

20.1

Using the Period and Other End Marks

Three punctuation marks signal the end of sentences. The period is used for declarative and mild imperative sentences. The question mark is used for interrogative sentences. The exclamation point is used for exclamatory sentences, strong imperatives, and interjections.

RULE 1: Use a period at the end of a declarative sentence. A declarative sentence makes a statement.

Tractors perform many jobs on a farm.
I worked on a farm last summer.

RULE 2: Use a period at the end of an imperative sentence that does not express strong feeling. An imperative sentence gives a command or makes a request.

Turn the key. [command]
Please start the motor. [request]

RULE 3: Use a question mark at the end of an interrogative sentence. An interrogative sentence asks a question.

When was the first tractor built?
Were you aware of that?
Do modern tractors have both speed and power?

RULE 4: Use an exclamation point at the end of an exclamatory sentence or a strong imperative. An exclamatory sentence expresses strong feeling.

What a powerful tractor that is!
Get out of the way!

RULE 5: Use an exclamation point at the end of an interjection. An interjection is a word or group of words that expresses strong emotion.

Wow! My goodness! Hi! Hey!
Hooray! Oh, boy! Oops! Phew!

Exercise 1 **Using End Marks**

Write the last word of each sentence, and add the correct end mark. Then write whether each sentence is *declarative*, *imperative*, *interrogative*, or *exclamatory*.

1. Please tell me about the history of tractors
2. Read about tractors in your book
3. The first tractor was used in the 1870s
4. This tractor was driven by steam and required a licensed steam engineer to operate and repair it
5. Was this machine very large
6. Could it haul and pull heavy loads
7. Can you believe that this tractor could pull as many as forty plows at one time
8. What an amazing sight it must have been
9. Internal combustion tractors were built in the 1890s but did not become practical until about 1920
10. Both early tractors and tractors today are used to move or operate other equipment, such as combines, threshers, or posthole diggers
11. Do some research to find out what else these kinds of equipment do
12. Please tell me about the early days of farming
13. Open your history book
14. Read about the fascinating techniques used by ancient farmers
15. Did you know that the first cultivated crops were probably grasses grown from wild seed
16. The early Egyptians developed the first large-scale irrigation system, which allowed them to distribute water efficiently over a large area
17. What a tremendous advancement this was
18. Each year the Nile River overflowed its banks
19. Farmers discovered they could grow crops by using this water
20. Did farmers prosper when the Nile overflowed
21. In 3000 B.C., Egyptian farmers invented the ox-drawn plow
22. This plow helped Egyptian farmers produce a great deal of food
23. Did your history teacher tell you that they not only fed their own people but also exported huge quantities to other countries
24. Can you imagine the work involved to grow, harvest, and ship twenty million bushels of grain to Rome each year
25. Look at the stylized pictures on Egyptian pottery to see how they raised poultry and cared for their sheep

20.2

Using Commas I

Commas signal a pause between parts of a sentence.



RULE 1: Use commas to separate three or more items in a series.

Cars, buses, and trucks clog city streets.

RULE 2: Use commas to show a pause after an introductory word and to set off names used in direct address.

Yes, most cities have few parking garages.

Tony, are you going downtown?

RULE 3: Use a comma after two or more introductory prepositional phrases, when the prepositional phrase is very long, or when the comma is needed to make the meaning clear. A comma is not needed after a single, short prepositional phrase, but it is acceptable to use one.

In the fall of 1991, Frank M. Jordan was elected mayor.

RULE 4: Use a comma after an introductory participle and an introductory participial phrase.

Plagued by deficits, many cities need state aid.

RULE 5: Use commas to set off words that interrupt the flow of thought in a sentence.

A large city, as you can see, employs many police officers.

RULE 6: Use a comma after conjunctive adverbs such as *however*, *moreover*, *furthermore*, *nevertheless*, and *therefore*.

The city is growing; therefore, the city payroll must grow.

RULE 7: Use commas to set off an appositive if it is not essential to the meaning of a sentence.

Alpine Inc., this city's oldest company, joined a large cartel.

Exercise 2 **Using Commas**

Write each sentence, adding a comma or commas where needed. If the sentence needs no changes, write *correct*.

1. Yes cities offer many different places to live.
2. People can live in apartment buildings private homes town houses residential hotels or rooming houses.
3. In the middle of the city you can see skyscrapers.
4. Some buildings are neat clean and attractive.
5. Other buildings are dirty and neglected.
6. The city has a large population.
7. In the tiny yards behind some city buildings the residents have created charming “pocket gardens.”
8. Yolanda did you know that San Diego is one of the nation’s fastest-growing cities?
9. A big city in my opinion is the best place to live.
10. No I do not mind the crowding; the hustle and bustle in my opinion are part of a city’s appeal.
11. Norm do you prefer the city or the country?
12. Does Jo your new friend enjoy living in the city?
13. Pausing a moment to consider my answer I responded that she likes the city.
14. Moreover she has never lived in the country.
15. Eva dislikes the city; nevertheless she refuses to move.
16. Traveling away from the center of the city you can find less crowded living conditions.
17. Country houses you might imagine have more land.
18. I hope Maya that you can find a big house in the country.
19. The suburbs I suppose would be a good alternative Maya.
20. The town of Ridgemont a northern suburb offers some of the advantages of both city and country.
21. From the top of the ridge in the town cemetery you can see the lights and towers of the city.
22. The center of town the commercial district offers convenient services.
23. Around the square at the very center you can find a drug store a bakery a restaurant a hardware store a clothing shop and a shoe store.
24. In most areas outside the city’s center grass and trees dominate the landscape.
25. The residents are inspired by this landscape; consequently many take up gardening as a hobby.

20.3

Using Commas II

Commas clarify meaning in sentences with more than one clause. A clause is a group of words that has a subject and a predicate and is used as part of a sentence.

RULE 8: Use a comma before *and*, *or*, or *but* when it joins main clauses.

Farming is a business, and farmers need to make a profit.

Farmers must sell their crops, or they cannot afford to replant.

Farming can be rewarding, but it is hard work.

RULE 9 Use a comma after an introductory adverb clause. Adverb clauses begin with subordinating conjunctions, such as *after*, *although*, *as*, *because*, *before*, *considering (that)*, *if*, *in order that*, *since*, *so that*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, or *while*.

When the weather is too dry, farmers have problems.

If there is no rain, crops can be ruined.

In most cases, do not use a comma with an adverb clause that comes at the end of a sentence.

Farmers have problems when the weather is too dry.

Crops can be ruined if there is no rain.

RULE 10: Use a comma or a pair of commas to set off an adjective clause that is not essential to the meaning of a sentence. This means that the clause merely gives additional information. Adjective clauses often begin with the relative pronouns *who*, *whom*, *whose*, *which*, or *that*.

Dairy cows, which are common on farms, are raised for their milk.

Do not use a comma or pair of commas to set off an essential clause from the rest of the sentence. An adjective clause is essential when it is necessary to the meaning of the sentence.

An animal that is raised for milk is the dairy cow.

Exercise 3**Using Commas with Main Clauses**

Write each sentence. Find the main clauses and the conjunction. Add commas where necessary. If the sentence needs no commas, write *correct*.

1. Farmers prepare the soil and then they plant crops in the fields.
2. Sometimes they plant a cover crop and plow it into the soil in spring.
3. They sometimes add organic material, which helps build the soil.
4. They maintain a compost pile from which they add finished compost to the soil.
5. Some seeds are planted directly in the ground but others are started indoors.
6. Some seeds are started in a greenhouse and they are planted outdoors when it's warm.
7. The farmers can buy the seeds fresh or they can save them from a previous crop.
8. Even when the plants are in the ground, the farmers' work is not done.
9. Weeds of all kinds suddenly appear and the farmers must act quickly.
10. They must remove the weeds carefully or they will disturb the young plants.

Exercise 4**Using Commas with Subordinate Clauses**

Write the subordinate clause in each sentence, adding commas where needed.

