

Writer's Choice
Grammar and Composition

Grammar Practice Workbook

Grade 8



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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8.1–2 Sentences and Sentence Fragments

Key Information

A sentence is a group of words that expresses a complete thought. Each sentence has a **subject part** that names whom or what the sentence is about and a **predicate part** that tells what the subject does or has. The predicate may also tell what the subject is or is like.

There are four types of sentences: **declarative**, **interrogative**, **exclamatory**, and **imperative**.

A **sentence fragment** is a group of words that lacks either a subject, a predicate, or both. A fragment does not express a complete thought.

■ A. Identifying Types of Sentences

Decide whether each item is a sentence or a sentence fragment. If it is a sentence, write whether it is *declarative*, *interrogative*, *exclamatory*, or *imperative*, and add the correct end mark. If it is a sentence fragment, write *fragment*.

1. I will be there by 8:15 in the morning _____
2. Saving a seat for me _____
3. Please be on time _____
4. Ouch! I stubbed my toe _____
5. What do you know about that speaker _____
6. I can count on you _____
7. Pick up your books and go to the exit _____
8. Can't recall ever hearing a better speech _____

■ B. Writing Complete Sentences

Correct the following fragments by writing them as complete sentences.

1. At least once a week

2. Definitely will not

3. After school on the playground

4. No one in the room

8.3–5 Subjects and Predicates

Key Information

The **complete subject** includes all the words in the subject. The main word or group of words in the complete subject is called the simple subject. A **compound subject** has two or more **simple subjects** with the same predicate.

The **complete predicate** includes all the words in the predicate. The main word or group of words in the complete predicate is called the **simple predicate**. A **compound predicate** has two or more simple predicates with the same subject.

■ A. Identifying Subjects and Predicates

Write whether each sentence has a *simple subject* or a *compound subject* and a *simple predicate* or a *compound predicate*. Then underline each simple subject and simple predicate.

1. Did you read and understand the homework assignment? _____
2. She and Elizabeth will join us at the play. _____
3. I know that lovely melody. _____
4. You and I would rather eat apples and bananas. _____
5. The boys jumped through hoops for us. _____
6. Cowboys and cowgirls both rope steers. _____
7. He huffed and puffed loudly. _____
8. Will you please rub my back? _____
9. The author wrote and illustrated many books. _____
10. She learned about physics and geometry. _____

■ B. Making Subjects and Verbs Agree

Underline the correct form of the verb in parentheses.

1. John and Tanya (was, were) very upbeat.
2. Parents and friends sometimes (shout, shouts) a lot at basketball games.
3. Laughter (swell, swells) up in his chest and nearly (make, makes) him choke.
4. She (write, writes) to her family each day.
5. Peas and carrots (is, are) my favorite vegetables.

8.6 Simple and Compound Sentences

Key Information

A **simple sentence** has one complete subject and one complete predicate. It may have a compound subject, a compound predicate, or both.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction or by a semicolon.

A **run-on sentence** is two or more sentences incorrectly written as one sentence. Correct a run-on sentence by rewriting it as two separate sentences or by joining the sentences with a semicolon or with a conjunction preceded by a comma.

■ A. Identifying Simple and Compound Sentences

Write whether each sentence is *simple* or *compound*.

1. Tigers and elephants are my favorite zoo animals. _____
2. Some animals live in cages, but these animals roam inside fenced areas. _____
3. Tigers have such bright eyes; they look so intelligent! _____
4. Elephants' eyes are not so bright, but their eyelashes are long. _____
5. Have you ever noticed the eye colors of elephants and tigers? _____

6. Some animals enjoy being observed, but other animals seem uncomfortable. _____

7. Do you feel afraid, or do you find the experience enjoyable? _____
8. Some zoo animals look happy; others seem depressed. _____
9. Both elephants and tigers sometimes pace. _____
10. Perhaps they are hungry or need some attention. _____

■ B. Rewriting Run-on Sentences

Rewrite the following run-on sentences correctly.

1. I told her yes then she ran up and put my name on the board. _____

2. Her performance was fantastic, no one was better. _____

3. I ate breakfast, she drank juice. _____

4. I can't possibly eat another thing okay, give me a carrot. _____

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9.1–2, 5 Kinds of Nouns

Key Information

A **noun** is a word that names a person, place, thing, or idea.

A **proper noun** names a *specific* person, place, thing, or idea.

Beatles Montreal

A **common noun** names *any* person, place, thing, or idea.

children honesty

Concrete nouns name things you can see or touch.

desk chair

Abstract nouns name ideas, qualities, or feelings.

honor sadness

Compound nouns are made up of two or more words. To create the plural form of hyphenated compound nouns and compound nouns of more than one word, add -s or -es to the most important part of the compound.

Commander in Chief
Commanders in Chief

A **collective noun** names a group that is made up of individuals.

A. Identifying Kinds of Nouns

List the nouns in each sentence. Then write whether each noun is *proper*, *concrete*, *abstract*, or *compound*.

1. Did Oki see Maria's new dog? _____
2. I think it's a golden retriever, but I'm not sure. _____
3. The truth is, she named him Goldy after her Aunt Golda! _____
4. Every Tuesday, she takes him to obedience school. _____

B. Making Compound Nouns Plural

Follow the rules you learned in your textbook to write a sentence using the correct plural form of each of the following compound nouns. Make sure the verb you use agrees with the noun. Use additional paper if necessary.

1. (*lawnmower*) _____
2. (*son-in-law*) _____

C. Using Collective Nouns

Fill in the blanks with an appropriate collective noun.

1. The entire _____ was at recess.
2. The performers took a bow when the _____ applauded.

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9.3–4 Distinguishing Plurals, Possessives, and Contractions

Key Information

<p>Possessive nouns name who or what owns something. They can be singular or plural, common nouns or proper nouns. To form the possessive of singular nouns and plural nouns not ending in -s, add an apostrophe and -s ('s). To form the possessive of plural nouns ending in -s, add only an apostrophe.</p> <p>the boy's coat</p>	<p>the boys' coats</p> <p>Bill's coat</p> <p>the Joneses' car</p> <p>Contractions are made by combining two words into one and putting an apostrophe in place of one or more letters.</p> <p>is not—isn't</p>
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A. Identifying Plurals, Possessives, and Contractions

Write whether each underlined noun in the following sentences is a *plural*, a *plural possessive*, a *singular possessive*, or a *contraction*.

1. The children's books section of the store was packed with shoppers. _____
2. I noticed that the catalog's front page was ripped out. _____
3. The bride's never supposed to be late to the wedding. _____
4. All five of the countries' representatives spoke at once. _____
5. That book's the best one I've read this year. _____
6. That singer's sure to be a star someday. _____
7. The flowers' fragrances were overwhelming. _____
8. He wore several sweaters made of different styles and yarns. _____

B. Using Plurals, Possessives, and Contractions

Write three sentences for each of the following words. In the first sentence use the plural form of the word. In the second use the plural possessive form. In the third sentence use the word as part of a contraction.

1. (*child*) _____

2. (Frank) _____

9.6 Appositives

Key Information

An **appositive** is a noun that is placed next to another noun to identify it or add information about it.

My only grandmother, **Erma Clayborn**, was a farmer.

An **appositive phrase** is a group of words that includes an appositive and other words that describe it.

The man, **a skilled athlete**, easily lifted the heavy box.

A. Punctuating Appositives

Underline each appositive in the following sentences. Remember to add commas if needed.

1. George Washington our first president had wooden false teeth.
2. He and his wife Martha lived at Mount Vernon in Virginia.
3. Martha a widow had children from her first marriage.
4. Washington's home Mount Vernon is open to the public.
5. Martha Washington's husband George was a farmer as well as a politician and soldier.

B. Writing Appositives

Rewrite the following sentences, and add appositives or appositive phrases to each. Be sure to punctuate your sentences correctly.

1. Mrs. Fuller ran her best time ever in the 400-meter race. _____

2. Our dog whimpered all night when we first brought him home. _____

3. His father was also a very tall man. _____

4. My cousin will stay for two weeks when she visits. _____

5. Her teacher handed back the papers on time. _____

6. She asked for her favorite hot drink. _____

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10.2 Transitive and Intransitive Verbs

Key Information

A **direct object** receives the action of a verb. It answers the question *whom?* or *what?* after an **action verb**.

