

Grammar Exercises

Exercise 1 Comma splices and fused sentences

For help with comma splices and fused sentences, see sections S1 and S2 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to correct any comma splices or fused sentences.

Example: Most Americans know the name of George Washington, ^{but} they may not know much about the man himself.

1. George Washington was born in 1732 in Virginia, he was raised on a farm established by his great-grandfather.
2. Washington had a big nose and a pockmarked face, however, he was still considered a handsome man.
3. Washington said this about the war for independence: "Our cause is noble it is the cause of all mankind."
4. At fifteen, Washington became a surveyor his first job was to survey the six-million-acre estate of his neighbor Lord Fairfax.
5. Washington wanted to return to Mount Vernon after the Constitutional Convention his colleagues persuaded him to become the country's first president.
6. Washington's vice president, John Adams, was sworn in on April 21, 1789, Washington was sworn in as the first president on April 30, 1789.
7. The British Parliament passed several measures unjust to the American colonists Washington became active in the resistance movement.
8. Washington lost nearly all his teeth a French dentist made him a set from carved rhinoceros ivory.
9. Washington held the first presidential barbecue in 1793, he roasted a five-hundred-pound ox for the party.

10. Our national capital is named for Washington, many American colleges and towns bear his name.

Exercise 2 Sentence fragments

For help with fragments, see section S3 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to correct any fragments.

Example: ~~John Adams practiced law in Boston.~~ **Before he became one of the most influential people in the early years of the United States,** John Adams practiced law in Boston.

1. John Adams delivered the 1755 Harvard commencement oration in Latin. An accomplishment that earned him a job teaching Latin in a one-room country school.
2. Adams studied to become a lawyer. While he was teaching school.
3. After serving as minister to France and England, Adams returned to the United States. To serve two terms as Washington's vice president.
4. Receiving seventy-seven electoral votes. John Adams was re-elected vice president in 1792.
5. Adams distrusted the rising tide of Jeffersonian democracy in America. Because he was horrified by the French Revolution.
6. Adams accepted the responsibilities of the vice presidency. With energy and seriousness.
7. Adams won the presidency by three electoral votes over the Republican Thomas Jefferson. Who, under the electoral system then in use, became the vice president.
8. As the first president to succeed another. Adams had no guidelines to follow on cabinet appointments, patronage, and policy changes.
9. Adams lived ninety years. Longer than any other president. Long enough to see his son become the sixth president.
10. Ironically, Adams died on the fiftieth anniversary of the signing of the Declaration of Independence, July 4, 1826. The same day that Thomas Jefferson died.

Exercise 3 Pronoun reference

For help with pronoun reference, see section G1 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to correct unclear pronoun references.

Example: The fight for women's rights is much older than many people think. ^{Women} ~~They~~ were fighting for their rights even in the nineteenth century.

1. In 1845, Lucretia Mott argued that women should have the right to own property, which amazed nearly everyone at that time.
2. Mott was a famous public speaker even though she didn't seek it.
3. Early suffragists took great risks when holding their first meetings. Angry and violent mobs often disrupted them.
4. In the newspapers of the day they treated Mott and other suffragists with ridicule.
5. In 1848, Lucretia Mott and Elizabeth Cady Stanton organized a meeting in Seneca Falls, New York. This turned into the first women's rights convention.
6. A Declaration of Sentiments was drafted at the Women's Rights Convention in Seneca Falls, New York. They said "men and women are created equal."
7. Mott and her husband were active in the American Antislavery Society. In 1840, they sent them to an international antislavery convention in London.
8. Mott and her husband turned their house into a station on the Underground Railroad. This was a network of abolitionists that helped slaves escape to freedom.
9. Mott knew that in Lincoln's White House they would oppose slavery.
10. Mott lived in seclusion during the Civil War. Though she was opposed to slavery, she was a pacifist and could not approve of it.

Exercise 4 Pronoun agreement

For help with pronoun agreement, see section G2 in the Handbook section of *The St. Martin's Guide to Writing*.

For each sentence below, fill in the blank with the correct pronoun.

Example: Losing slaves who escaped to the north was a problem slaveholders dreaded, and they would do almost anything to prevent it.

1. Not every slave had the courage to find _____ way north along Harriet Tubman's Underground Railroad.
2. All of Tubman's fugitive slaves were grateful to be in _____ new northern homes.
3. Neither New Yorkers nor Canadians disappointed Tubman in _____ support of the Underground Railroad.
4. The government of Canada helped abolitionists in every way _____ could.
5. The Underground Railroad seldom operated in an organized manner; it consisted of individuals working mostly on _____ own.
6. Citizens south of the Mason-Dixon line who aided the Underground Railroad put _____ in danger of prosecution.
7. Crossing the Ohio River was the first goal of many fugitive slaves because _____ formed the border between Kentucky, a slave state, and Ohio, a free state.
8. Either a haystack or an attic could offer _____ protection to a fugitive slave.
9. Historians hail Harriet Tubman as one of the foremost abolitionists of _____ time.
10. People who wish to learn more about Harriet Tubman might check _____ libraries for her biography.

Exercise 5 Relative pronouns

For help with relative pronouns, see section G3 in the Handbook section of *The St. Martin's Guide to Writing*.

For each of the following sentences, choose the correct relative pronoun from the two given choices.

Example: Pierre Savorgnan de Brazza was one of the first Europeans (that, who) explored the interior of West Africa.

1. In the last half of the nineteenth century, many Europeans (which, who) had read accounts of early travelers and traders were eager to map Africa.
2. Pierre Savorgnan de Brazza, an Italian-born aristocrat (that, who) was funded by the French government, explored what is now Gabon.
3. Brazza's father was a count (whom, who) was able to arrange for Brazza to enter the French naval academy.
4. Brazza's views differed from those of mainstream European policymakers, (who, which) considered Africa an inferior continent available for colonization.
5. Brazza discovered the source of the Ogooué River, (that, which) empties into the Atlantic Ocean.
6. Brazza signed the treaties (which, that) provided the basis for France to assume control of a large area north and west of the Congo in the mid-1880s.
7. Brazza wanted to negotiate for trading rights with the people (who, whom) lived along the middle and lower Congo (Zaire) River.
8. Brazza denounced the exploitation of the Congo by ruthless colonizers, (which, whom) he criticized shortly before his death in 1905.
9. Brazza built a station, (which, whom) he named Franceville, on the headwaters of the Ogooué.

10. Brazzaville, (which, that) is the capital of the Republic of Congo, was named after Brazza.

Exercise 6 Pronoun case

For help with pronoun case, see section G4 in the Handbook section of *The St. Martin's Guide to Writing*.

For each sentence below, fill in the blank with the correct pronoun.

Example: Though other evangelists are better known than she, Aimee Semple McPherson made her share of headlines in the 1920s.

1. One of the reasons for _____ being so famous was her flamboyant preaching style.
2. She married Robert Semple in 1908. After the wedding, _____ and her husband went on a mission to Hong Kong, where he died two years later.
3. In 1912 she married Harold McPherson, but she soon left _____.
4. She wanted to devote _____ fully to preaching and faith healing.
5. After she left her husband, _____ and her mother traveled all over the United States in a 1912 Packard.
6. Earlier evangelists, such as Billy Sunday, were not as charismatic as _____.
7. At some of her larger gatherings, she would preach to audiences of ten to fifteen thousand people, creating a dynamic connection between _____ and her followers.
8. In Los Angeles, _____ and her followers would meet in a specially built temple that held five thousand people.
9. Shirley Temple and _____ are both mentioned in the lyrics of the song *Hooray for Hollywood*.
10. Aimee Semple McPherson and her daughter fought in court when her daughter brought a slander suit against _____.

Exercise 7 Verb tense

For help with verb tense, see section G5 in the Handbook section of *The St. Martin's Guide to Writing*.

For each sentence below, fill in each blank with the correct form of the verb given at the end of the sentence.

Example: Mead wrote *Coming of Age in Samoa* after returning to the United States from Samoa, where Columbia University had sent her for her first anthropological study. (to send)

1. In her seminal book, Margaret Mead _____ the life of adolescent girls in Samoa. (to describe)
2. Mead believed that emotional stress in adolescence _____ by culture. (to determine)
3. Her study reveals that Samoan girls do not experience the same problems that American girls _____ in adolescence. (to encounter)
4. Several years later, Mead _____ to fieldwork in New Guinea, where she applied the same methodology she _____ in Samoa. (to return, to use)
5. As a result of this study, she wrote *Growing Up in New Guinea*, which _____ how children in New Guinea thought. (to discuss)
6. *New Lives for Old*, published twenty-six years later, _____ the lives of these same children to adulthood. (to trace)
7. In another book, she _____ that in Bali, postmenopausal women have more freedoms than younger women do. (to note)
8. Mead's other writings _____ *Sex and Temperament in Three Primitive Societies*, *Male and Female*, and *Soviet Attitudes toward Authority*. (to include)

9. Long affiliated with the American Museum of Natural History, she _____ the curator of the museum from 1964 until 1969. (to be)
10. Until her death, Margaret Mead _____ often by her contemporaries on topics relating to social anthropology. (to consult)

Exercise 8 Verb endings/verb forms

For help with verb endings and verb forms, see section G5 in the Handbook section of *The St. Martin's Guide to Writing*.

For each sentence below, fill in the blank(s) with the correct form(s) of the verb(s) given at the end of the sentence.

Example: Many people think that stress leads to distress. (to lead)

1. According to an article by Suzanne Lego, a nurse psychotherapist, many people now _____ to doctors for help with stress rather than because of illness. (to go)
2. Lego _____ that stress is an influencing factor in most illnesses. (to argue)
3. Stress and the immune system _____ related. (to be)
4. Stress-related health problems _____ many women. (to affect)
5. Women increasingly _____ on more stressful jobs than they did in the past. (to take)
6. They _____ under pressure to manage both housework and office work. (to feel)
7. At both home and work, however, a woman often _____ less authority than a man _____. (to have, to do)
8. This lack of authority _____ to various forms of stress that _____ illness. (to lead, to cause)
9. Delegating household tasks among family members _____ women's stress levels. (to lower)
10. When women _____ with other women at work how to create a more positive working environment, conditions _____. (to discuss, to improve)

Exercise 9 Mood and voice

For help with mood and voice, see section G5 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to correct awkward or unnecessary passive constructions.

