

Writer's Choice

Grammar and Composition

Grammar Practice Workbook

Grade 7



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois



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8.1–2 Sentences and Sentence Fragments

Key Information

A **sentence** is a group of words that expresses a complete thought. A sentence consists of a **subject** and a **predicate**. A group of words that does not have both parts does not express a complete thought and is called a **sentence fragment**.

Every sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

A **declarative sentence** makes a statement.

Mexico has many pyramids.

An **interrogative sentence** asks a question.

How old is this pyramid?

An **exclamatory sentence** expresses strong feeling.

How steep the sides are!

An **imperative sentence** gives a command or makes a request.

Take a photo of this scene.

A. Recognizing Sentences and Kinds of Sentences

Decide whether each of these groups of words is a sentence or a sentence fragment. If it is a sentence, write whether it is *declarative*, *interrogative*, *exclamatory*, or *imperative*. If it is not a complete sentence, write *fragment*.

1. What a long day I had! _____
2. Juyong, too. _____
3. The full moon is shining between the clouds tonight. _____
4. Did you turn off the lights? _____
5. Remember to bring an umbrella. _____
6. On the third shelf. _____

B. Correcting Sentence Fragments

Add words to each sentence fragment to form the kind of sentence indicated in parentheses. Add the correct end punctuation.

1. the natives of North America (declarative) _____
2. after school today (imperative) _____
3. finished your homework (interrogative) _____
4. great concert (exclamatory) _____

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8.3, 5 Subjects and Predicates

Key Information

All of the words in the subject make up the **complete subject**. The main word or group of words in the subject is called the **simple subject**. All of the words in the predicate make up the **complete predicate**. The main word or group of words in the predicate is called the **simple predicate**.

The simple subject is usually a **noun** or a **pronoun**; the simple predicate is always a **verb**.

The red **car** **is** in the lead.

A **compound subject** has two or more simple subjects joined by *and*, *or*, or *nor*.

The red **car** and its **driver** are in the lead.

When the simple subjects are joined by *and*, the compound subject is plural and takes the plural form of the verb. When the simple subjects are joined by *or* or *nor*, the verb agrees with the nearer subject.

Either the red **car** or the two blue **ones** **use** gasohol.

A **compound predicate** has two or more verbs with the same subject.

He **skids** but **stays** ahead.

The verbs are joined by *and*, *or*, *nor*, *but*, or *yet*.

A. Recognizing Sentence Parts

Underline each complete subject once and each complete predicate twice. Write each simple subject and simple predicate, or verb.

1. Shama exercises every day. _____
2. Children at the party scrambled for the balloons. _____
3. My brother met his best friend and went to the movie. _____
4. The cactus, the century plant, and sagebrush grow in the desert. _____

B. Combining Sentence Parts

Combine each pair of sentences by forming a compound subject or compound predicate. Remember to use the correct form of each verb.

1. Usually, on a picnic, ants sting me. Or a bee stings me. _____

2. The cloth has a high price. But the cloth is just right for your costume. _____

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8.4

Identifying the Subject

Key Information

Most sentences begin with the subject.

Temperatures fall at night.

Many questions begin with a word that is part of the predicate.

Do clouds affect temperature?

Rearranging the words to form a statement helps to locate the subject.

Clouds do affect temperature.

In sentences beginning with *Here is*, *Here are*, *There is*, or *There are*, the predicate precedes the subject.

Here are **today's statistics**.

In commands, the word *you* is the understood subject.

(You) Keep a daily record.

A. Locating the Subject

Underline the complete subject in each of these sentences. If the sentence is a command, write (*You*) on the line before the sentence.

- _____ 1. Do spiders have six legs or eight legs?
- _____ 2. Listen to the directions.
- _____ 3. The man in the tall hat is a magician.
- _____ 4. Is this apple a Red Delicious?
- _____ 5. In the museum there were many Roman statues.

B. Rewriting Sentences for Variety

Rearrange the words of each of the following sentences as indicated. Write your revised sentence in the space provided. Write a sentence of your own at the end.

1. You should imagine my delight at holding a koala. (*Use the understood You.*) _____

2. Your shoes are here under the chair (*Begin with Here are.*) _____

3. You have drawn with charcoal. (*Use a question.*) _____

4. (*Write an exclamatory sentence.*) _____

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8.6 Simple and Compound Sentences

Key Information

A **simple sentence** has one complete subject and one complete predicate.

Either the dog or the baby bumped the lamp and broke it.

A **compound sentence** contains two or more simple sentences joined by either a comma and a coordinating conjunction or by a semicolon.

I took the lamp in for repair, but the job cost too much.

A **run-on sentence** consists of two or more sentences incorrectly joined.

INCORRECT: A new lamp will be cheaper, I'll buy a strong one.

To correct a run-on, write separate sentences, or if the sentences are closely related, join them using a semicolon or a comma and a conjunction.

CORRECT: A new lamp will be cheaper. I'll buy a strong one.

A. Recognizing Subjects and Predicates in Compound Sentences

Underline each complete subject once and each complete predicate twice. Circle the coordinating conjunctions *and*, *but*, or *or* when they are used to connect two simple sentences.

1. My cousin moved to Mexico City, and I may visit her soon.
2. We saw the Pyramid of the Sun on the last trip, but my eldest brother missed the tour of the Palace.
3. Jamil and Kendra sometimes ride the ferris wheel, or they choose the scrambler instead.
4. Jamil shoots baskets and tosses rings in the fairway, but Kendra enjoys the exhibits.

B. Identifying Simple Sentences, Compound Sentences, and Run-ons

Write whether each sentence is *simple*, *compound*, or *run-on*. If the sentence is a run-on, rewrite it correctly.

1. Milk, broccoli, and kale are good sources of calcium. _____

2. This song is by Carly Simon I like it. _____

3. Ted bakes cookies, chocolate chip cookies are his favorites. _____

4. Raoul is interested in astronomy, and he owns a telescope. _____

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9.1–2, 5 Proper, Compound, and Collective Nouns

Key Information

Common nouns name any person, place, thing, or idea. Common nouns can be either concrete or abstract. **Concrete nouns** name things you can see or touch.

Abstract nouns name ideas or feelings.

Proper nouns name a specific person, place, thing, or idea. They begin with a capital letter.

Compound nouns are made up of two or more words. They can be written as one word, as two or more separate words, or as two or more words joined by hyphens. To write the plural form of compound nouns of two or more words, make the most important word plural.

Collective nouns name a group of individuals. When the collective noun refers to the group as a unit, use a singular verb. When the collective noun refers to the individual members of the group, use a plural verb.

A. Identifying Nouns

Underline the nouns in the following sentences. Circle letters that should be capitalized.

1. The garden is filled with tulips and daffodils.
2. These roses were developed in richmond, virginia.
3. The newspaper published an article about our club at superior middle school.
4. On monday, january 6, rene returns from vacation.

B. Forming Plurals

Write the plural form of each compound noun.

1. sidewalk _____
2. attorney-at-law _____
3. concert hall _____
4. seaport _____

C. Using Collective Nouns

Underline the correct verb form in parentheses.

1. The herd (graze, grazes) in this field every afternoon.
2. The herd (lift, lifts) their heads at the sound of the gunshot.
3. The jury (deliberates, deliberate) in a secluded room.
4. The jury (disagree, disagrees) about the verdict.

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9.3–4 Distinguishing Plurals, Possessives, and Contractions

Key Information

Possessive nouns name who or what owns or has something. They can be singular or plural.

The **dogs'** names are Trooper and Sam.
Traci's dog can do tricks.

To form the possessive of all singular nouns and plural nouns not ending in *s*, add an apostrophe and *s*.

sun	sun's
men	men's
boss	boss's

To form the possessive of plural nouns already ending in *s*, add only an apostrophe.

girls **girls'**

An apostrophe is also used to indicate where letters have been left out in a contraction. A **contraction** is a word made by combining two words into one by leaving out one or more letters.

Brad's the fastest runner in the school.
(*Brad is*)

A. Forming Possessives and Contractions

Add apostrophes where needed and indicate whether the word with the apostrophe is a singular possessive noun, a plural possessive noun, or a contraction by writing *S*, *P*, or *C* in the space next to the word.

1. The new flashlights beam is powerful. _____
2. Charles Babbages invention led to the modern computer. _____
3. These trees bark must be stripped before their wood can be made into paper. _____
4. Deannes familys moving to Tennessee. _____
5. This songs words are difficult to understand. _____
6. The girls uniforms were attractive and practical. _____

B. Using Possessives and Contractions

Underline the word in parentheses that correctly completes the sentence.

1. This (cartoons, cartoon's) characters are realistic.
2. Our (newspapers', newspaper's) late this morning.
3. Tighten these (guitars', guitar's) strings.
4. (Joans, Joan's) Siamese cat won a prize at the pet show.

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9.6 Appositives

Key Information

An **appositive** is a noun placed next to another noun to identify it or add information about it.

Mrs. Campbell, the **principal**, read today's announcements.

An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive.

Pontiac, **the great chief of the Ottawa nation**, died in 1769.

An appositive is set off by commas if it is not absolutely necessary to the meaning of the sentence.

A respected architect, I. M. Pei has designed many buildings.

