

# 11.1

## Personal Pronouns

- A **pronoun** is a word that takes the place of one or more nouns and the words that describe those nouns.
- Pronouns that are used to refer to people or things are called **personal pronouns**.

Personal pronouns are singular or plural. Some personal pronouns are used as the subjects of sentences. Others are used as the objects of verbs or prepositions.

- A **subject pronoun** is a pronoun in the nominative case used as the subject of a sentence.

Rita likes books. **She** particularly likes novels.

In the example above, the pronoun *She* replaces the noun *Rita* as the subject of the sentence.

- An **object pronoun** is a pronoun in the objective case used as the object of a verb or a preposition.

The novel amuses Rita. The novel amuses **her**. [direct object of the verb *amuses*]

For Raul's birthday Rita gave **him** a novel. [indirect object of the verb *gave*]

Rita presented a biography of Mark Twain to **us**. [object of the preposition *to*]

Personal Pronouns		
	Singular	Plural
Used as Subjects	I you he, she, it	we you they
Used as Objects	me you him, her, it	us you them

**Exercise 1 Identifying Personal Pronouns**

Write each pronoun and identify it as a *subject* pronoun in the nominative case or an *object* pronoun in the objective case.

1. Gwendolyn Brooks wrote poems; they are about everyday life.
2. Slang and the rhythms of jazz and the blues were important to her.
3. She was born in Topeka, Kansas, but grew up in Chicago.
4. The poet Langston Hughes gave her literary advice.
5. Brooks always loved poetry; she wrote it from the age of seven.
6. Brooks taught poetry to students; she was a role model for them.
7. In 1949 she wrote a poetry collection called *Annie Allen*.
8. It made Brooks the first black poet to receive a Pulitzer Prize.
9. I have read the book, and the poems fascinate me.
10. The combination of street talk and American verse will amuse you.

**Exercise 2 Using Personal Pronouns**

Write the pronoun you could use in place of each underlined word or words.

1. Sarah Orne Jewett was an American writer of the nineteenth century.
2. The *Atlantic Monthly* first published Jewett.
3. This author wrote the stories at age nineteen.
4. These stories are about history and tradition.
5. The Jewetts lived amid Maine's many villages.
6. Sarah's father was a doctor with an interest in books and people.
7. Sarah studied books and people with her father.
8. Young Sarah observed people's ways of life.
9. She described the people in her stories.
10. She wrote stories about her experiences.
11. Readers learned about life in New England.
12. Bob wrote a research report on Sarah Jewett.
13. "A White Heron" is Sarah Jewett's best-known story.
14. The heron catches a young girl's attention.
15. The young girl approaches the nest.
16. The wild bird avoids the young girl.
17. "A White Heron" appeals to Robert.
18. Our class had difficulty with the story.
19. Luisa pointed out the theme to our class.
20. Rosa said, "Let Rosa help you."

## 11.2

# Pronouns and Antecedents

Read the following sentences. Can you tell to whom the pronoun *She* refers?

Louisa May Alcott wrote a novel about a young woman.  
**She** has three sisters.

The sentence is not clear because *She* could refer either to the *young woman* or to *Louisa May Alcott*. Sometimes you must repeat a noun or rewrite a sentence to avoid confusion.

Louisa May Alcott wrote a novel about a young woman.  
**The young woman** has three sisters.

■ The noun or group of words that a pronoun refers to is called its **antecedent**.

When you use a pronoun, you should be sure that it refers to its antecedent clearly. Be especially careful when you use the pronoun *they*. Notice this pronoun in the following sentence.

**WRONG:** **They** have two books by Alcott at the school library.

To whom does *They* refer? Its meaning is unclear. The sentence might be corrected in the following way.

**RIGHT:** The school library has two books by Alcott.

Be sure every pronoun agrees with its antecedent in number (singular or plural) and gender. The gender of a noun or pronoun may be masculine, feminine, or neuter (referring to things). Notice the pronoun-antecedent agreement below.

The Marches must face a death in their family. **They** face **it** with courage.

**Exercise 3 Using Pronouns and Antecedents Correctly**

Write the correct pronoun for the second sentence in each pair. Then write the antecedent the pronoun refers to.

1. Louisa May Alcott lived near Boston, Massachusetts. \_\_\_\_\_ had many famous neighbors.
2. Alcott came from a poor family. \_\_\_\_\_ wanted to help earn money.
3. Alcott worked as a teacher. Students learned history from \_\_\_\_\_.
4. But that job was not enough. \_\_\_\_\_ did not pay well.
5. Alcott also made dresses. Women paid Alcott money for \_\_\_\_\_.
6. The writer also tried housekeeping. That job didn't suit \_\_\_\_\_.
7. Alcott then tried writing. Finally \_\_\_\_\_ had found a career!
8. Alcott's first book contained stories for young children. \_\_\_\_\_ was called *Flower Fables*.
9. Two more books by Alcott appeared quickly. \_\_\_\_\_ describe her hospital work and her teaching days.
10. An editor asked Alcott to write a book for girls. The editor finally persuaded \_\_\_\_\_.
11. In 1868 Alcott published the first part of *Little Women*. \_\_\_\_\_ was a success.
12. The full-length edition of *Little Women* was very popular. \_\_\_\_\_ changed people's ideas about women's role in society.
13. In the novel, Jo March is the main character. \_\_\_\_\_ eventually becomes a writer.
14. The father is a chaplain in the Civil War. \_\_\_\_\_ is away.
15. The girls and mother have little money. Life is hard for \_\_\_\_\_.
16. The March sisters attend school. \_\_\_\_\_ also earn money for their family.
17. Women had difficulty finding suitable work. \_\_\_\_\_ were not paid well.
18. Jo has an independent spirit. \_\_\_\_\_ is the most independent girl.
19. Jo turns down marriage to the boy next door. Jo says no to \_\_\_\_\_.
20. She tells her sisters. \_\_\_\_\_ are shocked.
21. Then Jo meets Fritz Bhaer. She ultimately falls in love with \_\_\_\_\_.
22. Beth is a musician. \_\_\_\_\_ dies of a terrible illness.
23. Alcott relied on incidents from her own childhood. \_\_\_\_\_ seem realistic.
24. At the library, I found Alcott's *An Old-Fashioned Girl*. \_\_\_\_\_ was published in 1870.
25. We have *Little Men* and *Jo's Boys*. I have read \_\_\_\_\_.

## 11.3

# Using Pronouns Correctly

Subject pronouns in the nominative case are used in compound subjects, and object pronouns in the objective case are used in compound objects.

Tina and Sam recently read *Heidi*. **She** and **he** recently read *Heidi*. [*She* and *he* form the compound subject.]

*Heidi* appealed to Sam and Tina. *Heidi* appealed to **him** and **her**. [*Him* and *her* form the compound object.]

Whenever the subject pronoun *I* or the object pronoun *me* is part of the compound subject or object, *I* or *me* should come last.

Tina and **I** liked the book. [not *I* and *Tina*]

Sometimes a pronoun and a noun are used together for emphasis. The form of the pronoun depends on its function in the sentence.

**We** students read the book. [*We* is the subject.]  
The book delighted **us** readers. [*Us* is the direct object.]

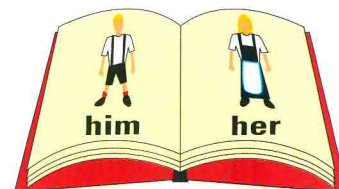
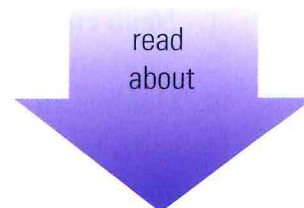
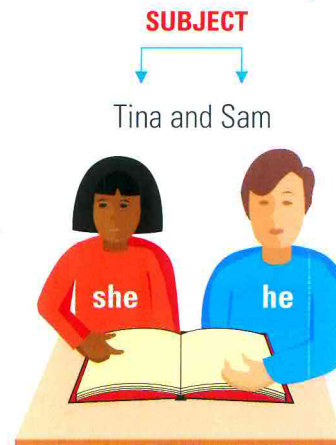
Some sentences make incomplete comparisons. The form of the pronoun can affect the meaning of such sentences. In any incomplete comparison, use the pronoun that would be correct if the comparison were complete.

Heidi liked Peter more than **she** [did]. [Heidi and Klara liked Peter, but Heidi liked him more than Klara did.]

Heidi liked Peter more than [she liked] **her**. [Heidi liked Peter and Klara, but Heidi liked Peter more than she liked Klara.]

In formal writing, use a subject pronoun after a linking verb.

Heidi's closest friend is **he**.



Peter and Heidi.



**Exercise 4****Identifying Pronouns in the Nominative and Objective Cases**

Write the correct pronoun for each underlined noun. Then write whether each one is a *subject* pronoun in the nominative case or an *object* pronoun in the objective case.

1. Eudora Welty and William Faulkner are famous writers from Mississippi.
2. Works by Welty and Faulkner are intimately connected to the atmosphere of the South.
3. Faulkner wrote in a more serious tone than Welty.
4. Faulkner demands much of us readers.
5. Important prizes were awarded to both Welty and Faulkner.

**Exercise 5****Using Pronouns in the Nominative and Objective Cases Correctly**

Write the correct word or words in parentheses. Then write whether each pronoun is a *subject* pronoun in the nominative case or an *object* pronoun in the objective case.

1. *Heidi* entertained (we, us) readers.
2. Steffi and (me, I) read the story last weekend.
3. Heidi is an orphan; Grandfather takes care of (she, her).
4. (She, Her) and Grandfather live in the Swiss Alps.
5. Heidi and (he, him) tend goats together.
6. Peter and (her, she) love the mountains.
7. Peter becomes a friend to Heidi's grandfather and (she, her).
8. Grandfather is stern, although no one is kinder than (he, him).
9. (We, Us) readers grow fond of Grandfather.
10. My favorite character is (he, him).
11. Grandfather became almost real to (Juan and I, Juan and me).
12. (She, Her) and Peter tend goats.
13. Heidi says good-bye to (Peter and he, Peter and him).
14. (We, Us) readers feel very sympathetic toward Heidi.
15. In fact, I felt almost as sad as (she, her).
16. Between Peter and (she, her), they help Klara toward recovery.
17. Klara and (she, her) become friends in the city.
18. Heidi's dearest friends are Grandfather and (he, him).
19. Klara cannot walk, so Heidi aids the family and (she, her).
20. (Tom and I, Me and Tom) guessed the ending.

## 11.4

# Possessive Pronouns

You often use pronouns to replace nouns that are subjects and nouns that are objects in sentences. You can use pronouns in place of possessive nouns too.

- A **possessive pronoun** is a pronoun in the possessive case. It shows who or what has something. A possessive pronoun may take the place of a possessive noun.

Read the following sentences. Notice the possessive nouns and the possessive pronouns that replace them.

Lisa's class put on a play. **Her** class put on a play.  
The idea was Lisa's. The idea was **hers**.

Possessive pronouns have two forms. One form is used before a noun. The other form is used alone. The chart below shows the two forms of possessive pronouns.

Possessive Pronouns		
	Singular	Plural
Used Before Nouns	my your her, his, its	our your their
Used Alone	mine yours hers, his, its	ours yours theirs

Unlike possessive nouns, such as *Mei's* or *cats'*, possessive pronouns do not contain an apostrophe.

Do not confuse the possessive pronoun *its* with the word *it's*. *It's* is a contraction, or shortened form, of the words *it is*.

**Its** subject is William Shakespeare. [possessive pronoun]

**It's** a famous play by Shakespeare. [contraction of *it is*]

**Exercise 6****Identifying Possessive Pronouns**

Write each possessive pronoun. Then write *N* if the pronoun *comes before a noun* or *A* if it *stands alone*.

1. Our class is putting on a play by Shakespeare.
2. He wrote centuries ago, but his plays still thrill audiences.
3. *Hamlet* is Lian's favorite, but *Romeo and Juliet* is mine.
4. Have you seen your favorite play yet?
5. Gina was in *Hamlet*, but it's not a favorite of hers.
6. I know my part in the play, but some students have trouble with theirs.
7. The language of Shakespeare sounds strange to their ears.
8. To Shakespeare our English would seem like a foreign language.
9. Some of his words look odd in print; the spellings are unfamiliar.
10. The spoken words of Shakespeare are more eloquent than mine.

**Exercise 7****Using Pronouns in the Possessive Case**

Write the correct possessive pronoun for each underlined word or group of words.

1. The play's setting is the city of Verona.
2. Romeo was an uninvited guest at the feast of Romeo's enemy.
3. When Romeo and Juliet meet, Romeo and Juliet's love story begins.
4. Later Romeo sees Juliet and hears Juliet's confession of love for him.
5. A friar performs Romeo and Juliet's secret marriage the next day.
6. Mercutio, a friend of the bridegroom's, meets Tybalt, an enemy of Mercutio's.
7. Mercutio and Tybalt fight; Romeo stops Mercutio and Tybalt's fight.
8. Romeo draws his sword and kills Romeo's friend's murderer.
9. Romeo's sentence is banishment.
10. Romeo visits Juliet secretly; the meeting was Romeo and Juliet's alone.
11. Juliet refuses to marry Count Paris, but Juliet's father insists.
12. The night before the wedding, Juliet drinks a sleeping potion of Juliet's.
13. The potion's effects will render her apparently lifeless for forty hours.
14. The friar's message to Romeo is, "Rescue Romeo's wife; she is awake."
15. The friar's message gets mixed up; Romeo hears that Juliet is dead.
16. Romeo buys poison, goes to Juliet, and says, "Death is Romeo and Juliet's."
17. Thinking that Juliet is dead, Romeo drinks Romeo's poison and dies.
18. Juliet awakes and finds Romeo's body and the cup by her side.
19. Juliet guesses what has happened; she stabs Juliet's chest.
20. This story is a favorite of our class's.



