

GRAMMAR WORKBOOK

Grade 11

PEARSON

Upper Saddle River, New Jersey

Boston, Massachusetts

Chandler, Arizona

Glenview, Illinois

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. The publisher hereby grants permission to reproduce these pages, in part or in whole, for classroom use only, the number not to exceed the number of students in each class. Notice of copyright must appear on all copies. For information regarding permissions, write to Rights Management & Contracts, Pearson Education, Inc., One Lake Street, Upper Saddle River, New Jersey 07458

Pearson, Prentice Hall, and Pearson Prentice Hall are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliates.

PEARSON
The logo consists of the word "PEARSON" in a bold, sans-serif font. Below the text is a thin, dark, curved line that starts under the "P", goes up slightly under the "A", dips down under the "R", and then goes up again under the "N".

TABLE OF CONTENTS

Introduction	1A
Grammar	
Chapter 13: The Parts of Speech	
Nouns and Pronouns	1
Verbs	3
Adjectives and Adverbs	6
Prepositions, Conjunctions, and Interjections	8
Words as Different Parts of Speech	11
Chapter 14: Basic Sentence Parts	
Subjects and Predicates	12
Hard-to-Find Subjects	14
Objects and Complements	18
Chapter 15: Phrases and Clauses	
Phrases	22
Clauses	25
Chapter 16: Effective Sentences	
The Four Structures of Sentences	30
The Four Functions of Sentences	31
Sentence Combining	32
Varying Sentences	33
Avoid Fragments and Run-ons	36
Misplaced and Dangling Modifiers	38
Faulty Parallelism	40
Faulty Coordination	44
Usage	
Chapter 17: Verb Usage	
Verb Tenses	46
The Correct Use of Tenses	50
The Subjunctive Mood	55
Voice	57
Chapter 18: Pronoun Usage	
Case	59
Special Problems With Pronouns	63

Chapter 19: Agreement	
Subject–Verb Agreement.....	65
Pronoun–Antecedent Agreement	69
Special Problems With Pronoun Agreement	72
Chapter 20: Using Modifiers	
Degrees of Comparison.....	75
Making Clear Comparisons	78
Chapter 21: Miscellaneous Problems in Usage	
Negative Sentences	81
Common Usage Problems	84
Mechanics	
Chapter 22: Capitalization	
Capitalization in Sentences.....	85
Proper Nouns	87
Other Uses of Capitals	89
Chapter 23: Punctuation	
End Marks.....	91
Commas	95
Semicolons and Colons.....	109
Quotation Marks, Underlining, and Italics	112
Hyphens	121
Apostrophes	127
Parentheses and Brackets.....	131
Ellipses, Dashes, and Slashes	133

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.

Name _____ Date _____

NOUNS

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

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

Common noun	class of person, place, or thing	sister, state, hour
Proper noun	specific person, place, or thing	Susan, San Francisco, Wednesday
Concrete noun	something you can see, touch, taste, hear, or smell	couch, shirt, eraser
Abstract noun	something you can't perceive through your senses	anger, peace, success

Practice A Identifying Nouns

Read each sentence. Then, underline all the nouns.

Example: Her friend was driving that car.

Answer: Her friend was driving that car.

- | | |
|--|---|
| 1. The ball is in the grass. | 6. Paychecks come on Friday. |
| 2. Please go to the store for milk. | 7. Your group will make the poster. |
| 3. Dinner is in the oven. | 8. Success requires hard work. |
| 4. Call your friend to get the assignment. | 9. My family visited the beach in Galveston. |
| 5. The weather in Austin is hot in July. | 10. The dishes have been in the sink since yesterday. |

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: Dad has the money.

Answer: Dad — proper, concrete; money — common, concrete

- Your bravery was very impressive. _____
- Grandpa went to the garage. _____
- Please finish your homework. _____
- My cousin lives in San Antonio. _____
- An old house needs a lot of maintenance. _____
- May I use the car to go to work? _____
- My belief is that Sam will be fine. _____
- Have you read Hamlet by Shakespeare? _____
- His understanding grew all week. _____
- No river is as inspiring as the Mississippi. _____

Name _____ Date _____

PRONOUNS

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

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

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

Personal pronouns	refer to the person speaking, the person spoken to, or the person, place, or thing spoken about	I, me, we, us, you, your, he, him, she, they, them, it, his, hers, theirs
Reflexive pronouns	end in <i>-self</i> or <i>-selves</i> and indicate that someone or something in the sentence acts for or on itself	myself, ourselves, yourself, yourselves, himself, herself, itself, yourselves, themselves
Intensive pronouns	end in <i>-self</i> or <i>-selves</i> and add emphasis to a noun or pronoun in the sentence	

Practice A Identifying Pronouns and Antecedents

Read each sentence. Then, write the pronoun and its antecedent.

Example: Did Carol forget her wallet?

Answer: her, Carol

- | | |
|--|---|
| <p>1. Gene is kind to his grandchildren.
_____</p> <p>2. Michelle is too hard on herself.
_____</p> <p>3. The bush lost its blooms.
_____</p> <p>4. Leon likes his name.
_____</p> <p>5. Nicholas left right after his lesson.
_____</p> | <p>6. Alicia wrote to her representative.
_____</p> <p>7. Jetta is painting her nails.
_____</p> <p>8. Kerry took his dog to the vet.
_____</p> <p>9. Diego felt better after his walk.
_____</p> <p>10. Isabel did her homework.
_____</p> |
|--|---|

Practice B Identifying Personal, Reflexive, and Intensive Pronouns

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

Example: She promised herself a cookie after dinner.

Answer: She—personal; herself—reflexive

- | | |
|--|---|
| <p>1. Lela gave herself a pat on the back.
_____</p> <p>2. Emily went to her appointment.
_____</p> <p>3. The chairperson herself spoke to the staff.
_____</p> <p>4. Madison forgot to bring her lunch money.
_____</p> <p>5. Olivia poured herself a glass of juice.
_____</p> | <p>6. Even the teacher himself was jumping up and down.
_____</p> <p>7. Ryan did the laundry himself.
_____</p> <p>8. The house seems to make its own mess.
_____</p> <p>9. Elijah always takes his time.
_____</p> <p>10. The kids in that family have to earn money for themselves.
_____</p> |
|--|---|

Name _____ Date _____

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

Practice A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: His daughter worries about him.

Answer: His daughter worries about him.

1. Penny writes songs.
2. Jose watches a lot of movies.
3. The adults ate at a separate table.
4. Her son works as a mechanic.
5. She shops for groceries every Wednesday.

Practice B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Morgan is a kind person.

Answer: Morgan is a kind person.

1. Rich is their youngest child.
2. Matt is a talented photographer.
3. Your parents are so proud of you.
4. Jon feels a little chilly.
5. Sarah is a dog trainer.

Practice C Distinguishing Between Action Verbs and Linking Verbs

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

Example: She felt tired after the long day.

Answer: She felt tired after the long day. linking verb

1. After going to the party, she felt happier. _____
2. Their business won an award. _____
3. Renee was upset after the discussion. _____
4. Sophia is a very cute little girl. _____
5. The basketball team went on a camping trip. _____

Name _____ Date _____

TRANSITIVE AND INTRANSITIVE VERBS

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

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

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

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

Practice A Identifying Transitive Verbs and Their Objects

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

Example: Dan makes truffles to earn extra money.

Answer: Dan makes truffles to earn extra money.

- | | |
|---|---|
| 1. Steve saw Tyler at the grocery store. | 6. Jenny lost her father’s chess set. |
| 2. Wendy posted new pictures of her family. | 7. Tom teased his sister. |
| 3. Mason bought a ticket for his daughter. | 8. The icy roads caused accidents. |
| 4. Mr. Shields got a new job. | 9. Kody knew all of the answers on that test. |
| 5. Elise took her medicine on time. | 10. Amanda helped her little sister clean their room. |

Practice B Distinguishing Between Transitive and Intransitive Verbs

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

Example: The baby cried for her bottle.

Answer: cried — intransitive

- | | |
|--|-------|
| 1. Mr. Svita confirmed his son’s plans. | _____ |
| 2. That building towers over all the others. | _____ |
| 3. Dennis walks for exercise. | _____ |
| 4. John baby-sits his cousins after school. | _____ |
| 5. Alberto hopes to go to UT Austin. | _____ |
| 6. Sophia runs faster than her mom. | _____ |
| 7. The computer holds a lot of information. | _____ |
| 8. Taran grew incredibly in one year. | _____ |
| 9. Her lessons start at nine in the morning. | _____ |
| 10. The toddler fell while running. | _____ |

Name _____ Date _____

VERB PHRASES

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

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

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

Practice A Recognizing Verb Phrases

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

Example: She is interested in nutrition.

Answer: is interested

1. Beth is blogging about the news. _____
2. His cousin is studying law. _____
3. Karma was living next door. _____
4. The car is running on fumes. _____
5. I am planning for vacation. _____
6. The weather has been getting colder. _____
7. Nestor is talking on the phone. _____
8. Grandma is shopping for new curtains. _____
9. Her mail was piling up. _____
10. Stephanie has been trying to change her life. _____

Practice B Identifying Helping Verbs and Main Verbs

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

Example: I have been wondering about travel.

Answer: I have been wondering about travel.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Mr. Rock is making a documentary. 2. Boomer is hoping to be a rock star. 3. The newspaper has been reporting on the war. 4. You do like ice cream, right? 5. Terra might train her dog. | <ol style="list-style-type: none"> 6. Dave has been working on new material. 7. Michelle is using common sense. 8. Luis is planning for college. 9. The police were working double shifts. 10. Mr. Jones has won awards for his rowing. |
|--|--|

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.

flower gardens	What kind of gardens? (flower)
that lesson	Which lesson? (that)
sixty-seven years	How many years? (sixty-seven)
boundless energy	How much energy? (boundless)

Practice A Identifying Adjectives

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

Example: Those complicated recipes don't interest me.
Answer: Those complicated recipes don't interest me.

1. Some colds really drag on.
2. He loves old rock music.
3. Alita loves fancy clothes.
4. Most Italian food is wonderful.
5. Timothy found an antique coin.
6. That big dog scares her.
7. Susan makes the best apple pie.
8. The big red ball makes me think of sunset.
9. Medieval architecture fascinates me.
10. Riding my bike is my favorite activity.

Practice B Identifying Nouns Used as Adjectives

Read each sentence. Then, write the noun or nouns used as an adjective.

Example: She went to her hair appointment.
Answer: hair

1. Will you please straighten the linen closet? _____
2. She loves making bread pudding. _____
3. Jacque skips guitar practice on Wednesdays. _____
4. Dr. Weston is a bone expert. _____
5. Apple juice is my favorite beverage. _____
6. The gravel road needs work. _____
7. The can label contains a lot of information. _____
8. My grandma uses liquid laundry soap. _____
9. My Uncle James is a truck driver. _____
10. The governor discussed traffic issues. _____

Name _____ Date _____

ADVERBS

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

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

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

Practice A Recognizing Adverbs

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

Example: She seldom wears makeup.

Answer: seldom

- | | |
|---|--|
| 1. Selena sometimes baby-sits. _____ | 6. The toddler often feels frustrated. _____ |
| 2. Joshua accidentally broke the glass. _____ | 7. Don't complain unnecessarily. _____ |
| 3. Brittany looks in the mirror vainly. _____ | 8. I often shop for shoes. _____ |
| 4. We enjoy eating slowly. _____ | 9. He opened the present greedily. _____ |
| 5. Tashi is learning English quickly. _____ | 10. Sam vaguely remembers his childhood. _____ |

Practice B Identifying Adverbs and the Words They Modify

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

Example: Gophers live underground.

Answer: underground—live

- Rose smiled gratefully. _____
- I finally finished the project. _____
- The sun shines everywhere. _____
- Aunt Beth carefully arranged the flowers. _____
- The weather is especially cold today. _____
- Pikes Peak is a really beautiful mountain. _____
- I try to cure my colds naturally. _____
- The speaker nervously cleared his throat. _____
- She hopefully made preparations. _____
- The celebration is held annually. _____

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 such things as location, direction, time, cause, or possession; for example, *above*, *toward*, *since*, and *of*. Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and the noun or pronoun it describes. The noun or pronoun is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases*Read each sentence. Then, write the prepositional phrase and underline the preposition.***Example:** The boy sat on his dad's shoulders.**Answer:** on his dad's shoulders

1. Put the apples in the refrigerator. _____
2. The top of the car is faded. _____
3. School starts at eight. _____
4. I saw an elk in the mountains. _____
5. He polished the wood with oil. _____
6. Marie used to live in Austin. _____
7. Your shoes are under your bed. _____
8. Angel dreams about flying. _____
9. He sent a package to his mother. _____
10. Nina left her books on the table. _____

Practice B Identifying Prepositions and Their Objects*Read each sentence. Then, underline the preposition and circle the object of the preposition.***Example:** Penny swam across the lake.**Answer:** Penny swam across the lake

- | | |
|--|--|
| 1. The movie begins at dusk. | 6. She worked for twelve hours. |
| 2. She washed the floor under the table. | 7. Jerry is the son of a teacher. |
| 3. The air smells fresh after the rain. | 8. He complains about that Web site. |
| 4. The boy moved toward his mother. | 9. Felix likes extra frosting on his cake. |
| 5. The squirrel jumped into the air. | 10. I used a door for a desk. |

Name _____ Date _____

CONJUNCTIONS

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

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

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

Practice A Identifying Conjunctions

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

Example: DeShaun plans to study either math or science.

Answer: DeShaun plans to study either math or science.

- | | |
|---|--|
| 1. After you eat dinner, you may have some dessert. | 6. When I eat heavy food, I feel tired. |
| 2. We will eat either soup or sandwiches. | 7. Both Erin and Shawn are on the tennis team. |
| 3. Before I go to bed, I need to finish my homework. | 8. Dawn can take ballet or tap. |
| 4. Would you rather rake or mow? | 9. In order to stay healthy, my grandmother lifts weights. |
| 5. After you wash the outside of the car, please vacuum the inside. | 10. The driveway gets dangerous when it snows. |

Practice B Identifying Different Conjunctions

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

Example: Although I don't like homework, I love good grades.

Answer: although—subordinating

- | | |
|--|-------|
| 1. I need to finish my chores, or I will get grounded. | _____ |
| 2. Luis is tired but willing to help. | _____ |
| 3. One twin likes jeans, but the other likes dresses. | _____ |
| 4. As long as you work hard, you will succeed. | _____ |
| 5. Stephanie will either cook dinner or wash the dishes. | _____ |
| 6. You must have both tape and glue for this project. | _____ |

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 below.

Example: Hey! I want you to stop that!

Answer: Hey! I want you to stop that!

1. Ahem. Can everybody hear me?
2. By the way, I think you look great!
3. Attaboy! What a great play!
4. Aww, that is the cutest baby ever.
5. Psst, did you hear that last part?
6. Hurray! We're going to state!
7. Ouch! I shut my thumb in the door.
8. Attention! The owner of the red Toyota, you left your lights on.
9. Aw, shucks. You are too kind.
10. What? I don't believe that for a minute.

Practice B Supplying Interjections

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

Example: _____ This is delicious!

Answer: Yum!

1. _____ I guess I'll go.
2. _____ I'm starting to get cold.
3. _____ Did you hear that?
4. _____ I can't go to the movie.
5. _____ That is a great grade!
6. _____ That was a close one!
7. _____ I don't like broccoli.
8. _____ We're going to be late.
9. _____ Don't worry about it.
10. _____ I slipped.

IDENTIFYING PARTS OF SPEECH

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

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

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

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

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

- | | | | | | |
|--|------|---------|-------------|-----------|--------|
| Example: She <u>took</u> a walk on her break. | noun | pronoun | verb | adjective | adverb |
| Answer: She <u>took</u> a walk on her break. | noun | pronoun | verb | adjective | adverb |
| 1. <u>He</u> works hard all day. | noun | pronoun | verb | adjective | adverb |
| 2. Miette <u>takes</u> singing lessons. | noun | pronoun | verb | adjective | adverb |
| 3. Connie works in a <u>restaurant</u> . | noun | pronoun | verb | adjective | adverb |
| 4. He likes <u>stand-up</u> comedy. | noun | pronoun | verb | adjective | adverb |
| 5. The moon is shining <u>dimly</u> . | 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: The sun moves <u>toward</u> the west. | preposition | conjunction | interjection |
| Answer: The sun moves <u>toward</u> the west. | preposition | conjunction | interjection |
| 1. Put your homework on <u>my</u> desk. | preposition | conjunction | interjection |
| 2. <u>Ugh!</u> I think I’m getting a cold. | preposition | conjunction | interjection |
| 3. We just talked <u>about</u> old times | preposition | conjunction | interjection |
| 4. Do you prefer brown <u>or</u> white gravy? | preposition | conjunction | interjection |
| 5. Meme <u>and</u> Evie are her daughters. | preposition | conjunction | interjection |

SIMPLE SUBJECTS AND PREDICATES

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

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

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

Practice A Identifying Simple Subjects

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

Example: The students in the gym began to stretch.

Answer: The students in the gym began to stretch.

- The boy with the green shirt spilled his juice.
- The kitten in the basket cried for its mother.
- The books on the top shelf haven't been read.
- The car needs a tune-up.
- The bikes in the garage need to be repaired.
- Roberto's watch sat on the table.
- The party that we planned never happened.
- The football players prepared for practice.
- Their ambitious dream was to be state champions.
- Their fans knew they could win.

Practice B Identifying Simple Predicates

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

Example: Henry lifted the heavy package onto the counter.

Answer: Henry lifted the heavy package onto the counter.

- Romeo's roses will make her smile.
- The rocky, steep hillside rose above us.
- Susan prepared dinner for the family last night.
- The dishes in the sink were washed after supper.
- Anthony waited before beginning his work.
- The cheerleader cheered for the excited crowd.
- Sophia placed all the chairs on the back porch.
- The excited chef prepared his various ingredients.
- The team finished its practice.
- The turtle retracts its head into its shell.

Name _____ Date _____

FRAGMENTS

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

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

Answer: fragment

- | | |
|----------------------------------|-------------------------------------|
| 1. Was starting homework. _____ | 6. Is an important step. _____ |
| 2. Swimming is fun. _____ | 7. I love to celebrate. _____ |
| 3. Easier with practice. _____ | 8. Was difficult to imagine. _____ |
| 4. He took the test again. _____ | 9. Isaac finished with pride. _____ |
| 5. He hoped for. _____ | 10. Sonya quickly sat down. _____ |

Practice B Fixing Fragments

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

Example: on the table

Answer: I left the dishes sitting on the table.

1. the burly fighter _____
2. fell loudly on the floor _____
3. the beautiful view _____
4. sat down on the chair _____
5. jumping over the fence _____
6. the creaky old swing _____
7. his best friend _____
8. the neatest trick _____
9. the computer keyboard _____
10. the first day of school _____

Name _____ Date _____

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

When the words *here* or *there* begin a **declarative sentence**, they are usually adverbs that modify the verb by pointing out where something is located. Usually sentences beginning with *here* or *there* are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence.

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

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

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

Example: There is sugar in the bowl.

Answer: Sugar is in the bowl.

- There are clouds in the sky. _____
- There is snow on the ground. _____
- Here is the calculator for the math test. _____
- There are some people talking. _____
- There is a sock in the dryer. _____
- Here are the answers. _____
- Here is the order for your new books. _____
- There are coins in the dish. _____
- There is a guitar in the case. _____
- Here is an apple pie. _____

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

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

Example: There is a knot in the rope.

Answer: There is a knot in the rope.

- There is a car in the garage.
- There are many trees in my yard.
- Here is your package.
- There is a glass in the cabinet.
- There are excuses for your absence.
- Here is your backpack.
- There are some people in the pool.
- Here is the material for your project.
- There are several pots on the stove.
- Here is your football.

Name _____ Date _____

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

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

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

Practice A Rearranging Interrogative Sentences

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

Example: Why do you like Jenny?**Answer:** You do like Jenny why?

1. What are you thinking? _____
2. Where is the skate party? _____
3. Are you feeling upset? _____
4. What is the solution to this problem? _____
5. Are they expecting us this evening? _____
6. Why are sunsets better in Texas? _____
7. Are you going to the beach with your family? _____
8. When should I put the casserole in the oven? _____
9. How did you manage that job? _____
10. Why are you feeling grouchy? _____

Practice B Identifying Subjects and Verbs in Interrogative Sentences

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

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

1. Why did your mom say no?
2. How can I change your mind?
3. Why do you like that swimming pool?
4. Why did Lee call his uncle?
5. Where is your dad?
6. Are you buying new shoes?
7. Why is my teacher kicking that ball?
8. Will your brother be at the party?
9. What do you think?
10. How is Anita's friend feeling now?

Name _____ Date _____

SUBJECTS IN IMPERATIVE SENTENCES

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

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

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

Practice A Rewriting Imperative Sentences to Include *You*

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

Example: Take a nap after lunch.

Answer: You take a nap after lunch.

1. Later, watch a movie. _____
2. Relax on the sofa. _____
3. By tomorrow, finish all your work. _____
4. Make the bed after you get up. _____
5. Watch the children. _____
6. Paint the picture with watercolors. _____
7. Please finish the game. _____
8. Decide which book to read. _____
9. Leave the cat outside. _____
10. Tell me later. _____

Practice B Writing Imperative Sentences

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

Example: Always mind your manners.

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

Name _____ Date _____

SUBJECTS IN EXCLAMATORY SENTENCES

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

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

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

Practice A Identifying Subjects in Exclamatory Sentences

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

Example: Stop it!

Answer: you

1. Start right now! _____
2. Ben shocked me! _____
3. You will never believe it! _____
4. This is awesome! _____
5. Back off! _____
6. John is lost! _____
7. You are the best! _____
8. Jan won't wait! _____
9. Help! _____
10. The house is on fire! _____

Practice B Writing Exclamatory Sentences and Underlining Subjects

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

Example: Duck! (you)

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

Name _____ Date _____

DIRECT OBJECTS

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

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

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

Practice A Identifying Direct Objects

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

Example: Susan asked a question.

Answer: Susan asked a question.

- | | |
|---|--|
| 1. Sam burnt the toast. | 6. The children played games at the party. |
| 2. Joseph needs a notebook. | 7. I have a minute. |
| 3. The boys played baseball. | 8. Did you take your vitamins? |
| 4. The teacher graded our homework. | 9. He flew his paper airplane. |
| 5. He removed the pictures from the wall. | 10. The wrestler is lifting heavy weights. |

Practice B Identifying Sentences With Direct Objects

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

Example: Diego painted many murals.

Answer: Diego painted many murals. Yes

- | | |
|----------------------------------|-------|
| 1. Jacob worries too much. | _____ |
| 2. I sank the boat in the river. | _____ |
| 3. Rainbows thrill Santiago. | _____ |
| 4. Josie craves frozen yogurt. | _____ |
| 5. Martina's school just opened. | _____ |
| 6. The jury finally arrived. | _____ |

Name _____ Date _____

INDIRECT OBJECTS

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

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

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

Practice A Identifying Indirect Objects

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

Example: He gave his dad a hug.

Answer: He gave his dad a hug.

- | | |
|--|--|
| 1. He gave his friend some documents. | 6. Emily served her mother dinner. |
| 2. He brought his brother an apple. | 7. Melinda showed her husband a picture. |
| 3. Jennifer sautéed her husband some vegetables. | 8. She sent the president a letter. |
| 4. I asked my partner a question. | 9. They bought their team a new ball. |
| 5. They saved their friend a seat. | 10. The banker handed me a check. |

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 the sentence does have an indirect object, write *Yes* on the line next to it.

Example: Koto served his wife breakfast.

Answer: Koto served his wife breakfast. Yes

1. Ms. Velasquez served Adam some punch. _____
2. I asked the manager a question. _____
3. Cynthia gave me an award. _____
4. The boys discovered a hidden treasure. _____
5. Bill's dad ate the pizza. _____
6. Poncho gave his friend a flag. _____
7. Maria roasted me some peppers. _____
8. He gave a final speech. _____

OBJECT COMPLEMENTS

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

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

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

Practice A Identifying Object Complements

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

Example: The conductor appointed Karl leader of the orchestra.

Answer: The conductor appointed Karl leader of the orchestra.

