

GRAMMAR WORKBOOK

Grade 10

PEARSON

Upper Saddle River, New Jersey
Boston, Massachusetts
Chandler, Arizona
Glenview, Illinois

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PEARSON
The logo consists of the word "PEARSON" in a bold, sans-serif font. Below the text is a horizontal line that starts under the 'P', goes under the 'A', and then curves upwards to end under the 'N'.

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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 the parts of speech, basic sentence parts, phrases, and clauses. They also give students practice identifying and creating effective sentences.

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.

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NOUNS

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

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

Common noun	class of person, place, or thing	boy, town, day
Proper noun	specific c person, place, or thing	Sam, Chicago, Monday
Concrete noun	something you can see, touch, taste, hear, or smell	chair, sock, pencil
Abstract noun	something you can't perceive through your senses	love, wish, imprisonment

Practice A Identifying Nouns

Read each sentence. Then, underline the nouns.

Example: Her job was to sweep the floor.

Answer: Her job was to sweep the floor.

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|--|---|
| 1. The keys are on the counter. | 7. His group takes care of the flowers in Prospect Park. |
| 2. Please take the dog to the park. | 8. Basketball requires speed and stamina. |
| 3. My cat sleeps in that chair. | 9. Our team visited the beach in California. |
| 4. Call the doctor to make an appointment. | 10. The friendship between Samantha and Kyle began in kindergarten. |
| 5. The weather in Australia is hot in January. | |
| 6. The student received an award for perfect attendance. | |

Practice B Labeling Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is (1) common or proper and (2) concrete or abstract.

Example: Did you give the backpack to Susan?

Answer: backpack—common, concrete; Susan—proper, concrete

- Your success is very likely. _____
- Uncle Chris visited the museum yesterday. _____
- Please finish your chores. _____
- My sister lives in Boston. _____
- A kitten needs a lot of love. _____
- May I use the computer to find a movie? _____
- My dearest wish is for your loyalty. _____
- Have you read To Kill a Mockingbird by Harper Lee? _____
- His excitement grew all afternoon. _____
- No mountain is as impressive as Pikes Peak. _____

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PRONOUNS

Pronouns are words that stand for nouns or for words that take the place of nouns.

Pronouns get their meaning from the words they stand for. These words are called *antecedents*.

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

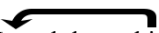
Personal pronouns	refer to the person speaking, the person spoken to, or the person, place, or thing spoken about	I, me, we, us, you, your, he, him, they, them, it
Reflexive pronouns	end in <i>-self</i> or <i>-selves</i> and indicate that someone or something in the sentence acts for or on itself	myself, ourselves, yourself, yourselves, himself, herself, itself, yourselves, themselves
Intensive pronouns	end in <i>-self</i> or <i>-selves</i> and add emphasis to a noun or pronoun in the sentence	
Reciprocal pronouns	refer to a plural antecedent. They express a mutual action or relationship.	each other, one another

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

Practice A Identifying Pronouns and Antecedents

Read each sentence below. Then, draw an arrow that points from the underlined pronoun to its antecedent.

Example: Did Joseph leave his backpack on the bus?

Answer: Did Joseph leave his backpack on the bus?


1. Terrence is very good with his children.
2. Mrs. Stream runs her class like a tight ship.
3. Alexandria rushes through her homework.
4. Silas asked his mom for another cookie.
5. Marc loves his job.
6. Bill wrote to his congressman.
7. Jasmine is brushing her teeth.
8. Justin walked his dog.
9. Ethan felt better after his nap.
10. Joel did his chores.

Practice B Identifying Reciprocal, Reflexive, and Intensive Pronouns

Read each sentence. Then, write the pronoun in each sentence and label it reciprocal, reflexive, or intensive.

Example: She promised herself a cookie after dinner.

Answer: herself—reflexive

1. Susan gave herself a break. _____
2. Joe and Courtney fixed dinner for each other. _____
3. The president himself spoke at the banquet. _____
4. Jordon's classmates exchanged cards with one another. _____
5. He poured himself a glass of milk. _____
6. She and her old roommate keep in touch with each other. _____

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ACTION VERBS AND LINKING VERBS

A verb is a word or group of words that expresses a time while showing an action, a condition, or the fact that something exists.

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

Action verbs	tell what action someone or something is performing	go: is going, went run: is running, ran fl y: is fl ying, fl ew learn: is learning, learned
Linking verbs	connect the subject with a noun, a pronoun, or an adjective that identi fies or describes the subject	be: is, am, was, were, could be, would be, has been feel: is feeling, felt become: is becoming, became

Practice A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: Frank ate too many hot dogs.

Answer: Frank ate too many hot dogs.

- Linda works as a writer.
- Remy cries for his bottle.
- The children ate a lot of popcorn.
- Dave owns a car dealership.
- Jessica rides her skateboard to school.

Practice B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Allen is unhappy.

Answer: Allen is unhappy.

- Vallee is his wife.
- Evalina sounds hoarse.
- His brother became a lawyer.
- Don felt stronger after working out.
- His mother was very disappointed.

Practice C Distinguishing Between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Then, write whether the verb is an action verb or a linking verb.

Example: She waits at the corner.

Answer: She waits at the corner. action verb

- After going to the dentist, she felt better. _____
- Their team won first place. _____
- Lindsay was upset after the argument. _____
- Terra is his little sister. _____
- The baseball team celebrated at the Italian restaurant. _____

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TRANSITIVE AND INTRANSITIVE VERBS

A transitive verb directs action toward someone or something named in the same sentence. An intransitive verb does not direct action toward anyone or anything named in the sentence.

The word that receives the action of a transitive verb is called the object of the verb. You can determine whether a verb has an object by asking *Whom?* or *What?* after the verb.

Transitive: The boy lost his jacket. (Lost *what?* his jacket)

Intransitive: The baby cried loudly. (Cried *what?* [no answer])

Practice A Identifying Transitive Verbs and Their Objects

Read each sentence. Then, underline the verb in each sentence and circle the object of the verb.

Example: Mom baked a delicious cake.

Answer: Mom baked a delicious cake.

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|--|--|
| 1. Maggie wrote an e-mail to her dad. | 7. That house needs insulation. |
| 2. Riley takes the bus. | 8. The highway offers the fastest route. |
| 3. The teacher explained the assignment. | 9. Eden drives her dad’s car to work every Saturday. |
| 4. Gabriel brought his jacket to school. | 10. Marisol’s parents make a lot of rules. |
| 5. Kaya updated her status. | |
| 6. The debate team won a prize for their presentation. | |

Practice B Distinguishing Between Transitive and Intransitive Verbs

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

Example: The baby cried for her bottle.

Answer: cried—intransitive

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| 1. Did you find the phone number? | _____ |
| 2. Sophia scored the winning point. | _____ |
| 3. The elephants walked into the forest. | _____ |
| 4. The ice and snow surprised everybody in Austin. | _____ |
| 5. The soldiers marched for three hours. | _____ |
| 6. The captain yelled loudly. | _____ |
| 7. The skate sessions cost seven dollars. | _____ |
| 8. She wants a ukulele for her birthday. | _____ |
| 9. His alarm clock docks his MP3 player. | _____ |
| 10. The baby cried for his Aunt Cathy. | _____ |

Name _____ Date _____

VERB PHRASES

A verb phrase consists of a main verb and one or more helping verbs.

Helping verbs may precede the main verb in a verb phrase. For example, in the sentence “I will be arriving at school on time,” *will* and *be* are helping verbs and *arriving* is the main verb. Common helping verbs are shown in the table below.

be	do	have	shall	can
is	does	has	should	could
was	did	had	will	may
were			would	might
(all forms of <i>be</i>)				must

Practice A Recognizing Verb Phrases

Read each sentence. Then, write the verb phrase in each sentence.

Example: I will be studying all evening.

Answer: will be studying

1. You should have come with us. _____
2. My brother is watching TV. _____
3. Kama has been thinking of last summer. _____
4. My cat had been living under a warehouse. _____
5. That ship does hold a lot of people. _____
6. I have seen worse weather than this. _____
7. Carlos will be getting good grades. _____
8. Dana is using her time wisely. _____
9. Charlie might be coming to the party. _____
10. He is wondering whether he can afford to pay that much. _____

Practice B Identifying Helping Verbs and Main Verbs

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

Example: She is using her mom’s computer.

Answer: She is (using) her mom’s computer.

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|------------------------------------|---|
| 1. It is raining in Georgia today. | 6. Lee is reading about the rules of the road. |
| 2. I should be leaving soon. | 7. I have seen hard times. |
| 3. The times are changing. | 8. She is planning for her future. |
| 4. He does want allowance, right? | 9. Mom was helping my sister learn to drive. |
| 5. Bob might learn to row. | 10. Mr. Sankey has won awards for his teaching. |

Name _____ Date _____

ADJECTIVES

An adjective is a word used to describe a noun or pronoun or to give it a more specific meaning.

An adjective answers one of four questions about a noun or pronoun: *What kind? Which one? How many? How much?* See the examples in the table below.

<u>fl</u> ower gardens	What kind of gardens?
<u>that</u> lesson	Which lesson?
<u>sixty-seven</u> years	How many years?
<u>boundless</u> energy	How much energy?

Practice A Identifying Adjectives

Read the sentences below. Then, underline all of the adjectives in each sentence. Remember that articles are adjectives, too!

Example: The short, thin man walks with a cane.
Answer: The short, thin man walks with a cane.

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|--|---|
| 1. That movie really dragged on! | 6. That spotted bird sings beautifully. |
| 2. She loves rap music. | 7. He enjoys making tuna casserole. |
| 3. Juanita uses a brand-name racket. | 8. The old, broken car is useless. |
| 4. Some Persian rugs are really beautiful. | 9. Abstract art confuses me. |
| 5. Marcus wore green shoes to the dance. | 10. Yoga is my favorite exercise. |

Practice B Identifying Nouns Used as Adjectives

Read each sentence. Then, write the noun that is used as an adjective in each sentence.

Example: She went to the counseling appointment.
Answer: counseling

1. Will you please open this pickle jar? _____
2. I brought my beach ball. _____
3. Emma missed softball practice yesterday. _____
4. Jade is a karate expert. _____
5. My mom is a vegetable fanatic. _____
6. The gym carpet has a lot of tears. _____
7. The tornado warning was sounded just in time. _____
8. My sister loves cheese sandwiches. _____
9. My grandfather worked in a machine shop. _____
10. The president addressed budget issues. _____

Name _____ Date _____

ADVERBS

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

When an adverb modifies a verb, it will answer one of the following questions: *Where? When? In what way? To what extent?* See the examples below.

Where?	The book was <u>here</u> .
When?	He <u>never</u> walked the dog.
In what way?	Thomas <u>gently</u> corrected her.
To what extent?	They <u>completely</u> lost track of time.

Practice A Recognizing Adverbs

Read each sentence. Then, write the adverb in each sentence.

Example: She rarely washes her car.

Answer: rarely

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|--|---|
| 1. Javier quickly ate dinner. _____ | 6. I sometimes wish I were taller. _____ |
| 2. Vance seldom plays golf. _____ | 7. That light shines brightly. _____ |
| 3. Jessica will arrive later. _____ | 8. I rarely visit Austin. _____ |
| 4. We love to entertain outside. _____ | 9. The shipment arrived yesterday. _____ |
| 5. Razi paused briefly. _____ | 10. John worked hard to build the barn. _____ |

Practice B Identifying Adverbs and the Words They Modify

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

Example: I will arrive eventually.

Answer: eventually — arrive

- Miguel waited anxiously. _____
- I already finished sweeping the floor. _____
- Those bugs can live anywhere. _____
- Binh correctly answered the question. _____
- Don was especially kind last night. _____
- Dave speaks arrogantly. _____
- He looked at me shyly. _____
- Kara remembers Chris fondly. _____
- Mitch will leave tomorrow. _____
- I fertilize the garden yearly. _____

Name _____ Date _____

PREPOSITIONS AND PREPOSITIONAL PHRASES**A preposition relates the noun or pronoun that appears with it to another word in the sentence.****A prepositional phrase is a group of words that includes a preposition and a noun or pronoun.**

Prepositions can consist of one word or multiple words. They show relationships that involve such things as location, direction, time, cause, or possession—for example, *above*, *toward*, *since*, and *of*.

Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and the noun or pronoun it describes. The noun or pronoun is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases

Read each sentence. Then, write the prepositional phrase and underline the preposition.

Example: The children on the bus misbehaved.

Answer: on the bus

1. Put the towels in the cabinet. _____
2. The back of the book gives author information. _____
3. We are leaving at sunrise. _____
4. There is a snake in the grass. _____
5. Fold the laundry that is in the basket. _____
6. Bill is living in Thailand. _____
7. Crabs often live under rocks. _____
8. Jamal traveled around the world. _____
9. He boarded the plane without his briefcase. _____
10. He put the package on the porch. _____

Practice B Identifying Prepositions and Their Objects

Read the sentences. Then, underline the prepositions and circle the objects of the prepositions.

Example: The bridge goes over the river.

Answer: The bridge goes over the river.

- | | |
|---|---|
| 1. The barbeque begins at noon. | 6. I have known your cousin for years. |
| 2. She is living with her parents. | 7. Rosita is the daughter of my doctor. |
| 3. Frightening creatures live in the ocean. | 8. Joe rides his long-board to school. |
| 4. She wants a trip to Europe. | 9. I eat my chips with dip. |
| 5. They rode to Houston on the bus. | 10. We use a futon for a couch. |

Name _____ Date _____

CONJUNCTIONS

A conjunction is a word used to connect other words or groups of words.

There are three main kinds of conjunctions: coordinating, correlative, and subordinating. These types of conjunctions are described in more detail in the following chart.

Coordinating conjunctions	There are only seven. They connect similar parts of speech or groups of words that have equal grammatical weight.	and, but, for, nor, or, so, yet
Correlative conjunctions	There are only five, and they are paired. They join elements of equal grammatical weight.	both...and; either...or; neither...nor; not only...but also; whether...or
Subordinating conjunctions	There are many. They join two complete ideas by making one of the ideas dependent upon the other.	after, because, although, as if, as long as, so that, whenever, when, where, as though, in order that, while

Practice A Identifying Conjunctions

Read the following sentences. Then, underline the conjunctions. If a sentence has a correlative conjunction, underline both parts.

Example: Maria plans to be either a doctor or a lawyer.

Answer: Maria plans to be either a doctor or a lawyer.

1. I know you like candy, but it is bad for your teeth.
2. Either we will walk or we will ride our bikes.
3. Don't forget to brush and floss.
4. Would you rather sweep or mop?
5. She does homework after she watches TV.
6. When I run, my knee hurts.
7. Mary Ellen is not only my sister but also my friend.
8. You can have either cake or pie.
9. In order to feel good, you need enough sleep.
10. The roof leaks when it rains.

Practice B Identifying Types of Conjunctions

Read each sentence below. Then, write the conjunction from each sentence, and label it as coordinating, correlative, or subordinating.

Example: Although I don't like the cold, I love to ski.

Answer: although—subordinating

1. You need to work harder, or you could be fired. _____
2. I feel healthy but tired. _____
3. While Tia likes running, Mia likes biking. _____
4. I bathed the dog, but I still need to brush her. _____
5. Jacques will study either film or music production. _____
6. After you mow the lawn, please sweep the walk. _____
7. Before you watch TV, you have to study. _____
8. Neither Max nor Jillian finished the workout. _____

Name _____ Date _____

INTERJECTIONS

An interjection is a word that expresses feeling and functions independently of a sentence.

Interjections are different from most other words because they do not have a grammatical connection to other words in a sentence. Some common interjections are shown in the table below.

ah	dear	hey	oh	well
aha	goodbye	hello	ouch	whew
alas	goodness	hurray	psst	wow

Practice A Identifying Interjections

Underline the interjection in each item below.

Example: Oops! I spilled the milk.

Answer: Oops! I spilled the milk.

1. Hurray! I knew we could do it!
2. Absolutely! I'd love to.
3. Goodness! You startled me.
4. Tsk-tsk, you should not be doing that.
5. Hmm, I will have to think about it.
6. Ouch! That really hurt.
7. Uh-oh. That was a mistake.
8. Wow, I can't believe you said that.
9. Yuck, that casserole looks pretty gross.
10. What? You have got to be kidding me!

Practice B Supplying Interjections

Read each sentence. Then, write an interjection that shows the feeling expressed in the sentence.

Example: _____ I love this dessert!

Answer: Yum!

1. _____ People are trying to study.
2. _____ I dropped the ball on that project.
3. _____ That was a close one.
4. _____ isn't that Julie over there?
5. _____ It's been good to know you.
6. _____ I'm not sure.
7. _____ Don't bother me.
8. _____ Everything is fine.
9. _____ That was quite a sneeze!
10. _____ How have you been?

Name _____ Date _____

IDENTIFYING PARTS OF SPEECH**The way a word is used in a sentence determines its part of speech.**

A word's job (or part of speech) in one sentence can be different from its job (or part of speech) in another sentence. Consider the information in the table below.

Noun	names a person, place, or thing	The <u>boy</u> threw the <u>ball</u> .
Pronoun	a word that stands for a noun	<u>He</u> threw the ball.
Verb	a word showing action, condition, or existence	The boy <u>threw</u> the ball.
Adjective	a word that modifies (or describes) a noun or pronoun	The <u>tall</u> boy threw the ball.
Adverb	a word that modifies a verb, an adjective, or another adverb	The boy <u>skillfully</u> threw the ball.
Preposition	a word that relates a noun or pronoun that appears with it to another word	The boy threw the ball <u>toward</u> his dad.
Conjunction	a word that connects words or groups of words	The boy threw the ball, <u>and</u> his dad caught it.
Interjection	a word that expresses emotion	<u>Hurray!</u> Dad caught the ball.

Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

Read each sentence. Then, identify whether the underlined word is a noun, a pronoun, a verb, an adjective, or an adverb.

Example: He loves ice cream and cake. noun pronoun verb adjective adverb

Answer: He loves ice cream and cake. noun pronoun verb adjective adverb

- We enjoy summer evenings. noun pronoun verb adjective adverb
- The girls woke early in the morning. noun pronoun verb adjective adverb
- Will you change my tire? noun pronoun verb adjective adverb
- I like that red mitt. noun pronoun verb adjective adverb
- She rides horses as a hobby. noun pronoun verb adjective adverb

Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

Read each sentence. Then, identify whether the underlined word is a preposition, a conjunction, or an interjection.

Example: They moved toward the door. preposition conjunction interjection

Answer: They moved toward the door. preposition conjunction interjection

- Put your guitar in your room. preposition conjunction interjection
- Hurray! We won again! preposition conjunction interjection
- He put his sweater around her shoulders preposition conjunction interjection
- Do you prefer wheat or rye? preposition conjunction interjection
- Cathy and Letta talk on the phone. preposition conjunction interjection

Name _____ Date _____

SIMPLE SUBJECTS AND PREDICATES

The simple subject is the essential noun, pronoun, or group of words that acts as a noun in a complete subject. The simple predicate is the essential verb or verb phrase in a complete predicate.

The complete subject includes the simple subject plus any words that describe it. The complete predicate includes the simple predicate and all of the words that describe it.

Subjects	Predicates
The <u>glass</u> of juice	<u>is sitting</u> on the table next to the couch.
The very sick <u>fox</u>	<u>stayed</u> in his den all day.
My geology <u>paper</u>	<u>will be submitted</u> right after class.

Practice A Identifying Simple Subjects

In the sentences below, the complete subject is underlined. Circle the simple subject (which will be part of the underlined section).

Example: The woman in the upper balcony sipped her hot coffee.

Answer: The woman in the upper balcony sipped her hot coffee.

1. The boy with the granola bar refused the vanilla ice cream.
2. The cat by the pool crept toward the patio.
3. The birds in the sky are flying south.
4. The bicycle needs a new tire.
5. The toys that we stored in the closet were never used.
6. Mark's car is parked in a garage.
7. The money for my phone bill was lost in the mail.
8. The computer from the new store featured a 22-inch monitor.
9. Her expensive new sweater was ruined in the wash.
10. Several people walked past the display.

Practice B Identifying Simple Predicates

In the sentences below, the complete predicate is underlined. Circle the simple predicate (which will be part of the underlined section).

Example: Maria scooped the puppy into her arms.

Answer: Maria scooped the puppy into her arms.

1. The wool blanket will keep the baby warm.
2. Intense sunshine forced me into the shade of the huge oak tree.
3. Jimmy bought some socks at the store last weekend.
4. The dog with the white coat needs a bath and a haircut.
5. He thought about all his options.
6. The United States senator began to deliver a speech.
7. Aunt Minnie brought a friend to the party.
8. The city manager spent too much money.
9. We developed the pictures.
10. The dog hides its bones in the back lot.

Name _____ Date _____

FRAGMENTS

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

Fragments are not usually used in writing because they might not be understood. Fragments can be corrected by adding the parts that are needed to make a complete thought. See the examples below.

Fragments	Complete Sentences
the frog with warts	The frog with warts gives me the creeps.
live in those woods	Beautiful elk live in those woods.

Practice A Distinguishing Sentences and Fragments

Each item below is punctuated like a sentence, but some of the items are fragments. Read each item and, on the line provided, write whether it is a sentence or a fragment.

Example: The teacher who reads books.

Answer: fragment

- | | |
|-----------------------------------|---------------------------------------|
| 1. Was finishing dinner. _____ | 6. Is a great start. _____ |
| 2. Water is good for you. _____ | 7. I enjoy that movie. _____ |
| 3. Faster with training. _____ | 8. Was very easy to begin. _____ |
| 4. She read the book again. _____ | 9. Isaac began with hesitation. _____ |
| 5. She waited for. _____ | 10. Marla slowly turned around. _____ |

Practice B Fixing Fragments

Read each fragment below. Then, use each fragment in a sentence.

Example: through the park

Answer: We wanted to walk through the park.

1. the tiny fish _____
2. went flying through the air _____
3. the colorful sunset _____
4. hopped up on the table _____
5. searching through the house _____
6. the brand new toy _____
7. his favorite food _____
8. the quickest runner _____
9. the article about her school band _____
10. the next morning _____

Name _____ Date _____

SUBJECTS IN DECLARATIVE SENTENCES BEGINNING WITH *HERE* OR *THERE*

***Here* and *there* are never the subject of a sentence.**

When the word *here* or *there* begins a **declarative sentence**, it is usually an adverb that modifies the verb by pointing out where something is. Usually, sentences beginning with *here* or *there* are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence. Consider the examples in the table below, which show the subject underlined and the verb in boldface.

Sentences Beginning With <i>Here</i> or <i>There</i>	Sentences Rearranged in Subject-Verb Order
Here is your <u>backpack</u> .	Your <u>backpack</u> is here.
There is a <u>crack</u> in the foundation.	A <u>crack</u> is in the foundation.

Practice A Rearranging Sentences Beginning With *Here* or *There*

Read each sentence below. Then, rearrange it so that it is written in subject-verb order.

Example: There is water in the jug.

Answer: Water is in the jug.

1. There are people in the house. _____
2. There is oil in the pan. _____
3. Here is the money from the bake sale. _____
4. There are three people walking. _____
5. There is a quarter in the machine. _____
6. Here are your games. _____
7. Here is the shovel for your garden work. _____
8. There are apples in the basket. _____
9. There is a blanket in the closet. _____
10. Here is an empty box. _____

Practice B Identifying Subjects and Verbs in Sentences Beginning With *Here* or *There*

Read each sentence. Then, underline the subject of the sentence and circle the verb.

Example: There is a pie in the oven.

Answer: There is a pie in the oven.

- | | |
|---|--|
| 1. There is a student in the hallway. | 6. Here is your assignment. |
| 2. There are answers in the book. | 7. There are three omelets ready. |
| 3. Here is your jacket. | 8. Here is the money for your lunch. |
| 4. There is a magazine on the table. | 9. There are several shoes in the hallway. |
| 5. There are consequences for your actions. | 10. Here is your laundry. |

Name _____ Date _____

SUBJECTS IN INTERROGATIVE SENTENCES**In interrogative sentences, the subject often follows the verb.**

Interrogative sentences are questions. Some interrogative sentences use subject-verb order, but usually they are inverted (verb-subject). To help locate the subject, rearrange interrogative sentences into subject-verb order. Consider the examples in the table below, which show the subject underlined and the verb in boldface.

Interrogative Sentences	Rearranged in Subject-Verb Order
Is the <u>library</u> open on Sunday?	The <u>library</u> is open on Sunday.
Did <u>you</u> borrow my book?	<u>You</u> did borrow my book.
Where is the <u>party</u> ?	The <u>party</u> is where?

Practice A Rearranging Interrogative Sentences

Read each sentence below. Then, rearrange it so that it is written in subject-verb order. Some of the verbs in these sentences use helping verbs, so the verb will be two words.

Example: Why are you here?**Answer:** You are here why?

1. What are you doing? _____
2. Where is the conference? _____
3. Are you over your cold? _____
4. What is the answer to number four? _____
5. Are they expecting you to bring a dessert? _____
6. Why are the stars so bright on cold nights? _____
7. Are you going to the party tomorrow? _____
8. When should I pick you up? _____
9. How did you talk him into helping you? _____
10. Why are you in such a hurry? _____

Practice B Identifying Subjects and Verbs in Interrogative Sentences

Read each sentence. Then, circle the subject of the sentence and underline the verb. All the sentences have a helping verb as well as a main verb, so the verb will be two words.

Example: Why are you whispering?**Answer:** Why are you whispering?

1. Why did your dad take that job?
2. How can I help you?
3. Why do you leave your books on the floor?
4. Why don't you like hot dogs?
5. Where is your friend meeting you?
6. Are you shopping for groceries?
7. Why are you daydreaming?
8. Is your brother coming to the pool?
9. How does your father make his meatloaf?
10. How are you doing?

Name _____ Date _____

SUBJECTS IN IMPERATIVE SENTENCES

In imperative sentences, the subject is understood to be *you*.

The subject of an imperative sentence is usually implied instead of being specifically stated. Consider the examples in the table below.

Imperative Sentences	Sentences With <i>You</i> Added
First, do your homework.	First, [you] do your homework.
After school, come directly home.	After school, [you] come directly home.
Please clean the kitchen.	[You,] please clean the kitchen.

Practice A Rewriting Imperative Sentences to Include *You*

Read each sentence below. Then, rewrite it to include its subject, you.

Example: Return your books to the library.

Answer: You, return your books to the library.

1. Tonight, finish your homework. _____
2. Enjoy the dessert next. _____
3. By tonight, put away your clothes. _____
4. Cook the meal when you return home. _____
5. Wash the dog. _____
6. Fill in the bubble with a pencil. _____
7. Please wash the dishes. _____
8. Go find the keys. _____
9. Bring some snacks to the party. _____
10. Call me after work. _____

Practice B Writing Imperative Sentences

On the lines below, write imperative sentences that have the implied subject, you.

Example: Remember to walk the dog.

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

Name _____ Date _____

SUBJECTS IN EXCLAMATORY SENTENCES

In exclamatory sentences, the subject often appears after the verb, or it may be understood.

In some exclamatory sentences, the subject appears before the verb. In others, the verb appears first. To find the subject, rearrange the sentence in subject-verb order. In other exclamatory sentences, both the subject and the verb may be unstated.

Exclamatory Sentence	With Subject and Verb Included—and in Subject-Verb Order
Subject and verb out of order: What do you know!	You do know what.
Subject understood: Leave now!	[You,] leave now!
Subject and verb both unstated: Hot dogs!	[You can buy] hot dogs!

Practice A Identifying Subjects in Exclamatory Sentences

Read each sentence below. Then, underline the subject in it. If the subject is not included in a sentence, write it on the line provided. (Some lines will be left blank.)

Example: Finish it!

Answer: you

1. Get lost! _____
2. You startled me! _____
3. I can't believe my luck! _____
4. This will never work! _____
5. Watch out! _____
6. What does he want! _____
7. You are the winner! _____
8. I am so excited! _____
9. Wait! _____
10. The car won't start! _____

Practice B Writing Exclamatory Sentences and Identifying Subjects

On the lines below, write exclamatory sentences. Then, underline the subject of each sentence. If the subject is implied, write it in parentheses next to the sentence.

Example: I love the spring air!

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

DIRECT OBJECTS

A direct object is a noun, pronoun, or group of words acting as a noun that receives the action of a transitive verb.

Direct objects complete the meaning of action verbs by telling *who* or *what* receives the action. Verbs that have direct objects are called **transitive verbs**; they *transfer* their action onto direct objects. Some verbs are **intransitive**, meaning nothing receives the action of the verb, and the questions *Who?* and *What?* cannot be answered.

Sentence	Question to Ask	Direct Object; Is the verb transitive or intransitive?
She makes cookies for her friends.	She makes <i>what</i> ?	<i>cookies</i> ; transitive
Fish can breathe underwater.	Fish can breathe <i>what</i> ?	No answer; intransitive
Sam hugged his mother.	Hugged <i>whom</i> ?	<i>mother</i> ; transitive

Practice A Identifying Direct Objects

The sentences below have transitive verbs, so each has a direct object. Read each sentence and underline its direct object.

