

GRAMMAR WORKBOOK

GRADE 7

PEARSON

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Grammar, Usage, and Mechanics

INTRODUCTION

This book consists of worksheets that provide additional support for the skills learned in the grammar Workbook. Each worksheet provides students with instruction on a grammar skill. The worksheets then provide two practice activities on the skill.

The extra practice provided in these worksheets focuses on the following areas:

- **Grammar:** These worksheets provide students with practice learning how to identify and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. They also help students identify basic sentence parts as well as phrases and clauses.
- **Usage:** These worksheets provide practice with using verbs and pronouns, making words agree, and using modifiers.
- **Mechanics:** These worksheets give students practice with proper use of punctuation and capitalization in their sentences.

1 PEOPLE, PLACES, THINGS, AND IDEAS

A noun is the part of speech that names a person, place, thing, or idea.

There are different types of nouns. See the examples below.

People	Terri, mother, singer, Mayor Jones
Places	living room, store, Maple Avenue, United States
Things	computer, flower, football, <i>A Wrinkle in Time</i>
Ideas	kindness, cruelty, acceptance, self-confidence

Practice A Identifying Nouns

Read each sentence. Then, underline the nouns.

Example: My cousin plays the piano.

Answer: My cousin plays the piano.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Lily eats an apple every day. 2. The eastern star shone high in the sky. 3. The dog knocked over the paint can. 4. Henry is going to Houston next month. 5. Lettuce consists largely of water. 6. Why did Joe say he would cut the grass? | <ol style="list-style-type: none"> 7. People say every snowflake has its own pattern. 8. The United States issued redesigned paper money. 9. Gandhi was committed to nonviolence as a way of life. 10. The geese made a loud noise as they flew in formation above Paul. |
|---|--|

Practice B Labeling Nouns

Read each sentence. Then, on the line provided, identify whether each noun is a person, a place, a thing, or an idea.

Example: Dan can get lost a block from home.

Answer: Dan — person; block — place; home — place

1. Heather, Tiffany, and Nicole went to the mall. _____
2. My little brother likes toy trucks and action figures. _____
3. Did the teacher say to read Chapter 3 or Chapter 4? _____
4. Before digital music, listeners played giant LP records. _____
5. The rakes and the shovels are stacked in a corner of our garage. _____
6. Every weekend, Jan and I have to help clean the house. _____
7. Mom’s lipstick and other makeup were piled on the countertop. _____
8. From Main Street, walk along the river until you hit Fairfield Street. _____
9. Pauli, have you heard from Jon about the picnic? _____
10. Luis, call Marta and Felipe to dinner, please. _____

2 CONCRETE AND ABSTRACT NOUNS

A concrete noun names something that can be recognized through any of the five senses.

An abstract noun names something that cannot be recognized through the senses.

Concrete nouns name people, places, and things. Abstract nouns name ideas. See the examples below.

Concrete nouns	Alice, cousin, Dallas, door, lawn mower, barbecue
Abstract nouns	concern, suspicion, trust, love, hate, indifference

Practice A Identifying Concrete and Abstract Nouns

Read each sentence. Then, underline each concrete noun and circle each abstract noun.

Example: Great art conveys some important truth.

Answer: Great art conveys some important (truth).

1. Annie has a passion for music.
2. Our day at the beach was really fun.
3. I admire the simplicity of the Millers' lives.
4. Jack's goal in life is to embrace change.
5. Trust is the key to a good friendship.
6. Lewis and Clark practiced exploration on a grand scale.
7. Gavin's greatest fear is that people will laugh at him.
8. Integrity is more important to my parents than money.
9. Dr. Fox feels empathy for creatures great and small.
10. Einstein's humanism led him to argue against the atomic bomb.

Practice B Labeling Concrete and Abstract Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is concrete or abstract.

Example: My intention is to do the right thing.

Answer: abstract

1. Rock's anger sometimes gets the best of him. _____
2. "The Ice Queen" is one of my favorite stories. _____
3. Mary tried to control her impatience. _____
4. Alec's greatest enjoyment comes from playing baseball. _____
5. Generosity is what keeps our local charity going. _____
6. Stan's tapping toes betrayed his nervousness. _____
7. Have you ever seen the movie *The Incredibles*? _____
8. Gabrielle's sculptures show off her creativity. _____
9. One sculpture is a running horse. _____
10. Ted's feeling of exhaustion overwhelmed him. _____

3 COLLECTIVE NOUNS

A collective noun names a group of people or things.

Examples of collective nouns are *band, class, flock, group, and team*.

Practice A: Identifying Collective Nouns

Read each group of nouns. Find the word in the group that is a collective noun. Then, write a sentence using the collective noun.

Example: band, bass player, drummer

Answer: band; The band played at the party.

1. birds, sparrow, flock _____
2. crew, sailor, first mate _____
3. bees, drone, swarm _____
4. batter, shortstop, team _____
5. herd, calves, cows _____
6. fish, school, guppies _____
7. citizen, jury, debaters _____
8. mob, people, fighters _____
9. cast, actors, star _____
10. tiger, cubs, litter _____

Practice B Identifying Collective Nouns

Read each sentence. Then, underline each collective noun.

Example: My science class made a model of our solar system.

Answer: My science class made a model of our solar system.

1. The class will finish painting the mural next week.
2. Mike and Ann decided to bake a batch of muffins.
3. A pack of wolves can be dangerous when they are frightened.
4. Shelly picked a bunch of daisies for her mom.
5. The Plaza Hotel staff maintains the highest standards.
6. The audience applauded wildly.
7. A swarm of hornets built a nest outside my window.
8. Isaac plays the oboe in the orchestra.
9. The comics club holds a convention every year.
10. The telescope revealed a cluster of stars in a distant nebula.

4 COUNT AND NON-COUNT NOUNS

Count nouns name things that can be counted. Non-count nouns name things that cannot be counted.

Count nouns take an article (*a, an, or the*) and can be either singular or plural. Non-count nouns do not take *a* or *an* and cannot be plural. See the examples below.

Count nouns	a snake, an apple, flowers, footballs
Non-count nouns	grain, juice, music, rain, snow, rice

Practice A Identifying Non-count Nouns

Read each sentence. Then, circle each non-count noun.

Example: They like spinach and mushrooms on their pizza.

Answer: They like spinach and mushrooms on their pizza.

- | | |
|--|---|
| 1. Did you get the mail from the mailbox? | 6. I think Paul put excess flour in the cupcakes. |
| 2. Try adding orange juice to the gravy. | 7. Laura bought shampoo for frizzy hair at the drugstore. |
| 3. Let's make some noise to welcome our speaker. | 8. Rhea's mood improved when she played music. |
| 4. The rain switched to snow after dark. | 9. Jimmy hates mayonnaise on his sandwich. |
| 5. Eating too much salt can lead to high blood pressure. | 10. Sunshine travels about 92 million miles to get to us. |

Practice B Writing with Count and Non Count Nouns

Read each sentence. Then, rewrite the sentence, correcting the use of the non-count noun.

Example: Mo gathered all the information about calling plans.

Answer: Mo gathered all the information about calling plans.

- A justice is blind, people say. _____
- Cassie plays soccer at camp. _____
- Mercury makes a water poisonous. _____
- I don't like Monica's fascinations with vampires. _____
- Mom made enough spaghettis for all of us. _____
- I need an equipment if I'm going to take up fishing. _____
- Lightnings hit a transformer and knocked out the power. _____

5 RECOGNIZING COMPOUND NOUNS

A compound noun is one noun made by joining two or more words.

Compound nouns can be single words, hyphenated words, or two or more separate words. See the examples below.

Single word	cupholder, makeup, shortstop, suitcase, wristwatch
Hyphenated word	co-owners, great-grandmother, hip-hop, two-step
Separate words	dining room, talk show, United States, vacuum cleaner

Practice A Identifying Compound Nouns

Read each sentence. Then, write any compound nouns in it on the line provided. Draw a line between the words that make up each compound noun. Some sentences have more than one compound noun.

Example: The stepladder was not quite tall enough.

Answer: step|ladder

- This is the only car that doesn't have cupholders. _____
- Amy beat Jimmy decisively at Ping-Pong last night. _____
- Grab your golf clubs and let's head for the backyard. _____
- I left my library card in my other jeans. _____
- Cheeseburgers and milkshakes should not be part of a healthy diet. _____
- The wildflower she likes to paint is the bluebonnet. _____
- Marissa put on her bathrobe over her swimsuit. _____
- Which slipcover do you like better for the living room? _____
- Chuck's favorite dance is, of course, the Texas two-step. _____
- Roy slipped on overalls before picking up a paintbrush. _____

Practice B Writing Using Compound Nouns

Read each sentence. Then, replace the underlined words with a compound noun.

Example: Have you noticed how many songs are about getting your heart smashed?

Answer: heartbreak

- Lily gets up at dawn to do her yoga stretches. _____
- She wore a flannel shirt and denim pants the color of the sky. _____
- Now that Sue is at college, Mom is turning Sue's room into a place for visitors to stay. _____
- The glass device that illuminates was invented by Thomas Edison. _____
- Emily put the knives, forks, and spoons on the table. _____
- The man who is married to my sister is an accountant. _____
- Tracey's mom let her wear lipstick and eye shadow for the concert. _____
- Somewhere in the sofa, Danny lost the device that turns on the TV. _____

6 USING COMMON AND PROPER NOUNS

A common noun names any one of a class of people, places, things, or ideas. A proper noun names a specific person, place, thing, or idea.

Common nouns are not capitalized (except at the start of a sentence or in a title). Proper nouns are always capitalized. See the examples below.

Common nouns	girl, lake, country, book, company, organization
Proper nouns	Tess, Lake Tahoe, Bolivia, <i>Jane Eyre</i> , Grant High School

Practice A Identifying Common and Proper Nouns

Read each sentence. Then, underline all the common nouns and circle all the proper nouns.

Example: The closest planet to our sun is Mercury.

Answer: The closest planet to our sun is Mercury.

1. My cousin, Damian, majors in English.
2. Our neighbors, who are from India, speak Hindi.
3. A freshwater basin in Eurasia is Lake Baikal.
4. *The Last Battle* is the last book in the Narnia series by C. S. Lewis.
5. The artist who painted the Sistine Chapel was Michelangelo.
6. Nearly as far south as Antarctica are the islands of Tierra del Fuego.
7. A biologist from Kenya won the Nobel Peace Prize in 2004.
8. The hero of "Solitude" by Ursula K. Le Guin is a girl who is never named.
9. Mount Fuji, a volcano, is in Japan.

Practice B Writing With Common and Proper Nouns

Read each sentence. Then, rewrite it, replacing the underlined words with proper nouns.

Example: I like the book by an author.

Answer: I like Coraline by Neil Gaiman.

1. My neighbor works at a company.

2. She is reasonably satisfied with her Internet provider.

3. My grandpa likes to sing along with his favorite song.

4. An astronaut walked on the moon in the seventh month of 1969.

5. He and she are the winners of a science prize.

Name _____ Date _____

7 ANTECEDENTS OF PRONOUNS

A pronoun is a word that takes the place of a noun or a group of words acting as a noun. The noun to which a pronoun refers is called its antecedent.

EXAMPLES: **Dee** zipped up **her** coat and pulled on **her** gloves.
antecedent pronoun pronoun

Ed takes photographs. **He** is using **them** to explore Padre Island.
antecedent antecedent pronoun pronoun

Show that you can use a variety of complete sentences that include correctly identified antecedents by completing the following exercises.

Practice A Identifying Antecedent

Read each sentence or set of sentences. Then, write each pronoun and its antecedent. Some sentences have more than one pronoun.

Example: Yoga is important to Allison. She practices it every day.

Answer: She — Allison; it — yoga

1. Carlos was excited because his family got a new computer. _____
2. The broccoli tastes great. Was it picked moments ago? _____
3. By the time John Keats was 30, he had written several classic poems. _____
4. Bill promised he would lend me his old Beatles albums. _____
5. Rayna says she likes to skip stones and see how far they go. _____
6. When Rex knocked over the space heater, it shut off automatically. _____
7. After Gina wrote several comic books, she tackled a novel. _____
8. When a squid is scared, it emits an ink. _____

Practice B Writing Pronouns for Antecedent

Read each sentence. Then, fill in the blank with the appropriate pronoun.

Example: Gillian waved _____ arms wildly.

Answer: Gillian waved her arms wildly.

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| <ol style="list-style-type: none"> 1. We all turned on _____ flashlights. 2. The birds sang, and then _____ flew off. 3. Pablo called _____ mom to tell _____ he would be late. 4. Kudzu is pretty, but _____ is a superweed. 5. If Ben wants to play, _____ will have to practice. | <ol style="list-style-type: none"> 6. Did _____ bring your homework? 7. Cats use _____ tails to help them balance. 8. "This sports car is _____," Brendan said proudly. 9. Aunt Jen knits, which seems boring to me, but _____ enjoys _____. |
|--|--|

Name _____ Date _____

8 RECOGNIZING PERSONAL PRONOUNS

Personal pronouns refer to (1) the person or persons speaking or writing, (2) the person or persons spoken or written to, or (3) the topic (person, place, thing, or idea) being spoken to or written about.

There are types of pronouns. See the examples below.

	Singular	Plural
First person	I, me, my, mine	we, us, our, ours
Second person	you, your, yours	you, your, yours
Third person	he, him, his, she, her, hers, it, its	they, them, their, theirs

Practice A Identifying Personal Pronouns

Read each sentence. Then, on the line provided, write any personal pronouns in the sentence.

Example: Hydrangea flowers are blue if their soil has enough acid in it.

Answer: their; it

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|--|---|
| <p>1. The sun scattered its golden rays over us.
_____</p> <p>2. Is your brother playing tricks on you again?
_____</p> <p>3. The blue T-shirt is mine, and the white one is hers.
_____</p> <p>4. Bud broke his ankle on our icy driveway.
_____</p> <p>5. I thought you brought the forks. _____</p> | <p>6. We waited, but he never showed up.
_____</p> <p>7. My mother asked me to call you. _____</p> <p>8. She watched as the butterflies flocked to their perches. _____</p> <p>9. By the time Rover found the squirrels, they had run up a tree. _____</p> <p>10. Text me when you make up your mind.
_____</p> |
|--|---|

Practice B Choosing Personal Pronouns

Read each sentence. Then, choose the appropriate personal pronoun from the two in parentheses and write it on the line provided.

Example: Terry and (I, me) went swimming last week.

Answer: I

- The Klums and (we, us) held a garage sale together. _____
- The camp isn't fancy, but it's (our, ours). _____
- I got caraway seeds stuck in (my, mine) teeth again. _____
- Rod and (she, her) both helped out at the carwash. _____
- (They, Them) and the neighbors asked if we had seen the bear. _____
- My grandmother says (her, hers) knee hurts when it rains. _____
- Is that his cell phone or (your, yours)? _____
- They haven't met, but (their, theirs) avatars have met online. _____

Name _____ Date _____

9 REFLEXIVE AND INTENSIVE PRONOUNS

A reflexive pronoun directs the action of the verb toward its subject. It points back to a noun or pronoun earlier in the sentence. An intensive pronoun adds emphasis to a noun or pronoun in the same sentence.

To form either a reflexive or an intensive pronoun, add *-self* or *-selves* to a personal pronoun. A reflexive pronoun is essential to the sentence's meaning. An intensive pronoun is not essential to the meaning.

Reflexive: She told **herself** to breathe deeply.

Intensive: George **himself** was a caddy once.

Practice A Identifying Reflexive and Intensive Pronouns

Read each sentence. Then, write each underlined pronoun and whether it is reflexive or intensive.

Example: Glen pushed himself to learn a new word every day.

Answer: himself — reflexive

1. Carrie found herself blamed for Luke's mistake. _____
2. I myself would rather go to New York. _____
3. Ask yourself whether you could do as good a job. _____
4. Help yourself to some strawberries. _____
5. Troublemakers will find themselves unwelcome here. _____
6. They congratulated themselves for solving the mystery. _____
7. "I did it all myself," Todd bragged. _____
8. Julia made herself a cup of tea. _____
9. The senator himself was the subject of an inquiry. _____
10. The concert itself was lame, but the party afterward was great. _____

Practice B Writing Reflexive and Intensive Pronouns

Read each sentence. Then, fill in the blank by writing the reflexive or intensive pronoun that completes the sentence.

Example: He made _____ an old-fashioned mixtape.

Answer: himself

1. I talked to the reporter _____.
2. Give _____ a break; you tried.
3. Rembrandt painted many portraits of _____ over the years.
4. Gerta _____ told me she was tired of being popular.
5. The soup _____ tastes fine, but the crackers are stale.

10 DEMONSTRATIVE PRONOUNS

A demonstrative pronoun points to a specific person, place, or thing.

That and *these* are demonstrative pronouns that point to something near the speaker or writer. *That* and *those* point to something more distant. *This* and *that* are singular demonstrative pronouns. *These* and *those* are plural.

Practice A Identifying Demonstrative Pronouns

Read each sentence. Then, write each demonstrative pronoun and the noun to which it refers.

Example: This is my favorite time of year.

Answer: This – time

1. These are the new rules. _____
2. That was a huge thunderstorm yesterday. _____
3. I don't think these speakers are working. _____
4. This song, which I don't even like, is stuck in my head. _____
5. Why does anybody watch that program? _____
6. I always feel confident when those guys help me rehearse. _____
7. Angela claimed that was a good idea. _____
8. Dad, this is my lab partner. _____
9. What are those photographers doing outside? _____
10. These roses smell sweeter than those daffodils. _____

Practice B Writing Demonstrative Pronouns

Read each sentence. Then, fill in the blank with the appropriate demonstrative pronoun.

Example: _____ bees seem to be heading back to their hive.

Answer: Those

1. _____ was the best night's sleep I've had in ages.
2. Have you seen _____ magazines I was reading?
3. Ah, _____ is the life.
4. What is _____ package you're carrying?
5. _____ shoes feel pretty comfortable.
6. Listen to _____ new song by my favorite singer.
7. _____ herbs won't help with a headache.
8. Why is _____ disgraced executive on the news?
9. Look at _____ photograph of the team.
10. _____ people tell me they've complained about the potholes.

11 USING RELATIVE PRONOUNS

A relative pronoun begins a subordinate clause and connects it to another idea in the same sentence.

The five relative pronouns are *that, which, who, whom, and whose*.

Show that you can use and understand the function of relative pronouns by completing the following exercises.

Practice A Identifying Relative Pronouns

Read each sentence. Then, underline the subordinate clause and circle the relative pronoun.

Example: The player who threw that football has a great arm.

Answer: who threw that football

- The rain that fell last night was heavier than last week's rain.
- Scientists whose goal was to map the DNA of our species have made great strides.
- Arthur St. Clair, who lived in Pennsylvania, was a leading general in the Revolutionary War.
- My family, whom I get along with fairly well, can be both fun and annoying.
- My computer, which can be very slow, seems to have a mind of its own.
- Humans cannot see wavelengths of light that are in the ultraviolet range.
- People who have diabetes often have nerve damage.
- Polar bears, which can grow to 1,500 pounds, are less than a pound at birth.
- Wassily Kandinsky was a painter whose work sells for millions of dollars.
- The friends whom I met for lunch have known me for years.

Practice B Writing Relative Pronouns

Read each sentence. Then, fill in the blank with the appropriate pronoun.

Example: We finally found a doctor _____ we trust.

Answer: whom

- Frank Lloyd Wright, _____ was a famous architect, designed Fallingwater.
- If we had skipped the movie, _____ I advised, we wouldn't have been late.
- The organization _____ Clara Barton founded was the American Red Cross.
- My sister, _____ eyes are blue, always wears blue clothes.
- Texas, _____ is one of the largest states in area, is also one of the most populous states.
- Joan Baez, _____ I once saw in concert, has been a protest singer for decades.
- The insects _____ damaged the tree are called emerald ash borers.
- James Tiptree Jr., _____ real name was Alice Sheldon, won many writing awards.
- The amount of the sun's energy _____ is reflected back from the earth is called albedo.
- The girl _____ you saw is in my math class.

12 INTERROGATIVE PRONOUNS

An interrogative pronoun is used to begin a question.

The five interrogative pronouns are *what, which, who, whom, and whose*.

Practice A Identifying Interrogative Pronouns

Read each sentence. Then, write each interrogative pronoun.

Example: Whom did you see at the picnic?

Answer: Whom

1. What is the state bird of Texas? _____
2. Which cat is crying, the gray one or the orange one? _____
3. Who wrote *Wuthering Heights*? _____
4. About whom is that biography? _____
5. Whose story was chosen for publication? _____
6. What is Pearl Harbor Day? _____
7. Who discovered penicillin? _____
8. To whom was the monument dedicated? _____
9. Which cell phone are you getting? _____
10. From whom did the complaint come? _____

Practice B Writing Interrogative Pronouns

Read each sentence. Then, fill in the blank with the appropriate interrogative pronoun.

Example: _____ idea was it to go hiking in a storm?

Answer: Whose

1. _____ is the northernmost city in the United States?
2. _____ told you there was no school today?
3. For _____ are you waiting?
4. _____ do you like better, blueberries or strawberries?
5. _____ is a coral reef?
6. _____ faces are carved into Mount Rushmore?
7. Is that the boy _____ Lacey mentioned?
8. _____ meal should I order?
9. _____ does a laser do?
10. _____ invented the airplane?

13 INDEFINITE PRONOUNS

An indefinite pronoun refers to a person, place, thing, or idea that is not specifically named.

Singular	another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something
Plural	both, few, many, others, several
Singular or plural	all, any, more, most, none, some

Practice A Identifying Indefinite Pronouns

Read each sentence. Then, write each indefinite pronoun and whether it is singular or plural.

Example: Everybody knows that it’s always darkest before the dawn.

Answer: Everybody – singular

- Not just anyone could do this job, you know. _____
- Is there something I can do for you? _____
- Suddenly, all of my friends like vampire movies. _____
- Nobody was able to cheer Gayle up. _____
- For the contest, each dancer performed a routine. _____
- Few people heeded the warnings of the disaster. _____
- Neither Bobby nor Reggie scored a touchdown. _____
- Most of this paper is too wet to use. _____
- Most of my friends don’t like Hannah Montana anymore. _____

Practice B Writing Indefinite Pronouns

Read each sentence. Then, fill in each blank with an appropriate indefinite pronoun.

Example: Why will _____ listen to me?

Answer: nobody OR no one

- _____ rosemary and sage are too spicy for me.
- Did you hear _____ strange just now?
- I’ve heard _____ about flying cars lately.
- _____ of the lilac blossoms opened in an amazing display.
- Sadly, _____ of the flowers smelled as sweet as I remembered.
- Luckily, _____ of our neighbors complained about the noise.
- Does _____ of this make sense to you?
- I think I have _____ symptoms of the flu.
- _____ will tell me _____ about the big secret.

Name _____ Date _____

14 USING TRANSITIVE VERBS**An action verb is transitive if the receiver of the action is named in the sentence.**The receiver of the action is the **object** of the verb.

EXAMPLE: Eric played the guitar with enthusiasm.
 action verb object

Practice A Identifying Transitive Verbs*Read each sentence. Then, write each transitive verb. If a sentence has no transitive verb, write none.***Example:** Trevor threw a nickel into the fountain.**Answer:** threw

1. Did Juan feed the dog yet? _____
2. Light travels 186,000 miles per second. _____
3. Pat folded the paper into the shape of a crane. _____
4. Luisa watched the hummingbird hover. _____
5. The ant picked up a crumb twice its size. _____
6. Many colorful fish live in the Great Barrier Reef. _____
7. Edgar hit the piano keys hard. _____
8. Natalie pushed the stroller over a bump. _____
9. Mark sent Rayna some photos of the new puppy. _____
10. Water dripped from the eaves of the house. _____

Practice B Writing Transitive Verbs*Read each pair of sentences. Then, circle A or B to show which sentence has a transitive verb (a verb with a direct object).***Example: A** The fire burned the contents of the wastebasket.**B** The fire was started by a carelessly tossed match.**Answer:** **A** The fire burned the contents of the wastebasket.

1. **A** That book always opens at page 102.
B That book opened my eyes to the joys of reading.
2. **A** Pablo felt angry at his sister.
B Pablo felt the seam of the football.
3. **A** Linda heard a mouse skittering across the floor.
B A skittering sound was heard in the attic.
4. **A** Emeril tasted the sauce.
B The sauce tasted perfect.
5. **A** The store owner put up with customers who didn't buy anything.
B The store owner put up a sign.

15 USING INTRANSITIVE VERBS

An action verb is intransitive if there is no receiver of the action named in the sentence.
 Even an action verb is intransitive if it does not have an object.

EXAMPLE: Pele **runs** fast. (*Fast* is an adverb, not an object.)

Storm clouds **rolled** across the sky. (*Across* is a preposition, not an object.)

Practice A Identifying Intransitive Verbs

Read each sentence. Then, underline each intransitive verb. If a sentence has no intransitive verb, write none.

Example: Bruce looked on as Kim installed the new software.

Answer: Bruce looked on as Kim installed the new software.

1. Researchers are learning about how ecosystems work. _____
2. The owl swooped down on a mouse. _____
3. The light shone dimly in the dark cave. _____
4. Thomas Jefferson was largely self-taught. _____
5. After a long dry spell, it finally rained. _____
6. Ned spoke very quietly but with determination. _____
7. I think that Ella looks like Mae. _____
8. Jan pruned the hedge fiercely, as if it had angered her. _____
9. The bushes flourished in their new location. _____
10. Shelly will be excellent in the play. _____

Practice B Labeling Transitive and Intransitive Verbs

Read each sentence. Then, write each verb and label it transitive or intransitive.

Example: The power went out last night.

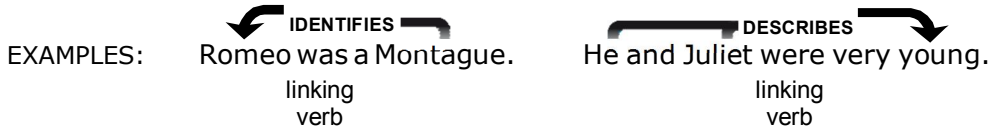
Answer: went — intransitive

1. We walked the dog this morning. _____
2. We walked all over our neighborhood. _____
3. Shawn threw a long pass. _____
4. Shawn threw to the receiver. _____
5. The mirror reflected Ilene's face. _____
6. Ilene reflected on the events of the day. _____
7. People say that cream rises to the top. _____
8. People say foolish things sometimes. _____
9. That looks exciting. _____
10. If looks could kill, he would be in danger. _____

16 RECOGNIZING FORMS OF BE

A linking verb is a verb that connects a subject with a word that describes or identifies it. The most common linking verb is *be*.

The verb *be* has many forms, depending on its tense, number, and person. Examples: *am, are, is, was, are being, were being, can be, could be, may be, might be, must be, should be, will be, would be, has been, had been, could have been, may have been, should have been, will have been, and would have been.*



Practice A Identifying Forms of *Be*

Read each sentence. Then, underline each verb that is a form of *be*.

Example: They should have been here by now.

Answer: They should have been here by now.

1. Aphra Behn was an English author in the 1600s.
2. Staying up all night might be a bad idea.
3. Candy was being stubborn about her hair style.
4. It will be dark by around seven o'clock tonight.
5. Frank has been captain of the football team for two years.
6. This could be the best year ever.
7. It must be pleasant to get so little homework.
8. Many people think Henry Clay should have been president.

Practice B Writing Forms of *Be* Verbs

Read each sentence. Then, write whether the word or words after the *be* verb identify or describe the subject.

Example: Ms. Mickinak is my boss.

Answer: identify

1. Rachel Carson was a biologist. _____
2. I have been confused about the assignment. _____
3. He will be a fantastic student. _____
4. They might have been afraid to disturb you. _____
5. Stacey will have been our neighbor for five years as of May 1. _____
6. White-tailed deer are plentiful on the East Coast. _____
7. Todd is being silly about this. _____
8. He could have been a contender. _____

17 USING OTHER LINKING VERBS

A linking verb connects a subject with a word that describes or identifies it.

Be is not the only linking verb. Other verbs that function the same way include *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. To test whether a verb is a linking verb, replace it with *is, am, or are*. If the sentence still makes sense, then the verb is a linking verb.

Esperanza **felt** relieved. Esperanza **is** relieved.

Practice A Identifying Other Linking Verbs

Read each sentence. Then, underline each linking verb.

Example: Paula thought the cake tasted dry.

Answer: Paula thought the cake tasted dry.

1. Mr. Patel seemed satisfied with Rick’s answer.
2. The surface of the moon looks lifeless and desolate.
3. Krista grew discouraged as she recovered from her injury.
4. I’m sure Marsha’s reasoning will become clear soon.
5. Egan’s music sounds dissonant, as if it is intentionally off-key.
6. Looking at great art makes me feel inspired.
7. If you remain silent, you will regret it.
8. Stay alert and stay alive, the safety experts tell drivers.
9. Anton’s room smells earthy, like a hibernating bear’s den.
10. In Edvard Munch’s painting *The Scream*, the sky appears bloody.

Practice B Writing Other Linking Verbs

Read each pair of terms below. Then, write a sentence that uses a linking verb to connect the two terms.

Example: Guillermo, open-minded

Answer: Guillermo stays open-minded about new experiences.

1. semolina, nutty _____
2. Andre, upbeat _____
3. Nan, surprised _____
4. maple shelf, smooth _____
5. homemade jelly, bad _____

18 ACTION VERB OR LINKING VERB?

An action verb tells what action someone or something is performing. A linking verb connects a subject with a word that describes or identifies it.

While forms of *be* are always linking verbs, most of the other linking verbs can be either linking or action, depending on how they are used in a sentence. These verbs include *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. To test whether a verb is a linking verb, replace it with *is, am, or are*. If the sentence still makes sense, then the verb is a linking verb and not an action verb.

Linking: Bert **sounded** tired. (*Sounded* links *Bert* and *tired*, which describes him.)
 Action: The guard **sounded** an alarm. (The guard performed an action.)

Practice A Identifying Action And Linking Verbs

Read each sentence. Then, write each verb and label it action or linking.

Example: Tasha grows and sells ginseng.

Answer: grows — action

1. The potpourri in the glass bowl smells spicy. _____
2. Miriam turned left onto Sylvan Avenue. _____
3. Anna always looks both ways before crossing the street. _____
4. Enrique remained determined to learn French. _____
5. The director grew annoyed when the actor flubbed his lines again. _____
6. Harry looked sleepy even after Al sprayed him with a squirt gun. _____
7. Brendan claimed that the light appeared at midnight. _____
8. Ed remained behind when Maria went to work. _____
9. When Bud smells cinnamon, it always reminds him of home. _____
10. The mood turned serious during David's story. _____

Practice B Writing Action and Linking Verbs

Read the verbs below. Write a sentence for each verb, using it as indicated. You may use any form of the verb (past tense, with helping verbs, and so on).

Example: look — linking

Answer: Berta looked excited about trying out for the team.

1. look — action _____
2. become — linking _____
3. feel — action _____
4. feel — linking _____
5. turn — action _____

19 RECOGNIZING HELPING VERBS

Helping verbs are added before a main verb to make a verb phrase.

Forms of <i>be</i>	am, is, has been, was being, will be, will have been, should be, had been, might have been
Other helping verbs	do, does, has, would, shall, can, could, may, must have, should have, might, will, have

The chart shows some of the many helping verbs that you can combine with different main verbs to show different tenses. Here’s an example using the main verb *read*:

am reading, **have been** reading, **will be** reading, **does** read, **has** read, **will** read,
will have read, **will have been** reading, **can** read, **should have** read

Practice A Identifying Helping Verbs

Read each sentence. Then, underline each helping verb and circle each main verb.

Example: I should have known this would happen.

Answer: I should have (known) this would (happen).

1. Scientists are working on sails to power starships.
2. GPS systems have made it almost impossible to get lost.
3. I must have made this mistake a thousand times.
4. I should have listened to Rachel’s warning.
5. A trash patch twice as big as Texas has been found floating in the Pacific Ocean.
6. Lindsey must participate in fewer extracurricular activities.
7. History buffs will be re-enacting the Battle of Gettysburg again next July.
8. The city council does feel strongly about the recycling program.
9. This may have been the last year for our after-school celebration.
10. Aaron might have been ready for the test if he had studied more.

Practice B Writing Helping Verbs

Read each verb phrase. Then, use it in an original sentence.

Example: has been

Answer: June said her job has been a learning experience.

1. did hope _____
2. will be waiting _____
3. have been perfecting _____
4. could try _____
5. are walking _____

20 ARTICLES

The is a definite article. It points to a specific person, place, thing, or idea. **A and **an** are indefinite articles. They point to any member of a group of similar people, places, things, or ideas.**

The school sent home **a** permission slip.

definite: a specific place	indefinite: any of numerous copies
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The articles *a*, *an*, and *the* are adjectives, and all indicate that a noun will soon follow. *A* is used before an indefinite noun that starts with a consonant sound; *an* is used before a vowel sound. When the vowels *o* and *u* sound like consonants (*one-time*, *university*), they should be preceded by *a*. When *h* sounds like a vowel (*hour*, *honest*), it should be preceded by *an*.

