

GRAMMAR WORKBOOK

Grade 9

PEARSON

Upper Saddle River, New Jersey

Boston, Massachusetts

Chandler, Arizona

Glenview, Illinois

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PEARSON
The logo consists of the word "PEARSON" in a bold, sans-serif font. Below the text is a horizontal line that starts under the 'P', goes under the 'A', and ends under the 'N'. The line is slightly curved, dipping down in the middle.

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Grammar, Usage, and Mechanics

INTRODUCTION

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

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

Grammar: These worksheets provide students with practice learning how to identify and use the parts of speech, basic sentence parts, phrases, and clauses. They also give students practice identifying and creating effective sentences.

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

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

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NOUNS

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

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

Common noun	class of person, place, or thing	girl, city, month
Proper noun	specific person, place, or thing	Maria, Dallas, December
Concrete noun	something you can see, touch, taste, hear, or smell	table, hat, pen
Abstract noun	something you can't perceive through your senses	loyalty, hope, freedom

Practice A Identifying Nouns

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

Example: Our decision was to eat dinner before the movie.

Answer: Our decision was to eat dinner before the movie.

1. The present is on the table.
2. Please take Sally to the dentist.
3. My brother slept through the movie.
4. Call the office after the package arrives.
5. The weather in Chicago is cold in January.
6. The firefighter received a medal for her bravery.
7. Her family moved to the United States from China.
8. Gymnastics requires balance and strength.
9. Our choir visited the White House in Washington, D.C.
10. The friendship between Rich and Tom has lasted for years.

Practice B Labeling Nouns

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

Example: Did you give your pencil to Paul?

Answer: pencil—common, concrete; Paul—proper, concrete

1. Your friendship is important to me. _____
2. Aunt Mary visited my family yesterday. _____
3. Please pass the potatoes. _____
4. My uncle lives in Florida. _____
5. A puppy needs a lot of attention. _____
6. Can I use the telephone to call Grandpa? _____
7. Our deepest hope is for freedom. _____
8. Have you read Tom Sawyer by Mark Twain? _____
9. My frustration grew over time. _____
10. No other bridge is as beautiful as the Brooklyn Bridge. _____

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PRONOUNS

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

Pronouns get their meaning from the words they stand for. These words are called *antecedents*. Reciprocal pronouns *each other* and *one another* refer to a plural antecedent. They express a mutual action or relationship.

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

Practice A Identifying Antecedents

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

Example: Michael loves his school.

Answer:  Michael loves his school.

- Mary did the job herself.
- Jamal works hard at his job.
- Successful students do their homework.
- Rachel took her daughter to the park.
- Andrew likes work. He spends a lot of time there.
- Roderick wrote his mom a letter.
- If Jessie does the chores, she will get an allowance.
- Dennis is very kind to his employees.
- When Kate exercises, she feels better.
- If Cameron does the work, he will succeed.

Practice B Identifying Reciprocal Pronouns

Read each sentence below and underline the reciprocal pronouns.

Example: They always help each other.

Answer: They always help each other.

- At Christmas, we give each other gifts.
- Good people are kind to one another.
- The men shook hands with each other.
- It is obvious that they are fond of one another.
- The children cooperate with one another.

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ACTION VERBS AND LINKING VERBS

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

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

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

Practice A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: Susan ran around the track.

Answer: Susan ran around the track.

1. Tyrell plays the guitar.
2. Robert works at the factory.
3. Sarah drank the juice.
4. Connie helps a lot of people.
5. Albin cooks delicious food.
6. Heidi swam to shore.

Practice B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Cathy feels sick.

Answer: Cathy feels sick.

1. Richard is a soldier.
2. Tamara’s voice sounds wonderful.
3. Her son became a doctor.
4. He felt better after we talked.
5. Jason appeared upset.

Practice C Distinguishing Between Action Verbs and Linking Verbs

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

Example: He flies jets for a living.

Answer: He flies jets for a living. action verb

1. After dinner, she became sick. _____
2. We played the best game ever! _____
3. Ashley was so happy about the puppy. _____
4. Jared is my best friend. _____
5. The children argued about television shows. _____

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TRANSITIVE AND INTRANSITIVE VERBS

A transitive verb directs action toward someone or something named in the sentence.

An intransitive verb does not direct action toward anyone or anything named in the sentence.

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

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

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

Practice A Identifying Transitive Verbs and Their Objects

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

Example: Mom baked a delicious cake.

Answer: Mom baked a delicious cake.

1. Tim sold hot chocolate at the game.
2. Kelly wore glasses.
3. Mom and Dad ate all of the pie.
4. The kitten scratched my hand.
5. I pictured success in my mind.
6. Chris took the garbage to the curb.
7. Michael forgot his backpack.
8. Belle asked several questions.
9. The dog ate the leftovers.
10. The doctor washed his hands.

Practice B Distinguishing Between Transitive Verbs and Intransitive Verbs

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

Example: The baby cried for her bottle.

Answer: cried—intransitive

1. Miette walked to the store. _____
2. James did his homework. _____
3. Ethan played his guitar all morning. _____
4. The grass grew quickly. _____
5. The plane holds over a hundred people. _____
6. Chloe sprained her ankle. _____
7. Benjamin runs faster than anybody else. _____
8. Mr. Young wants a new dog. _____
9. Steve forgot the party. _____
10. His mom washed the dishes. _____

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

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

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

Practice A Recognizing Verb Phrases

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

Example: I will be taking science first period.

Answer: will be taking

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| <p>1. You should have finished the paper before watching TV. _____</p> <p>2. My family is leaving next week. _____</p> <p>3. Truong is painting his house. _____</p> <p>4. My dog was not expecting two shots today. _____</p> <p>5. That car does use a lot of gas. _____</p> | <p>6. I have seen this movie four times. _____</p> <p>7. Nicole will be working tomorrow. _____</p> <p>8. Chad has been posting updates from his trip. _____</p> <p>9. Cathy is raising five kids. _____</p> <p>10. He is planning a trip to Japan. _____</p> |
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Practice B Identifying Helping Verbs and Main Verbs

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

Example: She is using her mom’s computer.

Answer: She is using her mom’s computer.

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| <p>1. They are adopting a child next month.</p> <p>2. Mr. Rose should be making dinner by now.</p> <p>3. Temperatures are climbing.</p> <p>4. You do want dessert, right?</p> <p>5. I might go to community college for my first year.</p> | <p>6. Grandma might learn karate.</p> <p>7. I have seen snow in Telluride in July.</p> <p>8. Antal will play guitar in a concert tonight.</p> <p>9. Dad was praising the dog.</p> <p>10. I am getting a job next semester.</p> |
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Name _____ Date _____

ADJECTIVES

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

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

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

Practice A Identifying Adjectives

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

Example: The tall, handsome boy goes to college.

Answer: The tall, handsome boy goes to college.

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| 1. That game went on forever! | 6. The broken window lets in the cold. |
| 2. I am listening to classical music. | 7. She enjoys making complicated recipes. |
| 3. Cesar loves putt-putt golf. | 8. The old, slow computer has to go. |
| 4. Some people spend long hours at work. | 9. Modern art speaks to my soul. |
| 5. Allen wants a red suit. | 10. Reading is my favorite activity. |

Practice B Identifying Nouns Used as Adjectives

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

Example: She went to the work meeting.

Answer: work

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| 1. It is time to wash the dinner dishes. | _____ |
| 2. Did you bring a winter coat? | _____ |
| 3. I missed band practice all week. | _____ |
| 4. Nguyen is a basketball player. | _____ |
| 5. Camilla has a smoothie habit. | _____ |
| 6. That office building should be torn down. | _____ |
| 7. The earthquake plan is very detailed. | _____ |
| 8. Miss Stenberg has fruit salad for lunch. | _____ |
| 9. He works at an airplane factory. | _____ |
| 10. She is hoping for an adventure vacation. | _____ |

Name _____ Date _____

ADVERBS

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

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

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

Practice A Recognizing Adverbs

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

Example: She ran quickly to the car.

Answer: quickly

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| <p>1. He yelled loudly when he broke his rib.
_____</p> <p>2. That child can sleep anywhere.
_____</p> <p>3. I want to travel abroad. _____</p> <p>4. Moles live underground. _____</p> <p>5. He accidentally spilled his milk.
_____</p> | <p>6. Shane always flosses his teeth.
_____</p> <p>7. I finally finished that letter.
_____</p> <p>8. I will see you soon. _____</p> <p>9. The package will come tomorrow.
_____</p> <p>10. Leila smiled cheerfully. _____</p> |
|---|--|

Practice B Identifying Adverbs and the Words They Modify

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

Example: I will arrive eventually.

Answer: eventually—will arrive

1. Juan is utterly wonderful.
2. That bell seldom rings.
3. Young professionals are upwardly mobile.
4. I sometimes appreciate cold weather.
5. He usually arrives about this time.
6. Miss Graski practices her cello often.
7. The hawk dropped swiftly from the sky.
8. She practices medicine thoughtfully.
9. Ava will move to Chicago soon.
10. He was mortally wounded

Name _____ Date _____

PREPOSITIONS AND PREPOSITIONAL PHRASES

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

Prepositions show relationships that involve location, direction, time, cause, or possession—for example, *above*, *toward*, *since*, and *of*. Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and a noun or pronoun that is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases

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

Example: Most kids in that school do well.

Answer: in that school

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| <p>1. Put <u>the book on the table</u>.</p> <p>2. That <u>son of Tricia's</u> is still small.</p> <p>3. Be <u>here in the morning</u>.</p> <p>4. There was a <u>competition between the two brothers</u>.</p> <p>5. Henry puts the dishes in the sink.</p> | <p>6. Lola lives in San Diego.</p> <p>7. I found the shoe under the bed.</p> <p>8. Juanita studied into the night.</p> <p>9. Don't leave without your hat.</p> <p>10. I found a ring on the beach.</p> |
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Practice B Identifying Prepositions and Their Objects

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

Example: The bridge goes over the river.

Answer: The bridge goes over the river.

1. The children return at sunset.
2. The flight was delayed because of an equipment problem.
3. The family had a party in the park.
4. I want to live near the ocean.
5. The whale is moving toward the shore.
6. The new suit should last for years.
7. Ted is the son of a musician.
8. Liz is walking to work.
9. She says she concentrates better with music.
10. I use the bus for transportation.

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CONJUNCTIONS

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

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

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

Practice A Identifying Conjunctions

Read each sentence. Then, underline the conjunctions. If a sentence has a correlative conjunction, remember to underline both parts.

Example: Neither I nor my employees will attend that event.

Answer: Neither I nor my employees will attend that event.

1. I love skiing, but my knees hate it.
2. We will either take the car or take the bus.
3. I love apples and bananas.
4. Do you want a sandwich or some leftovers?
5. I like dessert after I eat dinner.
6. She eats lunch at her desk when she has to.
7. Lukas wanted to help, but he didn't have time.
8. He will study either Spanish or French.
9. Fred likes not only soccer but also basketball.
10. While I load the dishwasher, you put the food away.

Practice B Identifying Kinds of Conjunctions

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

Example: She likes to knit while she watches TV.

Answer: while—subordinating

1. I like to eat spicy food, yet it bothers my stomach. _____
2. She was awake but drowsy. _____
3. While Jack washed the car, Jill mowed the lawn. _____
4. I walk the dog, but the cat walks herself. _____
5. You can have either chocolate or vanilla _____
6. Michelle and James are getting married. _____
7. I have to go to the doctor whether I like it or not. _____
8. Do you prefer flat shoes or heels? _____
9. Kaya listens to music while she does homework. _____
10. I want to play soccer, but my knee can't take the strain. _____

Name _____ Date _____

INTERJECTIONS

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

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

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

Practice A Identifying Interjections

Underline the interjection in each item.

Example: Ugh! I will have to work a long time to fix that.

Answer: Ugh! I will have to work a long time to fix that.

1. Oh! I love this movie!
2. Goodness! You scared me.
3. Pssst, are you awake?
4. Tsk-tsk, you should not be doing that.
5. Ouch! I think I sprained my wrist.
6. Hurray! We won the game!
7. Alas, the ship was not seaworthy.
8. Whew! That was a close call!
9. Congratulations! I am so proud of you!
10. Whoa! You are driving too fast!

Practice B Supplying Interjections

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

Example: _____ I love this dessert!

Answer: Yum!

1. _____ People are trying to study.
2. _____ I had a terrible day.
3. _____ I'm scared of mice.
4. _____ That casserole looks pretty bad.
5. _____ The superhero took one on the chin.
6. _____ You win some, and you lose some.
7. _____ You must be very happy.
8. _____ I'm feeling pretty discouraged.
9. _____ The tray slipped off the counter.
10. _____ How have you been?

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IDENTIFYING PARTS OF SPEECH

The way a word is used in a sentence determines its part of speech.

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

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

Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs *Read each sentence. Then, identify whether the underlined word is a noun, a pronoun, a verb, an adjective, or an adverb.*

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

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

1. They love that diner. noun pronoun verb adjective adverb
2. My cat ran under the bed. noun pronoun verb adjective adverb
3. Please do your homework quickly. noun pronoun verb adjective adverb
4. Red cars seem faster than white ones. noun pronoun verb adjective adverb
5. He slowly got out of his chair. noun pronoun verb adjective adverb

Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections *Read each sentence. Then, identify whether the underlined word is a preposition, a conjunction, or an interjection.*

Example: They ran around the field. preposition conjunction interjection

Answer: They ran around the field. preposition conjunction interjection

1. Put your coat in the closet. preposition conjunction interjection
2. Congratulations! I'm very proud of you. preposition conjunction interjection
3. He left the letter on the table. preposition conjunction interjection
4. Do you want rice or potatoes? preposition conjunction interjection
5. You can have either milk or juice. preposition conjunction interjection

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SIMPLE SUBJECTS AND PREDICATES

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

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

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

Practice A Identifying Simple Subjects

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

Example: The boy with the short black hair loves to ride his minibike.

Answer: The boy with the short black hair loves to ride his minibike.

- My mother, who loves to skydive, can't swim.
- The bird on the wire moved closer to its companion.
- The bananas in the fruit bowl are over-ripe.
- The printer needs a new ink cartridge.
- The finger that he bruised should be x-rayed.
- Ben's painting speaks to my soul.
- The keys to Sarah's car are hopelessly lost.
- The biology book includes colorful illustrations.
- His best and oldest friend lent him money.
- Many poems describe the night sky.

Practice B Identifying Simple Predicates

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

Example: Juanita tossed her backpack into the trunk.

Answer: Juanita tossed her backpack into the trunk.

- The dishes you gave me will make the table beautiful.
- Gray days remind me of my summer in Seattle.
- He took his daughter to the park yesterday morning.
- The man with the yellow hat loves monkeys.
- I cried during the second act of that play.
- The president of the PTA tries her best.
- Uncle Trae wore his best suit to the wedding.
- The purse that she wants costs fifty dollars.
- We canceled our plans.
- That mother knows her children well.

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FRAGMENTS

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

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

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

Practice A Distinguishing Sentences and Fragments

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

Example: The monkey who knows sign language.

Answer: fragment

1. Is running late. _____
2. Sunshine makes flowers grow. _____
3. Stronger by lifting weights. _____
4. He watched the movie twice. _____
5. Which is no way to make friends. _____
6. Is a famous boy. _____
7. I don't like that music. _____
8. Was far too tedious for me to finish. _____
9. Gabriel graduated with honors. _____
10. Tanya suddenly stood up. _____

Practice B Fixing Fragments

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

Example: to the store

Answer: My mom asked me to go to the store for her.

1. the little boy _____
2. went running through the field _____
3. the beautiful horse _____
4. sat down at the desk _____
5. was standing in a field _____

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

When the word *here* or *there* begins a declarative sentence, it is usually an adverb that modifies the verb by pointing out where something is. Usually sentences beginning with *here* or *there* are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence. To find the subject, rearrange the sentence and sometimes use a new word.

Sentences Beginning With <i>Here</i> or <i>There</i>	Sentences Rearranged in Subject-Verb Order
Here is an <u>idea</u> .	An <u>idea</u> occurs to me.
There is a <u>crack</u> in the foundation.	A <u>crack</u> is in the foundation.

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

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

Example: There is milk in the refrigerator.

Answer: Milk is in the refrigerator.

- There is snow on the ground. _____
- There is money in the bank. _____
- Here is a new way of looking at the problem. _____
- There are seven packets of oatmeal left. _____
- There is a hole in the boat. _____
- Here's a get-rich-quick scheme. _____
- There is no news. _____
- There are squirrels in my garden. _____
- There is a fox in the henhouse. _____
- There's no hope. _____

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

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

Example: There is enough milk for the recipe.

Answer: There is enough milk for the recipe.

- There is a library on the corner.
- There are three reasons not to go.
- Here is my best guess.
- There is a spare tire in the trunk.
- There are problems with that plan.
- Here is the best proposal.
- There are four assignments due.
- Here is a response to your letter.
- There are many pillows on the couch.
- Here is your uncle.

Name _____ Date _____

SUBJECTS IN INTERROGATIVE SENTENCES

In interrogative sentences, the subject often follows the verb.

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

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

Practice A Rearranging Interrogative Sentences

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

Example: Where is the game?

Answer: The game is where?

1. What is the trouble? _____
2. Where are your shoes? _____
3. Are you awake? _____
4. What is your friend's name? _____
5. Is your boss expecting you? _____
6. Did Orion make the winning goal? _____
7. Are you leaving with Grace? _____
8. When should I be there? _____
9. How did you get the job done? _____
10. Why are you rushing through your work? _____

Practice B Identifying Subjects and Verbs in Interrogative Sentences

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

Example: Why are you leaving?

Answer: Why are you leaving?

- | | |
|----------------------------------|---------------------------------|
| 1. Why is your family moving? | 6. Are you cooking dinner? |
| 2. How are you getting home? | 7. Why are you sad? |
| 3. Why are you afraid of flying? | 8. Who will be at the game? |
| 4. Why don't you like the cold? | 9. What do you want for dinner? |
| 5. Where is Ty today? | 10. How have you been? |

Name _____ Date _____

SUBJECTS IN IMPERATIVE SENTENCES

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

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

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

Practice A Rewriting Imperative Sentences to Include *You*

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

Example: Put your laundry in the hamper.

Answer: You, put your laundry in the hamper.

1. Tomorrow, get home on time. _____
2. Take care of your chores first. _____
3. By Friday, get me that report. _____
4. Pick the children up after band practice. _____
5. Put the clothes away. _____
6. Put the dishes in the dishwasher. _____
7. Please mow the lawn. _____
8. Go take a nap. _____
9. Take the dog for a walk. _____
10. Meet me at six-thirty. _____

Practice B Writing Imperative Sentences

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

Example: Don't take advantage of his good intentions.

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

Name _____ Date _____

SUBJECTS IN EXCLAMATORY SENTENCES

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

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

Practice A Identifying Subjects in Exclamatory Sentences

Read each sentence below. Then, underline the subject in each sentence. If the subject or verb is not included in a sentence, write it on the line provided.

Example: Get out!

Answer: you

1. Go away! _____
2. You scared me! _____
3. I just love this weather! _____
4. This isn't fair! _____
5. Get out of my room! _____
6. What does he know! _____
7. You are the best mom ever! _____
8. I am so relieved! _____
9. Fire! _____
10. That dog should be quiet! _____

Practice B Writing Exclamatory Sentences and Identifying Subjects

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

Example: I love the spring air!

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

Name _____ Date _____

DIRECT OBJECTS

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

Direct objects complete the meaning of action verbs by telling *who* or *what* receives the action. Verbs that have direct objects are called **transitive verbs**; they *transfer* their action onto direct objects. Some verbs are **intransitive**, meaning nothing receives the action of the verb.

Sentence	Question to Ask	Answer	Direct Object? Transitive or Intransitive Verb?
She makes cookies for her friends.	She makes <i>whom</i> or <i>what</i> ?	Cookies	Yes; transitive
Fish can breathe underwater.	Fish can breathe <i>whom</i> or <i>what</i> ?	No answer	No direct object; intransitive
Sam hugged his mother.	Sam hugged <i>whom</i> or <i>what</i> ?	Mother	Yes; transitive

Practice A Identifying Direct Objects

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

Example: Our debate team won a medal.

Answer: Our debate team won a medal.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Alea made her bed. 2. Trece would like more juice. 3. The boys finished their homework. 4. The teacher gave us an assignment. 5. He earned money by helping Mr. Jackson. | <ol style="list-style-type: none"> 6. The men watched football all day long. 7. I like working outside. 8. Did you make dinner? 9. He broke his mother’s vase. 10. The dog has been chewing that bone all day. |
|---|---|

Practice B Identifying Sentences With Direct Objects

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

Example: Joseph hugged his mother.

Answer: Joseph hugged his mother. Yes

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. I walk every morning. _____ 2. I gave the plate to your father. _____ 3. Snakes scare Vanessa. _____ 4. Jennifer plays hockey. _____ 5. Josiah’s team lost. _____ 6. The garage burned down. _____ | <ol style="list-style-type: none"> 7. Kenton plays the guitar beautifully. _____ 8. Dwayne collects rent on the first of the month.
_____ 9. Maria spends a lot of money on her car.
_____ 10. I will never ski. _____ |
|--|--|

Name _____ Date _____

INDIRECT OBJECTS

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

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

Sentence	Question to Ask	Direct and Indirect Object
Sally teaches dogs manners.	1. Teaches <i>what</i> or <i>whom</i> ?	manners (direct object)
	2. Teaches manners <i>for what</i> or <i>whom</i> or <i>to what</i> or <i>whom</i> ?	dogs (indirect object)
She works quickly.	1. Works <i>what</i> or <i>whom</i> ?	No answer; no direct object
Sam gave his mom a kiss on the cheek.	1. Gave <i>what</i> or <i>whom</i> ?	kiss (direct object)
	2. Gave a kiss <i>to what</i> or <i>whom</i> ?	mom (indirect object)

Practice A Identifying Indirect Objects

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

Example: She gave her friend a picture.
Answer: She gave her friend a picture.

- | | |
|---------------------------------------|---------------------------------------|
| 1. He made his girlfriend a painting. | 6. Kaya gave her mom a hug. |
| 2. He cooked his family dinner. | 7. Michael played his sister a song. |
| 3. I showed my husband the letter. | 8. She baked the boy a cake. |
| 4. I taught my dog the command. | 9. They bought their uncle a present. |
| 5. They gave their horses a bath. | 10. The cat brought me a mouse. |

Practice B Identifying Sentences With Indirect Objects

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

Example: Jackson sent his dad an e-mail.
Answer: Jackson sent his dad an e-mail. Yes

- | | |
|---|--|
| 1. Shane made Justin a cake. _____ | 6. Connie cooked her kids some dinner. _____ |
| 2. I gave your father the plate. _____ | 7. Ethan played me a song. _____ |
| 3. Rosa finally paid me my money. _____ | 8. She posted an update. _____ |
| 4. Their team won the trophy. _____ | 9. Kendrick gave me a solution. _____ |
| 5. Jason's team lost the game. _____ | 10. I forgot the answer. _____ |

Name _____ Date _____

OBJECT COMPLEMENTS

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

Object complements occur after such verbs as *appoint, call, consider, declare, elect, judge, label, make, name,* and *think*. The words *to be* are often understood before an object complement.

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

Practice A Identifying Object Complements

Read each sentence. Then, underline its object complement.

Example: They appointed me the leader.

Answer: They appointed me the leader.

1. Omar declared our team victorious.
2. Amanda thought my joke the best.
3. The boss considered our work successful.
4. She called me her best friend.
5. The fifth grade elected Julian class president.
6. The men named bowling the sport of kings.
7. The medicine made the child better.
8. She declared the casserole delicious.
9. She thought the gift beautiful.
10. I considered the game frustrating.

Practice B Completing Sentences With Object Complements

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

Example: The customer at the bakery called the cake _____.

Answer: The customer at the bakery called the cake a work of art.

1. They appointed the woman _____.
2. The teacher judged the report _____.
3. Mom thought the flowers _____.
4. The city elected Maria _____.
5. Kim named the puppy _____.
6. The inspector judged the construction _____.
7. Peggy declared the weather _____.
8. I thought the movie _____.
9. The worker thought his pay rate _____.
10. I will never think you _____.

Name _____ Date _____

SUBJECT COMPLEMENTS

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

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

Practice A Identifying Subject Complements

Read the following sentences. Then, underline the subject complement in each sentence.

Example: She is tall and strong.

Answer: She is tall and strong.

- | | |
|--------------------------------------|--|
| 1. You seem tired. | 6. My grandfather was a machinist. |
| 2. Chris is a blues guitarist. | 7. Tricia is a wife, a mother, and a pediatrician. |
| 3. My father is a doctor. | 8. That sign seems promising. |
| 4. The snow is powdery. | 9. The garden is dry. |
| 5. The queen's hair looks glamorous. | 10. Those clouds look threatening. |

Practice B Identifying Predicate Nominatives and Predicate Adjectives

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

Example: I am a gardener.

