

**ANSWER KEY FOR**

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**SIXTH EDITION**

**WORDS**  
**WORKING WITH**

*A Handbook for  
Media Writers and Editors*

ISBN 0-312-44312-9



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*Answer Key for*

# **Working With Words**

**A Handbook for Media Writers and Editors**

SIXTH EDITION

## **Exercise Book**

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A.

- |       |       |
|-------|-------|
| 1. CS | 6. F  |
| 2. S  | 7. S  |
| 3. S  | 8. CS |
| 4. FU | 9. FU |
| 5. R  | 10. R |

B.

- |               |                   |
|---------------|-------------------|
| 1. misses     | 18. Petersens     |
| 2. has        | 19. she           |
| 3. was        | 20. me            |
| 4. sells      | 21. me            |
| 5. A lot      | 22. its           |
| 6. were       | 23. his or her    |
| 7. its        | 24. Who           |
| 8. whoever    | 25. more smoothly |
| 9. yours      | 26. sweet         |
| 10. she       | 27. effect        |
| 11. he        | 28. well          |
| 12. There are | 29. laid          |
| 13. Who's     | 30. sit           |
| 14. We        | 31. rise          |
| 15. its       | 32. you're        |
| 16. bad       | 33. Among         |
| 17. youngest  |                   |

C.

- |                        |                |
|------------------------|----------------|
| 1. who, are            | 15. from, with |
| 2. who's               | 16. prejudiced |
| 3. Before              | 17. his or her |
| 4. Although, disagree  | 18. me         |
| 5. would, to, that     | 19. rises      |
| 6. whether             | 20. proud      |
| 7. convinced, persuade | 21. well       |
| 8. one another         | 22. whom       |
| 9. her, her            | 23. currently  |
| 10. she, she           | 24. led        |
| 11. We, so, they       | 25. further    |
| 12. she, he, whom      | 26. effect     |
| 13. lain, rang         | 27. supposed   |
| 14. comprises          | 28. used       |

D.

- |      |       |
|------|-------|
| 1. a | 9. a  |
| 2. b | 10. b |
| 3. a | 11. a |
| 4. b | 12. b |
| 5. a | 13. b |
| 6. b | 14. a |
| 7. a | 15. b |
| 8. a |       |

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Copy-Editing Symbols, Page 7

- A.
1. Insert the letter *s* after the *n*: <sup>s</sup>in~~ert~~.
  2. Insert the word *not* between these words: will~~al~~<sup>not</sup>ways.
  3. Delete the last *e* in the first word, and close the space as needed: employe~~e~~ benefits.
  4. Delete the third *e* from the first word, and close the space as needed: employ~~e~~e benefits.
  5. Delete the word *very*, and close the space: not ~~very~~ tall.
  6. Delete the extra *n*, and make this one word: can~~n~~not.
  7. Transpose the *s* and the second *e*: the~~es~~.
  8. Transpose the abbreviation and year in this date: [67]A.D.]
  9. Abbreviate United States Army in this sentence.
  10. Make this numeral a number written out: [17].
- ¶ 11. Mark this sentence—including the number in front of it—so that it will be indented as a paragraph.
12. Mark this sentence—including the number in front of it—so that it will become part of the same paragraph as No. 11.

B.

A Rio loma man bitten by a poisonous coral snake bit back.

[Richard Douglass, 44, was walking along United State Highway Forty-Four near Rountree when he stopped to pick up something he thought he saw in the grass but a poisonous snake bit his hand.

[Douglass bit the snake's head off] then saved his own life by using the reptile's skin for a tourniquet to keep the venom from spreading.

[Douglass ought to fully recover] because the venom's spread was stopped in time, said Susie Chavez, a spokesman for Springfield Hospital.

Chapter 1: Grammar Basics, Page 9

Short Answer

Students could mention any of these:

1. Spoken English gets across some meaning through tone of voice, pauses, stress and gestures. This meaning is lost in written English to the extent that punctuation can't make up for these things. Spoken English is also less formal than written English.
2. Journalists use traditional grammar because it's been around longer and journalists have been taught it more often than other approaches. More important, publishers prefer the prescriptive approach of traditional grammar because it facilitates consistency.
3. Consistency saves credibility, time and money.
4. nouns, pronouns, verbs, adjectives, adverbs, interjections, prepositions and conjunctions
5. infinitives, gerunds and participles
6. Answers may include any five of the following: subject, predicate, direct object, indirect object, object of a preposition, object of a participle, object of a gerund, object of an infinitive or infinitive complement, subject of an infinitive, predicate object, predicate nominative, predicate adjective, noun of direct address, appositive.
7. In general, the parts of speech name what words are but the parts of a sentence tell how words are used in a sentence.
8. The five key principles of grammar are: making sure words agree and go together, making sure words are in the right order, using the right form of the word, using the right word and punctuating according to sentence grammar.

Chapter 1: Grammar Basics, Page 11

Talking Shop

Identifying Parts of Speech

- A.
- |                 |                |
|-----------------|----------------|
| 1. verb         | 5. adverb      |
| 2. interjection | 6. conjunction |
| 3. adjective    | 7. pronoun     |
| 4. noun         | 8. preposition |
- B.
- Adj. N V V V/N Adj. N Prep. V/N N N
1. The Postal Service is considering ending the practice of delivering mail "postage due" when the stamps on a letter or package are insufficient.
- Adv. V/Adj. N V V V Prep. Adj. N Adv. C V V Adv.
2. Instead, underpaid mail would be returned to the sender, just as is done currently with mail lacking any stamp.
- Prep. N V/Adj. Adj. N
- Adj. N V Adj. N V Adv. C Prep. Adj. N Prep. Adj.
3. Postal officials said the change is necessary because with all the families with two income earners or only one parent, mail carriers are often unable to find anyone home these days to pay the postage due.
- N/Adj. N C Adj. Adj. N N/Adj. N V Adv. Adj. V/Adv. P N Adj.

**Identifying Verbals**

1. G, noun
2. P, adjective
3. V
4. V
5. I, noun
6. P, adjective
7. I, noun
8. G, noun
9. I, adverb
10. I, adjective
11. V
12. G, noun
13. P, adjective
14. I, noun
15. P, adjective
16. G, noun
17. I, noun
18. P, adjective
19. I, adjective
20. G, noun
21. V
22. G, noun
23. I, noun
24. P, adjective
25. P, adjective [modifies the noun *driver*. The entire phrase *The driver having gone too fast* is a nominative absolute, which is a stand-alone noun.]

**Identifying Parts of a Sentence**

- A.
1. The professor gave easy tests.
  2. The professor was tough, but he was fair.
  3. The professor and his assistant entertained and inspired students.
  4. The distinguished-looking, gray-haired professor lectured entertainingly but gave difficult tests.

B.

1. She sent her husband <sup>IO</sup> flowers <sup>DO</sup> for his birthday. <sup>O of Prep</sup>
2. Would you hand me those, Paul? <sup>IO DO</sup>
3. Sammy Sosa slammed the ball <sup>DO</sup> out of the park. <sup>O of Prep</sup>
4. They thought him to be headed <sup>O of Inf</sup> for jail. <sup>O of Prep</sup>
5. Hurdling the fence, he outpaced the pack. <sup>O of Part</sup> <sup>DO</sup>
6. Reporting news is no job for the bashful. <sup>O of Gerund</sup> <sup>O of Prep</sup>

C.

1. I'm tired but you look good.
2. Yes, I feel fine.
3. Ben was there.
4. Joan, the guide, seems well-informed.
5. That's Joan our tour guide.
6. It is I.
7. The package was due any day.
8. It's been proved. It's proven. It's a proven fact.
9. It's nice to see you.
10. It's been a while.

D.

- |      |      |
|------|------|
| 1. N | 4. P |
| 2. A | 5. A |
| 3. A |      |

**Chapter 1: Grammar Basics, Page 15**

**Key Principles of Grammar**

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. on                         | 22. whoever                        |
| 2. to                         | 23. who                            |
| 3. persuaded                  | 24. whose                          |
| 4. from                       | 25. which                          |
| 5. prohibited                 | 26. supposed                       |
| 6. has                        | 27. adopted                        |
| 7. but also so                | 28. effect                         |
| 8. was                        | 29. among                          |
| 9. its                        | 30. composed                       |
| 10. the person we're fighting | 31. call                           |
| 11. do precisely              | 32. had its debut                  |
| 12. A                         | 33. further                        |
| 13. B                         | 34. fewer                          |
| 14. a                         | 35. Many Americans hope            |
| 15. As                        | 36. Although                       |
| 16. blond                     | 37. rising                         |
| 17. he                        | 38. whether, led, death            |
| 18. smoothly                  | 39. burglarized                    |
| 19. would                     | 40. sitting                        |
| 20. his                       | 41. Currently, having its premiere |
| 21. me                        | 42. B                              |

- |                |       |
|----------------|-------|
| 43. He         | 47. B |
| 44. should not | 48. B |
| 45. A          | 49. B |
| 46. A          | 50. A |

**Chapter 2: Phrases, Clauses and Sentences, Page 19**

**Short Answer**

1. They are all groups of related words.
  2. A phrase is a group of related words. To be a clause, it must also have both a subject and a verb.
  3. A clause is a group of related words that has a subject and a verb. To be a sentence, it must also express a complete thought.
  4. independent and dependent
  5. subordinate and relative
  6. *Restrictive* means essential; *nonrestrictive* means nonessential or parenthetical.
  7. simple, compound, complex, compound-complex
- 8-13. Answers will vary.