Practice A Identifying Definite and Indefinite Articles

Read each sentence. Then, write each article and label it definite or indefinite. Some sentences have more than one article.

Example: I saw a heron fishing in the river.

Answer: a — indefinite; the — definite

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|---|--|
| <ol style="list-style-type: none"> 1. The square root of 225 is 15. _____ 2. A relief map shows different elevations in different colors. _____ 3. The dinosaurs died out 65 million years ago. _____ 4. My friend is going to a doctor. _____ 5. The continent of Africa contains 47 countries. _____ | <ol style="list-style-type: none"> 6. The biggest country in Africa, by population, is Nigeria. _____ 7. Sirius is a bright star in the constellation Canis Major. _____ 8. The second full moon in one month is called a blue moon. _____ 9. The daddy longlegs, or harvestman, is not a spider. _____ 10. Lucy Stone was a leader of the woman suffrage movement. _____ |
|---|--|

Practice B Writing Articles

Read each sentence. Then, fill in the blank with the appropriate article.

Example: The new baby-sitter seems like _____ honest person.

Answer: an

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Esperanza had her first ride in _____ airplane. 2. It's _____ effort to study and play two sports. 3. It's _____ understandable mistake. 4. Harvard is _____ university in Massachusetts. 5. _____ unicorn is the center of many medieval tapestries. | <ol style="list-style-type: none"> 6. "This is _____ one-time offer," the sales rep claimed. 7. My mom always adds _____ onion to canned soup. 8. The trip was _____ opportunity to see another culture. 9. "It's _____ humble home, but it's all mine," Martha said. 10. President emeritus is _____ honorary post. |
|--|---|

21 USING PROPER ADJECTIVES

An adjective is a word that describes a noun or pronoun. A proper adjective is (1) a proper noun used as an adjective or (2) an adjective formed from a proper noun.

A proper noun used as an adjective does not change its form. It is merely placed in front of another noun. Examples are *May showers*, *Washington Monument*, and *Galveston Bay*. An adjective formed from a proper noun gets a different ending, like *-n*, *-ian*, *-ese*, or *-ish*. Examples are *Guatemalan*, *Canadian*, *Japanese*, and *Spanish*. Some proper adjectives are irregular, like *Swiss* (from Switzerland) and *Danish* (from Denmark). Both types of proper adjectives begin with a capital letter.

Practice A Identifying Proper Adjectives

Read each sentence. Then, underline each proper adjective.

Example: Lynn has Italian relatives who live in Rome.

Answer: Lynn has Italian relatives who live in Rome.

1. American slang has spread around the world.
2. Pablo likes to read ancient Persian poetry.
3. Angela wants to take a Balinese vacation someday.
4. Her family eats Irish stew every Thursday.
5. She designed many classic English gardens.
6. Swiss watches are famous for their accuracy.
7. The novel has an almost Dickensian plot.
8. Roger played a Clapton guitar riff he'd been practicing.
9. Most Monet paintings show a similar use of color.
10. He has that famous Bostonian sense of reserve.

Practice B Writing Proper Adjectives

Read each set of words. Then, rewrite the set to include a proper adjective before the underlined noun.

Example: a visitor from Egypt

Answer: an Egyptian visitor

- | | |
|--|---|
| 1. the <u>language</u> of Japan _____ | 6. the <u>flag</u> of Norway _____ |
| 2. an <u>epic</u> from ancient Russia _____ | 7. <u>coffee</u> in the style of Turkey _____ |
| 3. <u>music</u> by the Beatles _____ | 8. <u>prairies</u> in Oklahoma _____ |
| 4. <u>heat</u> in Florida _____ | 9. a <u>sonata</u> by Brahms _____ |
| 5. an <u>actor</u> who plays roles from Shakespeare
_____ | 10. a <u>sculpture</u> by Rodin _____ |

22 USING NOUNS AS ADJECTIVES

An adjective is a word that describes a noun or pronoun. A noun used as an adjective usually comes directly before another noun and answers the question *What kind?* or *Which one?*

There are different types of nouns. See the examples below.

Nouns	Used as Adjectives
Gold	gold necklace
Lunch	lunch date
Rock	rock concert

Practice A Identifying Nouns as Adjectives

Read each sentence. Then, underline each noun used as an adjective and write the noun that it modifies. There may be more than one noun used as an adjective in a sentence.

Example: Robin drove her truck down the dirt road.

Answer: Robin drove her truck down the dirt road. road

- | | |
|--|--|
| <p>1. The U2 concert was a sellout.
_____</p> <p>2. I like the grain of the oak floor. _____</p> <p>3. Olivia’s computer club meets once a month.
_____</p> <p>4. The radio program was canceled. _____</p> <p>5. For dessert we had Boston cream pie.
_____</p> | <p>6. The tile counter is cool to the touch. _____</p> <p>7. My dad gave my mom an eternity ring.
_____</p> <p>8. I forgot my water bottle. _____</p> <p>9. The silver vase was an anniversary present.
_____</p> <p>10. He has all the depth of a character from an action movie. _____</p> |
|--|--|

Practice B Writing Nouns as Adjectives

Read each sentence. Then, add a noun as adjective to complete the sentence.

Example: The _____ store is having a sale.

Answer: The jewelry store is having a sale.

- Margarite said she already had _____ plans.
- Mom got a _____ call from the office.
- We spent the weekend building a _____ patio.
- The _____ vase shattered when the baseball hit it.
- The Shearer family went to a _____ game at the new arena.
- Howard reminds me of a character from a _____ movie.
- Did the baseball player prefer an _____ bat or a wooden one?
- We recycle all of our _____ bags.
- Fred lets his pug run with its friends at the _____ park.
- Isadora always wears a blue _____ scarf.

23 USING COMPOUND ADJECTIVES

An adjective is a word that describes a noun or pronoun. A compound adjective is made up of more than one word.

Some compound adjectives are hyphenated: *baby-blue eyes, fast-food restaurant, fifty-mile drive, little-known fact, mini-vacation, ninety-nine years, part-time job, so-called experts.*

Others are combined words: *childlike expression, counterclockwise path, everyday activities, halftime show, overdone dish, pickup truck, saltwater taffy, timeworn face, weekend trip.*

Practice A Identifying Compound Adjectives

Read each sentence. Then, underline each compound adjective. Some sentences have more than one compound adjective.

Example: Roberta likes the predictability of everyday life.

Answer: Roberta likes the predictability of everyday life.

1. We have a two-year cable contract.
2. It's a little-known fact that most limes don't have seeds.
3. Bobbi gave her mother a wildflower bouquet.
4. The fish was a record-breaking 12 feet long.
5. Manny got a part-time job that involves dressing as a giant chicken.
6. Deb is a problem-solving specialist.
7. Hector is a bantamweight boxer.
8. Rob was twenty-third in line at the supermarket deli counter.
9. This so-called user-friendly cell phone seems unfriendly to me.
10. The snow-covered peak of Mount Davis is a scene I love to paint.

Practice B Writing Compound Adjectives

Read each sentence. Then, rewrite the sentence to include a compound adjective.



Example: The truck lost its brakes and ran away fast down the hill.

Answer: The runaway truck lost its brakes and sped down the hill.

1. Danielle's leg muscles, which she had overused, rebelled. _____
2. Raoul worked on his project for two weeks. _____
3. The landscape that is drenched with sun is beautiful. _____
4. The attic was filled with books that had been damaged by water. _____
5. People whose focal point is in front of their retina see close things better than distant ones. _____
6. The chair with excess stuffing is the most comfortable one we have. _____
7. Carter looked into Nicole's eyes, which were blue like the sky. _____

24 USING PRONOUNS AS ADJECTIVES

A pronoun becomes an adjective if it modifies a noun. The four demonstrative pronouns—*this*, *that*, *these*, and *those*—become **demonstrative adjectives** if they modify a noun or pronoun. Three of the interrogative pronouns—*which*, *what*, and *whose*—become **interrogative adjectives** if they modify a noun.

 <p>EXAMPLES: Those players are fierce.</p> <p style="margin-left: 40px;">demonstrative noun adjective</p>	 <p>EXAMPLES: Which play will you call?</p> <p style="margin-left: 40px;">interrogative noun adjective</p>
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Practice A Identifying Demonstrative and Interrogative Adjectives

Read each sentence. Then, write the pronoun as an adjective in each sentence and label it Dem for demonstrative or Int for interrogative.

Example: Are those guys serious?

Answer: those — Dem

1. This story is the one I'm researching. _____
2. At whose house is the party? _____
3. Which music should we listen to, rock or hip-hop? _____
4. What equipment will we need for winter camping? _____
5. All of these electronic beeps are driving me to distraction. _____
6. Here comes that little brother of mine. _____
7. Whose voice is that? _____
8. Which planet in our solar system is the coldest? _____
9. These tracks were made by a flock of turkeys. _____
10. That smog on the horizon comes all the way from Los Angeles. _____

Practice B Writing Demonstrative and Interrogative Adjectives

Read each sentence. Then, fill in the blank with an appropriate demonstrative or interrogative adjective.

Example: _____ administration started the New Deal?

Answer: Whose

1. In _____ constellation is the star Arcturus?
2. Did you see _____ gymnastics routine that Dominique did?
3. _____ hawks fly very high in the sky.
4. I don't remember _____ remark I intended to make.
5. _____ boots don't seem to be waterproof.

Name _____ Date _____

25 USING POSSESSIVE NOUNS AND PRONOUNS AS ADJECTIVES

An adjective is a word that describes a noun or pronoun. Possessive nouns and pronouns name who or what owns or has something. A noun or pronoun becomes an adjective when it modifies a noun.

The personal pronouns *my, your, her, his, its, our,* and *their* are often possessive adjectives. Possessive pronouns and possessive nouns function as adjectives when they come before nouns and answer the question *Which one?*



EXAMPLES: **Mother** brushed **her** hair.
 antecedent pronoun adjective

Possessive Pronoun: **My** mother’s beauty is endless.

Possessive Noun: Did she talk to **Ilsa’s** mom?

Practice A Identifying Possessive Nouns and Possessive Adjectives

Read each sentence. Then, underline each possessive noun and circle each pronoun used as an adjective. Some sentences have more than one possessive.

Example: Our family visited both Lincoln’s and Jefferson’s memorials.

Answer: Our family visited both Lincoln’s and Jefferson’s memorials.

1. Jane Goodall’s mission was to learn all about chimps.
2. Did you and your family get a good night’s sleep?
3. Mr. Ramirez’s workshop was her favorite.
4. Greg always brings his cell phone with him.
5. Because Mona’s blood type is rare, her goal is to donate her blood twice a year.
6. The Pearsons sent out invitations to their picnic; your name’s on the list.
7. My sister laughed when she saw the cat’s milky face.
8. Is my homework harder than his?
9. Einstein’s theory of relativity changed how we think of our world.
10. A person’s reach should exceed his or her grasp.

Practice B Writing Possessive Nouns and Possessive Adjectives

Read each group of words. Then, rewrite the words to include a possessive noun or pronoun.

Example: a CD belonging to Lars

Answer: Lars’ CD

- | | |
|---|---|
| 1. a belt belonging to me _____ | 6. the colors of the rainbow _____ |
| 2. a book for children _____ | 7. a hair ribbon belonging to Desiree _____ |
| 3. the yard of the Joneses _____ | 8. the feathers of a flock of birds _____ |
| 4. the tail of a tiger _____ | 9. the notebook of a reporter _____ |
| 5. a whiffle ball belonging to them _____ | 10. the thorns of a rose _____ |

Name _____ Date _____

26 USING DEMONSTRATIVE ADJECTIVES

The four demonstrative pronouns—*this*, *that*, *these*, and *those*—become demonstrative adjectives if they modify a noun or pronoun.

MODIFIES 	MODIFIES
EXAMPLES: That roller coaster was exciting. demonstrative noun adjective	This one is a bit scary. demonstrative pronoun adjective

Practice A Identifying Demonstrative Adjectives

Read each sentence. Then, write each demonstrative adjective and the noun or pronoun to which it refers. Some sentences have more than one demonstrative adjective.

Example: Listen to this song.

Answer: this — song

1. What are these muddy toys doing in the house? _____
2. This card that Bill sent is funny. _____
3. This smoke detector needs new batteries. _____
4. That airplane seems to be flying very fast. _____
5. Don't those actors seem distracted? _____
6. That boy is in big trouble. _____
7. Those jet contrails in the sky fade slowly. _____
8. My mom uses those grapevines to make these wreaths. _____

Practice B Writing Demonstrative Adjectives

Read each sentence. Then, fill in the blank with an appropriate demonstrative adjective.

Example: I've been watching _____ goldfinch over there.

Answer: that

1. The light from _____ stars traveled millions of miles.
2. _____ trees grow throughout our region.
3. _____ trees grow only on the West Coast.
4. _____ shirt is the nicest one I own.
5. Can you hear _____ wolves howling in the distance?
6. Are _____ pipes working?
7. Look at _____ car in the next lane.
8. Look closely at the high quality of _____ tools.

Name _____ Date _____

27 USING INTERROGATIVE ADJECTIVES

Three of the interrogative pronouns—*which*, *what*, and *whose*—become interrogative adjectives if they modify a noun. These adjectives are used to ask direct or indirect questions.

<p>MODIFIES ↘</p> <p>EXAMPLES: What movie did you watch?</p> <p style="margin-left: 20px;">interrogative noun adjective</p>	<p>MODIFIES ↘</p> <p>I wonder which one is best.</p> <p style="margin-left: 20px;">interrogative pronoun adjective</p>
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Practice A Identifying Interrogative Adjectives

Read each sentence. Then, write each interrogative adjective and the noun to which it refers.

Example: Which trees have serrated leaves?

Answer: Which — trees

1. Whose large painting is called *Mountains and Sea*? _____
2. I asked Zsuzsu which doll she wanted. _____
3. What time should we leave? _____
4. Do you know whose keys those are? _____
5. I wonder what marine life survives near thermal vents in the ocean. _____
6. From what animal does silk come? _____
7. Which brother plays first base? _____

Practice B Writing Interrogative Adjectives

Read each sentence. Then, fill in the blank with an appropriate interrogative. Remember that *which* is used when there are a limited number of options; *what* is indefinite.

Example: _____ plants grow best in acidic soil?

Answer: Which

1. _____ year was the Magna Carta signed?
2. _____ English king signed the Magna Carta?
3. _____ invention was radio?
4. _____ candidate won the presidential elections of 1810?
5. _____ waterway were Lewis and Clark looking for in their expedition of 1804?
6. _____ rights does the Bill of Rights guarantee?
7. _____ states are part of the Delmarva Peninsula?
8. I wonder _____ *UPC* stands for on bar codes.

Name _____ Date _____

28 USING INDEFINITE ADJECTIVES

Many indefinite pronouns become adjectives if they modify a noun. Among them are *another, both, either, few, many, each, most, several, some, much, neither, and all*.

MODIFIES 	MODIFIES
EXAMPLES: Both girls jump rope. indefinite noun adjective	Many kids like to read. indefinite noun adjective

Practice A Identifying Indefinite Adjectives

Read each sentence. Then, write each indefinite adjective and the noun to which it refers. Sentences may have more than one indefinite adjective.

Example: Some people say these are the best years of our lives.

Answer: Some — people

1. Most nights I have dinner with my family. _____
2. Much gossip has been wasted on the topic of our study habits. _____
3. Every day I can play basketball is a good day. _____
4. Paul likes both baseball and soccer. _____
5. Unfortunately, another mother told mine about the field trip. _____
6. Each student should prepare a multimedia report. _____
7. All students should exit the building quickly but calmly. _____
8. Few cats like water, except to drink. _____

Practice B Writing Indefinite Adjectives

Read each sentence. Then, fill in the blank with an appropriate indefinite adjective.

Example: _____ class will elect its own president.

Answer: Each

1. _____ the music I like fits on my little MP3 player.
2. _____ magazine has kept up with the times very well.
3. _____ person's fingerprints are unique.
4. "_____ love to all," Grandpa wrote.
5. It took _____ days to get rid of the smoky smell.
6. Kids who want to watch videos online have _____ options.
7. _____ Web sites have frustrating designs.
8. _____ cosmos flowers are still blooming.

Name _____ Date _____

29 USING ADVERBS THAT MODIFY VERBS

An adverb modifies a verb, an adjective, or another adverb. An adverb that modifies a verb answers one of these questions: *Where? When? In what way? To what extent?*

Where?	When?	In what way?	To what extent?
verb: go adverb: upstairs	verb: will arrive adverb: later	verb: spoke adverb: softly	adverb: really verb: thought
verb: walk adverb: away	verb: smiles adverb: often	verb: leaped adverb: gracefully	adverb: hardly verb: began

Negative adverbs, such as *not*, *never*, and *nowhere*, also modify verbs.

EXAMPLES: He did **not** answer. I will **never** believe that. This conversation's going **nowhere**.
 verb adverb verb adverb verb verb adverb

Practice A Identifying How Adverbs Modify Verbs

Read each sentence. Then, write the adverb in the sentence and list what question it answers. (*Where? When? In what way? To what extent?*) Some sentences have more than one adverb.

Example: Giselle was _____ happy when she got the lead.

Answer: really – To what extent?

- We went to the art museum yesterday. _____
- Stan walked slowly toward the classroom. _____
- The big day is here at last. _____
- I completely agree with the op-ed piece I read. _____
- The television fell off the wall and landed loudly on the floor. _____
- Guillermo is waiting for me outside. _____
- The branches of the majestic elm tree reach upward to the sky. _____
- The dancer twirled gracefully across the room. _____

Practice B Writing Adverbs That Modify Verbs

Read each sentence. Then, fill in each blank with an appropriate adverb.

Example: I'm _____ finished making this diorama.

Answer: almost

- | | |
|--|--|
| 1. The company said the package will arrive _____. | 4. My cat is always _____ when I'm home. |
| 2. Did you _____ hear what Mr. Mooney said? | 5. My parents are going _____ for the weekend. |
| 3. Jan planned to get up at six, but she awoke much _____. | 6. Marc _____ showed up for our class picture. |
| | 7. Steven shoots _____ and rebounds _____. |

Name _____ Date _____

31 ADVERBS MODIFYING OTHER ADVERBS

When adverbs modify other adverbs (words that modify verbs, adjectives, or adverbs), they answer one question: *To what extent?*

EXAMPLES: Ants are **quite often** tiny. He moved **very slowly**.

adverb adverb adjective verb adverb adverb

Practice A Identifying Adverbs That Modify Adverbs

Read each sentence. Then, underline each adverb that modifies another adverb. Do not underline adverbs that modify verbs or adjectives. Some sentences have more than one adverb modifying an adverb.

Example: It hardly ever snows here.

Answer: It hardly ever snows here.

1. Tom painted the fence fairly carefully.
2. Jo hardly ever goes camping.
3. It is more distressingly dark in this cave than I could have imagined.
4. Laney seems almost perpetually depressed during the winter.
5. The characters spent the movie seeking a mysteriously missing clue.
6. A tiny bacterium can do quite amazingly big damage.
7. Why are you vacuuming so very enthusiastically?
8. I always do my chores extremely quickly on Fridays.
9. Zane quite often competes with his similarly unusually brilliant sister, Zelda.
10. Laurette always tries to do far too many activities in far too little time.

Practice B Writing Adverbs That Modify Adverbs

Read each sentence. Then, fill in the blank to add an adverb that modifies another adverb. Choose your adverb from the list below.

Example: Tom works _____ too hard.

Answer: almost

really almost hardly
quite rather more

1. The author portrays her characters _____ thoughtfully.
2. Bert is _____ enthusiastically caught up in this project than I've ever seen him.
3. I would _____ not be surprised if Anna showed up.
4. Tim _____ convincingly argued for a bigger allowance.
5. Becky _____ ever turns in an assignment late.

Name _____ Date _____

32 FINDING ADVERBS IN SENTENCES

An adverb modifies a verb, an adjective, or another adverb.

Adverbs can appear in different places in sentences.

EXAMPLES: **Gently**, Gwen released the healed bird. Gwen released the healed bird **gently**.
adverb verb verb adverb

Gwen **gently** released the healed bird. Gwen cooed **gently** at the healed bird.
adverb verb verb adverb

Gwen had been **gently** cooing at the healed bird. Gwen was **usually** gentle.
adverb verb adverb adjective

Her sister was **not very** gentle.
adverb adverb

The bird was injured; **therefore**, Gwen was gentle with it.
adverb

Practice A Locating Adverbs

Read each sentence. Then, write each adverb and the word or words it modifies.

Example: That poem is absolutely ideal for the school magazine. **Answer:** absolutely — ideal

1. The ice on the winding road glinted menacingly. _____
2. Plastics, unfortunately, take almost forever to degrade completely. _____
3. Kim quickly and successfully guided her horse over the jump. _____
4. Felipe must have thoroughly enjoyed his birthday party. _____
5. Amazingly, spiders spin water and carbohydrates into fibers as strong as steel. _____
6. Good writing is as perfectly clear as a window. _____
7. “I will feel lonely often but not always,” Rafe thought. _____
8. Galena barely won the race; however, she won the pole vault handily. _____

Practice B Writing Adverbs in Different Locations

Read each sentence. Then, rewrite the sentence to add an adverb where indicated.

Example: Adrienne lost her diary. (end of sentence) **Answer:** Adrienne lost her diary yesterday.

1. I have begun to learn karate. (between parts of a verb phrase)

2. Clark tiptoed up the stairs. (before a verb)

3. The surf crashed against the coast. (after a verb)

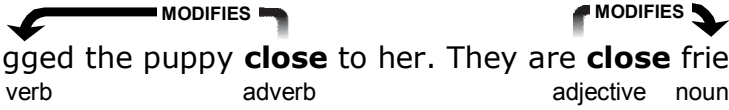
4. Nita promised to use her powers. (end of sentence)

Name _____ Date _____

33 ADVERB OR ADJECTIVE?

If a noun or pronoun is modified by a word, that modifying word is an adjective. If a verb, adjective, or adverb is modified by a word, that modifying word is an adverb.

Some words can function as either adjectives or adverbs, depending on their use in a sentence. An adjective answers the question *What kind? Which one? How many? or How much?* An adverb answers the question *Where? When? In what way? or To what extent?*



EXAMPLES: She hugged the puppy close to her. They are close friends.
 verb adverb adjective noun

Not all words that end in *-ly* are adverbs. Words like *lonely* and *friendly* are adjectives. For example, "Ike is a **friendly** puppy."

Practice A Identifying Adverbs and Adjectives

Read each sentence. Then, write each adjective and adverb. Write *adj* next to the adjectives and *adv* next to the adverbs.

Example: Very early in the day, Tom got a call asking if he could work the early shin.

Answer: very — adv; early — adv; early — adj

- | | |
|--|---|
| <p>1. Unfortunately, Ben just called to say he'll be here a bit later. _____</p> | <p>4. That was a hard hit Bruce took in the truly exciting third quarter. _____</p> |
| <p>2. The young couple took a later flight and arrived in Chicago tired and rumped. _____</p> | <p>5. My little sister did not feel too well yesterday, but she's much better now. _____</p> |
| <p>3. Niles says there's still an outside chance that our team will win the dance contest. _____</p> | <p>6. The one thing Manny does exceptionally well is carve small animals from wood. _____</p> |

Practice B Writing Adverbs and Adjectives

Read each sentence. Then, rewrite it, adding at least one adjective and one adverb.

Example: Tony thought the test was hard. **Answer:** Tony thought the math test was extremely hard.

1. Tom arrived later. _____
2. Emma scheduled a later doctor's appointment. _____
3. Letty spends time outside. _____
4. The outside pitch lost them the game. _____
5. Nikki turned right at the mall. _____
6. It's the right thing to do. _____
7. The duck flew close to Adrian's face. _____
8. My cousin and I are close friends. _____
9. The early bird gets the worm. _____

Name _____ Date _____

34 PREPOSITIONS USED IN SENTENCES

A preposition relates the noun or pronoun following it to another word in the sentence. Prepositions always introduce prepositional phrases in a sentence. Prepositional phrases include a preposition and noun and provide different types of information. See the examples below.

Location	in the dresser drawer
Time	during January
Direction	over the fence
Provide details	from the beginning

Practice A Identifying Prepositions

Read each sentence. Underline any prepositions.

Example: We went to dinner at six o'clock.

Answer: We went to dinner at six o'clock.

1. The children played on the swings in the park.
2. Ellen drove home after the game.
3. In Florence, we walked through a museum filled with amazing art.
4. The balloon rose into the air and then floated toward the hills.
5. For breakfast, Mimi made eggs with toast.
6. After work, Dad went to the grocery store.
7. We shopped at the mall near the north end of town.
8. In some cities, it is difficult to travel without a car.
9. They built their cottage beside a stream and under a giant tree.
10. During lunch, I sat across from Sally.

Practice B Labeling Prepositions

Read each sentence. Then, on the line provided, identify whether each underlined prepositional phrase describes location, time, direction, or details.

Example: Chelsea walked along the beach.

Answer: direction

1. The dog waited patiently under the table. _____
2. We climbed across the narrow ledge. _____
3. After 15 minutes, the eggs were cooked. _____
4. Since July, two new members have joined the chess club. _____
5. The deer jumped over the fence with ease. _____
6. I read a book by my favorite author. _____
7. We made cookies at Lily's apartment. _____
8. She wore a red dress with beads. _____
9. In the summer, the temperatures are unpleasant. _____
10. The back of the car was covered with bumper stickers. _____

Name _____ Date _____

35 PREPOSITION OR ADVERB?

A preposition in a sentence always introduces a prepositional phrase.

Some words can be either a preposition or an adverb.

- A preposition is always part of a prepositional phrase. Prepositional phrases show location, time, or direction, or give details. Prepositional phrases must begin with a preposition and end with a noun or pronoun that is called the object of the preposition.

EXAMPLE: Lan wondered what was behind the door.
preposition object

- An adverb modifies a verb, adjective, or another adverb. If a word has no object, it is probably an adverb.

EXAMPLE: Lisa tried to run fast, but she still fell behind.
adverb

Practice A Identifying Prepositional Phrases and Objects

Read each sentence. Then, underline the prepositional phrase and circle the object.

Example: The field is covered with snow.

Answer: The field is covered with snow.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. I sat on the hard chair. 2. She read a fable about a crafty fox. 3. Mark jumped down the steps. 4. After practice he was really tired. 5. The class made a Web page about recycling. 6. The cook dropped the dumplings into the boiling water. | <ol style="list-style-type: none"> 7. They prepare vegetarian food at the new restaurant. 8. Valeria practiced for the important competition. 9. During the holiday, we went to see fireworks. 10. People were chatting throughout the movie. |
|--|---|

Practice B Distinguishing Prepositions and Adverbs

Read each sentence. Then, on the line provided, label each underlined word preposition or adverb.

Example: Jerry ran up the stairs

Answer: preposition

1. There was a big commotion outside. _____
2. Migrating geese fly over our house each winter. _____
3. I never read that book before. _____
4. The deer have been around the farm lately. _____
5. Scorpions live underneath rocks. _____
6. The truck drove past quickly. _____
7. The castle is near a river. _____
8. I had to fold the clothes over again. _____

Name _____ Date _____

36 COORDINATING CONJUNCTIONS

Coordinating conjunctions connect words of the same kind, such as two or more nouns or verbs. They can also connect larger groups of words, such as prepositional phrases or even complete sentences.

The following words are coordinating conjunctions:

and	but	for	nor	or	so	yet
-----	-----	-----	-----	----	----	-----

Coordinating conjunctions can connect different words or phrases. Look at these examples:

Nouns	<u>Denise</u> and <u>Stan</u> wrote about the solar system.
Verbs	We <u>tried</u> but <u>failed</u> to get the cat to come out.
Prepositional phrases	Did you put the keys <u>in the drawer</u> or <u>on the counter</u> ?
Sentences	<u>We slept late</u> , so <u>we didn't go to the game</u> .

Practice A Identifying Coordinating Conjunctions

Read each sentence. Then, underline each coordinating conjunction.

Example: We bought socks and shoes

Answer: We bought socks and shoes.

- | | |
|--|--|
| 1. You can watch that show on TV or on the Internet. | 6. We read another book by that author, so we knew the story would be sad. |
| 2. She ran her best race, yet she still finished in third place. | 7. Mr. Wagner writes poetry and reads it at his poetry group. |
| 3. It wasn't the band's best concert, nor was it their worst. | 8. Evan wanted to rent a bike, but the shop was closed. |
| 4. Would you rather watch a movie or play a video game? | 9. Gina packed her lunch but left it on the kitchen counter. |
| 5. Blue and orange are the school's colors. | 10. The swimming team and diving team practice at the community pool. |

Practice B Supplying Coordinating Conjunctions

Read each sentence. Then, fill in the blank by using a coordinating conjunction that makes sense.

Example: Do you prefer summer weather _____ winter weather?

Answer: or

- It wasn't Amy's best writing, _____ was it her worst.
- Fluffy ran out the door _____ climbed up the tree.
- I couldn't reach my cousin by phone, _____ I sent him an e-mail.
- We could visit the beach _____ the mountains.
- I wanted skates, _____ I got a skateboard instead.

Name _____ Date _____

37 CORRELATIVE CONJUNCTIONS

Correlative conjunctions are *pairs* of words that connect similar kinds of words or groups of words.

The following pairs of words are correlative conjunctions:

both/and	either/or	neither/nor	not only/but also	whether/or
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Look at these examples:

Nouns	Either <u>Brazil</u> or <u>Argentina</u> would be fun to visit.
Verbs	We <u>neither</u> <u>laughed</u> <u>nor</u> <u>cried</u> during the movie.
Prepositional phrases	Please look <u>both</u> <u>in your purse</u> <u>and</u> <u>under the seat</u> for the keys.
Clauses	<u>Not only</u> <u>did I do my math homework</u> , <u>but also</u> <u>I wrote my essay</u> .

Practice A Identifying Correlative Conjunctions

Read each sentence. Then, underline the correlative conjunctions.

Example: We bought not only a computer but also a printer.

Answer: We bought not only a computer but also a printer.

- Whether you play chess or practice an instrument, you give your brain a workout.
- Not only did he intercept the pass, but he also scored a touchdown.
- Both Mom and Dad work for the city.
- To avoid traffic, we need to leave either before 7 A.M. or after 9 A.M.
- Neither Helen nor Rosa knows how to ski.
- Joseph decided to both jog and go to the gym to get in shape.
- Whether inside the house or out in the yard, the dog barks all day long.
- I neither wanted nor needed to buy new clothes.
- The actors in that movie had to both sing and dance.
- Not only did I go to the park, but also I went to the riverwalk.

Practice B Supplying Correlative Conjunctions

Read each sentence. Then, fill in the blank with the correct correlative conjunction.

Example: She likes chicken nor beef.

Answer: neither.

- Both summer _____ winter have extreme temperatures.
- _____ my mom nor my dad noticed my new haircut at first.
- Her stomach growled loudly not only in the morning _____ after school.
- _____ wear a raincoat or take an umbrella today.
- We need to decide whether to eat out _____ cook at home for Thanksgiving.

Name _____ Date _____

39 CONJUNCTIVE ADVERBS

Conjunctive adverbs are used as conjunctions to connect complete ideas. They are often used as transitions, connecting different ideas by showing comparisons, contrasts, or results.

Look at these examples of the different functions of conjunctive adverbs:

Function	Examples
To show a comparison	Roasted vegetables taste good; <u>moreover</u> , they're healthful.
To show a contrast	I walked to school today; <u>however</u> , tomorrow I'll take the bus.
To show results	The roads were slippery; <u>therefore</u> , Mrs. Wagner drove slowly.

Practice A Identifying and Labeling Conjunctive Adverbs

Read each sentence. Then, write the conjunctive adverb and its function (to show a comparison, a contrast, or a result).

Example: Mice are cute; however, I wouldn't want one in my house! **Answer:** however — contrast

- I wanted to go swimming; instead we went fishing. _____
- Raking the leaves seemed to take all day; finally, we were finished. _____
- Helen cooks good meals; moreover, she makes excellent snacks. _____
- It's fun to write poems; however, I prefer to write stories. _____
- The puppy grew quickly; therefore, it needed a larger collar. _____
- Many students had the flu; thus, we washed our hands more often. _____
- The region experienced a drought; consequently, the crops dried up. _____
- We have to leave before 4 P.M.; otherwise, the traffic will be terrible. _____

Practice B Using Conjunctive Adverbs as Transitions

Read each pair of sentences. Then, rewrite the sentences, using a conjunctive adverb as a transition.

Example: Rita missed the school bus. Her mother had to drive her to school.

Answer: Rita missed the school bus; consequently, her mother had to drive her to school.

- He is afraid of flying. He drove from Houston to New York.

- Steve had blisters on his feet. He finished the marathon.

- I don't like the features of that cell phone. It's expensive.

- The club sold everything at the bake sale. The club made a lot of money.

- She is a loyal friend. She is a great listener.

Name _____ Date _____

40 INTERJECTIONS

An interjection expresses feeling or emotion and functions independently from the rest of a sentence.

