

CHAPTER TWENTY-NINE



Words

ADJECTIVES AND ADVERBS

Many words can modify another word or group of words. To modify means to describe or to limit. *Adjectives* and *adverbs* are common modifiers. Modifying adjectives and adverbs add details to your sentences and, therefore, expand your ideas. Look at the following examples:

A strange light flashed in the window. (adjective)

He *quickly* focused the camera. (adverb)

Adjectives modify nouns and pronouns. In the preceding examples, *strange* modifies *light*, a noun. Adverbs modify verbs, adjectives, and other adverbs. *Quickly* modifies *focused*, a verb. In addition, adverbs can modify phrases, clauses, or entire sentences.

Look at the following examples of modifying adjectives and adverbs.

MODIFYING ADJECTIVES

Adjective	Modifies	Noun
old		house
pretty		flower
exhausted		swimmer
small		one

MODIFYING ADVERBS

Adverb	Modifies	Verb
slowly		open
now		try

Adverb	Modifies	Adjective
nearly		new
extremely		serious

MODIFYING ADVERBS, CONTINUED

Adverb	Modifies	Adverb
very		quickly
quite		beautifully

Adverb	Modifies	Phrase
almost		to the border
always		in a hurry

Adverb	Modifies	Dependent Clause
yesterday		when we were leaving
just		as she entered the room

Adverb	Modifies	Sentence
Surprisingly,		he answered the phone.
Fortunately,		a cure has been found.

Adjectives are often one-syllable words you can easily recognize: *good, bad, new, old, small, large*. Many other adjectives are formed by adding one of the following suffixes to a noun or verb:

-al
-able
-ful
-less
-ish
-ive
-ous

Here are some nouns and verbs with the additions that make them adjectives:

Nouns

beauty + ful = beautiful
point + less = pointless
fool + ish = foolish
function + al = functional

Verbs

adapt + able = adaptable
impress + ive = impressive
ridicule + ous = ridiculous

Most adverbs are formed by adding *ly* to adjectives:

bad + ly = badly large + ly = largely
serious + ly = seriously strange + ly = strangely

Of course, there are some exceptions to these general rules:

- Some adjectives end in

lonely man

motherly love

- Some adverbs do not end in

quite difficult

almost finished

never happy

Included in this group are adverbs indicating time and place:

now
then
tomorrow
there
here
downstairs

Remember that adjectives modify only nouns and pronouns. Do not use adjectives instead of adverbs to modify verbs, adverbs, or other adjectives. Look at the following sentences:

Incorrect: Jake took the assignment *serious*. (adjective)

Correct: Jake took the assignment *seriously*. (adverb)

Incorrect: I performed the task *easy* (adjective)

Correct: I performed the task *easily* (adverb)

One particularly confusing adjective/adverb pair is *good/well*. *Good* is an adjective; *well* is usually used as an adverb:

Blue is a *good* color on you. (adjective modifying color)

She sings *well* (adverb modifying *sing*) Occasionally, *well* can be used as an adjective to mean *in good health*.

Glenda felt *well* after a month of physical therapy.



EXERCISE 1 ► Change the adjective in each sentence into an adverb form.

Adjective	Adverb
Example: I am happy.	The birds sing <u>happily</u>
1. The boy was quick.	He acted _____
2. He is bad.	He dances _____
3. The baby is quiet.	The baby sleeps _____
4. Jana is free.	Jana talks _____
5. Theo is serious.	Theo works _____
6. The child is shy.	The child smiles _____
7. The flower is real.	The flower is _____ pretty.
8. They are happy.	They play _____



EXERCISE 2 ► In the sentences below, circle the correct form of the adjective or adverb in parentheses.

Example: We were (real, really) sorry to miss your celebration.

1. You look (extreme, extremely) cheerful this morning.
2. I am (near, nearly) ready to go.
3. He looks (angry, angrily) today.
4. This drawing is a (bad, badly) example.
5. He believes in a (strange, strangely) philosophy.
6. The cat sleeps (peaceful, peacefully) on the windowsill.
7. Margaret walks (sad, sadly) into the cemetery.
8. He has a (legal, legally) responsibility to her.
9. Sean has a (real, really) bad bum on his arm.
10. The train seemed to move (slow, slowly).



EXERCISE 3 ► Put *good* or *well* in the blanks below.

Example: Janet is a good sport.

1. She handles her problem _____.
2. How _____ can you explain your motives?
3. The story is _____ from start to finish.
4. She works _____ with many people in our department.
5. The wine is _____ with fish.
6. How _____ are her paintings?
7. Ronald knows her very _____.
8. The morning classes write _____ under pressure.



