

Using the Right Word 1

When is it important to know if one word (*good*) should be used instead of another word (*well*)? The answer to that is easy. It's important to use the right word whenever you are going to share your thoughts in a formal or semiformal situation. For example, whenever you write a report for a class, speak in front of any group, or write a letter requesting information, you should use the language correctly.

Test your word knowledge by trying the activity below. (If you find yourself in doubt about whether to replace a specific word, refer to sections 419.1-433.5 in your *Write Source 2000* handbook for more information.)



Directions

Draw a line through any incorrect underlined word and write the correct form above it. Do not change a word that is correct. The first sentence has been done for you.

1. We formed a council to decide on which items to put in a time capsule.
2. We knew we had limited space in the capsule we had made, so we chose many small items.
3. I accepted many ideas from the other members of the class, and that led to some interesting discussions.
4. The teacher said that we had to be very sure that we didn't put in things that would break.
5. We needed to seal the items in plastic and force out all the air.
6. My dad told us the school board would like to hear about this project.
7. I had to buy some film to take photographs for the newspaper.

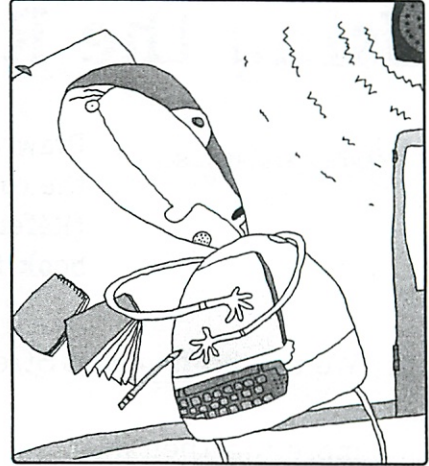
8. We ^{threw} through in some bottle tops, some baseball cards, and some of my mom's ^{personal stationery} ~~personnel stationery~~. (?)
9. As I held the capsule in my hand, I told everybody that the items wood be ^{a lot} worth alot in the future. ^{would}
10. The council decided that the year 2041 wood be a good year too open the capsule. ^{would} ^{to}
11. Instructions kept in the school safe will direct the principle to open the capsule in front of the whole school. ^{principal}
12. We painted the steal capsule bright read and buried it between two walls. ^{steel} ^{red}
13. The counsel maid a pact to visit the school on that "historic" day in 2041 and relive our passed. ^{council made} ^{pact}



Next Step Write a sentence for each of the following pairs or sets of words: *accept, except; already, all ready; capital, capitol; fewer, less; principal, principle; and who, whom.* (Use one set of words per sentence.) Then check your word usage by looking up each word in your *Write Source 2000* handbook (sections 419.1-433.5). Make any necessary changes.

Using the Right Word 2

The next three activities will ask you to think carefully about specific words. You'll have to judge whether to use these words, or not use them, in particular sentences. (Sections 419.1-433.5 in your *Write Source 2000* handbook provide information about the words in these exercises as well as other commonly misused words.)



Directions

If the underlined word is incorrect, cross out the word and write the correct form above it.

- 1 We had all herd the principal's voice threw the public address system.
heard through
- 2 Their was no mistaking the announcement: "Students that have lockers in
There who
- 3 the upper hall will have locker cleanup this morning."
- 4 "I knew I should have done that last weak," I thought.
week
- 5 "Your in for it now," snickered our homeroom teacher. Seeing our
- 6 pained looks, teachers went buy our lockers with encouraging words.
pained by
- 7 "Don't let those apples in their any longer," councild one teacher.
there
- 8 Tami and Al, my too neighbors, had already cleaned there lockers.
two their
- 9 "Give him some space there," said Mr. Gonzales. "He needs room."
their
- 10 "I don't no how he could leave that locker get so messy," Al said.
know
- 11 But the last laugh was on Mr. G., four only too minutes after we got
for two
- 12 back too our homerooms, the vice-principle announced that all eighth-grade
to principal
- 13 students should check to see if there teachers' desks were clean as well!
their

Using the Right Word 3

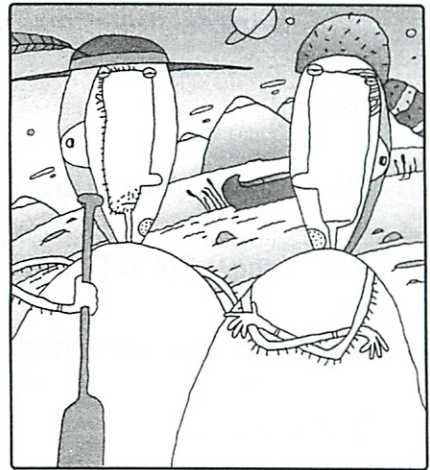
Directions

Draw a line through any incorrect underlined word and write the correct form above it. Do not change a word that is correct. (Refer to sections 419.1-433.5 in your *Write Source 2000* handbook for information on using correct words.)

1. We moved ^{to} ~~two~~ Elm Street, so our annual Halloween scavenger hunts are more fun then ever.
2. Freddy—my friend—helped us ^{raiso} ~~raze~~ money to ^{buy} ~~by~~ what we needed.
3. Although four teams of eighth-grade friends seemed like a large amount of kids, we did manage to get them ^{all together} ~~altogether~~ on the evening of the hunt.
4. That evening when my mom ^{blow} ~~blue~~ the whistle, the games began.
5. Jim's team ^{led} ~~lead~~ early on by getting half of the items on the list from ^{Aunt} ~~Ant~~ Julia's house, including a ^{pair} ~~a~~ pair of glass paperweights.
6. My best friend, Sam, did ^{well} ~~good~~ finding a stamp with a grizzly ^{bear} ~~bare~~ on it in a stack of ^{mail} ~~male~~ on the hall table.
7. Maya's team found an old ^{blue} ~~blew~~ tennis shoe in the ^{creek} ~~creak~~.
8. It took my team ^{two} ~~too~~ hours before it finally found a Boy Scout troop metal.
9. But it was Sam ^{who} ~~that~~ won the contest by entering the ^{deserted} ~~desserted~~ house near the river and getting the Freddie Krueger glove I ^{three} ~~through~~ in ^{there} ~~their~~ earlier.
10. We all complimented him on that ^{piece} ~~peace~~ of bravery.

Using the Right Word 4

Many words that writers often find confusing are called **homophones**. Homophones are words that sound alike but are spelled differently. *To*, *two*, and *too* are homophones. (See 419.1-433.5 in your *Write Source 2000* handbook for information about commonly misused words. Some of those words will be homophones.)



Directions

Circle the correct word in each set of words. Among the sets there will be 16 pairs of homophones. Put *H* above each pair of homophones. The first sentence has been done for you.

- There have been many famous (*pears*, ^H*pairs*) in history.
- In 1804, Meriwether Lewis and William Clark (*lead*, *led*) an expedition (*who*, *that*) explored the western United States.
whom
- They (*choose*, *chose*) a route that followed the Missouri River, so they did not have to cross any (*deserts*, ^H*desserts*).
- Lewis and Clark had traveled (*farther*, *further*) west (*than*, *then*) any other American explorers.
^H
- On the trip across the (*plain*, *plane*), Sacajawea, a Shoshone woman, acted as (*a*, *an*) interpreter for the group.
^H
- After crossing (*through*, *threw*) the Oregon Territory, the explorers reached the Pacific Ocean, where they (*threw*, *through*) away (*there*, *their*) smelly, tattered clothes.
^H

7. The winter (*whether*, *weather*) wasn't very (*well*, *good*), so the explorers rested.
8. The expedition split into (*two*, *to*) groups, and neither group went (*two*, *too*) far off (*coarse*, *course*), returning to St. Louis in 1806.
9. Both groups returned to St. Louis with many tales to tell (*there*, *their*) families.
10. President Thomas Jefferson (*read*, *red*) their reports and gave each leader a (*metal*, *medal*).
11. Today (*there*, *their*) is a museum in St. Louis dedicated to (*there*, *their*) trip.
12. The museum is at the (*base*, *bass*) of the Gateway Arch (*beside*, *besides*) the Mississippi River.
13. The land they explored is a (*vary*, *very*) important (*peace*, *piece*) of the United States.



