

GRAMMAR WORKBOOK

Grade 8

PEARSON

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

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Grammar, Usage, and Mechanics

INTRODUCTION

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

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

Grammar: These worksheets provide students with practice learning how to identify and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. They also help students identify basic sentence parts as well as phrases and clauses.

Usage: These worksheets provide practice with using verbs and pronouns, making words agree, and using modifiers.

Mechanics: These worksheets give students practice with proper use of punctuation and capitalization in their sentences.

Name _____ Date _____

PEOPLE, PLACES, THINGS, AND IDEAS

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

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

People	Serena, sister, teacher, President Kennedy
Places	kitchen, mall, Main Street, North America, Europe
Things	cell phone, chair, tree, the <i>Mona Lisa</i>
Ideas	anger, generosity, heritage, justice, serenity, truth

Practice A Identifying Nouns

Read each sentence. Then, underline the nouns.

Example: Mark and the boys went camping at Big Bend last month.

Answer: Mark and the boys went camping at Big Bend last month.

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| <p>1. Broccoli is a green vegetable that contains vitamin C.</p> <p>2. Our government is based on the U.S. Constitution.</p> <p>3. Superman fights for “truth, justice, and the American way.”</p> | <p>4. The one-dollar bill has a picture of George Washington on the face.</p> <p>5. John Quincy Adams was the son of John and Abigail Adams.</p> <p>6. My grandmother plays show tunes on the piano every Friday.</p> |
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Practice B Labeling Nouns

Read each sentence. Then, identify whether each underlined noun is a person, place, thing, or idea.

Example: Selena makes furniture for a living.

Answer: Selena — person; furniture — thing; living — idea

- Did Jorge say to meet him at the bookstore or the comic-book store?

- Have you read a book called The Ear, the Eye, and the Arm by Nancy Farmer?

- Sally is interested in our heritage and the history of Texas.

- The committee has not heard from Shawn yet about his plans.

- Nelson Mandela retained his dignity during years of unjust imprisonment.

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CONCRETE AND ABSTRACT NOUNS

**A concrete noun names something that can be recognized through any of the five senses.
An abstract noun names something that cannot be recognized through the senses.**

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

Concrete nouns	Calvin, carpet, Gulf of Mexico, house, street
Abstract nouns	affection, hope, inspiration, joy, remembrance, strength

Practice A Identifying Concrete and Abstract Nouns

Read each sentence. Then, underline the concrete nouns and circle the abstract nouns.

Example: Some people believe that a four-leaf clover brings luck.

Answer: Some people believe that a four-leaf clover brings luck.

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| <ol style="list-style-type: none"> 1. Jane says that her friends give her joy. 2. Robin’s brother wants a career in comedy. 3. I hope you have a great time at the concert, Sabine. 4. Lara wrote on scented paper, “Best wishes on your birthday.” 5. In the language of flowers, aloe stands for protection. | <ol style="list-style-type: none"> 6. Honest encouragement is worth a million bucks. 7. The whole neighborhood values the wisdom of Mr. Herrera. 8. That dog is under the protection of Andy and his friends. 9. Was it a doctor who said laughter is the best medicine? 10. Thomas Jefferson said, “The price of freedom is eternal vigilance.” |
|---|---|

Practice B Labeling Concrete and Abstract Nouns

Read each sentence. Then, identify whether each underlined noun is concrete or abstract.

Example: A dog is a great source of loyalty.

Answer: dog — concrete; source — abstract; loyalty — abstract

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| <ol style="list-style-type: none"> 1. Tasha’s <u>sincerity</u> came through in her <u>note</u>. 2. Jody felt <u>disappointment</u> when he learned the <u>score</u>. 3. <u>Barb</u> prides herself on her <u>usefulness</u>. 4. <u>Gordon</u> learned that it isn’t healthy to avoid all <u>emotions</u>. 5. We show our <u>patriotism</u> with a <u>parade</u> on Independence Day. 6. Paulo makes beautiful <u>art</u> out of scrap <u>metal</u>. 7. In “The Goose Girl,” the <u>heroine</u> learns <u>confidence</u>. 8. Grandma gave me some <u>tea</u> and some of her <u>strength</u>. 9. <u>Discipline</u> is even more important for an <u>athlete</u> than <u>talent</u>. 10. Pele goes to the <u>Big Thicket</u> when he wants to think big <u>thoughts</u>. | <hr/> |
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COLLECTIVE NOUNS**A collective noun names a group of people, animals, or things.**

Examples of collective nouns are *audience, band, bunch, class, and crew*. Many collective nouns originally applied to animals. A group of birds is called a *flock* or *flight*, or a *gaggle* of geese, a *brood* of hens, a *charm* of goldfinches, a *host* of sparrows, or a *covey* of quails. Groups of buffaloes, deer, elephants, and walruses (among others) are *herds*. There are also a *skulk* of foxes, a *mob* of kangaroos, a *leap* of leopards, a *pride* of lions, and a *nest* of mice. Most fish come in *schools, shoals, rafts, or pods*. Collective nouns that apply to most insects are *colony, nest, swarm, cluster, and cloud*.

Practice A Finding Collective Nouns

Read each group of nouns. On the line provided, write the word in each group that is a collective noun.

Example: gaggle, geese, girls

Answer: gaggle

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|---------------------------------------|--------------------------------------|
| 1. crowd, man, singer _____ | 6. audience, viewer, attendees _____ |
| 2. actors, set designer, troupe _____ | 7. wolves, pack, howl _____ |
| 3. herd, cows, elephant _____ | 8. pod, whale, chickens _____ |
| 4. mother, family, niece _____ | 9. committee, workers, drones _____ |
| 5. team, players, coach _____ | 10. squad, car, policeman _____ |

Practice B Identifying Collective Nouns

Read each sentence. Then, underline each collective noun.

Example: The audience cheered for Tayari's performance.

Answer: The audience cheered for Tayari's performance.

- Some of the sailors on the crew didn't swim.
- On safari in Kenya, we saw a pride of lions.
- The panel of judges chose the singer I liked least.
- A shoal of goldfish darted around the edge of the pond.
- Without colonies of bees to pollinate fruits, we'd have a food shortage.
- My mother says our family is stronger together than apart.
- A gaggle of geese chased the picnickers away from their food.
- The crowd included both protesters and commuters caught in traffic.
- The brood of hens cackled when Becky came to collect the eggs.
- The team enjoyed the victory parade after winning the championship.

Name _____ Date _____

COUNT AND NON-COUNT NOUNS

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

Count nouns take an article (*a*, *an*, or *the*) and can be either singular or plural. Non-count nouns do not take *a* or *an*. They may take *some*, *any*, or *much*. Non-count nouns cannot be plural. Most abstract nouns (and many concrete ones) are non-count nouns. See the examples below.

Count nouns	a chair, a shirt, an ant, the Web, books, cars, shoes
Non-count nouns	broccoli, clothing, energy, jewelry, milk, sugar, vitamin D

Practice A Labeling Count and Non-count Nouns

Read each sentence. Then, identify whether each underlined noun is count or non-count.

Example: We get vitamin D from certain foods and from sunlight.

Answer: vitamin D — non-count; foods — count; sunlight — non-count

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| <p>1. Karen brushed her <u>hair</u> and washed her <u>face</u>. _____
_____</p> <p>2. Do you like <u>ketchup</u> on your french <u>fries</u>? _____
_____</p> <p>3. Liliias has made a serious <u>study of music</u>. _____
_____</p> <p>4. Dad bought some <u>equipment for</u> his <u>hobby</u>. _____
_____</p> <p>5. Hours on the <u>computer</u> yielded more <u>information</u> than Ed could use. _____
_____</p> | <p>6. Sarina would rather have <u>books</u> than <u>jewelry</u>. _____
_____</p> <p>7. I bought <u>carrots</u>, <u>cauliflower</u>, and soup. _____
_____</p> <p>8. My mom buys <u>china</u> and <u>furniture</u> at <u>sales</u>. _____
_____</p> <p>9. Please put the <u>flour</u> and <u>sugar</u> on the <u>counter</u>. _____
_____</p> <p>10. If he had <u>time</u>, Maurice could become a <u>mime</u>. _____
_____</p> |
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Practice B Writing With Count and Non-count Nouns

Read each sentence. Then, rewrite them, correcting the incorrect non-count noun.

Example: Would you like a pasta?

Answer: Would you like some pasta?

1. I believe I heard a thunder. _____
2. Winter weather makes my skins dry. _____
3. I forgot to bring a money. _____
4. Eve likes toast sprinkled with a cinnamon. _____
5. We're spoiled: When we turn on the faucet, we get a water. _____
6. Helen is working on her self-controls. _____
7. Bananas contain a potassium. _____
8. I like clothes that are 100 percent cottons. _____
9. I find that sunshine gives me an energy. _____
10. My mom values knowledges above all else. _____

RECOGNIZING COMPOUND NOUNS

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

Compound nouns can be single words, hyphenated words, or two or more separate words.

Single word	caregiver, courthouse, heartbreak, hometown, paycheck, weekday
Hyphenated word	ex-boyfriend, mayor-elect, ping-pong, self-esteem, sister-in-law
Separate words	decision maker, file cabinet, guest room, North Carolina, text message

Practice A Identifying Compound Nouns

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

Example: Miguel woke at sunrise on the summer solstice.

Answer: sun | rise

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| <p>1. Bloodhounds have an excellent sense of smell.
_____</p> <p>2. The Black Hills are in South Dakota.
_____</p> <p>3. Is the silverware in the dining room?
_____</p> | <p>4. Roy drives a hatchback, and Ray drives a pickup. _____</p> <p>5. We're having lima beans and baked potatoes for dinner. _____</p> <p>6. When I flip the light switch, the lightbulb does not come on. _____</p> |
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Practice B Writing Using Compound Nouns

Read each sentence. Then, rewrite the underlined words replacing them with compound nouns.

Example: My mother's grandmother was a suffragist.

Answer: great-grandmother

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| <p>1. The band on Manny's <u>clock he wears around his wrist</u> broke. _____</p> <p>2. My bedroom has an entire wall of <u>shelves that hold books</u>. _____</p> <p>3. The <u>woman who was elected mayor</u> will take office next Tuesday. _____</p> <p>4. Martin went on a <u>time off for a midday meal</u>. _____</p> <p>5. Hank poured some coffee out of the <u>container in which coffee is brewed</u>. _____</p> <p>6. The girl rang the <u>bell on the door</u> to see if we wanted to buy cookies. _____</p> <p>7. Sometimes I miss my <u>place where I grew up</u>. _____</p> <p>8. The crew threw a <u>floating device</u> to the person who fell overboard. _____</p> <p>9. Dad gave Mom a pair of <u>those things people decorate their ears with</u>. _____</p> <p>10. The <u>person who fixes my car</u> said my car needs a new timing belt. _____</p> |
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USING COMMON AND PROPER NOUNS

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

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

Common nouns	boy, language, mountain, continent, video game
Proper nouns	Tom, French, Mount Everest, Asia, Second Life

Practice A Identifying Common and Proper Nouns

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

Example: The largest freshwater lake in the world is Lake Superior.

Answer: The largest freshwater lake in the world is Lake Superior.

- The deepest lake in the United States is Crater Lake in Oregon.
- The first woman from the United States who went to space was Sally Ride.
- The pop artist famous for painting soup cans was Andy Warhol.
- One national monument, Canyon de Chelly Quarries, is in Arizona.
- More than 2,000 sites in Texas are listed in the National Register of Historic Places.
- A queen named Elizabeth ruled England.
- Queen Victoria ruled the British Empire.
- The constellation called the Summer Triangle contains the star Deneb.
- The oldest building in Manhattan is St. Paul's Chapel.
- A German U-boat sank the *S.S. Lusitania* off the coast of Ireland.

Practice B Writing With Common and Proper Nouns

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

Example: My neighbor walks her dog every day.

Answer: Alanna walks Scamp every day.

- I read a book by an author. _____
- My friend wants to see a sports team play. _____
- My friend and I saw a movie starring an actor. _____
- My lab partner speaks a language. _____
- My friend takes a bus up a street. _____
- My neighbors sailed across an ocean. _____
- My sister majors in a subject at a university. _____
- My friend and I saw a band play on a talk show. _____
- My aunt is moving to a town in the third month of the year. _____
- My neighbor climbed a mountain the sixth month of last year. _____

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ANTECEDENTS OF PRONOUNS

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

EXAMPLES: **Jake** straightened **his** legs. Then **he** touched **his** hands to **his** toes.
 antecedent pronoun pronoun pronoun pronoun



 Trying to read Doug's handwriting is frustrating. **It** can take hours.
 antecedent pronoun

Practice A Identifying Antecedents

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

Example: If Sam wants to win, he will have to get serious.

Answer: he — Sam

1. Lena, did you do the dishes yet? _____
2. By the time Mom gets here, she will be ready for a break. _____
3. When people exercise regularly, they are better able to deal with stress. _____
4. Desert locusts are very destructive insects. Their appetites are legendary. _____
5. The word *glitch* means “small technical problem.” It comes from the Yiddish word *glitshen*, which means “to slip.” _____
6. When the car began to make strange noises, it was ten miles outside town. _____
7. Seth and I finished our workout. Then we walked home. _____
8. Tony says he likes to put weird foods together and see how they taste. _____

Practice B Writing Pronouns for Antecedents

Read each sentence or set of sentences. Then, fill in the blanks with an appropriate pronoun.

Example: Is Jada here? I have a question for _____.

Answer: her

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| <ol style="list-style-type: none"> 1. The moon is magical when _____ is full. 2. Rosalie promised _____ would come to my party. 3. “_____ have a test today,” Andy said. 4. Both Marcy and I have _____ birthdays on the same day. 5. If the other team forfeits, the win goes to _____ but we don't like to win like this. | <ol style="list-style-type: none"> 6. Have _____ seen _____ backpack? 7. Trees make chemicals in _____ cells to help _____ grow.
I don't know what Arnie sees in golf, but I know _____ Likes _____. 9. Here, this blue sweater is _____. 10. A butterfly must flap _____ wings as soon as _____ emerges from the cocoon. |
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RECOGNIZING PERSONAL PRONOUNS

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

	Singular	Plural
Subjective	I, you, he, she, it	we, you, they
Objective	me, you, him, her, it	us, you, them
Possessive	my, mine, your, yours, his, her, hers, its	our, ours, your, yours, their, theirs

Practice A Identifying Personal Pronouns

Read each sentence. Then, write each personal pronoun. The sentences have more than one pronoun.

Example: He broke his glasses again.

Answer: he; his

- It's your turn to give the dogs their dinner.

- Martha and I strung lights along our railing.

- Ted and I went swimming in his family's pool.

- The kayak we bought is scuffed a bit, but it's all mine. _____
- Sue and Matt haven't met yet, but she has heard a lot about him. _____
- You make me feel as if I could move mountains. _____
- The neighbors asked us if we had seen their dog, Pepper. _____
- We and our friends held a bake sale to raise funds for our choir. _____
- My brother Eric gave me his old guitar when he got a new one. _____
- My mother says I should set the table; do you want to help me? _____

Practice B Choosing Personal Pronouns

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

Example: (She, Her) and Lola are studying.

Answer: She

- Denise and (I, me) are going to the mall.

- Text me when you hear from (she, her).

- George claims the fault is (their, theirs).

- Did you twist (your, yours) ankle again?

- (He, Him) and Dwayne never arrived at the party. _____
- That comic book on the table is (my, mine).

- (They, Them) are colorful birds, aren't they?

- Could you share some water with (we, us) hikers?

- Give (I, me) a call when you know more details. _____
- (We, Us) gazed at the bees that were mobbing the ironweed. _____

Name _____ Date _____

REFLEXIVE AND INTENSIVE PRONOUNS

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

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

Reflexive: He fixed **himself** a sandwich.

Intensive: The principal **herself** gave out the award.

Practice A Identifying Reflexive and Intensive Pronouns

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

Example: Leah is sometimes too hard on herself.

Answer: herself — reflexive

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| <p>1. I <u>myself</u> became bored with my story.
_____</p> <p>2. You should give <u>yourselves</u> a pat on the back, team; you won!
_____</p> <p>3. The pizza oven quickly made <u>itself</u> indispensable.
_____</p> <p>4. You <u>yourself</u> have seen that work can be fun sometimes.
_____</p> <p>5. Sandra Cisneros has written many stories whose characters are based on <u>herself</u>.
_____</p> | <p>6. Juana <u>herself</u> forgot her birthday.
_____</p> <p>7. These scratches won't repair <u>themselves</u>, you know.
_____</p> <p>8. Matthew <u>himself</u> admitted that he had cheated.
_____</p> <p>9. The buildings <u>themselves</u> are on the National Historic Register. _____</p> <p>10. The rain <u>itself</u> is depressing, but see how it perks up the flowers. _____</p> |
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Practice B Writing Reflexive and Intensive Pronouns

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

Example: Help _____ to some juice.

Answer: yourself

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| <p>1. Seth made _____ a pencil holder.</p> <p>2. I _____ would rather play soccer than football.</p> <p>3. You should ask _____ if that was really a smart thing to do.</p> <p>4. Sylvia disciplined _____ to memorize a poem each month.</p> <p>5. The flowers _____ aren't much to look at, but the leaves are gorgeous.</p> | <p>6. I have no one but _____ to blame.</p> <p>7. The girls congratulated _____ for winning the debate.</p> <p>8. My mother _____ didn't recognize me for a minute.</p> <p>9. The book _____ was good, but the movie was disappointing.</p> <p>10. The program updates _____ automatically every twenty minutes.</p> |
|--|--|

DEMONSTRATIVE PRONOUNS

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

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

Practice A Identifying Demonstrative Pronouns

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

Example: That was the best bagpipe music I've ever heard.

Answer: That — music

1. These are the exercises I've been doing. _____
2. That is the field where the BMX races are held. _____
3. Are these the papers you were looking for? _____
4. Those are the tallest mountains on the planet. _____
5. Aren't those some friends of Mia's over there? _____
6. Is that what he told you? _____
7. This is exactly the behavior I've been talking about. _____
8. This is the hole the dog chewed in this pillow. _____
9. I've been trying to remember the name of that. _____
10. This is the book I mentioned: *Eat This, Not That*. _____

Practice B Writing Demonstrative Pronouns

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

Example: Isn't _____ the best song?

Answer: that

1. Is _____ the last cookie—and may I have it?
2. Mom, _____ are my friends from the chess club.
3. We're going to Chicago; won't _____ be cool?
4. _____ are all of the songs you like.
5. _____ clothes are better made than the ones at the other store.
6. I like _____ better than _____.
7. _____ is my favorite kind of weather, right now.
8. _____ was such an interesting field trip last week.
9. _____ are the creepy shadows in the courtyard.
10. _____ are the boys who don't know what they're talking about.

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USING RELATIVE PRONOUNS

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

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

Show that you can use and understand the function of relative pronouns in the context of reading, writing, and speaking by completing the following exercises.

Practice A Identifying Relative Pronouns

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

Example: The movie *Michael*, which starred John Travolta, was filmed in Texas.

Answer: The movie *Michael*, which starred John Travolta, was filmed in Texas.

1. The first residents of Texas, who arrived around 10,000 B.C., are called Paleo-Indians.
2. The crops that ancient Indians domesticated include cotton and corn.
3. The republic that would become the state of Texas was formed in 1836.
4. In 1839 the capital of Texas was moved to Austin, which was a new town at the time.
5. The Massachusetts capitol building, whose wood dome leaked, was gilded in gold leaf in 1874.
6. Sam Houston, whom the city of Houston is named after, moved the capital.
7. Whom do you think of when you hear the phrase “famous inventors”?
8. Walter Cronkite, who was a well-known journalist, was born in Missouri.

Practice B Writing Relative Pronouns

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

Example: The man _____ Karissa saw had a beard.

Answer: whom

1. Some worms have a pigment _____ makes their blood green.
2. Ursula K. Le Guin, _____ I have been reading, has won many awards for her books.
3. Karl Capek, _____ play *R.U.R.* gave us the word *robot*, was a Czech writer.
4. The brothers Grimm, _____ you have surely heard of, changed many things in the fairy tales they collected.
5. Santorio Santorio, _____ was a colleague of Galileo’s, adapted the air thermometer to read body temperatures.
6. The earth’s crust, _____ consists of many elements, is mainly oxygen and silicon.
7. Composite cones are volcanoes _____ are made of alternating layers of lava and ash.
8. Hypatia, _____ taught astronomy and philosophy, lived in Alexandria around 400 A.D.
9. The Brooklyn Bridge, _____ was the first bridge built of steel, was completed in 1883.
10. Mary Wollstonecraft Shelley, _____ mother was a famous feminist, wrote the novel *Frankenstein* in 1818.

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INTERROGATIVE PRONOUNS

An interrogative pronoun is used to begin a question.

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

Practice A Identifying Interrogative Pronouns

Read each sentence. Then, write each interrogative pronoun.

Example: What did Hector say about the problem?

Answer: What

1. To whom is the car registered? _____
2. What is your e-mail address? _____
3. Who told you that you could come in here? _____
4. Which do you like better, Iron Man or Spiderman? _____
5. Whose idea was it to volunteer to pick up trash in the park? _____
6. Just who does he think he is? _____
7. What is the capital of Oklahoma? _____
8. Which U.S. president do you admire the most? _____
9. Were those the speakers whom we were promised? _____
10. Who is the Speaker of the U.S. House of Representatives? _____

Practice B Writing Interrogative Pronouns

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

Example: _____ invented the electric can opener?

Answer: Who

1. _____ telescope is that?
2. _____ time does the concert start?
3. _____ wrote the *Twilight* series?
4. Do you know _____ house Damian lives in?
5. _____ backpack is this that I found on the floor of the bus?
6. To _____ was the book dedicated?
7. _____ came up with the concept of vaccination?
8. _____ would you choose, the lady or the tiger?
9. About _____ is that article in the newspaper?
10. _____ of the three topics did you choose for your essay?

Name _____ Date _____

INDEFINITE PRONOUNS

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

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

Practice A Identifying Indefinite Pronouns

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

Example: Somebody moved my tennis trophy.

Answer: Somebody — singular

- | | |
|---|---|
| <p>1. Most of my friends like vanilla pop music.
_____</p> <p>2. A few of us are into show tunes or musicals.
_____</p> <p>3. Several of my tests are next week.
_____</p> <p>4. I know something about history.
_____</p> <p>5. Neither of the girls wants to hear about that.
_____</p> | <p>6. Something must have happened to Chuck and Ernesto. _____</p> <p>7. Nothing you can say will persuade me to trust you now. _____</p> <p>8. Both of the boys are wearing our band's T-shirts. _____</p> <p>9. All of my friends are coming to our concert.
_____</p> <p>10. None of my friends missed the Adele concert last month. _____</p> |
|---|---|

Practice B Writing Indefinite Pronouns

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

Example: Is _____ out there?

Answer: anyone OR someone

- _____ people tried to cheer Laney up.
- _____ of Galena's senses were on high alert.
- I'm afraid _____ of the pizza was gone before we got there.
- I feel that _____ isn't right, but I can't figure out what.
- _____ of this plot was borrowed from Shakespeare.
- _____ knows that some folk wisdom is true.
- Pitifully, _____ of the Siberian tigers survive in the wild today.
- _____ of my neighbors lost power during the storm.
- In fact, _____ of the East Side has electricity.
- Did _____ of the students turn in their essays on time?

Name _____ Date _____

USING INTRANSITIVE VERBS

An action verb is intransitive if there is no receiver of the action named in the sentence.

Even an action verb is intransitive if it does not have an object.

EXAMPLES: Kevin smiled sweetly. (*Sweetly* is an adverb, not an object.)
 Kyra looked at the sky. (*At* is a preposition, not an object.)

Practice A Identifying Intransitive Verbs

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

Example: The berries felt mushy but tasted edible.

Answer: The berries felt mushy but tasted edible.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The deck looks out over the bay. 2. Mammoths became extinct long ago. 3. Workers cut granite blocks out of the land. 4. Ancient artists' murals look beautiful. 5. Archeologists find things left behind by our ancestors. 6. Luisa gritted her teeth and smiled painfully. | <ol style="list-style-type: none"> 7. The water of Galveston Bay sparkles in the sun. 8. The coastline is full of historic shipwrecks. 9. Rosalie looked at the kittens as they tumbled on the lawn. 10. Sharon grows morning glories that grow toward the sun. |
|---|---|

Practice B Labeling Transitive and Intransitive Verbs

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

Example: Thunder boomed, and lightning hit a tree.

Answer: boomed — intransitive; hit — transitive

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Hugh rowed fast against the current. 2. Nick grew tired of the conversation. 3. Lyle caught the bus to school just in time. 4. I believe in the power of positive thinking. 5. Shirin grew prize-winning squash. 6. Adara rowed the boat merrily down the stream. 7. "I believe you," Guillermo said as he paced. 8. Danica started the engine of her sports car and drove away. 9. Leeza started to say something, but then changed her mind. 10. Sarah caught up with her friend and walked down the hallway. | <hr/> |
|---|---|

Name _____ Date _____

USING OTHER LINKING VERBS

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

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

EXAMPLES: I **stayed** calm. I **am** calm.

Practice A Identifying Other Linking Verbs

Read each sentence. Then, underline each linking verb. Some sentences have more than one linking verb.

Example: Harp music always sounds heavenly to me.

Answer: Harp music always sounds heavenly to me.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Joey remained motionless while Marcy packed her bag. 2. Lance appears single-minded in his pursuit of victory. 3. I thought Miguel seemed unsure about what to do next. 4. That model looks skeletal, like a figure at a Day of the Dead festival. 5. These dumplings taste light and fluffy, just the way my mother makes them. | <ol style="list-style-type: none"> 6. Consuelo felt warmer when the sun came out from behind the clouds. 7. If you stay dedicated, you can become valedictorian. 8. That barbecue smells so good that I want seconds. 9. The atmosphere in the room turned chilly when Matt appeared. 10. Perhaps Pablo only seemed calm; he grew angry when he saw Hector. |
|---|--|

Practice B Writing Other Linking Verbs

Read the groups of words below. For each group, write a sentence that uses a linking verb to connect them.

Example: woods, fresh

Answer: The woods smelled fresh after the rain.

1. beach, peaceful _____
2. Ernesto, confused _____
3. puppy, friendly _____
4. grandmother, funny _____
5. fresh bread, delicious _____
6. Rosalie, hungry _____
7. house, messy _____
8. TV show, boring _____
9. you, surprised _____
10. I, inspired _____

Name _____

Date _____

ACTION VERB OR LINKING VERB?

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

While forms of *be* are always linking verbs, most of the other linking verbs can be either linking or action, depending on how they are used in a sentence. These verbs include *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. To test whether a verb is a linking verb, replace it with *is, am, or are*. If the sentence still makes sense then the verb is a linking verb.

LINKING: The mood **turned** tense. (Turned links *mood* and *tense*, which describes it.)

ACTION: Deb **turned** and walked away. (Deb performed an action.)

Practice A Identifying Action Verbs and Linking Verbs

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

Example: Justine smelled something burning in the kitchen.

Answer: smell — action

1. That “antique” appears fake. _____
2. That coffee smells awfully strong. _____
3. The baby grew quiet after being burped. _____
4. Chris remained at his table during the scuffle. _____
5. Julia remained unconvinced by Marla’s explanation. _____
6. Kay looked as alert as she could on four hours of sleep. _____
7. After a two-week absence, Kobe appeared at practice. _____
8. Ursula looked longingly at the horse in the last stable. _____
9. The boys grew restless after playtime with their sister. _____
10. Alex turned left and strode along Market Street, looking in the shop windows. _____

Practice B Writing Action Verbs and Linking Verbs

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

Example: become — linking

Answer: After hours of practice, Neil is becoming an expert at Guitar Hero.

1. feel — action _____
2. feel — linking _____
3. smell — action _____
4. smell — linking _____
5. stay — action _____
6. stay — linking _____

Name _____ Date _____

RECOGNIZING HELPING VERBS

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

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

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

am singing, **have been** singing, **will be** singing, **does** sing, **did** sing, **has** sung, **will** sing, **will have** sung, **will have been** singing, **can** sing, **should have** sung

Practice A Identifying Helping Verbs

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

Example: Bob should have paid more attention in class.

Answer: Bob should have paid more attention in class.

- Landon should have double-checked the weather forecast.
- I did turn the stove off.
- Anna has been taking dance classes recently.
- The city council is working on the new budget.
- That might have been Barbra's last chance to shine.
- Computers have made index cards almost obsolete.
- That typo may have been my fault.
- I must have turned onto Briar Street when I was aiming for Briar Court.
- Mary Ann may have intended to order the gifts, but she must have forgotten.
- We will be collecting applications.

Practice B Writing Helping Verbs

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

Example: must have known

Answer: You must have known I wanted that ticket.

- am trying _____
- did explain _____
- should have considered _____
- could ask _____
- may say _____
- will be thinking _____
- might have given _____
- has been learning _____

Name _____ Date _____

ARTICLES

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

The computer took me to a Web site.

definite: a specific
computer

indefinite: any of
numerous sites

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

Practice A Identifying Definite and Indefinite Articles

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

Example: The original source of aspirin was bark from a willow tree.

Answer: The — definite; a — indefinite

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|--|---|
| 1. Electricity travels one foot in a billionth of a second.
_____ | 5. The oldest board game known was an Egyptian invention 4,300 years ago.
_____ |
| 2. A singing kite whistles because of small holes in the kite's body.
_____ | 6. The first machine to make nails was invented by an American, Ezekiel Reed.
_____ |
| 3. The fastest speed ever reached by a kite was 120 miles an hour.
_____ | 7. The firecracker was invented accidentally by a cook in China in the tenth century.
_____ |
| 4. An acre was originally the amount of land that could be plowed in a day.
_____ | 8. The length of a calendar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds.
_____ |

Practice B Writing Articles

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

Example: My favorite poem is by _____ anonymous author.