Most interjections are single words or simple phrases. Interjections can show emotions such as surprise, anger, pain, joy, and frustration. The table shows some common interjections.

ah	darn	hey	Oops	well
aha	fine	huh	Ouch	wow
boy	great	oh / oh no	Ugh	yeah

Show that you can use and understand interjections by completing the following exercises.

Practice A Identifying Interjections

Read each sentence. Then, underline the interjection.

Example: Yeah! Our team just won the match!

Answer: Yeah! Our team just won the match!

- Ow! The ball just hit me in the arm.
- Shhh! Please keep your voice down.
- If you want to eat junk food, fine. But don't complain if your stomach hurts.
- Oh, no! I forgot to bring my running shoes.
- Whoa! You're driving too fast.
- Ugh! It smells like a skunk outside.
- Wow! I can't believe how good the stage looks.
- Fantastic! I'm thrilled you got tickets for the concert.
- Well, should I see the action movie or the comedy?
- Whew, I'm glad I don't have any cavities.

Practice B Supplying Interjections

Read each sentence. Then, write an interjection that makes sense with the feeling expressed in the sentence.

Example: _____, I love this dessert!

Answer: Mmmm

- _____! I lost a contact lens.
- _____? How can we be having another quiz this week?
- _____! I banged my toe on the coffee table.
- _____? I didn't know we were going to practice today.
- _____! I'm so glad you made the team!
- _____, did you want some of the leftovers to eat, too?
- _____! I'm glad I made it home in time to see our favorite reality show.
- _____! That sprinter just set a new world record.

Name _____ Date _____

41 THE TWO BASIC PARTS OF A SENTENCE

The subject of a sentence is the word or group of words that names the person, place, thing, or idea that performs the action or is described. It answers the question *Who?* or *What?* before the verb.

The verb in a sentence tells what the subject does, what is done to the subject, or what the condition of the subject is.

The subject of a sentence is the person, place, thing, or idea that the sentence is about. The verb in a sentence describes an action by the subject or the condition of a subject. In these examples, the subjects are underlined and the verbs are circled:

Annie (opened) the car door.

The bike (has) two flat tires.

Lauren's sister (is) in second grade.

Practice A Identifying Parts of a Sentence

Read each sentence. Then, write whether the underlined word or words are the subject or verb.

Example: The track was too muddy for walking.

Answer: subject

- Before school, I went to the library. _____
- She thought her assignment was late. _____
- It has been cold for three weeks. _____
- Abraham will take his brother to the museum. _____
- The chair was extremely uncomfortable. _____

Practice B Identifying Subjects and Verbs

Read each sentence. Then, on the line provided, write the subject and verb of each sentence.

Example: Alice wore her shoes to bed.

Answer: Alice, wore

- The playful kittens are fun to watch. _____
- My neighbor's dog barks at night. _____
- Our grocery store sells firewood. _____
- Before dinner, we will set the table. _____
- On the highway, cars pass trucks a lot. _____
- People stood in line for hours. _____
- The library got the book I wanted. _____
- Lalo seems taller than last year. _____
- The restaurant closes at ten. _____
- The desk in my bedroom wobbles. _____

Name _____ Date _____

42 USING SUBJECTS AND VERBS TO EXPRESS COMPLETE THOUGHTS

A sentence is a group of words with a subject and a verb that expresses a complete thought and can stand by itself and still make sense.

Sentences express complete ideas. They must contain a subject and a verb.

Incomplete Thought: My sister's cat.

Incomplete Thought: Fell out of a tree in our backyard.

Complete Thought: My sister's cat fell out of a tree in our backyard.

Practice A Recognizing Complete Thoughts

Read each group of words. Write whether the words express a complete or an incomplete thought.

Example: Before her next class.

Answer: incomplete

1. Shopping for groceries at the market. _____
2. Missed class six times this week. _____
3. My friend wasn't at rehearsal. _____
4. He knew a lot about the solar system. _____
5. Took a long time at the hair salon. _____
6. We made three dozen tamales. _____
7. They had never seen a better performance. _____
8. My mom's fruit trees. _____
9. At the same time as the meeting. _____
10. The band competition was a lot of fun this year. _____

Practice B Expressing Complete Thoughts

Read each incomplete thought below. Then, on the line provided, rewrite the group of words to form a complete sentence.

Example: Had enough time for the assignment.

Answer: Rachel had enough time for the assignment.

1. Has an amazing stamp collection. _____
2. Her brother's running shoes. _____
3. Close to downtown. _____
4. Has a digital camera. _____
5. To get a ride home. _____

Name _____ Date _____

43 COMPLETE SUBJECTS AND PREDICATES

The complete subject of a sentence consists of the subject and any words related to it.

The complete predicate of a sentence consists of the verb and any words related to it.

Read the descriptions of the parts of this sentence:

The city council voted to pass the resolution.

Simple subject	the noun or pronoun the sentence is about	council
Complete subject	the simple subject and related words	The city council
Simple predicate	the verb or verb phrase	voted
Complete predicate	the verb and all words related to it	voted to pass the resolution

Practice A Identifying Simple and Complete Subjects

Read each sentence. Then, underline the complete subject. Double-underline the simple subject.

Example: Our old car did not have a CD player.

Answer: Our old car did not have a CD player.

- My friend Tiffany plays tennis on Saturdays.
- Our next-door neighbor has a large dog.
- The latest bus schedule contains an error.
- The mayor's office is next to a restaurant.
- The tuna sandwiches sat in the sun too long.
- My basketball shoes got left at school.
- The fourth house on our block is empty.
- Our head librarian helps students with research.
- That last project took too much time.
- The horse with the white face got sunburned.

Practice B Identifying Simple and Complete Predicates

Read each sentence. Then, underline the complete predicate. Double-underline the simple predicate. The simple predicate may be a verb or a verb phrase.

Example: Farley knew the answer before anyone else.

Answer: Farley knew the answer before anyone else.

- My aunt has two grown children.
- All of the cross-country runners participated in the meet.
- Tara has kept a diary since fifth grade.
- My dad's office chair scratches our floor.
- He wasn't hungry for the snacks.
- The first assignment is the hardest one.
- They raise goats on their land.
- You can see the capitol from here.
- My friend helps me with my English homework.
- Our school cafeteria will serve pizza this Friday.

Name _____ Date _____

44 RECOGNIZING COMPOUND SUBJECTS

A compound subject is two or more subjects that have the same verb and are joined by a conjunction such as *and* or *or*.

A sentence with a compound subject will have two or more nouns or pronouns that are the subjects of the sentence. These sentences have **compound subjects**:

Mary and Kate share a bedroom. A dog, a coyote, or a fox raided our henhouse.

If a sentence has a subject that contains only one noun, it does NOT have a compound subject, even if the noun is plural. These sentences have **simple subjects**:

Horses ran across the fields. Grapes are my least favorite fruit.

Practice A Identifying Simple and Compound Subjects

Read each sentence. Then, underline the simple or compound subject. On the line provided, write whether each subject is simple or compound.

Example: Flowers and trees grow on our property.

Answer: Flowers and trees grow on our property. compound

1. My parents cook pasta or rice for dinner almost every night. _____
2. James and Sylvia don't work well together. _____
3. You or I must take the completed project to school. _____
4. Peacocks are strikingly beautiful birds. _____
5. Newspapers, magazines, and books fill the bookstore shelves. _____

Practice B Recognizing Compound Subjects

Read each sentence. Then, underline the compound subject.

Example: Tuesday and Thursday are our team's practice days.

Answer: Tuesday and Thursday are our team's practice days.

- | | |
|--|--|
| 1. Plates, cups, and bowls go in the china cabinet. | 6. The players and coaches will ride the bus together. |
| 2. My sister and I fight over the best chair in the family room. | 7. Farah and I ordered our tickets online. |
| 3. Cheese or peanut butter would be fine with me. | 8. The actors and singers don't have much free time. |
| 4. Students, teachers, and staff all worked on this project. | 9. Her coat and hat hang on that hook. |
| 5. Corn and peas are my favorite vegetables. | 10. Stamina and patience are my mom's best qualities. |

Name _____ Date _____

45 RECOGNIZING COMPOUND VERBS

A compound verb is two or more verbs that have the same subject and are joined by a conjunction such as *and* or *or*.

A sentence with a compound verb will have two or more verbs. The following sentences have **compound verbs**:

Sandra washed, dried, and stacked the dishes.

People can walk, run, or bike on the greenbelt path.

If a sentence has only one verb or verb phrase, it has a simple verb. The following sentences have **simple verbs**:

Pheasants have been nesting in our woods.

Cyndi and Theron visited their aunt at the nursing home.

Practice A Identifying Simple and Compound Verbs

Read each sentence. Then, underline the simple or compound verb. On the line provided, write whether each verb is simple or compound.

Example: Phelan walked and fed his horse. **Answer:** Phelan walked and fed his horse. compound

1. Frieda got more notebook paper for her homework. _____
2. Pacey and Margot have written and edited their essays. _____
3. Jennifer swept, mopped, and dusted the house. _____
4. Katherine prefers to play badminton with her cousins. _____
5. Fran's car skidded and rolled to a stop. _____

Practice B Recognizing Compound Verbs

Read each sentence. Then, write the compound verb on the line.

Example: Elwood created and wore his own costume. **Answer:** created and wore

1. Terri hasn't cleaned or vacuumed the car in months. _____
2. We imagined a cartoon character and drew it. _____
3. Mike and Lee pitched and caught during the entire game. _____
4. Hilario bowed and smiled at the end of the play. _____
5. Dad buys groceries and pays bills every Friday. _____
6. Leslyn and Nikki wrote to Grandma and asked for the recipe. _____
7. Sharla rode the horse and brushed its coat. _____
8. Keith listened closely but didn't hear a thing. _____
9. I have cut, pasted, and copied this document three times now. _____
10. Hector ordered a new menu item but was unhappy with it. _____

Name _____ Date _____

46 THE SUBJECT OF A COMMAND OR REQUEST

The subject of a command or request is understood to be the pronoun *you*.

A sentence that commands or requests someone to do something usually does not have a stated subject. In these sentences, the subject is the word *you* even if a person's name is included. Look at these examples:

Command or Request	How the Subject Is Understood
Please pick up your socks.	<u>You</u> please pick up your socks.
Hand me that hammer.	<u>You</u> hand me that hammer.
Shirley, stop yelling at me.	Shirley, <u>you</u> stop yelling at me.

Practice A Identifying Subjects in Commands and Requests

Read each sentence. Then, write the subject on the line provided.

Example: Please stop bothering your brother.

Answer: you

- Allan, please clean up this mess. _____
- Stand clear of the closing doors. _____
- Please stop tapping your foot. _____
- Slow down! _____
- Carlos, remember to finish your work at home. _____

Practice B Rewriting Commands and Requests

Read the following command and request sentences. Then, rewrite the sentences so that they include the subject *you*.

Example: Help me carry these bags to the kitchen.

Answer: You help me carry these bags to the kitchen.

- Turn off that alarm clock! _____
- Hallie, let me know what you decide. _____
- Turn the page now. _____
- Trust me! _____
- Give me your hand. _____
- Kelly, tell her you have the assignment. _____
- Put your boots on. _____
- Ring the doorbell only once. _____
- Come have lunch with me on Friday. _____
- Stop rolling your eyes like that! _____

47 FINDING SUBJECTS IN QUESTIONS

In questions, the subject often follows the verb.

Many questions begin with a verb, a helping verb, or a question word such as *what*, *when*, *where*, *why*, and *how*. To find the subject of a question, you can try rewording it as a statement. Look at these examples:

Question	Worded as a Statement
When are you visiting?	<u>You</u> are visiting when.
Have you told your teacher?	<u>You</u> have told your teacher.
Where did you put the dictionary?	<u>You</u> did put the dictionary where.

Practice A Changing Questions Into Statements and Identifying the Subject

Read the following questions. Then, rewrite the questions as statements. Underline the subject in each rewritten sentence.

Example: Have you been to the beach?

Answer: You have been to the beach.

1. Can dogs see colors?

2. What was your baby sister's first word?

3. Does Clara have brown eyes or green eyes?

4. Were your parents going to drop you off?

5. Why did you hang your clothes there?

Practice B Identifying Subjects

Read the following sentences. Then, underline the subject of each question.

Example: May I have another apple?

Answer: May I have another apple?

1. Does Felicia need more time?

6. Does Cami belong to the chess club?

2. Where is the DVD?

7. Are the napkins on the table?

3. Is the moon out tonight?

8. What is your least favorite band?

4. Why can't you speak more softly?

9. Have we finished all the spaghetti?

5. Is Dad still at the office?

10. Were you wrong about the show time?

48 FINDING THE SUBJECT IN SENTENCES BEGINNING WITH *THERE* OR *HERE*

***There* or *here* is never the subject of a sentence.**

If a sentence begins with *there* or *here*, the sentence's word order is probably inverted, with the verb coming first and the subject appearing later. To find the subject, rephrase the sentence to make the subject come first. Look at these examples:

Sentences With <i>There</i> or <i>Here</i>	Reworded With the Subject First
There is a strange cat in our yard.	A strange <u>cat</u> is in our yard.
Here is the Spanish classroom.	The Spanish <u>classroom</u> is here.

Practice A Rearranging Sentences With *There* or *Here* and Identifying the Subject

Read the sentences with *there* or *here*. Then, rewrite the sentences so that the subject comes first.

Underline the subject in each rewritten sentence.

Example: There are three sweaters on your chair.

Answer: Three sweaters are on your chair.

1. There is more printer paper in the cabinet.

2. Here is all my change.

3. There is nothing under the doormat.

4. Here is my latest creation.

5. There goes our last chance at winning.

Practice B Identifying Subjects

Read the following sentences. Then, underline the subject of each sentence.

Example: There are more trees on this side of the yard.

Answer: There are more trees on this side of the yard.

1. There goes my mother's car.

6. There is the answer to your question.

2. Here come two people up the sidewalk.

7. Here is the article about fruit flies.

3. There are peanuts in that granola bar.

8. There is a new car wash in town.

4. There is my journalism teacher.

9. Here is my bus stop.

5. Here is the tallest building on campus.

10. Here are the hangers for the shirts.

49 FINDING THE SUBJECT IN SENTENCES INVERTED FOR EMPHASIS

In some sentences, the subject follows the verb in order to emphasize the subject, or make it stand out.

In most sentences, the subject comes before the verb. Sometimes writers invert sentences and put the verb first. This can help build suspense. To find the subject in a sentence with inverted word order, reword the sentence to put the subject first. Look at these examples:

Sentences With Inverted Word Order	Reworded With the Subject First
Before the chapter came the introduction.	The <u>introduction</u> came before the chapter.
Outside my window was a meowing cat.	A meowing <u>cat</u> was outside my window.

Practice A Rearranging Sentences With Inverted Word Order and Identifying the Subject

Read the inverted sentences. Then, rewrite the sentences so that the subject comes first. Underline the subject in each rewritten sentence.

Example: In the waiting room sat the doctor’s patients.

Answer: The doctor’s patients sat in the waiting room.

1. Hanging right above the porch light was a black spider.

2. Sitting on the curb back at school was her sister.

3. In the garden stood neat rows of tomato plants.

4. Marching alone on the practice field was Sue.

5. Putting up the shelves all by himself was my dad.

Practice B Identifying Subjects

Read the following sentences. Then, underline the subject of each sentence.

Example: Stuck to the bottom of my shoe was the lost ticket.

Answer: Stuck to the bottom of my shoe was the lost ticket.

1. Reaching for the shiny package on the top shelf was my baby brother.

5. Behind the mirror was hidden a large hole in the wall.

2. Out into the yard came the whole family.

6. Right out of the woods and into our yard ran a coyote.

3. Under all the layers of paint was a fine chair.

7. From between the sofa cushions tumbled the other remote control.

4. Down in the corner were the car keys.

8. Tossing her clothes into the hamper was my sister.

Name _____ Date _____

50 RECOGNIZING DIRECT OBJECTS**A direct object is the noun or pronoun that receives the action of a verb.**Direct objects follow action verbs and complete the meaning of a sentence by answering the questions *What?* or *Whom?* Look at these examples:Adam lost a tooth.
subject verb direct objectCarol cleaned the carpet.
subject verb direct object

A sentence may have more than one direct object. Look at this example of a compound direct object:

Sandy plays baseball and football.
subject verb direct object direct object**Practice A Recognizing Direct Objects***Read each sentence. Then, write the direct object or compound direct object on the line.***Example:** Jameson has a brother and a sister.**Answer:** brother, sister

1. Alex likes music, poetry, and art. _____
2. I kept my old report cards from elementary school. _____
3. Her parents have stressful jobs. _____
4. Cynthia dates my older brother. _____
5. Klaus forgot our meeting and his appointment. _____
6. The whole Spanish club attended the fiesta. _____
7. Sheila doesn't like horror movies or musicals. _____
8. I popped three batches of popcorn. _____
9. She finally sent the letter. _____
10. My dad bought a huge frozen turkey. _____

Practice B Writing Direct Objects*Read each sentence. Fill in each blank with a direct object that makes sense.***Example:** Samantha rode her _____ to school.**Answer:** Samantha rode her bike to school.

1. Mary earns _____ at her job.
2. My sister always cooks _____, _____, and _____.
3. I bought _____ to take on our trip.
4. Chessie begs _____ for dog treats.
5. I dropped my _____ on the kitchen floor.

Name _____ Date _____

51 DISTINGUISHING BETWEEN DIRECT OBJECTS, ADVERBS, AND OBJECTS OF PREPOSITIONS

A direct object is never an adverb or the noun or pronoun at the end of a prepositional phrase. Sometimes action verbs are followed by direct objects, adverbs, or prepositional phrases. Sentences can also contain more than one of these parts. Compare these examples.

Sentence Pattern	Example
subject/verb/direct object	Kirk parked the <u>car</u> .
subject/verb/adverb	Kirk parked <u>carefully</u> .
subject/verb/prepositional phrase	Kirk parked <u>along the road</u> .
subject/verb/direct object/adverb/prepositional phrase	Kirk parked the <u>car</u> <u>carefully</u> <u>along the road</u> .

Practice A Recognizing Direct Objects

Read each sentence. Underline any direct objects. If the sentence does not have a direct object, write none.

Example: Monica adopted a kitten from the shelter.

Answer: kitten

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| 1. Michael keeps his sailboat at Padre Island. | 6. Ray moved the bookshelf carefully. |
| 2. Darrell fixed the heater in less than five minutes. | 7. Janette leapt across the stage like a ballerina. |
| 3. Victor takes the bus to work every day. | 8. Andy and Charlene looked tired from their walk. |
| 4. My purple skirt tore in the washing machine. | 9. Dr. Bautista called my mother with the results. |
| 5. My dad mows the yard on Saturdays. | 10. Charlie drives three people to work with him. |

Practice B Distinguishing Between Direct Objects, Adverbs, and Objects of Prepositions

Read each sentence. Label the underlined word direct object, adverb, or object of preposition.

Example: I tiptoed quietly to the kitchen.

Answer: adverb

- My sister ate the dessert in the refrigerator. _____
- I put her book on the table. _____
- Sue's car rolled onto the grass next to the driveway. _____
- Shirley gave the leftovers to her brother's dog. _____
- Martin peeled back the yogurt's foil cover carefully. _____

52 FINDING DIRECT OBJECTS IN QUESTIONS

A direct object in a question will sometimes be found before the verb.

In most statements, the direct object follows the verb. However, in a question, the direct object often appears before the verb and subject. To find a direct object in a question, you can try rewording it as a statement. Look at these examples:

Question	Worded as a Statement
What novel did the book club select?	The book club did select what <u>novel</u> .
Which tooth did Alice lose?	Alice did lose which <u>tooth</u> .
What did he say to you?	He did say <u>what</u> to you.

Practice A Changing Questions Into Statements and Identifying the Direct Object

Read the following questions. Then, rewrite the questions as statements. Underline the direct object in each rewritten sentence.

Example: What are you bringing to the potluck dinner?

Answer: You are bringing what to the potluck dinner.

1. Which dress will you wear to the party?

2. Whom is Cristina driving to the basketball game?

3. What do you need for your project?

4. Which toy did your dog chew?

5. What are you reading in English class?

Practice B Identifying Direct Objects

Read the following sentences. Then, underline the direct object of each question.

Example: What did Hortensia have for breakfast?

Answer: What did Hortensia have for breakfast?

1. What did you think of the documentary?

5. What was the pan doing under the sink?

2. Which peppers did you put in the salsa?

6. Which sweater did you buy?

3. Whose bike did dad run over?

7. What will you take with you on your trip?

4. Whom did she meet in her first class at college?

8. Which socks does Selena prefer?

Name _____ Date _____

53 RECOGNIZING INDIRECT OBJECTS

An indirect object is a noun or pronoun that comes after an action verb and before a direct object. It names the person or thing to which something is given or for which something is done.

Some sentences with direct objects also have **indirect objects**. An indirect object almost always comes after the verb and before the direct object. Indirect objects answer the question *To/for what?* or *To/for whom?* Look at these examples:

Sentence	Question to Ask and Sentence Part
Celia handed <u>Diana</u> a <u>mug</u> .	Handed what? <i>mug</i> (direct object) Handed a mug to whom? <i>Diana</i> (indirect object)
Dad gave the <u>tree</u> a <u>shake</u> .	Gave what? <i>shake</i> (direct object) Gave a shake to what? <i>tree</i> (indirect object)

Practice A Identifying Indirect Objects

Read each sentence. Then, underline the indirect object.

Example: She showed her parents the bike.

Answer: She showed her parents the bike.

1. My cousin gave his cat a feather.
2. I loaned Lucy my camera.
3. The team gave their coach a whistle.
4. Felix taught the children a song.
5. The delivery person brought us our new refrigerator.
6. My uncle sent me a clarinet.
7. We gave the car a wash and a wax.
8. The children gave the donkey an apple.
9. The mayor gave the student a scholarship.
10. I tossed Jake the phone.

Practice B Recognizing Sentences With Indirect Objects

Read the following sentences. Then, decide whether each sentence has an indirect object. If it does, write it on the line provided. If there is not an indirect object, write **none**.

Example: The shop sells workers the boots with steel toes.

Answer: workers

1. Jasmine wore a bracelet. _____
2. The shop sells tourists souvenirs. _____
3. The company gave each employee a turkey for the holiday. _____
4. Andre practiced his lines for the play. _____
5. Dr. Bernard gave her patient new eyeglasses. _____
6. My neighbor's dog followed me to the park. _____
7. The city manager asked the council some tough questions. _____
8. Lightning struck the tree during the storm. _____

Name _____ Date _____

54 DISTINGUISHING BETWEEN INDIRECT OBJECTS AND OBJECTS OF PREPOSITIONS

An indirect object never follows the preposition *to* or *for* in a sentence.

Compare these examples of sentences that have an indirect object or an object of a preposition:

Sentence	Sentence Part
He showed <u>Dad</u> the model plane.	<u>Dad</u> is an indirect object. <i>Dad</i> comes after the action verb <i>showed</i> and before the direct object <i>model plane</i> .
He showed the model plane to <u>Dad</u> .	<u>Dad</u> is an object of a preposition. <i>Dad</i> comes after the preposition <i>to</i> and follows the direct object <i>model plane</i> .

Practice A Identifying Indirect Objects and Objects of Prepositions

Read each sentence. Then, write whether the underlined word is an indirect object or an object of a preposition.

Example: My brother wrote the president a letter.

Answer: indirect object

1. She tossed Belinda an orange. _____
2. Rafael put the book on the counter. _____
3. I sent a card to my teacher from elementary school. _____
4. The chef gave the diners a sample of his latest creation. _____
5. The player passed the hockey puck to a teammate. _____
6. The librarian showed me the book. _____
7. Mrs. Moretti handed her daughter a bicycle helmet. _____
8. Our club toured a bank after school. _____

Practice B Supplying Indirect Objects and Objects of Prepositions

Read each sentence. Fill in the blank with either an indirect object or an object of a preposition, as indicated.

Example: The teacher gave _____ the directions. (indirect object)

Answer: The teacher gave his class the directions.

1. I sent a card to _____. (object of preposition)
2. The firefighter showed _____ the fire engine. (indirect object)
3. Renata took the lost kitten to _____. (object of preposition)
4. Mr. Martinez brought _____ a basket of fruit. (indirect object)
5. The chef cooked a fine meal for _____. (object of preposition)

Name _____ Date _____

55 SUBJECT COMPLEMENTS

A subject complement is a noun, pronoun, or adjective that follows a linking verb and provides important details about the subject.

A sentence with a linking verb (such as *is, are, was, were, am, been, become, feel, look, seem, smell, taste, turn*) can have a subject complement. There are two kinds of subject complements:

- A **predicate noun** or **predicate pronoun** follows a linking verb. It renames or identifies the subject of the sentence:

George Washington was the first U.S. president.
subject verb direct object

- A **predicate adjective** follows a linking verb. It describes the subject of the sentence:

George Washington was intelligent.
subject verb direct object

Practice A Identifying Predicate Nouns

Read each sentence. Then, underline the predicate noun or pronoun.

Example: My brother is an engineer.

Answer: My brother is an engineer.

1. A good flower for Texas gardens is the bluebonnet.
2. Her science project was a composting bin.
3. The largest city in Texas is Houston.
4. Claire became a doctor.
5. Nathaniel Hawthorne is the author of that story.
6. My favorite books are mysteries.
7. The Thompsons' dog is a retriever.
8. My favorite fruit is cherries.
9. Amelia is a good friend.
10. The second biggest state is Texas.

Practice B Identifying Predicate Adjectives

Read each sentence. Then, write the predicate adjective on the line provided.

Example: The runner felt strong after the marathon.

Answer: strong

1. Those shoes seem worn. _____
2. The fruit salad tastes sweet. _____
3. The water level in the lake is low. _____
4. Rodrigo is confident about the test. _____
5. Khan's noodle dish tasted delicious. _____
6. That road is dangerous at night. _____
7. Her car is black. _____
8. Those folding chairs are uncomfortable. _____

56 PREPOSITIONAL PHRASES

A prepositional phrase has at least two parts, a preposition and a noun or pronoun that is the object of the preposition.

Prepositional phrases can be used to tell about location, time, or direction, or to provide details. There are two types of prepositional phrases:

An **adjective** (or adjectival) **phrase** modifies a noun or pronoun. It tells *what kind* or *which one*. Adjective phrases usually come after the noun or pronoun they modify.

The car in the parking lot has a broken light.

The prepositional phrase *in the parking lot* tells which car.

An **adverb** (or adverbial) **phrase** modifies a verb, adjective, or adverb. It tells *where*, *when*, *in what way*, or *to what extent*. Adverb phrases aren't always near the words they modify in a sentence.

Lani put the brush on the bathroom counter.

The prepositional phrase *on the bathroom counter* tells where Lani put the brush.

Practice A Identifying Adjectival Phrases

Read each sentence. Then, underline any adjectival phrases.

Example: The book on my desk is about medieval history.

Answer: The book on my desk is about medieval history.

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|---|--|
| 1. The kids in my class gave our teacher a gin. | 6. Paul doesn't like the aroma of peppers. |
| 2. Chris saw a cute cat with white paws. | 7. The spooky house on the hill has a new owner. |
| 3. The man in the brown hat bought five newspapers. | 8. Songs about love are popular. |
| 4. Regina explained the rules of the game. | 9. Desks on wheels would be convenient. |
| 5. The fence around the chicken yard has holes. | 10. The letter to Marnie was seven pages long. |

Practice B Identifying Adverbial Phrases

Read each sentence. Then, write the adverbial phrase on the line provided.

Example: Carolina climbed over the neighbor's fence.

Answer: over the neighbor's fence

1. Samson strolled around the block twice. _____
2. Snakes sometimes crawl up drainpipes. _____
3. We spent too much money during our vacation. _____
4. The author wrote for a particular audience. _____
5. Gabi reads about Eleanor Roosevelt a lot. _____
6. Greg brought his dog into the house last night. _____
7. Please put away your books before dinner. _____
8. She speaks with confidence. _____
9. The Senate voted on the amendment. _____

Name _____ Date _____

57 USING APPOSITIVES AND APPOSITIVE PHRASES

An appositive is a noun or pronoun placed after another noun or pronoun to identify, rename, or explain the preceding word.

An appositive phrase is a noun or pronoun with modifiers. It is placed next to a noun or pronoun and adds information or details.

An appositive provides information about a noun or pronoun. In this example, the appositive *Charles* gives more information about *my brother*:

My brother Charles is in high school.

An appositive phrase also provides information about a noun or pronoun. It includes an adjective or an adjective phrase. In this example, *our family's goat* adds more information about *Clover*.

Clover, our family's goat, is extremely friendly.

Practice A Identifying Appositives and Appositive Phrases

Read each sentence. Then, underline any appositives or appositive phrases.

Example: My friend Rita's bedroom, a total disaster, convinced me not to sleep over.

Answer: My friend Rita's bedroom, a total disaster, convinced me not to sleep over.

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| <ol style="list-style-type: none"> 1. New York City, my mom's hometown, is where I was born. 2. Louis Armstrong, my favorite jazz musician, was from New Orleans. 3. The tuna, a huge fish, struggled mightily. 4. My friend Carol wants to become a teacher. 5. Vance, a true friend, is also my brother. | <ol style="list-style-type: none"> 6. The bookshelves, a series of planks on brackets, were easily removed. 7. Carly's cat, Dove, likes to sleep on her desk. 8. My dad made green bean casserole, my least favorite side dish. 9. The books, a mix of car repair manuals and dictionaries, were numerous. 10. Sandra often borrows clothes from Cynthia, her twin sister. |
|---|---|

Practice B Combining Sentences, Using Appositives

Read each sentence pair. Then, combine the sentences by using an appositive phrase.

Example: Houston is the largest city in Texas. Houston is the fourth-largest city in the United States.

Answer: Houston, the largest city in Texas, is the fourth-largest city in the United States.

1. Janet Duncan is my mother. Janet Duncan is our substitute teacher today.

2. Vanessa speaks Spanish. Vanessa is Darline's daughter.

3. Quinn is Jacob's six-year-old brother. Quinn broke his arm.

4. My mom is a nurse. She was nominated for employee of the year.

5. Cluny stopped playing football to concentrate on baseball. Baseball is his favorite sport.

Name _____ Date _____

58 USING VERBALS AND VERBAL PHRASES

A verbal is any verb form that is used in a sentence not as a verb but as another part of speech. Like verbs, verbals can be modified by an adverb or adverbial phrase. They can also be followed by a complement. A verbal used with a modifier or a complement is called a verbal phrase.

A **verb** expresses the action in the sentence, but a **verbal** acts as another part of speech, such as a noun or adjective. **Participles** and **participial phrases** are examples of verbals. A participle is a form of a verb used most often as an adjective. Look at these examples:

Type	What It Looks Like	Example
Present participle	ends in <i>-ing</i>	The <u>skipping</u> girl is Sally.
Past participle	most end in <i>-d</i> or <i>-ed</i> ; can also end in <i>-n</i> , <i>-t</i> , or <i>-en</i>	The <u>flattened</u> boxes are on the porch.
Participial phrase	a present or past participle with modifiers	The men <u>shearing sheep</u> are hired workers.

Practice A Identifying Participles and Participial Phrases

Read each sentence. Underline the participle or participial phrase in the sentence.

Example: The flowers growing in our garden are roses.

Answer: The flowers growing in our garden are roses.

1. Please straighten that crooked mirror.
2. Wailing guitars remind me of Spain.
3. The car turning into the driveway is my mother's.
4. The restaurant special tonight is blackened fish.
5. The lemon tree standing to the south of our house survives winter weather.
6. The girl bitten by the snake went to the emergency room.
7. Moving quickly, the receiver dove into the end zone.

Practice B Identifying Present and Past Participles

Read each sentence. Then, write the participle on the line provided and write whether it is a past participle or a present participle.

Example: Samantha loves whipped cream.

Answer: whipped — past participle

1. Faith served the scrambled eggs with salsa. _____
2. The falling snow looked lovely on the hills. _____
3. The yipping dog annoyed everyone on the block. _____
4. Some snakes really do have forked tongues. _____
5. I put lots of lotion on my sunburned face. _____
6. My aunt's wriggling baby reached for the toy. _____
7. The sniffing dog discovered the treat in his bowl. _____
8. The store is proud to have many satisfied customers. _____
9. Phaedra cut the rolled dough with cookie cutters. _____
10. The winding road is popular with motorcycle riders. _____

Name _____ Date _____

59 ADJECTIVAL CLAUSES

An adjectival clause or adjective clause is a subordinate clause that modifies a noun or a pronoun.

Adjectival clauses act like adjectives. They explain *what kind* or *which one*.

Most adjectival clauses begin with the words *that, which, who, whom, or whose*.

The skirt that I wore yesterday actually belongs to my mother. (tells which skirt)

Lindsey chose a cell phone that fits in her wallet. (tells what kind)

Some adjective clauses begin with subordinating conjunctions, such as *since, where, or when*.

The grocery store where we shop carries lots of organic foods. (tells which store)

You can use adjectival clauses to combine two sentences. Look at this example:

We grow peaches on our farm. Our farm is near Austin.

