

presentation, and then use sound speaking techniques when you deliver your talk, there is every reason to expect your speech will be a success.

the Basics

When you study grammar in school, you are actually studying what you already “know.” Note that the verb know needs those quotation marks because we’re not using it in the usual sense. Your grammar knowledge is largely subconscious: You don’t consciously know what you “know.” When you study grammar you are learning about those grammar rules that you use subconsciously every time you speak—as well as every time you listen and make sense of what you hear.

—Martha Kolln, author of textbooks
on writing and grammar

67 Parts of Speech

68 Parts of Sentences

69 Phrases

70 Clauses

71 Sentence Patterns

There are eight parts of speech in English: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. The same word can function at different times as more than one part of speech. To identify a word's part of speech, determine how the word is used in a sentence. The word *coach*, for instance, may function as a noun in one sentence and as a verb in another.

NOUN The *coach* has a gentle way with players.

VERB I *coach* my daughter's softball team.

67a Nouns

Nouns name persons, places, things, or ideas. They may be classified as proper, common, abstract, concrete, and collective.

Proper nouns name particular persons, places, things, or events. They should be capitalized: Charles Dickens, London, Christmas.

Common nouns do not name particular persons, places, things, or events. They are not capitalized: writer, city, holiday.

Abstract nouns name intangible qualities, ideas, or characteristics: love, democracy, courage.

Concrete nouns name tangible things that can be perceived through the senses: wind, rain, pencil, nose, knife, needle.

Collective nouns name groups of individuals: audience, family, army, herd, jury, squad. (See agreement of collective nouns and verbs, 29d; of collective nouns and pronouns, 30c.)

NOTE: Compound nouns are composed of more than one word: *high school, crossword, sister-in-law, Labor Day*. (See hyphen, Chapter 52; forming the possessive case, 49a; forming plurals, 54e.) A dictionary will list a compound noun as a single entry. Referring to a dictionary is especially important for determining the capitalization of compound nouns. (See capitals, Chapter 48.)

67b Pronouns

Pronouns take the place of nouns. In the following sentences, the pronoun *him* substitutes for *John Franklin*, and the pronoun *them* substitutes for *fans*.

John Franklin ran eighty yards for a touchdown. Six fans ran onto the field to greet him before officials chased them back to the stands.

The word that a pronoun replaces is called the **antecedent** of the pronoun. *John Franklin* is the antecedent of *him*, and *fans* is the antecedent of *them*.

Pronouns are classified as personal, possessive, reflexive, relative, interrogative, demonstrative, and indefinite.

Personal pronouns refer to a person or a thing. They have plural and singular forms.

	SINGULAR	PLURAL
FIRST PERSON	I, me	we, us
SECOND PERSON	you	you
THIRD PERSON	he, she, him, her, it	they, them

Possessive pronouns are forms of personal pronouns that show ownership or relation. (See case, Chapter 32.)

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

Reflexive pronouns are formed by combining personal pronouns with *-self* and *-selves*.

myself	yourself	ourselves
himself, herself, itself	yourselves	themselves

A reflexive pronoun indicates that someone or something named in a sentence acts (or reflects) upon itself.

Margo looked at herself in the mirror.

Reflexive pronouns that are used to emphasize a noun or pronoun are sometimes called **intensive pronouns**.

Margo herself will perform the ceremony.

Relative pronouns introduce adjective clauses. (See subordinate clauses, 70b.)

who whom whose that which
The couple who performed the tango won first prize.

Interrogative pronouns are used in questions.

who whom whose
 which what
 Whom did you call?

Demonstrative pronouns point to or identify a noun. (See pronoun reference, Chapter 31.)

this that these those
 That is your problem.

This is the question: How will we raise the money?

Indefinite pronouns function as nouns in a sentence but do not take the place of a specific person or thing. The following are common indefinite pronouns.

all	any	anyone	each
another	anybody	anything	either
everybody	most	nobody	some
everyone	one	none	somewhat
many	neither	several	something

Somebody will reap the benefits.

67C Verbs

A verb may express physical action (*dance, walk, jump*), mental action (*dream, guess, trust*), or state of being (*is, are, were*). A sentence must have a main verb to be complete. (See sentence parts, Chapter 68; sentence fragments, Chapter 27.)

The year 2005 ended much like any other year.

Action verbs are classified by whether or not they must be followed by an object, that is, a noun or pronoun that names what is acted upon. A *transitive verb* takes an object. (See direct object and indirect object, 68e.)

The pitcher tossed the ball.

The voters believed the politician.

An *intransitive verb* expresses action that has no object.

The pitcher smiled.

The stream runs through the canyon.

Although some verbs are transitive only (*destroy, send, forbid*) and others are intransitive only (*tremble, chuckle, happen*), most verbs can function as either transitive or intransitive.

TRANSITIVE The guide explained the danger.
INTRANSITIVE The guide never explained.

Linking verbs express a state of being or a condition rather than an action. The most common linking verbs are forms of *be*, such as *am, is, are, was, were*. Words such as *appear, become, feel, grow, look, smell*, and *taste* function as both linking verbs and action verbs. These verbs link the subject of a sentence with a predicate nominative or predicate adjective—a noun, pronoun, or adjective that identifies or modifies the subject. (See subject, 68a; predicate adjectives and predicate nominatives, 68f.)

The butler is the killer.

The predicate nominative *killer* identifies the subject *butler*.
 The silence became frightening.

The predicate adjective *frightening* modifies the subject *silence*.
 Many linking verbs also function as transitive as well as intransitive verbs.

LINKING The butler looked gloomy.

INTRANSITIVE The butler looked for an escape.

LINKING Carmen's hair grew gray from shock.

TRANSITIVE Mr. Higgins grew plums.

Helping Verbs and Verb Phrases

A verb often includes one or more **helping verbs**, sometimes called **auxiliary verbs**.

COMMON HELPING VERBS

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

The verb and its helping verb(s) form a verb phrase.

The comet has been approaching earth for two years.

In some sentences the verb and its helping verb are separated.
The day has finally arrived.
Did they reach Georgia?

(See tense, Chapter 33; passive voice, Chapter 35.)

67d Adjectives

Adjectives modify nouns and pronouns. To modify a word means to limit it—that is, to make its meaning more definite. Adjectives limit in three ways.

1. By describing.

A tall woman stepped from the curious crowd.
The white and black car won the race.

2. By pointing out which one.

That man is my brother.

3. By telling how many.

Twelve children and several parents attended.

Adjectives are normally placed directly before the words they modify, but sometimes a writer places descriptive adjectives after the words they modify.

The stallion, long and lean, galloped past us.

Predicate adjectives generally follow linking verbs and modify the subject of a sentence. (See predicate adjective, 68f.)

The runners were tired and thirsty.

Adjectives or Pronouns?

A word may be used as more than one part of speech. This is especially true of the words listed below, which may serve as adjectives or pronouns depending on the way they function in a sentence.

all	either	one	these
another	few	other	this
any	many	several	those
both	more	some	what
each	neither	that	which

ADJECTIVE This book is overdue. Those books are on reserve.

PRONOUN This is the overdue book. Those are the books on reserve.

The definite article *the* and the indefinite articles *a* (used before words beginning with a consonant sound) and *an* (used before words beginning with a vowel sound) may also be classified as adjectives.

67e Adverbs

Adverbs modify verbs, adjectives, other adverbs, and groups of words. Adverbs most commonly modify verbs by telling how, when, where, or to what extent.

HOW He reads carefully.

WHEN He reads late.

WHERE He reads everywhere.

EXTENT He reads widely.

Adverbs sometimes modify adjectives and other adverbs.

She is truly dedicated. [Modifies the adjective *dedicated*]

She studies terribly hard. [Modifies the adverb *hard*]

Adverbs sometimes modify groups of words.

Unfortunately, I cannot attend the wedding. [Modifies the whole sentence]

Many adverbs end in *-ly*, but not all words that end in *-ly* are adverbs.

The day was chilly, but the group jogged briskly through the park. [*Chilly* is an adjective; *briskly* is an adverb.]

67f Prepositions

A preposition shows the relation of a noun or pronoun to some other word in a sentence. Prepositions usually introduce a word group called a prepositional phrase, which always consists of the preposition and an object of the preposition—a noun or pronoun that relates to another word in the sentence.

The effect of pesticides threatens wildlife in marshes.

Pesticides is related to *effect* because it specifies which effect. *Marshes* is related to *wildlife* because it indicates where wildlife is threatened.

Humans must uncover their fears *before* they can uncover their courage.
 When psychology develops a model of human nature, it will not be based solely on neuroses and character disorders.

NOTE: Conjunctive adverbs join main, or independent, clauses. Words such as *consequently, furthermore, hence, however, indeed, moreover, nevertheless, subsequently, therefore, and thus* are conjunctive adverbs. (See main clauses, 70a; semicolon, Chapter 39.)

Paralysis was President Franklin Delano Roosevelt's only experience with defeat; *consequently*, he never revealed the extent of his handicap.
 Statistics show that advertising generates sales; manufacturers, *therefore*, will continue to support Madison Avenue copywriters.

67h Interjections

Interjections express surprise or strong emotion and have no grammatical relation to sentences. Examples of interjections are *Oh! Wow! Ah! Ouch! Hey! My goodness! Ouch!* I bit my tongue.

Exercise 67.1: Review

Name the part of speech of each italicized word in the following paragraph, using the abbreviations N for noun, PRO for pronoun, V for verb, ADJ for adjective, ADV for adverb, PREE for preposition, C for conjunction, and I for interjection.

Medical school instructors *believe* that good care *begins* with a record of a patient's medical history; *therefore*, the skill of diagnosis rests on the simple act of talking with a patient. The doctor must listen, *ask* important questions, and *not only* hear what the patient says *but also* hear what the patient does not say. This discussion will enable the doctor to create a diagnosis and a treatment plan. *Although* medical interviewing has been part of the *diagnostic* process since medicine began, authorities are *officially* recognizing that it is the foundation of any successful treatment. The next time your doctor begins with a discussion of your medical history, do not protest with "Oh no, not again," but instead appreciate the importance of this process.