Answer: I am a gardener. predicate nominative

- I want to be a nurse. _____
- She is kind and compassionate. _____
- You look beautiful. _____
- My father is the mayor. _____
- Mike's friend is the state wrestling champion. _____
- The sunsets at the beach are lovely. _____
- I feel optimistic. _____
- You seem discouraged. _____
- Do you want to be a lawyer? _____
- Hank's horse is a thoroughbred. _____

PREPOSITIONAL PHRASES

A prepositional phrase, such as *behind the house*, consists of a preposition along with a noun or pronoun.

Prepositional phrases can act as adjectives (in which case they are called **adjectival phrases**), or they can act as adverbs (in which case they are called **adverbial phrases**).

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

Practice A Identifying Prepositional Phrases

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

Example: Michael moved into an apartment.

Answer: Michael moved into an apartment.

- The cat jumped over the fence.
- He drove through the snowstorm.
- She carried a purse with a red handle.
- Rachel took her daughter to the park.
- Andrew spends money for his truck.
- The house with the red door is Jorge's house.
- Ashley works at the gym.
- Dayna sent pictures to the newspaper.
- Glen plays trumpet in a jazz band.
- Jane has two sons in college.

Practice B Identifying Adjectival and Adverbial Phrases

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

Example: They skied on their favorite trails.

Answer: They skied on their favorite trails.

Adjectival phrase

Adverbial phrase

- Bob is the winner of the most races.
- The kids watch TV after they do homework.
- The men shook hands with each other.
- The puppy with the black spots is our favorite.
- We listened to the news on the radio.

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Adjectival phrase

Adverbial phrase

Name _____ Date _____

APPOSITIVES AND APPOSITIVE PHRASES

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

Appositives usually follow right after the words they relate to.

An appositive or **appositive phrase** (which includes descriptive words) is a great way to combine two choppy sentences into one interesting sentence.

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

In the example below, two sentences are combined into one sentence that includes an appositive phrase. Before: Sue's car is an old station wagon. Sue's car cannot handle icy roads.

After: Sue's car, an old station wagon, cannot handle icy roads.

Practice A Identifying Appositives

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

Example: Alea, the leader of the club, canceled our meeting.

Answer: Alea, the leader of the club, canceled our meeting.

- | | |
|--|--|
| 1. Jackson, the curly-haired boy, plays soccer. | 6. Bowling, the sport of kings, can get expensive. |
| 2. Today, Sunday, I will not be working. | 7. The students, all 15 of them, left in the middle of the test. |
| 3. Her cousin Steve scored the winning point. | 8. I made a meal, chicken and dumplings, for my family. |
| 4. I chose my favorite top, a red- and blue-striped shirt. | 9. Joe's son Ben is a good basketball player. |
| 5. The high heels, shoes she rarely wears, got lost under her bed. | 10. Our smallest dog, Sampson, is chewing a bone. |

Practice B Combining Sentences Using Appositives

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

Example: My kitchen is the room at the back of the house. My kitchen is being remodeled.

Answer: My kitchen, the room at the back of the house, is being remodeled.

Example: I love the spring air!

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

Name _____ Date _____

VERBAL PHRASES

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

Verbals look like verbs, but they are not verbs. Verbs express an action, a condition, or that something exists. Verbals can function as nouns or modify another word.

Verbals can be essential or nonessential to the meaning of a sentence. When they are **nonessential**, they have commas on both sides; when they are **essential**, they do not.

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

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

Show that you can use and understand verbals and verbal phrases by completing the following exercises.

Practice A Identifying Verbals and Verbal Phrases

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

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

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

1. Ruined by rain, the toy was thrown out.
2. Jeans washed with rocks are soft.
3. The lawn, mowed and trimmed, looked nice.
4. A growing puppy needs a healthy diet.
5. The freshly painted house looks brand-new.
6. That building, designed by a famous architect, is recognized around the world.
7. The teacher, excited to get started, encouraged the students to take their seats.
8. Chopping vegetables for the stew, I cut my finger.

Practice B Recognizing Verbal Phrases

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

Example: The men remodeled my kitchen.

Answer: The men remodeled my kitchen. verb

1. Twisted but beautiful, the tree enchanted the young girl. _____
2. The roof, covered by snow for weeks, eventually began to leak. _____
3. The bad news disappointed the family. _____
4. Running down a hill, the toddler was an accident waiting to happen. _____

INDEPENDENT AND SUBORDINATE CLAUSES

A clause is a group of words that contains a subject and a verb.

An **independent clause** (also called a *main clause*) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause.

A **subordinate clause** (also called a *dependent clause*), although it has a subject and a verb, cannot stand by itself as a complete sentence.

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

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

Practice A Distinguishing Independent and Subordinate Clauses

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

Example: My daughter asked that she be allowed to stay out late.

Answer: My daughter asked that she be allowed to stay out late. independent subordinate

- 1. I don't think he even knew that I was there. independent subordinate
- 2. I would like to go, but I don't have enough money. independent subordinate
- 3. My father, who has been gone for a week, will be home today. independent subordinate
- 4. Unless it stops snowing, you have to stay home. independent subordinate
- 5. My mother loves to ski, while my father hates it. independent subordinate
- 6. That building is old, and it is drafty. independent subordinate

Practice B Combining Sentences Using Independent and Subordinate Clauses

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

Example 1: She does not like spinach. She ate it to be polite.

Answer: Although she does not like spinach, she ate it to be polite.

Example 2: The day is sunny. It is cold.

Answer: The day is sunny, but it is cold.

- 1. The tree was hit by lightning. It survived. _____
- 2. The boy was loud. He did not mean to be rude. _____
- 3. She had fun at her birthday party. Her parents hired a clown for the party. _____
- 4. The puppy chewed the shoes. He misbehaved often. _____

Name _____ Date _____

ADJECTIVAL CLAUSES

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

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

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

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

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

Practice A Identifying Adjectival Clauses

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

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

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

1. The coffee that Chad makes is too strong.
2. The computer that Andrew gave me has great graphics.
3. Her father, who has been gone for weeks, will be home tomorrow.
4. The real estate agent whom they hired to sell their house is not trying very hard.
5. My mother, who loves to snow-ski, won't even try water-skiing.
6. She gave me her old jeans, which were too short for her to wear anymore.

Practice B Writing Sentences With Adjectival Clauses

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

Example: The chicken was a little dry. (that Sarah made)

Answer: The chicken that Sarah made was a little dry.

1. The storm finally ended. (which had been raging for weeks)

2. The boy was crying. (who had fallen down)

3. The pen stopped working. (which was brand-new)

4. The cat makes Mom sneeze. (that we got at the shelter)

Name _____ Date _____

RESTRICTIVE RELATIVE CLAUSES AND NONRESTRICTIVE RELATIVE CLAUSES

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

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

Relative pronouns have two jobs in a sentence.

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

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

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

Practice A Identifying Relative Pronouns and Their Clauses

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

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

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

- The toy, which the boy had outgrown, was handed down to his brother.
- The meal that had been prepared by my mother was a big hit with the kids.
- The girl, who was tired from studying, did not want to go to track practice.
- My puppy, who gets only dry dog food, sits under the table and begs.
- The house that Tom painted looks fresh and new.
- That building, which has been empty for years, is going to be torn down.

Practice B Combining Sentences, Using Relative Pronouns

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

Example: The fruit was grown in Florida. The fruit tasted great.

Answer: The fruit, which was grown in Florida, tasted great.

- We bought the tree for Mother. The tree is an apple tree.

- The roof was just repaired. The roof is still leaking.

- The sun finally came out today. We had not seen the sun in weeks.

- The little boy is crying. The little boy wants his mother.

Name _____ Date _____

ADVERBIAL CLAUSES

Adverbial clauses are subordinate clauses that modify verbs, adjectives, adverbs, or verbals by telling *where, when, in what way, to what extent, under what condition, or why.*

Adverbial clauses begin with subordinating conjunctions and contain subjects and verbs.

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

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

Example: You are going out for groceries. You should also pick up the dry cleaning.

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

Practice A Identifying Adverbial Clauses

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

Example: Before we started our work, the teacher explained the lesson.

Answer: Before we started our work, the teacher explained the lesson.

- I will arrive as soon as I can.
- After she finishes her homework, she can leave.
- Until you read the book, you cannot write the report.
- After the rain, the air smells fresh and clean.
- Mom is driving me to the dentist so that I can get a filling.
- Whenever I procrastinate, I regret it.
- Because I did not sleep well last night, I am tired today.
- While you run errands, I will clean the house.

Practice B Combining Sentences, Using Adverbial Clauses

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

Example: She did not want to do her chores. She did them anyway. (although)

Answer: Although she did not want to do her chores, she did them anyway.

- You want to be with your friends. You cannot go to the party. (although)

- It rained for seven days. Our roof leaked. (because)

- You don't turn in your homework. You will not get credit. (if)

- You were out of town. This package came for you. (while)

NOUN CLAUSES

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

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

Notice that the underlined clause in the example below is a noun clause that is acting as the subject of the sentence. You can replace the clause with *it*, and the sentence still sounds correct.

Example: Whatever you would like for dinner is fine with me.

Practice A Identifying Noun Clauses

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

Example: She told me that I would have to work late or be fired.

Answer: She told me that I would have to work late or be fired.

1. This gift is just what I wanted.
2. My idea, that we would gather to exchange cookies, was loved by one and all.
3. How you manage work, school, and sports is a complete mystery to me.
4. Did he agree with what you suggested?
5. A new house is what they were building.
6. What Mom says is usually right.
7. A good night's sleep is what that child needs.
8. Whoever showed up first won a prize.
9. What she wants for Christmas is a trip to New York City.
10. She told me that I passed with flying colors.

Practice B Distinguishing Noun Clauses

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

Example: She wrecked the bike that she had just gotten for her birthday.

Answer: adjectival clause

1. Whoever you choose will be captain of the team. _____
2. He found his teddy bear, which had been under the couch for a week. _____
3. He loved the cookies that I made for him. _____
4. Whichever choice you make is the choice you will have to live with. _____
5. How the sun rises day after day is a miracle to ponder. _____

Name _____ Date _____

THE FOUR STRUCTURES OF SENTENCES

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

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

Show that you can use and understand a variety of sentence structures by completing the following exercises.

Practice A Distinguishing Between Simple and Compound Sentences

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

Example: The rain came down suddenly, and the fields soaked up the water.

Answer: compound

1. Have you finished your homework? _____
2. In this area, everybody recycles their garbage. _____
3. I love living in the mountains, but my husband prefers a warmer climate. _____
4. I received an award for my speech. _____
5. Joseph wants to stay home tonight, so Jessie has agreed to cook dinner. _____
6. You can mow the lawn or vacuum the family room. _____
7. You can write the report, or you can present it to the class. _____
8. They are watching the movie and eating popcorn. _____

Practice B Identifying the Four Structures of Sentences

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

Example: She finished the test, and she walked home.

Answer: She finished the test, and she walked home. complex compound

- | | | |
|---|------------------|----------|
| 1. Although I love sleeping late, I rarely have the chance to do so. | simple | complex |
| 2. The little boy was running down the hill, and then he fell. | compound | complex |
| 3. Usually I am careful, but I was distracted when I wrecked my bike. | compound-complex | compound |
| 4. Whenever I feel sad, I watch a funny movie. | compound | complex |
| 5. While he drove, I slept. | compound | complex |

Name _____ Date _____

THE FOUR FUNCTIONS OF A SENTENCE

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

Declarative: states an idea; ends with a period	The car is parked nearby.
Interrogative: asks a question; ends with a question mark	What do koalas eat?
Imperative: gives commands or directions; ends with a period or an exclamation mark	Hang up your coat. Stop there!
Exclamatory: conveys strong emotions; ends with an exclamation mark	I don't believe it!

Practice A Punctuating the Four Types of Sentences

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

Example: What time does the movie start (interrogative)

Answer: What time does the movie start?

1. What a beautiful painting that is (exclamatory)
2. Stop texting during dinner (imperative)
3. How far is your house from school (interrogative)
4. Come here now (imperative)
5. The bakery will open in an hour (declarative)
6. What an exciting game that was (exclamatory)
7. Mercury revolves once around the sun in 88 days (declarative)
8. The Great Wall of China spans 4,500 miles of the country (declarative)
9. Remember to drop off the books at the library (imperative)
10. Did you know penguins can't fly (interrogative)

Practice B Identifying the Four Types of Sentences

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

Example: Ask the waiter to bring us some water.

Answer: imperative

1. What is an asteroid? _____
2. That's not fair! _____
3. Bring a friend to the meeting.

4. Plot is the sequence of events in a story.

5. Don't walk on that ice!

6. Violent shivering is a sign of hypothermia.

7. What a great football player Troy Polamalu is!

8. After you complete the application, leave it on my desk. _____
9. New words are added to the dictionary each year. _____
10. Have you heard the results of NASA's latest tests on the moon?

Name _____ Date _____

SENTENCE COMBINING

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

Compound object	Kelly plays soccer. Kelly plays piano.	Kelly plays soccer and piano.
Complex sentence	I thought Maya was home. I saw the light on in her room.	I thought Maya was home because I saw the light on in her room.

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

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

Example: When chatting online, never give out your home address or your phone number.

Answer: When chatting online, never give out your home address or your phone number.

1. Phonographs and gramophones are early recording devices.
2. The pilot guided the plane through the storm and landed it safely.
3. Georgio pulled the trash can and the recycling bins to the curb.
4. The brochure displays a mountain scene and a city skyline.
5. Pomeranians and Maltese usually weigh seven pounds or less.
6. Extroverts are talkative and seek the company of others.
7. The shoes were Gabby’s size and were on sale.
8. “The First Tears” and “The Maid of the Mist” are American myths.
9. In the Everglades, we saw giant salamanders and cypress trees.
10. The deer ran through our yard and jumped over the fence.

Practice B Identifying Clauses in Compound and Complex Sentences

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

Example: Jan lives in the country, but she prefers the bustle of city life.

Answer: Jan lives in the country, but she prefers the bustle of city life.

1. Angelo overslept because he forgot to set his alarm.
2. High winds had blown trees onto the runway, and the plane couldn’t land.
3. I like indie music, but I’m in the mood to listen to country music today.
4. Kimberly realized she knew Gil after he mentioned his last name.
5. Even though we procrastinated, we were able to get tickets to the show.

Name _____ Date _____

VARYING SENTENCE LENGTH

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

Practice A Writing to Shorten Sentences

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

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

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

1. The mayor gave vague responses to Myra’s questions, and Myra was disappointed.

2. Some politicians use vague language, but Harry Truman spoke in a direct manner.

3. Anita forgot to bring money for the field trip, but all the others brought their money.

4. Many people think of the phonograph as the first device able to record sound when, in fact, there were devices that recorded sound before the invention of the phonograph.

5. The Internet provides a large number of sites that are not checked for accuracy of information.

Practice B Revising to Vary Sentence Length

Read the following paragraph. Vary sentence length by making these revisions: Shorten sentences 1, 3, and 4; break up sentence 2; combine sentences 5 and 6.

Impressionism is the name of an art movement that began in the 1800s. (2) The Impressionists challenged the idea of art as specific images based on details and precisely drawn lines, and these artists emphasized the use of color and brush stroke to create an overall effect—an impression.

The images in Impressionist paintings look like a blur of color when viewed up close, but when Impressionist paintings are viewed from a distance, their images are clear. (4) Rather than painting indoors like their predecessors, Impressionists painted outdoors. (5) They captured the effects of light and movement. (6) They painted realistic scenes from daily life.

VARYING SENTENCE BEGINNINGS

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

Infinitive phrase	To achieve my goals, I set a plan.
Adverb	Finally, I set a plan to achieve my goals.

Practice A Identifying Varied Sentence Beginnings

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

Example: Until yesterday, I had never been to a sushi bar. _____

Answer: Until yesterday, I had never been to a sushi bar. prepositional phrase

- During the summer, I learned to water-ski. _____
- To earn spending money, Nadine walks the neighbor's dog. _____
- Carefully, Laura set the crystal vase on the shelf. _____
- Chicken and dumplings are my mother's specialty. _____
- Usually on time, Sal kept me waiting today for half an hour. _____
- Distracted by the kittens, the toddler forgot about his broken toy. _____
- Cars cannot travel beyond this gate. _____
- Forgetting that it was Saturday, Sean got dressed for school. _____
- Immediately after the game, we will stop at the bank. _____
- To be out of the woods before dark was of utmost importance. _____

Practice B Writing Varied Sentence Beginnings

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

Example: _____, Erin plans her vacation. (participial phrase)

Answer: Dreaming of the ocean, Erin plans her vacation.

- _____ was her hope. (infinitive phrase)
- _____ filled the air, and the crowd roared. (noun)
- _____, Lou accepted the prize money. (adverb)
- _____, a rainbow appeared. (prepositional phrase)
- _____, the bull pawed the ground. (participial phrase)

Name _____ Date _____

USING INVERTED WORD ORDER

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

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

Subject-verb order	Dozens of books slid off the broken shelf.
Verb-subject order	Off the broken shelf slid dozens of books.

Practice A Identifying Subjects and Verbs in Sentences

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

Example: In the upper canopy is the scarlet tanager.

Answer: In the upper canopy is the scarlet tanager.

1. A rattlesnake was ready to strike.
2. The penguin shuffled across the ice floe.
3. Blinding was the camera's flash.
4. Heavy rains caused the roads to flood.
5. Here is the battery for your phone.
6. The poinsettia is a traditional Christmas plant.
7. Black vultures mate for life.
8. Startling was the news about the collapsed bridge.
9. Bright red flowers attract hummingbirds.
10. Standing in line were hundreds of people.

Practice B Identifying Inverted Word Order in Sentences

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

Example: Exhausting was the hike.

Answer: V-S

- | | |
|---|--|
| 1. The plane is arriving. _____ | 7. Around the corner is a great little deli.
_____ |
| 2. Here is the check. _____ | 8. There are three pink roses in the vase.
_____ |
| 3. The police officer is directing traffic. _____ | 9. Facing a brick wall was the only window.
_____ |
| 4. Under the rug is a key to the house. _____ | 10. Two qualified candidates applied for the job.
_____ |
| 5. The last voter cast her ballot. _____ | |
| 6. A free drink comes with your sandwich. _____ | |

Name _____ Date _____

RECOGNIZING FRAGMENTS

A sentence fragment is an incomplete sentence.

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

Fragments	Completed Sentences
Lindsay wants a new watch. Like Sally's.	Lindsay wants a new watch like Sally's.
Interested in learning Web design. Hank signed up for a computer class.	Interested in learning Web design, Hank signed up for a computer class.

Practice A Identifying Fragments

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

Example: The boxes left on the stairs.

Answer: F

1. A schedule of upcoming events. _____
2. Janine will present her speech after the quiz. _____
3. Cell phone technology has advanced dramatically. _____
4. While jogging, noticing the utility trucks, which blocked the path. _____
5. Because this cereal has an unhealthy amount of sugar, I refuse to buy it. _____
6. Who called? _____
7. Everyone from my neighborhood that was home. _____
8. Construction will begin on a new highway next year. _____
9. Someone left the milk out overnight, and now it's spoiled. _____
10. Whatever decision you make.

Practice B Correcting Fragments

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

Example: Whoever called this morning _____

Answer: Whoever called this morning didn't leave a message.

1. The last time I saw the scissors _____ .
2. _____ to watch the kayak races.
3. After the trainer checked my knee, _____ .
4. The missing puzzle piece _____ .
5. _____ that was playing on the radio.

Practice A Revising to Eliminate Run-ons

Read

Name _____ Date _____

37 AVOIDING RUN-ON SENTENCES

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

To correct some run-ons, add a semicolon or a comma and a coordinating conjunction. To correct other run-ons, rewrite the item as a complex sentence.

Run-on	Correction
The game went into overtime we couldn't stay to watch.	The game went into overtime but we couldn't stay to watch.
I will fi ll in as the owl mascot, I would rather not wear that hot costume.	will fi ll in as the owl mascot, even though I would rather not wear that hot costume.

Practice A Revising to Eliminate Run-ons

each item. Correct each run-on by adding a semicolon or a comma and a coordinating conjunction as appropriate.

Example: The door will be locked you will find a key behind the big rock.

Answer: The door will be locked, but you will find a key behind the big rock.

1. Cybercrooks hack into computers every day, it's important to use protective software.
2. Low tide will be in one hour then we can collect shells from the sandbars.
3. Gabriel García Márquez writes short stories and novels, he also writes nonfiction.
4. My grandmother speaks several languages, for example, she speaks Greek.
5. The ballet was about to begin the lights had flickered.
6. China's Great Wall was built over centuries, its purpose was to keep out enemies.
7. Cats may swish their tails to indicate anger, they may fluff their tails to show fear.

Practice B Rewriting to Eliminate Run-ons

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

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

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

1. The community garden grows food, it will be distributed to needy families.

2. The outdoor concert was canceled, the weather report called for rain.

3. Officer Mill started to arrest Ty, he realized Ty was protecting Joe, not hurting him.

4. The children found their way home, there was a full moon lighting the path.

5. Jeremy talked to his coach; one referee consulted with another.

Name _____ Date _____

RECOGNIZING MISPLACED MODIFIERS

A misplaced modifier is placed too far from the word(s) it modifies, so it appears to modify the wrong word(s).

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

Misplaced modifier	Correction
A car drove by our house honking its horn.	A car honking its horn drove by our house.

Practice A Identifying Misplaced Modifiers

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

Example: Mary wore the sweater to the movies that her sister gave her.

Answer: Mary wore the sweater to the movies that her sister gave her.

- The librarian gave a book to Dennis with a torn cover.
- A group of girls sat in the corner eating lunch.
- I heard that high winds are expected on the Weather Channel.
- My brother set the lasagna on the stove that our mother made.
- The beagle chased the cat barking and howling.
- Sid placed a ketchup bottle on the table that was dripping.
- I took a photograph of a house across the street shaped like a hexagon.
- Chasing rabbits on the road, Luke was afraid a car might hit the dog.
- Sandy cooked oatmeal in the microwave flavored with cinnamon.
- After working on his car, Calvin came into the house covered with grease.

Practice B Correcting Misplaced Modifiers

Read each sentence. Then, rewrite each that has a misplaced modifier. If a sentence is correct, write correct.

Example: The horse jumped over a fence running across the field.

Answer: The horse running across the field jumped over a fence.

- The patient sat in the dentist's chair moaning.

- While painting the wall, Rose listened to music.

- Jason listened to Elise playing piano while eating dinner.

- Teri plopped down in the chair with a sigh.

- Nikita left the jacket on the stairs that Julie lent her.

Name _____

Date _____

RECOGNIZING DANGLING MODIFIERS

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

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

Dangling modifier	Correction
To drive on the turnpike, tolls are collected.	To drive on the turnpike, travelers must pay tolls.

Practice A Identifying Dangling Modifiers

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

- Example:** a. While throwing a tantrum, the toy truck broke. _____
 b. While throwing a tantrum, the little boy broke his toy truck. ✓
- a. After painting the mural, the child development room appeared friendly and inviting. _____
 After we painted the mural, the child development room appeared friendly and inviting. _____
- a. Lounging in the pool, she felt all her cares slip away. _____
 Lounging in the pool, all her cares slipped away. _____
- a. Born in Austin, Texas, I found the city of Eek, Alaska, remote and glacial. _____
 Born in Austin, Texas, the city of Eek, Alaska, seemed remote and glacial. _____

Practice B Correcting Dangling Modifiers

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

Example: While sailing the lake, five flocks of geese flew overhead.
Answer: While my father sailed the lake, five flocks of geese flew overhead.

- When he was in second grade, Julio’s youngest brother was born. _____

- While visiting Memphis, my favorite country singer there performed. _____

- Applauding loudly, the performers came out for an encore. _____

- Running to catch my flight, my suitcase was left behind. _____

- Carrying the full can carefully, the paint did not spill. _____

Name _____

Date _____

RECOGNIZING THE CORRECT USE OF PARALLELISM

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

Parallel words	The road was quiet, dark, and abandoned.
Parallel phrases	I arrived in the evening and after the stores had closed.
Parallel clauses	I couldn't find the address that I was looking for and that should have been in this block.
Parallel sentences	You can curse the darkness. You can light a candle instead.

Practice A Identifying Parallel Grammatical Structures

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

Example: Beneath the bridge and near the docks, people feed the ducks.

Answer: Beneath the bridge, near the docks

- Next year, Ruby hopes to run track and to play the trumpet.
- The Renaissance festival was entertaining and informative.
- My plan is to watch the documentary and to write an essay about it.
- I have to finish five problems during study hall and before algebra class.
- My older brother has short hair and a beard.
- Seneca tried the hair dye that I suggested and that Gina heard about on the radio.
- Jude bought iced tea. I bought sparkling water.
- Nathan passed the basketball to Benji, and Benji passed it to Deek.
- My little sister likes making masks and wearing them.
- The plans for the new auditorium seem extravagant and expensive.