EXERCISE 4 ► Use each adjective and adverb in sentences of your own.

Example: (calm) *The calm water was inviting.*

(calmly) *She calmly handled the emergency.*

1. (real) _____

- (really) _____

2. (quick) _____

- (quickly) _____

3. (serious) _____

- (seriously) _____

4. (bad) _____

- (badly) _____

5. (quiet) _____

- (quietly) _____



EXERCISE 5 ► Write sentences of your own using the adjectives and adverbs in parentheses.

Example: (adjective—*fatherly*) *His fatherly advice helped me make a decision.*

1. (adjective—*lonely*) _____

2. (adverb—*quite*) _____

3. (adjective—*motherly*) _____

4. (adverb—*always*) _____

5. (adverb—*never*) _____

COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

Adjectives and adverbs can compare two or more persons or things. Look at the examples:

Eddie is a *faster* runner than I am. (comparison of two)

Eddie is the *fastest* runner on our team. (comparison of more than two)

Adjectives and adverbs form two degrees of comparison: *Comparative* and *superlative*. The comparative form compares a person or thing modified with one other person or thing:

Eddie is a *faster* runner than I am.

Runner is modified by *faster* and compared with *I*.

The superlative form compares a person or thing modified with two or more other persons or things:

Eddie is the *fastest* runner on our team.

Runner is modified by *fastest* and compared with all other team members.

FORMING COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS

	Plain Form	Comparative Form	Superlative Form
ONE-SYLLABLE ADJECTIVES AND ADVERBS	tall big fast	taller bigger faster	tallest biggest fastest
SOME TWO-SYLLABLE ADJECTIVES	lucky happy funny	luckier happier funnier	luckiest happiest funniest
ADJECTIVES OF THREE OR MORE SYLLABLES	beautiful courageous optimistic	<i>more</i> beautiful <i>more</i> courageous <i>more</i> optimistic	<i>most</i> beautiful <i>most</i> courageous <i>most</i> optimistic
ADVERBS OF TWO OR MORE SYLLABLES (INCLUDING MOST-LY ADVERBS)	often happily quietly	<i>more</i> often <i>more</i> happily <i>more</i> quietly	<i>most</i> often <i>most</i> happily <i>most</i> quietly

For many two-syllable adjectives, you have a choice: *-er* and *-est* or *more* and *most*. By drawing the comparison out, *more* and *most* place more emphasis on the comparison and, therefore, often can produce stronger writing. Look at these examples:

His hand is *steadier* than mine.

His hand is *more steady* than mine.

The second sentence has a stronger tone because, rather than one word, two are used for the comparison.

Review the following troublesome comparative and superlative forms.

TROUBLESOME COMPARATIVE AND SUPERLATIVE FORMS

	Plain Form	Comparative Form	Superlative Form
ADJECTIVES	good	better	best
	bad	worse	worst
	many	more	most
ADVERBS	well	better	best
	badly	worse	worst

Do not use a double comparative or superlative form:

Incorrect: She was the *most smartest* person I ever knew.

Correct: She was the *smartest* person I ever knew.

Incorrect: Alvin is *more younger* than Dad.

Correct: Alvin is *younger* than Dad.



EXERCISE 1 ▶ Write the comparative and superlative forms of the adjectives and adverbs below.

	Comparative Form	Superlative Form
Example: fast	<u>faster</u>	<u>fastest</u>
1. lucky	_____	_____
2. brave	_____	_____
3. happy	_____	_____
4. slowly	_____	_____
5. wet	_____	_____
6. dark	_____	_____
7. quietly	_____	_____
8. serious	_____	_____
9. intelligent	_____	_____
10. cautiously	_____	_____
11. softly	_____	_____
12. red	_____	_____
13. strong	_____	_____
14. gracefully	_____	_____
15. big	_____	_____



EXERCISE 2 ▶ In the blanks, write the comparative or superlative form of the adjective or adverb in parentheses.

Example: This account of the trip is better (good) than the first one.

1. His portrayal of King Lear is _____ (good) than mine.
2. My computer's printer works _____ (well) than any other.
3. Traffic is _____ (bad) in the afternoon than in the morning.
4. Alfred types _____ (good) of all.
5. The basketball team played _____ (badly) than the coach expected.
6. She made _____ (many) money than he did last year.
7. This month's production rate is the _____ (good) yet.
8. The situation causing early retirements could not be _____ (bad).
9. Al likes farming _____ (well) of all.
10. The clarity of the operating instructions in the beginner's manual is _____ (well) than anything in the advanced user's manual.



