

17.1

Using Troublesome Words I

Like all languages, English contains a number of confusing expressions. The following glossary will help you understand some of the more troublesome ones.

Word	Meaning	Example
accept	"to receive"	We do not readily accept new ideas.
except	"other than"	Few except scientists understand them.
all ready	"completely prepared"	They are all ready for new ideas.
already	"before" or "by this time"	Ideas have already changed.
all together	"in a group"	The planets all together weigh less than the Sun.
altogether	"completely"	Most stars are altogether too distant to study.
a lot	"very much" <i>A lot</i> is two words. Its meaning is vague; avoid using it.	A lot of stars can't be seen. [vague] Thousands of stars can't be seen. [more precise]
beside	"next to"	In May the moon appeared beside Mars.
besides	"in addition to"	Besides Saturn, Jupiter and Uranus have rings.
between	Use <i>between</i> for two people or things.	Mercury is between Venus and the Sun.
among	Use <i>among</i> when talking about groups of three or more.	Meteor trails are seen among the stars.
bring	"to carry from a distant place to a closer one"	Astronomers bring exhibits to schools.
take	"to carry from a nearby place to a more distant one"	Students will take the model planets home.
can	indicates ability	We can see Pluto with a telescope.
may	expresses permission or possibility	May we see the charts?
choose	"to select"	Choose a planet to study.
chose	"selected"	Last year we chose Mars.

Exercise 1 **Choosing the Correct Word**

For each sentence, write the correct word or words in parentheses.

1. Our galaxy is one (among, between) many.
2. There may be more galaxies (beside, besides) the ones we know.
3. Many people (accept, except) the idea that space is endless.
4. (Can, May) we use that telescope?
5. (Bring, Take) a compass to the lab when you go.
6. Galaxies are (all together, altogether) too numerous.
7. The students were outdoors (all ready, already) to study the night sky.
8. The instructor (choose, chose) a hill away from the glare of city lights.
9. "Stand (beside, besides) me," he told the class.
10. We stood (all together, altogether), looking at the stars.

Exercise 2 **Using the Correct Word**

For each sentence, write the correct word or words from the lesson. Use the clues in parentheses to help you.

1. We _____ see Pluto through this telescope. (have the ability)
2. Before today we'd observed every planet _____ Pluto. (other than)
3. Scientists have _____ learned a great deal about comets. (by this time)
4. They will _____ our class a meteorite. (carry to a closer place)
5. We will _____ the meteorite home. (carry to a farther place)
6. The instructor told us to _____ a partner. (select)
7. I _____ Marjorie Hall for my partner. (selected)
8. The partners were to share observations _____ themselves. (two people)
9. If you look over there, you _____ see the Big Dipper. (are able to)
10. There was a murmur of agreement _____ the students. (three or more people)
11. We learned the ancient Greeks named forty-eight constellations _____. (in all)
12. We _____ knew that the constellations have Latin names. (by this time)
13. The Big Dipper stars are _____ those of Ursa Major. (three or more things)
14. The instructor said, "You _____ use my telescope." (expresses permission)
15. I will gladly _____ his offer. (receive)
16. _____ the Big Dipper is the Little Dipper. (Next to)
17. There are two ways you might _____ to locate the North Star. (select)
18. Follow a line _____ the stars in the front of the Big Dipper's cup. (two things)
19. You _____ also see it as the end of the Little Dipper's handle. (are able to)
20. The students will _____ many ideas away with them. (carry to a farther place)

17.2

Using Troublesome Words II

Word	Meaning	Example
fewer	Use in comparisons with nouns that can be counted.	There are fewer sunspots this year than last year.
less	Use in comparisons with nouns that cannot be counted.	Mars has less gravitational force than Earth.
formally formerly	the adverb form of <i>formal</i> "in times past"	A sun is formally a star. Pluto was formerly thought to be a moon of another planet.
in into	"inside" indicates movement from outside to a point within	Our Sun is in the Milky Way. Meteorites fall into the atmosphere.
its it's	the possessive form of <i>it</i> the contraction of <i>it is</i>	A comet wobbles in its orbit. It's difficult to see Neptune.
lay lie	"to put" or "to place" "to recline" or "to be positioned"	Lay the charts on the table. Layers of dust lie on the moon.
learn	"to receive knowledge"	Astronauts learn astronomy as part of their training.
teach	"to give knowledge"	Many astronomers teach at colleges.
leave let	"to go away" "to allow"	We will leave after the eclipse. The school let us use the telescope.
loose	"not firmly attached"	Scientists gather loose particles in space and bring them back to study.
lose	"to misplace" or "to fail to win"	Comets lose particles.
many	Use with nouns that can be counted.	We know the weight of many stars.
much	Use with nouns that cannot be counted.	Much of the weight is gas.
precede proceed	"to go or come before" "to continue"	Typewriters preceded computers. <i>Voyager 2</i> will proceed to Neptune.

Exercise 3 **Choosing the Correct Word**

For each sentence, write the correct word in parentheses.

1. There are (many, much) kinds of telescopes.
2. Astronomers were (formally, formerly) limited by crude optics.
3. *Voyager 2* is traveling deep (in, into) space.
4. A telescope's power is determined by the size of (its, it's) lens.
5. Our astronomy club is (formally, formerly) organized.
6. Our astronomy club has (fewer, less) than five telescopes.
7. I write my astronomy notes (in, into) a notebook.
8. I (lay, lie) the notebook on the ground beside me while I use a telescope.
9. My young brother wants me to (learn, teach) him about the stars.
10. Tonight I will (precede, proceed) to give him his first lesson.

Exercise 4 **Using the Correct Word**

For each sentence, write the correct word from the lesson. Use the clues in parentheses to help you.

1. Volcanoes _____ erupted on the moon. (in times past)
2. I can _____ on the ground for hours, looking at the sky. (recline)
3. _____ that telescope stay where it is! (allow)
4. A _____ lens will make a telescope inoperable. (not firmly attached)
5. Astronomers _____ from space probes. (receive knowledge)
6. Astronomy involves _____ study. (amount that cannot be counted)
7. That study must _____ the field work. (go before)
8. Those not willing to study should _____ the class. (go away from)
9. More observation and _____ memory is needed. (amount that cannot be counted)
10. Like the stars, Earth was _____ a glowing sphere. (in times past)
11. Some planets have _____ moons. (amount that can be counted)
12. Our Sun can be _____ defined as a giant ball of hot gases. (in a formal manner)
13. Planets are dark, solid bodies _____ space. (inside)
14. _____ than three are closer than Earth to the Sun. (countable comparison)
15. Over time, stars _____ their heat and light. (misplace)
16. At night stars and planets look _____ alike. (amount that cannot be counted)
17. I can _____ you how to tell a star from a planet. (give knowledge)
18. A planet may glow, but _____ light is not like a star's. (possessive of *it*)
19. Relative to stars, planets do not always _____ in the same place. (be positioned)
20. You will _____ that our galaxy has 100 billion stars. (receive knowledge)

