

14.1

Sentences and Clauses

A **sentence** is a group of words that has a subject and a predicate and expresses a complete thought.

- A **simple sentence** has one complete subject and one complete predicate.

The **complete subject** names whom or what the sentence is about. The **complete predicate** tells what the subject does or has. Sometimes it tells what the subject is or is like.

Complete Subject	Complete Predicate
The Cincinnati Reds	played their first baseball game in 1869.
This Ohio team	was the first professional baseball team.
The American League	played its first games in 1901.

- A **compound sentence** contains two or more simple sentences. Each simple sentence is called a main clause.
- A **main clause** has a subject and a predicate and can stand alone as a sentence.

Main clauses can be connected by a comma plus a conjunction, a semicolon, or a semicolon plus a conjunctive adverb. The conjunctive adverb is followed by a comma. In the compound sentences below, each main clause is in black; the connecting elements are highlighted in red.

Abner Doubleday supposedly invented baseball, **but** some reject this claim. (comma plus coordinating conjunction)

Alexander Joy Cartwright established rules; he was a good organizer. (semicolon)

Cartwright improved the game; **moreover**, many now regard him as the inventor of modern baseball. (semicolon plus conjunctive adverb)

Exercise 1 Identifying Simple and Compound Sentences

Identify each sentence as *simple* or *compound*.

1. Abner Doubleday or Alexander Cartwright invented baseball.
2. Cartwright wrote rules for the Knickerbocker Baseball Club.
3. The first modern baseball game took place in 1846.
4. One team brought the ball, and the other team provided the field.
5. Pitchers threw underhand, but their pitches were slow.
6. The first team with twenty-one runs would win the game.
7. Both teams played hard; however, only one team could win.
8. The game ended; two men were on third base.
9. The winners were the New York Nines.
10. The first teams were amateur; the players did not earn any money.
11. Baseball players were not paid until the end of the 1860s.
12. Today, North American baseball teams are divided into two leagues.
13. One league is the National League, and the other is the American League.
14. The National League was organized in 1876; it had ten teams at that time.
15. The American League was founded in 1900; its first season began in 1901.
16. The Montreal Expos became the first Canadian team in the National League.
17. Some teams change cities, but they usually keep their names.
18. The Boston Braves moved to Milwaukee and became the Milwaukee Braves.
19. Later, the Braves moved south to Atlanta.
20. The St. Louis Browns moved to Baltimore; they became the Orioles.

Exercise 2 Punctuating Compound Sentences

Write each sentence, and underline each main clause. Add a comma or a semicolon as needed. If it is a simple sentence, write *simple*.

1. There are many theories about baseball's origin but the truth remains a mystery.
2. Ancient people played bat-and-ball games therefore these games could be ancestors of baseball.
3. Did baseball begin as rounders or did it come from cricket?
4. The British played rounders in the early nineteenth century.
5. Baseball resembles cricket however the rules of the game are very different.
6. Cartwright established the rules but Henry Chadwick improved them.
7. Baseball has many serious and devoted fans.
8. Some fans attend baseball games some listen to the games on the radio.
9. You can watch a game on television or you can read about it in the newspaper.
10. More than fifty million fans attend major league baseball games each year.

14.2

Complex Sentences

A **main clause** has a subject and a predicate and can stand alone as a sentence.

Sometimes sentences have a main clause and a subordinate clause.

- A **subordinate clause** is a group of words that has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. It is always combined with a main clause.
- A **complex sentence** has a main clause and one or more subordinate clauses.

In each complex sentence below, the main clause is in light type, and the subordinate clause is in dark type.

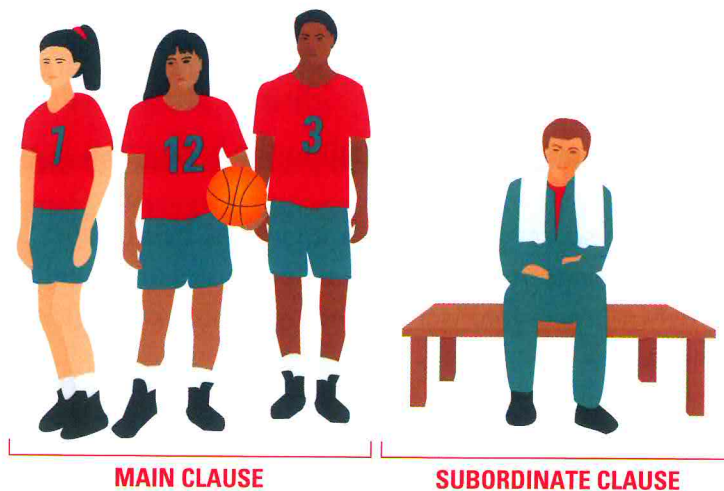
Many basketball fans visit Springfield, Massachusetts, **which was the birthplace of basketball.**

Basketball has increased in popularity **since it began in Springfield.**

Many people know **that basketball is played by men and women.**

Subordinate clauses can function in three ways: as adjectives, as adverbs, or as nouns. In the examples above, the first sentence has an adjective clause that modifies the noun *Springfield*, the second has an adverb clause that modifies the verb *has increased*, and the third has a noun clause that is the direct object of the verb *know*. Such clauses can be used in the same ways that single-word adjectives, adverbs, and nouns are used.

The team waits on the sidelines, **while the substitute warms the bench.**



Exercise 4

Identifying Adjective Clauses

Write each adjective clause and underline each relative pronoun. Write the noun or pronoun that each adjective clause modifies.

1. Scuba equipment, which is used for deep diving, gets its name from the phrase *self-contained underwater breathing apparatus*.
2. Jacques Cousteau, who is famous for underwater exploration, designed the Aqua-Lung.
3. Divers sometimes wear weights that they strap on.
4. Divers often wear wet suits, which are basic diving equipment.
5. Diving methods, which are now advanced, allow close observation of sea life.
6. Alexander the Great, who lived in the fourth century B.C., used a barrel for diving.
7. Leonardo da Vinci, who was a famous artist and inventor, designed a piece of diving equipment.
8. The equipment that da Vinci designed was a leather diving helmet.
9. The helmet, which had spikes on it for protection from monsters, had a long breathing tube.
10. At the end of the tube was a cork that kept the tube afloat.
11. Divers needed an apparatus that would protect them from high water pressure.
12. Diving bells were the earliest containers that were reliable.
13. The diving bells that were used in the 1500s were quite large.
14. Edmund Halley, who was an astronomer and mathematician, designed the first real diving bell in 1716.
15. Halley, whose most famous discovery was Halley's Comet, actually designed two very different diving bells.
16. One bell, which was made of wood, looked like an upside-down bucket.
17. Halley's other diving bell, which stood eight feet tall, could carry several divers.
18. It was the larger one that was made of lead.
19. Halley and four other divers could dive to a depth of ten fathoms, which is equal to sixty feet.
20. The five men, who were very brave, stayed at that depth for over an hour.
21. The only problem that they reported was a pain in their ears.
22. The pain that they felt was due to an increased pressure at that depth.
23. Auguste Piccard designed the bathyscaphe, which is a diving vehicle.
24. Jacques Piccard, who is Auguste's son, wanted to explore the Gulf Stream.
25. The Gulf Stream is a warm undersea current that flows through the Atlantic.

14.4

Essential and Nonessential Clauses

Read the sentence below. Is the adjective clause in dark type needed to make the meaning of the sentence clear?

The swimmer **who is in lane six** won last time.

The woman **who is near the pool** is a good swimmer.

The adjective clause here is essential, or necessary, to the meaning of the sentence. The clause identifies which woman is a good swimmer.



Our team, **which is undefeated,** is favored to win the championship.

- An **essential clause** is an adjective clause that is necessary to make the meaning of the sentence clear. Do not use commas to set off an essential clause from the rest of the sentence.

Notice, however, the adjective clauses in the sentences below.

Swimmers enjoy the pool, **which is extremely clean.**

The pool, **which is open all week,** is never crowded.

In the sentences above, the adjective clauses are set off by commas. The clauses are nonessential, or not necessary, to identify which pool the writer means. The clauses give only additional information about the noun that they modify.

- A **nonessential clause** is an adjective clause that is not necessary to make the meaning of the sentence clear. Use commas to set off a nonessential clause from the rest of the sentence.

Did you see the meet **that** our team won yesterday? (essential)

The meet, **which** began late, ended well after dark. (nonessential)

Exercise 5 Identifying Essential and Nonessential Clauses

Write each adjective clause. Identify the adjective clause as *essential* or *nonessential*.

1. The athletes whom I most admire are swimmers.
2. Swimming, which requires strength and stamina, is a challenging sport.
3. A swimmer who wishes to participate in serious swimming competitions must practice constantly.
4. Some swimmers are nervous before competitions, which are usually referred to as swim meets.
5. Our women's team, whose record stands, enters the pool area.
6. The team members, who hope for a win today, listen to the coach's advice.
7. Each race that the team members swim is called a heat.
8. The contestants, who are wearing special racing suits, will swim eight lengths of the pool in the first heat.
9. The racers stand on the starting blocks that are at the far end of the pool.
10. The signal that starts each race is a gunshot.

Exercise 6 Punctuating Essential and Nonessential Clauses

Write each sentence and underline each adjective clause. Identify each as *essential* or *nonessential*, and add commas as needed.