**Chapter 2: Phrases, Clauses and Sentences, Page 21**

**Practice**

1. SO [infinitive with prepositional phrase, acting as subject]
2. V [helping verb and main verb]
3. M [prepositional phrase acting as adverb, showing where it will be built]
4. V [helping verb and main verb]
5. C [phrasal preposition. A preposition by itself is a connecting word, but the entire prepositional phrase *according to court documents* is acting as a sentence adverb—a modifier.]

**Clauses**

- |      |      |
|------|------|
| 1. I | 4. S |
| 2. S | 5. S |
| 3. R |      |

**Restrictive Versus Nonrestrictive**

**A.**

- |      |      |
|------|------|
| 1. N | 4. N |
| 2. N | 5. R |
| 3. R |      |

**B.**

1. Former University of Missouri student Gloria Julow Gillis will be the featured artist in an exhibition next week at the Columbia Art League.
2. Phyllis Tewes—whose family now lives in Bloomington, Ind.—said her son will always remain special to her. [Or use commas in place of the dashes.]
3. From the corner, the third house that has a lawn jockey attacking a pink flamingo is mine. [Punctuated correctly if *that* is the intended word. Query, however, as to whether three houses really have a lawn jockey attacking a pink flamingo, as this sentence implies.

Chances are the *that* should be changed to *which* and commas should be placed around “which has a lawn jockey attacking a pink flamingo.”]

4. Wilbur and Ann Bogdonovich announce the engagement of their daughter April to Mark Faber. [Punctuated correctly if they have more than one daughter. Query, however, because if they have just one, then commas should be placed around the name *April*.]

5. Margaret Mitchell’s one novel, “Gone With the Wind,” has proved a favorite with readers.

6. Filmmaker Woody Allen is one of his favorites.
7. This latest poem—your best, I think—is a good example of what I mean.
8. The building across the street is the library.
9. John, as well as Henry, says he will attend.
10. I don’t, however, believe him.

**Sentence Errors**

- |       |           |
|-------|-----------|
| 1. S  | 5. FR     |
| 2. FR | 6. FU     |
| 3. CS | 7. FR, FR |
| 4. R  |           |

**Chapter 2: Phrases, Clauses and Sentences, Page 25**

**Review**

1. M [prepositional phrase acting as a sentence adverb. The phrase *in spite of* by itself is a phrasal preposition, and a preposition alone acts as a connecting word.]
2. M [participial phrase with prepositional phrase, acting as an adjective modifying *he*]
3. SO [gerund phrase acting as the subject]
4. SO [infinitive phrase with gerund phrase, acting as the subject]
5. M [prepositional phrase acting as an adjective modifying *bids*]

**Clauses**

- |      |      |
|------|------|
| 1. I | 4. R |
| 2. R | 5. I |
| 3. S |      |

**Restrictive Versus Nonrestrictive**

**A.**

- |      |      |
|------|------|
| 1. R | 4. N |
| 2. N | 5. R |
| 3. R |      |

**B.**

1. His wife, Susan, was also there.
2. Stephen King’s novel “Cujo” sold well, as usual for his books.
3. John McLaughlin has played guitar in many genres of music. This album by him, for example, is jazz.
4. John Horner—who is a playwright—will be there. [Or use commas in place of the dashes.]
5. The ring that his wife gave him when they married has an inscription on the inside.
6. The program that I saw last night was excellent.

7. Shakespeare's well-known play "The Merchant of Venice" is where we find the speech about "the quality of mercy."
8. The person who did that should be ashamed.
9. Don't drink the water unless you have a strong stomach.
10. There should be a comma—according to what my teacher said—before the word *too* at the end of a sentence. [Commas would also be acceptable instead of the dashes.]
11. I'd like to, although I don't think I can.
12. She, though, disagreed.

#### Sentence Errors

- |       |       |
|-------|-------|
| 1. S  | 4. FU |
| 2. FR | 5. CS |
| 3. R  |       |

### Chapter 3: Subjects and Objects, Page 29

#### Short Answer

1. nominative case—used for all subjects other than subjects of infinitives; also used for predicate nominatives  
objective case—used for all objects  
possessive case—used to show possession
2. possessive
3. A common noun is a generic name for something, such as *tree*. A proper noun is the specific name of a person, place or thing, such as *Louise, Illinois* or *Perrier*.
4. The forms of intensive and reflexive pronouns are the same, but intensive pronouns are used to intensify attention on another noun or pronoun, whereas reflexive pronouns are used when a noun or pronoun acts on itself.
5. *That* refers to inanimate objects and animals without a pet name. *Who* refers to people and to animals with a pet name.
6. *That* introduces something that is restrictive. *Which* introduces something nonrestrictive. *Which* is the one with a comma before it.
7. *Who* and *whoever* are nominative-case pronouns. *Whom* and *whomever* are objective-case pronouns.

### Chapter 3: Subjects and Objects, Page 31

#### Practice: Nouns

##### Common Nouns Versus Proper Nouns

- |  |                |
|--|----------------|
| A.   |                |
| 1. Aqua-Lung   | 6. Realtor     |
| 2. Band-Aid  | 7. Scotch tape |
| 3. Jeep for the Chrysler vehicle;<br>jeep for the military vehicle | 8. Styrofoam   |
| 4. Kitty Litter  | 9. Velcro      |
| 5. Naugahyde   | 10. Xerox      |

#### B.

- |                                    |                   |
|------------------------------------|-------------------|
| 1. lily of the valley              | 5. Bavarian cream |
| 2. German shepherd                 | 6. Italian bread  |
| 3. french fries [listed exception] | 7. Waldorf salad  |
| 4. basset hound                    | 8. Irish setter   |

#### Forming Singulars and Plurals of Nouns

- |                      |               |
|----------------------|---------------|
| 1. attorneys general | 7. knives     |
| 2. B's               | 8. media      |
| 3. data              | 9. oxen       |
| 4. Dollys            | 10. phenomena |
| 5. heroes            | 11. tornadoes |
| 6. jellies           | 12. tries     |

#### Forming Possessives of Nouns

#### A.

- |             |                       |
|-------------|-----------------------|
| 1. Jesus'   | 6. attorney general's |
| 2. Smiths   | 7. sons-in-law        |
| 3. Smiths'  | 8. mothers-in-law's   |
| 4. Joneses  | 9. Bill's             |
| 5. Joneses' |                       |

#### B.

- |                  |                       |
|------------------|-----------------------|
| 1. baker's dozen | 3. children's theater |
| 2. baker's yeast | 4. nurse's aide       |

### Chapter 3: Subjects and Objects, Page 33

#### Practice: Pronouns

##### Pronoun Cases

- |                  |                 |
|------------------|-----------------|
| 1. me            | 5. he, she      |
| 2. she, her, her | 6. she, I       |
| 3. We, they      | 7. it's, its    |
| 4. she           | 8. Whose, Who's |

##### Relative Pronouns

- |            |             |
|------------|-------------|
| 1. which   | 6. who      |
| 2. whoever | 7. whom     |
| 3. Whom    | 8. whoever  |
| 4. whom    | 9. who, who |
| 5. whom    | 10. that    |

##### Pronouns Ending in Self or Selves

- |       |             |
|-------|-------------|
| 1. me | 3. I        |
| 2. me | 4. yourself |

##### Verbal Nouns

1. his
2. him, you

### Chapter 3: Subjects and Objects, Page 35

#### Review: Nouns

##### Common Nouns Versus Proper Nouns

A.

- |               |                       |
|---------------|-----------------------|
| 1. AstroTurf  | 6. Rollerblade skates |
| 2. Dumpster   | 7. Seeing Eye dog     |
| 3. Jell-O     | 8. Windbreaker        |
| 4. Laundromat | 9. Ziploc bag         |
| 5. Novocain   |                       |

B.

- |                        |                       |
|------------------------|-----------------------|
| 1. Boston cream pie    | 5. Swiss cheese       |
| 2. Dutch elm           | 6. Granny Smith apple |
| 3. red delicious apple | 7. Manhattan cocktail |
| 4. Russian dressing    | 8. graham crackers    |

##### Forming Singulars and Plurals of Nouns

- |             |                   |
|-------------|-------------------|
| 1. bacteria | 7. Jimmys         |
| 2. bellies  | 8. mothers-in-law |
| 3. children | 9. potatoes       |
| 4. criteria | 10. selves        |
| 5. F's      | 11. volcanoes     |
| 6. graffiti |                   |

##### Forming Possessives of Nouns

A.

- |                      |                 |
|----------------------|-----------------|
| 1. attorneys general | 4. Frederickses |
| 2. Fred and Edie's   | 5. Grants       |
| 3. Wilsons           |                 |

B.

- |                      |                    |
|----------------------|--------------------|
| 1. boatman's holiday | 3. women's college |
| 2. teachers college  | 4. writers guide   |

### Chapter 3: Subjects and Objects, Page 37

#### Review: Pronouns

##### Pronoun Cases

- |             |                 |
|-------------|-----------------|
| 1. I        | 6. him          |
| 2. me       | 7. she, she     |
| 3. I        | 8. yours        |
| 4. him, her | 9. theirs       |
| 5. she      | 10. everybody's |

##### Relative Pronouns

- |            |             |
|------------|-------------|
| 1. whom    | 4. Whom     |
| 2. whoever | 5. whom     |
| 3. Whoever | 6. whomever |

- |              |                 |
|--------------|-----------------|
| 7. who, whom | 9. which        |
| 8. that      | 10. that, which |

##### Pronouns Ending in Self or Selves

- |       |           |
|-------|-----------|
| 1. me | 3. myself |
| 2. I  | 4. myself |

##### Verbal Nouns

- |               |
|---------------|
| 1. his        |
| 2. customers' |

### Chapter 4: Verbs, Page 39

#### Short Answer

- A *transitive verb* takes a direct object; an *intransitive verb* does not.
- linking verbs and complete verbs
- lie, lay, lain, lying

##### 4. Past Perfect

I had raised	we had raised
you had raised	you had raised
he, she, it had raised	they had raised

##### Past

I raised	we raised
you raised	you raised
he, she, it raised	they raised

##### Present Perfect

I have raised	we have raised
you have raised	you have raised
he, she, it has raised	they have raised

##### Present

I raise	we raise
you raise	you raise
he, she, it raises	they raise

##### Future Perfect

I will/shall have raised	we will/shall have raised
you will have raised	you will have raised
he, she, it will have raised	they will have raised

##### Future

I will/shall raise	we will/shall raise
you will raise	you will raise
he, she, it will raise	they will raise

- past-perfect progressive: she had been writing  
past progressive: she was writing  
present-perfect progressive: she has been writing  
present progressive: she is writing  
future-perfect progressive: she will have been writing  
future progressive: she will be writing
- A verb is in passive voice when the subject of the sentence is being acted on rather than acting. The three characteristics of passive voice are that some form of *to be* is present

as a helping verb, the past participle of the main verb is used and the word *for* or *by* is either present or implied.

