

English 11 Honors Summer English Packet

Dear student:

Welcome to the Junior Honors English program. It is important that you have a strong foundation in both grammar and literature in order to be successful in Junior Honors English and future high school and college English courses. This *Foundations Packet* for Junior Honors English is intended to help strengthen your foundation. By completing this packet in the summer, you will get a jumpstart on the first class project, which all students registered for Junior Honors English are required to complete. The completed packet is due the end of the second week of class. Those who do not complete this packet will not be able to remain in the class.

This packet provides a comprehensive review of English grammar, along with an assignment to read two novels, which will provide a foundation for the literature that will be studied during the school year. The grammar portion of the packet will be tested in the first term of the school year. Students must pass the grammar competency test with a 90% or higher to receive first-term credit. Students will be given the grammar competency test in the third week of class.

The required reading portion of this packet consists of two assigned novels—*Lord of the Flies* and *Siddhartha*—and completing an analysis journal for each. You will need to obtain your own copy of each novel. Additional details for the reading requirement will be provided in section 3 of this packet.

Students typically take 15 to 20 hours to complete the packet, so manage your time wisely. Complete the grammar section in the quickest, easiest way possible without hindering your learning. The packet is provided on-line for easy access and printability. If you wish to have a hard-copy of the packet, you may sign one out from American Fork High's front office. If you check out a hard copy, do not write in it. *The book must be returned in the same condition you received it in.* If the book is lost, damaged, or destroyed, you will be charged a replacement fee of \$10 dollars. You are welcome to print or make copies of any part of the book if you wish to write on the exercises.

The book is arranged in three sections.

- The first section is a summary of grammar rules. *You should memorize the rules.* You can use this section as a reference guide.
- The second section offers the rules with examples, followed by *required exercises* that will give you practice in applying grammar rules. These exercises must be fully completed to receive a score for this portion of your packet grade. The final test will be largely designed like these exercises, except that you will also be asked to cite the rule governing your answer. *Warriner's Grammar and Composition* is the source of the review exercises. (150 points)
- The third section provides the guidelines for your summer reading. You must read both novels and complete AP literary reviews for each. Specific directions for AP literary reviews are in Section 3 of this packet. (150 points)

All grammar exercises and literary reviews should be clearly labeled. Keep track of problems and questions you have as you do the assignment so we can discuss them during the first week of class. If you run into major difficulties, feel free to contact the school during summer hours and leave a message with the secretary. Calls will be returned within two weeks of the date of the message.

Section I

Rules

**These are rules you will have to memorize
in order to pass the competency exam.**

CHAPTER 1– RULES
CORRECT AGREEMENT

1. A verb agrees with its subject in number.
2. The number of the subject is not changed by a phrase following the subject.
3. The following pronouns are singular: *each, either, neither, one, everyone, no one, nobody, anyone, anybody, someone, somebody*.
4. The following pronouns are plural: *several, few, both, many*.
5. The following pronouns can be either singular or plural: *some, all, any, most, and none*.
6. Most compound subjects joined by *and* take a plural verb.
7. Singular subjects joined by *or* or *nor* take a singular verb.
8. When a singular subject and a plural subject are joined by *or* or *nor*, the verb agrees with the nearer subject.
9. Collective nouns may be either singular or plural.
10. A verb agrees with its subject, not with its predicate nominative.
11. When the subject follows the verb, as in sentences beginning with *there* and *here*, be careful to anticipate the subject and make sure that the verb agrees with it.
12. Words stating amount are usually singular.
13. *Every* or *many a* before a word or series of words is followed by a singular verb.
14. The title of a work of art, literature, or music, even when plural in form, takes a singular verb.
15. *Don't* and *doesn't* must agree with their subjects.
16. A pronoun agrees with its antecedent in number and gender.

**CHAPTER 2- RULES
USING PRONOUNS CORRECTLY**

1. The subject of a verb is in the nominative case.
2. A predicate nominative is in the nominative case.
3. The direct or indirect object of a verb is in the objective case.
4. The object of a preposition is in the objective case.
5. The use of who and whom in a subordinate clause is determined by the pronoun's function in the clause.
6. After than and as in an incomplete construction, use the form of the pronoun you would use if the construction were completed.

PERSONAL PRONOUNS
Singular

	Nominative	Objective	Possessive
1 st	I	me	my, mine
2 nd	you	you	your, yours
3 rd	he, she, it	him, her, it	his, her/hers, its

	Plural		
	Nominative	Objective	Possessive
1 st	we	us	our, ours
2 nd	you	you	your, yours
3 rd	they	them	their, theirs

WHO	WHOM	WHOSE
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CHAPTER 3– RULES
USING VERBS CORRECTLY

1. The principal parts of verb are the infinitive, the present participle, the past, and the past participle.
2. A regular verb is one that forms its past and past participle by adding -ed or -d to the infinitive form.
3. An irregular verb is one that forms its past and past participle in some other way than a regular verb.
4. There are six verb tenses:
 - a. Present tense—used to express action (or help to make a statement about something) occurring now, at the present time.
 - b. Past tense—used to express action (or help to make a statement about something) that occurred in the past but did not continue into the present. The past tense is regularly formed by adding -d or -ed.
 - c. Future tense—used to express action (or help to make a statement about something) at some time in the future. The future tense is formed with will or shall.
 - d. Present perfect tense—used to express action (or help to make a statement about something) occurring at no definite time in the past. It is formed with have or has.
 - e. Past perfect tense—used to express action (or help to make a statement about something) completed in the past before some other past action or event. It is formed with had.
 - f. Future perfect tense—used to express action (or help to make a statement about something) which will be completed in the future before some other future action or event. It is formed with shall have or will have.
5. Do not change needlessly from one tense to another.
6. An action verb may be either active or passive.
 - a. Active voice—verb that expresses action performed by the subject.
 - b. Passive voice—verb that expresses action performed upon the subject.
7. Rules governing six troublesome verbs.
 - a. Lie—means to recline—never has an object.
Lay—means to put or place—always has an object.
 - b. Sit—means to be in a sitting position—never has an object.
Set—means to put or place—always has an object.
 - c. Rise—means to go in an upward direction—never has an object.
Raise—means to move something in an upward direction—always has an object.

CHAPTER 4– RULES
USING MODIFIERS CORRECTLY

COMPARISON OF MODIFIERS

1. If a word in the predicate modifies the subject of a sentence, choose the adjective form. If it modifies the verb, choose the adverb form.
2. The forms of modifiers change as they are used in comparison.
3. Use the comparative degree when comparing two things; use the superlative degree when comparing more than two things.
4. Do not omit the word other or else when comparing one thing with a group of which it is a part.
5. Avoid double comparisons.
6. Be sure your comparisons are clear.

DANGLING MODIFIERS

7. A phrase or clause that does not clearly and sensibly modify a word in the sentence is a *dangling modifier*.
8. Modifying words, phrases, and clauses should be placed as near as possible to the words they modify.

No rules for chapter 5

CHAPTER 6– RULES
STANDARD USES OF CAPITALIZATION

1. Capitalize the first word in every sentence.
2. Capitalize the pronoun *I* and the interjection *O*.
3. Capitalize proper nouns and proper adjectives.
 - names of persons
 - names of geographical places
 - names of organizations, business firms, institutions, government bodies
 - names of historical events and periods, special events, and calendar items
 - names of nationalities, races, and religions
 - brand names of business products
 - names of ships, planes, trains, monuments, awards, heavenly bodies
4. Do NOT capitalize the names of school subjects, except names of languages and courses followed by a number.
5. Capitalize titles.
 - when it comes before a name
 - to show respect
 - when it stands alone
 - when used with a family member’s name
6. Capitalize the first word and all important words in the titles of books, periodicals, poems, stories, movies, paintings, and other works of art.
7. Capitalize words referring to Deity.

CHAPTER 7– RULES
PUNCTUATION–END MARKS AND COMMAS

END MARKS

1. A statement is followed by a period.
2. A question is followed by a question mark.
3. An exclamation is followed by an exclamation point.
4. An imperative sentence (command) is followed by either a period or an exclamation point.
5. An abbreviation is followed by a period.

COMMAS

1. Use commas to separate items in a series.
2. Use a comma to separate two or more adjectives preceding the noun.
3. Use a comma before *and*, *but*, *or*, *nor*, *for* and *yet* when they join independent clauses.
4. Use a comma to set off nonessential clauses and nonessential participial phrases.
5. Use a comma after certain introductory elements.
 - words such as *well*, *yes*, *no* *why*, etc.
 - exclamations that begin a sentence and are not followed by an exclamation point
 - introductory participial phrase
 - introductory adverb clause.
6. Use commas to set off expressions that interrupt.
 - appositive words and phrases
 - nouns of direct address
 - parenthetical expressions
7. Use a comma in certain conventional situations.
 - separate items in a date
 - after salutation of a friendly letter
 - after the closing of any letter
 - after names followed by *Jr.*, *Sr.*, *Ph. D.*, etc..
8. Do not use unnecessary commas.

CHAPTER 8- RULES
PUNCTUATION-SEMICOLONS AND COLONS

SEMICOLON

1. Use a semicolon between independent clauses in a sentence if they are not joined by *and*, *but*, *nor*, *or*, *for*, *yet*.
2. Use a semicolon between independent clauses joined by such words as *for example*, *for instance*, *that is*, *besides*, *accordingly*, *moreover*, *nevertheless*, *furthermore*, *otherwise*, *therefore*, *however*, *consequently*, *instead*, *hence*.
**These words are also generally followed by a comma.
3. A semicolon (rather than a comma) may be needed to separate the independent clauses of a compound sentence if there are commas within the clauses.
4. Use a semicolon between items in a series if the items contain commas.

COLON

1. Use a colon to mean "note what follows."
2. Use a colon before a long, formal statement or quotation.
3. Use a colon in certain conventional situations.
 - between the hour and the minute when you are writing the time.
 - between chapter and verse in referring to a passage from the Bible.
 - after the salutation of a business letter.

CHAPTER 9— RULES
PUNCTUATION—UNDERLINING (ITALICS) AND QUOTATION MARKS

UNDERLINING (ITALICS)

1. Use underlining/italics for titles of books, periodicals, works of art (pictures, musical compositions, statues, etc.) planes, trains, and so on.
2. Use underlining/italics for words, letters, and figures referred to as such, and for foreign words.

QUOTATION MARKS

1. Use quotation marks to enclose a direct quotation—a person's exact words.
2. A direct quotation begins with a capital letter.
3. When a quoted sentence is divided into two parts by an interrupting expression such as he said/she replied, the second part begins with a small letter.
4. A direct quotation is set off from the rest of the sentence by commas, by a question mark, or by an exclamation point.
5. Other marks of punctuation when used with quotation marks are placed according to the following rules.
 - a. Commas and periods are always placed inside the closing quotation marks.
 - b. Colons and semicolons are always placed outside the closing quotation marks.
 - c. Question marks and exclamation points are placed inside the closing quotation marks if the quotation is a question or an exclamation. Otherwise, they are placed outside.
6. When you write dialogue (two or more persons having a conversation), begin a new paragraph every time the speaker changes.
7. When a quoted passage consists of more than one paragraph, put quotation marks at the beginning of each paragraph and at the end of the entire passage.
8. Use single quotation marks to enclose a quotation within a quotation.
9. Use quotation marks to enclose titles of short stories, poems, songs, chapters, articles, and other parts of books and periodicals.
10. Use quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.

CHAPTER 10– RULES
PUNCTUATION–APOSTROPHES, HYPHENS, DASHES, PARENTHESES

APOSTROPHES

1. To form the possessive case of a singular noun, add an apostrophe and an s.
2. To form the possessive case of a plural noun ending in s, add only the apostrophe.
3. Possessive personal and relative pronouns do not require an apostrophe.
4. Indefinite pronouns in the possessive case require an apostrophe and an s.
5. In compound words, names of organizations and business firms, and words showing joint possession, only the last word is possessive in form.
6. When two or more persons possess something individually, each of their names is possessive in form.
7. Use an apostrophe to show where letters or numbers have been omitted in a contraction.
8. Use an apostrophe and an s to form the plural of letters, numbers, signs, and words referred to as words.

HYPHENS

1. Use a hyphen to divide a word at the end of a line.
2. Use a hyphen with compound numbers from twenty-one to ninety-nine and with fractions used as adjectives.
3. Use a hyphen with the prefixes ex-, self-, and all-, with the suffix -elect and with all prefixes before a proper noun or proper adjective.
4. Hyphenate a compound adjective when it precedes the noun it modifies. Do not use a hyphen if one of the modifiers is an adverb ending in -ly.

DASHES

1. Use a dash to indicate an abrupt break in thought.
2. Use a dash to mean namely, that is, in other words, etc. before an explanation.
 **The dash and the colon are frequently interchangeable in this type of construction.

PARENTHESES

1. Use parentheses to enclose matter which is added to a sentence but is not considered of major importance.

CHAPTER 11
SPELLING

RULES

1. Write *ie* when the sound is long *e*, except after *c*.
Write *ei* when the sound is not long *e*, especially when the sound is long *a*.
2. Only one English word ends in *-sede-supersede*; only three words end in *-ceed-exceed*, *proceed*, and *succeed*; all other words of similar sound end in *-cede*.
3. When a prefix is added to a word, the spelling of the word itself remains the same.
4. When the suffixes *-ness* and *-ly* are added to a word, the spelling of the word itself is not changed.
**Exception—two syllable words ending in *y*. Then change the *y* to *i* before adding the suffix. (sloppy=sloppiness)
5. Drop the final *e* before a suffix beginning with a vowel.
6. Keep the final *e* before a suffix beginning with a consonant.
7. With words ending in *y* preceded by a consonant, change the *y* to *i* before any suffix not beginning with an *i*.
8. Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist:
 1. The word has only one syllable or is accented on the last syllable.
 2. The word ends in a single consonant preceded by a single vowel.
9. Observe the rules for spelling the plural of nouns.
 1. The regular way to form the plural of a noun is to add an *s*.
 2. The plural of some nouns is formed by adding *es*. Words ending in *s*, *x*, *z*, *sh*, and *ch* form the plural by adding *es*.
 3. The plural of nouns ending in *y* following a consonant is formed by changing the *y* to an *i* and adding *es*.
 4. The plural of nouns ending in *y* following a vowel is formed by adding an *s*.
 5. The plural of most nouns ending in *f* or *fe* is formed by adding *s*. The plural of some nouns ending in *f* or *fe* is formed by changing the *f* or *fe* to *v* and adding *es*.
 6. The plural of nouns ending in *o* preceded by a vowel is formed by adding *s*. The plural of most nouns ending in *o* preceded by a consonant is formed by adding *es*.
 7. The plural of a few nouns is formed in irregular ways.
 8. The plural of compound nouns consisting of a noun plus a modifier is formed by making the noun plural.
 9. The plural of a few compound nouns is formed in irregular ways.
 10. Some nouns are the same in the singular and the plural.
 11. The plural of foreign words is sometimes formed as in the original languages.

Section II

Rules/Examples/Exercises

**Study and complete REQUIRED
exercises.**

CHAPTER 1

CORRECT AGREEMENT

RULES

1. A verb agrees with its subject in number.
2. The number of the subject is not changed by a phrase following the subject.
3. The following pronouns are singular: each, either, neither, one, everyone, no one, nobody, anyone, anybody, someone, somebody.
4. The following pronouns are plural: several, few, both, many.
5. The following pronouns can be either singular or plural: some, all any, most and none.
6. Most compound subjects joined by and take a plural verb.
7. Singular subjects joined by or or nor take a singular verb.
8. When a singular subject and a plural subject are joined by or or nor, the verb agrees with the nearer subject.
9. Collective nouns may be either singular or plural.
10. A verb agrees with its subject, not with its predicate nominative.
11. When the subject follows the verb, as in sentences beginning with there and here, be careful to anticipate the subject and make sure that the verb agrees with it.
12. Words stating amount are usually singular.
13. Every or many a before a word or a series of words is followed by a singular verb.
14. The title of a work of art, literature, or music, even when plural in form, takes a singular verb.
15. Don't and doesn't must agree with their subjects.
16. A pronoun agrees with its antecedent in number and gender.