1. In the 1800s, the Australian crawl which replaced the breast stroke in popularity came into use.
2. In the 1920s, Johnny Weissmuller whose other career was acting in movies perfected the front crawl.
3. The skillful athlete who portrayed Tarzan in twelve movies was known to many people as a swimmer rather than an actor.
4. Weissmuller whose swimming ability was quickly recognized began swimming at a young age.
5. He worked hard for the three gold medals that he won at the 1924 Olympics.
6. The two additional gold medals that Weissmuller won at the 1928 Olympic Games probably made all his long hours of practice seem worthwhile.
7. Weissmuller was the athlete who set sixty-five United States and world records.
8. In 1927 he swam to a new record which was 100 yards in 51 seconds.
9. In 1968 Jim Counsilman studied techniques that swimmers were using.
10. Counsilman whose observations were later published became a world-famous coach.

14.5

Adverb Clauses

- An **adverb clause** is a subordinate clause that often modifies, or describes, the verb in the main clause of a complex sentence.

An adverb clause tells *how, when, where, why, or under what conditions* the action occurs.

After she bought safe equipment, Lee explored the undersea world.

Scuba divers wear tanks **because they cannot breathe underwater.**

In the first sentence above, the adverb clause *After she bought safe equipment* modifies the verb *explored*. The adverb clause tells when Lee explored the undersea world. In the second sentence, the adverb clause *because they cannot breathe underwater* modifies the verb *wear*. The adverb clause tells why scuba divers wear tanks.

An adverb clause is introduced by a subordinating conjunction. Subordinating conjunctions signal a subordinate clause, which cannot stand alone.

Subordinating Conjunctions

after	before	though	whenever
although	if	unless	where
as	since	until	whereas
because	than	when	wherever

You usually do not use a comma before an adverb clause that comes at the end of a sentence. However, you do use a comma after an adverb clause that introduces a sentence.

Exercise 7 Identifying Adverb Clauses

Write each sentence. Underline each adverb clause and circle each subordinating conjunction. Draw an arrow to the verb that each adverb clause modifies.

1. Divers wear wet suits and rubber fins when they swim.
2. They wear wet suits because the water might be cold.
3. Divers wear masks since they need them for underwater vision.
4. After you dive for the first time, you will have more confidence.
5. Divers wear weighted belts when they want to stay underwater for a long time.
6. When they return to the surface, divers should rise slowly and carefully.
7. Divers can suffer the bends if they rise to the surface too quickly.
8. Because this condition can occur, divers must learn how to control the ascent.
9. Although they sometimes are in a hurry, divers must rise slowly.
10. Divers should work with partners whenever they dive in unfamiliar waters.
11. Unless she has a buddy with her, a diver should not make a dive.
12. Because it is so mysterious, the deep sea fascinates people.
13. Interest in the deep seas began before Alexander the Great first went diving.
14. He sat inside a glass barrel as sailors lowered it into the sea.
15. Undersea quests progressed after Alexander the Great made his barrel dives.
16. Auguste Piccard flew in a balloon before he invented the bathyscaphe.
17. After he designed this craft, Piccard and his son Jacques descended in it.
18. Jacques used the bathyscaphe when he explored the Gulf of Mexico.
19. Until Jacques Costeau invented the Aqua-Lung, deep-sea diving was difficult.
20. Study of the oceans became much easier after scuba gear was invented.

Exercise 8 Punctuating Adverb Clauses

Write each sentence. Underline each adverb clause, and add a comma as needed.

1. Although it may not seem easy diving is not difficult for most people.
2. Hopeful divers can enroll in diving school when they are ready to learn.
3. Before they learn scuba diving students should learn snorkeling.
4. Trainers teach about the bends since this condition can be life-threatening.
5. The bends can occur when a diver surfaces too quickly.
6. If they surface slowly divers can avoid this problem.
7. After they complete long training and many practice dives divers are certified.
8. Can certified divers dive wherever they like?
9. New divers should dive only 130 feet since deeper dives can be dangerous.
10. If you dive in Belize you will have the ultimate diving experience.

14.6

Noun Clauses

- A **noun clause** is a subordinate clause used as a noun.

Notice how the noun in dark type in the sentence below can be replaced by a clause.

Players must skate extremely well.

Whoever plays ice hockey must skate extremely well.

The clause in dark type, like the noun it replaces, is the subject of the sentence. Since this kind of clause acts as a noun, it is called a noun clause.

You can use a noun clause in the same ways that you can use any noun—as a subject, a direct object, an object of a preposition, or a predicate noun. With most sentences containing noun clauses, you could replace the noun clause with the word *it*, and the sentence would still make sense.

How Noun Clauses Are Used

Subject	What makes ice hockey exciting is the speed.
Direct Object	Players know that the game can be dangerous .
Object of a Preposition	Victory goes to whoever makes more goals .
Predicate Noun	This rink is where the teams will play .

Following are some words that can introduce noun clauses.

Words That Introduce Noun Clauses

how, however	where, whether	whom, whomever
that	which, whichever	whose
what, whatever	who, whoever	why, when

Exercise 9 Identifying Noun Clauses

Write each noun clause.

1. That ice hockey began in Canada is not surprising.
2. Where the sport began is not easily verified.
3. Three different cities claim that they hosted the first hockey game.
4. Most people believe that the game was played in Jamaica as early as 1830.
5. The fact is that the first recorded game occurred in Montreal around 1875.
6. You could argue that Canadians are still among the best hockey players.
7. There have been some changes in how ice hockey is played.
8. Whoever plays hockey today must wear protective equipment.
9. Do you know which sport is most dangerous?
10. Some people question whether hockey has to be so dangerous.

Exercise 10 Identifying Noun Clauses and Their Use

Write each noun clause, and label it *subject*, *direct object*, *object of a preposition*, or *predicate noun*.

1. Most people realize that ice hockey is a game of action.
2. Did you know that hockey is the fastest of all team sports?
3. Fast starts, stops, and turns are what the game demands.
4. What the players pursue is the puck.
5. Where they want to put the puck is inside the other team's goal.
6. That the puck often moves over one hundred miles an hour may surprise you.
7. The puck's speed is why hockey players must react so quickly.
8. The goalies know that their role is critical.
9. The goalie is who must block the other team's slap shots.
10. What is important to the team is a goalie's dependability.
11. Chris will demonstrate how a goalie drops to the ice and blocks shots.
12. Whoever stands and blocks shots is called a stand-up goalie.
13. The Vezina Trophy is awarded to whoever is the best goalie of the year.
14. Whoever asks can learn for whom the trophy was named.
15. The answer is that the trophy is awarded in honor of George Vezina.
16. Each year the Stanley Cup Playoffs determine which team is best.
17. That no team won the Stanley Cup in 1919 baffled me.
18. The truth is that a flu epidemic prematurely ended the finals.
19. How players respond can be crucial to the game.
20. Players must respond quickly to whatever happens.

UNIT 14

Grammar Review

CLAUSES AND COMPLEX SENTENCES

In this passage, Mickey Mantle tells of his weaknesses in playing the field. The annotations show some of the types of clauses and sentences covered in this unit.

Literature Model

from **The Education of a Baseball Player**

by Mickey Mantle

My fielding, I knew, was often sorry. **I had learned to charge a ground ball well** and if I could get an angle on a ball, I could field it cleanly and get off a fast throw. My arm was unusually strong, and my throws would really hum across the diamond. **But when a ball came straight at me, I was often undone.** Somehow it was almost impossible for me to judge the speed or the bounce of a ground ball like that. I might back off foolishly, letting the ball play me, and then lose it altogether. Or I would turn my head **as it reached me**, and the ball would skip by or bounce right into my face. I carried around uncounted fat lips in that day from stopping ground balls with my mouth. And the more often I got hit, the more I would shy at such a ball. Even the balls **I fielded cleanly** did not always mean an out, for I had a habit of rejoicing so in the strength of my arm that I would not take the time to get a sure eye on the target. **I would just let fly with my full strength, and often the ball would sail untouched into the stands.**

Main clause

Complex sentence

Adverb clause

Adjective clause

Compound sentence

Clauses and Complex Sentences

Grammar Review

Review: Exercise 1 Identifying Simple and Compound Sentences

Write whether each sentence is *simple* or *compound*. If it is compound, write it and add commas where needed.

SAMPLE Mickey Mantle's father loved baseball and he shared this love with his son.

ANSWER Mickey Mantle's father loved baseball, and he shared this love with his son. (compound)

1. As a young boy, Mantle frequently played ball from morning to night.
2. His father gave him a professional-model baseball glove for Christmas one year and he cared for it devotedly.
3. Mantle considered himself the worst player on his team.
4. His fielding was erratic and other boys hit better than he did.
5. Mantle was known for not only his powerful hitting but also his fast running.
6. Mickey Mantle was a superb base runner but he stole few bases.
7. Base running and base stealing are two different skills.
8. A player may be a good base stealer but he may not be a good base runner.
9. Players like Ty Cobb were good at both.
10. Lou Brock was a great base stealer and he was an excellent base runner.

Review: Exercise 2 Punctuating Simple and Compound Sentences

Write each sentence, and underline each main clause. Add a comma or a semicolon as needed.

SAMPLE He stole fewer bases than Mantle each season but he was considered an excellent base runner.

ANSWER He stole fewer bases than Mantle each season, but he was considered an excellent base runner.

1. Joe DiMaggio's father was a fisherman in San Francisco.
2. Joe did not like the smell of fish he chose baseball as a career.
3. His father wasn't thrilled but he wished his son luck.
4. Another DiMaggio son also played baseball.
5. Vince DiMaggio earned his living as a baseball player and he introduced Joe to the game.

