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GRAMMAR *by* DIAGRAM

WORKBOOK

UNDERSTANDING ENGLISH GRAMMAR THROUGH TRADITIONAL SENTENCE DIAGRAMING

Cindy L. Vitto

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PRAISE FOR *Grammar by Diagram*, SECOND EDITION:

"Rejoice! After years of neglect, sentence diagraming can unapologetically return to college courses. Cindy Vitto's Grammar by Diagram *makes this a fruitful return by using diagraming first to lay bare the structural bones of English and then to demonstrate ways in which writers use these components to create effective sentences. Through diagraming, students see that a strong sentence is a purposefully structured unit and not a set of words aimlessly strung together. Thus* Grammar by Diagram *not only gives students skills for crafting better sentences but also tools for examining language with greater care."*

CANDACE BARRINGTON, CENTRAL CONNECTICUT STATE UNIVERSITY

"I really do not know that anything has ever been more exciting than diagramming sentences."

GERTRUDE STEIN

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STRUCTURED TO FOLLOW each chapter of *Grammar by Diagram*, second edition, this workbook includes practice exercises, including cumulative exercises through which students can check their progress at key points, and a "final exam" to test knowledge of the entire text. A summary of concepts for each chapter and a complete answer key are also included.

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INTRODUCTION

For a few years now, I've used *Grammar by Diagram* (first edition and now the second) with students in my own American English Grammar courses at Rowan University. The most common question I hear is this: "Do you have extra exercises we can use for practice?" This workbook is intended to meet that need.

Each section of the workbook is keyed to the corresponding chapter of the second edition of *Grammar by Diagram*. The "Summary of Key Concepts" that concludes each chapter of the textbook is repeated at the beginning of each chapter of the workbook for easy reference. Individual exercises follow the progress of concepts in *Grammar by Diagram*, with cumulative exercises interspersed as appropriate within the chapters.

In addition to cumulative exercises within the chapters, I have included four sets of "Check Your Progress" exercises throughout the workbook. Two versions, A and B, appear at the end of Chapter 4 (for Chapters 1-4), Chapter 7 (for Chapters 5-7), Chapter 11 (for Chapters 8-11), and Chapter 13 (for Chapters 12-13). The workbook exercises end with a "Check Your Progress – Final Check," which simulates a final exam by including material from all thirteen chapters. Finally, the workbook ends with a complete answer key so that you can check yourself as you go along.

Just as *Grammar by Diagram* emphasizes traditional sentence diagraming, so does the workbook that accompanies it. Diagraming is especially useful—even enjoyable—for those who prefer to learn visually, spatially, or kinetically. It forces you to deal with every word in a sentence in order to determine how that word contributes to the phrase or clause in which it appears and, ultimately, to the design of the sentence overall. As you diagram these practice sentences, keep in mind that alternative ways of diagraming may be possible as well; prepositional phrases in particular can often be correctly diagramed in more than one spot. Feel free to challenge the answer key if you are sure that your reasoning is correct.

One change from *Grammar by Diagram* is that I have attempted, as much as possible, to avoid isolated, out-of-context sentences in this workbook. Although most of the exercises consist of numbered sentences, they actually flow together to form a passage, often dealing with a literary concept or author. Because many of the students who are required to take a course in grammar are prospective English teachers, my goal was to use material in the exercises that would seem relevant and interesting. The "Check Your Progress" exercises, however, revert to isolated sentences so that students will have practice with this more common type of exercise as well.

To reap the maximum benefit from this workbook, I would suggest that you make your own set of flash cards as well as you work your way through the chapters. Write grammati-

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cal terms and their definitions, sentence patterns, forms of irregular verbs, punctuation rules, sentence examples, and whatever else might be useful on the flash cards so that you will have a strategy for quick and frequent review. Understanding grammatical concepts often begins with rote memorization, which flash cards can facilitate. Of course, you shouldn't stop there. Being able to apply the concepts by writing your own examples—something this workbook frequently asks you to do—demonstrates that you have gone beyond memorization and understand the grammatical concepts. Reading widely will also help. As you read, you unconsciously absorb both basic and sophisticated grammatical patterns that you will be able to imitate. In fact, for avid readers a course in grammar is sometimes frustrating because they "know" how to write and punctuate good sentences but for perhaps the first time are forced to break those sentences down into components that they must learn to recognize and label.

My sincere wish, as you leave this Introduction and turn to the exercises for Chapter 1, is that you will have the attitude that learning grammar is an intellectual adventure, not drudgery. As strange as it may sound to you at this point, have fun with grammar! Also remember that the more you understand about English grammar, the better your spoken and written communication skills will be—and better communication can solve many problems in your life. If nothing else, as one student said to me recently, "I can't control many things in my hectic life, but when I sit down to diagram sentences, it's the one time I feel as if I *do* have control."

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1

The Eight Parts of Speech

SUMMARY OF KEY CONCEPTS IN CHAPTER 1

As traditionally defined, there are eight parts of speech:

1. **Noun**	person, place, thing, or idea
	TESTS: can be made plural or possessive can substitute a pronoun for a noun
2. **Pronoun**	takes the place of a noun
	CATEGORIES: personal (nominative or subjective, objective, reflexive or intensive, possessive)
	impersonal (indefinite, reciprocal, interrogative, demonstrative, relative)
3. **Verb**	shows either action (transitive or intransitive) or state of being (*be* verb or linking verb) of the subject of the sentence
	last verb in a verb phrase determines whether verb is an action or state of being verb; may be preceded by a modal, and/or a form of *have*, and/or a form of *be*, or a form of *do*.
4. **Adjective**	modifies a noun or pronoun
	answers (1) which one? (2) how many? (3) what kind?
5. **Adverb**	modifies a verb, an adjective, or another adverb
	answers (1) how? in what manner? under what condition? (2) when? (3) where?

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can often move within a sentence without changing meaning; adverbs that answer the question "how?" often end in *-ly*

6. **Preposition** — relates a noun or pronoun (the object of the preposition) to the rest of the sentence; every prepositional phrase acts as either an adjective or an adverb

7. **Conjunction** — connects words, phrases, or clauses

   CATEGORIES: coordinating, subordinating, correlative, conjunctive adverbs

8. **Interjection** — expresses emotion

1 ◉ DEFINITIONS

Write the letter of the correct part of speech in the blank before each descriptive phrase.

[A] noun
[B] pronoun
[C] verb
[D] adjective
[E] adverb
[F] preposition
[G] conjunction
[H] interjection

_____ 1. can modify a verb, an adjective, or an adverb

_____ 2. substitutes for a noun

_____ 3. is usually found before a noun or after a linking or *be* verb

_____ 4. expresses emotion

_____ 5. connects words, phrases, or clauses

_____ 6. modifies a noun or a pronoun

_____ 7. can often move within a sentence without changing the meaning of the sentence

_____ 8. connects a noun or pronoun to the rest of the sentence, forming a phrase that functions as an adjective or adverb

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_____ 9. often ends in *-ly*

_____ 10. can usually be made plural

_____ 11. answers the questions "which one," "how many," or "what kind"

_____ 12. expresses either action or state of being

_____ 13. explains when, where, why, or how an action is performed

_____ 14. includes articles ("a," "an," "the") and possessive pronouns ("my," "your," "his," "her," "its," "our," "their")

_____ 15. three common examples are "and," "but," "or"

2 ◉ IDENTIFICATION OF NOUNS

In the sentences below, underline each word used as a noun.

1. Books, papers, coffee cups, and pastry crumbs littered the top of the professor's desk.

2. He had worked throughout the night on his prized manuscript.

3. With the first light of dawn, he fell into a deep sleep from which his worried students finally woke him.

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3 ◉ DEFINITION OF NOUNS

A. A noun is often defined as a person, place, thing, or idea. Can you determine which category fits each of the nouns below? Can you explain why this exercise is not as easy as it might appear at first?

_____

1. home A. _____ B. _____
2. cat A. _____ B. _____
3. Madison A. _____ B. _____
4. spirit A. _____ B. _____
5. degree A. _____ B. _____

B. It is also possible to determine which words are nouns by adding an article, by making the word plural, or by making the word possessive. Which of these tests for nouns will work with the words above?

4 ◉ PERSONAL PRONOUNS

In the first two sentences, the pronouns have been underlined for you. Label the underlined pronouns as nominative [NOM], objective [OBJ], possessive [POS], or reflexive [REF]. For the following sentences, underline and label the pronouns.

1. She asked him about his family.
2. She herself was an orphan.
3. Pointing to a picture of fifteen people, he explained that they were his immediate family members.
4. It was definitely a large family.
5. Their smiles indicated that they considered themselves fortunate.

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5 ◉ IMPERSONAL PRONOUNS

In the following sentences, label the underlined pronouns as indefinite [IND], reciprocal [REC], interrogative [INT], demonstrative [DEM], or relative [REL].

1. She was impressed by <u>that</u>.

2. She wanted to belong to a family like <u>this</u>.

3. Such good fortune does not come to <u>everyone</u>, however.

4. <u>What</u> could she do to change her situation?

5. Her solution, <u>which</u> was to build a family of close friends, was a good one.

6. They shook hands with <u>each other</u> as they said good-bye.

6 ◉ ACTION VERBS

Underline the action verbs in the following sentences. Label each verb either transitive [V-T] or intransitive [V-INT]. If the verb is more than one word, underline the entire verb phrase.

1. The runaway toddler escaped from the yard of the house.

2. She climbed over the fence and headed down the street.

3. Her parents called the police and also organized a search party of neighbors.

4. The search party eventually found the child in the park two blocks away.

5. She was digging a hole, picking flowers, and eating bits of dirt.

6. She could have enjoyed herself for hours there.

7. Now she has her own garden in her back yard.

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7 ◉ *Be* VERBS

Underline the *be* verbs in the following sentences. If the verb is more than one word, underline the entire verb phrase.

1. No one can be sure of the future.

2. The future is and always has been full of surprises.

3. I am confident, though, that some of those surprises are beneficial.

4. I am being optimistic when I say that.

5. I was not always optimistic.

6. My friends, though, were usually cheerful and gradually changed my outlook.

8 ◉ LINKING VERBS

Underline the linking verbs in the following sentences. If the verb is more than one word, underline the entire verb phrase.

1. Grammar has always seemed a mysterious subject.

2. It became one of the seven liberal arts in the Middle Ages.

3. It remains valuable today and still appears essential as a building block for education.

4. The study of grammar may look hard, but grammatical rules grow easier to understand as students become more familiar with them.

5. Overall, studying grammar sounds worthwhile.

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9 ◉ VERBS

Underline the verbs in the sentences below. Label each verb as transitive [V-T], intransitive [V-INT], *be* [V-BE], or linking [V-L].

1. The students visited London last year.

2. London is an exciting, busy city.

3. The students grew familiar with several of the neighborhoods.

4. They seemed fascinated by the museums and art galleries as well.

5. One day they went to Westminster Abbey and St. Paul's Cathedral.

6. They also witnessed the changing of the guard at Buckingham Palace.

7. They walked through the spacious grounds of the Tower of London.

8. They traveled by train to nearby Hampton Court.

9. They studied British literature at the University of London.

10. By August, they had been in London for eight weeks.

11. They had bought many gifts and souvenirs.

12. They had taken many pictures.

13. They feel happy about their experiences.

14. They are planning their next trip already.

15. They will travel to Paris next time.

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10 ◉ ADJECTIVES

Underline the adjectives in the sentences below. Remember that adjectives typically precede a noun or follow a *be* or linking verb. Also remember that articles, demonstrative pronouns that modify nouns, and possessive forms of nouns and pronouns are classified as adjectives.

1. The ambassador's daughter was beautiful.

2. Her long dark hair fell in flowing tresses; her brown eyes were bright with lively mischief; her facial features were perfect.

3. A skilled artist would have a difficult task capturing all of that beauty.

4. By the time that she reached her sixteenth year, she had already broken at least five hearts, including her father's.

11 ◉ ADVERBS

Underline the single-word adverbs in the sentences below. Remember that adverbs answer the questions "when," "where," "why," and "how," and that many adverbs end in *-ly*.

1. The detective carefully picked up the lipstick that the thief had apparently dropped on the floor of the immaculately clean apartment.

2. Yesterday the apartment had been robbed.

3. The only clue—the lipstick—was not especially helpful, but the detective never doubted that eventually he would track down the thief.

4. He assumed that he was looking for an extremely clever woman who groomed herself well.

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12 ◉ PREPOSITIONS

Structure of prepositional phrase

Remember that prepositions never occur alone but always begin a prepositional phrase. The prepositional phrase begins with the preposition and ends with a noun or pronoun, called the object of the preposition. In other words, a prepositional phrase = preposition + optional modifiers + noun or pronoun (object of preposition). Frequently one prepositional phrase follows another, forming a "chain" of prepositional phrases.

Function of prepositional phrase

To make matters more complicated, every prepositional phrase functions as either an adjective (modifying a noun or pronoun) or an adverb (modifying a verb, adjective, or another adverb). When you find a chain of prepositional phrases, often—but not always—the second (and third, fourth, etc.) phrase will be an adjective modifying the object of the first prepositional phrase. For example:

> A lovely rose stain was on the collar of the worker behind the counter of the Cosmetics Department.
>
> on the collar = adverb (where was the stain?)
>
> of the worker = adjective (which collar?)
>
> behind the counter = adjective (which worker? Even though this may seem at first to be an adverb, the primary sense of this phrase is not *where* the worker can be found but *which* worker—not the one in the Hardware Department but the one in Cosmetics.)
>
> of the Cosmetics Department = adjective (which counter?)

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In the sentences below, underline the prepositional phrases and label each one as an adjective [ADJ] or an adverb [ADV].

1. The house around the corner was Santa's destination.

2. His sleigh flew gracefully through the air.

3. He parked on the rooftop for five minutes.

4. During the night, the stars in the sky twinkled brightly.

5. Visions of sugarplums danced in the heads of the children, who had fallen asleep after their normal bedtime.

13 ◉ ENDING SENTENCES WITH PREPOSITIONS

Although we try to avoid ending a sentence with a preposition, it is better to end with a preposition than to have an awkwardly phrased sentence. Which sentences below should be left as they are, even though they end with a preposition? Which sentences should be rephrased? Because writing tends to be more formal, imagine that the sentences below are in spoken conversation.

1. Where did you move from?

   _____

2. Who did you plan to give this news to?

   _____

3. The child asked if the toy could be played with.

   _____

4. I have a package at the post office to pick up.

   _____

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5. Where is the package at?

_____

6. The teacher asked if all of the papers were in.

_____

7. No one understood what the exercise was for.

_____

14 ◉ CONJUNCTIONS

Underline the conjunctions in each section below. At this point, you should be able to identify simple conjunctions easily. If you find it difficult to label the other categories of conjunctions, don't fret. You'll be learning each category of conjunction in depth as you proceed through the text and through this workbook.

Simple conjunctions

1. Dogs and cats make excellent companions.

2. Sarah's grandmother asked for a puppy or a kitten.

3. Sarah wanted to look for two pets but asked to keep one for herself.

Coordinating conjunctions

1. Sarah suggested an older dog, but her grandmother wanted a puppy.

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2. They visited the animal shelter, for many puppies were available there.

3. It was late spring, so many puppies were waiting for homes.

Subordinating conjunctions

1. Once she saw the number of puppies at the shelter, Sarah's grandmother began to cry.

2. She wanted to adopt them all so that they would have a home.

3. She was sad because she cared intensely about the animals.

Correlative conjunctions

1. Both Sarah and her grandmother were touched by this experience.

2. Not only did they want to adopt a puppy, but also they wanted to find homes for the other animals.

3. Neither Sarah nor her grandmother slept well that night.

Conjunctive adverbs

1. They finally chose one lucky puppy as a companion for Sarah's grandmother; then they thought about how to help the other animals.

2. Sarah's grandmother began calling all of her friends; in addition, she made a substantial donation to the animal shelter.

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3. The workers at the shelter were grateful for all of the help they received; therefore, they named one part of the building "Sarah's Wing."

15 ◉ INTERJECTIONS

Underline the interjections in the sentences below.

1. Ouch! You stepped on my foot!

2. Oh, what a miserable day this will be.

3. Well, what did you expect?

4. Fine! Don't give me any sympathy!

16 ◉ OVERALL REVIEW—PARTS OF SPEECH

Identify the part of speech for each word underlined below. Remember that you must consider not just the word itself but how it is used (its function) in the sentence. Use the following abbreviations:

[N] noun

[PRO] pronoun

[V] verb

[ADJ] adjective

[ADV] adverb

[PREP] preposition

[CONJ] conjunction

[INTER] interjection

1. The <u>railroad</u> tracks led <u>into</u> the woods.

2. The books in <u>her</u> library were <u>dusty</u> <u>and</u> worn.

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3. The child carefully colored within the lines.

4. Music filled the air.

5. Ten minutes passed as we waited outside in the rain.

6. Life seems good whenever everyone in the family is happy.

7. Oh, don't ever make that mistake again!

8. Charlie's sister goes to an exclusive boarding school in California.

9. New Jersey has very high property taxes.

10. That is not a good idea.

17 ◉ OVERALL REVIEW—CLASSIFYING VERBS

In the sentences below, identify the underlined verbs as *be* verbs [V-BE], linking verbs [V-L], intransitive verbs [V-INT], or transitive verbs [V-T].

1. The ushers unlocked the concert hall doors.

2. The weather has been incredibly warm.

3. Television seems a wasteland of monotony.

4. The wind is blowing with gale force.

5. Parents must find ways to communicate with teenagers.

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6. Does anyone know the answer to this question?

7. Strawberries usually taste sweet.

8. I am not happy with your attitude.

9. Every person in the concert hall was applauding loudly.

10. The oven will stay warm for at least an hour.

18 ◉ OVERALL REVIEW—YOUR TURN

Write sentences as directed below. For now, keep your sentences as simple as possible.

1. Write a sentence using *flower* as a noun.

   _____

2. Write a sentence using *flower* as a verb.

   _____

3. Write a sentence using *flower* as an adjective.

   _____

4. Write a sentence using *outside* as an adverb.

   _____

5. Write a sentence using *outside* as a preposition.

   _____

6. Write a sentence using *outside* as a noun.

   _____

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7. Write a sentence using *smell* as a linking verb.

_____

8. Write a sentence using *smell* as a transitive verb.

_____

9. Write a sentence using *smell* as an intransitive verb.

_____

10. Write a sentence containing both a conjunction and an interjection. Underline the conjunction once and underline the interjection twice.

_____

11. Write a sentence using *me* and *my*. Underline once the form that functions as a pronoun, and underline twice the form that functions as an adjective.

_____

12. Write a sentence using the prepositional phrase *in the attic* as an adverb.

_____

13. Write a sentence using the prepositional phrase *in the attic* as an adjective.

_____

14. Write one sentence containing all three articles. Underline the articles.

_____

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15. Write a sentence containing at least six of the eight parts of speech. Label each of the six (or more) parts of speech.

_____

_____

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2

Basic Sentence Patterns for *Be* and Linking Verbs

SUMMARY OF KEY CONCEPTS IN CHAPTER 2

1. Each sentence can be broken into two large components, the complete subject and the complete predicate.

2. The verb is the most important element of the sentence in terms of distinguishing its sentence pattern.

3. When a form of the *be* verb acts as the main verb of a sentence, three sentence patterns are possible:

a. The sentence may end with an adverb of time or place. (PATTERN 1)

b. The sentence may end with an adjective relating back to the subject. (PATTERN 2)

c. The sentence may end with a noun renaming the subject. (PATTERN 3)

4. We can identify a linking verb by replacing it with a form of the *be* verb without substantially changing the sense of the sentence. When a linking verb acts as the main verb of a sentence, two sentence patterns are possible:

a. The sentence may end with an adjective relating back to the subject. (PATTERN 4)

b. The sentence may end with a noun renaming the subject. (PATTERN 5)

5. In the diagram, a diagonal or slash line following the verb indicates that what follows is a subjective complement—that is, it is an adjective or noun that relates back to the subject. The diagonal line can be seen as an arrow pointing back to the subject or as the curve of a circle drawing the subject and subjective complement together.

6. In PATTERNS 2 and 4, use a pedestal when a prepositional phrase acts as the subjective complement (when it is necessary to complete the sentence and can be replaced by a single-word adjective that would ordinarily be placed on the base line).

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7. The first five sentence patterns can be expressed by the following formulas:

PATTERN 1: s – *be* – adv/tp

PATTERN 2: s – *be* – pa

PATTERN 3: s – *be* – pn

PATTERN 4: s – lv – pa

PATTERN 5: s – lv – pn

1 ◉ *Be* OR LINKING VERB?

Identify the following verbs as *be* verbs [V-BE] or as linking verbs [V-L]. The sample sentence for each verb should help if you become confused.

_____	1. was	She *was* happy.
_____	2. has been	She *has been* happy.
_____	3. has been becoming	She *has been becoming* angrier with every little irritation.
_____	4. am	I *am* sleepy.
_____	5. is looking	The cat *is looking* hungry.
_____	6. could have been	The situation *could have been* better.
_____	7. was being	The child *was being* naughty.
_____	8. was tasting	The lunch meat *was tasting* slightly spoiled by midnight.
_____	9. had been acting	The suspect *had been acting* strange since the murder.
_____	10. must be	It *must be* love.

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2 ◉ IDENTIFYING COMPLETE SUBJECT AND COMPLETE PREDICATE

In the following sentences, draw a slash mark to separate the complete subject from the complete predicate, as in the following example:

Fairy tales / have universal appeal.

1. The original story of Cinderella is "Aschenputtel."
2. This version contains many gruesome details.
3. Aschenputtel's two stepsisters cut their feet.
4. They desperately want a royal wedding.
5. The blood in their shoes proves their deceit to the prince.
6. Aschenputtel's foot fits perfectly in the slipper.
7. She and the prince live happily ever after.
8. Two doves peck at the stepsisters' eyes at the end of the story.

3 ◉ IDENTIFYING *Be* VERBS

Each of the following sentences contains a *be* verb.

a. Underline the simple subject once and the verb twice.

b. Identify the sentence pattern number as 1 (s – *be* – adv/tp), 2 (s – *be* – adj), or 3 (s – *be* – n).

c. Diagram each sentence.

_____ 1. The Cinderella story has always been tremendously popular.

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_____ 2. This story can be one of great appeal to all ages.

_____ 3. The Cinderella motif is everywhere in our culture.

_____ 4. This tale should also be a tradition for future generations.

_____ 5. The actions of the stepsisters were out of line with the boundaries of normal behavior.

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4 ◉ IDENTIFYING LINKING VERBS

Each of the following sentences contains a linking verb.

a. Underline the simple subject once and the verb twice.
b. Identify the sentence pattern number as 4 [s-lv-adj] or 5 [s-lv-n].
c. Diagram each sentence.

_____ 1. The fear of new family members remains evident in children today.

_____ 2. Children can easily feel in danger from stepparents.

_____ 3. "Aschenputtel" seems a vehicle for exploration of those fears.

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_____ 4. In the beginning, Aschenputtel's life looks hopeless.

_____ 5. Her story finally becomes a happy tale.

5 ◉ IDENTIFYING *Be* AND LINKING VERBS

Each of the following sentences contains either a *be* verb or a linking verb.

a. Underline the simple subject once and the verb twice.

b. Label the verb as [V-BE] or [V-L].

c. Identify the sentence pattern number (1, 2, or 3 for sentences with a *be* verb; 4 or 5 for sentences with a linking verb).

d. Diagram each sentence.

_____ 1. Fairy tales have been popular for centuries.

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_____ 2. These stories are useful to children in many ways.

_____ 3. One of the classics is "Aschenputtel."

_____ 4. With a new stepparent in the family, children often feel anxious.

_____ 5. Sometimes the situation might seem unbearable.

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_____ 6. The child may be out of control.

_____ 7. Aschenputtel does not stay miserable.

_____ 8. She looks perfectly happy at the end of the story.

_____ 9. She is now on the royal throne.

Review Copy

_____ 10. The message seems one of hope.

6 ◉ REVIEW OF PREPOSITIONAL PHRASES

Prepositional phrases often cause quite a bit of difficulty, for various reasons:

A. In PATTERNS 2 and 4, a prepositional phrase may act as a predicate adjective (also known as a subjective complement). A prepositional phrase acting as a predicate adjective is diagramed on a pedestal. In the sentences below, underline the prepositional phrases that function as predicate adjectives. Then diagram each sentence.

1. The girls on the swim team are in shape.

2. During the early mornings, they are not happy in the cold water.

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3. They become warmer after several minutes in the pool.

4. Sometimes they feel out of breath.

5. Their coach is a young woman with a huge amount of enthusiasm.

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B. Occasionally confusion results because PATTERNS 1, 2, and 4 can end in prepositional phrases. Remember that in PATTERN 1, the prepositional phrase functions as an adverb of time or place; this prepositional phrase is diagramed below the base line. In PATTERNS 2 and 4, the prepositional phrase functions as a predicate adjective; this prepositional phrase is diagramed on a pedestal. Identify the sentence pattern numbers of the sentences below, and diagram each sentence.

_____ 1. During the time for course registration, no students were on campus.

_____ 2. The computer network was out of order.

_____ 3. The frustrated students remained in a bad mood.

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_____ 4. At last the registration system was in place.

_____ 5. Final registration will be in two days.

C. Prepositional phrases often occur in "chains," with one prepositional phrase following another. Sometimes these prepositional phrases build on each other (and should be diagramed one beneath the other to indicate this relationship), but sometimes they are two unrelated prepositional phrases (and should be diagramed as two separate prepositional phrases). Underline the prepositional phrases in the sentences below, and then diagram each sentence. Pay special attention to the prepositional phrases that should be "chained" together.

1. The house on the corner will be for sale within a week from Monday.

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2. I was inside the house for an hour.

3. It is a contemporary home with luxuries for people of all ages.

4. Potential buyers will feel welcome from their first moment in the foyer.

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5. The realtor will be at the house around noon for a discussion of the price of the house.

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3

Basic Sentence Patterns for Intransitive and Transitive Verbs

SUMMARY OF KEY CONCEPTS IN CHAPTER 3

1. Action verbs fall into two categories, intransitive and transitive.
   a. Intransitive verb = no direct object following the verb (PATTERN 6)
   b. Transitive verb = direct object follows the verb (PATTERNS 7, 8, 9, and 10)

2. Three sentence patterns build on PATTERN 7.
   a. PATTERN 8 = indirect object precedes the direct object
      (Note that PATTERN 8 is the only pattern with three noun slots—subject, indirect object, and direct object, in that order—designating three separate entities. Remember to diagram the indirect object on a prepositional phrase structure beneath the verb.)
   b. PATTERNS 9 and 10 contain objective complements. PATTERN 9 ends with an adjective that modifies the direct object; PATTERN 10 ends with a noun that renames the direct object.
      Remember that only verbs of making, selecting, or using discriminating judgment can lead to objective complements.

3. An objective complement must pass at least the first two of the following three tests:
   a. It must be necessary to complete the intended meaning of the sentence.
   b. It must modify or rename the direct object. (Remember the "circle test.")
   c. In most cases you will be able to insert "to be" between the direct object and the objective complement without changing the sense of the sentence.

4. Distinguish between complements and objects.
   a. A subjective complement is an adjective or a noun (or pronoun) following a *be* or linking verb. Use a diagonal or slash line in the diagram to indicate that the

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subjective complement relates back to the subject. (Think of the diagonal line as an arrow or as the curve of a circle.)

b. An objective complement is an adjective or a noun (or pronoun) following a direct object. Use a diagonal or slash line in the diagram to indicate that the objective complement relates back to the object. (Think of the diagonal line as an arrow or as the curve of a circle.)

c. A direct object is a noun or pronoun following the action verb in a sentence. It answers the question "whom" or "what" after the verb. The straight line that separates the direct object from the verb is a wall indicating that there is no relationship between the subject and the direct object; they are two entirely distinct entities.

d. An indirect object is a noun or pronoun tucked between the transitive verb and the direct object. As a shortened form of a prepositional phrase, it answers one of the following questions: to whom? for whom? of whom? to what? for what? of what? The indirect object is diagramed beneath the verb on a prepositional phrase structure.

5. We have learned several specialized structures:

a. The expletive "as" in a PATTERN 10 (or, less frequently, a PATTERN 9) sentence is diagramed above the line with a dotted line extending to the spot before the objective complement.

b. A qualifier is diagramed on a "hook" attached to the adjective or adverb it modifies when the adjective or adverb is diagramed on a diagonal line beneath the base line.

c. The adverbial objective (a word that is typically a noun but functioning as an adverb in a particular sentence) is diagramed on a prepositional phrase structure beneath the verb.

d. A phrasal verb consists of a verb and a particle (a preposition in appearance) that act as a unit to make up an idiomatic expression. Both the verb and the particle appear on the base line in the verb slot of the diagram.

e. The pedestal can be used in PATTERNS 2, 4, and 9 when a prepositional phrase is taking the place of what would normally be a single-word adjective on the base line.

f. The indirect object is diagramed on a prepositional phrase structure beneath the verb.

g. Treat reflexive pronouns as objects, not complements, when they follow a transitive verb.

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6. Sentence PATTERNS 6–10 can be expressed by the following formulas:

PATTERN 6: s – itv

PATTERN 7: s – tv – do

PATTERN 8: s – tv – io – do

PATTERN 9: s – tv – do – adj

PATTERN 10: s – tv – do – n

1 ◉ DISTINGUISHING VERBS

A. Label each verb in the list below as a *be* verb [V-BE], linking verb [V-L], intransitive verb [V-INT], or transitive verb [V-T]. The sample sentence for each verb should help if you become confused.

_____	1. was running	The child *was running* through the yard.
_____	2. has been feeling	He *has been feeling* energetic.
_____	3. had given	The manager *had given* a bonus to everyone but Luke.
_____	4. should be	You *should be* more careful.
_____	5. have	They *have* three children.

B. Underline the verb in each sentence below, and then label it as a *be* verb [V-BE], linking verb [V-L], intransitive verb [V-INT], or transitive verb [V-T]. Remember that frequently the same word can function as either a linking or action verb, or as either a transitive or intransitive verb. Pay close attention to the function of the verbs in the following sentences. For extra practice, diagram the sentences as well.

1. Everyone in the Emergency Room looked frenzied.

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2. One of the doctors was experiencing severe chest pains.

3. She looked around the room for help.

4. Within minutes, she was on a stretcher.

5. Initially she could not speak.

Review Copy

6. Then she spoke a few words to one of the nurses.

7. The E.R. Director suddenly appeared in the doorway.

8. He appeared fearful of the sight before him.

9. He issued orders to everyone.

Review Copy

10. Soon the situation would be under control.

2 ◉ SENTENCE PATTERNS 6-10

Write the sentence pattern number of the following sentences (PATTERNS 6 through 10) in the blank, and then diagram each sentence. Keep the following in mind:

a. In PATTERN 8, the indirect object is diagramed beneath the verb.

b. In PATTERN 9, if the objective complement is a prepositional phrase, then it will be diagramed on a pedestal.

c. In PATTERNS 9 and 10, it is possible that the objective complement will be introduced by "as" used as an expletive; diagram the expletive above the line, drawing a dotted line to the baseline before the objective complement.

For easy reference, the formulas for PATTERNS 6–10 are below:

PATTERN 6: s – itv

PATTERN 7: s – tv – do

PATTERN 8: s – tv – io – do

PATTERN 9: s – tv – do – adj

PATTERN 10: s – tv – do – n

_____ 1. Many people in medieval England wanted the Bible in English.

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_____ 2. John Wyclif gave them a literal translation.

_____ 3. The authorities viewed Wyclif as a heretic.

_____ 4. His Bible in English threatened the authority of the established Church.

_____ 5. Priests controlled their congregations through control of the Latin Bible.

Review Copy

_____ 6. Wyclif's followers found themselves in danger.

_____ 7. They chose the risk of martyrdom.

_____ 8. Many of them died for their beliefs.

_____ 9. We consider the Wycliffites forerunners of the Protestant Reformation.

Review Copy

_____ 10. The label of "Lollards" also applied to these individuals.

3 ◉ PRACTICE WITH SELECTED SPECIAL STRUCTURES

A. Underline the phrasal verbs in the sentences below, and then diagram each sentence. (Not every sentence will contain a phrasal verb.)

Phrasal Verb = verb + particle, working together as an idiom; the phrasal verb has a different meaning from the verb alone. (For example, asking someone to "turn on" the radio is different from asking someone to "turn" the radio.)

1. The children looked up the unfamiliar word.

2. The children looked up the chimney.

Review Copy

3. The customer ran out the door.

4. Her patience ran out.

5. No one has turned in the lost key.

6. Joe finally found out the truth about his girlfriend.

Review Copy

7. He stayed up for hours.

B. Underline the adverbial objectives in the sentences below, and then diagram each sentence. (Not every sentence will contain an adverbial objective.)

Adverbial Objective = noun used as adverb; diagram on horizontal line beneath the verb.

1. Next year we will go to the county fair.

2. We will be there for several hours.

3. Then we will go home by bus.

Review Copy

4. The bus will travel eighty miles.

5. We will walk single file down the path.

C. Underline the qualifiers in the sentences below, and then diagram each sentence. (Not every sentence will contain a qualifier.)

Qualifier = a possessive adjective or an adverb that qualifies or intensifies another modifier and is attached to the other modifier by a "hook" in the diagram.

1. Jackson is a truly bright child.

Review Copy

2. His parents' expectations for him seem unrealistically high.

3. They must control his dangerously explosive temper.

4. His bizarre habits may slow down his academic progress.

5. We will ask for his therapist's suggestions.

Review Copy

D. Cumulative Exercise—Special Structures

Underline and identify the special structures in the sentences below. Then diagram each sentence. You may find more than one special structure in a sentence.

[A] = phrasal verb

[B] = adverbial objective

[C] = qualifier

1. An extremely sad sight greeted us last night.

2. We had traveled first class from the city.

3. Outside the station, we came upon three surprisingly young children.

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4. Their mother's train had not arrived.

5. We turned their situation over to the station manager.

6. He followed up on the details of their mother's itinerary.

7. She had already traveled ninety miles.

Review Copy

8. Minor mechanical problems had slowed down the train.

9. An hour later, all of the family members were embracing very enthusiastically.

Review Copy

4

Usage Problems Associated with Adjectives and Adverbs

SUMMARY OF KEY CONCEPTS IN CHAPTER 4

1. Do not confuse adjectives and adverbs, especially "good" and "well," "bad" and "badly," "real" and "really," "sure" and "surely."

ADJECTIVES	good	(We found a *good* deal.)
	well	(She looks *well* today.)
	bad	(Everyone feels *bad* about what happened.)
	real	(The *Oxford English Dictionary* is a *real* masterwork of scholarship.)
	sure	(No one can be *sure* about the future.)
ADVERBS	well	(James swims *well* enough to be a lifeguard.)
	badly	(Nola handled the situation *badly*.)
	really	(The *Oxford English Dictionary* is a *really* impressive work.)
	surely	(The jury was *surely* right to acquit the defendant.)

2. Remember that "fast" and "slow" can be either adjectives or adverbs in the positive, comparative, and superlative forms. As an adverb, though, "slowly" is preferred to "slow."

3. Use the comparative (*-er* or more) form when comparing two entities. Use the superlative (*-est* or most) form when comparing more than two entities.

4. Place modifiers carefully, especially words such as "only," "just," "almost," "even."

5. Do not modify "unique," "uniquely," or "favorite."

Review Copy

1 ◉ MAKING THE CORRECT CHOICE—ADJECTIVE OR ADVERB?

Write the correct choice in the blanks below.

A. good / well

1. Her meals are _____.
2. She cooks _____.
3. She is a _____chef.
4. Do you feel _____ about your decision?
5. After a week of the sniffles, she finally feels completely _____.

B. bad / badly

1. Phil handled the disappointment _____.
2. We decided that the leftovers in the refrigerator would be _____ for our health.
3. This problem is a _____ one.
4. Please don't feel _____ about what you said.
5. Ellen _____ wanted the nomination for homecoming queen.

C. real / really

1. The _____ news is a secret.
2. No one should be _____ surprised.
3. Are ghosts _____?

Review Copy

4. _____ heroes can be _____ hard to find.

5. This car has a _____ good sound system.

D. sure / surely

1. _____ you are not serious.

2. She _____ missed an excellent opportunity.

3. Can you be _____ about these figures?

4. You must be _____ about everything before you sign a contract.

5. It _____ is difficult to decide on a major when you are a freshman.

2 ◉ COMPARING ADJECTIVES AND ADVERBS

Underline the correct choice in each sentence below. You will need to be able to distinguish adjectives from adverbs and also to understand the differences between comparative and superlative forms.

1. The minutes slipped away (quicker, more quickly) than I had expected.

2. As two nurses approached me, I could see that the (younger, youngest) one was also the (more excited, most excited).

3. Soon I would be a father, even (scareder, more scared) than my own father had been by all the responsibilities.

4. Would I be able to give my son a (better, more better) life than I had carved out for myself?

5. Despite my fears, I was the (happiest, most happy) I'd ever felt.

Review Copy

6. I would try to behave as (loving, lovingly) as possible.

7. I knew, of course, that I would still make many mistakes, some of them (worse, worst) than others.

3 ◉ MISPLACED AND MISUSED MODIFIERS

Rewrite the sentences below to correct any modifier problems. Pay attention to the location of the modifier and also to its form and use.

1. I was so excited about the dance that I asked my friends if they were going every day that week.

   _____

   _____

2. You should not eat the cookie dough in the bowl with raw eggs in it.

   _____

   _____

3. On the floor the purse was leather with a gold chain strap.

   _____

4. The world only has a short time to prevent ecological crisis.

   _____

5. The antique music box was a very unique item.

   _____

6. The oranges in the bag were firm and sweet to the touch.

   _____

7. Did I tell you that I love you today?

   _____

Review Copy

8. My brother always sleeps good in cold weather, but I even sleep better.

_____

_____

9. The teacher is almost talking too fast to understand.

_____

10. The rest of the class completed the algebra problem slower than I did.

_____

_____

Review Copy

CHECK YOUR PROGRESS

Chapters 1-4

EXERCISE 1A

I. Listed below are the ten sentence patterns. For each of the sentences, indicate the number of the sentence pattern. Then diagram each sentence.

PATTERN 1: s – *be* – adv
PATTERN 2: s – *be* – pa
PATTERN 3; s – *be* – pn
PATTERN 4: s – lv – pa
PATTERN 5: s – lv – pn
PATTERN 6: s – itv
PATTERN 7: s – tv – do
PATTERN 8: s – tv – io – do
PATTERN 9: s – tv – do – adj
PATTERN 10: s – tv – do – n

_____ 1. The table in the corner is an antique from Italy.

_____ 2. Everyone on the jury found the defendant innocent.

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_____ 3. The author's assistant has been researching the subject of capital punishment.

_____ 4. The quiz will be tomorrow.

_____ 5. The young mother's patience finally ran out.

_____ 6. The flight attendant handed the passengers three packages of peanuts.

Review Copy

_____ 7. Harold's family selected him as the toastmaster for the reunion.

_____ 8. Our piano has been out of tune for several months.

_____ 9. The clam chowder tasted odd.

_____ 10. The manager of the restaurant tasted the chowder.

Review Copy

_____ 11. Throughout my career, this motto has remained my inspiration.

_____ 12. The students will be in the cafeteria at noon.

_____ 13. The third chapter of this book seems extremely helpful.

_____ 14. That ceramic plate was a birthday gift from my youngest sister.

Review Copy

_____ 15. Some people consider crossword puzzles relaxing.

II. Write sentences as directed below. In numbers 3–5, you may change the number (singular or plural) or tense (present, past, future) of the verb to suit the meaning of your sentence.

1. Write a sentence containing a subjective complement. Underline the subjective complement.

   _____

2. Write a sentence containing a direct object. Underline the direct object.

   _____

3. Write a sentence using *look* as a noun.

   _____

4. Write a sentence using *look* as a linking verb.

   _____

5. Write a sentence using *look* as an action verb.

   _____

Review Copy

III. Rewrite the sentences below to correct all errors.

1. The students should not feel bad about the situation because it only happened once.

   _____

   _____

2. The roommates were real surprised to learn that they should have looked closer at the phone bill.

   _____

   _____

3. Of these two paintings, this one is in the best condition and is more unique.

   _____

4. I sure like the book in the library that my sister read.

   _____

EXERCISE 1B

I. Listed below are the ten sentence patterns. For each of the sentences, indicate the number of the sentence pattern. Then diagram each sentence.

PATTERN 1: s – *be* – adv
PATTERN 2: s – *be* – pa
PATTERN 3; s – *be* – pn
PATTERN 4: s – lv – pa
PATTERN 5: s – lv – pn
PATTERN 6: s – itv
PATTERN 7: s – tv – do
PATTERN 8: s – tv – io – do
PATTERN 9: s – tv – do – adj
PATTERN 10: s – tv – do – n

Review Copy

_____ 1. Everyone at the concert was applauding loudly last night.

_____ 2. The panel of judges finally selected Kelly as the best vocalist.

_____ 3. From the balcony, Juliet gave Romeo words of welcome.

_____ 4. Our candidate's speech is today.

Review Copy

_____ 5. The empty store seemed out of business.

_____ 6. Your check will soon be in the mail.

_____ 7. This television series has been an extremely pleasant surprise for most viewers.

_____ 8. Did anyone in class complete the assignment?

Review Copy

_____ 9. The milk in the refrigerator smells strange to me.

_____ 10. The school nurse has been helpful with two problem students.

_____ 11. A set of fingerprints in the kitchen has become a key element in the investigation.

_____ 12. The clerks in the cable office must find me annoying.

Review Copy

_____ 13. None of the students had looked up the rules for chess.

_____ 14. The astronomer looked up at the stars.

_____ 15. After four hours of soccer, the children were sleepy.

II. Write sentences as directed below. In numbers 1–3, you may change the number (singular or plural) or tense (present, past, future) of the verb to suit the meaning of your sentence.

1. Write a sentence using *taste* as a noun.

_____

2. Write a sentence using *taste* as a linking verb.

_____

Review Copy

3. Write a sentence using *taste* as a transitive verb.

_____

4. Write a sentence using *on the roof* as an adjective.

_____

5. Write a sentence using *on the roof* as an adverb.

_____

6. Circle the four words below that could be used as prepositions:

over	so	outside
able	what	during
the	about	be
which	and	very

III. Rewrite the passage below to correct all errors.

Although I did good on the paper, I feel badly about how I found my sources. I'm real sorry and will work closer with the rules next time. This has sure been a pretty unique experience for me.

_____

_____

_____

_____

_____

Review Copy

5

Compound Structures

SUMMARY OF KEY CONCEPTS IN CHAPTER 5

1. A simple sentence consists of one independent clause, although that clause may include compound elements.

2. A compound sentence consists of two independent clauses joined by

   a. a coordinating conjunction (for, and, nor, but, or, yet, so—FANBOYS)
   b. a semicolon
   c. a semicolon followed by a conjunctive adverb (such as "therefore," "however," "meanwhile," "thus," "then") and a comma; the comma is optional after one-syllable conjunctive adverbs but should be used to indicate a pause.

3.The compound sentence structure is an effective way to correct run-on and comma splice errors.

1 ◉ COMPOUND STRUCTURES IN SIMPLE SENTENCES

Underline the compound structures in the simple sentences below. Then determine the sentence pattern number and diagram each sentence.

_____ 1. Gossip and rumors can be hurtful.

Review Copy

_____ 2. Cliques can exclude one individual or several people.

_____ 3. Elementary school can give us wonderful memories but might cause us repressed pain.

_____ 4. Some of our trials and our experiences shape the rest of our lives.

_____ 5. We can become successful or insecure after childhood experiences with bullies.

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2 ◉ COMPOUND SENTENCES

Underline the independent clauses (excluding coordinating conjunctions and conjunctive adverbs) in the sentences below. Then determine the sentence pattern number for each clause and diagram each sentence.

1. Every wedding has a unique twist; therefore, Jillian interviewed thirty newlywed couples.

2. Jillian earned a promotion on the newspaper staff, for she did a commendably thorough job.

3. Her story was not idealistic, nor was it entirely humorous.

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4. She learned much from the assignment; however, she did not change her own wedding plans.

5. Most of the guests at her wedding had read her article; they considered Jillian admirably adventurous.

3 ◉ COMPOUND STRUCTURES AND COMPOUND SENTENCES

This exercise will test your ability to distinguish between simple sentences containing compound structures (but only one independent clause) and compound sentences (two or more independent clauses). Punctuate and diagram the following sentences.

1. London and Paris provide the setting for *A Tale of Two Cities*.

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2. This work is a novel by Charles Dickens so the characters appear especially distinctive.

3. The story occurs during the French Revolution and takes advantage of that historical background.

4. Madame Defarge and Lucie are the two major female characters however the contrast between them is dramatic.

5. Madame Defarge is vengeful and vindictive Lucie is the archetype of the Victorian "angel of the house."

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6. Lucie's husband comes from an aristocratic French family but he moved to England many years before the Revolution.

7. He returns to France upon receipt of a letter from a loyal family servant then he finds himself in trouble with the "citizens" of the Revolution.

8. Lucie's husband faces execution for his family has committed many injustices.

9. Lucie and their young daughter travel to France and search for him.

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10. Sidney Carton sacrifices his life for Lucie's husband so all turns out well at the end of the novel.

4 ◉ USING COMPOUND SENTENCES TO CORRECT RUN-ONS AND COMMA SPLICES

In the passage below, some of the sentences are run-ons or comma splices. Rewrite the passage by using compound sentences to correct the sentence errors. Read the passage out loud when you are finished in order to make sure that every sentence is a complete sentence.

> Corinne was a talented artist, she designed jewelry and created beautiful stained glass windows. Unfortunately, she was also a starving artist her bank account was almost empty. One fine spring day she decided to market her goods creatively. She hired a musician, then she rented sidewalk space in front of a popular local café. People stopped to hear the music and to see samples of her work. The jewelry and the stained glass sparkled and glowed in the bright sunlight. Soon she had sold everything, she finally had money to replenish her bank account. She spent the money on a trip to France, where she found herself inspired by Parisian fashion and by cathedral windows. She became famous for her artistic designs as a result she never left Paris and never again worried about money.

