



Handbook of Definitions and Rules

SUBJECTS AND PREDICATES

- The **simple subject** is the key noun or pronoun that tells what the sentence is about. A **compound subject** is made up of two or more simple subjects that are joined by a conjunction and have the same verb.
The **lantern** glows. **Moths** and **bugs** fly nearby.
- The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject of the sentence. A **compound predicate** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.
Rachel **jogged** down the hill.
Pete **stretched** and **exercised** for an hour.
- The **complete subject** consists of the simple subject and all the words that modify it.
Golden curly hair framed the child's face.
The soft glow of sunset made her happy.
- The **complete predicate** consists of the simple predicate and all the words that modify it or complete its meaning.
Lindy **ate a delicious muffin for breakfast**.
The apple muffin **also contained raisins**.
- Usually the subject comes before the predicate in a sentence. In inverted sentences, all or part of the predicate precedes the subject.
(You) Wait for me at the corner. (request)
Through the toys **raced** the **children**. (inverted)
Is the teacher feeling better? (question)
There **are seats** in the first row.

PARTS OF SPEECH

Nouns

- A **singular noun** is a word that names one person, place, thing, or idea.

aunt meadow pencil friendship

A **plural noun** names more than one person, place, thing, or idea.

aunts meadows pencils friendships

- To help you determine whether a word in a sentence is a noun, try adding it to the following sentences. Nouns will fit in at least one of these sentences:

He said something about _____. I know something about a(n) _____.

He said something about **aunts**. I know something about a **meadow**.

- A **common noun** names a general class of people, places, things, or ideas.

sailor city holiday music

A **proper noun** specifies a particular person, place, thing, event, or idea. Proper nouns are always capitalized.

Captain Ahab **Rome** **Memorial Day** *Treasure Island*

4. A **concrete noun** names an object that occupies space or that can be recognized by any of the senses.

leaf melody desk aroma

An **abstract noun** names an idea, a quality, or a characteristic.

loyalty honesty democracy friendship

5. A **collective noun** names a group. When the collective noun refers to the group as a whole, it is singular. When it refers to the individual group members, the collective noun is plural.

The **family** eats dinner together every night. (singular)

The **council** vote as they wish on the pay increase. (plural)

6. A **possessive noun** shows possession, ownership, or the relationship between two nouns.

Monica's book the **rabbit's** ears the **hamster's** cage

Verbs

1. A **verb** is a word that expresses action or a state of being and is necessary to make a statement. A verb will fit one or more of these sentences:

He _____. We _____. She _____ it.

He **knows**. We **walk**. She **sees** it.

2. An **action verb** tells what someone or something does. The two types of action verbs are transitive and intransitive. A **transitive verb** is followed by a word or words—called the direct object—that answer the question *what?* or *whom?* An **intransitive verb** is not followed by a word that answers *what?* or *whom?*

Transitive: The tourists **saw** the ruins. The janitor **washed** the window.

Intransitive: Owls **hooted** during the night. The children **played** noisily.

3. An indirect object receives what the direct object names.

Marcy sent **her brother** a present.

4. A **linking verb** links, or joins, the subject of a sentence with an adjective or a noun.

The trucks **were** red. (adjective)

She **became** an excellent swimmer. (noun)

5. A **verb phrase** consists of a main verb and all its auxiliary, or helping, verbs.

We **had been told** of his arrival.

They **are listening** to a symphony.

6. Verbs have four **principal parts** or forms: base, past, present participle, and past participle. Form the past and past participle by adding -ed to the base.

Base: I **talk**. Present Participle: I am **talking**.

Past: I **talked**. Past Participle: I have **talked**.

7. **Irregular verbs** form the past and past participle in other ways.