EXERCISE 3 ▶ Write your own sentences using either the comparative or superlative form of the adjectives and adverbs in parentheses.

Example: (comparative form of *handsome*) He is more handsome than his younger brother.

1. (comparative form of *dry*) _____
2. (superlative form of *boring*) _____
3. (comparative form of *large*) _____
4. (superlative form of *bad*) _____
5. (comparative form of *courageous*) _____
6. (comparative form of *happily*) _____
7. (superlative form of *well*) _____
8. (comparative form of *gently*) _____
9. (comparative form of *old*) _____
10. (superlative form of *smart*) _____

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CHAPTER THIRTY



Appositives

WORDS AND PHRASES

An *appositive* renames the word or words preceding it. An appositive can be a word or phrase (group of words).

One of the most common appositives is a noun that renames another noun. Look at the following examples:

The student *Jeff* attends Louisiana State University.
His first wife, *Kathy*, now lives in Albany.

An appositive can replace the word it refers to:

The student *Jeff* attends Louisiana State University.
Replacement: *Jeff* attends Louisiana State University.

Using an appositive word can eliminate wordiness and create more concise sentences:

Wordy: The editor, whose name is Rogers, is a young man.
Concise: The editor Rogers is a young man.

An appositive can include more than one noun:

My children, *Erica and Sam*, are in high school.

The title of a book, story, or work of art is usually considered a singular unit:

The novel *The Sound and the Fury* was written by William Faulkner.



EXERCISE 1 ► Underline the appositives in the sentences below. Then rewrite each sentence with the appositive as the replacement for the word it refers to.

Example: Jean, my sister, subscribes to ten magazines.

My sister Jean subscribes to ten magazines.

1. Dr. Martin's only patient, Jacob, has recovered from his illness.

2. His cousins Paul and Ralph are joining the Navy.

3. My favorite flowers, roses, decorate the dining room table.

4. My grandmother's first name, Anastasia, means *resurrection*.

5. The author Auel has written several interesting books.

6. The novel *Them* was required reading in one of my literature courses.

7. Her student Robert Quinn received a full scholarship.

8. Their goal, perfection, cannot be achieved.

9. His sister Ariel is editor of the school newspaper.

10. My friend Meredith has written a collection of nature poetry that includes artwork.

Usually an appositive phrase renames a noun. Look at the following example:

The flower garden, *pink irises and yellow daffodils*, was the subject of my painting. (The appositive phrase renames the noun *garden*.)

Often an appositive phrase is introduced by *or*, *such as*, *for example*, or *in other words*. Here are some examples:

The central processing unit, *or CPU*, is the brain of the computer.

Some antibiotics, *such as ampicillin*, cause allergic reactions.

You can use several different punctuation marks, *for example*, *commas*, *dashes*, or *parentheses*.

This film needs a likable hero, a realistic plot, and believable dialogue, *in other words*, *a complete rewrite*.

When the appositive phrase includes a pronoun, be sure to use the correct case:

The minister complimented the soloists, *Janet and him*. (The objective case *him* is used.)



EXERCISE 2 ▶ Use the information in the first sentence in each set to add an appositive phrase to the second sentence.

Example: *The New Yorker* is my favorite periodical.

The New Yorker, my favorite periodical, publishes interesting theater reviews.

1. The wood sealant is Aquatrol.
Aquatrol, _____, makes the wood trim look darker than unfinished wood.
2. The changes from one rock type to another are called the rock cycle.
The change from one rock type to another, or _____ produces sedimentary rock from igneous rock.
3. Our political science textbook is *Government by the People* by Burns, Peltason, and Cronin.
I have learned a great deal about our political system from the political science textbook _____.
4. The buck looked frightened.
The hunter stopped when he saw the deer, _____.
5. The bus tour included the Grand Canyon.
The bus tour included many wonderful sights, such as _____.
6. One of Ernest Hemingway's novels is *The Sun Also Rises*.
The Sun Also Rises, _____, is the assigned reading for next week.
7. The woman is wearing a black dress.
Kathleen, _____, is my cousin and dearest friend.

USING COMMAS WITH APPOSITIVES

To determine whether commas are necessary to set off an appositive word, you must determine if the appositive is essential to the meaning of the sentence. In other words, is the appositive essential to identify, limit, or restrict the word it refers to?

Think of the word referred to as the first position, and think of the appositive word as the second position. Then ask two questions:

1. Does the information in the first position make the sentence meaning clear?
2. Do I need the information in the second position in order to make the sentence meaning clear?

To answer the first question, read the sentence with only the information in the first position. If the sentence is clear, you need commas to set off the nonrestrictive appositive.