CORRECT AGREEMENT

RULES / EXAMPLES

1. A verb agrees with its subject in number.
 - Grace dyes her hair. (singular)
 - Grace and Wendy dye their hair. (plural)
2. The number of the subject is not changed by a phrase following the subject.
 - One of the girls is going home. (One/is going)
 - Both girls in the family are in the chorus. (girls/are)
3. The following pronouns are singular: each, either, neither, one, everyone, no one, nobody, anyone, anybody, someone, somebody.
 - Each of the uniforms was green. (Each/was)
 - Everyone plans to attend the game. (Everyone/plans)
4. The following pronouns are plural: several, few, both, many.
 - Several of the boys are discouraged. (Several/are)
 - Few in the audience were aware of the danger. (Few/were)
5. The following pronouns can be either singular or plural: some, all any, most and none
 - Some of the cargo was lost. (Some is a single amount--Some/was)
 - Some of the books were damaged. (Some is a number of books--some/were)
6. Most compound subjects joined by and take a plural verb.
 - Oscar and he do the gardening. (Oscar and he/do)
 - EXCEPTION: A few compound subjects joined by and name a single person or thing and therefore take a singular verb.
 - Ham and eggs is my favorite dish. (One dish)
7. Singular subjects joined by or or nor take a singular verb.
 - Neither rain nor snow stops the delivery of mail. (rain nor snow/stops)
8. When a singular subject and a plural subject are joined by or or nor, the verb agrees with the nearer subject.
 - Neither their brother nor the girls want to go to the pool. (girls/want)
 - Neither the girls nor their brother wants to go to the pool. (brother/wants)
9. Collective nouns may be either singular or plural.
 - The faculty has a meeting this afternoon. (faculty is a single unit)
 - The faculty were giving their ideas on the new program. (Individual, separate members.)
10. A verb agrees with its subject, not with its predicate nominative.
 - The biggest problem in gardening is the weeds. (problem is the subject not weed, therefore problem/is)
11. When the subject follows the verb, as in sentences beginning with there and here, be careful to anticipate the subject and make sure that the verb agrees with it.
 - There is 14,000 people in my town.--WRONG
 - There are 14,000 people in my town.--RIGHT
12. Words stating amount are usually singular.
 - Fifteen dollars was too much to pay for the hat.
 - Three weeks is the usual incubation period.
 - Six percent of the working class is unemployed

--EXCEPTION--Use the sense of the sentence.

--Two nickels are on the table.

13. Every or many a before a word or a series of words is followed by a singular verb.
 - Every man, woman, and child is proud of the city's record.
 - Many a philosopher has wondered about that question.
14. The title of a work of art, literature, or music, even when plural in form, takes a singular verb.

Millet's The Gleaners is a famous nineteenth-century French painting.
15. Don't and doesn't must agree with their subjects.
16. A pronoun agrees with its antecedent in number and gender.
 - Has Alice forgotten her appointment again? (Feminine/singular)
 - If you find my book, please bring it with you. (Neuter/singular)
 - Each of the planes kept its place in formation.
 - Everyone in the club cast his (not their) vote against the motion.

© REVIEW EXERCISE A. In some of the following sentences, the verbs agree with their subjects; in others, the verbs do not agree. Number 1-33 in a column. If the verb and subject agree in a sentence, write C after the proper number. If the verb does not agree with its subject, supply the correct form of the verb after the proper number.

1. The jury has returned its verdict.
2. Apple pie and cheese is his favorite dessert.
3. Either Judy or Joan are supposed to be there.
4. Neither of the men . . . aces until five o'clock.
5. Several of the girls in the chorus are absent today.
6. He don't do very well in the track meets.
7. Neither Lois nor her sisters was going to the dance.
8. There's one pair of candlesticks on the table.
9. Do every one of the committee members think that Russ will win the election?
10. Several of the boys appear to have colds.
11. Truly, as well as her two sisters, seems to have a knack for cooking.
12. Neither of us care to go.
13. Each of the basketball fans were excited by the game.
14. A few other things, in addition to his speaking voice, has contributed to the candidate's success.
15. There is few that can equal his ability.
16. Not one of those horses is dangerous.
17. *The Three Musketeers* deals with the period in French history from 1625 to 1665.
18. Neither Dave nor Helen have any intention of going to the dance.
19. Where was the jewels hidden?
20. Some of these lobster are rather small.
21. I had a few of my friends like to play cards.
22. One of the players ignore training rules.
23. In the trunk there's some nails and a hammer.
24. The audience was divided in their opinions about the school play.
25. Each of us has a long way to go.
26. Every one of the new automatic washers comes with a free box of detergent.

27. A swarm of bees was buzzing about the hive.
28. Three quarters of the supplies were piled in the warehouse.
29. The men's clubs in this community perform many charitable deeds.
30. Where have the club decided to hold its rally?
31. It don't really matter to me.
32. There, in a pile of old clothes, was both of the missing kittens.
33. Doesn't these questions bother you?

© REVIEW EXERCISE B. In some of the following sentences, either a verb does not agree with its subject or a pronoun does not agree with its antecedent. Number your paper 1-20. If a sentence is correct, place a + after the corresponding number; if it is incorrect, place a 0.

1. Neither of the tractors were in good condition.
2. One of the men is always boasting that he can make more sales than anyone else.
3. Ralph, along with several other seniors, have won many awards.
4. Neither Ted nor Herb has finished their test.
5. Both of the boys clean up their rooms in the morning.
6. There was three members absent from the last meeting.
7. A few of the club members handed in their resignations.
8. Either Frank or Jim will bring his microphone.
9. Each of the boys was supposed to bring their own flashlight.
10. Neither of the dogs want to eat their food.
11. Every one of the trees is diseased.
12. Either of them could get an A if he worked at it.
13. Is there any volunteers for the job?
14. Another rule everyone learns is to leave the camping area neater than they found it.
15. Some of the campers had their first-aid kits with them.
16. Each choir member had their own robe.
17. If anyone doesn't like my cooking, they can starve.
18. One soon learns to keep his mouth closed.
19. Where's the six dollars you owe me?
20. Both Leo and Harry make their own trout flies.

CHAPTER 2

USING PRONOUNS CORRECTLY

RULES

1. The subject of a verb is in the nominative case.
2. A predicate nominative is in the nominative case.
3. The object of a verb is in the objective case.
4. The object of a preposition is in the objective case.
5. The use of who and whom in a subordinate clause is determined by the pronoun's function in the clause.
6. After than and as in an incomplete construction, use the form of the pronoun you would use if the construction were completed.

PERSONAL PRONOUNS

Singular

	Nominative	Objective	Possessive
1st	I	me	my, mine
2nd	you	you	your, yours
3rd	he, she, it,	him, her, it	his, her/hers, its

Plural

1st	we	us	our, ours
2nd	you	you	your, yours
3rd	they	them	their, theirs

 WHOM

WHOM

USING PRONOUNS CORRECTLY

RULES / EXAMPLES

1. The subject of a verb is in the nominative case.
--Both he and I noticed the mistake.
2. A predicate nominative is in the nominative case.
--It was they who suggested the picnic.
--Are you sure it was she?
3. The object of a verb is in the objective case.
--The deer suddenly sighted us.
--I handed him the rifle.
4. The object of a preposition is in the objective case.
--I wrote TO Martha and her.
--Jobs were available FOR my brother and me.
5. The use of who and whom in a subordinate clause is determined by the pronoun's function in the clause.
--Ed was the reporter (who wrote the stories.) who is functioning as a subject.
--Ed was the reporter (whom the critics praised.) whom is functioning as a direct object of verb praised
6. After than and as in an incomplete construction, use the form of the pronoun you would use if the construction were completed.
--My brother is older than I. (than I am old.)
--They like him better than me. (than they like me.)
--They like him better than I. (than I like him)

PERSONAL PRONOUNS

Singular

	Nominative	Objective	Possessive
1st	I	me	my, mine
2nd	you	you	your, yours
3rd	he, she, it,	him, her, it	his, her/hers, its

Plural

1st	we	us	our, ours
2nd	you	you	your, yours
3rd	they	them	their, theirs

 WHOM

WHOM

6. REVIEW EXERCISE A. Number your paper 1-20. After the proper number, write a pronoun that will correctly fill each space in the following sentences. Try to use as many different pronouns as you can. Do not use *you* or *it*. Be ready to explain the reasons for your choice.

1. Dad and _____ put the screens up.
2. I didn't know it was _____.
3. I hope that Tom and _____ will attend the reception.
4. _____ clarinet players were told to report to the band room.
5. Everyone watched when Pat and _____ did the rumba.
6. What do John and _____ think?
7. Did you know that _____ and _____ were there?
8. The best writers for the paper are _____ and _____.
9. Sally and _____ were going to typing class.
10. It was _____ who delivered the message.
11. Mike and _____ will arrange the posters in the display case.
12. Was it _____ or Jean who wanted a special meeting of the Student Council?
13. Jerry believed that it was Lester and _____ who had made the arrangements.
14. They said that _____ girls should go to the end of the line.
15. Neither Richard nor _____ can attend practices today.
16. My aunt and _____ come from Richmond, Virginia.
17. _____ girls can't make up our minds.
18. _____ and _____ are never satisfied with their work.
19. I am sure that the winner could not have been _____.
20. Did _____ and _____ object to your leaving so early?

7. REVIEW EXERCISE B. Number your paper 1-10. After the proper number, write the personal pronoun that can be substituted for each italicized expression. In these sentences calling for [1st person pron.], use the appropriate one of the following pronouns: *I, we, me, us*.

- EXAMPLES
1. Did you call *Rose* and *Sheila*?
1. *her*
 2. Only [1st person pron.] was to blame.
2. *I*

1. The boys were Andy and *Larry*.
2. Mr. Fence showed *Julia* and her mother his new house.
3. She knitted Pete and [1st person pron.] some socks.
4. The lieutenant and *the sergeant* were in a dangerous position.
5. Did my father give you and *Janet* his usual greeting?
6. Please tell Dan and [1st person pron.] what you want us to do.
7. Was it *Charlie* that you were discussing?
8. The best swimmers in camp are Robert and *Eric*.
9. When were you expecting Jane and [1st person pron.]?
10. Everyone was astonished to learn that the culprits were *Jeff* and *Stanley*.

8. REVIEW EXERCISE C. Number your paper 1-15. Select the correct one of the two pronouns in parentheses, and write it after the corresponding number on your paper. Be ready to explain your answers.

1. Bob called Harry and (I, me) last week.
2. Several others and (he, him) were planning a fishing trip.
3. (We, Us) boys would charter a boat.
4. The only inexperienced fishermen would be two other boys and (I, me).
5. Bob gave the teacher and (I, me) directions on how to get to the dock in Fresnoport.
6. When we arrived at the dock, the captain told Harry and (we, us) where to park our cars.
7. After I had parked the car, the others and (I, me) climbed aboard the boat.
8. I looked for Bob and noticed that (he, him) and the captain were discussing something.
9. The captain warned (we; us) notices that the ocean was rough.
10. (He, Him) and the crew thought it would be perfectly safe.
11. It must have been the experienced fishermen and (he, him) who finally convinced the rest of us.
12. It soon became clear to the others and (I, me) that the captain had meant what he told Harry and (I, me).
13. The boat tossed about on the waves, and Bob and (I, me) clutched at the railing.
14. Neither (he, him) nor (I, me) did any fishing that day.
15. Harry, Bob, and (I, me) could hardly wait to get back on dry land.

9. REVIEW EXERCISE D. Using the pronouns below, write ten correct sentences of your own. Include sentences with pronouns used as subjects, predicate nominatives, and objects of verbs. After each sentence, tell how the pronouns are used.

1. he and Al
2. he and I
3. you and me
4. my aunt and them
5. us girls
6. she and I
7. Vera and they
8. Fred and him
9. you and he
10. we students

REVIEW EXERCISE E. Number your paper 1-20. After the proper number, write how the pronoun in parentheses is used—subject, predicate nominative, object of a verb, object of a preposition. Use the usual abbreviations for these terms.

On the basis of its use, select the correct pronoun and write it on your paper.

- The instructions were given to Steve and (I, me).
- Everyone knew (who, whom) the astronauts were.
- The teacher wants to see you and (I, me) after school.
- Are Marie and (she, her) in charge of the dance?
- Have the packages arrived for Doris and (I, me)?
- You may ask (whoever, whomever) you want.
- My mother was seated near Dad and (I, me).
- (He, Him) and (I, me) run the school store.
- The boys selected as ushers were Hank and (he, him).
- Was it you or (he, him) who bought the tennis racket?
- The director interviewed (however, whomever) was interested in the part.
- I believe you know (who, whom) we are referring to.
- Is there anyone (who, whom) she likes?
- There are some letters for Don and (he, him) on the table.
- My aunt and (she, her) always shop at that store.
- They introduced Jay and (I, me) to the new girls.
- After the dance we took Eve and (she, her) to Hamburger Heaven.
- He sounds like somebody (who, whom) knows what he is talking about.
- Do you suppose it might have been (they, them)?
- My sister and (I, me) argue constantly.

REVIEW EXERCISE F. Number your paper 1-20. Write the correct pronoun next to the proper number.

- This book appeals to Joe and (he, him).
- I just told you (who, whom) they are.
- We don't know (who, whom) we should send.
- Kevin will meet (whoever, whomever) arrives by train.
- Between you and (I, me), he won't play in the first game.
- Were you and (he, him) here when they arrived?
- (We, Us) boys used the car last night.
- Give the book to (whoever, whomever) asks for it.
- Judy passed the note to Sally and (I, me).
- Think of all the people (who, whom) she has helped.

- The boss fired Ellen and (I, me).
- Lon and (we, us) rented tuxedos for the dance.
- Don't you know (who, whom) he likes?
- The officer gave a warning to him and (I, me).
- They thanked Paul and (I, me) for our help.
- (Whoever, Whomever) sits in the last seat will distribute the dictionaries.
- Tell Helen and (I, me) all the details.
- (We, Us) girls enjoyed talking to you.
- We sat so far away that we could not tell (who, whom) the player was.
- Consider how Frank and (he, him) must be sweltering under the hot sun.

REVIEW EXERCISE G. Number your paper 1-20. For each correct sentence in which the pronouns are all in the proper case, place a + after the corresponding number on your paper; for each incorrect sentence, place a 0.

- May Max and I bring our guitars?
- Tell Dad and me what you need.
- I do not know who you mean.
- The client selected the broker who Mr. Calhoun recommended.
- Your statements are incorrect according to Jean and she.
- He explained the procedure to Tim and I.
- The usher showed Ben and me to our seats.
- We laughed at Irene and her.
- They handed Carl and him the banners.
- Under the tree were sitting Louise and he.
- The announcer introduced we girls to the audience.
- Peggy and me had practiced for days.
- Everybody but Ken and him crossed the finish line.
- You and I know the value of good marks.
- The book was written for people like Neil and he.
- Faye and me fixed the broken latch.
- We saw your brother and them at the bus station.
- Harriet showed Gwen and me her new dress.
- The rains came before he and I had a chance to close the windows.
- It was us girls who were caught in the storm.

EXERCISE 15. Copy on your paper each subordinate clause in the sentences below. Then tell how the pronoun (*who* or *whom*) is used in its own clause—as subject, predicate nominative, object of a verb, or object of a preposition.

EXAMPLE 1. He is someone whom we all admire.

1. *whom we all admire, object of verb*

1. Henry Ford, who was a young machinist in Detroit in 1890, began experimenting with engines.
2. He was one of those men whom we all can admire for their diligence and persistence.
3. In 1896 he surprised those who scoffed at the idea of a horseless carriage by building his first automobile.
4. Whomever young Henry spoke to soon realized the ambition of the young machinist.
5. At first there were many who found the cost of the cars prohibitive.
6. Henry Ford, whom we acknowledge as a pioneer in mass production, was one of the first to use assembly-line methods.
7. He was also one of the first who introduced a profit-sharing plan into business.
8. Before you read this, did you know who it was that put America on wheels?

EXERCISE 16. Number your paper 1-10. After the proper number, give the use of the pronoun in parentheses. After the use, write the correct form of the pronoun.

EXAMPLE 1. James Boswell, (who, whom) wrote *The Life of Johnson*, is also known for the famous journal that he kept.

1. *subject of subordinate clause, who*

1. Dr. Samuel Johnson, (who, whom) James Boswell idolized, was considered one of the most influential men of the eighteenth century.
2. He was a man (who, whom) helped to mold the literary standards of his age.
3. The literary men of his time, with (who, whom) he was always talking or arguing, considered him a genius.
4. We know (who, whom) many of Samuel Johnson's friends were.
5. David Garrick, Oliver Goldsmith, and Sir Joshua Reynolds were some (who, whom) he numbered among his friends.
6. This famous man supported many unfortunate people (who, whom) happened to need help.
7. Gruel and stern as he often seemed, there were few (to, to whom) could resist his conversation.
8. James Boswell, (who, whom) was regarded by many as a foolish idler, talked with Dr. Johnson on many different occasions.
9. Fortunately the young biographer (who, whom) recorded Dr. Johnson's conversations was also a gifted writer.
10. Through his great book, the young man (who, whom) few took seriously became as famous as Dr. Johnson himself.