Practice B Writing Parallel Grammatical Structures

Read each sentence. Then, on the line provided, write a parallel word or words to complete the sentence.

Example: My parents encourage me to save wisely and _____.

Answer: spend frugally

- The soup was cold, tasteless, and _____.
- The returning soldiers were greeted by family members, news reporters, and _____.
- Do we have time to wash the car and _____ before the game starts?
- The water park is beyond the school, opposite the grocery store, and _____.
- This is the skateboard that I told you about and _____.

Name _____ Date _____

CORRECTING FAULTY PARALLELISM

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

Nonparallel words	Daphne was outgoing and interested .
Nonparallel phrases	Tyler tried to dive into the pool and swimming to the other side .
Nonparallel clauses	Heidi slipped on the wet floor , and she was caught by her sister .

Practice A Identifying Faulty Parallelism

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

Example: My aunt likes making soups and to bake pies.

Answer: NP

- The speech was dry and bored. _____
- This weekend, I plan to go shopping and reading a book. _____
- Across cultures and in spite of our differences, people are quite similar. _____
- Shel uses the Web site that Todd read about and that you recommended. _____
- The new teacher has freckles and is blue eyed. _____
- Shelby says the drive to the mountains is short and scenic. _____
- Darrin wrote an article, and it was published by the school newspaper. _____
- Gary ordered a fish sandwich. A meatball hoagie was what I ordered. _____

Practice B Revising to Eliminate Faulty Parallelism

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

Example: The wrestler was strong and had big muscles.

Answer: The wrestler was strong and muscular.

- Many explorers have pursued quests relentlessly and following dreams fearlessly.

- Georgianne promised to be on time, and Jake's promise was to be ready.

- His dream vacation would include snorkeling near a coral reef and to sail on the ocean.

- Rocks rolled down the mountain and blocking the road.

- Jim was born in Maine, Pearl was born in Texas, and Iowa is where Roy was born.

Name _____

Date _____

CORRECTING FAULTY PARALLELISM IN A SERIES

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

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

Practice A Identifying Faulty Parallelism in a Series

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

Example: Make a list, follow a schedule, and keeping a calendar to stay organized.

Answer: keeping a calendar

1. Last week I had three tests to take, an essay to write, and a chess club meeting.
2. To be successful, a person needs concentration, dedication, and to be motivated.
3. The movie was amusing, thought provoking, and kept our interest.
4. Steve had a taco, Donnie had an enchilada, but salad was all that Jay ordered.
5. Our parents plan to limit cable services, cell phone hours, and limiting the Internet.
6. Planting, watering, and to fertilize are three steps in the gardening process.
7. I want to go to the ice arena, to try my new hockey skates, and practicing my I-spin.
8. My uncle has worked as a reporter, a photographer, and had a job baking.
9. Arnette not only won a local photography award but also a national competition.
10. Gritty sand, salty water, and gulls that are noisy are things I dislike about the ocean.

Practice B Revising to Eliminate Faulty Parallelism in a Series

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

Example: The article was poorly written, biased, and had misleading information.

Answer: The article was poorly written, biased, and misleading.

1. The mayor is dynamic, enthusiastic, and full of sympathy.

2. Do you want to go shopping, to the movies, or bowl?

3. Clean your room, do your homework, and the dishes need to be washed.

4. That is the bike that I saw, that I like, and I want it.

5. Lying, stealing, and cheated are what landed her in jail.

Name _____ Date _____

CORRECTING FAULTY PARALLELISM IN COMPARISONS

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

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

Nonparallel structure	Most people prefer freshly made coffee to drinking instant coffee .
Correction	Most people prefer freshly made coffee to instant coffee .

Practice A Identifying Faulty Parallelism in a Comparison

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

Example: a. Aaron prefers soccer to playing basketball.

b. Aaron prefers soccer to basketball. OK

1. a. Yvonne dropped the vase more because she was rushed than that she was careless.
b. Yvonne dropped the vase more because she was rushed than because she was careless.
2. a. I prefer green beans to eating lima beans.
b. I prefer green beans to lima beans.
3. a. James got home at 7:00 P.M. rather than arriving at 7:30 P.M.
b. James got home at 7:00 P.M. rather than at 7:30 P.M.
4. a. Pam enjoys cleaning as much as other people enjoy watching TV.
b. Pam enjoys cleaning as much as watching TV is enjoyable for other people.
5. a. Samuel jogged in the neighborhood rather than jogging at the track.
b. Samuel jogged in the neighborhood rather than at the track.

Practice B Revising to Eliminate Faulty Parallelism in a Comparison

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

Example: Marco played the clarinet solo in place of the solo being played by Thomas.

Answer: Marco played the clarinet solo in place of Thomas.

1. Anne-Marie likes strawberries as much as liking blueberries.

2. My health class meets twice a week, but I have math class daily.

3. Darnell bats as powerfully as he can run.

4. Nate prefers a cold climate to living in a humid climate.

5. We golfed in the morning rather than golfing in the afternoon.

Name _____ Date _____

RECOGNIZING FAULTY COORDINATION

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

Faulty coordination	Trippy didn't respond to my call, and Trippy was chasing a bird.
Correct coordination	Trippy didn't respond to my call, because Trippy was chasing a bird.

Practice A Identifying Correct Coordination

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

- | | |
|---|---|
| _____ 1. She studied for five hours, | A. and then it flew to the east. |
| _____ 2. Gino washed the dishes, | B. or we can plan a bake sale. |
| _____ 3. The helicopter hovered over our house, | C. and she got a good grade on the test. |
| _____ 4. Ralph sent an e-mail to his teacher, | D. but she hasn't replied yet. |
| _____ 5. The computer store is having a sale, | E. and we plan to go to it. |
| _____ 6. We can plan a car wash, | F. and Rachael dried them. |

Practice B Identifying Faulty Coordination

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

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

Answer: FC

1. Strawberries are a healthy food, and they are full of vitamin C. _____
2. There are berry bushes in our yard that provide food for the birds. _____
3. Leila's favorite author is Jack London, and she has read all of his books. _____
4. Roberta is going to the doctor, and she has the flu. _____
5. We vacationed in a cabin, and it had no electricity or running water. _____
6. My parents gave me a gift, and it's a heart-shaped necklace. _____
7. The train arrived early at its first stop, and it arrived late at the next. _____
8. We can go to the store now, or we can go after lunch. _____
9. Shaggy is my best friend, and Shaggy is my cat. _____
10. Running into the house, my sister called for me. _____

CORRECTING FAULTY COORDINATION

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

Faulty coordination	The rain forest is a unique habitat, and it has many odd creatures.
Divided into two sentences	The rain forest is a unique habitat. Many odd creatures live there.
One clause subordinated	The rain forest is a unique habitat where many odd creatures live.
Clause changed to phrase	The rain forest, a unique habitat, has many odd creatures.

Practice A Revising to Eliminate Faulty Coordination

Read each sentence. Then, correct the faulty coordination by creating two sentences.

Example: A hurricane is brewing over the Atlantic, and I hope it doesn't blow inland.

Answer: A hurricane is brewing over the Atlantic. I hope it doesn't blow inland.

- Dad knows a place with wild berries, and they are tremendous.

- Technology changes daily, and today's computer will soon be out of date.

- The trapeze artist soared over the wires, and he heard rounds of applause.

- Chimpanzees communicate in many ways, and one way is through body posture.

- Frequent texting may harm your thumb, and some exercises can relieve the pain.

Practice B Eliminating Faulty Coordination

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

Example: The horse tossed its mane, and it was prepared to run.

Answer: The horse tossed its mane, and it was prepared to run.

- The water gushed out of the spigot, and it was refreshingly cool.
- I saw Mr. Clifton at the technology fair, and he was my first-grade teacher.
- I like hummus, and hummus is a Middle Eastern spread made from chickpeas.
- Hart served sandwiches to the teens, and the teens were seated in the booth.
- A blue jay landed in the yard, and it was screaming angrily.
- Mrs. Lawson stared into Ed's eyes, and she was hoping to see some sign of remorse.
- She was seated at the back of the lecture hall, and Donna strained to see the board.

Name _____ Date _____

THE SIX VERB TENSES

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

Present	I wait	Present perfect	I have waited
Past	I waited	Past perfect	I had waited
Future	I will wait	Future perfect	I will have waited

Practice A Identifying Verb Tenses

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

Example: Our teacher was so sick this morning that she has taken the rest of the day off.

Answer: past, present perfect

- The circus will be in town next month. _____
- The question of Bigfoot's existence has bewildered people for years. _____
- After she had eaten, Stacey felt much more energetic. _____
- I will attend the banquet on Sunday. _____
- The jump-rope team will have won this contest if it wins the next round. _____
- So far, the cheerleaders have raised \$750 to donate to charity. _____
- The driver honked his horn when the deer jumped onto the road. _____
- Our dog loves chasing her ball. _____
- Once he had received his award, he left the stage. _____
- When I am at the grocery store, I will buy cereal. _____

Practice B Revising Verb Tenses

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

Example: It rained all day. (present perfect)

Answer: has rained

- The photographer schedules appointments until 5:00 P.M. on Sunday. (future) _____
- My cousin hopes to compete in the triathlon. (past) _____
- The construction crew finished the walls by late morning. (future perfect) _____
- Your chicken pot pie tasted delicious. (present) _____
- I ate all the granola by the end of the hike. (past perfect) _____

Name _____ Date _____

THE FOUR PRINCIPAL PARTS OF VERBS

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

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

Present	Present Participle	Past	Past Participle
know	knowing	knew	(have) known

Practice A Recognizing the Four Principal Parts of Verbs

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

Example: shouting, flash, try (present participle)

Answer: shouting, shout

1. memorizing, start, honored (past) _____
2. arrived, lining, guide (past) _____
3. (have) denied, face, absorbing (past participle) _____
4. weigh, telling, prepared (past) _____
5. washing, (have) carried, print (past participle) _____
6. grin, (have) sketched, sighing (past participle) _____
7. completing, carried, honor (present participle) _____
8. run, walked, rehearsing (present participle) _____
9. going, see, (have) said (present participle) _____
10. did, lie, showing (present participle) _____

Practice B Identifying the Four Principal Parts of Verbs

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

Example: The artist _____ his work in a small, local museum. (past)

Answer: exhibited

1. Uncle Gus _____ at the courthouse. (present)
2. The horse is _____ in his stall. (present participle)
3. A major ballet company _____ at our school. (past)
4. The doctor has _____ an x-ray of the patient's arm. (past participle)
5. I _____ up this mountain three times. (past)

REGULAR AND IRREGULAR VERBS

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

	Regular Verbs	Regular Verbs	Regular Verbs	Irregular Verbs	Irregular Verbs	Irregular Verbs
Present	protect	vote	bat	bring	break	split
Past	protected	voted	batted	brought	broke	split
Past participle	(have) protected	(have) voted	(have) batted	(have) brought	(have) broken	(have) split

Practice A Matching Present and Past Forms of Irregular Verbs

Read each item. Match the present form of the verb on the left with the past form of the verb on the right. The first item has been completed for you.

- | | |
|------------------|----------|
| <u>F</u> 1. lose | A. left |
| ___ 2. leave | B. chose |
| ___ 3. fly | C. swung |
| ___ 4. fall | D. led |
| ___ 5. choose | E. rang |
| ___ 6. swing | F. lost |
| ___ 7. swim | G. flew |
| ___ 8. lend | H. lent |
| ___ 9. lead | I. swam |
| ___ 10. ring | J. fell |

Practice B Using Principal Parts of Verbs in Sentences

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

Example: A river _____ through the town.

Answer: runs

- If you had bought eggs, you could have _____ an omelet.
- The people who attended the grand opening _____ a free keychain.
- After winning the game, the team _____.
- The sun looks as though it is _____ on top of the trees.
- My brother _____ five inches in the last three months.

Name _____ Date _____

VERB CONJUGATION

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

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

Practice A Conjugating the Basic Forms of Verbs

Read each item. Then, write the word or words that are missing from the verb conjugation. Use the verb and tense shown in parentheses.

Example: she _____ (stay, past perfect)

Answer: has stayed

- | | |
|------------------------------------|---|
| 1. we _____ (smile, past) | 6. it _____ (change, past perfect) |
| 2. she _____ (explain, present) | 7. he _____ (miss, present) |
| 3. you _____ (look, past perfect) | 8. we _____ (create, past) |
| 4. they _____ (show, future) | 9. you _____ (work, future perfect) |
| 5. I _____ (play, present perfect) | 10. they _____ (think, present perfect) |

Practice B Conjugating the Progressive Forms of Verbs

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

Example: We work. (future perfect progressive)

Answer: We will have been working.

1. She sails. (past perfect progressive) _____
2. They grow. (present progressive) _____
3. We learn. (past progressive) _____
4. You help. (future progressive) _____
5. I write. (present progressive) _____
6. You serve. (future progressive) _____
7. It blinks. (present perfect progressive) _____
8. We jog. (past progressive) _____
9. They speak. (present progressive) _____
10. He cooks. (past perfect progressive) _____

Name _____ Date _____

PRESENT, PAST, AND FUTURE TENSE

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

Present	I walk, I am walking, I do walk
Past	I walked, I have walked, I had walked, I was walking, I have been walking, I had been walking, I did walk
Future	I will walk, I will have walked, I will be walking, I will have been walking

Practice A Identifying Tense in Present, Past, and Future

Read each sentence. For the underlined verb in each sentence, write the form of the tense that is used.

Example: Clouds were blocking the sun.

Answer: past progressive

- | | |
|--|---|
| 1. Henry <u>does play</u> on the baseball team.
_____ | 6. The thief <u>confessed</u> to his crimes.
_____ |
| 2. Rhoda wished that she <u>had left</u> sooner.
_____ | 7. Herbivores <u>eat</u> plants.
_____ |
| 3. Sharon <u>will be driving</u> next year.
_____ | 8. The bus <u>will be</u> here in five minutes.
_____ |
| 4. Someone <u>is knocking</u> on the door.
_____ | 9. Mia <u>has been writing</u> poetry for years.
_____ |
| 5. I <u>did finish</u> reading the book last night.
_____ | 10. Cray <u>will have left</u> by the time you arrive.
_____ |

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

Read each sentence. Then, rewrite each sentence, filling in the blank with the form of the verb indicated in parentheses.

Example: The manatees _____ to the bay. (migrate, future)

Answer: The manatees will migrate to the bay.

- Jason _____ until the loud music distracted him. (listen, past perfect progressive)
- Adding cinnamon _____ the flavor. (improve, present emphatic)
- I _____ most of the work by the time they came to help. (finish, past perfect)
- The store _____ by the time we get there. (close, future perfect)
- Some mammals _____ in the water. (live, present)
- Edith _____ when you called. (sleep, past progressive)

Name _____ Date _____

SEQUENCE OF TENSES

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

See the examples below.

I went to the pet store today, and I bought cat litter.
I picked up the pitcher, but it was empty.

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

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

Example: The shrubs survived the drought and have been growing new leaves.

Answer: have been growing

1. I was sad that my friend broke her leg. _____
2. I left class early, so I missed the announcement. _____
3. After Annie chopped the onions, she peeled the potatoes. _____
4. I am sorry that I borrowed your book without asking. _____
5. Judith heard that you will be out of town next week. _____
6. Arthur has missed us since he moved to Philadelphia last year. _____
7. Because he left his cell phone at home, he borrowed mine. _____
8. Before the speaker leaves, she will answer the audience’s questions. _____
9. Because he heard thunder, the lifeguard closed the pool. _____
10. Today, Ms. Berger will announce who sold the most magazines. _____

Practice B Correcting Errors in Tense Sequence

Read each sentence. Then, rewrite one of the verbs to correct the error in tense sequence.

Example: When we go hiking, we brought snacks.

Answer: When we went hiking, we brought snacks.

1. Eliana dials the number and waited patiently for someone to answer. _____
2. Every time Uncle Rudolph comes to visit, he brought his guitar. _____
3. Anik was turning in her homework, but she forgot to put her name on it. _____
4. Sheila’s hat fell off as she runs to catch the bus. _____
5. Because he missed his flight, Yanni had been spending the night at a hotel. _____

Name _____ Date _____

SIMULTANEOUS EVENTS

Simultaneous events are events that happen at the same time.

In present time	She cheers as she somersaults.
In past time	She cheered as she somersaulted.
In future time	She will cheer as she somersaults.

Practice A Identifying Simultaneous Events in Sentences

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

Example: While Donna climbed the mountain, she struggled to keep her footing.

Answer: While Donna climbed the mountain, she struggled to keep her footing.

1. I know that Caddie creates Web sites.
2. As he watched the freight train pass, Raymond was patient.
3. When Donovan plays piano, he taps his foot.
4. I am listening to Crane as he practices his lines.
5. I will understand if Walter thinks it’s funny.
6. The horse whinnies because he wants the carrot.
7. As the gate begins to close, Graham slips in undetected.
8. Clark shook Jeremy’s hand and welcomed him to the group.
9. While dinner was cooking, Sammy was finishing his homework.
10. I will tell Devon next time I talk to him.

Practice B Writing Sentences About Simultaneous Events

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

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

Answer: earned

1. Stanley _____ when he concentrates.
2. While Lacey _____ her bike, she thought about her vacation.
3. Dean leaned on the door and _____ for help.
4. When I smell baked apples, I _____ of my grandma.
5. As the curtain went up, the music _____ .

Name _____ Date _____

SEQUENTIAL EVENTS

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

In present time	Having heard the news, he is leaving. He hears the news and leaves.
In past time	He heard the news and then left.
Spanning past and future time	He heard the news and soon will leave.

Practice A Identifying Sequential Events in Sentences

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

Example: I see that you pierced your ears.

Answer: pierced

1. Because he was curious about coral reefs, Hector searched on the Internet. _____
2. She walked barefoot for 10 miles but then soaked her feet. _____
3. He celebrated after he won the chess tournament. _____
4. Danny needed help with his geometry homework, so he met with his teacher. _____
5. Since I must see the latest in cell phones, I will attend the technology fair. _____
6. After he washed the dog, Christopher was wet. _____
7. Because she forgot her book, Angie went back to her locker. _____
8. If you want to see the view, you must take a ski lift to the top of the mountain. _____
9. Joanie heard that you got a haircut. _____
10. When you return from the store, I'll show you a surprise. _____

Practice B Revising Sentences to Indicate Sequential Events

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

Example: Dane is visiting, and we are playing video games.

Answer: Dane came over, and we played video games.

1. Raymond hit the snooze button just as the alarm buzzed. _____

2. As the curtain opened, Nelson dimmed the stage lights. _____

3. Terrance laughed as he came into the room. _____

4. While she is doing homework, Jean is listening to music. _____

5. Bulldozers plowed down the building while dump trucks removed the rubble. _____

Name _____ Date _____

MODIFIERS THAT HELP CLARIFY TENSE

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

Compare the sentences in the examples below.

Adverbs	Ellen always wears her glasses. Ronnie never wears his glasses.
Adverbial phrases	Dad cooks pasta once in a while . Dad cooks pasta every day .

Show that you can use and understand modifiers that help clarify tense by completing the following exercises.

Practice A Identifying Modifiers That Help Clarify Tense

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

Example: Occasionally, Alexandra shows up at the meeting.

Answer: Occasionally, Alexandra shows up at the meeting.

1. Maureen always orders the same meal.
2. All of a sudden, the lights went out.
3. Lea set the scalding plate down quickly.
4. The commercial will be over soon.
5. One at a time, the players walked onto the field.
6. In order to avoid traffic, we like to leave early.
7. Val sometimes dog-sits for my family.
8. The package will arrive within a week.
9. Now and then, the mail carrier delivers our mail next door.
10. I have been studying French for three years.

Practice B Recognizing Modifiers That Help Clarify Tense

Read each sentence. Then, fill in the modifier that best clarifies the verb tense in the sentence. The first item has been completed for you.

always	once a week	suddenly	next year	until last week	yesterday
--------	-------------	----------	-----------	-----------------	-----------

He jogged in the rain yesterday.

2. A prompt person, Steve _____ arrives on time.
3. Surprising us all, Amy _____ burst into tears.
4. I volunteer at the hospital _____.
5. My best friend will be moving to Florida _____.
6. Uncle Vinnie had never been online _____.

Name _____ Date _____

USING THE SUBJUNCTIVE MOOD

The indicative mood is used to make factual statements and ask questions. The imperative mood is used to give orders or directions. The subjunctive mood is used to express requests, demands, and proposals, or an idea contrary to fact.

See the examples of the subjunctive mood below.

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

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

Practice A Identifying the Subjunctive Mood

With a partner, take turns reading each sentence aloud. Then, on the line provided, identify the mood of the underlined verb.

Example: If it were warmer, I would go swimming.

Answer: subjunctive

- I want him to take a break. _____
- Gabriella insisted that we be here by noon. _____
- It is important that he order more shirts. _____
- Add your e-mail address to the list. _____
- Stop wasting time! _____
- Mr. Perez asked that Dan leave the library. _____
- If Sandy were here, she would know what to do. _____
- Shut the windows before you leave the house. _____
- Janice walked as if she were in a hurry. _____
- The librarian said that I owe a fine. _____

Practice B Recognizing Subjunctive Verbs

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

Example: He suggests that each person buy a thesaurus. _____

Answer: buy

- Our school requires that each student join one club. _____
- He insists that we finish by tomorrow. _____
- She proposed that the school paper extend the contest deadline. _____
- Evelyn asked that Gustavo lock the new projector in the closet. _____
- He wishes that he were a better golfer. _____

Name _____ Date _____

AUXILIARY VERBS THAT EXPRESS THE SUBJUNCTIVE MOOD

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

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

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

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

Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood

Read each sentence. Then, on the line provided, write the word or words that express the subjunctive mood. If a sentence uses an auxiliary verb, write AV after the verb.

Example: If we should adopt a dog, would you walk it every day?

Answer: should; AV

1. We'd eat now if dinner were ready. _____
2. I may have a pencil to lend you if you should need one. _____
3. If necessary, I would leave the meeting early to pick you up. _____
4. Your sister would stop crying if she felt better. _____
5. If you could remember which shampoo you like, I'd buy it. _____

Practice B Writing Subjunctive Mood Sentences With Auxiliary Verbs

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

Example: If Miriam were to miss the meeting, I would tell her what happened.

Answer: If Miriam should miss the meeting, I would tell her what happened.

1. I'd go to the play if practice were canceled. _____
2. If you were to pick one, which would you want? _____
3. If Mom were to give her permission, we could go. _____
4. I'd fix your bike today if the parts were available. _____
5. The water pipes could burst if they were to freeze. _____
6. Matt would buy more juice if we were to run out. _____
7. If the rain were to ease up, we'd run to the car. _____
8. If you were to find my wallet, would you call me? _____
9. If I were to eat this huge sandwich, I'd be ill. _____
10. If Amy were to wake up, we'd ask her. _____

Name _____

Date _____

ACTIVE AND PASSIVE VOICE

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

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

Active voice	Celine planned the party.
Passive voice	The party was planned by Celine.

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

Practice A Identifying Active and Passive Voice

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

Example: William drove to school.

Answer: AV

- | | |
|---|--|
| 1. The book <u>was written</u> by Amy Tan. _____ | 6. She <u>learned</u> to play the flute. _____ |
| 2. Jasper <u>chased</u> her ball. _____ | 7. The watercolor <u>was painted by</u> Lou. _____ |
| 3. Mr. Poppick <u>checked</u> the paper. _____ | 8. Breakfast <u>is being made by</u> Bea. _____ |
| 4. The speech <u>was presented by</u> Alan. _____ | 9. The bird <u>sat</u> on the perch. _____ |
| 5. The dinner <u>is being eaten by</u> the girls. _____ | 10. The cat <u>meowed</u> loudly. _____ |

Practice B Rewriting in Active Voice

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

Example: The bike was ridden by Bobbie.

Answer: Bobbie rode the bike.

1. It was decided by Ms. Archer. _____
2. The jacket was worn by Sullivan. _____
3. It was explained by the principal. _____
4. The football was thrown by my cousin. _____
5. It was prescribed by the physician. _____
6. The hockey puck was lost by my sister. _____
7. The truck was driven by Andy. _____
8. The corn was grown on a local farm. _____
9. The peaches were picked by our neighbor. _____
10. The photograph was taken by my aunt. _____

Name _____ Date _____

USING ACTIVE AND PASSIVE VOICE

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

See the examples of passive voice below.

David was presented with a difficult choice.
The library's hours were posted on the door.

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

Practice A Recognizing the Performer of an Action

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

Example: Selma added onions to the salsa.

