ENGLISH GRAMMAR
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EUGENE EHRLICH

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Schaum's Outline of Theory and Problems of
ENGLISH GRAMMAR

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Preface

The study of English grammar has two principal advantages. It facilitates mastery of writing and enables students to study the grammar of other languages more efficiently. This second edition of English Grammar was developed to make the study of English grammar as current and as effective as possible for all students, whether or not English is their first language. A Glossary of Grammatical Terms is provided as a reference to be used at any time. We hope that students will continue to find our exercises and explanations helpful.

Chapter 1 discusses the principal elements of the sentence, and the next six chapters provide information and practice in all the parts of speech: nouns and articles, verbs and verbals, pronouns, adjectives, adverbs, and prepositions and conjunctions. Each chapter of the book first presents necessary definitions and discussions, complete with examples. This presentation is then followed by exercises designed to help the student achieve mastery of the subject. Answers to all exercises are provided at the end of the book. The student is advised to work step by step through each chapter, doing each exercise in turn and checking the answers before proceeding further.

Eugene Ehrlich

Daniel Murphy
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**GLOSSARY OF GRAMMATICAL TERMS**

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Glossary of Grammatical Terms

Accusative case. Form of a pronoun showing that the pronoun is the object of a verb or preposition: me, her, him, us, them, whom. Also called objective case.

Active voice. See Voice.

Adjective. Word or words used to modify a noun, pronoun, or verbal: good food, wonderful you, poor fishing.

Adjective clause. Subordinate clause used as adjective: Everyone who approves should vote for him.

Adjective phrase. Phrase used as adjective: The woman in the red dress is beautiful.

Adverb. Word or words used to modify a verb, verbal, adjective, adverb, or entire clause or sentence: run quickly, to sit quietly, quite fresh, Naturally he was elected.

Adverbial clause. Subordinate clause used as adverb: John left whenever he felt like it.

Adverbial phrase. Phrase used as adverb: She sent her son to the store.

Antecedent. Word or words to which a pronoun refers: Alice (antecedent) asked for her (pronoun) dessert.

Apposition. Placement of a noun or noun substitute next to another to explain or identify it: New York, the Empire State; Richard the Lion Hearted. The Empire State and the Lion Hearted are known as appositives.

Article. A, an, and the are articles. Their function is to modify a noun or noun substitute. A and an are the indefinite articles. The is the definite article.

Auxiliary verb. Verb used with other verbs to form tense or voice: We should go to the movies. He was slaughtered.

Case. Form of a noun or pronoun to show function. The three cases are nominative (subjective), genitive (possessive), and accusative (objective). Nominative I saw. Genitive my hat. Accusative The dog bit me.

Clause. Group of words containing a subject and verb. Clauses are either dependent: The man who came to dinner left early; or independent: The milkman left two bottles of cream.

Collective noun. A noun that appears to be singular but refers to a group. Treated as singular when the group is thought of as a unit, treated as plural when the members of the group are considered individually.

Comparison. Inflection of adverbs or adjectives to show degrees of quality or amount. Absolute: good, quickly, famous. Comparative: better, quicker, more famous. Superlative: best, quickest, most famous.

Complement. Noun or adjective used to complete the meaning of a copulative verb. Also known as predicate complement: She is sick (predicate adjective). She is an opera star (predicate noun).

Complex sentence. Sentence containing one independent clause and one or more dependent clauses.
Compound sentence. Sentence containing two or more independent clauses.

Compound-complex sentence. Sentence containing two or more independent clauses and one or more dependent clauses.

Conjunction. Word or words used to join words, phrases, or clauses. Coordinating conjunction joins elements of equal value. Subordinating conjunction joins dependent clauses to independent clauses.

Conjunctive adverb. Adverb used as conjunction. Most common examples are: however, thus, and therefore.

Coordinate. Of equal grammatical or syntactical importance: two nouns, two phrases, two clauses, etc.

Copulative verb. Verb that links a subject and its complement. Most common copulative verb is be. Also known as linking verb.

Demonstrative adjective. Adjective that indicates a particular noun or pronoun: this hat, that boat, this one.

Demonstrative pronoun. Pronoun that specifies a particular referent: this is what I want; that is too much.

Dependent clause. See Subordinate clause.

Descriptive adjective. Adjective that names the condition or quality of noun it modifies: green trees, wrecked wagon.

Direct address. Construction in which the writer addresses the reader directly: Paul, hand me the case. Ethel, leave the room.

Direct object. Word or words that receive the action of a verb: The speaker hit the table. He believed that the boy would return the book.

Gender. Of no consequence in English grammar. Refers to masculine, feminine, neuter nouns in certain other languages. Personal pronouns in English have gender in third person singular: he, she, it.

Genitive case. Form of a noun or pronoun to show possession: woman's, hour's, her, hers, his, their, etc. Also known as possessive case.

Gerund. -ing form of a verb used as a noun or performing a noun function: Swimming is more fun than lying on the beach. They both love boating and fishing. Gerunds are verbals.

Imperative mood. Verb construction used in giving commands. The subject of the verb is usually lacking: Go home! Stop smoking!

Indefinite pronoun. Pronoun that does not specify a particular referent: any, anyone, each, everyone, etc.

Independent clause. Clause that can stand alone and convey meaning as a simple sentence: She was fond of all her friends, although she loved no one in particular. Also known as main clause or principal clause.

Indicative mood. Form of verb used to make a statement or ask a question: She drives well. Is he baking bread?

Indirect object. Noun or pronoun receiving the direct object: They gave me a present. They gave a present to me.
Infinitive. Simple form of the verb, usually preceded by to: (to) run, (to) jump, (to) attempt. Infinitives function as nouns, adjectives, and adverbs. Infinitives are verbal.

Infinitive phrase. Infinitive plus its modifiers and object: to swim gracefully, to read a book. Infinitive phrases have the same functions as infinitives.

Inflection. Change in form to indicate grammatical relationships. Inflection of nouns and pronouns is known as declension. Inflection of verbs is known as conjugation. Inflection of adjectives and adverbs is known as comparison.

Intensive pronoun. Pronoun used to strengthen a noun or pronoun: the manager himself, you yourselves, the bee itself.

Interjection. Ejaculatory word or expression: Alas, there’s no more to eat. Heavens above, is there no shame in the man?

Interrogative adjective. Adjective used in asking question: whose book? which street?

Interrogative pronoun. Pronoun used in asking a question: whose was lost? which was stolen?

Intransitive verb. Verb that does not take an object: I smiled all day. She argues well. All copulative verbs are intransitive. Many verbs function transitively as well as intransitively.

Irregular verb. Verb that forms its past tense and past participle by a change of vowels: be, was, were; run, ran, run; sing, sang, sung. Also known as strong verb.

Linking verb. See Copulative verb.

Modifier. Word or words that limit, describe, or make more precise the meaning of the words modified: blue hat, the man whom you saw, they walked silently.

Mood. Characteristic of a verb that shows the manner in which a statement is regarded by the writer. See Indicative mood, Imperative mood, and Subjunctive mood.

Nominative case. See Subjective case.

Nonrestrictive modifier. Modifier of a word or group of words already limited or restricted: Jane’s father, who rowed for Yale, still rows every day. I brought him to my house, which is in Pittsburgh.

Noun. Name of a person, place, thing, quality, action, or idea. Nouns function as subjects, objects, objects of prepositions, of verbs, and as adjectives.

Noun phrase. Phrase that functions as a noun: afternoon tea, the train to Denver.

Number. Singular and plural aspects of nouns, pronouns, and verbs.

Numerical adjective. Adjective that numbers the word it modifies: six Indians, first anniversary.

Objective case. See Accusative case.

Parallel construction. Repetition of grammatical construction for coherence and emphasis: flying and swimming; I came, I saw, I conquered.
Participle. Adjective form of a verb. Present participle ends in \textit{ing}: \textit{running}, \textit{walking}. Past participle ends in \textit{ed} if the verb is regular, changes a vowel if the verb is irregular: \textit{walked}, \textit{talked}; \textit{run}, \textit{eaten}. Participles are verbals.

Passive voice. See Voice.

Person. Forms of verbs and pronouns to indicate person speaking: \textit{I am} first person; person spoken to: \textit{you are} second person; person spoken of: \textit{he is} third person.

Personal pronoun. Pronoun used to indicate people: \textit{I}, \textit{you}, \textit{he}, \textit{she}, etc. I saw her.

Possessive adjective. Adjective used to indicate possession: \textit{my}, \textit{your}, \textit{his}, \textit{her}, \textit{hers}, \textit{its}, etc. Our hats, his typewriter.

Possessive case. See Genitive case.

Predicate. In a clause or sentence, the verb with its modifiers, object, complement, or indirect object.

Predicate adjective. See Complement.

Predicate complement. See Complement.

Predicate noun. See Complement.

Preposition. A word or words that convey a meaning of position, direction, time, or other abstraction. Together with a noun or pronoun and its modifiers, it forms a prepositional phrase, which serves as a modifier: to the front, from the shore, with them. In these prepositional phrases, \textit{front, shore}, and \textit{them} function as objects of prepositions.

Principal parts of a verb. The infinitive (look), past tense (looked), and past participle (looked).

Pronoun. A word that takes the place of a noun: \textit{I}, \textit{it}, etc. See Antecedent.

Proper adjective. Adjective formed from a proper noun: \textit{Italian} restaurant, \textit{American} history.

Proper noun. Name of a specific person, place, or thing: \textit{Elizabeth}, \textit{Finland}, \textit{Soldiers and Sailors Monument}.

Reciprocal pronoun. \textit{Each other} and \textit{one another}. Used only as the object of a verb or preposition: They saw \textit{each other} regularly. We spoke to \textit{one another} yesterday.

Regular verb. Verb that forms its past tense and past participle by adding \textit{ed}: \textit{worked}, \textit{worked}; \textit{talked}, \textit{talked}. Also known as weak verb.

Relative adjective. Limiting adjective introducing subordinate clause: The bookseller \textit{whose} store burned is despondent.

Relative pronoun. Pronoun introducing subordinate clause: The man \textit{who} hired you has been promoted. The book \textit{that} you gave me is missing.

Restrictive modifier. Modifier that limits or restricts a word or group of words: Henry \textit{the Eighth}, the man \textit{who} worked for you.
Sentence. Group of words normally containing a subject and predicate, expressing an assertion, question, command, wish, or exclamation.

Strong verb. See Irregular verb.

Subject. Element in a sentence performing the action indicated by an active verb; element in a sentence receiving the action of a passive verb: Jane saw her sister. She was received in court. Infinitives may also take subjects: Mother asked him to return home.

Subjective case. Form of pronoun showing that the pronoun is the subject of a verb: I, she, he, we, they, who. Also called nominative case.

Subjunctive mood. Form of verb used to express doubts, possibilities, desires, and conditions contrary to fact: I doubt that she will ever become chairperson. If he were here, this problem would vanish.

Subordinate clause. Sentence element consisting of a subject and predicate and functioning as a noun, adjective, or adverb: That he was fired is no surprise to me. The book you sent me never arrived. He wondered when he would hear of his appointment. A subordinate clause, also known as a dependent clause, cannot stand alone as a sentence.

Superlative. Highest degree of comparison used when comparing three or more units: my best effort, the oldest child in the family, the smallest error. See Comparison.

Tense. Characteristic of verb forms that shows differences in time of action performed: I run, I ran, I will run, I will have run, etc.

Transitive verb. Verb that takes an object: She bought the car. Jack and Jill carried the water. See Intransitive verb. See Copulative verb.

Verb. Word or words used to express action or state of being of the subject: Anne studied hard. She is willing. They are going home. The family will have received notice by this time tomorrow.

Verbal. Word derived from a verb, but functioning as a noun or modifier. See Gerund. See Infinitive. See Participle.

Voice. Characteristic of verbs that differentiates between the subject as performer of the action of the verb (active voice) and the subject as receiver of the action of the verb (passive voice). Active voice: The lecturer emphasized her main points. Passive voice: The main points were emphasized by the lecturer.

Weak verb. See Regular verb.
Chapter 1

Principal Elements of the Sentence

A sentence is a group of words that makes a statement and can be followed by a period, question mark, or exclamation point.

The principal elements of a sentence are the verb, subject of the verb, and direct object of the verb or complement of the verb. Many sentences have only a verb and a subject.

Other important elements are the indirect object and modifiers.

VERB

A verb is the word or words that describe the action or state of being of the subject.

Rats eat mice. (The verb eat describes the action performed by the subject rats.)

John has felt well recently. (The verb has felt describes the state of being of the subject John.)

The organ was often played during chapel. (The verb was played describes the action of the subject organ.)

SUBJECT

A subject is the person or thing that performs the action indicated by the verb or that is in the state of being described by the verb.

Trees and shrubs line the driveway. (Trees and shrubs is the subject of the verb line, answering the question Who or what line? Trees and shrubs line.)

Rare books are expensive. (Books is the subject of the verb are. Who or what are expensive? Books are. Expensive is the complement of are. Complements are discussed below.)

DIRECT OBJECT

A direct object is the word or words that receive the action indicated by the verb.

Automobiles are polluting cities. (What is the action? Are polluting. What receives the action? Cities. Cities is the direct object of the verb are polluting.)

The gardener fertilized the lawn and trees. (What receives the action? The lawn and trees. Lawn and trees is the object of fertilized.)

The safe was robbed. (There is no direct object. This sentence has only a subject safe and a verb was robbed.)

COMPLEMENT

A complement is the word or words that complete the meaning of verbs that express feeling, appearing, being, and seeming. Such verbs are classified as copulative, or linking, verbs, which are discussed fully on page 37. Copulative verbs do not take a direct object. They are completed by complements. Note that all forms of the verb to be are copulative except when used as auxiliary verbs (see pages 38-40).

He seems sick. (The verb seems does not describe action, but does describe a state of being. Seems links the subject he with sick, and sick is the complement of seems.) Note that it occupies the position
in the sentence that an object would occupy. The sentence *He seems sick* can best be understood by imagining that a physician is receiving a report on a patient’s health. No action is being reported, only a state of being. The verb *seems* conveys no meaning without a complement. Thus, *sick* completes the meaning of *seems* and is called the complement of the copulative verb *seems.*

*He is a carpenter.* (The verb *is* links the subject *he* with *carpenter*, a noun. No action is being performed. *Carpenter* complements—completes—the copulative verb *is.*)

*She feels fine early in the morning.* (The copulative verb *feels* links *she* with *fine*, the complement of *feels.*)

It should be noted that the verb *feel* does not always function as a copulative verb. In the sentence *She felt the table,* an action is being performed, the *action of feeling.* In this sentence, then, *table* is the direct object of *felt.*

To find the principal elements of a sentence:

1. Find the verb or verbs by asking yourself: What is happening? What state of being is indicated?
2. Find the subject or subjects by asking yourself: Who or what is performing the action described by the verb or verbs? Whose state of being is described by the verb or verbs?
3. Find the direct object of the verb or verbs by asking yourself: Who or what is receiving the action of the verb or verbs?
4. Find the complement of a copulative verb by asking yourself: What element of the sentence completes the verb?

Note that a verb that takes a direct object cannot take a complement. A verb that takes a complement cannot take a direct object.

1. This exercise tests your ability to identify *subjects, verbs, direct objects,* and complements. You may want to review the material presented above before beginning work on this exercise. (The sentences include certain elements not yet discussed. They will be discussed shortly.)

   In the following sentences, identify the principal sentence elements as shown in these examples:

   **Many dogs have fleas.**
   
<table>
<thead>
<tr>
<th>Verb</th>
<th>have</th>
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<tbody>
<tr>
<td>Subject</td>
<td>dogs</td>
</tr>
<tr>
<td>Direct object</td>
<td>fleas</td>
</tr>
<tr>
<td>Complement</td>
<td>none</td>
</tr>
</tbody>
</table>

   **Juan and Maria appeared happy.**
   
<table>
<thead>
<tr>
<th>Verb</th>
<th>appeared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Juan, Maria</td>
</tr>
<tr>
<td>Direct object</td>
<td>none</td>
</tr>
<tr>
<td>Complement</td>
<td>happy</td>
</tr>
</tbody>
</table>

1. Playwrights and authors receive acclaim.

<table>
<thead>
<tr>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Direct object</td>
</tr>
<tr>
<td>Complement</td>
</tr>
</tbody>
</table>
2. Libraries contain the wisdom of civilization.
   Verb
   Subject
   Direct object
   Complement

3. Accountants are busiest at tax time.
   Verb
   Subject
   Direct object
   Complement

4. Buenos Aires has the largest opera house in the world.
   Verb
   Subject
   Direct object
   Complement

5. Religion is a required course in many colleges.
   Verb
   Subject
   Direct object
   Complement

6. Eli and Samuel were Old Testament prophets.
   Verb
   Subject
   Direct object
   Complement

7. Wars have produced death and destruction.
   Verb
   Subject
   Direct object
   Complement

8. Jane called her brothers and sisters.
   Verb
   Subject
   Direct object
   Complement

9. The waiter served seltzer to his customers.
   Verb
   Subject
   Direct object
   Complement
10. The house was ransacked.
   Verb
   Subject
   Direct object
   Complement

11. Burglars were ransacking the house.
   Verb
   Subject
   Direct object
   Complement

12. Emma studied Italian in Switzerland.
   Verb
   Subject
   Direct object
   Complement

13. She felt the lining of her coat.
   Verb
   Subject
   Direct object
   Complement

14. She felt well again.
   Verb
   Subject
   Direct object
   Complement

15. The defendants called their lawyer.
   Verb
   Subject
   Direct object
   Complement

   Verb
   Subject
   Direct object
   Complement

17. Transistors have revolutionized the television industry.
   Verb
   Subject
   Direct object
   Complement
18. A bibliography is a list of books and articles.
   Verb
   Subject
   Direct object
   Complement

19. Even teenagers have checking accounts today.
   Verb
   Subject
   Direct object
   Complement

   Verb
   Subject
   Direct object
   Complement

21. The shirt and tie suited him well.
   Verb
   Subject
   Direct object
   Complement

22. Matadors are highly respected in Spain.
   Verb
   Subject
   Direct object
   Complement

23. Many homes now are air conditioned.
   Verb
   Subject
   Direct object
   Complement

   Verb
   Subject
   Direct object
   Complement

25. Although Polish, Conrad wrote in English.
   Verb
   Subject
   Direct object
   Complement
INDIRECT OBJECT

An indirect object is a word or words that receive the direct object. You will encounter indirect objects in two different ways:

(1) When an indirect object follows the direct object, the indirect object will be preceded by to, for, or of.

(2) When an indirect object appears between the verb and the direct object, the indirect object will appear without to, for, or of.

Indirect objects occur most often with such verbs as ask, tell, send, give, and show.

Consider the following sentences:

He gave the book to me. (The direct object of gave is book. Me is the indirect object and is preceded by to. Me receives book, the direct object.)

He gave me the book. (The direct object of gave is book. Me is the indirect object. Me receives book. Notice that to is omitted, because the indirect object appears between the verb gave and the direct object book.)

The professor asked her a question. (The direct object of asked is question. Her, the indirect object, receives question. Notice that of is omitted.)

The professor asked a question of her. (Her is the indirect object and is preceded by of. Her receives question, the direct object.)

Television commentators give audiences the news. (The direct object of the verb give is news. The indirect object audiences receives news, the direct object.)

Television commentators give the news to audiences. (The indirect object audiences receives news, the direct object. The indirect object is preceded by to.)

Many florists send their best customers orchids on New Year’s Eve. (The direct object of send is orchids. The indirect object is customers.)

Many florists send orchids to their best customers on New Year’s Eve. (The indirect object customers receives orchids, the direct object.)

2. In the following sentences, underline the indirect objects as shown in these examples:
The bride threw her bouquet to the bridesmaids.
Gladstone delivered a major address to the House of Commons and House of Lords.
We paid her many compliments.

1. Guatemala provides excellent facilities for vacationers.
2. The storekeeper sent the carpet to the hotel.
3. Attorneys ask their clients searching questions.
4. The storekeeper sent his customer a red carpet.
5. I wrote a poem for him.
6. He gave the museum a rare vase.
7. The dog handler showed the Russian wolfhound to the judges.
8. She showed her stamp collection to Marie.
9. She showed her professor her paper.
10. He gave his Chinese vase to the Museum of Art.
11. We supplied him food and drink.
12. Librarians provide services for readers.
13. District attorneys may ask embarrassing questions of witnesses.
14. Cargo ships give reliable service to most clients.
15. Children may tell their parents many strange stories.

MODIFIERS

All words in a sentence that are not verbs, subjects, direct objects, indirect objects, or complements are modifiers.

Typically, modifiers define, make more precise, identify, or describe a verb, subject, direct object, indirect object, complement, or other modifier.

Modifiers may be single words or groups of words.

Consider the following sentences:

He ran quickly. (The verb ran is made more precise—is modified—by quickly.)

He ran as quickly as he could. (The verb ran is made more precise—is modified—by as quickly as he could.)

The blue hat suited the woman. (The subject hat is described—is modified—by blue.)

The hat that she wore suited the woman. (The subject hat is modified by that she wore.)

The thief stole an electric typewriter. (The direct object typewriter is modified by electric.)

A thief stole the typewriter that Andrew's wife had given him. (The direct object typewriter is modified by that Andrew's wife had given him.)

Copyright lawyers forward their findings to waiting clients. (The subject lawyers is modified by Copyright, and the indirect object clients is modified by waiting.)

Copyright lawyers forward their findings to clients who pay their bills. (The subject lawyers is modified by Copyright, and the indirect object clients is modified by who pay their bills.)

Sean appeared overly anxious. (The complement anxious is modified by overly.)

Sean appeared anxious to an extreme degree. (The complement anxious is modified by to an extreme degree.)

Excessively grateful people embarrass others. (The modifier grateful is itself modified by excessively.)

Uninformed by any standard, he continued to pose as an expert. (The modifier uninformed is modified by by any standard. The subject he is modified by uninformed by any standard.)

3. In the following sentences, underline the single-word modifiers as shown in these examples:

Three large stores were opened simultaneously.

The open book lay on the professor's desk.

1. An outdoor market attracts enthusiastic visitors.
2. The patient dog greeted him joyfully.
3. The tired driver came home very late.
4. A tasty spaghetti dinner is welcome.
5. A regularly serviced car makes driving safer.
6. Susan opened the large package carefully.
7. The grocery store opened early and closed late.
8. Mother always folded clean sheets neatly.
9. I never hear the wolves.
10. The blond skater almost fell.
11. The teamsters will meet tonight.
12. Our weekly paper prints only local news.
13. Late-night television shows old movies.
14. Peter quickly repaired the broken pipe.
15. White wine improves roast chicken.
16. Herman’s band was playing good dance music.
17. Bertha’s diary has a blue binding.
18. I never saw him before.
19. The tall policeman gently comforted the frightened child.
20. Please bring two cold beers.
21. The red paint dries slowly.
22. The stormy winds raised high waves.
23. Happy schoolchildren study hard.
24. Robert’s black car needs new tires.
25. They sell a million hamburgers annually.

MULTIPLE-WORD MODIFIERS

Multiple-word modifiers are composed of sentence elements known as phrases or clauses. A phrase is a logical grouping of words that does not contain a subject or verb. A clause is a logical grouping of words that does contain a subject and verb.

Consider the following sentences:

The house with the gabled roof belongs to the parson. (In this sentence, the phrase with the gabled roof modifies house; the phrase to the parson modifies belongs. Note that there is no subject or verb in either multiple-word modifier.)

The man who entered the room hastened to the hostess. (In this sentence, the clause who entered the room modifies man; the phrase to the hostess modifies hastened. The first multiple-word modifier has both subject who and verb entered. For this reason, the modifier is a clause. To the hostess has neither subject nor verb, so it is a phrase.)

The girl whose arm was set awoke in the hospital. (In this sentence, the clause whose arm was set modifies girl; the phrase in the hospital modifies awoke.)

4. In the following sentences, underline the multiple-word modifiers as shown in these examples:

Gloria clung to the arm of the boy in the football uniform.

The expert who identified the forgeries was rewarded by the art collector.

I find him guilty. (none)

1. The dress that the champion wore on the tennis court was trimmed with green piping.
2. The man with blond hair ran down the stairs.
3. He went out at night without a coat.
4. The flanker of the visiting team ran around right end.
5. The building in which we live has been condemned.
6. A car that is double parked blocks traffic in the entire street.
7. The man wearing the brown suit left his papers on his desk.
8. Garbage had fallen across the sidewalk.
9. People of all ages enjoy swimming.
10. The shop on the corner sells newspapers from many cities.
11. A line of unemployed men appeared outside the office door.
12. The girl in the red dress walked down the street.
13. The light of morning shone through the window.
14. The rain we had yesterday left floods on many streets all over the city.
15. The window box Mary planted is full of red flowers.
16. A flock of black birds nests under that bridge.
17. Students from our class visited the museum.
18. The girl with brown eyes pointed across the room with her left hand.
19. The driver of our bus was pleasant to all the passengers.
20. Helen will have dinner at our house on Saturday.
21. The salesman who spoke only English could not communicate with many customers.
22. The batter who hit to left field reached second base before the ball was thrown in.
23. A dog that is well trained obeys a well-trained master.
24. The priest in our parish helps everyone who comes to him.
25. A skier who knows what she is doing moves with great caution.

5. In the following sentences, identify **verbs, subjects, direct objects, complements, indirect objects, and modifiers** as shown in these examples:

   The basement of the house across the street was flooded during the storm.
   
   **Verb**  was flooded  
   **Subject**  basement  
   **Direct object**  none  
   **Complement**  none  
   **Indirect object**  none  
   **Modifiers**  of the house, across the street, during the storm  

   Joe Montana passed the ball to the fullback.
   
   **Verb**  passed  
   **Subject**  Joe Montana  
   **Direct object**  ball  
   **Complement**  none  
   **Indirect object**  fullback  
   **Modifiers**  none  

   John Kennedy was an able man.
   
   **Verb**  was  
   **Subject**  John Kennedy  
   **Direct object**  none  
   **Complement**  man  
   **Indirect object**  none  
   **Modifiers**  able
1. Susan hastily wrote an angry letter to her mother.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

2. Beethoven is the greatest composer of all time.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

3. While I was waiting for Jon, I met another old friend.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

4. Michelle is the best student in the senior class.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

5. Mayor Dinkins gave an important speech on the radio.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

6. Albert gave Maria a very expensive present.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers
7. The old man rose from his comfortable chair.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

8. Literary critics often are frustrated authors.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

9. The ornithologist identified many rare birds.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

10. Margaret Drabble has written many novels on modern English life.
    Verb
    Subject
    Direct object
    Complement
    Indirect object
    Modifiers

    Verb
    Subject
    Direct object
    Complement
    Indirect object
    Modifiers

12. Most Third World nations experience economic difficulties.
    Verb
    Subject
    Direct object
    Complement
    Indirect object
    Modifiers
13. Old typewriters are a burden to their users.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

14. Life has never been better for this generation.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

15. I never study on time.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

16. The brown puppies are the cutest of the lot.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

17. H. L. Mencken was an irreverent critic.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

18. Tracy made good pottery for herself and her friends.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers
19. Congressmen receive many letters every day.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

20. Fires endanger the lives of many city families.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

21. We went to the theater as often as possible.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

22. Food prices are high everywhere.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

23. When Dick cuts himself, he bleeds for a long time.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

24. Paper airplanes rarely fly for more than five minutes.
   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers
25. Fishing is fun once you have learned the fundamental skills.

   Verb
   Subject
   Direct object
   Complement
   Indirect object
   Modifiers

**CLASSES**

Like a sentence, a clause contains a *subject* and *verb*. It may also contain an object or complement, an indirect object, and modifiers.

A clause that makes a complete statement and can stand alone as a sentence is called an *independent clause*. A clause that cannot stand alone as a sentence is called a *subordinate, or dependent, clause*.

A sentence may consist of one or more independent clauses plus one or more subordinate clauses.

Consider the following sentences:

*Before he sat down, he removed his coat.* (This sentence consists of a subordinate clause *Before he sat down* and an independent clause *he removed his coat*. You know from the previous discussion of *modifiers* that, in this sentence, the subordinate clause modifies the verb *removed* in the main clause. Note that both clauses have their own subjects and verbs: *he sat, he removed*. Note further that the independent clause can stand as a sentence: *He removed his coat*. The subordinate clause cannot stand as a sentence: *Before he sat down*. The subordinate clause does not make a complete statement but depends on the independent clause for its meaning. The word *Before* connects the subordinate clause to the independent clause. *Before* here is classified as a *subordinating conjunction*. Conjunctions are discussed in Chapter 7.)

*We went to the movies and they stayed home.* (This sentence consists of two independent clauses. Each clause has its own subject and verb: *We went, they stayed*. Either clause can stand as a complete sentence. Each makes a statement that does not depend on the other. The conjunction here is *and*, which is classified as a coordinating conjunction. Other coordinating conjunctions are *but, for, so, or, nor, and yet.*)

6. In the following sentences, underline the *independent clauses* as shown in these examples:

   *We stayed on the dock long after the ship had gone.*
   *Even though he was sick, he attended class regularly.*

1. Some of us liked the program that night, and many people were enthusiastic about it.
2. Many women misinterpreted the remarks of the candidate, so he tried to restate his position.
3. While we were walking home, we considered the problem carefully.
4. Pooch lived a long and happy life, but his time had come to die.
5. During the years they spent raising their children, they had many happy experiences.
6. Cigarettes are known to be dangerous to health, yet many people continue to smoke them.
7. He agreed to join her in the new business, but he had little capital to invest.
8. Although there were enough instruments to go around, their quality was poor.
9. His first remarks were greeted with derision, but the audience later began to applaud.
10. Typewritten papers usually get higher marks than handwritten papers.

7. In the following sentences, underline the dependent clauses as shown in these examples:

   Most of the seniors will be graduated before they reach eighteen.
   At every opportunity he downgrades his associates. (none)

1. Some of them have been driving carelessly although they all passed Driver Education.
2. Aspens and poplars grow rapidly but are not useful in building.
3. They left California before their children entered school.
4. Sally never eats meat, even though her mother and father do.
5. We decided that she was not a friend of ours and that he was.
6. My wife could barely manage to get home on time from her job at school, where she taught reading improvement.
7. The mayor told her constituents that she would do her best to meet the town’s financial needs.
8. Supersonic transport airplanes have little to recommend them, since they save the traveler little time and contribute heavily to air pollution.
9. I have reserved two seats for tonight’s performance.
10. The movie held all of us spellbound except for Kate, who yawned audibly from the time the movie began.

PHRASES

A phrase is a group of two or more words that does not contain a subject and verb. Phrases have many forms and functions, which are discussed at length on pages 59, 60, 61, 62, 99, 100, 112, and 113. It is useful here to learn to recognize phrases and to identify their functions as modifiers, subjects, complements, and objects.

Consider the following sentences:

   She hid behind the building. (The phrase behind the building modifies hid. Note that no single word within the phrase conveys the meaning intended by the entire phrase, which functions as a logical grouping of words that conveys a single meaning. Note also that the phrase has no subject or verb.)

   The child in front will win. (The phrase in front modifies child.)

   Eating apples has been called a sure way to avoid doctors' bills. (The phrase Eating apples functions as the subject of has been called. Note that words such as Eating often function as subjects, objects, and modifiers. In these roles they are classified as verbals. See pages 59-68. In this sentence Eating is a gerund, one of the three types of verbals.)

   Her hobby was flying airplanes. (The phrase flying airplanes functions as the complement of was, a copulative verb. Flying is also a gerund.)

