

The Eight Parts of Speech

All sentences are built using a combination of the eight parts of speech.

The Eight Parts of Speech

PART OF SPEECH	WHAT IT DOES	EXAMPLE
noun	It names a person, place, thing, animal, or idea. <i>Proper nouns</i> name particular persons, places, etc., and are capitalized.	writer, family, story, salesperson, amazement, self-control Gregor Samsa, Europe
pronoun	It takes the place of a noun. <i>An antecedent</i> is the noun that a pronoun stands for.	he, she, it, I, mine, everyone Gregor dislikes <i>his</i> job.
verb	It expresses action (action verb) or links the subject to another word in the sentence (linking verb).	Megan <i>Painted</i> her room. (action) She <i>felt</i> pleased with the new color. (linking)
adjective	It modifies a noun or a pronoun.	<i>green</i> grass, <i>two</i> cats, <i>that</i> idea, <i>your</i> house, <i>Mary's</i> garden
adverb	It modifies a verb, an adjective, or another adverb. Adverbs tell <i>how</i> , <i>to what extent</i> , <i>when</i> , or <i>where</i> .	Cinderella <i>quickly</i> scrubbed the floor. The floor was <i>very</i> clean. Cinderella worked <i>really</i> quickly.
preposition	It relates a noun or pronoun (its <i>object</i>) to some other part of the sentence. An object may be <i>compound</i> . The preposition, its object, and any modifiers make up a <i>prepositional phrase</i> .	The Jamisons live <u>across</u> the <i>street</i> . Sam lent CDs <u>to</u> <i>Rachel, Henry, and me</i> . The banner <u>with</u> <i>green letters</i> looks best.
conjunction	It connects words or word groups. The coordinating conjunctions are <i>and</i> , <i>but</i> , <i>or</i> , <i>nor</i> , <i>for</i> , and <i>yet</i> .	<i>Trophies</i> <u>and</u> <i>ribbons</i> covered Deena's desk. Wear the scarf <u>around</u> your neck <u>or</u> <u>across</u> your shoulders.
interjection	It shows sudden, usually strong, feeling.	<i>Hey!</i> Watch where you're going. <i>Oh</i> , is that what you think?

ACTIVITY 1

In the following passage, underline each common noun once and each proper noun twice. Three items are completed for you as samples. There are 25 more nouns for you to find.

The Metamorphosis is the story of a young salesman named Gregor Samsa who awakens one morning to a shocking discovery: During the night, he has somehow transformed into a giant beetle. One of the first problems he faces is how to get out of bed. He is lying on his back, and he has no idea how to turn over. His numerous little legs stick up into the air and seem to work independently of one another. Finally, Gregor manages to slide onto the floor and drag himself over to the chest of drawers. Using this piece of furniture as a brace, he heaves himself upright.

The rest of this short novel tells how Gregor struggles to make his family understand and accept him in his new manifestation. Franz Kafka, born in Prague in 1883, published the tale in 1915.

ACTIVITY 2

Underline each pronoun. Then draw an arrow from the pronoun to its antecedent.

Sample:

Kelly said she is Gina's understudy.

1. During rehearsals, Yolanda practiced singing her solo.
2. Todd, did you paint the backdrop for the set?
3. The programs are notable for their artsy design.
4. Mrs. Franklin said, "I brought refreshments for the cast."
5. The sofa in center stage should have a spotlight shining on it.

ACTIVITY 3 _____

On each blank, write a pronoun to take the place of the boldfaced antecedent.

Sample:

Did Margaret say where she was going?

1. The **butterfly** slowly worked _____ way out of the cocoon.
2. **Tomás** uses copper wire and old coins in _____ art.
3. **Class**, have _____ finished Assignment 6 yet?
4. The fresh-baked **rolls** have poppy seeds on _____.
5. **Betsy** said, "The last piece of peach pie is _____."

ACTIVITY 4 _____

Underline the verb in each sentence.

Sample:

Loudly, the gates slammed shut behind us.

1. My little nephew imagined a monster in his closet.
2. In the morning, please make breakfast for everyone.
3. The voice on the telephone sounded cheerful.
4. Finally, the bus arrived at the corner.
5. Maple leaves turn gold in the autumn.

QUESTION: Can a verb consist of more than one word?