Example: ^{More women than men attended the} ~~The Home Repair Workshop was attended by more women than men.~~

1. Agreement is better achieved when people use a voice vote than when a secret ballot is used.
2. Awards are to be presented by the committee when its next meeting is held on Thursday.
3. It is requested that all books be returned to the shelves from which they were taken and that all materials be removed from carrels by 9:30.
4. Trouble is caused when simple safety rules are disobeyed.
5. A campus rally was attended by more than a thousand students. Five students were arrested by campus police for disorderly conduct, while several others were charged by campus administrators with organizing a public meeting without a permit.
6. The subjects that are considered most important by students are those that have been shown to be useful to them after graduation.
7. Dr. Young has been criticized by a few patients who feel that they have not been adequately cared for, but he has been strongly defended by others.
8. When a vote is taken in Congress on a controversial issue in an election year, an abstention is the vote chosen by some incumbents.
9. A long time ago, this village was founded by a migrating tribe. Tribe members were prevented from going any farther by a massive mudslide.
10. The brightest ideas can be thought up in the shower.

Exercise 10 Subject-verb agreement

For help with subject-verb agreement, see section G6 in the Handbook section of *The St. Martin's Guide to Writing*.

Correct any sentence that uses an incorrect verb form. (Some sentences are correct.)

Example: One of the great American photographers ^{deserves} ~~deserve~~ to be studied by photography students.

1. Many prominent photographers considers Dorothea Lange to be America's greatest documentary photographer.
2. Each of her books and magazine projects were done with the highest professional skill.
3. Neither text nor photographs dominates her early books.
4. Both scene and person are the subjects of her photographs.
5. From the California camps for migrant workers come her most famous photograph, *Migrant Mother*.
6. One collection of her photographs depict the Japanese internment during World War II.
7. Her photographs of Depression life still has a haunting power.
8. After her death in 1965, there was a special traveling exhibition of her photographs, as well as several memorials to her talent.
9. Her life and work still influences young photographers.
10. The art world still pay tribute to her.

Exercise 11 Adjectives and adverbs

For help with adjectives and adverbs, see section G7 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to correct any incorrect use of an adjective or an adverb.

Example: One of America's foremost playwrights, Tennessee Williams has been praised ^{highly} ~~highest~~ for his portrayals of passion and delusion.

1. Although critics did not respond favorable to Williams's later plays, his reputation is secure.
2. Among his greatest talents was his ability to make audiences feel sympathetically toward vain, self-centered characters.
3. His most famous creation, Blanche DuBois in *A Streetcar Named Desire*, is a particular good example.
4. Blanche behaves manipulative and neurotic, but audiences admire her strength and sensitivity.
5. When performed well, his plays have the power to make us understand human nature fuller and more compassionate.
6. *Streetcar* is arguable the best play ever written by an American.
7. As Williams also showed in *The Glass Menagerie*, he was very effectively at portraying both realistic settings and rich symbolism.
8. In *Streetcar*, the word *desire* is used both literal and figuratively.
9. Blanche is trying desperate to flee the unfortunate truth of her past.
10. It is hard to know who has the more dire situation, Blanche or her sister, Stella. Both women feel badly as a result of Stanley's actions.

Exercise 12 Missing words

For help with missing words, see section E1 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences by adding whatever additional words are necessary.

Example: In the years following World War II, the physical appearance of American towns began ^{to} change.

1. James Howard Kunstler, architecture critic, argues current laws, as well as an overdependence on automobiles, have created ugly urban appearance.
2. Zoning laws were designed ease traffic congestion town centers.
3. As a result, businesses have been moving to outskirts towns and putting parking lots front of buildings.
4. Smooth line of facades is pleasing to the eye than a line broken up by parking lots.
5. This process radically alters appearance of streets and results disrupted and choppy townscape.
6. Another problem is design buildings in strip malls.
7. Most the buildings in strip malls are only one story tall and horizontal, asymmetrically placed windows.
8. This design makes the buildings look off-center, in contrast older buildings, which have two or more stories and vertical, symmetrically placed windows.
9. A row symmetrical buildings looks solid stable, creating feeling well-being.
10. Kunstler would like towns return to this ideal design.

Exercise 13 Shifts

For help with shifts, see section E2 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise any of the following sentences in which there are unnecessary shifts in person, number, mood, voice, or type of quotation.

Example: Gertrude Stein was a great art collector who surrounded herself with works by contemporary artists, so visitors ^{could} ~~can~~ see paintings by Picasso and Matisse on her walls.

1. Marian Anderson sang in her church choir from the age of six. She was singing solos from the age of ten.
2. The first woman to run for president of the United States was Victoria Woodhull. She ran in 1872, but with her platform advocating free love and women's rights within marriage, she would never have a chance.
3. Pearl S. Buck, one of the most popular American novelists, was awarded a Nobel Prize in 1938, seven years after she will win the Pulitzer Prize.
4. Readers of twentieth-century American literature may know that Edith Wharton's *The Age of Innocence* was made into a film in 1993, but did you know that the book was awarded the Pulitzer Prize in 1920?
5. If Amelia Earhart had not been lost at sea over the Pacific in 1937, she would be the first woman to fly around the world.
6. During her tenure on the U.S. Supreme Court from 1981 to 2005, Sandra Day O'Connor was casting the decisive vote on many of the controversial cases brought before the court.
7. In October 1916, Margaret Sanger opened the first birth control clinic in the United States. Sanger was regarded as a savior by the many women who awaited the opening, but

within twelve days she would be arrested. Later, when she was sent to jail, she went on a hunger strike.

8. In 1879, Mary Baker Eddy founded the Christian Science movement, which asserts the power of the mind over the body and which has been made into a major religion.
9. The 1932 Olympic Games made Babe Didrikson Zaharias a national figure. She was to set the world record in the javelin, and she beat the world record in the high jump.
10. Sojourner Truth combined her abolitionist and feminist beliefs at a women's rights convention in 1851 when she told the audience that nobody ever helps me into carriages or over puddles, or gives me the best place—and ain't I a woman?

Exercise 14 Noun agreement

For help with noun agreement, see section E3 in the Handbook section of *The St. Martin's Guide to Writing*.

For each of the sentences below, underline the correct word from the two choices that are given.

Example: Workers under pressure can cause (an accident, accidents).

1. Students' families can contribute (a gift, gifts) of canned food and used books.
2. Solitary drivers sometimes take (a trip, trips) that are too long to allow them adequate rest time.
3. They often worry about carjackings or (a mugging, muggings).
4. Some popular urban legends take place in (an automobile, automobiles).
5. Many college students use e-mail to keep in touch with their (friend, friends).
6. Fair-skinned travelers are advised to wear sunscreen when they visit (a country, countries) such as Australia and New Zealand.
7. The minor earthquake caused the glasses and dishes in many homes to slip from their (shelf, shelves).
8. People think they won't fear headless horsemen, ghosts, and (a ghoul, ghouls).
9. Travelers are advised to study the customs of the (country, countries) that they visit.
10. Because many young adults experiment with hair color, their (hair, hairs) may be dyed any shade in the rainbow.

Exercise 15 Modifiers

For help with modifiers, see section E4 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to eliminate all misplaced or dangling modifiers.

Example: ~~Hull House was the~~ ^{The} center of Jane Addams's work ^{was Hull House,} which she founded in 1889 in Chicago.

1. Two of her books provide a comprehensive history of Hull House, *Twenty Years at Hull House* and *The Second Twenty Years at Hull House*.
2. During World War I in the United States, she collected food for European nations.
3. She was the cofounder of the Women's Peace Party and was elected its first national chairperson, with Carrie Chapman Catt.
4. She helped the world to fully comprehend the needs of the poor.
5. She sought reform in many different social areas with a firm commitment to principle and to her ideals.
6. In 1931, Jane Addams was awarded for her decades of work for social betterment, civil rights, and world peace the Nobel Peace Prize.
7. When they hear the name Thomas Jefferson, many people think of his only writing the Declaration of Independence.
8. One of the most intelligent and talented men in American history, everything known at the time interested Thomas Jefferson.
9. A remarkably skilled writer, many Americans were not surprised to learn that the Continental Congress asked Jefferson to draft the Declaration of Independence.
10. Appointed in 1785 to succeed Benjamin Franklin as minister to France, five years in Europe spread Jefferson's influence and fame.

Exercise 16 Mixed constructions

For help with mixed constructions, see section E5 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to correct any mixed grammar.

Example: ^{One of our most active presidents,} James Madison made many changes to federal laws ~~that made him one of our most active presidents.~~

1. Because he wrote nine of the ten amendments that became the Bill of Rights is one reason James Madison is considered one of our most important historical figures.
2. Owing to his many contributions to the 1785 Constitutional Convention earned Madison the title “master builder of the Constitution.”
3. He was a stronger advocate of the Bill of Rights compared with many of the other delegates.
4. When Madison kept a detailed journal at the 1787 Constitutional Convention is our best record of that historic event.
5. Although the British attacked Washington and burned the White House during Madison's first term did not prevent him from being elected to a second term.
6. Although his marriage to Dolley Payne Todd Madison was childless did not keep them from being happy together.
7. Because Dolley made domestic life so attractive that at one point Madison contemplated retiring from politics.
8. The reason the presidential election of 1812 was an especially hard-fought one was because there was a widespread lack of enthusiasm for the war.

9. The war ending with a treaty that settled none of the major issues, Madison was successful in demilitarizing the U.S.–Canadian border.
10. Madison being troubled with illness in his final years, but his mind was unimpaired.

