; noun clause; direct object
10. Although the proof is short; adverb clause; modifies is (difficult)
11. compound
12. whether light is a wave; noun clause; predicate nominative
13. whose notebooks we studied; adjective clause; modifies scientist
14. when the last visitor leaves; adverb clause; modifies closes

EXERCISE B

15. first baseline: subject: chemist | verb: mixed | direct object: solution (The under chemist; the under solution); second baseline below: subject: liquid | verb: turned | predicate adjective (slanted line): blue (the under liquid); dotted vertical line from mixed to turned with and on the step
16. first baseline: subject: Homer | verb: sang; second baseline: subject: poets | verb: listened (the under poets); dotted line from sang to listened with and on the step
17. first baseline: subject: Darwin | verb: collected | direct object: specimens; second baseline: subject: Wallace | verb: wrote | direct object: letters; dotted line from collected to wrote with no word on it (semicolon)
18. first baseline: subject: orchestra | verb: tuned (The under orchestra; carefully under tuned); second baseline: subject: hall | verb: remained | predicate adjective (slanted line): empty (the under hall); dotted line from tuned to remained with but on the step
19. main clause: subject: poem | verb: describes | direct object: urn (The under poem; an under urn); adjective clause below: subject: Keats | verb: wrote | direct object: that; dotted line from that to poem
20. main clause: subject: scientist | verb: was | predicate nominative (slanted line): Fleming (The under scientist); adjective clause below: subject: who | verb: discovered | direct object: penicillin; dotted line from who to scientist
21. main clause: subject: students | verb: admired | direct object: fresco (The under students; the under fresco); adjective clause below: subject: Giotto | verb: painted | direct object: that; dotted line from that to fresco
22. main clause: subject: lecturer | verb: studies | direct object: volcanoes (The under lecturer); adjective clause below: subject: we | verb: heard | direct object: whom (yesterday under heard); dotted line from whom to lecturer
23. main clause: subject: mathematician | verb: was | predicate nominative (slanted line): Pythagoras (The under mathematician); adjective clause below: subject: we | verb: proved | direct object: theorem, with whose on a slanted line under theorem; dotted line from whose to mathematician
24. first baseline: subject: museum | verb: displayed | direct object: fossil (The under museum; the under fossil); second baseline: subject: newspapers | verb: reported | direct object: find (the under newspapers; the under find); dotted line from displayed to reported with and on the step
25. main clause: subject: archive | verb: holds | direct object: letters (The under archive); adjective clause below: subject: Dickens | verb: wrote | direct object: that; dotted line from that to letters

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26. first baseline: subject: Hypatia | verb: taught, with prepositional phrase under taught: in (slant) Alexandria; second baseline: subject: students | verb: admired | direct object: her (her under students); dotted line from taught to admired with and on the step
27. main clause: subject: telescope | verb: was | predicate adjective (slanted line): small (The under telescope); adjective clause below: subject: Galileo | verb: built | direct object: that; dotted line from that to telescope
28. first baseline: subject: philosopher | verb: asked | direct object: question (The under philosopher; a under question); second baseline: subject: audience | verb: fell | predicate adjective (slanted line): silent (the under audience); dotted line from asked to fell with and on the step

EXERCISE C

29. main clause: subject: astronomers | verb: rejoiced (the under astronomers); adverb clause below: subject: comet | verb: appeared (the under comet); dotted slanted line from appeared to rejoiced labeled When
30. main clause: subject: students | verb: stayed (The under students); adverb clause below: subject: lecture | verb: ended (the under lecture); dotted slanted line from ended to stayed labeled until
31. main clause: subject: archivist | verb: used | direct object: lamp (the under archivist; a under lamp); adverb clause below: subject: ink | verb: had faded (the under ink); dotted slanted line from had faded to used labeled Because
32. main clause: subject: proof | verb: seems | predicate adjective (slanted line): difficult (The under proof); adverb clause below: subject: it | verb: uses | direct object: induction; dotted slanted line from uses to seems labeled because
33. subject: Newton | verb: believed | direct object: noun clause on a pedestal: subject: gravity | verb: governs | direct object: planets (the under planets), with that on a dotted line above governs
34. subject: noun clause on a pedestal: subject: Whoever | verb: reads | direct object: Plato | main verb: will meet | direct object: Socrates
35. main clause: subject: historians | verb: wondered (The under historians) | direct object: noun clause on a pedestal: subject: library | verb: burned (the under library; why on a slanted line under burned)
36. main clause: subject: question | verb: is (The under question) | predicate nominative (slanted line): noun clause on a pedestal: subject: manuscript | verb: is | predicate adjective (slanted line): genuine (the under manuscript), with whether on a dotted line above is
37. main clause: subject: experiment | verb: will succeed (the under experiment); adverb clause below: subject: hypothesis | verb: is | predicate adjective (slanted line): correct (the under hypothesis); dotted slanted line from is to will succeed labeled If
38. main clause: subject: curator | verb: gives | direct object: tour (The under curator; a under tour); prepositional phrase under gives: to (slant) with its object a noun clause on a pedestal: subject: whoever | verb: asks
39. main clause: subject: chemist | verb: knew (The under chemist) | direct object: noun clause on a pedestal: subject: compound | verb: was | predicate nominative (slanted line): what (the under compound)
40. main clause: subject: critics | verb: praised | direct object: novel (The under critics; the under novel); adverb clause below: subject: it | verb: won | direct object: prize (the under prize); dotted slanted line from won to praised labeled after
41. main clause: subject: he | verb: composed | direct object: works (many under works); adverb clause below: subject: Mozart | verb: died (young on a slant under died); dotted slanted line from died to composed labeled Although
42. main clause: subject: monks | verb: copied | direct object: manuscripts (The under monks); adverb clause below: subject: candles | verb: burned (the under candles); dotted slanted line from burned to copied labeled while

Unit 5 Review Diagraming Sentences

EXERCISE A

1. main clause: subject: novelist | verb: revised | direct object: manuscript (The under novelist; the under manuscript); adverb clause below: subject: publisher | verb: approved | direct object: it (the under publisher); dotted slanted line from approved to revised labeled until
2. main clause: subject: curator | verb: said | direct object: noun clause on a pedestal (The under curator); clause baseline: subject: painting | verb: was | predicate nominative (slanted line): forgery (the under painting; a under forgery); that on a dotted line above was
3. subject: Ada | verb: decided | direct object: infinitive phrase on a pedestal (to on a slanted line, study on the horizontal line, direct object stars after study, the under stars)
4. subject: ambition | verb: is | predicate nominative (slanted line): infinitive phrase on a pedestal (to on a slanted line, translate on the horizontal line, direct object Homer); Her under ambition

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5. subject: library | verb: was | compound predicate adjective: quiet and cool on two branches after a slanted line, joined by a dotted line with and written on it (The under library)
6. subject: conductor (veteran) | compound verb: raised, greeted joined by and | direct objects: baton (after raised), audience (after greeted); appositive veteran in parentheses after conductor with a under veteran; of concerts hangs below veteran (many under concerts); The under conductor; the under baton; the under audience
7. subject: Galileo | verb: recorded | direct object: observations (his under observations); participle Gazing on a bent line hanging below Galileo; at stars hangs below Gazing (the under stars)
8. subject: gerund phrase on a pedestal (Painting on the step with direct object landscapes) | verb: requires | direct object: patience
9. main clause: subject: poet | verb: lived (The under poet); in Italy hangs below lived; adjective clause below: subject: who | verb: wrote | direct object: sonnet (this under sonnet); dotted line from who to poet
10. first baseline: subject: Newton | verb: formulated | direct object: laws (the under laws); second baseline below: subject: Einstein | verb: refined | direct object: them (later under refined); dotted vertical line from formulated to refined with and on the step
11. subject: student | verb: read (The under student); quietly under read; in corner hangs below read (the under corner); of room hangs below corner (the and reading under room)
12. main clause: subject: Mozart | verb: composed | direct object: music; adjective clause below: subject: that | verb: delighted | direct object: Vienna; dotted line from that to music
13. main clause: subject: teacher | verb: asked | direct object: noun clause on a pedestal (The under teacher); clause baseline: subject: poem | verb: meant | direct object: what (the under poem)
14. main clause: subject: Shelley | verb: wrote | direct object: Frankenstein (Mary under Shelley); adverb clause below: subject: she | verb: was | predicate adjective (slanted line): young; dotted slanted line from was to wrote labeled when
15. subject: you (understood, in parentheses) | verb: Give | indirect object: library on a horizontal line below the verb (the under library) | direct object: donation (a under donation)
16. subject: lecture | verb: Was | predicate adjective (slanted line): interesting (the under lecture); diagram as a statement

EXERCISE B

17. Although Darwin traveled widely; adverb clause; modifies wrote
18. that hangs in the east gallery; adjective clause; modifies painting
19. compound
20. What the historian discovered; noun clause; subject of changed
21. whether the manuscript had been restored; noun clause; direct object of asked
22. because the proof is complete; adverb clause; modifies is
23. whom the committee honored; adjective clause; modifies mathematician
24. whether light behaves as a wave; noun clause; predicate nominative
25. before she published the results; adverb clause; modifies rechecked
26. what the results show; noun clause; object of the preposition about
27. whose studio overlooks the river; adjective clause; modifies sculptor
28. compound
29. that glaciers carve valleys; noun clause; direct object of learned
30. Before the experiment began; adverb clause; modifies checked

EXERCISE C

31. On a slanted line below chemist, which is the word it modifies.
32. Indirect object: on a short horizontal line below the verb gave, joined to the baseline by a slanted line.
33. Predicate adjective: on the baseline after the verb, set off by a slanted line that points back toward the subject.
34. Predicate nominative: on the baseline after the verb, set off by a slanted line that points back toward the subject.
35. Direct object: on the baseline after the verb, set off by a short vertical line that stops at the baseline.
36. On a slanted line attached to carefully (the adverb it modifies), not to the baseline.
37. Prepositional phrase: of on a slanted line below map, with Greece on the horizontal line attached to it.
38. Infinitive phrase used as a noun: on a pedestal in the subject position (to on a slanted line, discover on the horizontal line, cure as its direct object).
39. Appositive: in parentheses directly after Euclid on the baseline, with a under geometer.

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40. Gerund phrase used as the subject: on a pedestal in the subject position (Reading on the step, poems as its direct object, aloud on a slanted line below Reading).
41. Conjunction: written on a dotted line that joins the two subject lines, painter and sculptor.
42. Conjunction: written on the step of the dotted vertical line that joins the two verbs, succeeded and puzzled, on separate baselines.
43. Adjective clause: on its own baseline below the main clause (that as direct object, Darwin as subject, proposed as verb), with a dotted line from that to theory.
44. Adverb clause: on its own baseline below the main clause (night as subject, fell as verb), with a dotted slanted line from fell to appeared labeled when.
45. Verb of a command: on the baseline after the understood subject you (in parentheses); to the quartet hangs below Listen.

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Unit 6: Verb Tenses and Voice.

8 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 392 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

6.36 Regular Verbs: Principal Parts

Every verb has four principal parts, and every tense in English is built from them. This lesson shows how regular verbs form those parts so you can build any tense correctly.

The Rules

1 **A verb has four principal parts: the base form, the present participle, the past form, and the past participle. All of the tenses are built from these four parts.**

- Base form: Astronomers **chart** the paths of comets.
- Present participle: Astronomers **are charting** a newly discovered comet.
- Past form: Astronomers **charted** the comet's orbit last spring.
- Past participle: Astronomers **have charted** thousands of orbits.

2 **A regular verb forms its past form and its past participle by adding -ed to the base form. If the base form already ends in e, add only -d.**

- The historian **examined** the letters, and she **has examined** them twice.
- Darwin **observed** the finches carefully; others **have observed** them since.
- The sculptor **shaped** the clay into a bust, and she **has shaped** dozens more since.

NOTE For regular verbs, the past form and the past participle always look identical. The difference is in how they are used: the past participle needs a helping verb.

3 **All verbs, regular and irregular, form the present participle by adding -ing to the base form. Drop a silent final e before adding -ing.**

- The chemist **is measuring** the acid.
- The students **are debating** the ethics of Socrates.
- The pianist **was practicing** a Chopin nocturne.

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4 **The present participle and the past participle cannot work alone as the verb of a sentence. Each one needs a helping verb (a form of be for the present participle; has, have, or had for the past participle).**

- The mathematician **is checking** the proof. (not: The mathematician checking the proof.)
- The poet **has written** a sonnet. (not: The poet written a sonnet.)
- The orchestra **had rehearsed** the symphony before the conductor arrived.

5 **Spelling changes happen when endings are added to some regular verbs. When a one-syllable verb ends in a single consonant after a single vowel, double the consonant (plan, planned, planning). When a verb ends in a consonant plus y, change y to i before -ed but keep the y before -ing (study, studied, studying).**

- The physicist **plotted** the data and **is plotting** a second graph.
- Galileo **studied** the moons of Jupiter; scholars **are studying** them still.
- The curator **admitted** her error and **is admitting** visitors to the new gallery.

NOTE Two-syllable verbs double the final consonant only when the stress falls on the last syllable: admit, admitted; but visit, visited and open, opened.

BASE FORM	PRESENT PARTICIPLE	PAST FORM	PAST PARTICIPLE
paint	(is) painting	painted	(has) painted
compose	(is) composing	composed	(has) composed
classify	(is) classifying	classified	(has) classified
plot	(is) plotting	plotted	(has) plotted
discover	(is) discovering	discovered	(has) discovered
translate	(is) translating	translated	(has) translated

Why it matters

If you know the four principal parts of a verb, you can form all six tenses, all six progressive forms, and both emphatic forms. Errors like "has walk" or "had discover" come from mixing up the base form and the past participle.

Practice

EXERCISE A **Supplying Principal Parts**

Complete each sentence by writing the form of the verb named in parentheses.

1. Marie Curie _____ radium from tons of pitchblende ore. (past form/isolate)
2. The geologists are _____ the layers of sandstone. (present participle/examine)
3. The students have _____ the first act of Hamlet. (past participle/memorize)
4. Scholars still _____ the authorship of several ancient poems. (base form/question)
5. The violinist _____ the difficult passage for an hour. (past form/practice)
6. Our chemistry class is _____ the boiling point of ethanol. (present participle/test)
7. The archaeologists had _____ the site before the rains came. (past participle/map)

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8. Philosophers _____ to disagree about the nature of justice. (base form/continue)
9. Monet _____ the same haystacks in different light. (past form/paint)
10. The composer is _____ a new theme for the cello. (present participle/develop)
11. The librarian has _____ every pamphlet in the collection. (past participle/label)
12. Historians _____ the fall of Rome to many causes. (base form/attribute)
13. Newton _____ that white light contains every color. (past form/demonstrate)
14. The museum is _____ a hall of Egyptian artifacts. (present participle/plan)
15. The botanists have _____ dozens of species of orchid. (past participle/identify)
16. Mathematicians _____ a proof step by step. (base form/verify)
17. The novelist _____ the final chapter many times. (past form/revise)
18. The telescope is _____ light from a distant galaxy. (present participle/gather)
19. The choir had _____ the cantata before the organ was tuned. (past participle/rehearse)
20. Our teachers _____ that we outline each essay first. (base form/suggest)

EXERCISE B Writing the Principal Parts

Write the three remaining principal parts of each verb in this order: present participle, past form, past participle. Watch the spelling.

21. calculate
22. copy
23. stop
24. explore
25. classify
26. permit
27. sketch
28. argue
29. occur
30. publish
31. carry
32. measure
33. refer
34. lecture
35. preserve
36. rely

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EXERCISE C Identifying the Principal Part

Each sentence contains one verb in bold. Write which principal part it is: base form, present participle, past form, or past participle.

37. The geometry class **constructed** a hexagon with a compass.
38. Volcanologists **are monitoring** the pressure beneath the crater.
39. Many readers **admire** the plain style of Hemingway.
40. The orchestra has **performed** Beethoven's Fifth Symphony dozens of times.
41. Rembrandt **used** dramatic contrasts of light and shadow.
42. The students were **listing** the causes of the French Revolution.
43. The lab partners **record** the temperature every minute.
44. The scholars had **translated** the scroll before it was displayed.
45. Good hypotheses **predict** what an experiment will show.
46. The ethics seminar is **discussing** Kant's categorical imperative.

Writing Application

Choose one regular verb related to science or art (for example, observe, sketch, or analyze). Write four sentences, each using a different principal part of that verb, and label each sentence with the part it uses.

6.37 Irregular Verbs: Principal Parts

Irregular verbs do not follow the -ed pattern. Their past forms and past participles must be learned one verb at a time, and this lesson gives you the most common ones.

The Rules

1. **An irregular verb forms its past form and past participle in some way other than adding -ed or -d to the base form. The vowel may change, the ending may change, or the word may stay the same.**
   - The pianist **began** the sonata softly, and she **has begun** every concert that way.
   - The historian **wrote** a biography of Lincoln; she **has written** three others.
   - The librarian **put** the atlas on the top shelf, as she **has put** every atlas before it.

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2 **Irregular verbs still form the present participle by adding -ing to the base form, exactly as regular verbs do.**

- The chemist **is writing** her results in the lab notebook.
- The geologists **were taking** samples from the cliff face.
- The students **are singing** a madrigal from the sixteenth century.

3 **The verb be is the most irregular verb in English. Its present participle is being, its past forms are was and were, and its past participle is been.**

- Present participle: The curator **is being** careful with the fragile vase.
- Past form: Newton **was** a professor at Cambridge; his notebooks **were** full of calculations.
- Past participle: Scholars **have been** curious about his notebooks ever since.

4 **Never use the past form after has, have, or had, and never use the past participle alone as the verb. The past form stands by itself; the past participle needs a helping verb such as has, have, or had.**

- The choir **sang** the chorus well. (not: has sang)
- The choir **has sung** the chorus many times. (not: has sang, and not sung alone)
- The glacier **had broken** into pieces before the expedition arrived. (not: had broke)

NOTE The most common errors are has began, had went, and have saw. In each case the past form has been used where the past participle belongs.

5 **Many irregular verbs fall into families. Some keep one form for all three parts (cut, cut, cut). Some change i to a to u (begin, began, begun). Some add -n or -en to the past participle (speak, spoke, spoken). Some use the same word for the past form and past participle (bring, brought, brought).**

- The jeweler **cut** the stone yesterday and **has cut** hundreds like it.
- The bells **rang** at noon; they **have rung** every day since 1850.
- The poet **spoke** about Keats; she **has spoken** about him before.
- The archivist **brought** the letters to the reading room; she **had brought** them from Vienna the week before.

NOTE Learning the families helps, but there are exceptions. When in doubt, check the table below or a dictionary.

Common Irregular Verbs, Part 1. The present participle of each verb is the base form plus -ing (with a silent e dropped), so it is not listed.

BASE FORM	PAST FORM	PAST PARTICIPLE
be (am, is, are)	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought

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BASE FORM	PAST FORM	PAST PARTICIPLE
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown

Common Irregular Verbs, Part 2.

BASE FORM	PAST FORM	PAST PARTICIPLE
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
lay (to place)	laid	laid

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BASE FORM	PAST FORM	PAST PARTICIPLE
lead	led	led
leave	left	left
lend	lent	lent
lie (to recline)	lay	lain
lose	lost	lost
make	made	made
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
shake	shook	shaken
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
write	wrote	written

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Common Irregular Verbs, Part 3. More verbs that scholars use often.

BASE FORM	PAST FORM	PAST PARTICIPLE
hang (to suspend)	hung	hung
let	let	let
seek	sought	sought
send	sent	sent
set	set	set
sleep	slept	slept
spend	spent	spent
stand	stood	stood
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
wake	woke	woken
win	won	won

A quick test

To check a past participle, put the word after "have": have written, have gone, have seen. To check a past form, put it after "yesterday": yesterday I wrote, yesterday I went, yesterday I saw. If the sentence sounds wrong in that frame, the form is wrong.

Practice

EXERCISE A

Choosing the Correct Form

Choose the word in parentheses that correctly completes each sentence. Then write which principal part it is: base form, present participle, past form, or past participle.

1. The sculptor (chose, chosen) a block of white marble from Carrara.
2. Historians have (wrote, written) many accounts of the fall of Constantinople.
3. The chorus (sang, sung) the final movement of Handel's Messiah.
4. The ice on the pond had (froze, frozen) before the physics class measured its thickness.
5. Geologists (know, known) that the Himalayas are still rising.
6. Darwin had (saw, seen) the finches of the Galapagos Islands before he understood their importance.
7. The students are (doing, done) an experiment on pendulums.
8. The curator (bring, brought) the Vermeer out of storage for the exhibit.
9. Has the composer (began, begun) the second movement yet?
10. The poet (spoke, spoken) about her early influences at the library.
11. Many readers have (took, taken) Jane Austen's irony too literally.

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12. The river that (ran, run) past the old monastery flooded every spring.
13. The telescope's mirror was (shook, shaken) loose by the earthquake.
14. Galileo (saw, seen) four moons circling Jupiter.
15. The chemistry students are (drawing, drawn) the structure of a benzene ring.
16. Philosophers still (think, thought) about the questions Plato raised.
17. The scribe had (wrote, written) the entire manuscript by hand.
18. Mozart (wrote, written) his first symphony as a child.
19. The archivist is (keeping, kept) the letters in acid-free boxes.
20. The geometry class has (drew, drawn) a regular pentagon using only a compass and a straightedge.

EXERCISE B Supplying Irregular Forms

Complete each sentence by writing the form of the verb named in parentheses.

21. The Romans _____ an aqueduct across the entire valley. (past form/build)
22. The lecture had already _____ when we reached the hall. (past participle/begin)
23. The students have _____ the error in their calculation. (past participle/find)
24. Beethoven _____ on composing even after he lost his hearing. (past form/go)
25. The art students _____ to the museum every Friday. (base form/go)
26. By morning the water in the beaker had _____ solid. (past participle/freeze)
27. The chorus _____ a Renaissance madrigal at the recital. (past form/sing)
28. The mathematician has _____ the proof in three different ways. (past participle/write)
29. Copernicus _____ the Sun at the center of his model of the heavens. (past form/put)
30. The biologist is _____ a sample of pond water. (present participle/take)
31. The professor _____ us a story about Archimedes in his bath. (past form/tell)
32. Careful readers _____ patterns that casual readers miss. (base form/see)
33. The librarian had _____ the rare atlas to a visiting scholar. (past participle/lend)
34. The bells in the cathedral tower _____ at noon. (base form/ring)
35. The novelist _____ from her chair and read the opening chapter aloud. (past form/rise)
36. The students have _____ the first act of Macbeth twice. (past participle/read)

EXERCISE C Correcting Verb Forms

Each sentence uses the wrong principal part of an irregular verb. Rewrite the sentence correctly.

37. The orchestra has began its rehearsal of the Brahms symphony.
38. Leonardo da Vinci drawed hundreds of anatomical studies.
39. The students had wrote their essays on Thoreau before the deadline.
40. The glacier has broke apart into enormous blocks.
41. Marie Curie done much of her research in a drafty shed.
42. The historian seen the original treaty in the national archives.
43. The pianist has forgot the middle section of the sonata.

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44. Our class gone to the planetarium last Thursday.
45. The mercury in the thermometer had rose to one hundred degrees.
46. The archaeologists digged a trench along the ancient wall.

Writing Application

Choose three irregular verbs from the tables (for example, write, begin, and see). For each verb, write one sentence using the past form and one sentence using the past participle with has, have, or had. Make the sentences about a scientist, artist, or writer.

6.38 Tense of Verbs: Present, Past, and Future

Tense is how a verb shows time. This lesson covers the three simple tenses, present, past, and future, which tell whether something happens now, happened already, or will happen later.

The Rules

1 **Verb tenses show time. They tell whether an action or condition happens now, happened in the past, or will happen in the future.**

- Present: The chemist **measures** the solution.
- Past: The chemist **measured** the solution yesterday.
- Future: The chemist **will measure** the solution tomorrow.

2 **The present tense uses the base form of the verb, except in the third person singular (he, she, it, or a singular noun), which adds -s or -es. The verb be is the exception: its present forms are am, is, and are.**

- I **study** the stars; the astronomer **studies** them too.
- Scholars **debate** the question; one scholar **debates** it in a new book.
- I **am** a reader, she **is** a poet, and they **are** critics.

NOTE A verb ending in a consonant plus y changes y to i before adding -es: carry, carries; classify, classifies. Verbs ending in s, sh, ch, x, or z also add -es: watch, watches; teach, teaches.

3 **The present tense can express an action that is repeated or ongoing, something that is always true, or something happening right now.**

- The orchestra **rehearses** every Tuesday. (repeated action)
- Water **boils** at 100 degrees Celsius at sea level. (always true)
- I **hear** the opening notes of the overture. (happening right now)

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4 **The past tense expresses an action that has already happened. Regular verbs add -ed or -d to the base form. Irregular verbs take a variety of forms. The verb be has two past forms, was and were.**

- Marie and Pierre Curie **discovered** radium in 1898. (regular)
- Mozart **wrote** his last symphony in 1788. (irregular)
- The museum **was** closed, and the galleries **were** dark.

5 **The future tense expresses an action that will take place later. It is formed by placing will before the base form of the verb.**

- The seminar **will discuss** Aristotle's Poetics next week.
- Halley's Comet **will return** in 2061.
- Our class **will visit** the art museum in April.

NOTE In the future tense the main verb never changes form: she will read, they will read. Do not add -s to the base form.

TENSE	HOW IT IS FORMED	EXAMPLE
Present	base form (add -s or -es for he, she, it)	The poet **writes** every morning.
Past	base form plus -ed or -d (irregular verbs vary)	The poet **wrote** a sonnet.
Future	will plus base form	The poet **will write** a new collection.

Why it matters

A tense error sends a reader's sense of time in the wrong direction. "Galileo observe Jupiter" or "The class will visits the museum" makes a reader stop and sort out when the action happened.

Practice

EXERCISE A **Writing the Correct Tense**

Complete each sentence by writing the verb in parentheses in the tense named.

1. Water _____ at 100 degrees Celsius at sea level. (present tense/boil)
2. Charles Dickens _____ many of his novels in installments. (past tense/publish)
3. Next semester our class _____ the philosophy of Aristotle. (future tense/study)
4. The chemistry students _____ the solution before adding the indicator. (past tense/stir)
5. Light _____ much faster than sound. (present tense/travel)
6. The museum _____ a new wing for modern sculpture next year. (future tense/open)
7. The Wright brothers _____ their first powered flight in 1903. (past tense/make)
8. The number seven _____ a prime number. (present tense/be)
9. The choir _____ a Bach cantata at the spring concert. (future tense/sing)
10. Shakespeare _____ Hamlet around the year 1600. (past tense/write)
11. Honeybees _____ by moving in patterns that look like a dance. (present tense/communicate)
12. The lecturer _____ the causes of the Peloponnesian War. (past tense/explain)

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13. The students _____ their lab reports on Monday. (future tense/submit)
14. Socrates _____ his students questions instead of giving them answers. (past tense/ask)
15. A triangle _____ three interior angles that add up to 180 degrees. (present tense/have)
16. The Nile _____ northward into the Mediterranean Sea. (present tense/flow)
17. The astronomers _____ for the eclipse at dawn. (future tense/watch)
18. Beethoven _____ completely deaf during the last years of his life. (past tense/be)
19. The paintings of Vermeer _____ quiet domestic scenes. (present tense/show)
20. The students _____ nervous before the debate on free will. (past tense/be)
21. By tradition, the orchestra _____ to the oboe's A before every concert. (present tense/tune)
22. The biologist _____ the tadpoles until they become frogs. (future tense/observe)

EXERCISE B Identifying the Tense

Write the verb or verb phrase in each sentence and identify its tense as present, past, or future.

23. Gold conducts electricity very well.
24. The Roman Senate met in a building called the Curia.
25. Our class will visit the observatory in March.
26. Emily Dickinson wrote nearly 1,800 poems.
27. The librarian shelves new books every morning.
28. The curator will hang the portraits in the east gallery.
29. Mozart composed more than forty symphonies.
30. Sound travels faster through water than through air.
31. The physics students will measure the speed of a falling ball.
32. Jane Austen published Pride and Prejudice in 1813.
33. The seminar meets in the rare book room on Tuesdays.
34. Copper turns green after years of exposure to the weather.
35. The archaeologists were careful with the fragile pottery.
36. The pianist will perform all five Beethoven piano concertos this season.

EXERCISE C Changing the Tense

Rewrite each sentence, changing the verb to the tense named in parentheses.

37. The chemist measures the acid carefully. (past tense)
38. The historians will debate the causes of the war. (present tense)
39. The telescope captured images of a distant nebula. (future tense)
40. The students are eager to begin the experiment. (past tense)
41. The museum displayed a collection of Greek vases. (present tense)
42. The poet reads her work at the public library. (future tense)
43. The geometry class proves the Pythagorean theorem. (past tense)
44. The orchestra was ready for the performance. (present tense)

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Writing Application

Write three sentences about a scientist or artist you have studied: one in the present tense describing something that is always true about the person's work, one in the past tense describing something the person did, and one in the future tense predicting how people will view the work.

6.39 Perfect Tenses: Present, Past, and Future

The three perfect tenses show how one time relates to another: before now, before a past moment, or before a future moment. Learning them lets you place events in the right order.

The Rules

1 **Every perfect tense is built from a helping verb plus the past participle of the main verb (written, spoken, studied, seen). The helping verb names the tense: has or have for present perfect, had for past perfect, and will have for future perfect.**

- The biologist **has seen** the cell divide.
- The biologist **had seen** the cell divide before the slide dried.
- The biologist **will have seen** the cell divide by noon.

NOTE Use the past participle, not the simple past: she has spoken, not she has spoke.

2 **The present perfect tense (has or have plus the past participle) expresses an action that took place at some indefinite time in the past. The exact time is not stated and is not the point.**

- The librarian **has found** the missing atlas.
- Astronomers **have discovered** thousands of planets beyond our solar system.
- Our class **has read** three of Shakespeare's tragedies.

3 **The present perfect tense can also express an action that began in the past and continues now.**

- The orchestra **has played** at this hall since 1950.
- Mathematicians **have searched** for a general formula for centuries.
- I **have admired** Van Gogh's paintings for years.

NOTE Words such as since, for, so far, already, never, and ever often signal the present perfect.

4 **Do not use the present perfect with a stated, finished time such as yesterday, in 1859, or last week. Use the simple past instead.**

- Darwin **published** On the Origin of Species in 1859. (not has published)
- The class **visited** the museum last Tuesday. (not has visited)

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5 **The past perfect tense (had plus the past participle) expresses an action in the past that began and ended before another past action started. The later action is usually in the simple past.**

- The curator **had hung** the portraits before the guests **arrived**.
- By the time Newton **published** his Principia, he **had worked** on the ideas for years.
- The pianist **had practiced** for hours when the concert hall **opened**.

6 **The future perfect tense (will have plus the past participle) shows that one action or condition in the future will be finished before another future event begins or before a stated future time.**

- By June, the sculptor **will have finished** the bronze.
- Before the lecture begins, the technician **will have tested** the projector.
- By the end of the semester, we **will have read** six novels.

TENSE	FORMATION	EXAMPLE
Present perfect	has or have + past participle	The chemist **has recorded** the temperature.
Past perfect	had + past participle	The chemist **had recorded** the temperature before the test.
Future perfect	will have + past participle	The chemist **will have recorded** the temperature by noon.

Picture the timeline

Past perfect points to the earlier of two past events. Future perfect points to the earlier of two future events or to a deadline. Present perfect connects the past to now.

Practice

EXERCISE A **Identifying Perfect Tenses**

Each sentence has one verb phrase in a perfect tense. Write that verb phrase and name its tense: present perfect, past perfect, or future perfect.

1. Mathematicians have studied the properties of prime numbers for centuries.
2. By the time the lecture began, the students had read the entire chapter.
3. The museum will have restored the fresco by next spring.
4. The novelist has revised the ending three times.
5. The orchestra had rehearsed the symphony twice before the conductor arrived.
6. By Friday, the class will have finished reading The Odyssey.
7. Astronomers have photographed thousands of distant galaxies.
8. Galileo had built his telescope before he observed the moons of Jupiter.
9. The poet has written a sonnet every morning this month.
10. By the end of the term, we will have memorized twenty Latin verbs.
11. The librarian has already shelved the new biographies.
12. When the curator unlocked the gallery, the thieves had vanished.
13. The physics club will have built a working model of the solar system before the science fair opens.

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14. Philosophers have debated the meaning of justice since ancient times.
15. The composer had sketched the first movement long before she wrote the finale.
16. By midnight, the biologists will have counted every specimen in the collection.

EXERCISE B Supplying Perfect Tense Forms

Complete each sentence by writing the verb in parentheses in the tense named.

17. Historians _____ the fall of Rome for centuries. (present perfect/study)
18. By the time the lecture ended, the professor _____ the proof on three boards. (past perfect/write)
19. The student _____ every Bronte novel by the end of summer. (future perfect/read)
20. The museum _____ the sculpture to its collection already. (present perfect/add)
21. The chemist _____ the solution before the reaction began. (past perfect/heat)
22. By next June, the orchestra _____ all nine Beethoven symphonies. (future perfect/perform)
23. The novelist _____ her manuscript before the publisher called. (past perfect/finish)
24. Our class _____ three plays by Shakespeare so far this year. (present perfect/study)
25. The astronomers _____ the comet for weeks when it finally became visible without a telescope. (past perfect/track)
26. Before the sun sets, the geologists _____ the whole canyon wall. (future perfect/map)
27. The sculptor _____ in marble since she was a student. (present perfect/work)
28. By the time the audience arrived, the pianist _____ for two hours. (past perfect/practice)
29. By the end of the semester, the philosophy club _____ the whole of Plato's Republic. (future perfect/discuss)
30. Archaeologists _____ many tombs in the Valley of the Kings. (present perfect/uncover)

EXERCISE C Perfect or Simple Tense

Choose the verb form that correctly completes each sentence.

31. Darwin (has published, published) On the Origin of Species in 1859.
32. Scientists (have discovered, discovered) thousands of exoplanets so far.
33. By the time the bell rang, the students (finished, had finished) the quiz.
34. By the time the ribbon is cut in 2030, the observatory (will complete, will have completed) its new telescope.
35. Euclid (has written, wrote) the Elements in ancient Greece around 300 BCE.
36. We (have visited, visited) the art museum last Tuesday.
37. The poet (lived, has lived) in Lisbon for ten years and still writes there.
38. When I arrived at the lecture hall, the professor already (began, had begun) the lecture.
39. Before Beethoven wrote his Ninth Symphony, he (lost, had lost) most of his hearing.
40. By this time next year, I (will read, will have read) the whole Divine Comedy.
41. Andrew Wiles (has proved, proved) Fermat's Last Theorem in the 1990s.
42. The class (has read, read) four novels this semester, and we begin a fifth tomorrow.

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Writing Application

Write three sentences about a book you have read or an experiment you have done: one in the present perfect, one in the past perfect, and one in the future perfect.

6.40 Tenses of Verbs

English verbs have six tenses. Three are simple (present, past, future) and three are perfect (present perfect, past perfect, future perfect). This lesson reviews all six and how to form them.

The Rules

1 **A verb has six tenses. Each is formed from the verb's principal parts (base form, past, and past participle) and, for most tenses, a helping verb.**

- Present: The poet **writes** daily. Past: The poet **wrote** daily.
- Future: The poet **will write** daily. Present perfect: The poet **has written** daily.
- Past perfect: The poet **had written** daily. Future perfect: The poet **will have written** daily.

2 **The present tense expresses an action that is repeated, a fact that is always true, or something happening right now. Use the base form, adding -s or -es for he, she, it, or a singular noun.**

- The choir **rehearses** every Thursday.
- Light **travels** faster than sound.
- Hamlet **hesitates**, and the audience **waits**.

NOTE The present tense of be is irregular: I am, you are, he or she or it is, we are, they are.

3 **The past tense expresses an action that has already occurred. Regular verbs add -ed or -d; irregular verbs change in other ways. Be has two past forms, was and were.**

- Marie Curie **won** two Nobel Prizes.
- The historians **examined** the letters.
- The gallery **was** quiet, and the paintings **were** unframed.

4 **The future tense expresses an action that will take place later. Form it with will plus the base form.**

- The seminar **will begin** at ten.
- The astronomers **will observe** the eclipse.

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5 **The present perfect tense expresses an action that took place at some indefinite time in the past or that began in the past and continues now. Form it with has or have plus the past participle.**

- I **have searched** the whole library for that atlas.
- The museum **has displayed** the vase for years.

6 **The past perfect tense shows that one past action began and ended before another past action started. Form it with had plus the past participle.**

- The mathematician **had solved** the problem before the teacher **explained** it.
- The sculptor **had finished** the head when the clay **cracked**.

7 **The future perfect tense shows that an action in the future will begin and end before another future action starts or before a stated time. Form it with will have plus the past participle.**

- I **will have read** the whole play by Friday.
- By spring, the scientists **will have completed** the survey.

Here is the verb write in all six tenses. Notice that only the present tense changes for he, she, and it; the helping verbs carry the rest of the work.

TENSE	I	HE, SHE, IT	WE, YOU, THEY
Present	I write	he, she, it writes	we, you, they write
Past	I wrote	he, she, it wrote	we, you, they wrote
Future	I will write	he, she, it will write	we, you, they will write
Present perfect	I have written	he, she, it has written	we, you, they have written
Past perfect	I had written	he, she, it had written	we, you, they had written
Future perfect	I will have written	he, she, it will have written	we, you, they will have written

TENSE OF BE	I	HE, SHE, IT	WE, YOU, THEY
Present	am	is	are
Past	was	was	were
Future	will be	will be	will be
Present perfect	have been	has been	have been
Past perfect	had been	had been	had been
Future perfect	will have been	will have been	will have been

Principal parts at work

Past tense uses the past form (wrote). All three perfect tenses use the past participle (written). If you know a verb's principal parts, you can build all six tenses.

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Practice

EXERCISE A Naming the Six Tenses

Write the verb or verb phrase of the main clause and name its tense: present, past, future, present perfect, past perfect, or future perfect.

1. Pythagoras taught mathematics and music at his school in Croton.
2. The chemistry teacher has labeled every bottle on the shelf.
3. Plants release oxygen during photosynthesis.
4. By next week, the library will have cataloged the entire donated collection.
5. The curator will unveil the new portrait on Friday.
6. The composer had finished the score before the rehearsal started.
7. The telescope has revealed faint rings around the planet.
8. Hamlet speaks to the ghost on the castle ramparts.
9. The students will analyze a poem by Robert Frost tomorrow.
10. The chemist recorded each measurement in a notebook.
11. The mathematician has solved the equation.
12. By the time the experiment ends, the biologists will have recorded thousands of measurements.
13. The sculptor had studied anatomy before she carved the figure.
14. Mercury completes its orbit in eighty-eight days.

EXERCISE B Writing Verbs in the Tense Named

Complete each sentence by writing the verb in parentheses in the tense named.

15. The astronomer _____ the star every night. (present/observe)
16. The orchestra _____ the overture last night. (past/perform)
17. Next month the historians _____ their findings. (future/publish)
18. The painter _____ three portraits this month. (present perfect/finish)
19. The poet _____ the poem twice before she read it aloud. (past perfect/revise)
20. By Friday, the committee _____ the winner of the essay prize. (future perfect/select)
21. Cells _____ by dividing. (present/reproduce)
22. Aristotle _____ at Plato's Academy for many years. (past/study)
23. By the time the instructor arrives tomorrow, the students _____ the lab equipment. (future perfect/set up)
24. The museum _____ the exhibit since March. (present perfect/host)
25. The audience _____ silent before the soloist began to play. (past perfect/fall)
26. The students _____ a quiz on Friday. (future/take)
27. The biologists _____ the species before the storm destroyed the habitat. (past perfect/catalog)
28. Water _____ at zero degrees Celsius under standard conditions. (present/freeze)

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EXERCISE C Changing Tenses

Rewrite each sentence, changing the verb to the tense named in parentheses.

29. The class has read the first act of Macbeth. (past)
30. The mathematician proved the theorem. (present perfect)
31. The pianist plays the sonata. (future)
32. The geologists will map the canyon. (present perfect)
33. The librarian shelved the new atlases. (past perfect)
34. The sculptor finishes the statue by June. (future perfect)
35. The museum had opened the new wing. (present)
36. The students have completed the lab report. (future perfect)

EXERCISE D Matching Tense to Time

Choose the verb form that fits the time shown by the sentence.

37. Yesterday the geometry class (proves, proved, will prove) the theorem.
38. Next semester the philosophy seminar (reads, read, will read) Descartes.
39. Next spring the observatory (hosts, hosted, will host) a public star party.
40. Since 1900 physicists (learned, have learned, had learned) a great deal about the atom.
41. By the time Mozart turned twenty-five, he (composed, has composed, had composed) several operas.
42. By next spring the museum (completed, has completed, will have completed) the renovation.

Writing Application

Write six sentences about one scientist, composer, or writer, each in a different one of the six tenses.

6.41 Verbs: Progressive and Emphatic Forms

Progressive forms show an action in progress; emphatic forms add force to a verb. Both are built with helping verbs and give a writer more control over time and emphasis.

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The Rules

1 **The progressive form of a verb tense expresses an action that is continuing at the time referred to in the sentence. It is formed from the present participle (the -ing form) plus the suitable tense of the verb be.**

- The astronomers **are watching** the comet.
- The chemist **was stirring** the mixture when the timer rang.
- The choir **will be singing** Handel's Messiah in December.

2 **Each of the six tenses has a progressive form. The tense is shown by the helping verbs, and the main verb always ends in -ing.**

- Present progressive: The scholars **are studying**.
- Past progressive: The scholars **were studying**.
- Future progressive: The scholars **will be studying**.

3 **The perfect progressive forms combine a perfect-tense helping verb with been and the present participle. They stress that an action continued over a stretch of time.**

- Present perfect progressive: The poet **has been writing** since dawn.
- Past perfect progressive: The poet **had been writing** for hours when the editor called.
- Future perfect progressive: By noon the poet **will have been writing** for six hours.

4 **When you add -ing, drop a silent final e (write, writing), double a final consonant after a short stressed vowel (plan, planning; stir, stirring), and keep the y (study, studying).**

- The sculptor is **carving** a bust. (carve drops the e)
- The students are **planning** a visit. (plan doubles the n)
- The class is **studying** Keats. (study keeps the y)

NOTE Verbs that name a state, such as know, own, and believe, are seldom used in the progressive form.

5 **The emphatic form adds emphasis to the verb. It uses do, does, or did plus the base form of the verb. It exists only in the present and the past tenses.**

- I **do admire** the symmetry of this proof.
- The critic **does like** the final movement.
- Newton **did study** theology as well as physics.

NOTE Use does with he, she, it, or a singular noun; use do with I, you, we, they, or a plural noun. After do, does, or did, the main verb stays in the base form: did revise, not did revised.

6 **Use the emphatic form to stress a statement, to answer a doubt or a contradiction, or to insist on a fact.**

- You doubt that she studied? She **did study** every night.
- The experiment looks simple, but it **does require** great care.
- Skeptics laughed, but the telescope **did show** mountains on the Moon.

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TENSE	PROGRESSIVE FORM	EXAMPLE
Present progressive	am, is, are + -ing	The scholars **are reading**.
Past progressive	was, were + -ing	The scholars **were reading**.
Future progressive	will be + -ing	The scholars **will be reading**.
Present perfect progressive	has, have been + -ing	The scholars **have been reading**.
Past perfect progressive	had been + -ing	The scholars **had been reading**.
Future perfect progressive	will have been + -ing	The scholars **will have been reading**.

EMPHATIC FORM	PATTERN	EXAMPLE
Present emphatic	do or does + base form	The physicist **does expect** a result.
Past emphatic	did + base form	The physicist **did expect** a result.

Practice

EXERCISE A Identifying Progressive and Emphatic Forms

Write the verb phrase in each sentence and name its tense and form (for example, past progressive or present emphatic).

1. The astronomers are tracking an asteroid.
2. The chemist was heating the flask when the alarm sounded.
3. The museum will be displaying Monet's water lilies all summer.
4. The poet has been revising the collection for a year.
5. By noon, the students will have been studying for four hours.
6. The orchestra had been rehearsing for an hour before the doors opened.
7. I do admire the elegance of Euler's proof.
8. The critic did praise the novel's ending, despite her other complaints.
9. The physicists are testing a new theory.
10. The librarian had been cataloging rare maps when the fire drill began.
11. Scholars will be debating the question for years to come.
12. Euclid does prove the Pythagorean theorem in Book I of the Elements.
13. The geologists have been measuring the glacier since spring.
14. We were listening to Vivaldi's Four Seasons in the music room.

EXERCISE B Supplying the Form Named

Complete each sentence by writing the verb in parentheses in the form named.

15. The telescope _____ the Orion Nebula tonight. (present progressive/photograph)
16. The students _____ the poem when the fire alarm rang. (past progressive/analyze)
17. This time next week, the choir _____ in the cathedral. (future progressive/sing)
18. The mathematician _____ on the proof for months. (present perfect progressive/work)
19. The archaeologists _____ for hours before they found the first pottery. (past perfect progressive/dig)

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20. By June, the novelist _____ her manuscript for two years. (future perfect progressive/write)
21. Galileo's telescope _____ craters on the Moon, whatever his critics said. (past emphatic/reveal)
22. I _____ enjoy the poems of Langston Hughes, though I rarely say so. (present emphatic/enjoy)
23. Despite earlier doubts, the curator _____ the loan. (past emphatic/approve)
24. Though you may doubt it, the conductor _____ the strings to play softly. (present emphatic/want)
25. The biologists _____ the migration of monarch butterflies this autumn. (present progressive/track)
26. While Beethoven _____ the symphony, his hearing grew worse. (past progressive/compose)
27. The class _____ Hamlet next month. (future progressive/discuss)
28. The seminar _____ the same question since September. (present perfect progressive/debate)

EXERCISE C Changing the Form

Rewrite each sentence, changing the verb to the form named in parentheses.

29. The chemist mixes the solution. (present progressive)
30. The students read the poem. (past progressive)
31. The orchestra will tune its instruments. (future progressive)
32. The scientists have studied the data. (present perfect progressive)
33. The painter completed the mural. (past emphatic)
34. I admire the clarity of her argument. (present emphatic)
35. The poet had written verses all morning. (past perfect progressive)
36. The students will have prepared for months. (future perfect progressive)

EXERCISE D Choosing Correct Forms

Choose the correct form to complete each sentence.

37. The curator (do, does) want the sculpture moved to the east gallery.
38. The musicians (do, does) practice every day, whatever people think.
39. The author (did, done) revise the ending after all.
40. I (do, does) understand the equation now.
41. The chemist is (stiring, stirring) the solution.
42. The students are (planing, planning) a trip to the planetarium.
43. The sculptor was (carving, carveing) a bust of Homer.
44. The class is (hopeing, hoping) to visit the museum.

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Writing Application

Write four sentences about a class, a laboratory, or a museum visit: use a present progressive, a past progressive, a future progressive, and a present or past emphatic form.

6.42 Verbs: Compatibility of Tenses

Tenses in a sentence must fit together logically. Keep the same tense for events at the same time, and shift tenses only to show that one event comes before or after another.

The Rules

1 **When two or more events happen at the same time, use the same tense for each verb. An unneeded shift in tense confuses the reader.**

- Incorrect: When Paul registered for the seminar, he **is filling** out forms.
- Correct: When Paul **registered** for the seminar, he **filled** out the forms.
- Correct: While the choir **sings**, the audience **listens**.

2 **When one event happens before another, shift the tense to show the order. Use the past perfect for an action completed before another past action.**

- Incorrect: By the time the guard arrived, the thief **escaped**.
- Correct: By the time the guard **arrived**, the thief **had escaped**.
- Correct: Before Euclid wrote the Elements, earlier mathematicians **had collected** many proofs.

3 **To show that an action will be finished before a future action or time, use the future perfect together with the present or future tense.**

- By the time the exhibit opens, the curator **will have hung** every painting.
- The students **will have finished** the lab report before the bell **rings**.

4 **In a clause that tells when or whether something will happen (beginning with if, when, before, after, as soon as, until), use the present tense, not the future. The main clause carries the future.**

- If the experiment **succeeds**, the team **will publish** the results. (not will succeed)
- When the orchestra **finishes** the overture, the soloist **will enter**.

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5 **A statement that is always true stays in the present tense, even when the main verb is in the past.**

- The teacher explained that a triangle **has** three sides.
- Galileo's critics did not accept that the Earth **moves** around the sun.

NOTE The same rule covers scientific facts and definitions: water boils at 100 degrees Celsius at sea level.

6 **When you write about literature, art, or music, use the present tense (the literary present) to describe what happens in the work. Use a past tense only for events outside the work, such as when it was written.**

- In Frankenstein, Victor **abandons** his creature, and the creature **seeks** revenge.
- Shelley **published** the novel in 1818, and it **remains** widely read today.

7 **The historical present uses the present tense to make a past event vivid. If you use it, keep it consistent throughout the passage, and do not drift between present and past without a reason.**

- In 1609 Galileo **points** his telescope at the Moon and **sees** mountains and craters.
- Incorrect shift: Galileo **points** his telescope at the Moon and **saw** craters.

SITUATION	TENSE PATTERN	EXAMPLE
Two actions at the same time	same tense for both	The pianist **played** while the singer **waited**.
Earlier past action	past perfect + simple past	The poet **had finished** when the editor **called**.
Future before future	future perfect + present or future	By May the class **will have read** six plays.
Time or condition clause about the future	present + future	When the bell **rings**, the quiz **will begin**.
General truth	present in the clause	Pupils learned that sound **needs** a medium.

Check for shifts

When you revise, mark every verb in a paragraph. If the tense changes, ask whether the time really changes. If it does not, fix the verb.

Practice

EXERCISE A **Choosing Compatible Tenses**

Complete each sentence by writing the verb in parentheses in the tense named so that it fits the rest of the sentence.

1. By the time the curator arrived, the thief _____ the painting. (past perfect/steal)
2. When Marie Curie _____ her second Nobel Prize, she had already become famous. (past/receive)
3. If the temperature _____ below zero, the water in the beaker will freeze. (present/drop)
4. The students will take notes when the professor _____ the theorem. (present/explain)
5. Galileo _____ the moons of Jupiter after he had built a stronger telescope. (past/observe)

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6. The poet had revised the poem many times before she _____ it to the magazine. (past/send)
7. Aristotle argued that the Earth _____ a sphere. (present/be)
8. Before the experiment began, the team _____ every instrument. (past perfect/calibrate)
9. By the time the symphony ends, the audience _____ for nearly an hour. (future perfect/listen)
10. After the lecture ended, the students _____ several questions. (past/ask)
11. The class discovered that light _____ more slowly in water than in air. (present/travel)
12. When the museum _____ the new gallery next spring, visitors will see the restored frescoes. (present/open)
13. Because the librarian _____ the manuscript carefully, it survived the flood unharmed. (past perfect/store)
14. The students _____ the sonnet aloud while the teacher took notes. (past/read)

EXERCISE B Correcting Tense Errors

Each sentence contains one error in tense. Rewrite the sentence correctly.

15. When Darwin reached the Galapagos Islands in 1835, he begins to collect specimens.
16. Yesterday the chemist heated the mixture, and then she adds the indicator.
17. By the time the lecture started, most of the audience already took their seats.
18. Last night the students watch the eclipse and recorded the time of totality.
19. Before Beethoven wrote his Ninth Symphony, he already lost his hearing.
20. If the experiment will succeed, the team will publish the results.
21. When the museum will reopen, the new wing will display Impressionist paintings.
22. By next June, the sculptor completed the entire series.
23. When the audience applauded, the pianist bows twice.
24. After the chemist mixed the two liquids, a gas bubbles up from the flask.
25. The class has finished the novel last week.
26. Next week the astronomers will observe the eclipse, and they publish their findings the following month.

EXERCISE C Literary Present and General Truths

Choose the verb form that fits the rules for writing about literature or stating a general truth.

27. In Hamlet, the prince (feigned, feigns) madness to hide his plans.
28. The teacher reminded us that water (boils, boiled) at 100 degrees Celsius at sea level.
29. When Odysseus returns to Ithaca, he (disguises, disguised) himself as a beggar.
30. In the last chapter of Jane Eyre, Jane (tells, told) the reader about her life with Rochester.
31. Our physics teacher said that the speed of light in a vacuum (is, was) constant.
32. In The Starry Night, swirling brushstrokes (fill, filled) the sky.
33. In Plato's Republic, Socrates (argues, argued) that justice benefits the soul.
34. The lab manual reminds us that an acid (turns, turned) blue litmus paper red.

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EXERCISE D Keeping Tenses Consistent

Rewrite each sentence so that its verbs are consistent, as directed.

35. Marie Curie works late in the laboratory and noticed the glow of the radium. (Use the past tense throughout.)
36. The conductor raised his baton, and the orchestra begins to play. (Use the past tense throughout.)
37. Dickens publishes Oliver Twist in installments, and readers eagerly awaited each new chapter. (Use the past tense throughout.)
38. The students entered the lab, put on goggles, and begin the experiment. (Use the past tense throughout.)
39. Lincoln delivers the Gettysburg Address, and the crowd listened in silence. (Use the past tense throughout.)
40. The poet reads her sonnet, and the audience applauded warmly. (Use the past tense throughout.)
41. The archaeologist brushed the dust away and discovers a bronze mirror. (Use the past tense throughout.)
42. Beethoven composes the Ninth Symphony after he had lost his hearing. (Use the past tense for the main verb.)

Writing Application

Write a short paragraph (4 to 6 sentences) summarizing a novel or poem you have studied. Use the literary present for the action in the work and the past tense for facts about when and why it was written.

6.43 Voice of Verbs: Active and Passive

Voice tells whether the subject performs the action or receives it. Knowing the difference helps you write direct, lively sentences and recognize the moments when the passive voice serves you best.

The Rules

1. **A transitive verb is an action verb that passes its action to a direct object (it answers whom or what). An intransitive verb has no direct object. Only transitive verbs can be made passive.**
   - The chemist **measured** the acid. (transitive; the acid is the object)
   - The comet **appeared** at dawn. (intransitive; no object)
   - The orchestra **tuned** its instruments. (transitive)

   NOTE Many verbs can be either, depending on the sentence: The glacier melted slowly (intransitive). The heat melted the glacier (transitive).

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2 **A verb is in the active voice when the subject performs the action. A verb is in the passive voice when the action is performed on the subject.**

- Active: Mary Shelley **wrote** Frankenstein.
- Passive: Frankenstein **was written** by Mary Shelley.
- Active: The students **presented** the data. Passive: The data **were presented** by the students.

3 **The passive voice is formed with a form of the helping verb be plus the past participle of the main verb. The tense is shown by the form of be.**

- Present: The data **are recorded** by the lab team.
- Past: The data **were recorded** by the lab team.
- Future: The data **will be recorded** by the lab team.

NOTE Perfect tenses work the same way: has been recorded, had been recorded, will have been recorded.

4 **To change an active sentence to passive, make the direct object the new subject, use a form of be with the past participle, and put the old subject in a by phrase (or drop it).**

- Active: Michelangelo **painted** the ceiling.
- Passive: The ceiling **was painted** by Michelangelo.
- Passive without the doer: The ceiling **was painted** in 1512.

5 **To change a passive sentence to active, make the object of the by phrase the subject and use the matching active verb in the same tense.**

- Passive: The theorem **was proved** by the class.
- Active: The class **proved** the theorem.
- Passive: The fossils **will be studied** by geologists.
- Active: Geologists **will study** the fossils.

6 **In most writing, prefer the active voice. It is more direct, shorter, and clearer about who does what.**

- Weaker: The experiment **was conducted** by the students, and the results **were recorded** by them.
- Stronger: The students **conducted** the experiment and **recorded** the results.

7 **Use the passive voice when the doer is unknown or unimportant, when you want to stress the receiver of the action, or in formal scientific writing that focuses on the process.**

- The tomb **was robbed** centuries ago. (doer unknown)
- The sample **was heated** to 80 degrees Celsius. (the process matters, not the person)
- The vase **was stolen** during the night. (the receiver is the focus)

TENSE	ACTIVE	PASSIVE
Present	The curator **hangs** the painting.	The painting **is hung** by the curator.
Past	The curator **hung** the painting.	The painting **was hung** by the curator.
Future	The curator **will hang** the painting.	The painting **will be hung** by the curator.

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TENSE	ACTIVE	PASSIVE
Present perfect	The curator **has hung** the painting.	The painting **has been hung** by the curator.
Past perfect	The curator **had hung** the painting.	The painting **had been hung** by the curator.
Future perfect	The curator **will have hung** the painting.	The painting **will have been hung** by the curator.

Quick test for the passive

Look for a form of be followed by a past participle (was painted, will be recorded). If the subject receives the action, the voice is passive.

Practice

EXERCISE A Identifying Active and Passive Voice

Write the verb or verb phrase in each sentence and label its voice A (active) or P (passive).

1. The committee awarded the prize to a young chemist.
2. The prize was awarded to a young chemist.
3. Beethoven composed nine symphonies.
4. The Mona Lisa was painted by Leonardo da Vinci.
5. The astronomers have measured the distance to the nearest star.
6. The Pythagorean theorem is proved in Book I of Euclid's Elements.
7. The librarian will lend the rare book to scholars.
8. The experiment will be repeated by the entire class.
9. Mary Shelley wrote Frankenstein.
10. The fossils were discovered by a team of geologists.
11. The sculptor is carving a bust of Homer.
12. The data had been recorded before the storm.
13. Darwin published On the Origin of Species in 1859.
14. The Declaration of Independence was signed in Philadelphia.

EXERCISE B Changing the Voice

Rewrite each active sentence in the passive voice, and each passive sentence in the active voice. Keep the same tense.

15. Mary Shelley wrote Frankenstein.
16. Bach composed the Brandenburg Concertos.
17. The chemist heated the solution.
18. The students will present their findings.
19. Johannes Kepler described the elliptical orbits of the planets.
20. The orchestra performed Beethoven's Ninth Symphony.
21. The curator will hang the portraits.
22. The experiment was designed by the physics students.

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23. The poem was read by the entire class.
24. The museum's new wing was designed by a local architect.
25. The equation was solved by the mathematicians.
26. The voltaic pile was invented by Alessandro Volta.
27. The sonnets will be recited by the students at the festival.
28. The manuscript had been examined by two historians.

EXERCISE C Transitive and Intransitive Verbs

Write the verb in each sentence and label it transitive or intransitive as it is used there.

29. The comet appeared in the northern sky.
30. The sculptor carved a statue of Athena.
31. The audience applauded the violinist.
32. The glacier melted slowly.
33. Newton formulated three laws of motion.
34. The students waited outside the laboratory.
35. Bach composed fugues for the organ.
36. The river flows toward the sea.

EXERCISE D Forming the Passive

Complete each sentence with the passive verb form named.

37. The Rosetta Stone _____ in 1799. (past passive/find)
38. The new telescope _____ next year. (future passive/install)
39. The poems _____ by the students every spring. (present passive/memorize)
40. The experiment _____ twice already. (present perfect passive/repeat)
41. By the time the inspector arrived, the samples _____ by the lab assistant. (past perfect passive/label)
42. The paintings _____ to the museum last week. (past passive/deliver)
43. The symphony _____ by a full orchestra tonight. (future passive/play)
44. These theorems _____ in every geometry course. (present passive/teach)

Writing Application

Write two sentences about a scientific procedure in the passive voice, and then rewrite each in the active voice. Which version do you prefer for a lab report, and why?

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Unit 6 Review

Verb Tenses and Voice

Mixed practice covering every lesson in this unit: principal parts, the six tenses, progressive and emphatic forms, compatibility of tenses, and active and passive voice.

Practice

EXERCISE A Naming Tense, Form, and Voice

Write the verb or verb phrase of the main clause and name its tense and form (for example, past perfect, present progressive, or past passive).

1. Kepler discovered that planets move in ellipses.
2. The students have been reading Dante's Inferno.
3. The Parthenon was built in the fifth century BCE.
4. By May the class will have finished the unit on cell biology.
5. The chemist is titrating the solution.
6. I do enjoy a good proof.
7. The sculpture will be displayed in the main gallery.
8. The musicians had tuned their instruments before the concert began.
9. The mathematician proves a new theorem each year.
10. The poet will be reading from her new collection.
11. The librarian did order the missing volumes.
12. The old manuscript has been restored by the library.

EXERCISE B Principal Parts and Tense Forms

Complete each sentence with the correct form of the verb in parentheses.

13. The poet has _____ a new sonnet this morning. (write)
14. The chemist _____ the beaker carefully yesterday. (past/lift)
15. Mozart had already _____ several operas by the time he was twenty-five. (compose)
16. The students have _____ the lecture hall for the debate. (choose)
17. The choir _____ the cantata at the festival last spring. (past/sing)
18. The geologist has _____ the rock sample to the lab. (bring)
19. The river had _____ its banks before the engineers built the dam. (burst)
20. Water has _____ in the pipes overnight. (freeze)
21. The cartographer _____ the coastline from memory. (past/draw)
22. The orchestra _____ the second movement when the lights failed. (past perfect/begin)

EXERCISE C Choosing the Correct Verb

Choose the verb form that correctly completes each sentence.

23. By the time the exhibit opened, the curator already (hung, had hung) every painting.
24. Marie Curie (has won, won) the Nobel Prize in Physics in 1903.
25. The astronomers (are watching, watched) the eclipse right now.

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26. If the weather (will be, is) clear tonight, the observatory will open its dome.
27. The Starry Night (was painted, painted) by Vincent van Gogh in 1889.
28. The poet (do, does) love the sound of the sea in that stanza.
29. By the time the power failed, the students (were studying, had been studying) for three hours.
30. Because the historian (has been working, worked) on the biography since last year, she knows the archive well.
31. By next week, the committee (reviews, will have reviewed) all the submissions.
32. The textbook explains that the Moon (orbits, orbited) the Earth.

EXERCISE D Rewriting and Correcting

Follow the direction given in parentheses.

33. The committee approved the budget for the new observatory. (Rewrite in the passive voice.)
34. The fossils were examined by the geologists. (Rewrite in the active voice.)
35. The students finish the experiment by noon. (Rewrite in the future perfect tense.)
36. When the curator opened the vault, she finds a lost manuscript. (Correct the tense error.)
37. The orchestra rehearses the overture. (Rewrite in the past progressive.)
38. The scientists study the glacier. (Rewrite in the present perfect progressive.)
39. The author revised the final chapter. (Rewrite in the past emphatic.)
40. The librarian will catalog the donated manuscripts in June. (Rewrite in the passive voice.)
41. Before the lecture began, the students already read the chapter. (Correct the tense error.)
42. The geometry class has proved the theorem yesterday. (Correct the tense error.)

Answer Key Verb Tenses and Voice

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

6.36 Regular Verbs: Principal Parts

EXERCISE A

1. isolated
2. examining
3. memorized
4. question
5. practiced
6. testing
7. mapped
8. continue
9. painted
10. developing
11. labeled (or: labelled)
12. attribute
13. demonstrated
14. planning
15. identified
16. verify
17. revised
18. gathering
19. rehearsed
20. suggest

EXERCISE B

21. calculating, calculated, calculated
22. copying, copied, copied
23. stopping, stopped, stopped
24. exploring, explored, explored
25. classifying, classified, classified
26. permitting, permitted, permitted
27. sketching, sketched, sketched
28. arguing, argued, argued
29. occurring, occurred, occurred
30. publishing, published, published
31. carrying, carried, carried
32. measuring, measured, measured
33. referring, referred, referred
34. lecturing, lectured, lectured
35. preserving, preserved, preserved
36. relying, relied, relied

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EXERCISE C

37. constructed, past form
38. monitoring, present participle
39. admire, base form
40. performed, past participle
41. used, past form
42. listing, present participle
43. record, base form
44. translated, past participle
45. predict, base form
46. discussing, present participle

6.37 Irregular Verbs: Principal Parts

EXERCISE A

1. chose, past form
2. written, past participle
3. sang, past form
4. frozen, past participle
5. know, base form
6. seen, past participle
7. doing, present participle
8. brought, past form
9. begun, past participle
10. spoke, past form
11. taken, past participle
12. ran, past form
13. shaken, past participle
14. saw, past form
15. drawing, present participle
16. think, base form
17. written, past participle
18. wrote, past form
19. keeping, present participle
20. drawn, past participle

EXERCISE B

21. built
22. begun
23. found
24. went
25. go
26. frozen
27. sang
28. written
29. put
30. taking
31. told
32. see
33. lent
34. ring
35. rose
36. read

EXERCISE C

37. The orchestra has begun its rehearsal of the Brahms symphony.
38. Leonardo da Vinci drew hundreds of anatomical studies.
39. The students had written their essays on Thoreau before the deadline.
40. The glacier has broken apart into enormous blocks.
41. Marie Curie did much of her research in a drafty shed.
42. The historian saw the original treaty in the national archives.
43. The pianist has forgotten the middle section of the sonata.
44. Our class went to the planetarium last Thursday.
45. The mercury in the thermometer had risen to one hundred degrees.
46. The archaeologists dug a trench along the ancient wall.

6.38 Tense of Verbs: Present, Past, and Future

EXERCISE A

1. boils
2. published
3. will study
4. stirred
5. travels
6. will open
7. made
8. is
9. will sing
10. wrote
11. communicate
12. explained
13. will submit
14. asked
15. has
16. flows
17. will watch
18. was
19. show
20. were
21. tunes
22. will observe

EXERCISE B

23. conducts, present
24. met, past
25. will visit, future
26. wrote, past
27. shelves, present
28. will hang, future
29. composed, past
30. travels, present
31. will measure, future
32. published, past
33. meets, present
34. turns, present
35. were, past
36. will perform, future

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EXERCISE C

37. The chemist measured the acid carefully.
38. The historians debate the causes of the war.
39. The telescope will capture images of a distant nebula.
40. The students were eager to begin the experiment.
41. The museum displays a collection of Greek vases.
42. The poet will read her work at the public library.
43. The geometry class proved the Pythagorean theorem.
44. The orchestra is ready for the performance.

6.39 Perfect Tenses: Present, Past, and Future

EXERCISE A

1. have studied, present perfect
2. had read, past perfect
3. will have restored, future perfect
4. has revised, present perfect
5. had rehearsed, past perfect
6. will have finished, future perfect
7. have photographed, present perfect
8. had built, past perfect
9. has written, present perfect
10. will have memorized, future perfect
11. has shelved, present perfect
12. had vanished, past perfect
13. will have built, future perfect
14. have debated, present perfect
15. had sketched, past perfect
16. will have counted, future perfect

EXERCISE B

17. have studied
18. had written
19. will have read
20. has added
21. had heated
22. will have performed
23. had finished
24. has studied
25. had tracked
26. will have mapped
27. has worked
28. had practiced
29. will have discussed
30. have uncovered

EXERCISE C

31. published
32. have discovered
33. had finished
34. will have completed
35. wrote
36. visited
37. has lived
38. had begun
39. had lost
40. will have read
41. proved
42. has read

6.40 Tenses of Verbs

EXERCISE A

1. taught, past
2. has labeled, present perfect
3. release, present
4. will have cataloged, future perfect
5. will unveil, future
6. had finished, past perfect
7. has revealed, present perfect
8. speaks, present
9. will analyze, future
10. recorded, past
11. has solved, present perfect
12. will have recorded, future perfect
13. had studied, past perfect
14. completes, present

EXERCISE B

15. observes
16. performed
17. will publish
18. has finished
19. had revised
20. will have selected
21. reproduce
22. studied
23. will have set up
24. has hosted
25. had fallen
26. will take
27. had cataloged
28. freezes

EXERCISE C

29. The class read the first act of Macbeth.
30. The mathematician has proved the theorem.
31. The pianist will play the sonata.
32. The geologists have mapped the canyon.
33. The librarian had shelved the new atlases.
34. The sculptor will have finished the statue by June.
35. The museum opens the new wing.
36. The students will have completed the lab report.

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EXERCISE D

37. proved
38. will read
39. will host
40. have learned
41. had composed
42. will have completed

6.41 Verbs: Progressive and Emphatic Forms

EXERCISE A

1. are tracking, present progressive
2. was heating, past progressive
3. will be displaying, future progressive
4. has been revising, present perfect progressive
5. will have been studying, future perfect progressive
6. had been rehearsing, past perfect progressive
7. do admire, present emphatic
8. did praise, past emphatic
9. are testing, present progressive
10. had been cataloging, past perfect progressive
11. will be debating, future progressive
12. does prove, present emphatic
13. have been measuring, present perfect progressive
14. were listening, past progressive

EXERCISE B

15. is photographing
16. were analyzing
17. will be singing
18. has been working
19. had been digging
20. will have been writing
21. did reveal
22. do enjoy
23. did approve
24. does want
25. are tracking
26. was composing
27. will be discussing
28. has been debating

EXERCISE C

29. The chemist is mixing the solution.
30. The students were reading the poem.
31. The orchestra will be tuning its instruments.
32. The scientists have been studying the data.
33. The painter did complete the mural.
34. I do admire the clarity of her argument.
35. The poet had been writing verses all morning.
36. The students will have been preparing for months.

EXERCISE D

37. does
38. do
39. did
40. do
41. stirring
42. planning
43. carving
44. hoping

6.42 Verbs: Compatibility of Tenses

EXERCISE A

1. had stolen
2. received
3. drops
4. explains
5. observed
6. sent
7. is
8. had calibrated
9. will have listened
10. asked
11. travels
12. opens
13. had stored
14. read

EXERCISE B

15. When Darwin reached the Galapagos Islands in 1835, he began to collect specimens.
16. Yesterday the chemist heated the mixture, and then she added the indicator.
17. By the time the lecture started, most of the audience had already taken their seats.
18. Last night the students watched the eclipse and recorded the time of totality.
19. Before Beethoven wrote his Ninth Symphony, he had already lost his hearing.
20. If the experiment succeeds, the team will publish the results.
21. When the museum reopens, the new wing will display Impressionist paintings.
22. By next June, the sculptor will have completed the entire series.
23. When the audience applauded, the pianist bowed twice.
24. After the chemist mixed the two liquids, a gas bubbled up from the flask.
25. The class finished the novel last week.
26. Next week the astronomers will observe the eclipse, and they will publish their findings the following month.

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EXERCISE C

27. feigns
28. boils
29. disguises
30. tells
31. is
32. fill
33. argues
34. turns

EXERCISE D

35. Marie Curie worked late in the laboratory and noticed the glow of the radium.
36. The conductor raised his baton, and the orchestra began to play.
37. Dickens published Oliver Twist in installments, and readers eagerly awaited each new chapter.
38. The students entered the lab, put on goggles, and began the experiment.
39. Lincoln delivered the Gettysburg Address, and the crowd listened in silence.
40. The poet read her sonnet, and the audience applauded warmly.
41. The archaeologist brushed the dust away and discovered a bronze mirror.
42. Beethoven composed the Ninth Symphony after he had lost his hearing.

6.43 Voice of Verbs: Active and Passive

EXERCISE A

1. awarded, A
2. was awarded, P
3. composed, A
4. was painted, P
5. have measured, A
6. is proved, P
7. will lend, A
8. will be repeated, P
9. wrote, A
10. were discovered, P
11. is carving, A
12. had been recorded, P
13. published, A
14. was signed, P

EXERCISE B

15. Frankenstein was written by Mary Shelley.
16. The Brandenburg Concertos were composed by Bach.
17. The solution was heated by the chemist.
18. Their findings will be presented by the students.
19. The elliptical orbits of the planets were described by Johannes Kepler.
20. Beethoven's Ninth Symphony was performed by the orchestra.
21. The portraits will be hung by the curator.
22. The physics students designed the experiment.
23. The entire class read the poem.
24. A local architect designed the museum's new wing.
25. The mathematicians solved the equation.
26. Alessandro Volta invented the voltaic pile.
27. The students will recite the sonnets at the festival.
28. Two historians had examined the manuscript.

EXERCISE C

29. appeared, intransitive
30. carved, transitive
31. applauded, transitive
32. melted, intransitive
33. formulated, transitive
34. waited, intransitive
35. composed, transitive
36. flows, intransitive

EXERCISE D

37. was found
38. will be installed
39. are memorized
40. has been repeated
41. had been labeled (or: had been labelled)
42. were delivered
43. will be played
44. are taught

Unit 6 Review Verb Tenses and Voice

EXERCISE A

1. discovered, past
2. have been reading, present perfect progressive
3. was built, past passive
4. will have finished, future perfect
5. is titrating, present progressive
6. do enjoy, present emphatic
7. will be displayed, future passive
8. had tuned, past perfect
9. proves, present
10. will be reading, future progressive
11. did order, past emphatic
12. has been restored, present perfect passive

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EXERCISE B

13. written
14. lifted
15. composed
16. chosen
17. sang
18. brought
19. burst
20. frozen
21. drew
22. had begun

EXERCISE C

23. had hung
24. won
25. are watching
26. is
27. was painted
28. does
29. had been studying
30. has been working
31. will have reviewed
32. orbits

EXERCISE D

33. The budget for the new observatory was approved by the committee.
34. The geologists examined the fossils.
35. The students will have finished the experiment by noon.
36. When the curator opened the vault, she found a lost manuscript.
37. The orchestra was rehearsing the overture.
38. The scientists have been studying the glacier.
39. The author did revise the final chapter.
40. The donated manuscripts will be cataloged by the librarian in June.
41. Before the lecture began, the students had already read the chapter.
42. The geometry class proved the theorem yesterday.

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Unit 7: Subject-Verb Agreement.

8 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 393 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

7.44 Subject-Verb Agreement

A verb must agree with its subject in number: a singular subject takes a singular verb, and a plural subject takes a plural verb. This lesson covers the basic pattern and the special forms of be, have, and do.

The Rules

1 **In the present tense, a singular subject in the third person (he, she, it, or any singular noun) takes a verb ending in -s or -es. A plural subject (they, or any plural noun) takes the base form of the verb without -s.**

- The **astronomer** **records** the position of the comet each night.
- The **astronomers** **record** the position of the comet each night.
- A **sonnet** **contains** fourteen lines.
- Most **sonnets** **contain** fourteen lines.

NOTE Nouns and verbs work in opposite directions: an -s on a noun usually makes it plural, but an -s on a present-tense verb makes it singular. A plural noun and a plural verb rarely both end in -s.

2 **The subjects I and you are exceptions. I takes the base form of most verbs (I write, I think), and you always takes the plural form of the verb, even when it refers to one person.**

- **I** **study** the periodic table every evening.
- **You** **read** Homer more carefully than anyone else in the seminar.
- **You** **were** the first student to finish the proof.

3 **The verb be changes form more than any other verb. Use am with I, is with singular third-person subjects, and are with you and all plural subjects. In the past tense, use was with I and singular third-person subjects, and were with you and plural subjects.**

- **I** **am** curious about the origins of calculus.
- The **manuscript** **is** older than the cathedral that houses it.
- The **manuscripts** **are** older than the cathedral that houses them.
- **You** **were** right about the date of the eclipse.

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4 **The verb have uses has with singular third-person subjects and have with I, you, and all plural subjects. The verb do uses does with singular third-person subjects and do with I, you, and all plural subjects.**

- The **chemist** **has** measured the boiling point twice.
- The **chemists** **have** measured the boiling point twice.
- **Does** the **symphony** end in a major key?
- **Do** the **symphonies** of Haydn end in a major key?

NOTE In a question, the helping verb (does, do, is, are, has, have) comes before the subject. Find the subject first, then choose the helping verb that agrees with it.

5 **When a verb phrase has a helping verb, only the helping verb changes to agree with the subject. The main verb keeps the same form.**

- The **painting** **has been** restored by a team of conservators.
- The **paintings** **have been** restored by a team of conservators.
- The **violinist** **is practicing** a difficult passage.
- The **violinists** **are practicing** a difficult passage.

SUBJECT	BE (PRESENT)	BE (PAST)	HAVE	DO	OTHER VERBS (PRESENT)
I	am	was	have	do	write
you	are	were	have	do	write
he, she, it, a singular noun	is	was	has	does	writes
we	are	were	have	do	write
they, a plural noun	are	were	have	do	write

Quick test

Replace the subject with a pronoun. If the pronoun is he, she, or it, the verb needs its singular form (is, was, has, does, writes). If the pronoun is they, the verb needs its plural form (are, were, have, do, write).

Practice

EXERCISE A **Choosing the Verb That Agrees**

Choose the verb in parentheses that agrees with the subject of the sentence.

1. Fossils (reveals, reveal) what ancient ecosystems looked like.
2. A geologist (reads, read) the layers of rock like the pages of a book.
3. The oldest known cave paintings (is, are) tens of thousands of years old.
4. Each chapter of the novel (opens, open) with a short poem.
5. Many historians (believes, believe) that the printing press changed Europe forever.
6. Jupiter (has, have) dozens of moons.
7. The planets of our solar system (does, do) not all rotate in the same way.
8. Water (boils, boil) at 100 degrees Celsius at sea level.

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9. The paintings in the east gallery (was, were) cleaned last spring.
10. The philosopher (argues, argue) that knowledge begins with doubt.
11. Prime numbers (has, have) exactly two factors.
12. A cellist (tunes, tune) the strings before every rehearsal.
13. Mary Shelley (is, are) the author of Frankenstein.
14. The orchestra's string players (sits, sit) closest to the conductor.
15. I (am, is) reading a biography of Marie Curie.
16. You (was, were) correct about the date of the Magna Carta.
17. The librarian (has, have) ordered three new atlases.
18. The experiments (was, were) repeated to confirm the result.
19. A triangle (has, have) three interior angles that add up to 180 degrees.
20. The sculptors (works, work) in marble and in bronze.
21. (Does, Do) the museum open early on weekdays?
22. (Does, Do) the students meet in the chemistry laboratory?

EXERCISE B Supplying the Correct Form

Write the present-tense form of the verb in parentheses that agrees with the subject. Use the helping verb form when a participle follows the blank.

23. The telescope on the hill _____ to the university. (belong)
24. Comets _____ long tails when they approach the sun. (develop)
25. A good essay _____ with a clear claim. (begin)
26. The poets of the Romantic period _____ nature in nearly every poem. (celebrate)
27. Euclid's Elements _____ the foundations of geometry. (explain)
28. I _____ the proof once more before the lecture. (check)
29. You _____ a talent for translating Latin. (have)
30. The archivist _____ each letter in an acid-free folder. (store)
31. Sound waves _____ more slowly than light waves. (travel)
32. The pianist _____ been rehearsing the sonata for weeks. (have)
33. The museum guards _____ been trained to protect the sculptures. (have)
34. _____ sodium react violently with water? (do)
35. _____ the chemists wear goggles during the demonstration? (do)
36. A square root _____ sometimes an irrational number. (be)
37. The notes of a chord _____ played at the same time. (be)
38. The ancient Greeks _____ admired for their tragedies and comedies. (be)
39. Our professor _____ a strong interest in medieval history. (have)
40. Oxygen and hydrogen _____ to form water. (combine)
41. The documentary _____ the life of Charles Darwin. (trace)
42. Isaac Newton _____ remembered for his laws of motion. (be)

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EXERCISE C **Correcting Agreement Errors**

Each sentence contains one error in subject-verb agreement. Rewrite the sentence correctly.

43. The sculptures in the courtyard was carved from a single block of granite.
44. A microscope reveal details that the eye cannot see.
45. The chapters of this history book explains the causes of the French Revolution.
46. Do the author use symbolism in the final scene?
47. The composer have written three operas and a requiem.

Writing Application

Write three or four sentences describing a scientist, artist, or author you admire. Use at least one singular subject and one plural subject, and make every verb agree with its subject.

7.45 Subject-Verb Agreement and Intervening Prepositional Phrases

A prepositional phrase often sits between the subject and the verb. The verb must agree with the true subject, never with the noun inside the phrase.

The Rules

1 **The subject of a sentence is never part of a prepositional phrase. To find the subject, mentally cross out every prepositional phrase, then make the verb agree with the word that remains.**

- The **colors** of the sunset **change** every minute. (The subject is colors, not sunset.)
- The **author** of these poems **lives** in Dublin. (The subject is author, not poems.)
- A **collection** of rare maps **hangs** in the reading room.
- The **theorems** in this chapter **depend** on one definition.

NOTE Common prepositions that begin these phrases include of, in, on, at, from, with, about, for, by, to, under, between, and among.

2 **A singular subject stays singular even when the prepositional phrase ends with a plural noun. Do not let the nearest noun fool your ear.**

- The **leader** of the expeditions **was** a geologist.
- The **meaning** of these symbols **remains** a mystery.
- One **painting** among the hundreds in the gallery **shows** a solar eclipse.

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3 **A plural subject stays plural even when the prepositional phrase ends with a singular noun.**

- The **notebooks** of the young scientist **are** full of sketches.
- The **characters** in this play **speak** in blank verse.
- Two **bridges** across the river **date** from the Roman period.

4 **A sentence may contain more than one prepositional phrase between the subject and the verb. Cross out all of them before choosing the verb.**

- The **bust** of the poet in the hall of the library **is** made of bronze.
- The **results** from the first round of experiments **were** surprising.
- The **date** on the letters from the general **does** not match the date in his diary.

NOTE Phrases beginning with words such as together with, along with, and in addition to also do not change the number of the subject. Lesson 7.50 covers these expressions in detail.

Three steps to the right verb

1. Find the verb. 2. Ask who or what performs the verb, ignoring any prepositional phrase. 3. Match the verb to that subject: singular subject, singular verb; plural subject, plural verb.

- Wrong: The box of fossils **were** opened. Right: The **box** of fossils **was** opened.
- Wrong: The maps of the ancient city **shows** the harbor. Right: The **maps** of the ancient city **show** the harbor.
- Wrong: The ratio of the two sides **are** constant. Right: The **ratio** of the two sides **is** constant.

Practice

EXERCISE A **Choosing the Verb That Agrees**

Choose the verb in parentheses that agrees with the subject. Remember that the subject is never inside a prepositional phrase.

1. The paintings of Claude Monet (captures, capture) changing light.
2. The structure of these molecules (determines, determine) how they react.
3. The temperature in the deep caves (stays, stay) constant all year.
4. The sonnets in this anthology (comes, come) from the sixteenth century.
5. The purpose of the experiments (was, were) to measure the speed of sound.
6. A map of the constellations (hangs, hang) above the professor's desk.
7. The instruments of the string section (needs, need) new strings.
8. The dates of the battle (appears, appear) on the monument.
9. The study of fossils (is, are) called paleontology.
10. The philosophers of ancient Athens (was, were) often teachers as well.
11. The melody in the opening bars (returns, return) at the end of the symphony.
12. The equations on the board (describes, describe) the motion of a pendulum.
13. One of the early telescopes (belongs, belong) to the national museum.
14. The reasons for the empire's decline (is, are) still debated.