   Eileen wanted to finish her work early. (The phrase to finish her work early is the object of wanted. Note that to finish is an infinitive, which is one of the three types of verbals.)
8. In the following sentences, underline the phrases as shown in these examples:

   The children were taken to the store.
   Winning the peace is more important now than winning the war.
   She decided to spear an octopus for dinner.

1. We swam across the winding river.
2. After her downfall, all mention of her name was forbidden.
3. He saw himself pinned to the wall.
4. The glider soared skyward, soon enough to return to earth.
5. They baited the trap in hope of snaring something for dinner.
6. A simple country doctor was all she wanted to be.
7. Books were his best friends, time his greatest foe.
8. A cup of tea in late afternoon enabled him to survive until evening.
9. In the library the boy found peace and quiet.
10. The captain ordered us to pick up our gear and retreat to the nearest town as quickly as possible.
Chapter 2

Nouns and Articles

Nouns

A noun is the name of a person, place, thing, quality, activity, concept, or condition.

Person

Abraham Lincoln is known throughout the world for his humanity.
Cervantes created one of the great comic novels.
Students of logic study Socrates.
The actor portraying Tarzan has a simple task.
Pelé, the Brazilian football player, scored more goals than any other player in history.

Place

Lima is the capital of Peru.
Dublin experienced a literary renaissance just after the turn of the century.
Travelers find Scotland one of the beautiful sections of the British Isles.
Colombia is noted for marvelous coffee.
Afghanistan is no longer visited by many tourists.

Thing

A beach is unsurpassed for relaxation.
A man's house is his castle.
Dogs perform an important function for the blind.
The committee gathered around the conference table.
Russians enjoy tea brewed in a samovar.

Quality

I admire her childlike innocence.
A thing of beauty is a joy forever.
The House of Representatives is not noted for its integrity.
She discerned deceitfulness in his proposal.
The shopkeeper accused the salesman of opportunism.

Activity

Fishing had become a major sport.
He made his fortune in manufacturing.
Leisure has become increasingly important for the middle class.
The horse show listed six events, of which jumping was most important.
Writing is an art too often neglected.
One of the best books on studying is now out of print.
Concept or Condition

Christianity is one of the great religions of the world.
The newspaper carried a major article on perestroika.
Football is often a game of inches.
Allied Armies invaded Normandy in 1944.
Monarchy was the form of government in Europe at that time.

1. In the following sentences, underline all nouns as shown in these examples:

Intellect alone never provides an adequate answer.

Actors must study voice in order to be heard.

1. Harpo Marx was a great comedian.
2. The sky was full of parachutes.
3. Buffalo cuisine features chicken wings.
4. Bill wore a tweed coat.
5. Charity begins at home.
6. The football bounced off the statue of Marx.
7. The avenue is undergoing restoration.
8. The speech lasted nearly one hour.
9. Some chairmen fail to keep order.
10. Our puppy has black spots on his nose.
11. His hotel was near the casino.
12. My neighbor drives a small car.
13. Will the world ever forget Mikhail Gorbachev?
14. Love makes the world go round.
15. Ballpoint pens do not flatter the handwriting.
16. The train may get us to Chicago in time to catch the show.
17. Mary is allergic to roses, but she still loves them.
18. The cleaning fluid did not take out the stain.
19. A woman who misses her bus is in danger.
20. Lois found that no one would offer her a seat.
21. Mary refused to knit the sweater for her father.
22. Joe changed the tire and got back into his car.
23. He washed his hands as thoroughly as he could.
24. Bridge is not my cup of tea.
25. Planning takes all my time.

NOUN FUNCTIONS

A noun can have many functions in a sentence:

(1) subject of a verb,
(2) direct object of a verb,
(3) object of a preposition,
(4) object of a verbal (gerund, infinitive, participle),
(5) indirect object of a verb,
(6) predicate complement (complement of a copulative verb),
(7) modifier of another noun.
Subject of a Verb

Houses built before 1950 are usually of good construction. (Subject Houses, verb are.)

Beauty is in the eyes of the beholder.

Indian art has many admirers.

Despite all assurances, the young dancer found his debut trying.

New York City appears to have reached a stable size.

Swimming was his greatest pleasure. (The gerund Swimming functions here as subject of was.)

Direct Object of a Verb

The hunter shot three deer. (Verb shot, direct object deer.)

The automobile forced the cows off the road.

African hunters found agriculture impossible to sustain.

Critical acclaim too early in her career may impede a novelist's development.

Improper education may cause delinquency.

They liked dancing. (The gerund dancing functions here as the direct object of liked.)

Object of a Preposition

They walked about the mall. (Preposition about, object of preposition mall.)

For his part, he would remember that day forever.

Up and down the river, there was solid ice.

She performed most of her chores during the afternoon. (Preposition of, object of preposition chores; preposition during, object of preposition afternoon.)

The couple decided to ski the upper slope before lunch.

Object of a Verbal

Swimming the channel was more than he could manage. (Verbal Swimming, object of the verbal channel.)

To pass his examinations easily was all he wanted.

Fighting the rain, he slowly made his way home.

Having found his wallet, he decided to retire for the night.

The consulting engineer offered another suggestion for solving the problem.

Indirect Object of a Verb

The lawyer gave her secretary a brief letter. (Verb gave, indirect object secretary.)

We showed the curator the new acquisition.

The pitcher threw the fielder the ball.

The messenger gave Juan an envelope.

Teachers assign their classes enough work to keep anyone busy.

In all these sentences, the word order can be rearranged so that the indirect object can be made the object of a preposition: The lawyer gave a brief letter to her secretary. We showed the new acquisition to the curator. The pitcher threw the ball to the fielder. The messenger gave an envelope to Juan. Teachers assign to their classes enough work to keep anyone busy.
**Predicate Complement**

In the eyes of many of her clients, she *is* the best lawyer in town. (Verb *is*, predicate complement *lawyer*. The verb *is*, of course, is a copulative verb.)  
Christianity *is* the religion of many Europeans.  
She *is* the youngest teacher in our school.  
The main difficulty of that country *is* the poverty of most of the population.  
Word processors *can be a blessing* for those of us who write illegibly.

**Modifier of Another Noun**

*Stone* walls were built throughout Britain. (Noun *Stone*, modifying noun *walls*.)  
The *peace* talks settled the costly strike.  
*Glass* doors were installed in the kitchen.  
*Tennis* champions played *many tournaments that year*.  
John collected *postage* stamps.

2. In the following sentences, underline *nouns* and identify their *functions* in respective order as shown in these examples:

Utamaro was one of the greatest artists of Japan.

```
subject of verb
object of preposition
object of preposition
```

The college has graduated many noted scholars.

```
subject of verb
direct object
```

Rosa sent her bloodhound to the veterinarian.

```
subject of verb
direct object
object of preposition (indirect object)
```
To obtain a new halfback, the manager offered his star center.

object of verbal

subject of verb

modifier

direct object

Jane gave all her admirers a brief talk.

subject of verb

indirect object

direct object

Sven is an excellent carpenter.

subject of verb

predicate complement

1. Librarians like to help people find books.

   subject of verb

   predicate complement

2. MacDonald had a flourishing farm.

   subject of verb

   predicate complement

3. We went to the zoo on the first Saturday of the month.

   subject of verb

   predicate complement
4. Violin music goes well with a bottle of wine and candle light.

5. All he said was that he thought we made beautiful clothing.

6. The dog ran in front of the car before we had a chance to stop.

7. Mother was annoyed because we stayed up so late to watch television.

8. Carl tried hard to become a painter, but only succeeded in becoming an illustrator.

9. We rode up the mountain on a chairlift.
10. Attending church on Sundays was not the custom in our family.

11. My wife likes to prepare elegant meals.

12. Marrying Avis changed his life, he thought.

13. Please give Harry a ticket for the baseball game.

14. I will knit Alfred a sweater even though I really should knit one for my father.

15. In a large family, laundry day is an everyday event.
16. Eyeglasses are not a sure sign of age; bifocals are.

17. A Bentley is not only a beautiful car, but a practical one if you can afford the initial investment.

18. Fine wine can be made of California grapes.

19. Term papers really should be called research papers.

20. I fail to see the advantages of color television.

21. Sculpture is a useful and interesting hobby.
22. Despite the advice of his doctor, Fred went on smoking cigarettes until the day he died.

23. Zucchini is easy to grow if you have room for it in your garden.

24. Mary had drunk too much Scotch whisky.

25. The new couch fits right into our living room.

TYPES OF NOUNS

Nouns are classified as proper nouns or common nouns.

A proper noun is the name of a specific person, place, or thing:

Michelangelo is universally admired.
She was a Communist in her youth.
Oh, to be in England!
Lincoln Center attracts many visitors.

A common noun is the name used for any unspecified member of a class of persons, places, things, qualities, or concepts:

Sculptors and painters work hard for recognition.
We all admire the work of fine novelists.
The city was known for its ugly architecture.
Oh, to be in a faraway country.
Tall mountains challenge experienced hikers.
The museum exhibited only some of its treasures.
He flirted briefly with communism in his youth.

Proper nouns are capitalized; common nouns are not, unless they are the first word in a sentence.

3. In the following sentences, underline all nouns and identify them as proper or common as shown in these examples:

Mary submitted her paper in a folder.
   proper
   common
   common
   common

Thomas Edison slept only four hours a night throughout the major portion of his life.
   proper
   common
   common
   common
   common

1. The road was icy, so Jane advised her husband to have chains put on the car.
   proper
   common
   common
   common
   common

2. Siberia supports thousands of migratory deer.
   proper
   common
   common
   common
   common

3. The Atlantic is polluted with congealed oil from New York to Portugal.
   proper
   common
   common
   common
   common
4. Many students are dropping out of school because of the high cost of tuition.

5. Physics textbooks, according to Smith, do not supply students with sufficient exercises.

6. Theaters in England are so inexpensive that tourists can attend every night of the week.

7. Rich people ordinarily find that restaurants are eager for their patronage.

8. Harding coined the word "normalcy" and made lexicographers unhappy.

9. Bernard Malamud was the author of many fine stories and books.

10. Roger Casement was an Irish patriot, an English traitor.
PLURAL FORMS OF NOUNS

Most nouns form their plurals by adding *s* to the singular: *time, times; girl, girls; home, homes; bear, bears.*

There are many exceptions to this practice:

1. Add *es* when a noun
   - ends in *s*: *kindness, kindesses; lens, lenses*
   - ends in *z*: *jazz, fazes; quiz, quizzes* (note the doubling of *z*)
   - ends in *sh*: *hash, hashes; flash, flashes*
   - ends in *ch*: *lunch, lunches; bunch, bunches*
   - ends in *x*: *mix, mixes; box, boxes*

2. When a noun ends in *y* preceded by a consonant, change the *y* to *i* and add *es*: *harmony, harmonies; baby, babies; thievery, thieveries.*

3. For certain words taken directly from foreign languages, form the plural as it is formed in those languages: *alumnus, alumni; alumna, alumnae; erratum, errata; stimulus, stimuli; phenomenon, phenomena.* There is a tendency to drop this practice and use the letter *s* to form plurals of words taken directly from foreign languages. Thus, the plural of *memorandum* is now more often *memoranda* than *memoranda.* A current dictionary will be useful in deciding questions of pluralization.

4. Certain words do not change in forming plurals: *deer, goods, headquarters, scissors, species,* etc.

5. Certain words that have come down from Anglo-Saxon retain their Anglo-Saxon plurals: *foot, feet; tooth, teeth; woman, women; man, men; child, children; ox, oxen,* etc.

4. Give the plural forms of the words and phrases in the following list as shown in the examples. Consult a dictionary if necessary.

<table>
<thead>
<tr>
<th>Word</th>
<th>Plural</th>
<th>Word</th>
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1. fox
2. chief
3. attorney
4. potato
5. spoonful
6. valley
7. formula
8. genus
9. addendum
10. knife
11. laboratory
12. vocabulary
13. absence
14. cupful
15. baby sitter
16. crisis
17. diagnosis
18. synopsis
19. athletics
20. library
21. Jones
22. quota
23. datum
24. booth
POSSESSIVE FORMS OF NOUNS

Two rules are helpful in forming possessive nouns:

1. With singular nouns and with plural nouns that do not end in s, add 's to form the possessive: boy, boys; child, child's; Jane, Jane's; children, children's; brethren, brethren's; sisters-in-law, sisters-in-law's.

2. With plural nouns and with singular nouns that end in s, add ' or 's to form the possessive: boys, boys'; girls, girls'; Russians, Russians'; Charles, Charles'; Charles's; Yeats, Yeats', Yeats's.

5. In the following sentences, supply the missing possessive forms as shown in these examples:

   The music of the Beatles did not appeal to everybody.
   The ____________ music did not appeal to everybody.

   A delay of one hour will not bother me.
   One ____________ delay will not bother me.

1. The shirt that John will wear needs ironing.
   ____________ needs ironing.

2. The performance of the team in the first half was disappointing.
   The ____________ performance in the first half was disappointing.

3. Most meetings of the United Nations begin on time.
   The United ____________ meetings mostly begin on time.

4. He objected to the reunification of Germany.
   He objected to ____________ reunification.

5. Who has not admired the batting of the Yankees?
   Who has not admired the ____________ batting?

6. John Ruskin was known for more than art criticism.
   John ____________ reputation extended beyond art criticism.

7. The child of my next-door neighbor had a party today.
   My next-door ____________ child had a party today.

8. The ambitions of most men are never realized.
   Most ____________ ambitions are never realized.
9. The best dishes of our cook are reserved for nights when company is expected. Our ________ best dishes are reserved for nights when company is expected.


11. With a little luck, the scrambled eggs my wife makes will resemble the real thing. With a little luck, my ________ scrambled eggs will resemble the real thing.

12. At midnight on December 31st, I shall be celebrating with my family. I shall be celebrating New ________ Eve with my family.

13. The shoes Corky wore had seen better days. ________ shoes had seen better days.

14. Retirement for the Johnsons did not last long enough. The ________ retirement years were too few and too late.

15. Mr. and Mrs. Jones said all they could at the meeting. Mr. and Mrs. ________ remarks bored everyone at the meeting.

COLLECTIVE NOUNS

A collective noun represents a group or class considered as a unit. Such a collective noun is considered singular.

A collective noun may also represent a group or class of individuals considered as individuals. In this case, the collective noun is treated as plural.

The writer must decide how he or she intends a collective noun to be understood and must be consistent in the treatment of the noun.

Some of the most common collective nouns are: army, audience, band, committee, couple, group, jury, majority, and team. Note that these nouns may be treated as singulars or plurals. When a collective noun is singular, its verb must be singular. When plural, its verb must be plural.

The following sentences show both uses:

**Singular**

The army is advancing slowly. (The entire army as a unit.)

The band has played well. (The entire band as a unit.)

The jury has reached a verdict. (The entire jury as a unit.)

**Plural**

The audience are leaving their seats now. (The members of the audience are thought of as individuals.)

The committee disagree with the stand taken by the minority. (The members of the committee are thought of as individuals. The committee has not taken a single stand as a unit.)

The young couple were unhappy with the apartment they rented. (Both husband and wife, as individuals, were unhappy.)

Certain collective nouns, for example, athletics, contents, and politics, appear to be plural because they end in s. Yet they are treated as singulars when they are intended as singulars and, of course, they are treated
as plurals when they are thought of as plurals. Again, the writer must treat them consistently either as singulars or plurals:

**Singular**

The contents of the valise was examined thoroughly by the guard. (The writer treats *contents* as a unit.)

Statistics is not my best subject. (The writer is discussing a course called statistics.)

**Plural**

The contents of the valise were thrown about the room. (The writer is thinking of the individual objects that make up the *contents* of the valise.)

Statistics are said to mislead the unwary. (The writer is thinking of individual computations that constitute what we call *statistics*.)

6. In the following sentences, identify the collective nouns as singular or plural as shown in these examples:

   *Humankind* is coming to a decisive era in its history. **singular**
   The public makes known its wishes slowly but forcefully. **singular**
   The remainder are going to be left behind. **plural**

1. In many schools, *athletics* is funded from football receipts.
2. He decided that he would cut the *herd* so that its weakest members would not deprive the strongest of food.
3. The *class* agreed that their teacher should be encouraged to permit early adjournment.
4. He asked the *group* to take their time in reaching a decision.
5. A minister may find that his *congregation* speaks with one voice in parish matters.
6. The *team* has decided to appoint a new captain.
7. The *opposition* are meeting quietly to organize their forces.
8. We wonder whether the *remainder* is sufficient to pay her way for the rest of her life.
9. His *offspring* surprises him every day.
10. His *offspring* are now going their separate ways.

**NOUN CLAUSES**

A noun clause has a subject and verb and functions as a noun. Noun clauses are usually introduced by *that, what, who, whoever, whatever, why, when, where, how, or which.*

**As Subjects**

*That a politician can act that way after years in office never occurred to me.* (subject of occurred)

*Why he acts the way he does mystifies me.* (subject of mystifies)

**As Objects**

She insisted *that she would change her ways.* (object of insisted)

She insisted *she would change her ways.* (object of insisted)
As Predicate Complements

Life is whatever you make it. (complement of is)
You now are where I would love to be. (complement of are)

As Objects of Prepositions

He is taking action on all the problems of which you complained. (object of of)
I purchased the book for which you bid. (object of for)

7. In the following sentences, underscore the noun clauses as shown in these examples:

His position is that he was not to blame.

How he can achieve his ambition bewilders me.

1. Whether we go tomorrow or stay depends on the weather.
2. Walter insisted that we pool our remaining capital.
3. His answers usually were whatever came into his head first.
4. He feels unhappy about what happened to him yesterday.
5. Alice cannot be held responsible for everything her children do.
6. This building is what modern architecture represents.
7. The librarian told me that the book was on reserve.
8. When the picnic is held is no concern of yours.
9. Whatever you do will affect the remainder of your academic career.
10. Whoever attends the meeting will have a vote in the election.

ARTICLES

There are two types of articles: definite and indefinite. Articles are considered modifiers of nouns and pronouns.

Definite Article

The definite article is the. It is used to indicate a specific class of nouns or pronouns or a specific member of a class of nouns or pronouns:

The whale is still an endangered species. (The whale as distinct from other species.)
He gave me the assignment I requested. (He gave me a specific assignment.)
The teacher gave the class enough homework for the week. (A specific teacher, a specific class, a specific week.)
Reagan is the president I remember best.
They are the ones who own the property.

Omission of the Definite Article

The definite article is omitted when the writer does not specify a particular amount or quantity of the noun.

Teachers assign homework. (An indefinite number of teachers assign an indefinite amount of homework.)
Salt is an important commodity. (The writer has not specified an amount of salt.)
The salt on our table is rarely used. (In specifying a particular amount of salt, the writer uses the definite article.)
Indefinite Article

The indefinite articles are a and an. They are used as modifiers to indicate an unspecified class or member of a class of nouns:

Miss Smith gave her department enough work for a week. (The week is unspecified.)
A steak costs $25 in some restaurants. (This means any unspecified steak.)
Carpenters may one day again be paid $20 an hour in New York. (This means any unspecified hour regardless of when the work is performed.)

Choosing between a and an

A is used before a word beginning with a consonant sound:

A stereo played all night. (Consonant sound s.)
He used a hammer to nail the board. (Consonant sound h.)
A one-hour lecture is more than I can take. (One begins with the consonant sound w, as in won.)
He was a useful person. (Useful begins with the consonant sound y as in yet.)

An is used before a word beginning with a vowel sound:

She was an able person. (Vowel sound a.)
He talked for an hour. (Hour begins with a vowel sound ou, as in our.)

8. In the following sentences, insert a, an, or the where needed as shown in these examples:

She gave the correct change to me, but I dropped three coins.
The conductor found a discarded wallet on the floor.
His first job paid less than $4 an hour.
Ellen decided to do the best she could.
Acid rock is not the best music to play in an emergency room.
Ballpoint pens have revolutionized penmanship.

1. My brother asked me whether I could spare few dollars.
2. No one knows trouble I have seen.
3. The defendant decided to plead guilty to charge.
4. Poverty does not always lead to unrest.
5. One simply cannot live on five dollars day in Europe anymore.
6. The lawyer stated that shooting was accidental.
7. hour in her company goes by in no time at all.
8. Frederick considered it honor to receive Alumni Award for Service.
9. One of cabdrivers warned me not to stay at Gideon Hotel.
10. ambitious young man should not work so hard that he damages his health.
11. Writing a letter to editor is not easy for all of us.
12. One of my dreams is to have seaworthy sailboat, ability to operate it, and time to enjoy it.
13. Many potential investors are frightened by prospect of a new depression.
14. The doctor cured her of tuberculosis.
15. Nowhere else in the world can one find food as good as his wife's.
Chapter 3

Verbs and Verbals

VERBS

A verb is the word or words that describe the action or state of being of the subject of a sentence or clause. The verb makes a statement about its subject.

Consider the following sentences:

Mrs. Jackson loves her daughter. (The verb loves makes a statement about the subject of the sentence, Mrs. Jackson.)

Politicians campaign actively for election. (Verb campaign, subject Politicians.)

Things are not just what they seem. (Main verb are makes a statement about its subject Things. The verb seem in the subordinate clause what they seem makes a statement about what, the subject of the subordinate clause.)

I feel well this morning. (Verb feel, subject I.)

The ship sailed last Wednesday for France. (Verb sailed, subject ship.)

All the artists had finished their paintings for the show. (Verb had finished, subject All.)

Each verb—loves, campaign, are, seem, feel, sailed, had finished—describes an action performed by the subject or describes the state of being of the subject.

1. In the following sentences, identify the verbs and their subjects as shown in these examples:

   We dug for many hours and found nothing.
   
   Verb  dug, found
   Subject  We

   Efforts in his behalf have proven useless.
   
   Verb  have proven
   Subject  Efforts

   Both gladiators remained on their feet for an hour.
   
   Verb  remained
   Subject  gladiators

   The paint was scraped from the building.
   
   Verb  was scraped
   Subject  paint

1. Richard boarded the boat an hour before it sailed.
   
   Verb  boarded
   Subject  Richard

2. Despite the attorney’s arguments, the defendant found himself alone in his cell, unhappy and without hope.
   
   Verb  found
   Subject  defendant
3. The door closed behind her as she left the dining room.
   Verb
   Subject

4. As the clock in the tower rang out, the people gathered quickly for prayer.
   Verb
   Subject

5. Eileen decided that a trip to the college was worth her time.
   Verb
   Subject

6. The unread books remained on their shelves year after year.
   Verb
   Subject

7. Philosophy was his first love, but knowledge of accountancy earned bread and shelter for him.
   Verb
   Subject

8. Butter your bread now, or you will have no dinner.
   Verb
   Subject

9. That train never leaves on time.
   Verb
   Subject

10. The children played at their games until they were called home.
    Verb
    Subject

**PREDICATE**

A *predicate* is the verb in a clause or sentence plus the modifiers and objects or complements of that verb.

A verb that has no modifiers, objects, or complements is referred to as a *simple predicate*. Two verbs that have the same subject are referred to as a *compound predicate*.

The sun *shone*. (Simple predicate.)

The sun *shone brightly*. (Predicate consisting of verb and its modifier.)

He *hit the ball*. (Predicate consisting of verb and its object.)

He *is a great man*. (Predicate consisting of copulative verb and its complement.)

Amanda *cooks and bakes every day*. (Compound predicate.)

2. In the following sentences, underline the complete predicate as shown in these examples:

   Emily *has written many letters to us*.
   Veronica *must leave for home*.

   1. The lawnmower is no longer sharp enough to cut grass.
   2. City life has not improved her attitudes.
   3. Fresh vegetables are much superior to canned produce.
4. I have not yet seen any proof of his supposed guilt.
5. Professional sports has become big business all over the world.
6. Can you imagine a world without war?
7. Noisy dogs are an abomination.
8. Video appears to be the main interest of America's young.
9. The farmer steered his tractor right into the hay pile and cursed his luck.
10. Men's hats will one day reappear as a stylish fashion.

TRANSITIVE AND INTRANSITIVE VERBS

A transitive verb must have a direct object. An intransitive verb does not have a direct object. Some verbs function transively and intransitively.

Consider the following sentences:

She ate the pudding. (In this sentence, ate is transitive, since it has the direct object pudding.)
She ate for hours on end. (In this sentence, ate is intransitive, since it has no direct object.)
The tree grew for many years even though concrete covered all its roots. (Grew is intransitive, since it has no direct object. The second verb covered is transitive, since it has the direct object roots.)
Her gardener grew the finest strawberries. (Here grew is transitive, since it has the direct object strawberries.)

3. In the following sentences, underline the verbs and identify them as transitive or intransitive as shown in these examples:

Stray dogs often menace children in our town. _____ transitive
Television has helped him through lonely hours. _____ transitive
He sat alone all afternoon. _____ intransitive

1. Cigarette smoke blackened his lungs. __________________________
2. The automobile struck the wall directly and burned. __________________

3. She smiled at last. __________________________
4. Divorce hurts many children. __________________________
5. The crowd indicated its approval. __________________________
6. Lech Walesa gave a memorable speech. __________________________
7. The stream ran through the valley. __________________________
8. Wars go on and on in all modern countries. __________________________
9. Their rudeness incensed him. __________________________
10. The churches of Rome always attract many visitors. __________________________
COPULATIVE (LINKING) VERBS

A copulative, or linking, verb joins a subject with its complement. The complement is either a predicate noun or predicate adjective. A copulative verb does not take an object.

The most common copulative verbs are be, seem, appear, become, taste, feel, act, sound, and grow. (Note that some of these copulative verbs may also be used transitively, for example, taste and feel: I tasted the egg. She felt the dog's coat.)

Consider the following sentences:

Now you are a man. (The verb are is a copulative verb, doing nothing more than linking you with man, a predicate noun. The verb be, in all its forms, is always copulative except when it is used as an auxiliary verb.)

She felt ill during the play. (The verb felt is a copulative verb linking she with ill, a predicate adjective.)

She felt the fabric. (The verb felt is a transitive verb having fabric as its direct object.)

He acted morose. (The verb acted is a copulative verb, with morose as predicate adjective.)

He acted the part well. (The verb acted is transitive, having part as direct object.)

Thus, the manner in which some verbs are used determines whether they are copulative.

4. In the following sentences, underline copulative verbs and identify their complements as shown in these examples:

They are culprits.

culprits, predicate noun

A cup of coffee tastes bitter when it stands too long.

bitter, predicate adjective

1. That tone does not sound correct to me.

2. Books seemed his only trustworthy companions.

3. The dictionary became more important as he learned English.

4. Engineers act childish when they are busy.

5. The child’s ability to differentiate colors appeared uncanny.

6. Leonard was the only physician who was available at the time.

7. She seemed eager to take the job.

8. Emma’s eyes grew lively as she listened to the sonata.

9. The dog acted sick after the veterinarian checked him over.

10. Jon was the only single man in the room.
AUXILIARY VERBS

Auxiliary verbs are used with other verbs to form the tenses, voices, and moods of those verbs. The most common auxiliary verbs are be, do, and have. Less common auxiliary verbs are can, may, will, shall, must, ought, might, could, should, and would.

Consider the following sentences:

1. I may go to the movies. (The auxiliary verb may indicates a possibility of future action.)
2. I shall go to the movies. (The auxiliary verb shall indicates an intention to undertake future action.)
3. I will go to the movies. (The auxiliary verb will indicates firm intention to undertake a future action.)

Auxiliaries alter the meaning or time of the action of the verb: I am going, I do go, I have gone, I ought to go, I might go, I could go, I should go.

5. In the following sentences, underline the auxiliary verbs as shown in these examples:

   He does want the book after all.
   Alice can have the job if she wants it.
   Ed is studying French this summer.

1. Where shall we put the television set?
2. Can anyone in his right mind think that prices are coming down?
3. Where is she going now?
4. Teaching someone to play the piano is more easily said than done.
5. Grammar is taught badly in most schools.
6. Artists have found their income rising in recent years.
7. Might I have a little more soup, please?
8. Do you study as much as you wish?
9. Most teachers are forced to teach large classes.
10. Would you accompany me to the movies?
11. She should find herself out of funds by now.
12. Corporate mergers have accelerated.
13. They will slave until they are rich.
14. The best of his work is ignored.
15. Music does not often find its proper audience.

 Shall and Will

Shall is used in the first person (I, we) in asking questions:

   Shall I leave money for you?
   Shall we depart now?

Will is used in the second and third persons (you, he, she, it, they) in asking questions:

   Will you be able to find your way?
   Will she have enough time to finish her thesis?
   Will it be the only cat in the house?
   Will they buy the food needed for the week?
Shall is used in all persons for emphatic statements:

I shall do no such thing.
You shall not be permitted to return.
They shall not pass!

Shall is used in the first person to express future action or expectation:

I shall be seeing him tomorrow.
We shall probably meet you at the museum.

Will is used in the second and third persons to express future actions or expectations:

You will be with us this evening as usual, I expect.
They will find their way easily.

Should and Would

Should is used to express an obligation or condition:

I should repair the hole in the fabric without charge.  (obligation)
You should pay more attention to your studies.  (obligation)
They should clean the apartment thoroughly before moving.  (obligation)
If we should leave them penniless, they may starve.  (condition)
If you should disregard all their requests, they will no longer trust you.  (condition)
If they should find no merit in the application, his fellowship will be withdrawn.  (condition)

Would is used to express a wish or customary action:

Would that I had spent more time with him.  (wish)
Would that you made decisions more carefully.  (wish)
Would that he were still with us now.  (wish)
We would walk together every day after we came home from work.  (customary action)
You would always remember to call on Mother's birthday.  (customary action)
They would decline every invitation that did not include a full meal.  (customary action)

6. In the following sentences, underline the correct form of the verb as shown in these examples:

If Jane (should, would) find her purse, she will never be careless about her possessions again.

All through those winters, they (should, would) prepare hearty breakfasts and ample dinners.  (Shall, Will) I ever hear from him again?

1. You (should, would) use your car sparingly to preserve gasoline, if you expect to get through the year without getting into debt.

2. When the horse (should, would) leave the starting gate, he (should, would) always head straight for the rail.

3. If he (should, would) forget his tickets, I give him little chance of making the Concorde on time.

4. Who (shall, will) enter the cathedral first, the bride or the groom?

5. Who (should, would) enter the cathedral first, the bride or the groom?
6. Jane and Kenyon (shall, will) compete equally for the prize.
7. Annette and Warren (shall, will) be on time or run the risk of losing their privileges.
8. (Should, Would) that she finally learns to keep her room in some semblance of order.
9. The youngest child (should, would) always be treated with some respect, both by parents and siblings.
10. The youngest child (should, would) always leave his possessions lying about, apparently in order to annoy his older brothers and sisters.
11. (Shall, Will) the club be able to reach a consensus on this matter?
12. (Shall, Will) both of us leave the room at the same time next week?
13. The faculty (shall, will) meet at its regular time.
14. I hope that you (shall, will) join us for tea tomorrow afternoon.
15. They (should, would) pay their share of the bill, I suppose, since they indicated that they expected to do so.

MOOD

Verbs make statements of fact and what is believed to be fact. They also express wishes, suppositions, doubts, commands, and conditions contrary to fact. Mood is the characteristic of a verb that tells the reader which of these functions a writer intends.

The three moods in English are indicative, subjunctive, and imperative. The indicative mood makes statements of fact or what is believed to be fact. The indicative also asks questions.

John Donne was born in London. (There is ample evidence to support this statement, so the writer uses the indicative mood to state it as fact.)