Next Step Try writing a tongue twister using homophones that begin with the letter *b*. (See your handbook for help.)

Using the Right Word Review 1

Directions

Draw a line through any incorrect underlined word and write the correct form above it. Do not change a word that is correct. The first line has been done for you. (See 419.1-433.5 in your *Write Source 2000* handbook for information on using the right word.)

- 1 When my dad was 15, he couldn't ~~wait~~^{wait} to have his dad ~~learn~~^{teach} him
 2 how ~~too~~^{to} drive. Last ~~weak~~^{week}, my grandfather ~~choose~~^{chose} to tell me the tale of my
 3 dad's first day behind the wheel.
- 4 "Jack, ~~its~~^{it's} a good day for ~~your~~^{you're} first lesson," said Grandpa John. After
 5 ~~alot~~^{all} of reminders about the "rules of the road," my grandpa and dad were
 6 ~~already~~^{all ready} to begin. On that fateful ~~mourning~~^{morning}, my grandfather said, "Son, let's
 7 get some practice in before the ~~whether~~^{weather} turns rainy." It must have been
 8 scary for Dad, ~~setting~~^{sitting} behind the wheel of Grandpa's new car.
- 9 With a chuckle Grandpa told me, "~~You're~~^{you're} dad's knees probably felt
 10 ~~weak~~^{to}." He said that Dad needed ~~alot~~^{lot} of reminding about ~~witch~~^{to} buttons and
 11 levers. ~~too~~^{to} push and when to push them. Dad ~~seamed~~^{seemed} nervous ~~buy~~^{by} the time
 12 he was ready to pull out of the driveway, and he accidentally ~~blue~~^{blew} the horn.
 13 Grandpa admitted ~~their~~^{there} was some nervousness on his part, ~~too~~^{to}. He tried to
 14 compliment Dad on everything he did ~~write~~^{right} as they safely ~~past~~^{to} a
 15 slow-moving truck. Of ~~coarse~~^{course}, he ~~choose~~^{chose} to be positive with his son. But
 16 Grandpa admitted to me that every time my father came ~~too~~^{to} a stop, he hit

17 his own imaginary ^{break} break. Some miles farther down the road, Grandpa
 18 ^{heard} herd a gasp from the ^{he} knew driver. Dad ^{made} made a turn ^{too} to soon and almost ran
 19 ^{right} rite into a parked car. Grandpa thought, "It's not going to be a good day."

20 "After that, I kept picturing my new car as a mangled mass of ^{metal} medal,"
 21 admitted my grandfather.

22 "Well, Grandpa, at least you weren't board with the driving lesson," I
 23 said.

24 Grandpa chuckled. "On the contrary," he said, "I almost fainted that
 25 day." Grandpa said that, if nothing else, he taught Dad a very important
 26 ^{principle} principal of driving: Keep you're eyes on the road!

27 They're we were, both laughing, when Dad came out on the porch and
 28 sat besides me and asked what was up. Grandpa smiled at me and said,
 29 "Jack, before you no it, you'll go ^{know} threw it yourself with little Johnny ^{through} hear."
 30 The next morning, Dad ^{raised} razed the question again about Grandpa's
 31 ^{personal} personnel comments.

32 "It's almost time ^{for} four my first driving lesson," I replied casually.
 33 ^{Their} There was a sudden ^{pained} paned expression on Dad's face. He now realized it was
 34 his turn ^{to} two be the teacher and mine ^{to} too be the student.

Using the Right Word Review 2

Directions

In the following paragraphs, draw a line through any incorrectly used word and then write the correct usage above it. Read each sentence carefully before making any corrections. (See 419.1-433.5 in your *Write Source 2000* handbook for information on using the right word.)

1 It has always seamed ^{to} me that cats make better pets then dogs. Its
 2 not that I have anything ~~personnel~~ ^{personal} against dogs; its just that their more ~~are~~ ^{they are}
 3 work then cats. This is ~~vary~~ ^{very} true in the colder climates wear walking a dog
 4 can be ~~vary~~ ^{very} uncomfortable. And, of ~~coarse~~ ^{course}, there's the ~~hole~~ ^{whole} issue of cleaning
 5 up after you're dog. It can be a real ~~pane~~ ^{pain}!

6 Dogs are supposed to be smarter than cats. ~~Sum~~ ^{Some} wood say that this is
 7 true because dogs can learn ~~alot~~ ^{lot} of different tricks. I'm not ~~to~~ ^{too} sure I really
 8 ~~except~~ ^{accept} that argument. I think cats could learn as good as dogs if they
 9 wanted ~~too~~ ^{too}. I think cats are just ~~to~~ ^{too} smart and independent to do what
 10 people want them to do on command.

11 For example, I once tried to learn my cat how to fetch when I through a
 12 ball. I kept trying, but it was a ~~waist~~ ^{waste} of time. Finally, I got tired and quite.

13 As soon as I decided to drop the ball and set down, my cat grabbed the ball
 14 and dropped it in ~~to~~ ^{to} my lap. My cat was just showing me that he ~~wood~~ ^{would} do the
 15 trick when he choose ~~to~~ ^{to}, not when I ordered him ~~too~~ ^{so}. ~~Sew~~ ^{So} what does that
 16 tell you about ~~witch~~ ^{which} animal is smarter?

17 Another thing that has always bothered me about dogs is the noise
 18 they make. In general, cats are much more quite than dogs. Dogs will bark
 19 and howl at just about anything—if they hear the stairs creek or a person
 20 delivering mail or someone pouring a glass of lemonade.

21 Dogs do serve an amount of useful purposes like helping the blind and
 22 tracking down lost children. But that's the point: let the dogs work; let
 23 the cats lay around shedding their hair and just being good pets.

who/whom

who - is the subject of the verb

whom - is the direct object or object of preposition

who's = who is

whose = possessive pronoun

1. Who can run fast?

2. To whom did you throw the ball?

2.5 To whom it may concern

3. Who's on First -> Who is on First

4. Whose ball is that?

WHO'S WHO?

Who's on the line? Who's calling for whom? Who wants to talk to whose friend?

Who is used as the subject of a verb; whom is used as a direct object or the object of a preposition.
Who's is the contraction for *who is*; whose is a possessive pronoun.