_____

_____

_____

_____

_____

_____

_____

Review Copy

Review Copy

6

Complex Sentences with Noun Clauses

SUMMARY OF KEY CONCEPTS IN CHAPTER 6

1. Because a noun clause can function in the same way as a noun, it is often essential to the structure and meaning of a sentence. A noun clause can serve as subject, subjective complement, object of preposition, direct object, indirect object, objective complement, or appositive.

2. You can identify a noun clause by replacing it with a pronoun (usually "it," "something," or "someone").

3. A noun clause is introduced by an interrogative (who, whoever, whom, whomever, what, whatever, which, whose, when, where, why, how) or by an expletive (if, that, whether, whether or not). When the noun clause is a direct object and would ordinarily begin with "that," the expletive may be understood rather than actually appearing in the sentence.

4. A noun clause is diagramed on a tower or pedestal.

1 ◉ UNDERSTANDING NOUN CLAUSES

Answer the following questions. Refer to the text or the summary of key concepts above if necessary, but eventually you should memorize the information below.

1. What two elements must every clause contain?

   _____

2. What is the difference between an independent and a dependent clause?

   _____

   _____

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3. What are the seven possible functions of a noun clause?

_____

_____

4. Noun clauses begin with one of four categories of introductory words. List two or more examples of each below.

   a. interrogative pronouns _____

   b. interrogative adjectives _____

   c. interrogative adverbs _____

   d. expletives (You should list and memorize all four expletives.) _____

   _____

5. When you look at a sentence diagram, how can you readily identify a noun clause?

_____

6. When you look at a sentence diagram, how can you know that an expletive introduces the noun clause?

_____

_____

7. What function must a noun clause perform in order to be set off by commas?

_____

8. How does a sentence containing a noun clause contradict the usual definition of a complex sentence?

_____

_____

_____

Review Copy

2 ◉ IDENTIFYING NOUN CLAUSES

A. Underline the noun clauses in the following sentences. Label the introductory word as a pronoun [P], an adjective [ADJ], an adverb [ADV], or an expletive [EXP].

B. Identify the function of each noun clause: subject [S], subjective complement [SC], object of preposition [OP], direct object [DO], indirect object [IO], objective complement [OC], or appositive [APP].

C. Determine the sentence pattern number for the sentence as a whole and for the noun clause. The ten sentence pattern formulas are listed below for easy reference:

PATTERN 1: s – *be* – adv	PATTERN 6: s – itv
PATTERN 2: s – *be* – pa	PATTERN 7: s – tv – do
PATTERN 3; s – *be* – pn	PATTERN 8: s – tv – io – do
PATTERN 4: s – lv – pa	PATTERN 9: s – tv – do – adj
PATTERN 5: s – lv – pn	PATTERN 10: s – tv – do – n

D. Diagram each sentence, remembering to place noun clauses on pedestals.

1. Do you know why William Blake is famous?

   B._____C._____ _____

2. He is most famous for what he wrote and drew.

   B._____C._____ _____

Review Copy

3. Whoever reads his poetry with care will find a deceptive simplicity.

B._____C._____ _____

4. Scholars debate which poems best demonstrate his talents.

B._____C._____ _____

5. You should also know that Blake was a gifted artist.

B._____C._____ _____

Review Copy

6. One of his well-known engravings depicts Chaucer's pilgrims on their way to where Thomas Becket died in Canterbury.

   B._____C._____ _____

7. Whether or not he was a mystic remains an open question.

   B._____C._____ _____

8. We wonder if he actually saw angels in trees.

   B._____C._____ _____

Review Copy

3 ◉ MORE PRACTICE WITH NOUN CLAUSES

Diagram each sentence below.

1. Sean repeated his query, whether or not she would consider him as a husband.

2. Whatever Jennifer answered led him to many months of depression.

3. He knew that he could not change her mind.

4. He became what he had always feared.

Review Copy

5. He seemed a desperately lonely man to whoever met him.

6. His family did not understand why he would not pursue other relationships.

7. They did not know how they could help.

8. Sean realized whose help he needed, but Jennifer never spoke to him again.

Review Copy

9. He gave whoever asked him about Jennifer very short replies.

10. He considered happiness as whatever he could manage without tears.

Review Copy

Complex Sentences with Adverb and Relative Clauses

SUMMARY OF KEY CONCEPTS IN CHAPTER 7

1. A complex sentence consists of one independent clause and one or more dependent clauses.

2. Dependent clauses perform three functions:

   a. The noun clause takes the place of a noun (acts as subject, object, complement, or appositive) and can therefore be replaced by a pronoun ("it," "someone," or "something"). The noun clause is diagramed on a pedestal in the same place that a one-word noun would be diagramed.

   b. The adverb clause answers an adverb question (when? where? how? why? for what purpose? in what manner? under what condition?) and is introduced by a subordinating conjunction (such as "when," "although," "if," or any other word that will turn a complete sentence into a dependent clause). Always place a comma after an introductory adverb clause; otherwise, use a comma only when the adverb clause at a later point in the sentence begins with a subordinating conjunction showing contrast ("although," "even though," "whereas," "while"). The adverb clause is diagramed beneath the independent clause, with a dotted line joining the verbs of the two clauses and the subordinating conjunction written on the dotted line.

   c. The relative or adjective clause modifies the noun it follows and is introduced by a relative pronoun ("who," "whoever," "whom," "whomever," "whose," "which," "that") or by a relative adverb ("when," "where," "why"). Set off a relative clause with commas when it provides extra information—usually, that is, when the noun it modifies is a proper noun or a noun preceded by a demonstrative pronoun used as a determiner. Diagram the relative clause beneath the independent clause, including the relative pronoun or relative adverb as part of the relative clause. Draw a dotted line between the relative pronoun or relative adverb and the noun it modifies in the independent clause.

Review Copy

3. The compound-complex sentence consists of two or more independent clauses and one or more dependent clauses.

4. Understanding how to combine independent and dependent clauses can help you avoid writing fragments, run-ons, and comma splices.

1 ◉ ADVERB CLAUSES

A. Distinguishing Between Adverb Clauses and Prepositional Phrases

Remember that every clause contains a subject and a verb. Adverb clauses, then, contain a subject (a noun or pronoun) and a verb; a prepositional phrase contains only an object (a noun or pronoun). This distinction will be especially useful when the same word can function as either a preposition or a subordinating conjunction. For example:

after the game	(preposition + object = prepositional phrase)
after the game ended	(subordinating conjunction + subject + verb = adverb clause)

Label each group of words below as either an adverb clause [AC] or a prepositional phrase [PP].

_____ 1. during the afternoon

_____ 2. once we met

_____ 3. so that time will pass quickly

_____ 4. with the passing of time

_____ 5. because of you

_____ 6. because you made the sale

_____ 7. about the final exam

_____ 8. before the meeting

_____ 9. before the meeting begins tomorrow

_____ 10. if tomorrow is Monday

_____ 11. since the accident

Review Copy

_____ 12. since the accident happened

_____ 13. in the briefcase

_____ 14. while the family was away

B. Identifying, Punctuating, and Diagraming Adverb Clauses

I. Underline the adverb clauses in the sentences below.

II. Add commas where necessary. Remember that you will need to set off an adverb clause with commas in two situations:

a. after an introductory adverb clause

b. before a subordinating conjunction that indicates contrast (usually "although," "even though," "whereas," and "while"—as long as "while" does not express simultaneous action)

III. Determine the sentence pattern for the independent clause and then for the adverb clause.

IV. Diagram each sentence. Remember that adverb clauses are diagramed beneath the independent clause; join the verbs of the independent and adverb clauses with a dotted line, and write the subordinating conjunction on the dotted line.

1. When Mount Vesuvius erupted in the year of 79 the city of Pompeii vanished.

III._____ _____

Review Copy

2. Volcanic ash destroyed the city even though its buildings were strong.

   III._____ _____

3. Most of the inhabitants died from suffocation because the thick ash made the air unbreathable.

   III._____ _____

4. Although the ash killed the inhabitants it also preserved their bodies for many centuries.

   III._____ _____

Review Copy

5. In 1860, Giuseppe Fiorelli organized an archeological excavation of Pompeii since looters were ruining many treasures.

   III._____ _____

6. Once he began his work his crew restored buildings and made detailed maps of the city.

   III._____ _____

7. Today Pompeii remains a proud, ancient city while hordes of curious tourists wander through its streets.

   III._____ _____

Review Copy

8. Until we have learned all of its secrets Pompeii will be a magnet of attraction.

III._____ _____

2 ◉ RELATIVE CLAUSES

Remember that relative clauses are adjective clauses, and thus they follow the noun or pronoun that they modify. Relative clauses begin with a relative pronoun (*who, whom, whose, which*, or *that*) or with a relative adverb (*when, where, why*).

A. Identifying and Diagraming Relative Clauses

I. In the sentences below, underline the relative clauses.

II. Next, determine the sentence pattern for the independent clause and then for the relative clause.

III. Finally, diagram each sentence. Remember that the relative clause is diagramed beneath the independent clause, with a dotted line connecting the relative pronoun or relative adverb to the word it modifies.

1. Florence Nightingale is a name that most people recognize.

II._____ _____

Review Copy

2. She is the individual who brought nursing into the modern age.

   II._____ _____

3. Florence lived in an era when women had few vocational choices.

   II._____ _____

4. At an early age, she showed signs of a nonconformity that created problems within her family.

   II._____ _____

Review Copy

5. She tamed an owl, which was an extremely unusual pet.

   II._____ _____

6. She studied health care in Germany, where her activities would not embarrass her parents.

   II._____ _____

7. During the Crimean War, she devoted countless hours to British soldiers who needed a competent, compassionate nurse.

   II._____ _____

Review Copy

8. She suspected the reason why many soldiers died in the battlefield hospital.

   II._____ _____

9. She heightened awareness of the dangers of infection, which no one clearly understood at that time.

   II._____ _____

10. She cleaned the hospital, which was filthy, to the best of her ability.

    II._____ _____

Review Copy

11. On her return to England, she was a heroine whom everyone admired.

II._____ _____

12. Florence Nightingale remains a figure of inspiration for today's nurses, who follow proudly in her footsteps.

II._____ _____

Review Copy

B. Punctuating Relative Clauses

Relative clauses are set off by commas when they are nonrestrictive—in other words, when they provide extra information. No commas are needed when relative clauses are restrictive—in other words, when they are necessary in order to restrict the meaning of the noun or pronoun they modify.

Florence Nightingale, *who is recognized as the first professional nurse*, was British.

(extra information = extra commas)

A nurse *who devotes herself to her profession* is an inspiration to others.

(necessary information—which nurse? = no commas)

Follow these steps for the sentences below:

I. Underline the relative clause. (One sentence contains two relative clauses.)

II. Punctuate the relative clause if necessary. Be prepared to explain why you did or did not add commas.

III. For extra practice, diagram each sentence.

1. Richard who was waiting for his car finally heard his name.

2. The man who was holding his keys smiled.

Review Copy

3. His car which had needed an oil change was ready for the road.

4. The car that he saw in the driveway of the dealership looked different from his own car.

5. A raffle ticket that he had bought at the dealership last month had paid off.

6. His new car which was a sports convertible was the prize that he had won.

Review Copy

7. Richard drove to his wife's office where he triumphantly displayed his prize.

8. The mature woman whom he had married suddenly turned into a giddy teenager.

9. The two of them giggled with a delight that was totally genuine.

10. They were still laughing at the moment when they drove away.

Review Copy

C. Choosing "that" or "which"

Punctuate the relative clauses in the sentences below, and then underline the better choice of relative pronoun. Remember that although *that* and *which* are frequently interchangeable, it is preferable to use *that* when the relative clause requires no commas and to use *which* when the relative clause is set off by commas.

that = no comma

which = comma (notice that *which* and *comma* both contain five letters; this might help you remember the difference!)

Diagram the sentences for extra practice as well.

1. The house (that, which) we bought is in the hills of West Virginia (that, which) is a beautiful state.

2. Our house (that, which) commands a view of a river is in a location (that, which) most people would envy.

Review Copy

3. The money (that, which) we used for the house came from our savings account (that, which) is now empty.

D. Distinguishing Between Relative Clauses and Appositives

Relative clause = adjective clause beginning with a relative pronoun or relative adverb

Appositive = noun that can take the place of the noun it identifies and usually follows that noun

My closet, *which is a tangle of wrinkled clothing*, is a mess. (relative clause)
My closet, *a tangle of wrinkled clothing*, is a mess. (appositive)

Note that you can use the appositive to replace the noun it identifies:

A tangle of wrinkled clothing is a mess.

This will not work with the relative clause:

*Which is a tangle of wrinkled clothing is a mess.

In the sentences below, underline both the appositives and relative clauses. Label each underlined set of words as an appositive [APP] or a relative clause [REL]. For extra practice, diagram these sentences. Caution: One of these sentences contains an appositive modified by a relative clause!

1. Jason, who is my brother, lives in Milwaukee, a city with many advantages.

Review Copy

2. Linda, his wife, loves the city but hates the winters, which are brutally cold.

3. They recently bought a second home in Florida, a state where they can stay warm during the winter.

3 ◉ CUMULATIVE REVIEW—NOUN, ADVERB, AND RELATIVE CLAUSES

Now comes the true challenge. In the exercise below, can you identify each dependent clause as a noun, adverb, or relative clause? Before you begin, consider the sample sentences below and notice that each one begins with the versatile "when," a word that can introduce all three types of dependent clauses.

Jill wondered *when her ordeal would end*.
(noun clause—functions as direct object and can be replaced with the pronoun "something")

She had not anticipated hours of overtime *when she accepted her new position*.
(adverb clause—answers the question "when," and the clause can move in the sentence without changing the meaning)

She thought sadly about the day *when she had left her former job*.
(relative clause—modifies the noun "day" by defining "which day")

Review Copy

Follow these steps for the sentences below:

I. Underline the dependent clauses in the sentences below, and then label each one as a noun clause [N], adverb clause [ADV], or relative clause [REL].

II. Determine the sentence pattern for the independent clause and then for the dependent clause.

III. Finally, diagram each sentence.

1. During the Elizabethan era, many people believed that human society reflected the order of the universe.

   II._____ _____

2. If families remained in order, the state would be in good shape.

   II._____ _____

Review Copy

3. A state that was orderly reflected the pattern of the universe.

II._____ _____

4. Treason, which disrupted order, resulted in severe punishment.

II._____ _____

5. Whoever committed treason risked torture, mutilation, and death.

II._____ _____

Review Copy

6. Several individuals took the risk, even though the penalty was great.

   II._____ _____

7. After Elizabeth I became queen, she foiled several plots by her cousin, the queen of Scotland.

   II._____ _____

8. Elizabeth wondered whether the execution of a fellow queen was immoral.

   II._____ _____

Review Copy

9. Finally she reached the moment when she had no real choice.

II._____ _____

10. With true regret, Elizabeth signed the order that commanded her cousin's death.

II._____ _____

Review Copy

4 ◉ COMPOUND-COMPLEX SENTENCES

Compound-complex sentences contain at least two independent clauses and at least one dependent clause. Follow these steps for the compound-complex sentences below:

I. Punctuate as necessary.

II. Underline the dependent clause in each sentence and identify it as a noun clause [N], adverb clause [ADV], or relative clause [REL].

III. Diagram each sentence.

1. The Everglades are a natural wonder but we may lose this precious area if we are not careful.

2. Whoever cares about nature should learn about the Everglades for this area provides a unique habitat for many species.

Review Copy

3. Marjorie Stoneman Douglas who preserved the Everglades from destruction should be a national hero however many people are unaware of her contributions.

5 ◉ CUMULATIVE REVIEW—SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES

In the exercise below, follow these steps:

I. Punctuate each sentence.

II. Label each sentence as simple [S], compound [CD], complex [CX], or compound-complex [CD-CX].

simple [S] = one independent clause

compound [CD] = two or more independent clauses

complex [CX] = one independent clause + one or more dependent clauses

compound-complex [CD-CX] = two or more independent clauses + one or more dependent clauses

III. Underline each dependent clause and label it as a noun clause [N], adverb clause [ADV], or relative clause [REL].

Review Copy

IV. Diagram each sentence.

_____ 1. Although William Butler Yeats was an Irish poet he has retained an appeal to international audiences.

_____ 2. Several of his best-known poems describe rural settings in Ireland.

_____ 3. His poems have local color but they also incorporate Irish legends and folk traditions.

Review Copy

_____ 4. In 1889, he met Maud Gonne an Irish nationalist whose fiery spirit attracted him.

_____ 5. Yeats loved Maud Gonne however she did not accept his many offers of marriage.

_____ 6. Yeats wrote many poems that expressed his emotional turmoil.

Review Copy

_____ 7. Maud Gonne did raise Yeats's political consciousness.

_____ 8. "Easter 1916" is a poem that commemorates the Irish nationalists who died during a revolt.

_____ 9. Yeats met Lady Gregory who was a promoter of Irish literature and he became a member of the Irish National Theatre.

Review Copy

_____ 10. His involvement in the theater changed how he wrote.

_____ 11. Yeats was writing during a time when poetic taste was changing dramatically.

_____ 12. What makes Yeats distinct is his evolution of a cosmological scheme.

Review Copy

_____ 13. Yeats's view is that history is a series of spirals.

_____ 14. Yeats believed that older systems of order which had served humans for thousands of years were disintegrating.

_____ 15. He searched for truth in his own way because he could not find it in traditional beliefs.

Review Copy

CHECK YOUR PROGRESS

Chapters 5-7

EXERCISE 2A

I. Using commas and semicolons, punctuate the following compound, complex, and compound-complex sentences, and then diagram each one. Not all sentences will require punctuation.

1. The treadmill stopped suddenly for the plug had fallen out.

2. Because the bananas are ripe we must eat them quickly.

3. You must take the test whether or not you are ready.

Review Copy

4. The question for the family was whether or not they should move to Florida their favorite state.

5. The detective directed several questions to Donna who was the only eyewitness to the crime.

6. A child who feels secure will grow up with confidence.

7. Halloween is an enjoyable holiday it involves candy and costumes.

Review Copy

8. The letter that she wrote to him was cruel.

9. Next year the senior class should elect Sheila as its president although she is extremely shy.

10. The butterflies knew which yards contained milkweed.

11. The place where we relax is home.

Review Copy

12. I have always wondered where the squirrels in my yard hide their acorns.

II. Write sentences as directed below.

1. a compound sentence containing *then* as a conjunctive adverb

_____

2. a complex sentence using *when he saw the hawk* as an adverb clause

_____

3. a complex sentence using *when he saw the hawk* as a noun clause

_____

4. a complex sentence using *when he saw the hawk* as a relative clause

_____

5. a compound-complex sentence

_____

Review Copy

EXERCISE 2B

I. Using commas and semicolons, punctuate the following compound, complex, and compound-complex sentences, and then diagram each one. Not all sentences will require punctuation.

1. The heavy rainfall caused a flood but we left the area quickly.

2. True leadership ability is what our club needs.

3. As the cold front descended upon us we turned up the thermostat.

Review Copy

4. The students appreciated the help that they received from the tutor.

5. Marilyn who is my neighbor seems sad today.

6. Lady Pennington chatted with the visitors while the butler served tea.

7. Pillows and sheets are on sale however we do not know our bed size.

Review Copy

8. Flu vaccines are usually safe although some people do have negative reactions to them.

9. My grandmother's sugar cookies which she makes from a secret recipe won an award.

10. More tourists are visiting Haworth the small town where the Brontë family lived.

11. Belinda's parents realized why she was in a bad mood.

Review Copy

12. When she entered the classroom the teacher asked whose boots were on her desk.

II. Write sentences as directed below.

1. a compound sentence containing a coordinating conjunction; underline the coordinating conjunction

_____

2. a complex sentence containing a noun clause; underline the noun clause

_____

3. a complex sentence containing an adverb clause; underline the adverb clause

_____

4. a complex sentence containing a relative clause; underline the relative clause

_____

5. a compound sentence containing a conjunctive adverb; underline the conjunctive adverb

_____

Review Copy

Review Copy

8

Usage Problems of Case, Agreement, and Consistency

SUMMARY OF KEY CONCEPTS IN CHAPTER 8

1. Subject and verb must agree.

a. Rule of "one *-s*"	EXAMPLE: the pictur*es* hang / the picture hang*s*
b. Compound structures:	subject *and* subject = plural verb subject *or* subject = verb agrees with closer subject
c. Distracting elements:	unless the subject is an indefinite pronoun, ignore a prepositional phrase between subject and verb; also ignore any other grammatical structures that separate the subject and verb or that cause the subject to follow the verb
d. Indefinite pronouns:	singular if the indefinite pronoun begins with "any," "every," "some," or "no"; otherwise, may need to determine whether singular or plural depending on the prepositional phrase that follows the indefinite pronoun
e. Collective nouns:	use singular verb if members of the collective noun are acting in unison
f. Expletive "there":	verb agrees with the subject, which follows the verb in this structure
g. Relative clauses:	verb agrees with the relative pronoun; relative pronoun can be singular or plural, depending on the noun it follows, except when the modifier "only" is involved

2. A pronoun must agree with its antecedent in person (first, second, or third person) and number (singular or plural). Because English has no graceful alternative to "he or she," avoid sexist language (using "he" to include both genders) by rephrasing in third-person plural whenever possible.

Review Copy

3. Use nominative case pronouns as subjects and subjective complements; use objective case pronouns as direct objects, indirect objects, objects of prepositions, and objective complements. When deciding between "who" and "whom," remember that "who" = "he" (nominative case), "whom" = "him" (objective case). To determine which case is correct within a noun or relative clause, ignore the independent clause and consider the function of "who" or "whom" within the dependent clause only.

4. Avoid fragments, run-ons, and comma splices.

1 ◉ SUBJECT-VERB AGREEMENT

A. Label each of the words below (separated into columns of nouns and verbs) as either singular [S] or plural [P].

NOUNS	VERBS (present tense, third person singular)
_____traveler	_____crumbles
_____women	_____open
_____sidewalk	_____sing
_____offices	_____finds

B. How do nouns and verbs differ in the way that they form the plural?

_____

_____

C. Using the columns above, match each noun to a verb so that they will fit together in terms of number (matching singular to singular, and plural to plural) and so that they will also make sense.

_____	_____
_____	_____
_____	_____
_____	_____

Review Copy

D. Underline the correct choice in each sentence below.

1. Max, along with his twin brother, (is, are) adventurous.

2. Neither his parents nor his brother, though, (is, are) willing to take dangerous risks.

3. Everyone in his family and in his neighborhood (wants, want) Max to be more sensible.

4. A number of them (has, have) tried to reason with him.

5. His family (has, have) finally given up.

6. Max is just one of those children who (does, do) not pay attention to rules.

7. There (is, are) only two ways to deal with him.

8. Logic and persuasion (is, are) ineffective.

9. Good-natured sarcasm and rewards for good behavior (works, work) better for Max.

10. Some of his adventures (is, are) funny.

11. Some of his humor, however, (is, are) not funny at all.

12. Perhaps someday he will have a wife and an employer who (is, are) able to modify his behavior.

Review Copy

2 ◉ PRONOUN AGREEMENT

In the following sentences, pay attention to whether or not the pronouns agree with their antecedents. If the sentence is written correctly, label it [C]; if it is written incorrectly, label it [IN]. Rewrite the incorrect sentences.

_____ 1. Each student was looking forward to their class trip.

_____

_____ 2. The entire class was planning to enjoy their dream vacation.

_____

_____ 3. As the students boarded the bus, though, someone dropped their suitcase on the bus driver's foot.

_____

_____ 4. One cannot drive a bus when his toes are fractured.

_____

_____ 5. A committee of teachers quickly announced its decision to postpone the trip.

_____

3 ◉ PRONOUN CASE

In the following sentences, pay attention to whether or not the pronouns are in the correct case, either nominative or objective. If the sentence is written correctly, label it [C]; if it is written incorrectly, label it [IN]. Rewrite the incorrect sentences.

_____ 1. Me and my friend asked several questions about the new system of scheduling classes.

_____

_____

Review Copy

_____ 2. It didn't make sense to our friends and us.

_____

_____ 3. We decided to talk to the principal since it was her who had set up the new system.

_____

_____

_____ 4. The principal said, "Can you keep this discussion confidential, just between you and I?"

_____

_____

_____ 5. She continued, "None of us administrators like the new system. You should not be complaining to the superintendent or me."

_____

_____

_____

_____ 6. I asked, "Whom should we see next?"

_____

_____ 7. "The people who made the decision," she replied, "are the teachers, to whom I have already expressed your concerns."

_____

_____

_____

Review Copy

_____ 8. Me and my friend decided to make an appointment with whomever would speak with us.

_____

_____

_____ 9. When we confronted several teachers, they were as frustrated as us.

_____

_____ 10. They insisted that the principal was actually the person who we should blame.

_____

_____

4 ◉ *Who* OR *Whom*?

Underline the correct choice in each sentence below. To confirm that you have chosen correctly, diagram the sentence as well. Remember that "who" is the nominative (subject) form and that "whom" is the objective form.

1. For (who, whom) should I make a copy?

2. (Who, Whom) is in this picture?

Review Copy

3. (Whoever, Whomever) sings well should be in the talent show.

4. (Whoever, Whomever) we sponsor in the talent show should be grateful.

5. I met the person (who, whom) won the trophy.

6. I met the person (who, whom) you hired last week.

Review Copy

7. This reward belongs to (whoever, whomever) we select.

8. This reward belongs to (whoever, whomever) claims it.

5 ◉ PRONOUN FORM

A. In the sentences below, write in the correct reflexive pronoun form (ending in *-self* or *-selves*).

1. Barbie prides _____ on her fashionable wardrobe.

2. Ken _____ is no slacker in the fashion department.

3. As a couple, they like to parade _____ before admirers.

4. If we had any fashion sense, we would model _____ after Barbie and Ken.

5. The effort _____, though, does not seem worth it.

6. Would you want to take _____ so seriously that you would spend hours every day in front of a mirror?

Review Copy

B. Underline the correct pronoun form in the sentences below.

1. It seemed as if everyone in the Alpha Club secretly hated (each other, one another).

2. They carried (themself, themselves, theirself) with an aloof arrogance.

3. The two vice presidents were extremely jealous of (each other, one another).

4. The president confided many gossipy secrets that she asked me to keep between her and (I, me, myself).

5. By the end of the school year, the Alpha Club had managed to disband (themselves, themselves, theirself, itself).

6 ◉ PRONOUN CONSISTENCY IN PERSON AND NUMBER

A. Consistency in Person

Revise the following paragraph so that the person (first person, second person, or third person) is consistent.

> Wedding planners must be prepared for anything. Even if you believe that you have considered all the details of a wedding, chances are that they have forgotten something. We can be sure of at least one glitch in every wedding ceremony.

_____

_____

_____

_____

Review Copy

B. Consistency in Number

Revise the following paragraph so that the number (singular or plural) is consistent.

> A wedding planner always finds their job challenging. Even if the ceremony is simple, he or she will have to deal with overstressed couples and excessively demanding parents. A wedding planner will never have to worry about whether they have earned their money.

_____

_____

_____

_____

C. Avoiding Broad-Reference Which

Label the sentences below as correct [C] or incorrect [IN]. In the correct sentences, the word "which" introduces a relative clause that modifies the noun it follows. In the incorrect sentences, the word "which" introduces a relative clause that modifies the idea of the independent clause it follows. Rewrite the incorrect sentences in order to remove or correct the broad-reference "which" error.

_____ 1. I will never forget Carly's wedding, which was held on board an airplane.

_____

_____ 2. All of the guests ended up traveling from New York to Nashville, which was an exciting experience.

_____

_____

_____ 3. The bride and groom used the microphone to say their vows, which allowed everyone to hear clearly.

_____

_____

Review Copy

_____ 4. The plane, which was a large jet, then transformed into a disco.

_____

_____ 5. When the plane landed in Nashville, the guests were eager to keep the party going, which did not surprise the bride and groom at all.

_____

_____

_____

7 ◉ CUMULATIVE REVIEW

In the paragraph below, correct all errors of pronoun case, agreement, and consistency. Also correct any broad-reference "which" errors.

> A poet is someone which knows how to use words with sensitivity and creativity. They are often eccentric or even reclusive, folding in upon themselves in order to process their daily experiences. Some poets are concerned primarily with language; others concentrate more on the message that they want to convey. One common message is that poetry can help all of us understand each other, which seems beneficial. A poet can write about any experience, impression, or idea. You can even write about a flea, which John Donne did successfully in the seventeenth century. A class reading this poem will find themselves intrigued by his artistry. A poet can improve oneself by reading classics such as "The Flea."

_____

_____

_____

_____

_____

_____

Review Copy

Review Copy

9

Verbs

SUMMARY OF KEY CONCEPTS IN CHAPTER 9

1. English verbs have *five main forms*:

   a. infinitive, root, or base form

   b. third person singular, present tense (ending in -s)

   c. past (no auxiliary)

   d. past participle (the form that follows auxiliary *have*)

   e. present participle (the form that follows auxiliary *be* and always ends in -ing)

2. English verbs are classified as either *regular* (past and past participle forms end in -ed) or *irregular* (past and past participle forms must be memorized).

3. As expressed by their single-word forms, English verbs have *two tenses*: present and past. Future tense requires an auxiliary.

4. English verbs possess *two aspects*:

   a. perfect (a form of *have* followed by the past participle verb form);

   b. progressive (a form of *be* followed by the present participle verb form).

5. Modal auxiliaries (shall, should, will, would, can, could, may, might, must, have to, had to, ought to) influence the meaning of the verb.

6. Insert a form of *do* when you need to form a question, to make a negative statement, or to produce emphasis.

7. English verbs have *four moods*:

   a. indicative (statement)

   b. imperative (command, with "you" usually serving as the understood subject)

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c. conditional (signaled by the modals "could," "may," "might," "would," and "should")

d. subjunctive (expressing a condition contrary to fact or making a demand in a noun clause beginning with the expletive "that")

8. English verbs have *two voices*: active or passive.

a. With an active verb, the subject performs the action of the verb; with a passive verb, the subject does not perform the action of the verb but is instead acted upon.

b. The essential form of the passive verb is *be* + past participle. (Keep the passive form distinct from the present progressive, *be* + present participle.)

c. Use the passive voice when you wish to emphasize the weakness or victimization of the subject, when you wish to avoid placing blame, when you do not know the performer of the action or when that information is not pertinent, or when it seems appropriate in scientific, technical, or legal documents. Otherwise, use the active voice.

The following chart may help you better understand tense, aspect, and voice. The last row of the chart includes verb forms that you will seldom if ever use, but they are included for purposes of illustration.

	PRESENT TENSE	PAST TENSE	FUTURE TENSE	VOICE
	He bites.	He bit.	He will bite.	Active
	He is bitten.	He was bitten.	He will be bitten.	Passive
PROGRESSIVE ASPECT	He is biting.	He was biting.	He will be biting.	Active
	He is being bitten.	He was being bitten.	He will be being bitten.	Passive
PERFECT ASPECT	He has bitten.	He had bitten.	He will have bitten.	Active
	He has been bitten.	He had been bitten.	He will have been bitten.	Passive
PERFECT PROGRESSIVE	He has been biting.	He had been biting.	He will have been biting.	Active
	He has been being bitten.	He had been being bitten.	He will have been being bitten.	Passive

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1 ◉ VERB FORMS, TENSES, AND ASPECTS

A. Identify the verbs in the list below as one of the following five verb forms. Write the letter of the verb form on the blank preceding the verb.

[A] infinitive, root, or base form

[B] third person singular, present tense

[C] simple past

[D] past participle

[E] present participle

_____ 1. drank

_____ 2. gone

_____ 3. following

_____ 4. find

_____ 5. sits

_____ 6. shaken

_____ 7. give

_____ 8. rode

_____ 9. throws

_____ 10. dreaming

B. Verbs in English are categorized as strong (irregular) or weak (regular, with past tense and past participle ending in *-ed*). Indicate whether the verbs below are strong [S] or weak [W] verbs.

_____ 1. swim

_____ 2. cut

_____ 3. cook

_____ 4. become

_____ 5. sink

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_____ 6. turn

_____ 7. receive

_____ 8. fall

_____ 9. drag

_____ 10. rise

C. Aspects of the Verb

Using the model verb below, *drive*, as your guide, fill in the various forms for the verb *forget* in order to illustrate the perfect and progressive aspects. Assume that the pronoun "they" serves as the subject for the verbs.

Present perfect	*have driven*
Past perfect	*had driven*
Present progressive	*are driving*
Past progressive	*were driving*
Present perfect progressive	*have been driving*
Past perfect progressive	*had been driving*
Future progressive	*will be driving*
Future perfect	*will have driven*
Future perfect progressive	*will have been driving*

1. Present perfect of *forget* _____
2. Past perfect _____
3. Present progressive _____
4. Past progressive _____
5. Present perfect progressive _____
6. Past perfect progressive _____
7. Future progressive _____
8. Future perfect _____
9. Future perfect progressive _____

Review Copy

D. Circle the modal auxiliaries in the following verb list:

1. has
2. will
3. must
4. been
5. could
6. may
7. did
8. might

E. Write the verbs represented by the following verb strings:

1. can + be + present participle of *knit* _____
2. ought to + be + present participle of *hang* _____
3. has + past participle of *draw* _____
4. had + past participle of *be* + present participle of *hope* _____
5. will + have + past participle of *be* + present participle of *sleep* _____

_____

_____

Review Copy

F. Fill in the blanks below with the correct form of these irregular verbs. (See Appendix Three in *Grammar by Diagram*, 2nd edition, or consult a good dictionary if you need help.)

BASE FORM	PAST TENSE	PAST PARTICIPLE
fly	_____	_____
lead	_____	_____
_____	_____	worn
_____	ran	_____
drink	_____	_____
_____	_____	read
_____	froze	_____
steal	_____	_____
cost	_____	_____

G. Below are verb descriptions, followed by a set of sentences. Match the verb description to the sentence that it describes.

[A] sentence with stand-in auxiliary

[B] sentence with simple past verb form

[C] sentence with modal auxiliary

[D] sentence with past perfect progressive verb

[E] sentence with past progressive verb

_____ 1. The eighth-grade girls did not like their new gym teacher.

_____ 2. She was expecting fifty pushups from each of them.

_____ 3. They had been training for months for the final exam.

_____ 4. They began a campaign of passive rebellion.

_____ 5. She might fail them for insubordination.

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10 ◉ MOODS OF THE VERB

A. Match the mood of the verb to the sentence to which it applies.

[A] indicative

[B] imperative

[C] conditional

[D] subjunctive

_____ 1. Send me a message.

_____ 2. You could send me a message.

_____ 3. You sent me a message.

_____ 4. I recommend that you send me a message.

B. Can you write a sentence of your own illustrating each of these four moods?

_____

_____

_____

_____

11 ◉ VOICES OF THE VERB

A. Remember that in sentences with active voice verbs, the subject *performs* the action of the sentence. In sentences with passive voice verbs, the subject *receives* the action of the sentence (and thus is truly "passive"). Also, every verb in passive voice follows the form of *be* + past participle.

In the sentences below, indicate whether the verb is in active voice [A] or passive [P].

_____ 1. has been hurt

_____ 2. has been hurting

_____ 3. am stopping

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_____ 4. is told

_____ 5. was taught

_____ 6. was painting

_____ 7. was painted

_____ 8. had been left

_____ 9. had found

_____ 10. were hiding

B. In the sentences below, look at the underlined verbs. Indicate whether they are active voice [A] or passive [P].

1. Today we <u>use</u> Arabic numerals for mathematical calculations.

2. However, no one <u>knows</u> when and where Arabic numerals <u>were invented</u>.

3. Do you know why these numbers <u>are called</u> Arabic?

4. They <u>were introduced</u> to Europe by the Arabs around the year 1000.

5. The Arabs <u>called</u> them Hindu numerals because the numbers <u>had been borrowed</u> from India.

6. The earliest known document with Hindu numerals <u>was written</u> in the ancient Indian language of Sanskrit.

7. Scholars do not know just how long Hindu numerals <u>were used</u>.

8. The Arabic system, though, <u>is</u> the only one that most people <u>have been using</u> for

Review Copy

many centuries.

C. Indicate whether the sentences below contain verbs in active [A] or passive [P] voice. Rewrite the sentences so that those with verbs in active voice will now be in passive voice, and so that those with verbs in passive voice will now be in active voice. Diagram the active voice version of each sentence.

_____ 1. Edgar Allan Poe is often named by students as their favorite author.

_____

_____ 2. He wrote reviews, literary criticism, poetry, and fiction.

_____

Review Copy

_____ 3. He created bizarre characters and plots.

_____ 4. The narrator of "The Tell-Tale Heart" commits a murder.

_____ 5. His victim was murdered in his bed, for no logical reason, and then was buried beneath the floor.

Review Copy

_____ 6. At the end of the story, the narrator is questioned by a policeman.

_____

_____ 7. The narrator hears a heartbeat that grows increasingly louder.

_____

_____ 8. The sound is probably made by his own heart.

_____

Review Copy

_____ 9. The thunderous sound may have been caused by his guilty conscience.

_____

_____ 10. He finally confesses his crime to the policeman.

_____

_____ 11. Poe led an unusual life.

_____

Review Copy

_____ 12. He was denied an inheritance by his guardian.

_____ 13. At the age of 27, he married his 13-year-old cousin, Virginia.

_____ 14. He took an overdose of opium after Virginia's death.

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_____ 15. Scholars still debate the cause of his death a few years later.

_____

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10

Verbals

SUMMARY OF KEY CONCEPTS IN CHAPTER 10

1. Verbals as nouns: **infinitive (to + verb)**
gerund (ends in *-ing*)

Replace the infinitive or gerund phrase with "something" or "it," and/or identify its noun function (subject, object, complement, appositive) to determine that it is a noun. Diagram the infinitive on a pedestal using a prepositional phrase structure; diagram the gerund on a pedestal using a step structure.

2. Verbals as adverbs: **infinitive (to + verb)**

The infinitive used as an adverb will modify either the verb (in which case you can precede it by "in order to") or the adjective it follows. The infinitive as adverb is diagramed on a prepositional phrase structure beneath the verb or the adjective it modifies.

3. Verbals as adjectives: **infinitive (to + verb)**
participle (present participle ends in -ing; past participle ends in *-ed*, *-en*, *-n*, *-t*, or in whatever form an irregular verb changes to when preceded by the auxiliary *have*)

The infinitive phrase and the participial phrase, as adjectives, modify nouns. An infinitive used as an adjective will immediately follow the noun it modifies and is diagramed beneath the noun on a prepositional phrase structure. A participial phrase behaves in one of two ways:

a. If it follows the noun it modifies, punctuate the participial phrase as if it were a relative clause; that is, use extra commas if the participial phrase provides extra information, but no commas if the participial phrase provides necessary information.

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b. If it modifies the subject of the sentence, the participial phrase can move to appear at the beginning or at the end of the sentence, as long as it is set off by a comma. Diagram the participle or the participial phrase beneath the noun it modifies on a prepositional phrase structure, with the participle curving around the angle.

1 ◉ INFINITIVES

A. Distinguishing Infinitives from Prepositional Phrases

Indicate whether the following phrases are infinitives [I] or prepositional phrases [P].

_____ 1. to see

_____ 2. to blunder

_____ 3. to mice

_____ 4. to diagram

_____ 5. to the diagram

B. Infinitives as Nouns

Underline the infinitives in the sentences below, and then diagram the sentences. All of the infinitives in this section function as nouns.

1. To err is human.

Review Copy

2. Lee hopes to correct her flaws.

3. Her primary fault, to see the worst in others, has often led her into a state of depression.

4. Her new goal is to become more optimistic.

Review Copy

C. Infinitives as Adverbs

Underline the infinitives in the sentences below, and then diagram the sentences. All of the infinitives in this section function as adverbs.

1. To see the best in others, Lee developed an attitude of compassion.

2. A belief in natural goodness was helpful to maintain her optimism.

3. Lee is happy to note a change in her attitude toward others.

Review Copy

4. To improve her outlook, she became more aware of her emotions.

5. Now she is able to feel genuinely happy.

D. Infinitives as Adjectives

Underline the infinitives in the sentences below, and then diagram the sentences. All of the infinitives in this section function as adjectives.

1. Lee is a good person to emulate.

Review Copy

2. Her ability to change her attitude did not come easily.

3. Her friends appreciate her resolve to remain positive and optimistic.

E. Complementary Infinitives

Underline the verbs and their complementary infinitives in the sentences below, and then diagram the sentences. All of the infinitives in this section function as complements for the main verb of the sentence.

1. Lee used to set a poor example.

Review Copy

2. Now she is going to begin a support group for people like herself.

3. They will have to learn a new viewpoint on life.

F. Cumulative Infinitive Exercise

The following sentences contain infinitives used as nouns, adverbs, adjectives, and complementary infinitives. Underline each infinitive and label it as a noun [N], adverb [ADV], adjective [ADJ], or complementary infinitive [CI]. Then diagram each sentence, keeping in mind that a few sentences contain more than one infinitive.

1. To write a sonnet requires the ability to focus your thoughts.

Review Copy

2. You must be able to limit the poem to fourteen lines.

3. You also have to concentrate upon one central problem.

4. In an English sonnet, the poet wants to surprise the reader in the final two lines.

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5. In an Italian sonnet, the poet usually wants to explore a problem in more depth.

6. Sometimes the poet uses the second section of an Italian sonnet to solve the problem.

7. The sonnet is a surprisingly versatile way to explore any topic.

Review Copy

8. To be a successful sonneteer, you will need to practice.

9. Your goal, to achieve mastery of the sonnet form, may seem elusive.

10. Eventually you will develop techniques to express yourself effectively through the sonnet form.

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G. Cumulative Exercise: Compound Sentences, Complex Sentences, and Sentences with Infinitives

Remember that compound, complex, and compound-complex sentences contain more than one clause (a structure with a subject and verb); the infinitive, on the other hand, is just a phrase. Indicate whether the sentences below are simple [S], compound [CD], complex [CX], or compound-complex [CD-CX] in structure, and then diagram the sentences.

_____ 1. Because he wrote a large number of successful plays, Arthur Miller is one of America's greatest playwrights.

_____ 2. To depict the guilt of a corrupt businessman, Miller wrote *All My Sons*.

_____ 3. *The Crucible* is a play that deals with witchcraft; however, Miller wrote it in an attempt to expose the accusatory climate of the McCarthy era.

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_____ 4. Miller's intention in *Death of a Salesman* was to write a tragedy about a common man.

_____ 5. Willy Loman, the main character, relies on self-deception to create the illusion of success, but illusions cannot last forever.

_____ 6. What Willy wants is to have the good opinion of other people.

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_____ 7. He wants to gain the admiration of others, but ultimately he loses everything because his entire life revolves around lies.

_____ 8. Miller manages to invest Willy with dignity, even though he commits suicide at the end of the play.

_____ 9. His loyal wife is sad to see only two friends at Willy's funeral.

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_____ 10. His two sons disagree about how they should regard Willy's attitude toward life.

_____ 11. In Happy's view, Willy's dream of success ought to work.

_____ 12. For Biff, Willy's life represents failure since he could not face the truth.

Review Copy

_____ 13. Audience members have to judge Willy after they make the effort to consider him from various points of view.

2 ◉ GERUNDS

A. Distinguishing Between Gerunds and Present Progressive Verbs

Indicate whether the italicized words in the following sentences are nouns in gerund form [G] or verbs [V]. For extra practice, diagram each sentence.

1. *Writing* a novel is hard work.

Review Copy

2. First, Lindsey was *sharpening* her pencils for an hour.

3. Next, she was *staring* out the window.

4. She enjoyed *thinking* about *being* famous someday.

Review Copy

5. *Becoming* a novelist requires the real work of *writing*.

B. Gerund or Infinitive?

The following sentences contain both gerunds and infinitives. Diagram each sentence, being careful to distinguish between these two structures.

1. Scanning poetry can be a useful exercise for understanding a poet's style.

2. To scan poetry, you must consider the stress on each syllable of a line of verse.

Review Copy

3. The best way to hear the stress is to read the line aloud.

4. You will probably be able to see a pattern by marking each stressed syllable.

5. The next step is learning the names of the various stress patterns.

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6. Being attentive to irregularities in the pattern can alert you to important elements of the poem's message.

3 ◉ PARTICIPLES

A. Identifying Participles and Participial Phrases

In the sentences below, underline the single-word participles and participial phrases used as adjectives. For extra practice, diagram each sentence.

1. Collecting the bits of glass, Kyle arranged them in a circle on the broken mirror.

Review Copy

2. Viewed from a particular angle, they looked like jewels.

3. Kyle heard his sister complimenting him for his artistic intuition.

4. Lost in thought, he barely comprehended her words.

Review Copy

5. He looked up several minutes later, finally becoming aware of her presence.

B. Progressive Verb, Gerund, or Participle?

Although a progressive verb, a gerund, and a present participle all end in *-ing*, they serve very different functions. Identify the italicized word in each sentence below as a verb [V], gerund [G], or participle [P]. For extra practice, diagram each sentence.

1. *Gardening* is an enjoyable pastime for many people *living* in this area.

2. *Planting* seeds, you can begin *feeling* the happiness of potential growth.

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3. While you are *watering* the plants, you can enjoy *thinking* about their future blooms.

4. *Watching* your *growing* plants will give you a sense of pride.

C. Punctuating Participial Phrases

Insert commas where needed below to set off participial phrases. Then diagram each sentence.

1. Practicing her dance routine Isabella fell to the floor.

Review Copy

2. Isabella practicing her dance routine fell to the floor.

3. She fell to the floor slipping on a loose tile.

4. Her instructor stifling a giggle tried to give her a hand.

Review Copy

5. Leaning over she tugged at Isabella's arm.

6. The instructor suddenly landed beside her surprised and dazed.

4 ◉ CUMULATIVE EXERCISE

A. Diagraming Infinitives, Participles, and Gerunds

Diagram the sentences below, which contain infinitives, participles, and gerunds.