PRINCIPAL PARTS OF IRREGULAR VERBS

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
be	was, were	been	lead	led	led
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bite	bit	bitten <i>or</i> bit	lose	lost	lost
blow	blew	blown	put	put	put
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	set	set	set
drink	drank	drunk	shrink	shrank <i>or</i> shrunk	shrunk <i>or</i> shrunken
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	speak	spoke	spoken
feel	felt	felt	spring	sprang <i>or</i> sprung	sprung
find	found	found	steal	stole	stolen
fly	flew	flown	swim	swam	swum
freeze	froze	frozen	take	took	taken
get	got	got <i>or</i> gotten	tear	tore	torn
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
hang	hung	hung	wear	wore	worn
hang	hanged	hanged	win	won	won
have	had	had	write	wrote	written
know	knew	known			
lay	laid	laid			

8. The principal parts are used to form six verb tenses. The **tense** of a verb expresses time.

Simple Tenses

Present Tense: She **speaks**. (present or habitual action)

Past Tense: She **spoke**. (action completed in the past)

Future Tense: She **will speak**. (action to be done in the future)

Perfect Tenses

Present Perfect Tense: She **has spoken**. (action just done or still in effect)

Past Perfect Tense: She **had spoken**. (action completed before some other past action)

Future Perfect Tense: She **will have spoken**. (action to be completed before some future time)

9. **Progressive forms** of verbs are made up of a form of *be* and a present participle and express a continuing action. **Emphatic forms** are made up of a form of *do* and a base form and add emphasis or ask questions.
 Progressive: Marla **is babysitting**. The toddlers **have been napping** for an hour.
 Emphatic: They **do prefer** beef to pork.
 We **did ask** for a quiet table.
10. The **voice** of a verb shows whether the subject performs the action or receives the action of the verb. A sentence is in the **active voice** when the subject performs the action. A sentence is in the **passive voice** when the subject receives the action of the verb.
 The robin **ate** the worm. (active)
 The worm **was eaten** by the robin. (passive)

Pronouns

1. A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun.
2. A **personal pronoun** refers to a specific person or thing. **First-person** personal pronouns refer to the speaker, **second-person** pronouns refer to the one spoken to, and **third-person** pronouns refer to the one spoken about.
- | | Singular | Plural |
|---------------|---------------------------------------|---------------------------|
| First Person | I, me, my, mine | we, us, our, ours |
| Second Person | you, your, yours | your, your, yours |
| Third Person | he, she, it, him, her, his, hers, its | they, them, their, theirs |
3. A **reflexive pronoun** refers to the subject of the sentence. An **intensive pronoun** adds emphasis to a noun or another pronoun. A **demonstrative pronoun** points out specific persons, places, things, or ideas.
 Reflexive: **Nikki prepares himself** for the day-long hike.
 Intensive: **Nikki himself** prepares for the day-long hike.
 Demonstrative: **That** was a good movie! **These** are the files you wanted.
4. An **interrogative pronoun** is used to form questions. A **relative pronoun** is used to introduce a subordinate clause. An **indefinite pronoun** refers to persons, places, or things in a more general way than a personal pronoun does.
 Interrogative: **Whose** are these? **Which** did you prefer?
 Relative: The bread **that** we tasted was whole wheat.
 Indefinite: **Someone** has already told them. **Everyone** agrees on the answer.
5. Use the subject form of a personal pronoun used as a subject or when it follows a linking verb.
He writes stories. Are **they** ready? It is **I**. (after linking verb)
6. Use the object form of a personal pronoun when it is an object.
 Mrs. Cleary called **us**. (direct object) Stephen offered **us** a ride. (indirect object)
 Sara will go with **us**. (object of preposition)
7. Use a **possessive pronoun** to replace a possessive noun. Never use an apostrophe in a possessive personal pronoun.
Their science experiment is just like **ours**.

8. When a pronoun is followed by an appositive, use the subject pronoun if the appositive is the subject. Use the object pronoun if the appositive is an object. To test whether the pronoun is correct, read the sentence without the appositive.
We eighth-graders would like to thank you.
 The success of **us** geometry students is due to Ms. Marcia.
9. In incomplete comparisons, choose the pronoun that you would use if the missing words were fully expressed.
 Harris can play scales faster than **I** (can).
 It is worth more to you than (it is to) **me**.
10. In questions use *who* for subjects and *whom* for objects.
Who wants another story?
Whom will the class choose as treasurer?
- In subordinate clauses use *who* and *whoever* as subjects after linking verbs, and use *whom* and *whomever* as objects.
 These souvenirs are for **whoever** wants to pay the price.
 The manager will train **whomever** the president hires.
11. An **antecedent** is the word or group of words to which a pronoun refers or that a pronoun replaces. All pronouns must agree with their antecedents in number, gender, and person.
 Marco's **sister** spent **her** vacation in San Diego.
 The huge old **trees** held **their** own against the storm.
12. Make sure that the antecedent of a pronoun is clearly stated.
 UNLCLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **them** at the bake sale.
 CLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **the cookies** at the bake sale.
 UNLCLEAR: If you don't tie the balloon to the stroller, **it** will blow away.
 CLEAR: If you don't tie the balloon to the stroller, **the balloon** will blow away.