Example: Edward kicked the ball.

Answer: Edward kicked the ball.

- | | |
|--------------------------------------|---|
| 1. Mary boiled some water. | 6. The girls told stories throughout the day. |
| 2. Juan likes cold weather. | 7. I need extra time. |
| 3. The kittens took a nap. | 8. Did you deliver the package? |
| 4. The boss paid the entire staff. | 9. He tickled his little brother's feet. |
| 5. He took the tools out of the box. | 10. The boy will practice piano every night. |

Practice B Identifying Sentences With Direct Objects

Read each sentence below. Then, on the lines provided, write Yes if the sentence has a direct object and No if it does not have a direct object.

Example: Carlos played the guitar.

Answer: Carlos played the guitar. Yes

- Lacy sings constantly. _____
- I prepared the meal for your birthday. _____
- Airplanes terrify our mom. _____
- Martina loves tennis. _____
- Latoya's dancers arrived on time. _____
- The team never showed. _____

Name _____ Date _____

INDIRECT OBJECTS

An indirect object is a noun or pronoun that appears with a direct object. It often names the person or thing that something is given to or done for.

Only sentences with **transitive verbs** (those that have direct objects) can have indirect objects. To locate an indirect object, ask questions as indicated in the table below. Notice that the second example does not have a direct object, so it cannot have an indirect object.

Sentence	Question to Ask	Direct and Indirect Object
Sally reads her sister a story.	1. Reads <i>what</i> ?	story (direct object)
	2. Reads a story <i>to or for whom</i> ?	sister (indirect object)
She works for Thomas.	1. Works <i>what</i> ?	[No answer; no direct object]
Sam gave his mom a kiss on the cheek.	1. Gave <i>what</i> ?	kiss (direct object)
	2. Gave a kiss <i>to or for whom</i> ?	mom (indirect object)

Practice A Identifying Indirect Objects

Read each sentence below. Then, underline the direct object and circle the indirect object. Use the chart above to help you ask the necessary questions.

Example: He bought his mom a gift.

Answer: He bought his mom a gift.

- He built his son a playhouse.
- He prepared his sister lunch.
- Jan baked her husband a cake.
- I asked my mom a question.
- They sent their son a gift.
- Makayla showed her class a picture.
- Anthony carved his sister a sculpture.
- She fried her brother an egg.
- They delivered their teacher a gift.
- The teacher gave me a grade.

Practice B Identifying Sentences With Indirect Objects

Read each sentence below. If it does not have an indirect object, write *No* on the line. If it does have an indirect object, write *Yes* on the line.

Example: Melissa loaned her friend a pen.

Answer: Melissa loaned her friend a pen. Yes

- Cindy gave Marcus a gift. _____
- I sent your teacher a note. _____
- Esmerelda gave me a beautiful picture. _____
- Those boys lost the football. _____
- Mark's uncle bought a boat. _____
- Susan mailed her friend a card. _____
- Jane wrote me a letter. _____
- He sent another e-mail. _____

OBJECT COMPLEMENTS

An object complement is an adjective or noun that appears with a direct object and describes or renames it.

An object complement almost always follows a direct object. Object complements occur only with such verbs as *appoint, call, consider, declare, elect, judge, label, make, name, select, and think*. The words *to be* (or forms of the verb *to be*) are often understood before an object complement.

The parents found the performance [to be] enchanting.
 Subject verb direct object object complement

Practice A Identifying Object Complements

Read each sentence. Then, underline the object complement in it.

Example: We appointed Donte president of our club.

Answer: We appointed Donte president of our club.

- | | |
|---|--|
| 1. Julia declared the cookies delicious. | 6. The women considered their plan clever. |
| 2. Dad thought my friend a good influence. | 7. The cold air made my headache worse. |
| 3. The principal considered our idea brilliant. | 8. Grandpa declared the party a success. |
| 4. The dance teacher calls Ellen a star. | 9. Aki thought the rules ridiculous. |
| 5. The city elected Mr. Jackson mayor. | 10. I considered his plan a breakthrough. |

Practice B Completing Sentences With Object Complements

Read each sentence below. Then, fill in the blank with an object complement.

Example: The citizens called the new law _____.

Answer: The citizens called the new law unnecessary.

1. They appointed the man _____.
2. The jury judged the man _____.
3. Sherry thought the idea _____.
4. The class elected Antonio _____.
5. Joel named the kitten _____.
6. My mother called my room _____.
7. The teacher declared my paper _____.
8. Luis thought the weather _____.
9. They found the hotel _____.
10. Aunt Delia called my home _____.

Name _____ Date _____

SUBJECT COMPLEMENTS

A subject complement is a noun, a pronoun, or an adjective that appears with a linking verb and gives more information about the subject.

There are two kinds of subject complements. A **predicate nominative** is a noun that appears with a linking verb and names the subject of the sentence: *Joseph is a programmer*. A **predicate adjective** is an adjective that appears with a linking verb and describes the subject of the sentence: *The weather is warm*. Some sentences contain compound subject complements: *Joseph is a programmer and a father*.

Practice A Identifying Subject Complements

Read each of the following sentences. Then, underline the subject complement(s) in each sentence.

Example: He is smart and funny.

Answer: He is smart and funny.

- | | |
|--|----------------------------------|
| 1. Kevin seems kind. | 6. Your sister is a lawyer? |
| 2. Gene is a grandfather. | 7. That dinner was delicious! |
| 3. Her aunt is president of that club. | 8. Tomorrow seems promising. |
| 4. The streets are icy and dangerous. | 9. The weather was encouraging. |
| 5. The girl's makeup looks professional. | 10. The walls were red and gold. |

Practice B Identifying Predicate Nominatives and Predicate Adjectives

Read each sentence below. Then, underline each subject complement. On the line provided, write whether each subject complement is a predicate nominative or a predicate adjective.

Example: I am a professional writer.

Answer: I am a professional writer. predicate nominative

- She is a good friend. _____
- Anna is dark and lovely. _____
- He looks marvelous. _____
- That cat is a troublemaker. _____
- My brother is the state spelling champion. _____
- The early morning air smells fresh. _____
- I feel very hopeful. _____
- You seem happy. _____
- Do you want to be a teacher? _____
- Diana's car is a hybrid. _____

Name _____

Date _____

PREPOSITIONAL PHRASES

A **prepositional phrase**, such as *behind the house*, consists of a preposition along with a noun or pronoun. Prepositional phrases can act as adjectives (in which case they are called **adjectival phrases**), or they can act as adverbs (in which case they are called **adverbial phrases**).

Prepositional Phrase Type	Function	Answers the Question	Example
Adjectival phrase	Modifies a noun or pronoun	<i>What kind? or Which one?</i>	They had a party <u>with a big cake</u> . (<i>What kind of party?</i>)
Adverbial phrase	Modifies a verb, an adjective, or an adverb	<i>Where? Why? When? In what way? or To what extent?</i>	The dog crawled <u>under the fence</u> . (<i>Crawled where?</i>)

Practice A Identifying Prepositional Phrases

Read each sentence below. Then, underline the prepositional phrase.

Example: Bill jumped over the hurdle.

Answer: Bill jumped over the hurdle.

- The mouse scurried into the hole.
- She ran in the rain.
- We ate popcorn during the movie.
- Cindy put the present under the tree.
- Allejandro is saving money for college.
- Michael sent an e-mail to his friend.
- Children play at the park.
- Glenn packed his suitcase for a trip.
- Josie sat in her recliner.
- The tree with the red berries is a holly.

Practice B Identifying Adjectival and Adverbial Phrases

Read each sentence below. Then, identify whether the underlined prepositional phrase is an adjectival phrase or an adverbial phrase by circling the correct answer.

Example: The girl in the black bathing suit swims well.

Answer: The girl in the black bathing suit swims well.

- The mouse in the corner chewed on cheese.
- The custodian wipes the tables after lunch.
- Shane poured water on the fire.
- People of all ages like puppies and kittens.
- Janet read a book about dancing.

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Name _____ Date _____

APPOSITIVES AND APPOSITIVE PHRASES

An appositive is a group of words that identifies, renames, or explains a noun or pronoun.

Appositives usually follow right after the words they explain.

Appositives and **appositive phrases** (which include descriptive words) are a great way to combine two choppy sentences into one interesting sentence.

When an appositive is **nonessential** to the meaning of the sentence, commas are used before and after the appositive. When an appositive is **essential** to the meaning, commas are not used.

In the example below, two sentences are combined into one sentence that includes an appositive.

Before: Kathy's bird is a parrot. Kathy's bird can say the alphabet.

After: Kathy's bird, a parrot, can say the alphabet.

Practice A Identifying Appositives

Read the following sentences. Then, underline the appositive in each sentence.

Example: Mariah, the last in line, waited patiently for her ticket.

Answer: Mariah, the last in line, waited patiently for her ticket.

- | | |
|--|---|
| <p>1. Cindy, the girl who loves reading, just left the library.</p> <p>2. Susan, my sister, is leaving on vacation.</p> <p>3. My friend Jonah gave me that shirt.</p> <p>4. I got a note from my teacher, Mrs. Willis.</p> <p>5. That football, the one my father gave me, brings back many fond memories.</p> | <p>6. Fishing, Uncle Fred's favorite pastime, requires much patience.</p> <p>7. The geese, a huge flock, flew overhead.</p> <p>8. I chased my cousins, John and Stephanie, around the playground.</p> <p>9. Mark's sister Maria left for college.</p> <p>10. The slowest runner, Sydney, crossed the finish line to the roar of encouraging fans.</p> |
|--|---|

Practice B Combining Sentences, Using Appositives

Read the pairs of sentences below. Then, combine the two choppy sentences into one interesting sentence by using an appositive or appositive phrase.

Example: My dog is a German shepherd. My dog stays outside.

Answer: My dog, a German shepherd, stays outside.

- | | |
|---|--|
| <p>1. Susan is a college student. Susan studies often.</p> <p>2. I attend a great high school. Harrison is my high school.</p> <p>3. Sonya is a professional singer. Sonya travels the world.</p> <p>4. Jorge enjoys sports. Jorge is my best friend.</p> <p>5. Kathy is my favorite cousin. Kathy is coming to visit this weekend.</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

VERBAL PHRASES

A verbal is a verb that is used as a noun, an adjective, or an adverb. A verbal that includes modifiers or complements is called a *verbal phrase*.

Verbals look like verbs, but they are not verbs. Verbs express action in a sentence. Verbals describe another word. Verbals can be essential or nonessential to the meaning of a sentence. When they are **nonessential**, they have commas on both sides; when they are **essential**, they do not.

When a verb acts as an adjective, it forms a **participle**. The two most common kinds of participles are the present participle (The sputtering car...) and the past participle (The interrupted game...).

Participles can include modifiers, in which case, they form a participial phrase. (All of the children raised in that town are brilliant.)

Show that you can use and understand the function of verbals (participles) in the following exercises.

Practice A Identifying Verbals and Verbal Phrases

Read the following sentences. Then, underline the verbal or the verbal phrase in each sentence. (Notice that the verbals in this exercise are participles or participial phrases, which means they describe nouns.)

Example: Sierra, excited about the party, rushed out the door.

Answer: Sierra, excited about the party, rushed out the door.

- | | |
|--|---|
| 1. Exhausted from fatigue, the runner collapsed. | 6. The front yard, freshly mowed, smells of grass. |
| 2. Apples picked off the tree are a tasty treat. | 7. The falling tree made lots of noise. |
| 3. Janet, limping badly, left the game. | 8. Hoping to be on time, I hurried to class. |
| 4. A sleeping infant is a beautiful sight. | 9. Joe, grounded for two days, read a book. |
| 5. The newly minted coin sparkled and shined. | 10. The dogs, smelling treats, rushed into the kitchen. |

Practice B Recognizing Verbal Phrases

Read the sentences below. On the line provided, indicate whether the underlined words in each sentence are (1) a verb (expressing action in the sentence) or (2) a participial phrase (a verbal phrase that describes a noun).

Example: The coach lectured his team.

Answer: verb

- | | |
|---|-------|
| 1. <u>Locked in a case</u> , the coins were safe from thieves. | _____ |
| 2. The bicycle, <u>rusted by the rain</u> , needed much work. | _____ |
| 3. The award <u>thrilled</u> Emily. | _____ |
| 4. <u>Sprinting across the finish line</u> , Mario gasped for breath. | _____ |
| 5. <u>Encouraged by the good grade</u> , Pete began to study harder. | _____ |

Name _____ Date _____

INDEPENDENT AND SUBORDINATE CLAUSES

A **clause** is a group of words that contains a subject and a verb. An **independent clause** (also called a *main clause*) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause. A **subordinate clause** (also called a *dependent clause*), although it has a subject and a verb, cannot stand by itself as a complete sentence. Consider these examples:

Kate is a writer, but she works nights at a restaurant.
 Independent clause Independent clause

Although Kate is a writer, she works nights at a restaurant.
 Subordinate clause Independent clause

Practice A Distinguishing Independent and Subordinate Clauses

Read the following sentences. After reading each sentence, circle either independent or subordinate, depending upon whether the underlined section is an independent clause or a subordinate clause.

- Example:** Bobby didn't know if anyone would volunteer.
Answer: Bobby didn't know if anyone would volunteer. independent subordinate
- I knew that you would help if you could. independent subordinate
 - I'd love to dance if I could take some lessons. independent subordinate
 - The game, which went into overtime, was exciting. independent subordinate
 - When it's time to go home, call your mother. independent subordinate
 - I enjoy movies, while my brother prefers reading. independent subordinate
 - The sky was clear, but the wind was blowing. independent subordinate

Practice B Combining Sentences Using Independent and Subordinate Clauses

Read the sentence pairs below. On each line provided, combine the two sentences to form one sentence. For three of your sentences, you should make one clause subordinate (as shown in Example 1). For the other two sentences, you should let both clauses remain independent (as shown in Example 2).

- Example 1:** She didn't want to go. She went to please her mother.
Answer: Although she didn't want to go, she went to please her mother.
- Example 2:** Jane was present. She was distracted.
Answer: Jane was present, but she was distracted.

- The boy was discouraged by his grade. He kept trying. _____

- She was late. She had a good reason. _____

- I like pizza. My brother prefers hot dogs. _____

- The children played outside. It was a beautiful day. _____

- Joseph is going to college. He does not know where he is going. _____

Name _____ Date _____

ADJECTIVAL CLAUSES

An **adjectival clause** is a subordinate clause that modifies a noun or pronoun in another clause by telling *what kind* or *which one*.

Adjectival clauses cannot stand alone—in other words, they are **subordinate clauses** that must be connected to an independent clause.

Adjectival clauses can be essential or nonessential to the meaning of the sentence. When they are **nonessential**, they are set off from the rest of the sentence by commas. When they are **essential**, no commas are used before and after.

Adjectival clauses often begin with a **relative pronoun** or a **relative adverb** that links the clause to a noun or pronoun in another clause.

EXAMPLE: The car that had been in the accident was towed away. (In the sentence, the underlined adjectival clause answers the question *Which one?* Notice that no commas are used because the clause is essential to the meaning of the sentence.)

Practice A Identifying Adjectival Clauses

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

Example: My knee, which I hurt several years ago, will not tolerate the strain of running.

Answer: My knee, which I hurt several years ago, will not tolerate the strain of running.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The tree that Dad purchased was too tall. 2. The pillow that you gave me was too soft. 3. Her brother, who really needs a job, just applied at the hardware store. 4. My sister, who is constantly sick, refuses to get a flu shot. | <ol style="list-style-type: none"> 5. The boy whom they sent home was very ill. 6. The car that I drive really needs a tuneup. 7. The math class, which Tony finds easy, really challenges me. 8. In Austin, where it is usually warm this time of year, they just got snow. |
|---|--|

Practice B Writing Sentences With Adjectival Clauses

Read the sentences below. Then, rewrite each sentence by correctly placing the adjectival clause, which appears in parentheses. Include commas where appropriate.

Example: The coat needed cleaning. (that Jason wears)

Answer: The coat that Jason wears needed cleaning.

1. The game ended in a tie. (which had gone into triple overtime) _____

2. The singer began to cough. (who had recently been sick) _____

3. The car wouldn't start. (which we had just picked up from the shop) _____

4. The desk needs paint. (that we bought at the flea market) _____

Name _____ Date _____

RESTRICTIVE RELATIVE CLAUSES AND NONRESTRICTIVE RELATIVE CLAUSES

Relative pronouns connect adjectival clauses to the words they modify and act as subjects, direct objects, objects of prepositions, or adjectives in the subordinate clauses.

Relative pronouns include words such as *that, which, who, whom, and whoever*.

Relative pronouns have two jobs in a sentence.

They connect an adjectival clause (a clause that modifies a noun) to the word it modifies. Look at the sentence as a whole to see the relative pronoun do this.

The relative pronoun is the subject, direct object, object of the preposition, or adjective *within the clause*. You can identify what the pronoun is doing within the clause by pulling the adjectival clause away from the rest of the sentence.

Using relative pronouns is one way to combine two choppy sentences into one interesting sentence.

Show that you can use and understand the function of restrictive and nonrestrictive relative clauses in the exercises.

Practice A Identifying Relative Pronouns and Their Clauses

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

Example: Melanie, who was exhausted from the activity, went to bed early.

Answer: Melanie, who was exhausted from the activity, went to bed early.

- | | |
|---|--|
| <p>1. My cell phone, which I left on the bus, is gone forever.</p> <p>2. The spaghetti that dad made was barely edible.</p> <p>3. The baby, who was tired and grouchy, finally fell asleep.</p> | <p>4. The frog, which he found in the yard, ended up in his pocket.</p> <p>5. The broom, which is at least five years old, needs to be replaced.</p> <p>6. That teacher, who loves her job, has a lot of energy.</p> |
|---|--|

Practice B Combining Sentences, Using Relative Pronouns

Read the sentences below. On the lines provided, combine each pair of sentences into one sentence by using a relative pronoun and an adjectival clause.

Example: The fruit was very fresh. The fruit made a great pie.

Answer: The fruit, which was very fresh, made a great pie.

- The teacher received an award. The teacher smiled proudly. _____

- We just bought the house. The house is on Taft Street. _____

- The sea was calm yesterday. The sea is rough today. _____

- The little girl is happy. The little girl is going to a party. _____

Name _____ Date _____

ADVERBIAL CLAUSES

Adverbial clauses are subordinate clauses that modify verbs, adjectives, adverbs, or verbals by telling *where, when, in what way, to what extent, under what condition, or why*. Adverbial clauses begin with subordinating conjunctions and contain subjects and verbs.

Subordinating Conjunctions				
after	as long as	if	though	when
although	because	since	unless	whenever
as	before	so that	until	where
as if	even though	than	when	while

Like adjectival clauses, adverbial clauses can be used to combine the information from two sentences into one sentence that shows the relationship between the ideas.

EXAMPLE: You are going out for groceries. You should also pick up the dry cleaning.
As long as you are going out for groceries, you should also pick up the dry cleaning.

Practice A Identifying Adverbial Clauses

Read the sentences. Then, circle the verb or verbs that are modified by the underlined adverbial clause.

Example: After the sun went down, we lit the bonfire.
 Answer: After the sun went down, we lit the bonfire.

1. I will finish when I have the time.
2. When everyone is ready, we will leave for the park.
3. Whenever the phone rings, Raffy rushes to answer it.
4. Before they arrive, we should clean the house.
5. I stay outside until it gets dark.
6. Because I care about you, I am glad to help.
7. While the game was on, I finished my homework.
8. We celebrated John’s graduation after the ceremony.

Practice B Combining Sentences, Using Adverbial Clauses

Read the sentences below. Then, combine each pair of sentences into one sentence by using the relative adverb in parentheses.

Example: You are tired. Take a nap. (if)
 Answer: If you are tired, take a nap.

1. You are hungry. You cannot eat right now. (although) _____

2. You stop interrupting. You will not hear what I am saying. (until) _____

3. You don’t do your job. You won’t be paid. (if) _____

4. You work hard. Success is likely. (if) _____

5. I skip a few workouts. I stop going to the gym altogether. (when) _____

NOUN CLAUSES

A noun clause is a subordinate clause that acts as a noun. In a sentence, a noun clause may act as a subject, direct object, predicate nominative, object of a preposition, or appositive.

Sometimes noun clauses can be difficult to identify because they begin with the same introductory words that can be used to begin other types of clauses and phrases (words such as *that, which, who, whom, whose, how, if, what, whatever, where, when, whether, and why*). You can test whether a clause is a noun clause by replacing the clause with *it, you, fact, or thing*. If the sentence still sounds smooth, you probably replaced a noun clause. Notice that the underlined clause in the example below is a noun clause that is acting as the subject of the sentence. You can replace the clause with *it*, and the sentence still sounds correct.

EXAMPLE: Where we go on vacation is up to you.

Practice A Identifying Noun Clauses

Read the following sentences. Then, underline the noun clause in each sentence.

Example: I knew what I wanted.

Answer: I knew what I wanted.

1. That Esther prepared a five-course dinner amazed me.
2. My idea, that everyone should come to the party, was a good one.
3. How gravity works was the topic in science today.
4. Did you enjoy what they served at lunch?
5. I couldn't understand why the light didn't work.
6. What I wanted wasn't a consideration.
7. I was prepared to do whatever it took.
8. Whoever needs gifts for their kids can come to the community center.
9. I wanted to give her whatever she wanted.
10. I believe that you can do it.

Practice B Distinguishing Noun Clauses

Some of the clauses underlined below are adjectival clauses (they describe a noun). Others are noun clauses (they take the place of a noun). Read each sentence. Then, write whether the underlined clause is a noun clause or an adjectival clause.

Example: I wanted the car that could go the fastest.

Answer: adjectival clause

1. What you most desire will come to you. _____
2. I loved the sunset, which seemed to last forever. _____
3. She craved the cookies that her mom used to make. _____
4. Whichever class you take will satisfy the requirement. _____
5. Where you left your keys is beyond me. _____

Name _____ Date _____

THE FOUR STRUCTURES OF SENTENCES

Every sentence falls into one of four categories according to its structure.

Sentence Type	Definition	Example
Simple Sentence	contains a single independent or main clause	Carrie wants chicken for dinner.
Compound Sentence	contains two or more main clauses	Carrie wants chicken for dinner, but Chris wants fish.
Complex Sentence	consists of one independent or main clause and one or more subordinate clauses	Although Carrie wants chicken for dinner, Chris wants fish.
Compound-Complex Sentence	consists of two or more independent clauses and one or more subordinate clauses	Chris wants fish for dinner, even though Carrie wants chicken, so they are going to a restaurant.

Show that you can use and understand a variety of correctly structured sentences.

Practice A Distinguishing Between Simple and Compound Sentences

Read the following sentences. Then, label each sentence simple or compound.

Example: I was worried about you, but I knew you'd be alright.

Answer: compound

1. Are you going home now? _____
2. Early in the morning, I like to take a walk. _____
3. I enjoy eating fried foods, but my doctor advises against it. _____
4. Johnny would like to improve his grades. _____
5. Mario needs more paper, so Shawna will lend him some. _____
6. I need a good night's sleep. _____
7. You can stay here. _____
8. You may figure out another plan, or you can stick with this one. _____

Practice B Identifying the Four Structures of Sentences

Read the sentences below. Then, select the structure of each sentence from the choices provided.

Example: She enjoyed the song that Danny was singing.

Answer: She enjoyed the song that Danny was singing. compound complex

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|--|------------------|----------|
| 1. I would like some more pie, please. | simple | complex |
| 2. I was thinking about you when you called. | complex | compound |
| 3. It was a glorious day, and I felt ready to take on the world when I left the house. | compound-complex | compound |
| 4. I'll be fine with your decision, whatever it is. | compound | complex |
| 5. When the movie's over, turn out the lights. | compound | complex |

Name _____ Date _____

THE FOUR FUNCTIONS OF A SENTENCE

Sentences can be classified according to what they do—that is, whether they state ideas, ask questions, give orders, or express strong emotions.

Declarative: states an idea; ends with a period	Carter jogs in the park.
Interrogative: asks a question; ends with a question mark	In which city were you born?
Imperative: gives commands or directions; ends with a period or exclamation mark	Write your name on the line. Be on time!
Exclamatory: conveys strong emotions; ends with an exclamation mark	These apples are delicious!

Practice A Punctuating the Four Types of Sentences

Read each sentence and identify its function, which is listed in parentheses. Then, add the correct end mark.

Example: Why did the committee request a meeting (interrogative)
Answer: Why did the committee request a meeting?

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|---|---|
| 1. What a considerate thing to say
(exclamatory) | 6. That’s unbelievable (exclamatory) |
| 2. Have you ever seen a llama
(interrogative) | 7. Deliver the reports to the superintendent’s office
(imperative) |
| 3. How long have you been waiting
(interrogative) | 8. Egypt’s pyramids are made of hard, smooth
limestone (declarative) |
| 4. Don’t drop that (imperative) | 9. Consider the weather before you make plans
(imperative) |
| 5. His motive was to get her
attention (declarative) | 10. Cypress trees grow in the Everglades
(declarative) |

Practice B Identifying the Four Types of Sentences

Read each sentence. Then, on the line provided, label it declarative, interrogative, imperative, or exclamatory.

Example: Go to the top of the stairs and turn left.
Answer: imperative

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| 1. Did you know that sweating cools you down?
_____ | 7. What an amazing wingspan that bird has!
_____ |
| 2. What a dangerous stunt! _____ | 8. Wait here until the hallway is less crowded.
_____ |
| 3. Leave your muddy shoes outside. _____ | 9. Some broad-leaved trees are evergreen.
_____ |
| 4. Kangaroos can run up to 31 mph. _____ | 10. Which animal is called “the ship of the
desert”?
_____ |
| 5. Stay off the wet floor! _____ | |
| 6. The Komodo dragon is the largest lizard.
_____ | |

Name _____ Date _____

SENTENCE COMBINING

Combine sentences by forming compound subjects, verbs, or objects, or by forming compound or complex sentences.

Compound sentence: objects	Elise carried her book. Elise carried her plate.	Elise carried her book and her plate.
Complex sentence	Dimitri locked the car. Dimitri crossed Park Avenue.	After Dimitri locked the car, he crossed Park Avenue.

Show that you understand how to combine sentences by completing the following exercises.

Practice A Identifying Compound Subjects, Verbs, and Objects in Sentences

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

Example: For lunch, I plan to serve tuna sandwiches and tomato basil soup.

Answer: For lunch, I plan to serve tuna sandwiches and tomato basil soup.

- Maples and oaks are deciduous trees.
- Juan dashed across the field and caught the ball.
- The mail carrier delivered two large envelopes and a small box.
- In the poem, the sailboat represents adventure and escape.
- Wheat, rice, and corn are important crops.
- Giant pandas live in China and eat bamboo shoots.
- The Chinese invented the compass and the seismograph.
- Sandra Cisneros and Markus Zusak are well-known authors.
- The exhibit displayed woodcarvings and watercolors.
- The truck drove through the fence and crashed into the building.

Practice B Identifying Clauses in Compound and Complex Sentences

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

Example: Harriet performed in the play, but she had a small part.

Answer: Harriet performed in the play, but she had a small part.

- Jacob left in a hurry because he was late for his class.
- The wheelbarrow was left out in the rain, and it filled up with water.
- The architect had creative ideas, but they weren't very practical.
- Karen planned to order the chicken until she realized that it was fried.
- As long as you aren't in a hurry, I will finish reading this chapter.

Name _____ Date _____

VARYING SENTENCE LENGTH

Vary your sentences to develop a rhythm, to achieve an effect, or to emphasize the connections between ideas.

Practice A Revising to Shorten Sentences

Read each sentence. Then, revise each sentence by stating the ideas more directly.

Example: Most of Susanna’s classmates had the flu, and so did Susanna.

Answer: Susanna and most of her classmates had the flu.

- Nate had not finished the novel, but all of the other students had finished reading it.

- The tomato is not really a vegetable; scientifically, it is considered a fruit.

- The scientist’s theory is based on data that are questionable.

- Some actors use assumed names, but Mark Wahlberg uses his real name.

- The director gave positive signals during Matt’s interview, and Matt was encouraged.

Practice B Revising to Vary Sentence Length

Read the following paragraph. Make these revisions to vary sentence length: Shorten sentence 1; break up sentence 5; combine sentences 3 and 4, and 6 and 7.

Example: Emily Dickinson wrote very personal poems. Is she a confessional poet?

Answer: Is Emily Dickinson, who wrote very personal poems, a confessional poet?

Until the late 1950s, poets treated subjects of a personal nature delicately, and they did so by often using symbols from nature to tell the story. (2) A poem about a torn heart might have treated the “subject” of love. (3) In 1959, W. D. Snodgrass published *Heart’s Needle*. (4) That is what introduced the era of confessional poetry. (5) Confessional poets used the pronoun *I* so that their poems appeared to be genuine portrayals of something true, and then taboo subjects like depression and trauma became the poems’ focus. (6) However, these poems were not just a pouring out of emotions. (7) They were crafted as pieces of art intended to draw an emotional response from the reader.