The prepositions of and *in* indicate the relations between these words. (See prepositional phrases, 69a.)
 Prepositions usually show direction or position. The following words are among the most common prepositions.

above	at	beyond	into	under
across	before	by	of	up
after	behind	down	on	upon
against	below	during	out	with
along	beneath	for	over	within
among	beside	from	through	without
around	between	in	to	

Around the corner and *beyond* the tracks the road turns.
 Groups of words, such as *along with, according to, and in spite of*, sometimes serve as prepositions. (See idioms, 26c.)
According to the latest report, the company is nearly bankrupt.

67g Conjunctions

Conjunctions join words, phrases, or clauses. They are usually classified into three categories: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.
 There are seven **coordinating conjunctions**: *and, but, or, yet, for, nor, and so*. (See subject and predicate, 68a, 68b; main clauses, 70a; compound sentences, Chapter 71.) They connect items of equal weight.
 Oranges, lemons, and limes are citrus fruits.
 The fish bite in the morning *or* after sundown.
 The comet hit, *but* no one saw it.

Correlative conjunctions are always used in pairs: *both . . . and, not only . . . but also, either . . . or, and neither . . . nor*.
Both the California condor *and* the Maryland darter are struggling to survive.
Neither animal *nor* plant species are safe from human encroachment.

Subordinating conjunctions begin subordinate clauses. Common subordinating conjunctions, several of which also function as prepositions, are *after, although, because, before, if, since, so that, though, unless, until, when, where, and while*. (See subordinate clauses, 70b.)

The **complete predicate** is the group of words that includes the simple predicate and its modifiers.

The student rally *began at noon*.
The candidate from Benson Hall *will speak at two o'clock*.

68c Compound subject

A compound subject consists of two or more subjects that are joined by a conjunction and that have the same predicate.

Samuel King and *William Black* took the first aerial photographs.
Either *he* or *she* will fly the balloon.

68d Compound predicate

A compound predicate consists of two or more main verbs that are joined by a conjunction and that have the same subject.

The rumble of the train *echoes* through the valley and *rolls* over the hills.
Space shuttles will *fly* to the moon and *return* with payloads of minerals.

Complements

Some sentences express the writer's thought by means of a subject and a predicate only: *He worked*. *She arrived*. Most sentences, however, have within the complete predicate one or more words that add to the meaning of the subject and simple predicate.

They appointed *a new president*.
He is *an engineer*.

These elements are called **complements**, and they function as direct and indirect objects and as predicate adjectives and predicate nominatives. (See verbs, 67c.)

68e Direct objects and indirect objects

A **direct object** is a word or word group that receives the action of a main transitive verb. A direct object answers the question *What?* or *Whom?*

68 Parts of Sentences gr

Effective writing starts with clear, grammatical sentences. A sentence is a group of words that contains a subject and a predicate and is not dependent on another group of words to complete its meaning. (See subordinating conjunctions, 67g; main clauses and subordinate clauses, Chapter 70.)

NONSENCE Although the celebration ended with a fireworks display.

SENTENCE The celebration ended with a fireworks display.

SENTENCE How did the celebration end?

68a Simple subject and complete subject

The **simple subject** is the word or words that act, are acted upon, or are described.

Quail Hill rises at the end of University Drive.
Birds have been nesting among the rocks and shrubs.
Bundled in coats, *students stroll* to the peak each evening.

Sometimes the subject *you* is implied.

Speak to us! [Meaning *You speak* to us.]

The **complete subject** includes the simple subject and the group of words that modify the simple subject.

The student rally began at noon.
The candidate from Benson Hall will speak at two o'clock.

68b Simple predicate and complete predicate

The **simple predicate**, sometimes referred to as the **main verb**, is the word or words that tell what the subject did or how it was acted upon.

Quail Hill rises at the end of University Drive.
Birds have been nesting among the rocks and shrubs.
Bundled in coats, *students stroll* to the peak each evening.

The Civic League invited *Julio* to speak.
She teaches *fifth grade*.

The **indirect object** of a verb precedes the direct object and usually indicates to whom or for whom the action is done.

The caretaker gave *Kim* the key.

To identify an indirect object, reconstruct the sentence by using the preposition *to* or *for*.

The caretaker gave the key *to Kim*.

Now *Kim* no longer functions as the indirect object but as the object of the preposition *to*.

68f Predicate adjectives and predicate nominatives

A **predicate adjective** is an adjective that follows a linking verb and modifies the subject of the verb.

The animals seem *restless*.

A **predicate nominative** is a noun or pronoun that follows a linking verb and identifies the subject of the verb.

The man with gray hair is *Mr. Sumato*.

Exercise 68.1: Complements

Underline and identify the direct objects (DO), indirect objects (IO), predicate adjectives (PA), and predicate nominatives (PN) in the following sentences.

1. Metaphors create vivid images in people's minds and in their hearts.

2. Highly charged images can become trademarks or handicaps for politicians.

3. Lincoln's "a house divided" won him success, but Hoover's "a chicken in every pot" brought him scorn.

4. In the fear of using vivid language, many politicians give us empty phrases.

5. This vague use of language often sounds dull.

69 Phrases gr

Words in sentences function not only individually but also in groups. The most common word group is the phrase, a group of words that may function as a noun, a verb, an adjective, or an adverb.

69a Prepositional phrases

Prepositional phrases begin with a preposition and end with a noun or pronoun. They function as adjectives or adverbs. (See prepositions, 67f.)

The fibula of *the left leg* is broken.

As she turned, her mask fell *to the floor*.

69b Appositive phrases

An appositive phrase is a noun or pronoun with modifiers that is placed near another noun or pronoun to explain, describe, or identify it.

The Wolves' Den, *a hangout for college intellectuals*, caught fire.
My brother *David, not James*, works nights.

Usually an appositive follows the word it refers to, but it may also precede the word. (See non-restrictive appositives, 37c.)

A thrilling love story, John and Martha's romance would make a wonderful film.

Exercise 69.1: Prepositional and Appositive Phrases

Combine each group of sentences into one sentence by using prepositional phrases and appositives. You may need to revise wording and delete some words to make the new sentences read correctly. For example:

The purpose is to enrich a person's life. This is the purpose of a college education. A college education is the best investment anyone can make.

The purpose of a college education, the best investment anyone can make, is to enrich a person's life.

The *developing* crisis dominated the news. [Present participle: modifies *crisis*]
 Participial phrases consist of a participle and its complements or modifiers.

The cat *howling through the night* belongs to Caesar.
Glutted with inexpensive imports, the automobile market has declined.
Beaten by Lady Luck, the gambler quit the game.

Exercise 69.2: Verbals and Verbal Phrases

Combine each group of sentences by using infinitive and participial phrases. Follow the directions in brackets after each group. You may need to add words, delete words, and/or change tenses. Example:

Time ticks away in relentless beats. It is a major preoccupation of most Americans. [Use a present participial phrase.]
 Ticking away in relentless beats, time is a major occupation of most Americans.

1. The Navy keeps accurate world time. This is the Navy's tremendous responsibility. [Use an infinitive phrase as the subject.]

2. Atomic clocks outstrip the performance of the solar system. Every two years atomic clocks must be reset. [Use a present participial phrase.]

3. The Naval Observatory operates about fifty atomic clocks. They are stored in climate-controlled vaults. [Use a past participial phrase.]

4. Navigation satellites are accurate. They are accurate enough to locate an oil well. They are even accurate enough to guide a battleship through fog. [Use two infinitive phrases joined by *or*.]

5. Our lives are conditioned by a steady television diet. Our lives are measured in increments as regular as television commercials. [Use a past participial phrase.]

69e Gerunds and gerund phrases

Gerunds and gerund phrases function as nouns. A gerund is the present participle of a verb, formed by adding *-ing* to the infinitive, and used as a noun.

Dreaming leads to creation.

1. History is the foundation of any liberal arts education. It is a basic subject. History is in most curricula.

2. Sigmund Freud visited the United States. Freud is the father of psychoanalysis. He came to the United States in August and September. The year was 1909.

3. Bodybuilders seem dedicated. They are both male and female. The dedication is self-torture.

4. Personal forgiveness can be granted only by victims, not by observers. Forgiveness is a kind of moral embrace. The embrace is between two people.

5. Upton Sinclair wrote radical novels. Most of his novels are about corruption of the capitalist system. He was a candidate for governor of California in 1934.

Verbals and Verbal Phrases

A verbal is a verb that does not function as the simple predicate of a clause. Instead, verbals (which include infinitives, present participles, and past participles) function as nouns, adjectives, and adverbs.

69c Infinitives and infinitive phrases

Infinitives and infinitive phrases function as nouns, adjectives, and adverbs. An infinitive phrase includes the infinitive—the plain form of a verb preceded by *to*—as well as its complements or modifiers. (See verb forms, Chapter 33.)

Her favorite pastime is *to dance*. [Noun: names *pastime*]

I have three choices *to offer* you. [Adjective: modifies *choices*]

He seems eager *to gain* knowledge. [Adverb: modifies *eager*]

69d Participles and participial phrases

Participles and participial phrases are verb forms that function as adjectives. Present participles end in *-ing* (*running, laughing, flying*). Past participles usually end in *-ed* (*stopped, jumped, angled*), but a few end in *-en* (*beaten*), and some change entirely (*begun, swum, brought*). (See note on gerunds, 69e; verb forms, Chapter 33.)

Tired, the runner slumped to the ground. [Past participle: modifies *runner*]

A gerund phrase consists of a gerund and its complements or modifiers. Like the gerund, the gerund phrase is used as a noun.

I love dancing until dawn.
Flying to Rome is costly.

NOTE: Since both gerunds and present participles end in *-ing*, they are sometimes confused. You can avoid confusing them by determining their function in a sentence. Gerunds function as nouns. Present participles, when not serving as part of the predicate, function as adjectives.

GERUND
 Running keeps me fit for tennis.
 PARTICIPLE
 The water *running* in the kitchen is a nuisance.

Write two sentences for each of the following words, using the word in a gerund phrase and in a present participial phrase. For example, using the word *diving*:

GERUND
 Diving from the ten-meter board is thrilling.
 PARTICIPLE
 Diving beneath the surface, he saw a world of splendid color.

1. hopping
2. drifting
3. flinging
4. washing
5. speaking

69f Absolute phrases

An absolute phrase consists of a noun and (usually) a participle, plus modifiers, that add to the meaning of a sentence but have no grammatical relation to it.