17.3

Using Troublesome Words III

Word	Meaning	Example
quiet	"silent" or "motionless"	It is very quiet in outer space.
quite	"completely" or "entirely"	It is quite dark in outer space.
raise	"to cause to move upward"	Raise heavy binoculars with a tripod.
rise	"to move upward"	The stars rise into view.
set	"to place" or "to put"	She set the camera down carefully.
sit	"to place oneself in a seated position"	Let's sit and watch the sky.
than	introduces the second part of a comparison	The sun is denser than the earth.
then	"at that time"	Choose a planet, and then locate it.
their	the possessive form of <i>they</i>	Ask their advice about lenses.
they're	the contraction of <i>they are</i>	They're using special night lenses.
theirs	"that or those belonging to them"	Theirs is a reflecting telescope.
there's	the contraction of <i>there is</i>	There's also a refracting telescope in our observatory.
to	"in the direction of"	Let's go to the observatory.
too	"also" or "excessively"	Why don't you come too ?
two	the number after one	We have only two telescopes in our observatory.
where at	Do not use <i>at</i> after <i>where</i> to indicate what place.	Where is the Milky Way? [not <i>Where is the Milky Way at?</i>]
who's	the contraction of <i>who is</i>	Who's a famous astronomer?
whose	the possessive form of <i>who</i>	Whose discoveries are the most significant?
your	the possessive form of <i>you</i>	I liked your essay about Mars.
you're	the contraction of <i>you are</i>	You're looking at the North Star.

Exercise 5 **Choosing the Correct Word**

For each sentence, write the correct word in parentheses.

1. Jupiter's moons look stationary, but (they're, their) always in orbit.
2. Pluto is smaller (than, then) the other planets.
3. (Who's, Whose) bringing the camera to the site?
4. (Set, Sit) the tripod over there.
5. Each of the planets is (quite, quiet) different in color.
6. (Your, You're) sure to see Venus tonight.
7. (Who's, Whose) count of Saturn's rings is correct?
8. Most observers (sit, set) in deck chairs.
9. (Theirs, There's) Venus now!
10. You can see it if you look (to, too, two) your right.

Exercise 6 **Using the Correct Word**

For each sentence, write the correct word from the lesson. Use the clues in parentheses to help you.

1. Our friends will bring _____ compass and camera. (possessive form of *they*)
2. The telescope is _____. (that belonging to them)
3. The observation site is on a _____ hill. (calm)
4. The night sky can be _____ stunning. (completely)
5. Venus will _____ soon. (move upward)
6. We will _____ our eyes and our spirits. (cause to move upward)
7. _____ our watch will begin. (at that time)
8. I hope it's not _____ cold. (excessively)
9. Mercury and Venus are _____ planets between Earth and the Sun. (a number)
10. I wonder _____ turn it is to use the new telescope. (possessive of *who*)
11. You must _____ your telescope a few degrees to see Mars. (move upward)
12. It is very _____ here, away from the noise of the city. (silent)
13. Find the closest planets, and _____ find the farthest ones. (at that time)
14. _____ going to make a model of the inner planets? (contraction of *who is*)
15. Outer planets are hard to model because _____ distant. (contraction of *they are*)
16. Which planets are _____ far away to see without a telescope? (excessively)
17. It looks as though _____ a white streak in the sky. (contraction of *there is*)
18. I think _____ referring to the Milky Way galaxy. (contraction of *you are*)
19. That's the galaxy _____ we live. (in what place)
20. It's bigger _____ it looks and contains billions of stars. (part of a comparison)

GLOSSARY OF SPECIAL USAGE PROBLEMS

In her essay “Star Fever,” Judith Herbst discusses people’s age-old fascination with stars. In the following passage, Herbst considers the worlds that may lie beyond our vision. She also explains the usefulness of the stars. The passage has been annotated to show some troublesome words covered in this unit.

Literature Model

from **Star Fever**
by Judith Herbst

I love the stars. Sometimes I **lie** awake at night and I think about them. I imagine that they all have planets with strange forms of life. I see red, rugged landscapes bathed in the glare of two suns, one swollen and scarlet, the other a cold steel blue. I see steamy tropical planets covered with silver vines that snake in and out of silver trees. I see planets with methane oceans and iron mountains. **It’s** not so crazy. They could be out there, you know. . . .

The stars not only mark the seasons, they also tell you where north, south, east, and west are. Stars “**rise**” in the east and “set” in the west, so all you have to do is look for the appearance of a new constellation. If you see one that wasn’t there an hour before, **you’re** facing east. Once you know east it’s a snap to find the other three directions. Just look behind you for west, to the right side for south, and to the left for north.

As you can imagine, without the compass the early sailors absolutely relied on the stars to find their way around. There are no landmarks on the high seas.

Lie, meaning “to recline”

It’s, contraction of it is

Rise, meaning “to move upward”

You’re, contraction of you are

Grammar Review

Review: Exercise 1 Making Usage Choices

For each sentence write the correct word in parentheses.

SAMPLE (Beside, Besides) marking the seasons, stars can also be used to tell directions.

ANSWER Besides

1. The stars (can, may) be used as a means to navigate only when the sky is clear.
2. On an overcast night, (fewer, less) stars are visible in the sky.
3. Chinese navigators were (all ready, already) using magnetic compasses to guide their ships by the 1100s.
4. Some of the objects we see (between, among) the stars are planets.
5. Do you (accept, except) the idea that there may be life on other planets?
6. (Many, Much) stars formed more than ten billion years ago.
7. The color of a star's light depends on (its, it's) surface temperature.
8. As a star dies, it slowly begins to (loose, lose) material and shrink.
9. About one hundred ball-like clusters of stars (lay, lie) around the center of the Milky Way galaxy.
10. People can (learn, teach) about stars at a planetarium.
11. The Sun is nearer to Earth (than, then) any other star is.
12. Scientists have learned (quiet, quite) a bit about other stars by studying the Sun.
13. (Theirs, There's) a solar telescope in Tucson, Arizona, that helps astronomers study the Sun's light.
14. (Who's, Whose) studies in the early 1500s challenged earlier scientists' findings?
15. Polish astronomer Nicolaus Copernicus challenged (their, they're) beliefs about the Sun.
16. Today, scientists continue to (raise, rise) questions about the Sun and its impact on people.
17. There are more than 200 billion billion stars (altogether, all together) in the universe.
18. A powerful telescope can (take, bring) distant stars close enough to view.
19. Stars eventually run out of hydrogen gas and (than, then) stop shining.
20. New stars form from (loose, lose) masses of gas and dust in space.

