

Grade 9

# Grammar for Writing

**NEW EDITION**

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\* Denotes lessons with skills most commonly assessed on standardized tests.

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# LESSON 1.4

## COMPOSITION

## Editing and Proofreading

► When you **edit** or **proofread**, you search for mistakes in spelling, punctuation, capitalization, and usage.

Don't let these errors slip by. Part of the quality of your writing depends on your ability to use the conventions of standard written English. Use the following list as you edit your work. If you are in doubt, use the index to find rules about specific conventions.

### Editing Questions

- 1. Spelling** Are words spelled correctly? (Use a college dictionary or a spell checker on a computer.) Have you used a correctly spelled word that doesn't fit the sentence (*you're* instead of *your*, for example, or *hear* instead of *here*—mix-ups that a computer's spell checker won't catch)?
- 2. Capitalization** Do proper nouns and proper adjectives begin with capital letters? Have you capitalized a word that's supposed to start with a lowercase letter?
- 3. Punctuation** Are commas and other punctuation marks used correctly? Is dialogue correctly punctuated?
- 4. Sentence Correctness** Are there any fragments, run-ons, or misplaced modifiers?
- 5. Verbs** Do all present tense verbs agree with their subjects? Are verb tenses consistent and correct?
- 6. Pronouns** Do all the pronouns agree with their antecedents? Are pronoun references clear?
- 7. Usage** Are adjectives modifying nouns and pronouns? Are adverbs modifying verbs, adjectives, and other adverbs? Are comparisons clear and complete? Do comparisons use *-er/more* and *-est/most* forms correctly?

See Mechanics  
Chapters 13–16 for  
more on the rules for  
many of the errors you  
are looking for  
as you proofread  
your work.

## ENRICHING Your Vocabulary

The verb *transpose* comes from the Latin *transponere*, which means “to change the position of.” *Transpose* can also be used in the sense of “to change in nature or form.” The director *transposed* the setting of *Romeo and Juliet* from Verona to Civil War America.

Proofreading Symbols		
CORRECTION	SYMBOL	EXAMPLE
Delete (remove).		He <del>greated</del> the <del>the</del> onions.
Insert.	^	We planed <sup>n</sup> the party.
Transpose (switch).		I <u>only</u> spent a dollar
Capitalize.	≡	<u>did</u> you visit Walden Pond?
Make lowercase.	/	The irises bloom each <del>S</del> pring.
Start a new paragraph.	¶	¶ “No,” she said.
Add space.	#	Allegra lives in San#Juan.
Close up space.	⌒	Pat is a child hood friend.

### EXERCISE 8 Editing a Paragraph

Find and correct every error in the following paragraph.

<sup>1</sup>People who make maps are called cartographers. <sup>2</sup>They carefully draw each countrys borders. <sup>3</sup>During the 1930s cartographers began to draw there maps from photographs taken from airplanes. <sup>4</sup>Now they use satellite photographs to create more accurate maps.

<sup>5</sup>If you look at a map youll find New zealand, two large islands and several smaller islands southeast of australia. <sup>6</sup>According to *The columbia Encyclopedia*, New Zealand contains 103,377 square miles. <sup>7</sup>How can geographers figure out the number of square miles New Zealand contains. <sup>8</sup>It can't possibly multiply it's length by it's width. <sup>9</sup>Modern mapmakers and geographers use computers to draw maps. <sup>10</sup>They also use computers to measure a countrys square miles.

### EXERCISE 9 Creating Editing and Proofreading Exercises

#### Working Together

Create an editing/proofreading practice for your classmates. Write one or two paragraphs that have at least ten mistakes (or more if you want) in spelling, punctuation, capitalization, and usage. Exchange paragraphs with your classmates, and see if you can correct all the errors.

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# Parts of Speech

CHAPTER

5

GRAMMAR



## STUDENT WRITING

### Narrative Essay

#### One Meal Made a Big Difference

by Sarah Swenson

*high school student, The Woodlands, Texas*

I fixed the big, rubber glove on my hand as I nervously grabbed the tray I was handed from my right. I took the spoon in my other hand and put a big spoonful of food, if you can even call it that, on the tray. I couldn't even bear to look up as I passed the tray over the counter. I feared that I would totally break down if I looked into their eyes.

After a while, I switched spots with someone and started handing out trays. All of a sudden, this lady walked out of the line and over to the piano. She played for a minute before she scurried back into line. As she moved toward me, I looked up into her eyes. They were a gentle brown.

I quickly swallowed the lump in my throat and pushed the tears from my eyes as I tried to put on my brightest smile.

"That was beautiful," I managed to get out.

"Thank you," she said as the line moved forward. "How has your day been?" she asked me as we were now standing almost face-to-face.

"Good," I replied, "and yours?"

"Mine has been pretty good," she responded as she reached to take her tray. "I'm alive, so it's good."

I don't know her name and it doesn't matter. That day, that one person changed my whole life. After that, I couldn't resist watching the smiles on people's faces as we gave them food.

When I first looked at what we were told to serve, I was disgusted. I never would have touched it. But then, I'm not really sure what happened. Everything just changed. I realized that for once in my adolescent life, I was making a difference. It may not seem like a big deal, but it was to me.

I was feeding people who needed to be fed—not because they had had a small breakfast, but because this was the only meal that they would have all day.

In fact, that one meal that I helped serve would have to tide them over for two days.

Ever since Sunday, I have tried so hard to go back to my peaceful, simple teen-aged life, but my mind keeps wandering back to those people.

I wonder, "Why are they out there? How do they manage to live on the street?" I just can't get those people out of my mind.

And now, instead of being afraid of going and serving them food, I find that I can't wait until I get to go again.