We grow peaches on our farm, which is near Austin.

Practice A Identifying Adjectival Clauses

Read each sentence. Then, underline the adjectival clause in the sentence.

Example: The wreck, which everyone heard about, had merely dented our car's bumper.

Answer: The wreck, which everyone heard about, had merely dented our car's bumper.

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| 1. Jan plays with the toy that you gave her. | 5. Sanjay, whose essay I read, got a good grade. |
| 2. In the few days that I spent in Port Isabel, I learned a lot about coastal biology. | 6. Annise's dish, which I tasted, was spicy. |
| 3. The place where Enrique gets his coffee is a tiny café on Congress Avenue. | 7. The jacket that Sean wears is plaid. |
| 4. The dog, whose collar is gone, is at the park. | 8. The trains that pass by are too loud. |

Practice B Using Adjectival Clauses to Combine Sentences

Read each pair of sentences. Then, combine the sentences by using an adjectival clause.

Example: Clarence closed the book. Clarence's grandmother gave him the book.

Answer: Clarence closed the book that his grandmother gave him.

- The barbecue restaurant serves potato salad. Potato salad is my favorite side dish.

- Ibrahim wrote an insightful article for the school paper. I edit the school paper.

- That kind of pen was out of stock. I like that kind of pen.

- Victoria shops at the discount store. She usually finds great bargains.

- My mom's supervisor raises dachshunds. She lives in the country.

Name _____ Date _____

60 ADVERBIAL CLAUSES

An adverbial clause or adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb.

Adverbial clauses act like adverbs. They answer questions such as *Where? When? In what manner? To what extent? Under which conditions? or Why?*

Adverbial clauses begin with a subordinating conjunction, such as:

after	although	as	because	before	even though	if
in order that	since	so that	than	though	unless	until
when	whenever	where	wherever	While		

Practice A Identifying Adverbial Clauses

Read each sentence. Then, underline the adverbial clause.

Example: The housework goes faster when we all work together.

Answer: The housework goes faster when we all work together.

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|---|---|
| 1. Kim is frustrated when she can't play. | 6. Max can have dessert if he finishes his dinner. |
| 2. Chanelle mopped the kitchen floor because Larissa spilled milk on it. | 7. Armin helps at the store unless he has class. |
| 3. Lisa calls her mom whenever she's late. | 8. Although Finn is short, he is a skilled basketball player. |
| 4. Carla brought me the algebra class notes even though she didn't have to. | 9. We took the car because the bus was late. |
| 5. Ana charges her cell phone before she leaves home. | 10. Tansy goes where her mother goes. |

Practice B Using Adverbial Clauses to Combine Sentences

Read each pair of sentences. Then, combine the sentences by changing one of them into an adverbial clause. Use the subordinating conjunction shown.

Example: I'll help you with your project. You can get done sooner. (so that)

Answer: I'll help you with your project so that you can get done sooner.

- I ran four miles. I was tired after only one. (even though)

- Sheila let Lyle use her car. His had broken down. (because)

- Jalla will need to get her passport. She goes to Israel next spring. (before)

- We started walking to school. We would get more exercise. (so that)

- Tyler cleans Mrs. Bosford's gutters. Jerry mows her lawn. (while)

61 THE SIMPLE SENTENCE

A simple sentence consists of a single independent clause.

An independent clause contains a subject and a verb and expresses a complete idea. A simple sentence cannot have adjectival or adverbial clauses. However, a simple sentence may include adverbs, adjectives, direct and indirect objects, prepositional phrases, and compound subjects and verbs. Look at these examples of simple sentences:

One subject and verb	<u>Saundra cooks</u> breakfast for us.
Compound subject	<u>Saundra and Terra cook</u> together often.
Compound verb	<u>Saundra cooks and cleans</u> on the weekends.
Compound subject and verb	<u>Saundra and Terra cook and clean</u> for their mom.

Practice A Recognizing Simple Sentences

Read each sentence. Then, write whether the sentence is simple or not simple.

Example: Jared comes home after he practices football.

Answer: not simple

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| <p>1. Inez lives in Tyler, where her grandmother lives. _____</p> <p>2. Karen, who runs a day camp, offered me a job. _____</p> <p>3. Rudy practices flute in the afternoon. _____</p> <p>4. Garland wore that ragged T-shirt for years. _____</p> | <p>5. Hannah and her sister dance and sing professionally. _____</p> <p>6. Floyd always reads the paper while he's eating breakfast. _____</p> <p>7. Anja is giving Holly a haircut because she owes her a favor. _____</p> <p>8. Ian felt indebted to Dr. Smith and to Dr. Carter. _____</p> |
|--|---|

Practice B Writing Simple Sentences

Read the following sentences. Then, rewrite them so that they are simple sentences. You will need to leave out words to make the sentences simple.

Example: Elaine, who drives to Houston frequently, has a cousin there.

Answer: Elaine has a cousin in Houston.

1. Farley's dog, which had been reported missing, showed up two days later.

2. Genevieve took the jacket that I wore last night.

3. Summer band camp lasts for four weeks so that students can learn to march.

4. Sydney walked Veronica home after school even though it was out of his way.

5. Scorpions, which come into our house every summer, have a painful sting.

62 THE COMPOUND SENTENCE

A compound sentence consists of two or more main or independent clauses.

A main clause has a subject and a verb and can stand by itself as a complete sentence. The main clauses in a compound sentence are joined by a comma and a coordinating conjunction (*and, but, or, nor, yet, so*). They can also be joined by a semicolon (;) or a colon (:). See the examples below.

Lauri picks her sisters up from school, and she takes them home.

Belinda doesn't understand the assignment; she didn't read the instructions.

Practice A Combining Simple Sentences to Form Compound Sentences

Read each set of sentences. Combine the sentences, using a comma and the coordinating conjunction in parentheses.

Example: I brought Mom a glass of water. She already had some. (but)

Answer: I brought Mom a glass of water, but she already had some.

1. The cat has a scratching post. It has a feather toy. (and)

2. Vanessa could compete in the spelling bee. She could go on the field trip. (or)

3. I needed a quiet place to do my homework. I went to the library. (so)

4. She wants to do well in school. She doesn't spend much time studying. (yet)

5. I asked Dad for twenty dollars. He gave me ten. (but)

Practice B Punctuating Compound Sentences

Read each compound sentence. Then, circle any coordinating conjunctions and add a comma or a semicolon to correctly punctuate the sentence.

Example: Shelly found some glasses in the cafeteria and she took them to the office.

Answer: Shelly found some glasses in the cafeteria, and she took them to the office.

1. Mitchell came home from school and he did his homework.
2. I baked a cake but it didn't turn out right.
3. Alice must get to choose the movie or she won't go at all.
4. It's time to mow the lawn the grass is past our ankles.
5. Shana forgot her math book so she went back home to get it.
6. I enrolled in geometry yet I haven't passed algebra.
7. My sister asked our mom for a new video game and she got two of them.
8. Tamara is going to Canada for the summer she leaves tomorrow.

63 THE COMPLEX SENTENCE

A complex sentence consists of one main or independent clause and one or more subordinate clauses.

In a complex sentence, the main or independent clause contains a subject and a verb and can stand alone as a simple sentence. The subordinate clause in a compound subject also contains a subject and a verb, but it cannot stand alone as a sentence.

Subordinate clauses can be adjectival clauses or adverbial clauses:

- Adjectival: James was curious about the person who left her bag in the restaurant.
- Adverbial: While he wondered what to do, she came back in.

The subordinate clause can appear at the beginning or end of the complex sentence as in the examples above, or in the middle:

Henry, who isn't very observant, didn't notice the bag at the table.

Practice A Differentiating Between Main and Subordinate Clauses

Read the following complex sentences. Underline the subordinate clause in each sentence.

Example: Stacy packed her winter clothes away because the weather had turned warm.
Answer: Stacy packed her winter clothes away because the weather had turned warm.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Although he is bruised, he is OK. 2. The hens, which roost in a tree, wake me up. 3. For the contest, Cambria wore a chicken costume that had real feathers on it. 4. Gonzalo resigned when he got sick. 5. When her mother called her at school, Shanelle had to go straight home. | <ol style="list-style-type: none"> 6. Aramis chose a report topic that would require a lot of research. 7. As soon as she woke up and ate breakfast, Clara started to work on her project. 8. The person who left the keys in the restroom can claim them at the front desk. |
|--|---|

Practice B Writing Complex Sentences

Read each pair of sentences. Then, rewrite them to form a single complex sentence.

Example: Rajiv made a mistake. He put the wrong ink in the printer.
Answer: Rajiv made a mistake when he put the wrong ink in the printer.

1. I had eaten enough already. I accepted Lauri's offer of another slice of pie.

2. Glen is traveling to New York City next summer. He can visit his cousins there.

3. I could not see a thing in our front yard. The fog was extremely thick.

4. Callum called my house last weekend. My sister Vanessa answered the phone.

5. I will have to miss algebra on Thursday. I have a dentist's appointment.

64 THE COMPOUND-COMPLEX SENTENCE

A compound-complex sentence consists of two or more main or independent clauses and one or more subordinate clauses.

A compound-complex sentence is a combination of a compound sentence and a complex sentence. Look at these examples of compound, complex, and compound-complex sentences. Main clauses are underlined, and subordinate clauses are double-underlined.

Compound	two or more main clauses	<u>Wilmer liked working at the studio</u> , but <u>Felicia thought it was boring</u> .
Complex	one main clause, one or more subordinate clauses	<u>Wilmer liked working at the studio</u> <u>because his job was interesting to him</u> .
Compound-complex	two or more main clauses, one or more subordinate clauses	<u>Wilmer, who liked working at the studio</u> , <u>hoped for a full-time job</u> , but <u>his boss was unable to pay him any longer</u> .

Practice A Identifying Sentence Types

Read each sentence. On the line provided, write whether the sentence is compound, complex, or compound-complex.

Example: Conchita felt ill after she ate an entire box of candy.

Answer: complex

- Boris held the reins while Natasha got the brush, but the horse kept moving. _____
- Angelica sent Harley a package on Tuesday, and he received it on Friday. _____
- When we finally saw the Grand Canyon, we were astounded by its beauty. _____
- We feed our cows alfalfa, which is very high in protein. _____
- David works in Bastrop, where his clients are, and Teddy works at the Capitol. _____

Practice B Writing Compound-Complex Sentences

Read the following compound sentences. Then, add a subordinate clause to each to make it a compound-complex sentence.

Example: Evelyn caught a cold, and then I got it.

Answer: Evelyn caught a cold when she stayed out in the rain, and then I got it.

- Irv has three older sisters, and he is a bit spoiled.

- The store sells CDs, but it doesn't sell DVDs.

- I like a good joke, but I am unable to tell one.

- Alanis built a large bookshelf, but it came apart.

- Mario plays the piano expertly, and he sings well.

65 MAIN AND SUBORDINATE CLAUSES

A main or independent clause has a subject and a verb and can stand by itself as a complete sentence. A subordinate clause, also known as a dependent clause, has a subject and a verb but cannot stand by itself as a complete sentence. It is only part of a sentence.

Every sentence has at least one main clause. If a sentence also has a subordinate clause, it is called a **complex sentence**. Look at the main clauses (underlined once) and the subordinate clauses (underlined twice) in these examples of complex sentences:

Even though there was a hurricane coming, some people refused to leave.

The lemon tree died because it could not tolerate cold temperatures.

Subordinate clauses begin with relative pronouns or subordinating conjunctions. These words are usually clues that a clause is subordinate.

Practice A Differentiating Between Main and Subordinate Clauses

Read the sentences. Write whether each underlined clause is the main clause or a subordinate clause.

Example: Until Anthony apologizes, I'm not talking to him.
Answer: subordinate clause

1. Hazel trains four hours a day because she wants to be a competitive gymnast. _____
2. Lucy and Allison, who had never been friends, became very close last year. _____
3. Kelvin kicked me under the table when I started to mention Sable's haircut. _____
4. After she returned her books to the library, Malissa went to her part-time job. _____
5. Beverly was constantly asked questions that she didn't want to answer. _____

Practice B Identifying and Using Main and Subordinate Clauses

Read the clauses. Then, write main clause or subordinate clause for each. If the clause is a subordinate clause, write it and add a main clause to make a complex sentence.

Example: If she doesn't tell me.
Answer: subordinate clause; If she doesn't tell me, I won't know how to reach her.

1. Whenever I go to Cedar Park.

2. I have never been so humiliated in my life.

3. Who came to our front door.

4. Cassandra and Ellie wear their hair in the same style.

5. Because she did not understand the instructions.

Name _____ Date _____

66 CLASSIFYING THE FOUR FUNCTIONS OF A SENTENCE

A declarative sentence states, or declares, an idea. An interrogative sentence asks a question. An imperative sentence gives an order, or command, or a direction. An exclamatory sentence conveys strong emotion.

Look at these examples of the four functions of a sentence:

Declarative	states an idea and ends with a period	I have a math test today.
Interrogative	asks a question; ends with a question mark	How did you do on your test?
Imperative	gives an order, command, or direction; ends with a period or exclamation mark	Bring your calculator. Stop making so much noise!
Exclamatory	conveys strong emotion; ends with an exclamation mark	I was shocked by the results!

Practice A Identifying the Four Types of Sentences

Read each sentence. On the line, write whether the sentence is declarative, interrogative, imperative, or exclamatory.

Example: Texas became the 28th state.

Answer: declarative

1. Check for your belongings before you get off the bus. _____
2. What kinds of poisonous snakes live in Texas? _____
3. The surface of the planet Venus is very hot. _____
4. Have you ever seen the space shuttle in the night sky? _____
5. When you got home, did you understand the lesson? _____
6. That swimmer just set a new world record! _____

Practice B Punctuating the Four Types of Sentences

Read the sentences. Add the correct end punctuation to each one.

Example: We visited the capitol building in Austin

Answer: We visited the capitol building in Austin .

- | | |
|---|---------------------------------------|
| 1. What is the capital of Texas | 6. He just made the most amazing dunk |
| 2. There is a fireworks display on July 4 | 7. The assignment is due on Friday |
| 3. Those special effects were amazing | 8. How large were those waves |
| 4. A bird just flew in the window | 9. Finish your response |
| 5. Please put away the lab equipment | 10. Admission to that museum is free |

Name _____ Date _____

67 COMBINING SENTENCE PARTS

Sentences can be combined by using a compound subject, a compound verb, or a compound object. Join two main clauses to create a compound sentence.

Look at these examples of how sentences can be combined:

Compound subject	Lan plays video games. Heera plays video games.	<u>Lan</u> and <u>Heera</u> play video games.
Compound verb	Keila prepares the vegetables. Keila makes salad.	Keila <u>prepares</u> the vegetables and <u>makes</u> salad.
Compound direct object	He writes poems. He writes short stories.	He writes <u>poems</u> and <u>short stories</u> .
Compound sentence	The wind strengthened. Large waves pounded the beach.	The wind strengthened, and large waves pounded the beach.

The two main clauses in a compound sentence can be joined with a comma and a coordinating conjunction (*and, but, for, or, so, yet*) or a semicolon.

Practice A Identifying Compound Parts in Sentences

Read each sentence. Underline the compound subject, compound verb, or compound direct object.

Example: Magan bought new shoes and a jacket at the store yesterday.

Answer: Magan bought new shoes and a jacket at the store yesterday.

1. Antoinette sent a text message and an e-mail.
2. Russell made his bed and put away his laundry.
3. That tool hammers and removes nails.
4. Ducks and geese eat grain.

Practice B Combining Main Clauses

Read the sentences. Combine them to make a compound sentence using a comma and the coordinating conjunction in parentheses.

Example: Mr. Wagner wanted a sports car. He got a minivan instead. (but)

Answer: Mr. Wagner wanted a sports car, but he got a minivan instead.

1. Eugene tried a new recipe. The results were delicious. (and)

2. The climb up the mountain was difficult. I would do it again. (yet)

3. The movie was sold out. We went bowling instead. (so)

4. You can buy the book. You can borrow my copy. (or)

Name _____ Date _____

68 JOINING CLAUSES

Sentences can be combined by changing one of them into a subordinate clause. Sentences can also be combined by changing one of them into a phrase.

If an idea in one sentence depends on an idea in another, the two sentences can be combined into a complex sentence with a main and subordinate clause.

Two Sentences: Aaron was confused. He didn't understand the assignment.

Combined: Aaron was confused because he didn't understand the assignment.

If one sentence adds details to another sentence, the two sentences can be combined by changing one of the sentences into a phrase:

Two Sentences: The agriculture club toured the farm. It was in Walburg.

Combined: The agriculture club toured the farm in Walburg.

Practice A Identifying Subordinate Clauses

Read each sentence. Identify and then underline the subordinate clause.

Example: Turn down the heat when you leave the apartment.

Answer: Turn down the heat when you leave the apartment.

1. The road will be reopened after the police clear the accident.

2. Carla studied German so that she could communicate on her trip to Berlin.

3. George W. Bush was governor of Texas before he became president.

4. Since David started a motorcycle business, he has gotten many customers.

Practice B Combining Sentences Using Phrases

Read the sentences. Combine them by changing one sentence into a phrase.

Example: Garrett bought a new bike. He bought it at the bike shop downtown.

Answer: Garrett bought a new bike at the bike shop downtown.

1. Mr. Berg is the math team advisor. Mr. Berg is a math teacher.

2. The high school marching band practices. It practices before school.

3. Our English class read short stories. The stories were written by Edgar Allan Poe.

4. We drove to the Kimbell Art Museum in Fort Worth. We wanted to see the exhibit.

69 VARYING SENTENCE LENGTH

Varying the length of sentences makes writing lively and interesting to read.

Several short sentences can be combined to include one long and one short sentence:

Short Sentences: The sky was dark. ~~The~~, and the wind was blowing. It looked like it might storm.

A long sentence can be broken into shorter sentences:

Two Sentences: While I dozed, I heard thunder, ~~but~~ I pulled the covers over my head and went back to sleep.

Practice A Varying Sentence Length by Breaking Longer Sentences

Read the sentences. Then, revise each one as two or more shorter sentences. Circle a comma to change it to a period. Underline a letter to show a capital letter. Cross out a word to omit it.

Example: After he left work, Dad had to stop at the bank, and he also had to shop for groceries.

Answer: After he left work, Dad had to stop at the bank, ~~and~~ he also had to shop for groceries.

1. While he was doing his homework for science class, Bernie looked at his textbook, but he had a hard time concentrating because of the TV.
2. During our vacation, we went to the top of the university's tower, we also took a boat ride on the river, and we toured the Capitol Building.
3. In science class we studied the rain forest and the plants that grow there, and we watched a nature video about rain forest animals, which was my favorite part.
4. At summer camp, we got to canoe, and we also got to swim, but I enjoyed camping the most because it was something that I had never done.
5. The dogs that people had brought to the dog park were busy splashing in the pond, and while the dogs played, their owners chatted on the benches.

Practice B Varying Sentence Length by Combining Sentences

Read the sentences. Then, combine two of them to have one shorter and one longer sentence.

Example: I saw a rainbow in the sky. It was beautiful. I decided to paint a picture of it.

Answer: I saw a rainbow in the sky. It was beautiful, so I decided to paint a picture of it.

1. I worked on the math problems. They were challenging. I wasn't sure how to solve them.

2. Zahri washed the dishes. He dried them. He also cleaned the kitchen counters.

3. The actors studied their lines. They also rehearsed. Then they put on the play.

4. Mom cleared the snow from the car. She warmed it up. She drove to work.

5. The concert tickets went on sale. We wanted to buy some. They were all gone.

Name _____ Date _____

70 VARYING SENTENCE BEGINNINGS

Sentence beginnings can be varied by reversing the traditional subject-verb order or starting the sentence with an adverb or a phrase.

Changing the beginning of your sentences can add variety. Look at these examples:

Noun	Vegetables, fortunately, are easy to grow in a city.
Adverb	Fortunately, vegetables are easy to grow in a city.
Infinitive	To grow vegetables in a city, fortunately, is easy.
Gerund	Growing vegetables in a city, fortunately, is easy.
Prepositional phrase	For people who garden, growing vegetables in a city is easy.

Practice A Identifying Sentence Beginnings

Read each sentence. Look at the underlined beginning. On the line, write whether the sentence beginning is a noun, an adverb, an infinitive, a gerund, or a prepositional phrase.

Example: Before school, we have to stop at the day-care center.

Answer: prepositional phrase

- Tarantulas look scary, but they are not harmful to humans. _____
- Surprisingly, no candidate received a majority of the votes. _____
- To complete her assignment, Charla worked over the weekend. _____
- Without his glasses, Pete had a hard time reading the assignment. _____
- Becoming an astronaut was Diego's childhood dream. _____

Practice B Varying Sentence Beginnings

Read each sentence. Rewrite it to vary the beginning. Begin with the sentence part shown in parentheses.

Example: Jin's goal was to finish his report early. (gerund)

Answer: Finishing his report early was Jin's goal.

- Aunt Dot's plan was to walk at least 10,000 steps each day. (gerund)

- We could see colorful fish in the shallow tropical waters. (prepositional phrase)

- The cat food we put on the porch was mysteriously gone by morning. (adverb)

- In the evening, Rick ran laps at the high school track. (noun)

- The students put a celery stalk in colored water to see what would happen. (infinitive)

Name _____ Date _____

71 CORRECTING FRAGMENTS

A fragment is a group of words that does not express a complete thought.

Fragments are not complete sentences. They may be missing a subject, a verb, or both:

No subject	Went to school early today.	We went to school early today.
No verb	The sidewalk at the corner.	The sidewalk at the corner is busy.
No subject, no verb	At the train station.	We arrived at the train station.

If a fragment lacks a subject and verb, the missing parts can be added to make a complete sentence. The fragment can also be joined to a nearby sentence:

I saw my uncle at the train station.

Practice A Recognizing Fragments

Read the groups of words. Write whether the words are a fragment or sentence.

Example: Want to go home.

Answer: fragment

- | | |
|---|--------------------------------------|
| 1. At the bus stop near my house. _____ | 6. A squirrel in the tree. _____ |
| 2. Wondered about the noise. _____ | 7. The teacher gave us a test. _____ |
| 3. Walked to Hermann Park. _____ | 8. From outside the cave. _____ |
| 4. Mary cleans her room. _____ | 9. The pattern of numbers. _____ |
| 5. I saw a barn owl. _____ | 10. Larry is hungry. _____ |

Practice B Correcting Phrase Fragments

Read the groups of words. Rewrite them to eliminate the fragment. Use the directions in parentheses and combine the fragment with the sentence or add a subject and verb.

Example: Lenny had a plan. To clean up the park. (add subject and verb)

Answer: Lenny had a plan. He wanted to clean up the park.

- My sister wants to go to college. In the fall. (combine)

- Rabbits ate the pansies. In the flowerpot. (combine)

- The players were tired. Running up and down the court. (add subject and verb)

- Sacha studied every day. To pass the exam. (add subject and verb)

- Mom has a meeting. On Monday morning. (combine)

Name _____ Date _____

72 CORRECTING CLAUSE FRAGMENTS

A subordinate clause should not be capitalized and punctuated as if it were a sentence. Subordinate clauses do not express complete thoughts and cannot stand alone as sentences. When a subordinate clause is capitalized and punctuated like a sentence, it is a **clause fragment**. The fragment can be attached to a nearby sentence or words can be added to make a complete sentence. Look at these examples:

Clause Fragment	Complete Sentence
<u>When I left home.</u> I locked the door.	When I left home, I locked the door.
<u>That are about teens.</u>	I like to watch shows that are about teens.

Practice A Recognizing Clause Fragments

Read the groups of words. Write whether the words are a fragment or sentence.

Example: After I read the chapter about Japan.

Answer: fragment

- | | |
|---|---------------------------------------|
| 1. Although Richard lives near school. _____ | 6. That we bought yesterday. _____ |
| 2. Because it takes 30 minutes to cook. _____ | 7. We studied the solarsystem. _____ |
| 3. Before you fill the birdfeeder. _____ | 8. Which had displays of fish. _____ |
| 4. We looked at graphic novels. _____ | 9. Who takes the train to work. _____ |
| 5. Her report was about satellites. _____ | 10. Our class read. _____ |

Practice B Correcting Clause Fragment

Read the clause fragments. Rewrite them to form complete sentences.

Example: that are in the classroom

Answer: I use the computers that are in the classroom.

- as soon as I go home

- before the day ends

- that was held in the park

- which I liked the taste of

- where she parked her car

Name _____ Date _____

73 RUN-ON SENTENCES

A run-on is two or more complete sentences that are not properly joined or separated.

There are two types of run-ons:

- A **fused sentence** is two sentences run together without punctuation:
I read the book I enjoyed it very much.
- A **comma splice** is two or more sentences separated by only a comma:
I heard a coyote, it made a howling sound.

Practice A Recognizing Run-on Sentences

Read the groups of words. Write whether the words are a run-on or sentence.

Example: She talked in a loud voice everyone turned and looked.

Answer: run-on

- | | |
|--|---|
| <p>1. Tarantulas are scary-looking spiders, they are not deadly to people. _____</p> <p>2. After I bought the shirt, I changed my mind about it. _____</p> <p>3. We visited San Miguel, it is in Mexico. _____</p> <p>4. At the pond, we collected water samples to study. _____</p> | <p>5. Some cities have subways as part of their transportation system. _____</p> <p>6. There is a severe storm warning we need to stay indoors. _____</p> <p>7. We went to a talent contest some of the singers were great. _____</p> <p>8. The park has soccer fields, and it has a swimming pool. _____</p> |
|--|---|

Practice B Identifying Types of Run-on Sentences

Read the run-on sentences. Write whether the run-on is a comma splice or a fused sentence.

Example: The bus was crowded, I couldn't find a seat.

Answer: comma splice

1. We found the recipe on the Internet, the dish turned out great. _____
2. After I got to school, I went to homeroom we had a substitute teacher. _____
3. Soccer is popular in our community we have leagues for children and adults. _____
4. I took the dog for a walk, when we were far from home, it started to rain. _____
5. The symphony plays a free concert there is a fireworks show on July 4. _____
6. Dylan's fingers went numb, he had been playing the video game for too long. _____
7. People can rent land in the community garden, they can grow their own vegetables. _____
8. A new movie opened on Friday our family plans to see it this weekend. _____
9. First we read the directions next we made sure we had all the parts we needed. _____
10. The veloway is a paved track in Austin, only bikes and skaters can use the track. _____

Name _____ Date _____

74 THREE WAYS TO CORRECT RUN-ONS

There are different ways to correct run-on sentences. Compare these methods:

Use an end mark to divide the run-on into two sentences.	The dog was thirsty I gave her a drink. The dog was thirsty. I gave her a drink.
Use a comma and coordinating conjunction (<i>and, but, for, or, nor, so, yet</i>) to make a compound sentence.	It was warm I took off my coat. It was warm, so I took off my coat.
Use a semicolon between independent clauses when the ideas are closely related.	My tooth hurt I went to see the dentist. My tooth hurt; I went to see the dentist.

Practice A Identifying How to Correct Run-on Sentences

Read the run-on sentences. Add a semicolon or period where needed to correct the run-on. Circle it. If a word needs to be capitalized, underline it.

Example: Eve left her jacket at a friend’s house she went back to get it.

Answer: Eve left her jacket at a friend’s house. she went back to get it.

1. Gary has a great voice he should sing the solo.
2. Fiona is great with numbers she can do calculations very quickly.
3. Fire ant bites are painful even worse, fire ants bite multiple times.
4. We heard strange noises on the roof then we realized that a squirrel was making them.
5. Big Tex is a statue at the State Fair of Texas he is 52 feet tall.

Practice B Rewriting Run-on Sentences

Read the run-on sentences. Use a comma and a coordinating conjunction to correct each one.

Example: I want to make the team I will practice.

Answer: I want to make the team, **so** I will practice.

1. Our class visited Fort Worth we watched the cattle drive.

2. I went to the market I forgot to buy apples.

3. The roads were wet traffic was slow.

4. We can go the movie theater we can rent a movie.

5. Rhonda likes to sing she can’t carry a tune.

Name _____ Date _____

75 PROPERLY PLACING MODIFIERS

A modifier should be placed as close as possible to the word it describes.

A modifier is a phrase or clause that acts as an adjective or adverb. When a modifier is not close to the word it modifies, a sentence may be odd or unclear. Revise the sentence by placing the modifier closer to the word it modifies:

<p><u>Barking loudly inside</u>, <u>the boys</u> passed by the house with a dog.</p>	<p>The boys passed by the house with a <u>dog barking loudly inside</u>.</p>
--	--

Practice A Identifying Misplaced Modifiers

Read the sentences. Then, underline the misplaced modifier in each one.

Example: I put the bread in the garbage can that was moldy.

Answer: I put the bread in the garbage can that was moldy.

1. The cat belongs to my neighbor with striped fur.
2. The waiter gave the child a crayon in the high chair.
3. Floating over their heads, the players jumped for the ball.
4. I discovered a bookstore walking through my neighborhood.
5. Ginny found the missing sock cleaning behind her dresser.

Practice B Recognizing and Correcting Misplaced Modifiers

Read the sentences. Then, rewrite them to correct the misplaced modifiers. You may need to add words to the sentences.

Example: Talking on the phone, the dog was whining.

Answer: While I was talking on the phone, the dog was whining.

1. I returned the ring to the jewelry store that was too big.

2. We ate pasta before the movie that was filling.

3. I saw that the delivery person was walking away opening the door.

4. Carrying an armload of books, the walk home seemed endless.

5. Leaping through the ocean waves, I watched the dolphins.

Name _____ Date _____

76 AVOIDING DOUBLE NEGATIVES

Avoid writing sentences that contain double negatives.

Negative words are used to deny something or to say no. Usually, a sentence should contain only one negative word or term, such as *no, none, nobody, no one, nothing, never, not, and nowhere*.

Incorrect Double Negative	Corrected With One Negative
I <u>haven't</u> read <u>nothing</u> about the accident.	I <u>haven't</u> read anything about the accident. I have read <u>nothing</u> about the accident.

Practice A Identifying Double Negatives

Read the sentences. Then, underline any negative words or terms. On the line, write whether each sentence has a double negative or is correct.

Example: I didn't want no help with my project.

Answer: I didn't want no help with my project. double negative

- The governor hasn't had no help passing the law. _____
- I never saw nothing like the rock formations in Arches National Park. _____
- The noise from our neighbor's party didn't keep us awake. _____
- I didn't like any of the clothes that I tried on at the mall. _____
- None of the students knew nothing about the pop quiz. _____

Practice B Correcting Double Negatives

Read the sentences. Then, rewrite them to correct the double negatives.

Example: No one at the gym wasn't working at the front desk.

Answer: No one at the gym was working at the front desk.

- The weather forecast hadn't mentioned nothing about thunderstorms.

- I don't never want to ride a roller coaster that goes upside down again.

- We didn't have nothing to make for dinner at home.

- Richard hasn't done nothing to help his sister with the chores.

- My friend didn't want to see none of the movies playing at the theater.

Name _____ Date _____

77 AVOIDING COMMON USAGE PROBLEMS

Review these common usage problems:

To, Too, Two	
<i>To</i> is a preposition or part of an infinitive. <i>Too</i> is an adverb. <i>Two</i> is a number.	We want <u>to</u> hike <u>to</u> the cabin. I wrote my answer <u>too</u> quickly. We saw <u>two</u> movies last weekend.
There, Their, They're	
<i>There</i> is an adverb or sentence starter. <i>Their</i> is a possessive adjective; it modifies a noun. <i>They're</i> is a contraction of <i>they are</i> .	<u>There</u> were two bikes over <u>there</u> . <u>Their</u> house is painted blue. <u>They're</u> going to repaint their house.
Accept, Except	
<i>Accept</i> is a verb; it means <i>to take something offered; to agree</i> . <i>Except</i> is a preposition; it means <i>leaving out; other than</i> .	We must <u>accept</u> the truth. <u>Except</u> for Jim, the whole class went on the field trip.

Practice A Choosing the Correct Usage

Read the sentences. Then, circle the word in parentheses that best completes each sentence.

Example: We rode (there, their, they're) on our bicycles.

Answer: We rode (there, their, they're) on our bicycles.

- (There, Their, They're) aren't any empty tables in the cafeteria.
- Maria plans (to, too, two) attend college next spring.
- The building manager can (accept, except) packages for residents.
- On the drive (to, too, two) Houston, we passed oil wells.
- Dogs are adorable when (there, their, they're) puppies.

Practice B Correcting Usage Problems

Read the sentences. Then, rewrite them to correct the usage problems.

Example: All the players accept Kurt missed practice during the season.

Answer: All the players except Kurt missed practice during the season.

- The turtles come onto the beach to lay they're eggs.

- The store said it could except cash but not personal checks from customers.

- The students in our geography class wrote too students in Adelaide, Australia.

- Vicki had too major concerns about the location of the new store.

- If their are strong winds, planes can't take off from the airport.