1. Growing up in Amherst, Massachusetts, Emily Dickinson became increasingly reclusive.

Review Copy

2. Perhaps she needed solitude to reflect upon the small events of her life.

3. She began writing poetry on small scraps of paper.

4. During the 1860s, she was becoming locally famous for her strange behavior.

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5. For some reason, she wanted to wear only white dresses.

6. She also began lowering gingerbread treats in a basket to children waiting below her upper window.

7. By the age of 40, she refused to leave home.

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8. She had no reason to travel beyond Amherst.

9. Her job for much of her life was to care for her parents.

10. She elected to remain in touch with the outside world by keeping up a voluminous correspondence.

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B. Cumulative Exercise—Diagraming Clauses and Verbals

Diagram the sentences below, which contain dependent clauses, compound independent clauses, and verbals.

1. When we read a poem by Emily Dickinson, we recognize the poet's powers of keen observation.

2. Locked away in a drawer until her death, her poems tell us many things about her way of thinking.

3. She certainly succeeded in reaching her goal, to express a high level of intensity through her poetry.

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4. One technique that she employed was to abandon conventional punctuation; instead, she used dashes of various lengths and the exclamation point.

5. We also know that she wrote with a dictionary at her side.

6. One way to approach Dickinson's poetry is to use a dictionary in order to grasp the meanings of unfamiliar words.

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7. Dickinson's rhythm and poetic forms are frequently irregular, signaling her originality.

8. The subjects of her poems are unusual and difficult to predict.

9. Some of her best-known poems deal with death, which she personified in one poem as a gentleman caller.

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10. Whoever reads Dickinson's poetry will find something to like about her unique style.

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11

Usage Problems Associated with Verbs and Verbals

SUMMARY OF KEY CONCEPTS IN CHAPTER 11

1. Use the subjunctive mood in two contexts:

   a. when a sentence expresses a demand or strong recommendation in a noun clause beginning with "that";

   b. when a sentence sets up a hypothetical situation that is contrary to fact. Except for the *be* verb and the third-person singular form of the verb, the subjunctive verb form is identical to the present-tense verb form.

2. Distinguish between *lay*, *set*, and *raise* (transitive verbs, followed by a direct object) and *lie*, *sit*, and *rise* (intransitive verbs).

3. Avoid dangling participles, infinitives, gerunds, and elliptical clauses.

4. If at all possible, avoid splitting the infinitive.

5. Use the possessive form before a gerund.

6. Make sure that items in a series are in parallel grammatical form and that correlative conjunctions are correctly placed so that they precede parallel grammatical forms.

1 ◉ SUBJUNCTIVE MOOD

Circle the correct choice in each sentence below.

1. If it (was, were) possible to travel back in time, where would you go?

2. I would suggest that everyone (think, thinks) carefully before deciding.

3. If surgery (was, were) necessary, for example, the situation would be dire.

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4. I wish it (was, were) possible, though, to visit previous eras for just a short time.

5. Although today time travel (is, be) just a dream, someday it might be possible.

2 ◉ CONFUSING VERB PAIRS

A. Lie/Lay

Write the correct form of *lie* or *lay* in the blanks below.

1. The mother cat _____ her five kittens carefully in their new home under the bed.

2. They _____ there quietly, sleeping from exhaustion.

3. Their mother decided to _____ down on top of the bed.

4. She _____ herself carefully on top of a pillow.

5. After she had been _____ there for two minutes, she heard the kittens stirring.

6. They had _____ in their new home for only a short while before realizing that their mother was not _____ beside them.

B. Sit/Set

Write the correct form of *sit* or *set* in the blanks below.

1. During the entire play, Lauren _____ on stage without saying a word.

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2. Her responsibility was to _____ quietly and then to _____ a knife on the kitchen table.

3. After the knife _____ there for a few minutes, one of the main characters picked it up and then _____ it down again.

4. We had _____ through the entire performance before we realized that Lauren's role was actually an important one.

5. If she had not _____ the knife in the proper spot, the climax of the play would have failed.

C. Raise/Rise

Write the correct form of *raise* or *rise* in the blanks below.

1. The flood waters _____ quickly last night.

2. We suffered damage, even though we had _____ our furniture on top of wooden blocks.

3. We plan to _____ the issue of flood protection with our local politicians.

4. Because the cost of insurance has _____ drastically, we cannot afford further losses.

5. The value of homes in our neighborhood will not _____ until we can resolve the flooding problems.

Review Copy

3 ◉ DANGLING VERBALS AND ELLIPTICAL CLAUSES

Underline the introductory verbal phrases and elliptical clauses in the sentences below. Then rewrite the sentences to correct all dangling verbals and dangling elliptical clauses.

1. When writing about literature, it is important to include specific details.

   _____

2. Portraying character nuances through examples, readers can readily grasp the author's artistry.

   _____

3. To structure the paper logically, a preliminary outline will help.

   _____

4. After writing the paper, reading it out loud will help catch any obvious errors or leaps in logic.

   _____

5. While proofreading, a final check will ensure that your paper is clear, specific, and organized.

   _____

4 ◉ SPLIT INFINITIVES

Underline the infinitives in the sentences below. Then rewrite the sentences to eliminate split infinitives.

1. The students wanted to thoroughly discuss Elizabeth Bishop's poem "The Fish."

   _____

2. The poet manages to cleverly convey the dignified beauty of the fish that has finally been caught and lies on the deck of the boat.

   _____

   _____

Review Copy

3. She attempts to immediately give us a sense of the fish's grandeur.

_____

4. We come to eventually appreciate not only the fish's beauty but also its endurance.

_____

5. By the end of the poem, we understand why the narrator decides to finally allow the fish to survive.

_____

6. As the majesty of the fish fills the boat with "rainbow," the narrator returns the fish to the water so that it may continue to proudly live.

_____

_____

5 ◉ POSSESSIVES WITH GERUNDS

Underline the gerunds in the sentences below. Then make any necessary corrections so that the gerunds will be introduced by possessive nouns or possessive pronouns.

1. Langston Hughes has a distinctive poetic voice; most readers are impressed by

   him writing powerfully about everyday subjects.

2. For example, in "Theme for English B," he depicts how difficult students find it

   to express themselves by them being given a writing assignment.

3. The narrator being black makes honest expression even more difficult for him.

4. In "A Dream Deferred," Hughes writes about him sensing that eventually racial

   tensions may erupt in violence.

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5. At the other extreme, though, he allows for the possibility that society continuing to defer the dreams of African-Americans may lead to them giving up on those dreams.

6 ◉ PARALLELISM

Rewrite the sentences below to correct any errors in parallelism.

1. Aphra Behn, a female author of the seventeenth century, was brilliant, daring, and had to support herself by writing.

_____

_____

2. Her most famous work, *Oronooko*, is both interesting and exhibits social relevance.

_____

3. Through her portrayal of a brave African, Oronooko, and the woman he loves, Imoinda, she not only humanized two slaves, also she caught the attention of a wide readership.

_____

_____

_____

4. Oronooko is deceived by his own people, admired by the narrator and her friends when he serves as a slave in the sugar colony of Dutch Guyana, and finally he is tortured and killed after a failed attempt to escape with other slaves.

_____

_____

_____

Review Copy

5. The settings, dialogue, and the fast-paced action make this a work of popular fiction.

_____

6. In England, Aphra Behn galvanized sympathy for the plight of African slaves; in America, Harriet Beecher Stowe achieved the same goal by writing *Uncle Tom's Cabin* and had it officially published in 1852.

_____

_____

_____

7 ◉ CUMULATIVE EXERCISE

In the passage below, correct all errors relevant to the topics of this chapter: subjunctive mood of verbs, confusing verb pairs (*lie/lay*, *sit/set*, *raise/rise*), dangling verbals and dangling elliptical clauses, split infinitives, possessive form with gerunds, and parallelism.

Scholars wish it was possible to learn the identity of the author of *Sir Gawain and the Green Knight*, a fourteenth-century romance. While enjoying a feast, an astounding figure—a tall, green knight—intrudes upon Arthur and his court. He sets proudly on his horse to belligerently challenge the knights to a "beheading game." Only Gawain accepts the challenge. Gawain raises the ax, chops off the head of the Green Knight, and then they all watch in amazement as he picks up his head, which was laying on the floor. A year later, it is Gawain's turn to offer his head. Him having the courage to do so makes his reputation in the court raise even higher.

Traveling to meet the Green Knight, only his honor keeps Gawain moving

Review Copy

forward, for he knows that death lays before him. Coming to a castle, the lord and his lady welcome Gawain, and they insist that he stays for three days. Each morning, while the lord goes out to hunt, the lady comes to quietly tempt Gawain in his bedchamber. By resisting temptation, the true test of his knighthood occurs. Although Gawain lays in bed and even allows the lady to kiss him, nothing else happens.

By the end of the story, we realize that him resisting the lady is what saves his life. To frighten Gawain, three blows of the ax are delivered by the Green Knight, who then reveals that he is, in his true form, the lady's husband. Gawain had acted honorably by accepting the initial challenge, treating the lady honorably, and by keeping his word to seek out the Green Knight. He avoided the traps that others had lain for him.

The romance ends happily. Readers, however, must decide for themselves about Gawain. Because he had secretly accepted a magic belt from the lady, Gawain feels ashamed of himself. Him continuing to feel ashamed of himself may rise doubts among readers. Either Gawain acted honorably or dishonorably, but the ending definitely raises questions about how to finally interpret his behavior.

Review Copy

CHECK YOUR PROGRESS
Chapters 8–11

EXERCISE 3A

I. Underline the correct choice in each sentence below.

1. The people from this town (who, whom) want to make a difference are finally speaking out.
2. Neither these silver chains nor this gold coin (has, have) come from the treasure chest.
3. There (is, are) at least three different ways to write this paragraph.
4. A family in the suburbs (is, are) usually classified as middle class.
5. The document has been distributed to (whoever, whomever) requested it.
6. (Who, Whom) is at fault here?
7. The resentment between him and (I, me) runs deep.
8. The musicians were proud of (themself, themselves) for their performance.
9. No one in the office is more organized than (she, her).
10. (Does, Do) the judge and the jury agree on the ruling?
11. Anyone (who, whom) watches too much television is wasting time.
12. Anyone (who, whom) the network has hired recently should not have a strong sense of job security.
13. Everyone at the office wishes that it (was, were) Friday.
14. No one was surprised by (John, John's) announcing that he was returning to graduate school.

Review Copy

15. Doctors warn about the dangers of (laying, lying) in the sun.

16. Global temperatures are (raising, rising) at an alarming rate.

17. The job candidate had no place to (sit, set) comfortably during the interview.

18. The plastic had (laid, lain) in the hot sun for so long that it began to melt.

II. Rewrite the following sentences to correct all errors.

1. The chairs in the exhibit were fragile, which meant that we could not touch them.

   _____

2. When a group of people want to succeed, they will cooperate with each other.

   _____

3. If someone can do good on this exam, then they can pass the course easy.

   _____

4. To truly become an effective speaker, you need to both want to improve and to practice frequently.

   _____

5. The dance routine that the teacher selected was simple, jazzy, and appealed to the adolescents.

   _____

III. Write the correct verb forms below. Assume that the subject for the verb is "he."

1. the past perfect of *drink* (active voice) _____

2. the past tense of *wear* (active voice) _____

3. the present of *shake* (passive voice) _____

4. the present perfect of *break* (active voice) _____

Review Copy

5. the past progressive of *write* (active voice) _____

6. the past tense of *drag* (passive voice) _____

IV. Using commas and semicolons, punctuate each of the following sentences, and then diagram each sentence. Not all sentences will require punctuation.

1. Running around the field the mascot for the team excited the fans.

2. Although my parents disapprove of my new hobby I enjoy chasing tornadoes.

Review Copy

3. To prepare for the prom the young woman visited a beauty consultant.

4. No one who sees this movie will be able to forget it.

5. As antiques grow older they increase in value so some people regard them as investments.

Review Copy

6. The soldier gave the child a chocolate bar then they shook hands.

7. My brother's dog barking loudly at the scent of smoke alerted the neighborhood to the approaching fire.

8. Perseverance and luck are what we need for success but we may fail.

Review Copy

9. A visitor from another planet would probably want to understand our patterns of thinking.

10. The solution to this problem which has eluded us for decades was a simple one that we should have seen earlier.

V. Write sentences as directed below.

1. Write a sentence using *beginning* as a participle.

_____

2. Write a sentence using *beginning* as a gerund.

_____

Review Copy

3. Write a sentence using the infinitive *to begin* as a noun.

_____

4. Write a sentence using the infinitive *to begin* as an adverb.

_____

5. Write a sentence using the infinitive *to begin* as an adjective.

_____

6. Write the following sentence in active voice:

   Hundreds of people were told by the authorities to evacuate the area.

_____

7. Write the following sentence in passive voice:

   The assistant manager issued a report to the stockholders.

_____

EXERCISE 3B

I. Underline the correct choice in each sentence below.

1. Between you and (I, me), what is going on here?
2. In our house, either the walls or the front door (is, are) slightly crooked.
3. The class voted to have (its, it's, their) final exam on a Saturday.
4. There (was, were) one question and two comments about the newspaper article.
5. Can you possibly be as happy as (I, me)?
6. We often take for granted the people (who, whom) we see every day.

Review Copy

7. The truck driver congratulated (himself, hisself) on his skillful maneuver.

8. Please let me speak with (whoever, whomever) is on duty.

9. The lesson from my many years of interesting experiences (is, are) to consider a problem as an adventure.

10. A number of parents (was, were) planning to chaperone the school trip.

11. All of the teachers congratulated (each other, one another) on the results of the standardized test.

12. Everyone was excited about (who, whom) would be speaking at graduation.

13. Dee was afraid to (sit, set) her glasses on the rickety table.

14. The club (president, president's) resigning took everyone by surprise.

15. The elderly woman had been (laying, lying) in bed for so long that she had difficulty getting up in the morning.

16. The project coordinator was (laying, lying) several sheets of instructions on the conference table.

17. Our cat has (laid, lain) on the blanket so often that it is covered with white fur.

18. The school district must (raise, rise) the test scores of its students.

II. Rewrite the following sentences to correct all errors.

1. If a driver hears a siren, they should pull over to the side of the road, then they should proceed cautiously when the road is clear.

_____

_____

2. Everyone wants to do good on this exam although it may be a challenge.

_____

Review Copy

3. Sleeping soundly, the cat jumped on me, and jolted me awake.

_____

4. Narrow your topic, compile an outline, and then you must write a rough draft in one sitting.

_____

5. Some of the team members have neither the desire to constantly practice nor do they have adequate motivation.

_____

_____

III. Write the correct verb form below. Assume that the subject is "they."

1. the past tense of *catch* (passive voice) _____
2. the past tense of *ring* (active voice) _____
3. the present progressive of *shine* (active voice) _____
4. the present perfect of *throw* (passive voice) _____
5. the past perfect of *go* (active voice) _____

IV. Using commas and semicolons, punctuate each of the following sentences, and then diagram each sentence. Not all sentences will require punctuation.

1. Lifting the flap of the tent the bear entered cautiously as we slept.

Review Copy

2. Driving is a privilege that many people enjoy.

3. High school students often consider school as a place to socialize with their friends.

4. Learning another language can be difficult to do.

Review Copy

5. When you graduate from college next year you must decide what you want from life.

6. One of her talents is to speak effortlessly before an audience.

7. The passengers screamed alerting the bus driver to the potentially dangerous situation.

Review Copy

8. All of our neighbors must decide whether or not they will contact the mayor about this problem.

9. Daffodils and tulips are in the yard so it must be April.

10. The banquet included steak although the majority of the guests were vegetarians.

Review Copy

11. The motor of the old car stopped then the headlights went out.

12. Benjamin Franklin who became famous throughout the world lived in Philadelphia but traveled frequently to Europe.

V. Write sentences as directed below.

1. Write a sentence using *to see* as an infinitive. Label the infinitive as a noun, an adverb, or an adjective.

_____

2. Write a sentence using *playing* as a participle.

_____

3. Write a sentence using *playing* as a gerund.

_____

Review Copy

4. Write a sentence using *playing* as a verb.

_____

5. Write a sentence using the clause *when we arrived*. Label it as a noun, adverb, or relative clause.

_____

6. Write the following sentence in active voice:

   The key was found by the custodian.

_____

7. Write the following sentence in passive voice:

   The firefighter carried three children to safety.

_____

8. Write a sentence of your own that contains a direct object. Now rewrite the sentence in passive voice.

_____

_____

Review Copy

12

Punctuation and Capitalization

SUMMARY OF KEY CONCEPTS IN CHAPTER 12

Comma Rules:

1. Use a comma before a coordinating conjunction (FANBOYS).
2. Use a comma after an introductory adverb clause, and before a subordinating conjunction that shows contrast (although, though, even though, whereas, while).
3. Use a comma after a conjunctive adverb that follows a semicolon.
4. Use a comma after an introductory element in a sentence.
5. Use commas to separate items in a series of three or more.
6. Use a comma to separate two adjectives that modify a noun when *and* could substitute for the comma.
7. Use commas to set off all elements (except zip code) in dates and addresses.
8. Use commas to set off extra information in a sentence.
9. Use commas with direct quotations.
10. Do not place a comma between essential sentence parts.

Semicolon Rules:

1. Use a semicolon in a compound sentence to separate two independent clauses not joined by a coordinating conjunction.
2. Use a semicolon to separate two independent clauses joined by a coordinating conjunction but containing other commas.
3. Use a semicolon to separate items in a series when the items themselves contain commas.

Review Copy

Colon Rule:

1. A colon must follow a complete sentence and is used to introduce the word, phrase, clause, or list that the sentence builds up to.

Dash Rules:

1. In informal writing, use a dash to indicate a disruption in thought.
2. Use a dash to take the place of a colon but to give a less formal impression.
3. Use a dash to set off an appositive that contains a series.
4. Use dashes to replace commas when you want to emphasize extra information in a sentence.

Hyphen Rules:

1. The hyphen joins together two or more modifiers that precede a noun and act as a single modifier rather than separately modifying the noun.
2. When the first modifier before a noun ends in -ly, no hyphen is necessary.

Slash Mark (Virgule) Rules:

1. The slash mark indicates "or," as in "he/she."
2. The slash mark indicates "and," as in "He was a teacher/friend to all of us."
3. The slash mark indicates "per," as in "ten feet/second."
4. Use the slash mark to separate lines of poetry inserted within a prose text.

Apostrophe Rules:

1. Use an apostrophe for special plurals (plurals of a letter or of a word used as a word).
2. Use an apostrophe to indicate a missing letter or letters in contractions.
3. Use an apostrophe to signal possession for nouns.
4. Do NOT use an apostrophe to signal possession for pronouns or to signal regular plurals.

Review Copy

Miscellaneous Rules:

1. Use underlining or italicizing to indicate titles of lengthy or complete works; use quotation marks to indicate titles of short works or works that make up part of a larger whole.
2. Use ellipses to indicate omitted material when quoting from a source.
3. Use square brackets to indicate a change or addition to the original material when quoting from a source.
4. When a comma or period is needed at the end of a quotation, place the comma or period inside the quotation marks, even if the comma or period does not appear in the original quotation. Colons and semicolons are placed outside quotation marks.

1 ◉ PUNCTUATION

A. Commas

Place commas where needed in the sentences below.

Rule 1 ◉ Comma before coordinating conjunction

1. Literature can be difficult to understand but persistence will yield rewards.

2. You must be an attentive reader for often the traditional elements of literature are warped or missing altogether.

3. Language is a versatile tool so postmodern authors frequently use language in surprising ways.

Rule 2 ◉ Comma after introductory adverb clause and before a subordinating conjunction that shows contrast

1. When Samuel Beckett wrote his best-known plays he broke with tradition.

2. Because there is very little plot Beckett's plays rely primarily on dialogue.

3. The characters' incessant talk asserts the fact of their existence although the repetitive and monotonous nature of their dialogue demonstrates their insignificance.

Review Copy

Rule 3 ◉ Comma after a conjunctive adverb that follows a semicolon (comma optional after conjunctive adverb of only one syllable)

1. The characters in *Waiting for Godot* are expecting another figure to arrive; however they are still waiting when the play ends.

2. They speak of moving on; then they remain where they are.

3. The dialogue is obsessively repetitive; therefore this is a difficult play for actors to perform.

Rule 4 ◉ Comma after introductory element of sentence

1. Depicting minimal thought and action Beckett is expressing his view of twentieth-century society.

2. With careful attention to detail he strips away the illusions we create for ourselves.

3. At the end of the play the audience typically feels perturbed and confused.

Rule 5 ◉ Comma to separate items in a series of three or more

1. Three well-known playwrights who toyed with dramatic conventions are Beckett Ionesco and Albee.

2. They experimented with setting plot and dialogue.

3. They portray the bleak sterility of modern life the nonsensical things we say over and over again to one another and the absurdity of our attempts to inject meaning into a meaningless existence.

Rule 6 ◉ Comma to separate two adjectives that modify a noun when *and* could substitute for the comma

1. The spiteful irritable characters in Beckett's *Endgame* squabble constantly.

2. This short disturbing play exemplifies Beckett's dramatic talents.

3. The characters speak from dirty rusty trash bins.

Review Copy

Rule 7 ◉ Comma to set off all elements (except zip code) in dates and addresses

1. Samuel Beckett was born on Good Friday April 13 1906 and grew up in the village of Foxrock Ireland near Dublin.

2. On January 6 1938 Beckett was stabbed in Paris France where he had taken up residence.

3. He wrote *Waiting for Godot* between October 1948 and January 1949.

Rule 8 ◉ Commas to set off extra information in a sentence

1. Beckett's drama often labeled theater of the absurd is distinctive.

2. Theater of the absurd unlike traditional drama deliberately makes little narrative sense.

3. *Waiting for Godot* which won the 1953 Nobel Prize continues to be performed today.

Rule 9 ◉ Commas with direct quotations

1. In *Waiting for Godot*, Estragon describes the play itself when he says "Nothing happens, nobody comes, nobody goes, it's awful!"

2. Probably the most quoted critical remark about the play is that "nothing happens, twice."

3. Beckett was frequently asked about the identity of Godot. "If I knew" he would always reply "I would have said so in the play."

Rule 10 ◉ No comma between essential sentence parts

1. Samuel Beckett remains one of the leading dramatists of the twentieth century.

2. Whoever watches a performance of his plays will remember the experience.

3. Beckett believed that insightful drama could change individuals or even the world.

Review Copy

Cumulative Comma Exercise

Place commas wherever necessary in the following passage. Be prepared to justify your comma usage by referring to one of the ten comma rules.

Henrik Ibsen a Norwegian playwright is frequently acknowledged as the father of modern drama. His plays deal primarily with characters who break free from social expectations from tyrannical family members and from self-imposed constraints. One of his best-known plays *A Dollhouse* portrays the realistic gripping drama of Nora whose husband treats her like a child. Nora has actually saved Torvald's life although he does not know it. When his doctors advised complete rest she borrowed money in order to finance a long journey for the two of them. Nora forged her father's signature on the loan but she carelessly dated the bond three days after her father's death. Krogstad the man who loaned her the money now threatens to blackmail her. He wants a position in Torvald's bank. After several plot complications Nora can no longer conceal the truth from Torvald. She expects him to save her from the consequences of her actions; however he blames and belittles her. When Krogstad later removes his threat Torvald is jubilant but Nora remains firm in her resolve to leave. She explains "I have been your doll-wife, just as at home I was papa's doll-child." Slamming the door behind her Nora leaves the house.

A Dollhouse shocked audiences so much that for many years the original ending was not allowed to be performed. *A Dollhouse* as you might imagine is often touted as an early feminist drama even though the author is male. Contemporary drama owes much to Ibsen's bold daring experiments in depicting dilemmas that are both realistic and difficult or even impossible to resolve.

Review Copy

B. Semicolons

Place commas and semicolons where needed in the sentences below.

1. Guy de Maupassant a French author of the nineteenth century wrote many novels and short stories however his most famous story is "The Necklace" which ends with an ironic twist.

2. The main characters are Monsieur Loisel a minor clerk in the Ministry of Education Mathilde his young pretty wife who wishes she had a more prestigious lifestyle and Jeanne Forestier a rich friend.

3. One day Monsieur Loisel comes home with an invitation to a fancy ball contrary to what he expects Mathilde is upset rather than ecstatic about the invitation.

4. Mathilde believes that she cannot attend the ball without appropriate apparel therefore her husband comes up with a plan.

5. He offers to allow Mathilde to buy a new dress with 400 francs he has saved then he suggests that she borrow jewelry from her rich friend.

6. After looking through her friend's jewelry Mathilde selects a diamond necklace to wear unfortunately after an evening that matches her highest expectations she arrives home to find that the necklace is missing.

7. Not telling Jeanne what has happened Mathilde and her husband borrow 38,000 francs an enormous sum to replace the necklace move into a cheap attic apartment and in order to save even more money alter their lifestyle considerably.

8. After ten years when they have paid off their debt Mathilde confesses to Jeanne that she lost the necklace and returned a duplicate we are left to imagine Mathilde's shock when Jeanne tells her in dismay that the original necklace was only costume jewelry not a genuine diamond.

C. Colons

Place colons where needed in the sentences below. Not every sentence will require a colon. Add commas where necessary as well.

1. Samuel Clemens is much better known by a pen name drawn from his days as a riverboat hand Mark Twain.

2. Three of Twain's novels are especially entertaining *Tom Sawyer Huckleberry Finn* and *A Connecticut Yankee in King Arthur's Court*.

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3. In addition to novels Twain's writings include examples of the following comic debunkings tall tales and works of moral philosophy.

4. Two things Twain records distinctively are colloquial speech patterns and the colorful life of those who lived along the Mississippi River.

D. Dashes

Place dashes and commas where needed in the sentences below.

1. Understanding literature often requires one quality above all the ability to focus.
2. Focusing on a literary text in other words noting the characters the setting the point of view and the author's style will help a reader to understand the overall theme of the work.
3. Cracking open a literary text is to tell the truth much like solving a puzzle.
4. The next time you study a literary text, remember your goal focus on what you are reading.
5. Focusing on just about anything reading writing driving learning a new skill will bring success.

E. Hyphens

Place hyphens where needed in the sentences below.

1. A well meant remark can sometimes bring long term rewards.
2. When talking many years ago with a precocious ten year old child, I mentioned that engineering could be an extremely interesting career.
3. This off the cuff remark led the child to cultivate a love for science and math; ultimately, she enjoyed a fast paced career that led her to help severely disadvantaged people.
4. As a highly skilled engineer, she developed multi use systems of infrastructure for poverty stricken villages in undeveloped areas.

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F. Slash marks

Place slash marks where needed in the sentences below. A cue in square brackets following each sentence will help you understand the reason for each slash mark. (Without this cue, you may find it difficult to understand the sentence.)

1. Being a full-fledged citizen in a democratic society is not an either or proposition. [slash mark represents "or"]

2. Everyone must be a citizen politician in order to vote knowledgeably. [slash mark represents "and"]

3. Unfortunately, probably only ten citizens hundred actually take this responsibility seriously. [slash mark represents "per"]

4. W.H. Auden's poem "The Unknown Citizen" ironically eulogizes the way most of us live, not really thinking for ourselves: "Our researchers into Public Opinion are content That he held the proper opinions for the time of year." [slash mark divides two lines of verse]

G. Apostrophes

Place apostrophes where needed in the sentences below.

1. Phyllis Wheatley and Sojourner Truth are two black women who werent recognized in their own time but whose talents became clear within the past century.

2. These womens experiences qualified them to write in ways that continue to stir their readers emotions today.

3. Wheatley, who lived in the 1700s, was sold to one of Bostons successful merchants, John Wheatley.

4. Phyllis life, however, was not a horrible one.

5. She was treated as if she were Wheatleys daughter, for he gave her his name and educated her.

6. Sojourner Truth lived a much more difficult life, passing through several owners hands.

7. Eventually she became free and worked for her childrens freedom as well.

8. Her most famous speech, one that deals more with her treatment as a woman than as a slave, is entitled *Aint I a Woman?*

Review Copy

H. Miscellaneous

Use underlining (italics), quotation marks, the ellipsis, and square brackets as needed in the sentences below.

1. Lewis Carroll is best known as the author of the imaginative book Alice's Adventures in Wonderland.

2. Many people also are familiar with his poem Jabberwocky, which he included in another book, Through the Looking Glass.

3. Jabberwocky includes many nonsense words, but some of them, such as chortle and whiffle, have entered the realm of standard English.

Below is the first stanza of the poem:

> 'Twas brillig, and the slithy toves
> Did gyre and gimble in the wabe;
> All mimsy were the borogoves,
> And the mome raths outgrabe.

Punctuate the sentences below with ellipses or square brackets as necessary. Also add an ending period to each sentence.

4. The poem begins, "'Twas brillig, and the slithy toves / Did gyre and gimble"

5. The word "borogoves" must be plural; otherwise, the line would be "All mimsy was the borogoves"

6. This combination of grammatical logic and nonsense words leads Alice to say that the poem "seems very pretty" but "rather hard to understand"

Review Copy

2 ◉ CAPITALIZATION

Capitalize as necessary in the sentences below. Be prepared to explain why you have decided to capitalize.

1. Most english majors are familiar with william wordsworth.

2. He lived most of his life in the northwest area of england, in an area known as the lake district.

3. He was a close observer of nature and seemed especially fond of spring, judging from his poem "i wandered lonely as a cloud."

4. Wordsworth graduated from cambridge university, took a walking tour of france (even crossing the alps on foot), and lived in france shortly after the french revolution.

5. He fell in love with a young french woman, annette vallon, who gave birth to a daughter, caroline.

6. Wordsworth eventually married his childhood sweetheart, however, and they moved to a residence known as dove cottage.

7. In 1798, with samuel coleridge, wordsworth published a book entitled *lyrical ballads*.

8. This book was the catalyst for a literary movement now called romanticism.

Review Copy

3 ◉ CUMULATIVE EXERCISE

Add punctuation and capitalization as necessary in the passage below.

Robert Frost (1874-1963) became the best known poet of his day. Although he built up an image of himself as the poet of new england (the northeast region of the united states) he was actually born in san francisco. After his father died frosts mother brought the family to lawrence massachusetts in 1885. Frost attended dartmouth college for seven weeks and later attended classes at harvard university for two years however he never earned a bachelors degree. When he inherited a farm in new hampshire he channeled his energy into three activities farming writing poetry and teaching english at a nearby academy. Eventually frost sold the farm and moved to england where he published two books of poetry, entitled a boys will and north of boston. When he returned to america in 1915 he again lived on a farm. By this time though he had achieved recognition as an up and coming poet. Perhaps the crowning achievement of his poetic career occurred when he read one of his poems the gift outright at president john f. kennedys inauguration. He also received four pulitzer prizes and more than twenty honorary degrees during the course of his lifetime.

Frosts poetry is often wise philosophical and traditional in form. A few of his most loved poems are stopping by woods on a snowy evening in which the narrators ride on a horse driven carriage becomes a metaphor for lifes journey nothing gold can stay in which frost expresses the transience of beauty and the road not taken in which frost captures the far reaching consequences of making choices.

Review Copy

13

Sentence Transformations

SUMMARY OF KEY CONCEPTS IN CHAPTER 13

1. By function, sentences can be categorized as declarative, interrogative, imperative, and exclamatory. An exclamatory sentence is defined not by its ending punctuation but by the fact that it begins with "how" or "what," with the syntax of the sentence re-arranged to highlight a modifier.

2. A cleft sentence can be used to build suspense. Cleft sentences follow one of two structures:

   It + *be* + highlighted item

   Noun clause beginning with "what" + *be* + highlighted item

3. The passive voice is appropriate in two situations:

   a. Either we do not know the agent of the action of the sentence, or that information is insignificant.

   b. We want to emphasize the helplessness, victimization, or suffering of the grammatical subject.

4. "There" as expletive is a weak sentence construction and can lead to subject-verb agreement problems. Use this structure sparingly.

5. The anticipatory appositive, like the cleft sentence, builds anticipation:

   It + *be* + adjective + appositive for "it" in the form of a noun clause, a gerund, or an infinitive

6. The sentence appositive sums up the idea of the entire sentence and can be used to correct the broad-reference "which" problem.

7. The nominative absolute can appear at the beginning or end of a sentence and performs one of two functions:

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a. It explains a cause or condition that permitted or resulted in the action of the sentence.

b. It provides focus on a particular detail related to the sentence.

1 ◉ FOUR TYPES OF SENTENCES

Label the following sentences declarative [D], interrogative [IN], imperative [IM], or exclamatory [EX].

_____ 1. Shakespeare's *Taming of the Shrew* is an entertaining play.

_____ 2. Consider how Shakespeare portrays Baptista's two daughters.

_____ 3. Katherina and Bianca are extremely different in temperament.

_____ 4. Can you guess which one is the shrew?

_____ 5. How Katherina shrieks and refuses to conform to what society expects of her!

_____ 6. Bianca, on the other hand, is meek and demure.

_____ 7. At the end of the play, however, do you know what happens?

_____ 8. Take a moment to ponder how Shakespeare often deals with the difference between appearance and reality.

_____ 9. Now can you predict the surprise ending?

_____ 10. What a shock it is when it turns out that Katherina is the perfect wife and Bianca is the rebellious one.

2 ◉ CLEFT SENTENCES

Write a [C] in the blank before each cleft sentence; otherwise, write [X].

_____ 1. It was a shock to Katherina when she found herself forced to marry Petruchio.

_____ 2. He seemed an odd, boisterous man.

_____ 3. What he wanted was a true marriage.

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_____ 4. Achieving his goal was not easy.

_____ 5. It took some time to gain the upper hand over his headstrong wife.

_____ 6. What happened to create a change in Katherina's attitude?

_____ 7. What changed her attitude was the realization that Petruchio would go to any length to match her own spirit.

_____ 8. It was this realization that finally allowed them to work together as a team and thus to forge a true marriage.

3 ◉ ACTIVE AND PASSIVE VOICE

A. Label the voice of the verb in the following sentences as active [A] or passive [P].

_____ 1. In the final scene, Katherina is ordered to appear before all of the other characters.

_____ 2. Petruchio tells her to stamp on her new headdress.

_____ 3. Katherina is surprisingly obedient.

_____ 4. We are allowed to see the transformation in her nature.

_____ 5. The other wives are then asked to perform small tasks.

_____ 6. Their refusal is a sign of their true nature as well.

B. Rewrite the following sentences so that they contain verbs in active voice.

1. This play is enjoyed by both readers and audiences.

_____

2. Katherina has been labeled as a shrew by her family and acquaintances.

_____

3. Her true potential is seen only by Petruchio.

_____

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C. Rewrite the following sentences so that they contain verbs in passive voice:

1. Katherina frightens potential suitors.

   _____

2. Baptista must find someone to marry Katherina.

   _____

3. Then Bianca can accept a marriage proposal.

   _____

4 ◉ "THERE" AS EXPLETIVE

In the following sentences, underline "there" when it is used as an expletive.

1. There was a belief in Shakespeare's time that domestic order mirrors cosmic order.

2. There, in *The Taming of the Shrew*, we find Shakespeare's illustration of this belief.

3. There are many expressions of this concept in other writings of this period as well.

5 ◉ ANTICIPATORY APPOSITIVE

Indicate whether each sentence below contains an anticipatory appositive [AA] or is a cleft sentence [CS] beginning with "it." For the sentences containing an anticipatory appositive, underline the clause or verbal phrase that acts as the appositive for "it." Then diagram each sentence containing an anticipatory appositive.

_____ 1. It is helpful to understand the cultural context of Shakespeare's plays.

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_____ 2. It is *The Taming of the Shrew* that many audiences enjoy most.

_____ 3. It is not surprising that theater companies often perform this play.

_____ 4. It is fun watching the verbal fireworks of this drama.

Review Copy

6 ◉ SENTENCE APPOSITIVE

Underline the sentence appositive in the sentences below; then diagram each sentence.

1. Katharina is openly rebellious, a fact that frightens prospective suitors.

2. *The Taming of the Shrew* explores the reality behind the conventions of Renaissance marriage, a topic unexplored by most of Shakespeare's contemporaries.

7 ◉ NOMINATIVE ABSOLUTE (ABSOLUTE PHRASE)

Underline the nominative absolute (or absolute phrase) in the sentences below; then diagram each sentence.

1. Katherina subdued, Petruchio can love her freely.

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2. She is now the perfect wife, her behavior without fault.

3. The play ends ironically, Katherina delivering a speech on proper behavior to the other wives.

8 ◉ SENTENCE APPOSITIVE OR NOMINATIVE ABSOLUTE?

Label each sentence below as containing either a sentence appositive [APP] or a nominative absolute [NA]. For extra practice, diagram each sentence.

_____ 1. Hands on her hips, the young woman playing Kate shouted at the top of her voice.

Review Copy

_____ 2. Her performance was robust and realistic, an unforgettable experience for the audience.

_____ 3. The other actors rose to her level, their performance influenced by her superb command of the role.

_____ 4. The other actors rose to her level, an effect that the audience appreciated.

Review Copy

9 ◉ CUMULATIVE REVIEW

Transform the sentence below as directed.

Katherina is a dynamic character whom audiences find interesting and comic.

1. interrogative sentence

_____

2. exclamatory sentence

_____

3. sentence containing a verb in passive voice

_____

4. a cleft sentence beginning with "it"

_____

5. a sentence containing an anticipatory appositive

_____

6. a sentence containing a sentence appositive

_____

7. a sentence containing a nominative absolute (absolute phrase)

_____

Review Copy

CHECK YOUR PROGRESS
Chapters 12-13

EXERCISE 4A

I. Punctuate the following sentences, using commas, semicolons, colons, dashes, hyphens, and apostrophes as needed.

1. Its clear that the Johnsons deserve this award but given all the facts the Smiths deserve it even more.
2. John Milton wrote the epic *Paradise Lost* which tells the story of the fall of Satan who tempts Adam and Eve.
3. The nurse patted the hand of the nervous stuttering patient then she left the room.
4. Chocolates flowers and fancy cards are associated with Valentines Day although Im not sure why.
5. We traveled to San Diego California on January 3 2008 to visit our grandchildrens school.
6. When we talked to the child we discovered that he could say only three words "no" "go" and "okay"
7. Three words "no" "go" and "okay" were the childs complete vocabulary.

Review Copy

8. The campers packed several necessities such as bottled water a flashlight a tent and marshmallows.

9. Joanne the lab assistant had to order a few supplies formaldehyde beakers and test tubes.

10. While our TV was blaring we could hear nothing from next door although the neighbors were shouting at each other.

11. Shannon hated long boring books but she spent hours reading poetry therefore no one was surprised when she announced one day I plan to be a poet.

12. Tourists ill conceived plans can sometimes result in disaster.

13. Aunt Josie told us I plan to leave my entire estate to my three beloved cats.

14. The swiftly falling darkness frightened the five year old child.

15. You can learn many lessons from failure for example humility perseverance and determination.

II. Capitalize the following titles, and then either underline or enclose each one in quotation marks.

1. verses on the death of dr. swift (short poem)

2. the simpsons (TV series)

3. for your eyes only (movie)

Review Copy

4. a portrait of the artist as a young man (novel)

5. how to construct a greenhouse (article)

III. Insert capital letters, commas, semicolons, and periods in the following passage.

none of this information made sense last spring now however i can see that you were merely trying to help me understand the unwritten rules of our school culture the first thing I will do is contact principal henderson then i will drive north until i reach boston where i will include your message in my speech to the harvard sociology club.

IV. Write sentences as directed below.

1. a declarative sentence

_____

2. an interrogative sentence

_____

3. an imperative sentence

_____

4. an exclamatory sentence

_____

5. a sentence beginning with the expletive "there"

_____

Review Copy

V. Transform the sentence below as indicated. You may need to add information to the sentence in order to be successful.

The nurse greeted the patient with a cheerful smile.

1. sentence in passive voice

_____

2. cleft sentence beginning with "it"

_____

3. cleft sentence beginning with "what"

_____

4. sentence with an anticipatory appositive

_____

5. sentence containing a nominative absolute

_____

EXERCISE 4B

I. Punctuate the following sentences, using commas, semicolons, colons, dashes, hyphens, and apostrophes as needed.

1. During the long hot summer of 2002 our family visited three states Maine where we picked blueberries Colorado where we enjoyed whitewater rafting and Virginia where we toured historic sites.

Review Copy

2. Kellys oldest sister Brianna was in my graduating class although much to everyones surprise I never met her.

3. The long awaited performance of our favorite play The Importance of Being Earnest took place on March 5 2003 in a small quaint theater in Provincetown Massachusetts.

4. Five foods blueberries tomatoes oatmeal carrots and broccoli were served weekly by the Browns as a result almost everyone in the family remained slim and healthy.

5. The professor said The character of Elizabeth Bennett in the novel Pride and Prejudice is one of my favorites.

6. Its been a long time since the Washingtons our neighbors arrived in our town but in spite of that fact most of us think of them as newcomers.

7. We celebrated the childrens birthdays by traveling to Miami Florida on June 15 2008 for a surprise party.

8. My favorite holidays are St. Patricks Day Halloween and the Fourth of July although Im not sure why.

9. Please send the following items bottled water canned food and paper supplies.

10. The shoppers hurried through the crowded noisy mall then they relaxed in the adjacent park.

Review Copy

11. Even though we had not seen the movie we described it to our friends in terms such as "cute" "romantic" and "memorable"

12. The Nelsons three story house which has been on the market for a year finally sold.

II. Capitalize the following titles, and then either underline or enclose each one in quotation marks.

1. the passionate shepherd to his love (short poem)

2. when the saints come marching in (song)

3. challenger (spacecraft)

4. your money or your life (book)

5. all's well that ends well (play)

III. Insert capital letters, commas, semicolons, and periods in the following passage.

traveling through the northeast can be quite an adventure especially when you arrive in the region known as new england in this part of the country many people are laconic although they may seem rather rude and abrupt my mother and father used to take the entire family for long vacations in this area of the united states in fact we would sometimes cross the border into canada so that we could try out the few words of french that we knew

Review Copy

IV. Write sentences as directed below.

1. an imperative sentence

_____

2. an exclamatory sentence

_____

3. an interrogative sentence

_____

4. a declarative sentence

_____

5. a sentence beginning with the expletive "there" followed by a plural subject

_____

V. Transform the sentence below as indicated. You may need to add information to the sentence in order to be successful.

Our guide told us an incredible tale.

1. sentence in passive voice

_____

2. cleft sentence beginning with "it"

_____

3. cleft sentence beginning with "what"

_____

Review Copy

4. sentence with an anticipatory appositive

_____

5. sentence containing a nominative absolute

_____

Review Copy

CHECK YOUR PROGRESS—FINAL CHECK

Chapters 1-13

I. Using the sentence patterns listed below, identify the pattern number of each sentence, and then diagram each sentence.

1. s – *be* – adv
2. s – *be* – pa
3. s – *be* – pn
4. s – lv – pa
5. s – lv – pn
6. s – itv
7. s – tv – do
8. s – tv – io – do
9. s – tv – do – adj
10. s – tv – do – n

_____ 1. You might find the key to this box of treasures.

_____ 2. The glass in the china cabinet looks valuable.

_____ 3. The teacher provided the class a choice of texts.

_____ 4. Last week the problem in that department of the store was becoming a real annoyance.

_____ 5. Everyone on the committee chose Joseph as the most congenial member of the work group.

_____ 6. After the game, the team ended up at the coach's house.

_____ 7. The guitar is in that case.

_____ 8. The guitar is out of tune.

Review Copy

II. Rewrite the following sentence as directed below.

The professor praised the students for their diligence and positive attitude.

9. sentence in passive voice

_____

10. compound sentence containing a coordinating conjunction (underline the coordinating conjunction)

_____

11. compound sentence containing a conjunctive adverb (underline the conjunctive adverb)

_____

12. complex sentence containing an adverb clause (underline the adverb clause)

_____

13. complex sentence containing a relative clause (underline the relative clause)

_____

14. complex sentence beginning with a participial phrase (underline the participial phrase)

_____

15. sentence containing an appositive (underline the appositive)

_____

16. sentence containing an adverbial objective (underline the adverbial objective)

_____

Review Copy

17. compound-complex sentence

_____

III. Write sentences of your own as directed below.

18. sentence containing a gerund (underline the gerund)

_____

19. sentence containing an infinitive (underline the infinitive and label it as noun, adjective, or adverb)

_____

20. sentence containing a colon

_____

21. sentence containing a sentence appositive (underline the sentence appositive)

_____

22. sentence containing a nominative absolute (underline the nominative absolute)

_____

23. sentence containing a verb in subjunctive mood (underline the verb)

_____

24. an imperative sentence

_____

25. an exclamatory sentence

_____

Review Copy

IV. Punctuate the following sentences as necessary.

26. Inspiring leaders share a few rare qualities selflessness vision and determination in the face of obstacles.

27. Certain herbs echinacea ginger and turmeric may possess healing properties although medical research is inconclusive at this point.

28. After three long agonizing hours Dr. Jones a brilliant neurosurgeon announced to the family The operation was a success.

29. The children were fascinated by Venus the planet of clouds Saturn the planet with colorful rings and Mars the planet most like Earth.

