

Writer's Choice

Grammar and Composition

Grammar Practice Workbook

Grade 10



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



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10.1 Nouns

Key Information

A **noun** names a person, place, thing, or idea.

A **concrete noun** names an object that can be recognized by any of the senses; an **abstract noun** names an idea, a quality, or a characteristic.

A **proper noun** names a particular person, place, thing, or idea; a **common noun** is the general name of a person, place, thing, or idea.

A **collective noun** names a group and can be regarded as either singular or plural.

A. Identifying Nouns

Underline the nouns in the following sentences.

1. During the early years of the United States, thousands of settlers traveled west to build new homes.
2. Women and men worked together to clear the land, plant crops, and build homes.
3. Besides this work, women tended the children and did housekeeping chores.
4. They prepared food to use during the winter.
5. They made clothes for the whole family and used homemade soap to wash the laundry.
6. A frontier mother was often the only teacher her children had.
7. Because there were few doctors, women had to take care of the medical needs of their families.
8. Settlers usually lived so far apart that isolation was a common problem.
9. Sometimes pioneer families became friends with Native Americans who lived nearby.
10. To help fight loneliness, many women wrote journals and diaries about their lives and experiences.

B. Identifying Noun Types

From the nouns you identified in the sentences above, list an example for each type of noun.

Collective noun _____

Abstract noun _____

Concrete noun _____

Common noun _____

Proper noun _____

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10.2 Interrogative and Relative Pronouns

Key Information

Questions are formed with **interrogative pronouns**.

who whom whose which what

Who is coming to dinner?

Whose keys are these?

A **relative pronoun** is used at the beginning of a special group of words that contains its own subject and verb and is called a *subordinate clause*.

who	whoever	whose
whom	whomever	that
which	whichever	
what	whatever	

The woman **who** won the marathon is 35.

Whoever works hardest will get promoted.

A. Distinguishing Between Interrogative and Relative Pronouns

Underline the pronoun in each of the following sentences. Then write whether the pronoun is *interrogative* or *relative*.

1. Who finally auditioned for the lead role? _____
2. The explosion that shook the town was caused by an error at the factory.

3. The barn, which was painted red, stood in a field of daisies. _____
4. What have you done to make Angela so angry? _____
5. Ben is trying to decide whom to ask for help with his biology. _____

B. Using Interrogative Pronouns

Use an appropriate interrogative pronoun to turn each of the following statements into questions. Write your new interrogative sentence in the space provided.

1. Kendall called me last night.

2. This is the quickest way to get to the cafeteria.

3. These are my sister's jeans.

4. I would like to have lasagna for my birthday dinner.

5. The Pulitzer Prize is named after Joseph Pulitzer.

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10.3 Action Verbs and Verb Phrases

Key Information

Action verbs tell what someone or something does, either physically or mentally.

The ball **slammed** into the catcher's mitt.

The child **dreamed** of cotton candy.

Transitive action verbs are followed by words that answer the question *what?* or *whom?*

We finally **spotted** our mistake.

[spotted what?]

We eventually **invited** Kate.

[invited whom?]

Intransitive action verbs are *not* followed by words that answer *what?* or *whom?* Instead, they are frequently followed by words that tell when, where, why, or how an action occurs.

I sometimes **sing** in the shower.
[sing where?]

Mark Twain **wrote** with great wit.
[wrote how?]

A **verb phrase** consists of a main verb and all of its **auxiliary**, or helping, **verbs**.

The ice **was melting** quickly in the sun.

He **did remember** to order french fries.

A. Distinguishing Between Transitive and Intransitive Verbs

Underline the entire action verb, including all auxiliary verbs, in each of the following sentences. Then write whether the verb is *transitive* or *intransitive*.

1. Sailboats have the right-of-way over motorboats. _____
2. The careful truck driver slowed noticeably in the rain and snow. _____
3. The Chinese pandas should attract many visitors to the zoo. _____
4. Architects begin their work long before the start of construction. _____
5. Most of the actors have already learned their lines. _____
6. The new compact disc will arrive in stores tomorrow. _____
7. The ball landed only six inches from the hole. _____
8. The scent of fresh sheets welcomes the hotel's guests every night. _____
9. Did you simply guess on the last question? _____
10. A blues singer does not always sing sad songs. _____

B. Using Action Verbs

Underline the verb in each of the following sentences. Then write a more lively verb that adds interest to the sentence.

1. Jeff walked home slowly in the gray January light. _____
2. The parachutist fell toward the ground. _____
3. The police car drove by at high speed. _____
4. During last month's storm, hail hit our roof loudly. _____
5. Those three girls talk constantly. _____

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10.3 Linking Verbs

Key Information

A **linking verb** links, or joins, the subject of a sentence with a word or expression that identifies or describes the subject.