Name _____ Date _____

78 USING REGULAR VERBS

The past and past participle of a regular verb are formed by adding *-ed* or *-d* to the present form. Most verbs are regular. To form their past and past participle forms, you just add *-ed* to the present form. If the verb ends in *e*, you just add *d* to the present form. With some verbs, you may need to double the last letter before adding *-ed*.

Present	Past	Past Participle
discuss	discussed	(have) discussed
tremble	trembled	(have) trembled
trim	trimmed	(have) trimmed

Show that you can use forms of regular verbs by completing the following exercises.

Practice A Writing Principal Parts of Regular Verbs

Read each verb below. Then, write the past and participle form of the verb on the line provided.

Example: happen

Answer: happened, (have) happened

- | | |
|-------------------|------------------|
| 1. announce _____ | 6. snap _____ |
| 2. attend _____ | 7. abandon _____ |
| 3. float _____ | 8. locate _____ |
| 4. rain _____ | 9. believe _____ |
| 5. occur _____ | 10. trap _____ |

Practice B Using Regular Verbs in Sentences

Read each sentence. Then, rewrite the sentence. Replace the underlined verb with the principal part shown in parentheses.

Example: After the game, we walk home. (past)

Answer: After the game, we walked home.

1. Jim talks all the way to school. (past) _____
2. It rains all night. (past participle) _____
3. A lion roars at me. (past) _____
4. The colors fade in the wash. (past) _____
5. The Cubs connect for ten hits. (past participle) _____
6. Ink stains my shirt. (past participle) _____
7. The bridges span the river. (past) _____
8. He intends to be early. (past) _____
9. My brothers iron their clothes. (past participle) _____
10. The clown slips on the banana peel. (past participle) _____

Name _____ Date _____

79 USING IRREGULAR VERBS

The past and past participle of an irregular verb are not formed by adding *-ed* or *-d* to the present tense form.

Many common verbs are irregular. They form their past and past participle forms by changing the spelling of the present form. You may need to memorize the correct forms of irregular verbs. You can also find the principal parts listed in the dictionary entry for the verb. The chart below shows three different types of irregular verbs.

Type	Present	Past	Past Participle
Same past and past participle	lead	Led	(have) led
Same present, past, and past participle	burst	Burst	(have) burst
Change in other ways	fall	Fell	(have) fallen

Show that you understand how to use irregular verbs correctly by completing the following exercises.

Practice A Writing Principal Parts of Irregular Verbs

Read each group of verb forms below. Then, fill the blank by supplying the correct present, past, or past participle form of the verb.

Example: break broke _____

Answer: (have) broken

Present	Past	Past Participle	Present	Past	Past Participle
1. steal	stole	_____	6. see	_____	(have) seen
2. _____	found	(have) found	7. speak	spoke	_____
3. begin	began	_____	8. _____	came	(have) come
4. _____	flew	(have) flown	9. set	_____	(have) set
5. bring	_____	(have) brought	10. eat	ate	_____

Practice B Correcting Irregular Verbs in Sentences

Read each sentence. Then, rewrite the sentence. Replace the underlined verb form with the correct form.

Example: Dean drived his father's car.

Answer: Dean drove his father's car.

- The monkey swinged through the trees. _____
- Hiro buyed a new backpack. _____
- Snow has fell for three days. _____
- Who has winned the playoff game? _____
- A balloon bursted with a loud pop. _____

Name _____ Date _____

80 IDENTIFYING THE BASIC FORMS OF THE SIX TENSES

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

Verbs have six tenses. The tenses show whether an action is happening in the present, past, or future. If the verb shows that the action is going on over a period of time, you might use the present perfect, past perfect, or future perfect tense. The chart below shows the basic form of the six tenses for one regular verb and one irregular verb, and the principal part used with each tense.

Tense	Principal Part Used	Regular Verb Basic Forms	Irregular Verb Basic Forms
Present	Present	I climb.	I drive.
Past	Past	I climbed.	I drove.
Future	Present	I will climb.	I will drive.
Present perfect	Past participle	I have climbed.	I have driven.
Past perfect	Past participle	I had climbed.	I had driven.
Future perfect	Past participle	I will have climbed.	I will have driven.

Practice A Identifying Verb Tenses in Sentences

Read each sentence. Then, write the underlined verb and its tense on the line provided.

Example: The fire had destroyed three houses.

Answer: had destroyed – past perfect

- The fans packed the stadium. _____
- The game has begun already. _____
- The players will compete for four periods. _____
- By game's end, everyone will have used a lot of energy. _____
- My father had bought the tickets last month. _____

Practice B Forming Verb Tenses

Read each sentence and find the underlined verb. Write the basic form of that verb for the tense shown in parentheses.

Example: The driver slams on the brakes. (past)

Answer: slammed

- My cousins come to visit. (past perfect) _____
- The train arrives at 8 P.M. (future) _____
- The musicians tune their instruments. (present perfect) _____
- I ride my bicycle to school. (past) _____
- By midnight, the game concluded. (future perfect) _____

Name _____ Date _____

81 CONJUGATING THE BASIC FORMS OF VERBS

A conjugation is a list of the singular and plural forms of a verb in a particular tense.

You already know that verbs have six tenses. Each tense has six forms that fit with first-, second-, and third-person forms of the personal pronouns in both singular (one) and plural (more than one) number. When you write out all of the forms of the verb in each of the tenses, you are *conjugating* the verb. The chart below shows a conjugation of the forms of the verb *hold* for four tenses.

Tense	Singular	Plural
Present	I hold. You hold. He, she, or it holds.	We hold. You hold. They hold.
Past	I held. You held. He, she, or it held.	We held. You held. They held.
Future	I will hold. You will hold. He, she, or it will hold.	We will hold. You will hold. They will hold.
Present perfect	I have held. You have held. He, she, or it has held.	We have held. You have held. They have held.

Practice A Conjugating the Basic Forms of Verbs

Read each verb. Then, conjugate the singular and plural forms of the verb for the tense and person indicated in parentheses.

Example: sell (past) (singular)

Answer: I sold. You sold. He, she, or it sold.

- choose (present) (plural) _____
- draw (present perfect) (singular) _____
- help (future)(plural) _____
- hurt (present perfect) (plural) _____
- wander (past) (first-person) _____

Practice B Using Verb Forms in Sentences

Read each sentence. Then, complete the sentence by filling in the blank with the verb form shown in parentheses.

Example: My brother _____ a boat on the lake. (*sail*, present tense)

Answer: sails

- My mom _____ the babysitter to stay late. (*ask*, present perfect tense)
- The company _____ three new houses. (*build*, past tense)
- We _____ pizza for dinner. (*order*, future tense)
- The tires on my bike _____ flat. (*go*, present perfect tense)
- Who _____ the winner of the contest? (*determine*, future tense)

Name _____ Date _____

82 CONJUGATING BE

Be is the most common verb in the English language. Its conjugation forms are very irregular. The principal parts of *be* are *be, being, was, been*. In the chart below, notice how the parts of *be* are used in four different tenses in both singular (one) and plural (more than one) forms.

Tense	Singular	Plural
Present	I am. You are. He, she, or it is.	We are. You are. They are.
Past	I was. You were. He, she, or it was.	We were. You were. They were.
Future	I will be. You will be. He, she, or it will be.	We will be. You will be. They will be.
Present perfect	I have been. You have been. He, she, or it has been.	We have been. You have been. They have been.

Practice A Conjugating the Basic Forms of Be

Read each sentence. Then, complete the sentence by filling in the form of *be* that matches the tense shown in parentheses.

Example: I _____ second in the race. (past)

Answer: was

- Lawrence _____ a starter on the soccer team. (future)
- My brother _____ always _____ my best friend. (present perfect)
- Glenn _____ the only one to complain. (past)
- Who _____ your two favorite singers? (present)
- I _____ inside all day. (present perfect)

Practice B Using Forms of Be in Sentences

Read the sentences, which are all in the present tense. Then, rewrite each sentence, changing it to the tense indicated in parentheses.

Example: Henry is a good friend. (present perfect)

Answer: Henry has been a good friend.

- The next feature is "Monsters in the Mall." (future) _____
- Kerry is the team's top scorer. (present perfect) _____
- Several tires are piled inside the garage. (past) _____
- Tim and you are in the first row. (future) _____
- Inside the box is my pet turtle. (past) _____

Name _____ Date _____

83 RECOGNIZING THE PROGRESSIVE TENSE OF VERBS

The progressive tense, or form, of a verb shows an action or condition that is ongoing.

The progressive form of a verb describes an event that is in progress. You create the progressive form by using the present participle of a verb. That is the principal part that ends in *-ing*. You also add the form of the verb *be* that matches the tense and number. The chart below shows progressive forms.

Progressive Tense	Be + Present Participle	Progressive Tense	Be + Present Participle
Present	I am playing.	Present Perfect	I have been playing.
Past	I was playing.	Past Perfect	I had been playing.
Future	I will be playing.	Future Perfect	I will have been playing.

Show that you recognize progressive tenses of verbs by completing the following exercises.

Practice A Recognizing the Progressive Tenses in Sentences

Read each sentence. Circle the progressive form of the verb. Then, write the tense of the verb on the line.

Example: I am calling all of my friends. _____

Answer: I am calling all of my friends. present progressive

- The swimmers have been practicing for hours. _____
- The meteor was falling toward Earth. _____
- All my friends will be cheering for me. _____
- By summer, I will have been training for six months. _____
- I had been napping on the couch. _____

Practice B Using Progressive Tense Verbs in Sentences

Read the sentences. Then, fill in the blank, using the tense of the verb in parentheses.

Example: The plane _____ in ten minutes. (land, future progressive)

Answer: The plane will be landing in ten minutes.

- Anna _____ in the park. (jog, past progressive)
- My uncle _____ a new job. (begin, present progressive)
- My dog _____ around in circles. (run, past perfect progressive)
- By noon, I _____ for fifteen hours. (fast, future perfect progressive)
- My brother _____ in the tub for a long time. (soak, present perfect progressive)
- The painters _____ early in the morning. (arrive, future progressive)

Name _____ Date _____

84 PROGRESSIVE TENSE OF SING

To conjugate the progressive forms of a verb, add the present participle of the verb to a conjugation of the basic forms of *be*.

With all verbs, regular or irregular, you create the progressive tense by using the present participle—the one that ends in *-ing*—with different forms of the verb *be*.

Here are examples of the six progressive tenses. Notice how the form of *be* changes in progressive tenses.

Present progressive	Dan <i>is singing</i> a new song.
Past progressive	He <i>was singing</i> in the music room.
Future progressive	He <i>will be singing</i> in the show.
Present perfect progressive	Dan <i>has been singing</i> that song all week.
Past perfect progressive	Gillian <i>had been singing</i> with him.
Future perfect progressive	By Thursday, Dan <i>will have been singing</i> this song for a week.

Practice A Recognizing the Progressive Tense in Sentences

Read each sentence. Then, write the tense of the underlined verb on the line provided.

Example: I am running as fast as I can. _____

Answer: present progressive

- We will be arriving at noon. _____
- John was asking a question. _____
- By tomorrow, they will have been working on the job for a full week. _____
- Steven had been wanting a new watch for a while. _____
- The firefighters have been training for weeks. _____

Practice B Using Progressive Tense Verbs in Sentences

Read the sentences. Then, fill in the blank so that each sentence contains the progressive tense of the verb shown in parentheses.

Example: The fire _____ out of control. (*burn*, past progressive)

Answer: was burning

- My grandparents _____ us next week. (*visit*, future progressive)
- By then, I _____ rope for two hours straight. (*jump*, future perfect progressive)
- The baby _____ her eyes. (*rub*, past perfect progressive)
- Bonita _____ with her aunt and uncle. (*stay*, present progressive)
- I _____ weights for two weeks. (*lift*, present perfect progressive)

Name _____ Date _____

85 IDENTIFYING ACTIVE AND PASSIVE VOICE

The **voice** of a verb shows whether or not the subject is performing the action. A verb is in the **active voice** when its subject performs the action. A verb is in the **passive voice** when its subject does not perform the action.

Active voice shows that the subject is performing the action. Passive voice shows that the subject is being acted upon by something or someone else. You can recognize a passive verb because it is always a verb phrase made from a form of *be* and a past participle.

Active voice	Dominic <i>raced</i> the model cars.
Passive voice	The model cars were <i>raced</i> by Dominic. The model cars <i>have been painted</i> by Dominic. The model cars <i>are being repaired</i> by Dominic.

Practice A Recognizing Active or Passive Voice

Read each sentence. On the line, write AV for active voice or PV for passive voice.

Example: The photos are stored in Eva's computer. _____

Answer: PV

- | | |
|---|---|
| <p>1. The tickets <u>were collected</u>. _____</p> <p>2. Otto <u>directed</u> the play. _____</p> <p>3. Irina <u>named</u> her car <i>Lulu</i>. _____</p> <p>4. The radio <u>was purchased</u> there. _____</p> <p>5. The show <u>was seen</u> by millions. _____</p> | <p>6. A new player <u>was sent</u> into the game. _____</p> <p>7. The fish <u>swam</u> around the bowl. _____</p> <p>8. The houses <u>were built</u> by my dad. _____</p> <p>9. Lenny <u>asked</u> a lot of questions. _____</p> <p>10. The players <u>jogged</u> around the track. _____</p> |
|---|---|

Practice B Using Active Voice in Sentences

Read each sentence. Then, rewrite the sentence in active voice.

Example: The beds were made by Alicia.

Answer: Alicia made the beds.

1. The tires were changed by Sal. _____
2. The book has been bought by Lori. _____
3. The cans were collected by the children. _____
4. A notebook was found by Calvin. _____
5. The meeting was led by the mayor. _____
6. This book was written by Betsy Byars. _____
7. The plans were drawn up by an architect. _____
8. The safe was opened by a thief. _____
9. All of the money has been stolen by him. _____
10. Later, he was caught by the police. _____

86 TROUBLESOME VERBS

Some verbs cause writers problems. You must learn to use these verbs correctly.

Sometimes writers confuse one verb for another. At other times, writers use the wrong principal part of a verb. Remember these rules about troublesome verbs.

Use *isn't*, not *ain't*.

Use *did*, not *done*, as the past tense of *do*.

Use *saw*, not *seen*, as the past tense of *see*.

Use *dragged*, not *drug*, as past tense of *drag*.

The past tense of *lie* is *lay*, not *laid*.

The past participle of *lie* is *lain*, not *laid*.

Use *gone*, not *went*, with a helping verb.

Use *set*, not *sat*, to mean "placed something."

Use *should have*, not *should of*.

Use *said*, to report someone's words.

Practice A Using the Correct Verb

Read the sentences. Then, circle the correct form of the verb.

Example: Alicia (set, sat) the dishes on the table.

Answer: Alicia (set, sit) the dishes on the table.

- | | |
|---|---|
| 1. The baby (laid, lay) asleep in her crib. | 6. I (could of, could have) brought you a sandwich. |
| 2. The dog (drug, dragged) the branch into our yard. | 7. Brad (ain't, isn't) going with us. |
| 3. Then my brother (said, says), "The game is starting soon." | 8. Henry (had gone, had went) with Benny to the movies. |
| 4. The coach said Stan (done, had done) a good job. | 9. The waiter (says, said), "We are all out of chicken soup." |
| 5. Jenn (has laid, has lain) on the floor all afternoon. | 10. I (saw, seen) my brother hiding behind the tree. |

Practice B Using Troublesome Verbs Correctly

Read the sentences. If the underlined verb is used correctly, write *C* for correct. If it is not, write the correct form of the verb on the line.

Example: I done my best to answer the questions.

Answer: did

- Felicia never seen the ball. _____
- Sandy set down to rest for a while. _____
- Then my sister says, "We won!" _____
- The nurse ain't giving shots today. _____
- The camper set a backpack in the tent. _____
- Leaves laid all around our yard. _____
- The game should of been over. _____
- Dot has laid in bed for two days. _____
- I have seen every movie in town. _____
- After Jan seen us, she smiled. _____

Name _____ Date _____

87 THE NOMINATIVE CASE

Use personal pronouns in the nominative case for (1) the subject of a verb and (2) a predicate pronoun.

There are three cases of pronouns—*nominative*, *objective*, and *possessive*. You use nominative case pronouns when the pronoun is the subject of a verb. You also use nominative case pronouns for a predicate pronoun that comes after a linking verb in a sentence. The nominative case pronouns are *I*, *we*, *you*, *he*, *she*, *it*, and *they*.

SUBJECT: **She** rode a horse at the ranch.

PREDICATE PRONOUN: The person riding the horse was **she**.

Be especially careful when a pronoun is part of a compound subject or a compound predicate nominative. To make sure you are using the right case, say just the pronoun with the verb or invert the sentence to put the pronoun before the verb.

EXAMPLE: Annie and _____ went jogging. (*Me* went jogging or *I* went jogging?)

CORRECT: Annie and I went jogging.

EXAMPLE: The best artists were Carla and _____. (*We* were artists or *Us* were artists?)

CORRECT: The best artists were Carla and we.

Carla and we were the best artists.

Practice A Identifying Nominative Case Pronouns

Read each sentence. Circle the correct pronoun from the choice in parentheses.

Example: The first person in line was (she, her).

Answer: The first person in line was (she her)

- | | |
|---|--|
| 1. My brother and (me, I) bought tickets. | 6. Running the store were Ginny and (her, she). |
| 2. (We, Us) did not make the trip. | 7. Denny and (they, them) swept the floors. |
| 3. Art and (her, she) are cousins. | 8. Stocking the shelves were Allie and (her, she). |
| 4. The performers will be Ken and (her, she). | 9. Kyle's brother and (they, them) made signs. |
| 5. Doug and (I, me) have started a new band. | 10. The top salesperson has been (he, him). |

Practice B Using Nominative Case Pronouns in Sentences

Read each sentence. Then, fill in the blank with a nominative case pronoun.

Example: The most improved players were Luanne and _____.

Answer: she

- Around the corner came Janine and _____.
- Sandor and _____ are making a movie.
- The most dangerous person was _____.
- J.T. and _____ wrote the ad.
- The first to respond were _____.

88 THE OBJECTIVE CASE

Use personal pronouns in the objective case for (1) a direct object, (2) an indirect object, and (3) the object of a preposition.

The objective case pronouns are *me, us, you, him, her, it, and them*. The examples below show how objective case pronouns are used:

DIRECT OBJECT (DO): Jan's mother helped **her**.

INDIRECT OBJECT (IO): Cal offered **her** a ride.

OBJ OF PREPOSITION (OP): Snow fell all around **them**.

If a pronoun is part of a compound object, think of only the pronoun with the rest of the sentence. This will help you decide whether you need an objective case pronoun. Also, be careful if a question begins with a verb. In that case, invert the sentence to put the subject before the verb.

EXAMPLE: The scoutmaster gave Dan and _____ merit badges. (Gave *I* or Gave *me*?)

CORRECT: The scoutmaster gave Dan and me merit badges.

EXAMPLE: Have you spoken to Kerry and _____? (You have spoken to *her* or *she*?)

CORRECT: Have you spoken to Kerry and her?

Practice A Identifying Objective Case Pronouns

Read each sentence. Circle the correct pronoun. Then, label it DO, IO, or OP.

Example: I invited Doug and (he, him). _____

Answer: I invited Doug and (he, him). DO

- | | |
|--|--|
| 1. Tillie's dad took (she, her) sledding. _____ | 6. The general pinned medals on Kylie and (she, her). _____ |
| 2. Did you ride with (they, them)? _____ | 7. Dad brought Shelley and (me, I) juice. _____ |
| 3. Please give Connie and (her, she) directions. _____ | 8. Have you seen Lou and (them, they)? _____ |
| 4. Where did you find Sam and (him, he)? _____ | 9. What is going to happen to (us, we)? _____ |
| 5. The fight is between Troy and (I, me). _____ | 10. An argument broke out between (they, them) and (us, we). _____ |

Practice B Using Objective Case Pronouns in Sentences

Read each sentence. Then, write an objective case pronoun to complete the sentence.

Example: Bill didn't answer John or _____.

Answer: her

- | | |
|--|---|
| 1. We joined the club after _____. | 6. Erin told _____ a secret. |
| 2. I stood next to Sarah and _____. | 7. Come join Willa and _____. |
| 3. Please give Sal and _____ new uniforms. | 8. The dog barked at Sam and _____. |
| 4. Betsy chose _____ as godparents. | 9. Enemy soldiers surrounded Carlo and _____. |
| 5. Has Nita played _____ in a match? | 10. Sue gave Jeremy and _____ good advice. |

Name _____ Date _____

89 THE POSSESSIVE CASE

Use the possessive case of personal pronouns before nouns to show possession. In addition, certain personal pronouns may be used by themselves to indicate possession.

The possessive case is used to show ownership. The chart below shows which possessive pronouns are used before nouns and which ones can stand alone.

Possessive pronouns used before nouns	my, our, your, his, her, its, our, their	She washed <i>her</i> hair. They deleted <i>their</i> files.
Possessive pronouns that can stand alone	mine, ours, yours, his, hers, theirs	That boat was <i>his</i> . The winning entry was <i>theirs</i> .

Possessive nouns, such as *boy's* or *Helen's*, usually contain an apostrophe and *s*. Possessive pronouns never have an apostrophe. The word *it's* with an apostrophe is a contraction meaning "it is."

Practice A Identifying Possessive Case Pronouns

Read the sentences. Write the correct pronoun from the choices in parentheses.

Example: The blanket was (hers, her's). _____

Answer: hers

- | | |
|---|---|
| 1. The tickets are (my, mine). _____ | 6. (His, His') is the polka-dot T-shirt. _____ |
| 2. What time is (you're, your) game?
_____ | 7. (They're, Their) sister is a cheerleader.
_____ |
| 3. The third house is (our's, ours). _____ | 8. The cat scratched (its, it's) ear. _____ |
| 4. Is that jacket (yours, your's)? _____ | 9. (Your, You're) camera takes great pictures.
_____ |
| 5. We searched for (there, their) dog.
_____ | 10. I can't believe (mine, my) answer was wrong.
_____ |

Practice B Using Possessive Case Pronouns Correctly in Sentences

Read each sentence. Then, complete the sentence by filling in the blank with a possessive case pronoun.

Example: I will be at _____ house by 8 A.M.

Answer: your

- | | |
|---|---|
| 1. Where is _____ car? | 6. _____ mother earned a law degree. |
| 2. I tore _____ jacket. | 7. Our hamster hid in _____ cage. |
| 3. Wash _____ hands and come to dinner. | 8. Scott changed _____ clothes three times. |
| 4. Have you seen _____ apartment? | 9. Of all the entries, _____ was the best. |
| 5. The cheese sandwich is _____. | 10. The highest score was _____. |

Name _____ Date _____

90 SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number.

A subject can be singular in number or plural in number. *Singular* means “one,” and *plural* means “more than one.” Most nouns form their plurals by adding *-s* or *-es*, so they are easy to recognize. Some other nouns change their spelling for the plural. Pronouns used as subjects in sentences can also be singular or plural.

Singular Nouns	bell, carpet, child, goose, man, watch
Plural nouns	bells, carpets, children, geese, men, watches
Singular pronoun subjects	I, he, she, her, it, each, anyone, everyone, none, someone, this, that
Plural pronoun subjects	we, you, they, all, these, those, both
Pronouns that can be singular or plural subjects	you, some, who, any, none

Practice A Identifying Number in Nouns and Pronouns

Read each word. Then, write whether the word is singular, plural, or both.

Example: canteen _____

Answer: singular

- | | |
|------------------|-------------------|
| 1. wives _____ | 6. some _____ |
| 2. leaf _____ | 7. empress _____ |
| 3. enemies _____ | 8. clothes _____ |
| 4. you _____ | 9. everyone _____ |
| 5. someone _____ | 10. feet _____ |

Practice B Identifying Singular and Plural Subjects

Read each sentence. Then, write whether the underlined subject is singular or plural.

Example: The sailboat glided across the water. _____

Answer: singular

- | | |
|--|--|
| 1. <u>Those</u> are our gym teachers. _____ | 6. <u>Each</u> gave a good answer. _____ |
| 2. <u>Someone</u> brought a dozen eggs. _____ | 7. The <u>cabinet</u> held glasses and dishes. _____ |
| 3. Will <u>you</u> be working as servers? _____ | 8. <u>Both</u> of them were late. _____ |
| 4. The <u>walrus</u> entertained the children. _____ | 9. In the sky was a <u>flock</u> of geese. _____ |
| 5. The <u>box</u> of cookies was open. _____ | 10. <u>This</u> is my favorite sandwich. _____ |

Name _____ Date _____

91 SINGULAR AND PLURAL VERBS

The subject and verb in a sentence must agree in number.

Just like subjects, verbs used in sentences can be singular in number or plural in number. Present-tense verbs sometimes cause writers problems. A present-tense verb used with a singular noun subject should have an *-s* at the end. Also, a present-tense verb used with a third-person singular pronoun subject (such as *he, she, it, each, someone*) should have an *-s* at the end.

Some forms of the verb *be* can also be singular (*is, was, has been*) or plural (*are, were, have been*). You must use a singular form with a singular subject and a plural form with a plural subject.

Singular noun subjects	The child knows. My friend collects. The dog barks.
Singular pronoun subjects	He knows. She collects. It barks.
Plural noun subjects	The children know. My friends collect. The dogs bark.
Plural pronoun subjects	They know. They collect. They bark.
Singular forms of <i>be</i>	She is angry. He has been wondering. It was closed.
Plural forms of <i>be</i>	They are angry. They have been wondering. They were closed.

Practice A Identifying Number in Verbs

Read each group of words. Then, write whether the underlined verb is singular or plural.

Example: The stars glimmer.

Answer: plural

- | | |
|---|--|
| 1. A crowd <u>is</u> cheering. _____ | 6. They <u>have been</u> stopped. _____ |
| 2. It <u>erodes</u> . _____ | 7. The carriages <u>were</u> driven. _____ |
| 3. Eagles <u>fly</u> . _____ | 8. She <u>recalls</u> . _____ |
| 4. We <u>were</u> anxious. _____ | 9. Both <u>investigate</u> . _____ |
| 5. Our goal <u>has been</u> achieved. _____ | 10. Everyone <u>attends</u> . _____ |

Practice B Determining Singular and Plural Verbs in Sentences

Read each sentence. Then, fill in the blank with the singular or plural form of the verb.

Example: The dishes _____ in the cabinet.

Answer: The dishes are in the cabinet.

- | | |
|---|--|
| 1. My brother _____ two books in his hand. (carry, carries) | 6. Both _____ new coats. (own, owns) |
| 2. Each disk _____ many files. (hold, holds) | 7. My eyes _____ each word. (read, reads) |
| 3. The women _____ ideas. (share, shares) | 8. Some of the wires _____. (cross, crosses) |
| 4. He _____ a sandwich for lunch every day. (eat, eats) | 9. He _____ here every spring. (come, comes) |
| 5. The rabbit _____ soft, gray fur. (has, have) | 10. Musicians _____ their instruments. (play, plays) |

Name _____ Date _____

92 MAKING VERBS AGREE WITH SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number. A prepositional phrase that comes between a subject and its verb does not affect subject-verb agreement.

Singular subjects need to be paired with singular verbs, and plural subjects need to be paired with plural verbs. Be careful when you are working with present-tense verbs. A present-tense singular verb often ends in *-s*. Also, remember that the singular forms of the verb *be* include *am, is, was,* and *has been,* and the plural forms include *are, were,* and *have been.*

SINGULAR: This chair *is broken.* The shoelace *is tied* in knots.
 PLURAL: These chairs *are broken.* The shoelaces *have been untied.*

If a subject is separated from its verb by a prepositional phrase, ignore the prepositional phrase. Make sure the verb agrees in number with the subject. The object of the preposition is never the subject.

SINGULAR: The sign ~~on my door~~ *reads* "Keep Out!"
 PLURAL: The words ~~on the page~~ *look* blurry to me.

Show that you can recognize and understand subject-verb agreement by completing the exercises.

Practice A Making Subjects and Verbs Agree

Read the sentences. Write the verb in parentheses that agrees with the subject. Then, label the subject singular or plural.

Example: The men on the team (practice, practices) hard. _____

Answer: practice — plural

1. These customers (require, requires) your help. _____
2. Our neighbor seldom (visit, visits). _____
3. The paintings on the wall (belong, belongs) to my sister. _____
4. A pile of clothes (was, were) lying on the floor. _____
5. Everyone (ask, asks) about you. _____

Practice B Revising for Subject-Verb Agreement

Read the sentences. Then, if a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: The newspaper sell for 25 cents.

Answer: The newspaper sells for 25 cents.

1. The people in the crowd is very excited. _____
2. Each fan cheer loudly for our team. _____
3. The players on the team appreciate the support. _____
4. The gymnasts performs different exercises. _____
5. A woman in the stands clap loudly. _____

Name _____ Date _____

93 MAKING VERBS AGREE WITH COLLECTIVE NOUNS

Use a singular verb with a collective noun acting as a single unit. Use a plural verb when the individual members of the group are acting individually.

Collective nouns name groups of people or things. A collective noun that acts as one group together is singular and takes a singular verb. A collective noun in which the group members act as individuals is plural and takes a plural verb.

SINGULAR: The *committee* explains its findings.
The *band* enters a competition.

PLURAL: The *committee* are taking sides on the issue.
The *band* are each collecting funds from neighbors.

Practice A Identifying the Number of Collective Nouns

Read the sentences. Then, label each underlined collective noun as singular or plural.

Example: The committee are bringing snacks from home. _____

Answer: plural

- | | |
|---|---|
| <p>1. The <u>army</u> was divided into two groups.
_____</p> <p>2. The <u>troop</u> is patrolling the area. _____</p> <p>3. The <u>audience</u> are stamping their feet impatiently. _____</p> <p>4. Our <u>class</u> are mostly in favor of the new rule.
_____</p> <p>5. The <u>jury</u> consists of six men and six women.
_____</p> | <p>6. The <u>band</u> is performing in the school auditorium. _____</p> <p>7. The <u>army</u> are preparing for their inspection.
_____</p> <p>8. The <u>troop</u> is camping out on the field.
_____</p> <p>9. The <u>audience</u> were each asked three questions. _____</p> <p>10. The <u>staff</u> have their offices on the tenth floor.
_____</p> |
|---|---|

Practice B Making Verbs Agree With Collective Nouns

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: After practice, the team (change, changes) into their street clothes.

Answer: After practice, the team (change, changes) into their street clothes

1. The jury (sit, sits) in a special box in the courtroom.
2. The jury (disagree, disagrees) on the verdict.
3. The faculty (come, comes) from different backgrounds.
4. A majority (is, are) needed to pass the bill.
5. The council (meet, meets) at Town Hall on Tuesdays.
6. The team (plan, plans) to travel in separate cars.
7. The class (is gathering, are gathering) for a photo.
8. The club (is sharing, are sharing) recipes.

94 MAKING VERBS AGREE WITH COMPOUND SUBJECTS

A **compound subject** consists of two or more subjects with the same verb. The subjects are usually connected by a conjunction such as *and*, *or*, or *nor*. Use the rules and examples below.

When a compound subject is connected by *and*, the verb that follows is usually plural.

PLURAL VERB: Ken and Ellen *live* in the same building.
The teams and coaches *are meeting* at 9 A.M.

When two singular subjects are joined by *or* or *nor*, use a singular verb. When two plural subjects are joined by *or* or *nor*, use a plural verb.

SINGULAR VERB: Neither the book nor the movie *is* very exciting.
WITH PLURAL VERB: Neither the players nor their coaches *have been interviewed*

When a compound subject is made up of one singular and one plural subject joined by *or* or *nor*, the verb agrees with the subject closer to it.

SINGULAR VERB: The girls or their teacher *has completed* the survey.
PLURAL VERB: Neither Ari nor his parents *are planning* to attend.

Practice A Making Verbs Agree With Compound Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Kareem or his brothers (is, are) collecting toys for the poor.

Answer: Kareem or his brothers (is, are) collecting toys for the poor.

1. A new camera and memory stick (is, are) on order.
2. Either snow or sleet (is, are) predicted tomorrow.
3. Neither Jenna nor her parents (has found, have found) my watch.
4. Either Nicki or Nan (own, owns) that CD.
5. The beach and sand dunes (is, are) under water.

Practice B Revising for Agreement Between Verbs and Compound Subjects

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the verb to agree with the subject. If a sentence has no error, write correct.

Example: Carl and Evan has passed the test.

Answer: have passed

1. Neither the twins nor their older brother have played the game before. _____
2. My suit pants and coat is being cleaned. _____
3. Neither bottles nor cans is being recycled at this time. _____
4. Either Juanita or her sister is expected to win the race. _____
5. Bonnie or Lisa have been offered the job. _____

95 AGREEMENT IN INVERTED SENTENCES

When a subject comes after the verb, the subject and verb still must agree with each other in number.

Sometimes the verb or part of the verb comes before the subject in a sentence. This often happens with questions that begin with a helping verb, such as *has*, *have*, *do*, or *does*. Also, the subject often follows the verb in sentences that begin with a prepositional phrase or with the words *here*, *there*, or *where*. These sentences are called **inverted sentences**. To determine if the subject and verb agree, rearrange the sentence in normal order in your mind.