- | | |
|---|--|
| 1. Greg declared the grade outstanding. | 6. Carol considers her grandchild a divine gift. |
| 2. The club thought its leader remarkable. | 7. The peppermint tea made my throat better. |
| 3. The principal considered the teacher fabulous. | 8. Dennis declared my work flawless. |
| 4. My mother calls me a peacemaker. | 9. Justin thought the suggestion insane. |
| 5. The town elected Mrs. Jefferson councilwoman. | 10. The patient considers the treatment a miracle. |

Practice B Completing Sentences With Object Complements

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

Example: The captain judged the ship _____.

Answer: The captain judged the ship seaworthy.

1. I appointed my little sister _____.
2. The official judged the play _____.
3. Wilma thought the child _____.
4. The town elected Rosa _____.
5. Melaka named the day _____.
6. My father called my car _____.
7. The professor declared my performance _____.
8. Lea thought the building _____.
9. They found the views _____.
10. Grandpa Frank called my gift _____.

SUBJECT COMPLEMENTS

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

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

Practice A Identifying Subject Complements

Read each sentence. Then, underline the subject complement(s) in it.

Example: Your sister is sweet and kind.

Answer: Your sister is sweet and kind.

- | | |
|--------------------------------------|--|
| 1. Emily seems brilliant. | 6. Your brother is a dentist? |
| 2. Cathy is a grandmother. | 7. That dessert was decadent. |
| 3. Her sister is leader of the band. | 8. Yesterday seems long ago. |
| 4. The highway is dry and safe. | 9. The weather report was frightening. |
| 5. The boy's hair looks great. | 10. The ceiling is white. |

Practice B Identifying Predicate Nominatives and Predicate Adjectives

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

Example: My mom is a businesswoman.

Answer: My mom is a businesswoman. predicate nominative

1. She is a professional dancer. _____
2. Julian is tall and strong. _____
3. His suit looks stylish. _____
4. That dog is a collie. _____
5. My sister is the state gymnastics champion. _____
6. Desert nights are cold. _____
7. I feel glorious. _____
8. You seem happy about your brother's prize. _____
9. Do you want to be a graduate? _____
10. Michelle's daughter is a student. _____

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**). In this lesson you will learn to use and understand the function of different types of phrases (e.g., adjectival and adverbial phrases).

Prepositional Phrase Type	Function	Answers the Question	Example
Adjectival phrase	Modifies a noun or pronoun	<i>What kind? or Which one?</i>	The man in the red coat held the door open. (<i>Which man?</i>)
Adverbial phrase	Modifies a verb, an adjective, or an adverb	<i>Where? Why? When? In what way? or To what extent?</i>	The cat hid <u>under the bed</u> . (Hid <i>where?</i>)

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

Practice A Identifying Prepositional Phrases

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

Example: John bounced on the trampoline.

Answer: John bounced on the trampoline.

- They raced through the house.
- Martina needs time for reflection.
- We built a fire at the campground.
- Mindy put her backpack in the car.
- Sierra made a cake in the microwave.
- George delivered pizzas around town.
- Melissa answers phone calls at her office.
- Jessie sent a letter to her friend.
- Roger sings ballads at the club.
- Mark keeps his golf clubs in the garage.

Practice B Identifying Adjectival and Adverbial Phrases

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

Example: I paddled down the river.

Adjectival phrase

Adverbial phrase

Answer: I paddled down the river.

Adjectival phrase

Adverbial phrase

1. I need a case for my guitar.

Adjectival phrase

Adverbial phrase

2. Mom served dessert after we ate dinner.

Adjectival phrase

Adverbial phrase

3. Brandon danced after the touchdown.

Adjectival phrase

Adverbial phrase

4. Mom was irritated by the distraction.

Adjectival phrase

Adverbial phrase

5. We watched a movie about space flight.

Adjectival phrase

Adverbial phrase

Name _____ Date _____

APPOSITIVES AND APPOSITIVE PHRASES

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

Appositives usually follow right after the words they explain.

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

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

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

Practice A Identifying Appositives

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

Example: Jason, our fastest runner, got sick before the meet.

Answer: Jason, our fastest runner, got sick before the meet.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Ella, the smartest girl in class, was chosen. 2. Tomorrow, Tuesday, is the last day to get pictures. 3. My cousin Timmy cried all night. 4. My decision, a tough choice to make, was to quit the team. 5. Outside recess, the students' favorite activity, was canceled today. | <ol style="list-style-type: none"> 6. Rowing, a grueling sport, is easy for Rachel. 7. The hikers, a group of virtual strangers, pushed toward the summit. 8. Susan, our school nurse, liked to help the students. 9. Miguel's dog Sparta ran all the way home. 10. Bill, a very funny guy, kept us laughing the whole time. |
|---|---|

Practice B Combining Sentences, Using Appositives

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

Example: My team needs more practice. My team is called the Mustangs.

Answer: My team, the Mustangs, needs more practice.

1. That snake is a python. That snake crawled under a rock. _____
2. The store by my house is open. The store is called the Veggie Market.

3. My sister is a lifeguard. My sister saved a boy's life. _____
4. Maria loves cooking. Maria is John's best friend. _____

Name _____ Date _____

VERBAL PHRASES

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

Verbals look like verbs, but they are not verbs. Verbs express action in a sentence. Verbals describe another word.

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

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

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

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

Practice A Identifying Verbals and Verbal Phrases

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

Example: Pierre, relieved by his grade, walked home with a smile.

Answer: Pierre, relieved by his grade, walked home with a smile.

1. Energized by the warm weather, the boys ran to the park.
2. Gifts created by hand are often the most thoughtful.
3. The boy, grinning and excited, ran into the ice cream shop.
4. A hardworking athlete needs a healthy diet.
5. Our newly arrived guests rang the front doorbell.
6. That painting, made by my friend Steven, is my favorite.
7. The students, tired from their work, asked for a break.
8. Walking through the house at night, I stubbed my toe.

Practice B Recognizing Verbal Phrases

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

Example: The postal employee delivered my mail.

Answer: verb

1. Heated by coal, the house was cozy all winter. _____
2. The food, left on the counter, was too cold to eat. _____
3. The flowers thrilled Diana. _____
4. Staring at the pizza, Dad was hoping to eat soon. _____

Name _____ Date _____

INDEPENDENT AND SUBORDINATE CLAUSES

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

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

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

Carson is an editor, but he runs a bed-and-breakfast.

independent clause independent clause

Although Bob is an editor, he runs a bed-and-breakfast.

subordinate clause independent clause

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

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 Dad said I could go if I checked with Mom first. independent subordinate

Answer: My Dad said I could go if I checked with Mom first. independent **subordinate**

- | | | |
|--|-------------|-------------|
| 1. Miguel loves the car that <u>he's seen on TV</u> . | independent | subordinate |
| 2. I like texting, but <u>I'm trying to cut back</u> . | independent | subordinate |
| 3. My sister, <u>who loves traveling</u> , is flying to Greece. | independent | subordinate |
| 4. <u>Until you work harder</u> , you won't succeed. | independent | subordinate |
| 5. My mother is social, <u>while my father is more private</u> . | independent | subordinate |
| 6. <u>That car is fast</u> , and it handles well. | independent | subordinate |

Practice B Combining Sentences Using Independent and Subordinate Clauses

Read each sentence pair below. 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: He doesn't like homework. He does it every night.

Answer: Although he doesn't like homework, he does it every night.

Example 2: Jeanie was in a hurry. She didn't make mistakes.

Answer: Jeanie was in a hurry, but she didn't make mistakes.

- The car was in bad shape. The car made the trip. _____
- The cake was delicious. It was made from scratch. _____
- Tommy was tired. He went to school. _____
- The sun was very bright. I wore sunglasses. _____

Name _____ Date _____

ADJECTIVAL CLAUSES

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

Adjectival clauses cannot stand alone. They 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 ticketed was towed away. (The underlined adjectival clause answers the question *Which one?* Notice that no commas are used because the clause is essential to the meaning of the sentence.)

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

Practice A Identifying Adjectival Clauses

Read the following sentences. Then, underline the adjectival clause.

Example: My tool set, which I've had for years, is missing from the garage.

Answer: My tool set, which I've had for years, is missing from the garage.

1. The hat that you left outside is ruined.
2. The new student, whom we'd been waiting to meet, finally arrived.
3. The teacher whom they all loved dearly was preparing to retire.
4. He asked to have my old bike, which I never used.

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 pencil had no lead. (that Jerrod bought)

Answer: The pencil that Jerrod bought had no lead.

1. The TV was huge. (that we bought yesterday)

2. Maria fell. (who had been balancing on the fence rail)

3. The baby finally went to sleep. (who had been crying for hours)

4. Her father arrived home covered in mud. (who is a farmer)

Name _____ Date _____

RESTRICTIVE RELATIVE CLAUSES AND NONRESTRICTIVE RELATIVE CLAUSES

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

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

Relative pronouns have two jobs in a sentence.

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

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

Practice A Identifying Relative Pronouns and Their Clauses

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

Example: The team that won the championship is from Tyler.

Answer: The team that won the championship is from Tyler.

1. My cell phone, which needs a new battery, is going to die.
2. The bike that Sam painted is black.
3. That teenager, who has school and a job, needs her sleep.
4. The worms that are in that can are for bait.
5. The couch, which is old and worn, needs to be replaced.
6. I want you to mop the floor, which has your footprints all over it.
7. The man who is standing in the checkout line is my math teacher.
8. The team that lost is from El Paso.

Practice B Combining Sentence, Using Relative Pronouns

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

Example: I bite my nails. My nails are very short.

Answer: I bite my nails, which are very short.

1. The man is friendly. The man is a salesman. _____
2. We bought a new car. The car is red. _____
3. The boat needs repair. The boat belongs to Roland.

4. The assignment is very difficult. The assignment counts for half of our grade.

5. Rachel is an accountant. Rachel has a two-year-old daughter.

Name _____ Date _____

ADVERBIAL CLAUSES

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

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

Subordinating Conjunctions				
after	as long as	if	though	whenever
although	because	since	unless	where
as	before	so that	until	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.
As long as you are going out for groceries, you should also pick up the dry cleaning.

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

Practice A Identifying Adverbial Clauses

Read each sentence. Then, circle the verb or verbs modified by the underlined adverbial clause.

Example: Whenever I think of you, I smile.
 Answer: Whenever I think of you, I (smile).

- I will go if you stop pestering me.
- As long as you work hard, you will earn a passing grade.
- When you finish your painting, I would love to see it.
- Dad fixed the car even though he was busy that day.
- Whenever I'm bored, I watch TV.
- I slept late because I needed to.

Practice B Combining Sentences, Using Adverbial Clauses

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

Example: You want to reach your full potential. Do your best work. (if)
 Answer: If you want to reach your full potential, do your best work.

- You may have dessert. You eat your dinner. (after)

- You've done a good job. You will be rewarded. (Since)

- You were sleeping. David Jones called you. (while)

- I run fast. My cheeks turn red. (when)

Name _____ Date _____

NOUN CLAUSES

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

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

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 Bailey does makes me laugh.

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

Practice A Identifying Noun Clauses

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

Example: She told me that I was funny.

Answer: She told me that I was funny.

- | | |
|---|---|
| 1. What I had for breakfast tasted great. | 6. What you want isn't necessarily a good thing. |
| 2. The best plan, that we stick together, was completely ignored. | 7. She told me which one she wanted. |
| 3. Whoever thought of this idea must be a genius. | 8. I'll pick whoever asks most politely. |
| 4. I couldn't believe what she was saying. | 9. I don't understand why the earth spins. |
| 5. Why you want to hike in the cold is beyond me. | 10. I finally understood that she needed my help. |

Practice B Distinguishing Noun Clauses

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

Example: I wanted the bike with purple fenders.

Answer: adjectival clause

- | | |
|---|-------|
| 1. <u>Whatever you need</u> will be given to you. | _____ |
| 2. My greatest wish, <u>which I now realize was foolish</u> , was to leave my hometown. | _____ |
| 3. She needed the sweater <u>that I gave her</u> . | _____ |
| 4. <u>That you truly care about him</u> is obvious to me. | _____ |
| 5. Nestor swims <u>whenever he gets the chance</u> . | _____ |

Name _____ Date _____

THE FOUR STRUCTURES OF SENTENCES

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

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

Practice A Distinguishing Between Simple and Compound Sentences

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

Example: I wanted to finish the game, but my thigh was cramping.

Answer: compound

1. Have you finished your homework tonight? _____
2. In this class, you have to work for your grade. _____
3. Juan enjoys reading, but his brother prefers pottery. _____
4. I know the woman with the green hat. _____
5. Pierre wanted to return to France, so we pitched in for a ticket. _____
6. Mom's happiness is important to all of us. _____
7. I would like to either work out or leave now. _____
8. Either you can give up, or you can start over. _____
9. She went to California last summer for her vacation. _____
10. They are dancing and having a great time. _____

Practice B Identifying the Four Structures of Sentences

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

Example: She asked the question that we feared she would ask.

compound complex

Answer: She asked the question that we feared she would ask.

compound complex

- | | | |
|---|------------------|----------|
| 1. If you keep trying, I believe you will succeed. | simple | complex |
| 2. The rain was pouring down as I walked to school. | complex | compound |
| 3. Normally I walk to school, but I decided to take the bus because it was raining. | compound-complex | compound |
| 4. Either choice will be a good one. | compound | simple |
| 5. While I talked, she took a nap. | simple | 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	Jacob sings in a choir.
Interrogative: asks a question; ends with a question mark	In which state is Topeka?
Imperative: gives commands or directions; ends with a period or exclamation mark	Set the timer on the stove. Watch your step!
Exclamatory: conveys strong emotions; ends with an exclamation mark	This is a mystery!

Practice A Punctuating the Four Types of Sentences

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

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

Answer: Why did the committee request a meeting? _

- | | |
|--|---|
| 1. What a wonderful selection that was (exclamatory) | 6. That is an excellent idea (exclamatory) |
| 2. Put that down (imperative) | 7. Enter the information in your chart (imperative) |
| 3. Some mushrooms grow on stumps (declarative) | 8. Dingoes are wild dogs (declarative) |
| 4. What are your expectations (interrogative) | 9. Display parking permits on the windshield (imperative) |
| 5. That was an uncommon sight (declarative) | 10. Can you name two aquatic insects (interrogative) |

Practice B Identifying the Four Types of Sentences

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

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

Answer: imperative

- | | |
|---|---|
| 1. The members of the committee all agreed.
_____ | 7. The northern lights are a dazzling sight!
_____ |
| 2. Turn down the volume, please. _____ | 8. Which plants can live in arctic temperatures?
_____ |
| 3. That is certainly true! _____ | 9. Giraffes feed on acacia tree leaves.
_____ |
| 4. Did you know that raccoons are nocturnal?
_____ | 10. Notice the hooked bill on the flamingo.
_____ |
| 5. Come inside immediately! _____ | |
| 6. Wheat, rice, and corn are cereal grasses.
_____ | |

Name _____ Date _____

SENTENCE COMBINING

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

Compound object	Joanne carried a bag. Joanne carried two packages.	Joanne carried a bag and two packages.
Complex sentence	Angelo turned onto Park Street. Angelo parked the car.	After Angelo turned onto Park Street, he parked the car.

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

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

Example: The committee proposed a new plan and discussed the details.

Answer: The committee proposed a new plan and discussed the details.

1. The hawksbill turtle lives in the sea and feeds on sponges.
2. Daffodils and crocuses are spring flowers.
3. Edgar Allan Poe wrote “The Black Cat” and “The Purloined Letter.”
4. Langston Hughes and Sylvia Plath are famous poets.
5. Mars has a rocky core and a very thin atmosphere.
6. The waiter brought glasses of ice water and a basket of bread.
7. Angie appreciates literature and travel reviews.
8. Some authors write in metaphor and use symbolism.
9. Broccoli, cauliflower, and kale are part of the cabbage family.
10. After dinner, I explored my options and decided to attend a lecture.

Practice B Identifying Clauses in Compound and Complex Sentences

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

Example: If you don’t mind, I will schedule the meeting for tomorrow.

Answer: If you don’t mind, I will schedule the meeting for tomorrow.

1. Christopher slept until it was time to prepare dinner.
2. Danny did not turn off the grill, and it ran out of propane gas.
3. Liselle ate the asparagus, but she thought it was overcooked.
4. Hector has worn contacts since he was in eighth grade.
5. Although I have been there before, I don’t remember how to get to the stadium.

Name _____ Date _____

VARYING SENTENCE LENGTH

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

Practice A Revising to Shorten Sentences

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

Example: Our new television displays crisp images, and I appreciate those crisp images.

Answer: I appreciate the crisp images that our new television displays.

1. The oak has not lost its leaves yet, but all of the other trees have lost their leaves.

2. The peanut is not really a nut; botanically, it is in fact considered a legume like peas.

3. Many lives have been saved by seat belts because of mandatory seat-belt-use laws.

4. Most breeds of dogs shed a lot, but the standard poodle sheds very little.

5. Alan took his car through the carwash, but before he did that he filled it with gas.

Practice B Revising to Vary Sentence Length

Read the following paragraph. Make these revisions to vary sentence length: Shorten sentence 1; combine sentences 2 and 3, and 4 and 5; break up sentence 7.

Example: Rio de Janeiro is the former capital of Brazil. It’s also the second largest city.

Answer: Rio de Janeiro is the second largest city and the former capital of Brazil.

The harbor of Rio de Janeiro is a natural wonder, one of the Seven Natural Wonders of the World. (2) It is located at Rio de Janeiro, Brazil. (3) The harbor was created by erosion from the ocean. (4) Its name came from the Portuguese navigators who found the harbor in January 1502 and believed it was the mouth of a river. (5) The name means River of January. (6) There are many points from which to view the scenery that earned the harbor its status as a world wonder. (7) From the harbor, the panorama of surrounding mountains is amazing, and there are also views from the mountains, and they are equally stunning, with vistas of the harbor, the outlying islands, the city, and the tropical forests.

Name _____ Date _____

VARYING SENTENCE BEGINNINGS

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

Infinitive phrase	To finish studying by noon was my expectation.
Adverb	Certainly, I expected to finish studying by noon.

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: Trying to remain calm, Jan eased the car out of the muddy ditch.

Answer: Trying to remain calm Jan eased the car out of the muddy ditch. participial phrase

1. Because of my concerns, I contacted consumer affairs. _____
2. To find the lost dog was her wish. _____
3. When required, Sean can do top-quality work. _____
4. Pleased with the results, Laura put the finishing touches on the portrait. _____
5. Between the buildings, the truck unloaded office supplies. _____
6. Society is less interactive due to technology. _____
7. Along the way, we saw a red-headed woodpecker and two blue jays. _____
8. Gratefully, Mrs. Castillo accepted help with the bags of groceries. _____

Practice B Writing Varied Sentence Beginnings

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

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

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

1. _____ came in through the slanted blinds. (noun)
2. _____, the carpenter shaped the wood to fit the frame. (adverb)
3. _____, something large was moving. (prepositional phrase)
4. _____ lined the streets of the quaint village. (noun)
5. _____ was his ambition. (infinitive phrase)
6. _____, Sally relaxes and reads a book. (participial phrase)
7. _____, his workmanship was not the best. (adverb)
8. _____, the painting looked like a photograph. (adverbial phrase)

Name _____ Date _____

USING INVERTED WORD ORDER**Word order in a sentence is *inverted* when the subject follows the verb.**

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

Subject-verb order	A bunch of bananas sat in the bowl.
Verb-subject order	In the bowl sat a bunch of bananas.

Practice A Identifying Subjects and Verbs in Sentences*Read each sentence. Underline the verb and circle its subject. (Not all the sentences have an inverted word order.)***Example:** Extraordinary were the efforts of the rescue team.**Answer:** Extraordinary were the efforts of the rescue team.

- To the bottom of a ditch slid the stretch limousine.
- A pilot and several of the flight crew came down the ramp.
- The parking attendant leaned out of the hut.
- The news report about the UFO sighting appeared in all the headlines.
- Located at the top of the screen is the Tools tab.
- Down the slide went the frightened puppy.
- Behind a stack of books was hidden the receipt that I needed.
- Elegantly decorated cakes filled the bakery window.
- Through the rain came the tow truck.
- A committee of residents is organizing the Memorial Day parade.

Practice B Identifying Inverted Word Order in Sentences*Read each sentence. If the sentence uses traditional subject-verb word order, write S-V. If it uses inverted verb-subject order, write V-S.***Example:** Strutting in the field is a turkey gobbler.**Answer:** V-S

- | | |
|--|--|
| 1. Wrestling over the football were some boys.
_____ | 6. Around the hive flew a swarm of angry bees.
_____ |
| 2. A pool of gravy covered the mashed potatoes.
_____ | 7. A magnolia tree blooms next to the pool.
_____ |
| 3. Located in the park are two waterfalls.
_____ | 8. Overtaking many lakes is the water hyacinth.
_____ |
| 4. The plates are above the dishwasher.
_____ | 9. The Washington Monument is over there.
_____ |
| 5. The early-morning swim was refreshing.
_____ | 10. Entering the terminal are visitors from Iowa.
_____ |

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
Jenny wants a digital camera. Like Gil's.	Jenny wants a digital camera like Gil's.
Confused about how to use the digital camera.	Confused about how to use the digital camera, Jenny read over the instructions.

Practice A Identifying Fragments

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

Example: Trays stacked neatly on the shelf.

Answer: F

- | | |
|--|---|
| <p>1. Construction begins in May. _____</p> <p>2. Lettie discovered a virus on her computer.
_____</p> <p>3. Pushing the wheelbarrow toward the house.
_____</p> <p>4. The art gallery in Soho's historic district.
_____</p> <p>5. After striking an agreement, we shook hands.
_____</p> | <p>6. Before the orchestra started playing. _____</p> <p>7. The chart listed animals native to the Amazon.
_____</p> <p>8. Store onions and potatoes in a cool place.
_____</p> <p>9. The dentist who extracted my tooth. _____</p> <p>10. Enrollment was down for the pottery classes. _____</p> |
|--|---|

Practice B Correcting Fragments

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

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

1. The brown leather shoes _____ worn by Jared.
2. _____ proposed an alternate solution.
3. In the afternoon session about essay writing _____
4. _____ was discovered inside the storage closet.
5. Taking classes at the university _____
6. _____ to travel to a European country.
7. Interested in politics _____
8. Thanks to a concerned citizen _____
9. _____ that was pictured on the magazine cover.
10. _____ claims to have the lowest prices.

Name _____ Date _____

AVOIDING RUN-ON SENTENCES

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

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

Run-on	Correction
The football game went into overtime they couldn't stay to watch.	The football game went into overtime, but they couldn't stay to watch.

Practice A Revising to Eliminate Run-ons

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

Example: Dean agreed to help paint posters, he would rather help hang them.

Answer: Dean agreed to help paint posters, but he would rather help hang them.

1. Mia suggested some fundraisers for example the art club might sell original artwork.
2. I read *Touching Spirit Bear* it is a book about a troubled teen who is reformed.
3. I usually eat a sizable dinner this week I haven't had much of an appetite.
4. Adriane writes for the school newspaper, she is always looking for a good story.
5. My mother is baking a pan of lasagna you are welcome to join us for dinner.
6. There are many types of floating flowers, I saw one flower that was six feet across.
7. The local convenience store is handy its selection is relatively limited.

Practice B Rewriting to Eliminate Run-ons

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

Example: Karen purchased the microwave it was displayed on the bottom shelf.

Answer: Karen purchased the microwave that was displayed on the bottom shelf.

1. The ears on a Siamese cat look very large it has a triangular face.

2. I held my finger still, my mother removed the splinter of wood.

3. The roads were very icy, I drove slowly and with great caution.

4. George made all the arrangements, he wanted everything to be perfect.

5. Ben thought we had forgotten his birthday, we appeared with a cake and gifts.

Name _____

Date _____

RECOGNIZING MISPLACED MODIFIERS

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

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

Misplaced Modifier	Correction
A man walked by the store talking loudly.	A man, talking loudly, walked by the store.

Practice A Identifying Misplaced Modifiers

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

Example: Cindy talked on the phone drinking tea.

Answer: Cindy talked on the phone drinking tea.

- The woman was singing her favorite song in a bathrobe.
- Tina told me that it was too cold to go skiing during dinner.
- Covered with mold, he threw the loaf of bread in the garbage.
- Kayla noticed a delivery truck pull into her driveway while washing dishes.
- Hakim placed the essays in a manila folder that the class had written.
- Javier posted the note on the refrigerator that his teacher had sent.
- Bouncing from player to player, the coach watched the basketball.
- Pasha wrote a report about the Adirondack Mountains using her laptop.

Practice B Correcting Misplaced Modifiers

Read each sentence. Then, rewrite it, putting the misplaced modifier closer to the word(s) it should modify.