Adjectives

- An **adjective** modifies, or describes, a noun or pronoun by providing more information or giving a specific detail.
 The **smooth** surface of the lake gleamed.
Frosty trees glistened in the sun.
- Most adjectives will fit this sentence:
 The _____ one seems very _____.
 The **handmade** one seems very **colorful**.
- Articles** are the adjectives *a*, *an*, and *the*. Articles do not meet the preceding test for adjectives.
- A **proper adjective** is formed from a proper noun and begins with a capital letter.
 Tricia admired the **Scottish** sweaters.
 Our **Mexican** vacation was memorable.

5. The comparative form of an adjective compares two things or people. The superlative form compares more than two things or people. Form the comparative by adding *-er* or combining with *more* or *less*. Form the superlative by adding *-est* or combining with *most* or *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	slowest
charming	more charming	most charming

6. Some adjectives have irregular comparative forms.

POSITIVE:	good, well	bad	far	many, much	little
COMPARATIVE:	better	worse	farther	more	less
SUPERLATIVE:	best	worst	farthest	most	least

Adverbs

- An **adverb** modifies a verb, an adjective, or another adverb. Adverbs tell *how*, *where*, *when*, or *to what extent*.
The cat walked **quietly**. (how)
She **seldom** misses a deadline. (when)
The player moved **forward**. (where)
The band was **almost** late. (to what extent)
- Many adverbs fit these sentences:
She thinks _____. She thinks _____ fast. She _____ thinks fast.
She thinks **quickly**. She thinks **unusually** fast. She **seldom** thinks fast.
- The comparative form of an adverb compares two actions. The superlative form compares more than two actions. For shorter adverbs add *-er* or *-est* to form the comparative or superlative. For most adverbs, add *more* or *most* or *less* or *least* to form the comparative or superlative.
We walked **faster** than before.
They listened **most carefully** to the final speaker.
- Avoid **double negatives**, which are two negative words in the same clause.
INCORRECT: I have not seen no stray cats.
CORRECT: I have not seen any stray cats.

Prepositions, Conjunctions, and Interjections

- A **preposition** shows the relationship of a noun or a pronoun to some other word. A **compound preposition** is made up of more than one word.
The trees **near** our house provide plenty **of** shade.
The schools were closed **because** of snow.
- Common prepositions include these: *about, above, according to, across, after, against, along, among, around, as, at, because of, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, down, during, except, for, from, in, inside, in spite of, into, like, near, of, off, on, out, outside, over, past, round, since, through, till, to, toward, under, underneath, until, up, upon, with, within, without*.

- c. A **gerund** is a verbal that ends in *-ing*. It is used in the same way a noun is used.
Sailing is a traditional vacation activity for the Andersons.
- d. A **gerund phrase** is a gerund plus any complements or modifiers.
Walking to school is common for many school children.
- e. An **infinitive** is a verbal formed from the word *to* and the base form of a verb. It is often used as a noun. Because an infinitive acts as a noun, it may be the subject of a sentence or the direct object of an action verb.
To sing can be uplifting. (infinitive as subject)
Babies first learn **to babble**. (infinitive as direct object)
- f. An **infinitive phrase** contains an infinitive plus any complements or modifiers.
The flight attendants prepared **to feed the hungry passengers**.