An absolute phrase differs from other phrases because it does not modify a particular word but instead modifies an entire sentence. An absolute phrase may appear almost anywhere in a sentence.

The palm tree swayed, *its sick leaves shimmering with light*.
 A magnifying glass raised to his eye, Sherlock Holmes examined the weapon.

The two of us worked the entire night—Barbara at the computer and I at the tape recorder—transcribing our field notes.

Exercise 69.4: Absolute Phrases

Combine each group of sentences using absolute phrases. You may need to add or omit words and change tenses. For example:

The players were leaning over their cards. They were chatting softly. The poker game continued for hours.
 The players leaning over their cards and chatting softly, the poker game continued for hours.

1. Her novel was finished. Renee decided to vacation in Paris.
2. The Mercedes skidded to a stop in the rain. Its brakes were squealing. Its taillights were glowing.
3. The horses rounded the turn. Their nostrils were flaring. Their necks were stretching toward the finish line.
4. The mysteries of the earth have been explored. The 1990s adventurer will turn to the secrets of the mind.
5. The life guard sat on the sand. Suntan lotion was glistening on her back, and the wind was gently lifting her hair.

70 Clauses gr

A clause is a group of words that has a subject and a predicate. There are two kinds of clauses: main clauses (sometimes called independent clauses) and subordinate clauses (sometimes called dependent clauses).

70a Main clauses

Main clauses form grammatically complete sentences. They may stand alone or be joined by coordinating conjunctions (see 67g), by conjunctive adverbs (see note, 67g), or by semicolons (see 39a, 39b). (Also see comma, 37a.)

The cobra is a poisonous snake. Its bite is often fatal.
The cobra is a poisonous snake, and its bite is often fatal.
The cobra is a poisonous snake; indeed, its bite is often fatal.
The cobra is a poisonous snake; its bite is often fatal.

70b Subordinate clauses

Subordinate clauses do not form grammatically complete sentences. They are usually introduced by a subordinating conjunction (see 67g) or a relative pronoun (see 67b).

Subordinate clauses function as nouns, adjectives, or adverbs within a sentence. The exact relation in a sentence between the thoughts expressed in a dependent clause and the main clause is indicated by the subordinating conjunction or relative pronoun that joins them.

An adjective clause modifies a noun or pronoun. It often begins with a relative pronoun (*who, whom, whose, that, which*) that refers to or is related to a noun or pronoun that precedes it. (See comma, 37c.)

The trumpet player *who left the stage* fell asleep in the lounge.
Anything *that stands on the seafloor* will be leveled by the storm.
Karla is the spy *Smiley* seeks. [The relative pronoun *that* or *whom* is understood.]

An adverb clause modifies a verb, an adjective, or an adverb. It begins with a subordinating conjunction such as *when, although, whenever, since, after, while, because, where, if, that, or than*.

Whenever he is asked, he plays the banjo.
I am happy *because it is Saturday*.
She studies more effectively *than I do*.

A noun clause is a subordinate clause that functions as a noun. It may serve as subject, predicate nominative, direct object, indirect object, or object of a preposition. The noun clause is likely to begin with a relative pronoun. (See complements, 68d, 68f.)

SUBJECT *That life is difficult for some* means little to insensitive bureaucrats.
OBJECT He described *what he wanted*.

Exercise 70.1: Subordinate Clauses

Combine each group of sentences by using subordinate clauses as indicated in the instructions in brackets. You may need to change some words to avoid repetition. For example:

Few people have heard of hydrocephalus. Hydrocephalus affects at least a million families. [Use *although* to form an adverb clause.]

Although few people have heard of the disease, hydrocephalus affects at least a million families.

1. Hydrocephalus is caused by a buildup of fluid in the brain cavity. Hydrocephalus is often called "water on the brain." [Use *which* to form an adjective clause.]

2. As many as eight thousand babies are born with the defect every year. This number does not relieve the mark of shame attached to the disease. [Use *that* to form a noun clause.]

3. Some doctors have attempted to educate the public about the defect. These doctors are prominent in the medical profession. Many people still believe that any child suffering from it will develop a head perhaps twice the normal size. [Use *although* to form an adverb clause and use *who* to form an adjective clause.]

4. Enlarged heads can be avoided. Doctors have developed an operation for hydrocephalus. The operation drains the fluid to avoid retardation in the patient. [Use *because* to form an adverb clause and use *that* to form an adjective clause.]

5. The surgical procedure has brought new hope to the parents of children suffering from the disease. They still worry about the future of their children. [Use *although* to form an adverb clause.]

71 Sentence Patterns gr

Sentences can be classified according to their structure (simple, compound, complex, or compound-complex) and their purpose (declarative, imperative, interrogative, or exclamatory).

Please stay off the grass.

(See implied subject, 68a.)

An **interrogative sentence** asks a question.

Which point of view is most valid?

An **exclamatory sentence** expresses strong feeling.

The mountains are glorious!

Exercise 71.1: Sentence Structure and Purpose

Write sentences according to the following directions.

1. Write a simple, declarative sentence that states a fact about your campus.

2. Using the coordinating conjunction *or*, write a compound sentence about a friend.

3. Write an interrogative sentence directed to a politician.

4. Write a declarative compound-complex sentence directed to a parent.

5. Write an imperative sentence that gently directs a child.

6. Write a complex sentence that deals with a foreign country.

7. Using a semicolon, write a compound sentence that deals with a sports event.

8. Using *who*, write a compound-complex sentence describing a friend.

9. Write a series of three simple sentences followed by a complex sentence that deals with a subject you read about in a newspaper.

10. Using a variety of sentence structures, describe a place that is important to you. Identify each sentence as simple, compound, complex, or compound-complex.

Sentence Structures

Simple sentences have only one main clause and no dependent clauses, although they may have several phrases.

Years ago the family of a bride would supply the groom with a dowry. [One main clause]

The bride and the groom were not consulted about the choice of a mate and sometimes met each other for the first time on the day of their wedding. [One main clause with a compound subject and a compound predicate]

Compound sentences have two or more main clauses but no dependent clauses.

Chauvinism has fueled many political skirmishes, but jingoism has ignited wars. [Two main clauses joined by a comma and the coordinating conjunction *but*]

Some people are flattered into virtue; other people are bullied out of vice. [Two main clauses joined by a semicolon]

Complex sentences have one main clause and at least one subordinate clause.

Although he was a cunning investor, Bennett went bankrupt. [One main clause and one dependent clause beginning with the subordinating conjunction *although*]

Compound-complex sentences have at least two main clauses and at least one dependent clause.

If they wish to live fully, most people need amusement to relax, and many people need intellectual challenges to develop their minds. [Two main clauses joined by a comma and the coordinating conjunction *and* and one dependent clause beginning with the subordinating conjunction *if*]

Sentence Purposes

A **declarative sentence** makes a statement.

Spelunking requires the skill of a mountain climber and the courage of a coal miner.

An **imperative sentence** gives a command or makes a request.

Don't walk on the grass.

PART XII
Background for
Multilingual Writers

I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language—the way it can evoke an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes I grew up with.

—Amy Tan, *novelist*

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72 Omitted Words est

Do Not Omit Expletives, Subjects, or Verbs

Are three chapters to read this week has a common second language error. The writer left out a word, the expletive *there*. Corrected, the sentence should read, *There are three chapters to read this week.*

English does not allow you to omit expletives, subjects, or verbs. English does allow you to omit *you* in commands—that is, when *you* is understood: *Read the directions with care.* If your first language allows for these omissions, stay alert! Acceptable omissions in your first language may not be acceptable in English.

◆ I ^w worry about my life span because I smoke.

◆ Cultural knowledge ^{is} important.

◆ Jorge Lopez, ^{who} studied karate, broke a brick with a hand.

An expletive, *there* or *it*, may be required in sentences where the subject follows the verb.

◆ It ^{is} easy to make mistakes.

◆ Children believe ^{there} are scary creatures in the night.

Remember, *is*, *are*, *was*, or *were* cannot begin a clause unless the clause is a question, such as *Are you awake?*, or an exclamation, such as *Was I sick!*

Exercise 72.1: Omitted Words

Read the following paragraph. Find the missing subjects and verbs and add them to the text.

Government loans to college students the lowest in ten years. The president very concerned. Appointed a committee to investigate falling income. Will not meet until next September. The president unhappy about the slow start. Is one

73 Noun Markers est

Use Noun Markers

English nouns frequently have markers. Noun markers are words indicating a noun is coming (though the noun might not be the next word). The command *Read stories* is wrong, unless the writer means all stories, which would not make much sense. Corrected, it would read, *Read the stories.*

COMMON NOUN MARKERS

ARTICLES a car; the car; an automobile

NUMBERS 12 cats; seven dogs

POSSESSIVE Van's stories; China's goal

POSSESSIVE my, our, your, his, her, its, their

OTHER all, every, any, each, either, neither, few,

many, more, most, this, that, these, those, much, several, some, whose

Other words may be placed between the marker and the noun.

The shiny new motorcycle belongs to her.

Twelve white ducks swim in the lake.

Jon's hopeless whining gets nothing done.

Her demanding schedule is exhausting.

Of all the noun markers, articles (*a*, *an*, *the*) can be troublesome.

Definite Article: *the*

Use *the* before nouns that are specifically identified.

Wear *the* boots you bought in Santa Fe.

of the problems the president promised to solve during his campaign. Are thousands of needy students in the United States cannot afford a college education. Are unhappy about this problem. Is little hope. Seems to be an unfair policy.

Raul had *the* most interesting performance.
The sun rose at six.

A careful reading of the examples above shows that each noun in a question is specifically identified by the context.

I couldn't find the reason for the computer error no matter how hard I tried. After I read the manual the reason became clear.

At first the *reason* is unidentified, so you could use the indefinite article *a*. But *reason* is identified when the writer mentions it the second time; it is the specific *reason* that the writer found that caused the computer error.
Because it is used only with nouns specifically identified, *the* should not be used with plural or noncount nouns when the meaning conveyed is *generally* or *all*.

- ◆ The cost of printing the magazines is usually paid for by advertising revenue.
- ◆ Health magazines report studies about drinking the coffee.