30. All of the teachers parking privileges had been revoked therefore they were ready to go on strike.

31. The long term effects of this drug are still unknown so the pharmacist has suggested a safer cheaper alternative.

V. Underline the correct choice in each sentence below.

32. Each item in the display cases (was, were) on sale.

33. Either the workers or the supervisor (is, are) at fault.

34. Two of the children hugged (each other, one another) joyfully.

35. The librarian helped me choose the (better, best) of the two books.

36. There (is, are) several good reasons for this decision.

Review Copy

37. I asked the person (who, whom) I met in the hall for directions.

38. I asked the person (who, whom) was in charge for information.

39. The ballet troupe performed (good, well) despite limited rehearsal time.

40. The (children's, childrens') games are in the closet.

41. My parents and (I, me, myself) moved to Chicago.

42. Last night we enjoyed dinner with the (Smiths, Smith's, Smiths').

43. The (Smiths, Smith's, Smiths') garage is twice the size of our house.

44. None of (we, us) citizens wanted an increase in taxes.

45. The courier delivered a package addressed to my parents and (I, me).

46. Every variety of the poinsettias (was, were) on sale.

47. A salesperson should have one of those smiles that (makes, make) you feel welcome.

48. Being involved in the accident was one of the (worse, worst) experiences of her life.

49. No one at the animal shelter is more compassionate than (she, her).

50. We should keep this occurrence a secret between you and (I, me).

51. The students felt (bad, badly) about their pranks.

52. Every family should discuss (their, its) system of values.

53. Our family life would be very different if our dog (was, were) in charge.

Review Copy

54. Is this suitcase (hers, her's)?

55. After suffering two weeks with the flu, today I finally feel (good, well).

VI. Rewrite the following passage so that all errors are corrected.

> A driver who is not paying attention to road conditions are dangerous. They may find themself skidding on a patch of ice, or unable to navigate a sharp turn. Rounding a corner sharply, a pedestrian might be in danger. Driving requires concentration, it is not a recreational sport. If a driver is not concentrating, then you are dangerous. Bad driving is neither acceptable, nor is it excusable.

_____

_____

_____

_____

_____

_____

VII. Diagram the sentences below.

56. A friend who is always eager to gossip can be dangerous to your reputation.

Review Copy

57. To find the key to happiness, you must learn to know yourself well.

58. Eating with your elbows on the table is impolite.

59. The appearance of the homecoming queen, dressed in silver, set off a round of wild applause.

Review Copy

60. The cat that I found on the doorstep was hungry; however, he did not seem friendly.

61. Do you understand the reason why you are in the principal's office?

62. Running downstairs, my father wondered if he had heard a gunshot from the street.

Review Copy

63. Before the sun rises, Aldo, a fisherman, is usually in his boat, but he seldom catches anything.

64. There are very few excuses for rude behavior.

65. Our backpacks loaded with supplies, we ventured into the woods.

Review Copy

APPENDIX ◉ THREE

Irregular and Troublesome Verb Forms

In each blank, write the correct form of the verb in parentheses.

1. Have you (choose) _____ a partner for this dance?
2. The children (drag; past tense) _____ their toys up the basement stairs.
3. We had (drive) _____ throughout the night.
4. He had (break) _____ the alarm clock.
5. The lake was (freeze) _____ by noon.
6. I am completely (wear) _____ out.
7. The guests had (drink) _____ all of the punch.
8. Little Bo Peep (lead; past tense) _____ her sheep to the pasture.
9. The team has (run) _____ around the track three times.
10. I am (write) _____ a long letter.
11. I have (write) _____ a long letter.

Review Copy

12. The burglar (sneak; past tense) _____ into the house through the window.

13. The soldiers have (swear) _____ allegiance to their country.

14. The stars (shine; past tense) _____ brightly in the midnight sky.

15. Prices have (fall) _____ drastically.

16. We should have (know) _____ there was something wrong.

17. How many laps have you (swim) _____ in the pool?

18. Have you (speak) _____ with the manager?

19. Have you (hang) _____ the pictures in the bedroom yet?

20. The cattle rustler was (hang) _____ for stealing.

21. Basketball players have (grow) _____ taller in the past decade.

22. According to legend, the ancient Druids (slay) _____ humans as a sacrifice to the gods.

23. The dryer (shrink; past tense) _____ the cotton shirt.

24. How long have you (sit) _____ in that chair?

25. The star player (swing; past tense) _____ the bat and hit a home run.

26. The teenagers (flee; past tense) _____ from the scene of the vandalism.

27. The cat has (lie) _____ on the silk cushion for hours.

Review Copy

28. The wind (blow; past tense) _____ with hurricane force last night.

29. No one had (begin) _____ to get ready for school.

30. Yesterday the members of the swimming team (dive) _____ into the pool without hesitation.

31. The prophet has (become) _____ a nuisance to his hometown.

32. The team was (beat) _____ in the final game of the championship.

33. Perhaps I have (bite) _____ off more than I can chew.

34. The engineers (strive; past tense) _____ to design the perfect bridge.

35. The teacher (lay; past tense) _____ the papers on the desk.

36. She had (teach) _____ the students to write carefully.

37. Several of the students have (raise) _____ their hands.

38. One of the students has (go) _____ to the principal's office.

39. The bee (sting; past tense) _____ the baby.

40. The babysitter (wring; past tense) _____ her hands in frustration.

41. Has anyone (set) _____ the frozen meat in the microwave?

42. Two cars (speed; past tense) _____ down the highway.

43. The car in front (slide; past tense) _____ into a ditch.

Review Copy

44. The car (spin; past tense) _____ out of control.

45. The children had (ride) _____ in the back of the truck for a mile.

46. The exterminator has finally (rid) _____ our house of termites.

47. Last year three watermelons (grow) _____ in our back yard.

48. My brother has (eat) _____ six meals today.

49. My feelings had been (hurt) _____ by his careless words.

50. Within minutes, Christina had (come) _____ to the same conclusion as the rest of us.

Review Copy

APPENDIX ◉ SIX

Commonly Confused Words

I. Fill in the blank with the correct word in each sentence below. This first section follows the order of *Grammar by Diagram*, 2nd edition, so you may wish to keep your book open to Appendix Six (p. 361) for easy reference. When necessary, change the tense of a verb or make a noun plural in order to make your word choice suit the meaning of the sentence.

accept / except

1. No one _____ Bill was nominated for the poetry award.
2. He did not feel that he should _____ the award.
3. He could not _____ the fact that others recognized his talent with words.
4. _____ for his best friend, no one had ever appreciated his poetic gift.
5. To _____ success can sometimes be difficult.

advice / advise

1. Everyone likes to offer _____.
2. Let me _____ you, though, that I do not welcome anyone's _____.
3. The best _____ I can give you is to _____ someone else.

Review Copy

affect / effect

1. What is the _____ of jetlag?

2. It is amazing how changing several time zones can _____ us.

3. We can feel the _____ in both our bodies and our brains.

4. Jetlag will adversely _____ reaction time and can also _____ judgment.

5. Severe jetlag may even change a person's _____ for a short while.

6. To _____ an improvement, try to stay awake as long as possible once you reach your destination.

allusion / illusion / delusion

1. An idealist is often accused of holding the _____ that positive change can occur quickly and easily.

2. I would rather be under the influence of this sort of _____ than suffer from the _____ of a cynical world view.

3. Individuals with emotional problems may have _____ that prevent them from seeing life objectively.

4. In the classroom, a teacher should be careful about making any _____ to mental illness.

5. Students who misunderstand the _____ may become resentful about it.

Review Copy

already / all ready

1. It may _____ be too late to offset the consequences of global warming.
2. Some countries are _____ to take action.
3. Countries that have _____ taken action should be commended.

altar / alter

1. Too many of us worship at the _____ of luxury.
2. We are reluctant, though, to _____ our lifestyle.
3. We may have to _____ our expectations.

as, as if / like

1. A meerkat looks much _____ an ordinary domestic cat.
2. With time, a meerkat colony will treat friendly humans _____ they are a normal part of their environment.
3. Humans are studying meerkats because of their extraordinary cooperation, a trait that makes them _____ other social animals.
4. Few animals have captured the public's imagination _____ the meerkat has managed to do.
5. Many photographers have been fascinated by the meerkat _____ by no other animal.

Review Copy

between / among

1. A dangerous secret is being kept _____ the members of that family.

2. A special bond, however, exists _____ the mother and her daughter.

3. _____ the two of us, what do you think will happen when the secret is revealed?

4. There will be dissension _____ the five siblings.

bring / take

1. Please _____ that box to me.

2. It contains mementoes that my grandmother wanted to _____ from Poland in order to _____ them to her new home in America.

3. Did you _____ a camera with you so that we can take pictures of these items?

4. If so, we can _____ the pictures to the shop next door to have them framed.

capital / capitol

1. The sixth-graders had to learn the _____ of each state.

2. Then they visited the _____ building located in the _____ of their own state.

3. Finally, they took a field trip to the _____ in Washington, D.C.

4. What a _____ idea!

Review Copy

compliment / complement

1. The nervous young man did his best to _____ his date.
2. He told her that her hair _____ her eyes.
3. He also said that his suit _____ her dress.
4. She was tired of his _____ before the evening ended.

conscience / conscious

1. An important part of being healthy is keeping your _____ clear.
2. If you are _____ of wrongdoing, you will probably suffer the effects of a guilty _____.
3. In all _____, do your best to follow the moral rules of which you are undoubtedly _____.

continual / continuous

1. The water ran in a _____ trickle until the plumber arrived.
2. Every month, when the utility bills arrive, it is a _____ battle to find the money to pay them.
3. One _____ argument arises from our daughter's _____ use of electricity; she never turns off the light in her room.

Review Copy

desert / dessert

1. The tour group headed into the _____.
2. Before they left, they asked for at least two _____ with their final dinner.
3. They did not want to _____ civilization and encounter the scanty resources of the _____ without being fortified by multiple _____.

different from / different than

1. British English is _____ American English.
2. The study of language is _____ any other discipline.

everyday / every day

1. _____ tasks are often incredibly important.
2. Just because we perform them _____ does not make them trivial.
3. _____ we should be appreciative of the _____ duties that those around us perform.

farther / further

1. The hiker felt that he could go no _____ on the trail before him.
2. He had traveled _____ than he had planned to go in one day.
3. To push his luck _____ would be to court disaster.

Review Copy

fewer / less

1. There are _____ people in the audience than we expected.
2. That does not mean that we will give them any _____ of a performance.
3. If there is _____ money, though, we may have to offer _____ tickets next time.
4. We may also have to work _____ hours, with _____ technicians and with _____ equipment.

fiancé, fiancée

1. Romeo was Juliet's_____.
2. Juliet was Romeo's _____.
3. Eventually a _____ will become a wife.
4. Eventually a _____ will become a husband.

hanged / hung

1. A luminous stained glass panel _____ from the ceiling of the art studio.
2. A couple centuries ago, a pirate had _____ himself from the same ceiling.
3. Now works of art _____ from the rafters.
4. Was it just legend that a pirate had _____ from the rafters, too?

Review Copy

healthful / healthy

1. Cheese, grapes, and nuts make a _____ mid-morning snack.

2. People who are determined to make themselves _____ must pay attention to _____ foods and _____ habits.

3. A _____ dose of humor can also be _____.

hopefully / hopeful

1. She sighed _____ as she made plans to visit the island.

2. She was _____ that she would find the diamond hidden there.

imply / infer

1. Do you mean to _____ that I have been dishonest?

2. What did I say that led you to _____ that?

3. Perhaps from my reaction you will _____ that I intend to challenge your belief.

4. I will try to be direct rather than to _____ what I mean.

irregardless / regardless

1. _____ of what might happen, she had to open the door.

2. She was determined to know what had happened, _____ of the effect that the knowledge might have on her ability to sleep peacefully.

Review Copy

its / it's

1. _____ been a long time since the phone rang.

2. Perhaps _____ because _____ no longer working.

3. _____ ring is no longer audible.

4. _____ a shame that _____ usefulness has ended.

moral / morale

1. What is the _____ of the story?

2. Is it uplifting enough to raise the _____ of the listeners?

3. Do you believe that the main character maintains a good _____ despite the many negative incidents that occur?

4. Do you believe that the story has a positive _____ tone?

a number / the number

1. _____ of mistakes that the accountant made was shocking.

2. _____ of the mistakes were serious.

3. The accounts were checked by _____ of auditors, who confirmed that _____ of errors was unacceptable.

Review Copy

number / amount

1. Carlos had an amazing _____ of talent.

2. The _____ of songs he had written was impressive.

3. His agent was so impressed by the _____ of his fans that he was able to get Carlos a contract for a large _____ of money.

personal / personnel

1. Alexandra wanted to become one of the _____ selected to accompany the pop star.

2. She was not happy, however, when she learned that she would be required to give up a good bit of her _____ life.

3. It was her _____ opinion that she should be allowed to conduct herself both as a private individual and as a _____ resource.

principle / principal

1. The _____ goal of education is to awaken the student's curiosity.

2. Whatever you choose as your _____ area of study, you will learn certain _____ that will apply to many areas of experience.

3. Even a high school _____ can learn from his or her students, especially if they follow different _____ because they are of a different generation.

4. Having _____ in the bank is not enough; you must choose the _____ by which you will make your life decisions.

Review Copy

prophecy / prophesy

1. Many _____ never come true.

2. For example, those who _____ the imminent end of the world have not yet had their _____ come to realization.

3. If I had the gift of _____, I would prefer to _____ positive events rather than negative ones.

real / really

1. It was a _____ scary experience when the lights went out.

2. In the dark, we could not tell what was _____ and what was a product of our overactive imaginations.

3. The next time that the lights go out, I will be _____ careful to be prepared with a flashlight.

stationary / stationery

1. The _____ bike in the basement provided Monica with daily exercise.

2. Every day, after her workout, she would go to her desk and pull out the lovely _____ she had received as a gift.

3. Sitting _____ for another hour was much easier when she was writing on elegant _____.

4. Her friends appreciated her letters and complimented her on the _____ as well.

Review Copy

sure / surely

1. They were _____ happy to find the missing letter.

2. They were _____ that it was lost forever.

3. A _____ bet is something that will _____ happen.

then / than

1. Roses are more fragrant _____ daisies.

2. First we planted the roses, and _____ we picked them when they were in full bloom.

3. Nothing makes a better gift _____ a perfect rose in a delicate vase.

4. If you receive such a gift of nature, _____ you will feel more joy _____ you would have believed possible.

versus / verses

1. Homer wrote Greek _____ that have survived for centuries.

2. Much of what he wrote describes the war of the Greeks _____ the Trojans.

3. Modern translations of these _____ demonstrate the difficulty of negotiating the demands of readability _____ the impulse to remain faithful to the original text.

Review Copy

whose / who's

1. The chef is trying to find out _____ recipe has been left on the counter.

2. "The person _____ responsible for this," he bellowed, "should confess now."

3. He could not tell _____ handwriting he was deciphering.

4. All he knows is that the person _____ recipe he found is a chef like himself, a gourmand _____ willing to risk failure in order to come up with a masterpiece.

II. Underline the correct choice in each sentence below.

1. (Its, It's) not fair to make your friends do all the work.

2. (A number, The number) of us would like to complain.

3. (Irregardless, Regardless) of your intentions, you have made us feel (as if, like) we are not appreciated.

4. (Everyday, Every day) we complete your tasks for you.

5. This cannot go any (farther, further).

6. We are (already, all ready) to submit our resignations.

7. Your actions have (affected, effected) our (moral, morale).

8. We would like to (advice, advise) you to pursue a better path.

Review Copy

9. Otherwise, you will be (accepting, excepting) failure, for you will have failed to follow the (principals, principles) of good management.

10. Doesn't your (conscience, conscious) bother you at times?

11. You have never even (complimented, complemented) one of your workers.

12. We talk (between, among) ourselves about your insensitivity.

13. We would have (fewer, less) problems if we could also talk frankly with you.

14. (Hopefully, this letter OR We are hopeful that this letter) will cause you to think carefully about your management style.

15. The (personal, personnel) of this company deserve better treatment.

16. We are (real, really) concerned about (whose, who's) actually running the company.

17. Our profit picture is worse now (then, than) ever before, especially because we are low on (capital, capitol) and because the balance of our bank (principal, principle) is disastrous.

18. Our company has become a (stationary, stationery) force in a dynamic, competitive field.

19. It is (real, really) embarrassing to admit that we have begun to think of "us" (verses, versus) "you."

20. (The number, The amount) of complaints we have received from customers is also astounding.

Review Copy

21. We can only (imply, infer) that you are inattentive or simply do not care.

22. We do not want to (desert, dessert) the company; however, several of us have already (hanged, hung) up our aprons and walked away from the (continual, continuous) stream of problems we face.

23. To build up (moral, morale), you (sure, surely) need to take a (personal, personnel) interest in the company.

24. If you do, we (prophecy, prophesy) that this company can once again make a profit, attract and retain good employees, and maintain high customer satisfaction.

25. In short, this company would once again be (healthy, healthful), and our (everyday, every day) lives would improve.

Review Copy

Review Copy

ANSWER KEY

1

The Eight Parts of Speech

1 ◉ DEFINITIONS

Write the letter of the correct part of speech in the blank before each descriptive phrase.

[A] noun

[B] pronoun

[C] verb

[D] adjective

[E] adverb

[F] preposition

[G] conjunction

[H] interjection

E 1. can modify a verb, an adjective, or an adverb
B 2. substitutes for a noun
D 3. is usually found before a noun or after a linking or *be* verb
H 4. expresses emotion
G 5. connects words, phrases, or clauses
D 6. modifies a noun or a pronoun
E 7. can often move within a sentence without changing the meaning of the sentence
F 8. connects a noun or pronoun to the rest of the sentence, forming a phrase that functions as an adjective or adverb
E 9. often ends in –ly
A 10. can usually be made plural

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D 11. answers the questions "which one," "how many," or "what kind"
C 12. expresses either action or state of being
E 13. explains when, where, why, or how an action is performed
D 14. includes articles ("a," "an," "the") and possessive pronouns ("my," "your," "his," "her," "its," "our," "their")
G 15. three common examples are "and," "but," "or"

2 ◉ IDENTIFICATION OF NOUNS

1. Books, papers, coffee cups, and pastry crumbs littered the top of the professor's desk.
2. He had worked throughout the night on his prized manuscript.
3. With the first light of dawn, he fell into a deep sleep from which his worried students finally woke him.

3 ◉ DEFINITION OF NOUNS

1. home
   A. place / thing / idea (as a memory or concept)
   B. the home, homes, our home's address
2. cat
   A. thing (but more like a person to many people)
   B. a cat, cats, the cat's fur
3. Madison
   A. person (if someone's name) / place
   B. Madison's class (for a person) or Madison's location (for a city); notice that using an article or making the word plural does not work easily with this word, although it is possible. (Is there a Madison in this class? How many Madisons are in the state?)
4. spirit
   A. thing (an entity) / idea (such as "school spirit")
   B. a spirit, spirits, the spirit's appearance
5. degree
   A. thing (as proven by a diploma or measured by a thermometer) / idea (extent, as in "a certain degree of satisfaction")
   B. a degree, degrees, the degree's measurement; notice that making the word possessive does not work easily in this case, although it is possible.

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4 ◉ PERSONAL PRONOUNS

1. She [NOM] asked him [OBJ] about his [POS] family.
2. She [NOM] herself [REF] was an orphan.
3. Pointing to a picture of fifteen people, he [NOM] explained that they [NOM] were his [POS] immediate family members.
4. It [NOM] was definitely a large family.
5. Their [POS] smiles indicated that they [NOM] considered themselves [REF] fortunate.

5 ◉ IMPERSONAL PRONOUNS

1. She was impressed by that [DEM].
2. She wanted to belong to a family like this [DEM].
3. Such good fortune does not come to everyone [IND], however.
4. What [INT] could she do to change her situation?
5. Her solution, which [REL] was to build a family of close friends, was a good one.
6. They shook hands with each other [REC] as they said good-bye.

6 ◉ ACTION VERBS

1. The runaway toddler escaped [V-INT] from the yard of the house.
2. She climbed [V-INT] over the fence and headed [V-INT] down the street.
3. Her parents called [V-T] the police and also organized [V-T] a search party of neighbors.
4. The search party eventually found [V-T] the child in the park two blocks away.
5. She was digging [V-T] a hole, picking [V-T] flowers, and eating [V-T] bits of dirt.
6. She could have enjoyed [V-T] herself for hours there.
7. Now she has [V-T] her own garden in her back yard.

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7 ◉ *Be* VERBS

1. No one can be sure of the future.
2. The future is and always has been full of surprises.
3. I am confident, though, that some of those surprises are beneficial.
4. I am being optimistic when I say that.
5. I was not always optimistic.
6. My friends, though, were usually cheerful and gradually changed my outlook.

8 ◉ LINKING VERBS

1. Grammar has always seemed a mysterious subject.
2. It became one of the seven liberal arts in the Middle Ages.
3. It remains valuable today and still appears essential as a building block for education.
4. The study of grammar may look hard, but grammatical rules grow easier to understand as students become more familiar with them.
5. Overall, studying grammar sounds worthwhile.

9 ◉ VERBS

1. The students visited [V-T] London last year.
2. London is [V-BE] an exciting, busy city.
3. The students grew [V-L] familiar with several of the neighborhoods.
4. They seemed [V-L] fascinated by the museums and art galleries as well.
5. One day they went [V-INT] to Westminster Abbey and St. Paul's Cathedral.
6. They also witnessed [V-T] the changing of the guard at Buckingham Palace.
7. They walked [V-INT] through the spacious grounds of the Tower of London.
8. They traveled [V-INT] by train to nearby Hampton Court.
9. They studied [V-T] British literature at the University of London.
10. By August, they had been [V-BE] in London for eight weeks.
11. They had bought [V-T] many gifts and souvenirs.

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12. They had taken [V-T] many pictures.
13. They feel [V-L] happy about their experiences.
14. They are planning [V-T] their next trip already.
15. They will travel [V-INT] to Paris next time.

10 ◉ ADJECTIVES

1. The ambassador's daughter was beautiful.
2. Her long dark hair fell in flowing tresses; her brown eyes were bright with lively mischief; her facial features were perfect.
3. A skilled artist would have a difficult task capturing all of that beauty.
4. By the time that she reached her sixteenth year, she had already broken at least five hearts, including her father's.

11 ◉ ADVERBS

1. The detective carefully picked up the lipstick that the thief had apparently dropped on the floor of the immaculately clean apartment.
2. Yesterday the apartment had been robbed.
3. The only clue—the lipstick—was not especially helpful, but the detective never doubted that eventually he would track down the thief.
4. He assumed that he was looking for an extremely clever woman who groomed herself well.

12 ◉ PREPOSITIONS

1. The house around the corner [ADJ (which house)] was Santa's destination.
2. His sleigh flew gracefully through the air [ADV (where)] .
3. He parked on the rooftop [ADV (where)] for five minutes [ADV (when/how long)].
4. During the night [ADV (when)], the stars in the sky [ADJ (which stars)] twinkled brightly.
5. Visions of sugarplums [ADJ (what kind)] danced in the heads [ADV (where)] of the children [ADJ (which heads)], who had fallen asleep after their normal bedtime [ADV (when)].

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13 ◉ ENDING SENTENCES WITH PREPOSITIONS

The original sentences are shown below, with alternative phrasings below the original. Only #3, #4, and #5 improve with rephrasing.

1. Where did you move from?
   This version sounds more natural than the alternative, "From where did you move?"
2. Who did you plan to give this news to?
   This version sounds more natural than the alternative, "To whom did you plan to give this news?"
3. The child asked if the toy could be played with.
   This sentence would be better if rephrased in active voice: "The child asked if she could play with the toy."
4. I have a package at the post office to pick up.
   This sentence can be easily rephrased to "I have a package to pick up at the post office."
5. Where is the package at?
   Because there is no reason to include "at," this sentence should be "Where is the package?"
6. The teacher asked if all of the papers were in.
   Although this version does not require rephrasing, alternatives would be "The teacher asked if he had all of the papers" or "The teacher asked if all of the students had turned in their papers."
7. No one understood what the exercise was for.
   Although this version does not require rephrasing, an alternative would be "No one understood the purpose of the exercise."

14 ◉ CONJUNCTIONS

Simple conjunctions

1. Dogs <u>and</u> cats make excellent companions.
2. Sarah's grandmother asked for a puppy <u>or</u> a kitten.
3. Sarah wanted to look for two pets <u>but</u> asked to keep one for herself.

Coordinating conjunctions

1. Sarah suggested an older dog, <u>but</u> her grandmother wanted a puppy.
2. They visited the animal shelter, <u>for</u> many puppies were available there.
3. It was late spring, <u>so</u> many puppies were waiting for homes.

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Subordinating conjunctions

1. Once she saw the number of puppies at the shelter, Sarah's grandmother began to cry.
2. She wanted to adopt them all so that they would have a home.
3. She was sad because she cared intensely about the animals.

Correlative conjunctions

1. Both Sarah and her grandmother were touched by this experience.
2. Not only did they want to adopt a puppy, but also they wanted to find homes for the other animals.
3. Neither Sarah nor her grandmother slept well that night.

Conjunctive adverbs

1. They finally chose one lucky puppy as a companion for Sarah's grandmother; then they thought about how to help the other animals.
2. Sarah's grandmother began calling all of her friends; in addition, she made a substantial donation to the animal shelter.
3. The workers at the shelter were grateful for all of the help they received; therefore, they named one part of the building "Sarah's Wing."

15 ◉ INTERJECTIONS

1. Ouch! You stepped on my foot!
2. Oh, what a miserable day this will be.
3. Well, what did you expect?
4. Fine! Don't give me any sympathy!

16 ◉ OVERALL REVIEW—PARTS OF SPEECH

1. The railroad [ADJ] tracks led into [PREP] the woods.
2. The books in her [ADJ] library were dusty [ADJ] and [CONJ] worn.
   Note: Although "her" is a pronoun in form, it functions in this sentence as an adjective, specifying *which* or *whose* library.
3. The child carefully [ADV] colored [V] within the [ADJ] lines.

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4. Music [N] filled [V] the air.
5. Ten [ADJ] minutes passed as we [PRO] waited outside [ADV] in the rain.
6. Life seems [V] good whenever everyone [PRO] in the family is [V] happy.
7. Oh [INTER] , don't ever [ADV] make that [ADJ] mistake again!
8. Charlie's [ADJ] sister goes [V] to an exclusive [ADJ] boarding school in [PREP] California [N] .
9. New Jersey has [V] very [ADV] high property [ADJ] taxes [N] .
10. That [PRO] is not [ADV] a good idea [N] .

17 ◉ OVERALL REVIEW—CLASSIFYING VERBS

1. The ushers unlocked [V-T] the concert hall doors.
2. The weather has been [V-BE] incredibly warm.
3. Television seems [V-L] a wasteland of monotony.
4. The wind is blowing [V-INT] with gale force.
5. Parents must find [V-T] ways to communicate with teenagers.
6. Does anyone know [V-T] the answer to this question?
   (Note: If you had trouble with this sentence, rephrase it so that it is a statement, not a question: Anyone does know the answer to this question.)
7. Strawberries usually taste [V-L] sweet.
8. I am [V-BE] not happy with your attitude.
9. Every person in the concert hall was applauding [V-INT] loudly.
10. The oven will stay [V-L] warm for at least an hour.

18 ◉ OVERALL REVIEW—YOUR TURN

Note: Answers will vary. The sentences below are examples.

1. Write a sentence using *flower* as a noun.
   The *flower* is in the yard.
2. Write a sentence using *flower* as a verb.
   Those bushes *flower* every spring.
3. Write a sentence using *flower* as an adjective.
   The clerk wore a *flower* print.

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4. Write a sentence using *outside* as an adverb.
   I waited *outside*.
5. Write a sentence using *outside* as a preposition.
   I waited *outside* the house.
6. Write a sentence using *outside* as a noun.
   I like the *outside* of your house.
7. Write a sentence using *smell* as a linking verb.
   The flowers *smell* fragrant.
8. Write a sentence using *smell* as a transitive verb.
   I *smell* roses.
9. Write a sentence using *smell* as an intransitive verb.
   Rotten meats *smell*.
10. Write a sentence containing both a conjunction and an interjection. Underline the conjunction once and underline the interjection twice.
    Oh, what fools and idiots we all can be!
11. Write a sentence using *me* and *my*. Underline once the form that functions as a pronoun, and underline twice the form that functions as an adjective.
    My friends like to surprise me.
12. Write a sentence using the prepositional phrase *in the attic* as an adverb.
    The children were *in the attic*.
13. Write a sentence using the prepositional phrase *in the attic* as an adjective.
    The children *in the attic* were playing hide and seek.
14. Write one sentence containing all three articles. Underline the articles.
    I went to the store to buy an apple and a gallon of milk.
15. Write a sentence containing at least six of the eight parts of speech. Label each of the six (or more) parts of speech.
    Well [INTER], the youngest [ADJ] children [N] behaved [V] wildly [ADV] in [PREP] the schoolroom today, but [CONJ] the governess will give them [PRO] a second chance.

Review Copy

2

Basic Sentence Patterns for *Be* and Linking Verbs

1 ◉ *Be* OR LINKING VERB?

V-BE 1. was
V-BE 2. has been
V-L 3. has been becoming
V-BE 4. am
V-L 5. is looking
V-BE 6. could have been
V-BE 7. was being
V-L 8. was tasting
V-L 9. had been acting
V-BE 10. must be

2 ◉ IDENTIFYING COMPLETE SUBJECT AND COMPLETE PREDICATE

1. The original story of Cinderella / is "Aschenputtel."
2. This version / contains many gruesome details.
3. Aschenputtel's two stepsisters / cut their feet.
4. They / desperately want a royal wedding.
5. The blood in their shoes / proves their deceit to the prince.
6. Aschenputtel's foot / fits perfectly in the slipper.
7. She and the prince / live happily ever after.
8. Two doves / peck at the stepsisters' eyes at the end of the story.

3 ◉ IDENTIFYING *Be* VERBS

2 1. The Cinderella story has always been tremendously popular.
3 2. This story can be one of great appeal to all ages.
1 3. The Cinderella motif is everywhere in our culture.
3 4. This tale should also be a tradition for future generations.
2 5. The actions of the stepsisters were out of line with the boundaries of normal behavior.

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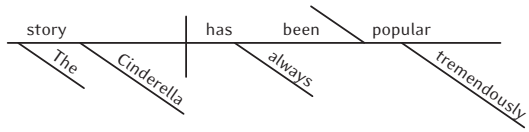
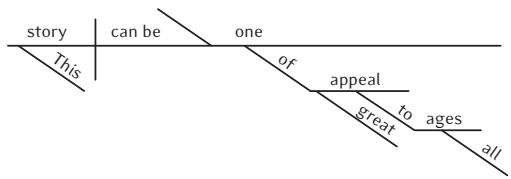
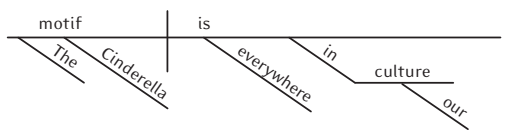
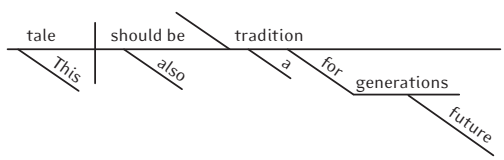
1. 

2. 

3. 

4. 

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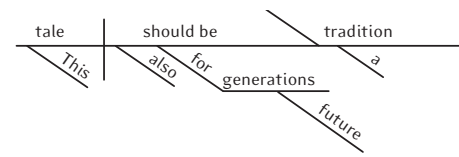
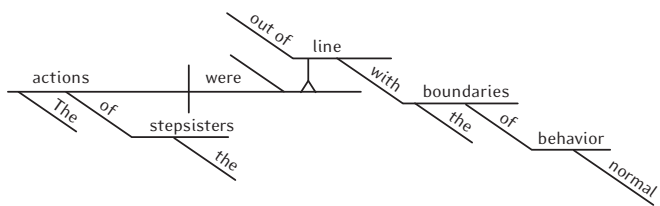
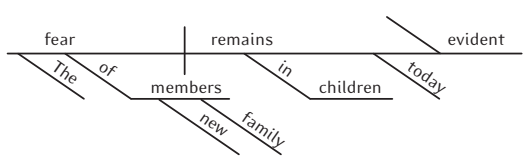
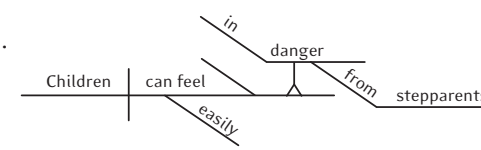


5. 

4 ◉ IDENTIFYING LINKING VERBS

4 1. The fear of new family members remains evident in children today.
4 2. Children can easily feel in danger from stepparents.
5 3. "Aschenputtel" seems a vehicle for exploration of those fears.
4 4. In the beginning, Aschenputtel's life looks hopeless.
5 5. Her story finally becomes a happy tale.

1. 

2. 

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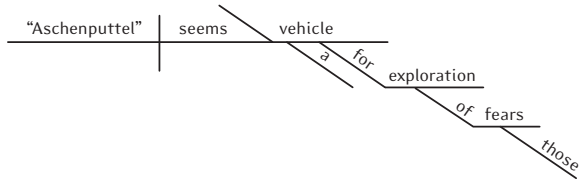
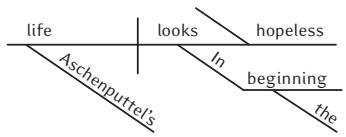
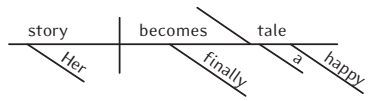
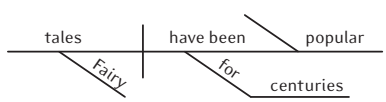
3. 

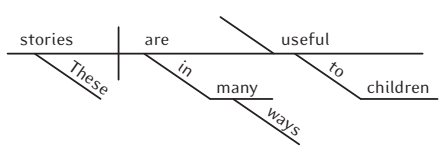
4. 

5. 

5 ◉ IDENTIFYING *Be* AND LINKING VERBS

2 1. Fairy tales have been [V-BE] popular for centuries.
2 2. These stories are [V-BE] useful to children in many ways.
3 3. One of the classics is [V-BE] "Aschenputtel."
4 4. With a new stepparent in the family, children often feel [V-L] anxious.
4 5. Sometimes the situation might seem [V-L] unbearable.
2 6. The child may be [V-BE] out of control.
4 7. Aschenputtel does not stay [V-L] miserable.
4 8. She looks [V-L] perfectly happy at the end of the story.
1 9. She is [V-BE] now on the royal throne.
5 10. The message seems [V-L] one of hope.

1. 

2. 

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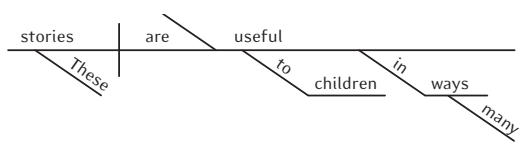
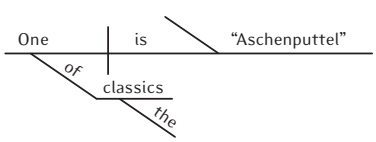
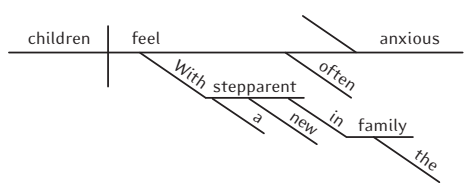
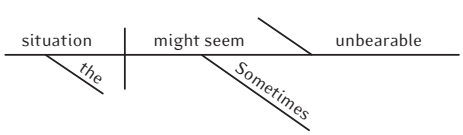
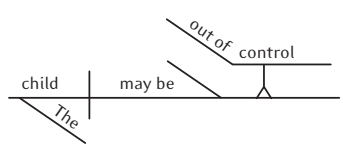


3. 

4. 

5. 

6. 

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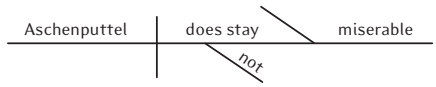
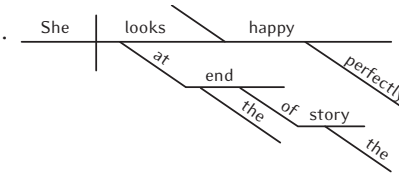
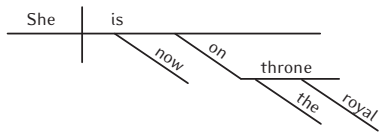
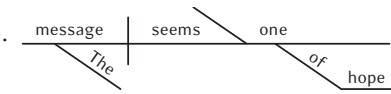
7. 

8. 

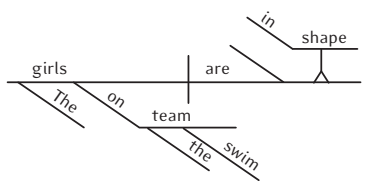
9. 

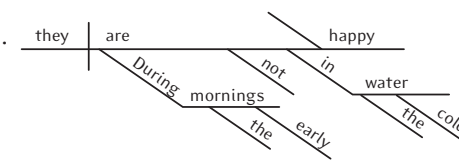
10. 

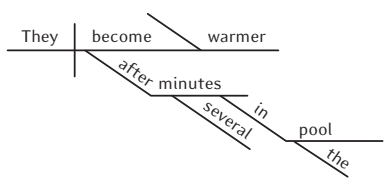
6 ◉ REVIEW OF PREPOSITIONAL PHRASES

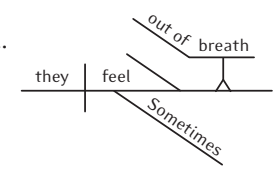
A.

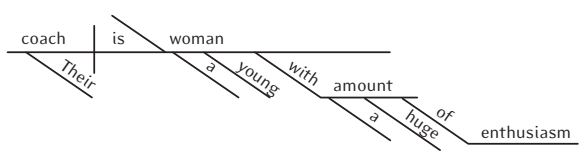
1. The girls on the swim team are <u>in shape</u>.
2. During the early mornings, they are not happy in the cold water.
3. They become warmer after several minutes in the pool.
4. Sometimes they feel <u>out of breath</u>.
5. Their coach is a young woman with a huge amount of enthusiasm.

1. 

2. 

3. 

4. 

5. 

Review Copy

B.

1	1. During the time for course registration, no students were on campus.
2	2. The computer network was out of order.
4	3. The frustrated students remained in a bad mood.
2	4. At last the registration system was in place.
1	5. Final registration will be in two days.

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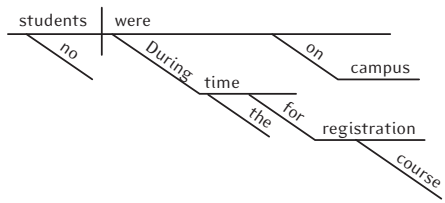

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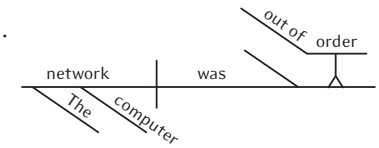

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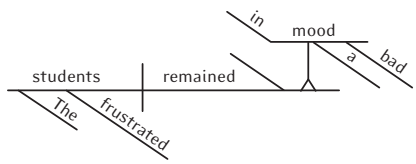

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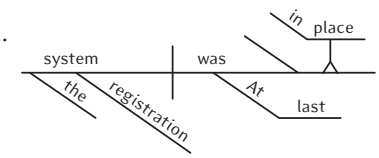

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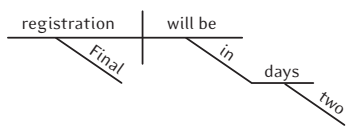

C.

1. The house <u>on the corner</u> will be <u>for sale</u> <u>within a week</u> <u>from Monday</u>.
2. I was <u>inside the house</u> <u>for an hour</u>.
3. It is a contemporary home <u>with luxuries</u> <u>for people</u> <u>of all ages</u>.
4. Potential buyers will feel welcome <u>from their first moment</u> <u>in the foyer</u>.
5. The realtor will be <u>at the house</u> <u>around noon</u> <u>for a discussion</u> <u>of the price</u> <u>of the house</u>.

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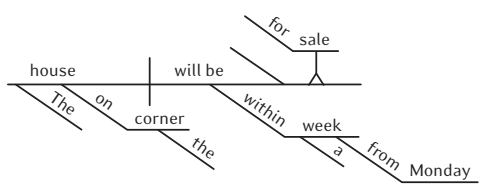

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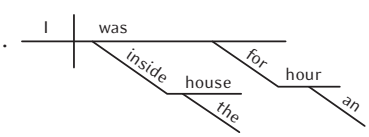

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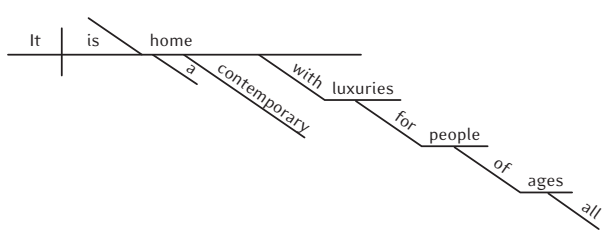

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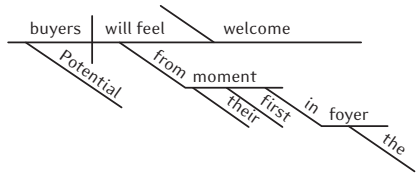

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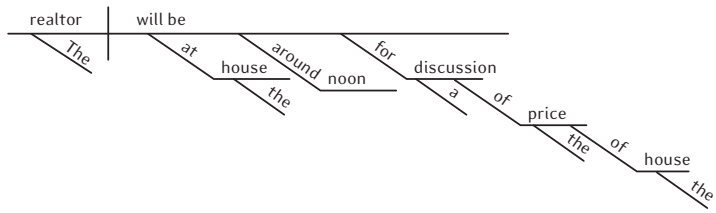

3

Basic Sentence Patterns for Intransitive and Transitive Verbs

1 ◉ DISTINGUISHING VERBS

A.

1. V-INT
2. V-L
3. V-T
4. V-BE
5. V-T

B.

1. Everyone in the Emergency Room <u>looked</u> [V-L] frenzied.
2. One of the doctors <u>was experiencing</u> [V-T] severe chest pains.
3. She <u>looked</u> [V-INT] around the room for help.
4. Within minutes, she <u>was</u> [V-BE] on a stretcher.
5. Initially she <u>could</u> not <u>speak</u> [V-INT] .
6. Then she <u>spoke</u> [V-T] a few words to one of the nurses.
7. The E.R. Director suddenly <u>appeared</u> [V-INT] in the doorway.
8. He <u>appeared</u> [V-L] fearful of the sight before him.
9. He <u>issued</u> [V-T] orders to everyone.

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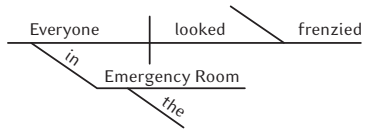
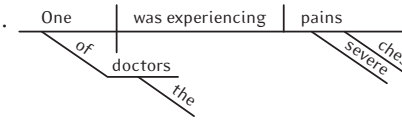
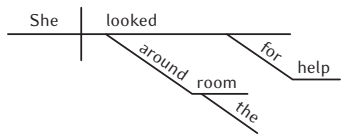
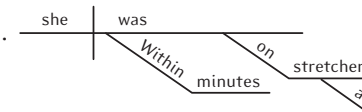
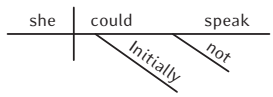
10. Soon the situation <u>would be</u> [V-BE] under control.

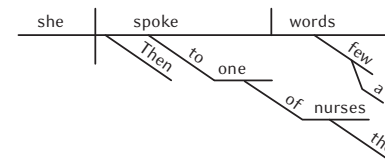
1. 

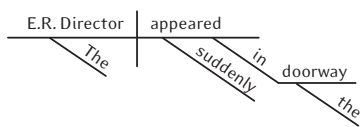
2. 

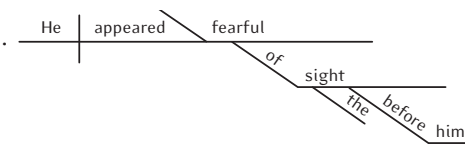
3. 

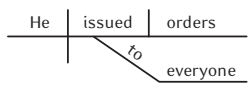
4. 

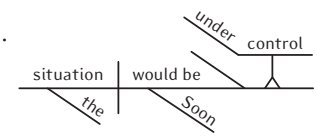
5. 

6. 

7. 

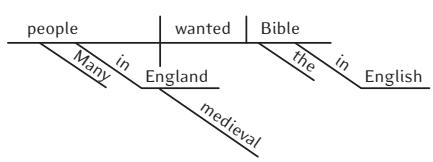
8. 

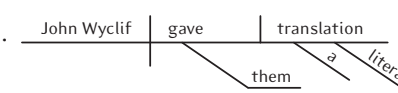
9. 

10. 

2 ◉ SENTENCE PATTERNS 6-10

1. PATTERN 7
2. PATTERN 8
3. PATTERN 10
4. PATTERN 7
5. PATTERN 7
6. PATTERN 9
7. PATTERN 7
8. PATTERN 6
9. PATTERN 10
10. PATTERN 6

1. 

2. 

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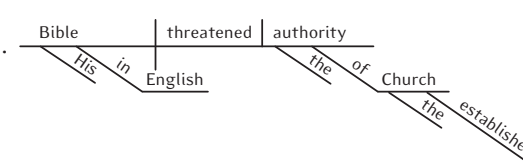
4. 

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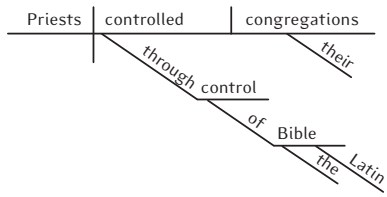
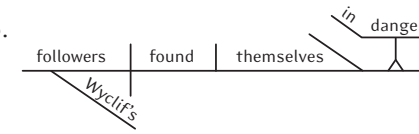
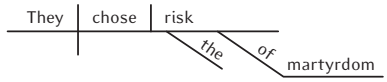
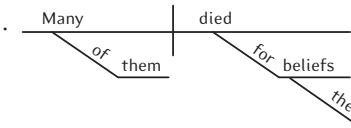
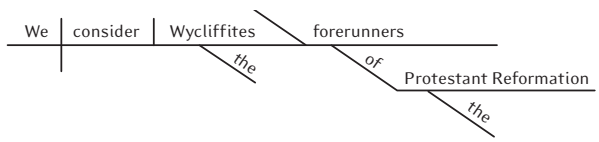
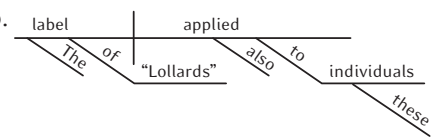
5. 

6. 

7. 

8. 

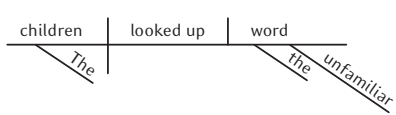
9. 