Inverted Order	Rearranged in Normal Order
Around the pool swim the otters.	The otters swim around the pond.
Has Evan returned your book?	Evan has returned your book.
There are the building materials	The building materials are there.
Where are they going?	They are going where.

Practice A Identifying Subjects and Verbs in Inverted Sentences

Read the sentences. Then, write the subject and verb on the line provided. Also write whether they are singular or plural.

Example: Over the fence sails the ball. _____

Answer: ball, sails — singular

1. Have Gino and Vince been here before? _____
2. Here are some flowers from our yard. _____
3. Is anyone going to the store? _____
4. Into the pasture go the sheep. _____
5. Inside the room were three frightened boys. _____

Practice B Revising for Agreement in Inverted Sentences

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Beneath the bridge was a barge and tugboat.

Answer: Beneath the bridge were a barge and tugboat.

1. Where is the raincoat and boots you bought? _____
2. Here comes my best friends. _____
3. Into the game strides the relief pitcher. _____
4. Has Luke and LaRhonda practiced their solos? _____
5. Near the factory was several abandoned houses. _____

Name _____ Date _____

96 VERB AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun is the subject, the verb must agree in number with the pronoun.

The number of the indefinite pronoun is the same as the number of the noun to which it refers.

The chart below shows the three different types of indefinite pronouns.

Always Singular	Always Plural	Singular or Plural
anybody everybody somebody	Both	all
anyone everyone someone	Few	any
anything everything something	Many	more
nothing nobody no one	Several	most
one each every	Others	none
either more much		some

If an indefinite pronoun is followed by a prepositional phrase, mentally cross out the phrase to help you focus. Then, decide whether a singular or a plural verb is needed.

EXAMPLES: Everyone ~~in both families~~ speaks Italian.

Most ~~of my friends~~ are trying out for the play.

Practice A Making Verbs Agree With Indefinite Pronouns and Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Each of the brothers (is staying, are staying) at my house.

Answer: Each of the brothers (is staying, are staying) at my house.

- All of her teammates (was cheering, were cheering) for her.
- All of the pie (has been eaten, have been eaten).
- Some of his interests (include, includes) gymnastics and karate.
- Everyone (require, requires) eight hours of sleep.
- When something (change, changes), please let us know.

Practice B Revising for Agreement Between Verbs and Indefinite Pronouns

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Much of the car were damaged.

Answer: Much of the car was damaged.

- Each of the ties were hand painted. _____
- Few of my friends has joined the club. _____
- Everyone in the audience were applauding. _____
- All of the tires were flat. _____
- Both was searching for a bargain. _____

Name _____ Date _____

97 MAKING PERSONAL PRONOUNS AND ANTECEDENTS AGREE

A personal pronoun must agree with its antecedent in person, number, and gender.

Person tells whether a pronoun refers to the person speaking (first person—*I* or *we*), the person spoken to (second person—*you*), or the person, place, or thing spoken about (third person—*he, she, it, they*).

Number tells whether the pronoun is singular or plural.

Gender tells whether a third person singular antecedent is masculine, feminine, or not known.

EXAMPLES: The hermit crab left **its** shell. (third person, singular, gender not known)
 Anna ironed **her** sweaters. (third person, plural, feminine)

Show that you can make personal pronouns and antecedents agree by completing the following exercises.

Practice A Making Personal Pronouns Agree With their Antecedent

Read each sentence. Then, fill in the blank with the correct personal pronoun.

Example: My sister and I welcomed _____ grandmother.

Answer: My sister and I welcomed our grandmother.

1. Jiro and Hiroshi are stars on _____ baseball team.
2. Hannah brought _____ own guitar.
3. Marianne went shopping with _____ grandmother.
4. We shopped at _____ favorite store.
5. Both Kerri and Luci entered _____ names in the contest.
6. Either Kerri or Luci hopes _____ will win.
7. The bear cub injured _____ paw.
8. The eaglets abandoned _____ nest.
9. Anthony took off _____ shoes.
10. Charles removed the ring and put _____ in _____ pocket.

Practice B Revising for Pronoun-Antecedent Agreement

Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.

Example: Carla and Bette put the books in her lockers.

Answer: Carla and Bette put the books in their lockers.

1. Either Emily or Dee has offered their help. _____
2. Both girls said she would be in the play. _____
3. One of the disks was not put back in their case. _____
4. My brother and I plan to visit his grandmother. _____
5. Where did Robby store its suitcase? _____

98 AVOIDING PROBLEMS WITH NUMBER AND GENDER

A personal pronoun must agree with its antecedent in person, number, and gender.

The chart below provides some suggestions for determining the number or gender of the antecedent.

Use a singular personal pronoun when . . .	two or more singular antecedents are joined by <i>or</i> or <i>nor</i> .	EXAMPLE: Either Liane or Deborah will present <i>her</i> project next.
Use a plural personal pronoun when . . .	two or more antecedents are joined by <i>and</i> .	EXAMPLE: Liane and Deborah will deliver <i>their</i> reports.
Use a singular pronoun to refer to a collective noun . . .	that names a group that is acting as a single unit.	EXAMPLE: The committee will hold <i>its</i> meeting on Tuesday.
Use a plural pronoun to refer to a collective noun . . .	when the members or parts of a group are acting individually.	EXAMPLE: The committee will present <i>their</i> reports at the meeting.
To refer to both males and females at the same time . . .	use the phrase <i>his or her</i> or <i>him or her</i> .	EXAMPLE: Each student must have <i>his or her</i> ticket to be admitted.
To avoid the problem of matching gender. . .	rewrite the sentence to use a plural antecedent and plural pronoun.	EXAMPLE: <i>All students</i> must have <i>their</i> tickets to be admitted.

Practice A Making Pronouns and Antecedents Agree

Read the sentences. Then, circle the pronoun in parentheses that agrees with its antecedent.

Example: The cast rehearsed (its, their) parts.

Answer: The cast rehearsed (its, their) parts.

- Amara and Suzanne have submitted (her, their) report.
- Neither Van nor Hal brought (his, their) lunch.
- Each driver passed (her, his or her) written test.
- All applicants must take (his or her, their) driving tests this afternoon.
- The council met in (their, its) new chamber.

Practice B Supplying Pronouns That Agree With their Antecedent

Read each sentence. Then, supply a pronoun or pronoun phrase to complete the sentence.

Example: Each actor delivered _____ lines.

Answer: his or her

- Either Maria or Rosa will prepare _____ recipe tonight.
- A chipmunk or rabbit has made _____ home under our yard.
- The troupe are wearing _____ new costumes.
- Each member is responsible for _____ own task.
- Irina and Nick completed _____ science project.

Name _____ Date _____

99 MAKING PERSONAL PRONOUNS AND INDEFINITE PRONOUNS AGREE

Use a singular personal pronoun when its antecedent is a singular indefinite pronoun. Remember to ignore a prepositional phrase that comes between the antecedent and the pronoun. A pronoun matches the number of the antecedent and not the number of the object of the preposition.

EXAMPLES: Everyone had *his or her* own electronic mailbox.
Each ~~of the women~~ drove *her* children to school.

Practice A Supplying Pronouns That Agree With Indefinite Pronoun Antecedent

Read the sentences. Then, fill in the blank with a pronoun that agrees with its antecedent.

Example: One of the women gymnasts is stretching _____ muscles.

Answer: her

1. All of us brought _____ cameras to school.
2. Each of the girls was asked _____ name.
3. Somebody has forgotten _____ backpack.
4. Both of my sisters put _____ names on the list.
5. One of the ponies has hurt _____ leg.
6. Every officer was assigned _____ own district.
7. Most of the pieces were put where _____ belong.
8. Each member of the boys' softball team returned _____ uniform.
9. Most of the children recited _____ poems.
10. Each of the students has been given _____ identification card.

Practice B Revising for Pronoun-Antecedent Agreement

Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.

Example: Each of the men parked their cars in the lot.

Answer: Each of the men parked his car in the lot.

1. All of the women offered her help. _____
2. One of the men agreed to bring their set of tools. _____
3. Few of us have read their books yet. _____
4. Everybody was given their own poem to analyze. _____
5. The parakeet sat on their perch and sang. _____

Name _____ Date _____

100 THREE FORMS OF COMPARISON

Most adjectives and adverbs have three forms, or degrees, of comparison: positive, comparative, and superlative.

Adjectives and adverbs are called *modifiers* because they change or add meaning to nouns, verbs, or other parts of speech. Modifiers can also be used to compare two or more items.

Positive degree	Main form; used when no comparison is being made	Adj: small, significant, gentle, shy Adv: fast, energetically, well
Comparative degree	Used to compare two items or actions; often ends in <i>-er</i> or includes the word <i>more</i>	Adj: smaller, more significant, shyer Adv: faster, more energetically, better
Superlative degree	Used to compare more than two items or actions; often ends in <i>-est</i> or includes the word <i>most</i> ; often follows the word <i>the</i>	Adj: smallest, most significant, shyest Adv: fastest, most energetically, best

Practice A Identifying the Forms of Adjectives and Adverbs

Read each word or group of words. Then, label each word or words as positive, comparative, or superlative.

Example: faster

Answer: comparative

- | | |
|---------------------------|------------------------------|
| 1. fiercest _____ | 6. finest _____ |
| 2. most intelligent _____ | 7. prettiest _____ |
| 3. certain _____ | 8. more exciting _____ |
| 4. more gently _____ | 9. dramatically _____ |
| 5. most interesting _____ | 10. more knowledgeable _____ |

Practice B Identifying Forms of Modifiers in Sentences

Read each sentence. Then, write whether the underlined modifier is in positive, comparative, or superlative form.

Example: This test was harder than last week's test. _____

Answer: comparative

- This is the most delicious chili in town. _____
- The girls became more excited about the project. _____
- The fire burned brightly. _____
- Our restaurant was given the highest ranking. _____
- Could you speak a little louder? _____
- This vinegar is the most bitter I have ever tasted. _____
- She walked cautiously into the room. _____

Name _____ Date _____

101 REGULAR MODIFIERS WITH ONE OR TWO SYLLABLES

Use *-er* or *more* to form the comparative degree and use *-est* or *most* to form the superlative degree of most one- and two-syllable modifiers.

Most adjectives and adverbs that contain one or two syllables are regular. With some modifiers—such as adjectives that end with *-ful* or *-less* or adverbs that end with *-ly*—adding *-er* or *-est* would sound funny. So the word *more* is used for the comparative degree, and the word *most* for the superlative degree.

Degree	Add <i>-er</i> or <i>-est</i>	Use <i>more</i> or <i>most</i>
Comparative adjectives	bigger, earlier, healthier, lighter, saltier, windier	more daring, more harmful, more strenuous
Superlative adjectives	biggest, earliest, healthiest, lightest, saltiest, windiest	most daring, most harmful, most strenuous
Comparative adverbs	later, earlier	more carefully, more quickly, more widely
Superlative adverbs	latest, earliest	most easily, most highly, most quickly, most widely

Practice A Identifying Degrees of Regular Adjectives and Adverbs

Read the adjective or adverb. Then, write the comparative and superlative degree on the lines.

Example: calm _____

Answer: calmer, calmest

- | | |
|-------------------|-------------------|
| 1. cheap _____ | 6. warmly _____ |
| 2. slim _____ | 7. fierce _____ |
| 3. deeply _____ | 8. handsome _____ |
| 4. nearly _____ | 9. lovely _____ |
| 5. charming _____ | 10. happily _____ |

Practice B Using Forms of Modifiers

Read the sentences. Then, fill in the blank, using the form of the modifier specified in parentheses.

Example: Sheryl is _____ than her brother. (old, comparative)

Answer: older

- Dierdre is one of the _____ people I know. (handy, superlative)
- She works the _____ of all the drillers. (hard, superlative)
- This treatment is _____ than the last one. (painful, comparative)
- Taking yoga classes is helping Denny become _____. (relaxed, comparative)
- He began acting _____ than before. (strangely, comparative)

102 REGULAR MODIFIERS WITH THREE OR MORE SYLLABLES

Use *more* and *most* to form the comparative and superlative degrees of all modifiers of three or more syllables. Do not use *-er* or *-est* with modifiers of more than two syllables.

Longer adjectives and adverbs include the word *more* to form their comparative degree. They include the word *most* to form their superlative degree.

Positive	Comparative	Superlative
amazing	more amazing	most amazing
impatient	more impatient	most impatient
happily	more happily	most happily
significantly	more significantly	most significantly

Practice A Using Forms of Longer Modifiers

Read each sentence. Then, fill in the word *more* or *most* to match the degree shown in parentheses.

Example: Of all the rides, the Hurricane is the _____ frightening. (superlative)

Answer: most

- Allie is the _____ studious person in the class. (superlative)
- Carolyn is _____ knowledgeable about science than I am. (comparative)
- Of the two dresses, this one is _____ elegant. (comparative)
- Sean reread his essay _____ carefully. (comparative)
- She is the _____ insistent person I know. (superlative)
- This restaurant was _____ expensive than I had thought. (comparative)
- He spoke the words _____ emphatically the second time. (comparative)
- Babysitting the James twins was the _____ exhausting job ever. (superlative)
- My cousin performed the piano solo _____ smoothly than I did. (comparative)
- She played the _____ confidently of all the performers. (superlative)

Practice B Using Forms of Modifiers

Read the sentences. Then, fill in the blank, using the form of the modifier specified in parentheses.

Example: Whose eyes are _____ (beautiful, comparative)?

Answer: more beautiful

- Alex is the _____ player on the team. (experienced, superlative)
- The bells chimed _____ when the wind blew harder. (noisily, comparative)
- The Grand Canyon is the _____ place I have ever visited. (incredible, superlative)
- Which coin is the _____? (valuable, superlative)
- The lion roared _____. (ferociously, comparative)

Name _____ Date _____

103 ADVERBS ENDING IN -LY

Use *more* to form the comparative degree and *most* to form the superlative degree of most adverbs ending in *-ly*.

Many adverbs end in *-ly*. The comparative form of these adverbs includes the word *more*. The superlative form includes the word *most*.

Positive	Comparative	Superlative
courageously	more courageously	most courageously
deadly	more deadly	most deadly
sincerely	more sincerely	most sincerely
skillfully	more skillfully	most skillfully

Show that you can recognize and use forms of adverbs ending in *-ly* by completing the following exercises.

Practice A Identifying Degrees of Adverbs Ending in -ly

Read the adverb. Then, write the comparative and superlative degree of the adverb on the lines provided.

Example: successfully _____

Answer: more successfully most successfully

- | | |
|---------------------|----------------------|
| 1. genuinely _____ | 6. dearly _____ |
| 2. nearly _____ | 7. impatiently _____ |
| 3. carelessly _____ | 8. desperately _____ |
| 4. tensely _____ | 9. certainly _____ |
| 5. coldly _____ | 10. intensely _____ |

Practice B Using Correct Forms of Adverbs

Read each sentence. Then, complete the sentence, filling in the form of the modifier specified in parentheses.

Example: The plants grew _____ after they were fertilized. (quickly, comparative)

Answer: more quickly

1. The star gave off the _____ bright light. (amazingly, superlative)
2. After he got a haircut, Sam was greeted _____. (favorably, comparative)
3. You should have read the chapter _____. (carefully, comparative)
4. This is the _____ awaited day in the year. (eagerly, superlative)
5. He tried to act _____ towards other people. (sensitively, comparative)

Name _____ Date _____

104 USING LESS AND LEAST

Use *less* with a modifier to form the decreasing comparative degree and *least* to form the decreasing superlative degree.

Positive	Comparative	Superlative
exciting	less exciting	least exciting
swingly	less swingly	least swingly

Practice A Identifying Decreasing Degrees of Modifiers

Read the adjective or adverb. Then, write the decreasing comparative and superlative forms of the modifier on the line provided.

Example: tense _____

Answer: less tense, least tense

- | | |
|-----------------------|-----------------------|
| 1. valuable _____ | 6. hopeful _____ |
| 2. strictly _____ | 7. ably _____ |
| 3. protective _____ | 8. tentatively _____ |
| 4. affectionate _____ | 9. careful _____ |
| 5. honest _____ | 10. beautifully _____ |

Practice B Using the Correct Form of Modifiers

Read each sentence. Then, write the word *less* or *least* in the blank to create the form in parentheses.

Example: Of all my friends, José is the _____ patient. (superlative)

Answer: least

- Sam forgets assignments _____ often than Alicia. (comparative)
- Which of the two cleansers is _____ toxic? (comparative)
- This is the _____ comfortable chair in the room. (superlative)
- Which of these muffins is the _____ fattening? (superlative)
- This medicine works _____ effectively than that brand. (comparative)
- The cotton sweater was _____ scratchy than the wool one. (comparative)
- Dean's answers were the _____ intelligent of all. (superlative)
- Lissy responded _____ cheerfully to our criticism. (comparative)
- Of all of her ideas, this one is the _____ creative. (superlative)
- This motor runs _____ efficiently than the old one. (comparative)

Name _____ Date _____

105 IRREGULAR ADJECTIVES AND ADVERBS

Memorize the comparative and superlative forms of adjectives and adverbs that are irregular. With some adjectives and adverbs, the comparative and superlative degrees are formed in unusual ways. There are no rules to help you. You will have to memorize the correct forms.

Show that you understand and can use irregular modifiers by completing the following exercises.

Practice A Supplying Comparative and Superlative Degrees of Irregular Modifiers

Complete the chart by filling in the missing forms of the irregular adjectives and adverbs.

Positive	Comparative	Superlative
bad (adjective)		worst
badly (adverb)	Worse	
far (distance)		farthest
far (extent)	Further	
good (adjective)	Better	
well (adverb)		best
many	More	
much		most

Practice B Using Forms of Irregular Modifiers

Read each sentence. Then, fill in the blank, using the form of the modifier specified in parentheses.

Example: Which sweater do you like _____? (much, superlative)

Answer: most

- These are the _____ tomatoes I have ever eaten. (good, superlative)
- I am feeling _____ than before. (bad, comparative)
- Pittsburgh is _____ away than Baltimore. (far, comparative)
- Tyler plays _____ than I do. (good, comparative)
- I look _____ like my mother than my father. (much, comparative)
- Which restaurant serves the _____ pancakes? (good, superlative)
- I have thought _____ about your idea. (far, comparative)
- I pushed that idea _____ out of my mind (far, comparative)
- _____ soccer players are right-footed. (many, superlative)
- That is the _____ movie I have seen this year. (bad, superlative)

Name _____ Date _____

106 USING COMPARATIVE AND SUPERLATIVE DEGREES

Use the comparative degree to compare *two* people, places, or things. Use the superlative degree to compare *three or more* people, places, or things.

Look carefully at the other words in the sentence to help you decide if you should use the comparative form (comparing two items) or superlative form (comparing more than two).

Avoid using double comparisons, such as *more better*, *more friendlier*, *most happiest*, or *worser*.

Show that you understand and can use comparative and superlative degrees of modifiers correctly by completing the following exercises.

Practice A Determining the Correct Form of Modifiers

Read each sentence. Then, fill in the correct form of the modifier shown in parentheses.

Example: Whipped butter spreads _____ than solid butter. (easily)

Answer: more easily

1. DeJuan is the _____ runner on the track team. (fast)
2. Of all the children, she is the _____. (noisy)
3. This is the _____ novel she has written. (short)
4. My mother is _____ than her sister. (slim)
5. You must answer _____ to outscore your opponent. (quickly)

Practice B Revising for Correct Use of Modifiers

Read the sentences. If a sentence contains a modifier error, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: They are the most happiest couple I know.

Answer: They are the happiest couple I know.

1. Who is the bestest player on the team? _____
2. They are the most poorest family in the neighborhood. _____
3. Which of the two brothers do you think looks youngest? _____
4. That bread is the most softest you can buy. _____
5. That is the most impressive building in town. _____

Name _____ Date _____

107 MAKING LOGICAL COMPARISONS

When you make a comparison, be sure you are comparing things that have clear similarities. Also, make sure that your sentences compare only similar items. When comparing one of a group to the rest of the group, make sure your sentence contains the word *other* or *else*.

UNBALANCED: My essay is better than Amber. (*What are you comparing?*)

BALANCED: My essay is better than *Amber's*.

UNBALANCED: Climbing on a stepladder is safer than a chair. (*What are you comparing?*)

BALANCED: Climbing on a stepladder is safer than *climbing on* a chair.

CONFUSING: Marta draws better than anyone in the class. (*Isn't Marta in the class?*)

CLEAR: Marta draws better than anyone *else* in the class.

Practice A Recognizing Logical Comparisons

Read each sentence. Then, write whether the comparison is unbalanced or balanced.

Example: My aunt's truck is cleaner than my uncle. _____ **Answer:** unbalanced

1. Today's sale is bigger than last week. _____
2. Heather's ring is shinier than Nora. _____
3. Derek's teeth are whiter than mine. _____
4. This watch is more valuable than any watch in the store. _____
5. Sam's laugh is louder than Shawn's. _____

Practice B Revising to Make Comparisons Logical

Read the sentences. If a sentence contains an illogical comparison, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Parker is a better athlete than anyone in the family.

Answer: Parker is a better athlete than anyone else in the family.

1. I like spinach more than any vegetable.

2. Kerry's answer was more complete than Brian.

3. This chair is more comfortable than any in the room.

4. Chicago is more populous than St. Louis.

5. Dave's speech was more interesting than anyone's.

Name _____ Date _____

108 TROUBLESOME ADJECTIVES AND ADVERBS

Use the adjective *bad* with a linking verb, such as *feel*. Use the adverb *badly* with an action verb, such as *sing*.

Use *good* with nouns or after linking verbs. Use *well* with action verbs or to describe health. Use *fewer* to answer the question *How many?* Use *less* to answer the question *How much?*

INCORRECT: She performed bad in the play. Sara feels badly about the argument.
 CORRECT: She performed *badly* in the play. Sara feels *bad* about the argument.

INCORRECT: I bought less apples today. That bread tastes well.
 CORRECT: I bought *fewer* apples today. That bread tastes *good*.

Be careful where you place the word *just* or *only* in a sentence. If you mean “no more than,” then *just* or *only* should go right before the word it modifies.

CONFUSING: I only bought two pairs of shoes. The senate just discussed one bill.
 CLEAR: I bought *only two pairs* of shoes. The senate discussed *just one* bill.

Practice A Using *Bad and Badly, Good and Well, Fewer and Less*

Read each sentence. Then, circle the word in parentheses that correctly completes the sentence.

Example: The milk smells (bad, badly).

Answer: The milk smells (bad , badly).

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|--|--|
| 1. I performed (good, well) at the audition. | 4. The medicine made Darryl (good, well). |
| 2. He felt (bad, badly) about his error. | 5. She played (less, fewer) than five CDs. |
| 3. This sandwich tastes really (good, well). | 6. If we defend (good, well), we'll win. |

Practice B Fixing Troublesome Modifiers

Read the sentences. Rewrite the sentences that contain errors in the use of modifiers. If a sentence has no error, write correct.

Example: Steve plays the piano very good.

Answer: Steve plays the piano very well.

1. We received less than six letters. _____
2. I only have one clean shirt. _____
3. I brought just two friends with me. _____
4. Lew slipped and turned his ankle bad. _____
5. The band sounds badly tonight. _____
6. Don't feel bad about losing the race. _____

Name _____ Date _____

109 USING PERIODS

A period indicates the end of a sentence or an abbreviation.

Use a period to end a declarative sentence—a sentence of fact or opinion. Use a period to end most imperative sentences—sentences that give directions or commands. Use a period to end a sentence that contains an indirect question. Use a period after most abbreviations and initials.

Declarative Sentence: The basketball game is tonight.

Imperative Sentence: Close the windows.

Indirect Question: Alexis asked me if I would help.

Abbreviations: Mrs. M.D. Corp. Sr. Wed.

Initials: Robert E. Lee C. S. Lewis J. D. Winters

Practice A Adding Periods

Read each sentence. Then, add periods where they are needed. Circle each period you add.

Example: Prof L Smith is teaching history at the college

Answer: Prof^o L^o Smith is teaching history at the college.

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|---|--|
| 1. The law firm handling the case is D L Roberts, Ltd | 6. Bill Martin, Jr , writes books for children |
| 2. Mr Towers asked me if I had done my homework | 7. Don't do it, K C |
| 3. Emily lives at 4404 Oak St | 8. Olivia asked Kyle if he had seen Dr Moore yet |
| 4. Rep Matthews is in Springfield campaigning for re-election | 9. See that your name is on your paper |
| 5. Please speak to Col Woods about the decision | 10. Ms Foster is in charge of the science fair |

Practice B Using Periods

Read each sentence. Then, on the line, write it correctly, adding periods.

Example: I asked Mrs Roberts why my grade was so low

Answer: I asked Mrs. Roberts why my grade was so low.

1. PleasetakeBenjamin to the park _____
2. Morgan is going with us to the P O _____
3. My cousin W T lives in St Paul, Minnesota _____
4. Mrs Dylan told us about Rev Martin Luther King, Jr _____
5. Don't touch the hot stove _____
6. Go to the mall and you will find H A Beck, Co _____
7. Gov Peters will sign the bill _____
8. My best friends, James and P J, are here _____
9. Dad has a B A degree in history _____
10. The party will be on Dec 5 at 303 Main St _____

110 USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question.

Use a question mark after an interrogative sentence—one that asks a direct question. Use a question mark after a word or phrase that asks a question.

Interrogative: When did you last see Zach?

Word: You look unhappy. Why?

Phrase: Did you look in the drawer? In the kitchen cabinet?

Practice A Identifying Questions

Read the sentences. Then, circle a period if it should be a question mark.

Example: We planned the entire project ourselves. Where were you.

Answer: We planned the entire project ourselves. Where were you^o

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|--|---|
| 1. Do you read much on your own. | 7. You said the Cubs are your favorite team. Why. |
| 2. You said you read all the time. What books. | 8. Could you guess that my favorite team is the Yankees. |
| 3. When is your mom's book being published. | 9. You said you want to watch television. Which program. |
| 4. What do you have to get at the store. | 10. Have you read the mystery series books. How many of them. |
| 5. Have you been to Yellowstone Park. What about the Grand Canyon. | |
| 6. Let's meet after school. Where. | |

Practice B Writing Questions

Read the items. Rewrite each one on the line. Use question marks where they are needed.

Example: Practice is at four. Can you be there.

Answer: Practice is at four. Can you be there?

1. You said you pitched today. How many innings. _____
2. Where will the new stadium be built. _____
3. Will it be completed this year. Or next. _____
4. How long does it take to build a stadium. _____
5. You weren't at the last game. Why. _____
6. Did you know my uncle played minor-league baseball. _____
7. The manager will be replaced next season. By whom. _____
8. Has your team found a coach yet. Mine hasn't. _____
9. Will you wish me luck. I'll need it. _____
10. Haley says Mom will be home soon. When. _____

Name _____ Date _____

111 USING EXCLAMATION MARKS

An exclamation mark at the end of a word, phrase, or sentence shows strong emotion.

Use an exclamation mark after a word, phrase, or sentence that shows strong emotion or a sentence that gives a forceful or urgent command. Use an exclamation mark after an interjection that expresses strong emotion.

- Sentence With Strong Emotion: Here they come!
 Imperative Sentence: Stop talking!
 Phrase: What a hard decision!
 Word: Hush! Wow! Hooray!

Practice A Identifying When to Use Exclamation Marks

Read each sentence. Insert exclamation marks in the sentences as needed.

Example: Hey. How are you? It's been a long time.

Answer: Hey! How are you? It's been a long time.

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| 1. Go away. | 6. Of course. I would like to come. |
| 2. What a glorious day. | 7. Wow. I can't believe my eyes. |
| 3. You are my best friend. | 8. How fortunate. |
| 4. Absolutely not. I can't help you out again. | 9. What a shame. |
| 5. I cannot. It's not right. | 10. You look beautiful. |

Practice B Writing Using Exclamation Marks

Read each item. Rewrite it on the line. Use one exclamation mark where it is needed in each item.

Example: Oh no. The brakes are gone.

Answer: Oh no! The brakes are gone.

1. Look, that's Justin at the counter. _____
2. Have pity. I'm just learning to skate. _____
3. Whew. That was a close call. _____
4. Your recipe is super. _____
5. This is the best party ever. _____
6. Eek. I saw a mouse over there. _____
7. Whoops. There goes my tray. _____
8. Ah, now I get it. _____
9. Ouch. That dish is hot. _____
10. Bingo. I just won. _____

112 USING COMMAS IN COMPOUND SENTENCES

A compound sentence consists of two or more main or independent clauses that are joined by a coordinating conjunction, such as *and, but, for, nor, or, so, or yet*.

Use a comma before the conjunction to separate two main or independent clauses in a compound sentence. If the conjunction joins single words, phrases, or subordinate clauses, do not use a comma.

Compound Sentence: I do not want to do my homework, nor do I want to clean.

Single Words: Windows and mirrors have to be washed.

Phrases: We can work in the library or at my house.

Subordinate Clauses: Let's go to the library because it is quiet there.

Practice A Adding Commas in Compound Sentences

Read each sentence. Underline the word that should be followed by a comma and add the comma. If the sentence is correct, write C.

Example: Thanksgiving is my favorite holiday but I like the Fourth of July, too. _____

Answer: Thanksgiving is my favorite holiday, but I like the Fourth of July, too. _____

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|--|---|
| <p>1. We will shop today since we are busy tomorrow. _____</p> <p>2. My little sister likes the zoo but she prefers to ride ponies at the farm. _____</p> <p>3. Last summer we went camping and this summer Dad wants to go again. _____</p> <p>4. I want to go to the Smokies but my brother wants to see Mount Rushmore. _____</p> | <p>5. Erin wants to see a bear and deer but I don't want to get too close to the bear. _____</p> <p>6. We will sit by the campfire at night, which will keep us warm. _____</p> <p>7. Last year we took chocolate and graham crackers but we forgot marshmallows. _____</p> <p>8. Mom does not like to sleep in a tent nor does she like cooking over a fire. _____</p> |
|--|---|

Practice B Rewriting Sentences

Read each sentence. Rewrite the sentence on the line, adding a comma if it is needed. If the sentence is correct, write C.

Example: Bears and birds live in the mountains but I want to see the salamanders.

Answer: Bears and birds live in the mountains, but I want to see the salamanders.

1. Black bears are fun to see but you must be careful of them. _____
2. Black bears can run very fast and they climb trees well. _____
3. Owls are wise birds that live in trees. _____
4. Coyotes are scavengers because they eat almost anything. _____
5. Campers leave food out and raccoons find it. _____

Name _____ Date _____

113 AVOIDING COMMA SPLICES

A comma splice occurs when two or more sentences have been joined with only a comma between them.

Avoid comma splices by making sure all of your ideas are properly linked.

INCORRECT: We went by plane, it was my first flight across the country.

CORRECT: We went by plane. It was my first flight across the country.

Practice A Recognizing Comma Splices

Read each item. If the sentence is correct, write C on the line. If it has a comma splice, write I for incorrect. Then, circle the error.

Example: We got to the airport early, we had to wait two hours for our flight. _____

Answer: We got to the airport early, we had to wait two hours for our flight. I

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|---|--|
| <p>1. The airport was crowded, a storm in Chicago closed the airport there. _____</p> <p>2. Dad put me in charge of getting a treat. My sister came with me to help. _____</p> <p>3. Finally our flight was called, we got in line to board. _____</p> <p>4. Three of our family sat in one row, two sat across the aisle. _____</p> <p>5. It was fun to see our city from the air, I could see all the highways. _____</p> | <p>6. It took three hours to get from home to Portland, so I took a nap. _____</p> <p>7. My aunt and her family met us at the airport, my cousins had changed a lot. _____</p> <p>8. They said we changed too. It's been three years since we saw them. _____</p> <p>9. They took us downtown to the museum, we had lunch at a restaurant there. _____</p> <p>10. We wanted to stay longer, but we already had our return tickets. _____</p> |
|---|--|

Practice B Rewriting Sentences

Read the sentences. Then, on the line provided, rewrite the sentence without using a comma splice.

Example: My aunt came to see us from New York City, she came by train.

Answer: My aunt came to see us from New York City. She came by train.

1. Aunt Terri invited us to visit her in New York, maybe we will go next summer.

2. Mom wants to shop on Fifth Avenue, Dad wants to see Times Square.

3. My older sister insists we see a Broadway play, she wants to decide which one!

4. We will have to wait and see about the play, tickets are very expensive.

5. I would like to see a baseball game, maybe the Yankees will be in town.

114 USING COMMAS IN A SERIES

Use commas to separate three or more words, phrases, or clauses in a series.

The comma follows each of the items except the last one in a series. The conjunction *and* or *or* is added after the last comma. There are two exceptions to this rule. If each item except the last is followed by a conjunction, do not use commas. Also, do not use a comma to separate groups of words that are considered to be one item.

- Series of Words: Earth, Mars, Saturn, and Venus are among the sun’s planets.
 Series of Phrases: Rocks are found on cliffs, in the ground, and along coastlines.
 EXCEPTIONS: From the boat, we saw bays and inlets and coves.
 We had spaghetti and meatballs, salad, and bread.