When an action verb transfers action to a direct object, it is **transitive**.

The crowd **cheers** the runners.

When an action verb does not have a direct object, it is **intransitive**.

The crowd **cheers** enthusiastically.

A. Identifying Transitive and Intransitive Verbs

The following excerpt is from *Growing Up* by the American author Russell Baker. Indicate whether each of the underlined action verbs in the excerpt is transitive or intransitive by writing *T* or *I* in the space above the word. If the verb is transitive, underline the direct object twice.

For the first time, light shone on a possibility. Writing couldn't lead to a job after high school, and it was hardly honest work, but Mr. Fleagle had opened a door for me. After that I ranked Mr. Fleagle among the finest teachers in the school. My mother beamed with delight when I showed her Mr. Fleagle's A-Plus and described my triumph.

B. Using Transitive and Intransitive Verbs

Write four sentences about someone you admire. Identify each action verb you use as transitive (*T*) or intransitive (*I*).

1. _____

2. _____

3. _____

4. _____

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10.3 Verbs with Indirect Objects

Key Information

Direct objects are words that answer *whom?* or *what?* after an action verb.

I wrote a **letter**.

Indirect objects tell *to whom* or *for whom* an action is done. An indirect object appears only in a sentence that has a direct object.

I sent **mother** the letter.

■ A. Identifying Direct and Indirect Objects

Underline each direct object once, and underline each indirect object twice.

1. I sang Tanya a song about happiness.
2. She drank juice for breakfast every day.
3. The glee club offers students an opportunity to sing.
4. The dogs licked José in the face.
5. Nick tossed Alicia a big, juicy apple.
6. Each of the players knew the rules.
7. The children loved the clown.
8. Parents asked teachers many questions.
9. The little girl ate a lollipop.
10. The little boy gave his mother a drawing.

■ B. Writing Sentences with Indirect Objects

Rewrite each sentence, underlining the direct object and adding an indirect object.

1. She sang a song. _____

2. The children made some candy. _____

3. This magazine offers fashion tips. _____

4. The teacher gave the tests. _____

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10.4 Linking Verbs and Predicate Words

Key Information

<p>A linking verb connects the subject of a sentence with a noun or an adjective in the predicate.</p> <p>The dog was friendly.</p> <p>A predicate noun is a noun that follows a linking verb. It tells what the subject is.</p> <p>She is a teacher.</p>	<p>A predicate adjective is an adjective that follows a linking verb. It describes the subject by telling what it is like.</p> <p>The sky is cloudy.</p> <p>Some common linking verbs are forms of the verbs <i>be, become, smell, look, feel, sound, grow, taste, and appear</i>.</p>
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■ A. Identifying Linking Verbs and Predicate Nouns and Adjectives

Underline the verb in each sentence, and label it *action* or *linking*. If the verb is a linking verb, write whether it is followed by a *predicate noun* or a *predicate adjective*.

- 1. Grandmother always grows lavender. _____
- 2. Today I feel wonderful! _____
- 3. Mrs. Johnson is our coach. _____
- 4. Craig is always organized. _____
- 5. Sandy clearly was the leader. _____
- 6. Professor Hayford conducted experiments. _____

■ B. Using Linking Verbs and Predicate Nouns and Adjectives

Write a sentence for the given topic, using a form of one of the following linking verbs in each sentence: *smell, sound, feel, taste, grow*. Use at least one predicate noun or predicate adjective in each sentence.

- 1. (difficulty or ease of writing) _____

- 2. (breakfast food) _____

- 3. (flower garden) _____

- 4. (sunshine) _____

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10.5 Present and Past Tenses

Key Information

The **present tense** of a verb names an action that happens regularly. It can also express a general truth.

The mail **arrives** at 1:00 P.M.

The **past tense** of a verb names an action that already happened.

Yesterday the mail **arrived** late.

A. Distinguishing Between Verbs in Past and Present Tense

Read the following paragraph, and decide whether each numbered, underlined verb is written in the present tense or in the past tense. Write your answers in the space provided below the reading selection.

Fish, flowers, and landscapes (1.) are the subjects of paintings by Joseph Raffael, a California painter. Raffael (2.) experimented with color and light in many of his works. (3.) Examine his paintings. They (4.) have very bright colors. In the painting *Joseph and Reuben*, which he (5.) Painted in 1984, Raffael (6.) used a strong contrast between darkness and light. This technique (7.) is different from that in his other paintings. It (8.) gives the painting the look of a snapshot.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Writing Verbs in Present and Past Tenses

Write two sentences each for the verbs *jump* and *walk*. Follow the guidelines in parentheses.

- (present tense) _____

- (past tense) _____

- (present tense) _____

- (past tense) _____

10.6 Main Verbs and Helping Verbs

Key Information

A **helping verb** helps the main verb tell about an action or make a statement. Common helping verbs are *be*, *have*, and *do*.

A **verb phrase** consists of one or more helping verbs followed by a main verb.

They **are running** together in the race.

■ A. Using Helping Verbs Correctly

Circle the correct helping verb in parentheses.

1. Wilma (had/have) hoped that we'd go with her.
2. Some people (are/have) arrived already.
3. Kids (are/were) lined up around the block yesterday.
4. The pitcher (is/has) finally arrived to start the game.
5. The ushers (had/were) already seating the crowd.

■ B. Practice with Helping and Main Verbs

In sentences that are questions, the helping and main verbs of a verb phrase are not placed next to one another. Rewrite the following sentences, changing them into questions if they are statements and into statements if they are questions.

1. She has developed all the film I sent her. _____

2. André has sat at the same desk all year. _____

3. Had she joined them before they left for school? _____

4. Mrs. Watkins is handing back the papers. _____

5. Were you watching the football game? _____

10.7

Progressive Forms

Key Information

The **present progressive form** of a verb names an action or condition that is continuing in the present.

He **is going**. [singular] We **are going**. [plural]

The **past progressive form** of a verb names an action or condition that continued for some time in the past.

She **was exploring**. [singular] We **were listening**. [plural]

■ A. Using Present and Past Progressive Verb Forms

In sentences 1–3, write the present progressive form of each underlined verb phrase. In sentences 4–6, write the past progressive form of each underlined verb phrase.

1. They were singing outside our door. _____
2. I was laughing very hard! _____
3. They were jumping over the puddle together. _____
4. They are studying the breakup of the Soviet Union. _____
5. William is racing me to the corner. _____
6. Sylvia is questioning me about politics. _____

■ B. Writing Present and Past Progressive Verb Forms

Write three sentences using the present progressive form of a verb. Use one of these helping verbs with the main verb in each sentence: *am, are, is*. Write two sentences using the past progressive form of a verb. Use the helping verbs *was* and *were*.

1. _____

2. _____

3. _____

4. _____

5. _____

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10.8 Perfect Tenses

Key Information

The **present perfect tense** of a verb names an action that happened at an indefinite time in the past. It also tells about a past action that happened in the past and may still be happening.

The dogs **have barked** for hours.

The dogs **have been barking** all day.

The **past perfect tense** of a verb names an action that happened before another action or event in the past.

He **had** just **sat** down when the music began.

A. Using the Present Perfect Tense

Change each verb to the present perfect tense.

- 1. We watch _____
- 2. They smell _____
- 3. He wonders _____
- 4. You touch _____
- 5. She swallows _____
- 6. I want _____

B. Using the Past Perfect Tense

Write five sentences using the past perfect tense of each of the following verbs: *tape, mow, dance, wrap, rip*.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

10.9 Expressing Future Time

Key Information

Future tense tells that something will happen in the future. The future tense of a verb is formed by adding the helping verb *will* before the main verb.

Joe **will play** the piano.

Time words can also be used with the present tense and present progressive form to show that an action will happen in the future. Examples of time words are *soon*, *next month*, and *tomorrow*.

Tomorrow we leave for vacation. **Later** we are eating dinner.

The **future perfect tense** names an action that will happen before another future event begins. The future perfect tense is formed by adding *will have* before the verb's past participle.

As of Friday, I **will have worked** nonstop for a week.

■ A. Expressing Future Time

Rewrite each sentence on a separate sheet of paper, using the correct form of the verb in parentheses to express future time. Use either the future, the future perfect, the present, or the present progressive form. Then identify the tense of the verb you used.

1. Tomorrow morning, please (wake) me at nine o'clock.
2. Soon I (be) fifteen years old!
3. Dora (attend) the meeting.
4. By this time next month, I (complete) the project.

