

PART 2

Grammar, Usage, and Mechanics

Unit 8	Subjects, Predicates, and Sentences	358
Unit 9	Nouns	380
Unit 10	Verbs	400
Unit 11	Pronouns	434
Unit 12	Adjectives and Adverbs	456
Unit 13	Prepositions, Conjunctions, and Interjections	480
Unit 14	Clauses and Complex Sentences	504
Unit 15	Verbals	526
Unit 16	Subject-Verb Agreement	540
Unit 17	Glossary of Special Usage Problems	558
Unit 18	Diagramming Sentences	570
Unit 19	Capitalization	582
Unit 20	Punctuation	598
Unit 21	Sentence Combining	628

UNIT

8

Subjects, Predicates, and Sentences

Lesson 8.1	Kinds of Sentences	359
Lesson 8.2	Sentences and Sentence Fragments	361
Lesson 8.3	Subjects and Predicates	363
Lesson 8.4	Identifying Subjects and Predicates	365
Lesson 8.5	Compound Subjects and Compound Predicates	367
Lesson 8.6	Simple and Compound Sentences	369
	Grammar Review	371
	Writing Application	379

8.1

Kinds of Sentences

- A **sentence** is a group of words that expresses a complete thought.

Different kinds of sentences have different purposes. A sentence can make a statement, ask a question, give a command, or express strong feeling. All sentences begin with a capital letter and end with a punctuation mark. The punctuation mark at the end of the sentence is determined by the purpose of that sentence.

- A **declarative sentence** makes a statement. It ends with a period.

Edgar Allan Poe wrote suspenseful short stories.

- An **interrogative sentence** asks a question. It ends with a question mark.

Did Poe also write poetry?

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

What a great writer Poe was!

- An **imperative sentence** gives a command or makes a request. It ends with a period.

Read "The Pit and the Pendulum."

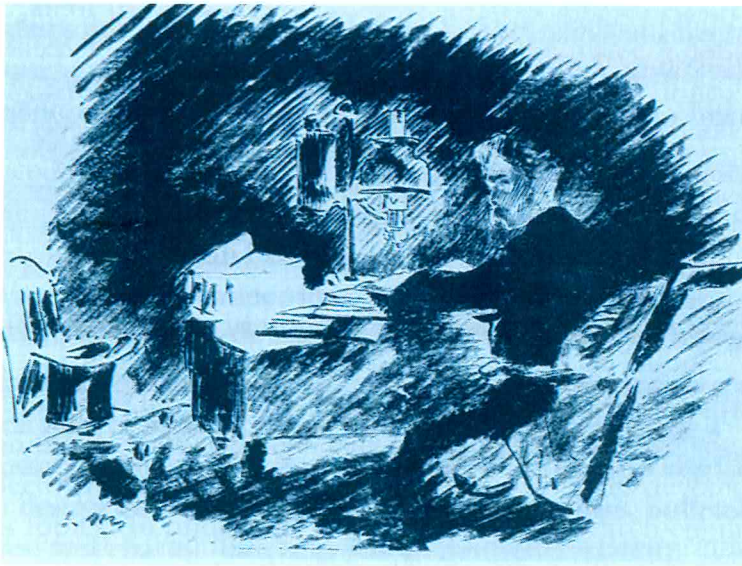
Our class is reading "The Raven" by Edgar Allan Poe.

Was it fun?

It surely scared me!

Read some of his other poems.

Subjects, Predicates, and Sentences



Édouard Manet, Illustration to Poe's "The Raven," c. 1875

Exercise 1 Identifying Kinds of Sentences

Write whether each sentence is *declarative*, *interrogative*, *exclamatory*, or *imperative*.

1. Edgar Allan Poe was born in Boston in 1809.
2. Did you know that Poe lost his parents at a very early age?
3. How awful that must have been!
4. The boy lived with his foster parents.
5. Wasn't his foster father a wealthy merchant?
6. Poe was raised in Richmond, Virginia.
7. He attended college briefly.
8. Did he enlist in the army?
9. I can't believe that he went to West Point!
10. Read a biography of Poe.
11. Didn't he also edit magazines?
12. What impressive writing Poe produced!
13. Poe was a master of the short story.
14. How greatly he influenced other writers!
15. Tell me what you think about his writing.
16. Poe died at the age of forty.
17. Isn't that very young?
18. How sad that his life was so short!
19. What a tragedy!
20. Find out more about Poe.

Exercise 2 Capitalizing and Punctuating Sentences

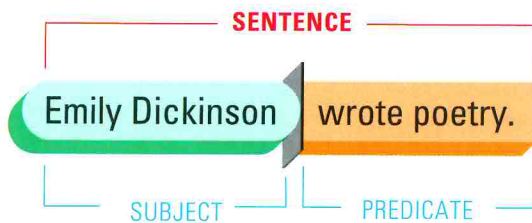
Write each sentence, adding capital letters and punctuation marks where needed.

1. is it true that Edgar Allan Poe wrote the first detective story
2. is private detective C. Auguste Dupin in one of Poe's tales
3. tell me if you have read Poe's famous poem about the raven
4. what a harrowing ending this poem has
5. Poe's writings are very popular in Europe
6. Did the young man go to college in Virginia
7. poe is also highly regarded for his literary criticism
8. he lived in Philadelphia during a part of his career
9. His writing includes mystery, suspense, fantasy, and humor
10. What a great adventure story "The Narrative of A. Gordon Pym" is

8.2

Sentences and Sentence Fragments

Every sentence has two parts: a subject and a predicate.



- The **subject part** of a sentence names whom or what the sentence is about.
- The **predicate part** of the sentence tells what the subject does or has. It can also describe what the subject is or is like.

A sentence must have both a subject and a predicate. It must also express a complete thought.

- A **sentence fragment** does not express a complete thought. It may also be missing a subject, a predicate, or both.

You often use fragments when talking with friends or writing personal letters. Some writers use sentence fragments to produce special effects. You should use complete sentences, however, in anything you write for school or business.

Correcting Sentence Fragments

Fragment	Problem	Sentence
Her sister.	The fragment lacks a predicate. <i>What did her sister do?</i>	Her sister discovered the poems in her bureau.
Wrote about her emotions.	The fragment lacks a subject. <i>Who wrote about her emotions?</i>	This gifted poet wrote about her emotions.
Of meaning.	The fragment lacks both a subject and a predicate.	Her poems contain many layers of meaning.

Exercise 3 Identifying Sentences and Sentence Fragments

Write each sentence, underlining the subject part once and the predicate part twice. If it is a fragment, write *fragment* and explain why it is a fragment.

1. Emily Dickinson lived in Amherst, Massachusetts.
2. At her parents' home.
3. Few of her poems were published during her lifetime.
4. Considered one of the greatest American poets.
5. You should study her poems carefully.
6. Dickinson's sister collected her poems.
7. This famous poet.
8. Insisted on complete privacy.
9. Her poems reflect her intensely emotional nature.
10. Many readers are attracted to her highly original style.
11. Dickinson's poetry comments on all matters of life.
12. Wrote about love and beauty.
13. Dickinson analyzes her emotions poetically.
14. So much fine work.
15. Found a world of her own.
16. With clear, precise observation.
17. Her writing style gives every word weight.
18. Her poetry uses sharp phrases and rich imagery.
19. Most of her poems include original insights.
20. To every possible human concern.

Exercise 4 Correcting Sentence Fragments

Rewrite each sentence fragment to make it a complete sentence. Add a subject or a predicate or both.

1. Emily Dickinson author.
2. Lived from 1830 to 1886.
3. With clarity and style.
4. Began to retreat into herself at the age of twenty-three.
5. Moved quietly about the house.
6. Caught only glimpses of her.
7. In the nineteenth century.
8. Biographies of Dickinson.
9. Dickinson's poetry.
10. Observed the world and wrote about it.

8.3

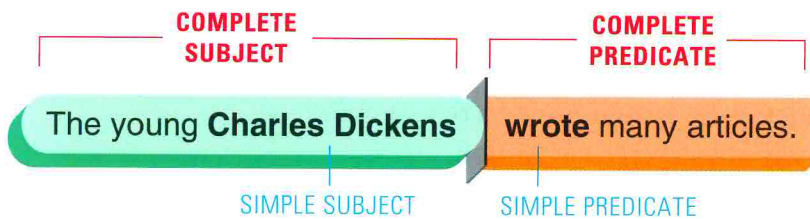
Subjects and Predicates

A sentence consists of a subject and a predicate that together express a complete thought. Both a subject and a predicate may consist of more than one word.

Complete Subject	Complete Predicate
Dickens's novels	are still popular today.
My English teacher	wrote an article on Dickens.

- The **complete subject** includes all of the words in the subject of a sentence.
- The **complete predicate** includes all of the words in the predicate of a sentence.

Not all of the words in the subject or the predicate are of equal importance.



- The **simple subject** is the main or most important word or group of words in the complete subject.

The simple subject is usually a noun or a pronoun. A **noun** is a word that names a person, a place, a thing, or an idea. A **pronoun** is a word that takes the place of one or more nouns.

- The **simple predicate** is the main word or group of words in the complete predicate.

The simple predicate is always a verb. A **verb** is a word that expresses an action or a state of being.

Sometimes the simple subject is also the complete subject. Similarly, the simple predicate may also be the complete predicate.

Exercise 5**Identifying Subjects and Predicates**

Write each sentence. Draw a line between the complete subject and the complete predicate.

1. Charles Dickens's first works consisted of articles about life in London.
2. These early works appeared under the name of Boz.
3. Their popularity led to publication of *Pickwick Papers*.
4. That first novel was highly successful.
5. Dickens wrote for the rest of his life.
6. Dickens's early experiences influenced much of his writing.
7. His only historical novel is *A Tale of Two Cities*.
8. *David Copperfield* is one of his most popular books.
9. The novel *Martin Chuzzlewit* reflects Dickens's trip to America.
10. The author gave dramatic readings of his works.

Exercise 6**Identifying Subjects and Predicates**

Write each item. Draw a vertical line between the complete subject and complete predicate. Underline the simple subject once and the simple predicate twice.

1. Charles Dickens wrote many great novels during his lifetime.
2. The English novelist remains a very popular writer.
3. He created memorable characters.
4. This very popular writer lived in poverty as a child.
5. Dickens lived with his family in London.
6. The youngster labored in a shoe polish factory at an early age.
7. The English courts sent Dickens's father to debtors' prison.
8. His family needed money then.
9. The young Dickens found work for a short while as a court stenographer.
10. He took notes at court for two years.
11. Dickens reported news for a local newspaper too.
12. He published short articles on life in London.
13. His writing appeared first under a different name.
14. The best early articles appeared in *Sketches by Boz*.
15. His first novel was *Pickwick Papers*.
16. Most Dickens novels appeared in installments in periodicals.
17. People waited eagerly for each new chapter.
18. Dickens edited two periodicals.
19. My favorite Dickens novel is *Hard Times*.
20. Dickens's own favorite novel was *David Copperfield*.

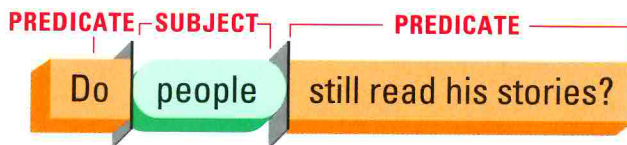
8.4

Identifying Subjects and Predicates

In most sentences, the subject comes before the predicate.



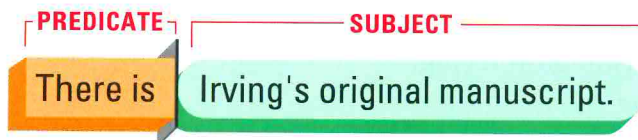
Other kinds of sentences, such as questions, begin with part or all of the predicate. The subject comes next, followed by the rest of the predicate.



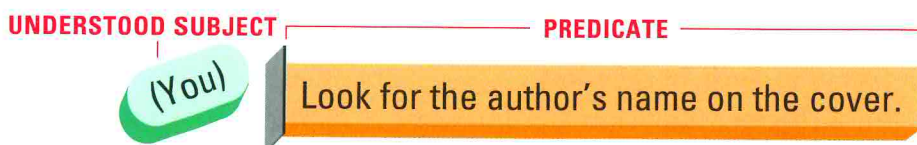
To locate the subject of a question, rearrange the words to form a statement.

Predicate	Subject	Predicate
Did	Irving	write many funny stories?
	Irving	did write many funny stories.

The predicate also precedes the subject in sentences with inverted word order and in declarative sentences that begin with *Here is*, *Here are*, *There is*, or *There are*.



In requests and commands, the subject is usually not stated. The predicate is the entire sentence. The word *you* is understood to be the subject.



Exercise 7 Identifying the Subject in Sentences

Write the complete subject in each sentence. If the sentence is a command, write (*You*).

1. Did Washington Irving achieve international fame?
2. Name two stories about Irving's childhood in New York.
3. There is a Washington Irving story with roots in German folklore.
4. Did Washington Irving live from 1783 to 1859?
5. Does Irving use a particular writing style in this tale?
6. Read Irving's satire on New York.
7. Examine Irving's humorous sketches of New York society first.
8. Did he write during his stay in England?
9. Did Irving devote himself completely to literature?
10. Has the class discussed his short story "The Legend of Sleepy Hollow"?
11. Here are Irving's two books on Columbus.
12. There are four books about his travels in Spain.
13. Study his style of writing.
14. Did Irving's *The Sketch Book* bring new importance to the short story?
15. Here is *The Sketch Book of Geoffrey Crayon*.
16. Do critics regard his short stories as his best achievement?
17. Discuss Irving's influence on other writers.
18. Here is a collection of his short stories.
19. There lies Irving's biography.
20. Did you read all of Irving's stories?

Exercise 8 Identifying the Subjects and Predicates in Sentences

Write each sentence. If the sentence is a command, write (*You*) before it. In each sentence, underline the complete subject once and the complete predicate twice.

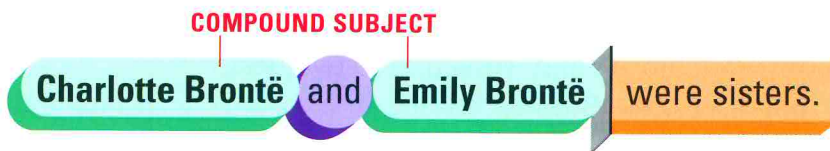
1. Learn more about Washington Irving.
2. Was his life interesting?
3. Did Irving use the pen name Diedrich Knickerbocker?
4. There was *A History of New York* published under that name.
5. Find out the origin of his pen name.
6. Irving lived in Spain twice.
7. Was he interested in Spanish culture?
8. Did Irving represent the U.S. in Spain?
9. Tell about Irving's travels in the West.
10. Did Irving read his works to frontier audiences?