Example: Aunt Shelly delivered a gift to my parents wrapped in silver paper.

Answer: Aunt Shelly delivered a gift wrapped in silver paper to my parents.

- The midshipman boarded the aircraft carrier with blue eyes.

- He moved all the mulch off of the driveway using a rusty shovel.

- The kids walked to the parking lot after seeing a movie eating popcorn.

- Elias made several phone calls about his computer pacing.

- Chopping carrots, the dog wagged its tail and barked at my mother.

Name _____ Date _____

RECOGNIZING DANGLING MODIFIERS

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

Correct a dangling modifier by adding missing words and making other needed changes. Look at the example below and ask, *Who is registering?* Is the word in the sentence on the left? Is it in the sentence on the right?

Dangling Modifier	Correction
Registering at the door, a higher price will be paid.	Registering at the door, participants will pay a higher price.

Practice A Identifying Dangling Modifiers

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

- Example:** a. While turning on the radio, the volume was too loud. _____
- Answer:** b. While turning on the radio, I made the volume too loud. _____ ✓
- a. After running the bake sale, there was enough to buy a new computer. _____
 After running the bake sale, we made enough to buy a new computer. _____
- a. To reserve a ticket, we had to wait in a long line, which was boring. _____
 To reserve a ticket, waiting in a long line was boring. _____
- a. Born in Alaska, Georgia was too warm and humid. _____
 Born in Alaska, I found Georgia was too warm and humid. _____
- a. After working in the hot sun, the lemonade tasted great. _____
 After I worked in the hot sun, the lemonade tasted great. _____

Practice B Correcting Dangling Modifiers

Read each sentence. Then, rewrite it correcting any dangling modifiers by rearranging the words in the sentence and/or supplying missing words or ideas.

Example: Peeking around the corner, everyone is working on the assignment.

Answer: Peeking around the corner, I see everyone working on the assignment.

- Sitting near the fireplace, the warmth was comforting.

- To answer the phone, the green button must be pressed.

- After sitting down, the interview started.

- Cooking pasta, the water boiled over

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 alleyway was narrow, cluttered, and deserted.
Parallel phrases	It was behind the diner and around the corner from the hospital.
Parallel clauses	That diner makes the famous sandwiches that I mentioned and that the hospital employees order often.
Parallel sentences	I must order a sandwich. I simply must order one.

Practice A Identifying Parallel Grammatical Structures

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

Example: The photograph of the waterfalls is out of focus and dark.

Answer: The photograph of the waterfalls is out of focus and dark.

1. Catawba, cantaloupe, and honeydew are all types of melons.
2. Some students attended both the pep rally and the football game.
3. After dinner I will write my essay and revise it.
4. My jacket has a hood, sheepskin lining, and black buttons.
5. Benji drove down the street where Deek lives and where Alena plays soccer.
6. Artemis attends a local university; Harvey goes to a college in Ohio.
7. Gary dropped off a bag of fresh tomatoes, and Dad used a couple in our salad.
8. To wash the car, I need the hose, a rag, and a bucket of soapy water.
9. Shana wants to learn a foreign language and to travel abroad.
10. Megan not only chopped the logs but also stacked them.

Practice B Recognizing Parallel Grammatical Structures

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

- | | |
|--|---|
| <u> E </u> 1. After school, Edith attends play rehearsal | A. and to learn to chop a brick in two. |
| _____ 2. John enjoys boating | B. but also the best pumpkin pie. |
| _____ 3. My mother makes not only the best bread | C. and I never will. |
| _____ 4. Jason hopes to study karate | D. and that everyone should own one. |
| _____ 5. Julie feels that cats are the best pets | E. and practices her flute. |
| _____ 6. I never thought it possible, | F. and water-skiing. |

Name _____ Date _____

CORRECTING FAULTY PARALLELISM

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

Nonparallel words	Rhoda likes hiking, running, and to ski.
Nonparallel phrases	Harry is trying to outrun Jim and kicking the ball into the net.
Nonparallel clauses	I'm afraid that it will rain, that it will snow, or hail will come down.

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: I have instructions to store the tools in the shed and bringing out the mower.

Answer: NP

- The new shopping center has two restaurants and there is a grocery store. _____
- To buy some bait and then to bait a hook is my plan. _____
- Do you want to take a train or driving when we go on vacation? _____
- Donna likes to live in the city but doesn't like to take the subway. _____
- The still life that I saw at the exhibit and that Terrance painted is beautiful. _____
- Edgardo plans to ride the bus on Monday and walking the rest of the week. _____
- Ty picked pears from the tree that I bought and Dad planted ten years ago. _____
- The plan on the Fourth of July is to eat barbecue and watching fireworks. _____
- The library has areas for studying and comfortable chairs. _____
- First waking up late and then to run out of hot water—what a bad morning! _____

Practice B Revising to Eliminate Faulty Parallelism

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

Example: The incident was reported by major newspapers and newspapers that are small and local.

Answer: small, local newspapers

- I'd like the opportunity being an intern and to gain work experience. _____
- We need to stop for gas and picking up groceries on our way home. _____
- This shirt is both warm and it's stylish. _____
- Cody bought the comical hat that we saw advertised and made you laugh. _____
- The greatest achievement is to find happiness and then keeping it. _____

Name _____

Date _____

CORRECTING FAULTY PARALLELISM IN A SERIES

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

Nonparallel structure	Correction
My mother likes to stir-fry, to grill, or steaming vegetables.	My mother likes to stir-fry, to grill, or to steam vegetables.
Kelly not only ran the sale but the dance, too.”	“Kelly ran not only the sale but the dance, too.”

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

Practice A Identifying Faulty Parallelism in a Series

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

Example: To add flair to a salad, toss in chopped nuts, diced fruit, or shred cheese.

Answer: To add flair to a salad, toss in chopped nuts, diced fruit, or shred cheese.

1. Kirsten saves greeting cards, movie-ticket stubs, and she keeps menus from restaurants.
2. Jessica expects that the musical will be lively, entertaining, and will have humor.
3. Some people think that the new theater is too big, too remote, and it won't get enough business.
4. Tyler's older brother is handsome, quite tall, and has a muscular build.
5. To shop wisely, you should make a list, stick to it, and sale products should be bought.
6. I have a cockatiel and an African gray parrot is also my pet.
7. Would you rather watch TV, take a walk in the park, or to play checkers?
8. Mattie not only recorded the principal's speech but also the honor ceremony.
9. Your duties include stocking shelves, to sweep the floors, and taking out the trash.
10. Presenting the awards were local politicians, the school's officials, and our coach.

Practice B Revising to Eliminate Faulty Parallelism in a Series

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

Example: Before you lock the doors, turn on the outside lights and the alarm must be set.

Answer: Before you lock the doors, turn on the outside lights and set the alarm.

1. The lodgings not only were comfortable but also tidy.

2. The toddler was crying, screaming, and kicked the floor.

3. Samuel both enjoyed the meal and the company.

4. The hallways were noisy, dimly lit, and narrowing.

5. I see that we need milk, and bread should also be bought.

Name _____

Date _____

CORRECTING FAULTY PARALLELISM IN COMPARISONS

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

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

Nonparallel Structure	Correction
Many teens prefer texting to a phone conversation.	Many teens prefer texting to talking on the phone.

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. Shelby prefers music to taking drama. _____

Answer: b. Shelby prefers music to drama. _____

a. I prefer salad to pasta. _____

b. I prefer salad to eating pasta _____

a. My parents buy vegetables at the farmer’s market rather than buying them at the grocery store. _____

b. My parents buy vegetables at the farmer’s market rather than at the grocery store. _____

a. I like watching movies more than seeing plays. _____

b. I like watching movies more than going to see plays. _____

a. Amy did her research at the library instead of working at home. _____

b. Amy did her research at the library instead of at home. _____

a. Austin prefers reading a book to listening to a book on CD. _____

b. Austin prefers reading a book to a book you listen to on CD. _____

Practice B Revising to Eliminate Faulty Parallelism in a Comparison

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

Example: Sophie swims the breast stroke as well as she can do the butterfly.

Answer: Sophie swims the breast stroke as well as she does the butterfly.

1. Melissa prefers sparkling water to drinking lemonade.

2. Ashley chose a table instead of sitting in a booth.

3. We think shopping online is better than at the mall.

4. He wrote more about being a fisherman than his time as a carpenter.

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	Jessie didn't answer when I called, and she was on the other line.
Correct Coordination	Jessie didn't answer when I called because she was on the other line.

Practice A Recognizing Correct Subordination and Coordination

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

- | | |
|--|--|
| _____ 1. Even though Jude was busy, | A. Deek scored a touchdown. |
| _____ 2. After he caught the pass, | B. she took time to talk to me. |
| _____ 3. Smiling broadly, | C. Candida greeted her friends at the door. |
| _____ 4. Heidi offered to give us a ride, | D. but it's in the laundry. |
| _____ 5. Nathan pushed the car | E. while Timo steered it off the road. |
| _____ 6. I wanted to wear my purple shirt, | F. and we accepted her offer. |

Practice B Recognizing Faulty Coordination

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

Example: Frank is leaving now, and he has several other obligations this evening.

Answer: FC

- | | |
|--|-------|
| 1. My uncle teaches at the high school, and it is down the road. | _____ |
| 2. A storm came through earlier, and branches were scattered all over the yard. | _____ |
| 3. We try not to disturb the robins, and they are nesting on our patio. | _____ |
| 4. Connie enjoyed the dinosaur exhibit even though she didn't see everything. | _____ |
| 5. My cousins and I don't see each other often, and they live in another state. | _____ |
| 6. The leaves on the peace lily were yellow and wilted, so I watered it. | _____ |
| 7. Ross pulled up the blinds, and he wanted to see what was clanging outside. | _____ |
| 8. We saw Bridal Veil Falls, which are on the American side of Niagara Falls. | _____ |
| 9. Ms. Nidel attends our church, and she lives two houses up the street from us. | _____ |
| 10. I have always loved cats and dogs, and I am highly allergic to them. | _____ |

Name _____ Date _____

CORRECTING FAULTY COORDINATION

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

Faulty coordination	The tundra is a unique habitat, and it has many interesting plants.
Divided into two sentences	The tundra is a unique habitat. Many interesting plants grow there.
Subordinate a Clause	The tundra is a unique habitat where many interesting plants grow.
Clause changed to phrase	The tundra, a unique habitat, has many interesting plants.

Practice A Revising to Eliminate Faulty Coordination

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

Example: Eric wrote an article about holidays, and I like Arbor Day

Answer: Eric wrote an article about holidays, and I like Arbor Day

1. My mother spent hours grilling spareribs, and there are guests coming to dinner.
2. Juliana’s stories are always funny, and she has a good sense of humor.
3. The dog ate my homework, and I left it on the table.
4. Students may choose the session that they want to attend, and the first one is today.
5. Sam is at the front door, and the back door has no doorbell.

Practice B Eliminating Faulty Coordination

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

Example: Tessa does an Italian dance and it is called the tarantella.

Answer: Tessa does an Italian dance called the tarantella.

1. Tula announced her engagement, and it was during a family gathering. _____
2. Gus turned on the Weather Channel, and he was anxious to hear the forecast. _____
3. Snow fell onto the branches of the hemlock, and it snowed big, fluffy clumps. _____
4. Uncle Cliff will take a taxi to our house, and he just arrived at the airport. _____
5. The reporter interviewed the shop owners, and they were affected by the construction. _____
6. Mr. Berg read the newspaper, and he was looking for articles about the election. _____
7. Lucille Clifton wrote “Fury,” and she is the poet whom we read about last week. _____
8. The boardwalk is closed for repairs until next year, and we rode motor scooters there. _____

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 know	Present perfect	I have known
Past	I knew	Past perfect	I had known
Future	I will know	Future perfect	I will have known

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 the sentence.

Example: Joy had completed all of her math requirements by the time she was a senior.

Answer: past perfect, past

- Cruz checked off each item on the list as he threw it into the shopping cart. _____
- Tanya will compare the results after she enters the rest of the data. _____
- Once Anita had sliced the onions, she arranged them on a plate. _____
- Jake will have tried every entree on the menu if he orders the shrimp. _____
- I will see Seneca when she comes home at five. _____
- My mother has competed in a local marathon every year in the last decade. _____
- Rita had written down the wrong time, so she messed the meeting. _____
- So far, I have found only two words in your essay that are misspelled. _____
- Kelly drives an old car that her uncle gave her. _____
- Mary Lou is home sick, so I will give our presentation without her. _____

Practice B Revising Verb Tenses

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

Example: Lizzy practiced taking foul shots to improve her skill. (present perfect)

Answer: has practiced

- Lacey turned in her homework assignment a day before it was due. (past perfect) _____
- My brother traveled home from college by bus for semester breaks. (present) _____
- Brooke completed the graph before the beginning of class. (future perfect) _____
- Your determination to achieve your goals impresses me. (past) _____
- This grading period ends at the end of next week. (future) _____

Name _____ Date _____

THE FOUR PRINCIPAL PARTS OF VERBS

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

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

Present	Present Participle	Past	Past Participle
drive	driving	drove	(have) driven

Practice A Recognizing the Four Principal Parts of Verbs

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

Example: inspire, illustrated, catching (present participle)

Answer: catching; catch

- | | |
|---|--|
| 1. scoop, swimming, judged (past)
_____ | 6. produce, emerging, (have) welcomed (past participle)
_____ |
| 2. crumbling, (have) suggested, commute (present participle)
_____ | 7. prowl, absorbing, occurred (present participle)
_____ |
| 3. understanding, contrast, bluffed (past)
_____ | 8. screech, wrapping, (have) identified (past participle)
_____ |
| 4. allow, gathering, questioned (past)
_____ | 9. receiving, (have) advised, accept (present participle)
_____ |
| 5. attempting, (have) supported, waste (past participle)
_____ | 10. fluttered, improving, predict (present participle)
_____ |

Practice B Identifying the Four Principal Parts of Verbs

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

Example: Mr. Crane is recording the student presentations. (past)

Answer: recorded

- | | |
|---|-------|
| 1. The copperhead snake <u>slithered</u> toward the rock ledge. (present) | _____ |
| 2. The receptionist <u>greet</u> s the customers with a smile. (present participle) | _____ |
| 3. The cement truck <u>is pouring</u> concrete into wooden frames. (past) | _____ |
| 4. Concerned, the doctor <u>ordered</u> an X-ray of my sister's knee. (past participle) | _____ |
| 5. The lifeguards <u>have closed</u> the beach because of an incoming storm. (past) | _____ |
| 6. The chipmunks <u>were chasing</u> each other along the split-rail fence. (present) | _____ |
| 7. The students <u>debated</u> about the changes in the school dress code. (past participle) | _____ |
| 8. My grandparents <u>have driven</u> through every state in the country. (present participle) | _____ |
| 9. Billy <u>is helping</u> Mom take groceries into the house before dinner. (past) | _____ |
| 10. The community center <u>has installed</u> big-screen TVs in the game room. (present participle) | _____ |

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.

The chart below shows the principal parts of the regular verbs *feature*, *signal*, and *wrap*.

	Regular Verbs	Regular Verbs	Regular Verbs	Irregular Verbs	Irregular Verbs	Irregular Verbs
Present	feature	signal	wrap	run	choose	see
Past	featured	signaled	wrapped	ran	chose	saw
Past participle	(have) featured	(have) signaled	(have) wrapped	(have) run	(have) chosen	(have) seen

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. sleep | A. wrote |
| <u> </u> 2. forgive | B. caught |
| <u> </u> 3. write | C. forgave |
| <u> </u> 4. hide | D. rode |
| <u> </u> 5. make | E. hid |
| <u> </u> 6. pay | F. slept |
| <u> </u> 7. ride | G. made |
| <u> </u> 8. bite | H. bit |
| <u> </u> 9. buy | I. bought |
| <u> </u> 10. catch | J. paid |

Practice B Recognizing Principal Parts of Verbs in Sentences

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

Example: Angelo _____ his collection of baseball cards online.

Answer: sold

- Maya _____ the car door when she realized the keys were inside.
- I am _____ a surround-sound speaker system in our family room.
- Mrs. Jacobs _____ Adele that her paper is missing a title page.
- That helicopter _____ over the house several times in the last hour.
- Denise and I have _____ each other since we were toddlers.

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 give all six of the basic forms. Use the present participle to conjugate the progressive tense.

Practice A Writing Basic Forms of Verbs

Read each item. Then, write the verb and form indicated in parentheses.

Example: we _____ (fall, past perfect)

Answer: had fallen

1. I _____ (design, past)
2. he _____ (draw, present)
3. they _____ (teach, past perfect)
4. you _____ (create, future)
5. we _____ (write, present perfect)
6. they _____ (cost, past perfect)
7. he _____ (miss, present)
8. we _____ (spend, past)
9. it _____ (be, future perfect)
10. you _____ (speak, present perfect)

Practice B Writing Progressive Forms of Verbs

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

Example: We walk. (future perfect progressive)

Answer: We will have been walking.

1. We listen. (present perfect progressive) _____
2. I dream. (past progressive) _____
3. They prepare. (future progressive) _____
4. She enjoys lunch. (present progressive) _____
5. You leap. (past progressive) _____
6. We travel. (present perfect progressive) _____
7. It stops. (future perfect progressive) _____
8. You skate. (past perfect progressive) _____
9. He buys. (past progressive) _____
10. They exercise. (present perfect progressive) _____

Name _____ Date _____

PRESENT, PAST, AND FUTURE TENSE

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

Present	I listen, I am listening, I do listen
Past	I listened, I have listened, I had listened, I was listening, I have been listening, I had been listening, I did listen
Future	I will listen, I will have listened, I will be listening, I will have been listening

Practice A Identifying Tense in Present, Past, and Future

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

Example: Miriam will have forgotten by the time she gets home.

Answer: future perfect

- | | |
|--|---|
| <p>1. The boss <u>was training</u> Juan to use the forklift.
_____</p> <p>2. Harriet <u>did recognize</u> your efforts to help.
_____</p> <p>3. Dimitri <u>has been studying</u> since breakfast.
_____</p> <p>4. Elise <u>is attempting to</u> figure out the problem.
_____</p> <p>5. The students <u>applauded their</u> efforts.
_____</p> | <p>6. Jacob <u>will be arriving</u> by train in two hours.
_____</p> <p>7. The president <u>will introduce the</u> speaker soon.
_____</p> <p>8. Kimberly <u>does intend to</u> increase her donation.
_____</p> <p>9. The owner <u>had permitted us to</u> pick berries.
_____</p> <p>10. The house <u>appears to have</u> been abandoned.
_____</p> |
|--|---|

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

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

Example: I _____ mounting strips for the posters next week. (buy, future progressive)

Answer: I will be buying mounting strips for the posters next week.

- Craig _____ at the gas station on the way over. (stop, past emphatic)
- Nadine _____ dinner by now. (finish, future perfect)
- The tire _____ flat by the time I noticed it. (go, past perfect)
- Those books _____ on the mahogany bookshelf. (belong, present emphatic)
- I _____ you to Carmen's house. (follow, future progressive)
- The wind _____ all night long. (howl, past progressive)

Name _____ Date _____

SEQUENCE OF TENSES

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

See the examples below.

<p>went to the grocery store today, and I bought a gallon of milk.</p>
<p>I put the milk in the car, and then I drove home.</p>

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

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

Example: Lou will help you with your assignment if you will meet him in the library.

Answer: will help

1. I looked up and saw my brother standing over me. _____
2. Sal told me that Mr. Bosco will be arriving soon. _____
3. Dana added the vegetable oil after she measured it. _____
4. I wanted to attend the concert until I noticed the ticket price. _____
5. I have missed my best friend since she moved away. _____
6. Carol realized that she had forgotten her book in her locker. _____
7. Lisa called and asked for a ride home from work. _____
8. Please call the doctor's office and schedule an appointment. _____
9. We ran out of time, so we decided to go to the mall tomorrow. _____
10. Hank was upset that he had missed a call from his grandparents. _____

Practice B Correcting Errors in Tense Sequence

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

Example: Sally walks into the classroom and set down her purse.

Answer: sets

1. The rosebush blooms, and the flowers gave off a delicate, spicy scent. _____
2. The glass slips out of Janice's hand and hit the floor with a crash. _____
3. Jimmy looked out the door and spies a squirrel sitting on the steps. _____
4. After we arrived at the campground, we will check in at the office. _____
5. Jenny puts a stamp on the envelope and placed it in the mailbox. _____

Name _____ Date _____

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

In present time	Listening to the song, she hums along with the tune.
In past time	Listening to the song, she hummed along with the tune.
In future time	Listening to the song, she will hum along with the tune.

Practice A Identifying Simultaneous Events in Sentences*Read each sentence. Underline the verb forms that indicate simultaneous events in the sentence.***Example:** Hearing the subway trains roaring by, Julio patiently waits in line.**Answer:** Hearing the subway trains roaring by, Julio patiently waits in line.

- When Joanne does aerobics, she listens to the news.
- I know that Troy is visiting his cousins.
- While Angie gathered her hair into a ponytail, she looked for something to hold it.
- They paid attention as the instructor explained the lesson.
- The end of summer vacation is approaching, and I feel a bit sad.
- When my favorite song is on the radio, I always sing along.
- Christopher was carrying a bag of gifts as he strolled down the hallway to the celebration.
- As the announcements came over the loudspeaker, Danny hurried to his locker.
- While the preview clips played at the theater, Paige went to buy refreshments.
- When Lacey revised her essay, she used a red pen and correction fluid.

Practice B Completing Sentences About Simultaneous Events*Read each sentence. Then, using the line provided, complete the sentence by adding a verb to indicate a simultaneous event.***Example:** Dean _____ a part-time job and saves money to pay for his car insurance.**Answer:** has

- When I _____ a final goodbye to a friend who is moving, I cry.
- While Devon talked on the phone, he _____ ball with his dog.
- Stanley plays with his keys or jingles coins when he impatient. _____
- As the sun slowly _____ on the horizon, the lights of the city came on one by one.
- I watched Pamela as she _____ up the path to the picnic table.

Name _____ Date _____

SEQUENTIAL EVENTS

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

In present time	After she hears the song, she memorizes the lyrics.
In past time	After she heard the song, she memorized the lyrics.
Spanning past and future time	After she has heard the song, she will memorize the lyrics.

Practice A Identifying Sequential Events in Sentences

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

Example: If you see Sharon, will you ask her to stop by my house on her way home?

Answer: see

1. Terrance felt energized after he ran this morning.
2. Henry noticed that a tree had fallen during last night’s storm.
3. Rhoda bought a book about birds to help her identify the birds at her feeder.
4. Athena’s parents saw her expression and knew that she liked their gift.
5. You can find the most gas-efficient route if you get directions online.
6. Ruth was wondering why John felt upset, so she asked him if he wanted to talk.
7. Donna opened the pantry and saw that something had spilled on the shelf.
8. I will call the number on the bottom of the ad and make an appointment.
9. After you eat lunch, put your dishes in the dishwasher and wipe the table.
10. As soon as I fix this flat tire, I will be ready to eat dinner.

Practice B Revising Sentences to Indicate Sequential Events

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

Example: While washing the car, Ed saw a lizard run into the garage.

Answer: Before he washed the car, Ed saw a lizard run into the garage.

1. Singing, Karen left the room. _____
2. As the rain stopped, the sun came out. _____
3. Jumping on my lap, Lucky was whimpering. _____
4. Ed filled the bucket while I got the mop. _____
5. Hart ate a sandwich while he was studying. _____

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	Ralph washes his car weekly . Nate washes his car monthly .
Adverbial phrases	Al walks to school every day . Al jogs in the park twice a week .

Practice A Identifying Modifiers That Help Clarify Tense

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

Example: Judith’s cat had kittens this morning.

Answer: Judith’s cat had kittens this morning.

1. This evening, we are going to a fireworks display.
2. Suddenly, the lights flickered and then went out.
3. We eat dinner together as a family daily.
4. Once in a while, I make a bowl of hot cereal.
5. Never do I miss an opportunity to go golfing.
6. I always drink water with my meals.
7. By next week, I will have saved enough money to buy a new pair of boots.
8. My brother texts me often with updates about what he’s doing at college.
9. Diane occasionally invites me to go out for brunch on Saturday.
10. Every evening, I watch police mysteries, and then I can’t sleep.