Name _____ Date _____

VARYING SENTENCE BEGINNINGS

Vary sentences by starting them with nouns, adverbs, participial phrases, prepositional phrases, or infinitive phrases.

Infinitive phrase	To put up our tent by dark was the plan.	Prepositional phrase	For the sake of the team, we stayed.
Adverb	Mostly, our plan was to put up our tent by dark.	Participial phrase	Waiting to cross were a duck and her ducklings.

Practice A Identifying Varied Sentence Beginnings

Read each sentence. Circle the sentence beginning. Then, on the line provided, identify the part of speech or type of phrase used to start the sentence.

Example: As of yesterday, I am the new student council president.

Answer: As of yesterday, I am the new student council president. prepositional phrase _____

- After school, I volunteer at a child-care center. _____
- To show my support, I signed the petition. _____
- Cautiously, Danielle approached the stray cat. _____
- The great harpy eagle is bigger than other eagles. _____
- Because of her positive attitude, she achieved great things. _____
- Annoyed with the traffic on East Street, Miriam took a detour. _____
- Leaves clogged the gutters. _____
- Knowing she was right, Dana pressed the issue. _____

Practice B Writing Varied Sentence Beginnings

On each line provided, complete the sentence by adding a word or phrase, using the part of speech or type of phrase indicated in parentheses. Use correct punctuation.

Example: _____ Allen drew a sketch of the speaker. (participial phrase)

Answer: Doodling on his notebook, Allen drew a sketch of the speaker.

- _____ stretch to improve their flexibility. (noun)
- _____ Ariel accepted the award. (adverb)
- _____ a spaceship appeared. (prepositional phrase)
- _____ echoed in her mind. (noun)
- _____ Todd started rowing toward shore. (participial phrase)
- _____ Jason interrupted their conversation. (adverb)
- _____ everyone agreed with the verdict. (prepositional phrase)
- _____ he watched the sun begin to rise. (participial phrase)

Name _____ Date _____

USING INVERTED WORD ORDER

Word order in a sentence is *inverted* when the subject follows the verb.

Inverting word order is another way to make sentences more interesting. See the examples below.

Subject-verb order	Clusters of grapes hang from the vine.
Verb-subject order	Hanging from the vine are clusters of grapes.

Practice A Identifying Subjects and Verbs in Sentences

Read each sentence. Underline the verb and circle its subject.

Example: Upsetting was the news about the failed merger.

Answer: Upsetting was the news about the failed merger.

- The smell of the barbecued ribs was tantalizing.
- Leading the parade were three white stallions.
- An emperor who ruled in the sixteenth century was buried in the tomb.
- Cluttering the desk in his office were mounds of papers.
- Here comes a caravan of cars and trucks.
- A red hawk soared majestically above the tree line.
- Walking in front of us were two uniformed officers.
- Amusing was the story about the singing dachshund.
- A global positioning system is mounted on the dashboard of my parents' car.
- Waiting in the terminal for their flight to be announced was a group of tired tourists.

Practice B Identifying Inverted Word Order in Sentences

Read each sentence. If the sentence uses traditional subject-verb word order, write S-V. If it uses inverted verb-subject order, write V-S.

Example: Exhausting was the hike.

Answer: V-S

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| <ol style="list-style-type: none"> The passengers from Italy are arriving.
_____ Here is the Carnegie Museum. _____ A pod of dolphins is swimming in the bay.
_____ Near the terrace grows a catalpa tree. _____ The retired instructor traveled to Peru. _____ | <ol style="list-style-type: none"> A set of instructions comes with each fountain. _____ Inside the cabinet are plastic containers.
_____ There are two active volcanoes in Hawaii.
_____ Topping the mountain was a crown of snow.
_____ Two determined seagulls fought over a crab.
_____ |
|--|--|

Name _____ Date _____

RECOGNIZING FRAGMENTS

A sentence fragment is an incomplete sentence.

A **fragment** is missing one or more elements of a complete sentence (subject, verb, proper punctuation). To correct a fragment, revise the punctuation, connect the fragment to the sentence before or after it, or add a sentence part.

Fragments	Completed Sentences
Hank wants a camcorder. Like Lou's.	Hank wants a camcorder like Lou's.
Confused about how to use the camcorder. Hank read over the instructions.	Confused about how to use the camcorder, Hank read over the instructions.

Practice A Identifying Fragments

Read each item. If it is a fragment, write F. If it is a complete sentence, write S.

Example: The chemicals discovered in the lab.

Answer: F

1. A list of incomplete assignments. _____
2. Debra installs circuit boards in computers. _____
3. The Pan-American Highway starts in Alaska. _____
4. Noticing the truck, which blocked the driveway. _____
5. Because I was running late, I took the shortcut. _____
6. The orange-striped hot-air balloon landed safely. _____
7. The citizens from my community that attended. _____
8. The highway will be closed when construction. _____
9. Put the bananas in a brown paper bag to ripen. _____
10. Since the competition was over. _____

Practice B Correcting Fragments

Read each fragment. Fill in the blank to form a complete sentence.

Example: Because the poison ivy had spread _____.

Answer: Because the poison ivy had spread, he called the doctor.

1. While his costume was colorful _____.
2. _____ entered his user name and password.
3. Due to low enrollment _____.
4. The poem she wrote about skyscrapers _____.
5. _____ detected what may be a new planet.
6. _____ that was posted on the bulletin board.
7. After setting down the heavy dictionary _____.
8. _____ the caption under the photograph.
9. Expecting the field to be muddy _____.
10. _____ to prepare for the try-outs.

Name _____ Date _____

AVOIDING RUN-ON SENTENCES

A run-on sentence is two or more sentences capitalized and punctuated as if they were a single sentence.

To correct a **run-on**, add punctuation and a conjunction, or revise the wording of the sentence.

Run-on	Correction
The soccer match went into overtime we couldn't stay to watch.	The soccer match went into overtime, but we couldn't stay to watch.

Practice A Revising to Eliminate Run-ons, Using Punctuation

Read each sentence. Correct each run-on by adding punctuation and conjunctions as appropriate.

Example: The temperature will be dropping so you should bring a jacket.

Answer: The temperature will be dropping, so you should bring a jacket.

1. I never open suspicious e-mails and I use anti-virus software on my computer.
2. Border collies are highly intelligent dogs they are easily trained.
3. Edgar Allan Poe is well known for writing short stories he also wrote poetry.
4. The mayor proposed to improve city roads, for example James Lane may be widened.
5. We watched the movie *Marley and Me* it was a heartbreaking story about a dog.
6. I usually fall asleep quickly lately I've had trouble getting to sleep.
7. Thomas plays basketball and volleyball he is our school's star football player.

Practice B Revising to Eliminate Run-ons by Rewriting

Read each sentence. Correct each run-on by rewriting the sentence.

Example: Tim agreed to try out for the play, he would rather be on the stage crew.

Answer: Tim agreed to try out for the play, although he would rather be on the stage crew.

1. People in the Caribbean play the pans and pans are steel drums. _____
2. Gregory wants to become a veterinarian he loves animals. _____
3. Joe didn't understand the math equation his tutor broke down the steps. _____
4. The boys tried to build a fire, the wood was wet. _____
5. Cally tried to hold her pose the artist painted her portrait. _____
6. I learned to speak Spanish and I was living in Houston. _____
7. Adriane invited Mr. Beneti to her concert and he is her uncle. _____
8. Stanley took credit for the sculpture, Susan did most of the work. _____

Name _____ Date _____

RECOGNIZING MISPLACED MODIFIERS

A misplaced modifier is placed too far from the modified word and appears to modify the wrong word or words.

Correct a **misplaced modifier** by moving it closer to the word it modifies. See the example below.

Misplaced Modifier	Correction
A truck drove by the store honking its horn.	A truck honking its horn drove by the store.

Practice A Identifying Misplaced Modifiers

Read each sentence. Underline the misplaced modifier and circle the modified word.

Example: Melinda answered the door wearing pajamas.

Answer: Melinda answered the door wearing pajamas.

- The waiter served Stephanie her sandwich with red hair.
- He stacked all the lumber on a pallet using a forklift.
- Josie walked across the hot driveway to the pool without shoes.
- My mother ran inside after seeing a bear shrieking.
- Waving her hand frantically, the teacher called on Isobel.
- I decided it was too late to go to the movie during dinner.
- Terry saw a hummingbird hovering over a flower while swimming.
- I served the oatmeal in a large bowl that my sister had made.

Practice B Correcting Misplaced Modifiers

Read the sentences. Then, rewrite them, putting the misplaced modifiers closer to the words they should modify. If a sentence is correct, write correct.

Example: My sister bought a pie from the bakery topped with whipped cream.

Answer: My sister bought a pie topped with whipped cream from the bakery.

- The bench is next to the pool that we painted red.

- Hank put the corn on the plate that his grandfather grew.

- Whistling, Patty hiked up the mountain path.

- Leaping from branch to branch, we watched a squirrel.

- Using a digital camera, Sandra took a photograph of a fawn.

Name _____ Date _____

RECOGNIZING DANGLING MODIFIERS

A dangling modifier seems to modify the wrong word or no word at all because the word it should modify has been omitted from the sentence.

Correct a **dangling modifier** by adding missing words and making other needed changes.

Dangling modifier: To drive on the turnpike, a toll must be paid.	Correction: To drive on the turnpike, travelers must pay a toll.
--	---

Practice A Identifying Dangling Modifiers

Read each sentence. Underline the dangling modifier. Then, write the word or words it modifies or could modify.

Example: Leaning over the balcony, the pool is in plain view.

Answer: Leaning over the balcony, the pool is in plain view. Possible answer: you

1. The manager came to Bonita's table after she spoke to the waiter. _____
2. While cleaning the basement, the missing books were found. _____
3. Before opening the door, the alarm code had to be entered. _____
4. Scanning the want ads, there were many jobs listed. _____
5. When Jenny called Laura, she told her the good news. _____
6. Still sleepy, my bed felt warm and cozy. _____
7. Having begun his climb, the mountain seemed to have no end. _____
8. Squirming away, Jason lost his grip on the dog. _____
9. To get the discount, paying with cash is required. _____
10. Walking down the aisle, the pile of boxes was in the way. _____

Practice B Correcting Dangling Modifiers

Read each sentence. Then, rewrite it, correcting any dangling modifiers by supplying missing words or ideas.

Example: To learn more about pool care, Pool Palace offers free information.

Answer: To learn more about pool care, you can call Pool Palace for free information.

1. Sitting at his desk, his phone kept ringing. _____
2. To light the gas fireplace, a key must be turned.

3. He congratulated Jon as he approached the table.

4. Reading my book, the lights flickered. _____
5. To avoid paying a fine, return the books by Friday.

Name _____ Date _____

RECOGNIZING THE CORRECT USE OF PARALLELISM

Parallelism involves presenting equal ideas in words, phrases, clauses, or sentences of similar types.

Parallel words	The building was quiet, dark, and abandoned .
Parallel phrases	It was after business hours and after the offices had closed .
Parallel clauses	I couldn't find the room that I was looking for and that should have been on this floor .
Parallel sentences	It must be here. It simply must be here somewhere.

Practice A Identifying Parallel Grammatical Structures

Read each sentence. Underline the parallel words, phrases, or clauses.

Example: Some of Shakespeare's plays are spectacular and tragic.

Answer: Some of Shakespeare's plays are spectacular and tragic.

- Jogging, jumping rope, and dancing are forms of aerobic exercise.
- Some people like giving advice but not receiving it.
- Tomorrow I will clean my room and organize it.
- Renee has blue eyes, red hair, and freckles.
- Lisa went to the deli where Sal works on weekdays and where Erin eats on Sundays.
- Alice drove to the gas station; Henry walked to the park.
- Gil passed the platter to Mom, and Mom placed it on the table.
- To write the research paper, I need to go online and to find several sources.
- Candida likes to read science fiction and to jog in the park.
- Planning the party was fun, but cleaning up after the party was not.

Practice B Recognizing Parallel Grammatical Structures

Read each item. Match the item on the left with the words on the right that best complete each sentence, using parallel structure. The first item has been completed for you.

- | | |
|---|--------------------------------------|
| <u> B </u> 1. Gino enjoys bowling | A. and sketching in pencil. |
| <u> </u> 2. She likes painting with acrylics | B. and swimming. |
| <u> </u> 3. Going on vacation was fun | C. and to walk the dog. |
| <u> </u> 4. Deek decided to watch TV | D. and energetic. |
| <u> </u> 5. Julie likes aerobics | E. but driving for hours was boring. |
| <u> </u> 6. After my nap, I felt refreshed | F. and gymnastics. |

Name _____ Date _____

CORRECTING FAULTY PARALLELISM

Faulty parallelism occurs when a writer uses unequal grammatical structures to express related ideas.

Nonparallel words	Tina was quiet and reserving .
Nonparallel phrases	Ruby tried to stop the soccer ball and kicking it into the net .
Nonparallel clauses	Jan lost her purse, but it was found by her sister.

Practice A Identifying Faulty Parallelism

Read each sentence. Decide if the underlined words are parallel. Write P for correct use of parallelism and NP for incorrect use of parallelism.

Example: This beach has white sand and the waves are huge.

Answer: NP

- The new stadium has synthetic turf and there are aluminum bleachers. _____
- I was invited to go on a picnic and hiking. _____
- The roller-coaster ride was thrilling yet a bit unnerved. _____
- Stacey saw the sculpture that Mary carved and that was polished by Leo. _____
- To finish eating dinner and then to start my school project is my plan. _____
- For our holiday dinner, Angela agreed to make salad and bake a cake. _____
- Sheila likes to wear jeans but doesn't like wearing dresses. _____
- Daria paints portraits and drawing caricatures. _____
- Craig reads science fiction and writes nonfiction. _____
- I have to take out the trash and feed the dog after school. _____

Practice B Revising to Eliminate Faulty Parallelism

Read each sentence. Then, on the line provided, revise the underlined word or words to correct any faulty parallelism.

Example: The politician was interviewed by newspaper reporters and representatives from insurance companies.

Answer: insurance company representatives

- My teacher offered to stay after class and helping me. _____
- The chicken was overcooked and without flavor. _____
- Do we have time for touring the White House and to visit the Pentagon? _____
- This is the movie that I saw and that was recommended by my sister. _____
- My grandparents like to travel and golfing. _____

Name _____ Date _____

CORRECTING FAULTY PARALLELISM IN A SERIES

Faulty parallelism in a series occurs when a writer lists items or ideas with unequal grammatical structures.

Nonparallel structure	The trainer wants us to stretch, to run sprints, and lifting weights .
Correction	The trainer wants us to stretch, to run sprints, and to lift weights .

Practice A Identifying Faulty Parallelism in a Series

Read each sentence. Underline the words in each series that are not parallel.

Example: Boil water, add the pasta, and cooking for eight minutes.

Answer: cooking for eight minutes

1. Claudia can visit after you study math, take out the garbage, and the dishes are dried.
2. The store manager was sympathetic, accommodating, and helped me.
3. My dad is a teacher, my mom is an accountant, and my brother works as a nurse.
4. Before you go, be sure the TV is off, lock the doors, and the lights are out.
5. You must fill out an application, show proof of age, and passing a test.
6. I believe that birds should not be caged but they should be free to live outdoors.
7. In attendance were English teachers, specialists in reading, and guidance counselors.
8. We have three alternatives: to play laser tag, video games, or go miniature golfing.
9. Briana not only received a first-place medal but also an honorable mention.
10. Your chores include feeding the parakeet, cleaning its cage, and to give it water.

Practice B Revising to Eliminate Faulty Parallelism in a Series

Read each sentence. Then, rewrite the sentence to correct any nonparallel structures.

Example: Our team warms up, practices, and cooling down.

Answer: Our team warms up, practices, and cools down.

1. The steak not only was overcooked but also flavorless.

2. Jason is washing, waxing, and to vacuum his car.

3. The essay both was interesting and amusing.

4. The game was long, bored, and uneventful.

5. You need to be careful, to focus, and taking your time.

Name _____ Date _____

CORRECTING FAULTY PARALLELISM IN COMPARISONS

Faulty parallelism occurs when a writer uses nonparallel words, phrases, or clauses in comparisons.

In making comparisons, writers generally should compare a phrase with the same type of phrase and a clause with the same type of clause.

Nonparallel structure	Most people prefer coffee to drinking tea .
Correction	Most people prefer coffee to tea .

Practice A Identifying Faulty Parallelism in a Comparison

Read each sentence. Underline the words in each comparison that are not parallel.

Example: Mr. Rullo bakes bread as well as the cakes he bakes.

Answer: Mr. Rullo bakes bread as well as the cakes he bakes.

1. Austin prefers downhill skiing to going cross-country skiing.
2. Nadia studied during study hall instead of studying at home.
3. German Club meets weekly, but monthly meetings are held for Spanish Club.
4. Dan enjoys playing piano as much as playing basketball is enjoyable for Nel.
5. Heidi set her alarm for 7:00 P.M. instead of setting it for 7:00 A.M.
6. Austin played quarterback in place of the quarterback being Sam.
7. I prefer art museums to visiting science museums.
8. I studied in my bedroom rather than studying in the noisy kitchen.

Practice B Revising to Eliminate Faulty Parallelism in a Comparison

Read each sentence. Then, rewrite the sentence to correct any faulty parallelism.

Example: Laila is going home rather than to stay for the meeting.

Answer: Laila is going home rather than staying for the meeting.

1. Kelly wore boots instead of wearing tennis shoes.

2. Denise asked for advice from Daphne rather than asking Alex.

3. Hazel shoots baskets as well as she is able to pass the ball.

4. Karl prefers whole-wheat bread to eating white bread.

5. We sat in the shade rather than sitting in the sun.

Name _____ Date _____

RECOGNIZING FAULTY COORDINATION

When two or more independent clauses of unequal importance are joined by *and* or other coordinating conjunctions, the result can be faulty coordination.

Faulty coordination	Sparky didn't come when I called, and Sparky was chasing a bird.
Correct coordination	Sparky didn't come when I called because Sparky was chasing a bird.

Practice A Recognizing Correct Coordination

Read each item. Match the item on the left with the words on the right that best complete each sentence, using correct coordination. The first item has been completed for you.

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| <p><u> E </u> 1. Mandy scheduled a meeting,</p> <p>_____ 2. The soccer club is selling T-shirts,</p> <p>_____ 3. Even though Teri was angry with me,</p> <p>_____ 4. Laughing at herself,</p> <p>_____ 5. After he scrubbed the floor,</p> <p>_____ Harry pushed the heavy desk</p> | <p>A. Darleen corrected the silly mistake.</p> <p>B. while Carter pulled it.</p> <p>C. and I want to buy one.</p> <p>D. she returned my call.</p> <p>E. and we plan to attend.</p> <p>F. Ricky emptied the bucket.</p> |
|---|--|

Practice B Recognizing Faulty Coordination

Read each sentence. If the sentence has faulty coordination, write FC. If it has correct coordination, write correct.

Example: My grandmother visits us, and she comes over every Saturday.

Answer: FC

- | | |
|--|---|
| <p>1. Mrs. Patrone lives in Florida now, and she used to be my neighbor.</p> <p>2. We survived the storm, and our electricity was out for two days.</p> <p>3. My aunt plants a large garden, and she plants one every year.</p> <p>4. I hope my parents don't discover my surprise, a party for their anniversary.</p> <p>5. Roberta is talking to the waiter, and she is unhappy with her meal.</p> <p>6. They turned up the volume, and they needed to hear the announcement.</p> <p>7. Having opened the refrigerator, Annie tried to decide what to eat for dinner.</p> <p>8. The tomato is a fruit, and it develops from a flower and contains seeds.</p> <p>9. There were many low bushes, which provided nesting spots for many birds.</p> <p>10. Karen stayed longer than she planned, and she missed her ride home.</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
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Name _____ Date _____

CORRECTING FAULTY COORDINATION

Faulty coordination is caused by an unclear relationship between clauses and can be corrected by making the relationship between those clauses clear.

Faulty coordination	Antarctica is a unique habitat, and it has many odd creatures.
Create two sentences	Antarctica is a unique habitat. Many odd creatures live there.
Subordinate a clause	Antarctica is a unique habitat where many odd creatures live.

Practice A Revising to Eliminate Faulty Coordination

Read each sentence. Then, create two sentences to correct the faulty coordination by drawing a line where the first sentence would end.

Example: My little sister climbed the big maple tree, and I hope she doesn't fall.

Answer: My little sister climbed the big maple tree, and I hope she doesn't fall.

1. A woodpecker is outside, and you can see it from this window.
2. The menu changes monthly, and I'm always excited to try the new dishes.
3. Two trains collided yesterday, and unbelievably, no one was hurt.
4. Parents may contact the principal in several ways, and one way is by e-mail.
5. The loaf of bread was moldy, and I wondered how long it had been in the pantry.

Practice B Using Subordination to Eliminate Faulty Coordination

Read each sentence. Then, underline the words that would correct the faulty coordination in each sentence by reducing a less important idea to a phrase.

Example: The parrot flew off the branch; it squawked loudly.

Answer: The parrot flew off the branch; it squawked loudly.

1. Rory gave her presentation, and it was at the beginning of class.
2. The runner passed the baton, and he was taking the lead.
3. Athena makes *keftethes*; *keftethes* are Greek meatballs.
4. Mr. Clifton teaches a few classes at the university, and he is my math teacher.
5. The officer questioned the teens, and the teens were the only witnesses of the robbery.
6. Dr. Dunlap checked Ed's ears, and she was hoping that the infection had cleared.
7. She was pushed to the back of the crowd, and she stretched her neck to see the stage.
8. Frank Lloyd Wright designed unique structures, and he is a famous architect.
9. A bolt of lightning filled the sky, and it was followed by a loud crack of thunder.
10. The groundhog walked up to our deck, and it was incredibly bold.

Name _____ Date _____

THE SIX VERB TENSES

There are six tenses that indicate when an action or a condition of a verb is, was, or will be in effect.

Present	I attend	Present perfect	I have attended
Past	I attended	Past perfect	I had attended
Future	I will attend	Future perfect	I will have attended

Practice A Identifying Verb Tenses

Read each sentence. Write the tense (present, past, future, present perfect, past perfect, or future perfect) of the underlined verb or verbs in each sentence.

Example: My boss was so impressed with my work that he has given me an extra break.

Answer: past, present perfect

1. My sister will be in a choral concert next week. _____
2. Once he had passed the test, George received his certification. _____
3. To date, I have received five inquiries about the car that I am selling. _____
4. When I am at the game, I will look for you in the stands. _____
5. Benjamin had completed five items on his to-do list by dinnertime. _____
6. The idea of alien life has intrigued people for centuries. _____
7. Angela thrives on competition. _____
8. I will send you a postcard from the beach. _____
9. Jaime will have raised her grade if she does well on this test. _____
10. Sara gave people programs as they entered the theater. _____

Practice B Revising Verb Tenses

Read each sentence. Then, on the line provided, rewrite the underlined verb, using the verb tense indicated in parentheses.

Example: I talked to him about the matter. (present perfect)

Answer: have talked

1. I used all of my cell phone minutes before the end of the month. (past perfect) _____
2. The newly decorated hotel lobby looked beautiful. (present) _____
3. Terrance memorized his lines by the time of the audition. (future perfect) _____
4. Your explanation of the incident confuses me. (past) _____
5. The wrestling match begins in two hours. (future) _____

Name _____ Date _____

THE FOUR PRINCIPAL PARTS OF VERBS

A verb has four principal parts: the present, the present participle, the past, and the past participle.

The chart below shows the principal parts of the verb *grow*.

Present	Present Participle	Past	Past Participle
grow	growing	grew	(have) grown

Practice A Recognizing the Four Principal Parts of Verbs

Read each set of words. Find the verb that is in the form indicated in parentheses. Write the word and its present tense.

Example: shove, delegating, taunt (present participle)

Answer: delegating, delegate

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|---|---|
| <p>1. forgetting, believed, destroy (past)
_____</p> <p>2. clarify, roasted, igniting (past)
_____</p> <p>3. transcribed, fetching, berate (past)
_____</p> <p>4. preparing, liquefy, envied (past)
_____</p> <p>5. laced, (have) dined, aching (past participle)
_____</p> | <p>6. (have) obtained, coughing, propel (past participle) _____</p> <p>7. overlook, experiencing, concluded (present participle) _____</p> <p>8. inhabit, (have) purchased, creating (past participle) _____</p> <p>9. blessing, (have) guessed, referred (present participle) _____</p> <p>10. encouraged, sporting, signaled (present participle) _____</p> |
|---|---|

Practice B Identifying the Four Principal Parts of Verbs

Read each sentence. Then, rewrite the underlined verb, using the verb tense indicated in parentheses.

Example: Crooks are scamming naive consumers. (past)

Answer: scammed

1. The gray chameleon blended into the color of the rock. (present) _____
2. The infant wiggles off the blanket. (present participle) _____
3. A renowned scientist is speaking at the symposium. (past) _____
4. The customer requested a refund for the defective toaster. (past participle) _____
5. My parents have reported the number of the party that spammed my phone. (past) _____
6. The boys were collecting aluminum cans along the road. (present) _____
7. The stew simmered for several hours. (past participle) _____
8. The vice president of marketing has announced his resignation. (present participle) _____
9. Mandy is walking past your house today on her way to the library. (past) _____
10. The school has purchased interactive whiteboards. (present participle) _____

Name _____ Date _____

REGULAR AND IRREGULAR VERBS

Regular verbs form the past and past participle by adding *-ed* or *-d* to the present form. Irregular verbs do not use a predictable pattern to form their past and past participles.

Present	Present Participle	Past	Past Participle
advertise	advertising	advertised	(have) advertised
intend	intending	intended	(have) intended
tip	tipping	tipped	(have) tipped

Practice A Identifying Principal Parts of Regular and Irregular Verbs

Read the present form of each verb. Then, write the principal part of that verb indicated in parentheses.

Example: hurt (past participle)

Answer: (have) hurt

- | | |
|---|---|
| <p>1. receive (past)
_____</p> <p>2. choose (past)
_____</p> <p>3. exclaim (past participle)
_____</p> <p>4. sleep (past participle)
_____</p> <p>5. catch (present participle)
_____</p> | <p>6. ring (past participle)
_____</p> <p>7. pop (present participle)
_____</p> <p>8. split (past)
_____</p> <p>9. strike (past participle)
_____</p> <p>10. speak (present participle)
_____</p> |
|---|---|

Practice B Recognizing Principal Parts of Verbs in Sentences

Read each sentence. Then, complete the sentence by circling the correct form of the verb in parentheses.

Example: I (taught, teached) my brother how to throw a football properly.

Answer: (taught, teached)

1. I (teared, tore) my burgundy sweater on the fence post.
2. This year, I have (concentrated, concentrating) on getting good grades.
3. Our team is (depended, depending) on the other team to get tired.
4. Jake knocked over a hive, and three bees (stung, stinged) him.
5. My brother has (broke, broken) his glasses five times in the past year.
6. Who (send, sent) you those gorgeous orchids for your birthday?
7. The coach helped the little boy who was (swinging, swung) wildly at the ball.
8. I have (wrote, written) to my state representative to share my concerns.
9. Someone, with all her clothes on, (fell, fallen) into the pool today!
10. After we (done, did) the dishes, we played a game of basketball.

Name _____ Date _____

VERB CONJUGATION

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

Use three principal parts—the present, the past, and the past participle—to conjugate all six of the basic forms. Use the past participle to conjugate the progressive tense.

Practice A Conjugating the Basic Forms of Verbs

Read each item. Then, rewrite the verb given in parentheses, in the form indicated.

Example: we _____ (begin, past perfect)

Answer: had begun

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|--------------------------------------|--------------------------------------|
| 1. I _____ (contrast, past) | 6. they _____ (spread, past perfect) |
| 2. he _____ (understand, present) | 7. he _____ (hiss, present) |
| 3. they _____ (catch, past perfect) | 8. you _____ (stick, past) |
| 4. you _____ (believe, future) | 9. it _____ (ring, future perfect) |
| 5. we _____ (drive, present perfect) | 10. we _____ (be, present perfect) |

Practice B Conjugating the Progressive Forms of Verbs

Read each sentence. Then, rewrite it, using the progressive form of the verb that is indicated in parentheses.

Example: We pay. (future perfect progressive)

Answer: We will have been paying.

1. We laugh. (present perfect progressive) _____
2. I talk. (past progressive) _____
3. They find. (past progressive) _____
4. She climbs. (present progressive) _____
5. You keep. (future progressive) _____
6. You win. (present perfect progressive) _____
7. It spins. (future perfect progressive) _____
8. We feed. (past perfect progressive) _____
9. He sells. (past progressive) _____
10. They string. (present perfect progressive) _____

Name _____ Date _____

PRESENT, PAST, AND FUTURE TENSE

The basic, progressive, and emphatic forms of the six tenses show time within one of three general categories: present, past, and future.