Review: Exercise 2

Proofreading



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

Fernand Léger

¹Fernand Léger a French painter born in 1881, used an abstract stile of art. ²An artist using this style choses many fragmented aspects of an object and combines them within a single picture. ³Léger frequently chose cubes and other forms too create mechanical figures that represented the new machines developed in the early 1900s. ⁴The artist used his talent two explore the relationship among a person and the industrial world.

⁵Léger present his vision of a world produced by machines in *The Creation of the World*. ⁶As it lays beneath a moon and a handful of stars, Léger's world recalls the planets that Judith Herbst imagined in "Star Fever." ⁷Perhaps much of the strange images in the painting all ready exist under some distant star.



Fernand Léger, *The Creation of the World*, c. 1925

Grammar Review

Review: Exercise 3

Mixed Review



For each sentence, write the correct word or words in parentheses.

1. Migration is an important concept (between, among) the world's creatures.
2. Migration, (formally, formerly) defined, is movement from place to place.
3. Migration (in, into) the past was a way for people and animals to find better living conditions.
4. Today (a lot, millions) of people still migrate.
5. Animals also migrate so that they (can, may) find better living conditions.
6. (Many, Much) different kinds of animals migrate, including birds, whales, fish, frogs, and toads.
7. In the autumn, many birds gather in flocks (all ready, already) to migrate to warmer climates.
8. Although they may enjoy warm weather, (its, it's) plentiful food they seek.
9. Seasonal migrations of animals take place (to, too, two) times a year.
10. The distance that animals migrate (between, among) two habitats varies.
11. Some animals migrate (fewer, less) than a mile.
12. On the other hand, Arctic terns travel up to 22,000 miles each year between (their, they're) summer and winter residences.
13. Salmon migrate from small streams (to, too, two) the vast ocean.
14. They stay where (theirs, there's) a plentiful supply of food.
15. (Than, Then) they reverse the process and return to their home stream.
16. There the female will (lay, lie) her eggs, and the male will fertilize them.
17. The adult salmon may die after spawning, but their offspring (precede, proceed) to develop within the eggs.
18. Without parents to (learn, teach) them, the young salmon repeat the pattern.
19. We must (accept, except) the mystery of animal migration.
20. What sense (brings, takes) animals away to another home?
21. What sense (brings, takes) them back to the exact spot where they once lived?
22. Humans can (choose, chose) the instruments that guide them.
23. They can (leave, let) the stars or a compass be their guide.
24. Electronic equipment will pinpoint (where at, where) they are sailing or flying.
25. Although humans have a great deal of knowledge, we still have much to (learn, teach) about animal migrations.

Writing Application

TIME

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

Usage in Writing

Katherine Paterson chose her words carefully for this passage from *Lyddie* that uses troublesome words correctly. Read the passage, focusing especially on the italicized words.

Her stomach rumbled, but she ignored it. There would be no breakfast until seven, and that was *two* and a half hours away. By five the girls had crowded through the main gate, jostled their way up the outside staircase on the far end of the mill, cleaned their machines, and stood waiting for the workday to begin.

"Not *too* tired this morning?" Diana asked by way of greeting.

Techniques with Usage

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

- 1 Remember that some word pairs have related meanings, although their spellings and usages differ. Check each word against its context carefully before making your final choice:

INCORRECT USAGE that was *too* and a half hours

PATERSON'S VERSION that was *two* and a half hours

- 2 Homophones, or words with the same sound but different spellings and meanings, are easily confused. Be sure to choose the correct word and spelling for your intended meaning.

INCORRECT USAGE Not *to* tired this morning?

PATERSON'S VERSION Not *too* tired this morning?

Practice

Try out these techniques on the following passage, revising it on a separate sheet of paper. Pay particular attention to the underlined words.

"Edna and Tamara asked me to come to they're house to help paint their tree-house. Can I go, Dad?" asked Mari.

"If you may finish you're chores before lunch, its fine with me," replied her father.

"The only question is, whose going to bring you home?"

"Among Edna's mom and Tamara's dad, I'm sure someone may do it. They asked me to bring a paintbrush. Will you help me chose one? We have so much," said Mari.

"No problem. Let's get started," answered her father.



UNIT
18

Diagramming Sentences

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18.1

Diagramming Simple Subjects and Simple Predicates

The basic parts of a sentence are the subject and the predicate. To diagram a sentence, first draw a horizontal line called a baseline. Then draw a vertical line that crosses and extends below the baseline.

To the left of the vertical line, write the simple subject. To the right of the vertical line, write the simple predicate. Capitalize any words that are capitalized in the sentence. Do not include punctuation, however.

People are working.

People | are working

The positions of the subject and the predicate in a diagram always remain the same.

Operators sat by the machines.

Operators | sat

By the machines **sat operators.**

operators | sat

Exercise 1

Diagramming Simple Subjects and Simple Predicates

Diagram each simple subject and simple predicate.

1. People arrived early.
2. They started the machines.
3. Other people were standing around.
4. Four women have arrived late.
5. Most factories are busy.
6. Finally lunchtime arrived.
7. The workers ate lunch.
8. Men took walks.
9. People are watching a show.
10. People played games.
11. Then the workers returned.
12. They restarted the machines.
13. They liked their tasks.
14. The supervisor praises them.
15. The workers show loyalty.
16. They have worked for decades.
17. The factory resembles a home.
18. People care about one another.
19. They work together.
20. The workers help one another.

18.2

Diagramming the Four Kinds of Sentences

The simple subject and the simple predicate of the four kinds of sentences are diagrammed below. Recall that in an interrogative sentence, the subject often comes between the two parts of a verb phrase. In an imperative sentence, the word *you* is understood to be the simple subject.

Note that the positions of the simple subject and the simple predicate in a sentence diagram are always the same, regardless of their positions in the original sentence.

DECLARATIVE

People use many machines.

People | use

INTERROGATIVE

Do people use many machines?

people | Do use

IMPERATIVE

Use this machine.

(you) | Use

EXCLAMATORY

What a loud noise **it makes!**

it | makes

Exercise 2**Diagramming Simple Subjects and Predicates**

Diagram the simple subject and the simple predicate of each sentence.

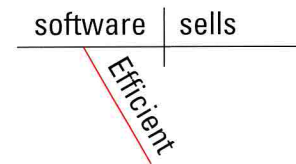
1. Where do people use machines?
2. Machines exist in homes, office buildings, and hospitals.
3. What amazing things machines can do!
4. Listen to the radio.
5. Some machines perform several tasks.
6. Do you use a computer?
7. Try this program.
8. What a fast printer you have!
9. How long does it take?
10. This printer works beautifully.

18.4

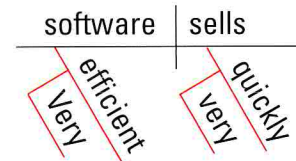
Diagramming Adjectives, Adverbs, and Prepositional Phrases

In a diagram, place adjectives and adverbs on slanted lines beneath the words they modify.