## 11.5

## Indefinite Pronouns

- An **indefinite pronoun** is a pronoun that does not refer to a particular person, place, or thing.

**Each** thinks about the plot.

Most indefinite pronouns are either singular or plural.

Some Indefinite Pronouns			
Singular			Plural
another	everybody	no one	both
anybody	everyone	nothing	few
anyone	everything	one	many
anything	much	somebody	others
each	neither	someone	several
either	nobody	something	

In addition, the indefinite pronouns *all*, *any*, *most*, *none*, and *some* are singular or plural, depending on the phrase that follows.

When an indefinite pronoun is used as the subject of a sentence, the verb must agree with it in number.

**Everyone reads** part of the novel. [singular]

**Several enjoy** it very much. [plural]

**Most** of the story **takes** place in England. [singular]

**Most** of the characters **are** memorable. [plural]

Possessive pronouns often have indefinite pronouns as their antecedents. In such cases, the pronouns must agree in number. Note that the intervening prepositional phrase does not affect the agreement.

**Several** are presenting **their** interpretations of the novel.

**Each** of the students has **his** or **her** ideas about its meaning.

### Exercise 8 Choosing Indefinite Pronouns

Write the indefinite pronoun that agrees with the verb or possessive pronoun.

1. (Neither, All) of Robert Frost's poems are enjoyed by their readers.
2. (One, Many) of the poems have New England as their setting.
3. (Much, Many) of their narrators are people living close to nature.
4. (Much, Others) of the poetry has rhythm, and its lines rhyme.
5. (Both, Each) of these poems has its own rhyme.
6. (Somebody, Several) in this poem narrates his or her own tale.
7. (Most, Everyone) have their own interpretations of Frost's metaphors.
8. (All, One) of the guests have read their poems at the bookstore.
9. (Both, One) of the guests has read her own poem about Frost.
10. (Each, Several) of the readers of Frost's poems has his or her favorite.

### Exercise 9 Using Indefinite Pronouns

Write each sentence, using the correct verb or possessive pronoun in parentheses. Then underline the indefinite pronoun and write whether the pronoun is *singular* or *plural*.

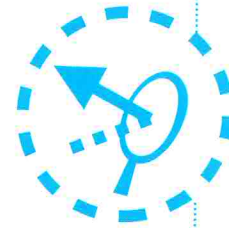
1. Everyone studies (his or her, their) *Alice's Adventures in Wonderland*.
2. Most of the characters (is, are) animals.
3. Some of them (attends, attend) a comical tea party.
4. Nothing (makes, make) sense in Wonderland.
5. Everything in Wonderland (confuses, confuse) Alice.
6. No one (answers, answer) her questions.
7. Many of the characters (talks, talk) peculiarly.
8. Some of them even (speaks, speak) in riddles.
9. The Cheshire cat disappears; nothing (is, are) left but its smile.
10. Few really (believes, believe) in disappearing cats.
11. None of the characters (looks, look) more bizarre than the Mock Turtle.
12. Several offer Alice (his or her, their) advice.
13. Each has (their, his or her) point of view.
14. Nothing predictable (happens, happen) in Wonderland.
15. Most of the story (occurs, occur) down a rabbit hole.
16. Everyone (know, knows) the story's author—British writer Lewis Carroll.
17. Much (has, have) been written about *Alice's Adventures in Wonderland*.
18. All of the critics (praises, praise) it.
19. None of them (gives, give) a bad review.
20. Everyone in class enjoys (his or her, their) reading the book.

# 11.6

## Reflexive and Intensive Pronouns

Reflexive and intensive pronouns are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

Reflexive and Intensive Pronouns	
Singular	Plural
myself	ourselves
yourself	yourselves
himself, herself, itself	themselves



**REFLEXIVE PRONOUN**

Sometimes *hisself* is mistakenly used for *himself* and *theirselves* for *themselves*. Avoid using *hisself* and *theirselves*.

- A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved.



The woman bought **herself** a book by Horatio Alger.

**REFLEXIVE PRONOUN**

- An **intensive pronoun** is a pronoun that adds emphasis to a noun or pronoun already named.

Horatio Alger **himself** wrote more than one hundred books.

I **myself** have never read his books.

Reflexive and intensive pronouns have special uses. They should never be used as the subject of a sentence or as the object of a verb or preposition.

Yolanda and **I** read *Sink or Swim*. [not *Yolanda and myself*]

It pleased Yolanda and **me**. [not *Yolanda and myself*]

**Exercise 10 Identifying Reflexive and Intensive Pronouns**

Write each reflexive and intensive pronoun and identify it as a *reflexive pronoun* or an *intensive pronoun*.

1. You should occupy yourselves by reading one of Edgar Allan Poe's tales.
2. His first three books of poetry were themselves not successful.
3. Poe did not think himself a writer of inferior material.
4. Poe himself had a high opinion of his abilities.
5. One of his first tales was superb; the tale itself won a \$100 prize.
6. One of the contest judges himself got Poe a job as a magazine editor.
7. Edgar Allan Poe has endeared himself to readers of the macabre.
8. I myself would not read any of his short stories at night.
9. Poe may not be the author for you; only you yourself can decide.
10. You can get yourself a book of his stories and poems from the library.

**Exercise 11 Using Reflexive and Intensive Pronouns**

Write the correct pronoun in parentheses. Write whether the pronoun is a *reflexive*, *intensive*, *subject*, or *object* pronoun.

1. I (me, myself) wrote a review of a book by Horatio Alger.
2. I found (me, myself) inspired by the characters' adventures.
3. Read a story (yours, yourself) about making hard work into a fortune.
4. Alger's life (it, itself) seems like one of his success stories.
5. Harvard Divinity School was near his home; Alger attended (it, itself).
6. His church congregation thought (themselves, themselves) lucky.
7. Alger thought (hissself, himself) ambitious and moved to New York.
8. He helped the homeless; (they, themself) became characters in his stories.
9. The characters improve (them, themselves) through work and luck.
10. Yusuf and Tony (themselves, themselves) were impressed by Alger's books.
11. Horatio Alger (he, himself) lived from 1832 to 1899.
12. Alger's birthplace (it, itself) attracts visitors.
13. We enjoyed (us, ourselves) during a visit to his home.
14. Alger's stories (them, themselves) usually take place in large cities.
15. A friend and (I, myself) have read ten of Alger's books.
16. Alger's style seems warm and light to (me, myself).
17. For Alger, ambition (it, itself) can bring about success.
18. According to (him, himself), any child could become a success.
19. (He or she, Themselves) just has to be intelligent, hard-working, and honest.
20. Alger's books became symbols of success (themselves, themselves).

## 11.7

# Interrogative and Demonstrative Pronouns

- An **interrogative pronoun** is a pronoun used to introduce an interrogative sentence.

The interrogative pronouns *who* and *whom* both refer to people. *Who* is used when the interrogative pronoun is the subject of the sentence. *Whom* is used when the interrogative pronoun is the object of a verb or a preposition.

**Who** borrowed the book? [subject]

**Whom** did the librarian call? [direct object]

For **whom** did you borrow the book? [object of preposition]

*Which* and *what* are used to refer to things and ideas.

**What** interests you? **Which** is it?

*Whose* shows that someone possesses something.

I found a copy of *Great Expectations*. **Whose** is it?

When writing, be careful not to confuse *whose* with *who's*. *Who's* is the contraction of *who is*.

- A **demonstrative pronoun** is a pronoun that points out something.

The demonstrative pronouns are *this*, *that*, *these*, and *those*. *This* (singular) and *these* (plural) refer to something nearby. *That* (singular) and *those* (plural) refer to something at a distance.

**This** is an interesting book. [singular, nearby]

**These** are interesting books. [plural, nearby]

**That** is a long book. [singular, at a distance]

**Those** are long books. [plural, at a distance]



**Exercise 12 Using Interrogative and Demonstrative Pronouns**

Write the correct word given in parentheses.

1. (These, This) is Arturo's favorite book.
2. From (who, whom) did you get that copy?
3. (That, Those) is the small orphan named Pip.
4. (That, Those) are Pip's books.
5. (Who, Whom) taught Pip about books?
6. With (who, whom) does Pip live?
7. (This, These) are Pip's sister and her husband.
8. (Who, Whom) does Pip meet?
9. (What, Who) does the stranger want?
10. (This, These) is food for the stranger.

**Exercise 13 Distinguishing Between Pronouns and Contractions**

Write the correct word given in parentheses. Then write *I* if your choice is an *interrogative* pronoun, *D* if it is a *demonstrative* pronoun, or *C* if it is a *contraction*.

1. (Whose, Who's) Joe?
2. To (who, whom) was Joe married?
3. (Who's, Whose) Miss Havisham?
4. (This, These) is the mansion of Miss Havisham.
5. (That, These) was the time on the clocks.
6. (This, Those) are her bridal robes.
7. (Who, Whom) did Miss Havisham see?
8. (This, These) was the girl at Miss Havisham's home.
9. To (who, whom) did Estella get married?
10. (This, What) are Pip's great expectations?
11. (Who, Whom) becomes Pip's guardian?
12. (That, These) is a mystery.
13. (Who's, Which) of the schools does Pip attend?
14. To (who, whom) does Pip turn for help?
15. (What, Who) did Lawyer Jaggers give Pip?
16. (Who, Whom) paid Lawyer Jaggers?
17. (This, These) are the payments from the stranger.
18. (What, Who) became of the stranger?
19. (What, Who's) helping Pip now?
20. (Whose, Who's) the author of this novel?

## PRONOUNS

The following passage is from a biography of Emily Dickinson by Bonita Thayer. In addition to writing nearly eighteen hundred poems, Dickinson wrote many letters to friends. These letters reveal much about her thinking at different periods of her life. In the passage below, Thayer quotes from Dickinson’s letters to Colonel Higginson, a writer and abolitionist (someone who opposed slavery). The passage has been annotated to show examples of the kinds of pronouns covered in this unit.

Literature Model

from **Emily Dickinson**  
by Bonita E. Thayer

**S**ome of Emily’s letters to Higginson reveal her feelings about the public in general. “Truth is such a rare thing, it is delightful to tell it,” she says in one note. Later **she** asks him, “How do most people live without any thoughts? There are many people in the world—you must have noticed **them** in the street—how do they live? How do they get strength to put on their clothes in the morning?”

She seemed satisfied with her life as she was living it. Her own thoughts filled her mind and were joined with the thoughts of others whose writings she studied.

“There is no frigate like a book to take us lands away,” she wrote. She felt that she could travel the world and meet all the people she wanted to through books. She never had to leave **her** own home, which she considered to be the best and safest place for her.

Indefinite Pronoun

Subject Pronoun agrees with its antecedent, **Emily**

Object pronoun agrees with its antecedent, **many people**

Possessive Pronoun

Pronouns

# Grammar Review

## Review: Exercise 1 Using Subject, Object, and Possessive Pronouns

Write each sentence, replacing the underlined word or words with the correct pronoun. Write whether the pronoun you used is a *subject* pronoun, an *object* pronoun, or a *possessive* pronoun.

1. Emily Dickinson avoided having Dickinson's picture taken.
2. Dickinson had one photograph taken at about age sixteen.
3. The author craved biographies and portraits about literary favorites.
4. Dickinson started writing poetry in Dickinson's early twenties.
5. The thought of publishing her poems was abhorrent to Dickinson.

## Review: Exercise 2 Using Pronouns and Antecedents

Write the second sentence in each of the following pairs, using the correct pronoun in each blank. Then write the antecedent of the pronoun with its number (singular or plural) and gender (masculine, feminine, or neuter).

**SAMPLE** After their mother's death, Emily and her sister, Lavinia, became recluses. Emily and \_\_\_\_\_ never left home.

**ANSWER** Emily and she never left home. Lavinia, singular, feminine

1. Emily Dickinson was born in Amherst, Massachusetts, in 1830. \_\_\_\_ was the daughter of Edward and Emily.
2. Dickinson's father was a Renaissance man. \_\_\_\_ was a lawyer, a politician, and a college treasurer.
3. The poet's brother, named William Austin, was always called Austin. \_\_\_\_ was the oldest child and only son.
4. The mother's job was care of the family. \_\_\_\_ was an important task.
5. Austin became treasurer at the same college as the father. Eventually Austin succeeded \_\_\_\_ father.
6. Austin married Susan Gilbert. The father built \_\_\_\_ a house next door.
7. Dickinson and her sister, Lavinia, never married. \_\_\_\_ lived at home all their lives.
8. After the father died, the mother became paralyzed. \_\_\_\_ was confined to bed.
9. Emily and Lavinia shared the task of caring for the mother. Both took good care of \_\_\_\_.
10. The three children were close in age. \_\_\_\_ were devoted to one another.



## Review: Exercise 3 Using Subject and Object Pronouns Correctly

Write the correct pronoun in parentheses. Then write whether each pronoun is a *subject* pronoun or an *object* pronoun.