Present	I share, I am sharing, I do share
Past	I shared, I have shared, I had shared, I was sharing, I have been sharing, I had been sharing, I did share
Future	I will share, I will have shared, I will be sharing, I will have been sharing

Practice A Identifying Tense in Present, Past, and Future

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

Example: Tim will be moving in a month.

Answer: future progressive

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| 1. Everyone is <u>wondering</u> when Joe will arrive.
_____ | 6. Susan <u>had given her</u> permission.
_____ |
| 2. The surf <u>washed away</u> the sand sculpture.
_____ | 7. Rattlesnakes <u>rattle to</u> scare off enemies.
_____ |
| 3. Nadine <u>does write</u> amusing essays.
_____ | 8. Claire <u>has been sleeping on the</u> couch.
_____ |
| 4. A pile of lumber <u>was blocking the</u> entrance.
_____ | 9. Gil <u>will have called him</u> by then.
_____ |
| 5. I <u>did appreciate your</u> attention to detail.
_____ | 10. The migrating birds will <u>return next</u> spring.
_____ |

Practice B Supplying Verbs in Present, Past, and Future Time

Read each sentence. Then, on the line provided, complete the sentence by using the verb and form indicated in parentheses.

Example: The instructor _____ the art supplies. (provide, future progressive)

Answer: will be providing

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|--------------------|--|
| 1. Nelly _____ | a red fox in our backyard. (see, past emphatic) |
| 2. Heidi _____ | Josh every day this week. (tutor, future perfect) |
| 3. Becca _____ | Stephanie before she picked a movie. (call, past perfect) |
| 4. I _____ | going to the mall is a good idea. (think, present emphatic) |
| 5. Mary _____ | pasta salad with the hamburgers. (serve, future progressive) |
| 6. Donna _____ | the weather report. (watch, past progressive) |
| 7. Shana _____ | about taking cooking lessons. (think, present perfect progressive) |
| 8. Mia _____ | until it started to rain. (swim, past perfect progressive) |
| 9. He _____ | for eight hours by the end of his shift. (stand, future perfect progressive) |
| 10. The deer _____ | all the plants in our garden. (eat, present progressive) |

Name _____ Date _____

SEQUENCE OF TENSES

When a sentence has more than one verb, the sequence of tenses in those verbs must be consistent with the time order in which events happen in the sentence.

See the examples below.

<p>went to the hardware store today, and I bought a wrench.</p>
<p>called up the store, but it was closed.</p>

Practice A Identifying Time Sequence in Sentences With More Than One Verb

Read each sentence. Then, write the verb of the event that happens second in each sentence.

Example: I opened my eyes and saw my cat, inches away from my face, staring at me.

Answer: saw

1. I will help you with your assignment if you will stop complaining. _____
2. Alex told me that Mrs. Manos will be retiring next year. _____
3. Miriam added the butter after she melted it. _____
4. I wanted to buy the shoes until I saw the price tag. _____
5. After having lived near the ocean, I missed the beach. _____
6. Mr. Casale realized that he had made a mistake. _____
7. Gino called home and asked if he could stay at Vicki’s for another hour. _____
8. Before we ship your order, you will receive a call confirming the order. _____
9. They were tired, so they decided to finish the game tomorrow. _____
10. Dina was disappointed that her favorite show was canceled. _____

Practice B Correcting Errors in Tense Sequence

Read each sentence. Then, on the line provided, rewrite the underlined verb to correct the error in tense sequence.

Example: Lindsay trips as she walked into the kitchen.

Answer: tripped

1. The bright leaves fell off the maple, and the wind tosses them in the air. _____
2. Every morning, the bus comes around the bend and screeched to a stop. _____
3. Tyler stepped outside and sees a huge lizard scurry across the yard. _____
4. After we drive to Philadelphia, we looked for our hotel. _____
5. Austin finishes his homework and shoved it into his backpack. _____

SIMULTANEOUS EVENTS

Simultaneous events are events that happen at the same time.

In present time	Hearing the score, she shouts .
In past time	Hearing the score, she shouted .
In future time	Hearing the score, she will shout .

Practice A Identifying Simultaneous Events in Sentences

Read each sentence. Underline the two verbs that indicate simultaneous events in the sentence.

Example: While Janine ate, she sighed with satisfaction.

Answer: While Janine ate, she sighed with satisfaction.

- When David goes jogging, he listens to music.
- I am always happy when the sun is shining.
- I know that Rose has good intentions.
- We listened as Gil explained his side of the story.
- Bounding toward the kitchen, Nino yelled, "Check the roast!"
- I will congratulate Andrew the next time I am talking to him.
- Holding Darrin's hand, Dana walked into the building.
- As the movie began, Gary slipped into a seat.
- While the commercial was playing, Joe looked for a snack.
- Erasing an error, Clem rubbed a hole through the paper.

Practice B Writing Simultaneous Events in Sentences

Read each sentence. Then, using the line provided, complete the sentence by adding a verb to indicate a simultaneous event.

Example: I mowed lawns all summer and _____ money to buy a go-cart.

Answer: earned

- Sean taps his foot when he _____ nervous.
- While Paige finished her dinner, she _____ to her family.
- Whenever I _____ lively music, I feel like dancing.
- As the band began to play, the audience _____ to clap and cheer.
- Renee _____ for air as she pushed herself to run the last mile.

Name _____ Date _____

SEQUENTIAL EVENTS

Sequential events are chronological—an initial event is followed by one or more events.

In present time	Having seen the score, he is leaving .
In past time	Having seen the score, he left .
Spanning past and future time	Having seen the score, he will leave .

Practice A Identifying Sequential Events in Sentences

Read each sentence. Then, write the verb of the event that happens first in each sentence.

Example: If you spot Marianne in the crowd, will you point her out to me?

Answer: spot

1. Troy bought a book about dog breeds to help him pick a dog. _____
2. Adele noticed that Jay had grown several inches over the summer. _____
3. Andy relaxed after running five miles. _____
4. Having heard Jenny’s excuse, her parents were suspicious. _____
5. To sign up for the computer class, you should call the business office. _____
6. Upon realizing that they were lost, Danny suggested that they stop for directions. _____
7. Leila locked the door and then discovered that she had left her keys inside. _____
8. You take the elevator on the right to go to the township supervisor’s office. _____
9. After you wash the dog, please put the shampoo and brush away. _____
10. I’ll join you on your walk if you will wait ten minutes. _____

Practice B Revising Sentences to Indicate Sequential Events

Read each sentence. Then, rewrite the sentence so that the events are sequential.

Example: While playing video games, Nathan knocked over a glass of water.

Answer: After playing video games, Nathan knocked over a glass of water.

1. Crying, Shelly ran up to her room.

2. As the snow fell, stars appeared in the sky.

3. Sniffing at the closet, Snowy started to bark.

4. Amy added ingredients while I stirred.

5. Erin lost her ring while she was hiking.

Name _____ Date _____

MODIFIERS THAT HELP CLARIFY TENSE

Adverbs and adverbial phrases can clarify the time expressed by a verb.

Compare the sentences in the examples below.

Adverbs	Lacey never wears her contacts. Devon rarely wears his contacts.
Adverbial phrases	Mom cooks peas every week . Mom bakes bread once a month .

Practice A Identifying Modifiers That Help Clarify Tense

Read each sentence. Then, underline the modifier that helps clarify the verb tense.

Example: The mystery will be revealed soon.

Answer: soon

- Vickie occasionally receives a letter from her cousin in Paris.
- Amanda always calls me during dinner.
- Every night, I drink a cup of warm milk before I go to bed.
- Now and then, I think about learning yoga.
- As always, I missed the golf ball and hit the air.
- Suddenly, a gust of wind blew the papers off the desk.
- Judith set the kittens next to their mother, one at a time.
- Dina frequently plays at the jazz club.
- By next month, I will be a certified lifeguard.
- Skunks sometimes come into our yard to dig for grubs.

Practice B Recognizing Modifiers That Help Clarify Tense

Read each sentence. Then, fill in the modifier that best clarifies the verb tense in the sentence.

The first item has been completed for you.

always	recently	soon	early	within a week	already
--------	----------	------	-------	---------------	---------

- Charlie should be here within a week.
- Todd came _____ to pick me up.
- We are _____ out of chicken soup.
- I _____ cry during sad movies.
- _____ Sue baby-sat for the neighbors.
- Be sure to scrub the potatoes _____.

Name _____ Date _____

USING THE SUBJUNCTIVE MOOD

Use the subjunctive mood (1) in clauses beginning with *if* or *that* to express an idea that is contrary to fact or (2) in clauses beginning with *that* to express a request, a demand, or a proposal.

See the examples of the subjunctive mood below.

I suggest that she arrive on time.
If you were ready, we could leave now.

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

Practice A Identifying the Subjunctive Mood

With a partner, take turns reading each sentence aloud. Then, on the line provided, identify whether each sentence expresses the indicative, imperative, or subjunctive mood. For each subjunctive sentence, discuss whether the verb is used to express a doubt, wish, or possibility.

Example: It is urgent that he take his medication regularly.

Answer: subjunctive

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| <p>1. Hurry up!
_____</p> <p>2. The accountant asked to review the files.
_____</p> <p>3. If there were more wind, we could fly kites.
_____</p> <p>4. Yvonne suggested that we leave soon.
_____</p> <p>5. She wants me to fill the birdbath.
_____</p> | <p>6. Perry asked that Ty lead the way.
_____</p> <p>7. Did you turn off the computer?
_____</p> <p>8. If only Seneca were here to comfort me!
_____</p> <p>9. Aden wishes that he were a faster runner.
_____</p> <p>10. Don't forget to lock the door.
_____</p> |
|--|--|

Practice B Recognizing Subjunctive Verbs

Read each sentence. Then, write the subjunctive verb on the line provided.

Example: The coach insists that we be on the field by 6:00.

Answer: be

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|---|-------|
| 1. Sophie talked as though she were the only person who had helped. | _____ |
| 2. Raymond may ask that you replace the broken window. | _____ |
| 3. The judge ordered that the court take a recess until tomorrow. | _____ |
| 4. Claire ran as if she were being chased by wild dogs. | _____ |
| 5. Our parents require that each family member help with chores. | _____ |
| 6. Cindy proposed that we each contribute a dollar to buy Mr. Cory a gift. | _____ |
| 7. If it weren't so dark, we could play a game of basketball in the driveway. | _____ |

Name _____ Date _____

AUXILIARY VERBS THAT EXPRESS THE SUBJUNCTIVE MOOD

Because certain auxiliary verbs (*could, would, should*) suggest conditions contrary to fact, they can often be used in place of the subjunctive mood.

See the example of an auxiliary verb that expresses the subjunctive mood below.

The subjunctive mood with a form of <i>be</i>	If Clark were here, I'd help him.
The subjunctive mood with an auxiliary verb	If Clark could be here, I'd help him.

Show that you can use and understand auxiliary verbs that express the subjunctive mood by completing the following exercises.

Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood

Read each sentence. Then, on the line provided, write the verb that expresses the subjunctive mood.

Example: If Jessica were unable to pick me up, would you give me a ride?

Answer: were

1. Yanni would be a good leader if he were not so impatient. _____
2. If I could find the article, I'd read it. _____
3. Would you call me if my dog should happen to come to your house? _____
4. If the pond were frozen, we could go ice skating. _____
5. Your teacher would stop complaining if you would turn in your work. _____

Practice B Supplying Auxiliary Verbs to Express the Subjunctive Mood

*Read each sentence. Then, on the line provided, rewrite the underlined part. If the sentence uses *could, would, or should* to express the subjunctive mood, replace it with a form of *be*. If the sentence uses a form of *be*, replace it with *could, would, or should*.*

Example: I'd buy the movie today if it were available.

Answer: should be

1. I could read it if it were written in English. _____
2. If Andrea should call in sick, I'd fill in for her. _____
3. Sal would grill more chicken if we were still hungry. _____
4. If he would climb that huge hill, he'd be exhausted. _____
5. If you were to name your favorite author, who would it be? _____
6. We'd be late if we were to wait for you. _____
7. If Dad would agree to a later curfew, I could go. _____
8. If it were required, I would wear a uniform to work. _____
9. If you should drop the camera, it could break. _____
10. The boxes could be stored in the attic if there should be room. _____

Name _____ Date _____

ACTIVE AND PASSIVE VOICE

The voice of a verb shows whether or not the subject is performing the action.

Active voice shows that the subject is performing an action. **Passive voice** shows that the subject is having an action performed on it.

Active voice	Derek planned the surprise.
Passive voice	The surprise was planned by Derek.

Show that you can use and understand active and passive voice by completing the following exercises.

Practice A Identifying Active and Passive Voice

Read each sentence. Decide if the underlined verb is written in active or passive voice. Write AV for active voice and PV for passive voice.

Example: She tried to do a good job.

Answer: AV

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|--|---|
| <p>1. The cardinal <u>flew over</u> the house.
_____</p> <p>2. The lunch <u>was prepared by</u> Ally.
_____</p> <p>3. The call <u>was made by</u> Phil.
_____</p> <p>4. Mr. Dallman <u>went to</u> work.
_____</p> <p>5. Daniel <u>read</u> the newspaper.
_____</p> | <p>6. The lead is <u>being performed by</u> Tim.
_____</p> <p>7. The leaf <u>fluttered to</u> the ground.
_____</p> <p>8. Elephants <u>roamed the</u> plain.
_____</p> <p>9. The floor <u>was swept by</u> Lisa.
_____</p> <p>10. The doorbell is <u>being rung by</u> Betty.
_____</p> |
|--|---|

Practice B Rewriting as Active Voice

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

Example: The phone was answered by Frank.

Answer: Frank answered the phone.

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|---|
| <p>1. The nest was built by a sparrow. _____</p> <p>2. It was repaired by the mechanic. _____</p> <p>3. The road was paved by the crew. _____</p> <p>4. The cabbage was chopped by Cliff. _____</p> <p>5. The casserole was baked by Aunt Nikki. _____</p> <p>6. The packages were wrapped by my father. _____</p> <p>7. The laundry was done by Sally. _____</p> <p>8. The meal was planned by Donnie. _____</p> <p>9. The goal was scored by Angie. _____</p> <p>10. It was described by the clerk. _____</p> |
|---|

Name _____ Date _____

USING ACTIVE AND PASSIVE VOICE

Use active voice whenever possible. Use passive voice to emphasize the receiver of an action or when the performer of an action is not easily identified.

Show that you can use and understand active and passive voices by completing the following exercises.

Practice A Recognizing the Performer of an Action

Read each sentence. Then, on the line provided, write the performer of the action in each sentence.

Example: Water dripped from the leaky faucet.

Answer: Water

1. The new president was introduced by Mr. Snyder. _____
2. Rita was teased by her brothers. _____
3. A squirrel stashed acorns under the bushes. _____
4. Hart bought a new set of golf clubs. _____
5. The injured player was sent to the bench by the trainer. _____
6. The furnace was being cleaned by Handy Furnace Company. _____
7. Darrin was worried about the newborn colt. _____
8. A big wind storm blew the electrical wires off the pole. _____
9. The request was made by the director of marketing. _____
10. The baskets of food were distributed by our school. _____

Practice B Using Active Voice

Read each item. Then, use the noun and verb to write a sentence in the active voice.

Example: Jana and Debbie — hoped

Answer: Jana and Debbie hoped to have some classes in common.

1. Roses — climb _____
2. The gate — creaks _____
3. The long, dusty road — stretched _____
4. New students — transfer _____
5. The foamy waves — crashed _____

Name _____ Date _____

THE THREE CASES

Case is the form of a pronoun that shows how it is used in a sentence. The three cases of pronouns are the nominative, the objective, and the possessive.

See the examples below.

Case	Example
Nominative — I; you; he, she, it; we, they	<u>We</u> found a stray dog.
Objective — me; you; him, her, it; us, them	John bought a book for <u>her</u> .
Possessive — my, mine; your, yours; his, her, hers, its; our, ours; their; theirs	This painting is <u>his</u> .

Practice A Identifying Pronouns

Read each sentence. Then, underline each pronoun.

Example: She lost the bike.

Answer: She lost the bike.

- | | |
|--|--|
| 1. We are joining the team. | 6. I will bring you the new recipe tonight. |
| 2. My aunt gave me a ring for my birthday. | 7. Their reaction to the play was very positive. |
| 3. Our new puppy is very frisky. | 8. She doesn't have the research material yet. |
| 4. Your essay is very well written. | 9. They told her about the problem with the car. |
| 5. Ray's sister showed him her class schedule. | 10. The mayor told them about the new proposal. |

Practice B Labeling Pronouns

Read each sentence. On the line provided, identify whether the underlined pronoun is in the nominative, objective, or possessive case.

Example: Please e-mail me the directions right away.

Answer: objective

- Mark gave us some important information. _____
- Their answers were all incorrect. _____
- They petitioned the committee for a review of the decision. _____
- Our drama club will present two new plays this semester. _____
- The nurse brought him the necessary charts. _____
- Don't borrow our computer until the weekend. _____
- The store manager exchanged his broken voice recorder. _____
- She will not be running for class president again this year. _____
- We are the only witnesses to the crime. _____
- The cat tossed its ball high in the air. _____

Name _____ Date _____

THE NOMINATIVE CASE IN PRONOUNS

Use the nominative case when a pronoun is the subject of a verb, the subject of a predicate nominative, or the subject of a pronoun in a nominative absolute.

A nominative absolute consists of a noun or nominative pronoun followed by a participial phrase. See the examples below.

As the subject of a verb	<u>I</u> will go to the movie on Tuesday.
As a predicate nominative	The best athletes were <u>she</u> and <u>he</u> .
In a nominative absolute	<u>They</u> having repainted the house, the new owners moved in a month later.

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then, circle the nominative pronoun or pronouns.

Example: You are the best person for the job.

Answer: You are the best person for the job.

1. They are my best friends since childhood.
2. The newest club members are she and Mike.
3. It was the warmest summer on record.
4. We are the best hope for saving the community center.
5. She and Sam are the winners, and they will make changes in our school.
6. He having won all the track meets, the other runners left the field early.
7. The best artists in the show are he and she.
8. You are not the person that I had called earlier.
9. I am the new librarian, and you must obey the rules.
10. Mr. Mullen's new neighbor, the one now living in unit 3E, is she.

Practice B Labeling Pronouns

Read each sentence. Then, label the underlined pronoun in each sentence as the subject, predicate nominative, or nominative absolute.

Example: She and her sister will be working part-time this summer.

Answer: subject

1. Mr. Watson and I are addressing the city council tonight. _____
2. The candidates will be she and Jed. _____
3. The actors chosen for the play were she and I. _____
4. He will be at the street fair on Saturday. _____
5. We having repaired the car for my uncle, a driver damaged it. _____
6. Mr. Hogan and I do not get along. _____
7. The people responsible for preparing the meal tonight are Mary and I. _____
8. It will not be a warm summer this year. _____
9. Shannon, he, and I are starting a nursery school program. _____
10. Sal and you have to edit your newspaper articles by the afternoon. _____

Name _____ Date _____

THE OBJECTIVE CASE

Use the objective case for the object of any verb, preposition, or verbal, or for the subject of an infinitive.

Direct object	The teacher promoted <u>her</u> .
Indirect object	Mary gave <u>her</u> new dog a bath.
Object of a preposition	Take a seat next to <u>him</u> .
Object of infinitive	Dad wants to give <u>him</u> tennis lessons.
Subject of infinitive	The teacher asked <u>him</u> to answer the question.

Practice A Identifying Objective Pronouns

Circle the objective pronoun or pronouns in each sentence.

Example: Bill's friend asked him for advice.

Answer: Bill's friend asked him for advice.

- Sarah gave her the incorrect answers.
- The papers seemed to be lost, but Sam finally found them.
- We chose him and her as the new committee chairs.
- Everyone wanted them to dance at the party.
- The bitter winter weather bothered Sally and me.
- Please e-mail me the information early in the morning.
- Tom bought her a new sweater.
- The baseball landed next to him in the stands.
- Mother asked Jim and me to drive grandmother home.
- The doctors advised them to bring him home next Monday.

Practice B Labeling Objective Pronouns

Read each sentence. Then, identify each underlined objective pronoun as direct object, indirect object, object of preposition, object of infinitive, or subject of infinitive.

Example: We brought her the books she requested.

Answer: indirect object

- The other runner tripped him during the race. _____
- We tried to help her as best we could. _____
- The police officer told him to show his driver's license. _____
- My lawyer sent me a copy of the contract. _____
- The small stone broke away from the wall and fell on her. _____
- We didn't want him to worry about the outcome of the test. _____
- Don't give her that medicine without asking the doctor. _____
- The thunderstorm forced Jose and her to seek shelter in the building. _____
- Everyone in the class voted for him in the most recent election. _____
- My teacher asked him and me to present our reports. _____

THE POSSESSIVE CASE

Use the possessive case to show ownership.

Possessive Pronouns	
my, mine	This helmet is mine.
your, yours	Your car is blocking the driveway.
his, her, hers, its	Her report is excellent.
our, ours	Our dog ran away.
their, theirs	Their answer is not sufficient.

Do not confuse possessive pronouns and contractions that sound the same.

Contraction: You're the person James wants to see.
 It's too late to enter the contest.

Possessive Pronoun: We will replace your damaged microwave oven.
 The monkey escaped from its cage at the zoo.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle the possessive pronouns.

Example: My main concern is finishing this book on time.

Answer: (My) main concern is finishing this book on time.

- | | |
|---|--|
| 1. All of the photographs in the show are mine. | 6. The group did not explain its decision. |
| 2. His blog was interesting to read. | 7. Is that computer his or hers? |
| 3. Her newest story will be published soon. | 8. Charlie prefers their approach to his. |
| 4. The best recipe in the collection is his. | 9. Your response to the e-mail was terrific. |
| 5. My response to the editorial will be printed soon. | 10. Our new house is much larger than our apartment was. |

Practice B Recognizing Pronouns

Write the correct pronoun from the choice in parentheses to complete each sentence.

Example: Sheila had to carry (she, her) sick dog to the vet.

Answer: her

- (He, His) new job is very demanding. _____
- (Your, You're) coat will not be warm enough for this cold weather. _____
- Can you add anything to (my, mine) plans for the event? _____
- The bird injured (its, it's) wing during the snowstorm. _____
- The best suggestions for our spring class trip were (hers, her). _____
- Bring me (their, they're) contributions to the campaign tonight. _____
- (Her, She) choice to attend that college in the fall surprised everyone. _____
- The best singing voice in the school chorus is definitely (his, him). _____

Name _____ Date _____

USING WHO AND WHOM CORRECTLY

Who is used for the nominative case. **Whom** is used for the objective case.

Study the examples below.

Case	Pronouns	Use in Sentences
Nominative	Who, whoever	Who wants this book? (subject) The artist is who? (predicate nominative)
Objective	Whom, whomever	We wondered whom they would select. (direct object) To whom are you writing? (object of preposition)

Practice A Identifying Pronouns

Underline the pronoun in each sentence.

Example: The teachers are not sure who is responsible.

Answer: The teachers are not sure who is responsible.

1. Who will be the new coach?
2. Transfer the files to whoever sent the e-mail.
3. The firefighters don't know who sounded the alarm.
4. The students weren't sure whom they should trust.
5. To whom should the group send an invitation?
6. The students asked who had founded the first settlement.
7. Whoever is the best candidate should run for office.
8. With whom will we be working on the committee?
9. To whom were the speaker's remarks directed?
10. The designer of this poster is who?

Practice B Labeling Pronouns

Read each sentence. Then, on the line provided, identify whether each underlined pronoun is in the nominative or objective case.

Example: Who broke the window?

Answer: nominative

1. The teacher knows who won the scholarship. _____
2. The writer of the play was not whom the critics praised. _____
3. The photographer is who? _____
4. Whom should I call about returning this package? _____
5. With whom did you plant the new garden? _____
6. I'm not sure who will be the class president next year. _____
7. Invite whomever you think will enjoy the party the most. _____
8. With whom did Randy share a locker in gym class? _____
9. I will address my answer to whoever asked the question. _____
10. For whom is the surprise intended? _____

Name _____ Date _____

NUMBER IN NOUNS, PRONOUNS, AND VERBS

Number shows whether a noun, pronoun, or verb is singular or plural.

Most nouns form their plurals by adding *-s* or *-es*. Some, like *child* or *crisis*, form the plurals irregularly: *children; crises*.

This chart shows the different forms of personal pronouns in the nominative case—the case used for subjects.

Singular	Plural	Singular or Plural
I	we	you
he, she, it	they	

A verb form will always be singular if it has had an *-s* or *-es* added to it or it includes the words *has, am, is, or was*. The number of any other verb depends on its subject.

This chart shows verb forms that are always singular and those that can be singular or plural.

Verbs That Are Always Singular	Verbs That Can Be Singular or Plural
(he, she, Sarah) paints (he, she, Sarah) has painted (I) am (he, she, Sarah) is (I, he, she, Sarah) was	(I, you, we, they) paint (I, you, we, they) have painted (you, we, they) are (you, we, they) were

Practice A Identifying Number in Nouns, Pronouns, and Verbs

Read each word or group of words. Then, write whether the word or words are singular, plural, or both.

Example: leaves

Answer: plural

- | | |
|-------------------|--------------------------|
| 1. axes _____ | 6. was _____ |
| 2. sends _____ | 7. industries _____ |
| 3. describe _____ | 8. we _____ |
| 4. you _____ | 9. am _____ |
| 5. noses _____ | 10. have purchased _____ |

Practice B Labeling Nouns, Verbs, and Pronouns

Read each sentence. Label the underlined word or words singular or plural.

Example: The students use the computers every day.

Answer: plural

1. We read about the hunger strike in our European history class. _____
2. You should apply for a scholarship to that college. _____
3. We were pleased with the results of the election. _____
4. That tree will shed its leaves in the fall. _____
5. My parents have subscribed to that magazine for years. _____

Name _____ Date _____

SINGULAR AND PLURAL SUBJECTS**A singular subject must have a singular verb. A plural subject must have a plural verb.**

When making a verb agree with its subject, be sure to identify the subject and determine its number.
See the examples below.

Singular Subject and Verb	Plural Subject and Verb
The swimmer practices all year.	Those swimmers practice all year.
Sarah is writing to her brother now.	Sarah and Jess are writing to their brother now.
Charles has been talking about moving.	Charles and his parents have been talking about moving.
The river is overflowing its banks.	Those two rivers are overflowing their banks.

Practice A Identifying Singular and Plural Subjects

Read each sentence. Circle the subject. If the subject is singular, write S. If the subject is plural, write P.

Example: Sam bikes to the park every weekend.

Answer: (Sam) bikes to the park every weekend. S

- My father exercises every day. _____
- The lost dog found its way to the park. _____
- This magazine is about stamp collecting. _____
- The black bears and their cubs roam throughout the forest. _____
- Those boxes should be moved to dry ground. _____
- Sylvia always wanted to visit Europe. _____
- We have complained about the noise from the park. _____
- All the clocks in the office must be reset today. _____
- That country has extensive forests and mountains. _____
- Our friends are coming to the party on Saturday. _____

Practice B Identifying Singular and Plural Subjects and Verbs

Read each sentence. Underline the subject. Then, circle the correct form of the verb in parentheses.

Example: We (is, are) going to the pool this morning.

Answer: We (is, **are**) going to the pool this morning.

- The boys (has, have) played softball in that empty lot for years.
- The scientist (is, are) planning to present her findings soon.
- The historic homes and stores (was, were) going to be included on the tour.
- The students (has, have) been petitioning for a new science lab.
- Marta (was, were) redesigning her Web site all day.

Name _____ Date _____

COMPOUND SUBJECTS**A compound subject has two or more simple subjects, which are usually joined by *or* or *and*.**A compound subject joined by *and* is generally plural and must have a plural verb.

Two Singular Subjects:	The car and the truck are being repaired.
Two Plural Subjects:	Whales and porpoises appeal to tourists.
Singular Subject and Plural Subject:	My brother and younger sisters play together.

Two or more singular subjects joined by *or* or *nor* must have a singular verb. An**apartment building** or a **small building** is being built on the lot.Two or more plural subjects joined by *or* or *nor* must have a plural verb. Neither the **artists** nor the **musicians** are taking part in the festival now.If one or more singular subjects are joined to one or more plural subjects by *or* or *nor*, the *subject closest to the verb determines agreement*.Neither the **magazine** nor the **books** are out of print. Neither the **books** nor the **magazine** is out of print.**Practice A Identifying Compound Subjects***Read each sentence. Underline the compound subject in each sentence.***Example:** The vegetables and homemade cakes are sold here once a week.**Answer:** The vegetables and homemade cakes are sold here once a week.