Was John Donne born in London? (This verb asks a question and so is in the indicative mood.)

She believes that her physician is well qualified. (Whether she is correct or not, the verb is shows that she believes her statement to be true. The verb believes is in the indicative mood, because the writer of the sentence is reporting what she takes to be fact.)

Is her physician at her bedside? (The verb is is in the indicative mood because it asks a question.)

The subjunctive mood appears in relatively few constructions. It is used most often to express conditions contrary to fact and to express wishes, suppositions, and doubts. (The uses of the subjunctive are discussed fully in the next section.) The subjunctive appears most often in formal writing and in the speech of educated people. The indicative mood almost always replaces the subjunctive mood in informal writing and everyday speech.

I wish my father were still alive. (This is a wish, so were is in the subjunctive mood.)

Suppose he were still alive, would he be in favor of that action? (were is in the subjunctive mood because he were still alive is a supposition.)

If this be treason, make the most of it! (The speaker firmly believes he or she is not guilty of treason, but there may be doubt in the minds of others. The subjunctive be expresses this doubt.)

If Helen Wills Moody were representing us at Wimbledon today, victory would be ours. (The conjunction If introduces a conditional statement. Since Helen Wills Moody is not alive to represent us at Wimbledon, the condition is contrary to fact. The verb were representing indicates that this condition is contrary to fact.)
The subjunctive mood is distinguished from the indicative in the third person singular of all verbs and in certain forms of the verb be. The following table shows a typical verb want in the present tense and the verb be in the present and past tenses.

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The imperative mood expresses a command or makes an urgent demand:

*Leave* the room!
*Call* an ambulance!
*Let* them die!

The imperative mood is used only in the second and third persons, singular and plural.

7. In the following sentences indicate the mood of each of the italicized verbs as shown in these examples:

*Are they really at home every evening?* indicative
*Send them to bed at once!* imperative
*I wish I were sixteen years old again.* subjunctive

1. They will remain home provided that Father consent.
2. If I were not the boss here, I would do things differently.
3. Corporations find that interest rates fluctuate widely.
4. Are you really supporting yourself comfortably by painting?
5. Were you the oldest person in the room?
7. Dictionaries provide guidance in correct usage.
8. As long as you remain alert, you will find the access road.
9. Wild flowers give us much pleasure.
10. He will be honored with a new position provided he make a substantial donation.
11. Never give up the fight!
12. Swimming against the tide fatigued him greatly.
13. American history has been his specialty.
14. If he wants to succeed, he must work.
15. If you want to succeed, work hard.

**Uses of the Subjunctive Mood**

The subjunctive mood is used for (1) conditions contrary to fact; (2) wishes, recommendations, and demands in clauses introduced by *that* or in clauses in which *that* is implied; and (3) certain idiomatic expressions.
The subjunctive has few uses in modern English. More and more, the subjunctive mood is being replaced by the indicative mood or by simplified constructions that avoid verbs entirely. Nevertheless, good writing and speech still employ the subjunctive.

**Conditions Contrary to Fact**

A condition that cannot be true is known as a condition contrary to fact.

If I were ten years younger, I would take up water polo. (The presence of a condition is signaled by the conjunction If. Because the condition is contrary to fact, the subjunctive were is used.)

If President John F. Kennedy were still alive, he would find that many of the policies he followed are still in force today. (Condition contrary to fact requires the subjunctive were.)

**That Clauses**

Clauses introduced by that or clauses in which that is implied frequently express wishes, recommendations, demands, orders, formal motions, or parliamentary resolutions. The subjunctive is used in these clauses. Consider the following sentences:

I wish that I were President of the United States.  (The subjunctive were, not indicative was.)

I recommend that he take a trip abroad.  (Subjunctive take, not indicative takes.)

We demand that they be silenced.  (Subjunctive be silenced, not indicative are silenced.)

We ask only that the guilty be punished.  (Subjunctive be punished, not indicative are punished.)

She moved that parliamentary procedure be laid aside.  (Subjunctive be laid, not indicative is laid.)

Resolved, that a fifty-first state be admitted to the union.  (Subjunctive be admitted, not indicative is admitted.)

The relative pronoun that can be omitted from the first three of the preceding sentences without changing meaning and without altering the requirement for employing the subjunctive mood:

I wish I were President of the United States.

I recommend he take a trip abroad.

We demand they be silenced.

**Idiomatic Expressions**

The language has certain constructions that remain fixed in the subjunctive mood. These constructions include: be that as it may, be it said, come what may, God bless you, far be it from me, and suffice it to say.

8. In the following sentences, underline the correct form of the verb as shown in these examples:

I wish that he (was, were) not here.

I demand that she (leave, leaves).

If I (was, were) King, I would be the happiest man on earth.

1. Heaven (forbid, forbids) that she should marry a clone of her first husband.

2. I request that the Board of Elections (pay, pays) particular attention to votes cast in the Twelfth District, where all the town cemeteries are located.

3. I wish she (was, were) going to law school in my place.

4. If she (insist, insists) on paying the bill, why not let her do so?

5. If the theater (was, were) any closer to my house, I would be able to walk there.
6. The judge ordered that the innocent children (are, be) protected.
7. (Come, Comes) what may, I shall forever believe you meant to do what was right.
8. A member of the opposition moved that the meeting (be, is) adjourned.
9. We request that they (are, be) admitted to the meeting.
10. I would make the situation clear to him if he (was, were) here.
11. I think James (was, were) on the beach when the poor boy died.
12. I ask only that I (am, be) treated with respect.
13. We believe that the bill (was, were) counterfeit.
14. If he (was, were) here, he would defend himself.
15. I recommend that he (apologize, apologizes) at once.

VOICE

Voice is the characteristic of a verb that tells the reader whether the subject of the verb is performing the action of the verb (active voice) or whether the subject of the verb is acted upon (passive voice). The passive voice is identified by some form of the verb be and a past participle.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>he finds</td>
<td>he is found</td>
</tr>
<tr>
<td>Past</td>
<td>he found</td>
<td>he was found</td>
</tr>
<tr>
<td>Future</td>
<td>he will find</td>
<td>he will be found</td>
</tr>
<tr>
<td>Infinitive</td>
<td>to find, to have found</td>
<td>to be found, to have been found</td>
</tr>
</tbody>
</table>

(There are other tenses in English, of course, and they are discussed on pages 49-56.)

9. In the following sentences, indicate the voice of each of the italicized verbs as shown in these examples:

They have gone home. **active**
He has climbed that mountain many times. **active**
That mountain has been climbed before. **passive**

1. Politicians are perceived by the voters in various ways. **_________**
2. The voters perceive politicians in various ways. **_________**
3. Novels of quality entrance many readers. **_________**
4. When will you paint the exterior of your house? **_________**
5. Is your house being painted? **_________**
6. The barn door must be rehung. **_________**
7. Flies carry disease. **_________**
8. The checks will be delivered when they are ready. **_________**
9. Many countries are experiencing severe drought. **_________**
10. Many countries have experienced drought. **_________**
NUMBER
Like nouns and pronouns, verbs have singular and plural forms. The number of the subject determines the number of the verb.

Consider the following sentences:
1. I work hard. (Since the subject I is singular, the verb work is singular.)
2. We work hard. (Since the subject We is plural, the verb work is plural.)

10. In the following sentences, underline each verb, and indicate its number, as shown in these examples:

The cat raised its back high. ______ singular
The house is up for sale. ______ singular
Our neighbors have left for the beach. ______ plural

1. They will be going home early tonight. ________
2. Nothing is better than blueberry pie and ice cream. ________
3. The Seine is one of the most beautiful rivers in Europe. ________
4. Vermont and New Hampshire cooperate in few ways. ________
5. Have you been sitting there all alone? ________
6. Have you and Anne been sitting there together? ________
7. He will be leaving right after dinner. ________
8. They find themselves at a loss for words. ________
9. Instead of lunch, we will be having tea and cakes. ________
10. This machine has seen better days. ________

Agreement of Subject and Verb
A singular subject must have a singular verb. A plural subject must have a plural verb. This rule for agreement in number of subject and its verb is easy to learn. Two sentences are sufficient to illustrate its proper application.

The skater has fallen through the ice. (Singular subject skater; singular verb has fallen.)
The skaters have fallen through the ice. (Plural subject skaters, plural verb have fallen.)

II. In the following sentences, supply the correct form of the verb as shown in these examples:
1. I (be) in complete agreement with everything you say. ______ am ______
2. We (be) completely opposed to all your ideas. ______ are ______
3. Cats (have) an extraordinary ability to get their own way. ______
4. A cat (have) complete freedom to roam in our neighborhood. ______
5. England (be) no longer a world power in the minds of many. ______
6. The countries of Europe finally (desire) economic unity. ______
7. Economic strength and political vitality (go) hand in hand. ______
8. Snow and ice (collect) in our driveway every winter. ______
9. Unpaid parking tickets (be) my greatest problem right now. ______
10. Alice (have) always been a good lawyer, the judge said. ______
9. Mark Twain still (find) a large readership in the Soviet Russia.

10. Many countries of South America (be) beginning to exploit valuable natural resources.

In many sentences containing a singular subject, plural words may intervene between subject and verb. In such cases, the writer must remember that the subject is singular and must have a singular verb.

Consider the following sentences:

The importance of men, ammunition, and food supplies was not overlooked by the general. (Because the subject importance is singular, the verb was overlooked is singular. The phrase of men, ammunition, and food supplies modifies importance and has nothing to do with the number of the verb.)

The safety of her many children was her first concern. (The subject safety is singular, so the verb was is singular.)

Another problem in agreement may occur when the subject of a verb follows the verb instead of preceding it.

Consider the following sentences:

There were three men ahead of me in the check-out line. (The subject of were is men. Since men is plural, the plural verb were is used.)

There was little applause for the sopranos. (The subject of was is applause. Since applause is singular, the singular verb was is used.)

Concerning the acrobats there was little discussion. (The subject discussion is singular, so the singular verb was is used.)

Beyond the broad river stretches the ugly slum. (The singular subject slum requires the singular verb stretches.)

Across the plains lie miles of untracked wilderness. (The plural subject miles requires the plural verb lie.)

12. In the following sentences, supply the correct form of the verb as shown in these examples:

At the time of her death, Mary's principal hobby (be) all types of stitchery. was

On most subjects, Jane and Richard now (be) in agreement. are

He found that there (be) little use in continuing work on his novels and plays was

The aggression he observed in apes, large cats, and other mammals (be) also reported by other investigators. was

1. The first violinist, as well as other members of the string section, (be) not ready to play when the conductor raised his baton.

2. The first violinist and the entire string section (be) ready to resign, because the conductor is so difficult to work with.

3. Beyond the knoll (lie) deposits of rock of the right type for the beautiful house he wants to build.

4. The necessity of assuring adequate stores of food and drink (be) not recognized by many of the inexperienced hikers who undertook the climb.

5. Of primary importance (be) clear drinking water, if one is selecting a home site.

6. After the dinner, there (be) going to be two long speeches by the candidates.

7. Once the sap begins to flow next spring, there (be) going to be work for all of us.

8. After the principal address was given, there (be) few of us still awake in the room.
9. People are our main concern, even though there (be) many other problems facing us. 

10. Inflation and recession (be) the most serious public concerns this year. 

Compound Subjects and Their Verbs

A compound subject is two or more nouns, pronouns, or noun phrases acting together as the subject of a verb: Jack and Bill, he and I, hearts and flowers, health or sickness, pounds of potatoes or onions. Compound subjects connected by and usually take a plural verb. Compound subjects connected by or or nor usually take a singular verb.

When compound subjects are connected by and, they are usually intended as plurals. Sometimes, however, they are intended as singular constructions. The following sentences illustrate both types:

**Plural**

Jack and Bill are going up the mountain. (The subject of this sentence, Jack and Bill, can be replaced by two boys or two men, which would be plural. The compound subject Jack and Bill, therefore, is plural. For this reason, a plural verb is used: are going.)

**Singular**

A hot dog and sauerkraut is all I want for lunch. (The subject of this sentence is a single dish: hot dog and sauerkraut. The subject, therefore, is singular and the verb must be singular: is.)

When compound subjects are connected by or, they are singular unless the parts of the compound subject are themselves plural.

Consider the following sentences:

**Singular**

A box of candy or a basket of fruit is all I want. (Both parts of the compound subject box or basket are singular, so a singular verb is needed: is.)

**Plural**

Candies or fruits are equally acceptable. (Both parts of the compound subject candies or fruits are plural, so a plural verb is needed: are.)

When or connects the parts of a compound subject, the verb takes its number from the part of the compound subject closer to it.

**Plural**

Either one leek or several onions provide the necessary flavor in most of Warren’s recipes. (Because onions, a plural, is closer to the verb than leek, a singular, the verb must be plural: provide.)

When the singular part of the compound subject is closer to the verb, the verb must be singular, as in the following sentence:

**Singular**

Neither onions nor garlic is used in this dish. (The singular garlic is closer to the verb, so the verb is singular: is used.)

When compound subjects are modified by each or every, they are always singular. This is true whether and or or is used to connect the parts of the compound subject.
Consider the following sentences:

**Singular**

Each boy and girl is bringing a friend.  
Every boy and girl is bringing a friend.  
Each boy or girl is bringing a friend.  
Every boy or girl is bringing a friend.

When only one part of a compound subject is modified by each or every, the compound is a plural.

**Plural**

Each boy and his friend are bringing presents.  
Every boy and his friend are bringing presents.

13. In the following sentences, supply the correct form of the verb as shown in these examples:

An apple and an orange (be) my favorite dish.  
Pie or cake (be) the perfect dessert after such a meal.  
Neither Kate nor her friends (play) the piano.  
Every boy and girl alive (be) either a little Liberal or else a little Conservative.

1. Ham and eggs (be) my favorite dish.  
2. Spokane and Takoma (be) in the State of Washington.  
3. Neither Alfred nor Bill (want) to be present when the bill arrives.  
4. Either Henry or his father (carve) the turkey at our house.  
5. Neither goats nor sheep (permit) to graze now in the upper pasture.  
6. Either Anne or her brothers (be) welcome here.  
7. All good brothers and sisters (take) their turns at doing the dishes.  
8. A pound of potatoes (go) far when no hungry children are at home.  
9. Three carrots and one parsnip (be) all you need to complete the stew.  
10. Two big lamb chops or one small steak (feed) our little family.  
11. One duck and three geese (swim) outside the hotel window every morning.  
12. Twelve votes for or one vote against (be) all we need for an acceptable decision in the matter.  
13. One bus and three taxi cabs (stand) ready to take the delegates to the meeting.  
14. The employees and their elected leader (agree) on the terms of the contract.  
15. Strawberries and cream (be) all I want to eat.  
16. Every man and woman (have) a single vote.  
17. Every edition of the New Testament (have) admirers and attackers.  
18. He has applauded most of the television scripts and movie scripts that (perform) by that company.  
19. Flowers or cards (comfort) the bereaved.  
20. Each member of the group and their friends (carry) part of the load.
Collective Nouns and Their Verbs

A collective noun takes a singular verb when the noun refers to a group as a unit. A collective noun takes a plural verb when the noun refers individually to the members of a group.

Consider the following sentences:

A married couple is treated differently from the way in which a husband or wife is treated alone. (The collective noun couple is made up of two people, but they are considered a single unit in this sentence. Since couple is singular, the correct verb form is singular: is treated.)

The couple were living in our neighborhood at that time, so we saw much of them. (The collective noun couple is considered to be two individuals in this sentence. The plural pronoun them emphasizes the plurality of couple.)

The class was given its assignment. (The collective noun class is treated as a single unit, so the verb is singular: was given. The pronoun its emphasizes the singularity of class.)

As is apparent, then, the writer must decide the meaning he or she intends in a collective noun and must then be consistent in the use of verbs and pronouns that relate to that collective noun.

The writer must resist the temptation to treat as singular all collective nouns that have the appearance of singulums—audience, class, group. The writer must also resist the temptation to treat as plurals all collective nouns that have the appearance of plurals—athletics, politics, statistics.

Finally, the writer must remember that collective nouns that are singular in appearance can also be made plural—audience, audiences; class, classes; group, groups. When they are made plural in this way, they have different meanings and are treated as plurals.

14. In the following sentences, supply the correct form of the verb as shown in these examples:

The group always (vote) the way its leader tells it to vote. votes

Athletics (be) one of her great interests when she was an undergraduate. was

The majority (realize) that they have no more power than the smallest minorities. realize

1. He says that his committee no longer (expect) to vote tomorrow.
2. The minority always (vote) with a single voice.
3. Politics (make) strange bedfellows, but so does many another human enterprise.
4. While a number (be) defecting, many others will stay behind to reform the present administration for the good of the nation.
5. The team (work) well as a unit and will probably win most of its matches.
6. An American crowd (leave) most of its garbage behind once it has dispersed.
7. Committees often (have) no other function than to meet and issue useless reports.
8. The contents of a shopping bag always (amaze) me.
9. The table of contents (be) never omitted from our company reports.
10. A dozen (be) much too expensive for my poor pocketbook.

PERSON

*Person* is the characteristic of verbs that indicates the speaker (first person), the person spoken to (second person), and the person spoken of (third person). Personal pronouns also have the characteristic of person.
Singular | Plural
--- | ---
First person | I call | We call
Second person | You call | You call
Third person | He, she, or it calls | They call

15. In the following sentences, indicate the *person* and *number* of each of the italicized verbs as shown in these examples:

- Thoreau *is a favorite of few young people.* __third person singular__
- John *smiled* at the child. __third person singular__
- *We cannot condone* such outrageous behavior. __first person plural__

1. Dick and Lucy were good friends.
2. You and Karen will be welcome for dinner.
3. *Can you find* your way alone?
4. Michael and I will be looking for rooms.
5. *We return* on the day after Labor Day.
6. They decided against supporting us.
7. You never achieve everything you desire.
8. I shall be calling you one day soon after I return.
9. Cows *provide* milk and cream.
10. Books have been his best friends.

**TENSE**

*Tense* is the characteristic of verbs that indicates the time of the action or state of being described. There are six tenses in English: *present, past perfect, past, present perfect, future,* and *future perfect.* The progressive forms of these tenses indicate ongoing action.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Present</th>
<th>Past perfect</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active voice</strong></td>
<td>(present action, habitual action, simple future action true for all time)</td>
<td>(action completed before a previous past action)</td>
<td>(action completed in the past)</td>
</tr>
<tr>
<td>I call</td>
<td>I had called</td>
<td>I called</td>
<td></td>
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<tr>
<td>You call</td>
<td>You had called</td>
<td>You called</td>
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<td>He calls</td>
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<td>You call</td>
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<td>They call</td>
<td>They had called</td>
<td>They called</td>
<td></td>
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<tr>
<td><strong>Passive voice</strong></td>
<td>I am called</td>
<td>I had been called</td>
<td>I was called</td>
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<tr>
<td>You are called</td>
<td>You had been called</td>
<td>You were called</td>
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<tr>
<td>He is called</td>
<td>He had been called</td>
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<td>We are called</td>
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<td>They are called</td>
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<td>They were called</td>
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<tr>
<td>Tense</td>
<td>Present</td>
<td>Past perfect</td>
<td>Past</td>
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<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Progressive</td>
<td>I am calling</td>
<td>I had been calling</td>
<td>I was calling</td>
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<tr>
<td>active</td>
<td>You are calling</td>
<td>You had been calling</td>
<td>You were calling</td>
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<td></td>
<td>He is calling</td>
<td>He had been calling</td>
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<td>You are calling</td>
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<td></td>
<td>They are calling</td>
<td>They had been calling</td>
<td>They were calling</td>
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<tr>
<td>Progressive</td>
<td>I am being called</td>
<td>I was being called</td>
<td>I was being called</td>
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<tr>
<td>passive</td>
<td>You are being called</td>
<td>You were being called</td>
<td>You were being called</td>
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<tr>
<td>(exists only in</td>
<td>He is being called</td>
<td>He was being called</td>
<td>You were being called</td>
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<tr>
<td>present and past)</td>
<td>We are being called</td>
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<td>You are being called</td>
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<td>They are being called</td>
<td>They were being called</td>
<td>They were being called</td>
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<tr>
<td>Present perfect</td>
<td>(action begun in the past that continues in the present)</td>
<td>Future</td>
<td>(simple future action)</td>
</tr>
<tr>
<td>Active voice</td>
<td>I have called</td>
<td>I will call</td>
<td>I will have called</td>
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<td>You have called</td>
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<td>He has called</td>
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<td>They have called</td>
<td>They will call</td>
<td>They will have called</td>
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<td>Passive voice</td>
<td>I have been called</td>
<td>I will be called</td>
<td>I will have been called</td>
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<td>They have been called</td>
<td>They will be called</td>
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<td>Progressive</td>
<td>I have been calling</td>
<td>I will be calling</td>
<td>I will have been calling</td>
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<td>active</td>
<td>You have been calling</td>
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<td>They have been calling</td>
<td>They will be calling</td>
<td>They will have been calling</td>
</tr>
</tbody>
</table>

16. In the following sentences, indicate the **tense** and **voice** of each of the italicized verbs as shown in these examples:

Shakespeare *continues* to interest scholars. **present, active**

The plays of Shakespeare *have continued* to interest scholars. **present perfect, active**

Many plays of Shakespeare *are produced* each year. **present, passive**

1. Research and teaching *supplement* and reinforce one another.
2. Compliments *have been exchanged* regularly by political friends and enemies alike.
3. Is private enterprise in its unregulated form still possible in the modern industrial state?
4. They *have been calling* for justice for all men and women.
5. Ian *will be* forty years old on his next birthday.
6. The minister will be calling on you soon.

7. Many are called, but few are chosen.

8. Many soldiers are being called to active duty.

9. You will soon find yourself in great peril.

10. By the time he was promoted, he was old and tired.

11. She had decided to forgo any further fruitless discussion.

12. Architects are found only in metropolitan areas.

13. Many of their books had been mutilated.

14. You soon will receive your final grades.

15. Alice has failed to comprehend the true situation.

**Principal Parts of the Verb**

Verbs form their various tenses from their four principal parts: the infinitive (call), present participle (calling), past tense (called), and past participle (called). The verb call used in these examples is classified as regular, because it forms its principal parts by adding ing or ed to the infinitive. Regular verbs are also known as weak verbs. Verbs that form their past tense and past participle by a change of vowel in the infinitive are classified as irregular, or strong, verbs. An example of an irregular verb is draw. The principal parts of draw are draw, drawing, drew, and drawn.

The following is a list of the most common irregular, or strong, verbs:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present participle</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arising</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>be</td>
<td>being</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>bear</td>
<td>bearing</td>
<td>bore</td>
<td>borne (carried)</td>
</tr>
<tr>
<td>begin</td>
<td>beginning</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bid (offer)</td>
<td>bidding</td>
<td>bid</td>
<td>bid</td>
</tr>
<tr>
<td>bid (order)</td>
<td>bidding</td>
<td>bade</td>
<td>bidden</td>
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<tr>
<td>bite</td>
<td>biting</td>
<td>bit</td>
<td>bitten, bit</td>
</tr>
<tr>
<td>blow</td>
<td>blowing</td>
<td>blew</td>
<td>blown</td>
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<tr>
<td>break</td>
<td>breaking</td>
<td>broke</td>
<td>broken</td>
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<td>bring</td>
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<td>brought</td>
<td>brought</td>
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<td>burst</td>
<td>bursting</td>
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<td>catch</td>
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<td>choose</td>
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<tr>
<td>come</td>
<td>coming</td>
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<td>come</td>
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<tr>
<td>dig</td>
<td>digging</td>
<td>dug</td>
<td>dug</td>
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### Infinitive | Present participle | Past tense | Past participle
---|---|---|---
wind | winding | wound | wound
wring | wringing | wrung | wrung
write | writing | wrote | written

17. In the following sentences, supply the **required verb forms**, as shown in these examples:

*She has (write) a letter home every week.* **written**

*I (see) a good movie last week.* **saw**

1. We spent the afternoon (dive) for shells off the reef. **dived**
2. The horse (run) a good race, even though it came in second. **ran**
3. Why did the unripe apple (fall) to the ground? **fell**
4. The bell tolled mournfully, and the old women (wring) their hands. **wringed**
5. I have (show) you all the shoes in the store. **shown**
6. The hangman (lead) the patriot to the gallows. **led**
7. We have (lay) in a good supply of potatoes. **laid**
8. Codfish can be (eat) all winter. **eaten**
9. You can be sure that they (get) all that was coming to them. **got**
10. He (dive) three times trying to reach the automobile. **dove**
11. Helen (lie) in her bed until noon that day. **lay**
12. Jane (shrink) the dress until it fitted her. **shrunk**
13. Savings and Loans have (lend) money unwisely. **lent**
14. The bells in the tower (ring) for fifteen minutes yesterday. **rang**
15. We sometimes regret words we have (speak). **spoke**

### Selection of Tense

The tense of the verb must indicate the appropriate time of action or state of being described by the verb. It is worthwhile to review here the six English tenses:

1. **Present tense:**
   - *I like you.* (present action)
   - *The 747 flies smoothly.* (habitual action)
   - *The 8:10 commuter train leaves in five minutes.* (simple future)
   - *The sun rises in the east.* (action true for all time)

2. **Past perfect tense**—action completed before a previous past action:
   - *She had left before I arrived.* (arrived is past tense; had left is past perfect tense.)
   - *The dog had eaten all the cat's food before I walked into the kitchen.* (walked is past tense; had eaten is past perfect tense.)

3. **Past tense**—action completed in the past:
   - *The movie ended at 9:45.*
   - *Helen ate everything on her plate.*
(4) Present perfect tense—action begun in the past that continues in the present:

The tree has grown rapidly since last spring.
I have found myself troubled by his actions.

(5) Future tense—simple future action:

I now will eat my dinner.
The book will be returned.

(6) Future perfect tense—action completed before a future action:

Emily will have eaten by the time we leave. (leave indicates future action, so will have eaten is future perfect.)
The library will have closed before we get there. (get indicates future action, so will have closed is future perfect.)

18. In the following sentences, supply the appropriate forms of the verbs as shown in these examples:

I (eat) many great meals since arriving in Paris. have eaten
Two hours (pass) since you called. have passed, will have passed
The volcano no longer (erupt) regularly. erupts

1. Dick (be) thirty-eight years old next December.
2. Pomegranates (eat) by many people in recent years.
3. The language you speak (hurt) my ears.
4. Nursing homes (become) a permanent part of our lives once families stopped caring for their older members.
5. The stores (raise) their prices again and again.
6. As difficult as it is to believe, Max (be) eighty years old before long.
7. He never (call) his broker during the business day.
8. (be) there any way out of the economic troubles that beset us?
9. Cigarettes are harmful to the health especially when smokers (inhale).
10. Hurry, children, the school bus (leave) on time this morning.
11. By the time the policeman arrived, the criminal (escape).
12. By the time the passengers arrive, the ship (leave).
13. Margaret (learn) to swim when she was three years old.
14. The earth (turn) continuously on its axis.
15. Every dog must (have) its day.

Agreement of Tenses

The tense of the verb in the main clause of a sentence determines the tense needed in a subordinate clause.

The time of the principal action or state of being described in a sentence is established by the tense of the verb in the main clause. Since subordinate clauses depend on the main clause, the verb tenses in subordinate clauses must agree logically with the tense of the main verb.

Consider the following sentences:
My dog cries whenever she is hungry. (The main clause is My dog cries. The subordinate clause is whenever she is hungry. Since cries is present tense, indicating habitual action, is must also be present tense.)

He coughed because he smoked so much. (Past tense coughed in main clause, past tense smoked in subordinate clause.)

He coughs because he smokes so much. (Present tense coughs in main clause, present tense smokes in subordinate clause.)

They will have finished their dinner before we begin to eat our own. (Future perfect will have finished in main clause, present tense begin in subordinate clause. The present tense here indicates simple future action. Obviously the actions of both clauses will begin in the future, but the future action of the main verb will have finished will have been completed before begin, the second future action, occurs. The verb in the subordinate clause can also be future, will begin.)

Thus, in establishing the proper tense of a verb in a subordinate clause, the tense of the main verb must govern, and logic must be used.

19. In the following sentences, supply the appropriate forms of the verbs as shown in these examples:

She had decided to go to the country by the time her mother (return). returned

Once she (make) up her mind, she never changes it. makes

1. The courtesy car was no longer used, even though many customers (like) it. 

2. Large automobiles did not disappear even though the manufacturers (learn) gasoline economy. 

3. Jane found the letter that (deliver) to her secretary. 

4. The book was delivered in a wrapper that (give) no indication of its contents. 

5. I have always eaten meat because I (like) it. 

6. Even though many passengers (miss) the plane, it left the gate on time. 

7. As he (watch), most of the children left the bus. 

8. While we (wait), many of the guests sat down to eat. 

9. Students find their work piling up when the term (come) to a close. 

10. They will have completed their jobs by Tuesday, which (be) the final date for the project. 

11. The lecturer emphasized that the Romantic Period (be) rich in poetry. 

12. Deirdre believed that imagination (be) the key to successful fiction. 

13. Oak leaves stayed on the trees long after winter (arrive). 

14. When most plays (act) no more, the works of Ibsen will continue to be popular. 

15. Snow remains on the ground in Vermont until spring (be) well under way. 

Present Tense for Ideas True for All Time

The present tense is always used when we wish to express ideas that are true for all time. This holds even in subordinate clauses, regardless of the tense of the main verb.

Consider the following sentences:

He proved once more that truth is stranger than fiction.

Freud identified fundamental drives that are found in all of us.
The present tense is used in the subordinate clauses of both these sentences: is and are found. Yet the main clauses have verbs in the past tense: proved and identified. Were the statements of the subordinate clauses not true for all time, then the past tense would have been used instead of the present.

Consider the following sentences, in which the statements of the subordinate clauses are not true for all time:

He proved once more that he was untrustworthy. (The verb was in the past tense is correct, because proved is past, and he may one day reform and become trustworthy.)

Freud identified the condition that was disturbing his patient. (The verb was disturbing is correctly formed in the past tense, since proper medical treatment can be expected to cure the condition and the condition therefore is not true for all time.)

20. In the following sentences, supply the correct form of the verb as shown in these examples:

Peary established that man (be) the master of the Arctic ice. is
My aunt once said that Gulliver's Travels (be) her favorite book in childhood. was

1. He found that the endless sand of the desert (be) too much for him.
2. The skier found through experience that there (be) more to skiing than having the best equipment.

3. Her speech will emphasize that freedom (entail) responsibility.
4. The radio weather report did not say that we (have) snow tomorrow.
5. He intends to take the early flight, which (depart) tomorrow at 9 o'clock.
6. The dictionary has always given the meanings of all words that students (use).
7. Engineers and scientists always agreed that the accuracy of the slide rule (be) sufficient for most of their work.
8. The argument that the defendant (be) the slave of his habits did not sway the jury in this case.
9. The lecturer went on at great length to prove that Hardy and Conrad (know) the lives of ordinary people and (portray) those lives accurately.
10. The growing cost of education means that taxes (continue) to increase in the next decade.

CONSISTENCY OF VERBS

Shifts of voice, person, tense, and mood should be avoided within a sentence.

Consistency of Voice

Acceptable

After I completed the treatment, I was troubled with pain no longer. (One verb is active, the other passive.)

Improved

After I completed the treatment, I experienced no more pain.
Consistency of Person

Incorrect
A student should study whenever you are fresh. (The main verb should study is third person, but the subordinate verb are is second person.)