Practice B Recognizing Modifiers That Help Clarify Tense

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

often	recently	rarely	every morning	within a month	after dark
-------	----------	--------	---------------	----------------	------------

1. Josie rarely forgets anyone’s name.
2. The deer come out to feed _____.
3. I take a long, hot shower _____.
4. I _____ misplace my keys.
5. She expects to have a new job _____.
6. Sophia _____ read that book.

USING THE SUBJUNCTIVE MOOD

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

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

Imperative Mood	Subjunctive Mood
I was at the store.	If I were you, I would choose red.
Everyone is prepared for class.	The teacher asks that everyone be prepared for class.
He delivers his speech from the podium.	I suggested that he deliver his speech from the podium.

Practice A Identifying the Subjunctive Mood

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

Example: The administrator prefers that no one skip this meeting.

Answer: subjunctive

- | | |
|---|---|
| <p>1. <u>Walk</u> faster!</p> <p>_____</p> | <p>6. Do you <u>recognize the</u> girl in the corner?</p> <p>_____</p> |
| <p>2. The charity <u>asked us</u> to donate used phones.</p> <p>_____</p> | <p>7. If Dakota <u>were</u> here, he would know!</p> <p>_____</p> |
| <p>3. If the bank <u>were open</u>, I'd cash my check.</p> <p>_____</p> | <p>8. Pam wishes that she <u>were here</u> today.</p> <p>_____</p> |
| <p>4. Greg suggests that she <u>drive separately</u>.</p> <p>_____</p> | <p>9. Beth proposed that J.J. <u>lead the</u> meeting.</p> <p>_____</p> |
| <p>5. It <u>is</u> important to be home by three.</p> <p>_____</p> | <p>10. <u>Walk</u> the dog before you go to bed.</p> <p>_____</p> |

Practice B Recognizing Subjunctive Verbs

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

Example: If I were less annoyed, I might be more patient.

Answer: were

- | | |
|---|-------|
| 1. If Katina were to stop wasting time, we could finish the project and relax. | _____ |
| 2. If he isn't feeling better, Ronnie may suggest that Lee take his place. | _____ |
| 3. The director requested that the cast be assembled for a meeting in an hour. | _____ |
| 4. Jacqueline wished her brother were kinder to her. | _____ |
| 5. The local paper requires that letters to the editor be short and to the point. | _____ |

Name _____ Date _____

AUXILIARY VERBS THAT EXPRESS THE SUBJUNCTIVE MOOD

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

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

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

Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood

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

Example: If you would lend me your book, I would return it quickly.

Answer: would

- Kyle would be helpful if he were not so distracted. _____
- Your sister would stop complaining if you would help do the chores. _____
- If we should need help piling the lumber, would you give us a hand? _____
- You could go surfing if the ocean were not so calm. _____
- If Jamaal could be more dependable, I would rely on him. _____

Practice B Supplying Auxiliary Verbs to Express the Subjunctive Mood

Read each sentence. Then, rewrite the sentence, using an auxiliary verb.

Example: The bikes could be stored in the garage if there were room.

Answer: The bikes could be stored in the garage if there should be room.

- If I were to buy a new car, I'd buy a red sports car.

- Mark would copy his notes for me if I were absent.

- If I were to learn to golf, I'd be good at it. _____
- If he were to arrive on time, I'd be shocked. _____
- I'd see you if you were to stop by before I go to work.

- We'd be hungry before dinner if we were to eat now.

- If Coach were to schedule practice later, I could stay.

- I would make more lemonade if he were still thirsty.

Name _____ Date _____

ACTIVE AND PASSIVE VOICE

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

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

Active voice	Derek attended the surprise party.
Passive voice	The surprise party was attended by Derek.

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: Lindsay worked an eight-hour shift.

Answer: AV

- | | |
|---|--|
| 1. The raccoon <u>scampered</u> into the woods. _____ | 6. The artwork <u>is being exhibited</u> by Ty. _____ |
| 2. The song <u>was sung</u> by Alicia. _____ | 7. Penguins <u>live</u> in polar climates. _____ |
| 3. The house <u>was built</u> by James. _____ | 8. Clouds <u>floated</u> across the blue sky. _____ |
| 4. Mrs. Steiner <u>traveled</u> to Spain. _____ | 9. The windows <u>were washed</u> by Jake. _____ |
| 5. Dante <u>paced</u> across the floor. _____ | 10. The violin <u>is being played</u> by Carlos. _____ |

Practice B Rewriting as Active Voice

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

Example: Tomatoes were picked by Phoebe.

Answer: Phoebe picked tomatoes.

- | |
|---|
| 1. The shrubs were planted by George. _____ |
| 2. It was bought by my Aunt Clarissa. _____ |
| 3. A big sign was installed by the township. _____ |
| 4. Carrots for the soup were chopped by the cook. _____ |
| 5. The meeting was arranged by the manager. _____ |
| 6. A shopping list was written by my mother. _____ |
| 7. Their singing was applauded by the audience. _____ |
| 8. The brochure was illustrated by an artist. _____ |
| 9. The mail was set on the counter by Theresa. _____ |
| 10. Work boots were arranged in a display by Joe. _____ |

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.

Angela was escorted to her seat.
The sponsors of the performance were listed in the program.

Practice A Recognizing the Performer of an Action

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

Example: The buckskin mare drank water from the trough.

Answer: The buckskin mare

1. Harry was introduced to the family by my grandmother. _____
2. Kay was spoken to by the bank teller. _____
3. An alligator swam across the brackish swamp. _____
4. David ordered the grilled cheese platter. _____
5. The baseball was hit out of the stadium by Frank. _____
6. The walls were being painted by a contractor. _____
7. Marissa plucked a flower and stuck it behind her ear. _____
8. Waves crashed against the rickety dock. _____
9. The proposal was presented by a team of engineers. _____

Practice B Using Active Voice

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

Example: Jude and Art—planned

Answer: Jude and Art planned to attend the same college.

1. two mallard ducks—swam _____
2. clusters of tomatoes—ripened _____
3. cars—filled _____
4. Vic—parked _____
5. the heron—swooped _____
6. gravel—skittered _____
7. hats of all sizes—filled _____
8. the chef—carved _____
9. Mitchell—dove _____
10. the cows—munched _____

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>He</u> lost his backpack.
Objective — me; you; him, her, it; us, them	The teacher gave <u>her</u> the book.
Possessive — my, mine; your, yours; his, her, hers, its; our, ours; their; theirs	The bike is <u>mine</u> .

Practice A Identifying Pronouns

Read each sentence. Then, underline each pronoun.

Example: They went on a picnic.

Answer: They went on a picnic.

1. Give them the answer.
2. Our younger sister surprised us.
3. Your short story is more interesting than mine.
4. Your essay is very well written.
5. His boat must be repaired.
6. They are not pleased with the report.
7. Their e-mail explained the situation clearly.
8. The fault is completely mine.
9. We wanted to supply them with enough material for the project.
10. Our teacher reminded us about the due dates.

Practice B Labeling Pronouns

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

Example: Send them the package right away.

Answer: objective

1. The famous writer is my best friend. _____
2. We are responsible for dealing with the crisis. _____
3. The debater responded to her objection quickly. _____
4. The company published its annual report. _____
5. The doctor gave her the necessary medical information. _____
6. Harris will feed and walk our dog today. _____
7. The librarian answered their questions during the meeting. _____
8. She is the best person for the job. _____
9. Marilyn told us not to worry about the decision. _____
10. The rabbit was able to jump out of its pen. _____

Name _____ Date _____

THE NOMINATIVE CASE IN PRONOUNS

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

A nominative absolute consists of a noun or nominative pronoun followed by a participial phrase.

See the examples below.

Subject of a verb	<u>He</u> is a terrific pianist.
Predicate nominative	The winners were <u>he</u> and <u>they</u> .
Nominative absolute	<u>She</u> being the winner, the judges congratulated her.

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then circle any nominative pronouns.

Example: They repaired the car motor before the race.

Answer: They repaired the car motor before the race.

- | | |
|---|--|
| 1. My favorite art teacher is she. | 6. It having been filled, I applied for another job. |
| 2. You must attend the meeting in place of Liu. | 7. You are the favorite candidate to win this year. |
| 3. It was the best presentation made in class. | 8. She and I can finish the interview by then. |
| 4. They are the musicians for tonight. | 9. He is a member of our committee. |
| 5. Sarah and he made the posters, and Liam and I photographed them. | 10. The police officer getting a medal is he. |

Practice B Labeling Pronouns

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

Example: We won't be able to attend the dance.

Answer: subject

- | | |
|--|-------|
| 1. Mr. Watson and <u>I</u> are addressing the city council tonight. | _____ |
| 2. <u>He</u> having researched his paper, the teacher praised his hard work. | _____ |
| 3. <u>You</u> and <u>he</u> must be in the counselor's office this afternoon. | _____ |
| 4. <u>They</u> are speaking at the ceremony tonight. | _____ |
| 5. <u>It</u> won't be the first time the elevator broke down. | _____ |
| 6. <u>They</u> and Ms. Stoner will be in charge of the meeting. | _____ |
| 7. <u>She</u> having rehearsed for the concert, the conductor then cancelled it. | _____ |
| 8. The fastest runner on the team is <u>he</u> . | _____ |
| 9. Mark, Sal, and <u>I</u> need help with the school newspaper. | _____ |
| 10. The judge, who was just appointed by the governor, is <u>she</u> . | _____ |

Name _____ Date _____

THE OBJECTIVE CASE

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

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

Objective Pronouns

Direct object	The employer hired <u>him</u> .
Indirect object	Friends sent <u>her</u> a birthday present.
Object of a preposition	Don't wave that branch above <u>him</u> .
Object of infinitive	We want to ask <u>her</u> a question.
Subject of infinitive	The store owner wanted <u>her</u> to work harder.

Practice A Identifying Objective Pronouns

Circle the objective pronoun or pronouns in each sentence.

Example: Jose asked them to stop yelling.

Answer: Jose asked them to stop yelling.

1. The man passed the newspaper between us.
2. You should tell him the correct information.
3. Frank mailed her a birthday gift.
4. The lawyer advised her to testify in court.
5. The teacher wanted them to be quiet.
6. The car accident seriously injured him.
7. My mother waved to me one last time.
8. The lost dog ran away from them.
9. My parents wanted me to call our aunt.
10. The teacher told them to take her along.

Practice B Labeling Objective Pronouns

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

Example: We drove her to the hospital.

Answer: direct object

1. Jim gave her the help that she needed. _____
2. John should sit next to them in the classroom. _____
3. The chef asked him to finish icing the cake soon. _____
4. The loud noise startled us on the street. _____
5. The employer gave her another chance to keep the job. _____
6. The coach encouraged them to practice more before the swim meet. _____
7. Tim asked him to arrive at the restaurant on time. _____
8. The hotel asked the tour guide and us for our passports. _____
9. His friends stood in front of him after the ceremony. _____
10. The angry driver asked her to leave the car. _____

Name _____ Date _____

THE POSSESSIVE CASE

Use the possessive case to show ownership.

my, mine	This dog is <u>mine</u> .
your, yours	<u>Your</u> suggestion is terrific.
his, her, hers, its	<u>His</u> decision is incorrect.
our, ours	<u>Our</u> friend won the prize.
their, theirs	The food supplies are <u>theirs</u> .

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

Contraction: You're the one who should judge the contest.

Possessive Pronoun: The teacher will answer your question now.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle any possessive pronouns.

Example: Her new coat is ruined.

Answer: (Her) new coat is ruined.

- Their complaints were taken seriously.
- I liked his review of the movie.
- Our vacation begins in two weeks.
- The students applauded their teacher.
- The colt galloped to its mother.
- The problem that must be solved is ours.
- The packages we received are theirs.
- The wounded animal fell on its side.
- Should we meet at your house or mine?
- My scholarship helps me go to school.

Practice B Recognizing Pronouns

From the choices in parentheses, write the correct pronoun to complete each sentence.

Example: Dan talked about (him, his) summer experiences in class.

Answer: his

- (Our, Us) school team won the tournament. _____
- Should I bring (your, you're) costume to the theater? _____
- Should I revise (mine, my) résumé before the interview? _____
- The company answered (its, it's) critics honestly. _____
- The plan to reorganize the class committee is (her, hers). _____
- I broke (my, mine) leg while skateboarding in the park. _____
- The children jumped into (their, theirs) parents' arms. _____
- (They're, Their) reasons for moving don't make sense to me. _____
- (Our, Ours) trip will include a visit to the beach. _____
- Jeremy wanted (him, his) photograph to be in the yearbook. _____

Name _____ Date _____

USING WHO AND WHOM CORRECTLY

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

Study the examples below.

Case	Pronouns	Use in Sentences
Nominative	Who, whoever	Who answered the ad? (subject) The speaker is who? (predicate nominative)
Objective	Whom, whomever	Charlie asked whom they wanted. (direct object) To whom are we sending the card? (object of preposition)

Practice A Identifying Pronouns

Underline the pronoun or pronouns in each sentence.

Example: With whom are you planning the party?

Answer: With whom are you planning the party?

1. Whoever requested this will get a copy.
2. To whom did Sheila complain about the noise?
3. We weren't sure who yelled for help.
4. With whom is Mark traveling this summer?
5. Give this book to whomever you wish.
6. Who will attend the awards ceremony with Betsy?
7. Whom should I question about the report?
8. She is a performer who is always remarkable to see.
9. Whoever wrote this report, please get in touch with me.
10. The winner of the award is who?

Practice B Labeling Pronouns

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

Example: Who will be our candidate in the election?

Answer: nominative

1. Everyone knows who is the best writer on the newspaper. _____
2. To whom did you send an e-mail about the event we planned? _____
3. With whom did you attend the concert? _____
4. Whom should we thank for preparing this brunch? _____
5. Please answer whoever asked the question from the audience. _____
6. Who addressed this package to the wrong customer? _____
7. Send this box to whomever the shipping department requested. _____
8. With whom did you study? _____
9. Mr. Jones will hire whoever needs a job now. _____
10. This book is dedicated to whom? _____

Name _____ Date _____

PRONOUNS IN ELLIPTICAL CLAUSES

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

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

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

Words Omitted Before Pronoun: The noise bothered Sam more than **me**.
The noise bothered Sam more than [it bothered] me.

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

Words Omitted After the Pronoun: She enjoyed the play as much as **I**.
She enjoyed the play as much as I [did].

Practice A Identifying Elliptical Clauses

Read each sentence. Underline the elliptical clause.

Example: Sally is as talented as I.

Answer: Sally is as talented as I.

- 1. You complained to Ron more than me. 6. Josh goes swimming with Fran more than me.
- 2. She is as committed to the cause as I. 7. Tad worked with Ellen more than me.
- 3. Ben likes going to movies more than I. 8. Cleo is as experienced a writer as she.
- 4. Tim called John more than me. 9. Lonnie encouraged Linda more than me.
- 5. Mom is more worried about it than I. 10. Chen wanted the puppy more than I.

Practice B Labeling Pronouns in Elliptical Clauses

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

Example: Mia plays the piano more than I.

Answer: Mia plays the piano more than (I) nominative

- 1. Len's sister enjoys running more than he. _____
- 2. Sarah is smarter than she. _____
- 3. I am not as pleased with the group report as she. _____
- 4. You shared more of your art supplies with Meg than me. _____
- 5. Rene is better organized than I. _____
- 6. Hannah spent more time with Claire than me. _____
- 7. That runner is as tired as I. _____
- 8. Olivia directed more attention to Thomas than me. _____
- 9. Dino is much better at tennis than I. _____
- 10. You visited your brother more than me. _____

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

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 *tooth* or *woman*, form the plurals irregularly: *teeth, women*.

This chart shows the different forms of personal pronouns used as subjects.

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

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

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

Verbs That Are Always Singular		Verbs That Can Be Singular or Plural	
(he, she, Bill) walks (he, she, Bill) has walked (I) am	(he, she, Bill) is (I, he, she, Bill) was	(I, you, we, they) walk (I, you, we, they) have walked	(you, we, they) are (you, we, they) were

Practice A Identifying Number in Nouns, Pronouns, and Verbs

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

Example: leaves

Answer: plural

- | | |
|---------------------|----------------------|
| 1. mice _____ | 5. discovery _____ |
| 2. oxen _____ | 6. we _____ |
| 3. were _____ | 7. have paused _____ |
| 4. has thrown _____ | 8. is _____ |

Practice B Labeling Nouns, Verbs, and Pronouns

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

Example: They have practiced every day.

Answer: plural

1. We have studied about that artist in class. _____
2. Billy was concerned about his sick dog. _____
3. I am sending you my application form today. _____
4. They were involved in solving the mystery. _____
5. All the children were swimming in the community pool. _____
6. He jumps on the trampoline in gym class. _____

Name _____ Date _____

SINGULAR AND PLURAL SUBJECTS

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

Singular Subject and Verb	Plural Subject and Verb
The scientist works in the lab.	The scientists work in the lab.
Linda is looking for her dog.	The twins are looking for their dog.
Beth was cleaning her room.	The sisters were cleaning their room.
The bank has closed that branch.	The banks have closed those branches.

Practice A Identifying Singular and Plural Subjects

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

Example: The writer is always working.

Answer: The writer is always working. S

- The wild elephants stampeded across the plains. _____
- The campers weren't happy about the long hike in the park. _____
- The local newspaper is offering internships this summer. _____
- The community leaders complained about the new law. _____
- Those oxen were transferred to a farm last week. _____
- Asia is the site of many early civilizations. _____
- I will nominate Eva as class president. _____
- Those wristwatches are very valuable. _____

Practice B Identifying Singular and Plural Subjects and Verbs

Read each sentence. Then, rewrite the sentence, underlining the subject and using the correct form of the verb in parentheses.

Example: They (is, are) moving on Saturday.

Answer: They are moving on Saturday. _____

- My sister (live, lives) in the Pacific Northwest.

- The forest rangers (has, have) posted warnings about leaving campfires unattended.

- Friends (was, were) planning a surprise party for Ms. Marks.

- All summer the geologist (has, have) been studying the rocks in that area.

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 **school** and a **playground** **have** opened.

Two Plural Subjects:

Schools and **playgrounds** **have** opened.

Singular Subject and Plural Subject:

Two **schools** and a **playground** **have** opened.Two or more singular subjects joined by *or* or *nor* must have a singular verb. **Snow** or **sleet** **is** **expected** this weekend.Two or more plural subject joined by *or* or *nor* must have a plural verb. Neither the **mayors** nor **governors** **are** **attending** the conference.If a singular subject is joined to a plural subject by *or* or *nor*, the subject closest to the verb determines agreement.Neither the **musician** nor his **fans** **look** pleased. Neither the **fans** nor the **musician** **looks** pleased.**Practice A Identifying Compound Subjects***Read each sentence. Underline the compound subject in the sentence.***Example:** The strawberries and plums are used to make jam.**Answer:** The strawberries and plums are used to make jam.

- The girl and her cat love fish.
- The musicians and their instruments have arrived safely.
- Either a dog or several puppies are featured in the commercial.
- Neither the washing machines nor the television is out of order today.
- Salads and fresh berries have been added to the cafeteria menu.
- Frogs or toads live in that pond.
- A light or a beacon is flickering in the distance.
- Both the chairs and the tables were sold at the auction.
- Her essays and novel are being published next year.
- Neither the library nor the community center is hiring new workers.

Practice B Identifying Singular and Plural Verbs*Read each sentence. Circle the form of the verb that agrees with the compound subject.***Example:** The cod and the salmon (is, are) fresh today.**Answer:** The cod and the salmon (is, are) fresh today.

- The historic building and the museums (is, are) highlights of the trip.
- Neither the reporter nor the cameramen (has, have) worked here before.
- A young boy or girl (is, are) right for that role.
- John and Maria (practice, practices) in the gym every weekend.
- Anna and her sisters often (visit, visits) this store during their vacation.
- The beach chair and towel (is, are) full of sand.

CONFUSING SUBJECTS

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

EXAMPLE: In the pond **are** many beautiful **fish**. REARRANGED: Many beautiful **fish are** in the pond.
 EXAMPLE: Where **are** my **friends**? REARRANGED: My **friends are** where?

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

EXAMPLES: Here **is** the **package** you ordered. There **are** warm **blankets** in the closet.

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

EXAMPLE: The students are my only concern.

Practice A Identifying Singular and Plural Subjects

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

Example: Here are the new books.

Answer: Here are the new books. P

- | | |
|--|---|
| 1. Near the road is a winding path. | 6. At the top of the tree is the new bird's nest. |
| 2. There is the map for the trip. | 7. Behind the barn is the pasture. |
| 3. Who are the people in the auditorium? | 8. Where are the best restaurants in town? |
| 4. There is the new computer screen. | 9. Those stores are the main source of income. |
| 5. Why are the babies still crying? | 10. How soon will he meet us at the pool? |

Practice B Identifying Singular and Plural Verbs

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

Example: Who (is, are) the players in the starting lineup?

Answer: Who are the players in the starting lineup?

1. There (is, are) a list of historic sites in the region.

2. Behind the school parking lot (is, are) the storage area.

3. Why (was, were) the abandoned cars left here?

4. These video images (is, are) a work of art to me.

5. Here (is, are) old books you need for the report.

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: **John** stored **his** luggage in the locker.
The **students** were surprised by **their** test results.

Use a singular personal pronoun when two or more singular antecedents are joined by *or* or *nor*. Neither Sarah **nor** Mary will talk to **her** brother.

Use a plural personal pronoun when two or more antecedents are joined by *and*.
Mike’s brother **and** sister brought **their** dog to the park.

Use a plural personal pronoun if any part of a compound antecedent joined by *or* or *nor* is plural. Either the **police officers** or the **witness** should give **their** testimony.

Practice A Identifying Personal Pronouns

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

Example: The boy lost his way in the new school.
Answer: The boy lost his way in the new school.

- | | |
|--|--|
| 1. Neither Bill nor Sal had his assignment. | 6. Wes and Dave misread their map. |
| 2. Ms. Jenkins always returns her library books on time. | 7. Either the actress or the actors will discuss their last interview. |
| 3. The dog barked at its owner in the store. | 8. The band was famous before it broke up. |
| 4. Neither the reporter nor the candidates had their statements ready. | 9. The customers enjoyed their food in the newly opened restaurant. |
| 5. The dog lost its leash when it ran. | 10. The helpers were thanked for their work. |

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: Mary lost (her, his) invitation to the party.
Answer: her

- | | |
|---|-------|
| 1. Either Bob or his dad will bring (his, their) bike to be repaired. | _____ |
| 2. Beth will talk about (her, his) photograph in class. | _____ |
| 3. Neither Stan nor his cousins can drive (his, their) car today. | _____ |
| 4. The bird pecked at the food in (his, its) cage. | _____ |
| 5. The mayor praised the volunteers for (her, their) help. | _____ |
| 6. Ava and Kate mailed a letter to (her, their) parents. | _____ |

AGREEMENT WITH INDEFINITE PRONOUNS

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

Use a plural personal pronoun when the antecedent is a plural indefinite pronoun. EXAMPLE:
Many of the workers complained about **their** boss.

Use a singular personal pronoun when the antecedent is a singular indefinite pronoun. EXAMPLE:
Each of the girls will practice **her** part in the dance.

Practice A Identifying Pronouns

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

Example: Most of the customers expressed their displeasure.

Answer: Most of the customers expressed their displeasure.

1. All of the tennis stars played their best in the game.
2. Some of the actors forgot their lines.
3. One of the mothers talked to her young son.
4. All of the musicians cleaned their instruments.
5. Most of the dogs waited patiently for their baths.
6. Each of the sailors went to his post.
7. Most of the donated food retained its freshness.
8. Each of the actresses tried on her costume today.
9. Some of my friends brought their favorite music to the party.
10. A few of the little girls couldn't find their toys in the nursery school.

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 teachers will talk with (his, their) students.

Answer: All of the teachers will talk with (his, their) students.

1. Just one of the male singers forgot (his, their) part.
2. Most of the fathers watched (his, their) children practice soccer.
3. All of the grandmothers were pleased with (her, their) gifts.
4. Many of the police officers praised (their, his) new police chief.
5. Some of the reporters carried (his, their) voice recorders.
6. Each of the boys will read (his, their) original story out loud.
7. One of the girls brought two copies of (her, their) application to school.
8. All of the doctors spoke to (his, their) patients.
9. Only one of the boys played outside with (his, their) football.
10. All of the girls talked to (her, their) soccer coach before the game.

Name _____ Date _____

AGREEMENT WITH REFLEXIVE PRONOUNS

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

EXAMPLES: **Olga** made that dress **herself**.
They helped **themselves** to the free food.
 The **dog** found **itself** in a strange neighborhood.