8.5

Compound Subjects and Compound Predicates

A sentence may have more than one simple subject or simple predicate.

- A **compound subject** is two or more simple subjects that have the same predicate. The subjects are joined by *and*, *both . . . and*, *or*, *either . . . or*, *neither . . . nor*, or *but*.



When the two simple subjects are joined by *and* or by *both . . . and*, the compound subject is plural. Use the plural form of the verb to agree with this plural compound subject.

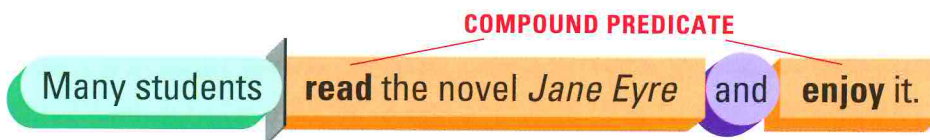
When the two simple subjects are joined by *or*, *either . . . or*, or *neither . . . nor*, however, the compound subject may be singular or plural. The verb must agree with the nearer simple subject.

Either **Charlotte** or **Emily** **is** my favorite author.

Neither **Charlotte** nor her **sisters** **were** outgoing.

In the first sentence, *Emily* is the nearer subject, and so the singular form of the verb is used. In the second sentence, *sisters* is the nearer subject, and so the plural form is used.

- A **compound predicate** is two or more simple predicates, or verbs, that have the same subject. The verbs are connected by *and*, *both . . . and*, *or*, *either . . . or*, *neither . . . nor*, or *but*.



The compound predicate in this sentence consists of *read* and *enjoy*. Both verbs agree with the plural subject. Notice the balanced, parallel structure of the verbs *read* and *enjoy*.

Exercise 9**Identifying Compound Subjects and Predicates**

Write whether each sentence has a *compound subject* or a *compound predicate*.

1. Either Charlotte or Emily Brontë will be the subject of my research paper entitled “A Great Nineteenth-century Novelist.”
2. Neither Anne nor Emily is as well known as Charlotte.
3. Many readers have read and enjoyed their books.
4. Some scholars buy or sell rare editions of their books.
5. Neither the Brontë sisters nor their brother was long-lived.
6. The Brontë sisters lived and wrote in Yorkshire, England.
7. Charlotte’s mother and sisters died early.
8. Anne Brontë both wrote novels and worked as a governess.
9. Scholars study and discuss the Brontës’ novels.
10. Either *Wuthering Heights* or *Jane Eyre* is my favorite Brontë novel.

Exercise 10**Making Subjects and Verbs Agree**

Write the correct form of the verb in parentheses.

1. Neither Emily Brontë’s poems nor her one novel (deserve, deserves) to be forgotten.
2. Either *Wuthering Heights* or her poetic works (draw, draws) praise from critics everywhere.
3. Her writing (show, shows) an understanding of people and (reveal, reveals) her love of England.
4. Critics and other readers (discuss, discusses) and (praise, praises) her single novel.
5. Critics or other readers (pay, pays) more attention to Charlotte Brontë’s works.
6. Charlotte’s novel *Shirley* (paint, paints) a portrait of Emily and (show, shows) her feelings for her sister.
7. Charlotte’s novels (reflect, reflects) her life experiences and (reveal, reveals) her dreams.
8. Both Anne Brontë’s novel *Agnes Grey* and Charlotte’s *The Professor* (tell, tells) love stories.
9. Charlotte’s novels *Shirley* and *Villette* (receive, receives) less attention today.
10. Neither Anne’s *The Tenant of Wildfell Hall* nor Charlotte’s *Shirley* (attract, attracts) many readers today.

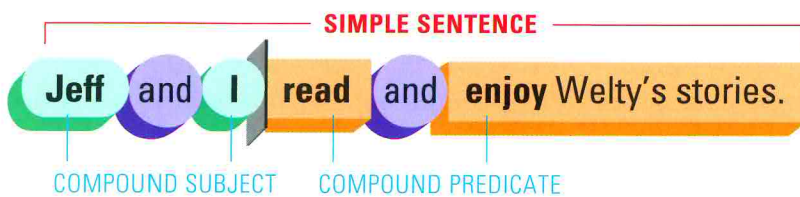
8.6

Simple and Compound Sentences

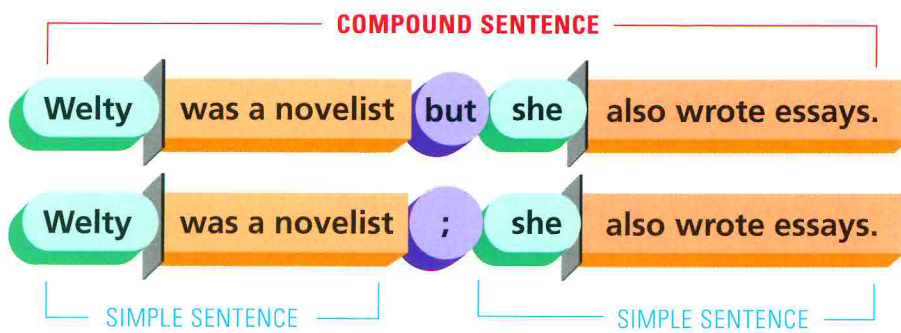
- A **simple sentence** has one subject and one predicate.



A simple sentence may have a compound subject, a compound predicate, or both, as in the following example.



- A **compound sentence** is a sentence that contains two or more simple sentences joined by a comma and a coordinating conjunction or by a semicolon.



A run-on sentence is two or more sentences incorrectly written as one sentence. To correct a run-on, write separate sentences or combine the sentences as shown below.

Correcting Run-on Sentences	
Run-on	Correct
Welty wrote novels she wrote essays.	Welty wrote novels. S he wrote essays.
Welty wrote novels, she wrote essays.	Welty wrote novels, and she wrote essays.
	Welty wrote novels; she wrote essays.

Exercise 11 Identifying Simple and Compound Sentences

Write whether each sentence is *simple* or *compound*.

1. Elizabeth Barrett Browning and Robert Browning were poets.
2. They were famous for their poetry and their love.
3. Browning liked Elizabeth Barrett's poetry, and he wrote to her.
4. Elizabeth and Robert wrote hundreds of letters to each other.
5. Scholars and other people read and study these letters.
6. Elizabeth wanted to marry Robert, but her father forbade this.
7. The couple got married anyway, and they moved to Italy.
8. Her father never forgave her; he returned her letters unopened.
9. Elizabeth wrote love poems, and Robert wrote dramatic poems.
10. People still read and enjoy the couple's poems and letters.

Exercise 12 Identifying Simple, Compound, and Run-on Sentences

Write whether each sentence is *simple*, *compound*, or *run-on*. If it is a run-on sentence, rewrite it correctly.

1. Percy Bysshe Shelley lived and wrote in the nineteenth century.
2. He was a Romantic poet his wife, Mary Shelley, was a novelist.
3. Three of his poems are "Ozymandias," "Ode to a Skylark," and "Adonais."
4. *Frankenstein* was Mary Shelley's most famous novel.
5. Percy Shelley traveled in Europe and visited friends.
6. Shelley made friends with other poets; John Keats was Shelley's friend.
7. William Godwin was another friend, Shelley liked his daughter.
8. Mary Godwin and Percy Shelley met and fell in love.
9. Mary's father was a philosopher, her mother worked for women's rights.
10. Percy respected Mary's father and visited him often.
11. Percy and Mary married and went to continental Europe.
12. Mary and Percy were friendly with the poet Lord Byron.
13. Byron wrote long, beautiful poems; some of them are almost epic in scope.
14. Byron was one of the greatest Romantic poets students still study his work.
15. Byron, Keats, and Shelley were ranked together as great Romantic poets.
16. Poetry lovers and scholars read and discuss the men's poems.
17. I love Byron's lyrical poems, but some people prefer his satirical work.
18. *Childe Harold's Pilgrimage* and *Don Juan* are Byron's masterpieces.
19. Byron loved Greece, he traveled there.
20. He fell ill in Greece, and he died there.

SUBJECTS, PREDICATES, AND SENTENCES

Russell Baker wrote about his early life in the memoir *Growing Up*. In this excerpt, he describes his reaction to having his work read publicly for the first time. The passage has been annotated to show some examples of the kinds of subjects, predicates, and sentences covered in this unit. Notice how he uses fragments for special effect.

Literature Model

from **Growing Up**
by Russell Baker

“**N**ow boys,” he said, “I want to read you an essay. This is titled ‘The Art of Eating Spaghetti.’”

And he started to read. **My words!** He **was reading my words out loud to the entire class.** What’s more, the entire class was listening. **Listening attentively.** Then somebody laughed, then the entire class was laughing, and not in contempt and ridicule, but with openhearted enjoyment. Even **Mr. Fleagle** stopped two or three times to repress a small prim smile. . . .

For the first time, light **shone** on a possibility. It wasn’t a very heartening possibility, to be sure. **Writing couldn’t lead to a job after high school, and it was hardly honest work, but Mr Fleagle had opened a door for me. . . .**

My mother was almost as delighted as I when I showed her Mr. Fleagle’s A-Plus and described my triumph. **Hadn’t she always said I had a talent for writing?**

Fragment
Complete
predicate
Fragment

Simple subject

Simple predicate

Compound
sentence

Complete
subject

Interrogative
sentence

Subjects, Predicates, and Sentences

Grammar Review

Review: Exercise 1 Identifying Sentences and Sentence Fragments

Write each sentence and draw a line between the complete subject and the complete predicate. If it is a fragment, write *fragment*, and explain why it is a fragment.

SAMPLE Said he could write.

ANSWER fragment; no subject

1. Baker wrote an essay about eating spaghetti.
2. Mr. Fleagle read the essay out loud.
3. The entire class.
4. Laughed with genuine and honest good humor.
5. The author ranked Mr. Fleagle as one of the finest teachers.
6. He showed his mother the A-Plus on his paper.
7. Baker's proud mother.
8. Didn't think writing would lead to a job after high school.
9. This experience opened a door for him.
10. Baker's newspaper column is read by millions of people.

Review: Exercise 2 Identifying Complete Subjects and Complete Predicates

Write each sentence. Underline the complete subject once and the complete predicate twice.

SAMPLE The class studied English with Mr. Fleagle.

ANSWER The class studied English with Mr. Fleagle.

1. Mr. Fleagle assigned the class an informal essay.
2. This form of writing seemed dull to Russell Baker.
3. A homework sheet listed a choice of topics.
4. Russell Baker chose "The Art of Eating Spaghetti."
5. That title brought up memories.
6. The young boy remembered a spaghetti dinner.
7. Not many people ate spaghetti in those days.
8. The family talked about this exotic dish.
9. Everyone had a good time that night.
10. Russell wrote about their funny arguments.

Review: Exercise 3 Identifying Simple Subjects and Simple Predicates

Write the simple subject and the simple predicate for each sentence.

SAMPLE Russell Baker wanted a career in newspapers.

ANSWER Russell Baker wanted

1. The author began his career in journalism in 1947.
2. The *Baltimore Sun* hired the young journalist.
3. He joined the *New York Times* in 1954.
4. The new *Times* reporter covered the White House and Congress.
5. Baker started his “Observer” column in 1962.
6. The award winner received the Pulitzer Prize in 1979.
7. His columns appear in several collections.
8. Baker’s humor entertains millions of people.
9. The writer became a television host.
10. Watchers of *Masterpiece Theater* enjoy Baker’s introductions to the show.

Review: Exercise 4 Identifying Subjects and Predicates in Questions

Rewrite each question to form a statement. Then underline each complete subject once and each complete predicate twice.

SAMPLE Was the story about spaghetti?

ANSWER The story was about spaghetti.

1. Had Baker’s mother encouraged his writing skills?
2. Did Baker’s teacher like his essay?
3. Did the class enjoy the essay?
4. Was the class laughing at Baker’s story?
5. Did everyone like the essay?
6. Did Baker get an A-Plus on his paper?
7. Did this experience give Baker ideas about a career?
8. Had Mr. Fleagle opened a door for Baker?
9. Was Mr. Fleagle one of the finest teachers in Baker’s school?
10. Was Baker’s mother pleased with her son?

Grammar Review

Review: Exercise 5 Identifying Subjects and Predicates

Write the simple subject and the simple predicate in each sentence. If the sentence is a command, write (*You*).

SAMPLE Was Russell Baker born in Virginia?

ANSWER Russell Baker was born

1. Find out about Baker's early life.
2. Was Baker's father a stonemason?
3. Did his mother teach school?
4. Was Baker's sister named Doris?
5. Here is a picture of Baker's family.
6. Point to Baker in the picture.
7. Did Baker win a college scholarship?
8. Tell the name of his college.
9. There are many books by Russell Baker.
10. Read *Growing Up*.

Review: Exercise 6 Identifying Compound Subjects and Compound Predicates

Write whether the sentence has a *compound subject* or a *compound predicate*.

SAMPLE The cook boils spaghetti and adds sauce.

ANSWER compound predicate

1. Russell Baker and his family ate spaghetti one night.
2. They enjoyed the food and argued about technique.
3. Both children and adults like spaghetti.
4. People all over the world prepare and eat pasta.
5. The Italians created and named dozens of different types of pasta.
6. The Chinese and the Japanese use noodles in many dishes.
7. My family and I eat ziti often.
8. Mom boils the ziti and covers it with sauce.
9. She adds cheese and bakes the ziti.
10. My sister and I wait with our forks ready!

Review: Exercise 7 Making Compound Subjects and Verbs Agree

Write the correct form of the verb in parentheses.

1. Russell Baker's wisdom or his humor (attract, attracts) readers.
2. Critics and other readers (praise, praises) his autobiography.
3. *Growing Up* or his other books (earn, earns) him fame.
4. Baker's childhood memories and stories (create, creates) a picture of his family.
5. His family and his life (interest, interests) readers.
6. His words and his voice (affect, affects) and (delight, delights) people.
7. His newspaper columns or his television appearances (win, wins) praise.
8. Critics or other viewers (enjoy, enjoys) his commentaries.
9. His columns and poems (appear, appears) regularly and (sell, sells) well.
10. The George Polk Award or the Pulitzer Prize (prove, proves) his worth.