**The events in Sarah's autobiographical essay take place in a short period of time. She also includes dialogue and, most important, she explains why the incident is important to her.**

**As you complete the writing exercises in this chapter and then write your own autobiographical incident, you will become aware of the parts of speech of each word you write. You can also practice using nouns, adjectives, and action verbs in the Portfolio Project "The Plight of Endangered Species" on SadlierConnect.com.**

# Nouns

Everything that you can see and touch and many things that are invisible are named by a noun.

► Nouns are words that name persons, places, things, or ideas.

<b>PERSONS</b>	grandfather, Serena, player, friend, Marie Curie
<b>PLACES</b>	home, bridge, Chicago, Washington Monument
<b>THINGS</b>	computer, blanket, parade, refrigerator, mailbox
<b>IDEAS</b>	love, democracy, justice, fear, happiness

► Nouns that name ideas, such as the ones listed above, are called **abstract nouns**. You use abstract nouns when writing or speaking about feelings, characteristics, or qualities. In contrast, **concrete nouns** name things that you can see, hear, smell, taste, or touch.

<b>ABSTRACT</b>	courage, intelligence, vitality, theme, cost
<b>CONCRETE</b>	lemon, snow, sand, telephone, puppy

► **Proper nouns** name particular persons, places, things, or ideas. Always capitalize proper nouns. Some proper nouns contain two or more words. Because **common nouns** are general, not particular, they are not capitalized.

<b>PROPER</b>	Texas, Empire State Building, Mexico, President Adams
<b>COMMON</b>	state, building, country, president

► **Collective nouns** name a group of people or things. How many groups named by collective nouns are you part of?

family, team, group, troop, committee, herd

► **Compound nouns** consist of two or more words. Use a dictionary to find out if a compound noun is hyphenated or written as one word or two words.

great-uncle, one-third, paperweight,  
firefighter, high school, New Mexico

**P.S.** Don't feel overwhelmed by the names for these different types of nouns. The whole point of learning the names and functions of the eight parts of speech is so that you can use them effectively—and correctly—when you write and speak.

## ENRICHING Your Vocabulary

*Vitality* stems from the Latin *vita*, which means "life." The word *vitality* may be used to mean not only physical but intellectual energy as well. The English philosopher Alfred North Whitehead, for example, observed that "the vitality of thought is in adventure."

## Writing HINT

Use nouns that are as specific as possible.

~~dog~~  
**terrier**  
The ~~man~~  
**letter carrier**

~~woman getting married~~  
**bride**  
The ~~flowers~~  
**roses and baby's breath**  
wore ~~flowers~~ in her hair.

## EXERCISE 1 Identifying Nouns

### HINT

You will find 31 different nouns. Some of the 31 nouns appear in the passage more than once.

Underline all the nouns in the following passage. Look for common nouns, proper nouns, abstract nouns, concrete nouns, compound nouns, and collective nouns.

<sup>1</sup>Many families have pets in their homes. <sup>2</sup>While dogs and cats are the most popular animals to keep as pets, birds, fish, and reptiles are also common. <sup>3</sup>Adults, teens, and young children enjoy having pets to play with and keep them company. <sup>4</sup>Pets are wonderful companions and can be entertaining too. <sup>5</sup>Adopting from a shelter can be a great way to help your community and to care for animals in need.

<sup>6</sup>What activities do people like to do with their pets? <sup>7</sup>Owners take walks, go camping, play fetch, and teach tricks to their pets. <sup>8</sup>Using toys keep their pets active. <sup>9</sup>It is important to pay attention to their needs and make sure they get the food, exercise, and medical care that the type of animal and breed needs.

### Working Together

## EXERCISE 2 Revising a Paragraph

The paragraph below is weak because it contains so many vague words. With a partner, improve it by replacing the italicized words with specific, concrete nouns or proper nouns. Also, add details, drop or add words, and combine sentences. Compare your revisions with those made by other pairs.

<sup>1</sup>One *day at a certain time*, a person was picking *fruit*. <sup>2</sup>She was in *a place* that was owned by *a relative*. <sup>3</sup>She listened to the *sounds* around her. <sup>4</sup>She enjoyed the *smells*. <sup>5</sup>She especially liked the *sights*. <sup>6</sup>After *time* had passed, she could see and feel the coming *weather*. <sup>7</sup>She dropped her *container* half filled with *fruit* and hurried toward a *building*. <sup>8</sup>*The person's pet* ran beside her. <sup>9</sup>When they reached *the building*, *the person and her pet* waited *a long time* for the *weather* to stop.

# Pronouns

► **Pronouns** are words that take the place of a noun or other pronouns.

Most—but not all—pronouns clearly refer to another word in the sentence or in a preceding sentence. The word the pronoun replaces is called its **antecedent**. In the following sentences, arrows point to the antecedents of the pronouns.

Terra and **her** sister are disc jockeys. **They** have a radio program on Saturday morning. **It** is on WZZZ.

The list at the right shows different types of pronouns.

► The pronouns you use the most are the **personal pronouns** and their **possessive forms**.

**PERSONAL** I went with **him** to the movies.  
**POSSESSIVE** **My** cat licks **her** chops at **their** parakeet.

► **Indefinite pronouns** express an amount or refer to an unspecified person or thing.

**Most** of us studied. **Somebody** sneezed.  
**Anything** you can do, I can do better.

► **Demonstrative pronouns** point to specific people or things.

**That** is Ivan's cousin. **Those** are mine.  
**This** will go down in history.

► **Interrogative pronouns** begin a question.

**Who** has the key? **What** is the problem?

► **Reflexive pronouns** end in *-self* or *-selves* and refer to an earlier noun or pronoun in the sentence. **Intensive pronouns** add emphasis.

Tricia cut **herself** slicing a bagel.  
I **myself** don't believe the story.

For information about **relative pronouns** and **adjective clauses**, see Lesson 8.2.