The most commonly used linking verb is *be* in all its forms—*am, is, are, was, were, will be, has been, was being*.

Other verbs that sometimes act as linking verbs include the following:

appear look smell

become remain stay
feel seem taste
grow sound

Note: Except for *seem*, these words can also serve as action verbs. If *seem* can be substituted for the verb in a sentence, that verb is probably a linking verb.

The soup **smelled** delicious. [linking]

The chef **smelled** the soup. [action]

A. Distinguishing Between Action and Linking Verbs

Underline the verb in each of the following sentences. Then write whether it is an *action* verb or *linking* verb.

1. Many people admire Andrew Jackson. _____
2. He came from the Carolina pine woods. _____
3. He eventually became president. _____
4. Later he built a house near Nashville, Tennessee. _____
5. Tourists still visit it today. _____
6. The house looks lovely. _____
7. Jackson grew hickory trees there. _____
8. People called Jackson “Old Hickory.” _____
9. To many people he seemed a tough man. _____
10. However, he was a man of tenderness, too. _____

B. Using Linking Verbs

Complete each of the following sentences by writing a word or group of words in the blank that follows the linking verb. The words you write should identify or describe the subjects of the sentences.

1. Usually our family vacations are _____
2. That group’s latest hit song was _____
3. The chocolate milk tastes _____
4. After making a foul shot to tie the game, Michelle felt _____
5. The temperature of the room seemed unusually _____

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10.4 Adjectives

Key Information

An **adjective** modifies a noun or pronoun and limits its meaning.

freezing rain **fire** exit **legal** system

There are a few special types of adjectives.

Proper adjectives: **Maine** lobsters,
Irish music

Nouns as adjectives: **train** station,
biology class

Possessive nouns: **Terri's** books, the
boy's desk

Articles: **a, an, the**

Pronouns as adjectives:

Possessive adjectives: **his** bike, **our** home

Interrogative adjectives: **which** car,
whose coat

Demonstrative adjectives: **that** job, **this** pen

A. Identifying Adjectives

Underline all adjectives in the following sentences. Do not count the articles *a*, *an*, or *the*.

1. An active volcano destroyed those tiny country villages.
2. Dave loves spicy Mexican food but dislikes sweet, rich desserts.
3. A Hawaiian vacation can be expensive, especially for a family with many children.
4. Bob's two dogs are friendlier than his Siamese cat.
5. A narrow but swift river kept the young hikers from finishing their trip.
6. Often characters in Roman mythology were similar to the Greek gods.
7. That new student has the loudest voice in the pep club.
8. Which locker in the girls' gym belongs to your older sister?

B. Distinguishing Adjective Types

From the adjectives you identified above, list two in each category below.

Proper adjectives _____

Possessive adjectives _____

Demonstrative adjectives _____

C. Using Adjectives

Write a sentence using each of the following nouns as an adjective.

1. town _____
2. California _____
3. power _____
4. water _____

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10.5 Adverbs

Key Information

An **adverb** modifies a verb, adjective, or another adverb and makes its meaning more specific.

I **slowly** opened the big door.
[modifies *opened*]

I opened the **very** big door. [modifies *big*]

I **very** slowly opened the door.
[modifies *slowly*]

Negative words such as *not*, *never*, and *rarely* also function as adverbs.

A. Identifying Adverbs

Underline the adverbs in the following sentences.

1. The archaeologist carefully examined the ancient ruins.
2. Anyone who arrived late was denied entrance.
3. A good surgeon never stops improving his or her operating techniques.
4. The people in the very small crowd applauded loudly and soon were generating plenty of noise.
5. Can meteorologists predict the weather accurately?

B. Determining What Adverbs Do

Underline the word being modified by the italicized adverb in each of the following sentences. Above each word you underline, indicate whether it is a *verb*, *adjective*, or *adverb*.

1. My brother's loud snoring *repeatedly* woke me up.
2. Julee worked *extremely* hard on her college applications.
3. The algebra homework was *terribly* complicated.
4. Robots *routinely* perform many complex industrial tasks.
5. Did Rene order the tickets *yesterday*?

C. Using Adverbs

Change each of the following adjectives to an adverb, and then write a sentence using the adverb.

1. (*recent*) _____
2. (*reluctant*) _____
3. (*quick*) _____
4. (*wise*) _____
5. (*good*) _____

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10.6 Prepositions

Key Information

A **preposition** is a word that shows the relationship of a noun or pronoun to some other word in a sentence. Some common prepositions are *against, behind, for, of, over, to, and with*.