1. Emily and (she, her) were sisters and friends.
2. (She, Her) and Charles Wadsworth were friends and correspondents.
3. Dickinson and (he, him) were friends and companions.
4. The poet and a friend corresponded with Thomas Higginson and (he, him).
5. (She, Her) and other poets wrote poems and letters.
6. (They, Them) and others are published in English and other languages.
7. Emily's poems and letters amused those students and (we, us).
8. An editor and (her, she) gave the poems numbers but no titles.
9. (Me and Surya, Surya and I) read poem 812 and poem 1017 today.
10. Poem 173 and poem 188 made Akim and (me, I) smile.

## Review: Exercise 4 Using Indefinite Pronouns

Write each sentence, using the correct verb in parentheses. Then underline the indefinite pronoun and write whether it is *singular* or *plural*.

**SAMPLE** Some of her poetry (is, are) deceptively simple.

**ANSWER** Some of her poetry is deceptively simple. *Singular*

1. Many (consider, considers) Dickinson one of the best American poets of the nineteenth century.
2. Few of her poems (was, were) published during her lifetime, perhaps only seven.
3. Most of her poems (is, are) very brief.
4. All of her work (is, are) interesting.
5. Some of her poems (was, were) circulated among her close friends.
6. Everything in her poems (reveal, reveals) her love of nature.
7. Everyone (like, likes) the spoofing fun of her valentines.
8. Much (has, have) been written about how she never left home.
9. Several of us (enjoy, enjoys) her work.
10. Something about her poetry (capture, captures) the reader's imagination.

# Grammar Review

## Review: Exercise 5

### Using Subject, Object, Reflexive, and Intensive Pronouns

Write the correct pronoun given in parentheses. Write whether the pronoun is a *reflexive*, *intensive*, *subject*, or *object* pronoun.

1. Dickinson (she, herself) knew that her words could attract readers.
2. But she did not want the readers (themselves, themselves) at her door.
3. In midlife she rarely left the Dickinson property (it, itself).
4. Within the homestead, (she, herself) had an active life.
5. The poet had many friends and wrote many letters to (them, themselves).
6. Friends and neighbors brought the outside world to (her, herself).
7. The garden needed tending in summer; she did that (itself, herself).
8. The cause of her reclusiveness (it, itself) is not fully understood.
9. She may have made the choice (her, herself) to remain in seclusion.
10. Emily Dickinson was devoted to her parents and took care of (them, themselves) until they died.

## Review: Exercise 6

### Using Interrogative and Demonstrative Pronouns

Write the correct word given in parentheses.

**SAMPLE** (Who, Whom) was the most important influence on her poetry?

**ANSWER** Who

1. To (who, whom) did Dickinson send the first samples of her poetry?
2. (This, These) are the first four poems she showed him.
3. (What, Whose) was his opinion of the poems?
4. (This, What) were the questions he asked of the poet?
5. (Which, Whom) are the three poems she sent in reply?
6. (What, Which) did writer Helen Hunt Jackson think of the poetry?
7. (Who's, Whose) poetry did Jackson praise?
8. (This, These) is the poetry Dickinson's niece brought to the publisher.
9. (Whose, Who's) idea was it to publish only some of them?
10. (That, Those) were the last of her poems to be published.

## Review: Exercise 7

## Proofreading



The following passage is about the artist Paul Sierra, whose work appears below. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

*Paul Sierra*

<sup>1</sup>Paul Sierra was born in Havana the capital of Cuba. <sup>2</sup>His parents wanted himself to become a doctor, but he wanted to be a painter. <sup>3</sup>When Sierra was sixteen, him and his family immigrated to the United States and settled in Chicago.

<sup>4</sup>Sierra began his formal training as a painter in 1963 and he later went to work as a commercial layout artist. <sup>5</sup>He still works in advertizing as a creative director. <sup>6</sup>Because he does not have to rely on sales of paintings for his' livelihood, he is free to paint whatever he wants.



Paul Sierra, *Degas' Studio*, 1990

# Grammar Review

<sup>7</sup>Sierra's unusual use of color is saw in the painting on the previous page. <sup>8</sup>The images theirselves, however, are drawn from the paintings of Edgar Degas. <sup>9</sup>The woman's head, for instance, is taken from a famous portrait done by he. <sup>10</sup>The horse and jockey reflects Degas's fascination with the sport of racing.

## Review: Exercise 8

### Mixed Review



After each sentence number, list in order the pronouns that appear in the sentence. Identify each pronoun as *personal*, *possessive*, *indefinite*, *reflexive*, *intensive*, *interrogative*, or *demonstrative*.

<sup>1</sup>Emily Dickinson drew her last breath on May 15, 1886. <sup>2</sup>She left a legacy of nearly eighteen hundred poems and a thousand remarkable letters. <sup>3</sup>These were not published in their entirety until 1958.

<sup>4</sup>In the late 1850s, Dickinson herself had copied dozens of finished poems into booklets. <sup>5</sup>Dickinson had made them by sewing folded note-paper into sheaves. <sup>6</sup>This was a way to organize the bits of scrap paper containing the drafts. <sup>7</sup>What became of the booklets? <sup>8</sup>Who found them?

<sup>9</sup>After Dickinson's death, Lavinia discovered the booklets; she persuaded Higginson and one of Austin's friends to edit a volume of the poetry. <sup>10</sup>Reviews of the book were discouraging, but the public demand for it was heartening. <sup>11</sup>In 1945 the last of Dickinson's poetry was published, and virtually all of Dickinson's poems were finally in print, sixty years after her death!

<sup>12</sup>Dickinson's poetry itself is concise and intense. <sup>13</sup>Most of the poems are brief. <sup>14</sup>They usually are about nature and the themes of love, death, and immortality. <sup>15</sup>She introduced new rhymes and rhythms, often within a single poem. <sup>16</sup>Both give her poems originality and add richness. <sup>17</sup>The phrases are themselves quite simple. <sup>18</sup>Her diction is stripped to the fewest words. <sup>19</sup>She delighted herself with paradox; the concrete and the abstract, the serious and the funny, the usual and the unusual exist side by side in Dickinson's work. <sup>20</sup>The style is easily recognized as hers.

# Writing Application

## Pronouns in Writing

This passage from *The Game* includes references to many characters. Writer Walter Dean Myers uses different pronouns to lend variety to his prose and make the references to his characters clear. Review the passage below, noticing the italicized pronouns.

We controlled the jump and Turk drove right down the lane and made a lay-up. Turk actually made the lay-up. Turk once missed seven lay-ups in a row in practice and *no one* was even guarding *him*. But this one *he* made. Then one of *their* men double-dribbled and *we* got the ball and *I* passed *it* to Leon, *who* threw up a shot and got fouled. The shot went in and when *he* made the foul shot *it* added up to a three-point play.

## Techniques with Pronouns

Try to apply some of Walter Dean Myers's writing techniques when you write and revise your own work.

- 1 When appropriate, use possessive pronouns to make your writing more concise. Compare the following:

**WORDY VERSION** Then one of *the men on the other team* double-dribbled

**MYERS'S VERSION** Then one of *their* men double-dribbled

- 2 Avoid confusing your readers. Be sure to choose correctly between subject and object pronouns.

**INCORRECT PRONOUN CHOICE** But this one *him* made.

**MYERS'S VERSION** But this one *he* made.

## TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 97-107.

## Practice

Apply these techniques as you revise the following passage. On a separate sheet of paper, complete the sentences by adding appropriate pronouns.

When the phone rang, Kay jumped up quickly to answer it. "It's for \_\_\_\_\_," \_\_\_\_\_ yelled. Just then Mrs. Oliver entered the room, carrying Willy, the baby, on \_\_\_\_\_ left hip and \_\_\_\_\_ briefcase in \_\_\_\_\_ right hand.

"Good thing \_\_\_\_\_ were here to answer the phone, Kay. \_\_\_\_\_ might have dropped \_\_\_\_\_ trying to reach \_\_\_\_\_," \_\_\_\_\_ said.

As \_\_\_\_\_ mother spoke, Kay waved \_\_\_\_\_ away and quickly finished the phone call.



UNIT  
**12**

# Adjectives and Adverbs

Lesson 12.1	<b>Adjectives</b>	457
Lesson 12.2	<b>Articles and Proper Adjectives</b>	459
Lesson 12.3	<b>Comparative and Superlative Adjectives</b>	461
Lesson 12.4	<b>Demonstratives</b>	463
Lesson 12.5	<b>Adverbs</b>	465
Lesson 12.6	<b>Comparative and Superlative Adverbs</b>	467
Lesson 12.7	<b>Using Adverbs and Adjectives</b>	469
Lesson 12.8	<b>Avoiding Double Negatives</b>	471
	<b>Grammar Review</b>	473
	<b>Writing Application</b>	479

## 12.1

# Adjectives

An adjective describes a person, place, thing, or idea. An adjective provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or a pronoun.

The **eager, large** crowd of visitors examines the **huge** painting.

In the sentence above, the adjectives *eager* and *large* describe the noun *crowd*, and the adjective *huge* describes the noun *painting*.

■ An **adjective** is a word that modifies, or describes, a noun or a pronoun.

Most adjectives come before the nouns they modify. However, an adjective can be in the predicate and modify the noun or pronoun that is the subject of the sentence.

The painting is **realistic** and **timeless**.

In the sentence above, the adjectives *realistic* and *timeless* follow the linking verb *is* and modify the subject, *painting*. They are called predicate adjectives.

■ A **predicate adjective** follows a linking verb and modifies the subject of the sentence.

The present participle and past participle forms of verbs may be used as adjectives and predicate adjectives.

*Christina's World* is a **haunting** painting. [present participle]

*Christina's World* is **inspired**. [past participle]

**Exercise 1 Identifying Adjectives**

For each sentence below, write each adjective and the noun or pronoun it modifies. If any adjective is a participle form, circle it.

1. Georgia O'Keeffe is a major artist.
2. Her permanent residence was in the Southwest.
3. O'Keeffe's works hang in numerous museums.
4. The dry desert provided her with interesting material.
5. Georgia O'Keeffe spent several years in Wisconsin.
6. She studied art at a large school in Chicago in the early 1900s.
7. She lived for a short time in bustling New York City.
8. As a young woman, O'Keeffe had not yet found the right subjects.
9. In 1912 she became aware of the interesting scenery in Texas.
10. She made an enlightening journey to Amarillo, Texas.
11. The bright flowers and whitened bones of the desert inspired her.
12. The endless landscape seemed filled with strange objects and ghostly figures.
13. Her unique style combined abstract design with realistic scenery.
14. O'Keeffe's best paintings were based on nature.
15. She might pick up an interesting shell on a sandy beach.
16. At first she made realistic paintings of what she found.
17. She would paint the white shape of the shell alongside a gray shingle.
18. Perhaps she would add two large green leaves to the objects.
19. She kept a large collection of shells under a glass tabletop.
20. O'Keeffe was recognized by leading museums as a major artist.

**Exercise 2 Identifying Predicate Adjectives**

Write each predicate adjective. Then write the noun or pronoun it modifies in parentheses.

1. The day was young.
2. The beach was deserted except for one lone walker.
3. The others were still asleep.
4. Even the waves were distant and respectful.
5. That silent woman was aware of everything around her.
6. She was curious about all she saw.
7. Everything around her was radiant in the morning light.
8. The colors were true and clear.
9. A piece of red coral was especially eye-catching.
10. Such a simple thing was wonderful to her.



## 12.2

# Articles and Proper Adjectives

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound, and *an* before words beginning with a vowel sound. Don't confuse sounds with spellings. When speaking, you would say *a university* but *an uncle*.

**a** unit    **a** painting    **an** etching    **an** hour

*The* is called a **definite article** because it identifies specific people, places, things, or ideas.

**The** valuable statue is **the** only one of its kind.

■ **Proper adjectives** are formed from proper nouns. A proper adjective always begins with a capital letter.

The **Italian** statue is on exhibit in the **Houston** museum.

The **February** exhibit follows a show of **French** paintings.

Although most proper adjectives are formed from proper nouns by adding one of the endings listed below, some are formed differently. Check the spellings in a dictionary.

Common Endings for Proper Adjectives				
<b>-an</b>	Mexico	Morocco	Alaska	Guatemala
	<b>Mexican</b>	<b>Moroccan</b>	<b>Alaskan</b>	<b>Guatemalan</b>
<b>-ese</b>	China	Bali	Sudan	Japan
	<b>Chinese</b>	<b>Balinese</b>	<b>Sudanese</b>	<b>Japanese</b>
<b>-ian</b>	Canada	Italy	Nigeria	Asia
	<b>Canadian</b>	<b>Italian</b>	<b>Nigerian</b>	<b>Asian</b>
<b>-ish</b>	Spain	Ireland	Turkey	England
	<b>Spanish</b>	<b>Irish</b>	<b>Turkish</b>	<b>English</b>

**Exercise 3 Using A and An**

Write the correct indefinite article that would come before each word or group of words.