Nonrestrictive Appositive: My father, *James*, is a plumber.

James is nonessential information. *My father* already identifies the subject. Without the appositive, the sentence would still be clear:

My father is a plumber.

To answer the second question, read your sentence without the appositive word. If the sentence is not clear, you need the information in the appositive and should not set it off with commas.

Restrictive Appositive: The girl *Shirley* is asleep.

Shirley is essential to identify which girl is referred to. Without the appositive, the sentence would be unclear because we would not know to whom *the girl* refers:

The girl is asleep.

If the information in the first position is a proper noun (the name of a specific person, place, or thing), the appositive will be nonrestrictive and require commas:

Maya Angelou, *author*, will give a speech at our graduation ceremony.

We studied the Navajo and the Apaches, *Athapascans*, who originally came from northern Canada.

Richard Panek, *astronomer*, writes articles for *Natural History* magazine.



EXERCISE 1 ► Underline the appositive words in the sentences below and identify them as restrictive or nonrestrictive. Insert commas if the appositive is nonrestrictive.

Example: *restrictive* Jane's friend Sammy has applied for a loan.

- ___ 1. Debra's youngest daughter Rebecca attends a private school.
- ___ 2. The opera singer Pavarotti performed tonight at the Civic Center.
- ___ 3. Randy's dog Bruno is just a pup.
- ___ 4. The stories "A Good Man Is Hard To Find" and "Good Country People" were written by Flannery O'Connor.
- ___ 5. My cousin Lucille is much younger than I.
- ___ 6. Her main problem stress is difficult to cope with.
- ___ 7. His brother Roger owns a construction company.
- ___ 8. Your friend Bobby has not completed his landscape design project.
- ___ 9. The proofreader Mr. Barton is not here this week.
- ___ 10. Faith Hill vocalist is quite well known.
- ___ 11. The small boy Howie fell off his tricycle.
- ___ 12. Billy the Kid a bandit was killed in an ambush.



EXERCISE 2 ▶ Write your own sentences, three with nonrestrictive appositive words and three with restrictive appositive words. Punctuate correctly.

Example: (nonrestrictive) *Mr. Lilley, my next-door neighbor, takes care of my dog when I'm on vacation.*

1. (nonrestrictive) _____
2. (nonrestrictive) _____
3. (nonrestrictive) _____
4. (restrictive) _____
5. (restrictive) _____
6. (restrictive) _____

An appositive phrase is usually nonrestrictive and, therefore, should be set off from the rest of the sentence with a comma or commas. Look at the following examples:

- Olga, *the oldest person in the bridge club*, usually wins.
- Our most feared enemy before harvest is hail, *large, destructive hail*.
- A nourishing breakfast*, oatmeal is served every morning.



EXERCISE 3 ▶ Punctuate the sentences below.

Example: Her gifts, clothes and perfume, were stacked on the bed.

1. Harvey the leader of our group discussion annoyed all of us.
2. The course in technical publications one necessary for graduation was cancelled.
3. The room was filled with the smell of onions a strong, pungent odor.
4. He is watching a rerun of *Ben Hur* his favorite movie.
5. His interpretation of the music a Bach concerto was exciting for the audience.
6. The jewelry was encased in a rosewood box a gift from Cynthia's mother.
7. Father Demetrius the Catholic priest visited our home.
8. A display of John Audubon's artwork is in one room of the American Museum of Natural History the Audubon Hall.
9. A precious heirloom the Imari bowl belonged to my grandmother.
10. The mouse a tiny, quick flash jumped when Mary gasped.



EXERCISE 4 ▶ Write your own sentences with appositive phrases.

Example: (appositive phrase in the middle of the sentence):

The Frugal Gourmet, my favorite cookbook, is entertaining to read.

1. (appositive phrase in the middle of the sentence)

2. (appositive phrase in the middle of the sentence)

3. (appositive phrase at the end of the sentence)

4. (appositive phrase at the end of the sentence)

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CHAPTER THIRTY-ONE



Misplaced and Dangling Modifiers

PROBLEMS IN PLACING MODIFYING WORDS

Modifiers that limit should be placed immediately before the word or group of words they modify. Otherwise, they cause confusion over the real meaning of the sentence. The following adverbs should be used carefully:

almost
even
hardly
just
merely
only
simply

Look at the following examples:

Confusing: He *almost* ran five miles. (He did not quite run? He walked fast?)

Clear: He ran *almost* five miles. (He ran almost a certain distance, five miles.)

Confusing: They *only* laughed during commercials. (They only laughed? They did not cry or yell?)

Clear: They laughed *only* during commercials. (They laughed only at a particular time, during commercials.)