Exercise 17 Mixed constructions

For help with mixed constructions caused by a faulty predication or word order, see section E5 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to correct any mixed grammar.

Example: Andrew Jackson's ~~presidency~~ was ~~when~~ the first Democrat ^{to become president.} ~~entered the White House.~~

1. The results of the 1828 election put Andrew Jackson in the White House.
2. One reason Jackson was elected president was because he was a popular general.
3. His great exploits on the battlefield were part of his popularity with the electorate.
4. Jackson created the use of political patronage to reward supporters.
5. The first assassination attempt on an American president was used against Jackson.
6. During Jackson's first term, the issue of South Carolina's secession posed a danger to the Union.
7. Jackson moved Native American groups from the southeastern United States to territories west of the Mississippi and thinking that this was a humane "Indian policy."
8. Sanctioned by Jackson, the infamous Trail of Tears was when the Cherokees were driven west to Oklahoma territory.
9. The power of the increasing press was evident throughout the 1820s.
10. Jackson's defeat of Henry Clay in 1832 caused another four-year presidential term.

Exercise 18 Integrated quotations

For help with integrated quotations, see section E6 in the Handbook section of *The St. Martin's Guide to Writing*.

Each of the following exercises provides a direct quotation and a paraphrased sentence. Use these two sentences to write a new sentence that integrates the quotation.

Example: “Please increase your efforts to recycle household waste.”—Mayor Paul Deering
Mayor Paul Deering asked the citizens of his town to increase their efforts to recycle household waste.

Possible sentence: “Please increase your efforts to recycle household waste,” Mayor Paul Deering asked the citizens of his town.

1. “The man who lets himself be bored is even more contemptible than the bore.”
—Samuel Butler

According to Samuel Butler, those who are bored are more contemptible than those who bore them.

2. “In the case of women in the workplace, the situation is changing, whether we talk about it or not.”—Deborah Tannen, *Talking from 9 to 5*, p. 130

In *Talking from 9 to 5*, Deborah Tannen explains that the situation of women in the workplace is changing, even though this situation is not always discussed.

3. “A good paper incorporates a number of quotations. Each quotation, however, should be there for a reason.” —Mrs. Flaherty, my ninth-grade English teacher

I’m aware of the necessity of including quotations in my essays, but as Mrs. Flaherty, my ninth-grade teacher, pointed out, these quotations must be included because they are relevant.

4. “Just what do we mean by smell?” —Diane Ackerman, *A Natural History of the Senses*, p. 24

In *A Natural History of the Senses*, Diane Ackerman questions how we define our sense of smell.

5. “Of all the famous men who ever lived, the one I would most like to have been was Socrates.” —Woody Allen, *The Complete Prose of Woody Allen*, p. 335

In *The Complete Prose of Woody Allen*, Woody Allen remarks that he would have liked to have been Socrates.

6. “A spirit of cooperation is as important as a spirit of competition.” — Coach Kent

Before the meet, Coach Kent told her team that they needed to cooperate as well as compete.

7. If music be the food of love, play on,

Give me excess of it, that, surfeiting,

The appetite may sicken, and so die.

—Orsino in William Shakespeare, *Twelfth Night*, lines 1–3

The lovesick Orsino asks for his love to be fed by music until his appetite for love is satiated.

8. “I just want an opportunity to excel in a business environment.” — My nephew Ronald

My nephew Ronald told me that he wanted to do well in business.

9. “Mathematics is the queen of the sciences.” —Carl Friedrich Gauss

Carl Friedrich Gauss stated that mathematics is the foundation of all the sciences.

10. “I am trying to get down this road and across the bridge before it begins to rain.”

—Bob

When I met Bob near town, he explained that he was trying to walk down the road and across the bridge before the rain began.

Exercise 19 Parallelism

For help with parallelism, see section E7 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to make related items parallel.

Example: Susan B. Anthony was born in 1820, raised in a Quaker family, and ^{trained} ~~with training~~ as a teacher.

1. Traveling and with lectures, Susan B. Anthony spread the word about women's suffrage.
2. She was instrumental in securing women's rights to their children, owning property, and their wages.
3. Anthony believed that slaves should be free, that drinking should be illegal, and in women having the right to vote.
4. With determination, energy, and speaking eloquently, Anthony laid the groundwork for the Nineteenth Amendment, which gave American women the right to vote.
5. She not only organized the Women's Loyal League and was president of the National American Woman Suffrage Association, but *The History of Woman Suffrage* was compiled with her help.
6. After the Civil War, she was speaking out against the violence inflicted on former slaves and lobbied for full participation of blacks in the suffrage movement.
7. In 1872, Anthony defiantly cast a ballot in the presidential election, was arrested and convicted, and refusing to pay the \$100 fine.
8. She went to Europe in 1883, met women's rights activists there, and helping form the International Council of Women.
9. At the age of eighty, she resigned as president of the National American Woman Suffrage Association but continuing to speak at its meetings.

10. She never lost her determination and was arguing her cause with every president from Abraham Lincoln to Theodore Roosevelt.

Exercise 20 Coordination and subordination

For help with coordination and subordination, see section E8 in the Handbook section of *The St. Martin's Guide to Writing*.

Combine the following sentences, using coordination and subordination to turn one independent clause into a phrase that modifies the other.

Example: According to an article in *Time* magazine, the effectiveness of bilingual education is difficult to measure because of ^{inconsistent testing of bilingual students and a} ~~a shortage of bilingual textbooks and teachers.~~ _{shortage of bilingual textbooks and teachers.} ~~Another factor is inconsistent testing of bilingual students.~~

1. In January 1998, the school board in Santa Barbara, California, abolished the city's bilingual-education program. Four hundred Latino families called for a school boycott.
2. In June of the same year, voters across the state passed a measure called English for the Children. The measure placed children with limited English skills in intensive English-only classes.
3. Arizona voters approved a similar initiative in 2000. That initiative was also called English for the Children.
4. In 2002, an English-only initiative modeled on the California and Arizona measures was put before voters in Massachusetts. Another was put before voters in Colorado.
5. The English-only initiative in Massachusetts was approved. The English-only initiative in Colorado was rejected.
6. The future of bilingual education has become a powerful political issue. Educators nationwide are monitoring the fate of state bilingual programs.
7. Detractors of bilingual education often argue that bilingual education keeps students dependent on their native language. Proponents assert that bilingual education keeps students from becoming alienated and allows them to keep up with academic material.

8. Spanish speakers comprise a large percentage of students in bilingual programs. They are not the only group involved in bilingual programs.
9. New York City offers bilingual classes in several languages. They include Chinese, Albanian, and Vietnamese.
10. Bilingual education is at the center of immigration and education issues. It is an issue that is unlikely to disappear.

Exercise 21 Redundancies and repetition

For help with redundancies and repetition, see section W1 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each sentence to eliminate any redundancy or repetition.

Example: The ghost of Hamlet's father ^{was willing} ~~demonstrated a willingness~~ to give a ~~full and~~ complete account of his murder.

1. It took a long period of time to complete the project.
2. Should we cut some wood for fuel purposes?
3. If you open a new account at Downtown Federal Savings, the bank will give you a new gift.
4. The incident was significant in several ways. One of the ways the incident was significant is that it marked the first time I was totally and completely on my own.
5. Enclosed inside of this box are my high school papers.
6. I have difficulty coping and dealing with pressure-type situations.
7. This newspaper article is factually accurate.
8. After a time interval of thirty seconds, a card that is round in shape and red in color is shown to the subject.
9. It is very unusual to find someone who has never willfully told a deliberate lie.
10. In today's modern world, it is important to have knowledge of computers and other technological devices.

Exercise 22 Wordy sentences

For help with wordy sentences, see section W1 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to make them more concise by deleting wordy phrases and choosing more precise words.

Example: ^{Because} ~~Due to the fact that~~ many stores closed ~~their doors to the public,~~ the downtown business district became deserted.

1. He dropped out of school on account of the fact that it was necessary for him to help support his family.
2. In the event that you happen to be in agreement with me during the course of the meeting, please speak out.
3. Regardless of the fact that I was not prepared, I did well on the calculus exam.
4. Until such time as I have the opportunity to get help with this problem, I will have to cope with it myself.
5. In the not-too-distant future, first-year college students must all become aware of the fact that there is a need for them to make contact with an academic adviser concerning the matter of a major.
6. Students in the astronomy course viewed through telescopes the eclipse of the moon in the night sky during September.
7. There is a great deal of doubt as regards the future of financial aid for students.
8. The first football game of the season was electrifying to the students.
9. There are many reasons for taking Study Skills, including learning to budget time and learning efficient notetaking.

10. The method of writing a draft for a paper in a difficult course which I have found of most use has been the freewriting method.

Exercise 23 Unnecessary intensifiers or hedges

For help with unnecessary intensifiers or hedges, see section W1 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each sentence to remove unnecessary intensifiers and hedges. Try to replace intensifiers with stronger words.

Example: ~~To a certain extent I found my~~ ^{My} statistics teacher ^{was} ~~totally~~ incomprehensible.

1. One kind of strategy that can be somewhat helpful is to highlight information that is especially important.
2. I was really happy to learn that the really difficult physics examination was postponed.
3. It is very likely possible that you might even enjoy the exam.
4. It seems for the most part that those who study for exams tend to pass them more often than those who do not study.
5. Essay exams tend to be somewhat more difficult than objective tests, and to a certain extent they can perhaps allow greater room for error.
6. It is very crucial that you study hard, no matter what form an exam may possibly take.
7. Of course, unless you are in the very unique position of having a nearly photographic memory, you will want to review the material several times.
8. In most cases, cramming really doesn't tend to help your chances of doing well on an exam.
9. Clearly, the time you spend studying can almost definitely make the difference between a passing grade and an excellent grade.
10. It is quite possible to earn very superlative grades by studying effectively.

Exercise 24 Exact words

For help with exact words, see section W2 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to replace *inexact* or *incorrect* words or use more appropriate expressions.

Example: The Arctic Ocean plays an important ^{part} ~~purpose~~ in global ecology.