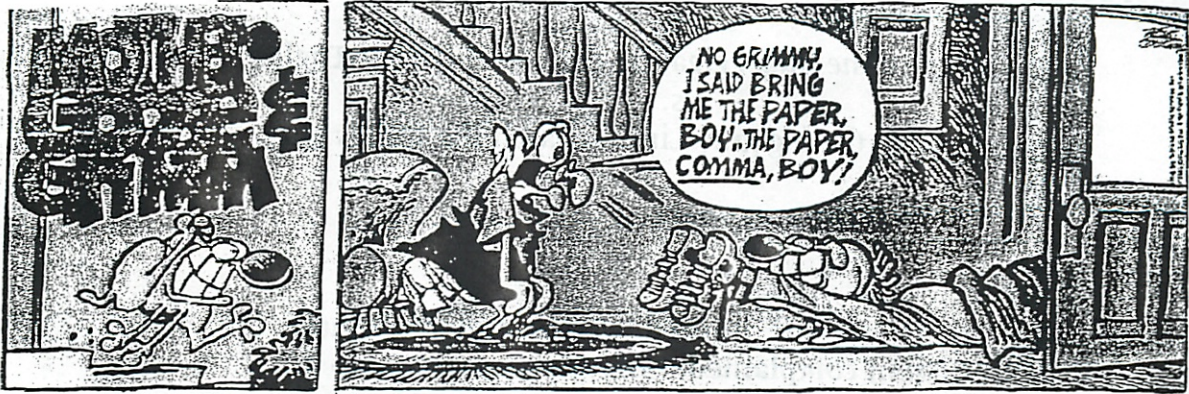
Circle the correct choice for each item.

1. (Who, Whom) ordered this pizza?
the subject
2. (Who's, Whose) wet towel is this?
3. For (who, whom) did you sacrifice your dill pickle?
4. (Who's, Whose) that joker with the sunburn?
who is?
5. The girl with (who, whom) I danced is very light on her feet.
6. (Who, Whom) may I say is calling?
7. (Who, Whom) do you think left this mess on the table?
8. The cousin about (who, whom) I spoke is going to college in the fall.
prep
9. Did you ever hear of Hemingway, (who, whom) wrote *The Old Man and the Sea*?
10. (Who's, Whose) the author of *Jaws*?
who is
11. (Whose, Who's) book is *Treasure Island*?
12. Do you know (who, whom) wrote *The Rime of the Ancient Mariner*?
13. The writer to (who, whom) you are referring is Coleridge.
14. I admire sailors of old (who, whom) I never met.?
15. I remember best the teacher (who, whom) is responsible for my love of poetry.
16. I'm scared of anyone (whose, who's) not scared of *Jaws*.
17. The fish of (whom, who) you speak isn't even real!
18. Look (who's, whose) talking! You got out of the water when a minnow nibbled your feet.
19. Hey! (Who, Whom) do you think you are?
20. I'm someone (whom, who) everyone believes!

IS THIS THE PARTY
TO WHOM I AM SPEAKING?



Rules for Using Commas



1

Use commas to separate items in a series (lists of items) of 3 or more things
*Make sure you put a comma between ALL items in the series, including the last two items

Ex: I like peanut butter sandwiches, pizza, pretzels, chips, and bananas covered in chocolate.

vs.

I like peanut butter sandwiches, pizza, pretzels, chips and bananas covered in chocolate.

How does the comma in the 1st sentence change the meaning from the 2nd?

2

Use a comma BEFORE a conjunction (and, but, yet, for, so, nor, or) that connects two INDEPENDENT CLAUSES to form a COMPOUND SENTENCE.

Ex: The Eagles are in the playoffs, and they are going to play Green Bay.

3

Use a comma to set off introductory phrases.

Ex: On Sunday afternoon, I will go to the Linc to watch the Eagles play.

4

Use a comma to set off appositives (extra or added information that is not necessary to the meaning of the sentence).

Ex: I will go to the Linc, the Eagles' stadium, to watch the Eagles play.

5

Use a comma to separate 2 or more adjectives (unless the adjective is a color or refers to age or is part of the noun it describes like jet plane)

Ex: I will go to the huge, gigantic Linc to watch the Eagles play.

vs.

I will go to the big gray Linc to watch the Eagles play.

6

Use a comma to set off quoted words and dialogue.

Ex: The student complained, "Why do we have to do this?"

7

Use a comma to set off a direct address (directly speaking to someone).

Ex: "Miss Gilmore, why do we have to do this?"

8

Use a comma to set off phrases that express contrast.

Ex: I hope the Eagles win on Sunday, not the Packers.

9

Use a comma to set off transition words (however, finally, meanwhile, indeed unfortunately, furthermore, therefore)

Ex: Unfortunately, it may be very cold at the Linc on Sunday.

It may, unfortunately, be very cold at the Linc on Sunday.


10

Use a comma to set off mild interjections (oh, well, uh, hey).

Ex: Oh, it will probably be freezing on Sunday.

11

Use a comma between a date and year (December 25, 2003), in numbers (10,000), in addresses between the city & state (Havertown, PA), and in titles that come after a person's name (Joe Smith, Jr.).



Even though I thought of making up another rule just for fun one about commas I decided that by this time you probably have commas coming out your ears and after all when you have commas coming out your ears your ears need a break so a break you shall have.

... hmmm ... where should the commas go in that sentence?

The Comma (I)

Use a comma after every item in a series especially the last two.

Ben Vereen is a dancer, a singer, and an actor.

Use a comma after words such as *first*, *second*, and *third* when they introduce parts of a series.

First, you must total debts; second, you must total assets; third, you must set up a budget for yourself.

Use a comma between two or more adjectives of equal rank that modify the same noun. → coordinate adjectives

It was a dark, cold, rainy evening.

A. Using Commas Correctly

Add commas where necessary in the following sentences.

1. Dickens's character Ebenezer Scrooge was a mean stingy old man. yes
2. Your paper must include the following: first an outline; second three to five pages of text; third endnotes; and fourth a bibliography.
3. The driver stopped looked both ways and then proceeded.
4. Emily's favorite poets are Alice Walker Gwendolyn Brooks and Anne Sexton.
5. Sulfur has a strong unpleasant smell.
6. First check the card catalog; second look for the books you want; third take notes.
7. Picnickers brought sandwiches potato salad lemonade and fruit.
8. Our newspaper tour guide showed us reporters writing stories typesetters printing articles and the drivers of delivery trucks getting ready to deliver the papers.
9. Be sure to close the windows feed the cat and switch on a lamp.
10. Carolyn wore suede boots and thin handknitted wool knee socks.

B. Using the Comma

Add commas where they are missing in the following paragraph.

(1) Microorganisms include bacteria yeasts and molds. (2) They are tiny invisible creatures. (3) Whether you can see them or not, they are on your hands inside your body and in the air. Many microorganisms are harmful, but some can be useful. (4) First molds are used to make antibiotics other medicines and cheeses. (5) Second yeasts are used for making breads synthetic vitamins and some beverages. Microorganisms, which can be both harmful and useful, affect us in many ways.

The Comma (I)

A. Using the Comma

Add commas where they are missing in the numbered sentences.

In 1949 the golfer Ben Hogan was in a serious automobile accident. (1) He suffered a double fracture of the pelvis a broken collar bone broken ribs a fractured ankle and severe internal injuries. He survived, but the doctors were not optimistic when they responded to reporters' questions. (2) They said Hogan would live walk and resume some everyday activities. They doubted, however, whether he would ever play golf again.

Nevertheless, Hogan worked hard to make a comeback on the golf circuit. (3) First he tied his old rival Sam Snead in the Los Angeles Open. (4) Second Hogan entered the biggest most important tournament of all, the Masters at Augusta, Georgia. He began well, but his tired body could not maintain the pace. (5) Hogan's patient diligent effort finally paid off. Two months later he won the U.S. Open, and he went on to win other top tournaments as well.

B. Using the Comma in Writing.

Rewrite the sentences by following the directions in parentheses.

1. They packed for the journey. (Include a series of items.)

2. This was to be an adventure. (include two adjectives of equal rank that modify the same noun.)

3. They wanted to experience the thrill; they wanted to test themselves. (Include *first* and *second* to introduce a series.)