■ B. Writing in Future Time

Use each verb in a sentence of your own. Follow the guidelines given in parentheses.

1. (enter; future perfect tense) _____

2. (practice; future tense) _____

3. (present; future tense with time word) _____

4. (sniff; present progressive form with time word) _____

10.10 Active and Passive Voice

Key Information

In the **active voice** the subject performs the action of the verb.

My uncle **milked** the cow.

In the **passive voice** the subject receives the action of the verb.

The cow **was milked** by my uncle.

A. Changing Active Voice to Passive Voice

Rewrite each sentence to express passive voice.

1. Eliza won first place in the marathon. _____

2. Several friends admired my new bike. _____

3. I broke the window last week. _____

4. My friend patted me briskly on the shoulder. _____

5. The singer created excitement wherever he went. _____

B. Changing Passive Voice to Active Voice

Rewrite each sentence to express active voice.

1. The contest was won by a girl from another school. _____

2. Clara was driven to school by her mother. _____

3. Good deeds are performed by the Brownies. _____

4. The bread was baked by John, Michael, and Erin. _____

5. Eyes are examined by optometrists. _____

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10.11–12 Irregular Verbs

Key Information

Irregular verbs are verbs whose past forms and past participles are not formed by adding *-ed*.

As your textbook shows, some irregular verbs follow a pattern. Many irregular verbs, however, do not follow a pattern. You must memorize these forms or learn them through frequent use.

■ A. Showing Past and Past Participle Forms

In the space provided write the past form and the past participle form of each verb.

Base Form	Past Form	Past Participle
1. sing	_____	_____
2. bring	_____	_____
3. sleep	_____	_____
4. tear	_____	_____
5. bite	_____	_____
6. catch	_____	_____
7. let	_____	_____
8. write	_____	_____
9. swim	_____	_____
10. go	_____	_____
11. is	_____	_____
12. do	_____	_____

■ B. Using the Past Participle of Irregular Verbs

Rewrite the sentences, using the tense described in parentheses.

- The storks fly south to Africa for the winter. (future perfect) _____

- Felicia chose to drive to the countryside. (past perfect) _____

- We rode bicycles all day long. (present perfect) _____

- Geraldine was swinging in the garden. (past perfect) _____

11.1 Personal Pronouns

Key Information

A **pronoun** is a word that takes the place of one or more nouns and the words that describe those nouns.

Personal pronouns refer to people or things.

A **subject pronoun** is used as the subject of a sentence.

She is reading the paper.

An **object pronoun** is used as the object of a verb or a preposition.

The dog likes **her**. [direct object]

The dog barks at **her**. [object of preposition]

■ A. Identifying Subject and Object Pronouns

Underline each pronoun, and indicate whether it is a subject pronoun or an object pronoun by writing *S* or *O* in the space provided.

1. She is immediately recognizable. _____
2. The police officer smiled at me. _____
3. She looked at them and waved. _____
4. I liked it, too. _____
5. It was a wonderful opportunity for her. _____
6. At the end of the play, he received the greatest applause. _____
7. She presented a gift to us. _____
8. They agreed to meet at the restaurant. _____

■ B. Using Personal Pronouns

Rewrite each sentence, replacing the underlined words or phrases with pronouns.

1. Antonio ate the fruit for dessert. _____
2. Mom sent away for the magazine subscriptions. _____
3. Ginny sent Geraldine a postcard from Morocco. _____
4. Piet hopes his parents will let Piet go to the movies. _____

11.2 Pronouns and Antecedents

Key Information

An **antecedent** is the noun or group of words that a pronoun refers to. Be sure a pronoun agrees with its antecedent in number and gender. The gender of a noun or pronoun may be masculine, feminine, or neuter.

A. Using Pronouns and Antecedents Correctly

List each pronoun and its antecedent.

1. The family visited the Lincoln Memorial in Washington, D.C.; they walked up the steps to get a closer look at it.

2. The dog barked wildly as the people approached. He didn't like them.

3. Has Janice heard that song before? It is popular now.

4. Elizabeth lives next door. She moved here recently.

5. My teeth need cleaning. They haven't been cleaned for a year!

6. That bird flew right past Jean Claude. It had bright blue feathers.

B. Writing Pronouns

Write a second sentence containing at least one pronoun to follow each sentence below. Make sure the pronouns you use agree with their antecedents in the previous sentences in number and gender.

1. Mari and Zahir had been friends for years. _____

2. The doctor told me to drink fluids and get lots of rest. _____

3. Our mail carrier is always on time. _____

4. The people on the bus looked sleepy. _____

11.4–5 Possessive and Indefinite Pronouns

Key Information

A **possessive pronoun** shows who or what has something. It may take the place of a possessive noun. A possessive pronoun does not take an apostrophe.

Sam held Sara’s cat. He held **her** cat. The cat was **hers**.

An **indefinite pronoun** is a pronoun that does not refer to a particular person, place, or thing.

Anyone can attend.

Most indefinite pronouns are either singular or plural. An indefinite pronoun such as *all*, *any*, *most*, *none*, and *some* can be singular or plural, depending on the phrase that follows it. Indefinite pronouns used as subjects must agree in number with the verb. If a possessive pronoun has an indefinite pronoun as its antecedent, the two pronouns must agree in number.

■ A. Using Possessive Pronouns

Rewrite each sentence, replacing each underlined word or group of words with the correct possessive pronoun.

1. Madeline told her mother, “Madeline’s work is finished.”

2. Tanya and Maria said, “The coats are Tanya’s and Maria’s.”

3. We told Seth and Hank, “Seth’s and Hank’s team won!”

4. “That idea is William’s!” exclaimed William.

5. “Can you see André’s face?” André asked slyly.

■ B. Using Indefinite Pronouns

Underline the correct word in parentheses.

1. Everyone (wants, want) a part of the book to read aloud.
2. Neither (wants, want) to sit still for the painting.
3. (Is, Are) there many who will participate?
4. Several (raise, raises) their hands.

11.6 Reflexive and Intensive Pronouns

Key Information

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved. Reflexive pronouns are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

He blamed **himself** for the accident.

An **intensive pronoun** is a pronoun that adds emphasis to a noun or pronoun already named.

The president **himself** couldn't have stated it better.

Reflexive and intensive pronouns should never be used as the subject of a sentence.

A. Identifying Reflexive and Intensive Pronouns

Underline each reflexive or intensive pronoun. Then write the pronoun or noun to which the reflexive or intensive pronoun refers.

1. She told herself not to be frightened by the scratching sounds. _____
2. He awoke when he heard himself snoring. _____
3. The race itself lasted only about fifteen minutes. _____
4. Sandy, Jack, and Ursula assured themselves they would finish on time. _____
5. The dog scratched itself vigorously behind the left ear. _____

B. Writing with Reflexive or Intensive Pronouns

Rewrite the following sentences, inserting reflexive or intensive pronouns where appropriate. Then write whether the pronoun you inserted is *reflexive* or *intensive*.

1. I wondered what the title of the story meant. _____

2. Diandra gave a donation to the homeless shelter. _____

3. Cassandra bought a new pair of shoes. _____

4. All of the students pushed to read more books. _____

5. They wanted to win the reading contest. _____

11.7 Interrogative and Demonstrative Pronouns

Key Information

An **interrogative pronoun** is a pronoun used to introduce a question.

Who invited me to the party?

What do you mean?

Do not confuse *whose* with *who's*.

Whose jacket is this?

Who's coming with you?

A **demonstrative pronoun** is a pronoun that points out something. *This, these, that, and those* are demonstrative pronouns.

That is my coat on the chair.

Those are my research findings.

This and *these* refer to something nearby; *that* and *those* refer to something at a distance.

■ A. Identifying Interrogative and Demonstrative Pronouns

Underline each interrogative or demonstrative pronoun. Indicate whether it is an *interrogative* or *demonstrative* pronoun by writing *I* or *D* in the space provided.

1. Which of the movies did you rent? _____
2. Whom are you going to meet? _____
3. These keep my hands very warm when I'm outside. _____
4. That was not my purpose! _____
5. Who's going to volunteer at the soup kitchen? _____
6. Whose are these? _____

■ B. Using Interrogative and Demonstrative Pronouns

Underline the correct word in parentheses.