Some prepositions are made up of more than one word. These are called **compound**

prepositions. Some common compound prepositions are *according to, because of, and instead of*.

The noun or pronoun that follows a preposition is called the **object of the preposition**.

The ball rolled under the **couch**.

A. Identifying Prepositions

Underline the prepositions in the following sentences.

1. At the site of Daniel Webster's birthplace in Franklin, New Hampshire, there is a replica of his family's original two-room house.
2. The home of this great orator reflects the struggles faced by the family.
3. Webster's father kept a tavern and also ran a sawmill on nearby Punch Creek.
4. The farmhouse is decorated with simple housekeeping tools.
5. The young Webster's education came mostly from newspapers.
6. One of Webster's early employers sent him to Phillips Academy at Exeter.
7. Years later Webster taught school for a while.
8. Webster went to Dartmouth College, where he distinguished himself in oratory.
9. Years later before the Supreme Court, Webster spoke highly of Dartmouth.
10. Even at the height of his fame, Webster would return to his humble birthplace.

B. Using Prepositions

Choose a preposition from the list below to complete each of the following sentences.

after	by	in	of
around	for	inside	without

1. Noah Webster was born _____ West Hartford, Connecticut.
2. The birthplace was part _____ a 120-acre farm.
3. Exhibits illustrating his spellers and dictionaries are _____ the house.
4. _____ its excellent definitions, Webster's dictionary never would have become popular.
5. _____ his death, Webster's heirs sold the rights to his dictionaries.

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10.7 Subordinating Conjunctions

Key Information

A **subordinating conjunction** joins two clauses, or ideas, in such a way as to make one grammatically dependent upon the other. The idea or clause introduced by a subordinating conjunction is considered subordinate, or dependent, because it cannot stand alone as a sentence.

I like pizza **unless** it has anchovies on it.

If it rains, the ceremony will be postponed.

A traffic jam formed **after** police were forced to close two of the road's lanes.

A. Identifying Subordinating Conjunctions

Underline the subordinating conjunction in each of the following sentences.

1. You can call the toll-free number if you live out of state.
2. Although the crowd was small, the concert was a stunning success.
3. We were not at home when our cousins stopped for a surprise visit.
4. As soon as the poet cleared her throat, the audience fell silent.
5. I usually bring my lunch whenever the cafeteria serves meatloaf sandwiches.
6. If there are no unexpected problems with the scheduling, the job is yours.
7. Some players wear sunglasses so that they do not lose sight of balls in the sun.
8. The chemist vowed to keep experimenting until she finds a cure for the disease.
9. Before you leave an answer blank, be sure you cannot make an educated guess.
10. The sculptor always wore goggles whenever he worked with marble.

B. Using Subordinating Conjunctions

For each of the following sentences, choose the correct subordinating conjunction in parentheses, and write it in the blank.

1. _____ Emily Dickinson was a great poet, we know little about her personal life. (Although/If)
2. She lived a normal life _____ she was about thirty. (because/until)
3. _____ she visited Boston for eye treatment, she resolved to stay at home with her family. (After/As if)
4. Dickinson spent nearly all of the last two decades of her life in a house in Amherst, Massachusetts, _____ she wrote more than 1,700 poems. (because/where)
5. Some people travel to Amherst _____ they can visit the old Dickinson home. (if/so that)

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11.3 Compound Subjects and Predicates

Key Information

In a **compound subject** a conjunction joins two or more simple subjects, which share the same verb.

Cheetahs and lions travel in prides.

A **compound predicate** is made up of two or more verbs or verb phrases, also joined by a conjunction, that have the same subject.

Hyenas sometimes **watch** and **follow** the big cats.

Some sentences have both a compound subject and a compound predicate.

The **students** and their **parents stood** and **applauded** the speaker.

A. Identifying Simple and Compound Subjects and Predicates

Above each sentence, indicate whether each subject and predicate is *simple* or *compound*. If compound, underline the nouns or verbs that make up the compound element.

1. Catherine Parr married England's King Henry VIII and outlived him by one year.
2. Clydesdales often pull floats or large wagons in parades.
3. Haydn and Mozart maintained a close friendship.
4. Few hay fever victims can either prevent or cure their symptoms.
5. One fifth of Hungary's population lives and works in Budapest, the country's capital.
6. Forts both housed and protected people in feudal times.
7. The primroses grew and blossomed in the hot sun.
8. Poems can inspire us to great deeds.
9. Neil Armstrong and the other astronauts worked long, hard hours.
10. The actors and actresses rehearsed under the bright lights.