Efficient software sells.

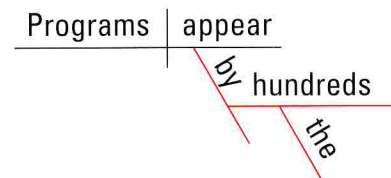


Very efficient software
sells **very quickly**.



A prepositional phrase can function as either an adjective or an adverb. In the sentence below, the prepositional phrase *by the hundreds* modifies the verb *appear*. Study the diagram.

Programs appear
by the hundreds.



Exercise 4 Diagramming Sentences

Diagram each sentence.

1. Many people use computers regularly.
2. An extremely efficient computer works very quickly.
3. Businesses of all kinds need computers constantly.
4. Computers have changed our way of life.
5. People often play complicated games on personal computers.

18.5

Diagramming Predicate Nouns and Predicate Adjectives

You have learned that in a sentence diagram the direct object is placed after the action verb.

People use telephones.

People	use	telephones
--------	-----	------------

To diagram a sentence with a predicate noun, place the predicate noun after the linking verb. Use a slanted line to separate the predicate noun from the verb.

Telephones are useful **instruments**.

Telephones	are	instruments
------------	-----	-------------

Useful

Diagram a predicate adjective in the same way.

Telephones are **useful**.

Telephones	are	useful
------------	-----	--------

Exercise 5 Diagramming Sentences

Diagram each sentence.

1. The telephone is a recent invention.
2. Alexander Graham Bell was the inventor.
3. Telephones have become common.
4. Many calls are international.
5. Early telephones looked odd.
6. The first big change was the dial.
7. A much later improvement was the undersea cable.
8. The cable was a real benefit.
9. The world grew much smaller.
10. Some modern telephones look sleek.

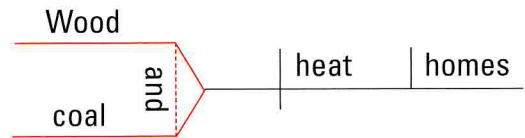
18.6

Diagramming Compound Sentence Parts

Coordinating conjunctions such as *and*, *but*, and *or* are used to join compound parts: words, phrases, or sentences. To diagram sentences with compound parts, place the second part of the compound below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

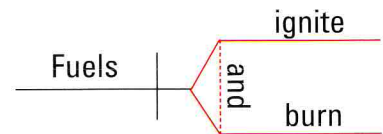
COMPOUND SUBJECT

Wood and coal
heat homes.



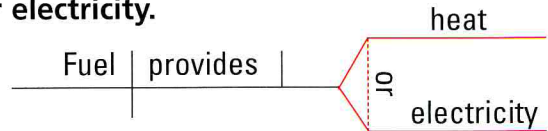
COMPOUND PREDICATE

Fuels **ignite and burn.**



COMPOUND DIRECT OBJECT

Fuel provides **heat or electricity.**



Exercise 6 Diagramming Sentences

Diagram each sentence.

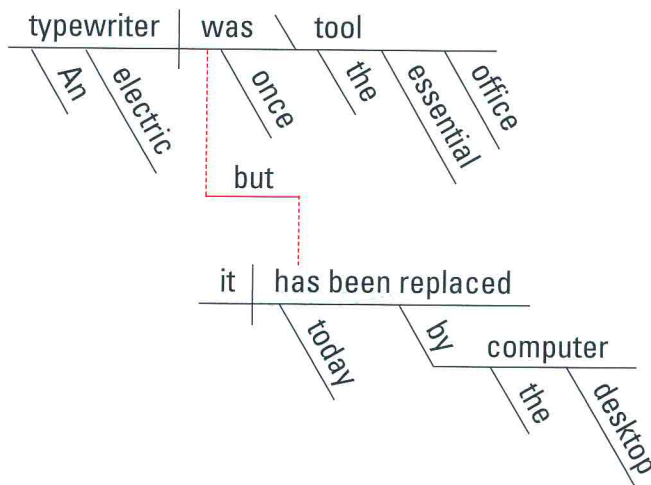
1. Oil or electricity heats most buildings.
2. Prices for fuels rise and fall.
3. Some families use windmills or solar energy.
4. Stoves and furnaces provide heat.
5. Heated air or heated water circulates through the house.

18.7

Diagramming Compound Sentences

To diagram compound sentences, diagram each clause separately. If the main clauses are connected by a semicolon, use a vertical dotted line to connect the verbs of each clause. If the main clauses are connected by a conjunction such as *and*, *but*, or *or*, write the conjunction on a solid horizontal line and connect it to the verbs of each clause by dotted lines.

An electric typewriter once was the essential office tool, **but** today it has been replaced by the desktop computer.



Exercise 7 Diagramming Sentences

Diagram each sentence.

1. C. L. Sholes experimented with typewriters in 1867, and he patented a typewriter in 1868.
2. E. Remington marketed the machine in 1874, and soon other firms manufactured typewriters.
3. Businesses used the larger typewriters, but students definitely preferred portables.
4. Word processors have extensive capabilities, but most have rather small display screens.
5. Word processors are efficient, but computers can perform more tasks.

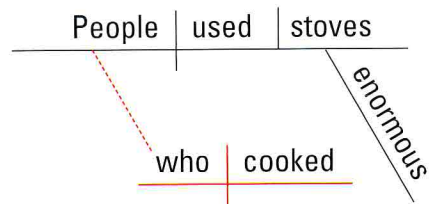
18.8

Diagramming Complex Sentences with Adjective and Adverb Clauses

To diagram a sentence with an adjective clause, diagram the main clause in one diagram and the adjective clause beneath it in another diagram. Draw a dotted line between the adjective clause and the word it modifies in the main clause. In the adjective clause, diagram the relative pronoun according to its function in its own clause. In the sentence below, *who* is the subject of the verb *cooked*.

ADJECTIVE CLAUSE

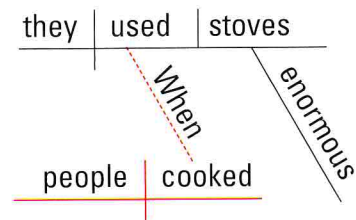
People **who cooked**
used enormous stoves.



To diagram a sentence with an adverb clause, follow the same process. Then write the subordinating conjunction on the dotted line connecting the verb of each clause.

ADVERB CLAUSE

When people cooked,
they used enormous stoves.



Exercise 8

Diagramming Sentences

Diagram each sentence.

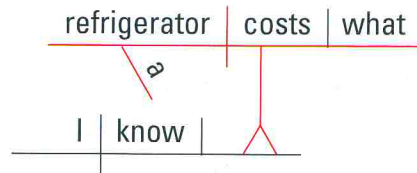
1. People once used only stoves that burned wood.
2. Such stoves required attention while they were hot.
3. People who cooked on those stoves worked hard.
4. Families inserted the wood that these stoves required.
5. As the wood burned, ashes and dirt accumulated.