1. Whenever farmers grow crops insects move in for the feast.
2. IPM which stands for Integrated Pest Management helps control insects.
3. Because insects flourish in debris farmers try to keep their fields clean.
4. They make sure that seedlings are insect-free before they plant them.
5. They rotate crops so that soil insects don't have a chance to multiply.
6. They choose varieties that can hold their own against insects.
7. Breeders whose job it is to develop such varieties watch for resistant plants.
8. They isolate these plants which are then used to produce seed.
9. When insects are large another effective control is handpicking them.
10. Physical barriers that keep insects away are also helpful.
11. An example is a row cover which discourages maggots and beetles.
12. If an insect responds to visual or chemical cues it can be caught in a trap.
13. A bright red plastic apple lures apple maggots which stick to its surface.
14. Electronic lures that zap bugs are not very effective.
15. Strong pesticides are avoided because they kill beneficial insects.
16. These insects which include lady bugs and praying mantises eat other insects.
17. Although many people fear wasps some wasps help control harmful insects.
18. If all else fails farmers must rely on pesticides.
19. When they do they limit application to the exact problem area.
20. The safest kind is insecticidal soap which doesn't linger in the soil.

20.4

Using Commas III

Several rules for using commas—among those the rules for punctuating dates and addresses—are a matter of standard usage.

RULE 11: Use commas before and after the year when it is used with both the month and the day. If only the month and the year are given, do not use a comma.

The antipollution project began on May 25, 1992, and lasted a year. The first meeting was held in July 1992 and made headlines.

RULE 12: Use commas before and after the name of a state or a country when it is used with the name of a city. Do not use a comma after the state if it is used with a ZIP code.

Speakers came from Palo Alto, California, to speak at the meeting. The address on the envelope was as follows: 123 Ridge Road, Orange, CT 06477.

RULE 13: Use a comma or pair of commas to set off an abbreviated title or degree following a person's name.

One expert on pollution and health is Jay Carr, M.D. Peter Fujita, Ph.D., wrote a book on pollution.

RULE 14: Use a comma or commas to set off *too* in the middle of a sentence, when *too* means “also.”

Air pollution, too, creates problems. The courts, too, are involved.

RULE 15: Use a comma or commas to set off a direct quotation.

Dr. Flores said, “Pollution causes serious problems in our cities.” “We will try,” said Joan, “to fight pollution.”

RULE 16: Use a comma after the salutation of a friendly letter and after the closing of both a friendly and a business letter.

Dear Sharon, Your friend, Yours truly,

RULE 17: Use a comma for clarity in reading a sentence.

Instead of three, four panelists discussed pollution.

Exercise 5 Using Commas with Names, Titles, Dates, and Quotations

Write each sentence below, adding commas where necessary, or write *correct* if the sentence needs no changes.

1. Larry said "Our conference on pollution is sure to be successful."
2. A letter from Austin Texas arrived today.
3. It said that Jean Loubet Ph.D. will be attending.
4. "Is Dr. Jean Loubet" asked Evan "a physician?"
5. His most famous book appeared in June 1995.
6. His letter told us that dozens of boxes of materials will be sent ahead by train.
7. We must prepare them for distribution at the conference.
8. Dr. Loubet will arrive at the conference on November 5 2001 and depart a week later.
9. He and Sarah McInerney M.D. will be our featured speakers.
10. Dr. McInerney too has written many books and articles.
11. She does research in Ann Arbor Michigan at the university.
12. Dr. McInerney asked "Should I send materials ahead too?"
13. She doesn't have a Ph.D. but is as famous as Dr. Loubet.
14. Larry told both speakers "We're delighted to have you here."
15. Both Dr. McInerney and Jean Loubet, Ph.D. agreed to attend the 2002 conference to deliver speeches.

Exercise 6 Using Commas in Letters

Write each numbered item below, adding commas where necessary.

¹109 National Boulevard

²Los Angeles California 90034

³September 30 2001

⁴Dear Aunt Patricia

⁵Last week my teacher said "We can all do more to stop pollution." ⁶I think that students too can help. ⁷I said to Yoko "Let's make posters for the Stop Pollution Fair." ⁸The fair will be like the one that was held on January 5 2000 in Denver Colorado. ⁹Alex Gafar M.A. will speak on recycling.

¹⁰Much love

Antonia

20.5

Using Semicolons and Colons

RULE 1: Use a semicolon to join the parts of a compound sentence when a coordinating conjunction, such as *and*, *or*, *nor*, or *but*, is not used.

Many people in Africa farm small pieces of land; these farmers raise food for their families.

RULE 2: Use a semicolon to join parts of a compound sentence when the main clauses are long and are subdivided by commas. Use a semicolon even if these clauses are already joined by a coordinating conjunction.

Herding is an important job for the Dinka, Masai, and Turkana; but plowing, planting, and harvesting are also crucial tasks.

RULE 3: Use a semicolon to separate main clauses joined by a conjunctive adverb, such as *consequently*, *furthermore*, *however*, *moreover*, *nevertheless*, or *therefore*. Be sure to use a comma after a conjunctive adverb.

Many African farmers grow crops on family-owned farms; however, in some areas, farmers work on land owned by the government.

RULE 4: Use a colon to introduce a list of items that ends a sentence. Use a phrase such as *these*, *the following*, or *as follows* to signal that a list is coming.

African farmers grow the following: corn, millet, and sorghum.

Do not use a colon immediately after a verb or a preposition.

Some farmers work with hoes, knives, and digging sticks.

RULE 5: Use a colon to separate the hour and the minute when you write the time of day.

Many farmers start working at 5:15 in the morning.

RULE 6: Use a colon after the salutation of a business letter.

Dear Sir or Madam: Dear Ms. Ngai:

Exercise 7 Using Semicolons and Colons

Write each sentence. Add a semicolon or a colon where needed. Remember to use a comma after a conjunctive adverb.

1. I was bored at 330 in the afternoon then the mail arrived.
2. It included these items two bills, three ads, and a letter from my cousin.
3. Jill wrote about her work in Africa she is teaching English in Tanzania.
4. Africa contains these regions deserts, jungles, grasslands, and farmlands.
5. The equator cuts through Africa however most land lies north of it.
6. Some areas are not very hospitable nevertheless most are inhabited.
7. There is fertile land in North Africa however the desert predominates.
8. The southern edge of the desert merges into grassland further south the grassland merges into a tropical rain forest.
9. Southern Africa lies in the temperate zone snow falls there occasionally.
10. Africa is rich in resources thus it supports a variety of life styles.
11. Rubber trees flourish in the rain forest olive trees grow near the sea.
12. In the grasslands, farmers grow wheat and barley they also raise sheep.
13. South Africa is a major wool producer its main crops are corn and sugar.
14. Spectacular rivers flowing through Africa include the following the mighty Nile in the east, the Congo in Central Africa, and the Niger in the west.
15. Agriculture dominates the economy mining is another important activity.
16. Jill mentioned the following Tanzanian products cotton, coffee, and sugar.
17. Some areas are quite poor consequently farmers must struggle to survive.
18. Subsistence farmers depend on corn they may also raise cattle or goats.
19. Jill finds life in Africa fascinating nevertheless she misses home.
20. Now at 345 I am no longer bored Jill's letter has sparked my imagination.

Exercise 8 Using Semicolons and Colons in Letters

Write the numbered items, adding a semicolon or a colon where needed.

¹Dear Mr. Bishop

²I am buying a farm for my venture, I will need farming equipment. ³I will have to buy plows, tractors, and spreaders. ⁴In the near future, I will also need the following seed, fertilizer, and more machinery. ⁵I am currently pricing equipment therefore, please send me a list of your prices.

Sincerely yours,

Eleni Ruiz

20.6

Using Quotation Marks and Italics

Quotation marks enclose a person's exact words, as well as the titles of some works. Italic type—a special slanted type that is used in printing—identifies titles of other works. In handwriting, use underlining to show italic type.

RULE 1: Use quotation marks before and after a direct quotation.