Review: Exercise 3 Distinguishing Between Simple and Complex Sentences

Label each sentence as *simple* or *complex*. If it is complex, write the subordinate clause.

SAMPLE When Willie Mays joined the New York Giants, Mickey Mantle was playing center field for the American League Yankees.

ANSWER (complex) When Willie Mays joined the New York Giants,

1. In the 1950s, the Giants were the National League team from New York.
2. Willie Mays was twenty when he became a Giants player in 1951.
3. Mays played center field, which requires a powerful arm.
4. The arrival of Mays caused a controversy among baseball fans.
5. Fans argued all the time about who was the better player.
6. Some said that Mantle, with his speed and power, was the better of the two.
7. Mays, however, may have been the greatest player of all time.
8. Since Mays was a terrific all-around player, many agree with that opinion.
9. Injuries hindered Mickey Mantle's performance throughout his career.
10. Although he was often in pain, Mantle played well.

Review: Exercise 4 Distinguishing Between Compound and Complex Sentences

Label each sentence as *compound* or *complex*. If it is complex, write the subordinate clause.

1. New York State has a long baseball history, and it has had many teams.
2. The teams that played for New York include the Yankees, Dodgers, and Giants.
3. When the Dodgers and the Giants moved to California, New York had no National League team.
4. The Mets, which is a National League team, was formed in 1962.
5. Fans agree that some of baseball's best teams have come from New York.
6. Did you know that from 1936 to 1964 the Yankees won sixteen World Series?
7. The Yankees had great teams then, but perhaps the best was the 1961 team.
8. That team had incredibly talented players; Mickey Mantle was one of them.
9. Roger Maris, who came to the Yankees in 1959, also starred on that team.
10. Maris and Mantle both hit more than fifty home runs that season, and they soon became known as the M & M boys.

Grammar Review

Review: Exercise 5 Identifying Adjective Clauses

Write each sentence. Underline each adjective clause once and each relative pronoun twice. Circle the noun that each adjective clause modifies.

SAMPLE In 1955 New York State had another team that is considered one of baseball's best.

ANSWER In 1955 New York State had another team that is considered one of baseball's best.

1. You must mean the 1955 Brooklyn Dodgers, who later moved to Los Angeles.
2. Branch Rickey, whose courage and foresight brought amazing talent to the Dodgers' organization, was the manager of the team then.
3. It was one particularly courageous act that brought fame to Branch Rickey.
4. Branch Rickey signed Jackie Robinson, who was African American.
5. The major league color line, which had restricted African American players to the Negro League, was broken by Jackie Robinson in 1947.
6. Robinson soon proved his worth in the face of the jeers that surrounded him.
7. Insults that came from fans and opposing players surely must have hurt.
8. Jackie responded with the quiet dignity that marked his life and career.
9. Pee Wee Reese, who was a teammate, openly supported Jackie on the field.
10. In 1955 Robinson and the Dodgers won the World Series against the Yankees, whose roster included the young slugger Mickey Mantle.

Review: Exercise 6 Identifying Essential and Nonessential Clauses

Write each adjective clause. Label the clause *essential* or *nonessential*, and add commas as needed.

1. Mickey was named after the catcher Mickey Cochrane who made it into the Hall of Fame.
2. Mantle's father who worked in the lead mines had played semi-pro ball.
3. The baseball glove that his father gave him one year cost twenty-two dollars.
4. Mantle who was named the Most Valuable Player three times also played in sixteen All-Star games.
5. Mantle hit 536 home runs during the years that he played with the Yankees.

Review: Exercise 7 Identifying Adverb Clauses

Write each sentence. Underline the adverb clause, and circle the word that the clause modifies. Add commas where needed.

SAMPLE When Mantle joined the Yankees Casey Stengel was the manager.

ANSWER When Mantle joined the Yankees, Casey Stengel (was) the manager.

1. When Mantle was just an infant his father Mutt put baseballs in his crib.
2. Mutt talked baseball to his infant son whenever he got the chance.
3. Mantle considered himself lucky because his father pushed and encouraged him.
4. Mantle was only nineteen years old when the Yankees signed him.
5. Mantle hit poorly because he was confused by major league pitchers.
6. Since he was struggling the Yankees sent him down to the minor leagues.
7. Although he was now a professional Mantle still needed his father's advice.
8. Mantle quickly improved after his father gave him good advice.
9. While he played for the Yankees they were the dominant team in baseball.
10. Mantle was elected to the Hall of Fame as soon as he became eligible.

Review: Exercise 8 Identifying Noun Clauses

Write each noun clause, and label it *subject*, *direct object*, *object of a preposition*, or *predicate noun*.

SAMPLE Mantle's father knew that baseball could provide a future for his son.

ANSWER that baseball could provide a future for his son; direct object

1. What made the young Mickey Mantle so extraordinary was his speed.
2. His coaches were amazed at how quickly he sped around the bases.
3. Opposing players knew that Mantle's speed was practically unbeatable.
4. What made Mantle consult a doctor at age fifteen was an injured ankle.
5. Mickey's doctor discovered that Mickey had a serious bone infection.
6. The doctor's conclusion was that Mickey would never play baseball again.
7. Mickey could hardly believe what he had heard.
8. Time and history proved how wrong the doctor was.
9. Whoever knows about Mantle's illustrious career knows the truth.
10. Courage and determination were what kept Mantle's career hopes alive.

Grammar Review

Review: Exercise 9 Writing Complex Sentences

Combine each pair of sentences below, using the relative pronoun or subordinating conjunction in parentheses. Put the subordinate clause where it makes sense, and add commas where they are needed.

1. I saw some films about baseball. I was home sick last week. (while)
2. One film was *Eight Men Out*. It was about the 1919 “Black Sox” scandal. (which)
3. Allegedly, eight players took money to lose the World Series. They were members of the Chicago White Sox. (who)
4. The eighth man never admitted guilt in the scheme. The scheme remained a black mark on the history of baseball. (which)
5. The movie was good. I didn’t like it as much as others. (although)
6. *Field of Dreams* was my favorite. It starred Kevin Costner. (which)
7. Costner is an Iowa farmer. His character’s name is Ray Kinsella. (whose)
8. Ray hears a voice. It says “If you build it, he will come.” (that)
9. Ray ponders the mysterious message. He makes a discovery. (as)
10. The “he” in the message refers to Shoeless Joe Jackson. Jackson was one of the eight men in the Chicago “Black Sox” scandal. (who)
11. All the acquitted Chicago players come out of Ray’s cornfield. Ray builds the baseball diamond. (when)
12. These men play baseball. These men have been dead for years. (who)
13. Another good film is *A League of Their Own*. You should see it. (that)
14. This story is about a special time in baseball during World War II. Women played professional baseball then. (when)
15. Many of the male players had been drafted into the armed forces. A women’s professional baseball league was formed. (because)
16. The All-American Girls Professional Baseball League enlisted top female athletes. It was in existence from 1943 to 1954. (which)
17. Women had played baseball in school and at the amateur level. They had never played professional ball. (although)
18. The film’s producer, Penny Marshall, interviewed some of the actual players at a ceremony in Cooperstown. She made the movie. (after)
19. The women must have enjoyed seeing the movie. Their story is also told in a book by Sue Macy titled *A Whole New Ball Game*. (whose)
20. These women put up with taunts and jeers from men. The women loved baseball and were excellent players. (who)

Review: Exercise 10

Proofreading



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

Morris Kantor

¹Morris Kantor was an american painter who lived during the early part of this century. ²Although Kantor received formal art training his style seems primitive.

³*Baseball at Night*, which appears below shows a group of people enjoying a game of semiprofessional baseball. ⁴Mutt Mantle, who was Mickey Mantle's father was playing baseball at about the same time and he probably played under similiar conditions.

⁵Mickey Mantle who became an American hero came from the world of small towns and sandlot baseball that Kantor depicts in *Baseball at Night*. ⁶Although Spavinaw, Oklahoma, may not have had night baseball it did produce at least one outstanding major league player.



Morris Kantor, *Baseball at Night*, 1934

Grammar Review

Review: Exercise 11

Mixed Review



Write whether each sentence is *simple*, *compound*, or *complex*. If a sentence is complex, write the subordinate clause. Then indicate whether the clause is an *adverb clause*, an *adjective clause*, or a *noun clause*.

¹While three-year-old Mickey Mantle was learning about baseball in Oklahoma, another future baseball star was born. ²He was Roberto Clemente from Carolina, Puerto Rico. ³Roberto, who had six older brothers and sisters, was shy as a young boy. ⁴In spite of this, Roberto eagerly helped others whenever he could. ⁵Roberto also had strong leadership qualities, which helped him enlist the aid of others. ⁶Young Roberto learned about baseball from his older brothers. ⁷They shared with him what they knew about the game. ⁸Roberto had very large hands; he could easily catch a ball. ⁹As his love for baseball grew, his talent also grew. ¹⁰The manager of a softball team for which sixteen-year-old Roberto played recognized this talent. ¹¹The manager believed that Roberto could be a professional. ¹²When major league scouts saw Roberto, they agreed. ¹³The boy had a powerful and accurate throwing arm; he also hit well. ¹⁴Clemente, whose major league career began with the Brooklyn Dodgers, ended up with the Pittsburgh Pirates. ¹⁵He played there until he died on New Year's Eve in 1972. ¹⁶At the time he was thirty-eight. ¹⁷The plane in which he was traveling crashed. ¹⁸He and others were on their way to Nicaragua, where there had been a terrible earthquake. ¹⁹The plane was carrying relief supplies. ²⁰Roberto Clemente had reached out to others all his life; this was true even at the time of his death.