- The bats and balls are on the playground near the school.
- The trees and flowers bloom each spring.
- Either a nurse or a doctor is talking to the students today.
- Neither the park rangers nor the hikers were aware of the problem.
- The boy and his dogs often run in the park.
- Her papers and books were destroyed by the fire.
- My new coat and blouse are both comfortable to wear.
- Neither the model trains nor the model plane is damaged.
- Either the television or the radio is causing the electrical problem.
- Neither the student orchestra nor the marching bands have enough members.

Practice B Identifying Compound Verbs*Read each sentence. Circle the form of the verb that agrees with the compound subject in each sentence.***Example:** My aunt and my uncle (is, are) visiting us this summer.**Answer:** My aunt and my uncle (is, are) visiting us this summer.

- The vegetables and salad (is, are) being served with dinner tonight.
- Bright paint and new furniture (has, have) improved the living room.
- Neither the coach nor the football players (like, likes) the interviewer.
- Either our mother or our father (cook, cooks) for our family.
- Mia and Roy never (worry, worries) about the computer system failing.

Name _____ Date _____

CONFUSING SUBJECTS

A verb must agree in number with a subject that comes after it. To find out which verb is correct, mentally arrange the sentence into subject-verb order.

EXAMPLE: In the garden **are** several flowering **rose bushes**.

REARRANGED: Several flowering **rose bushes are** in the garden.

EXAMPLE: Where **are** my **photographs**?

REARRANGED: My **photographs are** where?

The words *there* and *here* often signal an inverted sentence. They never act as the subject of a sentence.

EXAMPLES: Here **is** the lost **dog**. There **are** the athletic **trophies**.

A linking verb must agree with its subject, regardless of the number of its predicate nominative.

EXAMPLE: The **cause** of the problem **is** the many leaks in the building.

Practice A Identifying Singular and Plural Subjects

Read each sentence. Circle the subject. Then, write S if the subject is singular or P if it is plural.

Example: There are many ballots to be counted.

Answer: There are many ballots to be counted. P

- | | |
|---|--|
| <p>1. Here are many books you requested. _____</p> <p>2. Who are the people complaining about the tickets? _____</p> <p>3. Along the garden wall are the weeds that must be removed. _____</p> <p>4. There are too many cars waiting to be parked. _____</p> <p>5. What is the reason you left the concert early? _____</p> | <p>6. Her many hobbies are the main reason she's always so busy. _____</p> <p>7. Near the pond are many frogs. _____</p> <p>8. Where is my uncle's new book, please? _____</p> <p>9. Next to the highway is the new airport. _____</p> <p>10. What will the students say to the teacher? _____</p> |
|---|--|

Practice B Identifying Singular and Plural Verbs

Read each sentence. Then, rewrite it with the correct form of the verb in parentheses.

Example: Where (is, are) the new interviews for the school paper?

Answer: Where are the new interviews for the school paper?

1. What (is, are) the reason you complained about the service in the restaurant?

2. Near the wild animal park (is, are) many tourist hotels.

3. There (is, are) the blogs about the recent school election.

4. These old photographs (remain, remains) my most prized possession.

Name _____ Date _____

AGREEMENT BETWEEN PERSONAL PRONOUNS AND ANTECEDENTS

**A personal pronoun must agree with its antecedent in number, person, and gender.
An antecedent is the word or group of words for which the pronoun stands.**

EXAMPLE: **Jean** found **her** gym bag on the bus.
The young **children** cried for **their** parents.

Use a singular personal pronoun when two or more singular antecedents are joined by *or* or *nor*.

EXAMPLE: Either Ron **or** Dave will publish **his** story in the magazine.

Use a plural personal pronoun when two or more antecedents are joined by *and*.

EXAMPLE: My mother **and** aunt will visit **their** cousin.

Practice A Identifying Personal Pronouns

Read each sentence. Then, underline the personal pronoun that agrees with each antecedent.

Example: The cat dropped its food on the kitchen floor.

Answer: The cat dropped its food on the kitchen floor.

- | | |
|---|---|
| 1. Neither Juan nor Lou has his notebook. | 6. Jake and she bought their tickets early. |
| 2. My sister takes her ballet lessons every Monday. | 7. Either my mother or my grandmother has her passport now. |
| 3. The horses looked for their riders. | 8. The composer will play his concerto soon. |
| 4. Neither Melissa nor Sarah found her costume. | 9. The birds and cats seem to recognize their names. |
| 5. The cat licked its injured paw. | 10. The manager and his assistants praised their new staff. |

Practice B Choosing the Correct Personal Pronoun

Read each sentence. On the line provided, write the personal pronoun in parentheses that agrees with the antecedent.

Example: Thomas found (his, its) poem in the collection.

Answer: his

1. The happy little girl raced after (his, her) balloon. _____
2. Neither Maria nor Anna likes (his, her) drawing for art class. _____
3. My best friend and I will plan (their, our) first vacation soon. _____
4. The dog played with (its, her) leash in the car. _____
5. After the presentation, Mr. Gomez talked about (her, his) research. _____
6. My sister and I wrote to (its, our) grandparents. _____
7. Neither boy seemed to know (his, their) way home. _____
8. After my brothers repaired the car, (they, them) looked tired. _____
9. One of the rabbits was running around (her, its) cage. _____
10. My grandmother showed us (her, his) wedding pictures. _____

AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun, such as *each*, *all*, or *most*, is used with a personal pronoun, the pronouns must agree.

Use a plural personal pronoun when the antecedent is a plural indefinite pronoun. EXAMPLE:

Many of the teachers spoke to **their** students in class.

Use a singular personal pronoun when the antecedent is a singular indefinite pronoun. EXAMPLE:

Each of the girls will read **her** speech in class.

Practice A Identifying Pronouns

Read each sentence. Underline the indefinite pronoun. Circle the personal pronoun.

Example: Only one of the boys finished his homework.

Answer: Only one of the boys finished his homework.

- Many of the voters cast their ballots.
- All of the fathers cheered on their sons.
- One of the young boys dropped his book bag in the rain.
- Each of the female dancers had made her own costumes.
- Most of the customers complained about their misplaced orders.
- Each of the chimps seemed to recognize its reflection in a mirror.
- All of the guitarists waved to their fans.
- Many of the children were happy to see their parents at summer camp.
- Most of my relatives remembered their childhoods happily.
- Only a few of the girls brought their music to the recital.

Practice B Choosing the Correct Indefinite Pronoun

Read each sentence. Underline the personal pronoun in parentheses that agrees with the indefinite pronoun.

Example: All of the council members will keep records of (his, their) votes.

Answer: All of the council members will keep records of (his, their) votes.

- All of the acrobats performed (her, their) routines perfectly.
- Most of the male track stars signed (his, their) fans' programs.
- Every grandmother at the luncheon thanked (her, his) family.
- Many famous writers donated (his, their) books to the charity.
- Several of the exhausted horses remained in (our, their) stalls.
- Each of the female stars remembered all (his, her) lines.
- One of the parrots called to me from (its, her) cage.
- One of the grandfathers praised (his, their) grandson's achievements.
- Most of the waiters served (his, their) customers without complaint.
- Each of the actors demonstrated (his, its) dramatic talent in the play.

Name _____ Date _____

AGREEMENT WITH REFLEXIVE PRONOUNS

Reflexive pronouns end in *-self* or *-selves* and should only refer to a word earlier in the same sentence. A reflexive pronoun must agree with an antecedent that is clearly stated.

Study the following examples:

Mark shot that photograph for **himself**.

We found **ourselves** in a dangerous situation.

The **girls** believed **themselves** to be the greatest dancers in our class.

Practice A Identifying Reflexive Pronouns

Read each sentence. Then, write the reflexive pronoun on the line provided.

Example: You should find yourself a new apartment.


Answer: yourself

1. Later I made myself a special meal. _____
2. Mario bought himself a new stereo. _____
3. We thought ourselves the most fortunate students in school. _____
4. I must blame myself for the problem. _____
5. The audience found themselves cheering loudly. _____
6. Laura painted the house herself, without any help. _____
7. The dancer hurt herself leaping from the stage. _____
8. Mark can walk all the dogs himself. _____

Practice B Identifying Reflexive Pronouns and Their Antecedents

Read each sentence. Then, draw an arrow from the reflexive pronoun to its antecedent.

Example: The students taught themselves computer skills.

Answer:  The students taught themselves computer skills.

1. We found ourselves arguing about the class problem.
2. Tina and Andrea busy themselves making decorations for the dance.
3. The basketball players praised themselves for their victory.
4. Drew was relieved he hadn't hurt himself more seriously.
5. All the committee members should congratulate themselves.
6. My little sister can help herself to my books and CDs.
7. My grandfather enjoyed himself at the family reunion.
8. The writer never stopped believing in himself.
9. I thought I would contact you myself about the school project.
10. My brothers will replaster the ceiling by themselves.

Name _____ Date _____

VAGUE PRONOUN REFERENCES

To avoid confusion, a pronoun requires an antecedent that is either stated or clearly understood.

The pronouns *which, this, that,* and *these* should not be used to refer to a vague or too general idea.

Vague Reference: My parents sent us e-mails. **These** told us about their travels.

Rewritten: My parents sent us e-mails. **These communications** told us about their travels.

The personal pronouns *it, they,* and *you* should always have a clear antecedent.

Vague Reference: The students bought paper and drawing pencils for class. **These** enabled them to sketch outdoors.

Rewritten: The students bought paper and drawing pencils for class. **These art supplies** enabled them to sketch outdoors.

Practice A Identifying Vague Pronoun References

Read each sentence. Then, underline the vague pronoun reference.

Example: They wrote about the upcoming election in the magazine article.

Answer: They wrote about the upcoming election in the magazine article.

- | | |
|---|---|
| 1. My leg didn't heal because they didn't set it properly. | 5. We lost our plane tickets and the maps, and these ruined our trip. |
| 2. At the end of the concert, they bowed from the stage. | 6. The drive to the airport was taking too long, so they looked for a shortcut. |
| 3. The garage must be repaired, and it will take some time. | 7. After the new supplies arrived, they attracted more customers. |
| 4. These helped us on our quest. | 8. It is always enjoyable. |

Practice B Correcting Vague Pronouns

Read each sentence. Then, rewrite it to correct the use of vague pronouns.

Example: That is the new swimming pool that they want to join.

Answer: That is the new swimming pool that the athletes want to join.

1. Our class found the museum exhibit too long, and they didn't like it.

2. The summer sun is very hot, and they are not prepared for it.

3. This is the big news story that they have been writing about for months.

4. To work at the animal shelter, you have to complete an application form.

5. At the entrance to the cave, it clearly warned hikers about the dangers.

Name _____ Date _____

AMBIGUOUS PRONOUN REFERENCES

An ambiguous pronoun refers to more than one antecedent in a sentence.

A pronoun should never refer to more than one antecedent.

Do not repeat a personal pronoun in a sentence if it can refer to a different antecedent each time. To correct the problem you can use a name instead.

Ambiguous Repetition: Ann told her friend that **she** would be late, but **she** said **she** didn't mind.
 Clear: Ann told her friend that **she** would be late, but her **friend** said **she** didn't mind.

Practice A Identifying Ambiguous Pronoun References

Read each sentence. On the line provided, write the ambiguous pronoun reference.

Example: Vanessa put the vase in the closet and forgot about it.

Answer: it

1. Sam took the cake out of the oven, but it was ruined. _____
2. When Elsa visits Laura, she is bored. _____
3. Fran opened the door to the garden and gazed at it. _____
4. Frank warned Mr. Franco that he had made a mistake. _____
5. Amanda walked up to Louise when she was campaigning. _____
6. Eva asked Olga what she had forgotten. _____
7. The book reviewer liked the author, but he had little to say. _____
8. Stan talked to Jim, but he couldn't hear clearly. _____

Practice B Correcting Ambiguous Pronouns

Read each sentence. Then, rewrite each sentence to avoid the use of ambiguous pronouns.

Example: Clare wrote to Tina because she was worried.

Answer: Clare wrote to Tina because Clare was worried.

1. Marie e-mailed Marsha as she left the airport for the hotel.

2. After Aunt Tammy and Joanne go running, she always feels better.

3. Before Omar drove to meet Alex, he called him from his cell phone.

4. The newspaper reporter interviewed the senator, but he didn't speak clearly.

5. After Andy told Sam that he would pay the rent, he insisted that he would do it instead.

Name _____ Date _____

AVOIDING DISTANT PRONOUN REFERENCES

A personal pronoun should always be close enough to its antecedent to prevent confusion.

You can correct a distant pronoun reference in two ways.

Move the pronoun close to the antecedent.

Distant Reference: Paul found a lost cat near the park, but it was very sick.

Correct: Near the park Paul found a lost cat, but it was very sick.

Change the pronoun to a noun.

Practice A Identifying Distant Pronoun References

Read each sentence. Underline the distant pronoun reference.

Example: She was wearing a new birthday sweater from her sister that was very flattering.

Answer: She was wearing a new birthday sweater from her sister that was very flattering.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The stray dogs were running around the park for days before they were caught. 2. Lee tried to make the recipe with many ingredients but it was too difficult. 3. Sarah lost her luggage at the airport four days ago, and it was never found. 4. The new factory hired many workers from the community before it closed. 5. Our car has two flat tires and a broken door, so it must be fixed soon. | <ol style="list-style-type: none"> 6. After Debbie called her cousin three times in two weeks, she finally gave up. 7. The newly planted bushes need more water and light, or they will not grow. 8. John sent a large package to the office three weeks ago, so it just arrived. 9. The loud music is very disturbing to the dog, so it must be stopped. 10. Lydia feeds the birds in the parks every morning, and they seem to know her. |
|--|---|

Practice B Correcting Distant Pronoun References

Read each sentence. Then, on the line provided, rewrite it to correct a distant pronoun reference.

Example: I wrote my research report in one week, but it was poorly organized.

Answer: I wrote my research report in one week, but the report was poorly organized.

1. I dropped a board while building the new tree house, and it fell to the ground.

2. Marsha finished her sketch for the art class at school, and it is now part of the show.

3. Warren broke his arm when he went skiing last month, and it will take six weeks to heal.

4. The teacher encouraged her writing students to submit stories to the contest, and now they are waiting for the results.

5. The angry driver jumped out of his car on the busy street and left it there.

Name _____ Date _____

RECOGNIZING DEGREES OF COMPARISON

The three degrees of comparison are the positive, the comparative, and the superlative.

Modifiers are changed to show degree in three ways: (1) by adding *-er* or *-est*; (2) by adding *more* or *most*; and (3) by using entirely different words.

Study the examples of degrees of adjectives and adverbs on the chart:

Adjective			Adverb		
Positive	Comparative	Superlative	Positive	Comparative	Superlative
soft	softer	softest	softly	more softly	most softly
beautiful	more beautiful	most beautiful	beautifully	more beautifully	most beautifully
bad	worse	worst	badly	worse	worst

Practice A Identifying the Use of Comparison

Read each sentence. Then, underline the adjective or adverb. On the line provided, write adjective or adverb to identify the underlined word.

Example: The oak tree is taller than the birch tree.

Answer: The oak tree is taller than the birch tree. adjective

- That's the worst painting in the studio. _____
- The train traveled rapidly through the tunnel. _____
- That is the most generous gift of all. _____
- Fred handled the situation most capably. _____
- The runners raced quickly around the track. _____
- My brother seems happiest in his art class. _____

Practice B Identifying the Degree of Comparison

Read each sentence. Identify the underlined word as positive, comparative, or superlative.

Example: Her computer is newer than mine.

Answer: comparative

- That's the worst suggestion of all. _____
- This movie is much funnier than the other one we saw. _____
- It was wrong to speak so harshly to him. _____
- All the audience members clapped loudly for the famous actor. _____
- She volunteered most willingly to help at the community center. _____
- We must take the sickest puppy to the vet today. _____

REGULAR FORMS

The number of syllables in regular modifiers determines how their degrees are formed.

Use *-er* or *more* to form the comparative degree and *-est* or *most* to form the superlative degree of most one- and two-syllable words. Use *more* and *most* to form the comparative and superlative degrees of all modifiers with three or more syllables. All adverbs that end in *-ly* form their comparative and superlative degrees with *more* and *most*.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
EXAMPLES:	warm	warmer	warmest
	boastful	more boastful	most boastful

Use *more* and *most* to form the comparative and superlative degrees of all modifiers with three or more syllables.

EXAMPLES: mysterious more mysterious most mysterious

- All adverbs that end in *-ly* form their comparative and superlative degrees with *more* and *most*.

Practice A Identifying Comparative and Superlative Degree

Read each sentence. On the line provided, write C if the underlined word is in the comparative degree and S if the underlined word is in the superlative degree.

Example: That dog is smarter than this one.

Answer: C

1. The wheels on my bike turn more quickly than they used to. _____
2. She accepted the award most happily. _____
3. That electric car runs most efficiently. _____
4. The student's comments about the essay were most perceptive. _____

Practice B Forming Regular Comparative and Superlative Degrees of Comparison

Read each sentence. Then, on the line provided, rewrite each sentence with the form of the modifier indicated in parentheses.

Example: That famous science fiction story has the _____ ending. (weird — superlative)

Answer: That famous science fiction story has the weirdest ending. _____

1. This report is the _____ analysis of the problem. (perceptive — superlative)

2. The athletes are always _____ after the competition. (relaxed — comparative)

3. That student's answers about the cause of the fight seem _____. (honest — comparative)

4. My jeans feel _____ since I gained ten pounds. (tight — comparative)

Name _____ Date _____

IRREGULAR FORMS

The irregular comparative and superlative forms of certain adjectives and adverbs must be memorized.

IRREGULAR MODIFIERS

Positive	Comparative	Superlative
bad, badly, ill	worse	worst
far (distance) far (extend)	farther further	farthest furthest
good, well	better	best
late	later	last or latest
little (amount)	less	least
many, much	more	most

Practice A Identifying Irregular Comparative and Superlative Forms

Read each sentence. Underline the irregular comparative or superlative modifier.

Example: He must drive even farther this evening.

Answer: He must drive even farther this evening.

1. He looked worse before his speech.
2. Let's discuss the team lineup later in the day.
3. This is the latest report on the situation.
4. This is the least number of miles Sharon has run all year.
5. My new school is farther from my old home than I realized.
6. This is the worst topic you could have chosen.
7. It was the best scene in the play.
8. That factory is the most productive in the state.

Practice B Writing Irregular Modifiers

Read each sentence. Then, rewrite it with the form of the modifier indicated in parentheses.

Example: We must hike _____ to reach the farmhouse by noon. (far — comparative)

Answer: We must hike farther to reach the farmhouse by noon.

1. Thomas finished his _____ drawing of the semester in art class. (good — superlative)

2. John's writing has improved _____ than he had hoped this term. (much — comparative)

3. Howard didn't study, so he did _____ on his history exam than usual. (bad — comparative)

4. The _____ update on the weather predicted another snowstorm. (late — superlative)

Name _____ Date _____

Using Comparative and sUperlative degrees

Use the comparative degree to compare two persons, places, or things. Use the superlative degree to compare three or more persons, places, or things.

- COMPARATIVE: That dancer is **more graceful** than this one.
 That video is **funnier** than this one.
- SUPERLATIVE: That dancer is the **most graceful** one in the ballet.
 That video is the **funniest** of all.

practice a identifying the Comparative and superlative degrees of modifiers

Read each sentence. Underline the modifier used for comparison. On the line provided, write C if the modifier is comparative and S if it is superlative.

Example: She runs faster than Mark.

Answer: She runs faster than Mark. C

1. Chris is the most diligent student in the class. _____
2. His jeans are shorter than mine. _____
3. Our new house is larger than our old one was. _____
4. She is the kindest relative in my family. _____
5. Her bedroom is sunnier than mine. _____
6. That mystery is scarier than the one you read last year. _____
7. Sheila is the most polite student in class. _____
8. Hank is the best math student in our school. _____

practice B Correcting mistakes in Usage of modifiers

Read each sentence. On the line provided, rewrite it to correct the error in the usage of modifiers.

Example: She is most beautiful than her sister.

Answer: She is more beautiful than her sister.

1. Your silver bracelet is brightest than the one in the store window.

2. She is the less hardworking student in our study group.

3. That is the smaller video camera I have ever seen.

4. Linda has always been most excitable than her older sister Fran.

5. This will be a most pleasant vacation than the one we took last year.

Name _____ Date _____

USING LOGICAL COMPARISONS

Your sentences should compare only items of a similar kind.

UNBALANCED: **Mark's camera** is better than **Jim**.

CORRECT: **Mark's camera** is better than **Jim's**.

When comparing one of a group with the rest of the group, make sure that your sentence contains the words *other* or *else*.

ILLOGICAL: Sam was faster than any employee in the store.
(Sam cannot be faster than himself.)

LOGICAL: Sam was faster than any other employee in the store.

Practice A Identifying Illogical Comparisons

Read each sentence. Underline any unbalanced or illogical comparisons. If the sentence is correct as written, circle it.

Example: Mr. Wilson's car is faster than Mr. Clark.

Answer: Mr. Wilson's car is faster than Mr. Clark.

- | | |
|---|--|
| 1. He is better than any actor in the play. | 6. My bedroom is much smaller than Sue. |
| 2. I skate faster than anyone else in the skating club. | 7. The depth of the river is greater than the lake. |
| 3. Sharon's recipe is better tasting than Frank. | 8. The weight of the box is heavier than the bag. |
| 4. Joe's computer is older than Jack's. | 9. That child is more disruptive than anyone in the class. |
| 5. Susan is a better reporter than anyone on the paper. | 10. My desk is larger than Rudy's. |

Practice B Writing Clear Comparisons

Read each sentence. Then, on the line provided, rewrite it to correct any comparison that is unbalanced or illogical.

Example: The taste of this lemon is more intense than the apple.

Answer: The taste of this lemon is more intense than the taste of the apple.

1. Clark's résumé is more impressive than Robert.

2. The guitarist is a better musician than anyone in the band.

3. Helena's handmade sweater is warmer than Melissa.

4. Dr. Barnes is kinder than any doctor in the hospital.

5. The cost of this truck is much more than the car.

Name _____ Date _____

AVOIDING COMPARISONS WITH ABSOLUTE MODIFIERS

In an absolute modifier, the meaning is entirely contained in the positive degree. Avoid using absolute modifiers illogically in comparisons.

Some common absolute modifiers are: *dead, entirely, fatal, final, identical, infinite, opposite, perfect, right, straight, wrong, and unique.*

INCORRECT: Your opinion is entirely wrong.

CORRECT: Your opinion is wrong.

Do not use an absolute modifier that overstates the meaning. Instead, rewrite the sentence to correct the problem.

ILLOGICAL: My decision about our vacation plans was most entirely final.

CORRECT: My decision about our vacation plans was final.

Practice A Identifying Illogical Absolute Modifiers

Read each sentence. On the line provided, write the illogical absolute modifier.

Example: The wild deer were entirely gone from the suburban area. _____

Answer: entirely gone

- Helena's drawing of the building was most perfect. _____
- The future of the new shopping mall is entirely dead. _____
- The mayor's refusal to attend the debate was most final. _____
- Sam's approach to solving our disagreement is most unique. _____
- Your instructions for solving the puzzle are more wrong. _____
- In the story, the two sisters have more identical personalities. _____

Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers

Read each sentence. On the line provided, rewrite it to revise the comparison using an absolute modifier.

Example: Your opinion about the matter is entirely identical to mine.

Answer: Your opinion about the matter is identical to mine.

- The design for the new high school is more final.

- His account of the accident was entirely false.

- The commander's decision to attack was most wrong.

- The modern design of the new theater in our community is most unique.

- The jury's decision in the trial was most right.

Name _____ Date _____

RECOGNIZING DOUBLE NEGATIVES

Using two negative words in a sentence when one is sufficient is called a double negative. Do not use double negatives in formal writing.

Study the examples of double negatives and two different ways to correct them on the following chart:

Double Negative	Corrections
She hadn't ordered no packages.	She hadn't ordered any packages. She had ordered no packages.
They never did nothing wrong.	They never did anything wrong. They did nothing wrong.

Practice A Identifying Double Negatives

Read each sentence. Then, underline the double negative in it.

Example: The students didn't answer no questions.

Answer: The students didn't answer no questions.

- | | |
|---|---|
| 1. I didn't send nothing to you last week. | 6. They aren't coming to the party no time soon. |
| 2. Nicky hasn't no time to go skating. | 7. The lost hiker wasn't nowhere in the state park. |
| 3. My aunt didn't give us no advice. | 8. The man didn't say nothing about the jury's decision. |
| 4. The man didn't want nothing for fixing my flat tire. | 9. The angry little boy said he wasn't never coming home. |
| 5. The customers haven't bought no books. | 10. Didn't you never receive my e-mail? |

Practice B Revising Sentences to Correct Double Negatives

Read each sentence. Then, on the line provided, rewrite it to correct the use of double negatives.

Example: I didn't get no answer to my request for help.

Answer: I didn't get any answer to my request for help.

- The searchers haven't had no luck finding the lost dog.

- The camper isn't writing no more letters to his family.

- The bus driver couldn't not open the door for the rider.

- The treasure hunters hadn't never looked for the gold in the forest.

- We aren't going to watch the parade from that cold corner no more.

Name _____ Date _____

FORMING NEGATIVE SENTENCES CORRECTLY

The most common ways to make a statement negative are to use one negative word, such as *never, no, or none*, or to add the contraction *-n't* to a helping verb.

To form negative sentences:

- Use only one negative word in each clause.

Double Negative: He didn't have no answers to my questions.
 Preferred: He didn't have any answers to my questions.

- When *but* means "only" it usually acts as a negative. Do not use it with another negative word.

Double Negative: We haven't but two chapters to read this week.
 Preferred: We have but two chapters to read this week.
 We have only two chapters to read this week.

- Do not use *barely, hardly, or scarcely* with another negative word.

Double Negative: The children haven't barely listened to their parents.
 Preferred: The children barely listened to their parents.

Practice A Identifying Double Negatives

Read each sentence. On the line provided, write the words that create a double negative.

Example: The players didn't scarcely have time to practice.

Answer: didn't scarcely

1. The jackets weren't barely able to keep us warm in the windy weather. _____
2. There weren't but two tickets left for the performance. _____
3. The astronomers couldn't hardly see the planets. _____
4. The cooks haven't but two quarts of milk in the restaurant. _____

Practice B Revising Sentences to Avoid Double Negatives

Read each sentence. On the line provided, rewrite it to eliminate the double negative.

Example: The proud parents couldn't barely stop smiling.

Answer: The proud parents could barely stop smiling.

1. There weren't but three books about that subject in the entire library.

2. We didn't barely escape from the burning house in time.

3. The dancers haven't no time to prepare for their cross-country tour.

4. The builders haven't scarcely finished digging the foundation for the house.

Name _____ Date _____

USING NEGATIVES TO CREATE UNDERSTATEMENT

Writers use understatement to express an idea indirectly. Understatement can be achieved by using a negative word and a word with a negative prefix, such as *un-*, *in-*, *im-*, *dis-*, and *under-*.

Look at the following examples of using understatement:

- I was *not unimpressed* by the author’s last novel.
- We were *hardly underappreciated* by our fans.

Practice A Identifying Understatement

Read each sentence. Then, underline the words that create understatement.

Example: We could hardly misinterpret his appeal for help.
Answer: We could hardly misinterpret his appeal for help.

1. Her new story is hardly uninteresting.
2. We didn’t exactly disbelieve the witness.
3. His complaints weren’t unknown to me.
4. The voters didn’t disbelieve the new candidate.
5. Ken did not find my answer unbelievable.
6. The carpenter didn’t misrepresent his experience.
7. The problems faced by the city weren’t underreported.
8. Laura’s contributions weren’t underrated by her teammates.
9. Completing this book report by tomorrow is not impossible.
10. The student’s excuse for the delay is hardly implausible.

Practice B Using Negatives to Create Understatement

Read each sentence. Then, on the line provided, rewrite it, using negatives to create understatement.

Example: Henry’s new play is interesting.
Answer: Henry’s new play is not uninteresting.

1. The popularity of the actor is surprising.

2. The senator valued the importance of the election polls.

3. I was impressed by Marisa’s artistic achievements.

4. My younger brother liked his new summer camp.

5. My parents were sympathetic to my request.

Name _____ Date _____

COMMON USAGE PROBLEMS

A good writer masters how to avoid common usage problems.

• **Ain't:** Always use *am not*. Never use *ain't*.

Incorrect: I **ain't** joining the track team. Correct: I **am not** joining the track team.

Among, between:

Use the preposition *among* to show a connection between three or more items.

We divided the treats **among** all the dogs.

Use the preposition *between* to show a connection between two items.

I could not decide **between** the two movies.

Different from; different than

Incorrect: Marisa's reaction is very **different than** mine.

Correct: Marisa's reaction is very **different from** mine.

Farther, further:

Use *farther* to refer to distance. Use *further* to mean "additional" or "to a greater degree." Len must ski **farther** to reach the injured man. Ben needs **further** help with his writing.

Like, as:

Like is a preposition meaning "similar to" or "such as." Do not use it in place of the conjunction *as*.

Incorrect: Cara looked **like** she was worried. Correct: Cara looked **as if** she were worried.