1. Though usually an attack submarine, the USS *Pogy* imported scientists to the Arctic Ocean to conduct research in 1996.
2. The Arctic Ocean and the creatures that live deep into it have not been thoroughly studied.
3. The scientists on board the USS *Pogy* studied the affects of pollution on the water and its inhabitants.
4. They also studied the geologic of the ocean floor.
5. They plowed silently beneath the surface of the deep blue sea, underneath the polar ice cap.
6. Far beneath the ice, the scientists sometimes wondered where they were at.
7. Scientists on previous research cruises had run into polar bears.
8. The scientists on the USS *Pogy* hoped and prayed that they would be spared the sight of these giant creatures of the frozen north.
9. Women were not allowed by the submarine.
10. With evidence of Arctic warming mounting, scientific missions are now deploying to study how the Arctic's one and only ecology is changing.

Exercise 25 Appropriate words

For help with appropriate words, see section W3 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to use words that are more appropriate for a formal writing situation.

Example: The music produced by steel drums is really ^{beautiful.} ~~cool~~.

1. The steel drum, also called a “pan,” hails from Trinidad.
2. Colonizers there banned folks from banging on their African drums.
3. The Trinidadians did not let the ban stop them; they just started drumming with buckets, frying pans, and tons of other stuff.
4. After World War II, sailors disposed of thousands of oil drums, which the Trinidadians used to make cool sounds.
5. The drums themselves look cheap, but they produce a rich variety of notes.
6. The harmonics are actually quite sophisticated, so it's sort of hard to understand them.
7. The calypso rhythm creates a far-out beat.
8. A guy can create lots of notes.
9. Trinidad's annual Panorama Steel Festival, in which up to three hundred players compete, is a real blast.
10. You gotta admit that the steel drum is a great invention.

Exercise 26 Comma with independent clauses joined by a coordinating conjunction

For help in punctuating independent clauses joined by a coordinating conjunction, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas where necessary in the following sentences.

Example: The history of Lhasa is unsettled, for the city has often been under the harsh military rule of the Chinese.

1. Lhasa is the capital of Tibet and it sits 11,800 feet above sea level.
2. The Chinese have attempted to modernize Lhasa but an ancient aura still pervades the city.
3. The Potala Palace, the “Palace of the Gods,” dominates Lhasa and this immense, eleven-story complex of buildings is where the Dalai Lama has traditionally lived.
4. Lhasa was founded in A.D. 400 as a fortress but after the Potala Palace was built, Lhasa became a religious center.
5. The Tibetans banned Europeans from this “Forbidden City” so many Europeans tried to enter the city illegally.
6. Europeans have long been fascinated by the city and it has been portrayed in several movies.
7. Lhasa was the spiritual center of Tibet as early as the seventh century and it was briefly the national capital during the ninth century.
8. Lhasa was the home of a variety of religious edifices and treasures but many of them were damaged in the Cultural Revolution of the late 1960s.
9. Lhasa’s population has grown rapidly since the 1960s and now the majority of the people living there are Chinese.

10. Since 1990, much of the historic area has been transformed by rapid urban development and the authenticity of Lhasa as a living historic city continues to be threatened by ongoing demolition.

Exercise 27 Comma after introductory word, phrase, or clause

For help in punctuating introductory words, phrases, or clauses, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas where necessary in the following sentences. (Not all sentences need commas.)

Example: Sometime in the late 1980s, the U.S. government began a plan to build a courthouse and office building in lower Manhattan.

1. To get permission to build the government had to do an environmental impact study.
2. During this environmental impact study consultants discovered that the proposed building would be built on top of an African slave burial ground.
3. After an outside team of archaeologists concluded that most of the burial ground had already been destroyed by previous construction the building went ahead.
4. But once construction was underway construction workers uncovered a large burial ground with more than four hundred bodies.
5. Naturally the construction was immediately stopped.
6. Now a research team at Howard University is gaining insights into the lives and struggles of those buried there.
7. At a public lecture Dr. Michael L. Blakey, director of the African Burial Ground Collection at Howard University, discussed the history of the cemetery.
8. According to Dr. Blakey the burial ground is the largest African cemetery in North America.
9. Along with his team of researchers Dr. Blakey is trying to answer questions about the lives of the people buried there.
10. Without preserving the remains, it would be impossible to answer these questions.

**Exercise 28 Comma with nonrestrictive word group;
transitional, parenthetical, or contrasting expression;
absolute phrase**

For help in punctuating these sentence elements, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas where necessary in the following sentences. (Not all sentences need commas.)

Example: Travelers who will be boarding international flights this year are advised to take special precautions, such as bringing extra identification and avoiding the most popular routes.

1. Drivers who break the law should go to jail where they might learn a good lesson.
2. The students in Psychology 101 crowded into the stuffy lecture hall sweating and fanning themselves.
3. The professor cool and commanding strode into the room.
4. The books that are on that shelf are recent purchases.
5. I slept soundly on the hard ground but not comfortably.
6. The moon filled my window lighting my room with a soft glow.
7. The woman who just walked in the door is the artist.
8. For example, the painting on the far wall which is titled *Full Moon in August* just sold for \$10,000.
9. My dog Tracey her tail wagging would howl when she saw my father's car.
10. My shoes caked with mud I waited in the anteroom.

Exercise 29 Commas with items in a series

For help in punctuating these sentence elements, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas where necessary in the following sentences.

Example: The sign at the trailhead dictated that all hikers had to have proper equipment, such as a first aid kit, a whistle, a map, and a compass.

1. In addition, the sign told us not to wear cotton clothing jeans or sneakers.
2. A ranger told us to keep our trash extinguish any campfires thoroughly and stay together while we were in the park.
3. Three members of the group—Fran Jeremy and Dave—were underprepared, but Gail and Pete had brought along extra gear.
4. Pete had come prepared for the worst; at our first camp, the rest of us watched in awe as a stove fuel bottles and enough food to feed a multitude emerged from his rucksack.
5. All I had brought along to eat was a huge bag of trail mix—a snack made up of dried fruits seeds nuts and chocolate chips.
6. Jeremy had forgotten almost everything: his extra socks his compass his matches and his box of macaroni and cheese all sat on his kitchen table back home.
7. During the night, a number of nighttime prowlers visited our lean-to, including several mice a porcupine two raccoons and what was probably a bear—but not one of us dared to look.
8. The vista presented us with a view of Mount Baker Mount Rainier and most of the Cascade Mountains.
9. Sunburn poison ivy insect bites and injuries are all dangers on a long hike.

10. A love of the outdoors a craving for thrills and a group of brave and cheerful friends are necessary for a week's stay in the wilderness.

Exercise 30 Comma with a trailing participial phrase

For help in punctuating trailing participial phrases, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas where necessary in the following sentences. (Not all sentences need commas.)

Example: On March 28, 1979, an accident happened at the Three Mile Island nuclear power plant, creating panic among workers.

1. The level of water surrounding the reactor core suddenly dropped causing the reactor core to overheat.
2. The emergency cooling system was shut off resulting in severe core damage.
3. A small amount of radioactive gas escaped from the containment building causing a slight rise in individual human exposure levels.
4. The media immediately jumped on the story providing daily coverage.
5. Officials at Three Mile Island turned away people trying to get a closer look.
6. There were news reports about the radioactive gas emissions prompting large numbers of people to leave towns near the plant.
7. Fortunately, engineers were able to prevent a meltdown saving the surrounding countryside and its citizens.
8. The incident gained national attention changing many people's view of nuclear power.
9. After the accident, the government became wary of nuclear power imposing stricter safety standards and closing some reactors.
10. The potential for a major disaster was now clear stopping the growth of the nuclear power industry.

Exercise 31 Commas with direct quotations and expressions used in dialogue

For help in punctuating direct quotations and expressions used in dialogue, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas and quotation marks where necessary in the following sentences.

Example: “These things are definitely not there by accident,” says Lynn D. Jones, a graduate student helping other scholars analyze artifacts found under the hearths of some eighteenth-century homes in Maryland.

1. These artifacts were buried there by slaves, and according to anthropologist Mark P. Leone We are seeing not a history of oppression, but a history of response to oppression.
2. Discussing the round artifacts, Dr. Robert Farris Thompson explained In the Kongo religion, the shape of the soul is round, like a miniature sun.
3. Well I was rather surprised to read this *New York Times* article.
4. It’s strange isn’t it to think of these objects being hidden for so many years, only to be dug up and put on display in a museum.
5. The curator of the museum said We have a team of artists and experts making an accurate, realistic setting for the artifacts.
6. Just think if you have an old house, you might be surprised to learn what is under the floors.
7. Look it says here that people in Kongo still use the sort of items found in the excavation.
8. This find is so exciting because of its specificity says Robert Farris Thompson.
9. Our mandate from the African American community, our collaborator in the formulation of our research, was to discover what conditions were like in freedom Leone explains.

10. This study shows that white society wasn't able to quash the slaves' expression of African culture doesn't it?

Exercise 32 Commas with coordinate adjectives

For help in punctuating commas with coordinate adjectives, see section P1 in the Handbook section of *The St. Martin's Guide to Writing*.

Add commas and quotation marks where necessary in the following sentences.

Example: I took my curious, unsuspecting friend on a tour of the many mineral springs in Saratoga Springs, New York.

1. Our first stop was High Rock Spring, a large limestone cone to which the Mohawk Indians brought the old ailing Sir William Johnson in 1771.
2. The sulfuric bitter-tasting pungent water may have cured Johnson, but it made us nauseous.
3. From there we ventured to the Governor and Peerless Springs, which have very different flavors, the one metallic sour and unpleasant, the other carbonated and somewhat sweet, but just as nauseating as the first.
4. After several more equally foul mineral springs, we arrived at Fernell Spring, which surprised us with its clear sweet pure taste; several local people were filling plastic gallon water jugs from the spring.
5. Our favorite spring was the Island Spouter, a whimsical miniature geyser that had created its own island made of yellow white and rust-colored layers of carbonate deposits.
6. As early as 1535, the French navigator-explorer Jacques Cartier was told of miraculous healing limestone-trapped water at Saratoga Springs.
7. After the Revolutionary War, the waters drew people to the magical Saratoga Springs, and inexpensive modest inns were built to accommodate them.
8. By 1877, Saratoga had blossomed into a fantastic elegant prosperous town.