Answer: Selma

1. The club voted in a new president. _____
2. Laura called us yesterday. _____
3. Raquel joked with her teammates. _____
4. We each brought extra pencils. _____
5. All the students know the rules. _____
6. Wildflowers grow in the field by our house. _____
7. Caitlin planted tomatoes between the rose bushes. _____
8. Icicles hung from the roof. _____

Practice B Using Active Voice

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

Example: Desi — decided

Answer: Desi decided to go swimming.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Nikki — golfs
_____ 2. ducklings — waddled
_____ 3. Darby — plays
_____ 4. the snake — coiled
_____ 5. acorns — dropped
_____ | <ol style="list-style-type: none"> 6. the chipmunk — ran
_____ 7. Marla — likes
_____ 8. the truck — screeched
_____ 9. Michael — dropped
_____ 10. Jordan — remembered
_____ |
|--|--|

Name _____ Date _____

THE THREE CASES

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

See the examples below.

Case	Use in Sentence
Nominative – I; you; he, she, it; we, they	<u>We</u> studied the map.
Objective – me; you; him, her, it; us, them	Hal gave the book to <u>me</u> .
Possessive – my, mine; your, yours; his, her, hers, its; our, ours; their, theirs	This bike is <u>hers</u> .

Practice A Identifying Pronouns

Read each sentence. Then, underline each pronoun.

Example: He lost the keys.

Answer: He lost the keys.

- | | |
|--|---|
| 1. She lost her homework assignment. | 6. Give him the correct e-mail address. |
| 2. The coach gave me some good advice. | 7. Our class magazine is terrific. |
| 3. My computer must be repaired. | 8. They didn't understand the directions. |
| 4. Our team won the basketball game. | 9. We must return the books to the library. |
| 5. The dog brought me the toy. | 10. The art teacher gave us the assignment yesterday. |

Practice B Labeling Pronouns

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

Example: We answered all the questions correctly.

Answer: nominative

Helen told me the answer. _____

- His jeans are new. _____
- We never found the lost dog. _____
- They will call Ms. Rogers about the class play. _____
- The librarian gave us help with our research. _____
- Please bring my class schedule with you. _____
- The police officer gave her an interview. _____
- She will be the lead actress in our play. _____
- I must have the answer by tomorrow. _____
- Henry will tell you the directions to the park. _____

Name _____ Date _____

THE NOMINATIVE CASE IN PRONOUNS

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

See the examples below.

As the subject of a verb	<u>He</u> will be our class president.
As a predicate nominative	The winners were <u>she</u> and I.

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then, circle the nominative pronouns.

Example: We will take the exam.

Answer: We will take the exam.

1. She is a wonderful tennis player.
2. The winners were Kate and I.
3. They will go hiking this Saturday.
4. I must help Helen finish the assignment.
5. Susan and he will never agree.
6. It will be the best vacation ever.
7. The speakers will be she and Kevin.
8. We will attend the new high school in the fall.
9. You and I will regret this behavior.
10. The best writers were he and I.

Practice B Labeling Pronouns

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

Example: They will not go with the class on the trip.

Answer: subject

1. They are the new owners of the store. _____
2. The candidates will be she and Jed. _____
3. The most helpful neighbor was he. _____
4. You are the best person for the job. _____
5. The best person for this job is you. _____
6. The post office lost the envelope that I was waiting for. _____
7. It was the most interesting book about that topic. _____
8. He will probably win the contest. _____
9. The judges are Ms. Smith and I. _____
10. We are the most talented artists in the class. _____

Name _____ Date _____

THE OBJECTIVE CASE

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

See the examples below.

Objective Pronouns

Direct object	The crowd cheered <u>her</u> .
Indirect object	Frank gave <u>us</u> some help with the project.
Object of a preposition	The police officer pointed to the right of <u>us</u> .
Object of infinitive	Mother wants to help <u>us</u> paint the house.
Subject of infinitive	The team asked <u>me</u> to join in the fall.

Practice A Identifying Objective Pronouns

Circle the objective pronoun in each sentence.

Example: The coach selected her for the team.

Answer: The coach selected her for the team.

- Mom made him a new sweater this fall.
- The waves carried her to shore.
- The teacher decided to praise her for the good report.
- My boss asked me to work late this weekend.
- Aunt Mai mailed me the information yesterday.
- Bring the map with you, please.
- The pitcher threw him a curve ball.
- You can sit next to me on the bus.
- The fans wanted them to play in the competition.
- Frank intends to e-mail her today about the party.

Practice B Labeling Objective Pronouns

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

Example: The teacher gave him a make-up exam.

Answer: indirect object.

- The map guided me in the right direction. _____
- Margaret volunteered to help him study for the test. _____
- The librarian asked her to put all the books away quickly. _____
- My sister mailed us a copy of the newspaper article. _____
- The famous actor stood behind them in the ticket line. _____

Name _____ Date _____

THE POSSESSIVE CASE

Use the possessive case to show ownership.

Possessive Pronouns	
my, mine	This scarf is mine.
your, yours	Your bike is blocking the driveway.
his, her, hers, its	Her speech is much too long.
our, ours	This computer is ours.
their, theirs	Their report is late.

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

Contraction: You're the new owner of the dog.

It's not the correct address.

Possessive Pronoun: Jess will carry your book.

The club has its rules.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle the possessive pronouns.

Example: My name is on the list.

Answer: (My) name is on the list.

- That library book about computers is mine.
- Your story about the missing wallet is odd.
- His special project will take more time.
- The next stop on the bus is ours.
- Their answer did not satisfy the police officer.
- The committee did not accomplish its goals.
- Is this sweater hers or yours?
- I like my book report better than theirs.
- Your planning for the trip could be improved.
- Our meeting must be postponed.

Practice B Recognizing Pronouns

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

Example: José brought (his, him) report to class. _____

Answer: his

- (My, Me) wallet was stolen yesterday. _____
- (Your, You're) reporting of the event is quite good. _____
- (It's, Its) flavor can be improved with more spices. _____
- I think that (his, he) talking in class is very annoying. _____
- We should practice (our, us) new dance steps before the concert. _____
- My parents showed (they, their) photos of the trip at the party. _____
- The suggestion for the class outing is (my, mine). _____
- All the changes to the group report were (ours, them). _____

Name _____ Date _____

USING WHO AND WHOM CORRECTLY

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

Study the examples below.

Case	Pronouns	Use in Sentences
Nominative	Who, whoever	<u>Who</u> is calling? (subject) The author is <u>who</u> ? (predicate nominative)
Objective	Whom, whomever	We knew <u>whom</u> the caller wanted. (direct object) To <u>whom</u> are you speaking? (object of preposition)

Practice A Identifying Pronouns

Underline the pronoun in each sentence.

Example: Bill doesn't understand who sent this e-mail.

Answer: Bill doesn't understand who sent this e-mail.

- Who left this package?
- Give the information to whoever requested it.
- Who called Mr. Miller five times last night?
- The team wasn't sure whom the judges would select.
- Whoever will help the new neighbors wash the car on Saturday?
- Larry didn't know who had donated the books.
- The class wasn't sure whom the students had elected president.
- With whom will Helen share the responsibility?
- To whom was the scholarship awarded?
- The speaker is who?

Practice B Labeling Pronouns

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

Example: Who climbed over the wall?

Answer: nominative

- Larry knows who is the winner. _____
- To whom should Martha address this package? _____
- The caller is who? _____
- Make the recipe with whoever has joined the cooking class. _____
- The doctor wasn't sure whom the medical report was about. _____
- Who will win a scholarship to art school from our class? _____
- Address the package to whoever ordered the books. _____
- With whom did Randy share a locker in gym class? _____
- Next to whom did Maria sit in biology lab? _____
- Whom did Bill see at the concert last night? _____

Name _____ Date _____

PRONOUNS IN ELLIPTICAL CLAUSES

An elliptical clause is one in which some words are omitted but still understood.

In elliptical clauses beginning with *than* or *as*, use the form of the pronoun that you would use if the clause were fully stated.

Mentally add the missing words. If they come before the pronoun, choose the objective case.

Words Omitted Before Pronoun: Sue called Fran more than **me**.
 Sue called Fran more than [she called] **me**.

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

Words Omitted After Pronoun: He enjoyed poetry more than **I**.
 He enjoyed poetry more than I [did].

Practice A Identifying Elliptical Clauses

Read each sentence. Underline the elliptical clause.

Example: Sam worried more than I.

Answer: Sam worried more than I.

- | | |
|--|---|
| 1. Fred is a better dancer than I. | 7. The swimmer is as tired as I. |
| 2. Sam is as talented as she. | 8. All Lisa’s friends like music classes more than she. |
| 3. The teacher praised Lee more than me. | 9. The group gave the other students more help than us. |
| 4. Ellen talked more to Linda than I. | 10. Rick thought he was more successful than she. |
| 5. Ms. Clark is as good a teacher as he. | |
| 6. My sister disagreed with her as much as me. | |

Practice B Labeling Pronouns in Elliptical Clauses

Read each sentence. Circle the pronoun in the elliptical clause. Then, label the case of the pronoun—nominative or objective.

Example: He dislikes the movie more than I.

Answer: He dislikes the movie more than I. nominative

- | | |
|--|-------|
| 1. Sam is as tall as he. | _____ |
| 2. My sister plays tennis better than she. | _____ |
| 3. Maria e-mails her sister more than me. | _____ |
| 4. My friends feel as pleased about the test as I. | _____ |
| 5. You gave more help to Frank than us. | _____ |
| 6. The tennis player didn’t practice as much as she. | _____ |
| 7. Now Marta swims much faster than I. | _____ |
| 8. Brandi sends postcards more often to Bruce than me. | _____ |
| 9. They spend more time skating than we. | _____ |
| 10. Jim’s brother lent more books to his friend than us. | _____ |

Name _____ Date _____

NUMBER IN NOUNS, PRONOUNS, AND VERBS

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

- Most nouns form their plurals by adding **-s** or **-es**. Some, like *ox* and *mouse*, form plurals irregularly: *oxen*; *mice*
- This chart shows the different forms of personal pronouns in the nominative case—the case used for subjects and predicate nominatives.

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

- A verb form will always be singular if it has had an **-s** or **-es** added to it or if it includes the word *has*, *am*, *is*, or *was*. The number of any other verb depends on its subject.
- This chart shows verb forms that are always singular and those that can be singular or plural.

Verbs That Are Always Singular	Verbs That Can Be Singular or Plural
(he, she, Dave) writes (he, she, Dave) has written (I) am (he, she, Dave) is (I, he, she, Dave) was	(I, you, we, they) write (I, you, we, they) have written (you, we, they) are (you, we, they) were

Practice A Identifying Number in Nouns, Pronouns, and Verbs

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

Example: writes

Answer: singular verb

- | | |
|-------------------|--------------------|
| 1. children _____ | 4. arm _____ |
| 2. hears _____ | 5. tote bags _____ |
| 3. you _____ | 6. they _____ |

Practice B Labeling Nouns, Verbs, and Pronouns

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

Example: The students use the computers every day.

Answer: plural

- | | |
|--|--|
| 1. The <u>voice recorder</u> fit into my pocket. _____ | 6. <u>She</u> is the new class president. _____ |
| 2. The dog often <u>jumps</u> over the fence. _____ | 7. <u>I</u> wrote several stories. _____ |
| 3. <u>They</u> took out several library books. _____ | 8. He <u>has researched</u> the topic. _____ |
| 4. Dave <u>was</u> unhappy. _____ | 9. They <u>have called</u> us several times. _____ |
| 5. Many <u>branches</u> fell to the ground. _____ | 10. It was the busiest airport in the city. _____ |

Name _____ Date _____

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

See the examples below.

Singular Subject and Verb	Plural Subject and Verb
The scientist lectures on Tuesday.	Three scientists lecture on Tuesday.
He was being very secretive about the present.	They were being very secretive about the present.
May walks along this path every day.	May and Frank walk along this path every day.
The theater is very close to our hotel.	The theater and restaurant are very close to our hotel.

Practice A Identifying Singular and Plural Subjects*Read each sentence. Circle the subject. If the subject is singular, write S. If the subject is plural, write P.***Example:** Laura walks to school each day.**Answer:** Laura walks to school each day. S

- Now the deep snow covers our driveway. _____
- He was being smart to delay the exam. _____
- This computer is a better buy than that one. _____
- The students enjoy the visit to this museum. _____
- The visitors always answer our questions politely. _____
- This map is quite expensive. _____
- The dishes broke because of the accident. _____
- The researchers report their findings today. _____
- Larry watches that television show every day. _____
- The dogs are playing in the dog run. _____

Practice B Identifying Singular and Plural Subjects and Verbs*Read each sentence. Underline the subject. Then, circle the correct form of the verb in parentheses.***Example:** We (is, are) going to the pool this morning.**Answer:** We are going to the pool this morning.

- The managers (was, were) disappointed by the low sales figures.
- The teacher always (review, reviews) her students' work in the morning.
- The new books (is, are) on the library shelves now.
- The young boys (play, plays) in the small park near their school.
- They never (use, uses) the best Web sites to research their report.

Name _____ Date _____

COMPOUND SUBJECTS**A compound subject has two or more simple subjects, which are usually joined by *or* or *and*.**

- A compound subject joined by *and* is generally plural and must have a plural verb.

Two Singular Subjects:	The sofa and the chair are too big for the room.
Two Plural Subjects:	Dancers and artists participate in our arts festival.
Singular Subject and Plural Subject:	A dog and two cats live with my aunt.

Two or more singular subjects joined by *or* or *nor* must have a singular verb. A **musical** or a **drama** always **attracts** a big audience.

Two or more plural subjects joined by *or* or *nor* must have a plural verb. Neither the **teachers** nor the **students** **like** the new school journal.

If a singular subject is joined to a plural subject by *or* or *nor*, the subject closest to the verb determines agreement.

- Neither the **camper** nor the **park rangers** **are** tired.
- Neither the **park rangers** nor the **camper** **is** tired.

Practice A Identifying Compound Subjects

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

Example: The students and adults visit the local library daily.

Answer: The students and adults visit the local library daily.

1. The boy and his dog are lost.
2. The apples and oranges fill the basket.
3. Either a stew or a casserole is on the menu tonight.
4. Either adults or teenagers enjoy the new movie.
5. The dancer and her sisters attend the ballet often.
6. A flood and storms hit the small town.
7. Papers and pens are needed to take the exam.
8. Neither the coach nor the athletes are concerned.
9. Neither the manager nor the customer sees the mistake.
10. Neither the parents nor their son enjoys the tour.

Practice B Selecting the Correct Verb

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

Example: Neither the paints nor the paper (was, were) ruined by the flood.

Answer: Neither the paints nor the paper (was, were) ruined by the flood.

1. The lights and the computer screens (dim, dims) during the electrical storm.
2. A high fence and a brick wall (separate, separates) the two houses.
3. Either the sandwich or the apple (is, are) enough for lunch.
4. Neither the lost tourists nor the guide (seem, seems) worried.
5. Neither the book nor the magazines (is, are) missing.

Name _____ Date _____

CONFUSING SUBJECTS

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

EXAMPLE: In the book **are** two interesting **chapters** about dogs.

REARRANGED: Two interesting **chapters** about dogs **are** in the book.

EXAMPLE: Where **is** the new **theater**?

REARRANGED: The new **theater** is where?

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

EXAMPLES: Here **is** my idea. There **are** mice in the house.

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

EXAMPLES: **Tigers are** my favorite wild animal. One **cause** for our problems is too many **cars**.

Practice A Identifying Singular and Plural Subjects

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

Example: There is one book left.

Answer: There is one book left. S

- Here are the answers to your questions. _____
- Who is the student in the front row? _____
- In the desk is the necessary application. _____
- There are many applicants for this job. _____
- In the street are five trees hit by lightning. _____
- The best gift was the clothes. _____
- Raisins are the best-tasting snack. _____
- Your reports were the reason for your grade. _____
- In the book is the correct answer. _____
- What are the causes of your problem? _____

Practice B Identifying Singular and Plural Verbs

Read each sentence. Then, write the correct form of the verb in parentheses.

Example: Here (is, are) how to solve the problem.

Answer: Here is how to solve the problem.

- What (is, are) the problems you found with my book review? _____
- Beyond the village (is, are) the famous monument. _____
- There (is, are) many Web sites with the necessary information. _____
- Those used coats (is, are) a greatly appreciated donation. _____
- Throughout the report (is, are) references to the book. _____

Name _____ Date _____

AGREEMENT BETWEEN PERSONAL PRONOUNS AND ANTECEDENTS

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

EXAMPLES: **Thomas** lost **his** wallet on the bus. The **dog** found **its** bone under the chair.

Use a singular personal pronoun when two or more singular antecedents are joined by *or* or *nor*. Either Anna **or** Joan will ride **her** bike to the park.

Use a plural personal pronoun when two or more antecedents are joined by *and*.
Jack **and** Bill are riding **their** horses.

Practice A Identifying Personal Pronouns

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

Example: The writer read his book.

Answer: The writer read his book.

- | | |
|--|---|
| 1. My aunt wrote her book last summer. | 6. Either the brothers or their uncles lost their directions. |
| 2. David found his lost bike in the street. | 7. Neither the mother nor the children recognized their old home. |
| 3. My sisters planned their vacation. | 8. Dora will perform her dance. |
| 4. Neither the man nor his sons knew their relatives. | 9. Mark reported that he had found the tote bag. |
| 5. The wild animal won't survive if it can't find enough food. | 10. The committee and I reported our progress. |

Practice B Choosing the Correct Personal Pronoun

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

Example: Lisa brought (her, its) new computer to class.

Answer: her

- | | |
|--|-------|
| 1. The young boy lost (his, her) mother. | _____ |
| 2. Either Maria or Anna will complete (her, their) school project soon. | _____ |
| 3. My sister and I hope to decorate (their, our) bedroom this summer. | _____ |
| 4. The artists and the students are talking about (his, their) art show. | _____ |
| 5. During our art class Mr. Crystal discussed (his, him) drawings. | _____ |
| 6. Leo and Tim bought (his, their) tickets for the concert last week. | _____ |
| 7. Neither girl remembered to bring (their, her) sweater. | _____ |
| 8. The unknown actor kept forgetting (his, him) lines during the play. | _____ |
| 9. The injured bird couldn't fly with (its, his) broken wing. | _____ |
| 10. My parents demonstrated (your, their) dancing skill at the party. | _____ |

Name _____ Date _____

AGREEMENT WITH INDEFINITE PRONOUNS

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

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

Most of the girls left **their** tote bags on the school bus.

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

Each of the boys spoke in front of **his** class.

Practice A Identifying Pronouns

Read each sentence. Underline the indefinite pronoun and circle the personal pronoun.

Example: All of the boys brought their bike helmets.

Answer: All of the boys brought their bike helmets.

1. Many of the students were worried about their exams.
2. All of the doctors spoke to their patients at the clinic.
3. One of the girls forgot to mail her college application on time.
4. Each of the boys must clean his bike before the race.
5. None of the pets was returned to its owner.
6. Each of the birds found its way home.
7. All of the singers remembered their own lyrics to the songs.
8. Many of the female soccer players thanked their coach.
9. Some of the little girls tossed their beach balls in the air.
10. Most of the fans enjoyed their favorite movie star's performance.

Practice B Choosing the Correct Indefinite Pronoun

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

Example: All of the mayors will present (her, their) speeches at the meeting.

Answer: All of the mayors will present (her, their) speeches at the meeting.

1. All of the female musicians carried (her, their) instruments.
2. Most of the boys put on (his, their) sneakers at the track.
3. Every one of the mothers in the audience talked about (their, her) memories.
4. Many of the senators thanked (his, their supporters).
5. Several of the excited puppies dropped (his, their) toys on the street.
6. Few of the trees had lost (its, their) leaves by the fall.
7. One of the wild horses escaped from (their, its) pen.
8. A few of the men saluted (his, their) officers at the parade.
9. One of the boys remembered to bring (his, their) band uniform.
10. Each of the actresses volunteered (her, their) help for our school play.

Name _____ Date _____

AGREEMENT WITH REFLEXIVE PRONOUNS

Reflexive pronouns end in *-self* or *-selves* and should refer only to a word earlier in the same sentence.

Study the following examples:

Lisa made a new dress for **herself**.

I found **myself** lost in the woods.

The **boys** believed **themselves** to be the stars of the team.

Practice A Identifying Reflexive Pronouns

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

Example: We found ourselves stranded in the city.

Answer: ourselves

1. Then I bought myself a new dress. _____
2. Doris cooked herself a special dinner. _____
3. We believed ourselves to be the only survivors. _____
4. You should thank yourself for being so persistent. _____
5. Jed bought himself a new cat. _____

Practice B Identifying Reflexive Pronouns and Their Antecedents

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

Example: The students taught themselves computer skills.



Answer: The students taught themselves computer skills.

1. After falling in the puddle, the little girl brushed herself off.
2. I found myself in a new school this year.
3. My teammates and I enjoyed ourselves during the competition.
4. The singers considered themselves fortunate to be in the concert.
5. My grandmother enrolled herself in a new art class.
6. That puppy can entertain itself all day long.
7. My uncle liked to be by himself in the museum.
8. The actor recorded his performance himself.
9. I believed myself to be the best swimmer on the team.
10. You should give yourself credit for your excellent report card.

Name _____ Date _____

VAGUE PRONOUN REFERENCES

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

Study the following examples:

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

Vague Reference: Earth is warming, **which** presents problems for humans.
 Rewritten: Earth is warming; this situation presents problems for humans.

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

Vague Reference: In Massachusetts, **you** have to carry health insurance.
 Rewritten: In Massachusetts, **everyone** has to carry health insurance.

Practice A Identifying Vague Pronoun References

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

Example: In the newspaper it said that the election will be held next month.

Answer: In the newspaper it said that the election will be held next month.

1. Teenagers know that as an adult you have to assume responsibility.
2. During the Crusades, they conducted many battles.
3. Food was expensive, and it ruined her vacation.
4. His book is poorly written, and it worries him.
5. Helen broke the china vase, and that made her angry.
6. The packages were delayed, and it became a major problem.
7. The blazing sun was too hot, and that made me very uncomfortable.
8. The train ride was quick and comfortable, and this improved my mood.
9. When the team scored the touchdown, they cheered from the sidelines.
10. In Washington, they can try filibusters.

Practice B Correcting Vague Pronouns

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

Example: This is the book that **they** have lined up to buy.

Answer: This is the book that **readers** have lined up to buy.

1. We are going to see modern paintings, and it should be very interesting.

2. She is repainting, which should make her home very beautiful.

3. From the bleachers, they shout and cheer.

4. On a guided tour, you should listen to the guide at all times.

Name _____ Date _____

AMBIGUOUS PRONOUN REFERENCES

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

Ambiguous Reference: Maria e-mailed Ellen before **she** left work.

Correct: Maria e-mailed Ellen before **Maria** left work.

Practice A Identifying Ambiguous Pronoun References

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

Example: Mark told Bill about the movie he enjoyed.

Answer: he

1. Hang up the skirt in the closet, but wash it first. _____
2. After Bob called Tim, he didn't have much to say. _____
3. The review of the movie was interesting, but it was too long. _____
4. Whenever Anna studies with Sheila, she always wastes time. _____
5. After my aunt shopped with my cousin Lila, she had little time left. _____
6. When Mr. Wilson called on José in class, he disagreed with him. _____
7. Lucy left her bag on a table and couldn't remember where it was. _____
8. Warren told Mike that he must sign up for the team soon. _____
9. The reporters talked to the candidates, but they didn't listen carefully. _____
10. When our dog chases the puppy, it always barks. _____

Practice B Correcting Ambiguous Pronouns

Read each sentence. Then, rewrite each on the line provided. Avoid ambiguous pronouns.

Example: Larry talked to Bill about the party he planned.

Answer: Larry talked to Bill about the party Bill planned.

1. The athletes and coaches discussed the game, but they didn't pay attention.

2. Remove the battery from the computer, and put it away.

3. Jack and Ron worked on the project, but he didn't know what to do.

4. Lisa and Maria went swimming together, but she forgot her swim cap.

5. Craig warned Bob that he would not finish his report on time.

Name _____ Date _____

AVOIDING DISTANT PRONOUN REFERENCES**A personal pronoun should always be close enough to its antecedent to prevent confusion.**

You can correct a distant pronoun reference by changing it to a noun.

Distant Reference: Meg lost her keys. She'd been on the subway. She waited three days. Finally, she checked the lost-and-found at the terminal, and **they** were there.

Correct: Meg lost her keys. She'd been on the subway. She waited three days. Finally, she checked the lost-and-found at the terminal, and **the keys** were there.

Practice A Identifying Distant Pronoun References*Read each group of sentences. Underline the distant pronoun reference.***Example:** Sarah tried closing the bedroom window with the broken lock. She tried with all her might.