18.9

Diagramming Noun Clauses

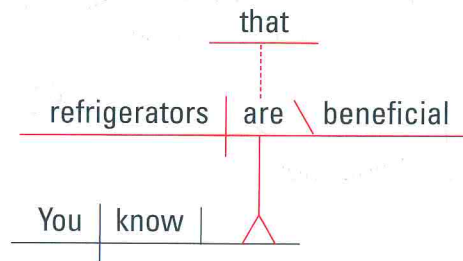
Noun clauses can be used in sentences as subjects, direct objects, objects of prepositions, or predicate nouns. In the sentence below, the noun clause is a direct object.

I know **what a refrigerator costs.**



Notice that the clause is placed above the baseline on a “stilt” where the direct object usually appears. The word that introduces a noun clause is diagrammed according to its function within the clause. In the noun clause above, the word *what* is the direct object. If the word that introduces the noun clause is not part of either the noun clause or the main clause, place the word on its own line above the verb of the clause it introduces.

You know **that refrigerators are beneficial.**



Exercise 9 Diagramming Sentences

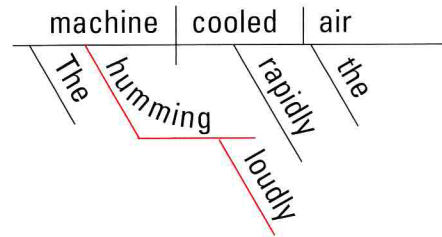
Diagram each sentence.

- Whoever uses a refrigerator should be appreciative.
- That iceboxes were helpful is undeniable.
- People eagerly awaited what the ice wagon delivered.
- When refrigeration began may surprise you.
- People in the last century knew how it worked.

18.10 Diagramming Verbals I

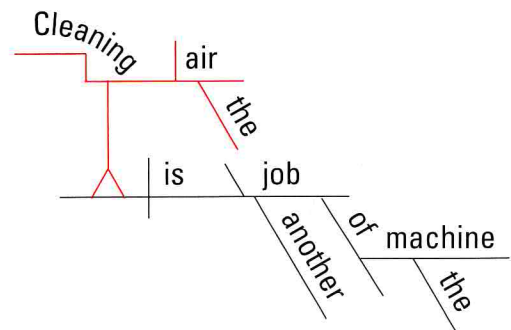
When diagramming a participle or a participial phrase, make a line that descends diagonally from the word the participle modifies and then extends to the right horizontally. Write the participle along that angled line, as shown below.

The machine, **humming loudly**, cooled the air rapidly.



When diagramming a gerund or a gerund phrase, make a “stilt” located according to the role of the gerund. (A gerund can be a subject, an object of a verb or a preposition, or an appositive.) Then write the gerund on a “step” above the stilt.

Cleaning the air is another job of the machine.



Exercise 10 Diagramming Sentences

Diagram each sentence.

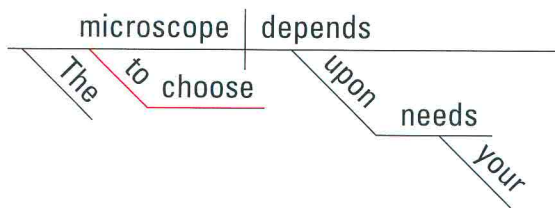
1. Cooling the air was the subject of much research.
2. The machines cool the heated air.
3. Controlling the temperature is not an easy task.
4. The circulating air cools everyone.
5. Working people appreciate this modern invention.

18.11

Diagramming Verbals II

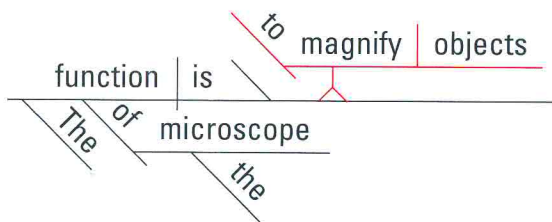
When diagramming an infinitive or an infinitive phrase that is used as either an adjective or an adverb, diagram it like a prepositional phrase.

The microscope **to choose** depends upon your needs.



When diagramming an infinitive or an infinitive phrase that is used as a noun, make a "stilt" in the subject or complement position. Then diagram the phrase as you would a prepositional phrase.

The function of the microscope is **to magnify objects**.



Exercise 11 Diagramming Sentences

Diagram each sentence.

1. The Romans may have used glass crystal to magnify objects.
2. To invent the compound microscope was Janssen's mission.
3. It is important to use microscopes carefully.
4. Sloan's job is to prepare the microscope for use.
5. The work to do governs the preparation.

UNIT
19

Capitalization

Lesson 19.1	Capitalizing Sentences, Quotations, and Salutations	583
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19.1

Capitalizing Sentences, Quotations, and Salutations

A capital letter appears at the beginning of a sentence. A capital letter also marks the beginning of a direct quotation and the salutation and closing of a letter.

RULE 1: Capitalize the first word of every sentence.

Many people helped our country gain independence.

Among them were George Washington, Thomas Jefferson, and Benjamin Franklin.

RULE 2: Capitalize the first word of a direct quotation that is a complete sentence. A direct quotation gives a speaker's exact words.

Travis said, "**A**nother one of those people was Paul Revere."

RULE 3: When a quoted sentence is interrupted by explanatory words, such as *she said*, do not begin the second part of the sentence with a capital letter.

"I read a famous poem," said Kim, "about Paul Revere."

When the second part of a quotation is a new sentence, put a period after the explanatory words, and begin the second part of the quotation with a capital letter.

"I know that poem," said Sarah. "**M**y class read it last week."

RULE 4: Do not capitalize an indirect quotation. Because an indirect quotation does not repeat a person's exact words, it does not appear in quotation marks. It is often preceded by the word *that*.

The teacher said **the** poem was written by Longfellow.

Travis said **that** another man rode with Paul Revere.

RULE 5: Capitalize the first word in the salutation and closing of a letter. Capitalize the title and name of the person addressed.

Dear **M**rs. **A**dams,

Yours truly,

Exercise 1**Capitalizing Sentences, Quotations, and Salutations**

Write each word that needs to be capitalized. If a sentence contains no error, write correct.