Practice A Identifying Reflexive Pronouns

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

Example: She will improve herself by taking that course.


Answer: herself

1. I washed the dishes myself. _____
2. The boy enjoyed himself at the game. _____
3. The dancers considered themselves to be beginners. _____
4. Olga believed herself to be a wonderful writer. _____
5. The dog took care of itself when it was lost. _____
6. In his speech the winner praised himself. _____
7. My brothers finished building the tree house themselves. _____
8. The winning team members looked at themselves and smiled. _____
9. The singer composed that new song himself. _____
10. My sister and I congratulated ourselves on our achievement. _____

Practice B Identifying Reflexive Pronouns and Their Antecedents

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

Example: The athlete balanced herself on the trampoline.

Answer:  The athlete balanced herself on the trampoline.

1. The driver found herself lost in the unfamiliar town.
2. The doctor looked for the test results herself.
3. The children laughed at themselves during the play.
4. David proved himself a success.
5. The new cook showed himself to the kitchen.
6. You should e-mail the new pictures of yourself.
7. Uncle Mike rebuilt the car motor himself.
8. The successful musician was proud of herself.
9. My relatives planned the special family dinner themselves.
10. Lea and Anna will write a new musical for themselves.

Name _____ Date _____

VAGUE PRONOUN REFERENCES

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

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

Reference: The house had heating and plumbing issues. **These** concerned us.

Rewritten: The house had heating and plumbing issues. **These problems** concerned us.

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

Reference: In the newspaper, **it** quoted our governor’s speech.

Rewritten: In the newspaper, **an article** quoted our governor’s speech.

Practice A Identifying Vague Pronoun References

Read each sentence. Then, underline the vague pronoun.

Example: They brought their purchases back to the store.

Answer: They brought their purchases back to the store.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Brady is a nervous person, and it shows when he meets people. 2. My friends can’t go swimming if they won’t open the community pool. 3. Mattie won the prize, and this is why she is proud. 4. Maria polished everything, but they still looked dirty. | <ol style="list-style-type: none"> 5. You must pass certain tests to get a driver’s license. 6. The bus waited in traffic, and that annoyed everyone. 7. In most comic books, these are colorful. 8. Throughout the community meeting, they were rude. |
|--|--|

Practice B Correcting Vague Pronoun References

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

Example: I don’t know much about music, but they say it makes a person smarter.

Answer: I don’t know much about music, but experts say it makes a person smarter.

1. The computers are broken, and they didn’t repair them in time.

2. When the market closed, they complained to the manager.

3. The chef picked produce from his garden, and these improved the dinner.

4. To complete the class project, you will have to work after school this week.

5. On the can, it didn’t list all the ingredients.

Name _____ Date _____

AMBIGUOUS PRONOUN REFERENCES**An ambiguous pronoun refers to more than one antecedent in a sentence.**Ambiguous Reference: Frank e-mailed Sam before **he** left school.Clear: Frank e-mailed Sam before **Sam** left school.

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

Ambiguous Reference: Brenda asked Lea to walk her dog, but **she** said that she couldn't.Clear: Brenda asked Lea to walk her dog, but **Lea** said that she couldn't.**Practice A Identifying Ambiguous Pronoun References***Read each sentence. On the line provided, write the ambiguous pronoun.***Example:** Claire ordered a blouse from the catalogue, but it was lost.**Answer:** it

- Whenever Mark meets Frank, he is always late. _____
- My father tried talking to my brother, but he didn't answer. _____
- Louise and Sally went shopping, and she lost her bag. _____
- Whenever Kristen works with Eva, she becomes upset. _____
- The customer called the manager, and he was concerned. _____
- Amanda threw the spoiled food in the trash can and forgot about it. _____

Practice B Correcting Ambiguous Pronoun References*Read each sentence. Then, rewrite it on the line provided, correcting the use of ambiguous pronouns.***Example:** Frank told Drew about the new book he read last week.**Answer:** Frank told Drew about the new book Frank read last week.

- The lawyer informed the client about the problems he had discovered.

- When my father and older brother visit, he always enjoys himself.

- After Beth bought a new coat for Karen, she decided to return it.

- When Ken asked his uncle if he needed help walking his dog, he said that he could do it himself.

- While Aunt Marian and my mother went to the museum, she said that she would buy both tickets herself.

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: Mr. Mullen forgot his computer at the store. He meant to go back right away, but then he got distracted by his son and a game of baseball. When he went back and looked, **it** was lost.

Correct: Mr. Mullen forgot his computer at the store. He meant to go back right away, but then he got distracted by his son and a game of baseball. When he went back and looked, **his computer** was lost.

Practice A Identifying Distant Pronoun References*Read each sentence. Underline the distant pronoun.*

Example: Marty looked for his keys. He looked under the bed and found his shoes. He looked on his desk and found the paper that was due yesterday. He asked his mother for help. His mother didn't know where they were either.

Answer: they

1. The artist was working on some sketches when he decided he needed to eat lunch. He left the windows of the studio open. While he was at lunch, a storm came through and rain pelted down. They were ruined.
2. We planned our vacation carefully, but our plane was delayed, the hotel lost our reservation, and the car broke down. It was ruined.
3. The recipe called for many ingredients. All the ingredients had to be fresh. All the fruit had to be chopped. The cream had to be whipped by hand. It took a long time to prepare.

Practice B Correcting Distant Pronoun References*Read each passage. Then, rewrite it to correct a distant pronoun reference.*

Example: Louise found the family album several weeks ago. The dust made her sneeze for hours. It needed repair.

Answer: Louise found the family album several weeks ago. The dust made her sneeze for hours. The album needed repair.

1. The hero in the novel frees the village. The village has a feast, and the women dance. He looks for the missing treasure.

2. Sal designed the colorful posters for the school dance. Then, Sal blew up balloons and set out some chairs. Sal will design them next year, too.

3. The missing dog was found. All the neighbors helped to look, even grouchy Mr. Wendt, who had never been kind to me. It is safe now.

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.

Adjective			Adverb		
Positive	Comparative	Superlative	Positive	Comparative	Superlative
cold	colder	coldest	coldly	more coldly	most coldly
bountiful	more bountiful	most bountiful	bountifully	more bountifully	most bountifully
good	better	best	well	better	best

Practice A Identifying the Use of Comparison

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

Example: My sister is proud of the story she wrote.

Answer: My sister is proud of the story she wrote. adjective

- They worked more diligently than the adults. _____
- Martha's grades are satisfactory. _____
- The storm blew fiercely across the plains. _____
- Your dress for the play is most beautiful. _____
- Ted acted more casually than Leo. _____
- The scientist talked most humbly. _____

Practice B Identifying the Degree of Comparison

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

Example: This test is the hardest of all.

Answer: superlative

- I think that is a better suggestion than the other one. _____
- Ed is happiest when he's working hard on his car. _____
- The skaters moved most gracefully about the rink. _____
- Her shrill laugh bothered the other people watching the movie. _____
- Mark played basketball better today than ever before. _____

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:	clear	clearer	clearest
	wishful	more wishful	most wishful

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

EXAMPLES: industrious more industrious most industrious

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

EXAMPLES: silently more silently most silently

Practice A Identifying Comparative and Superlative Degree

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

Example: That building is taller than this one.

Answer: C

1. The sailboats are moving more gracefully today. _____
2. Len is the most skillful worker in the factory. _____
3. This new air conditioner runs more quietly than the old one did. _____
4. David is more willing to take part in class activities this year. _____
5. According to the news report, this is the toughest campaign ever. _____

Practice B Forming Regular Comparative and Superlative Degrees of Comparison

Read each sentence. Then, on the line provided, write the correct form of the modifier in parentheses.

Example: That movie has the _____ special effects. (marvelous — superlative)

Answer: That movie has the most marvelous special effects.

1. That player is the _____ member of our team. (competitive — superlative)
2. The actress smiled _____ and left the stage. (sweetly — superlative)
3. Exercising is _____ to your health than inactivity. (beneficial — comparative)
4. The days are _____ in the summer than in the fall. (long — comparative)
5. This has been the _____ summer in years. (warm — superlative)

Name _____ Date _____

IRREGULAR FORMS

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

IRREGULAR MODIFIERS

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

Practice A Identifying Irregular Comparative and Superlative Forms

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

Example: She will arrive later than usual.

Answer: She will arrive later than usual.

- The riders rode farther today than yesterday.
- I'll call you later about the project.
- There are more books waiting to be shelved.
- Sam's stew is less spicy than Sheila's recipe.
- He's the least interesting of all the candidates.
- All the students' essays need further revision.
- Ed's latest e-mail had all the information.
- The patient will be later than usual.
- This version of the play has the most revisions of all.
- This translation is worse than I thought.

Practice B Writing Irregular Modifiers

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

Example: Eva will do _____ work on her new song before the rehearsal. (far)

Answer: Eva will do further work on her new song before the rehearsal.

- That's the _____ problem that we have to solve on this committee. (bad)
- We have _____ volunteers than we need for the event. (many)
- That interview is the _____ source of information about the new mayor. (good)
- The baseball players arrived at practice _____ than usual. (late)
- Toni's grades have shown the _____ improvement this year. (much)

Name _____ Date _____

USING COMPARATIVE AND SUPERLATIVE DEGREES

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

COMPARATIVE: That writer is **more talented** than this one.
That cartoon is **sillier** than this one.

SUPERLATIVE: That writer is the **most talented** one in the group.
That cartoon is the **silliest** of all.

Practice A Identifying the Comparative and Superlative Degrees of Modifiers

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

Example: Dan swims slower than I do.

Answer: Dan swims slower than I do. C

- | | |
|--|---|
| <p>1. Lewis is the bravest soldier in the battalion. _____</p> <p>2. His horse gallops faster than mine. _____</p> <p>3. Fran is the most practical person in the group. _____</p> <p>4. Morgan is the strangest character in the novel. _____</p> <p>5. Those apple trees are the tallest trees in the orchard. _____</p> | <p>6. This <u>wool</u> sweater is much softer than that one. _____</p> <p>7. Mr. Morgan is the most generous contributor to the charity. _____</p> <p>8. Larry is the worst swimmer on the team. _____</p> <p>9. That is the tiniest baby bird in the nest. _____</p> <p>10. Stan is the humblest writer in the entire class. _____</p> |
|--|---|

Practice B Correcting Mistakes in Usage of Modifiers

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

Example: That story is most interesting than mine.

Answer: That story is more interesting than mine.

1. Henry is the more diligent worker of all on our team.

2. She wrote most magazine articles than her older brother last year.

3. That sofa is heaviest to carry than this one.

4. This pizza is tastiest than the one Joe made last week.

5. That stunt was the more reckless action of all.

Name _____ Date _____

USING LOGICAL COMPARISONS

Your sentences should only compare items of a similar kind.

UNBALANCED: **Ellen’s bike** is faster than June.

CORRECT: **Ellen’s bike** is faster than June’s.

UNBALANCED: The **speed of the train** is faster than the **car**.

CORRECT: The **speed of the train** is faster than the **speed of the car**.

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: Chuck was slower than any runner. (Chuck cannot be slower than himself.)

LOGICAL: Chuck was slower than any other runner.

Practice A Identifying Illogical Comparisons

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

Example: Tom is busier than any worker in the factory.

Answer: Tom is busier than any worker in the factory.

- | | |
|--|---|
| 1. My typing speed is faster than Ken. | 6. The sound of the bell is louder than the whistle. |
| 2. Anna sings better than anyone in the club. | 7. The strength of the steel beam is greater than the strength of the plastic beam. |
| 3. Kim’s tote bag is sturdier than Leo’s. | 8. That dog is friendlier than any dog in the kennel. |
| 4. Trudy’s puppy is friskier than Mike. | |
| 5. Larry is a better student than anyone in the class. | |

Practice B Writing Clear Comparisons

Read each sentence. Then, rewrite it to correct the unbalanced or illogical comparison.

Example: Judy’s van is smaller than Jan.

Answer: Judy’s van is smaller than Jan’s.

- The smell of this cake is sweeter than the apple pie.

- Our team has won more games than any team in the league.

- The success of that play is greater than the musical.

- Harry’s sketches are more skillfully drawn than Jim.

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: That painting looks perfectly straight on the wall.

CORRECT: That painting looks straight on the wall.

• Do not use an absolute modifier that overstates the meaning.

ILLOGICAL: Her approach is entirely unique.

CORRECT: Her approach is unique.

Practice A Identifying Absolute Modifiers

Read each sentence. Underline the illogical absolute modifier.

Example: Our decision to buy the house is totally final.

Answer: Our decision to buy the house is totally final.

1. Ted's answers were entirely wrong.
2. That new fashion look is most unique.
3. The two paintings look entirely identical.
4. The story turned out to be totally true.
5. My new class schedule is definitely final.
6. This easy recipe tastes very perfect.
7. All living things are perfectly mortal.
8. The animal's escape proved to be very fatal.
9. Space in the galaxy is perfectly infinite.
10. The scientist's theory was proved finally right.

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: That writer's opinion is perfectly wrong.

Answer: That writer's opinion is wrong.

1. I think you're dead wrong about that political issue.

2. David drew a most unique cover for the brochure.

3. The careless driver drove most straight into the ditch.

4. I think the new sofa looks most wrong in that corner of the room.

5. The runner completed an absolutely perfect race and won first prize.

Name _____ Date _____

RECOGNIZING DOUBLE NEGATIVES

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

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

Double Negative	Corrections
We don't have no dogs.	We don't have any dogs. We have no dogs.
She hadn't nothing to do.	She had nothing to do. She hadn't anything to do.

Practice A Identifying Double Negatives

Read each sentence. Then, underline the double negative.

Example: The tailor didn't repair no suit.

Answer: The tailor didn't repair no suit.

- | | |
|--|--|
| 1. They haven't received no help yet. | 6. The volunteer didn't ask for nothing. |
| 2. Kenny don't have no money for presents. | 7. She don't never respond to my letters. |
| 3. They didn't follow no directions. | 8. The hotel isn't nowhere on this map. |
| 4. Mr. Mills didn't want no reward. | 9. Bill didn't invite no friends to his party. |
| 5. The close friends didn't have no fight. | 10. Wouldn't you not reconsider your answer? |

Practice B Revising Sentences to Correct Double Negatives

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

Example: I haven't got no time to study for the exam.

Answer: I haven't got any time to study for the exam.

- The tired hikers didn't have no water left.

- The store manager hasn't no reason to refuse his employee's request.

- The messenger can't bring none of the supplies you wanted.

- The photographer never had no trouble with her camera before.

- The villagers hadn't no warning about the disastrous flood.

FORMING NEGATIVE SENTENCES CORRECTLY

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

- Use only one negative word in each clause in a sentence.

Double Negative: They didn't have no fun at the school party.
 Preferred: They didn't have fun at the school party.

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

Double Negative: There wasn't but one correct answer.
 Preferred: There was but one correct answer.
 There was only one correct answer.

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

Double Negative: We didn't have scarcely enough time to finish the test.
 Preferred: We had scarcely enough time to finish the test.
 We didn't have enough time to finish the test.

Practice A Identifying Double Negatives

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

Example: There wasn't hardly enough water in the lake.

Answer: There wasn't hardly enough water in the lake.

1. They hadn't but one route to travel across the mountains.
2. The run-down building hadn't hardly two windows left.
3. The teacher never had no complaints about her students.
4. The young children weren't scarcely able to reach the seats of the swings.
5. The detective never had none strong clues to solve the crime.

Practice B Revising Sentences to Avoid Double Negatives

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

Example: The students hadn't but two days left before final exams.

Answer: The students had but two days left before final exams.

1. The swimmers hadn't barely enough room in the crowded pool.

2. The Millers didn't want nothing to do with their noisy neighbors.

3. The audience couldn't hardly hear a word the actors said.

4. The city council hadn't but two ways to approach the problem.

5. The angry tenants still haven't heard nothing from their landlord.

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 that use negative words to create understatement:

They were **not uninterested** in the plot.
We were **scarcely unconcerned** about the problem.

Practice A Identifying Understatement

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

Example: We did not dislike the director's new movie.

Answer: We did not dislike the director's new movie.

- Her editorial isn't completely uninteresting.
- We didn't find his excuse totally unbelievable.
- Her intentions weren't misunderstood by the others.
- The candidate's motives didn't go unrecognized.
- The scientists' research wasn't considered unimportant.
- The students' contributions weren't unappreciated by the faculty.
- The fans' reaction to the music star wasn't understated by any means.
- Going on a vacation this year isn't really unthinkable.
- Completing the highway by next spring is not impossible.
- Winning that prize for one's first novel is not unheard of.

Practice B Using Negatives to Create Understatement

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

Example: Her answer is important.

Answer: Her answer is not unimportant.

- We are hopeful about increasing the city budget for next year.

- The chef's hard work was appreciated by the diners.

- I estimated the difficulty of this assignment.

- The students did understand the teacher's directions for taking the test.

- Matt was apologetic for breaking Ms. Simon's car window.

Name _____ Date _____

COMMON USAGE PROBLEMS

Study the following examples of common usage problems.

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

Incorrect: He **ain't** going to the auditorium. Correct: He **is not** going to the auditorium.

Among, between:

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

EXAMPLES: The teacher divided the books **among** all the classes.
I will ride my bike **between** those two towns.

Different from; different than:

Incorrect: Her ideas are very **different than** mine. Correct: Her ideas are **different from** mine.

Farther, further:

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

EXAMPLES: He must run **farther** to win the race. We must talk **further** about the problem.

Like, as:

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

Incorrect: The girl looked **like** she was tired. Correct: The girl looked **as if** she was worried.

Practice A Recognizing Usage Problems

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

Example: Her opinions are (different from, different than) mine.
Answer: Her opinions are (different from), different than) mine.

1. That (ain't, is not) the correct answer to my question.
2. We must drive much (farther, further) along this highway before dark.
3. The play is (different from, different than) the one we saw last year.
4. The actor looks (like, as if) he prepared for his role.
5. Can you examine the lab results (farther, further)?

Practice B Revising Sentences to Correct Usage Problems

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

Example: The children ain't going to the playground this afternoon.
Answer: The children are not going to the playground this afternoon.

1. The scientist will do farther research. _____
2. They ain't growing a garden this year. _____
3. You need a space among the two words. _____
4. The petition circulated between the group. _____
5. Her drawing is quite different than mine. _____

Name _____ Date _____

USING CAPITALS FOR FIRST WORDS

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

DECLARATIVE: Our track team won the competition.

INTERROGATIVE: Who will write this article?

IMPERATIVE: Turn off the lights.

EXCLAMATORY: That’s a terrific idea!

- Capitalize the first word in interjections and incomplete questions.

INTERJECTION: Amazing! INCOMPLETE QUESTIONS: Where? What name?

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

Mark and I are the co-chairs.

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

Practice A Capitalizing Words

Read each sentence. Then, circle the word or words that should be capitalized.

Example: planning the class trip is fun.

Answer: planning the class trip is fun.

- | | |
|--|---|
| 1. boy! what a time! | 6. i forgot my history notebook on the bus. |
| 2. who will schedule the next meeting? | 7. how many people will be at the picnic? |
| 3. don’t park there. | 8. great! amazing! |
| 4. that’s an amazing movie! | 9. why not? who? |
| 5. watch out for that falling ice! | 10. the recycling center is open seven days a week. |

Practice B Rewriting Sentences, Using Correct Capitalization

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

Example: fred volunteered to train the dog for the show.

Answer: Fred volunteered to train the dog for the show.

- after reviewing his speech, Dan decided to rewrite it.

- what a terrific plan for the community art show!

- how many students will be able to attend the special assembly?

- our goal is to raise more money for the new school library.

- what? you mean we still don’t have a room for the next meeting?

Name _____ Date _____

USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: My brother said, “Don’t forget Mom’s birthday.”

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

EXAMPLE: “After we saw you,” Dan said, “we felt better.”

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: His teacher said that the student project was “a wonderful effort.”

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

Practice A Using Capitals in Quotations

Read each sentence. Circle the word or words that should be capitalized. If the sentence is correct, write correct.

Example: My friend said, “what time is the baseball game?”

Answer: My friend said, “what time is the baseball game?”

1. The guide said, “this museum was founded in 1895.” _____
2. My grandmother said that she was thrilled “by this wonderful gift.” _____
3. “when the train came into the station,” he said, “everyone got on board.” _____
4. Henry added, “those plants must be watered first.” _____
5. “after the snow stops,” she told us, “you can sled until dinner.” _____

Practice B Revising Sentences to Capitalize Quotations Correctly

Read each sentence. Then, rewrite the sentence, capitalizing the quotation correctly.

Example: The vet said, “please walk your dog every day.”

Answer: The vet said, “Please walk your dog every day.”

1. “when we visited the museum,” she said, “The exhibits amazed us.”

2. i remarked, “let’s appoint Alex the new editor of the school paper.”

3. the writer added, “you should all write at least one hour each day.”

4. Lydia remarked that she was pleased by “This astounding attendance.”

5. “during the horrible storm,” Mai said, “Everyone was terrified.”

USING CAPITALS FOR PROPER NOUNS

Proper nouns name specific examples of people, places, or things and should be capitalized.

- Capitalize each part of a person’s name even when the full name is not used.

EXAMPLES: Mary Jones A. E. Harding Ellen H. Frank

Capitalize geographical and place names. Some examples are:

Streets: Washington Place	Mountains: Bear Mountain
Towns and cities: Hopeville, Boston	Sections of a country: the Midwest
Counties and states: Kingston County, Maine	Bodies of water: Lake Mead
Nations and continents: Ireland, Africa	Monuments, memorials: Vietnam Memorial

- Capitalize words indicating direction only when they refer to a section of a country.

EXAMPLES: The class report is about the Northwest. The bus turns east here.

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

EXAMPLES: Tuesday, October 4; Bill of Rights; Columbus Day; Korean War

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

Practice A Identifying Proper Nouns

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

Example: We’ll reach Lake Ontario on Saturday.

Answer: We’ll reach Lake Ontario on Saturday.

1. Who attended the Constitutional Convention in Philadelphia?
2. Her cabin is in the foothills of the Rocky Mountains.
3. That map shows all the major rivers in Africa, Asia, and Europe.
4. Let’s drive south along Waverly Place until we reach Second Avenue.
5. The judges selected the winner of the Spring Music Show on Friday.

Practice B Capitalizing Proper Nouns

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

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

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

1. The great plains is a major geographical feature in the midwest. _____
2. lisa k. smith wrote to ken jones about her trip throughout scotland and ireland. _____
3. American troops suffered greatly at Valley Forge near philadelphia, pennsylvania. _____
4. The deepest lake in the united states is crater lake in oregon. _____
5. The rio grande and the st. lawrence river are in north america. _____

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 and proper nouns used as adjectives: Mayan temple, the Jefferson papers.

Capitalize a brand name when it is used as an adjective, but do not capitalize the common noun it modifies:
Work Hard sweatshirts.

Do not capitalize a common noun used with two proper adjectives: Park and Madison avenues.

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

Practice A Identifying Proper Adjectives

Read each sentence. Then, circle the proper adjective.

Example: He is a famous Austrian artist.

Answer: He is a famous Austrian artist.

- | | |
|---|--|
| 1. The Harrison house is for sale now. | 6. Let's buy a Five Star world-band radio. |
| 2. New York cheesecake is world famous. | 7. We studied the Thirteenth Congress. |
| 3. My new dog is an Italian breed. | 8. We went to the Brazilian festival. |
| 4. That exhibit of Venetian art is closing. | 9. Many explorers came to the New World. |
| 5. She is a well-known Jane Austen scholar. | 10. That Stay Cool refrigerator fits in our kitchen. |

Practice B Capitalizing Proper Adjectives

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

Example: Simon wants to see that exhibit of american and canadian art.

Answer: Simon wants to see that exhibit of American and Canadian art.

1. The mediterranean and caribbean seas both played important roles in world history.

2. american patriots got help from their french supporters in their struggle against british rule.

3. The scholar will lecture about aztec architecture and egyptian mummies.

4. In her book about asian cuisine, she included recipes for japanese food.

5. I enjoyed all the films in the dickens series, which was part of the victorian festival.

Name _____ Date _____

USING CAPITALS IN LETTERS

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

Salutations	Dear Mike, Dear Madam:	Dear Ms. Hadley, Dear Grandfather,
Closings	Best wishes, With affection, Sincerely,	

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

Practice A Identifying Salutations and Closings

Read the following examples of salutations and closings. On each line provided, write S if the example is a salutation and C if the example is a closing.