4. The adventure was a memorable experience for many reasons. (Include a series of reasons.)

The Comma (II)

Form A

Introductory element

Use a comma after introductory words or mild interjections: *Yes, I heard you.*

Use a comma after two or more prepositional phrases at the beginning of a sentence: *At two o'clock on the dot, the first shift ends.* Introductory element

Use a comma after verbal phrases and adverb clauses that begin a sentence: *Before we leave, let's call Pam.* Introductory element

Use commas to set off one or more words that interrupt the flow of thought in a sentence: *Tea, for example, also contains caffeine.* Parenthetical element

Use a comma to set off nouns of direct address: *Contestants, take your places.*

Use commas to set off most appositives. An **appositive** explains or identifies another word. The appositive directly follows the word it explains. Do not use commas with essential appositives. Parenthetical element

The house, a brick ranch, is for sale.

The singer Willie Nelson is very popular.

Using Commas Correctly

Add commas where necessary in the following sentences.

1. Although Natalie likes old movies she has never heard of James Cagney.
2. Looking up at the night sky my father pointed out the planet Jupiter.
3. In the morning before breakfast Ron runs five miles.
4. A gecko I believe is a type of lizard.
5. Yes Paula you have three minutes for your rebuttal.
6. Exhausted from a hectic day at work Judy lay down for a while.
7. The hearing a joint investigation by Congress will be televised.
8. Well we will of course refund your money if you're not satisfied.
9. At the edge of the fairgrounds there is a vendor selling balloons.
10. Anthony will you take the minutes of the meeting?
11. Do you think Professor Jennings that the experiment will work?
12. Because she is ill Ms. Haywood will not return to work tomorrow.
13. Her attorneys moreover have asked for a delay.
14. Queen Victoria an English monarch ruled for sixty-four years.
15. If Rhonda makes this run we'll win the game!
16. This road I think leads to the stadium.
17. When she got the flu Felicia resolved to take better care of herself.
18. Let me take your coat Brenda and hang it up.
19. In the long line for tickets strangers began to talk to one another.
20. Mecca the birthplace of Mohammed is one of the two capitals of Saudi Arabia.

The Comma (II)

Form B

A. Using the Comma

Add commas where necessary in the following sentences.

1. With the increase in motor traffic after World War I, there was great need for the construction of new roads.
2. Parkways the first highways, were gently winding; freeways, on the other hand, were straight roads designed for high speeds.
3. Tunneling through mountains and spanning rivers, the highways swept across the country.
4. At the exits of a highway, cloverleaves made it easy to enter a city.
5. Consisting of three or four levels of interlocking highways, some modern cloverleaves have been nicknamed "spaghetti bowls."
6. Encouraged by the availability of highways, freight companies greatly increased the use of trucks.
7. Yes, railway trains, the traditional freight haulers did decline as a result.
8. In the small towns in the country, many railway tracks lay abandoned.
9. In the older cities in the United States, the four-lane superhighway often ends in narrow city streets.
10. Now because traffic jams have become common, cities and states are restoring railways for commuter use.

B. Using the Comma in Writing

Rewrite the sentences by following the directions in parentheses.

1. At the end, they might offer her a full-time job. (Add another prepositional phrase to the beginning of the sentence.)

- of the road*
2. She will return to school. (Begin the sentence with the word *if*.)

- Joe will be mad*
3. This is valuable experience in the working world. (include interrupters such as *of course* or *I think*.)

- I believe,*
4. You should get involved in this program. (Begin with an introductory word and address a person directly.)

The Comma (III)

Form A

Use commas to set off explanatory words that precede or follow a direct quotation.

Michelle said, "Many people have called."
"Many people have called," Michelle said.

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

Joan is already here, but Maria won't be flying in until tonight.

A. Using Commas Correctly

Add commas where necessary in the following sentences.

1. Senator Braun commented "The bill has a good chance of passing."
2. Maria overslept but she still made it to work on time.
3. "Where" the teacher asked "is Samoa located?"
4. Los Angeles has a larger area than New York City but New York has more people.
5. "The New York Times" said Mr. Schultz "was first published in 1851."
6. Did Debra resign or has she decided to stay?
7. The phone and the doorbell both rang and I answered the phone first.
8. A volcanic eruption was predicted and the town had to be evacuated.
9. "I know when the St. Lawrence Seaway opened" said Janice.
10. "The Pyramids were tombs for the pharaohs" explained Ms. Dixon.
11. The jurors have been selected and they are ready to hear the case.
12. "Well" the clerk replied "we don't have that item in stock right now."
13. I'd like to join you for lunch but I have to be at a meeting upstairs in ten minutes.
14. Steve's injury did not require surgery nor did he need physical therapy.
15. Was it Dolores who said "I'll take photos, sell ad space, or write articles"?

B. Using the Comma

Add commas where they are missing in the following dialogue.

- (1) "My report" Doug told Eve "is on Jack Schaefer a Western novelist."
- (2) I liked his short stories first and then I read the novel *Shane*."
- (3) Eve said "Schaefer had never seen the West when he wrote *Shane*."
- (4) "He must have had a great imagination" Doug declared. "The Western Writers of America organization gave *Shane* an important award so they must have found it to be very authentic."
- (5) "Actually" Eve explained "Schaefer researched his subject thoroughly at Yale University."

The Comma (III)

A. Using Commas

Add commas where necessary in the numbered sentences in the following paragraph. Some sentences do not need commas.

(1) Mars is the closest planet to Earth and it has long captivated people's imaginations. (2) Giovanni Schiaparelli an Italian scientist discovered lines on the surface of Mars and called them *canali*. (3) The word is Italian for *channels* but it was translated into English as *canals*. (4) Study of these "canals" led to a whole Martian mythology and to speculation about life on Mars.

(5) "Long ago" wrote author Leigh Brackett ". . . there were oceans in equatorial and southern Mars." (6) Edgar Rice Burroughs and H. G. Wells wrote vividly about Martians and their activities. The space age, however, brought better knowledge of Mars. (7) The "Red Planet" turned out to be barren and rocky and this discovery greatly diminished the likelihood of life on Mars.

B. Using the Comma in Writing

Rewrite the sentences by following the directions in parentheses.

1. "I can't possibly enjoy this vacation." (Include explanatory words before the direct quotation.)

2. "Traveling alone to stay with strangers feels *too* strange." (Include explanatory words following the direct quotation.)

3. "I've met these cousins only once, and I may not like them at all." (Include explanatory words between parts of the direct quotation.)

4. "I haven't seen anyone my age waiting for this bus." (Include the conjunction *but* and another clause.)

5. "Hello, I've been looking for somebody my age." (Include the conjunction *and* and another clause.)

Name _____

Date _____

SEMICOLON SUGGESTIONS

Explanation and Exercises

Think of a semicolon as being stronger than a comma or colon, but not as strong as a period. Here are some rules for using semicolons.

A. Use a semicolon to separate independent clauses not joined by a conjunction.

Examples: *Each clause could stand as a separate sentence; the semicolon brings them closer together.*
English class meets at one o'clock; science is at two.

(Note: In the examples above, each of the clauses on either side of the semicolon could be a complete sentence.)

B. Use a semicolon between independent clauses if they are joined by such words as *however, also, besides, indeed, otherwise, therefore, in fact, meanwhile, furthermore, and then*.

Examples: I would like to visit you; however, I have a cold.
 He is not a nice person; besides, he has a bad temper.

(Note: Do not use a colon if the clauses are joined by a conjunction such as *and* or *but*, as *He is not a nice person and he has a bad temper*.