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15. The theme of the two novels (seems, seem) to be the cost of ambition.
16. The librarian in charge of rare books (has, have) catalogued every volume.
17. The crystals inside the geode (sparkles, sparkle) under the lamp.
18. The author of the essays on freedom (lives, live) in Prague.
19. The lectures by the visiting historian (begins, begin) at noon.
20. Every brushstroke in these portraits (shows, show) careful planning.

EXERCISE B Finding the Subject and the Verb

Write the simple subject of each sentence. Then write the verb in parentheses that agrees with it.

21. The murals on the chapel ceiling (depicts, depict) scenes from Genesis.
22. A theory about the formation of the moon (suggests, suggest) a giant collision.
23. The books on the top shelf of the archive (contains, contain) letters from the war.
24. The sum of the interior angles (equals, equal) 180 degrees.
25. The members of the quartet (rehearses, rehearse) in the old chapel.
26. The hero of these ancient epics (faces, face) a long journey home.
27. The density of the gases in the outer planets (is, are) very low.
28. Several passages in the symphony (echoes, echo) a folk tune.
29. The signature at the bottom of the documents (belongs, belong) to Thomas Jefferson.
30. The roots of this word in Latin and Greek (explains, explain) its spelling.
31. The history of the Roman roads (fills, fill) three volumes.
32. The frescoes along the corridor of the palace (was, were) painted in the 1500s.

EXERCISE C Correcting Agreement Errors

Each sentence contains one agreement error caused by an intervening prepositional phrase. Rewrite the sentence correctly.

33. The cause of the earthquakes are movement along the fault line.
34. The pages of the old manuscript has turned yellow with age.
35. The sculptures in the sculpture garden was donated by a local collector.
36. A list of the elements in the periodic table hang beside the lab door.
37. The ideas of this philosopher remains influential today.
38. The questions on the mathematics exam was harder than expected.
39. The conductor of the two orchestras travel between the cities every week.
40. The letters from the explorer to his sister reveals his doubts about the voyage.
41. The rhythm of the drums in the final movement grow faster and faster.
42. The portraits of the king in the long gallery shows him at different ages.

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Writing Application

Write three sentences about a museum, laboratory, or library. In each sentence, place a prepositional phrase between the subject and the verb, and make the verb agree with the true subject.

7.46 Subject-Verb Agreement and Linking Verbs

A linking verb connects the subject to a predicate nominative, and the two may differ in number. The verb always agrees with the subject, never with the word that follows the verb.

The Rules

1 **A linking verb (is, are, was, were, seems, becomes, remains) agrees with its subject, not with the predicate nominative that renames the subject after the verb.**

- The **sonnets** of Shakespeare **are** a **treasure** of English literature. (Subject: sonnets, plural. The verb is are, even though treasure is singular.)
- The **highlight** of the exhibit **was** the Egyptian **mummies**. (Subject: highlight, singular. The verb is was, even though mummies is plural.)
- The **prize** for the best essay **is** two **tickets** to the symphony.

NOTE The predicate nominative sits after the linking verb and renames the subject. It never controls the verb.

2 **When the subject is plural and the predicate nominative is singular, use a plural verb.**

- The **planets** of the outer solar system **are** a favorite **topic** of young astronomers.
- **Fossils** **remain** the strongest **evidence** of extinct species.
- Her **watercolors** **became** the **centerpiece** of the show.

3 **When the subject is singular and the predicate nominative is plural, use a singular verb.**

- The **cause** of the color change **was** copper **ions** in the solution.
- The **subject** of this fresco **is** the **muses** of poetry and song.
- The **reason** for the delay **seems** to be the missing **manuscripts**.

NOTE If a sentence sounds awkward, you may reverse it: Copper ions were the cause of the color change. Both versions are correct, because in each the verb agrees with the subject.

4 **A gerund or a gerund phrase used as a subject is singular, even if it contains plural nouns. Two gerunds joined by and form a plural subject.**

- **Reading** the Greek tragedies **is** a requirement of the course.
- **Sketching** and **painting** **are** daily habits of the art students.
- **Measuring** small distances **was** the challenge for early astronomers.

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Find the subject first

Linking-verb sentences fool the ear because the noun after the verb often sits closer to the end of the sentence than the subject does. Ask: what is the sentence about? That word is the subject, and the verb agrees with it. The **theme** of the novel **is** broken promises, but broken **promises are** the theme of the novel.

- Wrong: The best part of the museum **are** the fossils. Right: The best **part** of the museum **is** the fossils.
- Wrong: The frescoes in the chapel **is** a masterpiece. Right: The **frescoes** in the chapel **are** a masterpiece.
- Wrong: Proving theorems **are** the heart of geometry. Right: **Proving** theorems **is** the heart of geometry.

Practice

EXERCISE A Choosing the Verb That Agrees with the Subject

Choose the linking verb in parentheses that agrees with the subject of each sentence.

1. The great strength of this novel (is, are) its vivid characters.
2. The paintings of Vermeer (is, are) a lesson in the use of light.
3. The main source of the river (was, were) mountain springs.
4. The results of the experiment (was, were) a surprise to the chemists.
5. The most difficult problems on the test (was, were) the proofs.
6. The composer's greatest achievement (remains, remain) his nine symphonies.
7. Dinosaur bones (is, are) a common sight in natural history museums.
8. The reward for careful observation (is, are) accurate data.
9. Shakespeare's history plays (seems, seem) a good choice for the festival.
10. The theme of these poems (is, are) the losses of war.
11. The central ideas of Stoic philosophy (is, are) self-control and acceptance.
12. The orchestra's weakest section (was, were) the violins.
13. A good telescope and a dark sky (is, are) the astronomer's basic needs.
14. The only clue to the manuscript's age (was, were) the watermarks on its pages.
15. The strings of a violin (is, are) a source of great tension.
16. Ancient coins (becomes, become) valuable evidence of trade routes.
17. The focus of her research (is, are) the volcanoes of Iceland.
18. The trumpets in the finale (is, are) the loudest voice in the hall.
19. The hardest part of the proof (was, were) the last three steps.
20. Memorizing dates (is, are) not the same as understanding history.

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EXERCISE B Subject, Verb, and Predicate Nominative

Write the simple subject of each sentence, then the verb in parentheses that agrees with it, and then the predicate nominative.

21. The chief export of the ancient city (was, were) olives.
22. The characters in the fable (is, are) a fox and a crow.
23. The glory of the cathedral (is, are) its stained-glass windows.
24. The elements in table salt (is, are) sodium and chlorine.
25. The author's early stories (was, were) her best work.
26. The subject of the lecture (was, were) the moons of Jupiter.
27. The three primary colors (remains, remain) the foundation of color theory.
28. A sonata's first movement (is, are) usually the longest section.
29. The oldest instruments in the collection (is, are) a pair of lutes.
30. Pythagoras's lasting gift to mathematics (is, are) his theorem.
31. The lab's newest tools (is, are) a set of digital scales.
32. The hero of the epic (becomes, become) a wanderer.

EXERCISE C Correcting Agreement with Linking Verbs

Each sentence contains a linking verb that agrees with the predicate nominative instead of the subject. Rewrite the sentence with the correct verb.

33. The finest feature of the gallery are the marble floors.
34. The gases in the balloon was helium and a little air.
35. The reason for the crop failure were the long drought.
36. Her favorite poems is the odes of John Keats.
37. The main attraction at the science fair were a working volcano.
38. The sculptures by the entrance is a gift from the artist's family.
39. The problem with the old map are its missing coastlines.
40. The most useful tools of the geologist is a hammer and a hand lens.
41. Studying fossils are a slow but rewarding task.
42. The ending of the opera were three quiet chords.

Writing Application

Write three sentences about a book you have read or a museum you have visited. Use a linking verb in each sentence, and make sure the subject and the predicate nominative differ in number (one singular, one plural). Check that the verb agrees with the subject.

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7.47 Subject-Verb Agreement in Inverted Sentences

In an inverted sentence the verb comes before the subject. You must look past the opening words, find the subject that follows the verb, and make the verb agree with it.

The Rules

1 **Some sentences begin with a prepositional phrase, followed by the verb and then the subject. The verb agrees with the subject that comes after it, never with the noun in the opening phrase.**

- Above the altar **hangs** a **painting** by Giotto.
- Above the altar **hang** two **paintings** by Giotto.
- Inside the glass case **rest** the **letters** of Abraham Lincoln.
- Beneath the layers of rock **lies** a **fossil** of a giant fern.

NOTE Test the sentence by turning it around: A painting by Giotto hangs above the altar. Now the subject is easy to see.

2 **In sentences that begin with here or there, the subject follows the verb. Here and there are never the subject.**

- There **is** a **theorem** for every case.
- There **are** three **theorems** in this section.
- Here **comes** the **conductor** of the symphony.
- Here **are** the **manuscripts** you requested from the archive.

NOTE Be especially careful with contractions. There's means there is, so There's many reasons is wrong; write There are many reasons.

3 **Questions are usually inverted. The helping verb often comes before the subject, and the main verb comes after it. The helping verb must agree with the subject.**

- **Does** the **poem** rhyme?
- **Do** the **poems** rhyme?
- **Was** the **composer** deaf when he wrote the symphony?
- **Have** the **chemists** finished the analysis?

4 **Inverted sentences may also begin with an adverb, an adjective, or a negative word such as never or rarely. Find the subject after the verb and make the verb agree with it.**

- Rarely **does** a **comet** come this close to Earth.
- Never **were** the **arguments** of the philosopher more persuasive.
- Slowly **rise** the **notes** of the oboe above the strings.

Flip it to check it

Whenever a sentence begins with a prepositional phrase, here, there, or a question word, rewrite it in your head in normal order (subject first). Among the ruins stands a column becomes A column stands among the ruins. The subject is column, so the verb is stands.

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- Wrong: There **is** many errors in the first edition. Right: There **are** many **errors** in the first edition.
- Wrong: On the shelf **sits** three volumes of Gibbon. Right: On the shelf **sit** three **volumes** of Gibbon.
- Wrong: **Does** the planets have moons? Right: **Do** the **planets** have moons?

Practice

EXERCISE A Finding the Subject in Inverted Sentences

Write the simple subject of each sentence. Then write the verb in parentheses that agrees with it.

1. On the laboratory bench (sits, sit) a row of test tubes.
2. Here (is, are) the sketches that Leonardo made of flying machines.
3. There (was, were) several errors in the astronomer's first calculations.
4. Under the microscope (appears, appear) hundreds of tiny cells.
5. Along the walls of the tomb (runs, run) a band of painted hieroglyphs.
6. There (is, are) a reason for every step in the proof.
7. Behind the orchestra (stands, stand) the members of the chorus.
8. In the final chapter (comes, come) the hero's return.
9. Here (lies, lie) the ruins of the ancient theater.
10. Beneath the surface of Europa (is, are) an ocean of liquid water, scientists believe.
11. There (goes, go) the director of the museum.
12. Through the valley (flows, flow) two rivers that join at the delta.
13. In this volume (is, are) the collected essays of Montaigne.
14. Near the telescope (hangs, hang) a chart of the northern sky.
15. There (seems, seem) to be a contradiction in the argument.

EXERCISE B Agreement in Questions and Inverted Sentences

Choose the verb form in parentheses that agrees with the subject.

16. (Does, Do) the chemist expect a reaction at room temperature?
17. (Was, Were) the first printed books expensive?
18. (Has, Have) the archaeologists dated the pottery yet?
19. (Is, Are) Jane Austen's novels still widely read?
20. (Does, Do) a prime number have exactly two factors?
21. (Was, Were) the Impressionists rejected by the official salon at first?
22. (Has, Have) the orchestra tuned its instruments?
23. (Is, Are) there a map of the Roman Empire in this atlas?
24. (Was, Were) there many dissenting voices at the council?
25. Rarely (does, do) a sonnet in this anthology break the fourteen-line pattern.
26. Never (has, have) the museum displayed so many Dutch paintings.
27. Seldom (is, are) a comet visible to the naked eye.
28. (Does, Do) light travel faster than sound?

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29. (Has, Have) the students read the dialogues of Plato?
30. (Is, Are) the strings of a cello thicker than those of a violin?

EXERCISE C Correcting Inverted Sentences

Each sentence contains an agreement error. Rewrite the sentence correctly, keeping the inverted word order.

31. There is many theories about the purpose of Stonehenge.
32. On the top shelf sits the journals of Charles Darwin.
33. Here are the only surviving copy of the composer's letter.
34. Do the periodic table list every known element?
35. Among the papers were a map of the lost expedition.
36. There's three movements in this concerto.
37. Beside the fountain stand a statue of the poet.
38. Was the pyramids built with ramps?
39. In the margins appears the notes of a medieval monk.
40. Has the physicists confirmed the result?
41. From the organ loft come the sound of a Bach fugue.
42. Here come the first result of the census.

Writing Application

Write four sentences describing a laboratory, library, or concert hall. Begin two sentences with a prepositional phrase, one with here or there, and one as a question. Make every verb agree with its subject.

7.48 Subject-Verb Agreement and Special Subjects

Some subjects look plural but act singular, and some look singular but act plural. This lesson covers collective nouns, nouns ending in -s, nouns of amount, and titles of works.

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The Rules

1 **A collective noun names a group (orchestra, committee, class, jury, faculty, audience). It takes a singular verb when the group acts as one unit and a plural verb when the members act as individuals.**

- Singular: The **orchestra** **performs** Beethoven's Fifth tonight.
- Plural: The **orchestra** **take** their seats one by one before the concert.
- Singular: The **jury** **has** reached a verdict in the novel's trial scene.
- Plural: The **faculty** **disagree** about the new science curriculum.

NOTE In most sentences a collective noun is singular. Use a plural verb only when the sentence clearly describes separate actions by individual members.

2 **Some nouns that end in -s name a single thing and take a singular verb: mathematics, physics, economics, civics, news, measles, mumps. Other nouns ending in -s name things with two parts and take a plural verb: scissors, pliers, binoculars, eyeglasses, trousers.**

- Singular: **Physics** **explains** why the pendulum swings.
- Singular: The **news** of the discovery **spreads** quickly through the academy.
- Plural: The **binoculars** **are** on the observatory railing.
- Plural: These **scissors** **cut** the canvas cleanly.

3 **Many nouns ending in -ics are singular when they name a field of study and plural when they name individual practices, activities, or qualities.**

- Singular: **Ethics** **is** a branch of philosophy.
- Plural: The senator's **ethics** **were** questioned by historians.
- Singular: **Acoustics** **is** the science of sound.
- Plural: The **acoustics** of the concert hall **are** superb.

4 **A noun of amount (time, money, distance, weight, measurement) is singular when it names a single quantity and plural when it names separate units.**

- Singular: Ten **years** **is** a long time to spend writing one novel.
- Plural: Ten **years** of the diary **are** missing from the archive.
- Singular: Three **grams** of the compound **is** enough for the test.
- Plural: Three **grams** **were** weighed separately on the balance.

NOTE Ask whether the sentence treats the amount as one lump (singular) or counts the pieces (plural). Fractions and percentages follow the noun that comes after of: Half of the painting is damaged; half of the paintings are damaged.

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5 **The title of a book, play, poem, painting, film, or musical work is singular, even if the title itself contains a plural noun or sounds plural.**

- **The Canterbury Tales** **is** a collection of stories by Geoffrey Chaucer.
- **Great Expectations** **was** published in serial form.
- **The Starry Night** **hangs** in a museum in New York.
- **The Four Seasons** **remains** Vivaldi's most famous work.

TYPE OF SUBJECT	SINGULAR WHEN...	PLURAL WHEN...
Collective noun (class, choir, committee)	the group acts as one unit: The choir sings.	members act individually: The choir take their seats.
Noun ending in -s (mathematics, news)	always, for fields of study, diseases, and news	never (use another noun, such as reports)
Noun ending in -s with two parts (scissors, pliers)	never, unless you say a pair of scissors is	always: The scissors are sharp.
Noun ending in -ics (politics, statistics)	it names a field of study: Statistics is hard.	it names individual facts or practices: The statistics are wrong.
Noun of amount (five dollars, two hours)	it names one quantity: Two hours is enough.	it names separate units: Two hours were wasted, one on each test.
Title of a work (The Birds, Wuthering Heights)	always	never

Always singular
mathematics, physics, economics, civics, linguistics, news, measles, mumps, and the title of any single work.

Always plural
scissors, pliers, tongs, tweezers, binoculars, eyeglasses, trousers, jeans. To make these singular, say a pair of scissors is.

It depends
Collective nouns, nouns of amount, and -ics words such as politics, ethics, statistics, acoustics, and athletics. Read the whole sentence before choosing the verb.

Practice

EXERCISE A **Choosing the Verb for a Special Subject**

Choose the verb in parentheses that agrees with the subject in the context of the sentence.

1. Mathematics (is, are) the language of physics.
2. The committee (meets, meet) in the library every Thursday.
3. The committee (was, were) arguing among themselves about the museum's budget.
4. The scissors in the art studio (needs, need) sharpening.
5. Two hundred pages (is, are) a reasonable length for a first novel.
6. Economics (studies, study) how people use scarce resources.
7. The Three Musketeers (was, were) written by Alexandre Dumas.
8. The news from the observatory (was, were) exciting.
9. The chorus (sings, sing) the final movement of the Ninth Symphony.

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10. The physics faculty (disagrees, disagree) with one another about the new lab design.
11. Fifty dollars (was, were) the price of the first edition.
12. Statistics (is, are) a required course for psychology majors.
13. The statistics in this report (shows, show) a steady rise in rainfall.
14. Measles (was, were) once a common childhood disease.
15. The binoculars on the windowsill (belongs, belong) to the biology teacher.
16. The class (has, have) finished reading Antigone.
17. Three weeks (is, are) too little time to learn calculus.
18. The audience (rises, rise) from their seats at different moments to leave.
19. Politics (was, were) the subject of Aristotle's famous treatise.
20. Her politics (was, were) shaped by the writings of Rousseau.

EXERCISE B Supplying the Correct Verb

Fill in each blank with the present tense form of the verb in parentheses that agrees with the subject.

21. The jury in the courtroom scene _____ its verdict slowly. (deliver)
22. Twelve inches _____ a convenient length for a ruler. (be)
23. The Birds, a comedy by Aristophanes, _____ the gods. (mock)
24. Linguistics _____ the structure of human language. (examine)
25. The pliers in the lab drawer _____ rusted. (be)
26. Five hundred dollars _____ the cost of the new microscope. (be)
27. The orchestra _____ to its feet at the end of the concert. (rise)
28. The acoustics in the old opera house _____ every whisper. (carry)
29. Acoustics _____ a required course for sound engineers. (be)
30. The string quartet _____ their own parts at home before each rehearsal. (practice)
31. Ninety minutes _____ the usual length of a symphony concert. (be)
32. The faculty _____ their offices in very different styles. (decorate)
33. Lyrical Ballads _____ poems by both Wordsworth and Coleridge. (contain)
34. The team of archaeologists _____ their findings to different journals. (send)
35. Civics _____ students how their government works. (teach)

EXERCISE C Identifying the Type of Subject and Correcting the Verb

Each sentence has an agreement error involving a special subject. Rewrite the sentence correctly.

36. Economics were my grandfather's field of study.
37. Three hundred miles are the distance the expedition covered in one month.
38. The eyeglasses of the old scholar lies on the open dictionary.
39. The Brothers Karamazov are a novel about faith and doubt.
40. The band were on stage for the opening chord.
41. The news about the fossil discovery have reached the newspapers.

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42. The cast were praised as a whole for its energy.
43. Mumps were a serious illness before the vaccine.
44. Four pounds of clay are enough for one small bust.
45. The expedition's statistics is recorded in three ledgers.

Writing Application

Write four sentences about a class, an orchestra, or a research team. Use a collective noun as the subject in two sentences (one singular, one plural), a noun of amount in one, and the title of a work in one. Make every verb agree.

7.49 Subject-Verb Agreement and Compound Subjects

A compound subject has two or more parts. Whether the verb is singular or plural depends on the word that joins the parts and on whether the parts name one thing or several.

The Rules

1 **A compound subject joined by and or both...and is usually plural and takes a plural verb.**

- **Galileo** and **Kepler** **were** both students of planetary motion.
- Both the **melody** and the **harmony** **change** in the second movement.
- **Copper**, **tin**, and **lead** **are** all found in ancient bronze alloys.

2 **When the parts of a compound subject joined by and name a single person, thing, or idea, the subject is singular and takes a singular verb.**

- **Trial** and **error** **is** a slow way to solve an equation.
- **Bread** and **water** **was** the prisoner's only meal for a week.
- The **curator** and **founder** of the museum **lives** nearby. (one person holding two roles)

NOTE Test: can you replace the compound with it? Trial and error is one method, so it is singular. Galileo and Kepler cannot be replaced with it, so the subject is plural.

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3 **When the parts of a compound subject are joined by or, nor, either...or, or neither...nor, the verb agrees with the part closest to it.**

- Either the **violin** or the **flute** **carries** the main theme. (singular nearest, singular verb)
- Neither the **poet** nor his **critics** **were** satisfied with the ending. (plural nearest, plural verb)
- Neither the **critics** nor the **poet** **was** satisfied with the ending. (singular nearest, singular verb)
- **Oxygen** or **nitrogen** **makes** up most of the sample.

NOTE When one part is singular and one is plural, put the plural part closest to the verb if you can. Neither the poet nor his critics were satisfied sounds more natural than the reverse.

4 **When a compound subject is preceded by many a, every, or each, the subject is singular and takes a singular verb, because these words point to the members one at a time.**

- **Every** sketch and painting in the exhibit **belongs** to one collector.
- **Each** theorem and lemma in the chapter **has** a proof.
- **Many a** scholar and student **has** searched for the lost manuscript.

JOINING WORD	VERB	EXAMPLE
and, both...and	plural (unless the parts name one thing)	Mozart and Haydn **were** friends.
and (parts form one unit)	singular	Rhythm and blues **is** a musical style.
or, nor, either...or, neither...nor	agrees with the nearer subject	Neither the maps nor the diary **was** found.
every, each, many a + compound	singular	Every chart and graph **is** labeled.

The nearer-subject rule in action

With or and nor, cover up everything except the subject closest to the verb. Either the professor or her assistants (lead, leads) the tour: cover the professor, and assistants lead is what remains. Either the assistants or the professor (lead, leads) the tour: cover the assistants, and professor leads is what remains.

Practice

EXERCISE A **Choosing the Verb for a Compound Subject**

Choose the verb in parentheses that agrees with the compound subject.

1. Plato and Aristotle (was, were) teacher and student.
2. Either the cello or the double bass (plays, play) the lowest notes.
3. Neither the telescope nor the lenses (was, were) damaged in the move.
4. Both the painting and its frame (dates, date) from the 1600s.
5. Ink and parchment (was, were) costly in the Middle Ages.
6. Every chapter and appendix in the textbook (contains, contain) exercises.
7. Neither the lab assistants nor the professor (expects, expect) a different result.

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8. Wear and tear (has, have) damaged the binding of the old atlas.
9. The poet and painter William Blake (was, were) born in London.
10. Hydrogen and helium (makes, make) up most of the sun's mass.
11. Many a mathematician and physicist (has, have) admired Euler's identity.
12. Either the sculptor or her apprentices (polishes, polish) the marble each morning.
13. Each sonnet and ode in the collection (has, have) been dated.
14. The novel's hero and narrator (is, are) the same character.
15. Both the Iliad and the Odyssey (is, are) attributed to Homer.
16. Neither rain nor fog (stops, stop) the astronomers from recording data.
17. The violins, violas, and cellos (tunes, tune) to the oboe's A.
18. Either the sodium or the potassium (reacts, react) first.
19. Rhythm and blues (has, have) influenced many later styles.
20. Both the king and his ministers (appears, appear) in the second act.

EXERCISE B Supplying the Verb

Fill in each blank with the present tense form of the verb in parentheses that agrees with the compound subject.

21. Neither the archive nor the libraries _____ a copy of the pamphlet. (own)
22. The pen and the ink bottle on the desk _____ to the calligrapher. (belong)
23. Either the first movement or the last _____ the longest. (be)
24. Every voice and instrument _____ in the final chorus. (join)
25. Both the fossil and the rock around it _____ a story. (tell)
26. Many a reader and critic _____ Moby-Dick difficult. (find)
27. Neither the composer nor the singers _____ the new tempo. (like)
28. The author and the illustrator of the book _____ in Edinburgh. (live)
29. Supply and demand _____ a basic idea in economics. (be)
30. Either the chemist or her assistants _____ the samples every morning. (label)
31. Each line and stanza _____ the poem's rhythm. (shape)
32. Both calculus and geometry _____ careful reasoning. (require)
33. Neither the x-rays nor the microscope _____ the hidden sketch. (reveal)
34. Latin and Greek _____ the roots of many scientific words. (provide)
35. The director and the designers _____ about the set every afternoon. (argue)

EXERCISE C Correcting Compound Subject Errors

Each sentence contains an agreement error. Rewrite it correctly.

36. Neither the atlas nor the globe show the newly discovered island.
37. Both the chemist and her assistant was surprised by the color change.
38. Either the drums or the trumpet begin the march.
39. Every map and chart in the expedition's records are drawn by hand.

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40. The telescope and the microscope was invented within a few decades of each other.
41. Neither the apprentices nor the masters was able to read the ancient script.
42. Many a student and teacher have puzzled over this paradox.
43. The painter and sculptor Michelangelo were also a poet.
44. Either the manuscripts or the printed edition contain the error.
45. Both the title and the first line of the poem refers to a nightingale.

Writing Application

Write four sentences about two scientists, two artists, or two composers. Use and in one sentence, either...or in one, neither...nor in one, and every or each in one. Make every verb agree with its compound subject.

7.50 Subject-Verb Agreement and Intervening Expressions

Expressions such as as well as and together with look as if they add a second subject, but they do not. The subject keeps its own number, and the verb agrees with it alone.

The Rules

1 **The expressions accompanied by, as well as, in addition to, plus, together with, along with, including, and except introduce phrases that give extra information about the subject. They do not create a compound subject. A singular subject followed by one of these expressions still takes a singular verb.**

- The **conductor**, as well as the musicians, **bows** at the end of the concert.
- The **manuscript**, together with its illustrations, **is** kept in a climate-controlled vault.
- **Mercury**, in addition to Venus, **has** no moons.
- The **curator**, accompanied by two assistants, **unpacks** the crates herself.

NOTE The commas are a clue. The phrase set off by commas is extra information, and the verb skips over it.

2 **A plural subject followed by one of these expressions still takes a plural verb. The expression never changes the number of the subject in either direction.**

- The **sonnets**, along with one long poem, **make** up the whole volume.
- The **planets**, plus the sun, **form** the center of the ancient model.
- The **violins**, as well as the viola, **enter** at measure twelve.

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3 **Do not confuse these expressions with and. The word and creates a true compound subject, which is usually plural. The expression as well as does not.**

- The **historian** and the **archaeologist** **agree** about the date. (compound subject, plural verb)
- The **historian**, as well as the archaeologist, **agrees** about the date. (single subject, singular verb)
- **Newton** and **Leibniz** **share** credit for calculus. (plural)
- **Newton**, together with Leibniz, **shares** credit for calculus. (singular)

NOTE If you truly want to say that two people or things both perform the action, use and. Save as well as and together with for cases in which the first subject is the focus.

Expressions to watch
accompanied by, along with, as well as, besides, except, in addition to, including, plus, together with. Each one introduces a phrase that does not change the number of the subject.

Quick test
Cover the whole expression and the words that follow it. What remains is the real subject. The **poet**, as well as her editors, **prefers** the first draft: cover as well as her editors, and poet prefers remains.

Watch the commas
These phrases are usually set off by commas: The **chemist**, along with her students, **records** the data. Keep both commas, one before the expression and one after the phrase.

- Wrong: The professor, as well as her students, **were** invited. Right: The **professor**, as well as her students, **was** invited.
- Wrong: The painting, together with its sketches, **were** sold. Right: The **painting**, together with its sketches, **was** sold.
- Wrong: The essays, in addition to the preface, **was** translated. Right: The **essays**, in addition to the preface, **were** translated.

Practice

EXERCISE A Identifying the True Subject

Write the simple subject of each sentence. Then write the present tense form of the verb in parentheses that agrees with it.

1. The librarian, as well as two volunteers, _____ the rare books every spring. (inspect)
2. The symphony, together with two overtures, _____ the whole program. (fill)
3. The novels of Dickens, in addition to his essays, _____ London in vivid detail. (describe)
4. Jupiter, along with Saturn, _____ a system of rings. (have)
5. The physicist, accompanied by her graduate students, _____ the conference every year. (attend)
6. The sketches, plus one finished canvas, _____ how the artist planned the mural. (show)
7. The first edition, including its maps, _____ in the museum's vault. (sit)
8. The theorem, as well as its three corollaries, _____ on one axiom. (depend)
9. The strings, together with the harp, _____ the opening chord. (play)
10. Socrates, in addition to his students, _____ in most of Plato's dialogues. (appear)
11. Every planet except Mercury and Venus _____ at least one moon. (have)
12. The pianist, along with the orchestra, _____ the concerto from memory. (perform)
13. The dates on the coins, plus the style of the lettering, _____ the age of the hoard. (reveal)

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14. The laboratory, as well as the lecture halls, _____ at eight in the morning. (open)
15. The poems, accompanied by the poet's own drawings, _____ a complete work of art. (make)

EXERCISE B Choosing the Correct Verb

Choose the verb in parentheses that agrees with the subject.

16. The telescope, together with its mount, (weighs, weigh) nearly a ton.
17. The historian and the geographer (disagrees, disagree) about the route of the march.
18. The historian, as well as the geographer, (disagrees, disagree) with the old theory.
19. The chorus, in addition to four soloists, (sings, sing) the final movement.
20. The early maps, plus a set of letters, (was, were) donated to the archive.
21. Marie Curie, along with her husband, (was, were) awarded the Nobel Prize in Physics in 1903.
22. The equations, accompanied by diagrams, (explains, explain) the motion of the planets.
23. The oboe, as well as the clarinets, (needs, need) new reeds.
24. The painter and his apprentices (grinds, grind) their own pigments.
25. The painter, together with his apprentices, (grinds, grind) his own pigments.
26. Every philosopher except Nietzsche (is, are) covered in the first semester.
27. The fossils, including one complete skull, (belongs, belong) to a new species.
28. The scholar, in addition to her translators, (reads, read) the original Greek.
29. The dialogues of Plato, as well as the works of Aristotle, (survives, survive) in medieval copies.
30. The sculpture, along with the drawings for it, (travels, travel) to Paris next month.

EXERCISE C Correcting Errors and Rewriting with And

Items 1 to 8: each sentence contains an agreement error; rewrite it correctly. Items 9 to 12: rewrite the sentence by replacing the intervening expression with and, and change the verb so that it agrees with the new compound subject.

31. The composer, as well as the librettist, were present at the premiere.
32. The geologist, together with her team, collect samples from the crater.
33. The notebooks, in addition to the diary, reveals the explorer's fears.
34. The museum, accompanied by two universities, sponsor the dig.
35. The sonnet, plus two short lyrics, were published in the magazine.
36. The students, along with their professor, visits the observatory on Fridays.
37. Copper, as well as silver, conduct electricity well.
38. The violinist, together with the pianist, perform the sonata tonight.
39. The biologist, as well as the chemist, studies the sample.
40. The epic, together with the lyric, is a major form of ancient poetry.
41. The archive, along with the reading room, closes at five.
42. The cellist, in addition to the flutist, rehearses in the chapel.

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Writing Application

Write three sentences about a scientist, an author, or a composer working with others. Use as well as, together with, or in addition to in each sentence, and make the verb agree with the true subject.

7.51 Subject-Verb Agreement and Indefinite Pronouns as Subjects

An indefinite pronoun such as everyone, several, or some can be the subject of a sentence. Some are always singular, some are always plural, and a few change number depending on the noun they refer to.

The Rules

1 **Some indefinite pronouns are always singular and take a singular verb: each, either, neither, one, everyone, everybody, everything, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something.**

- **Everyone** in the lecture hall **takes** notes.
- **Each** of the sonatas **has** three movements.
- **Nothing** in the fossil record **contradicts** the theory.
- **Neither** of the two proofs **is** complete.

NOTE A prepositional phrase after the pronoun does not change its number. Each of the sonatas is still singular, because the subject is each, not sonatas.

2 **Some indefinite pronouns are always plural and take a plural verb: several, few, both, many.**

- **Several** of Monet's paintings **show** the same haystacks.
- **Both** of the chemists **were** awarded the prize.
- **Few** of the ancient plays **survive** in full.
- **Many** of the theorems in this book **date** from antiquity.

NOTE A few (as in A few of the trees are stunted) is plural too, just like few.

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3 **The pronouns some, all, any, most, and none can be singular or plural. Look at the noun they refer to, usually in a prepositional phrase that follows. If that noun is singular or uncountable, use a singular verb; if it is plural, use a plural verb.**

- Singular: **Some** of the manuscript **is** water-damaged. (manuscript is singular)
- Plural: **Some** of the manuscripts **are** water-damaged. (manuscripts is plural)
- Singular: **All** of the music **was** composed in one summer.
- Plural: **All** of the pieces **were** composed in one summer.
- Singular: **Most** of the marble **comes** from one quarry.
- Plural: **Most** of the statues **come** from one workshop.

NOTE None is a special case. Use a singular verb when none means not one (None of the letters has been opened) and a plural verb when it means not any (None of the letters have survived). In formal writing, many teachers prefer the singular, so when in doubt choose the singular verb.

4 **When an indefinite pronoun is followed by a prepositional phrase, remember the rule from Lesson 7.45: the subject is the pronoun, not the object of the preposition. This matters most with the always-singular pronouns.**

- **One** of the planets **has** rings visible from Earth.
- **Each** of these experiments **requires** a control group.
- **Everybody** on the research teams **shares** the data.

ALWAYS SINGULAR	ALWAYS PLURAL	SINGULAR OR PLURAL
each, either, neither, one	several	some
everyone, everybody, everything	few	all
no one, nobody, nothing	both	any
anyone, anybody, anything	many	most
someone, somebody, something		none

Memory aid

The singular group includes the compounds ending in -one, -body, or -thing (such as everyone, nobody, and something), plus each, either, neither, and one. The plural group is short: several, few, both, many. The flexible group (some, all, any, most, none) borrows its number from the noun that follows of.

- Wrong: Each of the paintings **were** cleaned. Right: **Each** of the paintings **was** cleaned.
- Wrong: Several of the equations **is** unsolved. Right: **Several** of the equations **are** unsolved.
- Wrong: All of the ink **have** faded. Right: **All** of the ink **has** faded.
- Wrong: Everyone in the laboratories **wear** goggles. Right: **Everyone** in the laboratories **wears** goggles.

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Practice

EXERCISE A Choosing the Verb for an Indefinite Pronoun Subject

Choose the verb in parentheses that agrees with the indefinite pronoun subject.

1. Each of the elements (has, have) a unique atomic number.
2. Several of the early symphonies (was, were) lost for a century.
3. Everyone in the philosophy seminar (reads, read) the Republic.
4. Some of the frescoes (has, have) faded badly.
5. Some of the fresco (has, have) faded badly.
6. Neither of the theories (explains, explain) the data fully.
7. Both of the poets (writes, write) in free verse.
8. Most of the museum's collection (comes, come) from private donors.
9. Most of the museum's paintings (comes, come) from private donors.
10. Nobody in the orchestra (plays, play) from memory.
11. Many of the Greek tragedies (deals, deal) with fate.
12. One of the moons of Jupiter (is, are) larger than Mercury.
13. All of the water in the beaker (has, have) evaporated.
14. All of the samples in the freezer (has, have) been labeled.
15. Few of the medieval maps (shows, show) the coast accurately.
16. Something in the composer's letters (suggests, suggest) a hidden sorrow.
17. Anyone who studies calculus (learns, learn) about limits.
18. Any of the remaining paint (is, are) suitable for the restoration.
19. None of the original manuscript (survives, survive).
20. Either of the microscopes (works, work) for this experiment.

EXERCISE B Pronoun, Number, and Verb

Write the indefinite pronoun that is the subject, then S if it is singular or P if it is plural in the sentence, then the verb in parentheses that agrees with it.

21. Everything in the laboratory (is, are) sterilized before use.
22. Several of the Roman roads (remains, remain) in use today.
23. Each of the string players (tunes, tune) to the same pitch.
24. Some of the gold in the tomb (was, were) imported from Nubia.
25. Both of the equations (describes, describe) the same curve.
26. No one in the archive (knows, know) who wrote the letter.
27. Many of the fossils (comes, come) from a single quarry.
28. All of the poems in this book (rhymes, rhyme).
29. Somebody in the audience (hums, hum) along with the aria.
30. Most of the evidence (points, point) to a volcanic eruption.

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31. Neither of the telescopes (shows, show) the rings of Saturn clearly.
32. Few of the early photographs (has, have) survived.
33. One of the chemists (keeps, keep) a daily log.
34. Most of the sketches (is, are) worth framing.

EXERCISE C Correcting Indefinite Pronoun Errors

Each sentence contains an agreement error. Rewrite the sentence correctly.

35. Each of the lenses in the microscope need cleaning.
36. Several of the violins in the collection was made in Cremona.
37. Everybody in the chemistry class wear safety goggles.
38. Some of the paint on the ceiling have peeled away.
39. Neither of the historians agree with the traditional date.
40. Both of Newton's laws of motion applies here.
41. One of the manuscripts contain a map of the Nile.
42. Most of the sculptures in the garden is made of bronze.
43. Nothing in these equations are difficult.
44. Many of the composer's letters has been translated.

Writing Application

Write four sentences about a class, a library, or a museum. Use an indefinite pronoun as the subject of each: one always singular, one always plural, and two from the singular-or-plural group (one used as singular, one as plural). Make every verb agree.

Unit 7 Review Subject-Verb Agreement

Mixed practice covering every lesson in this unit: prepositional phrases, linking verbs, inverted sentences, special subjects, compound subjects, intervening expressions, and indefinite pronouns.

Practice

EXERCISE A Choosing the Verb That Agrees

Choose the verb in parentheses that agrees with the subject.

1. The nerves in the frog's leg (twitch, twitches) when the current passes through them.
2. Here (is, are) the proofs of the theorem.
3. Beside the easel (stand, stands) the painter's apprentice.
4. All of the manuscripts (was, were) catalogued by the librarian.

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5. The curator of the rare-book collection (welcome, welcomes) visiting scholars.
6. Physics (is, are) the study of matter and energy.
7. Euclid, as well as Archimedes, (is, are) still studied in geometry courses.
8. Neither the violin nor the cellos (was, were) in tune.
9. "The Raven" and "Annabel Lee" (is, are) among Poe's best-known poems.
10. Each of the chemicals (has, have) a hazard label.
11. Few of the paintings (was, were) damaged by the flood.
12. The Brothers Karamazov (is, are) a long and demanding novel.
13. Ten kilometers (is, are) a long walk to the observatory.
14. The editorial board (has, have) approved the new anthology.
15. There (is, are) several reasons why the Roman Republic fell.
16. Where (is, are) the microscope slides?
17. The theory of relativity, along with quantum mechanics, (has, have) reshaped modern physics.
18. Some of the marble (was, were) quarried in Carrara.
19. Both the oboe and the clarinet (is, are) woodwind instruments.
20. Either the poet or her editors (was, were) responsible for the revision.

EXERCISE B Finding the Subject

Write the simple subject of each sentence and label it S (singular) or P (plural).

21. The study of fossils in these cliffs reveals ancient seas.
22. Across the stage dance the figures of the ballet.
23. Photosynthesis, along with respiration, drives the carbon cycle.
24. Everybody in the choir knows the Latin text.
25. Many of the sonnets describe the pains of love.
26. The results from the three experiments support the hypothesis.
27. Bach and Handel were born in 1685.
28. In the corner of the gallery hangs a small landscape.
29. The Canterbury Tales remains popular with readers.
30. Three hours was enough time to finish the proof.
31. All of the equations on the board contain errors.
32. The orchestra rehearses every Thursday in the old hall.

EXERCISE C Correcting Agreement Errors

Each sentence has one agreement error. Rewrite the sentence correctly.

33. The paintings in the east gallery was cleaned last spring.
34. There is two proofs of the Pythagorean theorem in the textbook.
35. Each of the violinists tune her instrument before the concert.
36. The professor, together with her assistants, are preparing the experiment.

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37. Neither the pianist nor the singers was ready for the rehearsal.
38. Economics are taught in the lecture hall on Tuesdays.
39. Where is the lenses for the telescope?
40. Both of the novels is set in Victorian London.
41. A bouquet of lilacs sit on the librarian's desk.
42. Few of the students has finished the chemistry lab report.
43. The Odyssey describe the long journey of Odysseus home from Troy.
44. Five minutes are not enough time to finish the proof.

Answer Key

Subject-Verb Agreement

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

7.44 Subject-Verb Agreement

EXERCISE A

1. reveal
2. reads
3. are
4. opens
5. believe
6. has
7. do
8. boils
9. were
10. argues
11. have
12. tunes
13. is
14. sit
15. am
16. were
17. has
18. were
19. has
20. work
21. Does
22. Do

EXERCISE B

23. belongs
24. develop
25. begins
26. celebrate
27. explains
28. check
29. have
30. stores
31. travel
32. has
33. have
34. Does
35. Do
36. is
37. are
38. are
39. has
40. combine
41. traces
42. is

EXERCISE C

43. The sculptures in the courtyard were carved from a single block of granite.
44. A microscope reveals details that the eye cannot see.
45. The chapters of this history book explain the causes of the French Revolution.
46. Does the author use symbolism in the final scene?
47. The composer has written three operas and a requiem.

7.45 Subject-Verb Agreement and Intervening Prepositional Phrases

EXERCISE A

1. capture
2. determines
3. stays
4. come
5. was
6. hangs
7. need
8. appear
9. is
10. were
11. returns
12. describe
13. belongs
14. are
15. seems
16. has
17. sparkle
18. lives
19. begin
20. shows

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EXERCISE B

21. murals, depict
22. theory, suggests
23. books, contain
24. sum, equals
25. members, rehearse
26. hero, faces
27. density, is
28. passages, echo
29. signature, belongs
30. roots, explain
31. history, fills
32. frescoes, were

EXERCISE C

33. The cause of the earthquakes is movement along the fault line.
34. The pages of the old manuscript have turned yellow with age.
35. The sculptures in the sculpture garden were donated by a local collector.
36. A list of the elements in the periodic table hangs beside the lab door.
37. The ideas of this philosopher remain influential today.
38. The questions on the mathematics exam were harder than expected.
39. The conductor of the two orchestras travels between the cities every week.
40. The letters from the explorer to his sister reveal his doubts about the voyage.
41. The rhythm of the drums in the final movement grows faster and faster.
42. The portraits of the king in the long gallery show him at different ages.

7.46 Subject-Verb Agreement and Linking Verbs

EXERCISE A

1. is
2. are
3. was
4. were
5. were
6. remains
7. are
8. is
9. seem
10. is
11. are
12. was
13. are
14. was
15. are
16. become
17. is
18. are
19. was
20. is

EXERCISE B

21. export, was, olives
22. characters, are, fox and crow
23. glory, is, windows
24. elements, are, sodium and chlorine
25. stories, were, work
26. subject, was, moons
27. colors, remain, foundation
28. movement, is, section
29. instruments, are, pair
30. gift, is, theorem
31. tools, are, set
32. hero, becomes, wanderer

EXERCISE C

33. The finest feature of the gallery is the marble floors.
34. The gases in the balloon were helium and a little air.
35. The reason for the crop failure was the long drought.
36. Her favorite poems are the odes of John Keats.
37. The main attraction at the science fair was a working volcano.
38. The sculptures by the entrance are a gift from the artist's family.
39. The problem with the old map is its missing coastlines.
40. The most useful tools of the geologist are a hammer and a hand lens.
41. Studying fossils is a slow but rewarding task.
42. The ending of the opera was three quiet chords.

7.47 Subject-Verb Agreement in Inverted Sentences

EXERCISE A

1. row, sits
2. sketches, are
3. errors, were
4. cells, appear
5. band, runs
6. reason, is
7. members, stand
8. return, comes
9. ruins, lie
10. ocean, is
11. director, goes
12. rivers, flow
13. essays, are
14. chart, hangs
15. contradiction, seems

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EXERCISE B

16. Does
17. Were
18. Have
19. Are
20. Does
21. Were
22. Has
23. Is
24. Were
25. does
26. has
27. is
28. Does
29. Have
30. Are

EXERCISE C

31. There are many theories about the purpose of Stonehenge.
32. On the top shelf sit the journals of Charles Darwin.
33. Here is the only surviving copy of the composer's letter.
34. Does the periodic table list every known element?
35. Among the papers was a map of the lost expedition.
36. There are three movements in this concerto.
37. Beside the fountain stands a statue of the poet.
38. Were the pyramids built with ramps?
39. In the margins appear the notes of a medieval monk.
40. Have the physicists confirmed the result?
41. From the organ loft comes the sound of a Bach fugue.
42. Here comes the first result of the census.

7.48 Subject-Verb Agreement and Special Subjects

EXERCISE A

1. is
2. meets
3. were
4. need
5. is
6. studies
7. was
8. was
9. sings
10. disagree
11. was
12. is
13. show
14. was
15. belong
16. has
17. is
18. rise
19. was
20. were

EXERCISE B

21. delivers
22. is
23. mocks
24. examines
25. are
26. is
27. rises
28. carry
29. is
30. practice
31. is
32. decorate
33. contains
34. send
35. teaches

EXERCISE C

36. Economics was my grandfather's field of study.
37. Three hundred miles is the distance the expedition covered in one month.
38. The eyeglasses of the old scholar lie on the open dictionary.
39. The Brothers Karamazov is a novel about faith and doubt.
40. The band was on stage for the opening chord.
41. The news about the fossil discovery has reached the newspapers.
42. The cast was praised as a whole for its energy.
43. Mumps was a serious illness before the vaccine.
44. Four pounds of clay is enough for one small bust.
45. The expedition's statistics are recorded in three ledgers.

7.49 Subject-Verb Agreement and Compound Subjects

EXERCISE A

1. were
2. plays
3. were
4. date
5. were
6. contains
7. expects
8. has
9. was
10. make
11. has
12. polish
13. has
14. is
15. are
16. stops
17. tune
18. reacts
19. has
20. appear

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EXERCISE B

21. own
22. belong
23. is
24. joins
25. tell
26. finds
27. like
28. live
29. is
30. label
31. shapes
32. require
33. reveals
34. provide
35. argue

EXERCISE C

36. Neither the atlas nor the globe shows the newly discovered island.
37. Both the chemist and her assistant were surprised by the color change.
38. Either the drums or the trumpet begins the march.
39. Every map and chart in the expedition's records is drawn by hand.
40. The telescope and the microscope were invented within a few decades of each other.
41. Neither the apprentices nor the masters were able to read the ancient script.
42. Many a student and teacher has puzzled over this paradox.
43. The painter and sculptor Michelangelo was also a poet.
44. Either the manuscripts or the printed edition contains the error.
45. Both the title and the first line of the poem refer to a nightingale.

7.50 Subject-Verb Agreement and Intervening Expressions

EXERCISE A

1. librarian, inspects
2. symphony, fills
3. novels, describe
4. Jupiter, has
5. physicist, attends
6. sketches, show
7. edition, sits
8. theorem, depends
9. strings, play
10. Socrates, appears
11. planet, has
12. pianist, performs
13. dates, reveal
14. laboratory, opens
15. poems, make

EXERCISE B

16. weighs
17. disagree
18. disagrees
19. sings
20. were
21. was
22. explain
23. needs
24. grind
25. grinds
26. is
27. belong
28. reads
29. survive
30. travels

EXERCISE C

31. The composer, as well as the librettist, was present at the premiere.
32. The geologist, together with her team, collects samples from the crater.
33. The notebooks, in addition to the diary, reveal the explorer's fears.
34. The museum, accompanied by two universities, sponsors the dig.
35. The sonnet, plus two short lyrics, was published in the magazine.
36. The students, along with their professor, visit the observatory on Fridays.
37. Copper, as well as silver, conducts electricity well.
38. The violinist, together with the pianist, performs the sonata tonight.
39. The biologist and the chemist study the sample.
40. The epic and the lyric are major forms of ancient poetry.
41. The archive and the reading room close at five.
42. The cellist and the flutist rehearse in the chapel.

7.51 Subject-Verb Agreement and Indefinite Pronouns as Subjects

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EXERCISE A

1. has
2. were
3. reads
4. have
5. has
6. explains
7. write
8. comes
9. come
10. plays
11. deal
12. is
13. has
14. have
15. show
16. suggests
17. learns
18. is
19. survives
20. works

EXERCISE B

21. Everything, S, is
22. Several, P, remain
23. Each, S, tunes
24. Some, S, was
25. Both, P, describe
26. No one, S, knows
27. Many, P, come
28. All, P, rhyme
29. Somebody, S, hums
30. Most, S, points
31. Neither, S, shows
32. Few, P, have
33. One, S, keeps
34. Most, P, are

EXERCISE C

35. Each of the lenses in the microscope needs cleaning.
36. Several of the violins in the collection were made in Cremona.
37. Everybody in the chemistry class wears safety goggles.
38. Some of the paint on the ceiling has peeled away.
39. Neither of the historians agrees with the traditional date.
40. Both of Newton's laws of motion apply here.
41. One of the manuscripts contains a map of the Nile.
42. Most of the sculptures in the garden are made of bronze.
43. Nothing in these equations is difficult.
44. Many of the composer's letters have been translated.

Unit 7 Review Subject-Verb Agreement

EXERCISE A

1. twitch
2. are
3. stands
4. were
5. welcomes
6. is
7. is
8. were
9. are
10. has
11. were
12. is
13. is
14. has
15. are
16. are
17. has
18. was
19. are
20. were

EXERCISE B

21. study, S
22. figures, P
23. Photosynthesis, S
24. Everybody, S
25. Many, P
26. results, P
27. Bach and Handel, P
28. landscape, S
29. The Canterbury Tales, S (title)
30. hours, S (a period of time as one unit)
31. All, P
32. orchestra, S (acting as one unit)

EXERCISE C

33. The paintings in the east gallery were cleaned last spring.
34. There are two proofs of the Pythagorean theorem in the textbook.
35. Each of the violinists tunes her instrument before the concert.
36. The professor, together with her assistants, is preparing the experiment.
37. Neither the pianist nor the singers were ready for the rehearsal.
38. Economics is taught in the lecture hall on Tuesdays.
39. Where are the lenses for the telescope?
40. Both of the novels are set in Victorian London.
41. A bouquet of lilacs sits on the librarian's desk.
42. Few of the students have finished the chemistry lab report.
43. The Odyssey describes the long journey of Odysseus home from Troy.
44. Five minutes is not enough time to finish the proof.

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Unit 8: Using Pronouns Correctly.

7 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 365 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

8.52 Personal Pronouns: Case

Personal pronouns change form depending on the job they do in a sentence. This lesson teaches the three cases (nominative, objective, and possessive) so you can choose the right form every time.

The Rules

1 **Personal pronouns refer to persons or things. Each personal pronoun has three cases, or forms: nominative, objective, and possessive. The case you need depends on how the pronoun is used in the sentence.**

- **She** admired the fresco, and the guide explained **its** history to **her**.
- **We** read the sonnet aloud, and the teacher praised **our** reading.
- **They** gave **him** a copy of **their** findings.

2 **Use the nominative case (I, you, she, he, it, we, they) for the subject of a verb and for a predicate nominative (the pronoun that follows a linking verb and renames the subject).**

- **He** proved the theorem in fewer than ten lines.
- **We** will visit the planetarium on Thursday.
- The first scholar to translate the manuscript was **she**.
- The winners of the essay contest were Luis and **I**.

NOTE In conversation, people often say "It was me." In formal writing, use the nominative after a linking verb: "It was I."

3 **Use the objective case (me, you, her, him, it, us, them) for a direct object, an indirect object, or the object of a preposition.**

- The curator thanked **us** for cataloging the prints. (direct object)
- The professor handed **him** the microscope slide. (indirect object)
- The librarian saved the rare atlas for **me**. (object of a preposition)
- Between you and **me**, the second symphony is the stronger piece.

NOTE A common slip is "between you and I." The word between is a preposition, so it needs the objective form: between you and me.

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4 **Use the possessive case to show ownership. Some possessive pronouns (my, your, her, his, its, our, their) come before a noun. Others (mine, yours, hers, his, ours, theirs) stand alone and replace a possessive noun.**

- The physicist published **her** results in a brief paper.
- The idea for the mural was **theirs**, not **ours**.
- The violin with the cracked scroll is **mine**.

NOTE Possessive pronouns never take an apostrophe. Its means belonging to it; it's means it is. Yours, hers, ours, and theirs have no apostrophe.

5 **To check a pronoun in a compound subject or compound object, drop the other part of the compound and read the sentence with the pronoun alone.**

- Marco and **I** studied the periodic table. (I studied the periodic table.)
- The archivist showed Marco and **me** the letters. (The archivist showed me the letters.)
- Will you and **she** present the geometry proof together? (Will she present the proof?)

CASE	SINGULAR PRONOUNS	PLURAL PRONOUNS	FUNCTION IN A SENTENCE
Nominative	I, you, she, he, it	we, you, they	subject or predicate nominative
Objective	me, you, her, him, it	us, you, them	direct object, indirect object, or object of a preposition
Possessive	my, mine, your, yours, her, hers, his, its	our, ours, your, yours, their, theirs	shows ownership; replaces a possessive noun

Quick test for case

Ask what the pronoun is doing. Is it performing the action or renaming the subject after a linking verb? Use the nominative. Is it receiving the action or following a preposition? Use the objective. Does it show who owns something? Use the possessive.

Practice

EXERCISE A Choosing the Correct Pronoun

Choose the correct pronoun in parentheses.

1. When the Greek geometers studied circles, (they, them) discovered the ratio we now call pi.
2. The professor lent (we, us) her annotated copy of Beowulf.
3. Marie Curie and (she, her) husband Pierre shared the 1903 Nobel Prize in Physics.
4. The orchestra tuned (its, it's) instruments before the overture.
5. Between you and (I, me), the museum's new wing is far more interesting than the old one.
6. The librarian asked Jonah and (I, me) to reshelve the poetry anthologies.
7. Galileo pointed (his, him) telescope at Jupiter and saw four moons.
8. The first students to finish the calculus exam were Priya and (he, him).
9. Rembrandt painted (he, his) own face many times over the course of his life.

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10. The lecturer explained the theory of plate tectonics to (we, us).
11. The sculpture in the courtyard is (their, theirs), not the university's.
12. The chemists recorded (they, their) observations in a shared notebook.
13. Was it (she, her) who translated the Odyssey for the class?
14. The conductor gave (he, him) the solo part in the second movement.
15. The early astronomers had little equipment, yet (they, them) mapped the stars with care.
16. Please return the microscope to Dr. Ames or (I, me) before the laboratory closes.
17. The painting lost (its, it's) bright colors after decades in direct sunlight.
18. The students and (we, us) teachers will attend the lecture on Plato's Republic.
19. (We, Us) members of the debate team read Aristotle's Rhetoric this semester.
20. The notebook with the sketches of the cathedral is (my, mine).

EXERCISE B Labeling Pronoun Case

Each sentence contains one personal pronoun in bold. Label it nom. (nominative), obj. (objective), or pos. (possessive).

21. **We** examined the fossil under the magnifying lens.
22. The archaeologist showed **us** the pottery shards from the dig.
23. Emily Dickinson wrote most of **her** poems in Amherst, Massachusetts.
24. The composer dedicated the string quartet to **him**.
25. **They** argued that mathematics is discovered rather than invented.
26. The theory of relativity is still associated with **its** author, Albert Einstein.
27. The professor said that the best essay on Hamlet was **mine**.
28. The guide led **them** through the gallery of Impressionist paintings.
29. **It** was Isaac Newton who described the laws of motion in the Principia.
30. The astronomer who discovered the comet was **she**.
31. Copernicus placed the sun, not the earth, at the center of **his** model.
32. The museum sent **me** a catalog of the Egyptian collection.
33. **You** should read the preface before the first chapter.
34. The lab assistants cleaned **their** glassware before leaving.
35. The biology teacher gave **her** a slide of onion cells to examine.

EXERCISE C Correcting Pronoun Case

Each sentence contains one pronoun in the wrong case or form. Rewrite the sentence correctly.

36. The philosophy students and me discussed Descartes for two hours.
37. The geologist gave Sam and I a sample of volcanic glass.
38. Us physics students built a model of the solar system.
39. The author of the winning poem was her.
40. The teacher divided the history project between Noah and I.
41. Him and his lab partner measured the boiling point of ethanol.

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42. The reference librarian helped Tara and she locate the medieval maps.
43. The idea for the science fair project was our's from the beginning.
44. Dr. Lee and her will lecture on the French Revolution next week.
45. The museum offered we volunteers a tour of the restoration lab.

Writing Application

Write three sentences about a scientist, artist, or writer you admire. Use at least one nominative pronoun, one objective pronoun, and one possessive pronoun, and label the case of each.

8.53 Pronouns with and as Appositives; After Than and As

Appositives and the words than and as often hide the job a pronoun is doing. This lesson shows you how to uncover that job so you can pick the nominative or objective form with confidence.

The Rules

1 **When a pronoun is part of an appositive, give it the case of the noun the appositive renames. Use the nominative case if the appositive renames a subject or a predicate nominative. Use the objective case if it renames a direct object, an indirect object, or the object of a preposition.**

- The two finalists, Rosa and **she**, each proved the theorem a different way. (renames the subject)
- The prize-winning chemists were the two postdocs, Ahmed and **I**. (renames the predicate nominative)
- The dean congratulated the finalists, Rosa and **her**. (renames the direct object)
- The journal sent the reviewers, Dr. Okafor and **me**, a copy of the manuscript. (renames the indirect object)

NOTE Test it by dropping the noun and reading only the pronoun: "The dean congratulated her." If the sentence still sounds right, the case is right.

2 **When an appositive follows a pronoun (we scholars, us scholars), choose the case the pronoun would need if the appositive were removed.**

- **We** historians rely on primary sources. (We rely on primary sources.)
- The archive granted **us** researchers access to the letters. (The archive granted us access.)
- Few painters work as slowly as **we** miniaturists do. (as we do)

NOTE The appositive noun never changes the pronoun's case; it only makes the pronoun's meaning more specific.

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3 **After than or as in an incomplete (elliptical) clause, choose the case the pronoun would have if the missing words were written out. Nominative pronouns are usually subjects of the unstated verb; objective pronouns are usually objects.**

- Maya studies the Odyssey more closely than **I**. (than I do)
- The proof puzzled Dana less than **me**. (than it puzzled me)
- No one in the seminar reads Kant as closely as **she**. (as she does)
- The lecture impressed the graduate students as much as **us**. (as much as it impressed us)

NOTE Sometimes either case can be correct, with different meanings: "The curator trusts the restorer more than I" (more than I trust the restorer) and "more than me" (more than the curator trusts me). In a test, finish the clause in your head before you choose.

SITUATION	ASK YOURSELF	CASE
Pronoun inside an appositive	What noun does the appositive rename, and what job does that noun do?	Same case as that noun
Pronoun followed by an appositive (we/us students)	Which pronoun works when I drop the noun?	The case that works alone
Pronoun after than or as	What words are missing? Is the pronoun a subject or an object of those words?	Nominative for a subject, objective for an object

Finish the clause

Than and as introduce clauses that are often cut short. Write out the missing verb (and object, if any) before you choose the pronoun: "Mozart composed earlier in life than he [composed]" calls for he; "The symphony moved the audience as deeply as [it moved] him" calls for him.

Practice

EXERCISE A **Pronouns in Appositives**

Choose the correct pronoun in parentheses. Then write nom. (nominative) or obj. (objective) to identify its case.

1. The two lab partners, Keiko and (I, me), measured the density of the mineral sample.
2. The committee awarded the research grant to the youngest applicants, Daniel and (she, her).
3. The editor thanked the proofreaders, Marcus and (I, me), for catching the error in the formula.
4. The authors of the paper on coral reefs are two marine biologists, Dr. Yun and (he, him).
5. The museum offered the volunteers, Ana and (he, him), passes to the Vermeer exhibit.
6. Two sophomores, Jamal and (she, her), recited the opening of the Iliad from memory.
7. The orchestra director praised the cellists, Leah and (I, me), after the Dvorak concerto.
8. The library hired two student assistants, Priya and (he, him), to catalog the rare maps.
9. The brightest observers in the astronomy club, Omar and (she, her), spotted Saturn's rings first.
10. The winners of the geometry contest were the twins, Elena and (he, him).
11. The philosophy professor assigned the essay on Socrates to two students, Tomas and (I, me).
12. The debate was won by the first-year students, Grace and (he, him).

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13. The guide led the last visitors, Ravi and (I, me), through the hall of Greek sculpture.
14. The co-authors, Dr. Reyes and (she, her), presented their findings on plate tectonics.
15. The press assigned the books of the Aeneid to the two translators, Jonah and (she, her).

EXERCISE B We or Us Before an Appositive; Than and As

Choose the correct pronoun in parentheses.

16. (We, Us) chemistry students must wear goggles whenever a burner is lit.
17. The archivist showed (we, us) history majors the original charter.
18. The sonata was harder to memorize for (we, us) pianists than for the string players.
19. (We, Us) members of the poetry circle meet in the library every Tuesday.
20. The lecturer asked (we, us) listeners to imagine a universe without gravity.
21. Few mathematicians in the department understand topology as well as (she, her).
22. Elena is as curious about the French Revolution as (I, me).
23. The visiting scholar arrived at the archive earlier than (we, us).
24. Beethoven lost his hearing, yet few composers wrote as boldly as (he, him).
25. No one in the seminar was more curious about the Silk Road than (she, her).
26. I finished Crime and Punishment sooner than (they, them).
27. The long lecture on glaze chemistry bored the sculptors as much as (we, us).
28. Maya memorized more of the sonnets than (I, me).
29. The fossil discovery delighted Dr. Rao as much as (we, us).
30. Nobody in the physics class solves equations as quickly as (she, her).
31. The telescope's blurry image frustrated the astronomer more than (I, me).
32. My lab partner and I both tried the titration, but I spilled more acid than (he, him).
33. The young painter mixed pigments more patiently than (he, him).
34. Few historians have studied the Roman Republic as deeply as (he, him).
35. The riddles in the medieval manuscript puzzled the translator as much as (we, us).

EXERCISE C Correcting Pronoun Case

Each sentence contains one pronoun in the wrong case. Rewrite the sentence correctly.

36. The best essayists in the class, Noor and him, will read their work at the assembly.
37. Us biology students dissected a frog on Friday.
38. The professor gave the two assistants, Carla and I, a key to the laboratory.
39. Galileo observed the moons of Jupiter earlier than them.
40. The guide explained the hieroglyphs to we visitors in great detail.
41. Priya has read more of Dante than me.
42. The symphony moved the violinist as deeply as I.
43. The archaeologists, Dr. Hale and me, uncovered a mosaic floor.
44. Few painters mixed colors as carefully as him.

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45. The scholarship committee selected the two finalists, Luis and I.

Writing Application

Write three sentences about two scientists or artists working together. In one, use a pronoun inside an appositive; in another, use we or us before a noun; in the third, use a pronoun after than or as. Write out the missing words of the than or as clause in parentheses.

8.54 Who and Whom in Questions and Subordinate Clauses

Who and whom are two forms of the same pronoun. Who is nominative and whom is objective, and the choice depends only on the job the pronoun does inside its own question or clause.

The Rules

1 **Use the nominative form who (and whoever) for the subject of a verb or for a predicate nominative. Use the objective form whom (and whomever) for the direct object or indirect object of a verb or verbal, or for the object of a preposition.**

- **Who** first measured the circumference of the earth? (subject of measured)
- **Whom** did the Athenians put on trial in 399 BCE? (direct object of did put)
- To **whom** did Beethoven dedicate the Ninth Symphony? (object of the preposition to)
- Hypatia, **who** taught mathematics in Alexandria, was admired by her students. (subject of taught)

2 **In a question, rearrange the words into a statement and substitute he or him. If he fits, use who; if him fits, use whom.**

- **Who** wrote the Republic? (He wrote the Republic.)
- **Whom** did Plato describe in the Apology? (Plato described him.)
- **Whom** should the committee thank for the donated telescope? (The committee should thank him.)

NOTE Words such as did, should, will, and can often split the verb in a question. Put the pieces back together before you test: "did ... describe" becomes "described."

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3 **In a subordinate clause, look only at the clause itself. The pronoun's job inside that clause decides its case, no matter what the clause does in the rest of the sentence.**

- The physicist **who** helped explain nuclear fission was Lise Meitner. (who is the subject of explained)
- The physicist **whom** the students admired most was Lise Meitner. (whom is the direct object of admired)
- Give the manuscript to **whoever** arrives first. (whoever is the subject of arrives; the whole clause is the object of to)
- The patron for **whom** Mozart wrote the concerto is unknown. (whom is the object of for)

NOTE Do not let a preposition or a verb outside the clause fool you. In "to whoever arrives first," the object of to is the entire clause, and inside the clause the pronoun is a subject, so it is whoever.

4 **Interrupting expressions such as I think, we believe, or she said do not change the case of the pronoun. Cross them out mentally before deciding.**

- Archimedes, **who** historians believe died during the siege of Syracuse, left behind brilliant proofs. (who died)
- The painter **who** I think deserves more attention is Artemisia Gentileschi. (who deserves)
- The poet **whom** we assumed the judges favored did not win. (the judges favored whom)

FORM	CASE	USE IN ITS OWN CLAUSE	TEST WORD
who, whoever	nominative	subject or predicate nominative	he, she, they
whom, whomever	objective	direct object, indirect object, object of a preposition	him, her, them
whose	possessive	shows ownership	his, her, their

Three steps for who or whom

1. Find the clause the pronoun belongs to. 2. Turn that clause into a plain statement. 3. Put he or him in the pronoun's place. He means who; him means whom.

Practice

EXERCISE A **Who or Whom in Subordinate Clauses**

Write who or whom in each blank.

1. Marie Curie, _____ won Nobel Prizes in both physics and chemistry, was born in Warsaw.
2. The sculptor _____ the city hired to design the monument studied in Florence.
3. Charles Darwin, _____ sailed on the Beagle for five years, published On the Origin of Species in 1859.
4. Homer, about _____ almost nothing certain is known, is credited with the Iliad and the Odyssey.
5. The mathematician _____ proved Fermat's Last Theorem worked on it in secret for years.
6. Frida Kahlo, _____ many critics now consider one of Mexico's greatest painters, often painted self-portraits.
7. Isaac Newton, _____ developed the laws of motion, also studied the nature of light.
8. Socrates, _____ left no writings of his own, is known mainly through the dialogues of Plato.

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9. The patron to _____ the composer sent the score never replied.
10. Johannes Kepler, _____ worked as Tycho Brahe's assistant, discovered that planetary orbits are ellipses.
11. The students _____ the professor selected for the field expedition will study volcanic rock.
12. Leonardo da Vinci, _____ filled notebooks with sketches of machines, also painted the Mona Lisa.
13. Ada Lovelace, _____ historians often call the first computer programmer, wrote notes on Babbage's engine.
14. The novelist _____ wrote Jane Eyre published it under the name Currer Bell.
15. The biologist with _____ Francis Crick proposed the double helix model was James Watson.
16. Galileo, _____ the Church put on trial in 1633, spent his final years under house arrest.
17. The poet _____ we studied last week, Langston Hughes, was a leading figure of the Harlem Renaissance.
18. The philosopher _____ the Athenian court condemned to death refused to flee the city.
19. Rembrandt, _____ painted The Night Watch, trained many younger artists in his studio.
20. Students _____ read Euclid's Elements learn how to build a proof one step at a time.

EXERCISE B Who or Whom in Questions

Choose the correct pronoun in parentheses. Then write the statement you used to test it (for example, "She wrote it" or "They praised him").

21. (Who, Whom) painted the ceiling of the Sistine Chapel?
22. (Who, Whom) did the Royal Society elect as its president in 1703?
23. To (who, whom) did Mary Shelley dedicate Frankenstein?
24. (Who, Whom) discovered penicillin in 1928?
25. (Who, Whom) will the museum honor at the opening of the new wing?
26. (Who, Whom) do you consider the greatest composer of the Baroque era?
27. (Who, Whom) was the first woman to earn a doctorate in mathematics in the United States?
28. With (who, whom) did Wilbur Wright build the first successful airplane?
29. (Who, Whom) should the librarian ask about the missing folio?
30. (Who, Whom) wrote the symphony the orchestra will perform tonight?
31. (Who, Whom) did the professor invite to speak about the Harlem Renaissance?
32. From (who, whom) did the library acquire the rare folio?
33. (Who, Whom) translated Beowulf into modern English for our class?
34. (Who, Whom) have the judges chosen for the science fair's top award?
35. (Who, Whom) was the emperor that wrote the Meditations?

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EXERCISE C Correcting Who and Whom

Each sentence uses who, whom, whoever, or whomever incorrectly. Rewrite the sentence correctly.

36. Whom composed the opera Carmen?
37. The astronomer who the academy honored had charted more than two thousand stars.
38. Who did Dante follow through the Inferno?
39. The chemistry prize will go to whomever writes the clearest laboratory report.
40. Pythagoras, who the Greeks revered as a sage, founded a school in southern Italy.
41. The historian whom wrote the biography of Lincoln spent a decade in the archives.
42. Whom do you believe deserves credit for inventing calculus, Newton or Leibniz?
43. The violinist who the conductor praised had practiced the cadenza for months.
44. Give the research fellowship to whoever the committee selects.
45. The playwright who the critics admired most was Sophocles.

Writing Application

Write two questions and two statements with subordinate clauses about a historical figure you have studied. Use who twice and whom twice, and after each sentence write the he or him test in parentheses.

8.55 Pronoun-Antecedent Agreement in Number and Gender

A pronoun borrows its meaning from its antecedent, so the two must match. This lesson explains how to make a pronoun agree with its antecedent in number (singular or plural) and gender (masculine, feminine, or neuter).

The Rules

1. **An antecedent is the word or group of words that a pronoun refers to or replaces. The antecedent may be a noun, another pronoun, or a phrase or clause used as a noun.**
   - **Galileo** aimed **his** telescope at the moon. (noun antecedent)
   - **She** finished **her** proof before the bell. (pronoun antecedent)
   - **Reading the Odyssey in Greek** was slow, but **it** was worth the effort. (phrase antecedent)
   - **That the earth moves** seemed absurd to many, yet **it** was true. (clause antecedent)

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2 **A pronoun must agree with its antecedent in number. Use a singular pronoun for a singular antecedent and a plural pronoun for a plural antecedent.**

- The **chemist** labeled **her** samples before the experiment.
- The **chemists** labeled **their** samples before the experiment.
- A **comet** loses part of **its** tail each time **it** nears the sun.

3 **Two or more singular antecedents joined by and take a plural pronoun. Singular antecedents joined by or or nor take a singular pronoun.**

- **Watson and Crick** published **their** model of DNA in 1953.
- Neither **Monet** nor **Renoir** abandoned **his** interest in light.
- Either the **cello** or the **viola** will carry the melody in **its** lowest register.

NOTE When one antecedent is singular and the other plural and they are joined by or or nor, the pronoun agrees with the nearer one: "Neither the conductor nor the musicians forgot their parts."

4 **A pronoun must agree with its antecedent in gender: masculine (he, him, his), feminine (she, her, hers), or neuter (it, its). Plural pronouns (they, them, their) are used for all genders.**

- **Emily Dickinson** kept most of **her** poems hidden during **her** lifetime.
- **Mozart** wrote **his** first symphony as a child.
- The **manuscript** has lost **its** cover, but **its** pages are intact.
- The **Brontë sisters** published **their** novels under pen names.

NOTE When a singular antecedent such as a student or a scientist could be either male or female, use "he or she" and "his or her," or make the antecedent plural: "Scientists record their data." Lesson 8.57 treats this problem in detail.

5 **A collective noun (class, orchestra, committee, team) takes a singular pronoun when the group acts as one unit and a plural pronoun when the members act individually.**

- The **orchestra** gave **its** final performance of the season on Sunday.
- The **committee** could not agree, so **they** argued late into the evening.
- The **jury** of art critics announced **its** decision at noon.

ANTECEDENT	NUMBER	GENDER	PRONOUNS TO USE
a man, a boy, Newton	singular	masculine	he, him, his
a woman, a girl, Curie	singular	feminine	she, her, hers
a telescope, an idea, a poem	singular	neuter	it, its
scientists, poems, the Curies	plural	any	they, them, their, theirs

Find the antecedent first

Before you write a pronoun, point to the word it stands for. Decide whether that word is singular or plural and whether it names a male, a female, or a thing. Then choose the pronoun that matches on both counts.

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Practice

EXERCISE A Supplying Pronouns That Agree

Write a personal pronoun that agrees with its antecedent in number and gender. Then name the antecedent.

1. The students must return _____ library books before the semester ends.
2. Jane Austen revised _____ early manuscripts for years before publishing them.
3. A tuning fork vibrates at a fixed pitch when _____ is struck.
4. The two chemists shared _____ notes on the reaction.
5. Charles Dickens published many of _____ novels in monthly installments.
6. The violin needed new strings, so the luthier replaced _____.
7. The scholars argued that _____ translation of the tablet was the most accurate.
8. Marie Curie published _____ doctoral research on radioactivity in 1903.
9. Both Plato and Aristotle founded _____ own schools in Athens.
10. Neither Haydn nor Mozart lost _____ fondness for the string quartet.
11. The museum closes _____ doors at five o'clock on weekdays.
12. The composer and the poet signed _____ names to the finished song.
13. Either the sonnet or the ode will lose _____ place in the anthology.
14. Caroline Herschel recorded _____ discovery of eight comets in careful notebooks.
15. Frogs breathe partly through _____ skin.
16. The geologists packed _____ samples carefully for the trip home.
17. Copernicus waited until the end of _____ life to publish his great work.
18. The paintings in the east gallery were moved because _____ frames needed repair.
19. The physics club has planned _____ annual visit to the particle accelerator.
20. Leonardo da Vinci wrote _____ notes backward so that they could be read in a mirror.

EXERCISE B Correcting Agreement Errors

If the bold pronoun does not agree with its antecedent, write the correct pronoun. If it already agrees, write C.

21. The sculptor Auguste Rodin displayed **their** newest bronze in the courtyard.
22. Isaac Newton kept **his** discoveries about calculus private for years.
23. The astronomers compared **her** star charts from the previous night.
24. The planet Mars owes **their** red color to iron oxide in the soil.
25. Each of the paintings was cleaned before **it** was rehung.
26. The librarian asked the twins to lower **his** voices in the reading room.
27. The poet Sappho composed **her** lyrics on the island of Lesbos.
28. The old cathedral lost **their** spire in a storm.
29. The research team published **its** results in a single long paper.
30. Mary Shelley began **their** novel Frankenstein when she was eighteen.
31. The microscopes in the biology lab have **its** lenses cleaned every month.

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32. Charles Darwin filled **his** notebooks with sketches of finches.
33. The mathematicians Hardy and Ramanujan published several of **his** papers together.
34. The Parthenon still shows **its** original proportions despite centuries of damage.
35. Elizabeth Blackwell earned **his** medical degree in 1849.

EXERCISE C Rewriting for Agreement

Each sentence contains one pronoun that does not agree with its antecedent. Rewrite the sentence correctly.

36. The debate club will hold their final meeting in the lecture hall.
37. Neither Newton nor Leibniz gave up their claim to inventing calculus.
38. The symphony orchestra gave their first concert of the season on Saturday.
39. The glacier carved the valley as they moved slowly toward the sea.
40. The two novelists dedicated his books to each other.
41. Rosalind Franklin photographed DNA with X-rays, and his images helped reveal its structure.
42. Students who finish early may begin his homework quietly.
43. The honeybee performs a dance inside their hive to show where the flowers are.
44. Either the lecture or the film will have their running time shortened.
45. The Roman Senate lost much of their power under Augustus.

Writing Application

Write four sentences about a museum visit. Use one singular masculine antecedent, one singular feminine antecedent, one neuter antecedent, and one plural antecedent, each with a pronoun that agrees. Underline each pronoun and draw an arrow to its antecedent.

8.56 Pronoun-Antecedent Agreement in Person

Pronouns come in first person (the speaker), second person (the one spoken to), and third person (anyone or anything else). A pronoun must stay in the same person as its antecedent, or the sentence shifts its point of view.

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The Rules

1 **A pronoun must agree in person with its antecedent. A third-person antecedent (a noun, or a pronoun such as he, she, it, or they) takes a third-person pronoun, not you or we.**

- **Newton** worked alone when **he** developed **his** theory of gravity. (not: when you develop)
- **Students** learn geometry best when **they** draw the figures **themselves**. (not: when you draw)
- A **reader** of Dostoevsky must keep track of many names, or **he or she** will get lost. (not: or you will get lost)

NOTE The most common slip is a sudden shift to you: "A scientist must check the data before you publish." The scientist is third person, so the pronoun must be he or she, not you.

2 **When the antecedent of a pronoun is itself a pronoun, make sure the two pronouns agree in person. First person stays first person, second stays second, and third stays third.**

- **We** finished **our** lab report before the deadline.
- **You** should bring **your** sketchbook to the figure-drawing class.
- **I** keep **my** notes on the Peloponnesian War in a separate binder.
- **They** rehearsed **their** parts of the fugue separately.

3 **Keep the person consistent across a whole sentence or paragraph. Do not start with I or we and drift to you, or start with a noun and drift to we.**

- **I** love the moment when **I** finally understand a proof. (not: when you finally understand)
- **Visitors** to the Louvre should plan **their** route, because **they** cannot see everything in a day. (not: because we cannot see everything)
- When **we** read Homer aloud, **we** hear the rhythm of the verse. (not: you hear the rhythm)

NOTE When you change a pronoun's person, check the verb too. "You are" becomes "he is" or "they are."

PERSON	WHO IT REFERS TO	SINGULAR	PLURAL
First	the speaker or writer	I, me, my, mine	we, us, our, ours
Second	the one spoken to	you, your, yours	you, your, yours
Third	anyone or anything else	he, him, his, she, her, hers, it, its	they, them, their, theirs

Watch for you

In formal writing, you means the reader, and only the reader. If a sentence begins with a noun or with he, she, they, I, or we, do not let it slide into you. Ask: who is this pronoun really about?

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Practice

EXERCISE A Supplying Pronouns That Agree in Person

Write the personal pronoun that agrees with its antecedent in person, number, and gender. Then name the antecedent.

1. The students in the philosophy seminar debated whether _____ could ever prove that the external world exists.
2. I finished reading Macbeth and then wrote _____ essay on the witches.
3. Darwin collected finches so that _____ could compare the shapes of their beaks.
4. We rehearsed the chorale until _____ harmonies were perfectly in tune.
5. A historian must cite _____ sources so that others can check the evidence.
6. You should bring _____ calculator to the physics exam.
7. Pianists often say that _____ learn a piece best by playing it slowly.
8. Vincent van Gogh wrote hundreds of letters to _____ brother Theo.
9. Astronomers found that _____ could measure the distance to nearby stars by parallax.
10. I checked _____ calculations twice before submitting the proof.
11. Visitors to the Acropolis often discover that _____ cannot see every temple in a single morning.
12. The young mathematician Sophie Germain used a male pen name so that _____ work would be taken seriously.
13. We sketched the skeleton in the museum, and _____ sketches were surprisingly accurate.
14. The cellist tightened _____ bow before the first movement.
15. A good laboratory notebook lets a scientist retrace _____ steps months later.
16. You will understand Hamlet better once _____ have read it aloud.
17. Beethoven continued composing after _____ lost his hearing.
18. The Impressionists exhibited _____ paintings together when the official salon rejected them.
19. I always underline the passages that _____ want to quote later.
20. The lecturer told the audience that _____ could ask questions at the end.

EXERCISE B Finding Shifts in Person

Each sentence contains one pronoun that does not agree in person with its antecedent. Write the incorrect pronoun and the correct pronoun, correcting the verb if necessary.

21. A chemist must label every flask, or you will mix up the solutions.
22. I enjoy the quiet of the archive because you can hear yourself think.
23. When students read Plato's Symposium, you discover how the Greeks thought about love.
24. The painter mixed her own pigments because you could not buy them ready-made in the 1600s.
25. We visited the observatory, where you could see the rings of Saturn.
26. A pianist should warm up before you attempt a difficult sonata.
27. Historians who study the Civil War know that you must read letters from both sides.
28. I practice scales every morning so that you can play the Chopin etudes cleanly.

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29. Travelers in ancient Rome used the aqueducts, which brought you fresh water from the hills.
30. When we entered the rare book room, you had to wear cotton gloves.
31. The biologists counted the cells, and then you recorded the totals.
32. If a student forgets a theorem, you can always derive it again from the axioms.
33. We read Frankenstein in October, and you were surprised by how sad the creature is.
34. Composers in the Baroque era wrote music for their patrons, and you had to please them.
35. Each geologist on the expedition carried your own rock hammer.

EXERCISE C Rewriting for Consistent Person

Rewrite each sentence so that every pronoun agrees in person with its antecedent.

36. A mathematician enjoys a proof most when you have discovered it alone.
37. I like reading Emily Dickinson because you never know where a poem will end.
38. When scholars enter the Vatican Library, you must show a letter of introduction.
39. We studied the periodic table so carefully that you could recite it from memory.
40. A sculptor must understand anatomy before you can carve a lifelike figure.
41. Astronomers who work at night find that you need a long nap in the afternoon.
42. I keep a reading journal because you remember a book better after writing about it.
43. If a musician practices daily, you will notice steady improvement.
44. We toured the laboratory where Fleming discovered penicillin, and you could still see his bench.
45. A philosopher questions even the ideas that you were raised to believe.

Writing Application

Write a short paragraph (three or four sentences) giving advice to a new member of a science club or an orchestra. Keep every pronoun in the same person throughout: either address the reader as you or describe a new member as he or she. Then rewrite the paragraph in the other person.