SUBJECT-VERB AGREEMENT

1. A verb must agree with its subject in person and number.
The kangaroo **jumps**. (singular) The kangaroos **jump**. (plural)
She **is leaping**. (singular) They **are leaping**. (plural)
2. In **inverted sentences** the subject follows the verb. The sentence may begin with a prepositional phrase, the word *there* or *here*, or a form of *do*.
Into the pond **dove** the *children*.
Does a *bird* **have** a sense of smell?
There **is** a *squeak* in that third stair.
3. Do not mistake a word in a prepositional phrase for the subject.
The **glass** in the window **is** streaked. (The singular verb *is* agrees with the subject, *glass*.)
4. A title is always singular, even if nouns in the title are plural.
Instant World Facts **is** a helpful reference book.
5. Subjects combined with *and* or *both* need a plural verb unless the parts are of a whole unit. When compound subjects are joined with *or* or *nor*, the verb agrees with the subject listed last.
Canterbury and Coventry **have** famous cathedrals.
A bagel and cream cheese **is** a filling snack.
Either two short **stories** or a **novel** **is** acceptable for your book report.
6. A verb must agree in number with an indefinite pronoun subject. Indefinite pronouns that are always singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*. Always plural: *both, few, many, others, and several*.
Either singular or plural: *all, any, most, none, and some*
Most of the snow **has** melted. **All** of the children **have** eaten.

USAGE GLOSSARY

a lot, alot Always write this expression, meaning “very much” or “a large amount,” as two words.

The neighbors pitched in, and the job went **a lot** faster.

accept, except *Accept*, a verb, means “to receive” or “to agree to.” *Except* may be a preposition or a verb. As a preposition it means “other than.” As a verb it means “to leave out, to make an exception.”

I **accept** your plan. We ate everything **except** the crust.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

They were **all ready** to leave, but the bus had **already** departed.

all together, altogether The two words *all together* mean “in a group.” The single word *altogether* is an adverb meaning “completely” or “on the whole.”

The teachers met **all together** after school.

They were **altogether** prepared for a heated discussion.

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

The sink is **beside** the refrigerator.

Besides the kitchen, the den is my favorite room.

between, among Use *between* to refer to or to compare two separate nouns. Use *among* to show a relationship in a group.

The joke was **between** Hilary and Megan.

The conversation **among** the teacher, the principal, and the janitor was friendly.

bring, take Use *bring* to show movement from a distant place to a closer one. Use *take* to show movement from a nearby place to a more distant one.

You may **bring** your model here.

Please **take** a brochure with you when you go.

can, may *Can* indicates the ability to do something. *May* indicates permission to do something.

Constance **can** walk to school.

She **may** ride the bus if she wishes.

choose, chose *Choose* means “to select.” *Chose* is the past participle form, meaning “selected.”

I **choose** the blue folder.

Celia **chose** the purple folder.

fewer, less Use *fewer* with nouns that can be counted. Use *less* with nouns that cannot be counted.

There were **fewer** sunny days this year.

I see **less** fog today than I expected.

formally, formerly *Formally* is the adverb form of formal. *Formerly* is an adverb meaning “in times past.”

They **formally** agreed to the exchange.

Lydia **formerly** lived in Spain, but now she lives in New York City.

in, into Use *in* to mean “inside” or “within” and *into* to indicate movement or direction from outside to a point within.

The birds nest **in** the trees.

A bird flew **into** our window yesterday.

its, it's *Its* is the possessive form of the pronoun *it*. Possessive pronouns never have apostrophes. *It's* is the contraction of *it is*.

The dog lives in **its** own house. Who is to say whether **it's** happy or not.

lay, lie *Lay* means “to put” or “to place,” and it takes a direct object. *Lie* means “to recline” or “to be positioned,” and it never takes an object.

We **lay** the uniforms on the shelves each day.

The players **lie** on the floor to do their sit-ups.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

Children can **learn** foreign languages at an early age.

Mr. Minton will **teach** French to us next year.

leave, let *Leave* means “to go away.” *Let* means “to allow” or “to permit.”

I will **leave** after fourth period.

Dad will **let** me go swimming today.

loose, lose Use *loose* to mean “not firmly attached” and *lose* to mean “to misplace” or “to fail to win.”

The bike chain was very **loose**.