1. (Whose/Who's) mother is waiting in the lobby?
2. (This/These) are what we were supposed to read.
3. To (who/whom) did you address the envelope?
4. Does (this/these) ring a bell?
5. (That/Those) are my mittens.
6. (Who's/Whose) heart was broken?
7. (Which/What) of the two desserts did you choose?
8. (Who/Whom) did the doctor treat?

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12.1-2 Adjectives, Articles, and Proper Adjectives

Key Information

An **adjective** is a word that modifies, or describes, a noun or pronoun.

Juicy pears are my favorites.

A **predicate adjective** follows a linking verb and modifies the subject of the sentence.

The sky is **blue**.

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *The* is a **definite article** because it identifies specific people, places, things, or ideas. *A* and *an* are **indefinite articles** because they refer to one of a group of general people, places, things, or ideas.

The apple tasted good.

An apple each day is good for you.

A **proper adjective** is formed from a proper noun.

I like **Oregon** apples the best.

■ A. Identifying Types of Adjectives and Articles

In the following sentences write whether the underlined word is an *adjective*, *proper adjective*, *definite article*, or *indefinite article*. Then write the noun modified by the adjective.

1. The red-haired boy waved from the wagon. _____
2. He said his grandmother was Italian. _____
3. I thought I saw a snowflake fall this morning. _____
4. The fierce lion leaped to the front of his cage. _____
5. I waited for an hour at the corner. _____

■ B. Writing with Adjectives

Expand the following phrases by rewriting them in complete sentences. Add at least one article and one adjective or proper adjective to each, and rearrange the words as you wish.

1. Nobody knows _____
2. The movie was _____
3. Whatever Michael said _____
4. Summer in Mexico _____

12.3–4 Comparative, Superlative, and Demonstrative Adjectives

Key Information

The **comparative form** of an adjective compares two things.

She is **taller** than he is.

The **superlative form** of an adjective compares more than two things.

She is the **tallest** girl in class.

Add *more* or *most* before most adjectives of two or more syllables to form comparative and superlative adjectives. Do not use *more* or *most* before adjectives that already end with *-er* or *-est*. This is called a double comparison.

His report is the **most interesting**.

Some adjectives have **irregular comparative** and **superlative forms**.

The storm is **worse** now than it was earlier. It is the **worst** storm I've ever seen.

Demonstrative adjectives point out something and describe nouns by answering the question *which one?* or *which ones?* *This*, *that*, *these*, and *those* can be used as demonstrative adjectives or demonstrative pronouns.

■ A. Using Comparative and Superlative Adjectives

Use the correct comparative or superlative form of the adjective in parentheses. Write your answers in the space provided.

1. His poem was the (musical) one in the class. _____
2. She told the (good) stories I had ever heard. _____
3. Eva is the (loyal) friend I have ever had. _____
4. Michael's ideas were the (brilliant) I had heard. _____
5. The story became (hilarious) each time she told it. _____

■ B. Using Demonstratives

Circle the correct demonstrative in parentheses for each sentence.

1. She had heard (that, those) promises before.
2. (That, These) socks are too droopy!
3. (This, Those) casserole tastes delicious.
4. I saw (them, those) people at the play.
5. (These, Those) people standing beside me are my parents.

12.5 Adverbs

Key Information

An **adverb** is a word that modifies, or describes, a verb, an adjective, or another adverb.

The choir sang too **loudly**. [modifies verb]

The painting was **quite** old. [modifies adjective]

His paintings were exhibited **very** rarely. [modifies adverb]

An adverb modifying an adjective or another adverb usually comes before the word it modifies. When it modifies a verb, it can be in various places in the sentence. Many adverbs are formed by adding *-ly* to adjectives, but not all adverbs end in *-ly*.

Flowers were blooming **everywhere**. It will arrive **soon**.

A. Identifying Adverbs

Write the adverb in each sentence, followed by the word it describes.

1. She was certainly an effective speaker. _____
2. I ran quickly home and told Mother what had happened. _____
3. An incredibly tall person blocked my view. _____
4. She carefully chose her words before speaking. _____
5. Very friendly people are common at our school. _____
6. She was extremely upset about the delay. _____

B. Writing Adverbs

Rewrite the following sentences, adding at least one adverb to each.

1. The team ran to the door of the gym. _____

2. She spoke, and everyone listened to her ideas. _____

3. They sat down to dinner and refused dessert. _____

4. The dog ambled on its leash, ignoring the path. _____

5. Our class awaited the results of the test. _____

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12.6 Comparative and Superlative Adverbs

Key Information

The **comparative form** of an adverb compares two actions.
I responded **better** to her speech the second time I heard it.

The **superlative form** of an adverb compares more than two actions.
I responded **best** after hearing it several times.

Long adverbs require the use of *more* or *most*.
They answered **more obligingly** today than yesterday.
Packages delivered by air arrived **most speedily**.

Shorter adverbs need *-er* or *-est* as endings.
Her plane soared the **highest** of all.

A. Using Comparative and Superlative Forms

In each sentence use the correct comparative or superlative form of the adverb in parentheses. Write your answers in the space provided.

- 1. We arrived (early) than the rest of the crowd. _____
- 2. I understood the equation (clearly) than I had before. _____
- 3. You drew the lines (straight) than I did. _____
- 4. Billie hurdles (fast) than anyone else on the track team. _____
- 5. She talked even (rapidly) than the TV announcer. _____

B. Writing Comparative and Superlative Forms

Write sentences using the comparative and superlative forms for each of these adverbs:
badly, quietly, hungrily, slowly.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

12.8 Avoiding Double Negatives

Key Information

Negative words express the idea of “no.” Some negative words are *never*, *nobody*, *no one*, and *none*.

Avoid using a **double negative**—two negative words—in the same sentence.

You **don't** owe me **nothing**. [incorrect]

Correct a double negative by removing one of the negative words or replacing one with an affirmative word. **Affirmative words** express the idea of “yes.” *Ever*, *anybody*, *someone*, and *anywhere* are examples of affirmative words.

You **don't** owe me **anything**. [correct]

A. Using Negatives Correctly

Choose the correct word or words in parentheses and write your answers in the space provided.

1. I don't want (none, any) of those sprouts in my salad. _____
2. She didn't feel like addressing (no, any) more envelopes. _____
3. The bus wasn't (nowhere, anywhere) near the art museum. _____
4. Hardly (anyone, no one) had arrived at 8:00 A.M. _____
5. They (could, couldn't) hardly be held responsible. _____
6. Wasn't (nobody, anybody) at home when you called? _____

B. Writing with Negatives

Make the words on the left into contractions. Then use each in a sentence with the affirmative word beside it on the right.

1. (*cannot*, *ever*) _____

2. (*will not*, *always*) _____

3. (*were not*, *anything*) _____

4. (*is not*, *anyone*) _____

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13.1 Prepositions and Prepositional Phrases

Key Information

A **preposition** is a word that relates a noun or a pronoun to some other word in a sentence.

I heard a knock **at** the door.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun, which is called the **object of the preposition**.

I heard a knock **at the door**.

A. Identifying Prepositional Phrases

Underline the prepositional phrases in the sentences below, and circle the prepositions.

- Beyond the tree line, I spotted my kite.
- In addition to spelling, we checked grammar and punctuation.
- According to my records, the book is overdue.
- The cat was lying across from the hamster.

B. Identifying the Objects of Prepositions

Read the sentences in Part A again. Identify the object of the preposition in each prepositional phrase and write your answers in the space provided.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

C. Writing Prepositional Phrases

Write sentences using each of the following prepositions. Underline the prepositional phrase in each sentence, and draw a second line under the object of the preposition.

- (near) _____

- (toward) _____

- (according to) _____

- (because of) _____

13.2 Pronouns as Objects of Prepositions

Key Information

When a pronoun is the object of a preposition, use an **object form**—not a subject form.

We were happy to be with **them**. They were happy to be with **us**.

A. Using Pronouns as Objects of Prepositions

In these sentences change the underlined word or words to the correct form of the object pronoun. Write the object pronouns in the space provided.

1. They waved to Sandra and Elizabeth as they drove by. _____
2. Everyone said to Carlos and me that we were sure to win. _____
3. I asked Charlotte to go with Richard and me. _____
4. My cousins traveled with Richard to Mexico City. _____
5. They wanted to send a post card to you and Terri. _____
6. The baby smiled at William all day long. _____
7. Give the travel book to Judith and her. _____
8. Judith knows a great deal about Sandra, although they haven't met.