Review: Exercise 8 Identifying Simple and Compound Sentences

Write whether each sentence is *simple* or *compound*.

1. Russell Baker began his journalism career at the age of eight; his mother got him a job.
2. He and his mother met and talked to a man from Curtis Publishing Company.
3. The man liked Russell, and he hired the boy.
4. Russell began his career at the bottom; he sold the *Saturday Evening Post*.
5. Russell placed the magazines in a bag and walked to a busy intersection.
6. He stood on a corner and waited for customers.
7. Russell waited for hours, but no one bought a single magazine.
8. Russell's mother was upset by this, and she taught Russell about salesmanship.
9. Russell's uncle felt sorry for the boy and bought a magazine.
10. Russell handed him a magazine, and Uncle Allen paid Russell a nickel.

Grammar Review

Review: Exercise 9 Identifying Compound Sentences and Run-on Sentences

Write whether each sentence is *compound* or *run-on*. If it is a run-on sentence, rewrite it correctly.

1. Russell Baker's mother wanted him to do well, and she encouraged him to study.
2. She didn't have much money, but she bought books and literary magazines for Russell.
3. Russell wasn't interested in literature he never read the books.
4. The magazines didn't appeal to him, he didn't read them either.
5. Russell's friend Charlie applied to Johns Hopkins University; he encouraged Russell to apply also.
6. Russell's family couldn't afford college, but Charlie told him about scholarships.
7. Russell applied for a scholarship to Johns Hopkins he didn't expect to get it.
8. Many students wanted scholarships they had to pass an exam.
9. The exam lasted four hours, and Russell worried about passing it.
10. Two weeks later a letter came from Johns Hopkins, Russell had won the scholarship.

Review: Exercise 10 Writing Compound Sentences

Combine each pair of simple sentences to form a compound sentence. Use the coordinating conjunction *and*, *but*, or *or*.

1. Russell Baker grew up in Baltimore. His first job was with a Baltimore newspaper.
2. Baker dreaded Mr. Fleagle's reaction. Mr. Fleagle liked Baker's story very much.
3. Mr. Fleagle read Baker's story to the class. The class enjoyed it.
4. Baker could have covered his ears. He could have left the room.
5. Baker needed a real job. He loved to write anyway.

Review: Exercise 11

Proofreading



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



Joseph Raffael, *Joseph and Reuben*, 1984

Grammar Review

Joseph Raffael

¹Joseph Raffael is an american artist known for his brightly colored paintings of landscapes, fish, flowers, and birds. ²In the painting on the previous page, however, Raffael has took a different approach. ³Its a portrait of the artist and his son, who appear as if they were posing. ⁴For a photograph

⁵The strong contrast between light and dark in the painting add to the effect and give it the accidental quality of a snapshot. ⁶Raffael is experimanting with the different qualities of light and color. ⁷The colors—from the warm yellow to the deep purple—are as much the subject of the painting as the artist and his’ son. ⁸What a dramatic portrait this is

Review: Exercise 12

Mixed Review

Identify the underlined words as *complete* or *simple subjects* or *complete* or *simple predicates*. Write *C* beside any compound subjects or predicates.

1. Russell Baker showed his talent in high school.
2. His English teacher assigned the class an essay.
3. Baker and the other students had a choice of topics.
4. Baker chose and wrote about the topic “The Art of Eating Spaghetti.”
5. Another title for Baker’s essay might have been “How Not to Eat Spaghetti.”
6. Baker’s teacher returned everyone’s paper but Baker’s.
7. Mr. Fleagle read Baker’s essay to the class.
8. Mr. Fleagle’s encouragement and support gave Baker food for thought.
9. The young writer liked to make people laugh.
10. He thought about journalism as a career.
11. Journalism couldn’t lead to a job and wasn’t honest work.
12. Many people write for a career.
13. Both magazines and newspapers use many writers.
14. Newspaper reporters gather information and write articles.
15. Columnists such as Russell Baker present their opinions and ideas to the readers.
16. Writers for magazines write articles on a wide variety of topics.
17. Other writers create books of fiction and nonfiction.
18. Some writers combine words with photography and create photo essays.
19. All these possibilities are open to a young writer.
20. Russell Baker finally realized his luck.

Writing Application

TIME

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

Sentence Patterns in Writing

Maya Angelou varies both the length and the organization of her sentences in this passage from *The Heart of a Woman*. Pay particular attention to the sentence structure.

I had worked two months for the SCLC, sent out tens of thousands of letters and invitations signed by Rev. King, made hundreds of statements in his name, but I had never seen him up close. He was shorter than I expected and so young. He had an easy friendliness, which was unsettling. Looking at him in my office, alone, was like seeing a lion sitting down at my dining-room table. . . .

Techniques with Sentence Patterns

Try to apply some of Maya Angelou's techniques when you write and revise your own work.

- 1 Mix short and long sentences to create variety. Compare the following:

REPETITIVE SENTENCE PATTERN

He had an easy friendliness. It was unsettling. I looked at him in my office. It was like seeing a lion sitting down at my dining-room table.

IMPROVED VERSION He had an easy friendliness, which was unsettling.

Looking at him in my office, alone, was like seeing a lion sitting down at my dining-room table. . . .

- 2 Combine two simple sentences into one compound sentence to communicate related ideas:

CHOPPY VERSION I had made hundreds of statements in his name. I had never seen him up close.

IMPROVED VERSION I had made hundreds of statements in his name, but I had never seen him up close.

Subjects, Predicates, and Sentences

Practice

Revise the following passage on a separate sheet of paper. Pay particular attention to the underlined words.

Last year my dad made some shelves for my rock collection. I watched as he cut the wood. Then he sanded it. Perched on top of some old boxes, I could feel the vibrations of the saw. I watched it slice through each length of wood. Buzzing filled the room. Sawdust piled up like blonde snow. The sawdust was under the workbench. I wanted to help. Dad said why didn't I just keep him company. So I told him stories about my rocks. I described where they came from. It was a special time together.

LOG ON



Writing Online

For more grammar practice, go to glencoe.com and enter QuickPass code WC87703p2.

UNIT

9

Nouns

Lesson 9.1	Kind of Nouns	381
Lesson 9.2	Compound Nouns	383
Lesson 9.3	Possessive Nouns	385
Lesson 9.4	Distinguishing Plurals, Possessives, and Contractions	387
Lesson 9.5	Collective Nouns	389
Lesson 9.6	Appositives	391
	Grammar Review	393
	Writing Application	399

9.1

Kinds of Nouns

Look at the incomplete sentence below. Decide which of the words in the box that follows can complete the sentence.

The historian wrote about many famous .

women colorful places events
ago ideas did pretty

The words *women*, *ideas*, *places*, and *events* can complete the sentence. These words are called nouns.

■ A **noun** is a word that names a person, place, thing, or idea.

There are two basic kinds of nouns: proper nouns and common nouns.

■ A **proper noun** names a *specific* person, place, thing, or idea.

■ A **common noun** names *any* person, place, thing, or idea.

The first word and all other important words in proper nouns are capitalized.

Common nouns can be either concrete or abstract.

■ **Concrete nouns** name things that you can see or touch.

■ **Abstract nouns** name ideas, qualities, or feelings that cannot be seen or touched.

Kinds of Nouns

Proper

Supreme Court
Queen Victoria
December
Museum of Anthropology
Native American

Common

Concrete
document
crown
snow
museum
buffalo

Abstract
truth
courage
time
history
heritage

Exercise 1 Identifying Common and Proper Nouns

Write each noun that appears in the following sentences. Indicate whether each is a *common noun* or a *proper noun*. Remember to capitalize each proper noun.

1. A baby named isabella began life in slavery in the united states.
2. Slavery was allowed in the united states before the civil war.
3. Isabella worked very hard as a child.
4. The slaveholder chose a husband for isabella.
5. Isabella had thirteen children.
6. Isabella later became a free person.
7. Then isabella took the name sojourner truth.
8. This brave crusader worked for the freedom of women and african americans.
9. Sojourner truth traveled around the country.
10. Sojourner talked about the evils of slavery.
11. The brave woman spoke to large numbers of people in many states.
12. The speaker faced danger on many occasions.
13. Sojourner truth became famous as a result of her many speeches.
14. Sojourner met with president abraham lincoln at the white house.
15. After her visit with the president, sojourner stayed in washington, d.c.
16. She worked to improve conditions for african americans in the city.
17. She helped find work for other people who had once been enslaved and had come to washington.
18. Like sojourner truth, harriet tubman was also born in slavery in maryland.
19. Harriet tubman led her people to freedom on the underground railroad.
20. Sojourner truth and harriet tubman were important women in history.

Exercise 2 Identifying Concrete and Abstract Nouns

Write *abstract* or *concrete* for each underlined noun.

1. Born in slavery, Frederick Douglass escaped and fled to Massachusetts.
2. In 1841 he addressed a meeting and talked about freedom.
3. After he spoke, he was hired to talk to other groups.
4. It took courage for him to speak out as he did.
5. After his autobiography was published in 1845, he went to England.
6. When he returned, he continued to talk about his beliefs.
7. He helped men, women, and children flee to Canada.
8. Frederick Douglass is honored by many people in this country.
9. Douglass's books are appreciated for their honesty.
10. He was an important person in the history of the United States.

9.2

Compound Nouns

The noun *storybook* is made up of two words: *story* and *book*. Such a noun is called a compound noun.

■ **Compound nouns** are nouns made of two or more words.

A compound noun can be one word, like *storybook*; more than one word, like *ice cream*; or joined by hyphens, like *runner-up*.

Compound Nouns	
One word	housekeeper, showcase, bookmark, football, storybook
Hyphenated	mother-in-law, runner-up, great-grandmother, kilowatt-hour
More than one word	dining room, ice cream, maid of honor, music box

To form the plural of compound nouns written as one word, add *-s* or *-es*. To form the plural of compound nouns that are hyphenated or written as more than one word, make the most important part of the compound noun plural.

Forming Plural Compound Nouns		
	Singular	Plural
One word	Add -s to most words. Add -es to words that end in ch, sh, s, or x . Exception:	footballs s , headlights strongboxes es , rosebushes passers by
Hyphenated	Make the most important part of the compound noun plural.	great-grandmothers s , runners s -up, mothers s -in-law
More than one word	Make the most important part of the compound noun plural.	maids s of honor, music boxes es

Whether the compound noun is singular or plural, the verb must agree with it.

My sister-in-law **writes** books. My sisters-in-law **write** books.

Exercise 3**Making Compound Nouns Plural**

Write the plural form of each compound noun below.

- | | | | |
|-------------------|--------------------|--------------------|--------------------|
| 1. lifeguard | 6. father-in-law | 11. textbook | 16. music box |
| 2. vice-principal | 7. sheepskin | 12. police station | 17. flight deck |
| 3. golf club | 8. window sash | 13. passerby | 18. great-grandson |
| 4. master-at-arms | 9. president-elect | 14. roller skate | 19. driving range |
| 5. sweet potato | 10. clubhouse | 15. headache | 20. drugstore |

Exercise 4**Using Plural Compound Nouns**

Write each sentence, using the plural form of the compound noun in parentheses.

- Voters go to (ballot box) to determine who is president.
- The White House is the residence for each of our (commander in chief).
- All (vice president) have had another residence.
- Many (sergeant-at-arms) guard the White House.
- John Adams was the first of the (chief executive) to live there.
- (Sightseer) flock to the White House.
- (Editor in chief) of newspapers must show passes to enter the White House.
- President Franklin D. Roosevelt had small (swimming pool) added to the residence.
- Under President John F. Kennedy, (guidebook) to the building's history were published.
- Presidents can have daily (workout) in the gymnasium.
- (Grandparent) sometimes visit the White House.
- Overnight visitors sleep in (guest room) on the second floor.
- In 1908 a meeting on the conservation of (natural resource) was held in the White House.
- Many of the visitors to the White House are (jobholder).
- In the West Wing are (workplace) for the president's staff.
- Once a week the Cabinet, a group of (policymaker), gathers for a meeting.
- Some presidents asked their daughters or (daughter-in-law) to serve as hostesses.
- A meeting of (mapmaker) was held in the map room, a private area.
- At the White House, no (shortcut) are taken where security is concerned.
- (Political scientist) study how the White House operates.

9.3

Possessive Nouns

A noun can be singular, naming only one person, place, thing, or idea; or it can be plural, naming two or more. A noun can also show ownership or possession of things or qualities. This kind of noun is called a possessive noun.

■ A **possessive noun** names who or what owns or has something.

Possessive nouns can be common nouns or proper nouns. They can also be singular or plural. Notice the possessive nouns in the following sentences:

Rita has a book on history.

Rita's book is new.

Read the **books**.

Note the **books'** major themes.

Possessive nouns are formed in one of two ways. To form the possessive of most nouns, you add an apostrophe and *-s* (*'s*). This is true for all singular nouns and for plural nouns not ending in *-s*. To form the possessive of plural nouns already ending in *-s*, you add only an apostrophe. These rules are summarized in the chart below.

Forming Possessive Nouns

Nouns	To Form Possessive	Examples
Most singular nouns	Add an apostrophe and -s ('s) .	a girl—a girl's name a country—a country's products
Singular nouns ending in -s	Add an apostrophe and -s ('s) .	Lewis—Lewis's explorations Chris—Chris's homework
Plural nouns ending in -s	Add an apostrophe (').	animals—animals' habits the Joneses—the Joneses' car
Plural nouns not ending in -s	Add an apostrophe and -s ('s) .	women—women's history children—children's history

Exercise 5**Forming Possessive Nouns**

Write the possessive form of each underlined word or group of words.

1. Queen Elizabeth reign
2. documents pages
3. Arizona landscape
4. citizens rights
5. Dickens work
6. people choice
7. King Charles laws
8. women rights
9. city law
10. children books
11. artists works
12. birds nests
13. car engine
14. New England weather
15. democracy benefits
16. whales bones
17. Cape Cod bicycle trails
18. song refrain
19. book theme
20. Andy Warhol soup cans

Exercise 6**Using Possessive Nouns**

For each sentence, write the correct possessive form of the noun in parentheses.