## Editing TIP

Possessive pronouns never take an apostrophe.

The dog wagged <sup>its</sup> ~~it's~~ tail.

That backpack is <sup>hers</sup> ~~her's~~.

### Personal Pronouns

I me we us  
you he him she

### Possessive Pronouns

my her  
mine hers  
your his  
yours their  
our theirs  
ours its

### Some Indefinite Pronouns

all another  
any anybody  
anyone anything  
both each  
either everybody  
everyone everything  
few most  
many neither  
nobody none  
no one one  
several some  
somebody someone

### Demonstrative Pronouns

this these  
that those

### Some Interrogative Pronouns

Who? Whom?  
Whose? What?  
Which?

### Reflexive and Intensive Pronouns

myself yourself  
himself herself  
itself ourselves  
yourselves themselves

### EXERCISE 3 Identifying Pronouns

Underline all the pronouns in this paragraph, including possessive pronouns that come before nouns. **Hint:** You'll find 21 pronouns.

<sup>1</sup>A while ago Wynton Marsalis played some of his music on television. <sup>2</sup>Then he talked to students in the audience. <sup>3</sup>They hoped to become musicians themselves. <sup>4</sup>This is part of his advice to them: <sup>5</sup>Write out a practice schedule, and set goals to chart your development. <sup>6</sup>Concentrate when you practice. <sup>7</sup>Relax and practice slowly; invest yourself. <sup>8</sup>Play everything as if you were singing. <sup>9</sup>Don't be too hard on yourself when you make a mistake. <sup>10</sup>Remember, it is not the end of the world. <sup>11</sup>Just make sure you learn from your mistakes. <sup>12</sup>Think for yourself and be optimistic. <sup>13</sup>How you feel about living in the world determines your success.

### EXERCISE 4 Writing with Pronouns

Write ten interesting, complete sentences about yourself—about your family, friends, hobbies, hopes, and memories. Try to use each kind of pronoun from the preceding page at least once. Underline all of the pronouns in your sentences.

#### CONNECTING Writing & Grammar

### Write What You Think

The principal of your school has asked you to write a letter to a student named Anja. She has always lived in Finland, but her family is moving, and Anja will attend your school next year. She is worried that she won't fit in at your school. On a separate piece of paper, write her a letter in which you give her advice on how to be a successful ninth-grader in your school. You might cover such topics as friends, clothing, classes, studying, tests, sports, clubs, and so on. After you have revised and edited your writing, underline all of the pronouns that you've used.

# Verbs

For many reasons, verbs are the heart of a sentence. You can't make a statement about a noun or pronoun unless you use a verb, too.

► **Verbs** are words that express an action or a state of being. Every sentence has at least one action verb or one linking verb.

Some action verbs express an action you can observe: *slide, giggle, carry*. Other action verbs express an action you usually can't see: *worry, dislike, love, appreciate*.

George Lucas **wrote** and **directed** *Star Wars*. His ideas for the plot **came** from Hollywood Westerns and the myths of many cultures.

Verbs change form to indicate time. (For more about verb tenses, see Lesson 9.4.)

The bear **roared**. The bear **roars**. The bear **has been roaring**.

Some action verbs (V) take direct objects (DO). (For more about direct objects, see Lesson 6.6.)

V DO

The boys **ate sushi** for dinner.

► **Linking verbs** join—or link—the subject of a sentence with a word that identifies or describes it. (For more about subjects and predicates, see Lesson 6.2.)

For 123 years Mount St. Helens **remained** dormant.

Some verbs can be both linking and action verbs—but not at the same time. They are linking verbs only when they are followed by a word that identifies or describes the subject.

**LINKING VERB** The milk **tastes** sour. He **grew** quiet.  
**ACTION VERB** Jill **tasted** the milk. The farmer **grew** corn.

► A **verb phrase** contains a main verb plus one or more **helping verbs** (HV).

HV V

They **may have gone** home.

HV V

**Doesn't** anyone here **speak** Spanish?

*Not* (*n't* in a contraction) is never part of a verb phrase.

**Linking Verbs:**  
**Some Forms of Be**

am	are	is
was	were	being
can be	have been	
will be	should be	
would	have been	

**Some Other Linking Verbs**

appear	become
feel	grow
look	remain
seem	smell
sound	taste

**Some Helping Verbs**

be (is, am, are, was, were, be, been, being)		
have (has, have, had)		
do (does, do, did)		
can	could	may
might	must	shall
should	will	would

## Writing HINT

Use vivid action verbs to help readers imagine an action clearly.

"Aha!" she <sup>roared</sup>said.  
She <sup>gripped</sup>held the doorknob.

**EXERCISE 5** Identifying Verbs

Underline every verb and verb phrase in the following sentences.

**Hint:** Two sentences have more than one verb.

1. The Ancestral Puebloans, also known as the Anasazi, built a community on steep cliffs.
2. Their stone dwellings contain hundreds of rooms.
3. When Spanish explorers found these cliff dwellings, they called the area Mesa Verde, which means “green table.”
4. The Anasazi grew corn, squash, beans, and cotton.
5. They made cloth, turquoise jewelry, pottery, and baskets.
6. Sometime around 1300 the Anasazi abandoned Mesa Verde.
7. Archaeologists guess that they left because of a drought, an epidemic, or enemy raids.
8. For hundreds of years, Mesa Verde remained empty.
9. Ranchers rediscovered the dwellings in the 1800s.
10. In 1906, the federal government declared Mesa Verde a national park.

**Working Together****EXERCISE 6** Revising a Paragraph

The following paragraph is weak because it contains imprecise verbs and nouns. With a partner, strengthen the paragraph by adding vivid verbs and precise nouns. You can make up details and add, drop, or combine sentences. Compare your revision with that of other pairs.