B. Writing Pronouns as Objects of Prepositions

Write five sentences with compound objects consisting of a noun of your choice combined with these prepositional phrases: *to whom*, *of whom*, *at me*, *by them*, *toward her*.

1. _____

2. _____

3. _____

4. _____

5. _____

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13.3 Prepositional Phrases as Adjectives and Adverbs

Key Information

A prepositional phrase that modifies, or describes, a noun or a pronoun is an **adjective phrase**.

A pearl **of great value** hung from her neck.

A prepositional phrase that modifies, or describes, a verb, an adjective, or another adverb is an **adverb phrase**. Adverb phrases tell *when*, *where*, or *how*.

We looked **inside the box**. [describes a verb]

The box looked interesting **to us**. [describes an adjective]

Luckily **for me** the vocabulary test was easy. [describes an adverb]

A. Identifying Adjective and Adverb Phrases

Underline the prepositional phrase in each sentence. In the space provided write whether it is an adjective phrase or an adverb phrase.

- 1. The puppy ran out the open door. _____
- 2. The guests received small baskets of fruit. _____
- 3. She arrived with her suitcases. _____
- 4. Throughout the night he tossed and turned. _____
- 5. Within minutes the police arrived. _____
- 6. Outside the kennel we couldn't hear a sound. _____
- 7. A cat from the alley gobbled the cheese. _____
- 8. I saw some tourists without their luggage. _____

B. Writing Adjective and Adverb Phrases

Write four sentences, each containing an adjective or adverb phrase. Underline the adjective or adverb phrase in each sentence.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

13.4–5 Conjunctions and Conjunctive Adverbs

Key Information

A **coordinating conjunction** is a single word used to connect parts of a sentence. These words are coordinating conjunctions: *and, but, or, for, nor*. **Correlative conjunctions** are pairs of words used to connect words or phrases in a sentence. These words are correlative conjunctions: *both . . . and, either . . . or, neither . . . nor, not only . . . but also*.

A **conjunctive adverb** may be used instead of a correlative or coordinating conjunction to join the simple sentences in a compound sentence. Use a semicolon with a conjunctive adverb when it is used to join simple sentences in a compound sentence. Some conjunctive adverbs are *however, consequently, therefore, and likewise*.

A. Using Coordinating and Correlative Conjunctions

Each of the following sentences is missing a coordinating conjunction or a pair of correlative conjunctions. Fill in the blanks, using the correct conjunctions.

1. I would have gone, _____ I was sick.
2. _____ Anne _____ Michael won first place.
3. I admitted that _____ Sandy _____ I had been there.
4. You can read _____ nap, whichever you prefer.
5. _____ Sam _____
_____ Okida will be there.
6. Li-ming promised to bring _____ bread _____ buns.
7. Which would you prefer, peaches _____ crackers?
8. We shouted, _____ apparently you didn't hear us.

B. Using Conjunctive Adverbs

Select one of the following conjunctive adverbs to use correctly in the sentences below: *therefore, also, consequently, besides, however, moreover, still, likewise*.

1. She ordered ice cream; I ordered it, _____.
2. They would arrive by nine; _____, they would bring a surprise.
3. I said no; _____, it's too late to go anyway.
4. He missed the exam; _____, he had to take a makeup test.
5. The bread dough is too sticky; it must, _____, be kneaded.

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13.7 Finding All the Parts of Speech

Key Information

The **part of speech** of a word depends on the job the word performs in the sentence. An **interjection** expresses strong feelings. A **proper noun** names a specific person, place, or thing. A **common noun** names a person, a place, or a thing. A **pronoun** takes the place of a noun. An **action verb** names an action. A **linking verb** links two other words. An **adverb** describes a verb, an adjective, or another adverb. An **adjective** describes a noun or a pronoun. A **conjunction** joins two simple sentences or other parts of sentences. A **preposition** relates a noun or a pronoun to some other word in a sentence.

A. Identifying Parts of Speech

Identify the part of speech for each underlined word.

1. I saw him standing beside my sister. _____

2. Alicia insisted that we join them for lunch. _____

3. Oh! I need to tell you something. _____

4. She was an amazingly accurate speller. _____

5. Together, they watched the crimson sunset. _____

B. Using the Parts of Speech

Write a sentence at least six words long. List each word in the space provided and identify its part of speech in the sentence.

Sentence: _____

Parts of Speech:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

14.1–2 Sentences, Clauses, and Complex Sentences

Key Information

A **simple sentence** has one complete subject and one complete predicate.

The girls' softball team won the championship.

A **compound sentence** contains two or more simple sentences joined by a conjunction, a conjunctive adverb, or a semicolon. Each simple sentence is called a main clause. A **main clause** has a subject and a predicate and can stand alone as a sentence.

The team won the championship; it was a close game.

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

A **subordinate clause** has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence.

I wanted to go to the game **since I knew it was the championship**.

■ A. Identifying Simple, Compound, and Complex Sentences

In the space provided tell whether each sentence is *simple*, *compound*, or *complex*.

- _____ 1. Sharon and Elizabeth walked to the mall together.
- _____ 2. When we left home, the rain was heavy.
- _____ 3. He understood the lecture; I didn't.
- _____ 4. I wonder whether they will serve refreshments.
- _____ 5. I weeded the garden, and Maria pruned the bushes.

■ B. Composing Compound Sentences

Combine the following pairs of sentences to form compound sentences. Use a coordinating conjunction, a conjunctive adverb, or a semicolon. Add punctuation where needed.

1. The Mississippi River is the longest river in the United States. It is not the longest in the world.

2. The Mississippi transports many barges loaded with freight. It's an important waterway in the United States.

14.3–4 Adjective Clauses

Key Information

An **adjective clause** is a subordinate clause that modifies, or describes, a noun or a pronoun in the main clause of a complex sentence. It is usually introduced by a relative pronoun.

The bike **that is parked outside** belongs to Sarah.

An **essential clause** is an adjective clause that is necessary to make the meaning of the sentence clear. Do not use commas to set off an essential clause from the rest of the sentence.

The man **who is sitting on the bench** is my uncle.

A **nonessential clause** is an adjective clause that is not necessary to make the meaning of the sentence clear. Use commas to set off a nonessential clause from the rest of the sentence.

The book, **which is on the shelf**, was my mother's.

■ A. Identifying Adjective Clauses

Underline once the adjective clause in each sentence, and underline twice the noun that each clause modifies. Write whether the clause is essential (*E*) or nonessential (*N*).

- _____ 1. The dog wanted to eat the food that was on my plate.
- _____ 2. She asked her aunt, whose car was nearby, for a ride to the soccer game.
- _____ 3. He is the swimmer who holds the team's freestyle record.
- _____ 4. He opened his presentation with a comment that made the audience laugh.
- _____ 5. She lives in an apartment that has a wonderful view of the city square.
- _____ 6. Mrs. Willers, who is my great-aunt, enjoyed the festivities.

■ B. Identifying and Punctuating Clauses

On a separate sheet of paper, write complex sentences by adding essential or non-essential adjective clauses where indicated. Be sure to use correct punctuation when adding the clauses.

1. The circus (essential clause) was the Barnum & Bailey.
2. The teachers (essential clause) are patient.
3. The author (nonessential clause) visited our class.
4. The mime troupe (essential clause) will perform first.
5. Our house (nonessential clause) is for sale.

14.5 Adverb Clauses

Key Information

An **adverb clause** is a subordinate clause that often modifies, or describes, the verb in the main clause of a complex sentence. It may tell *how, when, where, why, or under what conditions* the action occurs. An adverb clause begins with a **subordinating conjunction**, such as *after, although, because, if, since, unless, until, when, or whenever*.

I read about the Sargasso Sea **because I am interested in geography**.

If an adverb clause introduces a sentence, use a comma after the clause.

Because I am interested in geography, I read about the Sargasso Sea.

A. Identifying Adverb Clauses

Underline once the adverb clause in each sentence, and underline twice the verb that the clause modifies.

1. If you sail in the Atlantic Ocean, you may find the Sargasso Sea.
2. Although no land marks its boundaries, ship captains recognize the Sargasso.
3. Sailors know the Sargasso Sea because it has slow ocean currents and large patches of seaweed.
4. Since it grows small air sacs resembling grapes, the seaweed floats on the ocean's surface.