1. Meriwether Lewis was one of (Virginia) famous people.
2. He shared many (children) love of exploring.
3. Lewis served as President (Jefferson) personal secretary.
4. Jefferson guided (Lewis) preparations for an expedition.
5. Lewis and William Clark explored the (nation) uncharted territory.
6. Lewis depended on (Clark) skill at map making.
7. The (expedition) route ran through the Louisiana Territory and the Oregon region.
8. With the (Native Americans) help, they were able to cross the Rocky Mountains.
9. The team spent more than two (years) time in the Northwest.
10. They followed the Columbia (River) waters to the Pacific Ocean.
11. The (explorers) friends in St. Louis thought they had died on their trek.
12. The (men) bravery won great praise.
13. Later John Charles Frémont followed in Lewis and (Clark) footsteps.
14. (Frémont) explorations took him to Oregon, Nevada, and California.
15. He inspired Americans to oppose (Mexico) control of California.
16. He served as (California) U.S. Senator from 1850–1851.
17. In 1856 he became the Republican (Party) first candidate for president.
18. In the Civil War, he commanded one of the Union (Army) departments.
19. Strongly antislavery, he took over (slaveholders) lands in Missouri.
20. Frémont was married to (Thomas Hart Benton) daughter.

9.4

Distinguishing Plurals, Possessives, and Contractions

Most plural nouns, most possessive nouns, and certain contractions end with the letter *-s*. As a result, they sound alike and can be easily confused. Their spellings and meanings are different, however.

Noun Forms and Contraction		
	Example	Meaning
Plural Noun	The students wrote a play.	more than one student
Plural Possessive Noun	The students' play is good.	the play of the students
Singular Possessive Noun	I saw the student's play.	the play of one student
Contraction	The student's the author.	The student is the author.

- A **contraction** is a word made by combining two words into one and leaving out one or more letters. An apostrophe shows where the letters have been omitted.

In the sentence *Naomi's participating in the science fair*, the word *Naomi's* is a contraction. It is made by combining the singular proper noun *Naomi* and the verb *is*. The apostrophe takes the place of the letter *i*. The contraction *Naomi's* sounds the same and is spelled the same as the singular possessive form of the proper noun *Naomi*.

Possessive Nouns and Contractions		
	Example	Meaning
Possessive	Naomi's exhibit is about bone fractures.	the exhibit prepared by Naomi
Contraction	Naomi's participating in the science fair.	Naomi is participating.

Exercise 7 Forming Possessives and Contractions

Write each sentence, adding apostrophes to the possessive nouns and the contractions.

1. Woodrow Wilson was Americas twenty-eighth president.
2. As a student at Princeton, he joined the schools debating society.
3. Before becoming president, he served as Princeton Universitys president.
4. Wilsons regarded today as an educational and political reformer.
5. He was elected New Jerseys governor in 1910.
6. His success in New Jersey brought him to the Democrats attention.
7. Wilsons first term of office as president began in 1913.
8. The wars outbreak in Europe kept his attention on foreign affairs.
9. During his second term, he helped make the peace among Europes powers.
10. He had a stroke and was not able to fight for the peace treatys acceptance.

Exercise 8 Using Plurals, Possessives, and Contractions

Write the word in parentheses that correctly completes each sentence.

1. Herman (Melville's, Melvilles) a great American writer.
2. Herman (Melville's, Melvilles) life was full of adventure.
3. Melville traveled on sailing (ships, ship's) as a young man.
4. The (sailor's, sailors') lives were full of challenges.
5. Did Melville keep a record of his (experience's, experiences)?
6. Melville began his (adventures', adventures) as a cabin boy in 1837.
7. The young (man's, mans') destination was Liverpool.
8. (Liverpool's, Liverpools') an important city in Great Britain.
9. Special ships hunted (whales', whales) at this time.
10. These whaling (ships', ships) crews searched the world for whales.
11. (Whales, Whales') blubber provided many products.
12. (Nantucket's, Nantuckets) wealth depended on trade in whale products.
13. You can still visit the whaling (captains, captains') beautiful homes there.
14. Melville joined a whaling (ships, ship's) crew in 1841.
15. He visited the beautiful (islands, islands') of the Pacific Ocean.
16. Melville wrote (books', books) about his experience.
17. The public enjoyed this (writers', writer's) work.
18. In his masterpiece, *Moby Dick*, (sailors, sailors') hunt a great white whale.
19. The book describes the (dangers, dangers') of life aboard a whaling ship.
20. At the time, few people appreciated the (books, book's) power.

9.5

Collective Nouns

- A **collective noun** names a group that is made up of individuals.

Collective Nouns			
committee	audience	swarm	club
family	team	crowd	orchestra
flock	class	jury	herd

Nouns and verbs always must show agreement in sentences. Collective nouns, however, present special agreement problems. Every collective noun can have either a singular meaning or a plural meaning. If you speak about the group as a unit, then the noun has a singular meaning. If you want to refer to the individual members of the group, then the noun has a plural meaning.

The **crowd cheers** the passing parade. [refers to group as a unit, singular]

The **crowd move** to their favorite spots along the parade route. [individual members, plural]

When you are thinking of the group as a unit, use a collective noun and the form of the verb that agrees with a singular noun. When you want to refer to the individual members of the group, use the collective noun and the form of the verb that agrees with a plural noun.

To help you determine whether a collective noun in a sentence is singular or plural, substitute the word *it* for the collective noun and any words used to describe it. If the sentence still makes sense, the collective noun is singular. If you can substitute *they*, the collective noun is plural.

The team works on its project. [it, singular]

The team work on their separate projects. [they, plural]

The **crowd move** to their favorite spots.



The **crowd cheers**.

Exercise 9**Identifying Singular and Plural Collective Nouns**

For each sentence, write the collective noun. Write *singular* or *plural* to describe it.

1. The group received first place in the competition.
2. The crowd in the club danced the entire night.
3. The gaggle of geese made a tremendous racket.
4. The students were given a range of choices on the test.
5. After the program, the band played an encore.
6. The family received a memento of the event.
7. The jury returned to their seats.
8. Company came to dinner last night.
9. A majority of the players voted to cancel the game.
10. The infantry fought from a dangerous position.

Exercise 10**Using Collective Nouns**

For each sentence, write the collective noun. Then write the correct form of the verb in parentheses.

1. The class of seventh-graders (describes, describe) their vacations.
2. The entire class (meets, meet) at 2:00 p.m. every day.
3. The family (takes/take) their biggest towels with them to the beach.
4. The film club (devours/devour) its popcorn in the darkened theater.
5. Girl Scout Troop 39 (presents, present) a tribute to athletes.
6. The committee (argues, argue) among themselves over the suggestion.
7. The audience (cheers, cheer) its favorite contestants.
8. The orchestra (performs, perform) my favorite symphony.
9. The football team (eats/eat) its pregame meal in silence.
10. The herd (returns, return) to the same meadow each year.
11. The crowd of students (claps, clap) their hands to the music.
12. The public (supports, support) its local basketball team.
13. The whole wolf pack (roams, roam) the countryside.
14. The audience (shows/show) its approval by clapping and whistling.
15. The jury (reaches, reach) its verdict.
16. The battalion (marches, march) five miles each day.
17. The majority of stockholders (demands/demand) their ballots.
18. That family (takes, take) their responsibilities very seriously.
19. The whole litter (is, are) being given away to another family.
20. The flock of geese (grooms/groom) their feathers after the rain.

9.6

Appositives

- An **appositive** is a noun that is placed next to another noun to identify it or add information about it.

James Madison's wife **Dolley** was a famous first lady.

The noun *Dolley* adds information about the noun *wife* by giving the wife's name. *Dolley* in this sentence is an appositive.

- An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive.

Madison, **our fourth president**, held many other offices.

The words *our fourth* describe the appositive *president*. The phrase *our fourth president* is an appositive phrase. It adds information about the noun *Madison*.

An appositive or appositive phrase must appear next to the noun that it identifies.

Our fourth president, Madison held many other offices.

Many historians have studied the life of Madison, **our fourth president**.

An appositive phrase is usually set off from the rest of the sentence with one or more commas. If, however, the appositive is needed to identify the noun or if it is a single word, you do not use commas.

Madison's friend **Thomas Jefferson** was president before him.

Madison's father, **James Madison**, was a plantation owner.

Since Madison had more than one friend, the name *Thomas Jefferson* is needed to identify this particular friend. No commas are needed. Since Madison had only one father, however, the father's name is not needed to identify him. Then commas are used.

Exercise 11 Identifying Appositive Phrases

Write each sentence. Underline each appositive noun or phrase and draw an arrow to the noun it identifies. Add commas where they are needed.

1. Madison and his friend Jefferson formed a new political party.
2. This party the Democratic-Republican party was the forerunner of the present Democratic party.
3. Thomas Jefferson the author of the Declaration of Independence was the third president.
4. Jefferson appointed his friend James Madison as secretary of state.
5. The Louisiana Purchase one of Madison's most significant achievements took place in 1803.
6. Madison and his vice president George Clinton were elected in 1809.
7. Dolley Madison a vivacious and very pleasant hostess was known for her extravagant parties.
8. Britain and France two major powers were engaged in a trade war.
9. In 1812 the United States declared war on Great Britain a much stronger nation.
10. American forces tried to take Canada a British territory but they were unsuccessful.

Exercise 12 Using Appositives

Write each sentence, using commas around appositives where needed.

1. James Madison grew up on Montpelier a plantation.
2. He attended Princeton a college in New Jersey.
3. Madison a dedicated student completed college in two years.
4. He first held office in his home colony Virginia.
5. In 1776 Thomas Jefferson another young politician served in the first state assembly with Madison.
6. Madison a devoted patriot served in the Continental Congress.
7. He also represented his home state Virginia at the Constitutional Convention of 1787.
8. Madison a believer in strong government played an active role at the convention.
9. He wrote *The Federalist* with his colleagues Hamilton and Jay.
10. A series of letters to newspapers *The Federalist* still offers the best explanation of the Constitution.

UNIT 9

Grammar Review

NOUNS

Barbara Jordan, by James Haskins, is a biography of the first African American woman from Texas to serve in the United States Congress. The following passage contains an excerpt from Jordan's keynote speech at the 1976 Democratic National Convention. The passage has been annotated to show some of the kinds of nouns covered in this unit.

Literature Model

from **Barbara Jordan**
by James Haskins

“One hundred and forty-four years ago, **members** of the Democratic Party first met in convention to select a presidential **candidate**. Since that time Democrats have continued to convene once every four years and draft a party platform and nominate a presidential candidate. . . .

“But there is something different about tonight. There is something special about tonight. What is different? What is special? I, **Barbara Jordan**, am a keynote **speaker**.”

She was interrupted by wild applause and cheering, and she would be interrupted again and again as she spoke of the **problems** of the country and her hopes for **America**. . . . The overwhelming response was one of **pride**, not just from women because she was a woman, not just from blacks because she was black, not just from Democrats or from Texans, but from all segments of the population, because she was an American.

Common noun

Concrete noun

Appositive

Singular noun

Plural noun

Proper noun

Abstract noun

Nouns

Grammar Review

Review: Exercise 1 Identifying Kinds of Nouns

Write each noun that appears in the following sentences. Indicate whether each is a *common noun* or a *proper noun*. (Remember to capitalize each proper noun.)

SAMPLE As keynote speaker, barbara jordan had an important role.

ANSWER speaker, common; Barbara Jordan, proper; role, common

1. Texas is the birthplace of barbara jordan.
2. It gained independence from mexico in the last century.
3. It is bordered by the states of oklahoma, arkansas, and louisiana.
4. The rio grande forms the southern border.
5. Texas has many artificial lakes formed from dams on rivers.
6. The weather is usually very hot.
7. Some places average 48 inches of precipitation a year.
8. Oil fields produce many gallons of petroleum.
9. The arkansas national wildlife refuge is home to some rare birds.
10. Major cities include dallas, houston, and san antonio.

Review: Exercise 2 Using Possessive Nouns

For each sentence, write the correct possessive form of the singular or plural noun in parentheses.

SAMPLE Washington, D.C., is our (nation) capital.

ANSWER nation's

1. It is the (committee) decision to report out the bill.
2. Here is the minority (party) report on the bill.
3. Hearings will be held in a (month) time.
4. This new law will affect the (nation) postal system.
5. Senator (Jones) bill goes to the floor of the Senate tomorrow.
6. Not everyone agrees with the (bill) provisions.
7. Both (sides) opinions have to be taken into consideration.
8. The (members) votes were tallied by computer.
9. The House will now debate the (Senate) version of the bill.
10. The bill still requires the (president) signature.

Review: Exercise 3 Using Plurals, Possessives, and Contractions

The following sentences are based on the passage from *Barbara Jordan*. Write the word in parentheses that correctly completes the sentence.

SAMPLE The audience cheered (Jordans, Jordan's) speech.

ANSWER Jordan's

1. Barbara Jordan described the Democratic (Parties, Party's) first meeting.
2. She was welcomed by listeners at the (Democrats, Democrats') convention.
3. There is something special about being the (conventions, convention's) keynote speaker.
4. A (conventions, convention's) an important part of choosing a presidential candidate.
5. (Styles, Style's) an important aspect of public speaking.
6. The applause and cheers expressed the (Democrats, Democrats') pride in the congresswoman from Texas.
7. A better (Americas, America's) everyone's hope for the future, including Jordan's.
8. Jordan also talked about (womens, women's) rights.
9. This country's (populations, population's) impressed by speeches like Jordan's.
10. (Jordans, Jordan's) remembered as a notable force in American politics.

Review: Exercise 4 Using Collective Nouns

Each sentence contains a collective noun. Write the form of the verb in parentheses that agrees with the noun.

SAMPLE The audience (roars, roar) its approval during the keynote speech.

ANSWER roars

1. A committee (chooses, choose) the convention city.
2. The group (meets, meet) to draft its party's policies.
3. Then the committee (states, state) their opinions.
4. During the convention, the party (nominates, nominate) its candidates for president and vice president.
5. After both candidates have been nominated, the team (delivers, deliver) their speeches.

Grammar Review

Review: Exercise 5 Using Appositives

The following sentences are about Barbara Jordan. Write each sentence, adding the appositive or appositive phrase. Add a comma or commas where needed. In some cases, more than one answer may be possible.

SAMPLE Barbara Jordan received her law degree from Boston University.
(a lawyer)

ANSWER Barbara Jordan, a lawyer, received her law degree from Boston University. **OR**
A lawyer, Barbara Jordan received her law degree from Boston University.

