

GRAMMAR WORKBOOK

Grade 12

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 is slightly curved upwards at both ends, resembling a stylized wave or a bridge.

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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, place, thing, or idea.

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

Common noun	class of person, place, or thing	pencil, list, minute
Proper noun	specific person, place, or thing	Frances, Dallas, Sunday
Concrete noun	something you can see, touch, taste, hear, or smell	knife, frog, car
Abstract noun	something you can't perceive through your senses	sympathy, skill, truth

Practice A Identifying Nouns

Read each sentence. Then, underline all the nouns.

Example: Her shirt was in the washer.

Answer: Her shirt was in the washer.

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|--|---|
| 1. The fish is in the pond. | 6. The party is on Sunday. |
| 2. Please finish your chores. | 7. Your family will bring dessert. |
| 3. Lunch will be at the restaurant. | 8. Dreams are important for motivation. |
| 4. Call your mom to get permission. | 9. My family visited Los Angeles. |
| 5. The weather in Aspen is cold in December. | 10. The dog is waiting in the yard. |

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: Mom has the authority.

Answer: Mom — proper, concrete; authority — common, abstract

- Your success was very impressive. _____
- Keisha went to the game. _____
- Please finish painting the wall. _____
- My friend lives in Houston. _____
- That car needs a lot of work. _____
- I wore your dress to the party. _____
- My skills are improving daily. _____
- Have you read Beloved by Toni Morrison? _____
- His honesty was inconsistent. _____
- No building is as inspiring as the Willis Tower. _____

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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, his, hers, theirs
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	

Practice A Identifying Pronouns and Antecedents

Read each sentence. Then, underline the pronoun in each sentence and circle its antecedent.

Example: Did Jorge forget his wallet?

Answer: Did Jorge forget his wallet?

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| 1. The Solons enjoyed themselves at the concert. | 6. Luke wore a suit to his graduation. |
| 2. The cat broke its leg. | 7. Ciera bought herself a new book. |
| 3. The car with the white top lost its wheel. | 8. The vet’s dog is his pride and joy. |
| 4. Joseph asked his mother for money. | 9. The boys said they would be late. |
| 5. Susan loves her new dress. | 10. The band played its first song at seven. |

Practice B Identifying Personal, Reflexive, and Intensive Pronouns

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

Example: She promised herself a cookie after dinner.

Answer: herself — reflexive

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| 1. Jack gave himself an hour to take a nap. | _____ |
| 2. Ella found her shoe in the back seat. | _____ |
| 3. Matthew himself presented the prize. | _____ |
| 4. Tyler looks just like his father. | _____ |
| 5. Grace lives up to her name. | _____ |
| 6. The thirsty farmer poured himself some water. | _____ |
| 7. The bus driver was ready with his detention slips. | _____ |
| 8. Dad mowed the lawn himself. | _____ |
| 9. The guest of honor himself showed up late to the party. | _____ |
| 10. Susan has to do her own laundry. | _____ |

Name! _____ Date! _____

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 verb	tells what action someone or something is performing	go: going, went run: running, ran fly: flying, flew learn: learning, learned
Linking verb	connects its subject with a noun, pronoun, or adjective that identifies or describes the subject	be: is, am, was, were, could be, would be, has been feel: felt, feeling become: became, becoming

Practice A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: He moved to a new house.

Answer: He moved to a new house.

- Sally watches her grandchildren after school.
- Tricia goes to college.
- The workers took a break.
- His daughter cleaned her room.
- He bought new rims for his car.

Practice B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Jonathan is grouchy.

Answer: Jonathan is grouchy.

- Robyn is a star athlete.
- Her father became a surgeon.
- He is in the dorm.
- Samantha is not her real name.
- The clean laundry smells fresh.

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 felt better after taking a break.

Answer: She felt better after taking a break. linking verb

- After school, she ate a snack. _____
- Their efforts were valiant. _____
- My mother retired from nursing. _____
- Sophia is a very cute little girl. _____
- The track team won the state championship. _____

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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: Eric cuts hair for a living.

Answer: Eric cuts (hair) for a living.

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|--|--|
| <ul style="list-style-type: none"> 1. Dad bought diving lessons for Susan’s birthday gift. 2. Jessica bites her nails. 3. Sally wears a lot of jewelry. 4. Octavio cooks dinner for the family on Wednesday nights. 5. The tree dropped leaves into the yard. | <ul style="list-style-type: none"> 6. Joe’s mom runs the middle school office. 7. Jessie loves the mandolin. 8. That bookcase holds over a hundred books. 9. Erin wants a trip to Europe. 10. That woman’s documentaries provide interesting information. |
|--|--|

Practice B Distinguishing Between Transitive and Intransitive Verbs

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

Example: The family celebrated when their son was born.

Answer: celebrated — intransitive

- 1. Rhonda made plans with her friends. _____
- 2. That call lasted over an hour. _____
- 3. Leslie works at the gym on Tuesdays. _____
- 4. John babysits his cousins after school. _____
- 5. Merrie adopted a puppy from the shelter. _____
- 6. The weather ruined the ballgame. _____
- 7. Mr. Wilson bought a new car. _____
- 8. Last night, I fell asleep during the news. _____
- 9. Carrie planned the company party. _____
- 10. Kevin plays for the Red Sox. _____

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VERB PHRASES

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

One or more 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 be)				must

Practice A Recognizing Verb Phrases

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

Example: She is interested in nutrition.

Answer: is interested

1. Don should have given you the keys. _____
2. We are going to Cancun next spring. _____
3. Kim does help a lot of people. _____
4. I have seen this movie before. _____
5. I am doing some spring cleaning. _____
6. The computer has been getting slower. _____
7. Erique might be getting a raise. _____
8. Uncle Shaun should have been supporting the cause. _____
9. The snow might be piling up. _____
10. Terry has been working for that company for ten years. _____

Practice B Identifying Helping Verbs and Main Verbs

Read each sentence. Then, underline the helping verbs and circle the main verbs.

Example: The cat has been eating a lot.

Answer: The cat has been eating a lot.

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|--|---|
| 1. Mr. Smith has been making cookies. | 6. Your parents have been saving money. |
| 2. Justin is applying to several schools. | 7. Rodney is using his money for clothes. |
| 3. That Web site might provide that information. | 8. Juan is walking to the store. |
| 4. You do like summertime, right? | 9. The security guard was pacing in circles. |
| 5. Barb might find a new job. | 10. Mr. Sampson has won awards for his paintings. |

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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>flower</u> 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 and possessives are adjectives, too!

Example: These hot days really bother me.

Answer: These hot days really bother me.

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|---------------------------------------|---|
| 1. Some antique toys are sold online. | 6. That baby kitten scratched my hand. |
| 2. Low tones soothe cranky babies. | 7. Alea makes awesome chocolate cake. |
| 3. Rita loves calm seas. | 8. The black hat is on the hook. |
| 4. I love spicy Indian food. | 9. The long ride put the child to sleep. |
| 5. Kiri found an old barrette. | 10. Swimming laps is my favorite way to 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: He went to his dentist appointment.

Answer: dentist

1. Will you please scrub the kitchen floor? _____
2. He loves making mud pies. _____
3. Roslyn forgot her violin lesson. _____
4. That nurse is a rehabilitation expert. _____
5. Lemon juice goes with fish. _____
6. The concrete statue is in the garden. _____
7. The glass vase fell off the shelf. _____
8. My mother uses fabric softener. _____
9. My Aunt Mary Ann is an office manager. _____
10. The show time is 3:30. _____

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?* When an adverb modifies an adjective or another adverb, it will answer the question: *To what extent?* These adverbs are often called **intensifiers**. 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, circle the adverb in each sentence.

Example: They seldom lose a game.

Answer: They seldom lose a game.

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|--|---|
| 1. Cecelia sometimes misses her brother. | 6. Her son seldom rides his bike to school. |
| 2. Lily spoke harshly. | 7. Don't speak harshly to the puppy. |
| 3. Lou chewed his pencil nervously. | 8. Teo often works with his cousin. |
| 4. The carolers sang merrily. | 9. Carrie reluctantly boarded the plane. |
| 5. Maddox will likely finish the painting. | 10. Jim diligently studied the article. |

Practice B Identifying Adverbs and the Words They Modify

Read each sentence. Then, write the adverb and the verb it modifies.

Example: He barely fits in last year's jacket.

Answer: barely — fits

1. Mary dances gracefully. _____
2. I finally cleaned the hall closet. _____
3. People live nearby. _____
4. She finished punctually. _____
5. The engine revved powerfully. _____
6. Rattlesnakes nest underground. _____
7. That family eats organically. _____
8. Mario is studying abroad. _____
9. The star imploded violently. _____
10. The fish were caught locally. _____

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 in each sentence, and underline the preposition.

Example: Latoya worked during senior year.

Answer: during senior year

1. Put flour in the bowl. _____
2. There is a hole in his shoe. _____
3. Bats are active at night. _____
4. The fox moved into the woods. _____
5. She enjoys working with her hands. _____
6. Lisa is living near Matagorda Bay. _____
7. Please hang your coat on the rack. _____
8. Last night I dreamed about this test. _____
9. The bird moved toward the squirrel. _____
10. Her cat sleeps on the windowsill. _____

Practice B Identifying Prepositions and Their Objects

Read each sentence. Then, underline the prepositions and circle the objects of the prepositions.

Example: Please sit across from Tony.

Answer: Please sit across from **Tony**.

- | | |
|--|---|
| 1. The kids come home at sunset. | 6. Mr. Wisdom has been a teacher for years. |
| 2. Belle has a bruise on her shin. | 7. Lindsay is the daughter of my boss. |
| 3. The fields are beautiful after a snowstorm. | 8. He daydreams about a new truck. |
| 4. Can you push that box toward the door? | 9. Diana likes working in the gym. |
| 5. The frog is sitting on the log. | 10. The dog is sitting on its leash. |

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 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, remember to underline both parts.

Example: Victor plans to have either a hotdog or a hamburger.

Answer: Victor plans to have either a hotdog or a hamburger.

1. After you clean your room, you can use the computer.
2. We will eat either seafood or steaks.
3. Before I brush, I floss.
4. Would you rather go to dinner or see a movie?
5. While I baste the turkey, can you peel potatoes?
6. When I eat healthy food, I feel strong.
7. Both Ethan and Dustin are in that band.
8. Isaac can be in baseball or on the track team.
9. In order to save money, we eat at home.
10. Austin highways get slippery when it rains.

Practice B Identifying Different Conjunctions

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

Example: Although I slept eight hours, I still feel tired.

Answer: although — subordinating

1. All day long, Robyn either writes or takes care of her children. _____
2. Karen is coming to town, but she will be too busy for a visit. _____
3. She likes to juice vegetables, but I stick with fruit. _____
4. As long as you think you can get it done, you will get it done. _____
5. Amber will live in either Portland or Eugene. _____
6. After Jesse finishes practicing, he has to get to his lesson. _____

Name! _____ Date! _____

INTERJECTIONS

An interjection is a word that expresses feeling or emotion 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	hooray	psst	wow

Practice A Identifying Interjections

Underline the interjection in each item below.

Example: Aha! I found it!

Answer: Aha! I found it!

- Ouch! That really hurt!
- By the way, I forgot to buy butter.
- Attention! Our guest speaker is about to begin.
- Aww, you are so kind.
- Ahem. I have an announcement.
- Hooray! We won!
- Psst, can I borrow a pencil?
- Aw, shucks. That's such a nice thing to say.
- Attagirl! You did a great job.
- What? I'm not sure I believe that.

Practice B Supplying Interjections

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

Example: _____ This is the best ice cream ever!

Answer: Yum!

- _____ We won the championship!
- _____ I can't seem to figure this out!
- _____ I'm trying to hear the radio.
- _____ My parents won't let me go.
- _____ You are a graduate!
- _____ That doesn't look very appetizing.
- _____ You are going to be late for school.
- _____ I don't believe that for a second.
- _____ It finally stopped snowing!
- _____ I almost fell.

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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>Hooray!</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, pronoun, verb, adjective, or adverb.

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|--|------|---------|------|-----------|--------|
| Example: Sila <u>borrowed</u> money from her mom. | noun | pronoun | verb | adjective | adverb |
| Answer: Sila <u>borrowed</u> money from her mom. | noun | pronoun | verb | adjective | adverb |
| 1. <u>They</u> laugh a lot. | noun | pronoun | verb | adjective | adverb |
| 2. John <u>works</u> installing siding. | noun | pronoun | verb | adjective | adverb |
| 3. I love baking <u>pies</u> . | noun | pronoun | verb | adjective | adverb |
| 4. She prefers <u>digital</u> recordings. | noun | pronoun | verb | adjective | adverb |
| 5. That <u>spotted</u> pup is getting skinny. | 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, conjunction, or interjection.

- | | | | |
|--|-------------|-------------|--------------|
| Example: I like living <u>in</u> the South. | preposition | conjunction | interjection |
| Answer: I like living <u>in</u> the South. | preposition | conjunction | interjection |
| 1. She wants to live <u>on</u> a houseboat. | preposition | conjunction | interjection |
| 2. <u>Hooray!</u> You won the spelling bee! | preposition | conjunction | interjection |
| 3. The ship moved <u>toward</u> the coast. | preposition | conjunction | interjection |
| 4. Do you prefer chicken grilled <u>or</u> fried? | preposition | conjunction | interjection |
| 5. Shannon <u>and</u> James are waiting for you. | preposition | conjunction | interjection |

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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	is <u>sitting</u> on the table next to the couch.
The very sick <u>fox</u>	<u>stayed</u> in its den all day.
My geology <u>paper</u>	is <u>due</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 apples in the basket are very fresh.

Answer: The apples in the basket are very fresh.

1. The children with extra credit gathered after class.
2. The dog down the street barked all night.
3. The clothes in the dryer need more time.
4. The sun shines brightly.
5. The bread in the oven smells wonderful.
6. Julian's sister loves reading.
7. The mountains in the West are very grand.
8. The chess club champion won many awards.
9. Her most cherished book once belonged to her grandmother.
10. Most people enjoy playing games.

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: The bird landed on Jason's shoulder.

Answer: The bird landed on Jason's shoulder.

1. Sydney's pictures should please his teacher.
2. The coach demanded that we practice harder.
3. John delivered pizzas all weekend.
4. The plants on the porch need water.
5. Quincy wondered about his classmate's questions.
6. The carpenter nailed the boards together.
7. Liz returned all of the books to the library.
8. The anxious boy presented his project to the class.
9. The coach congratulated his team.
10. The banker placed the money into the vault.

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.

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 mechanic who works on my car.

Answer: fragment

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|------------------------------------|---------------------------------------|
| 1. Was finishing the dishes. _____ | 6. Is the best way. _____ |
| 2. Exercise is good for you. _____ | 7. I enjoy walking. _____ |
| 3. Slower over time. _____ | 8. Were too many to count. _____ |
| 4. She rode the horse today. _____ | 9. Jamie began with hesitation. _____ |
| 5. He thought about. _____ | 10. Tony slowly finished. _____ |

Practice B Fixing Fragments

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

Example: beside the river

Answer: He walked beside the river with his brother.

1. the talented singer _____
2. jumped quickly into the car _____
3. the long drive _____
4. walked out into the gym _____
5. crawling under the car _____
6. the active little boy _____
7. his favorite toy _____
8. the best recipe _____
9. the books about sports heroes _____
10. the last day of summer _____

Name! _____ Date! _____

SUBJECTS IN DECLARATIVE SENTENCES BEGINNING WITH *HERE* OR *THERE***Here and there are never the subject of a sentence.**

When the words *here* or *there* begin a **declarative sentence**, they are usually adverbs that modify the verb by pointing out where something is located. 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.

Sentences Beginning With Here or There	Sentences Rearranged in Subject-Verb Order
Here is your <u>backpack</u> .	Your <u>backpack</u> is here.
There is a crack 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 each sentence below so that it is written in subject-verb order.

Example: There is furniture on the patio.**Answer:** Furniture is on the patio.

- There are clowns in the parade. _____
- There is equipment in the shed. _____
- Here is the book from the library. _____
- There are several ducks swimming. _____
- There is a sheet on the bed. _____
- Here are the questions. _____
- Here is the special present for Mother's Day. _____
- There are fish in the river. _____
- There is a watermelon in the cooler. _____
- Here is an important detail. _____

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 complication in the plan.**Answer:** There is a complication in the plan.

- There is a balloon in the sky.
- There are applications for the program.
- Here is your lunch.
- There is a biscuit on the plate.
- There are answers for your questions.
- Here is your bicycle.
- There are many reasons to stay.
- Here is the topping for your ice cream.
- There are few people in the restaurant.
- Here is your wallet.

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 each sentence below so that it is written in subject-verb order.

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

1. What are you doing? _____
2. Where is the broom? _____
3. Are you leaving soon? _____
4. What is the problem with the car? _____
5. Are you expecting me at noon? _____
6. Why is the sand black at this beach? _____
7. Are you leaving on Sunday? _____
8. When should we plan to leave? _____
9. How did you get finished on time? _____
10. Why are you being unkind? _____

Practice B Identifying Subjects and Verbs in Interrogative Sentences

Read each sentence. Then, circle the subject of the sentence and underline the verb. Some of the sentences have helping verbs, so the verb will be two words.

Example: Why are you yelling?**Answer:** Why are (you) yelling?

1. Why did your car swerve?
2. How can I be helpful?
3. Why does my grandma like roller blades?
4. Why do you believe that?
5. Where is your jacket?
6. Is Benny shopping for summer clothes?
7. Why do you want a new tutor?
8. Where did I go wrong?
9. What is the answer to this question?
10. What colleges are you considering?

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 each sentence below to include its subject, *you*.

Example: Write the paragraph before lunch.

Answer: You write the paragraph before lunch.

1. Before dinner, prepare the table. _____
2. Sit on the recliner. _____
3. Next week, attend all your classes. _____
4. Call your mother when you get back. _____
5. Chris, watch your sister today. _____
6. Present yourself with dignity. _____
7. Yoko, please erase the board. _____
8. Cindy, determine your most important task. _____
9. Send the letter to your friend. _____
10. Ask me tomorrow. _____

Practice B Writing Imperative Sentences

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

Example: Read something every night.

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

Example: Hurry up!

Answer: you

1. Stop tickling me! _____
2. Zack threw water on me! _____
3. She won the game! _____
4. This won't work! _____
5. Look out! _____
6. Juanita is wonderful! _____
7. You are beyond belief! _____
8. Marcus made the shot! _____
9. Wait! _____
10. The meal is delicious! _____

Practice B Writing Exclamatory Sentences and Underlining 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: Catch the ball! (you)

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

Name _____ Date _____

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> ?	cookies; the verb is transitive
Fish can breathe under water.	Fish can breathe <i>what</i> ?	No answer; the verb is intransitive.
Sam hugged his mother.	Hugged <i>who</i> ?	mother; the verb is transitive

Practice A Identifying Direct Objects

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

Example: Hector sang a song.

Answer: Hector sang a song.

1. Trina bought a book.
2. Linda wants a job.
3. The girls played a game.
4. The baseball hit the window.
5. He placed the flowers in a vase.
6. The boy hit the piñata with a stick.
7. I always have time for you.
8. Mom poured the cough medicine.
9. He swept the walk.
10. The instructor yelled directions.

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: Leo caught a really nasty cold.

Answer: Yes

1. Mom thinks a lot. _____
2. I tossed the remote to Dad. _____
3. That movie thrills me. _____
4. The baby wants a drink. _____
5. Julia loves warm milk. _____
6. The judge finally ruled on the case. _____

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 brother a dollar.	1. Gave <i>what</i> ?	dollar (direct object)
	2. Gave a dollar <i>to or for whom</i> ?	brother (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 baked his family a pizza.

Answer: He baked his family a pizza.

- | | |
|--|--|
| 1. He threw his friend a party. | 6. Max sent his dad a package. |
| 2. He picked his little brother an apple. | 7. Xavier snapped the tourist a picture. |
| 3. Juanita prepared her family a dinner. | 8. She asked the teacher a question. |
| 4. I sang the crowd a song. | 9. They gave the hero an award. |
| 5. The volunteers built the kids a playground. | 10. Chris threw the batter a curveball. |

Practice B Identifying Sentences With Indirect Objects

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

Example: Mike cooked his friends some dinner.

Answer: Mike cooked his friends some dinner. Yes

- | | |
|--|--|
| 1. Ms. Santiago bought her husband a gift. _____ | 6. Marco gave his sister an answer. _____ |
| 2. I demanded a refund. _____ | 7. Michelle prepared me a delicious meal. _____ |
| 3. Jaden asked me another question. _____ | 8. He took another piece of pizza. _____ |
| 4. The boys played two more games. _____ | 9. Angelino brought his mother some flowers. _____ |
| 5. Fred's sister drove the car. _____ | 10. I kept a record of my expenses. _____ |

Name _____ Date _____

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 each sentence.

Example: The captain appointed the policewoman sergeant.

Answer: The captain appointed the policewoman sergeant.

- | | |
|---|--|
| 1. Mom declared the weather miserable. | 6. My mom considers my kids perfect. |
| 2. The boys thought their father too strict. | 7. The treatments made my condition improve. |
| 3. The mothers considered their teenagers confused. | 8. Jeffrey declared the Web site useless. |
| 4. The little boy calls his father Daddy-o. | 9. Amelia thought the hotel a wonderland. |
| 5. The club elected Alex its leader. | 10. The doctor considers the patient cured. |

Practice B Completing Sentences With Object Complements

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

Example: The mechanic determined the repairs _____.

Answer: The mechanic determined the repairs expensive. _____

1. He appointed his grandfather _____.
2. Heidi judged the coffee _____.
3. Jayde thought the plan _____.
4. The city elected Danielle _____.
5. Arlen called the snow _____.
6. My cousin calls the baby _____.
7. The officer declared my driving _____.
8. Hayley thought the park _____.
9. They found the city _____.
10. Tia Louisa called my dress _____.

Name _____ Date _____

SUBJECT COMPLEMENTS

A subject complement is a noun, pronoun, or 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 or complements in each sentence.

Example: Your brother is tall and skinny.

Answer: Your brother is tall and skinny.

- | | |
|---------------------------------------|--------------------------------|
| 1. Your daughter seems very bright. | 6. Your sister is an artist? |
| 2. Luke is a good son. | 7. That dinner was heavy. |
| 3. Her brother is a professor. | 8. Fifth grade seems long ago. |
| 4. The roads are dangerous. | 9. My paycheck is late. |
| 5. The boy's shirt is blue and green. | 10. The floor is carpeted. |

Practice B Identifying Predicate Nominatives and Predicate Adjectives

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

Example: My brother is a surgeon.

Answer: My brother is a surgeon. predicate nominative

- The girl is a sweetheart. _____
- Mr. Rios is tall, dark, and handsome. _____
- Your dress is ruined. _____
- That painting is a masterpiece. _____
- My mother is a seamstress. _____
- The morning air is sweet. _____
- I feel hungry enough to eat a horse. _____
- You seem sleepy. _____
- Are you a good manager? _____
- That garage is a disaster. _____

PREPOSITIONAL PHRASES

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 cat jumped <u>over the dog</u> . (<i>Jumped where?</i>)

Show that you can use and understand the function of different types of phrases by completing the following exercises.