ANSWER: Yes. A main verb plus one or more helping verbs is called a *verb phrase*.

VERB PHRASES: Everyone was laughing at my joke.
 Craig has been saving for a dirt bike.

ACTIVITY 5 _____

Write the verb in each sentence.

Sample:

I'm proofreading my history report right now. am proofreading

1. A mouse has been nibbling at food in the pantry. _____
2. They'll call you for your interview soon. _____
3. I had not realized the depth of her anger. _____
4. Last summer, they'd done everything together. _____
5. These dishes should have been washed. _____

QUESTION: How can I find the verb in a sentence that asks a question?

ANSWER: Rewrite the sentence as a statement. Then identify the verb.

ORIGINAL SENTENCE: Did you get my e-mail?

REWRITE AS: You did get my e-mail.

THE VERB: *Did get*

ACTIVITY 6 _____

Write the verb in each sentence.

Sample:

Haven't you eaten yet? Have eaten

1. Was someone sitting in this chair? _____
2. Were these poems written by T. S. Eliot? _____
3. Can't you stay for one more hour? _____
4. Why were you waiting for me? _____
5. Have you ever felt remorse for a lie? _____

ACTIVITY 8

Underline each adjective in the following passage. The first two adjectives have been underlined as samples. You should find 22 more adjectives.

A full moon broke through heavy clouds and lit the night. Suddenly, I was illuminated in my lofty position. I stood atop a jumble of boulders at the base of a steep cliff. As legends have it, old Pegleg the pirate stashed a grand treasure somewhere on—or in—this rocky hillside. Over the long years since his untimely death, many have searched for Pegleg's buried wealth. Nobody, however, has found a thing—not one gold doubloon.

However, when lightning struck a tree on this cliff last night, it set off a small avalanche. Now, here I stand on the fallen rocks, staring at a cave that their fall exposed. Back in its dimness, lit only by stray moonbeams, the rich glint of gold winks at me.

Some adjectives are formed from proper nouns and are called *proper adjectives*.

PROPER NOUNS: Shakespeare, America, Brazil

PROPER ADJECTIVES: *Shakespearean* sonnet, *American* flag, *Brazilian* citizen

ACTIVITY 9

Complete each sentence by writing an adjective on the blank.

Samples:

a. Toronto is a Canadian city.

b. After working in the hot sun, I was thirsty.

1. Your excuse seems _____.
2. I am an _____ citizen.
3. Yum! This mango tastes _____.
4. Do you prefer Chinese food or _____ food?
5. At the party, the guests were _____.

ACTIVITY 10

Underline each adverb in the following sentences. Then draw an arrow to the word it modifies. Some sentences have more than one adverb.

Samples:

a. Is that story really true?

b. Erica is almost never late to class.

1. Kim's coffee was barely warm.
2. The baby awoke too early.
3. Yikes! Ants are crawling everywhere.
4. Quite often, I deposit money in my piggy bank.
5. That stranger's face seems oddly familiar.
6. We will arrive fairly soon.
7. Aunt Becky always seems very happy.
8. Sometimes the roof leaks dreadfully.
9. My test was not scored accurately.
10. The story's conclusion is actually rather tragic.

ACTIVITY 11

Underline each preposition once and each object of a preposition twice.

Sample:

Despite warnings, some motorists drove across flooded roads.

1. In the nest rested two eggs with blue shells.
2. Before dawn, my alarm woke me with piercing beeps.
3. The words in that song remind me of an old boyfriend.
4. Throughout the school, teachers and students prepared for final exams.
5. Instead of eggs, grab some waffles out of the freezer.

ACTIVITY 12

Underline each prepositional phrase. Be sure to include all parts of a compound object.

Sample:

Under this dust and grime is a beautiful mirror with a gilt frame.

1. After geometry class, meet me at the soccer field.
2. Within that tough exterior beats the heart of a gentle lamb.
3. Everyone except Juan, Julia, and you were at the pep rally.
4. The forecast is for sleet throughout the evening and night.
5. Out of the slime and muddy weeds crawled a large snapping turtle.

ACTIVITY 13

Circle the conjunction in each sentence. Then underline each element it connects.

Samples:

- a. For the fund-raiser, we will organize (and) host a giant rummage sale.
- b. You can store potatoes *inside the refrigerator* (or) *in a cool, dark cabinet*.