- 7. indicative—used for statements or questions of fact
- imperative—used for commands or instructions
- conditional—used for statements or questions that are not now fact but could be under the right conditions
- subjunctive—used for statements or questions that are not fact

- 8. Sing! [second-person singular and plural]
- Let's sing! [first-person plural]

9. <i>Indicative</i>	<i>Conditional</i>
can	could
may	might
shall	should
will	would

10. Use the infinitive minus *to* for present tense; all other tenses are the same as the indicative.

11. All present-tense subjunctive forms of *to be* are *be*; all past-tense subjunctive forms of *to be* are *were*.

### Chapter 4: Verbs, Page 41

#### Practice

##### Regular Verbs Versus Irregular Verbs

1. awake, awoke, awaked, awaking
2. bring, brought, brought, bringing
3. broadcast, broadcast, broadcast, broadcasting
4. burst, burst, burst, bursting
5. dive, dived, dived, diving
6. drink, drank, drunk, drinking
7. drown, drowned, drowned, drowning
8. forbid, forbade, forbidden, forbidding
9. get, got, got or gotten, getting
10. hang [execute], hanged, hanged, hanging
11. hang [suspend], hung, hung, hanging
12. lay, laid, laid, laying
13. lie, lay, lain, lying
14. pay, paid, paid, paying
15. plead, pleaded, pleaded, pleading
16. prove, proved, proved, proving
17. raise, raised, raised, raising
18. rise, rose, risen, rising
19. set, set, set, setting
20. sit, sat, sat, sitting
21. swear, swore, sworn, swearing
22. swim, swam, swum, swimming

##### Sequence of Tenses

- |        |               |
|--------|---------------|
| 1. was | 3. prejudiced |
| 2. is  | 4. supposed   |

#### Voice

The following sentences should be checked as being in passive voice: 1, 3, 4, 6, 9, 13, 15, 16. [Remember that *proven* and *burnt* are adjective forms of the past participle of *prove* and *burn*. Passive voice would require the verb forms of the past participle: *proved* and *burned*.]

#### Mood

- |  |                |
|--|----------------|
| 1. were  | 9. were        |
| 2. be  | 10. am         |
| 3. decide  | 11. had        |
| 4. sings   | 12. is, is, is |
| 5. were  | 13. stay, help |
| 6. were  | 14. go         |
| 7. bless   | 15. take       |
| 8. is [noncommittal, so indicative; <i>should</i> here means ought to, not the conditional of <i>shall</i> ] |                |

#### Nouns Used as Verbs

- |                            |            |
|----------------------------|------------|
| 1. holding, call           | 5. flies   |
| 2. aimed, has its premiere | 6. raise   |
| 3. wrote                   | 7. writing |
| 4. make, have its debut    | 8. lead    |

### Chapter 4: Verbs, Page 45

#### Review

##### Regular Verbs Versus Irregular Verbs

- |                  |                    |
|------------------|--------------------|
| 1. lie           | 11. sat            |
| 2. lay           | 12. hung           |
| 3. Set           | 13. pleaded        |
| 4. sit, set      | 14. drowned, dived |
| 5. rising        | 15. broadcast      |
| 6. Rise          | 16. burst          |
| 7. brought       | 17. paid           |
| 8. got or gotten | 18. laid           |
| 9. hanged        | 19. led            |
| 10. lain         |                    |

##### Sequence of Tenses

- |               |             |
|---------------|-------------|
| 1. couldn't   | 3. was, had |
| 2. had worked | 4. used     |

#### Voice

The following sentences should be checked as being in passive voice: 2, 3, 8, 10, 11, 12, 13, 14, 15, 16, 17.

### Mood

- |  |   |
|--|---|
| 1. were  | 10. stay  |
| 2. return  | 11. go  |
| 3. am  | 12. knows   |
| 4. be  | 13. are   |
| 5. were  | 14. should  |
| 6. is  | 15. may, can, likes ["Be that as it may"<br>is idiomatic, throwing the rest of<br>the sentence into indicative mood.] |
| 7. be, I should [or I would—<br>should is more proper,<br>would more conversational] | 16. complete  |
| 8. were  | 17. is, will  |
| 9. edits, will   |   |

### Nouns Used as Verbs

- |                  |                         |
|------------------|-------------------------|
| 1. disconnection | 4. had its headquarters |
| 2. gave me       | 5. victory              |
| 3. talk, sign    |                         |

## Chapter 5: Making the Parts Agree, Page 49

### Short Answer

- number
- The antecedent is the noun to which the pronoun refers. The pronoun must agree with it in number, gender and person.
- They should be worded in a similar form.
- When the words connected by *and* are part of a single thing, such as *pork and beans*, the verb is singular. If one or more of the items *or* connects is plural, then the verb agrees with the nearest one.
- Then the verb agrees with the nearest item in number—typically, the one after the *or* or *nor*.
- No, parenthetical words don't affect the number of the verb.
- Collective nouns are nouns that are singular in form but plural in meaning. When it comes to verb agreement, collective nouns generally take singular verbs. The exception is when the members of the group named by the collective noun are not acting in agreement. Then, the collective noun is considered plural.
- Uncountable nouns are nouns that have no plural, although many of them look plural already. Some are singular; some are plural; and some can go either way, depending on the sentence.
- The authors of the text think names of bands or teams that are singular in form should be considered singular, while those that are plural in form should be considered plural. But the AP Stylebook says all team names should be considered plural, even those singular in form. It makes no rule regarding bands. So the authors of this text suggest for the sake of consistency with AP that you follow AP's rule for teams, while making bands singular or plural depending on their form.
- They are all singular when preceded by *the*, plural when preceded by *a*.
- Fractions and percentages are singular when the noun or pronoun following them to which they refer is singular, plural when it is plural.
- Some indefinite pronouns are singular; some are plural; and some can go either way, depending on the context. *None* is singular when it means no one, as it usually does, but it is plural when it means no two.
- The answer to both questions is we always make the verb agree with the subject.
- Verbs in a sentence should agree as much as possible in tense, voice and mood.

## Chapter 5: Making the Parts Agree, Page 51

### Practice

#### Conjunctions

- |        |          |
|--------|----------|
| 1. are | 4. is    |
| 2. is  | 5. is    |
| 3. is  | 6. knows |

#### Collective Nouns

- |       |        |
|-------|--------|
| 1. S  | 10. S  |
| 2. S  | 11. SP |
| 3. SP | 12. SP |
| 4. S  | 13. S  |
| 5. S  | 14. SP |
| 6. SP | 15. S  |
| 7. S  | 16. P  |
| 8. P  | 17. SP |
| 9. SP |        |

#### Uncountable Nouns

- |       |       |
|-------|-------|
| 1. S  | 6. S  |
| 2. SP | 7. P  |
| 3. S  | 8. SP |
| 4. S  | 9. P  |
| 5. S  |       |

#### Other Confusing Nouns

- |      |      |
|------|------|
| 1. P | 5. P |
| 2. P | 6. P |
| 3. P | 7. S |
| 4. P |      |

#### Indefinite Pronouns

- |                                      |        |
|--------------------------------------|--------|
| 1. SP                                | 7. S   |
| 2. S                                 | 8. S   |
| 3. S                                 | 9. S   |
| 4. S                                 | 10. SP |
| 5. S                                 | 11. S  |
| 6. S [as pronoun, SP as conjunction] |        |

#### Intervening Nouns and Pronouns

- |             |         |
|-------------|---------|
| 1. knows    | 6. is   |
| 2. seems    | 7. is   |
| 3. searches | 8. are  |
| 4. have     | 9. were |
| 5. has      |         |

#### Subject and Predicate Nominative in Disagreement

- is
- are
- is

### Inverted Order

- |              |              |
|--------------|--------------|
| 1. come      | 5. There are |
| 2. come      | 6. aren't    |
| 3. There are | 7. Here are  |
| 4. Here are  | 8. was       |

### Pronoun-Antecedent Agreement

- |               |                    |
|---------------|--------------------|
| 1. his or her | 6. he or she tries |
| 2. it         | 7. the faces       |
| 3. its        | 8. their           |
| 4. their      | 9. their           |
| 5. his or her | 10. it             |

### Clear Pronoun Reference

1. It's not known whether his wife and brother [if the wife is his, not the brother's] were on the plane. [Or: It's not known whether his brother and his brother's wife (if the wife is the brother's) were on the plane.]

2. The jury had to consider their own consciences [not acting as a unit] as well as the law. [Or: The jury members had to consider their own consciences ... . Or: The jurors had to consider their own consciences ... . Or: Each juror had to consider his or her own conscience ... .]