Generally, do not use *the* with proper nouns. Proper nouns name people, places, and things: *Leslie Woo, Mexico, Anaheim Stadium*.

There are exceptions. Some plural proper nouns naming places, such as *the Pyrenees, the Sierra Nevadas, the Alps, the Great Lakes*, take the definite article. Furthermore, some countries have an official name that may take *the* and a shorter, more commonly used name that does not take *the*.

COMMON NAME	FORMAL NAME
Italy	the Italian Republic
Australia	the Commonwealth of Australia
Jordan	the Hashemite Kingdom of Jordan
Liechtenstein	the Principality of Liechtenstein

In all these cases the article *the* is used with the descriptive portion of the name, *republic, commonwealth, kingdom, principality, states*, but not with the actual name.

Indefinite Articles: a, an

Use the indefinite article *a* or *an* for singular count nouns not specifically identified.

Most nouns refer to things that can be counted, such as *one horse, three cars, five dollars*. Some nouns refer to things that can't be

counted, such as *news, fog, sand*.

If a singular count noun is not specifically identified, use *a* or *an*.

Apple started a revolution in personal computers.

Deacon has an interesting insect collection.

Which should you use, *a* or *an*? That depends on the sound of the word following the article. Use *a* before consonant sounds and *an* before vowel sounds.

a rabbit an awkward rabbit

an umbrella a blue umbrella

A word beginning with the letter *h* may have either an initial consonant sound if it is aspirated (*hole*) or an initial vowel sound if it is not aspirated (*hdress*).

a hand an hour

Don't use *a* and *an* with plural nouns.

- ◆ Mariko borrowed money to cover an expenses.
- ◆ The exhibit consisted of a hastily arranged groupings of native costumes.

Generally, don't use *a* and *an* with noncount nouns.

Teresa wrote on pollution.

While you are shopping, please get coffee and soap.

Generally, use an article when you show a particular amount of a noncount noun by placing a count noun first and using *of*.

a bag of rice a pile of sand

Exercise 73.1: Noun Markers

In the following paragraph, determine if an article should be used in a space, and if so, which article—*a*, *an*, or *the*.

_____ hundred years ago, human beings lived _____ average of forty-five years. Then came _____ flush toilet. Invented by Thomas Crapper in 1860, _____ toilet has been _____ biggest variable in _____ extending life span."

- ◆ My Web page may expand's my clientele.
- ◆ Your answer does not convince's me.
- ◆ Did you finish'ed your projects?

After *have, has, had*, use the past participle to form the perfect tense.

have driven has contributed had slept

- ◆ Those hungry guys must have eat the leftovers.

Julia has accomplish'ed nothing this weekend.

Luis had finish'ed his sculpture just in time.

After the helping verbs *is, was, were, are, am*, use a present participle to form one of the progressive tenses.

is going is swimming were eating
are studying am thinking

- ◆ Jason was work'ed on his car.

Be and been must be preceded by other helping verbs and followed by a present participle to form one of the progressive tenses.

can or could be
may, might, or must be
shall or should be
will or would be
has, have, or had been
can or could have been
may, might, or must have been
shall or should have been
will or would have been

Rod be leaving soon.
Minh been studying late.

After the helping verbs *is, was, were, are, am*, use a past participle to form the passive voice.

is repeated was thrown were submitted

according to Professor Gary Ruvkun, _____ geneticist at Harvard University.

In the remainder of the paragraph, determine where articles should be added or deleted.

Human wastes in water can transmit the cholera, diarrhe^a, and salmonellosis. In developing world, where only 34 percent of population has access to the toilets, life spans can be up to 30 years less than average in the industrialized countries.

74 *esl* **Verb Combinations**

Use Correct Verb Combinations

Van have taken three tests, but only two are difficult, has a common second language error: The writer has not used a correct verb combination. Corrected, the sentence would read, Van has taken three tests, but only two were difficult.

Helping Verbs. English sentences often require combinations of helping verbs and main verbs. Helping verbs appear before main verbs. Some main verbs will not be complete without helping verbs.

- ◆ The mail will arrive soon.

There are twenty-three helping verbs. Nine are called *modals*; they work only as helping verbs. The others, which are forms of *do, have, and be*, can also work as main verbs.

HELPING VERBS

Three forms of *do*: do, does, did
Three forms of *have*: have, has, had
All forms of *be*: be, is, was, were, are, am, been, being, will,

Modals: can, could, may, might, must, shall, should, will, would

After a modal or *do, does, did*, use a plain verb.

may dance might fly should bring
do swim does feel did hurt

5. Now the National Institutes of Health (is encourage, is encouraging) more organized exercise programs across the nation.

Phrasal Verbs Phrasal verbs combine a verb with a preposition or an adverb. Often phrasal verbs have both idiomatic and literal meaning. For example, *look up* may literally mean *focus on something above you* or it may idiomatically mean *search for information*.

Phrasal verbs are either separable or nonseparable depending on whether an object can be inserted between the verb and the particle. *Clean up*, for example, can be separable phrasal verb, as in *This weekend I will clean the house up*. Generally, phrasal verbs have been common in informal writing, but now they are appearing more frequently in formal writing.

Phrasal verbs must be learned in context. Nevertheless, the following list will help you understand phrasal verbs. Nonseparable phrasal verbs are marked [N].

COMMON PHRASAL VERBS

- ask out (ask for a date)
- bring up (mention casually; raise a child)
- call off (cancel)
- call up (call on a telephone)
- come across [N] (meet or find unexpectedly)
- drop in or drop by [N] (visit unannounced)
- drop off (leave someone or something at a place)
- fill out (complete a form)
- get along with [N] (have a comfortable relationship)
- get over [N] (recover from something)
- give up (stop trying)
- go over [N] (review)
- hand in (submit)
- help out (assist)
- keep on (continue)
- leave out (omit)
- make up (become friendly again; do past work; invent)
- pass away [N] (die)
- point out (call attention to)
- put away (store; lock up; drink heavily)
- put off (postpone, avoid)
- run out of [N] (have no more)
- take off (leave; remove something)
- take over (control; take charge)
- turn down (reject)
- wrap up (complete)

are appreciated am assisted

◆ The truth is reveal^d in strange ways.

Be, been, and being must be preceded by other helping verbs and followed by a past participle to form the passive voice.

is, was, were, are, or am being

can or could be

may, might, or must be

shall or should be

will or would be

can have or could have been

may have, might have, or must have been

shall have or should have been

will have or would have been

◆ My dog may have been save^d by its veterinarian.

◆ The photos were being mount^{ed} in the albums.

Intransitive verbs, those expressing action with no direct object, cannot be used in the passive voice.

◆ The actor was grin^{ing} broadly.

Exercise 74.1: Correct Verb Forms

Identify the correct verb form for each set of verbs in the following sentences.

1. Scientists (have studied, have study) the effects of exercise on people for years.

2. Information, which (was release, was released) in August, indicates that exercise (is contributing, is contributes) to a longer life expectancy.

3. Further research on exercise suggests that some older people (be coping, may be coping) with mental disorders better because of daily exercise.

4. Unfortunately, many residential communities for the elderly (do not offer, do not offering) enough exercise classes.

When the direct object is a pronoun, a phrasal verb must be separated.

◆ I will help ^vout ^{him} with biology.

Exercise 74.2: Correct Phrasal Verbs

Decide which phrasal verb, similar in meaning to the verb in brackets, should be used in the following paragraph.

Artists must [submit] their entries for the exhibit by Friday, but they are always late. Most artists [postpone] creating their work until the last minute. By starting so late, they cannot [complete] a painting or sculpture on time. Too often judges [reject] late entries. Artists often [invent] dramatic excuses for being late. Last year, one artist actually said, "The dog ate it."

Verbs Followed by Gerunds and Infinitives

Some verbs may be followed by gerunds but not infinitives. Some may be followed by infinitives but not gerunds. Some may be followed by either gerunds or infinitives.

A gerund ends in *-ing* and functions as a noun, such as *cooking*, *studying*, *painting*. An infinitive consists of a verb's plain form usually preceded by *to*: *to attend*, *to believe*, *to convince*.

VERB WITH GERUND	Did he <i>mention</i> running in Mason Park?
VERB WITH INFINITIVE	This light is <i>guaranteed</i> to work fifteen hours on two batteries.

Verbs Followed by Gerunds But Not Infinitives

admit	discuss	mind	recall
appreciate	enjoy	miss	resent
avoid	escape	postpone	resist
consider	finish	practice	risk
delay	imagine	put off	suggest
deny	mention	quit	tolerate

Authorities will *not tolerate* writing on buildings.

Verbs Followed by Infinitives But Not Gerunds

afford	demand	hope	pretend
agree	deserve	learn	promise

appear	ask	endavor	manage	refuse
are	fall	expect	mean (intend)	seem
claim	guarantee	offer	need	threaten
choose	happen	plan	want	
decide	hesitate	prepare	wish	

Some verbs followed by an infinitive must have a noun or pronoun between the verb and the infinitive, such as *advise*, *allow*, *cause*, *caution*, *challenge*, *condemn*, *convince*, *dare*, *direct*, *encourage*, *forbid*, *invite*, *permit*, *persuade*, *require*, *teach*, *tell*, *warn*.

I *urge* you to *enter* the race.

Some verbs may be followed directly by an infinitive or may have a noun or pronoun between them and an infinitive, such as *ask*, *expect*, *need*, *want*.

I *want* to *dance* until midnight.

Verbs Followed by Gerunds or Infinitives

bear	deserve	love	remember
begin	read	neglect	start
hate	prefer	stop	can't bear
intend	regret	try	can't stand
continue	like		

The institute will *start researching* the effects of laughter.

Exercise 74.3: Correct Gerunds and Infinitives

Complete the following sentences with a gerund or an infinitive.

- Counselors want students [understand] course requirements.
- They want students [study] the course catalog.
- They also suggest [examine] and [memorize] college department requirements.
- Moreover, counselors caution students not [ignore] [read] the detailed requirements for graduation.
- The Advisory Office would appreciate [know] each student's graduation plans.

75 Faulty Repetitions *esi***Delete Faulty Repetitions**

Childhood it is the leading cause of stress among children has a common second language error. The writer has unnecessarily referred to childhood with the pronoun it. Corrected, the sentence would read, Childhood is the leading cause of stress among children.