- |                     |                   |
|---------------------|-------------------|
| 1. satellite        | 11. unknown rock  |
| 2. electrical storm | 12. typical day   |
| 3. transmitter      | 13. masterpiece   |
| 4. vehicle          | 14. awkward age   |
| 5. howling wind     | 15. instrument    |
| 6. expedition       | 16. high-wire act |
| 7. unicorn          | 17. explanation   |
| 8. unique event     | 18. hourly report |
| 9. anonymous writer | 19. honest effort |
| 10. unexplored part | 20. activity      |

**Exercise 4 Forming Proper Adjectives**

Rewrite each sentence, changing the proper noun into a proper adjective. You may have to change the article and eliminate other words.

1. The first exhibit included a drum from Africa.
2. One of my classmates was wearing a bracelet from Mexico.
3. Our class included an exchange student from China.
4. We braved a snowstorm in January to come to the show.
5. An artist from Poland was listening to an audio tape.
6. One painting represented a wedding in April.
7. A class favorite featured a bobsled from Alaska.
8. One parent arrived late in a car from Japan.
9. A snowy scene reminded the teacher of a winter in Minnesota.
10. A writer from Ireland introduced himself to the tour guide.
11. The furniture display included a clock from Taiwan.
12. Some of us chatted with a visitor from Italy.
13. Two people were copying a portrait of a dancer from Mexico.
14. I heard an art critic from Germany talking about the exhibit.
15. What he said puzzled a sailor from France.
16. A tourist from Egypt listened to her with interest.
17. At the museum restaurant, the waitress offered us tea from Australia.
18. A flag from Nigeria was displayed in the museum gift shop.
19. One postcard there showed a celebration in July.
20. The jewelry counter had a copy of a ring from Bolivia.

## 12.3

# Comparative and Superlative Adjectives

- The **comparative form** of an adjective compares two things or people.
- The **superlative form** of an adjective compares more than two things or people.

For most adjectives of one syllable and some of two syllables, *-er* and *-est* are added to form the comparative and superlative.

Comparative and Superlative Forms	
<b>Comparative</b>	She is <b>younger</b> than the other painter.
<b>Superlative</b>	She is the <b>youngest</b> painter in the entire group.

For most adjectives with two or more syllables, the comparative or superlative is formed by adding *more* or *most* before the adjective.

Comparative and Superlative Forms of Longer Adjectives	
<b>Comparative</b>	The one next to it is <b>more colorful</b> .
<b>Superlative</b>	The painting in the next room is the <b>most colorful</b> .

Never use *more* or *most* with adjectives that already end with *-er* or *-est*. This is called a double comparison.

Some adjectives have irregular comparative and superlative forms.

Irregular Comparative and Superlative Forms		
Adjective	Comparative	Superlative
good, well	better	best
bad	worse	worst
many, much	more	most
little	less	least

**Exercise 5 Identifying Correct Comparative and Superlative Forms**

Rewrite each sentence, correcting the comparative or superlative form of the adjective.

1. You can't really say that my taste is worser than yours.
2. If someone has good taste in art, how can there be gooder taste?
3. You just don't like my favoritest painter.
4. Does that mean that the one you like is more good?
5. First of all, my favorite is more young than your favorite.
6. As she gets more older, her work improves.
7. Her bestest work has been done in the last ten years.
8. I know that critics have attacked her most early works.
9. The more large her paintings get, the more exciting they are.
10. The later paintings all sell for much more high prices.

**Exercise 6 Using Comparative and Superlative Adjectives**

Write the correct comparative or superlative form of the adjective in parentheses.

1. Michelangelo was one of the (great) artists of all time.
2. He was also the (famous) artist of his own time.
3. Are his statues (good) than his paintings?
4. Which is the (fine) statue, *David* or the *Pietà*?
5. Michelangelo's figures were (large) than life.
6. Few paintings are (beautiful) than the one on the ceiling of the Sistine Chapel.
7. His buildings may be (famous) than his renowned statues and paintings.
8. Pablo Picasso may be the (great) painter of our century.
9. His early paintings are (realistic) than his later work.
10. His (early) works were really quite traditional.
11. The work of Picasso's Blue Period included some of his (dark) views of life.
12. Picasso's (bleak) mood of all came during World War II.
13. During his Rose Period, though, his paintings were much (cheerful).
14. For Picasso painting was the (important) thing in his life.
15. His cubist works are probably the (famous) of all.
16. Cubism may have been the (original) of Picasso's many styles.
17. Critics argue over the question of his (good) style of all.
18. They also disagree on his (bad) style.
19. Few artists completed (many) paintings than he did.
20. Of all artists, he showed the (quick) response to change.

## 12.4

# Demonstratives

The words *this*, *that*, *these*, and *those* are called demonstratives. They “demonstrate,” or point out, people, places, or things. *This* and *these* point out people or things near to you, and *that* and *those* point out people or things at a distance from you. *This* and *that* describe singular nouns, and *these* and *those* describe plural nouns.

*This*, *that*, *these*, and *those* are called demonstrative adjectives when they describe nouns.

■ **Demonstrative adjectives** point out something and describe nouns by answering the questions *which one?* or *which ones?*

The words *this*, *that*, *these*, and *those* can also be used as demonstrative pronouns. They take the place of nouns and call attention to, or demonstrate, something that is not named.

Notice the demonstratives in the following sentences.

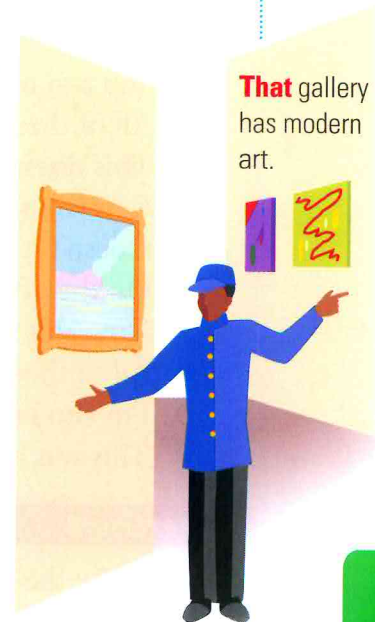
Demonstrative Words	
<b>Demonstrative Adjectives</b>	<b>Demonstrative Pronouns</b>
<b>This</b> painting is my favorite.	<b>This</b> is my favorite painting.
I like <b>these</b> kinds of paintings.	<b>These</b> are the paintings I like.
<b>That</b> portrait is well known.	<b>That</b> was the first stage.
He draws <b>those</b> sorts of pictures.	<b>Those</b> are from his Cubist phase.

The words *here* and *there* should not be used with demonstrative adjectives. The words *this*, *these*, *that*, and *those* already point out the locations *here* and *there*.

**This** painting is by Matisse. [not *This here painting*]

The object pronoun *them* should not be used in place of the demonstrative adjective *those*.

I saw **those** pictures. [not *them pictures*]



**That** gallery has modern art.

**This** gallery contains Impressionist works.

**Exercise 7 Identifying Demonstrative Adjectives and Pronouns**

Write the demonstrative from each sentence. Then write *adjective* or *pronoun* to tell what kind it is.

1. You can tell that this artist admired Cézanne's work.
2. All of these pictures show, in some way, Cézanne's influence.
3. This doesn't mean that the artist copied Cézanne's work.
4. Can you see how he uses these colors the same way?
5. Doesn't it remind you of those paintings of Cézanne's we just saw?
6. On the other hand, this one reminds me more of Van Gogh's work.
7. Now, this is a painting I could look at every day.
8. All of those paintings by the Impressionists appeal to me.
9. I'm also interested in those abstract paintings in the next room.
10. This was a good day for seeing a wide variety of styles.

**Exercise 8 Using Demonstratives**

Write the correct word or words from the parentheses.

1. The artist saw (that, those) things in a new way.
2. (This, This here) painting shows her imaginative style.
3. This (kinds of, kind of) painting has become famous.
4. (This, That) painting over there shows an acrobat.
5. Usually (those, them) colors together would clash.
6. (This, These) are her brushes and palette.
7. (That there, That) painting by Paul Cézanne is influential.
8. (This, This here) is an early work.
9. Cézanne breaks up the dimensions of (this, these) objects.
10. Then he rearranges (these, these here) fragments.
11. This (kind of, kinds of) painting shows his technique.
12. (These, These here) are explorations of space.
13. The angles in (this, this here) picture seem to overlap.
14. These (kinds of, kind of) angles do form solids.
15. The *Pietà* is not (that, that there) kind of sculpture.
16. (This, These) is a fine example of abstract art.
17. Many are familiar with (that, that there) artist.
18. One artist produced all (this, these) works.
19. (Those, Them) paintings are older than his.
20. (These, These here) pieces are by an unknown artist.

# 12.5

## Adverbs

- An **adverb** is a word that modifies, or describes, a verb, an adjective, or another adverb.

What Adverbs Modify	
<b>Verbs</b>	People handle old violins <b>carefully</b> .
<b>Adjectives</b>	<b>Very</b> old violins are valuable.
<b>Adverbs</b>	Some violins are played <b>extremely</b> rarely.

Some adverbs tell *to what extent* a quality exists. These adverbs are sometimes called **intensifiers**. *Very*, *quite*, and *almost* are intensifiers.

An adverb may tell *when*, *where*, or *how* about a verb. The adverbs in the sentences below all modify the verb *play*.

Ways Adverbs Modify Verbs	
<b>How?</b>	Many pianists play <b>well</b> with a large orchestra.
<b>When?</b>	Pianists <b>sometimes</b> play duets.
<b>Where?</b>	Some pianists play <b>everywhere</b> in the country.

When modifying an adjective or another adverb, an adverb usually comes before the word. However, when modifying a verb, an adverb can occupy different positions in a sentence.

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *friendly*, *lively*, *kindly*, and *lonely* are usually adjectives. Similarly, not all adverbs end in *-ly*.

Adverbs Not Ending in <i>-ly</i>			
afterward	often	there	hard
sometimes	soon	everywhere	long
later	here	fast	straight

**Exercise 9 Identifying the Purpose of Adverbs**

Write each adverb, and write whether it tells *how*, *when*, or *where*.

1. Our chorus finally has enough basses.
2. Unlike in previous years, our conductor can comfortably assign the parts.
3. Becky sometimes had to find choral arrangements with three parts.
4. Now she heads straight for the four-part works.
5. We've moved to another room because we have more space there.
6. She's arranged the seating differently, too.
7. Now each part sits in a wedge-shaped section.
8. That will give us better balance anywhere we sing.
9. She conducts us well, so we are happy.
10. We sing enthusiastically.

**Exercise 10 Identifying Adverbs**

Write each adverb and write the word it describes in parentheses.

1. The early Greeks studied music thoroughly.
2. To the Greeks, music and mathematics were very similar.
3. Pythagoras strongly believed in the enormous power of music.
4. His ideas about music were certainly important.
5. People sang choral music often at ancient ceremonies.
6. The notes of each singer were exactly alike.
7. These choruses almost surely sang without accompaniment.
8. Composers later wrote separate parts for different voices.
9. Musicians of the Middle Ages developed part singing rather quickly.
10. Some unusually beautiful music resulted.
11. The parts were highly complex.
12. Modern choruses are very professional groups of singers.
13. These choruses perform everywhere.
14. Many choral singers are totally dedicated to their work.
15. People often overlook this kind of music.
16. Some people await major choral concerts eagerly.
17. Chorus singers are sometimes called choristers.
18. They generally sing pieces for four parts, or voices.
19. Tenors are sometimes female singers.
20. Some conductors always insist on male tenors.



# 12.6

## Comparative and Superlative Adverbs

- The **comparative form** of an adverb compares two actions.
- The **superlative form** of an adverb compares more than two actions.

Long adverbs require the use of *more* or *most*.

### Comparing Adverbs of More than One Syllable

#### Comparative

The audience listened **more attentively** last night than tonight.

#### Superlative

Last Sunday's audience responded **most enthusiastically** of all.

Shorter adverbs need *-er* or *-est* as an ending.

### Comparing One-Syllable Adverbs

#### Comparative

Did the pianist play **louder** than the cellist?

#### Superlative

Did the drummer play the **loudest** of all?

Here are some irregular adverbs.

### Irregular Comparative and Superlative Forms

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
little (amount)	less	least

The words *less* and *least* are used before some short and long adverbs to form the negative comparative and the negative superlative.

I play **less well**. I play **least accurately**.

**Exercise 11 Forming the Comparative and Superlative**

Write the comparative and superlative forms of each of the following adverbs.

- |              |              |                 |                  |
|--------------|--------------|-----------------|------------------|
| 1. tenderly  | 8. gently    | 15. hard        | 22. slow         |
| 2. fast      | 9. awkwardly | 16. effectively | 23. frequently   |
| 3. little    | 10. loud     | 17. late        | 24. effortlessly |
| 4. easily    | 11. soon     | 18. openly      | 25. long         |
| 5. violently | 12. well     | 19. negatively  |                  |
| 6. rapidly   | 13. harshly  | 20. often       |                  |
| 7. close     | 14. eerily   | 21. gracefully  |                  |

**Exercise 12 Using Comparative and Superlative Adverb Forms**

For each sentence, write the correct comparative or superlative form of the adverb in parentheses.