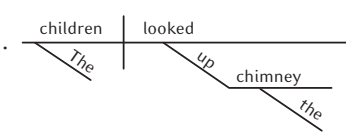
10. 

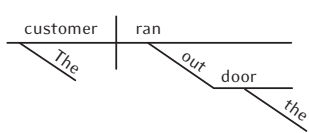
3 ◉ SELECTED SPECIAL STRUCTURES

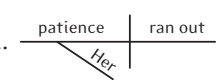
A.

1. The children <u>looked up</u> the unfamiliar word.
2. The children looked up the chimney. (looked + "up the chimney" as prepositional phrase)
3. The customer ran out the door. (ran + "out the door" as prepositional phrase)
4. Her patience <u>ran out</u>.
5. No one has <u>turned in</u> the lost key.
6. Joe finally <u>found out</u> the truth about his girlfriend.
7. He <u>stayed up</u> for hours.

1. 

2. 

3. 

4. 

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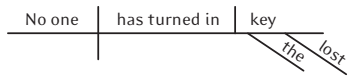
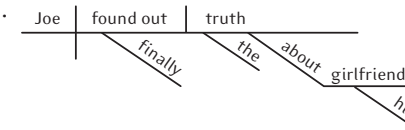
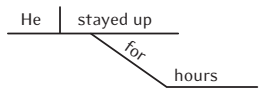
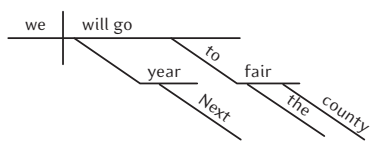
5. 

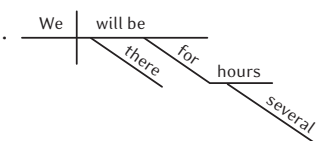
6. 

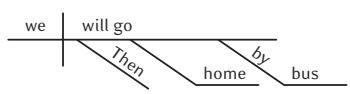
7. 

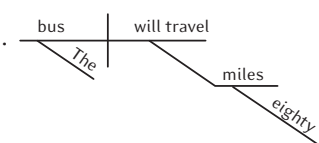
B.

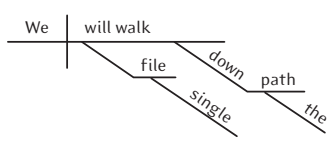
1. Next year we will go to the county fair. ("year" = noun in form but functioning as adverb answering the question "when")
2. We will be there for several hours.
3. Then we will go home by bus. ("home" = noun in form but functioning as adverb answering the question "where")
4. The bus will travel eighty miles. ("miles" = noun in form but functioning as adverb answering the question "where" or "how far")
5. We will walk single file down the path. ("file" = noun in form but functioning as adverb answering the question "how")

1. 

2. 

3. 

4. 

5. 

C.

1. Jackson is a truly bright child.
2. His parents' expectations for him seem unrealistically high.
3. They must control his dangerously explosive temper.
4. His bizarre habits may slow down his academic progress. (no qualifiers, but note that "slow down" is a phrasal verb)

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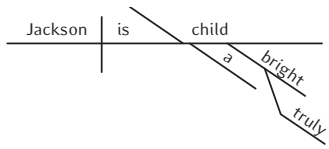
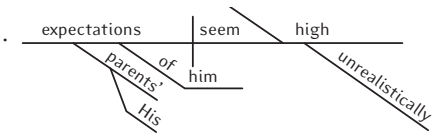
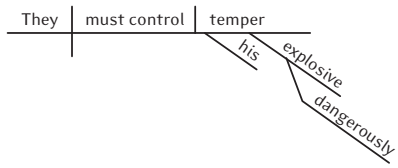
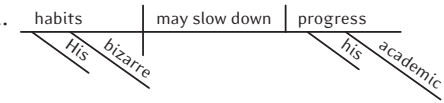
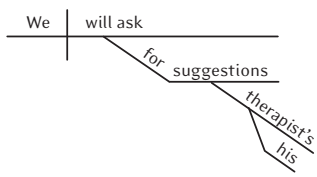
5. We will ask for his therapist's suggestions.

1. 

2. 

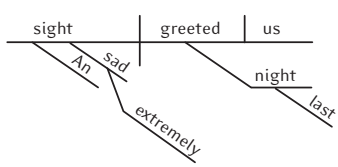
3. 

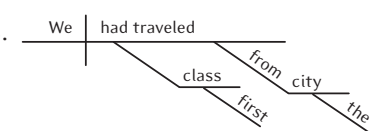
4. 

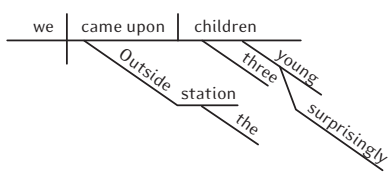
5. 

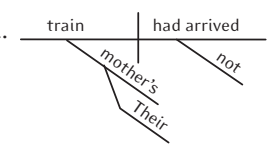
D.

1. An extremely [C] sad sight greeted us last night [B].
2. We had traveled first class [B] from the city.
3. Outside the station, we came upon [A] three surprisingly [C] young children.
4. Their [C] mother's train had not arrived.
5. We turned their situation over [A] to the station manager.
6. He followed up [A] on the details of their [C] mother's itinerary.
7. She had already traveled ninety miles [B] .
8. Minor mechanical problems had slowed down [A] the train.
9. An hour later [B] , all of the family members were embracing very [C] enthusiastically.

1. 

2. 

3. 

4. 

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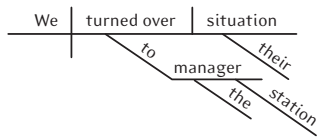

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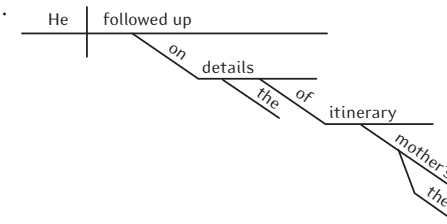

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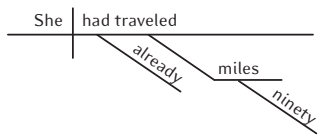

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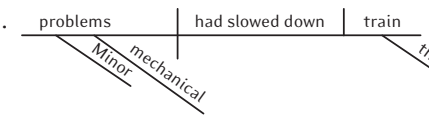

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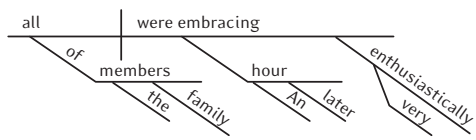


4

Usage Problems Associated with Adjectives and Adverbs

1 ◉ ADJECTIVE OR ADVERB?

A.

1. good
2. well
3. good
4. good
5. well

B.

1. badly
2. bad
3. bad
4. bad
5. badly

C.

1. real
2. really
3. real
4. Real, really
5. really

D.

1. Surely
2. surely
3. sure
4. sure
5. surely

2 ◉ COMPARING ADJECTIVES AND ADVERBS

1. more quickly
2. younger, more excited
3. more scared
4. better
5. happiest
6. lovingly
7. worse

Review Copy

3 ◉ MISPLACED AND MISUSED MODIFIERS

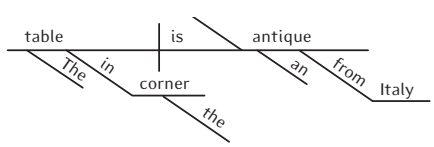
1. I was so excited about the dance that every day that week I asked my friends if they were going.
   I was so excited about the dance that I asked my friends every day that week if they were going.
2. You should not eat the cookie dough [or bowl of cookie dough] with raw eggs in it.
   The cookie dough in the bowl contains raw eggs, so you should not eat it.
3. The purse on the floor was leather with a gold chain strap.
4. The world has only a short time to prevent ecological crisis.
5. The antique music box was a unique item.
6. The oranges in the bag were firm to the touch and sweet.
   The oranges in the bag were sweet and firm to the touch.
7. Did I tell you today that I love you?
8. My brother always sleeps well in cold weather, but I sleep even better.
9. The teacher is talking almost too fast to understand.
10. The rest of the class completed the algebra problem more slowly than I did.

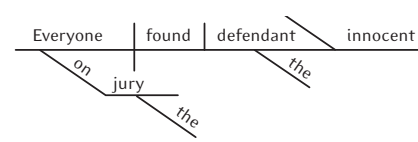
CHECK YOUR PROGRESS (Chapters 1-4)

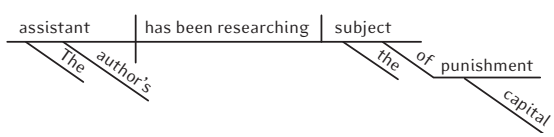
EXERCISE 1A

I. Sentence Pattern Numbers

1. 3	5. 6	9. 4	13. 4
2. 9	6. 8	10. 7	14. 3
3. 7	7. 10	11. 5	15. 9
4. 1	8. 2	12. 1	

1. 

2. 

3. 

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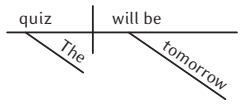
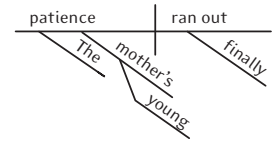
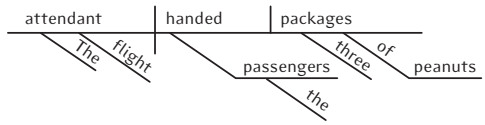
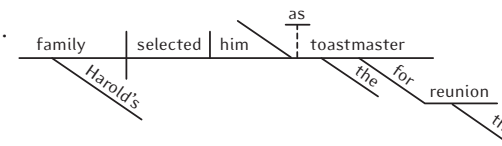
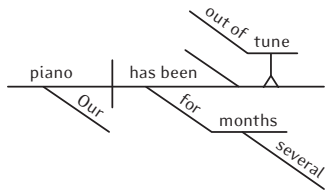
4. 

5. 

6. 

7. 

8. 

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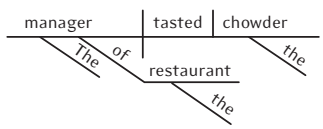
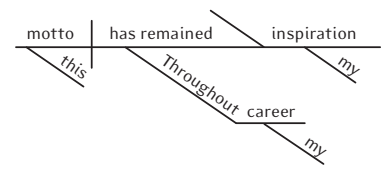
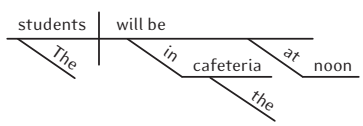
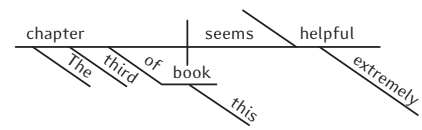
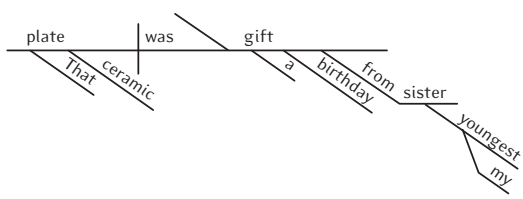
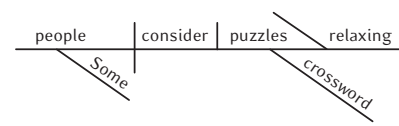
10. 

11. 

12. 

13. 

14. 

15. 

II. Sentences—The sentences below are merely samples. Your sentences will vary.

1. The girl was <u>happy</u>. (predicate adjective as subjective complement)
   The girl was my <u>sister</u>. (predicate nominative as subjective complement)
2. The girl wrote a <u>poem</u>.
3. The <u>look</u> on her face was sad.
4. The girl <u>looked</u> sad.
5. The girl <u>looked</u> at the magazine.

Review Copy

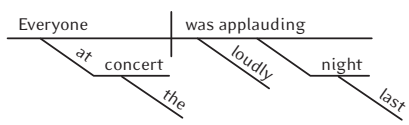
III. Correct sentence errors—Your sentences may vary slightly.

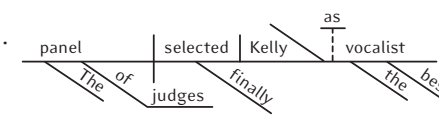
1. The students should not feel bad about the situation because it happened only once.
2. The roommates were really surprised to learn that they should have looked more closely at the phone bill.
3. Of these two paintings, this one is in better condition and is unique.
4. I surely like the library book that my sister read.
   (Note that rewriting this sentence to "I surely like the book that my sister read in the library" corrects the misplaced modifier error but changes the meaning of the sentence altogether.)

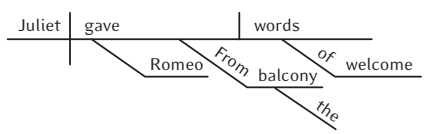
EXERCISE 1B

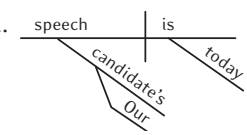
I. Sentence Pattern Numbers

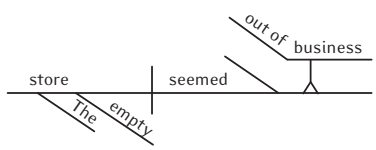
1. 6	5. 4	9. 4	13. 7
2. 10	6. 1	10. 2	14. 6
3. 8	7. 3	11. 5	15. 2
4. 1	8. 7	12. 9	

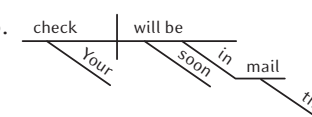
1. 

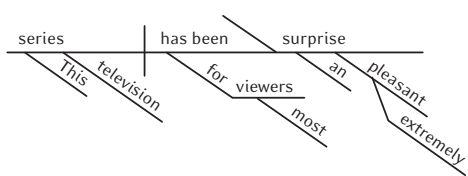
2. 

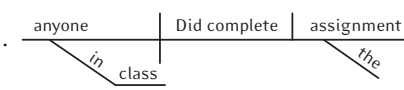
3. 

4. 

5. 

6. 

7. 

8. 

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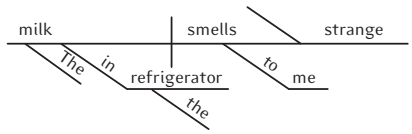

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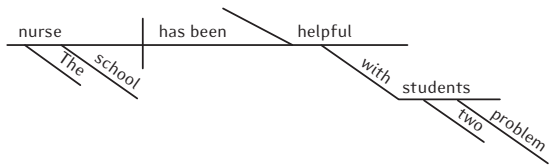

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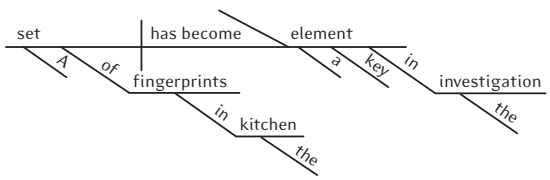

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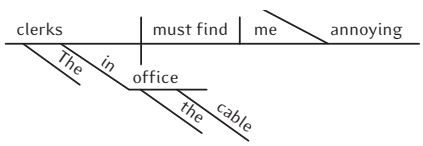

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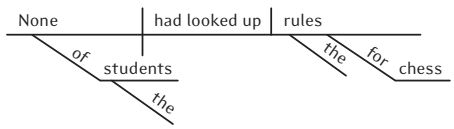

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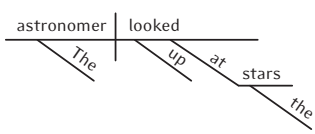

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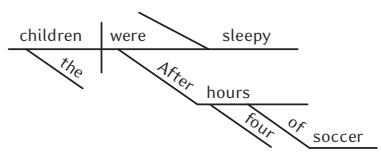

II. Sentences—The sentences below are merely samples. Your sentences will vary.

1. The <u>taste</u> of the melon was bitter.
2. The melon <u>tasted</u> bitter.
3. We <u>tasted</u> the melon.
4. The garden <u>on the roof</u> is unusual.
5. The garden is <u>on the roof</u>.
6. Prepositions: over, about, outside, during

III. Correct errors in passage—Your sentences may vary slightly.

Although I did well on the paper, I feel bad about how I found my sources. I'm really sorry and will work more closely with the rules next time. This has surely been a unique experience for me.

Review Copy

5

Compound Structures

1 ◉ COMPOUND STRUCTURES IN SIMPLE SENTENCES

2 1. Gossip and rumors can be hurtful.
7 2. Cliques can exclude one individual or several people.
8 3. Elementary school can give us wonderful memories but might cause us repressed pain.
7 4. Some of our trials and our experiences shape the rest of our lives.
4 5. We can become successful or insecure after childhood experiences with bullies.

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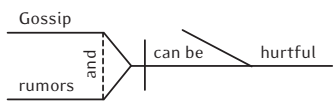

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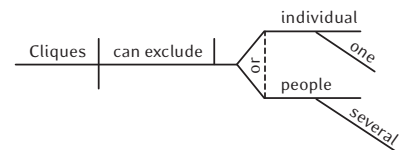

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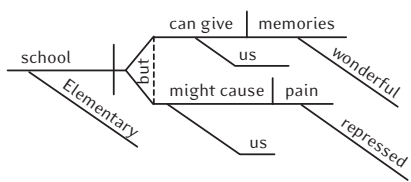

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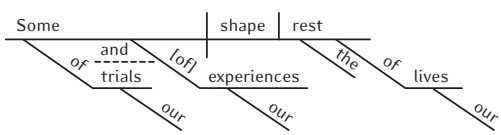

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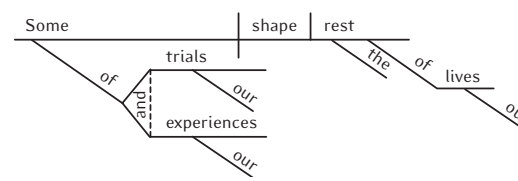

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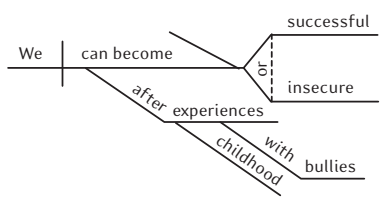

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2 ◉ COMPOUND SENTENCES

1. Every wedding has a unique twist [SENTENCE PATTERN #7]; therefore, Jillian interviewed thirty newlywed couples [SENTENCE PATTERN #7].
2. Jillian earned a promotion on the newspaper staff [SENTENCE PATTERN #7], for she did a commendably thorough job [SENTENCE PATTERN #7].
3. Her story was not idealistic [SENTENCE PATTERN #2], nor was it entirely humorous [SENTENCE PATTERN #2].
4. She learned much from the assignment [SENTENCE PATTERN #7]; however, she did not change her own wedding plans [Sentence PATTERN #7].
5. Most of the guests at her wedding had read her article [SENTENCE PATTERN #7]; they considered Jillian admirably adventurous [SENTENCE PATTERN #9].

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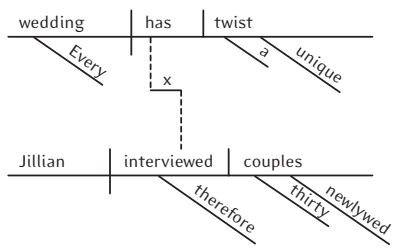

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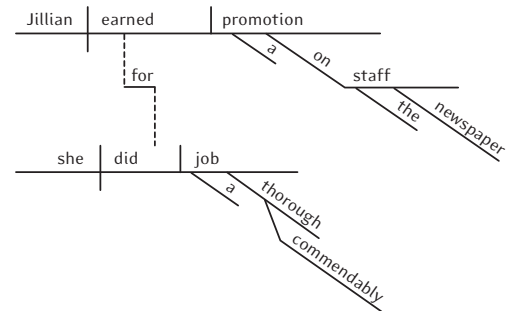

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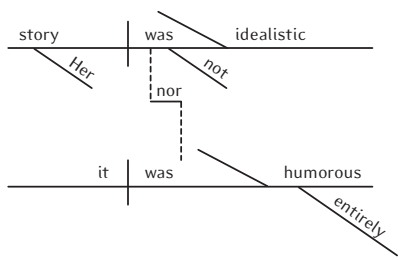

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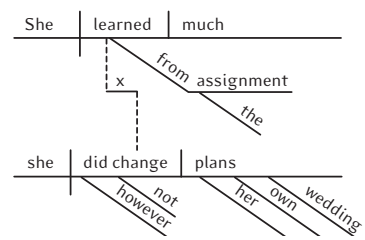

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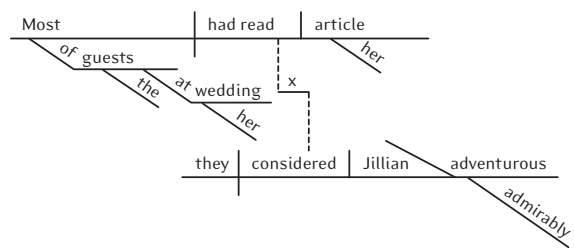

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3 ◉ COMPOUND STRUCTURES AND COMPOUND SENTENCES

1. London and Paris provide the setting for *A Tale of Two Cities*.
2. This work is a novel by Charles Dickens, so the characters appear especially distinctive.
3. The story occurs during the French Revolution and takes advantage of that historical background.
4. Madame Defarge and Lucie are the two major female characters; however, the contrast between them is dramatic.
5. Madame Defarge is vengeful and vindictive; Lucie is the archetype of the Victorian "angel of the house."
6. Lucie's husband comes from an aristocratic French family, but he moved to England many years before the Revolution.
7. He returns to France upon receipt of a letter from a loyal family servant; then he finds himself in trouble with the "citizens" of the Revolution.
8. Lucie's husband faces execution, for his family has committed many injustices.
9. Lucie and their young daughter travel to France and search for him.
10. Sidney Carton sacrifices his life for Lucie's husband, so all turns out well at the end of the novel.

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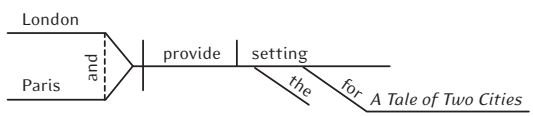

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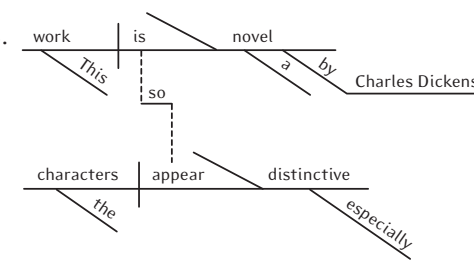

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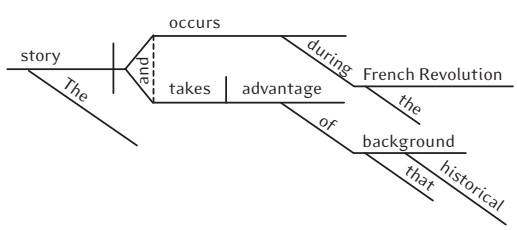

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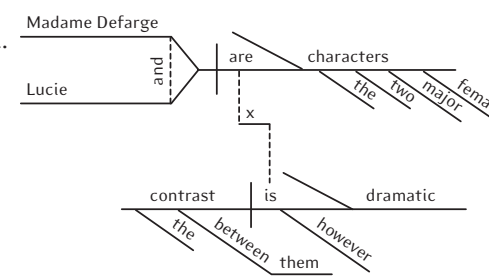

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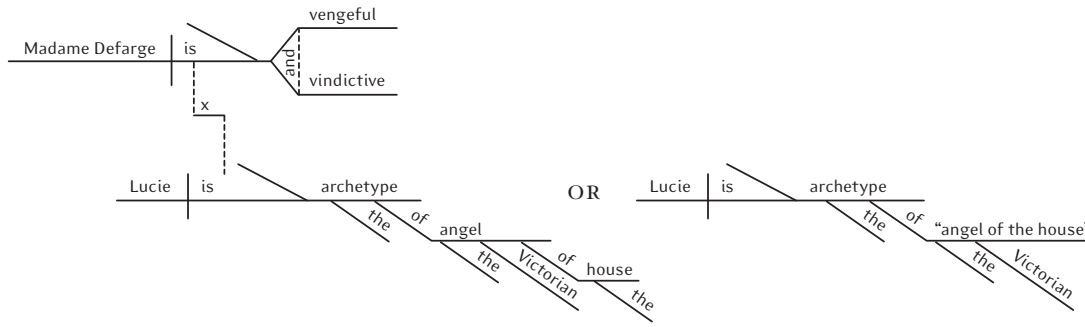

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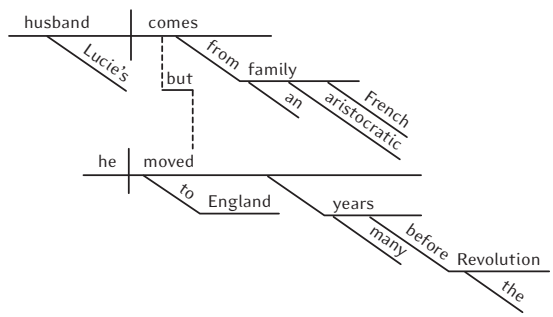

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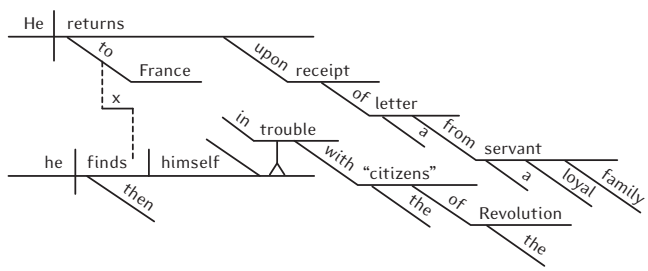

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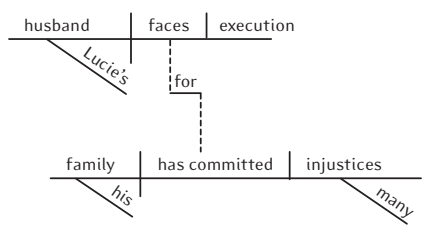

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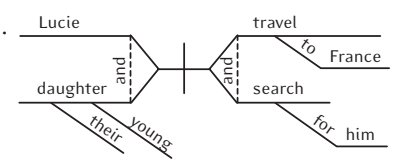

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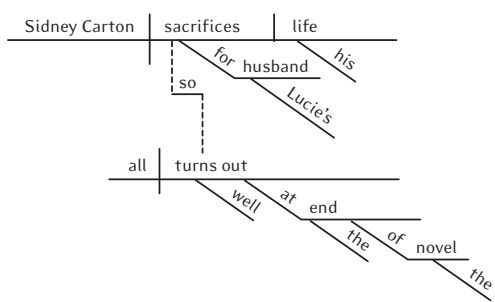

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4 ◉ USING COMPOUND SENTENCES TO CORRECT RUN-ONS AND COMMA SPLICES

Note: Because there is more than one way to repair a run-on or comma splice, answers will vary. Underlining in the passage indicates, though, where you should place a semicolon or a coordinating conjunction.

Corinne was a talented artist; she designed jewelry and created beautiful stained glass windows. Unfortunately, she was also a starving artist, for her bank account was almost empty. One fine spring day she decided to market her goods creatively. She hired a musician, and then she rented sidewalk space in front of a popular local café. People stopped to hear the music and to see samples of her work. The jewelry and the stained glass sparkled and glowed in the bright sunlight. Soon she had sold everything, so she finally had money to replenish her bank account. She spent the money on a trip to France, where she found herself inspired by Parisian fashion and by cathedral windows. She became famous for her artistic designs; as a result, she never left Paris and never again worried about money.

6

Complex Sentences with Noun Clauses

1 ◉ UNDERSTANDING NOUN CLAUSES

1. Every clause must contain a subject and a verb.
2. An independent clause (or sentence) contains a subject and a verb and also expresses a complete thought; a dependent clause contains a subject and a verb but does not express a complete thought.
3. The seven possible functions of a noun clause are subject, subjective complement (predicate nominative), direct object, indirect object, objective complement, object of a preposition, and appositive.
4. Examples:
   interrogative pronouns—who, whoever, whom, whomever, what, whatever
   interrogative adjectives—which, whose
   interrogative adverbs—when, where, why, how
   expletives—if, that, whether, whether or not
5. When you look at a sentence diagram, you can readily identify a noun clause because it is placed on a pedestal.

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6. When you look at a sentence diagram, you know that an expletive introduces the noun clause because the expletive "floats" above the noun clause and is connected to it by a broken line.
7. To be set off by commas, a noun clause must function as an appositive.
8. A sentence containing a noun clause contradicts the usual definition of a complex sentence because the sentence does not usually break into an independent and a dependent clause. When the noun clause acts as an essential sentence part (such as the subject, subjective complement, direct object, objective complement), it is impossible to isolate an independent clause.

2 ◉ IDENTIFYING NOUN CLAUSES

A.

1. Do you know <u>why [ADV]William Blake is famous</u>?

   B. DO C. SENTENCE – PATTERN #7; NOUN CLAUSE – PATTERN #2

2. He is most famous for <u>what [P] he wrote and drew</u>.

   B. OP C. SENTENCE – PATTERN #2; NOUN CLAUSE – PATTERN #7

3. <u>Whoever [P] reads his poetry with care</u> will find a deceptive simplicity.

   B. S C. SENTENCE – PATTERN #7; NOUN CLAUSE – PATTERN #7

4. Scholars debate <u>which [ADJ] poems best demonstrate his talents</u>.

   B. DO C. SENTENCE – PATTERN #7; NOUN CLAUSE – PATTERN #7

5. You should also know <u>that [EXP] Blake was a gifted artist</u>.

   B. DO C. SENTENCE – PATTERN #7; NOUN CLAUSE – PATTERN #3

6. One of his well-known engravings depicts Chaucer's pilgrims on their way to <u>where [ADV] Thomas Becket died in Canterbury</u>.

   B. OP C. SENTENCE – PATTERN #7; NOUN CLAUSE – PATTERN #6

7. <u>Whether or not [EXP] he was a mystic</u> remains an open question.

   B. S C. SENTENCE – PATTERN #5; NOUN CLAUSE – PATTERN #3

8. We wonder <u>if [EXP] he actually saw angels in trees</u>.

   B. DO C. SENTENCE – PATTERN #7; NOUN CLAUSE – PATTERN #7

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D.

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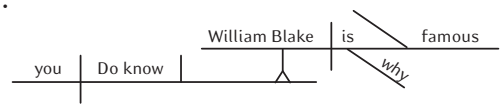

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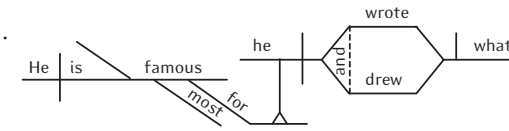

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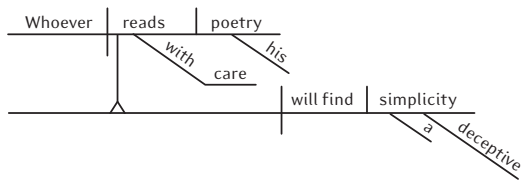

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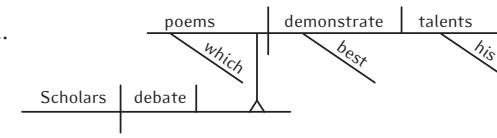

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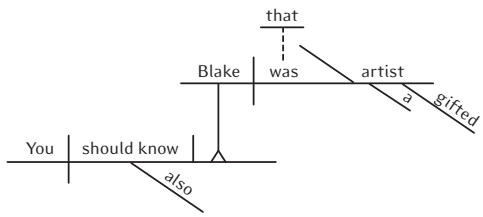

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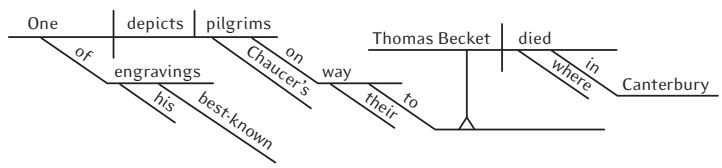

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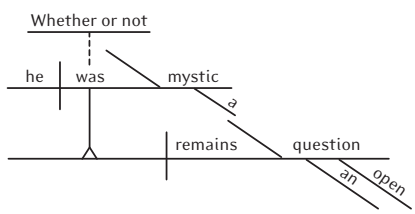

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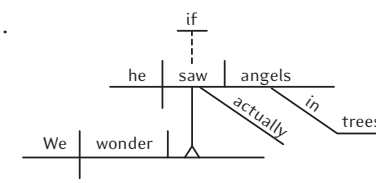

3 ◉ MORE PRACTICE WITH NOUN CLAUSES

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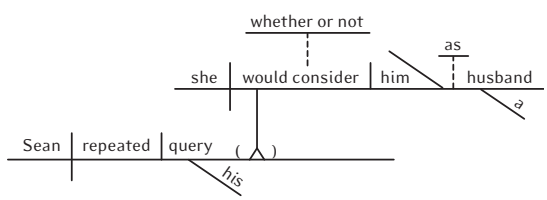

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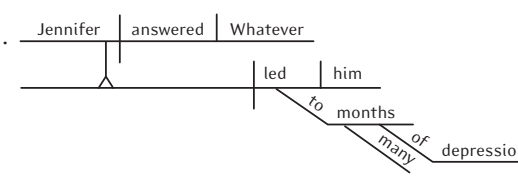

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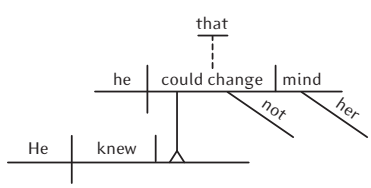

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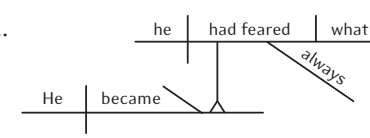

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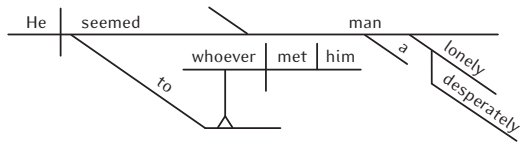

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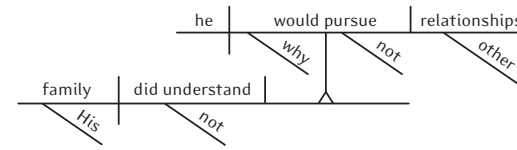

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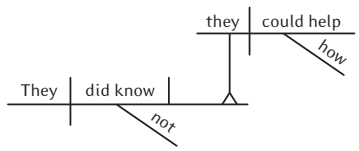

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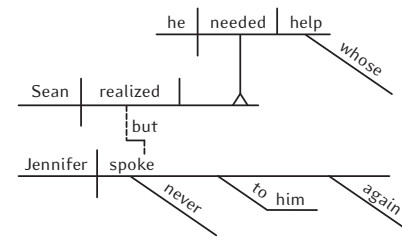

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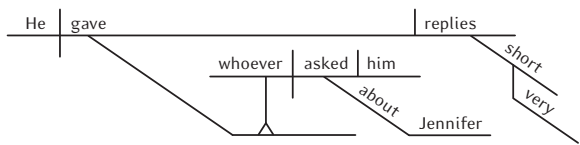

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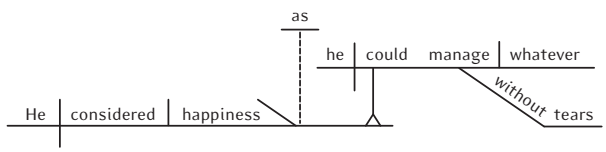

7

Complex Sentences with Adverb and Relative Clauses

1 ◉ ADVERB CLAUSES

A.

1. PP	5. PP	9. AC	13. PP
2. AC	6. AC	10. AC	14. AC
3. AC	7. PP	11. PP	
4. PP	8. PP	12. AC	

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B. I. and B. II.

1. When Mount Vesuvius erupted in the year of 79, the city of Pompeii vanished.

   III. INDEPENDENT CLAUSE – PATTERN #6; ADVERB CLAUSE – PATTERN #6

2. Volcanic ash destroyed the city, even though its buildings were strong.

   III. INDEPENDENT CLAUSE – PATTERN #7; ADVERB CLAUSE – PATTERN #2

3. Most of the inhabitants died from suffocation because the thick ash made the air unbreathable.

   III. INDEPENDENT CLAUSE – PATTERN #6; ADVERB CLAUSE – PATTERN #9

4. Although the ash killed the inhabitants, it also preserved their bodies for many centuries.

   III. INDEPENDENT CLAUSE – PATTERN #7; ADVERB CLAUSE – PATTERN #7

5. In 1860, Giuseppe Fiorelli organized an archeological excavation of Pompeii since looters were ruining many treasures.

   III. INDEPENDENT CLAUSE – PATTERN #7; ADVERB CLAUSE – PATTERN #7

6. Once he began his work, his crew restored buildings and made detailed maps of the city.

   III. INDEPENDENT CLAUSE – PATTERN #7; ADVERB CLAUSE – PATTERN #7

7. Today Pompeii remains a proud, ancient city while hordes of curious tourists wander through its streets.

   III. INDEPENDENT CLAUSE – PATTERN #5; ADVERB CLAUSE – PATTERN #6

8. Until we have learned all of its secrets, Pompeii will be a magnet of attraction.

   III. INDEPENDENT CLAUSE – PATTERN #3; ADVERB CLAUSE – PATTERN #7

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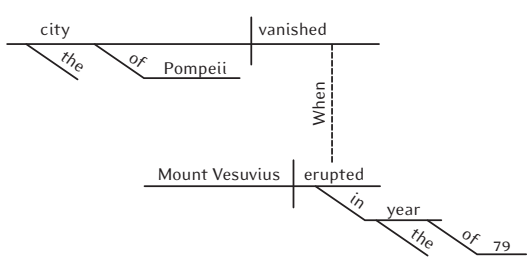

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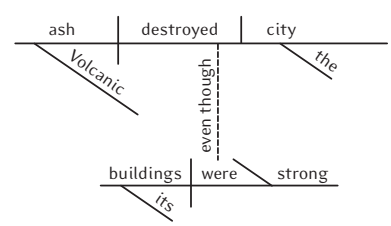

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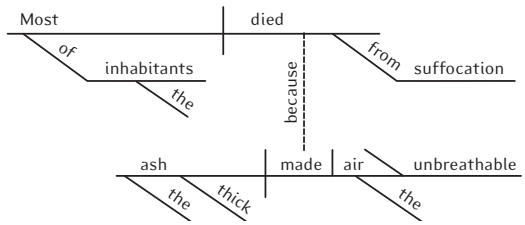

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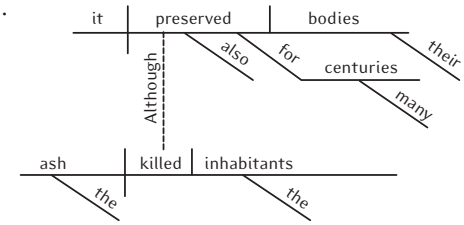

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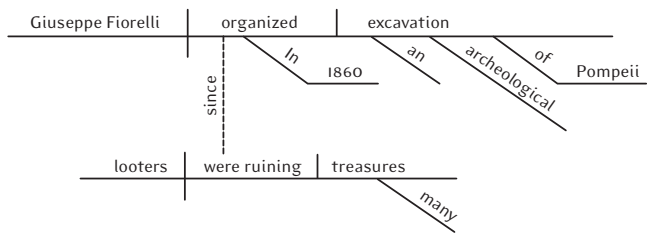

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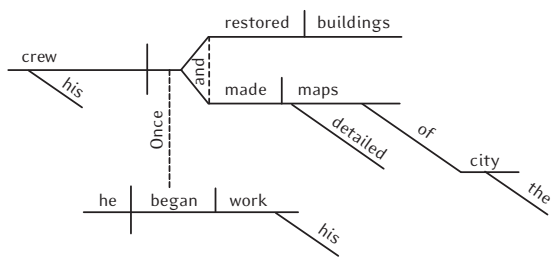

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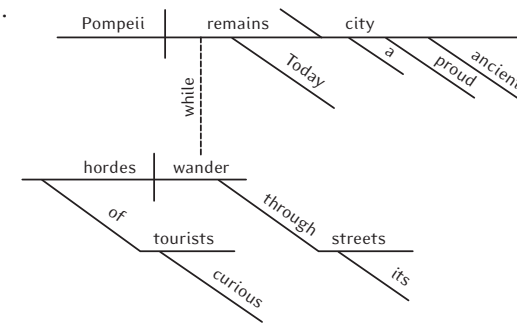

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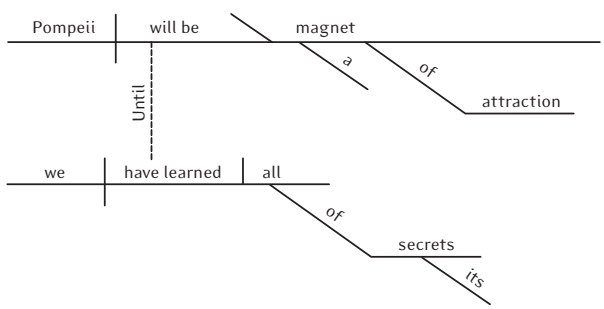

2 ◉ RELATIVE CLAUSES

A. I. and II.

1. Florence Nightingale is a name <u>that most people recognize</u>.

   II. INDEPENDENT CLAUSE – PATTERN #3; RELATIVE CLAUSE – PATTERN #7

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2. She is the individual who brought nursing into the modern age.

   II. INDEPENDENT CLAUSE – PATTERN #3; RELATIVE CLAUSE – PATTERN #7

3. Florence lived in an era when women had few vocational choices.

   II. INDEPENDENT CLAUSE – PATTERN #6; RELATIVE CLAUSE – PATTERN #7

4. At an early age, she showed signs of a nonconformity that created problems within her family.

   II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #7

5. She tamed an owl, which was an extremely unusual pet.

   II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #3

6. She studied health care in Germany, where her activities would not embarrass her parents.

   II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #7

7. During the Crimean War, she devoted countless hours to British soldiers who needed a competent, compassionate nurse.

   II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #7

8. She suspected the reason why many soldiers died in the battlefield hospital.

   II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #6

9. She heightened awareness of the dangers of infection, which no one clearly understood at that time.

   II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #7

10. She cleaned the hospital, which was filthy, to the best of her ability.

    II. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #2

11. On her return to England, she was a heroine whom everyone admired.

    II. INDEPENDENT CLAUSE – PATTERN #3; RELATIVE CLAUSE – PATTERN #7

12. Florence Nightingale remains a figure of inspiration for today's nurses, who follow proudly in her footsteps.

    II. INDEPENDENT CLAUSE – PATTERN #5; RELATIVE CLAUSE – PATTERN #6

Review Copy

A. III.

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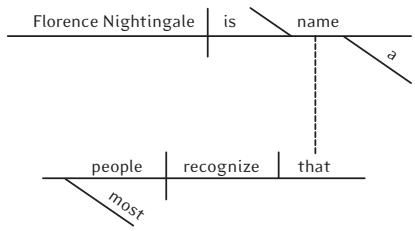

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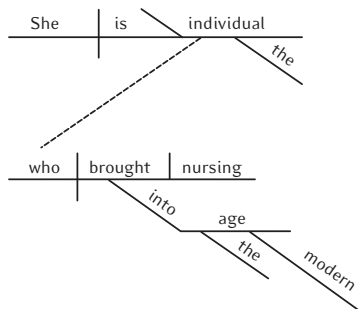

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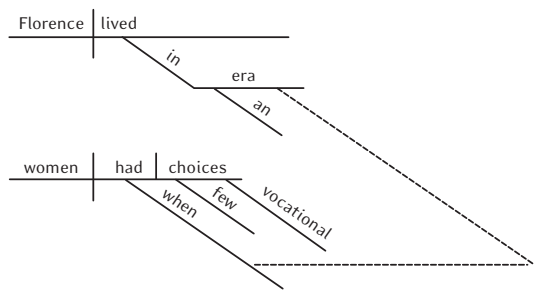

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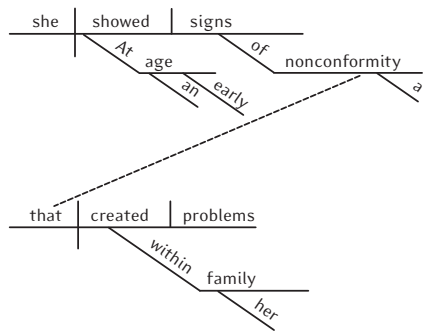

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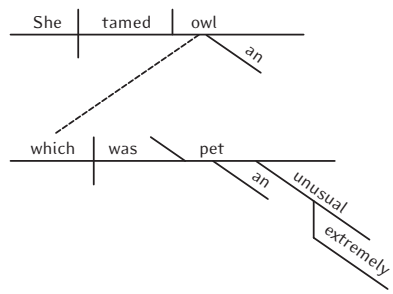

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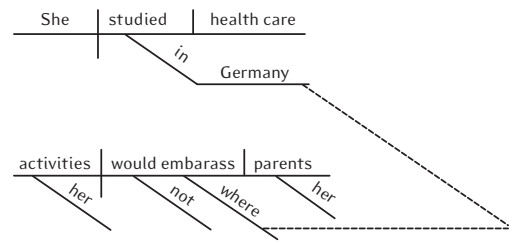

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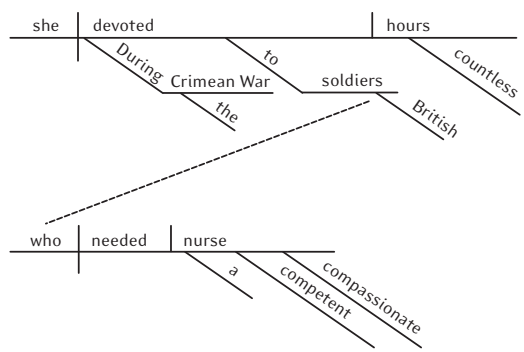

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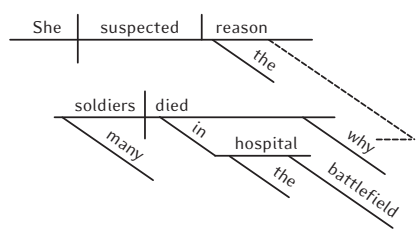

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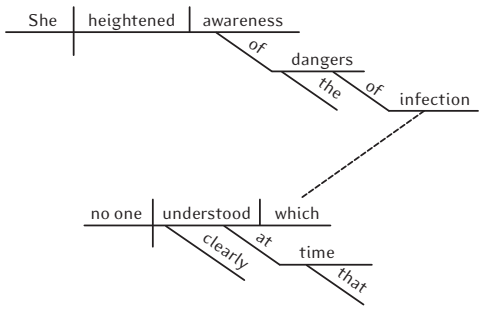
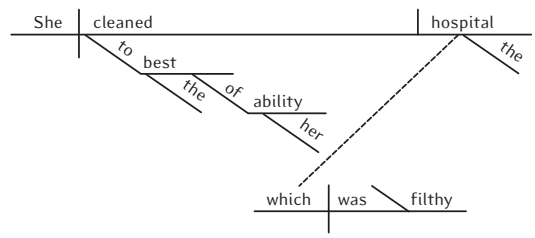
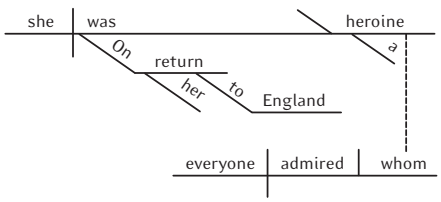
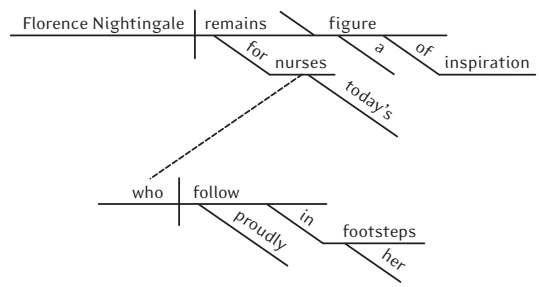
9. 