Reread your sentences carefully. Delete any words that unnecessarily refer to or repeat other words in a sentence.

◆ Driving this is my favorite method of travel.

◆ The slim woman with short hair she is my doctor.

◆ Professor Park, who lectured on Korea, she used humor to make her points.

◆ That was the year when we graduated then.

◆ The party will be held in the restaurant where we held the graduation dinner there.

◆ Carl's business trip was made miserable by the clients whom he was visiting with them.

Exercise 75.1: Faulty Repetitions

Draw a line through the unnecessary words in the following sentences.

- The Statue of Liberty, which is located in New York harbor, it was given to the United States by France.
- A love letter was on the front seat of Tom's Honda where it would be easily found there.
- The sun it was so hot the sand sizzled.

76 Present and Past Participles *esi*

- The game occurred on Saturday when thousands of people were at home then.
- Six people they were honored, and more than fifty they were mentioned.

Use Present and Past Participles Correctly

The *interesting events interested TV viewers* shows how forms of a plain verb can be used as an adjective and main verb. But when you use the present or past participles of a plain verb as an adjective, be sure to do so correctly. Present participles, such as *moving, running, dancing, flying, and past participles, such as moved, ran, danced, flew, when used as adjectives may precede the noun they modify, or they may follow a linking verb, such as forms of to be (am, are, is, was, were).*

Present Participle Used as an Adjective

We saw an *interesting* movie.

The movie we saw was *interesting*.

Past Participle Used as an Adjective

All *interested* people should attend the debate.

No one *interested* in buying my car has called.

As you can see from the examples above, the present participle describes the agent causing the feeling or reaction (*movie was interesting*), and the past participle describes the person or thing having the feeling or reaction (*interested people*). In your writing, use the proper participle form for verbs such as these:

amazing, amazed	amusing, amused	amazing, amazed	amusing, amused
boring, bored	amusing, annoyed	confusing, confused	amusing, annoyed
confusing, confused	depressing, depressed	depressing, depressed	depressing, depressed
disturbing, disturbed	disturbing, disturbed	disturbing, disturbed	disturbing, disturbed
embarrassing, embarrassed	embarrassing, embarrassed	embarrassing, embarrassed	embarrassing, embarrassed
exciting, excited	exciting, excited	exciting, excited	exciting, excited
exhausting, exhausted	exhausting, exhausted	exhausting, exhausted	exhausting, exhausted
fascinating, fascinated	fascinating, fascinated	fascinating, fascinated	fascinating, fascinated
frightening, frightened	frightening, frightened	frightening, frightened	frightening, frightened
interesting, interested	interesting, interested	interesting, interested	interesting, interested
shocking, shocked	shocking, shocked	shocking, shocked	shocking, shocked
surprising, surprised	surprising, surprised	surprising, surprised	surprising, surprised
thrilling, thrilled	thrilling, thrilled	thrilling, thrilled	thrilling, thrilled

Sometimes writers make the mistake of unnecessarily repeating a verb form. They mistakenly use the present participle as an adjective and a past participle of the same verb as the main verb.

◆ The exciting movie excited us.

Exercise 76.1: Using Participles Correctly

Identify the correct participle for each sentence.

1. People across the country were (shocking, shocked) by the news of the explosion in Oklahoma City.

2. The news on television showed how (frightening, frightened) and (confusing, confused) everyone was.

3. The death and destruction left the residents of the Oklahoma City area very (depressing, depressed).

4. However, the rescue of victims who had been trapped for hours was (amazing, amazed), and people were (thrilling, thrilled) to learn that some people survived.

5. Even though the emotional response of people around the nation was strong, nothing could relieve the families of victims, who were (grieving, grieved) over their losses.

Glossaries

Glossary of Usage

Glossary of Grammatical Terms

and/or. A legalism that many people consider awkward in college and business writing.

anxious, eager *Anxious* means "nervous" or "worried." *Eager* means "enthusiastically anticipating something." *I am eager to start the trip across the desert but anxious about the weather.*

anyone, any one *Anyone* means "any person at all." *Any one* refers to a particular person or thing in a group. Similar definitions apply to everyone, every one, someone, some one. *Anyone with the price of membership can join. Any one of the seniors might have started the brawl.*

anyplace Colloquial for *anywhere*.

anyways, anywhere Nonstandard for *anyway* and *anywhere*.

as Avoid using *as* for *because*, *since*, *while*, *whether*, and *who*. *Because* [not *as*] *whether* [not *as*] *they can continue.*

as, like See *like*, *as*, *as if*, *as though*.

awful An overused word for *bad*, *shocking*, *ugly*. Colloquially, *awful* substitutes for intensifiers meaning "very" or "extremely."

awhile, a while *Awhile* is an adverb. *A while* is an article and a noun. *Awhile*, therefore, can modify a verb but cannot serve as an object of a preposition. *After six hours on the road, they rested awhile.* *After six hours on the road, they rested for a while.*

bad, badly *Bad* is an adjective and should be used in formal writing to modify nouns and as a predicate adjective after linking verbs. *Badly* should be used only as an adverb. *The doctor felt bad.* *The tenor sang badly.*

being as, being that Colloquial for *because*. *Because* [not *Being that*] *the sun has risen each morning of your life, you may expect it to rise tomorrow.*

beside, besides *Beside* means "next to." *Besides* means "except" and "in addition." *The older sister stood beside her father.* *Besides one stranger, only relatives were on the bus.*

between See *among*, *between*.

bring, take Use *bring* to carry something from a farther place to a nearer one. Use *take* to carry something from a nearer place to a farther one. *Take these pages to the printer and bring me yesterday's batch.*

bunch *Bunch* should not be used to refer to a crowd or group of people or things. Reserve it to refer to things that grow fastened together, such as grapes and bananas.

burst, bursted, burst, busted The verb *burst* means "fly apart," and its principal parts are *burst, burst, burst*. The past tense *bursted* is nonstandard. *Burst* and *busted* are considered slang, so they are inappropriate in college or business writing.

amount, number *Amount* refers to a quantity of something that cannot be counted. *Buying a house like that requires a large amount of money.* *Number* refers to things that can be counted. *The number of students living in dormitories increased by 15% last year.*

an See *a, an*.

and etc. *Et cetera* (etc.) means "and so forth," and etc., therefore, is redundant.

The entries in this glossary are words and phrases that frequently cause problems for inexperienced writers. Based on recent editions of dictionaries and usage guides, the suggestions for standard written English included in this glossary represent current practice among experienced writers. You should avoid using words and phrases labeled *nonstandard*, and use entries labeled *colloquial* sparingly and with care. They are used primarily in informal speech and writing and, therefore, are usually inappropriate in college and business writing.

a, an Use *a* before a consonant sound, *an* before a vowel sound.

a history a university a one o'clock meeting a C an hour an undertow an orphan

aggravate *Aggravate* means "make worse." In writing it should not be used in its colloquial meaning of "irritate" or "annoy."

agree to, agree with *Agree to* means "consent to" a plan or proposal. *Agree with* means "be in accord with" a person or group.

ain't Nonstandard for *am not* or *aren't*.

all right *All right* is always two words. *Alright* is a misspelling.

all together, altogether *All together* means "in a group," "gathered in one place," or "in unison." *Altogether* means "wholly" or "completely." *They made the jungle trek all together rather than in small groups. I did not altogether approve of the plan.*

allusion, illusion An *allusion* is a reference to something. An *illusion* is a deceptive appearance. *Dr. Conn fills his lectures with classical allusions.* *Despite the hard facts, she clings to her illusion of true love.*

a lot *A lot* is always written as two words. *A lot* is a common misspelling.

among, between *Among* is used to refer to three or more people or things. *Between* is used with two people or things. *Half the treasure was divided between the captain and the ship's owner, the other half among the crew.* Sometimes *between* is used with more than two if the relationship concerns individual members of the group with each other. *The treaty between the five countries guarantees access to deep water ports.*

amount, number *Amount* refers to a quantity of something that cannot be counted. *Buying a house like that requires a large amount of money.* *Number* refers to things that can be counted. *The number of students living in dormitories increased by 15% last year.*

an See *a, an*.

due to Many people object to the use of *due to* as a preposition that means "because of" or "owing to." The class was canceled because of [not due to] low enrollment. Due to is acceptable when used as a subject complement. In this position it usually follows a form of *be*. His unpredictable behavior is due to alcohol.

eager See *anxious, eager*.

enthused Colloquial for "showing enthusiasm." The preferred adjective is *enthusiastic*.

etc. See *and etc.*

everyday, every day *Everyday* is an adjective meaning "used daily" or "common" and is always written as a single word. These are my everyday shoes. *Every day* is composed of the noun *day* and the adjective *every* and is always written as two words. I leave campus every day at 3 p.m.

everyone, every one See *anyone, any one*.

everywhere Nonstandard for *everywhere*.

every which way Colloquial for *in every direction* or *in disorder*.

expect Colloquial when used to mean "suppose" or "believe." I suppose [not expect] the Reynolds clan is still squabbling about the settlement of the will.

explicit, implicit *Explicit* means "expressed directly or precisely." Implicit means "expressed indirectly or suggested." The threat was explicit—"I'll break your nose!" Although his voice was gentle, his body carried an implicit threat.

farther, further *Farther* refers to actual distance. *Further* refers to additional time, amount, or other abstract matters. I cannot walk any farther. *Further* encourages, *the last* requires the most.

fewer, less *Fewer* refers to items that can be counted. *Less* refers to a collective quantity that cannot be counted. The marsh has fewer ducks living in it, but it also has less water to support them.

finalize Avoid using *finalize* for the verb *complete*.

former, latter *Former* refers to the first named of two things or people. *Latter* refers to the second of two named. *First* and *last* are used to refer to items in a series of three or more. Gina and Jose are very successful; the former is a dentist, the latter a poet. Jogging, biking, and swimming require tremendous endurance; the last requires the most.

further See *farther, further*.

get A common verb used in many colloquial and slang expressions. *Get wise, her printing gets me, and the like*. Using *get* in such ways is inappropriate in college and business writing.

can, may *Can* indicates ability, and *may* indicates permission. Colloquially, *can* is used in both senses. If I may use the car, I believe I can reach the store before it closes.