Writing Application

Clauses in Writing

In *Silent Spring* Rachel Carson uses clauses to expand on her description of the natural world. Examine the passage, focusing on the italicized clauses.

The countryside was, in fact, famous for the abundance and variety of its bird life, and *when the flood of migrants was pouring through in spring and fall* people traveled from great distances to observe them. Others came to fish the streams, *which flowed clear and cold out of the hills and contained shady pools where trout lay*. So it had been from the days many years ago *when the first settlers raised their houses, sank their wells, and built their barns*.

Techniques with Clauses

Try to apply some of Rachel Carson's writing techniques when you write.

- 1 Notice Carson's use of elaboration with the addition of an adjective clause.

WITHOUT EXTRA DETAIL Others came to fish the streams.

CARSON'S VERSION Others came to fish the streams, *which flowed clear and cold out of the hills . . .*

- 2 Emphasize the relationship between events and ideas in your writing by combining related sentences into compound sentences. Compare the following:

WEAKER CONNECTION The countryside was, in fact, famous for the abundance . . . and variety of its bird life. People traveled to observe them.

CARSON'S VERSION The countryside was, in fact, famous for the abundance . . . of its bird life, *and when the flood of migrants was pouring through in spring and fall* people traveled . . .

TIME

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

Practice

Apply some of these techniques as you revise the following passage, using a separate sheet of paper. Reorganize or reword the sentences, combining clauses as appropriate to show the relationships among your ideas.

Ben had never used a bank account before. Today he made his first deposit. The Bank It! program was new at Ben's school. The students were learning all about deposits and withdrawals. Ben was eager to learn banking. He hoped to save enough money to buy a new bike. He'd been keeping his savings at home. They were stashed in a shoe box under the bed. The box was getting full. Ben knew that his money would be safer in the school bank.

UNIT
15

Verbals

Lesson 15.1	Participles and Participial Phrases	527
Lesson 15.2	Gerunds and Gerund Phrases	529
Lesson 15.3	Infinitives and Infinitive Phrases	531
	Grammar Review	533
	Writing Application	539

15.1

Participles and Participial Phrases

A present participle is formed by adding *-ing* to the verb. A past participle is usually formed by adding *-ed* to the verb. A participle can act as the main verb in a verb phrase or as an adjective to describe, or modify, nouns or pronouns.

The player has **kicked** the ball. [main verb in a verb phrase]

The **kicked** ball soared. [adjective modifying *ball*]

Sometimes a participle that is used as an adjective is part of a phrase. This kind of phrase is called a participial phrase.

Cheering for the home team, the fans were on their feet.

The ball **kicked by Donnell** soared into the goal.

■ A **participial phrase** is a group of words that includes a participle and other words that complete its meaning.

A participial phrase that is placed at the beginning of a sentence is always set off with a comma.

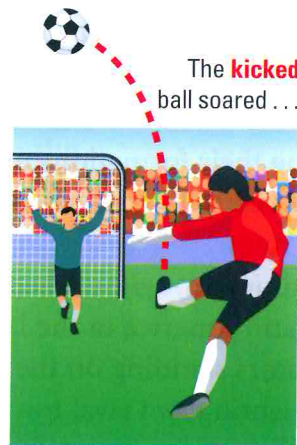
Running for the ball, a player slipped in the mud.

Other participial phrases may or may not need commas. If the phrase is necessary to identify the modified word, do not set it off with commas. If the phrase simply gives additional information about the modified word, set it off with commas.

The player **kicking the ball** is Donnell.

Donnell, **kicking the ball**, scored the final point.

A participial phrase can appear before or after the word it describes. Place the phrase as close as possible to the modified word; otherwise, the meaning of the sentence may be unclear.



The **kicked** ball soared . . .

. . . into the goal.

Exercise 3 Identifying Verbals

Copy each underlined word, and write *main verb*, *adjective*, or *gerund* to show how it is used in the sentence.

1. The coach or the captain chooses playing strategies.
2. The quarterback does not like guessing the next play.
3. The team members are hoping for a victory.
4. Scoring in football can occur in four different ways.
5. A team earns six points by crossing the opponent's goal line.

Exercise 4 Identifying Gerunds

Write each gerund or gerund phrase. Then write *subject*, *direct object*, or *object of a preposition* to show how it is used in the sentence.

1. A win requires earning more points than the opponent.
2. Kicking earns points in two different ways in this sport.
3. A team earns three points by kicking a field goal.
4. Teams also try converting for one point after a touchdown.
5. Defending the team's own goal is crucial.
6. A team's defense features tackling.
7. Blocking is another important element of a good defense.
8. Passing makes football exciting.
9. Testing your skills is an important part of football.
10. Skilled players increase spectators' enjoyment by adding dramatic action to the game.
11. Watching football on television is a favorite pastime for many people.
12. The defense tries to keep its opponents from scoring a touchdown.
13. Enforcing the rules is the referee's job.
14. The home team advanced by passing the ball toward the goal line.
15. Playing well involves speed and teamwork.
16. Shoes with cleats prevent slipping.
17. Players can improve their skills with good coaching.
18. A coach's work involves deciding which positions team members will play and what plays will be used.
19. After preparing the game plan, a coach sometimes discusses ideas with the team's quarterback.
20. Kicking off is decided by flipping a coin.

15.3

Infinitives and Infinitive Phrases

Another verb form that may function as a noun is an infinitive.

To referee requires training.

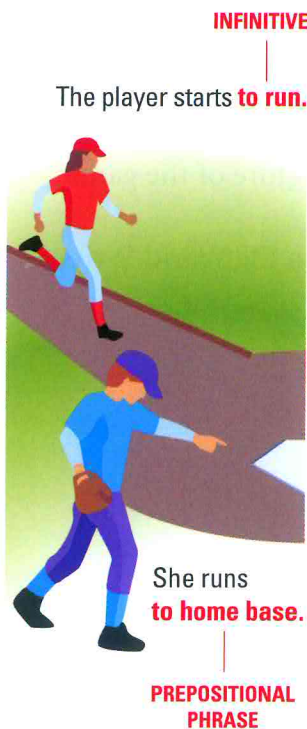
Trainees learn **to referee**.

- An infinitive is formed from the word *to* together with the base form of a verb. It is often used as a noun in a sentence.

How can you tell whether the word *to* is a preposition or part of an infinitive? If the word *to* comes immediately before a verb, it is part of the infinitive.

Those young players want **to win**. [infinitive]

The coach is pointing **to the pitcher**. [prepositional phrase]



In the first sentence, the words in dark type work together as a noun to name what the players want. In the second sentence, the words in dark type are a prepositional phrase used as an adverb that tells *where* the coach is pointing.

Since infinitives function as nouns, they can be subjects and direct objects.

To referee demands patience. [subject]

Athletes often try **to argue**. [direct object]

- An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

A player may try **to influence the call**.

To go to every game of the season is my dream.

Exercise 5 Identifying Infinitives

Write each underlined group of words and label it *infinitive* or *prepositional phrase*.

1. To win is the dream of every World Series player.
2. The top team in each division goes to the play-offs.
3. The two winners are invited to the World Series.
4. To excel is each team's goal at these games.
5. Millions of people plan to watch the World Series on television.
6. We went to a baseball game last Saturday.
7. Would you like to become a professional player?
8. To begin by playing Little League is good.
9. As players improve, they move from the rookie to the minor leagues.
10. To sponsor Little League teams, local organizations pay for uniforms.

Exercise 6 Identifying Infinitive Phrases

Write each infinitive or infinitive phrase. Label it *subject* or *direct object*.

1. To play in the American or National League is an accomplishment.
2. Most players prefer to play home games.
3. To leave means losing the support of all the home town fans.
4. To understand baseball requires knowledge of the structure of the game.
5. The players want to improve their strategies.
6. We've decided to root for the American League team in the World Series.
7. To attend a World Series game is one of my goals.
8. I want to go to Dodger Stadium.
9. Have you learned to pitch a fastball?
10. People began to play baseball in the 1800s.
11. Players learn to hit the ball.
12. To catch the ball is also very difficult.
13. The catcher needs to wear a mask, a chest protector, and shin guards.
14. To throw a variety of pitches is the goal of every pitcher.
15. Players need to check the batting order.
16. When the ball is hit, the player tries to run.
17. When the bases are loaded, the runner hopes to advance.
18. Try to tag the base!
19. To reach home plate is a wonderful feeling.
20. Would you like to join our team?

VERBALS

In 1960 Wilma Rudolph became the first American woman to win three gold medals in track and field at the Olympic games. Shortly before she competed in her first Olympics, however, Rudolph was defeated at a regional high school track meet in Tuskegee, Alabama. In the following passage from “Wilma,” an autobiographical essay, Rudolph describes how the defeat at Tuskegee motivated her to win in the future. The passage has been annotated to show some of the types of verbals covered in this unit.

Literature Model

from **Wilma**
by Wilma Rudolph

I ran and ran and ran every day, and I acquired this sense of determination, this sense of spirit that I would never, never give up, no matter what else happened. That day at Tuskegee had a tremendous effect on me inside. That’s all I ever thought about. Some days I just wanted to go out and die. I just moped around and felt sorry for myself. Other days I’d go out to the track with fire in my eyes and imagine myself back at Tuskegee, **beating them all**. Losing as badly as I did had an impact on my personality. **Winning all the time in track** had given me confidence; I felt like a winner. But I didn’t feel like a winner any more after Tuskegee. My confidence was shattered, and I was thinking the only way I could put it all together was **to get back the next year and wipe them all out**.