Practice A Identifying Prepositional Phrases

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

Example: Cynthia tripped over the skateboard.

Answer: Cynthia tripped over the skateboard.

- They lounged by the pool.
- Sierra skates in the winter.
- We developed the pictures from our vacation.
- Theresa left her keys on the counter.
- Tia barbecued steaks on the grill.
- Sid wrote songs for his girlfriend.
- Marlena sends cards on most holidays.
- Joseph gave treats to the children.
- Miguel played music at the party.
- Cindy talked during the movie.

Practice B Identifying Adjectival and Adverbial Phrases

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

Example: He hiked up the mountain.

Answer: He hiked up the mountain.

Adjectival phrase

Adverbial phrase

1. Martin told a story about his grandfather.

Adjectival phrase

Adverbial phrase

2. Martha spoke easily to the large crowd.

Adjectival phrase

Adverbial phrase

3. Maria swam with the dolphins.

Adjectival phrase

Adverbial phrase

4. The girl in the red dress plays piano very well.

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 of the sentence, commas are not used.

Show that you can use and understand the function of different types of phrases by completing the following exercises.

Practice A Identifying Appositives

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

Example: Alex, the captain of our team, spoke with the referee.

Answer: Alex, the captain of our team, spoke with the referee.

1. Marissa, the nicest girl in our class, helped me with a math problem.
2. The supervisor, Mr. Jones, left earlier today.
3. Her friend Beth was at the dance.
4. I joined the chess club, a great organization.
5. The little puppy, a Labrador-Collie mix, looked at us with sad eyes.
6. I cooked a treat, grilled chicken, for my family.
7. Susan's sister Elaine missed the family reunion.
8. My favorite frozen yogurt, vanilla, will be served after dinner.

Practice B Combining Sentences Using Appositives

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

Example: My shirt needs mending. My shirt has a tear in the back.

Answer: My shirt, the one with the tear in the back, needs mending.

1. That car is an old sedan. That car was painted last week. _____
2. That teacher is strict. Her name is Ms. Winkler. _____
3. My friend's cat is a rare breed. My friend's cat ran away. _____
4. Ms. Arlene is my favorite teacher. Ms. Arlene lets the class talk about real issues. _____
5. Stedman is my oldest friend. Stedman can always make me laugh. _____

Name _____ Date _____

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 different types of phrases by completing 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 all of the verbals describe nouns.)

Example: Shaun, irritated by his sister, shut his bedroom door.

Answer: Shaun, irritated by his sister, shut his bedroom door.

- Excited about their big game, the boys hurried onto the bus.
- Sun shining on my shoulders makes me feel happy.
- Anita, giggling with laughter, fell out of her chair.
- The boy, hesitating shyly, slowly walked to the back.
- Our recently hired principal spoke with the parents.
- The topic, discussed repeatedly in meetings, had grown tiresome.

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 officer wrote him a ticket.

Answer: verb

- Purring and kneading, the cat put on a show. _____
- The wind, blowing like crazy, kept us up all night. _____
- The gift pleased our Mom. _____
- Tired from his day, Dad pulled off his boots. _____

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.

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.
 dependent clause independent clause

Show that you can use and understand the function of different types of clauses by completing the following exercises.

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 or a subordinate clause.

Example: Since I was hungry, I ate two hamburgers.

Answer: Since I was hungry, I ate two hamburgers. independent **subordinate**

- | | | |
|--|-------------|-------------|
| 1. Manuel wanted a car <u>that could go very fast.</u> | independent | subordinate |
| 2. <u>I need vitamins</u> , but I'm not sure which brand to buy. | independent | subordinate |
| 3. My brother, <u>who complains often</u> , liked the movie. | independent | subordinate |
| 4. <u>If you want an A</u> , you will have to study hard. | independent | subordinate |
| 5. One dog is friendly, <u>while the other is mean.</u> | independent | subordinate |
| 6. <u>The game was boring</u> , and it lasted forever. | independent | subordinate |
| 7. Although I wasn't quite ready, I <u>had to take the test.</u> | independent | subordinate |
| 8. I wanted to ask you <u>since I thought you knew.</u> | independent | subordinate |

Practice B Combining Sentences Using Independent and Subordinate Clauses

Read the sentences below. On the line provided, combine the two sentences to form one sentence. For two 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: He enjoys dancing. He doesn't go very often.

Answer: Even though he enjoys dancing, he doesn't go very often.

Example 2: He enjoys dancing. She prefers skiing.

Answer: He enjoys dancing, but she prefers skiing.

- Evan was tired. He finished the race. _____
- The boy was thirsty. He didn't get a drink. _____
- You are tired. You should take a nap. _____
- Sid was lonely. He called a friend. _____

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. They 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. (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.)

Show that you can use and understand the function of different types of clauses by completing the following exercises.

Practice A Identifying Adjectival Clauses

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

Example: My teacher, whom the class admires, expects hard work.

Answer: My teacher, whom the class admires, expects hard work.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The dog that had barked for hours finally quieted. 2. The pan that you loaned our neighbor is on the porch. 3. Our coach, who enjoys working us hard, called for extra practice. 4. The mechanic whom we trust was home sick. | <ol style="list-style-type: none"> 5. My sister, who usually dresses casually, looked amazing. 6. I missed the deadline, which lowered my average. 7. The cake that the dog ate was for the party. 8. Miguel, who is a very hard worker, stayed late. |
|---|---|

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 jet left on time. (that the president is on)

Answer: The jet that the president is on left on time.

1. The old lawnmower was easy to fix. (which hasn't been used in years)

2. Sarah needs to borrow some sugar. (who is baking a pie)

3. Mike is ready to go outside. (who has been watching TV all day)

4. The dog ran away. (that never listens)

Name _____ Date _____

RESTRICTIVE RELATIVE CLAUSES AND NONRESTRICTIVE RELATIVE CLAUSES

Relative pronouns connect adjectival clauses to the words they modify. They 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 an 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.

Practice A Identifying Relative Pronouns and Their Clauses

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

Example: The girl who won the title is from Waco.

Answer: The girl who won the title is from Waco.

1. The glass that is sitting on the counter is dirty.
2. The bike that I bought for Stephanie needs work.
3. That teenager, who has final exams this week, is stressed out.
4. The juice that I bought today has calcium added.
5. The chair, which I just recovered, matches the drapes perfectly.
6. Please wash the car, which is dirty from our trip.
7. The car that was in an accident is in the repair shop.
8. My uncle, who is a great cook, is hosting the party.
9. She is doing homework that is very challenging.
10. The girl who is in the front seat is my sister.

Practice B Combining Sentences Using Relative Pronouns

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

Example: I straighten my hair. My hair is usually very curly.

Answer: I straighten my hair, which is usually very curly.

1. The dog is brown and black. The dog is a mixed breed. _____
2. The work is nearly done. The work is tedious. _____
3. Kiki seems quiet and shy. Kiki won the dance contest. _____
4. The job is very challenging. The job pays well. _____
5. Rod is a doctor. Rod works overseas. _____

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 both subjects and verbs.

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

Show that you can use and understand the function of different types of clauses by completing the following exercises.

Practice A Identifying Adverbial Clauses

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

Example: After running several laps, I sat on the ground.

Answer: After running several laps, I (sat) on the ground.

1. I will finish the job when I come home.
2. After you mow the lawn, rake the clippings into a bag.
3. Until you've tried surfing, you cannot imagine what it's like.
4. Before you go to bed, say goodnight.
5. Even though you are smart, you should do your best.
6. Whenever it snows, I shovel the entire sidewalk.
7. Because I started the paper late, I received a bad grade.
8. While you were doing sit-ups, I swam in the pool.
9. The fans cheered wildly as the players ran onto the field.
10. Even though you didn't win, I admire your effort.

Practice B Combining Sentences Using Adverbial Clauses

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

Example: Dad is taking my TV away. I missed curfew. (because)

Answer: Dad is taking my TV away because I missed curfew.

1. She couldn't loosen the lid. She kept trying. (although) _____
2. I liked her. She almost never spoke to me. (even though) _____
3. You exercise every day. You will enjoy life much more. (if) _____
4. You were running laps. The coach was clocking your time. (while) _____
5. I eat late at night. I feel sick to my stomach. (when) _____

Name _____ Date _____

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.

Show that you can use and understand the function of different types of clauses by completing the following exercises.

Practice A Identifying Noun Clauses

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

Example: I know that everything is fine.

Answer: I know that everything is fine.

1. She always gets what she wants.
2. Your excuse that you didn't have time was not sufficient.
3. Why we are here is one of the great philosophical questions.
4. Did you know that he's not an engineer?
5. You can pick whichever one you like.
6. Give the baby what he wants.
7. That you are kind is obvious to me.
8. Whoever needed extra time was allowed to finish.
9. She always wants what she can't have.
10. She told me that I should do well on the test.

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 needed someone who could fix the sink.

Answer: adjectival clause

1. Whatever you order will taste delicious. _____
2. The teacher ate her lunch, which was a tuna sandwich. _____
3. I supported the team that was winning. _____
4. I chose whichever one I wanted. _____
5. She knew how to bake delicious meals. _____

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.

Practice A Distinguishing Between Simple and Compound Sentences

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

Example: The team wanted to win, but they lacked confidence in their ability.

Answer: compound

- Have you started your homework yet? _____
- In this town, everybody knows everybody. _____
- I like fishing, but my brother can't stand the monotony. _____
- I saw an eagle soaring down from the cliff. _____
- Karen wants to come for a visit, but we'll be gone that day. _____
- Mom needs a good vacation. _____
- You can choose to either cook me dinner or take me out. _____
- You can finish the project, or you can hire someone else to finish it. _____
- She created a new logo for her company. _____
- They are making mud pies and digging holes. _____

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 bought the car that she'd been saving up to buy.

Answer: She bought the car that she'd been saving up to buy. simple **complex**

- | | | |
|--|------------------|----------|
| 1. Although I need the money, I can't take a second job. | simple | complex |
| 2. The little boy ate his third helping, and then he became ill. | simple | complex |
| 3. Usually I prefer chicken, but I'd like the pork roast. | complex | compound |
| 4. We can have lunch here at my house. | compound-complex | compound |
| 5. While he played guitar, she sang. | simple | complex |
| | complex | compound |

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	Annette sings soprano.
Interrogative: asks a question; ends with a question mark	In which state is Albany?
Imperative: gives commands or directions; ends with a period or exclamation mark	Use caution when diving. Halt!
Exclamatory: conveys strong emotions; ends with an exclamation mark	What an amazing feat!

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: How expensive are the fleece jackets (interrogative)

Answer: How expensive are the fleece jackets?

1. What a tremendous act of kindness (exclamatory)
2. What makes volcanoes erupt (interrogative)
3. Have you ever seen a meteor shower (interrogative)
4. Beware of jellyfish (imperative)
5. Kabuki is a type of Japanese drama (declarative)
6. What a fascinating exhibit (exclamatory)
7. Do not loiter outside the building (imperative)
8. The cliff exposed many layers of rock (declarative)
9. Display the permit in your windshield (imperative)
10. Apes are the most advanced primates (declarative)

Practice B Identifying the Four Types of Sentences

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

Example: Prepare to be amazed!

Answer: both imperative and exclamatory

1. Bactrian camels have two humps. _____
2. That's unacceptable! _____
3. Your consent is required. _____
4. How extensive is the damage? _____
5. Resist temptation! _____
6. Participation in the project is mandatory. _____
7. That is so thoughtful! _____
8. Imagine the possibilities! _____
9. Have you ever heard the llama song? _____
10. Please inform me of changes immediately. _____

Name! _____ Date! _____

SENTENCE COMBINING

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

Compound object	Kelly carried a microscope. Kelly carried a beaker.	Kelly carried a microscope and a beaker.
Complex sentence	Georgio checked the map. Georgio crossed Connell Road.	Before Georgio crossed Connell Road, he checked the map.

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

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

Example: Carter explained the diagram and its caption.

Answer: Carter explained the diagram and its caption.

1. Koalas and kangaroos have pouches.
2. The volcano erupted and spewed lava into the countryside.
3. The photograph of the beach showed seagulls, hermit crabs, and oyster shells.
4. The contractor builds single-family dwellings and apartment buildings.
5. Mechanical engineers, applied architects, and land surveyors met at the site.
6. Jacob traveled to the Amazon and saw howler monkeys.
7. Among other things, marine surveyors measure harbors and rivers.
8. Hemlocks, firs, and spruces are evergreen trees.
9. Harriet organized her personal notes and business letters.
10. For the grand finale, I sang "Walk Between Raindrops" and tap danced.

Practice B Identifying Clauses in Compound and Complex Sentences

Read each sentence. Then, underline each dependent or independent clause in the sentence.

Example: The publisher liked the ending, but the author wasn't satisfied with it.

Answer: The publisher liked the ending, but the author wasn't satisfied with it.

1. Elise added blueberries to the pancake batter because they are rich in antioxidants.
2. After Kim explained the formula, Miriam understood how to do the math problem.
3. Craig spent all day on the lake, but he only caught one fish.
4. Laura stirred the cream sauce as she slowly poured in a cup of chicken broth.
5. Nadine knew Jacob was visiting because she saw his coat in the closet.

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 Writing to Shorten Sentences

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

Example: None of Janine’s friends have traveled overseas, and neither has Janine.

Answer: Neither Janine nor any of her friends have traveled overseas.

1. The koala is not really a bear; officially, it is a marsupial like the kangaroo.

2. Theresa likes seafood, but the other members of her family don’t like seafood.

3. The digital picture frame is able to display a panoramic view, and Hannah likes it.

4. Sue had never gone whitewater rafting, but the others had gone whitewater rafting.

5. Pluto is no longer a planet since astronomers voted on a new definition of *planet*.

Practice B Revising to Vary Sentence Length

Read the following paragraph. Make these revisions to vary sentence length: Shorten and break up sentence 1; combine sentences 2 and 3, as well as sentences 4, 5, and 6.

Example: Have you heard of Samuel Clemens, a man who is a great literary figure?

Answer: Have you heard of Samuel Clemens? He is a great literary figure.

Samuel Clemens is a great American author, humorist, and lecturer, but some people are not familiar with his name because it doesn’t appear on the spines of many of his works, including the well-known Tom Sawyer adventure series. (2) Clemens assumed the pseudonym Mark Twain. (3) He wanted to separate his journalistic career from his more humorous works. (4) Clemens was fascinated by the Mississippi River. (5) For that reason, Clemens piloted steamboats for two years and borrowed his pen name from the boatman’s cry “by the mark, twain,” with *mark* meaning “line” and *twain* meaning “two” to represent two fathoms, or twelve feet. (6) That is the safe river depth for a steamboat.

Name! _____ Date! _____

VARYING SENTENCE BEGINNINGS

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

Infinitive phrase	To get to Myrtle Beach by evening was our goal.
Adverb	Definitely, our goal was to get to Myrtle Beach by evening.

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: Seeing the time, Dana hurried through the door and down the hall.

Answer: Seeing the time, Dana hurried through the door and down the hall. participial phrase

- In June last year, the heat was unbearable. _____
- To enable my friends to see my vacation photographs, I posted them online. _____
- Carelessly, Juan tossed the directions aside and walked away. _____
- Bluetooth capability is a standard option. _____
- Because of Stacy’s knowledge, the team won the trivia contest. _____
- At one time, salt was a valuable commodity. _____
- Technology has spurred a social trend called “cocooning.” _____
- Stacked to the ceiling, the crates appeared ready to tumble at any moment. _____

Practice B Writing Varied Sentence Beginnings

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

Example: _____, Lindsay planned what she would say to the mayor. (participial phrase)

Answer: Riding the elevator, Lindsay planned what she would say to the mayor.

- | | |
|---|--|
| 1. _____ ,
Jan soon fell asleep. (participial phrase) | 5. _____ , will
you buy a loaf of bread? (adverbial phrase) |
| 2. _____ ,
he waited for Jen to see him. (adverb) | 6. _____ ,
promised to drop by this evening. (noun) |
| 3. _____ , a vendor
sells sunglasses. (prepositional phrase) | 7. _____ ,
Anne ran up to the coach. (adverb) |
| 4. _____ ,
I noticed her new haircut. (participial phrase) | 8. _____ ,
was her objective. (infinitive 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	A patch of blackberries grew on the hillside.
Verb-subject order	On the hillside grew a patch of blackberries.

Practice A Identifying Subjects and Verbs in Sentences

Read each sentence. Underline the verb and circle its subject. (Not all the sentences have an inverted word order.)

Example: The twins, separated at birth, led identical lives.

Answer: The twins, separated at birth, led identical lives.

1. Among the weeds grew brightly colored wildflowers.
2. The tale about the fox and the grapes teaches an age-old lesson.
3. Outside the precinct gathered several concerned police officers.
4. Under our backyard patio lives a family of groundhogs.
5. A classroom of impatient second-grade students waited for the bell to ring.
6. Enticing scents lured prospective customers to the festival’s food booths.
7. Up the walkway ran a group of giggling children.
8. In the mountains of Pennsylvania romps a border collie named Zoe.
9. The Warhol Museum exhibits numerous artifacts from Andy Warhol’s personal life.
10. A group of concerned citizens is coming.

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: Free with the purchase of a set of knives is a paring knife.

Answer: V-S

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|--|--|
| <ol style="list-style-type: none"> 1. Entering the building is a group of tourists.
_____ 2. Here is the list of participants. _____ 3. Piled in the corner are the wet beach towels.
_____ 4. Enthusiastic fans gathered around the stage.
_____ 5. On the rosebush were five huge blooms.
_____ | <ol style="list-style-type: none"> 6. Included with each computer is a printer.
_____ 7. Extra parking is available behind the building.
_____ 8. Introducing the speaker is a local newscaster.
_____ 9. I’d describe that movie as strange.
_____ 10. My mother was born in Honduras.
_____ |
|--|--|

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 wireless mouse. Like Lou's.	Hank wants a wireless mouse like Lou's.
Confused about how to use the wireless mouse. Hank read over the instructions.	Confused about how to use the wireless mouse, Hank read over the instructions.

Practice A Identifying Fragments

Read each item. If it is a fragment, write F on the line provided. If it is a complete sentence, write S.

Example: The data disclosed during the investigation.

Answer: F

- | | |
|--|---|
| 1. I installed new software on my computer. _____ | 6. The emergency helicopter hovered overhead. _____ |
| 2. Discussing the essay, which was interesting. _____ | 7. Agers Falls, situated in the Adirondack Mountains. _____ |
| 3. Tim watches "Dancing With the Stars." _____ | 8. The administration approved the merger. _____ |
| 4. Until the assignment is completed. _____ | 9. Fold in one cup of finely ground walnuts. _____ |
| 5. Participants in the competition who registered. _____ | 10. Which was being held after the competition. _____ |

Practice B Correcting Fragments

Read each fragment. Fill in the blank to form a complete sentence. Add punctuation as necessary.

Example: While his presentation was amusing _____.

Answer: While his presentation was amusing, it lacked substance.

- _____ instructed the students to remain seated.
- Because her desk was cluttered _____
- _____ extended the deadline.
- Since the morning session _____
- The bulldozer that is parked outside _____
- _____ calculated the cost of an update.
- The journalist who attended the briefing _____
- The vegetables _____ grown at Beatty's farm.
- _____ to return before sunset.
- Training dogs to fetch _____

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 basketball game went into overtime my parents couldn't stay to watch.	The basketball game went into overtime, but my parents couldn't stay to watch.

Practice A Revising to Eliminate Run-ons Using Punctuation

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

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

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

1. The movie had a very confusing plot I never quite figured out what was happening.
2. The farmer installed irrigation ditches, his neighbors were impressed with the system.
3. I have read Langston Hughes's poetry for years I didn't appreciate it until recently.
4. The campground offers a range of activities, for example campers can play tennis.
5. I'm allergic to shellfish, I can't eat seafood like crab, shrimp, or mussels.
6. English is written from left to right Arabic is written from right to left.
7. There are many types of saxophones, the saxophone is a wind instrument.

Practice B Revising to Eliminate Run-ons by Rewriting

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

Example: Andrea ate the sandwich her mother had made, the bread was stale.

Answer: Andrea ate the sandwich her mother had made even though the bread was stale.

1. Tree frogs can climb each of their toes has a sticky pad.

2. Crabs don't have a spine they have a shell to protect themselves.

3. Sam agreed to stop at the store, he was late for the meeting.

4. The jury came to a verdict easily, the defendant was clearly innocent.

5. Mrs. Hernandez planted berry shrubs, they attract birds.

Name _____ Date _____

RECOGNIZING MISPLACED MODIFIERS

A misplaced modifier is placed too far from the word it modifies 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 dog ran past the man barking and yelping.	A dog, barking and yelping, ran past the man.

Practice A Identifying Misplaced Modifiers

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

Example: Our dog Scruffy jumped out of the tub covered in suds.

Answer: Our dog Scruffy jumped out of the tub covered in suds.

1. My friend Sandy jumped toward the basket wearing a new pair of shoes.
2. Lightly toasted, Kendra put two slices of raisin bread on the plate.
3. Mitchell raced across the parking lot to the stadium carrying the gym bag.
4. We discovered a raccoon hiding behind the car in the garage while sweeping.
5. The bank teller cashed my check with the striped tie.
6. Adele stopped to admire the pair of high-top tennis shoes chatting with Denise.
7. My father piled all the logs next to the fireplace wearing heavy leather gloves.
8. There is a sign-up sheet for members who plan to attend the dinner on the desk.

Practice B Correcting Misplaced Modifiers

Read each sentence. Then, rewrite each sentence, putting the misplaced modifiers closer to the words they should modify.

Example: Selma cooked pork chops on the grill marinated in teriyaki sauce.

Answer: Selma cooked pork chops marinated in teriyaki sauce on the grill.

1. The elderly woman ordered garlic pork wearing wire-rimmed glasses.

2. Nearly collapsing from exhaustion, the fans cheered on the runner.

3. Cassandra offered to lend Patrick her umbrella several times.

4. The bag is in the back seat of the car filled with various types of fruit.

5. Paul ate breakfast and thought about his plans for the day yawning.

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. Look at the example below and ask, *Who is trying to enter the competition?* Is it in the sentence on the left? Is it in the sentence on the right?

Dangling modifier: To enter the competition, an admission fee must be paid.	Correction: To enter the competition, contestants must pay an admission fee.
--	---

Practice A Identifying Dangling Modifiers

Read each sentence. Put a check mark next to the sentence that does not have a dangling modifier.

Example: a. Filling the pitcher, the water spilled. _____
Answer: b. Filling the pitcher, the waiter spilled the water. _____ ✓

- a. While I was driving to the golf course, the car ran out of gas. _____
- b. While driving to the golf course, the car ran out of gas. _____
- a. To support the basketball team, you should attend the pep rally. _____
- b. To support the basketball team, the pep rally should be attended. _____
- a. To work on the tree-trimming crew, experience with chain saws is required. _____
- b. To work on the tree-trimming crew, you must have experience with chain saws. _____
- a. Finally happy with the last paragraph, the essay was ready to turn in. _____
- b. Finally happy with the last paragraph, I was ready to turn in the essay. _____

Practice B Correcting Dangling Modifiers

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

Example: To make French toast, using dry bread is recommended.
Answer: To make French toast, the chef recommends using dry bread.