She asked her brother the weight lifter for help. He made no progress either. It was stuck.

Answer: It was stuck.

- Henry broke his arm when he went skiing.
He didn't go to a doctor right away, claiming that his arm did not hurt him too much. But because he waited too long, it never totally healed.
- We sent several letters to Karen last year. We wanted to know how she was. We wanted to invite her for a weekend. We couldn't imagine what was wrong, but they went unanswered.
- The trains at the station nearby are out of service. People have been greatly inconvenienced. Sadly, the transportation board has been unresponsive. They must be repaired.
- Joe found his raincoat on a bench in the park. He had sat on that bench the week before. The weather was quite warm that day. He was indeed surprised and pleased when he found it.

Practice B Correcting Distant Pronoun References*Read each group of sentences. Then, on the line provided, rewrite the final sentence in each group to correct a distant pronoun reference.***Example:** Lisa found a dog running in the park next to her house. The park was one of the reasons that Lisa bought the house. It ran away.**Answer:** The dog ran away.

- Sarah waved to her father from the window of the train. She was looking forward to being on her own for the first time. He didn't respond. _____
- The student found the lost library book in the back of the car. He went about his errands all over campus. Then, he headed back to the car. He forgot to return it. _____
- The tree was hit by lightning during the storm last summer. Lightning has become more frequent and more intense in this region. It was eventually cut down. _____
- The students cheered the drama club's performance. For years now, the club has won state and national awards. Now they want to become members. _____
- Lisa followed the recipe to the letter but then threw away the burnt cake. She needed more practice with her new oven. Then, she would try it again. _____

Name _____ Date _____

RECOGNIZING DEGREES OF COMPARISON**The three degrees of comparison are the positive, the comparative, and the superlative.**Modifiers are changed to show degree in three ways: (1) by adding *-er* or *-est*; (2) by adding *more* or *most*; and (3) by using entirely different words.

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

Adjective			Adverb		
Positive	Comparative	Superlative	Positive	Comparative	Superlative
quiet	quieter	quietest	quietly	more quietly	most quietly
wonderful	more wonderful	most wonderful	wonderfully	more wonderfully	most wonderfully
good	better	best	well	better	best

Practice A Identifying the Use of Comparison*Read each sentence. Then, underline the adjective or adverb in each. On the line provided, write adjective or adverb to identify the underlined word.***Example:** The car is slower than the train.**Answer:** The car is slower than the train. adjective

- That movie is terrific. _____
- Julie's recipe is better than mine. _____
- That star shone most brightly of all. _____
- The car traveled quickly on the highway. _____
- That's the most difficult test I've ever taken. _____

Practice B Identifying the Degree of Comparison*On the line provided, identify the underlined word as positive, comparative, or superlative.***Example:** Her dress is prettier than mine.**Answer:** comparative

- That is the best movie I've ever seen. _____
- This book is longer than that one by the same author. _____
- The teacher spoke quietly to the students. _____
- Everyone in the audience listened intently to the speaker. _____
- The proud father smiled broadly at his son. _____
- My kind aunt offered to buy me a new computer. _____
- The thick wool sweater will protect me in this weather. _____
- You are using the sharpest knife in the kitchen. _____

Name _____ Date _____

REGULAR FORMS

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

Use *-er* or *more* to form the comparative degree and *-est* or *most* to form the superlative degree of most one- and two-syllable words.

	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
EXAMPLES:	low	lower	lowest
	stressful	more stressful	most stressful

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

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

EXAMPLES: kindly more kindly most kindly

Practice A Identifying Comparative and Superlative Degree

Read each sentence. After it, write C if the underlined word is in the comparative degree and S if the underlined word is in the superlative degree.

Example: That box is bigger than this one.

Answer: C

- The new building is taller than the one it replaced. _____
- That is the quickest horse in the race. _____
- The pen pals answered our letters most eagerly. _____
- The carpenter spread the plaster more thinly in that area. _____
- Our new neighbors are most cooperative. _____

Practice B Forming Regular Comparative and Superlative Degrees of Comparison

On the full line provided, rewrite each sentence with the correct form of the modifier in parentheses.

Example: He is a _____ writer than I am. (capable — comparative)

Answer: He is a more capable writer than I am.

- That is the _____ report I have ever researched. (difficult — superlative)

- The candidates are always _____ before a debate. (anxious — comparative)

- That building looks _____ in the distance. (small — comparative)

- The famous painting looks _____ since it was cleaned. (bright — comparative)

- The paint dried _____ in the warm weather. (quickly — superlative)

IRREGULAR FORMS

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

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

Practice A Identifying Irregular Comparative and Superlative Forms

Read each sentence. Underline the irregular modifier.

Example: I feel bad about the problem.

Answer: I feel bad about the problem.

1. That's the worst painting in the show.
2. I have very little money left.
3. What's the farthest you've thrown the ball?
4. Sue looks very good in that dress.
5. Since my ankle healed, I feel quite well.
6. What is the latest message from our brother?
7. The damage looks worse than I'd imagined.
8. Do you feel ill?
9. Sam's writing is much improved this year.
10. My house is the farthest from the park.

Practice B Writing Irregular Modifiers

Read each sentence. On the line provided, complete the sentence with the correct form of the modifier indicated in parentheses.

Example: That's the _____ book I ever read. (bad)

Answer: That's the worst book I ever read.

1. Laura looks much _____ since her recovery. (good)
2. On the first day of our vacation we drove _____ than ever before. (far)
3. Claire has had the _____ headache for two days now. (worse)
4. We can use the computer lab _____ this afternoon than yesterday. (late)
5. The volunteers have two _____ boxes of books to unpack. (many)

Name _____ Date _____

USING COMPARATIVE AND SUPERLATIVE DEGREES

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

- Comparative: Her cat is **more playful** than mine.
 That dress is **prettier** than this one.
- Superlative: Her cat is the **most playful** of all the cats in the neighborhood.
 That dress is the **prettiest** dress in the store.

Practice A Identifying the Comparative and Superlative Degrees of Modifiers

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

Example: He swims better than I do.

Answer: He swims better than I do. C

1. Of all the dogs, that one is the most playful. _____
2. That dress is more flattering than the other one. _____
3. Your report is even longer than mine is. _____
4. That tree looks taller than it did last year. _____
5. This is the tastiest of all the recipes. _____

Practice B Correcting Mistakes in Usage of Modifiers

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

Example: She is least helpful than her sister.

Answer: She is less helpful than her sister.

1. That is the more complicated software program I have ever learned.

2. My new coat is much warmest than the old one that I gave away.

3. This is the farther distance that I have hiked on our trip this summer.

4. This story is most detailed than the one that you wrote last semester.

5. This box of books is heaviest than the one in your hand.

Name _____ Date _____

USING LOGICAL COMPARISONS

Your sentences should compare only items of a similar kind.

UNBALANCED: Maria’s painting is prettier than Julia.

CORRECT: Maria’s painting is prettier than **Julia’s**.

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

ILLOGICAL: Jill was taller than any student in the class.
(Jill cannot be taller than herself.)

LOGICAL: Jill was taller than any **other** student in the class.

Practice A Identifying Illogical Comparisons

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

Example: Henry’s skating skill is better than Fred.

Answer: Henry’s skating skill is better than Fred.

- | | |
|---|---|
| 1. Lisa’s camera is smaller than Jan’s. | 6. Leo’s bike has more gears than Joe’s. |
| 2. Mark sings better than anyone in the chorus. | 7. The weather here is better than anywhere. |
| 3. My mother’s car is newer than my aunt. | 8. My horse runs faster than Marilyn’s. |
| 4. Fred’s dog is more playful than Janet’s. | 9. That swimmer is more athletic than anyone. |
| 5. I eat more than anyone in my family. | 10. My hair is longer than Gloria. |

Practice B Writing Clear Comparisons

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

Example: José’s apartment is much larger than Drew.

Answer: José’s apartment is much larger than Drew’s.

1. My antique wristwatch is more valuable than Laura.

2. That student actor is more talented than anyone in the drama club.

3. My new tote bag is stronger than Joe.

4. That customer is nicer than any customer in our store.

5. That committee member is more helpful than any member of the group.

Name _____ Date _____

AVOIDING COMPARISONS WITH ABSOLUTE MODIFIERS

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

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

Study the following example:

INCORRECT: His essay was most identical to mine.

CORRECT: His essay was identical to mine. *or* His essay was most like mine.

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

ILLOGICAL: Henry wanted to run his absolute best in the race.

CORRECT: Henry wanted to run his best in the race.

Practice A Identifying Absolute Modifiers

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

Example: All the flowering plants in my garden were deader than yours.

Answer: deader

1. My answer to the invitation was most final. _____
2. That mistake was more entirely mine. _____
3. In that painting the sky looks more infinite. _____
4. It is a most straight drive to the museum. _____
5. Anna’s reading of that story is most perfect. _____

Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers

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

Example: Those paintings hanging on the wall are not most straight.

Answer: Those paintings hanging the wall are not straight.

1. Her approach to solving our problem was most unique.

2. Peter said that his decision not to join the team was most final.

3. My sister said my attitude about our vacation was very wrong.

4. That mistake was most entirely your fault, not mine.

5. Sheila thought her last version of the story was most perfect.

Name _____ Date _____

RECOGNIZING DOUBLE NEGATIVES

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

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

Double Negative	Corrections
She didn't call no one on the phone.	She didn't call anyone on the phone. She called no one on the phone.
We never told him nothing about the party.	We never told him anything about the party. We told him nothing about the party.

Practice A Identifying Double Negatives

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

Example: We didn't have no money for the tickets.

Answer: We didn't have no money for the tickets.

- | | |
|--|--|
| 1. Henry didn't buy nothing for the class. | 6. We don't have no gasoline in the car. |
| 2. I haven't no book for this class. | 7. I can't not understand the speaker. |
| 3. The teacher didn't give no assignment. | 8. They haven't nothing to do until lunch. |
| 4. They won't have no seats for the event. | 9. We didn't have no trouble getting e-mail. |
| 5. The sick dog didn't eat no food. | 10. Haven't you no tickets for the concert? |

Practice B Revising Sentences to Correct Double Negatives

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

Example: Lisa didn't want no help in planning the party.

Answer: Lisa didn't want any help in planning the party.

1. My friends never said nothing to me about the surprise party.

2. We didn't have no funds to build a new community library.

3. The mayor couldn't not explain his failure to appear at the meeting.

4. They weren't not interested in listening to our excuses.

5. The builder never received no materials for the repair.

Name _____ Date _____

FORMING NEGATIVE SENTENCES CORRECTLY

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

To form negative sentences:

- Use only one negative word in each clause.

Double Negative: She doesn't have no notes for you.

Correction: She doesn't have any notes for you.

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

Double Negative: There isn't but one working computer in the library.

Correction: There is but one working computer in the library.

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

Double Negative: They didn't scarcely meet the deadline.

Correction: They scarcely met the deadline.

Practice A Identifying Double Negatives

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

Example: The kitten's cries weren't barely heard.

Answer: weren't barely

1. The umbrella couldn't scarcely protect us. _____
2. The audience didn't barely applaud the performers. _____
3. We haven't but two books left to read. _____
4. Their answers never made no sense. _____
5. The voters haven't no reason to believe the candidate. _____

Practice B Revising Sentences to Avoid Double Negatives

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

Example: We couldn't barely stand the freezing cold weather this winter.

Answer: We could barely stand the freezing cold weather this winter.

1. The prizewinners couldn't scarcely believe their good luck.

2. My younger brother didn't want no advice about building the treehouse.

3. These old maps weren't barely useful in planning our trip.

4. Mia never applied for no job this summer. _____
5. The students hadn't never heard of the author's books before.

Name _____ Date _____

USING NEGATIVES TO CREATE UNDERSTATEMENT

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

Look at the following examples of using understatement:

I did **not underappreciate** my friend's fine cooking.
We were **hardly uninterested** in the speaker.

Practice A Identifying Understatement

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

Example: We could scarcely dislike such a fine example of modern dance.

Answer: We could scarcely dislike such a fine example of modern dance.

1. His ideas were scarcely unimportant.
2. Lisa's approach to the problem was hardly unimpressive.
3. Your work isn't completely unknown.
4. The worker's contribution was never inadequate.
5. Her comments are hardly unusual.
6. I never misunderstood what you said.
7. His photos of the event were hardly undervalued.
8. It's not impossible that we will win this game.
9. My support for the team was not unimportant.
10. We were never unconcerned about the difficulties we faced.

Practice B Using Negatives to Create Understatement

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

Example: The new school president is an impressive speaker.

Answer: The new school president is hardly an unimpressive speaker.

1. The appeal of that novel is expected.

2. Jon's effort to change was noticed by his classmates.

3. Mother liked my new decorating suggestions.

4. We understood what the coach wanted us to do.

5. Kate is an experienced photographer.

Name _____ Date _____

COMMON USAGE PROBLEMS

Study the following examples of common usage problems.

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

Incorrect: I **ain't** going to that movie. Correct: I **am not** going to that movie.

Among, between:

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

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

Different from; different than:

Incorrect: This essay is very **different than** that one. Correct: This essay is **different from** that one.

Farther, further:

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

We must drive **farther** to reach the hotel. This story needs **further** work.

Like, as:

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

Incorrect: She looked **like** she didn't feel well. Correct: She looked **as if** she didn't feel well.

Practice A Recognizing Usage Problems

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

Example: This new book is (different from, different than) the old one.

Answer: This new book is (different from), different than) the old one.

1. Jenna looks (different from, different than) her twin sister.
2. He (ain't, is not) a good friend of mine.
3. We must travel much (farther, further) to reach the train station.
4. The five students divided the supplies (among, between) themselves.
5. The little boy looked (like, as if) he were about to cry.

Practice B Revising Sentences to Correct Usage Problems

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

Example: I ain't going to that movie tonight.

Answer: I am not going to that movie tonight.

1. The two countries must divide the land among them.

2. The unhappy child cried like his heart would break.

3. I'll race you to the furthest marker on the track.

4. This book from the library ain't the one that I asked for.

5. His speech is not very different than the one he gave at our last meeting.

Name _____ Date _____

USING CAPITALS FOR FIRST WORDS

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

- DECLARATIVE: The dog raced to his new home.
- INTERROGATIVE: Who will be the new class president?
- IMPERATIVE: Shut that door right away.
- EXCLAMATORY: What an amazing day this was!

Capitalize the first word in interjections and incomplete questions.

- INTERJECTIONS: Wow! Great!
- INCOMPLETE QUESTIONS: Why? When?

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

Lisa and I will work together now.

Show that you can use and understand capitalization for first words by completing the exercises.

Practice A Capitalizing Words

Read each sentence. Then, circle the word or words that should be capitalized.

Example: that book is too out of date to be a good reference.
Answer: that book is too out of date to be a good reference.

- 1. who is the person speaking to the assembly?
- 2. no! i don't believe you.
- 3. can you hear me better now?
- 4. that new coat is very flattering.
- 5. stop screaming, immediately!
- 6. don't let the dog run in the street!
- 7. no! how dreadful!
- 8. He and i both tried out for the track team.
- 9. what? how quickly?
- 10. i told Larry that his class schedule is incorrect.

Practice B Rewriting Sentences With Correct Capitalization

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

Example: will you be joining the school band next year?
Answer: Will you be joining the school band next year?

- 1. whom should i contact about the job? _____
- 2. every day without rain damages more crops. _____
- 3. drive carefully on that slippery road. _____
- 4. oh no! how horrible! they are lying! _____
- 5. after the rain, the air smelled fresh. _____

Name _____ Date _____

USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: Mary called, “**D**on’t forget to e-mail me about the movie!”

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

EXAMPLE: “**W**hen I first looked at the photos,” Bill said, “**t**hey looked out of focus.”

Do not capitalize the first word of a continuing sentence when the first word of a quotation is the continuation of a speaker’s sentence.

EXAMPLE: My friend said that his new dog “**h**ad become his new best friend.”

Show that you can use and understand capitalization with quotations by completing the exercises.

Practice A Using Capitals With Quotations

Read each sentence. On the line provided, write the word or words that should be capitalized. If the sentence is correct, write Correct.

Example: The witness said, “he is the robber.”

Answer: He

1. My friend said, “let’s go to the park after school.” _____
2. “When our team won,” Tom said, “everyone yelled.” _____
3. “When the thunder struck,” she said, “we were all afraid.” _____
4. “during our trip,” Ellen recalled, “my younger sister was very happy.” _____
5. The teacher said, “take out your books.” _____

Practice B Revising Sentences to Capitalize Quotations Correctly

Read each sentence. Then, on the line, rewrite the sentence and capitalize the quotation correctly.

Example: The tourist said that this trip was “The high point of my summer.”

Answer: The tourist said that this trip was “the high point of my summer.”

1. “after we listened to your emotional story,” Tom said, “We were impressed.”

2. The actor said that this movie role was “The best part I’ve ever had.”

3. Rena said, “let’s take the dogs to the park after lunch.”

4. The angry customer said that he couldn’t believe “You had lied about the product.”

5. “when the hurricane was over,” Bill said, “We finally saw the extent of the damage.”

Name _____ Date _____

USING CAPITALS FOR PROPER NOUNS

Proper nouns name specific people, places, or things and should be capitalized.

- Capitalize each part of a person’s name, even when the full name is not used.

EXAMPLES: Mark Alper C. A. Chin Edith A. Bigelow

- Capitalize geographical and place names.

Streets: Park Avenue	Mountains: Rocky Mountains
Towns and cities: Beachwood, San Francisco	Sections of a country: the Southwest
Counties and states: Suffolk County, Texas	Bodies of water: Atlantic Ocean
Nations and continents: England, Asia	Monuments, memorials: Lincoln Memorial

- Capitalize words indicating direction only when they refer to a section of a country.

EXAMPLES: We are planning to drive through the Northeast. Drive south along Route 11.

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

EXAMPLES: Tuesday, September 20 (date); Arts Festival (event); Bill of Rights (document); Labor Day (holiday); the Great Depression (period in history)

Show that you can use and understand capitalization for proper nouns by completing the exercises.

Practice A Identifying Proper Nouns

Read each sentence. Then, underline the proper noun(s) in each sentence.

Example: Our new house is on New Hill Street.

Answer: Our new house is on New Hill Street.

- | | |
|---|--|
| 1. On Tuesday we will discuss the Bill of Rights. | 6. Who has been to the Pacific Ocean? |
| 2. Turn right at Chestnut Avenue. | 7. Let’s see the Lincoln Memorial during our trip. |
| 3. Tom is making a video about Lake Ontario. | 8. He lives in London, England. |
| 4. The Liberty Bell is in Philadelphia. | 9. Mr. Thompson and D. E. Martin are hosts. |
| 5. We are planning a Fourth of July picnic. | 10. Address the letter to Ann L. Manno. |

Practice B Capitalizing Proper Nouns

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

Example: On Saturday, september 10, we will attend the spring festival.

Answer: On Saturday, September 10, we will attend the Spring Festival.

- | | |
|--|-------|
| 1. We traveled to michigan on thanksgiving. | _____ |
| 2. allan c. gilbert moved from austin, texas, in august. | _____ |
| 3. I have completed a report about the civil war. | _____ |
| 4. marco polo explored china. | _____ |
| 5. We plan to visit italy and france in europe. | _____ |

Name _____ Date _____

USING CAPITALS FOR PROPER ADJECTIVES

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective.

- Capitalize most proper adjectives.

Proper adjectives formed from proper noun	Italian art
Proper noun used as adjective	Philadelphia steak sandwich

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

EXAMPLE: Stay Cool oven

Do not capitalize a common noun used with two proper adjectives.

EXAMPLE: Appalachian and Rocky mountains

Show that you can use and understand capitalization for proper adjectives by completing the exercises.

Practice A Identifying Proper Adjectives

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

Example: I wrote a report about Vietnamese history.

Answer: I wrote a report about Vietnamese history.

- | | |
|---|---|
| 1. We will study the Nile and Amazon rivers. | 6. The Jane Austen scholars are meeting. |
| 2. The French language is very beautiful. | 7. I know very little about Renaissance art. |
| 3. We just bought a new Kitchen Rite blender. | 8. Mark always eats Stay Strong protein powder. |
| 4. I want to see this New York landmark. | 9. Mom wants a box of Fresh Coco chocolates. |
| 5. The Italian writer won an important award. | 10. That Tibetan terrier is a wonderful dog. |

Practice B Capitalizing Proper Adjectives

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

Example: I want to travel to that austrian village during our european trip.

Answer: I want to travel to that Austrian village during our European trip.

1. The house of representatives debate is important to all of us.

2. I'd like to learn more about the history of the chicago to mackinac race.

3. All the roosevelt speeches will be read during the program.

4. The german and french ambassadors will attend the mozart concert.

Name _____ Date _____

USING CAPITALS IN LETTERS

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

Study the following examples.

Salutations	Dear Mark, Dear Ms. Smith: Dear Madam: My Dear Grandmother,
Closings	Best wishes, With love, With all my love,

Show that you can use and understand capitalization in letters by completing the exercises.

Practice A Identifying Salutations and Closings

Read the following examples of salutations and closings. On the line provided, write S if the example is a salutation; write C if the example is a closing.

Example: Best regards

Answer: C

- | | |
|--|---|
| <p>1. Yours truly, _____</p> <p>2. Sincerely, _____</p> <p>3. Dear Maria, _____</p> <p>4. Dear Mrs. Henson: _____</p> <p>5. Forever yours, _____</p> | <p>6. Fondly, _____</p> <p>7. Warmest regards, _____</p> <p>8. My Dear Cousin, _____</p> <p>9. With great affection, _____</p> <p>10. Dear Senator Jones: _____</p> |
|--|---|

Practice B Capitalizing Salutations and Closings

Read the following examples of salutations and closings. On the line provided, rewrite each, using proper capitalization.

Example: dear governor hughes:

Answer: Dear Governor Hughes:

1. dear margaret, _____
2. all my best wishes, _____
3. with regards, _____
4. dear ms. clarkson: _____
5. my dear aunt, _____
6. dear mr. franklin: _____
7. with love, _____
8. sincerelyours, _____
9. fondest wishes, _____
10. dear sir or madam: _____

Name _____ Date _____

USING CAPITALS FOR TITLES

Capitalize a person’s title only when it is used with the person’s name or when it is used as a proper name by itself. Relatives are often referred to by titles. Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun.

- With a Proper Name: Mayor Britt won reelection.
 As a Proper Name: Thanks for your gift, Senator. I enjoyed your letter, Uncle.
 Relatives: my brother Aunt Lana your dad

Capitalize the first word and all other key words in the titles of books, magazines, newspapers, poems, stories, plays, paintings, and other works of art: *A Tale of Two Cities*, *Mona Lisa*.

Capitalize the names of educational courses when they are language courses or when they are followed by a number or preceded by a proper noun or adjective. Do not capitalize school subjects discussed in a general manner: Spanish, Algebra 1, biology.

Commonly used titles	Sir, Miss, Professor, Doctor, Major
Abbreviated titles	Mr., Mrs., Ms., Dr., Jr., M.D.
Compound titles	Vice President
Titles with prefixes or suffixes	ex-Senator Smith; President-elect Martin

Show that you can use and understand capitalization for titles by completing the exercises.

Practice A Identifying Titles

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

Example: I enjoyed reading *Oliver Twist* by Charles Dickens.
Answer: I enjoyed reading *Oliver Twist* by Charles Dickens.

- Let’s invite Uncle Ralph for dinner this week.
- Ask Professor Martin about the assignment.
- Can we interview ex-Senator Myers?
- I’ll talk to you soon, Grandfather.
- Corporal Dickson is retiring soon.
- I liked the history book *The Fall of Rome*.
- Stan was in *The Sound of Music*.
- I call my newest painting *A Study in Red*.
- I did very well in Biology 102 this semester.
- Take a history class instead of Honors Chemistry.

Practice B Capitalizing Titles

Read each sentence. On the line provided, correctly capitalize each title.

Example: I want to take an honors english class with professor Gomez.
Answer: Honors English, Professor

- Send a copy of *central news* to mayor Lee. _____
- My sister will interview mayor-elect Thompson. _____
- I enjoyed aunt anna’s new song, “ballad for spring.” _____
- governor Morris joined ms. Wallace on the platform. _____
- I want to take latin, geometry, and an art class. _____

Name _____ Date _____

USING PERIODS

A period indicates the end of a declarative sentence, a mild imperative sentence, and an indirect question. See the examples below.

Declarative sentence: states a fact or an opinion	The test was difficult.
Imperative sentence: gives a direction or command	Finish your homework.
Indirect question: restates a question in a declarative sentence	My mother asked if I was hungry.

Practice A Using Periods in Sentences

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

Example: Vivian is a good guitarist

Answer: Vivian is a good guitarist.