I did not want to **lose** my balance.

many, much Use *many* with nouns that can be counted. Use *much* with nouns that cannot be counted.

Many ants were crawling near the anthill.

There was **much** discussion about what to do.

precede, proceed *Precede* means “to go or come before.” *Proceed* means “to continue.”

Lunch will **precede** the afternoon session.

Marly can **proceed** with her travel plans.

quiet, quite *Quiet* means “calm” or “motionless.” *Quite* means “completely” or “entirely.”

The sleeping kitten was **quiet**.

The other kittens were **quite** playful.

raise, rise *Raise* means “to cause to move upward,” and it always takes an object. *Rise* means “to get up”; it is intransitive and never takes an object.

Please **raise** your hand if you would like to help.

I left the bread in a warm spot to **rise**.

sit, set *Sit* means “to place oneself in a sitting position.” It rarely takes an object. *Set* means “to place” or “to put” and usually takes an object. *Set* can also be used to describe the sun going down.

Please **sit** in your assigned seats. **Set** those dishes down.

The sun **set** at 6:14.

than, then *Than* is a conjunction that is used to introduce the second element in a comparison; it also shows exception. *Then* is an adverb meaning “at that time.”

Wisconsin produces more milk **than** any other state.

First get comfortable, **then** look the pitcher right in the eye.

their, they’re *Their* is the possessive form of the personal pronoun *they*. *They’re* is the contraction of *they are*.

The Westons returned to **their** favorite vacation spot.

They’re determined to go next year as well.

theirs, there’s *Theirs* means “that or those belonging to them.” *There’s* is the contraction of *there is*.

Theirs is one of the latest models.

There’s another pitcher of lemonade in the refrigerator.

to, too, two *To* is a preposition meaning “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number that falls between one and three.

You may go **to** the library.

It is **too** cold for skating.

There are only **two** days of vacation left.

where at Do not use *at* in a sentence after *where*.

Where were you yesterday afternoon? (*not* Where were you at yesterday afternoon?)

whose, who’s *Whose* is the possessive form of *who*. *Who’s* is the contraction of *who is*.

Do you know **whose** books these are?

Who’s willing to help me clean up?

your, you’re *Your* is the possessive form of *you*. *You’re* is the contraction of *you are*.

Please arrange **your** schedule so that you can be on time.

If **you’re** late, you may miss something important.

CAPITALIZATION

1. Capitalize the first word of every sentence, including direct quotations and sentences in parentheses unless they are contained within another sentence.

In *Poor Richard’s Almanack*, Benjamin Franklin advises, “**W**ish not so much to live long as to live well.” (This appeared in the almanac published in 1738.)

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

Dear Professor Nichols:

Sincerely yours,

3. Always capitalize the pronoun *I* no matter where it appears in the sentence.
Since **I** knew you were coming, **I** baked a cake.
4. Capitalize the following proper nouns:
 - a. Names of individuals, the initials that stand for their names, and titles preceding a name or used instead of a name
Governor Cordoba **A. C. Shen**
Aunt Margaret **Dr. H. C. Harada**
General Diaz
 - b. Names and abbreviations of academic degrees, and *Jr.* and *Sr.*
Richard Boe, Ph.D.
Sammy Davis Jr.
 - c. Names of cities, countries, states, continents, bodies of water, sections of the United States, and compass points when they refer to a specific section of the United States
Boston **Dade County** **North Carolina** **Australia**
Amazon River **the South**
 - d. Names of streets, highways, organizations, institutions, firms, monuments, bridges, buildings, other structures, and celestial bodies
Route 51 **Circle K Society** **Tomb of the Unknown Soldier**
Golden Gate Bridge **Coventry Cathedral** **North Star**
 - e. Trade names and names of documents, awards, and laws
No-Sneez tissues **the Fourteenth Amendment**
Golden Globe Award **the Monroe Doctrine**
 - f. Names of most historical events, eras, holidays, days of the week, and months
Boston Tea Party **Bronze Age** **Labor Day** **Friday** **July**
 - g. First, last, and all important words in titles of literary works, works of art, and musical compositions
"I Ask My Mother to Sing" (poem) ***Giants in the Earth*** (book)
Venus de Milo (statue) **"America, The Beautiful"** (composition)
 - h. Names of ethnic groups, national groups, political parties and their members, and languages
Hispanics **Chinese** **Irish** **Italian** **Republican party**
5. Capitalize proper adjectives (adjectives formed from proper nouns).
English saddle horse **Thai restaurant** **Midwestern plains**