1. Scribbling a shopping list, the pen slipped out of Jude’s hand.

2. To open the garage door, a code must be entered.

3. Driving up the mountain, the snow began to fall.

4. Testing the speaker system, the sound quality was poor.

5. When turning 16, Mary and Gabby celebrated his birthday.

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 restaurant was noisy, busy, and crowded .
Parallel phrases	It was around noon and during the lunchtime rush .
Parallel clauses	I couldn't find the meal that I ordered last time and that I enjoyed .
Parallel sentences	It must be on the menu. It simply must be.

Practice A Identifying Parallel Grammatical Structures

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

Example: The necklace that I bought yesterday and that I can't find now is in a red box.

Answer: The necklace that I bought yesterday and that I can't find now is in a red box.

1. Impressionism, Realism, and Cubism are major art movements.
2. Most people like buying things but not paying for them.
3. Next week I will rake the leaves out of the pool, add chemicals, and clean the filter.
4. Dalmatians have a white coat, black spots, and floppy ears.
5. Andy went to the baseball game that Mariah played in and that Darleen coached.
6. Lucita swam at the community pool, while Adam golfed at a local golf course.
7. James passed the basketball to Aaron, and Aaron dribbled it down the court.
8. To make my decision, I need to make a list and to consider the pros and cons.
9. Chuck decided to attend West Virginia University and to study electrical engineering.
10. Skiing is exciting, but falling is 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 one has been completed for you.

- | | |
|---|--|
| <u> D </u> 1. Angie appreciates contemporary poetry | A. and prepared. |
| <u> </u> 2. She likes sketching landscapes | B. and to cook any fish that he catches. |
| <u> </u> 3. Camping was enjoyable | C. and hopes to join a ballet troupe someday. |
| <u> </u> 4. Basil planned to go trout fishing | D. and Renaissance art. |
| <u> </u> 5. Norma studies dance | E. but canoeing was hard. |
| <u> </u> 6. Before the test, I felt confident | F. and photographing wildlife. |

Name! _____ Date! _____

CORRECTING FAULTY PARALLELISM

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

Nonparallel words	Anne-Marie likes chocolate, vanilla, and the flavor strawberry.
Nonparallel phrases	James tried to catch the football and then running a field goal.
Nonparallel clauses	You know that the cat needs food, the dog needs water, and clean the fish tank.

Practice A Identifying Faulty Parallelism

Read each sentence. Decide if the underlined words are parallel. Write P for parallel and NP for not parallel.

Example: The decision is to go first to the movie and then hanging out at my house.

Answer: NP

1. The arena has an NHL-regulation rink and there's a concession stand.
2. Rick asked me to take his picture with my cell phone and to e-mail it to him.
3. Darrell lives in a flat downtown and working in a high-rise one block away.
4. We listened to the song that Lenny wrote and Marv played on his guitar.
5. Are you going to buy refreshments and reserving the room for our meeting?
6. Todd promised to bring granola bars and lending me a thermos for our hike.
7. This mountain bike has disc brakes and tires that are knobby.
8. The design of the crystal chandelier was simple, beautiful, and of a clean style.
9. Danilo agreed to mow the neighbor's lawn and trimming their hedges.
10. I want to buy her favorite flowers and to surprise her with a bunch.

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: Local volunteers and volunteers on a national level worked on the campaign.

Answer: national volunteers

1. We don't have time to tour the courthouse and for sitting in on a mock trial. _____
2. Ella expects to stay with relatives and visiting friends. _____
3. My mom needs to pick me up from school and dropping Shelly off at work. _____
4. The summer evening was oppressively hot and sweltered. _____
5. The raspberry lemonade that is on special and I ordered is delicious. _____

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	Correction
The chef showed me how to grill, to sear, and poaching salmon.	The chef showed me how to grill, to sear, and to poach salmon.
Marcus not only read the book but its sequel.	Marcus read not only the book but its sequel.

Practice A Identifying Faulty Parallelism in a Series

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

Example: To make hot cocoa, boil a cup of water, adding the packet of cocoa, and stir.

Answer: To make hot cocoa, boil a cup of water, adding the packet of cocoa, and stir.

1. The lead part in the play is a dishonest, domineering, and full of quirks entrepreneur.
2. For a tasty treat, spoon plain yogurt into a bowl, sprinkling it with granola, and serve.
3. Open the door, the code is entered, and deactivate the alarm as soon as you come in.
4. My dad ordered tilapia filets, my mom ordered pasta, and chicken was my choice.
5. Review your notes, outline the chapter, and the review questions must be answered.
6. Mandy both has an incredible amount of patience and a great deal of tolerance.
7. I'm thinking about being a civil engineer, a public accountant, or to practice tax law.
8. Water African Violets from the bottom, never use soft water, and to keep soil moist.
9. Which option do you prefer: going golfing, playing chess, or to ride bikes?
10. Ryan not only forgot to return the library books but also to turn in his assignment.

Practice B Revising to Eliminate Faulty Parallelism in a Series

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

Example: Yvonne walked home, singing, laughing, and chatted with Becky.

Answer: Yvonne walked home, singing, laughing, and chatting with Becky.

1. The abandoned car was old and in dilapidated shape.

2. The orange was sweet, juicy, and satisfied.

3. His competitor not only was determined but also fierce.

4. Calvin defrosted, marinated, and had grilled the chicken.

5. Hazel both attended the lecture and the workshop.

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	Correction
Joggers prefer asphalt surfaces to running on concrete .	Joggers prefer asphalt surfaces to concrete .

Show that you can recognize and correct faulty parallelism in comparisons by completing the following exercises.

Practice A Identifying Faulty Parallelism in a Comparison

Read each sentence. Put a check mark next to the sentence with correct parallelism in a comparison.

Example: a. I enjoy dancing as much as to sing. _____
Answer: b. I enjoy dancing as much as singing. ✓

- a. Saul prefers mustard to ketchup. _____
- b. Saul prefers mustard to using ketchup. _____
- a. My parents would rather listen to music on a record player than a CD player. _____
- b. My parents would rather listen to music on a record player than listening to a CD. _____
- a. Henry likes jumping out of planes more than studying for tests. _____
- b. Henry likes jumping out of planes more than to study for tests. _____
- a. Angie prefers the ocean to swimming in the lake. _____
- b. Angie prefers the ocean to the lake. _____
- a. Wendy would choose going skiing over staying in the lodge. _____
- b. Wendy would choose going skiing over the lodge. _____

Practice B Revising to Eliminate Faulty Parallelism in a Comparison

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

Example: The bathtub is as long as the depth of it.

Answer: The bathtub is as long as it is wide.

1. Kelly took the scenic route instead of taking the shortcut.

2. Marsha plays tennis as well as she is skilled at bowling.

3. Lynn left in the morning rather than leaving in the evening.

4. Anita prefers cauliflower to eating broccoli.

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	Ed didn't answer the door when I knocked, and he didn't hear me.
Correct coordination	Ed didn't answer the door when I knocked because he didn't hear me.

Practice A Recognizing Correct Subordination and Coordination

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

- | | |
|---|--|
| <u>C</u> 1. I ride the same bus as Tina | A. as soon as Alonzo walked in. |
| _____ 2. We noticed his haircut | B. when Jorge asked her to go to prom! |
| _____ 3. The party starts at seven, | C. since she lives on my street. |
| _____ 4. Bonita worked at the dunking booth | D. during the festival. |
| _____ 5. Nelly was so excited | E. Claire turned left at the light. |
| _____ 6. Noticing the detour sign, | F. but I can't be there until eight. |

Practice B Recognizing Faulty Coordination

Read each sentence. If the sentence has faulty coordination, write FC. If it does not have faulty coordination, then write correct.

Example: Fabio is annoyed with me, and I forgot to bring my volleyball to the picnic.

Answer: FC

1. Mr. Reed hoped to chaperone the senior trip, and the class was going to New York. _____
2. Don and Cheryl have become close friends even though they met just recently. _____
3. Mrs. Domenic is an accountant, and she works at the largest firm in the city. _____
4. My grandmother makes chicken pot pie every Sunday, and she also likes to sew. _____
5. When the train blew its whistle as it passed our house, it startled Mercedes. _____
6. Seneca called in sick to work, and she was up all night coughing and sneezing. _____
7. My sister graduated from college this year, and she is four years older than I. _____
8. We noticed that you seem lost, and we can find a map. _____
9. Will you put gas in the car, and I will go inside and ask for directions? _____
10. Hector stocked the refrigerator, and he put in fresh vegetables and fruits. _____

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	The coral reef is a diverse habitat, having many odd organisms.
Divided into two sentences	The coral reef is a diverse habitat. Many odd organisms live there.
One clause subordinated	The coral reef is a diverse habitat where many odd organisms live.
Clause changed to phrase	The coral reef, a diverse habitat, has many odd organisms.

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 dad received a promotion at work, and thankfully, we won't have to move.
Answer: My dad received a promotion at work, and thankfully, we won't have to move.

- The subway is always crowded in the mornings, and I hope I can find a seat.
- Georgio is an accomplished pianist, and he practices every day.
- Aunt Rosalinda opened a bakery in San Antonio, and I love her pies.
- You can choose a variety of features for your phone, and I want to get a red one.
- Gila woodpeckers have a gray head with a small red cap, and they are my favorite bird.

Practice B Using Subordination to Eliminate Faulty Coordination

Read each sentence. Then, rewrite each sentence, changing the less important idea into a subordinate phrase or clause.

Example: Shen approached the clerk to ask questions, and he was shopping for a gift.
Answer: While he was shopping for a gift, Shen approached the clerk to ask questions.

- Jaime presented her proposal to the committee, and it was at the regional conference.

- A rundown truck drove down the road, and it was rumbling loudly and smoking.

- Traffic stood at a standstill for hours after the accident, and it was on Harts Road.

- Li Ming looked at the digital cameras, and she didn't have enough money to buy one.

- The produce counter was piled with peaches, and Sandy was standing at the counter.

- Mrs. Lucci checked the mailbox, and she hoped that her paycheck had been delivered.

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 hide	Present perfect	I have hidden
Past	I hid	Past perfect	I had hidden
Future	I will hide	Future perfect	I will have hidden

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: Nancy is so interested in medicine that she has decided to become a doctor.

Answer: present, present perfect

- Hector had arranged for us to sit together when we went to the banquet. _____
- Danny had documented only three sources for his research paper. _____
- The catnip mouse has occupied the cat's attention for an hour. _____
- Christopher coaches soccer and has offered to give me some tips. _____
- Paige will have set a new high score if she makes this basket. _____
- I have read your proposal, and I will give you my decision tomorrow. _____
- Angie wants to go skiing, but she will go only if the roads are clear. _____
- I forgot to call yesterday, but I promise that I will call you tonight. _____
- Although Troy had rehearsed his apology, he stammered as he spoke. _____
- Joanne burnt the last piece of toast, so I will eat a muffin. _____

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: My parents calculated the cost of replacing our computer. (present perfect)

Answer: have calculated

- Phil hopes to find a summer job before the end of the school year. (past perfect) _____
- The coach expected the competition in the finals to be stiff. (present) _____
- Sandy removed her art project from the table in time for dinner. (future perfect) _____
- Morgan's photograph really captures the moment. (past) _____
- The trampled vegetation provides a nesting spot for the short-eared owl. (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 *begin*.

Present	Present Participle	Past	Past Participle
begin	beginning	began	(have) begun

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 verb and its present tense.

Example: express, frighten, decreasing (present participle)

Answer: decreasing, decrease

- | | |
|--|---|
| <p>1. designating, tantalize, decorated (past)
_____</p> <p>2. motivating, (have) traced, repeat (past participle)
_____</p> <p>3. form, (have) scrutinized, concentrating (present participle)
_____</p> <p>4. fathom, amused, canceling (past)
_____</p> <p>5. enjoying, quarantined, delve (past)
_____</p> | <p>6. permitting, praise, provoked (present participle) _____</p> <p>7. (have) limited, competing, answer (past participle) _____</p> <p>8. discouraged, changing, afford (present participle) _____</p> <p>9. concentrate, observing, (have) preferred (present participle) _____</p> <p>10. destroying, (have) graduated, shelter (past participle) _____</p> |
|--|---|

Practice B Identifying the Four Principal Parts of Verbs

Read each sentence. Then, on the line provided, rewrite the underlined verb, using the verb form indicated in parentheses. (For participles, choose one of the possible tenses.)

Example: Clark is memorizing the definitions for the literature test. (past)

Answer: memorized

- The chestnut mare galloped across the field toward the hills. (present) _____
- The clerk slams the cash register drawer after each transaction. (present participle) _____
- The craft store is having a clearance sale on holiday items. (past) _____
- The bank teller processed the deposit for an elderly customer. (past participle) _____
- Our prom committee has decided to use a tropical theme for prom. (past) _____
- Devon is taking the bus downtown instead of driving. (present) _____
- Dean and Nino explored the cave on the other side of the river. (past participle) _____
- Stanley deciphered the riddle on the geocache that we found. (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.

	Regular Verbs	Regular Verbs	Regular Verbs	Irregular Verbs	Irregular Verbs	Irregular Verbs
Present	organize	discover	infer	rise	shake	lend
Past	organized	discovered	inferred	rose	shook	lent
Past participle	(have) organized	(have) discovered	(have) inferred	(have) risen	(have) shaken	(have) lent

Practice A Matching Present and Past Forms of Irregular Verbs

Read each item. Match the present form of the verb on the left with the past form of the verb on the right.

The first one has been completed for you.

- | | |
|-----------------|----------|
| <u>E</u> 1. put | A. rang |
| ___ 2. keep | B. wore |
| ___ 3. take | C. kept |
| ___ 4. ring | D. said |
| ___ 5. say | E. put |
| ___ 6. sing | F. began |
| ___ 7. begin | G. took |
| ___ 8. do | H. did |
| ___ 9. go | I. went |
| ___ 10. wear | J. sang |

Practice B Recognizing Principal Parts of Verbs in Sentences

Read each sentence. For each sentence, write the principal part of a verb that makes sense in the sentence.

Example: I _____ logs for the fireplace and piled them near the house.

Answer: split

- They _____ that the sculpture was a reproduction.
- Carter _____ his grades by taking a class in study skills.
- Have you _____ to attend a college or a trade school after you graduate?
- My parents have both _____ in the university for many years.
- The contractor is _____ the size of the room to order carpeting.
- The guide _____ the group on a camping safari to Northern Tanzania.

Name _____ Date _____

VERB CONJUGATION

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

There are six **basic forms** of a verb: **present, past, future, present perfect, past perfect and future perfect.** There are also six **progressive forms** of a verb: **present progressive, past progressive, future progressive, present perfect progressive, past perfect progressive, and future perfect progressive.**

Practice A Conjugating the Basic Forms of Verbs

Read each verb. Then, complete the conjugations for all six basic forms of the verb using the subject indicated in parentheses.

Example: compile (we)

Answer: we compile, we compiled, we will compile, we have compiled, we had compiled, we will have compiled

1. provide (I)

2. determine (he)

3. be (they)

4. improve (you)

5. fly (we)

Practice B Conjugating the Progressive Forms of Verbs

Read each verb. Then, complete the conjugations for all six progressive forms of the verb using the subject indicated in parentheses.

Example: install (we)

Answer: we are installing, we were installing, we will be installing, we have been installing, we had been installing, we will have been installing

1. prevent (she)

2. visit (you)

3. plan (they)

4. bend (it)

5. approve (we)

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 decide, I am deciding, I do decide
Past	I decided, I have decided, I had decided, I was deciding, I have been deciding, I had been deciding, I did decide
Future	I will decide, I will have decided, I will be deciding, I will have been deciding

Practice A Identifying Tense in Present, Past, and Future

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

Example: Wally will be delivering a speech at graduation.

Answer: future progressive

- | | |
|--|--|
| <p>1. Anik <u>had not written the</u> date on her calendar.
_____</p> <p>2. The principal <u>addresses the</u> senior class today.
_____</p> <p>3. Devon <u>has been waiting patiently</u> for you.
_____</p> <p>4. The meet <u>will have ended by</u> that time.
_____</p> <p>5. We <u>will explore</u> the northern shore of the lake.
_____</p> | <p>6. Clark <u>is confusing me</u> with his explanation.
_____</p> <p>7. The activists <u>fought for</u> civil rights reform.
_____</p> <p>8. Your description <u>does capture my</u> interest.
_____</p> <p>9. A jazz quartet <u>was performing at</u> the festival.
_____</p> <p>10. You <u>did contribute significantly</u> to the project.
_____</p> |
|--|--|

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

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

Example: Mr. Vasquez _____ the nature poems tomorrow. (collect, future progressive)

Answer: Mr. Vasquez will be collecting the nature poems tomorrow.

- The mail carrier _____ the package you were expecting. (deliver, past emphatic)
- The movie _____ the theater by next week. (leave, future perfect)
- The meat _____ for hours when Laura put it on the grill. (marinate, past perfect)
- The salad dressing _____ refrigeration after opening. (require, present emphatic)
- The sails _____ in the ocean breeze. (flap, past progressive)
- The cat _____ birds outside the window. (watch, past perfect progressive)
- By noon today, he _____ for twelve hours. (sleep, future perfect progressive)
- The magnolia tree growing next to the pool _____ . (bloom, 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.

I went to the produce stand today, and I bought a bag of peaches.
I took the bag home, and I put the peaches in a bowl.

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: Cassie found the notebook that she had misplaced last week.

Answer: found

1. Leila will help clean the office if you will move the heavy boxes. _____
2. Our teacher announced that she is taking a leave of absence next month. _____
3. Tim took a shot from the corner after I passed the basketball to him. _____
4. Jenny ordered the fruit basket when she went to the grocery. _____
5. Jay missed the mountains when he moved from West Virginia to Kansas. _____
6. Someone slammed a door, and I jumped out of bed. _____
7. Jeremy let us know that he was stuck in traffic. _____
8. Before we leave the parking lot, we will take attendance. _____
9. Cally was sorry that she had decided not to join us at the movies. _____
10. Joe decided to go home because he was bored. _____

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: When we get to the airport, we found a convenient parking spot.

Answer: got

1. The bird carries straw to the top of the light and started to build a nest. _____
2. At noon the factory whistle blows, and the workers will break for lunch. _____
3. The tea kettle whistled and Dina gets up to take it off of the stove. _____
4. The cat sees a spider on the wall and started flicking its tail. _____
5. Sheila closes the file and saved it onto a flash drive to take to school. _____

Name! _____ Date! _____

SIMULTANEOUS EVENTS**Simultaneous events are events that happen at the same time.**

In present time	Watching the waves, she relaxes and enjoys the beach.
In past time	Watching the waves, she relaxed and enjoyed the beach.
In future time	Watching the waves, she will relax and enjoy the beach.

Practice A Identifying Simultaneous Events in Sentences*Read each sentence. Underline the verb forms that indicate simultaneous events in the sentence.***Example:** While the movie was paused, Vickie made a quick call to her friend.**Answer:** While the movie was paused, Vickie made a quick call to her friend.

1. When Arthur drives a long distance, he listens to books on tape.
2. When the days are short and there is less sunlight, I feel gloomy.
3. My parents understand that I try my best.
4. The students took notes while the instructor lectured about the Elizabethan era.
5. Annie missed our conversation because she was daydreaming about the dance.
6. The next time I am at the park, I intend to look for the pelican that lives near the pond.
7. Shana stepped gingerly across the slippery floor because she was wearing very high heels.
8. As he walked along the shoreline, Jason gathered shells to add to his collection.
9. While we had a break from studying, we discussed our plans for the weekend.
10. I was swimming when I heard the news.

Practice B Completing Sentences About Simultaneous Events*Read each sentence. Then, using the line provided, complete the sentence by adding a verb to indicate a simultaneous event.***Example:** When business _____ slow at work, I do homework or read a book.**Answer:** When business is slow at work, I do homework or read a book.

1. Whenever I _____ onions, my eyes water.
2. While Cray _____ the lawn, dark clouds threatened overhead.
3. When I am in bed on a cool morning, I _____ cozy wrapped in the covers.
4. The professor _____ for hours and the audience listened intently the entire time.
5. Mia fumbled for her MetroCard while she _____ to catch the subway.

Name _____ Date _____

SEQUENTIAL EVENTS

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

In present time	After he selects a computer, he is buying it.
In past time	After he selected the computer, he bought it.
Spanning past and future time	After he has selected a computer, he will buy it.

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 go to the grocery store, will you pick up a gallon of milk?

Answer: go

1. If the car battery is charged, I will drive you to work. _____
2. Gary was frustrated after he spent two hours in line. _____
3. Cindy saw that moles had been digging through the yard and the flowerbeds. _____
4. Darrin was looking forward to seeing the movie because he had enjoyed the book. _____
5. To start the lawnmower, you turn this key and then depress this handle. _____
6. When she discovered that it was only noon, Sheila decided to visit a friend. _____
7. Before you empty the dishwasher, please wipe off the countertop. _____
8. If you drive to the end of the block, you will see the hair salon on the right. _____
9. Todd opened the door and was surprised to see a big package on the steps. _____
10. Tyler lost the instructions, but he assembled the table without them. _____

Practice B Revising Sentences to Indicate Sequential Events

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

Example: As Jewel poured icy water into the glass, the glass cracked.

Answer: After Jewel poured icy water into the glass, the glass cracked.

1. Shouting, Mattie rushed into the house.

2. As the ball went through the hoop, the buzzer rang.

3. Puffy was meowing and scratching at the door.

4. Mark set the table while I poured drinks.

5. Hazel picked up the cat while she dialed the phone.

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	Mike always arrives early. Petro rarely arrives early.
Adverbial phrases	I see Nik every day . I see Rob now and then .

Practice A Identifying Modifiers That Help Clarify Tense

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

Example: An updated model will be coming out soon.

Answer: An updated model will be coming out soon.

- Next summer, my uncle plans to take me mountain climbing.
- Every weekend, my grandparents take the whole family out to dinner.
- Once in a while, I get in the mood for a tuna fish and tomato sandwich.
- Only a moment ago, I set my pen on the desk, and now I can't find it.
- As always, it was nice during the week and it's raining on the weekend.
- Suddenly, the dog ran through the house barking and yelping.
- Recently, I discovered that I have a talent for cooking.
- On the Fourth of July, our neighborhood had a picnic.
- Seldom do I see such an enthusiastic group of teenagers!
- Every so often, we see a red fox across the street.

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	today	momentarily	early	sometimes	already
--------	-------	-------------	-------	-----------	---------

- She starts her first job today.
- Do you believe that Naomi is here _____ ?
- I have to wake up _____ , so I'm going to bed.
- We _____ take a detour through the park.
- The diner _____ has a pasta special on Fridays.
- The waitress will be with you _____ .