Practice A Recognizing Usage Problems

Read each sentence. Then, circle the correct item to complete each sentence.

Example: Bob (ain't is not) getting a new guitar.

Answer: Bob (ain't, is not) getting a new guitar.

1. Today's class schedule is (different than, different from) last week's schedule.
2. The flood victims must rebuild (farther, further) from the river.
3. We think (farther, further) expansion of this community is impossible.
4. The flower looked (like, as if) it would bloom soon.

Practice B Revising Sentences to Correct Usage Problems

Read each sentence. Then, on the line provided, rewrite it, correcting the error in usage.

Example: Ellen ain't replanting the garden this weekend.

Answer: Ellen is not replanting the garden this weekend.

1. The happy dog raced among the gate and the front door.

2. We must make farther progress to achieve our goal of energy efficiency.

3. They ain't the best workers for this construction job.

4. The artist's later work is very different than his earlier drawings.

Name _____ Date _____

USING CAPITALS FOR FIRST WORDS

- Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

DECLARATIVE: We couldn't wait for summer vacation.

INTERROGATIVE: When is the next basketball game?

IMPERATIVE: Leave the window open.

EXCLAMATORY: What an incredible movie!

- Capitalize the first word in interjections and incomplete questions.

INTERJECTION: Terrific! Wonderful!

INCOMPLETE QUESTIONS: What day? When?

The word *I* is always capitalized, whether it is the first word in a sentence or not. EXAMPLE:

Charlie and I will finish the interview.

Show that you can use and understand the conventions of capitalization by completing the following exercises.

Practice A Capitalizing Words

Read each sentence. Then, circle the word or words that should be capitalized.

Example: this library will be closed this weekend for a holiday.

Answer: (this) library will be closed this weekend for a holiday.

- | | |
|--|---|
| 1. where is the mayor's press conference being held? | 6. stop yelling at your little brother! |
| 2. wait a minute! that's unreal! | 7. leave your tote bag and cell phone at the door. |
| 3. did you remember to bring my ticket? | 8. helena will join her friends at the baseball game. |
| 4. lisa's painting is perfect for the exhibit. | 9. why not? where? |
| 5. get ready for a big storm tonight! | 10. the community center provides important services. |

Practice B Rewriting Sentences, Using Correct Capitalization

Read each sentence. Then, on the line provided, rewrite the sentence, using correct capitalization.

Example: who will run for school president in September?

Answer: Who will run for school president in September?

- | | |
|---|-------|
| 1. what is the best time to schedule a meeting? | _____ |
| 2. the tornado destroyed the small town. | _____ |
| 3. be careful when you cross the bridge. | _____ |
| 4. that's an incredible thing to say! | _____ |
| 5. the plans for the project were delayed. | _____ |

Name _____ Date _____

USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: My friend said, “Bring extra food to the picnic, Saturday.”

Do not capitalize the first word of a continuing sentence when a quotation is interrupted by identifying words.

EXAMPLE: “When the power went out,” Alice said, “we were frightened.”

Do not capitalize the first word of a continuing sentence when the first word of a quotation is the continuation of a speaker’s sentence.

EXAMPLE: Our coach said that it was “the greatest team in our school’s history.”

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A Identifying Words to Capitalize in Quotations

Read each sentence. On the line provided, write the word or words that should be capitalized.

If the sentence is correct, write correct.

Example: My father asked, “who broke this window?”

Answer: Who

1. Louise warned, “don’t leave your computer in the classroom.” _____
2. “after the tree was hit by lightning,” she said, “everyone ran for cover.” _____
3. “We looked for you on the beach,” Dan said, “but you weren’t there.” _____
4. Mary remarked, “all the streets downtown are closed for the parade.” _____

Practice B Revising Sentences to Capitalize Quotations Correctly

Read each sentence. Then, rewrite it to capitalize the quotation correctly.

Example: The mechanic said, “your car needs a new engine.”

Answer: The mechanic said, “Your car needs a new engine.”

1. “after we watched your videos,” the teacher said, “We decided to give you first prize.”

2. Lea believed that she was “Going to become a great jazz dancer one day.”

3. Ron said, “you should join the debate club this semester.”

4. My friend said that the dance festival was “Too crowded to be enjoyable.”

Name _____ Date _____

USING CAPITALS FOR PROPER NOUNS

Proper nouns name specific examples of people, places, or things and should be capitalized.

- Capitalize each part of a person’s name even when the full name is not used.

EXAMPLES: Harry Johnson L. I. Chou Cynthia A. Smith

- Capitalize geographical and place names.

Streets: First Avenue	Mountains: Smoky Mountains
Towns and cities: Bentonville, Austin	Sections of a country: the Northeast
Counties and states: Queens County, Rhode Island	Bodies of water: Ohio River
Nations and continents: Spain, Australia	Monuments, memorials: Independence Hall

Capitalize words indicating direction only when they refer to a section of a country. EXAMPLES: We are planning to bike through the Southeast. Drive west along First Avenue.

Capitalize the names of specific dates, events, documents, holidays, and periods in history.

EXAMPLES: Monday, December 12 (date); Annual Crafts Festival (events); Constitution (documents); Memorial Day (holiday); the Industrial Age (periods in history)

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A Identifying Proper Nouns

Read each sentence. Then, underline the proper noun or nouns in it.

Example: We moved to Philadelphia soon after Labor Day.

Answer: We moved to Philadelphia soon after Labor Day.

- | | |
|---|---|
| 1. My grandfather was in the First World War. | 4. Early explorers searched for a route to Asia. |
| 2. I enjoy swimming in the Atlantic Ocean. | 5. I hope to see the Cascade Mountains. |
| 3. He is with the House of Representatives. | 6. Peter will travel to Norway before Thanksgiving. |

Practice B Capitalizing Proper Nouns

Read each sentence. On the line provided, rewrite it, capitalizing all proper nouns.

Example: I hope to go fishing in the gulf of mexico this june.

Answer: I hope to go fishing in the Gulf of Mexico this June.

- After leaving the great lakes, my family intends to visit relatives in albany, new york.

- sarah k. parker lived in latin america for several years before returning to los angeles, california.

- lee parker will interview the famous historian about the aftermath of world war I.

- The panama canal is an important water route between the atlantic ocean and the pacific ocean.

Name _____

Date _____

USING CAPITALS FOR PROPER ADJECTIVES

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective.

- Capitalize most proper adjectives.

Proper adjective formed from proper noun	Grecian art
Proper noun used as adjective	the Browning papers

Capitalize a brand name when it is used as an adjective, but do not capitalize the common noun it modifies.

EXAMPLE: Fun Free cookies

- Do not capitalize a common noun used with two proper adjectives.

One Proper Adjective	Two Proper Adjectives
Ohio River	Mississippi and Ohio rivers

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A Identifying Proper Adjectives

Read each sentence. Then, circle the proper adjective in it.

Example: I read a book about the Roman Empire

Answer: I read a book about the **Roman** Empire.

- | | |
|--|--|
| 1. I enjoy studying Spanish architecture. | 6. The Great Plains region is known for its farms. |
| 2. We left our luggage at the Clarks' apartment. | 7. I have lived in both Hudson and Kings counties. |
| 3. I bought Henry a new pair of Slim Fit jeans. | 8. There's a sale of Healthy Dog puppy food. |
| 4. Are you going to the Brahms festival? | 9. The Spike Lee film festival opens tomorrow. |
| 5. Who is the famous British director? | 10. A Dickens class will be offered this semester. |

Practice B Capitalizing Proper Adjectives

Read each sentence. On the line provided, rewrite it, capitalizing the proper adjectives.

Example: Let's stay in that andes Mountains hotel during our latin american trip.

Answer: Let's stay in that Andes Mountains hotel during our Latin American trip.

- The new york City Council will debate the issue on Tuesday.

- The native american artifacts will be on display at the sante fe Museum.

- Sam will play all the beethoven piano concertos at that new jersey arts center.

- The famous argentine and brazilian conductors will lead our orchestra.

Name _____ Date _____

USING CAPITALS IN LETTERS

Capitalize the first word and all nouns in letter salutations and the first word in letter closings.

Salutations	Dear Sam, Dear Sir, Dear Mrs. Clark, My Dear Uncle,
Closings	Sincerely, In friendship, Yours truly,

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A Identifying Salutations and Closings

Read the following examples of salutations and closings. On the line provided, write S if the example is a salutation and C if the example is a closing.

Example: Best wishes,

Answer: C

- | | |
|-------------------------------------|---------------------------------|
| 1. Best, _____ | 6. Warmly, _____ |
| 2. Sincerely yours, _____ | 7. With love, _____ |
| 3. Dear Councilmember Staley: _____ | 8. My Dear Grandfather, _____ |
| 4. Dear Ms. Stein: _____ | 9. With all my love, _____ |
| 5. Your friend, _____ | 10. Dear Governor Wilson: _____ |

Practice B Capitalizing Salutations and Closings

Read the following examples of salutations and closings. On the lines provided, rewrite each example, using proper capitalization.

Example: dear governor hughes:

Answer: Dear Governor Hughes:

1. dear carlos, _____
2. my best wishes, _____
3. in friendship, _____
4. dear senator bruckner: _____
5. my dear sister, _____
6. dear ms. johnston: _____
7. love, _____
8. dear mr. franklin: _____
9. fond regards, _____
10. dear bobbi and jane, _____

Name _____ Date _____

USING CAPITALS FOR TITLES

Capitalize a person’s title only when it is used with the person’s name or when it is used as a proper name by itself. Relatives are often referred to by titles. Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun.

- With a Proper Name: I voted for Senator Hicks.
 As a Proper Name: I appreciated your letter, Uncle.
 In a General Reference: The senator will speak at our school.
 Relatives: our sister Uncle Art your mom

Capitalize the first word and all other key words in the titles of books, magazines, newspaper, poems, stories, plays, paintings, and other works of art.

Capitalize the names of educational courses when they are language course or when they are followed by a number or preceded by a proper noun or adjective. Do not capitalize school subjects discussed in a general manner: Latin, Geology I, chemistry.

Commonly used titles	Sir, Miss, Professor, Doctor, Major
Abbreviated titles	Mr., Mrs., Ms., Dr., Jr., M.D.
Compound titles	Secretary of Defense
Titles with prefixes or suffixes	ex-Mayor Harris; Senator-elect Brown

Show that you can use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Titles

Read each sentence. Then, underline the title or titles in it.

Example: I want to be a reporter for *The New York Times*.

Answer: I want to be a reporter for *The New York Times*.

- We volunteer for Congressman Frank.
- I read a speech in *Newsweek* magazine.
- Can you attend my graduation, Uncle?
- I’d rather take Italian and Geometry 2 than a history class.
- Critics think that *Citizen Kane* is one of the greatest films ever made.
- Sheila is in the ballet from the musical *Carousel*.
- Admiral Meyer lectured the history students.
- We read *Mystery of the Nile* in English class.

Practice B Capitalizing Titles

Read each sentence. Then, circle the title or titles that should be capitalized.

Example: I enjoyed *great expectations* more than *oliver twist*.

Answer: I enjoyed great expectations more than oliver twist

- Today, president Obama will announce his choice for secretary of the interior.
- I’m pleased that uncle Harry entered his paintings *autumn mystery* and *winter sunset*.
- My favorite classes are music, art, spanish, algebra II, and advanced chemistry.
- Many current senators disagreed with ex-congressman Allen’s comments.

Name _____ Date _____

USING PERIODS

Use a period to end a declarative sentence, a mild imperative sentence, and an indirect question.

See the examples below.

A declarative sentence is a statement of fact or opinion.	The game was exciting.
An imperative sentence gives a direction or command.	Hand me the plate.
An indirect question restates a question in a declarative sentence.	My mother asked if I had finished my homework.

Practice A Using Periods in Sentences

Read each sentence. Then, add a period where it is needed.

Example: Hernando plays the violin very well

Answer: Hernando plays the violin very well.

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|--|---|
| 1. His grandmother asked if he would play a song for her | 6. I always study the night before a test |
| 2. Play another one | 7. Kayla asked if she could come over and study |
| 3. Keep practicing | 8. Come to my house after dinner |
| 4. I have a math test tomorrow | 9. We can play a game of chess after we finish studying |
| 5. My sister asked if I needed to study | 10. I am a really bad chess player |

Practice B Using Periods Correctly in Sentences

Read each sentence. Add a period where it is needed. Then, write on the line whether each sentence is declarative, imperative, or an indirect question.

Example: Bring your lunch today

Answer: Bring your lunch today. imperative

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| 1. I asked my mother if I could have a turkey sandwich | _____ |
| 2. She gave me some money to buy milk | _____ |
| 3. I would rather buy orange juice | _____ |
| 4. Grab the car keys from the table | _____ |
| 5. We have to stop at the gas station | _____ |
| 6. My father asked who had used the car yesterday | _____ |
| 7. My brother had taken the car to his soccer game | _____ |
| 8. My father wondered why he had not filled the tank | _____ |
| 9. Be a responsible driver | _____ |
| 10. I will have to remember that | _____ |

Name _____ Date _____

OTHER USES OF PERIODS

A period can signal that words have been shortened or abbreviated. Use a period after most abbreviations and after initials. Also use periods after numbers and letters in outlines. Do not use periods with acronyms, which are words formed with the first or first few letters of a series of words. See the examples below.

Abbreviations of titles, place names, times and dates, and initials	Mr., St., Sat., Feb., V. Jones
Other abbreviations with periods	vol., pvt., R.S.V.P., sp.
Periods in outlines	I. Use periods A. In abbreviations 1. times and dates 2. initials
Do not use periods in acronyms and some abbreviations	UN, FM, POW
Do not use periods in abbreviations of metric measurements, postal abbreviations of states, and most standard measurements	cm, CA, yd (exception in. for inches)

Practice A Using Periods Correctly in Abbreviations

Read each sentence. Then, add any periods that are needed. If no periods need to be added, write none.

Example: On school nights, I go to sleep at 10:00 PM.

Answer: On school nights, I go to sleep at 10:00 P.M.

1. Mrs Garcia said the bus would be here at 9:30 A M.
2. Dr Lenore wrote me an excuse for school.
3. The refrigerator measures 36 ft wide.
4. My mother’s note read, “Please buy a qt of cranberry juice.”
5. Did Mr Hemmerling give a pop quiz today?
6. Label your answers *mm* or *cm* as needed.
7. I measure 5 ft 5 in tall.
8. What was your time in the 10 km race?
9. The Pvt sign on the door was hard to miss, so I knocked gently.
10. The directions said, “Mix 3 c flour with 1 c sugar.”

Practice B Writing Abbreviations Correctly

Read each sentence. On the line provided, write each term that needs a period added or deleted.

Example: I leave for school at 7:20 AM each morning.

Answer: A.M.

1. There are 36 in in one yard. _____
2. My grandmother’s address is 52 Kenmore Pl, Ridgemont, TX 77024. _____
3. The house contains 2,800 square ft., including the basement. _____
4. The circle is 3 cm. in diameter. _____
5. Mr Vasquez, Samantha’s father, drove them to the dance. _____

Name _____ Date _____

USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question. Use a question mark to end an interrogative sentence, an incomplete question, or a statement intended as a question. See the examples below.

Interrogative sentence	Why do you have to leave so early?
Incomplete question	I brought money. How much?
Statement intended as a question (avoid)	You haven't chosen a dress for the dance?
Statement rephrased as a direct question (better than above)	Haven't you chosen a dress for the dance?

Practice A Using Question Marks Correctly in Sentences

Read each item. Then, write the correct end mark(s) for it. Some items may require an end mark other than a question mark.

Example: Why didn't you ask your mother first

Answer: Why didn't you ask your mother first?

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| <ol style="list-style-type: none"> 1. You might want to ask her next time 2. My father also asked me how I could forget 3. How much does the movie cost 4. The cat crawled under the fence. How 5. Can you believe that it is snowing in Texas 6. We are having Brussels sprouts again | <ol style="list-style-type: none"> 7. Why you didn't bring a towel to the beach, I'll never understand 8. How many people were at the football game 9. Why would anyone want to watch that team play 10. What a long time it has been since we last spoke |
|--|---|

Practice B Writing Direct Questions Correctly

Read each statement that ends with a question mark. Rewrite it so it is a correct direct question.

Example: You finished the sandwich I put in the refrigerator?

Answer: Did you finish the sandwich I put in the refrigerator?

1. You finished your homework already? _____
2. She left the windows open during the rain? _____
3. You forgot your locker combination again? _____
4. The teacher was late for his own science class? _____
5. You finished your shopping already? _____
6. She told you she would go to the dance with you? _____
7. You left your suitcase on the airplane? _____
8. My mother packed me an apple again? _____
9. The doctor told you to stay home for a week? _____
10. Those shoes still fit you? _____

Name _____ Date _____

USING EXCLAMATION MARKS

Use an exclamation mark to end an exclamatory sentence, a forceful imperative sentence, or an interjection expressing strong emotion.

See the examples below.

Exclamatory sentence	That is a beautiful rainbow!
Forceful imperative sentence	Don't speak to me like that!
Interjection with emphasis	Wow! That was a great book.

Practice A Using Exclamation Marks Correctly in Sentences

Read each item. Then, write the correct end mark(s) for it. Some items may require an end mark other than an exclamation mark.

Example: Look out

Answer: Look out!

Example: How could you do that

Answer: How could you do that?

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| <ol style="list-style-type: none"> 1. Oh, no I dropped my keys in the well 2. I can't believe we lost 3. The dog is loose 4. Somebody catch him 5. It is so hot today | <ol style="list-style-type: none"> 6. The water is freezing 7. Ow I burned myself on the stove 8. Be careful next time 9. How can you be friends with him 10. He is so nice |
|--|--|

Practice B Writing Exclamatory Sentences and Imperative Sentences

Read each sentence below. Then, rewrite it as either an exclamatory sentence or a strong imperative sentence. You may change the words as necessary.

Remember to use an exclamation mark.

Example: Did you clear the dishes?

Answer: Clear the dishes!

1. Can you come with me? _____
2. Did you clean up your room? _____
3. Did you say thank you? _____
4. That was a great party. _____
5. Remember to call me when you get there. _____
6. You are late. _____
7. Will you pick up the newspaper? _____
8. It is cold in here. _____
9. He is a cute puppy. _____
10. You did a good job. _____

USING COMMAS WITH COMPOUND SENTENCES

Use a comma before a conjunction to separate two or more independent or main clauses in a compound sentence.

A compound sentence consists of two or more main or independent clauses that are joined by a coordinating conjunction, such as *and*, *but*, *for*, *not*, *or*, *so*, or *yet*.

EXAMPLE: My brother Luis is going to visit our grandparents in Austin, but I will not be able to join him.

Practice A Using Commas Correctly in Compound Sentences

Read each sentence. Then, insert any commas that are needed.

Example: The dog barked loudly at the cat yet the cat was not afraid at all.

Answer: The dog barked loudly at the cat, yet the cat was not afraid at all.

1. I went to a baseball game yesterday with Matt and I am going to a soccer game today with Sue.
2. I saved enough money to buy the computer I needed but the store no longer had it in stock.
3. My father works as a police officer during the day and he coaches Little League at night.
4. I took my little sister to the playground but it began to rain five minutes after we arrived.
5. I can go to the dance with Timmy or I can go to the movies with my friends.
6. Our school closed early during the heat wave so we had to finish our research at home.
7. I wish I could join my cousins on their trip but my spring break differs from theirs this year.
8. Our baseball team might win the championship or we might get beaten badly.
9. Noah will play the first five minutes and the coach will then decide who plays next.
10. I met Jill at the mall for lunch and we ran into Sasha and Chris while we were there.

Practice B Using Commas Correctly to Write Compound Sentences

Read each pair of sentences below. Then, use the pair to write a compound sentence including a coordinating conjunction and a comma.

Example: It took four hours to get to the beach. We had plenty of time to swim in the ocean.

Answer: It took four hours to get to the beach, but we had plenty of time to swim in the ocean.

1. Ross plays the drums very well. He is a good guitarist.

2. Jocelyn is the starting pitcher on the softball team. Her sister, Jamie, plays first base.

3. My favorite subject is history. I received a higher grade in English this marking period.

4. I cannot finish the book report tonight. I will have to do the rest of it over the weekend.

5. My favorite sport is soccer. I enjoy basketball as well.

Name _____ Date _____

AVOIDING COMMA SPLICES

A comma splice occurs when two or more complete sentences have been joined with only a comma. Avoid comma splices by punctuating separate sentences with an end mark or a semicolon, or find a way to join the sentences. See the example below.

Incorrect	I called Sophia on the phone, she didn't answer.
Correct	I called Sophia on the phone. She didn't answer.

Practice A Correcting Sentences With Comma Splices

Read each sentence. Eliminate the comma splice by changing the punctuation or joining sentences.

Example: It rained last night, it was sunny this morning.

Answer: It rained last night. It was sunny this morning.

1. Martha looked for the book in the library first, she had to buy it at the bookstore.

2. We went to the beach on Saturday, it started to rain about an hour after we arrived.

3. I baby-sit for the Garcias on Friday nights, I dog-sit for the Martins on Saturday afternoons.

4. The rain flooded our entire street, we were still able to get to school.

5. I will have cantaloupe for dessert, Emma will have watermelon.

Practice B Using Commas Correctly in Sentences

Read each item below. Then, rewrite it without a comma splice.

Example: It took three hours to complete our homework, we had enough time to play table tennis.

Answer: It took three hours to complete our homework, but we had enough time to play table tennis.

1. Fran cooks well, she also sews well.

2. Max is a good pitcher, he is not a good hitter.

3. I have been studying very hard, I hope to get on the honor roll this marking period.

4. I cannot finish the book tonight, I will have to bring it home over the weekend.

5. I really enjoy surfing, summer is my favorite season.

Name _____ Date _____

USING COMMAS IN A SERIES

Use commas to separate three or more words, phrases, or clauses in a series.

Series of words:	The animals on the family farm include chickens, horses, cows, and sheep.
Series of phrases:	The directions say go through the tunnel, past the gas station, and over the bridge.
Subordinate clauses in a series:	My best friend wrote that she is enjoying the beach, that she met some new kids, and that she misses me.

Practice A Using Commas Correctly in a Series of Words or Phrases

Read each sentence. Then, add commas to the series of words or phrases as needed.

Example: At the crafts fair, we saw handmade baskets knitted sweaters and hand-blown glass vases.

Answer: At the crafts fair, we saw handmade baskets, knitted sweaters, and hand-blown glass vases.

1. My favorite vegetables have always been carrots beets broccoli and celery.
2. My favorite sports are hockey lacrosse tennis and football.
3. At the restaurant, we ordered appetizers entrees and dessert.
4. At the amusement park, the rollercoasters are named Hurricane Tornado and Typhoon.
5. My best subjects in school are English art chemistry and physical education.
6. The directions to Maria’s house said to go over the bridge past a row of shops and through the park.
7. The recipe said to mix the eggs and milk to add the flour and to stir until smooth.
8. We walked along the river through the soccer field and over the footbridge.

Practice B Using Commas Correctly in a Series of Subordinate Clauses

Read each sentence. Then, add commas to the series of subordinate clauses as needed.

Example: The teacher explained that we must write our assignments in pen that we must bring our textbooks to class and that we must get our tests signed by our parents.

Answer: The teacher explained that we must write our assignments in pen, that we must bring our textbooks to class, and that we must get our tests signed by our parents.

1. Miguel asked his mother if he could eat dinner at Jake’s house if he could go bowling with Jake and his older brother and if he could stay out an extra half hour.
2. Miguel’s mother said that Miguel first had to take out the trash finish his homework and walk the dog.
3. The things I love about summer are that I work as a lifeguard at the town pool that I spend time with my friends and that I help my father around the yard.
4. The things I love about winter are that the weather gets cooler that I play basketball and that I see my cousins over winter break.
5. What I like about my band is that we practice every Tuesday night that we all get along and that we won the battle of the bands contest last week.

Name _____ Date _____

USING COMMAS BETWEEN ADJECTIVES

Use commas to separate coordinate adjectives, also called independent modifiers, or adjectives of equal rank. Do not use commas between cumulative adjectives, or adjectives you cannot place the word *and* between. Do not use a comma between the last adjective and the noun it modifies.

A comma to separate coordinate adjectives; no comma between last adjective and noun	a fast, energetic song
No comma to separate cumulative adjectives:	many fast songs

Practice A Using Commas Correctly Between Adjectives

Read each sentence. Then, add commas between adjectives as needed. If the sentence is correct, write Correct.

Example: Many glamorous celebrities were photographed at the award show.

Answer: Correct

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| <p>1. The long curving driveway led to the large stone building. _____</p> <p>2. I grabbed a bottle of fresh cold water after our long exhausting soccer practice. _____</p> <p>3. The soft fluffy black sweater on display really caught my eye. _____</p> <p>4. The tall majestic oak tree provided ample shade in the backyard. _____</p> <p>5. The wet muddy shoes were strewn across the cold tile floor. _____</p> | <p>6. The full yellow moon shone brightly in the clear night sky. _____</p> <p>7. The large enthusiastic dog knocked me over when I came into the room. _____</p> <p>8. We all agreed that the movie was too long, boring, and predictable. _____</p> <p>9. My cramped messy locker really needs a good cleaning. _____</p> <p>10. The holiday decorations were shiny bright and festive. _____</p> |
|--|---|

Practice B Using Commas Correctly With Adjectives

Read each sentence. Then, add or delete commas as needed. If you are deleting commas, rewrite the words without commas. If the sentence is correct, write Correct.

Example: The clown had a huge ridiculous nose and crazy, orange hair.

Answer: The clown had a huge, ridiculous nose and crazy orange hair.

1. My father's new car is shiny sleek and black.

2. Justin played his awesome, red guitar in the concert.

3. I spent three, long hours studying for the test.

4. I have never seen the store so crowded festive and hectic.

5. The package included long detailed instructions for assembling.

Name _____ Date _____

USING COMMAS AFTER INTRODUCTORY MATERIAL

Use a comma after the introductory word, phrase, or clause of a sentence.

Introductory words	Yes, you can go to the mall.
Nouns of address	Mr. Jackson, what is the answer to number 3?
Introductory adverbs	Hurriedly, we ran to the bus stop.
Phrases	To convince my mother, I used my most mature voice.
Adverbial clauses	If you play well, you might make the varsity team.

Practice A Using Commas Correctly With Introductory Material

Read each sentence. Then, add commas after introductory material as needed. If the sentence is correct, write Correct.

Example: Yes I got the job.

Answer: Yes, I got the job.

- Because I broke my wrist, I can't play basketball this season. _____
- Oh that is really a shame, since you are the star player. _____
- On our vacation to Florida we went sailing. _____
- Because of the hurricane many people lost their homes. _____
- Oh we will have to do something to help the situation. _____
- Considering that so many people have volunteered to help, I think we will make a big impact. _____

Practice B Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, rewrite the introductory material, adding or deleting commas as needed.

Example: No I did not finish the research report yet.

Answer: No, I did not finish the research report yet.

- Well when do you think you will complete it?

- Mom do you think you can help me sew this button on my jacket?

- If you get dinner started I will sew your button.

- First we have to find thread that matches the jacket.

Name _____ Date _____

USING COMMAS WITH PARENTHETICAL EXPRESSIONS

Use commas to set off parenthetical expressions from the rest of the sentence.

See the examples below.

Nouns of direct address	May I go to the nurse, Mr. McKay?
Conjunctive adverbs	You may, indeed, go to the nurse.
Common expressions	You are not feeling well, I assume.
Contrasting expressions	I am feeling worse, not better, than I was yesterday.

Show that you can use correct comma placement in nonrestrictive phrases, clauses, and contrasting expressions by completing the following exercises.

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add any commas needed to correctly separate the contrasting expressions.

Example: Malia plays the violin not the guitar.

Answer: Malia plays the violin, not the guitar.

1. He likes to study animal life not plant life.
2. The forecast said that tomorrow will be a sunny not a rainy day.
3. Francisco is an excellent athlete not a musician.
4. Nicole enjoys working with clay not with paints or pencils.
5. I liked the first book not the second book in the series.
6. The child I baby-sit is seven not eight years old.
7. Her real name is Charlotte not Charley.
8. The number 7 bus not the number 9 bus is the one that will take you downtown.

Practice B Using Commas Correctly With Parenthetical Expressions

Read each sentence. Then, rewrite it, adding or deleting commas as needed.

Example: My father has his master's degree in physics I believe

Answer: My father has his master's degree in physics, I believe.

1. He does not however want to be a college professor.

2. He likes to work with children not college students.

3. Your father therefore should teach elementary school science.

4. That I think is a great idea.

5. I will have my report finished Ms. Johannsen by Thursday.

Name _____ Date _____

USING COMMAS WITH NONESSENTIAL EXPRESSIONS

A nonessential, or nonrestrictive, expression can be left out of a sentence without changing the meaning of the sentence. Use commas to set off nonrestrictive expressions.