1. Please sweep under the table and behind the sofa.
2. Do you like the stories of Edgar Allan Poe or Nathaniel Hawthorne better?
3. For years, the American artist Georgia O'Keeffe lived and worked in New Mexico.
4. Bessie's new job at the museum is both interesting and challenging.
5. Quietly yet forcefully, I told the child not to touch the snake.
6. Looking for my homework, I searched in my desk and under my bed.
7. My effort to give my friend a makeover was sincere but ineffective.
8. Use black or blue ink to fill out the registration form for pottery class.
9. Fiddling with the radio's dial, I found country, rock, classical, and pop music stations.
10. Deep in the Everglades, the air boat skimmed across a swamp smoothly and quickly.

ACTIVITY 14

Rewrite each sentence to create parallel structure.

Composition Hint

When you join items with coordinating conjunctions, make sure the items are of equal rank and structure. That is, join verbs with verbs, not verbs with nouns, and so on.

INSTEAD OF: Wendy is known for her compassion, kindness, and telling good jokes.

WRITE: Wendy is known for her compassion, kindness, and humor.

Connecting items of equal rank creates a balance, called *parallel structure*, in your sentence.

Samples:

- a. The mime moved precisely and with expression.

The mime moved precisely and expressively.

- b. Dedication, perseverance, and being on time are required for the job.

Dedication, perseverance, and punctuality are required for the job.

1. School uniforms are convenient but bore me.

2. Confidently and with skill, Morgan played chess.

3. Swimming, playing baseball, and to run are my favorite pastimes.

4. Honesty and a sense of loyalty are crucial in a friend.

5. I watched Hilda hop, skip, and running down the sidewalk.

ACTIVITY 15

What would you say in each of the following situations? Use interjections from the list above to write responses on the lines provided.

Sample:

You catch your little brother looking through your book bag.

Hey! Leave my stuff alone.

1. You pinch your finger while trying to assemble a bicycle.

2. Your mom tells you to eat the soggy, bland green beans on your plate.

3. You reluctantly agree to babysit your four younger cousins.

4. You see your best friend shoplift a key chain.

5. You hit a home run in the softball tournament.

Using Verbs

Using the Correct Tense

In any kind of writing, formal or informal, we must use the correct *tense* of the verb.



The *tense* of a verb shows the *time* of the action or the state of being that the verb expresses.

Here are the six main verb tenses, with examples.

- PRESENT TENSE: The Statue of Liberty stands on Ellis Island.
(The action occurs right now, in the present, or is habitually true.)
- PAST TENSE: Harriet Tubman started the Underground Railroad.
(The action occurred in the past.)
- FUTURE TENSE: Some baseball cards will become valuable over time.
(The action will occur at some time in the future.)
- PRESENT PERFECT TENSE: Scientists have placed a robot on Mars.
(The action is completed in the present time. The use of present perfect tense emphasizes the relevance of the action to the current time, right now.)
- PAST PERFECT TENSE: By the 1950s, television had become an American pastime.
(The action was completed before a specific time in the past.)
- FUTURE PERFECT TENSE: By 2040, television will have celebrated its 100th birthday.
(The action will be completed before a specific time in the future.)

Notice that the perfect tenses always use a form of *have* (*have*, *has*, or *had*). The future tenses always use *will*.

ACTIVITY 1

Match each underlined verb to its tense. Write the letter of the tense on the line provided. Use each tense only once.

Sample:

F a. By Friday, we will have raised over five hundred dollars.

- | | |
|---|-----------------------------------|
| _____ 1. All summer, we <u>hoped</u> for rain. | A. present tense |
| _____ 2. My boss <u>has promised</u> me a raise. | B. past tense |
| _____ 3. By dinnertime, I <u>had painted</u> my room. | C. future tense |
| _____ 4. Each day, Megan <u>eats</u> fruit. | D. present perfect tense |
| _____ 5. Warren <u>will call</u> you this weekend. | E. past perfect tense |
| | X future perfect tense |

Each of the six verb tenses has a *progressive* form. The progressive form shows that an action or a state of being is ongoing, or continuous. You can recognize the progressive form of a verb by its *ing* ending. Study the examples below.