center around *Center on* is more accurate than *center around*.

climactic, climatic *Climactic* refers to a climax. *Climatic* refers to climate.

compare to, compare with *Compare to* means "regard as similar." *Compare with* means "examine for similarities or differences." The boy compared his father's bald head to an egg. The investigator compared the facts of the Kineman case with the facts of the Billings incident.

continual, continuous *Continual* means "often repeated." *Continuous* means "unceasing" or "without a break." My afternoon are continually interrupted by telephone calls. The waves lap continuously at the shore.

convince, persuade Careful writers use *convince* when someone changes his or her opinion. They use *persuade* when someone is moved to take action. The attorney convinced several students that capital punishment is immoral. The attorney persuaded several students to demonstrate against capital punishment.

credible, creditable, creditous *Credible* means "believable." *Creditable* means "praiseworthy." *Creditous* means "inclined to believe just about anything." Hitchcock's fantastic stories are hardly credible; nevertheless, as a director he got creditable performances from his actors regardless of whether or not the audience was creditous.

criteria, data, phenomena *Criteria* is the plural form of *criterion*. Careful writers use *criteria* only in the plural sense. The criteria were so ill phrased that they were hard to apply. *Data* and *phenomena* are plurals of *datum* and *phenomenon*, respectively. They should be treated as plural forms. New data suggest the drug is harmful. Today's unexplainable phenomena are tomorrow's scientific explanations.

data See *criteria, data, phenomena*.

deal Colloquial and overused for *bargain, transaction, or business transaction*.

different from, different than *Differ from* means "be unlike." *Differ with* means "disagree."

disinterested, uninterested *Disinterested* means "impartial." *Uninterested* means "bored" or "indifferent."

don't *Don't* is a contraction of *do not* and should not be used for *does not*, whose contraction is *doesn't*. Although the performance doesn't begin for an hour, I still don't think Bernice will be ready.

kind, sort, type These are singular words and take singular modifiers and verbs. This kind of butterfly is rare in North America. When referring to more than one thing, kind, sort, and type must be made plural and then take plural modifiers and verbs. These kinds of butterflies are rare in North America.

land of, sort of Colloquial when used to mean somewhat or rather. The picnic was rather [not sort of] dull.

lay See lie, lay.

learn, teach Learn means "acquire knowledge." Teach means "dispense knowledge." I must teach [not learn] the children better manners.

leave, let Leave means "go away." Let means "allow" or "permit." Let [not leave] me finish the job. The firm should have let [not left] her resign.

less See fewer, less.

let See leave, let.

liable See likely, liable.

lie, lay These verbs are often confused. Lie means "recline," and lay means "place." In part, they seem to be confusing because the past tense of lie is the same as the present tense of lay.

lie ("recline") lay ("place")

lie lay

lain laid

laying laying

Lay (meaning "place") is also a transitive verb and as such takes an object. Don't forget to lay the book on my desk. Today I laid the tiles, and tomorrow I'll be laying the carpet. Lie (meaning "recline") is intransitive and as such never takes an object. The book lay on my desk for weeks. I can't waste time lying in bed; I've lain there long enough.

like, as, as if, as though Like is a preposition and introduces a prepositional phrase. As, as if, and as though usually function as subordinating conjunctions and introduce dependent clauses. In college and business writing, do not use like as a subordinating conjunction. The sky looks as if [not like] the end of the world is near.

like, such as When introducing a representative series, use such as. To make a direct comparison with an example, use like. The 1980s produced some powerful hitters in tennis, such as Borg, Connors, and McEnroe, but I want to play a game of strategy like Vilas.

likely, liable Likely is used to express probability. Liable is used to express responsibility or obligation. She is likely to finish the project before the weekend. Mr. Wern is liable for his son's destructive behavior.

lots, lots of Colloquial for a great deal, much, or plenty.

goes Nonstandard when used instead of says or said to introduce a quotation. It should not be used to indicate speech. He said [not goes], "Leave me alone."

good, well Good is an adjective; well is an adverb. Dr. Humato is a good golfer. She strokes the ball well. Well should be used to refer to health. You look well [not good]. Are you feeling well [not good]?

had ought, hadn't ought Nonstandard for ought and ought not.

half Half or a half is appropriate, but a half a is redundant. We drank half a [not a half a] gallon of soda.

herself, himself See myself, herself, himself, itself, yourself.

hissel Nonstandard for himself.

hopefully Hopefully means "with hope." They prayed hopefully for the biz-zard to stop. Hopefully is used colloquially to mean "it is hoped" in place of I hope; however, I hope is preferred in college and business writing. I hope [rather than Hopefully] the bizzard will stop.

illusion See allusion, illusion.

implicit See explicit, implicit.

imply, infer Imply means "suggest." Infer means "conclude." Irving implied that he had studied for the quiz, but I inferred that he was unprepared.

in, into In indicates a location or position. Into indicates movement or change. Beata is in the study with a clairvoyant, who is in a trance. I must go into Murkwood, but I don't want to fall into danger. Into has also come colloquially to mean "involved in" something, which is an inappropriate use in college and business writing. My brother is interested in [not into] restoring Victorian houses.

individual, party, person Individual should be used to refer to a single human being when expressing that person's unique qualities. Each individual has a right to pursue his or her interests within the law. When not emphasizing unique qualities, use person. A romantic person will love the Austrian country-side. Except in legal documents, use party to refer to a group. Who is the missing person [not party]?

infer See imply, infer.

in regards to Nonstandard for in regard to or regarding.

into See in, into.

irregardless Nonstandard for regardless.

is because See reason is because.

is when, is where A common predication error in sentences that define "Bandwagon" is a propaganda device by which [not is when or is where] advertisers urge consumers to become one of the millions buying their products.

phenomena, phenomenon See criteria, data, phenomena.

plus Nonstandard for moreover. *Nguyen Enterprises has a fine economic future; moreover [not plus], it offers young executives many tax-free perquisites.*

raise, rise Two commonly confused verbs. Raise (raising, raised, raised), meaning "force something to move upward," is a transitive verb and takes a direct object. Rise (rising, rose, risen), meaning "go up," is an intransitive verb. When the subject of a verb is being forced to move upward, use a form of raise. Increasing the interest rate will raise monthly mortgage payments. When the subject of a verb is itself moving upward, use a form of rise. Unsteadily the ailing man rose from the chair.

real, really *Real* is an adjective; *really* is an adverb. *The linebacker was really [not real] tough to block.*

reason is because Use that instead of because in the phrase reason is because, or rewrite the sentence. *The reason the MG stalled is that [not is because] the oil had leaked from the crankcase.*

respectfully, respectfully *Respectfully* means "with respect" or "showing respect." *Respectively* means "each in the order given." *He respectfully expressed his opposition to the plan. The Collector, The Optimist's Daughter, and The Human Comedy were written by John Fowles, Eudora Welty, and William Saroyan, respectively.*

rise See raise, rise.

says, said See goes.

sensual, sensuous *Sensual* refers to pleasures of the body, especially sexual pleasures. *Sensuous* refers to pleasures perceived by the senses. *The poet's sensual desires led him to create the sensuous images readers find in his work.*

set, sit Two commonly confused verbs. *Set* (*setting, set, set*), meaning "put or place," is a transitive verb and takes a direct object. *Sit* (*sitting, sat, sat*), meaning "be seated," is an intransitive verb. When you mean "put something down," use a form of *set*. *Ralph set the paint beyond the child's reach.* When you refer to being seated, use a form of *sit*. *Don't sit in the wet paint.*

shall, will *Shall*, which was once used to form the simple future tense in the first person, has been replaced by *will*. *I will deal with him later.* In first-person questions that request an opinion, *shall* is the correct form to use. *Shall I march? Shall we strike?*

should, would Use *should* when expressing a condition or obligation. Use *would* when expressing a wish or customary action. *If they should appear, you must be prepared to battle. He would nap each afternoon when he was on vacation.*

should of Nonstandard for *should have*.

sit See set, sit.

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may be, maybe *May be* is a verb phrase, and *maybe* is an adverb meaning "perhaps."

may See can, may.

media, medium *Media* is the plural form of *medium*. Use plural modifiers and plural verbs with *media*. *These kinds of mass media—television, radio, newspaper—influence our emotional attitudes.*

might of Nonstandard for *might have*.

most Colloquial when used for *almost*.

myself, herself, himself, itself, yourself These and other -self pronouns are reflexive or intensive—that is, they refer to or intensify a noun or another pronoun in a sentence. *The family members disagree among themselves, but I myself know how the inheritance should be divided. Colloquially these pronouns are often used in place of personal pronouns in prepositional phrases. This use is inappropriate in college and business writing. None of the team except you [not yourself] has learned to rappel.*

no way Nonstandard for *no*.

nowhere near Colloquial for *not nearly*. *Bryan's game is not nearly [not nowhere near] as good as Schrup's.*

nowheres Nonstandard for *nowhere*.

number See amount, number.

OK, O.K., okay All are acceptable spellings, but avoid using them in college and business writing.

party See individual, party, person.

people, persons *People* refers to a collective mass and emphasizes faceless anonymity. *Persons* refers to individuals who make up the group and emphasizes separate identity. *People surged into the convention hall. Several persons angrily denounced the membership's reluctance to act.*

percent, percentage Both *percent* and *percentage* refer to numbers and should be used only in references to actual statistics. Avoid using them to replace the word *part*. *The major part [not percent] of my trouble is caused by mismanagement. Percent is always preceded by a number (60 percent; 45 percent), and percentage follows an adjective (a major percentage). In formal writing percent should always be written out (not %).*

person See individual, party, person.

persons See people, persons.

persuade See convince, persuade.