Answer: an

- | | |
|---|---|
| 1. I'm sure it was _____ honest mistake. | 6. We're going to _____ open house. |
| 2. Our country is _____ union of fifty individual states. | 7. Is Davis Avenue _____ one-way street? |
| 3. "It would be _____ honor to serve," he said. | 8. My aunt is _____ historian who studies ancient Ireland. |
| 4. We need to buy _____ umbrella before the rainy season arrives. | 9. I have _____ uncle who is _____ anthropologist. |
| 5. The meter is _____ unit of measurement that equals 39.37 inches. | 10. People once believed that _____ horn from _____ unicorn could purify toxic water. |

Name _____ Date _____

USING PROPER ADJECTIVES

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

A proper noun used as an adjective does not change its form. It is merely placed in front of another noun. Examples are *August heat*, *Kennedy Center*, and *Texas pink granite*. An adjective formed from a proper noun gets a different ending, like *-i*, *-n*, *-ian*, *-ese*, *-ish*, *-ist*, or *-esque*. Examples are *Israeli*, *Chilean*, *Virginian*, *Balinese*, *Irish*, *Impressionist*, and *Hemingwayesque*. Some proper adjectives are irregular, like *Afghan* (from Afghanistan) and *Swiss* (from Switzerland). Both types of proper adjectives begin with a capital letter.

Practice A Identifying Proper Adjectives

Read each sentence. Then, underline each proper adjective.

Example: Berthe Morisot was a French Impressionist artist.

Answer: Berthe Morisot was a French Impressionist artist.

1. Our Peruvian vacation was wonderful.
2. I'm very excited about the Cowboys game.
3. Because my grandfather is Norwegian, I want to learn about Scandinavian customs.
4. The young writer has a Hemingwayesque prose style.
5. Shelby likes to listen to Brahms lullabies at bedtime.
6. Several young Sudanese men were adopted by our town.
7. Much Renaissance art showed a new use of perspective.
8. Before the Taliban regime, Afghan culture was modern in many ways.
9. The Polish people took back their country from Communist leaders.
10. I have an Irish mother and a German father, but I spent my childhood with my mother's Israeli friend.

Practice B Writing Proper Adjectives

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

Example: artifacts from the Bronze Age

Answer: Bronze Age artifacts

- | | |
|---|--|
| 1. the plains of Nebraska _____ | 6. the flag of Italy _____ |
| 2. a farmer from Australia _____ | 7. animé from Japan _____ |
| 3. the continent of Asia _____ | 8. the language of France _____ |
| 4. an actor from Spain _____ | 9. a scholar who studies Shakespeare _____ |
| 5. a tribe who lived during the Stone Age _____ | 10. a cuisine in the style of Mexico _____ |

Name _____ Date _____

USING NOUNS AS ADJECTIVES

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

Nouns	Used as Adjectives
emerald	emerald ring
dinner	dinner menu
plastic	plastic bag

Practice A Identifying Nouns as Adjectives

Read each sentence. Then, underline the noun used as an adjective and write the noun that it modifies. Some sentences have more than one noun as adjective.

Example: The Rodriguezes went to a football game.

Answer: The Rodriguezes went to a football game. game

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|--|--|
| <p>1. Which winter sports do you like?
_____</p> <p>2. We microwave leftovers in glass containers.
_____</p> <p>3. The car dealer had several vehicles we liked.
_____</p> | <p>4. I'm glad we installed a pet door in the garage wall.
_____</p> <p>5. The breakfast crowd at the diner is always talkative.
_____</p> <p>6. Gertrude stores her dormant bulbs in a paper bag in the winter.
_____</p> |
|--|--|

Practice B Writing Nouns as Adjectives

Read each sentence. Then, complete each sentence by adding a noun as adjective.

Example: John sat on a _____ wall.

Answer: John sat on a stone wall.

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|--|---|
| <p>1. Shall I refill your _____ glass?</p> <p>2. Mom baked a _____ pie yesterday.</p> <p>3. We hiked up to the _____ pasture.</p> <p>4. We had _____ pot pie for dinner.</p> <p>5. My favorite _____ program is on tonight.</p> <p>6. We put _____ barrels under our downspouts.</p> <p>7. Those _____ flowers smell wonderful.</p> <p>8. The _____ plants need to be in full sunlight.</p> <p>9. The _____ desk has more drawers than the wooden one.</p> <p>10. The _____ box was tied with a _____ bow.</p> | <p>7. The strange man sneaked past the velvet rope at the museum. _____</p> <p>8. I like the cotton shirt better than the polyester shirt.
_____</p> <p>9. My mother keeps her jewelry collection in a green ceramic box. _____</p> <p>10. I try not to waste too much study time playing computer games. _____</p> |
|--|---|

Name _____ Date _____

USING COMPOUND ADJECTIVES

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

Some compound adjectives are hyphenated: bird’s-eye view, emerald-green eyes, five-mile run, freckle-faced kid, full-time job, middle-aged man, self-taught carpenter, sixty-five years, toll-free number, well-known fact.

Other compound adjectives are combined words: airborne toxins, backbreaking work, easygoing guy, freshwater fish, nonviolent resistance, robotlike expression, runaway train, undercooked food.

Practice A Identifying Compound Adjectives

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

Example: Did you see the six-piece band perform at the halftime show?

Answer: Did you see the six-piece band perform at the halftime show?

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. My parrot can make a catlike purr. 2. Esme has collected sixty-five toy pets. 3. Human beings are a toolmaking species. 4. The Cilettis got a short-term loan to add a sunroom onto their house. 5. It’s a little-known fact that Navajo art inspired abstract impressionism. | <ol style="list-style-type: none"> 6. Evelyn grew violets in a hollowed-out log. 7. Twenty-five kids learned lifesaving skills. 8. Riding in Great-Grandpa’s pickup truck can be a hair-raising experience. 9. Jan graduated from a land-grant college and is looking for a full-time job. 10. Be careful: that’s a six-hundred-dollar laptop computer you’re pounding on. |
|--|---|

Practice B Writing Compound Adjectives

Read each sentence. Then, rewrite the sentences to include compound adjectives.

Example: My parents’ store now has a site on the Web.

Answer: My parents’ store now has an online site.

1. Faye has a farm that’s ten acres in size.

2. I think the word *dude* is used too much.

3. Grace runs a store that sells healthful food.

4. Sarina and Billy went for a hike of six miles.

5. This is a park that is taken care of well.

6. Those look like cows that have enough to eat.

USING PRONOUNS AS ADJECTIVES

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

	
<p>EXAMPLES: Those crops look healthy.</p> <p style="margin-left: 40px;">demonstrative adjective</p>	<p>What vegetables did you plant?</p> <p style="margin-left: 40px;">interrogative noun adjective</p>

Practice A Identifying Demonstrative and Interrogative Adjectives

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

Example: What book are you reading?

Answer: What — Int

1. What continent is Senegal on? _____
2. Those flowers are called hepaticas. _____
3. Does this plant look alive to you? _____
4. Which interests you more, math or history? _____
5. Did you see that meteor shower last night? _____
6. Whose voice does Galena’s remind you of? _____
7. This tree trunk has been scraped by a buck. _____
8. I wonder what surprise Josh has in store for us. _____
9. That mass on the radar screen is rain and lots of it. _____
10. These little acorns in my hand will become huge oak trees. _____

Practice B Writing Demonstrative and Interrogative Adjectives

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

Example: Do you like _____ new pictures on my wall?

Answer: these

1. Tell me again, _____ twin is which?
2. _____ flashing lights are really annoying.
3. _____ kind of information are you looking for?
4. Is _____ the article you wanted me to read?
5. _____ music should we dance to, Norah’s or Jamie’s?

USING POSSESSIVE NOUNS AND PRONOUNS AS ADJECTIVES

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

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



EXAMPLES: **Dad** washed **his** hands.
 antecedent pronoun adjective

Possessive Pronoun: **My** father’s recipe for chili is famous.

Possessive Noun: Is **Aunt Donna’s** chili as good as his?

Practice A Identifying Possessive Nouns and Pronouns as Adjectives

Read each sentence. Then, underline each possessive noun or pronoun used as an adjective. Sentences have more than one possessive.

Example: My sister’s alarm went off before mine did.

Answer: My sister’s alarm went off before mine did.

1. Lacey and her friends put in a long day’s work.
2. Ella opened her birthday card with a smile on her face.
3. The geese’s honks are loud as they follow their path south.
4. Did your brother and his friends go to the Cisneroses’ party?
5. The rose’s petals are lovely, but its thorns will pierce your skin.
6. Our class studied both Roosevelt’s and Johnson’s presidencies.
7. My cousin fixed the chair’s wobbly leg and Dora’s broken doll.
8. The sun’s light coaxed the hibiscus’s leaves to climb our trellis.

Practice B Writing Possessive Nouns and Pronouns as Adjectives

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

Example: dinner for a child and another child

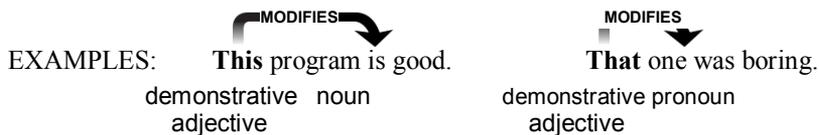
Answer: the children’s dinner

- | | |
|---|--|
| <p>1. homework belonging to Jane
_____</p> <p>2. a notebook belonging to him
_____</p> <p>3. keys belonging to Sue
_____</p> <p>4. the yard belonging to us
_____</p> | <p>5. the manes of several lions
_____</p> <p>6. a game you play
_____</p> <p>7. the trampoline belonging to them
_____</p> <p>8. a habitat where animals live
_____</p> |
|---|--|

Name _____ Date _____

USING DEMONSTRATIVE ADJECTIVES

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



Practice A Identifying Demonstrative Adjectives

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

Example: Can you fix this keyboard, or do I need a new one?

Answer: this — keyboard

1. This cat in my lap is the brave one. _____
2. Are those lights in the sky the Northern Lights? _____
3. The sound of that car alarm is driving me insane. _____
4. This mushroom soup is the best I've ever tasted. _____
5. We don't buy from that company because it sends jobs overseas. _____
6. All of these songs are from the Beatles' *Sergeant Pepper* album. _____
7. I never eat that cereal; it has far more sugar than this one. _____
8. That part of the universe is mostly a mystery at this time. _____

Practice B Writing Demonstrative Adjectives

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

Example: _____ pears are hard to pick because they're out of reach.

Answer: Those

1. Who was _____ masked man?
2. _____ days are gone forever.
3. My arm hurts when I move it _____ way.
4. Here, would you hold _____ backpack, please?
5. _____ country's prime minister is respected.
6. The newspaper ran _____ photo of me.
7. _____ song is cool; _____ one is corny.
8. Who are all _____ kids hanging around _____ place?

Name _____ Date _____

USING INTERROGATIVE ADJECTIVES

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

<p>MODIFIES ↓</p>	<p>MODIFIES ↓</p>
<p>EXAMPLES: What dish are you having? interrogative noun adjective</p>	<p>I wonder which one is mine. interrogative pronoun adjective</p>

Practice A Identifying Interrogative Adjectives

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

Example: What foods do bears eat?

Answer: What — foods

1. Which type of cloud brings rain? _____
2. What year did we land on the moon? _____
3. What shrubs grow best in partial shade? _____
4. I wonder what the root of the word *memento* is. _____
5. Which bus should I take to get downtown? _____
6. Which trees do gypsy moths find the tastiest? _____
7. Whose efforts led to paid vacations for workers? _____
8. Which movie won the Oscar for best picture last year? _____
9. Whose company got the contract for weatherproofing the school? _____
10. Whose bus ride changed the state of civil rights in this country? _____

Practice B Writing Interrogative Adjectives

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

Example: _____ sister is an architect?

Answer: Which sister is an architect?

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. _____ spring bulbs bloom earliest? 2. _____ diseases do mosquitoes carry? 3. _____ kind of event is a poetry slam? 4. _____ invention was the steam engine? 5. _____ atoms are in a molecule of water? 6. _____ I wonder raw materials steel is made from. | <ol style="list-style-type: none"> 7. _____ time period was the Age of Enlightenment? 8. I asked my brother _____ major he would choose. 9. Do you know _____ gloves these are on the floor? 10. _____ idea was the Seneca Falls Convention of 1848? |
|--|--|

USING INDEFINITE ADJECTIVES

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

EXAMPLES:		
	<p>Some people enjoy rain.</p> <p>indefinite noun adjective</p>	<p>Most folks enjoy sun.</p> <p>indefinite noun adjective</p>

Practice A Identifying Indefinite Adjectives

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

Example: Few deadlines are as important as this.

Answer: Few — deadlines

1. Some rice is very nutritious. _____
2. Some people are just too nosy. _____
3. You may have either beets or carrots for dinner. _____
4. Where were you the other night when I called? _____
5. I found another video game I can't live without. _____
6. I have several options for earning money this summer. _____
7. Each citizen will get a chance to voice his or her opinion. _____
8. For most people, public speaking gets easier with practice. _____

Practice B Writing Indefinite Adjectives

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

Example: That favor was not as _____ trouble as I expected.

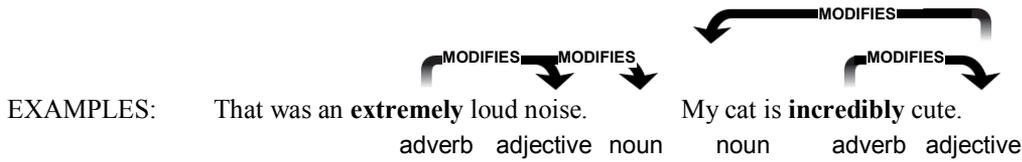
Answer: That favor was not as much trouble as I expected.

1. Is there _____ ice cream left?
2. Aw, Mom, _____ my friends are going.
3. I've never seen so _____ stars before.
4. Would you like some _____ lemonade?
5. Nearly _____ the water in the creek evaporated.
6. Lately I spend _____ evenings at play rehearsal than at home.
7. _____ job sounds like a fun way to spend my Saturday.
8. Do _____ Amy and Andrew have projects in the science fair?

Name _____ Date _____

USING ADVERBS THAT MODIFY ADJECTIVES

When adverbs modify adjectives, they answer only one question: *To what extent?*



Practice A Identifying Adverbs That Modify Adjectives

Read each sentence. Then, underline each adverb that modifies an adjective and circle the adjective. Do not underline adverbs that modify verbs or other adverbs.

Example: The mouse had beady little eyes and a very long tail.

Answer: The mouse had beady little eyes and a very long tail.

1. I'm quite proud of you, Jackie.
2. The evening was truly magical.
3. Paco seems more sincere than Wesley.
4. I am thoroughly angry with John for going.
5. The painting looked skillfully crafted but artistically empty.
6. This coat is really warm on this bitterly cold night.
7. With such very juicy details, the story almost inevitably writes itself.
8. Dalia grew terribly disappointed because the concert was really loud.
9. It is entirely possible that our efforts will be completely successful.
10. It seems perfectly plain to me that Mark was never serious.

Practice B Writing Adverbs That Modify Adjectives

Read each sentence. Then, fill in the blank to add an adverb that modifies an adjective.

Example: She asked _____ for a raise.

Answer: She asked confidently for a raise.

1. Minette is _____ dedicated to her art.
2. Jocelyn feels _____ satisfied with her job.
3. I am _____ suspicious of Buffy's explanation.
4. The pine tree is losing its _____ green needles.
5. Mr. Rodkey moves _____ fast for a ninety-year-old man.
6. Enrique bounced back from the rejection _____ well.
7. "That's an _____ fabulous handbag," Tyra said.
8. Health officials are fighting against the _____ dangerous flu virus.
9. She peeled the slick rind of the _____ glistening mango.
10. Lisa is practicing _____ intently to become the world's _____ best dancer.

Name _____ Date _____

FINDING ADVERBS IN SENTENCES

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

Adverbs can appear in different places in sentences: at the beginning, at the end, before a verb, after a verb, between parts of a verb phrase, before an adjective, or before another adverb. **Conjunctive adverbs** join two independent clauses and appear after the semicolon.

Adverb Placement	Example Sentence
Beginning	Carefully , Lee glued the broken pieces together.
End	Lee glued the broken pieces together carefully .
Before a verb	Lee carefully glued the broken pieces together.
After a verb	Lee worked carefully to glue the broken pieces together.
Between parts of a verb phrase	Lee was carefully gluing the broken pieces together.
Before an adjective	Lee was always careful.
Before an adverb	Lee handled the pieces very carefully.
After a semicolon	The pieces were fragile; therefore , Lee was careful.

Practice A Locating Adverbs

Read each sentence. Then, circle each adverb and underline the word or words it modifies. Some sentences have more than one adverb.

Example: I have always wanted to be an astronaut.

Answer: I have always wanted to be an astronaut.

- I certainly expected good grades.
- Methodically, Ms. Yates counted out the papers.
- Miguel has been truly supportive throughout this ordeal.
- Swiftly and surely, the owl swooped down on the mouse.
- Lena must have quietly slipped away during the argument.
- I will definitely put that on my calendar.
- The swan glided gracefully down the river.
- Much later that night, the house was finally peaceful.
- “But I really do not want to go,” Jonathan said stubbornly.
- Shelby became almost deliriously happy when the crowd applauded wildly.

Practice B Writing Adverbs in Different Locations

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

Example: I'll be fine. (before an adjective)

Answer: I'll be perfectly fine.

- Edmund chewed the toffee candy. (end of sentence) _____
- We'll try to climb that mountain. (after a verb) _____
- Billy surfs the Web. (before a verb) _____
- I do fully understand you, but I'm trying. (before an adverb) _____
- Traffic was not bad at all. (beginning of sentence) _____

Name _____ Date _____

PREPOSITIONS USED IN SENTENCES

A preposition relates the noun or pronoun following it to another word in the sentence.

Prepositions always introduce prepositional phrases in a sentence. Prepositional phrases include a preposition and noun and provide different types of information. See the examples below.

Location	in Austin	Direction	out the door
Time	at noon	Provide Details	with chocolate sauce

Practice A Identifying Prepositions

Read each sentence. Underline the prepositions.

Example: We went to dinner at 6 o'clock.

Answer: We went to dinner at 6 o'clock.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. We walked on the beach at sunset. 2. Ana works in a big office building by the capitol. 3. I looked between the sofa cushions for some spare change. | <ol style="list-style-type: none"> 4. After the game, we drove around town. 5. We drove to the state park and had a picnic near a waterfall. 6. Without enough sleep, I had a hard time focusing on my test. |
|---|---|

Practice B Labeling Prepositions

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

Example: Kwame threw the ball to a receiver.

Answer: direction

1. I waited at the bus stop. _____
2. If you look across the river, you can see the skyscraper. _____
3. After two months, the tomatoes ripened on the vines. _____
4. Since midnight, we received three inches of rain. _____
5. We ran through the pouring rain and got soaked. _____
6. My shopping cart is filled with fruits and vegetables. _____
7. We watched a movie at the historic theater. _____
8. Tanya has a cell phone plan with unlimited text messaging. _____
9. In the winter, the weather along the coast is usually mild. _____
10. The house on Main Street is painted in bright colors. _____

Name _____ Date _____

COORDINATING CONJUNCTIONS

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

The following words are coordinating conjunctions:

and but for nor or so yet

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

Nouns	<u>Luis and Sarah</u> wrote a play together.
Verbs	We <u>hurried but missed</u> the bus anyway.
Prepositional phrases	Did you read the news <u>in the paper or on the Internet?</u>
Sentences	<u>We wanted to look at shoes, so we went to the mall.</u>

Practice A Identifying Coordinating Conjunctions

Read each sentence. Then, underline the coordinating conjunction in each one.

Example: She has brown hair and green eyes.
Answer: She has brown hair and green eyes.

- Would you rather live in the city or in the country?
- She followed the recipe, yet the cake still turned out dry.
- It wasn't the team's best game, nor was it their worst.
- The cafeteria offered a choice of milk or juice.
- Cars and SUVs fill the highways.
- We visited Canada last winter, so we knew how cold it could get.
- Ms. Rosen paints landscapes and sells her work at the local art gallery.
- Nikki wanted hot cocoa, but she had tea instead.
- Jerome climbed up the stairs but took the elevator back down.
- Joel and Janet went fishing in the Gulf of Mexico.

Practice B Supplying Coordinating Conjunctions

Read each sentence. Then, fill in the coordinating conjunction that makes sense in the sentence.

Example: Do you prefer reading _____ writing poetry?

Answer: Do you prefer reading or writing poetry?

- Karen wasn't old enough to drive, _____ was her sister.
- Spot leaped in the air _____ caught the tennis ball.
- I left my shoes at home, _____ I wasn't able to practice.
- We could take a field trip to a farm _____ to a factory.
- I wanted a basketball, _____ I got a soccer ball instead.

Name _____ Date _____

CORRELATIVE CONJUNCTIONS

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

The following pairs of words are correlative conjunctions:

both/and	either/or	neither/nor	not only/but also	whether/or
----------	-----------	-------------	-------------------	------------

Correlative conjunctions can connect different words. Look at these examples:

Nouns	Either <u>painting</u> or <u>pottery</u> would be fun to learn.
Verbs	He <u>neither</u> <u>smiled</u> <u>nor</u> <u>frowned</u> during the conversation.
Prepositional phrases	Look <u>both</u> in the dresser <u>and</u> under the bed for the other shoe.
Clauses	<u>Not only</u> <u>did I wash the dishes,</u> <u>but also</u> <u>I dried them.</u>

Practice A Identifying Correlative Conjunctions

Read each sentence. Then, underline the correlative conjunctions in each one.

Example: We bought not only socks but also shoes.

Answer: We bought not only socks but also shoes.

- Whether you go to college or get a job, you will have new responsibilities.
- Not only did he wash the dishes, but also he put them away.
- Both Kendra and Keisha play volleyball.
- We want to visit Spain either in the summer or during December.
- Neither Ms. Watson nor Mrs. Bollini has a spare key.
- The player both practiced and trained with weights to get ready for the season.
- Whether at work or at home, she is always thinking about the children.
- We neither wanted nor needed more rain last month.
- This morning I have to both walk the dog and finish my homework.
- Not only do I love cars, but also I can't wait until I'm old enough to drive.

Practice B Supplying Correlative Conjunctions

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

Example: She likes _____ football or basketball.

Answer: She likes either football or basketball.

- Both fall _____ winter are mild in most of Texas.
- _____ Aunt Jean nor Uncle David saw the deer eating their garden.
- The team practices not only before school _____ on the weekends.
- _____ go to the recreation center or do your homework after school.
- We discussed whether to play video games _____ watch a movie.

Name _____ Date _____

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions connect two ideas by making one idea dependent on the other.

A subordinating conjunction connects a dependent idea in a sentence to the main idea.
dependent idea

EXAMPLES: We went to the mall after we had lunch.
subordinating conjunction

EXAMPLES: When I got my test back, I was very pleased.
subordinating conjunction

Show that you can use and understand subordinating conjunctions by completing the exercises.

Practice A Identifying Subordinating Conjunctions

Read each sentence. Then, write the subordinating conjunction on the line provided. Some subordinating conjunctions contain more than one word.

Example: We went to the store because we were out of milk.

Answer: because

1. If I get a babysitting job, I will have some extra money. _____
2. Although I wanted pizza for dinner, my dad cooked pasta. _____
3. I read a magazine while I waited at the dentist’s office. _____
4. I haven’t gone for a bike ride since I crashed last fall. _____
5. After Shania practices, she cleans her saxophone. _____
6. Before my mom starts the car, everyone has to wear a seatbelt. _____
7. When we saw the photos, we couldn’t believe the damage. _____
8. As soon as I know my schedule, I’ll plan our vacation. _____

Practice B Using Subordinating Conjunctions

Read each sentence. Then, rewrite the sentences using the subordinating conjunction so that the sentences have a dependent idea.

Example: I wrote my essay about Mark Twain. (because)

Answer: I wrote my essay about Mark Twain because I enjoy his stories.

1. We chatted at the table. (while)

2. My parents said that I could get a pet. (if)

3. I need to eat a good breakfast today. (because)

4. Matt put his running shoes on. (as soon as)

CONJUNCTIVE ADVERBS

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

Conjunctive adverbs can be used to show a transition between ideas, sentences, and paragraphs.

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

Function	Examples
to show a comparison	<i>also, likewise, similarly, again, moreover</i> Trees produce oxygen; <u>moreover</u> , they provide shade and habitat.
to show a contrast	<i>otherwise, instead, however, besides, nevertheless</i> It was nice out today; <u>however</u> , tomorrow it's supposed to rain.
to show results	<i>accordingly, consequently, finally, thus, therefore</i> The roads were slippery; <u>therefore</u> , Mrs. Wagner drove slowly.

Practice A Identifying and Labeling Conjunctive Adverbs

Read each sentence. Then, write the conjunctive adverb and its function.

Example: I enjoy visiting the city; however, I prefer living in a small town.

Answer: however — contrast

1. I wanted to go shopping; instead, we went to the gym. _____
2. We stood in line for an hour; finally, the line began to move. _____
3. The paint on the house is peeling; moreover, it's an unattractive color. _____
4. Learning a language can be hard; however, it's worth the effort. _____
5. The library book was overdue; therefore, I had to pay a fine. _____
6. The car's tires were worn; thus, we replaced them. _____
7. She studied for a long time; consequently, she did well on the test. _____
8. I have to plan my day; otherwise, I waste a lot of time. _____
9. The weather report said it would be hot; thus, I wore a sundress. _____
10. I don't like the style of that dress; besides, it costs too much. _____

Practice B Using Conjunctive Adverbs as Transitions

Read each pair of sentences. Fill in a conjunctive adverb as a transition that makes sense.

Example: Jessie left her lunch at home; _____ she bought lunch in the cafeteria.

Answer: consequently

1. People read the news on the Internet; _____, many small newspapers are out of business.
2. Reggie's car broke down; _____, he made it to the game on time.
3. That movie didn't get good reviews; _____, it doesn't start until 10:30 P.M.
4. Tatiana spilled a drink on her homework; _____, she had to do it over again.
5. College coaches can earn big salaries; _____, they earn more when they win championships.

INTERJECTIONS

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

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

ah	darn	hey	oops	well
aha	fi ne	huh	ouch	wow
boy	great	oh/oh no	ugh	yeah

Practice A Identifying Interjections

Read each sentence. Then, underline the interjections.

Example: Yeah! Henry just scored the winning goal!

Answer: Yeah! Henry just scored the winning goal!

- Ow! I think a mosquito just bit me.
- Shhh! Everyone is already asleep.
- Fine! If you want to stay up late, don't blame me if you're tired in the morning.
- Oh, no! I left my math book at school.
- Whoa! Please slow down.
- Wow! I can't believe how much work you did.
- Fantastic! I'm thrilled you'll be visiting.
- Well, would you like tacos or burgers for dinner?
- Whew, I'm glad to be done with that report.
- Ugh! These leftovers are spoiled.

Practice B Supplying Interjections

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

Example: _____, this soup is so tasty.

Answer: Mmmm

- _____! I dropped my cell phone.
- _____? How can my favorite TV show be canceled?
- _____! I caught my hand in the door.
- _____? We have to run a mile in PE class?
- _____! I'm so glad you won first prize!
- _____, was I supposed to clean my room and wash the dishes?
- _____! I'm glad there were still tickets available.
- _____! That swimmer just won another gold medal.
- _____? Could you explain that again?
- _____! Don't open that gate. The dog will get out.

Name _____ Date _____

THE TWO BASIC PARTS OF A SENTENCE

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

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

left my coat in the classroom closet. Roasted

turkey is my favorite lunchmeat.

My little sister's two front teeth have fallen out.

Practice A Identifying Parts of a Sentence

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

Example: Her dad asked her to clean out the garage.

Answer: subject

1. Besides baseball, I play basketball and football. _____
2. She drove faster than the speed limit. _____
3. The choir has been performing the same piece for three years. _____
4. Tanya will be angry about losing the match. _____
5. Ripe red strawberries always remind me of spring. _____

Practice B Finding Subjects and Verbs

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

Example: Vance passed all the other runners on the track.

Answer: Vance, passed

1. A serving of fish is three ounces. _____
2. The dogs at the dog park all run in the same direction. _____
3. My dad's truck is a reliable work vehicle. _____
4. In addition, she will have a karaoke machine at her party. _____
5. On my street, cars can drive in only one direction. _____
6. I gave him my book for the weekend. _____
7. My sister got her associate's degree. _____
8. Frank likes camping at the state park. _____
9. The contest results showed her weak points. _____
10. The newspaper got wet from the rain. _____

Name _____ Date _____

USING SUBJECTS AND VERBS TO EXPRESS COMPLETE THOUGHTS

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

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

- Incomplete Thought: My young niece.
- Incomplete Thought: Changed her clothes four times today.
- Complete Thought: My young niece changed her clothes four times today.

Practice A Recognizing Complete Thoughts

Read the groups of words. Then, write whether the words express a complete or incomplete thought.

Example: Before the class play.

Answer: incomplete

1. Getting the laundry from the dryer. _____
2. On the way to the library. _____
3. The floor is still wet from being mopped. _____
4. He walks five miles a day or more. _____
5. Letting the dog out of the yard again. _____
6. I don't want to hear about that anymore. _____
7. He brings out the best in his students. _____
8. Sarah's last world history project. _____
9. On top of the highest shelf in the cabinet. _____
10. We enjoyed that activity more than any of the others. _____

Practice B Expressing Complete Thoughts

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

Example: Graduated two years early.

Answer: My friend Leah graduated two years early.

1. Practices the piano at least two hours a day. _____
2. Her e-mail address. _____
3. Around the same time each day. _____
4. Gave me an awesome gift. _____
5. The books on our living room shelf. _____

Name _____ Date _____

COMPLETE SUBJECTS AND PREDICATES**The complete subject of a sentence consists of the subject and any words related to it.****The complete predicate of a sentence consists of the verb and any words related to it.**

Read the descriptions of the parts of this sentence:

The kids in our class worked hard on the project.

Simple subject	the noun or pronoun the sentence is about	kids
Complete subject	the simple subject and related words	The kids in our class
Simple predicate	the verb or verb phrase	worked
Complete predicate	the verb and all words related to it	worked hard on the project

Practice A Identifying Simple and Complete Subjects*Read the following sentences. Then, underline the complete subject. Double-underline the simple subject.***Example:** Our kitchen cabinets took a long time to install.**Answer:** Our kitchen cabinets took a long time to install.

1. My dad's carpentry job requires a good truck.
2. My sister's boyfriend is a musician.
3. Those four airplanes are flying in formation.
4. The town's residents protested the new development.
5. Mom's creamy dessert was the hit of the party.
6. My three favorite books are by the same author.
7. The last thing on my list is a visit to the hardware store.
8. My imaginary childhood friend was a big purple dinosaur.
9. Every map in the car was for a different city.
10. The clerk at the convenience store has glasses like mine.