- | | |
|------------------------------|--|
| PRESENT PROGRESSIVE: | Alana <u>is cooking</u> dinner right now.
(The action is continuous in the present.) |
| PAST PROGRESSIVE: | Alana <u>was cooking</u> dinner when you arrived last night.
(The action was continuous at a time in the past.) |
| FUTURE PROGRESSIVE: | Alana <u>will be cooking</u> dinner between five and six o'clock.
(The action will be continuous at a time in the future.) |
| PRESENT PERFECT PROGRESSIVE: | Alana <u>has been cooking</u> dinner each night for a week.
(The action started in the past and is still continuing.) |
| PAST PERFECT PROGRESSIVE: | For a while, Alana <u>had been cooking</u> large, filling dinners.
(The action was continuous at a time in the past and then ended.) |
| FUTURE PERFECT PROGRESSIVE: | When August ends, Alana <u>will have been cooking</u> dinner nightly for an entire month.
(The action will be continuous at a time in the future <i>after</i> another future action.) |

Remember, the perfect tenses always use a form of *have* (*have*, *has*, or *had*). The future tenses always use *will*.

ACTIVITY 2

Match each underlined verb to its tense. Write the letter of the tense on the line provided. Use each tense only once.

Samples:

C a. Yolanda will love this ring!

D b. I have definitely found my soul mate.

- _____ 1. Yolanda never eats red meat.
- _____ 2. Yolanda is eating broccoli with cheese.
- _____ 3. When I telephoned, Yolanda was preparing lunch.
- _____ 4. She had been planning a simple meal.
- _____ 5. I brought over a salad, and we ate together.
- _____ 6. Tonight, she and I will be eating together.
- _____ 7. We have been planning this evening for weeks.
- _____ 8. On the fifteenth, she and I will have been dating for a year.
- _____ 9. I had not expected to find a sweetheart at school.
- _____ 10. By this time tomorrow, I will have asked Yolanda to marry me.

- A. present tense
B. past tense
~~C.~~ future tense
~~D.~~ present perfect tense
E. past perfect tense
F. future perfect tense
G. present progressive
H. past progressive
I. future progressive
J. present perfect progressive
K. past perfect progressive
L. future perfect progressive

ACTIVITY 3

Underline the verbs in each sentence. Then decide whether the sentence uses consistent tense or mixed tense. On the line provided, write *consistent* or *mixed*.

Samples:

mixed a. We raised the flag and recite the Pledge of Allegiance.

consistent b. The guests have arrived and we have begun the meal.

- _____ 1. On Saturdays, Mr. Adams mows his lawn and trims his hedges.
- _____ 2. Each day, I walk into the cafeteria and looked around for my friends.
- _____ 3. By eight o'clock, I had sold twenty burgers and feel exhausted.
- _____ 4. A snowplow has cleared the streets, and I clear the front walk.
- _____ 5. I will cook dinner if you will wash the dishes.

ACTIVITY 4

Each sentence below has mixed verb tense. Choose the tense that best expresses the time of the action or state of being. Then cross out the incorrect tense and write the correct tense above it.

Sample:

This morning, Ms. Gray gave us a pop quiz, on which I ^{scored} ~~had scored~~ well.

1. In June, my older brother will go to summer camp, but I stayed home.
2. In their free time, Jessica collected butterflies, and Trina mounts them on pins.
3. By the year 2015, I will have graduated from college and find a great job.
4. Before the fire, many animals live in these meadows and nested in these trees.
5. Before the inspection, employees had cleaned the machinery and test it for accuracy.

Principal Parts of Verbs

In order to use consistent verb tense, we must know the *principal parts of verbs*. The principal parts of a verb are the forms the verb takes in each tense.

A verb has four principal parts. The verb's other forms come from its principal parts.



The *principal parts of a verb* are the *base form (infinitive form)*, the *present participle*, the *past*, and the *past participle*.

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
laugh	(is) laughing	laughed	(has) laughed

In a sentence, the present participle is always used with a helping verb, such as *is*. For this reason, in the present participle column above, *is* appears in parentheses before the verb form. Similarly, the past participle is always used with the helping verb *has*, *have*, or *had*. Therefore, we place *has* in parentheses before the past participle form.

ACTIVITY 5

Complete the table below by filling in the missing parts of each verb.

	BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
1.	bake	(is) _____	baked	(has) _____
2.	_____	(is) paying	_____	(has) paid
3.	paint	(is) _____	_____	(has) painted
4.	_____	(is) fixing	fixed	(has) _____
5.	practice	(is) practicing	_____	(has) _____

Regular Verbs

Most verbs are *regular*. They form tenses (that is, they express time of an action) in regular, predictable ways.



A regular verb forms the past and past participle by adding *d* or *ed* to the base form.

Here are examples of the principal parts of some regular verbs.

<u>BASE FORM</u>	<u>PRESENT PARTICIPLE</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
clap	(is) clapping	clapped	(has) clapped
jump	(is) jumping	jumped	(has) jumped
kick	(is) kicking	kicked	(has) kicked
shop	(is) shopping	shopped	(has) shopped
comb	(is) combing	combed	(has) combed

ACTIVITY 6

Write sentences that follow the directions below.

Sample:

Use the past participle of *look*.

_____ The brothers have looked everywhere for an affordable scooter.

1. Use the past tense of *ask*.

2. Use the past participle of *seem*.

3. Use the present participle of *lock*.

4. Use the base form of *shout*.

5. Use the past participle of *e-mail*.

Irregular Verbs

Some verbs do not form their past and past participle forms in the regular way.



An **irregular verb** does not form the past and past participle by adding *d* or *ed* to the base form.

For example, the verb *write* is irregular. To form the past tense of *write*, we do not add *d* to form *writed*. Instead, we respell the word as *wrote*. The past participle takes another spelling: *written*.

Another irregular verb is *freeze*. The past tense is *froze* (not *freezed*), and the past participle is *frozen* (not *freezed* or *frozed*).

PRINCIPAL PARTS OF 40 IRREGULAR VERBS

<u>BASE FORM</u>	<u>PRESENT PARTICIPLE</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
become	(is) becoming	became	(has) become
begin	(is) beginning	began	(has) begun
blow	(is) blowing	blew	(has) blown
break	(is) breaking	broke	(has) broken
bring	(is) bringing	brought	(has) brought
catch	(is) catching	caught	(has) caught
choose	(is) choosing	chose	(has) chosen
come	(is) coming	came	(has) come
do	(is) doing	did	(has) done
draw	(is) drawing	drew	(has) drawn
drink	(is) drinking	drank	(has) drunk
drive	(is) driving	drove	(has) driven
eat	(is) eating	ate	(has) eaten
fall	(is) falling	fell	(has) fallen
find	(is) finding	found	(has) found
fly	(is) flying	flew	(has) flown
freeze	(is) freezing	froze	(has) frozen
get	(is) getting	got	(has) gotten <i>or</i> got
give	(is) giving	gave	(has) given
go	(is) going	went	(has) gone
hold	(is) holding	held	(has) held
know	(is) knowing	knew	(has) known
lay	(is) laying	laid	(has) laid
lie	(is) lying	lay	(has) lain
ride	(is) riding	rode	(has) ridden
rise	(is) rising	rose	(has) risen
say	(is) saying	said	(has) said
see	(is) seeing	saw	(has) seen
shake	(is) shaking	shook	(has) shaken
sit	(is) sitting	sat	(has) sat
speak	(is) speaking	spoke	(has) spoken
stick	(is) sticking	stuck	(has) stuck
swim	(is) swimming	swam	(has) swum
take	(is) taking	took	(has) taken
teach	(is) teaching	taught	(has) taught
tear	(is) tearing	tore	(has) torn
throw	(is) throwing	threw	(has) thrown
win	(is) winning	won	(has) won
wind	(is) winding	wound	(has) wound
write	(is) writing	wrote	(has) written

ACTIVITY 8

In each sentence, underline the correct form of the verb.

Sample:

Two red helium balloons (*rised, rose*) into the sky.

1. Tyrell has (*rode, ridden*) his bicycle to his best friend's house.
2. Impulsively, Sharla (*bought, buyed*) a stack of magazines.
3. Darryl claims that he (*caught, catched*) a foot-long catfish.
4. At the party, thirsty guests (*drunk, drank*) every last drop of the punch.
5. Unfortunately, these shoes have (*lain, lied*) outside in the rain all night.

ACTIVITY 9

On the blank, write the correct form of the verb in parentheses.