B. Writing Adverb Clauses

Rewrite each sentence, adding an introductory adverb clause that begins with one of the following subordinating conjunctions. Remember to add a comma after the introductory clause.

after	as	before	though
although	because	since	if

1. We went promptly home. _____

2. I ate a hearty breakfast and brushed my teeth. _____

3. The sky turned a clear, fine blue. _____

4. They leave the packages outside the door. _____

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14.6 Noun Clauses

Key Information

A **noun clause** is a subordinate clause used as a noun. The clause can be used in the same ways that you use a noun: as a subject, a direct object, an object of a preposition, or a predicate noun.

Marcus hopes **that his friend can visit**. [Noun clause used as a direct object]

A. Identifying Noun Clauses

Underline the noun clause in each sentence. In the space provided write whether the clause is used as a subject (*S*), predicate noun (*P*), direct object (*D*), or object of a preposition (*O*).

- _____ 1. Walter usually has an answer for whatever you might ask.
- _____ 2. We noticed that the crocuses were blooming.
- _____ 3. Did you know that the gavotte began as a lively kissing dance?
- _____ 4. This little Italian restaurant is where my parents met.
- _____ 5. The telescope is useful for whoever likes to look at craters on the moon.
- _____ 6. Why dinosaurs disappeared is still a mystery.

B. Writing Noun Clauses

Write one sentence using each of the following groups of words as a noun clause.

1. (*what interests me*) _____

2. (*where the sun is shining*) _____

3. (*what the score was*) _____

4. (*how an automobile works*) _____

15.1 Participles and Participial Phrases

Key Information

A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-ed* to a verb. Both verb forms can be used as the main verb in a verb phrase or as an adjective.

The girl is **passing** the ball.

The **tiring** exam is finally finished.

The girl has **passed** the ball.

The **tired** students are smiling.

A **participial phrase** is a group of words that includes a participle and other words that complete its meaning.

The girl **passing the ball** is Pat.

A. Identifying Participles

Underline the participle in each sentence, and write whether it is used as an *adjective* or *main verb*.

1. Math can be an exciting subject. _____
2. She has participated for years in the fund drive. _____
3. They are hoping that he will attend our school. _____
4. Have your ideas about hobbies changed recently? _____
5. Raina pins the gathered stitches. _____

B. Writing Participial Phrases

Write four sentences in the space provided. Use a present participle, past participle, or participial phrase in each sentence. Underline the participle or the participial phrase.

1. _____

2. _____

3. _____

4. _____

15.2 Gerunds and Gerund Phrases

Key Information

Verb forms with *-ing* endings can serve as the main verb in a verb phrase, as adjectives, or as nouns. When a verb form ending in *-ing* is used as a noun, it is called a **gerund**. A gerund can serve as a simple subject, a direct object, or an object of a preposition.

- Swimming** develops grace. [subject]
- The team enjoys **swimming**. [direct object]
- They stay fit by **swimming**. [object of a preposition]

A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.

A. Identifying Verbals and Gerunds

Write whether the underlined word in each sentence is used as a gerund or as a main verb. If it is a gerund, write whether it is used as a *subject*, a *direct object*, or an *object of a preposition*.

1. Winning is the most important thing to that team. _____
2. They are definitely losing that game! _____
3. Scoring is high on my list of immediate goals. _____
4. They tried scoring but got nowhere. _____
5. Thinking should be the step before doing. _____

B. Writing with Gerunds

Write sentences using each of the words in parentheses as a gerund.

1. (playing) _____

2. (singing) _____

3. (running) _____

4. (remembering) _____

5. (dreaming) _____

15.3 Infinitives and Infinitive Phrases

Key Information

An **infinitive** is formed by combining the word *to* with the base form of a verb. It is often used as a noun in a sentence. An infinitive can be used as the subject of a sentence or as the direct object of an action verb.

To see is to understand. [subject]

Everyone jumps up and tries **to see**. [direct object]

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

A spectator always tries **to see what's happening**.

A. Identifying How Infinitives Are Used

Underline each infinitive and write whether it is used as a *subject* or as a *direct object*.

1. To swim well requires great discipline. _____
2. They tried to practice. _____
3. The animals all tried to escape. _____
4. The children wanted to play. _____
5. He said he didn't mean to snap. _____
6. To jog requires free time. _____
7. To laugh is the best medicine. _____
8. Elizabeth wanted very much to attend. _____

B. Writing Infinitive Phrases

Write four sentences that contain infinitives or infinitive phrases. Underline the infinitives and infinitive phrases.

1. _____

2. _____

3. _____

4. _____

16.1,5 Making Subjects and Verbs Agree

Key Information

Subjects and verbs in sentences must agree in number. A singular subject calls for a singular form of the verb. A plural subject calls for a plural form of the verb. Compound subjects require either a singular or a plural verb, depending on how the parts of the subjects are joined.

China, India, **and** the United States **grow** wheat. [plural]

Neither Canada **nor** France **grows** as much wheat as India. [singular]

■ A. Identifying Subject and Verb Agreement

Underline the correct form of the verb in parentheses.

1. Miguel (plants, plant) many vegetables in his garden.
2. Stephan and Derek often (helps, help) him care for the garden.
3. When the plants are ripe, Miguel (chooses, choose) the nicest ones to eat.
4. Mr. and Mrs. Sanchez (prepares, prepare) delicious meals with his plants.
5. Sandra (grow, grows) flowers and herbs in her garden.
6. The flowers (attract, attracts) various butterflies and bees.
7. Sandra's favorite herbs (is, are) lavender, rosemary, and sage.
8. Mr. and Mrs. Sanchez (use, uses) different herbs from Sandra's garden when they (cook, cooks).
9. Both Stephan and Derek often (join, joins) the Sanchezes for dinner.
10. The official taste-tester and table-setter (is, are) Miguel.

■ B. Using Subject and Verb Agreement

In the space provided write the correct form of the verb in parentheses.

1. Each Saturday, Tamika and Louise _____ for a walk on the beach. (go)
2. Sometimes they _____ a game of volleyball, too. (play)
3. Tamika often _____ her dog, Punkin. (bring)
4. Louise _____ a picnic basket for lunch. (pack)
5. Paul and Andrew, Louise's brothers, _____ to tag along. (want)
6. Tamika _____ she does not mind. (say)
7. It _____ a little chilly outside today. (feel)
8. The sun _____ through the clouds occasionally. (peek)

16.2 Problems with Locating the Subject

Key Information

Sometimes the subject of a sentence is hard to find. In many sentences beginning with a prepositional phrase and in those beginning with *Here* and *There*, look for the subject after the verb.

In the garden **are** lovely **roses**. Here **is one** of my favorites.

In questions the subject is often located between the auxiliary verb and the main verb. To help find the subject, rearrange the sentence so that the subject comes first.

Have we thanked the gardener? We have thanked the gardener.

■ A. Identifying the Correct Verb Form

Underline the correct form of the verb in parentheses.

1. The clocks on the wall (is, are) set for different time zones.
2. Across the field (runs, run) a talented football player.
3. There (sits, sit) my favorite park bench.
4. (Does, Do) birds still nest in these trees?
5. Here in this park (lives, live) many birds and squirrels.
6. The telephone in my house (rings, ring) several times a day.
7. Up in the tree (is, are) a squirrel's nest.
8. Just over the hill (grow, grows) the great white oak tree.
9. Under the house's eaves (roost, roosts) a mourning dove.
10. In his burrow (was, were) a store of nuts and seeds.

■ B. Using the Correct Verb Form

Underline the correct verb form in parentheses.

1. Here (is, are) the magazines you wanted to read.
2. Under the sea (lurk, lurks) many unusual creatures.
3. (Do, Does) our team play today?
4. The fans in the stadium (cheers, cheer) loudly.
5. The captain of the team (provide, provides) leadership.
6. Do you (knows, know) which play could win the game?

16.3–4 Special Subjects

Key Information

A collective noun, which names a group, calls for a singular verb when it stands for a group that acts as a unit. A collective noun calls for a plural verb when the noun shows that each member of the group acts as an individual. A title of a book or work of art is considered singular.

The *cast* of the play **are** signing autographs.

Seven Brides for Seven Brothers **is** an enjoyable musical film.