Practice B Identifying Simple and Complete Predicates*Read the following sentences. Then, underline the complete predicate. Double-underline the simple predicate.***Example:** Lacey played on my sister's soccer team.**Answer:** Lacey played on my sister's soccer team.

1. Louis's dog has extra claws on its hind feet.
2. Sierra worked on an organic farm.
3. Sammy had eight messages on his phone.
4. My favorite TV show starts at eight o'clock.
5. She returned the boots for a full refund.
6. My family's favorite game is chess.
7. The chickens roost in the trees at night.
8. Visitors make donations on every visit to the museum.
9. My dad does our family's laundry.
10. My science teacher uses a wheelchair.

Name _____ Date _____

RECOGNIZING COMPOUND SUBJECTS

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

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

Kevin and Stacy like to watch soap operas.

Spinach, broccoli, or cabbage can be added to the recipe.

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

Students filled the auditorium during the presentation.

Kids usually like the exhibits at the children’s museum.

Practice A Identifying Simple and Compound Subjects

Read the following sentences. Then, underline the simple or compound subject. On the line provided, identify whether each subject is simple or compound.

Example: Purple and gray are my school’s colors.

Answer: Purple and gray are my school’s colors. compound

1. We haven’t had frost or snow this winter. _____
2. Jamil and Esther have to share a locker. _____
3. Pants or shorts can be worn on the field trip. _____
4. Dogs have their own quarters at the animal shelter. _____
5. Tammy, Tracy, and Sharon planned to go roller skating. _____

Practice B Recognizing Compound Subjects

Read the following sentences. Then, write the compound subject on the line provided.

Example: Lunch and dinner bring in more customers than breakfast.

Answer: Lunch and dinner

1. My sister or brother will take me to practice. _____
2. She and I never talked about what happened. _____
3. Water or smoke damaged most of the building. _____
4. Craig, Allison, and Petra are the best athletes in my class. _____
5. Gymnastics and tumbling are my cousin’s after-school activities. _____
6. Snakes and spiders scare me more than anything. _____
7. Trina and Katie bought three pairs of shoes each. _____
8. Cardinals and blue jays were all over the lawn. _____

Name _____ Date _____

RECOGNIZING COMPOUND VERBS

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

A sentence with a compound verb will have two or more verbs.

Humberto took photos, edited stories, and wrote ads for the newspaper.

Lucy will ice skate and ski on her next vacation.

If a sentence has only one verb or verb phrase, it has a simple verb.

Travelers have used the hut for shelter.

Chloe and Quentin wanted to visit their uncle.

Practice A Identifying Simple and Compound Verbs

Read the following sentences. Then, underline the simple or compound verb. On the line provided, identify whether each verb is simple or compound.

Example: The car handled and accelerated like a dream.

Answer: The car handled and accelerated like a dream. compound

1. Judi uses the bus most days. _____
2. Janis and I have cooked and cleaned every night this week. _____
3. Lauri fainted and fell on the floor. _____
4. Martin will have a lot of fun with his new game system. _____
5. Alice pedaled and braked like a pro. _____

Practice B Recognizing Compound Verbs

Read the following sentences. Then, write the compound verb on the line provided.

Example: Stephanie poured and drank the lemonade.

Answer: poured and drank

1. Alex weeded or planted every bed in the garden. _____
2. Patrick gathered his gear and went to practice. _____
3. People generally love or hate this kind of activity. _____
4. Jin left most of his clothes in New York and bought new ones in Texas. _____
5. Cora's dad writes books and edits magazine articles. _____
6. Stuart e-mails or calls his mother every Sunday. _____
7. Howie examined his finger and found the splinter. _____
8. The paint dried in the sun and peeled away from the wood. _____

Name _____ Date _____

THE SUBJECT OF A COMMAND OR REQUEST

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

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

Command or Request	How the Subject Is Understood
Get off my foot!	<u>You</u> get off my foot!
Please help me pass these out.	<u>You</u> please help me pass these out.
Karen, give me a call.	Karen, <u>you</u> give me a call.

Practice A Identifying Subjects in Commands and Requests

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

Example: Have your materials ready for the test.

Answer: you

- | | |
|--|------------------------------------|
| 1. Dominic, stop telling her what to do. _____ | 6. Fernando, sit by me. _____ |
| 2. Please keep off the grass. _____ | 7. Please recycle. _____ |
| 3. Give your brother the toy, please. _____ | 8. Give generously. _____ |
| 4. Give me a break! _____ | 9. Go! _____ |
| 5. Jackie, please turn off the TV. _____ | 10. Andrea, please sit down. _____ |

Practice B Rewriting Commands and Requests

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

Example: Close the refrigerator.

Answer: You close the refrigerator.

- Don't make me come in there! _____
- Walt, let me know where to meet you. _____
- Please e-mail me. _____
- Take that to your room, please. _____
- Keep going! _____
- Sonu, give Phil the directions. _____
- Let Nick drive, please. _____
- Ryan, don't let us down. _____
- Feed the dogs by eleven o'clock. _____
- Have the ticket in your hand before you get there. _____

Name _____ Date _____

FINDING SUBJECTS IN QUESTIONS

In questions, the subject often follows the verb.

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

Question	Worded as a Statement
Why was Vanessa standing outside?	<u>Vanessa</u> was standing outside why.
Did you give the dog her medicine?	<u>You</u> did give the dog her medicine.
What will you do about your shoes?	<u>You</u> will do what about your shoes.

Practice A Changing Questions into Statements and Identifying the Subject

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

Example: Did you make that dress yourself?

Answer: You did make that dress yourself.

- Does the music teacher wear glasses? _____
- How can you believe any of that? _____
- Will the drummers be late for rehearsal? _____
- Has Pablo remembered where he put the key? _____
- Where does Mrs. Thomas keep the first-aid kit? _____

Practice B Identifying Subjects

Read the following sentences. Then, write the subject of each question on the line provided.

Example: Is Mollie coming to school today?

Answer: Mollie

- Did Grover make the drill team? _____
- When does your mother go to work? _____
- Do goats eat paper? _____
- Where is the catalog from that store? _____
- Could you tell me the number again? _____
- Is Stella going to her grandmother's house for vacation? _____
- Can the mechanic fix your car? _____
- Are tuna sandwiches on the cafeteria menu today? _____
- Has Cheryl picked up the mail at the post office? _____
- Were these packages left on the front porch? _____

Name _____ Date _____

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

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

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

Sentences with <i>There</i> or <i>Here</i>	Reworded With the Subject First
There are more stains on the tablecloth.	More <u>stains</u> are on the tablecloth.
Here is the spot remover.	The <u>spot remover</u> is here.

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

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

Underline the subject in each rewritten sentence.

Example: There is enough flour in the cupboard.

Answer: Enough flour is in the cupboard.

- There is laundry in the washing machine. _____
- Here is the best batter on the baseball team. _____
- There are directions for the recipe in the cookbook. _____
- Here is your costume for tonight’s performance. _____
- Here come the other girls on the volleyball team. _____

Practice B Identifying Subjects

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

Example: There is no coupon for cereal.

Answer: coupon

- There goes another taxi right past us. _____
- Here comes the letter carrier with our mail. _____
- There is more dust in here than ever! _____
- There are the instructions for the model plane. _____
- Here is the last entry form for the speech contest. _____
- There is the woman from the doctor’s office. _____
- Here is my essay on world cultures. _____
- There is a letter from Egypt on the table. _____
- There are birds splashing in the birdbath in our backyard. _____
- Here are the notes for the chemistry test. _____

Name _____ Date _____

FINDING THE SUBJECT IN SENTENCES INVERTED FOR EMPHASIS

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

In most sentences, the subject comes before the verb. However, sometimes writers invert their sentences and put the verb first. This can help build suspense about the subject. To find the subject in a sentence with inverted word order, reword the sentence to put the subject first.

Sentences With Inverted Word Order	Reworded With the Subject First
On our roof waited the barn owl.	The barn <u>owl</u> waited on our roof.
On the front seat of the car lay the map.	The <u>map</u> lay on the front seat of the car.

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

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

Example: In the middle of the night came the storm.

Answer: The storm came in the middle of the night.

- From out of nowhere came a red pickup truck. _____
- Standing on the mantel was her trophy. _____
- Along the fence ran the flock of chickens. _____
- From the other end of the hallway came her friend's voice. _____
- Strolling up the driveway was our long-lost cat. _____

Practice B Identifying Subjects

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

Example: Digging through the trash can was a raccoon.

Answer: raccoon

- Circling high in the sky above us were three turkey vultures. _____
- From far away came a distressed cry. _____
- A long way from town was an abandoned shoe factory. _____
- Staring at me from under the table was my escaped hamster. _____
- Behind my dresser were all the lost socks. _____
- Crouching in the far corner of our tent was the frightened skunk. _____
- Under the heavy book lay the picture of me at summer camp. _____
- A long way down the road was a line of three buses. _____
- Leaping from the swing in the backyard was my younger brother. _____
- Up in the tree was my cousin's wailing cat. _____

Name _____ Date _____

RECOGNIZING DIRECT OBJECTS

A direct object is the noun or pronoun that receives the action of a verb.

Direct objects follow action verbs and complete the meaning of a sentence by answering the questions *What?* or *Whom?*

subject verb direct object
Robyn lifted her arm.

subject verb direct object
Alice called my sister.

A sentence may have more than one direct object.

subject verb compound direct object
Eric ate the peas and carrots.

Practice A Recognizing Direct Objects

Read the following sentences. Then, write the direct object or compound direct object on the line provided.

Example: Sadie dropped her purse and keys.

Answer: purse and keys

1. Minh chose lasagna, salad, and a roll for lunch. _____
2. I timed her race with my stopwatch. _____
3. Amalia played the overture on her clarinet. _____
4. Clarence saves his money for a new music player. _____
5. Chloe called Mickey and Kelli. _____
6. Emmy and Tracey played board games. _____
7. Sam and Luke race their trains and planes. _____
8. Anne Marie spilled the juice on the carpet. _____
9. Troy cleaned the kitchen. _____
10. Patty accepted a new job with her old company. _____

Practice B Writing Direct Objects

Read the following sentences. Then, complete each sentence by providing direct objects that make sense.

Example: Andrew gave a _____ to his sister.

Answer: Andrew gave a book to his sister.

1. Steven left his _____ in his locker.
2. Consuela likes _____, _____, and _____.
3. I recognized _____ in line at the grocery store.
4. Robert persuaded _____ to pitch in.
5. Alyssa chose the best _____.

Name _____ Date _____

DISTINGUISHING BETWEEN DIRECT OBJECTS, ADVERBS, AND OBJECTS OF PREPOSITIONS

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

Sentence Pattern	Example
subject/verb/direct object	Anita swept the <u>porch</u> .
subject/verb/adverb	Anita swept <u>quietly</u> .
subject/verb/prepositional phrase	Anita swept <u>with the broom</u> .
subject/verb/direct object/adverb/ prepositional phrase	Anita swept the <u>porch quietly with the broom</u> .

Practice A Recognizing Direct Objects

Read the following sentences and look for direct objects. Then, underline the direct object in each sentence. If the sentence does not have a direct object, circle the item number.

Example: Abby kept her diary under her bed.

Answer: Abby kept her diary under her bed.

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|--|--|
| <ol style="list-style-type: none"> 1. Christopher designed his house on the computer. 2. Paris danced a tango with her cousin Bernie. 3. Garvin put the papers away quickly. 4. Gwen went to San Antonio for the conference. 5. Ben stocks the shelves at the market. | <ol style="list-style-type: none"> 6. Velma approached the horse hesitantly. 7. He spoke to me in a quiet voice. 8. We sat around for a very long time. 9. Alejandro brought his bass guitar to practice. 10. Ibrahim slipped on the icy steps. |
|--|--|

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

Read the sentences. Label the underlined word direct object, adverb, or object of a preposition.

Example: Zahara advanced easily in her algebra lessons.

Answer: adverb

1. Benjamin collects stamps from all over the world. _____
2. I poured water onto the thirsty plant. _____
3. Cassie rode her scooter around the block. _____
4. The officer clamped a boot on my wheel. _____
5. My father complained loudly about the service. _____
6. Darnell helped Trisha during the competition. _____
7. Nobody ever talks about the cat. _____
8. Those geese will eat grain out of your hand. _____
9. Fantasia danced feverishly towards the end of the song. _____
10. Aliyah spoke eloquently on her report topic. _____

Name _____ Date _____

ÄÄ· Ä· FINDING DIRECT OBJECTS IN QUESTIONS**A direct object in a question will sometimes be found before the verb.**

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

Question	Worded as a Statement
What should we talk about next?	We should talk about <u>what</u> next.
Which class is she missing?	She is missing which <u>class</u> .
Whom did the director choose?	The director did choose <u>whom</u> .

Practice A Changing Questions into Statements and Identifying the Direct Object

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

Example: Which shirt did you wear for practice?**Answer:** You did wear which shirt for practice.

- Which bag did those girls leave here? _____
- Whom will she ask to accompany her on the piano? _____
- What did Frances say about the news? _____
- Which map did Mark use on the drive home? _____
- What did your dad bring home from South America? _____

Practice B Identifying Direct Objects

Read the following sentences. Then, write the direct object of each question on the line provided.

Example: What will Sammy do instead of playing soccer?**Answer:** what

- Which town did Devon choose for her report? _____
- What did Mr. Carona add to the discussion? _____
- What did you share with Leticia? _____
- Whom will you ask to be your lab partner? _____
- What route should we take to the interstate? _____
- Whose sneakers can I borrow? _____
- Which play did the troupe select for the spring performance? _____
- Whom will Tracy visit when she goes to Vancouver? _____
- Which cup should Dani use? _____
- Which cabinets did you open? _____

Name _____ Date _____

RECOGNIZING INDIRECT OBJECTS

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

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

Sentence	Question to Ask and Sentence Part
Dad handed <u>Mom</u> a <u>hammer</u> .	Handed what? <i>hammer</i> (direct object) Handed a hammer to whom? <i>Mom</i> (indirect object)
Mom gave the <u>nail</u> a <u>tap</u> .	Gave what? <i>tap</i> (direct object) Gave a tap to what? <i>nail</i> (indirect object)

Practice A Identifying Indirect Objects

Read the following sentences. Then, underline the indirect object in each sentence.

Example: She showed the dog the new toy.

Answer: She showed the dog the new toy.

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|---------------------------------------|---|
| 1. Alvin gave the car another look. | 6. My aunt sent me a picture of my mother. |
| 2. I loaned Zoe my pen. | 7. The hair stylist gave Sally a cut and a style. |
| 3. The fans gave their team applause. | 8. Logan fed the birds sunflower seeds. |
| 4. Fred bought the children a book. | 9. The teacher offered the student several choices. |
| 5. The dog brought us the newspaper. | 10. I passed my brother the bowl of soup. |

Practice B Recognizing Sentences With Indirect Objects

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

Example: That shop gives workers a discount on uniforms.

Answer: workers

- Allison wore a necklace and a ring. _____
- The tour company offers tourists several trips. _____
- The company gave employees a bonus. _____
- Zach practiced the saxophone after school. _____
- The dentist gave her patient a toothbrush and floss. _____
- My grandmother drove me to the movies. _____
- The mayor gave the city council answers to their questions. _____
- A large wave hit the beach. _____
- I will give the speaker my full attention. _____
- I studied the works of famous authors. _____

Name _____ Date _____

DISTINGUISHING BETWEEN INDIRECT OBJECTS AND OBJECTS OF PREPOSITIONS

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

Sentence	Sentence Part
Heera gave <u>Dad</u> the tie.	<u>Dad</u> is an indirect object. <i>Dad</i> comes after the action verb <i>gave</i> and before the direct object <i>tie</i> .
Heera gave the tie to <u>Dad</u> .	<u>Dad</u> is an object of the preposition. <i>Dad</i> comes after the preposition <i>to</i> and follows the direct object <i>tie</i> .

Practice A Identifying Indirect Objects and Objects of Prepositions

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

Example: My sister sent our grandmother a scarf.

Answer: indirect object

1. She picked her mother a bouquet of flowers. _____
2. Rami gave the statue to her. _____
3. I sent an e-mail to my cousin in Lubbock. _____
4. The choir director gave the singers a CD. _____
5. My sister passed the plate of peas to me. _____
6. My friend showed me the photos of her trip. _____
7. Mr. King handed his son a paint brush. _____
8. He knitted a sweater for the baby. _____
9. Our teacher planned a field trip for us on Friday. _____
10. Dr. Ortega showed my brother the X-ray of his leg. _____

Practice B Supplying Indirect Objects and Objects of Prepositions

Read the sentences. Fill in the blank with either an indirect object or an object of a preposition.

Example: My sister gave _____ a gift. (indirect object)

Answer: My sister gave our parents a gift.

1. I wrote an article for _____. (object of preposition)
2. The coach showed _____ the correct technique. (indirect object)
3. Joan showed her stamp collection to _____. (object of preposition)
4. Mrs. Whitney gave _____ more time for the project. (indirect object)
5. Arnold gave the password to _____. (object of preposition)

Name _____ Date _____

SUBJECT COMPLEMENTS

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

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

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

Paula was the manager.
 subject verb predicate noun

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

Paula was creative.
 subject verb predicate adjective

Practice A Identifying Predicate Nouns

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

Example: My sister is a dentist.

Answer: My sister is a dentist.

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|---|--|
| 1. Peppers are a good choice for a vegetable garden. | 6. My favorite kind of movie is science fiction. |
| 2. Her geography project was a map of Southeast Asia. | 7. That old building was a bank in the 1800s. |
| 3. El Paso is a city on the Mexican border. | 8. My best friend is a poet. |
| 4. Estela became a teacher. | 9. My aunt is a ski instructor. |
| 5. <i>Emma</i> is a novel by Jane Austen. | 10. My favorite holiday is Thanksgiving. |

Practice B Identifying Predicate Adjectives

Read the following sentences. Then, write the predicate adjective on the line provided.

Example: The swimmer felt tired after the competition.

Answer: tired

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|---|-------|
| 1. The view from Guadalupe Mountains is spectacular. | _____ |
| 2. The water in the Gulf of Mexico is warm in summer. | _____ |
| 3. The acorns on our oak trees are plentiful in the fall. | _____ |
| 4. Barbara is nervous about the concert. | _____ |
| 5. The roasting potatoes smelled fantastic. | _____ |
| 6. The combination of colors in her painting was unusual. | _____ |
| 7. My brother is irritable early in the morning. | _____ |
| 8. The wait for concert tickets seemed endless. | _____ |
| 9. Antonia sounded excited in her e-mail message. | _____ |
| 10. The hike through the pine forest is strenuous. | _____ |

PREPOSITIONAL PHRASES

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

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

An **adjective** (or adjectival) **phrase** modifies a noun or pronoun. It tells *what kind* or *which one*.

Adjective phrases usually come after the noun or pronoun they modify.

The creaking of the floor frightened Pella.

The prepositional phrase *of the floor* tells which creaking.

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

Take your sister with you, please.

The prepositional phrase *with you* tells where to take your sister.

Practice A Identifying Adjective Phrases

Read each sentence. Then, underline the adjective phrases.

Example: The blanket on my bed doesn't match my curtains.

Answer: The blanket on my bed doesn't match my curtains.

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|---|---|
| 1. Does everyone in this room understand? | 6. David owns a store on Main Street. |
| 2. Those last few steps to the principal's office were long ones. | 7. Alex's MP3 player has some of my favorite songs. |
| 3. You can wear the sweater in my closet. | 8. Barbara drives an SUV with four-wheel drive. |
| 4. She selected two heads of romaine lettuce. | 9. Callie likes notebooks with spiral binding. |
| 5. Dean has had a long day of interviews. | 10. The kids' game in the hallway distracted me. |

Practice B Identifying Adverb Phrases

Read each sentence. Then, write the adverb phrase on the line.

Example: Jason kicked the ball through the uprights.

Answer: through the uprights

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| 1. The ladies who work in the cafeteria are always cheerful. | _____ |
| 2. Argentina is in South America. | _____ |
| 3. We use the good dishes during special occasions. | _____ |
| 4. Andie was playing her guitar after dinner. | _____ |
| 5. Sheila consulted with the school counselor. | _____ |
| 6. Horatio brought his civics project into the classroom. | _____ |
| 7. Tanisha rode her bike alongside the parade float. | _____ |
| 8. Claude has three dozen golf balls in his sports bag. | _____ |

Name _____ Date _____

USING APPOSITIVES AND APPOSITIVE PHRASES

An appositive is a noun or pronoun placed after another noun or pronoun to identify, rename, or explain the preceding word. An appositive phrase is a noun or pronoun with modifiers. It is placed next to a noun or pronoun and adds information or details.

An appositive provides information about a noun or pronoun. In this example, the appositive *Mr. Tansy* gives more information about *my teacher*.

My teacher, Mr Tansy, gives too much homework.

An appositive phrase also provides information about a noun or pronoun. It includes an adjective or an adjective phrase. In this example, *Alice's older brother* adds more information about *Martin*.

Martin, Alice's older brother, really likes video games.

Show that you can use and understand appositive phrases.

Practice A Identifying Appositives and Appositive Phrases

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

Example: The library, my regular hangout, was closed that day.

Answer: The library, my regular hangout, was closed that day.

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|---|--|
| <ol style="list-style-type: none"> 1. Sting, the singer, is from England. 2. Clinton, the former president, is in New York. 3. The earthquake, a seven on the Richter scale, caused a tsunami. 4. Perry, the fullback, won a scholarship. 5. I like horticulture, a fascinating subject. | <ol style="list-style-type: none"> 6. My mom's cuckoo clock, a family heirloom, sometimes wakes me up. 7. I am not fond of Paula, my sister's best friend. 8. The movie, a real tear-jerker, made me cry. 9. I like the Hamiltons, our next-door neighbors. 10. We studied the Lakota, a Native American tribe. |
|---|--|

Practice B Combining Sentences Using Appositives

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

Example: I dislike tomatoes. Tomatoes are my dad's favorite food.

Answer: I dislike tomatoes, my dad's favorite food.

1. Darrell and Patricia own Roxy. Roxy is a large German shepherd.

2. Bella is a student at my school. She is learning to ride horses.

3. Mrs. Kravitz is a character in the story. She's hilarious.

4. Joseph is Kayce's older brother. He attends Texas Tech University.

5. Spencer's birthday celebration was a bowling party. It was a lot of fun.

Name _____ Date _____

USING VERBALS AND VERBAL PHRASES

A verbal is any verb form that is used in a sentence not as a verb but as another part of speech.

Like verbs, verbals can be modified by an adverb or adverbial phrase. They can also be followed by a complement. A verbal used with a modifier or a complement is called a verbal phrase. A **verb** expresses the action in the sentence, but a **verbal** acts as another part of speech, such as a noun or adjective. **Participles** and **participial phrases** are examples of verbals. A participle is a form of a verb used most often as an adjective.

Type	What It Looks Like	Example
Present participle	ends in <i>-ing</i>	The <u>startling</u> news is true.
Past participle	most end in <i>-d</i> or <i>-ed</i> ; can also end in <i>-n</i> , <i>-t</i> , or <i>-en</i>	<u>Peeled</u> fruit is easier to eat.
Participial phrase	a present or past participle with modifiers	Potatoes <u>kept in a cellar</u> can last all winter.

Practice A Identifying Participles and Participial Phrases

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

Example: The boy standing by the water fountain is my friend Pete.

Answer: The boy standing by the water fountain is my friend Pete.

1. Turning the corner, I slipped on the ice.
2. Brandon, sneaking into the theater, ran right into his parents.
3. Mr. Bashear's car stalled because of an overheated radiator.
4. When we camp, we eat canned meat.
5. Amused by our antics, Jim laughed at us.
6. I was kept awake by my snoring sister.
7. Hiding under the bed, our kitty feels safe.
8. The tattered banner still hangs on our front porch.

Practice B Identifying Present and Past Participles

Read the sentences. Then, write the participle on the line provided and label it a past participle or a present participle.

Example: Ben shot piece after piece of crumpled paper into the trash can.

Answer: crumpled — past participle

1. The intruding sounds of voices distracted me from my work. _____
2. The falling snow made for a lovely walk through the park. _____
3. My niece Gabi hid under the pile of fallen leaves. _____
4. The police recovered my stolen bicycle. _____
5. She pointed at me with her extended forefinger. _____
6. I was grateful for my lightened load. _____
7. Kwan and I saw six or seven shooting stars. _____
8. In the canyon, Debra looked up at the jutting rocks. _____
9. With no time to iron, I put on the wrinkled shirt. _____
10. My frightened baby sister peeked out from the closet. _____

Name _____ Date _____

ADJECTIVAL CLAUSES

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

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

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

The tree that dropped its leaves is the sick one. (tells which tree)

Ellen wanted luggage that had wheels on it. (tells what kind)

Some adjectival clauses begin with subordinating conjunctions, such as *since*, *where*, or *when*. The neighborhood where my house is sits on a hill. (tells which neighborhood)

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

Farouk’s relatives live in Egypt. His relatives are coming to visit.

Farouk’s relatives, who live Egypt, are coming to visit.

Show that you can use and understand adjectival clauses by completing the exercises.

Practice A Identifying Adjectival Clauses

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

Example: Shama’s haircut, which I admire very much, was done by a classmate.

Answer: Shama’s haircut, which I admire very much, was done by a classmate.

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|---|--|
| 1. I asked Tony for the jersey that he wore today. | 5. The cup that Clint left outside is now filled with rainwater. |
| 2. Leo gives points to the people who work extra. | 6. Mrs. Kim promoted Jay, who put in ten hours. |
| 3. Our truck, which is 25 years old, still runs well. | 7. The hat that I wear in winter is made of wool. |
| 4. John is the one whom the team relies on. | 8. Jen, whose opinion I value, is my coach. |

Practice B Using Adjectival Clauses to Combine Sentences

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

Example: Joe’s job is personally rewarding to him. Joe’s job allows him to save money.

Answer: Joe’s job, which is rewarding to him, allows him to save money.

- Sue likes pears in her smoothies. Her father grows the pears on his farm.

- Anjalo attends River High School. River High School has a good science program.

- I recently found my sunglasses in my beach bag. I had lost them last summer.

- Thurman’s family is from Odessa. Thurman likes to spend time in West Texas.

- Sarah acts in plays. She wants to move to Hollywood some day.

Name _____ Date _____

ADVERBIAL CLAUSES

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

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

Adverbial clauses begin with a subordinating conjunction, such as:

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

Look at these examples of adverbial clauses and the words they modify:

- Verb: Syd believes the story because she heard it on TV. (*believes it why?*)
 Adjective: Merrie is proud because she learned a new knitting stitch. (*proud why?*)
 Adverb: Candace rolls her windows up when it rains. (*rolls them up when?*)

Show that you can use and understand adverbial clauses.

Practice A Identifying Adverbial Clauses

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

Example: We have to clean the walls before we can paint.

Answer: We have to clean the walls before we can paint.

- Brent likes horses, even though he has never ridden one.
- Ian ran inside because the wind was strong.
- Carlito’s guitar goes out of tune whenever he leaves it by the air conditioner.
- If Teresa does that again, I’m telling Dad.
- Sam parks her car under the carport so that she won’t get wet from the rain.
- Ali will go to the county fair unless she has a soccer tournament that weekend.
- Jalisa put her diary where it is safe from Agnes.
- Andrea named her restaurant La Escondida because it’s hidden in the woods.
- Patricio got second place in the spelling bee even though he knew more words.
- Our school needs more money if it’s going to build a new stadium.

Practice B Using Adverbial Clauses to Combine Sentences

Read the sentences. Fill in the blank with a subordinating conjunction to create a sentence with an adverbial clause.

Example: Calista will help with dinner _____ Annie did the shopping.

Answer: Calista will help with dinner since Annie did the shopping.

- I’m taking Gretchen with me to the movies _____ I don’t really want to.
- Aunt Judi bought a new space heater _____ the cabin wouldn’t be so cold.
- I want to have my room redecorated _____ Kerri gets here from Omaha.
- _____ his watch had stopped, Philip thought he had gotten to school early.
- Manny takes care of his sisters and brothers _____ his mother works in the evenings.

Name _____ Date _____

THE SIMPLE SENTENCE

A simple sentence consists of a single independent clause.

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

One subject and verb	<u>Katherine</u> <u>left</u> her shoes here.
Compound subject	<u>Katherine and Marnie</u> <u>leave</u> things everywhere.
Compound verb	<u>Katherine</u> <u>waves and says</u> good-bye.
Compound subject and verb	<u>Katherine and Marnie</u> <u>visit and play</u> with us often.

Show that you can use a variety of correctly structured complete sentences by completing the exercises.

Practice A Recognizing Simple Sentences

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

Example: Kalman saves his money so that he can buy an MP3 player.

Answer: not simple

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| <p>1. 1. Ayanna lives next door to Chris and Andi.
_____</p> <p>2. Carl acts tough even though he's not brave.
_____</p> <p>3. Nina decided to stay home. _____</p> <p>4. We brought Cesar home with us since his car had broken down. _____</p> | <p>5. Oliver is now a walking, talking two-year-old.
_____</p> <p>6. Ammon and Abby are rarely together.
_____</p> <p>7. When I gave him the instructions, Vince seemed to understand them. _____</p> <p>8. Because Mr. and Mrs. Garnett trust me, they let me babysit their kids. _____</p> |
|--|--|

Practice B Writing Simple Sentences

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

Example: Kareem attends this school because he wants a good education.

Answer: Kareem attends this school.

1. Everything that she asked me to do was easily accomplished.

2. I prefer to watch my favorite actor because I really like his movies.

3. Esther and Renita asked me to move so that they could get into the cabinet.

4. Although I was late to rehearsal again, the director let me keep my part.

5. Grasshoppers ate our squash plants before they produced any fruit.

Name _____ Date _____

THE COMPOUND SENTENCE**A compound sentence consists of two or more main or independent clauses.**

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

I went to the grocery store today, and I bought milk.
--

The line to enter the museum was long; it stretched around the block.

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

Practice A Combining Simple Sentences to Form Compound Sentences

Read each set of sentences. Then, combine the sentences using a comma and a coordinating conjunction.

Example: I rode the bus to school today. I walked home. (but)

Answer: I rode the bus to school today, but I walked home.