- The performance began (late) tonight than last night.
- My sister sat (far) from the stage than we did.
- Several backup singers rehearsed (long) than the piano player.
- The lead singer sang (badly) last year than this year.
- The guitarists sang (little) during this concert than during their last one.
- The drummer played (forcefully) during her solo than before.
- We heard the first song (clearly) of all the songs.
- The band played (energetically) of all at the end.
- I clapped (loudly) during the second half than during the first.
- I understand the band played (badly) at rehearsals than they ever had before.
- (Often) than not, Miss Elly had to say, "Now, James, now!"
- She expected (good) of him but couldn't be sure of it.
- The night of the dress rehearsal came (quickly) than seemed possible.
- There sat James in the percussion section as the music grew (fast).
- He was staring even (blankly) into space than before.
- "Now, James, now!" Miss Elly cried (desperately) than ever.
- The entire band turned around and shouted even (loudly) than Miss Elly, "Now, James, now!"
- The actual performance, however, went (well) than anyone expected.
- James hit that triangle the (hard) he ever had, right on time.
- The evening ended (soon) than expected.

## 12.7

# Using Adverbs and Adjectives

Adverbs and adjectives are often confused, especially when they appear after verbs. A predicate adjective follows a linking verb.

The musicians are **professional**.

In the sentence above, the predicate adjective *professional* describes *musicians*.

In the sentence below, the adverb *professionally* describes the action verb *behaved*.

The musicians behaved **professionally**.

People also sometimes confuse the words *bad*, *badly*, *good*, and *well*. *Bad* and *good* are both adjectives. They are used after linking verbs. *Badly* is an adverb. It is used after an action verb. *Well* can be either. When used to describe an adjective or verb, *well* is an adverb. When used after a linking verb to describe a person's health or appearance, *well* is an adjective.

Louis Armstrong was a **real** innovator in jazz.



His music was **really** popular.

### Distinguishing Adjective from Adverb

#### Adjective

The sound is **bad**.  
The band sounds **good**.  
The soloist seems **well**.

#### Adverb

The actor sang **badly**.  
The band played **well**.

People also confuse *real*, *really*; *sure*, *surely*; and *most*, *almost*. *Real*, *sure*, and *most* are adjectives. *Really*, *surely*, and *almost* are adverbs.

### Distinguishing Adjective from Adverb

#### Adjective

Music is a **real** art.  
A pianist needs **sure** hands.  
**Most** pianos have eighty-eight keys.

#### Adverb

Music is **really** popular.  
Piano music is **surely** popular.  
Piano strings **almost** never break.

**Exercise 13****Using *bad, badly, good, and well***

For each sentence, write the correct adjective or adverb given in parentheses.

1. The big bands did very (good, well) during the 1930s and 1940s.
2. As (good, well) as they were, they needed national radio to succeed.
3. Even (bad, badly) bands took advantage of the interest in this music.
4. The big bands' era is over, but their records still sell (good, well).
5. If you listen really (good, well), you'll still hear bands with that sound.

**Exercise 14****Identifying Adjectives and Adverbs**

Write each sentence, and underline each verb. Circle the adverb or adjective that follows it, and draw an arrow to the word it modifies. Label each adjective or adverb.

1. Louis Armstrong was famous as a jazz trumpeter.
2. Armstrong began his music career early in the 1900s.
3. He played the trumpet well during his teens in New Orleans.
4. Armstrong listened carefully to other musicians' styles.
5. He seemed enthusiastic about a new singing style called "scat."
6. Scat was rhythmic in its use of syllables instead of words.
7. He seemed ready for a new career as an actor in motion pictures.
8. Big bands played everywhere.
9. They were popular in the 1930s.
10. Louis Armstrong traveled widely and made a number of hit records.
11. Both the soloists and the conductors of the big bands became widely known.
12. The Dorsey brothers were extremely successful as popular musicians.
13. They worked steadily throughout the 1940s.
14. Dinah Shore sang often with big bands.
15. Dinah became very popular as a solo artist.
16. The Spike Jones band is still popular with some people.
17. Spike's versions of some well-known songs were hilarious.
18. In some songs a fire whistle screamed wildly.
19. Meanwhile, the poor tenor sang unconcernedly in the background.
20. The Spike Jones band played well but sounded bad.

## 12.8

# Avoiding Double Negatives

The adverb *not* is a **negative word**, expressing the idea of “no.” *Not* often appears in a shortened form as part of a contraction. Study the words and contracted forms below.

### Contractions with *Not*

is not = isn't	cannot = can't	have not = haven't
was not = wasn't	could not = couldn't	had not = hadn't
were not = weren't	do not = don't	would not = wouldn't
will not = won't	did not = didn't	should not = shouldn't

The apostrophe replaces the *o* in *not* in all but two words. In *can't* both the letter *n* and the letter *o* are dropped. *Will not* becomes *won't*.

Other negative words are listed below. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

### Negative and Affirmative Words

#### Negative

never  
nobody  
none  
no one  
nothing  
nowhere

#### Affirmative

ever, always  
anybody, somebody  
one, all, some, any  
everyone, someone, anyone  
something, anything  
somewhere, anywhere

Be careful to avoid using two negative words in the same sentence. This is called a **double negative**. You can correct a double negative by removing one of the negative words or by replacing one with an affirmative word.

**Incorrect:** The clarinet **isn't no** new instrument.

**Correct:** The clarinet **isn't a** new instrument.

**Correct:** The clarinet is **no** new instrument.



**Exercise 15**     **Correcting Double Negatives**

Rewrite each sentence, avoiding any double negatives.

1. My older brother doesn't take no piano lessons.
2. He plays the piano, but he can't hardly read music.
3. He plays by ear, but I haven't never been able to do that.
4. If we both want to play, we don't never agree who'll get the piano.
5. Sometimes I get there first, and he can't never stand it.
6. He hangs around, as though he doesn't have nothing to do.
7. Then he acts like he hasn't never wanted to play, just to sing.
8. But he starts singing so badly, I can't stand it no more.
9. I start laughing, and there isn't nothing can stop me.
10. Anyone laughing that hard can't hardly play the piano very well.

**Exercise 16**     **Using Negative Words**

Write the correct word or words given in parentheses.

1. Didn't (anyone, no one) play pipe organs before Roman times?
2. We (would, wouldn't) hardly recognize the Roman pipe organ today.
3. Aren't there (no, any) old Roman pipe organs still in existence?
4. The pipe organ (was, wasn't) scarcely used outside of churches.
5. Scarcely (no, any) ancient civilizations were without musical instruments.
6. The Egyptians (weren't, were) no exception.
7. Hardly (any, none) of their paintings leave out cymbals and drums.
8. The harp and flute weren't seen (nowhere, anywhere) until centuries later.
9. The zither (was, wasn't) heard nowhere before it was developed in China.
10. Hardly (no, any) ancient lyres are on public display.
11. If you haven't (ever, never) seen a lyre, try an art museum.
12. Some museums have instruments that are rarely played (anymore, no more).
13. They have instruments that can't be seen (nowhere, anywhere) else.
14. No one (should, shouldn't) have trouble understanding how music is made.
15. Didn't you (never, ever) learn that sounds come from making the air move?
16. Early stringed instruments weren't (ever, never) rubbed, only plucked.
17. Only later did (nobody, somebody) think of striking a string with a hammer.
18. Not all woodwind instruments (aren't, are) made of wood.
19. The brass instruments don't have (no, any) reeds at all.
20. Older percussion instruments aren't too different from ours (either, neither).

## ADJECTIVES AND ADVERBS

During the 1600s, Juan de Pareja became enslaved to the great Spanish painter Diego Velázquez. *I, Juan de Pareja*, by Elizabeth Borton de Treviño, tells how Juan became the artist's friend and assistant. In this passage, de Pareja explains his duties. The passage has been annotated to show some of the types of adjectives and adverbs covered in this unit.

### Literature Model

from **I, Juan de Pareja**  
by Elizabeth Borton de Treviño

One by one, he taught me my duties. First, I had to learn to grind the colors. There were many mortars for **this** work, and pestles in varying sizes. I soon learned that the lumps of earth and metallic compounds had to be softly and **continuously** worked until there remained a powder as fine as the ground rice ladies used on their cheeks and foreheads. It took hours, and sometimes when I was sure the stuff was as fine as satin, Master would pinch and move it between his **sensitive** fingers and shake his head, and then I had to grind some more. Later **the** ground powder had to be incorporated into the oils, and well-mixed, and much later still, I arranged Master's palette for him, the little mounds of color each in its **fixed** place, and he had his preferences about how much of any one should be set out. And, of course, brushes were to be washed daily, in plenty of good **Castile** soap and water. Master's brushes all had to be clean and fresh every morning when he began to work.

Demonstrative adjective

Adverb

Adjective

Article

Past participle used as an adjective

Proper adjective

Adjectives and Adverbs

# Grammar Review

## Review: Exercise 1 Identifying Adjectives

Write each adjective. Then write in parentheses the noun or pronoun it modifies. Do not include articles *a*, *an*, and *the*.

1. Velázquez painted in a large room on the second floor of the house.
2. A huge window let in a pure light from the north.
3. Juan learned to stretch the cotton canvas for the painter.
4. The artist never wrote down the secret formulas for preparing the canvas.
5. He called them professional secrets, and Juan had to memorize them.
6. Juan was a trustworthy assistant.
7. Velázquez liked the early light and would paint until late afternoon.
8. The painter's wife was a merry person and a thrifty housekeeper.
9. Juan had to arrange colorful backgrounds for Velázquez.
10. Juan always wore a gold earring.

## Review: Exercise 2 Using Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective in parentheses.

**SAMPLE** De Pareja was (young) than Velázquez.

**ANSWER** younger

1. Juan de Pareja ground the colors into the (fine) powder.
2. The artist's fingers were (sensitive) than Juan's.
3. He used the mounds of color on his palette to create some of the (beautiful) paintings of all.
4. Every day Juan de Pareja made sure the artist's brushes were (clean) and (fresh) than Velázquez had left them.
5. Velázquez used the (good) materials he could.
6. The painter often sat staring at his subject for the (long) time.
7. When asked why, the artist explained that this was the (good) way to feel the object's shape.
8. The (exciting) moment came when the king asked Velázquez to paint his portrait.
9. That meant the family would move in the (high) circles of society.
10. The king turned out to be (tall) and (pale) than Juan had expected.



## Review: Exercise 3 Identifying Adverbs

Write each sentence. Underline each adverb, and draw an arrow to the word it modifies.

1. The compounds had to be worked continuously.
2. Sometimes the painter would ask for more grinding.
3. Brushes had to be washed daily in soap and water.
4. Juan worked clumsily with his carpentry.
5. He could soon cut and fit the pieces.
6. Occasionally he posed so that the painter could draw or paint him.
7. The painter usually started work early in the morning.
8. Velázquez drew silently, making many drawings.
9. Juan earnestly asked the artist if he could learn to paint.
10. But Velázquez answered simply, "I cannot teach you."

## Review: Exercise 4 Using Comparative and Superlative Adverbs

Write the correct comparative or superlative form of the adverb in parentheses.

**SAMPLE** He painted (boldly) than before.

**ANSWER** more boldly

1. Velázquez represented his subjects (realistically) than had many earlier artists.
2. Of all the techniques, the artist's use of rich colors, light, and shadow (clearly) characterized his style.
3. Velázquez painted portraits (frequently) of all.
4. Although many artists have imitated his style, Velázquez (heavily) influenced modern painters.
5. He traveled (far) than many other artists of his day to study the art of ancient Rome.
6. Velázquez faced an upcoming trip to Italy (calmly) than did his family.
7. His wife stayed behind in Spain the (reluctantly) of all.
8. Velázquez found that the light shone (softly) in Italy than in Spain.
9. Juan moved around (freely) in Italy than in Spain.
10. He could buy paint supplies (easily) in Italy, too.

# Grammar Review

## Review: Exercise 5 Using Comparatives and Superlatives

Write the correct comparative or superlative form of the adverb or adjective in parentheses.

1. Fictional biography presents (interesting) problems than even straight fiction does.
2. Events must be evaluated (deliberately) than in straight fiction.
3. Biographers are (dependent) on written records than are writers of straight fiction.
4. Suppose that the main figure was one of the (famous) painters who ever lived.
5. Painters write (few) letters and diaries than do authors.
6. Velázquez wrote only a handful of letters, which makes things even (hard).
7. What is (difficult) than imagining conversations he might have had?
8. The (helpful) clues are in the artist's paintings.
9. The subjects of the paintings and how they are presented offer the (good) clues to the artist's interests and attitudes.
10. For de Pareja the clues are even (available) because he was less well known than his teacher.

## Review: Exercise 6 Distinguishing Between Adjectives and Adverbs

Write the correct adjective or adverb in parentheses.

1. Velázquez and de Pareja became (good, well) friends.
2. Velázquez recognized his assistant's (real, really) love for art.
3. The two worked (easy, easily) together.
4. Velázquez was never (harsh, harshly) with his assistant.
5. Juan was (frank, frankly) about his admiration of Velázquez.
6. He worked (eager, eagerly) to further Velázquez's career.
7. The portrait of de Pareja shows how (high, highly) he was regarded by Velázquez.
8. De Pareja had a (sure, surely) talent for painting.
9. Juan de Pareja served Velázquez (loyal, loyally) until the artist died.
10. De Pareja became a (true, truly) artist himself.

## Review: Exercise 7

## Proofreading



The following passage is about Spanish artist Diego Velázquez, whose work appears on the next page. Rewrite the passage, correcting the errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. There are ten errors.