Practice A Recognizing Commas in a Series

Read each sentence. If the sentence is correct, write C on the line. If a comma is missing, write that word and the comma on the line.

Example: Jake Alex, and Sam are outside practicing their free throws. _____

Answer: Jake,

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|---|---|
| 1. My homework includes doing math reading a story, and writing a report. _____ | 6. In Brazil, you might see toucans, monkeys and sloths. _____ |
| 2. Dinner tonight is beef, mashed potatoes and gravy, and green beans. _____ | 7. Sloths hang upside down live in treetops, and have greenish fur. _____ |
| 3. Amber talks loudly, constantly and shrilly. _____ | 8. The Nile, the Yangtze, the Amazon and the Mississippi are long rivers. _____ |
| 4. Amy came with food and games and several gins. _____ | 9. The Amazon flows through Brazil, Peru and other countries. _____ |
| 5. We followed him from the house down Central Street, and into town. _____ | 10. Rio de Janeiro is a modern, large, and beautiful city. _____ |

Practice B Adding Commas

If a sentence is correct, write C on the line. If the sentence has an error in commas, underline the word that should be followed by a comma and add the comma.

Example: The restaurant serves chicken with rice, onions and mushrooms. _____

Answer: The restaurant serves chicken with rice, onions, and mushrooms.

- Mom makes eggs, waffles, or pancakes for breakfast on weekends. _____
- Crystal ran by the first door skipped past the second, and walked into the third. _____
- Heather paints using acrylics and water colors and oils. _____
- From our window, we can see mountain peaks, wildflowers and a stream. _____
- New York City, Los Angeles and Chicago have large populations. _____
- You go through the swamp across the river, and into the fort to win the game. _____
- That restaurant serves beans and rice tacos, and great chili. _____

115 USING COMMAS BETWEEN ADJECTIVES

Use commas to separate adjectives of equal rank. Do not use commas to separate adjectives that must appear in a specific order. Do not use a comma to separate the last adjective in a series from the noun it modifies.

To tell whether the adjectives in a sentence are of equal rank, try using the word *and* between the adjectives or change the order of the adjectives.

Practice A Identifying Correct Comma Use

Read each sentence. Identify the comma error. If the sentence needs a comma deleted, write *Omit* on the line and then circle the comma that needs to be deleted. If the sentence needs a comma added, write *Add* on the line and then insert the comma in the sentence.

Example: Sierra has dim, vague, memories of her grandmother. _____

Answer: Sierra has dim, vague, memories of her grandmother. Omit

1. Your stained dirty shirt should be washed. _____
2. Mr. Riser is an honest truthful person. _____
3. He has huge, swollen, feet and hands. _____
4. The job is tough, backbreaking, work. _____
5. Her actions are unkind, greedy and dishonest. _____
6. The principal gives fair helpful advice. _____
7. Start learning about art with a basic introductory, course. _____
8. We shared the enormous green salad. _____

Practice B Rewriting Sentences

Read each sentence. Correct any misplaced or missing commas. Rewrite the sentence correctly on the line.

Example: We did not follow the confusing uninteresting plot.

Answer: We did not follow the confusing, uninteresting plot.

1. I don't want expensive fragile dishes.

2. How many old worn pairs of jeans do you need?

3. Mom prefers handy, unbreakable and wood utensils.

4. She is a sweet caring, and wholesome child.

5. Trevor is a serious, music student.

Name _____ Date _____

116 USING COMMAS AFTER INTRODUCTORY WORDS, PHRASES, AND CLAUSES

Use a comma after most introductory words, phrases, or dependent clauses.

When a sentence begins with an introductory word, phrase, or other structures, that word or phrase is usually separated from the rest of the sentence by a comma.

Introductory word	Cameron, are you ready yet? No, Mom says I can't go to the concert.
Introductory phrase	With effort and courage, you can win. In the center of the park, you will see the statue.
Introductory adverbial clause	Since we got a late start, we should never have chosen this topic for our report.

Show that you can recognize and use commas after introductory words, phrases, and clauses by completing the following activities.

Practice A Adding a Comma

Read each sentence. Underline the word that should be followed by a comma. Then add the comma.

Example: Near the rear of the building you will find a ramp.

Answer: Near the rear of the building, you will find a ramp.

1. At three o'clock yesterday the fire alarm sounded.
2. Because the test is early I am going to bed.
3. Patrick it's time to go to math class.
4. At the top left you will find the name line.
5. Along with math homework I have a science report to finish.
6. When the bell sounds class is over.
7. Certainly I will come if you want.
8. On the bulletin board you will find the team names.
9. Yeah that's a great idea.
10. In spite of the snowstorm we still had to go to school.

Practice B Rewriting Sentences

Read the sentences. Rewrite each sentence, adding the comma needed after the introductory word, phrase, or clause.

Example: Without knowing your plans I cannot give you any advice.

Answer: Without knowing your plans, I cannot give you any advice.

1. No I do not agree with your plan. _____
2. Before the time was up I finished the test. _____
3. When you want to talk please call me. _____
4. In front of the house Mom planted new flowers. _____
5. Olivia are you planning to go to the meeting? _____
6. Till we meet next summer take care. _____
7. Though Matt did not want to go he did. _____

Name _____ Date _____

117 USING COMMAS WITH PARENTHETICAL EXPRESSIONS

A parenthetical expression is a word or phrase that is not essential to the meaning of the sentence. These words or phrases generally add extra information to the basic sentence.

Use commas to set off parenthetical expressions from the rest of the sentence.

Names of people being addressed	This gin is for you, Aaron. The boys, Jeffrey and Angel, are in the lead.
Certain adverbs	The solution, therefore, is now clear.
Common expressions	The news will, I think, surprise everyone.
Contrasting expressions	I chose this magazine, not that one.

Practice A Recognizing Parenthetical Expressions

Read each sentence. Then, underline the parenthetical element and add one comma if it is at the end of a sentence or two commas if it is in the middle.

Example: The trip to the West therefore is a good idea.

Answer: The trip to the West, therefore, is a good idea.

1. This shirt not that one fits best.
2. I want to go now not tomorrow.
3. Would you get Mom's sweater Monica?
4. Whether or not to take piano lessons is of course up to you.
5. Moving to Atlanta however was a family decision.
6. Campaign promises therefore mean almost nothing.
7. The decision to forfeit the game was in my opinion a mistake.
8. Cats I think make the best pets.
9. Sam says that dogs not cats are better pals.
10. What kind of pet do you prefer Rachel?

Practice B Rewriting Sentences With Parenthetical Expressions

Read each sentence. Then, on the line provided, rewrite the sentence. Set off the parenthetical expression with a comma or two commas.

Example: The smoke not the fire did the damage.

Answer: The smoke, not the fire, did the damage.

1. Call me when you get there Erica. _____
2. Their apartment building not ours has been sold. _____
3. The choice of course is a difficult one. _____
4. Your clothes need to be picked up too. _____
5. His excuse however did not work. _____
6. When you finish here Angela you can do laundry. _____
7. Their decision in my opinion is the best one. _____
8. Class is going to start Mitchell. _____
9. My homework therefore never got finished. _____

118 USING COMMAS WITH NONESSENTIAL EXPRESSIONS

To determine when a phrase or clause should be set off with commas, decide whether the phrase or clause is essential or nonessential to the meaning of the sentence. Nonessential expressions can be left out without changing the meaning of the sentence.

Use commas to set off nonessential expressions from the main clause. Do not set off essential material with commas.

Essential Nonessential	Appositives and Appositive Phrases: The book <i>The Secret Garden</i> was made into a musical. <i>The Secret Garden</i> , a book, was made into a musical.
Essential Nonessential	Participial Phrases: The boy playing on the swings is my little brother. Paul, playing on the swings, called to me for a push.
Essential Nonessential	Adjectival Clauses: We looked for someone who plays the guitar. Crystal, who plays the guitar well, joined the group.

Practice A Labeling Essential and Nonessential Sentences

Read each sentence. Then, write *Essential* if the phrase or clause is needed for the meaning. Write *Nonessential* if the phrase or clause can be left out.

Example: Seth, who can't read a note of music, plays the piano by ear. _____

Answer: Nonessential

1. We are reading the book *The Red Pony* this year. _____
2. Miguel, running his fifth lap, is beginning to look tired. _____
3. The woman waiting in the green car is my mom. _____
4. Hannah, hopping on one foot, says she sprained her ankle. _____
5. Dad needs to hire someone who can use a computer. _____
6. Gianna, who sings like a bird, is in the talent show. _____

Practice B Using Commas With Nonessential Expressions

Read the sentences. Rewrite the sentences, adding commas where necessary. If a sentence is punctuated correctly, write *C* on the line.

Example: My brother acting silly sometimes embarrasses me.

Answer: My brother, acting silly, sometimes embarrasses me.

1. The girl talking to the clerk is not happy. _____
2. The doctor checking his records found the prescription. _____
3. My uncle who lives next door pops in often. _____
4. The monkey chattering constantly annoys us. _____
5. The child a little boy plays while we watch him. _____

Name _____ Date _____

119 USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date has several parts, use a comma after each part. When a geographical name is made up of a city and a state, use a comma after each item.

Commas are used when both the month and the date are used as an appositive to rename a day of the week.

Date With Year: As of November 16, 2012, I will be thirteen.

Date With Day: Tuesday, December 14, is Mya's birthday.

Cities and States: Mom grew up in Oak Park, Illinois, and Des Moines, Iowa.

Practice A Adding Commas

Read the sentences. Add commas where they are needed.

Example: Write July 4 1776 and remember the date.

Answer: Write July 4, 1776, and remember the date.

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|---|---|
| <p>1. Mom went to Los Angeles California on business.</p> <p>2. Our neighbors moved to Houston Texas last year.</p> <p>3. My dad was born on February 14 1972 on a Monday.</p> <p>4. The team is traveling to Springfield Illinois for a meet.</p> <p>5. Your postcard came on Thursday July 24 in the morning.</p> | <p>6. Abraham Lincoln was born on February 12 1809 in Kentucky.</p> <p>7. Memorial Day was celebrated on Monday May 29 last year.</p> <p>8. On Saturday December 17 we will go into the city.</p> <p>9. My aunt had a baby boy on Wednesday August 1 at noon.</p> <p>10. We are going to Boston Massachusetts for vacation.</p> |
|---|---|

Practice B Rewriting Sentences

Read the sentences. Rewrite each one using commas correctly.

Example: We are going to San Francisco California to see the Golden Gate Bridge.

Answer: We are going to San Francisco, California, to see the Golden Gate Bridge.

1. On Friday March 30 we celebrate my parents' anniversary.

2. He lived in Tampa Florida for a year.

3. What is the average temperature in Juneau Alaska in July?

4. He lives in Frankfort Kentucky now.

5. The mountains around Denver Colorado are beautiful.

Name _____ Date _____

120 USING COMMAS IN NUMBERS

With large numbers of more than three digits, count from the right and add a comma to the left of every third digit to separate it from every fourth digit. Use commas with three or more numbers written in a series. Do not use a comma with ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

Large numbers	93,000,000 miles to sun	Telephone numbers	(448) 555-6190
Numbers in a series	Forms 18, 19, and 20	Years	1999
ZIP codes	72489	House numbers	3204 South Street

Practice A Using Commas

Read the items. Rewrite each item on the line, adding commas where needed. If no commas are needed, write correct.

Example: 174500 miles

Answer: 174,500 miles

- | | |
|--------------------------|--|
| 1. 1500000 dollars _____ | 6. telephone number (988) 555-4538 _____ |
| 2. 935000 workers _____ | 7. 2689500 people _____ |
| 3. 5492 new laws _____ | 8. the year 1865 _____ |
| 4. ZIP code 83509 _____ | 9. 9109 Sheridan Road _____ |
| 5. 5450 mammals _____ | 10. Volumes 1, 2, and 3 _____ |

Practice B Identifying Correct Comma Use

Read the sentences. Insert commas in the numbers that need them. Underline the correctly written numbers.

Example: There are about 2785 species of snakes.

Answer: There are about 2,785 species of snakes.

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| 1. The population of our city is 378021. | 6. The community center is in Zip code 44456. |
| 2. Read chapters 33, 34, and 35 for next week. | 7. Call me back at (798) 635-1234. |
| 3. The Second World War ended in the year 1945. | 8. Our company uses 12500 postcards a month. |
| 4. The shop is at 3060 Pine Street. | 9. The diameter of Jupiter is about 88800 miles. |
| 5. There are about 10080 minutes in a week. | 10. The library has 32665 square feet. |

Name _____ Date _____

122 USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to separate direct quotations from other phrases in a sentence.

EXAMPLE: "I'd like to go to the play," Michelle replied, "but I have homework."

Practice A Identifying Correct Comma Use With Direct Quotations

Read each pair of sentences. Write correct on the line next to the one with correct use of commas.

Example: "The game is at two," Jose said, "and we are going early."

"The game is at two" Jose said, "and we are going early."

Answer: "The game is at two," Jose said, "and we are going early." correct

1. Ms. Rice said "Open your books, please." _____
 Ms. Rice said, "Open your books, please." _____
2. "Look at page 240," she said, "and you will see a photograph." _____
 "Look at page 240," she said "and you will see a photograph." _____
3. "It shows" she went on, "the Transcontinental Railroad." _____
 "It shows," she went on "the Transcontinental Railroad." _____
4. "Many workers were needed to build the railroad" she said. _____
 "Many workers were needed to build the railroad," she said. _____
5. "We will read," she said "how it connected the East and the West." _____
 "We will read," she said, "how it connected the East and the West." _____

Practice B Rewriting Sentences

Read each sentence. Find the mistake in the use of commas. Then, rewrite the sentence correctly.

Example: "That movie," said Sean "was great."

Answer: "That movie," said Sean, "was great."

1. "I like action movies" said Dominic.

2. "I do, too," replied James "but I like science fiction movies more."

3. Leslie said "I prefer comedies."

4. "My favorite movies" said Melissa, "are love stories."

5. "My grandmother says she went to double features" said Zoe.

123 USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Use a semicolon to join related independent clauses that are not joined by the conjunctions *and, or, nor, for, but, so, or yet*. Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.

EXAMPLES: Bradley folded laundry, mopped the kitchen, and took out the trash; he was exhausted.
The three teams made the plans, did the setup, and cleaned up afterward; as a result, the school fundraiser was a success.

Some Conjunctive Adverbs	also, besides, consequently, first, furthermore, however, indeed, instead
Some Transitional Expressions	as a result, at this time, for instance, in fact, on the other hand, that is

Practice A Identifying Words Used With Semicolons

Read each sentence. Then, underline the conjunctive adverb or transitional expression.

Example: It snowed overnight; consequently, we awoke to a winter wonderland.

Answer: It snowed overnight; consequently, we awoke to a winter wonderland.

- I hope to do well; indeed, I want to excel.
- It's early in the season; at this time, we can still win.
- I studied very hard; nevertheless, I didn't do well on the test.
- My aunt thinks we should come to visit; in fact, she sent us tickets.
- I enjoy history; as a result, I decided to write about ancient Egypt.

Practice B Writing Sentences With Semicolons

Read the two independent clauses in each item. Then, join them in one sentence, using a semicolon with or without a conjunctive adverb or transitional expression. Write the sentence on the line.

Example: Be prepared for the test. Review the practice in the book.

Answer: Be prepared for the test; for example, review the practice in the book.

- It's easy to care for a cat. You feed it regularly.

- I can't sing a note. I love to dance.

- I offered to help at the game. I would go to the concert.

- Everyone is coming on Sunday. We are serving turkey and all the trimmings.

- Dan doesn't plan well. He is never prepared.

Name _____ Date _____

124 USING SEMICOLONS TO AVOID CONFUSION

Consider semicolons to avoid confusion when items in a series already contain commas.

EXAMPLES: The dog, Hattie; the cat, Spot; and the fish, Myrtle and Mabel, are going with us.

Practice A Rewriting Sentences

Read each sentence. Find the mistake in using semicolons. Rewrite the sentence on the line.

Example: Read Part 1, pages 1–5, Part 2, pages 6–8; and Part 3, pages 9–17.

Answer: Read Part 1, pages 1–5; Part 2, pages 6–8; and Part 3, pages 9–17.

- The movie has action, including two car chases, suspense, featuring a missing person; and good acting.

- We finished Chapter 4, "Courage"; Chapter 5, "Goals," and Chapter 3, "Connections."

- The characters are Merry, a mermaid; Phil, a big fish, and Wallie, a whale.

- I must work on Thursday, December 15, Friday, December 16; and Monday, December 19.

- Our friends went to Las Vegas, Nevada, Houston, Texas; and Phoenix, Arizona.

Practice B Writing Sentences With Semicolons

Read each sentence. Rewrite it correctly on the line, using semicolons where needed in place of commas to avoid confusion.

Example: The shop sells clothing, T-shirts and jeans, jewelry, and scarves.

Answer: The shop sells clothing, T-shirts and jeans; jewelry; and scarves.

- My dad, my brother, Carter, my sisters, Naomi and Bella, and I are going to the fair next week.

- I'll visit on Thursday, May 4, Wednesday, May 10, and Tuesday, May 16.

- The assignments are to read a story, do the math problems, pages 46–49, and write a descriptive paragraph about a person.

- Swimming lessons will be on Wednesday, June 23, Wednesday, June 30, and Tuesday, July 6.

Name _____ Date _____

125 USING COLONS

Use a colon after an independent clause to introduce a list. Do not use a colon after a verb or a preposition. Use a colon to introduce a long or formal quotation.

EXAMPLE: Terrier dogs include these: Westies, Kerry Blues, and Airdales.

Some Additional Uses of the Colon	
To separate hours and minutes	6:30 A.M. 9:55 P.M.
After the salutation in a business letter	Dear Ms. Forest: To Whom It May Concern:
On warnings and labels	Warning: Sharp Curve Ahead Caution: May cause dizziness.

Practice A Using Colons

Read the items. If an item is correct, write correct on the line. If a colon should be added or omitted, rewrite the item on the line.

Example: The animals on the farm include these: cows, horses, chickens, and goats.

Answer: correct

- Mrs. Stevens served: pasta with sauce, salad, and bread.

- This is the association rule: No unit may be subleased.

- Caution: Keep out of the reach of children.

- Dear Sir or Madam,

Practice B Using Colons

Read the items. Rewrite each item, adding the missing colon.

Example: There are signs everywhere, Vote today!

Answer: There are signs everywhere: Vote today!

- For the art project, you will need the following, glitter, glue, paints, and a brush.

- The game starts at 1,20 on Sunday.

- Caution, Falling Rocks

126 USING QUOTATION MARKS WITH QUOTATIONS

A direct quotation represents a person’s exact speech or thoughts. An indirect quotation reports the general meaning of what a person said or thought.

Enclose direct quotations in quotation marks.	Luke said, “We are studying Cortés.”
Indirect quotations do not require quotation marks.	Jake said that Cortés conquered Mexico.
Place a comma after an introductory expression .	Luke replied, “He overthrew the Aztecs.”
Place a comma, question mark, or exclamation mark inside the quotation mark with a concluding expression .	“Do you know more about him?” asked Jake.
In an interrupting expression with one sentence, use a new set of quotation marks to enclose the rest of the quotation.	“He was born in Spain,” said Luke, “and arrived in Mexico in 1519.”
In an interrupting expression with two sentences, place a period after the interrupter, and then write the second quoted sentence as a full quotation.	“De Soto was another Spanish explorer,” said Jake. “He found the Mississippi River.”

Practice A Labeling Direct and Indirect Quotations

Read each sentence. Then, on the line provided, write **D** if the sentence contains a direct quotation.

Write **I** if it contains an indirect quotation.

Example: Angel said that he wanted to go to a movie.

Answer: I

- | | |
|---|---|
| 1. Jessica said, “I will come with you.” _____ | 6. “Well,” said Jessica, “that’s another idea.” _____ |
| 2. “What time does the movie start?” asked Angel. _____ | 7. Riley asked if she could come along. _____ |
| 3. Jessica said, “I’ll look it up on the Internet.” _____ | 8. At the same time, Jessica and Angel said, “Yes!” _____ |
| 4. Angel agreed that the Internet was a good way to find out. _____ | 9. Riley said that she should check with her mom. _____ |
| 5. He said, “If you can’t find it, I’ll call the theater.” _____ | 10. “We’ll wait for you,” replied Angel. _____ |

Practice B Punctuating Expressions

Rewrite each sentence on the line, adding commas and quotation marks where needed.

Example: Zoe asked Will you help plan the book sale?

Answer: Zoe asked, “Will you help plan the book sale?”

- Alex asked When is the book sale? _____
- That’s one thing we have to decide said Zoe. _____
- Why are we planning the sale? asked Daniel. _____
- Zoe said It’s to raise money for the class trip. _____
- That sounds like a good reason said Alex. _____

127 USING QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

A comma or period used with a direct quotation goes inside the final quotation mark. Place a question mark or an exclamation mark inside the final quotation mark if the end mark is part of the quotation. Place a question mark or an exclamation mark outside the final quotation mark if the end mark is part of the entire sentence, not part of the quotation.

EXAMPLES: "I am leaving," said Peter, "because I am tired."
 Diane asked, "Did you stay up late last night?"
 Did you say, "I'm going to sleep until noon"?

Practice A Identifying Correct Sentences

Read each sentence. Decide if it shows quotation marks used correctly with other punctuation. Write C for correct or I for incorrect.

Example: Anna asked, "How many eggs do you want?"
Answer: Anna asked, "How many eggs do you want?" C

1. "I like scrambled eggs", she said. _____
2. "Has the baby finished his bottle" he asked? _____
3. I don't believe she said, "I'm twelve"! _____
4. I was surprised and said, "Wow!" _____
5. Did Mom say, "She turned twelve last week"? _____

Practice B Rewriting Sentences

Read the sentences. Decide whether the missing punctuation goes inside or outside the quotation marks. Then, rewrite the sentence correctly on the line.

Example: "Did you say," asked Xavier, "Dad bought a new car"
Answer: "Did you say," asked Xavier, "Dad bought a new car"?

1. "Will you tutor after school" Ms. Jones asked.

2. "Gosh" said Melissa. "We're late already."

3. I can't believe she said, "Yes, you can borrow it"

4. "I'd like to see that television show" Emma said.

5. Didn't Aunt Mae say, "Come at five"

128 USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Use single quotation marks (' ') to set off a quotation within a quotation. The rules for using commas and end marks with single quotation marks are the same as they are with double quotation marks.

EXAMPLES: "Did you say, 'She's my twin' or 'She's my kin'?" asked Makala.
She said, "I heard the shout 'Stop' before I turned around."

Practice A Identifying Correct Sentences

Read the sentence pairs. Find the sentence that uses single quotation marks correctly. Write C for correct on the line after that sentence.

Example: He said, "I heard Dad shout, Tornado! so I went to the basement."

He said, "I heard Dad shout, 'Tornado!' so I went to the basement."

Answer: He said, "I heard Dad shout, 'Tornado!' so I went to the basement." C

1. "Did Mrs. Brown say, 'Open the store, ' or 'Open the door'?" asked Caleb. _____
"Did Mrs. Brown say, Open the store, or Open the door?" asked Caleb. _____
2. Maria said, "I heard someone yell, Come quickly, so I am here." _____
Maria said, "I heard someone yell, 'Come quickly,' so I am here." _____
3. Jay asked, "What did you say when Brooke said, I didn't do it?" _____
Jay asked, "What did you say when Brooke said, 'I didn't do it'?" _____
4. "Did you say, Pass the potatoes, or 'Passthe tomatoes'?" asked Sean. _____
"Did you say, 'Pass the potatoes' or 'Pass the tomatoes'?" asked Sean. _____
5. Isaacsaid, "I heard him scream, Help! and came running." _____
Isaacsaid, "I heard him scream, 'Help!' and came running." _____

Practice B Rewriting Sentences

Read the sentences. Rewrite each sentence, using single quotation marks where needed.

Example: Carter said, "Do you remember when Amy asked, What can I do?"

Answer: Carter said, "Do you remember when Amy asked, 'What can I do'?"

1. Melanie said, "Mr. Collins asked, How many are going on the field trip?"

2. Destiny commented, "When you said, Come to my party, I was surprised."

3. Ms. Miller said, "All who oppose this plan, say, Nay."

4. Lillian asked, "Did Gavin say, Let's go to the show, or Let's go to see Joe?"

5. Addison asked, "Why did you say, Yes, when you didn't want to go?"

Name _____ Date _____

129 PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Sometimes it is necessary to add information to a quotation to explain it more fully. In that case, brackets tell your reader that the information did not come from the original speaker.

EXAMPLE: The water commissioner said, "We are proud to announce the expansion of our services to Harvey and Clinton [nearby cities]."

Practice A Identifying Explanatory Material Within Quotes

Read the sentences. On the line, write the word or words that are explanatory and should be put in brackets.

Example: The superintendent said, "I am proud to report test results. Our middle schools South, Oak, and North have scores above the national average in all grades."

Answer: [South, Oak, and North]

1. The mayor said, "We wish to thank Lee and Lake two surrounding counties for their help."

2. The master of ceremonies announced, "The winner Best All-Around Athlete is Luke Means."

3. The teacher wrote to parents, "We have chosen a book by John Steinbeck *The Red Pony* because it is a classic."

Practice B Using Brackets for Explanatory Material Within Quotes

Read the items. Rewrite each one on the lines; enclose the explanatory material in brackets.

Example: The senator said, "I am pleased to announce that our state Wyoming has received funding."

Answer: The senator said, "I am pleased to announce that our state [Wyoming] has received funding."

1. "We the nominating committee are announcing our choices to run for the state legislature."

2. "We the students of the seventh grade wish to thank our principal, Ms. Waller, for her support."

3. The radio talk show host said, "It is with regret that I am leaving this station for another station BGS in Chicago, Illinois."

Name _____ Date _____

130 USING QUOTATION MARKS FOR DIALOGUE

A conversation between two or more people is called a dialogue.

In a dialogue, indent to begin a new paragraph with each change of speaker. Add quotation marks around a speaker's words. Always identify a new speaker.

Practice A Using Quotation Marks in Dialogue

Read the five sentences below. Write them as three paragraphs on the lines. Use quotation marks and begin new paragraphs as necessary.

Example: What are your favorite short stories the teacher asked. I liked the story about seventh grade, said Angel, because sometimes I feel exactly the way Victor did.

Answer: "What are your favorite short stories?" the teacher asked.
"I liked the story about seventh grade," said Angel, "because sometimes I feel exactly the way Victor did."

1. The teacher asked Who can name some other favorite stories?
2. I liked the story about the people waiting for the rain to stop said Mark.
3. I think I liked it because I like science fiction he explained.
4. Leah said I remember a story about a parrot.
5. The bird kept the father from being lonely in his store she added.

Practice B Revising Dialogue for Punctuation and Paragraphs

Read the dialogue. Then, rewrite the dialogue on the lines. Add quotation marks and other punctuation and begin new paragraphs where needed.

Example: Who remembers the story about a mongoose the teacher asked. Chris said I do.

Answer: "Who remembers the story about a mongoose?" the teacher asked.
Chris said, "I do."

We studied plot when we read the mongoose story said Bill. The story had suspense. What is that high point of suspense called he asked. I remember responded Cindy. It is the climax she said. We learned about character and setting, too said Rebecca.

Name _____ Date _____

131 USING QUOTATION MARKS IN TITLES

Use quotation marks to enclose the titles of short written works and of a work as part of a collection. Use quotation marks around the titles of episodes in a television or radio series, songs, and parts of a long musical composition.

Title of a short story	"Two Kinds"
Chapter from a book	"Danny's Humiliation" from <i>Big Red</i>
Title of a short poem	"I'm Nobody"
Title of an article	"Fitness for Life"
Title of an episode	"The Beauty of Ugly" from <i>Nature</i>
Title of a song	"My Funny Valentine"

Practice A Adding Quotation Marks

Read each sentence. Add quotation marks for each title. Circle the quotation marks.

Example: We read the story A Day's Wait last week.

Answer: We read the story "A Day's Wait" last week.

1. You must read the magazine article How to Train Your Dog.
2. September Song is my grandfather's favorite song.
3. The best chapter so far is The Keeper of the Keys.
4. The short story The Third Level is science fiction.
5. Have you seen the episode The Last Cowboy on *The Sports Network*?

Practice B Using Quotation Marks for Titles

Read the sentences. Rewrite each sentence on the line. Enclose the title in quotation marks.

Example: Our next story in the literature book is All Summer in a Day.

Answer: Our next story in the literature book is "All Summer in a Day."

1. Did you watch Dual Citizenship on *How Do You Do?*

2. Mom is looking for Casseroles You Will Love in that magazine.

3. Dad remembers reading Stolen Day when he was in school.

4. On what page does Rattlesnake Hunt begin?

5. Ogden Nash wrote The Hippopotamus.

Name _____ Date _____

132 USING UNDERLINING AND ITALICS IN TITLES

Underline or italicize the titles of long written works and publications that are published as a single work.

Underlining is used only in handwritten or typewritten material. In printed material, italic (slanted) print is used instead of underlining.

UNDERLINING: Little Women

ITALICS: *Little Women*

Title of a book or play	<i>Robinson Crusoe The Producers</i>
Title of a long poem	<i>Leaves of Grass</i>
Title of a magazine or newspaper	<i>Time The Chicago Tribune</i>
Title of a movie or a television series	<i>Star Wars Bob the Builder</i>
Title of a painting or sculpture	<i>Nighthawks Lady Justice</i>

Practice A Identifying Titles

Read the sentences. Underline the title in each one.

Example: Have you seen Renoir’s Seascape at The Art Institute of Chicago?

Answer: Have you seen Renoir’s Seascape at The Art Institute of Chicago?

- I took my little brother to see Beauty and the Beast on stage.
- Have you seen Renoir’s The Laundress at The Art Institute?
- I found the album Sgt. Pepper’s Lonely Hearts Club Band on the shelf.
- We saw the modern sculpture The Chicken by Calder.
- Have you read Lizzie Bright and the Buckminster Boy?

Practice B Using Underlining for Titles

Read the sentences. Then, rewrite each one on the line. Underline the title.

Example: I used to read Ranger Rick as soon as it came.

Answer: I used to read Ranger Rick as soon as it came.

- Have you seen Star Trek reruns?

- Grandpa likes the old songs on the album It’s Time.

- My parents went to the opera Madame Butterfly at Orchestra Hall.

- The World Book Encyclopedia contains the information I need.

- My sister’s baby sitter is reading Evangeline, and it’s a really long poem.

Name _____ Date _____

133 USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions.

Use a hyphen with two-word numbers from *twenty-one* through *ninety-nine*.

EXAMPLES: eighty-six forty-one

Use a hyphen when you use a fraction as an adjective but not when you use a fraction as a noun.

EXAMPLES: I ate one-half the meatloaf. One half of us watched the series.

Practice A Using Hyphens in Numbers

Read the following items. Write each item, adding hyphens where needed. If an item is already correct, write correct.

Example: thirty six notebooks

Answer: thirty-six notebooks

- | | |
|------------------------------------|-----------------------------------|
| 1. seven eighths of an inch _____ | 6. one third cup of milk _____ |
| 2. eighty three passengers _____ | 7. fifty three of the boxes _____ |
| 3. a two thirds majority _____ | 8. sixty-one meals _____ |
| 4. twenty four geraniums _____ | 9. one quarter yard _____ |
| 5. thirty nine contributions _____ | 10. ninety two senators _____ |

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence, adding hyphens where needed. If an item does not need a hyphen, write correct.

Example: I measured two thirds of a yard of ribbon.

Answer: correct

- Seventy five people attended the meeting.

- The recipe calls for one eighth teaspoon nutmeg.

- One third of the tuition is due now.

- Thirty seven students were on the bus.

- One half of the driveway is plowed.

Name _____ Date _____

134 USING HYPHENS FOR PREFIXES AND SUFFIXES

The following prefixes are often used before proper nouns: *ante-*, *anti-*, *post-*, *pre-*, *pro-*, and *un-*. Check a dictionary when you are unsure about using a hyphen.

Use a hyphen after a prefix that is followed by a proper noun or adjective.

EXAMPLES: pro-Japanese treaty mid-May

Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and the suffix *-elect*.

EXAMPLES: self-confident representative-elect

Practice A Using Hyphens

Read the following phrases. Then, write each phrase on the line, adding hyphens where needed.

Example: pre Georgian invasion

Answer: pre-Georgian invasion

1. self insured homeowner _____
2. mid January snowstorm _____
3. ex senator from Kansas _____
4. post British rule _____
5. self conscious teen _____
6. trans American flight _____

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

Example: Mr. Field is my ex teacher.

Answer: Mr. Field is my ex-teacher.

1. An all homeowner meeting is today.

2. The ex mayor wants to run again.

3. Robert has little self discipline.

4. The legislation is pro Texan.

5. Many people built homes in the post World War II days.

6. He is an ex member of the squad.

Name _____ Date _____

135 USING HYPHENS IN COMPOUND WORDS

Compound words are two or more words that must be read together to create a single idea. Use a hyphen to connect two or more words that are used as one compound word, unless the dictionary gives a different spelling.