Name! _____ Date! _____

USING THE SUBJUNCTIVE MOOD

The indicative mood states facts, opinions, and questions. (She is late). The imperative mood gives orders or advice. (Be on time). The subjunctive mood expresses doubt, wishes, possibility, or a condition contrary to fact.

In the present tense, third-person singular verbs in the subjunctive mood do not have the usual -s or -es ending. Also, the subjunctive mood of *be* in the present tense is *be*; in the past tense, it is *were*, regardless of the subject.

Indicative Mood	Subjunctive Mood
I was ready for work at 8 A.M.	If I were you, I would be ready for work at 8 A.M.
The class is on time for the test.	The teacher asks that the class be on time for the test.
He gives his sister a present.	I suggested that he give his sister a present.

Practice A Identifying the Subjunctive Mood

With a partner, take turns reading each sentence aloud. Then, using the line provided, identify the mood of the underlined verb, indicative, imperative, or subjunctive.

Example: I suggest that Tony be ready when I stop to pick him up.

Answer: subjunctive

1. I told Logan that if I have time, I'll help.

2. Put the solar cover on the pool.

3. I wish Mom were home right now!

4. Don't open that door!

5. Do you know my friend James?

6. If Andrea were to drive, I would go.

7. Our cat requires a lot of attention.

8. If there were more apples, I'd make a pie.

9. Jo wishes that she were a better swimmer.

10. My neighbor asked me to take out his trash.

Practice B Recognizing Subjunctive Verbs

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

Example: Liam would have won the race if he were less arrogant.

Answer: were

1. The coach ordered that we be ready to run drills in ten minutes. _____

2. The nurse requested that we be quiet so that the infant can sleep. _____

3. If it weren't so noisy, we could hear what the speaker is saying. _____

4. Tammy wishes that she were taller than her younger sister. _____

5. Her bank requires that Ava maintain a minimum balance. _____

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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 Amy were here, I'd ask her.
The subjunctive mood with an auxiliary verb	If Amy could be here, I'd ask her.

Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood

Read each sentence. Then, on the line provided, write the word that expresses or substitutes for the subjunctive mood.

Example: Your teacher would stop complaining if you would turn in your work.

Answer: would

- Joanie would meet you at the mall if her car would start. _____
- If you could know Marty as well as I do, you would like him better. _____
- If you were to move to the beach, Jonas would visit you regularly. _____
- I'd be more interested if the teacher would do something other than lecture. _____
- If I were famous, I would not like all the attention from the paparazzi. _____

Practice B Supplying Auxiliary Verbs to Express the Subjunctive Mood

Read each sentence. Then, rewrite each sentence using auxiliary verbs.

Example: I would not eat peanut butter if I were to have an allergic reaction.

Answer: I would not eat peanut butter if I would have an allergic reaction.

- The dishes would fit in the cupboard if the shelf were wider.

- Mandy would come to my aid if my car were to break down.

- If you were to show interest in tennis, I would teach you to play.

- If Bella were to cut her long hair, I would not recognize her.

- I'd stop to see you if your employer were to permit visitors.

- If you were in this situation, what would you do?

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	Kimberly attended the conference.
Passive voice	The conference was attended by Kimberly.

Practice A Identifying Active or 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: A red hawk soared above the trees.

Answer: AV

- | | |
|--|--|
| 1. The bat <u>whipped</u> through the air. _____ | 6. The movie <u>is being shown</u> . _____ |
| 2. The speech <u>was given</u> by Elise. _____ | 7. Marianna <u>lives</u> in South America. _____ |
| 3. The bike <u>was repaired</u> by Tim. _____ | 8. Lonnie <u>works</u> at a grocery store. _____ |
| 4. Ms. Stein <u>rides</u> the bus to work. _____ | 9. The potatoes <u>were peeled</u> by me. _____ |
| 5. Craig <u>swatted</u> at the mosquito. _____ | 10. The leaves <u>are being raked</u> by Gina. _____ |

Practice B Rewriting in Active Voice

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

Example: Watermelon was eaten by Artemis.

Answer: Artemis ate watermelon.

- The gadget was demonstrated by a salesperson.

- The necklace was clasped by Carlotta.

- West Road was blocked by a dump truck.

- The casserole was topped with bread crumbs.

- The schedule was posted by my assistant.

- His performance was reviewed by the play critic.

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.

See the examples of passive voice below.

Mario was given a hint about the answer.
The trophy was displayed in a glass case across from the office.

Practice A Recognizing the Performer of an Action

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

Example: Tall cattails grow around the edge of the pond.

Answer: Tall cattails

1. Alan was congratulated by his coach. _____
2. Oranges were piled in a produce case by the grocer. _____
3. A sloth hangs from the kapok tree. _____
4. Steve asked for mayonnaise on the side. _____
5. The store shelves were stocked by the night crew. _____
6. The broken TV was hauled away by the garbage truck. _____
7. Stephanie turned up the volume on the radio and danced. _____
8. Clusters of wildflowers dotted the hillside behind the farm. _____

Practice B Using Active Voice

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

Example: Kayla and Clyde—talk

Answer: Every night, Kayla and Clyde talk for an hour on the phone.

1. poison ivy—grew _____
2. the answering machine light—blinked _____
3. the basketball—swished _____
4. mountains—loomed _____
5. the hungry kids—devoured _____
6. Victoria—collects _____
7. Dottie—thanked _____
8. a brown truck—drove _____
9. a box turtle—ambled _____
10. ice—covered _____

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	Use in Sentence
Nominative — I; you; he, she, it; we, they	<u>You</u> are the winner.
Objective — me; you; him, her, it; us, them	The coach talked to <u>her</u> .
Possessive — my, mine; your, yours; his, her, hers, its; our, ours; their, theirs	The notebook is <u>his</u> .

Practice A Identifying Pronouns

Read each sentence. Then underline each pronoun.

Example: Tell him the message.

Answer: Tell him the message.

- | | |
|--|--|
| 1. Your essay is due tomorrow. | 6. I am not prepared for this exam. |
| 2. His aunt forgot to call them. | 7. The responsibility for preparing our team schedule is mine. |
| 3. Our dog isn't well trained. | 8. They and I will have to talk about it. |
| 4. They need all your reference material by next Thursday. | 9. He enjoyed his new job at the store. |
| 5. She will be arriving at their apartment soon. | 10. We told them about the narrow bridge. |

Practice B Labeling Pronouns

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

Example: My father will be speaking at our career day.

Answer: possessive, possessive

- It shouldn't be a hard problem for him. _____
- She will be the moderator of the debate. _____
- Help them with their costumes at the theater. _____
- The organization is revising its budget. _____
- Our police chief will increase patrols throughout the community. _____
- Your job application is being reviewed this week. _____
- He and I will be covering the press conference this morning. _____
- They are not familiar with her resume. _____
- John warned him about his attitude during the game. _____
- The horse trotted out of its stall. _____

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.

Subject of a verb	<u>She</u> will not attend the class.
Predicate nominative	The judges are <u>you</u> and I.
Nominative absolute	<u>He</u> having lost the textbook, his friend found it.

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then, circle the nominative pronouns.

Example: We called you several times last night.

Answer: (We) called you several times last night.

- The best tennis player is he.
- I understand that she will be my replacement.
- It was the answer that I wanted.
- My favorite uncle is he.
- Will they be staying at the campsite for an entire week?
- He having cooked the dinner, everyone enjoyed the meal.
- Was she ready when you called?
- Jon and I will take the subway to your house.
- They were the only people to attend.
- The new president of the company 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: After the class she spoke to the new teacher.

Answer: subject

- Will he admit responsibility for the problem? _____
- You must finish the play before our first rehearsal. _____
- Being a poor public speaker, I can't perform in the festival. _____
- The most responsible person on this trip is he. _____
- It isn't the answer Marsha expected. _____
- He having won the competition, there was no place to put the trophy. _____
- Art wanted to ask your opinion, but you refused to talk to him. _____
- The most talented violinist in the orchestra is she. _____
- The group knows that you can't attend the meeting tonight. _____
- They having redecorated the room, everyone praised the result. _____

Name! _____ Date! _____

THE OBJECTIVE CASE

Objective pronouns are used for any kind of object in a sentence as well as for the subject of an infinitive.

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

Direct object	Have you seen <u>him</u> ?
Indirect object	Stan gave <u>him</u> the message.
Object of a preposition	I will sit next to <u>her</u> .
Object of infinitive	Fran intends to give <u>him</u> a gift.
Subject of infinitive	The doctor told <u>him</u> to exercise.

Practice A Identifying Objective Pronouns

Circle the objective pronoun in each sentence.

Example: I bought a computer for him.

Answer: I bought a computer for him.

- Louise told him the answer to the exam.
- When did you work with them?
- My mother reminded us to go to bed early.
- The teacher gave them the exams earlier than expected.
- Leroy will race against me next week.
- If you have the book, please bring it to the front desk.
- My dog is running up to her now.
- The dentist reminded us about our appointment.
- The bike fell on top of her during the accident.
- Don't swim so close to us during the race.

Practice B Labeling Objective Pronouns

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

Example: We carried him off the court.

Answer: direct object

- The tour guide sent her the requested information. _____
- Carry that heavy box of books with him. _____
- The police officer observed us hiding in the alley. _____
- The other students wanted to help her study. _____
- The company wanted him to take a training course. _____

Name! _____ Date! _____

THE POSSESSIVE CASE

Use the possessive case to show ownership.

my, mine	The report is <u>mine</u> .
your, yours	<u>Your</u> help is useful now.
his, her, hers, its	<u>His</u> umbrella is wet.
our, ours	<u>Our</u> dog ran away last week.
their, theirs	We found <u>their</u> answer unacceptable.

Do not confuse possessive pronouns with contractions that sound like possessive pronouns.

Contraction: You're the best person for the job. It's helpful to check the facts.

Possessive Pronoun: Your information is current. The dog learned its lesson.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle the possessive pronouns.

Example: This is my new cell phone number.

Answer: This is (my) new cell phone number.

1. I need your answers to the questions.
2. Everyone enjoyed her new play very much.
3. My new job is very rewarding.
4. The dog chased its tail.
5. The driver lost her way.
6. The tote bag in the lost and found is mine.
7. All the mistakes on the project were theirs.
8. Please lift that sculpture from its pedestal.
9. Let's use your art work for the show.
10. His response was not helpful to anyone.

Practice B Recognizing Pronouns

Write the correct word from the choices in parentheses to complete each sentence.

Example: (Our, We) group is doing a terrific job.

Answer: Our

1. (His, Him) foul ball is visible on the tape. _____
2. Let's use (my, me) camera for the photo shoot. _____
3. I think (my, me) cover letter has to be changed before it's mailed. _____
4. The ad campaign reached (its, it's) target audience. _____
5. Did you talk to Joanne about (her, she) decision to leave the band? _____
6. Everyone remarked on (their, they're) absence last night. _____
7. The cars blocking the driveway are (they're, theirs). _____
8. (You're, Your) desk chair is more comfortable than (me, mine). _____
9. This is (our, ours) last chance to try out for the team. _____
10. Alex left (his, he) guitar in the taxi. _____

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 called me? (subject) The caller is who? (predicate nominative)
Objective	whom, whomever	We wondered whom they e-mailed. (direct object) To whom are we mailing the form? (object of preposition)

Practice A Identifying Pronouns

Underline the pronoun in each sentence.

Example: For whom are you waiting?

Answer: For whom are you waiting?

1. Whoever wrote this story got an A.
2. With whom is Kim organizing the school trip?
3. Give this prize to whomever Carol selected.
4. Next to whom will Jo be sitting at the ballet?
5. Whom will Eve bring to the birthday party?
6. Mr. Jones decided whom Jason would challenge.
7. Who will be meeting at the restaurant?
8. Dan is an interesting speaker who always attracts an audience.
9. Decide who will be project partners.
10. The new fire commissioner 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 will be the next state assembly speaker?

Answer: nominative

1. The winner of the election was who? _____
2. With whom are they talking about the business merger? _____
3. Whoever threw the ball, toss it back. _____
4. To whom is the reporter directing her question? _____
5. Whoever is responsible for this, please step forward. _____
6. Andreas is the person who is adopting the dog. _____
7. The principal knows who will receive the scholarship. _____
8. With whom did Chuck and Sally bicycle to the beach? _____
9. I'm not sure who will attend the city council meeting next week. _____
10. I will sponsor whomever you suggested. _____

Name _____ Date _____

PRONOUNS IN ELLIPTICAL CLAUSES**An elliptical clause is one in which some words are omitted but still understood.**In elliptical clauses beginning with *than* or *as*, use the form of the pronoun that you would use if the clause were fully stated.

Mentally add the missing words. If the missing word comes before the pronoun, choose the objective case.

Words Omitted Before Pronoun: The baby's cries bothered Meg more than me.
 The baby's cries bothered Meg more than
 [the cries bothered] me.

If the missing words come after the pronoun, choose the nominative case.

Words Omitted After Pronoun: Laura is as worried as I.
 Laura is as worried as I [am].

Practice A Identifying Elliptical Clauses*Read each sentence. Underline the elliptical clause.***Example:** Sally is as athletic as I.**Answer:** Sally is as athletic as I. _____

- | | |
|--|---|
| 1. Mrs. Quinn helped Sal more than me. | 6. Jan does not run her dogs as often as I. |
| 2. Mary is a better driver than I. | 7. Jan likes Sally more than me. |
| 3. She writes to Sammy more than me. | 8. Stan works better with Leo than me. |
| 4. Jim is better organized than I. | 9. Ben helped Lydia more than me. |
| 5. Helene does not swim as often as I. | 10. David understood Dean better than me. |

Practice B Labeling Pronouns in Elliptical Clauses*Read each sentence. Circle the pronoun in the elliptical clause. Then label the case of the pronoun—nominative or objective.***Example:** Ricky is a better guitarist than I.**Answer:** Ricky is a better guitarist than (I). nominative

- I consider myself a better dancer than she. _____
- Nick is older than she. _____
- Ben likes this exhibit more than I. _____
- Jody confided in Nicky more than me. _____
- James seemed happier with Cindy than me. _____
- That salesclerk is as overworked as I. _____
- Clark was more attentive to Ella than me. _____
- The other students like studying this unit more than I. _____
- She made a decision more quickly than he. _____
- He reviewed his work with Ellen rather than me. _____

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 *goose* or *child*, form the plurals irregularly: *geese*, *children*.
- This chart shows the different forms of personal pronouns used as 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, Bill) works (he, she, Bill) has worked (I) am	(he, she, Bill) is (I, he, she, Bill) was	(I, you, we, they) work (I, you, we, they) have worked	(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: branches

Answer: plural

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|------------------------|---------------------|
| 1. men _____ | 5. was thrown _____ |
| 2. shelves _____ | 6. we _____ |
| 3. are _____ | 7. carnival _____ |
| 4. have wondered _____ | 8. am _____ |

Practice B Labeling Nouns, Verbs, and Pronouns

Read each sentence. Label the underlined word or words as singular or plural. (Consider how the word or words are used in the sentence.)

Example: He has edited the story.

Answer: singular

- The wet leaves clogged the drain. _____
- The vet has examined all the injured birds. _____
- Hilda, you are responsible for the babies. _____
- They are the workers hired for the job. _____
- We have reconsidered our decision. _____

Name _____ Date _____

SINGULAR AND PLURAL SUBJECTS

A singular subject must have a singular verb. A plural subject must have a plural verb.

See the examples below.

Singular Subject and Verb	Plural Subject and Verb
The teacher talks to the group.	The teachers talk to the group.
Leo is exercising now.	Leo and Ben are exercising now.
Jose was watching a video.	Jose and Jim are watching a video.
The dog has run away.	The dogs have run away.

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: The mechanic is fixing the car.

Answer: The mechanic is fixing the car. S

1. The snow is blowing across the driveway. _____
2. The geologists have made an amazing discovery. _____
3. That magazine writer is a well-known reporter. _____
4. The parents discussed the new school board. _____
5. The children presented their reports in class. _____
6. Canada is a neighbor of the United States. _____
7. The teachers have been planning the class trip all month. _____
8. Those geese are being examined by the vet. _____
9. The fierce cyclones have devastated the crops. _____
10. Many women will speak at the conference. _____

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 a movie.

Answer: We (is, are) are going to a movie.

1. The mayor's aides (was, were) scheduled to appear at the conference.
2. We (has, have) been awarded an important honor by the committee.
3. The giraffes (is, are) the main attractions at the zoo.
4. During the snowstorm many skiers (huddles, huddle) for warmth around the fire.
5. The newly appointed chairperson (has, have) made major changes in the organization.

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: Our town's **school** and **library** **have** new hours.
 Two Plural Subjects: Our town's **schools** and **libraries** **have** new hours.
 Singular Subject and Plural Subject: Two town **schools** and a **library** **have** new hours.

Two or more singular subjects joined by or or nor must have a singular verb. A book or novel is required reading.

Two or more plural subjects joined by or or nor must have a plural verb. Either trees or bushes are being cut down today.

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 **bridge** nor the **roads** **seem** safe.
 Neither the **bridges** nor the **road** **seems** safe.

Practice A Identifying Compound Subjects

Read each sentence. Underline the compound subject in each sentence.

Example: The books and tapes are being packed today.
Answer: The books and tapes are being packed today.

1. Our projects and reports are being reviewed by the teachers.
2. That lake and river are contaminated.
3. The employees and manager were discussing a new contract.
4. Neither the window nor the doors have been replaced.
5. Either the boots or the rain hat has been chosen for the catalogue.
6. Neither the magazine nor the newspapers have informative Web sites.
7. The boy or his sister is being considered for the award.
8. All the houses and buildings in that area are being renovated.
9. His e-mails and blogs are very helpful.
10. Either the nurses or the doctor is seeing patients today.

Practice B Identifying Singular and Plural Verbs

Read each sentence. Circle the form of the verb that agrees with the compound subject in each sentence.

Example: The mountain climbers and their guides (is, are) tired.
Answer: The mountain climbers and their guides (is, **are**) tired.

1. The drawing and painting by the artist (is, are) on display.
2. His hobbies and talent (is, are) unique.
3. A museum or historical building (has, have) been added to the tour today.
4. Neither the traffic lights nor street lamps (was, were) affected by the blackout.
5. The reporters or the editor (has, have) resigned from the newspaper staff.

Name _____ Date _____

CONFUSING SUBJECTS

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

EXAMPLE: In the pool are many **swimmers**. REARRANGED: Many **swimmers are** in the pool.
 EXAMPLE: Who **is** the **caller**? REARRANGED: The **caller is** who?

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

EXAMPLES: Here **is** the **newspaper** you wanted. There **are** all the old **newspapers**.

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

EXAMPLE: **Green beans are** my favorite food.

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 is your answer.

Answer: There is your answer. S

- | | |
|--|--|
| 1. Near the park is the recycling center. | 6. Near the bottom of the lake is the canoe. |
| 2. Whom are they calling? | 7. His grades are his problem. |
| 3. Where did they leave the car? | 8. When are the inspectors arriving? |
| 4. Standing in the hallway are the new students. | 9. The books are the library's main asset. |
| 5. Where are the volunteers for the shelter? | 10. Across the field are the fruit orchards. |

Practice B Identifying Singular and Plural Verbs

Read each sentence. Rewrite it with the correct form of the verb in parentheses.

Example: Where (is, are) the drivers going to park their cars?

Answer: Where are the drivers going to park their cars?

- Here (is, are) a list of my concerns about this program.

- Near the front of the auditorium (is, are) the new stage.

- Whom (has, have) the detectives questioned about the robbery?

- The text of his long speech (is, are) Bob's responsibility.

- There (is, are) the original photographs from my grandmother's album.

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.

EXAMPLES: **Bob** brought **his** cello to the concert.
 The **children** are playing in **their** playground.

Use a singular personal pronoun when two or more singular antecedents are joined by *or* or *nor*.
 Either my mother **or** my aunt has lost **her** keys.

Use a plural personal pronoun when two or more antecedents are joined by *and*.
 The other students **and** I will take **our** exams soon.

Use a plural personal pronoun if any part of a compound antecedent joined by *or* or *nor* is plural.
 Neither the **conductor** nor the **musicians** have **their** passports.

Practice A Identifying Personal Pronouns

Read each sentence. Circle the antecedent or antecedents. Then, underline the personal pronoun or pronouns that agree with each antecedent.

Example: My father enjoys his exercise bike.

Answer: My father enjoys his exercise bike.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Ms. Myers read her book to the group. 2. Neither the boy nor his uncle remembered his tennis racket. 3. The horse threw its rider during the race. 4. The customers brought their coupons to the sale. 5. The police officers and firefighters approved their new contract. | <ol style="list-style-type: none"> 6. My relatives brought their gift to the party. 7. Neither singers nor the band are prepared for their show. 8. Either Betty or Anna will revise her story by tomorrow. 9. The friends brought their car to the shop. 10. The dancer has to repair her costumes. |
|--|---|

Practice B Choosing the Correct Personal Pronoun

Read each sentence. Then, write the personal pronoun in parentheses that agrees with the antecedent.

Example: My brother found (his, their) keys in the grass.

Answer: his

1. Martha will take (their, her) dog to be groomed. _____
2. The composers will lecture about (his, their) musical compositions. _____
3. The graduates and teachers are attending (their, her) party this Saturday. _____
4. Neither the mayor nor the governor will disappoint (his, their) friends. _____
5. We urged my aunts to share (her, their) memories of the journey. _____
6. Either the campers or the counselor brought (his, their) water bottles. _____
7. Fred, Sally, and Maria are excited about (her/their) trip to see Uncle James. _____
8. Either my younger or older sister has bought (their, her) ticket. _____

Name _____ Date _____

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:

All of the children missed **their** bus.

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

One of the boys left **his** coat in the classroom.

Practice A Identifying Pronouns

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

Example: One of the stray cats was reunited with its owner.

Answer: One of the stray cats was reunited with its owner.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Most of the speakers brought their notes to the debate. 2. Each of the male dancers practiced his part. 3. Several of the vendors closed their stalls early. 4. All of the teachers liked their new class schedules. 5. One of the mothers talked quietly to her child. | <ol style="list-style-type: none"> 6. Each of the actresses will read her monologue at tonight's performance. 7. All of the animals howled in their cages. 8. One of my uncles broke his arm playing baseball. 9. Some audience members complained about their seats. 10. A few of the boys played with their toys in the playground. |
|--|--|

Practice B Choosing the Correct Indefinite Pronoun

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

Example: Every girl was studying (their, her) script carefully.

Answer: Every girl was studying (their, her) script carefully.

1. Several of the girls need (her, their) soccer uniforms by tomorrow.
2. Many of the mothers helped chaperone (her, their) children on the trip.
3. One of my uncles wants to make (his, their) speech tonight.
4. Each of the male guitarists will repair (his, their) guitar.
5. All of the sculptors finished (his, their) work in time for the show.
6. Only one of the girls will have to take (their, her) swim test again.
7. Each of the men drove (his, their) car carefully into the parking lot.
8. A few of the women in the group wanted to express (her, their) opinion.
9. Most of the governors presented (her, their) budgets on time.
10. All of the men on the team thanked (his, their) coach.