Participial phrase
used as adjective

Gerund phrase
used as subject

Infinitive phrase

Grammar Review

Review: Exercise 1 Identifying Participial Phrases

Write each sentence. Underline each participial phrase. Then draw two lines under the word that the phrase describes. Add commas as needed.

SAMPLE The runner refusing to let her defeat stop her continued to train.
ANSWER The runner, refusing to let her defeat stop her, continued to train.

1. Rudolph having won two gold medals tried for a third in the 400-meter relay.
2. Crouched at the starting line the runners waited for the signal to start.
3. Leading the field the first runner streaked over the track.
4. Taking the baton the second runner raced away.
5. One runner reaching for the baton nearly let it drop.
6. The spectators watched Rudolph pulling ahead.
7. The runner taking one final stride lunged through the tape.
8. Trying to break a record the runner felt exhilarated.
9. Roaring wildly the crowd rose from their seats.
10. Gasping for breath she knew she could win.

Review: Exercise 2 Using Participles and Participial Phrases

Rewrite each sentence, inserting the participle or participial phrase in parentheses. Use commas as needed.

SAMPLE Rudolph gained confidence. (running hard)
ANSWER Running hard, Rudolph gained confidence.

1. The track meet at Tuskegee shocked the runner. (defeated)
2. Rudolph felt like quitting. (shattered by her defeat)
3. She briefly thought she might give up the sport. (discouraged at her failure)
4. She dreamed of winning the meet. (imagining herself back at Tuskegee)
5. The athlete never gave up. (fiercely determined)
6. She realized that a champion can try again, even after a defeat. (crushing)
7. Rudolph helped the 1956 Olympic relay team win a bronze medal. (having trained for just a year)
8. The young woman gained the respect of her coaches. (a talented athlete)
9. Rudolph won a trophy. (honoring her achievements)
10. Rudolph was pursued by reporters. (hoping for an interview)

Review: Exercise 3 Identifying Gerund Phrases

Write each gerund phrase. Then write *subject*, *direct object*, or *object of a preposition* to tell how it is being used.

1. Having polio when she was young left Rudolph unable to walk without a special shoe.
2. Rudolph proved her determination by learning to walk after her illness.
3. Her Olympic running seemed like a miracle.
4. She had also tried playing basketball.
5. Before setting a world record at the Olympics, Rudolph ran many practice races.
6. After winning her third gold medal in the 1960 Olympics, Rudolph returned home a hero.
7. She anticipated helping other women become runners.
8. Winning a gold medal is not all that matters in the Olympics.
9. Taking part is a great honor.
10. Participating in the Olympics is the high point of an athlete's career.

Review: Exercise 4 Using Gerunds and Gerund Phrases

Write a sentence that answers each question, using the word or words in parentheses.

SAMPLE What is Wilma Rudolph best known for? (winning three gold medals at the Olympics)

ANSWER Wilma Rudolph is best known for winning three gold medals at the Olympics.

1. By what means did Rudolph first achieve fame? (competing in the 1956 Olympic games)
2. What is another of Rudolph's achievements? (setting world records in the 100-meter and 200-meter races)
3. What might have prevented Rudolph from pursuing a career in track? (having polio as a young girl)
4. By what means did Rudolph strengthen her muscles after her illness? (running)
5. What was Rudolph's most recent challenge? (working with young people in sports and educational programs)

Grammar Review

Review: Exercise 5 Identifying Infinitive Phrases

Write each infinitive phrase. Then write *subject* or *direct object* to tell how it is being used.

1. To run a marathon tests the endurance and courage of even the most dedicated runners.
2. In the high jump, an athlete needs to leap over a high bar.
3. Jumpers learn to kick their legs out at the end of their jump.
4. Pole vaulters need to thrust themselves into the air with a pole.
5. As the pole straightens, they try to twist their bodies.
6. Some athletes prefer to jump over hurdles.
7. To win a hurdle race requires speed, strength, and skill.
8. Broad jumpers like to land in a soft sand pit.
9. To throw the discus requires tremendous strength.
10. To measure jumps and throws accurately demands the skill of experienced and well-trained judges.

Review: Exercise 6 Using Infinitives and Infinitive Phrases

Write a sentence that answers each question, using the infinitive phrase in parentheses. Use the phrase as the part of speech indicated.

SAMPLE What must a race walker learn?
(to maintain proper technique—direct object)

ANSWER A race walker must learn to maintain proper technique.

1. What is the purpose of the hurdle race?
(to run and jump over obstacles placed on the track—subject)
2. What must relay racers learn?
(to pass the baton smoothly and quickly—direct object)
3. What does a high jumper attempt to do?
(to leap over an upraised bar—direct object)
4. What is an important skill in throwing events?
(to propel an object as far as possible—subject)
5. What requires years of training?
(to throw a discus—subject)

Review: Exercise 7

Proofreading



The following passage is about Jacob Lawrence, an African American artist whose work appears on the next page. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

Jacob Lawrence

¹Jacob Lawrence was born in New Jersey in 1917 but grew up in Harlem. ²Studying art in after-school programs he acheived success at an early age. ³Gaining popularity in his twenties Lawrence becomed the first African American artist to have a one-person show at the Museum of Modern Art in New York. ⁴Vivid primary colors and highly stylized figures make Lawrences' work unique. ⁵In the poster shown on the next page, for example, the relay racers visibly strains to cross the finish line. ⁶Imitating Wilma Rudolph's determination each runner wants to win. ⁷The artist using gestures and facial expressions, conveys his figure's emotions.

Review: Exercise 8

Mixed Review



Write *participial phrase*, *gerund phrase*, or *infinitive phrase* to tell how each underlined phrase is used.

The Olympics, held first in Olympia, Greece, began 3,500 years ago. Greek competitors underwent training for the Games. Reviving the Games was the idea of Pierre de Coubertin. In 1896 thirteen nations decided to send athletes. Each country desiring participation needs to organize a committee. The city holding the Games spends years preparing. As the Games begin, spectators love watching a runner with the Olympic flame. The athletes, carrying their national flag, enter the stadium. Dressed in their uniforms, they watch the release of pigeons. As the birds begin to fly away, the Games

(continued)

Grammar Review

officially open. In summertime athletes, running around the track, demonstrate great speed. Diving off a high board is another event. In winter people like to watch skiers. Athletes talented in their sport want to bring home a medal, but few expect to win the gold. Even fewer are like Wilma Rudolph, receiving three gold medals. Participating in the Games is a dream come true.

Verbals



Jacob Lawrence, *Study for the Munich Olympic Games Poster*, 1971

Writing Application

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

Verbals in Writing

Brent Ashabranner uses participles and gerunds to bring a sense of action to his essay about the Vietnam War Memorial. As you read this passage from *Always to Remember*, pay special attention to the italicized verbals.

The answer, they decided, was to hold a national design competition open to all Americans. The *winning* design would receive a prize of \$20,000, but the real prize would be the winner's knowledge that the memorial would become a part of American history on the Mall in Washington, D.C. Although fund *raising* was only well started at this point, the *choosing* of a memorial design could not be delayed if the memorial was to be built by Veteran's Day, 1982.

Techniques with Verbals

Try to apply some of Brent Ashabranner's writing techniques when you write and revise your work.

- 1 Use participle verb forms as adjectives to make your descriptions more lively and engaging. Compare the following:

FLAT VERSION The design *that won* would receive a prize.

ASHABRANNER'S VERSION The *winning* design would receive a prize. . . .

- 2 When appropriate, add a sense of action to your sentences by using gerunds.

LESS ACTIVE WORDS They had only just started to raise funds.

ASHABRANNER'S VERSION Although fund *raising* was only well started. . . .

Verbals

Practice

Revise the following passage on a separate sheet of paper. Focusing on the underlined words, add gerunds and participles to make it more active.

"It will be a real challenge to work on my science project without electricity," said Sam to his teacher. "I know," Ms. Clayton replied. "The extra effort will expand what you learn from the experience." She flashed Sam a grin that tried to encourage him. "Oh well," he thought. "It's not my style to quit. It's of interest to invent new methods." He started to gather what he needed to mix chemicals and headed for home.

UNIT
16

Subject-Verb Agreement

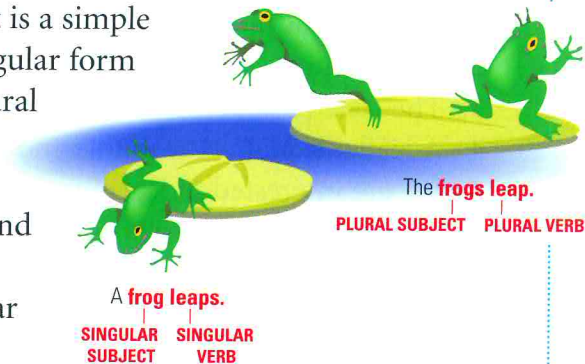
Lesson 16.1	Making Subjects and Verbs Agree	541
Lesson 16.2	Problems with Locating the Subject	543
Lesson 16.3	Collective Nouns and Other Special Subjects	545
Lesson 16.4	Indefinite Pronouns as Subjects	547
Lesson 16.5	Agreement with Compound Subjects	549
	Grammar Review	551
	Writing Application	557

16.1

Making Subjects and Verbs Agree

The basic idea of subject-verb agreement is a simple one—a singular noun subject calls for a singular form of the verb, and a plural noun calls for a plural form of the verb. The subject and its verb are said to *agree in number*. Read the sentences below. You can see that the subjects and verbs agree.