CHAPTER 3

USING VERBS CORRECTLY

RULES

1. The principal parts of a verb are the infinitive, the present participle, the past, and the past participle.
2. A regular verb is one that forms its past and past participle by adding -ed or -d to the infinitive form.
3. An irregular verb is one that forms its past and past participle in some other way than a regular verb.
4. There are six verb tenses:
 - a. Present tense--used to express action (or help to make a statement about something) occurring now, at the present time.
 - b. Past tense--used to express action (or help to make a statement about something) that occurred in the past but did not continue into the present. The past tense is regularly formed by adding -d or -ed.
 - c. Future tense--used to express action (or help to make a statement about something) at some time in the future. The future tense is formed with will or shall.
 - d. Present perfect tense--used to express action (or help to make a statement about something) occurring at no definite time in the past. It is formed with have or has.
 - e. Past perfect tense--used to express action (or help to make a statement about something) completed in the past before some other past action or event. It is formed with had.
 - f. Future perfect tense--used to express action (or help to make a statement about something) which will be completed in the future before some other future action or event. It is formed with shall have or will have.
5. Do not change needlessly from one tense to another.
6. An action verb may be either active or passive.
 - a. Active voice--verb that expresses action performed by the subject.
 - b. Passive voice--verb that expresses action performed upon the subject
7. Rules governing six troublesome verbs.
 - a. Lie--means to recline--never has an object
Lay--means to put or place--always has an object
 - b. Sit--means to be in a sitting position--never has an object
Set--means to put or place--always has an object
 - c. Rise--means to go in an upward direction--never has an object
Raise--meant to move something in an upward direction--always has an object

USING VERBS CORRECTLY

RULES/ EXAMPLES

1. The principal parts of a verb are the infinitive, the present participle, the past, and the past participle.

Infinitive	Present Participle	Past	Past Participle
play	(is) playing	played	(have) played
go	(is) going	went	(have) gone

2. A regular verb is one that forms its past and past participle by adding -ed or -d to the infinitive form.

Infinitive	Present Participle	Past	Past Participle
work	is working	worked	have worked
receive	is receiving	received	have received
saddle	is saddling	saddled	have saddled

3. An irregular verb is one that forms its past and past participle in some other way than a regular verb.

Infinitive	Present Participle	Past	Past Participle
bring	is bringing	brought	have brought
begin	is beginning	began	have begun
fly	is flying	flew	have flown
sit	is sitting	sat	have sat
tear	is tearing	tore	have torn

4. There are six verb tenses:

**Note the progressive for each tense will have an -ing ending.

- a. Present tense--used to express action (or help to make a statement about something) occurring now, at the present time.
Ex.-- Sonja drives a truck
Elmer is our new president.
He is planning a party. (Present progressive--action is still happening)
- b. Past tense--used to express action (or help to make a statement about something) that occurred in the past but did not continue into the present. The past tense is regularly formed by adding -d or -ed.
Ex. The pitcher scowled at the catcher.
The pitcher was scowling at the catcher. (Past progressive)
- c. Future tense--used to express action (or help to make a statement about something) at some time in the future. The future tense is formed with will or

shall.

Ex. I will study harder from now on.
I will be studying harder from now on. (Future progressive)

- d. Present perfect tense--used to express action (or help to make a statement about something) occurring at no definite time in the past. It is formed with have or has. (Can also show a past action that is still happening.)
Ex. She has spoken often before.
We have spoken about it before.
We have been speaking about it for hours. (Present perfect progressive)
- e. Past perfect tense--used to express action (or help to make a statement about something) completed in the past before some other past action or event. It is formed with had.
Ex. After she had stayed for two weeks, she grew homesick. (The action of staying preceded the action of growing homesick).
When we had worked for an hour, he suddenly quit.
I had been working for an hour before I broke my leg. (Past perfect progressive.)
- f. Future perfect tense--used to express action (or help to make a statement about something) which will be completed in the future before some other future action or event. It is formed with shall have or will have.
Ex. By the time I finish, I shall have used up all my paper. (The using up will precede the finishing.)
By the time I finish, I shall have been working steadily for three hours.
(Future perfect progressive)
5. Do not change needlessly from one tense to another.
Wrong--Luke lunged (past) at the basketball and grabs (present) it before the Meadville player could reach (past) him.
Right-- Luke lunged (past) at the basketball and grabbed (past) it before the Meadville player could reach (past) him.
Right-- Luke lunges (present) at the basketball and grabs (present) it before the Meadville player can reach (present) him.
6. An action verb may be either active or passive.
- a. Active voice--verb that expresses action performed by the subject.
Ex. The manager closed the theater every Wednesday.
It will reopen on Thursday
No one had reported the fire.
- b. Passive voice--verb that expresses action performed upon the subject
Ex. The theater is closed every Wednesday.
It will be reopened on Thursday.
The fire had not been reported.

7. Rules governing six troublesome verbs.

- a. Lie--means to recline--never has an object
Lay--means to put or place--always has an object

Infinitive	Present Participle	Past	Past Participle
lie (to recline)	lying	lay	have lain
lay (to put or place)	laying	laid	have laid

- Ex. The rug lies on the floor.
The tree lay across the path yesterday.
It has lain there for months.

Lay the book on the table. (the book receives being laid down.)
Workmen laid the foundation. (foundation receives being laid.)
He has laid the package on the desk. (package receives being laid on the desk)

- b. Sit--means to be in a sitting position--never has an object
Set--means to put or place--always has an object

Ex. Please sit here.
Please set the books here. (books receive being set here.)

- c. Rise--means to go in an upward direction--never has an object
Raise--meant to move something in an upward direction--always has an object

Ex. The kite will rise with the wind.
The wind will raise the kite. (kite receives being raised by the wind)

9 REVIEW EXERCISE A. Number your paper 1-20. Choose the correct verb in parentheses, and write it after the proper number on your paper.

1. (Sitting, Setting) on the mantel was a Swiss clock.
2. (Sit, Set) the hamper in the corner, please.
3. She (lay, laid) awake for hours.
4. (Sit, Set) back in your chair, and be comfortable.
5. Having (lain, laid) in the rain for hours, the knife was rusty.
6. He (lay, laid) the book down and left.
7. I always (sit, set) in the leather chair.
8. He might have (lain, laid) his cards down earlier and won more points.
9. (Sitting, Setting) in the car were two highway patrolmen.
10. They say that a treasure chest has (lain, laid) in that peat bog for centuries.
11. Have you ever (sat, set) in a movie house all afternoon?
12. (Sitting, Setting) down to watch TV, my girl paid no further attention to me.
13. On the coffee table (sat, set) a large black cat.
14. Yesterday he (lay, laid) under an apple tree and slept.
15. She (sat, set) near the window and watched the rain.
16. Having (sat, set) down as directed, Julie began her testimony.
17. Penny (lay, laid) the packages on the bed.
18. (Lying, Laying) scattered on the rug were the fragments of the vase.
19. Roy was (sitting, setting) on the step.
20. Having (lay, laid) down his pack, Joe felt much lighter.

9 REVIEW EXERCISE B. Number 1-40 in a column on your paper. Read each of the following sentences, and determine whether it is correct. If it is correct, place a + after the corresponding number; if it is incorrect, place a 0.

1. The detective lay the file on his desk and examined it closely.
2. Set the candlesticks down.
3. Your clothes are laying in a heap on the floor.
4. The dog has been sitting by the gate waiting for the children to return.
5. Why don't you lay back and relax?
6. What makes a plane rise?
7. Stewart set the dial for his favorite program.
8. Instead of laying down, you should be cutting the grass.
9. Interest has risen in our new project.
10. Set your chair in the shade.
11. The dishes have laid in the sink since breakfast.
12. Shall we sit in the orchestra or the balcony?
13. Gasping for air, the diver raised to the surface.
14. The sophomores rose when the seniors entered the auditorium.
15. We laid out the maps and began to plot our route.
16. Everybody raised from his seat when the President finished his speech.
17. Out at sea the submarine raised from the depths.
18. Isn't it too cold to lie on the beach today?
19. Just set anywhere you want, Mrs. Wright.
20. As the runner reached the finish line, the excitement of the crowd rose higher and higher.
21. Haven't you laid the boundary lines yet?
22. The boy was thrilled when he set in the Governor's chair.
23. The tulip bulbs lay dormant during the cold weather.
24. We were sitting in the station waiting for the train to come in.
25. A howl of despair raised from the throats of the fans.
26. Set up straight in your chair.
27. There the dog laid with his head on his paws.
28. Engineers expect the river to rise another foot.
29. The humidity hasn't risen in three days.
30. The ambassador lay his protest before the committee.
31. You may have one of the pictures laying on the table.
32. Everyone was fascinated by the little puffs of steam that were raising from the pool.
33. The pipe was so hot it must have lain out in the sun for hours.
34. Setting there in his office, I grew nervous.
35. We set the boxes in the trunk.
36. He set there smiling at me.
37. There the boat laid in only a few feet of water.
38. He skillfully lay the mortar on.
39. Because the bank stock raised in value, he felt elated.
40. The dog always lies on my favorite chair.

30. Have you ever (drove, driven) a foreign car?
31. When you (come, came) back, was the door locked?
32. She (lay, laid) the clothes in the cedar chest.
33. The cheers (rose, raised) from all parts of the room.
34. Tony had (chose, chosen) the wrong number.
35. Why don't you (sit, set) in a more comfortable chair?
36. I could have (ran, run) the machine better.
37. That tape recorder hasn't (gave, given) us any trouble.
38. Janet (lay, laid) the record down carefully.
39. Last night the boys (came, come) in at one o'clock.
40. Nobody could have (run, ran) the mile as fast as Vic.

● REVIEW EXERCISE C. Number your paper 1-40. After the corresponding number on your paper, write the correct one of the two words in parentheses.

1. Have you (wrote, written) the directions down?
2. The enemy was (lying, laying) in wait for us behind the trees.
3. You might have (thrown, throwed) your arm out of joint.
4. We had (took, taken) our visitors to the Empire State Building.
5. He was instructed to (lie, lay) the nets in the sun.
6. I haven't (swam, swum) in the pool this year.
7. Who has (stole, stolen) my stapler?
8. The frightened animal (shrank, shrunk) back into the corner.
9. The child (burst, bursted) the balloon.
10. Nobody enjoys (sitting, setting) in a cold room.
11. There it (lay, laid), covered with mold.
12. They certainly have (ran, run) a successful dance.
13. He (rose, raised) to his feet and protested the umpire's decision.
14. After I (saw, seen) it, I couldn't believe it.
15. She has (rode, ridden) this horse in all the local parades.
16. I (brought, brung) you a sample of my writing.
17. What could have (went, gone) wrong with the engine?
18. The dog has (broke, broken) his leash.
19. It was so cold I was almost (froze, frozen).
20. The bad weather has (began, begun) to clear up.
21. When the bell (rang, rung), the wrestlers came out of their corners.
22. The tree was (lying, laying) across the road.
23. The thief had (fell, fallen) into the detective's trap.
24. They (did, done) all the math problems in class.
25. We (sat, set) for an hour in the waiting room.
26. He (drank, drunk) the medicine without any protests.
27. The wind has (blown, blowed) the leaves all over the yard.
28. He hasn't (gave, given) us any trouble so far.
29. I looked out of the plane and saw the mountains (lying, laying) below.

CHAPTER 4

USING MODIFIERS CORRECTLY

RULES

COMPARISON OF MODIFIERS

1. If a word in the predicate modifies the subject of a sentence, choose the adjective form. If it modifies the verb, choose the adverb form.
2. The forms of modifiers change as they are used in comparison.
3. Use the comparative degree when comparing two things; use the superlative degree when comparing more than two things.
4. Do not omit the word other or else when comparing one thing with a group of which it is a part.
5. Avoid double comparisons.
6. Be sure your comparisons are clear.

DANGLING MODIFIERS

7. A phrase or clause that does not clearly and sensibly modify a word in the sentence is a *dangling modifier*.
8. Modify words, phrases, and clauses should be placed as near as possible to the words they modify.

USING MODIFIERS CORRECTLY

RULES/ EXAMPLES

1. If a word in the predicate modifies the subject of a sentence, choose the adjective form. If it modifies the verb, choose the adverb form.
- Ex. The driver is cautious. [The adjective cautious modifies the noun/subject driver.]
He drives cautiously. [the adverb cautiously modifies the verb drives.]

****NOTE--**Linking verbs are usually followed by predicate adjectives. Common linking verbs: be, become, seem, grow, appear, look, feel, smell, taste, remain, stay, sound. The words is/are/was can be substituted for the linking verb and maintain the content of the sentence.

Ex. The corn grew tall. [The corn was tall.]
The corn grew three feet each week. [Action verb]

The cake tastes sweet. [The cake is sweet.]
Mary tastes the cake. [Action verb]

The marching bands sound loud. [The marching bands are loud]
The marching bands sounded the bugle call. [Action verb]

Troublesome Adjective/Adverb combinations

Bad/Badly-- The play was bad. Adjective
The play was written badly. Adverb

- b. Well/Good-- Well may be used as either an adjective or adverb. It has three meanings as a ADJECTIVE.

a. To be in good health. [Alice feels well.]

b. To appear well-dressed or well-groomed. [She looks well in her gray suit.]

c. To be satisfactory. [It is well.] [All is well]

As an ADVERB, well means capably.

a. The work was done well.

Good is always an ADJECTIVE.

a. She does a good job.

- c. Slow/Slowly--Slow is used as both an ADJECTIVE and ADVERB. Slowly is always an adverb.

Ex. Drive slow. [Slow is an adverb modifying drive.]

Drive slowly. [Slowly is an adverb modifying drive.]

*Note--In most adverb uses (other than go slow or drive slow) it is better to use the form slowly.

Ex. He mounted the ladder slowly.
Very slowly the tiger crept forward.

2. The forms of modifiers change as they are used in comparison.
There are three degrees of comparison: positive, comparative, and superlative.

POSITIVE (1)	COMPARATIVE (2)	SUPERLATIVE (3 or more)
low	lower	lowest
fearful	more fearful	most fearful
promptly	more promptly	most promptly
bad	worse	worst
good	better	best

REGULAR COMPARISONS

A modifier of one syllable regularly forms its comparative and superlative by adding -er and -est.

	Positive	Comparative	Superlative
Ex.	cold, late	colder, later	coldest latest

Some modifiers of two syllables form their comparative and superlative degrees by adding -er and -est. Other modifiers of two syllables form their comparative and superlative degrees by means of more and most.

	Positive	Comparative	Superlative
Ex.	humble	humbler	humblest
	pretty	prettier	prettiest
	famous	more famous	most famous
	slowly	more slowly	most slowly

*Note some two syllable words can use either method correctly

handsome	handsomer	handsomest
handsome	more handsome	most handsome

- c. Modifiers having more than two syllables form their comparative and superlative degrees by means of more and most.

	Positive	Comparative	Superlative
Ex.	industrious	more industrious	most industrious
	favorably	more favorably	most favorably

IRREGULAR COMPARISON--Adjectives and adverbs that do not follow the regular methods of forming their comparative/superlative degrees are said to be compared irregularly.

	Positive	Comparative	Superlative
Ex.	bad	worse	worst
	good	better	best
	well	better	best
	little	less	least
	many	more	most
	much	more	most

3. Use the comparative degree when comparing two things; use the superlative degree when comparing more than two things.

Comparative Examples

One twin seems brighter than the other.
Texas is larger than Rhode Island.
Greg can pass better than Charlie.

Superlative Examples

Alaska is the largest state in the Union.
Greg is the best passer on the team.
Which of the three did you like the best?

4. Do not omit the word other or else when comparing one thing with a group of which it is a part.

Ex. WRONG--Our cabin was smaller than any in the camp. [This would mean the cabin was smaller than itself.]

RIGHT--Our cabin was smaller than any other in the camp.

WRONG--Ellen is smarter than anybody in her class.

RIGHT--Ellen is smarter than anybody else in her class.

5. Avoid double comparisons.

--A double comparison is one in which the comparative or superlative is incorrectly formed by adding -er and -est in addition to using more or most.

Ex. WRONG--Today is even more colder than yesterday.

RIGHT--Today is even colder than yesterday.

WRONG--She is the most liveliest person I know.

RIGHT--She is the most lively [or liveliest] person I know.

6. Be sure your comparisons are clear.

--In making comparisons, you should always state clearly what things are being compared. For example, in the sentence "The population of New York is greater than Chicago," the comparison is not clear. The population of New York is not being compared to Chicago. The sentence should read: "The population of New York is greater than the population of Chicago."

⊙ REVIEW EXERCISE. Most of the following sentences contain errors in the use of modifiers (words, phrases, clauses). Rewrite such sentences, correcting the faulty modifiers. If a sentence is correct, write *C* after its number on your paper.

1. While doing my homework, the telephone interrupted me five times.
2. Two bodies were discovered by firemen that could not be identified.
3. Replying to reporters, the coach said that this year's team was better than any other team he had coached.
4. Wilma plans to work after she gets married for a little while.
5. While Percy's essay was the most funniest, it was not written so good as Ralph's or Bob's.
6. Listen very careful to the two recordings and tell me which one you prefer.
7. By working slowly, the job lasted all day.
8. Students are excused from last-period study halls that have a B+ average.
9. An award was presented to Gus Dugan for a job well done by the principal.
10. During the two-week examination period, all extracurricular activities are canceled.
11. Marion can't sing as good as Yvonne because, of the two, Yvonne has the truest voice.
12. Because Jimmy obviously felt bad about his grades, his father did not scold him severely.
13. Approaching the Capitol from the south, a long flight of stone steps confronts the visitor.
14. Although the captain is faster than any player on the team, he didn't play so good in last night's game.
15. One of the men was picked up by a policeman who had been acting suspiciously.

⊙ REVIEW EXERCISE. Most of the following sentences contain errors in the use of modifiers (words, phrases, clauses). Rewrite such sentences, correcting the faulty modifiers. If a sentence is correct, write *C* after its number on your paper.