8.57 Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents

Indefinite pronouns such as everyone, each, both, and some do not name a specific person or thing, so it is easy to lose track of whether they are singular or plural. This lesson sorts them into groups so the personal pronoun that follows will always agree.

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The Rules

1 **Use a singular personal pronoun when the antecedent is a singular indefinite pronoun: anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, or something.**

- **Each** of the planets follows **its** own orbit around the sun.
- **Neither** of the telescopes had **its** lens cleaned before the eclipse.
- **Everything** in the exhibit has **its** label printed in two languages.
- **One** of the sonatas lost **its** final page centuries ago.

NOTE Everyone and everybody sound plural because they describe many people, but they are grammatically singular: "Everyone turned in his or her essay."

2 **When a singular indefinite pronoun refers to a person and the gender is not known, use he or she, him or her, or his or her. In longer passages, you can often avoid the awkward pairing by making the antecedent plural.**

- **Someone** left **his or her** lab notebook on the bench.
- **Everybody** in the seminar must defend **his or her** reading of the poem.
- All of the **students** must defend **their** readings of the poem. (plural antecedent avoids his or her)

NOTE Do not let the object of a preposition after the indefinite pronoun decide the number: in "Each of the sopranos warmed up her voice," the antecedent is each, not sopranos.

3 **Use a plural personal pronoun when the antecedent is a plural indefinite pronoun: both, few, many, or several.**

- **Both** of the chemists published **their** results in the same month.
- **Few** of the medieval manuscripts have kept **their** original bindings.
- **Many** of Shakespeare's plays take **their** plots from older stories.
- **Several** of the composers conducted **their** own symphonies.

4 **Some indefinite pronouns (all, any, enough, more, most, none, some) are singular or plural depending on the noun they refer to. If that noun is singular, use a singular personal pronoun; if it is plural, use a plural personal pronoun.**

- **Most** of the fresco has kept **its** color. (most of one fresco: singular)
- **Most** of the frescoes have kept **their** color. (most of many frescoes: plural)
- **Some** of the ink had lost **its** darkness.
- **Some** of the letters had lost **their** envelopes.

NOTE For these pronouns, look at the object of the preposition that follows: the uranium (singular) or the samples (plural).

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ALWAYS SINGULAR	ALWAYS PLURAL	SINGULAR OR PLURAL
anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, something	both, few, many, several	all, any, enough, more, most, none, some

Singular group
Think of these as naming one at a time: each one, every one, any one, no one. Use it, its, he or she, his or her.

Plural group
Both, few, many, and several always count more than one. Use they, them, their.

Either way group
All, any, enough, more, most, none, and some borrow their number from the noun that follows: most of the water (its), most of the rivers (their).

Practice

EXERCISE A **Supplying Pronouns for Indefinite Antecedents**

Write a personal pronoun that agrees with the indefinite pronoun antecedent. Then write the antecedent.

1. Each of the symphonies has _____ own distinct key.
2. Many of the explorers kept _____ journals for the entire voyage.
3. Everyone in the geometry class must bring _____ compass tomorrow.
4. Both of the chemists checked _____ calculations before publishing.
5. Neither of the manuscripts has kept _____ original cover.
6. Several of the philosophers founded _____ own schools.
7. Most of the marble has lost _____ polish after centuries of rain.
8. Most of the statues have lost _____ arms over the centuries.
9. Someone forgot _____ violin in the rehearsal room.
10. Few of the early astronomers recorded _____ observations as carefully as Tycho Brahe did.
11. One of the paintings was returned to _____ original frame.
12. All of the water in the beaker had lost _____ color by the end of the reaction.
13. All of the samples had lost _____ color by the end of the reaction.
14. Nobody in the lecture hall could hear _____ own voice over the applause.
15. Some of the poem has lost _____ meaning in translation.
16. Some of the poems have lost _____ meaning in translation.
17. Either of the theories could lose _____ support if the experiment fails.
18. Anyone who studies calculus will test _____ patience on the chain rule.
19. None of the iron had lost _____ magnetism.
20. None of the magnets had lost _____ strength.
21. Everybody in the choir memorized _____ part of the cantata.
22. Each of the two lenses in the microscope has _____ own magnification.
23. Much of the cathedral kept _____ medieval glass through the war.

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24. No one should begin the titration until _____ safety goggles are on.

EXERCISE B Choosing the Agreeing Pronoun

Choose the pronoun in parentheses that agrees with its antecedent.

25. Each of the planets in our solar system has (its, their) own period of rotation.
26. Both of the sculptors signed (his, their) names at the base of the statue.
27. Everyone who visits the Prado should see (his or her, their) favorite painting first.
28. Many of the fugues in Bach's Well-Tempered Clavier build (its, their) themes from only a few notes.
29. Neither of the historians changed (his or her, their) interpretation after the debate.
30. Most of the sand in the jar had kept (its, their) golden color.
31. Several of Dickens's novels first reached (its, their) readers in monthly parts.
32. Someone in the lab left (his or her, their) safety goggles on the counter.
33. All of the paintings in the west gallery had (its, their) frames regilded.
34. One of the cellos needed (its, their) bridge replaced before the concert.
35. Few of the ancient Greek plays survive with (its, their) music intact.
36. Everybody in the reading group chose (his or her, their) favorite passage from Walden.
37. Some of the ore kept (its, their) metallic shine after exposure to air.
38. Nothing in the museum's Egyptian wing has lost (its, their) label.
39. Either of the proofs will earn (its, their) author full credit.
40. None of the manuscripts kept (its, their) original ink color.
41. Anybody who studies the French Revolution must sort through (his or her, their) share of conflicting accounts.
42. Much of the Roman road network still shows (its, their) original paving stones.
43. Enough of the students brought (his or her, their) calculators for the whole class to begin.
44. Any of the leftover pigment will lose (its, their) brightness if it is stored in sunlight.

EXERCISE C Correcting Agreement Errors

Each sentence contains a personal pronoun that does not agree with its indefinite pronoun antecedent. Rewrite the sentence correctly.

45. Each of the violins in the collection has their own distinctive tone.
46. Both of the physicists announced his or her discovery on the same day.
47. Everyone in the archaeology seminar must present their findings on Friday.
48. Neither of the galaxies has yet revealed their full structure to astronomers.
49. Many of the medieval scribes signed its names in the margins.
50. Most of the paint on the ceiling has kept their brightness since Michelangelo's time.
51. Several of the mathematicians presented his proofs at the same conference.
52. Somebody left their notes on the periodic table in the chemistry lab.
53. Few of the ancient scrolls have survived with its text complete.
54. One of the sonatas was published without their final movement.

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Writing Application

Write four sentences about a class trip to a science museum. Use one antecedent from each group: a singular indefinite pronoun (such as each or everyone), a plural indefinite pronoun (such as both or several), and an either-way pronoun (such as most or some) used once as singular and once as plural. Make every personal pronoun agree.

8.58 Clear Pronoun Reference

A pronoun is clear only when the reader can tell exactly which noun it replaces. This lesson shows four kinds of unclear reference (ambiguous, general, weak, and indefinite) and how to fix each.

The Rules

1. **Every pronoun needs one clear antecedent. If a pronoun could refer to two different words, the reference is ambiguous. Repeat the noun, reword the sentence, or recast it so only one antecedent is possible.**
   - Unclear: The chemist told the assistant that **she** had spilled the reagent. Clear: The chemist told the assistant, "You spilled the reagent."
   - Unclear: The student set the book on the shelf, and **it** broke. Clear: The student set the book on the shelf, and the shelf broke.
   - Unclear: Mozart admired Haydn, and **he** was generous with praise. Clear: Mozart admired Haydn, and Haydn was generous with praise.

   NOTE A pronoun is ambiguous when a reader has to stop and ask, "Who or what does this mean?"

2. **General reference: do not use this, that, which, or it to refer to a whole idea when no single noun is the antecedent. Add a noun after the pronoun, or reword the sentence so the idea has a name.**
   - Unclear: The experiment failed twice, **which** discouraged the team. Clear: The experiment failed twice, a result **that** discouraged the team.
   - Unclear: Euclid built geometry from a few axioms. **This** influenced mathematics for centuries. Clear: Euclid built geometry from a few axioms. **This approach** influenced mathematics for centuries.
   - Unclear: The poet revised the ode for years, and **that** shows in its polish. Clear: The poet revised the ode for years, and **the long revision** shows in its polish.

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3 **Weak reference: a pronoun must refer to a noun that is actually stated, not one that is only suggested by another word. Replace the pronoun with the noun it was meant to stand for.**

- Weak: Ravi studies volcanoes and hopes to become **one**. Clear: Ravi studies volcanoes and hopes to become a volcanologist.
- Weak: Lucia loves chemistry, and she wants to be **one** someday. Clear: Lucia loves chemistry, and she wants to be a chemist someday.

NOTE The suggested noun (volcanoes, chemistry) is the wrong kind of word: a volcano is not a person who studies volcanoes.

4 **Indefinite reference: avoid they, you, and it when no noun tells the reader who or what is meant. Name the person or thing, or reword the sentence to remove the pronoun.**

- Unclear: In the museum guide, **they** explain how bronze is cast. Clear: The museum guide explains how bronze is cast.
- Unclear: At the concert hall, **you** must silence your phone. Clear: At the concert hall, audience members must silence their phones.
- Unclear: In the review, **it** says the exhibit closes in May. Clear: The review says the exhibit closes in May.

NOTE In formal writing, you is acceptable only when the writer speaks directly to the reader ("You will need a ruler for this proof"). It is a problem when it stands for people in general or for no one in particular.

5 **There are two ways to repair most unclear references: replace the pronoun with the noun, or rewrite the sentence so the pronoun is no longer needed. Choose the fix that keeps the sentence smooth.**

- Unclear: The pianist thanked the composer after **she** finished. Clear (noun): The pianist thanked the composer after the composer finished.
- Unclear (general): The lab lost power, which ruined the samples. Clear (reworded): The loss of power ruined the samples in the lab.

PROBLEM	SIGNAL	EXAMPLE	FIX
Ambiguous	Pronoun could mean two nouns	The tutor told the student that **he** was late.	Repeat the noun or quote directly
General	this, that, which, or it points at a whole idea	The vase cracked, **which** surprised everyone.	Add a noun: a crack that surprised everyone
Weak	Noun is only implied	She studies stars and wants to be **one**.	Name the noun: an astronomer
Indefinite	they, you, or it with no antecedent	**They** say the library closes early.	Name the source: The librarian says

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Practice

EXERCISE A Diagnosing Pronoun Reference

Label each sentence ambiguous, general, weak, indefinite, or clear.

1. Kepler wrote to Tycho that he had recalculated the orbit.
2. The orchestra rehearsed for six hours, which exhausted the strings.
3. In the lecture hall, they said the exam would cover Kepler's laws.
4. Ines adores marine biology and plans to become one.
5. The critics praised the poem because its final stanza surprised them.
6. Mendel counted the pea plants, and he recorded the results.
7. When the sculptor lifted the marble from the cart, it split.
8. The poet revised the ode for years, and that made the final version polished.
9. In some museums you may not touch the paintings.
10. Pavel loves chemistry, but his sister has no interest in it.
11. Mara reads about volcanoes constantly and wants to become one.
12. Euclid wrote the Elements, which students studied for centuries.

EXERCISE B Rewriting Unclear Reference

Rewrite each sentence so that the pronoun reference is clear. Follow any hint in parentheses. Other clear rewrites are acceptable.

13. Lena told Maya that she had miscalculated the orbit. (Maya made the error.)
14. The pianist accompanied the singer, and she received the flowers. (the singer)
15. The curator placed the vase on the shelf, and it collapsed. (the shelf)
16. The tutor told the student that he needed more practice with proofs. (the student)
17. The experiment failed twice, which frustrated the team.
18. The museum lost its funding, which closed the Egyptian wing.
19. Cassandra read the whole treatise in one night, which amazed her tutor.
20. The translator spent a decade on the epic. That earned her a prize.
21. The glaciers are melting faster each decade, and that worries oceanographers.
22. They offer a course on medieval manuscripts at the college.
23. In the symphony hall, you must silence your phone.
24. In the textbook, they explain that the Roman Empire began under Augustus.
25. Dev loves poetry and hopes to become one.
26. Noor reads about astronomy and hopes to become one.
27. The student showed the professor her thesis, and she approved it. (the professor)
28. Anna set the beakers beside the burners and turned them on. (the burners)
29. The students forgot to label the slides, which made the results hard to interpret.
30. You can learn a great deal about medieval life from illuminated manuscripts.

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31. At the planetarium, they project the constellations onto the dome.
32. In the review, it says that the exhibition closes in May.
33. Mina lost the proof and the diagram, and she found it under the table. (the diagram)
34. The chemist poured the acid into the beaker and then rinsed it. (the beaker)

EXERCISE C Choosing the Clearer Sentence

Write A or B to show which sentence has clear pronoun reference.

35. A. Juan handed Pedro the telescope, and he adjusted the focus. B. Juan handed Pedro the telescope, and Pedro adjusted the focus.
36. A. The pianist practiced scales for hours, which improved her tone. B. The pianist practiced scales for hours, a routine that improved her tone.
37. A. The museum displays the sculptures in the west hall. B. They display the sculptures in the west hall at the museum.
38. A. Isla loves geology and plans to become a geologist. B. Isla loves geology and plans to become one.
39. A. At the concert, you should arrive before the overture. B. At the concert, ticket holders should arrive before the overture.
40. A. The chemist mixed the solution and the powder, and it dissolved. B. The chemist mixed the solution and the powder, and the powder dissolved.
41. A. The poet revised the sonnet, and the revision pleased her editor. B. The poet revised the sonnet, which pleased her editor.
42. A. In the lecture notes, they list the dates of the Peloponnesian War. B. The lecture notes list the dates of the Peloponnesian War.
43. A. The cellist thanked the composer after she finished the concerto. B. After the cellist finished the concerto, she thanked the composer.
44. A. Rembrandt painted many self-portraits, and these show his changing face. B. Rembrandt painted many self-portraits, which fascinates art historians.

Writing Application

Write three sentences about a scientist, composer, or author you admire. In each, use a pronoun with an obvious antecedent. Then underline each pronoun and its antecedent.

Unit 8 Review Using Pronouns Correctly

Mixed practice covering every lesson in this unit: case, appositives, comparisons, who and whom, agreement in number, gender, and person, indefinite antecedents, and clear reference.

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Practice

EXERCISE A Case, Who, and Whom

Choose the correct pronoun in parentheses.

1. The curator showed the notebooks of Marie Curie to my classmate and (I, me).
2. (She, Her) and her lab partner measured the pH of each sample.
3. The winners of the poetry prize were Nadia and (he, him).
4. (We, Us) historians must check every source against another.
5. The librarian gave (we, us) researchers a private reading room.
6. (Who, Whom) wrote the Principia?
7. Beethoven is the composer (who, whom) the choir will honor tonight.
8. She is the mathematician (who, whom) the committee hopes to hire.
9. Ms. Ortiz, (who, whom) teaches the calculus seminar, assigns weekly proofs.
10. To (who, whom) did the museum lend the bronze sculpture?
11. No one in the seminar knows Dante better than (he, him).
12. The tutor is as good at geometry as (she, her).
13. The professor praised both co-authors, Daniel and (she, her).
14. The two finalists, Leila and (he, him), will present their findings.
15. Do you know (who, whom) painted The Starry Night?
16. (Who, Whom) did the committee select to deliver the lecture on Galileo?

EXERCISE B Pronoun-Antecedent Agreement

Each sentence has a pronoun that does not agree with its antecedent or shifts person. Rewrite the sentence correctly.

17. Every student must bring their own copy of the play.
18. Neither of the women painters finished their canvas before the exhibit.
19. When students study in the library, you should keep your voice low.
20. Both of the physicists presented his findings at the symposium.
21. Someone in the chemistry club forgot to label their flask.
22. The museum board announced that they would reopen the Egyptian wing in May.
23. Students of music should practice daily if you want to improve.
24. Each of the poems has their own rhyme scheme.
25. Many of the fossils were still in its original layer of rock.
26. Either Copernicus or Kepler would have defended their model.
27. Each of the women in the astronomy club presented their findings.
28. One should always check your sources before citing them.

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EXERCISE C Naming the Reference Problem

Label the pronoun problem in each sentence: ambiguous, general, weak, or indefinite.

29. Kepler wrote to Galileo that he had misjudged the orbit.
30. The chemist spent years on the experiment, which impressed the committee.
31. In the guide to the Louvre, they list every gallery.
32. Rosa studies botany and hopes to become one.
33. The students placed the beaker on the burner, but it was cracked.
34. Euclid proved the theorem by contradiction, and this impressed later mathematicians.

EXERCISE D Fixing Unclear Reference

Rewrite each sentence so that every pronoun reference is clear, or remove the pronoun.

35. The composer told the conductor that he had misread the score. (The conductor misread it.)
36. The telescope's mirror cracked during the winter, which delayed the survey.
37. In the preface, they explain why the translation took ten years.
38. Jun loves astronomy and hopes to become one.
39. The sculptor placed the clay model on the pedestal and then polished it. (the model)
40. Newton published the Principia in 1687, which changed physics.
41. At the opera house, you must silence your phone before the overture begins.
42. In the science museum, they let visitors touch a real meteorite.

Answer Key Using Pronouns Correctly

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

8.52 Personal Pronouns: Case

EXERCISE A

1. they
2. us
3. her
4. its
5. me
6. me
7. his
8. he
9. his
10. us
11. theirs
12. their
13. she
14. him
15. they
16. me
17. its
18. we
19. We
20. mine

EXERCISE B

21. We, nom.
22. us, obj.
23. her, pos.
24. him, obj.
25. They, nom.
26. its, pos.
27. mine, pos.
28. them, obj.
29. It, nom.
30. she, nom.
31. his, pos.
32. me, obj.
33. You, nom.
34. their, pos.
35. her, obj.

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EXERCISE C

36. The philosophy students and I discussed Descartes for two hours.
37. The geologist gave Sam and me a sample of volcanic glass.
38. We physics students built a model of the solar system.
39. The author of the winning poem was she.
40. The teacher divided the history project between Noah and me.
41. He and his lab partner measured the boiling point of ethanol.
42. The reference librarian helped Tara and her locate the medieval maps.
43. The idea for the science fair project was ours from the beginning.
44. Dr. Lee and she will lecture on the French Revolution next week.
45. The museum offered us volunteers a tour of the restoration lab.

8.53 Pronouns with and as Appositives; After Than and As

EXERCISE A

1. I, nom.
2. her, obj.
3. me, obj.
4. he, nom.
5. him, obj.
6. she, nom.
7. me, obj.
8. him, obj.
9. she, nom.
10. he, nom.
11. me, obj.
12. him, obj.
13. me, obj.
14. she, nom.
15. her, obj.

EXERCISE B

16. We
17. us
18. us
19. We
20. us
21. she
22. I
23. we
24. he
25. she
26. they
27. us
28. I
29. us
30. she
31. me
32. he
33. he
34. he
35. us

EXERCISE C

36. The best essayists in the class, Noor and he, will read their work at the assembly.
37. We biology students dissected a frog on Friday.
38. The professor gave the two assistants, Carla and me, a key to the laboratory.
39. Galileo observed the moons of Jupiter earlier than they.
40. The guide explained the hieroglyphs to us visitors in great detail.
41. Priya has read more of Dante than I.
42. The symphony moved the violinist as deeply as me.
43. The archaeologists, Dr. Hale and I, uncovered a mosaic floor.
44. Few painters mixed colors as carefully as he.
45. The scholarship committee selected the two finalists, Luis and me.

8.54 Who and Whom in Questions and Subordinate Clauses

EXERCISE A

1. who
2. whom
3. who
4. whom
5. who
6. whom
7. who
8. who
9. whom
10. who
11. whom
12. who
13. whom
14. who
15. whom
16. whom
17. whom
18. whom
19. who
20. who

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EXERCISE B

21. Who (He painted the ceiling.)
22. Whom (The Royal Society elected him.)
23. whom (She dedicated it to him.)
24. Who (He discovered penicillin.)
25. Whom (The museum will honor him.)
26. Whom (You consider him the greatest composer.)
27. Who (She was the first woman.)
28. whom (He built it with him.)
29. Whom (The librarian should ask him.)
30. Who (He wrote the symphony.)
31. Whom (The professor invited him.)
32. whom (The library acquired it from him.)
33. Who (He translated it.)
34. Whom (The judges have chosen him.)
35. Who (He was the emperor.)

EXERCISE C

36. Who composed the opera Carmen?
37. The astronomer whom the academy honored had charted more than two thousand stars.
38. Whom did Dante follow through the Inferno?
39. The chemistry prize will go to whoever writes the clearest laboratory report.
40. Pythagoras, whom the Greeks revered as a sage, founded a school in southern Italy.
41. The historian who wrote the biography of Lincoln spent a decade in the archives.
42. Who do you believe deserves credit for inventing calculus, Newton or Leibniz?
43. The violinist whom the conductor praised had practiced the cadenza for months.
44. Give the research fellowship to whomever the committee selects.
45. The playwright whom the critics admired most was Sophocles.

8.55 Pronoun-Antecedent Agreement in Number and Gender

EXERCISE A

1. their (students)
2. her (Jane Austen)
3. it (tuning fork)
4. their (chemists)
5. his (Charles Dickens)
6. them (strings)
7. their (scholars)
8. her (Marie Curie)
9. their (Plato and Aristotle)
10. his (Haydn nor Mozart; singular antecedents joined by nor)
11. its (museum)
12. their (composer and poet)
13. its (sonnet or ode; singular antecedents joined by or)
14. her (Caroline Herschel)
15. their (Frogs)
16. their (geologists)
17. his (Copernicus)
18. their (paintings)
19. its (physics club)
20. his (Leonardo da Vinci)

EXERCISE B

21. his
22. C
23. their
24. its
25. C
26. their
27. C
28. its
29. C
30. her
31. their
32. C
33. their
34. C
35. her

EXERCISE C

36. The debate club will hold its final meeting in the lecture hall.
37. Neither Newton nor Leibniz gave up his claim to inventing calculus.
38. The symphony orchestra gave its first concert of the season on Saturday.
39. The glacier carved the valley as it moved slowly toward the sea.
40. The two novelists dedicated their books to each other.
41. Rosalind Franklin photographed DNA with X-rays, and her images helped reveal its structure.
42. Students who finish early may begin their homework quietly.
43. The honeybee performs a dance inside its hive to show where the flowers are.
44. Either the lecture or the film will have its running time shortened.
45. The Roman Senate lost much of its power under Augustus.

8.56 Pronoun-Antecedent Agreement in Person

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EXERCISE A

1. they (students)
2. my (I)
3. he (Darwin)
4. our (We)
5. his or her (historian)
6. your (You)
7. they (Pianists)
8. his (Vincent van Gogh)
9. they (Astronomers)
10. my (I)
11. they (Visitors)
12. her (Sophie Germain)
13. our (We)
14. his or her (cellist)
15. his or her (scientist)
16. you (You)
17. he (Beethoven)
18. their (Impressionists)
19. I (I)
20. they (audience)

EXERCISE B

21. you will mix up; he or she will mix up
22. you can hear yourself; I can hear myself
23. you discover; they discover
24. you could not buy; she could not buy
25. you could see; we could see
26. you attempt; he or she attempts
27. you must read; they must read
28. you can play; I can play
29. you; them
30. you had to wear; we had to wear
31. you recorded; they recorded
32. you can; he or she can
33. you were surprised; we were surprised
34. you had to please; they had to please
35. your; his or her

EXERCISE C

36. A mathematician enjoys a proof most when he or she has discovered it alone.
37. I like reading Emily Dickinson because I never know where a poem will end.
38. When scholars enter the Vatican Library, they must show a letter of introduction.
39. We studied the periodic table so carefully that we could recite it from memory.
40. A sculptor must understand anatomy before he or she can carve a lifelike figure.
41. Astronomers who work at night find that they need a long nap in the afternoon.
42. I keep a reading journal because I remember a book better after writing about it.
43. If a musician practices daily, he or she will notice steady improvement.
44. We toured the laboratory where Fleming discovered penicillin, and we could still see his bench.
45. A philosopher questions even the ideas that he or she was raised to believe.

8.57 Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents

EXERCISE A

1. its (Each)
2. their (Many)
3. his or her (Everyone)
4. their (Both)
5. its (Neither)
6. their (Several)
7. its (Most; refers to marble, singular)
8. their (Most; refers to statues, plural)
9. his or her (Someone)
10. their (Few)
11. its (One)
12. its (All; refers to water, singular)
13. their (All; refers to samples, plural)
14. his or her (Nobody)
15. its (Some; refers to poem, singular)
16. their (Some; refers to poems, plural)
17. its (Either)
18. his or her (Anyone)
19. its (None; refers to iron, singular)
20. their (None; refers to magnets, plural)
21. his or her (Everybody)
22. its (Each)
23. its (Much)
24. his or her (No one)

EXERCISE B

25. its
26. their
27. his or her
28. their
29. his or her
30. its
31. their
32. his or her
33. their
34. its
35. their
36. his or her
37. its
38. its
39. its
40. their
41. his or her
42. its
43. their
44. its

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EXERCISE C

45. Each of the violins in the collection has its own distinctive tone.
46. Both of the physicists announced their discovery on the same day.
47. Everyone in the archaeology seminar must present his or her findings on Friday.
48. Neither of the galaxies has yet revealed its full structure to astronomers.
49. Many of the medieval scribes signed their names in the margins.
50. Most of the paint on the ceiling has kept its brightness since Michelangelo's time.
51. Several of the mathematicians presented their proofs at the same conference.
52. Somebody left his or her notes on the periodic table in the chemistry lab.
53. Few of the ancient scrolls have survived with their text complete.
54. One of the sonatas was published without its final movement.

8.58 Clear Pronoun Reference

EXERCISE A

1. ambiguous
2. general
3. indefinite
4. weak
5. clear
6. clear
7. ambiguous
8. general
9. indefinite
10. clear
11. weak
12. clear

EXERCISE B

13. Lena told Maya that Maya had miscalculated the orbit.
14. The pianist accompanied the singer, and the singer received the flowers.
15. The curator placed the vase on the shelf, and the shelf collapsed.
16. The tutor told the student that the student needed more practice with proofs.
17. The experiment failed twice, a result that frustrated the team.
18. The loss of funding forced the museum to close the Egyptian wing.
19. Cassandra read the whole treatise in one night, a feat that amazed her tutor.
20. The translator spent a decade on the epic, and this effort earned her a prize.
21. The glaciers are melting faster each decade, and this trend worries oceanographers.
22. The college offers a course on medieval manuscripts.
23. In the symphony hall, listeners must silence their phones.
24. The textbook explains that the Roman Empire began under Augustus.
25. Dev loves poetry and hopes to become a poet.
26. Noor reads about astronomy and hopes to become an astronomer.
27. The student showed the professor her thesis, and the professor approved it.
28. Anna set the beakers beside the burners and turned the burners on.
29. The students' failure to label the slides made the results hard to interpret.
30. Scholars can learn a great deal about medieval life from illuminated manuscripts.
31. The planetarium projects the constellations onto the dome.
32. The review says that the exhibition closes in May.
33. Mina lost the proof and the diagram, and she found the diagram under the table.
34. The chemist poured the acid into the beaker and then rinsed the beaker.

EXERCISE C

35. B
36. B
37. A
38. A
39. B
40. B
41. A
42. B
43. B
44. A

Unit 8 Review Using Pronouns Correctly

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EXERCISE A

1. me
2. She
3. he
4. We
5. us
6. Who
7. whom
8. whom
9. who
10. whom
11. he
12. she
13. her
14. he
15. who
16. Whom

EXERCISE B

17. Every student must bring his or her own copy of the play.
18. Neither of the women painters finished her canvas before the exhibit.
19. When students study in the library, they should keep their voices low.
20. Both of the physicists presented their findings at the symposium.
21. Someone in the chemistry club forgot to label his or her flask.
22. The museum board announced that it would reopen the Egyptian wing in May.
23. Students of music should practice daily if they want to improve.
24. Each of the poems has its own rhyme scheme.
25. Many of the fossils were still in their original layer of rock.
26. Either Copernicus or Kepler would have defended his model.
27. Each of the women in the astronomy club presented her findings.
28. One should always check one's sources before citing them. (or: One should always check his or her sources before citing them.)

EXERCISE C

29. ambiguous
30. general
31. indefinite
32. weak
33. ambiguous
34. general

EXERCISE D

35. The composer told the conductor that the conductor had misread the score.
36. The cracking of the telescope's mirror during the winter delayed the survey.
37. In the preface, the translator explains why the translation took ten years.
38. Jun loves astronomy and hopes to become an astronomer.
39. The sculptor placed the clay model on the pedestal and then polished the model.
40. Newton published the Principia in 1687, an event that changed physics.
41. At the opera house, audience members must silence their phones before the overture begins.
42. The science museum lets visitors touch a real meteorite.

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Unit 9: Using Modifiers Correctly.

6 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 328 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

9.59 Modifiers: Three Degrees of Comparison

Adjectives and adverbs change form when they compare. This lesson shows the three degrees of comparison, how to build them with -er, -est, more, and most, and when each degree is the right choice.

The Rules

1 **Most adjectives and adverbs have three degrees: the positive (or base) form, the comparative form, and the superlative form. The positive form describes without comparing; it is the form you find as the entry word in a dictionary.**

- The marble statue is **heavy**.
- The comet moved **swiftly** across the sky.
- Euclid's proofs are **clear**.

2 **The comparative form compares two things. The superlative form compares three or more things.**

- The bronze statue is **heavier** than the marble one. (two things)
- The granite statue is the **heaviest** of the three. (three or more)
- This comet moved **more swiftly** than the one we saw last year. (two things)
- Of all the comets recorded that century, it moved **most swiftly**. (three or more)

NOTE Ask how many things are being compared. Two means comparative; three or more means superlative.

3 **For most one-syllable modifiers, and for many two-syllable modifiers, form the comparative by adding -er and the superlative by adding -est. A spelling change is sometimes needed: a final y after a consonant becomes i, a final silent e drops, and a final consonant after a single vowel doubles.**

- The library's reading room grows **darker** as evening comes, and the archive below is the **darkest** room of all.
- A sonnet is **shorter** than an epic poem, and a haiku is the **shortest** form we studied.
- The second proof is **simpler** than the first, and the third is the **simplest**.
- Venus is **hotter** than Earth, and it is the **hottest** planet in the solar system.

NOTE Spelling patterns: busy, busier, busiest; wise, wiser, wisest; thin, thinner, thinnest.

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4 **Use more and most (or less and least for the opposite meaning) with adverbs that end in -ly, with modifiers of three or more syllables, and whenever adding -er or -est would sound awkward.**

- The oboist tuned **more carefully** than the flutist did. (adverb ending in -ly)
- Of all the paintings in the gallery, the portrait is the **most mysterious**. (three syllables or more)
- The historian was **more cautious** than her colleague about the new evidence. (awkward with -er)
- The chemist's second method was **less precise** than her first, and the third was the **least precise** of all.

NOTE Never combine both methods. Write clearer, not more clearer; write most beautiful, not most beautifulest.

POSITIVE	COMPARATIVE	SUPERLATIVE	HOW IT IS FORMED
tall	taller	tallest	add -er, -est
wise	wiser	wisest	drop silent e, add -er, -est
busy	busier	busiest	change y to i, add -er, -est
big	bigger	biggest	double the final consonant
loud	louder	loudest	add -er, -est
careful	more careful	most careful	use more and most
quickly	more quickly	most quickly	adverb ending in -ly
important	more important	most important	three or more syllables
precise	less precise	least precise	use less and least for the opposite

When to use more and most

Reach for more and most (or less and least) when the modifier is an adverb ending in -ly (more slowly), when it has three or more syllables (most elegant), or when -er and -est would sound awkward (more afraid, not afraider).

Practice

EXERCISE A **Forming the Degrees**

Write the comparative and superlative forms of each modifier.

1. small
2. wise
3. busy
4. thin
5. careful
6. quickly
7. famous
8. easy
9. dark

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10. simple
11. gentle
12. precise
13. noisy
14. hard
15. ancient
16. heavy
17. sad
18. slowly
19. large
20. curious

EXERCISE B Naming the Degree

Each sentence contains one modifier in bold. Write whether it is in the positive, comparative, or superlative degree.

21. The **oldest** manuscript in the library dates from the ninth century.
22. Mercury orbits the sun **more quickly** than any other planet.
23. The cello has a **deep** voice.
24. Gold is **heavier** than silver.
25. Of the three proofs, the geometric one is the **most elegant**.
26. The sculptor worked **carefully** on the marble.
27. Jupiter is the **largest** planet in the solar system.
28. This translation reads **more smoothly** than the older one.
29. The second movement of the symphony is **slower** than the first.
30. A sonnet is a **short** poem of fourteen lines.
31. The chemist chose the **least reactive** metal for the experiment.
32. Her essay on Plato was **less convincing** than her essay on Aristotle.

EXERCISE C Choosing the Correct Degree

Choose the correct form in parentheses.

33. Of the two telescopes, the newer one gives the (sharper, sharpest) image.
34. The Pacific is the (deeper, deepest) of all the oceans.
35. Among the three sketches, the charcoal one is the (more detailed, most detailed).
36. Sound travels (more slowly, most slowly) through air than through water.
37. Of Keats, Shelley, and Byron, Keats was the (younger, youngest) at his death.
38. The violin section played (more softly, most softly) than the brass.
39. This is the (more thorough, most thorough) biography of Lincoln I have ever read.
40. Which of the two solutions is (more concentrated, most concentrated)?
41. The head librarian handles the rare books (more gently, most gently) of all the staff.

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42. A diamond is (harder, hardest) than quartz.
43. Of the four essays, hers was the (clearer, clearest).
44. The museum's (busier, busiest) day of the whole year falls during the spring festival.

Writing Application

Write four sentences about works of art, planets, or composers. Use (1) the comparative of bright, (2) the superlative of famous, (3) the comparative of carefully, and (4) the superlative of large.

9.60 Modifiers: Irregular Comparisons

A small group of common modifiers do not take -er, -est, more, or most. Their comparative and superlative forms must be memorized, and this lesson gives you the full list with practice.

The Rules

1 **Good and well both become better and best. Bad and badly both become worse and worst.**

- The second recording of the symphony is **better** than the first, and the live performance was the **best** of all.
- The apprentice painted **well**, his teacher painted **better**, and the master painted **best**.
- The storm was **bad**, the flood that followed was **worse**, and the fire in the archive was the **worst** disaster of the century.
- The understudy sang **badly**, but the lead sang even **worse**.

2 **Far has two sets of forms. Use farther and farthest for physical distance. Use further and furthest for degree, time, or amount.**

- Neptune orbits **farther** from the sun than Uranus does. (distance)
- Of all the planets, Neptune lies **farthest** from the sun. (distance)
- The committee will discuss the proposal **further** next week. (degree)
- Of all the critics, she took the argument **furthest**. (degree)

NOTE If you can measure it in miles or meters, use farther. If not, use further. (Some writers use further for distance too, but the farther/further split is the traditional standard taught in school.)

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3 **Little (meaning a small amount) becomes less and least. Many and much both become more and most.**

- The chemist used **less** acid in the second trial and the **least** acid in the third.
- The museum received **more** visitors this year than last year, and the **most** visitors in its history came in April.
- Shakespeare wrote **more** plays than Marlowe did.
- The student who studied the **most** earned the highest mark on the geometry exam.

NOTE Little meaning small in size usually borrows smaller and smallest instead. Only little meaning amount uses less and least.

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	(the) best
well	better	(the) best
bad	worse	(the) worst
badly	worse	(the) worst
far (distance)	farther	(the) farthest
far (degree, time)	further	(the) furthest
little (amount)	less	(the) least
many	more	(the) most
much	more	(the) most

Watch for errors

Never write gooder, badder, worser, bestest, or more better. The irregular forms already carry the comparison; nothing may be added to them.

Practice

EXERCISE A **Supplying Irregular Forms**

Complete each sentence with the correct comparative or superlative form of the modifier in parentheses.

1. Galileo's telescope was _____ than any earlier instrument of its kind. (good)
2. Of all the theories presented at the conference, this one received the _____ support. (little)
3. The orchestra played _____ in the second concert than in the first. (well)
4. Saturn lies _____ from the sun than Jupiter does. (far)
5. The historian pushed the investigation _____ than any earlier scholar had. (far)
6. Of the three poems, the ode had the _____ lines. (many)
7. That was the _____ storm the observatory had recorded in a century. (bad)
8. The rehearsal went _____ than the conductor had feared. (badly)
9. The chemist used _____ acid in the second trial than in the first. (little)
10. Of all the elements, hydrogen has the _____ mass per atom. (little)

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11. The museum received _____ visitors this spring than last spring. (many)
12. Which of the two translations is the _____? (good)
13. The mathematician filled _____ notebooks than her teacher did. (many)
14. Of all the volunteers, the archivist gave the _____ time to cataloging the letters. (much)
15. Of the four lenses, the _____ one had a crack that blurred every image. (bad)
16. Of all the planets, Neptune lies _____ from the sun. (far)
17. The apprentice painted _____ of all the students in the studio. (well)
18. We will discuss the theorem _____ at the next lecture. (far)
19. The soprano's cold made her sing _____ than usual. (badly)
20. Of the composer's two early symphonies, the first is the _____ known. (little)
21. The second edition contains _____ errors than the first. (many)
22. The geologist walked _____ into the cave than her guide did. (far)
23. Of all the Greek philosophers, Socrates is perhaps the _____ known for asking questions. (well)
24. The _____ thing a scientist can do is ignore data that contradicts the hypothesis. (bad)

EXERCISE B Choosing the Correct Form

Choose the correct form in parentheses.

25. Which is (farther, farthest) from the sun, Mars or Jupiter?
26. The orchestra sounded (better, best) tonight than at the dress rehearsal.
27. Of the three experiments, the last one produced the (less, least) error.
28. The painter needed (farther, further) instruction in perspective.
29. Which has (more, most) pages, the atlas or the dictionary?
30. The storm damage was (worse, worst) than the engineers expected.
31. Of the two sopranos, who sings (better, best)?
32. That is the (worse, worst) argument in the entire dialogue.
33. This library owns (more, most) first editions than any other library in the state.
34. The explorer traveled (farther, further) north than any earlier expedition had.
35. Of all the chemicals in the cabinet, this one requires the (less, least) careful handling.
36. The understudy performed (worse, worst) than the lead did on opening night.

EXERCISE C Finding Irregular Forms

Write the irregular comparative or superlative modifier in each sentence and name its degree (comparative or superlative).

37. The restored fresco looks better than it did before the cleaning.
38. Of the four largest moons of Jupiter, Callisto orbits farthest from the planet.
39. Of the three painters, Rosa used the least color in her sketch.
40. The lecture went worse than the professor had hoped.
41. The choir rehearsed more hours this week than last week.
42. The seminar explored the question further than the textbook did.

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43. The best proof of the theorem fits on a single page.
44. Of all the pigments, the cheapest one faded worst in sunlight.

Writing Application

Write three sentences about a science experiment or a concert. Use the comparative of bad, the superlative of well, and either farther or further (used correctly).

9.61 Modifiers: Double and Incomplete Comparisons

A comparison must be formed correctly and must say exactly what it means. This lesson shows how to avoid doubled forms, missing words, and comparisons between unlike things.

The Rules

1 Do not make a double comparison. Use either -er or -est, or use more (less) or most (least), but never both on the same modifier.

- Incorrect: The second proof is more simpler than the first. Correct: The second proof is **simpler** than the first.
- Incorrect: This is the most clearest map of the old city. Correct: This is the **clearest** map of the old city.
- Incorrect: The oboe sounds more softer than the trumpet. Correct: The oboe sounds **softer** than the trumpet.

NOTE A double comparison piles up two signals for one idea. One signal is enough.

2 Do not make an incomplete comparison. When you compare one member of a group with the rest of that group, add other or else so the member is not compared with itself.

- Unclear: Mercury is closer to the sun than any planet. Clear: Mercury is closer to the sun than any **other** planet.
- Unclear: The librarian knows more about rare books than anyone. Clear: The librarian knows more about rare books than anyone **else**.
- Unclear: This sonnet is longer than any poem in the collection. Clear: This sonnet is longer than any **other** poem in the collection.

NOTE Without other or else, the sentence says Mercury is closer to the sun than itself, which makes no sense.

3 Do not add other or else when the two things compared belong to different groups.

- The sparrow is smaller than **any** hawk. (A sparrow is not a hawk.)
- Jupiter is larger than **any** moon of Saturn. (Jupiter is not a moon.)

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4 **Compare like things only. A possessive form, or the phrase that of (those of), keeps the two parts of the comparison parallel.**

- Unclear: The orbit of Venus is more circular than Mars. Clear: The orbit of Venus is more circular than **that of** Mars.
- Unclear: Chaucer's English is harder for modern readers than Shakespeare. Clear: Chaucer's English is harder for modern readers than **Shakespeare's**.
- Unclear: The leaves of an oak are larger than a birch. Clear: The leaves of an oak are larger than **those of** a birch.

Quick check

Ask two questions of every comparison. Does the modifier carry only one comparison signal? Are the two things being compared the same kind of thing, and is the compared item outside the group it is compared with?

Practice

EXERCISE A

Spotting Faulty Comparisons

Label each sentence as a double comparison, an incomplete comparison, an illogical comparison (unlike things compared), or C if it is correct.

1. Euclid's Elements is more clearer than many earlier geometry texts.
2. Mount Everest is higher than any mountain on Earth.
3. The cello has a more deeper tone than the violin.
4. Jupiter is larger than any other planet in the solar system.
5. The poems of Keats are more lyrical than Byron.
6. Of all the instruments in the orchestra, the piccolo has the most highest pitch.
7. The Pacific is deeper than any ocean.
8. The proof of the second theorem is shorter than the first theorem.
9. Mercury is the most smallest planet in the solar system.
10. The final movement is faster than any other movement of the symphony.
11. The novelist wrote more novels than anyone in her generation.
12. The new lens produced the most clearest image the astronomers had ever seen.
13. The handwriting in the first manuscript is neater than the second manuscript.
14. The library's rare book room is quieter than any other room in the building.
15. The chemistry laboratory is more busier in spring than in autumn.
16. Dana argued more persuasively than anyone in the seminar.

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EXERCISE B Correcting Comparisons

Rewrite each sentence to remove the double, incomplete, or illogical comparison.

17. The violin sounded more sweeter than the viola in the quartet.
18. Diamond is harder than any mineral.
19. The mathematician gave the most simplest proof of the theorem.
20. The Louvre attracts more visitors than any museum in Paris.
21. The climate of the desert is drier than the rainforest.
22. Her essay on Homer was more better than his.
23. The curator knew more about Renaissance painting than anyone on the staff.
24. The melody of the second song is more haunting than the first song.
25. Of the three telescopes, the oldest is the most heaviest.
26. Her laboratory notes are more detailed than her partner.
27. Lena practiced more hours than any student in her piano class.
28. The most cleverest argument in the debate came from the youngest speaker.
29. The mass of a neutron is nearly equal to a proton.
30. The reading room is more spacious than any room in the library.
31. The tenor's voice was more stronger than the baritone's.
32. The experiment in Room 4 was more careful than Room 6.

EXERCISE C Choosing the Clear Form

Choose the form in parentheses that makes the comparison correct and clear.

33. Mars is smaller than any (other, else) planet except Mercury.
34. Priya knew more about the subject than anyone (other, else) in the seminar.
35. The sonnet is shorter than (any, any other) poem in the anthology.
36. The cheetah can run faster than (any, any other) animal on land.
37. The hummingbird is smaller than (any, any other) eagle.
38. The melody of the first movement is more tender than (that of, those of) the finale.
39. The paintings of Monet are more famous than (Pissarro, Pissarro's).
40. The rainfall in the valley is heavier than (that, those) on the plateau.
41. The Pacific Ocean is larger than (any, any other) ocean on Earth.
42. A beetle's wings are harder than (a moth, a moth's).
43. The notes on Hamlet are more complete than (those on Macbeth, Macbeth).
44. Omar asked more questions than (anyone, anyone else) in the seminar.

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Writing Application

Write three sentences comparing two composers, two scientists, or two novels. Use other or else in one sentence, and use that of or a possessive in another to keep the comparison between like things.

9.62 Using Good or Well; Bad or Badly

Good and well, bad and badly are among the most commonly confused modifiers. Learn which are adjectives, which are adverbs, and which verbs take which.

The Rules

1 Always use good as an adjective. It modifies a noun or pronoun, including after a linking verb.

- The library has a **good** collection of medieval poetry.
- The new theory sounds **good** to the committee.
- The old reading room smells **good**, like paper and polished wood.

2 Use well as an adverb of manner telling how ably something is done. It modifies an action verb, an adjective, or another adverb.

- The pianist played the sonata **well**.
- The proof was **well** organized.
- Can you hear the lecturer **well** from the back row?

3 Well is also an adjective meaning in good health. Use it after a linking verb such as feel, look, or be when you mean healthy.

- The botanist did not feel **well** after a week in the damp jungle.
- You look **well** after your long rest.

NOTE Feel good means to feel pleasant or happy. Feel well means to be in good health. (In casual speech people also say feel good for health, but standard writing uses well.)

4 Always use bad as an adjective. It follows a linking verb (feel, look, sound, smell, taste, seem) or modifies a noun.

- The old violin sounds **bad** in a damp room.
- The chemist felt **bad** about the ruined experiment.
- A **bad** translation can change the meaning of a poem.

NOTE Feel is a linking verb here, so the formal convention is I feel bad (an adjective), not I feel badly. Literally, feel badly would mean your sense of touch is poor. Feel badly is common in speech, but use feel bad in school and formal writing.

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5 **Use badly as an adverb. It follows an action verb and tells how an action is done, or it can modify an adjective or participle.**

- The understudy sang **badly** on opening night.
- The manuscript was **badly** damaged by water.
- The museum needs funds **badly**.

NOTE Badly can also mean very much after verbs such as need or want: The museum needs funds badly.

WORD	PART OF SPEECH	TYPICAL USE
good	adjective	a good book; The music sounds good.
well	adverb of manner	She plays well.
well	adjective (healthy)	He does not feel well.
bad	adjective	a bad habit; The paint smells bad.
badly	adverb	The choir sang badly.

The linking verb test

If you can replace the verb with is, seems, or became and the sentence still makes sense, the verb is linking, and an adjective (good, bad) is correct. If the verb shows an action, use the adverb (well, badly).

Practice

EXERCISE A **Filling the Blank**

Fill each blank with the correct word: good, well, bad, or badly.

1. The violinist played _____ at the recital, and the audience applauded for several minutes.
2. The rose garden at the botanical center smells _____.
3. The chemist felt _____ about spilling the solution, so she apologized to the lab team.
4. Gregor Mendel's pea plants grew _____ in the monastery garden.
5. The soprano's cold made her sing _____.
6. A _____ argument rests on clear evidence.
7. The recording sounds _____ because the microphone was too far from the choir.
8. The student did not feel _____ and went home before the lecture ended.
9. The experiment went _____ after the engineer repaired the sensor.
10. The translator reads Latin _____ enough to enjoy Virgil without a dictionary.
11. The faculty rejected the _____ translation because it altered the poem's meaning.
12. The curator was sorry that the fresco had been _____ damaged by the flood.
13. The proof was so _____ written that the committee had no questions.
14. The experiment failed because the thermometer was _____ and gave false readings.
15. A _____ novel can change how a reader sees the world.
16. The school orchestra needs new violins _____.

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17. The lens focuses _____ only when it is clean.
18. The poem's last stanza sounds _____ when it is read aloud.
19. Napoleon's army fared _____ in the Russian winter.
20. After the sudden storm, the observatory's dome looked _____.

EXERCISE B Correcting Errors

Each sentence may contain a misused good, well, bad, or badly. Write the correct word, or C if the sentence is already correct.

21. The cello sounds well in the small chapel.
22. The painter mixed her colors good.
23. The orchestra played badly at the first rehearsal.
24. The students felt badly about forgetting the quiz.
25. The geologist did not feel well after hiking at high altitude.
26. The old printing press works good again after the repair.
27. Hamlet is a good play to read aloud.
28. The telescope was damaged bad in the storm.
29. The choir sounded badly in the cathedral until the singers moved closer together.
30. The researcher writes good, so her reports are easy to follow.
31. Mary Shelley wrote Frankenstein well.
32. The old specimen jar smells badly.
33. The museum needs funds bad to repair the roof.
34. The student saw good through the new microscope.
35. A well argument needs evidence.
36. The poet felt bad that the editor had cut the final verse.

EXERCISE C Choosing the Correct Modifier

Choose the correct modifier in parentheses.

37. The pianist practiced hard, and the sonata sounded (good, well) at the recital.
38. The students who revised their essays (good, well) earned higher marks.
39. The solution smelled (bad, badly) when it overheated.
40. The printing press was (bad, badly) damaged by the flood.
41. The curator did not feel (good, well) after the long trip, so the tour was postponed.
42. Galileo's argument was (good, well) enough to persuade many astronomers.
43. The experiment went (bad, badly) after the power failed.
44. The violin looked (bad, badly) after years in a damp attic.
45. The teacher wanted the class to listen (good, well) to the recording.
46. That was a (good, well) question about the Pythagorean theorem.
47. The poet felt (bad, badly) about the mistake in the printed poem.
48. The choir sang (bad, badly) in the cold church.

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Writing Application

Write four sentences about a concert, a lecture, or a laboratory experiment. Use good, well, bad, and badly once each, and correctly.

9.63 Double Negatives

In standard English, one negative word is enough to make a clause negative. This lesson lists the negative words and shows how to repair a double negative.

The Rules

1 **A double negative is the use of two negative words in the same clause. Use only one negative word to express a negative idea.**

- Incorrect: The class hadn't read no Greek tragedies. Correct: The class **hadn't** read **any** Greek tragedies.
- Incorrect: Nobody never solved the puzzle. Correct: **Nobody** ever solved the puzzle.
- Incorrect: The chemist didn't find nothing odd. Correct: The chemist **didn't** find **anything** odd.

2 **Most negative words have positive forms. To fix a double negative, change one of the negative words to its positive form, or remove the first negative and keep the second.**

- Incorrect: We haven't seen no operas this year. Correct: We haven't seen **any** operas this year. Correct: We have seen **no** operas this year.
- Incorrect: The librarian couldn't find neither volume. Correct: The librarian couldn't find **either** volume.

3 **Hardly, scarcely, and barely are also negative in meaning. Do not combine them with not, never, or another negative.**

- Incorrect: The students couldn't hardly see the diagram. Correct: The students could **hardly** see the diagram.
- Incorrect: There wasn't scarcely any ink left. Correct: There was **scarcely** any ink left.

4 **Two negatives in separate clauses are not a double negative. Each clause has just one negative word.**

- **No** student complained, and **none** left early.
- The professor did **not** hesitate, because there was **no** doubt about the result.

NOTE Check each clause on its own. A double negative sits inside one clause. A negative word paired with a negative prefix (not unusual, not impossible) is a deliberate understatement, not an error, though it is best used sparingly.

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NEGATIVE WORD	POSITIVE FORM
neither	either
never	ever
no	any, a
nobody	anybody
none	any
no one	anyone, any one
nothing	anything
nowhere	anywhere

- Other negative words: not and its contraction n't (isn't, wasn't, don't, couldn't, hasn't), no, nor.
- Words with a negative meaning: hardly, scarcely, barely.
- Rule of thumb: count the negatives in each clause. If you find more than one, change one.

Practice

EXERCISE A Finding the Negatives

Write the two negative words in each double negative. Write C if the sentence is correct.

1. The astronomer hasn't never seen a comet through that telescope.
2. No one in the seminar could find nothing wrong with the proof.
3. The poet didn't write no sonnets in her final year.
4. There wasn't nobody in the reading room after midnight.
5. The physicist couldn't hardly believe the results.
6. The diary didn't say nothing about the war.
7. The museum has no paintings by that artist.
8. Nobody in the choir had ever sung that motet.
9. I don't have no time to finish the lab report.
10. The surveyor couldn't find the boundary stone nowhere on the hill.
11. The lecturer didn't give the students no handouts.
12. Hardly anyone attended the lecture on logic.
13. The translator can't find neither word in the dictionary.
14. The telescope isn't scarcely strong enough to see the moons.
15. Nothing in the experiment went wrong.
16. The students hadn't read none of the assigned chapters.

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EXERCISE B Rewriting Correctly

Rewrite each sentence to remove the double negative.

17. The archivist didn't find no letters from the poet.
18. Nobody never told the students about the museum tour.
19. The theorem doesn't have no counterexamples.
20. We couldn't find the manuscript nowhere in the library.
21. The physics teacher doesn't allow no phones in the laboratory.
22. She hasn't never visited the Louvre.
23. Neither of the experiments didn't support the hypothesis.
24. The composer didn't want nobody to hear the unfinished symphony.
25. There isn't no solution to the equation in whole numbers.
26. The students can't see nothing through the foggy lens.
27. I haven't read none of Austen's novels yet.
28. The debaters didn't offer no evidence for their claim.
29. Isn't nobody going to the poetry reading tonight?
30. The old clock won't never keep correct time.
31. The scientist did not report no errors in the data.
32. We didn't see no stars because clouds covered the sky.
33. The sculptor hasn't finished nothing since the exhibit.
34. The map didn't show neither road.
35. He couldn't hardly hear the lecturer from the back row.
36. Without a lamp, the students couldn't scarcely read the inscription.

EXERCISE C Choosing the Correct Word

Choose the word in parentheses that avoids a double negative.

37. The poet didn't leave (any, no) notes about the poem.
38. There isn't (nobody, anybody) in the observatory tonight.
39. The chemist never found (nothing, anything) wrong with the sample.
40. Hardly (anyone, no one) understood the first lecture on logic.
41. We have (no, any) evidence that the letter is a forgery.
42. She can't find the quotation (nowhere, anywhere) in the novel.
43. Neither the painter nor the sculptor had (ever, never) seen the ruins.
44. The students didn't take (none, any) of the pamphlets.
45. Nobody (ever, never) mentioned the missing page.
46. The curator wouldn't allow (anybody, nobody) to touch the manuscript.
47. Scarcely (any, no) light reached the bottom of the cave.
48. There wasn't (no one, anyone) at the information desk of the museum.

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Writing Application

Write three sentences about a library, a laboratory, or a museum. Use a negative word in each, and use only one negative word per clause. Underline each negative word.

9.64 Misplaced and Dangling Modifiers

A modifier must sit next to the word it describes, and that word must actually appear in the sentence. Otherwise the meaning becomes unclear or unintentionally funny.

The Rules

1 A misplaced modifier modifies the wrong word or seems to modify more than one word. Correct it by moving the modifier as close as possible to the word it describes.

- Misplaced: The curator showed a vase to the visitors with two handles. Clear: The curator showed the visitors a vase **with two handles**.
- Misplaced: Floating in the pond, Maya sketched the lily. Clear: Maya sketched the lily **floating in the pond**.
- Misplaced: A new author's novel was on the shelf. Clear: An author's **new** novel was on the shelf.

2 A squinting modifier sits between two words and could modify either one, so the reader cannot tell which meaning is intended. Move it so that it clearly modifies only one word, or rewrite the sentence.

- Squinting: Students who study **daily** improve. Clear: Students who study daily improve. (daily describes study) Clear: Students who study improve **daily**. (daily describes improve)
- Squinting: The professor told the class **on Monday** to submit the essays. Clear: On Monday, the professor told the class to submit the essays. Clear: The professor told the class to submit the essays on Monday.

NOTE Ask yourself which word the modifier is meant to describe. If either answer seems possible, the modifier is squinting.

3 A dangling participial phrase has no word in the sentence that it can sensibly modify. A participial phrase begins with an -ing or -ed verb form and must describe the noun or pronoun right after it.

- Dangling: Reading the old letters, the handwriting was hard to decipher. Clear: Reading the old letters, **the historian** found the handwriting hard to decipher.
- Dangling: Painted in oils, the museum displayed the portrait. Clear: Painted in oils, **the portrait** hung in the museum.

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4 **A dangling gerund phrase appears in a prepositional phrase (after finishing, by measuring, on seeing) and also has no word to modify. Add the doer of the action as the subject of the main clause.**

- Dangling: After finishing the proof, the answer seemed obvious. Clear: After finishing the proof, **the student** found the answer obvious.
- Dangling: By heating the solution, the crystals formed. Clear: By heating the solution, **the chemist** formed the crystals.

5 **A dangling prepositional phrase suggests a doer that the sentence never names. Name the doer as the subject of the main clause.**

- Dangling: With a steady hand, the slide was placed under the microscope. Clear: With a steady hand, **the biologist** placed the slide under the microscope.
- Dangling: After an hour of careful review, the proof still seemed unsound. Clear: After an hour of careful review, **the mathematician** still found the proof unsound.

6 **A dangling infinitive phrase (to plus a verb) states a purpose but names no one who has that purpose. The subject of the main clause should be the person who will do the action.**

- Dangling: To understand the poem, a dictionary is helpful. Clear: To understand the poem, **a reader** needs a dictionary.
- Dangling: To pass the oral exam, hours of review are necessary. Clear: To pass the oral exam, **a student** must review for hours.

7 **A dangling elliptical clause omits its own subject and verb, and the omitted subject does not match the subject of the main clause. Either name the subject in the clause or change the main clause.**

- Dangling: When only twelve, the violin became her passion. Clear: When **she was** only twelve, the violin became her passion.
- Dangling: While studying in the library, the lights went out. Clear: While **we were** studying in the library, the lights went out.

NOTE To fix any dangling modifier, either (1) add the missing doer as the subject of the main clause, or (2) turn the phrase into a full clause with its own subject.

8 **Place only and similar words (almost, nearly, just, even, merely) immediately before the word or group of words they modify. Moving only changes the meaning of the sentence.**

- **Only** Dara studies Greek on Mondays. (No one else does.)
- Dara **only** studies Greek on Mondays. (She does nothing else with Greek.)
- Dara studies **only** Greek on Mondays. (No other subject.)
- Dara studies Greek **only** on Mondays. (No other day.)

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PROBLEM	WHAT IS WRONG	HOW TO FIX IT
Misplaced modifier	Modifier is far from the word it describes	Move it next to that word
Squinting modifier	Could modify the word before or after it	Reposition it or rewrite the sentence
Dangling modifier	No word in the sentence can sensibly be modified	Add the doer as the subject, or expand the phrase into a clause

Practice

EXERCISE A Identifying the Problem

Label each sentence misplaced, squinting, dangling, or C if it is correct.

1. Walking through the gallery, the paintings impressed Maya.
2. The student read a poem to the class about autumn leaves.
3. After finishing the experiment, the results were recorded in a notebook.
4. Students who read poetry often write better essays.
5. Hiking up the mountain, the geologist found a rare crystal.
6. To understand the poem, a dictionary is helpful.
7. We saw a monarch butterfly in the botanical garden with orange wings.
8. Having finished the sonata, the pianist bowed to the audience.
9. Studying for the exam, the library closed too early for Priya.
10. The professor said on Monday the class would visit the museum.
11. While reading Dickens, the clock struck midnight.
12. The chemist poured the hot solution into a clean flask.
13. When only twelve, the violin became her passion.
14. The telescope was repaired by the technician with the cracked mirror.
15. Almost every student in the seminar finished the novel.
16. To solve the puzzle, the students tried several methods.

EXERCISE B Rewriting Clearly

Rewrite each sentence so that every modifier clearly describes the right word. Some sentences may be rewritten in more than one correct way.

17. Searching the dusty archive, the old letter finally turned up.
18. Looking through the microscope, the cells divided before our eyes.
19. The librarian handed the book to the student with a torn cover.
20. After reading the poem twice, the meaning became clear.
21. To master the piano, hours of practice are required.
22. The guide pointed out a fossil to the tourists embedded in the rock.
23. Composed in a single week, the audience loved the short opera.

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24. Sitting in the quiet reading room, the clock seemed to tick louder.
25. The conductor said after the rehearsal he would speak to the orchestra. (He will speak after the rehearsal.)
26. The art teacher told the students on Friday to bring their sketchbooks. (The sketchbooks are due Friday.)
27. While walking through the museum, the sculpture caught Leo's eye.
28. Having solved the equation, the answer was written on the board.
29. Bubbling furiously, the chemist removed the flask from the burner.
30. We read about the Roman Forum in the library with its ancient temples.
31. To appreciate Bach's fugues, careful listening is necessary.
32. Tired after the long lecture, the cafeteria was a welcome sight.
33. The chemist nearly worked for twelve hours. (She worked for almost twelve hours.)
34. Written in Latin, scholars of the period read the treatise easily.
35. Before writing the essay, a thesis statement should be drafted.
36. Hanging in the museum's east wing, we admired a painting by Goya.

EXERCISE C Placing Only

Rewrite each sentence, placing only where it matches the meaning in parentheses.

37. The astronomer observed Saturn on Tuesday. (She observed nothing else on Tuesday.)
38. The astronomer observed Saturn on Tuesday. (No one else observed Saturn.)
39. The astronomer observed Saturn on Tuesday. (She observed it on no other day.)
40. The museum opens on weekends. (It opens on no other days.)
41. Lena wrote one sonnet this semester. (She wrote no more than one.)
42. Lena wrote one sonnet this semester. (No one else wrote a sonnet.)
43. The chemist heated the sample. (She did nothing else to it.)
44. The choir sang Handel's Messiah in December. (They sang it in no other month.)
45. The choir sang Handel's Messiah in December. (They sang no other piece in December.)
46. The library lends rare books to faculty. (Faculty are the only borrowers.)
47. The library lends rare books to faculty. (It lends nothing else to faculty.)
48. The old telescope shows the moon clearly. (It shows no other object clearly.)

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Writing Application

Write four sentences about a visit to a museum or an observatory. Begin two of them with a participial phrase (such as Standing before the painting) and make sure the subject that follows can sensibly do the action. Use only correctly in a third sentence.

Unit 9 Review

Using Modifiers Correctly

Mixed practice covering lessons 9.59 through 9.64: degrees of comparison, irregular comparisons, double and incomplete comparisons, good and well, double negatives, and misplaced and dangling modifiers.

Practice

EXERCISE A Degrees of Comparison

Write the comparative and superlative forms of each modifier.

1. curious
2. quiet
3. bright
4. speedily
5. thin
6. famous
7. early
8. little (amount)
9. carefully
10. good
11. badly
12. far (distance)
13. happy
14. brilliant

EXERCISE B Choosing the Correct Form

Choose the correct word or phrase in parentheses.

15. The Nile is longer than (any, any other) river in Africa.
16. The soprano sang (good, well) at the recital.
17. The architect had not seen (no, any) plans for the dome.

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18. Of the two proofs, the second is the (shorter, shortest).
19. The experiment turned out (worse, worst) than we had predicted.
20. Of all the elements in the group, this one is (more reactive, the most reactive).
21. The bridge's design is more elegant than (that of the tunnel, the tunnel).
22. The musicians felt (bad, badly) about the missed entrance.
23. Walking through the Egyptian wing, (the students admired the mummies, the mummies impressed the students).
24. The chemist (hardly, never hardly) noticed the color change.
25. The committee needs (farther, further) information before it votes.
26. The lens the museum bought is the (more, most) powerful of the three.
27. The librarian said that she (could, couldn't) hardly find the volume.
28. To grade the essays fairly, (the teacher used a rubric, a rubric was used).

EXERCISE C Correcting Sentences

Rewrite each sentence to correct the error in modifier use.

29. Of all the planets, Jupiter is the most largest.
30. The pianist played the nocturne very bad.
31. The mathematician didn't find no error in the proof.
32. Hurrying to the lecture, the notebook slipped out of Ana's bag.
33. Mercury is closer to the sun than any planet.
34. The vocabulary of Chaucer is harder than Shakespeare.
35. The chorus sounded well in the new concert hall.
36. The scientist could not hardly lift the heavy crate of samples.
37. The student displayed a chart to the class showing the life cycle of a star.
38. The old violin has a more richer tone than the new one.
39. To pass the oral exam, a good memory is necessary.
40. Nobody in the laboratory never touches the centrifuge without gloves.
41. The tutor only works with students on Thursday. (She works with students on no other day.)
42. The harpsichord was played good by the young musician.
43. Anna studied more hours than anyone in the physics class.
44. Running the final trial, the temperature rose above the limit.

EXERCISE D Naming the Error

Name the kind of error in each sentence (for example, double comparison, incomplete comparison, double negative, misplaced modifier, dangling modifier, misuse of good, well, bad, or badly, or incorrect degree of comparison).

45. The new gallery is more bigger than the old one.
46. The poet wrote good about the sea.
47. Sofia didn't see nothing unusual in the data.
48. Walking home from the observatory, the stars looked brilliant to Eli.

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49. The oldest manuscript is more fragile than any manuscript in the collection.
50. The curator bought a vase for the museum with two handles.
51. The old recording sounds badly.
52. The cheapest of the two lenses cracked.

Answer Key

Using Modifiers Correctly

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

9.59 Modifiers: Three Degrees of Comparison

EXERCISE A

1. smaller, smallest
2. wiser, wisest
3. busier, busiest
4. thinner, thinnest
5. more careful, most careful
6. more quickly, most quickly
7. more famous, most famous
8. easier, easiest
9. darker, darkest
10. simpler, simplest (or: more simple, most simple)
11. gentler, gentlest (or: more gentle, most gentle)
12. more precise, most precise
13. noisier, noisiest
14. harder, hardest
15. more ancient, most ancient
16. heavier, heaviest
17. sadder, saddest
18. more slowly, most slowly
19. larger, largest
20. more curious, most curious

EXERCISE B

21. oldest, superlative
22. more quickly, comparative
23. deep, positive
24. heavier, comparative
25. most elegant, superlative
26. carefully, positive
27. largest, superlative
28. more smoothly, comparative
29. slower, comparative
30. short, positive
31. least reactive, superlative
32. less convincing, comparative

EXERCISE C

33. sharper
34. deepest
35. most detailed
36. more slowly
37. youngest
38. more softly
39. most thorough
40. more concentrated
41. most gently
42. harder
43. clearest
44. busiest

9.60 Modifiers: Irregular Comparisons

EXERCISE A

1. better
2. least
3. better
4. farther
5. further
6. most
7. worst
8. worse
9. less
10. least
11. more
12. better
13. more
14. most
15. worst
16. farthest
17. best
18. further
19. worse
20. less
21. more
22. farther
23. best
24. worst

EXERCISE B

25. farther
26. better
27. least
28. further
29. more
30. worse
31. better
32. worst
33. more
34. farther
35. least
36. worse

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EXERCISE C

37. better, comparative
38. farthest, superlative
39. least, superlative
40. worse, comparative
41. more, comparative
42. further, comparative
43. best, superlative
44. worst, superlative

9.61 Modifiers: Double and Incomplete Comparisons

EXERCISE A

1. double comparison (more clearer)
2. incomplete comparison (needs other)
3. double comparison (more deeper)
4. C
5. illogical comparison (poems compared with a person)
6. double comparison (most highest)
7. incomplete comparison (needs other)
8. illogical comparison (a proof compared with a theorem)
9. double comparison (most smallest)
10. C
11. incomplete comparison (needs else)
12. double comparison (most clearest)
13. illogical comparison (handwriting compared with a manuscript)
14. C
15. double comparison (more busier)
16. incomplete comparison (needs else)

EXERCISE B

17. The violin sounded sweeter than the viola in the quartet.
18. Diamond is harder than any other mineral.
19. The mathematician gave the simplest proof of the theorem.
20. The Louvre attracts more visitors than any other museum in Paris.
21. The climate of the desert is drier than that of the rainforest.
22. Her essay on Homer was better than his.
23. The curator knew more about Renaissance painting than anyone else on the staff.
24. The melody of the second song is more haunting than that of the first song.
25. Of the three telescopes, the oldest is the heaviest.
26. Her laboratory notes are more detailed than her partner's.
27. Lena practiced more hours than any other student in her piano class.
28. The cleverest argument in the debate came from the youngest speaker.
29. The mass of a neutron is nearly equal to that of a proton.
30. The reading room is more spacious than any other room in the library.
31. The tenor's voice was stronger than the baritone's.
32. The experiment in Room 4 was more careful than the one in Room 6. (or: ... than that in Room 6.)

EXERCISE C

33. other
34. else
35. any other
36. any other
37. any
38. that of
39. Pissarro's
40. that
41. any other
42. a moth's
43. those on Macbeth
44. anyone else

9.62 Using Good or Well; Bad or Badly

EXERCISE A

1. well
2. good
3. bad
4. well
5. badly
6. good
7. bad
8. well (or: good, in casual speech)
9. well
10. well
11. bad
12. badly
13. well
14. bad
15. good
16. badly
17. well
18. good
19. badly
20. bad

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EXERCISE B

21. good
22. well
23. C
24. bad
25. C
26. well
27. C
28. badly
29. bad
30. well
31. C
32. bad
33. badly
34. well
35. good
36. C

EXERCISE C

37. good
38. well
39. bad
40. badly
41. well (or: good, in casual speech)
42. good
43. badly
44. bad
45. well
46. good
47. bad
48. badly

9.63 Double Negatives

EXERCISE A

1. hasn't (n't), never
2. No one, nothing
3. didn't (n't), no
4. wasn't (n't), nobody
5. couldn't (n't), hardly
6. didn't (n't), nothing
7. C
8. C
9. don't (n't), no
10. couldn't (n't), nowhere
11. didn't (n't), no
12. C
13. can't (n't), neither
14. isn't (n't), scarcely
15. C
16. hadn't (n't), none

EXERCISE B

17. The archivist didn't find any letters from the poet. (or: The archivist found no letters from the poet.)
18. Nobody ever told the students about the museum tour.
19. The theorem doesn't have any counterexamples. (or: The theorem has no counterexamples.)
20. We couldn't find the manuscript anywhere in the library. (or: We could find the manuscript nowhere in the library.)
21. The physics teacher doesn't allow any phones in the laboratory. (or: The physics teacher allows no phones in the laboratory.)
22. She hasn't ever visited the Louvre. (or: She has never visited the Louvre.)
23. Neither of the experiments supported the hypothesis.
24. The composer didn't want anybody to hear the unfinished symphony. (or: The composer wanted nobody to hear the unfinished symphony.)
25. There isn't any solution to the equation in whole numbers. (or: There is no solution to the equation in whole numbers.)
26. The students can't see anything through the foggy lens. (or: The students can see nothing through the foggy lens.)
27. I haven't read any of Austen's novels yet. (or: I have read none of Austen's novels yet.)
28. The debaters didn't offer any evidence for their claim. (or: The debaters offered no evidence for their claim.)
29. Isn't anybody going to the poetry reading tonight? (or: Is nobody going to the poetry reading tonight?)
30. The old clock won't ever keep correct time. (or: The old clock will never keep correct time.)
31. The scientist did not report any errors in the data. (or: The scientist reported no errors in the data.)
32. We didn't see any stars because clouds covered the sky. (or: We saw no stars because clouds covered the sky.)
33. The sculptor hasn't finished anything since the exhibit. (or: The sculptor has finished nothing since the exhibit.)
34. The map didn't show either road. (or: The map showed neither road.)
35. He could hardly hear the lecturer from the back row.
36. Without a lamp, the students could scarcely read the inscription.

EXERCISE C

37. any
38. anybody
39. anything
40. anyone
41. no
42. anywhere
43. ever
44. any
45. ever
46. anybody
47. any
48. anyone

9.64 Misplaced and Dangling Modifiers

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EXERCISE A

1. dangling
2. misplaced
3. dangling
4. squinting
5. C
6. dangling
7. misplaced
8. C
9. dangling
10. squinting
11. dangling
12. C
13. dangling
14. misplaced
15. C
16. C

EXERCISE B

17. Searching the dusty archive, the researcher finally found the old letter.
18. Looking through the microscope, we watched the cells divide.
19. The librarian handed the student the book with a torn cover.
20. After reading the poem twice, the students understood its meaning.
21. To master the piano, a student must practice for hours.
22. The guide pointed out to the tourists a fossil embedded in the rock.
23. Composed in a single week, the short opera delighted the audience.
24. Sitting in the quiet reading room, Ana thought the clock seemed to tick louder.
25. After the rehearsal, the conductor said he would speak to the orchestra. (or: The conductor said he would speak to the orchestra after the rehearsal.)
26. The art teacher told the students to bring their sketchbooks on Friday.
27. While Leo was walking through the museum, a sculpture caught his eye.
28. Having solved the equation, the student wrote the answer on the board.
29. The chemist removed the flask, which was bubbling furiously, from the burner.
30. In the library, we read about the Roman Forum with its ancient temples.
31. To appreciate Bach's fugues, a listener must listen carefully.
32. Tired after the long lecture, the students found the cafeteria a welcome sight.
33. The chemist worked for nearly twelve hours.
34. Written in Latin, the treatise was easy for scholars of the period to read.
35. Before writing the essay, a student should draft a thesis statement.
36. We admired a painting by Goya hanging in the museum's east wing.

EXERCISE C

37. The astronomer observed only Saturn on Tuesday.
38. Only the astronomer observed Saturn on Tuesday.
39. The astronomer observed Saturn only on Tuesday.
40. The museum opens only on weekends.
41. Lena wrote only one sonnet this semester.
42. Only Lena wrote one sonnet this semester.
43. The chemist only heated the sample.
44. The choir sang Handel's Messiah only in December.
45. The choir sang only Handel's Messiah in December.
46. The library lends rare books only to faculty.
47. The library lends only rare books to faculty.
48. The old telescope shows only the moon clearly.

Unit 9 Review Using Modifiers Correctly

EXERCISE A

1. more curious, most curious
2. quieter, quietest
3. brighter, brightest
4. more speedily, most speedily
5. thinner, thinnest
6. more famous, most famous
7. earlier, earliest
8. less, least
9. more carefully, most carefully
10. better, best
11. worse, worst
12. farther, farthest
13. happier, happiest
14. more brilliant, most brilliant

EXERCISE B

15. any other
16. well
17. any
18. shorter
19. worse
20. the most reactive
21. that of the tunnel
22. bad
23. the students admired the mummies
24. hardly
25. further
26. most
27. could
28. the teacher used a rubric

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EXERCISE C

29. Of all the planets, Jupiter is the largest.
30. The pianist played the nocturne very badly.
31. The mathematician didn't find any error in the proof. (or: The mathematician found no error in the proof.)
32. Hurrying to the lecture, Ana let her notebook slip out of her bag.
33. Mercury is closer to the sun than any other planet.
34. The vocabulary of Chaucer is harder than that of Shakespeare. (or: ... than Shakespeare's.)
35. The chorus sounded good in the new concert hall.
36. The scientist could hardly lift the heavy crate of samples.
37. The student displayed to the class a chart showing the life cycle of a star.
38. The old violin has a richer tone than the new one.
39. To pass the oral exam, a student needs a good memory.
40. Nobody in the laboratory ever touches the centrifuge without gloves.
41. The tutor works with students only on Thursday.
42. The harpsichord was played well by the young musician.
43. Anna studied more hours than anyone else in the physics class.
44. Running the final trial, the chemist saw the temperature rise above the limit.

EXERCISE D

45. double comparison
46. misuse of good for well (should be well)
47. double negative
48. dangling modifier
49. incomplete comparison (needs other)
50. misplaced modifier
51. misuse of badly for bad (should be bad)
52. incorrect degree (superlative used for two things; should be cheaper)

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Unit 10: Usage Glossary.

5 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 280 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

10.65 Usage: a to altogether

Some words look or sound alike but mean different things, and some common expressions are simply not accepted in careful writing. This lesson sorts out the first group of troublesome pairs, from a and an to all together and altogether.

The Rules

1. **a, an** Use a before a word that begins with a consonant sound, including the "yew" sound. Use an before a word that begins with a vowel sound. Listen to the sound, not the spelling.
   - Galileo built **a** telescope and turned it toward **a** moon of Jupiter.
   - The poet studied at **a** university before publishing **an** epic.
   - The committee gave the physicist **an** honor for **a** useful discovery.

   NOTE Honor and hour begin with a vowel sound because the h is silent, so they take an. University and European begin with a "yew" sound, so they take a.

2. **a lot, alot** Write a lot as two words. The single word alot is never correct. In formal writing, prefer a more precise word such as many or much.
   - The archive holds **a lot** of letters from the Civil War.
   - Marie Curie spent **a lot** of time isolating radium from pitchblende.
   - A geologist needs **a lot** of patience to read the layers of a canyon wall.

3. **a while, awhile** A while is an article plus a noun, so it usually follows a preposition such as for or after. Awhile is an adverb meaning "for a short time" and modifies a verb directly.
   - The museum guide paused for **a while** in front of the Vermeer.
   - After **a while**, the solution in the beaker turned deep blue.
   - The pianist rested **awhile** before the second movement.
   - Let the philosophy question sit **awhile** before you try to answer it.

   NOTE If you can replace the word with "for a short time," use the adverb awhile. If a preposition like for comes right before it, use the noun phrase a while.

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4 **accept, except** Accept is a verb meaning "to receive" or "to agree to." Except is usually a preposition meaning "but" or "leaving out," though it can also be a verb meaning "to leave out."

- The academy voted to **accept** the young chemist as a member.
- Every planet **except** Mercury and Venus has at least one moon.
- The prize committee agreed to **accept** every nomination **except** the one that arrived late.

5 **affect, effect** Affect is a verb meaning "to influence." Effect is usually a noun meaning "result"; as a verb it means "to bring about" or "to accomplish."

- Temperature can **affect** the speed of a chemical reaction. (verb)
- The printing press had a lasting **effect** on literacy in Europe. (noun)
- The reformers hoped to **effect** real change in the schools. (verb)
- Dim light **affects** the eyes, and the **effect** is soon felt as fatigue.

NOTE In most sentences you need the verb affect or the noun effect. Try substituting influence (for affect) or result (for effect) to check.

6 **ain't** Ain't is not acceptable in speaking or writing unless it appears inside a direct quotation. Use is not, am not, are not, has not, or have not instead.

- The equation **is not** balanced until both sides have the same number of atoms. (not ain't)
- I **am not** convinced that the manuscript is genuine. (not ain't)
- The novelist's character grumbles, "That **ain't** how the story ends," and the author keeps the word because it shows how the character talks.

7 **all ready, already** All ready means "completely ready" or "everyone is ready." Already is an adverb meaning "by this time" or "before now."

- The lab samples were **all ready** for testing by noon.
- The orchestra was **all ready** when the conductor raised the baton.
- By 1700 Newton had **already** published the Principia.
- The librarian had **already** shelved the new atlases before the doors opened.

NOTE If you can drop the word all and the sentence still makes sense ("the samples were ready"), you want the two-word form all ready.

8 **all right, alright** Always write all right as two words. The spelling alright is not accepted in standard writing.

- It is **all right** to use a calculator on the statistics quiz.
- The curator said the slightly faded tapestry was still **all right** for display.
- Is it **all right** if I cite the encyclopedia in my history essay?

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9 **all the farther, all the faster** These expressions are not acceptable in writing. Use as far as and as fast as instead.

- The survey crew followed the river **as far as** the foot of the mountains. (not all the farther)
- A cheetah runs **as fast as** any land animal can. (not all the faster)
- Chapter twelve is **as far as** the reading group got this week.

10 **all together, altogether** All together means "in a group" or "everyone at once." Altogether is an adverb meaning "completely" or "in total."

- The scientists gathered **all together** for the eclipse.
- The choir sang the final chorus **all together**.
- The idea was **altogether** new to the students in the seminar.
- **Altogether**, the museum owns about forty of the artist's sketches.

NOTE If the words can be separated ("all of them were together"), use all together. If you mean "completely," use altogether.

TERM	PART OF SPEECH	MEANING	QUICK TEST
a / an	article	a before consonant sounds, an before vowel sounds	Say it aloud: a unit, an hour
a lot	noun phrase	many, much	Always two words
a while / awhile	noun phrase / adverb	a period of time / for a short time	After for or after: a while
accept / except	verb / preposition	receive / but	Swap in receive or but
affect / effect	verb / noun	influence / result	Swap in influence or result
ain't	nonstandard	is not, are not, am not	Use only in a quotation
all ready / already	adjective phrase / adverb	completely ready / by this time	Can you drop all?
all right	adjective phrase	acceptable, fine	Always two words
as far as / as fast as	comparisons	replace all the farther, all the faster	Never all the farther
all together / altogether	adverb phrase / adverb	in a group / completely	Can you separate all and together?

Why these pairs matter

A reader who sees alot or alright in an essay stops trusting the writer, even if the ideas are strong. Learning these ten entries removes some of the most common marks a teacher makes on a paper.

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Practice

EXERCISE A Choosing the Correct Term

Choose the correct word or phrase in parentheses.

1. The astronomer waited (a, an) hour for the clouds to clear.
2. Receiving (a, an) honorary degree surprised the retired botanist.
3. The scholarship pays for (a, an) university course in Latin.
4. There are (alot, a lot) of prime numbers below one thousand.
5. The sculptor let the clay dry (awhile, a while) before carving the details.
6. After (awhile, a while), the audience understood the symphony's slow opening.
7. The journal agreed to (accept, except) the paper on coral reefs.
8. The prize committee read every essay (accept, except) the one that arrived late.
9. Ocean currents (affect, effect) the climate of coastal cities.
10. One (affect, effect) of the Renaissance was a new interest in anatomy.
11. The new law was meant to (affect, effect) a change in how libraries were funded.
12. The historian wrote that the treaty (ain't, is not) as simple as it looks.
13. The chorus was (all ready, already) when the lights dimmed.
14. By the time the textbook was published, its author had (all ready, already) revised it twice.
15. The teacher said it was (alright, all right) to quote Plato in translation.
16. The base camp is (all the farther, as far as) the expedition went that winter.
17. The chemist stirred the solution (all the faster, as fast as) the motor would allow.
18. The scholars sat (all together, altogether) at one long table in the reading room.
19. The critic found the painting (all together, altogether) convincing.
20. (Altogether, All together), the library holds three million volumes.

EXERCISE B Correcting Usage Errors

Each sentence contains a word or phrase in capital letters. If it is wrong, write the correct form. If it is already correct, write C.

21. The mathematician was ALL TOGETHER certain that the proof was complete.
22. The students handed in their lab reports ALL TOGETHER at the end of class.
23. Mozart had ALL READY composed several works by the age of eight.
24. The paints were ALL READY on the palette when the art class began.
25. The director said it was ALRIGHT to end the rehearsal early.
26. The river mouth was ALL THE FARTHER the survey crew could sail.
27. The novelist's character says, "It AIN'T right," in the opening scene.
28. Lowering the temperature will EFFECT the rate at which the ice melts.
29. The Black Death had a devastating AFFECT on medieval Europe.
30. Please ACCEPT this copy of the Odyssey as a gift from the library.