Be sure that all modifiers are close to the words they modify. If a modifier seems to refer to either a preceding or a following word, your reader will be confused. Look at the examples:

Confusing: Sue thought *often* he wanted to talk. (What does *often* modify?)

Clear: Sue *often* thought he wanted to talk.

Clear: Sue thought he *often* wanted to talk.

The sentence could have two possible meanings. Make sure your meaning is clear to your reader.



EXERCISE 1 ► Identify the sentences below as *confusing* or *clear*. If the modifier is in the wrong place, rewrite the sentence. If the sentence is clear, of course, you do not need to rewrite the sentence.

Example: *confusing* He only ate scrambled eggs on Saturday.

He at scrambled eggs only on Saturday. _____

- _____ 1. The classroom project is modified often at midterm.

- _____ 2. His work experience was only in the field of market research.

- _____ 3. She almost walked to the gas station before someone gave her a ride.

- _____ 4. I just hoped you would be walking into the darkened room when we shouted, "Surprise!"

- _____ 5. The saying is even true in his case.

- _____ 6. We often tried to console her.

- _____ 7. The woman noticed scarcely the storm.

- _____ 8. The piano had been tuned just before I sat down to play.



EXERCISE 2 ► Use the modifiers in parentheses in your own sentences.

Example: (almost) *The bus almost hit the embankment.*

1. (almost) _____

2. (even) _____

3. (hardly) _____

4. (just) _____

5. (only) _____

6. (nearly) _____

7. (simply) _____

8. (often) _____

9. (carefully) _____

10. (scarcely) _____

OTHER MODIFYING PHRASES

Several kinds of phrases besides appositive phrases modify or identify other parts of the sentence. These phrases include *prepositional*, *participial*, *gerund*, *infinitive*, and *absolute*.

Prepositional Phrase

A prepositional phrase contains a preposition and its object, the word or words the preposition connects to the rest of the sentence. Here is an example:

I waited *for the bus*.

Prepositional phrases usually function as adjectives or adverbs.

Adjective: Mark is the man *in the red car*. (*In the red car* modifies the noun *man*.)

Adverbs: He has worked *for thirty years*. (*For thirty years* modifies the verb *worked*.)
 She looked beautiful *in the pink dress*. (*In the pink dress* modifies the adjective *beautiful*.)

Participial Phrase

A participial phrase is a group of words that consists of a participle and its completing word—the words that complete the phrase. All verbs have a present participle and a past participle:

Present Participle	Past Participle
starting	started
beginning	begun

The participial phrase functions as an adjective; it modifies a noun or pronoun. Look at the following examples:

Staring at the blank page, Melissa did not know what to write. (The participial phrase modifies the noun *Melissa*.)

The boy *delivering newspapers* is Jan's nephew. (The participial phrase modifies the noun *boy*.)

Interrupted by a phone call, she became angry. (The participial phrase modifies the pronoun *she*.)

Participial phrases have objects that complete the phrase just as prepositional phrases do, for example:

running the race (*Running* is the participle and *the race* is the object of the participle.)

When the object of a participle is a pronoun, use the objective case. Here is an example:

Having interviewed her, Mr. Reynolds put her resume in his file. (The objective case pronoun *her* is used. The participial phrase modifies the noun *Mr. Reynolds*.)

Gerund Phrase

A gerund phrase includes a gerund and its completing words. A gerund is the *-ing* form of a verb functioning as a noun. Look at the following example:

Swimming is my favorite sport. (*Swimming* functions as the subject of the sentence.)

A gerund phrase always functions as a noun:

Writing a love song for Monica was Dan's ambition. (The gerund phrase functions as the subject of the sentence.)

A student cannot make a good grade without *completing the documented essay*. (The gerund phrase functions as the object of the preposition *without*.)

Use the possessive case of a noun or pronoun immediately preceding a gerund:

Dad was pleased with *Bart's performing so well in the concert*. (*Bart's* is possessive. The gerund phrase is the object of the preposition *with*.)

His working overtime bothered Kris. (*His* is possessive. The gerund phrase is the subject of the sentence.)

Infinitive Phrase

An infinitive phrase is a group of words that consists of the *to* form of a verb and its completing words. An infinitive phrase can function as noun, adjective, or adverb. Look at the following examples of infinitives:

to + shop = to shop

to + frame = to frame

to + sing = to sing

Here are those infinitives used in infinitive phrases:

To shop for shoes is something I love doing. (The infinitive phrase functions as a noun, the subject of the sentence.)

The Hecker's is the best place *to frame pictures*. (The infinitive phrase, functioning as an adjective, modifies the noun *place*.)