Nonrestrictive appositive	The song was written by the Beatles, the legendary rock group.
Nonrestrictive participial phrase	The bridge, built in 1910, connects River Junction and Hillsboro Township.
Nonrestrictive adjectival clause	Houston, which is the largest city in the state, is in the eastern part of Texas.

Show that you can use correct comma placement in nonrestrictive phrases, clauses, and contrasting expressions by completing the following exercises.

Practice A Using Correct Comma Placement in Nonrestrictive Expressions

Read each sentence. Then, add any commas needed to correctly separate the nonrestrictive expression.

Example: Our town which has approximately 12,000 residents is four miles outside the city.

Answer: Our town, which has approximately 12,000 residents, is four miles outside the city.

1. My bedroom which faces west has two large windows.
2. My brother's room which faces east has only one window.
3. The basement finished in 2008 is used as a recreation room.
4. My dentist who lives right next door gives toothbrushes to all his patients.
5. Alicia Garcia my best friend was chosen for the leading role in the school play.
6. My mother who rarely bakes decided to make banana bread.
7. Chloe who just moved to the house across the street is a very friendly person.
8. The new mall which was built in 2009 has thirty different stores.
9. Our cat which always hides when the doorbell rings is only two years old.
10. The star of the show was Mariah Carey the famous singer.

Practice B Using Commas Correctly With Nonrestrictive Expressions

Read each sentence. Then, add or delete commas as needed. If the sentence is correct, write Correct.

Example: My parents married in 1988 are the most generous people I know.

Answer: My parents, married in 1988, are the most generous people I know.

1. The bookcase which is six feet tall, is completely filled with books. _____
2. I wore my new dress which is lavender, to the dance, last night. _____
3. My favorite book a classic novel is *To Kill a Mockingbird*. _____
4. The lake which is perfect for water-skiing is about five miles away. _____
5. The oranges bought three days ago sat in a large bowl on the kitchen table. _____
6. The MP3 player, my prized possession, has more than 200 songs, on it. _____

Name _____ Date _____

USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date is made up of two or more parts, use a comma after each item, except in the case of a month followed by a day. When a geographical name is made up of two or more parts, use a comma after each item. When a name is followed by one or more titles, use a comma after the name and after each title. See the examples below.

Dates with commas	The freshman dance took place on March 5, 2010, and the sophomore dance occurred on March 12, 2010.
Dates without commas	I will graduate in June 2013.
Geographical names	My mother often goes to Acapulco, Mexico, for business.
Names with one or more titles	My father's name tag reads, Henry Soffit, M.D.

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read each sentence. Then, add or delete commas as needed to correctly punctuate dates, geographical names, and titles. If the sentence is correct, write Correct.

Example: The only bookstore that carries what I am looking for is Bookends Inc. in Austin Texas

Answer: The only bookstore that carries what I am looking for is Bookends, Inc., in Austin, Texas.

- The statue in Charleston North Carolina was dated August 11 1786. _____
- Our school was built in June 1960 by Harry L. Bain, AIA. _____
- My sister goes to college in Birmingham Alabama but is currently doing a semester abroad in London England. _____
- My neighbor who is a nurse has a name tag that reads, Anita Nelson R.N. _____
- Our science teacher is named Ryan Crowley M.S. _____
- Mackenzie Dill Ph. D. is the name of my English teacher. _____
- The grand opening of the new municipal building was in January 2010. _____
- The town of Glen Rock New Jersey has approximately 12,000 residents. _____

Practice B Writing Sentences With Dates, Geographical Names, and Titles

Read each item. Then, write a sentence for it. Be sure to use commas correctly in dates, geographical names, and titles.

Example: El Paso Texas

Answer: El Paso, Texas, is very close to Mexico.

- Robert McCollum OSB. _____
- Audrey Talmage Ph. D. _____
- Tallahassee Florida _____
- Ridgewood Construction Inc. _____
- August 2 2011 _____
- January 1 _____

Name _____ Date _____

USING COMMAS IN NUMBERS

With large numbers of more than three digits, use a comma after every third digit starting from the right. (For example, 6,782 fans; 22,000 pages; 2, 678,934 Web site hits.) **Do not** use commas in ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

Practice A Using Correct Comma Placement in Numbers

Read each item. Then, rewrite it, adding or deleting commas as needed. If the item is correct, write Correct.

Example: 2800 employees

Answer: 2,800 employees

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|-------------------------------|------------------------------------|
| 1. 55867 Sherman Avenue _____ | 6. (864) 212-8,777 _____ |
| 2. Year 2014 _____ | 7. October 13, 2,004 _____ |
| 3. (888) 231-7694 _____ | 8. serial number 222,555,987 _____ |
| 4. 1044 football fans _____ | 9. 54117 Crawford Boulevard _____ |
| 5. 5342 residents _____ | 10. February 20, 1,998 _____ |

Practice B Writing Sentences Using Commas in Numbers

Read each item. Write a sentence of your own, using the number as indicated in parentheses. Be sure to use commas correctly in numbers.

Example: 4300 (large number)

Answer: There were 4,300 files in the doctor's office.

1. 5634 (house number) _____
2. 309 876 236 (serial number) _____
3. (555) 862-9494 (telephone number) _____
4. 20025 (ZIP code) _____
5. 109000 (large number) _____
6. 2010 (year) _____
7. 2024 (year) _____
8. 07050 (ZIP code) _____
9. 240978125 (large number) _____
10. (402) 976-1212 (telephone number) _____

Name _____ Date _____

USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of friendly or business letters. See the examples below for when to use commas in addresses and letters.

Use a comma after each item in an address made up of two or more parts	Mr. Jake Gross 99 Ebbett Road Austin, TX 73344
Use a comma after the name, street, and city of an address that appears in a sentence	Send your letter to Mr. Jake Gross, 99 Ebbett Road, Austin, TX 73344.
Use a comma after the salutation in a personal letter and after the closing in all letters	Dear Anna, Yours truly, Dear Uncle Walter, Sincerely,

Practice A Using Correct Comma Placement in Addresses and Letters

Read each item. Then, rewrite it, adding or deleting commas as needed. If the item is correct, write Correct.

Example: Dear Skylar:

Answer: Dear Skylar,

1. Fondly, _____
2. Rebecca Worthington, 2233 Dartmouth Road, Hanover NH, 23567

3. Sincerely _____
4. Dear Uncle Will, _____
5. Truly yours, _____
6. Comfortable Shoe Corp. P.O. Box 2345 San Antonio TX 70999-2345

7. Sincerely yours _____
8. With warmest regards _____
9. Dear Chris and Carla, _____
10. Marino Laguen, 42 Collingswood Road, Ft. Lauderdale, FL 33413

Practice B Using Commas in Friendly Letters

Read each salutation and closing. Insert a comma as needed.

Example: Dear Mom and Dad

Answer: Dear Mom and Dad,

- | | |
|---------------------------------------|--------------------------------------|
| 1. Dear Eleanor | 6. Best wishes |
| 2. Sincerely yours | 7. Dear Aunt Jill and Uncle Fernando |
| 3. Dearest Zach | 8. Sincerely |
| 4. Dear John Chris Bob Emily and Luke | 9. Dear Tomas |
| 5. Regards | 10. Your pal |

Name _____ Date _____

USING COMMAS IN ELLIPTICAL SENTENCES

In elliptical sentences, words that are understood are left out. Commas make these sentences easier to read. See the example below for when to use commas in elliptical sentences.

Use a comma to indicate the words left out of an elliptical sentence.	My parents listen to classical music; we, rock and roll.
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Practice A Using Correct Comma Placement in Elliptical Sentences

Read each elliptical sentence. Then, add a comma as needed.

Example: The adults sat at the large oval table; the children at the smaller one.

Answer: The adults sat at the large oval table; the children, at the smaller one.

- I have Spanish first period; Jake third period.
- My house is on the south side of the street; Carla's on the north.
- The gas station is on Park Avenue; the convenience store on Lake.
- The teachers eat in the teachers' lounge; the students in the cafeteria.
- The shoe department is on the second floor; the clothing on the first.
- The football stadium seats 2,000 people; the baseball stadium 500.
- My bedroom is to the left of my parents' room; my brother's to the right.
- My parents enjoy French food; my grandparents Greek.

Practice B Using Commas Correctly in Elliptical Sentences

Read each sentence. Then, rewrite it as an elliptical sentence, adding a semicolon and an elliptical phrase with a comma.

Example: The pep rally was held on Friday night.

Answer: The pep rally was held on Friday night; the football game, on Saturday.

- The boys went outside to play lacrosse.

- My grandparents live in Austin.

- My brother enjoys hip-hop music.

- My favorite subject is art.

- My family goes camping in the summer.

- Vicki and Vanessa went one way.

Name _____ Date _____

USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to indicate where direct quotations begin and end. Use commas to set off a direct quotation from the rest of the sentence. See the examples below.

EXAMPLES: “Don’t forget your lunch,” my mother said, “because you’ll be hungry later.” I replied,
“OK, Mom. I’ve got it.”

Practice A Using Correct Comma Placement in Direct Quotations

Read each direct quotation. Then, add a comma as needed.

Example: “I can help you shelve the books” I told the school librarian.

Answer: “I can help you shelve the books,” I told the school librarian.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. “I’ll never be able to climb that wall” I told my rock-climbing instructor. 2. She replied “Oh, I know you can do it.” 3. I said “OK, I’ll give it a try.” 4. “That’s the spirit” she answered. 5. “My feet are sore” I said. “Why did I wear these tight shoes?” | <ol style="list-style-type: none"> 6. “You are a slave to fashion, my friend” Jill replied. 7. “I guess I am” I said, laughing. 8. “Tomorrow, I’m wearing tennis shoes to school” I told Jill. 9. “That is the smartest thing you’ve said all day” replied Jill. 10. “I’ll take that as a compliment” I told her. |
|--|--|

Practice B Using Commas Correctly in Direct Quotations

Read each sentence. Then, rewrite it as a direct quotation, adding commas and quotation marks as needed.

Example: The research paper is due in three weeks.

Answer: “The research paper is due in three weeks,” explained the English teacher.

1. Can we do the research paper on any topic we want?

2. No, it has to be on a famous author.

3. OK, I will do my paper on Ernest Hemingway.

4. He is one of my favorite writers, as well.

5. I have read everything he has ever written.

6. Wow, you must really enjoy his books.

Name _____ Date _____

USING COMMAS FOR CLARITY

Use a comma to prevent a sentence from being misunderstood. See the examples below.

UNCLEAR: Near the bus stop the child stood waiting.

CLEAR: Near the bus stop, the child stood waiting.

Practice A Using Commas for Clarity

Read each sentence. Then, add commas as needed for clarity.

Example: Before lunch tables were set.

Answer: Before lunch, tables were set.

- | | |
|---|---|
| 1. After the vegetable soup was served. | 6. After gym clothes need to be changed. |
| 2. Using the baseball players practiced for the big game. | 7. Before the holiday meals were being planned. |
| 3. At the library books were displayed prominently. | 8. As we were dining chairs were pulled up to the table next to ours. |
| 4. Near the park rangers gathered for a meeting. | 9. For the group meetings were planned. |
| 5. Beside the puddle of water glasses stood empty. | 10. In the garden vegetables grow. |

Practice B Using Commas for Clarity

Read each word pair. Then, write a sentence using the pair and including a comma for clarity.

Example: test anxiety

Answer: Before the test, anxiety was felt among the students.

1. perched worms _____
2. played children _____
3. highway developers _____
4. school buses _____
5. crossing guards _____
6. fire alarms _____
7. swimming pools _____
8. football players _____
9. holiday decorations _____
10. wild flowers _____

Name _____ Date _____

MISUSES OF COMMAS

Commas are used so frequently that sometimes writers insert commas that are unnecessary. Avoid using unnecessary commas. See the examples below of comma misuses.

Misused with an adjective and a noun	I wore my soft, red, sweater to school.
Misused with a compound subject	My sister, and I, went to the library.
Misused with a compound verb	He washed the car, and fi xed the broken window.
Misused with a compound object	She wore sunglasses, and a hat, to the beach.
Misused with phrases and clauses	Burning the chicken, and overcooking the rice, my father asked me to make dinner.

Practice A Recognizing and Correcting Misused Commas

Read each sentence. Then, delete the misused comma or commas.

Example: The fruit salad with strawberries, bananas, and melon, was delicious.

Answer: The fruit salad with strawberries, bananas, and melon, was delicious.

1. The last ones to leave the movie theater were Felix, and me.
2. My sister Rebecca, Casey, and Tracy, took a sewing class together.
3. They learned how to thread the sewing machine, and how to cut a pattern.
4. I will go either to the grocery store on Maple Avenue, or to the one on Cedar Street.
5. I asked for scrambled eggs, instead of fried eggs.
6. Neither Mrs. Gomez, nor her husband, was in the restaurant.
7. The children swung on the swings, went down the slide, and played in the sandbox, at the playground.
8. The dog, and the cat, were hiding under the bed during the thunderstorm.
9. Did you use garlic, or onions, in this recipe?
10. When you, and your sister, finish your chores, you may go to the mall.

Practice B Eliminating Unnecessary Commas in Sentences

Read each sentence. Then, rewrite it, eliminating any unnecessary commas. If the sentence is correct, write Correct.

Example: We stopped at the convenience store, the library, and the park, on our way home from school.

Answer: We stopped at the convenience store, the library, and the park, on our way home from school.

1. We ate omelets for breakfast, and spaghetti for dinner. _____
2. I have a science lab today, and a computer lab tomorrow. _____
3. I asked for a new basketball, and a new baseball glove, for my birthday. _____
4. I need to buy a new jacket and new sneakers. _____
5. I called my friends, listened to the radio, and did my homework, before my father came home.

Name _____ Date _____

USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Semicolons establish relationships between two independent clauses that are closely connected in thought and structure. Do not use a semicolon to connect two unrelated independent clauses. Use a period or another end mark instead. See the examples below.

Use a semicolon to connect two related independent clauses that are not already joined by the <i>conjunctions and, but, for, nor, or, so, or yet.</i>	New York has Central Park; Chicago has Grant Park; St. Louis has Forest Park.
Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.	Our car broke down in Tulsa; thus, we stayed at a motel.

Practice A Identifying Related Independent Clauses

Read each pair of independent clauses. If the independent clauses are related, write *Related*. If they are unrelated, write *Unrelated*.

Example: In the morning, we went for a walk. In the afternoon, we took a swim. In the evening, we played a board game.

Answer: Related

- I wish I could help you out. I have another commitment. _____
- My little sister went to the costume party as a clown. My brother went as a fireman. _____
- I read a really boring book. The next time I go to the library, I will make a better choice. _____
- I have an important math test tomorrow. I am going straight home to study. _____
- My friends like to go shopping. Today, they are meeting at the mall. _____
- I had a hard time falling asleep last night. I finally fell asleep at 3 A.M. _____

Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

Read each pair of independent clauses. Rewrite the pair as a single sentence, using a semicolon to correctly separate the independent clauses.

Example: There were so many pretty earrings to choose from. Therefore, I couldn't make a decision.

Answer: There were so many pretty earrings to choose from; therefore, I couldn't make a decision.

- We were so thirsty. Therefore, we ran to the water fountain.

- We worked hard preparing for the debate. Consequently, we won easily.

- My grandmother was born in Mexico. However, she met my grandfather in Texas.

- Jean thought she had fixed the car. Nonetheless, it would not start.

- My mother's best friend is a gracious host. In fact, she always makes us feel welcome.

Name _____ Date _____

USING SEMICOLONS TO AVOID CONFUSION

Sometimes, semicolons are used to separate items in a series. Use semicolons to avoid confusion when independent clauses or items in a series already contain commas.

Practice A Using Semicolons to Avoid Confusion in Sentences

Read each sentence. Then, circle each place where a semicolon is needed.

Example: On our vacation, we stopped in Ames, Iowa, Rockford, Illinois, and Oshkosh, Wisconsin.

Answer: On our vacation, we stopped in Ames, Iowa, Rockford, Illinois, and Oshkosh, Wisconsin.

1. Air traffic controllers, who have very stressful jobs, usually do not last many years in that career their work puts them under enormous pressure.
2. In ancient China, soldiers used kites as psychological weapons, the kites' noise sounded like ghosts, which kept away enemy troops.
3. The company has branch offices in Montreal, Quebec, Columbus, Georgia, and Los Gatos, California.
4. The trick-or-treaters entered the room timidly, they sang their funny song, then, they bowed and accepted their treats.
5. As the hikers reached the fork in the path, they sighed with relief, however, this fork wasn't the one they had expected.
6. The entries in the journal were dated March 3, 1862, February 28, 1863, January 6, 1864, and December 5, 1865.
7. I sent gifts to my aunt and uncle, who live in Alabama, to Daniel, my cousin in Florida, and to Samara, my friend from school who moved away last year.
8. Our family runs day camps in Waco, Texas, Tulsa, Oklahoma, and Riverton, Mississippi.
9. One week, I work in the bakery on Monday, Wednesday, and Friday, and the next week, I work on Tuesday, Thursday, and Saturday.
10. The children, who are four, six, and eight years old, were screaming and running through the store, their mother was pretending not to notice.

Practice B Writing Sentences With Semicolons

Read each item. Then, write a complete sentence including the item and using semicolons to avoid confusion.

Example: January 23, 2002 February 20, 1998 March 6, 1994

Answer: My little sister was born on January 23, 2002; my twin brothers were born on February 20, 1998; and I was born on March 6, 1994.

1. umbrella, hat, raincoat _____
2. piano, guitar, drums, saxophone _____
3. chess, backgammon, checkers _____
4. Spanish, French, Latin _____
5. baby sitter, lifeguard, cashier _____

Name _____ Date _____

USING COLONS

The colon (:) is used to introduce a list of items and in certain special situations.

Use a colon after an independent clause to introduce a list of items.	For the science project, we had to use the following materials: microscope, slides, and classification chart.
Use a colon to introduce a formal or lengthy quotation or one that does not contain a “he said/she said” expression.	As the late Martin Luther King, Jr. once said: “Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”
Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each.	There was a reason that my mother could not make it to the school play: She had a flat tire and was stranded on the highway.
Use a colon to introduce a formal appositive that follows an independent clause.	I had finally decided what to wear to school: my pink sweater and my plaid skirt.
Use a colon in numerals giving the time, salutations in business letters, and references to periodicals and the Bible.	2:23 A.M. Dear Sirs: <i>Teen Vogue</i> 12:99

Practice A Using Colons in Sentences

Read each sentence. Then, insert a colon where needed.

Example: The famous Spanish artist Pablo Picasso once said “Give me a museum, and I’ll fill it.”

Answer: The famous Spanish artist Pablo Picasso once said: “Give me a museum, and I’ll fill it.”

- We are dismissed from school at 3 07 P.M., and practice starts at 3 30 P.M.
- The preacher quoted Genesis 4 10 from the Bible.
- The shoe store is open Monday through Saturday, 10 00 A.M. until 9 30 P.M.
- I made up my mind that I would ask only one friend to sleep over Marcia.
- The reason I chose her was obvious She likes to watch horror movies as much as I do.
- At the farmers market, we visited the following stands fresh flowers, baked goods, and corn.
- We are having the following for Sunday brunch muffins, fruit salad, and omelets.
- Are you available to baby-sit from 3 30 P.M. until 8 30 P.M.?
- Remember to include the following flour, sugar, butter, baking soda, and vanilla.
- Carlos’s reason for not doing his homework was understandable He had the flu.

Practice B Writing Sentences With Colons

Read each item. Then, write a complete sentence using a colon as instructed.

Example: to introduce an appositive that follows an independent clause

Answer: Paolo has determined the cause of the flat tire: a nail.

- to indicate time _____
- to introduce a long quotation _____
- to cite a reference, such as a magazine _____
- to summarize the sentence before it _____
- in a salutation of a business letter _____

Name _____ Date _____

USING QUOTATION MARKS WITH QUOTATIONS

Quotation marks identify spoken or written words that you are including in your writing. 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. See the examples below.

A direct quotation is enclosed in quotation marks.	“How did you do on your math test?” my father asked.
An indirect quotation does not require quotation marks.	I told him that I thought I had done well, but I hadn’t gotten my grade yet.

Practice A Using Quotation Marks in Direct Quotations

Read each item. Then, insert quotation marks where needed.

Example: My mother asked, How much change do you have?

Answer: My mother asked, “How much change do you have?”

1. I have two dollars in change, I answered.
2. May I borrow it? she asked. I have to go to the laundromat.
3. Sure, I answered. Do you want me to go with you?
4. Thanks for offering, my mother answered, but I’d prefer you to start dinner.
5. My mother said, Brown the chicken and sauté the onion and peppers.
6. I’ll get right on it, Mom, I assured her.
7. I don’t know what I’d do without you, she answered.
8. Christie, do you want to go bowling tonight? I asked.
9. I hate to bowl, answered Christie.
10. Really? I never knew that, I replied.

Practice B Identifying Direct Quotations and Indirect Quotations

Read each sentence. Then, if the sentence is a direct quotation, rewrite it with quotation marks. If it is an indirect quotation, write indirect quotation.

Example: My boss said that he could add five hours to my weekly work schedule.

Answer: indirect quotation

1. If you work five extra hours, you will earn a lot more money, said Clive.

2. I know, I’m really excited about it, I answered.

3. Clive said that he wished he could find a part-time job, as well.

4. I will ask my boss if he needs an extra worker, I told Clive.

5. That would be great, Clive said.

Name _____ Date _____

USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will generally identify a speaker by using words such as *he asked* or *she said* with a quotation. These expressions, called conversational taglines or tags, can introduce, interrupt, or conclude a quotation.

Use a comma after short introductory taglines that precede direct quotations.	My sister said, "I will wear Mom's pink sweater to school today."
Use a colon after a very long or formal tagline.	The famous philosopher Emile Zola once said: "The artist is nothing without the gift, but the gift is nothing without work."
Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline.	"I will wear Mom's pink sweater," said my sister, "to school today."
Use a comma, question mark, or exclamation mark after a direct quotation followed by a concluding tagline.	"You will NOT wear my pink sweater!" exclaimed our mother.

Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations

Read each item. Then, rewrite it, inserting quotation marks and commas where needed.

Example: The waitress asked What would you like for breakfast this morning?

Answer: The waitress asked, "What would you like for breakfast this morning?"

1. I would like eggs and toast I answered. _____
2. I have to give a report tomorrow I said. _____
3. If you would like replied my father you can rehearse for me. _____
4. Joaquin said Baseball is my favorite sport. _____
5. Can you tell asked Serena that I prefer tennis? _____

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

For each item, write a direct quotation of your own as indicated. Use quotation marks and other punctuation marks as needed.

Example: Concluding expression

Answer: "That was the best shot in the game!" exclaimed the basketball coach.

1. Introductory expression _____
2. Interrupting expression _____
3. Formal introductory expression _____
4. Concluding expression _____
5. Introductory expression _____

Name _____ Date _____

QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

The location of quotation marks in relation to other punctuation marks varies. See the examples below.

Place a comma or period inside the final quotation mark.	“That is one awesome bike,” my brother said.
Place a semicolon or colon outside the final quotation mark.	I just bought the “awesome bike”: I was pleased he liked it.
Place a question mark or an exclamation mark inside the final quotation mark. Do not add an additional end mark at the end of the quotation.	My brother asked, “How could you possibly afford that bike?”

Practice A Using Quotation Marks With Other Punctuation in Sentences

Read each item. Then, insert quotation marks where needed.

Example: Maria asked, Can anyone volunteer at the food drive tomorrow?

Answer: Maria asked, “Can anyone volunteer at the food drive tomorrow?”

1. I would like to volunteer, I said.
2. Great! Maria replied. Meet us at the church at 7:00 P.M.
3. What do we have to do? I asked.
4. First, we will collect the food that people bring in, Maria explained.
5. Then, we will drive the bags of food to the food bank, she added.
6. It sounds like a worthwhile project! I said.
7. I think you will feel good for helping out, Maria said.
8. OK, I answered. I will see you at 7:00 then.
9. Thanks, José. We need all the help we can get! Maria said.
10. I said to Maria afterward, I feel good that I helped; I was happy I had done it.

Practice B Writing Sentences With Quotation Marks and Other Punctuation

For each item, write a sentence of your own, using quotation marks and the other punctuation mark indicated.

Example: quotation marks, exclamation point

Answer: “I can’t believe you broke my favorite vase!” exclaimed my mother.

1. quotation marks, colon _____
2. quotation marks, semicolon _____
3. quotation marks, commas _____
4. quotation marks, period _____
5. quotation marks, exclamation point _____
6. quotation marks, question mark _____

Name _____ Date _____

USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Use single quotation marks (‘ ’) to set off a quotation within a quotation.

EXAMPLE: Elena said, “Clara, did you hear Mrs. Slater say, ‘there is no homework tonight,’ to Jeremy? I thought we had to complete page 42.”

Practice A Using Single Quotation Marks for Quotations Within Quotations

Read each item. Then, insert single quotation marks where needed.

Example: My sister asked, “Did Dad just say, you can take my car, or you can’t take my car?”

Answer: My sister asked, “Did Dad just say, ‘you can take my car,’ or ‘you can’t take my car?’”

1. Maria told her friend, “The directions say, Make the first right onto Sherman Terrace.”
2. Mrs. Bancroft asked the class, “Which Shakespearean character said, To be or not to be: that is the question?”
3. Then she asked, “Which Shakespearean character said, O Romeo, Romeo, wherefore art thou, Romeo?”
4. River said, “Simone, did you hear Dustin yell, That’s easy: Juliet said it?”
5. Carmen said, “I need to find out which U.S. president said, Ask not what your country can do for you—ask what you can do for your country.”
6. My mother told me, “Shania, the recipe says, Stir until blended. That isn’t blended.”

Practice B Writing Quotations Within QuotationsRead the direct quotations below. Rewrite each as a quotation within a quotation. **Example:**

“Education is a progressive discovery of our own ignorance.” —Will Durant

Answer: Mrs. Smith told the class, “A famous historian named Will Durant said, ‘Education is a progressive discovery of our own ignorance.’ What do you think he meant?”

1. “Obstacles are those frightful things you see when you take your eyes off your goal.” —Henry Ford

2. “If everything seems under control, you’re just not going fast enough.” —Mario Andretti

3. “There are no facts, only interpretations.” —Friedrich Nietzsche

4. “I find that the harder I work, the more luck I seem to have.” —Thomas Jefferson

5. “Never interrupt your enemy when he is making a mistake.” —Napoleon Bonaparte

Name _____ Date _____

PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Explanatory material within quotations should be placed in brackets. The brackets indicate the words between them are not part of the original quotation.

EXAMPLE: The principal said, “The new auditorium [located in the Central Pavilion] has state-of-the-art audio equipment.”

Practice A Using Brackets for Explanatory Material Within Quotations

Read each item. Then, insert brackets where you think they are necessary.

Example: The vice principal said, “The construction of the auditorium cost a good deal more 60 percent more than we budgeted.”

Answer: The vice principal said, “The construction of the auditorium cost a good deal more [60 percent more] than we budgeted.”

1. The actor was quoted as saying, “I appreciate it the honor, but I must refuse it.”
2. Mrs. Gonzalez explained, “Some critics questioned whether he the actor actually deserved the award.”
3. Jane asked, “Why did they the critics think he didn’t deserve the award?”
4. Mrs. Gonzalez answered, “Some critics believe that Sherman the actor is second-rate and therefore overrated.”
5. The local paper quoted the mayor as saying, “This issue the traffic bottleneck must be addressed by the entire town council. We have to come to a resolution.”
6. The journalist asked, “So, Mr. Mayor, what is in your opinion a viable solution?”
7. The mayor explained, “It is obvious to me, at least that a traffic light is needed at the intersection.”
8. The journalist then asked, “Mr. Mayor, who disagrees with you on this the traffic issue?”
9. The mayor replied, “Unfortunately, I am not at liberty to say who which one of the council members disagrees with me.”
10. The journalist said, “Mr. Mayor, the residents of this town Ridgmont voted for the council. Don’t we deserve to know?”

Practice B Writing Quotations With Explanatory Material in Brackets

Read each item below. Then, write a direct quotation that includes the item in brackets. **Example:**

United States

Answer: The president said, “Pollution is a global concern, not just one that affects our country [United States].”

1. until further notice _____
2. San Antonio _____
3. the incident _____
4. the celebration _____
5. untimely _____

Name _____ Date _____

USING QUOTATION MARKS FOR DIALOGUE

When writing a dialogue, begin a new paragraph with each change of speaker.

For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph.

Practice A Using Quotation Marks in Dialogue

Read the dialogue below. Then, place quotation marks where they are needed.

Example: The reporter asked the coach, What are your main goals for the season?

Answer: The reporter asked the coach, “What are your main goals for the season?”