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31. The museum stayed open for AWHILE after the lecture ended.
32. The geologists rested AWHILE before climbing to the next ridge.
33. The lab needed ALOT of distilled water for the experiment.
34. Reading AN novel set in ancient Rome can make the period feel real.
35. The lecture on ethics lasted for A hour and a half.
36. All the planets ACCEPT Earth are named for Roman gods.
37. The orchestra played the overture ALL THE FASTER the conductor could manage.
38. The chemist was ALL READY to present when the projector failed.
39. The explorers were ALREADY home before the newspapers reported the discovery.
40. The students were ALL TOGETHER in the planetarium for the show.

EXERCISE C Rewriting Sentences

Rewrite each sentence, correcting every usage error. Each sentence has at least one error.

41. The poet was alright with the editor's changes, accept for the new title.
42. Alot of chemists had all ready rejected the theory of phlogiston by 1800.
43. The telescope's mirror was altogether unusable, so the observation was canceled for awhile.
44. A hour of practice each day will effect how well you play the cello.
45. The historians agreed that the famine had a terrible affect on Ireland, and the archives ain't complete.

Writing Application

Write three sentences about a scientist or artist you admire. Use affect or effect correctly in one, a while or awhile in another, and all together or altogether in the third.

10.66 Usage: amount to could of

This lesson continues the usage glossary with ten more trouble spots, from amount and number to the common mistake of writing could of instead of could have. Each entry gives a quick test you can apply while proofreading.

The Rules

1. **amount, number** Use amount for things that cannot be counted (water, time, courage). Use number for things that can be counted (books, planets, experiments).
   - The glacier released an enormous **amount** of meltwater each summer.
   - A large **number** of Greek plays have survived only in fragments.
   - The chemist recorded the **amount** of acid and the **number** of test tubes she used.

   NOTE If you can put a numeral in front of the noun (three experiments), it is countable and takes number.

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2 **bad, badly** Bad is an adjective; it describes a noun or follows a linking verb such as is, feels, or seems. Badly is an adverb; it tells how an action is done.

- The first edition was in **bad** condition, so the archivist handled it with gloves.
- The violinist felt **bad** about missing the entrance in the second movement.
- The experiment went **badly** because the thermometer had not been calibrated.
- The ancient fresco was **badly** damaged by centuries of damp.

NOTE After a linking verb (feel, look, seem, is), use the adjective bad: the scholar feels bad, not feels badly.

3 **being as, being that** Do not use these expressions in writing. Replace them with because or since.

- **Because** the manuscript is fragile, readers must use the digital copy. (not being as)
- **Since** the observatory stands on a high mountain, the air above it is thin and clear. (not being that)
- The poet revised the stanza **because** the rhyme felt forced.

4 **beside, besides** Beside is a preposition meaning "at the side of" or "next to." Besides means "in addition to" or "moreover."

- The sculptor placed the model **beside** the finished bronze so visitors could compare them.
- A faded map lay **beside** the explorer's journal in the display case.
- **Besides** the Iliad, Homer is credited with the Odyssey.
- The orchestra needs a new harp; **besides**, the timpani are cracked.

5 **between, among** Use between when comparing or relating two people or things, or when considering items one pair at a time. Use among when three or more are considered as a group.

- The architect had to choose **between** limestone and marble for the facade.
- The Treaty of the Pyrenees ended a long war **between** France and Spain.
- The research grant was divided **among** four laboratories.
- Mercury is **among** the smallest planets in the solar system.

6 **borrow, lend, loan** Borrow is a verb meaning "to take something temporarily." Lend is a verb meaning "to give something temporarily." Loan is a noun naming what is lent.

- May I **borrow** your copy of the Elements until Friday?
- The museum agreed to **lend** two Monet paintings to the gallery in Chicago.
- The painter survived on a **loan** from his brother while he finished the canvas.
- I will **borrow** the notes on Kant that my friend agreed to **lend** me.

NOTE Remember the direction: the borrower takes, the lender gives. Keep loan as a noun in formal writing.

7 **bring, take** Bring means "to carry toward the speaker or a nearby place." Take means "to carry away from the speaker to a more distant place."

- Please **bring** the microscope slides to my desk.
- The courier will **take** the signed manuscript to the publisher across town.
- The students **brought** their sketchbooks to the museum and **took** them home again at closing time.

NOTE Bring goes with come (come here, bring it here). Take goes with go (go there, take it there).

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8 **can, may** Can expresses ability. May expresses permission or possibility.

- A hummingbird **can** beat its wings dozens of times per second.
- **May** I examine the first folio in the rare book room?
- Students **may** use the piano in the practice hall after four o'clock.
- The historian **can** read medieval Latin, and she **may** publish her translation next year.

9 **can't hardly, can't scarcely** Hardly and scarcely are already negative words, so pairing them with can't creates a double negative. Write can hardly or can scarcely.

- Without the telescope, astronomers **can hardly** see the rings of Saturn. (not can't hardly)
- The ink has faded so much that one **can scarcely** read the signature. (not can't scarcely)
- I **can hardly** believe that the Great Pyramid was built without iron tools.

10 **could of, might of, must of, should of, would of** The word of is a preposition and can never follow these helping verbs. The correct word is have: could have, might have, must have, should have, would have.

- Shakespeare **could have** seen the Globe Theatre rise on the south bank of the Thames. (not could of)
- The comet **must have** passed close to the sun to produce such a long tail.
- The editor **should have** checked the dates in the biography.
- Beethoven **might have** finished a tenth symphony if he had lived longer.

NOTE The error comes from the sound of the contraction could've. When you say could've, write could have.

TERM	PART OF SPEECH	MEANING	QUICK TEST
amount / number	noun	uncountable quantity / countable quantity	Can you count it? Then number
bad / badly	adjective / adverb	describes a noun / describes an action	After feel, look, seem: bad
being as, being that	nonstandard	replace with because, since	Never in writing
beside / besides	preposition / preposition or adverb	next to / in addition to	Swap in next to or also
between / among	preposition	two items / three or more as a group	Count the items
borrow / lend / loan	verb / verb / noun	take temporarily / give temporarily / thing lent	Borrow from, lend to
bring / take	verb	carry here / carry there	Bring goes with come, take with go
can / may	helping verb	ability / permission	Are you able, or allowed?
can hardly, can scarcely	standard forms	barely able	No can't before hardly

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TERM	PART OF SPEECH	MEANING	QUICK TEST
could have, might have, must have, should have, would have	verb phrases	never of after a helping verb	Could've means could have

The sound trap

Three errors in this lesson come from the way words sound when spoken quickly: could of for could have, being as for because, and can't hardly for can hardly. When you proofread, read slowly and ask what each word actually means.

Practice

EXERCISE A Choosing the Correct Term

Choose the correct word or phrase in parentheses.

1. The desert receives only a small (amount, number) of rainfall each year.
2. A surprising (amount, number) of Bach's cantatas were written for ordinary Sunday services.
3. The (amount, number) of moons orbiting Jupiter keeps growing as telescopes improve.
4. The painter felt (bad, badly) about the uneven varnish on the portrait.
5. The first printing of the dictionary was (bad, badly) bound and fell apart quickly.
6. The early rockets performed (bad, badly) because their fuel burned unevenly.
7. (Being as, Because) the vase is Roman, it belongs in the ancient gallery.
8. (Since, Being that) iron rusts in damp air, the blacksmith oiled his tools.
9. The reading lamp stands (beside, besides) the philosopher's favorite chair.
10. (Beside, Besides) carbon dioxide, the atmosphere of Mars contains argon and nitrogen.
11. The debate in 1860 was (between, among) two very different views of the Union.
12. The prize money was shared (between, among) the five members of the research team.
13. The students were asked to choose (between, among) Euclid and Archimedes for their reports.
14. The library will (lend, loan) the atlas to anyone with a valid card.
15. The struggling composer had to (borrow, lend) money before his first symphony was performed.
16. The gallery received a (lend, loan) of six drawings from a private collector.
17. Please (bring, take) these fossils to the lab upstairs when you go.
18. When you come to the lecture, (bring, take) your copy of the Republic.
19. (Can, May) I leave the laboratory before the solution finishes cooling?
20. A trained ear (can, may) tell the difference between a viola and a violin.
21. The telescope's lens is so scratched that we (can hardly, can't hardly) see the moon.
22. Without a magnifying glass, you (can't scarcely, can scarcely) read the marginal notes.
23. Without a telescope, Galileo (could of, could have) never seen the moons of Jupiter.
24. The fossil (must of, must have) been buried quickly, since the feather impressions are so clear.

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25. The composer (should of, should have) marked the tempo more clearly.

EXERCISE B **Correcting Usage Errors**

Each sentence contains a word or phrase in capital letters. If it is wrong, write the correct form. If it is already correct, write C.

26. The NUMBER of water in the reservoir dropped during the drought.
27. The sculptor felt BADLY when the marble cracked along a hidden vein.
28. The orchestra played the overture BADLY because the parts had been copied with errors.
29. BEING AS the eclipse was total, the astronomers saw the corona clearly.
30. The chemist set the flask BESIDES the burner and waited for it to warm.
31. BESIDES Saturn, Jupiter, Uranus, and Neptune also have rings.
32. The argument AMONG the two philosophers lasted for years.
33. The newly discovered letters were divided AMONG three archives.
34. The university will LOAN the fossil to the natural history museum.
35. Mozart often had to BORROW money from friends to pay his rent.
36. When you visit, BRING the photographs of the cathedral so I can see them.
37. Please BRING this letter to the post office on your way home.
38. CAN I use the laboratory balance for my chemistry project?
39. A good pianist CAN play a scale in every key without looking at the keyboard.
40. The old map is so faded that we CAN'T HARDLY find the river on it.
41. Galileo WOULD OF been pleased to see the modern images of Jupiter.
42. The printer MIGHT HAVE used a different typeface for the title page.
43. The scholar CAN SCARCELY believe how many poems were found in the trunk.
44. The AMOUNT of patience a researcher needs is hard to measure.
45. The archivist told the students, "You MAY handle the letters if you wear gloves."

Writing Application

Write three sentences about a laboratory or a library. Use between or among correctly in one, borrow or lend in another, and could have or should have in the third.

10.67 Usage: different from to regardless

This lesson covers ten more entries in the usage glossary, from different from to regardless. Several of them (farther and further, fewer and less, good and well) appear constantly in essays, so they are worth learning cold.

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The Rules

1. **different from, different than** Use different from. The expression different than is not preferred in careful writing.
   - A sonnet is **different from** an ode in both length and rhyme scheme.
   - The chemistry of Venus is very **different from** that of Earth.
   - Rembrandt's late self-portraits look **different from** his early ones.

2. **doesn't, don't** Doesn't is the contraction of does not and goes with he, she, it, and all singular nouns. Don't is the contraction of do not and goes with I, you, we, they, and all plural nouns.
   - A prime number **doesn't** have any divisors except one and itself.
   - Pure water **doesn't** conduct electricity well.
   - Many comets **don't** return for decades or even centuries.
   - I **don't** agree with Hobbes about human nature.

   NOTE Test the subject: it doesn't, they don't. The word don't with a singular subject (he don't) is a common error.

3. **emigrate, immigrate** Emigrate means "to leave one country to live in another." Immigrate means "to enter a country to live there." The prefix e- means out and the prefix im- means in.
   - Many Irish families **emigrated** during the famine of the 1840s.
   - Albert Einstein **immigrated** to the United States in 1933.
   - The composer **emigrated** from Russia and **immigrated** to France, where he wrote his later ballets.

   NOTE The same journey can be described either way: emigrate stresses leaving the old country (emigrate from), and immigrate stresses arriving in the new one (immigrate to).

4. **farther, further** Use farther for physical distance. Use further for degree, time, or amount ("to a greater extent").
   - Neptune orbits **farther** from the sun than Uranus does.
   - Pilgrims bound for Canterbury traveled **farther** from London each day.
   - The seminar will discuss Plato's cave **further** next week.
   - The biologist needed **further** evidence before publishing.

   NOTE Farther contains the word far, a reminder that it measures distance.

5. **fewer, less** Use fewer for things that can be counted. Use less for things that cannot be counted.
   - This edition contains **fewer** misprints than the first one.
   - **Fewer** than ten of Aeschylus's plays survive.
   - A vacuum offers **less** resistance to a falling object than air does.
   - The young painter had **less** patience than talent.

   NOTE Fewer pairs with number; less pairs with amount. If you would say number of, say fewer.

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6 **good, well** Good is an adjective; it describes a noun or follows a linking verb. Well is usually an adverb telling how something is done. Well is an adjective only when it means "healthy."

- The Origin of Species is a **good** example of patient argument.
- The soprano sang the aria **well** despite the cold hall.
- The theory explains the data **well**.
- After a week of rest, the explorer felt **well** enough to continue.

NOTE Feel is a linking verb, so feel good describes a mood and feel well describes health. After an action verb, use well: sings well, writes well.

7 **had of** Never place of between had and a past participle. Write had seen, had known, had read.

- If the mapmaker **had known** the coast was there, he would have drawn it. (not had of known)
- The students wished they **had read** the whole dialogue before the discussion. (not had of read)
- I thought I **had seen** that fresco in an art book years ago.

8 **hanged, hung** Use hanged only for an execution by hanging. Use hung for everything else: pictures, curtains, heads, stars in the sky.

- In the play, the conspirators were tried and **hanged** at dawn.
- The curator **hung** the new acquisition in the east gallery.
- A thin crescent moon **hung** above the observatory.
- The historian noted that pirates were often **hanged** in the eighteenth century.

9 **in, into** In means "inside" or "within" a place. Into shows movement from outside to a point inside.

- The fossils are kept **in** a climate-controlled vault.
- The physicist walked **into** the lecture hall carrying a pendulum.
- The ink spread **into** the paper and dried **in** the shape of a star.

NOTE If the subject is moving from outside to inside, use into.

10 **irregardless, regardless** Irregardless is a double negative (the prefix ir- and the suffix -less both mean "not") and is never correct. Use regardless.

- **Regardless** of the weather, the observatory opens every Friday night. (not irregardless)
- The theorem holds **regardless** of which triangle you choose.
- Beethoven kept composing **regardless** of his deafness.

TERM	PART OF SPEECH	MEANING	QUICK TEST
different from	adjective phrase	not like	Always from, not than
doesn't / don't	contractions	does not / do not	it doesn't, they don't
emigrate / immigrate	verb	leave a country / enter a country	Emigrate from, immigrate to
farther / further	adverb or adjective	distance / degree or time	Farther contains far
fewer / less	adjective	countable / uncountable	Can you count it? Then fewer
good / well	adjective / adverb	describes a noun / describes an action	Sings well, a good song

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TERM	PART OF SPEECH	MEANING	QUICK TEST
had seen (not had of seen)	verb phrase	no of between had and a participle	Had of is never correct
hanged / hung	verb	executed / suspended	People are hanged; pictures are hung
in / into	preposition	inside / movement to the inside	Is something moving inward?
regardless	adverb	without regard to	Irregardless does not exist

Fewer and less at a glance

Count nouns take fewer: fewer pages, fewer experiments, fewer symphonies. Mass nouns take less: less paper, less time, less noise. Money and time are usually treated as mass nouns (less than ten dollars, less than an hour).

Practice

EXERCISE A Choosing the Correct Term

Choose the correct word or phrase in parentheses.

1. A haiku is quite (different from, different than) a limerick in tone.
2. The chemistry of the deep ocean is (different than, different from) that of the surface.
3. Copper (doesn't, don't) rust the way iron does.
4. The two manuscripts (doesn't, don't) agree on the date of the battle.
5. Many scholars chose to (emigrate, immigrate) rather than remain in Germany in the 1930s.
6. Greek scholars who fled Constantinople (emigrated, immigrated) into Italy, where they taught Greek.
7. The rover traveled (farther, further) across Mars than its designers expected.
8. The committee will study the proposal (farther, further) before voting.
9. There are (fewer, less) than a dozen complete plays by Sophocles.
10. The second edition uses (fewer, less) ink because the type is smaller.
11. A haiku has (fewer, less) syllables than a sonnet has.
12. The cellist played (good, well) even though the hall was freezing.
13. The translation of the Aeneid is (good, well), but the notes are better.
14. If the scribe (had of, had) copied the page carefully, the error would not exist.
15. The curtains were (hanged, hung) across the stage before the opera began.
16. The rebel leader was captured and (hanged, hung) at dawn.
17. The geologists stored the core samples (in, into) a refrigerated room.
18. The students filed (in, into) the planetarium as the lights dimmed.
19. (Irregardless, Regardless) of its small size, Pluto fascinates astronomers.
20. The painter kept working (regardless, irregardless) of the critics.

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21. The librarian (doesn't, don't) allow food near the rare books.
22. The researchers had (fewer, less) time than they needed to map the cave.
23. Pluto lies (farther, further) from the sun than Neptune during most of its orbit.
24. The archivist cataloged the letters (good, well) even in poor light.
25. The museum's new wing is (different from, different than) the old building in every way.

EXERCISE B Correcting Usage Errors

Each sentence contains a word or phrase in capital letters. If it is wrong, write the correct form. If it is already correct, write C.

26. A fugue is DIFFERENT THAN a canon in the way the voices enter.
27. The young astronomer DON'T believe the comet will be visible without a telescope.
28. The sculptor's parents EMIGRATED from Italy before the family settled in Boston.
29. The expedition pushed FURTHER up the river than any earlier party had gone.
30. We will examine Descartes's argument FURTHER in the next lecture.
31. The chemist used LESS beakers in the second trial than in the first.
32. This edition of the Odyssey has LESS footnotes but a better introduction.
33. The apprentice mixed the pigments GOOD, so the colors stayed bright for centuries.
34. If the navigator HAD OF trusted the compass, the ship would have reached port.
35. The portrait was HUNG in the great hall for two hundred years.
36. The highwayman in the ballad was HUNG for his crimes.
37. The physicist poured the liquid nitrogen IN the steel container, and vapor rose at once.
38. The telescope's mirror is stored IN a sealed case between observations.
39. IRREGARDLESS of its age, the bridge still carries traffic across the river.
40. The violinist felt WELL after a week of rest and returned to the orchestra.
41. Fossils of soft-bodied creatures DON'T form easily, so each discovery is precious.
42. The second theorem is DIFFERENT FROM the first only in its final step.
43. The explorers had traveled FARTHER than their maps could show.
44. REGARDLESS of the rain, the archaeologists kept digging at the site.
45. Thousands of Norwegians EMIGRATED from their homeland during the nineteenth century.

Writing Application

Write three sentences about a scientist, painter, or composer who moved to a new country. Use emigrate or immigrate correctly in one, fewer or less in another, and good or well in the third.

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10.68 Usage: this kind to reason is because

This lesson covers ten more glossary entries, including the famous troublemakers lay and lie, raise and rise, and passed and past. Learn the meaning of each verb, and the correct form will follow.

The Rules

1. **this kind, these kinds** Use the singular this or that with the singular nouns kind, sort, and type. Use the plural these or those with the plural nouns kinds, sorts, and types.
   - **This kind** of telescope uses mirrors instead of lenses.
   - **That sort** of argument appears often in Socratic dialogues.
   - **These kinds** of minerals form only under great pressure.
   - **Those types** of brushes are best for watercolor.

2. **lay, lie** Lay means "to put" or "to place" and always takes a direct object (lay, laid, laid, laying). Lie means "to rest" or "to be positioned" and never takes a direct object (lie, lay, lain, lying).
   - The archaeologist **laid** the pottery shards on a clean cloth.
   - Please **lay** the sheet music on the piano.
   - The ruins of Pompeii **lie** beneath layers of volcanic ash.
   - The manuscript had **lain** in the attic for a century before anyone read it.

   NOTE The past tense of lie is lay, which causes most of the confusion. Ask: is something being placed (lay, laid) or is something resting (lie, lay, lain)?

3. **learn, teach** Learn means "to gain knowledge." Teach means "to give knowledge" or "to instruct." Never say that one person learns another something; the one who gives the knowledge teaches.
   - Aristotle **taught** the young Alexander in Macedonia.
   - Students **learn** the quadratic formula in algebra.
   - The old astronomer **taught** his apprentice to read a star chart, and the apprentice **learned** quickly.

4. **leave, let** Leave means "to go away" or "to allow to remain." Let means "to permit" or "to allow." Do not use leave when you mean let.
   - The lecturer will **leave** for the conference on Tuesday.
   - **Let** the paint dry overnight before adding the glaze.
   - **Leave** the beakers on the bench, and **let** the solutions cool.

   NOTE The idiom leave me alone is accepted; in other uses, do not swap the two verbs. If you mean permit, use let.

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5 **like, as** Like is a preposition and introduces a prepositional phrase (a noun or pronoun with no verb). As is a subordinating conjunction and introduces a subordinate clause (a group of words with a subject and a verb).

- The nebula glows **like** a lantern in the dark.
- The young composer wrote **like** a master.
- The chemist recorded each result **as** the experiment unfolded.
- The students performed the play **as** Shakespeare's company might have.

NOTE If a subject and a verb follow, use as (or as if, as though). If only a noun follows, use like.

6 **loose, lose** Loose is an adjective meaning "free," "not tight," or "not fastened." Lose is a verb meaning "to misplace," "to fail to keep," or "to fail to win."

- A **loose** wire caused the telegraph to fail.
- The binding of the old hymnal is **loose**.
- Do not **lose** the key to the specimen cabinet.
- Napoleon would **lose** at Waterloo in 1815.

NOTE Loose rhymes with goose; lose rhymes with choose.

7 **passed, past** Passed is the past tense and past participle of the verb pass. Past can be an adjective, a preposition, an adverb, or a noun, but never a verb.

- Halley's comet **passed** closest to the sun in 1986. (verb)
- The historian studies the **past** to understand the present. (noun)
- The river flows **past** the old mill. (preposition)
- The **past** century brought enormous changes to physics. (adjective)

NOTE If the sentence needs a verb, use passed. Try substituting went by: the comet went by, so passed.

8 **precede, proceed** Precede means "to come before." Proceed means "to continue" or "to go forward."

- A short overture will **precede** the first act of the opera.
- The Bronze Age **preceded** the Iron Age.
- After the fire alarm, the students may **proceed** with the experiment.
- The orchestra **proceeded** to the second movement without a pause.

9 **raise, rise** Raise means "to lift" or "to cause to move upward" and takes a direct object (raise, raised, raised). Rise means "to go up" by itself and takes no direct object (rise, rose, risen).

- The conductor **raised** the baton, and the hall fell silent.
- The engineers **raised** the sunken ship with air-filled bags.
- Warm air **rises** above a candle flame.
- The sun **rose** over the pyramids as the expedition began.

NOTE Like lay and set, raise needs an object. Like lie and sit, rise does not.

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10 **reason is because** This expression repeats itself, since reason already contains the idea of because. Write the reason is that, or simply use because without reason.

- The **reason** the vase cracked is **that** the clay dried too quickly. (not reason is because)
- The vase cracked **because** the clay dried too quickly.
- The **reason** Pluto was reclassified is **that** it does not clear its orbit.

VERB	MEANING	PAST	PAST PARTICIPLE	TAKES AN OBJECT?
lay	to put, to place	laid	laid	yes
lie	to rest, to recline	lay	lain	no
raise	to lift	raised	raised	yes
rise	to go up	rose	risen	no

TERM	PART OF SPEECH	MEANING	QUICK TEST
this kind / these kinds	demonstrative + noun	singular / plural	Match this to kind, these to kinds
learn / teach	verb	receive knowledge / give knowledge	Who is getting the knowledge?
leave / let	verb	go away / permit	Swap in permit or allow
like / as	preposition / conjunction	introduces a phrase / introduces a clause	Is there a verb after it?
loose / lose	adjective / verb	not tight / misplace, fail to win	Loose rhymes with goose
passed / past	verb / adjective, preposition, adverb, noun	went by / earlier time	Need a verb? Then passed
precede / proceed	verb	come before / go forward	Pre- means before
reason is that	standard form	replaces reason is because	Never reason is because

Practice

EXERCISE A Choosing the Correct Term

Choose the correct word or phrase in parentheses.

1. (This kind, These kinds) of crystal forms slowly in cooling magma.
2. (That sort, Those sorts) of errors are easy to make when copying a long manuscript.
3. The geologist (laid, lay) the samples in a row on the bench.
4. The Dead Sea Scrolls had (laid, lain) in caves for nearly two thousand years.
5. A fallen column (lays, lies) across the floor of the ancient temple.
6. The monks (learned, taught) the villagers to read.
7. The apprentice (learned, taught) to grind pigments by watching the master.
8. The teacher would not (leave, let) the class skip the last proof.

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9. The expedition will (leave, let) the base camp at dawn.
10. The glass vessel rang (like, as) a bell when struck.
11. The pianist phrased the melody (like, as) the composer had marked it.
12. The telescope's eyepiece had come (loose, lose), so the image was blurred.
13. A careless scholar can (loose, lose) years of work by failing to back up files.
14. The class (passed, past) the museum's dinosaur hall on the way to the library.
15. Historians look to the (passed, past) for patterns.
16. The Renaissance (preceded, proceeded) the Enlightenment.
17. After the intermission, the quartet (preceded, proceeded) to the final movement.
18. Heat causes the mercury in a thermometer to (raise, rise).
19. The crane (raised, rose) the bronze statue onto its pedestal.
20. The reason the ink faded is (because, that) it was made from iron and oak galls.
21. The dough (rises, raises) because yeast produces carbon dioxide.
22. The students (laid, lay) quietly on the lawn and watched the meteor shower.
23. The moon (passed, past) in front of the sun during the eclipse.
24. (This type, These types) of fossil is rare in sandstone.
25. Please (leave, let) me finish the equation before you check it.

EXERCISE B Correcting Usage Errors

Each sentence contains a word or phrase in capital letters. If it is wrong, write the correct form. If it is already correct, write C.

26. THESE KIND of experiments require a vacuum chamber.
27. The archivist LAID the fragile letter inside a protective sleeve.
28. The volcano has LAID dormant for three hundred years.
29. Yesterday the old scholar LAY on the library lawn and read all afternoon.
30. The tutor LEARNED the boy to read Greek by the age of nine.
31. Please LEAVE the samples alone until the biologist returns.
32. The guard would not LEAVE anyone touch the sculpture.
33. The engine hummed LIKE a swarm of bees.
34. The chemist measured the acid exactly LIKE the manual instructed.
35. One LOOSE tile fell from the mosaic during the earthquake.
36. The army would LOOSE the battle if the bridge fell.
37. More than three centuries have PAST since Newton published the Principia.
38. The comet PASSED the orbit of Mars in late spring.
39. A brief lecture will PROCEED the concert.
40. The chemist decided to PROCEED despite the delay.
41. The tide ROSE quickly and covered the ancient causeway.
42. The students RAISED their hands when the professor asked about Pythagoras.

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43. The smoke RAISED slowly from the alchemist's furnace.
44. The reason the poem is famous IS BECAUSE its final couplet surprises the reader.
45. The reason the experiment failed IS THAT the sample was contaminated.

Writing Application

Write three sentences about an object in a museum. Use lay or lie correctly in one, raise or rise in another, and passed or past in the third.

10.69 Usage: respectfully to where at

The final glossary lesson covers six entries, from respectfully and respectively to the extra at in where at. Several of these are errors of speech that creep into writing, so train your ear as well as your eye.

The Rules

1. **respectfully, respectively** Respectfully means "with respect" or "politely." Respectively means "in the order named" and matches items in one list to items in another.
   - The student **respectfully** disagreed with the professor's reading of Hamlet.
   - The young scientist **respectfully** asked Darwin for his opinion of the paper.
   - Mercury and Venus are the first and second planets from the sun, **respectively**.
   - Bach and Handel were born in 1685 in Eisenach and Halle, **respectively**.

   NOTE Use respectively only when two lists line up item by item. If nothing is being matched in order, the word you want is probably respectfully, or neither.

2. **says, said** Says is the present tense (third-person singular) of the verb say. Said is the past tense. Do not use says to report something that happened in the past.
   - The guide **says** that the fresco took four years to complete.
   - Euclid **says** in the first book that a point has no parts.
   - Yesterday the curator **said** the exhibit would open in May.
   - Galileo **said** that the Earth moves around the sun, and the Inquisition ordered him to retract the claim.

   NOTE When you summarize what a book or author argues, the present tense (Plato says) is accepted. When you report a specific past event, use said.

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3 **sit, set** Sit means "to rest in a seated position" and takes no direct object (sit, sat, sat). Set means "to put" or "to place" and takes a direct object (set, set, set).

- The philosophers **sit** in a circle during the seminar.
- The scribe **sat** at his desk from dawn until dusk.
- Please **set** the microscope on the sturdy table.
- The sculptor **set** the chisel down and stepped back to look.

NOTE Set behaves like lay and raise (needs an object). Sit behaves like lie and rise (no object).

4 **than, then** Than is a conjunction used in comparisons. Then is an adverb meaning "at that time" or "next."

- The Pacific is far larger **than** the Atlantic.
- A whole note lasts longer **than** a half note.
- The Romans built the aqueduct and **then** the baths.
- William landed in England in 1066 and **then** defeated Harold at Hastings.

NOTE Than compares (bigger than). Then tells time or order (first this, then that). Memory aid: then rhymes with when, and both concern time; than goes with comparison words such as more, less, and larger.

5 **this here, that there** Never add here after this or there after that. The words this and that are complete by themselves.

- **This** fossil is older than any other in the collection. (not this here fossil)
- **That** manuscript was copied by monks in the ninth century. (not that there manuscript)
- **This** proof is shorter than **that** one.

6 **where at** Do not add the preposition at after where. Where already asks about a place.

- **Where** is the original manuscript of the Declaration kept? (not where is it kept at)
- The students asked **where** the periodic table was first published.
- Do you know **where** Mozart was born?

NOTE The same rule applies to where to: write Where are you going, not Where are you going to.

TERM	PART OF SPEECH	MEANING	QUICK TEST
respectfully / respectively	adverb	with respect / in the order named	Are two lists being matched?
says / said	verb	present tense / past tense	When did it happen?
sit / set	verb	be seated / put something down	Set needs an object
than / then	conjunction / adverb	comparison / time or order	Bigger than; first, then
this, that	demonstratives	complete by themselves	Never this here or that there
where	adverb	in what place	Never where at or where to

VERB	MEANING	PAST	PAST PARTICIPLE	TAKES AN OBJECT?
sit	to be seated	sat	sat	no
set	to put, to place	set	set	yes

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Three verbs that place, three verbs that rest

Lay, set, and raise all mean to put or lift something and always take an object. Lie, sit, and rise all describe something resting or moving on its own and never take an object. Learn these three pairs together and you will rarely confuse them.

Practice

EXERCISE A Choosing the Correct Term

Choose the correct word or phrase in parentheses.

1. The apprentice (respectfully, respectively) asked the master painter to look at her sketch.
2. Hydrogen and helium are the lightest and second-lightest elements, (respectfully, respectively).
3. Last week the archivist (says, said) that the letters were written in 1776.
4. The sign on the museum door (says, said) that the exhibit is open today.
5. The jurors in the play (sit, set) on a long wooden bench.
6. (Sit, Set) the beaker on the ring stand before you light the burner.
7. Jupiter is more massive (than, then) all the other planets combined.
8. The orchestra tuned, and (than, then) the conductor walked onstage.
9. (This here, This) equation describes the orbit of a planet.
10. (That there, That) sculpture was carved from a single block of marble.
11. (Where, Where at) did the Wright brothers make their first flight?
12. Do you know (where, where at) the first public library in America opened?
13. Yesterday the biologist (says, said) the coral samples had arrived.
14. A tenor usually sings higher (than, then) a baritone.
15. The geologist (sat, set) the rock samples in a neat row.
16. The mathematician (sat, set) by the window and worked on the proof until dark.
17. The violinist bowed (respectfully, respectively) to the audience after the concerto.
18. Darwin and Wallace reached the same idea; (then, than) they announced it together in 1858.
19. Tell me (where, where at) the Rosetta Stone was discovered.
20. (This, This here) chapter explains how glaciers carve valleys.
21. The soprano and the alto sang the first and second parts, (respectively, respectfully).
22. A mile is longer (then, than) a kilometer.
23. In the first lecture, the professor (said, says) the course would cover Homer.
24. Ask the librarian (where, where at) the atlases are shelved.
25. The students (sat, set) quietly while the physicist demonstrated the pendulum.

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EXERCISE B Correcting Usage Errors

Each sentence contains a word or phrase in capital letters. If it is wrong, write the correct form. If it is already correct, write C.

26. Mara and Jonas wrote essays on Plato and Aristotle, RESPECTFULLY.
27. The clarinet and the oboe are a single-reed and a double-reed instrument, RESPECTIVELY.
28. At the lecture last night, the historian SAYS that the treaty was signed in secret.
29. The physicist SET down her chalk and waited for a question.
30. Please SET with me in the reading room while I finish the chapter.
31. The painter SAT the finished canvas against the studio wall to dry.
32. The library closes earlier on Fridays THEN on other days.
33. The alchemists heated the mixture and THEN added the salt.
34. THIS HERE map shows the route of Magellan's voyage.
35. THAT portrait is believed to be the work of Vermeer.
36. Nobody knows WHERE AT the lost plays of Aeschylus might be found.
37. The curator asked WHERE the sculpture had been stored during the war.
38. The Earth is closer to the sun THEN Mars is.
39. The reviewer SAID in 1851 that the novel was too long.
40. The piano tuner SAT quietly and listened to each string in turn.
41. The critic RESPECTFULLY questioned the attribution of the drawing.
42. Ptolemy and Copernicus placed the Earth and the sun at the center of the universe, RESPECTFULLY.
43. First the students measured the pendulum, and THAN they timed its swing.
44. Where is the Rosetta Stone displayed AT?
45. The astronomer SETS her notebook on the desk every night before observing.

EXERCISE C Rewriting Sentences

Rewrite each sentence, correcting every usage error. Each sentence has at least one error.

46. This here telescope is larger then the one in the old observatory.
47. The philosopher says last week that he had set in the library all day.
48. Nobody told us where the Greek vases are kept at, so we set on the bench and waited.
49. The flute and the piccolo are the lower and the higher instrument, respectfully.
50. Set with me and look at that there manuscript before the archivist returns.
51. The chemist sat the flask down and than said that water boils at a lower temperature on a mountain.

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Writing Application

Write four sentences about a concert or a lecture you attended or imagined. Use sit or set correctly in one, than or then in another, respectively in a third, and said in the fourth.

Unit 10 Review

Usage Glossary

Mixed practice on the usage pairs and problem expressions from the glossary lessons in this unit.

Practice

EXERCISE A Choosing the Correct Word

Choose the correct word from the parentheses.

1. The museum holds a large (amount, number) of Roman coins.
2. The chemist felt (bad, badly) about the spilled solution.
3. Please (sit, set) the microscope on the steady table.
4. The orchestra played (good, well) in the concert hall.
5. There are (fewer, less) errors in the second draft of the essay.
6. The introduction will (precede, proceed) the first chapter of the book.
7. The tutor will (learn, teach) us how to scan Latin verse.
8. The old manuscript (lies, lays) in a glass case.
9. The sculptor's style is different (from, than) her teacher's.
10. The proof looked (all right, alright) to the examiner.
11. By noon the choir was (all ready, already) rehearsing the finale.
12. The telescope reveals galaxies (farther, further) from Earth than any earlier lens could.
13. The temperature of the solution began to (raise, rise) as the acid dissolved.
14. Please (bring, take) this essay to the librarian down the hall.
15. (Beside, Besides) Latin, she studies Greek and Hebrew.
16. The orchestra's reputation (doesn't, don't) depend on one soloist.
17. Many scholars chose to (emigrate, immigrate) rather than stay in Germany before the war.
18. Gold is denser (than, then) silver.
19. The librarian said that we (can, may) borrow two books at a time.
20. The geometry student was careful not to (lose, loose) her compass.

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EXERCISE B Correcting Usage Errors

Each sentence contains one usage error. Rewrite the sentence correctly.

21. The geologist could of predicted the eruption.
22. Irregardless of the weather, the astronomers set up the telescope.
23. The reason the experiment failed is because the sample was contaminated.
24. Where is the original manuscript at?
25. This here theorem is harder than the last one.
26. The student can't hardly read the faded inscription.
27. Being as the library closes at five, we must hurry.
28. The professor learned the class how to balance equations.
29. Please leave me read your essay on Keats.
30. The medals went to the chemist and the physicist, respectfully.
31. Last week the lecturer says that Kepler studied the orbit of Mars.
32. The archaeologist laid in the shade after the long dig.
33. The curator hanged the portraits in the east gallery.
34. The composer had of finished the score before the premiere.

EXERCISE C Supplying the Right Word

Write the word that correctly completes each sentence, using the pair in parentheses.

35. The scholars _____ at long tables in the reading room. (sit or set)
36. She walked _____ the observatory and set up the telescope. (in or into)
37. Solve the equation _____ your teacher showed you. (like or as)
38. The treaty was signed _____ France and Spain. (between or among)
39. The committee must choose _____ the three finalists for the poetry prize. (between or among)
40. Will you _____ me your notes on the Renaissance? (borrow or lend)
41. The choir sang the finale _____, every voice at once. (all together or altogether)
42. The second experiment was _____ different from the first. (all together or altogether)
43. The class rested for _____ after the long lecture. (a while or awhile)
44. The committee will _____ the proposal for a new laboratory. (accept or except)
45. A century has _____ since the cathedral was begun. (passed or past)
46. The expedition walked _____ the ruined temple at dawn. (passed or past)
47. Cold temperatures can _____ the growth of seedlings. (affect or effect)
48. The violin sounds _____ a human voice in the slow movement. (like or as)
49. The lecturer asked us to _____ our hands if we had read the poem. (raise or rise)

Answer Key Usage Glossary

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

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10.65 Usage: a to altogether

EXERCISE A

1. an
2. an
3. a
4. a lot
5. awhile
6. a while
7. accept
8. except
9. affect
10. effect
11. effect
12. is not
13. all ready
14. already
15. all right
16. as far as
17. as fast as
18. all together
19. altogether
20. Altogether

EXERCISE B

21. altogether
22. C
23. already
24. C
25. all right
26. as far as
27. C
28. affect
29. effect
30. C
31. a while
32. C
33. a lot
34. a
35. an
36. except
37. as fast as
38. C
39. C
40. C

EXERCISE C

41. The poet was all right with the editor's changes, except for the new title.
42. A lot of chemists had already rejected the theory of phlogiston by 1800.
43. The telescope's mirror was altogether unusable, so the observation was canceled for a while.
44. An hour of practice each day will affect how well you play the cello.
45. The historians agreed that the famine had a terrible effect on Ireland, and the archives are not complete.

10.66 Usage: amount to could of

EXERCISE A

1. amount
2. number
3. number
4. bad
5. badly
6. badly
7. Because
8. Since
9. beside
10. Besides
11. between
12. among
13. between
14. lend
15. borrow
16. loan
17. take
18. bring
19. May
20. can
21. can hardly
22. can scarcely
23. could have
24. must have
25. should have

EXERCISE B

26. amount
27. bad
28. C
29. Because
30. beside
31. C
32. between
33. C
34. lend
35. C
36. C
37. take
38. May
39. C
40. can hardly
41. would have
42. C
43. C
44. C
45. C

10.67 Usage: different from to regardless

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EXERCISE A

1. different from
2. different from
3. doesn't
4. don't
5. emigrate
6. immigrated
7. farther
8. further
9. fewer
10. less
11. fewer
12. well
13. good
14. had
15. hung
16. hanged
17. in
18. into
19. Regardless
20. regardless
21. doesn't
22. less
23. farther
24. well
25. different from

EXERCISE B

26. different from
27. doesn't
28. C
29. farther
30. C
31. fewer
32. fewer
33. well
34. had
35. C
36. hanged
37. into
38. C
39. Regardless
40. C
41. C
42. C
43. C
44. C
45. C

10.68 Usage: this kind to reason is because

EXERCISE A

1. This kind
2. Those sorts
3. laid
4. lain
5. lies
6. taught
7. learned
8. let
9. leave
10. like
11. as
12. loose
13. lose
14. passed
15. past
16. preceded
17. proceeded
18. rise
19. raised
20. that
21. rises
22. lay
23. passed
24. This type
25. let

EXERCISE B

26. These kinds
27. C
28. lain
29. C
30. taught
31. C
32. let
33. C
34. as
35. C
36. lose
37. passed
38. C
39. precede
40. C
41. C
42. C
43. rose
44. is that
45. C

10.69 Usage: respectfully to where at

EXERCISE A

1. respectfully
2. respectively
3. said
4. says
5. sit
6. Set
7. than
8. then
9. This
10. That
11. Where
12. where
13. said
14. than
15. set
16. sat
17. respectfully
18. then
19. where
20. This
21. respectively
22. than
23. said
24. where
25. sat

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EXERCISE B

26. respectively
27. C
28. said
29. C
30. sit
31. set
32. than
33. C
34. This
35. C
36. where
37. C
38. than
39. C
40. C
41. C
42. respectively
43. then
44. Where is the Rosetta Stone displayed? (delete at)
45. C

EXERCISE C

46. This telescope is larger than the one in the old observatory.
47. The philosopher said last week that he had sat in the library all day.
48. Nobody told us where the Greek vases are kept, so we sat on the bench and waited.
49. The flute and the piccolo are the lower and the higher instrument, respectively.
50. Sit with me and look at that manuscript before the archivist returns.
51. The chemist set the flask down and then said that water boils at a lower temperature on a mountain.

Unit 10 Review Usage Glossary

EXERCISE A

1. number
2. bad
3. set
4. well
5. fewer
6. precede
7. teach
8. lies
9. from
10. all right
11. already
12. farther
13. rise
14. take
15. Besides
16. doesn't
17. emigrate
18. than
19. may
20. lose

EXERCISE B

21. The geologist could have predicted the eruption.
22. Regardless of the weather, the astronomers set up the telescope.
23. The reason the experiment failed is that the sample was contaminated.
24. Where is the original manuscript?
25. This theorem is harder than the last one.
26. The student can hardly read the faded inscription.
27. Because the library closes at five, we must hurry. (or: Since the library closes at five, we must hurry.)
28. The professor taught the class how to balance equations.
29. Please let me read your essay on Keats.
30. The medals went to the chemist and the physicist, respectively.
31. Last week the lecturer said that Kepler studied the orbit of Mars.
32. The archaeologist lay in the shade after the long dig.
33. The curator hung the portraits in the east gallery.
34. The composer had finished the score before the premiere.

EXERCISE C

35. sit
36. into
37. as
38. between
39. among
40. lend
41. all together
42. altogether
43. a while
44. accept
45. passed
46. past
47. affect
48. like
49. raise

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Unit 11: Capitalization.

3 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 189 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

11.70 Capitalization of Sentences

A capital letter signals where a sentence begins. This lesson shows when the first word of a sentence, a quotation, or a parenthetical remark takes a capital, and when it does not.

The Rules

1 **Capitalize the first word of every sentence, including the first word of a direct quotation that is a complete sentence.**

- **The** chemist labeled each flask before the experiment began.
- **Our** teacher explained the theorem twice.
- The curator smiled and said, "**This** sketch is the oldest piece in the gallery."
- "**Every** prime number greater than two is odd," the tutor reminded us.

2 **When a quoted sentence is interrupted by words such as she said, do not capitalize the second part unless it begins a new sentence.**

- "The symphony," the conductor explained, "**was** finished in only six weeks."
- "The telescope is ready," said the astronomer. "**We** can begin observing Saturn."

NOTE Ask whether the words after the interruption could stand alone as a new sentence. If they finish the same sentence, keep the lowercase letter.

3 **Capitalize the first word of a sentence in parentheses that stands by itself. Do not capitalize a sentence in parentheses that sits inside another sentence.**

- The museum closes at five on Fridays. (**The** sculpture garden stays open until dusk.)
- Marie Curie won two Nobel Prizes (**she** is the only person honored in two different sciences) for her work on radioactivity.
- Euclid's Elements shaped geometry for two thousand years. (**Many** of its proofs are still taught today.)

NOTE A parenthetical sentence that stands alone also keeps its own end punctuation inside the parentheses.

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4 **Do not capitalize the first word of a quotation that cannot stand as a complete sentence. A quoted fragment simply blends into the sentence around it.**

- The reviewer called the novel "**a** quiet triumph of patience."
- The lecturer described the painting as "**more** mathematics than mood."
- Her essay praises the poem for its "**restless** and surprising rhymes."

5 **Do not capitalize an indirect quotation. An indirect quotation reports the meaning of what someone said without repeating the exact words, and it is often introduced by the word that.**

- The guide explained that **the** manuscript was copied by hand in the ninth century.
- My lab partner said that **water** boils at a lower temperature on a mountain.
- The historian noted that **the** treaty was signed in secret.

NOTE Compare: The guide said, "The manuscript is a copy." (direct, capital) with The guide said that the manuscript is a copy. (indirect, no capital).

6 **Capitalize the first word of the salutation and the first word of the closing in a letter.**

- **Dear** Professor Okafor,
- **My** dear colleague,
- **Sincerely** yours,
- **With** gratitude,

NOTE In the salutation, capitalize the person's name or title as well (Dear Dr. Lin). In the closing, only the first word takes a capital (Yours truly, not Yours Truly).

Quick test for quotations

Before capitalizing a quotation, ask two questions. Are these the speaker's exact words? If not, it is an indirect quotation and needs no capital. Could the quoted words stand alone as a sentence? If not, they are a fragment and need no capital.

SITUATION	CAPITAL?	EXAMPLE
First word of a sentence	Yes	**The** experiment failed twice.
Direct quotation that is a full sentence	Yes	She said, "**The** results are in."
Second half of an interrupted quotation (same sentence)	No	"The results," she said, "**are** in."
Quoted fragment	No	She called the results "**surprising** but sound."
Indirect quotation	No	She said that **the** results were in.
Parenthetical sentence standing alone	Yes	The results are in. (**They** arrived today.)
Parenthetical sentence inside another sentence	No	The results (**they** arrived today) are in.
Salutation and closing of a letter	Yes (first word)	**Dear** Dr. Patel, ... **Yours** truly,

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Practice

EXERCISE A Correcting Sentence Capitals

Each sentence has at least one capitalization error involving the first word of a sentence, a quotation, or a parenthetical remark. Rewrite the sentence correctly.

1. the library holds a first edition of Walt Whitman's Leaves of Grass.
2. The physics teacher said, "light travels at about 300,000 kilometers per second."
3. mozart composed his first symphony as a young child.
4. The archivist asked, "has anyone cataloged these letters?"
5. The gallery opens at nine. (the sculpture wing opens at ten.)
6. a prime number has exactly two factors.
7. "the Nile is the longest river in Africa," the geographer said.
8. The chemistry lab (It was built last year) has twelve workstations.
9. The Roman Empire reached its greatest size under Trajan. (his reign ended in 117.)
10. The poet whispered, "every line must earn its place."
11. the violinist tuned her instrument before the recital.
12. Isaac Newton published his laws of motion in 1687. (he was forty-four at the time.)
13. Our tutor (She studied philosophy in college) recommended Plato's Republic.
14. "please label every test tube," the instructor said.
15. The dictionary (It weighs nearly three kilograms) sits on the reference shelf.

EXERCISE B Capital or Lowercase?

Choose the correct form of the word in parentheses.

16. The docent said that (The, the) fresco took four years to complete.
17. The biologist explained, "(Cells, cells) divide more slowly in cold conditions."
18. The critic called the sonata "(A, a) storm wrapped in silk."
19. "The manuscript," the librarian said, "(Was, was) donated in 1952."
20. Galileo observed four moons of Jupiter. ((He, he) named them after his patrons.)
21. The professor noted that (Every, every) generation rereads the classics.
22. The essay describes the painting as "(Luminous, luminous) and strange."
23. Our chemistry textbook ((It, it) is the third edition) explains the periodic table clearly.
24. The mathematician asked, "(Can, can) anyone prove this lemma?"
25. The composer wrote that (He, he) finished the overture in a single night.
26. "Water expands when it freezes," the teacher said. "(That, that) is why ice floats."
27. Historians agree that (The, the) printing press transformed Europe.
28. The pianist described the final movement as "(Pure, pure) joy."
29. The lecture covered the French Revolution. ((The, the) next one covers Napoleon.)
30. "Hand me the beaker," she said, "(And, and) watch the thermometer."

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EXERCISE C Direct and Indirect Quotations

Each sentence is written entirely in lowercase. Rewrite it with correct capitalization. Watch for indirect quotations, quoted fragments, and interrupted quotations.

31. the astronomer said, "the comet will return in seventy-six years."
32. the astronomer said that the comet will return in seventy-six years.
33. the reviewer praised the novel as "bold and deeply humane."
34. "the proof is elegant," the professor said, "but it is also long."
35. the guide explained that the cathedral took two centuries to build.
36. "please open your anthologies," said the teacher. "we begin with emily dickinson."
37. my lab partner asked whether sodium reacts with water.
38. the historian called the treaty "a fragile truce at best."
39. "beethoven was nearly deaf," the lecturer said, "when he wrote the ninth symphony."
40. the curator reported that the vase dates from the ming dynasty.

EXERCISE D Parts of a Letter

Each salutation or closing is written entirely in lowercase. Rewrite it with correct capitalization.

41. dear professor alvarez,
42. yours truly,
43. dear curator,
44. with sincere thanks,
45. my dear dr. nakamura,

Writing Application

Write three sentences about a scientist or author you admire. Include one direct quotation that you make up for an imaginary speaker, one indirect quotation, and one sentence in parentheses that stands alone. Check every capital letter.

11.71 Capitalization of Proper Nouns

A proper noun names a particular person, place, thing, or idea, and it always begins with a capital letter. This lesson sorts proper nouns into the categories you meet most often so you can capitalize them with confidence.

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The Rules

1 **Capitalize the names of individual people. Capitalize a title (such as Doctor, Professor, Senator, Queen) when it comes directly before a name or is used in place of a name. Do not capitalize a title used alone as an ordinary noun.**

- **Marie Curie** and **Albert Einstein** both won the Nobel Prize in Physics.
- **Professor Adeyemi** will lecture on Euclid this afternoon.
- Have you finished the lab report, **Doctor**?
- The **professor** returned our essays on Thursday.

NOTE Test: can you replace the title with the person's name? In "Good morning, Professor," you could say "Good morning, Ms. Diaz," so Professor takes a capital. In "the professor," you could not, so it stays lowercase.

2 **Capitalize a word that shows a family relationship (Mother, Aunt, Grandfather) when it is used with a person's name or in place of a name. Do not capitalize it after a possessive word such as my, our, or Elena's.**

- **Aunt Teresa** gave me her copy of Walden.
- Did **Grandfather** really meet the composer?
- My **aunt** teaches art history at the community college.
- Elena's **grandfather** collected fossils from the riverbed.

3 **Capitalize the names of ethnic and national groups, languages, and religious terms, including the names of religions, their followers, sacred books, and holy days.**

- The **Navajo** weavers used dyes made from local plants.
- The manuscript was written in **Greek** and later translated into **Arabic**.
- **Buddhist** monks preserved the sutras by copying them by hand.
- The museum closes early on **Yom Kippur** and **Good Friday**.

4 **Capitalize the names of organizations, institutions, firms, political parties and their members, and trade names. Do not capitalize the word party (this guide uses the simple rule; some publishers capitalize Party in full official names), and do not capitalize the common noun that follows a trade name.**

- The **American Chemical Society** publishes dozens of journals.
- She earned her degree at the **University of Chicago**.
- Alexander Hamilton helped to build the **Federalist** party, and Henry Clay later led the **Whigs**.
- The lab ordered new **Pyrex** beakers, and the music hall bought a **Steinway** piano.

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5 **Capitalize the names of monuments, buildings, bridges, and other structures, and the names of specific ships, trains, aircraft, and spacecraft.**

- The engineers studied the cables of the **Brooklyn Bridge**.
- Tourists photograph the **Lincoln Memorial** at dawn.
- Charles Darwin sailed around the world aboard the **Beagle**.
- **Voyager 2** flew past Neptune in 1989.

NOTE Trains and aircraft take capitals too, such as the Orient Express and Air Force One. Do not capitalize the common word that follows: the bridge, the memorial.

6 **Capitalize the names of documents, awards, laws, historical events, and historical periods.**

- The **Magna Carta** limited the power of King John.
- Toni Morrison received the **Nobel Prize** in Literature in 1993.
- The **Renaissance** produced painters, poets, and scientists.
- Our class is studying the causes of the **French Revolution**.

NOTE Lowercase a general period such as the nineteenth century or the ancient world. Capitalize a named period such as the Iron Age or the Middle Ages.

7 **Capitalize geographical names (continents, countries, states, cities, rivers, mountains, streets) and calendar items (days, months, holidays). Capitalize a compass point when it names a region, but not when it simply gives a direction.**

- The **Nile River** flows north through **Egypt** to the **Mediterranean Sea**.
- The symposium opens on **Monday**, **October** 6, and ends on **Friday**.
- Many painters of the **Southwest** worked in bright desert colors.
- The observatory is five miles **west** of the campus.

NOTE Do not capitalize the seasons: spring, summer, autumn, winter.

8 **Capitalize the names of planets, stars, constellations, and other heavenly bodies; the names of specific school courses; and the first word and all important words in the titles of books, poems, stories, plays, paintings, songs, and periodicals.**

- **Jupiter** is the largest planet, and **Sirius** is the brightest star in the night sky.
- I signed up for **Biology 201** and **World History II**, but I also enjoy my chemistry class.
- We compared **Hamlet** with **Pride and Prejudice** and the short story "**The Lottery**."
- The gallery owns a study for **The Starry Night**.

NOTE Do not capitalize a general school subject (algebra, history, biology) unless it is a language (English, Spanish, Latin). In a title, keep short words such as a, an, the, of, and, to lowercase unless they come first.

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CATEGORY	CAPITALIZED EXAMPLES	COMPARE (LOWERCASE)
Names and titles of people	Isaac Newton, Dr. Okafor, Queen Elizabeth I, Uncle Raul	the doctor, a queen, my uncle
Ethnic groups, nationalities, languages	Cherokee, Italians, Swahili, Mandarin	the tribe, a nation, a language
Religious terms	Islam, Christianity, the Torah, Ramadan, Easter	a religion, a holy book, a holiday
Organizations and institutions	Royal Society, Harvard University, Red Cross	a society, the university, a charity
Political parties and members	Democratic party, Republicans, Tories	the party, a politician
Firms and trade names	Ford Motor Company, Kleenex tissues, Steinway piano	a company, tissues, a piano
Structures and vehicles	Eiffel Tower, Golden Gate Bridge, the Titanic, Apollo 11	a tower, the bridge, a ship
Documents, awards, laws	Bill of Rights, Pulitzer Prize, Clean Air Act	a document, an award, a law
Historical events and periods	Civil War, Bronze Age, Enlightenment	a war, an age, the twentieth century
Geographical names and regions	Asia, Rhode Island, Lake Superior, the Northeast	a continent, the lake, north of the city
Calendar items	Tuesday, March, Memorial Day	a weekday, next month, spring
Heavenly bodies	Mars, Orion, the Milky Way, Halley's Comet	a planet, a constellation, a comet
Specific school courses	Algebra II, Chemistry 101, French	algebra, chemistry, a science course
Titles of works	The Odyssey, "The Raven", Mona Lisa, New York Times	a poem, the painting, a newspaper

Proper noun or common noun?

A proper noun points to one specific thing: the Nile River, Jupiter, Thanksgiving, Pulitzer Prize. A common noun could point to many: a river, a planet, a holiday, a prize. If the noun names one unique, nameable thing, give it a capital.

Practice

EXERCISE A Correcting Proper Nouns

Each sentence contains one or more capitalization errors. Some proper nouns lack capitals, and some common nouns are capitalized by mistake. Rewrite each sentence correctly.

1. The novelist charles dickens was born in portsmouth, england.
2. Our professor said that aunt rosa taught her to read greek.
3. The telescope on mount wilson was used by edwin hubble.
4. The british museum holds the rosetta stone.

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5. The declaration of independence was signed in philadelphia in 1776.
6. My Cousin studies chemistry at the university of michigan.
7. The byzantine empire ruled from constantinople for a thousand years.
8. galileo observed jupiter and its moons in january 1610.
9. The composer spent a year in vienna, the capital of austria.
10. The students read beowulf in their english class and discussed the anglo-saxons.
11. The spacecraft voyager 2 flew past neptune in august 1989.
12. The american philosophical society was founded in philadelphia by benjamin franklin.
13. The magna carta was sealed by king john in 1215.
14. Our art teacher took us to the metropolitan museum of art on tuesday.

EXERCISE B Capital or Lowercase?

Choose the correct form of the word or words in parentheses.

15. My (Uncle, uncle) teaches philosophy at a small college.
16. Last spring, (Uncle, uncle) Martin lectured on Kant.
17. The (Senator, senator) spoke about funding for science education.
18. Did (Senator, senator) Ortiz vote for the library bill?
19. The debate was held between members of the Federalist (Party, party) and their opponents.
20. The telescope stands three miles (West, west) of the town.
21. Scientists in the (Midwest, midwest) studied the prairie soil.
22. The lecture on the (Civil War, civil war) lasted two hours.
23. She enrolled in (Biology, biology) this year and loves the lab work.
24. She enrolled in (Biology 201, biology 201) this year and loves the lab work.
25. The ship (Beagle, beagle) carried Charles Darwin around the world.
26. The students practiced their (French, french) before reading Voltaire.
27. The (Bible, bible) has been translated into hundreds of languages.
28. The (Hubble Space Telescope, Hubble space telescope) sent back images of distant galaxies.
29. The seminar on Plato meets every (Monday, monday).
30. The report on the (Iron Age, iron age) described early tools.

EXERCISE C Naming the Category

Each sentence contains one proper noun that is missing its capital letters. Write the proper noun correctly and name its category (person, title with a name, language, document, heavenly body, calendar item, organization, title of a work, place, historical period, award, ship, or trade name).

31. The poet emily dickinson rarely left her home.
32. The philosopher wrote most of his letters in latin.
33. The treaty of versailles was signed in 1919.
34. Astronomers measured the distance to venus.
35. The orchestra's season opens in october.

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36. The chemists joined the american chemical society.
37. Readers still debate the ending of hamlet.
38. The sculptor studied in florence for three years.
39. The historian specializes in the middle ages.
40. The mathematician received the fields medal at an international congress.
41. The architects studied the design of the eiffel tower.
42. The guest lecturer was introduced as professor ahmed.

EXERCISE D Short Phrases

Rewrite each phrase with correct capitalization. If the phrase is already correct, write C.

43. the smithsonian institution
44. the french revolution
45. a history course
46. the mississippi river
47. the planet mars
48. the bill of rights
49. a nineteenth-century novel
50. the library of congress

Writing Application

Write four sentences about a museum, library, or laboratory you would like to visit. Use at least six proper nouns from different categories (for example a place, a person with a title, a work of art or book, a calendar item, and an organization). Underline each proper noun.

11.72 Capitalization of Proper Adjectives

A proper adjective is an adjective formed from a proper noun, and it keeps the proper noun's capital letter. This lesson shows the two main kinds of proper adjectives and how to capitalize them inside a phrase.

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The Rules

1 **Capitalize a proper adjective, an adjective formed from a proper noun. Because the noun it comes from is capitalized, the adjective is capitalized too.**

- The museum displayed **Victorian** photographs beside **Egyptian** carvings.
- A **Shakespearean** sonnet has fourteen lines.
- The archive holds **Roman** coins and **Greek** pottery.

2 **Capitalize proper adjectives formed from the names of people. These adjectives often end in -an, -ian, -ean, -ic, or -ist.**

- The class compared **Euclidean** geometry with the geometry of curved surfaces.
- The choir rehearsed a **Gregorian** chant for the spring concert.
- The essay traced **Platonic** ideas through the **Elizabethan** poets.
- Our teacher explained **Newtonian** physics with a rolling ball.

NOTE Capitalize only the proper adjective, not the common noun it describes: Newtonian physics, not Newtonian Physics.

3 **Capitalize proper adjectives formed from specific days and holidays, place names, and the names of national, ethnic, and religious groups.**

- The orchestra meets for **Thursday** rehearsals and gives a **Christmas** concert.
- The gallery hung a **Flemish** tapestry beside a **Japanese** scroll.
- **Hispanic** poets and **Jewish** scholars shared the stage at the reading.
- The library's **African** collection includes early maps of the continent.

4 **When a proper noun is used as an adjective, keep its capital letters, and keep the hyphen in combined forms such as Anglo-Saxon and Greco-Roman.**

- The students read an **Anglo-Saxon** poem in translation.
- The exhibit featured **Greco-Roman** sculpture from the second century.
- A **Bach** cantata opened the program.

NOTE A few words that began as proper adjectives have become ordinary words and are now lowercase, such as pasteurized milk, a herculean effort, and a quixotic plan. When you are unsure, check a dictionary.

PROPER NOUN	PROPER ADJECTIVE	EXAMPLE PHRASE
Victoria	Victorian	a **Victorian** novel
Shakespeare	Shakespearean	a **Shakespearean** tragedy
Newton	Newtonian	**Newtonian** mechanics
Napoleon	Napoleonic	the **Napoleonic** wars
Marx	Marxist	**Marxist** theory
Europe	European	**European** history
Mexico	Mexican	**Mexican** muralists

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PROPER NOUN	PROPER ADJECTIVE	EXAMPLE PHRASE
Islam	Islamic	**Islamic** architecture
Christmas	Christmas (as adjective)	a **Christmas** oratorio
Monday	Monday (as adjective)	**Monday** lectures

Two-step check

First, ask whether the adjective comes from the name of a specific person, place, group, day, or holiday. If it does, capitalize it. Second, look at the noun after it. Unless that noun is part of a title or is itself a proper noun, leave it lowercase: a French chemist, a Gothic cathedral, a Buddhist temple.

Practice

EXERCISE A Correcting Proper Adjectives

Each sentence contains at least one capitalization error involving a proper adjective or the noun it modifies. Rewrite the sentence correctly.

1. The museum displayed a collection of victorian photographs.
2. The class compared euclidean geometry with the geometry of curved surfaces.
3. The choir sang a gregorian chant at the concert.
4. Her essay traced the influence of platonic ideas on later philosophers.
5. The exhibit featured japanese woodblock prints from the nineteenth century.
6. The students read a shakespearean sonnet aloud.
7. The orchestra rehearses on thursday evenings.
8. The archaeologists uncovered a roman mosaic beneath the field.
9. The lecture explained newtonian physics with a rolling ball.
10. The lecture was given by a french chemist.
11. The gallery hung a Flemish Painting beside a dutch landscape.
12. The library's african collection includes early maps.
13. Many jewish scholars in medieval Spain translated classical texts.
14. The biology class discussed darwinian theory.

EXERCISE B Capital or Lowercase?

Choose the correct form of the word in parentheses.

15. The art historian lectured on (Byzantine, byzantine) mosaics.
16. The seminar meets on (Monday, monday) afternoons.
17. A (Chinese, chinese) mathematician described the triangle of binomial coefficients centuries before Pascal.
18. The museum's (Egyptian, egyptian) wing holds a painted coffin.
19. The orchestra performed a (Viennese, viennese) waltz.
20. The philosopher wrote about (Socratic, socratic) questioning.
21. The poet imitated (Homeric, homeric) similes.

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22. The chemistry lab closes early on (Friday, friday) afternoons.
23. The (Islamic, islamic) scholars of Baghdad preserved Greek mathematics.
24. The architect admired the (Gothic, gothic) cathedrals of France.
25. The translator compared the (Spanish, spanish) and English versions of the poem.
26. The seminar examined (Marxist, marxist) theories of history.
27. We studied the (Mexican, mexican) muralists of the 1920s.
28. The physicist traced (Einsteinian, einsteinian) relativity back to a simple thought experiment.

EXERCISE C Finding the Source

Each sentence is correctly capitalized. Write the proper adjective and, in parentheses, the proper noun it comes from.

29. The Victorian novel often ran to three volumes.
30. The library's Greek manuscripts are kept in a climate-controlled room.
31. A Shakespearean play usually has five acts.
32. The physics students built a Newtonian telescope.
33. The chorus performed a Christmas cantata.
34. The museum restored a Flemish tapestry.
35. The philosopher defended Kantian ethics.
36. The orchestra played a Russian symphony.
37. The archive holds Napoleonic maps of Europe.
38. The anthropologist studied Navajo weaving.
39. The students rehearse on Saturday mornings.
40. The Copernican model placed the sun at the center of the solar system.

EXERCISE D Forming Proper Adjectives

Fill in the blank with the proper adjective formed from the proper noun in parentheses. Capitalize it correctly.

41. The _____ (Rome) aqueducts still carry water in parts of Europe.
42. _____ (Elizabeth) poetry is full of wordplay and music.
43. The _____ (Paris) salons welcomed painters and philosophers alike.
44. The lecture introduced _____ (Freud) psychology.
45. The museum's _____ (Asia) galleries reopen in May.
46. _____ (Darwin) theory explains how species change over time.
47. The _____ (Plato) dialogues feature Socrates as a speaker.
48. The course surveys _____ (Africa) history from ancient kingdoms to the present.

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Writing Application

Write three sentences about works of art, music, or literature from different countries or periods. Use at least four proper adjectives (for example Italian, Baroque, Shakespearean, Chinese) and make sure each one is capitalized while the noun after it is not.

Unit 11 Review Capitalization

Mixed practice covering every lesson in this unit: capitals at the start of sentences, quotations, and parenthetical remarks; proper nouns of every category; and proper adjectives.

Practice

EXERCISE A Correcting Capitalization

Each sentence contains one or more capitalization errors. Some words need capitals, and some capitalized words should be lowercase. Rewrite each sentence correctly.

1. the historian said that the renaissance began in florence.
2. The tutor asked, "who proved the pythagorean theorem?"
3. my Aunt sings with the boston symphony orchestra.
4. The expedition reached antarctica in january. (the ice was thicker than expected.)
5. The critic called the novel "A triumph of victorian storytelling."
6. emily dickinson wrote poems in amherst, massachusetts.
7. The students in biology 101 studied the work of gregor mendel.
8. The orchestra (It was founded in 1842) performed a viennese waltz.
9. "the treaty," the professor explained, "Was signed in paris."
10. The chemistry teacher ordered pyrex flasks for the Lab.
11. The archive holds letters from president lincoln to his generals.
12. Our Grandmother taught french at a school in the midwest.
13. the planet saturn has rings made mostly of ice.
14. The lecture on the french revolution ended with a reading from a tale of two cities.
15. The curator explained that the vase came from greece and dates from the Fifth Century.
16. The historian studied the speeches of senator daniel webster.
17. The students wrote to professor chen about euclid's Elements.
18. The telescope was pointed East toward the rising moon on friday.

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EXERCISE B Capital or Lowercase?

Choose the correct form of the word or words in parentheses.

19. The gallery hung a (Dutch, dutch) still life beside the window.
20. The poet described autumn as "(A, a) slow gold fire."
21. The physicist said that (Light, light) bends near a massive star.
22. Students who take (Chemistry, chemistry) use the new laboratory.
23. (Professor, professor) Okafor's lecture covered the Iron Age.
24. The museum is closed on (Memorial Day, memorial day).
25. The essay compared (Kantian, kantian) and utilitarian ethics.
26. The historian noted that the (Constitution, constitution) was signed in 1787.
27. The spacecraft traveled toward (Mars, mars).
28. The librarian asked (Whether, whether) the manuscript had been cataloged.
29. The astronomer explained, "(Comets, comets) are mostly ice and dust."
30. Our class read a (Greek, greek) tragedy by Sophocles.
31. The lab is two blocks (South, south) of the library.
32. The (Nobel Prize, nobel prize) in Literature was awarded to Toni Morrison in 1993.

EXERCISE C Naming the Rule

Each sentence has exactly one capitalization error. Write the word as it should appear and name the rule that applies (first word of a sentence, direct quotation, parenthetical sentence, name of a person, language, organization, place, calendar item, historical period, document, title of a work, heavenly body, proper adjective, or common noun that should be lowercase).

33. the physicist measured the speed of sound in water.
34. The composer said, "every chord must serve the melody."
35. The chemist mixed the solution. (she had tested it twice.)
36. Our tutor recommended the dialogues of plato.
37. The medieval monks copied texts in latin.
38. The scientists presented their findings to the royal society.
39. The painter spent a year in venice.
40. The symposium takes place every april.
41. The documentary covered the industrial revolution.
42. The scholars examined a copy of the magna carta.
43. The class discussed the ending of moby-dick.
44. The telescope tracked jupiter across the sky.
45. The pianist played a nocturne by a polish composer.
46. The students met their History teacher in the library.

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Answer Key

Capitalization

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

11.70 Capitalization of Sentences

EXERCISE A

1. The library holds a first edition of Walt Whitman's Leaves of Grass.
2. The physics teacher said, "Light travels at about 300,000 kilometers per second."
3. Mozart composed his first symphony as a young child.
4. The archivist asked, "Has anyone cataloged these letters?"
5. The gallery opens at nine. (The sculpture wing opens at ten.)
6. A prime number has exactly two factors.
7. "The Nile is the longest river in Africa," the geographer said.
8. The chemistry lab (it was built last year) has twelve workstations.
9. The Roman Empire reached its greatest size under Trajan. (His reign ended in 117.)
10. The poet whispered, "Every line must earn its place."
11. The violinist tuned her instrument before the recital.
12. Isaac Newton published his laws of motion in 1687. (He was forty-four at the time.)
13. Our tutor (she studied philosophy in college) recommended Plato's Republic.
14. "Please label every test tube," the instructor said.
15. The dictionary (it weighs nearly three kilograms) sits on the reference shelf.

EXERCISE B

16. the
17. Cells
18. a
19. was
20. He
21. every
22. luminous
23. it
24. Can
25. he
26. That
27. the
28. pure
29. The
30. and

EXERCISE C

31. The astronomer said, "The comet will return in seventy-six years."
32. The astronomer said that the comet will return in seventy-six years.
33. The reviewer praised the novel as "bold and deeply humane."
34. "The proof is elegant," the professor said, "but it is also long."
35. The guide explained that the cathedral took two centuries to build.
36. "Please open your anthologies," said the teacher. "We begin with Emily Dickinson."
37. My lab partner asked whether sodium reacts with water.
38. The historian called the treaty "a fragile truce at best."
39. "Beethoven was nearly deaf," the lecturer said, "when he wrote the Ninth Symphony."
40. The curator reported that the vase dates from the Ming dynasty.

EXERCISE D

41. Dear Professor Alvarez,
42. Yours truly,
43. Dear Curator,
44. With sincere thanks,
45. My dear Dr. Nakamura,

11.71 Capitalization of Proper Nouns

EXERCISE A

1. The novelist Charles Dickens was born in Portsmouth, England.
2. Our professor said that Aunt Rosa taught her to read Greek.
3. The telescope on Mount Wilson was used by Edwin Hubble.
4. The British Museum holds the Rosetta Stone.
5. The Declaration of Independence was signed in Philadelphia in 1776.

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6. My cousin studies chemistry at the University of Michigan.
7. The Byzantine Empire ruled from Constantinople for a thousand years.
8. Galileo observed Jupiter and its moons in January 1610.
9. The composer spent a year in Vienna, the capital of Austria.
10. The students read Beowulf in their English class and discussed the Anglo-Saxons.
11. The spacecraft Voyager 2 flew past Neptune in August 1989.
12. The American Philosophical Society was founded in Philadelphia by Benjamin Franklin.
13. The Magna Carta was sealed by King John in 1215.
14. Our art teacher took us to the Metropolitan Museum of Art on Tuesday.

EXERCISE B

15. uncle
16. Uncle
17. senator
18. Senator
19. party
20. west
21. Midwest
22. Civil War
23. biology
24. Biology 201
25. Beagle
26. French
27. Bible
28. Hubble Space Telescope
29. Monday
30. Iron Age

EXERCISE C

31. Emily Dickinson, person
32. Latin, language
33. Treaty of Versailles, document
34. Venus, heavenly body
35. October, calendar item
36. American Chemical Society, organization
37. Hamlet, title of a work
38. Florence, place
39. Middle Ages, historical period
40. Fields Medal, award
41. Eiffel Tower, structure (place)
42. Professor Ahmed, title with a name

EXERCISE D

43. the Smithsonian Institution
44. the French Revolution
45. C
46. the Mississippi River
47. the planet Mars
48. the Bill of Rights
49. C
50. the Library of Congress

11.72 Capitalization of Proper Adjectives

EXERCISE A

1. The museum displayed a collection of Victorian photographs.
2. The class compared Euclidean geometry with the geometry of curved surfaces.
3. The choir sang a Gregorian chant at the concert.
4. Her essay traced the influence of Platonic ideas on later philosophers.
5. The exhibit featured Japanese woodblock prints from the nineteenth century.
6. The students read a Shakespearean sonnet aloud.
7. The orchestra rehearses on Thursday evenings.
8. The archaeologists uncovered a Roman mosaic beneath the field.
9. The lecture explained Newtonian physics with a rolling ball.
10. A French chemist first isolated the element.
11. The gallery hung a Flemish painting beside a Dutch landscape.
12. The library's African collection includes early maps.
13. Many Jewish scholars in medieval Spain translated classical texts.
14. The biology class discussed Darwinian theory.

EXERCISE B

15. Byzantine
16. Monday
17. Chinese
18. Egyptian
19. Viennese
20. Socratic
21. Homeric
22. Friday
23. Islamic
24. Gothic
25. Spanish
26. Marxist
27. Mexican
28. Einsteinian

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EXERCISE C

29. Victorian (Victoria)
30. Greek (Greece)
31. Shakespearean (Shakespeare)
32. Newtonian (Newton)
33. Christmas (Christmas)
34. Flemish (Flanders)
35. Kantian (Kant)
36. Russian (Russia)
37. Napoleonic (Napoleon)
38. Navajo (Navajo)
39. Saturday (Saturday)
40. Copernican (Copernicus)

EXERCISE D

41. Roman
42. Elizabethan
43. Parisian
44. Freudian
45. Asian
46. Darwinian
47. Platonic
48. African

Unit 11 Review Capitalization

EXERCISE A

1. The historian said that the Renaissance began in Florence.
2. The tutor asked, "Who proved the Pythagorean theorem?"
3. My aunt sings with the Boston Symphony Orchestra.
4. The expedition reached Antarctica in January. (The ice was thicker than expected.)
5. The critic called the novel "a triumph of Victorian storytelling."
6. Emily Dickinson wrote poems in Amherst, Massachusetts.
7. The students in Biology 101 studied the work of Gregor Mendel.
8. The orchestra (it was founded in 1842) performed a Viennese waltz.
9. "The treaty," the professor explained, "was signed in Paris."
10. The chemistry teacher ordered Pyrex flasks for the lab.
11. The archive holds letters from President Lincoln to his generals.
12. Our grandmother taught French at a school in the Midwest.
13. The planet Saturn has rings made mostly of ice.
14. The lecture on the French Revolution ended with a reading from A Tale of Two Cities.
15. The curator explained that the vase came from Greece and dates from the fifth century.
16. The historian studied the speeches of Senator Daniel Webster.
17. The students wrote to Professor Chen about Euclid's Elements.
18. The telescope was pointed east toward the rising moon on Friday.

EXERCISE B

19. Dutch
20. a
21. light
22. chemistry
23. Professor
24. Memorial Day
25. Kantian
26. Constitution
27. Mars
28. whether
29. Comets
30. Greek
31. south
32. Nobel Prize

EXERCISE C

33. The, first word of a sentence
34. Every, direct quotation
35. She, parenthetical sentence
36. Plato, name of a person
37. Latin, language
38. Royal Society, organization
39. Venice, place
40. April, calendar item
41. Industrial Revolution, historical period
42. Magna Carta, document
43. Moby-Dick, title of a work
44. Jupiter, heavenly body
45. Polish, proper adjective
46. history, common noun that should be lowercase

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Unit 12: Punctuation, Abbreviations, and Numbers.

20 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 918 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

12.73 End Punctuation: Period, Exclamation Point, and Question Mark

Every sentence ends with a signal that tells the reader how to hear it. This lesson shows when to use a period, an exclamation point, or a question mark, and why indirect questions take no question mark.

The Rules

1 **Use a period at the end of a declarative sentence (a statement) and at the end of a polite command or request.**

- The periodic table arranges the elements by atomic number.
- Please return the microscope slides to the cabinet.
- Charles Dickens published many of his novels in monthly installments.

2 **Use an exclamation point to show strong feeling (including after an interjection such as Eureka or Wonderful) or to give a forceful command.**

- What a magnificent fresco Michelangelo painted!
- Do not touch the manuscript without gloves!
- The comet is visible tonight!
- **Eureka!**

NOTE Exclamation points lose their force when overused. In formal and academic writing, use them rarely.

3 **Use a question mark after a direct question, one that asks for an answer in the speaker's own words.**

- Who proved that the square root of two is irrational?
- Did Beethoven compose his Ninth Symphony after he lost his hearing?
- Which museum holds the Rosetta Stone?

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4 **Do not place a question mark after an indirect question. An indirect question reports a question as part of a statement, so it ends with a period.**

- The student asked **whether light behaves as a wave or a particle.**
- Our teacher wondered **who had borrowed the atlas.**
- The curator asked **if the painting had been cleaned recently.**

NOTE Test: if the sentence can be answered directly ("Yes" or "Galileo"), it is a direct question. If it only reports that someone asked, it is indirect.

SENTENCE TYPE	END MARK	EXAMPLE
Declarative (statement)	period	Mercury is the planet closest to the Sun.
Polite command or request	period	Please cite your sources in the bibliography.
Forceful command	exclamation point	Stop the experiment now!
Strong feeling	exclamation point	The orchestra was superb!
Direct question	question mark	When did the Renaissance begin?
Indirect question	period	She asked when the Renaissance began.

Practice

EXERCISE A **Checking End Punctuation**

Write C if the sentence has the correct end mark. If the end mark is wrong, write the correct mark (period, exclamation point, or question mark).

1. Marie Curie won Nobel Prizes in both physics and chemistry!
2. Did Homer compose the Iliad before the Odyssey?
3. The librarian wondered whether the rare atlas had been returned?
4. What an astonishing discovery the double helix was!
5. Please label each test tube before you begin.
6. Who painted the ceiling of the Sistine Chapel.
7. The Pythagorean theorem relates the three sides of a right triangle!
8. Watch out for the falling scaffolding!
9. Our professor asked if anyone had read Plato's Republic?
10. Is Pluto still classified as a planet?
11. The orchestra tuned carefully before the overture began?
12. Please hand in your lab reports by Friday.
13. The archivist wondered who had written the anonymous letter.
14. How many symphonies did Haydn compose!
15. Socrates was sentenced to death in 399 BC.
16. Move away from the burner at once!

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EXERCISE B Adding End Marks

Each sentence is missing its end mark. Rewrite the sentence with the correct period, exclamation point, or question mark.

17. Jane Austen completed six novels during her lifetime
18. Which element has the atomic number one
19. What a brilliant proof that was
20. Please return the telescope to its case after the viewing
21. The chemist asked whether the solution had reached room temperature
22. Do you know who sculpted the Thinker
23. How magnificent the cathedral windows look in the morning light
24. The Great Wall of China was built over many centuries
25. How long did it take Tolstoy to write War and Peace
26. The conductor wondered if the brass section needed more rehearsal
27. Please keep your voice down in the reading room
28. Mercury is the closest planet to the sun
29. Can a prime number be even
30. The docent asked us to stay behind the velvet rope
31. Mary Shelley began writing Frankenstein when she was eighteen
32. Why do leaves change color in autumn

EXERCISE C Direct or Indirect Question

Write D if the sentence is a direct question and I if it is an indirect question. Then write the end mark the sentence needs.

33. The historian asked when the printing press reached England
34. When did the printing press reach England
35. Do the interior angles of a flat triangle always sum to 180 degrees
36. My tutor wondered whether I had finished the geometry proof
37. Who composed the opera Carmen
38. The students asked if the museum was open on Mondays
39. Is the Mona Lisa painted on wood or canvas
40. She asked how a telescope magnifies distant objects
41. What did Descartes mean when he began by doubting everything
42. The guide asked us whether we had seen the Egyptian gallery
43. Has anyone catalogued the new shipment of manuscripts
44. The violinist wondered why the string kept slipping out of tune

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Writing Application

Write four sentences about a scientist or artist you admire: one statement, one polite request, one direct question, and one indirect question. Use the correct end mark for each.

12.74 Colons

A colon points forward: it tells the reader that a list, a formal quotation, or a specific piece of information is about to follow. This lesson shows where a colon belongs and where it does not.

The Rules

1 **Use a colon to introduce a list, especially after a statement that uses words such as these, the following, or as follows.**

- Galileo studied these three subjects **:** mathematics, astronomy, and physics.
- The following novels are on the summer reading list **:** Jane Eyre, Great Expectations, and Frankenstein.
- The steps of the scientific method are as follows **:** observe, hypothesize, test, and conclude.

2 **Do not use a colon to introduce a list if the list immediately follows a verb or a preposition. The sentence should flow naturally into the list.**

- The three primary colors **are** red, yellow, and blue.
- The exhibit features sketches **by** Leonardo, Raphael, and Titian.
- Among the instruments in a string quartet **are** two violins, a viola, and a cello.

NOTE Test: read the words before the list. If they do not form a complete sentence by themselves (The three primary colors are), no colon belongs there.

3 **Use a colon to introduce a long or formal quotation. A formal quotation is often preceded by words such as this, these, the following, or as follows.**

- The lecture ended with the following line from Descartes **:** "I think, therefore I am."
- Every physics student learns this statement of Newton's first law **:** an object in motion stays in motion unless acted on by an outside force.
- The Declaration of Independence begins with these words **:** "When in the Course of human events..."

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4 **Use a colon between the hour and the minute of a precise time, between chapter and verse in biblical references, and after the salutation of a business letter.**

- The chemistry lecture begins at 10:30 A.M.
- The sermon was drawn from Genesis 1:1-5.
- Dear Dr. Okafor:
- To Whom It May Concern:

USE A COLON	DO NOT USE A COLON
after an independent statement that introduces a list (these, the following, as follows)	directly after a verb (The elements are: ...)
before a long or formal quotation	directly after a preposition (consisting of: ...)
between hour and minute (2:45 P.M.)	after a salutation in a friendly letter (use a comma)
between chapter and verse (Psalm 23:1)	before a short quotation introduced by said (use a comma)
after the salutation of a business letter	

Practice

EXERCISE A Adding Colons

Each sentence is missing a colon or contains one that does not belong. Rewrite the sentence correctly. If the sentence is already correct, write C.