3. Before Young recommended the student, she read his résumé.

### Parallel Construction

1. First, read the introduction to each chapter, then complete the exercise. [Or: First, you should read the introduction to each chapter, then you should complete the exercise.]
2. Co-workers say the new boss is intelligent, friendly and inspiring [or inspirational].

## Chapter 5: Making the Parts Agree, Page 55

### Review

#### Subject-Verb Agreement

- |             |           |
|-------------|-----------|
| 1. are      | 9. is     |
| 2. disagree | 10. are   |
| 3. were     | 11. is    |
| 4. were     | 12. is    |
| 5. pops     | 13. are   |
| 6. is       | 14. was   |
| 7. are      | 15. agree |
| 8. is       | 16. were  |

#### Pronoun-Antecedent Agreement

- |               |        |
|---------------|--------|
| 1. their      | 5. her |
| 2. his or her | 6. its |
| 3. their      | 7. its |
| 4. his        | 8. he  |

### Clear Pronoun Reference

1. It's raining outside.
2. Before Diaz visited the site, he said, he had no idea how big it was. [Assuming Diaz, the person speaking and the person visiting the site are the same. Adjust if not.]
3. Wilson asked Pinter whether Pinter could handle the project. [Assuming Wilson is indeed asking this of Pinter about Pinter. But it would be best to query and then rewrite accordingly.]

### Parallel Construction

1. My favorite sports activities are playing soccer, watching Australian-rules football on television and going to a baseball game.
2. She said that not only did she enjoy the conference but also that everyone had a good time.

## Chapter 6: Modifiers and Connecting Words, Page 57

### Short Answer

#### Modifiers

1. They're modifiers, and they have three degrees of comparison.
2. how, when, where, to what degree or how much [Any three will do.]
3. positive—the simple form of adjectives or adverbs  
comparative—adjectives form by adding *er* to the positive form or putting *more* or *less* in front; adverbs form by putting *more* or *less* in front  
superlative—adjectives form by putting *most* or *least* in front; adverbs form by changing *ly* to *liest* or putting *most* or *least* in front
4. Coordinate adjectives are adjectives of equal rank. You can reverse them and put *and* between them.
5. Place a comma between coordinate adjectives.
6. adjectives having to do with number, color, age, material, ethnicity, nationality or race
7. A compound modifier consists of two modifiers, the first modifying the second and the two together modifying a substantive.
8. Punctuate them with a hyphen between them; common exceptions are compounds containing *ly* adverbs and the word *very*.
9. The words *the*, *a* and *an* are articles. They are adjectives.
10. A sentence adverb modifies the sentence as a whole. The one that causes the most trouble is *hopefully*.
11. sentence adverbs
12. infinitives and participles

#### Connecting Words

1. Imagine a bird and some trees, and think of all the words that describe the way the bird could fly in relation to the trees: *to*, *at*, *toward*, *through*, *under*, *over*, *between*, *around*, etc.
2. Prepositions usually show direction or location. They can also show time, possession, similarity, responsibility or agency, and exclusion.
3. the object of the preposition and another word in the sentence
4. adjectives and adverbs
5. Rewrite it, so the preposition doesn't end the sentence.
6. Coordinate conjunctions connect words of equal emphasis; subordinate conjunctions connect words of unequal emphasis.

7. Conjunctive adverbs sometimes connect sentences like conjunctions while showing more of a logical relationship. Unlike conjunctions, they can often be placed at the beginning, in the middle or at the end of a clause.

## Chapter 6: Modifiers and Connecting Words, Page 59

### Practice

#### Forms of Adjectives and Adverbs

##### A.

1. bad, worse, worst
2. beautiful, more beautiful, most beautiful
3. big, bigger, biggest
4. dark, darker, darkest
5. easy, easier, easiest
6. famous, more famous, most famous
7. far, farther or further, farthest or furthest
8. fast, faster, fastest
9. good, better, best
10. little, littler, littlest
11. many, more, most
12. old, older, oldest

##### B.

1. badly, worse, worst
2. carefully, more carefully, most carefully
3. fast, faster, fastest
4. likely, more likely, most likely
5. quickly, more quickly, most quickly
6. soon, sooner, soonest
7. well, better, best

#### Adjectives Versus Adverbs

- |                  |                   |
|------------------|-------------------|
| 1. more smoothly | 6. well           |
| 2. quickly       | 7. proud          |
| 3. more slowly   | 8. more quickly   |
| 4. sweet         | 9. really, slowly |
| 5. bad           | 10. regularly     |

#### Coordinate Adjectives Versus Compound Modifiers

1. The short, pudgy man wearing a gardenia is I.
2. The part-time worker is well-liked.
3. The tall, thin gentleman is my uncle.
4. The spotted black dog bit the happy-looking man.
5. The partially completed work has not been touched in years.
6. He's old-fashioned but well-liked.
7. The 36-year-old man moved here four years ago.
8. Norton said he favored a gasoline tax increase to fund the \$100 million project.
9. He was given a five- to 10-year prison sentence.
10. She remembers it as a dark, terrible night.

### Articles

1. a
2. a
3. an

### Connecting Words

##### A.

- |                             |                         |
|-----------------------------|-------------------------|
| 1. centers on               | 9. so                   |
| 2. Before                   | 10. whether             |
| 3. nor                      | 11. Although            |
| 4. from, with               | 12. Among, to           |
| 5. from                     | 13. Between, each other |
| 6. with                     | 14. of                  |
| 7. in which he was involved | 15. but also            |
| 8. too                      |                         |

##### B.

1. convinced, persuade
2. prohibited

##### C.

The first sentence should be checked.

## Chapter 6: Modifiers and Connecting Words, Page 63

### Review

#### Forms of Adjectives and Adverbs

- |                     |                         |
|---------------------|-------------------------|
| 1. oldest, unusual  | 7. has smoked only once |
| 2. better           | 8. tallest              |
| 3. younger          | 9. can                  |
| 4. than anyone else | 10. hardly ever happens |
| 5. important        | 11. anyone else         |
| 6. Almost           | 12. better              |

#### Adjectives Versus Adverbs

- |                  |                        |
|------------------|------------------------|
| 1. philosophical | 8. loud                |
| 2. well          | 9. sour                |
| 3. well          | 10. weakly             |
| 4. really, well  | 11. slowly             |
| 5. perfectly     | 12. First              |
| 6. loudly        | 13. in a healthier way |
| 7. cautiously    | 14. correctly          |

#### Coordinate Adjectives Versus Compound Modifiers

1. The story about the old yellow dog is a sad one.
2. She is a part-time worker. He works part time.
3. The 6-month-old baby drowned Wednesday.

4. Although the short-term problems of the drought could be corrected with a few inches of rain, the extension agent said long-term problems would be more serious.

5. More than 40 people attended the third-graders' play.

6. Small-business incomes declined 3 percent in March.

7. The three planks were each 6-foot-long boards.

8. She is a well-respected poet, translator and editor.

9. The Saturday afternoon football game was played under a light-blue sky. [It's unnecessary to hyphenate *Saturday afternoon*.]

10. The suspect in the child sex-abuse case was originally arrested on a charge of armed criminal action.

11. The real estate agent decided she should get a blood-pressure check. [It's unnecessary to hyphenate *real estate*.]

12. The game's most-valuable player spent the summer working in a walk-in storage facility.

#### Articles

1. A lot
2. a while
3. another

### Chapter 7: Getting Words in the Right Order, Page 67

#### Short Answer

1. Modifiers should be placed as close as possible to the word they modify.

2. A dangling participle is a participial phrase that is not placed next to what it modifies. To fix it, move the participial phrase next to what it modifies.

3. A nominative absolute is a noun or one of its substitutes followed by a participial phrase. Because it's considered grammatical, it does not have to be edited, although it may be if there's a more conversational way to write the sentence that is grammatically correct.

4. Yes, the placement of an adverb usually is between the helping verb and the main verb. Variations in placement change the meaning of the sentence, so choice of adverb placement should be based on intended meaning.

5. An adverb should be at the start of a sentence for emphasis, in front of a single-word verb, between the helping verb and the main verb, or after the first helping verb if there is more than one. If the adverb modifies the participle part of the verb alone, place it after the helping verbs. If the adverb is a phrase, put it after the whole verb.

6. You should not normally permit a preposition at the end of a sentence, but you may do so if moving it would make the sentence awkward.

7. An infinitive is split when the *to* and the verb are separated by another word or more. Infinitives should not normally be split, but they may be if there is no other way to reword the sentence conversationally.

8. A dangling infinitive is an infinitive phrase at the beginning of a sentence that is not placed next to what it modifies. A sentence with a dangling infinitive should be rewritten so that the infinitive phrase is next to what it modifies.

### Chapter 7: Getting Words in the Right Order, Page 69

#### Practice

##### Misplaced Modifiers

1. He saw thousands of bats hanging from the cave ceiling.
2. But it hasn't happened yet.
3. Phil Barnsworth said Friday that he wants to be "the jobs mayor."
4. The computer having gone down, the paper was late. [Nothing is wrong because this is a nominative absolute, not a dangling participle. Some may prefer to rewrite it as *The paper was late because of a computer malfunction*. Avoid ending the sentence with *went down* because that ends the sentence with a preposition.]
5. The award was developed by a group of journalists with whom Robert Kennedy traveled during his presidential campaign in 1968.
6. Johnson has only one of the rare baseball cards. [Or, depending on meaning, *Only Johnson has one of the rare baseball cards*.]
7. I just want to end this dispute quickly.
8. After winning the race, he was stripped of his gold medal because he failed a drug test.
9. Many of our viewers may wonder what your connection as a psychologist is to sports.
10. Cleaned and crushed, the cans are sent by the distributors to aluminum recycling plants.

##### Less Confusing Jumbled Word Orders

The second sentence should be checked.