<sup>1</sup>One summer a boy wanted a job. <sup>2</sup>He went to places and talked to people and asked people for a job, but no one gave him one. <sup>3</sup>The boy thought about what he could do. <sup>4</sup>He was good at sports. <sup>5</sup>He played a musical instrument, and he could fix things that broke. <sup>6</sup>Sometimes he took care of his young relatives. <sup>7</sup>The boy went to a place that took care of children. <sup>8</sup>He talked to a person there. <sup>9</sup>She gave him a job. <sup>10</sup>He helped with children. <sup>11</sup>He showed them how to play sports. <sup>12</sup>He liked his summer job.

# Adjectives

Whenever you describe a thing, a person, or a place, you use adjectives.

► **Adjectives** are modifiers. They give information about the nouns and pronouns they modify.

- WHAT KIND?** **gray** clouds, **irreverent** humor,  
**crisp** apple, **quiet** pond
- HOW MANY?** **three** weeks, **several** mistakes
- HOW MUCH?** **less** noise, **more** dessert
- WHICH ONE?** **first** answer, **this** jacket, **next** year,  
**best** poster

Two or more adjectives may modify the same noun.

- Five funny, clumsy** ducklings waddled after their mother.  
Picasso's ceramics are **colorful** and **humorous**.

► The adjectives *a* and *an* are called **indefinite articles**. They refer to any one member of a group and so are indefinite. The adjective *the* is called a **definite article**. It points out a particular noun and so is definite.

- indefinite **A** puppy makes a good pet.  
definite **The** puppy chewed her shoe.

► **Proper adjectives**, which come from proper nouns, always begin with a capital letter.

- Shakespearean** sonnet    **Mexican** fiesta  
**African** mask                **Democratic** candidate

► Many adjectives come right before the noun they modify, but **predicate adjectives** follow a linking verb to modify the subject of a sentence. (For more about subjects, see Lesson 6.2.)

- The tulips are **purple**.  
The ocean looks **blue** and **clear**.

When a noun modifies another noun, it functions as an adjective.

- kitchen** table    **church** music  
**Romeo's** sword    **porch** swing

## ENRICHING Your Vocabulary

The prefix *ir-*, like *in-*, usually serves to form a word opposite in meaning to the root word to which it is joined. *Irreverent*, for example, means lacking reverence or respect. Other examples of such *ir-* words are *irregular*, *irrational*, and *irreversible*.

## Writing HINT

Replace general, all-purpose adjectives with adjectives that make your writing sharper.

The candidate gave a *concise but persuasive* ~~good~~ speech.

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# Using Verbs

CHAPTER

9

USAGE



# STUDENT WRITING

## Narrative Essay

### Dancing

by Joshua Vinitz

*high school student, Queens, New York*

I go to parties and dances a lot. The problem is that until recently, I hated to dance. I disliked the music, and I still do. I used to go to the dances because all of my friends did. Now I go to them for the “right” reason—to dance.

For many years, I would just sit in the back and talk with my friends as our classmates danced the night away. None of us really liked to dance, and it would usually take an act of Congress to get us on the floor. The others would constantly try to get us to dance while we tried to get them to sit down with us and talk. Both sides’ attempts were futile. We weren’t about to lose our seats and they weren’t about to stop partying.

Not too long ago, however, all of this changed for me. I don’t know what came over me, but one of my classmates dragged me out of my chair; I had no choice in the matter. I started dancing, and I liked it!

I won’t say that I’m good at it or anything. As one of my friends commented, “You dance worse than you parallel park.” But I have discovered something. Dancing is a lot more fun than sitting on the side and complaining to my friends about how bad the music is. Time goes so much faster when you’re out there dancing.

**Joshua wrote the narrative above to explain how he changed his mind about dancing. He starts his narrative essay using present tense verbs. He tells the anecdote in the past tense; then he summarizes his new opinion of dancing in the present tense again. Joshua uses verbs to lead his reader through his experience. The lessons in this chapter will help you notice the verb tenses you use in your own writing. You can also practice using different verb tenses with the Portfolio Project “On Your Right, You Will See?” on SadlierConnect.com.**

## Regular Verbs

► All verbs have four basic forms, or **principal parts**. They are the present, the present participle, the past, and the past participle.

Verbs are classified as either regular or irregular, depending on the way they form their past and past participle.

► Regular verbs add *-d* or *-ed* to the present to form the past tense and past participle.

Principal Parts of Regular Verbs			
PRESENT	PRESENT PARTICIPLE (Use with <i>am, is, are, was, were.</i> )	PAST	PAST PARTICIPLE (Use with <i>has, had, have.</i> )
join	(is) joining	joined	(had) joined
carry	(is) carrying	carried	(had) carried
hike	(is) hiking	hiked	(had) hiked

The **present participle** of regular verbs ends in *-ing*. It works with the verb *be* (*am, is, are, was, or were*), to make a verb phrase.

I **am waiting** for a bus.      Joey **was waiting** at home.

The **past participle** of regular verbs ends in *-d* or *-ed*. It works with the helping verb *have* (*has, have, or had*), to make a verb phrase.

I **have asked** for help.      Joey **had also asked** for help.

When you add *-ing* and *-ed* to the present form of a verb, you have to apply spelling rules about dropping the final *-e*, changing *-y* to *i*, and doubling consonants: *hope, hoping, hoped; carry, carried; shop, shopping, shopped*. (For more about spelling rules, see Lesson 16.2.)

**P.S.** Don't get too worried about the labels for all the verb forms. It's the correct *use* of verb forms that is important in writing.

### EXERCISE 1 Using the Principal Parts of Regular Verbs

Complete each sentence by writing the correct past form or past participle form of the verb in parentheses. Some sentences have more than one verb in parentheses.