Correct
A student should study whenever he or she is fresh. (Both verbs third person.)

Correct
Study whenever you are fresh. (Both verbs second person.)

Consistency of Tense

Incorrect
An actress usually studies new roles during the run of a play, even though she was gainfully employed. (Incorrect shift from present tense studies to past tense was employed. Note too that studies is active voice, but was employed is passive.)

Correct
An actress usually studies new roles during the run of a play, even though she is working. (Both verbs in present tense, active voice.)

Consistency of Mood

Incorrect
His advice was in two parts: discover what you want to do and then you will find your way toward that goal. (The verb discover is in the imperative mood; the verb will find is in the indicative mood.)

Correct
His advice was in two parts: discover what you want to do and then find your way toward that goal. (Both verbs in imperative mood.)

21. Restructure the following sentences as necessary to achieve consistency of voice, person, tense, and mood, as shown in these examples:

After I succeeded in overcoming the virus, progress toward general recovery began.

After I had succeeded in overcoming the virus, I began to recover generally.

Investors often will reinvest in declining stocks, because they were willing to throw good money after bad.

Investors often will reinvest in declining stocks, because they are willing to throw good money after bad.

1. The first thing to do is remove the wheel, and then you should examine the brakes.

2. Some writers work only four hours a day, because you cannot do creative work for longer periods.
3. They found that they could not sew the seams well, since you always make mistakes when you first try to learn a new skill.

4. When one has little money to spend, you are careful about every purchase.

5. If you go to the dance, one will find unescorted women welcome.

6. Because he considered the design perfect, the judges had ruled against him.

7. Sit down, and the lecturer will tell you all you need to know.

8. He selected the material for the coat, and the tailor is then told to begin work on it.

9. The women had insisted on admitting men to their group, but the men find the meetings dull.

10. Nightmares disturb his sleep night after night, and he will find no relief in sedatives.

VERBALS

Verbals—infinitives, participles, and gerunds—are verb forms that can function as nouns, adjectives, and adverbs.

INFINITIVE

The infinitive is the form of the verb that appears in the dictionary. It is usually preceded by to: to swim, to play, to ask. The infinitive often appears without to, especially after can, do, may, must, shall, and will: can swing, may play, must ask. The infinitive has both tense and voice.

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<tr>
<th>Tense</th>
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<th>Passive voice</th>
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<tbody>
<tr>
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<td>(to) be called</td>
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<tr>
<td>Perfect</td>
<td>(to) have called, (to) have been calling</td>
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The infinitive functions as a noun, as an adjective, as an adverb, or as a complement.

Infinitive as Noun

*To swim* is my greatest pleasure.  (*To swim is the subject of the verb is.*)

They asked *to see* the patient.  (*to see is the object of the verb asked.*)

Infinitive as Adjective

Julia gave me something *to eat.*  (*To eat* modifies the noun *something.*)

They have a desire *to be saved.*  (*To be saved* modifies the noun *desire.*)
Infinitive as Adverb

I am happy to wait. (To wait modifies the adjective happy.)
The baby is heavy enough to go home. (To go modifies the adverb enough.)

Infinitive as Complement

Henry's ambition is to be a playwright. (To be is the complement of is.)
Ambition is to be expected of young executives. (To be expected is the complement of is.)

22. In the following sentences, identify the functions of the italicized infinitives as noun, adjective, adverb, or complement as shown in these examples:

To teach well is an art. noun
She has a cross to bear. adjective
She was content to take half the money. adverb
He is to be congratulated. complement

1. The Oxford American Dictionary will have to be included. _____________
2. That book is small enough to be carried in one's pocket. _____________
3. She helped him work the calculus problem. ______________
4. To learn grammar is not easy. ______________
5. They watched us pour the wine. ______________
6. The seeds are to be planted in shallow beds. ______________
7. To have understood her was my earnest desire. ______________
8. The instructor may have to delay the final examination. ______________
9. Can we expect to find happiness? ______________
10. He wants to speak before the others. ______________

Infinitive Phrases

In some sentences, the infinitive itself has a subject, object or complement, and modifiers.
Such a construction is called an infinitive phrase, and it may function as subject, object, complement, or modifier of another sentence element.

Consider the following sentences:

To mow the entire lawn required three men. (The infinitive phrase To mow the entire lawn is the subject of the verb required. Within the infinitive phrase, lawn is the object of to mow. The entire modifies lawn.)

Kate hoped to row the choppy lake. (The infinitive phrase to row the choppy lake is the object of hoped. Within the infinitive phrase, lake is the object of to row, the choppy modifies lake.)

Deirdre is to graduate next year. (The infinitive phrase to graduate next year is the complement of the copulative verb is. Within the infinitive phrase, next year modifies to graduate, and next modifies year.)

They have enough firewood to last the winter. (The infinitive phrase to last the winter modifies enough. Within the infinitive phrase, winter is the object of to last. The modifies winter.)
They wanted the instructor to submit his grades promptly. (The infinitive phrase the instructor to submit his grades promptly is the object of wanted. Within the infinitive phrase, instructor is the subject of to submit, grades is the object of to submit, his modifies grades, and promptly modifies to submit.)

23. In the following sentences, underline each infinitive phrase, identify its function, and identify the function of each word within the phrase as shown in these examples:

Fred wanted me to buy snowshoes immediately.

Function of phrase

object of wanted

Functions of words

me subject of to buy, snowshoes object of to buy, immediately modifies to buy

To judge by her skeptical nature, she must have had some unfaithful friends.

Function of phrase

modifies she

Functions of words

by her skeptical nature modifies to judge, by introduces prepositional phrase, her skeptical modifies nature, nature is object of preposition by

1. The company executive ordered the employees to complete the job on schedule.

Function of phrase

Functions of words


2. To identify priorities, the President met with the National Security Council.

Function of phrase

Functions of words


3. Alex told her to ignore her problems completely.

Function of phrase

Functions of words


4. She asked me to answer the phone in her absence.

Function of phrase

Functions of words


5. To achieve his ambition required hard work.

Function of phrase

Functions of words


Tenses of the Infinitive

The present infinitive is used if its action occurs at the same time as the action of the main verb or after the action of the main verb. The perfect infinitive is used if its action precedes that of the main verb.

<table>
<thead>
<tr>
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<th>Passive</th>
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<tbody>
<tr>
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<td>Perfect (to) have told, (to) have been telling</td>
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Consider the following sentences:

She does not want to continue the conversation.

She did not want to continue the conversation.

In each of these sentences, the present infinitive to continue is used, because its action occurs either, in the first example, at the same time as or, in the second example, after the action of the main verb.

It is senseless to have told such a story.

In this sentence, the main verb is is in the present tense. The writer of the sentence is stating something he or she believes to be true now and forever. Yet the action that was considered senseless occurred before the statement was made. For this reason, the perfect infinitive to have told is used.

It was senseless to tell such a story.

The meaning intended here is that telling the story was senseless at the time the story was told. Because the action described by the infinitive occurred at the same time as the action of the main verb, the present infinitive to tell is used.

24. In the following sentences, supply the correct form of the infinitive as shown in these examples:

There is no way possible (eat) all that food in one sitting. to eat

He decided (reveal) the whole truth. to reveal

1. How could he have been stupid enough (take) such a position on an issue that grave? to take

2. There will be time enough (forgive) all those who bolted the party. to forgive

3. He is inclined (hold) the line at least for one more monthly meeting. to hold

4. The elephants ought (feed) now by the keepers. to feed

5. The elephants ought (feed) hours ago by the keepers. to feed

6. Can you think of any gentle way for us (tell) them all the gory details of the ugly incident? to tell

7. I was unable (tell) them all the sordid facts of the case. to tell

8. It is their intention always (play) fair with their opponents. to play

9. He is reluctant (admit) that he intentionally ruined their chances. to admit

10. Everyone agreed it was useless (study) for such an examination. to study

Split Infinitives

An infinitive should not be split when the result is awkward.

English teachers and grammarians may have overstressed the idea of keeping the parts of an infinitive together. This old-fashioned approach to style probably stems from Latin grammar. In Latin, the infinitive never employs the preposition to, so there is no possibility of splitting an infinitive. In English, however, too strict compliance with the advice never to split an infinitive may result in awkward constructions. At the same time, splitting an infinitive with lengthy phrases or clauses may also result in awkwardness.

You recall that the infinitive has the following forms:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>(to) find, (to) be finding</td>
</tr>
<tr>
<td>Perfect</td>
<td>(to) have found, (to) have been finding</td>
</tr>
</tbody>
</table>

Consider the following examples of good infinitive constructions, awkward infinitive constructions, and impossible infinitive constructions:
Good

To think clearly at all times was her goal.  (Clearly modifies to think.)

Awkward

To clearly think at all times was her goal.  (This construction is awkward because clearly appears to modify think rather than to think.)

Impossible

To clearly at all times think was her goal.

Good

He hoped to find his hat quickly.

Awkward

He hoped to quickly find his hat.

Good

They see no need to be thinking constantly and exclusively, day after day about the problems they face.

Impossible

They see no need to be constantly and exclusively, day after day thinking about the problems they face.

In some cases, a construction may be awkward because care has been taken not to split an infinitive. Consider the following sentences:

Awkward

Their advice was to double more than our energies.  ( Surely this sentence makes no sense at all. What else were we supposed to double?)

Good

Their advice was to more than double our energies.  (By placing the modifier more than in the midst of the infinitive, the sentence has some meaning.)

Modifiers can generally be placed in more than one position in a sentence. The writer must seek the best position for modifiers, remembering that long modifiers that split infinitives almost always result in awkward constructions.

25. In the following sentences, underscore and correct any awkward infinitive constructions as shown in these examples:

The advice of the group was to moderately drink.

\[\text{to drink moderately}\]

She made it a rule to never hurriedly eat her meals.

\[\text{to never eat her meals hurriedly}\]
1. They expect to more than lose ten thousand dollars.

2. To relax and think quietly was her practice most afternoons.

3. To more than one hour work overtime in a day is against company policy.

4. After the game, the team was instructed to not board the bus for the trip home.

5. The hope of the search party was to safe and sound find the child before darkness set in.

6. She has decided to firmly but respectfully demand that the ruling be overturned.

7. To have within a period of ten minutes walked around the park was impossible.

8. There was nothing worthwhile left to do under the circumstances.

9. He decided to without hesitation tell the entire story.

10. The Smiths were impatient to without delay integrate the neighborhood.

PARTICIPLE

Participles are verbal adjectives that have present and past tenses: calling, called. When participles are combined with auxiliary verbs—I am calling, she has called, etc.—they indicate tense (see pages 49-50) and do not function as adjectives. Consider the following:

Laughing at us, he threw us a penny. (Laughing modifies he. It is the condition he is in when he performs the action of throwing. Laughing is modified by the prepositional phrase at us.)

The actress left the room, crying happily and throwing kisses at us all. (Crying and throwing modify actress. They describe the condition the actress was in when she left the room. Crying is modified by happily. Kisses is the direct object of throwing. At us all modifies throwing.)

The annoying child finally left the dining room. (Annoying modifies child.)

Having received my termination notice, I picked up my belongings and left the office. (Having received modifies I.)

Sustained for more than an hour by her life belt, she made her way to shore. (Sustained modifies she.)

26. In the following sentences, underline the participles and identify the word or words they modify as shown in these examples:

The book relied on most by writers is the dictionary. book
Having written a best-selling novel, she left on an extended vacation. she
1. Rushing through both rooms, Christopher slammed the door.

2. Having been told the news, he left the room.

3. Found money most often is spent foolishly.

4. Sustained by my faith, I shall go on as though nothing happened.

5. A child locked in a room will find mischief.

6. Swallowing hurriedly, he reached for the rifle.

7. Left on her own, she began to mature.

8. Having refused the second offer, William had little chance of keeping negotiations open.

9. Tired by the long argument, the attorney found herself unable to continue.

10. Congratulating her opponent, Navratilova left the court.

**Tenses of the Participle**

The present participle is used to indicate action occurring at the same time as the action of the main verb. The past participle is used to indicate action prior to that of the main verb.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>telling</td>
<td>being told</td>
</tr>
<tr>
<td>Past</td>
<td></td>
</tr>
<tr>
<td>having told</td>
<td>told, having been told</td>
</tr>
</tbody>
</table>

Consider the following sentences:

*Telling the story as well as he could, he knew he would not get away with it.*

*Having told the story as well as he could, he sat down.*

In the first sentence, the subject of the sentence knows as he is telling the story that he cannot *get away with it*. The present participle *telling* is used, because the action of the participle is occurring at the same time as the action of the verb *knew*. In the second sentence, the action of the participle *having told* precedes the action of the main verb *sat*. For this reason, the past participle is used.

**27.** In the following sentences, supply the correct form of the participle as shown in these examples:

(stare) at him severely, the child refused to answer.

Staring

(conclude) her summation of the evidence, the defense attorney rested her client's case.

Having concluded

1. (tell) he was no longer needed, he decided to ask for a transfer.

2. (find) the door closed behind him, he looks about for an emergency exit.

3. (leave) the Army with an honorable discharge, he was surprised that it took him three months to find work.

4. (refuse) the honorary degree, the physicist returned to his hotel.
5. (offer) the house for $5000 less than its market value, he expected to sell it quickly.

6. Customers (arrive) after five o’clock will find the store closed.

7. The auditors will be concerned with entries (omit) from the books.

8. Our new dean will find the new position (challenge).

9. Not (realize) your problem was that difficult, I wondered why you were so long in arriving at a reasonable solution.

10. (retire) from the stage, my wife is often called on to perform.

GERUND

A gerund is the -ing form of a verb used as a noun.

A gerund may function as the subject or object of a verb and as the object of a preposition:

Dialing is no longer necessary.  (The gerund dialing is the subject of the verb is.)
She still likes boxing.  (The gerund boxing is the object of the verb likes.)
He is given to equivocating.  (Equivocating is the object of the preposition to.)
This porch is used only for sunning.  (Sunning is the object of the preposition for.)

A gerund may function as a complement, may be modified, and may take an object:

My favorite hobby is gardening.  (gardening is the complement of is.)
My new interest is organic gardening.  (gardening is modified by the adjective organic.)
Your future depends on working vigorously toward a realistic goal.  (working is modified by the adverb vigorously.)

Hoardig groceries in times of shortages leads to greater shortages.  (Hoardig has as its object the noun groceries.)

28. In the following sentences, identify the functions, modifiers, and objects, if any, of the italicized gerunds. Remember that a gerund may function as the subject of a verb, object of a verb, object of a preposition, or complement. If a gerund is modified, the modifier is either an adjective or adverb. Use the following examples as guides:

Hours of dull editing ruined her day.

    function   object of preposition
    modifiers   adjective dull
    object   none

Economic forecasting is far from precise

    function   subject of verb
    modifiers   adjective economic
    object   none
Swallowing food hastily can lead to disaster.

1. Plowing was hard work when a man had to depend on an animal instead of a tractor.

2. He found cooking interesting for a while.

3. For relaxation, Mr. Churchill often turned to painting.

4. He also enjoyed bricklaying from time to time.

5. Her principal occupation was finding enough to eat.

6. Preparing specimens for dissection is not enjoyable before lunch.

7. Cutting quickly to the bone helped the surgeon find the source of the infection that threatened the patient's life.

8. Writing scholarly papers rapidly is not as important as writing them well.

9. Good writing is not easy to find.
10. I found his writing tedious.

**VERBALS USED AS MODIFIERS**

Participles and infinitives are verbals that are used as modifiers. Like all modifiers, they must be clearly identified with the words they modify.

Consider the following sentences:

- Driving for the tee, the golfer scored his first birdie. (The participle driving modifies the noun golfer.)
- Having served the general for six years, the soldier knew all his habits. (The participle having served modifies the noun soldier.)
- The teeming rain flooded the streets. (The participle teeming modifies rain.)
- The grocer telephoned the wholesaler to order supplies. (The infinitive to order modifies the verb telephoned, so to order functions as an adverb.)
- Mary had an assignment to complete. (The infinitive to complete modifies the noun assignment, so to complete functions as an adjective.)

**DANGLING AND MISPLACED MODIFIERS**

Modifiers not clearly identified with words they modify are called *dangling modifiers* or *misplaced modifiers*.

**Dangling Participles**

Having eaten Chinese food many times before, there was no reason to become ill. (*Having eaten* is a participle that is part of the participial phrase *Having eaten Chinese food many times before*. The entire phrase acts as a modifier, but has nothing to modify in the principal clause *there was no reason to become ill*. The phrase, therefore, is considered a dangling modifier.)

We repair the sentence by supplying a noun, pronoun, or noun phrase for the participle to modify:

**Correct**

Having eaten Chinese food many times before, I had no reason to become ill.

Another way to repair the sentence is to convert the participial phrase into a dependent clause:

**Correct**

Since I had eaten Chinese food many times before, I had no reason to become ill.

**Correct**

Since I had eaten Chinese food many times before, there was no reason for me to become ill.
Misplaced Participles

Even when modifiers have a noun, pronoun, or noun phrase to modify, the writer may mislead the reader if the modified element is not clearly identifiable. Such a modifier is classified as a misplaced modifier. The construction is faulty and must be corrected.

Consider the following sentence:

Swimming as fast as possible, I saw the boy ahead of me.  (Who was swimming as fast as possible—the boy or I?)

Correct

I saw the boy ahead of me, swimming as fast as possible.

Correct

I swam as fast as possible and finally saw the boy ahead of me.

Dangling Infinitives

Thus far the discussion has centered on dangling and misplaced participles. But what is true for participles is also true for infinitives.

Consider the following sentence:

To convey information, the reader must be considered.  (To convey information does not modify anything in the sentence.)

Correct

To convey information, the writer must consider the reader.

Correct

A writer who wishes to convey information must consider the reader.

29. In the following sentences, correct the dangling and misplaced modifiers as shown in these examples:

Stretching across the yard, I saw a clothesline.

I saw a clothesline stretching across the yard.

After showing my pass, the gate opened.

After I had shown my pass, the gate opened.

To reach my office by 8:15, the train must be on time.

The train must be on time if I am to reach my office by 8:15.

1. To sell that many automobiles, a great many people must like the design

2. Standing in the runway, a plane will hit somebody

3. Having run for many weeks, I considered the play a success.
4. Before gaining admittance to his apartment, a bell must be rung.

5. Having helped the old man across the street, the rest of the walk was uneventful.

6. To achieve even modest acceptance, all aspects of the painting must be considered carefully.

7. To interest a good audience, the performers must try their best.


9. Having assembled all the ingredients, a fine dinner is certain.

10. To prepare a fine dinner, all ingredients must be fresh.

AUXILIARY VERBS AND INFINITIVES IN COMPOUND CONSTRUCTIONS

Auxiliary Verbs

When different tenses are used within a compound construction, the auxiliary verbs must usually be supplied in full. When the same tense is used throughout a compound construction, repetition of the auxiliary verbs is not usually necessary.

Consider the following sentences:

Basketball has become and always will be the favorite sport of Americans. (The first part of the compound verb is in the perfect has become. The second part is in the future will be. Because the two tenses are different, the auxiliary verbs has and will must be supplied.)

All the players will be given uniforms if they have studied hard and practiced regularly. (Note that have is not needed before practiced, because have studied and [have] practiced are both in the perfect tense.)

Infinitives

In compound constructions employing infinitives, to can be used before each infinitive to emphasize the parallel structure.

She was told to submit her application and to report for a physical examination.

The second to can be omitted if emphasis is not desirable:

She was told to submit her application and report for a physical examination.

In a series employing infinitives, the first infinitive is always preceded by to. If the second infinitive is also preceded by to, then all the rest must be preceded by to. In most series, however, the initial to is usually sufficient.

Consider the following sentences:

Correct

She was told to submit her application, report for a physical examination, and present suitable references from recent employers.
Correct
She was told to submit her application, to report for a physical examination, and to present references from her recent employers.

Incorrect
She was told to submit her application, to report for a physical examination, and present suitable references from recent employers. (The sentence can be corrected by deleting the to before report or by inserting to before present.)

30. Where appropriate in the following sentences, supply all necessary parts of the verbs and infinitives as shown in these examples:

She loves to swim, to skate, and fish.

to fish

Many of the new nations of Africa have been struggling to ensure that their populations will have employment and that their economic goals been met by the end of this century.

will have been met

The various radical groups are joining forces to demand equal treatment of men and women, to increase welfare payments for the needy, and establish day care centers for the children of working parents.

to establish

1. The fire fighters must be given sufficient time off to regain their strength and repair their equipment.

2. Teachers who have studied their students closely report that all the children have been under strain and going to do badly on their final examinations.

3. Books are said to comfort the bereaved, inspire the young, and guide the perplexed.

4. Reading Scripture is said to comfort the invalid and guide the student.

5. They have been preparing for the expedition all year and leaving by January.

6. Job applications are available for distribution to those who have passed the qualifying examination and now desire employment.

7. Applications will be given to those who have passed the examination and willing to take jobs immediately.

8. The couple decided to abandon their life in the country, to sell their possessions, and take an apartment in the city.

9. Large houses have been and continued to be expensive to heat in cold weather.

10. Seal hunting has always been considered inhumane, but men continue to hunt these beautiful animals, skinning them alive and to leave their dying bodies behind to be eaten by scavenging birds.
PARALLEL STRUCTURE AND VERB FORMS

Parallel structure must be preserved in sentences using two or more verbs or verbals.

Parallel grammatical constructions are used to express parallel ideas. This means that compound constructions must contain grammatically identical forms. This requirement is especially important for verbs and verbals. (It is easy to recognize a compound construction by the presence of a coordinating conjunction: and, but, or, nor.)

Consider the following sentences:

Correct

I often swim, fish, and hunt. (The three verbs are in identical form, the present indicative.)

Incorrect

I like swimming, fishing, and to hunt. (In the series, swimming and fishing are gerunds; to hunt is an infinitive. The structure is not parallel.)

Correct

I like swimming, fishing, and hunting. (Three gerunds.)
I like to swim, fish, and hunt. (Three infinitives.)

Correct

Paradoxically, the helicopter has been used to save lives and to kill the innocent. (Two infinitives.)
The coach stressed two ideas: play hard and win. (Play and win both imperative, second person.)
The coach stressed two ideas: playing hard and winning. (Two participles modifying ideas.)

Incorrect

The coach stressed two ideas: play hard and winning. (The imperative play incorrectly combined with the participle winning.)

31. In the following sentences, underline the mistakes in parallel construction and correct them, as shown in these examples:

Marianne Moore was an outstanding American poet, loved baseball, and a Dodger fan.

was a Dodger fan

When jobs are hard to find, people who want to work must look for work constantly, keep their spirits up, and be alert to every opportunity.

correct

1. Poor direction by management can cause employees to make many mistakes and creating poor morale.

2. Rhododendrons must not be planted in northern climates or be cultivated closely.

3. He admired good books, loved classical music, and adored beautiful women.
4. Neither borrowing nor to lend will lead to happiness.

5. She spent her days peacefully, but she was finding that the evenings dragged.

6. To help other nations and preserving the independence of her own people was the president's goal.

7. Blending an acceptable spaghetti sauce and cooking it properly are easy tasks even for a novice cook.

8. Ketchup is an all-purpose food disguise, capable of masking the worst in a meat loaf and to ruin the best scrambled eggs.

9. George felled the apple tree and then went right to his father to ask forgiveness.

10. Commencement exercises seemed to Jack both a bore and annoying.
Chapter 4

Pronouns

A pronoun is a word or words used in place of a noun, a noun and its modifiers, or another pronoun. The element replaced is called the antecedent of the pronoun.

Consider the following sentences:

Secrecy characterizes every action of the leading political parties. It is accepted unquestioningly by the voters. (The word It substitutes for Secrecy. The noun Secrecy in the first sentence is the antecedent of the pronoun It.)

The voters of the community refused to approve the bond issue. They vowed to vote no additional funds. (They substitutes for the noun voters and its modifier of the community. The voters of the community in the first sentence is the antecedent of They.)

She baked bread so well that her customers bought exclusively from her. (her and her are pronouns with the common antecedent She.)

He worked so well that his boss promoted him. (him is a pronoun with the antecedent He.)

1. In the following sentences, identify the pronouns and their antecedents as shown in these examples:

John gave the money to Jane. He gave the money to her.

pronoun _______ her; He _________
antecedent _______ Jane; John _________

Deirdre balanced her checkbook. She then deposited additional funds.

pronoun _______ she _________
antecedent _______ Deirdre ___________

1. Kate and Leonard saved regularly for the house they would purchase one day.

pronoun ___________________________
antecedent ___________________________

2. The dog chased the ball and finally caught it.

pronoun ___________________________
antecedent ___________________________

3. The painter prepared five brushes and then he finally got to use them.

pronoun ___________________________
antecedent ___________________________

pronoun ___________________________
antecedent ___________________________

4. Heinrich Böll was awarded the Nobel Prize for Literature after he had achieved worldwide recognition for his work.

pronoun ___________________________
antecedent ___________________________

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5. Long after he had returned to civilian life, the war veteran found that he was still troubled from time
to time.
   pronoun
   antecedent

6. John and Sally worked hard together. He did the physical labor, and she attended to the records.
   pronoun
   antecedent
   pronoun
   antecedent

7. John and Sally worked hard together. They shared the work fairly. He did the physical labor, and she
   attended to the records.
   pronoun
   antecedent
   pronoun
   antecedent
   pronoun
   antecedent

8. The children found their game tiresome. It consisted of nothing more than repeating a few words over
   and over until they were memorized.
   pronoun
   antecedent
   pronoun
   antecedent

9. Anne and Alice found they were working harder than they had expected.
   pronoun
   pronoun
   antecedent

10. Teachers and students alike agreed that they had the same interests.
    pronoun
    antecedent

11. Extraction of a wisdom tooth can cause great pain if it is impacted.
    pronoun
    antecedent

12. The governor signed the proclamation even though he did not understand the reasons why it was
drafted.
    pronoun
    antecedent
    pronoun
    antecedent
13. Zebras are prized for the beauty they display.
   pronoun __________________________
   antecedent ________________________

14. Mr. Cunningham is known for music lessons of quality. They have a liveliness of their own that he never fails to communicate.
   pronoun __________________________
   antecedent ________________________
   pronoun __________________________
   antecedent ________________________

15. Danny told his father that he needed a watch that would help him while he planned his hike.
   pronoun __________________________
   pronoun __________________________
   pronoun __________________________
   antecedent ________________________

16. Textbooks cost money, but they are worth it
   pronoun __________________________
   antecedent ________________________

17. Mary left all the dishes in the sink, even though she knew that she would have to do them when she returned from the movies.
   pronoun __________________________
   pronoun __________________________
   pronoun __________________________
   antecedent ________________________
   pronoun __________________________
   antecedent ________________________

18. Marjorie’s mother gave her a bracelet to wear when she attended the party.
   pronoun __________________________
   pronoun __________________________
   antecedent ________________________

19. The doctor removed Jon’s tonsils when he was five years old.
   pronoun __________________________
   antecedent ________________________

20. Ruth is bound to sell some antiques if she tries long enough.
    pronoun __________________________
    antecedent ________________________

21. Paris has its advantages, but they cost tourists dearly when they are not careful.
    pronoun __________________________
    antecedent ________________________
    pronoun __________________________
    antecedent ________________________
22. Two atomic bombs ended World War II, and they are still discussed today.
   pronoun ____________
   antecedent ________________

23. Vermont imposes heavy income taxes when it needs funds.
   pronoun ____________
   antecedent ________________

24. In a democracy, citizens have equal rights, but not all of them exercise their rights.
   pronoun ____________
   pronoun ____________
   antecedent ________________

25. San Francisco is a beautiful city, but it lacks proximity to New York.

TYPES OF PRONOUNS

There are many types of pronouns. The most important are: personal, impersonal, relative, demonstrative, interrogative, reflexive, intensive, reciprocal, and indefinite. As a first step in learning these terms, examine the following examples of each type:

   Personal pronouns: I, you, he, she, we, they, one
   Impersonal pronouns: it, they
   Relative pronouns: who, which, that, whoever, whichever
   Demonstrative pronouns: this, that, these, those
   Interrogative pronouns: who, which, what, whoever, whatever
   Reflexive pronouns: myself, yourself, himself, herself, ourselves, yourselves, theirselves, itself
   Intensive pronouns: myself, yourself, himself, herself, ourselves, yourselves, theirselves, itself
   Reciprocal pronouns: each other, one another
   Indefinite pronouns: each, either, any, anyone, some, someone, all

Personal and Impersonal Pronouns

*Personal* pronouns refer to people. *Impersonal* pronouns refer to everything but people.

Personal and impersonal pronouns can be **singular** or **plural**. They can also be in the **subjective**, **possessive**, or **objective case**. Personal pronouns also indicate **gender**.

The following table summarizes personal and impersonal pronouns in number, case, and gender:

<table>
<thead>
<tr>
<th>First person</th>
<th>Subjective</th>
<th>Possessive</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I</td>
<td>mine</td>
<td>ours</td>
</tr>
<tr>
<td>Plural</td>
<td>we</td>
<td>ours</td>
<td>us</td>
</tr>
<tr>
<td>Second person</td>
<td>you</td>
<td>yours</td>
<td>you</td>
</tr>
<tr>
<td>Singular</td>
<td>you</td>
<td>yours</td>
<td>you</td>
</tr>
<tr>
<td>Plural</td>
<td>you</td>
<td>yours</td>
<td>you</td>
</tr>
<tr>
<td>Third person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masculine</td>
<td>he</td>
<td>his</td>
<td>him</td>
</tr>
<tr>
<td>Feminine</td>
<td>she</td>
<td>hers</td>
<td>her</td>
</tr>
<tr>
<td>Neuter</td>
<td>it</td>
<td>its</td>
<td>it</td>
</tr>
<tr>
<td>Any gender</td>
<td>one</td>
<td>one's</td>
<td>one</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All genders</td>
<td>they</td>
<td>theirs</td>
<td>them</td>
</tr>
</tbody>
</table>
The following sentences illustrate the uses of personal and impersonal pronouns in each of the three cases:

Subjective Case

I (We, You, They) see the entire scene.
He (She, It, One) sees the entire scene.

Possessive Case (See pages 97-98 for a discussion of possessive adjectives.)

The mistake was mine (ours, yours, hers, his, theirs).
Mine (Ours, Yours, His, Hers, Theirs) was the only part that required revision.

Objective Case

The editor criticized me (us, him, her, one, them, it).

2. In the following sentences, supply the missing personal and impersonal pronouns as shown in the examples:

William Jones graded the student's paper. He ______ graded the student's paper.
William Jones graded it ______.
The Governor signed the proclamation. She ______ signed it ______.

1. For very young children, Miss Grant did not prescribe careful attention to detail.
For very young children, ______ did not prescribe careful attention to detail.

2. In writing biography and criticism, the author must observe all scholarly traditions.
In writing biography and criticism, ______ (or ______) must observe all scholarly traditions.

3. Few valid studies of Margaret Thatcher are concerned with the conditions under which the British live.
Few valid studies of Margaret Thatcher are concerned with the conditions under which ______ live.

4. Mrs. Kaye is responsible for overseeing both the restaurant and the accounting office.
_______ is responsible for overseeing both the restaurant and the accounting office.

5. I decided to give Alice and Bob the portrait they admired so much.
I decided to give ______ the portrait they admired so much.

6. The agents agreed that John's gift was worth more than expected.
_______ agreed that _______ was worth more than expected.