1. Aristotle divided knowledge into three kinds theoretical, practical, and productive.
2. The three states of matter studied in middle school are: solid, liquid, and gas.
3. The observatory opens to the public at 8 15 P.M. on clear nights.
4. The physics exam will cover the following topics motion, force, energy, and momentum.
5. The sculptor worked in these materials: marble, bronze, and clay.
6. The chaplain read from Matthew 5 3-10 at the memorial service.
7. The library owns first editions by: Dickens, Eliot, and Hardy.
8. The art historian listed the four elements of design as follows line, shape, color, and texture.
9. Dear Professor Alvarez
10. A right triangle has three parts worth memorizing the two legs and the hypotenuse.
11. The seminar's reading list includes: Aristotle's Ethics and Plato's Republic.
12. The recital is scheduled for 7:00 P.M. in the music hall.
13. The following composers wrote in the Baroque period Bach, Handel, and Vivaldi.
14. Newton's Principia explains the motion of: planets, comets, and tides.
15. The curator identified three pigments in the fresco ochre, azurite, and lead white.
16. Our geometry teacher repeated the following motto Proof is the heart of mathematics.

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EXERCISE B Colon or No Colon

Write C if the sentence is punctuated correctly. Write N if it needs a colon added. Write X if it contains a colon that should be removed.

17. The periodic table groups elements into these categories: metals, nonmetals, and metalloids.
18. The museum's ancient wing contains: pottery, coins, and mosaics.
19. The train to the university leaves at 6 45 A.M.
20. The following three philosophers shaped Greek thought Socrates, Plato, and Aristotle.
21. The poem's major themes are mortality, memory, and faith.
22. Dear Sir or Madam:
23. The orchestra's program consists of: a symphony, a concerto, and an overture.
24. The reading for Friday is Proverbs 3 5-6.
25. The following planets have rings Jupiter, Saturn, Uranus, and Neptune.
26. The biography describes Marie Curie's life in Warsaw and Paris.
27. A sonnet has these features: fourteen lines, a set rhyme scheme, and a turn.
28. Please bring the following to the lab goggles, gloves, and a notebook.
29. The equation x squared equals 9 has these solutions: 3 and negative 3.
30. Dear Dr. Lindqvist
31. The essay quotes from: Emerson, Thoreau, and Whitman.
32. The historian summarized the causes of the war as follows: debt, rivalry, and pride.

EXERCISE C Writing with Colons

Write an original sentence that follows each direction. Use a colon correctly.

33. Introduce a list of three novels with the words the following.
34. Introduce a list of three sciences with the word these.
35. State a precise time at which a lecture or concert begins.
36. Write the salutation of a business letter to a museum director.
37. Introduce a list of three instruments with the words as follows.
38. Write a biblical reference with chapter and verse.
39. Introduce a formal statement or motto about mathematics with the word this.
40. Write a sentence listing three painters WITHOUT a colon, with the list following the verb directly.
41. Write a sentence listing three planets WITHOUT a colon, with the list following a preposition.
42. Introduce a list of three historical periods with the words the following.

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Writing Application

Write three sentences about a museum visit or a science class. Use a colon to introduce a list in one sentence, a colon with a precise time in another, and a list after a verb (no colon) in the third.

12.75

Semicolons

A semicolon is stronger than a comma and weaker than a period. It joins closely related main clauses and keeps long, comma-filled lists readable. This lesson shows its four main uses.

The Rules

1 Use a semicolon to separate main clauses that are not joined by a coordinating conjunction (and, but, or, nor, yet, for).

- Mozart wrote his first symphony as a child; his final one came less than thirty years later.
- The hypothesis was bold; the data did not support it.
- Plato wrote dialogues; Aristotle wrote treatises.

NOTE A comma alone between two main clauses creates a comma splice. A semicolon fixes it.

2 Use a semicolon to separate main clauses joined by a conjunctive adverb (however, therefore, nevertheless, moreover, furthermore, subsequently) or by an expression such as for example or that is. The conjunctive adverb or expression is usually followed by a comma.

- The manuscript was damaged by water; however, most of the text can still be read.
- Copper conducts electricity well; therefore, it is used in wiring.
- Some elements are named for places; for example, polonium honors Poland.

3 Use a semicolon to separate the items in a series when the items themselves contain commas.

- The conference drew scholars from Oxford, England; Bologna, Italy; and Kyoto, Japan.
- The exhibit includes a portrait, painted in 1640; a landscape, dated 1652; and a sketch, undated.
- The orchestra's soloists were Ana, violin; Marcus, cello; and Priya, piano.

4 Use a semicolon to separate two main clauses joined by a coordinating conjunction when the clauses already contain several commas.

- The expedition, delayed by storms, illness, and broken equipment, finally reached the summit; but the members, exhausted and cold, could not stay long.
- Darwin collected finches, tortoises, and plants on the islands; and these specimens, studied for years afterward, shaped his theory.

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Common Conjunctive Adverbs and Transitional Expressions

however, therefore, nevertheless, moreover, furthermore, consequently, subsequently, otherwise, instead, meanwhile, for example, for instance, that is, in fact, on the other hand. Each needs a semicolon BEFORE it when it joins two main clauses, and a comma AFTER it.

- **Do not** use a semicolon between a main clause and a dependent clause or phrase: WRONG: The experiment failed; because the sample was contaminated.
- **Do not** use a semicolon before a list; use a colon: WRONG: Bring these items; goggles, gloves, and a notebook.
- **Do** use a semicolon when two main clauses could each stand alone as sentences.

Practice

EXERCISE A Correct or Incorrect

Write C if the sentence uses the semicolon correctly or needs no semicolon. Write I if the semicolon is misused or missing.

1. Isaac Newton developed calculus; Gottfried Leibniz developed it independently.
2. The fresco was restored in stages; which took more than a decade.
3. Many metals rust, iron is the most familiar example.
4. The poet revised constantly; for example, she rewrote one sonnet twelve times.
5. The telescope was built in Pisa, Italy; shipped to Paris, France; and finally installed in Greenwich, England.
6. The committee read the proposal carefully; and rejected it.
7. Euclid's Elements begins with definitions; it then states five postulates.
8. The archive holds letters; diaries, and photographs.
9. Bach had twenty children; several became composers.
10. The painting is small, however, its detail is astonishing.
11. The chemist labeled the beakers; before she began the titration.
12. Shakespeare wrote comedies, tragedies, and histories; and his sonnets, published in 1609, remain widely read.
13. The lecture ran long; nevertheless, no one left early.
14. The museum's Egyptian collection; is its most popular exhibit.
15. Photosynthesis requires light; respiration does not.
16. Three scholars edited the volume: Lee, of Toronto; Diaz, of Madrid; and Osei, of Accra.

EXERCISE B Correcting Semicolon Errors

Rewrite each sentence with correct punctuation. Add a semicolon where one is needed, and remove or replace any semicolon that is misused. Some sentences also need a comma after a conjunctive adverb.

17. The violinist tuned her instrument, the pianist waited patiently.
18. Sodium reacts violently with water therefore it is stored in oil.
19. Mary Shelley's Frankenstein was published in 1818, it was revised in 1831.
20. Galileo observed the moons of Jupiter; and recorded their positions nightly.

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21. The tour visited Athens, Greece, Rome, Italy, and Cairo, Egypt.
22. The proof is elegant however it is very long.
23. The historian consulted three sources; letters, maps, and ledgers.
24. Marie Curie isolated radium, moreover she coined the word radioactivity.
25. The fossil was found in a riverbed; after a heavy rain.
26. Light travels faster than sound, that is why we see lightning before we hear thunder.
27. The exhibit opens Monday, the lecture follows on Tuesday.
28. Some composers wrote quickly for example Mozart could finish a symphony in days.
29. The ensemble included Kai, flute, Mira, oboe, and Tomas, bassoon.
30. The theory was controversial nevertheless it was eventually accepted.
31. Plato founded the Academy, Aristotle founded the Lyceum.
32. The librarian catalogued the maps; and then she shelved them.

EXERCISE C Combining with Semicolons

Combine each pair of sentences into one sentence using a semicolon. If a word in parentheses is given, use it as a conjunctive adverb with correct punctuation.

33. Water expands when it freezes. Ice floats on the pond. (therefore)
34. The poet Emily Dickinson rarely left her home. She wrote nearly eighteen hundred poems.
35. The Roman Empire fell in the West in 476. Its eastern half survived for nearly a thousand more years. (however)
36. A prime number has exactly two factors. The number one is not prime.
37. Beethoven's Ninth Symphony was finished in 1824. It was performed in Vienna that May.
38. The sculpture was carved from a single block of marble. It weighs several tons. (moreover)
39. The students measured the pendulum's period. They repeated the trial ten times.
40. English borrows many phrases from Latin. We use et cetera every day. (for example)
41. The chemist expected a clear solution. The mixture turned cloudy. (instead)
42. Homer's epics were sung before they were written. The oldest manuscripts are centuries younger than the poems.

Writing Application

Write three sentences about a scientist or composer: one joining two main clauses with a semicolon alone, one using a semicolon with however or therefore, and one listing three cities with their countries using semicolons.

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12.76 Commas and Compound Sentences

A compound sentence joins two main clauses. This lesson shows where the comma goes when a coordinating conjunction joins those clauses, and when a very short compound sentence may do without one.

The Rules

1 **Use a comma between the main clauses in a compound sentence. Place the comma before the coordinating conjunction (and, but, or, nor, yet, for) that joins two main clauses.**

- Darwin sailed on the Beagle for five years **, and** his observations changed biology.
- The sonata is technically demanding **, but** the pianist played it with ease.
- The manuscript must be stored in darkness **, or** its ink will fade.
- The experiment was repeated **, for** the first results seemed too good to be true.

2 **Do not use a comma before a conjunction that joins only two words or two phrases, or a compound verb with a single subject. The comma belongs only between two complete main clauses, each with its own subject and verb.**

- The chemist **weighed the sample and recorded the mass.** (compound verb, no comma)
- Rembrandt painted **portraits and landscapes.** (compound object, no comma)
- The chemist weighed the sample **, and** her assistant recorded the mass. (two main clauses, comma)

NOTE Test: cover the conjunction. If both halves could stand as complete sentences, use the comma.

3 **You may omit the comma between very short main clauses connected by a coordinating conjunction, unless the comma is needed to avoid confusion.**

- **Socrates questioned and Plato wrote.** (clear without a comma)
- **The tide rose and the boats drifted.** (clear without a comma)
- I studied geometry **,** and algebra came next. (comma prevents reading "geometry and algebra" as one phrase)

Main clause + , + conjunction + main clause
The orchestra rehearsed all week, and the concert was flawless.

Subject + verb + conjunction + verb
The orchestra rehearsed all week and performed flawlessly. (no comma)

Very short clauses
Rain fell and the river rose. (comma optional)

Practice

EXERCISE A Adding and Removing Commas

Rewrite each sentence with correct comma use. Add a comma before a conjunction that joins two main clauses; remove a comma that wrongly separates a compound verb or compound object. If the sentence is correct, write C.

1. Michelangelo was famous as a sculptor but he also painted the Sistine Chapel ceiling.
2. The geologist collected samples, and labeled each one carefully.
3. Copernicus placed the Sun at the center and Kepler described the planets' elliptical orbits.

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4. The poet published little during her lifetime yet her reputation grew after her death.
5. Hydrogen is the lightest element, and the most abundant one in the universe.
6. The library closes at nine, so the students gathered their notes.
7. Napoleon invaded Russia in 1812 and his army suffered terrible losses in the winter.
8. The students may write an essay on Hamlet or they may analyze a sonnet.
9. The astronomer adjusted the lens, and waited for the clouds to clear.
10. The fossil was fragile, for it had lain in the clay for millions of years.
11. The quartet played Haydn, and Mozart.
12. Euclid proved that there are infinitely many primes and his argument is still taught today.
13. The pigment faded, but the outline of the figure remains visible.
14. The manuscript could not be dated nor could its author be identified.
15. The archaeologist mapped the site, and photographed every layer.
16. The lecture covered the French Revolution and the discussion afterward lasted an hour.

EXERCISE B Compound Sentence or Compound Verb

Write CS if the sentence is a compound sentence (two main clauses) that needs a comma before the conjunction. Write CV if the conjunction joins a compound verb or compound object and no comma is needed.

17. The novelist drafted the chapter by hand and typed it the next morning.
18. The novelist drafted the chapter by hand and her editor read it that evening.
19. Marie Curie won the Nobel Prize in physics and later won another in chemistry.
20. The volcano erupted in 79 A.D. and ash buried the city of Pompeii.
21. The biologist stained the cells and examined them under the microscope.
22. Shakespeare wrote sonnets and plays.
23. The choir sang the first movement but the soloist entered late.
24. The philosopher questioned every assumption yet reached no final answer.
25. The telescope was expensive but the university purchased it anyway.
26. The students must memorize the proof or they will struggle on the exam.
27. The violinist tuned her strings and began the sonata.
28. The mural was painted in 1932 and it was restored in 2005.
29. Water boils at a lower temperature on a mountain for the air pressure is lower there.
30. The students read the Odyssey and wrote essays about Penelope.
31. The paint had dried so the artist added another layer.
32. Gregor Mendel grew pea plants and recorded their traits for years.

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EXERCISE C Combining into Compound Sentences

Combine each pair of sentences into one compound sentence using the coordinating conjunction in parentheses. Place the comma correctly.

33. The Great Pyramid was built around 2560 B.C. It remains largely intact today. (and)
34. The violin is a small instrument. Its sound can fill a concert hall. (but)
35. The chemist can heat the solution. She can let it cool slowly. (or)
36. The students had never seen a comet. They stayed up all night to watch. (so)
37. Leonardo rarely finished his paintings. His notebooks run to thousands of pages. (yet)
38. The historian did not trust the diary. She could not confirm its date. (for)
39. Pythagoras founded a school. His followers studied numbers and music. (and)
40. The gallery was closed for repairs. The sculpture garden remained open. (but)
41. The experiment could not be repeated. The results could not be confirmed. (nor; begin the second clause with "nor could")
42. The composer lost his hearing. He continued to write symphonies. (yet)

Writing Application

Write four sentences about a historical figure. Two should be compound sentences with a comma before the conjunction; two should have a compound verb with no comma. Label each one CS or CV.

12.77 Commas in a Series and Between Coordinate Adjectives

Commas keep the items in a list from running together and separate adjectives that describe a noun equally. This lesson shows when to use those commas and when to leave them out.

The Rules

1 Use commas to separate three or more words, phrases, or clauses in a series.

- The alchemists sought **gold, immortality, and a universal cure.**
- The chemist **measured the powder, dissolved it in water, and heated the solution.**
- **The curtain rose, the lights dimmed, and the overture began.**

NOTE This guide uses the comma before the final and (the series comma) because it prevents misreading.

2 No commas are necessary when all of the items in a series are connected by conjunctions.

- Aristotle wrote about **ethics and politics and poetry.**
- The specimen may be **a mineral or a fossil or a meteorite.**

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3 **Nouns used in pairs (salt and pepper, pen and ink, trial and error) are treated as single units and are not separated by commas. When such a pair appears with other items in a series, it is set off from the other items like any single item.**

- The scholar's desk held **pen and ink,** a candle, and a stack of letters.
- The exhibit explores **cause and effect,** symmetry, and motion in Renaissance art.
- Early scientists learned by **trial and error,** careful observation, and debate.

4 **Place a comma between coordinate adjectives that precede a noun. Coordinate adjectives modify the noun equally. To test, reverse their order or put and between them; if the sentence still sounds natural, the adjectives are coordinate.**

- The archive holds a **brittle, faded** map of the harbor. (faded, brittle map / brittle and faded map: coordinate)
- Her **clear, patient** explanation of the proof won over the class.
- The museum displayed a **small bronze** statue. (bronze small statue sounds wrong: not coordinate, no comma)

NOTE Adjectives of number, size, age, color, and material usually are not coordinate with each other: three old oak chairs, a large red flag.

SITUATION	COMMA?	EXAMPLE
Three or more items	yes, between each item	flutes, oboes, and clarinets
All items joined by conjunctions	no	flutes and oboes and clarinets
Only two items	no	flutes and oboes
Paired nouns as one item	no comma inside the pair	bread and butter, cheese, and fruit
Coordinate adjectives	yes	a long, difficult proof
Non-coordinate adjectives	no	a famous Greek philosopher

Practice

EXERCISE A Commas in a Series

Rewrite each sentence with the correct commas. Add commas where a series needs them and remove commas that do not belong. If the sentence is correct, write C.

1. The four ancient elements were earth air fire and water.
2. Mozart composed operas, symphonies, and concertos.
3. The sculptor used, hammer and chisel, a rasp, and fine sandpaper.
4. The novel's chapters move between London Paris and the countryside.
5. A triangle may be scalene, or isosceles, or equilateral.
6. The botanist collected the seeds dried them and stored them in glass jars.
7. The lecture covered Plato, and Aristotle.
8. Galileo observed sunspots the phases of Venus and the moons of Jupiter.
9. The orchestra's woodwinds, brass, and percussion rehearsed separately.

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10. Rain fell the river rose and the bridge washed away.
11. The painter's palette held, red, ochre, and umber.
12. The scientist read the gauge adjusted the flame and wrote down the temperature.
13. The monastery library held manuscripts and scrolls and maps.
14. Medieval students learned grammar, rhetoric, and logic.
15. Haydn Mozart and Beethoven all wrote symphonies in Vienna.
16. The expedition packed bread and cheese, lanterns, and rope.

EXERCISE B Coordinate Adjectives

Each sentence has two adjectives before a noun. If the adjectives are coordinate, rewrite the sentence with a comma between them. If they are not coordinate, write C.

17. The geologist examined a rough gray stone from the riverbed.
18. Darwin kept a careful detailed journal aboard the Beagle.
19. The library's ancient Latin manuscripts are kept in a vault.
20. The sonata opens with a slow mournful melody.
21. The telescope revealed three tiny moons.
22. The curator unrolled a fragile silk scroll.
23. The philosopher offered a bold original argument.
24. Monet painted the long wooden bridge at Giverny many times.
25. The lab stocks several glass flasks.
26. A steady patient hand is needed for dissection.
27. The students admired the rare blue pigment called ultramarine.
28. The chorus delivered a powerful stirring finale.
29. The poet wrote in a tiny cramped script.
30. The museum's famous Greek vase was painted around 500 B.C.
31. Newton worked through long sleepless nights on the Principia.
32. The mathematician proposed an elegant concise proof.

EXERCISE C Mixed Review

Each sentence tests a series or coordinate adjectives. Rewrite the sentence with correct commas. If the sentence is correct, write C.

33. The conductor demanded a crisp precise attack from the brass.
34. The exhibit traces the history of writing from clay tablets to papyrus to parchment to paper.
35. The chemist wore thick, rubber gloves.
36. Plato Xenophon and Aristophanes all wrote about Socrates.
37. The dusty, cluttered laboratory had not been used in years.
38. The scholar packed quill and ink a notebook and a lantern.
39. The symphony's final movement is loud triumphant and brief.
40. The young, Italian painter studied in Florence.

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41. The theorem the proof and the corollary fill three pages.
42. A warm humid climate helped the rainforest fossils form.

Writing Application

Write three sentences about a laboratory or a concert hall. Use a series of three nouns in one, a series of three verbs in another, and two coordinate adjectives before a noun in the third.

12.78 Commas and Nonessential Elements

Some words add information a sentence could live without; others are needed to identify what the sentence is about. This lesson shows how commas mark the difference for participles, infinitives, adjective clauses, appositives, interjections, and parenthetical expressions.

The Rules

1 **Use commas to set off nonessential participles, infinitives, and their phrases. Do not set off essential phrases, which are needed to identify the noun or complete the meaning.**

- **Sighing,** the composer crossed out the final bar. (nonessential)
- The composer **sighing at the piano** is my teacher. (essential: tells which composer)
- Her ambition **, to map the entire coastline,** took twenty years. (nonessential)
- **To map the coastline** was her ambition. (essential: the subject of the sentence)

2 **Use commas to set off nonessential adjective clauses. Do not set off essential adjective clauses. A clause beginning with that is always essential.**

- Florence **, which lies on the Arno River,** was the birthplace of the Renaissance. (nonessential)
- Students **who finish the proof early** may begin the next problem. (essential)
- The telescope **that Galileo built** magnified about twenty times. (essential)

NOTE Test: remove the clause. If the sentence still points to the same specific person or thing, the clause is nonessential and needs commas.

3 **Use commas to set off nonessential appositives. Do not set off essential appositives, which are needed to identify which one is meant.**

- Jupiter's largest moon **, Ganymede,** is bigger than Mercury. (nonessential: Jupiter has only one largest moon)
- The composer **Verdi** wrote more than two dozen operas. (essential: tells which composer)
- Marie Curie **, a physicist and chemist,** won two Nobel Prizes.

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4 **Use commas to set off interjections (such as oh and well) and parenthetical expressions (such as on the other hand, without a doubt, by the way, of course, I believe).**

- **Oh,** I had forgotten that Pluto was reclassified.
- The proof **, of course,** depends on the parallel postulate.
- Baroque music **, on the other hand,** favors ornament and contrast.

Essential or Nonessential?

Nonessential = extra information; the sentence makes the same point without it; set it off with commas. Essential = identifying information; removing it changes or blurs the meaning; no commas. Compare: The assigned poet, Keats, wrote many odes (only one poet was assigned). The poet Keats wrote many odes (the name tells which poet is meant).

- Common parenthetical expressions: **after all, by the way, for example, however, in fact, I suppose, moreover, of course, on the contrary, on the other hand, to be honest, without a doubt.**
- A nonessential element in the middle of a sentence needs a comma on BOTH sides.

Practice

EXERCISE A **Essential or Nonessential**

Each sentence has a phrase, clause, or appositive named in parentheses. Write E if it is essential and needs no commas. Write N if it is nonessential and needs commas.

1. The scientist who discovered penicillin was Alexander Fleming. (who discovered penicillin)
2. Alexander Fleming who discovered penicillin was a Scottish bacteriologist. (who discovered penicillin)
3. The novel Middlemarch is set in a provincial English town. (Middlemarch)
4. George Eliot's masterpiece Middlemarch is set in a provincial English town. (Middlemarch)
5. Any element that has eight protons is oxygen. (that has eight protons)
6. Oxygen which has eight protons is essential to combustion. (which has eight protons)
7. Trembling with excitement the astronomer checked the plate again. (Trembling with excitement)
8. The astronomer standing by the window first noticed the comet. (standing by the window)
9. Her goal to translate the Odyssey took a decade. (to translate the Odyssey)
10. To translate the Odyssey was her goal. (To translate the Odyssey)
11. The painting that hangs in the east gallery was cleaned last spring. (that hangs in the east gallery)
12. The Mona Lisa which hangs in the Louvre was once stolen. (which hangs in the Louvre)
13. Students taking chemistry must wear goggles. (taking chemistry)
14. Darwin feeling seasick again returned to his cabin. (feeling seasick again)
15. The philosopher Kant never traveled far from his home city. (Kant)
16. Kant the philosopher of Konigsberg never traveled far. (the philosopher of Konigsberg)

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EXERCISE B Adding and Removing Commas

Rewrite each sentence with correct commas. Add commas around nonessential elements, interjections, and parenthetical expressions; remove commas around essential elements. If the sentence is correct, write C.

17. Isaac Newton a professor at Cambridge published the Principia in 1687.
18. The poet, who wrote Paradise Lost, was blind when he composed it.
19. Well the experiment did not go as planned.
20. Dr. Okafor smiling at the stack of returned books waved us in.
21. Any fraction, whose denominator is zero, is undefined.
22. The Parthenon which crowns the Acropolis was completed in 432 B.C.
23. Oh I did not realize the symphony had four movements.
24. The chemist, Lavoisier, named oxygen.
25. Students who arrive late, will miss the opening of the lecture.
26. The sculpture, by the way was carved from a single block.
27. Marta tired after three hours of rehearsal packed up her cello.
28. Her only goal to catalogue every fossil in the drawer took all summer.
29. To catalogue every fossil, was her plan for the summer.
30. The river, that flows through Florence, is the Arno.
31. Yes the museum is open on Sundays.
32. Copernicus's theory in fact was not widely accepted during his lifetime.

EXERCISE C Appositives and Clauses

Rewrite each sentence with correct commas. Decide whether the appositive or clause is essential or nonessential. If the sentence is correct, write C.

33. The element helium which was first detected in sunlight is named for the Greek sun god.
34. The historian Herodotus is often called the father of history.
35. Mount Vesuvius the volcano that buried Pompeii is still active.
36. The play that we studied in October was Macbeth.
37. Vincent van Gogh, who sold very few paintings in his lifetime is now world famous.
38. The number pi an irrational number begins 3.14159.
39. The opera, Carmen, is set in Seville.
40. The telescope on the roof which was donated by an alumna is used every clear night.
41. A polygon with three sides is a triangle.
42. My favorite composer Chopin wrote mostly for the piano.

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Writing Application

Write a short paragraph about a painter or scientist. Include one nonessential adjective clause, one nonessential appositive, one interjection, and one parenthetical expression, each set off correctly with commas.

12.79 Commas and Introductory Phrases

A phrase that opens a sentence often needs a comma to mark where the main part begins. This lesson covers short and long prepositional phrases, succession of phrases, inverted sentences, and introductory participial phrases.

The Rules

1 **Use a comma after a short introductory prepositional phrase only if the sentence would be misread without it. A comma after a short phrase that could not be misread is not wrong, but it is not required.**

- **Before eating,** the biologist washed her hands. (comma prevents misreading)
- **In the library** the lights were dim. (comma not needed)
- **During the winter** the observatory is drafty. (comma not needed)

2 **Use a comma after a long prepositional phrase or after the final phrase in a succession of phrases.**

- **During the long afternoon in the chemistry laboratory,** the students labeled their samples.
- **In the corner of the room by the window,** the old globe gathered dust.
- **At the end of the second movement of the symphony,** the audience applauded.

3 **Do not use a comma if the introductory phrase is immediately followed by the verb. This happens in inverted sentences, where the subject comes after the verb.**

- **On the shelf above the desk stood** a bust of Plato.
- **Beneath the glass lay** the fossil of a trilobite.
- **In the middle of the old observatory stood** a brass telescope.

NOTE Test: if the verb comes right after the phrase, the phrase is not separated from it. The subject is still to come (a bust, the fossil, a telescope).

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4 **Use a comma after an introductory participle or participial phrase.**

- **Humming a Bach fugue,** the librarian reshelved the scores.
- **Startled by the thunderclap,** the pianist lifted her hands from the keys.
- **Having finished the proof,** Dara checked it once more.

The Verb Test

Find the first verb after the introductory phrase. If a subject comes between the phrase and the verb (The librarian reshelved), put a comma after the phrase. If the verb comes first (stood a bust), do not.

Practice

EXERCISE A Checking Introductory Phrases

Rewrite each sentence with correct commas. Add missing commas and delete commas that do not belong. If the sentence is already correct, write C.

1. Walking through the Louvre, Priya studied the brushwork on the Mona Lisa.
2. Hearing the final bell Mei gathered her notes and left the lecture hall.
3. Beneath the glass case, lay the fragile manuscript.
4. Behind the altar stood a carved wooden screen.
5. During the long winter of 1665 and the spring that followed Newton worked at home on his theories.
6. Before leaving, the curator locked the gallery.
7. Reading the final chapter aloud the teacher paused at every semicolon.
8. From the top of the lecture hall, came the sound of a violin.
9. Pacing the hallway, the examiner glanced at the clock.
10. Distracted by a noise in the hall the pianist lost her place.
11. Under the north tower of the castle, was the entrance to the archive.
12. At the end of the long lecture on medieval trade routes, the students applauded.
13. Having read the whole treatise, Dara wrote a summary.
14. Gazing at the Milky Way the astronomer forgot the cold.
15. Among the ruins of Pompeii, were jars, tools, and loaves of bread.
16. To the surprise of the whole audience the young violinist played the entire concerto from memory.

EXERCISE B Adding and Deleting Commas

Rewrite each sentence with correct commas. Add missing commas and delete commas that do not belong. If the sentence is already correct, write C.

17. In the second movement of the symphony the oboe carries the melody.
18. Peering through the microscope the student identified a single-celled organism.
19. On the shelf above the desk, stood a bust of Plato.
20. Frustrated by the unsolved equation the mathematician pushed away her notebook.
21. Wearing white gloves the conservator lifted the illuminated manuscript.

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22. Through the open window of the studio drifted the sound of a cello.
23. Smiling, at the unfinished portrait, the painter reached for her brush.
24. In the final report of the research team the committee found no errors.
25. Written in 1818, Frankenstein remains a landmark of Gothic fiction.
26. Inspired by a childhood visit to the planetarium the young astronomer chose her career.
27. Beside the harpsichord, sat the composer's old tuning fork.
28. Opening the heavy atlas Marcus traced the route of Magellan's voyage.
29. In the early hours of the morning before the lecture began, the professor reviewed her notes.
30. Just beyond the museum's east wing, stands a sculpture garden.
31. Trembling with excitement the young chemist watched the crystals form.
32. Confused by the footnotes, the reader turned back to the preface.

EXERCISE C Comma or No Comma?

Write YES if the sentence needs a comma after the introductory phrase. Write NO if it does not.

33. At the back of the crowded lecture hall the historian began to speak.
34. Beyond the garden wall stood the old observatory.
35. Humming softly the cellist tuned her instrument.
36. Inside the vault lay the earliest map of the Atlantic.
37. Before eating the biologist labeled each specimen.
38. Throughout the long history of the Roman Empire and the centuries that followed scholars copied manuscripts by hand.
39. Under the glass lay the fossil of a trilobite.
40. Considering the evidence the committee of scholars reached a decision.
41. On the title page appeared the author's name.
42. Praised by critics in several countries the novel soon appeared in translation.

Writing Application

Write three sentences about a visit to a museum or library. Begin one with a long prepositional phrase, one with a participial phrase, and one with an inverted order (phrase, verb, then subject). Punctuate each correctly.

12.80 Commas with Adverb Clauses and Antithetical Phrases

Adverb clauses and antithetical phrases follow their own comma rules. Learn when to set them off, when to leave them alone, and how the clause's position in the sentence decides.

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The Rules

1 **Use a comma after an introductory adverb clause. Use commas to set off an internal adverb clause that interrupts the flow of the sentence.**

- **When the lecture ended,** the students crowded around the professor.
- **Although Mozart died young,** he composed more than six hundred works.
- The poet **, if she revises carefully,** will publish a stronger collection.

2 **In general, do not set off an adverb clause at the end of a sentence, unless the clause is parenthetical or the sentence would be misread without the comma.**

- The orchestra waited **until the conductor raised her baton.**
- Keats seemed to hear the world more keenly **whenever he wrote about nature.**
- The class will visit the museum on Friday **unless it rains.**

NOTE The same clause that needs a comma at the start of a sentence needs none at the end. Compare: Because the manuscript was damaged, the librarian was careful. / The librarian was careful because the manuscript was damaged.

3 **Use commas to set off an antithetical phrase. An antithetical phrase uses a word such as but, not, or unlike to qualify or contrast with what comes before it.**

- Euclid **, not Archimedes,** wrote the Elements.
- Whales **, unlike fish,** are mammals.
- Whales are mammals **, not fish.**

- Common subordinating conjunctions that begin adverb clauses: **after, although, as, as soon as, because, before, if, once, since, so that, though, unless, until, when, whenever, where, wherever, while.**
- An antithetical phrase in the middle of a sentence needs a comma on both sides; at the end, one comma before it is enough.

Practice

EXERCISE A Adding and Deleting Commas

Rewrite each sentence with correct commas. Add commas where needed and delete commas that do not belong. If the sentence is already correct, write C.

1. Although Mozart died young he composed more than six hundred works.
2. When the lecture ended the students crowded around the professor.
3. The experiment will fail unless the temperature stays constant.
4. The poet if she revises carefully will publish a stronger collection.
5. Galileo kept observing the moons of Jupiter, because they challenged the old view of the heavens.
6. Because the manuscript was damaged, the librarian handled it with great care.
7. Euclid, not Archimedes, wrote the Elements.
8. Mozart not Haydn composed The Magic Flute.
9. Whales unlike fish are mammals.

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10. The orchestra waited until the conductor raised her baton.
11. Once the reaction begins the solution turns blue.
12. The chemist after she had cleaned the beakers prepared the next trial.
13. Mary Shelley, not her husband, wrote Frankenstein.
14. Darwin revised his notes, whenever he found new evidence.
15. If you divide a number by zero the result is undefined.
16. Plants unlike animals make their own food through photosynthesis.

EXERCISE B Finding the Adverb Clause

Each sentence is correctly punctuated. Write the adverb clause, then tell whether it is introductory, interrupting, or final.

17. Before Rome became an empire, it was a republic.
18. Marie Curie continued her research although she faced many obstacles.
19. The students, when the bell rang, closed their notebooks.
20. If water is heated to 100 degrees Celsius at sea level, it boils.
21. The choir will sing as soon as the organist begins.
22. The composer, although she was exhausted, finished the score.
23. Whenever the moon passes between the sun and the earth, a solar eclipse occurs.
24. The class read Hamlet before they saw the play.
25. Herodotus traveled widely so that he could gather accounts of distant peoples.
26. The painter, while the light was still good, completed the sky.
27. Because the experiment failed twice, the team revised its method.
28. Mathematicians celebrated when Fermat's last theorem was finally proved.

EXERCISE C Choosing the Correct Punctuation

Choose the correctly punctuated sentence, A or B.

29. (A) When the curtain rose, the audience fell silent. (B) When the curtain rose the audience fell silent.
30. (A) The audience fell silent when the curtain rose. (B) The audience fell silent, when the curtain rose.
31. (A) Kepler, not Copernicus, described elliptical orbits. (B) Kepler not Copernicus, described elliptical orbits.
32. (A) Poets, if they are patient will find the right word. (B) Poets, if they are patient, will find the right word.
33. (A) Although it is small, the cell is a complex machine. (B) Although it is small the cell is a complex machine.
34. (A) The students must finish the lab report, before they leave. (B) The students must finish the lab report before they leave.
35. (A) The cello, unlike the violin, rests on the floor. (B) The cello unlike the violin, rests on the floor.
36. (A) As the sun set, the painter packed her brushes. (B) As the sun set the painter packed her brushes.
37. (A) Whales are mammals, not fish. (B) Whales are mammals not fish.
38. (A) Remain seated until the music stops. (B) Remain seated, until the music stops.
39. (A) Rome, after it conquered Greece, absorbed much of Greek culture. (B) Rome after it conquered Greece, absorbed much of Greek culture.
40. (A) If the data are accurate the theory holds. (B) If the data are accurate, the theory holds.

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41. (A) Homer, not Virgil, composed the Iliad. (B) Homer not Virgil, composed the Iliad.
42. (A) Wherever the explorers traveled they kept careful journals. (B) Wherever the explorers traveled, they kept careful journals.

Writing Application

Write three sentences about a scientist or artist: one with an introductory adverb clause, one with an adverb clause at the end (no comma), and one with an antithetical phrase.

12.81 Commas with Titles, Addresses, and Numbers

Commas separate the parts of names with titles, places, dates, addresses, references, and large numbers so that readers can sort the information at a glance. Some combinations, such as a state and a zip code, take no comma.

The Rules

1 Use commas to set off a title that follows a person's name.

- Elena Ruiz **, Ph.D.,** directs the observatory.
- Amara Osei **, M.D.,** lectured on the history of medicine.
- Our guide was Marco Bellini **, curator of the museum.**

2 Use a comma after each part of an address, a geographical term, or a date. When the sentence continues, a comma also follows the last part.

- Dante Alighieri was born in Florence **, Italy,** in 1265.
- Charles Darwin was born on February 12 **, 1809,** in Shrewsbury **, England.**
- Send the manuscript to 45 Library Lane **, Princeton, New Jersey** 08540.

3 Do not use commas if only the month and day, or only the month and year, are given. Do not use a comma between a state and a zip code.

- The treaty was signed in **June 1919.**
- The lecture is on **October 14.**
- The Institute is in Princeton, **New Jersey 08540.**

4 In a letter, use commas in the heading as in a sentence: after the street, after the city, and between the day and the year.

- 622 Van Buren Street **,** Salem **,** Oregon 97301
- March 3 **,** 1912

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5 **Use commas to set off the parts of a reference that direct a reader to the exact source.**

- Ariel first speaks in **The Tempest, Act I, Scene ii.**
- The passage appears in **Moby-Dick, Chapter 36.**
- The scene is in **Act IV, Scene iii, of** Julius Caesar.

6 **Use commas to separate the digits of a number into groups of three, counting from the right, in numbers of five or more digits.**

- The archive holds more than **40,000** letters.
- The library has **1,250,000** volumes.

NOTE Do not put commas in years (1476), street numbers (1892 Elm Street), page numbers, or zip codes. A four-digit number that is not a year may be written either way; this guide leaves it without a comma.

SITUATION	PATTERN	EXAMPLE
Title after a name	Name, title,	Elena Ruiz, Ph.D., spoke first.
City and state	City, State,	Boston, Massachusetts, is home to many colleges.
Full date	Month day, year,	On July 4, 1776, Congress adopted the Declaration.
Month and year only	no comma	In March 1905 the paper was submitted.
State and zip code	no comma	Salem, Oregon 97301

Practice

EXERCISE A Adding and Deleting Commas

Rewrite each sentence with correct commas. Add missing commas and delete commas that do not belong. If the sentence is already correct, write C.

1. Rosalind Franklin was born in London England in 1920.
2. Charles Darwin was born on February 12 1809 in Shrewsbury England.
3. The Louvre is located in Paris, France.
4. Elena Ruiz Ph.D. directs the observatory.
5. Send the manuscript to the Press at 45 Library Lane Princeton New Jersey 08540.
6. The treaty was signed in June, 1919.
7. On July 20, 1969, astronauts landed on the moon.
8. The Declaration of Independence was adopted on July 4 1776.
9. Florence Italy is home to the Uffizi Gallery.
10. The ghost first appears in Act I Scene i of Hamlet.
11. Amara Osei, M.D., lectured on the history of medicine.
12. The lecture on Dante is on Monday October 14.
13. Shakespeare was born in Stratford-upon-Avon England.
14. The Rosetta Stone is displayed in London, England.
15. Dante Alighieri was born in Florence Italy in 1265.

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16. The conference will be held in Cambridge Massachusetts in the spring.

EXERCISE B References, Headings, Titles, and Large Numbers

Rewrite each item with correct commas. Add missing commas and delete commas that do not belong. If the item is already correct, write C.

17. The passage appears in Moby-Dick Chapter 36.
18. Ariel first speaks in The Tempest Act I Scene ii.
19. The observatory's catalog lists 12500 stars.
20. The university library holds 1,250,000 volumes.
21. The printing press arrived in England in 1,476.
22. The Pythagorean theorem appears in Book I, Proposition 47, of Euclid's Elements.
23. Hamlet's soliloquy is in Act III Scene i.
24. The library's collection includes 2500000 items.
25. The exhibit opens in Vienna Austria on May 5 2027 and runs for a year.
26. Salem Oregon 97301
27. March 3 1912
28. Please address the letter to Anil Rao Ph.D. at the Institute.
29. The press is located at 120 College Road, Princeton, New Jersey 08540.
30. The lecture series began in January 2020 and ends in May.
31. Darwin's On the Origin of Species was published on November 24 1859.

EXERCISE C Choosing the Correct Form

Choose the correct form from the parentheses.

32. Beethoven was born in (Bonn Germany, / Bonn, Germany,) in 1770.
33. The Wright brothers' first flight took place in (December 1903 / December, 1903).
34. Mozart was born on (January 27, 1756, / January 27 1756) in Salzburg.
35. Send your questions to (Elena Cruz Ph.D. / Elena Cruz, Ph.D.,) at the observatory.
36. Her essay on Ovid appeared in (Volume 4 page 12 of / Volume 4, page 12, of) the journal.
37. The statue stands in (Florence, Italy, / Florence Italy) near the river.
38. The package went to the college at (30 High Street, Oxford, England / 30 High Street Oxford, England).
39. Neptune was discovered in (September 1846 / September, 1846).
40. The scene is found in (Act IV Scene iii of / Act IV, Scene iii, of) Julius Caesar.
41. The lecture on Galen will be given by (Samuel Ortiz M.D. / Samuel Ortiz, M.D.,) on Friday.
42. The archive holds more than (40000 / 40,000) letters.
43. Mail the application to the Institute, (Princeton, New Jersey 08540 / Princeton, New Jersey, 08540).

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Writing Application

Write two sentences about a famous scientist or author: one giving a birthplace with a city and country, and one giving a full date with the year. Punctuate each correctly.

12.82 Commas with Direct Address, Tag Questions, and in Letter Writing

Commas set off the name of the person being spoken to, the short question that seeks agreement, and the greeting and closing of a letter. These small commas show a reader exactly who is speaking to whom.

The Rules

1 **Use commas to set off words or names used in direct address. Direct address names the person or group being spoken to.**

- **Professor Lin,** may I borrow your copy of the Odyssey?
- Yes**, madam,** the observatory opens at dusk.
- Remember**, class,** that the essay is due on Friday.

NOTE A direct-address name in the middle of a sentence needs a comma on both sides.

2 **Use a comma to set off a tag question. A tag question (such as don't you? or can I?) emphasizes an implied answer to the statement before it.**

- You have read the Aeneid**, haven't you?**
- Euclid's Elements is still studied today**, isn't it?**
- You won't forget the reading list**, will you?**

3 **Place a comma after the salutation of an informal letter and after the closing of all letters.**

- **Dear Maya,**
- **Sincerely,**
- **Your friend,**

NOTE In a formal business letter, the salutation is followed by a colon instead (Dear Dr. Rao:). The closing still takes a comma.

Spot the Tag

A tag question usually reverses the statement: a positive statement takes a negative tag (It is cold, isn't it?), and a negative statement takes a positive tag (You didn't forget, did you?).

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Practice

EXERCISE A Adding Commas

Rewrite each sentence with correct commas. Add missing commas and delete commas that do not belong. If the sentence is already correct, write C.

1. Professor Lin, may I borrow your copy of the Odyssey?
2. Please read the next stanza Marcus.
3. Yes madam the observatory opens at dusk.
4. Bach wrote the Brandenburg Concertos didn't he?
5. Class remember that the essay is due on Friday.
6. You haven't finished the proof, have you?
7. Water freezes at zero degrees Celsius doesn't it?
8. Thank you Dr. Okafor for the clear explanation.
9. Mozart didn't live to see his fortieth birthday, did he?
10. Ladies and gentlemen the orchestra will now perform.
11. Euclid's Elements is still studied today isn't it?
12. Listen carefully, students, because the formula is tricky.
13. Mary Shelley was only eighteen when she began Frankenstein wasn't she?
14. Well Mr. Chen the results confirm your hypothesis.
15. You won't forget the reading list will you Anna?
16. Anna, you read Middlemarch last term.

EXERCISE B Salutations and Closings

Each item is the salutation or closing of a letter. Rewrite it with the punctuation it needs: a comma after the closing and after the salutation of an informal letter, but a colon after the salutation of a formal business letter.

17. Dear Mira
18. Dear Ravi
19. Your friend
20. Yours truly
21. Sincerely
22. With gratitude
23. Dear Priya
24. Love always
25. Respectfully yours
26. Dear Dr. Rao (business letter)
27. Warm regards
28. Dear Elena

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EXERCISE C **Punctuate and Label**

Rewrite each sentence with the missing commas. After the sentence, name the element that the commas set off: direct address or tag question.

29. Remember Tess that the lens must be cleaned first.
30. The cathedral took centuries to build didn't it?
31. Mr. Hale please open the atlas to page twelve.
32. Pluto is classified as a dwarf planet isn't it?
33. Hello Professor Rao the seminar room is ready.
34. You have read the Aeneid haven't you?
35. Thank you Ms. Greco for lending me the score.
36. Good morning scholars.
37. A prime number has exactly two divisors doesn't it?
38. Don't touch the specimens Lucas.
39. Sonnets have fourteen lines don't they?
40. Please tell me Dr. Vega what the data show.
41. The moon orbits the earth doesn't it?
42. Sir your telescope is ready.

Writing Application

Write a short informal letter of three lines to a friend about a book you are reading. Include a salutation, one sentence with a name in direct address, one sentence with a tag question, and a closing.

12.83 Commas in Review

This lesson mixes every comma rule from Lessons 12.76 to 12.82: compound sentences, series, nonessential elements, introductory words and phrases, adverb clauses, antithetical phrases, dates and places, direct address, tag questions, and letters.

The Rules

1. **Commas between independent clauses (joined by and, but, or, nor, for, so, yet) and between items in a series.**
   - The poet read her new poem aloud, and the audience listened closely.
   - Newton studied optics, mechanics, and mathematics.

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2 **Commas around nonessential elements, interrupters, and introductory material.**

- Galileo, who built his own telescope, observed the moons of Jupiter.
- The proof, of course, depends on the first axiom.
- Reading the final act aloud, the students began to understand the play.
- Although the plot is complicated, the novel rewards patient readers.

3 **Commas set off introductory words such as yes, no, well, and oh, and a title or abbreviation that follows a person's name (Jr., Ph.D., M.D.).**

- **No,** the experiment is not finished.
- **Well,** the result surprised the chemist.
- Alma Reyes, Ph.D., directs the laboratory.

NOTE When such a title comes in the middle of a sentence, put a comma on both sides of it.

4 **Commas with antithetical phrases, dates and places, direct address, tag questions, and the parts of a letter.**

- Plato, not Aristotle, founded the Academy.
- Emily Dickinson was born in Amherst, Massachusetts, on December 10, 1830.
- Yes, Professor, I have finished the experiment.
- Mathematics is a language, isn't it?
- Dear Kim,

5 **Do not use a comma where none is needed: after an essential clause, before an end-of-sentence adverb clause, or after an inverted phrase that is followed at once by the verb.**

- The book **that Ada borrowed** was a history of mathematics.
- The class will visit the museum on Friday **unless it rains.**
- Within the walls of the old monastery **were stored** hundreds of manuscripts.

Review Checklist

Before you add a comma, ask what job it does: joining clauses, separating a series, setting off extra information, ending an introduction, marking a date or place, naming the listener, or closing a letter part. If you cannot name the job, leave it out.

Practice

EXERCISE A **Mixed Comma Practice, Set One**

Rewrite each sentence with correct commas. Add missing commas and delete commas that do not belong. If the sentence is already correct, write C.

1. The violinist tuned her instrument carefully for several minutes and the pianist played a soft chord.
2. Newton studied optics, mechanics and mathematics.
3. Galileo who built his own telescope observed the moons of Jupiter.
4. In the center of the reading room stood a globe of the earth.

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5. Although the plot is complicated the novel rewards patient readers.
6. Plato not Aristotle founded the Academy.
7. Yes Professor I have finished the experiment.
8. Emily Dickinson was born in Amherst Massachusetts on December 10 1830.
9. The poet read her new poem aloud, and, the audience listened closely.
10. The solution, that she prepared, turned green.
11. Oh I forgot that the library closes early today.
12. Reading the final act aloud the students began to understand Macbeth's despair.
13. The class will visit the museum on Friday, unless it rains.
14. The Rosetta Stone, which is in the British Museum, helped scholars decipher hieroglyphs.
15. Logic is a branch of philosophy isn't it?
16. Dear Kim

EXERCISE B Mixed Comma Practice, Set Two

Rewrite each sentence with correct commas. Add missing commas and delete commas that do not belong. If the sentence is already correct, write C.

17. The mathematician Emmy Noether, a pioneer of abstract algebra developed important theorems.
18. Beethoven composed nine symphonies during his long career in Vienna but he wrote only one opera.
19. Before the invention of the printing press scribes copied books by hand.
20. The lecture covered atoms, molecules, and, compounds.
21. Leonardo da Vinci filled notebooks with drawings of anatomy, flight and machines.
22. The library closes at nine on Friday, but it stays open late during exams.
23. Ladies and gentlemen the exhibit on ancient Egypt is now open.
24. The book, that Ada borrowed, was a history of mathematics.
25. Bats unlike birds are mammals.
26. The Treaty of Paris was signed on September 3 1783 in Paris France.
27. Alma Reyes Ph.D. gave the tour of the ancient-coin collection.
28. Having studied the score for weeks the pianist felt ready.
29. Within the walls of the old monastery, were stored hundreds of manuscripts.
30. The experiment worked because the students controlled every variable.
31. Of course Darwin's work changed biology.
32. Write soon Kai and tell me what you thought of the opera.

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EXERCISE C Naming the Rule

Each sentence is correctly punctuated. Name the rule that explains the commas. Choose from: compound sentence, series, nonessential element, introductory phrase, adverb clause, antithetical phrase, date or place, direct address, tag question, interjection or parenthetical expression.

33. Rain fell all night, and the river overflowed its banks before dawn.
34. The poem explores memory, loss, and hope.
35. Vienna, the capital of Austria, was the home of many composers.
36. Walking along the shore, the biologist studied tide pools.
37. When the experiment ended, the data were analyzed.
38. Light travels faster than sound, not slower.
39. The lecture was held on March 4, 2019, in Boston.
40. Anna, please pass me the dictionary.
41. Chemistry is difficult, isn't it?
42. Well, the answer is not obvious.
43. The proof, of course, depends on the first axiom.
44. The cello, which is larger than the violin, has a deeper tone.

Writing Application

Write a short paragraph of four sentences about a favorite book, composer, or scientific discovery. Use at least one series, one introductory phrase or clause, one nonessential element, and one date or place, all punctuated correctly.

12.84 Dashes to Signal Change and to Emphasize

A dash is a strong mark that interrupts a sentence for a sudden turn of thought or for emphasized extra information. In this lesson the dash appears as two hyphens (--); in finished writing it is typed as one long dash with no spaces around it.

The Rules

1. **Use a dash to set off an abrupt break or change in thought within a sentence.**
   - The sum of the angles in this quadrilateral is 180 degrees -- no, wait, that is the sum for a triangle.
   - My favorite composer is Debussy -- no, Ravel.
   - The theorem seems obvious -- but wait, is the converse also true?

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2 **Use dashes to set off and emphasize supplemental information or parenthetical comments. Use a pair of dashes when the information falls in the middle of the sentence.**

- The nebula -- a cloud of gas and dust -- glowed faintly in the telescope.
- The painter finished the portrait -- the best work of her career.
- When the painter finished the portrait -- the best work of her career -- she signed it.

NOTE Dashes are stronger than commas and more dramatic than parentheses. Use them for emphasis, and sparingly: too many dashes make writing breathless.

3 **Use a dash to set off a summarizing statement that follows a series.**

- Hydrogen, helium, and lithium -- these are the three lightest elements.
- Telescopes, microscopes, and spectrometers -- these instruments extend what the eye can see.

Typing the Dash

In this book a dash is shown as two hyphens (--) with no spaces on either side. On a computer, word-processing programs often turn two hyphens into one long dash automatically. Do not confuse the dash with the hyphen in a compound word such as well-known.

Practice

EXERCISE A **Inserting Dashes**

Insert dashes (typed as --) where they are needed. If the sentence is correct as written, write C.

1. The nebula a cloud of gas and dust glowed faintly in the telescope.
2. Schubert wrote more than six hundred songs most of them for voice and piano before he died at thirty-one.
3. The sum of the angles in this quadrilateral is 180 degrees no, wait, that is the sum for a triangle.
4. Mary Shelley's Frankenstein a novel she began at eighteen remains a landmark of Gothic fiction.
5. The lecture on Byzantine mosaics--delivered in a crowded hall--lasted two hours.
6. The chemist poured the acid slowly very slowly into the water.
7. Prime numbers 2, 3, 5, 7, 11, and so on cannot be divided evenly except by one and themselves.
8. The painter finished the portrait it was her best work and signed it in the corner.
9. The fossil is from the Jurassic no, the Cretaceous.
10. Sonnets, odes, and elegies these are forms of lyric poetry.
11. The museum's newest wing which opened last spring houses the medieval collection.
12. The librarian found the missing atlas at last under a pile of old maps.
13. The orchestra performed Beethoven's Ninth Symphony all four movements without a single mistake.
14. Darwin published his theory of natural selection in 1859.
15. Euclid's postulates five simple statements about points and lines are the foundation of the Elements.
16. The students waited for the results the tension was unbearable and then the professor smiled.

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EXERCISE B Replacing Commas and Parentheses with Dashes

Rewrite each sentence, replacing the commas or parentheses with dashes (typed as --) to emphasize the extra information.

17. The cathedral (built over three centuries) is a masterpiece of Gothic design.
18. The comet, bright enough to see without a telescope, appeared in the eastern sky.
19. Her thesis, a study of Greek tragedy, won the departmental prize.
20. The melody (simple, haunting, and slow) stayed with the audience for days.
21. Pasteur's experiments, which he designed with great care, disproved spontaneous generation.
22. The old map (torn at the edges, stained with tea) still showed the river clearly.
23. Three great tragedians, Aeschylus, Sophocles, and Euripides, shaped Greek drama.
24. The violinist (a prodigy at ten) performed with the symphony.
25. Galileo's discovery, the moons of Jupiter, changed astronomy.
26. The poem (written in a single night) was published the following spring.
27. The fossils, hundreds of them, lay in a single layer of rock.
28. The conductor (who had rehearsed for weeks) raised her baton.

EXERCISE C What Is the Dash Doing?

Each sentence uses dashes correctly. Tell what the dash does: abrupt break, supplemental information, or summary.

29. The orchestra tuned up--and what a sound it was--before the concert began.
30. I will start the calculation now--no, first I must find my calculator.
31. Oxygen, nitrogen, and argon--these three gases make up almost all of the air.
32. The vase--a gift from a retired professor--sits behind glass.
33. The theorem seems obvious--but wait, is the converse also true?
34. Keats died young--he was only twenty-five--yet his odes are read everywhere.
35. Fugues, canons, chorales--all these forms appear in Bach's music.
36. My essay is about Thoreau--no, about Emerson.
37. The lab's newest instrument--an electron microscope--arrived on Monday.
38. Painters, sculptors, architects--Florence gathered them all during the Renaissance.
39. Beethoven's last quartets--difficult, strange, and deeply moving--puzzled early listeners.
40. The answer is seventeen--wait, I miscounted.
41. The lecture--delivered without notes--held the audience for an hour.
42. Plato's dialogues--a series of philosophical conversations--explore justice, courage, and beauty.

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Writing Application

Write three sentences about a painter, composer, or scientist (using -- for the dash): one with an abrupt change of thought, one with a pair of dashes around supplemental information, and one with a dash before a summary of a series.

12.85

Parentheses

Parentheses tuck extra information inside a sentence without making it part of the main statement. This lesson covers when to use them and how to place the punctuation that goes with them.

The Rules

1 **Use parentheses to set off material that is not important enough to be part of the main statement: an explanation, an example, a date, a translation, or a brief aside.**

- The Rosetta Stone **(found in 1799)** helped scholars read Egyptian hieroglyphs.
- Johannes Kepler **(a German astronomer)** described the elliptical orbits of the planets.
- The sonata ends in a quiet coda **(a closing passage)** that fades to silence.

2 **A complete sentence inside parentheses that is part of another sentence does not begin with a capital letter and does not end with a period. A parenthetical sentence that stands alone has its own capital letter and its own period inside the parentheses.**

- The telescope arrived on Monday **(it had been delayed by a storm)** and was installed by Friday.
- The lecture begins at seven. **(The doors open at six thirty.)** Please bring your notes.

3 **If the sentence needs a comma, semicolon, or colon after the parenthetical material, place that mark after the closing parenthesis, never before the opening one.**

- If the weather clears **(I hope it does)**, the observatory will open its dome.
- Marie Curie discovered polonium **(1898)**; she discovered radium later that year.
- The kit contains three instruments **(see page 4)**: a compass, a ruler, and a protractor.

4 **Place a question mark or exclamation point inside the parentheses if it belongs to the parenthetical material. If it belongs to the whole sentence, place it after the closing parenthesis.**

- The manuscript **(could it be genuine?)** was sent to the laboratory.
- The solution turned bright green **(what a surprise!)**, and the students cheered.
- Did Galileo observe the moons of Jupiter **(in 1610)**?

NOTE A sentence that ends with a parenthetical statement keeps its period after the closing parenthesis: The kettle boiled over (again).

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Parentheses, Commas, or Dashes?

These marks all set off extra material, but they signal different strengths. Commas keep the material closely tied to the sentence. Parentheses push it into the background as a side comment. Dashes (a separate mark with its own rules) pull attention toward it. When in doubt, ask how much you want the reader to notice the extra material.

MARK	EFFECT ON THE EXTRA MATERIAL	EXAMPLE
Commas	Closely connected, mildly interrupting	Kepler, a German astronomer, described elliptical orbits.
Parentheses	Aside or explanation, de-emphasized	Kepler (a German astronomer) described elliptical orbits.

- Parentheses always come in pairs: never leave one open.
- Do not put a comma before an opening parenthesis in the middle of a sentence.
- Use parentheses sparingly; too many make a paragraph hard to follow.

Practice

EXERCISE A

Adding Parentheses and Punctuation

Rewrite each sentence, adding parentheses and any other punctuation needed. Where a cue appears in brackets, set off that part of the text.

1. Johann Sebastian Bach 1685 to 1750 composed the Brandenburg Concertos.
2. The mitochondrion the cell's power plant produces most of its energy.
3. Euclid's Elements thirteen books in all remains a model of logical argument.
4. If the weather clears I hope it does the observatory will open the dome tonight.
5. The Louvre once a royal palace now houses the Mona Lisa.
6. Fibonacci he lived in Pisa introduced Hindu-Arabic numerals to Europe.
7. The sonnet fourteen lines long is a favorite form of poets.
8. The lecture begins at seven. The doors open at six thirty. [Set off the second sentence.]
9. The painter finished the portrait in a week. It was a commission from the duke. [Set off the second sentence.]
10. Jane Austen wrote six major novels I have read them all.
11. The Parthenon built in the fifth century B.C. still dominates the Athenian skyline.
12. The fossil could it be a new species? was displayed in the museum.
13. The solution turned bright green what a surprise and the students cheered.
14. The syllabus lists three experiments see page 12: titration, distillation, and filtration.

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EXERCISE B Correcting Parenthetical Punctuation

Each sentence already has parentheses, but some have errors in capitalization or in the placement of other punctuation. Rewrite each sentence correctly. If it is correct, write C.

15. The telescope (which was a gift from the alumni.) is housed on the roof.
16. The experiment failed, (we had used the wrong acid) so we repeated it.
17. Pythagoras (a Greek mathematician), taught that numbers explain musical harmony.
18. The theorem (is it true for every case?) puzzled the seminar.
19. Our teacher read the poem aloud (it is by Keats.) and we took notes.
20. Marie Curie discovered polonium. (She named it for her homeland, Poland). The element is radioactive.
21. In 1905 Einstein published four papers (a remarkable year!), and physics changed.
22. The three primary colors (red, yellow, and blue), are mixed to make the others.
23. Beethoven's Ninth Symphony (completed in 1824) includes a choral finale.
24. Rembrandt painted many self-portraits (dozens of them,) over his career.
25. The lab report is due Friday. (Late reports lose points).
26. Homer's Iliad (It describes the Trojan War.) is an epic poem.
27. Photosynthesis (see Figure 3,) converts light into chemical energy.
28. We studied three composers: Haydn (1732 to 1809,) Mozart (1756 to 1791,) and Beethoven (1770 to 1827).

EXERCISE C Choosing the Correct Version

Each item gives two versions of a sentence. Write a or b to show which is punctuated correctly.

29. (a) Archimedes (who lived in Syracuse), designed war machines. (b) Archimedes (who lived in Syracuse) designed war machines.
30. (a) The orchestra tuned up (the oboe sounds the A,) and the concert began. (b) The orchestra tuned up (the oboe sounds the A), and the concert began.
31. (a) The comet appeared on schedule (what a sight!), and crowds gathered. (b) The comet appeared on schedule (what a sight)!, and crowds gathered.
32. (a) The sonnet ends with a couplet. (Shakespeare's sonnets follow this pattern.) (b) The sonnet ends with a couplet. (Shakespeare's sonnets follow this pattern).
33. (a) Mendel crossed pea plants (the common garden pea) for years. (b) Mendel crossed pea plants, (the common garden pea) for years.
34. (a) Dante's Inferno is the first part of the Divine Comedy (the other two parts are Purgatorio and Paradiso). (b) Dante's Inferno is the first part of the Divine Comedy (The other two parts are Purgatorio and Paradiso.).
35. (a) The lecture (which lasted two hours) ended at noon. (b) The lecture (which lasted two hours), ended at noon.
36. (a) Cells divide by mitosis (see the diagram.) (b) Cells divide by mitosis (see the diagram).
37. (a) Her essay on Plato (it won a prize.) was published. (b) Her essay on Plato (it won a prize) was published.
38. (a) The painting is a Vermeer. (It hangs in the east gallery.) (b) The painting is a Vermeer. (it hangs in the east gallery).

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39. (a) Galileo (1564 to 1642) studied the motion of falling bodies. (b) Galileo, (1564 to 1642) studied the motion of falling bodies.

40. (a) The experiment (what a disaster!) taught us patience. (b) The experiment (what a disaster)! taught us patience.

41. (a) We visited Florence (the birthplace of the Renaissance;) then we went to Rome. (b) We visited Florence (the birthplace of the Renaissance); then we went to Rome.

42. (a) You will need three tools (listed on page 8): a compass, a ruler, and a protractor. (b) You will need three tools: (listed on page 8) a compass, a ruler, and a protractor.

Writing Application

Write three sentences about a book, painting, or experiment. Use parentheses for a date in the first, a brief aside in the second, and a complete sentence inside another sentence in the third.

12.86 Quotation Marks for Direct Quotations

Quotation marks show exactly which words belong to a speaker or a source. This lesson covers direct and indirect quotations, interrupted quotations, quotations within quotations, and how to paragraph dialogue.

The Rules

1 **Use quotation marks to enclose a direct quotation, the exact words of a speaker or writer. Separate introductory or explanatory words from the quotation with a comma, and begin the quoted sentence with a capital letter.**

- The professor announced, **"The midterm will cover Chapters 4 through 6."**
- **"Let us begin with the first movement,"** said the conductor.
- The poet whispered, **"I have finished the last stanza."**

NOTE Periods and commas go inside the closing quotation mark.

2 **Do not use quotation marks for an indirect quotation, which reports what someone said without giving the exact words. An indirect quotation often begins with that, whether, or if, and no comma is needed.**

- Ms. Park told the class **that the laboratory would be closed Monday**.
- The guide asked **whether we had seen the Rembrandt**.
- Jonas wondered **if the experiment would work**.

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3 **If a quotation is a question or an exclamation, put the question mark or exclamation point inside the closing quotation marks, and do not add a comma. The explanatory words that follow begin with a lowercase letter.**

- **"Did you finish reading the Odyssey?"** asked Theo.
- **"Stop the titration!"** shouted the lab assistant.
- The librarian asked, **"Who has the atlas?"**

4 **When explanatory words such as she said interrupt a quotation, use two sets of quotation marks. If the quotation continues the same sentence, the second part begins with a lowercase letter. If the interruption comes between two sentences, the second part begins with a capital letter.**

- **"This sonnet,"** Maya said, **"is harder than it looks."**
- **"Observe the color change,"** the chemist said. **"Then record it."**
- **"We should arrive early,"** the guide said, **"because the museum fills quickly."**

5 **Use single quotation marks around a quotation within a quotation.**

- Priya reported, "The professor said, **'The exam is Friday.'** "
- "Please read **'The Raven'** tonight," the teacher said.

6 **In dialogue, begin a new paragraph and use a new set of quotation marks every time the speaker changes. Keep one speaker's consecutive sentences in the same paragraph.**

- **"Which planet is the largest?"** Mr. Hale asked.
- **"Jupiter,"** replied Lucia.

NOTE Each line above begins a new paragraph because a new person speaks.

SITUATION	PATTERN	EXAMPLE
Words before the quotation	Comma, then opening quotation mark, capital letter	Dr. Lee said, "Begin the trial."
Words after a statement	Comma inside the closing mark, lowercase word	"Begin the trial," Dr. Lee said.
Words after a question or exclamation	Question mark or exclamation point inside the mark, no comma, lowercase word	"Is it ready?" Dr. Lee asked.
Words in the middle of one sentence	Comma inside the first closing mark, comma after the explanatory words	"The trial," Dr. Lee said, "begins now."

Direct or Indirect?

Ask whether the exact words are being repeated. If they are, use quotation marks (direct). If the words are retold or rephrased, usually with that, whether, or if, leave the quotation marks out (indirect). Pronouns and verb tenses often change in an indirect quotation.

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Practice

EXERCISE A Adding Quotation Marks and Punctuation

Rewrite each sentence, adding quotation marks, capital letters, and other punctuation as needed. If the sentence is already correct, write C.

1. The librarian whispered Please keep your voices down.
2. Where is the periodic table the student asked.
3. The professor announced The midterm will cover Chapters 4 through 6.
4. Stop the titration shouted the lab assistant.
5. This sonnet Maya said is harder than it looks.
6. Did you finish reading the Odyssey asked Theo.
7. The curator said that the sculpture would arrive on Monday.
8. I can't solve this equation Priya admitted but I will try again.
9. Mr. Chen asked Who can explain why the sky is blue
10. The guide told us The museum closes at five. Please meet at the front door.
11. What a magnificent fugue exclaimed the pianist.
12. Our teacher said Chemistry is the study of matter.
13. Let us begin with the first movement said the conductor.
14. Observe the color change the chemist said. Then record it.
15. Who wrote Frankenstein Lena asked.
16. The poet whispered I have finished the last stanza.

EXERCISE B Direct or Indirect Quotation

Write D if the sentence contains a direct quotation or I if it contains an indirect quotation.

17. Mina said that the theorem was proved by Euclid.
18. Mina said, "The theorem was proved by Euclid."
19. The guide asked whether we had seen the Rembrandt.
20. "Have you seen the Rembrandt?" the guide asked.
21. My professor told us that Darwin sailed on the Beagle.
22. "Darwin sailed on the Beagle," my professor told us.
23. Jonas wondered if the experiment would work.
24. "Will the experiment work?" Jonas wondered.
25. The conductor said the rehearsal would start at noon.
26. The conductor said, "The rehearsal will start at noon."
27. The reviewer declared that the novel was a triumph.
28. "A triumph," the reviewer declared, "is the only word for this novel."

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EXERCISE C **Correcting Quotations and Dialogue**

Rewrite each sentence correctly. Fix misplaced or missing quotation marks, commas, and capital letters. In items 36 and 37, write a slash (/) where a new paragraph should begin. If a sentence is correct, write C.

29. Ms. Park told the class, "that the laboratory would be closed Monday."
30. "I finished the proof" said Raj, "an hour ago."
31. "Can you hear the cello?" she asked?
32. "Our experiment is a success!", the student cried.
33. The teacher said, "Please read "The Raven" tonight."
34. Priya reported, "The professor said, "The exam is Friday.""
35. "I would like to visit the observatory, said Ana.
36. Mr. Hale asked, "Which planet is the largest?" "Jupiter," replied Lucia.
37. "Is the answer seven?" asked Tomas. "No, it is nine," Ines said. "Check your subtraction."
38. The mathematician said that, "proofs require patience."
39. "We should arrive early" the guide said "because the museum fills quickly."
40. "Have you read any Dickinson?" asked Mr. Reyes.
41. Sofia said "she had finished her essay on Plato."
42. "The first act ends quietly," the critic wrote. "the second act is louder."

Writing Application

Write a short dialogue of at least four lines between a student and a museum guide about a painting. Use a new paragraph for each speaker, include one question, and include one quotation interrupted by explanatory words.

12.87 Quotation Marks with Titles of Short Works, Unusual Expressions, and Other Marks of Punctuation

Quotation marks also enclose the titles of short works and unusual expressions. This lesson shows which titles take quotation marks and where commas, periods, colons, semicolons, question marks, and exclamation points go.

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The Rules

1 **Use quotation marks to enclose the titles of short works: short stories, poems, essays, newspaper and magazine articles, book chapters, and songs. (Titles of long works are italicized; see the next lessons.)**

- Poe's poem **"The Raven"** has a haunting refrain.
- We read **"The Lottery"** and then wrote about its ending.
- The first chapter, **"Loomings,"** introduces the narrator.

2 **Use quotation marks to enclose unfamiliar slang and expressions used in an unusual or ironic way.**

- Mr. Obi called the experiment a **"train wreck,"** but we learned from it.
- The technician labeled the failed sample a **"dud."**
- The mathematician called the proof **"beautiful,"** but the referee wanted more detail.

3 **Place commas and periods inside the closing quotation marks.**

- Keats wrote about a Grecian urn in **"Ode on a Grecian Urn."**
- After **"Ozymandias,"** we read "Ulysses."
- The physicist called the idea **"a long shot,"** yet she tested it.

4 **Place colons and semicolons outside the closing quotation marks.**

- We discussed **"Ozymandias"**; it is a poem about pride.
- She admired **"Araby"**: it captures the sting of disappointment.
- The critic called the film **"overlong"**; I disagreed.

5 **Place a question mark or exclamation point inside the closing quotation marks if it belongs to the quoted matter only. Place it outside if it belongs to the whole sentence.**

- Carlos asked, **"Is the answer correct?"** (the quotation is the question)
- Did you enjoy **"The Red Wheelbarrow"**? (the whole sentence is the question)
- The audience cried, **"Bravo!"** (the quotation is the exclamation)
- I cannot believe she called the theory **"elegant"**! (the whole sentence is the exclamation)

NOTE Never double up. If the quotation ends with a question mark and the whole sentence is also a question, use just one question mark, inside the quotation marks.

MARK	POSITION	EXAMPLE
Period	Inside	The choir ended with "Greensleeves."
Comma	Inside	"Ulysses," "Ozymandias," and "Kubla Khan" are in the anthology.
Colon	Outside	Hughes wrote "Harlem": it is short and powerful.
Semicolon	Outside	Read "Araby"; then answer the questions.

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MARK	POSITION	EXAMPLE
Question mark or exclamation point	Inside if part of the quotation; outside if part of the whole sentence	Who wrote "Ozymandias"?

Short Works or Long Works?

A short work is usually a part of something larger (a poem in a collection, a chapter in a book, an article in a magazine) and takes quotation marks. A long work stands on its own (a novel, a play, a magazine, a film) and is italicized. The next lesson covers italics.

Practice

EXERCISE A Adding Quotation Marks

Rewrite each sentence, adding quotation marks (and any other punctuation needed) around titles of short works and unusual expressions.

1. Robert Frost wrote the poem The Road Not Taken.
2. Our class read the short story The Lottery by Shirley Jackson.
3. The essay A Modest Proposal is a famous satire by Jonathan Swift.
4. Have you memorized Annabel Lee?
5. Hardy's poem The Darkling Thrush begins in winter.
6. Mr. Obi called the experiment a train wreck, but we learned from it.
7. The first chapter, Loomings, introduces the narrator.
8. The melody of Ode to Joy appears in the finale of Beethoven's Ninth Symphony.
9. Who wrote the poem Ozymandias?
10. Which essay by George Orwell is titled Shooting an Elephant?
11. Our teacher asked, Can anyone recite a poem by heart?
12. She titled her article How Bees See Color.
13. The poem Harlem by Langston Hughes asks what happens to a dream deferred.
14. In the lab notes, the technician labeled the failed sample a dud.

EXERCISE B Inside or Outside?

A punctuation mark is named in brackets after each closing quotation mark. Write inside if it belongs inside the closing quotation marks or outside if it belongs outside.

15. Our class memorized "Ulysses" [period]
16. "Open your notebooks" [comma] the teacher said.
17. Did you enjoy "The Red Wheelbarrow" [question mark]
18. Carlos asked, "Is the answer correct" [question mark]
19. Read "Araby" [semicolon] then answer the questions.
20. Hughes wrote "Harlem" [colon] it is short and powerful.
21. The audience cried, "Bravo" [exclamation point]
22. Was it the poet who whispered, "I am finished" [question mark]

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23. The anthology begins with "Ozymandias" [comma] and ends with "Ulysses."
24. I cannot believe she called the theory "elegant" [exclamation point]
25. The critic called the film "overlong" [semicolon] I disagreed.
26. "Who has seen the comet" [question mark] asked Dr. Ito.
27. The choir ended with "Greensleeves" [period]
28. The student described the result as "inconclusive" [colon] the data were too noisy.

EXERCISE C Correcting Quotation Marks and Punctuation

Rewrite each sentence with the quotation marks and other punctuation correctly placed. If a sentence is correct, write C.

29. Dr. Lee called the old notation "clumsy".
30. Did you read "Araby?"
31. The librarian said, "Please return 'Annabel Lee' by Friday".
32. We discussed "Ozymandias;" it is a poem about pride.
33. Orwell's essay "Shooting an Elephant," is about empire.
34. Did Tennyson write "Ulysses?"
35. "What a beautiful sunset"! exclaimed the painter.
36. The conductor called the passage "tricky", and the violins agreed.
37. She read "Kubla Khan", then "Ulysses".
38. Which chapter is titled "The Whiteness of the Whale?"
39. The mathematician called the proof "beautiful," but the referee wanted more detail.
40. Marta whispered, "Have you read "Araby"?"
41. Our professor asked, "Who wrote 'A Modest Proposal'"?
42. The physicist called the idea "a long shot", yet she tested it.

Writing Application

Write three sentences about poems or stories you have read. Include one title of a short work, one unusual expression in quotation marks, and one sentence in which a question mark or exclamation point falls outside the closing quotation marks.

12.88 Italics

Italic type sets off the titles of long works, the names of ships and spacecraft, foreign words, and words used as words. In this book, italic words are marked with underscores, such as *Moby-Dick*; in handwriting, underline them.

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The Rules

1 **Italicize the titles of books, long poems, plays, films, television series, works of art, and long musical compositions such as operas, oratorios, ballets, and albums. (Short works take quotation marks instead.)**

- Mary Shelley began ***Frankenstein*** in the summer of 1816.
- Picasso painted ***Guernica*** in response to the bombing of a Spanish town.
- Handel's oratorio ***Messiah*** is often performed in December.
- Copland's ballet ***Appalachian Spring*** won a Pulitzer Prize.

2 **Italicize the names of newspapers, magazines, ships, trains, airplanes, and spacecraft. It is common practice not to italicize an article (the, a, an) that comes before the title of a newspaper or magazine, and not to italicize a ship prefix such as HMS.**

- Darwin sailed around the world aboard HMS ***Beagle***.
- The magazine ***Scientific American*** printed the report.
- NASA launched ***Voyager 1*** in 1977.
- The space shuttle ***Discovery*** carried the Hubble Space Telescope into orbit.

3 **Italicize foreign words and expressions that are not used frequently in English. Do not italicize foreign words that have become part of everyday English.**

- Descartes is associated with the Latin phrase ***cogito, ergo sum***.
- Wagner's idea of a ***Gesamtkunstwerk*** joined music, drama, and design.
- The poet felt a deep ***weltschmerz***, a German word for world-weariness.

NOTE If a foreign word appears in an English dictionary as an ordinary entry (for example, cafe or kindergarten), leave it in regular type.

4 **Italicize words, letters, and numerals that are used to represent themselves.**

- The word ***ephemeral*** comes from a Greek word meaning "lasting a day."
- The word ***necessary*** begins with the letter ***n***.
- The teacher circled the ***7*** and the ***1*** because they looked alike.

How This Book Shows Italics

Plain text cannot always show slanted type, so italic words are marked with an underscore on each side: *Moby-Dick* means that Moby-Dick is italicized. In your own handwriting, underline the same words. When you type, use your word processor's italic setting.

ITALICS (LONG OR WHOLE WORKS)	QUOTATION MARKS (SHORT WORKS OR PARTS)
Middlemarch (novel)	"Ozymandias" (poem)
Hamlet (play)	"The Lottery" (short story)
The Four Seasons (musical work)	"Greensleeves" (song)

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ITALICS (LONG OR WHOLE WORKS)	QUOTATION MARKS (SHORT WORKS OR PARTS)
Scientific American **(magazine)**	"How Telescopes Work" (article)
Guernica **(painting)**	"Loomings" (chapter)

Practice

EXERCISE A Marking Italics

Rewrite each sentence, placing underscores around each word or phrase that should be italicized. Use quotation marks for short works. If nothing needs to be marked, write C.

1. Mary Shelley began Frankenstein in the summer of 1816.
2. Charles Darwin sailed around the world aboard HMS Beagle.
3. Our class read Keats's poem "Ode to a Nightingale" and then the novel Middlemarch.
4. Leonardo da Vinci began the Mona Lisa in the early 1500s.
5. The writer's review appeared in the New York Times.
6. Beethoven's opera Fidelio was revised several times.
7. The Latin phrase cogito, ergo sum is associated with Descartes.
8. The word ephemeral comes from a Greek word meaning "lasting a day."
9. The word necessary begins with the letter n.
10. NASA launched Voyager 1 in 1977.
11. The poet traveled to Venice aboard the Orient Express.
12. Picasso painted Guernica in response to the bombing of a Spanish town.
13. Handel's oratorio Messiah is often performed in December.
14. The teacher circled the 7 and the 1 because they looked alike.
15. Tolstoy's War and Peace was first published in installments.
16. The class discussed the story "The Open Boat" and the poem "Annabel Lee."

EXERCISE B Italics or Quotation Marks

Write italics or quotation marks to show how the bold title should be marked.

17. Our anthology includes the poem **Ozymandias**.
18. Jane Austen's **Pride and Prejudice** begins with a famous sentence.
19. The chapter **The Whiteness of the Whale** is a meditation on color.
20. The painting **The Starry Night** hangs in a New York museum.
21. Poe's story **The Cask of Amontillado** ends in a cellar.
22. Milton's long poem **Paradise Lost** is written in blank verse.
23. We watched a production of **Hamlet** last spring.
24. Vivaldi's **The Four Seasons** is a set of violin concertos.
25. My father subscribes to the magazine **Scientific American**.
26. She wrote an article titled **How Telescopes Work**.

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27. Frost's poem **Mending Wall** is about a fence between neighbors.
28. Mozart's opera **The Magic Flute** includes a famous aria for the Queen of the Night.
29. The documentary series **Cosmos** explains astronomy for a general audience.
30. Orwell's essay **Politics and the English Language** argues for clear writing.

EXERCISE C Italics and Quotation Marks Together

Rewrite each sentence, using underscores for italics and quotation marks for short works. If a sentence needs no marks, write C.

31. Poe's poem The Raven appeared in 1845.
32. The journal Nature published the report.
33. Dostoevsky's novel Crime and Punishment follows a student in Saint Petersburg.
34. In Chapter 3, The Hidden Variable, the author explains symmetry.
35. The ship Mayflower reached Cape Cod in 1620.
36. Wagner's idea of a Gesamtkunstwerk joined music, drama, and design.
37. The word mathematics comes from the Greek word mathema.
38. The letter q is almost always followed by u in English words.
39. We compared Shakespeare's Macbeth with Shelley's poem Ozymandias.
40. The Louvre displays Delacroix's Liberty Leading the People.
41. The orchestra played Copland's Appalachian Spring.
42. The space shuttle Discovery carried the Hubble Space Telescope into orbit.
43. Marie read an article titled Black Holes Explained in a magazine called Astronomy.
44. The lecture on Renaissance painting began at noon.

Writing Application

Write three sentences about your favorite book, painting, or piece of music. Mark every title correctly (underscores for italics, quotation marks for short works), and include one foreign word or one word used as a word.

12.89 The Apostrophe

The apostrophe shows possession, marks missing letters in contractions, and forms some plurals. Using it correctly separates careful writing from careless writing, especially with its and it's.

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The Rules

1 **To form the possessive of a singular noun, add an apostrophe and s, even if the noun already ends in s.**

- **Euclid's** Elements was the standard geometry text for centuries.
- **Charles Dickens's** novels filled the shelf.
- The **professor's** lecture drew a large crowd.

2 **To form the possessive of a plural noun that ends in s, add only an apostrophe. To form the possessive of a plural noun that does not end in s, add an apostrophe and s.**

- Both **composers'** symphonies were performed at the festival.
- All of the **students'** notebooks were stacked on the desks.
- The **women's** portraits hang in the east gallery.
- The experiment recorded the **mice's** maze times.

NOTE Form the plural first, then make it possessive. Singular: the girl's project. Plural: the girls' project.

3 **In a compound noun, make only the last word possessive.**

- My **brother-in-law's** telescope is in the attic.
- The **editor-in-chief's** desk is cluttered.
- The **secretary of state's** schedule was full.

4 **When two or more owners possess something jointly, make only the last name possessive. When they possess things individually, make each name possessive.**

- **Gilbert and Sullivan's** operettas remain popular. (joint)
- **Mozart's** and **Haydn's** string quartets are on the program. (individual)
- **Haydn and Mozart's** friendship was warm. (joint)

5 **Possessive personal pronouns (my, mine, your, yours, his, her, hers, its, our, ours, their, theirs) and the pronoun whose never take an apostrophe. Indefinite pronouns do take an apostrophe and s.**

- The smaller telescope is **hers**, and the larger one is **ours**.
- The comet changed **its** path.
- **Whose** translation of the Iliad did you read?
- Is this **anyone's** notebook?

NOTE Its and it's are different words. Its is possessive; it's means it is or it has. Test: say it is. If that makes sense, use it's.

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6 **Use an apostrophe in a contraction to show where letters have been left out. A contraction usually combines a subject and a verb, or a verb and not. Use an apostrophe also in place of the omitted digits of a year.**

- **It's** remarkable how quickly the chemist worked.
- We **didn't** expect the titration to turn pink so fast.
- **Who's** the author of this sonnet?
- The class of **'92** held a reunion at the library.

7 **Use an apostrophe and s to form the plural of lowercase letters, and of words used as words. Uppercase letters and single numerals may also take an apostrophe and s when the plural would otherwise be confusing.**

- Mississippi has four **s's**.
- Cross out the extra **the's** in this paragraph.
- She earned two **A's** and three **B's** this term.

NOTE Decades and centuries do not take an apostrophe before the s: the 1800s, the 1960s.