EXAMPLES: great-aunt father-in-law

Practice A Using Hyphens in Compound Words

Read the following phrases. Then, write each phrase on the line, adding hyphens in the compound nouns.

Example: merry go round **Answer:** merry-go-round

1. my great grandmother _____
2. a mother in law _____
3. a great great grandchild _____
4. a stand in for the lead _____
5. a great uncle _____
6. gained self knowledge _____
7. president elect _____

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

Example: My great grandmother lives with us.

Answer: My great-grandmother lives with us.

1. Mrs. Rey and her sister in law are in the living room.

2. My great granddad came from Puerto Rico.

3. Mom planted forget me nots in the garden.

4. I'm the new class vice president.

5. Dad and his brother in law are in China.

6. Aunt Rosie is a writer editor.

Name _____ Date _____

136 USING HYPHENS WITH COMPOUND MODIFIERS

A hyphen is not necessary when a compound modifier follows the noun it describes. However, if a dictionary spells a word with a hyphen, the word must always be hyphenated, even when it follows a noun.

Use a hyphen to connect a compound modifier that comes before a noun. Do not use a hyphen with a compound modifier that includes a word ending in *-ly* or in a compound proper adjective.

EXAMPLES: Nicki is a top-notch tennis player. well-maintained courts
 a nearly perfect serve North American matches

Practice A Using Hyphens With Compound Modifiers

Read each phrase. If it needs any hyphens, write it on the line, adding a hyphen or hyphens where needed. If the phrase does not need a hyphen, write correct.

- | | |
|--------------------------------------|--|
| Example: blue collar job | Answer: <u>blue-collar job</u> |
| 1. a carefully guarded area _____ | 6. jam packed roads _____ |
| 2. cutting edge technology _____ | 7. foolishly optimistic forecast _____ |
| 3. a three way stop _____ | 8. a well known rule _____ |
| 4. a one year contract _____ | 9. a rule that is well known _____ |
| 5. a greatly respected company _____ | 10. a well deserved award _____ |

Practice B Proofreading for Hyphens

Read each sentence. If it needs any hyphens, rewrite it on the line, adding a hyphen or hyphens where needed. If no hyphen is needed, write correct.

- Example:** Mom had a really good idea. **Answer:** correct
- She drew a sensibly designed floor plan.

 - We live on a weather beaten farm.

 - It was time for a well calculated risk.

 - Mom and Dad made a clear headed decision.

 - Well built cabinets were installed.

 - Very costly materials were impossible.

137 USING HYPHENS AT THE ENDS OF LINES

Hyphens serve a purpose when they divide words at the ends of lines.

However, avoid dividing words at the end of a line whenever possible. If a word must be divided, always divide it between syllables. A hyphen used to divide a word should never be placed at the beginning of the second line. It must be placed at the end of the first line.

EXAMPLE: Jake’s parents took him to the doctor for treat-
mint of his allergies.

Practice A Identifying Correct Use of Hyphens

Read each word. Then, rewrite it on the line and draw vertical lines between syllables that can be divided at the end of a line.

Example: station

Answer: sta | tion

- | | |
|-----------------------|----------------------|
| 1. suffix _____ | 6. uphill _____ |
| 2. purpose _____ | 7. cascade _____ |
| 3. spellbinding _____ | 8. comical _____ |
| 4. ornament _____ | 9. contraption _____ |
| 5. criminal _____ | 10. difficult _____ |

Practice B Using Hyphens in Words

Read each sentence. If a word has been divided correctly, write correct. If not, rewrite the sentence, dividing the word correctly.

Example: Jocelyn, in spite of her good inten-
-tions, offended everyone.

Answer: Jocelyn, in spite of her good inten-
tions, offended everyone.

- | | |
|--|-------|
| 1. It has rained all week, and the drizzle per-
-sists today as well. | _____ |
| 2. The weather forecaster said the rain may con-
-tinue next week, too. | _____ |
| 3. Grace worked for a long time to con-
-quer her fear of the dark. | _____ |
| 4. It was impossible to go because of circum-
-stances beyond Jack’s control. | _____ |

Name _____ Date _____

138 USING HYPHENS CORRECTLY TO DIVIDE WORDS

Do *not* divide one-syllable words. Do *not* divide a word so that a single letter stands alone. Avoid dividing proper nouns or proper adjectives. Divide a hyphenated word only immediately following the existing hyphen.

Incorrect	ple-at	jump-ed	a-bound	Chin-ese	well-spo-ken
Correct	pleat	jumped	abound	Chinese	well-spoken

Practice A Identifying Hyphens Used Correctly

Read the following words divided into syllables. If the word is correctly divided, write **correct** on the line. If the word cannot be divided as shown, write **incorrect**.

Example: a-bout

Answer: incorrect

- | | |
|--------------------------|-------------------------|
| 1. pierc-ed _____ | 6. ear-ly _____ |
| 2. Bra-zil _____ | 7. clap-ped _____ |
| 3. pi-geon _____ | 8. habit-s _____ |
| 4. pick-y _____ | 9. a-long _____ |
| 5. closed-cir-cuit _____ | 10. self-re-spect _____ |

Practice B Using Hyphens to Divide Words

Read the sentences. Rewrite each one to correct the error in the way the hyphen is used to divide the word.

Example: The race was close, but Pam was a-head at the goal line.

Answer: The race was close, but Pam was ahead at the goal line.

- The street was dark, and then I heard a blood-curd-ling scream.

- Last year, Miranda and I pledg-ed our friendship.

- We went to the dock to laun-ch the boat.

- Judi has been kind and good-tem-pered every time I've seen her.

- I am going to the movie with Kim-berly at three today.

Name _____ Date _____

139 USING APOSTROPHES WITH POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession.

Add an apostrophe and *-s* to show the possessive case of most singular nouns and plural nouns that do not end in *-s* or *-es*.

EXAMPLES: Lin's mom is shopping. Gus's book is on the desk.
Fasten the oxen's yoke.

Add an apostrophe to show the possessive case of plural nouns ending in *-s* or *-es*. Do not add an *-s*.

EXAMPLES: the golfers' magazine We heard the cars' honking.

Add an apostrophe and *-s* (or just an apostrophe if the word is a plural ending in *-s*) to the last word of a compound noun to form the possessive.

EXAMPLE: Folk music's popularity is well known.

Practice A Using Apostrophes to Show Ownership

Read each phrase. Write the possessive form of each item on the line.

Example: the bat belonging to the clean-up hitter

Answer: the clean-up hitter's bat

1. the work of a day _____
2. the home of my cousins _____
3. the uniforms for the boys _____
4. the question of Dion _____
5. the dress for the maid of honor _____
6. the books that belong to Chris _____

Practice B Fixing Apostrophes

Read the sentences. Then, rewrite each possessive noun, correcting its use of the apostrophe.

Example: Look for foxes dens near water.

Answer: Look for foxes' dens near water.

1. Childrens' sweaters are sold on the first floor. _____
2. That shops' return policy gives you thirty days. _____
3. Thisrestaurants' menuisvaried. _____
4. All of the arenas' seats have been taken by both team's fans. _____
5. Mars' distance from the sun is greater than Earths' is. _____

Name _____ Date _____

140 USING APOSTROPHES WITH PRONOUNS

Both indefinite and personal pronouns can show possession.

Use an apostrophe and -s with indefinite pronouns to show possession. Do not use an apostrophe with possessive personal pronouns. Some personal pronouns act as adjectives. Others act as subjects, objects, and subject complements.

Possessive pronouns	Singular	Plural
Indefinite pronoun	<i>someone's shoes</i>	
Personal pronoun as adjective	<i>his goal</i>	<i>our room</i>
Personal pronoun as subject, object, and subject complement	<i>Yours is on the top.</i>	<i>This purse is hers.</i>

Practice A Using Apostrophes

Read each phrase. On the line, rewrite the phrase to correct the mistake. Use correctly a possessive indefinite pronoun or possessive personal pronoun.

Example: each ones response

Answer: each one's response

- | | |
|----------------------------|-------------------------|
| 1. sweater is mine's _____ | 4. idea is ours' _____ |
| 2. someone baseball _____ | 5. your's cap _____ |
| 3. their's team _____ | 6. house is hers' _____ |

Practice B Using Pronouns

Read the sentences. Rewrite the sentences using the pronouns correctly.

Example: Somebody's book was left here.

Answer: Somebody's book was left here.

- That cell phone is not mine's. _____
- Yours' is on the table. _____
- Nobody report is finished. _____
- Is this his' pen? _____
- Ellens' treats are left on the table. _____
- Could this bike be hers'?' _____
- Someone knit hat is on the shelf. _____
- Does this shopping bag belong to them's? _____
- Their's desks are next to each other. _____

Name _____ Date _____

141 USING APOSTROPHES WITH CONTRACTIONS

Contractions are used in informal speech and writing, especially in dialogue, because they create the sound of speech.

Use an apostrophe in a contraction to show where one or more letters have been omitted.

Verb + <i>not</i>	does not = doesn't	could not = couldn't
Noun or pronoun + <i>will</i>	you will = you'll	it will = it'll
Noun or pronoun + <i>be</i>	he is = he's	Jay is = Jay's
Noun or pronoun + <i>would</i>	he would = he'd	they would = they'd

Practice A Using Apostrophes in Contractions

Read the sentences. Each sentence contains a word group that can be written as a contraction. Write the contractions.

Example: He could not pitch today.

Answer: couldn't

- | | |
|---|---|
| <p>1. They are not prepared for the storm.
_____</p> <p>2. Where is the big sale? _____</p> <p>3. Eric is the team leader. _____</p> <p>4. The rain will not start until later.
_____</p> <p>5. You could not have made me happier.
_____</p> | <p>6. I would have helped if I had known.
_____</p> <p>7. They will arrive at noon _____</p> <p>8. What is for dinner? _____</p> <p>9. She does not like junk food. _____</p> <p>10. My essay is not proofread yet. _____</p> |
|---|---|

Practice B Proofreading for Apostrophes

Read the sentences. Rewrite each sentence, adding apostrophes where needed.

Example: Bailey cannot eat peanuts.

Answer: Bailey can't eat peanuts.

1. Ive been busy. _____
2. Will you see if shes in the yard? _____
3. Hasnt Tiffany baby-sat _____
4. She cant leave until three. _____
5. You havent seen the kitten, haveyou? _____
6. Theyll bring a salad. _____
7. Dad wont be happy about the broken window. _____

Name _____ Date _____

142 USING APOSTROPHES TO CREATE PLURALS

Do not use an apostrophe to form plurals, except in specific instances.

Use an apostrophe and -s to create the plural form of a letter, numeral, or a word used as name for itself.

EXAMPLES: There are four s's in *Massachusetts*.
 Two *Roys* are in our family.
 Remember to say your *please's*.

Practice A Using Apostrophes

Read the sentences. Write the plural on the line. Add an apostrophe only if it is needed.

Example: My little sister is writing her *ds* backwards. **Answer:** d's

- | | |
|--|---|
| 1. How many <i>Logans</i> do you know? _____ | 6. There are five <i>Georges</i> in my family. _____ |
| 2. The word <i>aluminum</i> has two <i>ms</i> . _____ | 7. Do you spell your name with two <i>ns</i> ? _____ |
| 3. She uses too many <i>sos</i> when she talks.
_____ | 8. You should form your <i>us</i> more carefully.
_____ |
| 4. Ruthie is writing her <i>qs</i> better now. _____ | 9. I got several <i>As</i> on my report card. _____ |
| 5. The dove's <i>coos</i> are waking me up at five.
_____ | 10. How many <i>5s</i> did you get in your answer?
_____ |

Practice B Proofreading for Apostrophes

Read the sentences. Rewrite each sentence on the line, adding an apostrophe only where needed.

Example: Luis's phone number has four *4s* in it.

Answer: Luis's phone number has four 4's in it.

- My little brother mixes up his *ps* and *fs*.

- Connecticut* has three *cs* in it.

- Don't forget to cross your *ts* when you write.

- Will all the *Js* line up behind James?

- Does *license* have one *c* or two *cs*?

Name _____ Date _____

143 PARENTHESES

Parentheses are used to separate information from the rest of a sentence or paragraph.

Set off explanations or other information loosely related to the rest of the sentence.	George Washington (1732–1799) was the first president of the United States.
Do not begin a parenthetical sentence within another sentence with a capital letter.	Washington was a gentleman (he was born into a planter family in Virginia) with manners and culture.
End a parenthetical sentence within a sentence with a question mark or exclamation mark but not a period.	He wanted to keep the country neutral, but his secretary of state (was it Thomas Jefferson?) was pro-French.
On its own, a parenthetical sentence begins with a capital letter and ends with an end mark.	A conflict arose between cabinet members. (It was between Jefferson and Alexander Hamilton, secretary of the treasury.)

Practice A Using Parentheses

Read the sentences. Rewrite each sentence on the line, using parentheses where appropriate.

Example: About 1744, the wood-burning stove was invented by a man Benjamin Franklin who would play an important role in the Revolution.

Answer: About 1744, the wood-burning stove was invented by a man (Benjamin Franklin) who would play an important role in the Revolution.

1. Patriots complained about the king of England King George III.

2. In 1773, a group of colonists dumped tea into water Boston Harbor to protest taxes.

3. According to the news report, tea 342 chests of tea! was dumped into the sea.

4. Two lanterns remember “Paul Revere’s Ride”? signaled that the British were coming by sea.

Practice B Proofreading for Parentheses

Read the sentences. Add parentheses where appropriate.

Example: Two of the first American presidents were Adamses John and John Quincy.

Answer: Two of the first American presidents were Adamses (John and John Quincy).

1. After most airline tickets domestic and international are sold, they cannot be refunded.

2. The best months for good weather in Alaska are in the summer June, July, and August.

3. You may choose a free gin choose from *Fresh Roses Bath Gel, Soap, Lotion* if you spend \$25.

4. If you buy a video, you will receive not only your free gin a \$10 gin card but also a surprise item.

144 BRACKETS

Use brackets to enclose an explanation in a quote to show that the explanation was not part of the original quote. Use brackets to enclose an explanation for text already in parentheses.

EXAMPLES: The quarterback said, "Victory was a team effort, and we all thank Mr. Vincent [the coach]."
Eisenhower (President [1953–1961] after Truman) worked for world peace.

Practice A Using Brackets

Read the sentences. Add brackets where appropriate.

Example: The coach said, "It is with regret that I will leave after many years here North High School."

Answer: The coach said, "It is with regret that I will leave after many years here [North High School]."

1. My grandmother said, "I always admired Dwight Eisenhower during the war World War II."
2. "He President Eisenhower was popular, and he easily won a second term in office."
3. The waitress said, "You may want to try today's special chicken with rice because it's very good."
4. Dad asked, "How many of these pointing to the windows did you wash this morning?"

Practice B Proofreading for Brackets

Read the sentences. Add brackets where they are needed in the sentence.

Example: Our English teacher said, "Gwendolyn Brooks wrote many wonderful poems and was poet laureate of her state Illinois."

Answer: Our English teacher said, "Gwendolyn Brooks wrote many wonderful poems and was poet laureate of her state [Illinois]."

1. Thebasketball playersaid, "Theloss yesterday February 10, 2011 is unfortunate because we played hard."
2. Thesuperintendent announced, "This year's recognition for most improved scores math scores goes to Coolidge Middle School."
3. Ulysses S. Grant (a commander of Union troops during the Civil War 1861–1865) later became President.
4. The newspaper reported, "The House of Representatives passed the bill health care after much debate."
5. Dad said, "You all have been asking for this a new television, but you must cooperate in choosing the shows to watch."

145 USING THE ELLIPSIS

An ellipsis (. . .) shows where words have been omitted from a quoted passage. It can also mark a pause in dialogue.

An ellipsis consists of three evenly spaced periods, or ellipsis points, in a row. There is a space before the first ellipsis point, between ellipsis points, and after the last ellipsis point. The plural form of the word *ellipsis* is *ellipses*.

Shows words are omitted from the middle or end of a quoted passage. Use an end mark after an ellipsis at the end of a sentence.	“ Equal and exact justice to all . . . peace, commerce, and honest friendship with all nations, entangling alliances with none; the support of the State governments” —Thomas Jefferson, <i>First Inaugural Address</i> , March 4, 1801
Marks a pause in a dialogue or speech.	What time did you say . . . nine o'clock?
Shows an incomplete statement.	How much is . . .

Practice A Using Ellipses

Read the sentences. On the line, write whether the ellipses are used to indicate an omission or a pause.

Example: “I’m a Yankee Doodle Dandy . . . born on the Fourth of July.” **Answer:** omission

- | | |
|---|--|
| <p>1. Well . . . I am speechless. _____</p> <p>2. Oh, no . . . I failed the test! _____</p> <p>3. “You’re a grand old flag . . . and forever in peace may you wave.” _____</p> <p>4. “That man over there says that women need to be helped into carriages, and . . . Nobody ever helps me And ain’t I a woman?”
_____</p> <p>5. Certainly . . . if you think it’s a good idea.
_____</p> | <p>6. What . . . what was that you said?
_____</p> <p>7. “Obliged to you for hearing me . . . old Sojourner ain’t got nothing more to say.”
_____</p> <p>8. I planned to call you . . . but I forgot.
_____</p> <p>9. Do you want to watch television . . . or go to a movie? _____</p> <p>10. “The people will waken and listen to hear . . . the midnight message of Paul Revere.” _____</p> |
|---|--|

Practice B Using Ellipses

Read the sentences. Write whether ellipses are used to indicate a pause or an incomplete statement.

Example: Can’t you wait . . .

Answer: incomplete statement

- | | |
|--|---|
| <p>1. I . . . just don’t know. _____</p> <p>2. Why . . . _____</p> <p>3. Please . . . let me explain. _____</p> <p>4. I’ll never . . . _____</p> <p>5. Oh, come on . . . _____</p> | <p>6. He apologized . . . but then, he’s apologized before. _____</p> <p>7. Thanks . . . Sean’s picking me up. _____</p> <p>8. Hurry, please . . . _____</p> <p>9. You may want to go on ahead . . . I’ll be there as soon as possible. _____</p> |
|--|---|

146 DASHES

A dash (—) shows a strong, sudden break in thought or speech.

Like commas and parentheses, dashes separate certain words, phrases, or clauses from the rest of the sentence or paragraph. A dash may also take the place of certain words before an explanation.

Use to show a sudden break in thought.	It's too cold—well below zero—to go out.
Use in place of <i>in other words, namely, or that is</i> before an explanation.	Emma volunteered—she always keeps busy. The test was hard—I should have studied last night.
Use to set off nonessential appositives or modifiers.	The vote was close—52 to 48—but the new rule passed.

Practice A Using Dashes

Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: Kelsey says she can fix the computer she insists she knows how.

Answer: Kelsey says she can fix the computer—she insists she knows how.

1. We went through three states New York, Connecticut, and Massachusetts on the trip.

2. Dad has been in forty-nine of the fifty states there's only Hawaii left to see.

3. We came over to apologize we were wrong to say what we did.

4. The alarm didn't go off, my jeans were lost oh, I don't have time to explain.

Practice B Using Dashes

Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: Those pink flowers I think they are called peonies are huge!

Answer: Those pink flowers—I think they are called peonies—are huge!

1. Please explain why you did that and be sure to include everything.

2. How many business trips my guess is thirty did Mom take last year?

3. Three o'clock that's when you think you will finish?

4. The hurricane winds they were clocked at more than one hundred miles per hour uprooted old trees.

Name _____ Date _____

147 THE WORD I

A capital letter is used for the word *I*, whatever its position in a sentence.

The pronoun *I* is always capitalized.

EXAMPLE: I read two books by this author before I found this one.

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Supplying Capitalization

Read the sentences. On the line, rewrite each sentence adding the missing capitals.

Example: i hope it doesn't rain before i get home.

Answer: I hope it doesn't rain before I get home.

1. What can i do to help you get ready? _____
2. Akemi and i will watch your little sister. _____
3. If i can't go to camp, i'll take swimming lessons. _____
4. i will never forget how much you helped. _____
5. Stephen, Luis, and i are teammates. _____
6. i am sure i can finish my homework early. _____
7. i will make dinner for Mom's birthday. _____
8. If i cook, will you do the dishes? _____
9. When i am tired, i make mistakes. _____
10. Chris and i are studying together this afternoon. _____

Practice B Proofreading for Capitalization

Read each sentence. Circle the letter *i* if it should be capitalized.

Example: i think i will order the spaghetti.

Answer: (i)think(i)will order the spaghetti.

1. Cheyenne and i are next-door neighbors.
2. If i sign up, will you?
3. I count three *i*'s in *invisible*.
4. When i babysit, i have extra money.
5. i like to go out to eat in a restaurant.
6. The twins and i have been friends since first grade.
7. Since i enjoy swimming, my dad said we can join the fitness club.
8. i need to finish my report that's due Friday.
9. May i please have more mashed potatoes?
10. For how many people should i set this table?

Name _____ Date _____

148 SENTENCES

The first word in a sentence must begin with a capital letter.

Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

Declarative	The highway through town needs repairs.
Interrogative	What would you like for breakfast?
Imperative	Remember to lock the door.
Exclamatory	I love this gin!
Part sentences with the rest understood	Really!

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Supplying Capitalization

Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

Example: when can you be ready?

Answer: When can you be ready?

1. there's no doubt. _____
2. the coach asked us to come for practice today. _____
3. what is your reason? _____
4. find a partner and talk about your sentences. _____
5. do you like to read? _____
6. when? _____
7. the time is three, on the dot. _____
8. will you share your essay, Caleb? _____
9. my sister starts college this year. _____
10. look at the diagram on page 433. _____

Practice B Proofreading for Capitalization

Read the sentences. Circle the letters that should be capitalized.

Example: the shop is open until nine tonight.

Answer: the shop is open until nine tonight.

- | | |
|--|---|
| 1. you should come early and stay late to help me. | 6. don't let jesse bully you. |
| 2. dinner is here on sunday at one. | 7. oh, well. |
| 3. bring extra pencils and an eraser on thursday. | 8. that's good news! |
| 4. how many? | 9. can you show me how to search the internet? |
| 5. what do you think of mr. hall's new car? | 10. gate h7 is down this corridor on the right. |

Name _____ Date _____

149 QUOTATIONS

A capital letter signals the first word in a direct quotation, a person's exact words.

Capitalize the first word in a complete quoted sentence.	"I'd like to see a movie," said Leslie.
Capitalize only the first part of a complete sentence quoted in two parts.	"We could go tomorrow," replied Gabby, "or we could go on Saturday."
Capitalize the first word in each sentence in the quotation.	"I'd rather go on Saturday," said Leslie. "The soccer game is tomorrow."

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Recognizing Capitalization

Read the sentences. Circle each letter that should be a capital. Write the word or words correctly.

Example: "the forecast is for high winds," said Peggy. _____

Answer: "The forecast is for high winds," said Peggy. The

1. Tony said, "once in a windstorm, we lost part of our roof." _____
2. "wind is spooky, isn't it," said Kylie. "it's the howling." _____
3. Lee said, "in our old house, the wind blows right through the cracks." _____
4. "you should try living in Chicago," said Pete. "it's really windy there." _____
5. "well, I don't think wind is as bad as a blizzard," said Lee. _____

Practice B Proofreading for Capitalization

Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

Example: "who watched television last night?" asked Liam. "a new comedy was on."

Answer: "Who watched television last night?" asked Liam. "A new comedy was on."

1. "what time was it on?" asked Mike.

2. "it was on at eight, I think," replied Liam.

3. "why did you like it?" asked Mike. "should I try to see it next week?"

4. "the main characters have funny lines," said Liam.

5. "that's right," said Crystal, "because I saw it, too."

Name _____ Date _____

150 USING CAPITALIZATION FOR PROPER NOUNS

An important use of capital letters is to show that a word is a proper noun.
 Proper nouns name specific people, places, or things.

Capitalize all proper nouns.	Dana Dotson Mount Vesuvius Lake Superior	Kevin McCall Oak Street the Pyramids
Capitalize each part of a person's full name, including initials.	John Greenleaf Whittier	Carolina A. Sears

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Using Capitalization for Names of People

Read the sentences. Write each name, adding the missing capitals.

Example: The play was written by james weldon johnson.

Answer: James Weldon Johnson

1. Purple Petunias was painted by georgia o'keeffe. _____
2. The leads in the play are jillian and javier. _____
3. The winner of the Newbery Medal in 2006 was lynne rae perkins. _____
4. meriwether lewis and william clark were explorers. _____
5. First prize was won by stephanie n. morgan. _____
6. The winner of the election for class president was brendan e. brown. _____

Practice B Using Capitalization for Names of Places and Things

Read the sentences. Write the name of each place and thing on the line, adding the missing capital letters.

Example: Our neighbors are planning a trip to tokyo and kyoto in japan.

Answer: Tokyo, Kyoto, Japan

1. We saw the u.s. capitol in washington, d.c. _____
2. The amazon river is one of the world's great rivers. _____
3. This will be my first trip to jackson hole, wyoming. _____
4. Come with us to the art institute of chicago. _____
5. In san francisco, we drove across the golden gate bridge. _____
6. The city of new orleans is located on the gulf of mexico. _____
7. Dad wanted to move to seattle, washington, but he got a job in ohio. _____

Name _____ Date _____

151 USING CAPITALIZATION FOR PROPER ADJECTIVES

When a proper noun or a form of a proper noun is used to describe another noun, it is called a proper adjective. Proper adjectives usually need a capital letter.

Proper adjectives	Sumerian	German
Proper adjective modifying common noun	Armenian food	South American nation
Brand names used as adjectives	Old Southern chicken pot pies	Washington apples

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Using Capitalization for Proper Adjectives

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

Example: The italian bread makes good sandwiches.

Answer: The italian bread makes good sandwiches. Italian

1. Clear waters make indonesian sailing popular. _____
2. I like the new korean restaurant. _____
3. Our neighbors proudly fly a swedish flag. _____
4. The south african native now lives in London. _____
5. Doug and Meagan are taking a jamaican vacation. _____
6. What do you think of this crispy crunch cereal? _____

Practice B Using Capitalization for Proper Adjectives

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

Example: Would you bring me a piece of mexican pottery?

Answer: Would you bring me a piece of mexican pottery? Mexican

1. Many restaurants in our city serve asian meals. _____
2. My brothers and I have korean american ancestry. _____
3. My brother is taking a college course in russian literature. _____
4. A north american agreement has been signed. _____
5. Mars was the roman god of war. _____
6. Dad once worked for a saudi arabian oil company. _____

Name _____ Date _____

152 USING CAPITALIZATION FOR TITLES OF PEOPLE

Whether a title is capitalized often depends on how it is used in a sentence.

Capitalize the title of a person when it is followed by the person's name or when it is used in direct address. Do not capitalize titles that are used alone or that follow a person's name. With family relationships, capitalize titles used with the person's name or as the person's name, except when the title comes after a possessive noun or pronoun.

Social and professional titles	The duty of General McChrystal is to lead our troops in Afghanistan. Yes, General, we are prepared. Stanley McChrystal, the general, was interviewed.
Government official's titles	Governor Morris wants to reduce taxes. The governor is popular in her state.
Family relationship titles	Today is Grandmother Hoover's birthday. Is your grandmother here yet? Peter's uncle is bringing her.

Practice A Using Capitalization for Titles of People

Read the sentences. If the title is correctly capitalized, write **correct**. If it is not, rewrite the title.

Example: We are hoping to hear the bishop speak.

Answer: correct

1. My question, senator, is about your decision on educational reform. _____
2. *Moby Dick* tells the story of captain ahab and a whale. _____
3. My older brother enlisted and is a private in the U.S. Army. _____
4. Where is uncle Giovanni staying? _____
5. The secretary is in charge of taking minutes. _____
6. What do the test results show, doctor? _____

Practice B Writing Titles of People Correctly

Read the sentences. If the title in the sentence is correctly capitalized, write **correct**. If it is not, rewrite the sentence correctly.

Example: Since 2001, professor Smith has taught at our junior college.

Answer: Since 2001, Professor Smith has taught at our junior college.

1. May I borrow your necklace for a day, aunt Maria?

2. Briana's mother will pick us up at 5:00.

3. The record shows that representative Davis was absent for the vote.

Name _____ Date _____

153 USING CAPITALIZATION FOR TITLES OF WORKS

Capital letters are used for the titles of things such as written works, pieces of art, and school courses.

Capitalize the first word and all other key words in the titles of books, newspapers, magazines, short stories, poems, plays, movies, songs, and artworks. Capitalize the title of a school course when it is followed by a course number or when it refers to a language.

Books	<i>The Moves Make the Man</i>
Newspapers	<i>San Francisco Chronicle</i>
Magazines	<i>National Geographic</i>
Short Stories	"The Luckiest Time of All"
Plays, Movies	<i>Pirates of the Caribbean</i>
Songs	"The Yellow Rose of Texas"
Artworks	<i>Venus De Milo</i>
School Courses	English, social studies, History 8-1

Practice A Using Capitalization for Titles of Things

Read each sentence. On the line, write the title, adding the correct capitalization. If no capitalization is needed, write correct.

Example: We found it in *plays: the drama magazine for young people*.

Answer: Plays: The Drama Magazine for Young People

1. They watched the movie *shrek* many times. _____
2. Mom reads *the food network* magazine to find recipes. _____
3. Our teacher says we will recognize the painting *portrait of dr. gachet*. _____
4. The story "amigo brothers" takes place in the city. _____
5. My brother is studying history in high school. _____
6. We read the poem "the cremation of sam mcgee" in class. _____

Practice B Using Capitalization for Titles of Things

Read each sentence. On the line, write the title correctly, adding the correct capitalization.

Example: The painting *green car crash* is unusual.

Answer: Green Car Crash

1. Have you seen the movie *school of rock*? _____
2. I went to see a musical called *the music man* with my mom. _____
3. My uncle's favorite song is "don't touch my hat." _____
4. My five-year-old brother's favorite story is *the little engine that could*. _____

Name _____ Date _____

154 USING CAPITALIZATION IN LETTERS

Several parts of friendly and business letters are capitalized.

In the heading and inside address, capitalize the street, city, two-letter state abbreviation, and the month.

EXAMPLES: Huron Street Albany NY October

In the salutation, capitalize the first word, any title, and the name of the person or group mentioned.
In the closing, capitalize the first word.

SALUTATIONS: My dear Isaac, Dear Ms. Custer:

CLOSINGS: Sincerely yours, Love,

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Identifying Correct Capitalization in Letters

Read the items. If the capitalization is correct, write correct. If it needs to be revised, rewrite the item correctly on the line.

Example: AsEver,

Answer: Asever,

1. 36 Bluebonnet lane _____
2. Austin TX 78767 _____
3. March 1, 2010 _____
4. dear grandmother, _____
5. love, _____
6. Sincerely yours, _____
7. 76 magnolia lane, baton rouge, la 70821 _____

Practice B Using Capitalization in Letters

Read each sentence. Circle the mistakes in capitalization.

Example: Aunt Mary signed the letter, "your aunt."

Answer: Aunt Mary signed the letter, "your aunt."

1. The letter is addressed to him at 140 mockingbird lane, nashville, TN 37219.
2. The letter from ABC Company began with "dear mr. jackson."
3. I signed my letter to Lily, "your true friend."
4. Letters to me should be sent to 398 tenth street, columbus, oh 43209
5. "Yours Truly," is a correct way to close a business letter.
6. I am still getting letters at 10 hawthorne lane, jefferson city, mo 65109
7. Chloe wrote me a letter and signed it, "sincerely."
8. Dad always signs his business letters, "sincerely yours."
9. Write the company president at his office: 6202 ninth street, trenton, nj 08608.
10. I included the date in my heading: december 20, 2011.

155 USING CAPITALIZATION IN ABBREVIATIONS, ACRONYMS, AND INITIALS

An abbreviation is a shortened form of a word or phrase. An acronym is an abbreviation of a phrase that takes one or more letters from each word in the phrase being abbreviated.

In general, capitalize abbreviations, acronyms, and initials if the words or names they stand for are capitalized.

Initials	George W. Bush
Titles	Mr. Cameron Chase, Sr.
Academic degrees	Paige Roberts, Ph.D.
Acronyms	FEMA (Federal Emergency Management Agency)
Most abbreviations for units of measure are not capitalized.	tsp. (teaspoon)
Use two-letter state abbreviations without periods only when followed by a ZIP code.	Fort Myers, FL 33913

Practice A Using Capitalization for Abbreviations

Read the items. On the lines, rewrite the items, adding capitals as needed. If the item is correct, write correct.

Example: Atlanta, ga 30319

Answer: Atlanta, GA 30319

- | | |
|----------------------------------|---------------------------------|
| 1. Sammy Davis, jr. _____ | 6. ms. Jennifer Andrews _____ |
| 2. St. Petersburg, Florida _____ | 7. Samuel I. Gompers _____ |
| 3. Dominic Thompson, m.d. _____ | 8. McAllen, tx 78505 _____ |
| 4. HarborView dr. _____ | 9. Priscilla Winston, MSN _____ |
| 5. 10 ft. _____ | 10. dr. Neva Wallace _____ |