The little girl was too shy *to sing aloud*. (The infinitive phrase, functioning as an adverb, modifies the adjective *shy*.)

ABSOLUTE PHRASE

An absolute phrase is a group of words that consists of a noun or pronoun and a participle, plus any other completing words. An absolute phrase modifies the entire sentence by adding clarifying information. Look at the following example:

Their assignment almost completed, the students took a break.

The old car in the salvage yard was junk, *its body rusted and its windows broken*.

The gymnast, *her muscles aching from fatigue*, tried the vault one last time.



EXERCISE 1 ▶ Identify each of the underlined phrases as prepositional, participial, gerund, infinitive, or absolute.

Example: prepositional Temporary arrangements were made by the manager.

- _____ 1. Nothing in his resume qualified him for the position.
- _____ 2. Beneath the floor, pipes were leaking.
- _____ 3. The woman playing chess was astounded by her opponent's move.
- _____ 4. To purchase a Porsche was his intention.
- _____ 5. The weather being warm and mild, we played tennis all afternoon.
- _____ 6. Baseball practice began yesterday, the players hoping to get into shape quickly.
- _____ 7. He found a box hidden in the attic.
- _____ 8. To research and write a lengthy paper, one must know the procedure to follow.
- _____ 9. He bought the sofa in spite of my advice.
- _____ 10. Opening the envelope, Dr. Polk anticipated the news he had long awaited.
- _____ 11. The evaluation process completed, the supervisor called in the employee for a conference.
- _____ 12. Drawing with pen and ink is my hobby.

PROBLEMS IN PLACING MODIFYING PHRASES

Since your audience will depend on the arrangement of your sentence parts to determine your meaning, it is important to write clear sentences—sentences whose modifying phrases are in the right place and make sense. You should avoid misplaced and dangling modifying phrases, especially when you use prepositional, participial, and infinitive phrases.

Misplaced Modifying Phrases

A modifying phrase is misplaced if it seems to modify the wrong word or if it is unclear what part of the sentence it is supposed to modify.

Misplaced: The librarian did not check out the book to the student *with pages missing*.

It sounds as if the student has pages missing. The modifying prepositional phrase seems to modify the wrong word. Here is the rewritten sentence:

Clear: The librarian did not check out the book *with pages missing* to the student.

Now the modifying phrase is placed next to the word it modifies, *book*. Here is another example:

Misplaced: The mail carrier delivered the package to the man *wrapped in brown paper*.

It sounds as if the man is wrapped in brown paper. The modifying participial phrase seems to modify the wrong word.

Clear: The mail carrier delivered the package *wrapped in brown paper* to the man.

Now the modifying phrase is placed next to the word it modifies, *package*.

Dangling Modifying Phrases

A modifying phrase is dangling if it does not seem to modify anything in the sentence, or if it seems to modify a word to which it cannot be easily or logically connected.

Dangling: *Repairing the roof*, the wind blew all day.

Who was repairing the roof? The wind? The modifying participial phrase has no word to modify. Here is the rewritten sentence:

Clear: *Repairing the roof*, I had to work in the blowing wind all day.

Now the modifying phrase has a word to modify, *I*. Here is another example:

Dangling: *To lift the box*, a great deal of strength was required.

Who must lift the box? The modifying infinitive phrase has no word to modify. Look at the rewritten sentence:

Clear: *To lift the box*, Tom had to use a great deal of strength.

Now the modifying phrase has something to modify, *Tom*.

Another type of dangling modifying phrase is a preposition followed by a gerund:

Dangling: *After getting fired*, my parents let me live at home until I found another job.

Who got fired? The parents? Here is the rewritten sentence:

Clear: *After getting fired*, I was allowed to live at home with my parents until I found another job.



EXERCISE 1 ▶ All the sentences below have misplaced modifying phrases. Rewrite the sentences so that they are clear.

Example: Gerald fed the cat in his underwear.

In his underwear, Gerald fed the cat.

1. The waitress took the tip from the elderly man on the table.

2. The Human Resources Committee met to discuss salary schedules at noon.

3. My assistant answered the angry customer's question with a smile.

4. Mack ate a large pepperoni pizza with dentures.

5. The professor gave the class a test with twenty students.

6. In an election year citizens with intelligence should vote.

7. The man caught a large bass with a beard.

8. Eric plans to marry Melanie in a white tuxedo.

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EXERCISE 2 ▶ All of the sentences below have dangling modifying phrases. Rewrite the sentences so that they are clear.

Example: Driving by the house, the flood damage was obvious.

Driving by the house, the insurance agent could see that the flood damage was obvious.