C. Use a semicolon in a series of three or more when commas are used as part of the items.

Examples: *Alex, my brother's friend; Colin, my cousin; and Randy, another cousin are all coming to the party.*
She has three pets: Barney, the frog; Marlon, the cat; and Bumbles, the rabbit.

D. Check the correctly punctuated sentence in each group.

1. a. Jenny loves ice cream; her favorite flavor is vanilla.
 b. Jenny loves ice cream, her favorite flavor is vanilla.
2. a. I like cookies; and I also like cake.
 b. I like cookies and I also like cake.
3. a. Mr. Adams, the teacher; Ms. Hopkins, the principal; and Mr. Sharp, the superintendent will all be at the meeting.
 b. Mr. Adams, the teacher, Ms. Hopkins, the principal, and Mr. Sharp, the superintendent will all be at the meeting.
4. a. Susan is ready, however, she is waiting for Elena.
 b. Susan is ready; however, she is waiting for Elena.

*SEE ANSWERS BELOW.

Answers: 1. a 2. b 3. a 4. b


Semicolons

Separating Independent Clauses

An independent clause can be a sentence by itself. You can also combine independent clauses to make one sentence. You can use a coordinating conjunction (*and, or, nor, for, but, or so*) between the independent clauses. If the independent clauses are closely related, you can use a semicolon between them instead of a coordinating conjunction.

- ⇒ *separate sentences* I told the truth. Jake did, too.
- combined with coordinating conjunction* I told the truth, and Jake did, too.
- combined with semicolon* I told the truth; Jake did, too.

Most of the time, writers use coordinating conjunctions to combine independent clauses. Substitute a semicolon for a coordinating conjunction only when you want to show a strong, dramatic connection between the two clauses.

 Rewrite each sentence on another sheet of paper. Use a semicolon to replace each coordinating conjunction between independent clauses.

1. The band concert was over, and now they couldn't stop giggling.
2. They went to a local restaurant, but how could they read the menu when they couldn't stop laughing?
3. The waiter couldn't speak English very well, but he began laughing with them anyway.
4. The girls asked some embarrassing questions, and the boys blushed.
5. They didn't answer, so the girls asked once again.
6. The waiter showed up at the table again, and he heard the question.
7. Now the girls blushed, and they began laughing nervously.
8. From the next table, we tried to hear what they said, but we couldn't hear it.

The Semicolon and Colon

Use a **semicolon** in the following ways: to join the parts of a compound sentence if no coordinating conjunction is used; to separate clauses when there are several commas in the parts of a compound sentence; to separate the parts of a series when there are commas within the parts; and before a conjunctive adverb that joins the clauses of a compound sentence.

Newts are brightly colored salamanders; efts are young newts.

Byzantine trade included furs such as sable, mink, and fox; precious stones, gold, and ivory; and fabrics such as silk, muslin, and damask.

California, New York, and Texas are the three most populous states; but the populations of Florida and Arizona are among the fastest growing.

Evan is a slow reader; however, he is an excellent student.

Use a **colon** in the following ways: to introduce a list of items; after the greeting of a business letter; between numerals indicating hours and minutes; between chapter and verse in a biblical reference; between two sentences when the second explains or summarizes the first; and to introduce a long or formal quotation.

You will need these items: work boots, warm clothing, and a backpack.

Dear Ms. Ellison:

The train will leave at 5:18 P.M.

It's clear your trip agreed with you: you look years younger.

In one of his essays, Emerson wrote: "Though we travel the world over to find the beautiful, we must carry it with us or we find it not."

Do not use a colon after a verb or a preposition unless the colon is being used to introduce a formal quotation.

Incorrect	Peter likes to paint: horses, dogs, and cats.
Correct	Peter like to paint horses, dogs, and cats.

Using Semicolons and Colons

Use semicolons and colons appropriately in the following sentences.

1. Jim enjoys history, literature, and psychology; but Rebecca prefers math, science, and music. *Don't put :*
2. Beethoven visited Vienna in 1787; Mozart heard him play there.
3. Dan is interested in Japan; consequently, he enjoyed the novel *Shogun*.
4. The runner has trained for months; unfortunately, yesterday he broke his ankle.
5. Before you paint, gather the following things: paint, a palette, and brushes.
6. Let's ask Sylvia to play the piano; she's the best pianist I know.
7. Rembrandt was a great painter; nevertheless, he died penniless.
8. For skiing you need the following: skis, poles, a warm jacket, a hat, and gloves.
9. E. B. White was an essayist; however, he is best known for the book *Charlotte's Web*.
10. The following are jobs in advertising: copywriting, editing, and design.

A. Using the Semicolon and the Colon

Add semicolons and colons where they are needed in the numbered sentences.

To jump start a car in cold weather, first find another car with a strong battery.

(1) Then take the following safety precautions make sure that the cars do not touch turn off the ignitions of both cars turn off all accessories in both cars.

Now take a set of jumper cables coded with black and red markings. (2) Locate the positive terminals of the two batteries then connect the clamps of the red cable to the positive terminals. (3) Next, connect one clamp of the black cable to the negative terminal of the assisting battery connect the other clamp of the black cable to the engine block of the car to be started.

(4) When all the cables are connected, start the engine of the assisting car then start the engine of the other car. Once you have cut the engine of the assisting car, take one important final step, for safety's sake. (5) Remove the cable clamps in the reverse order from the way you connected them first, disconnect one of the black cable's clamps from the engine block then, disconnect the other from the assisting battery finally, disconnect the red cable's clamps from the positive terminals.

B. Using the Semicolon and Colon in Writing

Use semicolons and colons appropriately in the following sentences.

1. Ann was mesmerized by the city and its crowds, its broad streets, its skyscrapers.
2. Dear Mr. Perez
Thank you for talking with me about a part-time job.
3. During our summer in Alaska, the sun was sometimes still shining at 10 30 P.M.
4. Linda hurried to the store however, it had already closed by the time she arrived.
5. You clearly won't be able to come to Andrew's party you have too much to do.
6. The biblical quotation "There is no new thing under the sun" is from Ecclesiastes 1 90.
7. Henry David Thoreau once said "To regret deeply is to live afresh."
8. The treasure included gold, silver, and copper a cannon, armor, and swords and many ancient maps.
9. In 1986 Ivan Lendl won the U.S. Open in tennis Stefan Edberg, the Australian Open and Boris Becker, Wimbledon.
10. Francis Bacon wrote "Prosperity is not without many fears and distastes adversity is not without comforts and hopes."

Colons

Overview

A colon (:) means “pay attention to what follows.” The information after a colon is often an addition or an explanation of the information before it.

The information before a colon is usually an independent clause (a clause that could be a whole sentence by itself).

Aunt Bertha told me the ingredients for her special pancakes: 2 eggs, ½ cup milk, 2 cups of flour, and ¼ cup of melted butter.



In this unit, you will learn about using colons to signal these kinds of things:

- lists

Here’s what I want for my birthday: a ferret with a cage, ferret food, and some ferret toys.

- long quotations

About the poor, Mother Teresa said: “Let us not be satisfied with just giving money. Money is not enough. They need your hearts to love them.”

- restatements or explanations

Scamp is a great dog: He’s always happy to see me.

- some appositives

Most people don’t know Mother Teresa’s given name: Gaxhe Agnes Bojaxhiu.

- business letter openings

Dear Sir:

- character dialogue

Hamlet: To be or not to be, that is the question.

- groups of numbers

We left at 11:15.