9. At Saratoga Spa State Park, just south of the center of town, you can soak in the springs under ornate arched colonnaded bathhouses.
10. Today Saratoga is also known for horse racing, which brings wealthy glamorous people and loyal racing fans together for a month every summer.

Exercise 33 No comma with compound items that are not independent clauses

For help in recognizing compound items that are not independent clauses, see section P2 in the Handbook section of *The St. Martin's Guide to Writing*.

Delete unnecessary commas in the sentences below. (Not all sentences contain unnecessary commas.)

Example: Some researchers now think that there is a connection between mental illness and genius, and that some of our greatest artists have been afflicted.

1. For example, Virginia Woolf, the English novelist, may have been manic-depressive, and may have committed suicide while depressed.
2. Another famous example is the painter Vincent Van Gogh, who spent much time in institutions, and who cut his ear off.
3. A Johns Hopkins University psychologist has studied the connection between art, and mental illness for many years.
4. She has compiled a list of artists with mental illnesses, but has included too many, according to her critics.
5. Other researchers disagree with her, arguing that the mental illness theory is merely the latest attempt to connect illness with genius, and that past attempts have singled out epilepsy, syphilis, and alcoholism.
6. Is it fair to these artists, long dead, for us to diagnose them, and arbitrarily label them mentally ill?
7. Many psychologists want to understand creativity, and its link to mental disorder and discover ways to apply this knowledge.
8. Scientists are beginning to see just how the brain works, and are learning how it develops from childhood to adulthood.

9. Creativity and madness seem to be two extremes of the same phenomenon, but they don't occur together in most people.
10. It is impossible to find the mix of personality traits that leads a person to create *Romeo and Juliet*, or to develop the theory of evolution.

Exercise 34 No comma with a restrictive word group

For help in recognizing restrictive word groups, see section P2 in the Handbook section of *The St. Martin's Guide to Writing*.

Delete unnecessary commas in the sentences below. (Not all sentences contain unnecessary commas.)

Example: In her article *That Fine Madness*, Jo Ann C. Gutin reports on recent speculation about the connection between madness and genius.

1. Some researchers now think that the poet, John Keats, who died of tuberculosis, might have suffered from manic depression as well.
2. A symptom of tuberculosis, that is similar to one of manic depression, is hyperactivity alternating with extreme passivity.
3. Tuberculosis, which was usually fatal in the nineteenth century, also caused its victims to feel occasionally exhilarated.
4. In artists, who were near death, this mental state supposedly inspired great works of genius.
5. This mental state was so widely acknowledged, that it was given the Latin name *spes phthisica*.
6. This belief in the powers of tuberculosis was so strong, that literary critics thought that literary genius would disappear if a cure for tuberculosis was found.
7. The nineteenth-century novelist, Katherine Mansfield, wrote the most significant body of her work while she was fighting a losing battle with tuberculosis.
8. The setting for *The Magic Mountain*, a novel by the German novelist, Thomas Mann, is a tuberculosis sanitarium before World War I.

9. But as the epidemic continued, it claimed a larger and larger circle of people, and societal attitudes toward it changed. Victims, who were poor and disadvantaged, were blamed for having an unhealthy lifestyle.
10. Now we know that tuberculosis is caused by the bacterium, *Mycobacterium tuberculosis*.

Exercise 35 Eliminating commas that separate the main elements of a sentence

For help in punctuating the main elements of a sentence, see section P2 in the Handbook section of *The St. Martin's Guide to Writing*.

Delete unnecessary commas in the sentences below. (Not all sentences contain unnecessary commas.)

Example: In 1989, oil spilled from the *Exxon Valdez*, damaging the habitat of thousands of animals.

1. About 2,100 kilometers of Alaskan shoreline, were damaged by oil.
2. More than 30,000 bodies of birds, mammals, and fish, were picked up from the shore and water within the first few months.
3. However, this number, represents only a small percentage of all the animals killed.
4. Scientists, aghast at the damage, speculated that some animal groups would not recover.
5. For over fifteen years now, scientists have been conducting follow-up studies, on the animals of Prince William Sound.
6. The cleanup of spilled oil was slow to be organized because Exxon, and other oil companies, were not prepared for the disaster.
7. Although many volunteers tried to save injured animals, they could not save every animal, or clean the entire shoreline because of the huge size of the spill.
8. Alaska's important salmon and herring industry, was the biggest economic concern.
9. The spill, has further spurred environmentalists to prevent further oil development in Alaska.
10. In 1991, Alaska and the federal government, came to an agreement with Exxon regarding damages caused by the oil spill.

Exercise 36 Eliminating commas with noncoordinate adjectives or before or after a series

For help in punctuating noncoordinate adjectives and items in a series, see section P2 in the Handbook section of *The St. Martin's Guide to Writing*.

Delete unnecessary commas in the sentences below. (Not all sentences contain unnecessary commas.)

Example: The murre, a large/~~black/~~and white bird of the auk family, was one of the animals most affected by the 1989 *Exxon Valdez* oil spill.

1. About 74 percent of the oil-covered, blackened, animal carcasses picked up after the spill were murre.
2. Investigators used earlier, scientific, research studies to get an idea of how many murre had been in the colony before 1989.
3. Not surprisingly, most comparisons of pre-spill and post-spill numbers showed that the crucial, breeding populations were significantly reduced.
4. However, some, post-spill surveys found higher, post-spill, murre populations.
5. Researchers have been frustrated, saddened, and humbled, in their attempts to get an accurate idea of the damage to the murre populations.
6. The thick-billed murre breeds in dense, colonies on cliff ledges in Arctic, and subarctic regions around the world.
7. In winter its throat and cheeks become snowy, white.
8. As with many other Arctic species, such white coloring serves as a kind of protective camouflage.
9. The slightly smaller, common murre is similar in appearance and habits.
10. It is a darker, brown on the back, and its longer bill lacks a white line.

Exercise 37 Other unnecessary commas

For help in eliminating other unnecessary commas, see section P2 in the Handbook section of *The St. Martin's Guide to Writing*.

Delete unnecessary commas in the sentences below. (Not all sentences contain unnecessary commas.)

Example: The “String of Pearls,” as the Nez Percé National Historical Park is called, consists of thirty-eight separate locations, along the route, that the Nez Percé took fleeing the U.S. Army in 1877.

1. Created in 1992 by Congress, the Nez Percé National Historical Park has locations that include the Nez Percé homeland in eastern Oregon, archaeological sites in the area, and, battlefields from Oregon to Montana where the fleeing Nez Percé fought the U.S. Army.
2. In 1863, some of the Nez Percé had signed a treaty with the U.S. government requiring them to move to a reservation, in central Idaho.
3. Other Nez Percé members were determined to stay in the homeland and so, did not sign.
4. This group (the “nontreaty Nez Percé”) were considered outlaws, by the U.S. government.
5. The nontreaty Nez Percé tried to ignore the treaty, but, as they had expected, they were, eventually, ordered to move.
6. Unwillingly, they began their move, but, before they had gone far, some of their members killed some settlers in revenge for earlier cruel treatment.
7. These events brought on the army, and in July 1877, the Nez Percé fought the army, at White Bird Canyon.
8. Three months later they reached Bear Paw in north-central Montana, where they fought their last battle.

9. There, four hundred Nez Percé, the remaining band of nontreaty Nez Percé, attempted to wait out a siege, but, they lasted only six days.
10. Surrounded by, U.S. soldiers and suffering from hunger and cold, the Nez Percé surrendered.

Exercise 38 Semicolons

For help with semicolons, see section P3 in the Handbook section of *The St. Martin's Guide to Writing*.

Edit the following sentences to correct errors in semicolon use. Also correct related punctuation such as commas.

Example: As automobiles became more powerful and dependable, people began to think of driving across the country; as a result the Interstate Highway System was created.

1. The Lincoln Highway, the first cross-country road, went through Pittsburgh, Pennsylvania, Chicago, Illinois, Omaha, Nebraska, and Salt Lake City, Utah.
2. Created between 1913 and 1915 along existing roads, the Lincoln Highway was paved, in addition, it was free of tolls, unlike most other paved roads.
3. Previously, drivers had had to give way to horse-drawn vehicles, because horses often panicked at the sight of automobiles, drivers were obligated to pull off the road to hide their vehicles from the horses' view.
4. The early automobiles were open; exposing the interior to the elements: dust, rain, snow, and mud.
5. With closed cars came plans for travel to distant states, tourism and automobiles developed simultaneously.
6. When the Lincoln Highway was planned, each state wanted to control the highway's route through the state, obviously, the states wanted to keep tourists within their borders as long as possible, but the highway planners wanted to create the most direct route.
7. The Lincoln Highway had its own distinct red, white, and blue markers, still, travelers were often confused by the markers from the many competing paved highways that intersected or ran along the Lincoln's route.

8. Some of those competing routes were the White Pole Road, the National Highway, which ran on the same road as the Lincoln through parts of Pennsylvania and Ohio, the Pike's Peak to Ocean Highway, and the Dixie Highway.
9. These highways allowed anyone with a car to drive conveniently across the country, consequently, increasing numbers of people bought cars.
10. The Lincoln Highway no longer exists; but the current Interstate 80 more or less traces the Lincoln Highway's route.

Exercise 39 Colons

For help with colons, see section P4 in the Handbook section of *The St. Martin's Guide to Writing*.

Edit the following sentences to correct any errors in colon, semicolon, or comma use. In some cases, the sentence may be correct as is, but a colon may be another option.

Example: I have three children[^] Riley, Robin, and Alexis.