1. To wash the clothes at a laundromat, many quarters are needed.

2. Doing the lab experiment, the room smelled of strong chemicals.

3. Before answering the letter, the address of the company had to be found.

4. To get up early, the alarm clock was set for 6:00 A.M.

5. After changing his diaper, the baby fell asleep.

6. Driving through the Oklahoma panhandle, the terrain was flat and treeless.

7. To have blue eyes, contacts can do the trick.

8. Teaching the young children, thinking and exploring are emphasized rather than memorizing facts.



EXERCISE 3 ► Correct any dangling or misplaced modifying phrases in the paragraph. Then rewrite the paragraph in the spaces provided.

Anthropologists studying the arranged marriages in India found that, for one young man, the arrangement was complicated. To arrange a marriage between the young man and woman, difficulties had to be faced. The young man was a middle son, living in one of India's southern regions in the family. The young man's elders were interested in the wealth of the bride's family. They did not want the young man to marry a woman without a substantial dowry. Choosing a bride with intelligence and beauty, rather than wealth, a conflict arose between the man and his family. The man loved the woman because they could converse and feel comfortable with intelligence. Eventually, the couple married. However, they had to battle the traditional ideas of their elders before marrying.



EXERCISE 1 ► Rewrite the sentences below, correcting the misplaced modifying clauses.

Example: Kate handed the book to the child that had a dinosaur on the cover.

Kate handed the child the book that had a dinosaur on the cover.

1. He painted the kitchen with yellow paint that had been remodeled.

2. She sprinkled the cheese on the spaghetti sauce that was grated.

3. The car had been sold to Tony which I used to own.

4. Hunter read the annual report and then went home when his administrative assistant handed it to him.

5. Thomas tried to respond to the judge's questions when he was on trial.

6. Joanna rode the horse with expertise that she bought for a large price.

7. She could finish her breakfast and then write several letters that included cereal and toast.

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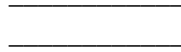
8. Her black hair flowed beautifully past her waist after it had been washed.

CHAPTER THIRTY-TWO



Parallel Structure

One way in which you can improve the flow of your sentences and clearly show the relationship between ideas is to use parallel structure, or parallelism. Two lines can be parallel:



As you can see, the lines have the same structure. Similarly, in writing, parallel structure means using elements of similar structure. **Parallel structure repeats similar grammatical elements in order to show similar ideas in a sentence.**

Example: Ryan likes to ride horses, to play basketball, and to fish.

In the example, three similar phrases (infinitive phrases) are balanced:

to ride horses
to play basketball
to fish

The same grammatical elements have been repeated.

Without parallel structure, the sentence could be quite awkward:

Ryan likes to ride horses, to play basketball, and fishing.

The elements are no longer parallel:

to ride horses
to play basketball and
fishing

Parallel structure gives your audience a sense of rhythm and flow in your sentences. In order to achieve this rhythm and flow, you can apply parallel structure to words, phrases, or clauses. Look at the following examples:

- Words:** The room was *dark*, *quiet*, and *cold*. (Each word is an adjective.)
- Phrases:** Meg's briefcase is *on the hall table* or *in the bedroom closet*. (Each phrase is a prepositional phrase.)
- Dependent Clauses:** Anyone *who likes strawberries* and *who craves something new* will like this delicious dessert. (Each dependent clause is an adjective clause.)
- Independent Clauses:** The larger man lifts the stones to build the fence, and the small man arranges them symmetrically. (Each independent clause begins with the subject and verb of the sentence.)

Each of the sample sentences has a sense of balance and smoothness achieved through parallel structure. Not only is parallelism a way to show the relationship between ideas, but also it is often a grammatical necessity.



EXERCISE 1 ▶ The sentences below should have parallel words. Underline the part of each sentence that is not parallel. Then rewrite the sentence with parallel structure.

Example: Daria hates ice storms, brisk winds, and when it snows.

Daria hates ice storms, brisk winds, and wet snow.

1. The job was easy and there wasn't much challenge in it.

2. She wore a black skirt and her sweater was yellow.

3. The carpenters measured, sawed, and were nailing.

4. Jackson wants to be an accountant or drive a taxi.

5. Shyly and quiet, the child came into the room.

6. The amusement park is crowded, noisy, and full of excitement.

7. Golfing, to hunt, and swimming are my hobbies.

8. Ray is a good father, a devoted husband, and helpful to his friends.



EXERCISE 2 ▶ The sentences below should have parallel phrases. Underline the part of each sentence that is not parallel. Then rewrite the sentence with parallel structure.

Example: Mr. Matlock would prefer to mow his lawn rather than washing his car.