I. M. Pei, **a respected architect**, designed the building.

A. Identifying Appositives

Underline the appositive phrases in the following sentences. Add commas where necessary.

1. The title of the play comes from a work by Langston Hughes an African American poet.
2. An ardent fan of the Bulls Jason rejoiced at their victory.
3. We celebrated at Paul's the finest French restaurant in town.
4. Our teacher asked Kristin the foreign exchange student from Germany to tell us a little about her homeland.
5. The fair will be held on Hester Court a street with many small shops.

B. Using Appositives

Write four sentences about yourself or the members of your family. Use an appositive in each.

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

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10.2 Transitive and Intransitive Verbs

Key Information

A **direct object** receives the action of a verb. It answers the question *whom?* or *what?* after an **action verb**.

Garrett Morgan **invented** the **traffic signal**.

An action verb may have one, more than one, or no direct object. An action verb that has a direct object is a **transitive verb**. An action verb that does not have a direct object is an **intransitive verb**.

A. Identifying Transitive and Intransitive Verbs

Underline each action verb in the following sentences. Indicate whether the verb is transitive or intransitive by writing *T* or *I* in the space above the word. In those sentences with a transitive verb, circle the direct object.

1. The astronauts collected rocks on the moon.
2. Joan Benoit won the first Olympic women's marathon.
3. Gracefully, the swimmer dived under the water.
4. The musician plucked the strings of the guitar.
5. Heavy rain fell in Florida.
6. The police officer directed traffic through the intersection.
7. Erin hummed the tune happily.
8. President Franklin Roosevelt collected stamps.

B. Changing Intransitive Verbs to Transitive Verbs

Rewrite each sentence, adding at least one direct object.

Example: Lamar wove on the antique loom.

Lamar wove **cloth** on the antique loom.

1. The school choir sang. _____

2. After the rain, the gardener planted. _____

3. Emily studied in the library. _____

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10.3 Verbs with Indirect Objects

Key Information

Some sentences have both a direct object and an indirect object. An **indirect object** tells *to whom or for whom* an action is done.

The girl gave the **cat** a toy.

The indirect object always comes before the direct object. You can check that an indirect object is indeed the indirect object by silently adding *to* or *for* before the indirect object and changing its position in the sentence. The sentence should still make sense.

The girl gave a toy (to the cat).

A. Identifying Direct and Indirect Objects

Each of these sentences has a direct object. Some of them have indirect objects. Fill in the answer columns with the direct and indirect objects you find.

	Direct Object	Indirect Object
1. The store manager promised me a refund.	_____	_____
2. Will you lend me your book?	_____	_____
3. Ask the teacher your question.	_____	_____
4. The bear caught a large salmon.	_____	_____
5. Pick the ripe tomatoes from the garden.	_____	_____
6. The principal awarded Rachel first prize.	_____	_____
7. Lydia threw her teammate the ball.	_____	_____
8. Who left me this note?	_____	_____

B. Working with Objects

Write whether the underlined word in each of the following sentences is a *direct object* or an *indirect object*. Then rewrite each sentence, replacing the underlined object with a new object.

1. Mr. Chavez drew her a map. _____

2. Paul showed Scotty his pet turtle. _____

3. The mail carrier gave my neighbor the package. _____

4. I sent my mother flowers for her birthday. _____

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10.4 Linking Verbs and Predicate Words

Key Information

A **linking verb** connects the subject of a sentence with a noun or an adjective in the predicate.

Good actors **become** their characters.

Common linking verbs are *be, become, seem, look, smell, turn, sound, grow, remain, and feel*. Some linking verbs may also be used as action verbs.

A **predicate noun** is a noun that follows a linking verb and tells what the subject is.

My best friend is the **star** of her class play.

A **predicate adjective** is an adjective that follows a linking verb and describes the subject.

Cast members feel **nervous**.

A. Recognizing Sentence Patterns

Copy the verb of each sentence. Write whether it is an *action verb* or a *linking verb*. If it is a linking verb, write whether it is followed by a *predicate noun* or a *predicate adjective*.

1. After the long hike, the Scouts were hungry and tired. _____
2. George Bush was our forty-first president. _____
3. The pink sky at sunset looked beautiful. _____
4. Laura studied architecture. _____
5. The fresh-baked cookies smelled delicious. _____
6. After the rain the river turned muddy. _____
7. The prairie wildflowers were daisies. _____
8. Rafael looked happy about his test score. _____

B. Revising Sentences

Underline the predicate noun or predicate adjective in each sentence. Then rewrite each sentence, replacing the predicate noun or predicate adjective with another word that makes sense in that position.

1. His excuse sounded silly to me. _____
2. The candidate became our new mayor. _____
3. The large audience grew restless. _____
4. Carol and Diane remained friends. _____

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10.5 Present, Past, and Future Tenses

Key Information

A verb changes form to show tense and to agree with its subject. The **tense** of a verb tells when the action takes place.

The **present tense** names an action that happens regularly. It is also used to express general truths. In the present tense the base form of the verb is used, except when the subject is a singular noun or the pronouns *he*, *she*, or *it*. With those subjects, you add -*s* or -*es* to the base form of the verb.

Your roosters **crow** loudly.

That rooster **crows** more loudly.

The **past tense** names an action that has already happened. Many verbs in the past tense end in -*d* or -*ed*.

Matt **refilled** the feeder.

The **future tense** names an action yet to happen. The word *will* is used with the verb to express future tense.

Next year, Kay **will raise** hens.

A. Identifying the Tense of a Verb

Underline the verb in each sentence. In the space provided, write whether the tense of the verb is *present*, *past*, or *future*.

- _____ 1. As usual, Carl will guess the ending of the mystery.
- _____ 2. Karen exercises every day.
- _____ 3. Mary Ann Mantell found one of the first dinosaur bones.
- _____ 4. I am the winner!
- _____ 5. The concert will begin soon.
- _____ 6. Nancy Kerrigan skated at the Winter Olympics in 1992.

B. Making a Present-Tense Verb Agree with Its Subject

Rewrite each sentence, changing the verb from past tense to present tense. Make sure the verb agrees with the subject.

1. Taryn walked the dog every day. _____
2. Both of Dan's cats liked ice cream. _____
3. Your clock ticked so loudly! _____
4. Laquetis practiced the trumpet every day after school. _____

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10.6 Main Verbs and Helping Verbs

Key Information

Verbs have four principal parts: **base form** (*look*), **present participle** (*looking*), **past form** (*looked*), and **past participle** (*looked*).

Any of the principal parts of a verb except the past form may be combined with a **helping verb** such as *be*, *have*, or *do*. When one or more helping verbs are used with a main verb, a **verb phrase** is formed.

Forms of *be*—*am*, *is*, and *are* in the present and *was* and *were* in the past—combine with the present participle of the verb.

We **are walking** now.
We **were jogging** before.

Forms of *have*—*have* and *has* in the present and *had* in the past—combine with the past participle of the verb.

You **have walked** faster often.

A. Analyzing Verb Phrases

Underline each verb or verb phrase. If the verb phrase includes a participle, write the participle on the line provided, and indicate whether it is a *present* or *past* participle.

1. Scientists have predicted an end to the world's rain forests. _____
2. The leaves are changing very slowly this year. _____
3. That city was the birthplace of the sundae. _____
4. Leslie's monster costume had frightened some of the little children. _____
5. Some time before her solo flight, Earhart had traveled across the Atlantic on another record-setting journey. _____
6. Who is bringing the paper plates? _____
7. Camille has danced to classical, jazz, and folk music. _____
8. We are using percussion instruments in our presentation. _____
9. Tree frogs cling to the bark of trees. _____
10. Are you walking home after school today? _____

B. Using Helping Verbs

Underline the correct form of the helping verb in parentheses.

1. For the last four years, Jeff (has, is) played in a softball league.
2. Hundreds of bats (have, are) living in this cave.
3. Juan and Terry (had, were) helping at the shelter.
4. Before the storm, Nancy (had, was) created a sidewalk chalk painting.
5. At the moment, I (have, am) searching for my glasses.

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10.7–8 Progressive Forms and Perfect Tenses

Key Information

The **present progressive form** of a verb names an action or condition that is continuing in the present.

Chia **is working** in her garden

The **past progressive form** names an action or condition that continued for some time in the past.

Thurman **was fixing** his bike.

The **present perfect tense** of a verb names an action that happened at some time in the past or happened in the past and continues now.

Julio **has tried** many hobbies.

The **past perfect tense** names an action that happened before another action or event in the past.

Before he injured his knee, my brother **had played** in twenty games.

A. Recognizing Correct Verb Forms

Underline the verb phrase in each sentence and decide whether the form of the verb phrase is correct. If it is, write *correct*. If not, write the correct form.

1. Mrs. Locke is teaching at Madison High last year. _____
2. The fruit has staying fresh in the refrigerator for days now. _____
3. By sunset, searchers were looked everywhere within two miles. _____
4. Many of these animals have disappeared because of habitat destruction. _____

B. Writing Sentences

For each verb listed, write one sentence using a progressive form and one sentence using a perfect tense. After each sentence, write the verb form you used: *present progressive*, *past progressive*, *present perfect tense*, or *past perfect tense*.