1. While doing my homework, the telephone interrupted me five times.
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3. Replying to reporters, the coach said that this year's team was better than any other team he had coached.
4. Wilma plans to work after she gets married for a little while.
5. While Percy's essay was the most funniest, it was not written so good as Ralph's or Bob's.
6. Listen very careful to the two recordings and tell me which one you prefer.
7. By working slowly, the job lasted all day.
8. Students are excused from last-period study halls that have a B+ average.
9. An award was presented to Gus Dugan for a job well done by the principal.
10. During the two-week examination period, all extracurricular activities are canceled.
11. Marion can't sing as good as Yvonne because, of the two, Yvonne has the truest voice.
12. Because Jimmy obviously felt bad about his grades, his father did not scold him severely.
13. Approaching the Capitol from the south, a long flight of stone steps confronts the visitor.
14. Although the captain is faster than any player on the team, he didn't play so good in last night's game.
15. One of the men was picked up by a policeman who had been acting suspiciously.

Glossary of Usage

This chapter contains a short glossary of English usage to supplement the material in Chapters 5-9. You may wish to work right through the chapter, using the exercises to test your ability to use these expressions correctly. However, the glossary is intended mainly for reference. Get in the habit of referring to it whenever you are uncertain about a point of usage.

Several kinds of usage problems are treated here. In some, a choice is described between standard and substandard ways of saying things. In such cases, you will be advised to follow the standard practice. Other choices are between formal and informal usages. Here you should follow the formal practice in doing the exercises. Problems arising from the confusion of similarly spelled words are treated in Chapter 26.

accept, except *Accept* is a verb; it means "to receive."

Except may be either a verb or a preposition. As a verb it means "to leave out"; as a preposition it means "excluding."

EXAMPLES Toby will **accept** the trophy from the principal.
No one will be **excepted** from this assignment.
All may go **except** Anita.

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affect, effect *Affect* is usually a verb; it means "to influence." *Effect* used as a verb means "to accomplish," or "to bring about." Used as a noun, *effect* means "the result of some action."

EXAMPLES The bad news seemed **not to affect** him at all.
The new drug **effected** a cure immediately.
The **effect** of the coach's pep talk was remarkable.

all the farther, all the faster These expressions are used informally in some parts of the country to mean "as far as" and "as fast as." In formal English, *as far as* and *as fast as* are the correct expressions.

DIALECT That is all the farther the bus goes.
STANDARD That is as far as the bus goes.

allusion, illusion An *allusion* is a reference to something. An *illusion* is a "false, misleading, or overly optimistic idea."

EXAMPLES The teacher made many **allusions** to a book she had read.
After the first game, our basketball team had no **illusions** about its chances of winning the championship.

and etc. Since *etc.* is an abbreviation of the Latin "et cetera," which means "and other things," you are using *and* twice when you write "and etc." The *etc.* is sufficient.

anywheres, everywhere, nowhere Use these words and others like them without the *s*.

Anywhere you go in the United States, travelers' checks are accepted.

at Do not use *at* after *where*.

WRONG Where were you sitting *at*?
RIGHT Where were you sitting?

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

SUBSTANDARD Being that he was in a hurry, he took a plane to Los Angeles.

STANDARD Since he was in a hurry, he took a plane to Los Angeles.

SUBSTANDARD Being as she's a star, we treat her like royalty.
STANDARD Because she's a star, we treat her like royalty.

beside, besides *Beside* means "by the side of"; *besides* means "in addition to."

EXAMPLES Nobody sat **beside** him in the auditorium.
Did anybody **besides** you sell candy at the game?

between, among *Between* implies two people or things; *among* implies more than two. This distinction in meaning is usually observed in formal English; however, use *between* when you are thinking of two items at a time, regardless of whether they are part of a group of more than two. (See the third example below.)

EXAMPLES The two friends had only twenty-five cents **between** them.

The five committee members **shared** the work **among** them.

What is the difference in meaning between *fimid*, *cautious*, and *circumspect*? [*Between* is correct because the speaker is thinking of one word and another word — *two* at a time.]

The rivalry between the students at Central and those at North has always been intense. [Although more than two students are involved, the rivalry exists between two groups.]

brings, take *Bring* means "to come carrying something."
Take means "to go away carrying something." The situation is complicated by the fact that a speaker sometimes adopts the point of view of the person he is speaking to out of politeness: "Shall I bring my bathing suit when I come to your party?" In most cases it is helpful to think of *bring* as related to *come* and *take* as related to *go*.

EXAMPLES Bring your literature books to class tomorrow.
 Please take this slip when you go to the principal's office.

bust, busted Avoid using these words as verbs. Use a form of either *burst* or *break*.

SUBSTANDARD I busted my arm last week.
 STANDARD I broke my arm last week.
 SUBSTANDARD The dress busted at the seams.
 STANDARD The dress burst at the seams.

can't hardly, can't scarcely See The Double Negative (page 213).

could of *Could have* sounds like *could of* when spoken. Do not erroneously write *of* with the helping verb *could*. Use *could have*. Also avoid *ought to of*, *should of*, *would of*, *might of*, and *must of*.

EXAMPLE Anne could have [not *of*] called us earlier.

discovers, invent *To discover* means "to find something that already exists." *To invent* is "to be the first to make something not known before."

EXAMPLES Edison invented the incandescent lamp.
 Leaf Ericson is said to have discovered North America about A.D. 1000.

don't A contraction of *do not*, *don't* should not be used with a singular noun or a third person singular pronoun (*he, she, it*). Use *doesn't*. See page 125.

SUBSTANDARD He don't want to go to the movies.
 SUBSTANDARD He doesn't want to go to the movies.
 STANDARD It don't matter to me.
 STANDARD It doesn't matter to me.

effect See *affect*, *effect*.

emigrate, immigrate *Emigrate* means "to go from a country to settle elsewhere." *Immigrate* means "to come into a country to settle there."

EXAMPLES His ancestors emigrated from Scotland many years ago.
 Canadians welcome the many people who immigrate to their country every year.

everywhere See *anywhere*.

except See *accept*, *except*.

fewer, less *Fewer* is used in referring to things that can be counted. It is used with plural words. *Less* is used to refer to quantities that cannot be counted. It is used with singular words.

EXAMPLES There are fewer detours on this route.
 Geometry will give you less trouble if you learn the theorems.

good, well *Good* is an adjective. Do not use it to modify a verb.

SUBSTANDARD You sing good.
 STANDARD You sing well.

Well is an adverb except in three uses: (1) when used to mean "healthy," (2) when used to mean "neatly groomed" or "attractively dressed," (3) when used to mean "satisfactory." In all of these instances, *well* is an adjective.

EXAMPLES The band played well. [adverb]
 You don't look well. [adjective]
 Blondes look well in black. [adjective]
 All is well. [adjective]

had of See *of*.

had ought See *ought*.

hardly See The Double Negative (page 213).

he, she, they Do not use unnecessary pronouns. This error is sometimes called the *double subject*.

SUBSTANDARD My older brother he goes to college.
 STANDARD My older brother goes to college.

illusion See *allusion*, *illusion*.

immigrate See *emigrate*, *immigrate*.

imply, infer *Imply* means "to suggest something." *Infer* means "to interpret" or "to derive a certain meaning from a remark or an action."

EXAMPLES In his composition he implied that he was given too much homework.
 From other remarks that he has made, I infer that he feels over-worked.

kind of, sort of These expressions are often used in informal English to mean "rather" or "somewhat." Avoid them in formal written English.

INFORMAL He was kind of tired.

FORMAL He was rather tired.

INFORMAL It grew sort of chilly.

FORMAL It grew somewhat (or rather) chilly.

kind of a, sort of a The *a* is unnecessary. Leave it out.

EXAMPLE What kind of hat did you buy?

learn, teach *Learn* means "to acquire information." *Teach* means "to instruct" or "to give out knowledge."

EXAMPLES He wanted to learn how to read music.

The music director taught him after school.

leave, let *Leave* means "to go away." *Let* means "to allow" or "to permit."

EXAMPLES Let (not *leave*) me show you my new skis.

You should have let (not *left*) him go.

lie, lay See Chapter 8, page 171.

like, as *Like* is usually a preposition. *As* is usually a conjunction.

EXAMPLES She cried like a baby. [prepositional phrase]
She responds to criticism as a baby would. (subordinate clause introduced by a conjunction. In this construction *like* is often used informally, but *as* is preferred in formal written English.)

like, as if Phrases such as *as if*, *as though* are used as conjunctions to introduce a subordinate clause. In writing, avoid using *like* in place of these conjunctions.

INFORMAL The room looked like a tornado had struck it.

FORMAL The room looked as if (or *as though*) a tornado had struck it.

might of, must of See **could of**.

nowhere See **anywhere**.

However, only a few educated speakers of American English observe this distinction. Other educated speakers use *will* to form the simple future in the first person as well as in the second and third persons.

STANDARD I will go.

sit, set See pages 173-74.

so In writing avoid using this overworked word as a conjunction meaning "therefore."

POOR The undertow grew very strong, so Kate came out of the surf.

BETTER Because the undertow grew very strong, Kate came out of the surf.

In writing do not use *so* in the place of *so that*.

POOR She put on sandals so the sand wouldn't burn her feet.

BETTER She put on sandals so that the sand wouldn't burn her feet.

some In writing do not use *some* for *somehow* as an adverb.

SUBSTANDARD When the tide turned, the swimming was some easier.

STANDARD When the tide turned, the swimming was somewhat easier.

sort of See **kind of, sort of**.

take, bring See **bring, take**.

than, then Do not use *then* in the place of *than*. *Then* is a conjunction used in comparisons.

EXAMPLE He is smarter than I.

Then is an adverb telling when.

EXAMPLE Rose added eggs; then she stirred the batter.

of Do not use *of* with prepositions such as *inside, off, outside*, etc.

EXAMPLES Outside (not *outside of*) the house it was cool.

The robber leaped off (not *off of*) the roof.

Of is also unnecessary with *had*.

EXAMPLE If (he had (not *had of*)) remembered to come, I would not have had to walk.

off of See **of**.

ought The verb *ought* should never be used with *had*.

SUBSTANDARD Pam had ought to be finished by now.

STANDARD Pam ought to be finished by now.

SUBSTANDARD You hadn't ought to tease your sister so much.

STANDARD You ought not to tease your sister so much.

respectfully, respectively *Respectfully* means "with respect or full of respect." *Respectively* means "each in the order given."

EXAMPLES The visiting dignitaries were greeted respectfully by the President.

Mill, Bruce, and Rodney won blue, red, and white ribbons respectively.

rise, raise See pages 175-76.

same *Same* is used as an adjective (the same day, the same person) and as a pronoun (more of the same). In the latter use, *some* should always be used with *the*. Such uses as the following should be avoided:

Four witnesses saw the crime and reported same to the police.

[In this sentence, *it* is preferable.]

shall, will Some careful users of English consistently use *shall* in the first person in forming the future and future perfect and *will* in second and third persons. Those who observe this distinction usually reverse this procedure in emphatic statements.

EXAMPLES I shall go. (simple future) I will go. (emphatic)

He will go. (simple future) He shall go. (emphatic)

- them** *Them* is not an adjective. Use *these* or *those*.
STANDARD He ordered one of them power lawn mowers.
STANDARD He ordered one of those power lawn mowers.
this here, that there *Here* and *there* are unnecessary.
SUBSTANDARD This here chair is an antique.
STANDARD This chair is an antique.
- try and** In writing and in formal speaking, the correct form is *try to*.
INFORMAL If you try and relax, you won't be so nervous.
FORMAL If you try to relax, you won't be so nervous.
- way, ways** Use *way*, not *ways*, in referring to distance.
EXAMPLE He stopped a little way [not *ways*] down the path.
- what** Do not use *what* to mean *that*.
EXAMPLE The supplies that [not *what*] we carried with us lasted four days.
- when, where** Do not use *when* or *where* incorrectly in writing a definition.
WRONG A double-header is when the same two teams play each other twice on the same day.
RIGHT A double-header is a pair of games played by the same two opposing teams on the same day.
- where** Do not use *where* for *that*.
EXAMPLE I read that [not *where*] the new addition to the school was tipped down by the voters.
where . . . at See at.
- which, that, who** *Which* is used to refer only to *things*. *That* is used to refer either to *people* or *things*. *Who* is used to refer only to *people*.
EXAMPLES He sat in a chair **which** was broken.
 He is the boy **who** [not *which*] is the editor of the school paper.
 Here comes the boy **that** is the editor of the school paper.

THE DOUBLE NEGATIVE

A *double negative* is a construction in which two negative words are used when one is sufficient. Before the eighteenth century, two or more negatives were often used in the same sentence to make the meaning more emphatic. Standard modern English no longer uses this method of gaining emphasis, and a double negative is generally considered to be substandard.

can't hardly, can't scarcely The words *hardly* and *scarcely* should not be used with *not* (or the contraction of *not, n't*).

EXAMPLES I can [not *can't*] hardly hear you when you speak so softly.
 We had [not *hadn't*] scarcely enough money to get home on.

haven't but, haven't only In certain uses, *but* and *only* convey a negative meaning and should not be used with *not*.

EXAMPLES We have [not *haven't*] but three more tickets to sell.
 We have [not *haven't*] only one more chance.

no, nothing, none Do not use these negative words with another negative.

SUBSTANDARD There isn't no need to be afraid of the dog.
STANDARD There is no need to be afraid of the dog.

SUBSTANDARD At first we couldn't see nothing.

STANDARD At first we could see nothing.

STANDARD At first we couldn't see anything.

SUBSTANDARD We looked for a drugstore, but there weren't none open.

STANDARD We looked for a drugstore, but there weren't any open.

STANDARD We looked for a drugstore, but there were none open.

Ⓢ REVIEW EXERCISE A. Number your paper 1–10. Choose the correct form in parentheses, and write it after the proper number on your paper.

1. The Bar-H Ranch is (somewheres, somewhere) near Cheyenne.
2. Nora is much taller (than, then) Pauline.
3. Wally read (where, that) the governor had vetoed the bill.
4. Unless you cooperate, it will be impossible to (learn, teach) you how to speak French.
5. Every spring we see (fewer, less) bluebirds.
6. You (had ought, ought) to congratulate yourself on your good luck.
7. It was Thomas Edison who (discovered, invented) the electric light bulb.
8. One of us must (of, have) made a mistake, for our answers disagree.
9. It (don't, doesn't) matter to me.
10. The treasurer's responsibilities consist of collecting dues, paying bills, keeping a running account of expenditures, (and etc., etc.).

Ⓢ REVIEW EXERCISE C. Number your paper 1–30. Choose the correct form in parentheses, and write it after the proper number on your paper.

1. When Lincoln was first elected President, many people did not know what (kind, of, kind of an) attitude he would take toward slavery.
2. If I could sing as (good, well) as you, I would (of, have) joined the Glee Club.
3. Tony must (have, of) walked a long (ways, way) in the wrong direction.
4. Margie (don't, doesn't) know how to balance equations.
5. He should (of, have) finished his homework by now.
6. She (doesn't, don't) usually like (them, those, that) kind of fish.
7. You shouldn't (of, have) taken advanced algebra when you could (of, have) taken business math.
8. The speakers took their (respectful, respective) places on the stage.
9. (Beside, Besides) being on the track team, Paul is editor of the school paper.
10. She refuses to be (learned, taught) how to operate the switchboard.
11. Did he really see a ghost, or was it just an (allusion, illusion)?
12. The (affects, effects) of the drought were disastrous.
13. When you have tea with Aunt Ellen, please act (as if, like) you were enjoying yourself.
14. Please (bring, take) your schedule card with you when you go to your next class.
15. If you (leave, let) me do it, I will finish the posters tonight.
16. Do you think that the poor corn harvest will (affect, effect) the price of beef?
17. None of the wrestlers did very (good, well) in the tournament.
18. She addressed her teacher (respectfully, respectively).
19. "Smoking," said the coach, "will seriously (affect, effect) your performance in a game."
20. I cannot find my books (anywhere, anywheres).
21. (Being that, Because) a strike was called, no trucks went out that day.

11. You can't hardly smell the smoke from here; the wind must of changed.
12. Because there was so much to do before Christmas, I hadn't hardly no time at all to buy the present what I saw in the catalogue.
13. A haze settled over the town, and you couldn't hardly see where you were going.
14. Lisa is some taller than Fran.
15. The scientist applied for a grant so he could continue his research.
16. If you hadn't only enough books for half the students, you should of gone to the bookroom for more.
17. Our water pipes they bursted during the cold snap, and when my father he received the repair bill, he almost busted.
18. Being that my mother won't let me use the phone after eight o'clock, my friends they think she is strict.
19. A *tsunami* is when there is a tidal wave caused by an earthquake.
20. In this here paper I read where the mayor has appointed a new chairman of the park board.
21. You should of received your notice in the mail, since Inez don't never forget to send out the cards.
22. It don't seem right that Mr. Hodson should always pick on Gloria, being that she can't hardly help it if the bus is always late.
23. Here is a boy which should try and do better.
24. Hadn't you ought to clean out this here locker?
25. My brother he says he can't hardly carry all them packages by himself.

22. Now that I have bought a ring, I hope that you will (accept, except) it.
23. Rainy days don't seem to have any (affect, effect) on student attendance.
24. Because my grandfather was weary of the bleak Midlands, he (emigrated, immigrated) from England in 1908.
25. Does his escape (imply, infer) that he is guilty?
26. Virginia refused to (accept, except) the nomination.
27. We divided the duties (between, among) the five of us.
28. The inspector's face was drained of blood; he looked (like, as if) he had seen a ghost.
29. (Inside of, inside) the cabin were two porcupines.
30. Every year there are (fewer, less) trout in our streams.