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.

- EXAMPLES: **Sarah** repainted that car **herself**.
They considered **themselves** fortunate.
The **rabbit** pushed **itself** through the hole in the gate.

Practice A Identifying Reflexive Pronouns

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

Example: He will find himself overwhelmed by all that work.

Answer: himself

1. I will see that for myself. _____
2. The men found themselves on an unfamiliar road. _____
3. The musician repaired his instrument himself. _____
4. Fran encouraged herself to do better work. _____
5. The squirrel found food for itself during the winter. _____
6. The artist included a portrait of himself in the painting. _____
7. My parents reminded themselves about the family reunion. _____
8. The students completed the project themselves. _____
9. After studying hard, the student found herself in an advanced class. _____
10. The engineers prided themselves on their design skills. _____

Practice B Identifying Reflexive Pronouns and Their Antecedents

Read each sentence. Then draw an arrow from the reflexive pronoun to the antecedent it refers to.

Example: The injured runner forced himself to drop out of the race.

Answer:  The injured runner forced himself to drop out of the race.

1. After arriving at the airport, the businessman searched for his luggage himself.
2. The artists cleaned their brushes themselves.
3. During the thunderstorm, we found a shelter for ourselves.
4. The scientists devised another experiment for themselves.
5. The conceited winners enjoyed talking about themselves.
6. I decided to help myself to the leftovers from dinner.
7. She made a name for herself in the world of finance.
8. The anxious parents worried themselves about nothing.
9. The reporters found themselves waiting in the cold.
10. By the time the plumbers arrived, we had fixed the pipe ourselves.

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: The girl liked some technology. **These** helped her.

Rewritten: The girl liked some technology. **E-mail and a cell phone** helped her.

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

Vague Reference: On the billboard **it** praised the new movie.

Rewritten: On the billboard, **the advertisement** praised the new movie.

Practice A Identifying Vague Pronoun References

Read each sentence. Then, underline the vague pronoun.

Example: At the museum they hung their paintings.

Answer: At the museum they hung their paintings.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. In the brochure it described the hotel. 2. The hikers were lost and they couldn't find them. 3. I reviewed several courses, and it is my favorite one. 4. Carl considered several breeds of dogs, and this appealed to him. | <ol style="list-style-type: none"> 5. In this part of the manual, it explains how to fix the monitor. 6. Of his many novels, it is the only one to win an award. 7. During his acceptance speech, they clapped and cheered. 8. The elevator is stuck, and they can't leave the building. |
|---|--|

Practice B Correcting Vague Pronoun References

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

Example: At the pool it reminded the swimmers to wear swimming caps in the water.

Answer: At the pool the sign reminded the swimmers to wear swimming caps in the water.

1. The tourists couldn't find the museum or the hotel, and these ruined their trip.

2. Read the cookbook, and they should help you learn to cook.

3. By the time we reached the parking lot, they said it was full.

4. I didn't like the art exhibit because they seemed too abstract and hard to understand.

5. Louise tried to revise her essay several times, but they didn't improve it.

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.

Ambiguous Reference: Alice warned Edith that she was ill.
 Clear: Alice warned Edith that **Alice** was ill.

Ambiguous repetition of a pronoun means that the pronoun can refer to different antecedents.

Ambiguous Repetition: Bob wanted Ken to wash his car, but he said that he was too busy.
 Clear: Bob wanted Ken to wash his car, but Ken said that he was too busy.

Practice A Identifying Ambiguous Pronoun References

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

Example: I checked for my name in the phone book, but it wasn't there.

Answer: it

1. Aunt Sally met Louise for lunch, but she was late. _____
2. Frank warned Sam about the problem, but he was too angry. _____
3. Drew found the notebook Mark had replaced, but he lost it again. _____
4. Close the paint can, wash the brush, and then store it in the closet. _____
5. Olivia wanted to buy the skirt and blouse, but it was the wrong size. _____
6. Tia cooked the fish and vegetables, but it tasted too spicy. _____

Practice B Correcting Ambiguous Pronoun References

Read each sentence. Then, rewrite each sentence on the line provided, correcting the use of ambiguous pronouns.

Example: Mom called Aunt Bea before she left for work.

Answer: Mom called Aunt Bea before Mom left for work.

1. Mark told Tom that he would have to go to summer school.

2. Rob asked Tim to help plan the concert, but he told him that he would be busy.

3. Christopher made dinner for his father; however, he told him that he is allergic to some foods.

4. When Uncle Ralph and Uncle Chris traveled to Greece, he complained about the cost of the trip.

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 by changing it to a noun.

Distant Reference: Mia left her book on the ground. Then she was called into class where she did a report on the planets. The ground was wet and **it** was ruined.

Correct: Mia left her book on the ground. Then she was called into class where she did a report on the planets. The ground was wet and **the book** was ruined.

Practice A Identifying Distant Pronoun References

Read each group of sentences. Underline the distant pronoun.

Example: Lydia entered her latest painting in the exhibit. She was very excited because her mother was coming. It wasn't a success.

Answer: It

1. The committee discussed the plan for the project for hours. After that the mayor talked about the new school. Then, it was rejected.
2. The newspaper article described the election in detail. The reporter is one of my favorites because he writes so well. But it got some facts wrong.
3. Brenda wrote music and lyrics yesterday. Frank is her biggest fan. She had some great ideas.
4. Barbara bought paint from the store. Her favorite color is yellow. Barbara forgot to check it.
5. The large oak tree fell down after the flood. My grandfather said it was the worst flood he had ever seen. We will have to remove it soon.

Practice B Correcting Distant Pronoun References

Read each group of sentences. Then, on the line provided, rewrite to correct the distant pronoun reference.

Example: Joe dropped the lamp. Harvey said Joe was really clumsy. It was taken to a repair shop.

Answer: Joe dropped the lamp. Harvey said Joe was really clumsy. The lamp was taken to a repair shop.

1. Carlos wrote in his journal while his dog ran up and down the beach. It didn't have enough pages.

2. Ken rode his bike and waved at Sara, the woman who lived next door. Sara ran into the house. He was offended.

3. The park had to be replanted. There was a terrible flood last spring and many of the plants were destroyed. It will reopen soon.

4. The architect is building a new school. He has used all his own original designs and hired a special group of builders. I hope it will be finished soon.

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 degree of adjectives on the chart:

Positive	Comparative	Superlative
harsh	harsher	harshest
fanciful	more fanciful	most fanciful
bad	worse	worst

Study the examples of degree of adverbs on the chart:

Positive	Comparative	Superlative
harshly	more harshly	most harshly
fancifully	more fancifully	most fancifully
badly	worse	worst

Practice A Identifying Comparative Modifiers

Read each sentence. Then, underline the positive, comparative, or superlative form of the adjective or adverb in each.

Example: That coat is the warmest one I own.

Answer: That coat is the warmest one I own.

- The moon shines brightly tonight.
- John is a harder worker than Jim.
- That's the worst approach to the problem.
- She drives worse than ever.
- The first group was more experienced.
- He was more honest this time.
- You're wrong about the election outcome.
- She responded the least graciously.
- The boy smiled happily at his dog.
- This chef works more energetically than Al.

Practice B Identifying the Degree of Comparison

Read each sentence. On the line provided, identify the underlined word as positive, comparative, or superlative.

Example: Her voice is weaker than his.

Answer: comparative

- The car skidded dangerously on the road. _____
- The lawyer studied the contract most carefully. _____
- His cool reaction to our suggestion surprised us. _____
- This is the thickest insulation material sold by the store. _____
- That approach to solving the problem is more unpopular than mine. _____

Name _____ Date _____

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.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
EXAMPLES:	wild	wilder	wildest
	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: glamorous more glamorous most glamorous

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

Examples: tiredly more tiredly most tiredly

Practice A Identifying Comparative and Superlative Degrees*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:** Her photograph is sharper than Meg's.**Answer:** C

1. That's the most beautiful painting in the exhibit. _____
2. The audience clapped more wildly than ever before. _____
3. The mayor gave the briefest answer possible. _____
4. Our assignment is the most difficult so far. _____
5. The child skipped most happily down the street. _____
6. The judge reached a most wise decision. _____
7. He's the most unpopular candidate in the election. _____
8. The wind blew more fiercely just before the thunderstorm started. _____

Practice B Using Regular Comparative and Superlative Forms*Read each sentence. Then, on the line write the correct form of the modifier in parentheses.***Example:** Dan is _____ than Simon about his work. (boastful — comparative)**Answer:** more boastful

1. This dish is the _____ one on the menu. (expensive — superlative)
2. You should bundle up and dress _____ on a cold day. (warmly — comparative)
3. In the story Margaret is _____ than her sister. (kind — comparative)
4. These red roses smell _____ than the yellow flowers in your hand. (good — comparative)
5. That racer drives _____ of all the competitors. (aggressively — superlative)

Name _____ Date _____

IRREGULAR FORMS

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

Positive	Comparative	Superlative
bad, badly, ill	worse	worst
far (distance) far (extent)	farther further	farthest furthest
good, well	better	best
late	later or latter	latest or last
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. On the line provided, write C for comparative and S for superlative.

Example: That refrigerator seems the best of all the brands.

Answer: That refrigerator seems the best of all the brands.

S

- | | |
|--|--|
| 1. We had the worst time at the party. _____ | 6. The senators will talk further. _____ |
| 2. This is the least interesting photograph. _____ | 7. That monument is most impressive. _____ |
| 3. The hikers must walk five miles farther. _____ | 8. Mr. Bennett is a better candidate. _____ |
| 4. I'll e-mail you later about the invitation. _____ | 9. That athlete has become more confident. _____ |
| 5. This is our best choice of topics. _____ | 10. This is the last chance to sign up. _____ |

Practice B Writing Irregular Modifiers

Read each sentence. Complete the sentence with the form of the modifier indicated in parentheses.

Example: The council members will talk _____ about the meeting. (late — comparative)

Answer: The council members will talk later about the meeting.

- Reporters said this was the _____ flood to hit the area in many years. (bad — superlative)
- The hikers will climb two miles _____ before stopping to rest. (far — comparative)
- The newspaper published the _____ report about the candidate's finances. (late — superlative)
- This outdoor sculpture is _____ attractive than our other choice. (little — comparative)
- _____ improvement in the economy isn't expected. (far — comparative)

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 candidate is **more sincere** than this one.
This building is **older** than that one.

SUPERLATIVE: That candidate is the **most sincere** of all.
That building is the **oldest** of all.

Practice A Identifying the Comparative and Superlative Degrees of Modifiers

Read each sentence. Underline the modifier. On the line provided, write C for comparative or S for superlative.

Example: Helena types faster than Meg. _____

Answer: Helena types faster than Meg. C

1. Her story is the least interesting of all. _____
2. Of the two detectives, Mr. Henly is the shrewder one. _____
3. I think your plan is more impractical than Henry’s plan. _____
4. The reviewer said this is the best movie in the entire festival. _____
5. The plans for that building are the most innovative of the ones we’ve seen. _____
6. Uncle Morgan is the proudest person in the room. _____
7. In yesterday’s race, Grace ran farther than Gloria. _____
8. This amusement park ride is wilder than the one we tried earlier. _____

Practice B Correcting Mistakes in Usage of Modifiers

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

Example: Her painting has finest details than Dan’s work.

Answer: Her painting has finer details than Dan’s work.

1. Beth is the less dependable worker on the class project this year.

2. If you do furthest work on this story by next week, I’ll read it again.

3. Of all the researchers, Chuck is the more industrious in the group.

4. Jenna’s acceptance speech was the more gracious of all the speeches that night.

5. Of the two movies we watched, this one is most dramatic.

Name! _____ Date! _____

USING LOGICAL COMPARISONS

Your sentences should only compare items of a similar kind.

- UNBALANCED: Jim’s shoes are older than Victor.
- CORRECT: Jim’s shoes are older than Victor’s.
- UNBALANCED: The cost of the burger is more than the chicken sandwich.
- CORRECT: The cost of the burger is more than the cost of the chicken sandwich.

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

- ILLOGICAL: Luz is taller than any girl in class.
(Luz cannot be taller than herself.)
- LOGICAL: Luz is taller than any other girl in class.

Practice A Identifying Illogical Comparisons

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

Example: Theresa is quicker than any graphic artist in the office.
Answer: Theresa is quicker than any graphic artist in the office.

1. Aunt Rena is a better cook than anyone in our family.
2. The sound of the bell is louder than the whistle.
3. The strength of the steel beam is greater than the strength of the plastic beam.
4. That dog is friendlier than any dog in the kennel.
5. My suitcase is heavier than Lana.

Practice B Writing Clear Comparisons

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

Example: Jamie’s purse is smaller than Jada.
Answer: Jamie’s purse is smaller than Jada’s.

1. The smell of the skunk is worse than the wet dog.

2. My dad has won more tournaments than any golfer in his league.

3. Noah’s success is greater than Aiden.

4. Henry’s work is more carefully done than Ben.

5. Mom’s car is much cleaner than Dad.

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.*

EXAMPLE: Beth's answer is right. (not *perfectly right*)

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

EXAMPLE: The car crash was scary. (not *most scary*)

Practice A Identifying Absolute Modifiers

Read each sentence. Underline the absolute modifier in each one.

Example: Her statement is completely true.

Answer: Her statement is completely true.

- Those two answers are perfectly identical.
- The view of our galaxy looked most infinite.
- The singer's popularity is entirely overrated.
- The facts in that story are totally false.
- The judge's decision is perfectly final.
- Her reasons are most believable.
- The report of the earthquake is most false.
- The highway is a more straight route.
- Harry's dogs have most opposite personalities.
- His analysis proved to be most wrong.

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: The results of the competition are completely final.

Answer: The results of the competition are final.

- Hank always believes his opinions are most right.

- We found a perfectly fine example for our group project.

- The wasteful shopper had a most logical reason for her extravagance.

- The new wing of the museum has a perfectly unobstructed view of the park.

- The racecar driver made an absolutely crucial mistake in the championship race.

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
He doesn't have no complaints.	He doesn't have any complaints. He has no complaints.
They haven't nothing to add.	They have nothing to add. They haven't anything to add.

Practice A Identifying Double Negatives

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

Example: The teacher didn't call on no students.

Answer: The teacher didn't call on no students.

- | | |
|---|--|
| 1. They weren't no friends of mine. | 6. The dogs didn't not ask for any more food. |
| 2. The store didn't have no job openings. | 7. The worker doesn't not want to strike. |
| 3. The students haven't no project ideas. | 8. They couldn't not find their way in the forest. |
| 4. There isn't no time before the train leaves. | 9. The waiters didn't never take orders. |
| 5. The streets haven't not been blocked off. | 10. We didn't know nothing about the mayor. |

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: The campers don't have no logs for the fire.

Answer: The campers don't have logs for the fire.

1. Laura didn't want nothing to do with the new committee.

2. The children didn't take no part in the prank.

3. After our freezer stopped working, we hadn't no food for dinner.

4. The dogs wouldn't never disobey their owners.

5. Are you certain that Hal and I can't give you no help with the dinner?

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.

- Use only one negative word in each clause.

Double Negative: He didn't have no map to help him.

Preferred: He didn't have a map to help him.

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

Double Negative: There weren't but two horses in the stable.

Preferred: There were but two horses (or *only two horses*) in the stable.

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

Double Negative: The runners didn't scarcely have time to warm up.

Preferred: The runners didn't have time (or *scarcely had time*) to warm up.

Practice A Identifying Double Negatives

Read each sentence. Underline the words that create a double negative in each sentence.

Example: There wasn't barely time to finish my homework.

Answer: There wasn't barely time to finish my homework.

1. The neighbors haven't nothing to say to each other now.
2. The abandoned town hasn't but two empty buildings left.
3. My parents still haven't said nothing about my summer plans.
4. The paint wasn't barely dry before someone sat on the bench.
5. After reviewing her statement, the witness hadn't hardly anything to say.

Practice B Revising Sentences to Avoid Double Negatives

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

Example: My friends hadn't hardly enough money left for the tickets.

Answer: My friends had hardly enough money left for the tickets.

1. That billboard hadn't no images that caught my eye.

2. So far, the students hadn't nothing good to say about the new class president.

3. There wasn't but one week left to study for final exams.

4. The writer didn't hardly have enough information for her book.

5. There wasn't barely any light during the dust storm.

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 negative words to create understatement:

- We did not disapprove of her decision.
- The parents were hardly unperturbed by their children’s actions.

Practice A Identifying Understatement

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

Example: He is hardly unaccountable for his actions.

Answer: He is hardly unaccountable for his actions.

1. Lisa’s description of the event isn’t uninspired.
2. I didn’t find her designs unappealing.
3. The reporter didn’t misstate the man’s account of the robbery.
4. The prices at that restaurant are not inexpensive.
5. Ben didn’t view Alex’s accident as unintentional.
6. Leo’s contributions to the art show were never undervalued.
7. The appearance of the candidate’s supporters at the event wasn’t unplanned.
8. An increase in our rent this year is hardly unthinkable.
9. The witness who testified at the trial is scarcely unreliable.
10. Asking for a higher allowance is not unrealistic.

Practice B Using Negatives to Create Understatement

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

Example: The candidate is satisfied with the election results.

Answer: The candidate is not dissatisfied with the election results.

1. Returning to our favorite vacation spot is likely.

2. I think Bob’s response to his business problem is mature.

3. Laura’s hard work this year was appreciated by the other workers.

4. Ingrid estimated the amount of work needed to prepare for the exhibit.

5. Greg has always been a cooperative lab partner.

Name! _____ Date! _____

COMMON USAGE PROBLEMS

Study the following examples of common usage problems.

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

Among, between: Use the preposition *among* to refer to three or more items. Use the preposition *between* to refer to only two items.

Different from; different than: Use *different from*, not *different than*.

Farther, further: Use *farther* to refer to distance. Use *further* to mean “additional” or “to a greater degree.”

- **Like:** *Like* is a preposition meaning “similar to” or “such as.” Do not use it in place of *as if*.

Practice A Recognizing Usage Problems

Read each sentence. Then, circle the correct item to complete each sentence.

Example: The workers (ain't, are not) well trained for this job.

Answer: The workers (ain't, are not) well trained for this job.

1. Your description of the trip is (different from, different than) my account.
2. That rickety chair looked (like, as if) it might fall apart.
3. I (ain't, am not) going to the movie festival again this year.
4. The businesses are considering (farther, further) discussions about a merger.
5. My final choice is (among, between) these two bikes.

Practice B Revising Sentences to Correct Usage Problems

Read each sentence. Then, on the line provided, rewrite each sentence, correcting the errors in usage.

Example: Lea can't walk much further without stopping to rest.

Answer: Lea can't walk much farther without stopping to rest.

1. The mayor's current position on this plan is much different than her position last year.

2. The famous author ain't speaking until later in the afternoon.

3. The differences between the representatives at the world conference were major.

4. The victim's testimony at the second trial is different than his testimony at the first trial.

5. We must investigate your serious allegations farther.

Name _____ Date _____

USING CAPITALS FOR FIRST WORDS

Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

DECLARATIVE: The community garden will open this weekend.

INTERROGATIVE: Who is our new teacher?

IMPERATIVE: Drive carefully on the icy roads.

EXCLAMATORY: What a wonderful plan!

Capitalize the first word in interjections and incomplete questions.

INTERJECTION: Terrific!

INCOMPLETE QUESTIONS: Who? What day?

The word *I* is always capitalized, whether it is the first word in a sentence or not. EXAMPLE:

Jean and I are the editors.

Show that you can correctly and consistently 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: please walk the dogs before dinner.

Answer: (please) walk the dogs before dinner.

- | | |
|--|--|
| 1. the students will graduate in two weeks. | 6. i don't have the books for this class. |
| 2. what a wonderful day! | 7. leslie and i will prepare the meal for the group. |
| 3. put all the glass bottles in that recycling can! | 8. when? where? what name? |
| 4. where are the boxes to be picked up by the messenger? | 9. why are you so angry at him? |
| 5. be careful of the loose wire! | 10. many of the voters are disappointed by the election results. |

Practice B Rewriting Sentences With Correct Capitalization

Read each sentence. Then, on the line provided, rewrite the sentence with correct capitalization.

Example: we will need your help with this committee.

Answer: We will need your help with this committee.

- | | |
|---|-------|
| 1. that's an amazing idea for a party! what time? | _____ |
| 2. the other dancers and i will rehearse today. | _____ |
| 3. why are the engineers replacing that bridge? | _____ |
| 4. let Mark and me supervise the other students. | _____ |
| 5. oh no! that wasn't his plan at all! | _____ |

Name! _____ Date! _____

USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: Bryan said, “**Where** is the meeting being held today?”

Do not capitalize the first word of a continuing sentence when a quotation is interrupted by identifying words.

EXAMPLE: “**When** our team won,” Lauren said, “**everyone** yelled.”

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: The manager pointed out that this would be “**the** biggest sale yet.”

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Using Capitals With 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 uncle wondered, “where will the family reunion be held?”

Answer: Where

1. “Turn at the corner,” she said, “and park in front of that house.” _____
2. “when the party was over,” Dan said, “everyone drove home.” _____
3. Paul said, “the snow storm will be very heavy.” _____
4. leo remarked that he would be “more than happy to help at the picnic.” _____
5. the coach yelled, “that was a great hit!” _____

Practice B Revising Sentences to Capitalize Quotations Correctly

Read each sentence. Then, rewrite the sentence and capitalize the quotations correctly.

Example: “we don’t have the time to discuss this,” Helen added.

Answer: “We don’t have the time to discuss this,” Helen added.

1. “wait! turn back!” then Sally said, “we have forgotten our luggage.”

2. i stood up and said, “let’s discuss this at length at the next meeting.”

3. my friend explained that the museum “Would be closed on Friday.”

4. “if they needed your help,” my brother said, “They would have called by now.”

5. “the e-mail didn’t include the information,” my teacher pointed out.

Name! _____ Date! _____

USING CAPITALS FOR PROPER NOUNS

Proper nouns name 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: Sally Brown D. B. Wilson Samuel R. Russell

- Capitalize geographical and place names.

Streets:	Fourth Avenue	Mountains:	Catskill Mountains
Towns and Cities:	Adams, Phoenix	Sections of a Country:	the Southwest
Counties and States:	Hudson County, Montana	Bodies of Water:	Lake Victoria
Nations and Continents:	India, North America	Monuments, Memorials:	Tomb of the Unknown Soldier

- Capitalize words indicating direction only when they name a specific place.

EXAMPLES: That’s a national park in the Northeast. That national park is north of the town.

Capitalize the names of specific dates, events, documents, holidays, periods in history, and historic events.

EXAMPLES: Sunday, March 10; Senior Prom; Memorial Day; French Revolution

Show that you can correctly use and understand conventions of capitalization by completing these exercises.

Practice A Identifying Proper Nouns

Read each sentence. Then, underline the proper noun or proper nouns in each sentence.

Example: Let’s visit Arlington National Cemetery on Saturday.