7. Your view of London and my view differ widely.
Your view of London and _______ differ widely.

8. American ballet is particularly interesting since _______ is not confined by tradition.

_______ differ widely.

10. Franklin and Eleanor Roosevelt had several children.
____ ______ had several children.
11. In preparing manuscripts for publication, the writer must supply at least one clear copy.  
   In preparing manuscripts for publication, ________ (or ________) must supply at least one  
   clear copy.

12. Whatever preference you may have, there is a suitable wine.  
   Whatever your preference, there is a wine suitable for ________.

13. Is there no way of forcing the hands of the opposing attorneys?  
   Is there no way of forcing ________ hands?

14. Do you know when *Dubliners* was first published?  
   Do you know when ________ was first published?

15. It is characteristic of Kate that she agreed to go to the dinner party even though the invitation arrived late.  
   It is characteristic of ________ that she agreed to go to the dinner party even though the invitation arrived late.

16. Does this book belong to Norma and Ethel?  
   Does this book belong to ________?  
   Is this book ________?

17. I cannot recall whether the poem you refer to is by either Robert or Elizabeth Browning.  
   I am certain the poem you refer to is by one of ________.

18. Bill’s information was less complete than the information supplied to Louise.  
   Bill’s information was less complete than the information supplied to ________.

19. No one but Phyllis can do that job properly.  
   No one but ________ can do that job properly.

20. Jane was instructed to give the paper to no one but Joe.  
   Jane was instructed to give the paper to no one but ________.

21. The Lopez family is going to have its annual reunion.  
   are going to have an annual reunion.

22. It is time to give Pooch the medicine the veterinarian prescribed.  
   It is time to give Pooch the medicine ________ (or ________) prescribed.

23. Has the cat made a mess again?  
   Has ________ made a mess again?

24. Does the painting belong in the neighbors’ collection?  
   Is the painting one of ________?

25. Was the portrait of his first wife?  
   Was the portrait ________?

---

**Relative Pronouns**

*Relative* pronouns refer to people and objects.  
They are used in the three cases:

<table>
<thead>
<tr>
<th>Subjective</th>
<th>Possessive</th>
<th>Objective</th>
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<tbody>
<tr>
<td>who</td>
<td>whose</td>
<td>whom</td>
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<tr>
<td>that</td>
<td>of that</td>
<td>that</td>
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<tr>
<td>which</td>
<td>of which, whose</td>
<td>which, whom</td>
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</table>
Who refers to people; that to people or objects; which to animals, objects, or collective nouns.

The following sentences illustrate the uses of who, that, and which in all their cases:

**Subjective Case**
- The man who wants to succeed in politics must dedicate himself to that end.
- The boat that won the race had an outstanding crew.
- Which of the contracts was witnessed by the notary public?

**Possessive Case**
- Whose automobile was abandoned?
- I have had enough of that.
- The problem of which you spoke has no solution.
- The board of trustees, whose approval was needed, failed to act in time.

**Objective Case**
- The literary figures to whom you refer merit no further study.
- You cannot object to that!
- The journals to which he contributes value his scholarship.
- American authors to whom respect is due include Hemingway, Fitzgerald, and Faulkner.

Whoever, whomever, whichever, and whatever are also classified as relative pronouns:
- Whoever thought that Amy would become an outstanding computer programmer must have had a crystal ball.
- Give it to whomever you deem most worthy.
- You have three choices: whichever you overlook, you will be in trouble.
- Whatever men do, they must be prepared to stand by their actions.

3. In the following sentences, supply the missing relative pronouns as shown in these examples:

   Whoever turns in the best essay will receive the award.
   The table that you refinshed is standing in the study.

1. This essay, _________ is the best I have ever written, will surely be judged unworthy of publication.
2. The story _________ I told you must not be repeated.
3. Actresses _________ are good enough for the Broadway stage must surely be good enough for regional theatres.
4. The antiques of _________ you boast so often are worthless.
5. Plays _________ plots are that obvious cannot hold the interest of an audience.
6. Of _________ I have no opinion worth declaring.
7. People in _________ you place great trust are surely special people.
8. The paragraphs to _________ you allude have been lost or stolen.
9. The answer to _________ is clearly beyond my limited knowledge.
10. finds the dog will demand a reward for its return.
11. Coats and hats are left in the cloakroom must be claimed by their owners immediately after the performance.
12. you cite, be certain that your footnote fully credits the source.
13. Horses find their way home cannot be thought of as dumb animals.
14. of the two paintings you buy is going to please her.
15. Blue flowers, for I have a special fondness, are not often found in her garden.
16. I decided to like she chose as her fiancé.
17. The house I live in is for sale at any reasonable price.
18. My house, is for sale, sits on a large and attractive plot.
19. Houses designs are unconventional may not be readily marketable.
20. Despite her protests, I proceeded to buy the chair she did not want.
21. The partners signed the agreement lived to regret doing so.
22. Young men you see in bars may not be spending their time wisely.
23. is willing to undertake this project will find that he has contracted for a great deal of work.
24. of these minor masterpieces do you prefer?
25. To shall I address the letter of sympathy?

Demonstrative Pronouns

Demonstrative pronouns replace nouns and function in the same manner as nouns in a sentence.

The principal demonstrative pronouns are: this, that, these, and those. (See demonstrative adjectives, pages 96-97.) This and that are singular. These and those are plural.

Demonstrative pronouns have no gender, but they do have case.

<table>
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<tr>
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<td>that</td>
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<td>these</td>
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<td>these</td>
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<tr>
<td>those</td>
<td>of those</td>
<td>those</td>
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The following sentences illustrate the uses of the demonstrative pronouns in all their cases:

Subjective Case

This is more than I can possibly read in one sitting.
That remains my last obstacle to success.
These are my only objections to the entire plan.
Those were the bequests that caused so much wrangling.

Possessive Case

The principal advantages of this are economy, beauty, and strength.
Of these, only a few are worthy of full deliberation.
Of those, none is worthy of comment.
Objective Case

We decided to give this our full attention.
They decided against that years ago.
The weather killed these last month.
Choose among those and let me know your decisions.

Other demonstrative pronouns commonly encountered are former, latter, other, such, so, same, and the ordinal numbers: first, second, third, etc.

The following sentences illustrate the uses of these demonstrative pronouns:
The former was the one I intended, not the latter.
Such is not the case, despite what she said.
He told her so.
Now give me the other.
Enclosed find payment for same. (Old-fashioned business correspondence usage.)
The first was my choice, even though the fourth and sixth also caught my eye.

4. In the following sentences, supply the missing demonstrative pronouns as shown in these examples:

___This ___ suits me better than the previous choice.
The latter suits me better than the ___ former___.

1. Indeed, if it were not ___ , I would not have told you.
2. I sewed a few of ___ before I went on to ___ ___.
3. Let ___ ___ stand as my best effort.
4. He decided to sell me ___ instead of these.
5. Picture ___ ___ standing in your living room.
6. When you consider famous thoroughbreds of all time, it is doubtful that Secretariat would be the ___ that comes to mind.
7. We ate a little of ___ and a little of ___ ___.
8. We ate a few of ___ ___ and a few of ___ ___.
9. When conditions are ___ that airlines close down flights to our city, we no longer have full employment.
10. ___ who are willing to stand for office must be willing to debate in public.

Interrogative Pronouns

Interrogative pronouns are used in asking questions. The principal interrogative pronouns are who, which, and what. Whoever and whatever occur less frequently.

Who is used for people. Which and what are used for things. These pronouns do not have gender.

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<td>which</td>
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<tr>
<td>what</td>
<td>of what</td>
<td>what</td>
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</tbody>
</table>
The following sentences illustrate the uses of interrogative pronouns in all their cases:

**Subjective Case**

*Who* stole the compact disks?
*Which* performs best when the stock market is going down?
*What* is going to happen after she leaves the company?

**Possessive Case**

*Whose* did you take?
*Which* did you despair of first?
*What* do you think of all day long?

**Objective Case**

*Whom* did you take to the graduation party?
*Which* did you select?
*What* have you decided to do about the problem?

5. In the following sentences, supply the missing *interrogative pronouns* as shown in these examples:

   | Who                      | has completed the English assignment? |
---|--------------------------|----------------------------------------|
   | What                     | can I tell you about her situation?    |
1. | is your favorite classical composer? |
2. | should we do about the broken window? |
3. | of those birds did Al shoot?        |
4. | were you talking with when I walked by? |
5. | can you see through the telescope?  |
6. | was playing baseball in the rain?   |
7. | do you want me to do for you?       |
8. | is the man Edith loves so much?      |
9. | were you about to do when I interrupted you? |
10. | do you think of him as a candidate for president? |

**Reflexive Pronouns**

*Reflexive* pronouns are used in sentences containing verbs whose actions are directed toward the subjects of the verbs. These pronouns are formed by adding *-self* or *-selves*, as appropriate, to the personal pronouns *my, your, him, her, our, them, one* and the impersonal pronoun *it*.

The following sentences illustrate the uses of reflexive pronouns:

I cut *myself* while shaving.

You are losing *yourself* in your work.

He discovered *himself* after a period of intense introspection.
Janice supported herself by teaching karate.
We fail ourselves when we fail others.
Ask yourselves whether you have done right by your family.
They told themselves only what they wanted to hear.
If one only did what was right for oneself!
The giraffe found itself in trouble after its habitat was sprayed.

6. In the following sentences, supply the missing reflexive pronouns as shown in these examples:

Unfortunately, he excused himself early.

No matter how badly the merchandise was displayed, it sold itself.

1. Gary helped ________ to another large piece of cake.
2. You owe ________ a long vacation far from home.
3. Our wishes ________ are to blame for our faults.
5. I usually give ________ the benefit of the doubt; doesn’t one always give ________ the same advantage?
6. God helps those who help ________.
7. After every meal she ate, the cat washed ________.
8. You should stop fooling ________ about your health.
9. Mr. Saunders made ________ successful through hard work.
11. You men should not blame ________ for what went wrong.
12. We are forcing ________ to lose weight.
13. She will end up hurting ________ if she is not careful.
14. Many a writer has found ________ at loose ends after completing her first novel.
15. The town was ruining ________ by permitting neighboring towns to discharge waste into its sewage system.

Intensive Pronouns

Intensive pronouns are used as appositives (see page 93) to strengthen the subject of a verb.

Intensive pronouns have the same forms as reflexive pronouns: myself, yourself, himself, herself, ourselves, yourselves, themselves, oneself, and itself.

The following sentences illustrate the uses of the intensive pronouns:

I myself can see little use in following a poorly conceived plan.
I can see little use in that action myself.

You yourself will have to take full responsibility for your budget.
You will have to take full responsibility yourself.

Henry himself was not at fault in that matter; we have been told.
Henry was not at fault himself.

Erica herself found little of interest in the new symphony.
Erica found little of interest in the symphony herself.
We *ourselves* are content to let the matter drop even though we have been hurt.
We are content *ourselves* to let the matter drop.
You *yourselves* can find the answers if you try hard enough.
You can find the answers *yourselves*.
The French *themselves* are abusing their language.
The French are abusing their language *themselves*.
The magazine *itself* is of little value.
The magazine is of little value *itself*.

7. In the following sentences, supply the missing *intensive pronouns* as shown in these examples:

   He could do little *himself* to ease the pain.
   Mary *herself* found the situation ludicrous.

1. We ___________ are responsible for our own actions.
2. The Jones family ___________ was not invited.
3. If he ___________ understood the problem, he would find the answer.
4. One must ___________ be alert to people’s needs.
5. When I ___________ am to blame, I do what I can to help out.
6. You cannot consider that the two of you have completed the exercise ___________.
7. Oscar ___________ was a good horseman.
8. You must ___________ find an acceptable solution.
9. Alice was determined to complete the meal ___________.
10. Hugh ___________ designed and built the house.
11. We concluded that we ___________ were free of guilt.
12. Television ___________ does little to raise the literacy level in this country.
13. You ___________ will have to act as strong leaders.
14. You will have to show him the way ___________.
15. Do you mean that you ___________ will do this work?

Reciprocal Pronouns

The *reciprocal pronouns* are *one another* and *each other*. *One another* is generally used when writing of more than two people. Both reciprocal pronouns have *possessive* and *objective* cases.

The following sentences illustrate uses of these pronouns:

   John and Jerry found *each other’s* company satisfying.
   All the students sought *one another’s* assistance.
   He and his wife caught themselves shouting at *each other*.
   He, his wife, and their daughter caught themselves shouting at *one another*.
   Neighbors up and down the road stopped speaking to *one another*.

8. In the following sentences, supply the missing *reciprocal pronouns* as shown in these examples:

   We have only ___________ each other or one another ___________ to blame.
   If the triplets could see ___________ one another ___________ frequently, they would be happy.
1. All the kitchen staff helped in slicing and buttering ______ bread.
2. The youngest child and his older brothers and sisters all made things as difficult as possible for ______.
3. Gilbert and Sullivan had an intense dislike for ______ during much of their collaboration.
4. He and Mary found ______ company almost unbearable.
5. We must do for ______ what we would like to have others do for us.
6. They find ______ houses more interesting than their own.
7. Children tend to prefer ______ company to that of adults.
8. The three wives discovered that there was much they liked about ______.
9. Music and art complement ______ in the lives of many people.
10. All the senior faculty members agreed that there was no way they could consult ______ on all problems that had to be resolved.

Indefinite Pronouns

*Indefinite pronouns* comprise a large number of imprecise words that can function as pronouns. The most frequently used are: all, another, any, anybody, anyone, anything, both, each one, either, everybody, everyone, everything, few, little, many, more, much, neither, nobody, none, no one, nothing, oneself, other, others, several, some, somebody, someone, something, and such.

The following sentences illustrate some uses of indefinite pronouns:

*All we can do is try our best.*
This suit fits *anybody* six feet tall.
*Each one* is reviewed in turn.
I gave him *nothing* for his labors.
If *others* were as concerned as he, there would be no problem.
*Someone* must be held responsible for this deed.
The crowd was *such* that the police feared a break-in at the gate.

9. In the following sentences, supply the missing *indefinite pronouns* as shown in these examples:

Anyone portrayed in this manner can sue for libel.
We spoke to ______ each one or everyone ______ in turn.
The police suspected that ______ something ______ was taken by the intruders.

1. When ______ had left, I began cleaning the auditorium.
2. ______ was able to complete the crossword puzzle, because it was exceptionally difficult.
3. Though many wanted to go aboard, ______ was permitted to do so.
4. Sam said he would give her ______ she asked for as long as the present would cost less than a hundred dollars.
5. ______ were indicted for perjury, but only two were convicted.
6. The party is open to ______ who wants to contribute to the charity.
7. I gave her most of what I had, but she insisted on having ______.
8. Unfortunately, there is _____________ that can be done.
9. Investigators finally decided that _____________ had been taken.
10. When I got through with it, there was _____________ left.
11. _____________ who works long enough and hard enough is bound to succeed.
12. You can tell me _____________ you want, but I probably will not believe you.
13. _____________ was discussed, but _____________ was done.
14. I have done _____________ I can, and now _____________ will have to wait and hope.
15. _____________ who is completely sane could have committed such a crime.
16. Peter asked _____________ he knew, but _____________ gave him a straight answer.
17. The weather was _____________ that a turbulent flight was inevitable.
18. Only a _____________ were able to qualify for the Olympics track events on the first day.
19. People always need _____________ to blame their troubles on.
20. _____________ was thrown into the water in turn.
21. The smoke bothered almost _____________ who was there.
22. _____________ were able to pass the examination, but _____________ did exceptionally well.
23. Richard told _____________, not even his wife, about the robbery.
24. The books are sitting there, waiting for _____________ to read them.
25. Tamara wanted to buy the brown shoes for Sam, but he preferred the _____________.

PRONOUN AGREEMENT

Plural and Singular Antecedents

A pronoun is singular when its antecedent is singular, plural when its antecedent is plural.

Singular

Any woman who is friendly with her neighbors will be well regarded. (The pronoun who is singular, because its antecedent, woman, is singular.)

The interesting thing about John is that he always completes his jokes whether or not he has an audience. (The pronouns he and he are singular, because their common antecedent, John, is singular.)

All three judges stated that they believed the convict had been accused unjustly. (The pronoun they is plural, because its antecedent, judges, is plural.)

Mental health institutions care for patients as well as they can. (The pronoun they is plural, because its antecedent, institutions, is plural.)

10. In the following sentences supply the missing pronouns as shown in these examples:

A file folder must be put in the place where it belongs.

Books that _____________ are widely read are frequently stolen.

1. The Mexican government relies heavily on the tourists _____________ can attract from the rest of North America.

2. College professors state that _____________ believe the quality of their students is improving year by year.
3. Radioactive wastes can be a threat to the residents of a town if ________ do not take steps to safeguard their water supply.

4. After Hazel and Harry had finished their work, ________ went to the movies.

5. The New York Yankees, ________ flourished during the era of Babe Ruth, have found ________ frequently longing for ________.

6. ________ of the three violinists is best known by concertgoers?

7. After an electrical storm leaves an area, ________ either dissipates or goes on to another area.

8. English teachers continue to make the same mistakes in the classroom ________ have always made.

9. General Motors, ________ of the largest enterprises in the world, is always conscious of the public image it projects.

10. The policeman said that ________ caught all three burglars as ________ were leaving the store.

11. Many experts deny the authenticity of that Vermeer, claiming that ________ lacks the quality of light ________ associate with the master.

12. Although ________ do not often admit their debt, many Americans would be lost if ________ could not turn to their freezers a half hour before starting dinner.

13. A man ________ is true to his own conscience may find ________ in trouble with the authorities.

14. Howard Carter, ________ studied in Egypt in 1922, discovered the tomb of Tutankhamen, the Egyptian king ________ died when ________ was only eighteen.

15. My neighbor is good at training her own two horses, but not ________ that ________ boards.

16. In the middle of the examination, I broke my pencil and could not sharpen ________.

17. Roger left on a trip to Peru without remembering to carry the Spanish dictionary ________ needed so badly.

18. Of all the plays of Shakespeare, King Lear is the one I like best, although the other tragedies surpass ________ as far as my wife is concerned.

19. ________ of Dora’s cats is gentler, the brown or the gray?

20. This book, ________ I found in a secondhand book store, is proving ________ valuable.

21. Graham Greene is much admired for his early novels, but many say that ________ like all the work ________ published.

22. Fujiyama is a famous tourist attraction, but many tourists complain that on most days ________ are not able to see ________.

23. Anne Frank recorded her deepest fears and hopes in a diary ________ kept during the tragic events of World War II, but never saw ________ published.

24. After fighting the fish for hours, the fisherman found that ________ could not bring ________ in.

25. When Joe DiMaggio was in his prime, ________ was the hero of all young boys, ________ dreamed of seeing ________ play one day.
Antecedents Joined by And, Or, or Nor

Plural

A pronoun is plural when its antecedent is two or more words joined by and.

Richard and Deirdre are completing undergraduate degrees they hope to put to use.

Boys and girls are finding themselves disenchanted with school.

Singular

A pronoun is singular when its antecedent is two or more singular words joined by or or nor.

I don't know whether Joan or Eileen made herself clear in the argument.

Neither Sinclair Lewis nor Thomas Wolfe has yet received the final critical judgment he deserves.

When a singular antecedent and a plural antecedent are joined by or or nor, the pronoun agrees in number with the antecedent that is closer.

Either Barbara or the twins will have to do what they can.

Neither the salesmen nor the manager learned that he was at fault.

Neither the manager nor the salesmen learned that they were at fault.

If use of this rule risks ambiguity, the sentence must be recast.

11. In the following sentences supply the missing pronouns as shown in these examples:

A brother and his sisters sometimes go through life without knowing what they really believe.

I cannot understand how the brothers believe they will work together harmoniously.

If a hotel or motel opens its doors next year, it will be operating profitably within six months.

1. Neither Idaho nor Montana can boast of the winter weather receives.

2. The mountains and beaches are crowded by tourists every year even though are becoming increasingly inaccessible.

3. Father raises cows and sheep even though are not profitable.

4. We have been given our paychecks, but neither Carole nor Susan has received yet.

5. Either the brothers or the sister will have to pay her debt before the credit manager will give additional credit.

6. Either the sister or the brothers will have to pay their debt before the credit manager will give additional credit.

7. Neither the union members nor their leaders showed any interest in a quick settlement of the dispute between

8. Either the union president or the members will have to show interest in a quick settlement if are to have labor peace.

9. The librarians and the library board are meeting tonight to adopt the budget we offered for next year.

10. Neither Ted nor his brothers found were entirely happy.
Collective Nouns

If an antecedent is a collective noun treated as singular, the pronoun is singular.

The committee is meeting next week to reach the decision it wants.
The board of trustees has decided to name as chairperson the candidate it first met.

If an antecedent is a collective noun treated as plural, the pronoun is plural.

The committee are meeting next week to reach the decision they want.
The board of trustees have decided to reverse the chairperson they chose.

Collective nouns must be treated consistently within a given unit of writing. They must never be treated as both singular and plural.

12. In the following sentences, supply the missing pronouns as shown in these examples:

The board of directors has not met since it recessed in January.
The board of directors have been in constant consultation, because they anticipate a fiscal problem.

1. The debating team is having its best season since it was organized.
2. The steering committee are meeting to declare that they intend to strike.
3. No organization is effective if its members are not willing to support it.
4. I would be willing to be a member of a group that stands up for the positions it believes in.
5. The contents of the box are stamped on the top, but it can scarcely be read by a person of normal vision.
6. Across the street live a couple who soon will find they are grandparents.
7. A dozen is too much for a small meal and too little for a large one, but it might be just right for a bedtime snack.
8. My offspring are going to go to the theater.
9. The company has sponsored a picnic every summer since it started in business.
10. A jury is not unanimous in its judgment unless one attorney or the other is extremely skillful in arguing before it.

Singular Pronouns as Antecedents

A singular pronoun is used with any of the following pronouns as antecedent: one, anyone, anybody, someone, somebody, everyone, everybody, each, kind, sort, either, neither, no one, nobody.

*Everyone* who thinks he or she can write professionally needs an agent. (*Everyone* is the antecedent of *he* or *she*.)

Each of the actors recited the lines he knew best.
The right sort of book will find a market for itself.

13. In the following sentences, supply the missing pronouns as shown in the examples:

Neither Manuel nor Juan was willing to say that he knew the answers.
Anyone who works hard will receive the reward he or she deserves.

1. I would like to locate somebody who does house painting.
2. Somebody has to do his (her) work better than ________ has been doing it, or somebody will find
out of a job.
3. No one can do more than ________ has done to help the unfortunate.
4. He recommended the sort of program that usually commends ________ to the uninformed
viewer.
5. Anybody who finds ________ in conflict with the law is well advised to find a
lawyer.
6. Mary found *For Whom the Bell Tolls* the sort of book that works its way deep into the conscience of
any sensitive person who reads ________.
7. One of the eggs was sticking to the pan, asserting that ________ had a right to remain uneaten.
8. Either of the girls considers ________ lucky when she has enough to eat.
9. Students were asked to share their dorm rooms, but nobody wanted to be the first to offer
________.
10. The kind of woman who asserts ________ is the kind of woman needed for an executive
position.
11. He found that each of the defects became immediately apparent once ________ was pointed out.
12. The Dean of Women claimed that no one in the women’s dormitory was interested in stepping
forward to declare available for the job ________.
13. Each of the organizations desired to review the entire spectrum of policies ________ stood for.
14. Everybody in the extended community was going to assert ________.
15. One of the fellows was denied permission to complete the project by ________.
16. Any sort of food is acceptable as long as ________ is palatable.
17. Anyone who wants to use my razor can do so if ________ is willing to clean it.
18. Either was acceptable, provided that ________ met the full test of credibility.
19. Everybody will be permitted to join as long as ________ has the initiation fee.
20. She declared that no one had established full claim to ownership, because no one had filed the papers
was obliged to supply.

**PRONOUNS IN THE SUBJECTIVE CASE**

A pronoun used as the subject of a verb is in the *subjective case*.

*She* was one of the brightest pupils in the school.

*I* know that most people want to marry.

The people *who* were willing to wait in line found that *they* were able to purchase tickets at a
reduced rate.

The concert that *he* attended was rewarding.

14. In the following sentences supply the *missing pronouns* as shown in these examples:

By the time their dinner was over, ________ or you or ________ were exhausted.

Mary found that ________ was unable to complete her work.

1. ________ is the most beautiful flower in the entire greenhouse.

2. ________ among you is willing to take over the job I am leaving?
3. I told her that _______ was the most talented artist in the class.
4. The roles _______ played made Barrymore sought after by all producers.
5. Pablo Casals was able to perform even when _______ was in his nineties.
6. Owners of little dogs see to it that _______ always have enough to eat and drink.
7. Persian melons are not always as succulent as _______ appear to be.
8. *The Tempest* appeals to me more and more each time _______ see it.
9. A telephone operator _______ aids customers in times of emergency is eligible for a special award.
10. The United States Senator _______ is present on the floor of the Senate during debate is as rare as _______ is valuable to the community _______ serves.

**PRONOUNS IN THE OBJECTIVE CASE**

A pronoun used as the object or indirect object of a verb is in the *objective case*.

Veterinarians inspect *them* each year.

Lawyers give *us* competent interpretations of the penal code.

15. In the following sentences, supply the missing pronouns as shown in these examples:

   The firm dismissed _______ him or her or them or us or you or me _______ for no apparent reason.

   The outfielder tossed _______ her _______ the ball, because she smiled at him winningly.

1. Although Mrs. Gilbert testified that I had misled her, I insist that I told _______ the entire truth before asking _______ to sign my petition.
2. The boy to _______ I gave the book is no longer a member of the group.
3. _______ shall we invite to the office party?
4. They decided to give _______ trouble, because I would not be a party to their conniving.
5. Baseball can distract _______ from our legitimate work.
6. Going to the theater gave _______ much pleasure in their old age.
7. Would you find it wrong of _______ to offer _______ my hand when you are leaving a bus?
8. She slapped _______ as hard as she could when she realized that he had told lies.
9. _______ must we send the last five copies to?
10. Is there any way we can find of helping _______ when she needs help?

**Pronouns as Objects of Verbals**

A pronoun used as the object or indirect object of a verbal is in the *objective case*.

*Having surveyed it, the general decided that the river could not be forded.* (*it* direct object of past participle *having surveyed.*)

*While questioning me, the accountant found many more legitimate tax deductions.* (*me* direct object of present participle *questioning.*)

*To give him all the credit he deserves, I will grant that he tried hard.* (*him* indirect object of infinitive *to give.*)

*Fighting her was difficult.* (*her* direct object of gerund *fighting.*)
16. In the following sentences, supply the *missing pronouns* as shown in the examples:

Constantly quizzing _them_ is not going to make your students happier.

We wanted to distract _her_ as much as possible, so she would spend her last days contentedly.

1. The staff insists that everything possible be done for the students to give _________ the opportunity they need in order to succeed.
2. Troublemakers are not going to be changed by confining ________ _ to certain areas.
3. Having invited _________, we must do all we can to treat our guests well.
4. Memorizing a role is not as difficult as performing ________ _
5. Capturing prisoners is not the end; we must also treat ________ _ humanely.
6. To give ________ _ his due, Juan has been faithful to the people.
7. While we have been able to describe child abuse, we are having difficulty in eradicating ________ _.
8. To prepare for examinations is only half the job; we also have the responsibility to pass ________ _.
9. Elizabeth found herself facing all her problems honestly, but failing in her efforts to solve ________ _.
10. Her guest had stayed so late that Eileen decided to invite ________ _ to stay for breakfast.

**Pronouns as Objects of Prepositions**

A pronoun used as the object of a preposition is in the *objective case*.

We spoke to _her_ as forcefully as possible.

The librarian gave the manuscript to _him_ promptly.

*To whom* did you deliver the corsage?

17. In the following sentences supply the *missing pronouns* as shown in these examples:

Susan's mother asked for _her_ or him or me or us or them or you _often._

The cat trailed after _me_ all day long, even though I tried to get away from _it_.

1. Annie never cares whether people are talking about _________.
2. Try as hard as we can, we cannot choose among ________._
3. The subject was clearly beyond _________, so I decided to switch to a topic I understood better.
4. As Dick looked out upon the city, he realized that all he had to do was reach out and grasp what lay before _________.
5. Within _________ were storms of music waiting to be released by the young composer.
6. His mother was adamant: he had received the last dollar he was to get from _________.
7. By _________ was this written?
8. Inside ________ _ once again was the fear he had known for so long.
9. Among ________ _ are two or three lucky individuals who will win substantial amounts; the rest will insist their fees had been taken from ________ _ without a chance of winning.
10. After learning that Rebecca had paid for the book, we returned it to ________ _.
PRONOUNS IN THE POSSESSIVE CASE

A pronoun indicating possession is in the possessive case.

*Yours* is the last one I will accept.

Jon made full restitution because the book was *mine*.

*Whose* are you carrying?

18. In the following sentences supply the *missing pronouns* as shown in the examples:

We found ______ the best of the entries.

______ had been damaged, but not ______.

1. Our book had been left unopened all those years, so ______ was used.
2. We took everything they made, because ______ were the least expensive and most reliable tables available.
3. Several artists entered paintings, ______ did you choose?
4. Harry told us ______ was best because we had thought through the problem.
5. Ellen phrased ______ so carefully that mine was totally ignored by all the people on the committee.
6. All things considered, Amy prefers to market ______ because she admires the work we do.
7. Hugh and Alice enjoy their new home more than we enjoy ______.
8. Reading is valuable for their children as well as for ______.
9. If you will do without yours, I will do without ______.
10. When the big contributor announces her gift, we will announce ______.

PRONOUNS AS APPOSITIVES

A pronoun used as an appositive is in the same case as the word with which it is in apposition.

*Subjective*

*We, Linda and I, will underwrite the cost of Sam’s education.* (*I* is in the subjective case because it is in apposition with *We*, the subject of the verb *will underwrite.*)

*Objective*

All the damage incurred in the accident was caused by us, Mickey and *me*. (*Me* is in the objective case because it is in apposition with *us*, the object of a preposition.)

*Possessive*

She asked whose bicycle had been broken, Margaret’s or mine. (*Mine* is in the possessive case because it is in apposition with *whose*, which is a possessive adjective.)

19. In the following sentences, supply the *missing pronouns* as shown in these examples:

We, John and ______, can do all the work.

She found us, Carole and ______, in the midst of preparing dinner.

I asked him whose class met first, ______ or mine?
1. The judge was stern to both of us, the defense attorney and __________.
2. Both of us, the district attorney and __________, were called before the judge.
3. I did not know whose interests were being considered, but I believed we should take care of our own, yours and __________, before we worried about a stranger's.
4. The will referred to the two of them, Robert and __________, as "good sons and worthy."
5. The two of us, Jenny and __________, were not invited to the party.
6. Walsh invited neither of us, Emma nor __________.
7. We both have an interest in the matter, and I wonder whose understanding is closer to the truth, yours or __________.
8. Both our families, his and __________, are overjoyed at the thought of another festive reunion.
9. The election of 1988 found us, my wife and __________, ill prepared for another four years of that philosophy of government.
10. We could find no valid answers, she in regard to financial matters and __________ in regard to personal relationships.
Adjectives

Adjectives modify nouns and pronouns:

A happy man faces each day optimistically. (The adjective happy modifies man, a noun.)
The first one to finish receives a prize. (The adjective first modifies one, a pronoun.)

Adjectives may also be used to complete a copulative verb:

Alice is sad, because her son pays her little attention. (The adjective sad completes the copulative verb is. Such an adjective is called a predicate adjective.)