**EXAMPLE** All but the grin of the Cheshire cat (fade) faded.

1. During the Great Depression, many banks (fail) \_\_\_\_\_.
2. In 1955, Rosa Parks (refuse) \_\_\_\_\_ to give up her seat on a bus.

### ENRICHING Your Vocabulary

The noun *migration* comes from the Latin verb *migrare*, which means "to change one's home." It is one of many English words used in connection with the movement of people or animals from place to place. A related word, *migrant*, is used in Exercise 1. The discovery of gold in California triggered a great westward *migration*.

### Editing TIP

Both present and past participles work alone as adjectives (see Lesson 7.2), but they always need a helping verb to function as a verb.

**PARTICIPLE**  
Lee is wearing **hiking** shoes.

**INCOMPLETE VERB**  
She **hiking** on the Appalachian Trail.

**VERB PHRASE**  
She **is hiking** on the Appalachian Trail.

3. The Texans who (defend) \_\_\_\_\_ the Alamo (die) \_\_\_\_\_ in the massacre of 1836.
4. The nineteenth-century writer Ralph Waldo Emerson (advise) \_\_\_\_\_ his readers, "Hitch your wagon to a star."
5. Before she (marry) \_\_\_\_\_, Charlotte Brontë had (live) \_\_\_\_\_ at the parsonage with her father.
6. By 1962, César Chávez had (organize) \_\_\_\_\_ **migrant** farmers into a union.
7. William the Conqueror (defeat) \_\_\_\_\_ the English in 1066.
8. More than seventy-five thousand people (listen) \_\_\_\_\_ to Marian Anderson sing at the Lincoln Memorial.
9. John James Audubon (travel) \_\_\_\_\_ across America and (paint) \_\_\_\_\_ birds.
10. A wall built by the Roman emperor Hadrian (stretch) \_\_\_\_\_ across Britain.

**Working Together**

**EXERCISE 2** **Revising a Story Beginning**

Revise the story beginning so that it describes an event that happened in the past. Use the past form or past participle form of the italicized verbs. Compare the original version and your version. Does the story sound better to you in the present tense or in the past tense? Work with a partner or small group to finish the story.

<sup>1</sup>A mysterious figure *approaches* the old house. <sup>2</sup>The person *walks* carefully up the broken steps and *knocks* on the cracked door. <sup>3</sup>From inside the old house, the knock *echoes* through the empty rooms. <sup>4</sup>No one *lives* there anymore. <sup>5</sup>Outside the house, the dark trees and grasses *look* wild and overgrown. <sup>6</sup>The garden *disappears* under a tangle of weeds. <sup>7</sup>Patiently, the stranger *waits* before the door. <sup>8</sup>In an instant, clouds *appear*, *darken* the sky, and *spatter* the visitor with huge drops of rain. <sup>9</sup>Who *answers* the door when it *creaks* open on rusty hinges? <sup>10</sup>And what *happens* next?

For more information about writing a narrative, see **Composition, Lesson 2.4.**

# Irregular Verbs 1

All languages have irregular verbs, and English has a lot of them.

**Irregular verbs** do not form their past or past participle in a predictable pattern. That is, they don't add *-ed* to the present form the way regular verbs do. In fact, because they form their principal parts in various ways, there's no single rule to help you learn them.

► Use the principal parts of these common irregular verbs correctly when you write and speak. The verb *to be* is used to form the present and past participles. The forms are listed at the right.

Principal Parts of Common Irregular Verbs			
PRESENT	PRESENT PARTICIPLE (Use with <i>am, is, are, was, were.</i> )	PAST	PAST PARTICIPLE (Use with <i>has, had, have.</i> )
[be] is, are	(is) being	was, were	(had) been
begin	(is) beginning	began	(had) begun
blow	(is) blowing	blew	(had) blown
break	(is) breaking	broke	(had) broken
bring	(is) bringing	brought	(had) brought
burst	(is) bursting	burst	(had) burst
catch	(is) catching	caught	(had) caught
choose	(is) choosing	chose	(had) chosen
come	(is) coming	came	(had) come
do	(is) doing	did	(had) done
drink	(is) drinking	drank	(had) drunk
drive	(is) driving	drove	(had) driven
eat	(is) eating	ate	(had) eaten
fall	(is) falling	fell	(had) fallen
find	(is) finding	found	(had) found
freeze	(is) freezing	froze	(had) frozen
give	(is) giving	gave	(had) given
go	(is) going	went	(had) gone
grow	(is) growing	grew	(had) grown
know	(is) knowing	knew	(had) known
lead	(is) leading	led	(had) led
lie [to fib]	(is) lying	lied	(had) lied
lose	(is) losing	lost	(had) lost
make	(is) making	made	(had) made
put	(is) putting	put	(had) put

## Forms of *to be*

### Present

I am            we are  
you are        you are  
he is            they are

### Past

I was            we were  
you were        you were  
he was            they were

## Editing TIP

The verb *lie* (to fib) is different from the verbs *lay* (to place or put) and *lie* (to rest or recline). Watch out! Their principal parts are similar and they are easy to confuse.

**P.S.** When you aren't sure about a verb form, check a dictionary. All dictionaries list the principal parts of irregular verbs. The entry word is the present form. The past, past participle, and present participle forms are listed after the pronunciation:

**break** (brāk) **broke, broken, breaking**

If no verb forms are listed following the entry word, you can be sure that the verb is regular.

**EXERCISE 3** Using Irregular Verbs

Rewrite each sentence on a separate piece of paper. Use the past form or past participle form of the verb in parentheses. **Remember:** With a form of the helping verb *have*, use the past participle.