CONTRACTION	MEANS	NOT TO BE CONFUSED WITH
it's	it is, it has	its (possessive)
who's	who is, who has	whose (possessive)
you're	you are	your (possessive)
they're	they are	their (possessive), there (place)
isn't, aren't, wasn't	is not, are not, was not	
can't, won't, don't, didn't	cannot, will not, do not, did not	
I'm, I've, I'll, I'd	I am, I have, I will, I would or I had	
let's	let us	

KIND OF NOUN	SINGULAR POSSESSIVE	PLURAL POSSESSIVE
Regular	the poet's verse	the poets' verse
Ends in s	the actress's role	the actresses' roles
Irregular plural	the child's book	the children's books
Compound	the mother-in-law's chair	the mothers-in-law's chairs

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Practice

EXERCISE A Adding and Removing Apostrophes

Rewrite each sentence, adding apostrophes where they are needed and deleting any that are incorrect. If a sentence is correct, write C.

1. Marie Curies research on radioactivity earned her two Nobel Prizes.
2. Both composers symphonies were performed at the festival.
3. The childrens choir rehearsed for the winter concert.
4. Charles Dickens novels filled the shelf.
5. My sister-in-laws laboratory studies bacteria.
6. Darwin and Wallaces joint paper was read in London in 1858.
7. Mozarts and Haydns string quartets are on the program.
8. The museum hung the womens portraits in the east gallery.
9. The brighter telescope is ours, and the smaller one is her's.
10. The old observatory lost it's dome in the storm.
11. Whos going to present the lab results?
12. Theyre studying the structure of DNA in biology class.
13. It wasnt easy, but I didnt give up.
14. Euclids Elements was the standard geometry text for centuries.
15. All of the students notebooks were stacked on the desks.
16. The scientists' notes were filed in the archive.

EXERCISE B Choosing the Correct Form

Choose the correct word or phrase from the parentheses.

17. (Keats's, Keats') odes are among the finest in English.
18. The (womens', women's) auditorium was full for the lecture.
19. Is this (anyone's, anyones') notebook?
20. The experiment recorded the (mice's, mices') maze times.
21. (Whose, Who's) translation of the Iliad did you read?
22. The comet changed (it's, its) path.
23. (Your, You're) essay on Plato is excellent.
24. The two (physicists', physicist's) experiments disagreed.
25. The (editor-in-chief's, editor's-in-chief) desk is cluttered.
26. (Haydn and Mozart's, Haydn's and Mozart's) friendship was warm.
27. Both (girls', girl's) projects won ribbons at the science fair.
28. The (class's, classes') field trip to the planetarium is next week, and the entire class will attend.
29. (Its, It's) been a century since the manuscript was lost.
30. Those books are (theirs, their's).

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EXERCISE C Supplying Possessives, Contractions, and Plurals

Write the word or phrase that correctly completes each sentence, using an apostrophe where one is needed. The form you need is described in parentheses.

31. The class of _____ (nineteen ninety-two) held a reunion at the library.
32. A careful mathematician dots every i and crosses every _____ (plural of the letter t).
33. The editor warned the writer to use fewer _____ (plural of the word and) in the paragraph.
34. _____ (It is) remarkable how quickly the chemist worked.
35. The two _____ (sopranos, plural possessive) voices blended perfectly.
36. My _____ (brother-in-law, possessive) telescope is in the attic.
37. _____ (Gilbert and Sullivan, joint possessive) operettas remain popular.
38. _____ (Who is) the author of this sonnet?
39. The _____ (children, possessive) museum has a planetarium.
40. Cross out the extra _____ (plural of the word the) in this paragraph.
41. The cell copies _____ (possessive pronoun) DNA before it divides.
42. This notebook is not mine; it is _____ (belongs to you).
43. _____ (Sappho, possessive) poems survive mostly in fragments.
44. We _____ (did not) expect the titration to turn pink so fast.

Writing Application

Write four sentences about a scientist or writer you admire. Use a singular possessive, a plural possessive, a contraction, and the plural of a letter or a word used as a word.

12.90 The Hyphen

Hyphens join prefixes, compound modifiers, and compound numbers, and they mark where a word may break at the end of a line. Knowing when to use one keeps your meaning clear.

The Rules

1 Use a hyphen after any prefix joined to a proper noun or proper adjective, and after the prefixes all-, ex-, and self- joined to any noun or adjective.

- The exhibit included **pre-Columbian** pottery.
- She read a **trans-Atlantic** account of the voyage.
- An **all-inclusive** survey of Baroque music filled the course.
- The **ex-president** of the society and a **self-taught** mathematician shared the stage.

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2 **Use a hyphen after the prefix anti- when it is joined to a word beginning with a vowel. Use a hyphen after the prefix vice-, except in vice president.**

- The critic called the character an **anti-intellectual**.
- An **antibody** and an **antiseptic** need no hyphen because the next letter is a consonant.
- The college appointed a **vice-chancellor**.
- The **vice president** of the museum board cut the ribbon.

3 **Use a hyphen in a compound adjective that precedes a noun. Do not hyphenate a compound that follows the noun it describes.**

- Marie read a **well-researched** report.
- The report was **well researched**.
- The class sketched a **fast-moving** stream.
- The poem tells of a **three-year-old** child, and the child is **three years old**.

4 **Do not use a hyphen when one of the words in the compound is an adverb ending in -ly.**

- The curator praised the **beautifully painted** ceiling.
- A **carefully worded** answer satisfied the judges.
- The **softly spoken** lines carried to the back row.

5 **Hyphenate any spelled-out cardinal or ordinal compound number from twenty-one (or twenty-first) to ninety-nine (or ninety-ninth).**

- The anthology contains **twenty-two** sonnets.
- She solved the **sixty-fourth** problem last.
- The poem runs **ninety-nine** lines.

6 **Hyphenate a fraction used as an adjective. Do not hyphenate a fraction used as a noun.**

- Add **one-half** teaspoon of salt to the solution.
- Add **one half** of a teaspoon of salt to the solution.
- **Two thirds** of the audience stayed for the encore.

NOTE If the fraction acts as an adjective, hyphenate it. If it acts as a noun, usually followed by of, leave the space.

7 **Divide words at the end of a line only between syllables. If a word has two consonants between two vowels, divide between the consonants. If a suffix is added to a complete word ending in two consonants, divide after the consonants. When in doubt, check a dictionary.**

- mir-ror, pat-tern, son-net
- ask-ing, paint-ing, kind-ness

NOTE Never leave a single letter alone on a line, and never divide a one-syllable word.

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PATTERN	HYPHEN?	EXAMPLE
Prefix + proper noun or adjective	Yes	**pre-Columbian**, **trans-Atlantic**, **post-Renaissance**
all-, ex-, self- + word	Yes	**all-state**, **ex-director**, **self-confidence**
anti- + vowel	Yes	**anti-intellectual**
anti- + consonant	No	**antibody**
vice- + word	Yes (except vice president)	**vice-consul**, **vice president**
Compound adjective before a noun	Yes	**well-known** physicist
Compound after the noun	No	The physicist is **well known**.
-ly adverb + adjective	No	**brightly lit** gallery
Compound numbers 21 to 99	Yes	**forty-seven**, **seventy-third**
Fraction as adjective	Yes	**one-third** cup
Fraction as noun	No	**one third** of the cup

Practice

EXERCISE A Adding and Removing Hyphens

Rewrite each sentence, adding hyphens where they are needed and deleting hyphens that do not belong. If the sentence is already correct, write C.

1. The astronomer wrote a well researched report on the comet.
2. The report on the comet was well researched.
3. The museum owns twenty four sketches by Leonardo.
4. A self taught mathematician filled the notebook with proofs.
5. The ex president of the astronomy club gave the opening lecture.
6. The lecture covered pre Columbian pottery.
7. The novel's villain is a proud anti intellectual.
8. Lister promoted the use of anti-septic methods in surgery.
9. The vice-president of the society introduced the speaker.
10. The class read a poem about a three year old child.
11. The child in the poem is three-years-old.
12. Add one half teaspoon of salt to the solution.
13. The ceiling of the chapel is beautifully-painted.
14. The museum offers an all inclusive tour of the Baroque wing.
15. The trans Atlantic cable carried telegraph messages between continents.
16. The poem is ninety-nine lines long.
17. The sixty fourth problem on the exam was the hardest.
18. Euclid's Elements has thirteen books.
19. Her self confidence grew after the recital.

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20. The class sketched a fast-moving stream.

EXERCISE B Dividing Words at the End of a Line

Rewrite each word with a hyphen at the one place where it could be divided at the end of a line.

21. problem
22. pattern
23. mirror
24. lantern
25. canvas
26. sonnet
27. essay
28. ballad
29. chapter
30. number
31. teaching
32. painting

EXERCISE C Choosing the Correct Form

Choose the correct form from the parentheses.

33. The (well known, well-known) physicist spoke first.
34. The physicist is (well known, well-known) throughout Europe.
35. The (twenty one, twenty-one) students in the seminar read Hamlet.
36. (One half, One-half) of the audience left before the final movement.
37. The (all-state, all state) orchestra rehearsed in the hall.
38. She is writing a review of a (self-published, self published) memoir.
39. The museum honored its (ex-director, ex director) at a dinner.
40. The gallery displayed a (Pre-Raphaelite, Pre Raphaelite) painting.
41. The (brightly lit, brightly-lit) gallery drew a crowd.
42. The (vice president, vice-president) of the university opened the symposium.
43. She was the (thirty-first, thirty first) student to sign up for the seminar.
44. It was a (two-hour, two hour) lecture on the fugues of Bach.

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Writing Application

Write three sentences about a museum visit. Use two compound adjectives before nouns, one prefix with a hyphen, and one spelled-out compound number.

12.91 Abbreviations

An abbreviation is a shortened form of a word or name. Some take periods and some do not, and many belong only in lists, addresses, and technical writing. This lesson sorts out which is which.

The Rules

1 **Use all capital letters and no periods for abbreviations pronounced letter by letter or as words. The exceptions are U.S. and Washington, D.C., which use periods.**

- **NASA** funded the observatory.
- Researchers at **CERN** study particles.
- **DNA** carries genetic instructions.
- The treaty was debated in the **U.S.** Senate.

2 **In ordinary prose, spell out state names and words such as Street, Road, and Boulevard. On envelopes only, use the two-letter postal abbreviations for states (no periods). Also on envelopes only, you may abbreviate street words.**

- The conference was held in **Michigan**, not in Illinois.
- The library is on Elm **Street**.
- Envelope: 22 Euclid **St.**, Cleveland, **OH** 44114

NOTE Postal abbreviations are two capital letters with no period, followed by the ZIP code.

3 **Use A.M. (ante meridiem, before noon) and P.M. (post meridiem, after noon) for exact times. For dates, use B.C. (before Christ) after the year and, sometimes, A.D. (anno Domini, in the year of the Lord) before the year.**

- The lecture begins at **9:12 A.M.**
- The concert ended at **11:20 P.M.**
- Euclid taught in Alexandria around 300 **B.C.**
- The manuscript dates from **A.D.** 1200.

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4 **Personal titles such as Mr., Mrs., Ms., Dr., and Jr. are almost always abbreviated. Titles of government officials, military officers, and clergy are often abbreviated when used before a full name. This kind of abbreviation always ends with a period.**

- **Dr.** Elena Ramirez studies proteins.
- **Gen.** Ulysses S. Grant wrote his memoirs.
- **Sen.** Ana Ruiz toured the observatory.
- Anton Reyes **Jr.** donated the notebooks.

NOTE Do not abbreviate a title used alone: the senator, the general, the doctor.

5 **Abbreviate units of measure when they are used with numerals in technical or scientific writing. Do not abbreviate them in ordinary sentences. The abbreviation is the same for singular and plural. Metric abbreviations do not take periods; English-system abbreviations do.**

- The slide is 7.5 **cm** long. (technical writing)
- The ridge trail is about forty **kilometers** long. (ordinary prose)
- The rod measured 6 **ft.** (English system) and 2 **m** (metric)
- The samples weighed 5 **kg** and 1 **kg**.

TITLE	ABBREVIATION	EXAMPLE
Mister	Mr.	Mr. Harlan Fisk
Missus	Mrs.	Mrs. Elizabeth Gaskell
Woman (any status)	Ms.	Ms. Lucia Moretti
Doctor	Dr.	Dr. Sofia Marin
Professor	Prof.	Prof. Daniel Okoye
Junior / Senior	Jr. / Sr.	Anton Reyes Jr.
Senator	Sen.	Sen. Ana Ruiz
Representative	Rep.	Rep. Carl Vance
Governor	Gov.	Gov. Lena Park
General	Gen.	Gen. Ulysses S. Grant
Captain	Capt.	Capt. James Cook
Lieutenant	Lt.	Lt. Matthew Maury
Reverend	Rev.	Rev. Thomas Hale

ACADEMIC DEGREE	ABBREVIATION
Bachelor of Arts	B.A.
Bachelor of Science	B.S.
Master of Arts	M.A.
Master of Science	M.S.

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ACADEMIC DEGREE	ABBREVIATION
Doctor of Philosophy	**Ph.D.**
Doctor of Medicine	**M.D.**
Doctor of Education	**Ed.D.**
Juris Doctor (law)	**J.D.**

TIME AND DATES	ABBREVIATION	EXAMPLE
ante meridiem (before noon)	**A.M.**	9:12 A.M.
post meridiem (after noon)	**P.M.**	11:20 P.M.
before Christ	**B.C.**	10,000 B.C.
anno Domini (after Christ)	**A.D.**	A.D. 1200
before the Common Era	**B.C.E.**	44 B.C.E.
Common Era	**C.E.**	1492 C.E.

ENGLISH UNIT	ABBREVIATION	METRIC UNIT	ABBREVIATION
inch	**in.**	millimeter	**mm**
foot	**ft.**	centimeter	**cm**
yard	**yd.**	meter	**m**
mile	**mi.**	kilometer	**km**
ounce	**oz.**	gram	**g**
pound	**lb.**	kilogram	**kg**
pint	**pt.**	milliliter	**ml**
quart	**qt.**	liter	**l** or **L**
gallon	**gal.**	metric ton	**t**

WORD ON AN ENVELOPE	ABBREVIATION
Street	**St.**
Road	**Rd.**
Boulevard	**Blvd.**
Avenue	**Ave.**

STATE	CODE	STATE	CODE	STATE	CODE
Alabama	**AL**	Alaska	**AK**	Arizona	**AZ**
Arkansas	**AR**	California	**CA**	Colorado	**CO**
Connecticut	**CT**	Delaware	**DE**	District of Columbia	**DC**
Florida	**FL**	Georgia	**GA**	Hawaii	**HI**

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STATE	CODE	STATE	CODE	STATE	CODE
Idaho	ID	Illinois	IL	Indiana	IN
Iowa	IA	Kansas	KS	Kentucky	KY
Louisiana	LA	Maine	ME	Maryland	MD
Massachusetts	MA	Michigan	MI	Minnesota	MN
Mississippi	MS	Missouri	MO	Montana	MT
Nebraska	NE	Nevada	NV	New Hampshire	NH
New Jersey	NJ	New Mexico	NM	New York	NY
North Carolina	NC	North Dakota	ND	Ohio	OH
Oklahoma	OK	Oregon	OR	Pennsylvania	PA
Rhode Island	RI	South Carolina	SC	South Dakota	SD
Tennessee	TN	Texas	TX	Utah	UT
Vermont	VT	Virginia	VA	Washington	WA
West Virginia	WV	Wisconsin	WI	Wyoming	WY

Prose or envelope?

In a sentence, write Michigan and Oak Street. On an envelope, write MI and Oak St. Postal codes and street abbreviations belong to addresses only.

Practice

EXERCISE A Choosing the Correct Form

Choose the word or abbreviation in parentheses that correctly completes each sentence.

1. The library closes at 8:45 (P.M., post meridiem).
2. Archimedes died in 212 (B.C., before Christ).
3. Charlemagne was crowned emperor in (A.D., anno Domini) 800.
4. (Dr., Doctor) Elena Ramirez studies how proteins fold.
5. (Gen., Gen) Ulysses S. Grant wrote a famous memoir.
6. The research team received a grant from (NASA, N.A.S.A.).
7. The physicists worked at (CERN, C.E.R.N.) for a year.
8. Mendeleev's table was studied by chemists in the (U.S., US) and in Europe.
9. The slide in the lab report is 7.5 (cm, cm.) long.
10. The table in the physics report lists a distance of 40 (km, kilometers).
11. In her travel essay, the geologist walked forty (km, kilometers) along the ridge.
12. The novel Cranford was written by (Mrs., Mrs) Elizabeth Gaskell.
13. The physicist Anton Reyes (Jr., Jr) donated his father's notebooks to the archive.

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14. The museum stands on Elm (St., Street) beside the library.
15. (UNESCO, U.N.E.S.C.O.) lists the Acropolis as a World Heritage Site.
16. (Lt., Lt) Matthew Maury charted ocean currents.

EXERCISE B Addressing an Envelope

Rewrite each address as it would appear on an envelope, using acceptable abbreviations. A slash marks the end of each line.

17. Maria Alvarez / 22 Euclid Street / Cleveland, Ohio 44114
18. Daniel Okoye / 410 Galileo Road / Austin, Texas 78701
19. Thomas Wren / 9 Library Boulevard / Boston, Massachusetts 02108
20. Nadia Kowalski / 75 Curie Avenue / Madison, Wisconsin 53703
21. Lin Zhao / 18 Bach Street / Denver, Colorado 80202
22. Omar Haddad / 301 Pascal Road / Atlanta, Georgia 30303
23. Ruth Eliot / 5 Vermeer Boulevard / Portland, Oregon 97201
24. Henry Ikeda / 640 Darwin Avenue / Albany, New York 12207

EXERCISE C Correcting Abbreviations

Rewrite each sentence with the abbreviations corrected. If the sentence is correct, write C.

25. The N.A.S.A. mission carried a spectrometer.
26. The conference took place in Ann Arbor, MI, last autumn.
27. The Rosetta Stone was carved in 196 BC.
28. The concert starts at 7:30 pm.
29. Mr Harlan Fisk, the museum curator, led the tour.
30. The lab notebook records a sample length of 4 cm.
31. The sample was 15 cms. long.
32. Dr Sofia Marin read the abstract aloud.
33. The library stands on Oak St. beside the observatory.
34. The manuscript dates from 1200 AD.
35. The research was funded by the U.S. government.
36. The weights ranged from 5 kgs to 9 kgs.

EXERCISE D Writing Abbreviations

Write the correct abbreviation for each item.

37. Boulevard (on an envelope)
38. Michigan (on an envelope)
39. centimeter
40. before Christ
41. post meridiem
42. Illinois (on an envelope)
43. Junior

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44. National Aeronautics and Space Administration

Writing Application

Write the address of a library or museum as it would appear on an envelope, then write two sentences about a lecture that use a time with A.M. or P.M. and a title with a person's name.

12.92 Numbers and Numerals

Writers must decide whether to spell a number out or use numerals. A few simple rules cover most cases and keep your writing consistent and easy to read.

The Rules

1 **Use numerals in charts and tables. In sentences, spell out numbers that begin a sentence and numbers that can be written in one or two words. Use numerals for numbers that need more than two words.**

- A mile equals **5,280** feet.
- **Twenty-four** letters make up the Greek alphabet.
- Beethoven composed **nine** symphonies.
- She was the **twenty-second** student to arrive.

NOTE A hyphenated number such as twenty-four counts as one word.

2 **Use numerals for decimals, percentages, and amounts of money that involve both dollars and cents. Write out amounts of money that can be written in one or two words.**

- The rod is **2.5** meters long.
- About **71 percent** of Earth's surface is water.
- The catalog costs **$12.50**.
- The used book cost **two dollars**, and the postcard cost **seventy-five cents**.

3 **Use numerals for the year and day in a date and for the exact time with A.M. or P.M. Spell out times that are approximate or that do not use A.M. or P.M.**

- The symphony premiered on **May 7, 1824**.
- The lecture begins at **8:15 A.M.**
- The orchestra tunes at **eight o'clock**.

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4 **Use numerals for numbered streets and avenues over ten, and for all house, apartment, and room numbers. Spell out numbered streets and avenues of ten or under.**

- The museum is at **220 East 49th Street**.
- The bookshop is on **Fifth Avenue**.
- The seminar meets in **Room 12**, and the archivist lives in **Apartment 34B**.

5 **Use numerals for page, line, act, and scene numbers.**

- The diagram appears on **page 101**.
- Read **lines 4-20** of the poem.
- Macbeth meets the witches in **Act 1, Scene 3**, or **Act I, Scene iii**.

SITUATION	SPELL OUT	USE NUMERALS
Starts a sentence	**Twelve** poems survive.	(never begin with a numeral)
One or two words	**nine** symphonies, **one thousand** meters	(not needed)
More than two words	(not needed)	**5,280** feet, **365** days
Decimals and percentages	(not needed)	**3.14**, **71 percent**
Dollars and cents	**two dollars**, **seventy-five cents**	**$12.50**
Exact time	**eight o'clock**	**8:15 A.M.**
Dates	(not needed)	**May 7, 1824**
Streets over ten, house, apartment, room	**Fifth Avenue**	**49th Street**, **Room 12**
Page, line, act, scene	(not needed)	**page 27**, **lines 4-20**, **Act 1, Scene 3**

Be consistent

If one number in a sentence must be a numeral, write related numbers in the same sentence as numerals too: The library owns 3 telescopes and 250 maps. Never begin a sentence with a numeral; spell the number out or recast the sentence.

Practice

EXERCISE A **Choosing the Correct Form**

Choose the expression in parentheses that correctly completes each sentence.

1. The treatise has (12, twelve) chapters.
2. Euclid's Elements is divided into (13, thirteen) books.
3. A kilometer contains (1,000, one thousand) meters.
4. A mile contains (5,280, five thousand two hundred eighty) feet.
5. A common year has (365, three hundred sixty-five) days.

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6. (Twenty-four, 24) letters make up the Greek alphabet.
7. Beethoven composed (nine, 9) symphonies.
8. Pi is approximately (3.14, three point one four).
9. Water covers about (71, seventy-one) percent of Earth's surface.
10. The exhibit catalog costs (twelve dollars and fifty cents, $12.50).
11. The used copy of the Odyssey cost only (two dollars, $2.00).
12. Delegates adopted the Declaration of Independence on (July 4, July fourth), 1776.
13. The lecture begins at (eight fifteen, 8:15) A.M.
14. The seminar meets at (4:00, four) o'clock.
15. The museum is at 220 East (49th, Forty-ninth) Street.
16. The bookshop is on (Fifth, 5th) Avenue near the library.

EXERCISE B Correcting Number Forms

Rewrite each sentence so that the number is in the correct form.

17. The Greek alphabet has 24 letters.
18. 12 poems in the collection were written in Latin.
19. The Ninth Symphony premiered on May seventh, 1824.
20. The experiment began at seven forty-five A.M.
21. The sample contained twenty-five percent alcohol.
22. The paperback cost fourteen dollars and ninety-five cents.
23. The used dictionary sold for $3.
24. The students met in room twelve at the end of the hall.
25. The bookshop is at 305 5th Avenue.
26. The gallery is on East Twenty-third Street.
27. See page twenty-seven for the diagram.
28. Read lines sixty-six to seventy-two of the poem.
29. In Act One, Scene Three of Macbeth, the witches greet Macbeth.
30. The orchestra begins to tune at 8 o'clock.
31. The rod is two point five meters long.
32. The Peace of Westphalia was signed in sixteen forty-eight.

EXERCISE C Numbers and Sentence Beginnings

Rewrite each sentence with the numbers in correct form. If the sentence is correct, write C.

33. 100 students attended the lecture on Bach.
34. 365 days make up a common year.
35. 3 movements make up the sonata.
36. 2 chemists reviewed the lab report.
37. 50 lines of the poem were memorized by each student.

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38. A triangle has three angles that sum to 180 degrees.
39. Euclid's Elements contains 465 propositions.
40. The Declaration of Independence was adopted in seventeen seventy-six.
41. A kilogram is equal to 1,000 grams.
42. The score has two hundred fifty-six measures.
43. The seminar read the 3rd chapter first.
44. Mitosis produces 2 daughter cells.

Writing Application

Write four sentences about a concert, lecture, or exhibit. Include a date, an exact time with A.M. or P.M., an address with a street number, and a number that must be spelled out.

Unit 12 Review

Punctuation, Abbreviations, and Numbers

Mixed practice covering lessons 12.73 to 12.92: end punctuation, colons, semicolons, commas, dashes, parentheses, quotation marks, italics, apostrophes, hyphens, abbreviations, and numbers. Write a dash as two hyphens (--).

Practice

EXERCISE A

End Punctuation, Colons, and Semicolons

Rewrite each item with the correct end mark, colons, and semicolons. Delete any punctuation that does not belong. Where two independent clauses run together, join them with a semicolon.

1. Have you read Frankenstein by Mary Shelley
2. What a magnificent fresco that is
3. The curator asked whether the sculpture had been restored
4. Please return the microscope to the cabinet
5. The laboratory supplies include: beakers, flasks, and tongs.
6. Bring the following to the exam a compass, a ruler, and a protractor.
7. The planetarium show begins at 7.30 P.M.
8. Dear Professor Hale, (salutation of a business letter)
9. The sonata was long, the audience stayed until the last note.
10. Newton formulated the laws of motion, however, Leibniz developed calculus independently.
11. The orchestra toured Vienna, Austria, Prague, Czech Republic, and Budapest, Hungary.
12. The poem ends with an image of a quiet harbor; and the reader feels peace.

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EXERCISE B Commas

Rewrite each sentence with commas added or removed so that it is correct.

13. Galileo observed the moons of Jupiter and he recorded their positions each night.
14. The sonnet is short but it is dense with imagery.
15. The reading list includes Homer Virgil and Dante.
16. The dim dusty reading room smelled of old paper.
17. After the lecture ended the students discussed Plato's allegory of the cave.
18. Marie Curie who discovered polonium won two Nobel Prizes.
19. The sonnet, that we studied in class, was written by Shakespeare.
20. Vivaldi an Italian composer wrote The Four Seasons.
21. Please read the first stanza aloud Maria.
22. The Magna Carta was sealed on June 15 1215 in England.
23. Leonardo was born in Vinci Italy in 1452.
24. Yes the telescope is ready.

EXERCISE C Quotation Marks, Apostrophes, Dashes, and Parentheses

Rewrite each sentence with the correct quotation marks, apostrophes, and other marks. Write a dash as two hyphens (--).

25. The teacher said Read the first chapter tonight.
26. Read the first chapter tonight said the teacher.
27. Have you read the poem The Raven by Edgar Allan Poe?
28. Omar asked, Where is the periodic table?
29. The childrens exhibit on fossils opened Monday.
30. The two composers scores were compared in the seminar.
31. Its time to return the telescope to the observatory.
32. The laboratory didnt open until noon.
33. Two things survived the fire the manuscript and the map. (use a dash)
34. Copernicus published his great book in 1543 the year of his death. (use parentheses)
35. I have finished the experiment said Dr. Okafor and the data are consistent.
36. The student said, My teacher told us, Read Hamlet over the break.

EXERCISE D Hyphens, Abbreviations, and Numbers

Rewrite each sentence with hyphens, abbreviations, and numbers in correct form.

37. The museum offers a self guided tour of the Baroque wing.
38. The poem was beautifully-written.
39. The class read twenty one sonnets.
40. Dr Anna Reyes presented the results.
41. The Lowell Observatory is located in Flagstaff, AZ.

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42. The concert begins at 8:15 pm.
43. Euclid taught in Alexandria around 300 BC.
44. Beethoven wrote 9 symphonies.
45. The bone fragment measured 14 cm. in length.
46. 20 students gathered around the telescope.
47. The archive is located at 1200 5th Avenue.
48. Read lines 12-20 on page thirty-four.
49. The vice-president of the astronomy society gave the toast.

EXERCISE E Italics or Quotation Marks

Write italics or quotation marks to show how the bold title should be marked.

50. Darwin's **On the Origin of Species** changed the study of biology.
51. Keats's poem **Ode to a Nightingale** is full of rich imagery.
52. Melville's novel **Moby-Dick** features a white whale.
53. Joyce's short story **Araby** ends with a moment of disappointment.
54. The spacecraft **Voyager 2** flew past Neptune.
55. She read the article **Why the Sky Is Blue** in the library.
56. The painting **The Night Watch** hangs in Amsterdam.

EXERCISE F More Commas

Rewrite each sentence with commas added or removed so that it is correct. If the sentence is already correct, write C.

57. Chemistry is demanding isn't it?
58. The students will visit the observatory when the weather clears.
59. Although the proof is short it is difficult to follow.
60. The lecture was about Mozart not Haydn.
61. Because the manuscript was fragile the librarian kept it in a locked case.
62. Sincerely yours
63. Hypatia was a mathematician, and, an astronomer in Alexandria.

Answer Key Punctuation, Abbreviations, and Numbers

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

12.73 End Punctuation: Period, Exclamation Point, and Question Mark

EXERCISE A

1. period
2. C
3. period
4. C
5. C
6. question mark
7. period
8. C
9. period
10. C
11. period
12. C
13. C
14. question mark
15. C
16. C

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EXERCISE B

17. Jane Austen completed six novels during her lifetime.
18. Which element has the atomic number one?
19. What a brilliant proof that was!
20. Please return the telescope to its case after the viewing.
21. The chemist asked whether the solution had reached room temperature.
22. Do you know who sculpted the Thinker?
23. How magnificent the cathedral windows look in the morning light!
24. The Great Wall of China was built over many centuries.
25. How long did it take Tolstoy to write War and Peace?
26. The conductor wondered if the brass section needed more rehearsal.
27. Please keep your voice down in the reading room.
28. Mercury is the closest planet to the sun.
29. Can a prime number be even?
30. The docent asked us to stay behind the velvet rope.
31. Mary Shelley began writing Frankenstein when she was eighteen.
32. Why do leaves change color in autumn?

EXERCISE C

33. I, period
34. D, question mark
35. D, question mark
36. I, period
37. D, question mark
38. I, period
39. D, question mark
40. I, period
41. D, question mark
42. I, period
43. D, question mark
44. I, period

12.74 Colons

EXERCISE A

1. Aristotle divided knowledge into three kinds: theoretical, practical, and productive.
2. The three states of matter studied in middle school are solid, liquid, and gas.
3. The observatory opens to the public at 8:15 P.M. on clear nights.
4. The physics exam will cover the following topics: motion, force, energy, and momentum.
5. C
6. The chaplain read from Matthew 5:3-10 at the memorial service.
7. The library owns first editions by Dickens, Eliot, and Hardy.
8. The art historian listed the four elements of design as follows: line, shape, color, and texture.
9. Dear Professor Alvarez:
10. A right triangle has three parts worth memorizing: the two legs and the hypotenuse.
11. The seminar's reading list includes Aristotle's Ethics and Plato's Republic.
12. C
13. The following composers wrote in the Baroque period: Bach, Handel, and Vivaldi.
14. Newton's Principia explains the motion of planets, comets, and tides.
15. The curator identified three pigments in the fresco: ochre, azurite, and lead white.
16. Our geometry teacher repeated the following motto: Proof is the heart of mathematics.

EXERCISE B

17. C
18. X
19. N
20. N
21. C
22. C
23. X
24. N
25. N
26. C
27. C
28. N
29. C
30. N
31. X
32. C

EXERCISE C

33. Sample: The following novels are assigned for October: Jane Eyre, Frankenstein, and Dracula.
34. Sample: The school offers these sciences: biology, chemistry, and physics.
35. Sample: The lecture on Roman law begins at 4:15 P.M.
36. Sample: Dear Ms. Hartley:
37. Sample: The instruments in a brass quintet are as follows: two trumpets, a horn, a trombone, and a tuba.
38. Sample: The reading was taken from Psalm 23:1-4.

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39. Sample: Every student should remember this principle: a proof must rest on accepted axioms.
40. Sample: The three painters in the exhibit are Monet, Degas, and Renoir.
41. Sample: The telescope was aimed at Mars, Jupiter, and Saturn.
42. Sample: The course covers the following periods: the Renaissance, the Reformation, and the Enlightenment.

12.75 Semicolons

EXERCISE A

1. C
2. I
3. I
4. C
5. C
6. I
7. C
8. I
9. C
10. I
11. I
12. C
13. C
14. I
15. C
16. C

EXERCISE B

17. The violinist tuned her instrument; the pianist waited patiently.
18. Sodium reacts violently with water; therefore, it is stored in oil.
19. Mary Shelley's Frankenstein was published in 1818; it was revised in 1831.
20. Galileo observed the moons of Jupiter and recorded their positions nightly.
21. The tour visited Athens, Greece; Rome, Italy; and Cairo, Egypt.
22. The proof is elegant; however, it is very long.
23. The historian consulted three sources: letters, maps, and ledgers.
24. Marie Curie isolated radium; moreover, she coined the word radioactivity.
25. The fossil was found in a riverbed after a heavy rain.
26. Light travels faster than sound; that is why we see lightning before we hear thunder.
27. The exhibit opens Monday; the lecture follows on Tuesday.
28. Some composers wrote quickly; for example, Mozart could finish a symphony in days.
29. The ensemble included Kai, flute; Mira, oboe; and Tomas, bassoon.
30. The theory was controversial; nevertheless, it was eventually accepted.
31. Plato founded the Academy; Aristotle founded the Lyceum.
32. The librarian catalogued the maps, and then she shelved them.

EXERCISE C

33. Water expands when it freezes; therefore, ice floats on the pond.
34. The poet Emily Dickinson rarely left her home; she wrote nearly eighteen hundred poems.
35. The Roman Empire fell in the West in 476; however, its eastern half survived for nearly a thousand more years.
36. A prime number has exactly two factors; the number one is not prime.
37. Beethoven's Ninth Symphony was finished in 1824; it was performed in Vienna that May.
38. The sculpture was carved from a single block of marble; moreover, it weighs several tons.
39. The students measured the pendulum's period; they repeated the trial ten times.
40. English borrows many phrases from Latin; for example, we use et cetera every day.
41. The chemist expected a clear solution; instead, the mixture turned cloudy.
42. Homer's epics were sung before they were written; the oldest manuscripts are centuries younger than the poems.

12.76 Commas and Compound Sentences

EXERCISE A

1. Michelangelo was famous as a sculptor, but he also painted the Sistine Chapel ceiling.
2. The geologist collected samples and labeled each one carefully.
3. Copernicus placed the Sun at the center, and Kepler described the planets' elliptical orbits.
4. The poet published little during her lifetime, yet her reputation grew after her death.
5. Hydrogen is the lightest element and the most abundant one in the universe.
6. C
7. Napoleon invaded Russia in 1812, and his army suffered terrible losses in the winter.

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8. The students may write an essay on Hamlet, or they may analyze a sonnet.
9. The astronomer adjusted the lens and waited for the clouds to clear.
10. C
11. The quartet played Haydn and Mozart.
12. Euclid proved that there are infinitely many primes, and his argument is still taught today.
13. C
14. The manuscript could not be dated, nor could its author be identified.
15. The archaeologist mapped the site and photographed every layer.
16. The lecture covered the French Revolution, and the discussion afterward lasted an hour.

EXERCISE B

17. CV
18. CS
19. CV
20. CS
21. CV
22. CV
23. CS
24. CV
25. CS
26. CS
27. CV
28. CS
29. CS
30. CV
31. CS
32. CV

EXERCISE C

33. The Great Pyramid was built around 2560 B.C., and it remains largely intact today.
34. The violin is a small instrument, but its sound can fill a concert hall.
35. The chemist can heat the solution, or she can let it cool slowly.
36. The students had never seen a comet, so they stayed up all night to watch.
37. Leonardo rarely finished his paintings, yet his notebooks run to thousands of pages.
38. The historian did not trust the diary, for she could not confirm its date.
39. Pythagoras founded a school, and his followers studied numbers and music.
40. The gallery was closed for repairs, but the sculpture garden remained open.
41. The experiment could not be repeated, nor could the results be confirmed.
42. The composer lost his hearing, yet he continued to write symphonies.

12.77 Commas in a Series and Between Coordinate Adjectives

EXERCISE A

1. The four ancient elements were earth, air, fire, and water.
2. C
3. The sculptor used hammer and chisel, a rasp, and fine sandpaper.
4. The novel's chapters move between London, Paris, and the countryside.
5. A triangle may be scalene or isosceles or equilateral.
6. The botanist collected the seeds, dried them, and stored them in glass jars.
7. The lecture covered Plato and Aristotle.
8. Galileo observed sunspots, the phases of Venus, and the moons of Jupiter.
9. C
10. Rain fell, the river rose, and the bridge washed away.
11. The painter's palette held red, ochre, and umber.
12. The scientist read the gauge, adjusted the flame, and wrote down the temperature.
13. C
14. C
15. Haydn, Mozart, and Beethoven all wrote symphonies in Vienna.
16. C

EXERCISE B

17. The geologist examined a rough, gray stone from the riverbed.
18. Darwin kept a careful, detailed journal aboard the Beagle.
19. C
20. The sonata opens with a slow, mournful melody.
21. C
22. C
23. The philosopher offered a bold, original argument.
24. C
25. C
26. A steady, patient hand is needed for dissection.
27. C
28. The chorus delivered a powerful, stirring finale.

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29. The poet wrote in a tiny, cramped script.
30. C
31. Newton worked through long, sleepless nights on the Principia.
32. The mathematician proposed an elegant, concise proof.

EXERCISE C

33. The conductor demanded a crisp, precise attack from the brass.
34. C
35. The chemist wore thick rubber gloves.
36. Plato, Xenophon, and Aristophanes all wrote about Socrates.
37. C
38. The scholar packed quill and ink, a notebook, and a lantern.
39. The symphony's final movement is loud, triumphant, and brief.
40. The young Italian painter studied in Florence.
41. The theorem, the proof, and the corollary fill three pages.
42. A warm, humid climate helped the rainforest fossils form.

12.78 Commas and Nonessential Elements

EXERCISE A

1. E
2. N
3. E
4. N
5. E
6. N
7. N
8. E
9. N
10. E
11. E
12. N
13. E
14. N
15. E
16. N

EXERCISE B

17. Isaac Newton, a professor at Cambridge, published the Principia in 1687.
18. The poet who wrote Paradise Lost was blind when he composed it.
19. Well, the experiment did not go as planned.
20. Dr. Okafor, smiling at the stack of returned books, waved us in.
21. Any fraction whose denominator is zero is undefined.
22. The Parthenon, which crowns the Acropolis, was completed in 432 B.C.
23. Oh, I did not realize the symphony had four movements.
24. The chemist Lavoisier named oxygen.
25. Students who arrive late will miss the opening of the lecture.
26. The sculpture, by the way, was carved from a single block.
27. Marta, tired after three hours of rehearsal, packed up her cello.
28. Her only goal, to catalogue every fossil in the drawer, took all summer.
29. To catalogue every fossil was her plan for the summer.
30. The river that flows through Florence is the Arno.
31. Yes, the museum is open on Sundays.
32. Copernicus's theory, in fact, was not widely accepted during his lifetime.

EXERCISE C

33. The element helium, which was first detected in sunlight, is named for the Greek sun god.
34. C
35. Mount Vesuvius, the volcano that buried Pompeii, is still active.
36. C
37. Vincent van Gogh, who sold very few paintings in his lifetime, is now world famous.
38. The number pi, an irrational number, begins 3.14159.
39. The opera Carmen is set in Seville.
40. The telescope on the roof, which was donated by an alumna, is used every clear night.
41. C
42. My favorite composer, Chopin, wrote mostly for the piano.

12.79 Commas and Introductory Phrases

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EXERCISE A

1. C
2. Hearing the final bell, Mei gathered her notes and left the lecture hall.
3. Beneath the glass case lay the fragile manuscript.
4. C
5. During the long winter of 1665 and the spring that followed, Newton worked at home on his theories.
6. C
7. Reading the final chapter aloud, the teacher paused at every semicolon.
8. From the top of the lecture hall came the sound of a violin.
9. C
10. Distracted by a noise in the hall, the pianist lost her place.
11. Under the north tower of the castle was the entrance to the archive.
12. C
13. C
14. Gazing at the Milky Way, the astronomer forgot the cold.
15. Among the ruins of Pompeii were jars, tools, and loaves of bread.
16. To the surprise of the whole audience, the young violinist played the entire concerto from memory.

EXERCISE B

17. In the second movement of the symphony, the oboe carries the melody.
18. Peering through the microscope, the student identified a single-celled organism.
19. On the shelf above the desk stood a bust of Plato.
20. Frustrated by the unsolved equation, the mathematician pushed away her notebook.
21. Wearing white gloves, the conservator lifted the illuminated manuscript.
22. C
23. Smiling at the unfinished portrait, the painter reached for her brush.
24. In the final report of the research team, the committee found no errors.
25. C
26. Inspired by a childhood visit to the planetarium, the young astronomer chose her career.
27. Beside the harpsichord sat the composer's old tuning fork.
28. Opening the heavy atlas, Marcus traced the route of Magellan's voyage.
29. C
30. Just beyond the museum's east wing stands a sculpture garden.
31. Trembling with excitement, the young chemist watched the crystals form.
32. C

EXERCISE C

33. YES
34. NO
35. YES
36. NO
37. YES
38. YES
39. NO
40. YES
41. NO
42. YES

12.80 Commas with Adverb Clauses and Antithetical Phrases

EXERCISE A

1. Although Mozart died young, he composed more than six hundred works.
2. When the lecture ended, the students crowded around the professor.
3. C
4. The poet, if she revises carefully, will publish a stronger collection.
5. Galileo kept observing the moons of Jupiter because they challenged the old view of the heavens.
6. C
7. C
8. Mozart, not Haydn, composed The Magic Flute.
9. Whales, unlike fish, are mammals.
10. C
11. Once the reaction begins, the solution turns blue.
12. The chemist, after she had cleaned the beakers, prepared the next trial.
13. C
14. Darwin revised his notes whenever he found new evidence.

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15. If you divide a number by zero, the result is undefined.
16. Plants, unlike animals, make their own food through photosynthesis.

EXERCISE B

17. Before Rome became an empire; introductory
18. although she faced many obstacles; final
19. when the bell rang; interrupting
20. If water is heated to 100 degrees Celsius at sea level; introductory
21. as soon as the organist begins; final
22. although she was exhausted; interrupting
23. Whenever the moon passes between the sun and the earth; introductory
24. before they saw the play; final
25. so that he could gather accounts of distant peoples; final
26. while the light was still good; interrupting
27. Because the experiment failed twice; introductory
28. when Fermat's last theorem was finally proved; final

EXERCISE C

29. A
30. A
31. A
32. B
33. A
34. B
35. A
36. A
37. A
38. A
39. A
40. B
41. A
42. B

12.81 Commas with Titles, Addresses, and Numbers

EXERCISE A

1. Rosalind Franklin was born in London, England, in 1920.
2. Charles Darwin was born on February 12, 1809, in Shrewsbury, England.
3. C
4. Elena Ruiz, Ph.D., directs the observatory.
5. Send the manuscript to the Press at 45 Library Lane, Princeton, New Jersey 08540.
6. The treaty was signed in June 1919.
7. C
8. The Declaration of Independence was adopted on July 4, 1776.
9. Florence, Italy, is home to the Uffizi Gallery.
10. The ghost first appears in Act I, Scene i, of Hamlet.
11. C
12. The lecture on Dante is on Monday, October 14.
13. Shakespeare was born in Stratford-upon-Avon, England.
14. C
15. Dante Alighieri was born in Florence, Italy, in 1265.
16. The conference will be held in Cambridge, Massachusetts, in the spring.

EXERCISE B

17. The passage appears in Moby-Dick, Chapter 36.
18. Ariel first speaks in The Tempest, Act I, Scene ii.
19. The observatory's catalog lists 12,500 stars.
20. C
21. The printing press arrived in England in 1476.
22. C
23. Hamlet's soliloquy is in Act III, Scene i.
24. The library's collection includes 2,500,000 items.
25. The exhibit opens in Vienna, Austria, on May 5, 2027, and runs for a year.
26. Salem, Oregon 97301
27. March 3, 1912
28. Please address the letter to Anil Rao, Ph.D., at the Institute.
29. C
30. C
31. Darwin's On the Origin of Species was published on November 24, 1859.

EXERCISE C

32. Bonn, Germany,
33. December 1903
34. January 27, 1756,
35. Elena Cruz, Ph.D.,
36. Volume 4, page 12, of
37. Florence, Italy,
38. 30 High Street, Oxford, England
39. September 1846
40. Act IV, Scene iii, of
41. Samuel Ortiz, M.D.,
42. 40,000
43. Princeton, New Jersey 08540

12.82 Commas with Direct Address, Tag Questions, and in Letter Writing

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EXERCISE A

1. C
2. Please read the next stanza, Marcus.
3. Yes, madam, the observatory opens at dusk.
4. Bach wrote the Brandenburg Concertos, didn't he?
5. Class, remember that the essay is due on Friday.
6. C
7. Water freezes at zero degrees Celsius, doesn't it?
8. Thank you, Dr. Okafor, for the clear explanation.
9. C
10. Ladies and gentlemen, the orchestra will now perform.
11. Euclid's Elements is still studied today, isn't it?
12. C
13. Mary Shelley was only eighteen when she began Frankenstein, wasn't she?
14. Well, Mr. Chen, the results confirm your hypothesis.
15. You won't forget the reading list, will you, Anna?
16. C

EXERCISE B

17. Dear Mira,
18. Dear Ravi,
19. Your friend,
20. Yours truly,
21. Sincerely,
22. With gratitude,
23. Dear Priya,
24. Love always,
25. Respectfully yours,
26. Dear Dr. Rao:
27. Warm regards,
28. Dear Elena,

EXERCISE C

29. Remember, Tess, that the lens must be cleaned first. (direct address)
30. The cathedral took centuries to build, didn't it? (tag question)
31. Mr. Hale, please open the atlas to page twelve. (direct address)
32. Pluto is classified as a dwarf planet, isn't it? (tag question)
33. Hello, Professor Rao, the seminar room is ready. (direct address)
34. You have read the Aeneid, haven't you? (tag question)
35. Thank you, Ms. Greco, for lending me the score. (direct address)
36. Good morning, scholars. (direct address)
37. A prime number has exactly two divisors, doesn't it? (tag question)
38. Don't touch the specimens, Lucas. (direct address)
39. Sonnets have fourteen lines, don't they? (tag question)
40. Please tell me, Dr. Vega, what the data show. (direct address)
41. The moon orbits the earth, doesn't it? (tag question)
42. Sir, your telescope is ready. (direct address)

12.83 Commas in Review

EXERCISE A

1. The violinist tuned her instrument carefully for several minutes, and the pianist played a soft chord.
2. Newton studied optics, mechanics, and mathematics.
3. Galileo, who built his own telescope, observed the moons of Jupiter.
4. C
5. Although the plot is complicated, the novel rewards patient readers.
6. Plato, not Aristotle, founded the Academy.
7. Yes, Professor, I have finished the experiment.
8. Emily Dickinson was born in Amherst, Massachusetts, on December 10, 1830.
9. The poet read her new poem aloud, and the audience listened closely.
10. The solution that she prepared turned green.
11. Oh, I forgot that the library closes early today.
12. Reading the final act aloud, the students began to understand Macbeth's despair.
13. The class will visit the museum on Friday unless it rains.
14. C
15. Logic is a branch of philosophy, isn't it?
16. Dear Kim,

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EXERCISE B

17. The mathematician Emmy Noether, a pioneer of abstract algebra, developed important theorems.
18. Beethoven composed nine symphonies during his long career in Vienna, but he wrote only one opera.
19. Before the invention of the printing press, scribes copied books by hand.
20. The lecture covered atoms, molecules, and compounds.
21. Leonardo da Vinci filled notebooks with drawings of anatomy, flight, and machines.
22. C
23. Ladies and gentlemen, the exhibit on ancient Egypt is now open.
24. The book that Ada borrowed was a history of mathematics.
25. Bats, unlike birds, are mammals.
26. The Treaty of Paris was signed on September 3, 1783, in Paris, France.
27. Alma Reyes, Ph.D., gave the tour of the ancient-coin collection.
28. Having studied the score for weeks, the pianist felt ready.
29. Within the walls of the old monastery were stored hundreds of manuscripts.
30. C
31. Of course, Darwin's work changed biology.
32. Write soon, Kai, and tell me what you thought of the opera.

EXERCISE C

33. compound sentence
34. series
35. nonessential element
36. introductory phrase
37. adverb clause
38. antithetical phrase
39. date or place
40. direct address
41. tag question
42. interjection or parenthetical expression
43. interjection or parenthetical expression
44. nonessential element

12.84 Dashes to Signal Change and to Emphasize

EXERCISE A

1. The nebula--a cloud of gas and dust--glowed faintly in the telescope.
2. Schubert wrote more than six hundred songs--most of them for voice and piano--before he died at thirty-one.
3. The sum of the angles in this quadrilateral is 180 degrees--no, wait, that is the sum for a triangle.
4. Mary Shelley's Frankenstein--a novel she began at eighteen--remains a landmark of Gothic fiction.
5. C
6. The chemist poured the acid slowly--very slowly--into the water.
7. Prime numbers--2, 3, 5, 7, 11, and so on--cannot be divided evenly except by one and themselves.
8. The painter finished the portrait--it was her best work--and signed it in the corner.
9. The fossil is from the Jurassic--no, the Cretaceous.
10. Sonnets, odes, and elegies--these are forms of lyric poetry.
11. The museum's newest wing--which opened last spring--houses the medieval collection.
12. The librarian found the missing atlas--at last--under a pile of old maps.
13. The orchestra performed Beethoven's Ninth Symphony--all four movements--without a single mistake.
14. C
15. Euclid's postulates--five simple statements about points and lines--are the foundation of the Elements.
16. The students waited for the results--the tension was unbearable--and then the professor smiled.

EXERCISE B

17. The cathedral--built over three centuries--is a masterpiece of Gothic design.
18. The comet--bright enough to see without a telescope--appeared in the eastern sky.
19. Her thesis--a study of Greek tragedy--won the departmental prize.
20. The melody--simple, haunting, and slow--stayed with the audience for days.
21. Pasteur's experiments--which he designed with great care--disproved spontaneous generation.
22. The old map--torn at the edges, stained with tea--still showed the river clearly.
23. Three great tragedians--Aeschylus, Sophocles, and Euripides--shaped Greek drama.
24. The violinist--a prodigy at ten--performed with the symphony.

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25. Galileo's discovery--the moons of Jupiter--changed astronomy.
26. The poem--written in a single night--was published the following spring.
27. The fossils--hundreds of them--lay in a single layer of rock.
28. The conductor--who had rehearsed for weeks--raised her baton.

EXERCISE C

29. supplemental information
30. abrupt break
31. summary
32. supplemental information
33. abrupt break
34. supplemental information
35. summary
36. abrupt break
37. supplemental information
38. summary
39. supplemental information
40. abrupt break
41. supplemental information
42. supplemental information

12.85 Parentheses

EXERCISE A

1. Johann Sebastian Bach (1685 to 1750) composed the Brandenburg Concertos.
2. The mitochondrion (the cell's power plant) produces most of its energy.
3. Euclid's Elements (thirteen books in all) remains a model of logical argument.
4. If the weather clears (I hope it does), the observatory will open the dome tonight.
5. The Louvre (once a royal palace) now houses the Mona Lisa.
6. Fibonacci (he lived in Pisa) introduced Hindu-Arabic numerals to Europe.
7. The sonnet (fourteen lines long) is a favorite form of poets.
8. The lecture begins at seven. (The doors open at six thirty.)
9. The painter finished the portrait in a week. (It was a commission from the duke.)
10. Jane Austen wrote six major novels (I have read them all).
11. The Parthenon (built in the fifth century B.C.) still dominates the Athenian skyline.
12. The fossil (could it be a new species?) was displayed in the museum.
13. The solution turned bright green (what a surprise!), and the students cheered.
14. The syllabus lists three experiments (see page 12): titration, distillation, and filtration.

EXERCISE B

15. The telescope (which was a gift from the alumni) is housed on the roof.
16. The experiment failed (we had used the wrong acid), so we repeated it.
17. Pythagoras (a Greek mathematician) taught that numbers explain musical harmony.
18. C
19. Our teacher read the poem aloud (it is by Keats), and we took notes.
20. Marie Curie discovered polonium. (She named it for her homeland, Poland.) The element is radioactive.
21. C
22. The three primary colors (red, yellow, and blue) are mixed to make the others.
23. C
24. Rembrandt painted many self-portraits (dozens of them) over his career.
25. The lab report is due Friday. (Late reports lose points.)
26. Homer's Iliad (it describes the Trojan War) is an epic poem.
27. Photosynthesis (see Figure 3) converts light into chemical energy.
28. We studied three composers: Haydn (1732 to 1809), Mozart (1756 to 1791), and Beethoven (1770 to 1827).

EXERCISE C

29. b
30. b
31. a
32. a
33. a
34. a
35. a
36. b
37. b
38. a
39. a
40. a
41. b
42. a

12.86 Quotation Marks for Direct Quotations

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EXERCISE A

1. The librarian whispered, "Please keep your voices down."
2. "Where is the periodic table?" the student asked.
3. The professor announced, "The midterm will cover Chapters 4 through 6."
4. "Stop the titration!" shouted the lab assistant.
5. "This sonnet," Maya said, "is harder than it looks."
6. "Did you finish reading the Odyssey?" asked Theo.
7. C
8. "I can't solve this equation," Priya admitted, "but I will try again."
9. Mr. Chen asked, "Who can explain why the sky is blue?"
10. The guide told us, "The museum closes at five. Please meet at the front door."
11. "What a magnificent fugue!" exclaimed the pianist.
12. Our teacher said, "Chemistry is the study of matter."
13. "Let us begin with the first movement," said the conductor.
14. "Observe the color change," the chemist said. "Then record it."
15. "Who wrote Frankenstein?" Lena asked.
16. The poet whispered, "I have finished the last stanza."

EXERCISE B

17. I
18. D
19. I
20. D
21. I
22. D
23. I
24. D
25. I
26. D
27. I
28. D

EXERCISE C

29. Ms. Park told the class that the laboratory would be closed Monday.
30. "I finished the proof," said Raj, "an hour ago."
31. "Can you hear the cello?" she asked.
32. "Our experiment is a success!" the student cried.
33. The teacher said, "Please read 'The Raven' tonight."
34. Priya reported, "The professor said, 'The exam is Friday.'"
35. "I would like to visit the observatory," said Ana.
36. Mr. Hale asked, "Which planet is the largest?" / "Jupiter," replied Lucia.
37. "Is the answer seven?" asked Tomas. / "No, it is nine," Ines said. "Check your subtraction."
38. The mathematician said that proofs require patience.
39. "We should arrive early," the guide said, "because the museum fills quickly."
40. C
41. Sofia said she had finished her essay on Plato.
42. "The first act ends quietly," the critic wrote. "The second act is louder."

12.87 Quotation Marks with Titles of Short Works, Unusual Expressions, and Other Marks of Punctuation

EXERCISE A

1. Robert Frost wrote the poem "The Road Not Taken."
2. Our class read the short story "The Lottery" by Shirley Jackson.
3. The essay "A Modest Proposal" is a famous satire by Jonathan Swift.
4. Have you memorized "Annabel Lee"?
5. Hardy's poem "The Darkling Thrush" begins in winter.
6. Mr. Obi called the experiment a "train wreck," but we learned from it.
7. The first chapter, "Loomings," introduces the narrator.
8. The melody of "Ode to Joy" appears in the finale of Beethoven's Ninth Symphony.
9. Who wrote the poem "Ozymandias"?
10. Which essay by George Orwell is titled "Shooting an Elephant"?
11. Our teacher asked, "Can anyone recite a poem by heart?"
12. She titled her article "How Bees See Color."
13. The poem "Harlem" by Langston Hughes asks what happens to a dream deferred.
14. In the lab notes, the technician labeled the failed sample a "dud."

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EXERCISE B

15. inside
16. inside
17. outside
18. inside
19. outside
20. outside
21. inside
22. outside
23. inside
24. outside
25. outside
26. inside
27. inside
28. outside

EXERCISE C

29. Dr. Lee called the old notation "clumsy."
30. Did you read "Araby"?
31. The librarian said, "Please return 'Annabel Lee' by Friday."
32. We discussed "Ozymandias"; it is a poem about pride.
33. Orwell's essay "Shooting an Elephant" is about empire.
34. Did Tennyson write "Ulysses"?
35. "What a beautiful sunset!" exclaimed the painter.
36. The conductor called the passage "tricky," and the violins agreed.
37. She read "Kubla Khan," then "Ulysses."
38. Which chapter is titled "The Whiteness of the Whale"?
39. C
40. Marta whispered, "Have you read 'Araby'?"
41. Our professor asked, "Who wrote 'A Modest Proposal'?"
42. The physicist called the idea "a long shot," yet she tested it.

12.88 Italics

EXERCISE A

1. Mary Shelley began *Frankenstein* in the summer of 1816.
2. Charles Darwin sailed around the world aboard HMS *Beagle*.
3. Our class read Keats's poem "Ode to a Nightingale" and then the novel *Middlemarch*.
4. Leonardo da Vinci began the *Mona Lisa* in the early 1500s.
5. The writer's review appeared in the *New York Times*.
6. Beethoven's opera *Fidelio* was revised several times.
7. The Latin phrase *cogito, ergo sum* is associated with Descartes.
8. The word *ephemeral* comes from a Greek word meaning "lasting a day."
9. The word *necessary* begins with the letter *n*.
10. NASA launched *Voyager 1* in 1977.
11. The poet traveled to Venice aboard the *Orient Express*.
12. Picasso painted *Guernica* in response to the bombing of a Spanish town.
13. Handel's oratorio *Messiah* is often performed in December.
14. The teacher circled the *7* and the *1* because they looked alike.
15. Tolstoy's *War and Peace* was first published in installments.
16. C

EXERCISE B

17. quotation marks
18. italics
19. quotation marks
20. italics
21. quotation marks
22. italics
23. italics
24. italics
25. italics
26. quotation marks
27. quotation marks
28. italics
29. italics
30. quotation marks

EXERCISE C

31. Poe's poem "The Raven" appeared in 1845.
32. The journal *Nature* published the report.
33. Dostoevsky's novel *Crime and Punishment* follows a student in Saint Petersburg.
34. In Chapter 3, "The Hidden Variable," the author explains symmetry.
35. The ship *Mayflower* reached Cape Cod in 1620.
36. Wagner's idea of a *Gesamtkunstwerk* joined music, drama, and design.
37. The word *mathematics* comes from the Greek word *mathema*.
38. The letter *q* is almost always followed by *u* in English words.
39. We compared Shakespeare's *Macbeth* with Shelley's poem "Ozymandias."
40. The Louvre displays Delacroix's *Liberty Leading the People*.
41. The orchestra played Copland's *Appalachian Spring*.

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42. The space shuttle *Discovery* carried the Hubble Space Telescope into orbit.
43. Marie read an article titled "Black Holes Explained" in a magazine called *Astronomy*.
44. C

12.89 The Apostrophe

EXERCISE A

1. Marie Curie's research on radioactivity earned her two Nobel Prizes.
2. Both composers' symphonies were performed at the festival.
3. The children's choir rehearsed for the winter concert.
4. Charles Dickens's novels filled the shelf. (or: Charles Dickens' novels filled the shelf.)
5. My sister-in-law's laboratory studies bacteria.
6. Darwin and Wallace's joint paper was read in London in 1858.
7. Mozart's and Haydn's string quartets are on the program.
8. The museum hung the women's portraits in the east gallery.
9. The brighter telescope is ours, and the smaller one is hers.
10. The old observatory lost its dome in the storm.
11. Who's going to present the lab results?
12. They're studying the structure of DNA in biology class.
13. It wasn't easy, but I didn't give up.
14. Euclid's Elements was the standard geometry text for centuries.
15. All of the students' notebooks were stacked on the desks.
16. C

EXERCISE B

17. Keats's (or: Keats')
18. women's
19. anyone's
20. mice's
21. Whose
22. its
23. Your
24. physicists'
25. editor-in-chief's
26. Haydn and Mozart's
27. girls'
28. class's
29. It's
30. theirs

EXERCISE C

31. '92
32. t's
33. and's
34. It's
35. sopranos'
36. brother-in-law's
37. Gilbert and Sullivan's
38. Who's
39. children's
40. the's
41. its
42. yours
43. Sappho's
44. didn't

12.90 The Hyphen

EXERCISE A

1. The astronomer wrote a well-researched report on the comet.
2. C
3. The museum owns twenty-four sketches by Leonardo.
4. A self-taught mathematician filled the notebook with proofs.
5. The ex-president of the astronomy club gave the opening lecture.
6. The lecture covered pre-Columbian pottery.
7. The novel's villain is a proud anti-intellectual.
8. Lister promoted the use of antiseptic methods in surgery.
9. The vice president of the society introduced the speaker.
10. The class read a poem about a three-year-old child.
11. The child in the poem is three years old.
12. Add one-half teaspoon of salt to the solution.
13. The ceiling of the chapel is beautifully painted.
14. The museum offers an all-inclusive tour of the Baroque wing.
15. The trans-Atlantic cable carried telegraph messages between continents.
16. C
17. The sixty-fourth problem on the exam was the hardest.
18. C
19. Her self-confidence grew after the recital.
20. C

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EXERCISE B

21. prob-lem
22. pat-tern
23. mir-ror
24. lan-tern
25. can-vas
26. son-net
27. es-say
28. bal-lad
29. chap-ter
30. num-ber
31. teach-ing
32. paint-ing

EXERCISE C

33. well-known
34. well known
35. twenty-one
36. One half
37. all-state
38. self-published
39. ex-director
40. Pre-Raphaelite
41. brightly lit
42. vice president
43. thirty-first
44. two-hour

12.91 Abbreviations

EXERCISE A

1. P.M.
2. B.C.
3. A.D.
4. Dr.
5. Gen.
6. NASA
7. CERN
8. U.S.
9. cm
10. km
11. kilometers
12. Mrs.
13. Jr.
14. Street
15. UNESCO
16. Lt.

EXERCISE B

17. Maria Alvarez / 22 Euclid St. / Cleveland, OH 44114
18. Daniel Okoye / 410 Galileo Rd. / Austin, TX 78701
19. Thomas Wren / 9 Library Blvd. / Boston, MA 02108
20. Nadia Kowalski / 75 Curie Ave. / Madison, WI 53703
21. Lin Zhao / 18 Bach St. / Denver, CO 80202
22. Omar Haddad / 301 Pascal Rd. / Atlanta, GA 30303
23. Ruth Eliot / 5 Vermeer Blvd. / Portland, OR 97201
24. Henry Ikeda / 640 Darwin Ave. / Albany, NY 12207

EXERCISE C

25. The NASA mission carried a spectrometer.
26. The conference took place in Ann Arbor, Michigan, last autumn.
27. The Rosetta Stone was carved in 196 B.C.
28. The concert starts at 7:30 P.M.
29. Mr. Harlan Fisk, the museum curator, led the tour.
30. C
31. The sample was 15 cm long.
32. Dr. Sofia Marin read the abstract aloud.
33. The library stands on Oak Street beside the observatory.
34. The manuscript dates from A.D. 1200.
35. C
36. The weights ranged from 5 kg to 9 kg.

EXERCISE D

37. Blvd.
38. MI
39. cm
40. B.C.
41. P.M.
42. IL
43. Jr.
44. NASA

12.92 Numbers and Numerals

EXERCISE A

1. twelve
2. thirteen
3. one thousand
4. 5,280
5. 365
6. Twenty-four
7. nine
8. 3.14
9. 71
10. $12.50
11. two dollars
12. July 4
13. 8:15
14. four
15. 49th
16. Fifth

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EXERCISE B

17. The Greek alphabet has twenty-four letters.
18. Twelve poems in the collection were written in Latin.
19. The Ninth Symphony premiered on May 7, 1824.
20. The experiment began at 7:45 A.M.
21. The sample contained 25 percent alcohol.
22. The paperback cost $14.95.
23. The used dictionary sold for three dollars.
24. The students met in room 12 at the end of the hall.
25. The bookshop is at 305 Fifth Avenue.
26. The gallery is on East 23rd Street.
27. See page 27 for the diagram.
28. Read lines 66-72 of the poem. (or: Read lines 66 to 72 of the poem.)
29. In Act 1, Scene 3 of Macbeth, the witches greet Macbeth. (or: In Act I, Scene iii of Macbeth, the witches greet Macbeth.)
30. The orchestra begins to tune at eight o'clock.
31. The rod is 2.5 meters long.
32. The Peace of Westphalia was signed in 1648.

EXERCISE C

33. One hundred students attended the lecture on Bach.
34. Three hundred sixty-five days make up a common year.
35. Three movements make up the sonata.
36. Two chemists reviewed the lab report.
37. Fifty lines of the poem were memorized by each student.
38. C
39. C
40. The Declaration of Independence was adopted in 1776.
41. A kilogram is equal to one thousand grams.
42. The score has 256 measures.
43. The seminar read the third chapter first.
44. Mitosis produces two daughter cells.

Unit 12 Review Punctuation, Abbreviations, and Numbers

EXERCISE A

1. Have you read Frankenstein by Mary Shelley?
2. What a magnificent fresco that is!
3. The curator asked whether the sculpture had been restored.
4. Please return the microscope to the cabinet.
5. The laboratory supplies include beakers, flasks, and tongs.
6. Bring the following to the exam: a compass, a ruler, and a protractor.
7. The planetarium show begins at 7:30 P.M.
8. Dear Professor Hale:
9. The sonata was long; the audience stayed until the last note.
10. Newton formulated the laws of motion; however, Leibniz developed calculus independently.
11. The orchestra toured Vienna, Austria; Prague, Czech Republic; and Budapest, Hungary.
12. The poem ends with an image of a quiet harbor, and the reader feels peace.

EXERCISE B

13. Galileo observed the moons of Jupiter, and he recorded their positions each night.
14. The sonnet is short, but it is dense with imagery.
15. The reading list includes Homer, Virgil, and Dante.
16. The dim, dusty reading room smelled of old paper.
17. After the lecture ended, the students discussed Plato's allegory of the cave.
18. Marie Curie, who discovered polonium, won two Nobel Prizes.
19. The sonnet that we studied in class was written by Shakespeare.
20. Vivaldi, an Italian composer, wrote The Four Seasons.
21. Please read the first stanza aloud, Maria.
22. The Magna Carta was sealed on June 15, 1215, in England.
23. Leonardo was born in Vinci, Italy, in 1452.
24. Yes, the telescope is ready.

EXERCISE C

25. The teacher said, "Read the first chapter tonight."
26. "Read the first chapter tonight," said the teacher.
27. Have you read the poem "The Raven" by Edgar Allan Poe?
28. Omar asked, "Where is the periodic table?"
29. The children's exhibit on fossils opened Monday.
30. The two composers' scores were compared in the seminar.
31. It's time to return the telescope to the observatory.
32. The laboratory didn't open until noon.

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33. Two things survived the fire--the manuscript and the map.
34. Copernicus published his great book in 1543 (the year of his death).
35. "I have finished the experiment," said Dr. Okafor, "and the data are consistent."
36. The student said, "My teacher told us, 'Read Hamlet over the break.'"

EXERCISE D

37. The museum offers a self-guided tour of the Baroque wing.
38. The poem was beautifully written.
39. The class read twenty-one sonnets.
40. Dr. Anna Reyes presented the results.
41. The Lowell Observatory is located in Flagstaff, Arizona.
42. The concert begins at 8:15 P.M.
43. Euclid taught in Alexandria around 300 B.C.
44. Beethoven wrote nine symphonies.
45. The bone fragment measured 14 cm in length.
46. Twenty students gathered around the telescope.
47. The archive is located at 1200 Fifth Avenue.
48. Read lines 12-20 on page 34.
49. The vice president of the astronomy society gave the toast.

EXERCISE E

50. italics
51. quotation marks
52. italics
53. quotation marks
54. italics
55. quotation marks
56. italics

EXERCISE F

57. Chemistry is demanding, isn't it?
58. C
59. Although the proof is short, it is difficult to follow.
60. The lecture was about Mozart, not Haydn.
61. Because the manuscript was fragile, the librarian kept it in a locked case.
62. Sincerely yours,
63. Hypatia was a mathematician and an astronomer in Alexandria.

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Unit 13: Vocabulary and Spelling.

5 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 311 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

13.93 Building Vocabulary: Learning from Context

When you meet an unfamiliar word, the words around it usually offer clues to its meaning. This lesson shows you how to spot those clues, name the kind of clue you have found, and use it to define the word.

The Rules

1 The context of a word is the set of words and sentences that surround it. A careful reader looks for specific clue words and also for the general sense of the passage.

- The scribe used **vermilion**, a brilliant red pigment, for the first letter of each chapter. (The phrase after the word tells you what vermilion is.)
- The geometry proof was so **elegant** that the class applauded when the teacher wrote the final line. (The applause shows that elegant is a strong compliment.)

NOTE Context cannot always give the full dictionary meaning, but it will nearly always tell you enough to keep reading with understanding.

2 A definition clue states the meaning of the word right in the sentence. Watch for that is, in other words, or, also known as, and which means.

- Entomology, **or** the study of insects, filled three shelves of the biologist's library.
- The poet favored the sonnet, **that is**, a fourteen-line poem with a fixed rhyme scheme.
- The manuscript was a palimpsest, **which means** a page that was scraped clean and written on again.

3 An example clue explains the word through one or more familiar cases. Watch for like, for example, such as, for instance, and including.

- The chemist studied halogens **such as** chlorine and iodine.
- Many Romantic composers wrote nocturnes, **for instance** Chopin and Field.
- The museum collects textiles, **including** tapestries, embroidered robes, and woven rugs.

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4 **A comparison clue shows that the unfamiliar word is similar to a familiar word or idea. Watch for also, likewise, similarly, resembling, and identical.**

- The sonata's slow movement is lyrical, **resembling** a quiet song.
- The historian's prose is lucid; **similarly**, her lectures are easy to follow.
- The twin fossils were nearly **identical**, each with the same curved spine.

5 **A contrast clue shows that the unfamiliar word is the opposite of a familiar word or idea. Watch for but, on the other hand, on the contrary, unlike, and however.**

- **Unlike** the hasty sketch, the finished portrait was meticulous.
- One philosopher argued that people are naturally selfish; another, **on the other hand**, argued that people are naturally generous.
- The theorem looked obvious; **however**, the proof was intricate and took mathematicians centuries to find.

6 **A cause-and-effect clue places the unfamiliar word in a sentence where one event explains another. Watch for because, since, therefore, as a result, and consequently.**

- **Because** the ink had faded, the letter was almost illegible.
- The telescope's mirror was flawed; **consequently**, the first images were blurry.
- **Since** the acid was corrosive, the students wore gloves and goggles.

7 **When no clue word appears, use the general context: the topic of the passage, the tone, and the events described.**

- The young composer was **precocious**; he wrote his first symphony at the age most students are learning scales. (The facts show that precocious means unusually advanced for one's age.)
- After weeks of drought, the **parched** fields cracked and the river shrank to a trickle. (Drought, cracked, and shrank point to parched meaning dried out.)

TYPE OF CLUE	WHAT IT DOES	CLUE WORDS TO WATCH FOR
Definition	States the meaning in the sentence	that is, in other words, or, also known as, which means
Example	Explains the word through a familiar case	like, for example, such as, for instance, including
Comparison	Shows the word is similar to a familiar idea	also, likewise, similarly, resembling, identical
Contrast	Shows the word is the opposite of a familiar idea	but, on the other hand, on the contrary, unlike, however
Cause and effect	Links the word to a result or a reason	because, since, therefore, as a result, consequently

A three-step habit

1. Find the unfamiliar word. 2. Look before and after it for a clue word or a telling detail. 3. Substitute your guess into the sentence and check that it still makes sense. If it does, keep reading; if not, look again.

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Practice

EXERCISE A Spotting Clue Words

Each sentence contains a clue word or phrase. Write the clue word or phrase, then name the type of context clue: definition, example, comparison, contrast, or cause and effect.

1. The chemist studied halogens such as chlorine, bromine, and iodine.
2. One philosopher argued that people are naturally selfish; another, on the other hand, argued that people are naturally generous.
3. Because the manuscript was illegible, the archivist could not read a single line.
4. A palindrome, in other words a word that reads the same backward and forward, delights many mathematicians.
5. The sonata's second movement is lyrical, resembling a quiet song.
6. Erosion, or the wearing away of rock by wind and water, carved the canyon over millions of years.
7. The artist favors drawing media like charcoal, pen and ink, and pastel.
8. The theorem seemed obvious; however, the proof took mathematicians centuries to find.
9. The lecture covered amphibians, including frogs, toads, and salamanders.
10. The telescope's mirror was flawed; consequently, the first images were blurry.
11. Unlike the hasty sketch, the finished portrait was meticulous.
12. The historian's style is lucid; similarly, her lectures are easy to follow.
13. The poet was prolific, which means she produced an enormous body of work.
14. Since the acid was corrosive, the students wore gloves and goggles.
15. Many Romantic composers wrote nocturnes, for instance Chopin and Field.
16. The philosopher was skeptical, but his student accepted every claim without question.

EXERCISE B Defining from Context

Use the context to write a short definition of the word in bold.

17. The archivist handled the **brittle** manuscripts gently, that is, pages so dry that they cracked at a touch.
18. Many medieval scholars were **polyglots**, in other words, people who could speak and read several languages.
19. The reaction was **exothermic**; as a result, the beaker grew warm in the chemist's hand.
20. Unlike the **verbose** first draft, the final essay said everything it needed to say in three pages.
21. The novelist was **reclusive**, unlike her brother, who loved crowds and conversation.
22. Because the fossil was so **fragile**, the museum displayed it behind thick glass.
23. Some stars are **variable**; for example, they brighten and dim over a period of days or weeks.
24. The symphony's finale is **exuberant**, resembling a joyful country dance.
25. The geometry proof was **rigorous**, since every step followed strictly from the step before it.
26. A **hypothesis**, or a testable explanation for an observation, is the starting point of every experiment.
27. The painter's **palette**, which means the range of colors she chose to work with, was limited to earth tones.

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28. The critic called the novel **tedious**; consequently, few readers finished it.
29. Early scribes wrote on **vellum**, that is, fine parchment made from calfskin.
30. The lecturer was **erudite**; likewise, her books display deep and wide learning.

EXERCISE C Choosing the Word That Fits the Context

Choose the word in parentheses that fits the context clues in the sentence.

31. Water is called a (solvent, solid) because it dissolves so many substances.
32. Egyptian hieroglyphs were (indecipherable, obvious) for centuries; however, Champollion finally read them in the 1820s.
33. The violinist's tone was (harsh, mellow), resembling a warm human voice.
34. Socrates was (humble, arrogant) about his own wisdom; in other words, he claimed to know nothing.
35. The number of primes is (infinite, limited); in other words, the list of primes never ends.
36. The manuscript's ink had (faded, darkened); consequently, the words were hard to make out.
37. Graphite is (soft, hard); unlike diamond, it leaves a mark when rubbed on paper.
38. The novel's ending is (ambiguous, clear), since readers still argue about what really happened.
39. The sculpture was (monumental, miniature); for example, its head alone was taller than a person.
40. Mozart was (precocious, ordinary) because he was composing at an age when most children cannot yet read music.
41. The empire's (decline, growth) was gradual; for instance, its provinces broke away one at a time over two centuries.
42. A (fugue, ballad) is a composition in which one theme is taken up and imitated by several voices in turn.

Writing Application

Choose a word from your science or history reading that a younger student might not know. Write three sentences that use the word, each with a different type of context clue (for example, a definition clue, a contrast clue, and a cause-and-effect clue).

13.94 Building Vocabulary: Word Roots

Thousands of English words are built on a small number of Latin and Greek roots. When you know what a root means, you can unlock whole families of words at once.

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The Rules

1 **The root is the main part of a word, the part that carries its core meaning. When a root can stand alone as a complete word, it is called a base word.**

- The root **port** (carry) appears in portable, transport, export, and porter.
- In the word **graph**ic, the root graph (write, draw) is also a base word, since graph stands alone.
- The root **sci** (know) cannot stand alone, but it lives inside science, conscious, and omniscient.

2 **A root is usually combined with a prefix (attached to the beginning), a suffix (attached to the end), or another root. Prefixes and suffixes change the direction of the root's meaning.**

- pre + **ced**e = precede, to go before
- **manu** + script = manuscript, a document written by hand
- re + **viv**e + al = revival, a bringing back to life

NOTE Two roots can join with no prefix at all: hydr (water) + graph (write) gives hydrograph; bio (life) + logy (study) gives biology.

3 **Many roots change their spelling slightly from word to word. Learn the main forms together so you recognize the root in disguise.**

- **ced** and **cess** both mean go: precede, procession, recess.
- **dic** and **dict** both mean say: dictate, prediction, verdict, dedicate.
- **fac**, **fact**, and **fic** all mean make or do: factory, manufacture, efficient.

4 **Combine the meaning of the root with the meaning of the prefix or suffix to build a working definition. Then check the definition against the context and, when needed, a dictionary.**

- **ben**e (good) + volent (wishing) = benevolent, wishing good to others.
- an (without) + **arch**y (rule) = anarchy, the absence of government.
- de (away, remove) + **hydr** (water) + ate = dehydrate, to remove water from.

NOTE A root gives you the general direction of a meaning, not always the exact modern sense. Manufacture once meant making by hand; today it means making by machine in large quantities.

ROOT	MEANING	EXAMPLE WORDS
arch	rule, govern, chief	monarch, hierarchy, anarchy, archbishop
ben, bene	good, well	benefit, benefactor, benevolent, benediction
ced, cess	go, yield	precede, recede, procession, concede
dic, dict	say, speak	dictate, predict, verdict, dictionary
fac, fact, fic	make, do	factory, manufacture, efficient, artifact
gen	birth, class, kind, origin, start	genesis, generation, genus, genealogy
hydr	water	hydrant, hydraulic, dehydrate, hydrogen
man, manu	hand	manual, manuscript, manacle, manipulate

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ROOT	MEANING	EXAMPLE WORDS
port	carry	portable, transport, export, portfolio
sci	know	science, conscious, omniscient, prescient
string, strict	bind, tighten	stringent, restrict, constrict, strict
trac, tract	draw, pull	tractor, extract, distract, attraction
viv, vit	live, life	survive, vivid, revive, vital

MORE USEFUL ROOTS	MEANING	EXAMPLE WORDS
aud	hear	audible, audience, auditorium
bio	life	biology, biography, antibiotic
chron	time	chronology, chronicle, synchronize
cred	believe	credible, incredible, credit
duc, duct	lead	conduct, educate, aqueduct
geo	earth	geology, geometry, geography
graph	write, draw	autograph, photograph, biography
log, logy	word, study	dialogue, geology, logic
mit, miss	send	transmit, mission, emit
phon	sound	phonics, symphony, telephone
scrib, script	write	scribble, manuscript, describe
spec, spect	look	spectator, inspect, spectacle
therm	heat	thermometer, thermal, thermostat
vid, vis	see	video, visible, revise

WORD	BUILT FROM	MEANING
matriarchy	matri (mother) + arch (rule)	a society or government led by women
procedure	pro (forward) + ced (go) + ure	a course of action, a way to proceed
valedictory	vale (farewell) + dict (say) + ory	a farewell speech, often given at graduation
homogeneous	homo (same) + gen (kind) + ous	made of similar or identical parts
anhydrous	an (without) + hydr (water) + ous	containing no water
manicure	mani (hand) + cure (care)	care of the hands and fingernails
portage	port (carry) + age	the carrying of boats and supplies overland between waterways
conscientious	con (with) + sci (know) + ous	careful to do what one knows is right
astringent	a (toward) + string (bind) + ent	drawing tissue together; harsh or severe
transport	trans (across) + port (carry)	to carry from one place to another

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Practice

EXERCISE A Finding the Root

Write the root of each word and the meaning of that root.

1. monarch
2. benefit
3. precede
4. dictionary
5. factory
6. generation
7. hydrant
8. manual
9. portable
10. conscious
11. restrict
12. tractor
13. survive
14. hierarchy
15. benevolent
16. dehydrated

EXERCISE B Choosing by Root

Choose the word in parentheses whose root fits the meaning of the sentence.

17. A generous (benefactor, dictator) gave the library its rare-book wing.
18. The historian traced the events that (preceded, predicted) the French Revolution.
19. The astronomer's (manuscripts, manacles) are preserved in a Florentine library.
20. The chemist lectured on (hydrogen, hierarchy), the lightest of all the elements.
21. Biologists group closely related species into a (genus, genre).
22. The painter (transported, transcribed) her canvases across the Alps by mule.
23. The followers of Pythagoras were (conscious, constricted) of the link between music and number.
24. The poet's (vivid, valid) imagery brings the ancient battle to life.
25. The heavy armor (constricted, contradicted) the knight's movements.
26. The noisy radiator in the lecture hall (distracted, dictated) the students.
27. Roman generals often (dictated, detracted) their letters to trained scribes.
28. The ruins show that Roman workshops (manufactured, submerged) glass in large quantities.
29. An (anarchist, archivist) rejects all forms of government.
30. The desert plant (survives, subtracts) on only a few drops of water each year.

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EXERCISE C **Defining with Roots**

Using the root tables, write a short definition of each word that shows the meaning of its root. Check a dictionary if you are unsure.

31. monarchy
32. benediction
33. antecedent
34. predict
35. genealogy
36. dehydrate
37. manuscript
38. export
39. omniscient
40. stringent
41. extract
42. revive

Writing Application

Choose two roots from the tables. For each, write a sentence about science, history, or music that uses two different words built on that root, and underline the root in each word.

13.95 # Building Vocabulary: Prefixes and Suffixes

Prefixes and suffixes are small word parts that change meaning. Learn the common ones and you can decode hundreds of unfamiliar words, and spell them correctly too.

The Rules

1 **A prefix is a syllable attached to the beginning of a root or base word. It changes or sharpens the meaning of the word, and it does not change the spelling of the word it joins.**

- Cave paintings are **pre** historic art, made before written history.
- The editor found a **mis** print in the poem's second stanza.
- A **sub** committee of the faculty reviewed the library's budget.

NOTE Because the base word keeps its spelling, double letters can appear: dis + similar = dissimilar, mis + spell = misspell.