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Glossary of Grammatical Terms

absolute phrase A phrase that modifies a whole clause or sentence rather than a single word and is not joined to the rest of the sentence by a connector. It consists of a noun and a participle: *Hands trembling, she opened the envelope. Our original plan looks best, all things considered.* See phrases; also 69f, 37h.

abstract noun See noun.

active voice See voice.

adjective A word used to modify a noun or pronoun. It tells what kind, how many, or which one: *Careless drivers must attend seven hours of that class.* A **predicate adjective** follows a linking verb and describes the subject of the sentence: *The speaker was nervous.* See also 68f.

adjective clause A dependent clause that modifies a noun or a pronoun. See clause.

adjective phrase Any phrase that modifies a noun or pronoun. See phrase.

adverb A word used to modify a verb, an adjective, another adverb, or a whole phrase, clause, or sentence. Adverbs tell how, when, where, or to what extent. *He speaks hurriedly.* [*Hurriedly* modifies *speaks* by telling how.] *She was never ambitious.* [*Never* modifies *ambitious* by telling when.] *Our dog wanders everywhere.* [*Everywhere* modifies *wanders* by telling where.] *He is quite easily confused.* [*Quite easily* modifies *confused* by telling to what extent.] See also 67e.

adverb clause A dependent clause that modifies a verb, an adjective, another adverb, or a whole clause. See clause.

adverbial conjunction See conjunctive adverb.

adverb phrase Any phrase used as an adverb. See phrase.

agreement The correspondence in person, number, and gender between two words. A verb must agree with its subject in person and number. A pronoun must agree with its antecedent in person, number, and gender. A demonstrative adjective (*this, that, these, those*) must agree with its noun in number. See also *gender, person, number*; also Chapters 29, 30.

antecedent The word or group of words that a pronoun refers to. *When Stacy graduated, she immediately took a job in New York.* [*Stacy* is the antecedent of the pronoun *she*.] See also Chapter 30.

appositive A noun or group of words used as a noun, placed next to a noun or pronoun to explain, describe, or identify it: *The lawyer, a Harvard graduate, easily won her first case.* Most appositives are nonrestrictive and are set off with commas. See also 69b, 38c.

article *The* is a definite article. *A* and *an* are indefinite articles. Articles are classed as adjectives. See also 67d.

sure and, **sure to**, **try** and, **try to** *Sure to* and *try to* are the preferred forms. [*not sure*] was correct in his cost estimate.

such as See like, such as.

sort of See kind of, sort of.

sort See kind, sort, type.

someone See anyone, any one.

than, then *Than* functions as a conjunctive used in comparisons, then as an adverb indicating time. *I would rather be in class than [not then] at work.*

that, which *That* always introduces a restrictive clause. *Which* may introduce a restrictive clause or a nonrestrictive clause. Many writers prefer to use *which* to introduce only nonrestrictive clauses. *This is the class that requires six outside reports.* *This class, which* requires six outside reports, meets once a week.

themselves Nonstandard for themselves.

then See than, then.

try and, **try to** See *sure and, sure to, try and, try to.*

uninterested See *disinterested, uninterested.*

wait for, **wait on** *Wait for* means "await." *Wait on* means "serve."

ways Use *way* when referring to distance. *The trout stream is only a little way [not ways] from here.*

well See good, well.

which See that, which.

which, who *Never use which* to refer to people. Use *who* or *that* to refer to people and *which* or *that* to refer to things.

who, whom Use the relative pronoun *who* to refer to subjects and subject complements; use the relative pronoun *whom* to refer to the object of the verb or preposition. *The award was given to the person who deserved it.* *The award was given to whom?*

will See shall, will.

would See should, would.

yourself See *myself, herself, himself, itself, yourself.*

compound-complex sentence See *sentence*.

compound predicate See *compound*.

compound sentence See *sentence*.

compound subject See *compound*.

concrete noun See *noun*.

conjunction A word that connects and shows the relation between words, phrases, and clauses. **Coordinating conjunctions** (*and, but, or, nor, yet, for, and so*) connect items of equal grammatical rank: *The beauty of the scenery and the friendliness of the people make British Columbia an attractive tourist area*. **Correlative conjunctions** (*either . . . or, not only . . . but also, and so on*) are used in pairs: *You may choose either the vase or the picture*. **Subordinating conjunctions** (*when, while, if, although, because, and so on*) introduce dependent clauses and connect them to main clauses: *The carnival activity began when the sun went down*. See also 67g.

conjunctive adverb An adverb used to connect two main clauses: *Susan practiced faithfully; therefore, she improved rapidly*. See also 67g.

coordinating conjunction See *conjunction*.

correlative conjunction See *conjunction*.

count/noncount noun Count nouns are nouns that may be used in singular or plural form (e.g., *textbook, textbooks; assignment, assignments*). Noncount nouns may be used in singular form only (e.g., *advice, homework*). See Chapter 73.

dangling modifier A modifying phrase or clause that does not sensibly connect to any word in a sentence. See also 21f.

degree See *comparison*.

demonstrative pronoun See *pronoun*.

dependent clause See *clause*.

direct address A noun or pronoun used parenthetically to indicate the person or group spoken to: *I believe, friends, that we will win this election*.

direct discourse The presentation of the exact words, spoken or written, of another: *Steven asked, "Where have you been?"* **Indirect discourse** reports the words of another in paraphrase or summary form: *Steven wanted to know where we had been*. See also 22c.

direct object See *object*.

double negative Two negative words used in the same construction: *I didn't have no reason to stay home*. Double negatives are nonstandard English. The sentence must be revised: *I didn't have any reason to stay home or I had no reason to stay home*.

auxiliary verb See *helping verb*.

case The form of nouns and pronouns classified according to how they function in a sentence. English has three cases: the **subjective** to indicate the subject of a verb or a subject complement; the **objective** to indicate the object of a verb, verbal, or preposition; and the **possessive** to indicate ownership. Nouns and most pronouns change form only in the possessive case (*father's, everyone's*). All other uses require only the plain form (*cauthestral, everybody's, everyone*). The personal pronouns *I, we, he, she, and they* and the relative or interrogative pronoun *who* have three case forms. The personal pronouns *you* and *it* have a separate possessive form. See also 49b.

clause A group of words that has a subject and a predicate. A **main (independent) clause** forms a grammatically complete sentence: *He ran all the way to the station*. Main clauses can be joined to other main clauses with coordinating conjunctions, conjunctive adverbs, or semicolons. (See 67g, Chapter 39.) **Subordinate (dependent) clauses** are not sentences and must be joined to a main clause to form a grammatically complete sentence: *Although he was tired, he ran all the way to the station*. Dependent clauses function as adjectives, adverbs, and nouns. See also Chapter 70.

collective noun See *noun*.

comma splice An error occurring when main clauses are joined only by a comma: *Last summer we went camping, everyone laughed at my inability to pitch a tent*. See also Chapter 28, 70a.

common noun See *noun*.

comparative degree See *comparison*.

comparison Adjectives and adverbs have three forms: the **positive degree**, which only describes [*large*]; the **comparative degree**, which compares two things [*larger*]; and the **superlative degree**, which compares three or more things [*largest*]. See also 23a.

complement A word or group of words that completes the meaning of a subject, an object, or a verb. Complements function as **direct objects, indirect objects, predicate adjectives, and predicate nominatives**: *The manager opened the door* [direct object]. *Please send me a letter* [indirect object]. *The sea was calm* [predicate adjective]. *Her father is an accountant* [predicate nominative]. See also Chapter 68.

complete predicate See *predicate*.

complete sentence See *sentence*.

complete subject See *subject*.

compound Words or groups of words of two or more parts functioning as a unit. **Compound words**: *brother-in-law, lifeguard*. **Compound constructions**: *Betty and Joe* [compound subject] *flew to Chicago*. *The children giggled and blushed* [compound predicate]. See also 68c, 68d.

functions as a noun, the direct object of the verb *promised*. *Lawn* is the direct object of the infinitive *to mow*.] See also *verbals*; 69c.

infinitive phrase See *phrase*.

intensive pronoun See *pronoun*.

interjection A word expressing surprise or strong emotion: *Oh, here he comes!* See also 67h.

interrogative pronoun See *pronoun*.

intransitive verb See *verb*.

irregular verb A verb that does not form its past and past participle by adding *-d* or *-ed* to the infinitive form: *fly, flew, flown; sink, sank, sunk*. See also Chapter 33.

linking verb See *verb*.

main clause See *clause*.

misplaced modifier A modifier positioned incorrectly in a sentence. See also Chapter 21.

modifier An adjective, an adverb, or a word, phrase, or clause used as an adjective or adverb to limit or qualify another word or group of words.

mood The form of a verb indicating a writer's (or speaker's) intent in a sentence. The indicative mood is used for questions and statements of fact or opinion: *John is a good student*. The imperative mood indicates a command or direction: *Be a good student*. The subjunctive mood expresses doubt, a condition contrary to fact, or a wish: *I wish I were a good student*. See also Chapter 34.

nominative case Same as subjective case. See *case*.

nonrestrictive element A modifier that is not essential to the meaning of a main clause. Nonrestrictive elements are set off by commas: *Mr. Perkins, who retired from the grocery business last summer, is a noted rose grower*. See also 37c.

noun A word that names a person, place, thing, or idea. **Proper nouns** name particular people, places, or things: *James Joyce, Chicago, Fenway Park*. **Common nouns** name general classes: *athlete, singer, hotel*. **Abstract nouns** name intangible qualities: *loyalty, grace, devotion*. **Concrete nouns** name tangible things: *desk, snow, glasses*. **Collective nouns** name groups: *team, squad, committee*. See also 67a.

noun clause A dependent clause that functions as a subject, an object, or a complement. See *clause*.

number The indication of singular or plural in the forms of nouns (*toy, toys*), pronouns (*I, we*), demonstrative adjectives (*this, these*), and verbs (*eat, eat*). See also *agreement*; Chapters 29, 30.

elliptical construction A construction in which one or more words are omitted but understood. *Bob types faster than Margaret* [*types*]. See also 32c. *expensive* The word *here, here*, or *it* followed by a form of the verb *be* and used to begin a construction in which the subject follows the verb: *It is easy to spend money foolishly*. [*To spend money foolishly* is the subject of *is*.] See also 29c.

finite verb A verb that makes an assertion about a subject. A finite verb can function as the main (or only) verb in a sentence: *On weekends I work in the garden*. Gerunds, infinitives, and participles are nonfinite verbs and cannot function as main verbs in a sentence. See *verbals and verbal phrases*; 69c and 69d.

fragment See *sentence fragment*.

fused sentence An error occurring when main clauses are joined without a coordinating conjunction or semicolon: *We traveled to Georgia it was a good trip*. See also Chapter 28.

future perfect tense See *tense*.