**EXAMPLE** Owen and his bride have (choose) their new dishes.

*Owen and his bride have chosen their new dishes.*

1. Have you (bring) your binoculars with you?
2. Has anyone (be) in touch with Vanessa lately?
3. When the temperature was below zero last week, the water pipes (freeze) and (burst).
4. Takeo has (lose) ten pounds by exercising.
5. During the game, players (drink) a lot of water.
6. Ilene (catch) the high pop fly at last week's game.
7. Trees (fall) when winds (blow) sixty miles an hour.
8. When I (go) to the video store last night, I (choose) an Alfred Hitchcock movie.
9. Last year, Sam (drive) from Maine to Oregon.
10. Have you ever (eat) one of Guillermo's burritos?
11. The pencil marks on the door show how Benjy has (grow) since he (be) six.
12. Amelia has (put) her name on all her books.
13. When he (lead) the hike, Mike (break) a trail through the sawgrass.
14. Have you (come) to any conclusion in your research?
15. Ed and Gene have (be) in a workshop all day.
16. The contest (begin) last week, but Madeline has not yet (begin) her entry.
17. Oscar was upset when he (lose) the watch his grandfather had (give) him.
18. Jeanetta and her sister (make) the dresses they (be) wearing.
19. I had (do) the best I could but did not finish.
20. Kathy and Marion have (know) each other and have (be) friends since they (be) six.

ENRICHING  
Your Vocabulary

Both the adjective *requisite* and the past participle *required* as used in Exercise 5, come from the Latin verb *requirere*, which means “to need.” A course that is *requisite* or *required* for graduation is one that you need to take.

Writing HINT

American English has many different **dialects**, or ways of speaking, in certain regions or among certain groups. When you write in school and at work, use standard English verb endings for the irregular verbs.

## Irregular Verbs 2

The verbs in this lesson and the previous lesson are not the only irregular verbs, but they are ones that you use most often.

► Use the principal parts of these common irregular verbs correctly when you write and speak.

Principal Parts of Common Irregular Verbs			
PRESENT	PRESENT PARTICIPLE (Use with <i>am, is, are, was, were.</i> )	PAST	PAST PARTICIPLE (Use with <i>has, had, have.</i> )
ride	(is) riding	rode	(had) ridden
ring	(is) ringing	rang	(had) rung
rise	(is) rising	rose	(had) risen
run	(is) running	ran	(had) run
see	(is) seeing	saw	(had) seen
shake	(is) shaking	shook	(had) shaken
shrink	(is) shrinking	shrank	(had) shrunk
sing	(is) singing	sang	(had) sung
sink	(is) sinking	sank	(had) sunk
sit	(is) sitting	sat	(had) sat
speak	(is) speaking	spoke	(had) spoken
spend	(is) spending	spent	(had) spent
steal	(is) stealing	stole	(had) stolen
sting	(is) stinging	stung	(had) stung
strike	(is) striking	struck	(had) struck
swear	(is) swearing	swore	(had) sworn
swim	(is) swimming	swam	(had) swum
take	(is) taking	took	(had) taken
teach	(is) teaching	taught	(had) taught
throw	(is) throwing	threw	(had) thrown
wear	(is) wearing	wore	(had) worn
write	(is) writing	wrote	(had) written

### EXERCISE 4 Using Irregular Verbs

Rewrite each sentence on a separate piece of paper. Use the past form or past participle form of the verb in parentheses.

1. Paul Revere (ride) a horse to warn the colonists.
2. The jack of hearts had (steal) the tarts.
3. As the *Titanic* (sink), passengers (sing) hymns.
4. The Liberty Bell cracked when it (ring) in 1835.
5. In 1954, Roger Bannister (run) a sub-four-minute mile.
6. American Indians (teach) the Pilgrims how to grow corn.

7. Have you (take) a close look at M. C. Escher's drawings?
8. Alex Haley (write) a family history, called *Roots*, that became a best seller.
9. Miss Havisham had (wear) her wedding dress for years.
10. Mark Antony (speak) the words "Brutus is an honorable man."
11. Who was frightened when a spider (sit) down beside her?
12. When two bees (sting) Lynn, she had an allergic reaction.
13. Lightning (strike) the kite that Benjamin Franklin flew.
14. Every president has (swear) to uphold the Constitution.
15. Robinson Crusoe had (swim) to the shipwreck to get supplies.

### EXERCISE 5 Editing a Paragraph

Cross out each incorrect verb, and write the correct verb above it. Make any other changes you think will improve the letter.

To the Editor:

<sup>1</sup>This is the first time I have wrote a letter to the editor. <sup>2</sup>Our community has saw too many people who have drowned. <sup>3</sup>A friend of mine swum way out. <sup>4</sup>When she got caught in a riptide, a lifeguard swimmied out and bringed her back to shore. <sup>5</sup>No one has teached us students swimming safety. <sup>6</sup>Not all parents have teached their youngsters to swim. <sup>7</sup>Young people have took too many chances. <sup>8</sup>I think the people who have ran the schools are making a mistake. <sup>9</sup>They have spoken out against making swimming **required**. <sup>10</sup>Too many swimming disasters have already striked this community.

### CONNECTING Writing & Grammar

For more information about writing persuasive essays, see **Composition Lesson 4.2**.

### Write What You Think

On a separate piece of paper, write a paragraph giving your opinion about the statement below. Do you agree or disagree with it? Support your opinion with reasons and examples. After you finish revising, edit your work to make sure your verb forms are correct.

Before students can graduate from high school, they should be required to pass swimming and lifesaving tests.

# Punctuation: End Marks and Commas

CHAPTER

13

MECHANICS



## STUDENT WRITING

### Expository Essay

#### **Bottled Water: Reasons Vary for Purchasing Thirst Quencher**

**by Leslie Harrell**

*high school student, Grosse Pointe Farms, Michigan*

It may be free from the faucet, but slap on a label and people will pay for it.

Upon first look, bottled and tap water appear to be the same. They are both clear, refreshing, and wet. Their chemical compositions are both mainly hydrogen and oxygen. But many South students feel that one has the edge in taste that is worth the price.