Sample:

Grinning, Josh _____ *shook* _____ the gift to see if it rattled.
(*past tense of shake*)

1. Fritz _____ an action-packed poem about basketball. (*past tense of write*)
2. Hurricane winds have _____ down telephone lines. (*past participle form of blow*)
3. Ouch! I accidentally _____ my finger with a tack. (*past tense of stick*)
4. Grandma has _____ that clock daily for ten years. (*past participle form of wind*)
5. Hungrily, the girls _____ hamburgers and fries. (*past tense of eat*)

ACTIVITY 10

Underline the correct form of the verb in parentheses.

Samples:

a. Pam (*sleeps*, *sleep*) nine hours every night.

b. On the bus, we (*prefers, prefer*) the back seats.

1. I (*believes, believe*) in the importance of selfless acts of kindness.
2. During a full moon, the dogs (*howls, howl*) eerily.
3. This faucet (*leaks, leak*) about a gallon of water a day.
4. You (*enjoys, enjoy*) baseball, right?
5. Each year, we (*plans, plan*) the spring formal with great care and flair.

Five Troublesome Verb Pairs

Some verb pairs cause more than their share of problems. Learn the correct use of each verb in the following pairs. (Some of these words may be used as one or more parts of speech in addition to the verb, but here we will focus on their uses as verbs.)

First, study the definitions of the words and examples of their usage. Then look at the table that follows to see the principal parts of each verb.

Accept, Except

accept: to receive willingly. *I accept your offer.*

except: to leave out, to exclude. *The manager excepted all designer labels from the semi-annual sale.*

Affect, Effect

affect: to influence. *Did the rain affect the tournament yesterday?*

effect: to accomplish or bring about. *The principal's warning effected a change in Tory's behavior.*

Bring, Take

bring: to carry or lead, usually toward the speaker. *Please bring your history notes to my house.*

take: to get something into one's possession; to grasp; to carry away. *Please take my hand, and we will take this gift to our neighbor.*

Lie, Lay

lie: to rest or recline. *May I lie on your sofa?*

lay: to put or set something down. *Please lay this blanket on the sofa.*

Sit, Set

sit: to occupy a chair. *Let's sit in the front row.*

set: to place or put something somewhere. *You can set your tub of popcorn on the armrest.*

ACTIVITY 13 _____

Write the correct verb in parentheses on the blank in the sentence.

Sample:

Janet found a wallet _____ lying _____ on the sidewalk. (*laying, lying*)

1. Did your father _____ the job offer in Chicago? (*accept, except*)
2. We can _____ this small rug over the stain in the carpet. (*lay, lie*)
3. Candace, will you _____ this package to the post office and mail it? (*bring, take*)
4. An employee was _____ new merchandise in the front window. (*setting, sitting*)

5. I believe that recycling can _____ a change in the environment. (affect, effect)
6. Residents outside the state of Virginia are _____ from this offer. (accepted, excepted)
7. Janeese and her friends _____ in the sun by the swimming pool. (laid, lay)
8. The candidate's campaign promises _____ my opinion of her. (affected, effected)
9. When you come to my house, please _____ potato chips or soda with you. (bring, take)
10. The broken-down car has _____ in the neighbors' driveway for months. (set, sat)



Using Punctuation

Writing sentences correctly means using correct grammar, but it also means using correct punctuation. Truthfully, an entire workbook could be devoted just to punctuation rules. However, mastery of a few basic rules will help you avoid the most common errors.

PUNCTUATION MARK	WHAT IT DOES	EXAMPLE
comma (,)	With a conjunction, it joins sentences.	I adjusted the camera lens, <i>and</i> I took an amazing photograph.
	It separates items in a series.	Jamar researched careers in <i>education, law, and medicine</i> . Zelda scattered birdseed <i>beneath the tree, near the birdbath, and in the grass</i> .
	It sets off an introductory word, phrase, or clause.	<i>Fortunately</i> , I made a backup copy of my report on T. S. Eliot. <i>In the introductory paragraph</i> , I introduce my topic and state my thesis. <i>After I wrote the report</i> , I revised it to correct grammar mistakes.
	It sets off interrupting words and expressions.	The umpire's decision, <i>in my opinion</i> , was fair. <i>To be honest</i> , I do not need your help.
semicolon (;)	It joins sentences.	I wrote the essay today; tomorrow, I'll edit it. (no conjunction) Hilary writes poetry; <i>however</i> , the poems aren't very good. (conjunctive adverb)
	It joins items in a series when one or more items have a comma.	His destinations include <i>Carson City, Nevada; Lincoln, Nebraska; and San Diego</i> .
colon (:)	It calls attention to what follows.	The nominees are these: Halle Berry, Lucy Liu, and Nicole Kidman.
apostrophe (')	With <i>s</i> , it forms the possessive of singular words and of plurals not ending in <i>s</i> .	car's engine, someone's books men's locker room, geese's feathers
	It forms the possessive of plural words ending in <i>s</i> .	several cars' engines a few friends' messages
	It forms contractions.	haven't, I've, they'll, we're