future tense See *tense*.

gender The classification of nouns and pronouns as masculine (*man, he*), feminine (*woman, she*), or neuter (*house, it*). See also *agreement*; Chapter 29.

genitive case Same as possessive case. See *case*.

gerund A verbal ending in *-ing* that functions as a noun. The form of the gerund is the same as that of the present participle. Gerunds may have objects, complements, or modifiers. *Cigarette smoking is dangerous to your health*. [The gerund *smoking* is the subject of the sentence. *Cigarette* modifies the gerund. *Dangerous* is a predicate adjective complementing the gerund.] See also *verbals and verbal phrases*; 69c and 69d.

gerund phrase See *phrase*.

helping verb A verb used with a main verb to form a verb phrase: *Sarah was living in San Francisco at that time*. See also Chapter 33 and 67c.

imperative See *mood*.

indefinite pronoun See *pronoun*.

independent clause Same as main clause. See *clause*.

indicative See *mood*.

indirect discourse See *direct discourse*.

indirect object See *object*.

infinitive The plain form of a verb, as listed in the dictionary; it usually appears in combination with *to* to form a verbal that functions as a noun, an adjective, or an adverb. Infinitives may have objects, complements, or modifiers. *He promised to mow the lawn*. [The infinitive phrase *to mow the lawn*

phrase A group of words lacking a subject or a predicate or both and used as a single part of speech. A **verb phrase** consists of more than one verb: *had been taking, was swimming*. It functions as a predicate for clauses and sentences: *The professor has been lecturing for more than an hour. A prepositional phrase consists of a preposition, its object, and any modifiers: under the house, after the party. It functions as an adjective, adverb, or noun: She wandered to the elm grove beyond the fence. [To the elm grove is used as an adverb modifying wandered; beyond the fence is used as an adjective modifying grove.] An infinitive phrase consists of an infinitive, its object, and any modifiers: to hear the peaceful music, to learn I had been selected. It functions as a noun, adjective, or adverb: To see her again was a pleasure. [To see her again is used as a noun, the subject of the sentence.] A **participial phrase** consists of a participle, its object, and any modifiers: studying all night, glancing through the album. It functions as an adjective or adverb: The man jogging around the track is my brother. [Jogging around the track is used as an adjective modifying man.] A **gerund phrase** consists of a gerund, its object, and any modifiers. Like participial phrases, gerund phrases use the -ing ending of the verb: watching the birds, hoping for rain. Therefore, they can be distinguished from participial phrases only in the context of a sentence. Gerund phrases function as nouns. *Jogging around the track is good exercise. [Jogging around the track is used as a noun, the subject of the sentence.] An absolute phrase* consists of a noun and usually a participle. It modifies a whole clause or sentence. *The election being over, the loser pledged support to the winner.* See also Chapter 69.*

positive degree See *comparison*.

possessive case See *case*.

predicate The part of a sentence that tells what the subject did or how it was acted on. A predicate must have a finite verb. The **simple predicate** is the verb and its helping verb(s). The **complete predicate** is the simple predicate plus any modifiers, objects, and complements. *This play should set an attention record in New York.* [Should set is the simple predicate.] See *finite verb*; also 68b.

predicate adjective See *adjective; complement*.

predicate nominative See *complement*.

preposition A word that shows the relation of a noun or a pronoun (the object of the preposition) to some other word in the sentence. See also *object; phrases*; 67f.

prepositional phrase See *phrase*; 67f.

present participle See *participle*.

present perfect tense See *tense*.

present tense See *tense*.

principal parts The present, present participle, past, and past participle of a verb: *look, looking, looked, looked*. See also Chapter 33.

object A word, phrase, or clause that receives the action of or is affected by a transitive verb, a verbal, or a preposition. A **direct object** receives the action of a transitive verb and answers the question *What?* or *Whom?* of the transitive verb *make*, answering the question *What?* *Children* is the direct object of the verbal *tutoring*, answering the question *Whom?* *An indirect object* indicates to whom or for whom an action is done: *I gave David five dollars.* [David is the indirect object of the verb *gave*. Dollars is the direct object.] An **object of a preposition** is the noun that a preposition relates to the rest of a sentence: *Joan sat by the door of the church.* [Door is the object of the preposition *by*; church is the object of the preposition *of*.] See also 67f, 68e.

parenthetical expression A word, phrase, or clause that interrupts the thought of a sentence. See also 37f, 42a, 44a.

participial phrase See *phrase*.

participle A verbal that functions as an adjective, an adverb, or a part of a verb phrase. **Present participles** end in -ing. **Past participles** of regular verbs end in -d or -ed. *The light from the floating candles created grotesque shapes on the dark walls.* [The present participle *floating* is used as an adjective modifying candles.] *He ran screaming down the street.* [The present participle *screaming* is used as an adverb modifying ran.] *The thief had taken her favorite bracelet.* [The past participle *taken* is used as part of the verb phrase *had taken*.] See also *verb*; 69d.

particle Another name for the preposition or adverb portion of a phrasal verb. See *phrasal verb*.

parts of speech The classification of words on the basis of their use in a sentence. The parts of speech are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Each part of speech is defined in a separate entry in the glossary. See also Chapter 67.

passive voice See *voice*.

past participle See *participle*.

past perfect tense See *tense*.

past tense See *tense*.

person The form of pronouns and verbs used to indicate the speaker (first person—I am), the one spoken to (second person—you are), or the one spoken about (third person—she is). See also *agreement*; Chapters 29, 30.

personal pronoun See *pronoun*.

phrasal verb Two-word or three-word verb consisting of a verb form plus a preposition or adverb (e.g., *look over, put up with*).

progressive tense See *tense*.

pronoun A word that takes the place of a noun. Words that function as pronouns are classified as follows. **Personal pronouns:** I, you, he, she, it, we, they and their possessive forms, my, mine, your, yours, his, her, hers, its, ours, theirs, *themselves*, *yourselves*, *themselves*, which are also sometimes used as **intensive pronouns**, as in *I myself saw it*. **Relative pronouns:** who, whom, that, which, whose. **Interrogative pronouns:** who, which, whom, whose, what. **Demonstrative pronouns:** this, that, these, those. **Indefinite pronouns:** all, both, few, several, *nobody*, and so on. See also 67b.

proper adjective An adjective derived from a proper noun: *French perfume*, *Orwellian nightmare*. See also 48f.

proper noun See *noun*.

quotation See *direct discourse*.

reflexive pronoun See *pronoun*.

regular verb A verb that forms its past and past participle by adding -d or -ed to the infinitive form: *wander, wandered, wandered; scheme, schemed, schemed*. See also Chapter 33.

relative pronoun See *pronoun*.

restrictive element A modifier that defines or identifies the noun it modifies and is therefore essential to the meaning of the main clause. **Restrictive elements** are not set off by commas. *All students who have successfully completed sixty units may apply for upper-division standing*. See also 37c and 38f.

run-on sentence See *fused sentence*.

sentence A group of words that contains a subject and a predicate and is not introduced by a subordinating conjunction. Sentences are classified according to their structure. A **simple sentence** has one main clause: *Maria fell asleep*. A **compound sentence** has two or more main clauses: *Maria tried to stay awake, but she fell asleep*. A **complex sentence** has one main clause and at least one dependent clause: *When Maria lay down to rest, she fell asleep*. A **compound-complex sentence** has two or more main clauses and at least one dependent clause: *When Maria lay down to rest, she fell asleep. Maria tried to stay awake, but she fell asleep*. Sentences may also be classified according to their purpose. A **declarative sentence** makes a statement: *I am going home*. An **imperative sentence** gives a command or makes a request: *Go home now*. An **interrogative sentence** asks a question: *Are you going home?* An **explanatory sentence** expresses strong feeling: *We're going home!* See also Chapter 71.

sentence fragment A portion of a sentence punctuated as though it were a sentence: *Suddenly appearing on the horizon*. See also Chapter 27.

simple predicate See *predicate*.

simple sentence See *sentence*.

simple subject See *subject*.

simple tenses See *tense*.

squinting modifier A modifier placed so it may refer to either a word preceding it or a word following it. See also 21b.

subject The part of a sentence that acts, is acted upon, or is described. The **simple subject** is the essential word or group of words of the **complete subject**. The **complete subject** is the simple subject plus its modifiers. *A tall, stately gentleman appeared at the door*. [*Gentleman* is the simple subject. *A tall, stately gentleman* is the complete subject.] See also 68a.

subject complement See *complement*.

subjective case See *case*.

subjunctive See *mood*.

subordinate clause Same as *dependent clause*. See *clause*.

subordinating conjunction See *conjunction*.

superlative degree See *comparison*.

tense The form of a verb and its helping verbs that expresses the verb's relation to time. The **simple tenses** are **present** (*I laugh, you choose*), **past** (*I laughed, you chose*), and **future** (*I will laugh, you will choose*). The **perfect tenses** indicate completed action: **present perfect** (*I have laughed, you have chosen*), **past perfect** (*I had laughed, you had chosen*), and **future perfect** (*I will have laughed, you will have chosen*). The **progressive tense** indicates continuing action (*I am laughing, you are choosing*). See also Chapter 33.

transitive verb See *verb*.

verb A word or group of words expressing action or a state of being. A **transitive verb** expresses action that has an **object**: *She painted a picture*. An **intransitive verb** expresses a state of being or a condition. It links the subject of a sentence with a complement that identifies or describes the subject: *Their laughter was maddening*. A verb may be **transitive in one sentence** and **intransitive in another**: *She paints pictures* [transitive]; *She paints well* [intransitive]. See also 67c; *tense*, Chapter 33; *mood*, Chapter 34; *voice*, Chapter 35.

verbal Also called *nonfinite verb*. A form of a verb used as a noun, an adjective, or an adverb. Gerunds, infinitives, and participles are verbals. Verbals may take objects, complements, and modifiers. A verbal cannot function as the main verb of a sentence. See also *gerund*; *infinitive*; *participle*; *phrase*, 69c, 69d, 69e.

verb phrase See *phrase*.

voice The form of a transitive verb that indicates whether the subject acts (active voice) or is acted upon (passive voice). *Donita wrote a fine research paper*. *Passive voice: A fine research paper was written by Donita*. See also Chapter 35.