### Chapter 7: Getting Words in the Right Order, Page 71

#### Practice

##### Misplaced Modifiers

1. The sun got in his eyes as he went back for the fly ball. [Unacceptably awkward: *Going back for the fly ball, he got the sun in his eyes*.]
2. The clock has been consistently gaining time.
3. To get ahead in the music business, you must keep the audience in mind. And they must enjoy your playing.
4. Seeing them again, I felt as though it were 20 years ago.
5. She wants not to be disturbed.
6. Which dog food would you buy once you knew that a dog won't eat what it can't smell?
7. Two men—one an officer of the New Jewish Defense League and the other carrying a bomb—were arrested on charges of plotting to blow up an Arab tourist office.
8. People who work slowly will adjust to the grind. [Or, depending on meaning, *People who work will slowly adjust to the grind*.]
9. Myers saw the plane burning on the ground in the field.
10. From her point of view, Davis thought it didn't make sense.

##### Less Confusing Jumbled Word Orders

The second sentence should be checked.

## Chapter 8: Usage, Page 73

### Practice

1. that, under way, television
2. Whom, who, whisky
3. people
4. trip
5. may be oral or written
6. flier, fliers
7. blond, a while, convinced
8. with, residents, from
9. man, hit, backward
10. faze
11. couple of
12. alumna [Some editors, however, prefer eliminating *alumna* and *alumnae* and making *alumnus* and *alumni* apply to men or women.]
13. lain, rang
14. capital
15. parole, probation
16. excuse
17. lend
18. deserts
19. saving
20. soldiers
21. passed
22. lay
23. ensure, insure, assure
24. constitute, comprises
25. implies, infers
26. I hope
27. forbidden
28. anticipates [assuming the government is taking action to counter the enemy]
29. flout, flaunting
30. marshal
31. poring
32. flounder, founder
33. gibed, jibe
34. half-staff, under way
35. amused
36. celibate, chaste
37. enormity
38. sewerage, sewage
39. and (or *to*), to
40. callous, calluses
41. naval, mantel
42. loath, loathe
43. grill, hordes, nauseated
44. concrete, set
45. effect, masterful
46. elicited, illicit, eminent

## Chapter 8: Usage, Page 77

### Review

1. lain
2. residents
3. A lot
4. further, farther, gasoline
5. aide
6. effect, affect
7. Whose
8. Set
9. hold, increase
10. among
11. anxious, eager
12. Regardless
13. past
14. Before
15. As
16. continuous
17. annoying
18. from
19. reticent, reluctant, because
20. choose, lose
21. bused
22. backyard, barbecue, back yard
23. Every day, everyone
24. premier, premier
25. so
26. whether
27. Although
28. on
29. under way
30. hanged, past
31. a, historic, site
32. Many, told
33. principal, principal, stationary
34. currently, increase
35. capital
36. concrete
37. crashed into
38. composed of

39. from
40. drunken
41. couple of
42. I hope
43. as
44. imply
45. plurality

## Chapter 9: Punctuation, Page 81

### Practice

1. Who directed "Return of the Jedi"?
2. Three of her favorite books were "Atlas Shrugged," "Walden" and "Who's Afraid of Virginia Woolf?"
3. Robert Jones Jr. has worked for Pioneer Foods Inc. in Carthage, Ill., since May 5, 1999, when he substituted for his brother.
4. They had lived in Independence, Kan.; Leon, Iowa; and Boulder, Colo.
5. "If it weren't for this team's fighting spirit, we wouldn't be No. 1," the coach said.
6. He said: "The U.S. didn't remove Saddam Hussein then but should have. Then, we wouldn't be in this mess today!"
7. Suddenly, he sprang into action, hitting one guard, kicking another and tripping a third.
8. Stir, and let set overnight.
9. Crenna said he'd like that one, too.
10. Davies hit the brakes but couldn't avoid the car.
11. Wong suggested the way to deal with the drug problem was by "teaching our children early of the dangers."
12. On Friday at Blue Ridge Elementary School, a dentist and his staff discussed dental care, and teachers used Mr. Gross Mouth to illustrate their points.
13. "The No. 1 problem we're facing is the lack of sufficient state funding," said the dean of the journalism program.
14. Soccer is the most popular sport in most of the world, but it hasn't caught on much in the United States.
15. She loves Thomas Lux's poetry and enjoys that of Larry Levis, also.
16. The poll found seven out of 10 people in the country support the proposal and another two out of 10 are undecided. [The poll found both.]
17. She said she thought her daughter was innocent but she was not so certain Strickland was blameless. [A comma could be placed before *but*, but she presumably said both.]
18. The researcher said: "We don't think we'll have a cure next week, but we do think this new study could mean a cure sometime down the road. In the meantime, though, I'm afraid a lot of people will suffer."
19. "Why wait till we graduate?" asked the student.
20. "Wow!" she said. "I didn't know that."
21. "I think it was the poet Mark Strand who said, 'The future isn't what it used to be,'" the professor said.
22. "I never saw anything like it in my life," she said. "And I hope I never do again."
23. "That's a tough call," the coach said. "Let's wait till we see how the next game goes before we start predicting a championship.  
"But I'll tell you this," he added. "I'll be disappointed if we don't take home the trophy."
24. Hacker said about 7,500 deaths in Missouri each year are caused by smoking and passage of a state law providing clean air indoors is vital for improving public health. [With the comma before *and*, the writer is editorializing.]

## Chapter 9: Punctuation, Page 83

### Review

1. He said, "It's all rock 'n' roll to me!"
2. She had relatives in Ashland, Mo.; Springfield, Ill.; and Ottumwa, Iowa.
3. She told the committee: "The U.N. initiatives for more equitable news coverage concerning the Third World have not received much support from the West. Communist countries have been more supportive."
4. He spoke in a slow, cheerful manner.
5. In the afternoon, three people ran forward, waving their arms and shouting for him to stop.
6. That is the Smiths' house—the red one.
7. Survivors include two daughters, Carolyn Terry, of Columbia, and Pat Smith of Baltimore, Md.; and a brother, Mark Fritz of 1206 W. Broadway.
8. One councilman disagreed: Pat Barnes, 4th Ward.
9. Seventeen years after he died, Rep. Gerald Hawk, R-Ind., was honored by Congress in a brief, 15-minute ceremony.
10. "My face is still slightly swollen after my face-lift two weeks ago," she said, "but my doctor says that is normal and I can get my hair done next week."
11. When he graduates in May, Snodgrass says, he does not know what he will do.
12. None of the workers required medical treatment and the leak did not pose a danger to public safety, he said. [If he said both things, there should not be a comma before *and*.]
13. Hivala said the tribute and activities are for all veterans but the focus is on those in hospitals. [He said both.]
14. Steger said the two communist countries will provide financial and logistical aid and each will be represented by a member on the six-man expedition crew.

## Chapter 10: Spelling Relief, Page 85

### Short Answer

1. AP Stylebook, Webster's New World College Dictionary (Fourth Edition), Webster's Third New International Dictionary
2. Use *i* before *e* except after *c*.
3. Double a final single consonant before adding a suffix that starts with a vowel if the root word is one syllable or the last syllable is stressed. If not, don't double the consonant.

## Chapter 10: Spelling Relief, Page 87

### Practice

#### Words Often Misspelled

- |                 |                |
|-----------------|----------------|
| 1. accommodate  | 8. embarrass   |
| 2. battalion    | 9. employee    |
| 3. cancellation | 10. exaggerate |
| 4. cemetery     | 11. fulfill    |
| 5. consensus    | 12. guerrilla  |
| 6. defendant    | 13. homicide   |
| 7. dietitian    | 14. innocuous  |

15. judgment
16. kidnapped
17. livable
18. memento
19. occurred

20. restaurateur
21. separate
22. seize
23. totaled
24. weird

### One Word, Two Words or Hyphenated?

1. air conditioner
2. air show
3. all right
4. baby sitter
5. back yard (noun)
6. ball point pen
7. best-seller
8. blackboard
9. bowl game
10. car pool
11. CD-ROM
12. churchgoer
13. copy editor
14. court-martialed
15. daylight-saving time
16. desktop
17. dump truck
18. e-mail
19. face-lift
20. filmgoers
21. filmmaker
22. follow-up (adj.)
23. half brother
24. homeowner
25. hot line
26. jetliner
27. jump shot
28. knickknack
29. long-term (adj.)
30. longtime (adj.)

31. menswear
32. midwinter
33. nationwide
34. nonchalant
35. nonviolent
36. one-time (adj.)
37. pothole
38. power line
39. pre-election
40. price tag
41. racetrack
42. rock 'n' roll
43. running back
44. running mate
45. school bus
46. schoolteacher
47. sewer line
48. shutdown (noun)
49. shutout (noun)
50. snowman
51. spacewalk
52. sportswriter
53. squeeze play
54. stepsister
55. telltale
56. tidal wave
57. T-shirt
58. toy maker
59. tuneup (noun)
60. video game

## Chapter 10: Spelling Relief, Page 89

### Review

#### Words Often Misspelled

- |               |                    |
|---------------|--------------------|
| 1. adviser    | 7. occasion        |
| 2. compatible | 8. pari-mutuel     |
| 3. dissociate | 9. supersede       |
| 4. doughnut   | 10. superintendent |
| 5. harass     | 11. traveled       |
| 6. minuscule  | 12. vice versa     |

One Word, Two Words or Hyphenated?