Answer: Let’s visit Arlington National Cemetery on Saturday.

1. We will hold the Spring Dance Festival in early March.
2. The Battle of Bunker Hill took place near Boston.
3. India and China are major countries in Asia.
4. Mr. Taylor is teaching a course about the Middle Ages.

Practice B Capitalizing Proper Nouns

Read each sentence. On the line provided, rewrite each sentence and capitalize all proper nouns.

Example: My cousins will see the lincoln memorial in washington, d.c.

Answer: My cousins will see the Lincoln Memorial in Washington, D.C.

1. north america, south america, and islands in the caribbean sea are in the western hemisphere.

2. I nominated john n. miller and o.s. rodriguez to represent westchester county.

3. During the industrial age, workers’ lives in many countries in europe changed dramatically.

4. The toronto film festival in canada is being held in september this year.

Name _____ Date _____

USING CAPITALS FOR PROPER ADJECTIVES

A proper adjective is 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	French poodle
Proper Noun Used as Adjective	the Roosevelt speeches

Capitalize a brand name when it is used as an adjective, but do not capitalize the common noun it modifies: Even Heat oven.

Do not capitalize a common noun used with two proper adjectives: Victoria and Niagara falls.

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Proper Adjectives

Read each sentence. Then, circle the proper adjective or adjectives in each one.

Example: That dress is made from Chinese silk.

Answer: That dress is made from Chinese silk.

1. Lee is writing a report about Portuguese and Italian explorers.
2. That Brahms concerto will be played at today’s concert.
3. The Shakespearean lecture will begin in one hour.
4. My mother and I always eat at that Japanese restaurant.
5. Did you buy a Thermo Blend fleece jacket this winter?

Practice B Capitalizing Proper Adjectives

Read each sentence. On the line provided, rewrite each sentence and capitalize all proper adjectives.

Example: Tonight, let’s have dinner at the spanish, brazilian, or italian restaurant.

Answer: Tonight, let’s have dinner at the Spanish, Brazilian, or Italian restaurant.

1. Where were the first settlements on the ontario and huron lakes?

2. Many new england traditions go back to the earliest english settlements there.

3. That magazine article discussed the french influence on early american painting.

4. The store sells mexican serapes, british walking boots, and american jeans.

5. The novel takes place in london and is written in the dickensian style.

Name _____ Date _____

USING CAPITALS IN LETTERS

Capitalize the first word and all nouns in letter salutations and the first word in letter closings.

Study the following examples.

Salutations	Dear Sir, Dear Sally,	Dear Mr. Silvio Dear Aunt Mary,
Closings	All the best, Sincerely yours, With love,	

Show that you can correctly and consistently use and understand the conventions of capitalization by completing the following 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; write C if the example is a closing.

Example: Dear Customer.

Answer: S

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|--------------------------------|----------------------------------|
| 1. Dear Governor Monroe: _____ | 6. Dear Ms. Pritchett, _____ |
| 2. Love, _____ | 7. Sincerely, _____ |
| 3. Regards, _____ | 8. Your friend, _____ |
| 4. All best wishes, _____ | 9. To Whom It May Concern: _____ |
| 5. Dear Sir or Madam: _____ | 10. Dear Mr. Harris, _____ |

Practice B Capitalizing Salutations and Closings

Read the following examples of salutations and closings. Rewrite each one, using proper capitalization.

Example: my dear grandfather,

Answer: My dear Grandfather,

1. my dear friends, _____
2. in friendship, _____
3. dear olivia and marilyn, _____
4. dear aunt edna, _____
5. fondly, _____
6. with great affection, _____
7. sincerely yours, _____
8. dear mr. benjamin and ms. haring: _____
9. all my love, _____
10. dear harry, blake, and tiasha, _____

Name! _____ Date! _____

USING CAPITALS FOR TITLES

- Capitalize a person’s title only when it is used with the person’s name or as a proper name by itself.

With a proper name: Governor Schwartz will speak to you now.

As a proper name: I will call you today, Aunt.

Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun: our uncle

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: *The Taming of the Shrew*, “Ode to the West Wind.”

Capitalize the names of educational courses when they are language courses 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: Honors History, geometry.

The following are examples of some commonly used titles: Major, Mr., Dr., ex-President.

Show that you can correctly and consistently 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 each one.

Example: Ben wrote a report about Congressman Schweitzer’s first term.

Answer: Ben wrote a report about Congressman Schweitzer’s first term.

1. Do you want a subscription to *The New York Times*, Grandfather?
2. Uncle Harris will write a book about ex-Senator Milan.
3. My favorite musical is *South Pacific*.
4. We addressed the letters to Mr. John Irving, Ph.D., and Mr. Mark David, Esq.

Practice B Capitalizing Titles

Read each sentence. On the line provided, rewrite each sentence and capitalize the title or titles.

Example: I applied for a job at *newsweek* and *the new yorker* magazines.

Answer: I applied for a job at *Newsweek* and *The New Yorker* magazines.

1. Our history advisors include dr. longstretch, ms. wilson, and ex-governor lauter.

2. This year our school is offering honors biology, psychology 201, and several chemistry courses.

3. Robert Frost, a great American poet, wrote “the road not taken.”

4. I invited uncle bob and my sister to the reading of my short story, “he’s the one.”

Name _____ Date _____

USING PERIODS

Periods are used at the end of declarative sentences, mild imperative sentences, and indirect questions.

See the examples below.

A declarative sentence is a statement of fact or opinion.	The college application is very long.
An imperative sentence gives a direction or command.	Get started now.
An indirect question restates a question in a declarative sentence.	My guidance counselor asked if I wanted him to check my essay.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Periods Correctly in Sentences

Read each sentence. Then, add periods where they are needed.

Example: Mr. Griggs is my favorite teacher

Answer: Mr. Griggs is my favorite teacher.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Carl asked why he was my favorite teacher 2. Mr. Griggs always makes us laugh 3. Tell him that you think he is doing a good job 4. I think I will wait until the semester is over 5. I asked Michelle if she wanted to go to the movies | <ol style="list-style-type: none"> 6. She said she had to stay home with her brother 7. Her mother had asked if she would babysit 8. The movie theater was so crowded that we had to sit in the front row 9. I asked the manager if we could get a refund 10. He said that we could not |
|--|--|

Practice B Using Periods Correctly in Declarative Sentences, Imperative Sentences, and Indirect Questions

Read each sentence. Add periods where they are needed. Then, write whether each sentence is declarative, imperative, or an indirect question.

Example: Please help your sister with her homework

Answer: Please help your sister with her homework. imperative

1. I am a pretty good tutor _____
2. Start with math and finish with social studies _____
3. My sister's worst subject is math _____
4. I heard that _____
5. Pay attention when the teacher is giving the lesson _____

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	Dr., Blvd., Wed., Aug., F. Scott Fitzgerald
Other abbreviations with periods	incl., mfg., No.
Periods in outlines	I. Use periods A. In outlines B. In sentences 1. Declarative
Do not use periods in acronyms and some abbreviations.	USA, ECM, UN, POW
Do not use periods in abbreviations of metric measurements, postal abbreviations of states, and most standard measurements.	km, TX, ft, qt (exception: in. for inches)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Periods Correctly in Abbreviations

Read each sentence. Then, add periods where they are needed. If no periods need to be added, write none on the line.

Example: The invitation said to RSVP by Nov 1.

Answer: The invitation said to R.S.V.P. by Nov. 1.

1. Dr Klein sent a reminder for my appointment on Tues, Feb 4. _____
2. Did you know that you have to include cm³ when measuring the volume? _____
3. No, I got all of the problems on that section of Ms Smote's quiz wrong. _____
4. I studied until 2 AM for that quiz, and I missed those questions, too. _____
5. My birthday party is going to be on Sat, Aug 19 _____

Practice B Writing Abbreviations Correctly

Read each sentence. On the line provided, write each term that needs a period added or deleted.

Example: My brother leaves for school at 7:10 AM each morning, but I don't leave until 7:20 AM.

Answer: A.M., A.M.

1. The invitation to Grace's party said to RSVP by Sept. 16. _____
2. The recipe must be wrong; it says to add 1 doz eggs to the mixture! _____
3. The traffic around the U.N. building was completely backed up last night. _____
4. There was an important meeting held between the U.S.A. and France. _____
5. I will apply to the English dept of the college in the fall. _____

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 can't you stay until the movie is over?
Incomplete question	You made popcorn now. Why?
Statement intended as a question (avoid)	Kelly didn't invite Maria to her party?
Statement rephrased as a direct question (better than above)	Why didn't Kelly invite Maria to her party?

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Writing Sentences Using Correct End Marks

Read each sentence. Then, add the correct end mark. Some items may require an end mark other than a question mark.

Example: How many college applications have you completed

Answer: How many college applications have you completed?

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Which college is your first choice 2. My father also asked me which college I most want to attend 3. Do you think you will be accepted 4. Why not 5. What will you miss most about high school when we graduate | <ol style="list-style-type: none"> 6. What a long time it will be before then 7. My mother asked my brother what he would like for dinner 8. Is chicken and rice his favorite dish 9. Do you like your job as a lifeguard 10. You brought food to the movies. Why |
|--|--|

Practice B Writing Direct Questions Correctly

Read each statement that ends with a question mark. Rewrite each one so it is a correct direct question.

Example: You took the parkway to the beach?

Answer: Why did you take the parkway to the beach?

1. There was traffic on the back roads? _____
2. You forgot your wallet in the supermarket? _____
3. You lost your favorite earrings? _____
4. Jamie pitched a perfect game today? _____
5. It melted all over the floor? _____
6. You are going shopping again? _____

Name _____ Date _____

USING EXCLAMATION MARKS

An exclamation mark signals an exclamatory sentence, a strong imperative sentence, or an interjection. Exclamation marks indicate strong emotion and should be used sparingly.

Exclamatory sentence	I can't believe we lost!
Forceful imperative sentence	Shut the door!
Interjection with emphasis	Wow! That is a great outfit.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Exclamation Marks Correctly in Sentences

Read each sentence. Then, write the correct end mark for each item. Some items may require an end mark other than an exclamation mark.

Example: Call me later

Example: Will you call me later

Answer: Call me later!

Answer: Will you call me later?

- | | |
|---|-----------------------------------|
| 1. I am so happy for you | 6. I thought so, too |
| 2. Thank you very much | 7. What was she thinking |
| 3. You pitched a great game | 8. Your guess is as good as mine |
| 4. I can't believe it either | 9. Oh, well Better luck next time |
| 5. That is the craziest thing I've ever heard | 10. That's easy for you to say |

Practice B Writing Exclamatory Sentences and Imperative Sentences

Read each sentence below. Then, rewrite it as either an exclamatory sentence or an imperative sentence. You may change the words for emphasis. Remember to use an exclamation mark.

Example: You should stop talking now.

Answer: Stop talking!

- Please put the dishes away. _____
- Please don't bother me right now. _____
- That is exciting news. _____
- Could you open the door for me? _____
- This package is heavy. _____
- Did you brush your teeth? _____
- You might want to hurry. _____
- Did we miss the bus? _____

Name _____ Date _____

USING COMMAS WITH COMPOUND SENTENCES

A **comma** tells the reader to pause briefly before continuing a 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*. Use a comma before a conjunction to separate two or more independent or main clauses in a compound sentence.

EXAMPLE: My cousin Scott is going to visit a college we both want to attend, but I will not be able to join him.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas Correctly in Compound Sentences

Read each sentence. Then, add commas where they are needed.

Example: The children I babysit are eating their dinner but I will wait until I go home to eat mine.

Answer: The children I babysit are eating their dinner, but I will wait until I go home to eat mine.

1. I went to a concert last night with Vincent and I am going to a baseball game today with my sisters.
2. I have two job opportunities for the summer but I am still not sure which one to accept.
3. I can work in the shoe department of my favorite store or I can work as a waitress at the local diner.
4. We have three horses that board in our stable and I ride them every day after school.
5. This weekend I have to finish my research paper for history class or I have to complete all of my math homework for the week.

Practice B Using Commas Correctly to Write Compound Sentences

Read each pair of sentences below. Then, use the sentence pair to write a compound sentence using a coordinating conjunction and a comma.

Example: Homecoming day was cold and windy. Most of my friends decided to skip the game.

Answer: Homecoming day was cold and windy, so most of my friends decided to skip the game.

1. Victor plays the cello very well. He is a good violinist.

2. We bought only enough groceries to make dinner. We will have to go back to the store tomorrow.

3. I am thinking about majoring in engineering. I have to do really well in my math and science classes.

4. I am going to work every day over winter break. I am going on vacation for spring break.

5. My favorite hobby is fixing cars. I hope to be a mechanic someday.

Name _____ Date _____

AVOIDING COMMA SPLICES

A **comma** tells the reader to pause briefly before continuing a sentence. 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	The large waves crashed into the shore, the beach eroded as a result.
Correct	The large waves crashed into the shore. The beach eroded as a result.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Correcting Comma Splices

Read each sentence. Then, rewrite each sentence to eliminate the comma splice. You may need to write two new sentences.

Example: The dog chased the cat around the house, the cat ran under the bed to safety.

Answer: The dog chased the cat around the house. The cat ran under the bed to safety.

1. My sister is the captain of the soccer team, I am the captain of the track team.

2. I opened the cereal box and poured cereal, there were only crumbs left.

3. My sister was a teacher, she volunteers now that she is retired.

4. I waited in the checkout line for what seemed like hours, in reality, it was only two minutes.

Practice B Using Commas Correctly in Sentences

Read each item below. If a sentence contains a comma splice, rewrite the sentence correctly. If the sentence or sentences are correct, write correct.

Example: Vanessa is the best public speaker in our grade, she represents our class at meetings.

Answer: Vanessa is the best public speaker in our grade, so she represents our class at meetings.

1. Marcella finished her assignment early, she went to the library to read.

2. My birthday is today, my best friend's birthday is tomorrow.

3. My favorite subject is biology, I hope to study marine biology in college.

4. We plan on taking a trip in the spring, we will need to start saving now.

USING COMMAS IN SERIES

A **comma** tells the reader to pause briefly before continuing a sentence. A series consists of three or more words, phrases, or subordinate clauses of a similar kind. Use commas to separate three or more words, phrases, or clauses in a series. See the examples below.

Series of words	The items on the school supply list included four three-ring binders, three spiral notebooks, book covers, pencils, pens, and markers.
Series of phrases	The note my mother left said to sweep the floor, take in the mail, start dinner, and call her when I finished.
Subordinate clauses in a series	In my college interview, I stated that I was excited to attend the school, that I was on high honor roll every year, and that I was senior class president.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

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 pep rally, we saw football players cheerleaders and the school mascot.

Answer: At the pep rally, we saw football players, cheerleaders, and the school mascot.

1. My favorite vegetables have always been carrots tomatoes chili peppers and squash.
2. My favorite activities are camping hiking snowboarding surfing and biking.
3. At the outdoor store, I bought camping gear a backpack and a thermos.
4. After school, I walked home started my homework and put dinner in the oven.
5. My best subjects in school are calculus physics and computers.
6. On the farm, we have to feed the animals clean out the stables and exercise the horses.

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: My little brother asked if I could help him build a tree house if I would take him to the movies and if I would make him breakfast in the morning.

Answer: My little brother asked if I could help him build a tree house, if I would take him to the movies, and if I would make him breakfast in the morning.

1. My little sister asked me if I would help her sew a doll's dress if I would take her to the playground and if I would read her a book before her bedtime.
2. The reasons I am excited to go away to college are that I will have some privacy from my little sister and brother that I will be independent and that I will make new friends.
3. The reasons I am nervous about going away to college are that I will miss my old friends that I will be away from home for the first time and that the classes will be challenging.
4. The items I included on my job application were that I had previous experience working as a lifeguard that I know first aid and that I am responsible and attentive.
5. The reasons I am looking for a part-time job are that I want to buy a new car that I have to save money for college and that I like to work.

Name! _____ Date! _____

USING COMMAS BETWEEN ADJECTIVES

A **comma** tells the reader to pause briefly before continuing a sentence. Use commas to separate coordinate adjectives, also called independent modifiers, or adjectives of equal rank. Do not use commas between cumulative adjectives (adjectives you cannot separate with the word *and*). Do not use a comma between the last adjective in a series and the noun it modifies. See the examples below.

A comma to separate coordinate adjectives	a lively, engaging story
No comma to separate cumulative adjectives	many engaging stories
No comma between the last adjective in a series and the noun it modifies	The class enjoyed the lively, engaging story.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

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 enthusiastic fans came to the homecoming game.

Answer: correct

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|--|---|
| <p>1. The white house had large black shutters. _____</p> <p>2. I have a tall wooden bookcase filled with my favorite classic novels. _____</p> <p>3. The adorable energetic calico kitten played with a soft red ball of yarn. _____</p> <p>4. I like that long brown coat with the fancy silver buttons down the front. _____</p> <p>5. The clear hand-blown glass made the vase an interesting elegant centerpiece. _____</p> | <p>6. The rooms in the tall stucco dormitory are spacious bright and modern. _____</p> <p>7. We all agreed that the movie was fascinating suspenseful and captivating. _____</p> <p>8. The lilies in our garden are red yellow orange and white. _____</p> <p>9. The warm clear aqua water of the Mediterranean was very inviting. _____</p> <p>10. After skiing all day in the damp cold weather, we were happy to rest. _____</p> |
|--|---|

Practice B Using Commas Correctly in a Series of Subordinate Clauses

Read each sentence. Then, add or delete commas as needed. If the sentence is correct, write correct.

Example: The tall lean and agile athlete is the star of our basketball team.

Answer: The tall₁ lean₁ and agile athlete is the star of our basketball team.

1. We couldn't resist the shiny, red apples in the bright, green bowl on the table. _____
2. The college application was long, involved, intimidating, and overwhelming. _____
3. Sam's old dilapidated dented SUV has a "For Sale" sign in the window. _____
4. The store was packed with soft, colorful scarves and matching, winter hats. _____
5. Jaime is a thoughtful efficient and pleasant waiter, so we always ask for his table. _____

Name _____ Date _____

USING COMMAS AFTER INTRODUCTORY MATERIAL

A **comma** tells the reader to pause briefly before continuing a sentence. Use a comma after an introductory word, phrase, or clause of a sentence. See the examples below.

Introductory words	Yes, I can come with you.
Nouns of address	Juan, can you come with us?
Introductory adverbs	Patiently, they waited for the doctor.
Phrases	To finish my homework in time, I will have to work quickly.
Adverbial clauses	If you like rock music, you will like this song.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas Correctly With Introductory Material

Read each sentence. Then, add commas after introductory material as needed. Some of the sentences will not need correction.

Example: Yes I am concerned about saving the polar bears.

Answer: Yes, I am concerned about saving the polar bears.

1. Because of the bad weather, we will need to cancel the game.
2. At the club meeting everyone asked Maria for suggestions.
3. Oh I do have one more thing to say.
4. According to the latest review the school play was a big success.
5. On their vacation in San Antonio they took 100 pictures.
6. No I have never been on an airplane.
7. Sure I am excited to fly for the first time.
8. Lilia can you go to the movies with us tonight?
9. Yes my mother even said I could borrow her car.
10. Oh so you will pick us up then.

Practice B Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, add commas as needed.

Example: No I never said that I would go to the prom with you.

Answer: No, I never said that I would go to the prom with you.

1. Oh I guess it was a big misunderstanding.
2. Well we are very glad that the mystery is solved.
3. Ryan do you think your parents will let you go on the camping trip?
4. Since they are going to be away that weekend my parents will probably let me go camping.
5. Wow I can't believe that our team won the championship.

Name _____ Date _____

USING COMMAS WITH PARENTHETICAL EXPRESSIONS

A **comma** tells the reader to pause briefly before continuing a sentence. A parenthetical expression is a word or phrase that interrupts the flow of the sentence. Use two commas to set off parenthetical expressions in the middle of a sentence. Only one comma is needed to separate a parenthetical expression at the end of a sentence. See the examples below.

Nouns of direct address	Can you recommend a good college, Mrs. Timmins?
Conjunctive adverbs	I can, indeed, recommend an excellent college for you.
Common expressions	You want a school with a good English program, I assume.
Contrasting expressions	I also have to choose a school that is a bus ride, not a plane ride, away.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add commas as needed to correctly separate the contrasting expression.

Example: Ricardo is studying for a degree in engineering not physics.

Answer: Ricardo is studying for a degree in engineering, not physics.

- I always thought Ricardo was interested in languages not science.
- Tomas wants to design airplanes not work on automobiles.
- He will have to be open not closed to other career options.
- Samantha is going to the senior prom with Luke not Dave.
- Dave is going to the dance with Celine not Michaela.
- Shania works as a physical therapist not as a medical assistant.
- My mother makes crystal earrings not beaded necklaces in her spare time.
- She also enjoys working with silver not gold.
- The room on the left is my bedroom not the living room.
- Matthew was presented with a medal not a ribbon for winning the triathlon.

Practice B Using Commas Correctly With Parenthetical Expressions

Read each sentence. Then, add or delete commas as needed. If the sentence is correct, write correct.

Example: I had dinner not lunch at my grandmother’s house this weekend.

Answer: I had dinner, not lunch, at my grandmother’s house this weekend.

- She made her famous lasagna not chicken outlets this time. _____
- We also ate homemade not store-bought bread. _____
- You are lucky, indeed, to have a grandmother who is a wonderful cook. _____
- She has decided however to clean her entire apartment first. _____
- The dance is going to be, well-attended, and a lot of fun. _____

Name! _____ Date! _____

USING COMMAS WITH NONESSENTIAL EXPRESSIONS

A comma tells the reader to pause briefly before continuing a sentence. 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. See the examples below.

Nonrestrictive appositive	The play was written by William Shakespeare, the famous playwright.
Nonrestrictive participial phrase	The play, believed to have been written in 1591, is about King Richard III.
Nonrestrictive adjectival clause	The historical play, which may not be popular among my classmates, is our next reading assignment.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Nonrestrictive Expressions

Read each sentence. Then, add commas as needed to correctly separate the nonrestrictive expression.

Example: The large university which is only two hours from my home is where I hope to go to college.

Answer: The large university, which is only two hours from my home, is where I hope to go to college.

- | | |
|---|---|
| 1. The large modern buildings built about fifty years ago are clean and bright. | 4. My coach who is very optimistic told me that I should try out for the college basketball team. |
| 2. The dorm rooms which are available to all students are spacious and well furnished. | 5. A student in my school whom I never met is actually named Crystal Ball. |
| 3. The English professors some of whom I met on my tour are considered some of the finest in the country. | 6. The yearbook committee of which I am a member has decided to lower yearbook prices. |

Practice B Using Commas Correctly With Nonrestrictive Expressions

Read each sentence. Then, rewrite each sentence, adding commas as needed.

Example: My oldest cousin and her husband who live very far from here just had their first baby.

Answer: My oldest cousin and her husband, who live very far from here, just had their first baby.

- The baby who never stops crying apparently looks just like my cousin.

- The research paper assigned three weeks ago is due tomorrow.

- I watched *A Christmas Carol* a classic film with my grandparents on Sunday.