10. 

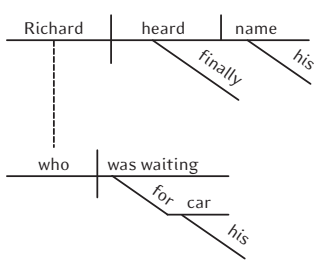
11. 

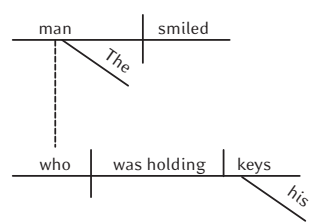
12. 

B. I. and II.

1. Richard, <u>who was waiting for his car</u>, finally heard his name.
2. The man <u>who was holding his keys</u> smiled.
3. His car, <u>which had needed an oil change</u>, was ready for the road.
4. The car <u>that he saw in the driveway of the dealership</u> looked different from his own car.
5. A raffle ticket <u>that he had bought at the dealership</u> last month had paid off.
6. His new car, <u>which was a sports convertible</u>, was the prize <u>that he had won</u>.
7. Richard drove to his wife's office, <u>where he triumphantly displayed his prize</u>.
8. The mature woman <u>whom he had married</u> suddenly turned into a giddy teenager.
9. The two of them giggled with a delight <u>that was totally genuine</u>.
10. They were still laughing at the moment <u>when they drove away</u>.

B. III.

1. 

2. 

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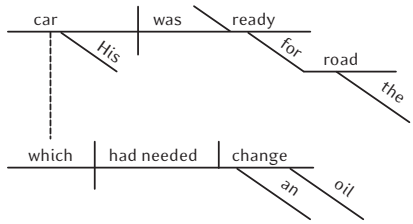

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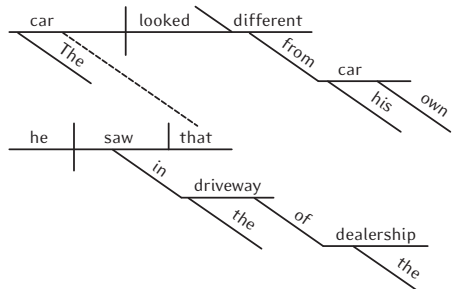

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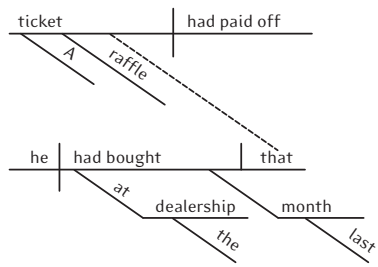

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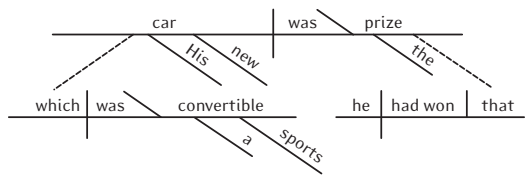

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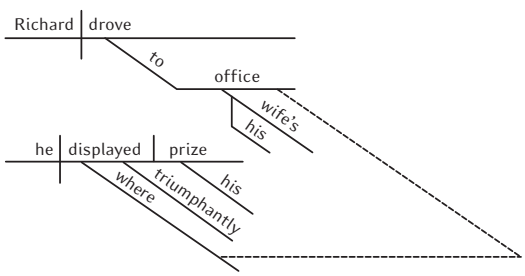

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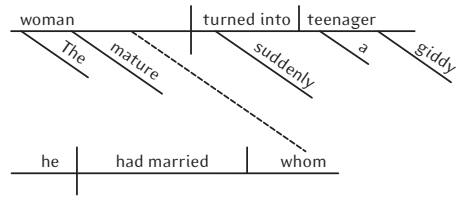

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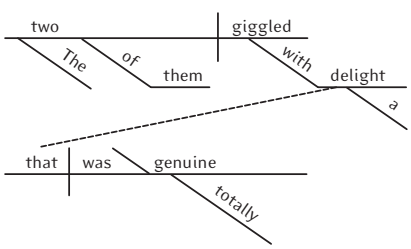

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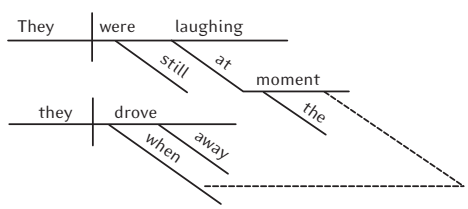

C.

1. The house <u>that</u> we bought is in the hills of West Virginia, <u>which</u> is a beautiful state.
2. Our house, <u>which</u> commands a view of a river, is in a location <u>that</u> most people would envy.
3. The money <u>that</u> we used for the house came from our savings account, <u>which</u> is now empty.

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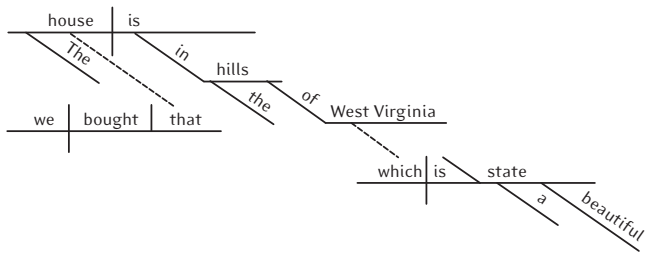

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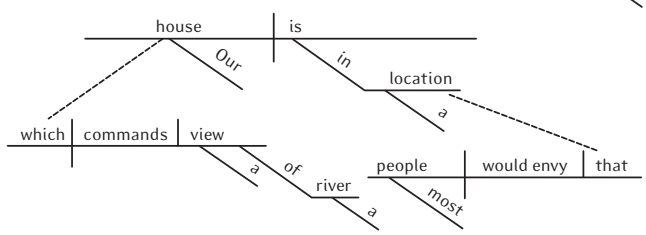

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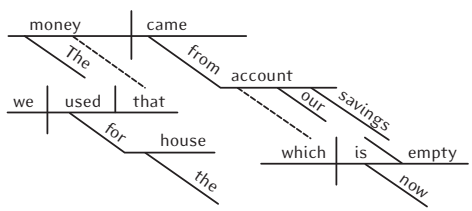

D.

1. Jason, <u>who is my brother</u> [REL], lives in Milwaukee, <u>a city with many advantages</u> [APP].
2. Linda, <u>his wife</u> [APP], loves the city but hates the winters, <u>which are brutally cold</u> [REL].
3. They recently bought a second home in Florida, <u>a state</u> [APP] <u>where they can stay warm during the winter</u> [REL].

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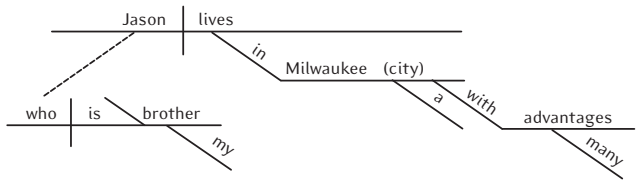

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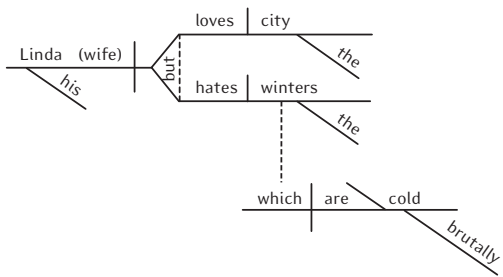

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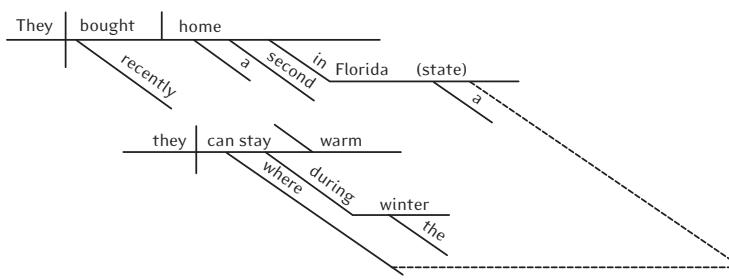


3 ◉ CUMULATIVE REVIEW—NOUN, ADVERB, AND RELATIVE CLAUSES

I.

1. During the Elizabethan era, many people believed <u>that human society reflected the order of the universe</u> [N].
2. <u>If families remained in order</u> [ADV], the state would be in good shape.
3. A state <u>that was orderly</u> [REL] reflected the pattern of the universe.
4. Treason, <u>which disrupted order</u> [REL], resulted in severe punishment.
5. <u>Whoever committed treason</u> [N] risked torture, mutilation, and death.
6. Several individuals took the risk, <u>even though the penalty was great</u> [ADV].
7. <u>After Elizabeth I became queen</u> [ADV], she foiled several plots by her cousin, the queen of Scotland.
8. Elizabeth wondered <u>whether the execution of a fellow queen was immoral</u> [N].

Review Copy

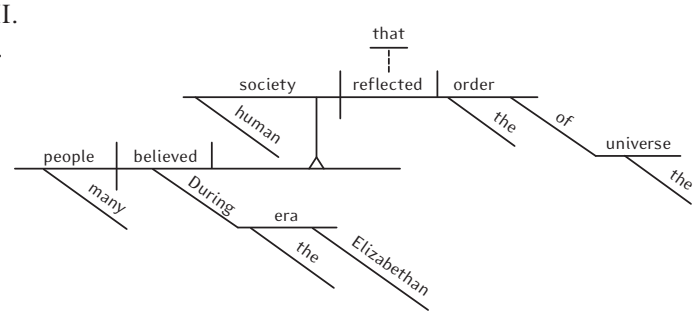
9. Finally she reached the moment <u>when she had no real choice</u> [REL].
10. With true regret, Elizabeth signed the order <u>that commanded her cousin's death</u> [REL].

II.

1. INDEPENDENT CLAUSE – PATTERN #7; NOUN CLAUSE – PATTERN #7
2. INDEPENDENT CLAUSE – PATTERN #2; ADVERB CLAUSE – PATTERN #4
3. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #2
4. INDEPENDENT CLAUSE – PATTERN #6; RELATIVE CLAUSE – PATTERN #7
5. INDEPENDENT CLAUSE – PATTERN #7; NOUN CLAUSE – PATTERN #7
6. INDEPENDENT CLAUSE – PATTERN #7; ADVERB CLAUSE – PATTERN #2
7. INDEPENDENT CLAUSE – PATTERN #7; ADVERB CLAUSE – PATTERN #5
8. INDEPENDENT CLAUSE – PATTERN #7; NOUN CLAUSE – PATTERN #2
9. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #7
10. INDEPENDENT CLAUSE – PATTERN #7; RELATIVE CLAUSE – PATTERN #7

III.

1.



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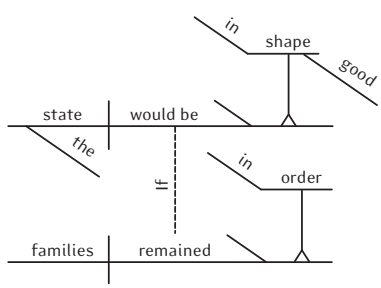

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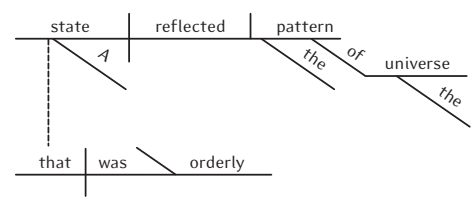

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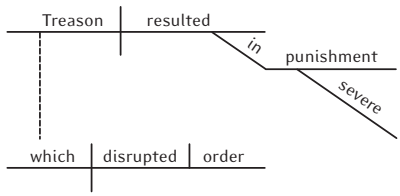

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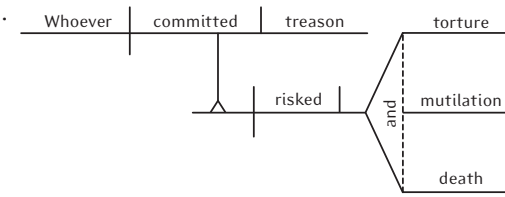

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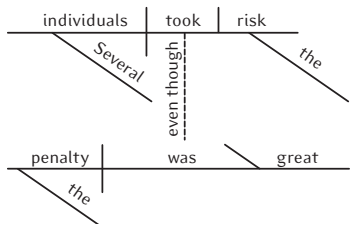

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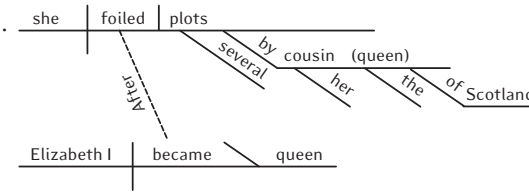

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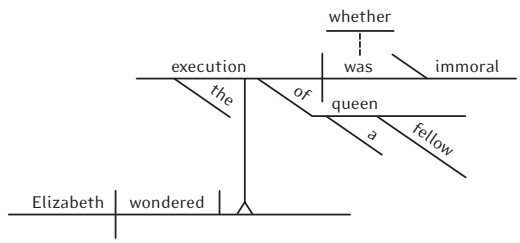

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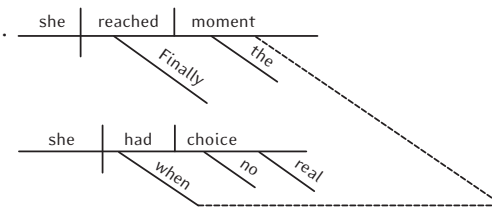

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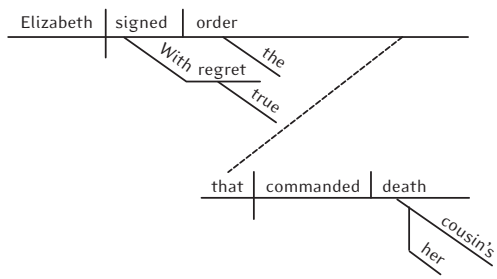

4 ◉ COMPOUND-COMPLEX SENTENCES

I. and II.

1. The Everglades are a natural wonder, but we may lose this precious area <u>if we are not careful</u> [ADV].
2. <u>Whoever cares about nature</u> [N] should learn about the Everglades, for this area provides a unique habitat for many species.
3. Marjorie Stoneman Douglas, <u>who preserved the Everglades from destruction</u> [REL], should be a national hero; however, many people are unaware of her contributions.

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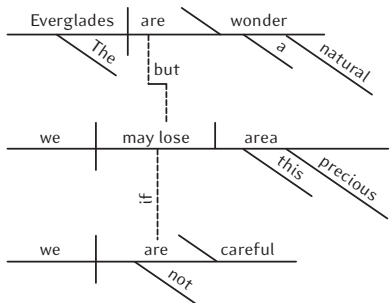

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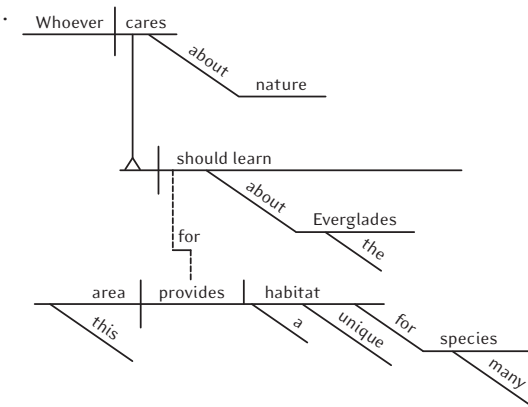

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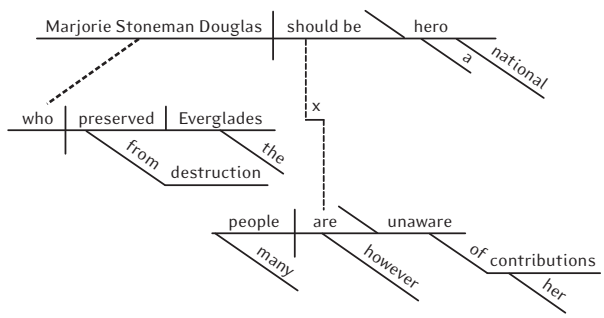

5 ◉ CUMULATIVE REVIEW—SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES

CX 1. Although William Butler Yeats was an Irish poet [ADV], he has retained an appeal to international audiences.

S 2. Several of his best-known poems describe rural settings in Ireland.

CD 3. His poems have local color, but they also incorporate Irish legends and folk traditions.

CX 4. In 1889, he met Maud Gonne, an Irish nationalist whose fiery spirit attracted him [REL].

CD 5. Yeats loved Maud Gonne; however, she did not accept his many offers of marriage.

CX 6. Yeats wrote many poems that expressed his emotional turmoil [REL].

S 7. Maud Gonne did raise Yeats's political consciousness.

Review Copy

CX 8. "Easter 1916" is a poem that commemorates the Irish nationalists [REL] who died during a revolt [REL].

CD-CX 9. Yeats met Lady Gregory, who was a promoter of Irish literature [REL], and he became a member of the Irish National Theatre.

CX 10. His involvement in the theater changed how he wrote [N].

CX 11. Yeats was writing during a time when poetic taste was changing dramatically [REL].

CX 12. What makes Yeats distinct [N] is his evolution of a cosmological scheme.

CX 13. Yeats's view is that history is a series of spirals [N].

CX 14. Yeats believed that older systems of order [N (FIRST PORTION)], which had served humans for thousands of years [REL], were disintegrating [N (SECOND PORTION)].

CX 15. He searched for truth in his own way because he could not find it in traditional beliefs [ADV].

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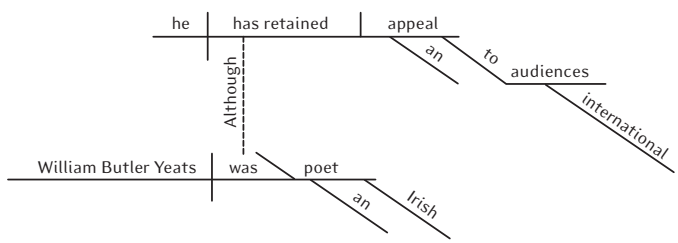

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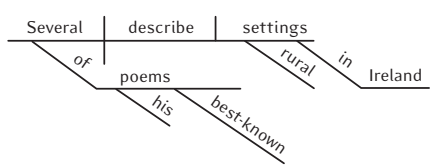

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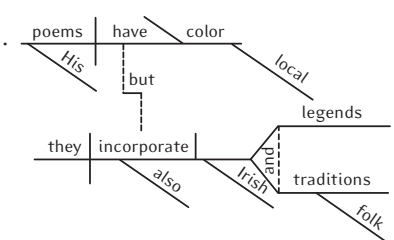

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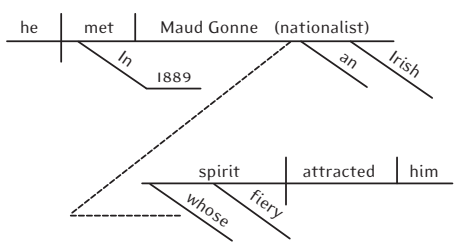

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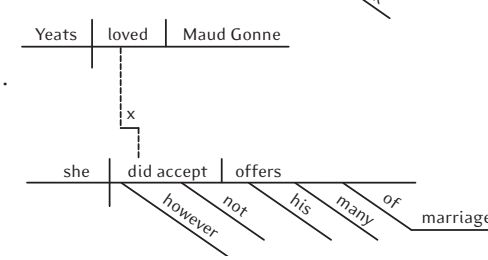

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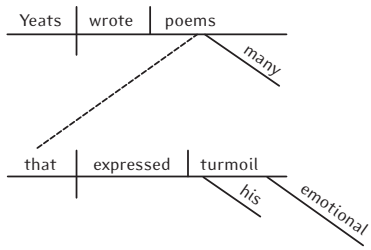

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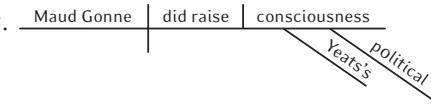

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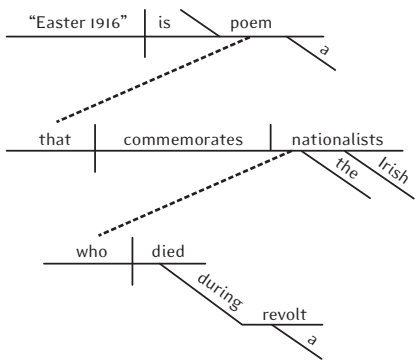

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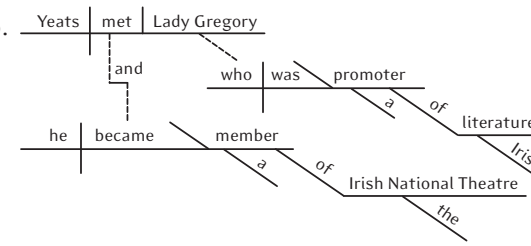

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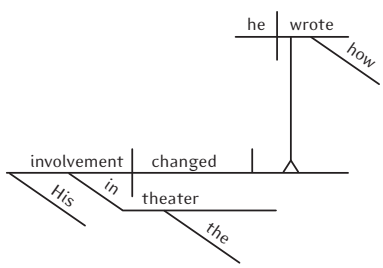

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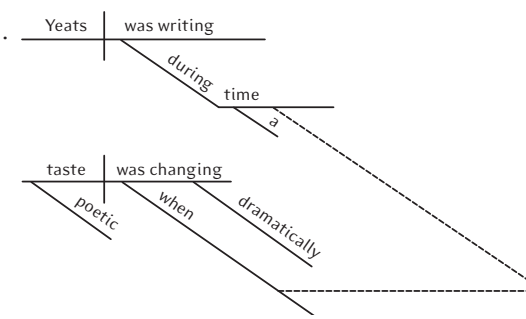

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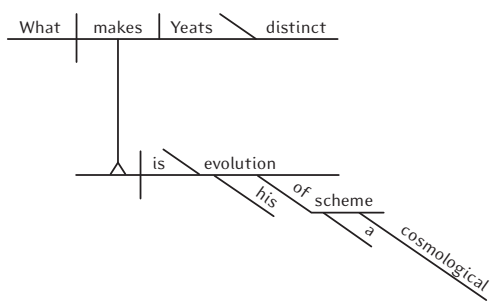

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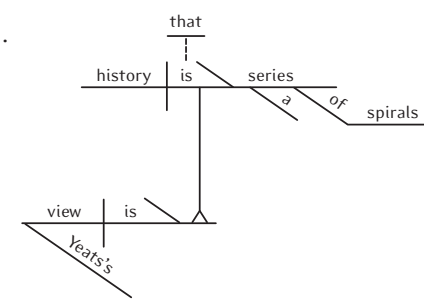

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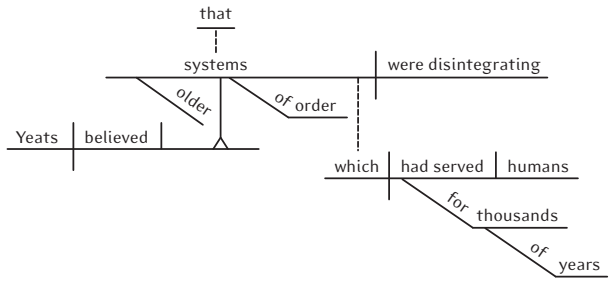

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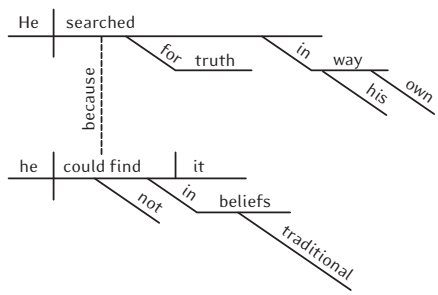

CHECK YOUR PROGRESS (Chapters 5-7)

EXERCISE 2A

I. Punctuation

1. The treadmill stopped suddenly, for the plug had fallen out.
2. Because the bananas are ripe, we must eat them quickly.
3. You must take the test whether or not you are ready.
4. The question for the family was whether or not they should move to Florida, their favorite state.
5. The detective directed several questions to Donna, who was the only eyewitness to the crime.
6. A child who feels secure will grow up with confidence.
7. Halloween is an enjoyable holiday; it involves candy and costumes.
8. The letter that she wrote to him was cruel.
9. Next year the senior class should elect Sheila as its president, although she is extremely shy.
10. The butterflies knew which yards contained milkweed.
11. The place where we relax is home.
12. I have always wondered where the squirrels in my yard hide their acorns.

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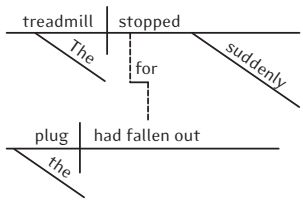

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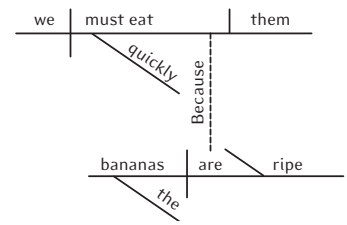

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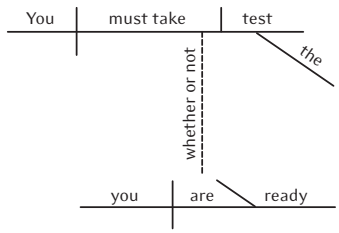

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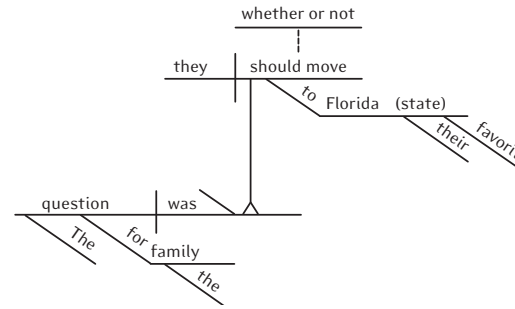

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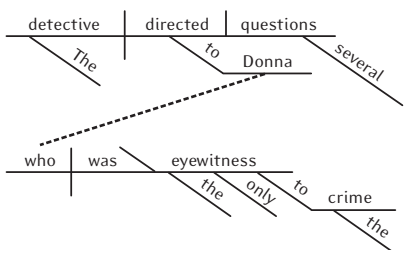

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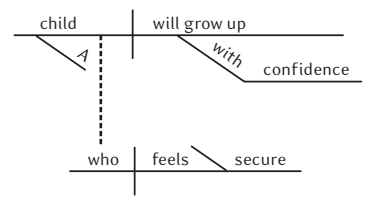

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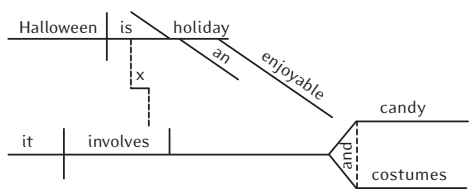

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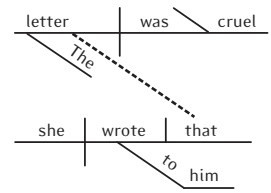

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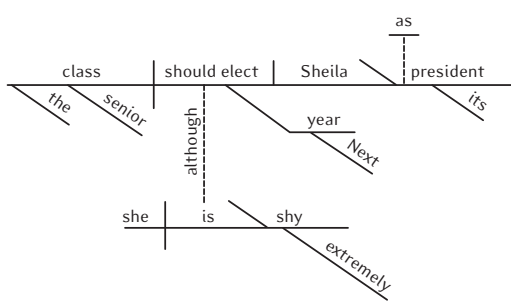

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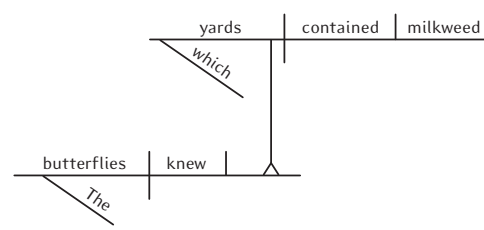

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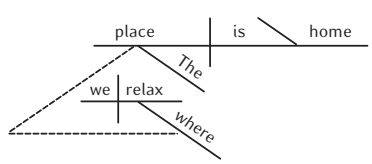

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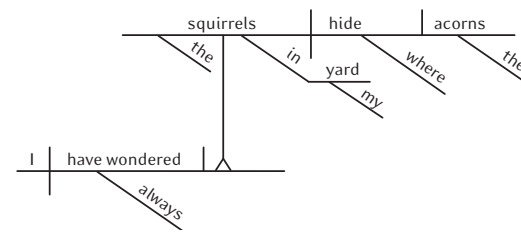

Review Copy

II. Sentences—The sentences below are merely samples. Your sentences will vary.

1. The hawk swooped low; then it snatched a tiny rabbit.
2. When he saw the hawk, the boy yelled for his parents.
3. The boy still remembers when he saw the hawk.
4. The day when he saw the hawk is a memorable part of his life.
5. Because the boy saw the hawk, he learned a lesson about power, and he used that lesson later in his life.
   (Remember that a compound-complex sentence contains at least two independent clauses—in this sentence, "he learned a lesson about power" and "he used that lesson later in his life"—and at least one dependent clause—in this sentence, the adverb clause "because the boy saw the hawk.")

EXERCISE 2B

I. Punctuation

1. The heavy rainfall caused a flood, but we left the area quickly.
2. True leadership ability is what our club needs.
3. As the cold front descended upon us, we turned up the thermostat.
4. The students appreciated the help that they received from the tutor.
5. Marilyn, who is my neighbor, seems sad today.
6. Lady Pennington chatted with the visitors while the butler served tea.
7. Pillows and sheets are on sale; however, we do not know our bed size.
8. Flu vaccines are usually safe, although some people do have negative reactions to them.
9. My grandmother's sugar cookies, which she makes from a secret recipe, won an award.
10. More tourists are visiting Haworth, the small town where the Brontë family lived.
11. Belinda's parents realized why she was in a bad mood.
12. When she entered the classroom, the teacher asked whose boots were on her desk.

Review Copy

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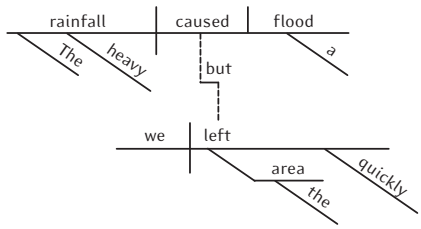

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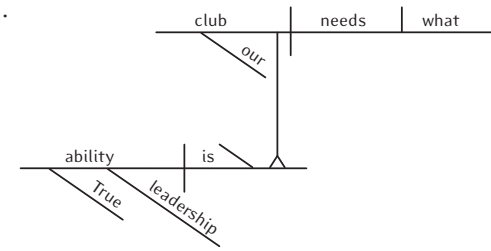

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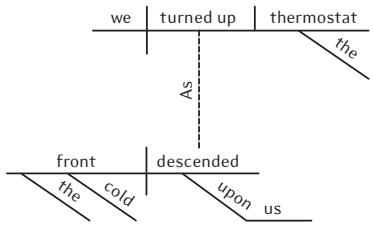

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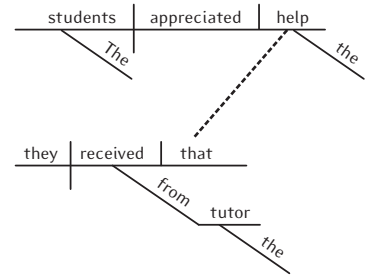

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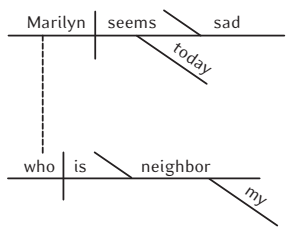

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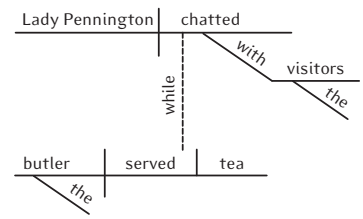

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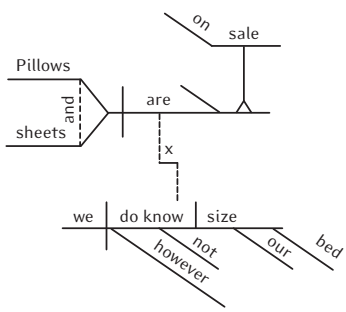

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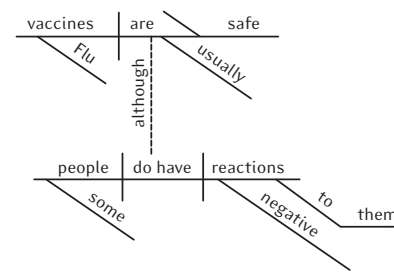

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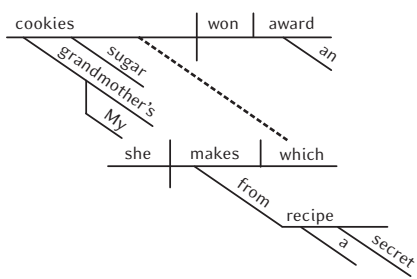

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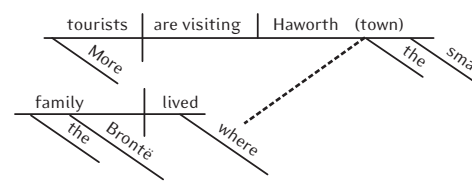

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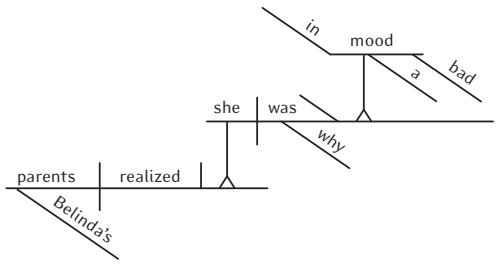

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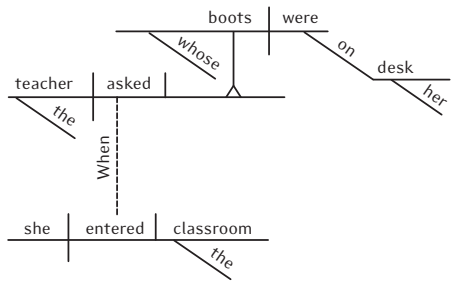


II. Sentences—The sentences below are merely samples. Your sentences will vary.

1. The girls were early, <u>but</u> the boys were late.
2. <u>Why the boys were late</u> remained a mystery.
3. <u>Because the boys were late</u>, they missed the first act of the play.
4. The play, <u>which was performed on Broadway</u>, received rave reviews from the critics.
5. The boys missed the first act of the play; <u>therefore</u>, the rest of the performance did not make much sense to them.

8

Usage Problems of Case, Agreement, and Consistency

1 ◉ SUBJECT-VERB AGREEMENT

A.

NOUNS		VERBS (present tense, third person singular)	
traveler	S	crumbles	S
women	P	open	P
sidewalk	S	sing	P
offices	P	finds	S

Review Copy

B.
Nouns form the plural by adding "*-s*"; in present tense, the third-person singular verb ends in "*-s*."

C.

traveler finds

women sing

sidewalk crumbles

offices open

D.

1. is
2. is
3. wants
4. have
5. has
6. do
7. are
8. are
9. work
10. are
11. is
12. are

2 ◉ PRONOUN AGREEMENT

Note: More than one correct revision is possible, so your answers may vary from the alternatives given below.

1. IN
   All of the students were looking forward to their class trip.
   Each of the students was looking forward to the class trip.
   Each of the students was looking forward to his or her class trip.

2. IN
   The entire class was planning to enjoy its dream vacation.
   All of the class members were planning to enjoy their dream vacation.

3. IN
   As the students boarded the bus, though, someone dropped a suitcase on the bus driver's foot.

4. IN
   No one can drive a bus with fractured toes.
   One cannot drive a bus when one's toes are fractured.

5. C

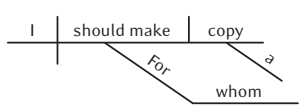
Review Copy

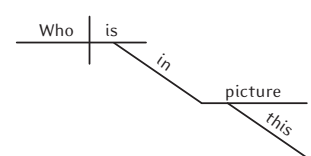
3 ◉ PRONOUN CASE

1. IN
   My friend and I asked several questions about the new system of scheduling classes.
2. C
3. IN
   We decided to talk to the principal since it was she who had set up the new system.
4. IN
   The principal said, "Can you keep this discussion confidential, just between you and me?"
5. C
6. C
7. C
8. IN
   My friend and I decided to make an appointment with whoever would speak with us.
9. IN
   When we confronted several teachers, they were as frustrated as we were.
10. IN
    They insisted that the principal was actually the person whom we should blame.

4 ◉ *WHO* OR *WHOM*?

1. whom
2. Who
3. Whoever
4. Whomever
5. who
6. whom
7. whomever
8. whoever

1. 

2. 

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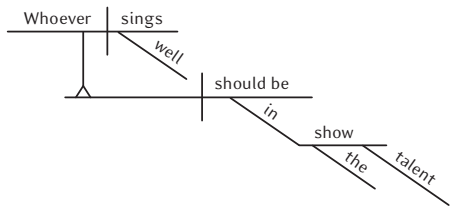
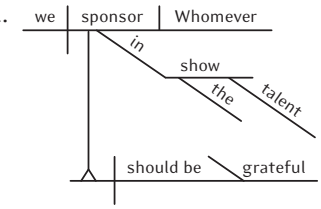
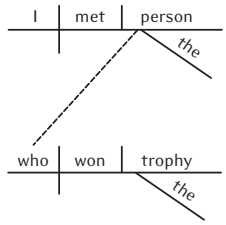
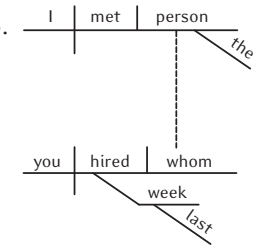
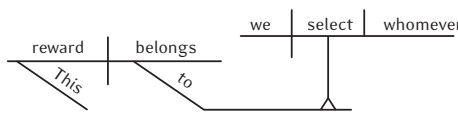
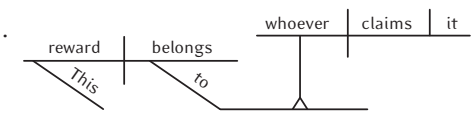
3. 

4. 

5. 

6. 

7. 

8. 

5 ◉ PRONOUN FORM

A.

1. herself
2. himself
3. themselves
4. ourselves
5. itself
6. yourself

B.

1. one another
2. themselves
3. each other
4. me
5. itself

6 ◉ PRONOUN CONSISTENCY IN PERSON AND NUMBER

A.

Wedding planners must be prepared for anything. Even if they believe that they have considered all the details of a wedding, chances are that they have forgotten something. They can be sure of at least one glitch in every ceremony.
[third person plural]

Review Copy

As a wedding planner, you must be prepared for anything. Even if you believe that you have considered all the details of a wedding, chances are that you have forgotten something. You can be sure of at least one glitch in every ceremony.
[second person]

As wedding planners, we must be prepared for anything. Even if we believe that we have considered all the details of a wedding, chances are that we have forgotten something. We can be sure of at least one glitch in every ceremony.
[first person plural]

B.

Wedding planners always find their job challenging. Even if the ceremony is simple, they will have to deal with overstressed couples and excessively demanding parents. Wedding planners will never have to worry about whether they have earned their money.
[plural]

A wedding planner always finds the job challenging. Even if the ceremony is simple, he or she will have to deal with overstressed couples and excessively demanding parents. A wedding planner will never have to worry about earning money.
[singular]

C.

1. C
2. IN
   All of the guests ended up traveling from New York to Nashville, an experience that was exciting.
3. IN
   The microphone that the bride and groom used to say their vows allowed everyone to hear clearly.
4. C
5. IN
   When the plane landed in Nashville, the bride and groom were not surprised that the guests were eager to keep the party going.

7 ◉ CUMULATIVE REVIEW

Note: Two possible revisions appear below. Your answers may vary.

Review Copy

Poets know how to use words with sensitivity and creativity. They are often eccentric or even reclusive, folding in upon themselves in order to process their daily experiences. Some poets are concerned primarily with language; others concentrate more on the message that they want to convey. One common message is that poetry can help all of us understand one another, a concept that seems beneficial. Poets can write about any experience, impression, or idea. They can even write about a flea, as John Donne did successfully in the seventeenth century. Students reading this poem will find themselves intrigued by his artistry. Poets can improve themselves by reading classics such as "The Flea."
[third person plural]

A poet is someone who knows how to use words with sensitivity and creativity. He or she is often eccentric or even reclusive, folding in upon the self in order to process daily experiences. Some poets are concerned primarily with language; others concentrate more on the message that they want to convey. One common message is that poetry can help all of us understand one another, an idea that seems beneficial. A poet can write about any experience, impression, or idea. A poet can even write about a flea, as John Donne did successfully in the seventeenth century. A class reading this poem will find itself intrigued by his artistry. A poet can improve by reading classics such as "The Flea."
[third person singular]

9

Verbs

1 ◉ VERB FORMS, TENSES, AND ASPECTS

A.

1. c	4. a	7. a	10. e
2. d	5. b	8. c	
3. e	6. d	9. b	

B.

1. s	4. s	7. w	10. s
2. s	5. s	8. s	
3. w	6. w	9. w	

Review Copy

C.

1. have forgotten
2. had forgotten
3. are forgetting
4. were forgetting
5. have been forgetting
6. had been forgetting
7. will be forgetting
8. will have forgotten
9. will have been forgetting

D.

2. will
3. must
5. could
6. may
8. might

E.

1. can be knitting
2. ought to be hanging
3. has drawn
4. had been hoping
5. will have been sleeping

F.

BASE FORM	PAST TENSE	PAST PARTICIPLE
fly	flew	flown
lead	led	led
wear	wore	worn
run	ran	run
drink	drank	drunk
read	read	read
freeze	froze	frozen
steal	stole	stolen
cost	cost	cost

Review Copy

G.

1. a
2. e
3. d
4. b
5. c

2 ◉ MOODS OF THE VERB

A.

1. b
2. c
3. a
4. d

B.
The sentences below are examples of the four moods of the verb "listen." Your own sentences will vary.

Indicative mood—I was listening to the music.

Imperative mood—Listen to the music.

Conditional mood—I should listen to the music.

Subjunctive mood—The piano teacher suggested that the student listen to the music.

3 ◉ VOICES OF THE VERB

A.

1. P
2. A
3. A
4. P
5. P
6. A
7. P
8. P
9. A
10. A

B.

1. A
2. A, P
3. P
4. P
5. A, P
6. P
7. P
8. A, A

Review Copy

C.

P 1. Students often name Edgar Allan Poe as their favorite author.
A 2. Reviews, literary criticism, poetry, and fiction were written by him.
A 3. Bizarre characters and plots were created by him.
A 4. A murder is committed by the narrator of "The Tell-Tale Heart."
P 5. He murdered his victim in his bed, for no logical reason, and then buried him beneath the floor.
P 6. At the end of the story, a policeman questions the narrator.
A 7. A heartbeat that grows increasingly louder is heard by the narrator.
P 8. His own heart is probably making the sound.
P 9. His guilty conscience may be causing (or may have caused) the thunderous sound.
A 10. His crime is finally confessed to the policeman.
A 11. An unusual life was led by Poe.
P 12. His guardian denied him an inheritance.
A 13. His 13-year-old cousin, Virginia, was married to him when he was 27.
A 14. An overdose of opium was taken by him after Virginia's death.
A 15. The cause of his death a few years later is still debated by scholars.