REVIEW EXERCISE D. The following sentences contain many of the common errors you have been studying. Rewrite the sentences correctly.

1. That there book isn't no good.
2. She lives a long ways from here.
3. He don't hardly know what he's talking about.
4. I couldn't hardly remember having made them mistakes; my mind must of been a blank.
5. There goes a man what has never done nobody any harm.
6. Being that my brother left for college, I can't wear his clothes no more.
7. There isn't no state in this here country that he hasn't visited.
8. My mother she can't hardly help bragging about my brother's winning the four-year scholarship.
9. He fell off of a ladder and busted his leg.
10. You hadn't ought to of walked home in that there rain.

CHAPTER 6

STANDARD USES OF CAPITALIZATION

RULES

1. Capitalize the first word in every sentence.
2. Capitalize the pronoun *I* and the interjection *O*.
3. Capitalize proper nouns and proper adjectives.
 - names of persons
 - names of geographic places
 - names of organizations, business firms, institutions, government bodies
 - names of historical events and periods, special events, and calendar items.
 - names of nationalities, races, and religions
 - brand names of business products
 - names of ships, planes, trains, monuments, awards, heavenly bodies
4. Do NOT capitalize the names of school subjects, except names of languages and courses followed by a number.
5. Capitalize titles.
 - when it comes before a name
 - to show respect
 - when it stands alone
 - when used with a family member's name
6. Capitalize the first word and all important words in the titles of books, periodicals, poems, stories, movies, paintings, and other works of art.
7. Capitalize words referring to Deity.

STANDARD USES OF CAPITALIZATION

RULES / EXAMPLES

1. Capitalize the first word in every sentence.
Ex. The spaghetti is marvelous.
2. Capitalize the pronoun I and the interjection O.
Ex. Bowing, I said, "Greetings, O Master."
3. Capitalize proper nouns and proper adjectives.
 - a. Capitalize the names of persons.
Ex. Given names--Jane, Evelyn Joseph
Surnames--Johnson, Powers, Goldstein
 - b. Capitalize geographical names.
--cities, counties, states, countries, continents, islands, bodies of water, mountains, streets, parks, sections of the country
Ex. Detroit, Utah County, American, Europe, Catalina Island, Pacific Ocean, Nile River, Mount Everest, State Street, Thirty-second Street, Yellowstone National Park, the East.

 **Do not capitalize *east*, *west*, *north*, and *south* when they merely indicate a general direction.
Ex. We headed west for five miles.
I lived in the West my whole live.
 - c. Capitalize the names of organizations, business firms, institutions, government bodies.
Ex. Organizations: Elks Club, Ladies' Aid Society, National Honor Society
Business firms: Eastman Kodak Company, Ford Motor Company
Institutions and Buildings: St. Charles Hotel, the Empire State Building
Government bodies: House of Representatives, the Supreme Court

 **Do not capitalize such words as *democratic*, *republican*, *socialist*, etc. when these words refer only to types of societies rather than to specific parties.

 **Do not capitalize such words as *hotel*, *theater*, *college*, *high school* unless they are a part of a proper name.
 - d. Capitalize the names of historical events and periods, special events, and calendar items.
Ex. Battle of Gettysburg, the Middle Ages, the Atomic Age

 ** Do not capitalize the names of seasons: summer, winter, spring, fall.

e. Capitalize the names of nationalities, races, and religions.
Ex. Japanese, Negro, Indian, Roman Catholic, Methodist

f. Capitalize the brand names of business products.
Ex. a Chrysler automobile, Coldspot refrigerator, Kleenex tissue

**Do not capitalize the product which follows the brand name.

g. Capitalize the names of ships, planes, trains, monuments, awards, heavenly bodies, and other particular places, things, or events.
Ex. the Queen Mary (a ship), the Hindenberg (a plane), the Purple Heart (a medal), Orion (a heavenly body)

**Do not capitalize *earth, sun, or moon*.

4. Do NOT capitalize the names of school subjects, except names of languages and course followed by a number.

Ex. algebra, history
Algebra II, History I, French

5. Capitalize titles.

a. Capitalize the title of a person when it comes before a name.
Ex. General Eisenhower, Dr. Foster, President Clinton

b. Capitalize a title used alone or following a person's name only if it refers to a high official or someone to whom you wish to show special respect.

Ex. The President will address us from the White House. (high position)
The principle will address the students. (ordinary position)

**When an official is directly addressed by his title, it is customary to capitalize it.

Ex. Mr. Secretary, will you read the minutes?

c. Capitalize words showing family relationship when used with a person's name but not when preceded by a possessive.

Ex. Grandfather Scott, Aunt Mary, Uncle Albert, my brother Tom

**When family relationship words like *uncle, cousin, and grandfather* are customarily used before a name, capitalize them, even after a possessive noun or pronoun.

Ex. Did you notice Uncle Ned's picture in the paper?

**Words of family relationship may be capitalized or not when used *in place of a person's name*.

Ex. Hello, Father.... or Hello, father, (both are correct)

- d. Capitalize the first word and all important words in titles of books, periodicals, poems, stories, movies, paintings, and other works of art.
Ex. The Return of the Native
"Ode on a Grecian Urn
- e. Capitalize words referring to Deity.
Ex. God, Father, His will, His word, Thy, Thine,

- REVIEW EXERCISE.** List all words that should be capitalized. Number your list according to the numbers of the sentences.
1. Because I don't know a waltz from a tango and am not in the least ashamed of my ignorance, I refused to take lessons at the diane dance studio on maple avenue.
 2. The gee gee rhythm band may not sound exactly like charlie barnett, but when they play "smoke gets in your eyes," our gym turns into the savvy plaza ballroom.
 3. Twice a year, dr. carter, the dentist whose office is on butler street, reminds me to pay him a visit; and twice a year, I read old copies of the *national geographic* in his waiting room and hope that daily brushings with zing toothpaste have prevented any new cavities.
 4. The *nina II*, a replica of christopher columbus' smallest ship, was towed to nassau from san salvador last tuesday.
 5. After world war II thousands of veterans flocked to colleges and universities all over the country.
 6. Whether you want japanese cultured pearls or norwegian skis, you will find these items at perkins & company's new store, located at the corner of twenty-first street and maple avenue.
 7. In his last lecture in hadley hall, professor jennings said that man, from the dawn of history to the present, has always been able to laugh at himself.
 8. Without looking up a copy of the declaration of independence, I cannot name five of the original signers; but I do know that the document was first signed at independence hall in philadelphia.
 9. The president left the white house early and drove to the capitol to deliver his address to congress.
 10. The lutheran minister who spoke at our christmas program reminded us to give thanks to god.
 11. I enjoyed reading *to kill a mockingbird*, a novel about life in a small town in maycomb county, alabama.
 12. *The harvesters* is a painting by pieter brueghel, a sixteenth-century artist.
 13. One of the cities of the incas, machu picchu, lay hidden among the peaks of the andes in peru and was never discovered by the spanish conquerors.
 14. Each year more than a million visitors flock to holland state park, a preserve on lake michigan, west of grand rapids.
 15. Last saturday a fire, fanned by a brisk northwest wind, destroyed the meadowtown lumber company.
 16. Traffic along powell avenue had to be rerouted when a gray lincoln sedan rammed a truck.
 17. Julie anderson, the president of her nursing class, joined the peace corps last july and is now working as a nurse in pakistan.
 18. Because bruce took advanced courses in english, chemistry, and mathematics at washington high school in st. paul, minnesota, he had little difficulty with his freshman courses at duke university.
 19. When my grandfather retires, he expects to spend his winters at sea island, georgia, and his summers at lake manota in the northern part of minnesota.
 20. Between halves of the football game between lincoln high school and milbridge academy, the band marched down the east side of the field, played stirring marches composed by john philip Sousa, and exited through the main gate.

Summary Style Sheet

NAMES OF PERSONS

Shirley, Shirley O'Neil the girl next door
 Mrs. William McAndrew, Jr. a family friend

GEOGRAPHICAL NAMES

Carson City a city in Nevada
 Yosemite National Park a national park
 the San Mateo Mountains a mountain in New Mexico
 the Pacific Ocean an ocean voyage
 the Savannah River the banks of a river
 living in the South the south side of town
 the Caribbean Sea a sea voyage
 the Gaspé Peninsula a long peninsula

ORGANIZATIONS, BUSINESS FIRMS AND PRODUCTS,
INSTITUTIONS, GOVERNMENT BODIES

the Press Club a club for writers
 the Union Coal Company a coal company
 the Commodore Hotel the newest hotel
 Chevrolet an automobile
 Erasmus High School a large high school
 the Supreme Court of
 Nebraska a Nebraska court

HISTORICAL EVENTS AND PERIODS, SPECIAL EVENTS,
CALENDAR ITEMS

the French and Indian War wars on the frontier
 the Renaissance the sixteenth century
 Memorial Day a day in May
 the Junior Prom a junior in high school
 the Winter Carnival in the winter

NATIONALITIES, RACES, RELIGIONS, LANGUAGES

Canadian a nationality
 Negro a race
 Lutheran a religion
 Spanish a language

CHAPTER 7

PUNCTUATION--END MARKS AND COMMAS

RULES

END MARKS

1. A statement is followed by a period.
2. A question is followed by a question mark.
3. An exclamation is followed by an exclamation point.
4. An imperative sentence (command) is followed by either a period or an exclamation point.
5. An abbreviation is followed by a period.

COMMAS

1. Use commas to separate items in a series.
2. Use a comma to separate two or more adjectives preceding a noun.
3. Use a comma before *and*, *but*, *or*, *nor*, *for* and *yet* when they join independent clauses.
4. Use a comma to set off nonessential clauses and nonessential participial phrases.
5. Use a comma after certain introductory elements.
 - words such as *well*, *yes*, *no*, *why*, etc.
 - exclamation that begin a sentence and are not following by an exclamation point
 - introductory participial phrase
 - introductory adverb clause
6. Use commas to set off expressions that interrupt.
 - appositive words and phrases
 - nouns of direct address
 - parenthetical expressions
7. Use a comma in certain conventional situations.
 - separate items in a date
 - after salutation of a friendly letter
 - after the closely of any letter
 - after names followed by *Jr.*, *Sr.*, *Ph.D.*, etc.
8. Do not use unnecessary commas.

PUNCTUATION--END MARKS AND COMMAS

RULES / EXAMPLES

END MARKS--PERIODS, QUESTION MARKS, AND EXCLAMATION POINTS.

1. A statement is followed by a period.
2. A question is followed by a question mark.
3. An exclamation is followed by an exclamation point.
4. An imperative sentence (command) is followed by either a period of an exclamation point.

**The exclamation is used to show more force.

Ex. Put the book down. (calmly)
Put the book down! (with strong feeling)

5. An abbreviation is followed by a period.

Ex. Gen. =General
Feb. =February
T. S. Eliot= Thomas Stearns Eliot

**Abbreviations of government agencies are often written without periods.

Ex. FBI= Federal Bureau of Investigation
AEC=Atomic Energy Commission

**Most abbreviations are capitalized only if the words they stand for are capitalized.

COMMAS

1. Use commas to separate items in a series.

Ex. The cat spits, bites, scratches, and shed. (verbs in a series)
The teacher distributed paper, test booklets, blotters, and pencils. (nouns in a series)
The new student was tall, dark and handsome. (adjectives in a series)
The track stars runs quickly, gracefully and energetically. (adverbs in a series)
We have a government of the people, by the people, and for the people. (phrases in a series)
I can go camping in Yellowstone National Park in June if my grades are high, if my mother gives her approval, and if my father has enough money. (subordinate clauses in a series)

**When the last two items in a series are joined by *and*, you may omit the comma before the *and* if the comma is not needed to make the meaning clear.

- a. If all items in a series are joined by *and* or *or* (*nor*), you need not use commas to separate them.

Ex. We danced and sang and listened to records.
You may scrub the floors or polish the silverware or wash the dishes.

- b. Independent clauses in a series are usually separated by semicolons. Short independent clauses, however, may be separated by commas.

Ex. We played records, we danced, and we watched television. (short clauses)
We played records from the sixties; we danced the dances our parents did when they were teenagers, and we watched the Academy Award winners from the old times. (long clauses)

2. Use a comma to separate two or more adjective preceding a noun.

Ex. Billy was an energetic, mischievous boy.

**When the last adjective before the noun is thought of as part of the noun, the comma before the adjective is omitted.

Ex. WRONG: A single, electric bulb illuminated the long hallway.
RIGHT: A single electric bulb illuminated the long hallway.

3. Use a comma before *and*, *but*, *or*, *nor*, *for*, and *yet* when they join independent clauses.

Ex. Do your homework carefully, and you will certainly pass the test.

**Independent clauses joined by *and*, *but*, *or*, or *nor* need not be separated by a comma when they are very short. If the clauses are joined by conjunctions *yet* or *for*, they must be separated by a comma.

Ex. We knocked and Jed opened the door.
Laura pulled hard, yet the lid stayed on the jar.

4. Use a comma to set off nonessential clauses and nonessential participial phrases.

Ex. Robert Brill, who lives across the street, graduated last year. (clause is non-essential since you know exactly who is being talked about.) Clauses will have both a subject and a verb. (WHO/LIVES)

All boys that march with the honor guard are required to be over six feet tall. (clause is essential because it tells which boys are required to be over six feet tall.)

Arlene, picking her way carefully on the icy sidewalk, slipped and fell. (non-essential phrase) Phrases have either a subject or a verb, not both

That woman picking her way on the icy sidewalk slipped and fell. (essential phrase)

5. Use a comma after certain introductory elements.
- Use a comma after words such as *well, yes, no, why*, etc., when they begin a sentence. Exclamations, like *wow, good grief, gee whiz*, etc., if not followed by an exclamation mark, must also be set off by commas.
 Ex. No, you can't go.
 Well, I've heard that story before.
 Why, he isn't old enough to drive.
 - Use a comma after an introductory participial phrase.
 Ex. Looking at the clothes in her closet, Liz heaved a sigh of boredom.
 Determined to get along with what she had, she decided to wear her blue silk dress again.
 A participle is a word ending in *ing, ed, en, d*, or *t* which is functioning as an adjective. *Looking* describes Liz. *Determined* describes she.
 - Use a comma after a succession of introductory prepositional phrases.
 Ex. At the next tick of the clock, you may start the examination.
 (Two prepositional phrases)
 - Use a comma after an introductory adverb clause.
 Ex. Whenever a partridge flushes from beneath my feet, I am so started I fire wildly.
 If I shoot a bird on the ground, I feel ashamed.
 Aunt Florence roasted the birds; and when all of us sat down to supper, she served them with dumplings and gravy.
6. Use commas to set off expressions that interrupt.
- Appositive and appositive phrases are usually set off by commas.
 Ex. Coyotes, canny cousins of the wolf, are a plague to ranchers.
 An attractive girl, Jennifer O'Neill was the Junior Prom Queen.
 **Sometimes an appositive is so closely related to the word preceding it that it should not be set off by commas. (Called a restrictive appositive.)
 Ex-- the sculptor Michelangelo.
 - Words used in direct address are set off by commas.
 Ex. Bea, shut the window.
 Yes, Virginia there is a Santa Claus.
 Won't you run for the office, Mr. Perkins?
 - Parenthetical expressions are set off by commas.
 Ex. The movie, in my opinion, was terrible.
 The book, on the other hand, was great.

A contrasting expression introduced by *not* is parenthetical and must be set off by commas. (Samuel Johnson, **not James Boswell, is....)

7. Use a comma in certain conventional situations.
 - a. Use a comma to separate items of dates and addresses.

Ex. On June 30, 1996, my father's business moved to 837 Main Street, Seattle, Washington 98104
(No comma between the state and the ZIP code.)
 - b. Use a comma after the salutation of a friendly letter and after the closing of any letter.

Ex. Dear Alice,
Sincerely,
 - c. Use a comma after a name followed by *Jr.*, *Sr.*, *Ph.D.*, etc.

Ex. Mrs. Juanita Montez, Ph.D.
John A. Adams, Jr.
8. Do not use unnecessary commas.

--Do not use a comma unless a specific rule calls for it.

REVIEW EXERCISE A. This exercise covers all uses of the comma that you have studied so far. Decide where commas should be used in these sentences. Copy on your paper the word preceding the comma. Place the comma after the word. Number your answers according to the numbers of the sentences.

EXAMPLE 1. When the famous painting was exhibited in the museum, thousands flocked to see it.

1. museum,

1. Hal Barnes who won varsity letters in football basketball and track is also an excellent tennis player.
2. Before you begin to type the letter, be sure you have made the proper margin adjustments.
3. Whenever the phone rings my sister hoping for a call from one of her boyfriends breaks track records in her haste to answer it.
4. Advancing across the room in her high heels Joanne clung to her escort's arm.
5. Nobody in the family is ever very eager to clear the table do the dishes or walk the dog.
6. Although Lynn insists that she eats like a bird very few birds could pack away that much food and still fly.
7. Since the roads were very icy motorists were urged to stay home.
8. The magazine always arrives on time but it usually arrives in a disheveled condition.
9. Although the plumber had made some temporary repairs to the furnace the noises issuing from the cellar did not reassure us.
10. The men had been working day and night yet they responded immediately to our emergency call.
11. If you need a new pen you can always buy one from the Student Store.
12. Whenever Dad starts working on his income tax we tiptoe around the house and try to stay out of sight.
13. After the judge had banged the gavel for order, the noise in the courtroom subsided.
14. Father wants to go to the North Woods but the rest of us would prefer a vacation at the shore.
15. When I remember those long cool quiet summer evenings at the lake I become sentimental.