*Diego Rodriguez de Silva y Velázquez*

<sup>1</sup>Diego Rodriguez de Silva y Velázquez (1599–1660) was born in the Spain city of Seville. <sup>2</sup>He studied a italian artist Caravaggio, whose realistic figures were painted in contrasting light and dark tones. <sup>3</sup>Velázquez become the official painter for Spain’s King Philip IV in 1623. <sup>4</sup>However, the artist’s portraits of the royal famly looked most like pictures from a personal album than paintings advertising the greatly power of Spain.

<sup>5</sup>Velázquez skillful captures the personalities of his subjects. <sup>6</sup>When he painted his friend, Juan de Pareja, Velázquez omit neither his intelligence nor his dignity.

## Review: Exercise 8

## Mixed Review



On your paper, write the twenty adjectives and adverbs that appear in the following paragraph. Do not include articles. Identify each word as an *adjective* or *adverb*.

*Portraits*

<sup>1</sup>Why do many painters do portraits? <sup>2</sup>There are commissioned portraits and noncommissioned portraits. <sup>3</sup>When an artist does a commissioned portrait, he or she has been asked directly to do so by someone who will pay for the finished work. <sup>4</sup>Sometimes it is the patrons, or buyers, who will sit for the portrait. <sup>5</sup>Other times they want a painted record of someone dear to them. <sup>6</sup>Or it may be an official portrait of an important person. <sup>7</sup>If artists do a noncommissioned portrait, it is usually because they have seen a face that they feel they have to capture. <sup>8</sup>That kind of portrait has a distinct advantage to sincere artists. <sup>9</sup>They can paint exactly what they see and do it honestly. <sup>10</sup>When artists are paid, the patron may be concerned with appearances rather than honesty.

# Grammar Review

## Adjectives and Adverbs



Diego Velázquez, *Juan de Pareja*, 1650

# Writing Application

## Adjectives and Adverbs in Writing

In this passage from “On Summer,” Lorraine Hansberry uses adjectives and adverbs to convey the mood of summer nights in Chicago. As you read the passage, notice the italicized adjectives and adverbs.

Evenings were spent *mainly* on the *back* porches where screen doors slammed in the darkness with *those really very special summertime* sounds. And, *sometimes*, when *Chicago* nights got too *steamy*, the *whole* family got into the car and went to the park and slept out in the open on blankets. Those were, of course, the *best* times of all because the grownups were *invariably* reminded of having been children in *rural* parts of the country and told the *best* stories then.

## Techniques with Adjectives and Adverbs

Try to apply some of Lorraine Hansberry’s writing techniques when you write and revise your own work.

- 1 Add detail and interest to your descriptions by combining several adjectives and adverbs in a group of descriptive words. Compare the following:

**GENERAL DESCRIPTION** special sounds

**HANSBERRY’S VERSION** *those really very special summertime* sounds

- 2 When appropriate, use a proper adjective to make your descriptions more precise.

**GENERAL DESCRIPTION** when nights in *our city*

**HANSBERRY’S VERSION** when *Chicago* nights

## TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 97-107.

## Practice

Practice these techniques as you revise the following passage on a separate piece of paper. Experiment with adding one or more adjectives and adverbs in the blanks provided.

Every morning Jason \_\_\_\_\_ crossed off a day on his \_\_\_\_\_ calendar. \_\_\_\_\_ five more until his \_\_\_\_\_ trip to Gona’s house. Gona was \_\_\_\_\_ special, \_\_\_\_\_ for a grown-up! Jason could reveal his \_\_\_\_\_ worries, and she’d understand them \_\_\_\_\_. She never laughed or teased. Plus, just \_\_\_\_\_ to Gona’s \_\_\_\_\_ house was the world’s \_\_\_\_\_ restaurant. After his mom’s \_\_\_\_\_ sausage, Jason was \_\_\_\_\_ for hot \_\_\_\_\_ food.

UNIT  
**13**

# Prepositions, Conjunctions, and Interjections

Lesson 13.1	<b>Prepositions and Prepositional Phrases</b>	481
Lesson 13.2	<b>Pronouns as Objects of Prepositions</b>	483
Lesson 13.3	<b>Prepositional Phrases as Adjectives and Adverbs</b>	485
Lesson 13.4	<b>Conjunctions</b>	487
Lesson 13.5	<b>Conjunctive Adverbs</b>	489
Lesson 13.6	<b>Interjections</b>	491
Lesson 13.7	<b>Finding All the Parts of Speech</b>	493
	<b>Grammar Review</b>	495
	<b>Writing Application</b>	503

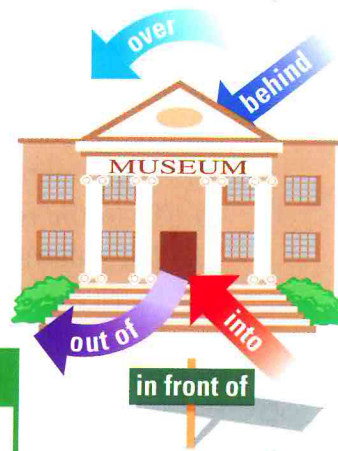
# 13.1

## Prepositions and Prepositional Phrases

■ A **preposition** is a word that relates a noun or a pronoun to some other word in a sentence.

The boy **by** the window is French.

The word *by* in the sentence above is a preposition. *By* shows relationship of the word *boy* to the noun *window*.



### Commonly Used Prepositions

about	before	during	off	to
above	behind	for	on	toward
across	below	from	onto	under
after	beneath	in	out	until
against	beside	inside	outside	up
along	between	into	over	upon
among	beyond	like	since	with
around	by	near	through	within
at	down	of	throughout	without

A preposition can consist of more than one word.

Yasmin will visit Trinidad **instead of** Jamaica.

### Compound Prepositions

according to	aside from	in front of	instead of
across from	because of	in place of	on account of
along with	far from	in spite of	on top of

■ A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun, which is called the **object of the preposition**. The sentence below has two prepositional phrases.

The painting **near you** is **by a Brazilian artist**.

**Exercise 1**      **Identifying Prepositional Phrases and Objects of Prepositions**

Write each prepositional phrase. Draw a line under the preposition, and circle the object of the preposition.

1. The Louvre is a famous museum in Paris.
2. Do you know the history of this stately building?
3. The Louvre was once a residence for royalty.
4. Then the royal family moved to Versailles.
5. The galleries throughout the Louvre contain paintings and sculpture.
6. Paris, the French capital, is in northern France.
7. Vineyards stretch across the French countryside.
8. Picturesque old churches are scattered about the landscape.
9. Many harbors lie along the Mediterranean coast.
10. The largest French port, Marseilles, is on the Mediterranean Sea.
11. The high-speed Train à Grande Vitesse travels throughout France very quickly.
12. Ferries travel across the English Channel.
13. Cars and trains can also use a tunnel under the Channel.
14. The English held Calais for more than two centuries.
15. Many people enjoy winter sports in the French Alps.
16. Several resort cities cluster along the southern coast.
17. Most of the French kings were crowned at the cathedral in Reims.
18. Travelers to Europe will find many museums in Paris.
19. Each of these museums offers opportunity.
20. Visitors can also view many spacious and elegant gardens in European cities.

**Exercise 2**      **Identifying Compound Prepositions**

Write each prepositional phrase, and circle any compound prepositions.

1. According to our history book, a major change recently impacted Germany.
2. In place of two nations, West Germany and East Germany, Germany became one unified nation.
3. In spite of the challenges, most Germans celebrated becoming one nation again.
4. Visitors in front of the Brandenburg Gate can imagine the wall that once divided the city.
5. In eastern Berlin, visitors will find old buildings instead of the modern additions of the western city.



## 13.2

# Pronouns as Objects of Prepositions

When the object of a preposition is a pronoun, it should be an object pronoun and not a subject pronoun.

Dan handed the tickets to Natalie.

Dan handed the tickets to **her**.

In the example above, the object pronoun *her* is the object of the preposition *to*.

Sometimes a preposition will have a compound object: two nouns or a noun and a pronoun. The pronoun in a compound object must be an object pronoun.

I borrowed the suitcase from **Ivan and Vera**.

I borrowed the suitcase from **Ivan and her**.

Natalie traveled with **Ivan and me**.

In the second sentence above, *Ivan and her* is the compound object of the preposition *from*. In the third sentence, *Ivan and me* is the compound object of the preposition *with*.

If you are unsure about whether to use a subject pronoun or an object pronoun, try saying the sentence aloud with only the object pronoun.

I borrowed the suitcase from **her**.

Natalie traveled with **me**.

The pronoun *whom* is an object pronoun. *Who* is never an object.

The man of **whom** I spoke is from Colombia.

To **whom** did you lend the guidebook?

**Exercise 3****Using Pronouns as Objects of Prepositions**

Write the correct form of the pronoun in parentheses. Be sure each pronoun you choose makes sense in the sentence.

1. Carmen's aunt in Spain sent a postcard to David and (her, she).
2. This is the aunt about (who, whom) Carmen and David have told.
3. According to Carmen and (he, him), Spain is a great place to visit.
4. Carmen showed photographs of the Costa del Sol to Hector and (him, he).
5. There was one of David and (her, she) in front of the Alhambra in Granada.
6. The castle's magnificent gardens can be seen behind (them, they).
7. It was hard to distinguish between Carmen's cousin and (he, him); they look alike.
8. Because they look so much alike, Carmen's aunt could be mother to either of (them, they).
9. Aside from David, Carmen, and (he, him), no one in our class has been to Spain.
10. The Moors, who occupied Spain for eight hundred years, left architecture that impressed all of (us, we).
11. The description of the Alcázar given by Carmen and (her, she) was impressive.
12. Most of (us, we) thought the Alcázar was the Moors' best gift to Spain.
13. The Spanish lived alongside (them, they) for centuries.
14. The strong North African influences were described by David and (she, her).
15. Since only eight miles separate Spain from Africa at the narrowest point, this influence made perfect sense to (us, we).
16. Carmen explained to (me, I) that the Strait of Gibraltar is very narrow.
17. David showed the class how the Atlantic Ocean waters flow far beneath the surface while Mediterranean waters flow above (they, them).
18. Then Sheila asked why there were no pictures of (him, he) next to the water.
19. David pointed out to (her, she) that he had spent most of his trip inland.
20. Referring to the class map above (him, he), David located Barcelona.
21. Reaching across (I, me), Carmen gave Sheila a picture of a cathedral designed by Antonio Gaudí.
22. Carmen is standing between David and (him, he) in the first photograph.
23. The cathedral absolutely towers above (them, they) as they smile and point.
24. We were amazed to hear the history recounted by David and (her, she) of this never-finished wonder.
25. Some of (us, we) thought Gaudí's building looked a little like a sand castle.

## 13.3

# Prepositional Phrases as Adjectives and Adverbs

- A prepositional phrase is an **adjective phrase** when it modifies, or describes, a noun or pronoun.

A temple **of great size** stands here.

I noticed some men **with heavy suitcases**.

In the first sentence above, the prepositional phrase *of great size* modifies the subject of the sentence, *temple*. In the second sentence, the prepositional phrase *with heavy suitcases* describes a noun in the predicate, *men*.

Notice that, unlike most adjectives, an adjective phrase usually comes after the word it modifies.

- A prepositional phrase is an **adverb phrase** when it modifies, or describes, a verb, an adjective, or another adverb.

### Adverb Phrases Modifying a Verb, an Adjective, and an Adverb

#### Describes a verb

The tourists travel **in a group**.

#### Describes an adjective

The temple is impressive **from this view**.

#### Describes an adverb

It has held up well **for its age**.

An adverb phrase tells *when*, *where*, or *how* an action occurs.

### How Adverb Phrases Function

#### When?

They left the hotel **in the morning**.

#### Where?

The curious visitors went **to Japan**.

#### How?

The large group traveled **by airplane**.

**Exercise 4**    **Identifying Adjective and Adverb Phrases**

Write each prepositional phrase, and write whether it is an *adjective phrase* or an *adverb phrase*.

1. Most people in Japan follow the traditional customs of their country.
2. The Japanese traditionally bow on certain occasions.
3. They show great respect for their elders.
4. Throughout their history, the Japanese have also loved beauty.
5. Their gardens are models of grace and delicacy.
6. Japanese gardens are exceptional in their harmony.
7. Artificial and natural elements blend together in their gardens.
8. Soft woven mats cover the floors of many Japanese homes.
9. People customarily wear comfortable slippers inside their homes.
10. The guests of a family receive much kindness and consideration.
11. People sometimes cook on small charcoal stoves.
12. They often prepare bowls of noodles.
13. Diners frequently sit around very low tables.
14. Many Japanese people eat with chopsticks.
15. Hosts serve small cups of fragrant tea.
16. The Japanese tea ceremony has remained popular over the centuries.
17. We can enjoy our memories of Japan more fully with photos.
18. A guide translates the language with care.
19. Many people feel that Japanese is a language of great beauty.
20. When written, its letters are formed with graceful strokes.

**Exercise 5**    **Writing Sentences with Prepositional Phrases**

Rewrite each group of sentences, making a single sentence with adjective or adverb phrases.

1. Japan experienced little influence. The influence was from the outside.
2. Japan became an industrial nation. It became an industrial nation within fifty years.
3. We recently visited Nara. A Buddhist temple of historical significance can be seen at Nara.
4. Brightly colored plants dot the hills. The hills are below Kyushu's mountainous slopes.
5. The volcano Mount Aso stands. It stands at the island's highest point.