"A nomad is a person who wanders," May said.

RULE 2: Use quotation marks with both parts of a divided quotation.

"Most nomads," said Ali, "travel by animal or on foot."

RULE 3: Use a comma or commas to separate a phrase such as *he said* from the quotation itself. Place the comma inside closing quotation marks.

"Most nomads," Betsy explained, "raise animals."

RULE 4: Place a period inside closing quotation marks.

José said, "Some nomads move their animals through deserts."

RULE 5: Place a question mark or an exclamation point inside the quotation marks when it is part of the quotation.

Bo asked, "Do nomads travel to find water for their herds?"

RULE 6: Place a question mark or an exclamation point outside the quotation marks when it is part of the entire sentence.

Did Ms. McCall say, "Write an essay on nomads"?

RULE 7: Use quotation marks for the title of a short story, essay, short poem, song, magazine or newspaper article, or book chapter.

"Dusk" [short story] "Mending Wall" [poem] "Skylark" [song]

RULE 8: Use italics (underlining) for the title of a book, play, long poem, film, television series, magazine, newspaper, or work of art.

The Sea Wolf [book] *Julius Caesar* [play] *Newsweek* [magazine]

Exercise 9 Punctuating Titles

Write each item below, adding quotation marks or underlining for italics where needed.

1. Nanook of the North (film)
2. New York Times (newspaper)
3. The Eternal Nomad (short poem)
4. The Old Man and the Sea (book)
5. Dream-Children (essay)
6. Star Trek (television series)
7. The Skin of Our Teeth (play)
8. Scientific American (magazine)
9. The Coldest Land (magazine article)
10. To Build a Fire (short story)

Exercise 10 Using Quotation Marks and Italics

Write the following sentences, adding quotation marks and other punctuation marks and underlining for italics where needed.

1. Frieda asked Have you read the assignment in our textbook
2. Bonnie shouted What an interesting article on nomads that was
3. I didn't know said Barry that some nomads live in northern Europe
4. Yes said Ms. Ito Lapland lies in Russia, Finland, Sweden, and Norway
5. Did Ms. Ito say The people of Lapland are called Lapps
6. Barry asked Have you read the article on Lapps in National Geographic
7. No I answered but I read about them in another magazine
8. The Lapps have two seasons said Frieda day and night
9. Does the night season really last nine months asked Barry
10. The book The Far North says Lapland has only six weeks of warm weather a year
11. Did the book say Only mosses and a few trees grow in Lapland
12. Why are the Lapps considered nomads asked George
13. Bonnie answered The people live by hunting and fishing
14. During the summer season I said they lay in supplies for the winter
15. Reindeer and dogs added Frieda are their only domestic animals
16. Do the people follow the reindeer all summer asked George
17. Bonnie replied The herds must keep moving to find enough to eat
18. Tim asked What do the Lapps do with the reindeer
19. The article The Land of the Lapps says they use the milk, meat, and hides
20. Did you know asked Ms. Ito that both male and female reindeer have antlers

20.7

Using Apostrophes

An apostrophe shows possession as well as the missing letters in a contraction. It can also signal the plural of letters, numbers, or words.

RULE 1: Use an apostrophe and an *s* (’*s*) to form the possessive of a singular noun.

girl + ’*s* = girl’s Francis + ’*s* = Francis’s

RULE 2: Use an apostrophe and an *s* (’*s*) to form the possessive of a plural noun that does not end in *s*.

women + ’*s* = women’s mice + ’*s* = mice’s

RULE 3: Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

girls + ’ = girls’ Johnsons + ’ = Johnsons’

RULE 4: Use an apostrophe and an *s* (’*s*) to form the possessive of an indefinite pronoun.

anyone + ’*s* = anyone’s somebody + ’*s* = somebody’s

Do not use an apostrophe in a possessive pronoun.

That map is **theirs**. Is this mark **mine**?

The books on the table are **hers**. The bird flapped **its** wings.

RULE 5: Use an apostrophe to replace letters that have been omitted in a contraction.

it + is = it’s you + are = you’re

there + is = there’s did + not = didn’t

RULE 6: Use an apostrophe to form the plural of letters, figures, and words when they are used as themselves.

three *t*’s five 6’s no *and*’s, *if*’s, or *but*’s

RULE 7: Use an apostrophe to show missing numbers in a date.

the class of ’87

You are

You’re

a

You’re

Exercise 11 Using Apostrophes in Possessives

Write the possessive form of each of the words below.

- | | | |
|----------------|-------------|-----------------|
| 1. cities | 9. woman | 17. the Gilsons |
| 2. nation | 10. geese | 18. landowners |
| 3. everybody | 11. classes | 19. managers |
| 4. children | 12. teacher | 20. people |
| 5. Mr. Schultz | 13. Alex | 21. rooster |
| 6. dogs | 14. someone | 22. family |
| 7. man | 15. oxen | 23. nobody |
| 8. Sharice | 16. Jim | 24. Ms. Tremon |
| | | 25. clowns |

Exercise 12 Using Apostrophes

Write each plural, possessive, or contraction. Use apostrophes where needed. Write *correct* if the sentence needs no changes.

- This citys outlook is uncertain.
- Ours is an uncertain future.
- Today cities arent built beneath the earth.
- Its strange to think of underground cities.
- Perhaps well see cities floating on the water.
- Many city planners ideas are unusual.
- Their reports usually are filled with too many *ifs*.
- Tomorrows cities are a mystery to us.
- No city can plan its future exactly.
- All of our visions are full of *maybes*.
- What will actually happen to cities is anybodys guess.
- These authors new book predicts the end of cities.
- The Murrays idea is that we wont need cities.
- In their view, computers will let us live anywhere.
- I can do my job at my house, you can do yours at your house, and other people can work out of their houses too.
- Ill believe that when I see it.
- Other peoples dreams take them to space.
- One of Arthur C. Clarkes books is about a city in a space station.
- The residents lives would be very different from ours.
- Someone elses book predicts that cities will expand outward.

20.8

Using Hyphens, Dashes, and Parentheses

RULE 1 Use a hyphen to show the division of a word at the end of a line. Always divide the word between its syllables.

Forests and their products are of the greatest importance to people.

RULE 2 Use a hyphen in compound numbers.

eighty-seven thirty-nine

RULE 3 Use a hyphen in a fraction that is spelled out.

Forest rangers receive **one-half** pay upon retirement. [modifier]

One-half of all tree diseases are caused by fungi. [noun]

RULE 4 Use a hyphen or hyphens in certain compound nouns.

great-grandfather brother-in-law attorney-at-law

RULE 5 Hyphenate a compound modifier only when it precedes the word it modifies.

It's a **well-maintained** park. It is **well maintained**.

RULE 6 Use a hyphen after the prefixes *all-*, *ex-*, and *self-*. Use a hyphen to separate any prefix from a word that begins with a capital letter.

all-powerful ex-wife self-educated pre-Columbian

RULE 7 Use a dash or dashes to show a sudden break or change in thought or speech.

Mrs. Poulos—she lives nearby—helps the park attendants.

RULE 8 Use parentheses to set off words that define or helpfully explain a word in the sentence.

In tropical rain forests, dozens of species of plants may grow in one square mile (2.6 square kilometers) of land.

Exercise 13 Using Hyphens

Write each item. Use a hyphen where needed. Write *correct* if the item needs no hyphens.

- | | | |
|------------------------|---------------------|--------------------------|
| 1. two thirds majority | 6. all inclusive | 11. one quarter finished |
| 2. one-half of the pie | 7. Great aunt Katie | 12. father in law |
| 3. exchampion | 8. sixty five | 13. well known author |
| 4. self knowledge | 9. mid American | 14. seventy three |
| 5. well loved author | 10. postwar | 15. pro Irish |

Exercise 14 Using Hyphens, Dashes, and Parentheses

Write the following sentences, adding any needed hyphens, dashes, or parentheses. Write *correct* if the sentence needs no changes.