“I really like bottled water,” said Tracy Gehlert. “It tastes better and you can carry it around easily to class.”

Bottled water, though just recently seeming to gain popularity, has been around for a long time. The first bottles were sold in 1830 in earthenware jugs, according to the home page [of a major bottled water company. Another company] has been in business for two hundred years. . . .

Bottled water is regulated by the Food and Drug Administration and has to meet all applicable federal and state standards, The Bottled Water home page reports. [One of the major water producers claims that its product] is completely natural and goes through its own filtration process underground. . . . It comes complete with minerals that filter into the water on its fifteen-year journey from the French Alps.

“I like the taste of bottled water better than [that of] tap water,” said Patrick Spain. “It’s fresher and it’s colder than water out of the tap.”

Some people just don’t buy all the hype about bottled water.

“I don’t drink bottled water,” said Ben Weaver. “There’s enough of it in the faucet.”

Tap-water drinkers may be happy to know that bottled water is not really any safer than tap water. Health standards for bottled water are no stricter than health standards for public water from the tap, The Bottled Water home page reports. In fact, until 1995, bottled water was not even subject to the same standards as tap water.

Facts or no facts, millions of people keep buying bottled water. The average consumer of bottled water has changed from highly educated, upscale, white-collar North Americans to all social, economic, and age groups, The Bottled Water home page reports. [One major producer] bottles and ships five to six million bottles of natural spring water around the world each day. . . .

Water is essential to the human body. Whether you drink bottled or tap water, get with the flow and join the millions of Americans [who] are switching from soft drinks to water.

**Leslie’s article begins with an attention grabber that draws the reader in. She includes facts, statistics, and quotations from people she has interviewed. Her article ends with a call to action.**

**As you reread the essay, think about how much more difficult it would be to understand Leslie’s message without punctuation! Think about how you use punctuation in the writing you do throughout this chapter. You can also practice using commas to make your writing clearer in the Portfolio Project “Women in Government” on SadlierConnect.com.**

Beware of sentence fragments. Strategies for correcting sentence fragments appear in **Lessons 6.3** and **13.6**.

**Editing TIP**

When an abbreviation comes at the end of a sentence, use only one period.

The movie doesn't start until 10 p.m.

Don't omit a comma, a question mark, or an exclamation point following an abbreviation.

Oh, no! The test begins at 7:30 a.m.!

What is your favorite quote by Martin Luther King, Jr.?

**ENRICHING  
Your Vocabulary**

The verb *abridge* comes from the French *abregier*, which in turn comes from the Latin *abbreviare*, "to shorten." It is usually necessary to *abridge* the text of a novel for recording on audiotape. But something that is *unabridged* has not been condensed. An *unabridged* dictionary is too big to carry in your backpack.

# End Marks and Abbreviations

► Use a **period** at the end of a statement (declarative sentence) and at the end of a command (imperative sentence).

**DECLARATIVE** No one knows who the woman in the *Mona Lisa* is.

**IMPERATIVE** Please find out more about Leonardo da Vinci.

► Use a **question mark** at the end of a direct question (interrogative sentence). An indirect question ends with a period.

**DIRECT** Do you know who painted the *Mona Lisa*?

**DIRECT** Abby asked me, "Do you know who painted the *Mona Lisa*?"

**INDIRECT** Abby just asked me who painted the *Mona Lisa*.

► Use an **exclamation point** at the end of an exclamation (exclamatory sentence).

Stop that thief! He's trying to steal the *Mona Lisa*!

► Use a period after many abbreviations.

In general, when you write a paper or report for school or work, avoid using abbreviations. Instead, spell out the word. There are some common exceptions to this rule shown in the following chart.

Periods in Abbreviations	
CATEGORY	EXAMPLE
Initials and Titles	Mr. A. N. O'Hara Jr. Phyllis A. Washington, Ph.D.
Times	a.m. p.m.
Others	Inc. Co. Assn. etc. vs.

► Some abbreviations should not have a period.

An **acronym** is a word formed from the first letter(s) of several words, such as *NATO* (formed from *North Atlantic Treaty Organization*).

Acronyms do not take periods.

The modern tendency is to omit the period following common abbreviations, such as *ft* (*foot* or *feet*) and *lb* (*pound*). Some other common abbreviations that don't take periods include *MPH* (*miles per hour*), *AM* and *FM* radio, *TV*, and postal abbreviations for states (such as FL, OH, TX).

**P.S.** If you're in doubt about whether to use a period with an abbreviation, check a college or **unabridged** dictionary, but be aware that even dictionaries differ in how they punctuate some abbreviations, including the abbreviations for United States (*US* or *U.S.*) and United Nations (*UN* or *U.N.*).

**EXERCISE 1 Proofreading a Paragraph**

Proofread the following paragraph to add end punctuation marks and periods for abbreviations as needed. If you're not sure whether an abbreviation takes a period, check a dictionary.