- The hockey arena which is where our team often plays holds over 5,000 fans.

- Our grandmother who is the greatest cook in the world is coming to visit us this weekend.

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 graduation ceremony took place on June 9, 2010, and the graduation party occurred on June 10, 2010.
Dates without commas	I will graduate in June 2010.
Geographical names	My father often goes to London, England, for business
Names with one or more titles	The sign on the door said Harold Bloom, Ph.D., so I knew I had found the right office.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read each sentence. Then, add commas as needed to correctly punctuate dates, geographical names, and titles. If the sentence is correct, write correct.

Example: My friend moved from Chicago Illinois to Houston Texas in August 2005.

Answer: My friend moved from Chicago, Illinois, to Houston, Texas, in August 2005.

1. The statue in Austin was dated July 10, 1888. _____
2. The new town library was dedicated in September 2009. _____
3. My niece was born on February 6 1976 in Danville Virginia. _____
4. The dentist’s return address label says Marcus Green D.D.S. in Dallas Texas. _____
5. I read the plaque dedication for Gregory Griggs Jr. born June 3 1920. _____

Practice B Using Commas Correctly in Dates, Geographical Names, and Titles

Read each item. Then, write a sentence for each item. Be sure to use commas correctly in dates, geographical names, and titles.

Example: Fort Worth Texas

Answer: My grandfather was born in Fort Worth, Texas, in 1949.

1. Stanford Brown Sr. _____
2. Christine McGill Ph.D. _____
3. Lake George Louisiana _____
4. Glenwood Plumbing Inc. _____
5. September 30 2011 _____

Name _____ Date _____

USING COMMAS IN NUMBERS

Commas make large numbers easier to read by grouping the digits. With large numbers of more than three digits, use a comma after every third digit starting from the right. See the examples below for when to use commas and when not to use commas in numbers.

Use commas in large numbers of more than three digits.	1,435 graduates 10,877 songs 1,909,498 voters
Do not use commas in ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.	09756 (303) 757-8822 Page 1005 Year 2016 Serial number 777 095 822 2399 Berkeley Place

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Numbers

Read each item. Then, rewrite each item, adding or deleting commas as needed. If the item is correct, write correct.

Example: 1011 protesters

Answer: 1,011 protesters

- | | |
|--------------------------------|--------------------------------------|
| 1. 7,744 Brookside Place _____ | 6. (301) 645-9,444 _____ |
| 2. Year 2,020 _____ | 7. June 9, 2,011 _____ |
| 3. (208) 664-2008 _____ | 8. serial number 4449786543290 _____ |
| 4. 1984 members _____ | 9. 1516 Harbor Way _____ |
| 5. 10975 citizens _____ | 10. April 2, 1,991 _____ |

Practice B Writing Sentences Using Commas in Numbers

Read each item. Write a sentence of your own, using the number the way it is indicated in parentheses. Be sure to use commas correctly in numbers.

Example: 10987 (large number)

Answer: There were 10,987 runners in the statewide marathon.

- 8812 (house number) _____
- 198 234 013 (serial number) _____
- (907) 465-1255 (telephone number) _____
- 50234-0234 (ZIP code) _____
- 7851654 (large 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.	Mrs. Christine Becker 33 Henley Road Austin, TX 73344
Use a comma after the name, street, and city of an address that appears in a sentence.	Send a thank-you note to Mrs. Christine Becker, 33 Henley Road, Austin, TX 73344.
Use a comma after the salutation in a personal letter and after the closing in all letters.	Dear Mike, Yours truly, Dear Aunt Crystal, Sincerely,

Show that you can correctly use conventions of punctuation by completing these exercises.

Practice A Using Correct Comma Placement in Addresses and Letters

Read each item. Then, add or delete commas as needed. If the item is correct, write correct.

Example: Dear Juana

Answer: Dear Juana,

1. Sincerely, _____
2. Fondly _____
3. Dear Uncle Jimmy _____
4. Sincerely yours _____
5. With warmest regards _____
6. Dear Grandma and Grandpa, _____

Practice B Using Commas in Addresses

Read each address. Write each address as it would appear on an envelope, deleting commas as needed.

Example: Dr. Robert McGill, 40 Glen Avenue, Glenville, GA 76777

Answer: Dr. Robert McGill
40 Glen Avenue
Glenville, GA 76777

1. Aram Berberian, 4365 Ella Grasso Boulevard, New Haven, CT 98754

2. Justin Michaels, 89 Summer Road, Plainfield, TX 78654

3. Cory Levine, 51 Daniel Lane, Ann Arbor, MI 56231

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.	Most people arrived at 8:00 P.M.; Geraldo, at 9:00.
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Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Elliptical Sentences

Read each elliptical sentence. Then, add commas as needed.

Example: The best thing about being a senior is the privileges; the worst the pressure.

Answer: The best thing about being a senior is the privileges; the worst, the pressure.

1. My car is parked on the corner of Rock Road; Lilia's on Simpson Avenue.
2. I have a red car; Lilia a green one.
3. I work at the mall; my brother at the convenience store.
4. The river is on the left; the park on the right.
5. The basketball courts were crowded; the tennis courts empty.
6. The concert hall seats 10,000 people; the school auditorium 600.
7. My bedroom is on the left; my sister's on the right.
8. My favorite type of music is jazz; my brother's rock.
9. I am taking physics this year; A.P. biology next year.
10. In the fall, I will go to college; in the summer camping.

Practice B Using Commas Correctly in Elliptical Sentences

Read each sentence. Then, rewrite each sentence, adding a semicolon and an elliptical phrase, as shown in the example.

Example: Juan speaks fluent Spanish.

Answer: Juan speaks fluent Spanish; Jake, Italian.

1. Carmen and Sasha went shopping. _____
2. My grandparents live in Florida. _____
3. The best part of the book was the ending. _____
4. My favorite sport is lacrosse. _____
5. Lin has A.P. English last period. _____

Name _____ Date _____

USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to set off a direct quotation from the rest of the sentence. See the example below.

“Don’t forget to finish your college applications,” my mother said, “because they are all due next week.” I replied, “Okay, Mom. I am almost finished with the essays.”

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Correct Comma Placement in Direct Quotations

Read each direct quotation. Then, rewrite each quotation, adding commas as needed.

Example: “I will do the grocery shopping this week if I can borrow the car” I told my father.

Answer: “I will do the grocery shopping this week if I can borrow the car,” I told my father.

1. “Great” he replied “It’s a deal.” _____
2. I answered “You will have to make a list, though.”

3. He said “I will do that. There are many things we need from the store.”

4. “I just read the best book ever” I told my sister.

5. “Tell me all about it” she answered “because I have been looking for a good book myself.”

Practice B Using Commas Correctly in Direct Quotations

Read each sentence. Then, rewrite each sentence as a direct quotation, adding commas and quotation marks as needed.

Example: The concert is in four short weeks.

Answer: “The concert is in four short weeks,” I exclaimed in a panic.

1. Why do you sound so worried about it?

2. I am worried because I still don’t have tickets.

3. We are playing in the state championship this weekend.

4. I know. Your team was so good this year.

5. We are undefeated.

Name _____ Date _____

USING COMMAS FOR CLARITY

Commas are used to prevent a sentence from being misunderstood. See the examples below.

UNCLEAR: Using the baseball players practiced for the big game.

CLEAR: Using the baseball, players practiced for the big game.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Commas for Clarity

Read each sentence. Then, add commas as needed for clarity.

Example: At the library books were displayed prominently.

Answer: At the library, books were displayed prominently.

- | | |
|---|---|
| 1. Before the holiday meals were prepared. | 6. Because you lost your guitar pick a new one. |
| 2. With the checkers players held a tournament. | 7. Putting down the violin bow to the audience. |
| 3. Near the bus stop cars were parked. | 8. At the counter stools were taken by customers. |
| 4. Before lunch tables were brought into the cafeteria. | 9. For the group meetings were scheduled. |
| 5. With all the splashing and swimming pools of water formed on the deck. | 10. In the garden vegetables grow. |

Practice B Using Commas for Clarity

Read each word pair. Then, write a sentence, using each word pair and including commas for clarity.

Example: job interviews

Answer: To get a job, interviews must go well.

1. flight attendants _____
2. airplane pilots _____
3. holiday shoppers _____
4. Halloween costumes _____
5. crossing guards _____
6. fire alarms _____
7. ocean waves _____
8. tennis players _____
9. gym bags _____
10. red violets _____

Name! _____ Date! _____

MISUSES OF COMMAS

Commas are used so frequently that sometimes writers insert commas that are unnecessary. Avoid using unnecessary commas. Note the deletion of misused commas in the examples below.

Misused with an adjective and a noun	I carried my heavy, blue, backpack.
Misused with a compound subject	My friend, and I went to the store.
Misused with a compound verb	He fixed his car, and mowed the lawn.
Misused with a compound object	She wore a red sweater, and a black skirt, to school.
Misused with phrases and clauses	Having read the newspaper, and having finished her book, Lilia decided she had read enough.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Correcting Misused Commas in Sentences

Read each sentence. Then, delete misused commas as shown in the example.

Example: We packed sweatshirts, hiking boots, and extra socks, for the camping trip.

Answer: We packed sweatshirts, hiking boots, and extra socks, for the camping trip.

1. We made eggs, toast, and cereal, for breakfast.
2. My uncle, and my father, went on the fishing trip with me.
3. Thinking about the delicious fish, and the funny stories, made me excited for the trip.
4. I will go either to the movie theater in town, or to the one in the mall.
5. I will have an orange, instead of an apple.
6. Neither Mrs. Fernandez, nor Mr. Fernandez, was in the pharmacy.

Practice B Eliminating Unnecessary Commas in Sentences

Read each pair of words or phrases. Then, use the item in a sentence as indicated in parentheses. Be sure not to misuse commas.

Example: suitcase, airline tickets (compound subject)

Answer: The suitcase and the airline tickets are still in the taxi.

1. carrots, broccoli, peas (compound object) _____

2. ran three miles, swam a half mile (compound verb) _____

3. My sister, I (compound noun) _____

4. go to the game, go to the dance (clause) _____

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.

<p>Use a semicolon to connect two related independent clauses that are not already joined by the conjunctions <i>and, but, for, nor, or, so, or yet.</i></p>	<p>Geraldo is applying to State College; I am applying to Lincoln College; Vicki is applying to both.</p>
<p>Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.</p>	<p>My car is being repaired; therefore, I have to walk to school with my younger brother.</p>

Show that you can correctly use conventions of punctuation by completing these exercises.

Practice A Using Semicolons to Connect Independent Clauses

Read each pair of independent clauses. If the independent clauses are related, rewrite them as a single sentence using a semicolon. If they are unrelated, write unrelated.

Example: I have math first period. I have English second period. I have study hall third period.

Answer: I have math first period; I have English second period; I have study hall third period.

1. I have the lead role in the play. I have many lines to learn.

2. I will finish my applications this weekend. Next weekend, I am going camping with friends.

3. My boyfriend told me he would pick me up at 7:00. He arrived at 8:00.

4. Tonight, we are going out to dinner. Tomorrow, we are going shopping. Sunday, we are going to my grandmother’s for dinner.

Practice B Using Semicolons with Conjunctive Adverbs and Transitional Expressions

Read each pair of independent clauses. Rewrite each pair as a single sentence, using a semicolon to correctly separate the independent clauses.

Example: I have finished the research for my report. Therefore, I am ready to begin writing.

Answer: I have finished the research for my report; therefore, I am ready to begin writing.

1. My topic is very interesting. Thus, I am actually enjoying the research project.

2. I am not the most studious person in the family. Therefore, my parents are happy that I am engrossed in the project.

3. I wasn’t sure which sweater to buy. Therefore, I bought them both.

4. My little sister is afraid of spiders. Moreover, she screeches every time she sees a bee.

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. See the examples below.

Use semicolons to separate independent clauses that contain commas.	B.H. Sweet, chair of the committee, announced our goals; Haresh Patel, last year’s chair, has agreed to serve as an advisor.
Use semicolons to separate items in a series when the items contain commas.	In fi ve days, the tourists saw London, England; Edinburgh, Scotland; and Copenhagen, Denmark.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Semicolons to Avoid Confusion in Sentences

Read each sentence. Then, rewrite each sentence, inserting a semicolon where needed.

Example: First write the outline, which summarizes the main points and details, then, write the paper.

Answer: First write the outline, which summarizes the main points and details; then, write the paper.

- The doctor, who held a deep reverence for life, stepped over the ants, moreover, he instructed his son to do the same. _____

- According to the title page in this book, the publishers have offices in Glenview, Illinois, Dallas, Texas, Oakland, New Jersey and Palo Alto, California. _____

- The dates that appear in the journal are May 23, 1779 January 2, 1780 February 28, 1780 and December 24, 1781. _____

- The card, which is too sentimental, is inappropriate I will need to choose another one. _____

Practice B Writing Sentences With Semicolons

Read each item. Then, for each item, write a complete sentence, using semicolons to avoid confusion.

Example: his hand in the air, auctioneer, attention

Answer: The man, who had his hand in the air, signalled the auctioneer; however, he failed to gain his attention.

- violin, viola, cello _____

- Gulliver’s Travels, Dune, Hamlet* _____

- sea gulls, sandpipers, pelicans _____

- to jog, to lift weights, to do push-ups _____

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.	To make this recipe, we need the following items: 2 cups of flour, 1 egg and 3 egg whites, ½ cup of sugar, and 1 cup of cocoa powder.
Use a colon to introduce a formal or lengthy quotation or one that does not contain a “he said/she said” expression.	As Albert Einstein once said: “Not everything that can be counted counts, and not everything that counts can be counted.”
Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each.	I have a very good reason for cooking the steak medium-well: Rare meat is unsafe.
Use a colon to introduce a formal appositive that follows an independent clause.	My friends and I decided what we would do tonight: see a movie.
Use a colon in numerals giving the time, salutations in business letters, and references to periodicals and the Bible.	11:23 P.M. Dear Mr. Greer: John 3:16

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Colons in Sentences

Read each sentence. Then, insert a colon where needed.

Example: After nine guesses, I figured out what Mrs. Ray does for a living She is a nurse.

Answer: After nine guesses, I figured out what Mrs. Ray does for a living; She is a nurse.

- Calculus class begins at 11 10 A.M. and ends at 12 00 P.M.
- The periodical I used in this research project is *Newsweek* 101 15.
- The gas station is open every day from 6 00 A.M. until 11 00 P.M.
- I made up my mind about which job to take this summer cashier.
- The reason I chose the job was obvious, It offers the most flexible hours.

Practice B Writing Sentences With Colons

Read each item. Then, for each item, write a sentence that uses a colon as indicated.

Example: to introduce an appositive that follows an independent clause

Answer: Clara decided what she wanted to major in next year: marketing.

- to indicate time _____
- to introduce a long quotation _____
- to cite a verse in a magazine reference _____
- to summarize the sentence before it _____
- in a salutation of a business letter _____

Name _____ Date _____

USING QUOTATION MARKS WITH QUOTATIONS

Quotation marks identify words that have been spoken or written by others. A direct quotation represents a person’s exact words, thoughts, or writing. An indirect quotation (which does not use quotation marks) reports the general meaning of what a person said or thought. See the examples below.

A direct quotation is enclosed in quotation marks.	“Why aren’t you wearing your new boots?” I asked Alec.
An indirect quotation does not require quotation marks.	Alec said that he wore sneakers instead of boots because he has gym today.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks in Direct Quotations

Read each item. Then, insert quotation marks where needed.

Example: The little boy asked, How much is a smoothie?

Answer: The little boy asked, “How much is a smoothie?”

1. General George S. Patton had said, If a man does his best, what else is there?
2. Ginny shut the book and exclaimed, That was the best book I have ever read!
3. Can I borrow the keys to the car? I asked my father.
4. Have the car back by 6:30 P.M., my father answered.
5. You should bring your math book home tonight to study, Peter reminded me.

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 mother said that she has to work late tonight.

Answer: indirect quotation

1. Jaime, my mother said, I have to work late tonight.

2. The history teacher said that we have to read chapter 7 by Wednesday.

3. Eric told me that we also have to read chapter 8, said Rebecca.

4. That’s not what the teacher said, I replied, but I guess it couldn’t hurt.

5. What time do you have to be at work? my brother asked.

Name! _____ Date! _____

USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will identify a speaker of a quotation by using words such as *he asked* or *she said*. 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 am borrowing Dad's car today."
Use a colon after a very long or formal tagline.	Legendary baseball star, Yogi Berra, once said: "In theory, there is no difference between theory and practice. But in practice, there is."
Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline.	"I am borrowing," said my sister, "Dad's car today."
Use a comma, question mark, or exclamation mark after a direct quotation followed by a concluding tagline.	"No, I am," I replied.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations

Read each item. Then, rewrite each item, inserting quotation marks and commas where needed.

Example: My mother asked What do you need at the supermarket?

Answer: My mother asked, "What do you need at the supermarket?"

1. I need my favorite breakfast cereal I answered.

2. Mom, replied my brother, I need some ham and whole wheat bread to make lunch.

3. My sister said, I don't think I need anything.

4. Hopefully, I can keep that all straight my mother said.

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

Write a direct quotation of your own using quotation marks and other punctuation marks as needed. Place the expression where indicated.

Example: Concluding expression

Answer: "I can't believe I scratched my car!" exclaimed Roni.

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 fabulous necklace," my cousin said.
Place a semicolon or colon outside the final quotation mark.	I just bought the "fabulous necklace": I was pleased she 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 cousin asked, "Would you mind if I bought one for myself?"

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks With Other Punctuation in Sentences

Read each item. Then, insert quotation marks where needed.

Example: A man who looked lost asked me, Do you know where Maple Avenue is?

Answer: A man who looked lost asked me, "Do you know where Maple Avenue is?"

1. My father asked, Has anyone seen my golf clubs?
2. My mother answered, No, honey, it's not my day to watch them.
3. I saw them in the garage, Dad, I told him.
4. I thought they were there, too, explained my father, but they aren't.
5. My mother opened the garage door and said, Aren't those your golf clubs right over there?
6. Yes, said my father, I think I need glasses!
7. What time is the concert? Carly asked.
8. I'm not sure, I answered. Let's check on the Internet.
9. How are we going to get to the theater? Roberto asked.

Practice B Writing Sentences With Quotation Marks and Other Punctuation

Write a sentence of your own, using quotation marks and the other punctuation marks indicated below.

Example: quotation marks, exclamation point

Answer: "I'm so proud of you for acing that test!" exclaimed my father.

1. quotation marks, colon _____
2. quotation marks, semicolon _____
3. quotation marks, commas _____
4. quotation marks, period _____
5. quotation marks, exclamation point _____

Name! _____ Date! _____

USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Double quotation marks (“ ”) should enclose the main quotation in a sentence. Use single quotation marks (‘ ’) to set off a quotation within a quotation. See the example below.

Yuki said, “Dante, did you hear Mrs. Fritzpatrick say, ‘there is no homework tonight’? I thought we had to finish our research papers for tomorrow.”

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Single Quotation Marks for Quotations Within a Quotation

Read each item. Then, insert single quotation marks where needed.

Example: My sister asked, “Did Mom say, Preheat the oven to 350 degrees?”

Answer: My sister asked, “Did Mom say, ‘Preheat the oven to 350,’ or ‘375’?”

1. Laurie said to Sheldon, “The directions say, make the third right onto Mountain Road and a quick left onto Franklin Court.”
2. Mrs. Jiminez asked her English literature class, “Which famous writer said, The true measure of a man is how he treats someone who can do him absolutely no good?”
3. Debbie said, “Fran answered, I don’t know, but he was a wise man!”
4. Skye said, “But then Mrs. Jiminez said, I agree with you. The answer is Samuel Johnson.”
5. My mother asked, “Did your father say, I’ll be home by 6:00 tonight?”

Practice B Writing Quotations Within Quotations

Read the direct quotations below. Then, rewrite each quotation to be a quotation within a quotation.

Example: “Try to learn something about everything and everything about something.” —Thomas Henry Huxley

Answer: Mrs. Petrovsky told her class, “Thomas Henry Huxley offered this advice: ‘Try to learn something about everything and everything about something.’”

1. “Everybody pities the weak; jealousy you have to earn.”—Arnold Schwarzenegger _____

2. “A witty saying proves nothing.”—Voltaire _____

3. “I have not failed. I’ve just found 10,000 ways that won’t work.”—Thomas Alva Edison _____

4. “I’ve had a wonderful time, but this wasn’t it.”—Groucho Marx _____

5. “It’s kind of fun to do the impossible.”—Walt Disney _____

Name _____ Date _____

PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Sometimes when a writer quotes a speaker directly, the writer adds explanatory information that was not part of the original quote. Such added information is bracketed to show that it was added.

EXAMPLE: The principal said, “Construction of the new science labs [which will include a sink for each student] has been more expensive than anticipated.”

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

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, “During the construction project, all students including graduating seniors will have science lab in the trailers.”

Answer: The vice principal said, “During the construction project, all students [including graduating seniors] will have science lab in the trailers.”

1. Mrs. Creighton said, “Everyone all twelve students will give their oral reports tomorrow.”
2. In his speech, Jesse told the class, “A bridge was constructed to connect two states New Jersey and New York.”
3. Jake said, “Stephen is the third oldest of the seven brothers.”
4. Geraldo announced to the school, “The recycling committee 10 members voted unanimously for Claire to be the new chairperson, effective immediately.”
5. Daniela explained, “We live on Kenmore Place a hill between Lincoln Avenue and Kent Road.”

Practice B Writing Quotations With Explanatory Material in Brackets

Read the items below. Then, write a direct quotation for each item. The quotation should include the information provided as explanatory material in brackets.

Example: Dallas and Fort Worth

Answer: The governor said, “The airport serves two large cities in Texas [Dallas and Fort Worth].”

1. Minneapolis, St. Paul _____

2. Seattle, Portland _____

3. high school and college _____

4. a unanimous decision _____

5. my grandmother’s recipe _____

Name _____ Date _____

USING QUOTATION MARKS FOR DIALOGUE

A conversation between two or more people is called a dialogue. When writing a dialogue, begin a new paragraph with each change of speaker. Use quotation marks to set off direct quotations. For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph.

PLES:

At the school assembly, the senior class president announced, “We have been given permission by the principal to find a new location for the senior prom.”
 “Where will it be?” asked a twelfth-grader.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks in Dialogue

Read the dialogue below. Then, place quotation marks where they are needed.

Example: The journalist of the school paper asked Clara, the senior-class president, So, Clara, when did you decide to try to change the prom location?

Answer: The journalist of the school paper asked Clara, the senior-class president, “So, Clara, when did you decide to try to change the prom location?”

1. Last year, as juniors, many of us went to the senior prom in the gym. It wasn’t an adequate space, explained Clara.
2. The journalist asked, So, after the prom last year, you decided it was time for a change?
3. Clara replied, It was one of the promises I made to my class when I was running for president. I thought it was important to make good on it.
4. The journalist then asked, What did you have to do to get permission?
5. Clara replied, We are lucky that our principal is reasonable and fair. He also attended the prom in the gym last year, and he agreed with us.