- Before people began to clear the forest for farms and cities, forests covered about one half of the earth.
- Dr. Orzeck he is an expert on ecology spoke about deforestation.
- His presentation was well documented.
- People have used wood products since the beginning of time but more about that later.
- One tree may have as many as forty two uses.
- In pre Columbian America vast all pine forests were common.
- Some pines were huge, up to 240 feet tall and 2 feet in diameter.
- British law see text on page 311 reserved these huge trees for the Crown.
- The super straight trunks were perfect for the masts of sailing ships.
- In 1947 a month long fire in a Maine forest provided a forest laboratory.
- At first sun loving flowers and shrubs grew up to fill the new clearings.
- Now, evergreen trees that don't shed their leaves are shading out the birches.
- These shade tolerant trees will again dominate the forest.
- About 748 species of trees are native in the continental United States.
- The National Register of Big Trees page 221 lists champion trees.
- A sequoia truly a giant at eighty-three feet in circumference is the largest tree.
- Some sequoias in California have been growing for three thousand years.
- Others want to protect the remaining old growth forests in the country.
- Forests grow only where there is at least fifteen inches thirty-eight centimeters of rainfall per year.
- Forests also require a frost free growing period of at least three months.

20.9

Using Abbreviations

RULE 1: Abbreviate the titles *Mr.*, *Mrs.*, *Ms.*, and *Dr.* before a person's name. Also abbreviate any professional or academic degree that follows a name, along with the titles *Jr.* and *Sr.*

Mr. Roy Sims **Jr.** Rita Mendez, **M.D.** Hugo Allen **Sr.**

RULE 2: Use capital letters and no periods with abbreviations that are pronounced letter by letter or as words. Exceptions are *U.S.* and *Washington, D.C.*, which do use periods.

WHO World Health Organization **JV** junior varsity

ROTC Reserve Officers' Training Corps

RULE 3: With exact times, use *A.M.* (*ante meridiem*, "before noon") and *P.M.* (*post meridiem*, "after noon"). For years use *B.C.* (before Christ) and, sometimes, *A.D.* (*anno Domini*, "in the year of the Lord," after Christ).

7:15 **A.M.** 9:30 **P.M.** 40 **B.C.** **A.D.** 476

RULE 4: Abbreviate days and months only in charts and lists.

Sun. Tues. Wed. Feb. Jul. Aug. Sept.

RULE 5: In scientific writing abbreviate units of measure. Use periods with English units but not with metric units.

inch(es) **in.** pound(s) **lb.** gallon(s) **gal.**

kilometer(s) **km** liter(s) **l** milliliter(s) **ml**

RULE 6: On envelopes only, abbreviate street names and state names. In general text, spell out street names and state names.

Street **St.** Avenue **Ave.** Road **Rd.** Drive **Dr.**

Boulevard **Blvd.** Parkway **Pkwy.** Place **Pl.**

Arizona **AZ** Colorado **CO** Hawaii **HI** Oklahoma **OK**

Kentucky **KY** Utah **UT** Virginia **VA** Missouri **MO**

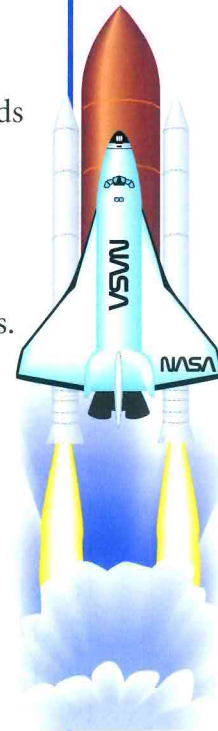
[on an envelope] Mrs. Emily Anderson

3117 Chelsea **Ave.**

Norfolk, **VA** 23503

but We still live on Chelsea **Avenue** in Norfolk, **Virginia.**

National
Aeronautics and
Space
Administration



Punctuation

Exercise 15**Using Abbreviations**

Write the correct abbreviation for each underlined item.

- | | | |
|---|---|--|
| 1. <u>anno Domini</u> 2000 | 8. <u>Mister</u> Al Moreno | 15. <u>Students Against Driving Drunk</u> |
| 2. David Parker <u>Junior</u> | 9. ninety-eight pounds | 16. <u>post meridiem</u> |
| 3. 153 <u>kilometers</u> | 10. Saratoga <u>Road</u> | 17. Ann Carey, <u>Doctor of Philosophy</u> |
| 4. <u>February</u> 23 | 11. 67 Ryer <u>Avenue</u> | 18. Cato <u>Boulevard</u> |
| 5. <u>Wednesday</u> | 12. Sam Blie <u>Senior</u> | 19. Denver, <u>Colorado</u> |
| 6. 1066 <u>before Christ</u> | 13. Phoenix, <u>Arizona</u> | 20. <u>Columbia Broadcasting System</u> |
| 7. <u>Young Women's Christian Association</u> | 14. Lewis Wright, <u>Medical Doctor</u> | |

Exercise 16**Using Abbreviations in Sentences**

Write the correct abbreviation for each underlined item in the following sentences. Write *correct* if there are no changes.

- The address on the envelope read 48 Bolton Street, Madison, Wisconsin.
- It contained information from Doctor Rita Tapahonso.
- Mister Ed Jones is teaching ecology.
- Last year, classes met from 9:30 in the morning until 3:30 in the afternoon.
- Scheduled speakers included Doctor Robin Oren.
- Also present will be a representative of the Environmental Protection Agency.
- Classes begin in September.
- My adviser will see me on Tuesday.
- Do you know the purpose of most United Nations agencies?
- I know United Nations International Children's Emergency Fund helps children and mothers in developing nations.
- Also, the International Labor Organization promotes employment and fair labor conditions.
- The President lives at 1600 Pennsylvania Avenue, Washington, District of Columbia.
- I was born on February 29, 1980, at 6:50 ante meridiem.
- Madeline Jefferson, Master of Arts, is our English teacher.
- Mix 3 gallons of Substance A with 2 pounds of Substance B.
- Salt Lake City, Utah, and Tulsa, Oklahoma, are often compared.
- Kim Yang, Doctor of Dental Surgery, has been my dentist for three years.
- His office address is 412 Mullins Road, Kalamazoo, Michigan.
- Mexico, Missouri, and Paris, Kentucky, are both United States cities.
- What is the sum of 12 liters and 48 milliliters?

20.10

Writing Numbers

In charts and tables, numbers are always written as figures. However, in an ordinary sentence some numbers are spelled out and others are written as numerals.

RULE 1: Spell out all numbers up to ninety-nine.

My dad had not visited his hometown for **twenty-five** years.

RULE 2: Use numerals for numbers of more than two words.

Approximately **250** people used to live in his hometown.

RULE 3: Spell out any number that begins a sentence, or reword the sentence so that it does not begin with a number.

Nine thousand two hundred people now live in Dad's hometown.

RULE 4: Write very large numbers as a numeral followed by the word *million* or *billion*.

The population of the United States is about **263 million**.

RULE 5: If related numbers appear in the same sentence, use all numerals.

Of the **435** graduates, **30** have received a scholarship to college.

RULE 6: Spell out ordinal numbers (*first*, *second*, and so forth).

Jan is the **sixth** person to use the new library.

RULE 7: Use words to express the time of day unless you are writing the exact time or using the abbreviation A.M. or P.M.

Classes begin at **nine o'clock**.

They end at **2:45 P.M.**

RULE 8: Use numerals to express dates, house and street numbers, apartment and room numbers, telephone numbers, page numbers, amounts of money of more than two words, and percentages. Write out the word *percent*.

May **24, 1887** **62** Oak Drive Room **307** **98** percent

Exercise 17 Writing Numbers

Write the sentences below, using the correct form for writing numbers. Write *correct* if a sentence needs no changes.