1. Every August, I take them to the mall to buy clothes and school supplies, pencils, notebooks, folders, and lunchboxes.
2. I buy clothes first because, for me, that chore is the most stressful part of the shopping trip. I line each child up in front of the clothing department and tell him or her to pick out one of each of the following items, jeans, shirt, sweater, shoes.
3. As an incentive for making this choice quickly, I offer prizes of: a candy bar, a piece of toy jewelry, or a comic book to anyone who gets all four items on his or her list in fifteen minutes.
4. Often the results of their haste are amusing purple jeans with an orange plaid shirt, every item the same color, shoes the wrong size.
5. As the kids get older, the clothes shopping will get more difficult; they'll want more clothes, they'll demand more expensive clothes, and they'll take much longer than fifteen minutes to select the clothes.
6. I already know which one of my children will be the most difficult Riley.
7. Next, it's on to the stationery department, where they spend thirty minutes or more gazing longingly at this year's fads in school essentials; multicolored erasers, glow-in-the-dark pencils, and notebooks decorated with holograms.

8. I hold out as long as possible, but I often give in for the usual reason, other shoppers are starting to snicker.
9. But I know one thing, they're going through the same experiences I am.
10. When we're done, we make one last choice, whether to stop at the ice cream store or the candy store for our reward.

Exercise 40 Dashes

For help with dashes, see section P5 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences using dashes where appropriate. Not all sentences will require dashes, and some may contain unnecessary dashes.

Example: Andy Warhol and Jean-Michel Basquiat—two of the twentieth century's most influential artists—collaborated on several projects in the mid-1980s.

1. A few years earlier, Warhol had befriended Basquiat—and had become the younger artist's mentor.
2. Several rising stars of the art world—Keith Haring and Julian Schnabel, for example—would have liked to collaborate with Warhol, that icon of pop art—but Warhol already had a close friendship with Basquiat.
3. Warhol and Basquiat were unlikely partners their techniques were strikingly different but their collaborations show an energetic blending of artistic styles.
4. In *Pontiac* (1984)—graffiti-like images in black and white swirl around the central image—the Pontiac automobile logo with the features of Pontiac's face redrawn.
5. After Warhol's death in 1987, Basquiat—whose death from a heroin overdose a year and a half later made him famous beyond the art world—lived an increasingly reclusive life—though he painted prolifically.
6. Basquiat mixed imagery from other cultures Africa, the Caribbean, and Europe with popular art influences.
7. Basquiat began his career in the late 1970s—by collaborating with his high school classmate Al Diaz on illicit works of graffiti on New York City subways and streets.

8. In 1996, Julian Schnabel directed a full-length motion picture titled *Basquiat*—about his contemporary Jean-Michel Basquiat.
9. Abstract expressionism—a movement that was primarily concerned with the spontaneous assertion of the individual through the act of painting, contains a variety of styles and is characterized more by the concepts behind the art than by a specific look.
10. Jackson Pollock started to name his paintings with numbers such as *No. 5* rather than with names—that might distract from a spontaneous expression of emotion.

Exercise 41 Quotation marks

For help with quotation marks, see section P6 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to add quotation marks and other punctuation when necessary.

Example: “Halt!” cried the guard.

1. Rob replied Unemployment won't decline unless interest rates do the same.
2. Did Rob reply Unemployment won't decline unless interest rates do the same?
3. Tropical storms Emily declared occur in Anza-Borrego in August and September.
4. Jeremy had this to say The semester ends Friday, and life begins on Saturday.
5. I overheard Jordan say Why don't we send a telegram that announces The deal can be closed if you double the advance.
6. Mee-ouch screeched Puma as I stepped on his tail in the dark hallway.
7. The park ranger stopped the backpackers at the trailhead, asking May I see your camping permit, please?
8. Who was it who said The buck stops here?
9. The instructions warned Turn off water source before beginning but I did not read the warning until it was too late.
10. The card beneath the painting said Mark Rothko, *Four Darks on Red*; 1958; oil on canvas, which did not help me understand the painting at all.

Exercise 42 Apostrophes

For help with apostrophes, see section P7 in the Handbook section of *The St. Martin's Guide to Writing*.

Edit the following sentences by adding and deleting apostrophes and revising the spelling where necessary. (Not all sentences require apostrophes.)

Example: The Clean Air Act of 1990 included a clause that allows ^{companies} ~~company's~~ to buy and sell pollution credits.

1. Every manufacturer is required to reduce its factory emissions, but if a company does more than required, it can sell the right to pollute to other companies under a program called “cap and trade.”
2. For instance, lets say that XYZ Company of Ohio reduces its factories emissions 10 percent more than required.
3. ABC Company of New York could then buy XYZs right's, which would allow ABC to reduce its emissions 10 percent less than required.
4. Another goal of the clause is to limit the total amount of pollutant's in certain categories.
5. For example, power companies that use coal-fired plant's have allowances for emitting sulfur dioxide.
6. A company can keep emitting sulfur dioxide until it reaches its limit; then its obligated to clean up its act and sell the extra emissions allowance to another company on the open market.
7. Recently, some government officials found the Clear Air Act lacking because it left the responsibility of regulating pollution to the states' and because its strict standards might be expensive to enforce.

8. In 2003, Congress passed the Clear Skies Act, a federal program that would continue to reduce emissions while also cutting cost's and making standards for industries more straightforward.
9. Critics call Clear Skies a giveaway to industry's, since it allows power plants to produce more mercury, sulfur, and nitrogen oxides while doing nothing to limit carbon dioxide emissions.
10. Some scientists have connected rising level's of carbon dioxide in the atmosphere with rising temperature's on earth.

Exercise 43 Parentheses, brackets, ellipsis marks, slashes, periods, question marks, and exclamation points

For help with parentheses, brackets, ellipsis marks, slashes, periods, question marks, and exclamation points, see sections P8–P14 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences by using the correct punctuation.

Example: On January 28,~~1986~~, the *Challenger* space shuttle exploded soon after takeoff.

1. The space shuttle *Challenger* exploded because O-rings used to seal joints on the Solid Rocket Boosters, SRB's, leaked fuel.
2. Investigators later discovered that the O-rings did not work properly at temperatures under 50 degrees Fahrenheit, the temperature that day was 36 degrees.
3. Why did NASA executives not know that this would happen!!!!
4. As early as the first shuttle flights, there had been indications that the O-rings were poorly designed!
5. Beginning in July 1985, Roger Boisjoly, an engineer at Morton Thiokol (MTI which produced the O-rings) began writing memos about the problem in an attempt either to solve the problem or to postpone the launch.
6. In one memo, Boisjoly writes, "It is my honest and real fear that" "we stand in jeopardy of losing a flight". . .
7. Unfortunately, many of Boisjoly's memos were overlooked . . . or intentionally neglected!
8. Boisjoly (and other engineers!) were too far removed from the NASA decision makers to be heeded.
9. Morton Thiokol and NASA did not want to postpone an (already costly) space shuttle mission.

10. Richard Feynman [a prominent physicist] and Sally Ride [the first American woman in space] served on the commission that investigated the tragedy.

Exercise 44 Hyphens

For help with using hyphens, see section M1 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to correct any errors in the use of hyphens. (Not all sentences contain errors.)

Example: Although she finished in twenty[^]second place, her time in the marathon was a personal best.

1. The shop specialized in eighteenth and nineteenth century cartography.
2. I had plenty of self esteem, but now I'm not sure it was always warranted.
3. Classes will begin again in mid January.
4. He asked an insultingly-easy question with a sneer that suggested I wouldn't know the answer.
5. There are so many jokes about meddling mothers in-law that it's a wonder anyone decides to get married.
6. Approximately one third of the students will be taking summer courses this year.
7. He was one of the leaders of the nonviolent protests.
8. I hope that I enjoy a lot of sun-shine during vacation.
9. You'll find pictures of both pro and anti American grafitti on the Internet.
10. Many well known athletes supplement their income from sports by endorsing various products.

Exercise 45 Capitalization

For help with using capitalization, see section M2 in the Handbook section of *The St. Martin's Guide to Writing*.

Edit the following paragraphs for errors in the use of capitalization.

1. The summer after my High School graduation, my family took a disastrous rafting trip on the Colorado river. Our Guide was inexperienced and poorly trained. he wasn't even aware when the Rapids were around the next bend. He was drinking a pepsi and finishing his lunch when we hit the rough water. our raft capsized, leaving my Aunt trapped on a rock and almost pinning my Mother underneath. To make matters worse, our Guide broke his arm when he was thrown from the raft, so he was unable to help. My sister and i performed the rescue ourselves. Mother, my sister, my aunt Shirley, and I finally got the guide to a local Hospital, where the Doctor, who thought we were Representatives of the rafting company, told us, "you should be more careful taking novices down that river!"
2. Last Spring i decided to go to New Orleans with some of my Friends. Before I left, Dr. Rufus, my English Professor, recommended that I read Kate Chopin's *The awakening* to get a sense of the distinctive culture of the city. I had just finished the book when it was time to drive South and then West. I was very excited when I saw the Mississippi river for the first time. The Mighty River did not disappoint me! the historic city of New Orleans did not disappoint me, either. I was impressed with the influence of french culture on the City and particularly on its distinctive cuisine. My Friend said it best: "let's come back next year!"

Exercise 46 Numbers

For help with numbers, see section M4 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences so that they conform to the conventions of numbers generally used in the humanities. (Not all sentences contain errors.)

Example: ^{Ten}~~10~~ versions of Thomas Becket's life were written within ^{ten}~~10~~ years of his death.