Note that in the present tense, the singular form of the verb usually ends in *-s* or *-es*.



Subject and Verb Agreement	
<p>Singular Subject</p> <p>An ecologist studies nature. The boy learns about ecology. Judy plants seedlings.</p>	<p>Plural Subject</p> <p>Ecologists study nature. The boys learn about ecology. Judy and Kim plant seedlings.</p>

The verb must also agree with a subject pronoun. Look at the chart below. Notice how the verb changes. In the present tense, the *-s* ending is used with the subject pronouns *it*, *he*, and *she*.

Subject Pronoun and Verb Agreement	
<p>Singular</p> <p>I hike. You hike. He, she, or it hikes.</p>	<p>Plural</p> <p>We hike. You hike. They hike.</p>

The irregular verbs *be*, *do*, and *have* can be main verbs or helping verbs. They must agree with the subject, regardless of whether they are main verbs or helping verbs.

I **am** a ranger. They **are** tagging a bear. He **is** digging.
She **does** well. She **does** climb cliffs. They **do** garden.
He **has** gear. He **has** saved birds. They **have** traveled.

Exercise 1**Making Subjects and Verbs Agree**

Rewrite each sentence, changing singular subjects to plural and plural subjects to singular. Make the verbs agree with the subjects. Remember that other parts of the sentences might have to change when the subject changes.

1. The student plans a hike to the bog.
2. Bogs contain an interesting variety of organisms.
3. The state park is fun for everyone.
4. A leaflet explains the plants and animals in the park.
5. We are interested in learning more about the park's plants.
6. A ranger speaks to visitors every day at noon.
7. She identifies the various plants growing in the bog.
8. Guidebooks provide good information about the types of plants.
9. A bog offers opportunities for people hunting for fossils.
10. Bogs develop in former glacial lakes.

Exercise 2**Using Correct Subject and Verb Agreement**

Write the correct form of the verb in parentheses.

1. The day (is, are) perfect for a visit to the bog.
2. The students always (enjoy, enjoys) field trips.
3. Bogs (contain, contains) acidic soil and many mosses.
4. Swamps (is, are) similar to bogs in many ways.
5. The acidity (tell, tells) you about the type of bog.
6. A bog (is, are) usually smaller than a swamp.
7. Ecosystems (is, are) communities of living and nonliving factors.
8. An ecosystem (include, includes) the surrounding air.
9. An ecosystem (has, have) distinct cycles.
10. Water (is, are) an important part of all ecosystems.
11. An ecologist (do, does) a great deal of fieldwork.
12. Bogs often (provide, provides) interesting ecosystems.
13. This bog (have, has) supported a rare ecosystem.
14. A unique fungus (grow, grows) in this bog.
15. Many creatures (live, lives) in bogs.
16. Ecosystems (consist, consists) of many different plants and animals.
17. Our survival (do, does) depend upon the painstaking work of the ecologists.
18. Their research often (have, has) a great impact on our view of our planet.
19. We (rely, relies) on the research of ecologists.
20. They (has, have) changed our understanding of our planet.

16.2

Problems with Locating the Subject

Making a subject and its verb agree is easy when the verb directly follows the subject. Sometimes, however, a phrase containing another noun comes between the subject and the verb.

In the sentence below, the phrase *except in the polar regions* contains a plural noun. The verb *becomes* must agree with the singular subject of the sentence, *desert*, not with the plural noun *regions*, which is the object of the preposition in the phrase.

The **desert**, except in the polar regions, **becomes** very hot.

In inverted sentences, the subject follows the verb. Inverted sentences often begin with a prepositional phrase. Do not mistake the object of the preposition for the subject of the sentence.

In the desert **roam herds** of camels.

In inverted sentences beginning with *Here* or *There*, look for the subject after the verb. *Here* or *there* is never the subject.

There is a high **mountain** near the desert.

Here at the top **are** many damp **rocks**.

By rearranging each sentence so that the subject comes first, you see the subject and verb in their usual order.

A high **mountain** there **is** near the desert.

Many damp **rocks are** here at the top.

In some interrogative sentences, an auxiliary verb comes before the subject. Look for the subject between the auxiliary verb and the main verb.

Do any **deserts contain** large animals?

Exercise 3**Making Subjects and Verbs Agree**

Write each sentence. Underline the simple subject once and its verb twice. If they agree, write *correct*. If they do not agree, correct the verb.

1. The savanna, with its waving grasses, lie next to the desert.
2. It is on the margin of the trade-wind belts.
3. In the savanna lives many large animals.
4. The savanna, except in its rainy summers, are dry.
5. In Africa are the largest savannas.
6. Do savannas exist everywhere in the world?
7. There is many giraffes in the grassland.
8. Names for a savanna includes prairie, scrub, and veld.
9. Do much rain fall each year in a savanna?
10. The balance between grasses and woody plants is delicate.

Exercise 4**Using the Correct Verb Form**

Write the correct form of the verb in parentheses.

1. The plains near the North Pole (is, are) very cold.
2. The temperature in these zones (is, are) usually below zero.
3. In this area (live, lives) many animals.
4. During the brief summers (grow, grows) a rare moss.
5. In the moss (nest, nests) many birds.
6. There (is, are) little rainfall during the summer.
7. (Does, Do) snow provide the needed moisture?
8. Some areas of the Arctic (is, are) drier than the world's deserts.
9. There (is, are) several hundred species of plants in the Arctic.
10. Summer melting of icy areas (create, creates) nesting sites for birds.
11. Smog (accumulate, accumulates) over some Arctic areas.
12. Fish, such as cod and salmon, (live, lives) under the ice cap.
13. There (is, are) a reason for the white color of many Arctic animals.
14. (Does, Do) the absence of reptiles affect the ecosystem?
15. Along a well-traveled route (roam, roams) herds of caribou.
16. Here the threat to their habitat (is, are) from oil pipeline construction.
17. The dense, woolly coat of musk oxen (is, are) called *quivet*.
18. There (is, are) many uses for quivet, a valuable raw fiber.
19. In summer (appear, appears) many types of grasses.
20. (Does, Do) lichens help create new soil?

16.3

Collective Nouns and Other Special Subjects

It is sometimes difficult to tell whether certain special subjects are singular or plural. For example, collective nouns follow special agreement rules. A **collective noun** names a group. The noun has a singular meaning when it names a group that acts as a single unit. The noun has a plural meaning when it refers to each member of the group acting as individuals. The meaning of the noun determines whether you use the singular or plural form of the verb.

The **team agrees** to save papers. [one unit, singular]

The **team agree** to store them in their homes. [individuals, plural]

Certain nouns, such as *mathematics* and *news*, end in *-s* but take a singular verb. Other nouns that end in *-s* and name one thing, such as *trousers* and *pliers*, take a plural verb.

Mumps is a disease that is spread through the air. [singular]

Scissors are not practical for shredding paper. [plural]

When the subject refers to an amount as a single unit, it is singular. When it refers to a number of individual units, it is plural.

Ten years seems a long time. [single unit]

Ten years have passed since you left. [individual units]

Five cents is the deposit on one bottle. [single unit]

Five cents are in my hand. [individual units]

A title of a book or work of art is considered singular even if a noun within the title is plural.

Recycling Successes is now a best-selling book. [one book]

The team . . .



. . . **collect** cans and bottles at the shore.

The team . . .



. . . **collects** cans and bottles for recycling.

Exercise 5 Identifying Verbs for Collective Nouns

Write each sentence. Underline the collective noun subject once and the verb twice. If they agree, write *correct*. If they do not agree, correct the verb.

1. *Recycling Tips* are a pamphlet of helpful ideas on ways to recycle.
2. Fifteen is the average number of refillings for a returnable bottle.
3. News about the town's recycling efforts are hopeful.
4. After lunch, the class empty their trays in the recycling bins.
5. Each week, the committee award a prize for the best recycling tip.
6. Two tons were the weight of last month's scrap metal collection.
7. Simple mathematics show the value of turning old paper into newsprint.
8. The cafeteria staff show their support by helping students recycle.
9. Scissors is in the desk drawer.
10. The parents' group have donated more recycling bins.

Exercise 6 Using the Correct Verb Form with Collective Nouns

Write the correct form of the verb in parentheses.

1. The committee (decide, decides) to recycle paper.
2. The committee (decide, decides) among themselves.
3. The audience (leave, leaves) when they are bored.
4. The audience (applaud, applauds) in unison.
5. News (is, are) being made at this town meeting.
6. Even eyeglasses (is, are) recyclable.
7. *Seven Ways to Recycle Newspapers* (is, are) the book we need.
8. The class (discuss, discusses) their different opinions about pollutants.
9. The group (discuss, discusses) the problem of landfills.
10. The herd of goats (graze, grazes) at the landfill.
11. The herd (is, are) all healthy.
12. One million gallons (is, are) a large amount of pollutants.
13. *Energy Alternatives* (is, are) an important book.
14. Five hundred dollars (is, are) available for a recycling program.
15. *Fragile Lands* (do, does) seem a significant film.
16. The class (is, are) working on a group project.
17. The group (see, sees) a movie about landfills.
18. Two years (seem, seems) a long time for recovery.
19. Trousers (is, are) recycled with other forms of clothing.
20. The class (draws, draw) posters showing their household recycling efforts.