PUNCTUATION, ABBREVIATIONS, AND NUMBERS

1. Use a period at the end of a declarative sentence and at the end of a polite command.
Mrs. Miranda plays tennis every Tuesday.
Write your name in the space provided.
2. Use a question mark at the end of an interrogative sentence.
When will the new books arrive?

3. Use an exclamation point to show strong feeling and indicate a forceful command.
 Oh, no! It was a terrific concert! Don't go outside without your gloves on!
4. Use a comma in the following situations:
- To separate three or more words, phrases, or clauses in a series
 A tent, sleeping bag, and sturdy shoes are essential wilderness camping equipment.
 - To set off two or more prepositional phrases
 After the sound of the bell, we realized it was a false alarm.
 - After an introductory participle and an introductory participial phrase
 Marveling at the sight, we waited to see another shooting star.
 - After conjunctive adverbs
 Snow is falling; however, it is turning to sleet.
 - To set off an appositive if it is not essential to the meaning of the sentence
 Mr. Yoshino, the head of the department, resigned yesterday.
 - To set off words or phrases of direct address
 Micha, have you called your brother yet?
 It's good to see you, Mrs. Han.
 - Between the main clauses of compound sentences
 Whiskers liked to watch the goldfish, and she sometimes dipped her paw in the bowl.
 - After an introductory adverb clause and to set off a nonessential adjective clause
 Whenever we get careless, we always make mistakes.
 Spelling errors, which are common, can now be corrected by computer.
 - To separate parts of an address or a date
 1601 Burma Drive, Waterbury, Connecticut
 She was born on February 2, 1985, and she now lives in Bangor, Maine.
 - After the salutation and close of a friendly letter and after the close of a business letter
 Dear Dad, Cordially, Yours,
5. Use a semicolon in the following situations:
- To join main clauses not joined by a coordinating conjunction
 The house looks dark; perhaps we should have called first.
 - To separate two main clauses joined by a coordinating conjunction when such clauses already contain several commas
 After a week of rain, the farmers around Ames, Iowa, waited hopefully; but the rain, unfortunately, had come too late.
 - To separate main clauses joined by a conjunctive adverb or by *for example* or *that is*
 Jen was determined to win the race; nonetheless, she knew that it took more than determination to succeed.

6. Use a colon to introduce a list of items that ends a sentence.
Bring the following tools: hammer, speed square, and drill.
7. Use a colon to separate the hour and the minute in time measurements and after business letter salutations.
12:42 A.M. Dear Sir: Dear Ms. O'Connor:
8. Use quotation marks to enclose a direct quotation. When a quotation is interrupted, use two sets of quotation marks. Use single quotation marks for a quotation within a quotation.
"Are you sure," asked my mother, "that you had your keys when you left home?"
"Chief Seattle's speech begins, 'My words are like the stars that never change,'" stated the history teacher.
9. Always place commas and periods inside closing quotation marks. Place colons and semicolons outside closing quotation marks. Place question marks and exclamation points inside closing quotation marks only when those marks are part of the quotation.
"Giraffes," said Ms. Wharton, "spend long hours each day foraging."
You must read "The Story of an Hour"; it is a wonderful short story.
He called out, "Is anyone home?"
Are you sure she said, "Go home without me"?
10. Use quotation marks to indicate titles of short stories, poems, essays, songs, and magazine or newspaper articles.
"The Thrill of the Grass" (short story)
"My Country 'Tis of Thee" (song)
11. Italicize (underline) titles of books, plays, films, television series, paintings and sculptures, and names of newspapers and magazines.
Up from Slavery (book)
Free Willy (film)
The Spirit of '76 (painting)
Chicago Tribune (newspaper)
Weekend Woodworker (magazine)
12. Add an apostrophe and -s to form the possessive of singular indefinite pronouns, singular nouns, and plural nouns not ending in -s. Add only an apostrophe to plural nouns ending in -s to make them possessive.
everyone's best friend
the rabbit's ears
the children's toys
the farmers' fields