## 13.4

# Conjunctions

- A **coordinating conjunction** is a word used to connect parts of a sentence, such as words, clauses, or phrases. *And, but, or, for, so, yet, and nor* are coordinating conjunctions.

### Using Coordinating Conjunctions

#### Compound Subject

Allison **and** Rosita have lived in Mexico City.

#### Compound Predicate

Tourists shop **or** relax on the beaches.

#### Compound Object of a Preposition

Amiri went to Brazil **and** Peru.

#### Compound Sentence

Tom shopped every day, **but** we toured.

To make the relationship between words or groups of words especially strong, use a correlative conjunction.

- **Correlative conjunctions** are pairs of words used to connect words or phrases in a sentence. Correlative conjunctions include *both . . . and, either . . . or, neither . . . nor, and not only . . . but also*.

Examples of great architecture exist in **both** New York **and** Paris. **Neither** Carlo **nor** I have visited those cities.

When a compound subject is joined by the conjunction *and*, it is usually plural. The verb must agree with the plural subject.

When a compound subject is joined by *or* or *nor*, the verb must agree with the nearest part of the subject.

Winema **and** Tanya **are** in Madrid this week.

Neither the twins **nor** Ann **is** studying Spanish.

**Exercise 6**      **Identifying Conjunctions**

Write each conjunction. Write whether it forms a *compound subject*, a *compound predicate*, a *compound object of a preposition*, or a *compound sentence*.

1. Our teacher traveled to France and toured Paris.
2. The tour took a long time, but it was fascinating.
3. A cathedral or a museum in France may be very old.
4. Visitors spend hours in the bookstores and galleries.
5. After Paris, our teacher went to Normandy, which is between Paris and the English Channel.
6. This picturesque farming region is famous for delicious apples and cheeses.
7. Mr. King told us that he sampled some of the cheeses, but he enjoyed the fresh apple cider the most.
8. The leader and most of the participants voted for seeing the Loire Valley, a region known for its magnificent castles.
9. Our teacher agreed with us, but he requested that the group return to Dunkirk at the end of the tour.
10. Since Mr. King's trip, the tour company offers separate trips to one or the other of these regions.

**Exercise 7**      **Making Compound Subjects and Verbs Agree**

Write each sentence, using the correct verb form. Underline each coordinating or correlative conjunction.

1. An auto or a train (is, are) the best transportation for tourists.
2. Neither our teacher nor her companions (speaks, speak) French.
3. Both a subway and a bus system (serves, serve) Paris.
4. Either a taxi or a subway train (is, are) quick.
5. Two buses and a train (goes, go) to the Eiffel Tower.
6. Sometimes musicians and jugglers (performs, perform) in the subway stations in Paris.
7. Neither the Royal Palace nor the Louvre (is, are) open.
8. Still, Parisians and visitors alike (gathers, gather) outside these architectural points of interest.
9. Both the Left and the Right banks of the Seine (is, are) parts of Paris.
10. Either a tour boat or a stroll down the river banks (affords, afford) an intimate view of the city.

## 13.5

# Conjunctive Adverbs

You can use a special kind of adverb instead of a coordinating or correlative conjunction to join the simple sentences in a compound sentence.

Many Asians use chopsticks, but some use forks.

Many Asians use chopsticks; **however**, some use forks.

Conjunctive adverbs, such as *however* in the sentence above, are usually stronger and more precise than coordinating conjunctions.

### Using Conjunctive Adverbs

**To replace and** → also, besides, furthermore, moreover

**To replace but** → however, nevertheless, still

**To state a result** → consequently, therefore, so, thus

**To state equality** → equally, likewise, similarly

- A **conjunctive adverb** may be used to join the simple sentences in a compound sentence.

When two simple sentences are joined with a conjunctive adverb, a semicolon always appears before the second sentence. The conjunctive adverb can appear at the beginning, at the end, or in the middle of the second sentence. When it comes at the beginning or end, it is set off with a comma. When it appears in the middle, one comma precedes it, and one follows it.

Chinese cooks often stir-fry their food; **therefore**, they must cut it into very small pieces.

Stir-frying should be done quickly; the wok must be very hot, **therefore**.

Vegetables cook more quickly than meat; they must, **therefore**, be added to the wok last.

**Exercise 8 Identifying Conjunctive Adverbs**

Write each sentence. Underline each conjunctive adverb and add any needed punctuation.

1. People in different lands often have different eating styles moreover they may use different utensils.
2. Many people in India use bread as a scoop some however use a fork.
3. Chinese cooks cut meat into bite-size pieces similarly they chop or slice most vegetables.
4. Food is bite-size thus a knife isn't needed.
5. Soup may be served without spoons it must however be sipped carefully.
6. In the United States, Chinese restaurants may offer diners chopsticks still forks are usually found at each place.
7. Europeans may push their food onto the fork consequently they hold both the knife and the fork while eating.
8. Each of these utensils has its own unique history consequently a complete understanding of the topic requires time and effort.
9. The fork was once used as a fishing tool likewise ancient people took their forks to battle as weapons.
10. The first known table fork in England was made of fragile glass thus it was kept with great care.

**Exercise 9 Using Conjunctive Adverbs**

Write a conjunctive adverb that makes sense in completing the sentence.

1. Cuisines differ from country to country; \_\_\_\_\_, they often feature similar dishes.
2. A crepe is a thin pancake around a filling; \_\_\_\_\_, an enchilada may feature cheese inside a pancake.
3. Each nation has its specialities; \_\_\_\_\_, these are the best foods to sample.
4. You can enjoy these foods in restaurants; \_\_\_\_\_, cookbooks offer recipes.
5. You could spend a week trying Asian foods; \_\_\_\_\_, you could spend a week on other international foods.
6. France is rich in dairy products; \_\_\_\_\_, French cooks use cream and cheese.
7. Indian food is sometimes vegetarian; \_\_\_\_\_, it is often spicy.
8. Rice is a staple of Chinese cooking; \_\_\_\_\_, it is a staple of Japanese cooking.
9. Italian cuisines vary from region to region; \_\_\_\_\_, each type is delicious.
10. Our school serves international foods; \_\_\_\_\_, American favorites appear on the menu.



## 13.6

# Interjections

You can express very strong feelings in a short exclamation that may not be a complete sentence. These exclamations are called interjections.

■ An **interjection** is a word or group of words that expresses strong feeling. It has no grammatical connection to any other words in the sentence.

Interjections are used to express emotions, such as surprise or disbelief. They are also used to attract attention.

Any part of speech can be used as an interjection. Some of the more common interjections are listed below.



### Common Interjections

aha	good grief	oh	well
alas	ha	oh no	what
awesome	hey	oops	whoops
come on	hooray	ouch	wow
gee	look	phew	yes

An interjection that expresses very strong feeling may stand alone either before or after a sentence. Such interjections are followed by an exclamation mark.

We are taking a boat ride around Venice. **Hooray!**

When an interjection expresses a milder feeling, it can appear as part of a sentence. In that case, the interjection is separated from the rest of the sentence by a comma.

**Wow,** that view of the skyline is spectacular.

You use interjections frequently when you speak. You should use them sparingly, however, when you write. Overusing interjections will spoil their effectiveness.

**Exercise 10 Identifying Interjections**

Write each sentence, adding punctuation where needed. Underline the interjection in each sentence.

1. Wow Doesn't Venice, Italy, have a lot of canals!
2. Imagine There are hardly any cars in Venice.
3. The city is built upon nearly 120 islands. Phew.
4. Alas we won't have time to visit every island.
5. There's a candy-striped pole up ahead. Oh, no
6. My goodness that was close.
7. Oops Look out for that gondola on your left.
8. Psst what is that bridge?
9. It is the famous Rialto Bridge. Yippee
10. No kidding Shall we visit it after lunch?
11. Good grief I can't believe I lost my camera.
12. Did you visit the Galleria dell'Accademia? Awesome
13. Come on There's a great outdoor restaurant very near the museum.
14. Hey Did you notice how the narrow, winding streets usually lead to a large, airy plaza?
15. Gee did you realize that the Grand Canal is so long?
16. Is rain in the forecast? Ugh
17. Hey the water is rough in this canal.
18. Eek Don't tip us over.
19. Oh, no Don't stand up in the gondola.
20. Whee Let's spend the whole day on this gondola.

**Exercise 11 Identifying Interjections**

Write an interjection that could complete each sentence. Make sure the sentence makes sense. Answers will vary.

1. \_\_\_\_\_! Our next stop in Italy will be the ancient city of Rome.
2. The city was first built during the great Roman Empire, more than 2,500 years ago. \_\_\_\_\_!
3. \_\_\_\_\_! Today's Romans live surrounded by remnants of an entirely different civilization.
4. \_\_\_\_\_! The Colosseum isn't one of the stops on today's tour.
5. \_\_\_\_\_! We are planning instead to lunch on some of Italy's more than two hundred kinds of pasta.

# 13.7

## Finding All the Parts of Speech

Each separate word in a sentence performs a particular job. Each word belongs to a category called a **part of speech**. A word's part of speech depends on the job it performs in the sentence. You have learned all eight parts of speech. The sentence below contains an example of each category.

Gee, Venice is astonishingly beautiful, and it has classic architecture in every quarter.



### Parts of Speech

Word	Part of Speech	Function
<b>Gee</b>	Interjection	Expresses strong feeling
<b>Venice</b>	Proper noun	Names a specific place
<b>is</b>	Linking verb	Links <i>Venice</i> with the adjective <i>beautiful</i>
<b>astonishingly</b>	Adverb	Describes the adjective <i>beautiful</i>
<b>beautiful</b>	Adjective	Describes the subject, <i>Venice</i>
<b>and</b>	Conjunction	Joins two simple sentences
<b>it</b>	Pronoun	Takes the place of a noun
<b>has</b>	Action verb	Names an action
<b>classic</b>	Adjective	Describes the object, <i>architecture</i>
<b>architecture</b>	Common noun	Names a thing
<b>in</b>	Preposition	Relates <i>architecture</i> and <i>quarter</i>
<b>every</b>	Adjective	Describes the noun <i>quarter</i>
<b>quarter</b>	Common noun	Names a thing

**Exercise 12 Identifying Parts of Speech**

Write each underlined word and its part of speech.

1. Moira often travels to foreign countries.
2. In June she will go to Chile.
3. She is especially fond of Greece.
4. Spain is also close to her heart.
5. Next year she plans to visit Japan and Taiwan.

**Exercise 13 Using Parts of Speech**

Complete each sentence below by supplying a word whose part of speech is indicated in parentheses. Be sure your finished sentences make sense.

1. Tony (conjunction) Sadie have been to more (common noun) than any other people I know.
2. (Pronoun) visited (proper noun) last year.
3. (Preposition) January they will (action verb) to Israel and Egypt.
4. Tony thought Portugal (linking verb) (adjective).
5. Tony went to (correlative conjunction) Peru (correlative conjunction) Chile.
6. He was (negative adverb) in Asia; Sadie, (conjunctive adverb), went to China.
7. She found (proper noun) amazing, and she (action verb) to go there again.
8. Africa reflects a patchwork of cultures; (conjunctive adverb), its climate varies from desert (preposition) tropical rain forest.
9. (Interjection)! How do so many climates exist in a (adjective) continent?
10. Kyle (adverb) visited Scandinavia, stopping in Norway (conjunction) Sweden.
11. It (linking verb) July, when days are long and the (common noun) is warm.
12. (Pronoun) flew to Lithuania, where he (action verb) this newly open nation.
13. (Correlative conjunction) Kyle (correlative conjunction) Sadie had studied Vilnius in detail.
14. (Interjection), their timetables allowed only two days to see this (adjective) city.
15. Tony, (time adverb), was in Brazil visiting the glorious (conjunction) vanishing rain forest.
16. He (linking verb) amazed by São Paulo, South America's largest (common noun).
17. This (adjective) city's factories produce (indefinite pronoun) from fabrics to electrical equipment.
18. (Preposition) Mexico City, these globe-trotters will (adverb) go home.
19. Good grief! I bet they'll be (adjective) to touch (proper adjective) soil again.
20. (Pronoun) is amazing how often they travel; (conjunctive adverb), they learn.

## PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS

On a Caribbean island, a young girl discovers Christopher Columbus’s boat. The passage is annotated to show some of the parts of speech covered in this unit.

### Literature Model

from **Morning Girl**  
by Michael Dorris

I forgot I was still **beneath** the surface until I needed air. But when I broke **into the sunlight**, the water sparkling all around me, the noise turned out to be nothing! Only a canoe! The breathing was the dip of many paddles! It was only *people* coming to visit, and since I could see they hadn’t painted themselves to appear fierce, they must be friendly or lost.

I swam closer to get a better look **and** had to stop myself from laughing. The strangers had wrapped every part **of their bodies** with colorful leaves and cotton. Some had decorated their faces with fur and wore shiny rocks on their heads. Compared to us, they were very round. Their canoe was short and square, and, **in spite of** all their dipping and pulling, it moved so slowly. What a backward, distant island they must have come from. But really, to laugh at guests, no matter how odd, would be impolite, especially since I was the first to meet them. If I was foolish, they would think they had arrived at a foolish **place**.

Preposition

Prepositional phrase  
(adverb phrase)

Coordinating conjunction

Prepositional phrase  
(adjective phrase)

Compound preposition

Noun as object of preposition

Prepositions, Conjunctions, and Interjections

# Grammar Review

## Review: Exercise 1 Identifying Prepositional Phrases and Objects of Prepositions

Write each prepositional phrase. Draw a line under the preposition, and circle the object.