16.4

Indefinite Pronouns as Subjects

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

Some indefinite pronouns are singular. Others are plural. When an indefinite pronoun is used as a subject, the verb must agree in number. Study the indefinite pronouns in the chart below.

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	

A few indefinite pronouns take a singular or plural verb, depending on the phrase that follows. These pronouns include *all*, *any*, *most*, *none*, and *some*.

Notice how these indefinite pronouns are used below.

Most of the forest **lies** to the east. [singular]

Most of those scientists **study** the process of respiration. [plural]

Some of her lawn **is** brown. [singular]

Some of the ferns **are** large. [plural]

The prepositional phrases include nouns that are singular or plural. To determine whether the verb should be singular or plural, look at the object of the preposition. For example, in the third sentence above, *some* refers to *lawn*. Because *lawn* is singular, the verb is singular. In the fourth sentence, *some* refers to *ferns*. Because *ferns* is plural, the verb is plural.

Exercise 7 Identifying Indefinite Pronouns

Write the indefinite pronoun from each sentence. Then write *singular* or *plural* to tell what verb form it takes.

1. All of the students are working in the science laboratory.
2. All of the needed information is printed in the lab manual.
3. Most of the steps are easy to carry out.
4. None of the laboratory equipment is dangerous to use.
5. Some of the results need to be explained to the class.
6. Most of the experiment concerns respiration.
7. Any of the lab stations have the needed equipment.
8. Some of the underlying theory is written on the chalkboard.
9. None of the lab reports have been written yet.
10. All of the oxygen is used up as the candle burns.

Exercise 8 Using the Correct Verb Form with Indefinite Pronouns

Write the correct form of the verb in parentheses.

1. Much of the process of respiration (is, are) complex.
2. Few completely (understand, understands) it.
3. Many (study, studies) the two types of oxygen exchange.
4. Much (happen, happens) during the two processes.
5. Someone (explain, explains) the respiratory system.
6. Another of our problems (is, are) water pollution.
7. One (need, needs) understanding of the solutions.
8. Some of them (improve, improves) the water supply immediately.
9. Many (provide, provides) sensible approaches.
10. Either of the processes (clean, cleans) the water equally well.
11. Both of them (call, calls) for further study.
12. Neither (is, are) apparently preferable.
13. Most of the higher animals (have, has) lungs.
14. All of the oxygen exchange (occur, occurs) there.
15. Most of the processes (is, are) clearly written.
16. Nobody (deny, denies) the value of the project.
17. Many of the volunteers (work, works) diligently.
18. Any of the projects (need, needs) extra volunteers.
19. Most of the people (support, supports) conservation.
20. Several of the volunteers (suggest, suggests) ideas.

16.5

Agreement with Compound Subjects

A compound subject contains two or more simple subjects for the same verb. Compound subjects take either a singular or a plural verb, depending on how the parts of the subject are joined. When the simple subjects are joined by the coordinating conjunction *and* or by the correlative conjunction *both . . . and*, the verb is plural.

In all of the sentences below, the reference is to more than one place, thing, or idea.

New York, Denver, **and** London **have** smog.

Both automobiles **and** factories **create** smog.

Air inversion **and** the absence of wind **aid** the conditions.

Occasionally *and* is used to join two words that are part of one unit or refer to a single person or thing. In these cases, the subject is considered to be singular. In the sentence below, notice that *captain* and *leader* refer to the same person. Therefore, the singular form of the verb is used.

The captain **and** leader of the air-testing team **is** Joan.

When two or more subjects are joined by the conjunctions *or* or *nor*, *either . . . or*, or *neither . . . nor*, the verb agrees with the subject that is closer to it.

The counties **or** the state **responds** to pollution complaints.

Either smoke **or** gases **cause** the smog.

In the first sentence, *responds* agrees with *state*, which is the subject noun closer to the verb. The verb is singular because the subject is singular. In the second sentence, *cause* agrees with *gases*, which is closer. The verb is plural because *gases* is plural.

Exercise 9**Using the Correct Verb Form with Compound Subjects**

Write the correct form of the verb in parentheses.

1. A savanna and a desert (is, are) next to each other.
2. Rain forests and deserts (make, makes) good study sites.
3. Jungles, forests, and bogs (has, have) different characteristics.
4. Both Caldwell and the girls (want, wants) to study swamps.
5. The researcher and author (is, are) the opening speaker at the conference.
6. Food, water, and air (is, are) essential to life.
7. Both food and oxygen (come, comes) from plants.
8. Plants and animals in a community (is, are) interdependent.
9. Both days and seasons (change, changes) natural systems.
10. The wind, the sun, and the tides (is, are) sources of energy.
11. Oil and natural gas (forms, form) today's major energy supply.
12. The group's teacher and leader (is, are) an expert on ecological issues.
13. Too much rain and snow (do, does) affect the area.
14. States, cities, and towns (have, has) responsibilities.
15. Air pollution and water pollution (responds, respond) to clean-up actions.
16. The engineer and head of the hiking club (is, are) the pollution inspector.
17. Trout and salmon (need, needs) clean water to survive.
18. Both temperature and acidity (is, are) measured every day.
19. Environmental club members and their leader (helps, help) measure temperature.
20. Both club members and their families (participates, participate) in the program.

Exercise 10**Identifying Compound Subjects**

Write the compound subjects for each sentence. Then write *singular* or *plural* to tell what verb form they take.

1. Neither rain nor snow is predicted for the weekend's weather.
2. Television bulletins or radio announcements warn people to evacuate.
3. Either high winds or heavy rains pose a danger of flooding.
4. The town or the state assists in the evacuation efforts.
5. Either a fire fighter or a rescue worker knocks on each resident's door.
6. Either a state helicopter or local boats are used to rescue the stranded.
7. The school gym or the town hall offers a refuge from the storm.
8. Hot chocolate or coffee warms those chilled by the weather.
9. Either soup or sandwiches are provided for the rescue workers.
10. Neither levees nor a dam has been built for flood control.

SUBJECT-VERB AGREEMENT

To learn about bats, journalist Diane Ackerman accompanied a world authority on the subject to a cave in Texas. In the following excerpt from her essay “Bats,” the writer observes an emergence of Mexican free-tailed bats. The passage has been annotated to show some examples of subject-verb agreement covered in this unit.

Literature Model

from **Bats**
by Diane Ackerman

In the early evening, I take my seat in a natural amphitheater of limestone boulders, in the Texas hill country; at the bottom of the slope **is** a wide, dark cave **mouth**. Nothing stirs yet in its depths. But I have been promised one of the wonders of our age. Deep inside the cavern, twenty million Mexican free-tailed bats are hanging up by their toes. **They are** the largest known concentration of warm-blooded animals in the world. Soon, at dusk, all twenty million of them will fly out to feed, in a living volcano that scientists call an “emergence. . . .”

A hawk appears, swoops, grabs a stray bat out of the sky, and disappears with it. In a moment, the hawk returns, but hearing his wings coming, the **bats in the column all shift** sidewise to confuse him, and he misses. As wave upon wave of bats pours out of the cave, their collective wings begin to sound like drizzle on autumn leaves.

Agreement between a singular subject and verb in an inverted sentence

Agreement between a plural pronoun subject and a plural verb

Agreement between a plural subject and a verb that have a prepositional phrase between them

Grammar Review

Review: Exercise 1 Making Verbs Agree with Noun and Pronoun Subjects

Write the correct form of the verb in parentheses.

1. Snakes (prowls, prowl) by the cave mouth, hunting for fallen bats.
2. A researcher (puts, put) on protective clothing before entering the cave.
3. Free-tailed bats (cruises, cruise) at thirty-five miles an hour.
4. The cave (stretches, stretch) 1,000 feet into the limestone hill.
5. It (averages, average) sixty feet in diameter.
6. Many researchers (comes, come) to see the emergence of the bats.
7. They (finds, find) the sight of the bats awe-inspiring.
8. A hawk (grabs, grab) a stray bat out of the sky.
9. The bats' wings (sounds, sound) like drizzle on autumn leaves.
10. Diane Ackerman (compares, compare) the emergence to a volcano.

Review: Exercise 2 Making Forms of *Be*, *Do*, and *Have* Agree with Subjects

SAMPLE Diane Ackerman (is, are) interested in the behavior of bats.

ANSWER is

1. Bats (is, are) warm-blooded animals.
2. Ackerman (does, do) seem interested in the study of bats.
3. This cave (is, are) a nursery full of mothers and their babies.
4. The cave mouth (is, are) at the bottom of the slope.
5. The spectators (has, have) a splendid view of the emerging bats.
6. Researchers (has, have) carried out many studies of this bat population.
7. Bats (does, do) sleep upside down.
8. A bat (is, are) the only mammal with the ability to fly.
9. A bat (do, does) have a good sense of smell.
10. Some people (has, have) a fear of bats.

Review: Exercise 3 Locating Subjects and Making Verbs Agree

Write each sentence, choosing the correct form of the verb in parentheses. Underline the simple subject once and the verb twice.

SAMPLE The bats inside the dark cave (hangs, hang) upside down.

ANSWER The bats inside the dark cave hang upside down.

1. In the cave (is, are) twenty million bats.
2. The hawk, a predator with keen eyes, (swoop, swoops) down upon a bat.
3. Here (is, are) a vivid example of a predator-prey relationship.
4. The bats, reacting to the hawk, (shifts, shift) their position sidewise.
5. (Does, Do) the bats rely on echolocation to know the hawk's position?
6. The scientific name for bats (is, are) *Chiroptera*, meaning "hand wing."
7. There (is, are) forty different kinds of bats in North America.
8. (Is, Are) there a law protecting colonies of bats?
9. The reproductive rate of bats (is, are) quite low.
10. Here (is, are) an important reason to protect bat colonies.