1. My father graduated from Red Bank Regional High School with the class of nineteen hundred sixty-one.
2. His class recently had a reunion after thirty years.
3. The reunion was scheduled for April ninth.
4. The party began at seven-thirty P.M.
5. Dad was the 13th person to arrive that evening.
6. The reunion was held in room forty-two, the old cafeteria.
7. 220 people came to the reunion.
8. Of these, 180 guests were graduates and forty were spouses.
9. More than 50% of the graduates attended.
10. There were three hundred thirty-four students in his graduating class.
11. Dad was happy to see his old best friend, whom he had not seen in 27 years.
12. He learned that Mr. Elton has moved back to town, to One Eighteen Jay Road.
13. Dad, Mr. Elton, and 2 other old friends agreed to get together in the coming year.
14. They figure three hundred sixty-five days gives them enough time to plan something.
15. Each alumnus contributed twenty dollars.
16. The committee collected 4 thousand 4 hundred dollars.
17. The party lasted until one o'clock.
18. My father graduated 5th in his class.
19. 75% of the class went on to college.
20. Of these students, 41 did not complete college.

Exercise 18 Writing Numbers

In the following paragraph, use the correct form for writing numbers.

¹In two thousand seven the population of the United States was approximately 300 million. ²The estimated population of North America was five hundred fifteen million. ³North America has the 3rd largest population of the world's continents. ⁴Asia has the largest, with fifty-nine percent. ⁵More than three billion people live in Asia. ⁶Africa ranks 2nd in the world's population. ⁷Close to nine hundred million people live there. ⁸Australia and New Zealand account for only 20,000,000 people. ⁹Antarctica has no permanent population, and fewer than 1,000 scientists stay the winter. ¹⁰Overall, more than six point seven billion people are believed to inhabit the earth.

PUNCTUATION

Tourists see a place differently from the way local inhabitants do. In *A Small Place*, Jamaica Kincaid writes about her homeland, the small Caribbean island of Antigua. In the following passage from the book, Kincaid looks at the island through the eyes of a tourist. She describes the island's beauty and discusses its history. She also expresses her hopes for the future of Antigua. The passage has been annotated to show some of the rules of punctuation covered in this unit.

Literature Model

from *A Small Place*
by Jamaica Kincaid

Oh, but by now you are tired of all this looking, and you want to reach your destination—your hotel, your room. You long to refresh yourself; you long to eat some nice lobster, some nice local food. You take a bath, you brush your teeth. You get dressed again; as you get dressed, you look out the window. That water—have you ever seen anything like it? Far out, to the horizon, the color of the water is navy-blue; nearer, the water is the color of the North American sky. From there to the shore, the water is pale, silvery, clear, so clear that you can see its pinkish-white sand bottom. Oh, what beauty! Oh, what beauty! You have never seen anything like this. You are so excited. You breathe shallow. You breathe deep.

Comma before *and* used to join main clauses

Semicolon to join parts of a compound sentence without a conjunction

Dash to show an interrupted thought

Comma after two introductory prepositional phrases

Grammar Review

Review: Exercise 1 Using Commas

Write each sentence, adding commas where needed.

1. Tourists come for the white sand beaches colorful reefs and balmy climate.
2. Antigua unlike other islands of the Lesser Antilles is not mountainous.
3. Most of the island is flat; however there are hills in the Southwest.
4. These hills the remnants of ancient volcanoes bear patches of rain forest.
5. Did you know Catherine that Antigua was once covered by rain forest?
6. It was deforested by its original inhabitants British planters and modern developers.
7. Antigua does not have much rainfall; therefore rain seldom interferes with tourists' plans.
8. Mangroves tidal flats salt ponds and freshwater pools are found near the shore.
9. These watery habitats as you can imagine host a great variety of wildlife.
10. Magnificent frigate birds black seabirds with long wings soar the cliffs.

Review: Exercise 2 Using Commas with Introductory Words and Phrases

Write each sentence, adding commas where needed.

SAMPLE Lying among the Leeward Islands Antigua is a Caribbean jewel.

ANSWER Lying among the Leeward Islands, Antigua is a Caribbean jewel.

1. Blessed with low humidity and year-round trade winds Antigua has an ideal climate for tourists.
2. Fringed by coral reefs the island is a snorkeler's paradise.
3. With its miles of undulating coastline it appeals to beach lovers from all over the world.
4. Shimmering in the tropical sun the turquoise waters are very inviting.
5. Indeed all kinds of water sports are popular with both natives and tourists.
6. In the sheltered water of English Harbor sailboats find safe haven.
7. From old military installations on Shirley Heights Antiguan and visitors can view fabulous sunsets.
8. No the capital is not at English Harbor.
9. Situated on the northwest coast St. John's Harbor welcomes cruise ships.
10. Yes that irregular coastline also provides many smaller bays for swimming.

Review: Exercise 3 Using Commas with Adverb Clauses

Write each sentence, adding commas where needed. Write *correct* if the sentence is correct.

SAMPLE If you want to see mahogany trees stroll through Walling Woodlands.

ANSWER If you want to see mahogany trees, stroll through Walling Woodlands.

1. Because McKinnon's Salt Pond is very shallow it appeals to sandpipers.
2. Where Indian Creek flows into the sea brown pelicans dive for tarpon.
3. You won't find a tropical rain forest unless you drive up Boggy Peak.
4. Before you drive back down you should look for scarlet tanagers.
5. Visit the lovely beaches of Carlisle Bay after you leave Boggy Peak.
6. Since Farley Bay is accessible only by foot or by water it is very peaceful.
7. Look for unusual shells when you go to Rendezvous Bay.
8. Although blue herons are everywhere Potswork Reservoir attracts the most.
9. If you want to see a mature stand of evergreens visit Weatheralls Hill.
10. In hotel gardens, you will see hummingbirds because they want the nectar in the resort's tropical flowers and fruit trees.

Review: Exercise 4 Using Commas with Adjective Clauses

Write each sentence, adding commas where needed. Write *correct* if the sentence is correct.

SAMPLE Christopher Columbus who arrived in 1943 named Antigua.

ANSWER Christopher Columbus, who arrived in 1493, named Antigua.

1. Tourists who like to explore have many options on Antigua.
2. Paradise Reef which offers a mile of coral is popular with snorkelers.
3. Glass-bottomed boats which let nonswimmers see the reef are also popular.
4. You may see the hawksbill whose shell is used for tortoiseshell jewelry.
5. The hawksbill which is named for its beaky upper jawbone is a sea turtle.
6. On Green Castle Hill are rock formations that may date to ancient times.
7. Fig Tree Drive which is named for the Antiguan fig is lush with trees.
8. Devil's Bridge is a natural formation that was created by pounding waves.
9. Captain Horatio Nelson who later became a famous British admiral served for a time in Antigua and gave his name to Nelson's Dockyard.
10. A strenuous hike leads to Monk Hill which overlooks two harbors.

Grammar Review

Review: Exercise 5 Using Commas

Write each sentence, adding commas where needed.

1. Leona's home is at 1147 Schyler Street Gary Indiana.
2. Her aunt Jo lives in Falmouth Antigua.
3. Josephine Susannah Hardy M.D. is her aunt's full name.
4. Leona arrived for a visit on July 15 2000.
5. Leona's brother Conrad came too.
6. "It's great to be here" said Leona "because I love to swim."
7. "You'll have lots of beaches to choose from" said Aunt Jo.
8. Among these three are especially recommended.
9. Leona and Conrad swam every day and studied Antiguan birdlife too.
10. On August 2 2000 they regretfully waved goodbye to Antigua.

Review: Exercise 6 Using Commas, Semicolons, and Colons

Write each sentence, adding commas, semicolons, and colons where needed.

SAMPLE Old towns can be revived the story of English Harbor proves it.

ANSWER Old towns can be revived; the story of English Harbor proves it.