1. On December twenty-nine, 1170, the Archbishop of Canterbury, Thomas Becket, was murdered in his cathedral.
2. He was killed by 4 knights who believed that Henry II, the King of England, wanted the archbishop dead.
3. Canterbury became a destination for 1000s of pilgrims after Becket was killed.
4. About 200 years later, Geoffrey Chaucer wrote his famous *Canterbury Tales* about a group of these pilgrims.
5. 2½ years after his death, Thomas Becket was declared a saint.
6. 700 miracles attributed to Thomas's intervention were recorded by Canterbury monks after his murder.
7. Thousands still visit Canterbury Cathedral, although the original cathedral of Thomas Becket was destroyed by Henry VIII in 1538.
8. The library of the cathedral was destroyed during World War II but rebuilt during the early nineteen-fifties.
9. The wall around Canterbury — much of which still stands — was built by the Romans in two-hundred C.E.
10. Although Canterbury is a relatively small city of forty-two thousand, two hundred fifty-eight, it is still a religious and cultural center of England.

Exercise 47 Italics

For help with italics, see section M5 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to correct the use of italics. To indicate that a word or phrase should be italicized, underline it. If a word or phrase should be taken out of italics, circle it. (Not all sentences contain errors.)

Example: Howard Hughes, who is famous for his H-4 Hercules, a flying boat also known as the "Spruce Goose," was as passionate about Hollywood as he was about aviation.

1. In the movie *Jaws*, an enormous shark engages in a battle of wits with three men on a fishing boat called the Orca.
2. Her thrift shop clothes were inexpensive but *chic*.
3. *Beowulf* is the hero of an Old English poem.
4. Lorraine Hansberry's play *A Raisin in the Sun* takes its title from a line in the Langston Hughes poem "Harlem."
5. Biblical scholars have observed that *Genesis* contains two slightly different versions of the creation story.
6. The word *rhythm* is one of the few words in English that does not have one of the letters a, e, i, o, or u.
7. Paul told me, "*Don't forget your old friends.*"
8. *A Prairie Home Companion* is a popular variety show that has been on the radio for many years.
9. "*The Emperor of Ice Cream*" is one of Wallace Stevens's most anthologized poems.
10. Everyone gathered around the television set to see the launching of the space shuttle Endeavor.

Exercise 48 Abbreviations

For help with abbreviations, see section M6 in the Handbook section of *The St. Martin's Guide to Writing*.

Edit the following sentences to correct any errors in abbreviations. (Not all sentences contain errors.)

Example: The ^{introduction}~~intro.~~ to the book is longer than most of the chapters.

1. The CIA (Culinary Institute of America) trains some of the country's finest chefs.
2. MFK Fisher's essay recalling memorable eating experiences changed the whole genre of gastronomical writing.
3. Doctor Stanley Prusiner won a Nobel Prize in Medicine for his work suggesting that a previously unknown particle called a prion might cause mad cow disease.
4. As we passed through Chincoteague, Va., we visited a nearby island where herds of wild ponies live.
5. Labor Day is the first Mon. in September, but Halloween always falls on Oct. 31.
6. What was the no. of participants in the Veterans Day Parade?
7. N.A.T.O. membership has been extended to several nations of Eastern Europe.
8. The lecture will begin promptly at 8:00 P.M.
9. The Byzantine sculpture (c. 900 A.D.) was temporarily removed for restoration work.
10. The school is at the corners of Green Rd. and Shaker Blvd.

Exercise 49 Spelling

For help with spelling, see section M7 in the Handbook section of *The St. Martin's Guide to Writing*.

Edit the following paragraphs for spelling errors. The second paragraph has already been checked by a computer spell-checker.

Example: ^{There} ~~Their~~ is something about the nature of human ^{beings} ~~begin~~s that seems to make us ^{especially willing} ~~specialy will too~~ prefer ^{unlikely} ~~unlikley~~ explanations over ^{reasonable} ~~reasonible~~ ones.

1. Over fifty years ago, some residents of Roswell, New Mexico, claimed they had seen strang objects falling from the sky, and rumors about alian beings hidden on a nearby military base have gripped the public imagination ever since. In 1997, the goverment tried to stop the histeria by aknowledging that locals in 1947 had seen a top secret military baloon project using life-sized dummies. Eventhough the government report has the advantage of conforrming to the known laws of phisics and commen sense, alot of Americans refused to beleive that explanation. They prefferred the fascinating story of an extraterrestrial crash and a masive government cover-up. Television shows pretending to document an alian autopsy and revealing suposed insider information have continued to feed the public apetite for conspirasy and monsters from outer space. In Roswell, the fiftieth anniversary of the sightings was celebrated, glorifying a populer paranoid fantasy with scarsely a voice of reason to be heard.
2. It's hard to believe that just a few decades a go, women where often denied the same opportunities that men were offered. All though a women at that time was no less likely than won today to be intelligent and capable, she was more likely too of been faced with every day discrimination. She would of had to over come greater obstacles to get an advanced degree or to land a job, sense many of the decision-makers where men who felt that women wear either less able to do the work then men or more likely to get marry or get pregnant and than live the position. Some men also believed that a women did not

have the same need for a job or an education as a man, because she would of course have a husband or at least a father to support her, so to give her a job would mean taken it away from a man who had to support himself. Men were all too often unwilling to expect women anywhere in their lives except at home.

Exercise 50 Articles

For help with articles, see section T1 in the Handbook section of *The St. Martin's Guide to Writing*.

In the following sentences, fill in the blanks with the correct article. (Not every blank will require an article.)

Example: The Association of Science-Technology Centers (ASTC) was created in 1972.

1. _____ Association of Science-Technology Centers (ASTC) is a group of about 540 science centers and museums around _____ world.
2. Its aim is to promote _____ public's understanding of _____ science.
3. Science centers are places where people can have _____ "hands-on" encounter with _____ science.
4. For example, at the Museum of _____ Rockies in Bozeman, Montana, _____ visitor can touch _____ fossils, rocks, and other ancient natural artifacts.
5. _____ state-of-the-art computer program accompanies _____ exhibits and gives _____ visitor more in-depth information.
6. _____ scientist is often available at the science centers to talk with visitors.
7. At Science North in Sudbury, Ontario, _____ meteorologist will accompany visitors through a model of a weather lab.
8. Visitors at Boston's Museum of Science can work at _____ simulated archaeological site.
9. The trend in science learning is to make connections between _____ science and _____ public.

10. Some science centers even use _____ Internet to teach science; for example, _____ person can explore the Science Learning Network at <<http://www.sln.org>>.

Exercise 51 Conditionals

For help with conditionals, see section T2 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences to use the correct verbs in conditional clauses.

Example: If you followed the instructions, you should now ^{have} ~~had~~ a new bookcase.

1. If we go on the picnic, it surely rained.
2. Unless dogs are trained carefully as puppies, they had behavior problems all their lives.
3. If the college had provided more work-study jobs, students would not need to find off-campus employment.
4. If I were to change my major, my parents were angry.
5. If you conduct the survey, I tabulate the results.
6. If you do not have good posture, you got headaches.
7. If you go to college, you learn a lot—both academically and socially.
8. When I graduated, I have many dreams and much ambition.
9. When I got my first job, I have learned to be responsible.
10. When I got older, I become more realistic.

Exercise 52 Two- and three-word verbs

For help with two- and three-word verbs, see section T2 in the Handbook section of *The St. Martin's Guide to Writing*.

For each of the sentences below, replace the italicized words with the correct two- or three-word verb from the options given.

Example: When you are in Dallas next spring, *visit* my friend Bill. (hang out, call on)

1. You can *find* his telephone number in the directory. (look up, check out)
2. The last time I was in Dallas, I *met* Bill *by chance* in the supermarket. (walked out, ran into)
3. He had just *submitted* his resignation from a high-paying job. (handed out, turned in)
4. His boss thought he had *abandoned* a successful career. (walked out on, headed out from)
5. In reality, Bill *desired to be free* of his stressful and useless job. (fell out, wanted out)
6. He now works at a local shelter, where he helps people *change and advance* their lives. (move on with, get into)
7. Many of the young people at the shelter *left* their homes *without warning* because of abusive situations. (ran away from, fell out of)
8. Bill believes he is *assisting* people who have abandoned intolerable living situations. (helping out, hanging onto)
9. The job doesn't pay well, but Bill wants to wait before *investigating* more lucrative opportunities. (snapping out of, looking into)
10. His parents, however, are *seeking* a high-paying job for him. (heading out, looking for)

Exercise 53 Verb forms after *do* or *have*

For help with verb forms after *do* or *have*, see section T2 in the Handbook section of *The St. Martin's Guide to Writing*.

Fill in the blank with the correct verb form in each sentence.

Example: Scientists have studied the interaction between fire and wind. (to study)

1. Dr. Terry Clark, a scientist at the National Center for Atmospheric Research, does not _____ traditional methods. (to use)
2. Clark has _____ models of forest fires using a computer. (to construct)
3. Clark's study has _____ him that fires are more complex than most people think. (to show)
4. Contrary to what one might think, strong winds near a fire do not always _____ a fire worse. (to make)
5. In Clark's computer model, strong winds have _____ to stabilize the flames. (to help)
6. Most forest fires have _____ as a result of human carelessness or deliberate arson. (to start)
7. Lightning has _____ fewer forest fires. (to ignite)
8. In some cases, a fire does not _____ a forest. (to ruin)
9. Some trees do not _____ well among the old growth trees and require fire to aid in reproduction. (to grow)
10. Unfortunately, people have not always _____ careful to avoid starting forest fires. (to be)

Exercise 54 Prepositions

For help with prepositions, see section T3 in the Handbook section of *The St. Martin's Guide to Writing*.

Fill in each blank with the correct preposition.

Example: I grew up in North Plains, Nebraska, on a shady, quiet street in the old section of town.

1. My parents still live _____ that house, built _____ 1895 by my great-grandparents.
2. The house is _____ 212 River Avenue, _____ the corner of River Avenue and First Street.
3. On Saturday evenings, children played _____ the park and people sat _____ their front porches.
4. _____ noon, the firehouse whistle would blow to mark the time, and _____ weekdays workers would then go out for lunch.
5. Sometimes _____ the summer months when it grew unbearably hot, I would jump _____ the creek.
6. _____ the winter, I would go sledding and come home to sit _____ the fireplace and warm my feet.
7. I spent many hours _____ my bedroom on the third floor of that house, dreaming of my future.
8. I would think of the books I'd read and imagine getting _____ a train that would take me away.
9. Other times, I thought that I would be stuck forever _____ North Plains working _____ my father's store.