1. Sue rides her bike to the park. Jeff walks there. (and)

2. The tennis team is going to win the championship. It could take second place. (or)

3. I want to do well on my test. I already started to study. (so)

4. She wants to get to the play early. She has an errand to run. (yet)

Practice B Punctuating Compound Sentences

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

Example: Jamie is the captain of the basketball team and she is the leading scorer.

Answer: Jamie is the captain of the basketball team, and she is the leading scorer.

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| 1. I went to the dentist and I had a tooth pulled. | 5. I want to take an art class yet my class schedule is already full. |
| 2. My mom took me to the pool but it was too cold to swim. | 6. We went to the store to buy milk and we came home with six bags of groceries! |
| 3. Jane will bake cookies or she will bake bread. | 7. Tonight is my first band concert I am really excited. |
| 4. The sky is getting dark a thunderstorm is coming. | 8. Luke will go to the movies tonight or he will go tomorrow. |

THE COMPLEX SENTENCE

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

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

Subordinate clauses can be adjectival clauses or adverbial clauses.

ADJECTIVAL: I climbed the fence that separated our yard from our neighbors.

ADVERBIAL: After I climbed the fence, I saw the dog.

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

The big dog, which I never noticed before, weighed about one hundred pounds.

Show that you can use a variety of correctly structured complete sentences (e.g. complex), differentiating between main and subordinate clauses.

Practice A Differentiating Between Main and Subordinate Clauses

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

Example: I put the car in reverse because I wanted to back out of the driveway.

Answer: I put the car in reverse because I wanted to back out of the driveway.

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| 1. Although I have told her several times how to reach me, she still asks for my number. | 5. Jose sang a song that was from the show. |
| 2. The trees that line Plum Creek are cedar elms. | 6. Allan told his sister the end of the story before she finished reading it. |
| 3. Dave forgot his glasses when he left for Houston. | 7. My cousin, who is getting married, is from Peru. |
| 4. Mom made dinner because we were home. | 8. Please put a towel under the dish rack so that the water does not drip on the counter. |

Practice B Writing Complex Sentences

Read the following pairs of sentences. Then, rewrite them to form a single complex sentence. Remember that a complex sentence has one independent clause and one or more subordinate clauses.

Example: Rebecca took two cookies from the package. There were only three left.

Answer: Rebecca took two cookies from the package although there were only three left.

1. We probably won't get a new couch. My little sister drew on the old one.

2. Laura jogs with Jackie in Zilker Park. Jackie is Laura's trainer.

3. I could not follow the map. Raj scribbled it on a napkin.

4. I delivered the newspapers on my sister's route. She could go see a movie.

5. Preston can't mow our lawn this weekend. His lawnmower is broken.

Name _____ Date _____

THE COMPOUND-COMPLEX SENTENCE

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

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

Compound	two or more main clauses	<u>Jan plays soccer</u> , and <u>Nell plays tennis</u> .
Complex	one main clause, one or more subordinate clause	<u>Jan prefers to play soccer</u> <u>because it's a team sport</u> .
Compound-complex	two or more main clauses, one or more subordinate clause	<u>Jan, who loves sports</u> , <u>tried playing tennis</u> , but <u>she ended up playing soccer</u> .

Show that you can use a variety of correctly structured complete sentences by completing the exercises.

Practice A Identifying Sentence Types

Read each sentence. Then, write whether each sentence is compound, complex, or compound-complex.

Example: I locked my laptop in the trunk so that no one could see it.

Answer: complex

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| <p>1. The geese live at the community pond, and the ducks do, too. _____</p> <p>2. The car which belonged to my dad was given to me. _____</p> <p>3. My friend who moved here from Lampasas is named Terri, and her sister's name is Sherri. _____</p> | <p>4. Dad bought the groceries, and we put them away before Mom started dinner. _____</p> <p>5. Tessa works at the market after school, but Archie plays football. _____</p> <p>6. Our clay soil gets hard when there was been no rain for a while. _____</p> |
|--|---|

Practice B Writing Compound-Complex Sentences

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

Example: I was amazed by Christian's behavior, and I said so.

Answer: I was amazed by Christian's behavior, since he was usually polite, and I said so.

1. The cat sits on my printer, and cat hair gets into it.

2. We tried making soap, but the results were unsatisfactory.

3. Karen is moving to England, and she is leaving her dog Riley with us.

4. Ed wanted the books, but he didn't ask for them.

Name _____ Date _____

MAIN AND SUBORDINATE CLAUSES

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

Every sentence has at least one main clause. If a sentence also has a subordinate clause, it is called a **complex sentence**. Look at the main clauses (underlined once) and the subordinate clauses (double-underlined).

If Agatha brings paper plates, we will not need to go to the store.

We're having hot dogs at our picnic, which will take place next weekend.

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

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|-----------------------------|--|
| Relative Pronouns: | <i>who, whom, whose, which, that</i> |
| Subordinating Conjunctions: | <i>if, because, when, while, where, after, since, until, although, even though, before, whenever, wherever</i> |

Practice A Differentiating Between Main and Subordinate Clauses

Read the following sentences. On the line provided, write whether each underlined clause is the main clause or a subordinate clause.

Example: Until I saw the book in the store, I wasn't sure about buying it.

Answer: subordinate clause

- Our driveway is made of gravel, which is mined not far from our home. _____
- Sherrill, whom I met in third grade, now lives in Taylor. _____
- I was very unhappy when I saw the extent of the damage to the car. _____
- Before we take the trash to the curb, we need to put the lids on the cans tightly. _____
- Raj was not prepared when his teacher announced the pop quiz. _____
- Keralin was listening to loud music while I was trying to study. _____
- Tran plans to go to a college that has a lacrosse team. _____
- Tyler cut the planks, which Jenny and I placed on the deck. _____

Practice B Identifying and Using Main and Subordinate Clauses

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

Example: Until you call us.

Answer: subordinate clause; We will not leave for the game until you call us.

- Whenever she smells lavender. _____
- I have never been to the Bob Bullock Museum. _____
- Which I believed to be true. _____
- I stacked thirty-five cartons that day. _____
- After Mr. Ogden broke the vase. _____

Name _____ Date _____

CLASSIFYING THE FOUR FUNCTIONS OF A SENTENCE

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

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

Declarative	states an idea and ends with a period	My aunt visited us.
Interrogative	asks a question; ends with a question mark	Who came to visit?
Imperative	gives an order, command, or direction; ends with a period or exclamation mark	Please open the door. Hurry up!
Exclamatory	conveys strong emotion; ends with an exclamation mark	I'm thrilled to see you!

Practice A Identifying the Four Types of Sentences

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

Example: The population of Texas was over 24 million in 2008.

Answer: declarative

1. Downtown streets will be closed for the parade on July 4. _____
2. When is the monarch butterfly migration in Texas? _____
3. In 2006, Pluto was no longer considered a planet. _____
4. How long has the Hubble Space Telescope been in orbit? _____
5. That was the best movie I ever saw! _____
6. He just fumbled the football! _____
7. Read the directions before you take the test. _____
8. In what months do hurricanes usually occur? _____
9. When you opened the gift, were you surprised? _____
10. The students studied the physical geography of Texas. _____

Practice B Punctuating the Four Types of Sentences

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

Example: We saw sea turtles on Padre Island

Answer: We saw sea turtles on Padre Island.

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|--|--|
| 1. Who was Stephen F. Austin _____ | 6. He just scored the game-winning goal _____ |
| 2. Be careful getting off the bus _____ | 7. Are bats the only mammal that can fly _____ |
| 3. The movie opens next Friday _____ | 8. What is the weather like here _____ |
| 4. The dog just stole my homework _____ | 9. Take a jacket and an umbrella _____ |
| 5. Please write your name and the date _____ | 10. Many Germans came during the 1800s _____ |

Name _____ Date _____

COMBINING SENTENCE PARTS

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

Look at these examples of how sentences can be combined:

Compound subject	Leila wears glasses. Danny wears glasses.	<u>Leila</u> and <u>Danny</u> wear glasses.
Compound verb	Nicole reads German. Nicole speaks German.	Nicole <u>reads</u> and <u>speaks</u> German.
Compound direct object	That machine slices meat. That machines slices cheese.	That machine slices <u>meat</u> and <u>cheese</u> .
Compound sentence	Lora did a lot of research. Her report was impressive.	Lora did a lot of research, so her report was impressive.

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

Practice A Identifying Compound Parts in Sentences

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

Example: She bought socks and shoes at the store.

Answer: She bought socks and shoes at the store.

1. Mom cooked roast beef and sweet potatoes.
2. Scott builds and races bicycles.
3. People canoe and kayak on the lake.
4. Teresa and Al sing in the school chorus.
5. At the state park, we saw an armadillo and a fox.

Practice B Combining Main Clauses

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

Example: Sally doesn't like heights. She wanted to climb the tower. (but)

Answer: Sally doesn't like heights, but she wanted to climb the tower.

1. The project was challenging. I learned a lot. (but)

2. The roller-coaster ride was scary. I rode it again. (yet)

3. The night sky was clear. We were able to see the meteor shower. (so)

4. You can download the song from the Internet. You can buy the CD. (or)

5. We went to West Texas. We hiked in the Guadalupe Mountains. (and)

Name _____

Date _____

JOINING CLAUSES

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

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

Two Sentences: Dante was pleased. He had learned something new.

Combined: Dante was pleased because he had learned something new.

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

Two Sentences: Our class took a field trip. We went to a local college.

Combined: Our class took a field trip to a local college.

Practice A Identifying Subordinate Clauses

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

Example: Lock the door when you leave the house.

Answer: Lock the door when you leave the house.

1. You can return the book to the store if you have the receipt.
2. Allie practiced the routines so that she could try out for the dance team.
3. Since Alida started selling jewelry, she has sold many pieces.
4. I planted a vegetable garden because I like fresh vegetables.
5. Although we planned to go to the beach, we went to the mountains instead.

Practice B Combining Sentences Using Phrases

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

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

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

1. We put cilantro in the noodle dish. Cilantro is a kind of herb.

2. We saw two spotted fawns. They were in the park.

3. Our English class read poems. The poems were written by Emily Dickinson.

4. We went to the university auditorium. We wanted to hear the guest speaker.

5. Johnny was tired. He had been doing errands all weekend.

Name _____ Date _____

VARYING SENTENCE LENGTH**Varying the length of sentences makes writing lively and interesting to read.**

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

Short Sentences: Lee drove to the park. He parked the car. We could hear the music.

Two Sentences: Lee drove to the park, and he parked the car. We could hear the music.

A long sentence can be broken into shorter sentences:

Long Sentence: While she was watching TV, Leah dropped the remote, and now we can't find it.

Two Sentences: While she was watching TV, Leah dropped the remote. ~~and~~ Now we can't find it.

Practice A Varying Sentence Length by Breaking Longer Sentences

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

Example: After she got home, Julia brought in the mail, and then she walked the dog.

Answer: After she got home, Julia brought in the mail. ~~and~~ Then she walked the dog.

1. While he was doing the science experiment, Arthur recorded his observations, but he wasn't sure he mixed the chemicals correctly.
2. At the restaurant, Diego ordered a dish that had chicken in it because he likes chicken, but he's not sure he will order it again.
3. The batter hit the softball, and the ball floated toward the outfield, but the umpire called it a foul ball.
4. In P.E. class, we played basketball in the gym during winter, and when the weather was nicer, we played soccer outdoors.
5. The papers that I had left near the open window got soaked when it rained, and although I tried to dry them, the ink was smeared.

Practice B Varying Sentence Length by Combining Sentences

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

Example: The city bus stopped. It was full. I decided to wait for the next one.

Answer: The city bus stopped, but it was full. I decided to wait for the next one.

1. I turned on the computer. I opened my e-mail program. I didn't have any messages.

2. Todd prepared the garden soil. He planted the seeds. Then he watered them.

3. Ilona went to the library. She found books on her topic. Then she wrote the report.

4. Mom read the recipe. She mixed the ingredients. Then she put the cookies in the oven.

5. We went to the flower shop. We wanted lilies. The shop didn't have any.

Name _____ Date _____

VARYING SENTENCE BEGINNINGS

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

Changing the beginning of your sentences can add variety.

Sentence Beginning	Example
Noun	Dogs, fortunately, are easy to train.
Adverb	Fortunately, dogs are easy to train.
Infinitive	To train dogs, fortunately, is easy.
Gerund	Training dogs, fortunately, is easy.
Prepositional phrase	For people who have dogs, training them is easy.

Practice A Identifying Sentence Beginnings

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

Example: During lunch, we talked about our favorite TV shows.

Answer: prepositional phrase

- Scorpions look scary and they can have a painful sting. _____
- Never had we seen such a ridiculous movie as the one we saw last night. _____
- To fix the flat tire on her car, Lauren needed a tire iron. _____
- Getting the dirt off the dog's paws was harder than it looked. _____
- Without a U.S. passport, Americans can't enter other countries. _____

Practice B Varying Sentence Beginnings

Read the sentences. Rewrite them to vary the beginnings. Use the sentence part in parentheses.

Example: My plan was to prepare the food a day early. (gerund)

Answer: Preparing the food a day early was my plan.

- Slavic languages can be challenging to learn. (gerund)

- We tried foods from the Czech Republic at the festival. (prepositional phrase)

- No one, surprisingly, claimed the money Paul found in the shop. (adverb)

- After the storm, tree branches blocked some neighborhood streets. (noun)

- Dana studied several famous speeches to prepare for her presentation. (infinitive)

Name _____ Date _____

CORRECTING FRAGMENTS

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

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

No subject	Saw my friend at school.	I saw my friend at school.
No verb	My friend from band.	My friend from band plays the tuba.
No subject, no verb	At band practice.	I saw her at band practice.

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

Practice A Recognizing Fragments

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

Example: Learned about sharks.

Answer: fragment

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|---------------------------------------|---|
| 1. On the coast near Galveston. _____ | 6. The State Fair of Texas. _____ |
| 2. Something in the dark room. _____ | 7. She asked us questions. _____ |
| 3. Rode a bike to Cullen Park. _____ | 8. In the park by the lake. _____ |
| 4. Lisa worries a lot. _____ | 9. The report about rotating planets. _____ |
| 5. We worked hard. _____ | 10. You can see the moon at night. _____ |

Practice B Correcting Phrase Fragments

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

Example: Kenny had an idea. To divide the chores. (add subject and verb)

Answer: Kenny had an idea. He wanted to divide the chores.

- My brother wants to speak Spanish well. Before his trip to Spain. (combine)

- Hummingbirds visited the feeder. In our yard. (combine)

- The children were tired. Playing all afternoon. (add subject and verb)

- Jay worked hard. To have a successful business. (add subject and verb)

- Aunt Marge will visit. At Thanksgiving. (combine)

Name _____ Date _____

CORRECTING CLAUSE FRAGMENTS

A subordinate clause should not be capitalized and punctuated as if it were a sentence.

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

Clause Fragment	Complete Sentence
<u>When I got home.</u> I fed the dog.	When I got home, I fed the dog.
<u>That are about animals.</u>	My sister likes books that are about animals.

Practice A Recognizing Clause Fragments

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

Example: After I saw a play by Shakespeare.

Answer: fragment

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|---|---|
| 1. Although I started my project. _____ | 6. That we saw last weekend. _____ |
| 2. Because the water was too cold. _____ | 7. We studied Greek mythology. _____ |
| 3. Before Rob starts the engine. _____ | 8. Which had an exhibit. _____ |
| 4. At the beach, we collected shells. _____ | 9. Who wears a uniform to work. _____ |
| 5. Her paper was about Mars. _____ | 10. Our class took a trip to City Hall. _____ |

Practice B Correcting Clause Fragments

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

Example: that I found on the Internet

Answer: My report included facts that I found on the Internet.

1. as soon as I fell asleep _____
2. before I leave for school _____
3. that was held downtown _____
4. which I thought tasted good _____
5. where she left her math book _____
6. after the game ended _____
7. that I saw at the bookstore _____
8. who is the principal of our school _____
9. since I began taking lessons _____
10. unless I make some extra money _____

Name _____ Date _____

RUN-ON SENTENCES

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

There are two types of run-ons.

A **fused sentence** is two sentences that run together without punctuation. I asked my sister she didn't know the answer.

A **comma splice** is two or more sentences separated by only a comma. I saw a hummingbird, its wings were beating so quickly.

Practice A Recognizing Run-on Sentences

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

Example: Tom realized his mistake he started laughing about it.

Answer: run-on

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| <p>1. My essay was short, I had to add more information. _____</p> <p>2. After the game, I felt relieved. _____</p> <p>3. The coach is demanding she expects a lot from her players. _____</p> <p>4. I thought the story was sad because of how it ended. _____</p> <p>5. Louisa May Alcott was a writer, but she was also a nurse. _____</p> | <p>6. We looked at used cars on Saturday, the car lot is closed on Sunday. _____</p> <p>7. Sergio likes to help others he volunteers at the hospital. _____</p> <p>8. Our new apartment is on Oak Street, and it is near the park. _____</p> <p>9. I'm going to the mall to buy a gift. _____</p> <p>10. Connie got a haircut, it was very flattering. _____</p> |
|---|--|

Practice B Identifying Types of Run-on Sentences

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

Example: The theater was full, we had to sit in the front row.

Answer: comma splice

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|--|
| <p>1. A large colony of bats lives under the bridge, they eat a lot of mosquitoes. _____</p> <p>2. Luis got the newspaper he wanted to find out who won the baseball game. _____</p> <p>3. Jamie practiced her dance routine she performed it perfectly. _____</p> <p>4. Patrice wants to be a veterinarian, she knows it requires a lot of school. _____</p> <p>5. Sean left for school he forgot to bring his homework assignment. _____</p> <p>6. I enjoyed the novel very much, my best friend thought it was boring. _____</p> <p>7. The buses have bike racks, people can ride their bikes to and from bus stops. _____</p> <p>8. Wildflowers bloomed along the road we stopped to take a picture. _____</p> <p>9. Sofia wants to see the action movie Alberto wants to see the comedy. _____</p> <p>10. Galveston is a barrier island, a major hurricane struck the island in 1900. _____</p> |
|--|

Name _____ Date _____

THREE WAYS TO CORRECT RUN-ONS

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

Use an end mark to divide the run-on into two sentences.	I was tired I took a nap. I was tired. I took a nap.
Use a comma and coordinating conjunction (<i>and, but, for, or, nor, so, yet</i>) to make a compound sentence.	It was raining I got my umbrella. It was raining, so I got my umbrella.
Use a semicolon between independent clauses when the ideas are closely related.	The car broke we took it to a mechanic. The car broke; we took it to a mechanic.

Practice A Correcting Run-on Sentences

Read the run-on sentences. Rewrite them by splitting them into two sentences or by using a semicolon to separate the independent clauses.

Example: I gave my report on Wednesday it went well.

Answer: I gave my report on Wednesday. It went well.

1. Gail is the fastest runner she should run the final leg of the relay race.

2. Saba works well with children she is a very patient person.

3. Farmers put bee hives in their fields the bees help pollinate crops.

4. History is Patrick's favorite subject he likes studying the Civil War.

Practice B Rewriting Run-on Sentences

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

Example: I want to learn German I will study.

Answer: I want to learn German, so I will study.

1. Our class visited Lost Maples State Park we went on a nature walk.

2. I went to sleep I forgot to set my alarm clock.

3. My cell phone stopped working I replaced the battery.

4. We can visit the museum we can tour the state capitol building.

Name _____ Date _____

PROPERLY PLACING MODIFIERS

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

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

Chasing her tail, <u>my sister</u> was entertained by the cat.	My sister was entertained by the <u>cat</u> chasing her tail.
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Practice A Identifying Misplaced Modifiers

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

Example: I put the apples in the bowl that we picked.

Answer: I put the apples in the bowl that we picked.

1. The car belongs to my neighbor with orange and white paint.
2. The announcer reported a traffic accident on the radio station.
3. The ranger saw a mountain lion hiking at Big Bend National Park.
4. Our family discovered the park driving through our new neighborhood.
5. Kate found the cat’s toy vacuuming under the sofa.

Practice B Recognizing and Correcting Misplaced Modifiers

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

Example: Flying between the trees, I saw a sugar glider.

Answer: I saw a sugar glider flying between the trees.

1. I bought a model plane kit at the hobby shop with 150 parts.

2. We saw glowing eyes driving along the country road at night.

3. Wrapping the gift, the paper tore.

4. Reading the newspaper, the sale ad caught my attention.

5. My grandmother called the plumber who has a leaking faucet.

Name _____ Date _____

AVOIDING DOUBLE NEGATIVES

Avoid writing sentences that contain double negatives.

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

Incorrect Double Negative	Corrected With One Negative
I <u>didn't</u> want <u>nothing</u> for my birthday.	I <u>didn't</u> want anything for my birthday. I wanted <u>nothing</u> for my birthday.

Practice A Identifying Double Negatives

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

Example: I didn't like nothing on the menu.

Answer: I didn't like nothing on the menu. double negative

- My mom hasn't had no luck finding her lost sunglasses. _____
- I never experienced nothing like the thrill of climbing that mountain. _____
- My sister can't have a pet because she's allergic to pet hair. _____
- I didn't like none of the radio stations I could find in the car. _____
- None of the students felt confident about their test scores. _____

Practice B Correcting Double Negatives

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

Example: We hadn't seen no one when we entered the theater.

Answer: We hadn't seen anyone when we entered the theater.

- The party invitation hadn't mentioned nothing about dinner.

- After he fell off his bike, Stan thought he wouldn't never ride one again.

- No one knew nothing about how the window had been broken.

- Mom didn't have nowhere to put all the vegetables she grew in her garden.

- Grandpa said he didn't like none of the shows that were on TV.

77 AVOIDING COMMON USAGE PROBLEMS

Review these common usage problems:

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

Practice A Choosing the Correct Usage

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

Example: We are going (there, their, they're) for dinner tonight.

Answer: We are going (there, their, they're) for dinner tonight.

- The restaurant is open every day (accept, except) Mondays.
- The Harpers are leaving (there, their, they're) children with a babysitter tonight.
- Mom puts (to, too, two) different kinds of cheese in her lasagna.
- We stopped the car (there, their, they're) because of the great view of the hills.
- Evan liked the car, but he thought it was (to, too, two) expensive.

Practice B Correcting Usage Problems

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

Example: Everyone in our family accept me got the flu last year.

Answer: Everyone in our family except me got the flu last year.

1. The judges said that they're decision was final.

2. The coach would not except excuses from any of her players.

3. My parents insist that I go too the dentist two times a year.

4. My favorite movie won too important awards this year.

5. Their were severe thunderstorms, so it took a long time to get to school.

Name _____ Date _____

USING REGULAR VERBS

The past and past participle of a regular verb are formed by adding -ed or -d to the present form.

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

Present	Past	Past Participle
claim	claimed	(have) claimed
raise	raised	(have) raised
slip	slipped	(have) slipped

Practice A Writing Principal Parts of Regular Verbs

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

Example: open

Answer: opened, (have) opened

- | | |
|-------------------|------------------|
| 1. shout _____ | 6. drop _____ |
| 2. remember _____ | 7. force _____ |
| 3. fix _____ | 8. amend _____ |
| 4. train _____ | 9. disturb _____ |
| 5. depend _____ | 10. follow _____ |

Practice B Using Regular Verbs in Sentences

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

Example: After dinner, we walk around the block. (past)

Answer: After dinner, we walked around the block.

- Alice crosses the street. (past) _____
- The car stops at the corner. (past participle) _____
- The crowd cheers for Bobby. (past) _____
- Jenny washes her clothes. (past participle) _____
- The bands march in the parade. (past) _____
- Rain pelts the porch. (past participle) _____
- The fire burns the house down. (past) _____
- She receives a present. (past participle) _____
- My parents support the family. (past) _____
- The magician waves his wand. (past participle) _____

Name _____ Date _____

USING IRREGULAR VERBS

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

Many common verbs are irregular. Their past and past participle forms are created by changing the spelling of the present form. You may need to memorize the correct forms of irregular verbs or check a dictionary entry for the verb. The chart below shows three different types of irregular verbs.

Type	Present	Past	Past Participle
Same past and past participle	buy, say	bought, said	(have) bought, (have) said
Same present, past, and past participle	cost, put	cost, put	(have) cost, (have) put
Change in other ways	break, ring	broke, rang	(have) broken, (have) rung

Practice A Writing Principal Parts of Irregular Verbs

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

Example: lead led _____
Answer: (have) led

Present	Past	Past Participle	Present	Past	Past Participle
1. speak	spoke	_____	6. shake	_____	(have) shaken
2. _____	rode	(have) ridden	7. set	_____	(have) set
3. burst	burst	_____	8. forget	forgot	_____
4. know	_____	(have) known	9. _____	sang	(have) sung
5. swim	swam	_____	10. hurt	_____	(have) hurt

Practice B Correcting Irregular Verbs in Sentences

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

Example: Garrett knowed the answer.
Answer: Garrett knew the answer.

- The team choosed a new captain. _____
- A breeze blowed through the trees. _____
- We have winned the championship. _____
- I have not sleeped for two days. _____
- What animal maked these prints? _____
- A forest fire has breaked out in Montana. _____
- The puppy holded out its paw. _____
- Lisa setted the cake on the table. _____

Name _____ Date _____

IDENTIFYING THE BASIC FORMS OF THE SIX TENSES

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

Verbs have six tenses that show whether an action is happening in the present, past, or future. If the verb shows that the action is going on over a period of time, use the present perfect, past perfect, or future perfect tense. The chart below shows the basic form of the six tenses.

Tense	Principal Part Used	Regular Verb Basic Forms	Irregular Verb Basic Forms
Present	Present	I try.	I forget.
Past	Past	I tried.	I forgot.
Future	Present	I will try.	I will forget.
Present perfect	Past participle	I have tried.	I have forgotten.
Past perfect	Past participle	I had tried.	I had forgotten.
Future perfect	Past participle	I will have tried.	I will have forgotten.

Practice A Identifying Verb Tenses in Sentences

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

Example: It has rained all afternoon.

Answer: has rained — present perfect

- Rain had flooded the streets. _____
- Puddles sat on our sidewalk. _____
- I have bought an umbrella today. _____
- By tonight, more than eight inches of rain will have fallen. _____
- Danielle will wait until the rain stops. _____

Practice B Forming Verb Tenses

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

Example: The audience cheers. (past)

Answer: cheered

- Jane studies for the test. (past perfect) _____
- She answers each question. (future) _____
- The team plays very well. (present perfect) _____
- I speak at the assembly. (past) _____
- By tonight, I read all three books. (future present) _____

Name _____ Date _____

CONJUGATING THE BASIC FORMS OF VERBS

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

You already know that verbs have six tenses. Each of the six tenses has six forms. When you write out all of the forms of the verb in each of the tenses, you are *conjugating* the verb. The chart below shows a conjugation of the forms of the verb *speak* for four tenses.

Tense	Singular	Plural
Present	I speak. You speak. He, she, or it speaks.	We speak. You speak. They speak.
Past	I spoke. You spoke. He, she, or it spoke.	We spoke. You spoke. They spoke.
Future	I will speak. You will speak. He, she, or it will speak.	We will speak. You will speak. They will speak.
Present perfect	I have spoken. You have spoken. He, she, or it has spoken.	We have spoken. You have spoken. They have spoken.

Practice A Conjugating the Basic Forms of Verbs

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

Example: give (past) (third person)

Answer: He, she or it gave. They gave.

- arrive (present) (third person) _____
- stir (past) (second person) _____
- believe (future) (second person) _____
- set (present perfect) (first person) _____
- teach (present) (first person) _____

Practice B Using Verb Forms in Sentences

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

Example: The engineer _____ the bridge. (*design*, past tense)

Answer: designed

- She _____ a wonderful story. (*write*, present perfect tense)
- Dina _____ presents for her children. (*wrap*, past tense)
- The boys _____ new sneakers soon. (*need*, future tense)
- His confidence _____ . (*shake*, present perfect tense)
- Where _____ you _____ now? (*go*, future tense)

Name _____ Date _____

CONJUGATING BE

Be is the most common verb in the English language. Its conjugation forms are very irregular.

The present forms are *am*, *is*, and *are*. The past forms are *was* and *were*. The future is formed with *will be*. The present participle is *being*. The past participle is *(has) been*. In the chart below, notice how the parts of *be* are used in four different tenses in both singular (one) and plural (more than one) forms.

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

Practice A Conjugating the Basic Forms of Be

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

Example: I _____ in the top row of the auditorium. (future)

Answer: will be

- Danielle _____ my best friend since first grade. (present perfect)
- This scarf _____ very colorful. (present)
- My mother _____ in a good mood this morning (past)
- Jeanie _____ the only violinist. (future)
- Who _____ the two top salespeople? (present)

Practice B Using Verb Forms in Sentences

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

Example: Hal is a successful artist. (future)

Answer: Hal will be a successful artist.

- I am on a secret mission. (present perfect) _____
- Corey is the first to arrive. (past) _____
- Dinner is at 8 o'clock tonight. (future) _____
- Jose and Marta are good friends. (present perfect) _____
- Under the bed is my missing sock. (past) _____

Name _____ Date _____

RECOGNIZING THE PROGRESSIVE TENSE OF VERBS

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

The progressive form of a verb describes an event that is in progress. You create the progressive form by using the present participle of a verb: the form that ends in *-ing*. You also add a form of the verb *be*. The chart below shows the progressive forms of the verb *change*.

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

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

Practice A Recognizing the Progressive Tenses in Sentences

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

Example: I am reading my e-mails.

Answer: I am reading my e-mails. present progressive

- The runners were approaching the finish line. _____
- The choir is performing in the auditorium. _____
- All of my friends will be singing. _____
- By next week, I will have been working for a full year. _____
- I had been storing supplies in the garage. _____

Practice B Using Progressive Tense Verbs in Sentences

Read the sentences. Then, complete each one, using the tense of the verb in parentheses.

Example: We _____ with my grandparents. (*stay*, future progressive)

Answer: We will be staying with my grandparents.

- Jane and Darla _____ with each other. (*argue*, past progressive)
- My aunt _____ a new store. (*open*, present progressive)
- Jon _____ in that office for six months. (*work*, present perfect progressive)
- By tomorrow, I _____ for three months. (*diet*, future perfect progressive)
- The tourists _____ for two weeks. (*travel*, past perfect progressive)

Name _____ Date _____

CONJUGATING PROGRESSIVE TENSES

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

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

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

Present progressive	Maria <i>is selling</i> her car.
Past progressive	She <i>was hoping</i> to get a good price for it.
Future progressive	She <i>will be advertising</i> the car in the local newspaper.
Present perfect progressive	Maria <i>has been designing</i> a special ad.
Past perfect progressive	Scott <i>had been asking</i> Maria about the car.
Future perfect progressive	By Thursday, the ad <i>will have been running</i> for a week.