Practice B Writing Dialogue Using Quotation Marks

On the lines provided, write a five-sentence dialogue between a high school senior and a guidance counselor.

Example: “Juan, what colleges are you interested in applying to?” asked Mr. Gomez.
 “I am applying to Berkeley and UCLA,” said Juan.

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

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. The titles of longer works, such as books, television series, movies, and albums (or CDs), are printed in italics or are underlined.

EXAMPLE: A spin-off of a popular television show is called, *Bridget in the Big City*.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Placing Quotation Marks in Titles

Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read *The Lantern Bearers* by Robert Louis Stevenson for homework.

Answer: Please read "The Lantern Bearers" by Robert Louis Stevenson for homework.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Juana wrote a short story for creative writing class called <i>Can't Go Home Again</i>. 2. Daniel wrote a poem for the same class called <i>Where We Go From Here</i>. 3. My favorite episode of the television show <i>Fashionistas</i> is called <i>Fashion Don'ts</i>. 4. I used an article titled <i>How the West Was Lost</i> for my current events essay. 5. My teacher said that my essay <i>An Experiment in Freedom</i> was one of the best she has ever read. | <ol style="list-style-type: none"> 6. One of my favorite songs is <i>American Girl</i> by Tom Petty. 7. My uncle's favorite song of all time is <i>A Day in the Life</i> by the Beatles. 8. I think one of the greatest poems ever written is <i>The Love Song of J. Alfred Prufrock</i> by T. S. Eliot. 9. T. S. Eliot. 10. My English teacher prefers poems such as <i>Hist Whist</i> by e.e. cummings. 11. The journalist finished his article <i>The Power of the VP</i>. |
|--|---|

Practice B Using Quotation Marks in Titles

On the lines provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in your sentence.

Example: short story title

Answer: I finally finished my short story, "Winning Wilder."

1. essay title _____
2. song title _____
3. short poem title _____
4. article title _____
5. episode 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. Also underline or italicize foreign words not yet accepted into English and the names of air, sea, and space craft.

EXAMPLES: I have started to read the *Houston Chronicle* every day.

The *t*'s in her paper were not crossed, so the teacher took five points off her grade.

My grandmother said *buenas noches*, which means "good night," to me on the phone.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Underlining (or Italicizing) Titles and Special Words

Read the sentences below. Then, underline according to the rules described above.

Example: Please read chapters 1 through 5 of *Paradise* by Toni Morrison.

Answer: Please read chapters 1 through 5 of Paradise by Toni Morrison.

1. I am writing a novel called Back Pedaling as my final project.
2. In Florence, Italy, we saw David, the famous sculpture.
3. I watch Good Morning, America 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 Dark Side of the Moon by Pink Floyd.
6. We are just starting to read The Sun Also Rises by Ernest Hemingway.
7. I hope it is as good as For Whom the Bell Tolls.
8. When we went to Mexico, we said por favor and muchas gracias all the time.
9. My mother's favorite novel of all time is Daughter of Fortune by Isabel Allende.
10. My teacher says, "Don't forget to cross your t's and dot your i's."

Practice B Underlining Titles and Special Words and Phrases in Sentences

On the lines provided, write a sentence using the type of title indicated. Be sure to underline the titles correctly in your sentences.

Example: newspaper title

Answer: I was considering getting a subscription for the The Dallas Morning News.

1. book title _____
2. magazine title _____
3. play title _____
4. long poem title _____
5. movie title _____

Name _____ Date _____

USING QUOTATION MARKS TO INDICATE SARCASM AND IRONY

Quotation marks are used to set off words intended as sarcasm or irony.

EXAMPLE: My “best friend” left me at the mall so she could meet up with her boyfriend.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, use quotation marks to indicate sarcasm or irony.

Example: Einstein, did you fail the science test again?

Answer: “Einstein,” did you fail the science test again?

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. When I spilled the milk all over the counter, my brother called me a natural born genius. 2. Your so-called jokes don’t bother me a bit. 3. Whenever we go out, John conveniently forgets his wallet. 4. Whenever we are talking in class too much, our teacher says we are wonderful. 5. After I grunted at my mother, she said that talking to me was like taking a walk in the park. | <ol style="list-style-type: none"> 6. James told me the reason he didn’t call me back was because he forgot my number. 7. My so-called breakfast consisted of soggy cereal in sour milk. 8. The screaming, yelling children in the store were a real breath of fresh air. 9. Hey, Money Bags, can you lend me a dollar? 10. When I told my father I couldn’t fix the flat tire, he told me that it isn’t exactly rocket science. |
|--|---|

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On the lines provided, write a sentence using the expression provided, along with quotation marks to indicate sarcasm or irony.

Example: comedian

Answer: After his endless teasing, I told my brother that everyone loves a “comedian.”

1. joke _____
2. ray of sunshine _____
3. a real winner _____
4. rocket scientist _____
5. a walk in the park _____
6. best friend _____
7. kind and considerate _____
8. so-called _____
9. supposed _____
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 father turned fifty-two years old yesterday.
Use hyphens in fractions used as adjectives.	I used one-third cup of chicken broth.
Use hyphens between a number and a word used as modifiers.	We took a 60-minute drive to the lake.
Use hyphens for repeated modifiers.	The eleventh- and twelfth-grade students gathered in the parking lot.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens in Compound Numbers and Fractions

Read the items below. Then, hyphenate them as needed.

Example: two thirds cup of marinara sauce

Answer: two-thirds cup of marinara sauce

- sixty five students
- thirty six inches
- twenty five miles
- one and one half cups of rice
- two thirds cup of soup
- the first, second, and third grade students
- a 15 minute nap
- a two minute phone call
- a two hour bike ride
- twenty one years old

Practice B Using Hyphens in Compound Numbers and Fractions

On the lines provided, write a sentence using the number indicated. Be sure to hyphenate the number correctly.

Example: seventy two inches

Answer: The nurse told my brother that he was exactly seventy-two inches tall.

- one half tablespoon _____
- thirty one _____
- ninety six _____
- forty four _____
- two and one half cups _____
- five eighths of the pie _____
- sixty eight and one quarter inches _____
- sixty four _____
- sixth, seventh, and eighth graders _____
- one half teaspoon _____

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*. See the examples below.

EXAMPLES: pro-British
post-Shakespeare
self-taught
senator-elect

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens With Prefixes and Suffixes

Read the items below. Then, hyphenate them as needed.

Example: President elect

Answer: President_elect

- | | |
|--------------------|-------------------|
| 1. self imposed | 6. post season |
| 2. all time | 7. governor elect |
| 3. mid November | 8. mid January |
| 4. pre English | 9. ex girlfriend |
| 5. pro Americanism | 10. all inclusive |

Practice B Using Hyphens With Prefixes and Suffixes

Read the items below. Then, write a sentence using the item and a hyphen.

Example: ex boyfriend

Answer: Samantha finally deleted her ex-boyfriend's phone number from her contact list.

1. self portrait _____
2. all encompassing _____
3. mid May _____
4. self governed _____
5. ex Marine _____
6. all American _____
7. ex wife _____
8. mayor elect _____
9. all state _____
10. self employed _____

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 an adjective. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

Use Hyphens	Do Not Use Hyphens
one-year- old cousin	widely available employment
well-made shoes	The shoes were well made.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens in Compound Words

Read the items below. Then, hyphenate the words as needed.

Example: chocolate covered

Answer: chocolate-covered

- | | |
|-------------------------|------------------------------|
| 1. well to do gentleman | 6. fifty year old man |
| 2. sister in law | 7. off season fishing |
| 3. wide eyed child | 8. jack of all trades |
| 4. easy going person | 9. over the counter medicine |
| 5. mother in law | 10. forget me not |

Practice B Using Hyphens in Compound Words

Read the items below. Then, write a sentence using the item and hyphens as needed.

Example: mother in law

Answer: The bride's father and new mother-in-law shared a dance together at the wedding.

1. two word _____
2. chocolate covered _____
3. editor in chief _____
4. go between _____
5. long needed _____
6. fifteen year old _____
7. in season _____
8. well dressed _____
9. technically advanced _____
10. T shirt _____

Name _____ Date _____

USING HYPHENS FOR CLARITY

Some words or groups 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.

EXAMPLES: I had to re-sign all of my sports forms because I left the first set at home.
 The special-delivery carrier blocked our driveway with his enormous truck.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: antiimperialistic

Answer: anti-imperialistic

- | | |
|---------------------------|----------------------------|
| 1. semiinformative _____ | 6. reenlist _____ |
| 2. reestablish _____ | 7. antiinflammatory _____ |
| 3. belllike _____ | 8. deemphasize _____ |
| 4. semiillustrative _____ | 9. semiindependent _____ |
| 5. coop _____ | 10. antiindependence _____ |

Practice B Using Hyphens for Clarity in Sentences

Read the sentences below. Then, rewrite each sentence, correcting errors in hyphenation. If the punctuation is correct, write correct.

Example: Helena called me to reestablish our friendship.

Answer: Helena called me to re-establish our friendship.

- The big win over our rivals reenergized our team to play hard and win the state championship.

- My brother accidentally broke the air-conditioner with a baseball while playing in the front yard.

- The semiinclusive parking lot at our school is for seniors and faculty only.

- The teacher was well-liked for her fairness, her pleasant personality, and her effective teaching strategies.

- A group of demonstrators were antiimperialistic and wanted their independence.

- After I lost my report, I had to go back and re-create what I had written.

Name _____ Date _____

USING HYPHENS AT THE ENDS OF LINES

Sometimes a word is divided into two parts at the end of a line. A hyphen is used to show the word has been split. Words should always be divided between syllables, and the hyphen belongs at the end of the first line, not at the beginning of the second line.

EXAMPLE: The student council will vote for the chairperson of the twelfth-grade fund-raiser tomorrow morning.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. Then, rewrite them using a hyphen to show how they could be divided at the end of a line of text.

Example: rummage

Answer: rum-mage

- | | |
|----------------------|--------------------|
| 1. mindless _____ | 6. although _____ |
| 2. players _____ | 7. broken _____ |
| 3. overwhelmed _____ | 8. dinner _____ |
| 4. college _____ | 9. guiltless _____ |
| 5. trumpet _____ | 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 new student drove around the school looking for the student parking lot.

Answer: look-ing

- The fans applauded for the basketball players as th-ey ran onto the court. _____
- The players conducted drills and warm-ed up before the game. _____
- Julia sits and watches a seagull fly ov-er the island. _____
- Are there any articles explaining how the Statue of Liberty was restor-ed for its one-hundredth birthday? _____
- Which country won the gold medals in the last summ-er Olympics? _____

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: thro-ugh correct: through
Do not divide a word so that single letter or the letters -ed stand alone.	incorrect: stead-y correct: steady
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 Seattle.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. If the word is hyphenated correctly, write correct on the line. If the word is hyphenated incorrectly, write the word the way it should appear.

Example: clo-thes

Answer: clothes

- | | |
|----------------------|--------------------|
| 1. wish-ed _____ | 6. judg-es _____ |
| 2. mid-night _____ | 7. cir-cle _____ |
| 3. through-out _____ | 8. qu-it _____ |
| 4. for-ever _____ | 9. Amer-ican _____ |
| 5. jud-ge _____ | 10. read-y _____ |

Practice B Using Hyphens Correctly to Divide Words

Read each group 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: cloth-ing cloth-es wash-cloth

Answer: clothes

- | | | |
|---------------|-------------|---------------------|
| 1. read-ing | read-y | read-i-ness _____ |
| 2. warm-ed | warm-ing | warm-er _____ |
| 3. fruit-less | fruit-ful | fruit-y _____ |
| 4. base-ball | ba-ses | base-ment _____ |
| 5. guilt-y | guilt-less | guilt-rid-den _____ |
| 6. spell-ed | spell-ing | spells _____ |
| 7. tele-graph | tele-vision | te-ll _____ |
| 8. fin-al | fin-ished | finall-y _____ |

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 college's requirements the student's application
Add only an apostrophe to form the possessive of plural nouns ending in -s or -es.	five birds' eggs the knives' edges
Add an apostrophe and an -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 if the word is a plural ending in -s to the last word of a compound noun.	my father-in-law's tennis racquet the toothbrushes' bristles
Use an apostrophe and -s or just an apostrophe to form possessives involving time, amount, or the word sake.	a day's work three cents' worth for Alice's sake

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Apostrophes to Form Possessive Nouns

Read the items below. Then, write the possessive form of each noun in parentheses. Be sure to place apostrophes correctly.

Example: the (canary) cage

Answer: canary's

- | | |
|-------------------------------------|----------------------------------|
| 1. the (cat) collar _____ | 6. the (Smiths) vacation _____ |
| 2. the (year) budget _____ | 7. the (mice) cheese _____ |
| 3. the (foxes) den _____ | 8. (mother-in-law) father _____ |
| 4. the (skaters) performances _____ | 9. the (gentlemen) cars _____ |
| 5. the (class) officers _____ | 10. the (babies) pacifiers _____ |

Practice B Using Apostrophes Correctly in Sentences

Read each sentence. Then, rewrite each sentence, correcting the mistakes with possessive nouns.

Example: I earned two weeks vacation.

Answer: I earned two weeks' vacation.

- Mrs. Jones easel is right there. _____
- There are four Megans in Amys class. _____
- Dads firm is successful. _____
- The Dirkheims enjoyed their childrens visit. _____
- The fishermens families waited together. _____

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 backpack each other's homework
Do not use an apostrophe with possessive personal pronouns; their form already shows ownership.	his MP3 player her car their party
Be careful not to confuse the contractions <i>who's</i>, <i>it's</i>, and <i>they're</i> with possessive pronouns.	Whose homework is this? Who's doing homework now?

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

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 shoes

Answer: correct

- | | |
|---------------------------|------------------------------|
| 1. someones coat _____ | 6. ones ideas _____ |
| 2. somebodys gloves _____ | 7. no ones home _____ |
| 3. his work _____ | 8. her keys _____ |
| 4. anybodys guess _____ | 9. somebodys apartment _____ |
| 5. neithers car _____ | 10. anyones decision _____ |

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: anyone

Answer: With a tie score, we all agreed it was anyone's game.

1. anybody _____
2. someone _____
3. somebody _____
4. each _____
5. either _____
6. everybody _____
7. everyone _____
8. neither _____

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: I am certain that I didn't get into that college. (contraction didn't—did not)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Apostrophes to Form Contractions

Read the words below. Then, write a contraction of the words. Be sure to include an apostrophe in the correct location.

Example: should not

Answer: shouldn't

- | | |
|-------------------|--------------------|
| 1. I would _____ | 6. are not _____ |
| 2. we would _____ | 7. will not _____ |
| 3. you are _____ | 8. he will _____ |
| 4. she is _____ | 9. I am _____ |
| 5. they are _____ | 10. she will _____ |

Practice B Using Apostrophes Correctly in Contractions

Read the words 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: Could not

Answer: I couldn't wait to hear from Jack about his trip to Mexico.

1. cannot _____
2. are not _____
3. we are _____
4. he would _____
5. Sharon is _____
6. should have _____
7. should not _____
8. will not _____
9. would have _____
10. they are _____

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: That college requires all applicants to have only *A*'s and *B*'s on their transcripts.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

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: *Is*

Answer: *I's*

- | | |
|--------------------|------------------------------|
| 1. ps and qs _____ | 6. ?s _____ |
| 2. 3s and 4s _____ | 7. !s _____ |
| 3. ABCs _____ | 8. nos _____ |
| 4. 123s _____ | 9. Cs and Ds _____ |
| 5. +s and -s _____ | 10. ifs, ands, or buts _____ |

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: nos

Answer: There were 20 no's in a class vote to go on a field trip to the museum.

1. ABCs and 123s _____
2. As and Bs _____
3. 5s _____
4. As and Ans _____
5. 50s and 100s _____
6. ps and qs _____
7. Ds _____
8. Is and yous _____
9. ?s _____
10. !s _____

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 to New Orleans, Louisiana, (after the hurricane) to help my aunt and uncle fix their house, which the storm had destroyed.

The house needed a new roof, new siding, and even a new driveway. (See the photos below of the rebuilt house.)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite each sentence, adding the items indicated in parentheses where appropriate in the sentence. If the item is correct as it appears, write correct.

Example: Emily Bronte, English author and one of the famed Bronte sisters, wrote *Wuthering Heights*.
(1818–1849)

Answer: Emily Bronte (1818–1849), English author and one of the famed Bronte sisters, wrote *Wuthering Heights*.

1. A continuous growth of storm clouds that results in large areas of thunderstorms is called a tropical disturbance. (that might last more than a day) _____

2. Air from a broad area surrounding the disturbance begins to flow inward toward the low-pressure center. (The movement of the air is given a twist by the *Coriolis force*.) _____

3. It contains thunderstorms and wind speeds less than 38 mph. (61 kph) _____

4. A depression becomes a tropical storm when its winds reach 39 mph (63 kph). _____

Practice B Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (1738)

Answer: Andrew LeMercier, pastor of the Huguenot Church in Boston, decided to establish a settlement of French Protestants (1738) on Sable Island.

1. (dormitory) _____
2. (academic building) _____
3. (in Austin, Texas) _____
4. (commencement) _____

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 a word or phrase that precedes *sic*.

EXAMPLE: “For about four decades of the 19th century, Chicago grew more rapidly in population than [any] other community in the world.”

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Brackets in Quotations

Read each quotation. Then, rewrite each sentence, adding the bracketed item where you think it is appropriate.

Example: “Chicago also grew in commercial importance.” [*sic*]

Answer: “Chicago also grew in commercial [*sic*] importance.”

1. “One strange feature of this expansion is the site of Chicago was about the last place one might expect the birth of a metropolis.” [reasonably] _____

2. “The town stood at the mouth of the Chicago, which at the time was too shallow for navigation.” [River]

3. “The land was low, wet, and a place for malaria.” [breeding] _____

4. “The ground on which the principal business section stands was a marsh only a few inches higher than the level of the lake.” [now known as the Loop] _____

Practice B Revising to Add Brackets to Quotations

Read each quotation. Then, rewrite each quotation, adding *sic* in brackets where needed.

Example: “Its name in popular speech was Slab Town, and so it was known far and wide.”

Answer: “Its name in popular speech was Slab Town, and so it was known [*sic*] far and wide.”

1. “It was called Slab Town because every hose in the community was merely a box of boards.”

2. “Besides Chicago and Slab Town, the place was called Mud-Hole.”

3. “This descriptive term conveyed a sense of scorn and disapproval.”

4. “But the name did not effect the people of Slab Town.”

Name _____ Date _____

USING THE ELLIPSIS

An ellipsis (. . .) shows where words have been omitted from a quoted passage. An ellipsis can also mark a pause or interruption in dialogue. See the examples below.

Use an ellipsis to show omitted words in a quotation.	Fernando told me, “The teacher said that we had . . . to finish the project.”
Use ellipses to mark a pause in a dialogue or speech.	I said to the children, “OK, kids, ready . . . set . . . go!”

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Ellipses to Show Omissions in Quotations

Read each quotation. Then, rewrite each quotation, removing the words in parentheses and adding ellipses to mark their removal.

Example: “The walls of the cottage needed repairs, and the floors had to be scraped and refinished.” (scraped and)

Answer: “The walls of the cottage needed repairs, and the floors had to be . . . refinished.”

1. “The floors had to be stripped and restrained, and the kitchen had to be replaced.” (stripped and)

2. “In the bedrooms, the light fixtures had to be updated and all of the carpets had to be removed.” (all of)

3. “Many of the walls had holes in them from where old pictures had hung.” (Many of)

4. “In its state of disrepair, we would never have been able to live in the house.” (In its state of disrepair,)

Practice B Using Ellipses to Show a Pause in Dialogue

Read each item. Then, rewrite each quotation, adding ellipses to show a pause where it makes sense for the speaker to have paused.

Example: “I really don’t know how or if I’ll ever finish this project.”

Answer: “I really don’t know how . . . or if . . . I’ll ever finish this project.”

1. “After the four- hour hike, I was so hungry, I ate *three* helpings of chicken and rice.”

2. “Mom, Sharon banged up your car but she isn’t hurt.”

3. “And the winner is Jake!”

4. “Shhh. Here she comes surprise!”

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. See the examples below.

Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.	You actually believed her—never believe a word she says—when she told you she got into Harvard!
Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.	The car salesman—who never stopped talking—still couldn't convince me to buy the car.
Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.	We visited the Rock-and-Roll Hall of Fame—what a great place!—on our trip to Cleveland, Ohio.

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Dashes to Emphasize Parenthetical Expressions

Read each sentence. Then, rewrite each sentence, using dashes to emphasize the parenthetical expressions.

Example: After a ten-hour drive what a long trip! we finally arrived at the college I've been looking forward to visiting.

Answer: After a ten-hour drive—what a long trip!—we finally arrived at the college I've been looking forward to visiting.

1. The traffic I have never seen traffic like that slowed us down by four hours.

2. What do you think I hope it wasn't a fatal accident caused so much traffic?

3. We don't know the reason the radio didn't say for the backup.

4. So, tell me about the college I hope you weren't disappointed once you got there.

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: I can't believe I won!

Answer: I ran in my first marathon — I can't believe I won! — and it was a really great experience.

1. what a mess! _____

2. I was so excited! _____

3. my father was thrilled, too! _____

4. what a close call _____

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.

Dates	9/1/94
Fractions	½ tablespoon of peanut butter
Line of quoted poetry	I used these lines from a Robert Frost poem: ÒWhose woods these are I think I know/His house is in the village though.Ó
Options	We could choose from soup/salad/spring rolls.
Web addresses	http://www.whitehouse.gov/ (the White House)

Show that you can correctly and consistently use conventions of punctuation by completing the following exercises.

Practice A Using Slashes With Numbers

Read each item. Then, write each item using slashes correctly.

Example: May 8, 1994

Answer: 5/8/94

- | | |
|--------------------------------|----------------------------|
| 1. eleven thirty-fourths _____ | 6. six-nineteenths _____ |
| 2. one-sixth _____ | 7. one-fourth _____ |
| 3. March 15, 2012 _____ | 8. January 1, 1968 _____ |
| 4. June 11, 2010 _____ | 9. November 11, 2007 _____ |
| 5. December 13, 1994 _____ | 10. one-half _____ |

Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, add slashes where needed.

Example: My mother’s surprise birthday party will be on 3 10 2012.

Answer: My mother’s surprise birthday party will be on 3/10/2012.

- The dinner options are fish chicken pasta vegetable platter.
- The Web address for the Smithsonian Institute is http:www.si.edu.
- Choose two of the following: broccoli peas beans peppers.
- Our school’s Web address is http:www.glenrockhs.tx.edu.
- The elections for senior class officers will be held on 10 2 12.
- My birthdate is 2 7 1993.
- The options for lunch today are turkey sandwich grilled cheese baked ziti.
- The state standardized test will be held on 1 19 2013.
- My mother gave me these breakfast options: oatmeal eggs and toast juice and muffin.
- The senior class fundraiser will be held on 11 12 13.