Some indefinite pronouns are singular, some are plural. Some can be either singular or plural. A general rule to determine whether to use a singular or plural verb is to think about the meaning of the phrase that follows the indefinite pronoun subject.

All of the **muffins** are gone.

All of the **punch** is gone.

■ A. Identifying Special Subjects and Their Verbs

Underline the correct form of the verb in parentheses.

1. Historians (believe, believes) that Calvin Coolidge (was, were) a quiet man.
2. Everyone (has, have) his or her own opinion.
3. Playwrights (turns, turn) ordinary events into entertaining dramas.
4. *Pride and Prejudice* (is, are) a book by Jane Austen.
5. Some of the spectators (wish, wishes) the parade would start early.
6. Mathematics (is, are) one of Jackie's best subjects.
7. Seven years (has, have) passed since Tom graduated from high school.
8. Some (says, say) that history (teaches, teach) lessons.

■ B. Using the Correct Verb Form

Fill in the blank with the correct form of the verb in parentheses.

1. Does anyone _____ what time the play will start? (know)
2. Many tourists _____ Broadway shows. (enjoy)
3. Several _____ musicals are fun to watch. (think)
4. Others _____ the slapstick humor of comedies. (prefer)
5. Two years _____ passed since we saw that play. (have)
6. The acting troupe _____ in different cities. (live)
7. The orchestra _____ concerts in many cities. (play)
8. Nobody _____ the vacation to end. (want)

17.1-3 Using Troublesome Words

Key Information

English contains a number of confusing expressions. By studying the most common ones, you can learn to use these troublesome words correctly. One common mistake occurs when you confuse two words that are spelled similarly.

Quiet means "calm" or "still."

Quite means "completely."

You may also confuse words that sound the same.

Their is the possessive form of *they*.

They're is the contraction of *they are*.

A. Choosing the Correct Word

Underline the correct word or words in parentheses.

1. (Bring, Take) me the picture you painted last week.
2. The judges might (choose, chose) it for the art contest.
3. (Lay, Lie) it on the table so that everyone can see it.
4. (Many, Much) of the contestants are submitting two works of art.
5. (Their, They're) all hoping to win a prize.
6. (Who's, Whose) painting will win first place?

B. Identifying Troublesome Words

Underline the correct word in parentheses.

1. Everyone (accept, except) Marla enjoyed the art show.
2. She was (all ready, already) to leave at seven o'clock.
3. (Its, It's) a shame she missed the mime troupe.
4. (Their, They're) performance preceded the awards ceremony.
5. Marla would not even wait for the curtain to (rise, raise).
6. (Theirs, There's) a lot to see if one is patient.
7. (Less, Fewer) students attended than I expected.
8. Marla thought the show was (to, too) boring.

19.1–2 Capitalization I

Key Information

A capital letter is used at the beginning of a sentence, a direct quotation, and the salutation and closing of a letter.

The man said, "Please let me borrow the key."

Dear Ms. Delgado, Sincerely, Carmelo Colon

Proper nouns are also capitalized. A proper noun names a particular person, place, or thing.

The key opens the gate of the **V**eteran's **M**emorial **G**arden donated by **M**rs. **C**alhoun in memory of her husband.

■ A. Capitalizing Sentences, Quotations, and Proper Nouns

Write each sentence. Use capital letters where needed.

1. pedro wants to be a pilot. _____

2. he says, "flying is the greatest feeling in the world." _____

3. michaela replies, "you are a dreamer, pedro." _____

4. "i am really going to fly," he tells her. _____

5. "i am going to learn to fly an airplane," pedro explains.

■ B. Using Capital Letters

Write the following letter on a separate sheet of paper. Use capital letters where needed.

dear aunt sue,

i am really enjoying my spring vacation. yesterday, miki and i went to the aquarium to see some unusual sea creatures. then we went to the park to play softball with our friends. today we are going to an international festival downtown. we hope to try food from different parts of the world. miki said, "this is the best festival our city has." i hope she is right. i will write again to tell you about it.

sincerely,

pat

Name Class Date

19.3–4 Capitalization II

Key Information

Names of places, whether used as nouns or adjectives, are capitalized. Articles or prepositions used as parts of geographic names are not capitalized, however.

District of **C**olumbia

Río de la **P**lata

Other proper nouns, such as names of organizations, historical events, and documents, are capitalized as well.

Modern **L**anguage **A**ssociation

the **C**onstitution

Months, days of the week, and holidays are also capitalized, as are the names of ethnic groups and languages.

We celebrate **T**hanksgiving **D**ay on the last **T**hursday in **N**ovember.

In **R**ussian schools, children learn the **C**yrillic alphabet.

■ A. Capitalizing Proper Nouns and Adjectives

Write each sentence, using capital letters where needed. If the sentence has no errors, write *correct*.

1. I have a pen pal who lives in japan. _____

2. Her name is Tamika, and she writes me often. _____

3. I write to her about my home in columbus, ohio, and my friends at jefferson middle school.

4. Tamika's family is planning a trip to the united states in july. _____

■ B. Using Capital Letters

Write the following paragraph, using capital letters where needed. Use a separate sheet of paper.

My american history class is planning a trip to washington, d.c. There are many important places we want to visit, including the white house, the lincoln memorial, and the washington monument. We also hope to see arlington national cemetery, the pentagon, and the kennedy center for the performing arts. We will be traveling to washington on saturday, april 4, and returning on friday, april 10. We are taking a book, *the history student's guide to washington, d.c.*, to help us find everything.

20.1 Using the Period and Other End Marks

Key Information

The end mark you use depends on the type of sentence. A **period** is used at the end of a *declarative* or an *imperative* sentence.

I love skating. (declarative)

Call me. (imperative)

A **question mark** is used at the end of an interrogative sentence; an **exclamation point** is used at the end of an exclamatory sentence or after an interjection.

Do you want to go skating? (interrogative)

Skating is fun! (exclamatory)

■ Choosing the Correct End Mark

Add the correct end mark to each sentence, and then write *declarative*, *imperative*, *interrogative*, or *exclamatory* to indicate the type of sentence.

1. Earth is the third planet from the sun _____
2. Do you know which planet is closest in size to Earth _____
3. What a beautiful sight it is _____
4. Can you see any other planets _____
5. If you look carefully, you will see Mars _____
6. Have you read the newspaper today _____
7. I was surprised to find so many interesting articles in it _____
8. One article outlines plans for the new amusement park _____
9. Of all the stories, which one did you like best _____
10. What a strange picture that is _____
11. Bring the newspaper with you _____
12. I want to take the paper with me and show this picture to Edmund _____
13. He doesn't subscribe to the newspaper yet, but I think he plans to order it next month _____
14. Are you staying after school, or are you planning to go straight home _____
15. If you arrive at the meeting early, sign up to speak _____
16. What a struggle this has been _____

20.2 Using Commas I

Key Information

Commas are used to indicate a pause or separation between parts of a sentence. For instance, you use commas between items in a series, after introductory words and phrases, and after conjunctive adverbs.

Carol gathered paper, scissors, and glue. [items in a series]

Inspired by artist Henri Matisse, Carol began to make a collage. [introductory phrase]

However, the bell rang before she could finish it. [conjunctive adverb]

You also use commas to set off nonessential appositives, names used in direct address, and words that interrupt the thought of a sentence.

Pepper, the tallest horse in the stable, is easy to ride. [appositive]

Miriam, have you ever ridden a horse? [direct address]

Terence, as you know, is an expert rider. [interruption]

■ A. Identifying the Correct Use of Commas

Add commas where needed in each sentence.

1. Inspired by the fans the home team played extremely well.
2. The score you will notice is in our favor.
3. However there is still one quarter left in the game.
4. Greg O'Neill our star player is carrying the ball.
5. Consuela did you see him score that touchdown?

■ B. Using Commas in Sentences

Write four sentences about an event you recently attended. Use commas according to the directions in parentheses.

1. (between items in a series) _____

2. (after two or more introductory prepositional phrases) _____

3. (to set off a name used in direct address) _____

4. (to set off words that interrupt the flow of thought) _____

20.3 Using Commas II

Key Information

Commas are used to separate clauses from the rest of the sentence. Use a comma before *and*, *or*, or *but* when they join main clauses.

Megan vacuumed the carpet, *and* Jerome dusted the furniture.

Also use a comma after an introductory adverb clause. Do not use a comma before an adverb clause that comes at the end of a sentence.