- | | |
|--|---|
| 1. The teacher asked if we understood the assignment | 6. My father wondered if I mowed the lawn |
| 2. The dog has not been fed today | 7. Our team won the basketball game |
| 3. Feed the dog | 8. Shut the door |
| 4. The doctor asked whether I was feeling better | 9. I forgot to do my homework last night |
| 5. Remember to take your books | 10. Do not forget tonight |

Practice B Using Periods Correctly in Sentences

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

Example: Help me take out the trash

Answer: Help me take out the trash. imperative sentence

1. I do not like to take out the trash _____
2. My sister asked whether I would rather do the dishes _____
3. I would rather not do any chores _____
4. Make your bed _____
5. Our coach asked if we were ready to play our best _____
6. Play like champions _____
7. My brother is a great swimmer _____
8. He asked if the water was warm _____
9. Jump in _____
10. It is easier that way _____

OTHER USES OF PERIODS

A period can signal that words have been shortened or abbreviated. Use a period after most abbreviations and after initials. Also use periods after numbers and letters in outlines. Do not use periods with acronyms, which are words formed with the first or first few letters of a series of words. See the examples below.

Abbreviations of titles, place names, times and dates, and initials	Dr., Ave., Sun., Dec., T. Smith
Other abbreviations with periods	approx., misc., gov., vol., P.M.
Periods in outlines	I. Uses of periods A. In abbreviations
No periods in acronyms and some abbreviations	USA, COD, EST
No periods in postal abbreviations of states or in most standard or metric measurements	kg, TX, ft (exception: <i>in.</i> for <i>inches</i>)

Practice A Using Periods Correctly in Abbreviations

Read each sentence. Then, add periods if they are needed. If no periods need to be added, write none.

Example: J K Rowling wrote the *Harry Potter* series

Answer: J. K. Rowling wrote the *Harry Potter* series.

1. Mrs Fernandez gave us the test at 9:10 A M.
2. Ask Dr Veenstra about gym today.
3. The patio measures 36 ft by 24 ft.
4. The note read, "Please buy 2 gal milk."
5. My favorite poet is E. E. Cummings.
6. Include mm on your science test.
7. The doctor's note read, "Grew 3 in this year."
8. Mr Libretto teaches Italian and Latin.
9. The door to the crowded party read, SRO.
10. How many rpm provide a good workout?

Practice B Writing Abbreviations Correctly

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

Example: I wake up at 6:15 AM on school days.

Answer: A.M.

1. The sign read, Deli Dept Special Sale. _____
2. The grocery list included 2 doz eggs and 2 gal. of orange juice. _____
3. How many mm. are there in a cm? _____
4. There are 12 in in one ft. _____
5. Her address is 22 Plainsview Ave, Plainsview, T.X. 44404. _____

Name _____ Date _____

USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question. Use a question mark to end an interrogative sentence, an incomplete question, or a statement intended as a question. See the examples below.

Interrogative sentence	When do you have to go home?
Incomplete question	I have homework. How much?
Statement intended as a question (avoid)	You haven't eaten lunch yet?
Statement rephrased as a direct question (better than above)	Why haven't you eaten lunch yet?

Practice A Using Question Marks Correctly in Sentences

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

Example: Why didn't you bring money to the book fair
Answer: Why didn't you bring money to the book fair?

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| <ol style="list-style-type: none"> 1. How I got here, I'll never know 2. You might want to ask your mother first 3. What time did you say we have to leave 4. The dog ran out of the house. Why 5. Can you believe how hard it is raining 6. We are having fruit salad for dessert | <ol style="list-style-type: none"> 7. Why you wore that sweater on this hot day, I'll never understand 8. How many people were at the concert 9. Why would anyone want to listen to that music 10. What a long day it has been |
|--|--|

Practice B Writing Direct Questions Correctly

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

Example: You said that to her?
Answer: Why did you say that to her?

1. You haven't finished your homework yet? _____
2. The keys are still in the door? _____
3. Your brother left without you? _____
4. We are having cereal for breakfast again? _____
5. She left for her vacation three days early? _____
6. You put the ice cream in the oven? _____
7. You finished the test in only 10 minutes? _____
8. The junior varsity team won the championship? _____
9. You ate the whole thing? _____
10. That sweater cost \$100? _____

Name _____ Date _____

USING EXCLAMATION MARKS

An exclamation mark signals an exclamatory sentence, an imperative sentence, or an interjection. It indicates strong emotion and should be used sparingly.

See the examples below.

Exclamatory sentence	It is freezing out!
Forceful imperative sentence	Clean up your room!
Interjection with emphasis	Wow! That was a great game.

Practice A Using Exclamation Marks Correctly in Sentences

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

Example: Watch out

Answer: Watch out!

Example: How could you say that to her

Answer: How could you say that to her?

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|------------------------------------|--|
| 1. Oh, no I dropped the eggs | 6. I am so proud of you |
| 2. I can't believe I won | 7. How could anyone wear that outfit |
| 3. The dog is chasing the squirrel | 8. Not again I locked myself out of the house |
| 4. Wow He almost caught it | 9. Why would anyone want to listen to that music |
| 5. Fire Call 911 | 10. Is it still raining |

Practice B Writing Exclamatory Sentences and Imperative Sentences

Read each sentence below. Then, rewrite it as either an exclamatory sentence or an imperative sentence. You may change the words as necessary.

Remember to use an exclamation mark.

Example: Did you finish your homework?

Answer: Finish your homework!

- Are you ready to go? _____
- Did you lock the door? _____
- Can you pay me back today? _____
- Please clean up your room. _____
- Please take out the trash. _____
- I think you should come home now. _____

Name _____ Date _____

USING COMMAS WITH COMPOUND SENTENCES

A **comma** tells the reader to pause briefly before continuing a sentence. A compound sentence consists of two or more main, or independent, clauses that are joined by a coordinating conjunction, such as *and*, *but*, *for*, *not*, *or*, *so*, or *yet*. Use a comma before a coordinating conjunction to separate two or more independent, or main, clauses in a compound sentence.

Example: Marcia is going on a teen tour of the Rocky Mountains this summer, but I can't join her.

Practice A Using Commas Correctly in Compound Sentences

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

Example: It rained last night but it was sunny this morning.

Answer: It rained last night, but it was sunny this morning.

- I went shopping yesterday with Evan and I am going shopping today with Juana.
- Maria looked for the book in the library first but she had to buy it at the book store.
- My mother works as a nurse at night so she can be home for us during the day.
- We went to the beach on Saturday but it started to rain about an hour after we arrived.
- I cannot baby-sit for the Garcias on Friday night nor can I baby-sit for them on Sunday.
- The rain flooded our entire street yet we were still able to get to school.
- I saved my allowance for three months so I have enough money to buy two golf clubs.
- Did you say we may go to the movies or may we go bowling if we prefer?
- I studied for the test for a total of six hours yet I still missed three questions.
- Our team is scheduled to play the first game in the tournament and we will play another one if we win.

Practice B Using Commas Correctly to Write Compound Sentences

Use each sentence pair to write a compound sentence with a coordinating conjunction and a comma.

Example: It took three hours to complete our homework. We had enough time to play basketball.

Answer: It took three hours to complete our homework, but we had enough time to play basketball.

- Casey is a very good tennis player. She is also a very fast swimmer.

- Cristobol pitches really well. He is not a very good hitter.

- My favorite subject is English. I received a higher grade in science this term.

- I cannot finish the book tonight. I will have to bring it home over the weekend.

- I really enjoy snowboarding in the winter. The summer is my favorite season.

Name _____ Date _____

AVOIDING COMMA SPLICES

A comma splice occurs when two or more complete sentences have been joined with only a comma. Avoid comma splices by punctuating separate sentences with an end mark or a semicolon, or find a way to join the sentences.

Incorrect	I e-mailed my grandmother after school, she hasn't replied yet.
Correct	I e-mailed my grandmother after school. She hasn't replied yet.

Practice A Correcting Sentences With Comma Splices

Read each sentence. Eliminate the comma splice by changing the punctuation or joining sentences.

Example: The dog barked loudly at the cat, the cat was not afraid at all.

Answer: The dog barked loudly at the cat, but the cat was not afraid at all.

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| <ol style="list-style-type: none"> 1. I am saving my money to buy an MP3 player, I can't wait until I have enough. 2. My grandfather told me that he would take me shopping, he is coming over this weekend. 3. My father works as a police officer during the day, he works in security two nights a week. 4. I took my little sister to the playground after school, it began to rain five minutes later. 5. I will go to the mall with my sister, we are meeting our friends at the movie theater. | <ol style="list-style-type: none"> 6. Our school closed early on the third day of the heat wave, we still had homework. 7. I wish I could join my cousins on their trip, I have a different spring break than they. 8. Our baseball team might win the championship, we will also be undefeated. 9. Fernando will pitch the first four innings, I wonder who will pitch next. 10. I met Tomás at the diner for lunch, we ran into Christie and Sara while we were there. |
|--|---|

Practice B Using Commas Correctly in Sentences

Read each item below. Rewrite to correct any comma splices.

Example: It took four hours to get to the amusement park, we had plenty of time to go on all the rides.

Answer: It took four hours to get to the amusement park. We had plenty of time to go on all the rides.

1. Leon plays the drums very well, he is such a bad singer.

2. Debby is the starting pitcher on the softball team, I play third base.

3. My favorite subject is English, I always get good grades in it.

4. I cannot finish the book report tonight, I will have to do the rest of it over the weekend.

5. My favorite sport is soccer, I enjoy basketball as well.

Name _____ Date _____

USING COMMAS IN SERIES

A series consists of three or more words, phrases, or subordinate clauses of a similar kind. Use commas to separate three or more words, phrases, or clauses in a series.

Series of words	My favorite animals in the zoo are panda bears, gorillas, and giraffes.
Series of phrases	The directions say to go over the bridge, past the first exit, and onto Riverside.
Subordinate clauses in a series	My letter to my parents told them that I love camp, that my favorite activity is arts and crafts, and that I miss them very much.

Practice A Using Commas Correctly in a Series of Words or Phrases

Read each sentence. Then, add commas to the series of words or phrases as needed.

Example: At the amusement park, we went on the roller coaster the water slide and the Ferris wheel.

Answer: At the amusement park, we went on the roller coaster, the water slide, and the Ferris wheel.

1. My favorite fruits have always been apples grapes watermelon and strawberries.
2. My best friends' names are Marcia Skye Briana and Christa.
3. At the restaurant, we ordered soup salad seafood platters and lemonade.
4. At the playground, my sister goes on the slide swings seesaw and monkey bars.
5. At school, I go to English math history and physical education before lunch.
6. Juan is a star athlete in baseball soccer basketball and tennis.
7. Vern plays the piano the cello the violin and the guitar.
8. I was studying for math preparing my report and memorizing Spanish.

Practice B Using Commas Correctly in a Series of Subordinate Clauses

Read each sentence. Then, add commas to the series of subordinate clauses as needed.

Example: The teacher explained that we must be on time for class that we must have a pencil and notebook and that we must complete our homework each night.

Answer: The teacher explained that we must be on time for class, that we must have a pencil and notebook, and that we must complete our homework each night.

1. Levon told his mother that he needed new sneakers that he did all his chores and that he had no homework over the weekend.
2. Delilah asked her grandparents if she could stay at their house over the weekend if she could bake cookies with them and if she could help in their garden.
3. The things I love about summer are that we do not have school that I go to camp in June and that we take a family vacation in July.
4. The things I love about autumn are that we go back to school to see our friends that the leaves change color and that it is football season.
5. What I like about my basketball team is that I get to start each game that we are all friends and that the coach is very supportive.

USING COMMAS BETWEEN ADJECTIVES

Use commas to separate coordinate adjectives, also called independent modifiers or adjectives of equal rank. Do not use commas between cumulative adjectives, or adjectives you cannot place the word *and* between. Do not use a comma between the last adjective and the noun it modifies.

A comma to separate coordinate adjectives; no comma between last adjective and noun	a slow, boring song
No comma to separate cumulative adjectives	many boring songs

Practice A Using Commas Correctly Between Adjectives

Read each sentence. Then, add commas between adjectives as needed. If the sentence is correct, write correct.

Example: The beautiful red roses were placed in a large vase.

Answer: correct

1. The long straight street intersected with the busy highway. _____
2. The tall majestic statue was surrounded by a garden of tulips. _____
3. The cold sweet lemonade quenched our thirst. _____
4. The pretty red maple tree blazed in the sun. _____
5. The clean dry clothes lay neatly on the bed. _____
6. A cold blustery wind sent us running for shelter. _____
7. The large crashing waves knocked us over. _____
8. Stephen banged on the large red drum set. _____
9. The loud crowded theater had filled up early. _____
10. Large fluffy snowflakes fell quietly from the cold gray sky. _____

Practice B Using Commas Correctly With Adjectives

Read each sentence. Then, add or delete commas as needed. If you are deleting commas, rewrite the words without commas. If the sentence is correct, write correct.

Example: My father wore his new, black, dinner jacket to the restaurant.

Answer: new black dinner jacket

1. My mother’s freshly, baked, bread is always fluffy, light, and soft. _____
2. Giovanna’s grandmother sewed her a beautiful, red, velvet skirt. _____
3. The bird had bright, blue, feathers and a long, sinewy tail. _____
4. The hot rocky sand hurt the soles of our feet. _____
5. The small agile shortstop made the play easily. _____
6. The aggressive hound scared my poor, little puppy. _____
7. The senior, class president won by a landslide. _____

Name _____ Date _____

USING COMMAS AFTER INTRODUCTORY MATERIAL

Use a comma after an introductory word, phrase, or clause of a sentence.

Introductory words	Yes, I will be finished on time.
Nouns of address	Ms. Jones, can you explain the lesson again?
Introductory adverbs	Attentively, we took notes on the lesson.
Phrases	Moving quickly, I got to my locker before the first bell.
Adverbial clauses	If you read carefully, you will figure out the mystery.

Practice A Using Commas Correctly With Introductory Material

Read each sentence. Then, add commas after introductory material as needed. If the sentence is correct, write correct.

Example: Yes I am excited to start high school.

Answer: Yes, I am excited to start high school.

1. Because I love to sing, I joined the school choir. _____
2. Oh I am sure the music teacher will be thrilled to have you in the choir. _____
3. Well there are many good singers in the school. _____
4. No you are definitely the best singer in the class. _____
5. Karina can you baby-sit for the Gonzalez twins tomorrow night? _____
6. Considering that they are well behaved I will baby-sit for them. _____
7. Yuki I am going to the supermarket. _____
8. Well can you buy some more pears? _____
9. Sure I will see what I can do. _____
10. Since I finished my homework can I go with you? _____

Practice B Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, rewrite the introductory material, adding or deleting commas as needed. If the sentence is correct, write correct.

Example: No I don't know where the school cafeteria is.

Answer: No, I don't know where the school cafeteria is.

1. During his last visit, he asked many interesting questions. _____
2. After six weeks, of training she began a new job. _____
3. After three years of middle school I can start over. _____
4. True it is good to get a fresh start. _____
5. In the book, I am reading the main character is an orphan. _____
6. Oh I wonder if it will have a happy ending. _____

Name _____ Date _____

USING COMMAS WITH PARENTHETICAL EXPRESSIONS

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

Nouns of direct address	Can you tell us, Ms. Peres, where you were the night of December 20th?
Conjunctive adverbs	I can, in fact, tell you where I was that night.
Common expressions	You had dinner with Mr. Peres, I assume.
Contrasting expressions	I had a late lunch, not dinner, with Mr. Peres.

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add commas as needed to correctly separate the contrasting expressions.

Example: Renee is a great basketball player not a great soccer player.

Answer: Renee is a great basketball player, not a great soccer player.

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| 1. The forecast predicts snow not rain for tomorrow night. | 6. I will do my math homework not my English paper before soccer practice. |
| 2. The weather report said it would snow less than 4 inches not more than 6 inches. | 7. Dante likes pasta with marinara sauce not with cream sauce. |
| 3. Camille will be fourteen not sixteen on December 25th. | 8. It is healthy to eat nonfat frozen yogurt not ice cream. |
| 4. She is younger not older than you thought. | 9. I know how to play checkers not chess. |
| 5. I can come to your house on Saturday not on Sunday next weekend. | 10. I play third base not first base on the softball team. |

Practice B Using Commas Correctly With Parenthetical Expressions

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

Example: I received higher grades than my sister this semester I think.

Answer: I received higher grades than my sister this semester, I think.

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| 1. His last, dental appointment, I believe was at 10:30. | _____ |
| 2. His next appointment, however, is at 1:30. | _____ |
| 3. You have to go to your locker I assume before lunch. | _____ |
| 4. I do I'm afraid have to get my lunch from my locker. | _____ |
| 5. The book I am reading is by the same author as your book, I think. | _____ |

Name _____ Date _____

USING COMMAS WITH NONESSENTIAL EXPRESSIONS

A **comma** tells the reader to pause briefly before continuing a sentence. A nonessential, or nonrestrictive, expression can be left out of a sentence without changing the meaning of the sentence. Use commas to set off nonrestrictive expressions. See the examples below.

Nonrestrictive appositive	The song was written by Johnny Cash, the legendary country singer.
Nonrestrictive participial phrase	San Antonio is in Bexar County, established in 1836.
Nonrestrictive adjectival clause	San Antonio, which is in the southern part of the state, is the second largest city in Texas.

Practice A Using Correct Comma Placement in Nonrestrictive Expressions

Read each sentence. Then, add commas as needed to correctly separate the nonrestrictive expression.

Example: Our high school which is located on the north end has 1,600 students.

Answer: Our high school, which is located on the north end, has 1,600 students.

1. My house built in 1810 has high ceilings and creaky floors.
2. Rachel's house built in 2009 has large windows and big closets.
3. Old houses, which were built in a different era tend to have small closets.
4. My neighbor who is a nurse was gardening in her yard.
5. My English teacher who has two children of her own is very patient and kind.
6. The leading role was played by George Clooney the famous actor.
7. I asked my mother who was on the phone if I could stay at Mike's for dinner.
8. The new supermarket which was built in 2009 had a sale on frozen vegetables.
9. The dog who always barks when the doorbell rings was staring out the window.
10. The star of the show was Taylor Swift the famous singer.

Practice B Using Commas Correctly With Nonrestrictive Expressions

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

Example: Our math teacher who yells at us all the time was absent today.

Answer: Our math teacher who yells at us all the time was absent today.

1. The photograph which hangs on the wall was taken last Thanksgiving. _____
2. I wore my new sweater which is brown, to school today. _____
3. Our car bought in 2006 is parked outside the house. _____
4. The ocean, which reaches 75 degrees in the summer, is about two miles from here. _____
5. The play was performed by the Bexar Players the amateur acting group. _____

Name _____ Date _____

USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date is made up of two or more parts, use a comma after each item, except in the case of a month followed by a day. When a geographical name is made up of two or more parts, use a comma after each item. When a name is followed by one or more titles, use a comma after the name and after each title. See the examples below.

Dates with commas	The graduation ceremony took place on June 3, 2009, and the graduation party occurred on June 4, 2009.
Dates without commas (month and day)	I will graduate in June 2014.
Geographical names	My father often goes to Mexico City, Mexico, for business.
Names with one or more titles	The sign on the door said Harold Bloom, Ph.D., so I knew I had found the right office.

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read each sentence. Then, add or delete commas as needed to correctly punctuate dates, geographical names, and titles. If the sentence is correct, write correct on the line.

Example: Bookworks Inc published our science textbook.

Answer: Bookworks, Inc., published our science textbook.

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| <p>1. The memorial in Philadelphia was dated July 10, 1776. _____</p> <p>2. Our house was built in June 2007 by Louis Vanderben Jr. _____</p> <p>3. My sister who goes to college in New Orleans Louisiana is currently doing a semester abroad in Madrid Spain. _____</p> <p>4. My neighbor, who is a nurse, has a name tag that says Nelda Vasquez RN. _____</p> <p>5. Our English teacher is Benjamin Charles Tyler Sr. _____</p> | <p>6. The last day of school is June 8 2010 and the first day of school next year is August 10 2010. _____</p> <p>7. Victoria Calderon Ph.D. is the name of my science teacher. _____</p> <p>8. The grand opening of the new recycling center will be in April 2010. _____</p> <p>9. The town of Plainsboro Oklahoma has approximately 5,000 residents. _____</p> <p>10. The concert is set for January 11 2010. _____</p> |
|--|--|

Practice B Writing Sentences With Dates, Geographical Names, and Titles

Read each item. Then, write a sentence for each item. Be sure to use commas correctly.

Example: Houston Texas

Answer: Houston, Texas, is home to the Houston Texans.

1. Milton J. Crawford Esq. _____
2. Louisa Gonzalez Ph.D. _____
3. Memphis Tennessee _____
4. Pearson Education Inc. _____
5. July 4 2011 _____

Name _____ Date _____

USING COMMAS IN NUMBERS

Commas make large numbers easier to read by grouping the digits. With large numbers of more than three digits, use a comma after every third digit starting from the right (for example, 5,999 books; 2,087 songs; 1,509,488 citizens). **Do not** use commas in ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

Practice A Using Correct Comma Placement in Numbers

Read each item. Then, rewrite each number, adding or deleting commas as needed. If the item is correct, write correct.

Example: 2000 students

Answer: 2,000 students

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|-------------------------------------|------------------------------------|
| 1. 34678 Claremont Avenue _____ | 6. (505) 688-6111 _____ |
| 2. Year 2012 _____ | 7. August 13, 2,000 _____ |
| 3. (888) 765-7654 _____ | 8. serial number 987,985,983 _____ |
| 4. 90435 people in attendance _____ | 9. 23,489 Beach Boulevard _____ |
| 5. 3000 patients _____ | 10. January 18, 1,966 _____ |

Practice B Writing Sentences Using Commas in Numbers

Read each item. Write a sentence of your own, using the number as indicated in parentheses. Be sure to use commas correctly in the numbers.

Example: 2906 (number of fans)

Answer: There were 2,906 fans at the football game.

1. 18567 (house number) _____
2. 222 333 678 (serial number) _____
3. (555) 888-3546 (telephone number) _____
4. 08812 (ZIP code) _____
5. 109287 (large number) _____
6. 2008 (year) _____
7. 2014 (year) _____
8. 59876 (ZIP code) _____
9. 3987456149 (large number) _____
10. (305) 861-2299 (telephone number) _____

Name _____ Date _____

USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of friendly and business letters. See the examples below.

Use a comma after each item in an address made up of two or more parts.	Mr. Dylan Marcilla 11 Crowley Road Austin, TX 73344
Use a comma after the name, street, and city of an address that appears in a sentence.	Send a thank-you note to Mr. Dylan Marcilla, 11 Crowley Road, Austin, TX 73344.
Use a comma after the salutation in a personal letter and after the closing in all letters.	Dear Julia, Yours truly,

Practice A Using Correct Comma Placement in Addresses and Letters

Read each item. Then, rewrite each item, adding or deleting commas as needed. If the item is correct, write correct.

Example: Dear Chelsea:

Answer: Dear Chelsea,

1. Fondly: _____
2. Cindy Spellman, 10 Sherman Parkway, Providence, RI, 55505 _____
3. Sincerely _____
4. Dear Grandma, _____
5. Truly yours _____
6. Fashion Clothing Co. P.O. Box 3345 Crawford TX 70999-3345 _____
7. Sincerely yours: _____
8. With warmest regards _____
9. Dear Lilia, _____
10. Kaitlyn Stansel, 6040 Boulevard East, West New York, NJ 07093 _____

Practice B Using Commas in Friendly Letters

Read each item. Then, rewrite it, inserting a comma or commas as needed.

Example: Dear Sasha and Malia

Answer: Dear Sasha and Malia,

- | | |
|-----------------------|--|
| 1. Dear Geraldo _____ | 4. Dear Rick Barbara Emily and Luke
_____ |
| 2. Sincerely _____ | 5. Warmest regards _____ |
| 3. Dearest Emma _____ | 6. Best wishes _____ |

Name _____

Date _____

USING COMMAS IN ELLIPTICAL SENTENCES

In elliptical sentences, words that are understood are left out. Commas make these sentences easier to read. See the example below.

Use a comma to indicate the words left out of an elliptical sentence.	My parents dressed formally; we, casually.
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Practice A Using Correct Comma Placement in Elliptical Sentences

Read each elliptical sentence. Then, add commas as needed.

Example: The younger children ate early; the older children later.

Answer: The younger children ate early; the older children, later.

1. The freshmen have fifth-period lunch; the sophomores sixth.
2. The middle school is on the west side of the road; the high school on the east.
3. The girls' locker room is to the left of the gym; the boys' locker room to the right.
4. The seniors park in the south parking lot; the teachers in the north.
5. The nurse's office is on the first floor; the principal's office on the second.
6. The auditorium seats 500 students; the gymnasium 200.
7. The crossing guard on Main Street leaves post at 9:00; the crossing guard on Maple at 9:10.
8. The football field is new; the soccer field older.
9. Freshmen and sophomores are dismissed at 3:00; juniors and seniors at 3:10.
10. The junior prom is held in the gymnasium; the senior prom at a country club.