B. Using Compound Subjects and Compound Predicates

Each of the following sentences has a simple subject and a simple predicate. Expand the sentences so that they include either compound subjects, compound predicates, or both. You may add other words to your sentences to make them more interesting.

1. Monsters lurked under the bed.

3. I peeked carefully.

2. My toes tingled in delight.

4. Nothing was under there.

1. _____

2. _____

3. _____

4. _____

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11.5 Indirect Objects

Key Information

An **indirect object** tells *to whom* or *to what* or *for whom* or *for what* something is done. A sentence can have an indirect object only if it has a direct object. The indirect object usually appears after the verb and before the direct object.

The animal shelter gives stray **animals** protection. [The shelter gives protection *to what?*]

Contributions buy the **shelter** needed supplies. [Contributions buy supplies *for what?*]

The words *to* and *for* are never used with indirect objects. *To* and *for* are prepositions. A noun or pronoun following *to* or *for* is actually the object of the preposition.

A. Identifying Direct and Indirect Objects

For each of the following sentences, underline the direct object once and the indirect object twice. One sentence does not have an indirect object.

1. Paris has always given foreign writers a place of shelter.
2. Paris also offered a source of inspiration to these writers.
3. In the twenties American writers in Paris would bring Gertrude Stein their writings.
4. In her criticisms she would tell them the truth.
5. Sadly, living in Paris now costs such creative young people a great deal.

B. Using Indirect Objects

Add an indirect object to each sentence. Rewrite the sentences.

1. The bride and groom pledged their love and faithfulness.

2. My brother left a funny message on my answering machine.

3. The doctor sent notices of her change of address.
-

4. Some people do not lend money.
-

5. Maria promised a phone call if she was going to be late.
-

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11.5 Object Complements

Key Information

An **object complement** completes the meaning of a direct object by identifying or describing it.

Object complements appear only in sentences that contain direct objects. They also need an action verb that has the general meaning of "make" or "consider."

appoint	consider	make	render
call	elect	name	think
choose	find	prove	vote

An object complement follows a direct object and may be an adjective, noun, or pronoun.

Dad makes common courtesy **mandatory**. [adjective]

Her friends elected Sue **captain**. [noun]

We now consider the stray dog **ours**. [pronoun]

A. Identifying Object Complements

Underline the object complements in the following sentences. Above each, write whether it is an *adjective*, *noun*, or *pronoun*.

1. Computers and word processors have made typewriters practically obsolete.
2. Most great musicians consider daily practice necessary and even enjoyable.
3. The art investigator has labeled that painting a fraud.
4. The woman's will declares the land theirs forever.

B. Using Object Complements

Complete each of the following sentences with an object complement.

1. The president's resignation left everybody _____.
2. Several engineers have declared the factory _____.
3. The newspaper called the wounded police officer _____.
4. The committee members voted Mr. Franklin _____.

C. Writing Object Complements

Now try your own sentences. Use verbs from the list on this page or similar verbs, and write four sentences about your school or community and how people feel about it.

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

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11.5 Subject Complements

Key Information

A **subject complement** describes or further identifies the subject of a sentence. The two kinds of subject complements are predicate nominatives and predicate adjectives.

A **predicate nominative** is a noun or pronoun that follows a linking verb and further identifies the subject.

My neighbor is a **plumber**.

Nestor remained a **singer** for many years.

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

The book was **exciting**.

Gail feels **confident** about the test.

A. Identifying Subject Complements

Underline the subject complements in the following sentences. Above each, write whether it is a predicate nominative (*PN*) or predicate adjective (*PA*).

1. A lawyer can become a judge.
2. The stew tastes too salty.
3. The signal may have been a warning.
4. Eddie and Alex Van Halen are brothers as well as professional musicians.
5. That director's movies always have been mysterious.

B. Using Subject Complements

Complete each of the following sentences with a subject complement. Identify your subject complement as a predicate nominative (*PN*) or a predicate adjective (*PA*).

1. Both of the politicians running for re-election are _____.
2. The instructions on the box seemed _____.
3. The car's windshield is _____.
4. The acting in the Oscar-winning movie was _____.
5. After winning the scholarship, Amelia felt _____.

C. Subject Complements: You Are the Subject

Write five short sentences about yourself. Use a different linking verb in each sentence. Use a variety of predicate nominatives and predicate adjectives.

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

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12.1

Prepositional Phrases

Key Information

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

I left **before halftime**. [*Halftime* is the object of the preposition *before*.]

Prepositions may have more than one object.

We stopped **at the supermarket and the mall**.

A prepositional phrase can act as an adjective or adverb.

The man **on the cover** is a professional model. [adjective phrase modifying *man*]

The model has appeared **in many magazines**. [adverb phrase modifying *has appeared*]

A. Identifying Prepositional Phrases

Underline the prepositional phrases in the following sentences.