1. English Harbor bustled for two centuries but then its glory faded.
2. The English navy sailed for home and traders found different ports.
3. Nelson's Dockyard itself was badly decayed old buildings had fallen in.
4. In 1951 the governor founded the Society of the Friends of English Harbor its purpose was to restore the harbor.
5. The group unearthed original plans consequently their restoration is historically accurate.
6. They tried to get these details right hand-hewn beams, pegged wood, and old glass.
7. Interest among natives, sailors, and business people grew and soon old-timers, visitors, and new residents made the streets bustle again.
8. Now Nelson's Dockyard is full of shops the Galley, the Saw Pit, the Cooper and Lumber Store, and more.
9. Tourists flock to these shops therefore the economy has steadily grown.
10. Charter boats and private boats crowd the harbor it once again welcomes travelers from the sea.

Review: Exercise 7 Using Commas and End Marks in Direct Quotations

Write each sentence, adding commas and end marks where needed.

SAMPLE "Let's visit an Arawak dig" suggested Ann.

ANSWER "Let's visit an Arawak dig," suggested Ann.

1. "The Caribbean Islands are just like stepping stones from Venezuela to Florida" said Ron
2. Keisha added "Most of the first inhabitants came from South America"
3. "Among those who settled Antigua" said Mr. Hays "were the Arawaks"
4. Did you say "The Arawaks lived in wooden houses"
5. "Yes" said Mr. Hays "the houses were wood with thatched roofs"
6. "Didn't the Arawaks play an early kind of soccer" asked Ron
7. "The object of the game" said Keisha "was to keep the ball in the air"
8. "And you couldn't use your hands" exclaimed Ann
9. Ron asked "How were the points scored"
10. "If you let the ball touch ground, the other side scored a point" said Ann

Review: Exercise 8 Punctuating Direct Quotations

Write each sentence, adding quotation marks and underlining for italics, commas, and end marks where needed.

SAMPLE Who were the first people on Antigua asked Tony.

ANSWER "Who were the first people on Antigua?" asked Tony.

1. I have been reading about the Arawaks and Caribs in a beautiful book called *Lost Empires*
2. In it there is a chapter about the Caribbean called *Crossroads Cultures*
3. I told the class *The Arawaks used sophisticated farming methods*
4. They knew how to control erosion and irrigate their fields explained Tim
5. *Manioc was their chief crop* I said but they also grew other foods
6. Tony asked *What's manioc*
7. *It's a starchy, edible root like cassava* answered Mr. Hays
8. *The sea* I said provided the Arawaks with fish and turtles
9. Tim asked *Weren't the Arawaks eventually conquered by the Caribs*
10. *The Caribs were cannibals* I exclaimed

Grammar Review

Review: Exercise 9 Using Apostrophes, Hyphens, Dashes, and Parentheses

Write each sentence, inserting apostrophes, hyphens, dashes, and parentheses where needed.

SAMPLE Antigua has a well developed educational system.

ANSWER Antigua has a well-developed educational system.

1. The country of Antigua and Barbuda has a total land area of 171 square miles 442 square kilometers.
2. Barbuda is a game preserve, and its anyones guess how many species of birds live there.
3. Redonda an uninhabited island is also part of the island country.
4. The country has been a self governing nation since 1981.
5. The three islands terrain is mostly flat.
6. Most of the countrys population live on the island of Antigua.
7. The majority of the people descendants of Africans speak English.
8. The peoples main foods include beans, fish, lobsters, and sweet potatoes.
9. On their jobs, theyre bankers, shopkeepers, hotel workers, taxi drivers, farmers, and manufacturers.
10. Drought often harms farmers crops of sugar cane and cotton.

Review: Exercise 10 Using Abbreviations and Numbers

Write each sentence, correcting the errors in abbreviations and numbers.

1. Mister Vere Cornwall was the prime minister of Antigua and Barbuda.
2. About two percent of the people live on Barbuda, the smaller island.
3. The islands receive about 45 in. of rain annually.
4. 2 deaths and 80 million dollars in property damage resulted when Hurricane Hugo struck in 1989.
5. The island's hospitals need qualified Drs.
6. Slavery was abolished on Antigua in eighteen thirty-four.
7. Forests cover 15.9% of Antigua, and 59.1% of the land is agricultural.
8. When it's 2 o'clock in VA, it's 3 o'clock in Antigua.
9. Tourists can choose from among three hundred sixty-five beaches on Antigua.
10. Summer Carnival is celebrated in late Jul. and early Aug.

Review: Exercise 11

Proofreading



Rewrite the following passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

Interior at Nice

¹The young woman in the picture on the next page sit in front of a window on a hotel balcony in France. ²With her back to the sea she gazes at the observer. ³The sun reflects off the sea and bathe the room in silvery light. ⁴Intense pinks blues, and grays help convey the atmosphere of warmth.

⁵Like Jamaica Kincaid in the passage from *A Small Place* Henri Matisse has captured a momant by the sea. ⁶The picture on the hotel wall—a picture within the picture duplicate the figure of the woman on the balcony. ⁷The observer's attention is drawn to the woman. ⁸What differences can you find between *A Small Place* and *Interior at Nice*

Review: Exercise 12

Mixed Review



Write each sentence, correcting all errors in punctuation, quotation marks, italics, and numbers.

¹Born on May 25, 1949 young Jamaica Kincaid loved to read, one of her favorite books was *Jane Eyre*. ²Although she had a happy childhood Kincaid realized that her family her mother father and three brothers underestimated her abilities she also felt stifled by the island. ³By 16 she was a very self directed young woman and she left Antigua for a job in New York. ⁴She attended several colleges but she never earned a degree. ⁵After she had written articles for teenagers magazines she became a staff writer for *The New Yorker* magazine. ⁶She wrote gardening articles however now her interest in fiction motivated her to write *Girl*, a short story. ⁷Most of the 10 stories in *At the Bottom of the River*, which was published in 1983 deal with mothers and daughters. ⁸Among the stories are the following *Girl My Mother* and *In the Night*. ⁹Kincaid's 2nd book

(continued)

Grammar Review

Annie John, is about a young Antiguan girl who grows from childhood to adolescence. ¹⁰ Kincaid also wrote *A Small Place* which criticizes British colonialism and the government of Antigua.

Punctuation



Henri Matisse, *Interior at Nice*, 1921

Writing Application

Apostrophes in Writing

David Weitzman uses apostrophes in this passage from *Thrashin' Time* to make his farming characters' dialogue sound realistic. Study the passage, paying close attention to the italicized words.

"What do you think about all this, Peter, steam power instead of horse power?"

I *wasn't* sure. "If the engine took the place of the horses, I think I'd miss Annie and Lulu and Quinn. *Wouldn't* you, Pa?"

"I would, but, you know, horse-power *thrashin'* is awful hard on them, son. Sure, I'd miss them, but we work them hard all year *plowin'* and *diskin'*, and *seedin'* and *mowin'*. Then just when *they're* so tuckered out, about to drop and *needin'* a good rest, we put them to *thrashin'*."

Techniques with Apostrophes

Try to apply some of David Weitzman's writing techniques when you write.

- 1 Use apostrophes to create contractions and help your writing flow more smoothly.

AWKWARD VERSION I *was not* sure.

WEITZMAN'S VERSION I *wasn't* sure.

- 2 Dialogue conveys information about a character. Replacing missing letters with apostrophes shows a character's natural speech patterns. The first version, although correct, is not how Pa really speaks.

LESS INFORMATION we work them hard all year *plowing* and *disking*, and *seeding* and *mowing*

WEITZMAN'S VERSION we work them hard all year *plowin'* and *diskin'*, and *seedin'* and *mowin'*

TIME

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

Practice

Rewrite the following passage, adding apostrophes to the underlined words to make the dialogue sound more natural.

"Nothing doing, Fred," said Mr. Felters. "I cannot accept this wood. It is not cut short enough."

"Come on, Felters, we have been working together for going on ten years. Trust me. I will come tomorrow and cut it shorter for you," implored Fred.

"Nope! Before I take it, it has got to be right. Cut them down to two-foot lengths and I will be a happy man," insisted Mr. Felters.

"If I must," sighed Fred, "I guess I may as well get going on it."