1. You know, we have a lot of young players on the team, so I look for this to be a rebuilding year, said the coach.
2. Another reporter asked, What are the team’s strengths?
3. The coach replied, Our offense is really strong; the passing skills of our players are exceptional. We should score a lot of goals this season.
4. The reporter then asked, What about the defense?
5. Thoughtfully, the coach replied, I would like to see our team be more aggressive on defense and go for more steals.
6. How strong is the team at the goalie position? asked another reporter.
7. We have two extremely strong goalies, said the coach. Wait until you see them in action.
8. The reporter then asked, Do you have any predictions about the season, Coach? Do you think we’ll see this team in the playoffs?
9. The coach replied, I think we’re going to exceed a lot of people’s expectations this year.
10. The reporter said, Thanks for your time, Coach.

Practice B Writing Dialogue Using Quotation Marks

On the lines provided, write a dialogue between a teacher and a student about a science project. Be sure to use quotation marks correctly and to begin a new paragraph for each new speaker.

Example: Ms. Fradkin asked, Sydney, do you understand the assignment?

Answer: Ms. Fradkin asked, “Sydney, do you understand the assignment?”

Name _____ Date _____

USING QUOTATION MARKS FOR TITLES

Quotation marks are used around titles of the following works: short stories, book chapters, short poems, essays, articles, written works that are part of a larger collection, television episodes, songs, and parts of long musical compositions. See below for an example.

A recent episode of a popular new animal show was called “Fighting off Fleas.”

Practice A Placing Quotation Marks in Titles

Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read The Lockless Door by Robert Frost for homework.

Answer: Please read “The Lockless Door” by Robert Frost for homework.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Zach wrote a short story in creative writing class called The Runaway. 2. Justin wrote a poem for the same class called Winner or Quitter. 3. My favorite episode of the television show <i>Robert Robertson</i> is called All for Nothing. 4. I used an article titled The Successes of President Eisenhower for my research paper. 5. My teacher said that my essay Why War Solves Nothing was one of the best she has ever read. | <ol style="list-style-type: none"> 6. My favorite song to play on the drums is Hotel California by the Eagles. 7. My mother’s favorite song of all time is Up on the Roof by James Taylor. 8. I think one of the greatest poems ever written is The Raven by Edgar Allan Poe. 9. My English teacher prefers poems such as A Sunset of the City by Gwendolyn Brooks. 10. The journalist finished his article The First 100 Days of an Army General. |
|--|---|

Practice B Using Quotation Marks in Titles

On each line provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in the sentence.

Example: short story title

Answer: I finally finished my short story, “Ten Days of Glory.”

1. essay title _____
2. song title _____
3. short poem title _____
4. article title _____
5. episode title _____
6. part of a long musical composition title _____
7. chapter title _____
8. song title _____
9. essay title _____
10. short story title _____

Name _____ Date _____

USING UNDERLINING AND ITALICS IN TITLES

Underlining and italics are used to make titles stand out in writing. Use underlining in handwritten work; use italics in printed material.

Underline or italicize the following titles: titles of books, newspapers, plays, long poems, magazines, movies, television and radio series, long works of music, and works of art.

Underline or italicize words, letters, or numbers used as names for themselves.

Underline or italicize foreign words not yet accepted into English and the names of air, sea, and space craft.

Practice A Underlining (or Italicizing) Titles and Special Words

Read the sentences below. Then, underline the titles as needed.

Example: Please read chapters 1 through 5 of The Bluest Eye by Toni Morrison.

Answer: Please read chapters 1 through 5 of The Bluest Eye by Toni Morrison.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I am writing a novel called Not the Major Leagues as my final project. 2. We saw the famous painting Mona Lisa in person. 3. I watch Good Day, Dallas every morning while I get ready for school. 4. Did you know that the Titanic sank on its maiden voyage? 5. My mother’s favorite album is Sgt. Pepper’s Lonely Hearts Club Band by The Beatles. | <ol style="list-style-type: none"> 6. We are just starting to read the epic poem the Odyssey. 7. I hope that it is more interesting than the Iliad. 8. When we went to Spain, we said muchas gracias all the time. 9. My brother’s favorite novel is The Catcher in the Rye by J. D. Salinger. 10. My teacher took three points off my essay because I didn’t dot my i’s. |
|---|--|

Practice B Underlining Titles and Special Words and Phrases in Sentences

On each line provided, write a sentence using the type of title indicated.

Example: book title

Answer: I finally finished the Hemingway novel For Whom the Bell Tolls.

1. newspaper title _____
2. magazine title _____
3. play title _____
4. long poem title _____
5. movie title _____
6. television series title _____
7. musical album title _____
8. painting title _____
9. foreign words or expression _____
10. air-, water-, or spacecraft title _____

Name _____ Date _____

USING QUOTATION MARKS TO INDICATE SARCASM AND IRONY

Quotation marks are used to set off words intended as sarcasm or irony. See the example below.

My incredibly “kind and thoughtful” sister left without me this morning, and “borrowed” my favorite sweater without asking!

Show that you can use and understand the function of quotation marks to indicate sarcasm or irony by completing the following exercises.

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, add quotation marks to indicate sarcasm or irony.

Example: When I spilled the milk all over the counter, my brother called me a natural born genius.

Answer: When I spilled the milk all over the counter, my brother called me a “natural born genius.”

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Mr. Fixit, would you hand me the screwdriver? 2. Our joke of a team just made the finals. 3. Carmen always forgets her purse, so I usually wind up buying. 4. When I finally got the package open, my sister called me a real Einstein. 5. When the car broke down for the second time, my mother exclaimed that she was so happy the mechanic had fixed it. | <ol style="list-style-type: none"> 6. James told me the reason he didn’t call me back was that he misplaced my number. 7. Our gourmet dinner consisted of dried-out chicken and burnt potatoes. 8. The screaming children in the store were a real breath of fresh air. 9. After I grunted at my mother, she told me I was still her little angel. 10. When I told my father I couldn’t fix the door, he said fixing it isn’t exactly rocket science. |
|---|--|

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On each line provided, write a sentence using the expression given and quotation marks to indicate sarcasm or irony.

Example: best friend

Answer: I found out today that my “best friend” was talking behind my back!

1. treat _____
2. tasty _____
3. real winner _____
4. brilliant _____
5. Brother of the Year award _____
6. blast _____
7. real comedian _____
8. thrill ride _____
9. pleasant _____
10. forgot _____

Name _____ Date _____

USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions. See the examples below.

Use hyphens for two-word numbers from twenty-one to ninety-nine.	My uncle turned thirty-one years old yesterday.
Use hyphens in fractions used as adjectives.	I used one-half cup of milk.
Use hyphens between a number and a word used as a modifier.	We took a 20-minute bike ride.
Use hyphens for repeated modifiers.	The ninth- and tenth-grade students gathered in the gymnasium.

Practice A Using Hyphens in Compound Numbers and Fractions

Read the items below. Then, hyphenate them as needed.

Example: two thirds cup of water

Answer: two-thirds cup of water

- | | |
|-----------------------------------|--|
| 1. twenty one students | 6. The eleventh and twelfth grade students |
| 2. thirty six inches | 7. A 15 minute break |
| 3. fifty one miles | 8. A two minute sprint |
| 4. Two and one half cups of flour | 9. A one hour nap |
| 5. Two thirds cup of cocoa powder | 10. Ninety nine years old |

Practice B Using Hyphens in Compound Numbers and Fractions

On each line provided, write a sentence using the number indicated. Be sure to hyphenate correctly.

Example: One hundred ten pounds and three quarter ounces

Answer: The doctor told me that I weigh one hundred ten pounds and three-quarters of an ounce.

1. two thirds cup _____
2. twenty nine _____
3. forty six _____
4. fifty two _____
5. one half cup _____
6. two thirds of the cake _____
7. twenty seven and five eighths inches _____
8. twenty five _____
9. sixty six _____
10. one half tablespoon _____

Name _____ Date _____

USING HYPHENS WITH PREFIXES AND SUFFIXES

Hyphens are used to help readers see the parts of a long word. Use a hyphen after a prefix that is followed by a proper noun or a proper adjective. Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and words with the suffix *-elect*.

EXAMPLES: pro-Americanism
 post-Shakespeare
 self-assured
 governor-elect

Practice A Using Hyphens in Words

Read the items below. Then, hyphenate them as needed.

Example: pro West

Answer: pro-West

- | | |
|------------------|-------------------|
| 1. all star | 6. post midnight |
| 2. post game | 7. mayor elect |
| 3. mid September | 8. mid October |
| 4. self educated | 9. pro Southern |
| 5. all year | 10. self centered |

Practice B Using Hyphens

Read each item below. Then, write a sentence using the item and a hyphen.

Example: ex wife

Answer: The man ran into his ex-wife in the supermarket.

1. self explanatory _____
2. all encompassing _____
3. mid December _____
4. self important _____
5. ex boyfriend _____
6. post Olympic _____
7. all time _____
8. senator elect _____
9. post concert _____
10. pre revolution _____

Name _____ Date _____

USING HYPHENS WITH COMPOUND WORDS

Use a hyphen to connect two or more words that are used as one compound word, unless your dictionary gives a different spelling. Use a hyphen to connect a compound modifier that appears before a noun. The exceptions to this rule include adverbs ending in *-ly* and compound proper adjectives or compound proper nouns that are acting as adjectives. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

Use hyphens:	two-year-old toddler	well-made wallet
Do not use hyphens:	widely available information	The wallet was well made.

Practice A Using Hyphens in Compound Words

Read the items below. Then, hyphenate the words as needed.

Example: shell like

Answer: shell-like

- | | |
|-----------------------|-------------------|
| 1. fifty year old man | 6. well to do |
| 2. off season | 7. sister in law |
| 3. jack of all trades | 8. teary eyed |
| 4. over the counter | 9. laid back |
| 5. forget me not | 10. mother in law |

Practice B Using Hyphens With Compound Words

Read each item below. Then, write a sentence using the item and hyphens as needed.

Example: father in law

Answer: The new bride was introduced to her father-in-law.

1. fifteen year old _____
2. in season _____
3. well dressed _____
4. technically advanced _____
5. T shirt _____
6. two word _____
7. chocolate covered _____
8. editor in chief _____
9. go between _____
10. long needed _____

Name _____ Date _____

USING HYPHENS FOR CLARITY

Some words or group of words can be misread if a hyphen is not used. Use a hyphen within a word when a combination of letters might otherwise be confusing. Prefixes, such as *semi-*, *anti-*, *de-*, and *re-*, are usually hyphenated when the root word begins with the same vowel. Use a hyphen between words to keep readers from combining them incorrectly.

EXAMPLES: When I had a swollen ankle, the doctor prescribed an anti-inflammatory.

If we leave the park, we will need a re-entry permit.

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: reenter

Answer: re-enter

- | | |
|---------------------------|-----------------------------|
| 1. semiillustrative _____ | 6. belllike _____ |
| 2. reenergize _____ | 7. coop _____ |
| 3. reenlist _____ | 8. deemphasize _____ |
| 4. semiinformal _____ | 9. semiindependent _____ |
| 5. reestablish _____ | 10. antiimperialistic _____ |

Practice B Using Hyphens for Clarity in Sentences

Read each sentence below. Then, rewrite the sentence, correcting any error in hyphenation. If the punctuation is correct, write Correct.

Example: After not being in touch for years, my mother and her old roommate reestablished contact.

Answer: After not being in touch for years, my mother and her old roommate re-established contact.

- I found the lecture to be semiinformative; I still had a few questions afterward.

- My father accidentally dropped the air conditioning-unit as he was taking it out of the window.

- The semiinclusive club at my school does not allow freshmen and sophomores to join.

- A group of demonstrators was antiimperialistic and wanted independence.

- The teacher de-emphasized computations and focused on problem-solving strategies with her math class.

- After we studied for four hours, we decided to retreat ourselves to a second dessert.

Name _____ Date _____

USING HYPHENS AT THE ENDS OF LINES

Hyphens help you keep the lines in your paragraphs more even, making your work easier to read. If a word must be divided, always divide it between syllables. Always place the hyphen at the end of the first line, not at the beginning of the second line.

EXAMPLE: The students will vote for the chair of the sopho-more fundraiser at two o'clock tomorrow.

Practice A Using Hyphens Correctly to Divide Words

Read the words below. Then, rewrite them as if they had to be hyphenated. Place the hyphen in the correct place.

Example: perform

Answer: per-form

- | | |
|--------------------|--------------------|
| 1. ardor _____ | 6. napping _____ |
| 2. handbook _____ | 7. doctor _____ |
| 3. overheard _____ | 8. father _____ |
| 4. stepson _____ | 9. bookmark _____ |
| 5. ticket _____ | 10. textbook _____ |

Practice B Using Hyphens Correctly at the End of Lines

Read the sentences below. Then, rewrite the incorrectly divided words, showing how they should be divided.

Example: The two new students walked around the school looking for the cafeteria.

Answer: look-ing

- I forgot to bring my wallet to school, so I could not buy anyth-ing for lunch.

- The hockey players skated onto the ice and warm-ed up before the game.

- Everyone at the team meeting was tal-king at once, so the coach told us to be quiet.

- The audience applauded the cast's perfor-mance.

- The microscopes are kept in a locked cabinet in the science labora-tory.

- This basketball has ten players' autogr-aphs on it.

Name _____ Date _____

USING HYPHENS CORRECTLY TO DIVIDE WORDS

When using hyphens to divide words, keep the following rules in mind.

Do not divide one-syllable words.	incorrect: fud-ge correct: fudge
Do not divide a word so that a single letter or the letters <i>ed</i> stand alone.	incorrect: plent-y correct: plenty
Avoid dividing proper nouns and proper adjectives.	incorrect: Brit-ish correct: British
Divide a hyphenated word only after the hyphen.	We are going to visit my sister and my brother-in-law in San Antonio.

Practice A Using Hyphens Correctly to Divide Words

Read each word below. If the word is hyphenated correctly, write *Correct*. If the word is hyphenated incorrectly, write the word the way it should appear.

Example: thro-ugh

Answer: through

- | | |
|---------------------|---------------------|
| 1. press-ed _____ | 6. cre-ate _____ |
| 2. night-time _____ | 7. tri-ang-le _____ |
| 3. jud-ge _____ | 8. qui-et _____ |
| 4. to-day _____ | 9. Sam-an-tha _____ |
| 5. lod-ge _____ | 10. stead-y _____ |

Practice B Using Hyphens Correctly to Divide Words

Read each pair of divided words. Identify the word that is not correctly divided. Then, rewrite the word, putting the hyphen(s) in the correct place, or writing it as one word if it cannot be divided.

Example: warm-ed warm-ing

Answer: warmed

- | | | |
|---------------|-------------|-------|
| 1. cloth-es | cloth-ing | _____ |
| 2. fan-ned | fan-tas-tic | _____ |
| 3. fla-vor | fla-nk | _____ |
| 4. bor-ing | bor-ed | _____ |
| 5. bl-ack | black-ened | _____ |
| 6. crim-son | cri-me | _____ |
| 7. health-ful | health-y | _____ |
| 8. fam-ous | famil-y | _____ |
| 9. be-lieve | be-en | _____ |
| 10. seem-ed | seam-less | _____ |

Name _____ Date _____

USING APOSTROPHES TO FORM POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession. See the rules for possessive nouns and the examples below.

Add an apostrophe and -s to form the possessive case of most singular nouns.	the student's backpack the dog's leash
Add an apostrophe to show the possessive case of plural nouns ending in -s or -es.	fi ve cats' paws the wives' recipes
Add an apostrophe and -s to show the possessive case of plural nouns that do not end in -s or -es.	the children's toys two deer's tracks
Add an apostrophe and -s or just an apostrophe to the last word of a compound noun.	my sister-in-law's car the ten-year-olds' swimming class
Use an apostrophe and -s or just an apostrophe to form possessives involving time, amount, or the word <i>sake</i>.	a week's vacation two cents' worth for John's sake

Practice A Using Apostrophes to Form Possessive Nouns

Read the items below. Then, write the possessive form of each noun in parentheses.

Example: the (pitcher) glove

Answer: the pitcher's glove

- | | |
|--------------------------------------|--------------------------------|
| 1. my (family) celebration _____ | 6. the (Millers) homes _____ |
| 2. the (girls) uniforms _____ | 7. the (neighbor) dog _____ |
| 3. the (foxes) den _____ | 8. (Michael) life _____ |
| 4. the (actor) scream _____ | 9. the (gentlemen) hats _____ |
| 5. the (astronauts) spacecraft _____ | 10. the (babies) playpen _____ |

Practice B Using Apostrophes Correctly in Sentences

Read each sentence. Then, rewrite each underlined possessive noun, correcting any mistakes.

Example: All of the inventors works were small.

Answer: inventor's

- All of my cousins birthdays fall in the month of July. _____
- The O'Connors house had just been repainted last summer. _____
- William recently bought his sister-in-laws car. _____
- Kellys shirt was stained purple from the grape juice. _____
- The sailors hammocks were hung from heavy hooks. _____
- We had fun picking strawberries in the Atlases backyard. _____
- The bears antics in the habitat amused the crowd watching them. _____
- Hungarys last monarch was Karl IV. _____

Name _____ Date _____

USING APOSTROPHES WITH PRONOUNS

Apostrophes are used with pronouns to show ownership or possession. See the rules for possessive pronouns and the examples below.

Use an apostrophe and -s with indefinite pronouns to show possession.	somebody's homework each other's houses
Do not use an apostrophe with possessive personal pronouns; their form already shows ownership.	her mobile phone his textbook their decision
Be careful not to confuse the contractions <i>who's</i>, <i>it's</i>, and <i>they're</i> with possessive pronouns.	Whose money is this? Who's missing a wallet?

Practice A Using Apostrophes to Form Possessive Pronouns

Read the items below. Then, write the possessive form of each pronoun. If the item is correct, write Correct.

Example: whose lunch

Answer: Correct

- | | |
|---------------------------------|----------------------------|
| 1. someones locker _____ | 6. ones feelings _____ |
| 2. somebodys hockey stick _____ | 7. no ones bike _____ |
| 3. his best effort _____ | 8. her favorite meal _____ |
| 4. anybodys idea _____ | 9. somebodys gym bag _____ |
| 5. whose coat _____ | 10. anyones excuse _____ |

Practice B Using Apostrophes Correctly With Indefinite Pronouns

Read each indefinite pronoun below. Then, write a sentence of your own using the possessive form of the indefinite pronoun.

Example: someone

Answer: Someone's lunch is on the table.

1. anybody _____
2. someone _____
3. somebody _____
4. each other _____
5. anyone _____
6. everybody _____
7. everyone _____
8. neither _____
9. no one _____
10. one _____

Name _____ Date _____

USING APOSTROPHES TO FORM CONTRACTIONS

Contractions are used in informal speech and writing. Use an apostrophe in a contraction to show the position of the missing letter or letters.

EXAMPLE: We won't go to the amusement park this weekend. (contraction *won't* = will not)

Practice A Using Apostrophes to Form Contractions

Read each item below. Then, write a contraction for the words. Be sure to include an apostrophe in the correct location.

Example: should not

Answer: shouldn't

- | | |
|-------------------|-------------------|
| 1. she will _____ | 6. they are _____ |
| 2. I would _____ | 7. are not _____ |
| 3. we would _____ | 8. will not _____ |
| 4. you are _____ | 9. he will _____ |
| 5. Maria is _____ | 10. I am _____ |

Practice B Using Apostrophes Correctly in Contractions

Read each item below. Then, write a sentence of your own, using a contraction in place of the words. Be sure to include an apostrophe in the correct location.

Example: I am

Answer: I'm willing to baby-sit for the Martin quadruplets tomorrow.

1. are not _____
2. should have _____
3. they are _____
4. we are _____
5. he would _____
6. Daniela is _____
7. cannot _____
8. should not _____
9. will not _____
10. would have _____

Name _____ Date _____

USING APOSTROPHES TO CREATE SPECIAL PLURALS

Apostrophes can help avoid confusion with special plurals. Use an apostrophe and -s to create the plural form of a letter, numeral, symbol, or word that is used as a name for itself.

EXAMPLE: To make the honor roll, a student must have at least four *A*'s on a report card.

Practice A Using Apostrophes to Create Special Plurals

Read the items below. Then, use an apostrophe to create a special plural for each item.

Example: *Cs* and *Ds*

Answer: *C's* and *D's*

- | | |
|--------------------|-----------------------|
| 1. Xs and Os _____ | 6. yeas or nays _____ |
| 2. +s and -s _____ | 7. 30s and 40s _____ |
| 3. ?s _____ | 8. ABCs _____ |
| 4. !s _____ | 9. Ps and Qs _____ |
| 5. nos _____ | 10. 10s and 20s _____ |

Practice B Using Apostrophes to Create Special Plurals in Sentences

Read the items below. Use each item in a sentence, using apostrophes to avoid confusion.

Example: ifs, ands, or buts

Answer: My mother said I had to be home by 10:00, no if's, and's, or but's.

1. Ds _____
2. Is and yous _____
3. ?s _____
4. !s _____
5. ABCs and 123s _____
6. As and Bs _____
7. 5s _____
8. *As* and *Ans* _____
9. 50s and 100s _____
10. ps and qs _____

Name _____ Date _____

PARENTHESES

Parentheses help you group material within a sentence. Use parentheses to set off information when the material is not essential or when it consists of one or more sentences.

If the material in parentheses is a complete sentence, use an initial capital letter, and place the end mark inside the parentheses.

If the information in the parentheses is a phrase, do not use an initial capital letter or end mark inside the parentheses.

EXAMPLES: We went (over the weekend) to Austin, Texas, for a family reunion.

Southern Florida is known for its beaches and tropical climate. (See the attached photos.)

Practice A Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite it, adding the items indicated in parentheses where appropriate in the sentence.

Example: Flannery O’Connor was a Southern Gothic writer. (1925–1964)

Answer: Flannery O’Connor (1925–1964) was a Southern Gothic writer.

1. The walking catfish originally comes from Thailand. (scientific name *Clarias batrachus*)

2. Human language is only one of the various forms of communication in the animal world. (the most developed)

3. John Adams was the second president of the United States. (1735–1826)

4. Benjamin Franklin sailed to Europe during the American Revolution. (in 1776)

5. Marcus finally became comfortable in his new job. (Getting comfortable took about nine months.)

Practice B Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (1948–2008)

Answer: The school (1948–2008) was torn down a few years ago due to structural problems.

1. (math and science) _____

2. (school year 2011–2012) _____

3. (in Dallas, Texas) _____

4. (the yearbook committee) _____

5. (I had given her the wrong directions.) _____

Name _____ Date _____

BRACKETS

Brackets are used to enclose a word or phrase added by a writer to the words of another writer. Use brackets to enclose words you insert in quotations when quoting someone else. Note that the Latin expression *sic* (meaning “thus”) is sometimes enclosed in brackets to show that the author of the quoted material has misspelled or mispronounced a word or phrase. See the examples below.

EXAMPLE: “There they found a big tree which lay on the ground, and close by the trunk something [*sic*] was jumping in the grass, but they could [not] make out what it was.”

Practice A Using Brackets in Quotations

Read each quotation. Then, rewrite it, adding the bracketed item where you think it is appropriate.

Example: “The written part of the driver’s training exam was no problim for Cal.” [*sic*]

Answer: “The written part of the driver’s training exam was no problim [*sic*] for Cal.”

1. “He had studied the manual thoroughly and knew the laws and rules.” [of safety]

2. “But the behind-the-wheel part of the exam was something.” [else]

3. “First, Cal strapped the seat belt on. He adjusted the mirrors and released the brake.” [parking]

4. “Cal wondered what the evaluator was thinking.” [driving]

Practice B Revising to Add Brackets to Quotations

Read each quotation. Then, rewrite it, adding *sic* in brackets as needed.

Example: “Normally, spiders spin their webs betwen 6:00 and 7:00 P.M.”

Answer: “Normally, spiders spin their webs betwen [*sic*] 6:00 and 7:00 P.M.”

1. “During calm, clear weather, they don’t bother to make larg webs or to take them in.”

2. “But when there is high humidity and a drop in air presure, spiders work overtime.”

3. “Somehow they seem to know that insects will be easier to catch when the humidity is high.”

4. “Moisture sokes the insects’ wings, making it difficult for them to fly.”

Name _____ Date _____

USING THE ELLIPSIS

An ellipsis (. . .) shows where words have been omitted from a quoted passage. It can also mark a pause or interruption in dialogue. See the examples below.

Use an ellipsis to show omitted words in a quotation.	. . . Itoldmymother, "Iflickedonthelight _____ and saw Chelsea staring out the window."
Use an ellipsis to mark a pause in a dialogue or speech.	The teacher said, "Five . . . four . . . three . . . two . . . one . . . the exam is now over."

Practice A Using Ellipses to Show Omissions in Quotations

Read each quotation. Then, rewrite it, using an ellipsis to show the omission of the words in parentheses.

Example: "I watched the giraffe that was eating leaves off a tree." (that was)

Answer: "I watched the giraffe . . . eating leaves off a tree."

- "Dr. Henderson had sold her practice and joined Clifton Laboratory." (had sold her practice and)

- "Someone should open the meeting room and turn on the lights." (and turn on the lights)

- "Uncle Roberto had dozens of stories to tell about his life as a career sailor in the navy." (as a career sailor)

- "The three gentlemen at the auction were representatives of their government." (at the auction)

- "Mrs. Silko cooked enough dinner for her family, and then some." (, and then some)

Practice B Using Ellipses to Show a Pause in Dialogue

Read each line of dialogue. Then, underline the words between which an ellipsis is logical.

Example: "I really don't know when or if I will forgive you."

Answer: I really don't know when or if I will forgive you.

- "After practice I was so thirsty, I drank *five* glasses of water."
- "Mom, Clara fell off her bike but she isn't hurt."
- "I can't believe you lost all of your money!"
- "You are the unluckiest person I know."
- "How could you betray me that way?"
- "I am so sorry; I didn't mean to hurt your feelings."
- "I wish I wish upon a star."
- "Mom you aren't going to like this."
- "Tell me what happened?"
- "On the count of three: one two three."

Name _____ Date _____

DASHES

A dash signals a stronger, more sudden interruption in thought or speech than commas or parentheses. A dash may also take the place of certain words before an explanation.

Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.	I can't believe she said that about me—by the way, who told you she said that?
Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.	The shoe salesman—tired of helping the impossible customer—walked out of the store.
Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.	We visited the birthplace of our great, great grandmother—what an experience!—on the tiny island in the Atlantic.

Show that you can use and understand the function of dashes to emphasize parenthetical information by completing the following exercises.

Practice A Using Dashes to Emphasize Parenthetical Expressions

Read each sentence. Then, add dashes to emphasize the parenthetical expression.

Example: After a ten-hour drive what a long trip! we finally arrived at my grandmother's house.

Answer: After a ten-hour drive—what a long trip!—we finally arrived at my grandmother's house.

- The traffic I have never seen so much traffic turned a six-hour trip into a ten-hour one.
- Did you stop you must have stopped along the way to eat dinner?
- I am happy to report even though you predicted it that I did make the team.
- I am very proud of you I am always proud of you for working so hard for that.
- Yes, I did work hard all those pitching lessons! and it paid off.
- It sounds as if your team not to mention your coach is very lucky to have you.

Practice B Using Dashes for Emphasis in Sentences

Read each expression below. Then, write a sentence of your own, using the parenthetical expression provided and dashes for emphasis.

Example: what a disaster!

Answer: The entire basement flooded—what a disaster!—because of the torrential rains.

- my big moment! _____
- I was so disappointed! _____
- our mother was furious! _____
- how could you? _____
- can you imagine? _____
- it was a big mistake _____
- and I blew it! _____
- who cares about him anyway? _____
- a once-in-a-lifetime opportunity _____

Name _____ Date _____

SLASHES

A slash is used to separate numbers in dates and fractions, lines of quoted poetry, or options. Slashes are also used to separate parts of a Web address.

Date	9/1/96
Fraction	2/3 cup of milk
Line of quoted poetry	I used these lines from a Walt Whitman poem: "I hear America singing, the varied carols I hear, / Those of mechanics—each one singing his, as it should be, blithe and strong."
Options	We could choose from broccoli/corn/peas.
Web address	http://www.whitehouse.gov/ (the White House)

Practice A Using Slashes With Numbers

Read each item. Then, rewrite it, using slashes correctly.

Example: July 4, 1997

Answer: 7/4/97

- | | |
|--------------------------|---------------------------|
| 1. three-eighths _____ | 5. seven-tenths _____ |
| 2. four-fifths _____ | 6. one-third _____ |
| 3. January 2, 2012 _____ | 7. January 18, 1966 _____ |
| 4. April 1, 2010 _____ | 8. December 1, 2007 _____ |

Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, rewrite it, using slashes where needed.

Example: Our first day of school was 8 17 12.

Answer: Our first day of school was 8/17/12.

- The Web address for the Smithsonian Institution is http:www.si.edu.

- The potato toppings are shredded cheese salsa sour cream broccoli.

- Choose two of the following: pears peaches mango blueberries bananas strawberries.

- Our school's Web address is http:www.claremonthighschool.tx.edu

- The sophomore fundraiser is on 10 4 12. _____
- My birthday is 8 7 96. _____