- between titles and subtitles

Dreams: Making Them Come True


Italics/Underlining

Titles

Italicize or underline the titles of works of art, including paintings, statues, and sculptures. Don't italicize or underline the words *a*, *an*, or *the* at the beginning of a title unless the word is part of the actual title.

➔ Edvard Munch painted *The Scream* in 1893.

I love the colors in the *Water Lilies* painting by Monet.

 Underline the titles of works of art.

1. What makes the smile in the Mona Lisa painting so interesting?
2. How old was Michelangelo when he sculpted David?
3. Goya's painting The Family of Charles IV is in a Spanish art museum.
4. Renoir captured the emotion and spray of the ocean in The Wave.
5. We like Claude Monet's The Grainstack (Sunset), even though it's just a haystack.
6. I wonder who created the Dying Warrior from the Temple at Aegina in 490 B.C.
7. Bird in Space is a 54" bronze piece completed in 1919 by Constantin Brancusi.
8. Henry Moore made stone look soft in his Recumbent Figure from 1938.
9. The Bride by Marcel Duchamp (1912) looks more like a factory to me than a bride.
10. I like Paul Klee's Twittering Machine, a whimsical piece in watercolor and ink.
11. How many dots are there in Side Show by Georges Seurat?

Quotation Marks

Overview

Quotation marks signal the actual words someone said, the title of a short work, or something special about the words within quotation marks. Always use quotation marks in pairs, one set to open a quotation and one set to close it.

Gerta said, “Marvin is such a great guy!”



In this unit, you will learn about these ways to punctuate quotations:

- Direct quotations Lauri said, “**Peas taste yucky.**”
- Interrupted quotations “**Peas,**” Lauri declared, “**taste yucky.**”
- Indirect quotations **Lauri said that peas taste yucky.**
- Titles of short works Have you read “**Hot Dog**” by Shel Silverstein?
- Slang or special words Little Tabitha calls potatoes “**day toes**” now.
- Definitions within sentences The prefix *extra-* means “**outside or beyond.**”
- Quotations within quotations “**Have you heard the song ‘Plunk Pond’ by the Toads yet?**” Sean asked.
- Quotations as part of sentences “**It is warm**” was the first sentence that Helen Keller ever spoke.

Quotation Marks



Quiz

Rewrite these sentences. Add quotation marks where they belong. Some of these sentences also need commas to punctuate quotations correctly.

1. Tristan said "I don't see anything so messy about my room."

2. "This stuff on the floor and your desk," Dad explained, "is what I'm talking about."

3. Then Dad told Tristan to "clean his room before he did anything else."

NO ""

4. Tristan found his guitar and played "This Land Is Your Land" a few times.

5. Then he called Joel and asked "Want to shoot some baskets later?"

6. "Sure, let's do it!" Joel said. "What time will you be there?"

7. "As soon as I get released from cleaning prison," Tristan said sarcastically.

8. "While I wait for you, maybe I'll write a poem called 'Cleaning Blues,'" Joel suggested.



Hyphens

Quiz

what are the rules - Next pg.

Add hyphens where they belong.

1. John F. Kennedy was the ~~thirty-fifth~~ President of the U.S.
2. When the cookies are ~~three-fourths~~ baked, sprinkle them with sugar.
3. Mice are the ~~best-selling~~ pets in the pet store.
4. I can't eat ~~highly-spiced~~ food, so I'll have a ~~twice-baked~~ potato, please.
5. Most people are ~~anti-pollution~~, but not enough people are ~~pro-active~~ about it.
6. ~~One-half~~ of our class walks to school and ~~one-third~~ takes a bus.
7. *My Life As an Ex-Child* is a hilariously funny book by a well-known author.
8. Soldiers honored the veteran with a ~~twenty-one~~ gun salute at his funeral.
9. Marcia is ~~highly-honored~~ to be ~~president-elect~~ for the birdwatchers' club.
10. Uncle Leo is more well known for his ~~off-color~~ jokes than for his athletic ability.
11. They're building a ~~six-story~~ apartment where the ~~run-down~~ stores used to be.
12. The new ~~anti-drug~~ campaign got off to a ~~first-rate~~ start today.
13. Leon finished the race in ~~one hundred forty-first~~ place for all runners, but ~~twenty-second~~ place for his age group.
14. Have you tasted that ~~smoke-cured~~ ham with the ~~honey-mustard~~ sauce?
15. I'd love to have a ~~half-time~~ job with ~~full-time~~ pay, wouldn't you?

Hyphens

Overview

Hyphens connect certain words or parts of words together.

c-a-t

twenty-one-gun salute

well-known author

self-respect

rock-bottom price

a half-hour's walk

In this unit, you will learn these ways to use hyphens:

- Dividing a word at the end of a line to keep the righthand margin even
I've always wanted to be an **astro-naut**, but I get dizzy in an airplane.
- Connecting parts of compound numbers
twenty-two, thirty-nine
- Connecting some prefixes and suffixes
ex-con, president-elect
- Connecting some multi-word adjectives
We live in a **five-story** apartment.
- Connecting fractions used as adjectives
The law passed by a **two-thirds** majority.
- Avoiding confusion
They **re-entered** the building.

Is it open ended?

Apostrophes



Quiz

Rewrite each sentence. Add apostrophes where they belong.

1. Everyones' sure youre the teachers' pet.

2. Thats' why you got all As' this year.

3. Its anyones' guess why I dont' get better grades.

4. Ive' been bustin' my bones this year.

5. Its' hard to study at home cause its' so noisy.

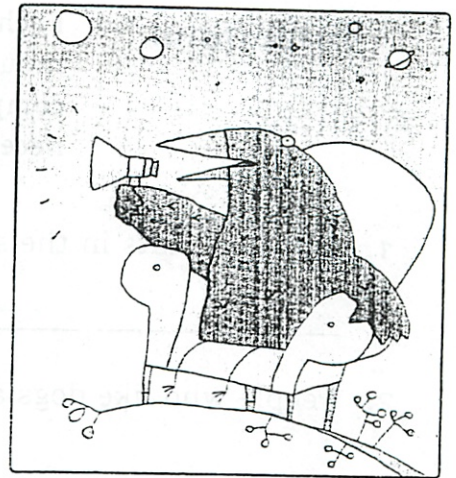
6. Dories' and Sams' friends are always coming over.

7. Id' like it quiet by seven oclock' every night.

8. Somethings' bound to change my luck soon.

Sentence Fragments 2

A sentence fragment is not a complete sentence. This group of words may look like a sentence, but it is missing a subject or a verb or is an incomplete thought. (Turn to page 86 in *Write Source 2000*.)



EXAMPLES

Sentence Fragment: Slept curled up on the rug. (no subject)

Complete Sentence: The dog slept curled up on the rug. (A subject is added.)

Sentence Fragment: The crow sitting in the tree. (no verb)

Complete Sentence: The crow sitting in the tree squawked. (A verb is added.)

Sentence Fragment: Not a good idea. (no subject or verb)

Complete Sentence: Pulling a dog's tail is not a good idea.
(A subject and a verb are added.)

Directions

On the lines provided, write an *S* if the fragment needs a subject, a *V* if it needs a verb, or a *B* if it needs both a subject and a verb. Then choose from the list of possible answers in the column at the left to turn the fragment into a sentence.