10. When I looked out my window at the setting sun, I knew I was destined to live in another town, not _____ home with my parents.

Exercise 55 Omitted or repeated words

For help with omitted or repeated words, see section T4 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to add omitted words or delete any repeated words.

Example: You might wonder whether organic food ~~it~~ is better than nonorganic food.

1. Organic food it is grown without fertilizers or pesticides.
2. Are fewer organic farms than large corporate farms.
3. In addition, organic farms smaller and use more labor.
4. It harder to produce food on an organic farm.
5. Because of the extra labor, organic food more expensive than conventional food.
6. But environmental and consumer groups they argue that organic food is safer than conventional food.
7. They say food grown with pesticides bad for you.
8. Some advocates even claim that organic food it is more nutritious than conventional food.
9. Organic foods they continue to become more popular despite their higher price.
10. Some consumers who eat organic food also try to buy vegetables that grown locally.

Exercise 56 Adjective order and participles

For help with adjective order and participles used as adjectives, see section T5 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences to correct errors in adjective order and participles.

Example: “Where did you get that ^{hideous orange dining room} ~~dining room, orange, hideous~~ table?” my mother asked when she visited me.

1. I was irritating by her insinuation that I had bought a piece of worthless, embarrassed junk.
2. I retorted, “For your information, it is an antique, and under that orange ugly paint lies an oak rare table once owned by George Washington.”
3. She helped me move the table and then fell into a chair, exhausting.
4. By the time we had stripped the many old hard layers of paint from the table, my mother was exciting.
5. We found the unmistakable name *George Washington* carved into the oak solid tabletop.
6. Now that she knew the table was really an antique, my mother was interesting in learning more about it.
7. Fortunately, my old dear friend Bill is an antiques expert.
8. He was surprising that we had not realized that anyone could have carved the name into the table.
9. He told me about interesting several pieces of furniture that he had seen recently.
10. I was surprising when my mother offered to buy me a wood new attractive table for my dining room.

Exercise 57 Helping verbs

For help with these verbs, see section T2 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise each of the following sentences so that the correct main verb is used with the auxiliary verb. Delete the auxiliary verb if it is not needed.

Example: In the Afro-Caribbean religion of Santería, saints, called *santos*, are ~~worship~~^{worshipped.}

1. Did Africans in the Caribbean contributed to island religions?
2. Several Caribbean religions are descending from ancient African forms of worship.
3. Today, these practices are continued to evolve and adapt to new influences.
4. Santería, an Afro-Caribbean religion, is practice in Cuba and Puerto Rico, as well as other places.
5. African slaves in the Caribbean were force to disguise their native religion.
6. When the Africans were apparently prayed to Catholic saints, they were really appealed to their African gods.
7. The African gods did not disappeared; they just adopted different names.
8. Now, the ancient African religion and Catholicism have join into a new Caribbean hybrid, Santería.
9. The objections of religious leaders could not stopped the growth of Santería.
10. Although its followers were told they must not practiced Santería, the religion survived.

Exercise 58 Verbs followed by gerunds/infinitives

For help with these verbs, see section T2 in the Handbook section of *The St. Martin's Guide to Writing*.

Revise the following sentences so that the verbs are followed by the correct gerund or infinitive form.

Example: The Vikings managed ^{to travel} ~~traveling~~ around the North Atlantic in small sailing vessels.

1. The Viking marauders persuaded residents of northern islands giving up their valuables.
2. Norsemen came over the sea to Ireland and stopped building the first cities on that island, including the Scandinavian city of Dublin.
3. When the Vikings came to Iceland, the hermit priests who had been dwelling there could not tolerate to live with the pagan newcomers.
4. The priests decided leaving the island, and some Norsemen settled in Iceland, where their descendants still live.
5. The English wanted the Vikings went away, but the Scandinavians had settled in to their adopted country.
6. The English could not avoid to deal with the Vikings daily.
7. The Scandinavian influence on England caused a number of Norse words becoming part of the English language.
8. The English eventually let the Vikings to marry into English families.
9. The exchange between the two cultures encouraged the English and Scandinavian people understand each other.
10. In fact, cultural exchange continues being one of the most lasting effects of the once-violent Viking way of life.

Exercise 59 Documenting sources using MLA style

For help with formatting source information in MLA style, see Chapter 27 in the Handbook section of *The St. Martin's Guide to Writing*.

Imagine that you have written a paper on everyday life during the American Revolution. Using MLA style to format and order the entries, compile a works-cited section that would appear at the end of your paper. (Assume that any information not provided was not available in the publication.) The ten works cited in the paper are these:

1. A book titled *Revolutionary Mothers: Women in the Struggle for America's Independence* written by Carol Berkin. The book was published in 2005 by Knopf books of New York, New York.
2. An article titled "The Price They Paid" written by E. Brooke Harlowe. It was posted in 2002 to the Web site of The Connecticut Society of the Sons of the American Revolution. You accessed the article on April 3, 2007, at the URL <http://www.connecticutsar.org/articles/price_paid.htm>.
3. An article titled "'Daughters of Liberty': Religious Women in Revolutionary New England" by Laurel Thatcher Ulrich. It was included in the book *Women in the Age of the American Revolution* edited by Ronald Hoffman and Peter J. Albert. The book was published in 1989 by the University of Virginia Press located in Charlottesville, Virginia.
4. An online scholarly project titled *From Revolution to Reconstruction: A WWW Project in Collective Writing*, edited by George Welling. The site was last updated on June 14, 2006, and its URL is <<http://odur.let.rug.nl/~usa/usa.htm>>. You accessed the site on February 17, 2007.
5. An article by C. Dallett Hemphill titled "Manners and Class in the Revolutionary Era: A Transatlantic Comparison." The article appeared on pages 345–372 in the April 2006 issue of the journal *The William and Mary Quarterly*, volume 63, issue 2.

6. An interview you conducted on November 8, 2006, with a historian named Rebecca Walker.
7. An unpublished dissertation by Wendy Ann Nicholson entitled *Sober Frugality and Siren Luxury: The Transformation of Elite Culture in Philadelphia, 1750–1800*. It was completed at the University of California, Berkeley, in 1995.
8. A personal e-mail that you received from Professor John X. Adams at your university. His e-mail address is jqwill@qcu.edu. The e-mail message was sent on February 1, 2007, and the subject line reads “Re: Families during the American Revolution.”
9. An article titled “The Faith of the Founding” by Michael Novak. The article originally appeared on pages 27–33 in the April 2003 issue of the journal *First Things: A Journal of Religion and Public Life*. You accessed it on March 2, 2007, through the electronic subscription service Infotrac Expanded Academic, provided by the Florida Electronic Library. The URL of the service is <<http://web6.infotrac.galegroup.com>>.
10. A review of the book *A People's History of the American Revolution* by Ray Raphael. The review, titled “War Tale with Few Heroes,” was written by Michael McDonnell and appeared on page 31 of the June 14, 2002, issue of the periodical *The Times Higher Education Supplement*.

Exercise 60 Documenting sources using APA style

For help with formatting source information in APA style, see Chapter 28 in the Handbook section of *The St. Martin's Guide to Writing*.

Imagine that you have cited the following ten sources in a paper on using documents and other primary sources to teach history to middle-school students. Compile a list of references, putting the information in each of these entries into APA style and the entries in proper order. (Assume that any information not provided was not available in the publication.) The ten sources are these:

1. A book titled *Uncovering Our History: Teaching with Primary Sources*, published in 2005 by the American Library Association, located in Chicago. The author is Susan H. Vecchia.
2. An article written by Michael Eamon titled "A 'Genuine Relationship with the Actual': New Perspectives on Primary Sources, History and the Internet in the Classroom." It appeared on pages 297–314 of the May 2006 issue of *The History Teacher*, volume 39, issue 3.
3. A Web site that you accessed on February 5, 2007. The site is called "Primary Sources: Using Primary Source Documents in the Classroom," and was posted by the Ohio Historical Society on August 29, 2002. The URL is <<http://ohiohistory.org/resource/teachers/primary.html>>.
4. An article by Guichun Zong, Jesus Garcia, and Angene Wilson titled "Multicultural Education in Social Studies." It appeared on pages 447-448 in the November/December 2002 edition of the journal *Social Education*, volume 66, issue 7.
5. The second edition of the book *Sources of the African-American Past* by Roy E. Finkenbine. The book was published in 2004 by Longman, located in New York, New York.
6. An article written by Steve Boyd-Smith titled "Telling Stories Out of School: Primary Sources and the Internet," which appeared in the April 2004 issue of the online journal *Common-Place*, volume 4. The URL for the article is <http://www.historycooperative.org/journals/cp/vol-04/no-03/school>, and you accessed it on March 12, 2007.

7. An undated Web site published by the Library of Congress titled “Using Primary Sources in the Classroom.” You accessed it on March 3, 2007, and its URL is <http://memory.loc.gov/learn/lessons/primary.html>.
8. A newspaper article by Joyce Barnes that appeared in the *San Francisco Chronicle* on February 20, 2004. The article was titled “Class Field Trips Give Way to ‘Virtual’ Experiences” and appeared on pages C1 and C3.
9. An essay written by Paul C. Lieberman titled “Found Things: Objects as Primary Sources in History Education,” which appeared on pages 128–136 in the book *Methods of Teaching Middle-School History*. The book was edited by Lynn Hager Morrison and Suzette L. Prinz and was published in 2000 by Sage, located in Newbury Park, California.
10. An essay titled “My Reward: Outstanding Student Projects Based on Primary Sources” by John M. Lawlor, Jr. It originally appeared on pages 405–410 in the November/December 2003 edition of the journal *Social Education*, volume 67, issue 7. You retrieved it through your school’s InfoTrac OneFile database on March 3, 2007.