1. When Jordan was born, Texas was segregated by race. (her home state)
2. In high school, Jordan did well in debating. (the art of formal discussion)
3. Her university had only African American teachers and students. (Texas Southern)
4. Jordan studied law at an integrated school. (Boston University)
5. After returning to Houston, Jordan became involved in local politics.
(a lawyer with her own practice)
6. In 1960 Jordan campaigned for John F. Kennedy. (the Democratic nominee)
7. Kennedy's running mate was a Texan like Jordan. (Lyndon Johnson)
8. Jordan was asked to run for office in Texas. (a strong organizer and speaker)
9. Jordan was elected to the Texas State Senate in 1966. (a good campaigner)
10. The senate awarded her the Outstanding Senator Award her first year.
(a body of thirty-one members)
11. Lyndon Johnson invited Jordan to a conference. (the vice president)
12. The participants discussed fair-housing proposals. (civil rights leaders)
13. Jordan served in the House of Representatives. (a Texas Democrat)
14. She sat on the House Judiciary Committee. (a very important assignment)
15. Jordan took a firm stand to impeach Richard Nixon. (the president)
16. She said no one should lie to the American people. (freedom's champion)
17. Jordan worked to promote the good of the country. (a role model)
18. She worked to pass legislation banning discrimination and dealing with another important issue. (the environment)
19. Jordan was also asked to address the Democratic National Convention in 1992. (a powerful speaker)
20. The audience's response to Jordan's speech was a tribute to a notable American. (a standing ovation)

Review: Exercise 6

Proofreading



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

Henri Matisse

¹Henri Matisse a French artist, was the leader of the Fauves. ²This group of painters began one of the twentieth centurys important art movements. ³These painter's bright colors and simple designs was one of their trademarks.

⁴Matisse made no attempt to represent reality in his colorful paintings or in the compositions he made from paper cutouts. ⁵Many of Matisses cutouts represents dancers. ⁶In one cutout, for example, the vivid colors and bold shape's suggest an enormous energy. ⁷A dancer stands proud and tall among the birds' and flowers. ⁸Shes full of strength and dignity.



Henri Matisse, *La Nègresse*, 1952

Grammar Review

Review: Exercise 7

Mixed Review



Identify the underlined nouns as *common*, *proper*, *collective*, or *possessive*. More than one label may apply to a single noun.

Franklin Delano Roosevelt

¹Franklin Delano Roosevelt inspired ²Americans with his speeches, as well as with his actions. He became ³president in 1933, when the country was in the depths of the ⁴Great Depression. The ⁵public was suffering, and many people were starving. His inaugural ⁶address's words gave Americans ⁷courage and confidence. His ⁸words “The only thing we have to fear is fear itself” called for faith in our ⁹country.

Born into a wealthy ¹⁰family, he believed in public service. At the age of thirty-nine, Roosevelt was stricken with polio. His ¹¹legs were paralyzed, and he was unable to stand without help. Eleven years later he was elected president of the United States, following ¹²President Herbert Hoover.

In ¹³“The Hundred Days” after he first took office, Roosevelt launched his ¹⁴New Deal. The laws that he introduced and that Congress passed helped farmers, ¹⁵industry, the unemployed, and the common worker.

Though the Great Depression continued, Roosevelt won ordinary ¹⁶citizens' admiration and affection. He was elected president four times—a ¹⁷record unmatched by any other president.

Roosevelt knew how to reach voters. He used the radio effectively to speak to the American ¹⁸people. He often addressed the ¹⁹nation in radio talks that were called “fireside chats.” The public liked the sound of his ²⁰voice and gained ²¹confidence in him and in the ²²ideals that he represented.

At the time of ²³Japan's attack on Pearl Harbor, Roosevelt, in his address before Congress, called December 7 “a date that will live in infamy.” ²⁴Roosevelt's ringing words inspired Americans and helped prepare them for the long and very difficult ²⁵war that lay ahead. Roosevelt met many times during the war with Winston Churchill, the prime minister of ²⁶England, and with ²⁷Joseph Stalin, the premier of Russia.

Roosevelt died in April 1945, just before the end of the war. A huge ²⁸crowd gathered at the ²⁹White House as word of his death spread. He was deeply mourned by millions of people all over the ³⁰world.

Writing Application

Nouns in Writing

In this passage from *Thrashin' Time*, David Weitzman uses nouns to capture the excitement and details of an early twentieth-century farming event. Read the passage carefully, noting the italicized nouns.

The *engine* was quieter than I thought it would be. It was almost alive like the horses working everywhere round it. And the horses. Why, I'll betcha there were sixty *head*, big *horses*—*Belgians* and *Percherons*—coming and going that *afternoon*. *Teams* pulled *bundle wagons* heaped tall with *sheaves of wheat* from the *fields*, pulled *wagons* of yellow *grain* away from the *separator* to the *silo*. Another team hauled the water *wagon*, and another *wagon* brought loads of cord *wood* to keep the *engine* running sunup to sundown.

Techniques with Nouns

Try to apply some of David Weitzman's techniques when you write and revise your own work.

- 1 When appropriate, use proper nouns to make your writing more exact:

COMMON NOUNS there were sixty head, big horses coming and going

WEITZMAN'S VERSION there were sixty head, big horses—*Belgians* and *Percherons*—coming and going

- 2 Make your writing more vivid by replacing general or abstract words with concrete specific nouns. Compare the following:

GENERAL WORDS heaped tall with *crops*

WEITZMAN'S VERSION heaped tall with *sheaves of wheat* in from the *fields*

TIME

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

Practice

Practice these techniques as you revise the following passage on a separate piece of paper. Instead of the underlined words, use proper nouns and more specific nouns to make the passage more vivid.

Today I saw an ocean for the first time. Birds dove and soared above the hills lining the coast of the land. Waves curled and crashed onto the beaches below. Out on the water, pieces of white wave spread like lace across a huge blue piece of fabric. Amongst the people gathered at the edge of the road, I could see people wearing city T-shirts, people struggling to read the signs in another language, and people holding eager children away from the side.



UNIT

10

Verbs

Lesson 10.1	Action Verbs	401
Lesson 10.2	Transitive and Intransitive Verbs	403
Lesson 10.3	Verbs with Indirect Objects	405
Lesson 10.4	Linking Verbs and Predicate Words	407
Lesson 10.5	Present and Past Tenses	409
Lesson 10.6	Main Verbs and Helping Verbs	411
Lesson 10.7	Progressive Forms	413
Lesson 10.8	Perfect Tenses	415
Lesson 10.9	Expressing Future Time	417
Lesson 10.10	Active and Passive Voice	419
Lesson 10.11	Irregular Verbs	421
Lesson 10.12	More Irregular Verbs	423
	Grammar Review	425
	Writing Application	433

10.1

Action Verbs

You may have heard of the movie director's call for "lights, camera, *action!*" The actions in movies and plays can be named by verbs. If a word expresses action and tells what a subject does, it is an action verb.

■ An **action verb** is a word that names an action. An action verb may contain more than one word.



**ACTION
VERB**

Notice the action verbs in the following sentences.

The director **shouts** at the members of the cast.

The lights **are flashing** above the stage.

The audience **arrives** in time for the performance.

Several singers **have memorized** the lyrics of a song.

Action verbs can express physical actions, such as *shout* and *arrive*. They can also express mental activities, such as *memorize* and *forget*.

Action Verbs	
Physical	shout, flash, arrive, own, talk, hit, applaud, praise
Mental	remember, memorize, forget, appreciate

Have, *has*, and *had* are action verbs too when they name what the subject owns or holds.

The actors in this play already **have** their uniforms.

The director **has** a script in her back pocket.

The theater **has** a trapdoor.

Rosa **had** a theater program from 1959.

... she **remembered** her lines.

She **acted** as if ...



Verbs

Exercise 1 Identifying Action Verbs

Write each action verb and then write whether it expresses a *physical* or a *mental* action.

1. Eugene O'Neill's father, an actor, toured the country.
2. O'Neill learned about the theater from his father.
3. O'Neill's father sent him to Princeton University.
4. Soon O'Neill developed an interest in the sea.
5. He left home for two years of travel.
6. Later, a drama teacher at Harvard University inspired O'Neill.
7. O'Neill knew the value of his own work.
8. He journeyed to Cape Cod for the summer.
9. A group of friends admired this new playwright.
10. They used a stage in their town for theatrical productions.
11. O'Neill also wrote many plays while in Connecticut.
12. He joined a group of performers and writers.
13. The young O'Neill worked long hours.
14. On some days, O'Neill walked along the wharves.
15. Sometimes he met friends along the way.
16. The playwright considered ideas for new plays.
17. In 1936 he received the Nobel Prize for literature.
18. Many theater groups perform his plays each year.
19. Audiences like the dramatic situations.
20. Most of the plays express dark moods.

Exercise 2 Using Action Verbs

Write an appropriate action verb for each sentence. Answers will vary.

1. Our drama and history teachers _____ a joint project for our class.
2. First, our history teacher _____ us into four small groups.
3. Then he _____ the new assignment in detail.
4. The whole class _____ to the library every day for a week.
5. In our small groups, we _____ everyday life in colonial times.
6. Then the drama coach _____ us the next part of the assignment.
7. Each group _____ a one-act play set in the colonial period.
8. The coach _____ our plays for an acting workshop.
9. All of us _____ our lines and movements over the weekend.
10. Finally, we _____ our plays for the class and in a competition.

10.2

Transitive and Intransitive Verbs

In some sentences, the predicate consists of only a verb.

The actor **remembered**.

Usually sentences provide more information. The predicate often names who or what received the action of the verb.



The actor remembered **lines** from the play.

DIRECT OBJECT

In the sentence above, *lines* tells what was remembered. It is the direct object.

■ A **direct object** receives the action of a verb. It answers the question *whom?* or *what?* after an action verb.

Some sentences have a compound direct object. That is, a sentence may have more than one direct object.

We saw **Maurice** and **Inez** in the audience.

When an action verb transfers action to a direct object, it is transitive. When an action verb has no direct object, it is intransitive.

■ A **transitive verb** has a direct object.

■ An **intransitive verb** does not have a direct object.

Many action verbs can be transitive or intransitive. Such verbs can be labeled transitive or intransitive only by examining their use in a particular sentence.

The audience **applauds** the actors. [transitive]

The audience **applauds** loudly. [intransitive]

Exercise 3**Identifying Transitive Verbs**

For each sentence, write the action verb. If the verb is transitive, write the direct object.

1. Japanese kabuki theaters present popular scenes from dramas and dances.
2. Kabuki performers often wear very elaborate costumes.
3. Male actors perform all the female roles.
4. Characters make entrances and exits along the “flower way” aisle.
5. Instrumentalists behind a screen on stage provide the music.

Exercise 4**Distinguishing Transitive and Intransitive Verbs**

For each sentence, write the action verb. If the verb has a direct object, write *T*. If it does not, write *I*.

1. The director remembered this fine old theater from past performances.
2. He loved its air of history and elegance.
3. Day after day, week after week, the cast rehearsed.
4. Finally, the day of the first performance arrived.
5. The director inspected the scenery, costumes, and lights.
6. Many people bought tickets to the new play.
7. The almost-silent audience watched.
8. Nearly all the people liked the music and the drama.
9. At the end of the play, everyone clapped wildly.
10. Some enthusiastic spectators even cheered.
11. The majority of the critics enjoyed the performance.
12. They wrote favorable reviews.
13. The musical show succeeded.
14. In fact, the director won an award for it from a theater guild.
15. At the awards ceremony, the director spoke.
16. The cast and their guests listened carefully.
17. The director thanked the producers.
18. A newspaper reporter asked some questions.
19. The director complimented the stage crew for the scenery.
20. He praised the actors for their performances.

10.3

Verbs with Indirect Objects

Words that answer the question *whom?* or *what?* after an action verb are called direct objects.

Amalia wears a **costume**.

Sometimes both a direct object and an indirect object follow an action verb.

- An **indirect object** answers the question *to whom?* or *for whom?* an action is done.



The direct object in the sentence above is *flowers*. The indirect object is *actors*. *Actors* answers the question *to whom?* after the action verb *sent*.

Some sentences have a compound indirect object.

The audience gave the **cast** and the **orchestra** an ovation.

An indirect object appears only in a sentence that has a direct object. Two easy clues can help you recognize an indirect object. First, an indirect object always comes before a direct object. Second, you can add the preposition *to* or *for* before the indirect object and change its position. The sentence will still make sense, although there will no longer be an indirect object.

Friends sent the **actors** flowers.

[*Actors* is an indirect object.]

Friends sent flowers **to the actors**.

[*Actors* is not an indirect object.]

You know that in the first sentence *actors* is the indirect object because it comes before the direct object and because it can be placed after the preposition *to*, as in the second sentence.

Exercise 5**Distinguishing Direct and Indirect Objects**

For each sentence, write the direct object. If the sentence contains an indirect object, write it and underline it.

1. None of the musicians know the composition.
2. The orchestra leader brings the musicians the music.
3. For several days, the orchestra leader teaches the orchestra a song.
4. The sopranos learn their part first.
5. The audience loves the musical comedy.
6. That famous director frequently gives performers drama lessons.
7. She also gives children lessons in the afternoon.
8. She wrote plays and operas for many years.
9. Now she shows her students her special techniques.
10. The theater offers young people many opportunities.
11. Students ask actors and directors questions about different roles.
12. The expert director and producers bring the show success.
13. The director offers her students advice about their careers.
14. The actors memorize scripts.
15. One young writer sold a producer and a director his screenplay.
16. The theater club offers subscribers a discount.
17. The theater also sends subscribers performance information.
18. Subscribers often buy extra tickets for their friends.
19. Generous patrons give the theater large donations.
20. The theater usually gives generous patrons free tickets.

Exercise 6**Using Indirect Objects**

Rewrite each sentence, changing each prepositional phrase into an indirect object.

SAMPLE The cast members gave interviews to the press.

ANSWER The cast members gave the press interviews.

1. The playwright gave a special tribute to her mother.
2. The youngest cast member handed a dozen roses to the star.
3. Cast members made a comical top hat for the director.
4. The audience offered thunderous applause to the entire cast.
5. The play's producer sent fifteen photographs of the event to the local newspaper.

10.4

Linking Verbs and Predicate Words

- A **linking verb** connects the subject of a sentence with a noun or adjective in the predicate.



LINKING
VERB

The verb *was* is a form of the verb *be*. It links the word *director* to the subject, telling what the subject is.