1. call _____

2. list _____

3. ask _____

4. talk _____

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10.9–10 Irregular Verbs

Key Information

Irregular verbs do not form the past and past participle in the regular manner—by adding *-d* or *-ed* to the base form. Here are examples of irregular verbs:

Base Form	Past	Past Participle
draw	drew	drawn
ride	rode	ridden
tear	tore	torn
come	came	come
blow	blew	blown
choose	chose	chosen
speak	spoke	spoken
win	won	won
catch	caught	caught
know	knew	known
see	saw	seen
fly	flew	flown

A. Using Irregular Verbs

Rewrite each sentence using either the past tense or past participle of the verb in parentheses.

1. Mollie has (win) the spelling trophy again! _____
2. Probably you have (catch) my cold. _____
3. The voters (choose) the underdog. _____
4. Before that foul, the referee had (speak) to Larry twice. _____
5. Those tacks have (tear) all the party decorations. _____
6. Throughout that campaign, General Sheridan (ride) Rienzi. _____
7. Brian (draw) three portraits before last week's contest. _____
8. All the relatives have (come) for a reunion. _____

B. Proofreading

In this paragraph, underline four verb phrases that use incorrect forms. Rewrite the paragraph on a separate sheet of paper using correct verb forms.

Butterflies appear fragile. Everyone has seed them in the breeze. The wind has blowed them around, and they cannot fight it. Yet butterflies of some species have flied thousands of miles to favorite fields. Biologists have knowed about some of these butterfly treks for years.

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11.1 Personal Pronouns

Key Information

A **pronoun** is a word that takes the place of one or more nouns. The most frequently used pronouns are personal pronouns.

Personal pronouns refer to people or things.

Ben read the story to Sarah.

Ben read **it** to **her**.

A **subject pronoun** is used as the subject of a sentence.

He often reads stories aloud.

An **object pronoun** is used as the object of a verb or a preposition.

Sarah sat beside **him**.

A. Identifying Pronouns

Underline each pronoun in the following sentences. Then indicate whether it is a subject pronoun or an object pronoun by writing *S* or *O* above the word.

1. I go to the library once every two weeks.
2. The librarians know me now and often set aside good books for me.
3. We are planning a bus trip to Washington, D.C., in April.
4. The bus will pick us up at 6:00 A.M. on Saturday.
5. I can buy you a ticket.
6. He plays clarinet in the marching band.
7. She sits next to him during band practice.
8. Officer Howard talked to them and us about the safety program.

B. Using Subject and Object Pronouns

Write a paragraph about a group or club activity in which you have participated. Use at least five of these pronouns.

I me you us he they her it

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11.2 Pronouns and Antecedents

Key Information

The noun or group of words to which a pronoun refers is called its **antecedent**. When you write, be sure the antecedent of every pronoun you use is clear.

Denise jogs every day. **She** always wears running shoes.

Denise is the antecedent of the pronoun *she*.

Make sure the pronouns you use agree with their antecedents in **number** and **gender**. Number refers to singular and plural. Gender refers to masculine, feminine, and neuter.

A. Identifying Antecedents

Underline each pronoun, and write the antecedent in the space provided.

1. A new theater opened yesterday. It has six screens. _____
2. Steve's mother is a chemist. She works in an office downtown. _____
3. Alex does odd jobs for the neighbors. They pay him to weed the garden. _____
4. The plane landed unexpectedly. It had developed engine trouble. _____
5. Tony was nervous before the performance. He hoped the judges would like him. _____
6. The cows look peaceful. They are standing in the shade under the trees. _____
7. Shawna was invited to a party. She asked Karen to come along with her. _____
8. The announcer worked with the audience before the show. She urged them to applaud when the star came on the stage. _____

B. Using Pronouns Correctly

Add nouns and pronouns to complete the following sentences. Be sure each pronoun agrees with its antecedent in number and gender.

1. June found a _____ on the sidewalk. _____ has a red stone surrounded by pearls.
2. _____ returned the ring to its owner. The grateful owner rewarded _____.
3. We believe that this project is worthwhile, and _____ hope you agree with _____.
4. After _____ stepped on a nail, the doctor gave _____ a tetanus shot.

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11.4

Possessive Pronouns

Key Information

A possessive pronoun shows who or what has something. A possessive pronoun may take the place of a possessive noun.

Sonya's notebook is green.

Her notebook is green.

Possessive pronouns have two forms—one for when the pronoun is used before a noun and the other for when the pronoun stands alone.

That uniform is **my** uniform.

That uniform is **mine**.

Do not use apostrophes with possessive pronouns. Avoid confusing the possessive pronoun **its** with **it's**, the contraction for *it is* or *it has*.

Using Possessive Pronouns

Rewrite each sentence replacing the underlined words with a possessive pronoun. You may need to add or rearrange words. Notes in parentheses tell you which form of possessive pronoun to use.

1. Walk right into the supermarket. The supermarket's doors open automatically.

(before a noun) _____

2. The skates belong to me. (stands alone) _____

3. The actors are rehearsing the actors' lines. (before a noun) _____

4. The soprano voice I hear must belong to you. (stands alone) _____

5. Luis has been working all week to finish Luis's report. (before a noun) _____

6. The telephone is loud. The telephone's ring woke me up from a sound sleep.
(before a noun) _____

7. We admit that the mistake belongs to us. (stands alone) _____

8. Aunt Jo was very helpful. Taking Aunt Jo's advice, Gary called the bus company
for a current schedule. (before a noun) _____

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11.5 Indefinite Pronouns

Key Information

An **indefinite pronoun** does not refer to a particular person, place, or thing.

Everyone is ready.

Most indefinite pronouns are either singular or plural.

Someone wants to talk to you.

Few know all the answers.

The indefinite pronouns *all*, *any*, *most*, *none*, and *some* can be singular or

plural, depending on the phrase that follows them.

All of the milk is gone.

All of the muffins are gone, too.

When possessive pronouns have indefinite pronouns as their antecedents, the pronouns must agree in number.

Did **either** of the callers leave **his** or **her** number?

Using Indefinite Pronouns

Underline each indefinite pronoun. Then underline the word in parentheses that completes each sentence correctly.

1. Somebody in this class (label, labels) (her, their) notebooks with colorful stickers.
2. All of science (is, are) interesting to me.
3. No one (remember, remembers) the address of the doctor's office.
4. The detective carefully studied each of the clues to see if (they, it) might help them crack the case.
5. Each of the apples (is, are) ripe now.
6. Several of the trees (was, were) harmed by the ice storm in late spring.
7. Everybody in the theater (applauds, applaud) for the roadrunner.
8. Some of the oceangoing ships (carry, carries) iron ore.
9. Some of the money (go, goes) to an organization to help the homeless.
10. “Anything (is, are) yours,” said the genie.
11. Many (hopes, hope) to repeal the law. Others (feel, feels) it should be kept on the books.
12. (Does, Do) either of you have a quarter I could borrow?
13. Both of the stories (has, have) a theme of the importance of friends.
14. Most of Greek architecture (is, are) covered in Chapter 1.
15. Both of the speakers referred to (her, their) notes periodically.

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11.6-7 Reflexive, Intensive, and Interrogative Pronouns

Key Information

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved. Reflexive pronouns end with *-self* or *-selves*.

Gina promised **herself** a treat.

An **intensive pronoun** is a pronoun that adds emphasis to a noun or pronoun already named.

The Grinch **himself** carved the roast beast.

An **interrogative pronoun** is a pronoun used to introduce an interrogative sentence. The interrogative pronouns *who* and *whom* refer to people. Use *who* as the subject and *whom* as the object of a verb.

Who sent this invitation?

Whom did you send invitations?

Whose shows that someone possesses something. Don't confuse *whose* with *who's*.

A. Identifying Reflexive, Intensive, and Interrogative Pronouns

Identify the reflexive, intensive, and interrogative pronouns by underlining them. Write *reflexive*, *intensive*, or *interrogative* on the line.

1. Dan reminded **himself** to bring home his science book. _____
2. I stopped **myself** from eating another piece of cake. _____
3. We **ourselves** congratulated the winning team. _____
4. Who painted the playground equipment? _____
5. They painted the playground equipment **themselves**. _____
6. The president **himself** waved to Tien and Chi. _____

B. Using Reflexive, Intensive, and Interrogative Pronouns

Underline the correct word in parentheses.

1. (Whom, Who) is the author of "The Pit and the Pendulum"?
2. (Whose, Who's) project was not successful?
3. (Whom, Who) are you inviting to the banquet?
4. (Whose, Who's) the quarterback on this team?

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12.1-2 Adjectives, Articles, and Proper Adjectives

Key Information

An **adjective** is a word that modifies, or describes, a noun or a pronoun.

Ripe apples fell from the tree.

A **predicate adjective** follows a linking verb and modifies the subject of the sentence.

The apples are **red** and **shiny**.

The present participle and past participle verb forms are sometimes used as adjectives and as predicate adjectives.

We heard **alarming** news.

The table is **painted**.

A and *an* are **indefinite articles**, adjectives that refer to one of a general group of people, places, things, or ideas. *The* is a **definite article** that identifies specific people, places, things, or ideas.

Proper adjectives are formed from proper nouns. Like proper nouns, they begin with capital letters.