Practice A Recognizing the Progressive Tenses in Sentences

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

Example: I am starting a new job.

Answer: present progressive

1. They were calling their friends. _____
2. Carolyn is trying out for the glee club. _____
3. By tomorrow, they will have been painting our house for a week. _____
4. Phil had been hoping to buy a new sweater. _____
5. The basketball players have been practicing every day. _____

Practice B Using Progressive Tense Verbs in Sentences

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

Example: The trees _____ in the breeze. (*bend*, past progressive)

Answer: were bending

1. The rescue squad members _____ next week. (*train*, future progressive)
2. By then, they _____ many new rescue techniques. (*learn*, future perfect progressive)
3. Van and Orrie _____ the class. (*teach*, past perfect progressive)
4. Callie _____ portraits of her relatives. (*draw*, present progressive)
5. I _____ scout groups for two years. (*lead*, present perfect progressive)
6. _____ you _____ to apply for that job? (*intend*, past progressive)

Name _____ Date _____

IDENTIFYING ACTIVE AND PASSIVE VOICE

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

You can recognize a passive verb because it is always a verb phrase made from a form of *be* and a past participle. The performer of the action may not always be named in a passive voice sentence.

Active voice	Karen <i>cooked</i> dinner for us.
Passive voice	Our dinner <i>was cooked</i> by Karen. Our dinner <i>has been cooked</i> . (No performer is named.)

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

Practice A Recognizing Active or Passive Voice

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

Example: That mountain has been climbed before.

Answer: PV

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|---|--|
| 1. The schedule has been set. _____ | 6. The center tapped the ball. _____ |
| 2. We begin practice tomorrow. _____ | 7. The window was struck by a stone. _____ |
| 3. Our puppy will be examined next. _____ | 8. This bike can spin in the air. _____ |
| 4. The play was produced in New York. _____ | 9. Stu requested a ham sandwich. _____ |
| 5. The tower was built in 1970. _____ | 10. The horses were led into the corral. _____ |

Practice B Using Active and Passive Voice in Sentences

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

Example: The engine was tested by the mechanic.

Answer: The mechanic tested the engine.

- My ears were bombarded by music.

- The band was hired by my uncle.

- The guitar was tuned by Sandy.

- The child was adopted by the young couple.

- The papers were signed by them.

Name _____ Date _____

TROUBLESOME VERBS

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

Remember these rules about troublesome verbs.

Use *isn't*, not *ain't*.

Use *did*, not *done*, as the past tense of *do*.

Use *saw*, not *seen*, as the past tense of *see*.

Use *dragged*, not *drug*, as the past tense of *drag*.

The past tense of *lie* is *lay*, not *laid*.

The past participle of *lie* is *lain*, not *laid*.

Use *gone* with a helping verb, not *went*.

Use *set*, not *sat*, to mean “placed something.” Use *should have*, not *should of*.

Use *said* to report someone’s words, not *says*.

Practice A Using the Correct Verb

Read the sentences. Then, circle the correct form of the verb from the pair in parentheses.

Example: The cat (dragged, drug) a dead mouse into our apartment.

Answer: The cat (drug) a dead mouse into our apartment.

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|--|--|
| 1. My little brother (laid, lay) asleep on the sofa. | 6. They (had went, had gone) fishing. |
| 2. Then he (said, says), “Raise the sails.” | 7. Bella (should have, should of) quit that job. |
| 3. There (ain't, isn't) any reason to change. | 8. I (seen, saw) a shadow on the wall. |
| 4. Lane (done, had done) the right thing. | 9. My brother (says, said), “That was creepy.” |
| 5. She (has lain, has laid) on the sofa all day. | 10. I (laid, lied) a hand on her shoulder. |

Practice B Using Troublesome Verbs Correctly

Read the sentences. Rewrite each sentence using the correct verb.

Example: I done my best to finish the test.

Answer: I did my best to finish the test.

1. Forrest has never did anything illegal.

2. Then a mysterious voice says, “Don’t turn around.”

3. I never seen who was doing the talking.

4. Luckily, the mystery person ain't around now.

5. The firefighters should of arrived by now.

6. The waiter sat the dish on the table.

Name _____ Date _____

THE NOMINATIVE CASE

Use personal pronouns in the nominative case for (1) the subject of a verb and (2) a predicate pronoun.

There are three cases of pronouns—nominative, objective, and possessive. You use nominative case pronouns when the pronoun is the subject of a verb. You also use nominative case pronouns for a predicate pronoun that comes after a linking verb in a sentence. The nominative case pronouns are *I, we, you, he, she, it, and they*.

SUBJECT: **She** planted flowers in the garden.

PREDICATE PRONOUN: The person planting flowers was **she**.

Be especially careful when a pronoun is part of a compound subject or a compound predicate nominative. Say the pronoun with the verb or invert the sentence to put the pronoun before the verb.

EXAMPLE: Terry and _____ were talking. (*she* was talking or *her* was talking?)

CORRECT: Terry and **she** were talking.

EXAMPLE: The high scorers were Dan and _____. (*we* were scorers or *us* were scorers?)

CORRECT: The high scorers were Dan and **we**.
Dan and **we** were the high scorers.

Practice A Identifying Nominative Case Pronouns

Read each sentence. Circle the correct pronoun from the choices in parentheses.

Example: The person in charge was (she, her).

Answer: The person in charge was her).

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|--|---|
| 1. My father and (me, I) went fishing. | 6. The new owners are Carlos and (he, him). |
| 2. Inside the boat were my father and (me, I). | 7. Tom and (me, I) ate dinner there. |
| 3. Cecily and (her, she) are good friends. | 8. The waitresses were Deb and (her, she). |
| 4. Into the room came Danielle and (she, her) | 9. Kelli's sister and (they, them) cooked. |
| 5. Jason and (he, him) bought new shoes. | 10. Claudia and (we, us) studied the menu. |

Practice B Using Nominative Case Pronouns in Sentences

Read each sentence. Then, fill in the blank with a nominative case pronoun of your choice.

Example: The best performers were Sammi and _____.

Answer: she.

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|--|---|
| 1. The last to arrive were Callie and _____. | 6. _____ have been practicing all morning. |
| 2. Phil and _____ created a Web site. | 7. It was _____ who drove in the winning run. |
| 3. The most talented player was _____. | 8. The starters will be _____. |
| 4. Silvio, Dave and _____ sang a trio. | 9. Dinah and _____ are in charge. |
| 5. Into the room came Oliver and _____. | 10. _____ was taking karate lessons. |

Name _____ Date _____

THE OBJECTIVE CASE

Use personal pronouns in the objective case for (1) a direct object, (2) an indirect object, and (3) the object of a preposition.

The objective case pronouns are *me, us, you, him, her, it, and them*.

DIRECT OBJECT (DO): Tom’s father drove **them** to the game.

INDIRECT OBJECT (IO): He offered **her** a ride, too.

OBJECT OF PREPOSITION (OP): Dennis sat beside **him**.

If a pronoun is part of a compound object, think of only the pronoun with the rest of the sentence. Also, be careful if a question begins with a verb. In that case, invert the sentence to put the subject before the verb. This will help you pick the right pronoun.

EXAMPLE: The coach named Kerri and _____ captains. (named *I* or named *me*?)

CORRECT: The coach named Kerri and **me** captains.

EXAMPLE: Did you ask Jerry and _____ about the test? (Think: You did ask *him* or *he*?)

CORRECT: Did you ask Jerry and him about the test?

Practice A Identifying Objective Case Pronouns

Read each sentence. Circle the correct pronoun from the choices in parentheses. Then, label it DO, IO, or OP.

Example: I saw Helen and (she, her) at the concert.

Answer: I saw Helen and (she, her) at the concert. DO

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|--|---|
| 1. Corinne’s dad gave (she, her) advice. _____ | 4. Who chose Allan and (us, we)? _____ |
| 2. Have you seen Jim and (they, them)? _____ | 5. I hope no one picks Clay or (I, me). _____ |
| 3. No one wanted to sit by (they, them). _____ | 6. Mom gave Anna and (I, me) outfits. _____ |

Practice B Using Objective Case Pronouns in Sentences

Read each sentence. Then, write an objective case pronoun of your own choice in the blank.

Example: Kyle asked about Donna and _____

Answer: Kyle asked about Donna and her. _____

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|---|--|
| 1. Dale followed _____ into the room. | 5. Is our team scheduled to play _____ ? |
| 2. The dog lay between Cara and _____ | 6. Celia gave _____ a call. |
| 3. Please make Tina and _____ lunch. | 7. I would do anything for _____ |
| 4. Lori placed _____ right beside _____ | 8. The lion stared at Logan and _____ |

Name _____ Date _____

THE POSSESSIVE CASE

Use the possessive case of personal pronouns before nouns to show possession. In addition, certain personal pronouns may also be used by themselves to indicate possession.

The possessive case is used to show ownership. The chart shows which possessive pronouns are used before nouns and which ones can stand alone.

Possessive pronouns used before nouns	my, our, your, his, her, its, our, their	She cleaned <i>her</i> room.
Possessive pronouns that can stand alone	mine, ours, yours, his, hers, theirs	That notebook was <i>hers</i> .

Possessive nouns, such as *boys'* or *Davia's*, usually contain an apostrophe and *s*. Several personal pronouns in the possessive case end in *s*, but they never contain an apostrophe. The word *it's*—with an apostrophe— is a contraction meaning “it is.”

Practice A Identifying Possessive Case Pronouns

Read the sentences. Write the correct pronoun from the choices in parentheses.

Example: The apartment was (ours, our's).

Answer: ours

1. The new store was (her's, hers). _____
2. When does (you're, your) class start? _____
3. The burning house was (our's, ours). _____
4. Did you put (your, you're) clothes away? _____
5. The dog buried bones in (there, their) yard. _____
6. (His, His') is the red convertible. _____
7. (They're, Their) mother is a librarian. _____
8. The deer raised (its, it's) head. _____

Practice B Using Possessive Case Pronouns Correctly in Sentences

Read each sentence. Then, write a possessive case pronoun of your own choice in the blank.

Example: We drove to _____ house in the morning.

Answer: their

1. She put the basket into _____ car.
2. The gloves that I found were _____.
3. The goose injured _____ wing.
4. Have you used _____ new stove?
5. The toolbox was _____.
6. _____ brother has a new job.
7. The tigers paced inside _____ cage.
8. Anya yelled at _____ brother.
9. Of all the recipes, _____ was the best.
10. The packages in the corner are _____.

Name _____ Date _____

SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number.

A subject can be singular in number or plural in number. *Singular* means “one,” and *plural* means “more than one.” Most nouns form their plurals by adding *-s* or *-es*, so they are easy to recognize. Some other nouns change their spelling for the plural. Pronouns used as subjects in sentences can also be singular or plural.

Singular nouns	book, cent, child, mouse, watch, woman
Plural nouns	books, cents, children, mice, watches, women
Singular pronoun subjects	I, he, she, her, it, each, anyone, everyone, someone, this, that
Plural pronoun subjects	we, you, they, all, these, those, both
Pronouns that can be singular or plural subjects	you, some, who, any, none

Practice A Identifying Number in Nouns and Pronouns

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

Example: candles

Answer: plural

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|------------------|-------------------|
| 1. knife _____ | 6. some _____ |
| 2. strings _____ | 7. address _____ |
| 3. men _____ | 8. oxen _____ |
| 4. pen _____ | 9. everyone _____ |
| 5. we _____ | 10. tooth _____ |

Practice B Identifying Singular and Plural Subjects

Read each sentence. Then, write whether the underlined subject is singular or plural.

Example: The kite soared high in the air.

Answer: singular

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| 1. <u>Those</u> are our best friends. _____ | 6. <u>Each</u> ordered fish for dinner. _____ |
| 2. <u>Some</u> of the pie was left. _____ | 7. The <u>geese</u> flew over our heads. _____ |
| 3. <u>Both</u> received awards. _____ | 8. Are <u>you</u> the magicians we hired? _____ |
| 4. The <u>actress</u> performed on stage. _____ | 9. In the zoo was a <u>pride</u> of lions. _____ |
| 5. A <u>box</u> of raisins sat in the cabinet. _____ | 10. <u>This</u> is a beautiful fountain. _____ |

Name _____ Date _____

SINGULAR AND PLURAL VERBS

The subject and verb in a sentence must agree in number.

Just like subjects, verbs used in sentences can be singular in number or plural in number. Present tense verbs sometimes cause writers problems. A present tense verb used with a singular noun subject should have an -s at the end. Also, a present tense verb used with a third-person singular pronoun subject (such as *he, she, it, each, someone*) should have an -s at the end.

Some forms of the verb *be* can also be singular (*is, was, has been*) or plural (*are, were, have been*).

You must use a singular form with a singular subject and a plural form with a plural subject.

Singular noun subjects	The child sees. The bell rings. The woman sews.
Singular pronoun subjects	She sees. It rings. She sews.
Plural noun subjects	The children see. The bells ring. The women sew.
Plural pronoun subjects	They see. They ring. They sew.
Singular forms of <i>be</i>	He is quiet. She was worried. It has been closed.
Plural forms of <i>be</i>	They are quiet. They were worried. They have been closed.

Practice A Identifying Number in Verbs

Read each group of words. Then, write whether the underlined verb is singular or plural.

Example: The pond reflects.

Answer: singular

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|--|---|
| 1. A wall was <u> painted </u> _____ | 6. She <u> comments </u> _____ |
| 2. It <u> survives </u> _____ | 7. Both clocks <u> strike </u> on the hour. _____ |
| 3. Turtles <u> swim </u> _____ | 8. The teachers <u> explain </u> _____ |
| 4. We <u> feel </u> angry. _____ | 9. Each <u> remembers </u> _____ |
| 5. Reports <u> have been </u> written. _____ | 10. Both <u> pause </u> _____ |

Practice B Determining Singular and Plural Verbs in Sentences

Read each sentence. Then, write whether the blank should be filled with a singular or plural verb.

Example: A tugboat _____ into the harbor.

Answer: singular

- | | |
|--|---|
| 1. The gulls _____ near the shore. _____ | 6. Each _____ a new pair of gloves. _____ |
| 2. Each _____ a quart of juice. _____ | 7. My ears _____ every word. _____ |
| 3. The children _____ games. _____ | 8. They _____ with me to the store. _____ |
| 4. She _____ the world's record. _____ | 9. He _____ where we live. _____ |
| 5. Several _____ bicycles to school. _____ | 10. Flowers _____ in the spring. _____ |

Name _____ Date _____

MAKING VERBS AGREE WITH SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number. A prepositional phrase that comes between a subject and its verb does not affect subject-verb agreement.

Match singular subjects with singular verbs and plural subjects with plural verbs. Remember that a present tense singular verb often ends in *-s*. Also, remember that the singular forms of the verb *be* include *am*, *is*, *was*, and *has been*, and the plural forms include *are*, *were*, and *have been*.

SINGULAR: This bulb *is* burned out. The jar *is* cracked.
 PLURAL: These bulbs *are* burned out. The jars *were* cracked.

If a subject is separated from its verb by a prepositional phrase, ignore the prepositional phrase. Make sure the verb agrees in number with the subject. The object of the preposition is never the subject.

SINGULAR: The lane ~~between the buildings~~ *needs* repairs.
 PLURAL: The stains ~~on my shirt~~ *are* hard to remove.

Practice A Making Subjects and Verbs Agree

Read the sentences. Circle the verb in parentheses that agrees with the subject. Then, label the subject singular or plural.

Example: The men on the team (practice, practices) hard.

Answer: The men on the team (practice, practices) hard. plural

1. The injured man (need, needs) stitches. _____
2. My cousin never (write, writes) me. _____
3. The boxes in the attic (belong, belongs) to my mother. _____
4. A can of tennis balls (is, are) on the top shelf. _____

Practice B Revising for Subject-Verb Agreement

Read the sentences. Then, if a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: A car crash into the fence.

Answer: A car crashes into the fence.

1. The flowers in the field is spreading quickly.

2. Each woman on the committee offer suggestions.

3. The players on our team are wearing green uniforms.

4. The Olympic athletes needs more practice at the gym.

Name _____ Date _____

MAKING VERBS AGREE WITH COLLECTIVE NOUNS

Use a singular verb with a collective noun acting as a single unit. Use a plural verb when the individual members of the group are acting individually.

Collective nouns name groups of people or things. A collective noun that acts as one group together is singular and takes a singular verb. A collective noun in which the group members act as individuals is plural and takes a plural verb.

SINGULAR: The *committee* holds monthly meetings. The *band* was invited to be in the parade.

PLURAL: The *committee* hold different opinions on the issue. The *band* are wearing their new uniforms.

Practice A Identifying the Number of Collective Nouns

Read the sentences. Then, label each underlined collective noun as singular or plural.

Example: The herd are all grazing on the hillside.

Answer: plural

1. The army was made up of several platoons. _____
2. The club are going door-to-door to collect funds. _____
3. The staff are working together on the new rules. _____
4. Our class are mostly in agreement on the proposal. _____
5. The jury has reached a verdict. _____

Practice B Making Verbs Agree With Collective Nouns

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: After class, the band (put, puts) their instruments away.

Answer: After class, the band (put, puts) their instruments away.

1. The grand jury (serves, serve) an important role.
2. The council (is holding, are holding) its meeting on Wednesday evening.
3. The group (hope, hopes) to resolve their differences.
4. A majority of the class (have, has) finished their reports.
5. The staff (was given, were given) offices throughout the building.
6. The team (was, were) ahead in the championship game.
7. The class (is planning, are planning) a field trip.
8. The group (is riding, are riding) in separate cars.
9. The senate (do, does) not all agree about the bill.
10. The faculty (were given, was given) their class lists.

Name _____ Date _____

MAKING VERBS AGREE WITH COMPOUND SUBJECTS

A compound subject consists of two or more subjects with the same verb. The subjects are usually connected by a conjunction such as *and*, *or*, or *nor*. Use the rules and examples below to help you know when to use a singular verb with a compound subject and when to use a plural verb. When a compound subject is connected by *and*, the verb that follows is usually plural.

PLURAL VERB: Will and Vanessa *are* on the cover of the magazine.

When two singular subjects are joined by *or* or *nor*, use a singular verb. When two plural subjects are joined by *or* or *nor*, use a plural verb.

SINGULAR VERB: Neither the picture nor the frame *was* expensive.

PLURAL VERB: Boys or girls *receive* the same instructions.

When a compound subject is made up of one singular and one plural subject joined by *or* or *nor*, the verb agrees with the subject closer to it.

SINGULAR VERB: Either the tires or the axle *needs* to be replaced.

PLURAL VERB: Neither Lateesha nor her friends *are coming* to the game.

Practice A Making Verbs Agree With Compound Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Zeke or his brothers (is, are) riding in our car.

Answer: Zeke or his brothers (is,) riding in our car.

1. My music player and headphones (is, are) missing.
2. Either two oranges or one grapefruit (is needed, are needed) for this recipe.
3. Neither Kareem nor Dwayne (remember, remembers) that book.
4. A fire and earthquake (has caused, have caused) great damage.
5. Either the boys or their father (is sleeping, are sleeping) in the basement.

Practice B Revising for Agreement Between Verbs and Compound Subjects

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Kyle and Len has stopped arguing.

Answer: Kyle and Len have stopped arguing.

1. Neither my brother nor my three sisters was able to change Mom's mind.

2. Either bad batteries or a loose wire have caused the problem.

3. Shoes and a new belt are in the shopping bag.

4. Either Carmen or her sister have reached the finals.

5. Eli or George have been asked to represent the class.

Name _____ Date _____

AGREEMENT IN INVERTED SENTENCES

When a subject comes after the verb, the subject and verb still must agree with each other in number.

Sometimes the verb or part of the verb comes before the subject in a sentence. This often happens with questions that begin with a helping verb, such as *has*, *have*, *do*, or *does*. Also, the subject often follows the verb in sentences that begin with a prepositional phrase or with the words *here*, *there*, or *where*.

These sentences are called **inverted sentences**.

Notice how the subject comes after the verb or part of the verb in the inverted sentences below. To determine if the subject and verb agree, rearrange the sentence in normal order in your mind.

Inverted Order	Rearranged in Normal Order
Inside the can were seven tomatoes.	Seven tomatoes <i>were</i> inside the can.
Does Dina have a baby sister?	Dina <i>does have</i> a baby sister.
There is the book of instructions.	The book of instructions <i>is</i> there.
Where is she living now?	She <i>is living</i> where now.

Practice A Identifying Subjects and Verbs in Inverted Sentences

Read the sentences. Then, write the subject and verb on the line provided and indicate whether they are singular or plural.

Example: Inside our garbage can was a raccoon.

Answer: raccoon, was — singular

- Have Sam and you stopped arguing? _____
- Here is my baby blanket. _____
- Around the fire were seven tired campers. _____
- Among the trees were hiding two fawns. _____
- Where are my new binoculars? _____

Practice B Revising for Agreement in Inverted Sentences

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly.

If a sentence has no error, write correct.

Example: Standing in the stream was four fishermen.

Answer: Standing in the stream were four fishermen.

- Where is the checkers and game board? _____
- Among the weeds was one beautiful flower. _____
- Here is the reports you requested. _____
- Have Gina or Lianne turned in the homework? _____
- On the bus was my aunt and cousins. _____

Name _____ Date _____

VERB AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun is the subject of a sentence, the verb must agree in number with the pronoun. The number of the indefinite pronoun is the same as the number of its referent, or the noun to which it refers.

The chart below shows the three different types of indefinite pronouns.

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

Don't be confused if an indefinite pronoun is followed by a prepositional phrase. Just mentally cross out the phrase to help you focus on the subject. Then, you can decide whether a singular verb or a plural verb is needed in the sentence.

EXAMPLES: Each ~~of the students~~ *needs* a textbook.
 Some ~~of the teachers~~ *are taking* advanced courses.

Practice A Making Verbs Agree With Indefinite Pronoun Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: All of the almonds (is coated, are coated) with cinnamon.
Answer: All of the almonds (is coated, are coated) with cinnamon.

- Many of my friends (was going, were going) to the movies.
- All of the apples (is, are) rotten.
- All of the cake (has been eaten, have been eaten).
- Someone (has taken, have taken) my stamp collection.

Practice B Revising for Agreement Between Verbs and Indefinite Pronouns

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Much of the tooth are decayed.
Answer: Much of the tooth is decayed.

- Each of the houses were flooded.

- Few of the soldiers have received new orders.

- One of the students have not been given an identification number.

- None of the sidewalk need to be repaved.

Name _____ Date _____

MAKING PERSONAL PRONOUNS AND ANTECEDENTS AGREE**A personal pronoun must agree with its antecedent in person, number, and gender.**

Person tells whether a pronoun refers to the person speaking (first person—*I* or *we*), the person spoken to (second person—*you*), or the person, place, or thing spoken about (third person—*he, she, it, they*).

Number tells whether the pronoun is singular or plural.

Gender tells whether a third-person-singular antecedent is masculine, feminine, or not known.

EXAMPLES: The salesperson assisted *her* customer. (third person, singular, feminine)
The Tigers lost *their* third game in a row. (third person, plural, gender not known)

Practice A Making Personal Pronouns Agree With Their Antecedents

Read each sentence. Then, complete the sentence, filling in the blank with the correct personal pronoun.

Example: We decorated _____ apartment.

Answer: We decorated our apartment.

1. Kenon and Aaron opened _____ own bank accounts.
2. Anthony sat with _____ family.
3. Either Jenna or Sally will lend me _____ phone.
4. We deposited _____ checks in the bank.
5. Both Connie and Alicia packed _____ sneakers.

Practice B Revising for Pronoun-Antecedent Agreement

Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.

Example: Olivia and Norah called her band “The De-Lites.”

Answer: Olivia and Norah called their band “The De-Lites.”

1. Either Howard or Cal has passed their exam.

2. Both men said he will join the committee.

3. Each of the kittens was licking their paws.

4. My brother and I remember his grandparents.

5. Do you know where you put our coat?

Name _____ Date _____

AVOIDING PROBLEMS WITH NUMBER AND GENDER

A personal pronoun must agree with its antecedent in person, number, and gender.

Sometimes it is not easy to determine the number or gender of the antecedent.

Use a singular personal pronoun when . . .	two or more singular antecedents are joined by <i>or</i> or <i>nor</i> .	Either Carmen or Serena will give <i>her</i> speech now.
Use a plural personal pronoun when . . .	two or more antecedents are joined by <i>and</i> .	Carmen and Serena will deliver <i>their</i> speeches.
Use a singular pronoun to refer to a collective noun when . . .	that names a group that is acting as a single unit.	The council has chosen <i>its</i> new chairperson.
Use a plural pronoun to refer to a collective noun when . . .	the members or parts of a group are acting individually.	The council are supporting two different candidates.
To refer to both males and females at the same time . . .	use the phrase <i>his or her</i> or <i>him or her</i> .	Every student has completed <i>his or her</i> project.
To avoid the problem of matching gender . . .	rewrite the sentence to use a plural antecedent and plural pronoun.	<i>All students</i> must have <i>their</i> projects finished by tomorrow.

Practice A Making Pronouns and Antecedents Agree

Read the sentences. Then, circle the pronoun in parentheses that agrees with its antecedent.

Example: Each teacher greeted (their, his or her) students.

Answer: Each teacher greeted (their, his or her) students.

- Neither Ilene nor her sister brought (her, their) pillow.
- All of the girls wore (her, their) raincoats.
- Karen and Lucy hugged (her, their) father.
- All team members should line up for (his, their) photographs.
- The committee held (its, their) first meeting
- The group expressed (its, their) views.
- Either Nick or Alexander will recite (his or her, his) poem.
- Gina or Lenore will read (her, their) story to the children.
- The army unit slept on (its, their) bunks.
- Both our cat and dog enjoy (its, their) toys.

Practice B Supplying Pronouns That Agree With Their Antecedents

Read each sentence. Then, supply a pronoun or pronoun phrase to complete the sentence.

Example: Andy or Lamar lost _____ hat.

Answer: Andy or Lamar lost his hat.

- Either Ken or Andre will take _____ turn next.
- Each sister put on _____ scarf.
- The chorus are practicing _____ solos.
- Every animal showed _____ fear.
- Each of the detectives earned _____ promotion.

Name _____ Date _____

MAKING PERSONAL PRONOUNS AND INDEFINITE PRONOUNS AGREE**Use a singular personal pronoun when its antecedent is a singular indefinite pronoun.**

Many indefinite pronouns are singular in number. Some examples are *everyone*, *someone*, *each*, *every*, and *either*. When one of these pronouns serves as an antecedent in a sentence, you must use a singular personal pronoun (*his*, *her*, *its*) to refer to it. You can use the pronoun phrase *his or her* if you want to refer to both males and females. When a plural indefinite pronoun (*all*, *many*, *both*, *several*) is an antecedent, use a plural personal pronoun, such as *their* or *our*.

Remember to ignore a prepositional phrase that comes between the antecedent and the pronoun. The pronoun must match the number of the antecedent and not the number of the object of the preposition.

EXAMPLES: Every athlete wore *his* or *her* uniform to the pep rally.
Each ~~of the men~~ put *his* coat in the closet.

Practice A Supplying Pronouns That Agree With Indefinite Pronoun Antecedents

Read the sentences. Then, fill in the blank with a pronoun that agrees with its antecedent.

Example: Each of the boys lit _____ candle.

Answer: Each of the boys lit his candle.

- All of us returned _____ library books.
- Has someone lost _____ glasses?
- Each lawyer sent bills to _____ clients.
- Both of my friends hid packages in _____ lockers.
- One of the birds has built _____ nest in our tree.

Practice B Revising for Pronoun-Antecedent Agreement

Read each sentence. Then, revise it so that the personal pronoun agrees with its antecedent.

Example: Each of the men parked their cars in the lot.

Answer: Each of the men parked his car in the lot.

- One of the monkeys chattered in their cage.

- Few in the crowd gave his or her attention to the speaker.

- Everyone must bring in their permission slip.

- Both men drove his or her cars to work.

- Neither of the boys has met her new sister.

Name _____ Date _____

THREE FORMS OF COMPARISON

Most adjectives and adverbs have three forms, or degrees, of comparison: positive, comparative, and superlative.

Adjectives and adverbs are called *modifiers* because they change or add meaning to nouns, verbs, or other parts of speech. Modifiers can also be used to compare two or more items.

Positive degree	Main form; used when no comparison is being made	Adj: huge, unusual, calm, sly Adv: slowly, enthusiastically, well
Comparative degree	Used to compare two items or actions; often ends in <i>-er</i> or includes the word <i>more</i>	Adj: huger, more unusual, calmer, slyer Adv: more slowly, more enthusiastically, better
Superlative degree	Used to compare more than two items or actions; often ends in <i>-est</i> or includes the word <i>most</i> ; often follows the word <i>the</i>	Adj: hugest, most unusual, calmest, slyest Adv: most slowly, most enthusiastically, best

Practice A Identifying the Forms of Adjectives and Adverbs

Read each word or group of words. Then, label each word or words as positive, comparative, or superlative.

Example: faster

Answer: comparative

- | | |
|--------------------------|----------------------------|
| 1. wisest _____ | 6. more carefully _____ |
| 2. smoother _____ | 7. most affectionate _____ |
| 3. tighter _____ | 8. magnificent _____ |
| 4. quiet _____ | 9. windiest _____ |
| 5. most incredible _____ | 10. more favorably _____ |

Practice B Identifying Forms of Modifiers in Sentences

Read each sentence. Then, write whether the underlined modifier is in positive, comparative, or superlative form.

Example: This fire was more destructive than the one last year. _____

Answer: comparative

1. This is the finest diner in the county. _____
2. The winds blew harder than before. _____
3. The candle shone brightly. _____
4. Ken is the most industrious student in the class. _____
5. Could you come a little closer? _____

Name _____ Date _____

REGULAR MODIFIERS WITH ONE OR TWO SYLLABLES

Use *-er* or *more* to form the comparative degree and use *-est* or *most* to form the superlative degree of most one- and two-syllable modifiers.