Example: Dear Sir or Madam:

Answer: S

- | | |
|--|--|
| <p>1. Dear Senator Ryan: _____</p> <p>2. Sincerely yours, _____</p> <p>3. Dear Mayor Bradley: _____</p> <p>4. Dear Mrs. Meadow: _____</p> <p>5. Your cousin, _____</p> | <p>6. With regards, _____</p> <p>7. All best wishes, _____</p> <p>8. Yours truly, _____</p> <p>9. Dear Mr. Allen: _____</p> <p>10. Dear Congresswoman Myers: _____</p> |
|--|--|

Practice B Capitalizing Salutations and Closings

Read the following examples of salutations and closings. On each line provided, rewrite the example, using proper capitalization.

Example: dear grandfather,

Answer: Dear Grandfather,

1. dear drew and charles, _____
2. yours truly, _____
3. to whom it may concern: _____
4. dear uncle alex, _____
5. fondest regards, _____
6. dear samuel, _____
7. best, _____
8. dear ms. finer: _____
9. all best thoughts, _____
10. dear helene, marilyn, and jody, _____

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.

With a proper name: I voted for Mayor Frank.
 As a proper name: I appreciated your letter, Grandfather.

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

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: *The Crucible*, "Birches"

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: Advanced English, Physics 204, geology.

The following are examples of some commonly used titles: Ms., Dr., Jr., ex-Governor Cuomo, Corporal.

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

Practice A Identifying Titles

Read each sentence. Then, underline the title or titles.

Example: I arranged an interview with Senator Carlson.

Answer: I arranged an interview with Senator Carlson.

- | | |
|---|--|
| 1. I look forward to our lunch, Grandmother. | 6. My favorite novel is <i>The Irish R.M.</i> |
| 2. Mayor-elect Jones is speaking. | 7. The orchestra is playing Symphony No. 2. |
| 3. My brother ordered a <i>Computer Monthly</i> . | 8. "The Stranger" will be published soon. |
| 4. I am seeing Pam Manno, D.D.S. | 9. Secretary of State Clinton is here already. |
| 5. Jon enjoyed Greek and Biology 101. | 10. Governor Simon will see them later. |

Practice B Capitalizing Titles

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

Example: I enjoyed a tale of two cities more than bleak house.

Answer: I enjoyed *A Tale of Two Cities* more than *Bleak House*.

- Next year I hope to take honors history, chemistry 105, german, and a physics class.

- In the audience were mrs. cardoza, senator highland, mayor frank, and ambassador wilson.

- The art reviewer praised the paintings *early morning*, *sunrise on the prairie*, and *high noon*.

- Although aunt Sylvia is a well-known reporter, she hasn't written for the *harrisville times*.

- dr. myers and congresswoman benson met with attorney general harris last night.

USING PERIODS

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

See the examples below.

A declarative sentence is a statement of fact or opinion.	The dinner was excellent.
An imperative sentence gives a direction or command.	Clear the table.
An indirect question restates a question in a declarative sentence.	My mother asked if I was still hungry.

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

Practice A Using Periods Correctly in Sentences

Read each sentence. Then, add a period where it is needed.

Example: Sal is a good carpenter

Answer: Sal is a good carpenter.

- | | |
|--|--|
| 1. The teacher asked if we were ready for the test | 6. My father asked if I had sorted the recycling |
| 2. I have not seen the cat today | 7. Our team is undefeated |
| 3. Find it | 8. Turn off the lights |
| 4. Once you have found it, give it water | 9. I did not know the answer to problem 10 |
| 5. Remember to bring your books home | 10. Study more next time |

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

Read each sentence. Add the period where it is needed. Then, write whether the sentence is declarative, imperative, or an indirect question.

Example: Help me paint the fence

Answer: Help me paint the fence. imperative

1. I am a pretty good painter _____
2. Start painting that side _____
3. I would rather paint this side first _____
4. Listen to my instructions _____
5. I am going to college after I graduate _____
6. You should apply in the fall _____
7. I asked if my grades were high enough to get in _____
8. Study hard _____
9. She asked if I was taking a test preparation course _____
10. That is a smart idea _____

Name _____ Date _____

OTHER USES OF PERIODS

A period can signal that words have been shortened or abbreviated. Use a period after most abbreviations and after initials. Also use periods after numbers and letters in outlines. Do not use periods with acronyms, which are words formed with the first or first few letters of a series of words.

Abbreviations of titles, place names, times and dates, and initials	Ms., Pl., Mon., Jan., K. Sanchez
Other abbreviations with periods	doz., meas., wt., mfg.
Periods in outlines	I. Use periods A. In outlines B. In declarative sentences C. In abbreviations
Do not use periods in acronyms and some abbreviations.	UN, USA, ECM
Do not use periods in abbreviations of metric measurements, postal abbreviations of states, and most standard measurements.	mm, TX, qt, gal (exception in. for inches)

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

Practice A Using Periods Correctly in Abbreviations

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

Example: Mr Cosgriff is the father of my best friend, Eric.

Answer: Mr. Cosgriff is the father of my best friend, Eric.

- Mrs. Holmgren told us that the quiz would be given at 12:30 P.M. _____
- My dentist's name is Dr Vasquez. _____
- The euro is the money used by the ECM. _____
- Mrs Garcia called to tell you to be at work tomorrow at 7:30 PM. _____
- Is Ms Roberts a citizen of the USA or of another country? _____

Practice B Writing Abbreviations Correctly

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

Example: My father leaves for work at 7:10 AM each morning.

Answer: A.M.

- My mother has a part-time job in the shoe dept of the store. _____
- The grocery list included 2 doz eggs and 1 gal. of grapefruit juice. _____
- How many mm. are in 1 km.? _____
- On the true-or-false test, one item stated that there are 36 ft. in a yd. _____
- My address is 27 Oxford Pl, Fairfield, TX 20022. _____

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.

Interrogative sentence	Why do you have to leave so early?
Incomplete question	You brought money. How much?
Statement intended as a question (avoid)	You haven't chosen a dress for the dance?
Statement rephrased as a direct question (better than above)	Haven't you chosen a dress for the dance?

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

Practice A Writing Sentences Using Correct End Marks

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

Example: How could you forget to do your research paper

Answer: How could you forget to do your research paper?

- | | |
|--|--|
| 1. How will you explain that to your teacher | 6. What a long time it has been since then |
| 2. My father also asked me how I could forget | 7. How did you lock the keys in the car while it was still running |
| 3. Do you think the teacher will understand | 8. How many colleges will you visit this year |
| 4. Why not | 9. Why doesn't Zach want to go to college |
| 5. Can you remember your first day of kindergarten | 10. His mother is asking the same question |

Practice B Writing Direct Questions Correctly

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

Example: You didn't answer the questions on the back of the test booklet?

Answer: Didn't you answer the questions on the back of the test booklet?

- | | |
|--|-------|
| 1. There were questions on the back? | _____ |
| 2. You left the umbrella in the car in this storm? | _____ |
| 3. The dog got out of the house again? | _____ |
| 4. Hernando pitched a perfect game? | _____ |
| 5. You knew about your own surprise party? | _____ |
| 6. You were only pretending to be surprised? | _____ |
| 7. My sister told my mother that I knew about it? | _____ |
| 8. The eggs she used in the recipe were rotten? | _____ |
| 9. The soccer team lost 7 to 0? | _____ |
| 10. The entire team had the flu? | _____ |

Name _____

Date _____

USING EXCLAMATION MARKS

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

Exclamatory sentence	I can't believe I won!
Forceful imperative sentence	Go up to your room!
Interjection with emphasis	Wow! That was a great movie.

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

Practice A Using Exclamation Marks Correctly in Sentences

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

Example: Be careful with that

Answer: Be careful with that!

Example: Why did you break it

Answer: Why did you break it? _

- | | |
|----------------------------------|---------------------------|
| 1. I can't find my book anywhere | 6. Call me tomorrow |
| 2. It's right there | 7. Go to your room |
| 3. I am so forgetful lately | 8. Turn down the music |
| 4. Stop | 9. Am I late for class |
| 5. That is so funny | 10. Hurry, or you will be |

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: You should listen to me.

Answer: Listen!

1. Please put your clothes away. _____
2. Will you mow the lawn today? _____
3. Would you drive me to work? _____
4. I liked that book. _____
5. It is good to see you. _____
6. Will you let me know when you get there? _____
7. Would you walk the dog? _____
8. Would you finish your homework? _____
9. Would you wash the car? _____
10. I am happy for you. _____

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*, *nor*, *or*, *so*, or *yet*. Use a comma before a conjunction to separate two or more independent or main clauses in a compound sentence. See the example below.

EXAMPLE: My sister Briana is going on a camping trip, but I will not be able to join her.

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

Practice A Using Commas Correctly in Compound Sentences

Read each sentence. Then, add a comma where it is needed.

Example: The dog chased the squirrel around the yard yet the squirrel ran up the tree to safety.

Answer: The dog chased the squirrel around the yard, yet the squirrel ran up the tree to safety.

- 1. I went to a basketball game yesterday with Veronica and I am going to a hockey game today with Peter.
- 2. I saved enough money to buy the mobile phone I wanted but the store no longer carried that model when I got there.
- 3. My brother works as a carpenter during the day and he works as a waiter three nights a week.
- 4. I can go to the pep rally with Lorraine or I can go to my cousin’s house for movie night.
- 5. We can take the freeway to the amusement park or we can try the back roads if the traffic is bad.
- 6. Thanksgiving is my favorite holiday for it is a time to be with the entire family.
- 7. We can do a research paper on the city of our choice or we can do an oral presentation about a famous historic figure.
- 8. I took my dog for a walk around the lake after school so it was very tired when we arrived at home.

Practice B Using Commas Correctly to Write Compound Sentences

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

Example: The mall was very crowded. We did most of our shopping on the Internet.

Answer: The mall was very crowded, so we did most of our shopping on the Internet.

- 1. Marcy plays the piano very well. She is a good violinist.

- 2. My dog’s name is Chelsea. My cat’s name is Bromley.

- 3. My favorite subject is biology. I received a higher grade in geometry.

- 4. We did not have enough time to finish the science lab. We will have to come back after school.

- 5. My favorite hobby is chess. I also collect baseball cards.

Name _____ Date _____

AVOIDING COMMAS SPLICES

A **comma** tells the reader to pause briefly before continuing a sentence. A comma splice occurs when two or more complete sentences have been joined with only a comma. Avoid comma splices by punctuating separate sentences with an end mark or a semicolon, or find a way to join the sentences. See the example below.

INCORRECT: The storm brought over four inches of rain, many streets were flooded.

CORRECT: The storm brought over four inches of rain. Many streets were flooded.

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

Practice A Correcting Comma Splices

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

Example: The children I baby-sit for are eating their dinner, I will wait until I go home to eat mine.

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

1. I went to a concert last night with Shana, I am going to a baseball game today.

2. I have two job opportunities, I am still not sure which one to accept.

3. I can work in my favorite store, I can work as a waitress.

4. We have three horses that board in our stable, I ride them every day.

5. This weekend, I have to finish my research paper, I also have to complete my math homework.

Practice B Using Commas Correctly in Sentences

Read each item below. If it contains a comma splice, rewrite it correctly. If the item is correct, write correct.

Example: We took our fishing rods to the lake, we decided to swim instead.

Answer: We took our fishing rods to the lake, but we decided to swim instead.

1. I stayed home from school today, my throat was sore and my head hurt.

2. We bought only enough groceries to make dinner, so we will have to go back to the supermarket.

3. I am the captain of the basketball team, I play power forward as well.

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

5. My hobby is fixing cars, I want to be a mechanic someday.

Name _____ Date _____

USING COMMAS IN SERIES

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

Series of Words: The items on the grocery list include cereal, milk, orange juice, and lettuce.

Series of Phrases: The recipe said to separate the eggs, add the milk, and sift the flour.

Subordinate Clauses in a Series: In my job interview, I stated that I had prior experience, that I completed a first-aid course, and that I could provide references.

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

Practice A Using Commas Correctly in a Series of Words or Phrases

Read each sentence. Then, add commas to the series of words or phrases as needed.

Example: At the farmers' market, we saw handmade crafts potted plants and fresh produce.

Answer: At the farmers' market, we saw handmade crafts, potted plants, and fresh produce.

- | | |
|---|--|
| 1. My favorite fruits have always been raspberries
watermelon kiwi and mango. | 4. We had to go to the car wash take the clothes to the
cleaners and pick up groceries. |
| 2. My favorite activities are modern dance digital
photography and adventure travel. | 5. My best subjects in school are geometry chemistry
computers and music. |
| 3. At the sporting goods store, I bought sneakers hiking
boots and a new tent. | 6. At the county park, we walked along the stream
over the bridge and into the woods. |

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 would be graded on content that we had to provide sources for quotations and that we had to include a PowerPoint presentation.

Answer: The teacher explained that we would be graded on content, that we had to provide sources for quotations, and that we had to include a PowerPoint presentation.

- I decided that I would clean my room that I would go to the movies with Frank and that I would spend some time with my grandparents.
- My sister asked me if she might borrow my blue sweater if she might take my car to her friend's house and if I would lend her \$20.
- The things I love about summer are that I volunteer in a camp for children with special needs that I go to the beach with my friends and that I can sleep late every morning.
- The things I love about winter are that my brother comes home from college for a month that we spend the holidays together and that we can make a fire in the fireplace.
- What I enjoy about baby-sitting is that I spend time with younger children that I make a little extra spending money and that I show that I am responsible.

Name _____ Date _____

USING COMMAS BETWEEN ADJECTIVES

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

A comma to separate coordinate adjectives	a long, sad song
No comma to separate cumulative adjectives	many sad songs
No comma between the last adjective in a series and the noun it modifies	A long, sad song played on the radio.

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

Practice A Using Commas Correctly Between Adjectives

Read each sentence. If a comma is needed, write it and the word that precedes it. If a comma should be deleted, write only the word that precedes it. If the sentence is correct, write correct.

Example: Many famous athletes attended the Superbowl.

Answer: correct

- | | |
|---|---|
| <p>1. The short paved driveway led up to a tiny white cottage. _____</p> <p>2. I have a big wooden trunk in my room filled with precious, old photographs. _____</p> <p>3. The fluffy brown puppy with the long floppy ears won me over the moment I saw it. _____</p> <p>4. The trimmed green shrubs and the bright orange tulips are lovely. _____</p> <p>5. We took off our spattered soggy coats and dirty winter boots in the mudroom. _____</p> | <p>6. The shining white lights helped guide us on the otherwise dark winding road. _____</p> <p>7. My brother's messy dirty dorm room made my mother cringe when she saw it. _____</p> <p>8. My reading group agreed that <i>Moby-Dick</i> was long complicated and confusing. _____</p> <p>9. My blue orange and yellow bedroom is very colorful cheerful and inviting. _____</p> <p>10. The old stone buildings of the college add charm to the campus. _____</p> |
|---|---|

Practice B Using Commas Correctly With Adjectives

Read each sentence. If a comma is needed, write it and the word that precedes it. If a comma should be deleted, write only the word that precedes it.

Example: The tall stocky football players ran onto the field.

Answer: tall,

1. Zach plays his large, red, drum set very loudly. _____
2. The college application was long involved and intimidating. _____
3. Vincent's shiny, new car stood out in the student parking lot. _____
4. I bought the biggest ripest green grapes I could find at the farmers' market. _____
5. I had a very long, hectic, weird, day at school. _____

USING COMMAS AFTER INTRODUCTORY MATERIAL

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

Introductory words	Yes, you can come with me.
Nouns of address	Lina, hand me the car keys.
Introductory adverbs	Walking slowly, she eventually arrived at school.
Introductory phrases	To write a good report, I will have to do research.
Adverbial clauses	If you like sports cars, you will like Tyler's new car.

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

Practice A Using Commas Correctly With Introductory Material

Read each sentence. Then, add a comma after introductory material as needed.

Example: Yes I am concerned about getting a job this summer.

Answer: Yes, I am concerned about getting a job this summer.

- | | |
|--|---|
| 1. Because I was sick I was absent from school. | 6. So why are you bothering reading it at all? |
| 2. In the library the entire class was quiet. | 7. Considering how much I like to read I figured I would finish it quickly. |
| 3. Oh I forgot to ask you to renew that book. | 8. True you are an avid and fast reader. |
| 4. Well I did renew it for you. | 9. Hey did you notice my new hair style? |
| 5. In the new book I am reading I found three stories that I had already read. | 10. Yes it looks really great. |

Practice B Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, add a comma as needed.

Example: Sure I think going to the lake on Saturday is a great idea.

Answer: Sure, I think going to the lake on Saturday is a great idea.

- Well I will have to ask my father if I can borrow his car.
- While you are at it why don't you ask him if you can borrow his fishing gear?
- Carly do you really think he would lend me his fishing gear?
- Hey you'll never know unless you ask.
- Considering how much my father loves to fish I doubt he will say yes.
- Because of the heat wave classes are canceled for the afternoon.
- While I was staying with my grandmother I found some great photographs in the attic.
- Wow what else did you find?
- Although most of her things were covered with old sheets I did find an antique lamp.
- Oh do you think your grandmother will give it to you?

Name _____ Date _____

USING COMMAS WITH PARENTHETICAL EXPRESSIONS

Use commas to set off parenthetical expressions from the rest of the sentence.

See the examples below.

Nouns of direct address	Can you recommend a good restaurant, Mrs. Wells?
Conjunctive adverbs	I can, indeed, recommend an excellent restaurant.
Common expressions	You all like Mexican food, I assume.
Contrasting expressions	We have to go to a place that is walking distance, not driving distance, away.

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

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add a comma as needed to correctly set off the contrasting expression.

Example: Shane is looking for a part-time not a full-time job.

Answer: Shane is looking for a part-time, not a full-time, job.

- | | |
|---|--|
| 1. He should look in the county newspaper not the town newspaper. | 5. My sister goes to a state college not a private one. |
| 2. Shane wants to work in construction not in landscaping. | 6. Zach's twin brother's name is Justin not Dustin. |
| 3. He will have to be flexible not rigid in his job search. | 7. The tree in our backyard is a pear tree not a crabapple tree. |
| 4. Malika is best friends with Vicki not with Carla. | 8. The flowers on the tree are white not pink. |

Practice B Using Commas Correctly With Parenthetical Expressions

Read each sentence. Then, rewrite it, adding or deleting a comma as needed. If the sentence is correct, write correct.

Example: My brother is concentrating his studies on math not science.

Answer: My brother is concentrating his studies on math, not science.

- I am taking Spanish not Latin this year. _____
- That I believe is a, good, idea. _____
- It is a good idea, indeed, considering I want to travel to Spain.

- You should therefore study hard to master the language.

- Latin however may help you, expand, your vocabulary.

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 book was written by Ernest Hemingway, the famous author.
Nonrestrictive participial phrase	The story, written in 1951, is about an old man and the sea.
Nonrestrictive adjectival clause	The title, which describes the plot, is <i>The Old Man and the Sea</i> .

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

Practice A Using Correct Comma Placement in Nonrestrictive Expressions

Read each sentence. Then, add commas as needed to correctly set off the nonrestrictive expression. If the sentence is correct, write correct.

Example: The shopping center which is five blocks away has a grocer, a barber, and a tailor.

Answer: The shopping center₁ which is five blocks away₂ has a grocer, a barber, and a tailor.

1. The shopping center built in 2009 is the only one for miles.
2. I drive to the shopping center often with my friend Suzanne.
3. Suzanne’s mother who works in a doctor’s office meets us there on her coffee breaks.
4. My baseball coach who has three young children knows the stats of all the major-league players.
5. Simone Girard a girl in the grade below ours was voted school treasurer.
6. Simone who is originally from Haiti is an excellent math student.
7. The pep rally which is tomorrow night promises to be fun and well attended.
8. Our new car which is black with a tan interior is parked in the garage.
9. The meal which was served at 7:00 P.M. consisted of chicken, broccoli, and mushrooms.
10. My favorite movie of all time features Sandra Bullock the famous actress.

Practice B Using Commas Correctly With Nonrestrictive Expressions

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

Example: My grandparents who have been married for fifty years are wonderful people.

Answer: My grandparents₁ who have been married for fifty years₂ are wonderful people.

1. My locker which is 18 inches wide is on the second floor of the school. _____
2. My cousin’s school only three miles from here accepts 100 new students a year. _____
3. My favorite poem, a true classic, is “The Road Not Taken.” _____
4. The frozen lake which is perfect for skating is about 10 miles from here. _____
5. Houston which is very humid in the summer is the largest city in Texas. _____

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 or the year. 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 junior prom is scheduled for May 15, 2012, and the senior prom will be on June 10, 2012.
Dates without commas	I will graduate in June 2012.
Geographical names	My father often goes to Berlin, Germany, for business.
Names with one or more titles	Harold Bloom, Ph.D., was one of my mother's college professors.

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

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read the sentences. Then, add commas as needed to correctly punctuate dates, geographical names, and titles. If a sentence is correct, write correct.

Example: My mother's art gallery is called Nova and it is in San Antonio Texas.

Answer: My mother's art gallery is called Nova₂ and it is located in San Antonio₂ Texas.

- The building in Fort Worth is dated July 16, 1988. _____
- Our music teacher's name is Christopher Jones M.A. _____
- Judith Frankel Ph.D. is the name of my sister's psychology professor. _____
- The town of Edgemont Texas has approximately 15,000 residents. _____
- The town swim club first opened on May 10 2007. _____

Practice B Using Commas Correctly in Dates, Geographical Names, and Titles

Read each item. Then, add a comma as necessary.

Example: Waco Texas

Answer: Waco₂ Texas

- | | |
|-----------------------------|--------------------------------|
| 1. Nelson Taylor D.V.M. | 6. December 25 |
| 2. Colette Brador Ph.D. | 7. Miami Beach Florida |
| 3. Denver Colorado | 8. Washington D.C. |
| 4. Samson Electricians Inc. | 9. Crimson Color Inc. |
| 5. October 31 2011 | 10. Hilary Wilson Designs Inc. |

Name _____ Date _____

USING COMMAS IN NUMBERS

Commas make large numbers easier to read by grouping the commas. With large numbers of more than three digits, use a comma after every third digit starting from the right. See the examples below for when to use commas and when not to use commas in numbers.

Use commas in large numbers of more than three digits.	7,898 books 10,877 songs 1,909,498 residents
Do not use commas in ZIP Codes, telephone numbers, page numbers, years, serial numbers, or house numbers.	02334 Year 2014 (222) 757-9944 Serial number 444 095 826 Page 1002 2256 Gramercy Place

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

Practice A Using Correct Comma Placement in Numbers

Read each item. Then, rewrite it, adding or deleting a comma as needed. If the item is correct, write correct.

Example: 1011 students

Answer: 1,011 students

- | | |
|----------------------------|------------------------------------|
| 1. 1614 Bayview Road _____ | 6. (202) 272-8,777 _____ |
| 2. Year 2012 _____ | 7. October 13, 2,004 _____ |
| 3. (802) 664-7694 _____ | 8. serial number 333,111,909 _____ |
| 4. 1044 members _____ | 9. 1815 Cleveland Road _____ |
| 5. 4359 voters _____ | 10. March 10, 1,992 _____ |

Practice B Writing Sentences Using Commas in Numbers

Read each number. Then, write it in a sentence of your own, using it as indicated in parentheses. Be sure to use commas correctly in numbers.

Example: 20885 (large number)

Answer: There were 20,885 fans at the concert.

- 4,499 (house number) _____
- 146, 243, 978, 976 (serial number) _____
- (212) 531-9,786 (telephone number) _____
- 00433-1,412 (ZIP Code) _____
- 5, 049, 287, 851, 253 (large number) _____
- 2,012 (page number) _____

Name _____ Date _____

USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of friendly or business letters. See the examples below for when to use commas in addresses and letters.

Use a comma after each item in an address made up of two or more parts.	Mrs. Kelly McColl, 42 Kenlot Place, Austin, TX 73344
Use a comma after the name, street, and city of an address that appears in a sentence.	Send a note to Kelly McColl, 42 Kenlot Place, Austin, TX 73344.
Use a comma after the salutation in a personal letter and after the closing in all letters.	Dear Joe, Yours truly, Dear Grandma, Sincerely,

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

Practice A Using Correct Comma Placement in Letters

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

Example: Dear Debbie

Answer: Dear Debbie,

- | | |
|--|---|
| <p>1. Fondly, _____</p> <p>2. Sincerely _____</p> <p>3. Dear Uncle Tom _____</p> | <p>4. Truly yours _____</p> <p>5. Sincerely, yours _____</p> <p>6. With warmest regards _____</p> |
|--|---|

Practice B Using Commas in Addresses

Read each address. Write it as it would appear on an envelope, deleting commas as needed.