1. Underline the adjectives in the following sentences as shown in these examples:

Green leaves are one sure sign of spring.
Weak men feel strong when they achieve success.

1. One apple is enough for a single tart.
2. Oaken buckets were used by early settlers.
3. The only one I saw was a little child.
4. Hard cheese can be eaten with great delight.
5. An orange jacket is useful on a ski slope.

Types of Adjectives

There are three types of adjectives: descriptive, limiting, and proper.

Descriptive adjectives name a quality or condition of the element modified: a perfect marriage, a red dress, an honest attorney, running water, a broken axle.

Limiting adjectives identify or enumerate the element modified: that table, present company, many illnesses, his love, seven days, fifth stanza.

Proper adjectives are descriptive adjectives that are derived from proper names: Indian customs, French perfume, Austrian cuisine, Chinese checkers, American Indians.

2. In the following sentences, classify the adjectives as descriptive, limiting, or proper, as shown in these examples:

The lecturer spent his time on French culture, not history.

his, limiting; French, proper

Many volumes have appeared in that series.

Many, limiting; that, limiting

1. Improper manners almost ruined his business career.

2. Careful analysis uncovered several flaws in his experimental data.
3. *Caucasian* features are not admired by *all* people.

4. *Poor* Willy lost his *Irish* setter.

5. *One* dish does not a *perfect* meal make.

**Limiting Adjectives**

Limiting adjectives are classified according to their functions as *demonstrative, indefinite, interrogative, numerical, possessive, or relative*.

A *demonstrative* adjective indicates or specifies the noun or pronoun it modifies: *this* one, *that* one, *these* men, *those* women.

An *indefinite* adjective indicates more broadly the noun or pronoun it modifies: *all* people, *any* person, *each* one, *most* people, *many* pennies, *no* book, *some* support, *several* others. There are many other indefinite adjectives.

An *interrogative* adjective asks a question as it modifies a noun or pronoun: *Whose* hat is missing? *What* time is it? *Which* one will you take?

A *numerical* adjective specifies a number as it modifies a noun or pronoun. Numerical adjectives may be either cardinal or ordinal. *Cardinal*: six robins, twenty-four ounces. *Ordinal*: third horse, first violin, thirty-fourth President of the United States.

A *possessive* adjective denotes ownership as it modifies a noun or pronoun: *my* mistake, *one*’s serve, *his* elbow, *her* prerogative, *its* aroma, *our* company, *their* pride.

A *relative* adjective introduces a subordinate clause that modifies a noun or pronoun. *Whose* is the only relative adjective. Its function is illustrated in the following sentence:

The lad whose mother died has left school. (The subordinate clause whose mother died modifies lad. The clause is introduced by the relative adjective whose, which is part of the modifier.)

3. In the following sentences, identify the italicized limiting adjectives as *demonstrative, indefinite, interrogative, numerical, possessive, or relative* as shown in these examples:

   *Which* side are you on?

   interrogative

   *My* first bad mistake was followed by *many* others.

   first, numerical; many, indefinite

1. *His* folly was matched by *his* overbearing pride.

2. *Eleven* players are needed if we are to have a good game.

3. She spoke to *her* mother before serving breakfast to *her* sisters.

4. *That* shirt goes well with *all* my suits.
5. *What* nonsense are you now up to?

6. Firemen *whose* only duties are clerical receive the same pay that *all* regular firemen receive.

7. *Each* sentence he uttered revealed *his* ignorance.

8. *No* decent person would voice such opinions.

9. Parents *whose* children play baseball have been known to carry on like maniacs.

10. *Their* turn is next in the examining room.

11. *Your* shoelaces are untied once again.

12. *Which* channel did you waste *your* time on last night?

13. The *first* point to remember is that *her* role is worthy of recognition.

14. *That* boy is not the *only* one in *your* class.

15. *Any* student who uses material without proper attribution is guilty of plagiarism.

**Predicate Adjectives**

Predicate adjectives complete copulative verbs: *act, be, become, feel, prove, seem*, etc. Copulative verbs are also completed by *predicate nouns.* *(See page 20.) Together, predicate adjectives and predicate nouns are referred to as *predicate complements.*

The following sentences illustrate both types of predicate complements:

- She acts *sick* whenever Monday arrives. *(The copulative verb *acts* has as its complement *sick; sick* is an adjective, so *sick* is a predicate adjective.)*
- Anne is a *physician*. *(Because *physician* is a noun, *physician* is a predicate noun.)*
- Harry is *happy*. *(Because *happy* is an adjective, *happy* is a predicate adjective.)*

4. In the following sentences, underline the *predicate adjectives* as shown in these examples:

   - He will act happier as time goes by.
   - Dick became an editor. *(none)*

   1. This print looks fine to me.
   2. Jane's story was excellent.
   3. Henry's first novel was an exciting mystery thriller.
   4. She felt bad.
5. I feel better this morning.
6. Her hair appeared radiant.
7. Bob's nose has become longer.
8. This is the best novel in the library.

POSITION OF ADJECTIVES

Except for predicate adjectives, adjectives are usually placed next to the nouns or pronouns they modify, and the most common position of all is immediately before the element modified:

- red shoes, happy child, old man (descriptive adjectives)
- this book, most poetry, six months (limiting adjectives)
- French grammar, Italian cooking, Russian music (proper adjectives)

In some constructions adjectives can also be placed immediately after the element modified:

- a poem short and beautiful (The writer has chosen this construction for the sake of rhythm.)
- attorney general, court-martial (These terms were expressed this way in French and are accepted as English expressions.)
- a tale so sad that all who heard it cried (Because the adjective sad is itself modified by the clause that follows, its normal position is changed.)

Except in rare constructions, predicate adjectives follow the verbs they complete:

- Jack looked doubtful.
- Barbara seemed angry.
- John felt hopeless.
- Innocent was the Child. (This type of construction is reserved for special stylistic effect.)

5. Insert adjectives in appropriate positions in the following sentences as shown in these examples:

- oldest The brother played the role of father to the five children.
- oldest brother
- happy Many patients in mental hospitals appear despite their troubles.
- appear happy

1. fresh We hoped that trout would satisfy his hunger.

2. rare Books were his sole source of satisfaction.

3. Italian The Metropolitan no longer relies solely on opera.

4. ripe The pear was treat enough for the child.

5. exciting Some novels are so that I cannot put them down.
COMPARISON OF ADJECTIVES

Adjectives have three comparative forms: absolute, comparative, and superlative to indicate greater or lesser degrees of the quality described:

<table>
<thead>
<tr>
<th>Absolute</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweet</td>
<td>sweeter</td>
<td>sweetest</td>
</tr>
<tr>
<td>fine</td>
<td>finer</td>
<td>finest</td>
</tr>
<tr>
<td>intelligent</td>
<td>more intelligent</td>
<td>most intelligent</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>most beautiful</td>
</tr>
</tbody>
</table>

The comparative form of the great majority of adjectives can be achieved in two ways: by adding -er to the absolute or by adding the adverb more. Similarly, the superlative can be achieved in two ways: by adding -est to the absolute or by adding the adverb most. Some adjectives change forms radically to express comparison: good, better, best; bad, worse, worst.

The comparative form is used when discussing two items or individuals, the superlative form when discussing three or more:

Of the two sisters, Jane is the more intelligent.
Of the fifty states, Vermont is the most beautiful.
She is a better student than her brother.
She is the best student I know.

The comparative is used when comparing a single item or individual with a class of items or individuals:

She was a better swimmer than any of the men in her school.
That mountain is taller than any of the mountains in our state.

6. Supply the proper comparative or superlative forms of the adjectives in the following sentences, as shown in these examples:

Dorothy is a (good) cook than her sister. better
Julian is the (good) copywriter in New York City. best

1. Broccoli usually tastes (good) when cooked in oil than in butter.
2. My social security checks will be (small) than yours.
3. The (young) student in the class is not always the most precocious.
4. I found his style (suitable) to fiction than to journalism.
5. Hawaii may have the (broad) ethnic mixture of any state.
6. Richard finds his new assistant (competent) than he expected.
7. A fine painting is worth more than the (good) photograph money can buy.
8. Of all the paintings by Renoir in the Metropolitan Museum of Art, the (good) one is practically ignored by the public.
9. I believe the coastline of California is (long) than that of any other state in the country.
10. I believe California has the (long) coastline in the country.

ADJECTIVE PHRASES

An adjective phrase is a phrase used to modify nouns or pronouns. Adjective phrases are formed by combining a preposition with a noun or pronoun and its modifiers:
The chair in the living room needs to be repaired.  (The phrase in the living room modifies the noun chair. The preposition in has room as its object. Room is modified by the living.)

The one in the rear is my choice. (in the rear modifies the pronoun one.)

The most common prepositions are at, between, by, for, from, in, of, on, through, to, and with.

Adjective phrases must be kept near to the word or words they modify in order to ensure clarity. They usually are placed immediately after the words they modify.

7. In the following sentences, underline the adjective phrases as shown in these examples:

The girl with the flaxen hair is my daughter.
The light at the end of the tunnel is dim.

1. Communication between you and me is no longer good.
2. Assistance for homeless children is a social obligation.
3. Hats are not worn as often as milliners with failing businesses would like.
4. The applicants with the least hope are complaining loudly.
5. Those with substantial interests are happiest about the economy.
6. Gardens between houses are well tended in my town.
7. The best of the Scotch whiskies have never been exported.
8. The view through my window is drab no longer.
9. The telephones lines to Europe are out.
10. He found that the wart on his right thumb was growing rapidly.

ADJECTIVE CLAUSES

An adjective clause is a clause used to modify nouns or pronouns. Like all clauses, adjective clauses usually consist of subject, verb, modifiers, and object if appropriate.

Consider the following sentences:

Every change that is made between now and opening night will cause difficulty for the actors. (The adjective clause that is made between now and opening night modifies the noun change.)

Anyone who insists on getting his due must be persistent. (The adjective clause who insists on getting his due modifies the pronoun anyone.)

Adjective clauses are often introduced by relative pronouns—that, which, who, etc.—as shown in the preceding examples. Many times the relative pronouns are omitted:

The woman I have shared my life with all these years is standing beside me now.

Gardens he has tended have never won horticultural prizes.

Adjective clauses must be kept close to the word or words they modify in order to ensure clarity. They usually are placed immediately after the words they modify.

8. In the following sentences, underline the adjective clauses as shown in these examples:

The evidence they left was enough to incriminate them.

Instructors who wish to teach well must prepare their lectures carefully.
1. They found the photographs that had been missing for many years.
2. These animals, which are indigenous to Africa, will not survive in a cold climate.
3. Engineers, who are skillful in interpreting scientific data, are not usually capable of original research.
4. Children who find their immediate desires blocked may react by throwing temper tantrums.
5. Wines that have been stored properly will retain their bouquet for years.
6. Books I have treasured since childhood no longer please me today.
7. He found a wounded animal that had managed to survive without care.
8. The meal he plans to cook today is too rich for his guests' tastes.
9. The tree she felled with her hatchet is surprisingly large.
10. Anyone who has found himself unable to find a job will sympathize with those who are habitually unemployed.

Restrictive and Nonrestrictive Adjective Clauses

A restrictive adjective clause is one that is essential in defining or limiting a noun or pronoun:

The girl I admire most is one who stands up for her rights. (I admire most identifies girl, limiting the general noun girl to one particular girl.)

A nonrestrictive adjective clause is one that is not essential in defining or limiting a noun or pronoun:

This one, which I have nurtured for many years, is not a particularly attractive shrub. (The pronoun one is modified by which I have nurtured for many years, but the modifier does not identify one in a way that makes one distinctive. The modifier that does make one distinctive is This. The nonrestrictive modifier which I have nurtured for many years gives us useful, but not essential, information.)

Nonrestrictive modifiers are set off by punctuation, while restrictive modifiers are not. Consider the following sentences:

The word processor I bought makes too much noise. (The restrictive modifier I bought is not set off by commas and cannot be omitted from the sentence without changing its meaning in a critical way. I bought is needed to identify the word processor.)

My word processor, which I paid $1,500 for years ago, is still working well. (The modifying clause is nonrestrictive. It can be omitted without changing meaning.)

9. In the following sentences, underscore the adjective clauses, identify them as restrictive or nonrestrictive, and supply any punctuation needed, as shown in these examples:

I gave the money to the one who needed it most. restrictive
Apple trees, which are both beautiful and productive, do not live forever. nonrestrictive

1. The research papers he did in his English courses taught him little...
2. Panamanian ships which were active in the period between the two world wars are still seen today.
3. Curries that have been left unrefrigerated lose their attractive taste rapidly.
4. Pets that have served their masters well are often allowed to die in pain.
5. She smiled a smile that conveyed gratitude but little warmth.
6. The book I rely on most is the dictionary.
7. The African-Americans who have made many important cultural contributions to our country are often reviled by the ignorant.

8. Swiss cheese which has a distinctive texture and appearance is sold throughout the world.

9. More maple syrup is processed in New York State than in Vermont which is the self-proclaimed world leader in maple syrup production.

10. The multinational corporation which is a relatively new phenomenon has become a powerful force in international politics as well as economics.

_That and Which_ with Adjective Clauses

It is customary to use _that_ to introduce restrictive adjective clauses, _which_ to introduce nonrestrictive adjective clauses. When the relative pronoun can be omitted before an adjective clause, the clause is restrictive. Consider the following sentences:

The book _that I bought yesterday_ has been stolen. (The adjective clause _that I bought yesterday_ is restrictive, since it cannot be omitted without making _book_ unidentifiable. As a restrictive clause, it is introduced by _that_. No commas are used to set off the clause. Because the clause is restrictive, the relative pronoun _that_ can be omitted: The book I bought yesterday has been stolen.)

_Cabell's first book, which was one of my favorites, is no longer in print._ (The adjective clause _which was one of my favorites_ is nonrestrictive. For this reason it is introduced by _which_ and is set off by commas. The relative pronoun _which_ cannot be omitted.)

10. Insert _that_ or _which_ in the following sentences and supply needed _punctuation_, as shown in these examples:

_Clothing that we buy with our own money fits well._

_This coat, which I bought in a pawn shop, fits like a stolen ring._

1. The pipe I left behind was one of the best I ever owned.
2. My last dollar I wanted to spend on food was supposed to keep me alive until payday.
3. Two bottles of milk cost about half as much as a pound of meat have more food value as far as I am concerned.
4. Yesterday's newspaper was left on my doorstep belongs to my neighbor.
5. The message the NAACP conveys is not to be ignored.

_Nouns Used as Adjectives_

Nouns often function as adjectives: the _Kennedy years_, the _Nixon White House_, the _Reagan administration_, the _barber shop_, the _tailor shop_, the _toy store_, the _stationery store_, _college life_, _organization man_, _street smarts_.

11. In the following sentences, underline the _nouns_ used as _adjectives_ as shown in these examples:

_Such a woman was once known as a grass widow._

_Give me the bachelor life._
1. The vice president could do with a little book learning.
2. Farmer cheese is no longer made daily in our area.
3. After he left the police force, he became a store detective.
4. Phonograph records are losing out to compact discs in music stores.
5. Progressive furniture manufacturers employ industrial designers.

**Adjectives Used as Nouns**

Just as nouns can be used as adjectives, many adjectives can be used as nouns: the high and mighty. The Best and the Brightest, The Naked and the Dead, The Just and the Unjust, the rich, the poor, the destitute.

12. In the following sentences, underline the *adjectives* used as *nouns*, as shown in these examples:

   The lame and the halt gathered before her.
   He was expert in treating the old as well as the young.

1. The proud will have their day to learn humility.
2. Our country has always been known for its sympathy for the poor.
3. The race is not always to the swift.
4. The indigent are turned away along with the wealthy.
5. Who is there among us who does not respect the learned?

**PARTICIPLES AS ADJECTIVES**

Present and past participles are often used as adjectives: *used* cars, *growing* pains, *worn* tires, *leaning* tower. Like other adjectives, they may themselves be modified by adverbs and prepositional phrases.

Consider the following sentences:

*Watching* carefully, he saw everything the men did.  (The present participle *watching* modifies the pronoun *he* and is itself modified by the adverb *carefully.*)

The ham, *baking* slowly, gave off tantalizing aromas.  (The present participle *baking* modifies the noun *ham* and is itself modified by the adverb *slowly.*)

Marilyn Monroe, *adored* by many, died prematurely.  (The past participle *adored* modifies *Marilyn Monroe* and is itself modified by the prepositional phrase *by many.*)

Participles used as adjectives may also take an object.

*Watching* her carefully, he quickly learned the secret of her tennis stroke.  (The participle *watching* modifies *he* and has as its object *her.* It is also modified, of course, by *carefully.*)

The detective, alertly *pursuing* every clue, finally decided that the butler had not committed the crime.  (The participle *pursuing* modifies *detective* and has as its object *clue.* The participle *pursuing* is modified by the adverb *alertly.*)

13. In the following sentences, underline the *participles* used as *adjectives*, as shown in these examples:

*Running* water is often fit for drinking by animals, but not by human beings.

*Changing* quickly to his official uniform, Superman began to fly after the criminals.
1. Junk bonds, sold as safe investments, soon fell into default in many areas.
2. Undeterred by the teacher’s warnings, the class continued to delay work on the final project.
3. Swimming hard against the current, Alice managed to reach shore.
4. Sprinkled lightly on a salad, rosemary can bring out the flavor of the most common garden lettuce.
5. Policemen, victimized by crime themselves, often harbor fear and hostility toward ordinary citizens.
6. Many of my books, unopened on my library shelves, ought to be given to hospitals or to the Salvation Army.
7. She finally abandoned the project, finding it dull and unrewarding.
8. Harassed and dispirited, Lucy decided to give up the oboe.
9. Gasping for breath, the marathon runners completed the long race.
10. Once achieved, a college education can be regarded with some affection.

**Dangling Participles**

When a participle functions as an adjective, care must be taken to make sure that the reader can easily identify the noun or pronoun the participle modifies. When the reader is made uncertain of what is being modified, the writer’s mistake is referred to as a **dangling participle**.

Consider the following sentences:

**Dangling**

_Cooked rare, I could not chew the steak._ (Obviously _I_ was not _cooked rare_. The _steak_ was. But _rare_ is too close to _I_.)

**Correct**

I could not chew the steak, because it was cooked rare.

**Dangling**

_While watching closely, my handbag was stolen._ (Obviously _my handbag_ was not _watching_ anything. Who was _watching_? _I_ was watching. But _I_ is not in the sentence.)

**Correct**

While _I_ was watching closely, my handbag was stolen.

**Dangling**

_Strolling blissfully down the garden path, I saw a scorpion._ (Who was _strolling_? Assuming that _I_ was, the sentence can be recast one way. Assuming that the scorpion was, the sentence can be recast another way.)

**Correct**

While _I_ was strolling blissfully down the garden path, I saw a scorpion.

While walking today, I saw a scorpion blissfully strolling down the garden path.

Dangling participles are corrected, therefore, by (1) rearranging the sentence to bring the participle closer to the nouns or pronouns being modified, (2) inserting the words to be modified, or (3) rewriting the sentence completely.
14. Where necessary, correct the following sentences as shown in these examples:

While thinking of the approaching examinations, my class came to an abrupt end.

While I was thinking of the approaching examinations, my class came to an abrupt end.

Completely taken by surprise, she offered no resistance to the mugger.

correct

1. Running as hard as possible, my breath was hard to catch.

2. Considering him the least likely candidate in the race, I ignored him completely.

3. After having walked in circles for three hours, the way was lost.

4. Being studious scholars, the library was heavily used.

5. Once cooked, I can enjoy a fine roast.

6. After I have dined, I am quite content to sit dreaming at the opera.

7. Considering everything he has done for the party, his defeat was a complete surprise.

8. Stuck in traffic for hours, a feeling of despair is no surprise.

9. While sitting quietly before a wood fire, the noisy children are a nuisance to young and old.

10. Upon meeting old friends, one's natural response is pleasure.

INFINITIVES AS ADJECTIVES

Infinitives often function as adjectives.

Consider the following sentences:

She has the most to gain of anyone on the staff. (The infinitive to gain modifies most.)

The way to proceed has not been determined. (The infinitive to proceed modifies way.)

Her urge to pray was overwhelming. (The infinitive to pray modifies urge.)

Infinitive phrases—infinitives together with their modifiers and objects or complements—may also function as adjectives:

The general ordered his army into action to defeat the enemy force. (The infinitive phrase to defeat the enemy force modifies action.)

That store has cutlery to carve every type of roast. (The infinitive phrase to carve every type of roast modifies cutlery.)

For Christmas, he was given a device to use in opening clams. (The infinitive phrase to use in opening clams modifies device.)
15. In the following sentences, underscore the *infinitives* and the *infinitive phrases* used as adjectives and identify the *elements* they modify, as shown in these examples:

We all have our own lives to lead. lives
She wanted permission to arrest the offending motorist. permission

1. The full jury reconsidered its vote to acquit.
2. Food to suit the happy occasion was served all day long.
3. Cats have owners to feed them.
4. His work consisted solely of music to dance to.
5. Judy hoped to find a good biography to read.
6. She always had a joke to meet every situation.
7. The proper tool to use for this job is a rubber mallet.
8. The minister gave her parishioners permission to miss Sunday services.
9. Eileen said she had no clothes to wear.
10. The first reporter to cover the story will get a byline.
Adverbs

Adverbs modify verbs, adjectives, and other adverbs.

He walked quickly. (The adverb quickly modifies the verb walked.)

They snored melodically. (The adverb melodically modifies the verb snored.)

They were really unhappy. (The adverb really modifies the adjective unhappy.)

My daughters are completely fearless. (The adverb completely modifies the adjective fearless.)

He plays tennis very well. (The adverb very modifies the adverb well.)

Children are almost always hungry. (The adverb almost modifies always, which is an adverb that modifies the adjective hungry.)

Adverbs also can modify entire clauses:

Perhaps you are wrong, but I will listen further. (The adverb Perhaps modifies the clause you are wrong.)

Surely the train will be on time, but I hope not. (Surely modifies the train will be on time.)

Adverbs also can modify all the rest of a sentence:

Perhaps you are wrong.

Surely the train will be on time.

1. In the following sentences, underscore the adverbs and identify the elements of the sentences they modify as shown in these examples. Note that there can be more than one adverb in a sentence.

   They play their instruments lovingly. play

   Certainly we will come to dinner. we will come to dinner

   I thought she was extremely careful. careful

   She was completely exhausted and thoroughly wet. exhausted, wet

1. She began to weep quietly when she heard the bad news.

2. She was completely honest in her work and in her dealings with everyone.

3. Ideally, the doctor would have completed her examination.

4. A partially closed mouth is usually ineffective against quietly spoken rumors.

5. Although they practice diligently, they never achieve excellence.

6. He sat patiently through the spectacle but finally withdrew.

7. Hugh works quite carefully at his drawing.

8. Subsequently, we discussed the bill with the manager.

9. The district attorney openly rebuked the witness for what was an extremely obvious exaggeration.

10. You can never work too carefully.
RECOGNIZING ADVERBS

Adverbs Ending in -ly

The easiest adverbs to recognize are those that end in -ly. The only pitfall to avoid is confusing -ly adverbs with -ly adjectives. Remember that adjectives modify only nouns and pronouns. Adverbs modify everything else.

The following words are some of the adjectives that end in -ly: comely, costly, early, lively, lovely, surly. See how they are used in these sentences:

A *comely* lass is always admired.

*Costly* jewelry is beyond the reach of most students.

The *early* bird catches the worm.

The fiddler played a *lively* tune.

The *lovely* sunset provided a fitting climax to our day.

The trainer was a *surly* one, all right.

In the first five sentences, the italicized adjectives modify nouns: lass, jewelry, bird, tune, sunset. The last italicized adjective, *surly*, modifies *one*, a pronoun.

Adverbs that end in -ly are formed by adding -ly to an adjective, a present participle, or a past participle.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
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</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>beautifully</td>
</tr>
<tr>
<td>hateful</td>
<td>hatefully</td>
</tr>
<tr>
<td>quick</td>
<td>quickly</td>
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<tr>
<td>sure</td>
<td>surely</td>
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<tr>
<td>Present participle</td>
<td>Adverb</td>
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<tr>
<td>fitting</td>
<td>fittingly</td>
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<tr>
<td>swimming</td>
<td>swimmingly</td>
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<td>terrifying</td>
<td>terrifyingly</td>
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<td>willing</td>
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<td>advised</td>
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<td>affected</td>
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<td>assured</td>
<td>assuredly</td>
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<tr>
<td>deserved</td>
<td>deservedly</td>
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</table>

Note that when an adjective ends in -able or -ible, the adverb is formed by changing the final e to y: peaceable, *peaceably*; horrible, *horribly*; terrible, *terribly*.

Consider the following sentences:

He regarded her *hatefully*.

*Surely* they will reconcile their differences.

Rose will *finally* receive her permanent appointment.

They were *terribly* mangled in the accident.

All the italicized words in these sentences perform adverbial functions. *Surely* modifies the entire sentence it appears in. The others modify the verbs in their sentences. They must not be confused with adjectives.
2. In the following sentences, classify the italicized words ending in -ly as adjectives or adverbs as shown in these examples:

   The lively melody was typical of Schubert.  __adjective__
   A friendly gesture is always welcome.  __adjective__
   He regarded the world _hostilely_. __adverb__
   She closed her program _fittingly_ by singing the national anthem. __adverb__

1. _Disorderly_ conduct is a charge that covers many types of actions.
2. The manager closed his first year _successfully_.
3. They went along _unwillingly_ to school.
4. He was _slightly_ upset by the incident.
5. Most mothers look _lovingly_ at their new infants.
6. A _lovely_ dessert is a fitting end to a good meal.
7. Edith inferred _correctly_ that she was no longer wanted.
8. He looked about him _calmly_ and proclaimed his innocence.
9. To everyone's surprise, the copy editor made a _costly_ error.
10. He will _assuredly_ find fault with my work.
11. The dog will find its way home _eventually_.
12. _Homely_ virtues are disappearing from city life.
13. He added _parenthetically_ that he was pleased with the overall outcome.
14. The decline in output was _considerably_ greater than we would have liked.
15. One could question whether the address was _favorably_ received.

Recognizing Adverbs by Their Functions

Adverbs answer the following questions: _how? how much? when? where? why? true or false?_ We thus can classify adverbs as adverbs of _manner, degree, time, place, cause or purpose, or_ assertion.

Adverbs of _manner_ answer the question _how?_

   He works _carefully_.
   Norma cooks _well._

Adverbs of _degree_ answer the question _how much?_

   You are _inadequately_ prepared for medical school.
   He has _completely_ exhausted his inheritance.

Adverbs of _time_ answer the question _when?_

   They arrive _late_.
   She has not played tennis _recently_.

Adverbs of _place_ answer the question _where?_

   He walked _downstairs_.
   They went _south_ for the winter.

Adverbs of _cause or purpose_ answer the question _why?_

   I will _therefore_ quit the team.
   She will _consequently_ be dismissed.
Adverbs of assertion answer the question true or false?

She will surely be hired for the job.
She is not acceptable in my home.

3. In the following sentences, underline all adverbs and identify their functions, as shown in these examples:

I cannot forgive you completely. degree
Lately I have had many colds. time
She certainly is our best speaker. assertion

1. Teachers sometimes make bad mistakes.
2. I may possibly join the two of you.
3. He almost lost his way.
4. He fell awkwardly to the kitchen floor.
5. Men never make passes at girls who wear glasses.
6. He lived carefully.
7. Finally our train arrived.
8. Have you ever gone there?
9. He has been paid less than I.
10. The bus leaves soon.
11. Yes, I will go to sleep.
12. You will undoubtedly be reprimanded.
13. I am guardedly optimistic.
15. Go west, young man.

DISTINGUISHING ADVERBS FROM ADJECTIVES

Many words in English function both as adjectives and adverbs. The surest way to tell whether a particular word is an adjective or an adverb in a given sentence is to determine what its function is in the sentence. For this you must go back to the fundamental distinction between an adjective and an adverb: adjectives modify nouns and pronouns; adverbs modify everything else.

The following list supplies some of the words that are used both as adjectives and adverbs:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
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<tbody>
<tr>
<td>bad</td>
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<td>better</td>
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<td>worse</td>
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</table>
Many of these words also have forms ending in -ly: *badly, brightly, cheaply, deeply*, etc. The -ly forms are preferred in formal English by some grammarians and, in many instances, are used exclusively in certain idiomatic constructions.

Consider the following sentences:

- The arrow fell *close* to the mark.
- Observe him *closely*.
- She practices *hard* all day.
- She could *hardly* bend her fingers.

In both pairs of sentences, the modifiers *close, closely, hard,* and *hardly* perform adverbial functions. *Close* modifies the verb *fell*. *Closely* modifies the verb *observe*. *Hard* modifies the verb *practices*. *Hardly* modifies the verb *bend*. Thus, they are all adverbs.

By contrast, *close* and *hard* are used as adjectives in the following sentences:

- *Close* work strains my eyes.
- *Hard* times are upon us.

*Close* modifies the noun *work*. *Hard* modifies the noun *times*. Thus, they both are adjectives here. Of course, *closely* and *hardly* are never used as adjectives.

4. In the following sentences, identify the italicized modifiers as *adjectives* or *adverbs* as shown in these examples:

- She was a *bad* writer. _adjective_
- He will **doubtless** be fired. _adverb_

1. Drive *slow* if you want to enjoy your vacation trip. __________
2. He was *much* better than I was. __________
3. *Even* a small amount of that chemical will hurt you. __________
4. He was an *even-tempered* man. __________
5. We went to see her *late* in the afternoon. __________
6. She was *fair* and well groomed. __________
7. You can easily learn to swim *well*. __________
8. Are you sure you are *well*? __________
9. Are there *enough* knives and forks for dinner? __________
10. He slept *enough* for two. __________
11. I hope you have *better* luck next time. __________
12. I was *better* rested that afternoon. __________
13. He was a *smooth* talker. __________
14. The table top was as *smooth* as I could make it. __________
15. Try *harder* and you will succeed. __________

**COMPARISON OF ADVERBS**

Like adjectives, adverbs have three comparative forms—*absolute, comparative,* and *superlative*—to indicate greater or lesser degrees of the characteristics described.
Adverbs that are identical with adjectives form their comparatives and superlatives in the same manner: *bad, worse, worst; well, better, best;* etc. Even when the absolute form of an adverb ends in *-ly*, the comparative and superlative are identical with the corresponding forms of the adjective: *badly, worse, worst.*

Adverbs also add *-er* and *-est* to the absolute to make their comparatives and superlatives: *deep, deeper, deepest; deeply, deeper, deepest.*

Adverbs also employ *more* and *most* before the absolute form to express the comparative and superlative degrees: *timidly, more timidly, most timidly; happily, more happily, most happily.* *More* and *most* are commonly used with adverbs containing more than one syllable.

The dictionary is the ultimate authority for the comparison of adverbs. When in doubt, consult a dictionary.

5. In the following sentences, supply the proper *comparative* or *superlative* form of the adverb enclosed in parentheses as shown in these examples:

Of all the boys, Corky stayed under water (*long*). *longest*
She felt the loss (*keenly*) than her sister, because she was closer to the child. *more keenly*

1. Jon slept (*comfortably*) than she, because he had by far the softer bed.
2. The nights in the tropics affected him (*deep*) than the nights in Vermont.
3. She certainly treated her sisters (*lovingly*) than they treated her.
4. Rembrandt painted (*vividly*) than Delacroix.
5. Of all the Impressionists, Renoir painted (*colorfully*).
6. Dorothy took (*long*) to dress than she expected.
7. That dog eats (*hungrily*) than any dog I ever have seen.
8. The women’s sixty-yard dash was the (*hotly*) contested race of the entire afternoon.
9. The school bus is the (*heavily*) overloaded of all the buses on this route.
10. Some say the role is so passionately portrayed that the play will be the (*heavily*) patronized offering of the season.