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2 **Several prefixes mean not. Dis- and un- can join almost any word, but the prefix meaning not that is spelled il-, im-, in-, or ir- depends on the first letter of the base word: il- before l, ir- before r, im- before m, p, or b, and in- in most other cases.**

- The monk's handwriting was **il**legible, even to experienced readers.
- It is **im**possible to list every prime number.
- The poem's meter is **ir**regular, with lines of unequal length.
- The mobile hung **im**balanced after the sculptor removed one piece.

NOTE These prefixes are not interchangeable: you cannot write inlegal or imregular. Match the prefix to the first letter of the base word.

3 **A suffix is a syllable attached to the end of a root or base word. It adds meaning and often changes the part of speech.**

- The adjective **deaf** becomes the noun **deafness** when -ness is added.
- The noun **violin** becomes the noun **violinist** (one who plays the violin).
- The adjective **graceful** becomes the adverb **gracefully** when -ly is added.

NOTE The spelling of the base word sometimes changes when a suffix is added (happy becomes happiness). Lessons 13.96 and 13.97 explain those changes.

4 **The suffixes -able and -ible mean capable of or able to be, and -ous means full of. All three form adjectives.**

- The old microscope is still **usable**, even though it is a century old.
- The faint star was **visible** only through a telescope.
- The explorers faced a **dangerous** crossing of the glacier.

NOTE There is no reliable rule for choosing -able or -ible. Learn each word, and check a dictionary when in doubt.

5 **The suffixes -ant and -ent (one who does an action), -ist (one who), -hood (condition or state), and -sion or -tion (the state of being something or the act of doing it) form nouns.**

- The lab **assistant** labeled each test tube.
- The **botanist** pressed the fern between sheets of paper.
- Charlotte Brontë spent much of her **childhood** in a parsonage in Yorkshire.
- The **invention** of the printing press changed how ideas spread.

6 **The suffix -en means to become or to make, and it forms verbs. The suffix -ly means in the manner of, and it forms adverbs.**

- Heat will **harden** the clay in the kiln.
- The conductor lowered her baton, and the strings began **softly**.

NOTE Not every word ending in -ly is an adverb. Friendly and lonely are adjectives. Ask what the word does in the sentence.

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7 **A word can have both a prefix and a suffix. To work out its meaning, find the base word, then add the meaning of each part, and check the result against the sentence and a dictionary.**

- **dis** (not) + **agree** + **able** (capable of) = disagreeable, unpleasant or hard to get along with
- **un** (not) + **believe** + **able** (capable of) = unbelievable, not capable of being believed

PREFIX	MEANING	EXAMPLE WORDS
circum-	around, about	circumnavigate, circumference, circumscribe
de-	from, down, away	devalue, descend, decongest
dis-	not, opposite of	disagree, disrespectful, disadvantage
hyper-	excessive, over	hyperactive, hypercritical
il-, im-, in-, ir-	not	illegal, imbalanced, inaccurate, irregular
mis-	do badly, wrongly, hate	misrepresent, misbehave, misjudge
pre-	before	prehistoric, preview, preoperative
sub-	beneath, less than	subtotal, subcommittee, subterranean

SUFFIX	MEANING	PART OF SPEECH FORMED	EXAMPLE WORDS
-able, -ible	capable of, able to be	adjective	flexible, usable, visible
-ant, -ent	one who does an action	noun	assistant, student, descendant
-en	to become, to make	verb	toughen, stiffen, harden
-hood	condition, state	noun	childhood, motherhood, likelihood
-ist	one who	noun	artist, humorist, botanist
-ly	in the manner of	adverb	normally, sensitively, softly
-ous	full of	adjective	famous, cancerous, dangerous
-sion, -tion	the state of being, the act of	noun	confusion, tension, absorption

MORE PREFIXES	MEANING	MORE SUFFIXES	MEANING
anti-	against	-er, -or	one who, that which
inter-	between, among	-ful	full of
non-	not	-less	without
post-	after	-ness	state or quality of
re-	again, back	-ment	act or result of
semi-	half, partly	-ity	state or quality of
super-	above, beyond	-ize	to make, to become
trans-	across, through	-al, -ic	relating to
un-	not, the opposite of	-ive	tending to

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Practice

EXERCISE A Finding the Prefix

Write the prefix in each boldfaced word and the meaning of the whole word.

1. The treasury chose to **devalue** the currency after the long war.
2. The editor **mistranslated** a line of the Latin poem.
3. The expedition set out to **circumnavigate** the globe.
4. The critic found the actor's behavior **disrespectful**.
5. A **hyperactive** thyroid gland produces too much hormone.
6. The accountant added up the **subtotal** for each column.
7. The philosopher rejected the argument as **illogical**.
8. The proof was **incomplete** until the final lemma was added.
9. Archaeologists studied **prehistoric** cave paintings.
10. The pianist's timing was **imprecise** in the final measures.
11. The chemist discarded the **inaccurate** measurement.
12. A **subterranean** river flows beneath the old library.
13. Students should **preview** the chapter before the lecture.
14. Scientists **disproved** the theory of spontaneous generation.
15. The geometry student **misjudged** the size of the angle.
16. Squaring the circle with only a compass and straightedge is **impossible**.

EXERCISE B Finding the Suffix

Write the final suffix in each boldfaced word, the meaning of the whole word, and the part of speech the suffix forms.

17. The painter's use of light was **admirable**.
18. The **assistant** to the curator labeled the sketches.
19. As the mixture cools, it will **thicken**.
20. Her **childhood** was spent among books and maps.
21. The **violinist** tuned her instrument before the concert.
22. The conductor raised the baton **gracefully**.
23. The experiment with the volatile gas was **dangerous**.
24. The **invention** of the telescope changed astronomy.
25. The comet was **visible** to the naked eye.
26. A **resident** of the monastery copied manuscripts by hand.
27. Heat will **lengthen** a metal rod by a tiny amount.
28. The scholars of that **brotherhood** shared a single library.
29. The **geologist** mapped the fault line.
30. The orchestra played the lullaby **quietly**.
31. The Mona Lisa is a **famous** portrait.

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32. The seminar's **discussion** of Plato lasted two hours.

EXERCISE C Adding Prefixes and Suffixes

Add a prefix or suffix to the base word in parentheses so that the new word has the meaning shown. Write the new word.

33. The proof was _____ (valid, with a prefix meaning not) because its conclusion did not follow from its premises.
34. The pianist played the nocturne _____ (careful, with a suffix meaning in the manner of).
35. Latin has many _____ (regular, with a prefix meaning not) verbs.
36. The conductor's _____ (mature, with a prefix meaning before) entrance spoiled the quiet opening.
37. The cave paintings at Lascaux are _____ (historic, with a prefix meaning before) art.
38. The chemist will _____ (merge, with a prefix meaning beneath) the metal in acid.
39. Dickens wrote about orphans who were _____ (treated, with a prefix meaning wrongly) by cruel masters.
40. The alchemists' experiments were _____ (danger, with a suffix meaning full of).
41. Mary Shelley was a _____ (novel, with a suffix meaning one who).
42. The sculptor must _____ (sharp, with a suffix meaning to make) her chisel.
43. Mozart spent much of his _____ (child, with a suffix meaning the state of) touring the courts of Europe.
44. The young Darwin _____ (eager, with a suffix meaning in the manner of) accepted a place aboard the Beagle.
45. The chemist trusted only _____ (depend, with a suffix meaning capable of) scales.
46. The museum's _____ (collect, with a suffix meaning the act or result of) of Greek vases drew many visitors.
47. The two painters' styles are _____ (similar, with a prefix meaning not).

Writing Application

Choose three words from the tables, one with a prefix and two with suffixes. Write one sentence about science, history, or music for each, and underline the prefix or suffix in each word.

13.96 Basic Spelling Rules I

English spelling has patterns you can rely on. Learn the rules for ie and ei, the -cede endings, unstressed vowels, prefixes, and suffixes added to words ending in e or y, and you will avoid the most common errors.

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The Rules

1 **Spell ie when the sound is long e, except after c. Spell ei after c, and also when the letters sound like long a.**

- A good proof helps students **believe** a claim, and a good experiment lets scientists **achieve** reliable results.
- The museum will **receive** the portrait, and the guard will **perceive** any change in the room.
- The chemist's **neighbor** helped her **weigh** the samples.

NOTE Memory aid: i before e, except after c, or when sounded like a, as in neighbor and weigh. Other words with the long a sound: sleigh, vein, beige, reign, freight. Exceptions to learn: seize, weird, either, neither, leisure, height, foreign, forfeit, species, protein, deity, heinous, heifer, kaleidoscope. Words such as science, ancient, and efficient have ie after c because their sound is not long e.

2 **Only one English word ends in -sede (supersede), and only three end in -ceed (exceed, proceed, succeed). Every other word with the sound sede at the end is spelled -cede.**

- The new edition will **supersede** the old one.
- The lecture will **proceed** after a short break, and the essay must not **exceed** five pages.
- The mediator tried to **intercede** between the rival scholars, and the experiment did not **succeed** at first.

NOTE Other -cede words include accede, concede, intercede, precede, recede, and secede. Be careful with proceed and procedure: proceed ends in -ceed, but procedure has only one e after the c.

3 **An unstressed vowel is a vowel sound that is not emphasized, and it can be hard to hear. To decide how to spell it, think of a related word in which that syllable is stressed.**

- **Origin** has an unclear middle vowel, but the related word **original** shows that it is i.
- **Democracy** ends in an unclear sound; think of **democratic** to spell it with a.
- **Definite** ends in an unclear sound; think of **definition** to spell it with i.

4 **When you add a prefix, do not change the spelling of the base word. If the prefix ends in the same letter that begins the base word, keep both letters.**

- dis + **satisfied** = **dissatisfied**
- mis + **spell** = **misspell**
- un + **natural** = **unnatural**
- il + **logical** = **illogical**

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5 **When a word ends in silent e, keep the e before a suffix that begins with a consonant, and drop the e before a suffix that begins with a vowel or y.**

- place + ment = **placement**, and care + ful = **careful**
- excite + ment = **excitement**
- excite + able = **excitable**, and compose + er = **composer**
- create + ive = **creative**, and arrive + al = **arrival**
- stone + y = **stony**, and ice + y = **icy**

NOTE A few words break the pattern: truly, argument, ninth, and wholly all lose the e before a consonant suffix.

6 **Keep the silent e when a suffix beginning with a or o is added to a word ending in ce or ge, so the c or g keeps its soft sound. Keep the e of a word ending in ee or oe when a suffix beginning with a vowel is added.**

- The lunar eclipse was a **noticeable** event, and the proof was **manageable**.
- The soldiers at Thermopylae were **courageous**, and the plan proved **advantageous**.
- The students were **seeing** Saturn's rings for the first time, and the villagers were **fleeing** the flood.
- The librarian was **tiptoeing** past the reading tables so as not to disturb anyone.

NOTE Without the e, notice + able would be pronounced with a hard c, as in the word cable.

7 **When a word ends in a consonant plus y, change the y to i before adding a suffix, unless the suffix begins with i. When a word ends in a vowel plus y, keep the y.**

- carry + ed = **carried**, and happy + ness = **happiness**
- copy + ing = **copying** (the suffix begins with i, so the y stays)
- enjoy + able = **enjoyable**, and employ + ed = **employed** (vowel plus y)

NOTE A few one-syllable words keep the y even before a consonant suffix: dryness and shyness.

ENDING	WORDS	HOW TO REMEMBER
-sede	supersede	The only one.
-ceed	exceed, proceed, succeed	Think of the phrase: Ex-Pro-Suc.
-cede	accede, concede, intercede, precede, recede, secede	All the rest.

Practice

EXERCISE A Spelling ie and ei

Write ie or ei to complete each word.

1. The curator will rec_____ve the donated sketches on Monday.
2. Pasteur's experiments helped scientists ach_____ve a new understanding of disease.
3. The painter's fresco covered the entire c_____ling of the chapel.
4. Shelley's novel shows a scientist whose ambition ends in gr_____f.
5. The astronomer could perc_____ve a faint star near the horizon.
6. The scholar's n_____ghbor lent him a rare atlas.
7. The chemist had to w_____gh each sample carefully.

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8. Elizabeth I's r_____gn ended in 1603.
9. The defenders of the castle endured a long s_____ge.
10. Each musician found a br_____f moment to tune before the concert.
11. The botanist walked through the f_____ld collecting samples.
12. The art forger's d_____ceit fooled experts for years.
13. The ship's fr_____ght included crates of Greek manuscripts.
14. The prince was the h_____r to the throne.
15. The orchestra played a lively p_____ce by Vivaldi.

EXERCISE B Exceptions and the -cede Words

Choose the correctly spelled word in parentheses.

16. Silent film (preceded, preceeded) sound film in the history of cinema.
17. The general refused to (concede, conceed) defeat.
18. The experiment did not (suceed, succeed) at first.
19. Her essay must not (exceed, excede) five pages.
20. The new law will (supersede, supercede) the old statute.
21. The lecture will (proceed, procede) after a short break.
22. The mediator tried to (intercede, interceed) between the rival scholars.
23. The prince will (accede, acceed) to the throne.
24. Scientists measure how quickly glaciers (recede, receed).
25. The (weird, wierd) glow of phosphorus fascinated the alchemist.
26. The army tried to (seize, sieze) the bridge.
27. (Neither, Niether) theory explains all of the data.
28. Mathematicians measure the (height, hieght) of a triangle from its base.
29. A scholar of (foreign, foriegn) languages may read several alphabets.
30. Chemists test food for (protein, protien).
31. The scholar enjoyed her (leisure, liesure) hours in the reading room.

EXERCISE C Adding Prefixes and Suffixes

Combine the parts in parentheses to spell the word that completes each sentence.

32. Beethoven was a _____ (compose + -er) of extraordinary range.
33. The _____ (arrive + -al) of the new microscope delighted the biology class.
34. A lunar eclipse is a _____ (notice + -able) event in the night sky.
35. The Greek historian praised the _____ (courage + -ous) soldiers at Thermopylae.
36. The chemist found the reaction _____ (manage + -able) at low temperature.
37. The _____ (excite + -ment) in the laboratory grew as the crystal formed.
38. The poet's _____ (create + -ive) use of imagery impressed the judges.
39. Through the telescope, the students were _____ (see + -ing) Saturn's rings for the first time.

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40. Medieval monks _____ (copy + -ed) manuscripts by hand.
41. Darwin _____ (study + -ed) barnacles for many years.
42. In the novel, the family's _____ (happy + -ness) ends with the war.
43. The theorem _____ (apply + -es) to every right triangle.
44. The lecture on Bach was _____ (enjoy + -able).
45. In Virgil's epic, Aeneas is _____ (flee + -ing) the burning city of Troy.
46. The historian called the treaty _____ (advantage + -ous) to both nations.
47. The _____ (care + -ful) chemist labeled every flask.
48. The architect's _____ (place + -ment) of the columns gave the hall its balance.
49. Stars seem to _____ (dis + appear) at dawn.
50. The student circled each _____ (mis + spelled) word in the draft.
51. The ghost in the play speaks in an _____ (un + natural) voice.
52. The philosopher dismissed the objection as _____ (ir + relevant) to the question.
53. The scribe's faded handwriting was _____ (il + legible).

EXERCISE D Spelling Unstressed Vowels

Fill in the missing vowel. Use the related word in parentheses, in which the vowel is stressed, to decide.

54. Linguists trace the or_____gin of many English words to Latin. (original)
55. Athens is often called the birthplace of democr_____cy. (democratic)
56. The chemist wrote a def_____nite hypothesis before the experiment. (definition)
57. The orchestra entered the comp_____tition with a new symphony. (compete)
58. The teacher diagrammed each sentence to explain gramm_____r. (grammatical)
59. The historian wrote a hist_____ry of the Roman Republic. (historic)
60. The two voices blended in perfect harm_____ny. (harmonic)
61. The play moved the audience to symp_____thy for the old king. (sympathetic)
62. Galileo improved the telesc_____pe in the early seventeenth century. (telescopic)
63. The students drew a map for their geogr_____phy class. (geographic)

Writing Application

Write three sentences about a scientist, writer, or composer you admire. Use at least one ie or ei word, one word formed by adding a suffix to a word ending in silent e, and one word formed by changing y to i.

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13.97 Basic Spelling Rules II

This lesson covers doubling final consonants, adding -ly and -ness, joining compound words, and forming plurals, including the irregular, foreign, and exceptional ones that trip up careful writers.

The Rules

1 **Double the final consonant before adding a suffix that begins with a vowel when the word ends in a single consonant preceded by a single vowel, and either has one syllable or is stressed on the last syllable.**

- The orchestra kept **stopping** at the same difficult measure.
- The student **submitted** her thesis on Monday.
- The composer **regretted** cutting the slow movement.
- The footnote **referred** the reader to an earlier chapter.

NOTE Do not double when the word ends in two consonants (resting), when two vowels come before the final consonant (heating), when the final consonant is w, x, or y (fixing), or when the stress is not on the last syllable (visiting, developing, offering). When adding a suffix moves the stress off the last syllable, the consonant is not doubled: refer becomes reference.

2 **When you add -ly to a word, keep the l of the base word. If the word ends in a double l, drop one l. If the word ends in a consonant plus le, drop the le. When you add -ness to a word ending in n, keep the n. When you join two words to make a compound word, keep every letter of both words, even when that creates a double consonant.**

- real + ly = **really**, and full + ly = **fully**
- horrible + ly = **horribly**, and mean + ness = **meanness**
- day + break = **daybreak**
- sun + set = **sunset**, and class + room = **classroom**

NOTE A base word ending in y changes the y to i before -ly or -ness: happy becomes happily and happiness. Compounds keep both letters: bookkeeper has three pairs of double letters.

3 **Form the plural of most nouns by adding -s. Add -es to nouns ending in ch, s, sh, x, or z. If a noun ends in a consonant plus y, change the y to i and add -es; if it ends in a vowel plus y, just add -s.**

- one book, two **books**; one lunch, two **lunches**
- one box, two **boxes**; one waltz, two **waltzes**
- one poppy, two **poppies**; one study, two **studies**
- one key, two **keys**; one essay, two **essays**

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4 **Nouns ending in lf or fe, and a few others such as leaf, loaf, and thief, change the f to v: add -es to the lf nouns and -s to the fe nouns (shelf becomes shelves, life becomes lives). Many other nouns ending in f, ff, or ef simply add -s.**

- one shelf, two **shelves**; one wolf, two **wolves**; one half, two **halves**
- one life, two **lives**; one knife, two **knives**; one leaf, two **leaves**
- one roof, two **roofs**; one belief, two **beliefs**; one cliff, two **cliffs**

NOTE Check a dictionary for nouns ending in f. Words such as roof, belief, chief, and cliff keep the f.

5 **For nouns ending in o, add -s when the o follows a vowel or when the word names a musical term. Add -es to many nouns where the o follows a consonant.**

- **radios**, **studios**, and **videos** (vowel plus o)
- **pianos**, **sopranos**, and **solos** (music words)
- **heroes**, **tomatoes**, **echoes**, and **vetoes** (consonant plus o)

NOTE Some consonant plus o nouns take only -s, such as photos and memos. When unsure, check a dictionary.

6 **To form the plural of a proper name or a one-word compound noun, follow the general rules. For a hyphenated compound or a compound of more than one word, make the most important word plural.**

- the **Brontës**, the **Joneses**, and the **Gomezes**
- **blueberries** and **bookshelves** (one-word compounds)
- **mothers-in-law**, **runners-up**, and **lieutenant governors**

NOTE Never change the spelling of a name to make it plural. Add -s or -es to the name as it stands. Compounds with no noun to pluralize take the ending on the last word (grown-ups, takeoffs).

7 **Some nouns have irregular plurals that you must memorize, and some nouns have the same form in the singular and the plural.**

- one child, two **children**; one foot, two **feet**; one tooth, two **teeth**
- one mouse, two **mice**; one woman, two **women**; one goose, two **geese**
- one deer, two **deer**; one series, two **series**; one species, two **species**

8 **Many nouns borrowed from Latin and Greek keep their original plural forms. Learn the common patterns.**

- -us becomes -i: one alumnus, two **alumni**; one nucleus, two **nuclei**
- -is becomes -es: one analysis, two **analyses**; one hypothesis, two **hypotheses**
- -on and -um often become -a: one phenomenon, two **phenomena**; one criterion, two **criteria**
- -ix and -ex often become -ices: one matrix, two **matrices**

NOTE Alga becomes algae and vertebra becomes vertebrae. Axis becomes axes. Some words, such as index and formula, accept both an English and a foreign plural, so check the dictionary.

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PATTERN	SINGULAR	PLURAL
ends in ch, s, sh, x, z	church, glass, brush, fox, waltz	churches, glasses, brushes, foxes, waltzes
consonant + y	city, library, activity	cities, libraries, activities
vowel + y	donkey, monkey, holiday	donkeys, monkeys, holidays
f or fe to ves	self, calf, leaf, wife	selves, calves, leaves, wives
f stays	roof, belief, cliff, chief	roofs, beliefs, cliffs, chiefs
vowel + o	radio, studio, video	radios, studios, videos
consonant + o	hero, tomato, echo, veto	heroes, tomatoes, echoes, vetoes
music words in o	piano, soprano, solo	pianos, sopranos, solos
irregular	child, foot, tooth, mouse, woman, goose	children, feet, teeth, mice, women, geese
same form	deer, series, species, sheep	deer, series, species, sheep
-us to -i	alumnus, nucleus, stimulus	alumni, nuclei, stimuli
-is to -es	analysis, thesis, crisis, axis	analyses, theses, crises, axes
-on, -um to -a	phenomenon, criterion, bacterium	phenomena, criteria, bacteria

Practice

EXERCISE A Adding Suffixes and Joining Words

Combine the parts in parentheses to spell the word that completes each sentence.

1. The conductor was _____ (tap + -ing) her baton on the stand.
2. The geologist _____ (plan + -ed) the field survey carefully.
3. The poet was _____ (begin + -ing) her third volume of verse.
4. The librarian _____ (refer + -ed) the student to a rare atlas.
5. The mathematician _____ (submit + -ed) her proof to a journal.
6. The sculptor was _____ (chip + -ing) away the marble.
7. The art historian is _____ (visit + -ing) the Louvre this spring.
8. The chemist was _____ (heat + -ing) the flask over a flame.
9. The painter was _____ (prefer + -ing) bold blues to pale greens.
10. The new lens _____ (permit + -ed) astronomers to see craters clearly.
11. The curator was _____ (real + -ly) pleased by the donation.
12. The student _____ (full + -ly) understood the proof after the second lecture.
13. The ghost in the story groaned _____ (horrible + -ly).
14. The conservator _____ (gentle + -ly) brushed the dust from the canvas.
15. The _____ (plain + -ness) of Shaker furniture is part of its beauty.
16. The _____ (thin + -ness) of the air at high altitude makes breathing hard.
17. The astronomer rose before _____ (day + break) to observe the planet.

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18. The painter waited for the _____ (sun + set) to capture the light.
19. The shelves of the _____ (class + room) were lined with atlases.
20. The scholar filled a _____ (note + book) with sketches of the ruins.

EXERCISE B Regular Plurals, Names, and Compounds

Write the plural of the noun in parentheses to complete each sentence.

21. The museum displays two ancient _____ (vase) from Greece.
22. Euclid's _____ (proof) are models of logical reasoning.
23. The mathematician filled several _____ (box) with notes.
24. Monet painted fields of _____ (poppy).
25. The wars changed the _____ (life) of countless poets.
26. The library has long wooden _____ (shelf) in the rare-book room.
27. The sculptor sharpened her _____ (knife) and chisels.
28. The three _____ (Brontë) lived in a parsonage at Haworth.
29. The two _____ (Jones) in the chemistry club shared a lab bench.
30. The two _____ (editor in chief) of the science journals met at a conference.
31. The three _____ (passerby) paused to admire the mural.
32. The two _____ (runner-up) in the poetry contest read their poems aloud.
33. Botanists compared several _____ (blueberry) under the microscope.
34. The naturalist counted six _____ (deer) near the stream.
35. The library owns three _____ (series) of lecture recordings.
36. Biologists identified two new _____ (species) in the rain forest.
37. The architect studied the _____ (roof) of Gothic cathedrals.
38. Greek _____ (belief) about the gods varied from city to city.

EXERCISE C Irregular, -o, and Foreign Plurals

Write the plural of the noun in parentheses to complete each sentence.

39. The _____ (child) in Dickens's novels often suffer hardship.
40. Biologists examined the _____ (tooth) of ancient sharks.
41. Laboratory _____ (mouse) are used in genetics research.
42. The portrait shows three _____ (woman) reading by a window.
43. The poem praises the _____ (hero) of Troy.
44. Botanists classify _____ (tomato) as fruits.
45. The concert hall owns two grand _____ (piano).
46. The cave walls sent back faint _____ (echo).
47. The geologist split the rock into two _____ (half).
48. Botanists pressed the _____ (leaf) between sheets of paper.
49. The _____ (alumnus) of the university donated a new reading room.

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50. The experiment measured how plants respond to different _____ (stimulus).
51. The chemist's two _____ (analysis) gave the same result.
52. The students tested three _____ (hypothesis) about plant growth.
53. Microbiologists cultured several _____ (bacterium) from the pond water.
54. The editor removed three _____ (ellipsis) from the quotation.
55. Biologists studied the _____ (alga) in the pond.
56. The professor read three doctoral _____ (thesis).
57. Historians study the _____ (crisis) of the late Roman Republic.
58. A graph on the coordinate plane has two _____ (axis), labeled x and y.

EXERCISE D Correcting Spelling Errors

Each sentence contains one spelling error. Rewrite the sentence with the error corrected.

59. The lab cultured three new bacterias from the pond.
60. The class tested three hypothesises about plant growth.
61. The two Jonesses in the art class painted still lifes.
62. The pianoes in the conservatory are tuned every month.
63. The shelfs in the rare-book room are made of oak.
64. Heavy rain was stoping the archaeologists' work.
65. The same error occured in both copies of the manuscript.
66. The painter's use of color was trully remarkable.

Writing Application

Write three sentences about a museum, laboratory, or concert hall. Include one plural of a noun ending in y or f, one plural of a noun ending in o, and one word formed by doubling a final consonant before a suffix.

Unit 13 Review Vocabulary and Spelling

Mixed practice covering lessons 13.93 through 13.97: context clues, word roots, prefixes and suffixes, spelling rules, and plurals.

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Practice

EXERCISE A Vocabulary in Context

Use the context clues in each sentence to choose the meaning of the boldfaced word.

1. The critic's review was so **scathing** that the playwright wept; she had never read such harsh words. (harsh, gentle)
2. Because the lecturer was **terse**, a point that others needed an hour to make took her one minute. (brief, wordy)
3. The scientist was **skeptical** of the claim and demanded further evidence. (doubtful, convinced)
4. Unlike her **frugal** brother, who saved every coin, the poet spent money freely. (thrifty, wasteful)
5. The parchment was so **durable** that it survived six centuries in a damp cellar. (long-lasting, easily torn)
6. Bach's influence is **ubiquitous**; it appears in the music of composers from nearly every later era. (found everywhere, extremely rare)
7. The **tranquil** lake reflected the mountain without a ripple. (calm, stormy)
8. The student's theory was **plausible**, but she still needed experiments to prove it. (believable, impossible)
9. The old philosopher's **obscure** argument left even his devoted students puzzled. (unclear, clear)
10. The novelist was **gregarious**, hosting a dinner party every week and loving a crowd. (sociable, solitary)

EXERCISE B Roots, Prefixes, and Suffixes

Write the part named in parentheses for each word and give its meaning.

11. circumference (prefix)
12. irregular (prefix)
13. prehistoric (prefix)
14. subtotal (prefix)
15. misjudge (prefix)
16. botanist (suffix)
17. childhood (suffix)
18. visible (suffix)
19. hydrant (root)
20. dictionary (root)
21. manuscript (the two roots)
22. conscious (root)

EXERCISE C Spelling Rules

Choose the correctly spelled word in parentheses.

23. The observatory will (receive, recieve) the new telescope in June.
24. The (weird, wierd) light of the aurora filled the northern sky.
25. The new theory may (supersede, supercede, superceed) the old one.
26. No signal can (exceed, excede) the speed of light.

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27. A (noticable, noticeable) crack ran through the ancient vase.
28. The astronomer (studied, studyed) the comet's path for a week.
29. The (beginning, begining) of the symphony is quiet and slow.
30. The same mistake (occurred, occured) in every copy of the manuscript.
31. The scholar is (visiting, visitting) the archive in Florence.
32. The (plainness, plainess) of the monastery chapel is part of its beauty.
33. The experiment was (fully, fuly) documented in the notebook.
34. The chemist gave a (definite, definate) answer.
35. The editor deleted an (unnecessary, unecessary) comma.
36. Many students (misspell, mispell) the word separate.
37. The philosopher's (argument, arguement) was clear and elegant.

EXERCISE D Forming Plurals

Write the plural of the noun in parentheses to complete each sentence.

38. Scholars from several _____ (library) consulted the manuscript.
39. Aesop's fables feature clever _____ (fox).
40. The poet's two _____ (sister-in-law) edited her letters.
41. The _____ (Curie) worked together in a small laboratory in Paris.
42. The orchestra added two _____ (cello) to the string section.
43. Homer's epics celebrate the _____ (hero) of the Trojan War.
44. Autumn _____ (leaf) change color as the chlorophyll breaks down.
45. Taxonomists classify living things into many _____ (species).
46. Historians have studied the _____ (crisis) of the Roman Republic.
47. The soil scientist counted several kinds of _____ (bacterium) in each sample.
48. The _____ (alumnus) of the college funded a new science wing.
49. The chemist ran two _____ (analysis) of the sample.
50. Ancient Greek _____ (belief) about the heavens shaped early astronomy.
51. The poem describes _____ (child) playing in a meadow.

Answer Key Vocabulary and Spelling

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

13.93 Building Vocabulary: Learning from Context

EXERCISE A

1. such as; example
2. on the other hand; contrast
3. Because; cause and effect
4. in other words; definition
5. resembling; comparison
6. or; definition
7. like; example
8. however; contrast
9. including; example
10. consequently; cause and effect
11. Unlike; contrast
12. similarly; comparison
13. which means; definition
14. Since; cause and effect
15. for instance; example
16. but; contrast

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EXERCISE B

17. dry and easily broken or cracked
18. people who speak or read several languages
19. releasing heat
20. wordy; using more words than necessary
21. withdrawn; preferring to be alone and avoiding company
22. easily broken; delicate
23. changing in brightness; not constant
24. lively, joyful, and full of energy
25. strict, careful, and logically exact
26. a testable explanation for an observation
27. the range of colors an artist uses
28. boring, tiresome, and slow
29. fine parchment made from calfskin
30. learned; showing great knowledge

EXERCISE C

31. solvent
32. indecipherable
33. mellow
34. humble
35. infinite
36. faded
37. soft
38. ambiguous
39. monumental
40. precocious
41. decline
42. fugue

13.94 Building Vocabulary: Word Roots

EXERCISE A

1. arch; rule, govern
2. ben; good
3. ced; go
4. dict; say, speak
5. fac (or fact); make, do
6. gen; birth, kind, origin
7. hydr; water
8. man; hand
9. port; carry
10. sci; know
11. strict; bind, tighten
12. tract (or trac); draw, pull
13. viv; live
14. arch; rule, govern
15. ben (or bene); good
16. hydr; water

EXERCISE B

17. benefactor
18. preceded
19. manuscripts
20. hydrogen
21. genus
22. transported
23. conscious
24. vivid
25. constricted
26. distracted
27. dictated
28. manufactured
29. anarchist
30. survives

EXERCISE C

31. government by a single ruler (arch, rule)
32. a blessing; words spoken wishing someone well (bene, good; dict, say)
33. something that goes before another thing (ced, go)
34. to say what will happen before it happens (dict, say)
35. the study of family origins and lines of descent (gen, birth, origin)
36. to remove water from (hydr, water)
37. written by hand; a handwritten document (manu, hand; script, write)
38. to carry goods out of a country (port, carry)
39. knowing everything (sci, know)
40. strict and tightly binding, as a rule or standard (string, bind)
41. to draw or pull out (tract, pull)
42. to bring back to life or strength (viv, live)

13.95 Building Vocabulary: Prefixes and Suffixes

EXERCISE A

1. de-; to lower the value of
2. mis-; translated wrongly
3. circum-; to sail all the way around
4. dis-; not showing respect
5. hyper-; excessively active
6. sub-; a total of only part of the figures, less than the whole
7. il-; not logical
8. in-; not complete, missing a needed part
9. pre-; from the time before written history
10. im-; not precise
11. in-; not accurate
12. sub-; beneath the earth
13. pre-; to look at beforehand
14. dis-; showed to be not true
15. mis-; judged wrongly
16. im-; not possible

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EXERCISE B

17. -able; capable of being admired; adjective
18. -ant; one who assists; noun
19. -en; to become thick; verb
20. -hood; the state of being a child; noun
21. -ist; one who plays the violin; noun
22. -ly; in a graceful manner; adverb
23. -ous; full of danger; adjective
24. -tion; the act or result of inventing; noun
25. -ible; capable of being seen; adjective
26. -ent; one who resides; noun
27. -en; to make long; verb
28. -hood; the state of being brothers, a close fellowship; noun
29. -ist; one who studies geology (the earth); noun
30. -ly; in a quiet manner; adverb
31. -ous; full of fame; adjective
32. -sion; the act of discussing; noun

EXERCISE C

33. invalid
34. carefully
35. irregular
36. premature
37. prehistoric
38. submerge
39. mistreated
40. dangerous
41. novelist
42. sharpen
43. childhood
44. eagerly
45. dependable
46. collection
47. dissimilar

13.96 Basic Spelling Rules I

EXERCISE A

1. ei (receive)
2. ie (achieve)
3. ei (ceiling)
4. ie (grief)
5. ei (perceive)
6. ei (neighbor)
7. ei (weigh)
8. ei (reign)
9. ie (siege)
10. ie (brief)
11. ie (field)
12. ei (deceit)
13. ei (freight)
14. ei (heir)
15. ie (piece)

EXERCISE B

16. preceded
17. concede
18. succeed
19. exceed
20. supersede
21. proceed
22. intercede
23. accede
24. recede
25. weird
26. seize
27. Neither
28. height
29. foreign
30. protein
31. leisure

EXERCISE C

32. composer
33. arrival
34. noticeable
35. courageous
36. manageable
37. excitement
38. creative
39. seeing
40. copied
41. studied
42. happiness
43. applies
44. enjoyable
45. fleeing
46. advantageous
47. careful
48. placement
49. disappear
50. misspelled
51. unnatural
52. irrelevant
53. illegible

EXERCISE D

54. i (origin)
55. a (democracy)
56. i (definite)
57. e (competition)
58. a (grammar)
59. o (history)
60. o (harmony)
61. a (sympathy)
62. o (telescope)
63. a (geography)

13.97 Basic Spelling Rules II

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EXERCISE A

1. tapping
2. planned
3. beginning
4. referred
5. submitted
6. chipping
7. visiting
8. heating
9. preferring
10. permitted
11. really
12. fully
13. horribly
14. gently
15. plainness
16. thinness
17. daybreak
18. sunset
19. classroom
20. notebook

EXERCISE B

21. vases
22. proofs
23. boxes
24. poppies
25. lives
26. shelves
27. knives
28. Brontës
29. Joneses
30. editors in chief
31. passersby
32. runners-up
33. blueberries
34. deer
35. series
36. species
37. roofs
38. beliefs

EXERCISE C

39. children
40. teeth
41. mice
42. women
43. heroes
44. tomatoes
45. pianos
46. echoes
47. halves
48. leaves
49. alumni
50. stimuli
51. analyses
52. hypotheses
53. bacteria
54. ellipses
55. algae
56. theses
57. crises
58. axes

EXERCISE D

59. The lab cultured three new bacteria from the pond.
60. The class tested three hypotheses about plant growth.
61. The two Joneses in the art class painted still lifes.
62. The pianos in the conservatory are tuned every month.
63. The shelves in the rare-book room are made of oak.
64. Heavy rain was stopping the archaeologists' work.
65. The same error occurred in both copies of the manuscript.
66. The painter's use of color was truly remarkable.

Unit 13 Review Vocabulary and Spelling

EXERCISE A

1. harsh
2. brief
3. doubtful
4. thrifty
5. long-lasting
6. found everywhere
7. calm
8. believable
9. unclear
10. sociable

EXERCISE B

11. circum-; around
12. ir-; not
13. pre-; before
14. sub-; beneath, less than
15. mis-; wrongly, badly
16. -ist; one who
17. -hood; condition, state
18. -ible; capable of, able to be
19. hydr; water
20. dict; say, speak
21. manu, hand; script, write
22. sci; know

EXERCISE C

23. receive
24. weird
25. supersede
26. exceed
27. noticeable
28. studied
29. beginning
30. occurred
31. visiting
32. plainness
33. fully
34. definite
35. unnecessary
36. misspell
37. argument

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EXERCISE D

38. libraries
39. foxes
40. sisters-in-law
41. Curies
42. cellos
43. heroes
44. leaves
45. species
46. crises
47. bacteria
48. alumni
49. analyses
50. beliefs
51. children

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Unit 14: Composition.

12 lessons, each with the rules, clear examples, and a full practice set, followed by a mixed Unit Review and a complete answer key. 572 practice items in this unit.

How to use this unit. Read the rules and examples first. Then work through every practice item on paper or in the margins. Check your answers against the answer key at the end of the unit, and reread any rule you missed.

14.98 The Writing Process: Prewriting

Prewriting is the thinking you do before you draft. This lesson shows how to find a topic, decide on a purpose, and picture your audience so that every later choice in a piece of writing has a reason behind it.

The Rules

1. **The topic is the subject you will write about. Four prewriting techniques help you find one: freewriting (writing whatever comes to mind without stopping), collecting (gathering information from books, articles, and observation), listing (jotting down ideas connected to one key word), and asking general questions (who, what, when, where, why, how).**
   - **Freewriting:** For ten minutes I wrote everything I could remember about the planetarium show, and the word **eclipse** kept appearing.
   - **Collecting:** Before writing about Marie Curie, the student gathered three encyclopedia entries and a museum pamphlet.
   - **Listing:** Under the key word **Renaissance**, she listed Florence, perspective, patrons, and oil paint.
   - **Asking questions:** Who built the first telescope? What did Galileo see? Why did his observations matter?

   NOTE A broad subject (music) is not yet a topic. Keep narrowing until you reach something you can cover in the space you have (how a fugue is built).

2. **The purpose is your reason for writing. Common purposes are to inform, to persuade, to describe, to narrate (tell a story), and to amuse. The purpose narrows the topic, and one piece may have more than one purpose.**
   - **To inform:** The water cycle moves water from oceans to clouds to rivers and back again.
   - **To persuade:** Every ninth grader should spend one afternoon this year inside a working laboratory.
   - **To describe:** The reading room glows amber under its green lamps, and the only sound is the turning of pages.
   - **To narrate:** On the night the comet appeared, my grandmother led me up the hill with a borrowed telescope.

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3 **The audience is the reader you are writing for. Knowing your audience tells you how much background to give, what style to use, and what level of vocabulary to choose.**

- **For young children:** A fossil is a very old bone or shell that turned into rock.
- **For classmates:** Fossils form when minerals slowly replace the remains of an organism buried in sediment.
- **For a science journal:** Permineralization occurs when groundwater deposits minerals within the pore spaces of buried organic tissue.

NOTE The same topic and purpose can produce very different writing for a friend, a teacher, a museum director, or a newspaper editor.

4 **Put the three decisions together before you draft: what you want to say (topic), how and why you want to say it (purpose), and to whom you want to say it (audience).**

- **Topic:** the Rosetta Stone. **Purpose:** to inform. **Audience:** seventh graders visiting the museum.
- **Topic:** the school library's evening hours. **Purpose:** to persuade. **Audience:** the principal.
- **Topic:** a symphony rehearsal. **Purpose:** to describe. **Audience:** a pen pal who has never heard an orchestra.

PREWRITING TECHNIQUE	WHAT YOU DO	BEST FOR
Freewriting	Write nonstop for a set time; do not fix anything	Discovering what you already think or feel
Collecting	Gather facts, quotations, and observations from sources	Reports and informative writing
Listing	Write one key word and list everything connected to it	Narrowing a broad subject
Asking questions	Ask who, what, when, where, why, and how	Finding the angle a reader will care about

PURPOSE	THE WRITER WANTS TO...	TYPICAL CLUE WORDS
Inform	explain facts or ideas clearly	is, consists of, causes, was discovered
Persuade	change the reader's opinion or action	should, must, clearly, best, deserves
Describe	help the reader see, hear, or feel something	colors, sounds, textures, shapes
Narrate	tell what happened, in order	first, then, that night, finally
Amuse	entertain or make the reader smile	jokes, exaggeration, surprising twists

Three questions before every draft

What am I writing about? Why am I writing it? Who will read it? If you can answer all three in one sentence, you are ready to draft.

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Practice

EXERCISE A Topic and Purpose

For each sentence, write the topic and the purpose (inform, persuade, describe, narrate, or amuse).

1. The Elements of Euclid organizes geometry into definitions, postulates, and proofs.
2. Our town's public library deserves a larger budget for its science collection.
3. The marble statue gleams white under the skylight, its folds of carved cloth as thin as paper.
4. On the morning of the eclipse, the whole class climbed to the roof of the observatory.
5. My calculus homework and I have a complicated relationship: it keeps showing up, and I keep pretending not to see it.
6. A prime number has exactly two factors, itself and one.
7. Every student should read at least one play by Shakespeare before graduation.
8. The cello's low notes rumbled through the hall like distant thunder.
9. Last spring, our chemistry club finally finished building its own spectroscope.
10. Vincent van Gogh sold very few paintings during his lifetime.
11. The old telescope on the hill is a treasure, and the city must not sell it.
12. First the archaeologist brushed away the sand, and then she saw the edge of the clay tablet.
13. The periodic table arranges the elements by increasing atomic number.
14. The philosophy club's debate about free will ended only when the janitor turned off the lights.

EXERCISE B Writing for a Topic and Purpose

Write one sentence that fits both the topic and the purpose given.

15. topic: the microscope; purpose: to inform
16. topic: a poetry reading; purpose: to persuade a friend to attend
17. topic: a painting of the sea; purpose: to describe
18. topic: a visit to a natural history museum; purpose: to narrate
19. topic: the Pythagorean theorem; purpose: to inform
20. topic: a school orchestra; purpose: to persuade the principal to buy new instruments
21. topic: an old library; purpose: to describe
22. topic: a chemistry experiment that went wrong; purpose: to amuse
23. topic: the French Revolution; purpose: to inform
24. topic: a lecture on Socrates; purpose: to narrate

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EXERCISE C Matching the Audience

Each pair gives two versions of the same idea. Choose the version better suited to the audience named in parentheses. Write a or b.

25. (a kindergarten class) a. Photosynthesis converts light energy into chemical energy stored in glucose. b. Plants use sunlight to make their own food.
26. (a university biology journal) a. Mitochondria generate most of the cell's supply of adenosine triphosphate. b. Tiny parts inside the cell make energy.
27. (a close friend) a. I would be grateful if you could attend the concert. b. You have to come to the concert on Friday; the brass section is finally in tune!
28. (the director of the art museum) a. Our class would be grateful for permission to sketch in the sculpture gallery on Thursday afternoon. b. Can we draw in the statue room Thursday?
29. (readers of a middle school newspaper) a. The new telescope lets students see the rings of Saturn on a clear night. b. The instrument's aperture and focal ratio permit the resolution of fine ring structure under favorable seeing conditions.
30. (a math teacher) a. The proof uses the fact that the sum of the angles of a triangle is 180 degrees. b. The proof works because of that triangle rule you told us about.
31. (a pen pal in another country) a. Our town library, a red brick building near the river, lends books to anyone who lives here. b. The library on Main Street is open until nine.
32. (a panel of scientists) a. We measured the solution's pH at 4.2 before adding the buffer. b. The liquid was kind of sour before we fixed it.
33. (a younger sibling) a. Beethoven kept composing even after he lost his hearing. b. Beethoven's late quartets reflect his increasing deafness and formal experimentation.
34. (a history professor) a. The Magna Carta of 1215 limited the power of the English king. b. A long time ago, some people made the king sign a paper.

EXERCISE D Naming the Prewriting Technique

Identify the prewriting technique the student is using: freewriting, collecting, listing, or asking questions.

35. Maria copied facts about volcanoes from two encyclopedias and a geology website.
36. Under the word gravity, Jamal wrote: apples, Newton, tides, orbits, falling, moon.
37. For ten minutes, Lena wrote without stopping about her first visit to the art museum, never lifting her pen.
38. Who painted the ceiling of the chapel? When? How long did it take? Why was it so controversial?
39. The student checked out three biographies of Isaac Newton and photocopied a chapter from each.
40. Across the top of the page he wrote the word symphony, and beneath it he listed movements, conductor, strings, brass, and Mahler.
41. What makes a number irrational? Where did the idea come from? Who first proved that the square root of two is irrational?
42. Her notebook page read: "Lab today was a mess but a good mess, the flame turned green and nobody knew why, I want to know why, maybe copper, maybe..."
43. Before writing about the printing press, Theo interviewed the librarian and took notes from a documentary.
44. The page held a single word, Romanticism, followed by poets, nature, emotion, Wordsworth, Shelley, storms.

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Writing Application

Choose a subject from science, history, or the arts. Narrow it to a topic, state a purpose, and name an audience in one sentence. Then write three sentences of freewriting on that topic.

14.99 The Writing Process: Drafting

Drafting turns prewriting notes into paragraphs. This lesson shows how to shape a theme into a thesis statement, how to build paragraphs from topic sentences and supporting details, and how to choose a style and voice that fit the reader.

The Rules

1 **Drafting is writing the piece in paragraph form for the first time. From the topic and purpose, you develop a theme: the point the whole piece is trying to make.**

- **Topic:** the Hubble telescope. **Purpose:** to inform. **Theme:** The Hubble telescope changed what astronomers can see.
- **Topic:** music classes. **Purpose:** to persuade. **Theme:** Every student benefits from learning an instrument.
- **Topic:** the Louvre. **Purpose:** to describe. **Theme:** The museum feels like a city of its own.

NOTE In a draft, keep writing. Fixing spelling and commas comes later, during editing.

2 **State the theme in a thesis statement, one clear sentence placed in the first paragraph. A strong thesis makes a claim the rest of the piece can support; it is not a question, a fact, or an announcement of the topic.**

- **Weak (announcement):** This paper is about Mary Shelley's Frankenstein.
- **Strong:** Mary Shelley's Frankenstein warns that knowledge pursued without responsibility can destroy its creator.
- **Weak (plain fact):** Water boils at 100 degrees Celsius at sea level.
- **Strong:** Boiling is best understood as a contest between the vapor pressure of a liquid and the pressure of the air above it.

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3 **A paragraph consists of a topic sentence, which states one main idea related to the theme, and related sentences that support that idea with details, facts, examples, or reasons.**

- **Topic sentence:** Leonardo da Vinci's notebooks reveal a mind that could not stop asking questions.
- **Supporting sentence:** On one page he sketched the flow of water around a stone; on the next he drew the muscles of a human arm.
- **Supporting sentence:** He wrote his notes in mirror script, so that a reader needs a mirror to follow his thoughts.
- **Supporting sentence:** Many of his designs, including a flying machine, were centuries ahead of the technology needed to build them.

4 **Style is the way you put words and sentences together; voice is the personality that comes through the writing. Choose a style and voice that match your audience, theme, and purpose.**

- **Formal style, serious voice:** The committee respectfully requests that the museum extend its weekend hours for student researchers.
- **Informal style, lively voice:** You will not believe what I found in the back of the archive today: a letter written in 1802!
- **Plain style, calm voice:** A hypothesis is a testable explanation for an observation.

NOTE A letter to a journal editor and a note to a lab partner can share the same topic and still sound completely different. That difference is voice.

STEP	WHAT IT IS	EXAMPLE
Topic	the subject	Beethoven's deafness
Purpose	the reason for writing	to inform
Theme	the point the piece makes	Beethoven kept composing after he could no longer hear
Thesis statement	the theme stated in one sentence in the first paragraph	Although Beethoven lost much of his hearing, he composed some of his greatest works afterward.
Topic sentence	the main idea of one paragraph	His Ninth Symphony was written when he was almost completely deaf.

Thesis test

Could someone disagree with it or ask you to prove it? If yes, it is a thesis. If no one could possibly argue, it is probably just a fact or a topic.

Topic sentence test

Does every other sentence in the paragraph help explain, prove, or illustrate it? If a sentence does not, it belongs in another paragraph or in the recycling bin.

Voice test

Read the draft aloud. Would your intended reader recognize it as written for them? If a museum director would find it too chatty, or a friend would find it stiff, adjust the voice.

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Practice

EXERCISE A From Topic and Purpose to Theme

Write a theme in one complete sentence that fits the topic and purpose given.

1. topic: the Roman aqueducts; purpose: inform
2. topic: school field trips to museums; purpose: persuade
3. topic: a thunderstorm seen from a laboratory window; purpose: describe
4. topic: a first piano recital; purpose: narrate
5. topic: the invention of the printing press; purpose: inform
6. topic: reading poetry aloud; purpose: persuade
7. topic: a sculpture garden; purpose: describe
8. topic: a philosophy class debate; purpose: amuse
9. topic: the number zero; purpose: inform
10. topic: an astronomy club; purpose: persuade
11. topic: a dinosaur hall in a museum; purpose: describe
12. topic: a failed chemistry experiment; purpose: narrate

EXERCISE B Recognizing a Strong Thesis Statement

Each item contains two sentences. Choose the one that works as a thesis statement (a claim the piece can support). Write a or b.

13. a. This essay will discuss Emily Dickinson's poems. b. Emily Dickinson's short poems pack more surprise into a few lines than most poets achieve in a page.
14. a. The Great Wall of China is very long. b. The Great Wall of China succeeded more as a symbol of unity than as a military barrier.
15. a. Learning to read music helps students understand mathematics. b. Music has notes and rhythms.
16. a. Why do people like art museums? b. Art museums survive because they offer an experience no screen can copy.
17. a. Galileo's telescope observations gave the strongest early evidence for a sun-centered universe. b. Galileo was an Italian scientist born in 1564.
18. a. Chemistry is one of the sciences taught in high school. b. High school chemistry should begin with experiments, not with memorized formulas.
19. a. Plato's cave allegory still describes how people mistake images for reality. b. Plato wrote a work called the Republic.
20. a. In this paper I am going to write about the pyramids. b. The pyramids of Giza show how much a society can build with careful organization and simple tools.
21. a. The number pi goes on forever. b. The long search for the digits of pi shows how mathematicians pursue questions with no practical use and change the world anyway.
22. a. Charles Dickens used serial publication to shape his novels around suspense. b. Charles Dickens wrote many novels.
23. a. Our library needs a quiet study room more than it needs a new coffee cart. b. Our library has a coffee cart.

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24. a. Impressionist painters were interested in light. b. The Impressionists' loose brushwork was a deliberate attempt to capture light as the eye really sees it.

EXERCISE C Supporting the Topic Sentence

Write two related sentences that give details supporting the topic sentence.

25. The school library is the best place in the building to study.
26. Isaac Newton's work changed physics forever.
27. A good science fair project begins with a clear question.
28. The art museum's new wing is designed for natural light.
29. Learning a second language sharpens the mind.
30. Ancient Egypt depended on the Nile River.
31. The orchestra's final concert of the year was unforgettable.
32. Mathematics appears in unexpected places in nature.

EXERCISE D Style and Voice

Decide whether each sentence uses a formal style or an informal style. Then name the audience it would suit best from the choices in parentheses.

33. Guess what? The museum is letting our class sketch the dinosaur skeletons next week! (a friend, a museum director)
34. I am writing to request permission for our class to sketch in the fossil hall on Thursday. (a friend, a museum director)
35. The data indicate that the reaction rate doubles with each ten-degree increase in temperature. (a lab partner by text message, readers of a science journal)
36. The stuff heats up and the whole thing goes twice as fast, which is wild. (a lab partner by text message, readers of a science journal)
37. We respectfully ask the board to reconsider the decision to close the music room during lunch. (the school board, a classmate)
38. Can you believe they locked the music room at lunch? (the school board, a classmate)
39. Hamlet's delay has puzzled readers for four centuries, and this essay argues that the delay is the point. (an English teacher, a younger cousin)
40. Hamlet basically cannot make up his mind for the whole play, and that is kind of the whole idea. (an English teacher, a younger cousin)
41. Please accept my sincere thanks for the generous donation of rare manuscripts to our school library. (the library's donor, a classmate)
42. The applicant has completed three years of advanced mathematics and seeks admission to the summer research program. (an admissions committee, a best friend)

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Writing Application

Draft one paragraph on this theme: a visit to a laboratory, museum, or concert hall changed how you see a subject. Begin with a thesis-style topic sentence and add at least three supporting sentences. Choose a voice suited to a teacher as your reader.

14.100 The Writing Process: Revising

Revising means improving a draft after it is written. This lesson gives you three checks, meaning, unity, and coherence, that turn a rough draft into a paragraph whose sentences all pull in the same direction.

The Rules

1. **Revising is improving the quality of the sentences and paragraphs after you complete a draft. It is not the same as fixing spelling and punctuation; that comes later, in editing.**
   - **Draft:** The museum has a lot of old things and some of them are interesting and the building is big.
   - **Revised:** The museum's three floors hold Egyptian mummies, medieval armor, and a room of Impressionist paintings.
   - **Draft:** Galileo looked at stuff with his telescope.
   - **Revised:** With his telescope, Galileo observed four moons circling Jupiter.

2. **First, check for meaning. Make sure the piece actually states the theme you intended and that each paragraph says what you meant it to say.**
   - **Intended theme:** The library needs longer evening hours. **Draft that misses it:** The library was built in 1931 and has a marble staircase. (The draft describes the building instead of arguing for longer hours.)
   - **Revised:** Because most students cannot reach the library before 6 p.m., its 7 p.m. closing time leaves them almost no time to use it.
   - **Intended theme:** Photosynthesis feeds the planet. **Draft that misses it:** Plants are green and pretty. **Revised:** Nearly every food chain on Earth begins with a plant turning sunlight into sugar.

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3 **Second, check for unity. Every sentence in a paragraph must support its topic sentence, and the organization must be logical. Remove or move any sentence that wanders away from the main idea.**

- **Topic sentence:** Marie Curie's research on radioactivity earned her two Nobel Prizes. **Off-topic sentence to cut:** Many students find physics difficult.
- **Topic sentence:** The sonata form has three main sections. **Supporting sentence to keep:** The exposition introduces two contrasting themes.
- **Topic sentence:** Euclid's proofs still work today. **Off-topic sentence to cut:** Many students find geometry boring.

NOTE The off-topic sentence is sometimes true and interesting. It still has to go, or it has to find a paragraph of its own.

4 **Third, check for coherence. The writing must flow, so that a reader moves easily from one sentence to the next. Arrange ideas in a sensible order, use transitions, and keep pronouns clear.**

- **Choppy:** The experiment failed. We changed the temperature. It worked. **Coherent:** The experiment failed at first; **however**, **after** we raised the temperature, it worked.
- **Unclear pronoun:** The historian told the archivist that she had misread the letter. **Coherent:** The historian told the archivist, "**You** misread the letter."
- **Out of order:** Finally, the paint dried. The artist mixed the colors. **Coherent:** **First** the artist mixed the colors; **finally**, the paint dried.

CHECK	QUESTION TO ASK	TYPICAL FIX
Meaning	Does the piece say what I intended? Is the theme clear?	Rewrite the thesis; add the missing point
Unity	Does every sentence support the topic sentence? Is the order logical?	Cut or move off-topic sentences; regroup details
Coherence	Does each sentence lead smoothly to the next? Are references clear?	Add transitions; reorder; replace vague pronouns

PURPOSE OF THE TRANSITION	USEFUL WORDS AND PHRASES
To show time or sequence	first, next, then, later, finally, meanwhile, afterward
To add an idea	also, in addition, furthermore, moreover, besides
To show contrast	however, but, yet, on the other hand, nevertheless, although
To show cause or result	because, therefore, as a result, consequently, so
To give an example	for example, for instance, such as, in particular
To show place	above, below, beside, nearby, beyond, to the left

Revise in three passes

Read once for meaning (is the point there?), once for unity (does anything wander?), and once for coherence (does it flow?). Trying to do all three at once usually means doing none of them well.

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Practice

EXERCISE A Finding the Sentence That Breaks Unity

Each paragraph has one sentence that does not support the topic sentence. Write the letter of that sentence.

1. (a) The Rosetta Stone unlocked the ancient Egyptian writing system. (b) It carries the same decree in three scripts: hieroglyphic, Demotic, and Greek. (c) Scholars who could read Greek used it to decode the hieroglyphs. (d) The British Museum also has a fine collection of Greek vases.
2. (a) Johann Sebastian Bach composed music for nearly every form of his time. (b) He wrote cantatas for church services, suites for solo cello, and fugues for the keyboard. (c) Many composers today still study his counterpoint. (d) The cello is larger than the viola.
3. (a) A controlled experiment changes only one variable at a time. (b) Our school's laboratory closes at four o'clock on Fridays. (c) If two variables change at once, the scientist cannot know which one caused the result. (d) That is why each test tube in our experiment differed in only one way.
4. (a) The Parthenon was built in the fifth century B.C. as a temple to Athena. (b) Its columns lean slightly inward, which helps the building look straight and balanced from a distance. (c) Athens has a busy modern subway system. (d) Even in ruins, the temple shows the care Greek builders took with proportion.
5. (a) Emily Dickinson wrote almost 1,800 poems. (b) Only a handful were published while she was alive. (c) Most were discovered in her room after her death. (d) New England winters can be very cold.
6. (a) The Pythagorean theorem describes the sides of a right triangle. (b) The square of the longest side equals the sum of the squares of the other two. (c) Pythagoras also founded a community with strict rules about diet. (d) Builders still use the theorem to check that corners are square.
7. (a) Our school library has become the busiest room in the building. (b) Every table is full by the second week of each semester. (c) Students wait in line to use the printers. (d) The cafeteria serves lunch at noon.
8. (a) Vincent van Gogh painted The Starry Night in 1889. (b) The swirling sky shows stars and a crescent moon above a quiet village. (c) The painting is now one of the most famous images in the world. (d) The museum that owns it also sells postcards in the lobby.
9. (a) Photosynthesis takes place mainly in the leaves of a plant. (b) Chlorophyll in the leaf cells absorbs sunlight. (c) Some leaves turn red in autumn. (d) The captured energy is used to turn water and carbon dioxide into sugar.
10. (a) The printing press spread ideas faster than any earlier invention. (b) Within fifty years of its invention, millions of books had been printed in Europe. (c) Scholars in different countries could finally read the same texts. (d) Paper is made from wood pulp.
11. (a) Socrates taught by asking questions rather than by giving answers. (b) He would ask a student to define a word like courage and then test the definition with examples. (c) The student usually discovered that the definition did not hold. (d) Athens was a port city with a strong navy.
12. (a) A symphony orchestra is divided into four families of instruments. (b) The strings sit at the front, nearest the conductor. (c) Concert tickets have become expensive. (d) The woodwinds, brass, and percussion are arranged behind the strings.

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EXERCISE B Arranging Sentences for Coherence

The sentences of each paragraph are out of order. Write the letters in the order that makes the paragraph flow logically.

13. (a) Then he polished the lenses by hand for weeks. (b) Finally, he pointed the finished instrument at the moon and saw mountains. (c) First, Galileo ground two pieces of glass into lenses. (d) Next, he fitted the lenses into a lead tube.

14. (a) As a result, the whole class could see the crystals forming. (b) We began by dissolving the salt in hot water. (c) Afterward, we let the solution cool slowly overnight. (d) By morning, the beaker was lined with clear cubes.

15. (a) By the end of the lecture, nobody had settled the question, but everyone understood it better. (b) She opened by asking whether a person can know anything for certain. (c) The philosophy professor began her lecture without any notes. (d) Several students offered examples, which she tested one by one.

16. (a) Visitors pass through the entrance hall into a room of Egyptian sculpture. (b) Beyond the Egyptian room lies the gallery of Greek vases. (c) The museum's ground floor is arranged in chronological order. (d) At the far end of the floor, a staircase leads up to the Renaissance paintings.

17. (a) Therefore, the number is irrational. (b) Suppose that the square root of two could be written as a fraction in lowest terms. (c) That means the fraction was not in lowest terms after all, which contradicts our assumption. (d) Squaring both sides shows that both the numerator and the denominator must be even.

18. (a) The next year, her lab published its first results. (b) The chemist began by repeating an older experiment to make sure her equipment worked. (c) Only then did she design the new series of tests. (d) Those results led to a grant that doubled the size of the lab.

19. (a) In the second movement, a slow melody passes from the cellos to the violins. (b) The symphony opens with a fanfare in the brass. (c) The finale brings back the opening fanfare, now played by the full orchestra. (d) The third movement is a quick dance that keeps changing meter.

20. (a) Within a few years, they had drafted a constitution. (b) The colonies first joined together to resist new taxes. (c) After winning the war, they discovered that they needed a stronger central government. (d) Then the dispute grew into a war for independence.

EXERCISE C Naming the Problem

Each item describes a draft and its intended purpose. Write which revision check the writer most needs: meaning, unity, or coherence.

21. The writer meant to argue that the museum should stay open late, but the draft only describes the museum's architecture.

22. A paragraph about Bach's fugues contains one sentence about the weather in Leipzig.

23. Every sentence supports the topic, but the sentences jump around in time, and the reader cannot tell what happened first.

24. The pronoun it is used so often that the reader cannot tell whether it refers to the telescope or the camera.

25. The paragraph is supposed to explain how a volcano erupts, but it never mentions magma or pressure.

26. The paragraph on the Renaissance includes an unrelated sentence about modern Italian cooking.

27. The sentences in the paragraph are all short and separate, with no transitions, so the ideas seem unconnected.

28. The writer intended a thesis about why Hamlet delays, but the draft merely summarizes the plot of the play.

29. A report on photosynthesis drifts into a paragraph about the writer's favorite houseplant.

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30. The description of the museum's floor plan is correct but moves from the third floor to the first and then back to the second.

EXERCISE D Choosing the Right Transition

Choose the transition in parentheses that makes the relationship between the ideas clear.

31. The astronomer predicted the comet's return; (however, for example), she did not live to see it.
32. Mix the two solutions; (then, nevertheless), record the temperature every minute.
33. The novel was banned in several countries; (as a result, similarly), it became even more widely read.
34. Many composers wrote symphonies; (for instance, otherwise), Haydn wrote more than one hundred.
35. The archive holds letters from the 1700s; (in addition, instead), it keeps maps from the same period.
36. Fermat's Last Theorem looks simple; (however, therefore), its proof took more than three centuries.
37. The painter sketched the scene in charcoal; (afterward, although), she added color in oils.
38. The museum closes at five; (therefore, meanwhile), we should arrive by two to see everything.
39. Mercury is the closest planet to the sun; (on the other hand, likewise), it is not the hottest.
40. The lecture covered three philosophers; (in particular, otherwise), it focused on Aristotle.
41. The violin section is seated at the front of the stage; (beyond, finally) them sit the woodwinds.
42. The sculptor finished the marble figure; (finally, because), after two years of work, it was unveiled.

Writing Application

Revise this draft for meaning, unity, and coherence, and write the improved version: "Newton saw an apple fall. He was a scientist. Gravity pulls things. The moon is also pulled. He liked to work alone. The same force explains both."

14.101 The Writing Process: Editing

Editing is the close-up work of fixing sentences: grammar, usage, clarity. Proofreading then catches spelling, punctuation, and capitalization slips. This lesson shows what to look for and the standard marks editors use.

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The Rules

1. **After revising, edit your work to clarify your ideas sentence by sentence. Check word usage, subject-verb agreement, verb tenses, clear pronoun references, run-on sentences, and sentence fragments.**
   - **Agreement error:** The collection of fossils **are** on the third floor. **Edited:** The collection of fossils **is** on the third floor.
   - **Tense error:** Yesterday the chemist **measure** the sample twice. **Edited:** Yesterday the chemist **measured** the sample twice.
   - **Unclear pronoun:** The curator told the guard that **he** was late. **Edited:** The curator told the guard, "**You** are late."
   - **Fragment:** Because the telescope was out of focus. **Edited:** **Because the telescope was out of focus, the image was blurry.**

2. **Edit for clarity as well as correctness. Remove extra words, replace vague words with exact ones, and split run-on sentences.**
   - **Wordy:** At this point in time, the museum is in the process of planning a new exhibit. **Edited:** The museum **is planning** a new exhibit.
   - **Vague:** The experiment had a good result. **Edited:** The experiment **confirmed the hypothesis**.
   - **Run-on:** The poet read for an hour the audience stayed silent. **Edited:** The poet read for an hour**, and** the audience stayed silent.

3. **When editing on paper, cross out words and write the new words above the line or in the margin. Standard proofreading marks let anyone read your corrections.**
   - A **caret** (^) shows where to insert a missing word or letter: the chemist ^ the solution (insert: heated).
   - A **dele** mark (a line through the unwanted letters or word, ending in a looped delete sign in the margin) shows what to delete: the the telescope.
   - **Three lines** under a letter mean capitalize it: paris. A **slash** through a capital letter means make it lowercase: the Museum.

4. **Proofreading is the final check for spelling, punctuation, and capitalization errors. Read slowly, one line at a time, and check every proper noun and every sentence ending.**
   - **Spelling:** The librarian **recieved** the shipment. **Proofread:** The librarian **received** the shipment.
   - **Punctuation:** After the lecture we toured the laboratory. **Proofread:** After the lecture**,** we toured the laboratory.
   - **Capitalization:** The class read a poem by **emily dickinson**. **Proofread:** The class read a poem by **Emily Dickinson**.

   NOTE Reading your work aloud, or reading it backward one sentence at a time, keeps your eyes from skipping over what your brain expects to see.

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MARK	MEANING	EXAMPLE
^ (caret)	insert	the chemist ^ the flask (insert: filled)
loop through a word (dele)	delete	the the telescope
# with a caret	insert a space	artmuseum
curved lines closing in (close up)	close up the space	micro scope
three lines under a letter	capitalize	beethoven
slash through a capital	make lowercase	the Laboratory
circle with sp	check spelling	seperate
curved line looping two words	switch the order	only not
paragraph symbol	begin a new paragraph	...ended the first movement. The second movement...

- **Editing checklist:** Does every subject agree with its verb? Are verb tenses consistent? Does every pronoun point clearly to one noun? Is every sentence complete? Are there any run-ons? Can any words be cut?
- **Proofreading checklist:** Is every proper noun capitalized? Does every sentence begin with a capital and end with the right mark? Are commas in place after introductory phrases and between items in a series? Are commonly confused words (their, there, they're; its, it's) correct? Is every word spelled correctly?

Revise, then edit, then proofread

Order matters. There is no point perfecting the commas in a sentence you may cut during revision. Finish the big changes first, then polish.

Practice

EXERCISE A

Editing for Grammar and Clarity

Each sentence contains one error in usage, agreement, tense, pronoun reference, or sentence structure. Rewrite the sentence correctly.

1. The set of encyclopedias were donated to the library.
2. Last week the orchestra rehearse the symphony three times.
3. Because the solution turned blue when we added the indicator.
4. The curator showed the visitors the mummy they were fascinated.
5. Each of the planets have its own orbit.
6. The philosopher and the scientist agreed that she was right.
7. The students done their experiments before the bell rang.
8. The museum opened a new wing, it displays Roman coins.
9. Neither the telescope nor the binoculars was in the closet.
10. The historian wrote the book and then she lectures about it last spring.
11. Mozart composed his first symphony when he was eight he was a child prodigy.
12. A list of the irregular verbs were posted on the wall.
13. If the sample is pure, they will melt at exactly 80 degrees.

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14. The poet, as well as her editors, were pleased with the final version.

EXERCISE B Proofreading Marks

Name the proofreading mark an editor would use to fix each problem.

15. The word beethoven needs a capital B.
16. The phrase "the the laboratory" has an extra word.
17. The sentence "The chemist the flask" is missing the verb filled.
18. The word "artmuseum" should be two words.
19. The word "micro scope" should be one word.
20. The word Telescope is capitalized in the middle of a sentence for no reason.
21. The word "seperate" is misspelled.
22. The letters in the word "teh" are in the wrong order.
23. A new idea begins in the middle of a long paragraph and needs its own paragraph.
24. The sentence "The poem was written 1820" is missing the word in.

EXERCISE C Proofreading Sentences

Rewrite each sentence, correcting all errors in spelling, punctuation, and capitalization.

25. the librarian recieved a rare manuscript from london.
26. Marie curie won nobel prizes in physics and chemistry
27. After the eclipse the astronomers compared there notes.
28. The museums new exhibit opens on tuesday march 3.
29. Shakespeares play hamlet was first preformed around 1600.
30. Did Galileo realy drop weights from the leaning tower of pisa.
31. mr. ortega wrote the chemical formula on the board
32. Bach beethoven and brahms are often called the three Bs.
33. we visited the louvre the british museum and the prado last summer.
34. The Scientist's hypothesis was that the sample would seperate into two layers.
35. Plato wrote "the republic" in the fourth century b.c.
36. its a fact that the nile is the longest river in africa.
37. The orchestra played a symphony by haydn it was beautiful.
38. Their are more than ninety naturally occuring elements on the periodic table.

EXERCISE D Editing or Proofreading?

Decide whether each error would be caught in editing (grammar, usage, clarity) or in proofreading (spelling, punctuation, capitalization). Write editing or proofreading.

39. The paragraph says "the data shows" when data is plural.
40. The word rhythm is spelled rythm.
41. A sentence runs on for three lines without a period.
42. The name of the river is written as nile.
43. The pronoun they has no clear antecedent.

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44. A comma is missing after an introductory clause.

Writing Application

Write four sentences about a scientist or artist you admire. Deliberately include two errors (one grammar error and one spelling or punctuation error). Then exchange with a partner, mark the errors with proofreading marks, and write the corrected sentences.

14.102 The Writing Process: Presenting

Presenting means sharing finished writing with an audience. Knowing who will read or hear your work, and where, helps you choose a market, prepare visual aids, and deliver the piece well.

The Rules

1 **Presenting is the stage in which you share your work with others. Thinking about presentation can begin as early as prewriting, because the audience often defines the market for your work.**

- A **report on the Roman aqueducts** suits an audience of classmates and a history teacher.
- A **poem about autumn light** suits readers of a school literary magazine.
- A **lab article on crystal growth** suits readers who already enjoy chemistry.

NOTE The nature of the material also points to a market. Ask two questions: Who would want to read or hear this, and where do those people look?

2 **A market is an outlet that publishes or presents writing. Four kinds of markets are open to student writers: school forums, community forums, contests, and open-market forums.**

- **School forums** include the school newspaper, the literary magazine, and classroom presentations: a lab report read aloud to the science class.
- **Community forums** include community groups and local newspapers: a short history of the town library printed in the weekly paper.
- **Contests** are often run by magazines and organizations: an essay on Darwin entered in a young scientists' essay contest.
- **Open-market forums** include professional magazines and periodicals: a review of a new orchestral recording sent to a music magazine.

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3 **To choose a market, examine your writing, decide who the audience is, and then search for an outlet that serves that audience. Library reference books that list markets for young writers can save time.**

- A **poem for teenage readers** belongs in a teen poetry magazine or contest, not in a trade journal for engineers.
- An **article on medieval manuscripts** fits the newsletter of a historical society.
- A **short story about a mathematician** might be sent to a magazine that publishes student fiction.

NOTE Always read the outlet's guidelines for length, topic, format, and deadline before you submit.

4 **Some outlets, such as classroom presentations, exchange groups, and community productions, call for an oral presentation. For these, rehearse aloud and prepare visual aids to add to your words.**

- A speech on the solar system gains clarity from a **labeled diagram of the planets' orbits**.
- A talk on Van Gogh gains power from **large color prints of three paintings**.
- A presentation on a Bach fugue gains meaning from a **short recorded excerpt and a chart of the entering voices**.

5 **A good visual aid is large enough to be seen, directly related to the point, and simple enough to understand in seconds. Match the type of aid to what you need to show.**

- Use a **map** to show where events took place.
- Use a **timeline** to show the order of events across years.
- Use a **graph or table** to compare measurements, and a **model or photograph** to show how something looks.

MARKET TYPE	TYPICAL OUTLETS	AUDIENCE	EXAMPLE OF A GOOD FIT
School forum	school newspaper, literary magazine, classroom talk	classmates and teachers	an article on the new science laboratory
Community forum	local paper, club newsletter, library program	neighbors and local groups	a talk on local history for a historical society
Contest	magazine or organization competitions	judges and later readers	a poem entered in a national young poets contest
Open-market forum	professional magazines and periodicals	general or specialized readers	an essay on modern art sent to an arts periodical

WHAT YOU NEED TO SHOW	USEFUL VISUAL AID
Where something happened	map
When events happened, in order	timeline
How parts relate or how a process works	labeled diagram or flow chart
Numbers or measurements compared	bar graph, line graph, or table
What something looks or sounds like	photograph, print, model, or recorded excerpt

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Delivering an oral presentation

Rehearse until you rely on notes, not a script. Speak slowly and clearly, look at your audience, and face them (not the screen) when you point out a visual aid.

Practice

EXERCISE A Identifying the Type of Market

Name the type of market described: school forum, community forum, contest, or open-market forum.

1. A report on the French Revolution read aloud to your history class.
2. An article about the new chemistry laboratory printed in the school newspaper.
3. A profile of a local painter printed in the town's weekly paper.
4. A short story submitted to a magazine's annual competition for young writers.
5. A talk on constellations given to a neighborhood astronomy club.
6. An article on a recent archaeological dig submitted to a professional history magazine that pays for articles.
7. A poem entered in a national poetry competition for teenagers.
8. A review of a museum exhibit sent to a national arts magazine.
9. A presentation on Greek myths for the library's neighborhood reading group.
10. An essay on the golden ratio posted in the school's collection of student writing.
11. An essay on the American Revolution entered in a state history competition.
12. A review of a new recording of Beethoven's symphonies sent to a professional music magazine.

EXERCISE B Suggesting a Market

Suggest one suitable market for each piece of writing. Name the kind of outlet and the audience it reaches.

13. an original poem about the night sky
14. a research paper on the history of the printing press
15. a review of a recent concert by the school orchestra
16. a short story set in a medieval monastery library
17. an explanation of how the Pythagorean theorem is used in carpentry
18. a biography of the physicist Marie Curie
19. an original piano piece for beginners
20. a persuasive essay urging the school to extend library hours
21. a humorous essay about a first week in a chemistry laboratory
22. an analysis of the symbolism in a Shakespeare play

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EXERCISE C Choosing the Better Visual Aid

Choose the visual aid that would help the audience most.

23. For a speech on the orbits of the planets: (a diagram of the solar system showing each orbit, a photograph of a telescope in a store window)
24. For a talk on the length of the reigns of the Roman emperors: (a timeline of the emperors with dates, a map of modern Italian highways)
25. For a presentation on how a river carves a canyon: (a labeled diagram showing erosion over time, a color photograph of a hiker's boots)
26. For a report on the routes of the explorer Magellan's voyage: (a map with the route traced, a table of ship supplies in alphabetical order)
27. For a talk comparing the heights of the world's highest mountains: (a bar graph of the heights, a portrait of a famous climber)
28. For a presentation on the structure of a sonata: (a chart labeling each section by name, a poster of a concert hall's ticket prices)
29. For a speech on the Impressionist style: (large color prints of two Impressionist paintings, a black-and-white photograph of a picture frame)
30. For a report on the parts of a cell: (a labeled diagram of the cell, a list of famous microscope makers)
31. For a lecture on the growth of a plant under different light conditions: (a line graph of plant height over four weeks, a drawing of a flowerpot with no labels)
32. For a talk on the structure of a sonnet: (a chart showing the rhyme scheme line by line, a photograph of the poet's gravestone)

EXERCISE D Planning Visual Aids

Suggest two visual aids that would increase the effectiveness of each oral presentation.

33. a speech on the water cycle
34. a report on the Silk Road
35. a talk on the life of Beethoven
36. a presentation on the phases of the moon
37. a speech on the history of the periodic table
38. a lecture on Renaissance perspective in painting
39. a presentation on the parts of the orchestra
40. a report on the Egyptian pyramids
41. a talk on how a geometry proof is organized
42. a presentation on the poetry of Emily Dickinson

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Writing Application

Choose a short piece you have written, or a topic you would like to write about. Name the audience, suggest one market, and explain in two or three sentences how and to whom you could present it.

14.103 Outlining

An outline organizes your prewriting notes into main topics and supporting details before you draft. A clear outline shows what goes first, what goes next, and what does not belong.

The Rules

1 **Outlining is a method of organizing information before you write. Prewriting notes are often a jumble of words and phrases, so sort them first: put each idea on an index card, then group the cards by main topic.**

- Cards labeled **Mozart's birth**, **The Magic Flute**, and **Death in Vienna** can be sorted into two groups: life and works.
- Cards labeled **Mercury**, **Venus**, **Jupiter**, and **Saturn** can be grouped as **inner planets** and **outer planets**.

2 **Label main topics with Roman numerals (I, II, III). Label subtopics with capital letters (A, B, C). Label details under a subtopic with Arabic numerals (1, 2, 3). If you need a further level, use lowercase letters (a, b, c).**

- **I.** The Renaissance in Italy, **A.** Painting, **1.** Leonardo da Vinci, **2.** Raphael
- **II.** The Renaissance in Northern Europe, **A.** Printing, **B.** Painting
- **III.** Legacy, **A.** Influence on later art, **B.** Influence on science

NOTE Indent each level farther to the right than the level above it, and line up entries of the same level.

3 **Whenever you divide a topic or subtopic, you must have at least two parts. Every A needs a B; every 1 needs a 2. If there is only one part, fold it into the heading above it.**

- Correct: **I.** The Cell, **A.** The nucleus, **B.** The membrane
- Incorrect: **I.** The Cell, **A.** The nucleus (no B follows). Better: **I.** The nucleus of the cell

4 **Entries at the same level must be of equal weight and must relate to the heading above them. Each level is narrower than the one before it.**

- Under **Brass Instruments**: **A.** Trumpet, **B.** Trombone, **C.** French horn.
- Not under **Brass Instruments**: **D.** The history of the violin (it does not belong).

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5 **Begin every entry with a capital letter. Keep entries at the same level in parallel form: all nouns, all phrases, or all sentences, not a mixture.**

- Parallel: **A.** Collecting samples, **B.** Measuring temperature, **C.** Recording results
- Not parallel: **A.** Collecting samples, **B.** The temperature, **C.** You should record the results

6 **A topic outline uses words and phrases and takes no end punctuation. A sentence outline uses complete sentences and ends each entry with a period. Choose one type and use it throughout.**

- Topic outline: **I.** Causes of the Peloponnesian War
- Sentence outline: **I.** The Peloponnesian War began when Athens and Sparta struggled for power.

7 **Give your outline a title and arrange the main topics in a logical order: chronological, spatial, by importance, or by comparison.**

- Chronological: **I.** Early Life, **II.** Career, **III.** Later Years
- By comparison: **I.** Baroque Architecture, **II.** Gothic Architecture

LEVEL	SYMBOL	INDENT	EXAMPLE
Main topic	I, II, III	farthest left	I. The Solar System
Subtopic	A, B, C	one step in	A. The inner planets
Detail	1, 2, 3	two steps in	1. Mercury
Smaller detail	a, b, c	three steps in	a. closest planet to the sun

- Title: _____
- I. Main topic one
- A. Subtopic (indented under I)
- 1. Detail (indented under A)
- 2. Detail
- B. Subtopic
- II. Main topic two (A and B subtopics follow the same pattern)
- III. Main topic three (A and B subtopics follow the same pattern)
- Copy this pattern and fill in your own entries.
- **Sample topic outline, Title: The Life of Marie Curie.** I. Early Years; A. Childhood in Warsaw; B. Studies in Paris. II. Scientific Work; A. Discovery of polonium and radium; B. Two Nobel Prizes. III. Legacy; A. Research institutes; B. Influence on later physicists.
- **Sample sentence outline, Title: The Telescope.** I. Galileo improved the telescope in 1609. A. He used it to observe the moons of Jupiter. B. He saw mountains on the moon. II. Later telescopes grew larger and more powerful. A. Reflecting telescopes use mirrors. B. Modern observatories sit on high mountains.

Check each A
Does every A have a B? Does every 1 have a 2? If not, combine or add.

Check each level
Do all entries at one level belong under the heading above them?

Check the form
Are entries parallel, capitalized, and punctuated the same way?

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Practice

EXERCISE A Outline Conventions

Fill in the blank with the correct word or symbol.

1. Main topics in an outline are marked with _____.
2. Subtopics under a main topic are marked with _____.
3. Details under a subtopic are marked with _____.
4. The first word of every entry begins with a _____.
5. If a topic is divided, it must have at least _____ parts.
6. Each lower level of an outline is indented _____ than the level above it.
7. An outline whose entries are words and phrases is a _____ outline.
8. An outline whose entries are complete sentences is a _____ outline.
9. In a sentence outline, each entry ends with a _____.
10. Before outlining, you can write each prewriting idea on an index card and _____ the cards by main topic.

EXERCISE B Evaluating Outlines

Each item is part of an outline, with entries separated by slashes. Write correct if it is properly formed. If not, state the flaw.

11. I. Early Life / A. Birth in Salzburg / II. Musical Career
12. I. Instruments of the Orchestra / A. Strings / B. Woodwinds / C. Brass
13. I. Baroque Composers / A. Bach / B. Handel / C. How volcanoes form
14. I. Greek Philosophers / A. Socrates / B. Plato / 1. Wrote dialogues
15. I. The Solar System / A. Inner planets / 1. Mercury / 2. Venus / B. Outer planets
16. I. Parts of a Cell / a. Nucleus / b. Membrane
17. I. Renaissance Painters / A. Leonardo da Vinci / B. Raphael / II. sculptors of the period
18. I. Types of Triangles / A. Equilateral triangles / B. Isosceles triangles / C. Photosynthesis
19. A. Causes of the French Revolution / B. Events of the Revolution
20. I. Poetic Forms / A. The sonnet / B. The haiku / 1. Three lines / 2. Seventeen syllables
21. I. The Scientific Method / A. Ask a question / B. Form a hypothesis / 1. Test it
22. I. Mozart's Works / A. Operas / B. Symphonies / I. Symphony No. 40 / II. Symphony No. 41

EXERCISE C Topic or Sentence Outline Entries

Write topic if the entry belongs in a topic outline or sentence if it belongs in a sentence outline.