Example: Len Frankel, 67 Emmett Place, San Diego, CA 42987

Answer: Len Frankel
67 Emmett Place
San Diego, CA 42987

- | | |
|--|--|
| <p>1. Trudy Trump, 978 Truman Way, Trumbel, CT 98754</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>3. Zach McCollum, 89 Kent Road, Glen Ridge, TX 78654</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>2. Skye Bernhardt, 922 Laurel Avenue, River Edge, TX 75634</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>4. Marcia Garcia, 46 Lake Harbor Road, Lake Harbor, MI 56231</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Name _____ Date _____

USING COMMAS IN ELLIPTICAL SENTENCES

In elliptical sentences, words that are understood are left out. Commas make these sentences easier to read. See the example below for when to use commas in elliptical sentences.

Use a comma to indicate the words left out of an elliptical sentence.	My parents left at 7:30 A.M.; we, at 8:00.
--	--

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

Practice A Using Correct Comma Placement in Elliptical Sentences

Read each elliptical sentence. Then, add a comma as needed.

Example: The juniors park in the south parking lot; the seniors in the north.

Answer: The juniors park in the south parking lot; the seniors, in the north.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I have lunch sixth period; study hall ninth. 2. My apartment building is on Crawford Avenue; my grandmother's on Park Avenue. 3. Our family has a green car; my aunt a white one. 4. The middle school is on Maple Avenue; the high school on Grand. 5. The hardware store is on the west side of the street; the gas station on the east. | <ol style="list-style-type: none"> 6. The hockey rink seats about 500 people; the football stadium about 1,000. 7. My bedroom is on the second floor of the house; my brother's on the first. 8. My favorite type of food is Mexican; my sister's Italian. 9. This year, I am taking Spanish; next year French. 10. In the summer, I work at the town pool; in the winter at the coffee shop. |
|---|--|

Practice B Using Commas Correctly in Elliptical Sentences

Read each sentence. Then, write each sentence as part of an elliptical sentence, adding a semicolon and an elliptical phrase with a comma.

Example: The junior prom was held on Friday night.

Answer: The junior prom was held on Friday night; the senior prom, on Saturday night.

1. Luis went to the basketball courts.

2. My cousins live in Alabama.

3. My brother plays jazz guitar.

4. I received three phone calls last night.

5. I leave for school at 8:15 every morning.

Name _____ Date _____

USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to set off a direct quotation from the rest of the sentence. See the examples below.

“Don’t forget your car keys,” my mother said, “because you have to drive your sister to school.”

I replied, “OK, Mom. I’ve got them.”

“Great,” answered Mom. “Drive safely and have a good day at school.”

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

Practice A Using Correct Comma Placement in Direct Quotations

Read each direct quotation. Then, rewrite it, adding a comma as needed.

Example: “I can help you fix the car” I told my father.

Answer: “I can help you fix the car,” I told my father.

1. “Great” he replied. “Grab a wrench from the toolbox.” _____

2. I answered “This will be good practice for my auto mechanics class.” _____

3. He said “It works out well for me, too.” _____

4. “I am going to the movies with Jackie and Tim tonight” I told my sister. _____

5. “Well, I hope you don’t plan on taking the car” she answered “because I need it.” _____

Practice B Using Commas Correctly in Direct Quotations

Read each sentence. Then, rewrite it as a direct quotation, adding commas and quotation marks as needed. Make sure that the new sentence identifies a source for the quotation.

Example: The yearbooks are coming out in four weeks.

Answer: “The yearbooks are coming out in four weeks,” explained the chairperson.

1. How much will each yearbook cost? _____
2. Each yearbook will cost \$45.00. _____
3. I have to baby-sit tonight for the Garcia triplets. _____
4. Triplets sound like a lot of work. _____
5. They are, but they are cute and well behaved. _____

Name _____ Date _____

USING COMMAS FOR CLARITY

Commas are used to prevent a sentence from being misunderstood. See the examples below.

UNCLEAR: After we put out the fire alarms stopped ringing.

CLEAR: After we put out the fire, alarms stopped ringing.

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

Practice A Using Commas for Clarity

Read each sentence. Then, add a comma as needed for clarity.

Example: For the group meetings were scheduled.

Answer: For the group, meetings were scheduled.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. During the flight attendants served us lunch. 2. Standing near the airplane pilots discussed the flight path. 3. Before the holiday shoppers looked for bargains. 4. For the parade on Halloween costumes were worn by all. 5. At the ocean waves crashed against the wall. | <ol style="list-style-type: none"> 6. To improve in tennis players must practice often. 7. To be prepared for gym bags must be packed the night before. 8. Though roses are red violets are blue. 9. As the students were crossing guards stopped traffic. 10. As we watched the rain drops streamed down the window. |
|--|--|

Practice B Using Commas for Clarity

Read each word pair. Then, write a sentence using the pair and including any commas needed for clarity.

Example: college applications

Answer: For that college, applications must be received by November.

1. guitar pick _____
2. counter stools _____
3. table linens _____
4. party decorations _____
5. floating balloons _____
6. broken umbrellas _____
7. park rangers _____
8. sleeping bags _____
9. assembled objects _____
10. lamp shades _____

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 red, gym, bag.
Misused with a compound subject	My cousin, and I, went to our grandparents' house.
Misused with a compound verb	He cooked dinner, and read his little brother a story.
Misused with a compound object	She wore gloves, and mittens in the snow.
Misused with phrases and clauses	Having finished her homework, and having cleaned her room, Sheila decided it was time to relax.

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

Practice A Correcting Misused Commas in Sentences

Read each sentence. Then, delete misused commas as shown in the example.

Example: We invited Craig, Stephanie, and Elena, over for dinner.

Answer: We invited Craig, Stephanie, and Elena, over for dinner.

1. We made salad, pasta, and marinara sauce, for the meal.
2. My aunt, and my mother, planned the vacation to Mexico together.
3. Thinking about the soft sand, and the warm ocean water, made me excited for the trip.
4. I will go either to the shoe store downtown, or to the one in the mall.
5. I request grapes, instead of apples.
6. Neither Mrs. Sheppard, nor the children, were in the store.
7. The dogs were barking, howling, and running in circles, during the thunderstorm.
8. Their owner was kind, patient, and gentle, as he calmed them down.
9. Did you put the oranges in the refrigerator, or on the counter?
10. When you, and your brother, finish your homework, you may go to the movies.

Practice B Eliminating Unnecessary Commas in Sentences

Read each set of words or phrases. Then, use the set in a sentence as indicated in parentheses. Be sure not to misuse commas.

Example: suitcase, airline tickets (compound subject)

Answer: The suitcase and the airline tickets are still in the taxi.

1. apples, oranges, lemons (compound object) _____
2. talked, laughed (compound verb) _____
3. reading the book, writing the report (clauses) _____
4. breakfast, lunch, dinner (compound subject) _____
5. working, studying, relaxing (compound verb) _____

Name _____ Date _____

USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Semicolons establish relationships between two independent clauses that are closely connected in thought and structure. Do not use a semicolon to connect two unrelated independent clauses. Use a period or another end mark instead. See the examples below.

<p>Use a semicolon to connect two related independent clauses that are not already joined by the conjunctions <i>and, but, for, nor, or, so, or yet.</i></p>	<p>Gretchen has a dog; Carla has a cat; Juan has both.</p>
<p>Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.</p>	<p>Our new car won't be ready until tomorrow; therefore, we have to take the bus today.</p>

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

Practice A Using Semicolons to Connect Independent Clauses

Read each pair of independent clauses. If the independent clauses are related, rewrite them as a single sentence using a semicolon. If they are unrelated, write unrelated.

Example: On Monday, we have chicken. On Tuesday, we have pasta. On Wednesday, we have tacos.

Answer: On Monday, we have chicken; on Tuesday, we have pasta; on Wednesday, we have tacos.

1. We finished reading *Hamlet*. We are moving on to *Macbeth*.

2. I have two brothers. They are twins. _____
3. I had a little fender-bender today. My parents were upset with me when I told them what happened.

4. Tonight, we are going to a show. Tomorrow, we are going to the game. Sunday, we are staying home.

5. My friends like to go shopping. Sometimes, when I have nothing else to do, I will go with them.

Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

Read each pair of independent clauses. Rewrite the pair as a single sentence, using a semicolon to correctly separate the independent clauses.

Example: I have researched cars for months. Therefore, I know which one I am going to buy.

Answer: I have researched cars for months; therefore, I know which one I am going to buy.

1. I was tired. Consequently, I fell right to sleep. _____
2. I like to water-ski. Moreover, I like to swim. _____
3. My brother had to work late. Therefore, I had to wait for him to pick me up.

4. Max thought he had his keys. However, he had locked himself out.

USING SEMICOLONS TO AVOID CONFUSION

Sometimes, semicolons are used to separate items in a series. Use semicolons to avoid confusion when independent clauses or items in a series already contain commas. See the examples below.

Use semicolons to separate independent clauses that contain commas.	Walter Nicholas, who is a noted explorer, has signed a contract with a major television network; a series of one-hour programs in which he narrates his adventures will be aired next fall.
Use semicolons to separate items in a series when the items contain commas.	The apartment has a bedroom, which has a large closet; a bathroom, which has a double sink; and an open kitchen and living area, which leads out to the balcony.

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

Practice A Using Semicolons to Avoid Confusion in Sentences

Read each sentence. Then, rewrite it, inserting a semicolon where needed.

Example: According to the inspector, the checks were dated September 2, 1957, October 10, 1958, May 15, 1959, and June 11, 1959.

Answer: According to the inspector, the checks were dated September 2, 1957; October 10, 1958; May 15, 1959; and June 11, 1959.

1. The apartment, which contained only one bedroom, was too small to house any more pets, moreover, another dog would make her allergies even worse. _____
2. The waiter snapped at us, forgot to bring the soup, served the wrong salad dressing, and spilled coffee on me, however, he still seemed to expect a tip. _____
3. The dates we have to know for the history test are July 4, 1776, May 25, 1789, September 17, 1787, and April 30, 1789. _____
4. On our road trip from Houston, Texas to Sacramento, California, we stopped overnight in Santa Fe, New Mexico, Salt Lake City, Utah, and Carson City, Nevada. _____
5. I sent holiday cards to my grandparents in Miami Beach, Florida, my aunt and uncle in Charlotte, North Carolina, and my brother in Seattle, Washington. _____

Practice B Writing Sentences With Semicolons

Read each item. Then, write the item as part of a complete sentence, using semicolons to avoid confusion. **Example:** brown tweed jacket, leather briefcase, black shoes

Answer: The man, who looked wealthy, wore a brown tweed jacket and carried a leather briefcase; however, his black shoes were unpolished.

1. bat, ball, glove _____
2. clarinet, flute, piccolo _____
3. school, career, family _____
4. to draw, to paint, to photograph _____
5. Japanese, Chinese, Russian _____

Name _____ Date _____

USING COLONS

The colon (:) is used to introduce a list of items and in certain special situations.

Use a colon after an independent clause to introduce a list of items.	To fix the door, we needed the following items: a level, a saw, a hammer, and two nails.
Use a colon to introduce a formal or lengthy quotation or one that does not contain a “he said/she said” expression.	As Plato, the philosopher, once said: “Good people do not need laws to tell them to act responsibly, while bad people will find a way around the laws.”
Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each.	I had a very good reason for not calling you last night: My mother was on the phone with my grandmother for two hours.
Use a colon to introduce a formal appositive that follows an independent clause.	We finally decided where we would go on vacation: Orlando, Florida.
Use a colon in numerals giving the time, salutations in business letters, and references to periodicals and the Bible.	3:23 P.M. Dear Madam: John 3:16

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

Practice A Using Colons in Sentences

Read each sentence. Then, insert a colon where needed.

Example: I finally decided which foreign language to take next year Spanish.

Answer: I finally decided which foreign language to take next year: Spanish.

- | | |
|---|---|
| <p>1. Chemistry class begins at 11 40 A.M. and ends at 12 25 P.M.</p> <p>2. I cited the periodical I had used in the report as <i>National Geographic</i> 74 10.</p> <p>3. The supermarket is open every day from 6 30 A.M. until 11 30 P.M.</p> <p>4. I made up my mind about which college to attend University of Texas, Austin.</p> | <p>5. The reason I chose the school was obvious It has the best biology department.</p> <p>6. At the mall, we went to the following places the theater, the food court, and the shoe store.</p> <p>7. We are having the following appetizers at the party dim sum, spring rolls, and miso soup.</p> <p>8. Can you pick your sister up from school at 3 25 P.M.?</p> |
|---|---|

Practice B Writing Sentences With Colons

Read each item. Then, write the item as part of a sentence that uses a colon as indicated.

Example: to introduce an appositive that follows an independent clause

Answer: Simon had decided what to have for lunch: a sandwich.

1. to indicate time _____
2. to introduce a long quotation _____
3. to cite a magazine or a verse in the Bible _____
4. to summarize the sentence before it _____
5. in a salutation of a business letter _____

Name _____ Date _____

USING QUOTATION MARKS WITH QUOTATIONS

Quotation marks identify words that have been spoken or written by others. A direct quotation represents a person’s exact words, thoughts, or writing. An indirect quotation (which does not use quotation marks) reports the general meaning of what a person said or thought. See the examples below.

A direct quotation is enclosed in quotation marks.	“Why didn’t you finish the project?” I asked Geraldo.
An indirect quotation does not require quotation marks.	Geraldo said that he had completely forgotten about it.

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

Practice A Using Quotation Marks in Direct Quotations

Read each item. Then, insert quotation marks where needed.

Example: A stranger walked up to me and asked, Do you know where the bus stop is?

Answer: A stranger walked up to me and asked, “Do you know where the bus stop is?”

- | | |
|--|---|
| 1. My father asked, Has anyone seen my toolbox? | 5. My father said, I think I need glasses! |
| 2. My mother answered, No, I never use the toolbox. | 6. What time is the movie playing? Kayla asked. |
| 3. I saw it in the garage, Dad, I told him. | 7. I’m not sure, I answered. Let’s check on the Internet. |
| 4. I thought it was there, too, explained my father, but it isn’t. | 8. How are we going to get to the theater? Tim asked. |

Practice B Identifying Direct Quotations and Indirect Quotations

Read each sentence. If the sentence is a direct quotation, rewrite it with quotation marks. If it is an indirect quotation, write indirect quotation.

Example: My guidance counselor said that I have to raise my test scores to get into college.

Answer: indirect quotation

1. Maybe you should take a test preparation course, suggested Rachel.

2. I told Rachel that I agreed with her.

3. How many weeks are left before the next test? I asked her.

4. The next test isn’t until September of our senior year, she answered.

5. Well, that’s a relief, I replied.

Name _____ Date _____

USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will generally identify a speaker by using words such as *he asked* or *she said* with a quotation. These expressions, called conversational taglines or tags, can introduce, interrupt, or conclude a quotation.

Use a comma after short introductory taglines that precede direct quotations.	My sister said, "I will drive you to school today."
Use a colon after a very long or formal tagline.	Civil rights activist Martin Luther King Jr. once said: "In the end, we will remember not the words of our enemies, but the silence of our friends."
Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline.	"I will drive you," said my sister, "to school today."
Use a comma, question mark, or exclamation mark after a direct quotation followed by a concluding tagline.	"No thanks. I'd rather walk to school today," I replied.

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

Practice A Using Punctuation Marks With Direct Quotations

Read each item. Then, rewrite it, inserting quotation marks and a comma where needed.

Example: My mother asked What does everyone want for dinner tonight?

Answer: My mother asked, "What does everyone want for dinner tonight?"

- I would like chicken I answered. _____
- Well, replied my brother, I would rather have meatloaf. _____
- My sister said, I don't like meatloaf, but I like pasta. _____
- I don't know why I bothered asking my mother said. _____
- I said I have to finish my research paper. _____

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

Write a direct quotation of your own, using quotation marks and other punctuation marks as needed.

Place the expression where indicated.

Example: Concluding expression

Answer: "I am happy to tell you that you got the job!" exclaimed the store manager.

- Introductory expression _____
- Interrupting expression _____
- Formal introductory expression _____
- Concluding expression _____
- Introductory expression _____

Name _____ Date _____

QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

The location of quotation marks in relation to other punctuation marks varies. See the examples below.

Place a comma or period inside the final quotation mark.	“That is one fabulous necklace,” my cousin said.
Place a semicolon or colon outside the final quotation mark.	I just bought the “fabulous necklace”: I was pleased she liked it.
Place a question mark or an exclamation mark inside the final quotation mark. Do not add an additional end mark at the end of the quotation.	My cousin asked, “Would you mind if I bought one for myself?”

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

Practice A Using Quotation Marks With Other Punctuation in Sentences

Read each item. Then, insert quotation marks where needed.

Example: The little boy asked, How much is a Popsicle?

Answer: The little boy asked, “How much is a Popsicle?”

- You have enough money for a Popsicle, I told the boy.
- Juan shut the book and exclaimed, That was the best book I have ever read!
- Can I borrow the keys to the car? I asked my mother.
- Have the car back by 8:30 P.M., my mother answered.
- You should take your math book home tonight to study, Peter reminded me.
- Good idea! I answered. Thanks for reminding me.
- Hi, Mom! I shouted. What’s for lunch?
- I made quiche and salad, she said.
- I have to eat quickly, I told her. I have to work today.
- Oh! she exclaimed. I had hoped you would help me with dinner.

Practice B Writing Sentences With Quotation Marks and Other Punctuation

Write a sentence of your own, using quotation marks and another punctuation mark as indicated.

Example: quotation marks, exclamation point

Answer: “I can’t believe she said that about me!” exclaimed Cordelia.

- quotation marks, comma _____
- quotation marks, semicolon _____
- quotation marks, commas _____
- quotation marks, period _____
- quotation marks, exclamation point _____

Name _____ Date _____

USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Double quotation marks (“ ”) should enclose the main quotation in a sentence. Use single quotation marks (‘ ’) to set off a quotation within a quotation. See the example below.

Michael said, “Ben, did you hear Mrs. Hemmerling say, ‘there is no homework tonight’? I thought we had to prepare our oral reports for tomorrow.”

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

Practice A Using Single Quotation Marks for a Quotation Within a Quotation

Read each item. Then, insert single quotation marks where needed.

Example: My sister asked, “Did Dad just say, you can take my car, or you can’t take my car?”

Answer: My sister asked, “Did Dad just say, ‘you can take my car,’ or ‘you can’t take my car?’”

1. Chris said to Kathy, “The directions say, make second right onto Rock Road and quick left onto Williams Court.”
2. Mrs. Bancroft said to her English literature class, “Tell me which famous writer said, To love oneself is the beginning of a lifelong romance.”
3. Victoria said, “Crystal answered, Obviously, the writer who was in love with himself!”
4. Skye said, “But then Mrs. Bancroft said, Perhaps that is true, but the answer is Oscar Wilde.”
5. Then, Mrs. Bancroft said, “Now tell me who said I have often regretted my speech, never my silence.”

Practice B Writing Quotations Within Quotations

Read the direct quotations below. Then, rewrite each quotation to be a quotation within a quotation.

Example: “The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true.” —James Branch Cabell

Answer: Mrs. McBride told her class, “A wise man named James Branch Cabell once said, ‘The optimist proclaims that we live in the best of all possible worlds, and the pessimist fears this is true.’”

1. “I am not young enough to know everything.” —Oscar Wilde

2. “The covers of this book are too far apart.” —Ambrose Bierce

3. “There are no facts, only interpretations.” —Friedrich Nietzsche

4. “I find that the harder I work, the more luck I seem to have.” —Thomas Jefferson

5. “Distrust any enterprise that requires new clothes.” —Henry David Thoreau

Name _____ Date _____

PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Sometimes when a writer quotes a speaker directly, the writer adds explanatory information that was not part of the original quote. Such added information is bracketed to show that it was added.

EXAMPLE: The principal said, “The new science labs [located in the west wing] have state-of-the-art equipment.”

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

Practice A Using Brackets for Explanatory Material Within Quotations

Read each item. Then, insert brackets where you think they are necessary.

Example: The vice principal said, “The construction of the new science labs which began in May took less time than anticipated.”

Answer: The vice principal said, “The construction of the new science labs [which began in May] took less time than anticipated.”

- Mrs. Creighton said, “The play was written by William Shakespeare in 1614 two years before his death in 1616.”
- She explained, “Some critics Hodgkins and Fleming, among others questioned whether Shakespeare actually wrote the play.”
- Jane asked, “Why did they the critics think he didn’t write the play?”
- Mrs. Creighton answered, “Some theories suggest that he Shakespeare did not write all the plays he is credited with writing.”
- The mayor of Washington, D.C., is quoted as saying, “The city the District of Columbia is bankrupt. This is a crisis of great magnitude.”

Practice B Writing Quotations With Explanatory Material in Brackets

Read each item below. Then, write a direct quotation that includes the item as explanatory material in brackets.

Example: the United States and Russia

Answer: The president said, “The problem is one that our countries [the United States and Russia] share, and so we must share the solution as well.”

- until proven guilty _____
- Houston, Austin _____
- the incident _____
- unwarranted _____
- Red Cross workers _____

Name _____ Date _____

USING QUOTATION MARKS FOR DIALOGUE

A conversation between two or more people is called a dialogue. When writing a dialogue, begin a new paragraph with each change of speaker. Use quotation marks to set off direct quotations. For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph. See the example below.

EXAMPLES: At the school assembly, the principal announced, “We will no longer allow eleventh-graders to park in the west parking lot.”

“Why not, Mr. Thompson?” asked the eleventh-grade class president.

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

Practice A Using Quotation Marks in Dialogue

Read the dialogue below. Then, place quotation marks where they are needed.

Example: The journalist from the school paper asked the principal, So, Mr. Thompson, how can you justify this new rule to the eleventh-graders?

Answer: The journalist from the school paper asked the principal, “So, Mr. Thompson, how can you justify this new rule to the eleventh-graders?”

- As I see it, the privileges that we have extended to the eleventh-graders have not been respected by them, answered Mr. Thompson.
- The journalist asked, What will you do with the extra spaces in the west parking lot?
- The principal replied, They will be offered to faculty and staff who before had to park on the street.
- The journalist asked, Mr. Thompson, what, if anything, can the junior class do to reverse your decision?
- The principal explained, As of now, I will not reverse my decision. Next year, when the eleventh-graders are seniors, they will enjoy the benefits of the new rule.

Practice B Writing Dialogue Using Quotation Marks

On the lines provided, write a five-sentence dialogue between a teenager interviewing for a job at a store and the store manager.

Example: Mrs. Fransessa asked, “What experience do you have?”

“I have been baby-sitting and helping at my parents’ store for three years,” Susan said.

- _____
- _____
- _____
- _____
- _____

Name _____ Date _____

USING QUOTATION MARKS FOR TITLES

Quotation marks are used around titles of the following works: short stories, book chapters, short poems, essays, articles, written works that are part of a larger collection, television episodes, songs, and parts of long musical compositions. The titles of longer works, such as books, television series, movies, and albums (or CDs) are printed in italics or are underlined.

EXAMPLE: A spin-off of a popular television show is called *The Mouse Catcher*.

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

Practice A Placing Quotation Marks in Titles

Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read The Love Song of J. Alfred Prufrock by T. S. Eliot for homework.

Answer: Please read "The Love Song of J. Alfred Prufrock" by T. S. Eliot for homework.

- 1. Sarah wrote a short story in creative writing class called The Near Miss.
- 2. Emma wrote a poem for the same class called Overcoming Me.
- 3. My favorite episode of the television show *Emergency* is called Rescue in the Sky.
- 4. I used an article titled How to End the War for my current events essay.
- 5. My teacher said that my essay Why the War Must End was one of the best he has ever read.
- 6. One of my favorite songs is Say What You Need to Say by John Mayer.
- 7. My uncle’s favorite song of all time is Pinball Wizard by The Who.
- 8. I think one of the greatest poems ever written is The Road Not Taken by Robert Frost.
- 9. My English teacher prefers poems such as The Lantern Bearer by Robert Louis Stevenson.
- 10. The journalist finished his article The Fall of a President.

Practice B Using Quotation Marks in Titles

On each line provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in your sentence.

Example: essay title

Answer: I finally finished my essay, "John D. Rockefeller: Great Entrepreneur."