- |                      |                              |
|----------------------|------------------------------|
| 1. already (by now)  | 18. miniseries               |
| 2. back porch (noun) | 19. multilateral             |
| 3. barstool          | 20. name tag                 |
| 4. bus line          | 21. paperwork                |
| 5. byproduct         | 22. peacekeeping             |
| 6. chain saw         | 23. pitchout                 |
| 7. coffee maker      | 24. post-mortem              |
| 8. cover-up (noun)   | 25. right-wing (adj.)        |
| 9. daylong           | 26. self-esteem              |
| 10. floodwaters      | 27. semifinals               |
| 11. folk singer      | 28. steppingstone            |
| 12. free throw       | 29. sweat shirt              |
| 13. ground rules     | 30. takeover (noun)          |
| 14. hairstylist      | 31. teenager                 |
| 15. light bulb       | 32. under way (not nautical) |
| 16. lineup (noun)    | 33. wind chill index         |
| 17. meatloaf         |                              |

Chapter 11: Writing as a Journalist, Page 91

Practice

Objectivity and Clarity

- A.
- N
  - N
  - N
  - N
  - N
  - N [But this is so universally accepted, few people would object to the statement in a story.]
  - N [As long as the person is only a suspect, he or she is not legally guilty.]
  - N [It may be objectively true that you believe it, but the statement is merely opinion, so it's nonobjective in journalistic terms.]
  - N
  - O [It's objectively true that the prosecuting attorney contended it. But note that merely quoting someone else saying something does not free a journalist from legal responsibility for publishing or broadcasting it if it turns out to be libelous. Thus, a statement that somebody said something may be objective in that the person actually said it but nonobjective in that it makes a libelous statement. In this case, however, the prosecuting attorney is making the charge in a legally protected situation—a courtroom—and journalists are free to report it.]
  - N
  - N [It may be true that the two people referred to have these beliefs. But to say that anyone *feels* or *believes* something without saying the person *said* as much is to suggest the reporter is merely guessing or reading minds.]
  - N [It may be true that it's been dry, but the statement is nonobjective not only because it exaggerates the truth but also because it violates the impersonality rule of objectivity in a hard-news story—it's trying to say something in a unique, personal way. Such a statement would be acceptable in a feature or column, however.]

B.

- ? [conjecture]
- ? [conjecture]
- ? [We only know he owns it.]
- ? [He owns the truck, but we don't know it was totaled.]
- ? [We're not sure about the child, if there was one.]
- T

C.

- Bureaucrats* is a biased word for officials. Technically, *alumni* refers to male graduates, but AP accepts it also to mean male and female graduates.
- Refuted* means answered successfully.
- The sentence says it's a fact that she killed her husband.
- The word *still* implies the writer thinks the council should have acted long ago.

Chapter 12: Conciseness, Page 93

Practice

Tightening Words and Phrases

A.

- |                             |  |
|-----------------------------|--|
| 1. fined                    | 7. head  |
| 2. costs                    | 8. gather  |
| 3. consider                 | 9. hurry   |
| 4. mention                  | 10. is at [or better still, just put the address, set off by commas] |
| 5. stress                   | 11. lives  |
| 6. must [or <i>has to</i> ] |  |

B.

- represents
- will participate in
- she intends

C.

- |                                    |            |
|------------------------------------|------------|
| 1. many [or <i>much</i> ]          | 6. despite |
| 2. suddenly                        | 7. because |
| 3. off                             | 8. because |
| 4. now [or just use present tense] | 9. before  |
| 5. largely                         |            |

D.

- |              |               |
|--------------|---------------|
| 1. inferno   | 7. noon       |
| 2. consensus | 8. gunman     |
| 3. killing   | 9. blue       |
| 4. offering  | 10. confessed |
| 5. rule      | 11. destroyed |
| 6. friend    | 12. whether   |

- E.
- amid
  - equal
  - bruise
  - cause
  - end [or *finish* or *complete*]
  - drink
  - maximize [means something different from *increase*]
  - orient [or *adjust*]
  - rank [do not use to mean “make a priority”]
  - home
  - end [or *stop*; in a job sense, don’t change *terminate* to *fire* because a person may be terminated without being fired]
  - use

### Chapter 12: Conciseness, Page 95

#### Practice

##### Tightening Sentences

- His metaphors are effective. [Or: *He uses metaphors well.*]
- He knew he was weak in grammar.
- The medical field was fascinating to her. [Don’t substitute *medicine* for *medical field*—the meaning could be changed.]
- The man ran down the street, briefcase in hand.
- He admired her mind.
- After setting a record, she explained her plans.
- Five thousand dollars was gathered.
- The catcher hit the ball.
- She seems happy.
- She thought the assignment easy.
- This looks OK.
- Many believe otherwise. [Or, for contrast to the past: *Many believe otherwise now.*]
- This book influenced me most.
- To get closer to the audience, the speaker stepped off the stage.
- The noon luncheon [not all luncheons are at noon] was postponed, the chairman said, because experience told him construction would not be completed.
- The roof was damaged [not *destroyed*], and the fire chief said a fire could recur.
- The professor plans to write his book during the summer.
- Twice, the problem resurfaced.
- They were Holocaust victims.
- The higher court remanded the case. [Or: *The higher court sent the case back.*]
- The accident occurred at 10 p.m. Wednesday after the driver found his car surrounded by a thick fog, he told police after he hit the tree.

### Chapter 13: Sexism, Racism and Other “isms,” Page 97

#### Short Answer

- The students’ answers should show an understanding that sensitivity in language and rejection of stereotypes is part of objectivity rather than the expression of a political agenda.

2. America’s increasing percentages of minorities — to the point that minorities will become the majority during this century — as well as the fact that women make up more than half of the population, suggests journalists need to do a better job of reaching these audiences. The old assumptions about who the audience is are outdated and don’t match the reality.

- Answers will vary.
- Answers will vary.
- Answers will vary.
- Whether students argue that effect or intent matters more, they should express an understanding that both are important.

### Chapter 13: Sexism, Racism and Other “isms,” Page 99

#### Practice

##### Avoiding Offensiveness

- Delete—there’s no point in saying the man was defended by a lawyer.
- The mayor welcomed the trade delegation.
- Managers need to know people as well as the job.
- She’s a student at the University of Michigan.
- Linda Ferris, 62, died Aug. 10, 2005, of a heart attack.
- A husband and wife seem to find it harder these days to stay married.
- Altobelli is a secretary at the law firm of Prescott and Heineman.
- Delete.
- Thomas Sowell is an eminent scholar and newspaper columnist.
- Delete—the description is too vague to be helpful in capturing the suspect.
- A man held his wife and two children hostage for four hours today in Gary, Ind., before releasing them and committing suicide.
- A new candidate announced Monday that she would run for the City Council.
- Regina Esparza has an infectious sense of humor.
- When her child was born, she quit her outside job and became a homemaker.
- The Irish have contributed much to this nation.
- Emily Dickinson is well-thought-of as a poet.
- At a garage sale, you can usually negotiate the price down below what they’re asking.
- He’s 80. [Or delete.]
- Don’t give something away and then ask for it back!
- After the auto accident, he became religious. [Or name the religion.]
- Janice? She’s the woman over there with the short hair.
- She’s a highly respected actress. [You also may change to *actor*.]
- Humanity has been around for at least 100,000 years.
- Washington doesn’t seem to care about the common people and their troubles.
- Dr. Barbara Ohmstead said she never felt as though she had been discriminated against because she’s a woman.
- Has the garbage collector made a pickup yet?
- Harvard’s alumni and alumnae contribute a great deal to the school. [Or leave as is if *alumni* is used consistently to mean men and women, as the wire services suggest.]
- She’s a real artisan in her writing.

## Chapter 14: Writing News That's Fit for Print, Page 103

### Short Answer

1. The strongest angle is the one that affects people the most. Next best is the angle that interests people the most. The fallback position is to make sure the story is focused on people doing things.
2. who, what, time, date (or day), place
3. immediate-ID who—when the person is well-known to the audience  
delayed-ID who—when the person is not well-known to the audience
4. single-element what—when only one thing happened  
most-important-element what—when more than one thing happened but one is more important than the others  
multiple-elements what—when more than one thing happened, they're unrelated and none is more important than the others  
summary what—when more than one thing happened, none is more significant than the others and they can all be summarized in one sentence

## Chapter 14: Writing News That's Fit for Print, Page 105

### Practice

#### Writing News for Print

A.

These items should be checked: 1, 2, 3, 5, 9.

B.

1. Thursday
2. Oct. 26
3. Nov. 22
4. Saturday
5. Jan. 25, 2004 [must include year if different from current one]
6. Monday
7. this morning

C.

The following items should be checked:

1. Isn't that what the board always discusses?
2. What did the expert say?
4. What were they?

The last item in the list should not be checked because although *sound off* may seem vague, we don't know what people will say. So, this is as specific as it can be at this time.

D.

The second item should be checked.

E.

Leads will vary, but here are some examples.

1. The Springfield Garden Club will discuss seed catalogs for spring planting at its regular monthly meeting noon Nov. 23 at Bill Johnson's house, 1311 12th St. [Johnson's name may be used because the item is aimed at club members, who presumably would know him.]

2. A Springfield man won \$14 million in the state lottery Wednesday.

Bill Knox bought the winning ticket at a neighborhood convenience store the day before when he stopped for a cup of coffee on his way to work.

F.

The second headline should be checked because "look into" is a verb in which the preposition can be considered part of the verb.

## Chapter 15: Writing News for Broadcast, Page 107

### Short Answer

A.

Broadcast news is more conversational than print news.  
Broadcast news tends to be more personal than print news.  
Broadcast news must be understood when heard once.  
Broadcast news is usually shorter than print news.  
Broadcast news is more timely than print news.  
Broadcast news uses fewer style rules and editing marks than print news so that it looks clearer.

B.