Irish lace

French perfume

A. Identifying Adjectives

Underline the adjectives in each sentence. Underline the articles twice. Rewrite proper adjectives in the space provided, adding capital letters where needed.

1. The brown shoes may be old and worn, but they are also comfortable. _____
2. Solemn guards stand outside important foreign buildings. _____
3. When I am cold, I like bavarian cocoa and cookies. _____
4. If I feel warm, I enjoy a tall glass of cool juice. _____
5. Bill plays the electric guitar, but he wants to learn spanish classical guitar. _____
6. A sandy desert can be hot, dry, and silent. _____

B. Using Adjectives

Add an adjective to each sentence to replace each blank line.

1. _____ birds circled the _____ harbor.
2. The jungle was alive with the sound of _____ creatures.
3. The _____ guests were dressed in their _____ clothes.
4. The _____ audience applauded the _____ performance.
5. The artworks in the museum were _____ and _____.

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12.3–4 Comparative and Superlative Adjectives

Key Information

The **comparative form** of an adjective compares two things or people. The **superlative form** of an adjective compares more than two things or people.

For most adjectives of one syllable and some of two syllables, -er and -est are added to make the comparative and superlative forms.

The diamond is **harder** than the emerald.

The diamond is the **hardest** gem of all.

To make the comparative and superlative forms of adjectives with two or more syllables, add *more* or *most* before the adjective. To make the negative comparative and superlative forms, add *less* or *least* before the adjective.

Dogs are **more intelligent** than hamsters.

The **least complicated** step is last.

Identifying and Using Comparative and Superlative Adjectives

For each sentence, write the adjective form that completes the sentence correctly. Then write whether it is *comparative* or *superlative*.

1. My new blanket is (softer, softest) than my old one. _____
2. Kim is the (older, oldest) of my three sisters. _____
3. Sirius is the (brighter, brightest) star in the southern sky. _____
4. Geneva's memory is (worse, worst) than mine, but Barb's is the (worse, worst) one of all.

5. The (most unusual, unusualest) costume was awarded the prize. _____
6. Darrin's interest in conservation is (more strong, stronger) than most people's.

7. The (more beautiful, most beautiful) time of day at the lake is the morning.

8. Euclid Avenue is (longer, more long) than Prospect Avenue. _____
9. Charisse has little interest in ballet, but Rita is even (less interested, least interested) than Charisse.

10. I think that my roses are the (prettiest, more pretty) flowers in my garden.

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12.5 Demonstratives

Key Information

The words *this*, *that*, *these*, and *those* are called **demonstratives**. They point out people, places, and things. *This* and *these* point out people or things near to you. *That* and *those* point out things at a distance. *This* and *that* are singular; *those* and *these* are plural.

Demonstrative adjectives point out something and describe nouns by answering the questions *which one?* or *which ones?*

Is **this** seat taken?

Will you hand me **those** books?

This, *that*, *these*, and *those* are **demonstrative pronouns** when they take the place of nouns and point out something.

These are the sweetest cherries I have ever tasted!

A. Identifying and Using Demonstratives

Underline the correct word in parentheses. Then in the space provided write whether the word is a *demonstrative adjective* or *demonstrative pronoun*. If it is a demonstrative adjective, write the noun it modifies.

1. I'm going to make a centerpiece with (this, these) pinecones. _____
2. How much do (that, those) gloves cost? _____
3. (This, These) is one of my favorite paintings. _____
4. (This, These) are the rules for the game. _____
5. I think an owl lives in (that, those) hollow tree. _____
6. Can the people sitting in (that, those) last row hear me now? _____

B. Using Demonstratives

Write a sentence using each of the following demonstratives in the manner indicated.

1. (*these* as a demonstrative adjective) _____

2. (*these* as a demonstrative pronoun) _____

3. (*this* as a demonstrative adjective) _____

4. (*that* as a demonstrative pronoun) _____

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12.6-7 Adverbs and Intensifiers

Key Information

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

The curtains opened **slowly**.

The scenery was **breathtakingly** beautiful.

The time passed **extremely** quickly.

Many adverbs are formed by adding *-ly* to adjectives.

An adverb that emphasizes or intensifies an adjective or adverb is called an **intensifier**.

This tune is **very** familiar.

A. Identifying Adverbs and Intensifiers

Underline the adverbs in the following sentences. In the space provided write the word modified and whether that word is a *verb*, an *adjective*, or an *adverb*.

1. Arrange your main ideas logically. _____
2. Jay cleared his throat rather nervously. _____
3. The obviously weary woman sank gratefully into the seat. _____
4. The dandelion seeds flew everywhere. _____
5. Michelle was really tired. _____
6. I am almost certain that I left my notebook in the classroom. _____
7. The already late train should arrive soon. _____
8. The very enthusiastic candidate delivered his speech forcefully. _____

B. Using Adverbs

Insert an adverb in the space provided that answers the question given in parentheses.

1. Gerald _____ climbed out of the car. (how or in what manner)
2. I _____ watch that television show, since it's on so late. (when or how often)
3. This road goes _____ until it meets the state highway. (where or in what direction)
4. From his perch the eagle _____ watched the land below. (how or in what manner)
5. The debaters spoke _____ and _____. (how or in what manner)
6. The beaver _____ built its dam. (how or in what manner)
7. Patsy _____ attends the symphony's performances. (when or how often)
8. Yolanda _____ reads history but _____ reads poetry. (when or how often)

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12.8 Comparative and Superlative Adverbs

Key Information

The **comparative form** of an adverb compares two actions. The **superlative form** of an adverb compares more than two actions. For shorter adverbs, the endings -er and -est are added to make the comparative and superlative forms. For longer adverbs, the words *more* and *most* are added.

I could not imagine anyone acting **more courageously**.

Whoever runs **fastest** will win the race.

The words *less* and *least* are used to form the negative comparative and superlative.

Those who approached the problem **less creatively** missed the solution.

A. Identifying Comparative and Superlative Adverbs

Underline the correct adverb form in parentheses. Then write whether the form is *comparative* or *superlative*.

1. Craig works on his typing (more, most) enthusiastically than Bernice works.

2. Who can throw the discus (farthest, most far)? _____

3. It is raining (more, most) heavily today than it was yesterday. _____

4. The stock is changing the (more, most) rapidly of all stocks available today. _____

5. That cold medicine works (better, more well) for me than any other medicine I have taken. _____

6. The wood pile is stacked (higher, highest) in October, before winter begins. _____

B. Using Comparative and Superlative Adverbs

Rewrite the sentences, changing the comparative adverb to the superlative. Remember to change the sentence in order to use the superlative form correctly.

1. The storm damaged towns on the mainland less severely than those on the island.

2. The sun set more rapidly tonight than last night.

3. Joyce sang louder than Josephine.

4. Felicia performs better in comedies than in dramas.

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12.9 Using Adverbs and Adjectives

Key Information

Adjectives and adverbs are easily confused when they are used after verbs. **Predicate adjectives** follow linking verbs, such as *be*, *seem*, *appear*, and *become*.

I am **good** at learning foreign languages.

Adverbs describe action verbs.

I have tried **hard** to find a book on that subject.

People often confuse the words *good*, *bad*, *well*, and *badly*. *Good* and *bad* are adjectives. *Well* and *badly* are adverbs. *Well* can also be used as an adjective when describing someone's health.

A. Distinguishing Between Adjectives and Adverbs

Underline the adjectives once and the adverbs twice in the following sentences. Do not underline articles or possessive pronouns.

1. The audience was impatient for the show to begin.
2. The gerbil scurried tirelessly around his little cage.
3. The fire spread wildly through the dry forest.
4. Our club meets regularly in the basement of the school.

B. Using Adjectives and Adverbs

Change the underlined adjective in each sentence to an adverb. Rewrite the sentence as needed in order to use the adverb correctly.

1. Gloria has become expert at completing crossword puzzles. _____
2. Strong winds are common at this time of the year. _____

C. Using Adjectives and Adverbs

Change the underlined adverb in each sentence to an adjective. Rewrite the sentence as needed in order to use the adjective correctly.

1. Tomás plays the piano well. _____
2. The wind blew so powerfully that it blew the roof off. _____

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12.10 Avoiding Double Negatives

Key Information

Negative words express the idea of “no.” The adverb *not* is a negative word that often appears in contractions.

Other negative words include *never, nobody, none, no one, nothing, nowhere, and hardly*.

Nobody turned out the lights.

Affirmative words are words that show the idea of “yes.” They include words such as *ever, anybody, one, all, some, any, everyone, and something*.

Two negative words used together in the same sentence create a **double negative**. Avoid using double negatives. To correct sentences using double negatives, remove one of the negative words or replace it with an affirmative word.

Using Negative and Affirmative Words

The following sentences all have double negatives. Rewrite each sentence correctly.

1. I didn’t hardly have time to eat my lunch today. _____

2. Traci can’t find her plaid scarf nowhere. _____

3. Chris hasn’t never been stung by a bumblebee. _____

4. I felt as if I couldn’t do nothing right today. _____

5. No one I know never heard of that musical group. _____

6. Don’t eat no more of those bagels. _____

7. I never did nothing to hurt anyone. _____

8. Nikita hardly never goes anywhere. _____

9. I can’t scarcely believe that. _____

10. Kyle didn’t do nothing all day. _____

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13.1 Prepositions and Prepositional Phrases

Key Information

A **preposition** is a word that relates a noun or a pronoun to some other word in a sentence.