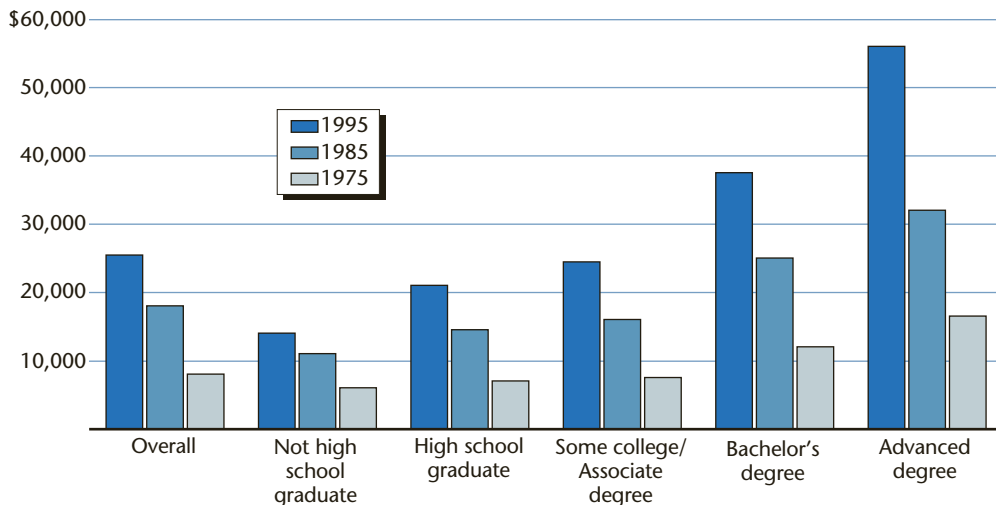
<sup>1</sup>Have you ever visited Washington, DC <sup>2</sup>Last night, I watched a TV program about Washington <sup>3</sup>Did you see it, too <sup>4</sup>If it's on again, be sure to see it <sup>5</sup>What an interesting city Washington is <sup>6</sup>Dr A Rogers, the narrator, took us viewers on a tour of the White House <sup>7</sup>Did you know that the White House wasn't painted white until 1817 <sup>8</sup>If I were visiting Washington, I'd like to tour the US Capitol at the foot of Pennsylvania Avenue <sup>9</sup>I'd also visit the Smithsonian's two underground museums: the Arthur M Sackler Gallery of Asian Art and the National Museum of African Art <sup>10</sup>Last year, my sister visited the Holocaust Museum, but she didn't have time to see the National Air and Space Museum because her plane left at 1:30 PM

**Working Together**

**EXERCISE 2 Writing Sentences**

Work with a partner or small group to write sentences based on the information in the graph below. Write at least one exclamatory sentence and two interrogative sentences. You don't have to use all of the information.

**Average Annual Income of Workers 18 Years and Over by Educational Attainment (1975–1995)**



Source: Census Bureau, Current Population Survey (1995)

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## Commas in a Series

Commas signal a slight pause but not a complete stop. They are tricky punctuation marks that involve a lot of rules. In the next few lessons, you'll review the most important rules for using commas.

► Use commas to separate items in a series.

A **series** contains three or more similar items in a row.

A human eye has a cornea, an iris, a lens, and a retina.

The girls like playing golf, reading books, and riding horses.

► Use a comma to separate two or more adjectives that precede and modify the same noun.

The human eye is a **complex, efficient** organ.

However, don't use a comma when the last adjective in a series is really part of a compound noun. You can tell if one of the adjectives belongs to the noun if you can reverse the position of the adjectives.

Whose **red eyeglass** case is this? [*Eyeglass case* is a compound noun.]

### EXERCISE 3 Proofreading Sentences

The comma key is broken on her typewriter, so Abby wasn't able to put commas where she needs them. Insert all necessary commas. If a sentence is correct, write C. **Hint:** Not every sentence needs a comma.

1. Color blindness is an inability to distinguish one or more colors.
2. Some birds butterflies and bees are to some extent color-blind.
3. Some humans cannot distinguish the colors red blue and green.
4. Color blindness affects twenty times more men than women.
5. Someone with monochromatism sees only black white and gray.
6. Picking out socks coordinating outfits and choosing new clothes are problems.
7. A cab driver train engineer or pilot must be able to distinguish colors in traffic signals.

**Mechanics** See also **Lesson 14.2**, which explains when to use semicolons rather than commas for a series.

### Editing TIP

When a coordinating conjunction (such as *and* or *but*) connects a compound verb in a sentence, *don't* add commas. However, commas are needed between independent clauses.

Jean dropped a contact lens *and* searched for ten minutes *but* couldn't find it.  
Jen dropped a lens, *and* she couldn't find it anywhere.

### STEP by STEP

To decide whether to put a comma between two adjectives before a noun:

1. Put *and* between them. If *and* makes sense, use a comma.

[and]  
I felt a sharp, stabbing pain in one eye.  
[use a comma]

2. If *and* doesn't make sense, don't use a comma.

<sup>and</sup>  
One tiny eyelash hurt my eye. [no comma]

8. Color blindness would be a serious annoying problem for an artist or fabric designer.
9. The vision of color-blind people is usually not limited in any other way.
10. The test for color blindness involves detecting a figure in a field of dots squares and other shapes.

#### EXERCISE 4 Proofreading Sentences

Insert all missing punctuation marks, including end marks.

1. A tall red-haired young woman waited outside the stage door
2. She huddled under an enormous umbrella printed with cats dogs and fish
3. Three young actors two dancers and several musicians left the theater
4. They glanced at her turned away and continued their conversations
5. More actors stagehands and musicians emerged and hurried away
6. She waited she paced and she looked at her watch
7. A strong wet icy wind blew her umbrella inside out
8. The young woman's program fell from her hand and landed in a puddle
9. Finally, the show's star emerged along with her personal secretary her dresser and her understudy
10. The starstruck young woman rushed forward with her wet program and pen and begged for an autograph

#### EXERCISE 5 Proofreading a Paper

Take a paper you have written recently or one you wrote last year, and proofread it carefully. Focus particularly on end marks and commas. Check to see whether you have used these punctuation marks correctly. If you decide to make any punctuation changes, be ready to explain why you made each change.

### ENRICHING Your Vocabulary

Both the noun *enormity* and the adjective *enormous* are derived from the Latin adjective *enormis* (from *e*, or "out," and *norma*, or "rule"). *Enormity*, then, is the quality of exceeding the rule or norm or something of immense size. The public may be shocked by the *enormity* of a natural disaster. Similarly, something that is *enormous* is out of proportion to the norm. Most of us occasionally make an *enormous* mistake.

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