1. She swam beneath the blue waters.
2. Morning Girl saw an unusual canoe on its way toward her.
3. Its many paddles cut crisply through the clear water.
4. Until this day, Morning Girl had not known people could be so round.
5. The strangers did not look dangerous and wore no paint on their faces.
6. Morning Girl was curious about the new arrivals.
7. The strangers wore fur over their skin.
8. Torn between laughter and courtesy, Morning Girl chose courtesy and greeted the oddly dressed strangers warmly.
9. She wished her mother were beside her.
10. She would help Morning Girl behave correctly and would remind her of island customs.
11. Morning Girl could have called Star Boy from his work.
12. Since the storm, Star Boy had spent many days on his shell collection.
13. Morning Girl could not know how the boat and its occupants would change the lives of the island people.
14. Morning Girl wondered why the strangers were covered by those colorful leaves and cotton.
15. Perhaps they would tell her the meaning of these odd items.
16. The sun shone behind the canoe as the current gently cradled it.
17. Suddenly, Morning Girl saw her island through strangers' eyes.
18. How different the sparkling water and lush trees looked for the first time.
19. Morning Girl waved, as she had seen older people on her island do.
20. One stranger met Morning Girl's wave with a loud shout.
21. She explained who she was and gave her name and the names of her family members.
22. Morning Girl struggled for the correct words and invited the strangers ashore.
23. Although Morning Girl couldn't understand the strangers, she was sure they would all be friends before midday.
24. A meal shared among people usually created friendships.
25. As she turned up the path, Morning Girl observed the strangers in an argument.

**Review: Exercise 2** Using Pronouns as Objects of Prepositions

Write the correct form of the pronoun in parentheses. Be sure each pronoun you choose makes sense in the sentence.

1. Morning Girl's visitors brought gifts to Star Boy and (her, she).
2. Morning Girl's story is based on the Native American people about (who, whom) Christopher Columbus wrote.
3. Columbus set sail from Spain in 1492 on a mission long cherished by (him, he).
4. Although Columbus believed in his journey, Queen Isabella was initially skeptical of the voyage planned by (him, he).
5. Columbus convinced the queen that his travels would bring riches and glory to (her, she).
6. Columbus thought that sailing west would bring India and its riches to (he, him).
7. As for the other explorers, most of (they, them) believed that India was to the east.
8. Columbus's men were discouraged, but they believed in (him, he).
9. At last the Caribbean Islands lay before (they, them).
10. The explorers met Native Americans who offered greetings to (they, them).

**Review: Exercise 3** Writing Sentences with Pronouns as Objects of Prepositions

Write a pronoun form that would correctly complete the sentence.

1. He thought that these people occupied India, so "Indians" was the name Columbus gave to \_\_\_\_\_.
2. The Taino is the name they have given to \_\_\_\_\_.
3. The story could be based on Morning Girl and how change washed around \_\_\_\_\_ one day.
4. The Taino lived on the bounty of the land and sea around \_\_\_\_\_.
5. They caught giant turtles from the waters below \_\_\_\_\_.
6. Some Taino groups made hammocks from twisted cotton and slept in \_\_\_\_\_.
7. Each village had a chief, and its people looked to \_\_\_\_\_ for advice.
8. Because the chief was special, a special house was built for \_\_\_\_\_.
9. Therefore, when meeting Columbus, they gave ready welcome to \_\_\_\_\_.
10. Columbus started a colony among \_\_\_\_\_ before he left.

# Grammar Review

## Review: Exercise 4 Identifying Adjective and Adverb Phrases

Write each prepositional phrase, and write *adjective phrase* or *adverb phrase* to tell how it is being used.

**SAMPLE** She splashed through the surf.

**ANSWER** through the surf (adverb phrase)

1. Morning Girl dove into the water.
2. In the distance, she heard an unfamiliar sound.
3. The strangers were wrapped in leaves and cotton.
4. Some wore shiny rocks on their heads.
5. Morning Girl swam boldly toward the exotic visitors.
6. She hid her laughter and momentarily plunged beneath the waves.
7. Inside her mind, Morning Girl silently addressed the sister she'd named She Listens.
8. She Wins the Race, Morning Girl's mother, had said a new sister would soon add her smiles to the family.
9. Morning Girl had awaited her baby sister with great curiosity.
10. When her mother asked, Morning Girl had a name for the baby sister.
11. Her mother said, "A person isn't real without a name."
12. Morning Girl wondered what was happening when her mother made an unexpected visit to Grandmother's house.
13. She'd known that Father was worried by Mother's absence.
14. Morning Girl was disappointed when only her mother returned from Grandmother's house.
15. Throughout all the months, she had imagined her sister as a companion.
16. There would always be a perfect understanding between them.
17. This sister wouldn't complain about carrying heavy fruit.
18. If Morning Girl misbehaved, her sister would forgive her without hesitation.
19. Surely this friendly sister would always listen to Morning Girl.
20. Morning Girl felt almost as if this sister were really standing beside her.
21. She paused suddenly under the morning sky.
22. She Listens would be the name of her new sister.
23. As Morning Girl approached the strangers, she shared her thoughts with She Listens.
24. She chose her words with great care so she would make no mistakes.
25. Morning Girl kicked through the water.



**Review: Exercise 5** Using Pronouns as Objects of Prepositions

Write each conjunction, and write *compound subject*, *compound predicate*, *compound object of a preposition*, or *compound sentence* to tell what it forms.

**SAMPLE** Their canoe was square, and it was shorter than any other canoes she had ever seen.

**ANSWER** and (compound sentence)

1. She wanted to laugh, but she knew that would be impolite.
2. Morning Girl approached the strangers and called out a greeting.
3. The strangers either had come to visit or were lost.
4. In spite of all their dipping and pulling, the canoe moved very slowly.
5. Morning Girl and her brother Star Boy often played together.

**Review: Exercise 6** Making Compound Subjects and Verbs Agree

Write each sentence, using the correct verb form from the parentheses. Then underline each coordinating or correlative conjunction.

**SAMPLE** Neither Michael Dorris nor any other anthropologist (know, knows) all about the Taino people.

**ANSWER** Neither Michael Dorris nor any other anthropologist knows all about the Taino people.

1. Christopher Columbus and the Taino people (was, were) real people.
2. Both Morning Girl and Star Boy (is, are) fictional characters.
3. Michael Dorris's Native American heritage and his anthropology training (give, gives) him strong ties to Morning Girl's story.
4. Neither history teachers nor history books (focus, focuses) often on the people who first met Christopher Columbus.
5. Both Native Americans and their experiences (is, are) overlooked.
6. *Morning Girl* and other works by Michael Dorris (remedy, remedies) this shortage of information.
7. Both Dorris's interests and background (influence, influences) his writing.
8. Sometimes both awards and high sales (greet, greets) Dorris's work.
9. He and Louise Erdrich (were, was) coauthors of *The Crown of Columbus*.
10. Neither the history nor the descriptions (fail, fails) to capture our interest.

# Grammar Review

## Review: Exercise 7 Using Conjunctive Adverbs

Substitute the conjunctive adverb in parentheses for each of the underlined conjunctions. Then write each compound sentence. Be sure to punctuate the resulting sentences correctly.

**SAMPLE** Morning Girl swam near the ship, but the crew members didn't see her. (however)

**ANSWER** Morning Girl swam near the ship; however, the crew didn't see her.

1. She had never seen people dressed as they were, and she didn't know what to make of them. (furthermore)
2. Star Boy collected shells, but he lost them all in a storm. (however)
3. Morning Girl was hot and she swam. (so)
4. The strangers were oddly dressed, and she thought they must have come from a backward island. (therefore)
5. Morning Girl knew it was impolite to laugh at strangers, and Morning Girl didn't want them to think she was foolish. (besides)

## Review: Exercise 8 Using Interjections

**SAMPLE** "\_\_\_\_!" cried Mother and Father when they discovered the necklaces I had carefully placed in their doorway.

**ANSWER** Look

1. "\_\_\_\_!" thought Star Boy's mother as she realized the storm was worsening and her son still had not come home.
2. "\_\_\_\_! It's not like Star Boy to disappear like this. Where can he be?" asked She Wins the Race for the hundredth time that day.
3. "\_\_\_\_! I hear footsteps coming up the trail," said the villager who was watching for Star Boy with us.
4. "\_\_\_\_! We found him. We found him," shouted my father when he saw Star Boy stride into the village.
5. "\_\_\_\_!" said Morning Girl to herself, not realizing how worried she had been about her brother.

## Review: Exercise 9

### Proofreading



The following passage is about the American artist Nereyda García-Ferraz, whose work appears below. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

### *Nereyda García-Ferraz*

<sup>1</sup>Nereyda García-Ferraz is born in Havana, Cuba, in 1954. <sup>2</sup>She left Cuba behind she and immigrated to the United States when she was seventeen.

(continued)



Nereyda García-Ferraz, *Without Hearing—Without Seeing*, 1991

Prepositions, Conjunctions, and Interjections

# Grammar Review

<sup>3</sup>García-Ferraz draws on her experience of living in Cuba for many of her works. <sup>4</sup>Her images have specific meanings moreover they often tell a story.

<sup>5</sup>García-Ferraz titled this painting *Without Hearing—Without Seeing*, which in Spanish is *Sin Oír—Sin Ver*. <sup>6</sup>The word in the middle of the painting, *nadabas*, refers to swimming. <sup>7</sup>Words and bright colors is often part of García-Ferraz's work. <sup>8</sup>Both emotion and intellect is blended by her in her finished works of art.

## Review: Exercise 10

### Mixed Review



Write a preposition, conjunction, or interjection that would make sense in each sentence. Use the clue in parentheses as a guide in choosing the appropriate word or words.

1. Morning Girl's people called themselves the Taino; \_\_\_\_\_, (conjunctive adverb) they are members of a larger group known as the Arawak people.
2. The Arawak lived on islands \_\_\_\_\_ (preposition) the Caribbean Sea.
3. These islands included three groups now called the Bahama Islands, the Greater Antilles, \_\_\_\_\_ (coordinating conjunction) the Lesser Antilles.
4. Since Christopher Columbus was searching for India when he sailed among \_\_\_\_\_ (object pronoun), he named these islands the West Indies.
5. Although Columbus is often considered the first European to reach America, current research suggests that he may have been \_\_\_\_\_ (compound preposition) the first.
6. Historians believe that Columbus first landed \_\_\_\_\_ (adverb phrase) in the Bahama Group.
7. Both Watling Island and Samana Cay \_\_\_\_\_ (present-tense linking verb) among the possible first landing sites.
8. \_\_\_\_\_! (interjection) There are no longer any Arawaks living in the Caribbean Islands.
9. Many died from European diseases; \_\_\_\_\_, (conjunctive adverb) the poor living conditions under Spanish enslavement killed many more.
10. The Arawak were primarily a \_\_\_\_\_ (adjective) people and went to battle only when necessary.

# Writing Application

## Conjunctions and Prepositions in Writing

Sometimes the small words make a big difference. Notice how Gary Soto uses conjunctions and prepositions to link his ideas. As you read the passage below from *Living up the Street*, pay particular attention to the italicized words.

I played *with* my grape knife, stabbing it into the ground, *but* stopped when Mother reminded me that I had better not lose it. I left the knife sticking up like a small, leafless plant. She then talked *about* school, the junior high I would be going to next fall, *and* then about Rick *and* Debra. . . . She stopped talking when she peeked *at* her watch, a bandless one she kept *in* her pocket.

## Techniques with Conjunctions and Prepositions

Try to apply some of Gary Soto's writing techniques when you write and revise your own work.

- 1 Stress the relationship between ideas or events with appropriate use of conjunctions such as *and*, *but*, and *or*. Study the following:

**EVENTS LINKED** I played with my grape knife . . . I stopped when Mother reminded me.

**SOTO'S VERSION** I played with my grape knife, . . . *but* stopped when Mother reminded me.

- 2 Use prepositions to add information to a sentence.

**BLAND VERSION** She talked.

**SOTO'S VERSION** She talked about school . . .

## TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 97-107.

## Practice

Apply some of Soto's techniques by revising the following passage, using a separate sheet of paper. Add conjunctions or prepositions in the places indicated by carets (^). Answers will vary.

Ethan suggested the latest horror film, ^ Doreen said she was sure to get nightmares. They then discussed every film ^ town until Doreen finally burst out, " ^ I don't care which film we see. Let's just go!" ^ the theater, the two friends still couldn't agree on anything. "Come on, Dorrie," insisted Ethan, "I'll sit ^ the back, ^ I can't see up close." The disputes began again the minute Doreen ^ Ethan emerged ^ the theater. "That was the most awful movie," pronounced Doreen.

UNIT  
**14**

# Clauses and Complex Sentences

Lesson 14.1	<b>Sentences and Clauses</b>	505
Lesson 14.2	<b>Complex Sentences</b>	507
Lesson 14.3	<b>Adjective Clauses</b>	509
Lesson 14.4	<b>Essential and Nonessential Clauses</b>	511
Lesson 14.5	<b>Adverb Clauses</b>	513
Lesson 14.6	<b>Noun Clauses</b>	515
	<b>Grammar Review</b>	517
	<b>Writing Application</b>	525