quotation marks("...")	A pair of them encloses direct quotations.	Morgan said, "I have tickets to the new Will Smith movie." "Great!" I responded.
	A pair of them encloses the titles of short works.	"A Rose for Emily," "The Star-Spangled Banner," "Life in the Big Leagues"
<i>italics</i> (or <u>underlining</u>)	They punctuate the titles of longer works.	<i>The Scarlet Letter</i> , <u>Sports Illustrated</u> , <i>Schindler's List</i> , <u>Pittsburgh Post-Gazette</u>

ACTIVITY 1

Insert commas, semicolons, and colons where they are needed.

Samples:

- a. *The Last Samurai*, starring Tom Cruise, was nominated for three Academy Awards.
- b. My passion is sports; therefore, I am looking forward to watching the Olympic Games.
- c. Drew Barrymore has found success in the following areas: acting, producing, and writing.

1. Joe DiMaggio was the son of Italian immigrants he rose to fame playing baseball in the 1930s and '40s.
2. Reese Witherspoon has starred in *Cruel Intentions* *Sweet Home Alabama* and *Legally Blonde*.
3. Please write a short biography of one of these hockey players Wayne Gretzky Bobby Hull or James Craig.
4. Enrique Iglesias like his father sings in both English and Spanish.
5. A few fabulous authors are these Toni Morrison Gary Paulsen Amy Tan and Paul Zindel.
6. I wasn't sure I would enjoy a concert by Coldplay nevertheless, I agreed to go with my friends.
7. This issue of *Teen People* features articles on Shane West an actor Christina Aguilera a singer and Michael Phelps an Olympic swimmer.
8. The Women's National Basketball Association (WNBA) was formed in 1997 it has been going strong ever since.
9. OutKast not Missy Elliott won the Grammy for Album of the Year in 2004.
10. Venus Williams and Serena Williams are stylish sisters but they are also amazing, famous tennis players.

(b) An exclamation point or question mark goes inside the closing quotation mark if it is part of the direct quotation. Otherwise, it goes outside.

Regarding life as a writer, Ring Lardner said, "How can you write if you can't cry?"

(The quoted words ask a question, so the question mark is inside the quotation mark.)

Why did H. L. Mencken say, "There are no dull subjects. There are only dull writers"?

(The entire sentence, not the quoted words, asks a question, so the question mark is outside the quotation mark.)

QUESTION: What about using quotation marks in dialogue within a story?

ANSWER: In dialogue, punctuate each speaker's words separately. Otherwise, follow the rules above.

Aida asked, "Who was Ring Lardner Jr.?"

"He was a novelist and screenwriter," Ms. Thompson answered. "He wrote, among other things, the Academy Award-winning screenplay *M*A*S*H*."

ACTIVITY 3

Add quotation marks exactly where they are needed in the following passage. One pair of quotation marks is already inserted as a sample.

Jared pops his skateboard up and catches it. "I hate the new city law," he says.

You mean the one about no skateboarding allowed in public parking lots? says

Nick.

That's the one, says Jared, grimacing. Now we'll have to break the law just to use a skateboard. Pretty soon, the newspapers will run stories about juvenile delinquents and their boards. This isn't fair!

I have an idea, says Nick. I was surfing the Net the other day, and I found some sites about skateboard parks. In other cities, people have remodeled old roller-skating rinks into indoor skateboard parks. Some cities have even built awesome outdoor parks.

You think we could get something like that in our city? says Nick.

If there's enough interest, some businessperson would love to make money off a skate park, says Jared. If not, we'll take business courses in college and do it ourselves!