While their mother worked at the office, the children helped at home.

Commas set off an adjective clause when it is not necessary to the meaning of the sentence.

Megan and Jerome, who enjoy their chores, earn an allowance.

■ A. Identifying the Correct Use of Commas

Write each sentence. Add commas where needed.

1. Bridget likes to work in her garden but Taylor prefers taking long walks in the woods.

2. Unless it stops raining Taylor will have to cancel her walk today.

3. The Mardones who live next door are building a new room on the back of their house.

4. Tina Mardone who is in my class at school wants to start a French club.

5. Because we have many French students at our school I think it's a good idea.

6. Louise is eager to join and Patrick will want to join, too.

■ B. Using Commas with Clauses

Write a complete sentence that includes each clause listed below.

Use commas correctly.

1. after the band played _____
2. whom I called last week _____
3. unless it rains _____
4. before you leave _____

20.4 Using Commas III

Key Information

Use commas before and after the year when the month and the day are also used.

The ocean liner sailed on January 20, 1991, for Bermuda.

Place commas before and after the name of a state or a country when it is used with the name of a city.

It left from Miami, Florida, that day.

Use commas to set off an abbreviated title or degree following a person's name, as well as to set off a direct quotation.

Sheila Heines, M.D., asked, "Have you been on a cruise before?"

Commas are used after the word *too* when it means "also." Commas are also used where needed to prevent misreading. Use a comma after the salutation of a friendly letter and the closing of any letter.

■ A. Identifying the Correct Use of Commas

Add commas where needed.

1. This group gave its first concert September 26 1999 in Miami.
2. Their tour included stops in Atlanta Georgia and New Orleans Louisiana.
3. Cynthia Durell Ph.D. suggested we attend this performance.
4. She said "This will be a once-in-a-lifetime event."

■ B. Using Commas

Add commas where needed in the following letter.

Dear Enrico

Today we went to the circus. It was lots of fun and my friend's family was pleasant. Although I was tired from the trip I had a nice time. My plane landed in Pittsburgh Pennsylvania around noon. Jill and her family were waiting for me at the airport. Today is her mother's birthday. She was born May 8 1960 in Mexcio City. Imagine that! Jill's father is Robert Strang M.D. Her grandmother is a doctor too. When Jill said "You are like part of the family" she meant it. I will write again soon.

Yours truly
Maria

20.5 Using Semicolons and Colons

Key Information

Semicolons are used to join the parts of a compound sentence when there is no coordinating conjunction or when the main clauses are subdivided by commas. Semicolons are also used to separate main clauses joined by a conjunctive adverb.

Larry prepares the salad; Laquetis packages it for the customers.

The castle appeared dark and gloomy; nevertheless, tourists waited to go inside.

Colons are used to introduce a list of items ending a sentence and to separate the hour and minute when writing the time of day. A colon is also used after the salutation of a business letter.

The following items are on the menu: caesar salad, tabouli, tortellini salad, and cole slaw.
The bell rings at 8:15 A.M.

■ Using Semicolons and Colons

Add semicolons or colons where needed.

1. Teddy Roosevelt was the youngest man to become president John Kennedy was the youngest man to be elected president.
2. These are the items Mom needs from the store milk, bread, eggs, and bananas.
3. Last year we planted carrots, beans, and lettuce furthermore, this year we are planting flowers, too.
4. Her plane departs at 235 tomorrow afternoon.
5. We left home separately however, we all arrived at the same time.
6. The test is scheduled for 800 A.M. tomorrow I still have some studying to do.
7. The play begins at 730 P.M.
8. The following students are in the cast Gretchen, Steven, Yuri, and Dominique.
9. Though the story is a familiar one, the production is new I have never seen such creative costumes and sets.
10. We were expecting to be home by now however, the play ran long.
11. It was 1015 P.M. when we finally arrived.
12. Everyone was tired nevertheless, we enjoyed the show.

20.6 Using Quotation Marks and Italics

Key Information

Use **quotation marks** before and after a direct quotation. Commas should separate the quotation from the rest of the sentence. All end marks should be placed inside the quotation marks except for question marks and exclamation points that refer to the entire sentence.

Before the assembly began, Calla asked, "Where do you want to sit?"

"Let's sit in the front row," I replied, "near the speaker."

Do you think Craig was serious when he said, "I'd never sit there"?

Quotation marks are also used for the title of a short story, an essay, a poem, a song, a magazine or newspaper article, or a book chapter. Use **italics** (underlining) for the title of a book, a play, a film, a television series, a magazine, or a newspaper.

The speaker read the short story "Traveling," which had first appeared in *The New Yorker* magazine.

■ A. Punctuating Titles

Insert quotation marks, or underline the titles in the following sentences.

1. I am writing a book report on Mansfield Park.
2. We sang Happy Birthday when Nicole arrived at the surprise party.
3. The Dawn of the Industrial Age is the most interesting chapter in our history book.
4. My parents read either Newsweek or Time every Sunday morning.
5. One article, How to Increase Your Vocabulary, caught my eye.

■ B. Using Quotation Marks and Italics

Add quotation marks and underlining for italics where needed.

1. Did you read Huckleberry Finn? Sven asked.
2. Yes, Laurie replied, I liked it better than Tom Sawyer.
3. I found some of the words hard to read, Sven said.
4. There is a chapter in our literature book about understanding dialects. Maybe it will help, Laurie told him.
5. Sven said, I saw a play with dialects called My Fair Lady.

Grammar Practice

Name Class Date

20.7–8 Using Apostrophes, Hyphens, Dashes, and Parentheses

Key Information

An apostrophe is used to show possession, to replace missing letters in a contraction, and to indicate the plural of letters, numbers, or words when they refer to themselves.

Dan’s handwriting won’t improve until he crosses his *t*’s and dots his *i*’s.

Hyphens are used to show division of words at the end of a line and to connect the parts in compound numbers, in certain compound nouns, and in compound modifiers when they precede the word modified.

Twenty-one students received well-earned awards.

Dashes are used to show a sudden break or change in thought or speech. **Parentheses** set off material that is not part of the main statement.

Sydney Miller—she is also the class president—won the award for calligraphy (an elegant form of handwriting) in the art category.

A. Using Apostrophes

Add apostrophes where needed in the sentences below.

1. My little sister is in the childrens reading room at the library.
2. The girls basketball team is undefeated this season.
3. Everyones opinions were taken into consideration.
4. Mississippi has four *is*, four *ss*, and two *ps*.

B. Using the Hyphen, Dash, and Parentheses

Rewrite each sentence. Use hyphens, dashes, and parentheses where needed.

1. There were twenty seven floats and eight bands in the parade. _____

2. The television news crew a reporter and photographer came to report on the parade. ____

3. Carol’s sister in law is a broadcast journalist. _____

4. The weather my grandmother always comments on the weather turned sunny. _____

20.9–10 Using Abbreviations and Writing Numbers

Key Information

Abbreviations can be used for a person’s title, academic degrees, organizations, time, calendar items, units of measure, street names, and states.

Ginger Vonneman, **Ph.D.**, is a member of the **AMA**.
She lives at 119 Franklin **Ct.**, Jupiter, **FL** 33458.

Numbers are spelled out in cases where they can be written in one or two words, when they begin a sentence, when writing about a general time of day, and when using ordinal numbers. Numerals are used for large numbers (more than two words when spelled out), for related numbers used in the same sentence, for exact time, for dates, and for other specific references, such as house and telephone numbers.

The meeting began at **seven** o’clock; **twenty-one** members were there.
Ginger reported receiving **121** donations before she adjourned the meeting at **8:23** P.M.

■ A. Using Abbreviations

Write each sentence, using abbreviations wherever possible.

1. Mister Jarvis Watson Junior is joining the National Aeronautics and Space Administration. _____

2. The shuttle was launched at 12:10 in the afternoon on Tuesday, March 17. _____

3. My cousin lives 496 kilometers away. _____

4. This is the address: 3220 Pine Tree Drive, South Bend, Indiana 40021. _____

■ B. Writing Numbers

Write the correct form for the numbers in the following sentences.

1. It has been 16 years since my grandmother visited her hometown. _____
2. She comes from a town with a population of three hundred thousand. _____
3. 4 of her 6 grandchildren will accompany her on the trip. _____
4. Grandmother was the 1st person in her class to move away. _____