UNIT
21

Sentence Combining

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21.1

Prepositional Phrases

Prepositional phrases are effective tools for sentence combining. They describe nouns and verbs, just as single-word adjectives and adverbs do. Furthermore, because they show relationships between words, prepositional phrases can express complicated ideas.

- EXAMPLE**
- The landscape has undergone a change.
 - This change is **for the worse**.
 - This is **according to Rachel Carson**.

According to Rachel Carson, the landscape has undergone a change **for the worse**.

The new information from sentences *b* and *c* is added to sentence *a* in the form of prepositional phrases. In the new sentence, the prepositional phrase *According to Rachel Carson* modifies the verb *has undergone*, and the prepositional phrase *for the worse* modifies the noun *change*. Prepositional phrases follow the nouns they modify. Prepositional phrases that modify verbs can precede or follow the verbs they modify. (For a list of common prepositions, see page 481.)

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. Prepositional phrases modify nouns, verbs, and pronouns.

Exercise 1 Combining Sentences with Prepositional Phrases

The following sentences are based on an excerpt from *Silent Spring* by Rachel Carson, which you can find on pages 302–305. Combine each group of sentences so that the new information is turned into a prepositional phrase. In the first few items the new information is in dark type.

- Carson describes a mythical town.
 - The town was one **of great natural beauty**.
- Prosperous farms surrounded the town.
 - The farms were dotted **with rich productive fields**.
- Birds filled the trees and bushes.
 - The birds were **of many different kinds**.

(continued)

4.
 - a. People visited this town.
 - b. They came from miles away.
 - c. They came on account of the romantic beauty of this special place.
5.
 - a. A blight covered the land.
 - b. The blight was one of unknown origin.
6.
 - a. A powdery chemical snow fell.
 - b. It fell on buildings and land alike.
7.
 - a. Strange sicknesses were in the human and animal communities.
 - b. Doctors studied the strange sicknesses.
 - c. The doctors studied with the latest medical tools.
8.
 - a. The vegetation was dead or dying.
 - b. The dying vegetation was beside the roads.
 - c. The dying vegetation was in the orchards.
9.
 - a. Silence now reigned in the springtime.
 - b. It reigned after the disappearance of the birds.
10.
 - a. The countryside changed dramatically.
 - b. It turned into a scene of mysterious mourning.

Exercise 2 Combining Sentences

Rewrite the following paragraphs. Use prepositional phrases to combine sentences. Make any other changes in wording that you feel are necessary.

Rachel Carson describes some tragedies caused by people. She describes them in her book *Silent Spring*. These tragedies were not caused by any alien or mysterious agent. Her mythical town faced a bright and hopeful future. Then people destroyed the land. They destroyed it with their thoughtless actions. Now the land was dying. Everything on it was dying. There were no new young plants and animals to replace those that had died. Therefore, the only prospect was despair.

No one place has suffered all the tragedies described by Carson. However, each blight has occurred somewhere. The blights are upon the environment. Each one might have occurred in this country, or it might have been in other parts of the world. Many communities have undergone several of these misfortunes. This fact is without exaggeration. Carson writes of a “grim specter.” This specter is upon our landscape. Carson writes in her book *Silent Spring*. The tragedy might become a reality. The tragedy is that of the mythical town. The reality is for all of us. This is according to Rachel Carson.

21.2

Appositives

Appositives allow you to combine sentences in a compact and informative way. Appositives and appositive phrases identify or reveal something new about a noun or pronoun.

- EXAMPLE**
- a. Maya Lin designed the Vietnam Veterans Memorial.
 - b. Maya Lin was **an architecture student**.

Maya Lin, **an architecture student**, designed the Vietnam Veterans Memorial.

The appositive phrase *an architecture student* tells us more about *Maya Lin*. The appositive is set off with commas because it gives additional information. If an appositive supplies essential information, it is not set off with commas. (For more information about appositives, see pages 391–392.)

- An **appositive** is a noun placed next to another noun to identify it or give additional information about it. An **appositive phrase** includes an appositive and other words that describe it.

Exercise 3 Combining Sentences with Appositives

The following sentences are based on “Always to Remember” by Brent Ashabranner, which you can find on pages 250–257. Combine each group of sentences so that the new information is turned into an appositive or appositive phrase. In the first few items, the new information is in dark type. Add commas when necessary to your new sentences.

1. a. Congress had authorized the Vietnam Veterans Memorial.
b. The memorial was to be **a monument to the war’s dead and missing soldiers**.
2. a. Over one thousand contestants submitted plans.
b. This number of contestants was **a record number for a design competition**.
3. a. The winner was Maya Lin.
b. She was **the daughter of the dean of fine arts at Ohio University**.
c. The dean was **Henry Huan Lin**.
4. a. She was the child of cultured and educated parents.
b. Maya Lin felt that art and literature were always beside her.
c. Art and literature were her childhood friends.

(continued)

5.
 - a. Maya Lin studied architecture at Yale University.
 - b. She was valedictorian in high school.
6.
 - a. Lin was a student in Europe.
 - b. There she became interested in the architecture of cemeteries.
 - c. Cemeteries are also called “cities of the dead.”
7.
 - a. In France she was impressed by a memorial.
 - b. The memorial was the work of the architect.
 - c. The architect was Sir Edwin Lutyens.
8.
 - a. Maya learned of the Memorial Competition from Andrus Burr.
 - b. She was a Yale student.
 - c. He was a professor of funerary (burial) architecture.
9.
 - a. During a visit to the site, Maya Lin envisioned the winning design.
 - b. The site was in Constitution Gardens.
 - c. Maya Lin was an architecture student.
10.
 - a. The winner described her feelings to a *Washington Post* writer.
 - b. Maya Lin was the winner.
 - c. The writer was Phil McCombs.

Exercise 4**Combining Sentences**

Rewrite the paragraph below. Use appositives and appositive phrases to combine sentences. Make any changes in wording you feel necessary.

Before making her design, Maya Lin visited the monument’s proposed site. The site was Constitution Gardens in Washington, D.C. During her visit, the park was being enjoyed by many people. These people were Washington, D.C., residents and tourists. Lin did not want to destroy a living, beautiful park with a grim monument. That monument would be a structure out of harmony with its surroundings. Upon returning to Yale, Lin made a clay model of her vision. The vision she had in Constitution Gardens. Professor Burr had been the catalyst to Lin’s involvement. He liked her ideas. She plunged onward, and finally her design was ready to submit. It took her six weeks of work to complete. Lin’s design fits in with the park’s landscape. Her final design was a long wall of polished black stone.

21.3

Adjective Clauses

Adjective clauses are useful in combining sentences. When two sentences share information, one of them can be made into an adjective clause that modifies a word or phrase in the other.

- EXAMPLE**
- a. Lyddie began her working day long before breakfast.
 - b. Lyddie **labored in a cloth factory.**
[, **who . . .**,]

Lyddie, **who labored in a cloth factory**, began her working day long before breakfast.

The new information from sentence *b*, *labored in a cloth factory*, becomes an adjective clause modifying *Lyddie* in sentence *a*. The pronoun *who* now connects the clauses. Notice the commas in the new sentence. Adjective clauses that add nonessential information require commas. Adjective clauses that add essential information do not require commas. (For more information about adjective clauses, see pages 509–510.)

- An **adjective clause** is a subordinate clause that modifies a noun or pronoun in the main clause. The relative pronouns *who*, *whom*, *whose*, *which*, *that*, and *what* tie the adjective clause to the main clause.

Exercise 5 Combining Sentences with Adjective Clauses

The following sentences are based on an excerpt from *Lyddie* by Katherine Paterson, which you can find on pages 188–193. Combine each group of sentences so that the new information is turned into an adjective clause. In the first three items, the new information is in dark type. The information in brackets indicates the relative pronoun to use and whether a comma or commas are needed.