16. Well social studies isn't a hard course but it does require a lot of reading and writing and memorizing.

17. Throwing caution to the winds the cat leaped on Mother's new chair but our shouts persuaded him to beat a hasty retreat.

18. Yes a few students thinking they could get away with it skipped assembly.

19. In the first game of the doubleheader both teams used four pitchers five outfielders and five infielders.

20. Midge kissed her mother and her boyfriend stood to one side waiting to be introduced.

REVIEW EXERCISE C. Select from the following sentences all words which should be followed by a comma. List these words on your paper, placing a comma after each. Number your answers according to the numbers of the sentences.

EXAMPLE 1. We all of course make mistakes once in a while.
1. *all, course,*

1. Yes as a matter of fact Ray does have a cold.
2. As the season progressed the team piled up one victory after another.
3. Miss Barrett send this letter to the Allied Chemical Corporation 61 Broadway New York New York 10006.
4. We watched the parade for an hour but couldn't decide which one of the floats was the best for they all looked beautiful to us.
5. Take the garbage out Todd and be sure to put the cover back on the pail.
6. Alan Dev and Martin served as ushers at the graduation exercises last year.
7. On June 6 1965 we closed the doors of our house at 16 Washington Street St. Paul; and on June 8 1965 we opened the doors of our new home in Durham North Carolina.
8. As soon as we heard the crunch of the tires on the gravel in the driveway we rushed out to inspect Dad's new car a Pontiac station wagon.
9. Although it was four years old the car had been very well cared for by its former owner a seventy-year-old lady.
10. That at least was the story the salesman told.

REVIEW EXERCISE D. Copy after the proper number the words in each sentence that should be followed by a comma; placing a comma after each word.

1. Whenever Winnie watches Laurel and Hardy he doubles up with laughter.
2. In past years Broadway has exported a number of hit plays and musicals to London. This year strangely enough many shows are playing on Broadway that originated on the other side of the Atlantic.
3. As knives, forks, and spoons clattered to the floor, Mother darted from the living room to see what had happened in the kitchen.
4. Dad who was discharged from the Army on January 30, 1946, celebrates his release from the service each year by trying to squeeze into his old uniform.
5. My brother Mark is, in his own opinion, a genius in science. The teachers gaily enough do not share his opinion about his scientific aptitude.
6. "Walk, for pity's sake," Mother shouted, "turn down the television sound, or the neighbors will be banging on the walls again!"
7. "Yes Ruth, Uncle Charles is a professor of English literature at Holstra University, which is in Hempstead New York," said my father.
8. We intend to stay in Portland, Oregon, from Monday, June 2 to Saturday, June 7.
9. Broiled on the new grate the steak looked and smelled delicious.
10. An athlete who breaks the coach's training rules soon slips from the peak of condition a lapse which is hardly fair to the rest of the team.
11. Aristophanes whom the ancient Greeks considered the greatest of comic dramatists wrote *The Clouds* and *The Frogs*.
12. Sophocles often regarded as the greatest dramatist of all times is credited with almost a hundred plays of which only eight have been recovered.
13. Although the play was acclaimed by the critics the public did not like it and refused therefore to recommend it to their friends.
14. Leaning over the ship's rail Mel the cabin boy idly watched the flying fish disport themselves among the waves.
15. Of course if you find it impossible to attend the Student Council meeting Anita who was elected an alternate delegate will take your place.

© REVIEW EXERCISE E. *End Marks and Commas* Copy
 the following sentences, inserting end marks and commas as needed. Remember: to capitalize the first word of any sentence.

1. What else I wondered could possibly happen
2. Buzzy the cook on our camping trip liked ham and eggs every day; therefore we had no choice about what we would have for breakfast
3. Arnie rose to his feet was recognized by the chairman and asked what had happened to the treasury
4. Why Karen how beautiful you look in your new dress
5. On Friday April 10 the sophomores will have a special assembly program on Monday April 13 the juniors will I understand report to the gym for a class meeting
6. Despite a losing streak of seven games Mr. Miles the baseball coach thought we had a good chance of winning the next game
7. At the barbecue Vivian served a green salad baked potatoes hamburgers and rolls and berry pie
8. Flo who is supposed to be on a diet had second helpings of rolls and pie and ice cream
9. The old gypsy who read my palm at the fair in St. Cloud Florida said that I would be taking a journey I never suspected however that it would turn out to be a trip to the principal's office
10. If you have some writing ability if you are willing to work and if you are interested in the school paper the staff of the *Echo* can use you
11. Of course I don't know a thing about wiring but if somebody would teach me I could learn
12. James Boswell wrote a long detailed biography of Dr. Samuel Johnson: an outstanding author critic and conversationalist of the eighteenth century
13. If you can't sing or dance or act you can make yourself useful by selling tickets to the play
14. When Louise had collected her prize a lovely alligator handbag she and Maria departed quickly for 670 Church Avenue Lake Forest Illinois their home
15. Imprisoned without warning or explanation the two reporters were held if I remember correctly for two months in spite of the efforts by England France and the United States to effect their release

Summary of the Uses of the Comma

- 21f. Use commas to separate items in a series.
 (1) If all items in a series are joined by and or or (not), do not use commas to separate them.
 (2) Independent clauses in a series are usually separated by semicolons. Short independent clauses may be separated by commas.
- 21g. Use commas to separate two or more adjectives preceding a noun.
- 21h. Use commas before and, but, or, nor, for, and yet when they join independent clauses.
- 21i. Use commas to set off nonessential clauses and nonessential phrases.
- 21j. Use commas after certain introductory elements.
 (1) Use a comma after such words as well, yes, no, why, etc., when they begin a sentence.
 (2) Use a comma after an introductory participial phrase.
- 21k. Use commas to set off expressions that interrupt the sentence.
 (1) Appositives and appositive phrases are usually set off by commas.
 (2) Words used in direct address are set off by commas.
 (3) Parenthetical expressions are set off by commas.
- 21l. Use commas in certain conventional situations.
 (1) Use a comma to separate items in dates and addresses.
 (2) Use a comma after the salutation of a friendly letter and after the closing of any letter.
 (3) Use a comma after a name followed by Jr., Sr., Ph.D., etc.
- 21m. Do not use unnecessary commas.

CHAPTER 8

PUNCTUATION--SEMICOLONS, AND COLONS

RULES

SEMICOLON

1. Use a semicolon between independent clauses in a sentence if they are not joined by *and*, *but*, *nor*, *or*, *for*, *yet*.
2. Use a semicolon between independent clauses joined by such words as *for example*, *for instance*, *that is*, *besides*, *accordingly*, *moreover*, *nevertheless*, *furthermore*, *otherwise*, *therefore*, *however*, *consequently*, *instead*, *hence*.
**These words are also generally followed by a comma.
3. Semicolon (rather than a comma) may be needed to separate the independent clauses of a compound sentence if there are commas within the clauses.
4. Use a semicolon between items in a series if the items contain commas.

COLON

1. Use a colon to mean "note what follows."
2. Use a colon before a long, formal statement or quotation.
3. Use a colon in certain conventional situations.
 - between the hour and the minute when you are writing the time.
 - between chapter and verse in referring to a passage from the Bible.
 - after the salutation of a business letter.

PUNCTUATION--SEMICOLONS, AND COLONS

RULES / EXAMPLES

SEMICOLON

1. Use a semicolon between independent clauses in a sentence if they are not joined by *and*, *but*, *nor*, *or*, *for*, *yet*.

Ex. The President was concerned about the international situation; he called a special meeting of his Cabinet.

****When thoughts of the clauses are very closely connected, a semicolon is better than a period.**

2. Use a semicolon between independent clauses joined by such words as *for example*, *for instance*, *that is*, *besides*, *accordingly*, *moreover*, *nevertheless*, *furthermore*, *otherwise*, *therefore*, *however*, *consequently*, *instead*, *hence*.

Ex. We waited in line for an hour; however, the movie was exciting and well worth the wait.

Winnie dresses strangely; for example, today she wore riding boots to school.

****These words are also generally followed by a comma.**

3. Semicolon (rather than a comma) may be needed to separate the independent clauses of a compound sentence if there are commas within the clauses.

Ex. My parents bought our home ten years ago, but now they have decided to sell it.
(comma/conjunction is sufficient)

My parents bought our home, a modified Cape Cod cottage, ten years ago; but since they now need more room, they have decided to sell it.

(semicolon/conjunction needed because there are already comma in the clauses.)

4. Use a semicolon between items in a series if the items contain commas.

Ex. The volcano has erupted three times: January 2, 1610; March 15, 1823; and May 8, 1945.

The meeting was called by Jim Cusco, president of the senior class; Nancy Blake, president of the junior class; and Marvin Celler, president of the sophomore class.

COLON

1. Use a colon to mean "note what follows."

****When a list comes immediately after a verb or preposition, DO NOT USE A COLON.**

Ex. WRONG--In the zoo can be seen: an elephant, giraffe, bear, and a leopard.

RIGHT-- In the zoo can be seen an elephant, giraffe, bear and a leopard.

RIGHT--You can see the following in the zoo: an elephant, giraffe, bear, and a leopard.

2. Use a colon before a long, formal statement or quotation.
Ex. Thomas Paine's first pamphlet in the series The American Crisis starts with these famous words: "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now deserves the love and thanks of man and woman."
3. Use a colon in certain conventional situations.
 - a. Use a colon between the hour and the minute when you are writing the time.
Ex. 5:45
 - b. Use a colon between chapter and verse in referring to a passage from the Bible.
Ex. Proverbs 15:3
 - c. Use a colon after the salutation of a business letter.
Ex. Dear Sir:
Dear Mr. Raymond:

- Ⓔ EXERCISE 1. List on your paper (in the order in which they appear in the sentences below) all words you think should be followed by a semicolon or a comma. After each word, place the mark of punctuation you decide on. Number your list by sentences, keeping the words from each sentence together.
- The scientific names of animals are often informative for example *Procyon lotor*, the scientific name for the raccoon, names two traits of the animal.
 - Lotor*, which means "washer," refers to the raccoon's habit of dunking his food in water and *procyon*, which means "before the dog," indicates that the animal is a favorite quarry for hunters and their hounds.
 - Weighing about twenty-five pounds at maturity, the raccoon looks like a little bear indeed, "little bear" is precisely what the Indians call him.
 - The raccoon is usually a nocturnal animal that is, he begins to prow for food at sundown and hunts only at night.
 - If the suburbs encroach upon the ponds and streams where he finds food, he rapidly adjusts to the changed environment for instance, he will make his home in attics, boathouses, and garages when he cannot find other lodgings to suit him.
 - His preferred diet consists of crayfish, frogs, mice, birds' eggs, fruit, and corn however, when these are in short supply, he will not hesitate to raid garbage cans and hen houses.
 - Raccoon fur coats, once very popular, have gone out of style consequently, the raccoon population has increased greatly in recent years.
 - Baby raccoons make excellent pets they are easily tamed and rarely bite or scratch.
 - Older animals are usually surly and ill-tempered accordingly it is very unwise to attempt to pet a grown raccoon.
 - The raccoon's front paws are marvelously dexterous in fact, his tracks along the muddy banks of streams look exactly like the prints of a baby's hands.
 - Raccoons are smart otters, on the other hand, are even smarter.
 - Most wild animals are very businesslike their search for food is almost incessant, interrupted only by the need to sleep.
- Ⓕ EXERCISE 2. Decide where colons should be used in the following sentences. On your paper, write the word preceding the colon, then add the colon. If a sentence needs no colon, write C for correct after its number. Be able to explain your answers.
- Mr. Bryant wanted a report on one of the following men Thomas Paine, Alexander Hamilton, Benjamin Franklin, or Thomas Jefferson.
 - Look, Randy, if you want to do well in her class, take my advice hand in your homework on time, take notes, pay attention, and keep quiet.
 - The following students will report to the principal at the end of the first period Anna Crossan, Nelson Finn, Mary Aspland, and Steven Shaw.
 - The performance was scheduled to start at 8 10, but technical difficulties held up the opening until 8 45.
 - At the picnic everybody enjoyed the french fries, the potato salad, the corn, and the hamburgers.
 - The story of Moses and the Pharoah's daughter is told in Exodus 2 5-10.
 - The president of the Student Council opened the special meeting with these words "It has been brought to my attention that many of the students are dissatisfied with the ban on senior privileges."
 - There are three reasons why we have chicken for dinner so often Dad likes it, Mom likes it, and it's cheap.
 - The principal began his announcement as follows "Good afternoon. Here is a list of the afternoon activities for Green Bay High School."
 - Tom's favorite authors are Ernest Hemingway, Willa Cather, C. S. Forester, and Jules Verne.

CHAPTER 9

PUNCTUATION--UNDERLINING (ITALICS) AND QUOTATION MARKS

RULES

UNDERLINING (ITALICS)

1. Use underlining/italics for titles of books, periodicals, works of art (pictures, musical compositions, statues, etc.) planes, trains, and so on.
2. Use underlining/italics for words, letters, and figures referred to as such, and for foreign words.

QUOTATION MARKS

1. Use quotation marks to enclose a direct quotation--a person's exact words.
2. A direct quotation begins with a capital letter.
3. When a quoted sentence is divided into two parts by an interrupting expression such as he said/she replied, the second part begins with a small letter.
4. A direct quotation is set off from the rest of the sentence by commas or by a question mark or an exclamation point.
5. Other marks of punctuation when used with quotation marks are placed according to the following rules.
 - a. Commas and periods are always placed inside the closing quotation marks.
 - b. Colons and semicolons are always placed outside the closing quotation marks.
 - c. Question marks and exclamation points are placed inside the closing quotation marks if the quotation is a question or an exclamation. Otherwise, they are placed outside.
6. When you write dialogue (two or more persons having a conversation), begin a new paragraph every time the speaker changes.
7. When a quoted passage consists of more than one paragraph, put quotation marks at the beginning of each paragraph and at the end of the entire passage.
8. Use single quotation marks to enclose a quotation within a quotation.
9. Use quotation marks to enclose titles of short stories, poems songs, chapters, articles, and other parts of books and periodicals.
10. Use quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.

PUNCTUATION--UNDERLINING (ITALICS) AND QUOTATION MARKS

RULES / EXAMPLES

UNDERLINING (ITALICS)

1. Use underlining/italics for titles of books, periodicals, works of art (pictures, musical compositions, statues, etc.) planes, trains, and so on.

Ex. The Red Badge of Courage *The Red Badge of Courage*
 the Mona Lisa the *Mona Lisa*
 the Reader's Digest the *Reader's Digest*
 the Santa Maria the *Santa Maria*

2. Use underlining/italics for words, letters, and figures referred to as such, and for foreign words.

Ex. How many and's are in this sentence?
 There is only one c in the word recommend.
 His phone number has three 7's in it.
 Common poison ivy (Rhus toxicodendron) is to be avoided.

QUOTATION MARKS

1. Use quotation marks to enclose a direct quotation--a person's exact words.

Ex. Direct quotation: Marie said, "I have an hour's detention for being late to school." [her exact words]
 Indirect quotation Marie said that she had an hour's detention for being late to school. [not her exact words]

**Place quotation and the beginning and the end of the quote.

2. A direct quotation begins with a capital letter.

Ex. Ed asked, "What time does the bus leave?"

**If the quotation is only a fragment of a sentence, not intended to stand alone, do NOT begin it with a capital letter.

Ex. He resented Bob's remark the he was "never there when needed."

3. When a quoted sentence is divided into two parts by an interrupting expression such as he said/she replied, the second part begins with a small letter.

Ex. "I know," said Joan, "the solution to our problem."
 "All we have to do," she continued, "is raise some money."

If the second part of a broken quotation is a new sentence, it begins with a capital letter.

Ex. "Start from the beginning," said George. "The joke doesn't make sense to me."

4. A direct quotation is set off from the rest of the sentence by commas or by a question mark or an exclamation point.
- Ex. "Where will it all end?" asked Ernest.
 "Let me do that!" exclaimed Harold.
 "Has anyone in this class," asked Mr. Lukas, "seen a performance of Julius Caesar?"
 "I have finished my work already," said Alice.
 Mary replied, "I still need to complete my assignment."
5. Other marks of punctuation when used with quotation marks are placed according to the following rules.
- a. Commas and periods are always placed inside the closing quotation marks.
- Ex. "I've got a report due tomorrow," he said, "so don't count on my being at the meeting tonight."
- b. Colons and semicolons are always placed outside the closing quotation marks.
- Ex. Miss Kendall said, "Write your answers on one side of the page"; however, I wasn't paying attention and put mine on both sides.
 The following students in our homeroom have, according to Mrs. Cahill, "hit the honor roll jackpot": Vic Chapman, Mary Arnold, and Jack Biggane.
- c. Question marks and exclamation points are placed inside the closing quotation marks if the quotation is a question or an exclamation. Otherwise, they are placed outside.
- Ex. "Are you sure this is the assignment?" asked Pete. [quote is a question]
 Did I hear you say, "Get lost"? [quote is part of an overall question]
 Never say, "I'll put it off until tomorrow!"
 Suddenly Ben yelled, "Three cheers for the coach!"
6. When you write dialogue (two or more persons having a conversation), begin a new paragraph every time the speaker changes.
- Ex. "Hello, mates," said Captain Handy softly, "what can I do for you now?"
 "You can turn over the ship to me," replied the first mate, his voice filled with tension.
 Handy looked with deliberation at the crowd of mutineers.
 "So it's mutiny, is it, you blackguards? You can't get away with it!" he roared.
 "We have got away with it, sir," replied the mate.
7. When a quoted passage consists of more than one paragraph, put quotation marks at the beginning of each paragraph and at the end of the entire passage.
- Ex. "Fellow sophomores," said Theresa, opening the meeting,
 "permit me first of all to thank you for turning out in such good

numbers. Despite our dismal showing so far, I think this packed room proves beyond any doubt that the Sophomore Class is determined not to take second place to the freshman.