- A **predicate noun** is a noun that follows a linking verb. It defines the subject by telling what it is.
- A **predicate adjective** is an adjective that follows a linking verb. It describes the subject by telling what it is like.

A sentence may contain a compound predicate noun or a compound predicate adjective.

The set designer was a **carpenter** and **electrician**.
[compound predicate noun]

He is **stern** but **kind**. [compound predicate adjective]

Some of the more common linking verbs are listed below.

Common Linking Verbs

be	appear	turn	smell
become	look	taste	sound
seem	grow	feel	

Many of these verbs can be used as action verbs also.

The director grew angry. [linking verb]

The director grew a beard. [action verb]

Exercise 7**Identifying Action and Linking Verbs**

Write each verb. Then write whether it is an *action* verb or a *linking* verb.

1. Lorraine Hansberry became the first African American woman with a play on Broadway.
2. *A Raisin in the Sun* is the title of that play.
3. Hansberry used a line from a Langston Hughes poem for the title.
4. The play tells the story of an African American Chicago family and the dreams of the different family members.
5. In the course of the play, the family grows stronger and closer.

Exercise 8**Identifying Linking Verbs and Predicate Nouns and Adjectives**

Write each verb and label it *action* or *linking*. If it is a linking verb, write the predicate word or words and add the label *predicate noun* or *predicate adjective*.

1. William Shakespeare was a great playwright and poet.
2. In fact, he is a giant in world literature.
3. Characters in Shakespeare's plays seem universal.
4. Some of the characters were actually historical figures.
5. Some costumes in Shakespeare's plays look odd.
6. The styles of earlier times appear strange today.
7. Shakespeare's language puzzles some modern listeners.
8. In time, however, that language becomes very clear and understandable.
9. Many of Shakespeare's plots sound exaggerated.
10. His stories thrill audiences all over the world with their power, beauty, and truth.
11. Some of the characters are more popular than others.
12. In *Romeo and Juliet* a character drinks poison.
13. In *Othello* the main character grows jealous.
14. In *The Merchant of Venice* a clever young woman teaches other characters about justice and mercy.
15. Some members of Shakespeare's original casts were children.
16. The children played women's roles.
17. Films of Shakespeare's plays are plentiful and popular.
18. Great actors and actresses perform complex roles.
19. Laurence Olivier and John Barrymore were great Hamlets.
20. More recently Mel Gibson and Kenneth Branagh have played Hamlet.

10.5

Present and Past Tenses

The verb in a sentence tells what action takes place. It also tells when the action takes place. The form of a verb that shows the time of the action is called the **tense** of the verb.

- The **present tense** of a verb names an action that is occurring now or that occurs regularly. It can also express a general truth.

A great actor **wins** awards.

In the present tense, the base form of a verb is used with all subjects except singular nouns and the words *he*, *she*, and *it*. When the subject is a singular noun or *he*, *she*, or *it*, *-s* is usually added to the verb. Remember that a verb in a sentence must agree in number with its subject.

Present Tense Forms

Singular

I **walk**.
You **walk**.
He, she, or it **walks**.

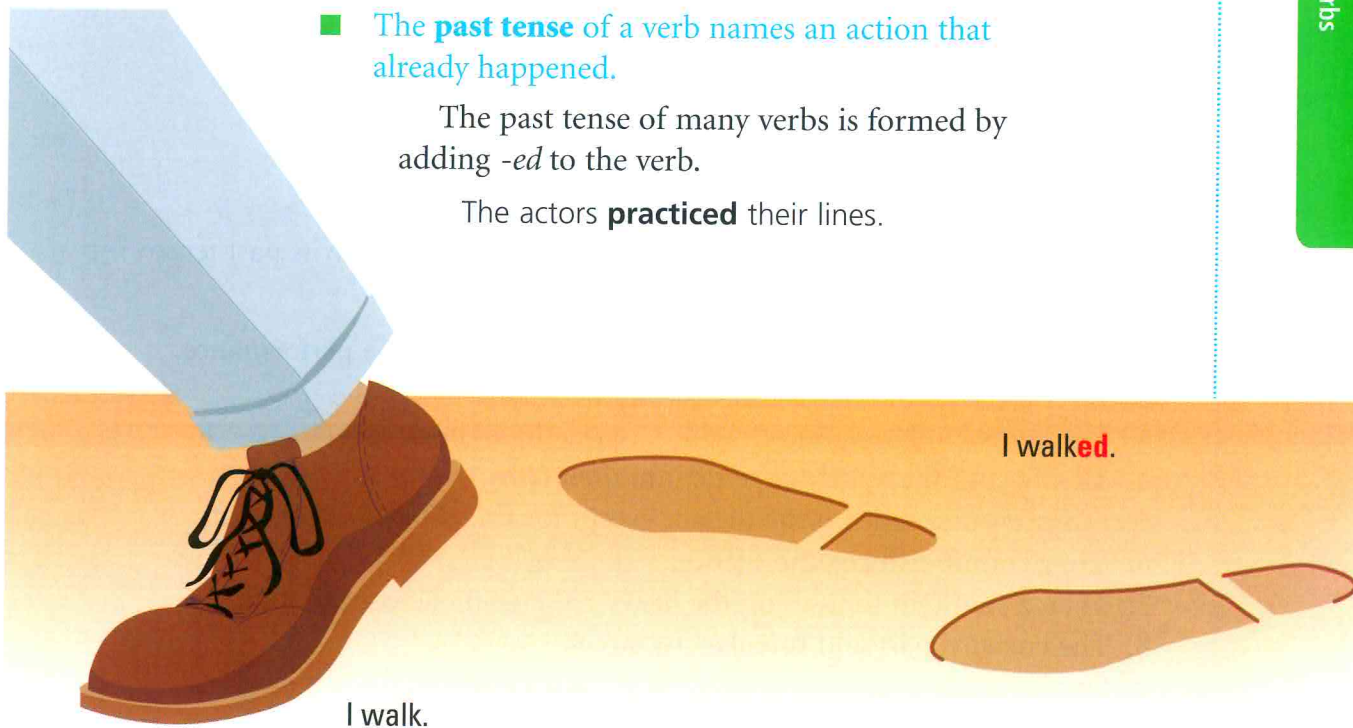
Plural

We **walk**.
You **walk**.
They **walk**.

- The **past tense** of a verb names an action that already happened.

The past tense of many verbs is formed by adding *-ed* to the verb.

The actors **practiced** their lines.



Exercise 9**Distinguishing Present and Past**

Write the correct form of the verb that is in parentheses. Then write whether it is in the *present tense* or *past tense*.

1. A month ago, our music teacher (introduce) my sister and me to opera.
2. Opera is a form that (combine) music and drama into one production.
3. That combination (suit) my sister and me perfectly.
4. Last week we (attend) a light opera by Gilbert and Sullivan.
5. Every day that week, the show (start) precisely on time.
6. However, we (arrive) late because of bus delays.
7. After the show, we always (purchase) tickets for tomorrow's opera.
8. Yesterday a reviewer (compare) the lead performer with Caruso.
9. Enrico Caruso (live) at the beginning of the twentieth century.
10. In his lifetime, he (appear) in many operas throughout the world.
11. Caruso (arrive) in America in 1903.
12. Sometimes he (pass) out free tickets to poor people.
13. Caruso (earn) more money than any other singer at the time.
14. He always (maintain) a warm affection for his many fans.
15. Caruso often (play) tricks on his fellow performers.
16. He (possess) a dynamic personality.
17. Today singers still (talk) about his wonderful voice.
18. Now some people (listen) to his original recordings.
19. Some modern singers (copy) the great singer's style and technique.
20. That great Italian tenor (inspire) singers even today.

Exercise 10**Using Past Tense**

For each sentence, write the present tense verb. Then write its past tense form.

1. People in the audience chat with one another before the performance.
2. Several classes of students almost fill the second balcony.
3. The lights blink on and off—once, twice, three times.
4. Members of the audience settle into their seats.
5. Darkness descends on the theater except for the glow of safety lights.
6. Not a sound disturbs the silence.
7. Then a spotlight focuses on the heavy red curtain across the stage.
8. The curtains part and reveal a city street.
9. Suddenly actors and actresses appear on the stage.
10. The magic of theater captivates the audience.

10.6

Main Verbs and Helping Verbs

Verbs have four principal parts that are used to form all tenses. Notice how the principal parts of a verb are formed.

Principal Parts of Verbs			
Base Form	Present Participle	Past Form	Past Participle
act	acting	acted	acted

You can use the base form itself and the past form alone to form the present and past tenses. The present and past participles can be combined with helping verbs to form other tenses.

- A **helping verb** helps the main verb tell about an action or make a statement.
- A **verb phrase** consists of one or more helping verbs followed by a main verb.

They **are acting** in another play right now.

In the sentence above, the word *are* is the helping verb, and the present participle *acting* is the main verb. Together they form a verb phrase.

The most common helping verbs are *be*, *have*, and *do*. Forms of the helping verb *be* include *am*, *is*, and *are* in the present and *was* and *were* in the past. They combine with the present participle of the main verb.

Forms of the helping verb *have* include *has* in the present and *had* in the past. They combine with the past participle form of a verb.

Have, Has, Had, and the Past Participle			
Singular	Plural	Singular	Plural
I have acted.	We have acted.	I had acted.	We had acted.
You have acted.	You have acted.	You had acted.	You had acted.
She has acted.	They have acted.	She had acted.	They had acted.

Exercise 11**Identifying Helping Verbs and Participles in Verb Phrases**

For each sentence, write each verb phrase. Then circle the helping verbs.

1. Stagehands are preparing the scenery.
2. They had started their work before dawn.
3. One young woman is checking on the correct placement of all the props.
4. Earlier she had inspected all the backstage props and equipment.
5. The director had joined the crew later in the day, and now he is conducting his own last-minute check.
6. The star of the show has earned her fame by a number of huge successes.
7. The press and the public are expecting an excellent performance from this famous cast.
8. Theater has remained a popular form of entertainment.
9. People are buying tickets to many different shows.
10. Theater companies are staging plays, musicals, and revivals of older shows.

Exercise 12**Using Helping Verbs and Present and Past Participles**

For each sentence, choose and write the correct helping verb that is in parentheses. Then write the participle and label it *present participle* or *past participle*.

1. Now groups (are, have) performing dramas on television.
2. As a result, people (are, have) developing a taste for theater.
3. Television audiences (are, had) watching great performances, both comedies and tragedies.
4. Many of these productions (are, have) attracted huge numbers of viewers from all over the country.
5. The best of them (are, have) achieved very high ratings and rave reviews from critics and viewers alike.
6. Emmy awards (are, have) announced each year in the category for drama-comedy specials.
7. The number and success of these productions (are, have) awakened substantial interest in drama.
8. Producers and advertisers (are, have) responding to people's interest in high-quality television programs.
9. Live theater (is, has) experienced a surge in interest.
10. Both professional companies and community theater groups (are, have) welcoming a new generation of theatergoers.

10.7

Progressive Forms

You know that the present tense of a verb names an action that occurs repeatedly. To describe an action that is taking place at the present time, you use the present progressive form of the verb.

- The **present progressive** form of a verb names an action or condition that is continuing in the present.

Althea **is finishing** her song.

The present progressive form of a verb consists of the present participle of the main verb and a form of *be*, such as *am*, *are*, or *is*.

Present Progressive Form

Singular

I **am leaving**.
You **are leaving**.
He, she, or it **is leaving**.

Plural

We **are leaving**.
You **are leaving**.
They **are leaving**.

The past progressive form names an action that was continuing at some point in the past.

- The **past progressive** form of a verb names an action or condition that continued for some time in the past.

The plot **was becoming** scary.

The past progressive form of a verb consists of the present participle and the helping verb *was* or *were*.

Past Progressive Form

Singular

I **was following**.
You **were following**.
He, she, or it **was following**.

Plural

We **were following**.
You **were following**.
They **were following**.

Exercise 13**Using Present and Past Progressive Forms**

For each sentence, write the present progressive or past progressive form of the verb that is in parentheses.

1. This next semester my music class (go) to an opera production every week.
2. We (examine) the difference between nineteenth- and twentieth-century operas.
3. We (compare) German, French, Italian, and American operas.
4. The schedule (tire) for some students.
5. They (fall) behind in their schoolwork.
6. Our teacher (plan) a big party for us later.
7. She (praise) us yesterday for our patience and diligence.
8. At the end of this semester, we (expect) a period of relaxation.
9. Last month we (attend) two productions a week.
10. Together with our other responsibilities, that schedule (overwhelm).
11. Our parents said they (worry) about our lack of time for anything else.
12. Last year we (study) the comic operas of Gilbert and Sullivan.
13. From 1875 to 1895, the two men (collaborate) on a number of light operas.
14. William Gilbert (work) as a lawyer and a journalist.
15. Arthur Sullivan (write) music for various productions of Shakespeare.
16. Even today many theater groups (present) Gilbert and Sullivan.
17. Time and again, new audiences (discover) the joys of these lively comedies.
18. Last year the city (prepare) a plan for a Gilbert and Sullivan festival.
19. As part of that festival, next spring we (stage) *The Pirates of Penzance*.
20. Many of us in the music class (hope) for good roles in that production.

Exercise 14**Using Progressive Forms**

In each sentence, if the verb is in the present tense, change it to the present progressive form. If the verb is in the past tense, change it to the past progressive form.

1. The new theater season begins soon.
2. Local playwrights submitted their entries over a two-week period.
3. A committee reads the scripts.
4. Committee members hoped for a play with a large cast.
5. Last season this company attracted large audiences to its productions.
6. This year the members dream of an equally successful season.
7. One new play caused much excitement among the entries.
8. In this play, a brother and sister investigate the story of a treasure.
9. Meanwhile, the children's parents organize a search for them.
10. Near the end of the play, everyone rushes to the same hilltop.

10.8

Perfect Tenses

- The **present perfect tense** of a verb names an action that happened at an indefinite time in the past. It also tells about an action that happened in the past and is still happening now.

The actor **has rehearsed** for many hours.

Nick and Maria **have seen** *Guys and Dolls* five times.

He **has played** in the band for three years.

The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

Present Perfect Tense

Singular

I **have performed**.

You **have performed**.

He, she, or it **has performed**.

Plural

We **have performed**.

You **have performed**.

They **have performed**.

- The **past perfect tense** of a verb names an action that took place before another action or event in the past.

The past perfect tense is often used in sentences that contain a past tense verb in another part of the sentence.