- |      |       |
|------|-------|
| 1. T | 8. T  |
| 2. T | 9. F  |
| 3. F | 10. T |
| 4. T | 11. F |
| 5. F | 12. F |
| 6. F | 13. F |
| 7. F | 14. T |

## Chapter 15: Writing News for Broadcast, Page 109

### Practice

#### Broadcast Style

- |                   |                                   |
|-------------------|-----------------------------------|
| 1. 17-cents       | 9. 33-billion                     |
| 2. 33-dollars     | 10. four-point-five-trillion      |
| 3. 75-percent     | 11. one-and-a-half                |
| 4. F-B-I          | 12. score of 3 to 1               |
| 5. Mr.            | 13. 16-0-8 West Elm               |
| 6. N-double-A-C-P | 14. the year 19-96                |
| 7. NATO           | 15. Dow Jones index down 3 points |
| 8. I-66           | 16. May 31st                      |

## Chapter 16: Writing for the Online Media, Page 111

### Short Answer

- Answers will vary.
- Students should express a desire to design a site that will give consumers the headlines when they log on to the site. Without that, they will likely miss the major news events.
- Both are excellent sites that are updated round-the-clock. The major difference, as might be expected, is the large amount of audio and video information available on the CNN site.
- Look for innovative approaches to solving this problem. There is no one correct answer but a clear need for creativity. Most students will have seen enough good Web sites to offer creative ideas.
- Professor Stan Ketterer's list describing how to evaluate a site should be followed step by step. Look for thoughtful examination of whether each criterion is met.
- On major stories, USA Today offers a headline and lead. On lesser stories, only headlines are used. For still other material, standing heads are the entry points. Students should describe the differences in these approaches and analyze what they attempt to accomplish.

## Appendix: Wire-Service Style Summary, Page 113

### Short Answer

- |       |       |
|-------|-------|
| 1. F  | 11. T |
| 2. T  | 12. F |
| 3. F  | 13. T |
| 4. T  | 14. T |
| 5. T  | 15. F |
| 6. F  | 16. F |
| 7. T  | 17. F |
| 8. F  | 18. T |
| 9. T  | 19. T |
| 10. T | 20. T |

## Appendix: Wire-Service Style Summary, Page 115

### Practice

#### Abbreviations and Acronyms

- |                      |  |
|----------------------|--|
| 1. 6 a.m.            | 14. c.o.d.                             |
| 2. AM radio          | 15. 8 percent                          |
| 3. A.D. 1492         | 16. 25 cents                           |
| 4. 300 B.C.          | 17. September 2005                     |
| 5. TV set            | 18. June 17, 2005                      |
| 6. cable TV          | 19. Oct. 9                             |
| 7. U.N. observer     | 20. Christmas vacation                 |
| 8. the United States | 21. Fourth of July parade              |
| 9. Washington        | 22. the Rev. Al Sharpton               |
| 10. New York         | 23. Professor Martin Shichtman         |
| 11. CIA              | 24. Rep. John Dingell, D-Mich.         |
| 12. NATO             | 25. President George W. Bush's Cabinet |
| 13. FBI              | 26. National Organization for Women    |

- Acme Co. Inc.
- Computer Company of America
- 101 Wisteria Drive
- 10th St.
- U.S. Highway 23 South
- Maple Avenue
- 1220 Main St. E.
- Interstate 94 [first reference]
- Fort Worth, Texas
- Detroit
- We're No. 1
- OK
- Brown v. Board of Education

### Capitalization

#### A.

- |                             |   |
|-----------------------------|---|
| 1. red delicious apple      | 8. Kleenex  |
| 2. German shepherd          | 9. Kitty Litter                                   |
| 3. french fries [exception] | 10. fiberglass (generic) or Fiberglas (trademark) |
| 4. basset hound             | 11. Sheetrock                                     |
| 5. lily of the valley       | 12. Realtor                                       |
| 6. Boston cream pie         |   |
| 7. Styrofoam                |   |

#### B.

- |                          |                           |
|--------------------------|---------------------------|
| 1. South Korea           | 5. Drive two miles north. |
| 2. eastern United States | 6. out West               |
| 3. Southern accent       | 7. southeast Michigan     |
| 4. a Western [movie]     | 8. South Side of Chicago  |

#### C.

- Pioneer and Huron high schools
- Detroit and Huron rivers

#### D.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. psychology department | 8. president's Cabinet        |
| 2. English department    | 9. board of directors         |
| 3. State Department      | 10. Massachusetts Legislature |
| 4. the Fire Department   | 11. City Council              |
| 5. Springfield police    | 12. Democratic Party          |
| 6. tax committee         | 13. communist philosophy      |
| 7. master's degree       | 14. socialist ideas           |

#### E.

- "Let us praise him [God] in prayer."
- The pope said Mass.
- The priest offered Communion to the congregation.

#### F.

- black
- Caucasian
- Native American

#### G.

- Mayor Michael Bloomberg
- cowboy Roy Rogers

## Numbers

- |   |                                |
|---|--------------------------------|
| 1. 1213 11th St.                          | 15. 6 feet tall                |
| 2. 6-day-old baby                         | 16. 9 a.m.                     |
| 3. Apollo 11                              | 17. two hours                  |
| 4. 3 cents                                | 18. the 1990s                  |
| 5. score of 3-2                           | 19. 3rd Congressional District |
| 6. 3rd Ward                               | 20. 11                         |
| 7. temperature of minus 3                 | 21. Air Force One              |
| 8. one-half                               | 22. 5 mph                      |
| 9. 1 1/2                                  | 23. 9-yard run                 |
| 10. First Amendment                       | 24. 3 under par                |
| 11. 2 million                             | 25. Ninth Street               |
| 12. 1968 was a great year.                | 26. 1st Lt. Rene Walten        |
| 13. Five percent of the solution is left. | 27. eight                      |
| 14. 7 pounds, 2 ounces                    |                                |

## Appendix: Wire-Service Style Summary, Page 119

### Review

#### Sentences

1. The FBI and the CIA have already agreed on anti-terrorist procedures.
2. Anderson graduated in 1978 with a master's in science, and he is now a history professor at Northwestern University.
3. She lives at 1457 Washington Road and is trying to effect [or *affect*, depending on whether she is trying to cause it or influence it] a City Council decision that would allow her to co-own the place.
4. WEMU has been upgraded during recent months and is on the verge of a "great, new era," said the chairman of the communications department at EMU.
5. Coach Ed Thorpe praised assistant coach Jimmy Giles, but Thorpe ignored the other coaches—Harrison, Manis, Jordan and Martin.
6. The battered quarterback said: "It's hard being a superstar all of the time. It was a dark, terrible day out there today."
7. More snow was forecast for later this week, but accumulations were not expected to exceed 5 inches by Nov. 5.
8. The Mississippi River was one of the keys to victory for the North during the Civil War.
9. Martin Luther King Jr. Day is celebrated officially here at the university with a holiday.
10. The judgment called for Interstate 70 [first reference] to be widened and improved east of Arrow Rock, Mo.
11. Harry J. Johnson Jr. was elected governor over the opposition of some police departments.
12. Jesus' message was to spread his gospel to all the world, said the Rev. Ben Steele.
13. He said he could have made a \$200 million deal if he'd seen the opportunity ahead of time.
14. Eleven freshmen joined the class on the first day, increasing the class size by 8 percent.
15. The president was sitting in the Oval Office while a member of the Palestinian delegation lectured about 35 people outside the White House about democracy.
16. The principal estimated a student-teacher ratio of 18-to-1 at Wilson High School.
17. 2005 ranked as one of the hottest summers on record locally, but normal winter weather was expected.

18. The children enrolled in the kindergarten class at Mount Shasta School range in age from 18 months to 5 years old. [Also, query the idea that any students 18 months old are in kindergarten.]

19. Sen. Christopher Bond, R-Mo., spoke at commencement.

20. Thousands of people from southeast Michigan are expected to attend the fair, which has been OK'd to start Nov. 4.

21. The history department elected Assistant Professor Harold Burgraf its new chairman.

22. Grant Forman, director of the agriculture office here, said the plant is part of a \$10 million effort to upgrade assistance to local farmers.

23. R.P. Watson Jr., 56, was chosen president from among 20 candidates at the board meeting Feb. 16.

24. The girl is 6 years old, but the race is only for 5-year-olds.

25. The man, in his 30s, has a daughter 2 months old.

26. Frank Smith, former professor of business administration at Syracuse, is mayor of the city of New Orleans.

27. The National Organization for Women will celebrate its anniversary at a meeting Oct. 13 at 602 West Blvd.

28. Washtenaw and Wayne counties were singled out for lottery promotions.

29. Anthony Hines has a bachelor's degree from the University of Texas at Austin, a master's degree from Ohio State University and a doctorate [or doctoral degree] from the Massachusetts Institute of Technology.

30. Springfield's fire chief said the city's Fire Department was better able to fight fires because of state grants.

31. The City Council decided last night to postpone spending \$135,000 on a fire engine to replace one damaged in a December 2004 accident that killed Springfield firefighter Donald Crum.

32. Ray Hamburger, city manager, gave the OK to take various funds from the budget, and the council voted 6-2 to approve the plan.

33. The Springfield News has found that Springfield police officers are entitled to a 2.5 percent pay increase for 15 hours of college credit.

34. If convicted on the charge of first-degree murder, he faces seven years in jail without parole.

35. "The federal government's role in this is limited," said the former senator on Fox News Channel's "The O'Reilly Factor."

36. Rep. Paul Dawson, D-Springfield, is one of a handful of state legislators who have announced their retirement after this session.

37. The budget cuts in the department represent a three-year city plan to phase out some of its services.

38. The Springfield school board will meet Thursday [or other day] at 2 p.m.

39. Basketball season is just around the corner, and the coaches at Springfield and Central high schools couldn't be happier.