Subjects and verbs	
Kittens are	<u>V</u> 1. The dog running after the stick. <i>is tired</i>
Barked	<u>S</u> 2. <i>The dog</i> Chased a flying disk through the yard.
Cats had	<u>V</u> 3. Across the field and around the birdhouse, the crazy cat. <i>ran</i>
Ran	<u>S</u> 4. <i>Hearing dogs</i> Find and herd cattle and sheep out in fields.
Is tired	<u>B</u> 5. <i>Cats have</i> Good hearing, a keen sense of smell, and great night vision.
The dog	<u>B</u> 6. <i>kittens etc</i> Born blind, deaf, and helpless.
Cats have	<u>V</u> 7. After hearing the strange noise, the dog. <i>barked</i>
Herding dogs	<u>B</u> 8. <i>Cats had</i> Their pictures on ancient Greek coins.

Directions

Each would-be sentence below does not express a complete thought. Add words or phrases so that these fragments become complete sentences. (Rewrite the sentences on the line if necessary.)

1. Dogs and cats in the same household. *don't work well*

2. People who like dogs are. *smart*

3. Why dogs howl at the moon, *I will never know*

4. Unless the dog is trained to heel, *he can't smell me*

5. Our cat and her toy mouse. *have fights*

6. Because cats would stay out all night. *we bring them in*

Flies are
7. ~~Which is~~ probably why a dog scratches its ears.

8. Where most house cats enjoy hanging out. *is the washing machine*

9. The dog and her puppies. *ate dog food.*



Next Step Next time you are with a group of people, listen to them talk. See if they use more complete sentences or more sentence fragments when they speak.

What Is a Sentence Fragment?



A **sentence fragment** is a group of words that is only a part, or fragment, of a sentence. A sentence fragment does not express a complete thought.

A. Identifying Sentence Fragments

For each complete sentence, write **S** in the blank. For each sentence fragment, write **F** in the blank.

1. Saw a comet in the sky. _____
2. The pandemonium after the victory. _____
3. Where was she? _____
4. Rocketed past the corner and disappeared. _____
5. Bryan struggled to complete the project on time. _____
6. Has traveled to Europe and Africa. _____
7. That's right. _____
8. Kept reading far into the night. _____
9. Just around the corner. _____
10. I'm satisfied. _____

B. Changing Fragments to Sentences

Add a subject, a verb, or both to make each of the following fragments a complete sentence. Use appropriate capitalization and punctuation.

1. Fell asleep at the movies

2. Finally, the superintendent of the apartment building

3. Slumped on the dugout bench

4. An enormous crowd of anxious spectators

5. Because the lake had dried up

What Is a Sentence Fragment?

A. Identifying and Revising Fragments

Determine which of the following groups of words are complete sentences and which are fragments. After complete sentences, add the appropriate punctuation mark and write **Correct** on the blank line. Make fragments into complete sentences by adding appropriate words and punctuation.

1. Chosen in the first-round draft _____
2. The phone rang twice _____
3. Riding a dirt bike _____
4. During the thunderstorm _____
5. Highways during the winter _____
6. Lucy at the library _____
7. The music is over _____
8. Became king of the tiny country _____
9. Are you there _____
10. At the bottom of the application _____

B. Rewriting Sentence Fragments

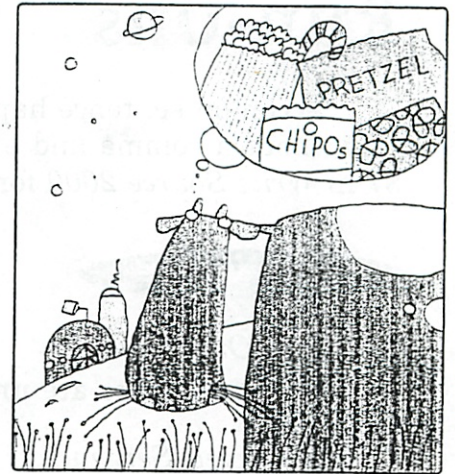
Imagine that you have just finished reading an article on the Aboriginal people of Australia and have taken notes. To save time, you used sentence fragments. Rewrite the notes below, using five complete sentences.

Aboriginal people first in Australia. Lived in north over 20,000 years.
Some still in area. Now national park—record of traditions, history there in
rock paintings. Youth losing interest in paintings, stories. Culture being lost.

Comma Splices

A comma splice happens when two sentences are connected with only a comma. They should be joined with a comma and a coordinating conjunction (*and, but, or, nor, for, so, yet*), joined with a semicolon, or made into two separate sentences. (Turn to page 86 in *Write Source 2000* for more information.)

period



EXAMPLE

Comma Splice:

Eating healthy food is good, sometimes you just crave junk food.

Correct:

Eating healthy food is good, but sometimes you just crave junk food.

Directions

Fix each comma splice by adding a connecting word (*and, but, or, nor, for, so, yet*), replacing the comma with a semicolon, or by breaking the sentence into two sentences. The first one has been done for you.

1. Many foods that are labeled "natural" are full of sugar and salt, ^{and} some "low-fat" foods have unhealthy ingredients.
2. Air-popped popcorn is fluffy and white, ^{but} movie-theater popcorn is soggy and yellow.
3. Candy bars taste better than energy bars, ^{However,} both kinds of bars give you an energy boost.
4. There are regular, no-fat, and low-fat potato chips, ^T the tastiest potato chips are flavored with barbeque, sour cream, and onions.
5. Flour is the main ingredient in bread, rolls, and English muffins, ⁱⁿ it is also a major ingredient in cakes, donuts, and pies.
6. Some people think pizza is a fattening food, ^{yet} it definitely can be.

Good?

Run-Ons

A run-on sentence happens when two sentences run together without punctuation or without a comma and a connecting word (coordinating conjunction). (Turn to page 87 in *Write Source 2000* for more information.)

EXAMPLE

Run-On Sentence:

My grandfather ate unhealthy foods all of his life he lived to be 91.

Corrected Sentence:

My grandfather ate unhealthy foods all of his life, but he lived to be 91.

Directions

Correct each run-on sentence below by making it into either two sentences (add end punctuation) or one sentence (add a semicolon or add a comma and a coordinating conjunction). Try to correct at least half of the run-ons by adding a comma and a coordinating conjunction. The first one has been done for you.

1. Corn syrup is found in soft drinks and candy bars ^{and} it is high in calories.
2. There's corn syrup and high-fructose corn syrup, I don't know the difference.
3. I do know that corn syrup contains dextrin, maltose, and dextrose, I also know that corn syrup comes from the hydrolysis of cornstarch.
4. Hydrolysis sounds like a chemical process, ^{so} it must be helpful.
5. I'm still not sure what corn syrup is, I don't know anything about dextrin.
6. Corn syrup tastes good, ^{isn't it?} it is sometimes cheaper to use than regular sugar.
7. I know what is in "100 percent fruit juice," ^{that could be} maybe that's what I will drink.
8. My brother drinks only bottled water, ^{he} he says it has no additives.

Next Step Write several sentences about the ingredients in one of your favorite snack foods or desserts. Don't use any punctuation marks or connecting words. Have a friend do the same thing. Exchange papers and correct each other's run-on sentences.

What Is a Run-on Sentence?

A run-on sentence occurs when two or more sentences are strung together without punctuation or are separated by only a comma. Run-on errors can be corrected by using a period, a semicolon, a semicolon and a conjunctive adverb, or a conjunction.

Run-on Ray had lost his house key he was locked out.
Correct Ray had lost his house key. He was locked out.
Correct Ray had lost his house key; he was locked out.

Run-on Chris is on vacation, she won't be joining us.
Correct Chris is on vacation; therefore, she won't be joining us.
Correct Chris is on vacation, and she won't be joining us.

A. Identifying Run-on Sentences

Identify each sentence as either Run-on or Correct.