We **had just arrived** when the play **began**.

The play **had been rewritten** several times before it **opened**.

The past perfect tense of a verb consists of the helping verb *had* and the past participle of the main verb.

Past Perfect Tense

Singular

I **had started**.

You **had started**.

He, she, or it **had started**.

Plural

We **had started**.

You **had started**.

They **had started**.

Exercise 15 Identifying Present Perfect and Past Perfect Tenses

For each sentence, write the verb phrase. Then write whether it is in the *present perfect* or the *past perfect* tense.

1. My favorite television show has earned six Emmy nominations this year.
2. Before this year, it had collected three major Emmies: for best drama, best actor, and best actress.
3. The actress had appeared in several other shows before this one.
4. All of her shows have challenged the boundaries of television.
5. This new one, however, has proved itself the best of all.

Exercise 16 Using Present Perfect Tense

For each sentence, write the present perfect tense of the verb that is in parentheses.

1. That actress (perform) in several award-winning plays.
2. Her drama coach (help) her a great deal.
3. The cast (learn) discipline and craft.
4. Our drama club (wait) for the opening of the opera season.
5. The members (plan) weekly theater parties.
6. Some new students (join) the club this year.
7. The club (elect) Tanya president.
8. She (appear) in most of our club's productions.
9. She (contribute) time and energy to every one of them.
10. All of us (benefit) from her work and good nature.

Exercise 17 Using the Past Perfect Tense

For each sentence, write the past perfect tense of the verb that is in parentheses.

1. Before the show began, the cast (rehearse) for weeks.
2. Artists (create) the scenery before the opening.
3. The costume designers (locate) boxes and boxes of Roaring Twenties clothes.
4. Before the first rehearsal, our teacher (talk) to us.
5. She (warn) us of the hard work ahead.
6. Also, however, she (predict) an enjoyable, worthwhile activity for us.
7. Before opening night, the cast (suffer) from stage fright.
8. We (present) only one show before last year.
9. Until last week, every member of the cast (attend) every rehearsal.
10. The director (demonstrate) many valuable techniques.

10.9

Expressing Future Time

The future tense of a verb is formed by using the helping verb *will* before the main verb. The helping verb *shall* is sometimes used when the subject is *I* or *we* (or with *you* or *they* to express determination).

There are other ways to show that an action will happen in the future. *Tomorrow*, *next year*, and *later* are all words that express a future time. These words are called **time words**, and they are used with the present tense to express future time. Read the sentences below.

Our show **opens next week**.

Tomorrow we **design** scenery and rehearse.

The present progressive form can also be used with time words to express future actions.

Next Friday our show **is opening**.

Soon we **are ending** rehearsals.

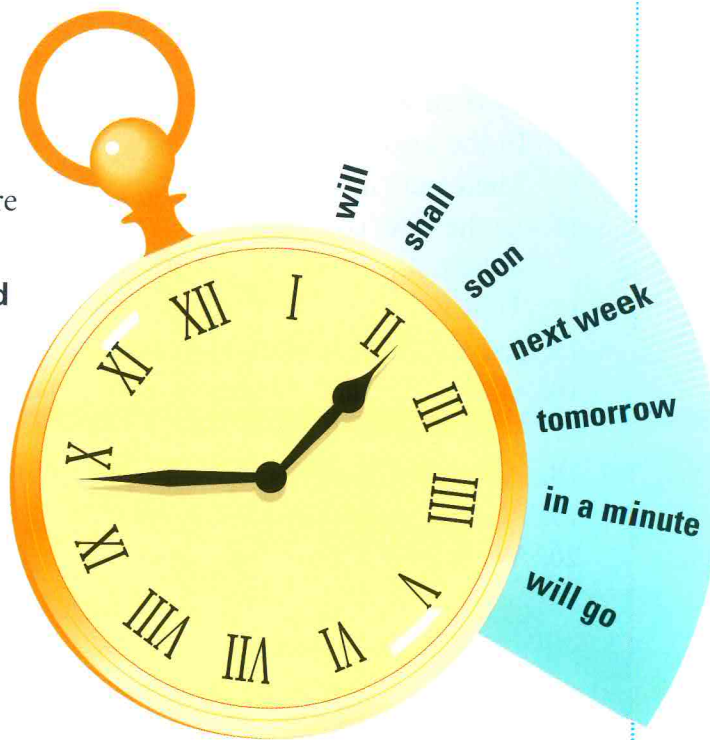
Another way to talk about the future is with the future perfect tense.

- The **future perfect tense** of a verb names an action that will be completed before another future event begins.

The future perfect tense is formed by adding *will have* or *shall have* before the past participle of the verb.

Thursday I **shall have performed** six times.

By next week the production **will have closed**.



Exercise 18 **Using the Perfect Tense**

For each sentence, change the underlined verb to the future perfect tense.

1. Until the show, we shall practice every day.
2. Tomorrow I will learn my part by heart.
3. I give my first performance next Saturday.
4. By the time the show closes, I shall perform “Some Enchanted Evening” fifteen times.
5. My presence on stage will startle many skeptical people.

Exercise 19 **Identifying Verb Tenses**

For each sentence, write the verb or verb phrase, and write whether it is in the *present*, *future*, *present progressive*, or *future perfect* tense.

1. All the dancers are practicing tomorrow morning.
2. That afternoon we will have our final dress rehearsal.
3. Tomorrow evening we are giving our first benefit performance for senior citizens.
4. By then Adam will have organized the ticket booth.
5. The O’Leary twins go today for another make-up lesson.
6. Tomorrow they demonstrate their techniques on the rest of us.
7. The day after tomorrow, my new costume arrives.
8. Until then I am wearing a costume from last year’s production.
9. Our official first night will come on Saturday.
10. By then we will have ironed out all the problems.
11. In the next few weeks, we will stage six performances of our show.
12. Then, next month, we are going to the state drama competition.
13. At the state competition, we present our play in front of a panel of expert judges.
14. They will have observed four other clubs before us.
15. Judges will score us on the basis of action, dialogue, and pace.
16. On the last day, we shall learn the names of the winners.
17. We will cross our fingers very tightly.
18. After the competition, we are changing our schedule completely.
19. Next year we are focusing on musical theater.
20. We will have gained considerable stage experience by then.

10.10

Active and Passive Voice

- A sentence is in the **active voice** when the subject performs the action of the verb.

George Bernard Shaw **wrote** that play.

- A sentence is in the **passive voice** when the subject receives the action of the verb.

That play **was written** by George Bernard Shaw.

In the first sentence above, the author, George Bernard Shaw, seems more important because *George Bernard Shaw* is the subject of the sentence. In the second sentence, *play* seems more important than the name of the author because *play* is the subject of the sentence.

Notice that verbs in the passive voice consist of a form of *be* with the past participle. Often a phrase beginning with *by* follows the verb in passive voice construction.

Plays are performed **by actors**.

The active voice is usually a stronger, more direct way of expressing ideas. Use the passive voice only if you want to emphasize the receiver of the action or to de-emphasize the performer of the action or if you do not know who the performer is.

The Tempest **was performed**.

[You may want to emphasize the play.]

The curtain **was drawn**. [You may not want to say who did it.]

The theater **was burned**. [You may not know who did it.]

The curtain **was drawn** to reveal an empty stage.



Exercise 20**Distinguishing Active and Passive Voice**

For each sentence, write whether the sentence is in the *active* or *passive voice*. For passive voice sentences, write the word that names the receiver of the action.

1. *Pygmalion* was written by George Bernard Shaw.
2. Shaw's play is based on an ancient Greek myth.
3. Many people saw the play at the theater.
4. A show at the playhouse was criticized by many in the audience.
5. Critics gave it poor reviews in the newspapers.
6. The script was written by a brilliant playwright.
7. She created strange and unusual characters.
8. The director did his very best with the material.
9. The director was praised by several critics.
10. The scenery was designed by the playwright's relatives.
11. Costumes were created by the cast members.
12. The show was produced by members of a local drama club.
13. Most people predicted a short run for the show.
14. The public was surprised by the show's long run.
15. The cast used the criticism as a source for improvement.
16. Many people liked the show.
17. They told their friends about it.
18. Critics reconsidered their reviews.
19. The show was awarded a prize.
20. Now it is performed everywhere.

Exercise 21**Using Active Voice**

Rewrite each sentence, changing the verb from the passive to the active voice. Some modifiers can be placed in more than one position.

1. In 1861 a church in Washington, D.C., was leased by John T. Ford.
2. The building was managed by Ford as a music hall.
3. It was destroyed by fire in 1862.
4. An architectural gem was built on the site by Ford.
5. On April 14, 1865, the theater was attended by President Abraham Lincoln.
6. That night *Our American Cousin* was performed by the theater company.
7. During the performance, Lincoln was assassinated by John Wilkes Booth.
8. In 1866 the building was bought by the federal government for office space.
9. It was restored to its original function by the government in 1968.
10. Today Ford's Theater and its museum are visited by many tourists.

10.11

Irregular Verbs

Irregular Verbs			
Pattern	Base Form	Past Form	Past Participle (have, had)
One vowel changes to form the past and the past participle.	begin drink ring shrink sing spring swim	began drank rang shrank <i>or</i> shrunk sang sprang <i>or</i> sprung swam	begun drunk rung shrunk <i>or</i> shrunken sung sprung swum
The past form and past participle are the same.	bring buy catch creep feel get keep lay lead leave lend lie lose make pay say seek sell sit sleep swing teach think win	brought bought caught crept felt got kept laid led left lent lay lost made paid said sought sold sat slept swung taught thought won	brought bought caught crept felt got <i>or</i> gotten kept laid led left lent lain lost made paid said sought sold sat slept swung taught thought won

Exercise 22**Identifying the Past and Past Participle of Irregular Verbs**

For each sentence, write the verb or verb phrase. Then write whether it uses the *past form* or the *past participle*.

1. We had thought the old theater a good home for our production.
2. However, problems began with our first rehearsal there.
3. We had paid good money for renovation of the curtains.
4. Somehow, in the process, they shrank.
5. A number of us caught the habit of carelessness too.
6. Before, we had kept our props and costumes in a member's barn.
7. A week after our arrival at the old theater, however, someone lost them.
8. We had made an examination of the electrical system some time ago.
9. We had sought out every possible problem.
10. Then bells in the sound system rang at odd moments.

Exercise 23**Using the Past and Past Participle of Irregular Verbs**

Write the correct form (either *past form* or *past participle*) of the verb that is in parentheses.

1. Earlier the first performance had (begin).
2. I had (lose) my way to the new theater.
3. The star had (sing) two songs before my arrival.
4. I already had (pay), but I could not find the ticket.
5. I have (sit) in the theater for a long time.
6. Unfortunately the manager (leave) for a few minutes.
7. He has (keep) me waiting for ten minutes.
8. Luckily I (bring) a book with me.
9. I finally have (catch) my breath by sitting quietly.
10. One of my friends (bring) me a copy of the program.
11. Finally I (get) in.
12. I (think) the show was superb.
13. A famous teacher had (teach) the performers well.
14. At the show's end, the members of the audience (spring) to their feet.
15. The leading actor had (win) our hearts.
16. I (feel) happy and sad at the same time.
17. After the performance, we (seek) autographs.
18. The shy star (shrink) from the crowd.
19. At last she (creep) away.
20. She (say) she wanted to rest.

10.12

More Irregular Verbs

Irregular Verbs			
Pattern	Base Form	Past Form	Past Participle
The base form and the past participle forms are the same.	become come run	became came ran	become come run
The past form ends in <i>-ew</i>, and the past participle ends in <i>-wn</i>.	blow draw fly grow know throw	blew drew flew grew knew threw	blown drawn flown grown known thrown
The past participle ends in <i>-en</i>.	bite break choose drive eat fall give ride rise see speak steal take write	bit broke chose drove ate fell gave rode rose saw spoke stole took wrote	bitten broken chosen driven eaten fallen given ridden risen seen spoken stolen taken written
The past form and the past participle do not follow any pattern.	am, are, is do go tear wear	was, were did went tore wore	been done gone torn worn
The base form, past form, and past participle are the same.	cut let put	cut let put	cut let put

Exercise 24**Identifying the Past and Past Participles of Irregular Verbs**

For each sentence, write the verb or verb phrase. Then write whether it uses the *past* form or the *past participle*.

1. Our class went on a field trip to Broadway in New York City.
2. For a long time, Broadway has been a symbol of American theater.
3. The name came from the Dutch *Brede Weg*, broad way.
4. The midtown section of the street is known as the Great White Way.
5. The many theaters in the area have run thousands of productions over the years.
6. The winds of fortune blew one way and then another over these theaters.
7. Over the years, some have fallen into disrepair.
8. Others rose to glory, elegance, and prominence.
9. Through Broadway's influence, the theater bug has bitten many young people.
10. Broadway has done a great deal for theater professionals and audiences.

Exercise 25**Using the Past and Past Participle of Irregular Verbs**

Write the correct form (*past* or *past participle*) of the verb in parentheses.

1. A prominent actress has (write) about her experiences with stage fright.
2. One night onstage she (become) immobile.
3. Before her appearance on stage, she had (know) her lines by heart.
4. She (take) several slow, deep breaths.
5. She regained her confidence and (throw) herself into the part.
6. Her drama coach had (give) her good advice about stage fright.
7. The actress eventually (come) through with a fine performance.
8. She (draw) on her knowledge of the character's personality.
9. The actress (grow) into the part.
10. She (see) through her character's eyes.
11. She even (wear) similar clothes.
12. By the end of the play, the actress (speak) her lines flawlessly.
13. A majority of theater critics have (choose) her for an award.
14. They say she has (steal) the show.
15. She has (grow) more confident.
16. Awareness of her experiences has (drive) me to try again.
17. I have (let) the director assign me to a speaking role.
18. Before that I had (draw) away from any public performance.
19. I had (run) away from opportunities for personal growth.
20. Now with this new determination, I have (break) away from the old me.

VERBS

The play *Our Town* by Thornton Wilder focuses on the fictional New England town of Grover's Corners, New Hampshire. The play consists of three acts, each with a single theme. These themes are a typical day in the town, love and marriage, and death. Each act is introduced by the stage manager, who also breaks into the action now and then to explain something about the town or its inhabitants. In the excerpt presented here, the stage manager sets the stage for the second act. The passage has been annotated to show examples of the kinds of verbs covered in this unit.