Most adjectives and adverbs that contain one or two syllables are regular. With some modifiers—such as adjectives that end with *-ful* or *-less* or adverbs that end with *-ly*—adding *-er* or *-est* would sound funny. So the word *more* is used for the comparative degree, and the word *most* for the superlative degree.

Degree	Add <i>-er</i> or <i>-est</i>	Use <i>more</i> or <i>most</i>
Comparative adjectives	brighter, fairer, handier, nastier, nicer, wiser	more careless, more impressive, more unusual
Superlative adjectives	brightest, fairest, handiest, nastiest, nicest, wisest	most careless, most impressive, most unusual
Comparative adverbs	faster, harder, earlier	more gently, more eagerly, more quickly, more wisely
Superlative adverbs	fastest, hardest, earliest	most gently, most eagerly, most quickly, most wisely

Practice A Identifying Degrees of Regular Adjectives and Adverbs

Read the adjective or adverb. Then, write the comparative and superlative degrees on the lines.

Example: strong

Answer: stronger strongest

- | | |
|--|---|
| <p>1. harmful _____</p> <p>2. sturdy _____</p> <p>3. happy _____</p> <p>4. intense _____</p> <p>5. anxious _____</p> | <p>6. lumpy _____</p> <p>7. wildly _____</p> <p>8. cleverly _____</p> <p>9. solid _____</p> <p>10. simply _____</p> |
|--|---|

Practice B Using Forms of Modifiers

Read the sentences. Then, complete each with the form of the modifier specified in parentheses.

Example: Suri is _____ than her sister. (nice, comparative)

Answer: Suri is nicer than her sister.

1. Jennie is the _____ woman in our family. (tall, superlative)
2. She is the _____ person I know. (cautious, superlative)
3. Cal ran _____ than before. (quickly, comparative)
4. As the rain fell, the puddles became _____. (deep, comparative)
5. Sienna is the _____ gymnast on the team. (young, superlative)

Name _____ Date _____

REGULAR MODIFIERS WITH THREE OR MORE SYLLABLES

Use *more* and *most* to form the comparative and superlative degrees of all modifiers of three or more syllables. Do not use *-er* or *-est* with modifiers of more than two syllables.

Positive	Comparative	Superlative
brilliant	more brilliant	most brilliant
demanding	more demanding	most demanding
cowardly	more cowardly	most cowardly
efficiently	more efficiently	most efficiently

Practice A Using Forms of Longer Modifiers

Read each sentence. Then, fill in the word *more* or *most* to match the degree shown in parentheses.

Example: Of all my friends, Corinne is the _____ unpredictable. (superlative)

Answer: Of all my friends, Corinne is the most unpredictable.

- Marlon is the _____ unstoppable running back in the league. (superlative)
- Denitra is _____ understanding than her sister. (comparative)
- Of the two boys, J.P. is _____ self-confident. (comparative)
- That is the _____ disturbing news I have heard all week. (superlative)
- The child began pulling _____ insistently on her mother’s hand. (comparative)
- She danced the _____ enthusiastically of all the company. (superlative)

Practice B Using Forms of Modifiers

Read the sentences. Then, rewrite each sentence, using the form of the modifier specified in parentheses.

Example: Mr. Thomas is the _____ businessperson in town. (successful, superlative)

Answer: Mr. Thomas is the most successful businessperson in town.

- Leah is even _____ than her cousin. (generous, comparative)

- He pounded on the nail _____. (insistently, comparative)

- He performed the piece the _____. (competently, superlative)

- She was the _____ dressed. (fashionably, superlative)

Name _____ Date _____

ADVERBS ENDING IN -LY

Use *more* to form the comparative degree and *most* to form the superlative degree of adverbs ending in *-ly*.

Many adverbs end in *-ly*. The comparative form of these adverbs includes the word *more*. The superlative form includes the word *most*.

Positive	Comparative	Superlative
confidently	more confidently	most confidently
emotionally	more emotionally	most emotionally
happily	more happily	most happily
timidly	more timidly	most timidly

Practice A Identifying Degrees of Adverbs Ending in -ly

Read the adverb. Then, write the comparative and superlative degree of the adverb on the lines provided.

Example: impatiently

Answer: more impatiently most impatiently

- | | |
|----------------------|------------------------|
| 1. calmly _____ | 6. sincerely _____ |
| 2. angrily _____ | 7. poorly _____ |
| 3. superbly _____ | 8. cooperatively _____ |
| 4. ferociously _____ | 9. tightly _____ |
| 5. annoyingly _____ | 10. competently _____ |

Practice B Using Correct Forms of Adverbs

Read each sentence. Then, complete the sentence, filling in the form of the modifier specified in parentheses.

Example: The car ran _____ after it was tuned. (efficiently, comparative)

Answer: The car ran more efficiently after it was tuned.

1. The fire burned _____ than before. (brightly, comparative)
2. I sing the _____ when I'm in the shower. (beautifully, superlative)
3. He should have reviewed his composition _____. (thoroughly, comparative)
4. Her performance was the _____ correct. (technically, superlative)
5. She entered the room _____ after hearing the noise. (cautiously, comparative)

Name _____ Date _____

USING LESS AND LEAST

Use *less* with a modifier to form the decreasing comparative degree and *least* to form the decreasing superlative degree.

When you want to show that the value of an adjective or adverb is going down, you can use *less* or *least*.

Positive	Comparative	Superlative
agreeable	less agreeable	least agreeable
rapidly	less rapidly	least rapidly

Practice A Identifying Decreasing Degrees of Modifiers

Read the adjective or adverb. Then, write the decreasing comparative and superlative forms on the line provided.

Example: tenderly

Answer: less tenderly, least tenderly

- | | |
|---------------------|--------------------|
| 1. sensitive _____ | 6. hopefully _____ |
| 2. calmly _____ | 7. emotional _____ |
| 3. passionate _____ | 8. steep _____ |
| 4. intense _____ | 9. painful _____ |
| 5. annoying _____ | 10. capably _____ |

Practice B Using the Correct Form of Modifier

Read each sentence. Then, complete the sentence by adding the word *less* or *least* in the blank to create the form indicated in parentheses.

Example: Of all the children, Delia is the _____ picky. (superlative)

Answer: Of all the children, Delia is the least picky.

- Dora is _____ forgetful than her sister. (comparative)
- Which of the two roads is _____ dangerous? (comparative)
- This is the _____ expensive watch in the store. (superlative)
- Breathing deeply, he felt _____ excited. (comparative)
- She is the _____ emotional person in her family. (superlative)
- The old hot-water heater runs _____ efficiently than the newer model. (comparative)
- Gino's arguments were the _____ believable of all. (superlative)
- Carlos reacted the _____ positively to the teacher's remarks. (superlative)
- Of all of the suggestions, this one is the _____ original. (superlative)
- My mom asks me to be _____ careless in my actions. (comparative)

Name _____ Date _____

IRREGULAR ADJECTIVES AND ADVERBS**Memorize the comparative and superlative forms of adjectives and adverbs that are irregular.**

With some adjectives and adverbs, the comparative and superlative degrees are formed in unusual ways. There are no rules to help you. You will have to memorize the correct forms.

Practice A Identifying Comparative and Superlative Degrees of Irregular Modifiers

Complete the chart by filling in the missing forms of the irregular adjectives and adverbs.

Positive	Comparative	Superlative
bad (adjective)	worse	
badly (adverb)	worse	
far (distance)	farther	
far (extent)	further	
good (adjective)		best
well (adverb)		best
many		most
much	more	

Practice B Using Forms of Irregular Modifiers

Read each sentence. Then, fill in the blank with the form of the modifier specified in parentheses.

Example: How much _____ do we have to travel? (far, comparative)

Answer: farther

- I think I did _____ on this test than the last one. (badly, comparative)
- This is the _____ store in the shopping center. (good, superlative)
- Of the three cities, Atlanta is the _____ away. (far, superlative)
- I decided to revise my essay _____ . (far, comparative)
- This chair is the _____ comfortable in the house. (much, superlative)
- That was the _____ thing from my mind. (far, superlative)
- _____ new cars have CD players built in. (many, superlative)
- After napping, I felt _____ than before. (well, comparative)
- I moved to the right to get a _____ view. (good, comparative)
- Dave had the _____ time of any runner in the race. (bad, superlative)

Name _____ Date _____

USING COMPARATIVE AND SUPERLATIVE DEGREES

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

Look carefully at the other words in the sentence to help you decide whether to use the comparative form (comparing two items) or superlative form (comparing more than two).

Avoid using double comparisons, such as *more better*, *more friendlier*, *most happiest*, or *worser*.

Practice A Determining the Correct Form of Modifier

Read each sentence. Then, fill in the correct form of the modifier shown in parentheses.

Example: Mr. Gomez is _____ than his brother. (old)

Answer: older

1. Blake can jump _____ than any other basketball player. (high)
2. Of all his coins, this one is the _____. (valuable)
3. Of all my friends, she is the person _____ for my success. (responsible)
4. Karen is the _____ child in her family of five. (young)
5. This is the _____ iced tea I have ever tasted. (bad)
6. Is your car running _____ since it was fixed? (economically)
7. This the _____ mountain I have ever climbed. (high)
8. I would prefer a _____ color than this. (bright)

Practice B Revising for Correct Use of Modifiers

Read the sentences. If a sentence contains a modifier error, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: He is the most stingiest man in town.

Answer: He is the stingiest man in town.

1. Try to come up with a more better idea.

2. They are the least happy students in our class.

3. That is the most farthest I have ever run.

4. This nail polish should last more longer than the other.

Name _____ Date _____

MAKING LOGICAL COMPARISONS

When you make a comparison, be sure you are comparing things that have clear similarities. Also, make sure that your sentences compare only similar items. When comparing one of a group to the rest of the group, make sure your sentence contains the word *other* or *else*.

Correct a comparison that is unbalanced and confusing.

UNBALANCED: My plant is healthier than Tina. (*What are you comparing?*)

BALANCED: My plant is healthier than Tina's.

UNBALANCED: Painting windows is harder than a wall. (*What are you comparing?*)

BALANCED: Painting windows is harder than *painting* a wall.

CONFUSING: Hugo tries harder than anyone on the team. (*Isn't Hugo on the team?*)

CLEAR: Hugo tries harder than anyone *else* on the team.

Practice A Recognizing Logical Comparisons

Read each sentence. Then, write whether the comparison is unbalanced or balanced.

Example: My room is neater than my brother.

Answer: unbalanced

1. The Atlanta airport is busier than San Francisco. _____
2. Cara's smile is warmer than Laurie. _____
3. Stan's house is roomier than ours. _____
4. Jan's coat was a darker gray than mine. _____
5. Dean's glasses are thicker than Arlen. _____

Practice B Revising to Make Comparisons Logical

Read the sentences. If a sentence contains an illogical comparison, rewrite the sentence correctly.

If a sentence has no error, write correct.

Example: Stan's gold watch cost more than any watch he has.

Answer: Stan's gold watch cost more than any other watch he has.

1. I like apples more than any fruit.

2. The air in Los Angeles is more polluted than Cleveland.

3. Gillian scored higher than anyone in the class.

4. Kathie's computer runs faster than anyone's.

5. He was clumsier than any other person in our family.

Name _____ Date _____

TROUBLESOME ADJECTIVES AND ADVERBS

Use the adjective *bad* with a linking verb, such as *feel*, *look*, or *smell*. Use the adverb *badly* with an action verb, such as *perform* or *sing*.

Use *good* with nouns or after linking verbs. Use *well* with action verbs or to describe health. Use *fewer* to answer the question *How many?* Use *less* to answer the question *How much?*

INCORRECT: She sang *bad* in the show. Sara feels *badly* about what happened.

CORRECT: She sang *badly* in the show. Sara feels *bad* about what happened.

INCORRECT: Fewer people attended the game. The dancers performed *good*.

CORRECT: *Fewer* people attended the game. The dancers performed *well*.

Be careful where you place the word *just* or *only* in a sentence. If you mean “no more than,” then *just* or *only* should go right before the word it modifies. Otherwise, the sentence may be confusing.

CONFUSING: I *only* brought one sweater. The team *just* lost by one run.

CLEAR: I brought *only one* sweater. The team lost by *just one* run.

Practice A Using Bad and Badly, Good and Well, Fewer and Less

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

Example: The child behaved (bad, badly).

Answer: The child behaved (bad,).

1. She felt (bad, badly) about missing the class.
2. She acted really (good, well).
3. The garbage smelled (bad, badly).
4. I called you no (fewer, less) than six times.
5. You managed so (good, well) on your own.
6. The chef prepared this meal (bad, badly).
7. Juan-Carlos played soccer (good, well).
8. There seems to be (fewer, less) cake now.
9. (Fewer, Less) than ten people showed up.
10. This pineapple tastes very (good, well).

Practice B Revising for Troublesome Modifiers

Read the sentences. Rewrite the sentences that contain errors in the use of modifiers. If a sentence has no error, write correct.

Example: Gina understands computers very good.

Answer: Gina understands computers very well.

1. I sent less than five e-mails this morning. _____
2. How good did you do on the test? _____
3. Logan handled the interview badly. _____
4. Artie wears only red sweaters. _____
5. Jake just knows a few words of Spanish. _____

Name _____ Date _____

USING PERIODS

A period indicates the end of a sentence or an abbreviation.

Use a period to end a declarative sentence—a sentence of fact or opinion. Use a period to end most imperative sentences—sentences that give directions or commands. Use a period to end a sentence that contains an indirect question. Use a period after most abbreviations and initials. Do not use periods with acronyms, words formed with the first or the first few letters of a series of words.

Declarative Sentence: Thanksgiving is a busy time at the airport.
 Imperative Sentence: Be there on time.
 Indirect Question: The pilot asked me if I wanted to see the cockpit.
 Abbreviations: Mr. D.V.M. Assoc. St. Sgt.
 Initials: Harry S. Truman J. P. Morgan Elizabeth A. Davis

Practice A Adding Periods

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

Example: Ms Casey’s flight leaves at six in the morning

Answer: Ms oCasey’s flight leaves at six in the morning . o

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|--|---|
| 1. Don’t get off the train too soon | 6. Louisa M Alcott wrote <i>Little Women</i> |
| 2. K M Davenport works at Bronson Bros | 7. I once saw Sammy Davis Jr live |
| 3. The farmer’s market is open on Pine Ave | 8. C W is now head chef at the new restaurant |
| 4. Wait here for me | 9. The waiter asked mom for her order |
| 5. My appointment is with Jason J Jackson, M D | 10. Lt Jon T Gray is in the U S Navy |

Practice B Using Periods

Read each sentence. Then, on the line, write it correctly, adding periods.

Example: Sen Black asked our group if we supported NATO

Answer: Sen. Black asked our group if we supported NATO.

1. Ms Rachel teaches preschool _____
2. Don’t rush _____
3. Charles M Smith works at Allen Frank and Co _____
4. My sister’s favorite books are by P D Eastman _____
5. Address your letter to William C Schwartz _____
6. The new shopping area is downtown on River St _____
7. Mr Rawls designed the new C N Building _____
8. Our principal at C C Junior High is Mrs Juno _____
9. Clean your room before going to the gym _____
10. Joe E Ramsey and Nicole M Dann are engaged _____

Name _____ Date _____

USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question.

- Interrogative Sentence: What is the best way to make spaghetti?
 Word: You are very late today. Why?
 Phrase: We could work on this experiment Saturday. What time?

Practice A Identifying Questions

Read the sentences. Then, circle a period if it should be a question mark.

Example: Dad asked me if I would come home early. Why.
Answer: Dad asked me if I would come home early. Why.

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| 1. When can I help you move. Wednesday. | 6. You won a trophy last year. For what. |
| 2. What is your favorite television series. | 7. Let's practice our parts for the play. Where. |
| 3. Can your parents drive me to the game. | 8. Is your jacket in the closet. Or in the car. |
| 4. Let's go in the morning. What time. | 9. Where do you want to go this summer. |
| 5. Can you wait until I get there before you start. | 10. The shuttle lands today. At what hour. |

Practice B Writing Questions

Read the items. Rewrite each one on the line, using question marks where they are needed. If no question mark is needed, write correct.

Example: Someone must have invented sticky notes. Who.
Answer: Someone must have invented sticky notes. Who?

1. You said you aren't going to Maria's. Why not. _____
2. Dinner is ready now. Can you come. _____
3. When did Walter Payton play for the Bears. _____
4. You named your puppy Lucky. Why. _____
5. Let's go to the mall after school. What time. _____
6. Ms. Arthur asked me if I would return her book. _____
7. Won't you please come with me. _____
8. The temperature seems fine to me. Are you comfortable. _____
9. Mary said the milk has to be poured. How many glasses. _____
10. What did you think of Dad's new recipe for chicken. _____

Name _____ Date _____

USING EXCLAMATION MARKS

An exclamation mark at the end of a word, phrase, or sentence shows strong emotion or a forceful command.

Sentence With Strong Emotion:	The view from here is spectacular!
Imperative Sentence:	Finish and go home!
Phrase:	What a mess! Oh no!
Word:	Aw! Halt!

Practice A Identifying When to Use Exclamation Marks

Read each item. Underline each word that should be followed by an exclamation mark.

Example: Whoops. That was my mistake.
Answer: Whoops. That was my mistake.

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|---------------------------------------|--------------------------------------|
| 1. Yes. I'd be delighted to join you. | 6. Oh. You're back. |
| 2. How awful. I feel sorry for her. | 7. Watch out. Cars don't stop here. |
| 3. Whew. That marathon wore me out. | 8. There's my favorite movie star. |
| 4. You leave me speechless. | 9. No way. That's a very bad idea. |
| 5. Your new bike is great. | 10. Wow. I like your new hair style. |

Practice B Writing Using Exclamation Marks

Read each item. Rewrite it on the line. Use one exclamation mark where it is needed in each item.

Example: Am I ever lucky. I just won the prize.
Answer: Am I ever lucky! I just won the prize.

1. Go. I can't talk now. _____
2. Oops. I overwatered that plant. _____
3. Terrific. That's great news. _____
4. Hey, look who's here. _____
5. Yuk. This soup tastes awful. _____
6. The food at that restaurant is delicious. _____
7. Oh dear. I've lost my key. _____
8. Jason's new game is awesome. _____
9. Definitely. Count on me to help. _____
10. Please come. It will be fun. _____

Name _____ Date _____

USING COMMAS IN COMPOUND SENTENCES

A compound sentence consists of two or more main, or independent, clauses that can be joined by a coordinating conjunction, such as *and, but, for, nor, or, so, or yet*.

Use a comma before the conjunction that joins main, or independent, clauses in a compound sentence. If the conjunction joins single words, phrases, or subordinate clauses, do not use a comma.

Compound Sentence: She will not join the chorus, nor will she take voice lessons.

Single Words: Violins and violas are similar instruments.

Phrases: Should we practice in the garage or in the basement?

Practice A Adding Commas in Compound Sentences

Read each sentence. If the sentence is correct, write C. If a comma is missing, underline the word that should be followed by a comma and add the comma.

Example: Austin and Taylor went to the concert but neither of them stayed until the end.

Answer: Austin and Taylor went to the concert, but neither of them stayed until the end.

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| 1. Jan takes piano lessons and I take guitar. _____ | 5. I either listen to the radio or I play CDs _____ |
| 2. Jo is coming tomorrow and you should too. _____ | 6. What time is the show and how long is it? _____ |
| 3. Brit takes ballet at a studio on First. _____ | 7. The play runs on Saturday and Sunday. _____ |
| 4. Mom has a collection of CDs and sheet music. _____ | 8. Evan got the lead for his audition. _____ |

Practice B Rewriting Sentences

Read each sentence. Rewrite the sentence on the line, adding a comma where needed.

Example: She and I like soccer but neither of us made the team.

Answer: She and I like soccer, but neither of us made the team.

1. The soccer game was close yet we won.

2. Dad took me to a golf tournament but I thought it was boring.

3. Mom wants me to take tennis lessons but I'm not interested.

4. Gymnasts need to practice every day or they do not improve.

5. I practice gymnastics every day so my balance is great.

6. I like to ice skate and I like to go skiing.

Name _____ Date _____

AVOIDING COMMA SPLICES

Avoid comma splices. A comma splice occurs when two or more sentences have been joined with only a comma.

INCORRECT: Rebecca sings in her church choir, Mariah sings in the glee club.

CORRECT: Rebecca sings in her church choir. Mariah sings in the glee club.

Practice A Identifying Comma Splices

Read each item. If the item is correct, write C on the line. If it has a comma splice, circle the error.

Example: My sister writes the newsletter, I want to do that some day.

Answer: My sister writes the newsletter , I want to do that some day.

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| <p>1. Amber wrote an editorial for her class paper, it was about school uniforms. _____</p> <p>2. She is in favor of school uniforms, but I do not like them at all. _____</p> <p>3. Bryan wrote an editorial about sports, I didn't agree with him. _____</p> <p>4. Mr. Palmer is our newspaper sponsor, he has done this job for twenty years. _____</p> <p>5. Some stores in town put ads in the paper, this is how we pay for printing it. _____</p> | <p>6. Jennifer wrote about the basketball team, she won a prize. _____</p> <p>7. Miguel is a good photographer, his photos are often displayed in school. _____</p> <p>8. I want to get a camera. Then, I can take good photographs. _____</p> <p>9. The photography club meets on Tuesdays, I play baseball that day. _____</p> <p>10. I could join the club in the spring, and I look forward to doing so. _____</p> |
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Practice B Rewriting Incorrect Sentences

Read the numbered items. If it is correct, write C. If it has a comma splice, rewrite it on the line below it.

Example: We have to limit our television time, Mom says we watch too much.

Answer: We have to limit our television time. Mom says we watch too much.

1. My favorite shows are on Thursdays. That's the day I have practice. _____

2. I want one of those machines to record shows, Dad says no. _____

3. A new show is starting in the fall, it's on Thursdays. _____

4. Ryan's mother limits his television viewing to an hour a day, that's it. _____

5. I tried to tell Mom about educational shows, that argument doesn't work. _____

Name _____ Date _____

USING COMMAS IN A SERIES

Use commas to separate three or more words, phrases, or clauses in a series.

A comma follows each of the items except the last one in a series. The conjunction *and* or *or* is added after the last comma. There are two exceptions to this rule. If each item except the last is followed by a conjunction, do not use commas. Also, do not use a comma to separate groups of words that are considered to be one item.

- Series of Words: China, Japan, and India are countries in Asia.
 Series of Phrases: I looked for my key on the hook, in the drawer, and under the table.
 Exceptions: My parents will take us to Florida or Alabama or Georgia.
 For dessert we could have strawberries and cream, an orange, or apples and dip.

Practice A Recognizing Commas in a Series

Read each sentence. If the sentence is correct, write C on the line. If a comma is missing, write that word and the comma on the line.

Example: Some ducks, swans and geese are native to Asia.

Answer: swans,

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| <p>1. The baby ducks followed the mother into the pond across it, and up the bank. _____</p> <p>2. Swans eat leaves, seeds and roots of plants that grow in ponds. _____</p> <p>3. Sailboats, tugboats, and ships were in the harbor. _____</p> <p>4. The mail is always late on Mondays, Wednesdays and Fridays. _____</p> | <p>5. My grandparents traveled to Shanghai Hong Kong, and Beijing last year. _____</p> <p>6. Among China's wildlife are pandas, tigers and alligators. _____</p> <p>7. Laura, Molly, and Katie are collaborating on a project about China. _____</p> <p>8. Katie brought pictures and maps and postcards from China. _____</p> |
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Practice B Adding Commas

If a sentence is correct, write C on the line. If the sentence has an error in commas, underline the word that should be followed by a comma and add the comma.

Example: Most people do not want ants, spiders or other insects in their homes.

Answer: Most people do not want ants, spiders, or other insects in their homes.

1. Ms. Price teaches in the summer through the fall, and into May. _____
2. She has traveled to Europe, Asia and Australia. _____
3. Traveling means buying a ticket, packing suitcases, and getting to the airport. _____
4. Chinese foods include roast duck, dumplings and steamed buns. _____
5. The Chinese New Year's celebration includes lanterns, dances, and fireworks. _____
6. Megan, John and I are doing a report on foods around the world. _____
7. Before a party, you must invite guests, put up decorations and choose music. _____
8. Nick couldn't find Kyle or Kevin or Cole. _____

Name _____ Date _____

USING COMMAS BETWEEN ADJECTIVES

Use commas to separate adjectives of equal rank. Do not use commas to separate adjectives that must appear in a specific order. Do not use a comma to separate the last adjective in a series from the noun it modifies.

There are two ways to tell whether the adjectives in a sentence are of equal rank. Consider this sentence: She is a *kind, generous* friend.

Try using the word *and* in the sentence: She is a *kind and generous* friend.
 Try changing the word order: She is a *generous, kind* friend.

Practice A Identifying Correct Comma Use

Read each sentence. Identify the comma error. Write Add or Omit on the line to show how to correct the sentence. Then, circle the word before the error.

Example: Cheyenne is a strong, healthy, eighth-grader.

Answer: Cheyenne is a strong, healthy, eighth-grader. Omit

1. Ella is a pleasant cheerful girl. _____
2. I got a nasty, painful, burn. _____
3. He turned into a mischievous quarrelsome teen. _____
4. My cat had four, little kittens. _____
5. Mr. Owens lives in the next, brick house. _____
6. Vanessa is a loving loyal daughter. _____
7. These baggy, loose, pants don't fit me. _____
8. The frisky active puppy is wearing me out. _____

Practice B Rewriting Sentences

Read each sentence. Then, rewrite each sentence, correcting any misplaced or missing commas.

Example: The sly unafraid coyote is looking for food.

Answer: The sly, unafraid coyote is looking for food.

1. The fat, furry, squirrel is ready for winter. _____
2. Twelve, bright yellow tulips are blooming. _____
3. The amazing tall skyscraper is downtown. _____
4. Mr. Evans is a thoughtful, considerate, teacher. _____
5. The wacky foolish clown made us laugh. _____
6. The sour cold lemonade tastes wonderful. _____
7. The enormous showy house looks cold. _____
8. Mom loves her soft fluffy new hat. _____

Name _____ Date _____

USING COMMAS AFTER INTRODUCTORY WORDS, PHRASES, AND CLAUSES

When a sentence begins with an introductory word, phrase, or other structure, that word, phrase, or other structure is usually separated from the rest of the sentence by a comma.

Introductory word	Samantha, where is your jacket? Unfortunately, we cannot afford to go this year.
Introductory phrase	To study effectively, you need a quiet space. Across from the library, there is a post office.
Introductory adverbial clause	As long as the good weather lasts, we can go hiking every Saturday.

Practice A Adding a Comma

Read each sentence. Underline the word that should be followed by a comma. Then, add the comma.

Example: Brandon what is your opinion about the new rule?

Answer: Brandon, what is your opinion about the new rule?

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| 1. No my mom says I can't go on Saturday. | 6. Actually we're not really finished. |
| 2. Throughout the year we will take field trips. | 7. Besides keeping you fit exercise is fun. |
| 3. To learn the rules read this list. | 8. While we wait we can listen to music. |
| 4. In front of the room you will see a poster. | 9. Please will you forgive me? |
| 5. So that everyone has a chance draw straws. | 10. On account of snow there's no school. |

Practice B Rewriting Sentences

Rewrite each sentence, adding the comma needed after the introductory word, phrase, or clause.

Example: With Rebecca and Abigail I am making refreshments for the party.

Answer: With Rebecca and Abigail, I am making refreshments for the party.

1. Yes you are right to say that we should form a committee.

2. Among my classmates and friends I know a few good athletes.

3. Wherever those flowers are planted they will grow.

4. Though the time is very short I know we can finish the work.

5. After the movie we are going out to dinner.

6. Josh what time do you have?

Name _____ Date _____

USING COMMAS WITH PARENTHETICAL EXPRESSIONS

A parenthetical expression is a word or phrase that is not essential to the meaning of the sentence. These words or phrases generally add extra information to the basic sentence.

Use commas to set off parenthetical expressions from the rest of the sentence.

Names of people being addressed	This seat, Brad, is for you. Please return the library book, Lindsey.
Certain adverbs	The dog, also, needs to be walked soon.
Common expressions	You may, perhaps, disagree with me.
Contrasting expressions	The restaurant is on Second Street, not Third.

Practice A Recognizing Parenthetical Expressions

Read each sentence. Then, underline the parenthetical element and add one comma if it is at the end of a sentence or two commas if it is in the middle.

Example: The performance therefore will go on as planned.
Answer: The performance, therefore, will go on as planned.

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| 1. My students also are ready for the recital. | 6. The announcement is of course overdue. |
| 2. I like to read novels not short stories. | 7. Stop before speaking Cassie. |
| 3. Finish your homework Garrett before dinner. | 8. Summer school is a bad idea in my opinion. |
| 4. The auditorium on the other hand is clean. | 9. Will you take out the trash Diana? |
| 5. An exercise class is important too. | 10. These shoes not those are mine. |

Practice B Rewriting Sentences With Parenthetical Expressions

Read each sentence. Then, on the line provided, write the sentence. Set off the parenthetical expression with a comma or two commas.

Example: The final score however was not predicted.
Answer: The final score, however, was not predicted.

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| 1. I never intended of course to miss the bus. | _____ |
| 2. Would you Briana distribute the pencils? | _____ |
| 3. How many people therefore are coming? | _____ |
| 4. There may be fifteen students at most not more. | _____ |
| 5. The candidate in my opinion is not qualified. | _____ |
| 6. Would you feed my cat while I'm away Elijah? | _____ |
| 7. This book not that one is about Maine. | _____ |
| 8. I'm feeling better however. | _____ |
| 9. Go to bed early Kelly because you need the sleep. | _____ |
| 10. Dave's dog not mine dug that hole. | _____ |

Name _____ Date _____

USING COMMAS WITH NONESSENTIAL EXPRESSIONS

Nonessential expressions can be left out without changing the meaning of the sentence. Set them off with commas.

Essential Nonessential	Appositives and Appositive Phrases The book <i>The Yearling</i> was made into a movie. <i>The Yearling</i> , a classic book, was made into a movie.
Essential Nonessential	Participial Phrases The man teaching Ms. Ray's class is a substitute. Mr. Cohn, a substitute teacher, took Ms. Ray's class.
Essential Nonessential	Adjectival Clauses We wanted someone who could pitch for our team. Jenna, who is a good pitcher, joined the team.