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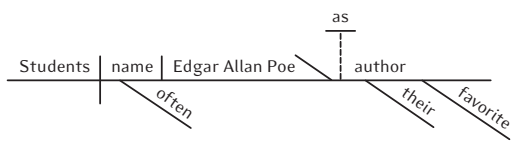

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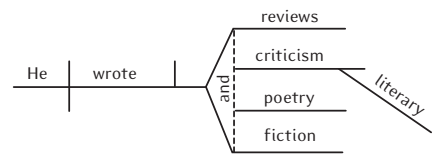

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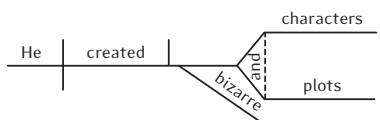

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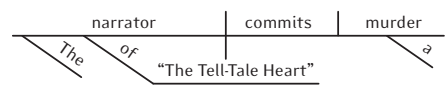

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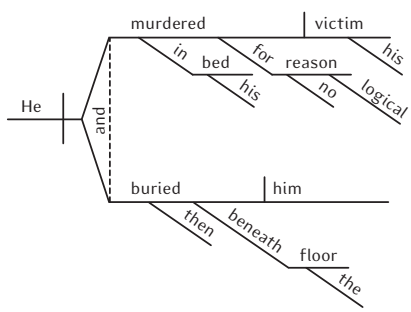

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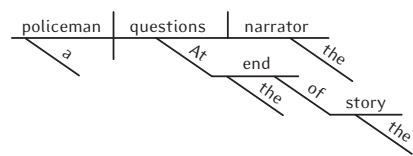

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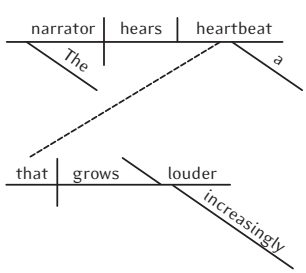

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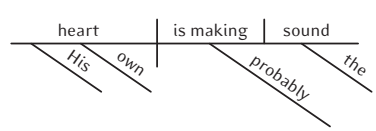

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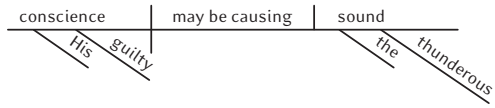
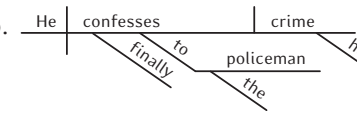
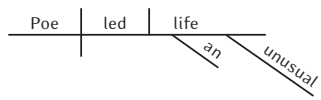
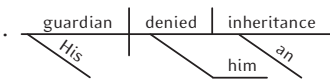
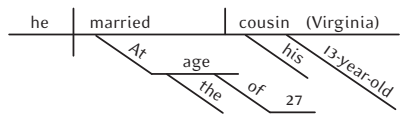
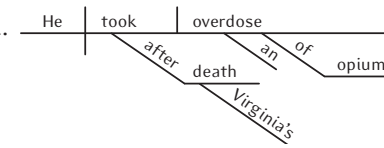
9. 

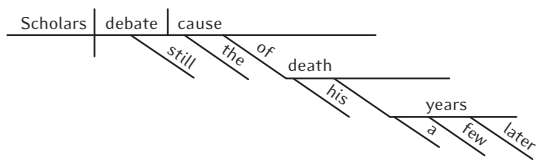
10. 

11. 

12. 

13. 

14. 

15. 

10

Verbals

1 ◉ INFINITIVES

A.

1. I
2. I
3. P
4. I
5. P

B.

1. To err is human.
2. Lee hopes to correct her flaws.
3. Her primary fault, to see the worst in others, has often led her into a state of depression.

Review Copy

4. Her new goal is <u>to become</u> more optimistic.

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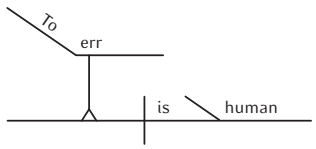

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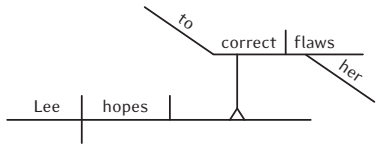

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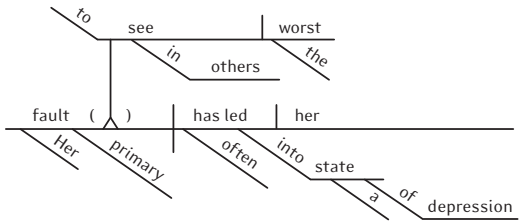

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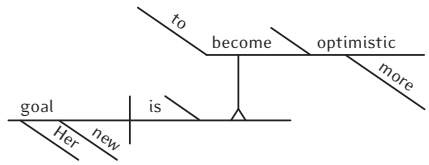

C.

1. <u>To see</u> the best in others, Lee developed an attitude of compassion.
2. A belief in natural goodness was helpful <u>to maintain</u> her optimism.
3. Lee is happy <u>to note</u> a change in her attitude toward others.
4. <u>To improve</u> her outlook, she became more aware of her emotions.
5. Now she is able <u>to feel</u> genuinely happy.

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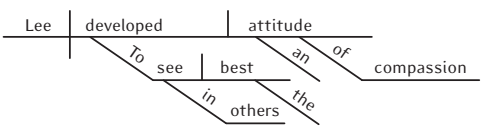

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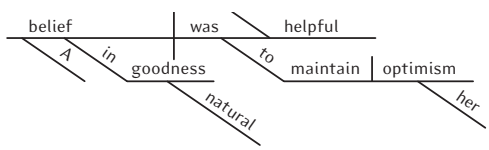

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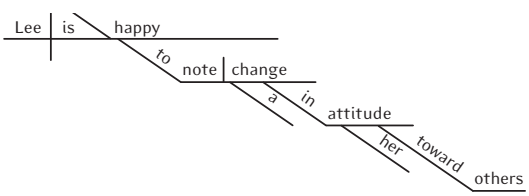

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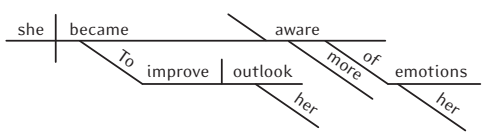

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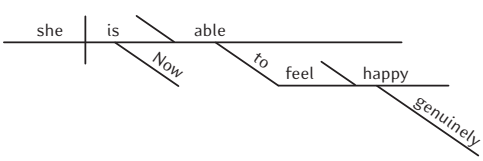

D.

1. Lee is a good person <u>to emulate</u>.
2. Her ability <u>to change</u> her attitude did not come easily.
3. Her friends appreciate her resolve <u>to remain</u> positive and optimistic.

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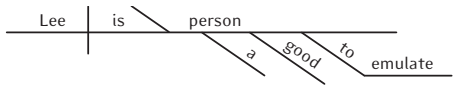
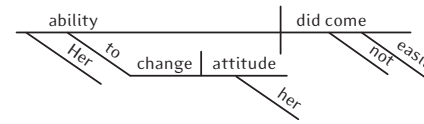
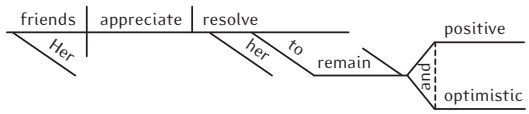
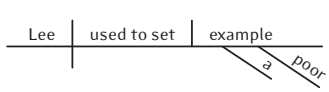
1. 

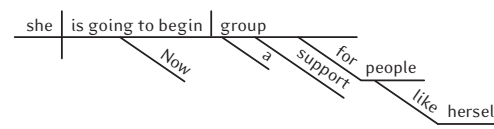
2. 

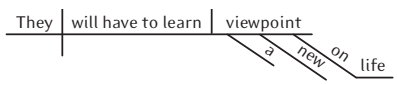
3. 

E.

1. Lee <u>used to set</u> a poor example.
2. Now she <u>is going to begin</u> a support group for people like herself.
3. They <u>will have to learn</u> a new viewpoint on life.

1. 

2. 

3. 

F.

1. <u>To write</u> [N] a sonnet requires the ability <u>to focus</u> [ADJ] your thoughts.
2. You must be able <u>to limit</u> [ADV] the poem to fourteen lines.
3. You also have <u>to concentrate</u> [CI] upon one central problem.
4. In an English sonnet, the poet wants <u>to surprise</u> [N] the reader in the final two lines.
5. In an Italian sonnet, the poet usually wants <u>to explore</u> [N] a problem in more depth.
6. Sometimes the poet uses the second section of an Italian sonnet <u>to solve</u> [ADV] the problem.
7. The sonnet is a surprisingly versatile way <u>to explore</u> [ADJ] any topic.
8. <u>To be</u> [ADV] a successful sonneteer, you will need <u>to practice</u> [N].
9. Your goal, <u>to achieve</u> [N] mastery of the sonnet form, may seem elusive.
10. Eventually you will develop techniques <u>to express</u> [ADJ] yourself effectively through the sonnet form.

Review Copy

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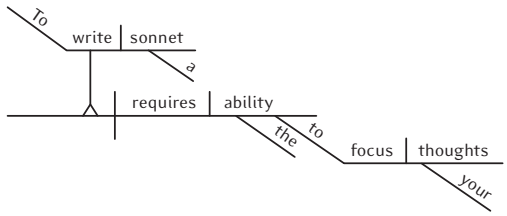

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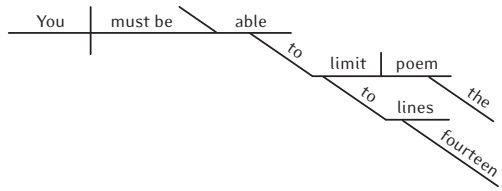

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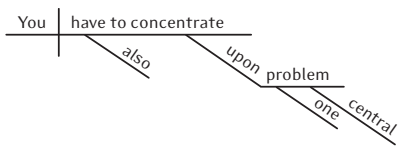

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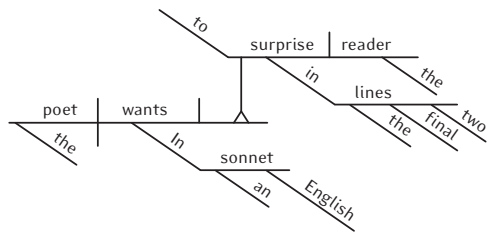

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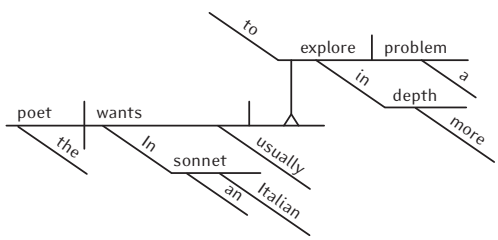

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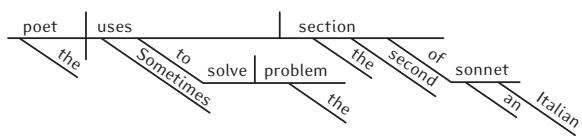

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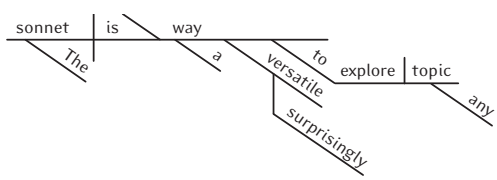

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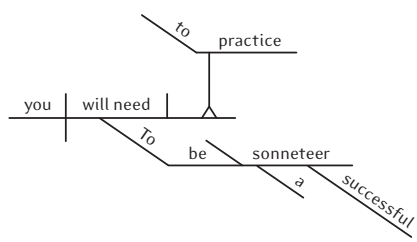

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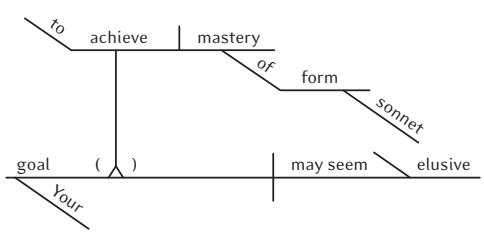

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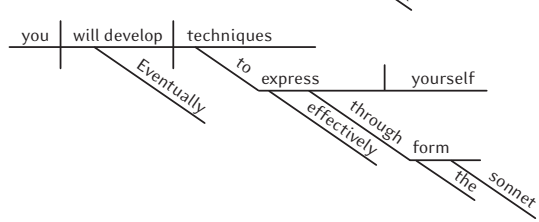
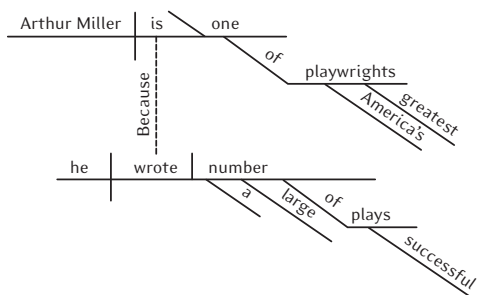


Review Copy

G. *Cumulative Exercise—Compound Sentences, Complex Sentences, and Sentences with Infinitives*

1. CX
2. S
3. CD–CX
4. S
5. CD
6. CX
7. CD–CX
8. CX
9. S
10. CX
11. S
12. CX
13. CX

1.



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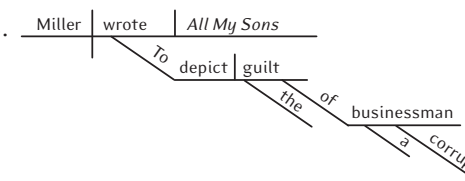

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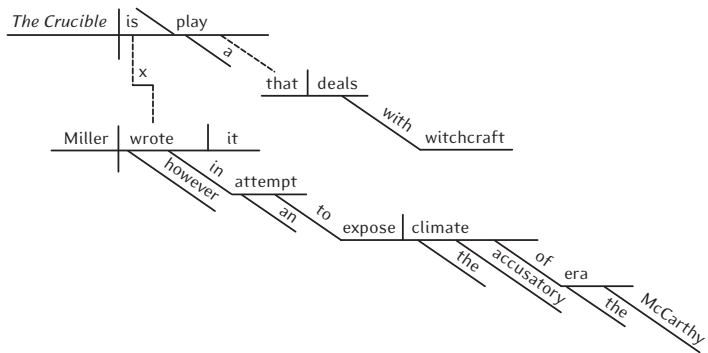

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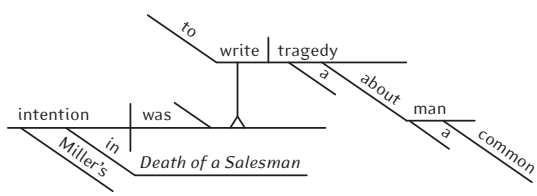

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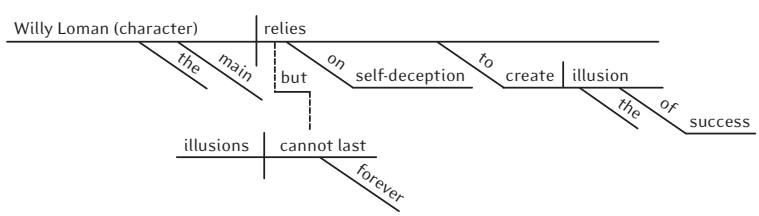

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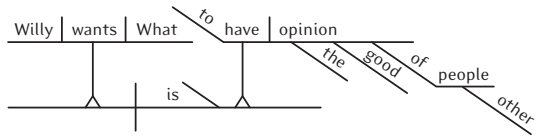

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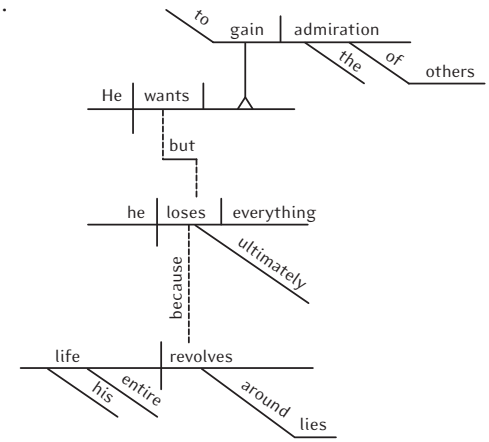

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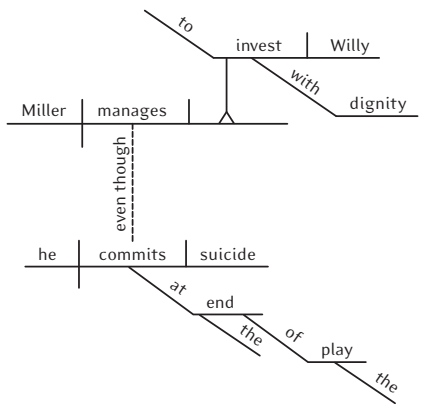

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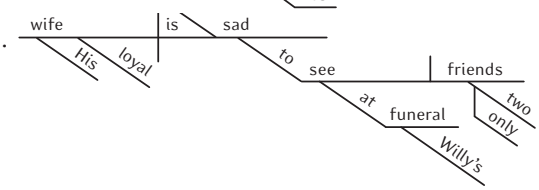

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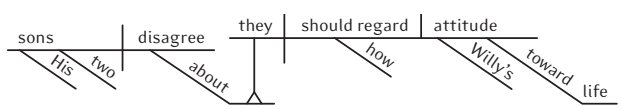

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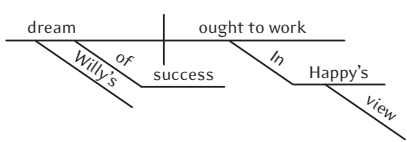

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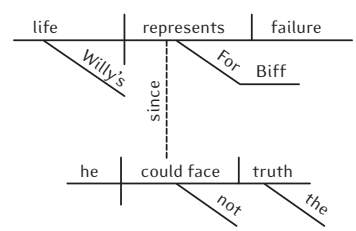

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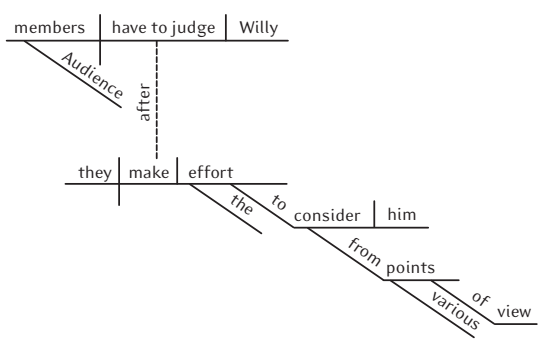
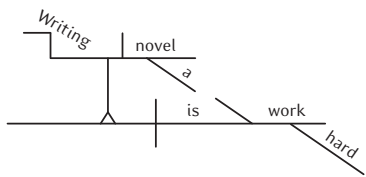


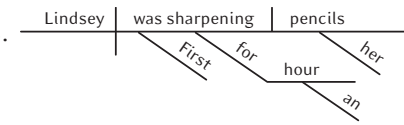
Review Copy

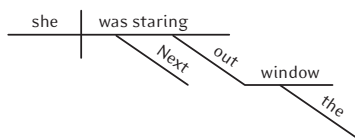
2 ◉ GERUNDS

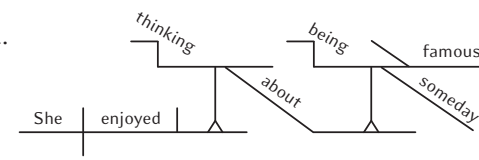
A.

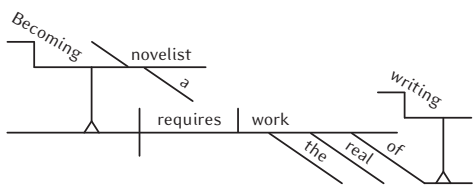
1. G
2. V
3. V
4. G, G
5. G, G

1. 

2. 

3. 

4. 

5. 

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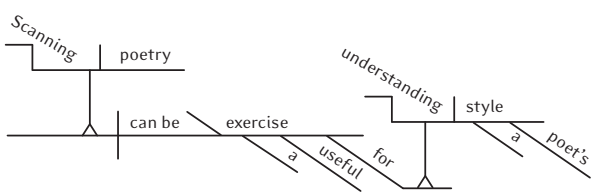
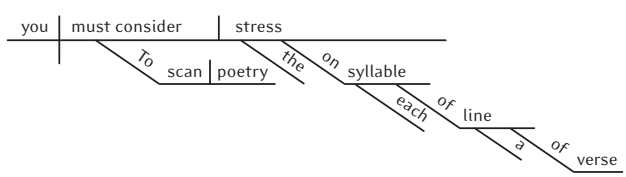
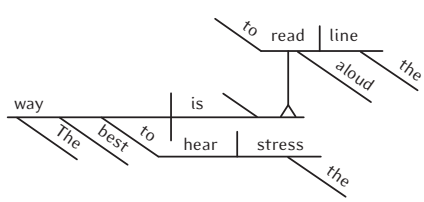
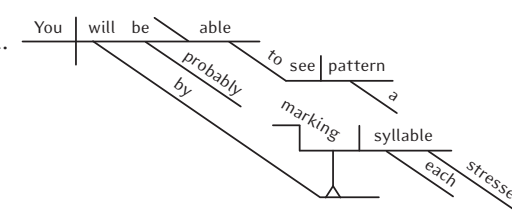
1. 

2. 

3. 

4. 

Review Copy

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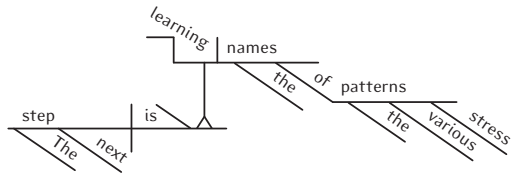

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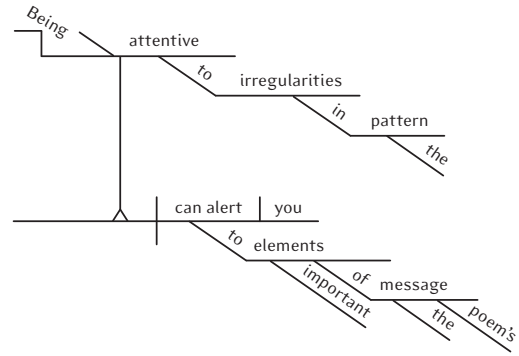
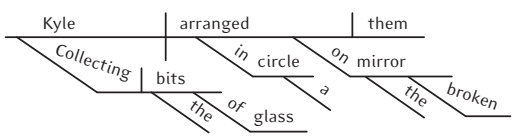


3 ◉ PARTICIPLES

A.

1. Collecting the bits of glass, Kyle arranged them in a circle on the broken mirror.
2. Viewed from a particular angle, they looked like jewels.
3. Kyle heard his sister complimenting him for his artistic intuition.
4. Lost in thought, he barely comprehended her words.
5. He looked up several minutes later, finally becoming aware of her presence.

1.



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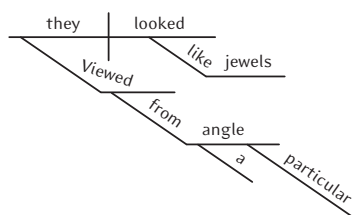

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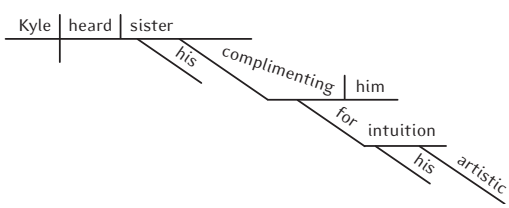

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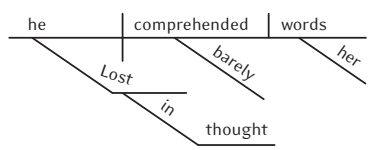

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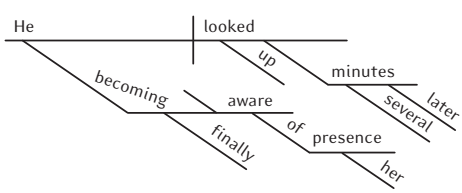
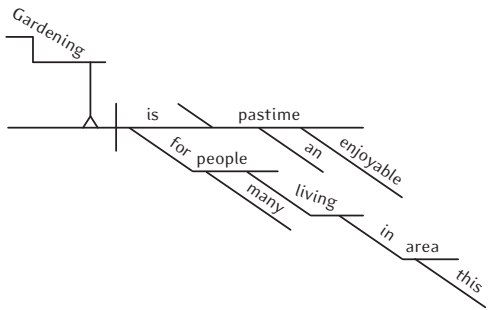


Review Copy

B.

1. G, P
2. P, G
3. V, G
4. G, P

1.



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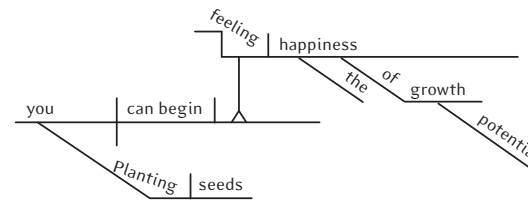

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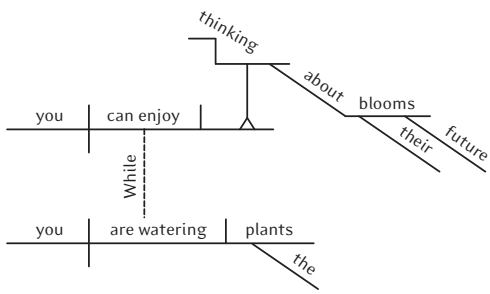

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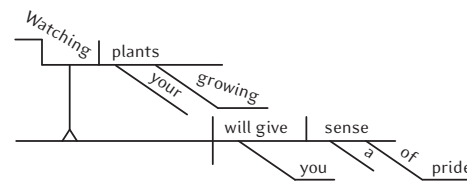
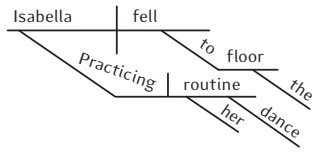


C.

1. Practicing her dance routine, Isabella fell to the floor.
2. Isabella, practicing her dance routine, fell to the floor.
3. She fell to the floor, slipping on a loose tile.
4. Her instructor, stifling a giggle, tried to give her a hand.
5. Leaning over, she tugged at Isabella's arm.
6. The instructor suddenly landed beside her, surprised and dazed.

Review Copy

1.



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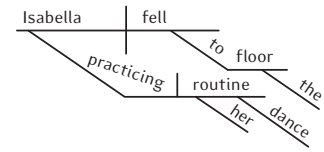

(SAME AS #1)

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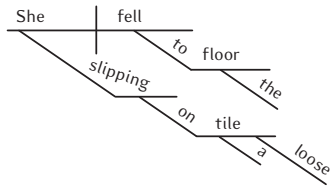

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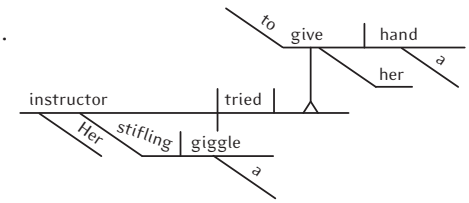

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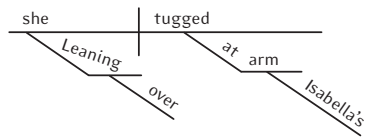

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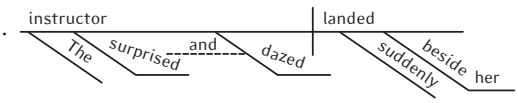

4 ◉ CUMULATIVE EXERCISE

A. Infinitives, Participles, and Gerunds

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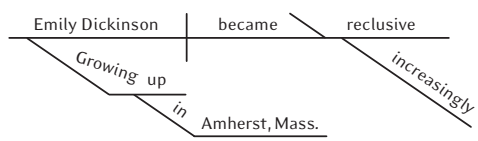

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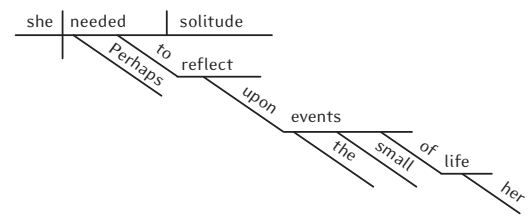

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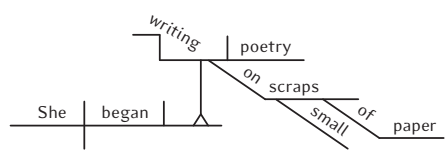

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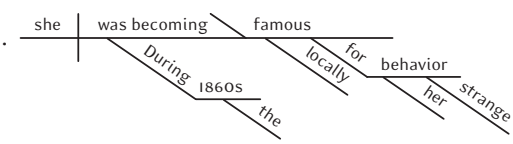

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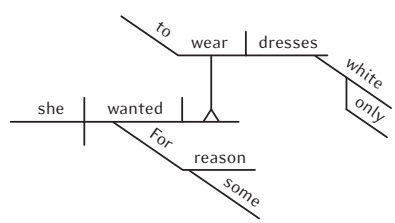

Review Copy

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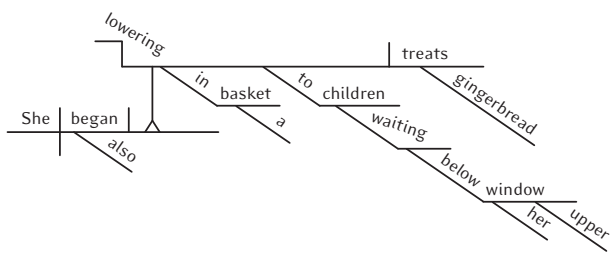

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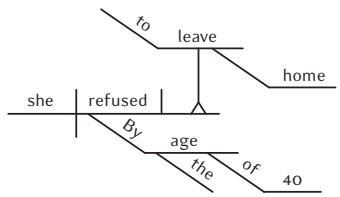

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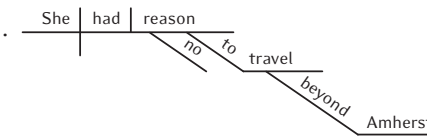

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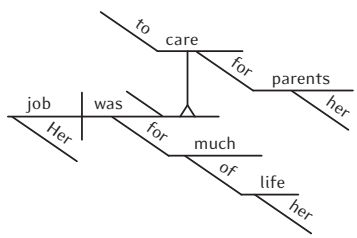

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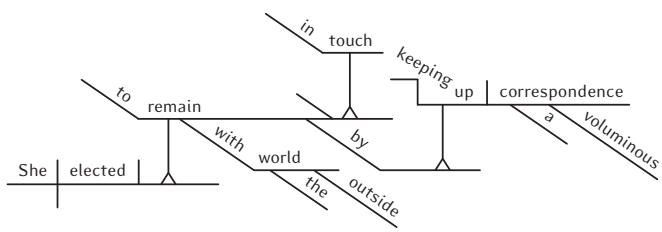
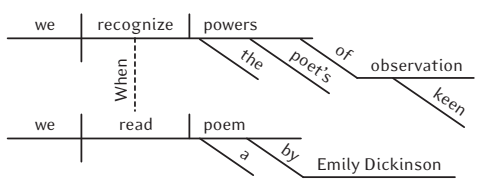


B. *Clauses and Verbals*

1.



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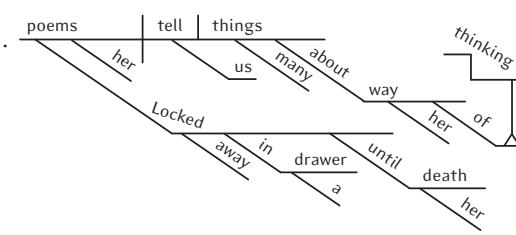

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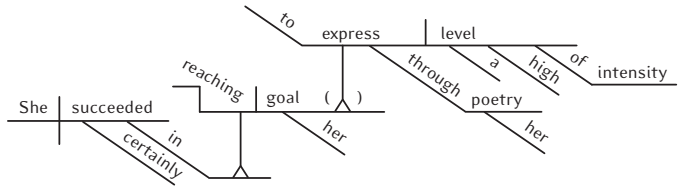

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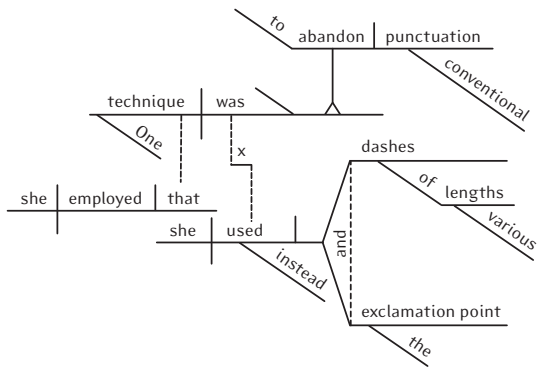

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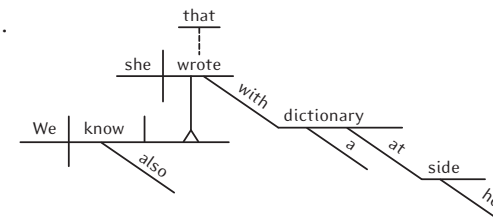

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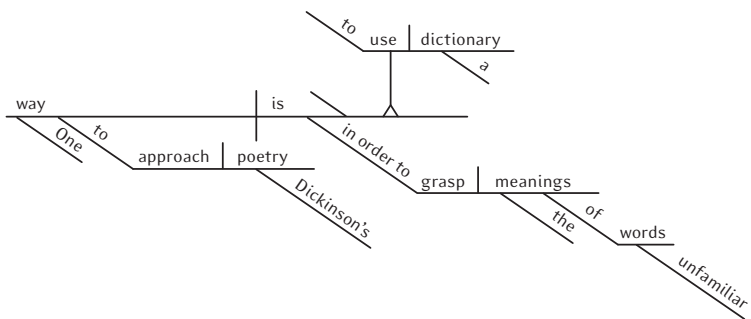

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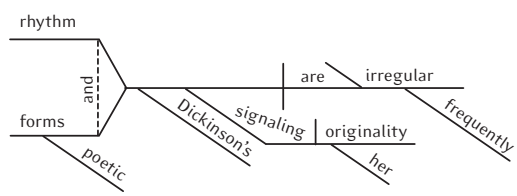

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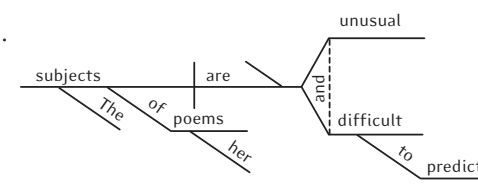

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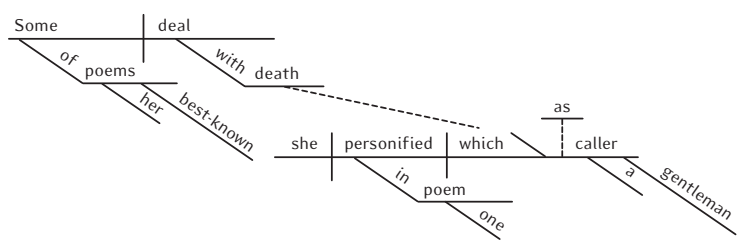

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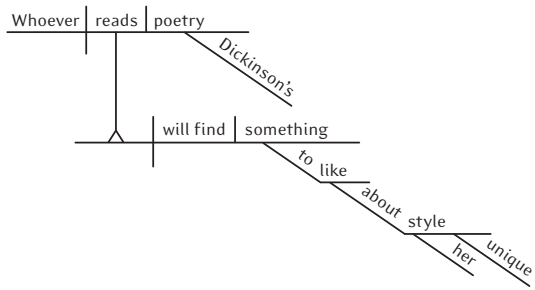

11

Usage Problems Associated with Verbs and Verbals

1 ◉ SUBJUNCTIVE MOOD

1. were
2. think
3. were
4. were
5. is

2 ◉ CONFUSING VERB PAIRS

A.

1. laid
2. lay
3. lie
4. laid
5. lying
6. lain, lying

B.

1. sat
2. sit, set
3. sat, set
4. sat
5. set

C.

1. rose
2. raised
3. raise
4. risen
5. rise

Review Copy

3 ◉ DANGLING VERBALS AND ELLIPTICAL CLAUSES

Note: Each sentence has two correctly rewritten versions; your answers, though, may vary because there are several ways to revise the sentences.

1. When writing about literature, it is important to include specific details.
   When you are writing about literature, it is important to include specific details.
   When writing about literature, you should include specific details.
2. Portraying character nuances through examples, readers can readily grasp the author's artistry.
   Portraying character nuances through examples, authors can demonstrate their artistry to readers.
   Seeing character nuances through examples, readers can readily grasp the author's artistry.
3. To structure the paper logically, a preliminary outline will help.
   If you want to structure the paper logically, a preliminary outline will help.
   A preliminary outline will help you structure the paper logically.
4. After writing the paper, reading it out loud will help catch any obvious errors or leaps in logic.
   After you have written the paper, reading it out loud will help catch any obvious errors or leaps in logic.
   After writing the paper, you can read it out loud to help catch any obvious errors or leaps in logic.
5. While proofreading, a final check will ensure that your paper is clear, specific, and organized.
   While you are proofreading, do a final check to ensure that your paper is clear, specific, and organized.
   While proofreading, you can do a final check to ensure that your paper is clear, specific, and organized.
   While proofreading, do a final check to ensure that your paper is clear, specific, and organized.

4 ◉ SPLIT INFINITIVES

Note: Your answers may vary slightly. Consider how the meaning of the sentence often changes slightly depending on where you relocate the word that caused the split infinitive.

1. The students wanted to thoroughly discuss Elizabeth Bishop's poem "The Fish."
   The students wanted to discuss thoroughly Elizabeth Bishop's poem "The Fish."
   The students wanted to discuss Elizabeth Bishop's poem "The Fish" thoroughly.
2. The poet manages to cleverly convey the dignified beauty of the fish that has finally been caught and lies on the deck of the boat.
   The poet cleverly manages to convey the dignified beauty of the fish that has finally been caught and lies on the deck of the boat.

Review Copy

3. She attempts to immediately give us a sense of the fish's grandeur.
   She attempts to give us an immediate sense of the fish's grandeur.
   She attempts to give us a sense of the fish's grandeur immediately.
4. We come to eventually appreciate not only the fish's beauty but also its endurance.
   Eventually we come to appreciate not only the fish's beauty but also its endurance.
5. By the end of the poem, we understand why the narrator decides to finally allow the fish to survive.
   By the end of the poem, we understand why the narrator finally decides to allow the fish to survive.
   By the end of the poem, we understand why the narrator decides to allow the fish finally to survive.
6. As the majesty of the fish fills the boat with "rainbow," the narrator returns the fish to the water so that it may continue to proudly live.
   As the majesty of the fish fills the boat with "rainbow," the narrator returns the fish to the water so that it may continue to live proudly.

5 ◉ POSSESSIVES WITH GERUNDS

1. Langston Hughes has a distinctive poetic voice; most readers are impressed by his writing powerfully about everyday subjects.
2. For example, in "Theme for English B," he depicts how difficult students find it to express themselves by their being given a writing assignment.
3. The narrator's being black makes honest expression even more difficult for him.
4. In "A Dream Deferred," Hughes writes about his sensing that eventually racial tensions may erupt in violence.
5. At the other extreme, though, he allows for the possibility that society's continuing to defer the dreams of African-Americans may lead to their giving up on those dreams.

6 ◉ PARALLELISM

Note: Answers may vary.

1. Aphra Behn, a female author of the seventeenth century, was brilliant, daring, and able to support herself by writing.
   Aphra Behn, a brilliant, daring female author of the seventeenth century, had to support herself by writing.
2. Her most famous work, *Oronooko*, is both interesting and socially relevant.

Review Copy

3. Through her portrayal of a brave African, Oronooko, and the woman he loves, Imoinda, she not only humanized two slaves but also caught the attention of a wide readership.
4. Oronooko is deceived by his own people, admired by the narrator and her friends when he serves as a slave in the sugar colony of Dutch Guyana, and finally tortured and killed after a failed attempt to escape with other slaves.
5. The settings, dialogue, and fast-paced action make this a work of popular fiction.
6. In England, Aphra Behn galvanized sympathy for the plight of African slaves; in America, Harriet Beecher Stowe achieved the same goal by writing *Uncle Tom's Cabin* and having it officially published in 1852.

7 ◉ CUMULATIVE EXERCISE

Note: Answers may vary.

Scholars wish it were possible to learn the identity of the author of *Sir Gawain and the Green Knight*, a fourteenth-century romance. While Arthur and his court are enjoying a feast, an astounding figure—a tall, green knight—intrudes upon them. He sits proudly on his horse to challenge the knights belligerently to a "beheading game." Only Gawain accepts the challenge. Gawain raises the ax, chops off the head of the Green Knight, and then watches in amazement as he picks up his head, which was lying on the floor. A year later, it is Gawain's turn to offer his head. His having the courage to do so makes his reputation in the court rise even higher.

Traveling to meet the Green Knight, Gawain keeps moving forward only because of his honor, for he knows that death lies before him. When Gawain comes to a castle, the lord and his lady welcome Gawain, and they insist that he stay for three days. Each morning, while the lord goes out to hunt, the lady comes to tempt Gawain quietly in his bedchamber. By resisting temptation, Gawain undergoes the true test of his knighthood. Although Gawain lies in bed and even allows the lady to kiss him, nothing else happens.

By the end of the story, we realize that his resisting the lady is what saves his life. To frighten Gawain, the Green Knight delivers three blows of the ax. He then reveals that he is, in his true form, the lady's husband. Gawain had acted honorably by accepting the initial challenge, treating the lady honorably, and keeping his word to seek out the Green Knight. He avoided the traps that others had laid for him.

The romance ends happily. Readers, however, must decide for themselves about Gawain. Because he had secretly accepted a magic belt from the lady, Gawain feels ashamed of himself. His continuing to feel ashamed of himself may raise doubts among readers. Gawain acted either honorably or dishonorably, but the ending definitely raises questions about how finally to interpret his behavior.

Review Copy

CHECK YOUR PROGRESS (Chapters 8-11)

EXERCISE 3A

I. Word Choice

1. who
2. has
3. are
4. is
5. whoever
6. Who
7. me
8. themselves
9. she
10. Do
11. who
12. whom
13. were
14. John's
15. lying
16. rising
17. sit
18. lain

II. Correct sentence errors—Your own sentences may vary. Numbers 1-3 include alternative answers.

1. Because the chairs in the exhibit were fragile, we could not touch them.
   The chairs in the exhibit were fragile, an indication that we could not touch them.
2. When people want to succeed, they will cooperate with one another.
   When a group wants to succeed, its members will cooperate with one another.
3. Anyone who can do well on this exam can pass the course easily.
   Those who do well on this exam can pass the course easily.
4. To become a truly effective speaker, you need both to want to improve and to practice frequently.
5. The dance routine that the teacher selected was simple, jazzy, and appealing to the adolescents.

III. Verb forms

1. had drunk
2. wore
3. is shaken
4. has broken
5. was writing
6. was dragged

Review Copy

IV. Punctuation

1. Running around the field, the mascot for the team excited the fans.
2. Although my parents disapprove of my new hobby, I enjoy chasing tornadoes.
3. To prepare for the prom, the young woman visited a beauty consultant.
4. No one who sees this movie will be able to forget it.
5. As antiques grow older, they increase in value, so some people regard them as investments.
6. The soldier gave the child a chocolate bar; then they shook hands.
7. My brother's dog, barking loudly at the scent of smoke, alerted the neighborhood to the approaching fire.
8. Perseverance and luck are what we need for success, but we may fail.
9. A visitor from another planet would probably want to understand our patterns of thinking.
10. The solution to this problem, which has eluded us for decades, was a simple one that we should have seen earlier.

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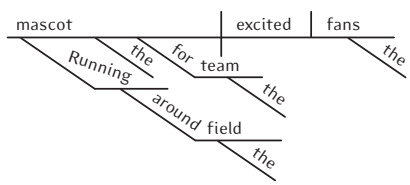

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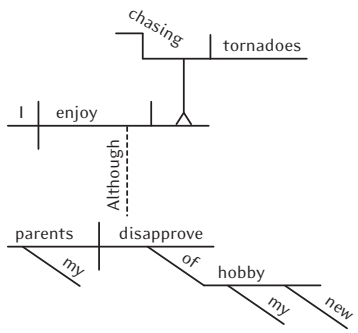

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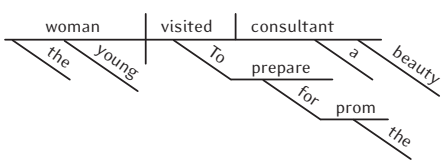

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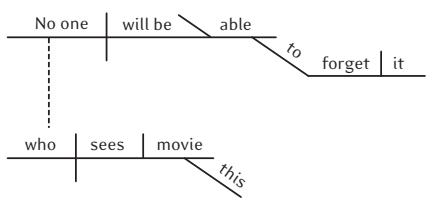

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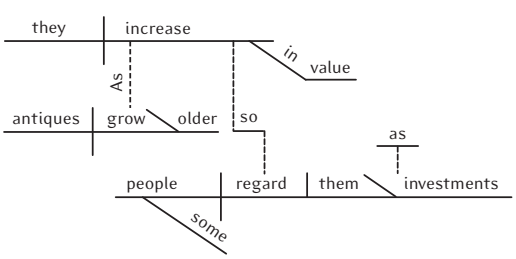

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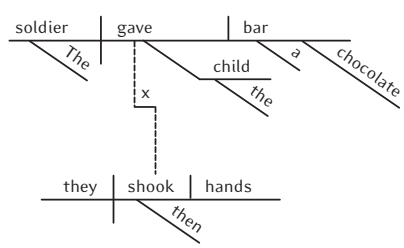

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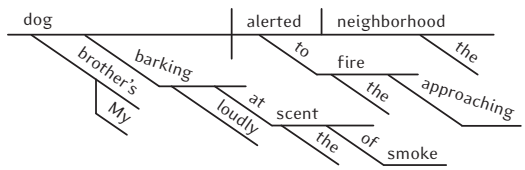

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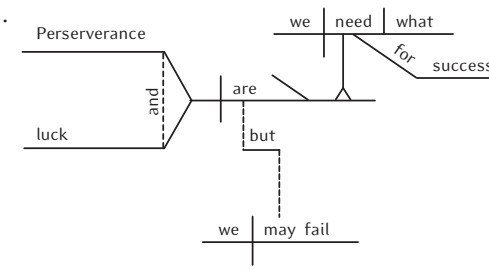

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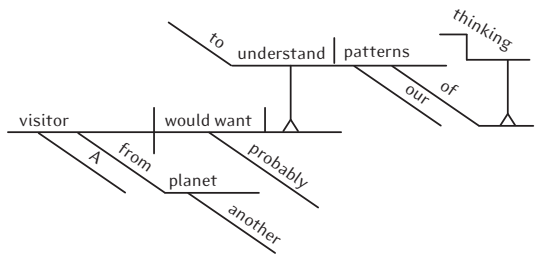

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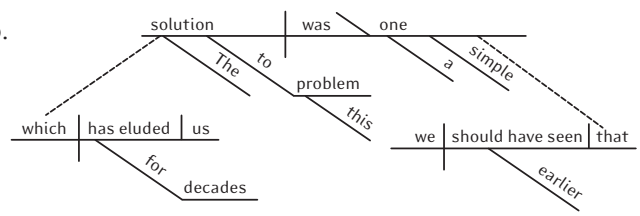

V. Sentences—The sentences below are merely samples. Except for numbers 6 and 7, your sentences will vary.

1. Beginning the race with a sore toe, Brielle was at a severe disadvantage.
2. Beginning the race with a sore toe put Brielle at a severe disadvantage.
3. To begin the race with a sore toe put Brielle at a severe disadvantage.
4. To begin the race, Brielle deliberately ignored the pain from her toe.
5. The team to begin the race included Brielle.
6. The authorities told hundreds of people to evacuate the area.
7. A report was issued to the stockholders by the assistant manager.