Literature Model

from **Our Town**
by Thornton Wilder

STAGE MANAGER: Three years **have gone** by. Yes, the sun's come up over a thousand times. Summers and winters **have cracked** the **mountains** a little bit more and the rains have brought down some of the dirt. Some babies that weren't even born before have begun talking regular sentences already; and a number of people who thought they were right young and spry have noticed that they can't bound up a flight of stairs like they used to, without their heart fluttering a little. All that can happen in a thousand days. Nature's been pushing and contriving in other ways, too: a number of young people **fell** in love and got married. Yes, the mountain got bit away a few fractions of an inch; millions of gallons of water **went** by the mill; and here and there a new home **was set up** under one roof.

Present perfect tense of an irregular verb

Action verb followed by a direct object

Past tense of an irregular verb

Passive voice

Grammar Review

Review: Exercise 1 Identifying Action Verbs and Direct Objects

For each sentence, write the action verb. Then write and circle each direct object.

SAMPLE This semester we read Thornton Wilder's play.

ANSWER read (play)

1. Thornton Wilder used unconventional forms in his plays.
2. For example, any production of *Our Town* requires very few props.
3. Wilder's words and the audience's imagination provide the scenery.
4. This technique emphasizes the characters in the play.
5. The Henry Miller Theater hosted the first New York performance in 1938.
6. Thornton Wilder won the Pulitzer Prize for drama that year.
7. He wrote other successful plays and novels, too.
8. In 1965 he received the first National Medal for literature.
9. Both critics and ordinary people enjoy his books.
10. Thornton Wilder truly deserves his high position in American literature.

Review: Exercise 2 Distinguishing Transitive and Intransitive Verbs

For each sentence, write the action verb. Then write any direct objects. Write whether the verb is *transitive* or *intransitive*.

SAMPLE This edition of the play gives stage directions in italics.

ANSWER gives, directions — transitive

1. Thornton Wilder includes few stage directions in the script of *Our Town*.
2. The audience arrives to a stage with nothing on it.
3. The stage manager brings tables, chairs, and a bench on stage.
4. Then he leans against a pillar on the left of the stage.
5. At that moment the theater darkens.
6. Now the stage manager speaks into the darkness.
7. He provides a verbal map of Grover's Corners.
8. He also introduces the major characters to the audience.
9. The tables and chairs remain on stage for act 2.
10. In this act the stage manager talks about the passage of time.

Review: Exercise 3 Distinguishing Direct and Indirect Objects

For each sentence, write the direct object. If the sentence contains an indirect object, write it and then underline it.

1. In the first scene of *Our Town*, the audience sees morning activities.
2. Young Joe Crowell hands Dr. Gibbs a newspaper.
3. The stage manager shows the audience Joe's future.
4. Mrs. Webb serves her family a hearty breakfast.
5. Mrs. Webb and Mrs. Gibbs both scold their children for their misbehavior.
6. George Gibbs asks his mother for a larger allowance.
7. Mrs. Gibbs sends Rebecca's teacher her congratulations.
8. Mrs. Gibbs and Mrs. Webb discuss antiques and beans.
9. The stage manager tells the audience the history of Grover's Corners.
10. A woman in the balcony asks Mr. Webb a question.

Review: Exercise 4 Identifying Action Verbs and Linking Verbs

For each sentence, write each verb and write whether it is an *action verb* or a *linking verb*. Then write whether each underlined word is a *predicate noun*, *predicate adjective*, *direct object*, or *indirect object*.

SAMPLE Organist Simon Stimson directs the church choir.

ANSWER directs, action verb; direct object

1. Joe Crowell's knee predicts the day's weather.
2. Howie Newsome delivers milk to local families.
3. Banker Cartwright is very wealthy.
4. Rebecca Gibbs loves money most of all.
5. A second-hand furniture man offers Mrs. Gibbs money for her highboy.
6. Long ago Mrs. Gibbs promised herself a trip to Paris, France.
7. Professor Willard became an expert on the history of Grover's Corners.
8. Charles Webb edits the local newspaper, the *Sentinel*.
9. In Mr. Webb's opinion, Grover's Corners seems very ordinary.
10. Emily Webb and George Gibbs are very good friends.

Grammar Review

Review: Exercise 5 Distinguishing Past and Present Tenses

Write the correct form of the verb in parentheses. Then write whether it is in the *present* or *past tense*.

SAMPLE For eight years in childhood, Thornton Wilder (live) in China.

ANSWER lived, past

1. Thornton Wilder was born in 1897 and (die) in 1975.
2. At the announcement of a new Wilder novel, buyers (line) up at bookstores.
3. Critics today still (applaud) Wilder's emphasis on ordinary people.
4. That emphasis (make) his work very appealing to us today.
5. Many new readers (comment) on Wilder's compassion.
6. Probably his most famous novel (remain) *The Bridge of San Luis Rey*.
7. He (publish) this book in 1927.
8. This story (explore) the lives of five people who die in a bridge collapse.
9. In 1944 Hollywood (release) a film version of *The Bridge of San Luis Rey*.
10. This movie (fail) at the box office.

Review: Exercise 6 Using Present and Past Progressive Forms

For each sentence, write the verb form indicated in italics.

SAMPLE I (join) the community theater. *present progressive*

ANSWER am joining

1. Our theater (consider) a production of *Our Town*. *present progressive*
2. Committee members (debate) between that play and *The Glass Menagerie* by Tennessee Williams. *present progressive*
3. At first they (lean) toward a musical production. *past progressive*
4. Then they (worry) about the cost of a musical. *past progressive*
5. Now they (look) for a regular drama. *present progressive*
6. I (hope) that they choose *Our Town*. *present progressive*
7. If so, I (try) out for the role of Emily. *present progressive*
8. My sister (tell) me about her experiences with the play. *past progressive*
9. Last year she and her friends (aim) for a production. *past progressive*
10. That project, however, (interfere) with other plans. *past progressive*

Review: Exercise 7 Identifying Future Tenses

For each sentence, write the verb and whether it is in the *future* or *future perfect* tense.

SAMPLE By act 2, we will have met the important characters.

ANSWER will have met, future perfect

1. Mr. Cartwright will buy the first automobile in Grover's Corners in 1906.
2. By 6:00 A.M., Shorty Hawkins will have flagged the train to Boston.
3. Folks in town will wake up shortly.
4. Miss Foster will marry a man from Concord sometime soon.
5. According to the stage manager, Joe Crowell will earn a scholarship.
6. By the time of his college graduation, a world war will have broken out.
7. By ten o'clock, Wally will have his head full of information about Canada.
8. Because of her sore throat, Mrs. Webb will skip choir this evening.
9. Mrs. Webb will have canned forty quarts of beans over the next few weeks.
10. In her dreams, Mrs. Gibbs will travel to Paris, France, someday.

Review: Exercise 8 Using Active Voice

Rewrite each sentence, changing the sentence from the passive voice to the active voice.

SAMPLE The factory is owned by Banker Cartwright.

ANSWER Banker Cartwright owns the factory.

1. *Our Town* was written by Thornton Wilder.
2. Each act is introduced by the stage manager.
3. The baby was delivered by Doc Gibbs.
4. The newspaper is published by Charles Webb.
5. The choir is directed by Simon Stimson.
6. The dead are remembered by the living.
7. The kitchen stove is filled with wood by Mrs. Webb.
8. Part of her allowance was saved by Rebecca Gibbs.
9. Fossils were found by archaeologists in Silas Peckham's cow pasture.
10. A hundred years ago, the area of Grover's Corners was settled by the English.

Grammar Review

Review: Exercise 9

Using the Past and Past Participle of Irregular Verbs

For each sentence, write the appropriate form of the verb in parentheses.

1. Grover's Corners has (see) the comings and goings of many generations.
2. Not many young people (leave) Grover's Corners after graduation.
3. The stage manager has not (know) any remarkable people to come out of Grover's Corners.
4. Dr. Gibbs (bring) the Goruslawski twins into the world—and most of the other babies in town too.
5. The folks in town (sleep) later in the morning than those out on the farms.
6. The residents of Grover's Corners had (begin) their morning routine.
7. Rebecca Gibbs (wear) her blue gingham dress to school.
8. George Gibbs (eat) his breakfast with his geography book on the table.
9. Before her marriage, Miss Foster (teach) Joe Crowell's grade-school class.
10. Mrs. Webb has (grow) enough beans to feed her family for the winter.
11. She (bite) into one to see whether it was sweet and ripe.
12. That day Emily had (spoke) to her class about the Louisiana Purchase.
13. Despite criticism, George has again (throw) his ball into the air.
14. George had (break) one of his father's rules.
15. Dr. Gibbs had (take) his biannual trip to the Civil War battlefields.
16. By now he has (seek) out almost all of them.
17. The church bell (ring) out over the town of Grover's Corners.
18. Despite her poor voice, Mrs. Gibbs (sing) in the church choir.
19. According to the ladies in the choir, Mr. Stimson had (drink) too much before practice.
20. Dr. Gibbs worried that Mrs. Gibbs had (catch) cold on her way home from choir practice.
21. The Cartwright family has just (lay) the foundation for a new bank in Grover's Corners.
22. From her window, Emily (give) George hints about his algebra homework.
23. Professor Willard had (come) over from the university for his lecture on the history of Grover's Corners.
24. As editor of the town newspaper, Mr. Webb had (become) the town's unofficial spokesperson.
25. A woman in the balcony had (rise) to her feet to ask Mr. Webb a question.

Review: Exercise 10

Proofreading



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

Roger Brown

¹The painting below was did by Chicago artist Roger Brown. ²This work show a row of houses backed by sand dunes and palm trees. ³The ocean and the setting sun lies beyond the dunes and trees. ⁴The dunes rigid mounds of sand, seem to be carved out of stone.

⁵The characters in this work have shrank to silhouettes. ⁶They are either sitting seperately in their homes or walking alone along the sidewalk. ⁷The walkers are moving fast; perhaps they will think they are late. ⁸They are the only things moveing in the picture. ⁹The ocean looks as if no one has ever swam there. ¹⁰Even the sun, cutted in half by the horizon, looks motionless.



Roger Brown, *Coast of California*, 1987

Grammar Review

Review: Exercise 11

Mixed Review



For each numbered item, write the appropriate form of the word requested. Be sure that your completed sentences make sense.

The title of the play *Our Town* ¹(*action verb, present tense*) a strong clue to the story's theme. Even though the action ²(*keep—present tense, passive voice*) in one small New Hampshire town, author Thornton Wilder is really giving ³(*indirect object*) the whole world. Other clues ⁴(*linking verb, present tense*) obvious too. In act 1, Rebecca notices that the same moon ⁵(*intransitive verb, present tense*) down on other countries. Later in the act, she ⁶(*tell—future tense*) her brother the story of a letter addressed to Jane Crofut, Grover's Corners, the Universe.

Wilder once wrote that he deliberately ⁷(*emphasize—past tense*) big numbers such as *thousands* and *millions*. By doing so he ⁸(*suggest—present progressive tense*) that the big and the small ⁹(*linking verb, present tense*) one. The stage manager is one ¹⁰(*predicate noun*) who comments on the big picture and the small.

Many universal events ¹¹(*intransitive verb, present tense*). In act 1, twin babies ¹²(*deliver—present tense, passive voice*) by Dr. Webb. In act 2, Emily Webb and George Gibbs ¹³(*get—present progressive tense*) married, just as millions of people ¹⁴(*do—present perfect tense*) in the past and millions ¹⁵(*do—future tense*) in the future. Some characters in the play ¹⁶(*intransitive verb, present tense*) and are buried in the town cemetery.

Many scenes in the play emphasize ordinary ¹⁷(*direct object*). Families ¹⁸(*transitive verb, present tense*) meals together in every act. Children ¹⁹(*intransitive verb, present tense*) to school, and adults do chores. Wilder also stresses small daily ²⁰(*direct object*), such as the sound of birds, the scent of flowers, the smell of food, or the feel of newly ironed clothes. These joys, he suggests, are the real ²¹(*predicate noun*) of life. In act 3, Emily ²²(*learn—present tense*) anew to appreciate such joys. Dead people in the cemetery give ²³(*indirect object*) advice about achieving peace and harmony. She ²⁴(*learn—present perfect tense*) not to take life for granted.

By the end of the play, the audience ²⁵(*catch—future perfect tense*) a glimpse of their own lives.

Writing Application

Verbs in Writing

As you read this passage from *Lyddie*, notice Katherine Paterson's precise verbs and how verb forms convey the sounds and actions of Lyddie's first day in the factory. Study the passage, focusing on the italicized words.

His little red mouth *pursed*, he *stepped* up on a stool and *pulled* out his pocket watch. At the same moment, the bell in the tower above the roof *began* to *ring*. He *yanked* the cord, the wide leather belt above *shifted* from a loose to a tight pulley, and suddenly all the hundred or so silent looms, in raucous concert, *shuddered* and *groaned* into fearsome life. Lyddie's first full day as a factory girl *had begun*.

Techniques with Verbs

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

- 1 Whenever possible, replace vague and common verbs with vivid and specific verbs. Compare the following:

VAGUE COMMON VERBS *moved* into fearsome life

PATERSON'S VERSION *shuddered* and *groaned* into fearsome life

- 2 Keep the timing of your characters' actions clear by correctly forming the tenses of irregular verbs:

INCORRECT VERB TENSE Lyddie's first full day as a factory girl *had began*.

PATERSON'S VERSION Lyddie's first full day as a factory girl *had begun*.

TIME

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

Practice

Practice these techniques by revising the following passage, using a separate sheet of paper. Pay particular attention to the underlined words.

Park and Noah walked slowly along the sidewalk, deep in conversation. They took no notice of their surroundings, not noticing the hustle and bustle of busy commuters and the noise of cars driving by on the street. An occasional pedestrian made a glance at the two friends, but neither boy noticed. After several blocks, Park finally touched Noah's shoulder and turned him towards a small coffee shop. "Let's take a bite. I haven't eaten since breakfast!" Then they started their conversation again, heads close together.

UNIT
11

Pronouns

Lesson 11.1	Personal Pronouns	435
Lesson 11.2	Pronouns and Antecedents	437
Lesson 11.3	Using Pronouns Correctly	439
Lesson 11.4	Possessive Pronouns	441
Lesson 11.5	Indefinite Pronouns	443
Lesson 11.6	Reflexive and Intensive Pronouns	445
Lesson 11.7	Interrogative and Demonstrative Pronouns	447
	Grammar Review	449
	Writing Application	455