23. The causes of the Peloponnesian War
24. Euclid organized geometry around a few basic assumptions.
25. Characters in Hamlet
26. Isaac Newton described the laws of motion in the Principia.
27. Properties of acids and bases

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28. Photosynthesis converts light energy into chemical energy.
29. Brush techniques of the Impressionists
30. The orchestra is divided into four families of instruments.
31. Daily life in ancient Athens
32. Newton described the laws of motion.

EXERCISE D Building Outlines

Items 1 to 4: organize the entries into a topic outline (write it with slashes between entries). Items 5 to 12: name the entry that does not belong under the main topic.

33. Main topics: The Inner Planets; The Outer Planets. Entries: Mercury, Venus, Jupiter, Saturn, Earth, Mars, Neptune, Uranus.
34. Main topics: Bach's Life; Bach's Music. Entries: Born in Eisenach in 1685; Worked as an organist; Brandenburg Concertos; The Well-Tempered Clavier; Died in Leipzig in 1750; Mass in B minor.
35. Main topics: Triangles by Sides; Triangles by Angles. Entries: Equilateral; Isosceles; Scalene; Acute; Right; Obtuse.
36. Main topics: Mozart's Operas; Mozart's Symphonies. Entries: The Magic Flute; Don Giovanni; Symphony No. 40; Symphony No. 41.
37. Main topic: Forms of Energy. (A. Kinetic energy, B. Potential energy, C. Thermal energy, D. The history of the telescope)
38. Main topic: Greek Philosophers. (A. Socrates, B. Plato, C. Aristotle, D. Galileo)
39. Main topic: Woodwind Instruments. (A. Flute, B. Oboe, C. Clarinet, D. Trumpet)
40. Main topic: Impressionist Painters. (A. Monet, B. Renoir, C. Degas, D. Michelangelo)
41. Main topic: Branches of Mathematics. (A. Algebra, B. Geometry, C. Calculus, D. Counterpoint)
42. Main topic: Novels by Jane Austen. (A. Emma, B. Persuasion, C. Pride and Prejudice, D. Jane Eyre)
43. Main topic: Layers of the Earth. (A. Crust, B. Mantle, C. Core, D. Stratosphere)
44. Main topic: Wonders of the Ancient World. (A. Great Pyramid of Giza, B. Hanging Gardens of Babylon, C. Colossus of Rhodes, D. Eiffel Tower)

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Writing Application

Choose a topic from literature, science, art, or history. Write a topic outline for a short essay with at least two main topics and at least two subtopics under each. Give the outline a title.

14.104 Writing Effective Sentences

Sentences do the work of your voice: they set pace, give emphasis, and carry your ideas. This lesson covers topic sentences, emphasis, active and passive voice, variety, combining, wordiness, parallelism, and strong verbs.

The Rules

1. **A topic sentence states the main idea of a paragraph. Supporting details prove, clarify, or add information about that main idea. Write a clear, strong topic sentence and develop it with details.**
   - **Topic sentence:** Mathematicians of ancient Greece **laid the foundation of geometry**.
   - **Supporting detail:** **Euclid** gathered the known results into a single logical work, the Elements.
   - **Supporting detail:** **Pythagoras** and his followers studied the relationships among the sides of right triangles.

2. **Emphasis and pace depend on where you put details and how many you include. Short sentences move quickly and strike hard; long sentences slow the pace. Placing a word or phrase at the beginning or end of a sentence gives it extra weight.**
   - **Short, quick:** The curtain rose. The cellos began.
   - **Long, slow:** Slowly, as the lamps dimmed and the audience settled into the velvet seats, **the cellos began their low, patient theme**.
   - **Emphasis at the end:** After years of calculation, the astronomer found **the planet**.

3. **You can draw attention to the subject by moving it to the end of the sentence. The verb stays the same whether the subject comes first or last.**
   - Subject first: **A comet** streaked across the night sky.
   - Subject last: Across the night sky streaked **a comet**.
   - Subject last: Beside the window stood **a bust of Plato**.

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4 **A verb is in the active voice when the subject performs the action. It is in the passive voice when the action is performed on the subject. Prefer the active voice; use the passive when you do not know who performed the action or do not want to emphasize the subject.**

- **Active:** **Marie Curie isolated** radium.
- **Passive:** Radium **was isolated** by Marie Curie.
- **Passive (doer unknown):** The ancient scroll **was found** in a clay jar.
- **Passive (process emphasized):** The solution **was heated** to 80 degrees Celsius.

NOTE A passive verb is a form of be plus a past participle (was written, were painted, has been found).

5 **Vary sentence beginnings, lengths, and structures. Start some sentences with the subject, others with an adverb, a prepositional phrase, a participial phrase, or a subordinate clause. Too many short sentences in a row sound choppy.**

- **Choppy:** Darwin sailed on the Beagle. He studied finches. He studied tortoises.
- **Varied:** **Sailing on the Beagle**, Darwin studied finches and tortoises.
- **Varied:** **When Darwin reached the Galapagos Islands**, he noticed differences among the finches.

6 **Combine short, related sentences by joining words or ideas with a compound predicate, a compound sentence, a complex sentence, or a phrase. Combining shows how ideas relate.**

- **Compound predicate:** The poet **revised the stanza and read it aloud**.
- **Compound sentence:** The experiment failed **, but** the team learned from it.
- **Complex sentence:** **Because the ink was faded**, the archivist used a magnifying glass.
- **Phrase:** Sir Isaac Newton **, an English physicist**, described the laws of motion.

7 **Cut wordiness. Delete filler phrases, repeated ideas, and unneeded openers such as there is, there are, and it is a fact that.**

- **Wordy:** **Due to the fact that** the lab was closed, the test was postponed. **Better:** **Because** the lab was closed, the test was postponed.
- **Wordy:** **There are** many students **who** admire Mozart. **Better:** Many students admire Mozart.
- **Wordy:** The statue was **tall in height**. **Better:** The statue was **tall**.

8 **Use parallel structure for ideas of equal importance: match nouns with nouns, phrases with phrases, and clauses with clauses.**

- **Not parallel:** Bach was admired for his organ playing, writing fugues, and his teaching.
- **Parallel:** Bach was admired for **his organ playing, his fugues, and his teaching**.
- **Parallel:** The scientist **observed the sample, recorded the data, and drew a conclusion**.

9 **Choose strong, precise verbs instead of a weak verb plus an adverb or a vague word.**

- **Weak:** The comet **went** across the sky. **Strong:** The comet **streaked** across the sky.
- **Weak:** The pianist **hit** the keys hard. **Strong:** The pianist **pounded** the keys.
- **Weak:** The mathematician **looked at** the proof. **Strong:** The mathematician **scrutinized** the proof.

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COMMON WORDY PHRASE	SAY INSTEAD
due to the fact that	because
at this point in time	now
in the event that	if
in order to	to
there are many who	many
each and every	each or every
round in shape	round

WEAK VERB PHRASE	STRONGER VERB
made a decision	decided
gave an explanation of	explained
went quickly	dashed, hurried, raced
looked at carefully	examined, studied, inspected
said loudly	declared, proclaimed

When the passive voice is the better choice

Use the passive when the doer is unknown (The vase was shattered long ago), unimportant (The sample was heated), or deliberately left out. Otherwise the active voice is shorter and stronger.

Practice

EXERCISE A **Active and Passive Voice**

Decide whether the voice of each sentence is the best choice. If not, rewrite the sentence in the active voice. If the passive is acceptable, write Correct as is and say why.

1. The Elements was written by Euclid.
2. The manuscript was stolen from the archive in 1890.
3. An effective polio vaccine was developed by Jonas Salk.
4. The mixture was heated slowly in the flask.
5. The Starry Night was painted by Vincent van Gogh.
6. The experiment was repeated three times by the students.
7. The telescope was pointed at Saturn by the astronomer.
8. The ancient scroll was discovered in a clay jar.
9. The audience was moved by the pianist's final nocturne.
10. The fossils were carefully brushed clean by the paleontologist.

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EXERCISE B Combining Sentences

Combine each group of sentences into one smooth sentence.

11. Marie Curie discovered polonium. She discovered radium.
12. The poem is short. The poem is powerful.
13. Galileo studied the moons of Jupiter. He used a telescope he had improved.
14. The orchestra tuned its instruments. The conductor entered the hall.
15. Pythagoras was a Greek mathematician. He is famous for a theorem about right triangles.
16. The museum was crowded. We still managed to see the Impressionist gallery.
17. The chemist added acid. The solution began to fizz. The solution grew warm.
18. Jane Austen wrote Emma. She also wrote Persuasion.
19. The student read the sonnet aloud. She noticed the rhyme scheme.
20. The Nile flows north. It empties into the Mediterranean Sea.

EXERCISE C Cutting Wordiness

Revise each wordy sentence so that it says the same thing in fewer words.

21. Due to the fact that the laboratory was closed, the experiment was postponed.
22. There are many students who enjoy reading Greek myths.
23. The sculpture was round in shape and red in color.
24. At this point in time, the astronomers are in the process of calibrating the telescope.
25. The poet repeated the same refrain again and again over and over.
26. In the event that it rains, the lecture will be moved indoors.
27. The museum is a place that holds many ancient artifacts.
28. Each and every one of the violinists practiced every day on a daily basis.
29. The reason the experiment failed was because the temperature was too high.
30. Plato's dialogues are very, very interesting and quite fascinating.

EXERCISE D Choosing the Better Sentence

Choose the more effective sentence, a or b, based on parallelism, strong verbs, variety, voice, or concision.

31. (a. Bach was admired for his skill at the organ, writing fugues, and being a teacher. b. Bach was admired for his skill at the organ, his fugues, and his teaching.)
32. (a. The chemist enjoys measuring, mixing, and recording data. b. The chemist enjoys measuring, mixing, and to record data.)
33. (a. The novel is long, complex, and rich in symbolism. b. The novel is long, complex, and has a lot of symbolism.)
34. (a. The cellist attacked the opening passage with fierce energy. b. The cellist played the opening passage in a very energetic way.)
35. (a. The mathematician looked at the equation for hours. b. The mathematician studied the equation for hours.)

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36. (a. Mendel grew many generations of peas and counted their traits. b. Mendel grew peas. He grew many generations. He counted the traits.)
37. (a. The telescope was used by Galileo to observe the moons of Jupiter. b. Galileo used a telescope to observe the moons of Jupiter.)
38. (a. The painting is of a very large size. b. The painting is very large.)
39. (a. Students may write either an essay or a poem. b. Students may either write an essay or a poem may be composed.)
40. (a. The chemist looked at the crystals through a microscope in a careful way. b. The chemist examined the crystals through a microscope.)
41. (a. Euclid's method was to state definitions, list postulates, and prove theorems. b. Euclid's method was to state definitions, to list postulates, and then proving theorems.)
42. (a. The old map showed lots of stuff about the coast. b. The old map showed harbors, reefs, and lighthouses along the coast.)

Writing Application

Write a paragraph of five or six sentences about a scientist, composer, or artist. Begin with a strong topic sentence, vary your sentence beginnings, use at least one strong verb, and include one sentence in the passive voice used for a good reason.

14.105 Building Paragraphs

A paragraph develops one main idea. A strong paragraph has a clear topic sentence, details that all belong, a logical order, and transitions that guide the reader from one idea to the next.

The Rules

1. **A paragraph is a group of sentences about one main idea. The topic sentence states that idea. It often comes first, but it may come in the middle or at the end. A concluding sentence can restate the idea or sum up the paragraph.**
   - **First:** **The Greeks made astronomy a science.** They measured angles, charted stars, and predicted eclipses.
   - **Last:** They measured angles, charted stars, and predicted eclipses. **The Greeks made astronomy a science.**

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2 **A paragraph has unity when every sentence supports the topic sentence. Delete any sentence that wanders away from the main idea, however interesting it may be.**

- Topic: Chlorophyll captures light. **It absorbs red and blue wavelengths.** The captured energy builds sugar from carbon dioxide and water.
- Off topic (delete): Chlorophyll captures light. It absorbs red and blue wavelengths. **The library closes at five o'clock.**

3 **A paragraph has coherence when its sentences are arranged in a logical order and linked by transitions, so that the reader never wonders how one idea leads to the next.**

- **First**, Mendel crossed tall and short pea plants. **Next**, he counted the traits of the offspring. **Finally**, he looked for patterns in the numbers.
- The sonata begins quietly. **However**, the finale ends in thunder.

4 **Elaborate on your main idea with supporting details: facts, examples, reasons, descriptions, or short anecdotes. Be specific; vague sentences do not prove anything.**

- **Vague:** Van Gogh used bright colors.
- **Elaborated:** Van Gogh used **vivid yellows and deep blues** to give his night skies a restless energy.
- **Elaborated:** Nearly every canvas shows **thick, visible brushstrokes** that make the paint seem alive.

5 **Chronological order presents events in the order in which they happened. It suits stories, biographies, historical accounts, and step-by-step processes. Signal words include first, next, then, after, and finally.**

- **First**, the chemist weighed the sample. **Then** she dissolved it in water. **Finally**, she filtered the solution.
- **In 1609**, Galileo built his telescope. **Soon afterward**, he observed the moons of Jupiter.

6 **Spatial order describes the way objects appear in space: left to right, near to far, top to bottom, or outside to inside. Signal words include beside, above, behind, beyond, and in the center.**

- **Just inside the door** stands a marble bust of Homer. **Beyond it**, a long table holds open atlases. **On the far wall** hangs a map of the ancient world.
- **At the top** of the canvas swirl the stars; **below them** the village sleeps.

7 **Compare and contrast order shows similarities and differences. You can discuss one subject completely and then the other (block method), or go point by point. Signal words include similarly, likewise, however, in contrast, and on the other hand.**

- **Both** the violin and the viola have four strings. **However**, the viola is larger and plays lower notes.
- Haydn's symphonies are balanced and elegant. **In contrast**, Beethoven's later symphonies are dramatic and bold.

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8 **Order of importance arranges details from least to most important, or the reverse. Climbing to the strongest point last leaves the reader convinced.**

- Libraries preserve old books. **More important**, they teach people how to find information. **Most important**, they keep knowledge available to everyone.
- **A minor** effect of the printing press was cheaper books; **its greatest** effect was the spread of ideas.

9 **Use transitions to show the relationship between ideas: addition, example, contrast, cause and effect, time, or place.**

- **For example**, Euclid assumed that a straight line can be drawn between any two points.
- The experiment failed twice; **as a result**, the team redesigned the apparatus.
- Keats died young; **likewise**, Shelley died before the age of thirty.

RELATIONSHIP	TRANSITIONS
Addition	also, in addition, furthermore, moreover, besides
Example	for example, for instance, in particular
Contrast	however, but, in contrast, on the other hand, nevertheless, yet
Similarity	likewise, similarly, in the same way, both
Cause and effect	therefore, as a result, consequently, because, so
Time or sequence	first, next, then, after, meanwhile, finally
Place	beside, above, below, beyond, in the center, on the far wall
Conclusion	in conclusion, in short, to sum up

KIND OF ORDER	BEST FOR	SAMPLE SIGNAL WORDS
Chronological	stories, histories, processes	first, then, after, finally
Spatial	describing places and objects	beside, beyond, above, behind
Compare and contrast	showing likenesses and differences	likewise, however, in contrast
Order of importance	arguments and explanations	most important, above all, least

Paragraph checklist

Is there a clear topic sentence? Does every sentence support it? Are the details specific? Are they in a logical order? Do transitions connect them?

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Practice

EXERCISE A **Finding the Topic Sentence**

Each paragraph has numbered sentences. Write the number of the topic sentence, the sentence that states the main idea.

1. (1) Eight hours in the archive taught Ana a great deal about patience. (2) Fragile letters had to be turned one page at a time. (3) Each catalog card needed to be checked twice. (4) Even one misfiled box could take an afternoon to find.
2. (1) Monet painted the same haystacks at dawn, at noon, and at dusk. (2) He painted the facade of Rouen Cathedral in morning fog and in afternoon sun. (3) He worked on several canvases at once, moving between them as the light shifted. (4) For Monet, the real subject of a painting was the light itself.
3. (1) The Greeks tracked Venus across the evening sky. (2) They followed Mars as it drifted among the constellations. (3) Greek astronomers made careful observations of every visible planet. (4) They recorded how each one moved night after night.
4. (1) Photosynthesis is the process by which green plants make food from sunlight. (2) Chlorophyll in the leaves absorbs light energy. (3) The plant uses that energy to combine carbon dioxide and water into sugar. (4) Oxygen is released as a by-product.
5. (1) Its last movement adds a chorus and four vocal soloists. (2) The finale sets a poem by Friedrich Schiller to music. (3) Its length and scale were unlike anything earlier audiences had heard. (4) Beethoven's Ninth Symphony broke the boundaries of the symphony as it had been known.
6. (1) A good lab notebook records the date of every experiment. (2) It lists materials and measurements exactly as they were observed. (3) It notes mistakes as well as successes. (4) A careful scientist keeps a detailed and honest lab notebook.
7. (1) The Renaissance changed how artists painted space. (2) Painters learned to use linear perspective to make flat surfaces look deep. (3) Brunelleschi is credited with working out the geometry. (4) Alberti wrote one of the first treatises on the method.
8. (1) Libraries are more than quiet rooms full of books. (2) They offer research databases, rare archives, and trained librarians. (3) Many host lectures and exhibitions. (4) Some even lend scientific instruments.
9. (1) The Nile flooded each summer. (2) The flood left rich black soil along its banks. (3) Egyptian agriculture depended on the river's yearly rhythm. (4) Farmers planted as the water receded.
10. (1) Prime numbers are the building blocks of arithmetic. (2) Every whole number greater than one is either prime or a product of primes. (3) The number 12, for example, equals 2 times 2 times 3. (4) This idea is known as the fundamental theorem of arithmetic.

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EXERCISE B Checking Unity

Each paragraph has one sentence that does not belong. Write the number of that sentence.

11. (1) Marie Curie worked in a small, poorly heated shed. (2) She stirred heavy batches of ore by hand to isolate tiny amounts of radium. (3) Paris has many famous cafes. (4) Her patience eventually produced results that changed physics.
12. (1) A sonnet has fourteen lines. (2) The Shakespearean form ends with a rhyming couplet. (3) The Rosetta Stone was found in 1799. (4) The strict rhyme scheme gives the form its shape.
13. (1) Photosynthesis takes place in the chloroplasts of plant cells. (2) Chlorophyll absorbs light, mostly red and blue wavelengths. (3) Beethoven's Fifth Symphony begins with four famous notes. (4) The absorbed energy drives the conversion of carbon dioxide and water into sugar.
14. (1) The Pantheon in Rome has a remarkable dome. (2) Its concrete dome is topped by an open circle called the oculus. (3) Sunlight moving through the oculus travels across the interior during the day. (4) Mozart wrote his first symphony as a child.
15. (1) Lab safety begins with proper preparation. (2) The periodic table lists the elements by atomic number. (3) Students must wear goggles and tie back long hair. (4) Every experiment should be reviewed with the teacher before it begins.
16. (1) Vincent van Gogh used thick, swirling brushstrokes. (2) His paintings of wheat fields and starry skies show bold, saturated colors. (3) Michelangelo painted the ceiling of the Sistine Chapel. (4) The energy of his brushwork is recognized at a glance.
17. (1) The Odyssey follows Odysseus on his long journey home. (2) The Pythagorean theorem relates the sides of a right triangle. (3) He faces the Cyclops and the Sirens along the way. (4) After ten years of wandering, he finally returns to Ithaca.
18. (1) The printing press changed how ideas spread in Europe. (2) Books that once took months to copy by hand could be produced in far greater numbers. (3) Water freezes at zero degrees Celsius. (4) As books became cheaper, more people learned to read.
19. (1) Bees communicate through movement. (2) A worker bee returning to the hive performs a waggle dance. (3) The angle of the dance shows the direction of the flowers. (4) Baroque architecture is known for its dramatic curves.
20. (1) Calculus studies change. (2) Derivatives measure how fast a quantity changes. (3) Integrals add up small pieces to find a whole. (4) Rembrandt painted many self-portraits.

EXERCISE C Kinds of Order

Items 1 to 8: name the order used or best suited to the paragraph described (chronological, spatial, compare and contrast, or order of importance). Items 9 to 12: write the letters of the sentences in the correct order.

21. A paragraph describes a cathedral from the front doors, down the nave, past the transept, to the altar.
22. A paragraph explains how Galileo built his telescope, then observed the moon, then published his findings.
23. A paragraph shows how the violin and the viola are alike in shape but different in size and pitch.
24. A paragraph gives three reasons for preserving ancient manuscripts, ending with the most important.
25. A paragraph describes a still-life painting from the fruit in the foreground to the draped cloth to the dark wall in back.
26. A paragraph traces the steps of a titration from preparing the burette to reading the final volume.
27. A paragraph points out that Baroque music is ornate while Classical music is balanced and restrained.

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28. A paragraph lists the effects of the printing press from the least significant to the most far-reaching.
29. Chronological order: (a) Finally, she pressed the leaf between sheets of paper. (b) First, the botanist collected a leaf from the oak. (c) Next, she brushed off the soil.
30. Chronological order: (a) The crowd rose to applaud. (b) The pianist walked to the bench and sat down. (c) The final chord faded. (d) The first notes of the sonata filled the hall.
31. Chronological order: (a) The solution turned pink. (b) Next, she added three drops of indicator. (c) First, she poured 20 milliliters of base into the flask. (d) Then she swirled the flask gently.
32. Spatial order, from the door to the far wall: (a) At the far wall hangs a huge map of the ancient world. (b) Just inside the door stands a glass case of coins. (c) Beyond the case, a long oak table fills the center of the room.

EXERCISE D Choosing Transitions

Choose the transition that best connects the ideas.

33. Euclid built geometry from a few postulates. (For example, Meanwhile, However), he assumed that a straight line can be drawn between any two points.
34. Haydn wrote more than one hundred symphonies. (In contrast, Therefore, Finally), Schubert completed far fewer.
35. The chemist heated the mixture. (Next, Instead, Although), she let it cool slowly.
36. The first painting hangs near the door. (Beyond it, Previously, As a result), a larger canvas fills the wall.
37. The experiment failed twice. (Consequently, Similarly, Meanwhile), the team redesigned the apparatus.
38. Both Keats and Shelley wrote odes. (Likewise, Nevertheless, Finally), both died young.
39. The telescope is powerful. (However, For example, Likewise), it cannot show surface details of distant stars.
40. Renaissance painters studied anatomy. (As a result, In contrast, Eventually), their figures looked more lifelike.
41. First the class read the poem. (Then, Although, Otherwise), they discussed its imagery.
42. The reading room is quiet and bright. (By contrast, Finally, For instance), the archive below is dim and cool.
43. Photosynthesis stores energy in sugars. (Conversely, For example, Finally), cellular respiration releases that energy.
44. She studied the proof for hours and could not find the error. (Finally, For instance, In contrast), she saw the mistake in line six.

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Writing Application

Write one paragraph of six to eight sentences about a piece of music, a painting, or a scientific discovery. Begin with a clear topic sentence, include at least three specific details, arrange them in chronological, spatial, or compare and contrast order, and use at least three transitions.

14.106 Paragraph Ordering

A strong paragraph has unity (every sentence supports the topic sentence) and coherence (the sentences are arranged in a clear order and linked by transitions). This lesson shows four ways to order details.

The Rules

1. **A paragraph is unified when it opens with a topic sentence that states the main idea and every other sentence supports that idea. A sentence that wanders to another subject breaks unity and should be cut or moved.**
   - **Topic sentence:** **The microscope transformed biology.** Early lenses revealed cells, and later ones revealed bacteria.
   - **Broken unity:** The microscope transformed biology. Early lenses revealed cells. **Violins are usually made of spruce and maple.** Later lenses revealed bacteria.

2. **Chronological order arranges details in the order in which they happened, or the steps of a process in the order in which they are done. Use time words such as first, next, then, afterward, and finally.**
   - **First,** the chemist weighed the powder; **next,** she dissolved it in water; **finally,** she recorded the color.
   - Mary Shelley began her story in 1816, and **two years later** it appeared in print as Frankenstein.

   NOTE Chronological order suits narratives, biographies, historical accounts, and lab procedures.

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3 **Spatial order arranges details by location: left to right, near to far, top to bottom, outside to inside. Tell the reader the direction at the start, and use place words such as above, beside, beyond, and behind.**

- **Just inside the door** stands a marble bust; **beyond it** hang six portraits; **above them** a skylight floods the room with light.
- The cathedral is described **from the doors to the altar**, so the reader walks through it in the mind.

NOTE Spatial order suits descriptions of rooms, paintings, landscapes, buildings, and instruments.

4 **Order of importance arranges reasons or details from least to most important, or from most to least. Building to the strongest point leaves the reader with the best argument. Use signals such as most important, above all, and even more valuable.**

- A library offers a quiet desk; **more important,** it offers rare books; **most important,** it offers librarians who teach research skills.
- **Above all,** a thesis must make a claim that the essay can prove.

NOTE Order of importance suits persuasive writing and explanations that give several reasons.

5 **Logical order arranges ideas by their relationship: cause and effect, general to specific, or comparison and contrast. Each sentence should follow naturally from the one before it.**

- **Cause and effect:** A long drought struck the valley; **as a result,** the harvest failed.
- **General to specific:** Poetry has many fixed forms. **For example,** the sonnet has fourteen lines.
- **Compare and contrast:** Euclid proved theorems from axioms; **in contrast,** an experimental scientist tests ideas against observation.

6 **Transitions are words and phrases that link sentences and show how ideas are related. Choose the transition that matches the relationship you want the reader to see, and check that the paragraph still flows when you read it aloud.**

- Copernicus proposed a sun-centered model; **later,** Kepler described the orbits as ellipses.
- Some critics praised the plot; **on the other hand,** others found the characters flat.
- The first experiment failed; **consequently,** the team redesigned the apparatus.

KIND OF ORDER	WHAT IT SHOWS	COMMON TRANSITIONS
Chronological	time sequence, steps	first, next, then, later, afterward, meanwhile, finally
Spatial	location, direction	above, below, beside, beyond, behind, in front of, nearby, to the left
Order of importance	degree of importance	most important, above all, more valuable, least of all, last
Logical: cause and effect	reasons and results	because, therefore, as a result, consequently, thus
Logical: general to specific	claim then proof	for example, for instance, in particular, specifically
Compare and contrast	likeness and difference	similarly, likewise, also; however, in contrast, on the other hand

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- **Unity check:** Underline the topic sentence. Does every other sentence support it?
- **Order check:** Which order did you use? Are all the details in that order?
- **Transition check:** Can the reader see how each sentence connects to the one before?

Unity versus coherence

Unity is about content: do all the sentences belong? Coherence is about arrangement: do the sentences follow one another in a clear order with clear links? A paragraph can be unified but jumbled, or well ordered but off topic.

Practice

EXERCISE A **Putting Sentences in Order**

Each item gives lettered sentences that are out of order. Write the letters in the correct order, using the direction named in the item and the signal words in the sentences.

1. Chronological: (a) Finally, the chemist recorded the color of the solution. (b) First, the chemist weighed the copper sulfate. (c) Next, she dissolved it in water. (d) Then she added a few drops of ammonia.
2. Chronological: (a) Two years later, the novel was published in 1818. (b) In the summer of 1816, Mary Shelley began the story near Lake Geneva. (c) During the following months she expanded it into a full book.
3. Spatial (near to far): (a) At the center of the gallery stands a marble statue. (b) Along the far wall hang six oil portraits. (c) As you enter, you see a long bench on your left. (d) Above the portraits, a skylight lets in daylight.
4. Order of importance (least to most): (a) Most important, its librarians teach students how to evaluate sources. (b) First, the library provides a quiet place to study. (c) Even more valuable, it holds rare manuscripts that cannot be found elsewhere.
5. Logical (cause and effect): (a) As a result, the harvest failed. (b) A long drought struck the region in the summer. (c) Because of it, farmers had little water for their crops.
6. Chronological: (a) He completed his Ninth Symphony in 1824. (b) Beethoven was born in Bonn in 1770. (c) By the 1790s he had settled in Vienna. (d) He died in Vienna in 1827.
7. Spatial (top to bottom): (a) At the bottom, a heavy base keeps the instrument steady. (b) At the top of the microscope, the eyepiece holds a lens. (c) Halfway down, a rotating nosepiece holds the objective lenses.
8. Logical (general to specific): (a) For example, the sonnet has fourteen lines. (b) Poetry comes in many fixed forms. (c) Each form follows its own rules of rhythm and rhyme.
9. Chronological: (a) After the experiment, she compared the results with her guess. (b) First, the biologist noticed that seedlings near the window grew taller and guessed that light was the cause. (c) Next, she designed an experiment with two groups of seedlings. (d) Finally, she wrote a report.
10. Order of importance (most to least): (a) Last, it has a quiet garden for reading. (b) Most important, the museum preserves artifacts that cannot be seen anywhere else. (c) Also valuable, it offers free lectures on local history.

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EXERCISE B Naming the Kind of Order

Write the kind of order each paragraph plan uses: chronological, spatial, order of importance, or logical.

11. A paragraph describes how a violin is made, from cutting the wood to applying the varnish.
12. A paragraph describes a cathedral from its front doors to its altar.
13. A paragraph gives three reasons to study Latin and ends with the strongest one.
14. A paragraph opens with the claim that poetry has many fixed forms and then offers the sonnet, the haiku, and the villanelle as examples.
15. A paragraph traces the events of the French Revolution from 1789 to 1799.
16. A paragraph describes a landscape painting from the foreground to the distant mountains.
17. A paragraph gives reasons to keep a laboratory notebook, beginning with the most important reason.
18. A paragraph describes a library, moving from the reference desk on the ground floor to the archives in the basement.
19. A paragraph explains the steps for preparing a microscope slide.
20. A paragraph shows how each cause of a river's flooding leads to the next effect.
21. A paragraph describes the planets in order of their distance from the sun.
22. A paragraph tells what happened at a symphony concert from the first note to the final bow.

EXERCISE C Choosing Transitions

Choose the transition that best links the two ideas.

23. Copernicus proposed that the planets orbit the sun. (Later, Above, Beside), Kepler described the orbits as ellipses.
24. The first room holds ancient pottery. (Next to it, Afterward, However), a small alcove displays Greek coins.
25. Rhyme helps a poem stay in the memory. (More important, Yesterday, Beneath), rhythm gives it a shape.
26. Heat the beaker slowly. (Meanwhile, Beneath, Above all), stir the mixture so that it does not scorch.
27. The conductor stands at the front of the stage. (Behind him, Afterward, Therefore), the strings sit in a half circle.
28. Euclid began with a few definitions and axioms. (For example, From these, On the left), he proved hundreds of propositions.
29. The experiment failed twice. (Consequently, Beside it, Next year), the team redesigned the apparatus.
30. Some critics praised the novel's plot. (On the other hand, For instance, Likewise), others found its characters flat.
31. The museum holds several important Egyptian objects. (For example, However, Finally), a limestone relief shows a scribe at work.
32. Newton published his laws of motion in 1687. (Before that, Above that, Therefore), scholars relied mainly on older theories.

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EXERCISE D Finding the Sentence That Breaks Unity

Each paragraph has one sentence that does not support the topic. Write the letter of that sentence.

33. (a) The telescope changed astronomy. (b) Galileo used one to observe the moons of Jupiter. (c) Later telescopes revealed distant galaxies. (d) The printing press made books cheaper.
34. (a) Photosynthesis lets plants make food from sunlight. (b) Many poets have written about autumn leaves. (c) Chlorophyll in the leaves absorbs the light. (d) Oxygen is released as a by-product.
35. (a) Bach wrote a great deal of music for the organ. (b) His organ works include preludes and fugues. (c) Renoir painted gardens and portraits. (d) He also served as organist in several churches.
36. (a) Good laboratory safety begins with goggles. (b) Long hair should be tied back. (c) Chemicals must be clearly labeled. (d) The Renaissance began in Italy.
37. (a) The Nile shaped Egyptian life. (b) Its yearly floods left rich soil. (c) Mount Everest is the highest mountain above sea level. (d) Farmers planted crops along its banks.
38. (a) Fractions can be added only when the denominators match. (b) To add 1/4 and 1/2, rewrite 1/2 as 2/4. (c) The Pythagorean theorem relates the sides of a right triangle. (d) Then 1/4 plus 2/4 equals 3/4.
39. (a) Impressionist painters worked quickly to capture light. (b) Monet painted the same haystacks at different times of day. (c) Short brushstrokes suggest movement. (d) Beethoven wrote nine symphonies.
40. (a) A good thesis statement is specific. (b) The library closes at nine on weekdays. (c) It tells the reader what the essay will argue. (d) It usually appears at the end of the introduction.
41. (a) Volcanoes form where magma reaches the surface. (b) Eruptions can release ash and gas. (c) Mozart began composing as a child. (d) Cooling lava forms new rock.
42. (a) Homer's Odyssey follows Odysseus on his voyage home. (b) He faces a one-eyed giant. (c) He hears the song of the Sirens. (d) Algebra uses letters to stand for numbers.

Writing Application

Write a five-sentence paragraph describing a room in a museum or library. Use spatial order, begin with a topic sentence, and underline each spatial transition.

14.107 Personal Letters

A personal letter shares news and feelings with a friend or relative, or thanks or invites someone. Its five parts and its tone depend on whom you are writing to.

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The Rules

1. **A personal letter describes recent events in your life and asks the reader about his or hers. It can also be a thank-you note or an invitation.**
   - **News:** I finally finished reading The Odyssey, and the Cyclops chapter was my favorite.
   - **Question:** Have you started your report on the solar system yet?
   - **Thanks:** Thank you for the field guide to the constellations.

2. **A personal letter has five parts: the heading (your address and the date), the salutation (the greeting), the body (the message, in indented paragraphs), the closing, and the signature. Put a comma after the salutation and after the closing.**
   - **Heading:** 48 Orchard Road, Ridgemont, New Jersey 07000, May 12, 2025
   - **Salutation:** **Dear Marcus,**
   - **Closing and signature:** **Your friend,** Eleni

   NOTE In an indented letter, each paragraph of the body is indented, and each line of the heading, closing, and signature is indented from the left.

3. **Capitalize only the first word of the closing, plus any proper noun in it, and end it with a comma. Capitalize the first word of the salutation and every word of the name or title that follows.**
   - Correct closing: **Your friend,** not Your Friend.
   - Correct closing: **With love,** not With Love.
   - Correct salutation: **Dear Aunt Lena,** not dear aunt lena.

4. **Match your tone and style to your reader. Write in a relaxed, friendly voice to a close friend. Be more formal and polite to an adult relative, and thoughtful and respectful to an author or performer whose work you admire. Slang and private jokes belong only in letters to close friends.**
   - **To a friend:** Guess what! The observatory let me look through the big telescope.
   - **To a great-aunt:** I hope you are well. Thank you for the lovely set of watercolors.
   - **To an author:** Your novel showed me how a single setting can hold a whole history.

5. **A thank-you note should thank the person for something specific, say how you used or enjoyed it, and close warmly. Write it promptly and keep it brief.**
   - Thank you for **the Renaissance art book**. **Last night I read the chapter on perspective twice.**
   - I enjoyed **our visit to the planetarium**, and **I still remember the show about Mars**.

6. **An invitation must tell the reader what the event is, when it will happen, where it will be held, and how to reply. Leaving out any one of these forces the guest to write back with questions.**
   - Please join us **for a poetry reading** (what) **on Saturday, May 10, at 7:00 p.m.** (when) **in the school library** (where). **Please reply by May 6.** (reply)
   - You are invited **to a chess tournament** (what) **on Friday, October 3, at 4:00 p.m.** (when) **in Room 12 of the library** (where). **Please reply by September 29.** (reply)

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PART	WHAT IT CONTAINS	EXAMPLE
Heading	your address and the date	48 Orchard Road, Ridgemont, New Jersey 07000, May 12, 2025
Salutation	greeting to the reader, followed by a comma	Dear Marcus,
Body	the message, in indented paragraphs	I finally finished reading The Odyssey...
Closing	a short farewell, followed by a comma	Your friend,
Signature	your name, written by hand	Eleni

Template for a friendly letter:

- Heading: your street address, city and state, and the date, in the upper right.
- Salutation: Dear (name), then a comma.
- Paragraph 1: greeting and your main news.
- Paragraph 2: more news, or a thank-you with a specific detail.
- Paragraph 3: questions for the reader and a hope to hear soon.
- Closing: Your friend, (or With love, or Sincerely,) then your signature.
- **Sample friendly letter (indented form).** Heading: 48 Orchard Road, Ridgemont, New Jersey 07000, May 12, 2025.
- Salutation: Dear Marcus,
- Body, paragraph 1: I finally finished reading The Odyssey, and the Cyclops chapter was my favorite. I could not stop thinking about how clever Odysseus was.
- Body, paragraph 2: Our class also visited the planetarium last week. Have you ever seen a show about Mars? Write soon and tell me what you are reading.
- Closing: Your friend,
- Signature: Eleni

Thank-you note formula

Thank the person by name and for the specific gift or kindness. Add one detail about how you used it. Finish with a warm closing. Three or four sentences are enough.

Practice

EXERCISE A

Labeling the Parts of a Letter

Write the part of the personal letter each item is: heading, salutation, body, closing, or signature.

1. 48 Orchard Road / Ridgemont, New Jersey 07000 / March 4
2. Dear Grandpa Leo,
3. Your friend,
4. Eleni (written in ink below the closing)
5. I finally finished reading The Odyssey, and I loved the part about the Cyclops.
6. Affectionately,

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7. Dear Marcus,
8. May 12, 2025
9. With thanks and best wishes,
10. Priya (written in ink below the closing)
11. Thank you for the beautiful copy of Pride and Prejudice. I have already read the first three chapters.
12. 212 Linden Street, Hartford, Connecticut 06103

EXERCISE B Punctuating and Capitalizing Letter Parts

Rewrite each letter part with correct capitalization and punctuation.

13. dear Aunt Lena
14. Your Friend
15. Dear Marcus.
16. Sincerely Yours,
17. With Love,
18. Dear grandma,
19. May 12 2025
20. Princeton New Jersey 08540
21. Yours truly
22. Dear Uncle Tomas;

EXERCISE C Choosing the Better Sentence

Choose the better sentence for the situation described. Write a or b.

23. Opening of a thank-you note: (a) Thanks for the thing. (b) Thank you for the field guide to the constellations; I used it on the roof last night.
24. A letter to a great-aunt: (a) Hey, so, like, your gift was totally awesome lol. (b) Dear Aunt Marta, thank you for the lovely set of watercolors.
25. A letter to a close friend: (a) Guess what: the observatory let me look through the big telescope! (b) I wish to inform you that I have visited the observatory.
26. The closing of a letter to an author you admire: (a) Sincerely, (b) Peace out,
27. An invitation: (a) Please come to our poetry reading on Friday. (b) Please come to our poetry reading on Saturday, May 10, at 7:00 p.m. in the library.
28. A thank-you with a specific detail: (a) The book was nice. (b) Your book on Renaissance painters helped me understand perspective for my art report.
29. The ending of a friendly letter: (a) Write soon and tell me what you are reading. (b) Remit your response at your earliest convenience.
30. A sentence that describes a recent event: (a) Lots of stuff happened. (b) Last week I performed a Chopin nocturne at the school recital.
31. A letter to an adult relative: (a) I hope you are well. Thank you for visiting the museum with me. (b) Yo, thanks for coming, it was sick.

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32. A fan letter to an author: (a) Your novel made me see how a single setting can hold a whole history. (b) I read your book. It was ok.

EXERCISE D What Does the Invitation Leave Out?

Each invitation omits one of these: what (the event), when, where, or reply (how and by when to respond). Name the missing item.

33. You are invited to a lecture on the history of mathematics at the town library. Please reply by October 3.
34. Please join us on Saturday, April 5, at 2:00 p.m. for a string quartet recital. Reply by April 1.
35. Please join us at the observatory on Friday evening, June 6, at 8:00 p.m. to view Saturn through the telescope.
36. Come to the school auditorium on Thursday, November 13, at 7:30 p.m. Please reply by November 10.
37. The Writers' Club invites you to read your poems aloud at 4:00 p.m. on Sunday, March 9. Please reply by March 5.
38. We would be delighted to have you at our Shakespeare reading at the library. Please reply by May 14.
39. Please come to the chemistry demonstration in Room 12 at 3:30 p.m. on Wednesday, February 12.
40. Please join us in the art studio at 1:00 p.m. on Saturday, October 18. Let us know by October 15.
41. The Debate Society invites you to a discussion of Plato's Republic on Monday, January 20, at 6:00 p.m. Please reply by January 16.
42. Please join us in the museum garden on Sunday, June 1, at noon for a picnic and a talk about botany.

Writing Application

Write a short personal letter to a friend about a book, an exhibit, or a class you enjoyed. Include all five parts, indent each paragraph, and ask your friend at least one question.

14.108 Business Letters: Letters of Request or Complaint

A business letter is formal, brief, and organized. A letter of request asks for information or service; a letter of complaint reports a problem and asks for a fix. Both must be clear and courteous.

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The Rules

1. **A business letter has six parts: the heading (your address and the date), the inside address (the name, title, and address of the person you are writing to), the salutation, the body, the closing, and the signature (your handwritten name above your typed name).**
   - **Heading:** 55 Elm Avenue, Anytown, NJ 07001, September 9, 2025
   - **Inside address:** **Ms. Carla Ortiz, Reference Librarian, Central Public Library, 12 Oak Street, Anytown, NJ 07001**
   - **Closing and signature:** **Sincerely,** Jordan Lee

2. **Use a colon after the salutation of a business letter. Address the person by title and last name; if you do not know a name, write Dear Sir or Madam: or To Whom It May Concern:. In the closing, capitalize only the first word and put a comma at the end.**
   - **Dear Dr. Rivera:**
   - **To Whom It May Concern:**
   - **Yours truly,** (not Yours Truly,)

3. **Business letters are written in block form or semiblock form. In block form, every part is lined up at the left margin and paragraphs are not indented. In semiblock form, the heading, closing, and signature are placed on the right half of the page, and paragraphs may be indented.**
   - **Block form:** heading, inside address, salutation, body, closing, and signature all begin at the **left margin**.
   - **Semiblock form:** the **heading, closing, and signature** sit on the right side of the page.

4. **A letter of request asks for information or service. State exactly what you need and why you need it, and include any details the reader needs to answer: dates, titles, your address, and a deadline if there is one. Be courteous, thank the reader, and write early enough to give the reader time to respond.**
   - I am writing to ask whether I may study **the observatory's nineteenth-century star charts** for **a research paper on the history of astronomy**.
   - Please send **the application form and the July schedule** for the astronomy workshop. **Thank you for your time.**

5. **A letter of complaint informs someone of a problem and often asks for action. Begin with the problem and how it happened, give supporting details as evidence, and end by saying what you want done. Stay calm and reasonable; never insult or threaten.**
   - **Problem:** I ordered a microscope on March 3, and it arrived with a cracked lens.
   - **Evidence:** The box was dented, and the packing slip shows the order number below.
   - **Action:** I would like a **replacement or a full refund**.

   NOTE An angry letter is easy to ignore. A calm letter with facts is hard to ignore.

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6 **Keep the tone formal and the language standard. Avoid slang, exaggeration, and sarcasm. Proofread for spelling and punctuation, because errors weaken your request.**

- Formal: **I would appreciate a brochure on your summer chemistry program.**
- Informal and weak: Hey, send me the chemistry thing.

PART	WHERE IT GOES (BLOCK FORM)	SAMPLE (GENERIC)
Heading	top, at the left margin	55 Elm Avenue / Anytown, NJ 07001 / September 9, 2025
Inside address	a blank line below the heading	Ms. Carla Ortiz / Reference Librarian / Central Public Library / 12 Oak Street / Anytown, NJ 07001
Salutation	a blank line below the inside address, followed by a colon	Dear Ms. Ortiz:
Body	below the salutation, single-spaced, a blank line between paragraphs	I am writing to ask whether...
Closing	a blank line below the body, followed by a comma	Sincerely,
Signature	handwritten name, then typed name below	Jordan Lee

- **Sample letter of request (block form).** Heading: 55 Elm Avenue, Anytown, NJ 07001, September 9, 2025.
- Inside address: Ms. Carla Ortiz, Reference Librarian, Central Public Library, 12 Oak Street, Anytown, NJ 07001
- Salutation: Dear Ms. Ortiz:
- Body: I am a ninth grader writing a research paper on the history of astronomy. May I visit the library on Saturday, October 4, to study your nineteenth-century star atlases? I would be grateful if you could tell me what identification I should bring. Thank you for your time and assistance.
- Closing: Sincerely,
- Signature: (handwritten) Jordan Lee, then (typed) Jordan Lee

Request: 3 questions
What do I need? Why do I need it? What details does the reader need to answer me?

Complaint: 3 steps
State the problem. Support it with facts. Say what you want done.

Be specific

The reader cannot help you if the request is vague. Name the item, the date, the program, or the order number, and give your return address.

Practice

EXERCISE A **Labeling Business Letter Parts**

Write the part of the business letter: heading, inside address, salutation, body, closing, or signature.

1. Dr. Elena Rivera, Director / Museum of Natural History / 100 Main Street / Anytown, NY 10001
2. Dear Dr. Rivera:
3. Sincerely,

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4. Jordan Lee (typed below the handwritten name)
5. 55 Elm Avenue / Anytown, NJ 07001 / September 9, 2025
6. I am writing to ask whether the library holds a first edition of Walden.
7. Yours truly,
8. Ms. Carla Ortiz, Reference Librarian / Central Public Library / 12 Oak Street / Anytown, NJ 07001
9. To Whom It May Concern:
10. September 9, 2025
11. Thank you for your time and assistance.
12. Respectfully yours,

EXERCISE B Correcting Letter Format

Rewrite each letter part with correct capitalization and punctuation for a business letter.

13. Dear Dr. Rivera,
14. Dear dr. Rivera:
15. Sincerely Yours
16. Yours Truly,
17. Dear Sir or Madam,
18. Anytown NJ 07001
19. September 9 2025
20. Dear Ms. Ortiz;
21. Dear mr. Chen
22. Sincerely

EXERCISE C Choosing the Better Sentence

Choose the better sentence for a business letter. Write a or b.

23. A request: (a) I am writing to ask whether I may visit your observatory's archive to study its nineteenth-century star charts. (b) Hi, I want to see your stuff.
24. A complaint: (a) Your company is the worst and you should be ashamed. (b) I am writing about a microscope I ordered on March 3, which arrived with a cracked lens.
25. A request for action: (a) I would like a replacement or a refund. (b) Fix this now or you will regret it.
26. A reason: (a) I need this information for a research paper on Roman aqueducts for my history class. (b) I just need it.
27. A closing sentence: (a) Thank you for your time and consideration. (b) Answer me fast.
28. Supporting evidence: (a) The book was bad. (b) Pages 40 to 60 were missing, and the binding split on the first day.
29. An opening: (a) Dear Ms. Rivera: I would appreciate a brochure on your summer chemistry program. (b) Hey Rivera, send me the chemistry thing.
30. Contact information: (a) You can reach me at the address above or at (555) 555-0100. (b) You know where to find me.

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31. A specific request: (a) Please send information about your program. (b) Please send the application form and the schedule for the astronomy workshop in July.
32. An ending to a complaint: (a) I hope we can resolve this quickly; I have enclosed a copy of my receipt. (b) I will tell everyone never to buy from you.

EXERCISE D Diagnosing Complaint Letters

Each sentence comes from a letter of complaint. Name the problem: insult, threat, vague detail, off topic, exaggeration, or missing request. If the sentence is fine, write none.

33. Only an idiot would design a microscope like this.
34. If you do not refund me, you will be sorry.
35. The telescope was bad.
36. I also think your catalog is ugly, your phone line is always busy, and my neighbor's printer is broken.
37. Nobody in the history of the world has been treated this badly.
38. The lamp arrived broken, and I am very upset.
39. Please send a replacement lens by April 10.
40. I ordered the microscope on March 3, and it arrived on March 20 with a cracked lens.
41. Fix it or I will sue.
42. Your clerk was an ignorant fool.

Writing Application

Write a letter of request to a museum, library, or laboratory asking about a tour or a resource for a research project. Use block form, include all six parts, and state exactly what you need and why.

14.109 Business Letters: Resumes and Cover Letters

A resume is a brief summary of your education, experience, and skills. A cover letter introduces it. Together they show an employer or a school why you are a good choice.

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The Rules

1. **A resume summarizes your work experience, school experience, talents, and interests. It is used to apply for a job or for admission to a school or academic program. It must be clear, concise, and expressive.**
   - A resume for a laboratory assistant lists **science courses and prior laboratory work**.
   - A resume for an honors society lists **grades, awards, and academic activities**.

2. **Begin each description with an action verb. Because a resume is a summary, use short phrases instead of complete sentences. Keep the phrases parallel.**
   - **Organized** the school science fair.
   - **Tutored** classmates in geometry.
   - **Cataloged** books and **assisted** patrons at the public library.

   NOTE Weak: Was responsible for the library. Strong: Managed the library's reading list.

3. **Use a consistent format: the same style of headings, dates, and spacing throughout. The usual sections are the heading with contact information, Objective, Education, Experience, Skills, Activities, Honors and Awards, Interests, and References. List education and experience with the most recent first, and put the sections that matter most to the reader near the top.**
   - **Education:** Central High School, 2022 to present; Eastern Middle School, 2019 to 2022 (most recent first).
   - **Objective:** Summer position assisting in a university chemistry laboratory.

4. **The purpose of the resume decides the order of its sections. For a job, put Experience first, because recent work matters most to an employer. For admission to a school or program, put Education first. Within each section, list the most recent entry first.**
   - **Job application:** Objective, Experience, Education, Skills, References.
   - **School or program application:** Objective, Education, Honors and Awards, Activities, References.
   - **Within Experience:** Library assistant, June to August 2024, comes before Tutor, June to August 2023.

   NOTE You may choose other headings, such as Activities, Awards, or Interests, as long as you use them consistently.

5. **References are people who can describe your character and abilities, such as teachers, supervisors, and mentors. Choose adults who know your work well, and ask each one for permission before listing him or her, so that they are ready to say good things when contacted.**
   - **References:** Dr. Samira Hale, Professor of Physics, (555) 555-0123
   - **References:** Mr. David Kim, Band Director, Central High School

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6 **A cover letter is a brief letter of introduction that goes with your resume. It states what you are applying for, tells how to contact you, points the reader to the resume, and may briefly say why you are suited for the position. Address it to a specific person and use business-letter form.**

- **Purpose:** I am writing to apply for the summer assistant position at the Anytown Natural History Museum.
- **Qualification:** My coursework in biology and chemistry has prepared me for laboratory work.
- **Enclosure and contact:** I have enclosed my resume. Please contact me at (555) 555-0100.

7 **A cover letter is organized in short paragraphs: first, the position and how you learned of it; second, one or two reasons you are well suited; third, the enclosed resume and a polite close that invites the reader to contact you.**

- **Paragraph 1:** I am applying for the position of library assistant that you advertised.
- **Paragraph 2:** My four years of volunteer work at the public library make me well suited to the job.
- **Paragraph 3:** Enclosed is my resume. I look forward to hearing from you.

INSTEAD OF...	USE AN ACTION VERB
was in charge of	directed, managed, led
helped with	assisted, supported, contributed to
made	created, built, designed, constructed
got first place	won, earned
taught	tutored, instructed, trained
wrote down	recorded, documented, cataloged

Sample resume layout (generic):

SECTION	SAMPLE ENTRY
Heading	Alex Morgan / 100 Example Street / Anytown, NJ 07001 / (555) 555-0100
Objective	Summer position assisting in a university chemistry laboratory
Education	Central High School, September 2022 to present; grade-point average 3.9. Eastern Middle School, September 2019 to June 2022.
Experience	Library assistant, Anytown Public Library, June to August 2024. Cataloged books and assisted patrons.
Skills	Fluent in Spanish; proficient in spreadsheet software; plays the violin
Honors and Awards	First prize, regional mathematics contest, 2024
References	Dr. Samira Hale, Professor of Physics, (555) 555-0123. Mr. David Kim, Band Director, Central High School, (555) 555-0124.

Sample cover letter (block form, generic):

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PART	TEXT
Heading	Alex Morgan, 100 Example Street, Anytown, NJ 07001, October 6, 2025
Inside address	Ms. Dana Whitfield, Program Director, Young Scholars Program, 20 College Road, Anytown, NJ 07002
Salutation	Dear Ms. Whitfield:
Paragraph 1	I am writing to apply for the summer research assistant position in your program.
Paragraph 2	As president of my school's science club, I have organized weekly experiments, and my coursework in chemistry has prepared me for laboratory work.
Paragraph 3	Enclosed is a copy of my resume. Please contact me at the number above if you have questions. I look forward to hearing from you.
Closing and signature	Sincerely, (handwritten name) Alex Morgan

One page
A resume for a student should fit on one page. Cut anything that does not help the reader decide you are the right choice.

Practice

EXERCISE A

Which Resume Section?

Write the resume section where each entry belongs: Heading, Objective, Education, Experience, Skills, Honors and Awards, or References.

1. Central High School, Anytown; 2022 to present; grade-point average 3.9
2. To obtain a summer position assisting in a university chemistry laboratory
3. Dr. Samira Hale, Professor of Physics, (555) 555-0123
4. National Honor Society, 2024 to present
5. Library assistant, Anytown Public Library, June to August 2024
6. Fluent in Spanish; proficient in spreadsheet software; plays the violin
7. First prize, regional mathematics contest, 2024
8. Tutored middle school students in algebra, September to December 2024
9. To join a youth orchestra as a cellist
10. Alex Morgan, 100 Example Street, Anytown, NJ 07001, (555) 555-0100
11. Mr. David Kim, Band Director, Central High School
12. Typing speed of 60 words per minute; basic first aid certification

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EXERCISE B Choosing the Better Resume Entry

Choose the better resume entry. Write a or b.

13. (a) Was responsible for organizing the school's science fair. (b) Organized the school's science fair.
14. (a) Tutored classmates in geometry. (b) I tutored classmates in geometry and I really like helping people.
15. (a) Cataloged books; shelving; helped patrons. (b) Cataloged books; shelved returns; assisted patrons.
16. (a) References: my favorite teacher. (b) References: Dr. Samira Hale, Professor of Physics, (555) 555-0123.
17. (a) Central High School, 2022 to present; Eastern Middle School, 2019 to 2022. (b) Eastern Middle School, 2019 to 2022; Central High School, 2022 to present.
18. (a) Objective: To get a job. (b) Objective: Summer position assisting in a university chemistry laboratory.
19. (a) June to August 2024; Sept. '23-May '24. (b) June to August 2024; September 2023 to May 2024.
20. (a) Led the school philosophy club's weekly discussions. (b) Was in charge of the school philosophy club's weekly discussions.
21. (a) Played violin in the school orchestra for three years. (b) I am the most talented violinist in the history of my school, and everyone says so.
22. (a) One long paragraph of complete sentences about everything you have done. (b) Clearly labeled sections with short lists under each.

EXERCISE C Rewriting as Resume Phrases

Rewrite each sentence as a short resume phrase that begins with an action verb.

23. I was the person who helped catalog books in the school library.
24. My job was to teach younger students how to play the recorder.
25. I got first place in the regional poetry contest.
26. I was in charge of keeping the laboratory notebooks in order.
27. I helped to put together an exhibit on the history of astronomy.
28. I am the one who wrote articles for the school literary magazine.
29. I was responsible for leading tours of the museum for visitors.
30. I was chosen to play in the orchestra's violin section.
31. I did the job of keeping track of the club's budget.
32. I made a presentation about the periodic table to my class.

EXERCISE D Parts of a Cover Letter

Each sentence comes from a cover letter. Write its job: purpose (what you are applying for), qualification, enclosure, or contact.

33. I am writing to apply for the summer assistant position at the Anytown Natural History Museum.
34. As president of the school science club, I have organized weekly experiments and presentations.
35. I have enclosed a copy of my resume.
36. Please contact me at (555) 555-0100 if you need more information.
37. I am interested in joining the Young Scholars Program.
38. My coursework in biology and chemistry has prepared me for laboratory work.

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39. Enclosed is my resume, which lists my references.
40. I can be reached by e-mail or at the address above, and I look forward to hearing from you.
41. I am applying for the position of library assistant that you advertised.
42. My four years of volunteer work at the public library make me well suited to the job.

Writing Application

Choose a position (for example, museum guide, music tutor, or laboratory assistant) and write the Objective and two Experience entries for a resume. Begin each entry with an action verb. Then write the first paragraph of a cover letter for that position.

Unit 14 Review

Composition

Mixed practice covering lessons 14.98 to 14.109: the writing process, paragraph unity and order, personal letters, business letters, resumes, and cover letters.

Practice

EXERCISE A

Prewriting and Drafting

Answer each item with the technique, purpose, term, or label that fits.

1. A student writes nonstop for five minutes about Greek myths without stopping to correct anything. Name the prewriting technique.
2. A writer jots down every idea connected to the word gravity. Name the prewriting technique.
3. A writer asks who, what, when, where, why, and how about the Industrial Revolution. Name the prewriting technique.
4. A writer reads three encyclopedia articles and takes notes at a museum exhibit. Name the prewriting technique.
5. A writer plans an essay urging the school to buy more microscopes. Name the purpose.
6. A writer describes the sound of an orchestra tuning up. Name the purpose.
7. Which audience needs more background: classmates who have never studied calculus, or a mathematics teacher?
8. Is this a thesis statement or not? "This essay is about the Roman Empire."
9. Is this a thesis statement or not? "Water freezes at 0 degrees Celsius."

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10. Is this a thesis statement or not? "Mozart's late operas show that comedy can carry serious ideas about human nature."
11. Name the topic sentence: (a) The microscope transformed biology. (b) Early lenses revealed cells. (c) Later lenses revealed bacteria.
12. What do we call the personality that comes through in a writer's style?

EXERCISE B Revising and Editing Sentences

Each sentence has one error in agreement, tense, pronoun reference, wordiness, sentence structure, spelling, punctuation, or capitalization. Rewrite it correctly.

13. The collection of manuscripts are kept in the vault.
14. Yesterday the astronomer observe a faint comet.
15. Because the experiment failed twice.
16. The teacher told the student that she had made an error.
17. At this point in time, the museum is in the process of planning a new exhibit.
18. The poet read for an hour the audience stayed silent.
19. the librarian recieved a rare book from paris.
20. Neither the chemist nor her assistants was surprised.
21. Each of the sonatas have a slow movement.
22. Their are three volumes of the encyclopedia on the shelf.
23. The composer finished the symphony and then she conducts its first performance.
24. After the lecture we toured the laboratory.

EXERCISE C Paragraph Order and Transitions

Follow the direction in each item. For ordering items, write the letters in the correct order.

25. Chronological: (a) Finally, she published her findings. (b) First, Marie Curie studied the radiation from uranium. (c) Then she discovered two new elements.
26. Spatial (top to bottom): (a) Below it, a long oak table fills the center of the room. (b) From the ceiling hangs an iron chandelier. (c) On the floor beneath the table lies a faded rug.
27. Order of importance (least to most): (a) Most important, practice teaches a musician to listen. (b) First, practice builds finger strength. (c) Also valuable, it builds memory.
28. Logical (cause and effect): (a) Consequently, the water level dropped. (b) The reservoir received no rain for months. (c) The rivers that fed it dried up.
29. A paragraph walks the reader from the entrance of a museum to its last gallery. Name the kind of order.
30. A paragraph explains the steps for finding the concentration of a solution. Name the kind of order.
31. Choose the transition: Plants make food from sunlight. (In contrast, Likewise, Beneath), animals must eat other organisms.
32. Choose the transition: The first draft was unclear. (As a result, Beside it, Above all), the writer revised it.

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EXERCISE D Letters, Resumes, and Cover Letters

Answer each item in a word, a phrase, or a sentence.

33. Name the part of the letter: Dear Ms. Rivera:
34. Name the part of the letter: Dear Marcus,
35. Name the part of the letter: Your friend,
36. Which punctuation mark follows the salutation of a business letter?
37. Which punctuation mark follows the salutation of a personal letter?
38. In block form, where does every part of the letter begin?
39. In semiblock form, which three parts are placed on the right-hand side of the page?
40. Name two things a letter of request should explain.
41. Rewrite as a courteous request for action: "Send me a refund or you will be sorry."
42. Which resume entry begins with an action verb? (a) Organized the astronomy club's lecture series. (b) Was the organizer of the astronomy club's lecture series.
43. In what order should entries for education be listed on a resume?
44. Why should you ask permission before listing someone as a reference?
45. With which document does a cover letter usually go?
46. Which sentence belongs in the opening of a cover letter? (a) I am applying for the position of museum guide. (b) My favorite color is green.
47. Under which resume heading does this entry belong? Library assistant, Anytown Public Library, June to August 2024
48. Name the four facts an invitation must give.
49. Which closing suits a letter to a close friend? (a) Respectfully yours, (b) Your friend,
50. Which letter should name the problem, give details, and say what you want done: a letter of request or a letter of complaint?

EXERCISE E Outlining, Presenting, and Sentence Skills

Answer or rewrite each item.

51. Which symbols mark the main topics of an outline?
52. What is wrong with this outline? I. The Telescope / A. Galileo's design
53. Name the market: a poem entered in a magazine's annual contest for young writers.
54. Name the market: a talk on local history given to a community group.
55. Which visual aid would help most in a talk on the order of the planets from the sun? (a diagram of the solar system, a photograph of a classroom)
56. Rewrite in the active voice: The Elements was written by Euclid.
57. Combine into one sentence: The orchestra tuned its instruments. The audience grew quiet.
58. Rewrite so the series is parallel: Bach was admired for playing the organ, writing fugues, and his teaching.
59. Cut the wordiness: Due to the fact that the library was closed, we waited until Monday.
60. Which entry is not parallel? A. Collecting samples / B. Measuring temperature / C. You should record the results

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Answer Key

Composition

Answers for every practice item in this unit, numbered to match the exercises. Where several wordings are possible, a sample answer is given.

14.98 The Writing Process: Prewriting

EXERCISE A

1. topic: Euclid's Elements; purpose: to inform
2. topic: the library's science budget; purpose: to persuade
3. topic: a marble statue; purpose: to describe
4. topic: the morning of the eclipse; purpose: to narrate
5. topic: calculus homework; purpose: to amuse
6. topic: prime numbers; purpose: to inform
7. topic: reading Shakespeare; purpose: to persuade
8. topic: the sound of a cello; purpose: to describe
9. topic: building a spectroscope; purpose: to narrate
10. topic: Van Gogh's sales; purpose: to inform
11. topic: the old telescope; purpose: to persuade
12. topic: discovering a clay tablet; purpose: to narrate
13. topic: the periodic table; purpose: to inform
14. topic: a debate about free will; purpose: to amuse

EXERCISE B

15. Sample: A microscope uses two lenses to magnify objects too small to see with the naked eye.
16. Sample: You should come to Friday's poetry reading, because the student poets this year are the best we have ever had.
17. Sample: In the painting, gray-green waves curl toward a strip of pale sand under a sky the color of pewter.
18. Sample: When we entered the museum's great hall, a whale skeleton hung above us like a ship turned upside down.
19. Sample: In a right triangle, the square of the hypotenuse equals the sum of the squares of the other two sides.
20. Sample: Our orchestra cannot perform its spring concert well on violins with cracked bodies and worn bows, so new instruments are an urgent need.
21. Sample: The library's oak shelves rise to a dim ceiling, and the air smells of dust and old leather.
22. Sample: The moment I added the second powder, my beaker foamed over, climbed down the table, and tried to escape under the door.
23. Sample: The French Revolution began in 1789 and ended the absolute monarchy in France.
24. Sample: The professor began her lecture on Socrates by asking us a question, and for the next hour she never gave a single answer.

EXERCISE C

25. b
26. a
27. b
28. a
29. a
30. a
31. a
32. a
33. a
34. a

EXERCISE D

35. collecting
36. listing
37. freewriting
38. asking questions
39. collecting
40. listing
41. asking questions
42. freewriting
43. collecting
44. listing

14.99 The Writing Process: Drafting

EXERCISE A

1. Sample: Roman aqueducts carried fresh water for miles using only gravity.
2. Sample: Museum field trips teach students things no classroom can.
3. Sample: A thunderstorm turns the quiet laboratory into a theater of light and sound.
4. Sample: My first piano recital taught me that mistakes do not end a performance.
5. Sample: The printing press made books cheap enough for ordinary people to own.
6. Sample: Poetry reveals its full meaning only when it is read aloud.
7. Sample: The sculpture garden mixes bronze figures with living trees so that art and nature seem to grow together.
8. Sample: Our philosophy class could not even agree on what the word argument means.
9. Sample: The idea of zero took centuries to accept but made modern mathematics possible.

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10. Sample: Joining the astronomy club is the best way to learn the night sky.
11. Sample: The dinosaur hall makes visitors feel small in the best possible way.
12. Sample: Our failed experiment taught us more than a successful one would have.

EXERCISE B

13. b
14. b
15. a
16. b
17. a
18. b
19. a
20. b
21. b
22. a
23. a
24. b

EXERCISE C

25. Sample: Its tall windows let in steady daylight without glare. The librarians enforce a strict silence that makes concentration easy.
26. Sample: His three laws of motion explain how objects move and why. His law of universal gravitation showed that the same force pulls an apple to the ground and holds the moon in orbit.
27. Sample: The question should be narrow enough to test in a few weeks. It should also be one whose answer the student does not already know.
28. Sample: The ceiling is made of frosted glass panels that soften the sunlight. The walls are angled so that no painting ever receives direct sun.
29. Sample: Students who study a second language become more aware of grammar in their first. They also practice switching between systems, a skill that helps in mathematics and music.
30. Sample: Every year the river flooded and left rich black soil along its banks. Farmers planted wheat and barley in that soil as soon as the water receded.
31. Sample: The brass section played the opening fanfare without a single cracked note. During the slow movement, the audience was so quiet that we could hear the conductor breathing.
32. Sample: The spiral of a nautilus shell closely follows a mathematical curve called the logarithmic spiral. Sunflower seeds grow in patterns that match the Fibonacci sequence.

EXERCISE D

33. informal; a friend
34. formal; a museum director
35. formal; readers of a science journal
36. informal; a lab partner by text message
37. formal; the school board
38. informal; a classmate
39. formal; an English teacher
40. informal; a younger cousin
41. formal; the library's donor
42. formal; an admissions committee

14.100 The Writing Process: Revising

EXERCISE A

1. d
2. d
3. b
4. c
5. d
6. c
7. d
8. d
9. c
10. d
11. d
12. c

EXERCISE B

13. c, a, d, b
14. b, c, d, a
15. c, b, d, a
16. c, a, b, d
17. b, d, c, a
18. b, c, a, d
19. b, a, d, c
20. b, d, c, a

EXERCISE C

21. meaning
22. unity
23. coherence
24. coherence
25. meaning
26. unity
27. coherence
28. meaning
29. unity
30. coherence

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EXERCISE D

31. however
32. then
33. as a result
34. for instance
35. in addition
36. however
37. afterward
38. therefore
39. on the other hand
40. in particular
41. beyond
42. finally

14.101 The Writing Process: Editing

EXERCISE A

1. The set of encyclopedias was donated to the library.
2. Last week the orchestra rehearsed the symphony three times.
3. Sample: Because the solution turned blue when we added the indicator, we recorded the change in our notebooks.
4. The curator showed the visitors the mummy, and they were fascinated. (or: ...the mummy; they were fascinated.)
5. Each of the planets has its own orbit.
6. Sample: The philosopher and the scientist agreed that the scientist was right.
7. The students did their experiments before the bell rang.
8. The museum opened a new wing that displays Roman coins. (or: ...a new wing; it displays Roman coins.)
9. Neither the telescope nor the binoculars were in the closet.
10. The historian wrote the book and then lectured about it last spring. (or: ...and then she lectured about it last spring.)
11. Mozart composed his first symphony when he was eight; he was a child prodigy. (or: a period instead of the semicolon)
12. A list of the irregular verbs was posted on the wall.
13. If the sample is pure, it will melt at exactly 80 degrees.
14. The poet, as well as her editors, was pleased with the final version.

EXERCISE B

15. three lines under the letter (capitalize)
16. dele (delete)
17. caret (insert)
18. number sign with a caret (insert a space)
19. close-up mark (close up the space)
20. slash through the capital (make lowercase)
21. circle with sp (check spelling)
22. curved line looping the letters (switch the order)
23. paragraph symbol (new paragraph)
24. caret (insert)

EXERCISE C

25. The librarian received a rare manuscript from London.
26. Marie Curie won Nobel Prizes in physics and chemistry.
27. After the eclipse, the astronomers compared their notes.
28. The museum's new exhibit opens on Tuesday, March 3.
29. Shakespeare's play Hamlet was first performed around 1600.
30. Did Galileo really drop weights from the Leaning Tower of Pisa?
31. Mr. Ortega wrote the chemical formula on the board.
32. Bach, Beethoven, and Brahms are often called the three Bs.
33. We visited the Louvre, the British Museum, and the Prado last summer.
34. The scientist's hypothesis was that the sample would separate into two layers.
35. Plato wrote The Republic (italicized or underlined) in the fourth century B.C.
36. It's a fact that the Nile is the longest river in Africa.
37. The orchestra played a symphony by Haydn; it was beautiful. (or: a period, or a comma plus and)
38. There are more than ninety naturally occurring elements on the periodic table.

EXERCISE D

39. editing
40. proofreading
41. editing
42. proofreading
43. editing
44. proofreading

14.102 The Writing Process: Presenting

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EXERCISE A

1. school forum
2. school forum
3. community forum
4. contest
5. community forum
6. open-market forum
7. contest
8. open-market forum
9. community forum
10. school forum
11. contest
12. open-market forum

EXERCISE B

13. Sample: a school literary magazine or a young poets contest; readers who enjoy poetry
14. Sample: a classroom presentation or a history club newsletter; classmates and history enthusiasts
15. Sample: the school newspaper; students, teachers, and families
16. Sample: a magazine that publishes student fiction, or a short story contest; fiction readers
17. Sample: a school math club newsletter; students who enjoy mathematics
18. Sample: a classroom presentation or a science club newsletter; classmates and science students
19. Sample: a composition contest for young musicians; judges and musicians
20. Sample: the school newspaper opinion page; students, teachers, and the principal
21. Sample: the school literary magazine; student readers
22. Sample: a classroom presentation or a literature journal for students; teachers and fellow students

EXERCISE C

23. a diagram of the solar system showing each orbit
24. a timeline of the emperors with dates
25. a labeled diagram showing erosion over time
26. a map with the route traced
27. a bar graph of the heights
28. a chart labeling each section by name
29. large color prints of two Impressionist paintings
30. a labeled diagram of the cell
31. a line graph of plant height over four weeks
32. a chart showing the rhyme scheme line by line

EXERCISE D

33. Sample: a labeled diagram of evaporation, condensation, and precipitation; a simple demonstration with a covered jar showing condensation
34. Sample: a map showing the trade routes; a chart of goods that traveled along them
35. Sample: a timeline of his major works; a short recorded excerpt of a symphony
36. Sample: a labeled diagram of the moon's phases; a model using a lamp and a ball
37. Sample: a timeline of element discoveries; a large copy of an early periodic table
38. Sample: a print of a painting with lines drawn to the vanishing point; a diagram of how perspective lines meet
39. Sample: a seating chart of the orchestra; photographs of one instrument from each family
40. Sample: a labeled cross-section diagram of a pyramid; a map of the Nile valley
41. Sample: a poster showing the steps of a proof; a diagram with the given information labeled
42. Sample: a poster of one short poem with key images underlined; a portrait of the poet with a brief timeline

14.103 Outlining

EXERCISE A

1. Roman numerals (I, II, III)
2. capital letters (A, B, C)
3. Arabic numerals (1, 2, 3)
4. capital letter
5. two
6. farther to the right
7. topic
8. sentence
9. period
10. group (or sort)

EXERCISE B

11. Flaw: main topic I has only one subtopic (A, but no B).
12. correct
13. Flaw: C (How volcanoes form) does not belong under Baroque Composers.
14. Flaw: detail 1 under B has no matching 2.
15. correct
16. Flaw: subtopics must be capital letters (A, B), not lowercase.
17. Flaw: entry II must begin with a capital letter (Sculptors of the Period).
18. Flaw: C (Photosynthesis) does not belong under Types of Triangles.
19. Flaw: main topics must be marked with Roman numerals (I, II), not capital letters.
20. correct

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21. Flaw: detail 1 under B has no matching 2.
22. Flaw: details under subtopic B must be marked 1 and 2, not Roman numerals.

EXERCISE C

23. topic
24. sentence
25. topic
26. sentence
27. topic
28. sentence
29. topic
30. sentence
31. topic
32. sentence

EXERCISE D

33. I. The Inner Planets / A. Mercury / B. Venus / C. Earth / D. Mars / II. The Outer Planets / A. Jupiter / B. Saturn / C. Uranus / D. Neptune (planets listed by distance from the sun)
34. I. Bach's Life / A. Born in Eisenach in 1685 / B. Worked as an organist / C. Died in Leipzig in 1750 / II. Bach's Music / A. Brandenburg Concertos / B. The Well-Tempered Clavier / C. Mass in B minor
35. I. Triangles by Sides / A. Equilateral / B. Isosceles / C. Scalene / II. Triangles by Angles / A. Acute / B. Right / C. Obtuse
36. I. Mozart's Operas / A. The Magic Flute / B. Don Giovanni / II. Mozart's Symphonies / A. Symphony No. 40 / B. Symphony No. 41
37. D (The history of the telescope)
38. D (Galileo)
39. D (Trumpet; it is a brass instrument)
40. D (Michelangelo; he was a Renaissance artist)
41. D (Counterpoint; it is a musical technique)
42. D (Jane Eyre; it was written by Charlotte Bronte)
43. D (Stratosphere; it is a layer of the atmosphere)
44. D (Eiffel Tower; it is not an ancient wonder)

14.104 Writing Effective Sentences

EXERCISE A

1. Euclid wrote the Elements.
2. Correct as is; the thief is unknown, so the passive fits.
3. Jonas Salk developed an effective polio vaccine.
4. Correct as is; the process matters more than the person doing it.
5. Vincent van Gogh painted The Starry Night.
6. The students repeated the experiment three times.
7. The astronomer pointed the telescope at Saturn.
8. Correct as is; the finder is not the focus of the sentence.
9. The pianist's final nocturne moved the audience.
10. The paleontologist carefully brushed the fossils clean.

EXERCISE B

11. Sample: Marie Curie discovered polonium and radium.
12. Sample: The poem is short but powerful.
13. Sample: Using a telescope he had improved, Galileo studied the moons of Jupiter.
14. Sample: As the orchestra tuned its instruments, the conductor entered the hall.
15. Sample: Pythagoras, a Greek mathematician, is famous for a theorem about right triangles.
16. Sample: Although the museum was crowded, we still managed to see the Impressionist gallery.
17. Sample: When the chemist added acid, the solution began to fizz and grew warm.
18. Sample: Jane Austen wrote both Emma and Persuasion.
19. Sample: Reading the sonnet aloud, the student noticed the rhyme scheme.
20. Sample: The Nile flows north and empties into the Mediterranean Sea.

EXERCISE C

21. Sample: Because the laboratory was closed, the experiment was postponed.
22. Sample: Many students enjoy reading Greek myths.
23. Sample: The sculpture was round and red.
24. Sample: The astronomers are calibrating the telescope.
25. Sample: The poet repeated the refrain.
26. Sample: If it rains, the lecture will be moved indoors.
27. Sample: The museum holds many ancient artifacts.
28. Sample: Every violinist practiced daily.
29. Sample: The experiment failed because the temperature was too high.
30. Sample: Plato's dialogues are fascinating.

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EXERCISE D

31. b (parallel nouns)
32. a (parallel -ing forms)
33. a (parallel adjectives)
34. a (strong verb)
35. b (precise verb)
36. a (combined, not choppy)
37. b (active voice)
38. b (concise)
39. a (parallel and direct)
40. b (strong verb, fewer words)
41. a (parallel verbs)
42. b (specific details)

14.105 Building Paragraphs

EXERCISE A

1. 1
2. 4
3. 3
4. 1
5. 4
6. 4
7. 1
8. 1
9. 3
10. 1

EXERCISE B

11. 3
12. 3
13. 3
14. 4
15. 2
16. 3
17. 2
18. 3
19. 4
20. 4

EXERCISE C

21. spatial
22. chronological
23. compare and contrast
24. order of importance
25. spatial
26. chronological
27. compare and contrast
28. order of importance
29. b, c, a
30. b, d, c, a
31. c, b, d, a
32. b, c, a

EXERCISE D

33. For example
34. In contrast
35. Next
36. Beyond it
37. Consequently
38. Likewise
39. However
40. As a result
41. Then
42. By contrast
43. Conversely
44. Finally

14.106 Paragraph Ordering

EXERCISE A

1. b, c, d, a
2. b, c, a
3. c, a, b, d
4. b, c, a
5. b, c, a
6. b, c, a, d
7. b, c, a
8. b, c, a
9. b, c, a, d
10. b, c, a

EXERCISE B

11. chronological
12. spatial
13. order of importance
14. logical (general to specific)
15. chronological
16. spatial
17. order of importance
18. spatial
19. chronological
20. logical (cause and effect)
21. spatial
22. chronological

EXERCISE C

23. Later
24. Next to it
25. More important
26. Meanwhile
27. Behind him
28. From these
29. Consequently
30. On the other hand
31. For example
32. Before that

EXERCISE D

33. d
34. b
35. c
36. d
37. c
38. c
39. d
40. b
41. c
42. d

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14.107 Personal Letters

EXERCISE A

1. heading
2. salutation
3. closing
4. signature
5. body
6. closing
7. salutation
8. heading
9. closing
10. signature
11. body
12. heading

EXERCISE B

13. Dear Aunt Lena,
14. Your friend,
15. Dear Marcus,
16. Sincerely yours,
17. With love,
18. Dear Grandma,
19. May 12, 2025
20. Princeton, New Jersey 08540
21. Yours truly,
22. Dear Uncle Tomas,

EXERCISE C

23. b
24. b
25. a
26. a
27. b
28. b
29. a
30. b
31. a
32. a

EXERCISE D

33. when
34. where
35. reply
36. what
37. where
38. when
39. reply
40. what
41. where
42. reply

14.108 Business Letters: Letters of Request or Complaint

EXERCISE A

1. inside address
2. salutation
3. closing
4. signature
5. heading
6. body
7. closing
8. inside address
9. salutation
10. heading (the date)
11. body
12. closing

EXERCISE B

13. Dear Dr. Rivera:
14. Dear Dr. Rivera:
15. Sincerely yours,
16. Yours truly,
17. Dear Sir or Madam:
18. Anytown, NJ 07001
19. September 9, 2025
20. Dear Ms. Ortiz:
21. Dear Mr. Chen:
22. Sincerely,

EXERCISE C

23. a
24. b
25. a
26. a
27. a
28. b
29. a
30. a
31. b
32. a

EXERCISE D

33. insult
34. threat
35. vague detail
36. off topic
37. exaggeration
38. missing request (it does not say what the writer wants done)
39. none (a clear, reasonable request)
40. none (specific, factual detail)
41. threat
42. insult

14.109 Business Letters: Resumes and Cover Letters

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EXERCISE A

1. Education
2. Objective
3. References
4. Honors and Awards
5. Experience
6. Skills
7. Honors and Awards
8. Experience
9. Objective
10. Heading
11. References
12. Skills

EXERCISE B

13. b
14. a
15. b
16. b
17. a
18. b
19. b
20. a
21. a
22. b

EXERCISE C

23. Sample: Cataloged books in the school library.
24. Sample: Taught younger students to play the recorder.
25. Sample: Won first place in the regional poetry contest.
26. Sample: Organized the laboratory notebooks.
27. Sample: Assembled an exhibit on the history of astronomy.
28. Sample: Wrote articles for the school literary magazine.
29. Sample: Led museum tours for visitors.
30. Sample: Performed in the orchestra's violin section.
31. Sample: Managed the club's budget.
32. Sample: Presented the periodic table to a class.

EXERCISE D

33. purpose
34. qualification
35. enclosure
36. contact
37. purpose
38. qualification
39. enclosure
40. contact
41. purpose
42. qualification

Unit 14 Review Composition

EXERCISE A

1. freewriting
2. listing
3. asking general questions
4. collecting
5. to persuade
6. to describe
7. classmates who have never studied calculus
8. not a thesis (it only announces the topic)
9. not a thesis (it is a plain fact)
10. thesis statement (it makes a claim that can be supported)
11. a
12. voice

EXERCISE B

13. The collection of manuscripts is kept in the vault.
14. Yesterday the astronomer observed a faint comet.
15. Sample: Because the experiment failed twice, the team changed the design.
16. Sample: The teacher told the student, "You have made an error."
17. Sample: The museum is planning a new exhibit.
18. Sample: The poet read for an hour, and the audience stayed silent.
19. The librarian received a rare book from Paris.
20. Neither the chemist nor her assistants were surprised.
21. Each of the sonatas has a slow movement.
22. There are three volumes of the encyclopedia on the shelf.
23. The composer finished the symphony and then conducted its first performance. (or: ...and then she conducted its first performance.)
24. After the lecture, we toured the laboratory.

EXERCISE C

25. b, c, a
26. b, a, c
27. b, c, a
28. b, c, a
29. spatial
30. chronological
31. In contrast
32. As a result

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EXERCISE D

33. salutation (business letter)
34. salutation (personal letter)
35. closing (personal letter)
36. a colon
37. a comma
38. at the left margin
39. the heading, the closing, and the signature
40. what you need and why you need it
41. Sample: I would like a full refund, please.
42. a
43. most recent first
44. so that the person expects to be contacted and is ready to speak well of you
45. a resume
46. a
47. Experience
48. what, when, where, and how to reply
49. b
50. a letter of complaint

EXERCISE E

51. Roman numerals (I, II, III)
52. Subtopic A has no matching B; a topic that is divided must have at least two parts.
53. contest
54. community forum
55. a diagram of the solar system
56. Euclid wrote the Elements.
57. Sample: When the orchestra tuned its instruments, the audience grew quiet.
58. Bach was admired for playing the organ, writing fugues, and teaching.
59. Sample: Because the library was closed, we waited until Monday.
60. C (You should record the results)

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