1. our class was learning about heroes of the American Revolution.
2. we wanted to learn more about Paul Revere.
3. he came from Boston and lived in a house that is now open to the public.
4. "let's go to the library," said Lisa, "and see what we can find."
5. one book about Paul Revere says, "he designed the first issue of Continental money."
6. Hasan said that Paul Revere was a silversmith and an engraver.
7. "my aunt," said Hasan, "visited a Boston museum that had a Revere teapot."
8. "he designed the colonies' first official seal," said Hasan. "then he engraved it."
9. "did you know that he took part in the Boston Tea Party?" asked Lisa.
10. about fifty other American patriots went to the harbor in December 1773.
11. "he is best known," said Hasan, "for warning the people that the British were coming."
12. on April 18, 1775, he rode through Lexington toward Concord shouting, "the British are coming! the British are coming!"
13. lanterns were used as signals in the steeple of the Old North Church.
14. we read that on his famous ride Paul Revere was assisted by William Dawes.
15. "isn't it funny," said Hasan, "that Dawes is not known for this deed?"
16. "yes, it is," Lisa agreed. "the famous poem about the ride mentions only Paul Revere."
17. "did you know," asked Hasan, "that the poem was written by Henry Wadsworth Longfellow, who lived in Cambridge?"
18. we also learned that the poem was written more than eighty years after that important ride happened.
19. "because of Paul Revere's ride," said Lisa, "the Minutemen were prepared."
20. we thought we had discovered many interesting facts about this famous hero.
21. we decided to submit our report to a magazine.
22. Hasan began the letter, "dear sir or madam."
23. "we have written a report on Paul Revere," he wrote. "we would like to submit it to you."
24. a few weeks later we received a reply from the magazine.
25. they said that they would publish it.

19.2

Capitalizing Names and Titles of People

A common noun is the general name of a person, place, or thing. A common noun is not capitalized. A proper noun names a particular person, place, or thing and is capitalized.

RULE 1: Capitalize the names of people and the initials that stand for their names.

Lucretia **M**ott

E. C. Stanton

RULE 2: Capitalize a title or an abbreviation of a title when it comes before a person's name or when it is used in direct address.

In 1918 **P**resident Wilson planned the League of Nations.

"Has peace been declared, **G**eneral?"

Do not capitalize a title that follows or is a substitute for a person's name.

Dwight D. Eisenhower was a general during World War II.

RULE 3: Capitalize the names and abbreviations of academic degrees that follow a person's name. Capitalize *Jr.* and *Sr.*

Martin Greer, **Ph.D.** Eve Tanaka, **M.D.** Carl Healy **Sr.**

RULE 4: Capitalize words that show family relationships when used as titles or as substitutes for a person's name.

We have pictures of **A**unt Meg marching for women's rights.

In 1902 **G**randmother was a suffragist.

Do not capitalize words that show family relationships when they follow a possessive noun or pronoun.

Maria's **c**ousin wrote about women's suffrage.

My **a**unt has told me about the women's movement.

RULE 5: Always capitalize the pronoun *I*.

History is the subject **I** like best.

Exercise 2**Capitalizing Proper Names and Titles**

Write each item, using capital letters where needed.

1. miss lucy stone
2. benjamin davis jr.
3. sonia fox, d.d.s.
4. edward r. murrow
5. beth parker, ph.d.
6. peter ashike, m.a.
7. dr. michael thomas
8. general robert e. lee
9. sir walter raleigh
10. j. p. slaughter
11. aunt martha
12. ben casey, m.d.
13. mayor riley
14. private bailey
15. gerald r. ford
16. uncle dexter
17. hillary r. clinton
18. pablo cruz sr.
19. mr. ted dover
20. king george

Exercise 3**Using Capital Letters for Names, Titles, and Abbreviations**

Write each item from the following sentences that needs a capital letter. If a sentence is correct, write correct.

1. Without susan b. anthony, women might not have the vote today.
2. Unfortunately, miss anthony died before women were allowed to vote.
3. With elizabeth cady stanton and m. j. gage, anthony wrote *History of Woman Suffrage*.
4. miss anthony met elizabeth cady stanton in New York.
5. esther p. newton, my great-grandmother, was a suffragist.
6. My great-grandmother once met miss anthony.
7. At the time, most people knew about miss anthony.
8. Later she met president wilson.
9. "Should women vote, mr. wilson?" she asked.
10. A shy man, woodrow wilson did not care to comment.
11. warren g. harding was the first president elected after women could vote.
12. Because harding died in office, calvin coolidge became president in 1923.
13. My great-grandmother knew the importance of the right to vote.
14. My grandmother, beverly newton walsh, says that her mother always voted.
15. She served in the army under general dwight d. eisenhower.
16. A colonel in the army, aunt helen owes a debt of gratitude to the women's movement.
17. In the army, she also met charles lindbergh and general george c. patton.
18. aunt helen smiled and replied, "Yes, sir!"
19. My uncle and i often tease, "Do you think women belong in the military?"
20. I'm sure esther p. newton would have been proud of aunt helen.

19.3

Capitalizing Names of Places

The names of specific places are proper nouns and are capitalized. Do not capitalize articles and prepositions that are part of geographical names, however.

RULE 1: Capitalize the names of cities, counties, states, countries, and continents.

Chicago Dade County Hawaii

RULE 2: Capitalize the names of bodies of water and other geographical features.

Dead Sea Gulf of Mexico Rocky Mountains

RULE 3: Capitalize the names of sections of a country.

New England Midwest the South

RULE 4: Capitalize compass points when they refer to a specific section of a country.

the West Coast the West the Northwest

Do not capitalize compass points when they indicate direction.

Milwaukee is north of Chicago.

Do not capitalize adjectives derived from words indicating direction.

southerly wind northern Texas

RULE 5: Capitalize the names of streets and highways.

River Road West Side Highway

RULE 6: Capitalize the names of buildings, bridges, monuments, and other structures.

Golden Gate Bridge

Lincoln Memorial



Exercise 4**Capitalizing Place Names**

Write each item, using capital letters where needed.

1. northern illinois
2. world trade center
3. spain
4. arabian desert
5. northern california
6. front street
7. national boulevard
8. carlsbad caverns
9. nebraska
10. atlantic ocean
11. yellowstone river
12. yankee stadium
13. fifth avenue
14. mediterranean sea
15. ford's theater
16. bryce canyon
17. caspian sea
18. dallas
19. great britain
20. lake erie

Exercise 5**Using Capital Letters for Place Names**

Write each geographical name, using capital letters where needed. Write *correct* if none are needed.

1. The louisiana purchase covered 827,987 square miles.
2. The united states bought the land from france.
3. At that time, Napoleon Bonaparte was the leader of france, and Thomas Jefferson was our president.
4. It extended from canada to mexico.
5. Some of the states that were once part of this territory are arkansas, kansas, nebraska, and oklahoma.
6. The land was bordered by the mississippi river on the east and by the rocky mountains on the west.
7. The platte river and the missouri river are also in this region.
8. new orleans was an important city.
9. It is located on the gulf of mexico.
10. The purchase of the land doubled the size of the united states of america.
11. It also ended French control of the mississippi valley.
12. spain still owned parts of florida and texas.
13. General Andrew Jackson defeated the British in new orleans in 1815.
14. The United States had wanted only a small piece of land that allowed access to the west.
15. Leaving from st. louis, missouri, Lewis and Clark explored this region.
16. They traveled to what is now bismarck, north dakota.
17. Meanwhile, people in washington, d.c., were thinking of these men.
18. Lewis and Clark reached the pacific ocean by traveling down the columbia river.
19. Now Americans could move farther westward.
20. Someday the country might extend to the west coast.