Practice B Using Commas Correctly in Elliptical Sentences

Read each sentence. Then, rewrite it as an elliptical sentence, adding a semicolon and an elliptical phrase with a comma.

Example: The freshman dance was held on June 2.

Answer: The freshman dance was held on June 2; the sophomore dance, on June 3.

1. The girls went to the diner for lunch. _____
2. My parents like to eat at fancy restaurants. _____
3. My sister likes rock music. _____
4. My favorite subject is English. _____
5. My family goes to the beach in the summer. _____
6. Jesse and Justin went one way. _____
7. Frank is funny. _____
8. My favorite color is blue. _____

Name _____ Date _____

USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to show where direct quotations begin and end. Use commas to set off a direct quotation from the rest of the sentence. See the examples below.

EXAMPLES: “Bring a warm jacket,” my mother said, “because it’s going to get chilly later.”

I replied, “OK, Mom. I’ve got one.”

“Great,” answered Mom. “Have a good day at school.”

Practice A Using Correct Comma Placement in Direct Quotations

Read each direct quotation. Then, add commas as needed.

Example: “I know I put the book in my backpack” I told my teacher.

Answer: “I know I put the book in my backpack,” I told my teacher.

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|---|---|
| 1. “We’ll never find our way out of here” I told Max. | 6. I told Max “I also see that light.” |
| 2. Max replied “Stop worrying and hold the light steady, Juan.” | 7. “Oh, it’s nothing. We’re still lost” replied Max. |
| 3. Max said “I think I see a turn ahead.” | 8. “I’m really starting to panic now, Max” I told him. |
| 4. “Let’s hope it’s the last turn” I answered. | 9. “Take it easy” said Max. “I’m sure we’ll be fine.” |
| 5. “What’s that glow? I see a light in the distance” said Max. | 10. “I’m doing my best” I said “but it’s cold in here.” |

Practice B Using Commas Correctly in Direct Quotations

Read each sentence. Then, rewrite each sentence as a direct quotation, adding commas and quotation marks as needed.

Example: The test is tomorrow. I have to study.

Answer: “The test is tomorrow. I have to study,” I explained to my friend.

1. Yes, that is a good idea. _____
2. When are we having dinner? _____
3. We will eat when your father gets home from work. _____

4. OK. I’m starving. _____
5. Have a glass of milk to hold you over until dinner is ready. _____

6. Is Michael coming home for dinner, too? _____
7. No, it’s just the three of us tonight. _____
8. OK, I’ll set the table for three, then. _____

Name _____ Date _____

USING COMMAS FOR CLARITY

Commas are used to prevent a sentence from being misunderstood. See the examples below.

Unclear: By the bus stop the car was parked.

Clear: By the bus stop, the car was parked.

Practice A Using Commas for Clarity

Read each sentence. Then, add commas as needed for clarity.

Example: Before dinner beverages were served.

Answer: Before dinner, beverages were served.

- | | |
|--|--|
| 1. The bird perched the worm hanging from its mouth. | 6. After we put out the fire alarms stopped ringing. |
| 2. As the music played on the children danced. | 7. As we were swimming pools of water formed on the patio. |
| 3. Next to the study hall lights dimmed. | 8. Next to the football players huddled to hear the next play. |
| 4. Near the school buses lined up to take the children home. | 9. During the holiday decorations are often displayed. |
| 5. As the students were crossing guards stopped the traffic. | 10. In the garden vegetables grow. |

Practice B Using Commas for Clarity

Read each word pair. Then, write a sentence with it and include commas for clarity.

Example: test preparation

Answer: Before the test, preparation was necessary.

- | | |
|--------------------|-------|
| 1. vegetable soup | _____ |
| 2. baseballplayers | _____ |
| 3. library books | _____ |
| 4. park rangers | _____ |
| 5. water glasses | _____ |
| 6. lunch table | _____ |
| 7. gym clothes | _____ |
| 8. holiday meals | _____ |
| 9. dining chairs | _____ |
| 10. group meetings | _____ |

Name _____ Date _____

MISUSES OF COMMAS

Commas are used so frequently that sometimes writers insert commas that are unnecessary. Avoid using unnecessary commas. Note the deletion of misused commas in the examples below.

Misused with an adjective and a noun	I carried my heavy, black, suitcase.
Misused with a compound subject	My friend, and I, went to the movies.
Misused with a compound verb	He took out the trash, and mowed the lawn.
Misused with a compound object	She wore gloves, and mittens, in the snow.
Misused with phrases and clauses	Upon reading the letter, and wondering who sent it, Carla decided to throw it away.

Practice A Recognizing and Correcting Misused Commas

Read each sentence. Then, delete misused commas.

Example: We had salad, baked potatoes, and baked chicken, for dinner.

Answer: We had salad, baked potatoes, and baked chicken, for dinner.

- The last ones to leave the school building were Roger, and me.
- Larry, Dennis, and Allen, applied for jobs at the store.
- Thinking about the scary movie, and hearing the wind howl, scared Luisa.
- I will either go to the shoe store downtown, or to the one in the mall.
- I prefer almonds, over walnuts.
- Neither Mrs. Ramirez, nor the children, were on the bus.
- The children were screaming, crying, and hanging, onto their mother's legs.
- The mother was kind, patient, and smiling, as she calmed them down.
- Did you put the apples in the refrigerator, or on the counter?
- When you, and your brother, finish your homework, you may have a snack.

Practice B Eliminating Unnecessary Commas in Sentences

Read each sentence. Then, delete any unnecessary commas. If the sentence is correct, write correct on the line.

Example: We went to the store, to the library, to the gas station, and to the recycling center, before we headed home for dinner.

Answer: We went to the store, to the library, to the gas station, and to the recycling center, before we headed home for dinner.

- We ate vegetable soup for lunch, and fruit for a snack. _____
- I had an English test today, and I have a math quiz tomorrow. _____
- I asked for a new sweater, and a matching skirt, for my birthday. _____
- My twin sister asked for a pair of earrings, a bracelet, and a necklace. _____
- I put away the dishes, and did my homework, before my mother came home. _____

Name _____ Date _____

USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Semicolons establish relationships between two independent clauses that are closely connected in thought and structure. Do not use a semicolon to connect two unrelated independent clauses. Use a period or another end mark instead.

Practice A Identifying Related Independent Clauses

Read each pair of independent clauses. If the independent clauses are related, write *related*. If they are unrelated, write *unrelated*.

Example: We pitched in to make the meal. We also helped to eat it.

Answer: related

- The high school is located on the corner of Maple Avenue and Harristown Road. We stopped at the grocery store to buy orange juice on our way to school. _____
- Mary played the villain. Jack played the hero. _____
- Friday, I watched a really scary movie. Saturday, I watched a comedy. _____
- I have so much homework tonight. I will have to stay up late to finish it. _____
- My parents met at a mutual friend's wedding. Wedding cake is always delicious. _____
- Yesterday, I overslept. Today, I did it again. _____
- My friend called me to go to the movies. Her parents said they would drive us. _____
- The new birdhouse is in that tree. We have a lot of birdhouses. _____
- I like pumpkin pie. My sister likes apple pie. Our mother baked both. _____
- After I finished my homework, I called a friend. She told me about her day. _____

Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

Read each pair of independent clauses. Rewrite each pair as a single sentence, using a semicolon to correctly separate the independent clauses.

Example: We had many errands to run. As a result, we divided them between us.

Answer: We had many errands to run; as a result, we divided them between us.

- We were so hungry. In fact, we stopped at the first restaurant we saw.

- I was so happy that our team won. Moreover, I am excited for the playoffs.

- My father had to work late. Consequently, I had to make dinner for the family.

- My sister always takes my parents' car. However, she has to drive me to school.

- Juan put gas in the lawn mower. Nonetheless, the mower wouldn't start.

Name _____

Date _____

USING SEMICOLONS TO AVOID CONFUSION

Sometimes, semicolons are used to separate items in a series. Use semicolons to avoid confusion when independent clauses or items in a series already contain commas.

Practice A Using Semicolons to Avoid Confusion in Sentences

Read each sentence. Then, circle the places in each sentence where a semicolon is needed.

Example: The dogs, who were barking loudly, scared away the squirrels, the squirrels, who scurried up the tree, looked down at the dogs from a high branch.

Answer: The dogs, who were barking loudly, scared away the squirrels, the squirrels, who scurried up the tree, looked down at the dogs from a high branch.

1. Mowing lawns, Juana earned sixty dollars, it was enough to buy the new jacket she wanted.
2. I sent letters to my grandmother, who lives in Arkansas, to Geraldo, my cousin in Houston, and to George, my friend from camp.
3. Branch offices are located in San Francisco, Los Angeles, and Oakland, California, Dallas and Houston, Texas, and Springfield and Chicago, Illinois.
4. One week he travels on Monday, Wednesday, and Friday, the next week he travels on Tuesday, Thursday, and Saturday.
5. The children, who were six, eight, and ten years old, grew fidgety, the parents grew impatient.
6. People couldn't go to work, however, no one complained.
7. The snow, which fell in the northern part of the state, was heavy and wet, it was extremely difficult to clear it off the roads.
8. Come visit me this summer in New York, I will show you the Statue of Liberty, the Empire State Building, and Central Park.

Practice B Writing Sentences With Semicolons

Read each item. Then, write a complete sentence for each, using semicolons to avoid confusion. Example:

white sneakers, blue sweater, red jacket, yellow scarf

Answer: The way we could tell the sisters apart was that Chrissie wore white sneakers; Clara wore a blue sweater; Jessica wore a red jacket; and Jennifer wore a yellow scarf.

1. textbooks, notebooks, pencils, calculator _____
2. baseball, basketball, soccer, lacrosse _____
3. Fort Worth, Texas Louisville, Kentucky _____
4. train, airplane, bus _____

Name _____ Date _____

USING COLONS

The colon (:) is used to introduce a list and in certain special situations.

Use a colon after an independent clause to introduce a list.	For the research report, we had to use the following sources: newspapers, magazines, and books.
Use a colon to introduce a formal or lengthy quotation or one that does not contain a “he said/she said” expression.	Albert Einstein said this about infinity: “Only two things are infinite, the universe and human stupidity, and I’m not sure of the former.”
Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each sentence.	His reason for being absent was unbelievable: He forgot what day it was!
Use a colon to introduce a formal appositive that follows an independent clause.	I had finally decided on breakfast: eggs and toast.
Use a colon in numbers giving the time, salutations in business letters, and references to periodicals and the Bible.	12:23 P.M. Dear Mr. Gordon: <i>Sports America</i> 88:44

Practice A Using Colons in Sentences

Read each sentence. Then, insert a colon where needed.

Example: Yoda, the wise character from *Star Wars*, said this “Do, or do not. There is no ‘try.’”

Answer: Yoda, the wise character from *Star Wars*, said this: “Do, or do not. There is no ‘try.’”

- I have to be at school at 8 33 A.M.
- The Bible portion that we studied in Sunday school was Ecclesiastes 3:1–8.
- Our business hours are as follows Monday through Friday 9 00 A.M. to 5 00 P.M.
- I had finally decided which family I would baby-sit for the Martins.
- Her excuse for not coming to my party was understandable Her mother had just had the new baby.
- Today, the following people spoke the mayor, the governor, and the attorney general.
- We are having the following for dinner tonight soup, salad, and chicken.
- Can you take me to work at 6 00 P.M.?
- Submit your application to these people the president of the company, the vice president of the company, and both of their assistants.
- Vivian’s reason for not handing in her report was not valid Her dog had eaten it.

Practice B Writing Sentences With Colons

Read each item. Then, for each item, write a complete sentence, using colons as needed.

Example: to introduce an appositive that follows an independent clause

Answer: The doctor had determined what caused Crystal’s allergies: peanuts.

- to indicate time _____
- to introduce a long quotation _____
- to cite a reference, such as a magazine _____
- to summarize the sentence before it _____
- in the salutation of a business letter _____

Name _____ Date _____

USING QUOTATION MARKS WITH QUOTATIONS

Quotation marks identify spoken or written words that you are including in your writing. A direct quotation represents a person's exact speech or thoughts. An indirect quotation reports the general meaning of what a person said or thought. See the examples below.

A direct quotation is enclosed in quotation marks.	"How is your research paper going?" my brother asked.
An indirect quotation does not require quotation marks.	I told him that I was having a hard time finding information on my topic.

Practice A Using Quotation Marks in Direct Quotations

Read each item. Then, insert quotation marks where needed.

Example: Cindy asked, Can anyone volunteer at the coat drive tomorrow?

Answer: Cindy asked, "Can anyone volunteer at the coat drive tomorrow?"

- I would like to volunteer, I said.
- Great, Cindy replied. Meet us at the church at 6:00 P.M.
- What do we have to do? I asked.
- First, we will collect the coats that people bring in, Cindy explained.
- Then, we will drive the bags of coats to a homeless shelter, she added.
- It sounds like a worthwhile project, I told her.
- I think you will feel really good for helping out, Cindy said.
- OK, I answered. I will see you at 6:00 then.
- Thanks, Jesse. We need all the help we can get. Cindy said.
- Sure, I'm happy to help, I answered.

Practice B Identifying Direct Quotations and Indirect Quotations

Read each sentence. Then, if the sentence is a direct quotation, rewrite it with quotation marks. If it is an indirect quotation, write indirect quotation.

Example: My little sister asked if I would help her fix her bike.

Answer: indirect quotation

- What happened to your bike? I asked her.

- The chain fell off, and I don't know how to get it back on, she answered.

- That's no problem. I'll show you how to fix it, I assured her.

- I told my mother I would call Mrs. Trainer after dinner.

- When does she need me to work? I asked my mother.

Name _____

Date _____

USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will generally identify a speaker by using words such as *he asked* or *she said* with a quotation. These expressions, called conversational taglines or tags, can introduce, interrupt, or conclude a quotation.

Use a comma after a short introductory tagline that precedes a direct quotation.	My brother said, "I will ride my bike to school today."
Use a colon after a very long or formal tagline.	The late General George S. Patton once said: "If a man does his best, what else is there?"
Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline.	"I will ride my bike," my brother said, "to school today."
Use a comma, a question mark, or an exclamation mark after a direct quotation followed by a concluding tagline.	"You will not ride your bike in the rain!" exclaimed my mother.

Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations

Read each item. Then, rewrite it, inserting quotation marks and commas where needed.

Example: My mother asked How will you get to school today?

Answer: My mother asked, "How will you get to school today?"

1. I will take the subway I answered. _____
2. Sure I answered I will call you. _____
3. I have a math test tomorrow I said. _____
4. My father said I want you to do well. _____
5. Sewing is my new favorite hobby said Kristen. _____

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

Write a direct quotation of your own, using quotation marks and other punctuation marks as needed.

Place the expressions where indicated.

Example: Concluding expression

Answer: "I can't believe you made that yourself!" exclaimed my grandmother.

1. Introductory expression _____
2. Interrupting expression _____
3. Formal introductory expression _____
4. Concluding expression _____
5. Interrupting tagline _____

Name _____ Date _____

QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

The location of quotation marks in relation to other punctuation marks varies. See the examples below.

Place a comma or period inside the final quotation mark.	“That is a super-deluxe skateboard,” my brother said.
Place a semicolon or a colon outside the final quotation mark.	I had just bought the “super-deluxe skateboard”; I was pleased he liked it.
Place a question mark or an exclamation mark inside the final quotation mark. Do not add an additional end mark at the end of the quotation.	My brother asked, “How could you possibly afford that skateboard?”

Practice A Using Quotation Marks With Other Punctuation Marks in Sentences

Read each item. Then, insert quotation marks where needed.

Example: My mother asked, How much money do you have?

Answer: My mother asked, “How much money do you have?”

- I have five dollars, I answered.
- May I borrow it? asked my mother. I have to buy milk at the supermarket.
- Sure, I answered, do you want me to come with you?
- Thanks for offering, my mother answered, but I’d prefer that you started dinner.
- My mother said, Brown the chicken and sauté the onion and peppers.
- I think I said I can do that.
- I don’t know what I’d do without you! she answered.
- Gail, do you want to go bowling tonight? I asked.
- I really hate to bowl, answered Gail.
- Really? I replied. I never knew that!

Practice B Writing Sentences With Quotation Marks and Other Punctuation Marks

Write a sentence of your own using quotation marks and the other punctuation mark indicated below.

Example: quotation marks, exclamation point

Answer: “I can’t believe you ate the whole thing!” exclaimed my grandmother.

- quotation marks, colon _____
- quotation marks, semicolon _____
- quotation marks, commas _____
- quotation marks, period _____
- quotation marks, exclamation point _____
- quotation marks, question mark _____

Name _____ Date _____

USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Use single quotation marks (') to set off a quotation within a quotation.

EXAMPLE: John asked, “Fernando, did you hear Mrs. Jacobsen say, ‘there is no homework tonight,’ to Jocelyn? I thought we had to read Chapter 5 in our textbook.”

Practice A Using Single Quotation Marks for Quotations Within a Quotation

Read each item. Then, insert single quotation marks where needed.

Example: My mother asked, “Did your father just say, I will be home late, or I won’t be home late?”

Answer: My mother asked, “Did your father just say, ‘I will be home late,’ or ‘I won’t be home late?’”

1. Frank said to his mother, “The directions say, Make the first left onto Boulevard East.”
2. Mrs. Linwood asked her American literature class, “Which famous writer said, Success usually comes to those who are too busy to be looking for it?”
3. Victor said, “What did she say to Josh when he answered, Henry David Thoreau said that?”
4. River said, “I think I heard her say to Josh, That’s right.”
5. Mr. Walters asked his U.S. history class, “Which president said, A people that values its privileges above its principles soon loses both?”
6. Kristen said, “Francisco answered correctly when he said, Dwight D. Eisenhower said that.”
7. Juan said, “The coach told us today, Quitters never win, and winners never quit.”
8. Juan’s mother said, “Your coach gives good advice. Tell him I said, Good job.”
9. Hannah said, “Sarah, did you hear Jake yell, What’s the answer to Question 3? during the exam?”
10. Sarah answered, “Yes, and then I heard Mr. Smith say, Jake, you’ve just earned detention.”

Practice B Writing Quotations Within Quotations

Read the direct quotations below. For each quotation, rewrite it to be a quotation within a quotation.

Example: My mother said, “Be home by 5:30.”

Answer: Victoria told me, “My mother said, ‘Be home by 5:30.’”

1. “What do we have for homework tonight?” Jesse asked.

2. The writer Voltaire once said, “A witty saying proves nothing.”

3. “My father is picking me up at 7:30,” Franco said.

4. Emmett asked, “Do you want to ask Dylan to join our band?”

5. Dylan said, “I already belong to another band, but thanks for asking.”

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Name _____ Date _____

PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Explanatory material within quotations should be placed in brackets. The brackets indicate that the words between them are not part of the original quotation.

EXAMPLE: The principal said, “The new gym [located across the street] has state-of-the-art equipment.”

Practice A Using Brackets for Explanatory Material Within Quotations

Read each item. Then, insert brackets where you think they are necessary.

Example: The vice principal said, “The construction of the new football stadium cost significantly less 20 percent less than we originally budgeted.”

Answer: The vice principal said, “The construction of the new football stadium cost significantly less [20 percent less] than we originally budgeted.”

1. The vice principal added, “We will use the surplus funds \$10,000 to make various improvements in the school building.”
2. The journalist asked the principal, “Mr. Brown, what improvements in the building do you think are most needed?”
3. Mr. Brown replied, “Well, it isn’t solely my decision. The school board and Mr. Crawford the vice principal are vital voices in the discussion.”
4. The journalist then asked, “Mr. Crawford, what improvements will you as a vital voice in the discussion push for?”
5. Mr. Crawford replied, “It is obvious to me that we must update the central air conditioning system which broke three times last year before we address anything else.”
6. The journalist asked, “Mr. Brown, are you inclined to agree with Mr. Crawford?”
7. The principal explained, “Of course, Jack Crawford is right. It is at the top of the priority list.”
8. The journalist then asked, “Will board of education members agree, as well?”
9. The principal replied, “Fortunately, we have a strong relationship with the B.O.E. Board of Education, so we don’t anticipate any disagreements.”
10. The journalist said, “Mr. Brown, we residents of Clinton thank you for a job well done.”

Practice B Writing Quotations With Explanatory Material in Brackets

Read the items below. For each item, write a direct quotation that includes the item in brackets. Example:

Global warming

Answer: The vice president said, “It [global warming] will remain a controversial issue for citizens of our country.”

1. the incident _____
2. the victim _____
3. the evidence _____
4. unfortunately _____
5. frankly speaking _____

Name _____ Date _____

USING QUOTATION MARKS FOR DIALOGUE

When writing a dialogue, begin a new paragraph with each change of speaker. Use quotation marks to set off direct quotations.

For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph.

Practice A Using Quotation Marks in Dialogue

Read the dialogue below. Then, place quotation marks where they are needed.

Example: The journalist asked the mayor, So, Mr. Mayor, what are the biggest challenges?

Answer: The journalist asked the mayor, “So, Mr. Mayor, what are the biggest challenges?”

1. As I see it, the biggest challenges are property taxes, traffic issues, and overcrowded schools, said the mayor.
2. The journalist asked, What can be done about rising property taxes?
3. The mayor replied, Well, the more businesses we can attract to our community, the more taxes they will pay. That will take tax pressure off private residents.
4. The journalist then asked, And what are you doing to attract businesses to Edgewater?
5. The mayor replied, We have offered some good office and commercial space to small and large companies alike.
6. The journalist asked, Mr. Mayor, what about traffic issues? If we have more businesses here, won't the traffic issues just get worse?
7. The mayor explained, We have to plan for growth in our business district. That means we have to put in more traffic lights to manage the situation.
8. The journalist then asked, What about the schools? One of the reasons property taxes are so high is because we put a lot of money into the schools.
9. The mayor replied, Our school district is our biggest asset. We have to create more space for the growing number of children in our community.
10. The journalist said, I thank you for your time, Mr. Mayor.

Practice B Writing Dialogue Using Quotation Marks

On the lines provided, write a dialogue between two classmates about a homework assignment.

Be sure to use quotation marks correctly and to begin a new paragraph for each new speaker.

Example: Marion asked, Vivian, what did Ms. Jones assign for homework tonight?

Answer: Marion asked, “Vivian, what did Ms. Jones assign for homework tonight?”

Name _____ Date _____

USING QUOTATION MARKS FOR TITLES

Quotation marks are used around titles of the following works: short stories, book chapters, short poems, essays, articles, written works that are part of a larger collection, television episodes, songs, and parts of long musical compositions. See below for an example.

A segment from a popular new television show was titled, “The Great Escape.”

Practice A Placing Quotation Marks in Titles

Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read *The Road Not Taken* by Robert Frost for homework.

Answer: Please read “*The Road Not Taken*” by Robert Frost for homework.

1. I wrote a short story in creative writing called *A Dream Realized*.
2. Max wrote a poem for the same class called *Something Has to Give*.
3. My favorite episode of the television show *Hey, Drew* is called *When It Rains, It Pours*.
4. I used an article titled *Ten Healthy Things Teens Should Do* for my research paper.
5. My essay *Thomas Jefferson: The Greatest American* won the school essay contest.
6. My favorite song to play on the piano is *Let It Be* by the Beatles.
7. My brother’s favorite song to play on the guitar is *Layla* by Eric Clapton.
8. My favorite poem by Emily Dickinson is *A Charm Invests a Face*.
9. My mother’s favorite poem is called *The Love Song of J. Alfred Prufrock* by T. S. Eliot.
10. The journalist finished his article *The First 100 Days of Our New President*.

Practice B Using Quotation Marks in Titles

On the lines provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in your sentence.

Example: essay title

Answer: I finally finished my fifteen-page essay, “*Golda Meir: A Brave Leader*.”

1. short story title _____
2. song title _____
3. short poem title _____
4. article title _____
5. episode title _____
6. title of part of a long musical composition _____
7. chapter title _____
8. song title _____
9. essay title _____
10. short story title _____

Name _____ Date _____

USING UNDERLINING AND ITALICS IN TITLES

Underlining and italics are used to make titles stand out in writing. Use underlining in handwritten work; use italics in printed material.

Underline or italicize titles of the following: books, newspapers, plays, long poems, magazines, movies, television and radio series, long works of music, and works of art.

Underline or italicize words, letters, or numbers used as names for themselves.

Underline or italicize foreign words not yet accepted into English and the names of air-, water-, and spacecraft.

EXAMPLES: My favorite television series is called *Bridget in the Big City*.

The *O*'s in her paper looked like zeroes.

My grandmother said *buenas noches*, which means "good night," to me on the phone.