1. Langston Hughes was a major poet of the Harlem Renaissance.
2. Hughes stood out because he tried to incorporate jazz rhythms into his poems.
3. Beneath its formal surface, his best poetry is filled with life and emotion.
4. Over the years many poets have used the poetry of Langston Hughes as a model.

B. Identifying Prepositional Phrases and Their Functions

Underline the prepositional phrase in each of the following sentences. Then write whether each phrase is acting as an *adjective* or *adverb*.

1. Pablo Neruda, the great Chilean poet, died in 1973. _____
2. He wrote beautiful poems for both adults and children. _____
3. He wrote about the lonely, haunting, and remote Chilean countryside.

4. Neruda's poetry urges a return to simpler things. _____
5. The superior quality of his poetry earned him a Nobel Prize. _____

C. Using Prepositional Phrases

Use each of the following nouns or noun phrases in a sentence. Make each noun or phrase the object of a preposition.

1. (*her aunt*) _____

2. (*the restaurant*) _____

3. (*Indianapolis*) _____

4. (*the tornado*) _____

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12.2 Appositives and Appositive Phrases

Key Information

An **appositive** is a noun or pronoun next to another noun or pronoun that identifies or gives additional information about it.

Our dog **Buck** likes to sleep next to the door.

An **appositive phrase** is an appositive plus any words that modify it.

The car, **a shiny, red convertible**, sped past.

As in the sentence above, appositive phrases that are not essential to the meaning of the sentence should be set off by commas.

A. Identifying Appositives and Appositive Phrases

Underline the appositive phrases in the following sentences once. Underline the appositives themselves twice.

1. The jade plant, a popular houseplant, is a hardy and adaptable succulent.
2. Gil's sister-in-law Marjorie is an attorney.
3. We enjoyed visiting Williamsport, a colonial village.
4. The actor Harrison Ford has starred in several action films.
5. Compact discs now have a new music rival, digital audio tapes.
6. Melanie's boss, Ms. Green, allowed her to report to work late during track season.

B. Using Appositives and Appositive Phrases

Rewrite each of the following sentences, using the group of words in parentheses as an appositive phrase. If the phrase is not essential to the meaning of the sentence, set it off with commas.

1. James Joyce is considered one of the great writers of the English language. (a twentieth-century novelist)

2. He wrote three novels, all of them set in Ireland. (the country of his birth)

3. The action in his novel takes place during one day in Dublin. (*Ulysses*)

4. The day is celebrated by some as Bloomsday. (June 16)

5. Bloomsday is named for Leopold and Molly Bloom. (the novel's central characters)

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12.3 Participles and Participial Phrases

Key Information

A **participle** is a verb form that can function as an adjective.

The **dripping** faucet kept us awake all night. [*dripping* modifies the noun *faucet*]

Present participles always end in *-ing*. Past participles often end in *-ed* but can take other forms as well.

The motorcycle's **roaring** engine shook the windows.

The **muted** notes came from a **hidden** speaker.

A **participial phrase** contains a participle plus any complements and modifiers.

Running at great speed, the deer escaped the wolf. [phrase modifies noun *deer*]

Chris, **smelling smoke from the basement**, called the fire department. [phrase modifies noun *Chris*]

The photographer, **determined to get a picture of the comet**, stayed awake all night. [phrase modifies noun *photographer*]

A. Identifying Participles and Participial Phrases

Underline the participles and participial phrases in the following sentences. Then circle the word each phrase modifies.

1. People looking for a word's exact definition should consult a dictionary.
2. Elated with his grade report, Maurice sprinted home to tell his parents.
3. The wolverine, cornered by the bear, hissed and snapped its teeth.
4. The painting hanging in the hall is an original Picasso.
5. Frustrated, the inexperienced golfer threw his putter into the lake.

B. Using Verbs and Participles

Write two sentences using each of the following words. In the first sentence use the word as the main verb. In the second sentence use the word as a participle.

Example: walking

- a. I was **walking** home when the rain began. (verb)
- b. Walking home in the rain without an umbrella, I got drenched. (participle)

1. shaking

a. _____

b. _____

2. painted

a. _____

b. _____

3. leaping

a. _____

b. _____

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12.3 Gerunds and Gerund Phrases

Key Information

A **gerund** is a verb form that ends in *-ing* and is used in the same way a noun is used.

Walking is an effective and safe exercise.
[gerund as subject]

My wife hates my **singing**. [gerund as direct object]

She has not thought about **running**.
[gerund as object of a preposition]

A **gerund phrase** is a gerund plus any complement and modifiers.