Review Copy

EXERCISE 3B

I. Word Choice

1. me
2. is
3. its
4. were
5. I
6. whom
7. himself
8. whoever
9. is
10. were
11. one another
12. who
13. set
14. president's
15. lying
16. laying
17. lain
18. raise

II. Correct sentence errors—Your answers may vary slightly.

1. Drivers who hear a siren should pull over to the side of the road, and then they should proceed cautiously when the road is clear.
2. Everyone wants to do well on this exam, although it may be a challenge.
3. While I was sleeping soundly, the cat jumped on me and jolted me awake.
4. Narrow your topic, compile an outline, and then write a rough draft in one sitting.
5. Some of the team members have neither the desire to practice constantly nor adequate motivation.
   Some of the team members have neither the desire nor adequate motivation to practice constantly.

III. Verb forms

1. were caught
2. rang
3. are shining
4. have been thrown
5. had gone

Review Copy

IV. Punctuation

1. Lifting the flap of the tent, the bear entered cautiously as we slept.
2. Driving is a privilege that many people enjoy.
3. High school students often consider school as a place to socialize with their friends.
4. Learning another language can be difficult to do.
5. When you graduate from college next year, you must decide what you want from life.
6. One of her talents is to speak effortlessly before an audience.
7. The passengers screamed, alerting the bus driver to the potentially dangerous situation.
8. All of our neighbors must decide whether or not they will contact the mayor about this problem.
9. Daffodils and tulips are in the yard, so it must be April.
10. The banquet included steak, although the majority of the guests were vegetarians.
11. The motor of the old car stopped; then the headlights went out.
12. Benjamin Franklin, who became famous throughout the world, lived in Philadelphia but traveled frequently to Europe.

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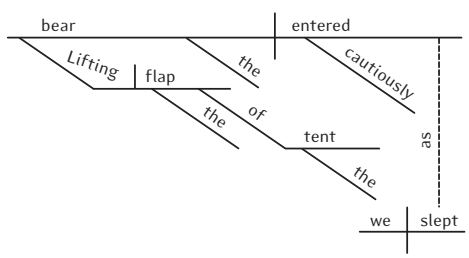

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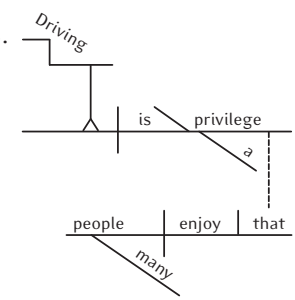

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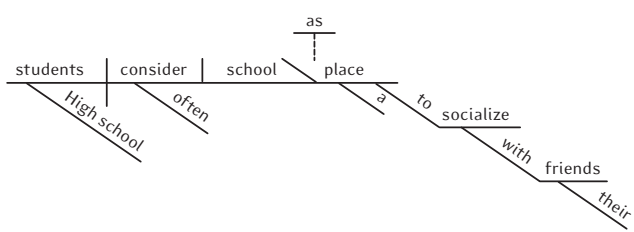

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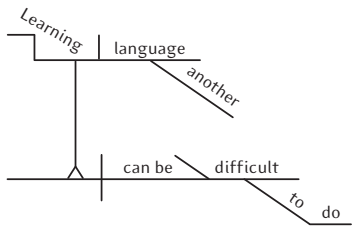

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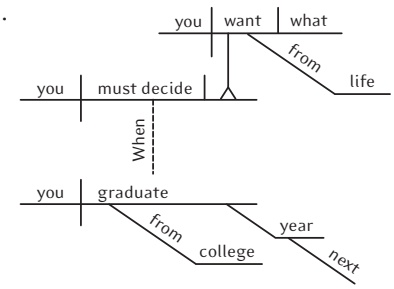

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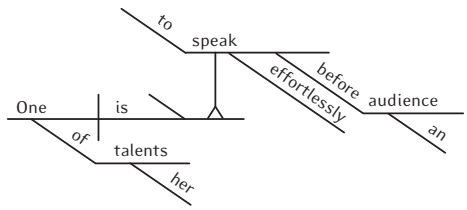

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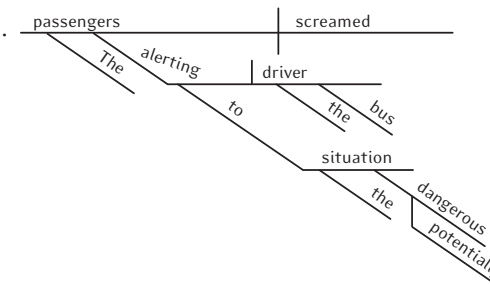

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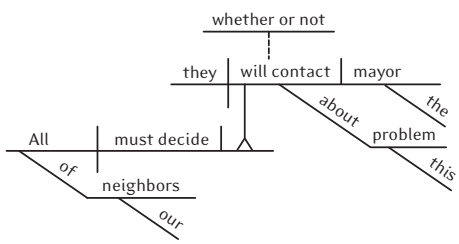

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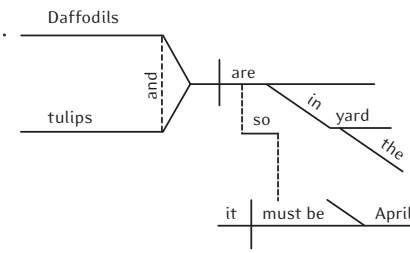

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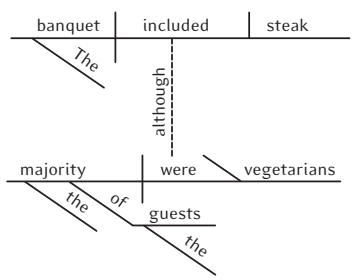

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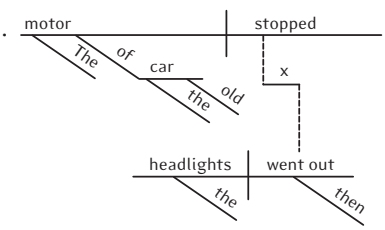

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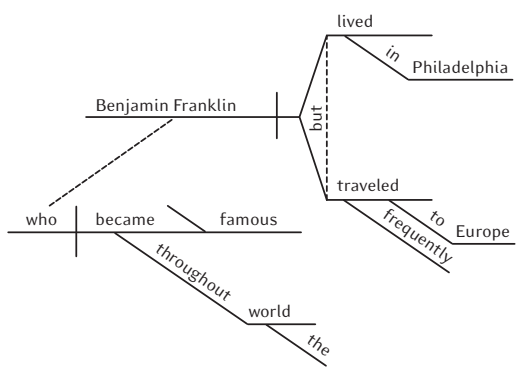


Review Copy

V. Sentences—The sentences below are merely samples. Except for numbers 6 and 7, your sentences will vary.

1. To see the dawn requires rising early. (*to see* as noun)
   To see the dawn, you must wake up early. (*to see* as adverb)
   The beach is a wonderful place to see the dawn. (*to see* as adjective)
2. Playing with her toys, the baby was content.
3. The baby enjoys playing with her toys.
4. The baby was playing with her toys.
5. When we arrived, the party ended. (*when we arrived* as adverb clause)
   The party ended at the moment when we arrived. (*when we arrived* as relative clause)
   No one knew when we arrived. (*when we arrived* as noun clause)
6. The custodian found the key.
7. Three children were carried to safety by the firefighter.
8. The thief took our computer. (*computer* is the direct object)
   Our computer was taken by the thief. (passive voice)

12
Punctuation and Capitalization

1 ◉ PUNCTUATION

A. Commas

Rule 1

1. Literature can be difficult to understand, but persistence will yield rewards.
2. You must be an attentive reader, for often the traditional elements of literature are warped or missing altogether.
3. Language is a versatile tool, so postmodern authors frequently use language in surprising ways.

Rule 2

1. When Samuel Beckett wrote his best-known plays, he broke with tradition.
2. Because there is very little plot, Beckett's plays rely primarily on dialogue.
3. The characters' incessant talk asserts the fact of their existence, although the repetitive and monotonous nature of their dialogue demonstrates their insignificance.

Review Copy

Rule 3

1. The characters in *Waiting for Godot* are expecting another figure to arrive; however, they are still waiting when the play ends.
2. They speak of moving on; then they remain where they are. (A comma after "then" is not necessary because it is a one-syllable conjunctive adverb. However, insert a comma after "then" if your intent is to emphasize the conjunctive adverb.)
3. The dialogue is obsessively repetitive; therefore, this is a difficult play for actors to perform.

Rule 4

1. Depicting minimal thought and action, Beckett is expressing his view of twentieth-century society.
2. With careful attention to detail, he strips away the illusions we create for ourselves.
3. At the end of the play, the audience typically feels perturbed and confused.

Rule 5

1. Three well-known playwrights who toyed with dramatic conventions are Beckett, Ionesco, and Albee.
2. They experimented with setting, plot, and dialogue.
3. They portray the bleak sterility of modern life, the nonsensical things we say over and over again to one another, and the absurdity of our attempts to inject meaning into a meaningless existence.

Rule 6

1. The spiteful, irritable characters in Beckett's *Endgame* squabble constantly.
2. This short, disturbing play exemplifies Beckett's dramatic talents.
3. The characters speak from dirty, rusty trash bins.

Rule 7

1. Samuel Beckett was born on Good Friday, April 13, 1906, and grew up in the village of Foxrock, Ireland, near Dublin.
2. On January 6, 1938, Beckett was stabbed in Paris, France, where he had taken up residence.
3. He wrote *Waiting for Godot* between October 1948 and January 1949. (Alternative version: He wrote *Waiting for Godot* between October, 1948, and January, 1949.)

Review Copy

Rule 8

1. Beckett's drama, often labeled theater of the absurd, is distinctive.
2. Theater of the absurd, unlike traditional drama, deliberately makes little narrative sense.
3. Waiting *for Godot*, which won the 1953 Nobel Prize, continues to be performed today.

Rule 9

1. In *Waiting for Godot*, Estragon describes the play itself when he says, "Nothing happens, nobody comes, nobody goes, it's awful!"
2. Probably the most quoted critical remark about the play is that "nothing happens, twice."
3. Beckett was frequently asked about the identity of Godot. "If I knew," he would always reply, "I would have said so in the play."

Rule 10

1. Samuel Beckett remains one of the leading dramatists of the twentieth century.
2. Whoever watches a performance of his plays will remember the experience.
3. Beckett believed that insightful drama could change individuals or even the world.

Cumulative Comma Exercise

Henrik Ibsen, a Norwegian playwright, is frequently acknowledged as the father of modern drama. His plays deal primarily with characters who break free from social expectations, from tyrannical family members, and from self-imposed constraints. One of his best-known plays, *A Dollhouse*, portrays the realistic, gripping drama of Nora, whose husband treats her like a child. Nora has actually saved Torvald's life, although he does not know it. When his doctors advised complete rest, she borrowed money in order to finance a long journey for the two of them. Nora forged her father's signature on the loan, but she carelessly dated the bond three days after her father's death. Krogstad, the man who loaned her the money, now threatens to blackmail her. He wants a position in Torvald's bank. After several plot complications, Nora can no longer conceal the truth from Torvald. She expects him to save her from the consequences of her actions; however, he blames and belittles her. When Krogstad later removes his threat, Torvald is jubilant, but Nora remains firm in her resolve to leave. She explains, "I have been your doll-wife, just as at home I was papa's doll-child." Slamming the door behind her, Nora leaves the house.

A Dollhouse shocked audiences so much that for many years the original ending was not allowed to be performed. *A Dollhouse*, as you might imagine, is often touted as an early feminist drama, even though the author is male. Contemporary drama owes much to Ibsen's bold, daring experiments in depicting dilemmas that are both realistic and difficult or even impossible to resolve.

Review Copy

B. Semicolons (and commas)

1. Guy de Maupassant, a French author of the nineteenth century, wrote many novels and short stories; however, his most famous story is "The Necklace," which ends with an ironic twist.
2. The main characters are Monsieur Loisel, a minor clerk in the Ministry of Education; Mathilde, his young, pretty wife, who wishes she had a more prestigious lifestyle; and Jeanne Forestier, a rich friend.
3. One day [or One day,] Monsieur Loisel comes home with an invitation to a fancy ball; contrary to what he expects, Mathilde is upset rather than ecstatic about the invitation.
4. Mathilde believes that she cannot attend the ball without appropriate apparel; therefore, her husband comes up with a plan.
5. He offers to allow Mathilde to buy a new dress with 400 francs he has saved; then [or then,] he suggests that she borrow jewelry from her rich friend.
6. After looking through her friend's jewelry, Mathilde selects a diamond necklace to wear; unfortunately, after an evening that matches her highest expectations, she arrives home to find that the necklace is missing.
7. Not telling Jeanne what has happened, Mathilde and her husband borrow 38,000 francs, an enormous sum, to replace the necklace; move into a cheap attic apartment; and, in order to save even more money, alter their lifestyle considerably.
8. After ten years, when they have paid off their debt, Mathilde confesses to Jeanne that she lost the necklace and returned a duplicate; we are left to imagine Mathilde's shock when Jeanne tells her in dismay that the original necklace was only costume jewelry, not a genuine diamond.

C. Colons (and commas)

1. Samuel Clemens is much better known by a pen name drawn from his days as a riverboat hand: Mark Twain.
2. Three of Twain's novels are especially entertaining: *Tom Sawyer*, *Huckleberry Finn*, and *A Connecticut Yankee in King Arthur's Court*.
3. In addition to novels, Twain's writings include examples of the following: comic debunkings, tall tales, and works of moral philosophy.
4. Two things Twain records distinctively are colloquial speech patterns and the colorful life of those who lived along the Mississippi River.

Review Copy

D. Dashes (and commas)

1. Understanding literature often requires one quality above all—the ability to focus.
2. Focusing on a literary text—in other words, noting the characters, the setting, the point of view, and the author's style—will help a reader to understand the overall theme of the work.
3. Cracking open a literary text is—to tell the truth—much like solving a puzzle.
4. The next time you study a literary text, remember your goal—focus on what you are reading.
5. Focusing on just about anything—reading, writing, driving, learning a new skill—will bring success.

E. Hyphens

1. A well-meant remark can sometimes bring long-term rewards.
2. When talking many years ago with a precocious ten-year-old child, I mentioned that engineering could be an extremely interesting career.
3. This off-the-cuff remark led the child to cultivate a love for science and math; ultimately, she enjoyed a fast-paced career that led her to help severely disadvantaged people.
4. As a highly skilled engineer, she developed multi-use systems of infrastructure for poverty-stricken villages in undeveloped areas.

F. Slash marks

1. Being a full-fledged citizen in a democratic society is not an either/or proposition.
2. Everyone must be a citizen/politician in order to vote knowledgeably.
3. Unfortunately, probably only ten citizens/hundred actually take this responsibility seriously.
4. W. H. Auden's poem "The Unknown Citizen" ironically eulogizes the way most of us live, not really thinking for ourselves: "Our researchers into Public Opinion are content / That he held the proper opinions for the time of year."

G. Apostrophes

1. Phyllis Wheatley and Sojourner Truth are two black women who weren't recognized in their own time but whose talents became clear within the past century.
2. These women's experiences qualified them to write in ways that continue to stir their readers' emotions today.

Review Copy

3. Wheatley, who lived in the 1700s, was sold to one of Boston's successful merchants, John Wheatley.
4. Phyllis' [or Phyllis's] life, however, was not a horrible one.
5. She was treated as if she were Wheatley's daughter, for he gave her his name and educated her.
6. Sojourner Truth lived a much more difficult life, passing through several owners' hands.
7. Eventually [Eventually,] she became free and worked for her children's freedom as well.
8. Her most famous speech, one that deals more with her treatment as a woman than as a slave, is entitled *Ain't I a Woman?*

H. Miscellaneous

1. Lewis Carroll is best known as the author of the imaginative book *Alice's Adventures in Wonderland*.
2. Many people also are familiar with his poem "Jabberwocky," which he included in another book, *Through the Looking Glass*.
3. "Jabberwocky" includes many nonsense words, but some of them, such as "chortle" and "whiffle," [or *chortle* and *whiffle*] have entered the realm of standard English.
4. The poem begins, "'Twas brillig, and the slithy toves / Did gyre and gimble …."
5. The word "borogoves" must be plural; otherwise, the line would be "All mimsy [was] the borogoves."
6. This combination of grammatical logic and nonsense words leads Alice to say that the poem "seems very pretty" but "rather hard to understand."

2 ◉ CAPITALIZATION

1. Most English majors are familiar with William Wordsworth.
2. He lived most of his life in the northwest area of England, in an area known as the Lake District.
3. He was a close observer of nature and seemed especially fond of spring, judging from his poem "I Wandered Lonely as a Cloud."
4. Wordsworth graduated from Cambridge University, took a walking tour of France (even crossing the Alps on foot), and lived in France shortly after the French Revolution.

Review Copy

5. He fell in love with a young French woman, Annette Vallon, who gave birth to a daughter, Caroline.
6. Wordsworth eventually married his childhood sweetheart, however, and they moved to a residence known as Dove Cottage.
7. In 1798, with Samuel Coleridge, Wordsworth published a book entitled *Lyrical Ballads*.
8. This book was the catalyst for a literary movement now called Romanticism.

3 ◉ CUMULATIVE EXERCISE—PUNCTUATION AND CAPITALIZATION

Robert Frost (1874-1963) became the best-known poet of his day. Although he built up an image of himself as the poet of New England (the northeast region of the United States), he was actually born in San Francisco. After his father died, Frost's mother brought the family to Lawrence, Massachusetts, in 1885. Frost attended Dartmouth College for seven weeks and later attended classes at Harvard University for two years; however, he never earned a bachelor's degree. When he inherited a farm in New Hampshire, he channeled his energy into three activities: farming, writing poetry, and teaching English at a nearby academy. Eventually [or Eventually,] Frost sold the farm and moved to England, where he published two books of poetry, entitled *A Boy's Will* and *North of Boston*. When he returned to America in 1915, he again lived on a farm. By this time, though, he had achieved recognition as an up-and-coming poet. Perhaps the crowning achievement of his poetic career occurred when he read one of his poems, "The Gift Outright," at President John F. Kennedy's inauguration. He also received four Pulitzer Prizes and more than twenty honorary degrees during the course of his lifetime.

Frost's poetry is often wise, philosophical, and traditional in form. A few of his most-loved poems are "Stopping by Woods on a Snowy Evening," in which the narrator's ride on a horse-driven carriage becomes a metaphor for life's journey; "Nothing Gold Can Stay," in which Frost expresses the transience of beauty; and "The Road Not Taken," in which Frost captures the far-reaching consequences of making choices.

Review Copy

13

Sentence Transformations

1 ◉ FOUR TYPES OF SENTENCES

1. D
2. IM
3. D
4. IN
5. EX
6. D
7. IN
8. IM
9. IN
10. EX

2 ◉ CLEFT SENTENCES

1. C
2. X
3. C
4. X
5. X ("it" is not followed by a form of the *be* verb here)
6. X (interrogative sentence)
7. C
8. C

3 ◉ ACTIVE AND PASSIVE VOICE

A.

1. P ("is ordered")
2. A
3. A
4. P ("are allowed")
5. P ("are asked")
6. A

B.

1. Both readers and audiences enjoy this play.
2. Her family and acquaintances have labeled Katherina as a shrew.

Review Copy

3. Only Petruchio sees her true potential.

C.

1. Potential suitors are frightened by Katherina.
2. Someone must be found by Baptista to marry Katherina.
3. A marriage proposal can then be accepted by Bianca.

4 ◉ "THERE" AS EXPLETIVE

1. <u>There</u> was a belief in Shakespeare's time that domestic order mirrors cosmic order.
2. There, in *The Taming of the Shrew*, we find Shakespeare's illustration of this belief. (In this sentence, "there" serves as an adverb, answering the question "where?")
3. <u>There</u> are many expressions of this concept in other writings of this period as well.

5 ◉ ANTICIPATORY APPOSITIVE

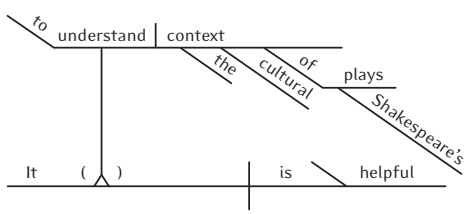
AA 1. It is helpful <u>to understand the cultural context of Shakespeare's plays</u>.
(To understand the cultural context of Shakespeare's plays is helpful.)

CS 2.

AA 3. It is not surprising <u>that theater companies often perform this play</u>.
(That theater companies often perform this play is not surprising.)

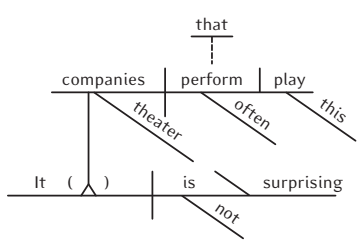
AA 4. It is fun <u>watching the verbal fireworks of this drama</u>.
(Watching the verbal fireworks of this drama is fun.)

1.



2. CLEFT SENTENCE

3.



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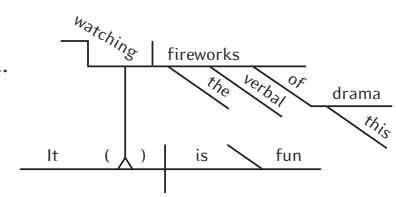

Review Copy

6 ◉ SENTENCE APPOSITIVE

1. Katharina is openly rebellious, a fact that frightens prospective suitors.
2. *The Taming of the Shrew* explores the reality behind the conventions of Renaissance marriage, a topic unexplored by most of Shakespeare's contemporaries.

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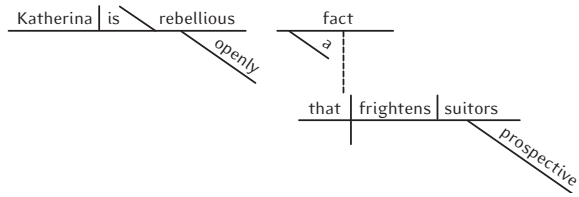

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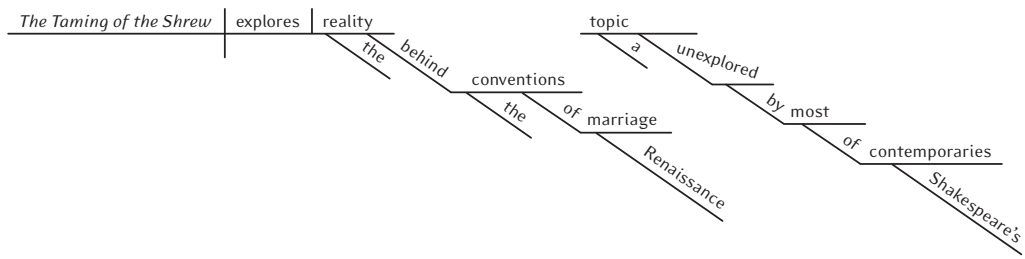

7 ◉ NOMINATIVE ABSOLUTE (ABSOLUTE PHRASE)

1. Katherina subdued, Petruchio can love her freely.
2. She is now the perfect wife, her behavior without fault.
3. The play ends ironically, Katherina delivering a speech on proper behavior to the other wives.

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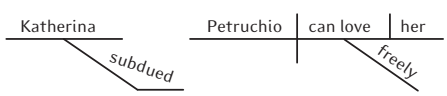

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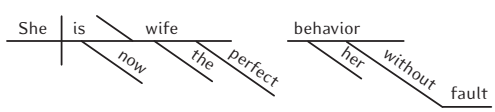

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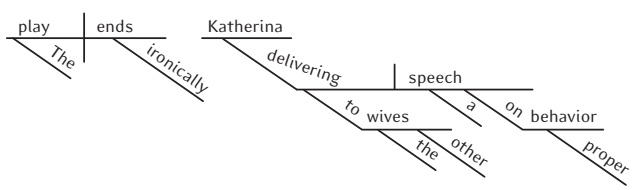

Review Copy

8 ◉ SENTENCE APPOSITIVE OR NOMINATIVE ABSOLUTE?

1. NA ("hands on her hips" gives a focused detail)
2. APP ("an unforgettable experience for the audience" summarizes the idea of the sentence)
3. NA ("their performance influenced by her superb command of the role" indicates what caused the other actors to rise to her level)
4. APP ("an effect that the audience appreciated" summarizes the idea of the sentence; notice that both #3 and #4 begin with the same independent clause)

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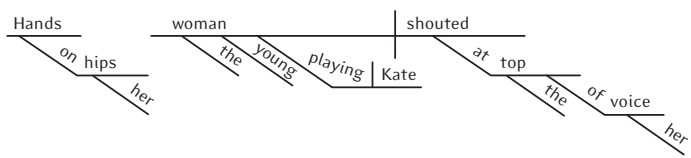

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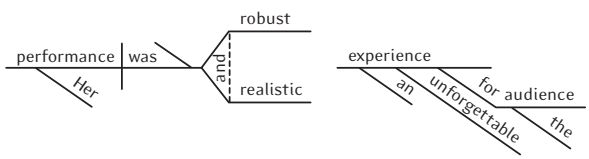

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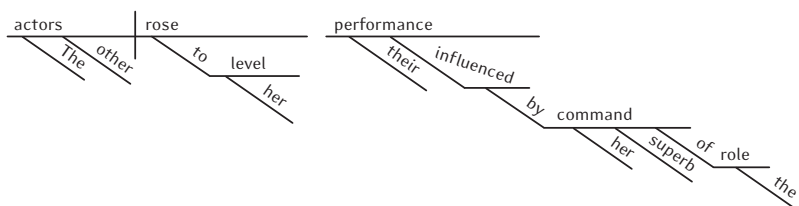

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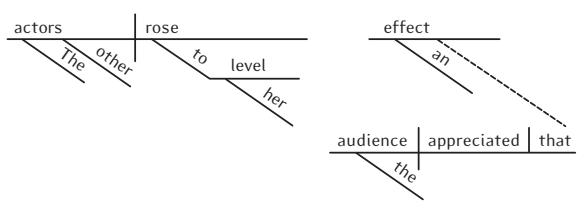


Review Copy

9 ◉ CUMULATIVE REVIEW

Note: The sentences below are just examples; your own sentences will vary.

1. Is Katherina a dynamic character?
2. What a dynamic character Katherina is!
3. Katherina is found interesting and comic by audiences.
4. It is Katherina whom audiences find interesting and comic.
5. It is interesting that audiences find Katherina a dynamic character.
6. Katherina is a dynamic character whom audiences find interesting and comic, a characteristic that makes *The Taming of the Shrew* a popular play.
7. Katherina behaving in interesting and comic ways, audiences find her a dynamic character.

CHECK YOUR PROGRESS (Chapters 12-13)

EXERCISE 4A

I. Punctuation

1. It's clear that the Johnsons deserve this award; but, given all the facts, the Smiths deserve it even more.
2. John Milton wrote the epic *Paradise Lost*, which tells the story of the fall of Satan, who tempts Adam and Eve.
3. The nurse patted the hand of the nervous, stuttering patient; then [or then,] she left the room.
4. Chocolates, flowers, and fancy cards are associated with Valentine's Day, although I'm not sure why.
5. We traveled to San Diego, California, on January 3, 2008, to visit our grandchildren's school.
6. When we talked to the child, we discovered that he could say only three words: "no," "go," and "okay."
7. Three words—"no," "go," and "okay"—were the child's complete vocabulary.
8. The campers packed several necessities, such as bottled water, a flashlight, a tent, and marshmallows.
9. Joanne, the lab assistant, had to order a few supplies: formaldehyde, beakers, and test tubes.

Review Copy

10. While our TV was blaring, we could hear nothing from next door, although the neighbors were shouting at each other.
11. Shannon hated long, boring books, but she spent hours reading poetry; therefore, no one was surprised when she announced, "One day, I plan to be a poet."
12. Tourists' ill-conceived plans can sometimes result in disaster.
13. Aunt Josie told us, "I plan to leave my entire estate to my three beloved cats."
14. The swiftly falling darkness frightened the five-year-old child.
15. You can learn many lessons from failure—for example, humility, perseverance, and determination.
    OR
    You can learn many lessons from failure; for example, humility, perseverance, and determination.

II. Capitalization and Punctuation of Titles

1. "Verses on the Death of Dr. Swift"
2. The Simpsons OR *The Simpsons* (underlining and italics are equivalent)
3. For Your Eyes Only OR *For Your Eyes Only*
4. A Portrait of the Artist as a Young Man OR *A Portrait of the Artist as a Young Man*
5. "How to Construct a Greenhouse"

III. Capitalization and Punctuation of Passage

None of this information made sense last spring. Now, however, I can see that you were merely trying to help me understand the unwritten rules of our school culture. The first thing I will do is contact Principal Henderson; then I will drive north until I reach Boston, where I will include your message in my speech to the Harvard Sociology Club.

IV. Write sentences—The sentences below are merely samples; your sentences will vary.

1. Tanya is happy.
2. Is Tanya happy?
3. Be happy.
4. How happy she is!
5. There is a smile on her face.

Review Copy

V. Transform a sentence—Your sentences will vary.

1. The patient was greeted with a cheerful smile by the nurse.
2. It was the nurse who greeted the patient with a cheerful smile.
3. What greeted the patient was the nurse's cheerful smile.
4. It was reassuring that the nurse greeted the patient with a cheerful smile.
5. Her smile cheerful, the nurse greeted the patient.

(Be careful not to confuse the nominative absolute and the participial phrase. "Smiling cheerfully, the nurse greeted the patient" is a sentence beginning with a participial phrase.)

EXERCISE 4B

I. Punctuation

1. During the long, hot summer of 2002, our family visited three states: Maine, where we picked blueberries; Colorado, where we enjoyed whitewater rafting; and Virginia, where we toured historic sites.
2. Kelly's oldest sister, Brianna, was in my graduating class, although—much to everyone's surprise—I never met her.
3. The long-awaited performance of our favorite play, <u>The Importance of Being Earnest</u>, took place on March 5, 2003, in a small, quaint theater in Provincetown, Massachusetts. [italics can be substituted for underlining]
4. Five foods—blueberries, tomatoes, oatmeal, carrots, and broccoli—were served weekly by the Browns; as a result, almost everyone in the family remained slim and healthy.
5. The professor said, "The character of Elizabeth Bennett in the novel <u>Pride and Prejudice</u> is one of my favorites."
6. It's been a long time since the Washingtons, our neighbors, arrived in our town; but, in spite of that fact, most of us think of them as newcomers.
7. We celebrated the children's birthdays by traveling to Miami, Florida, on June 15, 2008, for a surprise party.
8. My favorite holidays are St. Patrick's Day, Halloween, and the Fourth of July, although I'm not sure why.
9. Please send the following items: bottled water, canned food, and paper supplies.
10. The shoppers hurried through the crowded, noisy mall; then [or then,] they relaxed in the adjacent park.

Review Copy

11. Even though we had not seen the movie, we described it to our friends in terms such as "cute," "romantic," and "memorable."
12. The Nelsons' three-story house, which has been on the market for a year, finally sold.

II. Capitalization and Punctuation of Titles

1. "The Passionate Shepherd to His Love"
2. "When the Saints Come Marching In"
3. Challenger or *Challenger* (underlining and italics are equivalent)
4. Your Money or Your Life OR *Your Money or Your Life*
5. All's Well That Ends Well OR *All's Well That Ends Well*

III. Capitalization and Punctuation of Passage

Traveling through the Northeast can be quite an adventure, especially when you arrive in the region known as New England. In this part of the country, many people are laconic, although they may seem rather rude and abrupt. My mother and father used to take the entire family for long vacations in this area of the United States; in fact, we would sometimes cross the border into Canada so that we could try out the few words of French that we knew.

IV. Write sentences—The sentences below are merely samples; your sentences will vary.

1. Close the door.
2. What a loud noise you made when you closed the door!
3. Did you close the door?
4. You made a loud noise when you closed the door.
5. There are three cracks in the door.

V. Transform a sentence—Your sentences will vary.

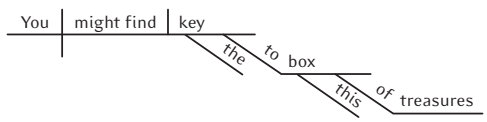
1. We were told an incredible tale by our guide.
2. It was our guide who told us an incredible tale.
3. What our guide told us was an incredible tale.
4. It was unusual to hear an incredible tale from our guide.
5. His voice trembling, the guide told us an incredible tale.
   (Be careful not to confuse the nominative absolute and the participial phrase. "Trembling with fear, the guide told us an incredible tale" is a sentence beginning with a participial phrase.)

Review Copy

CHECK YOUR PROGRESS—FINAL CHECK
(Chapters 1-13)

I . Sentence Pattern Numbers

1. 7
2. 4
3. 8
4. 5
5. 10
6. 6
7. 1
8. 2

1.


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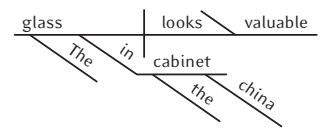

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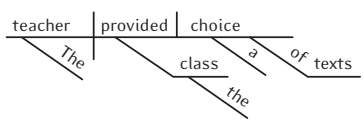

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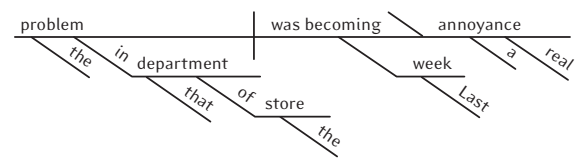

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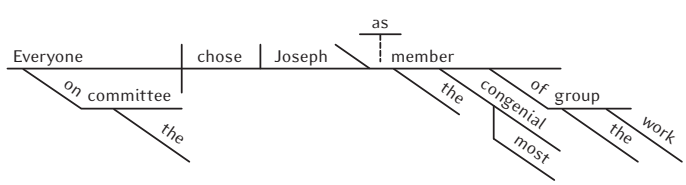

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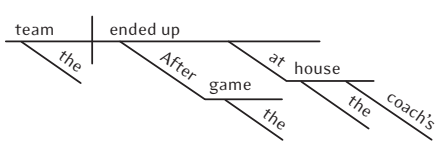

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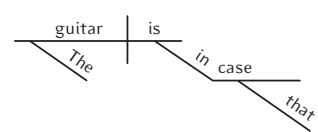

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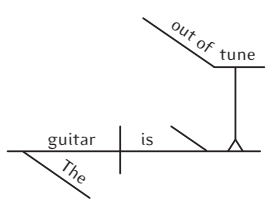


Review Copy

II. Rewrite sentence—Your sentences may vary.

9. The students were praised by the professor for their diligence and positive attitude.
10. The professor praised the students, and they became even more diligent.
11. The professor praised the students; therefore, they became even more diligent.
12. After the professor praised the students, they became even more diligent.
13. The professor who praised the students was Dr. Smith.
14. Praising the students, the professor increased their motivation to do well.
15. The professor, Dr. Smith, praised the students.
16. Last week the professor praised the students.
17. After the professor graded the first exam, she praised the students, and they became even more diligent.

III. Write sentences—The sentences that follow are merely samples; your sentences will vary.

18. Writing a poem requires attention to detail.
19. To write a poem requires attention to detail. (infinitive used as noun)
    To write a poem, you must pay attention to detail. (infinitive used as adverb)
    The way to write a poem is to pay attention to detail. (infinitive used as adjective)
20. Writing a poem requires only one thing: paying attention to detail.
21. Paying attention to detail is crucial, a recognition shared by the best poets.
22. His thoughts elsewhere, the poet could not complete the sonnet.
23. I wish I were a poet.
24. Write a poem.
25. What an exquisite poem!

IV. Punctuation

26. Inspiring leaders share a few rare qualities: selflessness, vision, and determination in the face of obstacles.
27. Certain herbs—echinacea, ginger, and turmeric—may possess healing properties, although medical research is inconclusive at this point.
28. After three long, agonizing hours, Dr. Jones, a brilliant neurosurgeon, announced to the family, "The operation was a success."
29. The children were fascinated by Venus, the planet of clouds; Saturn, the planet with colorful rings; and Mars, the planet most like Earth.
30. All of the teachers' parking privileges had been revoked; therefore, they were ready to go on strike.
31. The long-term effects of this drug are still unknown, so the pharmacist has suggested a safer, cheaper alternative.

Review Copy

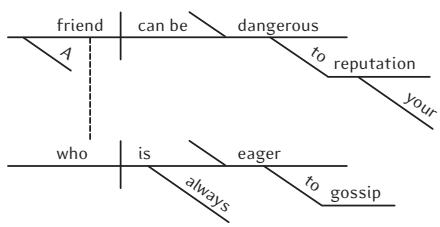
V. Word Choice

32. was
33. is
34. each other
35. better
36. are
37. whom
38. who
39. well
40. children's
41. I
42. Smiths
43. Smiths'
44. us
45. me
46. was
47. make
48. worst
49. she
50. me
51. bad
52. its
53. were
54. hers
55. well

VI. Rewrite passage—Your answers may vary.

Drivers who are not paying attention to road conditions are dangerous. They may find themselves skidding on a patch of ice or unable to navigate a sharp turn. If they are rounding a corner sharply, a pedestrian might be in danger. Driving requires concentration; it is not a recreational sport. If drivers are not concentrating, then they are dangerous. Bad driving is neither acceptable nor excusable.

VII.

56.


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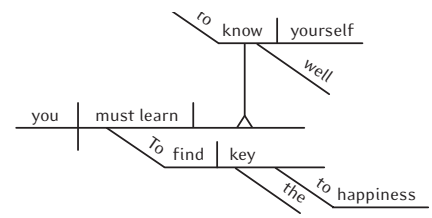

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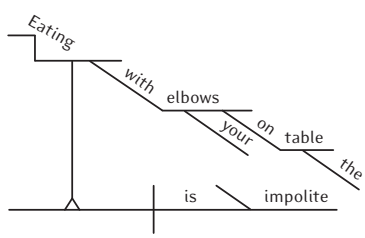

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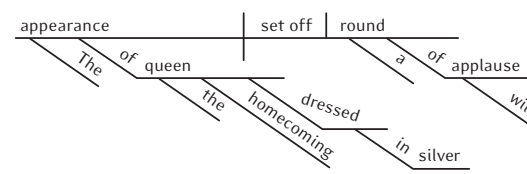

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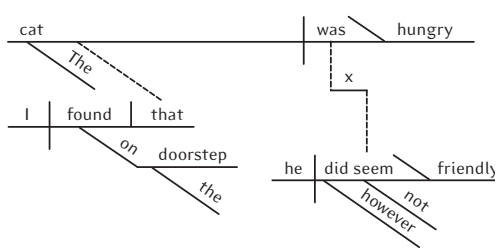

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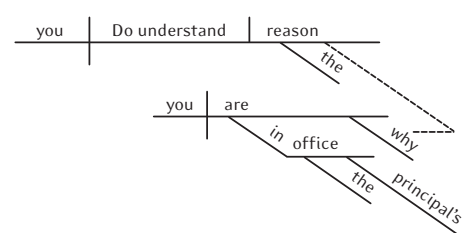

Review Copy

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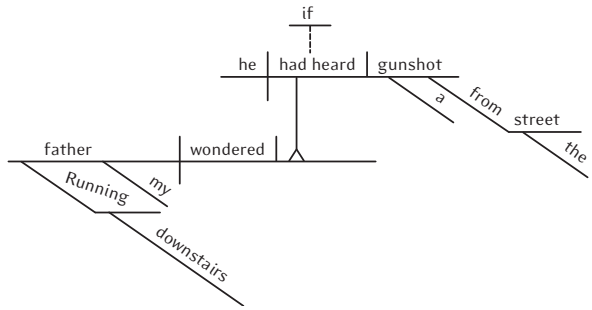

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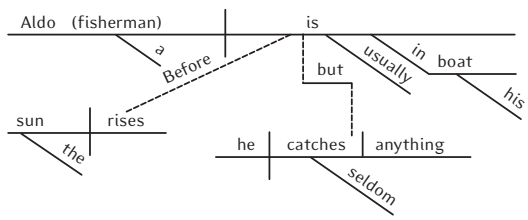

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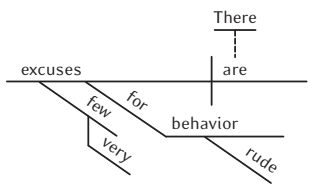

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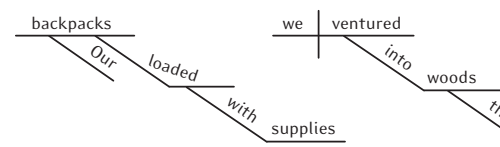

Review Copy

APPENDIX ◉ THREE

Irregular and Troublesome Verb Forms

1. chosen
2. dragged
3. driven
4. broken
5. frozen
6. worn
7. drunk
8. led
9. run
10. writing
    (check your spelling on this one!)
11. written
12. sneaked
13. sworn
14. shone
15. fallen
16. known
17. swum
18. spoken
19. hung (for objects)
20. hanged (for humans)
21. grown
22. slew
23. shrank or shrunk
24. sat
25. swung
26. fled
27. lain
28. blew
29. begun
30. dived or dove
31. become
32. beaten
33. bitten
34. strove
35. laid
36. taught
37. raised
38. gone
39. stung
40. wrung
41. set
42. sped
43. slid
44. spun
45. ridden
46. rid
47. grew
48. eaten
49. hurt
50. come

Review Copy

APPENDIX ◉ SIX

Commonly Confused Words

I. Fill-in-the-blank exercise

accept / except

1. except
2. accept
3. accept
4. Except
5. accept

advice / advise

1. advice
2. advise, advice
3. advice, advise

affect / effect

1. effect
2. affect
3. effect
4. affect, affect
5. affect (emotional make-up)
6. effect (bring about)

allusion / illusion / delusion

1. illusion
2. illusion, delusion
3. delusions
4. allusion
5. allusion

already / all ready

1. already
2. all ready
3. already

altar / alter

1. altar
2. alter
3. alter

as, as if / like

1. like
2. as if
3. like
4. as
5. as

between / among

1. among
2. between
3. Between
4. among

bring / take

1. bring
2. take, bring
3. bring
4. take

Review Copy

capital / capitol

1. capital
2. capitol, capital
3. Capitol
4. capital

compliment / complement

1. compliment
2. complemented
3. complemented
4. compliments

conscience / conscious

1. conscience
2. conscious, conscience
3. conscience, conscious

continual / continuous

1. continuous (trickling without stopping)
2. continual (occurring monthly)
3. continual (occurring repeatedly), continuous (occurring without stop)

desert / dessert

1. desert
2. desserts
3. desert, desert, desserts

different from / different than

1. different from
2. different from

everyday / every day

1. Everyday
2. every day
3. Every day, everyday

farther / further

1. farther (measurable distance)
2. farther (measurable distance)
3. further (incapable of measurement)

fewer / less

1. fewer
2. less
3. less, fewer
4. fewer, fewer, less

fiancé, fiancée

1. fiancé
2. fiancée
3. fiancée
4. fiancé

hanged / hung

1. hung (object)
2. hanged (human)
3. hung (object)
4. hanged (human)

healthful / healthy

1. healthful
2. healthy, healthful, healthful
3. healthy (meaning "sizable"), healthful

Review Copy

hopefully / hopeful

1. hopefully
2. hopeful

imply / infer

1. imply (suggest)
2. infer (surmise)
3. infer (surmise)
4. imply (suggest)

irregardless / regardless

1. Regardless
2. regardless

its / it's

1. It's (It has)
2. it's, it's
3. Its (possessive)
4. It's, its

moral / morale

1. moral (principled message—noun in this sentence)
2. morale (positive emotional state)
3. morale (positive emotional state)
4. moral (virtuous—adjective in this sentence)

a number / the number

1. The number (one figure)
2. A number (meaning "a lot")
3. a number ("a lot of auditors"), the number (one figure, the total)

number / amount

1. amount (uncountable)
2. number (countable)
3. number (countable), amount (uncountable as used in this sentence)

personal / personnel

1. personnel
2. personal
3. personal, personnel

principle / principal

1. principal (chief)
2. principal (chief), principles (rules)
3. principal (school administrator), principles (rules)
4. principal (money on which interest is earned), principles (rules)

prophecy / prophesy

1. prophecies (noun)
2. prophesy (verb), prophecy (noun)
3. prophecy (noun), prophesy (verb)

real / really

1. really (very)
2. real (true)
3. really (very)

Review Copy

stationary / stationery

1. stationary
2. stationery
3. stationary, stationery
4. stationery

sure / surely

1. surely
2. sure
3. sure, surely

then / than

1. than
2. then
3. than
4. then, than

versus / verses

1. verses
2. versus
3. verses, versus

whose / who's

1. whose
2. who's (who is)
3. whose
4. whose, who's (who is)

II. Underline-choice exercise

1. It's
2. A number
3. Regardless, as if
4. Every day
5. further
6. all ready
7. affected, morale
8. advise
9. accepting, principles
10. conscience
11. complimented
12. among
13. fewer
14. We are hopeful that this letter
15. personnel
16. really, who's
17. than, capital, principal
18. stationary
19. really, versus
20. The number
21. infer
22. desert, hung, continuous
23. morale, surely, personal
24. prophesy
25. healthy, everyday