13. Use an apostrophe in place of omitted letters or numerals. Use an apostrophe and *-s* to form the plural of letters, numerals, and symbols.
 is + not = isn't
 will + not = won't
 1776 is '76
 Cross your *t's* and dot your *i's*.
14. Use a hyphen to divide words at the end of a line.
 esti-mate mone-tary experi-mentation
15. Use a hyphen in a compound adjective that precedes a noun. Use a hyphen in compound numbers and fractions used as adjectives.
 a blue-green parrot
 a salt-and-pepper beard
 twenty-nine
 one-third cup of flour
16. Use a hyphen after any prefix joined to a proper noun or a proper adjective. Use a hyphen after the prefixes *all-*, *ex-*, and *self-* joined to a noun or adjective, the prefix *anti-* joined to a word beginning with *i-*, and the prefix *vice-* except in the case of *vice president*.
 all-knowing ex-spouse self-confidence
 anti-inflammatory vice-principal
17. Use dashes to signal a break or change in thought.
 I received a letter from Aunt Carla—you have never met her—saying she is coming to visit.
18. Use parentheses to set off supplemental material. Punctuate within the parentheses only if the punctuation is part of the parenthetical expression.
 Place one gallon (3.8 liters) of water in a plastic container.
19. Abbreviate a person's title and professional or academic degrees.
Ms. K. Soga, Ph.D.
Dr. Quentin
20. Use the abbreviations *A.M.* and *P.M.* and *B.C.* and *A.D.*
 9:45 **A.M.** 1000 **B.C.** **A.D.** 1455
21. Abbreviate numerical measurements in scientific writing but not in ordinary prose.
 The newborn snakes measured **3.4 in.** long.
 Pour **45 ml** warm water into the beaker.
22. Spell out cardinal and ordinal numbers that can be written in one or two words or that appear at the beginning of a sentence.
Two hundred twenty runners crossed the finish line.
 Observers counted **forty-nine** sandhill cranes.
23. Express all related numbers in a sentence as numerals if any one should be expressed as a numeral.
 There were **127** volunteers, but only **9** showed up because of the bad weather.

24. Spell out ordinal numbers.
Nina won **third** place in the spelling bee.
25. Use words for decades, for amounts of money that can be written in one or two words, and for the approximate time of day or when A.M. or P.M. is not used.
the ninties ten dollars sixty cents half past five
26. Use numerals for dates; for decimals; for house, apartment, and room numbers; for street or avenue numbers; for telephone numbers; for page numbers; for percentages; for sums of money including both dollars and cents; and to emphasize the exact time of day or when A.M. or P.M. is used.
June 5, 1971 Apartment 4G \$207.89
0.0045 1520 14th Street 8:20 A.M.

VOCABULARY AND SPELLING

- Clues to the meaning of an unfamiliar word can be found in its context. Context clues include definition, the meaning stated; example, the meaning explained through one familiar case; comparison, similarity to a familiar word; contrast, opposite of a familiar word; and cause and effect, a reason and its results.
- The meaning of a word can be obtained from its base word, its prefix, or its suffix.
telegram **tele** = distant dentate **dent** = tooth
subartic **sub** = below marvelous **-ous** = full of
- The *i* comes before the *e*, except when both letters follow a *c* or when both letters are pronounced together as an \bar{a} sound. However, many exceptions exist to this rule.
yield (*i* before *e*) **receive** (*ei* after *c*) **weigh** (\bar{a} sound) **height** (exception)
- An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. Determine how to spell this sound by comparing it to a known word.
informant (compare to information) **hospital** (compare to hospitality)
- When joining a prefix that ends in the same letter as the word, keep both consonants.
illegible **disservice**
- When adding a suffix to a word ending in a consonant + *y*, change the *y* to *i* unless the prefix begins with an *i*. If the word ends in a vowel + *y*, keep the *y*.
tried **played** **spraying**
- Double the final consonant before adding a suffix that begins with a vowel to a word that ends in a single consonant preceded by a single vowel if the accent is on the root's last syllable.
popping **transferred** **unforgettable**
- When adding a suffix that begins with a consonant to a word that ends in silent *e*, generally keep the *e*. If the suffix begins with a vowel or *y*, generally drop the *e*. If the suffix begins with *a* or *o* and the word ends in *ce* or *ge*, keep the *e*. If the suffix begins with a vowel and the word ends in *ee* or *oe*, keep the *e*.
stately **noisy** **courageous** **agreeable**