Bill's secret for good pies was **putting the dough in the freezer for an hour**.
[gerund phrase as predicate nominative]

Be careful not to confuse gerunds with present participles. Both end in *-ing*, but a present participle is used as an adjective, whereas a gerund is used as a noun. A gerund phrase can usually be replaced by the word *it*.

A. Identifying Gerunds and Gerund Phrases

Underline the gerunds and gerund phrases in the following sentences.

1. Yves Saint-Laurent's business, designing fashionable clothing, became popular in the sixties.
2. His brilliant capacity for setting new fashion standards helped him rise quickly.
3. Admirers have noted his preference for combining the stylish with the unusual.
4. Actually, with all his talents, succeeding was relatively simple for Saint-Laurent.

B. Using Participles and Gerunds

Write two sentences using each of the following words. In the first sentence use the word as a participle. In the second sentence use the word as a gerund.

Example: walking

- a. Walking home in the rain without an umbrella, I became drenched. (participle)
- b. Walking home in the rain without an umbrella is a good way to become drenched. (gerund)

1. cleaning

a. _____

b. _____

2. driving

a. _____

b. _____

3. shining

a. _____

b. _____

4. placing

a. _____

b. _____

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12.3 Infinitives and Infinitive Phrases

Key Information

An **infinitive** is a verb form that is usually preceded by the word **to** and is used as a noun, an adjective, or an adverb.

To apologize is not always easy. [infinitive as subject]

Ernest Hemingway loved **to hunt**. [infinitive as direct object]

That horse is the one **to watch**. [infinitive as adjective]

Bonita practices piano **to improve**.
[infinitive as adverb]

An **infinitive phrase** contains an infinitive and any complements and modifiers.

To have admitted the problem is important.

He hoped **to save time with the shortcut**.

A. Identifying Infinitives and Infinitive Phrases

Underline the infinitives and infinitive phrases in the following sentences.

1. The ability to budget time is a large part of being a good student.
2. Melissa has earned the opportunity to attend a prestigious college.
3. This engine has the ability to produce 180 horsepower.
4. I am not sure what I am going to do.
5. Karl certainly has the patience to teach small children.
6. Working up the nerve to ask another person out on a date is often a lengthy process.
7. After much inner debate, George finally decided to ask Jennifer to the prom.
8. He started to dial Jennifer's phone number sixteen times before actually letting the call go through.
9. Without even hesitating, Jennifer said she would be delighted to go with George.
10. George hopes that he will be able to overcome the effects of his astonishment in time for the prom.

B. Using Infinitives and Infinitive Phrases

Write a sentence using each of the following infinitives. Then write whether the infinitive functions as a *noun*, an *adjective* or an *adverb*.

1. (*to hide*) _____

2. (*to have won*) _____

3. (*to save*) _____

4. (*to instruct*) _____

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13.1, 3 Main Clauses; Simple and Compound Sentences

Key Information

A **simple sentence** may contain a compound subject, compound predicate, or both, but it must have only one main clause. Remember that a main clause has a subject and a predicate and can stand alone as a sentence.

Kim dances.

Kim and Terry dance. [compound subject]

Kim dances and sings. [compound predicate]

Kim and Terry dance and sing. [compound subject and compound predicate]

A **compound sentence** contains two or more main clauses.

Kim dances, and Terry sings.

The main clauses are usually joined by a comma and a coordinating conjunction such as *and*, *but*, *or*, *nor*, *yet*, or *for*.

Kim also dances professionally, but Terry sings only as an amateur.

The main clauses may also be joined by a semicolon.

Kim also dances professionally; Terry sings only as an amateur.

A. Identifying Simple and Compound Sentences

Write whether each of the following sentences is *simple* or *compound*. In the sentences that are compound, bracket the main clauses.

- _____ 1. Under cover of darkness, the scout crossed the enemy's line.
- _____ 2. Tomatoes are usually easy to grow, but broccoli is more difficult.
- _____ 3. Naomi shrieked, but Paulette only laughed.
- _____ 4. The pencil sharpener was broken; the teacher permitted the use of pens.
- _____ 5. You should read the entire chapter, but I can summarize it for you.
- _____ 6. The dog and the cat got along quite well and even shared each other's food.

B. Writing Simple and Compound Sentences

Use each of the following pairs of verbs to form first a simple sentence and then a compound sentence. You may change the tenses of the verbs if you wish.

1. saw, heard _____

2. lived, moved _____

3. leaped, bolted _____

4. fly, land _____

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13.5 Adjective Clauses

Key Information

An **adjective clause** is subordinate and modifies a noun or pronoun.

That show is one **that always amuses me**.

My room is the place **where I have the most privacy**.