Practice A Underlining (or Italicizing) Titles

Read the sentences below. Then, underline the titles as needed.

Example: Please read chapters 1 through 5 of To Kill a Mockingbird.

Answer: Please read chapters 1 through 5 of To Kill a Mockingbird.

1. I am writing a novel called The Speed Skater as my final project.
2. When I have a hard time falling asleep, I watch reruns of Friends on television.
3. My mother's favorite album is The White Album by The Beatles.
4. We are just starting to read the epic poem Odyssey.
5. When we were in Florence, Italy, we saw David, the famous sculpture.

Practice B Underlining Titles and Special Words and Phrases in Sentences

On the lines provided, write a sentence using the type of title indicated.

Example: book title

Answer: I finally finished the longest book I have ever read: War and Peace.

1. newspaper title _____
2. magazine title _____
3. play title _____
4. long poem title _____
5. movie title _____
6. television series title _____
7. musical album title _____
8. painting title _____
9. foreign word or expression _____
10. air, sea, or space craft title _____

Name _____ Date _____

**USING QUOTATION MARKS TO INDICATE
SARCASM AND IRONY**

Quotation marks are used to set off words intended as sarcasm or irony. See the examples below.

My incredibly “kind and thoughtful” brother woke me up early and then used all the hot water!

Ms. Cristoff’s enthusiasm for geometry theorems is a real “breath of fresh air.”

Show that you can use and understand the function of quotation marks to indicate sarcasm or irony by completing the following exercises.

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, add quotation marks to indicate sarcasm or irony.

Example: I woke up very grumpy this morning; my mother called me her little ray of sunshine.

Answer: I woke up very grumpy this morning; my mother called me her “little ray of sunshine.”

1. Hey, Stretch, can you reach that glass on the top shelf for me?
2. I don’t appreciate your jokes about my height.
3. Kristen always forgets her purse in her locker, so I buy her lunch almost every day.
4. When I failed my first chemistry test, my brother called me the family Einstein.
5. After we broke down on the highway, my father said he was glad his brother had fixed his car.
6. Jenny told me the reason she didn’t call me back was that she forgot my number.
7. I find your excuses fascinating, I told her.
8. Babysitting for the Franklin quadruplets is a real walk in the park.
9. After I grunted at my mother, she told me I was as sweet as pie.
10. When I told my father I couldn’t fix the door, he said it wasn’t exactly rocket science.

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On the lines provided, write a sentence using the expression and quotation marks to indicate sarcasm or irony.

Example: my little angel

Answer: When I came home two hours after my curfew, my mother asked, “How is ‘my little angel’?”

1. joke _____
2. best friend _____
3. star of the show _____
4. born genius _____
5. ray of sunshine _____
6. real comedian _____
7. singing _____
8. supposed _____

Name _____ Date _____

USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions. See the examples below.

Use hyphens for two-word numbers from twenty-one to ninety-nine.	My brother turned twenty-one years old yesterday.
Use hyphens in fractions used as adjectives.	I used one-half tablespoon of peanut butter.
Use hyphens between a number and words used as modifiers.	We took a 30-minute walk.
Use hyphens for repeated modifiers.	The ninth- and tenth-graders were called into the auditorium.

Practice A Using Hyphens in Compound Numbers and Fractions

Read the items below. Then, hyphenate them as needed.

Example: three fourths cup of flour

Answer: three-fourths cup of flour

- | | |
|-----------------------------------|--|
| 1. twenty five students | 6. the eleventh and twelfth grade students |
| 2. thirty six inches | 7. a 15 minute jog |
| 3. forty one miles | 8. a 10 minute break |
| 4. two and one half cups of water | 9. a two hour nap |
| 5. two thirds cup of rice | 10. fifty five years old |

Practice B Using Hyphens in Compound Numbers and Fractions

On each line provided, write a sentence using the number indicated. Be sure to hyphenate correctly.

Example: Twelve pounds and one half ounce

Answer: Our dog now weighs twelve pounds and one-half ounce.

1. two thirds cup _____
2. twenty three _____
3. forty four _____
4. fifty six _____
5. one half cup _____
6. three fourths of the pie _____
7. 27 and three quarter inches _____
8. ninety eight _____
9. sixty one _____
10. one half teaspoon _____

Name _____ Date _____

USING HYPHENS WITH PREFIXES AND SUFFIXES

Hyphens are used to help readers see the parts of a long word. Use a hyphen after a prefix that is followed by a proper noun or a proper adjective. Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and words with the suffix *-elect*—for example, post-Reconstruction, pro-American, self-assured, and president-elect.

Practice A Using Hyphens With Prefixes and Suffixes

Read the items below. Then, hyphenate them as needed.

Example: post Renaissance

Answer: post-Renaissance

- | | |
|-------------------|----------------------|
| 1. un American | 6. post Christmas |
| 2. pro Labor | 7. governor elect |
| 3. mid January | 8. mid March |
| 4. pre Victorian | 9. mid July |
| 5. pro Republican | 10. all encompassing |

Practice B Using Hyphens With Prefixes and Suffixes

Read the items below. Then, write a sentence using the item and a hyphen.

Example: ex husband

Answer: The woman ran into her ex-husband in the restaurant.

1. self knowledge _____
2. all powerful _____
3. mid August _____
4. self centered _____
5. ex Marine _____
6. post Napoleonic _____
7. ex girlfriend _____
8. mayor elect _____
9. all around _____
10. allinclusive _____

Name _____ Date _____

USING HYPHENS WITH COMPOUND WORDS

Use a hyphen to connect two or more words that are used as one compound word, unless your dictionary gives a different spelling. Use a hyphen to connect a compound modifier that appears before a noun. The exceptions to this rule include adverbs ending in *-ly* and compound proper adjectives or compound proper nouns that are acting as an adjective. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

Use hyphens.	ten-year-old girl	well-made pair of jeans
Do not use hyphens.	widely available information	The jeans were well made.

Practice A Using Hyphens in Compound Words

Read the items below. Then, hyphenate the words as needed.

Example: hard and fast rule

Answer: hard-and-fast rule

- | | |
|---------------------------|--------------------------|
| 1. thirty year old man | 6. well to do gentleman |
| 2. in season produce | 7. brother in law |
| 3. merry go round | 8. bleary eyed child |
| 4. up to date information | 9. below ground activity |
| 5. fifty year old woman | 10. sister in law |

Practice B Using Hyphens in Compound Words

Read the items below. Then, write a sentence using each item and hyphens as needed.

Example: mass produced

Answer: The mass-produced bread doesn't taste as good as my mother's homemade bread.

1. fourteen year old _____
2. off season _____
3. well known _____
4. jack of all trades _____
5. as is _____
6. court martial _____
7. take off _____
8. go between _____
9. friendly looking _____
10. laid back _____

Name _____ Date _____

USING HYPHENS FOR CLARITY

Some words or groups of words can be misread if a hyphen is not used. Use a hyphen within a word when a combination of letters might otherwise be confusing. Prefixes, such as *semi-*, *anti-*, *de-*, and *re-*, are usually hyphenated when the root word begins with the same vowel.

EXAMPLES: We live in a co-op building.

The teacher de-emphasized the poor grades we received on the test.

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: belllike

Answer: bell-like

- | | |
|---------------------------|---------------------------|
| 1. reenter _____ | 6. semiillustrative _____ |
| 2. reenlist _____ | 7. reenergize _____ |
| 3. willless _____ | 8. wellliked _____ |
| 4. semiindependent _____ | 9. semiinformal _____ |
| 5. antiinflammatory _____ | 10. reestablish _____ |

Practice B Using Hyphens for Clarity in Sentences

Read the sentences below. Then, rewrite each sentence, correcting errors in hyphenation. If the punctuation is correct, write correct.

Example: After not speaking for two years, Juana and I reestablished our friendship.

Answer: After not speaking for two years, Juana and I re-established our friendship.

- The golf club was semiinclusive, meaning it did not allow certain people to join.

- My father accidentally dropped the air conditioning-unit as he was taking it out of the window.

- The mass produced-bread doesn't taste as good as my mother's homemade loaves.

- A group of antiindependence voters was demonstrating in the capital city.

- Another group of demonstrators was antiimperialistic and wanted independence.

Name _____ Date _____

USING HYPHENS AT THE ENDS OF LINES

Sometimes a word is divided into two parts at the end of a line. A hyphen is used to show the word has been split. Words should always be divided between syllables, and the hyphen belongs at the end of the first line, not at the beginning of the second line.

EXAMPLE: The students will vote for the new president of the fresh-man class
at noon tomorrow.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. Then, rewrite each by using a hyphen to show how it could be divided at the end of a line of text.

Example: breakfast

Answer: break-fast

- | | |
|-------------------|--------------------|
| 1. graceful _____ | 6. going _____ |
| 2. season _____ | 7. sandwich _____ |
| 3. perfect _____ | 8. sister _____ |
| 4. partner _____ | 9. happy _____ |
| 5. dinner _____ | 10. fourteen _____ |

Practice B Using Hyphens Correctly at the End of Lines

Read the sentences below. Then, rewrite the incorrectly divided words, showing how they should be divided, if at all.

Example: The two girls walked around the mall lo-oking for the shoe store.

Answer: look-ing

1. I had only 50 cents in my wallet, so I could not buy anyth-ing to eat after school.

2. The baseball players ran onto the field and warm-ed up before the game.

3. Everyone on the committee was tal-king at once, so the teacher told us to be quiet.

4. The audience applauded the musicians' perfo-rmance.

5. The mice cage is kept in the science laborato-ry.

Name _____ Date _____

USING HYPHENS CORRECTLY TO DIVIDE WORDS

When using hyphens to divide words, keep the following rules in mind.

Do not divide one-syllable words.	incorrect: slud-ge correct: sludge
Do not divide a word so that a single letter or the letters -ed stand alone.	incorrect: health-y correct: healthy
Avoid dividing proper nouns and proper adjectives.	incorrect: Ger-man correct: German
Divide a hyphenated word only after the hyphen.	We are going to visit my sister and my brother-in-law in Dallas.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. If the word is hyphenated correctly, write the word correct. If the word is hyphenated incorrectly, write the word the way it should appear.

Example: flo-wn

Answer: flown

- | | |
|-------------------|-------------------|
| 1. bor-ed _____ | 6. cre-ate _____ |
| 2. day-time _____ | 7. squ-are _____ |
| 3. jud-ge _____ | 8. qui-et _____ |
| 4. for-got _____ | 9. Ra-chel _____ |
| 5. brid-ge _____ | 10. fruit-y _____ |

Practice B Using Hyphens Correctly to Divide Words

Read each pair of divided words. Identify the word that is not correctly divided. Then, rewrite the word, putting the hyphen(s) in the correct place, or writing it as one word if it cannot be divided.

Example: press-ed press-ing

Answer: pressed

- | | |
|----------------------------------|----------------------------------|
| 1. help-ed help-ful _____ | 6. read-y read-ing _____ |
| 2. plan-ned plan-et _____ | 7. qu-it quit-ting _____ |
| 3. fes-tive fla-nk _____ | 8. wri-thed writh-ing _____ |
| 4. bro-ught bring-ing _____ | 9. be-ing be-en _____ |
| 5. thor-ough thro-ugh _____ | 10. flight-y rap-idly _____ |

Name _____ Date _____

USING APOSTROPHES TO FORM POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession. See the rules for possessive nouns and the examples below.

Add an apostrophe and -s to form the possessive case of most singular nouns.	the woman's coat the dog's collar
Add only an apostrophe to form the possessive of plural nouns ending in -s or -es.	fi ve whales' spouts the knives' edges
Add an apostrophe and an -s to show the possessive case of plural nouns that do not end in -s or -es.	the children's room two deer's tracks
Add an apostrophe and -s or just an -s to the last word of a compound noun.	the Girl S cout cookie orders
Use an apostrophe and -s or just an apostrophe to form possessives involving time, amount, or the word <i>sake</i>.	a week's vacation two cents' worth for John's sake

Practice A Using Apostrophes to Form Possessive Nouns

Read the items below. Then, write the possessive form of each noun in parentheses.

Example: the (dog) tail

Answer: dog's

- | | |
|-----------------------------------|-------------------------------------|
| 1. the (student) pencil _____ | 6. my (sister-in-law) visit _____ |
| 2. the (class) teacher _____ | 7. the (ponies) pasture _____ |
| 3. the (foxes) den _____ | 8. (Charles) life _____ |
| 4. the (policemen) badges _____ | 9. the (birds) song _____ |
| 5. a (ninth-grader) writing _____ | 10. the (women) baseball team _____ |

Practice B Using Apostrophes Correctly in Sentences

Read each sentence. Then, rewrite each underlined possessive noun, correcting any mistakes.

Example: The dogs tail wagged enthusiastically.

Answer: dog's

- We borrowed the Glickmans boat. _____
- We bought ice and fuel at the wharfs edge. _____
- The ferrys captain waved at us. _____
- The charts and books were in Lisas backpack. _____
- She pointed out a buoys dancing shape. _____

Name _____ Date _____

USING APOSTROPHES WITH PRONOUNS

Apostrophes are used with some pronouns to show ownership or possession. See the rules for possessive pronouns and the examples below.

Use an apostrophe and -s with indefinite pronouns to show possession.	somebody's shoes each other's clothes
Do not use an apostrophe with possessive personal pronouns; their form already shows ownership.	her book his work their idea
Be careful not to confuse the contractions <i>who's</i>, <i>it's</i>, and <i>they're</i> with possessive pronouns.	Whose jacket is this? (Whose = possessive pronoun) Who's missing a jacket? (Who's = Who is)

Practice A Using Apostrophes to Form Possessive Pronouns

Read the items below. Then, write the possessive form of each pronoun. If the item is correct, write correct.

Example: whose idea

Answer: correct

- | | |
|-------------------------------|-----------------------------|
| 1. someones glove _____ | 6. ones secrets _____ |
| 2. somebodys shoes _____ | 7. no ones keys _____ |
| 3. his best performance _____ | 8. her magazine _____ |
| 4. anybodys suggestion _____ | 9. somebodys backpack _____ |
| 5. neithers feelings _____ | 10. anyones guess _____ |

Practice B Using Apostrophes Correctly With Indefinite Pronouns

Read each indefinite pronoun below. Then, write a sentence of your own, using the possessive form of the indefinite pronoun.

Example: someone

Answer: Someone's laptop computer is on the desk.

1. somebody _____
2. each _____
3. either _____
4. neither _____
5. neither _____

Name _____

Date _____

USING APOSTROPHES TO FORM CONTRACTIONS

Contractions are used in informal speech and writing. Use an apostrophe in a contraction to show the position of the missing letter or letters.

EXAMPLE: We can't go to the movies tonight. (contraction can't = cannot)

Practice A Using Apostrophes to Form Contractions

Read the contractions below. Then, write the words that form each contraction.

Example: she'd

Answer: she would

- | | |
|-------------------|-------------------|
| 1. aren't _____ | 6. can't _____ |
| 2. won't _____ | 7. you're _____ |
| 3. he'll _____ | 8. I'm _____ |
| 4. couldn't _____ | 9. Maria's _____ |
| 5. I'd _____ | 10. they're _____ |

Practice B Using Apostrophes Correctly in Contractions

Read each sentence. Then, write a contraction that could be used to replace two words in the sentence.

Example: You are in charge.

Answer: You're

- I could not believe it. _____
- Tell me when it is time. _____
- They are here. _____
- Brad is going to drive. _____
- Let me know when you will be ready. _____
- Carmen will not change her mind. _____
- I know she is the one. _____
- I guess they would be happy about it. _____
- I said in my reply that I will go. _____
- That is not how I pictured it. _____

Name _____ Date _____

USING APOSTROPHES TO CREATE SPECIAL PLURALS

Apostrophes can help avoid confusion with special plurals. Use an apostrophe and -s to create the plural form of a letter, numeral, symbol, or word that is used as a name for itself.

EXAMPLE: My parents were really upset when I brought home two C’s on my report card.

Practice A Using Apostrophes to Create Special Plurals

Read the items below. Then, use an apostrophe to create a special plural for each item.

Example: ABCs

Answer: ABC’s

- | | |
|--------------------------|------------------------------|
| 1. ps and qs _____ | 6. ?s _____ |
| 2. 5s and 10s _____ | 7. !s _____ |
| 3. As and Bs _____ | 8. nos _____ |
| 4. The roaring 20s _____ | 9. Cs and Ds _____ |
| 5. 1990s _____ | 10. ifs, ands, or buts _____ |

Practice B Using Apostrophes to Create Special Plurals in Sentences

Read the items below. Use each item in a sentence, including apostrophes to avoid confusion.

Example: Is and yous

Answer: My father said, “I don’t want to hear I’s and you’s; in this family, we are all us.”

1. Ds _____
2. early 2000s _____
3. ?s _____
4. !s _____
5. ABCs and 123s _____
6. As and Bs _____
7. 5s _____
8. As and Ans _____
9. 50s and 100s _____
10. ps and qs _____

Name _____ Date _____

PARENTHESES

Parentheses help you group material within a sentence. Use parentheses to set off information when the material is not essential or when it consists of one or more sentences.

If the material in parentheses is a complete sentence, use an initial capital letter and place the end mark inside the parentheses.

If the information in the parentheses is a phrase, do not use an initial capital letter or an end mark inside the parentheses.

EXAMPLE: We finally went to Florida (sometimes referred to as the Sunshine State) for vacation.
 Vermont is known for its mountains and covered bridges. (See the photos for examples.)

Practice A Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite it, adding the items indicated in parentheses where appropriate in the sentence.

Example: William Shakespeare is my favorite English playwright. (1564–1616)

Answer: William Shakespeare (1564–1616) is my favorite English playwright.

1. I have figured out that I walk three or four miles every game. (or run)

2. The distance from the dugout to the plate is short enough. (but I cover it a good many times)

3. My brother’s team is going to play in the state finals. (soccer)

4. Everything from the harvest must be saved for winter. (fall)

5. Brian wants to move where the jobs are. (he is great with computers)

Practice B Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (school year 2011–2012)

Answer: The yearbook committee (school year 2011–2012) is working on a theme for the yearbook.

1. (math and English) _____
2. (1948–2008) _____
3. (in San Antonio, Texas) _____
4. (the student council) _____
5. (I had forgotten to call her.) _____

Name _____ Date _____

BRACKETS

Brackets are used to enclose a word or phrase added by a writer to the words of another writer. Use brackets to enclose words you insert in quotations when quoting someone else. Note that the Latin expression *sic* (meaning “thus”) is sometimes enclosed in brackets to show that the author of the quoted material has misspelled a word or phrase that precedes *sic*.

EXAMPLE: “Sable Island is a sandy crescent [*sic*] of land far out in the Atlantic [approximately 150 miles] east of Halifax, Nova Scotia.”

Practice A Using Brackets in Quotations

Read each quotation. Then, rewrite it, adding the bracketed item where you think it is appropriate.

Example: “More than fore hundred ships have come to grief on the island’s low, shifting shores.” [*sic*]

Answer: “More than fore [*sic*] hundred ships have come to grief on the island’s low, shifting shores.”

1. “When Columbus made his second journey in 1494, he sailed too far south.” [to the New World]

2. “He went to find fresh water for his crew.” [ashore]

3. “He ordered the sailors to fill the ships’ casks with water.” [fresh]

4. “He knew it was fresh, he had tasted it himself.” [because]

5. “The ships set sale again and apparently took several days to reach Hispaniola.” [*sic*]

Practice B Revising to Add Brackets to Quotations

Read each quotation. Then, rewrite it, adding *sic* in brackets as needed.

Example: “Michael spent most of his time thinking about the new bycycle his father promised to buy him.”

Answer: “Michael spent most of his time thinking about the new bycycle [*sic*] his father promised to buy him.”

1. “Recently, a toothach was cured with unusual dental tools.” _____

2. “If that sounds odd, so was the size of the tooth removd, a five-pound molar.” _____

3. “The patient was Lucky, a 400-pound elephant at a zoo.” _____

4. “She easily survived the operation, which lasted about for hours.” _____

5. “On Saturday morning, the football team went through the plays they would use in the afternoone game.” _____

Name _____ Date _____

USING THE ELLIPSIS

An ellipsis (. . .) shows where words have been omitted from a quoted passage. An ellipsis can also mark a pause or an interruption in dialogue. See the examples below.

Use an ellipsis to show omitted words in a quotation.	I told my father, "It took several seconds for me to realize . . . it was a tarantula!"
Use an ellipsis to mark a pause in a dialogue or speech.	The teacher said, "Get ready . . . and begin the exam."

Practice A Using Ellipses to Show Omissions In Quotations

Read each quotation. Then, rewrite each quotation, removing the words in parentheses and adding an ellipsis to show their removal.

Example: "Wipe the dog's paws with a rag before you bring him into the house." (with a rag)

Answer: "Wipe the dog's paws . . . before you bring him into the house."

- "Bob and Frank, who are our mentors, will teach a class on poetry." (, who are our mentors,)

- "Deborah will sing a solo and be part of the encore at the spring musical." (a solo and be part of the encore)

- "I worked long and hard on my bird drawing." (long and hard)

- "The plane landed safely in a pasture after its engine cut out." (in a pasture)

- "Deer and other animals roam freely through the San Diego Wild Animal Park." (and other animals)

Practice B Using Ellipses to Show a Pause in Dialogue

Read each line of dialogue. Then, rewrite the line, adding an ellipsis to show a pause where it makes sense for the speaker to have paused.

Example: "Please go downstairs and get me one, no, two containers."

Answer: "Please go downstairs and get me one . . . no, two containers."

- "The coach yelled, "Ready, set, go!" _____
- "Hello, can you hear me now?" _____
- "I think I'll have the tuna melt." _____
- "Well, I don't know." _____
- "Can you tell me which way is east?" _____

Name _____ Date _____

DASHES

A dash signals a stronger, more sudden interruption in thought or speech than commas or parentheses do. A dash may also take the place of certain words before an explanation. See the examples below.

Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.	I can't believe she said that about me—by the way, who told you she said that?
Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.	The shoe salesman—tired of helping the impossible customer—walked out of the store.
Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.	We visited the birthplace of our great, great grandmother—what an experience!—on the tiny island in the Atlantic.

Show that you can use and understand the function of punctuation marks including dashes to emphasize parenthetical information.

Practice A Using Dashes to Emphasize Parenthetical Expressions

Read each sentence. Then, add dashes as necessary to emphasize the parenthetical expressions.

Example: After a two-hour rain delay the poor fans! the game was canceled.

Answer: After a two-hour rain delay—the poor fans!—the game was canceled.

1. The championship game what an exciting game it was! was played the next day.
2. After the game, the team and the fans and they are terrific fans! celebrated in the field.
3. Everyone had a great time who wouldn't have had a great time? at the celebration.
4. If you elect me as president and I think I'm the best candidate you will see real changes.
5. Shania is the best singer and there are many good singers in our school.
6. We swam with seals in the Galapagos Islands what an amazing place! on our vacation.

Practice B Using Dashes for Emphasis in Sentences

Read each expression below. Then, write a sentence of your own, using the parenthetical expression provided and dashes for emphasis.

Example: what a mess!

Answer: We made our own dough—what a mess!—in our grandmother's kitchen.

1. what an opportunity! _____
2. I was so pleased! _____
3. the teacher was furious! _____
4. how could you? _____
5. do you believe it? _____

Name _____ Date _____

SLASHES

A slash is used to separate numbers in dates and fractions, lines of quoted poetry, or options. Slashes are also used to separate parts of a Web address.

Dates	1/1/09
Fractions	$\frac{3}{4}$ cup of fl our
Lines of quoted poetry	My favorite lines from an Emily Dickinson poem are, "The sky is low / The clouds are mean."
Options	We could choose from apples/oranges/bananas.
Web addresses	http://www.whitehouse.gov/ (the White House)

Practice A Using Slashes With Numbers

Read each item. Then, rewrite each item, using slashes correctly (and, for fractions, using numbers instead words).

Example: July 7, 1997 **Answer:** 7/7/97

- | | |
|----------------------------|---------------------------|
| 1. two-thirds _____ | 6. five-ninths _____ |
| 2. three-eighths _____ | 7. eleven-twelfths _____ |
| 3. January 1, 2012 _____ | 8. January 18, 1955 _____ |
| 4. October 31, 2010 _____ | 9. December 2, 1939 _____ |
| 5. September 3, 1966 _____ | 10. one-half _____ |

Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, rewrite it, using slashes where needed.

Example: Our last day of school is 6 2 12.

Answer: Our last day of school is 6/2/12.

- The Web address for the Smithsonian Institution is http:www.si.edu.

- The salad bar options are lettuce tomatoes carrots chickpeas corn peppers.

- Choose two of the following: apples peaches melon grapes bananas strawberries.

- Our school's Web address is http:www.ridgemonthighschool.tx.edu

- The freshman dance is on 10 4 12.