Review: Exercise 4 Making Verbs Agree with Collective Nouns and Other Special Subjects

Write the correct form of the verb in parentheses.

1. Binoculars (gives, give) the researchers a clear view of the bats.
2. The research team (takes, take) their seats on the boulders.
3. The bat colony (raises, raise) the temperature inside the cave.
4. Twenty million (is, are) an estimate of the cave's bat population.
5. For those watching the bats, the hours (passes, pass) quickly.
6. "Bats" (is, are) an entertaining and informative essay.
7. The colony (clings, cling) to their roosts on the cave ceiling.
8. *National Geographic* (has, have) published several good articles on bats.
9. News (travels, travel) quickly among the individuals in a bat colony.
10. This colony (represents, represent) the world's largest concentration of warm-blooded animals.

Grammar Review

Review: Exercise 5 Making Verbs Agree with Indefinite Pronoun Subjects

Write the correct form of the verb in parentheses.

1. Everyone (has, have) an opinion about bats.
2. Many (fears, fear) the animals.
3. Few (knows, know) very much about them.
4. Most of the folklore (is, are) untrue.
5. Few (lives, live) in belfries.
6. Everyone (thinks, think) that bats get in people's hair.
7. Nobody (recognizes, recognize) how helpful bats are.
8. Much (remains, remain) to be learned about bats.
9. Some of the species (uses, use) high-frequency sounds to navigate in the dark.
10. Most of these sounds (extends, extend) beyond the range of human hearing.

Review: Exercise 6 Making Verbs Agree with Compound Subjects

Write the correct form of the verb in parentheses.

1. Both snakes and hawks (preys, prey) on bats.
2. Neither the flying fox nor the vampire bat (hibernates, hibernate) in winter.
3. Fruit or insects (provides, provide) food for bats.
4. Either fear or ignorance (accounts, account) for the way many people react to seeing bats.
5. Caves and hollow trees (provides, provide) roosts for bats.
6. Both migration and hibernation (is, are) ways of coping with cold winter weather.
7. Either migration or hibernation (protects, protect) bats from the cold.
8. Both the sense of sight and the sense of smell (is, are) well developed in bats.
9. Either plant nectar or plant pollen (is, are) consumed by some bats.
10. The head scientist and leader of the bat research team (is, are) Dr. Tuttle.

Review: Exercise 7

Proofreading



This passage is about the artist Leonard Koscianski, whose work appears on the following page. Rewrite the passage, correcting the errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. There are ten errors.

Leonard Koscianski

¹Many of Leonard Koscianski's paintings reflects his concern with issues affecting the earth's future, such as environmental pollution. ²The painter believes that human society impose an artificial order on the world, the result of such interference are a disruption of the balance of nature.

³In *Forest Spirit*, for example, the artist represents the natural order in the forest, where a hawk swoops down to attack hidden prey. ⁴Like the mexican free-tailed bats in "Bats," the prey is seized and killed.

⁵Koscianski suggest that such activities are necessary to maintain the natural balance. ⁶Besides, many animals fights back. ⁷Most of the bats in Ackerman's essay is able to protect themselves and escape.

Review: Exercise 8

Mixed Review



Write the correct verbs in parentheses.

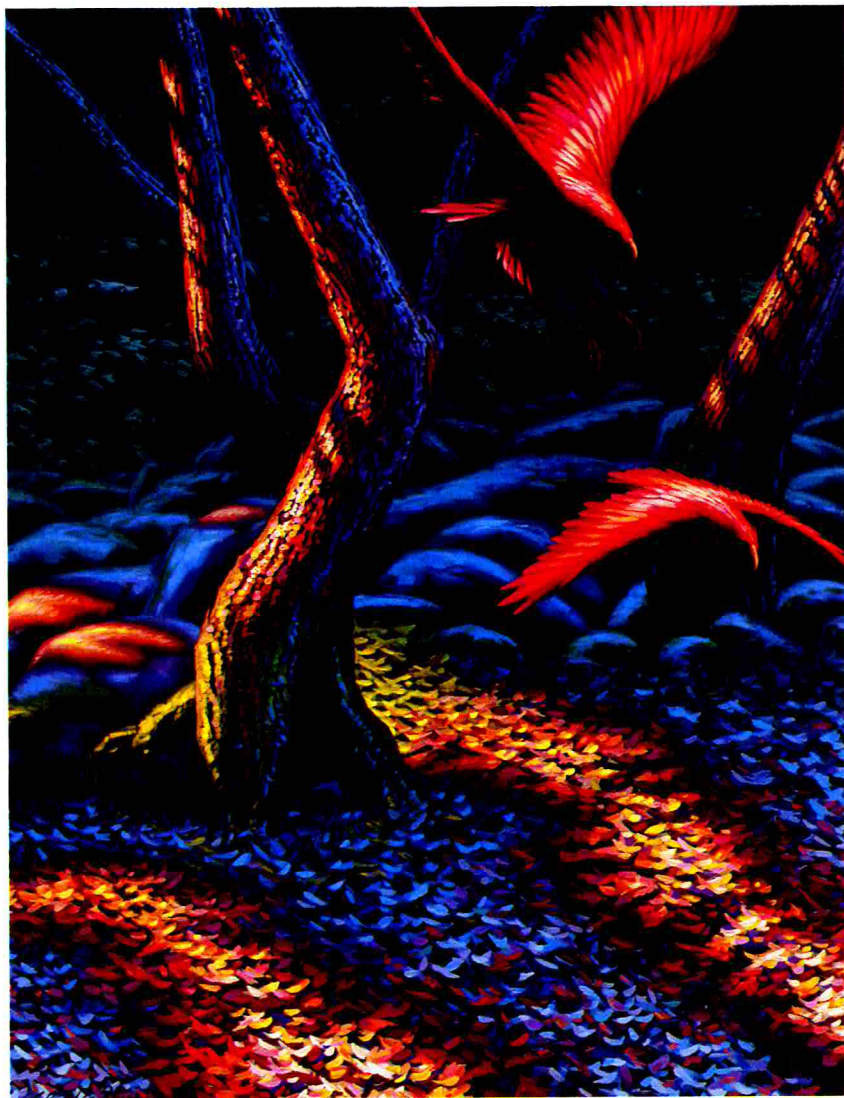
Diane Ackerman, the author of "Bats," ¹(has, have) also written essays about other animals. "White Lanterns" ²(is, are) the title of her essay about young penguins being raised at Sea World in California. Scientists and volunteers ³(care, cares) for the young animals by feeding and holding them.

A baby penguin exhibits thigmotaxis, the drive to press up hard against a parent. In the wild, either the mother or the father ⁴(respond, responds) to the youngster. A colony of penguins ⁵(is, are) filled with

(continued)

Grammar Review

the whistles of the young birds. Parents, in the midst of this noise, ⁶(distinguish, distinguishes) the whistles of their own offspring. Everybody ⁷(identify, identifies) with penguins. Why ⁸(does, do) we have this reaction? There ⁹(is, are) many possible explanations. Most of these explanations ¹⁰(revolve, revolves) around the similarities between penguins and people. As Ackerman says, we see penguins “as little humanoids.”



Leonard Koscianski, *Forest Spirit*, 1991

Writing Application

TIME

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

Subject-Verb Agreement in Writing

Lack of subject-verb agreement will distract readers from the information you wish to convey. Examine the passage below from *Always to Remember*, noting how Brent Ashabranner keeps his subjects and verbs in agreement. Focus especially on the italicized words.

Maya Lin, reporters soon discovered, was a Chinese-American girl who had been born and raised in the small midwestern city of Athens, Ohio. Her *father*, Henry Huan Lin, was a ceramicist of considerable reputation and dean of fine arts at Ohio University in Athens. *Her mother*, Julia C. Lin, was a poet and professor of Oriental and English literature. Maya Lin's parents were born to culturally prominent families in China.

Techniques with Subject-Verb Agreement

Check carefully for agreement when you write your work.

- 1 When checking for subject-verb agreement, remember to bypass phrases that come between a subject and its verb. Compare the following:

HARDER TO CHECK *Maya Lin*, reporters soon discovered, *was* a Chinese American girl.

EASIER TO CHECK *Maya Lin was* a Chinese American girl.

- 2 Be careful about subject-verb agreement when subjects include more than one word. Identify the most important words before checking for agreement:

INCORRECT AGREEMENT Maya Lin's parents *was* born to . . .

CORRECT AGREEMENT Maya Lin's *parents were* born to . . .

Practice

Complete the following passage on a separate sheet of paper. In each blank, write a present-tense verb that agrees with the subject noun or pronoun.

My family _____ local sports. Both my parents _____ most of the football, baseball, and soccer games that _____ played here. My brother Ken and I sometimes even _____ with the team to road games. Citizens, especially those whose children participate in sports, _____ their support most effectively by being present. Burnsville's athletes _____ better when their friends and family _____ around them. We, the cheering squad for your local sports teams, _____ you to join us at the next game!

UNIT
17

Glossary of Special Usage Problems

Lesson 17.1	Using Troublesome Words I	559
Lesson 17.2	Using Troublesome Words II	561
Lesson 17.3	Using Troublesome Words III	563
	Grammar Review	565
	Writing Application	569