Mr. Matlock would prefer to mow his lawn rather than to wash his car.

1. It is best to read your textbook and then studying your notes.

2. I would like to write a country and western song or composing a love story.

3. Jonas wants to travel by plane or to take a bus.

4. Most people join a health spa for exercise, for entertainment, and so they can make new social contacts.

5. He is a person with great potential and who should have much talent.

6. As an expert on the Greeks and because of her experience in lecturing, Dr. Hibbs will be our speaker today.

7. To live well and being happy are my goals.

8. Faye needs to polish her shoes, to press her clothes, and washing her hair.



EXERCISE 3 ▶ The sentences below should have parallel clauses. Underline the part of each sentence that is not parallel. Then rewrite the sentence with parallel structure.

Example: The man who lives down the street and not taking care of his yard is annoying his neighbors.

The man who lives down the street and who does not take care of his yard is annoying his neighbors.

1. He worked on the broken toy for hours, but it never was fixed.

2. Not only is Alvin very impatient, but he is also acting belligerent.

3. Meriam washed the inside of the windows; the outside of the windows were washed by her husband.

4. My friend loves to play the violin, but being able to afford to buy one now is something he can't do.

5. Those who believe in freedom and trying to uphold the principles of democracy are true patriots.

6. The American Revolution has always been an intriguing subject to me; for my brother, he is interested in studying the Civil War.

7. Listening to jazz is her favorite hobby; however, her job is working in an attorney's office.

8. The plan for a salary structure which you proposed and the rest of the staff voting on it has been accepted unanimously.



EXERCISE 4 ► Complete the following sentences with parallel words, phrases, or clauses. Be sure that your sentences are clear in meaning and parallel in structure.

Example: I like apples, bananas, and chocolate.

1. I dislike _____, _____, and _____.
2. _____, but _____.
3. When you _____ or _____, you can succeed.
4. _____, _____, and _____ are my goals.
5. She wanted _____, _____, and _____.
6. If _____ and _____, the problem will be solved.
7. Although we prefer _____, _____, and _____ we also enjoy other activities.
8. He needs someone _____ and _____.

CHAPTER THIRTY-THREE



Sentence/Idea Combining: Inserting

The *inserting method* of combining ideas allows you to drop words from one sentence and insert the remaining word or groups of words into another sentence. Therefore, you can avoid some short, choppy sentences and, at the same time, create sentences in which information is placed wherever it makes the most sense. Look at the example:

Original: Julia wore a suit to work on Thursday. The suit was new.

Combined: Julia wore a new suit to work on Thursday.

In the combined version, the inserted information appears in the middle of the sentence.

Look at this example:

Original: The little boy protested.

He was screaming and stomping his feet.

Combined: The little boy protested, screaming and stomping his feet.

In this combined version, the inserted information appears at the end of the sentence. Here is another example of information inserted at the end of a sentence:

Original: I searched the bookstore for a novel by Louise Erdrich.

Louise Erdrich is my favorite author.

Combined: I searched the bookstore for a novel by Louise Erdrich, my favorite author.

Here is an example of information inserted at the beginning of the sentence:

Original: Lew threw on the coat and ran out the door. The phone was still ringing.

Combined: The phone still ringing, Lee threw on her coat and ran out the door.

As you can see, many possibilities are available to you when you insert information into a sentence. One thing to remember is that the information should be inserted where it makes the most sense and adds clarity to the sentence.



EXERCISE 1

Combine the following sets of sentences into one sentence for each set. You will need to drop words, but do not change any. Use the first sentence in each set as your independent clause (main idea). Remember to include parallel structure wherever it is needed.

Example: The magazine is published twice a year. It is a science fiction magazine. It is small.

The small science fiction magazine is published twice a year.

1. The elderly woman fed the cat. The cat was black. The cat was hungry.

2. Viola announced the winners of the art contest. Viola was the coordinator of the art contest.

3. Every evening Dean worked on his detective novel. The novel was graphic. The novel was exciting.

4. Vera was about to give her first speech. Vera was running for the office of class president. Her speech was short. Her speech was inspiring.

5. I am afraid I will not pass my statistics course. It is very difficult. It is a required course for my major.

6. Several factors contribute to violent crimes. Noise, crowding, and poverty are only three factors.

7. Acid rain is precipitation with a high concentration of the acids. The acids are produced by sulfur dioxide. The acids are produced by nitrogen oxide. The acids are produced by other chemicals also.

8. To quit smoking, one can try a combination of therapies. The therapies include herbal therapy, supplements, acupuncture, and a diet. The supplements are vitamins. The diet is a strict one.