The bus **with** a flag is ours.

Refer to page 487 of your textbook for commonly used prepositions.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun, which is called the **object of the preposition**.

The team is going to a **meet**.

A. Identifying Prepositional Phrases and Objects of Prepositions

Write each prepositional phrase, underlining the preposition twice and the object of the preposition once.

1. The rumor spread throughout the school during the morning. _____
2. The parakeet with red-tipped wings escaped from the cage. _____
3. Before the invention of electric lights, people used candles. _____
4. The sled sped down the hill and into the snowman. _____
5. Do you remember the name of the lead singer for that group? _____
6. Jennifer laid the crystal bowl on the counter with great care. _____
7. My book is on the table by my bed. _____
8. With the acorn in its mouth the squirrel ran up the tree. _____
9. What do you think about the quality of television? _____
10. The salad consisted of various fruits. _____
11. The perfume smelled like vanilla. _____
12. The birds flew high above the treetops. _____

B. Using Prepositional Phrases

Use each of the given prepositional phrases in a sentence.

1. like a tiger _____
2. up the tree _____
3. near the finish line _____
4. between the houses _____

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13.2 Pronouns as Objects of Prepositions

Key Information

When a pronoun is the object of a preposition, always use an object pronoun.

Hit the ball to **me**.

A preposition may have a compound object. Use an object pronoun for any pronoun in a compound object.

The grounder bounced past the shortstop and **him**.

To check yourself, say the sentence with only the pronoun following the preposition.

The grounder bounced past **him**.

A. Using the Correct Pronoun after a Preposition

Underline the correct pronoun in parentheses.

1. Does this jacket belong to Gloria or (she, her)?
2. Borrow a bike from (he, him) and come along.
3. Only five of (they, them) were allowed in the elevator.
4. The cake was decorated by Damen and (she, her).
5. The chair between Gale and (he, him) was empty.
6. The package was for (we, us).
7. When did you take that picture of Jason and (we, us)?
8. Mail arrived for Mom and (I, me).

B. Proofread for Pronouns after Prepositions

The following paragraph has three errors in the use of pronouns after prepositions. Underline each prepositional phrase with an error and write the corrected prepositional phrases in the space provided.

The photograph of Phong and I reminded me of our camping trip with Ned and his father. The four of us were studying a map of the park when Ned, who was standing between Phong and I, looked up just in time to see a bluejay flying straight towards him. Ned dove behind the tree that stood beside his father and I. Later, we chuckled over the incident.

1. _____
2. _____
3. _____

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13.3 Prepositional Phrases as Adjectives and Adverbs

Key Information

An **adjective phrase** is a prepositional phrase that modifies, or describes, a noun or pronoun. In the example below, the prepositional phrase describes *photo*.

The *photo of the cat* took first place.

An **adverb phrase** is a prepositional phrase that modifies, or describes, a verb, an adjective, or another adverb.

In the example below, the prepositional phrase *of art* describes the predicate adjective *full*.

The wall was *full of art*.

An adverb phrase that modifies a verb tells *when*, *where*, or *how* an action takes place.

Visitors *came to the display*.

In the above example *to the display* modifies the verb *came*.

A. Identifying Adjective and Adverb Phrases

Underline each prepositional phrase and write whether it is an *adjective phrase* or an *adverb phrase*. Then write the word the prepositional phrase modifies.

1. Members of the audience cheered loudly. _____
2. Some diners prefer their toast heavy with jam. _____
3. Only seven of the swimmers finished the race. _____
4. The woman at the counter sold Andrea the outfit. _____
5. The artist at the first easel painted with broad strokes. _____
6. He sat in the front row beside Imelda. _____

B. Using Adjective and Adverb Phrases

Complete each sentence by finishing the adverb or adjective phrase.

1. My friend ran in the _____. _____
2. Today, we practiced drawing in _____. _____
3. The leader of our _____ volunteered to go first.
4. The sourdough bread from _____ was delicious.
5. We told each other stories during _____. _____

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13.4–5 Conjunctions and Interjections

Key Information

A **coordinating conjunction** is a single word used to connect parts of a sentence.

Colin **or** Drew weeded **and** watered, **but** nobody knew it.

Correlative conjunctions are pairs of words used to connect words and phrases in a sentence.

Neither you **nor** I could tell.

A compound subject joined by *and* is plural. The verb of a compound subject joined by *or* or *nor* agrees with the nearest part.

Either insects **or** the soil is the problem.

An **interjection** is a word or group of words that expresses feeling. A strong interjection is followed by an exclamation mark. A milder interjection is separated from the rest of the sentence by a comma.

Great! It's going to snow tonight.

Well, that's a surprise.

A. Identifying Conjunctions and Interjections

Each of these sentences has one or more conjunctions and may have an interjection.

Underline each conjunction and state whether it joins a *compound subject*, a *compound predicate*, or a *compound object of a preposition* or whether a *compound sentence* is formed. Add appropriate punctuation to any interjection.

1. Wow The fireworks and music were a terrific combination. _____
2. Well he ran and told the story to his friends and neighbors. _____
3. Either their troops would pull back, or our forces would attack. _____
4. Hey both the tape and the stapler are missing. _____
5. Whoops I opened the door just a crack, but the dog got out. _____

B. Making Compound Subjects and Verbs Agree

Underline the correct verb form in parentheses.

1. Neither Julia nor her neighbors (like, likes) that bush.
2. My parents or Uncle Melvin (is, are) picking me up.
3. Meriwether Lewis and William Clark (was, were) significant in our history.
4. Neither your notes nor your textbook (is, are) allowed in the room.
5. Either Jim or the twins (has, have) been chosen to lead the parade.

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14.1 Sentences and Clauses

Key Information

A **simple sentence** has one complete subject and one complete predicate. The **complete subject** names whom or what the sentence is about. The **complete predicate** tells what the subject does or has or what the subject is or is like.

The brown horse runs fast.

A **compound sentence** is a sentence that contains two or more simple sentences. Each simple sentence is called a main **clause**.

The brown horse runs fast, but the gray one is faster.

The house on the left is green, and the one across the street is white.

In a compound sentence, a comma precedes the conjunction; a semicolon joins the clauses if there is no conjunction.

A. Identifying Simple and Compound Sentences

If a sentence below is simple, write *simple sentence*. If a sentence is compound, write *compound sentence* and underline the main clauses.

1. Would you like a hamburger, or would you prefer pizza? _____
2. The air is crisp and clear; it is perfect weather for a football game._____
3. Carly enjoyed the movie of *The Hobbit*, but she prefers the book._____
4. Reggie went into the office, and his father waited outside._____
5. Lightning triggered the colossal forest fire in northern California._____

B. Punctuating Compound Sentences

Rewrite each sentence, adding the correct punctuation.

1. Dan went to bed but he could not get to sleep. _____

2. Put the milk in the refrigerator or it will spoil. _____

3. Sushil enjoys reading mystery stories are his favorites. _____

4. Unfortunately, the yellow sweater isn't clean he wanted to wear it tonight. _____

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14.2 Complex Sentences

Key Information

A **main clause** has a subject and a predicate and can stand alone.

The book is long, but you will read it fast.

A **subordinate clause** has a subject and a predicate but does not express a complete thought and cannot stand alone. It is always joined with a main clause.

The book **that you took out of the library** is long. You will read it fast **because it's so good.** I like **what you chose.**

A **complex sentence** is a sentence with a main clause and one or more subordinate clauses. As the examples show, subordinate clauses can function as adjectives, adverbs, or nouns.

A. Identifying Complex Sentences

Label each underlined clause MC (main clause) or SC (subordinate clause) above the clause. Then, in the space provided write whether the sentence is *compound* or *complex*.

1. The phone rang, but nobody answered it.
2. Kelly goes skating whenever she can.
3. We sang while June and Tory played guitars.
4. The old sea captain told us stories, and we all sang chanties.
5. Stay alert to the weather reports, or a storm may surprise you.
6. Wherever there is trouble, you will find my little brother.
7. Clinton practiced the piano so much that now he plays very well.
8. Kim is a dancer who enjoys ballet.

B. Subordinate Clauses

Use the given subordinate clauses to create complex sentences of your own.

1. (that I find most interesting) _____

2. (which is my favorite sport) _____

3. (while I went to the library) _____

4. (when we finished dinner) _____

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14.3 Adjective Clauses

Key Information

An **adjective clause** is a subordinate clause that modifies, or describes, a noun or pronoun in the main clause of a complex sentence.

Shaundra has a pet **that is quite unusual**.

An adjective clause is usually introduced by a **relative pronoun**, such as *that*, *which*, *who*, *whom*, or *whose*. It can also begin with *where* or *when*.

Here is the box **where Shaundra keeps her pet**.

A relative pronoun that begins an adjective clause can be the subject of the clause.

The pet **that lives in that box** is a cockroach.

A. Identifying Adjective Clauses

Underline each adjective clause.

1. Garfield is a cat that likes lasagna.
2. The library books that you borrowed are overdue.
3. Jenna went to a room where she could be alone.
4. Albert Sabin, who invented a polio vaccine, was born in 1906.
5. Franklin memorized a poem that was short.
6. Sara's painting, which is hanging in the classroom now, won first prize.