1. Driving was fun there wasn't much traffic. _____
2. The rookie running back carried the ball, he made a touchdown. _____
3. Kendra chose her courses wisely. _____
4. All watched the launching it was spectacular. _____
5. One disc jockey reads letters he also jokes with callers. _____
6. The paddle-wheel steamboat still operates it's the *Delta Queen*. _____
7. A motorcycle turned into the alley it skidded on the gravel. _____
8. Glass is a common, inexpensive material with many practical uses. _____
9. Tony wants bigger biceps he lifts barbells every day. _____
10. I heard the term a *mackerel sky* for the first time today. _____

B. Correcting Run-on Sentences

Correct the following run-on sentences by using correct punctuation and capitalization.

1. Last summer we camped we had the best vacation ever. _____

2. We saw an old Hitchcock film, it was a classic thriller. _____

3. Diane tried to skate backwards, she ended up with a badly sprained arm. _____

4. Burnett noticed the leaves of the bush he realized that it was a poisonous plant. _____

What Is a Run-on Sentence?

A. Correcting Run-on Sentences

Rewrite the following run-on sentences by using correct punctuation and capitalization.

1. Russia sold Alaska to the United States the price was two cents an acre.

2. Paul's brother works for United Airlines, he's a flight attendant.

3. Court stenographers must listen well they must also type rapidly.

4. Eyes are delicate organs have them examined every two years.

5. *Dendrophobia* is a medical term it means "fear of trees."

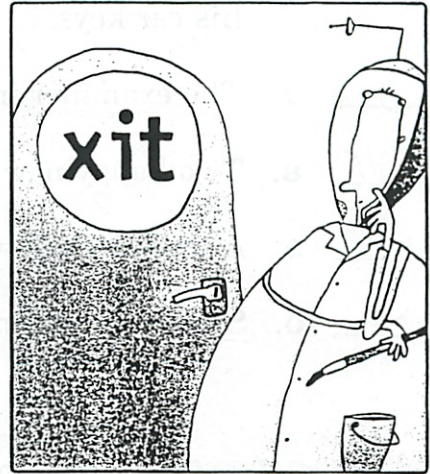
B. Identifying and Correcting Run-on Sentences

Imagine that a reporter for your school's newspaper submitted the following play review. In five complete sentences, rewrite the review, eliminating the run-on sentences.

The senior production of Shakespeare's *Macbeth* was fantastic the stars were all members of the senior class some juniors played supporting roles. It is clear that the students put in a lot of time, they must have rehearsed for many weeks. The stage crew deserves credit, too, the sets, lighting, costumes, and makeup were all exceptional the hard work of the entire cast and crew paid off.

Subject-Verb Agreement 1

Subjects and verbs used together must agree in number. That is, they must both be singular or plural. In order to check for subject-verb agreement, you must first identify the main subject and its verb. Underlining the main subject once and the verb twice in your rough drafts will help you look for subject-verb agreement in your own writing. (Turn to pages 88-89 in *Write Source 2000* for help with special kinds of agreement problems.)



EXAMPLES

Rolfe studies his paint job.

(*Rolfe* is a singular subject; *studies* is a singular verb.)

For a present-tense verb to agree with a plural subject (*birds, houses, children, geese, etc.*), the verb *must not end in s*.

The janitors study Rolfe's painting mistake.

(*Janitors* is a plural subject; *study* is a plural present-tense verb.)

The janitors from the district office try a new paint remover.

(*Janitors*, not office, is the plural subject. *Office* is the object of the preposition *from*.)

Directions

Underline the subject once and the verb twice in the following sentences. In the space provided, identify the subject and verb as singular *S* or plural *P*. Don't be fooled by a prepositional phrase that comes between the subject and the verb. The verb must agree with the subject. The first sentence has been done for you.

S

1. The examiner tests at least 10 new drivers each day.

P

2. Most new drivers appear very nervous before their tests.

P

3. Examiners follow a checklist when testing.

S

4. An older man, during his test, stops suddenly in the middle of a road.

S

5. He then steps on the gas just as suddenly.

- S 6. One nervous teenager searches frantically through his pockets for his car keys.
- S 7. The examiner in the meantime examines his car.
- P 8. Two happy new drivers leave the testing center with their licenses.
- S 9. A middle-aged woman just misses another car in the parking lot.
- S 10. She looks very nervous behind the wheel of her car.

Directions

In a paragraph, recall an exciting or important event from one of your favorite books or movies. Use the present tense when you write to help make your paragraph exciting and interesting.

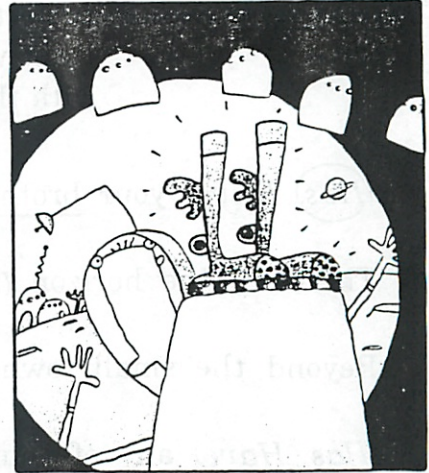


Next Step After you review your paragraph, share your work with a classmate. Check each other's work for subject-verb agreement errors.

Subject-Verb Agreement 2

It's common to find sentences in which the subjects and verbs don't agree. For example, someone might incorrectly write *The committee have adjourned* rather than *The committee has adjourned*. It's an easy mistake to make.

These activities focus on two particular problems with subject-verb agreement: sentences with collective nouns and sentences in which the subject comes after the verb. (Turn to pages 88-89 in *Write Source 2000* for explanations and examples.)



EXAMPLE

The team is preparing for its big game.

(The collective noun *team* is singular, the verb *is* is singular, and the pronoun *its* is singular. All three items are consistently singular. Make sure that collective noun-verb-pronoun combinations stay consistent.)

Directions

Underline the subject (a collective noun) for each set of verbs below; then circle the verb that agrees in number with the subject. The first one has been done for you.

1. The crowd in the gym (is, are) cheering loudly.
2. Measles (has, have) kept several of the best players home all week.
3. The team (is, are) required to return their jerseys after the season.
4. The ~~pair of boots~~ I want (is, are) in the window.
5. Mathematics (has, have) been a challenge for me.
6. The committee (has, have) voted in favor of a neighborhood party.
7. Our class (is, are) planning a square dance.
8. The faculty (is, are) asked to attend the dance.

Directions

These sentences have unusual word order. Underline the subject in each sentence below. (It will come after a helping or main verb.) Then circle the verb or helping verb that agrees with the subject. The first one has been done for you.

1. (Has) Have your brother seen that movie?
2. There on the horizon (is, are) the cloudlike mountain formations.
3. Beyond the small town (was, were) a large field of prairie-dog burrows.
4. (Has, Have) any of your relatives ever been to Colorado?
5. (Wasn't, Weren't) Bob and Sandy going to baby-sit for your brother?
6. There (is, are) a crowd gathering in front of the school.
7. There (go, goes) Sasha, followed by Andy.
8. Across the river (are, is) two new subdivisions.
9. Under the old buildings (is, are) a dark tunnel.
10. Over there (is, are) the paper for the project.
11. (Is, Are) Ellie, Meggie, or Bill going to the dance?
12. Over the river and through the woods to grandmother's house (goes, go) we.
13. (Is, Are) Blaire, Peter, and Paul taking chemistry next year?
14. There (is, are) many important reasons for going to school.
15. (Do, Does) most of America's pets eat dry food?



Next Step Explain to a partner why you decided on the answers to the 15 sentences above.