1. a. The girls began their working day long before breakfast.
b. The girls **labored in the cloth factory.** [who]
2. a. Lyddie found a job in a cloth factory.
b. Lyddie **had come from the country.** [, who . . . ,]
3. a. The overseer pulled the cord to the leather belt.
b. The belt **set the factory machinery into motion.** [that]

(continued)

4. a. The girls had to rush back at seven-thirty.
b. The girls were released at seven for breakfast.
5. a. Lyddie examined her boots.
b. Her boots had knotted laces.
6. a. Lyddie ran to the window for a breath of fresh air.
b. Lyddie's eyes were filled with tears.
c. She needed the breath of fresh air so desperately.
7. a. The window was nailed shut.
b. It was the window Lyddie reached first.
8. a. Diana gently guided Lyddie back to the loom.
b. Diana had already been a great friend to Lyddie.
9. a. The day now seemed an endless nightmare.
b. The day had begun with so much hope.
10. a. By the end of the day, Lyddie was too tired to think about the regulations.
b. These were the rules that all the girls had to learn.

Exercise 6 Combining Sentences

Rewrite the paragraphs below, using adjective clauses to combine sentences. Make any other changes in wording or punctuation you think necessary.

The bountiful supper table made Lyddie nauseated tonight. It might otherwise appeal to Lyddie. Finally, after sitting listlessly through the meal, Lyddie reached her bed. There she began to undress. She struggled with her clothes. She had donned the clothes so quickly and deftly just that morning. The boots were now a sore burden to her. The boots had been her special pride. Triphena's old boots sat on the floor near Lyddie's bed. She had left them there the night before. Maybe these old boots would give Lyddie's swollen feet some breathing space. These boots were stiff and awkward.

Betsy felt Lyddie's pain. She was a fellow sufferer. She remembered the horrors of her own first day. Maybe reading would make Lyddie feel better as well. It always helped Betsy to escape. With this thought in mind, Betsy picked up a book. She hoped Lyddie would enjoy this book.

Betsy read out loud from the novel *Oliver Twist*. *Oliver Twist* was written by Charles Dickens. The novel tells the story of a hungry boy. The boy is punished for asking for more food at a poorhouse. Lyddie heard the description of Oliver's punishment. The man reminded her of the factory overseer. The man scolded Oliver. The overseer had frightened her that very day. Lyddie now wanted to hear the whole story of Oliver. Lyddie had before been too tired to speak. Betsy read on until the curfew bell. Betsy's voice grew hoarse with fatigue.

21.4

Adverb Clauses

Adverb clauses are a frequently used and highly effective way to combine sentences. Adverb clauses help you establish clear relationships between two or more ideas or actions. For example, you can use adverb clauses to show that one action causes another or results from another.

- EXAMPLE**
- a. Mr. Reese drilled the team thoroughly.
 - b. They would soon be playing for the championship. [**since**]

Mr. Reese drilled the team thoroughly **since they would soon be playing for the championship.**

In the new sentence, the adverb clause *since they would soon be playing for the championship* explains why Mr. Reese drilled the team so thoroughly. Note that the subordinating conjunction *since* makes the cause-effect relationship very clear. An adverb clause can occupy several positions within a sentence. If it begins the sentence, it is followed by a comma. (For more information about adverb clauses, see pages 513–514.)

- An **adverb clause** is a subordinate clause that often modifies or describes the verb in the main clause. Adverb clauses are introduced by subordinating conjunctions such as *after, although, as, before, if, since, when, whenever, wherever, and while*.

Exercise 7 Combining Sentences with Adverb Clauses

The following sentences are based on “The Game” by Walter Dean Myers, which you can find on pages 90–94. Use adverb clauses to combine each group of sentences. In the first few items, the information in brackets signals the subordinating conjunction and the punctuation you should use.

1. a. The narrator’s team was warming up for the championship game. [**As . . . ,**]
b. They tried not to look at their opponents at the other end of the court.
2. a. The other team dominated the game’s opening minutes.
b. They passed and shot the ball extremely well. [**because**]
3. a. The narrator’s team made a few mistakes. [**When . . . ,**]
b. Mr. Reese, the coach, called timeout to give the players a rest.

(continued)

4. a. Mr. Reese seemed as calm and reassuring as he usually was.
b. His team was not playing well. [**although**]
5. a. The team returned to the floor [**When . . .**,]
b. They began to play much better.
6. a. The other team took the ball and immediately tried a slick move.
b. The narrator's team was ready and handily outmaneuvered them.
7. a. The narrator was in the right place at just the right time.
b. He made his first basket.
8. a. Mr. Reese urged the team to stay cool.
b. They were losing by seven points.
9. a. A basketball player is fouled in the process of making a shot.
b. He gets two foul shots, not one.
10. a. The narrator's teammates were happy and proud.
b. They had beaten a very rough team.

Exercise 8**Combining Sentences**

Rewrite the following paragraphs. Use adverb clauses to combine sentences. Make any other changes in punctuation or wording that you feel are necessary to improve the flow of the paragraph.

The opposing side was tricked by the “Foul him!” strategy. The narrator’s team got the ball. The score was tied. The narrator did not realize it at the time. There were just four minutes left in the game. Sam and Chalky, two good players, came back in. They outscored the other team by four points. The narrator’s team won the championship.

The narrator’s teammates were given their first-place trophies. They began to jump up and down and slap each other on the back. They had an extra trophy. They gave it to their cheerleaders. The coach shook each player’s hand. Then he invited the players’ parents and the cheerleaders into the locker room. Mr. Reese made a little speech to the group. He said he was proud of the team. They had worked so hard to win. Mr. Reese finished speaking. The parents and cheerleaders gave the team a round of applause. The narrator started to cry. He often did this. However, this time he was not embarrassed. Leon was crying even more. For the next few days, the narrator and his friends were walking on air. They saw someone in the street. They would just “walk up and be happy.”

Exercise 9

Mixed Review



The following sentences are based on *Living up the Street* by Gary Soto, which you can find on pages 32–37. Combine each group of sentences using a phrase or clause, as indicated in brackets. The bracketed directions also indicate any pronouns or punctuation that is needed.

1.
 - a. Gary Soto describes the experience.
 - b. The experience is that of his first day picking grapes. [**prepositional phrase**]
 - c. This information appears in his autobiography. [**prepositional phrase; +,**]
2.
 - a. Gary had trouble keeping up.
 - b. It is with his mother that he had this trouble. [**prepositional phrase**]
 - c. She is the person with whom he was picking. [**prepositional phrase; +,**]
3.
 - a. Mother worried that Gary would get tired.
 - b. She is an experienced picker. [**appositive phrase; +,**]
 - c. He may feel that way before the day is over. [**prepositional phrase**]
4.
 - a. Gary ate the sandwich.
 - b. He had brought the sandwich for lunch. [**adjective clause; that ...**]
5.
 - a. Mother remembered long ago days.
 - b. Those days she worked in the fields. [**adverb clause; when ...**]
 - c. These were the fields of Texas and Michigan. [**prepositional phrase**]
6.
 - a. Gary played with his knife.
 - b. It was the tool necessary to his job. [**adverb clause; because ...**]
 - c. He was careful not to lose it. [**adjective clause; which ...**]
7.
 - a. Gary thought longingly of the swimming pool.
 - b. It was the swimming pool at the YMCA. [**appositive**]
 - c. He felt the hot sun. [**adverb clause; when ...**]
8.
 - a. Mother glanced gratefully at Gary.
 - b. It was his singing that entertained them. [**adjective clause; , whose ...**]
 - c. They worked at this time. [**adverb clause; as ...**]
9.
 - a. Gary saw the new jeans.
 - b. He saw them whenever he closed his eyes. [**adverb clause; Whenever ...,**]
 - c. These were the jeans that his earnings would buy. [**adjective clause; that ...**]
10.
 - a. He and Scott made several shopping trips. [**adverb clause; After ...,**]
 - b. Gary finally chose a pair.
 - c. It was a pair of pants. [**prepositional phrase**]



Fernand Léger, *Woman in an Interior*, 1922

*“Herald what your mother said
Read the books your father read
Try to solve the puzzle in your own sweet time.”*

—Des’ree and A. Ingram,
“You Gotta Be”