B. Using Adjective Clauses

Complete each of the following sentences. Then underline the adjective clause once and the noun it modifies twice.

1. The car, which had rusted fenders, _____

2. The bird that has the yellow-tipped feathers _____

3. The movie that most intrigued me _____

4. The essay that won the writing contest _____

5. The meal that tastes most delicious to me _____

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14.4 Adverb Clauses

Key Information

An **adverb clause** is a subordinate clause that often modifies, or describes, the verb in the main clause of a complex sentence.

The temperature falls fast **when the sun sets**.

An adverb clause can answer *how*, *when*, *where*, *why*, or *under what conditions* an action happens.

An adverb clause is introduced by a subordinating conjunction. Refer to your

textbook, page 507, for a list of some subordinating conjunctions.

A comma is not usually needed before an adverb clause at the end of a sentence. However, use a comma after an adverb clause that introduces a sentence.

Although the air is cold, it is not unpleasant.

A. Recognizing Adverb Clauses

Write whether the underlined clause is a *main clause*, an *adjective clause*, or an *adverb clause*.

1. When the team scored, the crowd cheered. _____
2. If Jason wants a snack, he chooses an apple or an orange. _____
3. Letitia likes a seat that is by a window. _____
4. When the full moon rises, the count changes into a werewolf. _____
5. That inventor, who was once a secretary, became rich. _____

B. Identifying Adverb Clauses

Underline each adverb clause. Then, in the space provided, write the subordinating conjunction and the word that the adverb clause modifies.

1. We continued the game after it had stopped raining. _____
2. Although Anita ran all the way, she missed the bus. _____
3. Polly loves strawberries because they are sweet. _____
4. Carol always moves the camera when she takes pictures. _____

C. Using Adverb Clauses

Add an adverb clause to each simple sentence to create a complex sentence.

1. Dennis plays music. _____
2. Mother stopped at the department store. _____
3. Josh will enter the race. _____
4. Tina checked her luggage. _____

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14.5 Noun Clauses

Key Information

A **noun clause** is a subordinate clause used as a noun.

Whoever is late misses lunch. [subject]

Janet says **what she thinks**. [direct object]

Give this ticket to **whomever you choose**. [object of preposition]

The mystery is **why we came**. [predicate noun]

If you replace a noun clause with a pronoun (such as *she*, *him*, or *it*), the sentence still makes sense.

Some words that introduce noun clauses are *however*, *how*, *that*, *what*, *whatever*, *when*, *where*, *which*, *whichever*, *why*, *who*, *whom*, *whoever*, *whomever*, and *whose*.

A. Identifying the Uses of Noun Clauses

Write whether each underlined noun clause is used as a *subject*, *direct object*, *object of a preposition*, or *predicate noun*.

1. Weekends are when you can relax. _____
2. Wherever I hang my hat is home. _____
3. Give your baseball cards to whoever wants them. _____
4. Marilyn thinks that horseback riding is fun. _____

B. Identifying Noun Clauses

Underline each noun clause.

1. Our dog eats whatever we give him.
2. The parking lot is where the car was stolen.
3. That Mylin was a good singer was obvious to everyone in the class.
4. Explain how volcanoes form.

C. Using Noun Clauses

Write sentences having a noun clause using the word given.

1. (whatever) _____
2. (how) _____

Grammar Practice

Name Class Date

15.1 Participles and Participial Phrases

Key Information

A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-d* or *-ed* to a verb. Both can serve either as the main verb in a verb phrase or as an adjective.

Umeki **was resting**. He **has rested** on the couch before.

The **resting** man fell asleep.

The **rested** man woke full of life.

A **participial phrase** is a group of words that includes a participle and other words that complete its meaning. Use commas to set off participial phrases that begin a sentence or that give information not essential to the meaning of the sentence.

The boy **resting on the couch** fell asleep. [phrase needed to identify which boy]

Dale, **resting on the couch**, fell asleep. [phrase not needed]

A. Identifying Participles

Underline each participle and indicate whether it is used as a *main verb* or *adjective*. If it is used as an adjective, write the noun or pronoun it modifies.

1. The cornered bear growled angrily. _____
2. Melvin had boarded the first bus from the terminal. _____
3. Lazily we saw the reddened clouds drift over the lake. _____
4. Is a small animal hiding in those leaves? _____
5. The yelling fans urge the team forward. _____
6. The public will see even more recycled sitcoms. _____

B. Identifying and Punctuating Participial Phrases

Underline the participial phrase in each sentence. Add commas where needed.

1. Missy working in her garage perfected her model.
2. Five ears of corn selected for their size lay on the table.
3. The short boy playing the clarinet is my cousin.
4. The scientists searched for birds banded the previous year.
5. Could anyone ignore our high school band playing off-key but loudly?

Grammar Practice

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15.2 Gerunds and Gerund Phrases

Key Information

A **gerund** is a verb form that ends in *-ing* and is used as a noun. As a noun, a gerund can be used as the subject of a sentence or the direct object of a verb.

Typing requires skill.

We learned **typing** last year.

A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.

Practicing at the keyboard is essential.

A. Identifying Verb Forms

Write whether the underlined word in each sentence is used as a *main verb, adjective, or gerund*.

1. Steve was cooking oatmeal for breakfast. _____
2. Juggling requires concentration. _____
3. The standing spectators saw the runners first. _____
4. The hardest part is the waiting. _____
5. Gloria is calling her mother for a ride. _____
6. Tim tripped over the sleeping puppy. _____
7. Shipping is common on the Great Lakes. _____
8. The robot was bumping into obstacles in the lab. _____

B. Identifying Gerunds and Gerund Phrases

Underline each gerund or gerund phrase. Write whether it is used as a *subject or direct object*.

1. Walking can be good exercise. _____
2. He enjoyed cooking more than any other hobby. _____
3. Sandra enjoys baby-sitting. _____
4. Littering can harm the environment. _____
5. Both candidates support taxing the rich. _____
6. Sorting the clean clothes takes only ten minutes or so. _____
7. Breeding fish in tubs may be a solution. _____
8. My lazy brother postponed starting his chores. _____

Grammar Practice

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15.3 Infinitives and Infinitive Phrases

Key Information

An **infinitive** is formed from the word *to* and the base form of a verb. It is often used as a noun in a sentence.

To fly was a dream for many.

They tried to fly.

The *to* in an infinitive is not a preposition. A prepositional phrase does not include a verb.

Some were taken to hospitals.

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

The Wright brothers wanted to invent a flying machine.

A. Identifying Infinitives and Infinitive Phrases

In each sentence, find a phrase beginning with *to*. If *to* is a preposition, write the prepositional phrase and label it *prepositional phrase*. If *to* is part of an infinitive or infinitive phrase, write the infinitive or infinitive phrase and label it *infinitive* or *infinitive phrase*.

1. Do you want to wait in the mall? _____
2. None of the food shipments sent to the cities arrived. _____
3. To replace the spark plugs is not a difficult job. _____
4. My grandfather taught me to swim. _____
5. Get your tickets to the next thrilling performance of the circus! _____
6. Without a compass, to find our way home will be difficult. _____

B. Identifying How Infinitives and Infinitive Phrases Are Used

Underline each infinitive or infinitive phrase. Write whether it functions as a *subject* or *direct object*.

1. Abraham plans to enter the triathlon. _____
2. To stay awake during Marty's speech was impossible. _____
3. Has the band started to play? _____
4. To find the lost child became everyone's goal. _____
5. Sometime in the future, to visit Mars will be an everyday occurrence. _____
6. Several of the workers wanted to organize a union. _____

Grammar Practice

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16.1, 5 Making Subjects and Verbs Agree

Key Information

The singular form of a verb is used with a singular noun and with *he*, *she*, or *it*. The plural form of the verb is used with a plural noun and with *I*, *you*, *we*, or *they*.

A spider **catches** flies.

Spiders **weave** webs.

A **compound subject** consists of two or more simple subjects with the same verb. A compound subject joined by *and* is plural, except when the two subjects refer to the same person or thing or when they are parts of the same thing.

The **fly** and the **ant are** insects.

My **job** and my **hobby is** the study of insects.

When two or more subjects are joined by *or* or *nor*, the verb agrees with the nearest subject.

Neither these spiders nor this **centipede is** an insect.

A. Identifying the Correct Verb Form

Underline the correct form of the verb in parentheses.

1. Both cars and the truck (need, needs) a wash.
2. Neither Jeffrey nor his sisters (eat, eats) radishes.
3. The town's town hall and most famous building (was, were) the topic of an article in a national travel magazine.
4. That tree and those bushes (turn, turns) gold in the fall.

B. Using the Correct Verb Form

Write a sentence using the given subject and the correct form of the verb in parentheses.

1. the cubs or the mother bear (eat, eats)

2. Richard's pride and joy (was, were)

3. My bat and ball (is, are)

4. a squirrel or Chris's pet mice (crawl, crawls)

Grammar Practice

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16.2 Problems with Locating the Subject

Key Information

If a prepositional phrase comes between a subject and its verb, make sure the verb agrees with the subject and not the object of the preposition.

One of these boxes **is** empty.

The **boxes** on the floor **are** full.