Practice A Labeling Essential and Nonessential Sentences

Read each sentence. Then, write Essential if the underlined phrase or clause is needed for the meaning. Write Nonessential if the phrase or clause can be left out.

Example: The boy playing the trumpet is the star.

Answer: Essential

1. The poem, my favorite, is included in this book. _____
2. Victor, who is trying to get in shape, is lifting weights. _____
3. The girl acting silly is really shy. _____
4. The movies playing now are not worth seeing. _____
5. The puppy, which is frisky, can be trained. _____

Practice B Using Commas With Nonessential Expressions

Read the sentences. Rewrite the sentences, adding commas where necessary. If a sentence is punctuated correctly, write C on the line.

Example: My mother frowning made me uncomfortable.

Answer: My mother, frowning, made me uncomfortable.

1. The cat independent as ever always welcomes me.

2. The power which went out in the storm is now restored.

3. My friend an expert player is teaching me the game of chess.

4. The girl talking to the teacher is new in the class.

5. My cousin who speaks Spanish will tutor me.

Name _____ Date _____

USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date has several parts, use a comma after each item. When a geographical name is made up of a city and a state, use a comma after each item.

Commas prevent dates from being unclear. Commas are used when both the month and the date are used as an appositive to rename a day of the week.

- Date With Year: The twins were born on May 4, 2007, in Topeka.
- Date With Day: Friday, September 15, is the final deadline.
- Cities and States: We drove through Cheyenne, Wyoming, and Boise, Idaho.

Practice A Adding Commas

Read the sentences. Add commas where they are needed.

Example: My sister is going to school in Minneapolis Minnesota until June.

Answer: My sister is going to school in Minneapolis, Minnesota, until June.

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| <ul style="list-style-type: none"> 1. Valentine’s Day fell on Sunday February 14 2010. 2. My friend is moving to Baltimore Maryland. 3. Saturday October 18 is the date we chose. 4. The bus arrives in Oakland California at two. 5. Who was born on January 15 1929? | <ul style="list-style-type: none"> 6. Dad started his business on March 2 2001. 7. He found the cat near Denver Colorado. 8. Sunday March 24 we’ll be home. 9. Ayo was born May 11 2009 in Ohio. 10. The ship leaves from Miami Florida at seven. |
|---|--|

Practice B Rewriting Sentences

Read the sentences. Rewrite each one, using commas correctly.

Example: Early on August 29 2005 Hurricane Katrina struck New Orleans.

Answer: Early on August 29, 2005, Hurricane Katrina struck New Orleans.

- 1. Asheville North Carolina has mountain views. _____
- 2. On Monday December 31 we will celebrate. _____
- 3. They were married on June 1 1997 in Spokane. _____
- 4. They moved to Bend Oregon two years later. _____
- 5. The last day of school is Thursday May 26 this year. _____
- 6. We took the train to Boise Idaho last summer. _____
- 7. The letter was written on November 21 1870. _____
- 8. We got our dog on September 27 2005 from the shelter. _____
- 9. It starts on Monday February 10 and lasts a week. _____
- 10. The deed was signed on July 8 1946 in Iowa. _____

Name _____ Date _____

USING COMMAS IN NUMBERS

With large numbers of more than three digits, count from the right and add a comma to the left of every third digit to separate it from every fourth digit. Use commas with three or more numbers written in a series. Do not use a comma with ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

Large numbers	4,320,787 subscribers	Telephone numbers	(846) 367-6297
Numbers in a series	pages 35, 36, and 51	Years	1915
ZIP codes	60525	House numbers	6058 Park Court

Practice A Using Commas

Read the items. Rewrite each number or group of numbers on the line, adding commas where needed.

If no commas are needed, write correct.

Example: the year 1984

Answer: correct

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|-----------------------------------|--|
| 1. 1998455 members _____ | 6. population of 567000 _____ |
| 2. ZIP code 62690 _____ | 7. 7665 Crane Avenue _____ |
| 3. Items 15 16 and 17 _____ | 8. telephone number (249) 676-9833 _____ |
| 4. 31760 square feet _____ | 9. 65000 dollars _____ |
| 5. 2800000 miles into space _____ | 10. 1700 pieces of music _____ |

Practice B Identifying Correct Comma Use

Read the sentences. Underline the correctly written numbers. Rewrite any numbers that do not use commas correctly.

Example: The population of New York City is about 8214426.

Answer: 8,214,426

- The public library has 33613 users. _____
- Request photographs 67, 83, and 129. _____
- The new stadium will cost 23000000 dollars to build _____
- There are about 86400 seconds in one day. _____
- Mars is about 141600000 miles from the sun. _____
- My aunt's Zip code is 60349. _____
- There are at least 15,000 species of fish. _____
- The public library has some 570054 books. _____
- The new town hall will be finished in the year 2012. _____
- The museum has 48000 square feet. _____

Name _____ Date _____

USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of all letters.

Address of two or more parts	Claire Peters, 415 Acorn Court, Corpus Christi, Texas 78454
Address in letter or on envelope	Juan Ramirez 21 Ninth Street New York, NY 12559
Salutation	Dear Jack,
Closing	Sincerely,

Practice A Adding Commas

Read each item. Find where a comma is needed in each one. Add the comma and circle it. If an item is correct, write correct on the line.

Example: 4567 San Carlos Boulevard

Answer: correct

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|-----------------------------------|--|
| 1. Your friend _____ | 6. 80 Willow Court _____ |
| 2. Lansing Michigan 58769 _____ | 7. As ever _____ |
| 3. Dear Megan _____ | 8. 7772 Tenth Street _____ |
| 4. Olympia Washington 98765 _____ | 9. Richmond Virginia 31208 _____ |
| 5. 9857 Golf Road _____ | 10. Raleigh North Carolina 20257 _____ |

Practice B Identifying Missing Commas

Read the letter. There are four commas missing. On the lines that follow the letter, write the word that comes before the missing comma and the comma.

Example: Harrisburg Pennsylvania 48766

Answer: Harrisburg,

April 2, 2010

Dear Andrew

Thank you for sending me the book. I am really enjoying reading about Harry Potter’s adventures. I will return the book to you when I am finished. You said you lost David’s address. It is 202 Marshall Road Baltimore Maryland. Write me soon.

Your friend

Noah

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

Name _____ Date _____

USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to separate direct quotations from other parts of a sentence.

EXAMPLE: "I can't go to soccer practice," Mya said, "because I have gymnastics."

Practice A Identifying Correct Comma Use With Direct Quotations

Read each pair of sentences. Write correct on the line next to the one with correct use of commas. Example: "I practice every day," Oliver said, "and I'm improving."

"I practice every day," Oliver said "and I'm improving." **Answer:** "I practice every day," Oliver said, "and I'm improving." correct

1. The coach said, "It's time to get serious." The _____
coach said "It's time to get serious." _____
2. "We haven't played well," he said "so we need to try harder." "We haven't _____
played well," he said, "so we need to try harder." _____
3. Chris said "I want to win this week." Chris _____
said, "I want to win this week." _____
4. "I want to win, too," said Nick "and I think we can do it." "I want to _____
win, too," said Nick, "and I think we can do it." _____
5. "Now get on the field" said the coach, "and show you mean it." "Now get on _____
the field," said the coach, "and show you mean it." _____

Practice B Rewriting Sentences

Read each sentence. Find the mistake with commas. Then, rewrite the sentence correctly.

Example: "We knew we could win," said Grace "and we did."

Answer: "We knew we could win," said Grace, "and we did."

1. "You dribbled the ball well" said Jamie.

2. "Your passing game" said Grace, "was better than ever."

3. Faith said "We finally played like a team."

4. "I think," said Lily "that eight goals is our all-time record."

5. "You are right" replied Faith, "and I'm proud of it."

Name _____ Date _____

USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Use a semicolon to join related independent clauses that are not joined by the conjunction *and, or, nor, for, but, so, or yet*. Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.

EXAMPLES: Dogs barked, cats meowed, and birds chattered; the shelter was a very noisy place.
The puppy looked at me with sad eyes; of course, I took him home.

Some conjunctive adverbs	also, besides, consequently, first, furthermore, however, indeed, instead, moreover, nevertheless, otherwise, second, then, therefore, thus
Some transitional expressions	as a result, at this time, for instance, in fact, on the other hand, that is

Practice A Identifying Words Used With Semicolons

Read each sentence. Then, underline the conjunctive adverb or transitional expression.

Example: Animals need homes; also, people need pets.

Answer: Animals need homes; also, people need pets.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I think cats make good pets; indeed, I think they are the best. 2. Ina likes my cat; however, she has a dog. 3. Cats need little attention; in fact, sometimes they like to be alone. 4. Many people prefer cats; for instance, more people own cats than own dogs. 5. Do some research before you get a pet; first, talk to pet owners. | <ol style="list-style-type: none"> 6. Read articles about different animals; also, check Internet sites. 7. Some dogs need space; on the other hand, some do well in city apartments. 8. A pet is a pal; moreover, it is a responsibility. 9. Don't think of walking a dog as a chore; instead, see it as good exercise. 10. Pets are great fun; nevertheless, they require a little effort. |
|---|---|

Practice B Writing Sentences With Semicolons

Read the two independent clauses in each item. Then, join them in one sentence using a semicolon along with a conjunctive adverb or transitional expression. Write the sentence on the line.

Example: My report is due in a week. I haven't started yet.

Answer: My report is due in a week; however, I haven't started yet.

1. I don't mind writing a report. It's just hard to get started.

2. Choosing a topic slowed me down. I was stumped.

3. Africa interests me. It was my first choice.

4. That topic was too big. I needed to narrow it.

Name _____ Date _____

USING SEMICOLONS TO AVOID CONFUSION

Consider the use of semicolons to avoid confusion when items in a series already contain commas.

Place a semicolon after all but the last complete item in a series.

EXAMPLES: Tony's birthday is Sunday, February 28; Robert's is Monday, March 1; and mine is Friday, March 5.
A lion, Leo; a baboon, Baby; and a pheasant, Fancy, were new additions to the zoo.

Practice A Rewriting Sentences

Read each sentence. Find the mistake with semicolons. Rewrite the sentence.

Example: The novel portrays war, features historical people, such as Ben Franklin, and grabs the reader's interest with action.

Answer: The novel portrays war; features historical people, such as Ben Franklin; and grabs the reader's interest with action.

1. The games are set for Saturday, July 4, Saturday, July 11; and Friday July 17.

2. The officers are Ben, president; Amber, vice-president, Dan, treasurer; and Carlos, special events.

3. You should plan to help on Sunday, January 3, Saturday, January 9; and Sunday, January 24.

4. Last summer, our teacher went to Lima, Peru, Santiago, Chile; and Caracas, Venezuela.

Practice B Writing Sentences With Semicolons

Read each sentence. Rewrite it correctly on the line, using semicolons where needed in place of commas to avoid confusion.

Example: We'll exercise on December 28, 2009, January 5, 2010, and January 7, 2010.

Answer: We'll exercise on December 28, 2009; January 5, 2010; and January 7, 2010.

1. My homework is to read the history textbook, pages 302–313, do the math problems, Chapter 16, and finish an art project.

2. Special performances will be on Saturday, March 20, Sunday, March 21, and Wednesday, March 24.

3. Olivia, my cousin from New York, Christian, my cousin from Miami, and Cody and Vicki, my cousins from Chicago, will be here for the holidays.

4. The dealer sells cars, sedans, and wagons, vans, small and large, and pickup trucks.

Name _____ Date _____

USING COLONS

Use a colon after an independent clause to introduce a list of items. Do not use a colon after a verb or a preposition. Use a colon to introduce a long or formal quotation.

EXAMPLES: Cat breeds include the following: Ragdoll, Manx, and Russian Blue.
 The U.S. Constitution begins: “We the people of the United States . . .”

Some Additional Uses of the Colon		
To separate hours and minutes	10:00 A.M.	7:15 P.M.
After the salutation in a business letter	Dear Mr. Kelly:	Dear Sir or Madam:
On warnings and labels	Warning: Fog Ahead	Caution: May cause sleepiness.

Practice A Using Colons

Read the sentences. If a sentence is correct, write correct on the line. If a colon or colons should be added, insert the colon or colons where they are needed.

Example: These are the ingredients, chicken, celery, carrots, and salt.
Answer: These are the ingredients; chicken, celery, carrots, and salt.

- The campers followed the rule book: Make sure fires are out. _____
- The following countries are on the tour, Kenya, Tanzania, and Zambia. _____
- Note: Must be prescribed by a doctor. _____
- Stars in space go through a life cycle: birth, phases, and death in an explosion. _____
- Our choices for flight times are 6 40, 9 20, or 11 05 in the morning. _____
- We are shipping these things 12 books, a set of dishes, and 18 pictures. _____

Practice B Using Colons

Read the sentences. On the line, rewrite each sentence with a colon correctly placed.

Example: Caution Slippery When Wet **Answer:** Caution: Slippery When Wet.

- For the science project, you need these items, magnets, a pushpin, scissors, and string.

- Caution, For Tile Floors Only

- The recipe calls for the following, fruit, low-fat sour cream, honey, and nuts.

- We are moving only these things, an antique chest, a walnut table, and six chairs.

- Here’s how to care for our dog, feed him, walk him, and play with him.

Name _____ Date _____

USING QUOTATION MARKS WITH QUOTATIONS

A direct quotation represents a person’s exact speech or thoughts. An indirect quotation reports the general meaning of what a person said or thought.

Enclose direct quotations in quotation marks.	Julie said, “We are studying Jamestown.”
Indirect quotations do not require quotation marks.	Sara said that it was settled in 1607.
Place a comma after an introductory expression .	Julie said, “The settlers were from England.”
Place a comma, question mark, or exclamation mark inside the quotation mark with a concluding expression .	“What do you know about the settlers?” asked Sara.
In an interrupting expression with one sentence, use new quotation marks for the rest of the quotation.	“They came on three ships,” said Julie, “and were men and boys.”
In an interrupting expression with two sentences, place a period after the interrupter, and then write the second quoted sentence as a full quotation.	“One of them was John Rolfe,” said Sara. “He married Pocahontas.”

Practice A Labeling Direct and Indirect Quotations

Write D if the sentence contains a direct quotation. Write I if it contains an indirect quotation.

Example: April said that she likes television comedies.

Answer: I

- | | |
|---|--|
| <p>1. Vince said, “I like action shows.” _____</p> <p>2. “Why do you like them?” asked April.
_____</p> <p>3. Vince said, “I think they are exciting.”
_____</p> <p>4. April agreed that some of them are all right.
_____</p> <p>5. Vince said, “Watch the new one.”
_____</p> | <p>6. “When is it on?” asked April. “I’ll give it a try.” _____</p> <p>7. Vince said that it was on Mondays at 7:00.
_____</p> <p>8. “You must watch the new comedy,” April insisted. _____</p> <p>9. Vince asked what it was about. _____</p> <p>10. “It’s about three teens,” replied April.
_____</p> |
|---|--|

Practice B Punctuating Expressions

Read the sentences. Rewrite each sentence, adding commas and quotation marks where needed.

Example: Nat asked Will you be on our team?

Answer: Nat asked, “Will you be on our team?”

1. Ella asked What project are you doing? _____
2. We’re not sure yet said Nat. _____
3. I’d like to study Jamestown said Abby. _____
4. That sounds good to me, Ben agreed. _____
5. Then, we agree said Nat. Let’s decide when to meet. _____
6. I can get together tomorrow Ella said. _____

Name _____ Date _____

PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Sometimes it is necessary to add information to a quotation to explain it more fully. In that case, brackets tell your reader that the information did not come from the original speaker.

EXAMPLE: The president of the chamber of commerce said, “We are proud of our new mall and the variety of stores it gives our town [Brookfield].”

Practice A Identifying Explanatory Material Within Quotes

Read the sentences. Write the word or words that are explanatory and should be put in brackets.

Example: The speaker said, “I regret that I cannot continue in this job city manager.”

Answer: [city manager]

1. The teacher wrote to parents, “Soon we will read in class a wonderful book *Call of the Wild* by Jack London.”

2. Ms. Evans said, “As principal of this middle school Spring Creek, I am pleased to announce we will begin construction on the addition to our building in the spring.” _____
3. “We the residents of the Brooks community wish to thank everyone for their support.”

4. At the banquet, Mr. Russell announced, “The winner of this trophy First Place in Swimming is our team captain, Paul Mason.” _____
5. The jet pilot said, “I did only what any trained pilot does. I brought my plane down in the river the Hudson because I had no other choice.” _____

Practice B Using Brackets for Explanatory Material Within Quotes

Read the items. Rewrite each one on the lines, enclosing the explanatory material in brackets.

Example: The CEO said, “Our company SWS Solutions is merging with Diskware on November 23.”

Answer: The CEO said, “Our company [SWS Solutions] is merging with Diskware on November 23.”

1. The master of ceremonies announced, “This year’s Greatest Achievement Award goes to Ben Barry for his success in his new business B. B. & Sons.”

2. “We the committee wish to put in nomination these names for class president, vice-president, and secretary.”

3. The senator announced, “I am pleased that the Senate passed the transportation bill S.38.”

Name _____ Date _____

USING QUOTATION MARKS FOR DIALOGUE

A conversation between two or more people is called a dialogue.

In a dialogue, indent to begin a new paragraph with each change of speaker. Add quotation marks around a speaker’s words. Always identify a new speaker.

Practice A Using Quotation Marks in Dialogue

Read the five items below. Write them as three paragraphs on the lines. Use quotation marks.

Example: What is the difference between an autobiography and a biography the teacher asked.
 An autobiography is written by the person it is about said Chloe.

Answer: “What is the difference between an autobiography and a biography?” the teacher asked.
“An autobiography is written by the person it is about,” said Chloe.

The teacher asked What subjects come up in autobiographies?

The subjects are different because authors’ lives are different. Some writers like nature said Jen.

I like to read about different animals in nature.

Lee said I like reading about sports.

My favorite autobiographies tell about baseball he explained.

Practice B Revising Dialogue for Punctuation and Paragraphs

Read the dialogue. Then, rewrite the dialogue on the lines. Add quotation marks and other punctuation, and begin new paragraphs where needed.

Example: Who remembers what the autobiography by Annie Dillard was about? asked the teacher.

Answer: “Who remembers what the autobiography by Annie Dillard was about?” asked the teacher.

We read something from an autobiography by Gary Paulsen said Josh. I remember that one responded Cindy but I liked Annie Dillard’s descriptions better. My favorite was about a baseball player said Lee. I liked reading about traveling around the country with a dog, said Kev. I think the writer was John Steinbeck he added. Traveling reminds me of Mark Twain said Lee.

Name _____ Date _____

USING QUOTATION MARKS IN TITLES

Use quotation marks to enclose the titles of short written works and of a work that is part of a collection. Use quotation marks around the titles of episodes in a television or radio series, songs, and parts of a long musical composition.

Title of a short story	"The Drummer Boy of Shiloh"
Chapter from a book	"The Quiet Crisis" from <i>The World Is Flat</i>
Title of a short poem	"Winter Moon"
Title of an article	"Saving the Wetlands"
Title of an episode	"American Eagle" from <i>Nature</i>
Title of a song	"Come Away With Me"

Practice A Adding Quotation Marks

Read each sentence. Add quotation marks for each title. Circle the quotation marks.

Example: We read the story Charles last week.

Answer: We read the story "Charles" last week.

1. Read the article The Ten Best Cities soon.
2. Side by Side is Gram's favorite song.
3. The best chapter so far is Perhaps an Accident.
4. The short story The Tell-Tale Heart is scary.
5. Have you seen Two Days in October on *American Experience*?
6. I like the old song Stardust.
7. My magazine article is How to Be a Friend.
8. Have you read the story Raymond's Run yet?

Practice B Using Quotation Marks for Titles

Read the sentences. Rewrite each sentence on the line. Enclose the title in quotation marks.

Example: Our next story in the literature book is The White Umbrella.

Answer: Our next story in the literature book is "The White Umbrella."

1. I liked the story Thank You, M'am. _____
2. Mom is reading Short Cuts, Healthy Eating. _____
3. Did Dad read O Captain! My Captain!/? _____
4. On what page does A Retrieved Reformation begin? _____
5. Emma Lazarus wrote The New Colossus. _____
6. My favorite poem is Taught Me Purple. _____
7. Did you say the title is Those Winter Sundays? _____
8. Chapter 12 is The Foolish and the Weak. _____

Name _____ Date _____

USING UNDERLINING AND ITALICS IN TITLES

Underline or italicize the titles of long written works and publications that are published as a single work.

Underlining is used only in handwritten or typewritten material. In printed material, italic (slanted) print is used instead of underlining.

UNDERLINING: The Old Man and the Sea ITALICS: *The Old Man and the Sea*

Title of a book or play	<i>The Pearl, The Diary of Anne Frank</i>
Title of a long poem	<i>The Waste Land</i>
Title of a magazine or newspaper	<i>St. Louis Post Dispatch, The Week</i>
Title of a movie or a television series	<i>Rear Window, Frasier</i>
Title of a long work of music or a music album	<i>Genius Loves Company</i>
Title of a painting or sculpture	<i>Jean Renoir Sewing, David</i>
Air, sea, and spacecraft	<i>Nautilus</i>
Words and letters used as names for themselves; foreign words	How do you spell <i>neighbor</i> ? <i>Gracias</i> is "thank you" in Spanish.

Practice A Identifying Titles

Circle each title or other words that need underlining or italics.

Example: Have you seen Van Gogh's Self-Portrait at the Art Institute of Chicago?

Answer: Have you seen Van Gogh's Self-Portrait at the Art Institute of Chicago?

1. My brother watched the film The Wizard of Oz.
2. Monet painted Water Lilies.
3. I found the album Good Evening New York City on the shelf.
4. We saw Degas' sculpture Little Dancer of 14 Years at the art museum.
5. I read the book The Moves Make the Man.
6. Do you subscribe to People?
7. The word philosopher begins with the letters ph.
8. He asked, "Comment ça va?" to find out how it is going.
9. The Santa Maria was one of Columbus's ships.
10. I have a recording of the opera Carmen.

Practice B Using Underlining for Titles

Read the sentences. Then, underline the title in each one.

Example: We went to see a performance of the musical Showboat.

Answer: We went to see a performance of the musical Showboat.

1. Have you seen reruns of The Honeymooners?
2. We ordered An Evening With Il Divo: Live in Barcelona for our music collection.
3. We have Time delivered every week.
4. This is a reproduction of the famous painting, The Artist's Mother, by Whistler.

Name _____ Date _____

USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions.

Use a hyphen when you write two-word numbers from *twenty-one* through *ninety-nine*.

EXAMPLES: seventy-one twenty-three

Use a hyphen when you use a fraction as an adjective but not when you use a fraction as a noun.

EXAMPLES: One-half the stadium is empty. One half of the sandwiches are gone.

Practice A Using Hyphens in Numbers

Read the following items. Write each item, adding hyphens where needed. If an item is correct, write correct.

Example: twenty two computers

Answer: twenty-two computers

- | | | | |
|------------------------------|-------|---------------------------------|-------|
| 1. one third cup of raisins | _____ | 6. one quarter of the crop | _____ |
| 2. two thirds of the states | _____ | 7. twenty nine new stores | _____ |
| 3. a three quarters majority | _____ | 8. thirty three cars on the lot | _____ |
| 4. fifty five chairs | _____ | 9. three quarters of a mile | _____ |
| 5. eighty nine dollars | _____ | 10. sixty two employees | _____ |

Practice B Proofreading for Hyphens

Read the sentences. Rewrite the words in each sentence that need a hyphen. If an item does not need a hyphen, write correct.

Example: The car gets twenty three miles per gallon.

Answer: twenty-three

1. One half of the parents attended the open house. _____
2. Fifty five cats were entered in the show. _____
3. The directions call for screws one half inch long. _____
4. Thirty seven students came to cheer us on. _____
5. Three quarters of the highway repairs are completed. _____
6. Ninety one homes have cable television. _____
7. The library bought forty five new books. _____
8. The restaurant can seat seventy two people. _____
9. Eighty one votes were cast by proxy. _____
10. The recipe calls for one quarter cup almonds. _____

Name _____ Date _____

USING HYPHENS FOR PREFIXES AND SUFFIXES

The following prefixes are often used before proper nouns: *ante-*, *anti-*, *post-*, *pre-*, *pro-*, and *un-*. Check a dictionary when you are unsure about using a hyphen.

Use a hyphen after a prefix that is followed by a proper noun or adjective.

EXAMPLES: pro-Russian treaty mid-June

Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and the suffix *-elect*.

EXAMPLES: self-made president-elect

Practice A Using Hyphens

Read the following phrases. Then, write each phrase on the line, adding hyphens where needed.

Example: post Vietnam War era

Answer: post-Vietnam War era

- | | |
|----------------------------------|-------------------------------------|
| 1. mid February trip _____ | 6. anti Latin American treaty _____ |
| 2. ex chairman _____ | 7. pro Mexican feeling _____ |
| 3. pre Columbian artifacts _____ | 8. all city chorus _____ |
| 4. self governing body _____ | 9. grief support group _____ |
| 5. trans Asian route _____ | 10. post Reconstruction times _____ |

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

Example: The ex governor has written a book.

Answer: The ex-governor has written a book.

1. The senator elect favors health-care reform. _____
2. The chapter is about the post Civil War period. _____
3. He has his self interests in mind. _____
4. English newspapers are showing pro American support. _____
5. Many immigrants arrived in the pre World War I years. _____
6. He is an ex professional football player. _____
7. The mid year dues are ten dollars. _____
8. The ex ambassador is speaking tonight. _____
9. The playoffs are in mid March. _____
10. Protestors held anti American signs. _____

Name _____ Date _____

USING HYPHENS IN COMPOUND WORDS

Compound words are two or more words that must be read together to create a single idea.

Use a hyphen to connect two or more words that are used as one compound word, unless the dictionary gives a different spelling.

EXAMPLES: son-in-law great-great-uncle

Practice A Using Hyphens in Compound Words

Read the following phrases. Then, write each phrase on the line, adding hyphens in the compound nouns.

Example: a double dipper

Answer: a double-dipper

- | | |
|----------------------------------|------------------------------------|
| 1. a great grandson _____ | 6. for her own self interest _____ |
| 2. both fathers in law _____ | 7. the mayor elect _____ |
| 3. an attorney at law _____ | 8. a show off _____ |
| 4. a jack in the box _____ | 9. her sons in law _____ |
| 5. his great granddaughter _____ | 10. his sister in law _____ |

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

Example: My great uncle lives in Panama.

Answer: My great-uncle lives in Panama.

1. Less pay for a job with less stress is a trade off. _____
2. The tall boy is our school's president elect. _____
3. Mom is visiting her sister and brother in law. _____
4. I found the cross reference to a later chapter helpful. _____
5. My great grandmother just retired. _____
6. Mrs. Nelson has six great grandchildren. _____
7. He said I have a lot of self control. _____
8. Two of my great grandparents are living. _____
9. This gadget is a real time saver. _____
10. My sister in law drove me to soccer practice. _____

Name _____ Date _____

USING HYPHENS WITH COMPOUND MODIFIERS

Hyphens help your reader group information properly. A hyphen is not necessary when a compound modifier follows the noun it describes. However, if a dictionary spells a word with a hyphen, the word must always be hyphenated, even when it follows a noun.

Use a hyphen to connect a compound modifier that comes before a noun. Do not use a hyphen with a compound modifier that includes a word ending in *-ly* or in a compound proper adjective.

EXAMPLES: We try to eat well-balanced meals. a single-handed effort
 a carefully prepared dinner the Puerto Rican cooking

Practice A Using Hyphens With Compound Modifiers

Read the following phrases. Then, write each phrase on the line, adding hyphens where needed. If the phrase does not need a hyphen, write correct.

Example: white collar job

Answer: white-collar job

- | | |
|--|--------------------------------------|
| 1. a quick witted girl _____ | 6. an easy to follow recipe _____ |
| 2. a flawlessly chosen menu _____ | 7. long term goals _____ |
| 3. a four cheese sauce _____ | 8. low income residents _____ |
| 4. a three hour cooking time _____ | 9. a completely amazed visitor _____ |
| 5. a recipe that is easy to follow _____ | 10. a worn out cook _____ |

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed. If no hyphen is needed, write correct.

Example: She is a well informed reporter.

Answer: She is a well-informed reporter.

1. The announcement was carefully written. _____
2. Marcie is a stage struck teen. _____
3. Nat is a well qualified applicant. _____
4. He is a broad minded person _____
5. It was a closely played game. _____
6. Do you like my new wash and wear shirt? _____
7. My wide awake brother couldn't keep quiet. _____
8. We were shown a comfortably furnished room. _____
9. The good natured waitress joked with us. _____
10. She told a hair raising tale. _____

Name _____ Date _____

USING HYPHENS AT THE ENDS OF LINES

Hyphens serve a useful purpose when they divide words at the ends of lines.

However, avoid dividing words at the end of a line whenever possible. If a word must be divided, always divide it between syllables. A hyphen used to divide a word should never be placed at the beginning of the second line. It must be placed at the end of the first line.

EXAMPLE: Eve fell off her bike and fractured her arm.

Practice A Identifying Correct Use of Hyphens

Read the following words. Rewrite each word with a vertical line between syllables that can be divided at the end of a line.

Example: splinter

Answer: splin | ter

- | | |
|---------------------|----------------------|
| 1. matchless _____ | 6. downcast _____ |
| 2. swallow _____ | 7. lecture _____ |
| 3. pestilence _____ | 8. accommodate _____ |
| 4. relentless _____ | 9. inquiring _____ |
| 5. narrative _____ | 10. mitosis _____ |

Practice B Using Hyphens in Words

Read the sentences. If a word has been divided correctly, write correct. If not, rewrite the sentence correctly.

Example: Now that Jan is earning money, she de-
-posits a little every week in the bank.

Answer: Now that Jan is earning money, she depos-
its a little every week in the bank.

- | | |
|---|---|
| 1. Dylan acted badly, and now he is remorse-
-ful for what he said to the new boy.

_____ | 3. The yellow flowers in front have a nice per-
-fume, but the blue ones don't smell at all.

_____ |
| 2. Because of the icy rain, the walk was slip-
-pery, and Carter fell.

_____ | 4. Lori is not a great athlete, but she is quite intel-
-ligent and gets excellent grades in school.

_____ |

Name _____ Date _____

USING HYPHENS CORRECTLY TO DIVIDE WORDS

Do *not* divide one-syllable words even if they seem long or sound like words with two syllables. Do *not* divide a word so that a single letter stands alone. Avoid dividing proper nouns or proper adjectives. Divide a hyphenated word only immediately following the existing hyphen.