Adjective clauses are introduced by relative pronouns (*who*, *whom*, *whose*, *that*, and *which*) or by the subordinating conjunctions *where* and *when*.

Adjective clauses that cannot be removed without clouding the sentence's meaning are essential, or restrictive, clauses.

That is one show **that the public loves**.

Adjective clauses that are not needed to make a sentence's meaning clear are called nonessential, or nonrestrictive, clauses. They are always set off by commas.

That show, **which is my favorite also**, airs every Monday night at 9:00 P.M.

A. Understanding Adjective Clauses

For each of the following sentences, underline the adjective clause once, write either *essential* or *nonessential* above it, and circle the word that it modifies. One sentence has two adjective clauses.

1. In the game of cricket, play takes place between two teams, which have eleven members each.
2. The two wickets are the objects that are central to the game.
3. The wickets, which are three wooden stumps, are placed sixty feet apart.
4. The player whose turn it is to bat stands in front of a wicket.
5. The bowler, who is like a pitcher in baseball, throws a ball that resembles a baseball.
6. The batter tries to hit the ball while defending his wicket, which has two crosspieces balanced on top.
7. A batter who successfully hits the ball runs to the opposite wicket.
8. The pitcher's goal is to knock off the two crosspieces that are on top of the wicket by making the batter swing and miss.

B. Using Adjective Clauses

Combine each of the following pairs of sentences to form one complex sentence. To do this, change the second sentence to an adjective clause, and then add it to the first sentence.

1. Wallace Stevens was born in Reading, Pennsylvania, in 1879. Wallace Stevens is considered one of the greatest American poets.

-
2. The fact that Stevens did not win the Nobel Prize for literature surprised many Americans. The Americans were familiar with his work.
-

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13.6

Adverb Clauses

Key Information

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb. Adverb clauses tell *when*, *where*, *how*, *why*, *to what extent*, or *under what conditions*.

After I passed my test, I drove home as a fully licensed driver. [adverb clause telling *when* the subject *drove*]

I was happy **because I had obtained my license on my first try**. [adverb clause telling *why* the subject was *happy*]

An adverb clause is introduced by a subordinating conjunction. An adverb clause may appear before or after the main clause.

Because I had obtained my license on my first try, I was happy.

Certain words can sometimes be left out of an adverb clause. You can easily supply the missing words, however, since they are implied.

I doubt if he can spell better **than I [can spell]**.

A. Identifying Adverb Clauses

In each of the following sentences, underline the adverb clause once, and underline the word or words that it modifies twice.

1. John Keats's work will be studied as long as English poetry is studied.
2. Before he died at the early age of twenty-five, Keats had written some of the finest poems in the English language.
3. It is actually quite easy for one to gain a quick taste of Keats's talents, since many of his most acclaimed works are short poems called *odes*.
4. Some were written in great haste as if he were afraid to lose his inspiration.
5. For example, after he had spent a few hours sitting outside one day, he wrote one of his most famous poems, "Ode to a Nightingale."
6. When the poet Shelley heard of Keats's death, he wrote a long poetical lament entitled "Adonais."
7. Since Keats had not been very popular with the critics, Shelley blamed them for the poet's death.
8. Late in his life, when he learned he was dying from tuberculosis, Keats moved from England to Rome.

B. Using Adverb Clauses

Combine each of the following pairs of sentences to form one complex sentence. To do this, change the second sentence to an adverb clause. Then add it to the first sentence.

1. Great Britain has surprisingly mild winters. The Gulf Stream brings warm air from the south.
2. A lunar eclipse occurs. The earth passes between the sun and the moon.
3. A tree is deciduous. It loses its leaves in the fall.

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13.7 Noun Clauses

Key Information

A **noun clause** is a subordinate clause that functions as a noun. A noun clause can serve as a subject, a direct object, an indirect object, the object of a preposition, or nominative.

Whoever committed the crime will be caught. [subject]

The detective wondered **where each suspect had been that night**. [direct object]

The police have photos of **what was stolen**. [object of a preposition]

The prime suspect will be **whoever does not have an alibi**. [predicate nominative]

The following are some of the words that can be used to introduce noun clauses.

how	when	who, whom
that	where	whoever
what	which	whose
whatever	whichever	why

A. Identifying Noun Clauses

Underline the noun clause in each of the following sentences. Then write above the clause how it is used, as a subject (*S*), direct object (*DO*), indirect object (*IO*), predicate nominative (*PN*), or object of a preposition (*OP*).