"Up to now, we have simply not been ourselves. As you know, the freshman have more people on the honor roll than we. More freshman than sophomores play on all school teams. Perhaps we are ready to change all that."

8. Use single quotation marks to enclose a quotation within a quotation.
 Ex. Margaret whispered, "Mr. Burns just said, 'Do the first three examples.' "
 Dick said, "I don't understand the poem 'My Last Duchess' very well."
9. Use quotation marks to enclose titles of short stories, poems songs, chapters, articles, and other parts of books and periodicals.
 Ex. "Mending Wall" is my favorite poem by Robert Frost.
 "Did you read the article "America on Ice" in American Heritage?
 The assignment for Wednesday is Chapter 16, "Egypt and the Fertile Crescent."

**The length of a written work determines whether the title should be italicized or enclosed in quotation marks. Book-length works are italicized; shorter works usually are not. However, the titles of poems long enough to be divided into books, cantos, or sections are italicized.

10. Use quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.
 Ex. Pat's taste in clothes was "way out."

**Putting slang expressions within quotation marks amounts to apologizing for them. If you are doubtful about the appropriateness of a word, do not use it.

● EXERCISE 2. Copy the following sentences, inserting the necessary punctuation. Watch carefully the placement of commas and end marks in relation to quotation marks, and capital letters for the beginning of direct quotations.

1. I'm afraid the man you've made the wrong turn.^a
2. You're headed toward Newton now he added, but if you make a right turn on Route 200, you'll come to your destination.
3. Did you say I should turn right on 200 asked Jake.
4. Wow, look at that house exclaimed Sue. Did you ever see anything spookier?
5. You shouldn't read only fiction said Mr. Werner. You should try an occasional biography.
6. The following sophomores have, in the words of Coach Balcolm, brought honor to their class and school: Al Hawthorne, Eunice McCarthy, and Irving Levin.
7. Eric shouted give him air!
8. Did you hear Mr. Lopez say hand in your papers?
9. Yes, I heard him say that answered Sheila I wish I hadn't because I'm far from finished.
10. In a crowded place never shout fire! unless you mean it.
11. Mr. Timpanaro asked if anyone knew the beginning of Alexander Pope's line which ends with the words where angels fear to tread.
12. He asked how old I was, and I replied I'm old enough to know better.

● EXERCISE 1. List on your paper all words and word groups which should be italicized. Underline each.

1. In Arts Club we have no program; we just talk about things that are crafted. By this word crafted we mean not only works of art but also useful things that happen to be beautiful.
2. This definition admits things like the yacht Challenger on the same basis with works like Brancusi's famous sculpture Bird in Space.
3. Most of the boys think that mechanical things are beautiful—for example, the train El Capitan. Some boys admire things for the romance that surrounds them—for example, Mississippi steamboats like the Grey Eagle, The Maid of New Orleans, and the doomed Robert E. Lee or clipper ships like the Cutty Sark, the Nightingale, and the Thermopylae.
4. Books, however, are usually the chief topic of our talks. The boys vote for adventure—books like Guthrie's *The Big Sky*, Ernest Thompson Seton's *Two Little Savages*, Willa Cather's *Death Comes for the Archbishop*, Defoe's *Robinson Crusoe*, and Johann Wyss's *The Swiss Family Robinson*.
5. The girls prefer books of another sort—books like Emily Brontë's *Wuthering Heights*, Edna Ferber's *Showboat*, Marjorie Kinnan Rawlings' *The Yearling*, and Jessamyn West's *The Friendly Persuasion*.
6. Notice that Miss West spells her first name with a *y* rather than an *i*. This practice is now widely adopted: Alice becomes Alyce and Caroline becomes Carolyn.

● EXERCISE 3. Using quotation marks correctly, write one original sentence containing each of the following.

1. A direct quotation beginning with *he said*
2. A direct quotation ending with *he asked*
3. An indirect quotation
4. A direct quotation not beginning with a capital letter
5. A direct quotation interrupted by *he replied*
6. A question mark inside quotation marks
7. A question mark outside quotation marks
8. The title of a short poem within a direct quotation

CHAPTER 10

PUNCTUATION--APOSTROPHES, HYPHENS, DASHES, PARENTHESES

RULES

APOSTROPHES

1. To form the possessive case of a singular noun, add an apostrophe and an s.
2. To form the possessive case of a plural noun ending in s, add only the apostrophe.
3. Possessive personal and relative pronouns do not require an apostrophe.
4. Indefinite pronouns in the possessive case require an apostrophe and s.
5. In compound words, names of organizations and business firms, and words showing joint possession, only the last word is possessive in form.
6. When two or more persons possess something individually, each of their names is possessive in form.
7. Use an apostrophe to show where letters or numbers have been omitted in a contraction.
8. Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.

HYPHENS

1. Use a hyphen to divide a word at the end of a line.
2. Use a hyphen with compound numbers from twenty-one to ninety-nine and with fractions used as adjectives.
3. Use a hyphen with the prefixes ex-, self-, and all-, with the suffix -elect and with all prefixes before a proper noun or proper adjective.
4. Hyphenate a compound adjective when it precedes the noun it modifies. Do not use a hyphen if one of the modifiers is an adverb ending in -ly.

DASHES

1. Use a dash to indicate an abrupt break in thought.
2. Use a dash to mean namely, that is, in other words, etc. before an explanation.
**The dash and the colon are frequently interchangeable in this type of construction.

PARENTHESES

1. Use parentheses to enclose matter which is added to a sentence but is not considered of major importance.

PUNCTUATION--APOSTROPHES, HYPHENS, DASHES, PARENTHESES

RULES / EXAMPLES

APOSTROPHES

1. To form the possessive case of a singular noun, add an apostrophe and an s.
 Ex. a day's work
 Sam's dog
 cat's whiskers

2. To form the possessive case of a plural noun ending in s, add only the apostrophe.
 Ex. boys' club
 turkeys' feathers

- **The few plural nouns that do not end in s form the possessive by adding an apostrophe and an s.
 Ex. men's hats
 children's games

3. Possessive personal and relative pronouns do not require an apostrophe.
 Ex. I is made possessive by using my, mine. They do not use an apostrophe
 she-- her, hers

4. Indefinite pronouns in the possessive case require an apostrophe and s.
 Ex. everyone's books
 nobody's name

5. In compound words, names of organizations and business firms, and words showing joint possession, only the last word is possessive in form.
 Ex. sister-in-law's children
 commander-in-chief's orders
 board of directors' report

6. When two or more persons possess something individually, each of their names is possessive in form.
 Ex. Art's and Chuck's report cards
 Sally's and Jane's toothbrushes

7. Use an apostrophe to show where letters or numbers have been omitted in a contraction.
 Ex. you have = you've
 Readin', 'ritin', and 'rithmetic are the three R's
 The winter of '92 set records.

8. Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.

Ex. There are two m's, two t's and two e's in committee.
 There are four 3's in my phone number.
 The +'s mean to add the numbers.
 Your sentences have too many and's.

HYPHENS

1. Use a hyphen to divide a word at the end of a line.
 - a. Divide a word between its syllables.
 Ex. Katherine, the captain, is a force-ful speaker.
 - b. Words containing double consonants should be divided between the double consonants.
 Ex. ban-nister, recom-mend
 - c. Words with a prefix or suffix should usually be divided between the prefix and root or the root and suffix.
 Ex. per-form, tell-ing, call-ing, accept-able
 - d. Divide an already hyphenated word only at the hyphen.
 Ex. She is also quite self-reliant.
 - e. Divide a word so that at least two of its letters are carried forward to the next line.
 Ex. WRONG--Dave always takes his camera with him.
 RIGHT-- Dave always takes his camera with him.
 - f. Do not hyphenate a proper name or separate a title, initials, or first name from a surname.
2. Use a hyphen with compound numbers from twenty-one to ninety-nine and with fractions used as adjectives.
 Ex. Twenty-six trombones
 a two-thirds majority [*two-thirds* is an adjective describing *majority*]
 nine tenths of the boys [*ninth tenths* is a noun]
3. Use a hyphen with the prefixes ex-, self- and all-, with the suffix -elect and with all prefixes before a proper noun or proper adjective.
 Ex. self-assurance, all-encompassing, ex-champion, president-elect, mid-July, post-Renaissance, anti-American.

4. Hyphenate a compound adjective when it precedes the noun it modifies. Do not use a hyphen if one of the modifiers is an adverb ending in -ly.
- Ex. a well-planned campaign [But: The campaign was well planned.]
 an after-school job
 a heavily laden burro

DASHES

1. Use a dash to indicate an abrupt break in thought.
 Ex. I invited Margie--she's the new girl in town--to the Winter Carnival.
2. Use a dash to mean namely, that is, in other words, etc. before an explanation.
 Ex. The newspaper boy is the best we've ever had--he always puts the paper inside the door on rainy days. [that is]
 The roses looked beautiful but were expensive and impractical--they lasted only two days before the petals began to fall. [in other words]
 We visited three nation parks--Grand Canyon, Yosemite, and Yellowstone.
 [namely}
 **The dash and the colon are frequently interchangeable in this type of construction.

PARENTHESES

1. Use parentheses to enclose matter which is added to a sentence but is not considered of major importance.
 Ex. Mrs. Henderson works all day long in her garden (she is a very particular woman) and is forever pruning, mulching, and weeding.

● **REVIEW EXERCISE A.** Copy the following sentences, inserting apostrophes wherever necessary.

1. Youve got to finish todays assignment.
2. Theyre going to the principals office.
3. The girls gym wasnt painted this year.
4. One cats whiskers werent singed.
5. Im not so sure you cant do it.
6. Certainly hed met Jerrys uncle, but he didnt remember his name.
7. Youll have to pay a fine if your book isnt found.
8. At four oclock, lets see if theyre still in the gym.
9. Vivians sister wont be able to attend Elises party.
10. Dont you want to tell us whos going to be there?

● **REVIEW EXERCISE B.** Copy the following sentences on your paper, inserting all necessary punctuation and any necessary capital letters.

1. Last weeks edition of the Echo our school newspaper contained a review of the play
2. Every morning I wake up at six o clock every morning I hate to get out of bed
3. Yes the first bus to Midvale leaves at 10 15 but you can always catch a later one at 11 10
4. Do you asked Mother always have to do what Anne Charlotte and Carol do
5. Bowers Candy Store our gangs meeting place is always crowded however Mr. Bower wont tolerate much noise
6. If you wash the dishes Irene Ill dry them I promised before we sat down to dinner
7. Whats the rush Steve I asked youve still got plenty of time before youre marked late
8. To tell the truth Eileens favorite flowers are roses not carnations
9. Why Gene exclaimed Mimi I havent seen you for ages where have you been
10. Right here in town he mumbled looking at the ground who wants to know
11. My cousin Harold who must be at least seventeen years old lives in Torrance California
12. The letter was dated August 15 1965 it was addressed to Larry Melton 1163 High Street Tulsa Oklahoma
13. Scratching your head wont help you Charles said Mrs. Marshal the French teacher what you need is a little more study

14. Frightened by the sound of the explosion the dog ran under the table and all the coaxing in the world couldnt persuade him to come out
15. Students who are taking examinations in the gym must bring the following items with them pens pencils rulers and compasses
16. An article entitled Three Steps to Happiness appeared in last months Readers Digest
17. A list of those students who made the honor roll was posted in the lobby last week the list of seniors with special privileges will be posted today at 3 10
18. Give the little lady a great big hand urged the master of ceremonies then he handed Rose her prize a transistor radio
19. Racing down the hall Ken was stopped by a monitor stuttering and stammering he tried to explain that he was late for class but the excuse fell on deaf ears
20. Your penmanships terrible Phil exclaimed Mr Mann who is very particular I cant tell your es from your is or your ts from your Is please rewrite your book report on Hardys novel The Return of the Native

CHAPTER 11

SPELLING

RULES

1. Write *ie* when the sound is long *e*, except after *c*.
Write *ei* when the sound is not long *e*, especially when the sound is long *a*.
2. Only one English word ends in *-sede--supersede*; only three words end in *-ceed--exceed, proceed, and succeed*; all other words of similar sound end in *-cede*.
3. When a prefix is added to a word, the spelling of the word itself remains the same.
4. When the suffixes *-ness* and *-ly* are added to a word, the spelling of the word itself is not changed.
**Exception--two syllable words ending in *y*. Then change the *y* to *i* before adding the suffix. (sloppy=sloppiness)
5. Drop the final *e* before a suffix beginning with a vowel.
6. Keep the final *e* before a suffix beginning with a consonant.
7. With words ending in *y* preceded by a consonant, change the *y* to *i* before any suffix not beginning with an *i*.
8. Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist:
 - a. The word has only one syllable or is accented on the last syllable.
 - b. The word ends in a single consonant preceded by a single vowel.
9. Observe the rules for spelling the plural of nouns.
 - a. The regular way to form the plural of a noun is to add an *s*.
 - b. The plural of some nouns is formed by adding *es*. Words ending in *s, x, z, sh,* and *ch* form the plural by adding *es*.
 - c. The plural of nouns ending in *y* following a consonant is formed by changing the *y* to an *i* and adding *es*.
 - d. The plural of nouns ending in *y* following a vowel is formed by adding an *s*.
 - e. The plural of most nouns ending in *f* or *fe* is formed by adding *s*. The plural of some nouns ending in *f* or *fe* is formed by changing the *f* or *fe* to *v* and adding *es*.
 - f. The plural of nouns ending in *o* preceded by a vowel is formed by adding *s*. The plural of most nouns ending in *o* preceded by a consonant is formed by adding *es*.
 - g. The plural of a few nouns is formed in irregular ways.
 - h. The plural of compound nouns consisting of a noun plus a modifier is formed by making the noun plural.
 - i. The plural of a few compound nouns is formed in irregular ways.
 - j. Some nouns are the same in the singular and the plural.
 - k. The plural of foreign words is sometimes formed as in the original languages.

12. The plural of numbers, letters, signs, and words considered as words is formed by adding an apostrophe *s*.

WORDS FREQUENTLY CONFUSED

**See list at the end

- b. The word ends in a single consonant preceded by a single vowel.
 Ex. win + ing = winning [one syllable word]
 omit + ed = omitted [accent on the last syllable]
 begin + er = beginner [accent on the last syllable]
 differ + ence = difference [accent on the first syllable]
 droop + ed = drooped [single consonant ending preceded by a double vowel]

9. Observe the rules for spelling the plural of nouns.

- a. The regular way to form the plural of a noun is to add an *s*.
 Ex. dog, dogs pencil, pencils
- b. The plural of some nouns is formed by adding *es*. Words ending in *s*, *x*, *z*, *sh*, and *ch* form the plural by adding *es*.
 Ex. waltz, waltzes trench, trenches bush, bushes
- **The *es* is necessary to make the plural form pronounceable.
- c. The plural of nouns ending in *y* following a consonant is formed by changing the *y* to an *i* and adding *es*.
 Ex. city, cities spy, spies enemy, enemies
- d. The plural of nouns ending in *y* following a vowel is formed by adding an *s*.
 Ex. turkey, turkeys essay, essays
- e. The plural of most nouns ending in *f* or *fe* is formed by adding *s*. The plural of some nouns ending in *f* or *fe* is formed by changing the *f* or *fe* to *v* and adding *es*.
 Ex. add *s* belief, beliefs chief, chiefs
 roof, roofs cliff, cliffs
- change *f* or *fe* to *v* and add *es*
 wife, wives wolf, wolves
 knife, knives thief, thieves
 leaf, leaves
- f. The plural of nouns ending in *o* preceded by a vowel is formed by adding *s*. The plural of most nouns ending in *o* preceded by a consonant is formed by adding *es*.
 Ex. *o* preceded by a vowel.
 patio, patios radio, radios
o preceded by a consonant
 tomato, tomatoes hero, heroes
 Negro, Negroes,
- **Words ending in *o* that refer to music form the plural by adding *s*:
 Ex. alto, altos piano, pianos
 soprano, sopranos solo, solos

- g. The plural of a few nouns is formed in irregular ways.
 Ex. child, children tooth, teeth ox, oxen
 man, men mouse, mice woman, women
- h. The plural of compound nouns consisting of a noun plus a modifier is formed by making the noun plural.
 Ex. editor-in-chief, editors-in-chief
 son-in-law, sons-in-law
 looker-on, lookers-on
- i. The plural of a few compound nouns is formed in irregular ways.
 Ex. drive-in, drive-ins
 two-year-old, two-year-olds
 standby, standbys
- j. Some nouns are the same in the singular and the plural.
 Ex. Chinese, Chinese trout, trout sheep, sheep
 deer, deer salmon, salmon
- k. The plural of foreign words is sometimes formed as in the original languages.
 Ex: alumnus, alumni
 vertebra, vertebrae
 datum, data
- l. The plural of numbers, letters, signs, and words considered as words is formed by adding an apostrophe and *s*.
 Ex. two *t*'s in my name
 three *7*'s in my address
 Don't use so many *and*'s

WORDS FREQUENTLY CONFUSED

Study Following List

Ⓔ REVIEW EXERCISE. Number your paper 1-33. Select the correct one of the words in parentheses in each sentence, and write it after the proper number.