When a sentence begins with *here* or *there*, the subject follows the verb. To locate the subject, it may help to rearrange the words

so that the subject and verb are in their usual order.

Here **is** a **ball** of string.

A **ball** of string **is** here.

In some interrogative sentences, the subject lies between parts of the verb. Find the subject by making the sentence declarative.

Does this **tape hold** well?

This **tape does hold** well.

A. Making Subjects and Verbs Agree

Underline the subject in each sentence and the correct form of the verb in parentheses.

1. (Has, Have) the animals been fed yet?
2. There (is, are) several good routes to that city.
3. Usually Katie's suggestions, despite her bossy attitude, (is, are) adopted.
4. The six people at the bottom of the pyramid (hold, holds) a lot of weight.
5. The message in all three of Fred's editorials (was, were) the same.
6. Here (stand, stands) the oldest tree within fifty blocks.

B. Writing Sentences with Subject-Verb Agreement

Write a sentence using the given subject and following the instructions in parentheses. In each sentence use one of the following verbs either as the main verb or as a helping verb: *is, are, was, were, has, have*.

1. a basket of tomatoes (Begin the sentence with *Here*.) _____

2. three packages of paper (Make the sentence interrogative.) _____

3. passengers on the boat nearest the dock (Begin with this phrase.) _____

4. a long list of ingredients (Begin the sentence with *There*.) _____

Grammar Practice

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16.3–4 Special Subjects

Key Information

A **collective noun** names a group. If the noun refers to the group as a unit, it has a singular meaning and takes a singular verb. If the noun refers to the individual member of the group, it has a plural meaning and takes a plural verb.

The **cast puts** on a good show.

The **cast work** well together.

If a subject refers to an amount as a single unit, it is singular. If it refers to a number of individual units, it is plural.

Two hours is enough time.

Two hours have passed.

Certain nouns, like *measles* and *news*, end in *s* but take singular verbs. Others, like *scissors* and *pants*, refer to one thing but take plural verbs. You just have to learn these practices.

An **indefinite pronoun** does not refer to a specific person, place, or thing. When an indefinite pronoun is used as a subject, the verb must agree with it in number.

All of the milk is gone.

All of the students are present.

Identifying the Correct Verb Form

Underline the simple subject of each sentence and the correct form of the verb in parentheses.

1. The committee (schedule, schedules) a meeting every month.
2. Everyone (is, are) welcome at the party.
3. Many of Carl's friends (visit, visits) him at the hospital every day.
4. Fifty cents (is, are) the cost of one biscuit.
5. All of the stew (was, were) eaten quickly.
6. Most of the snow (has, have) melted.
7. Of the witnesses, a few (remember, remembers) numbers of the license plate.
8. Twenty-five years (has, have) passed since their marriage.
9. The scout troop (has, have) all earned badges.
10. Some of the animals (enjoy, enjoys) the attention.
11. Much of that information (is, are) out of date.
12. Any of the semifinalists (has, have) a chance at the prize.
13. The jeans I tried on (was, were) too big.
14. This pair of pants (doesn't, don't) fit.
15. Mathematics (is, are) a subject that requires practice.

Grammar Practice

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17.1-2 Using Troublesome Words

Key Information

The English language contains a number of confusing words. Be sure to use the following words correctly:

accept	except	lay	lie
all ready	already	learn	teach
all together	altogether	leave	let
beside	besides	loose	lose
between	among	raise	rise
bring	take	set	sit
choose	chose	than	then
in	into	their	they're
its	it's	who's	whose

Refer to your textbook, pages 553 and 555, for the meanings of the words.

A. Recognizing Troublesome Words

Underline the correct word or words in parentheses.

1. Please (raise, rise) the window to let in some fresh air.
2. Why don't you (lie, lay) down for a while before dinner?
3. Sparrows are much more common (then, than) cardinals in my neighborhood.
4. Let's go to the football game (all together, altogether).
5. (Leave, Let) me think about my decision overnight.
6. Gina (all ready, already) finished her homework.

B. Using Troublesome Words

Write a sentence using each of the following troublesome words.

1. (accept) _____
2. (between) _____
3. (their) _____
4. (it's) _____
5. (bring) _____
6. (all together) _____
7. (loose) _____
8. (whose) _____

Grammar Practice

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19.1–2 Capitalization I

Key Information

Capitalize the first word of every sentence and the first word of every direct quotation.

The girl exclaimed, “**T**he flowers are lovely!”

For a sentence with an interrupted quotation, capitalize the first word after the interruption only if it begins a new sentence.

Capitalize the first word in the salutation and closing of a letter.

Dear Mary,

Your friend,

Capitalize the names of people, their initials, titles, and degrees.

Hello, **S**ergeant Holman.

Anjanette Jackson, **Ph.D.**

Capitalize words that show family relationships when used as titles, or substitutes for a name but not after a possessive.

Yesterday **F**ather saw **C**ousin Sally, my favorite cousin.

Always capitalize the pronoun **I**.

Using Capital Letters

Underline each letter that should be capitalized.

1. “i want to learn to ski,” said christy, “so i’m taking skiing lessons after school.”
2. wolfgang mozart wrote symphonies for full orchestra,” explained ms. beil.
“he also wrote concertos for small groups of instruments.”
3. general eisenhower was elected president in 1952.
4. “my grandmother sends me a present for my birthday every year,” said angie.
5. tom said, “the dance will be held next week.”
6. “dear aunt irma,” the letter began.
7. i’ll sign the letter, “with love from your niece.”
8. uncle lawrence is mother’s brother.
9. the nurse brought dr. perez the charts.
10. “will that be all, captain?” asked the ship’s chief engineer.
11. the nameplate on her desk read marta guerra, m.d.
12. the case was brought before judge gorbea.
13. the invitation was addressed to mr. and mrs. martinez.
14. mr. thomas said that he would like music lessons.

Grammar Practice

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19.3–4 Capitalization II

Key Information

Capitalize names of cities, counties, states, countries, and continents.

Ohio Egypt Asia

Capitalize names of bodies of water and geographical features.

Hudson Bay Rocky Mountains

Capitalize compass points when they refer to parts of the country, but not when they indicate direction.

the Southwest west wind

Capitalize the names of streets, buildings, and astronomical bodies.

Fifth Avenue Mercury

Capitalize the names of organizations, businesses, brands, and important historical events and documents. Capitalize names of days, months, and holidays, but not seasons.

New Year's Day winter

Capitalize all important words in the titles of such things as books, plays, short stories, poems, articles, movies, magazines, and newspapers.

Capitalize names of ethnic groups and nationalities and all proper adjectives formed from them.

A. Capitalizing Correctly

Rewrite each item below adding capital letters where needed.

1. big dipper _____
2. girl scouts _____
3. *popular science* _____
4. saturn _____
5. thursday, january 14 _____

6. columbia river _____
7. detroit, michigan _____
8. *beauty and the beast* _____
9. indian spices _____
10. new england _____

B. Using Capital Letters

Rewrite each sentence adding capitalization where needed. Use a separate sheet of paper.

1. Take madison street west and turn south onto central avenue.
2. We took our visitor from mexico to niagara falls.
3. I bought *leaves of grass* by Walt Whitman at the bookworm bookstore.
4. You are not allowed to take your car to mackinac island in michigan.

Grammar Practice

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20.1 Using the Period and Other End Marks

Key Information

Use different end marks with different types of sentences.

Use a **period** at the end of declarative and imperative sentences.

The bus stops here.

Drop your fare in the box.

Use a **question mark** at the end of an interrogative sentence.

Does this bus go downtown?

Use an **exclamation point** at the end of an exclamatory sentence and after an interjection.

How late I am!

Wow!

Using End Marks

Insert the correct end marks after each of the following sentences and interjections. In the space provided, identify the type of sentence by writing *declarative*, *imperative*, *interrogative*, or *exclamatory*. Identify any *interjections*.

1. The detective looked for clues to solve the crime _____
2. Answer my questions truthfully _____
3. Don't forget your lunch _____
4. How much does the chicken sandwich cost _____
5. Gee _____
6. What an incredible effort you made _____
7. My key was sitting on the kitchen table _____
8. Has anyone seen my key ring _____
9. How lucky I am that you found these _____
10. Whew _____
11. Have you ever played on a soccer team _____
12. What great stamina those athletes have _____

Grammar Practice

Name Class Date

20.2

Using Commas I

Key Information

Use commas to separate three or more words, phrases, or clauses in a series.

The market sells corn, peas, and squash.

Use a comma after an introductory word.

No, I have never tried turnips.

Use a comma after two or more introductory prepositional phrases.

At the end of the play, the actors took a bow.

Use a comma after introductory participles and introductory participial phrases.

Gazing at the clouds, I saw figures changing shape.

Use commas to set off words that interrupt the flow of thought.

This pencil, I believe, belongs to you.

Use commas to set off names used in direct address.

Chen, what is the answer?

A. Using Commas

Add commas where needed.

1. Waking from a sound sleep I felt groggy.
2. Mr. Ramos will the jazz band meet after school today?
3. The treasure chest held emeralds diamonds and rubies.
4. In the aisle with the baked goods you will find the bread crumbs.

B. Using Commas in Sentences

Write four sentences about an event you recently attended. Use commas according to the directions in parentheses.