19.4

Capitalizing Other Proper Nouns and Adjectives

Many nouns besides the names of people and places are proper nouns. Adjectives that are formed from proper nouns are called proper adjectives. For example, the proper adjective *Cuban* is formed from the proper noun *Cuba*.

RULE 1: Capitalize the names of clubs, organizations, businesses, institutions, government bodies, and political parties.

American **B**ar **A**ssociation **F**arragut **M**iddle **S**chool the **S**enate

RULE 2: Capitalize brand names but not the nouns following them.

Smoothies lotion **N**eato sneakers

RULE 3: Capitalize the names of important historical events, periods of time, and documents.

Vietnam **W**ar **R**enaissance **G**ettsyburg **A**ddress

RULE 4: Capitalize the names of days of the week, months of the year, and holidays. Do not capitalize names of the seasons.

Friday **J**uly **T**hanksgiving **D**ay **w**inter

RULE 5: Capitalize the first word, the last word, and all important words in the title of a book, play, short story, poem, essay, article, film, television series, song, magazine, newspaper, and chapter of a book.

Profiles in **C**ourage "**T**he **N**ecklace" **N**ewsweek

RULE 6: Capitalize the names of ethnic groups, nationalities, and languages.

Vietnamese **C**hilean **G**erman

RULE 7: Capitalize proper adjectives that are formed from the names of ethnic groups and nationalities.

Chinese cooking **J**apanese flag

RULE 8: Capitalize names of courses.

Algebra II **W**orld **H**istory I

Exercise 6**Capitalizing Proper Nouns and Adjectives**

Write the following items, using capital letters where needed.

- | | | |
|---------------------------|--------------------------|-------------------------|
| 1. sunnyvale school | 8. girl scouts | 15. mexican food |
| 2. <i>reader's digest</i> | 9. wheatola cereal | 16. <i>the red pony</i> |
| 3. english | 10. <i>boston globe</i> | 17. world war II |
| 4. magna carta | 11. boston tea party | 18. colby college |
| 5. "yankee doodle" | 12. memorial day | 19. treaty of paris |
| 6. egyptian history | 13. general motors corp. | 20. russian literature |
| 7. american red cross | 14. lipton tea | 21. geometry 101 |

Exercise 7**Using Capital Letters**

Write each proper noun and adjective needing capitalization. Write *correct* if the sentence has no errors.

- The emancipation proclamation ended slavery in the South.
- President Abraham Lincoln wrote this document in the summer of 1862.
- Lincoln issued it during the civil war.
- It became official in the winter of 1863.
- It is as well known as the declaration of independence and the bill of rights.
- These three writings are vital documents of american history.
- Lincoln is also famous for the gettysburg address, a short speech he delivered in november 1863.
- The french, the english, and other peoples around the world have read them.
- In march 1861 the russians freed their serfs.
- The Thirteenth Amendment, ratified in december 1865, ended slavery in the United States.
- uncle tom's cabin*, a book by Harriet Beecher Stowe, helped end slavery.
- She wrote the novel while her husband taught at bowdoin college.
- The book was printed in *national era*, a popular magazine before the civil war.
- The book was an american best seller.
- The Fourteenth Amendment to the constitution was also ratified soon after the war.
- Before each amendment became law, congress had to pass it.
- The *new york times* printed articles about these amendments.
- The fourteenth amendment gave african americans the right to vote.
- The civil war was well documented in *harper's weekly*.
- Today we can read about the civil war in books like *the blue and the gray*.
- The civil war is usually covered in american history 1.

CAPITALIZATION

Morning Star, Black Sun by Brent Ashabranner details the efforts of the Northern Cheyenne to preserve their cherished homeland. In the following passage from the book, Joe Little Coyote, a young Northern Cheyenne man, relates the story of how his people had obtained their reservation. The passage has been annotated to show some of the rules of capitalization covered in this unit.

Literature Model

from **Morning Star, Black Sun**

by Brent Ashabranner

“**W**hen **G**eneral Miles—the Indians called him **B**ear Coat—decided to help my ancestors get a reservation,” **J**oe **L**ittle **C**oyote said, “he picked a group of Cheyenne under Chief Two Moons and a troop of soldiers and told them to ride through the country until they found good land for a reservation. The Cheyenne rode straight to the **T**ongue **R**iver, and they said that was the land they wanted. The soldiers wanted them to look further, to be sure they had found the best place. They were afraid General Miles might think they hadn’t done their job right. But the Cheyenne said, ‘No. This will be our land.’”

Then Joe Little Coyote said, “**O**ur spiritual history is here, in this land, and in **B**ear **B**utte where Sweet Medicine received the Sacred Arrows. This is more than a reservation. This is our homeland.” And he added, “You don’t sell your homeland.”

Title coming before a person’s name

Name of a person

Name of a body of water

First word of a direct quotation that is a complete sentence

Place name

Grammar Review

Review: Exercise 1 Capitalizing Sentences and Quotations

Write each sentence, correcting any errors in capitalization.

SAMPLE Joe Little Coyote said, "our spiritual history is in this land."

ANSWER Joe Little Coyote said, "Our spiritual history is in this land."

1. "My ancestors got the reservation," he explained, "With the help of General Miles."
2. general Miles said that we should look for reservation land.
3. "soon a group of Cheyenne headed for a good place to live," Joe said.
4. Chief Two Moons said That they wanted the land along the Tongue River.
5. the Cheyenne were interested in living on this land.
6. the soldiers asked the Cheyenne, "do you want to look further?"
7. "my ancestors were afraid they hadn't looked carefully enough," said Joe.
8. the Cheyenne said that the land near the Tongue River would be their home.
9. "our spiritual history is here," said Joe. "the land is sacred to us."
10. Joe Little Coyote said, "you don't sell your homeland."

Review: Exercise 2 Capitalizing Direct Quotations

Write each sentence, correcting any errors in capitalization.

1. Brendan said, "many Navajo who live in places like Monument Valley and Canyon de Chelly still live as their ancestors did."
2. "some make jewelry," said Jason. "they use silver, turquoise, and coral."
3. "did you know," asked Jennifer, "that they are also weavers?"
4. "yes," said Brendan. "they raise their own sheep and spin the wool."
5. "when they weave," said Jason, "their designs are based on ancient patterns."
6. Jennifer said, "once I saw a sand painting that was made by a Navajo."
7. "did you know," she added, "that there are more than five hundred designs?"
8. "no, I didn't," said Brendan. "how big are they?"
9. "some are small and take only an hour or two to make," said Jennifer. "others are so large that several people work for hours."
10. "these pictures are not made from paint at all," added Jason.