40. The class concentrated on its No. 1 problem: spelling.

41. Dr. William Spence asked everyone in the philosophy department to pay 20 cents for each cup of coffee.

42. The Springfield city prosecutor dropped all charges Monday against 17 protesters arrested Wednesday [or Oct. 21 if not within a week] on the university campus.

43. The Springfield Police Department will be out in force when the Cabinet member and the pope meet Aug. 2.

44. The White House said Monday it was happy about the House's vote of 302-132.

45. The U.N. session will get under way with a debate on the topic of free trade versus protectionism.

46. The temperature fell by noon to minus 10.

47. Temperatures Thursday were in the 30s.

### Story Editing: Press Release, Page 123

[Answers for this and the following stories might vary. Especially guard against letting stories from press releases read like ads, with nonobjective and self-serving language.]

Collectors of handcrafted art and clothing will find such items on display this weekend at Springfield's first crafts show, which sponsors say they'd like to make an annual event.

More than 220 artists from Michigan and as far away as Kentucky will be on hand to display their wares. Items will range from ceramics and woodwork to needlepoint, dolls and appliquéd clothing.

The show will run from 11 a.m. to 5 p.m. Sunday at the Springfield Arts Center. The event is free.

### Story Editing: Meeting Advance, Page 125

[Remember that a government body is an *it*, not a *they*. Query whether the meeting will be Thursday (as the lead says) or Tuesday (as the last paragraph said before being changed in this version). Bonus points could be awarded for noting that there should be some quotes in this story. But editors should not automatically turn the paraphrases into quotes, which would probably create inaccurate quotations.]

The Springfield Planning and Zoning Commission is seeking opinions from area residents this Thursday on whether it should allow a Wal-Mart to be built in the Bensonhurst section of town.

Wal-Mart is seeking commission approval to change the zoning status for the neighborhood to allow building the store in the residential neighborhood.

Commissioners voted at their last meeting to hold a public hearing on the matter to get reaction to the idea, especially from those who live near the proposed site.

Commissioner Fatima Schwartz said she was worried whether the increased traffic to the quiet neighborhood would bother residents. Commissioner Peter Hendrickson said he wondered whether downtown merchants would be upset at the possible loss of business as well as full-time jobs to Wal-Mart's part-time employee pool.

But Commissioner Ann Overhouse said she thought the people of Springfield would appreciate the lower prices, greater variety and extra jobs that approval of the store would mean.

The commission will meet at 7 p.m. Thursday at the County-City Building.

### Story Editing: Obituary, Page 127

[Newspapers have their own formulas for what's included in a standard obituary and how it's worded. The instructor might like to present a model in class before giving students this assignment. Students should query the visitation hours—they're unlikely to last 14 hours. Students also should query the date of the visitation. In the following model, we've decided to make visitation last for two hours the night before the services.]

Oscar C. Pemboldt, Springfield, died Sept. 4, 2005, at Springfield Memorial Hospital. He was 83.

Mr. Pemboldt, a press operator for the Springfield News for 30 years, was born Nov. 3, 1921, in Manchester to William and Henrietta Pemboldt.

He married Annette Evers on June 13, 1943. The couple lived for 55 years in Springfield, where they attended Springfield Community United Methodist Church. She died in 1998.

He is survived by two daughters, Virginia L. Graham, Springfield, and Alberta Huxley, Toledo, Ohio; a son, Greg Pemboldt, Detroit; and two grandchildren.

Visitation will be 7 p.m. to 9 p.m. Feb. 8 at Springfield Funeral Home, 15300 S. Adams. Services will be conducted by the Rev. David C. Collins at 11 a.m. Feb. 9 at the funeral home. Burial will be after the services at Ridgewood Cemetery, 948 N. River.

### Story Editing: Speech Story, Page 129

[This story has so buried the news that it requires a massive rewrite. Copy editors would be advised to send such a story back if locally written rather than take on such a task themselves. But a teacher might assign this story for a little practice in finding an angle and organizing a story. Students should query whether the last quote is accurate, given the misplacement of the quotation mark in the original.]

An expert in the search for intelligent life in the galaxy says that extraterrestrial civilizations may be getting their first sight about now of TV programs from Earth.

Dr. Sarah Farmer, an astronomy professor at Springfield University, told the Springfield Science Fiction Club on Wednesday that given the speed of TV transmissions, planets circling the nearest stars may right now be watching some of our first TV shows.

"It's possible extraterrestrials could sense patterns in our TV signals indicating intelligence and amplify and decode them," Farmer said.

That means that beings on other planets could now be enjoying the original broadcasts of shows such as "I Love Lucy."

Farmer said that 10 percent of stars probably have planetary systems and that scientists using supercomputers have detected radio signals originating from beyond the solar system.

She also said she's "optimistic that signals will eventually be found that will give us the first hint of life on other planets."

### Story Editing: Crime Story, Page 131

[Crime or accident stories should always be checked especially carefully to make sure they don't convict someone before a trial. This story also has problems such as naming a victim of a sexual assault and giving her address, confusing the names of those involved and revictimizing the victim with sexism and ageism. The editor should query whether Gilbert has been charged in any of these matters, but the following version assumes he has been charged in this one but not the others.]

A man has been charged in an incident of attempted rape on the university campus Thursday night, and police say they're investigating whether this latest incident is connected with a string of five previous ones.

William Gilbert was arrested Thursday after a woman told police she had been walking home about 7 p.m. from Ellis Library when a man jumped from a bush outside her building and attempted to pull her to the ground.

The woman, 36, has a black belt in karate. She kned the man in the groin, broke his nose and snapped his kneecap.

When police arrived within minutes of a phone call from the woman, they found Gilbert writhing in pain. They said he shouted to them, "Just get her away from me!" He was listed in satisfactory condition Thursday night at Boone County Hospital. One police officer said, "He's lucky she didn't kill him."

### Story Editing: Business Story, Page 133

Most professional women have a better relationship with their pets than their husbands or children, and more than half say they're under too much stress, according to a survey of women in the workplace by Young & Rubicam.

Almost as many—48 percent—consider themselves "cash rich and time poor," the survey found. Among these women, if given the option of having a 10 percent increase in either salary or free time, 61 percent say they would forgo extra cash for more time.

But when asked to rate their satisfaction with various relationships—including spouse, children, colleagues at work and friends—the winner is pets.

Although women place more importance on their relationships with various humans in their lives, the only relationship a majority of women in the survey—54 percent—rate as "very satisfying" is with a dog or cat.

Children come in second. Those relationships are "very satisfying" to 50 percent of the women surveyed.

Fifty-one percent of the women report having too much stress in their lives. And if they had a choice between having an exciting career or a simple life, 49 percent say they would choose the latter.

But 43 percent say they prefer a high-powered career over a simple life, and 11 percent say they thrive on stress.

### Story Editing: Feature Story, Page 135

If the Good Samaritan had been threatened with arrest when he stopped to help, he might have felt like Ben Kenton.

"It frustrates the hell out of me," he says.

Kenton is the Springfield firefighter who has been living in the 4-foot-by-8-foot back of a 1939 fire engine for two weeks to publicize the Springfield firefighters' fund-raising drive for the Muscular Dystrophy Association.

But he has received both less and more than he had hoped.

The less is that so far, the firefighters have raised only \$2,000 of the \$5,000 they expected to collect.

But the more part may be even worse. Springfield Prosecutor Mark Parker says he may press charges against the firefighters for running an illegal lottery as defined by state law.

"That blows my mind," says Kenton. "Does he really think he's going to arrest the whole Fire Department for trying to help out some unfortunate people? He better just hope his house doesn't catch on fire!"

Parker says, though, that state law clearly defines an unlawful lottery as "a gambling scheme in which participants pay for an opportunity to win something of value, which is awarded by a chance pick."

The firefighters' fund-raiser sounds like that to him, Parker says. The fund-raiser offers people who buy a \$1 ticket a chance to win a three-day trip to Las Vegas. All

the money raised other than the amount to pay for the trip is being contributed to the Muscular Dystrophy Association.

State Attorney General Patricia Gertzman says that technically Parker is right: Charity raffles are illegal lotteries under state law. But enforcement, she says, is under a lot of discretion at the local level.

"In one county, the sheriff went after the local Catholic Church's bingo game. But usually, locally officials just look the other way when it's a legitimate charity."

She also adds that she wasn't sure there was really any victim in this situation and that the firefighters were certainly not profiting from holding it.

"I think the intent of the law was probably to stop criminal rackets, not charity fund-raisers. But the statute doesn't make a clear distinction."

Parker says he hopes the firefighters will drop their fund-raiser and return the money so that he won't have to press any charges.

But Kenton says: "We can't return the money because we didn't collect any names or addresses. We were just going to announce the winning number for the person holding it to come forward."

Parker says now, "If that's the case, then if they'll just stop the fund-raiser now, I won't press any charges."

But wouldn't that cause them to break their promise of a Las Vegas trip?

Parker says he thinks they should stop the contest now, award the prize to one of the people who already paid, and if they don't have enough to cover it, they should take the loss. Any profits should go to charity, he says.

In past years, the firefighters have helped fight muscular dystrophy with "boot drives," in which they stood at intersections and collected donations from motorists. But some people had complained that these held up traffic, so they'd decided to try something different this year.

"Had we known this would cause us legal trouble, we would have stuck with the boot drive," Kenton says. [Check source of quote.] "It's not that we thought we were above the law. We didn't know this might be illegal."

Kenton may feel now less like the Good Samaritan than the man who was beaten and left for dead that the Good Samaritan helped.

He says he's sorry the firefighters won't make more money for charity and that he won't be able to beat the Guinness Book of World Records' record for hours spent sitting in a fire truck.

But he says they won't give up on their efforts to help fight muscular dystrophy and will be back next year with a boot drive again or some other project—"after we've checked out the legality more thoroughly."