9. When adding *-ly* to a word that ends in a single *l*, keep the *l*. If it ends in a double *l*, drop one *l*. If it ends in a consonant + *le*, drop the *le*.
meal, meally full, fully incredible, incredibly
10. When forming compound words, maintain the spelling of both words.
backpack honeybee
11. Most nouns form their plurals by adding *-s*. However, nouns that end in *-ch*, *-s*, *-sh*, *-x*, or *-z* form plurals by adding *-es*. If the noun ends in a consonant + *y*, change *y* to *i* and add *-es*. If the noun ends in *-lf*, change *f* to *v* and add *-es*. If the noun ends in *-fe*, change *f* to *v* and add *-s*.
marks leaches rashes foxes
flies elves lives
12. To form the plural of proper names and one-word compound nouns, follow the general rules for plurals. To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.
Wilsons Diazes housekeepers
sisters-in-law editors-in-chief
13. Some nouns have the same singular and plural forms.
deer moose

Composition

Writing Themes and Paragraphs

1. Use **prewriting** to find ideas to write about. One form of prewriting, **freewriting**, starts with a subject or topic and branches off into related ideas. Another way to find a topic is to ask and answer questions about your starting subject, helping you to gain a deeper understanding of your chosen topic. Also part of the prewriting stage is determining who your readers or **audience** will be and deciding your **purpose** for writing. Your purpose—writing to persuade, to explain, to describe, or to narrate—is partially shaped by who your audience will be.
2. To complete your first **draft**, organize your prewriting into an introduction, body, and conclusion. Concentrate on unity and coherence of the overall piece. Experiment with different paragraph orders: **chronological order** places events in the order in which they happened; **spatial order** places objects in the order in which they appear; and **compare/contrast order** shows similarities and differences in objects or events.
3. **Revise** your composition if necessary. Read through your draft, looking for places to improve content and structure. Remember that varying your sentence patterns and lengths will make your writing easier and more enjoyable to read.

4. In the **editing** stage, check your grammar, spelling, and punctuation. Focus on expressing your ideas clearly and concisely.
5. Finally, prepare your writing for **presentation**. Sharing your composition, or ideas, with others may take many forms: printed, oral, or graphic.

Outlining

1. The two common forms of outlines are **sentence outlines** and **topic outlines**. Choose one type of outline and keep it uniform throughout.
2. A period follows the number or letter of each division. Each point in a sentence outline ends with a period; the points in a topic outline do not.
3. Each point begins with a capital letter.
4. A point may have no fewer than two subpoints.

SENTENCE OUTLINE

- I. This is the main point.
 - A. This is a subpoint of *I*.
 1. This is a detail of *A*.
 - a. This is a detail of *1*.
 - b. This is a detail of *1*.
 2. This is a detail of *A*.
 - B. This is a subpoint of *I*.
- II. This is another main point.

TOPIC OUTLINE

- I. Main point
 - A. Subpoint of *I*
 1. Detail of *A*
 - a. Detail of *1*
 - b. Detail of *1*
 2. Detail of *A*
 - B. Subpoint of *I*
- II. Main point

Writing Letters

1. **Personal letters** are usually handwritten in indented form (first line of paragraphs, each line of the heading and inside address, and the signature are indented). **Business letters** are usually typewritten in block or semiblock form. Block form contains no indents; semiblock form indents only the first line of each paragraph.
2. The five parts of a personal letter are the heading (the writer's address and the date), salutation (greeting), body (message), complimentary close (such as "Yours truly,"), and signature (the writer's name). Business letters have the same parts and also include an inside address (the recipient's address).