Review: Exercise 3 Capitalizing Names and Titles of People

Write only names and titles of people, using capital letters as needed.

SAMPLE sitting bull isn't the only famous Native American.

ANSWER Sitting Bull

1. According to howard w. hill, ph.d., pocahontas was always well known.
2. Legend says that she saved the life of captain john smith.
3. Later, she married john rolfe and was baptized under the name rebecca.
4. She is the main character in an old play by j. n. barker and is also the star of the walt disney animated movie called *pocahontas*.
5. squanto, who helped the Pilgrims, was captured by sir ferdinando gorges.
6. william bradford was surprised to find that squanto spoke English.
7. He helped settlers like captain miles standish and governor john carver.
8. Much later, sacajawea helped meriwether lewis and william clark.
9. president thomas jefferson wanted them to find a way to the Pacific Ocean.
10. Artist john white depicted scenes of Native American life.

Review: Exercise 4 Capitalizing Names of Places

Write any place names that need capital letters.

SAMPLE People first came to north america by crossing over from asia.

ANSWER North America; Asia

1. During the Ice Age, there was a land bridge between russia and alaska.
2. People settled in the southwest, the east, and other areas of the united states.
3. The first people to see the columbia river were Native Americans.
4. At plymouth rock, the Wampanoag greeted the Pilgrims.
5. narragansett bay, a Native American name, is part of the atlantic ocean.
6. In those days, there was no route 6 winding through cape cod.
7. Many years later, the colonists in boston built Faneuil hall.
8. Soon settlers headed west, traveling along the santa fe trail.
9. Monument valley in utah and arizona was sacred to the Native Americans.
10. Other Native American nations include the cree and the sioux.

Grammar Review

Review: Exercise 5 Capitalizing Other Proper Nouns

Write each item, using capital letters where needed.

SAMPLE girl scouts of america

ANSWER Girl Scouts of America

1. speed king sneakers
2. monday, september 6
3. *reader's digest*
4. korean war
5. memorial day
6. american medical association
7. general motors
8. "the open window"
9. *the red badge of courage*
10. middle ages
11. kennedy middle school
12. treaty of paris
13. irish
14. republicans and democrats
15. *the lion king*
16. victorian age
17. cadillac sedan
18. fourth of july
19. new york historical society
20. declaration of independence

Review: Exercise 6 Capitalizing Proper Adjectives

Write the proper noun from each item correctly. Then write each group of words, changing the proper noun to a proper adjective.

SAMPLE the language of spain

ANSWER Spain, the Spanish language

1. a poodle from france
2. the capital of egypt
3. music of germany
4. cars from japan
5. clothes from india
6. antiques from england
7. a bank in korea
8. a lantern from china
9. wood from south america
10. elephants from africa
11. food from brazil
12. the language of norway
13. a beach in hawaii
14. a glacier in alaska
15. a boomerang from australia
16. the mountains of switzerland
17. a doll from russia
18. a song from greece
19. a book from nigeria
20. a palm tree in samoa

Review: Exercise 7

Proofreading



The following passage is about artist Robert Henri, 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.

Robert Henri

¹Robert Henri (1865–1929) was an american portrait and cityscape painter whose subjects sparkle with life. ²The Artist painted ordinary and exotic people rather than the rich and famous. ³His paintings of urban life helped portray a newer, more modern Era.

⁴Henri's aim in painting were to capture feeling sensation, and character. ⁵*Portrait of Po Tse (Water Eagle)* conveys this spirit thru the subject's expressive, dignified face. ⁶The subject who is dressed in traditional clothes, shows pride in his Native American heritage. ⁷like joe Little Coyote in *morning Star, Black Sun*, the subject in the portrait cherishes his homeland.

Review: Exercise 8

Mixed Review

Write each sentence, correcting any errors in capitalization.



SAMPLE there have been many famous native americans in our history

ANSWER There; Native Americans

- massasoit signed a treaty in 1621 with governor john carver of plymouth colony.
- crazy horse defeated lt. col. george a. custer in the battle of little bighorn on june 25, 1876.
- geronimo, an apache, once fled to the sierra madre in mexico.
- He later returned to the united states.
- he lived on the san carlos indian reservation.
- sitting bull, a sioux, was born near the grand river in south dakota.
- “jim thorpe won gold medals in the 1912 olympic games,” said jill.
- he played baseball for the cincinnati reds, a national league baseball team.

(continued)

Grammar Review

9. an excellent football player, too, he is enshrined in the football hall of fame in canton, ohio.
10. william cody presented “buffalo bill’s wild west show” in the east.

Capitalization



Robert Henri, *Portrait of Po Tse (Water Eagle)*, c. 1916–1925

Writing Application

Capitalization in Writing

Examine the following passage from *So Far from the Bamboo Grove*, noting how Yoko Kawashima Watkins uses capitalization to identify characters. Pay particular attention to the italicized words.

"Most of my classmates have enlisted," said *Hideyo*, serious for once. "*I* have decided to go to help our country."

"*You* cannot go, *Hideyo*!" *Mother* told him. "*You* must talk with *Father*. *You* just cannot make such a decision alone."

"*Mother*, I have already sent in my application," said *Hideyo*. "*I* will take the written and physical examinations!"

"How could *you*?" *Mother* moaned. "Why didn't *you* tell me?"

"*I* am eighteen. Big enough to make my own decision."

Capitalization Techniques

Try to apply some of Yoko Kawashima Watkins's writing techniques when you write and revise your own work.

- 1 Capitalize people's names, and names describing family relationships when they replace a name:

INCORRECT "How could you?" *his* *Mother* moaned.

WATKINS'S VERSION "How could you?" *Mother* moaned.

- 2 Always capitalize the pronoun *I*. Capitalize other pronouns only when they begin a sentence:

INCORRECT "Why didn't *You* tell me?" "*i* am eighteen."

WATKINS'S VERSION "Why didn't you tell me?"

"*I* am eighteen."

TIME

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

Practice

Practice these capitalization techniques as you revise the following passage, using a separate sheet of paper. Focus especially on the underlined words.

"i have never been to New Haven," said eve.

"Of course You have," replied aunt petra. "Don't You remember the cranes we saw while crossing the bridge?"

"father told me about them, but i can't recall what they look like," insisted eve. "How about You, marty? Can You describe them?" asked eve, turning toward her Cousin marty.

"Yes," said marty. "i think they were painted bright red. you always said they looked like giant grasshopper legs, only red."

"Oh, yeah!" exploded eve. "Now i remember."

UNIT
20

Punctuation

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