Incorrect	har-sh	ceas-ed	e-ven	Rus-sia	self-de-fense
Correct	harsh	ceased	even	Russia	self-defense

Practice A Identifying Hyphens Used Correctly

Read the following words divided into syllables. If the word is correctly divided, write correct on the line. If the word cannot be divided as shown, write incorrect.

Example: drear-y

Answer: incorrect

- | | |
|------------------------|-----------------------------|
| 1. e-vict _____ | 6. bor-ing _____ |
| 2. self-pi-ty _____ | 7. boom-ed _____ |
| 3. cru-el _____ | 8. heart-s _____ |
| 4. good-look-ing _____ | 9. ho-ax _____ |
| 5. Ja-pan _____ | 10. round-shoul-dered _____ |

Practice B Using Hyphens to Divide Words

Read the sentences. Rewrite each one to correct the error in the way the hyphen is used to divide the word.

Example: I was sound asleep when the a-larm clock went off.

Answer: I was sound asleep when the alarm clock went off.

- Our neighbors are taking a trip to Ken-ya in a few months.

- I need to learn self-con-trol when it comes to snacks.

- Every wrong answer is mark-ed on this test.

- Tammy is a very good all-a-round athlete.

- My sister and I both a-woke at dawn.

Name _____ Date _____

USING APOSTROPHES WITH POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession.

Add an apostrophe and *-s* to show the possessive case of most singular nouns and plural nouns that do not end in *-s* or *-es*.

Xavier’s cubby is here. Jess’s jacket is on the hook. Let’s meet in the men’s locker room.

Add an apostrophe to show the possessive case of plural nouns ending in *-s* or *-es*. Do not add an *-s*.

EXAMPLES: The players’ trophies arrived. Several coaches’ jobs were cut.

Add an apostrophe and *-s* (or just an apostrophe if the word is a plural ending in *-s*) to the last word of a compound noun to form the possessive.

EXAMPLES: Her father-in-law’s business is in Atlanta.

Practice A Using Apostrophes to Show Ownership

Read each phrase. Then, rewrite each phrase using the possessive form.

Example: the short tail of the lynx

Answer: the lynx’s short tail

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|--|---|
| 1. the book club of the women _____ | 6. the games that belong to Mike _____ |
| 2. the pride of the country _____ | 7. the wings of the hummingbirds _____ |
| 3. the place for the harnesses _____ | 8. the travels of the stateswoman _____ |
| 4. the location of Ellis Island _____ | 9. the high banks of levees _____ |
| 5. the disaster of the hurricane _____ | 10. the strut of ibises _____ |

Practice B Fixing Apostrophes

Read the sentences. Then, rewrite each sentence on the line, correcting use of the apostrophe.

Example: Think about the storie’s themes.

Answer: Think about the stories’ themes.

1. This roast beefs’ flavor is delicious. _____
2. The marches’ tempo is fast. _____
3. Let’s look for Charlies’ backpack. _____
4. Terrys’ grades are excellent. _____
5. A pennys’ value is not much today. _____
6. These are Marshs’ tennis shoes. _____
7. The ducks’ ducklings are following her. _____
8. I love these blueberries’s taste. _____
9. Her horsewomans’ skill is unusual. _____
10. My watches’ band broke. _____

Name _____ Date _____

USING APOSTROPHES WITH PRONOUNS

Both indefinite and personal pronouns can show possession.

Use an apostrophe and -s with indefinite pronouns to show possession. Do not use an apostrophe with possessive personal pronouns. Some personal pronouns act as adjectives. Others act as subjects, objects, and subject complements.

Possessive Pronouns	Singular	Plural
Indefinite pronoun	<i>someone's</i> question	
Personal pronoun as adjective	<i>his</i> basketball	<i>their</i> collection
Personal pronoun as subject, object, and subject complement	<i>Ours</i> is the white house.	These places are <i>theirs</i> .

Practice A Using Apostrophes

Read each sentence or phrase. On the line, rewrite the sentence or phrase to correct the mistake. Use correctly a possessive indefinite pronoun or a possessive personal pronoun.

Example: their' best game ever

Answer: their best game ever

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|---------------------------|-------|----------------------------|-------|
| 1. That point was ours'. | _____ | 6. nobody fault | _____ |
| 2. Ours players are here. | _____ | 7. each ones choice | _____ |
| 3. The foul was his'. | _____ | 8. The magazine is mine's. | _____ |
| 4. somebody error | _____ | 9. The gift is yours'. | _____ |
| 5. your' game to win | _____ | 10. wagging its' tail | _____ |

Practice B Using Pronouns

Read the sentences. If the pronoun in a sentence is used correctly, write correct. If a pronoun is used incorrectly, rewrite the sentence correctly.

Example: The bird is sitting on its' eggs.

Answer: The bird is sitting on its eggs.

- The singer practiced his' songs. _____
- Your' music is on the piano. _____
- Somebody clarinet is here. _____
- Could the cat be hers'?' _____
- Their' performance was magnificent. _____
- Someone flute needs to be put away. _____
- The fox is in it's den. _____
- Is the car theirs? _____
- Everybodys' things were on sale. _____

Name _____

Date _____

USING APOSTROPHES WITH CONTRACTIONS

Contractions are used in informal speech and writing, especially in dialogue, because they create the sound of speech.

Use an apostrophe in a contraction to show where one or more letters have been omitted.

Verb + not	did not = didn't	have not = haven't
Noun or pronoun + will	they will = they'll	she will = she'll
Noun or pronoun + be	they are = they're	Mel is = Mel's
Noun or pronoun + would	she would = she'd	I would = I'd

Practice A Using Apostrophes in Contractions

Read the sentences. Each sentence contains a word group that can be written as a contraction. Write the contractions.

Example: I am feeling better.

Answer: I'm

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|--|--|
| 1. They have not been here before. _____ | 6. She was not in the cafeteria. _____ |
| 2. Maria is the co-captain. _____ | 7. Mom has not left work yet. _____ |
| 3. They do not enjoy hiking. _____ | 8. He should have studied. _____ |
| 4. The storm is not coming today. _____ | 9. Where is the milk? _____ |
| 5. You are absolutely right. _____ | 10. My books are not here. _____ |

Practice B Proofreading for Apostrophes

Read the sentences. Rewrite each sentence, adding apostrophes where needed.

Example: Molly cant meet tonight.

Answer: Molly can't meet tonight.

- Hes never going to change. _____
- Will you see if theyre in the office? _____
- She hasnt been here for a year. _____
- Arent you in charge here? _____
- Were making the turkey and dressing. _____
- Theyre making the vegetables. _____
- Whats your excuse? _____
- Id rather go ice-skating. _____
- Wheres the book I was reading? _____
- Dads away in New York for a week. _____

Name _____ Date _____

USING APOSTROPHES TO CREATE PLURALS

Do not use an apostrophe to form plurals, except in specific instances.

Use an apostrophe and *-s* to create the plural form of a letter, numeral, or a word used as a name for itself.

EXAMPLES: Brian has two *l*'s in his address.
Remember to say your *thank you*'s.

Practice A Using Apostrophes

Read the sentences. On the line, write the plural and add an apostrophe.

Example: Read your paper and circle all of the 2s.

Answer: 2's

1. He uses too many *thens* in his sentences. _____
2. The word *summarize* has two *ms*. _____
3. Do you spell your name with one *t* or two *ts*? _____
4. My answer has five 2s in it. _____
5. My younger cousin has trouble writing her 5s. _____
6. *Jesse* is spelled with two *es*. _____
7. My phone number begins with two 4s. _____
8. My younger cousin is learning to write his *ys* his week. _____
9. *Indiana* has two *ns* in it. _____
10. My PIN has two 9s. _____

Practice B Proofreading for Apostrophes

Read the sentences. Rewrite each sentence on the line, adding an apostrophe where needed.

Example: Line up your *0s* in a column.

Answer: Line up your 0's in a column.

- | | |
|---|---|
| 1. That address has four 2s in it. _____ | 6. There are nine 0s in one billion. _____ |
| 2. <i>Sydney</i> spells her name with two <i>ys</i> . _____ | 7. Mom's tote has three Ss on it. _____ |
| 3. Your <i>ps</i> should drop below the writing line.
_____ | 8. There are two <i>lls</i> in <i>Danielle</i> . _____ |
| 4. Will all the <i>Js</i> line up behind James? _____ | 9. Circle all the +s on your paper. _____ |
| 5. Does <i>stopped</i> have one <i>p</i> or two <i>ps</i> ? _____ | 10. There are two <i>Alexs</i> in my English class. _____ |

Name _____ Date _____

PARENTHESES**Parentheses are used to separate information from the rest of a sentence or paragraph.**

Set off explanations or other information loosely related to the rest of the sentence.	Abraham Lincoln (16th President) was born in Hardin County, Kentucky, and moved to Indiana when he was eight.
Do not begin a parenthetical sentence within another sentence with a capital letter.	Lincoln ran against Stephen A. Douglas for senator of Illinois in 1858 (their debates are famous) but lost.
End a parenthetical sentence within a sentence with a question mark or exclamation mark but not a period.	When Confederate forces fired on Fort Sumter, Lincoln called for volunteers (would you believe 75,000?) to fight to save the Union.
On its own, a parenthetical sentence begins with a capital letter and ends with an end mark.	Lincoln was assassinated on April 14, 1865, by John Wilkes Booth. (Booth thought he was helping the South.)

Practice A Using Parentheses*Read the sentences. Add parentheses where they are needed in the sentences.***Example:** These words are now famous: “With malice toward none; with charity for all” Lincoln’s Second Inaugural Address.**Answer:** These words are now famous: “With malice toward none; with charity for all” (Lincoln’s Second Inaugural Address).

- Andrew Johnson became president 1865–1869 after Lincoln was assassinated.
- Gerald Ford took the oath of office when Richard Nixon resigned because of a scandal Watergate.
- James Buchanan was a little-known president some say he was not effective just before Lincoln.
- Dolley Madison one of the most famous First Ladies liked to entertain at the White House.
- Eleanor Roosevelt shy as a child gained recognition as First Lady for her work to help people.

Practice B Proofreading for Parentheses*Read the sentences. Rewrite each sentence on the line, using parentheses where appropriate.***Example:** Two American presidents were named Johnson Andrew Johnson and Lyndon B. Johnson.**Answer:** Two American presidents were named Johnson (Andrew Johnson and Lyndon B. Johnson).

- Evan was just elected would you believe! president of the hiking club.

- World War II started in 1939, when Nazi Germany invaded Poland, but the United States didn’t enter until 1941 Pearl Harbor.

- Register your dog now the deadline is tomorrow for the dog show in September.

- African elephants are very large animals; they weigh a lot as much as nine tons.

Name _____ Date _____

BRACKETS

Use brackets to enclose an explanation in a quote to show that the explanation was not part of the original quote. Use brackets to enclose an explanation in text that is already in parentheses.

EXAMPLES: The class president said, “Ms. Feeney has served the school [Raven Middle School] for ten years.”

President James Garfield was shot (by a man upset about not getting an appointment [1881]).

Practice A Using Brackets

Read the sentences. Rewrite each sentence on the line, using brackets where appropriate.

Example: The governor said, “I am pleased to announce that the legislature has passed the best bill educational funding in this state in years.”

Answer: The governor said, “I am pleased to announce that the legislature has passed the best bill [educational funding] in this state in years.”

1. Chester Arthur (president in the nineteenth century 1881–1885) was considered handsome.

2. Our teacher said, “He Chester Arthur was responsible for an early Federal immigration law.”

3. The senator said, “For personal reasons, I will not seek another term in the next election 2014.”

4. I told the man, “You can take this street Fourth Street all the way to Michigan Avenue.”

Practice B Proofreading for Brackets

Read the sentences. Add the brackets where they are needed.

Example: The principal announced, “Report to the auditorium in ten minutes 2:00 P.M. for an update.”

Answer: The principal announced, “Report to the auditorium in ten minutes [2:00 P.M.] for an update.”

1. The soccer coach said, “The win last week Saturday was a crucial one for our team.”
2. The reporter wrote, “The war Vietnam was not popular at home, and it lasted many years.”
3. John Adams (second President 1797–1801) wrote many letters to Thomas Jefferson.
4. Mom complained, “It’s time we got this room the basement cleaned and organized.”

Name _____ Date _____

USING THE ELLIPSIS

An ellipsis (. . .) shows where words have been omitted from a quoted passage. It can also mark a pause in dialogue.

An ellipsis consists of three evenly spaced periods, or ellipsis points, in a row. There is a space before the first ellipsis point, between ellipsis points, and after the last ellipsis point. The plural form of the word *ellipsis* is ellipses.

Shows words are omitted from the middle or end of a quoted passage. Use an end mark after an ellipsis at the end of a sentence.	"I speak tonight for the dignity of man and the destiny of democracy. I urge . . . Americans of all religions and of all colors, from every section . . . to join me . . ." —Lyndon B. Johnson, <i>Address to a Joint Session of Congress on Voting Legislation</i> , March 15, 1965
Marks a pause in a dialogue or speech.	Where did you say we should meet . . . on the field?
Shows an incomplete statement.	That's just not going to work . . .

Practice A Using Ellipses

Read the sentences. On the line, write whether the ellipses are used to indicate an omission or a pause.

Example: "Saturday morning was come, and all the summer world was bright . . . Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush."

Answer: omission

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| <p>1. "Tom got safely beyond the reach of punishment, and hastened toward the public square . . ." _____</p> <p>2. Please . . . let's talk. _____</p> <p>3. I . . . I just can't try out this year. _____</p> <p>4. "The boys flew on . . . speechless." _____</p> | <p>5. Where . . . where did you see her? _____</p> <p>6. We will . . . don't you think? _____</p> <p>7. Yes . . . but I need half an hour to get ready. _____</p> <p>8. "His aunt wept over him and . . . finally told him to go on, and ruin himself . . ." _____</p> |
|--|--|

Practice B Using Ellipses

Read the sentences. Write whether ellipses are used to indicate a pause or an incomplete statement.

Example: You see . . . it's hard to explain.

Answer: pause

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| <p>1. Well . . . maybe. _____</p> <p>2. Whatever were you thinking . . . _____</p> <p>3. No . . . that's not possible. _____</p> <p>4. Please . . . give me another chance. _____</p> <p>5. Gosh . . . I don't know yet. _____</p> | <p>6. She said . . . I can't remember. _____</p> <p>7. I wonder . . . _____</p> <p>8. _____</p> <p>9. You may disagree but I know I'm right... about this. _____</p> <p>10. Whew . . . _____</p> |
|--|--|

Name _____ Date _____

DASHES

A dash (—) shows a strong, sudden break in thought or speech.

Like commas and parentheses, dashes separate certain words, phrases, or clauses from the rest of the sentence or paragraph. A dash may also take the place of certain words before an explanation.

Use to show a strong, sudden break in thought or speech.	It was really hot—over a hundred degrees! Please come—and hurry—I need help.
Use in place of <i>in other words, namely,</i> or <i>that is</i> before an explanation.	Amy is here—she must have gotten lonely. An ostrich isn't like other birds—it can't fly.
Use to set off nonessential appositives or modifiers.	The talent show—put on by students—will be Saturday night.

Practice A Using Dashes

Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: Jared can't come to the meeting he says he has a team practice.

Answer: Jared can't come to the meeting—he says he has a team practice.

1. Which city Chicago or San Francisco would you rather see?

2. There must have been two dozen geese in that field did you see them?

3. I read a review you may have seen it, too of that new movie we talked about.

4. Ms. Simon's rule was "go on and return" circle questions you can't answer and go back later.

Practice B Using Dashes

Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: That snake I think it's a harmless garden snake startled me!

Answer: That snake—I think it's a harmless garden snake—startled me!

1. Mosquitoes insects that bite carry diseases.

2. Say again I couldn't hear over the loud music.

3. I have to clean my room Saturday morning Mom insists on it.

4. I am going to the game you may want to come with me to cheer on the team.

Name _____ Date _____

THE WORD I

A capital letter is used for the word *I*, whatever its position in a sentence.

The pronoun *I* is always capitalized.

EXAMPLE: I like animals, and I would like to get a dog.

Practice A Supplying Capitalization

Read the sentences. On the line, rewrite each sentence, adding the missing capitals.

Example: i hope i can do better in math class this term.

Answer: I hope I can do better in math class this term.

1. What can i do to make money to buy a bike? _____
2. Madeline and i will turn fourteen on the same day. _____
3. If i can't go to the movie, i will watch television. _____
4. i can't get a kitten because i'm allergic to fur. _____
5. i am supposed to watch my brother today. _____
6. i will check to see if our table has been called. _____
7. Usually, i help my mom fold laundry. _____
8. Will you come along while i walk the twins? _____
9. When i called, your dad said you had already left. _____
10. Charlotte and i are partners for the project. _____

Practice B Proofreading for Capitalization

Read each sentence. Circle the letter i if it should be capitalized.

Example: i will look for you when i get to the mall.

Answer: ⓐwill look for you when i ⓐget to the mall.

1. Tim and i are going bike riding later.
2. If i make the debate team, will you come to the debates?
3. i count four guests coming to my dinner party.
4. When i go to high school, i will take world history.
5. i like Asian foods.
6. i am going with my family to help at a work camp.
7. Since i improved my grades, i can go out more often.
8. i really want to see the Grand Canyon.
9. May i please sit down here?
10. i read the directions carefully, but i still got lost.

Name _____ Date _____

SENTENCES

The first word in a sentence must begin with a capital letter.

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

Declarative	The dinner will be served in the main dining hall.
Interrogative	On what street is the public library?
Imperative	Put your papers on my desk as you leave.
Exclamatory	What a magnificent home!
Partial sentences with the rest understood	Absolutely.

Practice A Supplying Capitalization

Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

Example: where is there space for us to meet?

Answer: Where is there space for us to meet?

1. we could see he was upset yesterday. _____
2. what do you think was wrong? _____
3. no way. _____
4. can you read the last line on the chart? _____
5. much of the West was settled after the Civil War. _____
6. what else? _____
7. the teacher asked us to return our permission forms by Friday. _____
8. would you lead your group today, Damian? _____
9. it's famous because it is the tallest building in the world. _____
10. complete the practice at the end of the chapter for homework. _____

Practice B Proofreading for Capitalization

Read the sentences. Circle the letters that should be capitalized.

Example: what time does your plane leave?

Answer: time does your plane leave?

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|---|---|
| 1. the computer is up and running. | 6. how surprising! |
| 2. are you sure? | 7. watch the new television series tonight. |
| 3. wonderful! | 8. when can you return my book? |
| 4. how did you put this table together? | 9. there is a huge box in the hall. |
| 5. mom loves her exercise class. | 10. my cousin will come here this summer. |

Name _____ Date _____

QUOTATIONS

A capital letter signals the first word in a direct quotation, a person’s exact words.

Capitalize the first word in a complete sentence.	“Are you coming over?” asked Mia.
Capitalize only the first part of a complete sentence quoted in two parts.	“I planned to,” replied Sam, “but I have too much homework.”
Capitalize the first word in each sentence in the quotation.	“Let’s watch a movie tomorrow, then,” said Mia. “What do you suggest?”

Practice A Recognizing Capitalization

Read the sentences. Circle each letter that should be a capital. Then, write the word or words correctly.

Example: Trudie said, “our class is going on a trip to the science museum.”

Answer: Trudie said, “our class is going on a trip to the science museum.” Our

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|---|--|
| <p>1. “when is your trip?” asked Dan. “it sounds interesting.” _____</p> <p>2. “we are going on Tuesday,” said Trudie, “in the morning.” _____</p> <p>3. Aiden said, “our class went last year and saw mummies.” _____</p> <p>4. “that would be fun,” said Trudie. “maybe we will see them, too.” _____</p> | <p>5. “the bus is coming, so I have to go,” said Aiden. _____</p> <p>6. “me, too,” said Dan, “but let us know how the trip works out.” _____</p> <p>7. Aiden said, “we might ask our teacher to take us in the spring.” _____</p> <p>8. “you’ll hear more from me,” said Trudie. “let’s talk next week.” _____</p> |
|---|--|

Practice B Proofreading for Capitalization

Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

Example: “do you like to play soccer?” asked Jake. “tryouts are on Monday.”

Answer: “Do you like to play soccer?” asked Jake. “Tryouts are on Monday.”

- “soccer isn’t my favorite sport,” said John.

- Jake said, “it wasn’t my favorite either, until I tried out for the team.”

- “why do you like soccer?” asked John. “is your team good?”

- “the best thing about soccer,” said Jake, “is the team spirit.”

- “that’s right,” said Luke. “our team really enjoys practicing together.”

Name _____ Date _____

USING CAPITALIZATION FOR PROPER NOUNS

An important use of capital letters is to show that a word is a proper noun. Proper nouns name specific people, places, or things.

Capitalize all proper nouns.	Gary Cramer Noreen Toole	Mount Ranier Ohio River	Main Street Gateway Arch
Capitalize each part of a person’s full name, including initials.	Margaret Mary Palmer William C. Trent		

Practice A Using Capitalization for Names of People

Read the sentences. Write each name, adding the missing capitals.

Example: The playwright was eugene o’neill.

Answer: Eugene O’Neill

1. The boys playing catch with bryce are andre and phil. _____
2. The two best female athletes in this school are tara and c. j. _____
3. That poem was written by edgar allan poe. _____
4. Many uses for peanuts were discovered by george washington carver. _____
5. Our teacher, emily nicole gleason, has published her first book. _____
6. The first assembly line was used by henry ford. _____
7. The telephone was invented by alexander graham bell. _____
8. I am learning to play “Nocturne” by the composer frederic chopin. _____

Practice B Using Capitalization for Names of Places and Things

Read the sentences. Write the name of each place and thing on the line, adding any missing capital letters.

Example: My grandparents are going to australia and new zealand.

Answer: Australia, New Zealand

1. In new york, we saw the statue of liberty. _____
2. The ferry ride across lake michigan was fun. _____
3. Let’s meet at our favorite restaurant on fifth avenue. _____
4. We are driving through north dakota and montana. _____
5. We want to stop and see mount rushmore. _____
6. Our cats are named harlowe, topsy, and teddy. _____
7. We crossed the english channel to get to france. _____
8. Isn’t the grand canyon an incredible sight? _____

Name _____ Date _____

USING CAPITALIZATION FOR PROPER ADJECTIVES

When a proper noun or a form of a proper noun is used to describe another noun, it is called a proper adjective. Proper adjectives usually need a capital letter.

Proper adjectives	Peruvian	Romanian
Proper adjectives modifying common nouns	Norwegian immigrant	New Jersey shore
Brand names used as adjectives	Winner's Circle sports clothes	

Practice A Using Capitalization for Proper Adjectives

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

Example: The english tea was a gift.

Answer: The english tea was a gift. English

- Have you tried the armenian bakery down the street? _____
- Mom likes costa rican coffee. _____
- Use french bread with the cheese fondue. _____
- The scholar is studying some sumerian artifacts. _____
- Hector and Alicia are leaving for a hawaiian resort. _____
- How do you like these athletes' choice running shoes? _____
- Are you taking a spanish class? _____
- Richard Burton was a shakespearan actor. _____

Practice B Using Capitalization for Proper Adjectives

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

Example: Would you bring me some chinese egg rolls?

Answer: Would you bring me some ██████ egg rolls? Chinese

- My mom has finnish ancestry. _____
- El Salvador is a latin american country. _____
- My brother is taking a college course about freudian psychology. _____
- The russian astronauts manned a space station. _____
- Our family helped a cambodian refugee. _____
- Mom worked for an indian trading company in Bombay. _____
- Dad gets australian lamb when he goes grocery shopping. _____

Name _____ Date _____

USING CAPITALIZATION FOR TITLES OF PEOPLE

Whether a title is capitalized often depends on how it is used in a sentence.

Capitalize the title of a person when it is followed by the person’s name or when it is used in direct address. Do not capitalize titles that are used alone or that follow a person’s name. With family relationships, capitalize titles used with the person’s name or as the person’s name, except when the title comes after a possessive noun or pronoun.

Social and professional titles	May I, please, speak to Dr. Smith about the test he has ordered? Yes, Doctor, I will follow your instructions. Eric Smith, the doctor, called us.
Government official’s titles	The senators and representatives applauded President Obama’s speech.
Family relationship titles	Why is Aunt Joy so sad? Is your aunt in the hospital? Ava’s mother is on her way.

Practice A Using Capitalization for Titles of People

Read the sentences. If the title should be capitalized, rewrite the title. If the title should not be capitalized, write correct.

Example: We asked mr. Kirk to explain the problem.

Answer: Mr.

- Do you believe, senator White, that taxes should be increased? _____
- We hoped that father Grogan would plan the service. _____
- Please, uncle Ed, may I come for a visit this weekend? _____
- The letter is addressed to private Ernest Galloway. _____
- When is the governor up for re-election? _____

Practice B Writing Titles of People Correctly

Read the sentences. On the line, write the title correctly, adding the correct capitalization. If no capitalization is needed, write correct.

Example: Everyone in the family looks to uncle Vincent for advice.

Answer: Everyone in the family looks to Uncle Vincent for advice.

- Would it be all right, mom, if I went to the concert?

- Cameron’s dad is running for mayor.

- Makayla asked miss Barber to help her with grammar.

- The senator can’t get that committee organized.

Name _____ Date _____

USING CAPITALIZATION FOR TITLES OF WORKS

Capital letters are used for the titles of things such as written works, pieces of art, and school courses.

Capitalize the first word and all other key words in all kinds of titles. Capitalize the title of a school course when it is followed by a course number or when it refers to a language.

Books, newspapers, magazines	<i>Holes, The Washington Post, Newsweek</i>
Short stories	"A Retrieved Reformation"
Plays, movies	<i>High School Musical</i>
Songs	"The Man on the Flying Trapeze"
Artworks	<i>The Old Guitarist</i> by Picasso
School courses	Spanish, history, Math 7

Practice A Using Capitalization for Titles of Works

Write the title, adding the correct capitalization. If no capitalization is needed, write correct.

Example: *The diary of anne frank* is a powerful drama.

Answer: *The Diary of Anne Frank*

- I liked the tall tale "paul bunyan of the north woods." _____
- Mom's favorite movie is an old one, *an american in paris*. _____
- Did you like the painting *weeping woman* at the art museum? _____
- We read a good story, about an old man, called "the medicine bag." _____
- My aunt is teaching a course in music at the college. _____

Practice B Use Capitalization for Titles of Works

Read each sentence. On the line, write the title correctly, adding the correct capitalization.

Example: The sculpture *winged victory of samothrace* is amazing.

Answer: *Winged Victory of Samothrace*

- We are putting on a performance of *author of liberty* this weekend.

- I read the magazine *teen vogue* to learn about fashion.

- My sister's favorite song is "he lives in you" from *the lion king*.

- Mom and Dad took me to see the opera *the barber of seville*.

- The teacher says the sculpture *large arch* is simple but impressive.

Name _____ Date _____

USING CAPITALIZATION IN LETTERS

Several parts of friendly and business letters are capitalized.

In the heading and inside address, capitalize the street, city, and two-letter state abbreviation. In the heading, also capitalize the month.

EXAMPLES: Second Avenue Dallas TX November

In the salutation, capitalize the first word, any title, and the name of the person or group mentioned.

In the closing, capitalize the first word.

SALUTATIONS: My dear Michelle, Dear Mrs. Lane:

CLOSINGS: Yours truly, Your friend,

Practice A Identifying Correct Capitalization in Letters

Read the items. If the capitalization is correct, write correct. If it needs to be revised, rewrite the part or parts correctly on the line

Example: As Ever,

Answer: As ever,

5989 seventh avenue fort _____

collins, CO 80524 june _____

1, 2010 _____

Dear Aunt Sue, _____

with Love, _____

Practice B Using Capitalization in Letters

Read each sentence. Circle the mistakes in capitalization. Then, rewrite the sentence correctly.

Example: Granddad signed the letter, “love.”

Answer: Granddad signed the letter, “I ove^o” Granddad signed the l etter, “Love.”

1. The letter is addressed to Mom at 26 sagebrush court, carson city, nv 89701.

2. The letter from DND Company began with “dear ms. parsons:” as the salutation.

3. I signed my letter to Rachel, “your best friend.”

4. Letters to me should be sent to 7707 robin lane, lansing, mi 48912.

Name _____ Date _____

USING CAPITALIZATION IN ABBREVIATIONS, ACRONYMS, AND INITIALS

An abbreviation is a shortened form of a word or phrase. An acronym is an abbreviation of a phrase that takes one or more letters from each word in the phrase being abbreviated.

In general, capitalize abbreviations, acronyms, and initials if the words or names they stand for are capitalized.

Initials	Joseph C. Lewis
Titles	Ms. Theresa Morton
Academic degrees	Lance Hayden, J.D.
Acronyms	NATO
Most units of measure are not capitalized	gal.
Two-letter state abbreviations followed by a ZIP code	Dallas, TX 75220

Practice A Using Capitalization for Abbreviations

Read the items. Rewrite the abbreviations, adding capitals as needed. If the item is already correct, write correct.

Example: Indianapolis, in 46216

Answer: IN

- | | |
|----------------------------------|---------------------------------|
| 1. Jacquelyn Baker, d.d.s. _____ | 6. ms. Jan Smart _____ |
| 2. st. Louis, Missouri _____ | 7. Ebony Edwards, rn _____ |
| 3. lt. Randy Rudolph _____ | 8. rev. Jesse Jackson sr. _____ |
| 4. Curtis ln. _____ | 9. Providence, ri 02911 _____ |
| 5. 3 tbs. _____ | 10. dr. Maurice Kelly _____ |

Practice B Using Capitalization for Initials and Acronyms

Read the sentences. Write the initials and acronyms, adding capitals as needed. If the sentence is correct, write

Example: Who signed the nafta agreement?

Answer: NAFTA

- John Jacob has always been called j. j. _____
- Grandmother belongs to aarp. _____
- My sister belongs to n.o.w. _____
- My class is reading a book by c. s. Lewis. _____
- My uncle Todd played in the nhl. _____
- The NFL schedules the Super Bowl city years ahead. _____