- 1. short story title _____
- 2. song title _____
- 3. short poem title _____
- 4. article title _____
- 5. episode title _____

Name _____ Date _____

USING UNDERLINING AND ITALICS IN TITLES

Underlining and italics are used to make titles stand out in writing. Use underlining in handwritten work; use italics in printed material. Underline or italicize the following: titles of books, newspapers, plays, long poems, magazines, movies, television and radio series, long works of music, and works of art. Underline or italicize words, letters, or numbers used as names for themselves. Also underline or italicize foreign words not yet accepted into English and the names of air, sea, and space craft.

EXAMPLES: My father reads the *Dallas Morning News* every day.

The *i*'s in her paper looked like numbers, not letters.

My grandmother said *buenas noches*, which means "good night," to me on the phone.

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

Practice A Underlining (or Italicizing) Titles and Special Words

Read the sentences below. Then, underline the titles and special words as needed.

Example: Please read chapters 1 through 5 of *Sula* by Toni Morrison.

Answer: Please read chapters 1 through 5 of *Sula* by Toni Morrison.

- I am writing a novel called Not in Kansas Anymore as my final project.
- We saw the famous painting, Mona Lisa, in person.
- I watch The Today Show every morning while I get ready for school.
- Did you know that the Titanic sank on its maiden voyage?
- My mother's favorite album is Revolver by The Beatles.
- We are just starting to read Portrait in Sepia by Isabela Allende.
- I hope it is as good as her other book, Daughter of Fortune.
- When we went to Costa Rica, we said muchas gracias all the time.
- My mother's favorite novel of all time is For Whom the Bell Tolls by Ernest Hemingway.
- My teacher took three points off my essay because I didn't cross my t's.

Practice B Underlining Titles and Special Words and Phrases in Sentences

On the lines provided, write a sentence using the type of title indicated. Be sure to underline the titles correctly in your sentences.

Example: newspaper title

Answer: I was considering getting a subscription to the Wall Street Journal.

- book title _____
- magazine title _____
- play title _____
- long poem title _____
- movie title _____

Name _____ Date _____

USING QUOTATION MARKS TO INDICATE SARCASM AND IRONY

Quotation marks are used to set off words intended as sarcasm or irony.

EXAMPLE: My “kind and thoughtful” brother stranded me at the movie theater to go hang out with his friends.

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

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, add quotation marks to indicate sarcasm or irony.

Example: Hey, Slugger, are you going to strike out yet again?

Answer: Hey, “Slugger,” are you going to strike out yet again?

1. Are you going to invite Miss Personality to the party?
2. Your so-called jokes don’t bother me a bit.
3. Whenever we go out, Luis conveniently forgets his wallet.
4. When I failed my driving test, my brother called me Mario Andretti all day.
5. When the car broke down for the second time, my mother exclaimed she was so happy my father had fixed it.
6. Whenever we are talking in class too much, our teacher says thank you for being so wonderful.
7. We went to the Sunshine State for vacation, and it rained the entire time.
8. We stopped at a restaurant in Wisconsin, the Cheese State, and the waitress said they were out of cheeseburgers.
9. Today’s special at the school cafeteria was mystery meat and petrified potatoes.
10. When I told my father I couldn’t fix the lawnmower, he said it isn’t exactly rocket science.

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On the lines provided, write a sentence using the expression provided, along with quotation marks to indicate sarcasm or irony.

Example: best friend

Answer: I found out today that my “best friend” was talking behind my back!

1. joke _____
2. ray of sunshine _____
3. a real winner _____
4. rocket scientist _____
5. Brother of the Year award _____

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 grandfather turned eighty-one years old yesterday.
Use hyphens in fractions used as adjectives.	I used one-third cup of sour cream.
Use hyphens between a number and a word used as a modifier.	We took a 60-minute bike ride.
Use hyphens for repeated modifiers.	The eleventh- and twelfth-grade students gathered in the cafeteria.

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

Practice A Using Hyphens in Compound Numbers and Fractions

Read the items below. Then, hyphenate them as needed.

Example: two thirds cup of soup

Answer: two-thirds cup of soup

- | | |
|-------------------------------------|---------------------------------------|
| 1. ninety nine students | 6. the ninth and tenth grade students |
| 2. thirty six inches | 7. a five minute break |
| 3. twenty one miles | 8. a two minute phone call |
| 4. one and one half cups of pasta | 9. a one hour run |
| 5. two thirds cup of marinara sauce | 10. twenty two years old |

Practice B Using Hyphens in Compound Numbers and Fractions

On the lines provided, write a sentence using the number indicated. Be sure to hyphenate the number correctly.

Example: Sixty eight inches

Answer: The nurse told me that I was sixty-eight inches tall.

1. one third cup

2. twenty one

3. eighty six

4. fifty nine

5. two and one half tablespoons

Name _____ Date _____

USING HYPHENS WITH PREFIXES AND SUFFIXES

Hyphens are used to help readers see the parts of a long word. Use a hyphen after a prefix that is followed by a proper noun or a proper adjective. Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and words with the suffix *-elect*. See the examples below.

EXAMPLES: post-Shakespeare
self-confidence
President-elect

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

Practice A Using Hyphens With Prefixes and Suffixes

Read the items below. Then, hyphenate them as needed.

Example: pro Americanism

Answer: pro_Americanism

- | | |
|------------------|-------------------|
| 1. self esteem | 6. post Easter |
| 2. all state | 7. governor elect |
| 3. mid March | 8. mid June |
| 4. pre Victorian | 9. ex boyfriend |
| 5. pro Democrat | 10. all powerful |

Practice B Using Hyphens With Prefixes and Suffixes

Read the items below. Then, write a sentence using the item and a hyphen.

Example: ex girlfriend

Answer: Juan ran into his ex-girlfriend at the mall, and they spoke briefly.

1. self taught _____
2. all encompassing _____
3. mid February _____
4. self motivation _____
5. ex Marine _____
6. pro British _____
7. ex husband _____
8. mayor elect _____
9. all out _____
10. self contained _____

USING HYPHENS WITH COMPOUND WORDS

Use a hyphen to connect two or more words that are used as one compound word, unless your dictionary gives a different spelling. Use a hyphen to connect a compound modifier that appears before a noun. The exceptions to this rule include adverbs ending in *-ly* and compound proper adjectives or compound proper nouns that are acting as an adjective. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

Use hyphens	Do not use hyphens
ten-year-old girl well-made pair of jeans	widely available information The jeans were well made.

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

Practice A Using Hyphens in Compound Words

Read the items below. Then, hyphenate the words as needed.

Example: hard and fast rule

Answer: hard_and_fast rule

- | | |
|-------------------------|---------------------------|
| 1. well to do gentleman | 6. thirty year old man |
| 2. brother in law | 7. in season produce |
| 3. bleary eyed child | 8. merry go round |
| 4. above water rescue | 9. up to date information |
| 5. sister in law | 10. fifty year old woman |

Practice B Using Hyphens in Compound Words

Read the items below. Then, write a sentence using the item and hyphens as needed.

Example: jack of all trades

Answer: My uncle who has worked as a carpenter, an electrician, and a plumber is known as jack-of-all-trades.

- court martial _____
- take off _____
- go between _____
- friendly looking _____
- easy going _____
- sixteen year old _____
- off season _____
- well known _____
- mass produced _____
- as is _____

Name _____ Date _____

USING HYPHENS FOR CLARITY

Some words or group of words can be misread if a hyphen is not used. Use a hyphen within a word when a combination of letters might otherwise be confusing. Prefixes, such as *semi-*, *anti-*, *de-*, and *re-*, are usually hyphenated when the root word begins with the same vowel.

EXAMPLES: We live in a co-op building, which means my parents own a share of the entire building.
 The special-delivery carrier arrived at our door and presented us with four huge boxes.

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

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: reencounter

Answer: re-encounter

- | | |
|---------------------------|----------------------------|
| 1. semiinformative _____ | 6. reenlist _____ |
| 2. reestablish _____ | 7. antiinflammatory _____ |
| 3. wellliked _____ | 8. reenergize _____ |
| 4. semiillustrative _____ | 9. semiindependent _____ |
| 5. deemphasize _____ | 10. antiindependence _____ |

Practice B Using Hyphens for Clarity in Sentences

Read the sentences below. Then, rewrite each sentence, correcting errors in hyphenation. If the punctuation is correct, write correct.

Example: After moving 3,000 miles away five years ago, Chris suddenly called me to reestablish our friendship.

Answer: After moving 3,000 miles away five years ago, Chris suddenly called me to re-establish our friendship.

- The brisk walk reenergized us to go back and study more for our final exam.

- My brother actually broke the air conditioning-unit while he was trying to change the filter.

- The semiinclusive parking lot at our school is for seniors and faculty only.

- The teacher was well liked for her great sense of humor and easygoing personality.

- A group of demonstrators were antiimperialistic and wanted their independence.

Name _____ Date _____

USING HYPHENS AT THE ENDS OF LINES

Sometimes long words at the end of a line of print are hyphenated, with part of the word appearing on the next line. This keeps the line-length even, making the text easier to read. If a word must be divided, always divide it between syllables. Always place the hyphen at the end of the first line, not at the beginning of the second line. Do not hyphenate single-syllable words.

EXAMPLE: The junior class president will provide information about the fund-raiser tomorrow morning.

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

Practice A Using Hyphens to Correctly Divide Words

Read the words below. Then, rewrite them as if they had to be hyphenated. Put the hyphen in the correct place.

Example: support

Answer: sup-port

- | | |
|--------------------|--------------------|
| 1. classroom _____ | 6. sleeping _____ |
| 2. notebook _____ | 7. surgeon _____ |
| 3. overheard _____ | 8. focus _____ |
| 4. diving _____ | 9. guiding _____ |
| 5. ticket _____ | 10. textbook _____ |

Practice B Using Hyphens Correctly at the End of Lines

Read the sentences below. If the word at the end of the line has been incorrectly divided, then correctly divide the word, or write it as one word.

Example: The principal walked around the school lo-oking for the student who lost his keys.

Answer: look-ing

- I forgot to bring my wallet to the mall, so I could not buy anyth-ing for my mother's birthday. _____
- The football players ran onto the field and warm-ed up before the game. _____
- Everyone at the senior class meeting was tal-king at once, so the vice principal told us to be quiet. _____
- The fans applauded for the basketball players as th-ey ran onto the court. _____
- There is a poster of the periodic table of elements 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: jud-ge Correct: judge
Do not divide a word so that a single letter or the letters -ed stand alone.	Incorrect: read-y Correct: ready
Avoid dividing proper nouns and proper adjectives.	Incorrect: Amer-i-can Correct: American
Divide a hyphenated word only after the hyphen.	We are going to visit my brother and my sister-in-law in Toronto.

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

Practice A Using Hyphens Correctly to Divide Words

Read the words below. If the word is hyphenated correctly, write correct. If the word is hyphenated incorrectly, write the word the way it should appear.

Example: wish-ed

Answer: wished

- | | |
|--------------------|-------------------|
| 1. cloth-ed _____ | 6. lodg-es _____ |
| 2. day-light _____ | 7. run-ning _____ |
| 3. thor-ough _____ | 8. qui-et _____ |
| 4. to-day _____ | 9. Brit-ish _____ |
| 5. lod-ge _____ | 10. stead-y _____ |

Practice B Using Hyphens Correctly to Divide Words

Read each group of divided words. Identify the word that is not correctly divided. Then, rewrite the word, putting the hyphen(s) in the correct place, or writing it as one word if it cannot be divided.

Example: warm-ed warm-ing warm-er

Answer: warmed

- | | | |
|----------------|------------|-------------------|
| 1. cloth-es | cloth-ing | wash-cloth _____ |
| 2. fan-ned | farm-er | frank-ness _____ |
| 3. fla-vor-ful | fo-ol | fruit-less _____ |
| 4. base-ball | bor-ed | broom-stick _____ |
| 5. bl-ack | guilt-less | grate-ful _____ |
| 6. spell-ed | for-lorn | crim-son _____ |
| 7. tele-graph | a-long | te-ll _____ |
| 8. finall-y | fam-ished | fam-ous _____ |

Name _____ Date _____

USING APOSTROPHES TO FORM POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession. See the rules for possessive nouns and the examples below.

Add an apostrophe and -s to form the possessive case of most singular nouns.	the student's lunch the bird's nest
Add only an apostrophe to form the possessive of plural nouns ending in -s or -es.	fi ve birds' nests the knives' handles
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 games two deer's tracks
Add an apostrophe and -s or just an -s to the last word of a compound noun.	my brother-in-law's golf clubs
Use an apostrophe and -s or just an apostrophe to form possessives involving time, amount, or the word <i>sake</i>.	a day's rest three cents' worth for Chris's sake

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

Practice A Using Apostrophes to Form Possessive Nouns

Read the items below. Then, write the possessive form of each noun in parentheses. Be sure to place apostrophes correctly.

Example: the (players) best game

Answer: the player's best game

- | | |
|--------------------------------|----------------------------------|
| 1. my (family) home _____ | 5. the (Smiths) cars _____ |
| 2. the (girls) backpacks _____ | 6. the (mice) squeaks _____ |
| 3. the (foxes) den _____ | 7. (Sister-in-law) brother _____ |
| 4. the (skaters) awards _____ | 8. the (gentlemen) scarves _____ |

Practice B Using Apostrophes Correctly in Sentences

Read each sentence. Then, rewrite each sentence, correcting the mistakes with possessive nouns.

Example: The athletes medal is gold.

Answer: The athlete's medal is gold.

- Mr. Fine does not approve of his sons wives. _____
- Having four students with the same name in her class added to the new teachers confusion.

- Mary Garcias goal was to write a best-selling novel.

- Mrs. Gonzalezes sons-in-law gave her a surprise birthday dinner.

- The disaster was averted and hundreds of lives saved due to Nilss quick thinking.

Name _____ Date _____

USING APOSTROPHES WITH PRONOUNS

Apostrophes are used with pronouns to show ownership or possession. See the rules for possessive pronouns and the examples below.

Use an apostrophe and -s with indefinite pronouns to show possession.	somebody's car each other's feelings
Do not use an apostrophe with possessive personal pronouns; their form already shows ownership.	her MP3 player his backpack 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 sweater is this? Who's going shopping today?

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

Practice A Using Apostrophes to Form Possessive Pronouns

Read the items below. Then, write the possessive form of each pronoun. If the item is correct, write correct.

Example: whose address

Answer: correct

- | | |
|----------------------------------|---------------------------------|
| 1. someone mobile phone _____ | 6. one feelings _____ |
| 2. somebody baseball glove _____ | 7. no one car _____ |
| 3. his research paper _____ | 8. her application _____ |
| 4. anybody guess _____ | 9. somebody tennis raquet _____ |
| 5. neither idea _____ | 10. anyone help _____ |

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 wallet is on the floor.

1. everybody _____
2. everyone _____
3. neither _____
4. either _____
5. one _____
6. anybody _____
7. someone _____
8. somebody _____

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 didn't go to visit that college after all. (contraction didn't—did not)

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

Practice A Using Apostrophes to Form Contractions

Read the words below. Then, write a contraction for the words. Be sure to include an apostrophe in the correct location.

Example: should not

Answer: shouldn't

- | | |
|-------------------|--------------------|
| 1. are not _____ | 6. I would _____ |
| 2. will not _____ | 7. we would _____ |
| 3. he will _____ | 8. you are _____ |
| 4. I am _____ | 9. she is _____ |
| 5. she will _____ | 10. they are _____ |

Practice B Using Apostrophes Correctly in Contractions

Read the words below. Then, write a sentence of your own using a contraction in place of the words. Be sure to include an apostrophe in the correct location.

Example: We are

Answer: We're sitting at the same table at the junior prom.

1. are not _____
2. should have _____
3. should not _____
4. will not _____
5. would have _____
6. they are _____
7. we are _____
8. he would _____
9. Daniela is _____
10. cannot _____

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: I received four *A*'s and two *B*'s on my report card.

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

Practice A Using Apostrophes to Create Special Plurals

Read the items below. Then, use an apostrophe to create a special plural for each item.

Example: *ps* and *qs*

Answer: p's and q's

- | | |
|-----------------------------|--------------------|
| 1. nos _____ | 6. ABCs _____ |
| 2. Cs and Ds _____ | 7. 123s _____ |
| 3. ifs, ands, or buts _____ | 8. +s and -s _____ |
| 4. Is _____ | 9. ?s _____ |
| 5. 3s and 4s _____ | 10. !s _____ |

Practice B Using Apostrophes to Create Special Plurals in Sentences

Read the items below. Use each item in a sentence, using apostrophes to avoid confusion.

Example: !s

Answer: There are too many !'s in your personal narrative.

1. ABC _____
2. As and Bs _____
3. 5s _____
4. As and Ans _____
5. Is and yous _____
6. ?s _____
7. :s and ;s _____
8. 10s and 20s _____
9. ps and qs _____
10. Fs _____

Name _____ Date _____

PARENTHESES

Parentheses help you group material within a sentence. Use parentheses to set off information when the material is not essential or when it consists of one or more sentences. If the material in parentheses is a complete sentence, use an initial capital letter, and place the end mark inside the parentheses. If the information in the parentheses is a phrase, do not use an initial capital letter or end mark inside the parentheses.

EXAMPLES: We went to Corpus Christi (in the southeastern part of the state) to visit my uncle.

New Hampshire is known for its mountains and maple trees. (See the photos below for examples.)

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

Practice A Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite each sentence, adding the items indicated in parentheses where appropriate in the sentence. If the item is correct as it appears, write correct.

Example: Flannery O'Connor was a Southern Gothic writer. (1925–1964)

Answer: Flannery O'Connor (1925–1964) was a Southern Gothic writer.

1. His research will take him to Pompeii, Rome, and Venice. (1) (2) (3)

2. In August, A.D. 79, there were signs that the volcano Vesuvius was again about to erupt. (in southwestern Italy)

3. The violent eruption descended on the city of Pompeii during the hours of early morning. (busy, sunny)

4. If we wanted to find a universal world language, we could have the whole world speaking it in a decade. (see box below)

5. Thomas Jefferson served two terms as president of the United States. (1801–1809)

Practice B Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (1)

Answer: The Olympic games (1) will be held in Prague; (2) will be held under extremely tight security; and (3) will hopefully proceed peacefully.

1. (college applications) _____

2. (school year 2011–2012) _____

3. (in Fort Worth, Texas) _____

4. (the prom committee) _____

5. (I had written the wrong assignment in my agenda.) _____

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.

EXAMPLE: “A universal language [*sic*] could be monitored, the pronunciation kept constant, the script guarded from local [or nationalistic] peculiarities.”

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

Practice A Using Brackets in Quotations

Read each quotation. Then, rewrite each sentence, adding the bracketed item where you think it is appropriate.

Example: “The air in the cave was stail and smelled unpleasant.” [*sic*]

Answer: “The air in the cave was stail [*sic*] and smelled unpleasant.”

1. “The light from our miner’s lamps penetrated the darkness, and we could see only where the light fell, so we had to feel our way among the rocks.” [barely] _____

2. “Often we slipped down inclines or fell into potholes and pools.” [very steep]

3. “Even though we moved, we soon became wet and bruised.” [cautiously] _____

4. “Finally, we crawled through a low place.” [very] _____

5. “We came out into a big space with a poole.” [*sic*] _____

Practice B Revising to Add Brackets to Quotations

Read each quotation. Then, rewrite each quotation, adding *sic* in brackets where needed.

Example: “We walked towards the ralings, which proved to contain a gate.”

Answer: “We walked towards the ralings [*sic*], which proved to contain a gate.”

1. “Ian Young opened it with a click of iron, and it swung on unoyled hinges.”

2. “Beyond it, the dim light showed the forelorn public garden.”

3. “Their were a few seats beside the path.”

4. “But in late November, the melancholy of such places could seep into the soul like fungus.”

5. “Ian Young walked purposefully onward, neither hurrying nor moving with caution.”

Name _____ Date _____

USING THE ELLIPSIS

An ellipsis (. . .) shows where words have been omitted from a quoted passage. It can also mark a pause or interruption in dialogue. See the examples below.

Use an ellipsis to show omitted words in a quotation.	Marcos told me, “The teacher said that . . . we had two more days to finish the report.”
Use an ellipsis to mark a pause in a dialogue or speech.	I said to the children, “OK, kids, ready . . . set . . . go!”

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

Practice A Using Ellipses to Show Omissions in Quotations

Read each quotation. Then, rewrite each quotation, using an ellipsis to show the omission of the words in parentheses.

Example: “Our country was invaded in 1941, and almost immediately my sister and I enlisted in the Armed Forces.” (almost immediately)

Answer: “Our country was invaded in 1941, and . . . my sister and I enlisted in the Armed Forces.”

- “Umbrellas are seldom useful in Chicago because of the city’s strong winds.” (city’s)

- “Prying up the disguised trap door, we discovered a secret chamber, once a station on the Underground Railroad.” (a secret chamber, once)

- “My friend Jarmila knows I love to cook, so she brought me a cookbook full of recipes.” (knows I love to cook, so she)

- “Mary Stewart wrote the novel *Airs Above the Ground*.” (the novel)

- “Of the three Watson girls, only Rhonda called me.” (Watson)

Practice B Using Ellipses to Show a Pause in Dialogue

Read each line of dialogue. Then, rewrite each quotation, adding an ellipsis to show a pause where you think it is logical.

Example: “I really don’t know how or if I’ll ever finish these applications.”

Answer: “I really don’t know how . . . or if . . . I’ll ever finish these applications.”

- “If these walls could talk I wonder what they’d say.” _____
- “Mom, Vincent had a car accident but he isn’t hurt.” _____
- “Oh, thank goodness. What happened?” _____
- “I don’t know where to start. It all happened so fast!” _____
- “This is why I worry so much about the two of you.” _____

Name _____ Date _____

DASHES

A dash signals a stronger, more sudden interruption in thought or speech than commas or parentheses. A dash may also take the place of certain words before an explanation. See the examples below.

Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.	You actually believed her—I told you never to believe a word she says—when she told you she went skydiving!
Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.	The car salesman—tired of helping the impossible customer—simply walked out of the showroom.
Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.	We visited the Vietnam Veterans Memorial—what an experience!—on our trip to Washington, D.C.

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

Practice A Using Dashes to Emphasize Parenthetical Expressions

Read each sentence. Then, rewrite each sentence, using dashes to emphasize the parenthetical expressions.

Example: After a four-hour flight what a long trip! we finally arrived at our vacation destination.

Answer: After a four-hour flight—what a long trip!—we finally arrived at our vacation destination.

- The flight I have never seen such a crowded airplane was delayed for three hours. _____

- What was the cause I hate when planes are late for the delay? _____

- We don't know the reason we think it was mechanical because the pilot never told us. _____

- What did you do I never know what to do on a crowded airplane while you waited? _____

- I read my book it is the best book ever the entire time. _____

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 surprise!

Answer: My friends threw me a birthday party—what a surprise!—two days before the actual day.

- I can't believe I won! _____
- I was so disappointed! _____
- my father was furious! _____
- what a close game _____
- can you imagine? _____

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	9/1/96
Fractions	2/3 cup of milk
Line of quoted poetry	I used these lines from a Walt Whitman poem, "Oh Captain! my Captain! our fearful trip is done,/The ship has weather'd every rack, the prize we/sought is won."
Options	We could choose from oatmeal/eggs/toast.
Web addresses	http://www.whitehouse.gov/ (the White House)

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

Practice A Using Slashes With Numbers

Read each item. Then, write each item using slashes correctly.

Example: July 8, 1995

Answer: 7/8/95

- | | |
|---------------------------|----------------------------|
| 1. three-tenths _____ | 6. six-elevenths _____ |
| 2. one-fifth _____ | 7. one-third _____ |
| 3. January 22, 2012 _____ | 8. January 28, 1968 _____ |
| 4. May 11, 2010 _____ | 9. December 11, 2007 _____ |
| 5. December 3, 1996 _____ | 10. one-twentieth _____ |

Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, add slashes where needed.

Example: The community pool party was held on 8 17 12.

Answer: The community pool party was held on 8/17/12.

- The appetizer options are: spring rolls soup salad chicken skewers.
- The Web address for the Smithsonian Institute is http:www.si.edu.
- Choose two of the following: strawberries blackberries blueberries cherries.
- Our school's Web address is http:www.ridgewoodhs.tx.edu.
- The elections for junior class officers will be held on 10 2 12.
- My birthdate is 4 7 95.
- The options for lunch today are: grilled fish grilled chicken grilled cheese.
- The state standardized test will be held on 1 19 13.