1. The dome of the (Capitol, Capital) could be seen from every part of the city.
2. If you want to win the election, you will have to plan your (coarse, course) of action now.
3. The paint has (all ready, already) begun to peel.
4. After reentry the capsule is (brokek, braked) by a huge parachute.
5. If you think (its, it's) too warm, turn the heat down.
6. My (morale, moral) sank to a new low when I failed the Latin test.
7. Since I've got you (all together, altogether), I want to tell you some good news.
8. Do you remember (whether, weather) or not Mr. Allen gave us a homework assignment?
9. You must start proper nouns with a (capitol, capital) letter.
10. I had (already, all ready) finished ten problems in algebra when I realized we had to do only five.
11. Bonnie addressed us (formerly, formally): "Ladies and gentlemen of the sophomore class."
12. Whenever you (lead, led) the way, we always get lost.
13. (Their, There) hasn't been a drop of rain in months.
14. He keeps his (loose, lose) change in a cup in the china closet.
15. (Their, They're, There) are two *m*'s in *recommend*.
16. The spotlight (shone, shown) on the actress as she walked to the center of the stage.
17. Can't you write better (than, then) that, Philip?
18. Where do you think (your, you're) going?
19. Because Chris is on a diet, she always skips. (desert, desert).
20. He has a (principal, principle) part in the play.
21. After two days at sea, he knew he wouldn't feel (alright, all right) until the boat docked.
22. The lion broke (loose, lose).
23. Slung about his (waste, waist) was a brace of enormous .44's.
24. (Whose, Who's) responsible for this mess?
25. If you haven't (all ready, already) bought your tickets, you should do so now.
26. Whenever (you're, your) in doubt about the spelling of a word, consult the dictionary.

WORDS FREQUENTLY CONFUSED

affect	[verb] <i>Affect</i> is usually a verb meaning <i>to influence</i> . Did that tearful movie <i>affect</i> you?	hear	<i>raising your ears</i> You will have to speak louder; I can't <i>hear</i> you.
effect	[noun or verb] As a verb, <i>effect</i> means <i>to accomplish</i> . New glasses <i>effected</i> a remarkable change in his vision. As a noun, <i>effect</i> means the <i>result of some action</i> . What <i>effect</i> did the rain have on the garden?	here	You can't sit <i>here</i> ; this section is only for juniors.
all right	[This is the only acceptable spelling. The spelling <i>alright</i> is not acceptable.]	its	possessive of <i>it</i> The town hasn't raised <i>its</i> tax rate in three years.
already	<i>previously</i> We have <i>already</i> painted the sets.	it's	<i>it is</i> <i>It's</i> not time to get up.
all together	<i>everyone in the same place</i> The boys were <i>all together</i> in the gym.	lead	[present tense] <i>to go first</i> You <i>lead</i> because you know the way.
altogether	<i>entirely</i> I am not <i>altogether</i> convinced.	led	[past tense of <i>lead</i>] He <i>led</i> us five miles out of the way.
brake	[noun or verb] <i>to slow yourself down</i> or the device you use to do so At the curve, Georgia <i>braked</i> the speeding car.	lead	[pronounced <i>led</i>] <i>a heavy metal</i> ; also <i>graphite in a pencil</i> These books are as heavy as <i>lead</i> .
break	[noun or verb] <i>to fracture</i> or the fracture itself Don't <i>break</i> the speed limit.	loose	<i>free, not close together</i> Put all the <i>loose</i> papers in the folder.
capital	[Correct spelling for all uses except when the word means a <i>government building</i> .] What is the <i>capital</i> of Colorado? You need <i>capital</i> to start a business. Begin all sentences with <i>capital</i> letters. How do you <i>bracket</i> <i>priority</i> of punishment? We could see the <i>capital</i> from our hotel.	lose	[pronounced <i>looz</i>] <i>to suffer loss</i> Do not <i>lose</i> your tickets.
choose	[verb, present tense] Alicia and Katherine <i>choose</i> partners now.	miner	[noun] <i>a collier or worker in a mine</i> <i>Miners'</i> cinnamies told them when the air grew bad in the deep shafts.
chose	[verb, past tense] When the signal was given, the girls <i>chose</i> two seniors.	minor	<i>lesser or under legal age</i> In some states <i>minors</i> may not operate a vehicle after dark.
		moral	<i>good; also a lesson of conduct</i> We admire a <i>moral</i> person.
		morale	The <i>moral</i> of the story is to look before you leap. <i>mental condition, spirit</i> After three defeats, the team's <i>morale</i> was low.
		passed	[verb, past tense of <i>pass</i>] We <i>passed</i> the papers to the front.
		past	[noun or adjective or preposition] To understand the present, you must study the <i>past</i> . Adele read the minutes of the <i>past</i> meeting. The dog walked <i>past</i> the cat and never noticed it.
		course	<i>rough, crude</i> When he spilled the <i>course</i> salt, he used <i>course</i> language.
		course	<i>path of action</i> ; also used with <i>of</i> to mean <i>as was to be expected</i> <i>Of course</i> , you are always right. He skipped the first <i>course</i> at dinner. The <i>course</i> in speech helped my diction. A new golf <i>course</i> opened last week.
		compliment	[noun or verb] <i>to make whole or complete</i> or <i>that which makes whole or complete</i> The <i>compliment</i> , or full crew, is six hundred men. The <i>compliment</i> of 60° is 30°.
		compliment	[noun or verb] <i>respect, affection, or esteem</i> Convey my <i>compliments</i> to the captain. I <i>complimented</i> him on his success.
		consul	[noun] <i>a diplomat appointed by a government to reside in a foreign country and look after the interests of fellow citizens traveling or doing business there</i> The American <i>consul</i> in Rangoon arranged for my trip to the interior.
		council, counselor	[noun] <i>a group meeting to discuss and take action on official matters; a member of such a group</i> The <i>councilors</i> on the Security Council voted for the Canadian resolution.
		counsel, counsellor	[noun or verb] <i>advice or to advise; an adviser</i> I went to <i>counsel</i> to refuse the invitation. Ask your guidance <i>counselor</i> .
		desert	<i>a dry region</i> The car crossed the <i>desert</i> at night.
		desert'	<i>to leave</i> The rats <i>deserted</i> the unlucky ship.
		dessert	<i>the last part of a meal</i> For <i>dessert</i> we had custard.
		formally	<i>in a formal manner</i> For funerals, weddings, and christenings, one should dress <i>formally</i> .
		formerly	The high ridges of the Blue Ridge Mountains were <i>formerly</i> the bed of an ancient sea.

THE MANAGER MADE THE CUSTOMER HIS PERSONAL
 attention.
 You must return the books to the library.

personnel
a group of people employed in the same place
 The management added four new employees to the personnel.

principal
head of a school; also an adjective, main or most important
 The principal of our school is Mr. Grebinar.

principle
a rule of conduct; also a main fact or law
 His principles are very high.
 On what principle did you base your argument?

quiet
quite
silent, still
wholly or rather or very
 Are you quite sure the studio is quiet enough to record?

alone
shown
[past tense of shine]
 The star shone in the sky.
revealed or demonstrated
 The slides were shown after dinner.

stationary
in a fixed position
 One of the desks is movable; the other is stationary.

stationery
writing paper
 Amanda's purple and perfumed stationery is in bad taste.

than
then
[a conjunction, used for comparisons]
 He is smarter than I.
[an adverb or conjunction] at that time or next
 We swam for an hour; then we went home.
 They didn't know me then.

their
there
[possessive of they]
 Their new car is a Plymouth.
a place; also an expletive
 I haven't been there in ages.
There is too much crab grass in your lawn.

they're
they are
 They're singing off key.

too
two
one plus one
 I will graduate in two years.

waist
waste
the midsection
 She wore a sash around her waist.
[noun or verb] to spend foolishly or a needless expense
 Waste not; want not.

weather
whether
conditions outdoors
 The weather has been perfect all week.
[as in whether or not]
 He didn't know whether or not his parents would let him go to the party.

who's
whose
who is, who has
 Who's been using my socks?
[possessive of who]
 Whose book is that?

your
you're
[possessive of you]
 Your coat is in the closet.
you are
 You're never on time.

SECTION III

SUMMER READING

DIRECTIONS for AP LITERARY REVIEW

Over the summer you will be required to read the following works of literature. I would encourage you to buy your own copies so that you may write in them, but more importantly, as a means of building a personal library. These works deal with universal themes such as: man's inhumanity to man; the power of faith, hope, and charity; the individual's sense of alienation from others and from society's institutions; and the importance of being true to one's self and one's dream. Kindly reward yourself by reading each novel in its entirety. **NO CLIFFS OR SPARKS- PLEASE!**

The Lord of the Flies by William Golding
Siddhartha by Hermann Hesse

A central tool for exploration will be your literary journal. Pick up a nice, fat, spiral-bound notebook for your journal, which you will begin using this summer and continue using throughout the year. After reading each summer novel, create an AP literary review for each novel according to the following format:

Please follow the required format, complete entirely, and include all sections of the review!!! Handwritten or typed is acceptable, but must be IN your literary notebook.

Genre _____ Type _____ Published _____
(NOVEL, PLAY, ETC.) (GOTHIC, ETC.)
TITLE _____ AUTHOR _____ TIME PERIOD _____

NARRATIVE LEVEL:

Characters: Protagonist—one character Antagonist—one character
(Brief description of all characters important to plot)

Plot Outline:

(Skeleton outline of what happens to story, including settings, names of important places and names)

Themes:

Motifs: (PATTERN)

CONTEXTUAL LEVEL: (Here you will include background information regarding the author, other of his novels, historical information, or anything which may affect the book *outside the book itself*.)

RHETORICAL LEVEL: (Here you will describe the author's style--his language and his linguistic habits.)
(SENTENCE STRUCTURE FOR EXAMPLE)

STRUCTURAL LEVEL: (What is the architecture of the story? How is it put together?)

SYMBOLIC LEVEL: (This level of meaning deals with echoes of meaning in the story beyond the facts of the story. Describe objects, people, events used on a figurative level.)

IMPORTANT QUOTATIONS: (Lines of primary importance for you to remember in support of your writing about the literary work.)

LEVELS OF COMPREHENSION IN LITERATURE

Although the divisions between these five levels can become blurred (for example, arrangements of point of view might be considered structural while their effects may be considered rhetorical), these levels and the accompanying questions will be useful in placing appropriate emphasis on different ways the HOW of a story is accomplished.

The NARRATIVE Level of a Story:

The following elements are points to consider about a story or novel which deal with the narrative elements of plot and conflict, specifically the story line, what happens, and how the conflict is resolved.

1. Why do you think the author starts the story where he does?
2. What is the main conflict of the story involving the protagonist?
3. Is the conflict physical, mental, intellectual, moral, emotional, or a combination of these?
4. Are there subplots? If so, what relation do they have to the main plot?
5. How does the plot make use of chance and coincidence to initiate, complicate, or resolve the story?
6. How is suspense created in the story? Is the interest merely confined to what happens next or are larger concerns involved?
7. At what point in the story is the crisis or turning point? Does the turning point solve the conflict or only promise a solution? If it only promises, is the promise satisfying?
8. Is the resolution of the conflict reasonable in terms of the story? In terms of "life"? Does it involve surrender, triumph, acceptance, affirmation, rebellion?
9. What is the psychological dilemma? How is it resolved?
10. Has the author used foreshadowing anywhere in the story? What is the overall effect of its use?
11. In developing the narrative events, has the author used irony? If so, to what effect?

MAN v. UNKNOWN
 MAN v. NATURE
 MAN v. MAN
 MAN v. SOCIETY
 MAN v. HIMSELF

The CONTEXTUAL Level of a Story:

The contextual level of fiction is different from the others in that its emphasis is outside of the single work. Understanding context means seeing a similar theme or content by different writers, works of other types coming from a particular genre, from a literary tradition, and from knowledge of the society it re-created or from which it was written.

1. Do the author's philosophies, lifestyle, attitudes contribute to the theme, mood, tempo of his story?
2. What are some other works by this author? How do they compare to this story?
3. What other stories that deal with a similar theme or content might be compared to this story?
4. When was this story written? Were there prevailing attitudes and influences of that period on this story?
5. Is this novel or story one of a kind, or is it a formula or genre work? If it is considered as exemplifying a particular genre, what are its characteristics? What is the literary tradition behind this particular kind of story?

The RHETORICAL Level of a Story:

This is the level in which we consider the "sound system" of fiction: language and style. Consider the **tone** of a line spoken by a character, the **relationships and distance** among characters or between narrator and characters. Seek a sense of the story's **moods and feelings** and develop an awareness of how **rhythm, diction, and metaphor** achieve them. Consider the assumptions an author asks us to make about the fictional situation he is managing and about the characters he puts into them.

1. What is the **tone** of the novel or story = the author's attitude toward his material--humorous, sentimental, realistic, romantic?
2. What is the **mood** of the book = the attitude toward the reader--unconcerned, preaching, condescending, ecstatic, incredulous, despairing, whimsical, grave, fanciful, bantering, ironical, devotional, fervent, tender, cynical, indignant, meditative, bitter, satirical, sarcastic, light-hearted, solemn, patronizing, didactic, flippant, elegiac, eulogistic, colloquial, affected, urbane, comic, intimate, earnest, reminiscent, sympathetic?
3. What kind of **figurative language and sentence structure** does the author use--repetition, metaphor, alliteration, personification, dialogue, camera-like description, rhyming, etc.?
4. How does the **author's diction** manage to achieve the mood of the story?
5. Does the author use **satire, irony, or humor** in his narrative? For what effect?
6. Does the novel aim directly at an **emotional effect**, or is emotion merely its natural by-product? Is the emotion sufficiently dramatized? Is it **overly sentimental**?
7. How does the author use **comparison, contrast, and juxtaposition** in writing his description of events? What is the **setting** of the story, and how does it affect the action?

The SYMBOLIC Level of a Story:

The symbolic level of interpretive reading deals with the echoes of meaning beyond that insisted upon by the narrative. In it, we confront images and other non-literal phenomena; we consider the story's theme/themes. Serious short stories have symbolic implications that make fictional lives significant to real lives.

1. How does the author utilize objects, gestures, names, and patterns of comparisons to provide concrete (visible or tactile) non-literal (invisible) meanings to the events and characters?
2. How does the author make use of natural symbols? Of private symbols? Of conventional symbols? Of literary symbols--those earning special meaning through the context of the story itself?
3. How do the symbols in a story create unity? Offer universal communication? Do they help identify the repeating motifs that may be in a story?
4. How effective are the symbols which the author chooses to use? Do they carry or merely reinforce the meaning of the novel?
5. Are the objects, gestures, metaphors which you consider to be symbols repeated in the story? Are they placed in important sections of the story or book--beginnings, endings, key situations? Do they conform and strengthen the theme/themes developed by the author?

The STRUCTURAL Level of a Story:

The structural level of a story deals with its framework: the plan or form. Consider point of view, repetition, beginnings, middles, and conclusions.

1. Who is the narrator of the story? Upon whom does the author focus as he tells his story?
2. How does the point of view of the narrator influence the narration of the story? How do his personal feelings and attitudes affect how he tells the story?
3. How personally involved in the story is the narrator?
4. How does each of the following factors influence the way the narrator tells the story?
 - his audience
 - the distance between the time he tells the story and when the event actually took place
 - his values and prejudices
 - any ulterior motives he might have for telling the story
 - his age
 - the kind of language he uses to tell his story
5. To what degree is the main character(s) developed? Fully? Partially? Are they believable?
6. Can you justify the roles of the minor characters?
7. Does the main character change throughout the story or novel? How? Why?
8. Which characters directly influence the protagonist or are presented in relative or one-dimensional style?
9. What means does the author use to reveal his characters--actions, thoughts, words, others?
10. What is the overall pattern or structure of events--circular novel, journey novel, pyramid structure?
-- (POINT TO POINT)
11. Does the author utilize a formula for developing the structure of his story?
FRANKENSTEIN
12. How does the story establish commitments and then fulfill them?
13. Are there obvious patterns of development in the story--character by character, chronological, force by force, etc.?
14. What repetition do you find?

Important QUOTATIONS:

1. Lines of primary importance for you to remember in support of your writing about the literary work.
2. DO NOT use long quotes. Choose quotes that represent theme or major parts of the novel.
3. Choose 3-6 quotes. You can use parts of them when writing the exam.