**Nouns and Phrases Used as Adverbs**

Nouns and phrases are often used as adverbs, particularly to indicate time and degree.

*She stayed home evenings.* (The verb *stayed* is modified by the noun *evenings.*)
*I would like to practice mornings.* (The infinitive *to practice* is modified by the noun *mornings.*)
*They jogged a mile.* (The verb *jogged* is modified by the noun phrase *a mile.*)
*He swam two hundred meters*, which was more than any other swimmer could manage. (The verb *swam* is modified by the noun phrase *two hundred meters.*)
*He swam two hundred meters farther than any other swimmer.* (The adverb *farther* is modified by the noun phrase *two hundred meters.*)
*The suit is not worth one hundred dollars.* (The adjective *worth* is modified by the noun phrase *one hundred dollars.*)
*She always worked in the morning.* (The verb *worked* is modified by the prepositional phrase *in the morning.*
6. In the following sentences, underline the nouns and phrases used as adverbs as shown in the following examples:

   Have you ever seen France the French way?
   He decided to go to the beach.

1. All the children had been warned not to walk beyond the last house.
2. Coleridge wrote mornings.
3. Coleridge wrote in the morning.
4. In the cool evenings, they walked before dinner.
5. Vermeer painted in the Flemish manner.
6. They paid three dollars at the counter.
7. Sundays they always watched football on television.
8. They waited ten minutes and then attacked the enemy.
9. That house costs fifty thousand dollars.
10. She weighed twenty pounds more than her sister.

ADVERBIAL CLAUSES

Adverbial clauses modify verbs, adverbs, and adjectives, but they most often modify other clauses.

Adverbial clauses are best classified according to the type of modification they provide: cause, comparison, concession, condition, manner, place, purpose, result, and time.

Cause—introduced by as, because, since:

   As there was no other way to accomplish her purpose, she finally reached a decision. (The adverbial clause answers the question why? It modifies the entire main clause.)
   We went home because there was nothing else to do. (The adverbial clause answers the question why? It modifies the entire main clause.)

Comparison—introduced by as and than:

   Nuclear energy is as expensive as fossil energy. (The verb is is understood in the adverbial clause as fossil energy [is]. The adverbial clause modifies the adjective expensive.)
   That car costs more than I had expected to pay. (The adverbial clause modifies the adverb more.)

Concession—introduced by although, even if, even though, though:

   Although I am poor, I am quite content. (The adverbial clause modifies the entire main clause.)
   I shall attend the concert even though I can ill afford it. (The adverbial clause modifies the entire main clause.)

Condition—introduced by if, on condition that, provided that, unless:

   I shall be glad to conclude this agreement if you are willing to make a small concession on some of the terms. (The adverbial clause modifies the entire main clause.)
   They offered to go on condition that we supply the food and drink. (The adverbial clause modifies the entire main clause.)
   Had she given her consent earlier, we would have complied as well. (The adverbial clause modifies the verb would have complied. The subject and verb in the adverbial clause are inverted—had she instead of she had.)
Manner—introduced by as, as if, as though:

Many corporate officers act as they are instructed to act. (The adverbial clause modifies the verb act in the main clause.)

He runs as if the devil were after him. (The adverbial clause modifies the verb runs.)

Place—introduced by where, wherever:

Where the bee sucks, there suck I. (The adverbial clause modifies the adverb there.)

I meet him wherever I go. (The adverbial clause modifies the entire main clause.)

Purpose—introduced by in order that, so, that:

We prepared dinner early in order that the team would not be held up. (The adverbial clause modifies the entire main clause.)

We sent him to college so he could earn a good living and lead a full life. (The adverbial clause modifies the main clause.)

Result—introduced by so, that:

The electricity was turned off, so we shivered all night. (The adverbial clause modifies the entire main clause.)

She delayed so many years that he grew tired of waiting. (The adverbial clause modifies the entire main clause.)

Time—introduced by after, as, before, since, when, while, until:

After dinner was finished, she picked up her hat and left. (The adverbial clause modifies the verbs picked and left.)

As I was walking downtown, I met Harriet and Clara. (The adverbial clause modifies the verb met.)

7. In the following sentences, underscore the adverbial clauses and indicate their functions and what they modify, as shown in these examples:

She received preferential treatment though her grades were poor.

concession—modifies main clause

We have been attending classes since the term began.

time—modifies verb have been attending

1. The air was so fetid that I could not remain in the room.

2. Had I paid adequate attention in class, I might have done better on the final examination.

3. As always, Ethel behaved as if she did not care at all about my feelings.

4. Faulkner is still considered a more profound novelist than most of his contemporaries.

5. Cindy was allowed to stay out late provided that she signed the register upon leaving.
6. You will find a gas station wherever you look in New Jersey.

7. I had to register for the draft because I had reached the age of eighteen.

8. The rebel would not submit even though the committee questioned him all night.

9. Before you gather up your books, be certain your notes are complete.

10. Since a quorum is not present, no votes may be taken.

11. Although he tried every trick he knew, he could not manage to put the side out.

12. If no one shows up for the picnic, I will eat all the food myself.

13. I lost the heel of my right shoe as I was crossing the street.

14. I never again had as good a record as I had in my first term.

15. Had I remembered what the instructor told me, I would have finished the examination with plenty of time to spare.

16. Under the stressful conditions of a dog show, puppies do not behave as their masters have taught them.

17. Because there was nothing left to do but capitulate, the troops laid down their arms.

18. I am permitted to leave my station whenever I can find a replacement.

19. Open admissions is a splendid policy if the college maintains its academic standards.

20. I have been in this room only once since it was dedicated.

21. She pleaded silently as if she had too much to tell me.

22. Since there are only four of us, why not play bridge instead of poker?

23. Although nothing appeared to be wrong with the car, it would not start.


25. While I was eating my lunch, a friend walked in.
CONJUNCTIVE ADVERBS

Conjunctive adverbs are adverbs used as conjunctions. (Conjunctions are treated in Chapter 7.) They join elements of a sentence and affect meaning in a way that conjunctions cannot:

The committee had formally rejected his application; however, he decided to exercise his right of appeal. (While however joins two independent clauses, it indicates a relationship between the clauses that is not indicated by the most commonly used conjunctions: and, or, but, etc. The word however is a conjunctive adverb.)

She relinquished her position as chairman of the group; moreover, she severed all connection with the party that sponsored the group. (Again, moreover, a conjunctive adverb, joins two independent clauses, but indicates a special relationship between the two clauses.)

This use of conjunctive adverbs between independent clauses requires a semicolon before the conjunctive adverb and a comma after it as shown in the two examples above.

When conjunctive adverbs are placed within a clause, commas are used to set them off:

She will, therefore, establish her identity before the interrogation begins. (This use of a conjunctive adverb suggests that something has been said in the preceding sentence that justifies the use of therefore. For example, the preceding sentence may have been: The rules of interrogation are quite rigorous in demanding that the witness be identified fully. She will, therefore, establish etc.)

When used at the beginning of a sentence, a conjunctive adverb is set off by a comma:

The rules of interrogation are quite rigorous in demanding that the witness be identified fully. Therefore, she will establish her identity before the interrogation begins.

The most common conjunctive adverbs are: accordingly, also, anyhow, besides, consequently, furthermore, hence, henceforth, however, indeed, instead, likewise, moreover, meanwhile, namely, nevertheless, otherwise, still, therefore, and thus.

8. Punctuate the following sentences as shown in these examples:

The United States celebrated its bicentennial in 1976; meanwhile, many cities and towns celebrated their tricentennials.

The experience gained in that war should have proved conclusively that colonial wars always end in disaster; many nations, nevertheless, pursue policies that lead to war far from their shores.

1. I insist on going to the movies I insist moreover that you go with me.

2. The organization treasury is completely empty it will nevertheless continue to attempt to raise funds so that it can honor its debts.

3. The final date for submittal of proposals has not yet passed we will therefore receive all properly executed offers until that date arrives.

4. Complete agreement between the two contestants is not likely however we can always hope that both parties will somehow see that their interests lie in mutual trust.

5. The patient shows no signs of recovering despite all the medical treatment he has been given thus there is nothing to do but hope that careful nursing and the processes of nature will see him through.
INTENSIFIERS

Certain adverbs, such as certainly, extremely, highly, least, much, quite, somewhat, such, too, tremendously, and very, are used to emphasize the meaning of an adjective or adverb. They are classified as intensifiers. Intensifiers may do little to enrich adjectives and adverbs that are already meaningful.

Consider the following sentences:

She is a very pretty girl. (Does very add much to pretty?)

I am not too interested in his remarks. (Why not say I am not interested or I am uninterested?)

Yet, intensifiers sometimes convey important meaning:

I am too fat to get into my clothes.

He is too big for his britches.

The message is clear: use intensifiers when they add to meaning; omit them when they do not.

9. Underscore the intensifiers in the following sentences and indicate whether they should be kept or deleted, as shown in these examples:

I had such trouble finding my way. delete

He is the least likely candidate for that office. keep

1. She is an extremely capable student.

2. He found himself in much the same poverty he had known before entering graduate school.

3. This color scheme is too violent.

4. I am somewhat embarrassed by all the attention I have been getting.

5. The crowd was tremendously fascinated by the fine addresses delivered that day.

6. I am extremely eager to continue until the year 2000.

7. This car is quite new in design, but it still makes bad mileage.

8. I am very sorry the former president died.

9. I was quite disappointed in my grades.

10. You are too beautiful for words.

INFINITIVES AS ADVERBS

Infinitives and infinitive phrases function as adverbs in many sentences:

Edward knows French well enough to pass as a Frenchman. (The infinitive phrase to pass as a Frenchman modifies the adverb enough.)

The Senator returned to Maine to seek her reelection. (The infinitive phrase to seek her reelection modifies the verb returned.)

He works to survive and reads to live. (The infinitive to survive modifies the verb works. The infinitive to live modifies reads.)

10. In the following sentences, underscore the infinitives and infinitive phrases used as adverbs, and identify the elements they modify as shown in these examples:
The Japanese diplomat felt confident enough to return home. Enough
They sold to realize a profit. Sold

1. Jerry tends to become violent when he is frustrated.
2. She seems to cover a lot of territory.
3. Resolutions were introduced to repeal the abortion laws.
4. He bats left-handed to utilize his great speed.
5. She didn’t dare mock anyone; she was too gentle a person.
6. They intend to travel to China this summer.
7. Dogs are inclined to drink a great deal of water.
8. The landlord tried to evict his tenant.
9. Librarians are eager to stock their shelves with worthwhile books.
10. Most children love to travel on their own.
Chapter 7

Prepositions and Conjunctions

PREPOSITIONS

A preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element.

A prepositional phrase consists of a preposition, its object, and any modifiers of the object. In the prepositional phrase by the greatest German musician, the preposition is by, the object is musician, and the modifiers of the object are the greatest German.

Prepositional phrases are used to modify verbs, nouns, pronouns, and adjectives:

Relating to Verbs

She found the baby in her room. (Where did she find the baby? In her room.)
They stored their files on the table. (Where did they store their files? On the table.)

Relating to Nouns and Pronouns

She felt the hatred of the entire family. (Whose hatred? The hatred of the entire family.)
I want something by that author. (What do I want by that author? Something.)

Relating to Adjectives

She was young in heart. (In what sense young? Young in heart.)
The book was considered profane in intent. (In what sense profane? Profane in intent.)

The nine most commonly used prepositions are: at, by, for, from, in, of, on, to, and with. There are many more, and you will shortly be given a list of other frequently used prepositions.

1. In the following sentences, underscore all prepositional phrases as shown in these examples:

   We have worked hard all week for our cause.
   We went to the store yesterday at noon.

   1. She was treated for hepatitis by the doctor.
   2. I’m just a little girl from Little Rock.
   3. She often goes to the theater with her father.
   4. The Gardners will be at the seashore this summer.
   5. I hope you reach the airport in time for the late flight.
   6. On two occasions, you have forgotten your appointment with the dentist.
   7. For all we know, life will never be the same.
   8. The trees are alive with color in the autumn.
   9. There are three people in the house who will stay for lunch.
   10. This money will be reserved for charitable purposes.

2. In the following sentences, identify the prepositions and the objects of prepositions as shown in these examples:
The surgeon operated for appendicitis.
They went to the planetarium in time for the afternoon showing.

1. These are the precursors of a business recession.
2. Your enthusiasm for hard work is not the greatest.
3. Some of my friends will not be at the next reunion.
4. The postal service has not delivered the mail for which I have been waiting.
5. She went once again to the stadium in dread of a boring afternoon.
6. A symphony by Beethoven is always a fresh experience.
7. She went from the nursery to the emergency care room.
8. Daffodils tell us of the arrival of spring, but say nothing of how cold spring can be.
9. Literature was one of her favorite studies, yet she was also fond of the sciences.
10. We shall be leaving for Scotland in a few months.

3. In the following sentences underscore the prepositional phrases and identify the verbs, nouns, pronouns, or adjectives modified, as shown in these examples:

His respect for his elders was apparent.  respect (noun)
Few of the later poems show any special qualities.  Few (pronoun)

1. During the raid three guards were wounded.
2. They lost their purses in the bus station.
3. I removed my hat before the flag passed by the reviewing stand.
4. By the end of the performance, no one was left in the audience.
5. Close to our school is a new housing development.
6. He was rewarded for his courtesy by the old woman.
7. He took great delight in his coin collection.
8. Is this the most direct way to the station?
9. Elementary decency is never recognized by some people.
10. She selected her European itinerary with great care.

Commonly Used Prepositions

The following list identifies those prepositions most commonly encountered; it is by no means complete. Among the words listed here are the nine prepositions that were given previously. In addition to the single words that constitute most of the entries in this list, there are some phrases that function as prepositions: in back of, in addition to, etc.

With each entry in the list, two phrases are supplied to illustrate use of the prepositions.

*aboard*  aboard the ship, aboard the airplane
*about*  about town, about people
*above*  above all, above my head
*according to*  according to the newspapers, according to custom
*across*  across the way, across our front yard
*after*  after a while, after meals
against against public opinion, against the wall
ahead of ahead of the crowd, ahead of his time
along along the street, along the route
alongside alongside the caravan, alongside the prison
amid amid our preparations, amid our activity
amidst amidst all my activity, amidst the local people
among among other things, among the crowd
apart from apart from my own feelings, apart from the expense involved
apropos apropos your lecture, apropos the opinion you gave
around around the corner, around her waist
as far as as far as Washington, as far as the train depot
aside from aside from his published writings, aside from my own thoughts
as to as to the point you raised, as to the performance itself
at at no point, at the final moment
back of back of the speech, back of the objection
because of because of his poverty, because of our great apathy
before before dinner, before leaving
behind behind his smile, behind closed doors
behind in behind in the rent, behind in his payments
below below the roof, below the living room
beneath beneath my standards, beneath respect
beside beside a garden wall, beside herself
besides besides the dean himself, besides the immediate family
between between you and me, between July and September
beyond beyond my ken, beyond the mountains
but but me, but a handful of people
by by the same writer, by tomorrow
concerning concerning taste, concerning her obstinacy
contrary to contrary to my advice, contrary to the Constitution
despite despite all our best efforts, despite his lateness
down down the stairs, down the street
due to due to lack of sleep, due to habitual absences
during during his tenure, during the Reagan years
except except me, except my brother
for for your own safety, for the sake of God
from from nowhere, from the western sky
in in back, in expectation
in addition to in addition to her efforts, in addition to AIDS
in back of in back of the house, in back of her mind
in front of in front of it, in front of the store
in lieu of in lieu of loving care, in lieu of a full-time chairman
in light of in light of her accomplishments, in light of the child’s age
in place of in place of the flowers, in place of the current exhibit
in regard to in regard to your letter, in regard to her request
inside inside his head, inside the vault
in spite of in spite of his mother’s request, in spite of his good intentions
instead of instead of the marines, instead of going home
into into a deep depression, into the French quarter
in view of in view of her prejudices, in view of your demands
like like a bee, like an angel
near near the old house, near despair
of of pioneer stock, of great reputation
off  off the roof, off his outstanding debt
on  on my account, on occasion
on account of  on account of the delay, on account of the inconvenience
on board  on board the ocean liner, on board the Orient Express
onto  onto the platform, onto her shoulders
out  out the door, out the window
out of  out of mind and out of sight, out of the hall
over  over your head, over the party
owing to  owing to your anxiety, owing to his eagerness
past  past the school yard, past my comprehension
per  per second, per minute
round  round the barnyard, round my head
since  since her death, since the turn of the century
through  through my thoughts, through the gate
throughout  throughout her life, throughout the night
till  till death, till today
to  to no purpose, to New York
toward  toward better understanding, toward late afternoon
towards  towards New York, towards the north
under  under two flags, under suspicion
until  until morning, until death
unto  unto each other, unto ourselves
up  up the staircase, up the wall
upon  upon well-founded suspicions, upon further thought
up to  up to now, up to the limit of his ability
via  via the Alcan Highway, via Route 66
with  with care, with no friends
within  within his hearing, within the time
without  without arms, without assistance

4. In the following sentences, underline the prepositional phrases as shown in these examples:
   
   He was found smoking behind the barn.
   The VCR I wanted was out of stock.

1. Inside his private mind, he found her behavior utterly incomprehensible.
2. He turned the problem into a major exercise.
3. The Cadillac swerved past the guardrail and onto the lawn.
4. Italian vintners are known for their delicious white and red wines.
5. Across town there is a little restaurant that serves food like that of France.
6. Your request will be granted if it is within reason.
7. Because of his lateness in paying, electrical service has been terminated.
8. Out of the pitch black night came a creature of threatening appearance.
9. Margaret lived near the city center, but she played no part in it.
10. They swept past the maître d'hôtel and demanded to be seated near the orchestra.
11. The actress fell off the stage and broke both her legs.
12. Since her husband's death, Paula had had no life of her own.
13. I shall go instead of you.
14. In spite of everything you say, I am sure you had a good time.
15. He went straight toward the pit, despite my repeated warnings.
Object of Preposition

The object of the preposition is always in the objective case.

He gave the book to me. (The object of the preposition to is the pronoun me, which is in the objective case.)

Whom did you give the book to? (Whom is the object of the preposition to and is in the objective case.)

5. In the following sentences, supply the proper forms of the pronouns as shown in these examples:

I found the child with (he). him
If you won't do this for (she), (who) will you do it for? her, whom

1. Do you think anyone but (she) can do it? __________
2. I will not go to see you if you have her with (you). __________
3. Shirley told him she would give the present to (we). __________
4. The committee decided to award the plaque to (whoever) we chose. __________
5. I will go with (she) when she calls upon (they). __________
6. If you lack confidence in (they), why don't you tell me? __________
7. Ruskin had admiration for (he) as a painter. __________
8. William addressed his letter to (she) because he knew no one else. __________
9. (Who) are you referring to? __________
10. The letter you sent has been forwarded to (I) at the address I gave to (she). __________

Differentiating Prepositions from Other Parts of Speech

Many prepositions, such as after, but, for, and since, are also used as adverbs, adjectives, or conjunctions. The way to differentiate the various uses of these words is to examine the roles they play in a sentence.

Consider the following sentences:

The ducks were in a row, one after another. (preposition)
Do not follow after him. (preposition)
Have you inquired after her? (preposition)
After dinner we were treated to cups of superb coffee. (preposition)
She was named after her aunt. (preposition)
Jill came after. (adverb)
They lived happily ever after. (adverb)
Do you believe there is an afterlife? (adjective)
The after years often are terrible. (adjective)
After I find the place I want, I shall buy it and settle down. (conjunction)

In the above examples, after, when used as an adverb or an adjective, directly modifies a word or words: came after, lived after, after life, after years. In the sentence in which after is used as a conjunction, it is followed by a clause: After I find the place I want. When used as a preposition, after introduces a prepositional phrase: after another, after him, after her, after dinner, after her aunt.
6. In the following sentences, underline the prepositions, if any, as shown in these examples:

This has been the warmest winter since 1940.
She has since left this part of the country.
After her departure I have not been the same.

1. She will not be eligible, for she has not lived here long enough.
2. She will compete for the prize, since it represents her fondest dream.
3. No one but her can even be considered.
4. Shirley began to shout for joy, but soon stopped because of her sore throat.
5. They have an eye for beauty, but everything they try to paint pleases no one with any taste.
6. They followed closely after, but no matter how hard they tried, the thief got away.
7. I have not seen anything of him since.
8. After the ball was over, many a heart was broken.
9. He followed after her dutifully, wishing nothing else but her happiness.
10. For all we know, we may never meet again.

Prepositional Phrases as Modifiers

Prepositional phrases function as adverbs or adjectives. Consider the following sentences:

We decided at the last minute.  (adverb modifying decided)
They come from Puerto Rico.  (adverb modifying come)
Some government officials speak with caution.  (adverb modifying speak)
The family vacationed in Saratoga Springs.  (adverb modifying vacationed)
People of quality do not gossip all the time.  (adjective modifying People)
The people in mourning wore black clothing.  (adjective modifying people)
The hero as anti-hero characterizes American detective fiction.  (adjective modifying hero)
Training in martial arts is becoming popular again.  (adjective modifying Training)

7. In the following sentences, identify the italicized prepositional phrases as adverbs or adjectives as shown in these examples:

She was recognized as a leader.  ____________ adverb ____________
The picture in the window was stunning.  ________________ adjective
We dined in an elegant restaurant.  ____________ adverb ____________

1. On Thursdays I dine alone in a neighborhood restaurant, hoping to have complete privacy.

2. A house in a neighborhood that is well maintained can only appreciate in value.

3. He behaved in a manner that can charitably be described as poor taste.

4. Her attitude toward the excellent job offer staggered those of us who, like her, were unemployed.

5. The sailor in dress uniform sauntered into the cafe and ordered a glass of milk.
6. The traditional attitude towards graduate studies has shifted somewhat in light of the recession.

7. The trees behind our house need professional care for survival.

8. Can you manage to inspect and repair plumbing in a single visit?

9. Little in this world can be accomplished without hard work.

10. The only flaw in his solution is that he has completely overlooked the best of clues.

8. In the following sentences, underscore all prepositional phrases, if any, as shown in these examples:

   When my clothes need laundering, I take them to the automatic laundry for quick and inexpensive washing, but I usually cannot afford to use the dryers, so I put my washed clothes on a line. Besides hoping, there was little I could do, since nothing was left of the money.

1. Of all the members, she is the first I would accuse of doing such mischief.

2. The cottage stood on a little hill behind the wall, waiting for someone to come along and buy it.

3. Paper is wasted by typists who believe that they must finish their work at any cost.

4. A pipe filled with good tobacco can help a lonely man.

5. Near the farm stood three unused kilns once devoted to the making of lime.

6. A maple tree will give sweet sap if the nights are cold and the days are warm.

7. She stood by the firehouse, wondering whether the alarm would ring during her lunch hour so she could see how quickly the firemen would respond.

8. In the afternoons, he would walk about the city, looking for some diversion that would cheer him in his misery.

9. The apartment was filled with smoke after the firemen stopped playing their water on the upper floors.

10. Once he had completed his essay, he left the library and walked home.

11. The trees were in full leaf and looked as though they were happy that spring had come.

12. I had to spend most of my time on chores that left little evidence of completion once they were done.

13. Children, as we all know, often find amusement in tormenting other children.

14. For days on end, the pair worked to repair the damage to the sidewalk.

15. In the afternoons, she found that the sunlight was too strong for her eyes, which were more accustomed to the half light of the nursing home where she worked.

CONJUNCTIONS

Conjunctions join words, phrases, or clauses. They are classified as coordinating or subordinating. Subordinating conjunctions join only clauses. Coordinating conjunctions join words, phrases, and clauses:

   He and I, She or I (coordinating conjunctions joining words)

   The chair in the living room and the one in the den; the red car or the blue car (coordinating conjunctions joining phrases)

   She has been nominated, but I hope she withdraws. (coordinating conjunction joining clauses)

   There still is time to get to the game, for we have fifteen minutes. (coordinating conjunction joining clauses)
The most common coordinating conjunctions are and, but, for, nor, or, so, and yet. (So and yet sometimes act as subordinating conjunctions.)

Other conjunctions classified as coordinating are the so-called correlatives, which occur in pairs: either...or, neither...nor, not only...but, not only...but also, and both...and:

Either you leave at once or I shall call the police.
Neither Jane nor Alice deserves to be fired.
Not only has the nation suffered domestically, but our reputation abroad is poor.
Not only does she write novels, but she also writes poetry.
Both coffee and tea were drunk to excess.

As can be seen, coordinating conjunctions are used to connect sentence elements having equivalent value.

Subordinating conjunctions connect sentence elements—clauses—of less than equal value. The most common subordinating conjunctions are after, although, as, as if, as long as, because, before, how, if, in order that, since, so, so that, though, till, unless, until, when, where, wherever, while, why, and yet. The relative pronouns that, what, which, and who also act as subordinating conjunctions.

The following sentences show some uses of subordinating conjunctions:

I will take care of her after the doctor has gone.
I cannot take all the blame, although I will accept partial responsibility.
They arrived in our town before the others did.
We have been studying Latin since we entered second grade.
There comes a time when all bills must be paid.
Richard sat in the library while Jon was out on the playing field.

9. In the following sentences underscore the conjunctions and indicate whether they are coordinating or subordinating as shown in these examples:

Helen worked as an engineer and designer, while her husband continued his graduate studies.

coordinating, subordinating

He enjoyed working on the farm, but his wife objected to the strenuous and lonely life.

coordinating, coordinating

1. Not only have we wasted our health, but we have lost the will to live.

2. I did all this so that you might have a better life.

3. Since you left home, nothing has been the same except for the condition of your room and the cost of feeding the family.

4. Until you find that you have work to do and responsibility to maintain, you cannot say you have reached adult status.

5. Either the dog or the cat will have to make peace with the world, because life is much too hectic with both of them forever fighting.
6. When you decide to complete the project, please let me know so I can arrange to have you paid.

7. The chair you gave me has no springs or cover, yet it has a charm all its own.

8. Henry or Deirdre will have to be present when we select a delegate to the national convention.

9. So there will be no misunderstanding, let me explain that we all must work together and choose our words carefully as we address one another.

10. Wherever the job takes us, we must be prepared to go, without complaining or claiming we were kept in the dark.
Answers

Chapter 1

1. 1. Verb receive, Subject, Playwrights, authors, Direct object acclaim, Complement none
   2. Verb contain, Subject Libraries, Direct object wisdom, Complement none
   3. Verb are, Subject Accountants, Direct object none, Complement busiest
   4. Verb has, Subject Buenos Aires, Direct object house, Complement none
   5. Verb is, Subject Religion, Direct object none, Complement course
   6. Verb were, Subject Eli, Samuel, Direct object none, Complement prophets
   7. Verb have produced, Subject Wars, Direct object death, destruction, Complement none
   8. Verb called, Subject Jane, Direct object brothers, sisters, Complement none
   9. Verb served, Subject waiter, Direct object seltzer, Complement none
   10. Verb was ransacked, Subject house, Direct object none, Complement none
   11. Verb were ransacking, Subject Burglars, Direct object house, Complement none
   12. Verb studied, Subject Emma, Direct object Italian, Complement none
   13. Verb felt, Subject She, Direct object lining, Complement none
   14. Verb felt, Subject She, Direct object none, Complement well
   15. Verb called, Subject defendants, Direct object lawyer, Complement none
   16. Verb ensures, Subject mind, Direct object success, Complement none
   17. Verb have revolutionized, Subject Transistors, Direct object industry, Complement none
   18. Verb is, Subject bibliography, Direct object none, Complement list
   19. Verb have, Subject teenagers, Direct object accounts, Complement none
   20. Verb wear, Subject Professionals, Direct object hats, Complement none
   21. Verb suited, Subject shirt, tie, Direct object him, Complement none
   22. Verb are respected, Subject Matadors, Direct object none, Complement none
   23. Verb are air conditioned, Subject homes, Direct object none, Complement none
   24. Verb cleans, cools, Subject Air conditioning, Direct object buildings, Complement none
   25. Verb wrote, Subject Conrad, Direct object none, Complement none


3. 1. outdoor, enthusiastic; 2. patient, joyfully; 3. tired, very, late; 4. tasty, spaghetti; 5. regularly, serviced, safer; 6. large, carefully; 7. grocery, early, late; 8. always, clean, neatly; 9. never; 10. blond, almost; 11. tonight; 12. weekly, only, local; 13. Late, night, old; 14. quickly, broken; 15. White, roast; 16. Herman’s, good, dance; 17. Bertha’s, blue; 18. never, before; 19. tall, gently, frightened; 20. Please, two, cold; 21. red, slowly; 22. stormy, high; 23. Happy, hard; 24. Robert’s black, new; 25. million, annually

4. 1. that the champion wore, on the tennis court, with green piping; 2. with blond hair, down the stairs; 3. at night, without a coat; 4. of the visiting team, around right end; 5. in which we live; 6. that is double parked, in the entire street; 7. wearing the brown suit, on his desk; 8. across the sidewalk; 9. of all ages; 10. on the corner, from many cities; 11. of unemployed men, outside the office door; 12. in the red dress, down the street; 13. of morning, through the window; 14. we had yesterday, on many streets, all over the city; 15. of red flowers; 16. of black birds, under that bridge; 17. from our class; 18. with brown eyes, across the room, with her left hand; 19. of our bus, to all the passengers; 20. at our house, on Saturday; 21. who spoke only English, with many customers; 22. who hit to left field, before the ball was thrown in; 23. that is well trained, well-trained; 24. in our parish, who comes to him; 25. who knows what she is doing, with great caution
5. 1. Verb wrote, Subject Susan, Direct object letter, Complement none, Indirect object mother, Modifiers hastily, angrily, her
2. Verb is, Subject Beethoven, Direct object none, Complement composer, Indirect object none, Modifiers greatest of all time
3. Verb met, Subject I, Direct object friend, Complement none, Indirect object none, Modifiers While I was waiting for Jon, another old
4. Verb is, Subject Michelle, Direct object none, Complement student, Indirect object none, Modifiers best in the senior class
5. Verb gave, Subject Mayor Dinkins, Direct object speech, Complement none, Indirect object none, Modifiers important over the radio
6. Verb gave, Subject Albert, Direct object present, Complement none, Indirect object Maria, Modifiers very, expensive
7. Verb rose, Subject man, Direct object none, Complement none, Indirect object none, Modifiers old from his comfortable chair
8. Verb are, Subject critics, Direct object none, Complement authors, Indirect object none, Modifiers Literary, often, frustrated
9. Verb identified, Subject ornithologist, Direct object birds, Complement none, Indirect object none, Modifiers many, rare
10. Verb has written, Subject Margaret Drabble, Direct object novels, Complement none, Indirect object none, Modifiers many on modern English life
11. Verb gave, Subject Working, Direct object headaches, Complement none, Indirect object Gary, Modifiers hard, bad
12. Verb experience, Subject nations, Direct object difficulties, Complement none, Indirect object none, Modifiers Most Third World, economic
13. Verb are, Subject typewriters, Direct object none, Complement burden, Indirect object none, Modifiers Old to their users
14. Verb has been, Subject Life, Direct object none, Complement better, Indirect object none, Modifiers never for this generation
15. Verb study, Subject I, Direct object none, Complement none, Indirect object none, Modifiers never on time
16. Verb are, Subject puppies, Direct object none, Complement cutest, Indirect object none, Modifiers brown of the lot
17. Verb was, Subject H. L. Mencken, Direct object none, Complement critic, Indirect object none, Modifiers irreverent
18. Verb made, Subject Tracy, Direct object pottery, Complement none, Indirect object herself, friends, Modifiers good, her
19. Verb receive, Subject Congressmen, Direct object letters, Complement none, Indirect object none, Modifiers many every day
20. Verb endanger, Subject Fires, Direct object lives, Complement none, Indirect object none, Modifiers of many city families
21. Verb went, Subject We, Direct object none, Complement none, Indirect object none, Modifiers to the theater as often as possible
22. Verb are, Subject prices, Direct object none, Complement high, Indirect object none, Modifiers Food everywhere
23. Verb bleeds, Subject he, Direct object none, Complement none, Indirect object none, Modifiers When Dick cuts himself for a long time
24. Verb fly, Subject airplanes, Direct object none, Complement none, Indirect object none, Modifiers Paper rarely for more than five minutes
25. Verb is, Subject Fishing, Direct object none, Complement fun, Indirect object none, Modifiers once you have learned the fundamental skills