1. (between items in a series) _____

2. (after an introductory word) _____

3. (after two or more introductory prepositional phrases) _____

4. (to set off a name used in direct address) _____

Grammar Practice

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20.3 Using Commas II

Key Information

Use commas correctly in sentences with clauses.

Use a comma before *and*, *or*, or *but* when they join main clauses.

The bus for New York was leaving at noon, **and** I intended to be on it.

Use a comma after an adverb clause that introduces a sentence. Adverb clauses begin with subordinating conjunctions such as *after*, *although*, *as*, *because*, *before*, *if*, *since*, *unless*, *when*, *whenever*, and *while*.

If the rain stops, we are going to World of Fun.

Do not use a comma before an adverb clause at the end of a sentence.

A. Using Commas with Clauses

Add commas where needed. If a sentence does not need a comma, write *correct* in the space provided.

1. Light rays enter the eye through the lens and the lens bends them. _____
2. The sun was shining when the climbers started up the mountain. _____
3. Whenever we looked at each other we started to laugh. _____
4. Although Gabriella had lived near the ocean all her life she had never learned to swim. _____
5. After the librarian charges the books on the computer she stamps them with the date. _____
6. We will pass the motion unless anyone objects. _____

B. Writing Sentences with Clauses

Write a complete sentence beginning with the indicated subordinating conjunctions.

1. Although _____

2. Whenever _____

3. Since _____

4. Unless _____

Grammar Practice

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20.4

Using Commas III

Key Information

Use **commas** before and after the year when it is used with both the month and the day. Do not use a comma if only the month and the year are given.

T. R. was born on October 27, 1858, in New York City.

Use commas before and after the name of a state or a country when it is used with the name of a city.

We stopped in Flagstaff, Arizona, for lunch.

Use a comma before and after *too* when it means “also.”

I’d like to come, too, if I may.

Use commas to set off direct quotations.

“We’ll leave soon,” Kay said.

Use a comma after the salutation of a friendly letter and the closing of any letter.

Use a comma to prevent misreading.

After the party, decorations fell to the floor.

A. Using Commas

Add commas where needed. If the sentence does not need any commas, write *correct* in the space provided.

1. The first battle of the American Revolution took place on April 19 1775 on Lexington Green near Boston Massachusetts. _____
2. Bring along a friend too. _____
3. After carrots broccoli is my favorite vegetable. _____
4. “If I wake up first” Chen said “I will make breakfast on Saturday.” _____

B. Using Commas in a Letter

Insert commas where needed in the following friendly letter.

Dear Reva

I have so much to tell you about my trip to Boston Massachusetts last week. Our class boarded the bus at 7:15 A.M. on April 15 2001. Our history teacher said “Boston was a major center of the movement for independence from England.” When we got to Boston we took a walking tour of the historic part of the city. If you get a chance you ought to visit Boston too.

Your friend

Grammar Practice

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20.5 Using Semicolons and Colons

Key Information

Use a **semicolon** to join parts of a compound sentence when a conjunction is not used.

The plane delayed takeoff; there was a problem with the landing gear.

Use a semicolon to join parts of a long compound sentence when the main clauses contain commas.

The library had books, magazines, and computers; and the librarian showed us how to use the card catalog, software, and photocopier.

Use a **colon** following a phrase with *these* or *the following* to introduce a list of items that ends a sentence.

Do not use a colon after a verb or preposition.

The ingredients included the following: flour, water, and salt.

The ingredients included flour, water, and salt.

A colon separates the hour and the minutes in expressing time of day.

Use a colon after the salutation of a business letter.

Using Semicolons and Colons

Add semicolons or colons where needed. Write *correct* if the sentence needs no changes.

1. On my trip I ran into rain, sleet, and snow. _____
2. Applications may be submitted on the following days Monday, Tuesday, and Friday. _____
3. I get home from school at 3:45 P.M. on Thursdays. _____
4. The finalists in the contest are as follows Trent, Luis, and Cherie. _____
5. The weather forecasters have been wrong every day this week I don't know whether to believe them anymore. _____
6. We visited these Hawaiian islands Maui, Hawaii, and Oahu. _____
7. The birdwatchers spotted finches, cardinals, and hawks and they hoped to see a kingfisher, a sandpiper, and an eagle later on their trip. _____
8. The sweatshirt comes in the following sizes small, medium, large, and extra large. _____
9. Dear Madam _____
I am writing to confirm our appointment per our phone conversation. _____
10. The letter included a coupon and a request for more information. _____

Grammar Practice

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20.6 Using Quotation Marks and Italics

Key Information

Use **quotation marks** before and after a direct quotation.

Place commas outside opening quotation marks and inside closing quotation marks.

She added, “He saw craters on the moon.”

“Galileo built a telescope,” reported Dinah.

At the end of a sentence, place a period inside closing quotation marks.

Place a question mark or an exclamation point inside the quotation marks when it is part of the quotation and outside the quotation marks when it is part of the entire sentence.

“Is it raining?” Matt asked.

Did Matt say, “It’s raining”?

Put quotation marks around the title of a short story, essay, poem, song, magazine or newspaper article, or book chapter.

Use *italics* (underlining) for the title of a book, play, film, television series, magazine, or newspaper.

“Casey at the Bat” [poem]

Treasure Island [book]

A. Punctuating Titles

Add quotation marks or italics (underlining) to each of the following titles.

- | | |
|-------------------------------|------------------------------|
| 1. Kidnapped (book) | 4. Romeo and Juliet (play) |
| 2. New York Times (newspaper) | 5. Paul Revere’s Ride (poem) |
| 3. Home on the Range (song) | |

B. Using Quotation Marks and Italics

Insert quotation marks where needed. Underline the words that should be printed in italics. Add any other punctuation marks that are missing.

1. Let’s ride our bikes to the park Marquesa suggested
2. Did I hear you say I’m sorry
3. We are going to see the play Macbeth by William Shakespeare
4. Rodrigo asked Who is playing the title role
5. Did you ever hear the song called Bumblebee Boogie
6. I read an article about that actress in People magazine
7. Pick only the ripe tomatoes Helen said

Grammar Practice

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20.7–8 Using Apostrophes, Hyphens, Dashes, and Parentheses

Key Information

Apostrophes are used to form possessives of singular and plural nouns and of indefinite pronouns.

girls' dog's
somebody's children's

Apostrophes also are used in contractions and in plurals of letters, figures, and words.

Do not use an apostrophe in a possessive pronoun.

Hyphens are used in the following:

- compound numbers from twenty-one to ninety-nine

- fractions and compound modifiers used before nouns

one-half pint well-fed baby

- certain compound nouns

Dashes are used to show a sudden break in thought.

Shakeel—he's our star player—will start the game.

Parentheses are used to set off material that is not part of the main statement but is important.

A. Using Hyphens, Dashes, and Parentheses

Insert hyphens, dashes, and parentheses wherever they are needed.

1. Twenty five purebred dogs competed at the show.
2. The Corrigans they're friends of the family helped out when Mom visited her parents.
3. The eardrum a thin membrane inside the ear can be damaged by loud noises.
4. My great grandparents came to the United States from Poland.
5. I am willing to work for one half pay if I can set my own hours.

B. Using Apostrophes

Rewrite each sentence, inserting apostrophes where needed.

1. Isn't this the coldest day in months? _____
2. I got three Bs and two As on my report card. _____
3. Doesn't that dog look like ours? _____
4. The river overflowed its banks. _____
5. Maria's happy to meet you. _____
6. Are you sure that someone's keeping score? _____
7. Is anyone's key ring missing? _____
8. Is this the address we're looking for? _____

Grammar Practice

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20.9–10 Using Abbreviations and Writing Numbers

Key Information

Abbreviations can be used for the following:

- a person's title and any degrees following the name
- names of certain organizations and government agencies, using capital letters and no periods
- A.M., P.M., B.C., and A.D.
- units of measure in scientific writing
- street names in informal writing
- days and months in charts and lists
- names of states in addresses on envelopes
(Use Postal Service abbreviations.)

Spell out numbers that can be written in one or two words; do not spell out those that are more than two words. Spell out ordinal numbers like *first* and numbers that begin a sentence.

For very large numbers, use the numeral with *million* or *billion*.

Use words to express time of day unless you are writing the exact time with A.M. or P.M.

Use numerals to express dates, house numbers, amounts of money of more than two words, and percentages (write out the word *percent*).

A. Using Abbreviations

Write the abbreviation for each of the following items.

1. Doctor Mary Song _____
2. 25 kilometers _____
3. 3467 Main Street _____
4. Friday _____
5. 6:45 ante meridiem _____
6. 300 before Christ _____
7. Parent Teacher Association _____
8. Texas _____

B. Writing Numbers and Abbreviations

For each sentence, decide whether the numbers and the abbreviations are written correctly or if any words should be abbreviated. If either a number or an abbreviation should be changed, write it correctly in the space provided. If a sentence needs no change, write *correct*.

1. Geronimo was born in eighteen hundred twenty-nine. _____
2. I like the 2nd short story best. _____
3. The train leaves at nine o'clock ante meridiem on Friday. _____
4. The sun is 93,000,000 miles away from the earth. _____
5. This apple orchard has one hundred fifteen trees. _____