6. 1. Some of us liked the program that night, many people were enthusiastic about it
2. Many women misinterpreted the remarks of the candidate, he tried to restate his position
3. we considered the problem carefully
4. Pooch lived a long and happy life, his time had come to die
5. They had many happy experiences
6. Cigarettes are known to be dangerous to health, many people continue to smoke them
7. He agreed to join her in the new business, he had little capital to invest
8. their quality was poor
9. His first remarks were greeted with derision, the audience later began to applaud
10. Typewritten papers usually get higher marks than handwritten papers

7. 1. although they all passed Driver Education
    2. none
    3. before their children entered school
    4. even though her mother and father do
    5. that she was not a friend of ours, that he was
    6. where she taught reading improvement
    7. that she would do her best to meet the town’s financial needs
    8. since they save the traveler little time and contribute heavily to air pollution
    9. none
    10. who yawned audibly from the time the movie began

8. 1. across the winding river; 2. After her downfall, of her name; 3. pinned to the wall; 4. soon enough to return to earth; 5. in hope of snaring something, for dinner; 6. to be; 7. none; 8. of tea, in late afternoon, to survive, until evening; 9. In the library; 10. to pick up our gear and retreat to the nearest town as quickly as possible

Chapter 2

1. 1. Harpo Marx; comedian; 2. sky; parachutes; 3. Buffalo cuisine; chicken wings; 4. Bill; coat; 5. Charity; home; 6. football; statue; Marx; 7. avenue; restoration; 8. speech; hour; 9. chairmen; order; 10. puppy; spots; nose; 11. hotel; casino; 12. neighbor; car; 13. world; Mikhail Gorbachev; 14. Love; world; 15. pens; handwriting; 16. train; Chicago; time; show; 17. Mary; roses; 18. fluid; stain; 19. woman; bus; danger; 20. Lois; seat; 21. Mary; sweater; father; 22. Joe; tire; car; 23. hands; 24. Bridge; cup; tea; 25. Planning; time

2. 1. Librarians (subject of verb), people (object of verbal), books (object of verbal)
    2. MacDonald (subject of verb), farm (direct object)
    3. zoo (object of preposition), Saturday (object of preposition), month (object of preposition)
    4. Violin (modifier), music (subject of verb), bottle (object of preposition), wine (object of preposition), candle (modifier), light (object of preposition)
    5. clothing (direct object)
    6. dog (subject of verb), front (object of preposition), car (object of preposition), chance (direct object)
    7. Mother (subject of verb), television (object of verbal)
    8. Carl (subject of verb), painter (object of verbal), illustrator (object of verbal)
    9. mountain (object of preposition), chairlift (object of preposition)
    10. Attending (subject of verb), church (object of verbal), Sundays (object of preposition), custom (predicate complement), family (object of preposition)
    11. wife (subject of verb), meals (object of verbal)
    12. Marrying (subject of verb), Avis (object of verbal), life (direct object)
    13. Harry (indirect object), ticket (direct object), baseball (modifier), game (object of preposition)
    14. Alfred (indirect object), sweater (direct object), father (object of preposition)
    15. family (object of preposition), laundry (modifier), day (subject of verb), event (predicate complement)
    16. Eyeglasses (subject of verb), sign (predicate complement), age (object of preposition), bifocals (subject of verb)
    17. Bentley (subject of verb), car (predicate complement), investment (direct object)
    18. wine (subject of verb), California (modifier), grapes (object of preposition)
    19. Term (modifier), papers (subject of verb), research (modifier), papers (direct object)
    20. advantages (object of verbal), color (modifier), television (object of preposition)
    21. Sculpture (subject of verb), hobby (predicate complement)
    22. advice (object of preposition), doctor (object of preposition), Fred (subject of verb), cigarettes (object of verbal), day (object of preposition)
23. Zucchini (subject of verb), room (direct object), garden (object of preposition)
24. Mary (subject of verb), Scotch (modifier), whisky (direct object)
25. cruch (subject of verb), room (object of preposition)

3. 1. road (common), Jane (proper), husband (common), chains (common), car (common)
2. Siberia (proper), thousands (common), deer (common)
3. Atlantic (proper), oil (common), New York (proper), Portugal (proper)
4. students (common), school (common), cost (common), tuition (common)
5. Physics (common), textbooks (common), Smith (proper), students (common), exercises (common)
6. Theaters (common), England (proper), tourists (common), night (common), week (common)
7. people (common), restaurants (common), patronage (common)
8. Harding (proper), word (common), normalcy (common), lexicographers (common)
9. Bernard Malamud (proper), author (common), stories (common), books (common)
10. Roger Casement (proper), patriot (common), traitor (common)


6. 1. singular, 2. singular, 3. plural, 4. plural, 5. singular, 6. singular, 7. plural, 8. singular, 9. singular, 10. plural

7. 1. Whether we go tomorrow or stay
2. that we pool our remaining capital
3. whatever came into his head first
4. what happened to him yesterday
5. Everything her children do
6. what modern architecture represents
7. that the book was on reserve
8. When the picnic is held
9. Whatever you do
10. Whoever attends the meeting

8. 1. a, the; 2. the; 3. the; 4. (none required); 5. a; 6. the; 7. An; 8. an honor to receive the; 9. the cabdrivers warned me not to stay at the; 10. An, The; 11. the, an; 12. a seaworthy sailboat, the ability to operate it, and the; 13. the; 14. (none required); 15. (none required)

Chapter 3

1. 1. verb boarded, subject Richard; verb sailed, subject it
2. verb found, subject defendant
3. verb closed, subject door; verb left, subject she
4. verb rang, subject clock; verb gathered, subject people
5. verb decided, subject Eileen; verb was, subject trip
6. verb remained, subject books
7. verb was, subject Philosophy; verb earned, subject knowledge
8. verb *Butter*, subject *you* [understood]; verb *will have*, subject *you*
9. verb *leaves*, subject *train*
10. verb *played*, subject *children*; verb *were called*, subject *they*

2. 1. is no longer sharp enough to cut grass
2. has not improved her attitudes
3. are much superior to canned produce
4. have not yet seen any proof of his supposed guilt
5. has become big business all over the world
6. Can ... imagine a world without war
7. are an abomination
8. appears to be the main interest of America's young
9. steered his tractor right into the haypile and cursed his luck
10. will one day reappear as a stylish fashion


5. 1. shall, 2. can, 3. are, 4. is, 5. is, 6. have, 7. Might, 8. Do, 9. are, 10. Would, 11. should, 12. have, 13. will, 14. is, 15. does

6. 1. should, 2. would, would, 3. should, 4. will, 5. should, 6. will, 7. will, 8. Would, 9. should, 10. would, 11. Will, 12. Shall, 13. will, 14. will, 15. should

7. 1. subjunctive, 2. subjunctive, 3. indicative, 4. indicative, 5. indicative, 6. imperative, 7. indicative, 8. indicative, 9. indicative, 10. subjunctive, 11. imperative, 12. indicative, 13. indicative, 14. indicative, 15. imperative

8. 1. forbid, 2. pay, 3. were, 4. insists, 5. were, 6. be, 7. Come, 8. be, 9. be, 10. were, 11. was, 12. be, 13. was, 14. were, 15. apologize

9. 1. passive, 2. active, 3. active, 4. active, 5. passive, 6. passive, 7. active, 8. passive, 9. active, 10. active

10. 1. *will be going* plural, 2. *is* singular, 3. *is* singular, 4. *cooperate* plural, 5. *Have been sitting* singular, 6. *Have been sitting* plural, 7. *will be leaving* singular, 8. *find* plural, 9. *will be having* plural, 10. *has seen* singular

11. 1. have, 2. has, 3. is, 4. desire, 5. go, 6. collect, 7. are, 8. has, 9. finds, 10. are

12. 1. was, 2. are, 3. lie, 4. was, 5. is, 6. are, 7. is, 8. were, 9. are, 10. are

13. 1. is, 2. are, 3. wants, 4. carves, 5. are permitted, 6. are, 7. take, 8. goes, 9. are, 10. feeds, 11. swim, 12. is, 13. stand, 14. agree, 15. is, 16. has, 17. has, 18. were performed, 19. comfort, 20. carry

14. 1. expects, 2. votes, 3. makes, 4. are, 5. works, 6. leaves, 7. have, 8. amaze, 9. is, 10. is
15. 1. third person plural, 2. third person plural, 3. second person singular, 4. first person plural, 5. first person plural, 6. third person plural, 7. second person singular or plural, 8. first person singular, 9. third person plural, 10. third person plural

16. 1. present, active; 2. present perfect, passive; 3. present, active; 4. present perfect progressive, active; 5. future, active; 6. future progressive, active; 7. present, passive; present, passive; 8. present progressive, passive; 9. future, active; 10. past, passive; 11. past perfect, active; 12. present, passive; 13. past perfect, passive; 14. future, active; 15. present perfect, active

17. 1. diving, 2. ran, 3. fall, 4. wrung, 5. shown, 6. led, 7. laid, 8. eaten, 9. got, 10. dove or dived, 11. lay, 12. shrank or shrunk, 13. lent, 14. rang or rung, 15. spoken

18. 1. will be, 2. have been eaten, 3. hurts, 4. became, 5. have raised, 6. will be, 7. calls, 8. is, 9. inhale, 10. will leave, 11. had escaped, 12. will have left, 13. learned, 14. turns, 15. have

19. 1. liked, 2. learned, 3. had been delivered, 4. gave, 5. like, 6. had missed, 7. watched, 8. waited, 9. comes, 10. will be, is, 11. was, 12. is, 13. had arrived, 14. are acted, 15. is

20. 1. was, 2. is, 3. entails, 4. will have, 5. will depart or departs, 6. use, 7. was, 8. was, 9. knew, portrayed, 10. will continue

21. 1. The first thing you should do is remove the wheel and then examine the brakes. or The first thing to do is remove the wheel and then examine the brakes.
   2. Some writers work only four hours a day, because they cannot do creative work for longer periods.
   3. They found that they could not sew the seams well, since they always made mistakes when they first tried to learn a new skill.
   4. When one has little money to spend, one is careful about every purchase. or When you have little money to spend, you are careful about every purchase.
   5. If you go to the dance, you will find unescorted women welcome.
   6. Because he considered the design perfect, the judges ruled against him.
   7. correct
   8. He selected the material for the coat, and the tailor was then told to begin work on it.
   9. The women had insisted on admitting men to their group, but the men found the meetings dull.
   10. Nightmares disturb his sleep night after night, and he finds no relief in sedatives.

22. 1. noun, 2. adverb, 3. adverb, 4. noun, 5. adverb, 6. complement, 7. noun, 8. noun, 9. noun, 10. noun

23. 1. the employees to complete the job on schedule
   Function of phrase: object of ordered; Functions of words: the modifies employees, employees is subject of infinitive to complete, the modifies job, job is object of to complete, prepositional phrase on schedule modifies to complete, on introduces prepositional phrase, schedule is object of preposition on
   2. To identify priorities
   Function of phrase: modifies met; Functions of words: priorities is object of infinitive to identify
   3. her to ignore her problems completely
   Function of phrase: object of told; Functions of words: her is subject of infinitive to ignore, her modifies problems, problems is object of to ignore, completely modifies to ignore
   4. me to answer the phone in her absence
   Function of phrase: object of asked; Functions of words: me is subject of infinitive to answer, the modifies phone, phone is object of to answer, prepositional phrase in her absence modifies to answer, in introduces prepositional phrase, her modifies absence, absence is object of preposition in
   5. To achieve his ambition
   Function of phrase: subject of required; Functions of words: his modifies ambition, ambition object of infinitive to achieve
24.  1. to have taken, 2. to forgive, 3. to hold, 4. to be fed, 5. to have been fed, 6. to tell, 7. to tell, 8. to play, 9. to admit, 10. to have studied

25.  1. to more than lose; to lose more than
    2. correct
    3. To more than one hour work overtime; To work overtime more than one hour
    4. to not board the bus; not to board the bus
    5. was to safe and sound find the child; was to find the child safe and sound
    6. to firmly but respectfully demand; to demand firmly but respectfully
    7. To have within a period of ten minutes walked around the park; To have walked around the park within a period of ten minutes
    8. correct
    9. to without hesitation tell the entire story; to tell the entire story without hesitation
    10. to without delay integrate the neighborhood; to integrate the neighborhood without delay


28.  1. function: subject of verb; modifiers: none; object: none
    2. function: object of verb; modifiers: interesting adjective; object: none
    3. function: object of preposition; modifiers: none; object: none
    4. function: object of verb; modifiers: none; object: none
    5. function: complement of verb; modifiers: none; object: enough
    6. function: subject of verb; modifiers: none; object: specimens
    7. function: subject of verb; modifiers: quickly to the bone adverbial phrase; object: none
    8. function: subject of verb; modifiers: rapidly adverb; object: papers
    9. function: subject of verb; modifiers: good adjective; object: none
    10. function: object of verb; modifiers: his, tedious adjectives; object: none

29.  1. For a company to sell that many automobiles, a great many people must like the design.
    2. A plane will hit people standing in the runway.
    3. The play having run for many weeks, most people considered it a success.
    4. Before gaining admittance to his apartment, one must ring a bell.
    5. After I had helped the old man across the street, the rest of the walk was uneventful.
    6. For the painting to achieve even modest acceptance, all aspects of it must be considered carefully.
    7. correct
    8. As I stumbled blindly in the fog, I saw a man appear.
    9. Having assembled all the ingredients, she is certain of a fine dinner.
    10. To prepare a fine dinner, a cook must use fresh ingredients.

30.  1. to regain, 2. are going to do badly, 3. correct, 4. correct, 5. are leaving by January, 6. correct, 7. are willing to take jobs, 8. to take an apartment, 9. and continue to be expensive, 10. and leaving their dying bodies

31.  1. and can create poor morale, 2. correct, 3. correct, 4. nor lending will lead, 5. but she found, 6. and preserve the independence, 7. correct, 8. and ruining the best, 9. correct, 10. both boring and annoying, or: both a bore and an annoyance

Chapter 4

1.  1. pronoun they, antecedent Kate and Leonard; 2. pronoun it, antecedent ball; 3. pronoun he, antecedent painter, pronoun them, antecedent brushes; 4. pronoun he, antecedent Heinrich Böll; 5. pronoun he, pronoun
he, antecedent veteran; 6. pronoun he, antecedent John, pronoun she, antecedent Sally; 7. pronoun they, antecedent John and Sally, pronoun he, antecedent John, pronoun she, antecedent Sally; 8. pronoun it, antecedent game, pronoun they, antecedent words; 9. pronoun they, pronoun they, antecedent Anne and Alice; 10. pronoun they, antecedent teachers and students; 11. pronoun it, antecedent tooth; 12. pronoun he, antecedent governor, pronoun it, antecedent proclamation; 13. pronoun they, antecedent Zebra; 14. pronoun they, antecedent lessons, pronoun he, antecedent Mr. Cunningham; 15. pronoun he, pronoun him, pronoun he, antecedent Danny; 16. pronoun they, antecedent Textbooks, pronoun it, antecedent money; 17. pronoun she, pronoun she, pronoun she, antecedent Mary, pronoun them, antecedent dishes; 18. pronoun her, pronoun she, antecedent Marjorie; 19. pronoun he, antecedent Jon; 20. pronoun she, antecedent Ruth; 21. pronoun they, antecedent advantages, pronoun they, antecedent tourists; 22. pronoun they, antecedent bombs; 23. pronoun it, antecedent Vermont; 24. pronoun all, pronoun them, antecedent citizens; 25. pronoun it, antecedent San Francisco

2. 1. she, 2. he or she, 3. they, 4. She, 5. them, 6. They, it, 7. mine, 8. it, 9. They, 10. They, 11. he or she, 12. you, 13. their, 14. it, 15. her, 16. them, theirs, 17. them, 18. her, 19. she, 20. him, 21. They, 22. he or she, 23. it, 24. theirs, 25. hers


4. 1. so, 2. these, those, 3. this or that, 4. those, 5. this or that or these or those, 6. first or last, 7. this, that, 8. these, those, 9. such, 10. Those


7. 1. ourselves, 2. itself, 3. himself, 4. oneself, 5. myself, 6. yourselves, 7. himself, 8. yourself or yourselves, 9. herself, 10. himself, 11. ourselves, 12. itself, 13. yourselves, 14. yourself or yourselves, 15. yourself or yourselves

8. 1. one another’s, 2. one another, 3. each other, 4. each other’s, 5. one another or each other, 6. one another’s or each other’s, 7. one another’s, 8. one another, 9. each other, 10. one another

9. 1. everyone, 2. No one or Nobody, 3. no one or nobody, 4. anything, 5. All or Many or Several, 6. anyone or anybody or everybody or everyone, 7. everything or more or all, 8. little or nothing, 9. little or nothing or everything or something, 10. nothing or little, 11. Anyone or Everyone or Anybody or Everybody, 12. anything, 13. Much or Everything; little or nothing, 14. all or everything; everybody or everyone, 15. No one or Nobody, 16. everyone or everybody; no one or nobody, 17. such, 18. few, 19. someone or somebody, 20. Everyone or Everybody, 21. everyone or everybody, 22. Many, few, 23. no one or nobody, 24. someone or somebody, 25. others

10. 1. it, 2. they, 3. they, 4. they, 5. who, themselves, him, 6. Which, 7. it, 8. they, 9. one, 10. he, they, 11. it, they, 12. they, they, 13. who, himself, 14. who, who, he, 15. those, she, 16. it, 17. he, 18. it, 19. Which, 20. which, itself, 21. they, he, 22. they, it, 23. she, it, 24. he, it, 25. he, who, him

11. 1. it, 2. they, 3. they, 4. hers, 5. her, 6. them, 7. them, 8. they, 9. them, 10. they

12. 1. it, 2. they, 3. it, 4. it, 5. they, 6. they, 7. it, 8. themselves, 9. it, 10. it
13.  1. who, 2. he or she, himself or herself, 3. he or she, 4. itself, 5. himself or herself, himself or herself, 6. it, 7. it, 8. herself, 9. his or hers, 10. herself, 11. it, 12. herself, 13. it, 14. himself or herself, 15. himself, 16. it, 17. he or she, 18. it, 19. he or she, 20. he or she

14.  1. It or This or That, 2. Who, 3. she, 4. he, 5. he, 6. they, 7. they, 8. 1, 9. who, 10. who, he or she, he or she

15.  1. her, her, 2. whom, 3. Whom, 4. me, 5. us, 6. them, 7. me, you, 8. him, 9. Whom, 10. her

16.  1. them, 2. them, 3. them, 4. it, 5. them, 6. him, 7. it, 8. them, 9. them, 10. her or him

17.  1. her or him or it, 2. them or you or us, 3. me or you or us or him or her, 4. him, 5. him or her, 6. her, 7. whom, 8. him, 9. them or you or us, them, 10. her

18.  1. his or hers or yours or theirs, 2. theirs, 3. Whose, 4. ours, 5. hers, 6. ours, 7. ours, 8. mine or yours or his or hers, 9. mine, 10. ours

19.  1. me, 2. 1, 3. mine, 4. him, 5. 1, 6. me, 7. mine or ours, 8. mine or ours, 9. me, 10. 1

Chapter 5

1.  1. One, enough, single, 2. Oaken, early, 3. only, little, 4. Hard, great, 5. orange, ski

2.  1. Improper descriptive, his limiting, business descriptive
   2. Careful descriptive, several limiting, his limiting, experimental descriptive
   3. Caucasian proper, all limiting
   4. Poor descriptive, his limiting, Irish proper
   5. One limiting, perfect descriptive

3.  1. His possessive, his possessive, 2. numerical, 3. her possessive, her possessive, 4. That demonstrative, all indefinite, my possessive, 5. interrogative, 6. whose relative, all indefinite, 7. Each indefinite, his possessive, 8. indefinite, 9. relative, 10. possessive, 11. possessive, 12. Which interrogative, your possessive, 13. first numerical, her possessive, 14. That demonstrative, only indefinite, your possessive, 15. indefinite

4.  1. fine, 2. excellent, 3. exciting, 4. bad, 5. better, 6. radiant, 7. longer, 8. (none), 9. disconsolate, 10. sad

5.  1. fresh trout, 2. Rare books, 3. Italian opera, 4. good enough, 5. so exciting

6.  1. better, 2. smaller, 3. youngest, 4. more suitable or less suitable, 5. broadest, 6. more competent or less competent, 7. best, 8. best, 9. longer, 10. longest

7.  1. between you and me, 2. for homeless children, 3. with failing businesses, 4. with the least hope, 5. with substantial interests, about the economy, 6. between houses, in my town, 7. of the Scotch whiskies, 8. through my window, 9. to Europe, 10. on his right thumb

8.  1. that had been missing for many years, 2. which are indigenous to Africa, 3. who are skillful in interpreting scientific data, 4. who find their immediate desires blocked, 5. that have been stored properly, 6. I have treasured since childhood, 7. that had managed to survive without care, 8. he plans to cook today, 9. she felled with her hatchet, 10. who has found himself unable to find a job, who are habitually unemployed
9. 1. he did in his English courses (restrictive)  
2. , which were active in the period between the two world wars, (nonrestrictive)  
3. that have been left unrefrigerated (restrictive)  
4. that have served their masters well (restrictive)  
5. that conveyed gratitude but little warmth (restrictive)  
6. I rely on most (restrictive)  
7. , who have made many important cultural contributions to our country, (nonrestrictive)  
8. , which has a distinctive texture and appearance, (nonrestrictive)  
9. , which is the self-proclaimed world leader in maple syrup production (nonrestrictive)  
10. , which is a relatively new phenomenon, (nonrestrictive)

10. 1. The pipe that I left behind was one of the best I ever owned.  
2. My last dollar, which I wanted to spend on food, was supposed to keep me alive until payday.  
3. Two bottles of milk, which cost about half as much as a pound of meat, have more food value as far as I am concerned.  
4. Yesterday's newspaper, which was left on my doorstep, belongs to my neighbor.  
5. The message the NAACP conveys is not to be ignored.


12. 1. proud, 2. poor, 3. swift, 4. indigent, wealthy, 5. learned


14. 1. Running as hard as possible, I could not catch my breath.  
2. correct  
3. After having walked in circles for three hours, I knew I had lost my way.  
4. Since many people were studious scholars, the library was heavily used.  
5. Once it is cooked, I can enjoy a fine roast.  
6. correct  
7. correct  
8. A feeling of despair is no surprise in one stuck in traffic for hours.  
9. While sitting quietly before a wood fire, young and old find noisy children a nuisance.  
10. Upon meeting old friends, one naturally responds with pleasure.

15. 1. to acquit—vote, 2. to suit the happy occasion—Food, 3. to feed them—owners, 4. to dance to—music, 5. to read—biography, 6. to meet every situation—joke, 7. to use for this job—tool, 8. to miss Sunday services—permission, 9. to wear—clothes, 10. to cover the story—reporter

Chapter 6

1. quietly modifies weep; 2. completely modifies honest; 3. Ideally modifies the doctor would have completed her examination; 4. partially modifies closed, usually modifies ineffective, quietly modifies spoken; 5. diligently modifies practice, never modifies achieve; 6. patiently modifies sat, finally modifies withdrew; 7. quite modifies carefully, carefully modifies works; 8. Subsequently modifies we discussed the bill with the manager; 9. openly modifies rebutted, extremely modifies obvious; 10. never modifies can work, too modifies carefully, carefully modifies can work


3. 1. sometimes, time, 2. possibly, manner, 3. almost, manner, 4. awkwardly, manner, 5. never, time, 6. carefully, manner, 7. Finally, time, 8. ever, time; there, place, 9. less, degree, 10. soon, time, 11. Yes, assertion, 12. undoubtedly, assertion, 13. guardedly, manner, 14. quickly, manner, 15. west, place

5. 1. more comfortably, 2. more deeply, 3. more or less lovingly, 4. more vividly, 5. mostcolorfully, 6. longer, 7. more hungrily, 8. most hotly, 9. most heavily, 10. most heavily

6. 1. beyond the last house, 2. mornings, 3. in the morning, 4. In the cool evenings; before dinner, 5. in the Flemish manner, 6. at the counter, 7. Sundays; on television, 8. ten minutes, 9. fifty thousand dollars, 10. twenty pounds more than her sister

7. 1. that I could not remain in the room (result), modifies main clause
2. Had I paid adequate attention in class (condition), modifies main clause
3. as if she did not care at all about my feelings (manner), modifies verb behaved
4. than most of his contemporaries (comparison), modifies profound
5. provided that she signed the register upon leaving (condition), modifies main clause
6. wherever you look in New Jersey (place), modifies main clause
7. because I had reached the age of eighteen (cause), modifies main clause
8. even though the committee questioned him all night (condition), modifies verb would submit
9. Before you gather up your books (time), modifies main clause
10. Since a quorum is not present (cause), modifies main clause
11. Although he tried every trick he knew (concession), modifies main clause
12. If no one shows up for the picnic (condition), modifies main clause
13. as I was crossing the street (time), modifies main clause
14. as I had in my first term (comparison), modifies adjective good
15. Had I remembered what the instructor told me (condition), modifies main clause
16. as their masters have taught them (manner), modifies verb do behave
17. Because there was nothing left to do but capitulate (cause), modifies main clause
18. whenever I can find a replacement (time), modifies infinitive to leave
19. if the college maintains its academic standards (condition), modifies main clause
20. since it was dedicated (time), modifies main clause
21. as if she had too much to tell me (manner), modifies main clause
22. Since there are only four of us (cause), modifies main clause
23. Although nothing appeared to be wrong with the car (concession), modifies main clause
24. Wherever I go in New York (place), modifies main clause
25. While I was eating my lunch (time), modifies verb walked

8. 1. I insist on going to the movies; I insist, moreover, that you go with me.
2. The organization treasury is completely empty; it will, nevertheless, continue to attempt to raise funds so that it can honor its debts.
3. The final date for submittal of proposals has not yet passed; we will, therefore, receive all properly executed offers until that date arrives.
4. Complete agreement between the two contestants is not likely; however, we can always hope that both parties will somehow see that their interests lie in mutual trust.
5. The patient shows no signs of recovering despite all the medical treatment he has been given; thus, there is nothing to do but hope that careful nursing and the processes of nature will see him through.

9. 1. extremely (keep), 2. much (keep), 3. too (keep), 4. somewhat (delete), 5. tremendously (delete), 6. extremely (delete), 7. quite (delete), 8. very (delete), 9. quite (delete), 10. too (keep)

10. 1. to become violent modifies tends, 2. to cover a lot of territory modifies seems, 3. to repeal the abortion laws modifies were introduced, 4. to utilize his great speed modifies bats, 5. [to] mock anyone modifies didn't dare, 6. to travel to China this summer modifies intend, 7. to drink a great deal of water modifies are inclined, 8. to evict his tenant modifies tried, 9. to stock their shelves with worthwhile books modifies eager, 10. to travel on their own modifies love
Chapter 7

1. 1. for hepatitis, by the doctor; 2. from Little Rock; 3. to the theater, with her father; 4. at the seashore;
   5. in time, for the late flight; 6. On two occasions, with the dentist; 7. For all; 8. with color, in the autumn;
   9. in the house, for lunch; 10. for charitable purposes

2. 1. (of) recession, 2. (for) work, 3. (of) friends, (at) reunion, 4. (for) which I have been waiting, 5. (to)
   stadium, (in) dread, (of) afternoon, 6. (by) Beethoven, 7. (from) nursery, (to) room, 8. (of) arrival, (of)
   spring, (of) how cold spring can be, 9. (of) studies, (of) sciences, 10. (for) Scotland, (in) months

3. 1. During the raid modifies were wounded (verb) 2. in the bus station modifies lost (verb) 3.
   by the reviewing stand modifies passed (verb) 4. By the end modifies was left (verb), of the performance
   modifies end (noun), in the audience modifies was left (verb) 5. to our school modifies close (adjective)
   6. for his courtesy modifies was rewarded (verb), by the old woman modifies was rewarded (verb)
   7. in his coin collection modifies delight (noun) 8. to the station modifies way (noun) 9.
   by some people modifies is recognized (verb) 10. with great care modifies selected (verb)

4. 1. Inside his private mind, 2. into a major exercise, 3. past the guardrail, onto the lawn, 4. for their
   delicious white and red wines, 5. Across town, like that, of France, 6. within reason, 7. Because of his
   lateness, in paying, 8. Out of the pitch black night, of threatening appearance, 9. near the city center, in it,
   10. past the maître d’hôtel, near the orchestra, 11. off the stage, 12. Since her husband’s death, of her own,
   13. instead of you, 14. In spite of everything, 15. toward the pit, despite my repeated warnings

5. 1. her, 2. you, 3. us, 4. whomever, 5. her, them, 6. them, 7. him, 8. her, 9. Whom, 10.
   me, her

6. 1. none, 2. for, 3. but, 4. for, because of, 5. for, with, 6. none, 7. of, 8. none, 9. after, 10. For

7. 1. adverb, adverb, 2. adjective, adverb, 3. adverb, adverb, 4. adjective, adjective, 5. adjective,
   adverb, adjective, 6. adjective, adverb, 7. adjective, adverb, 8. adjective, 9. adjective, adverb,
   10. adjective, adjective

8. 1. Of all the members, of doing such mischief, 2. on a little hill, behind the wall, for someone, 3. by
   typists, at any cost, 4. with good tobacco, 5. Near the farm, to the making, of lime, 6. none, 7. by the
   firehouse, during her lunch hour, 8. In the afternoons, about the city, for some diversion, in his misery,
   9. with smoke, on the upper floors, 10. none, 11. in full leaf, 12. of my time, on chores, of completion,
   13. in tormenting other children, 14. For days, on end, to the sidewalk, 15. In the afternoons, for her eyes,
   to the half light, of the nursing home

9. 1. Not only ... but coordinating; 2. so that subordinating; 3. Since subordinating, and coordinating;
   4. Until subordinating, and coordinating; 5. Either... or coordinating, because subordinating; 6. When
   subordinating, so subordinating; 7. or coordinating, yet coordinating; 8. or coordinating, when subordinating;
   9. So subordinating, that subordinating, and coordinating, as subordinating; 10. Wherever subordinating, or
   coordinating, that subordinating
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