1. The biology teacher showed the class how to begin the frog dissection.
2. No one knows who invented the wheel.
3. The explorers dreamed that they would some day find the “fountain of youth.”
4. In today’s meet, the winner will be whoever has the most stamina.
5. When they will get here always remains a mystery until the last minute.
6. I could not see for whom the audience was applauding.

B. Using Noun Clauses

In each of the following sentences, replace the words in *italics* with an appropriate noun clause. Write your new sentence in the space provided.

Example: *Swimming enthusiasts* like to go to the beach.

Whoever enjoys swimming likes to go to the beach.

1. You can usually find *necessary news about recent happenings* in the newspaper.

2. At a crowded restaurant, people were talking about *the approaching weather*.

3. They will award *the winner* the trophy.

4. The mail carrier will deliver *any of the postage-paid packages*.

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13.8 Four Kinds of Sentences

Key Information

A **declarative sentence** is a statement. It usually ends with a period.

The eggs are in the refrigerator.

An **imperative sentence** is a command or request. The subject “you” is understood. An imperative sentence usually ends with a period.

Bring me the eggs from the refrigerator.

An **interrogative sentence** asks a question. It ends with a question mark.

Will you bring me the eggs?

An **exclamatory sentence** expresses strong emotion. It ends with an exclamation point.

Bring me the eggs now!

A. Identifying Sentence Types

In the space provided, indicate whether each sentence is *declarative, imperative, interrogative, or exclamatory*.

- _____ 1. Always make sure there are good batteries in your smoke detector.
- _____ 2. It's pizza day in the cafeteria!
- _____ 3. I would like to see your rough drafts by Monday.
- _____ 4. Read that again, but this time with feeling.
- _____ 5. Do you have a hall pass, young man?

B. Using the Various Sentence Types

Classify each of the following sentences according to the sentence type. Then rewrite the sentence to make it the type indicated in parentheses.

- _____ 1. Did you listen to that tape yet? (imperative)

- _____ 2. Do not turn on the television until your homework is finished.
(declarative)

- _____ 3. Some people think *The Thin Man* is the funniest movie of all.
(exclamatory)

- _____ 4. Watch out for the edge of that cliff! (interrogative)

- _____ 5. What a perfect day this has been! (declarative)

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13.9 Sentence Fragments

Key Information

A **sentence fragment** is an incomplete sentence punctuated as though it were a complete sentence.

A sentence fragment can often be corrected by joining it to a main clause. Sometimes it may be necessary to add missing words to make a complete sentence.

Following are samples of the three basic errors that cause sentence fragments, each followed by one possible correction.

NO SUBJECT: Hal drove that car last week.
Says it was fast.

CORRECTED: Hal drove that car last week, and he says it was fast.

NO COMPLETE VERB: Its annoying bark going on for hours.

CORRECTED: Its annoying bark has been going on for hours.

NO MAIN CLAUSE: My mother was mad. **Because we were two hours late.**

CORRECTED: My mother was mad because we were two hours late.

A. Identifying Sentence Fragments

Write whether each of the following items contains a *fragment* or two complete *sentences*.

- _____ 1. He has become too interested in his personal statistics. Like so many other professional athletes these days.
- _____ 2. The dance will be held in the gym. Which is going to be decorated.
- _____ 3. The computer class that was going to be offered every Monday has been canceled. There apparently is a scheduling conflict.
- _____ 4. After staking out the old warehouse for two weeks. The detective arrested the smugglers.

B. Correcting Sentence Fragments

Choose any two of the items above that you identified as containing fragments and rewrite each so that the fragment is corrected.

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13.10 Run-on Sentences

Key Information

A **run-on sentence** consists of two or more complete sentences presented as though they were one sentence.

There are three basic types of run-on sentences.

COMMA SPLICE: I called Mark with the news,
he called Sara.

CORRECTED: I called Mark with the news.
Then he called Sara.

CORRECTED: I called Mark with the news,
and then he called Sara.

NO PUNCTUATION: I gave the first speech I was
nervous.

CORRECTED: I gave the first speech. I was
nervous.

CORRECTED: I gave the first speech; I was
nervous.

CORRECTED: I gave the first speech, and I
was nervous.

NO COMMA BEFORE
THE CONJUNCTION: My sister drives to school each
day but I still take the bus.

CORRECTED: My sister drives to school each
day, but I still take the bus.

A. Identifying Run-on Sentences

Write whether each of the following sentences is a *run-on* or a *correct* sentence.

- _____ 1. Many jazz critics consider Duke Ellington's big band the most talented group of all time, some think Count Basie's band was more exciting.
- _____ 2. The bands' differences could be seen in their leaders, for Ellington was sophisticated and sometimes very showy while Basie was less pretentious and more direct.
- _____ 3. Despite these differences an amazing event occurred in 1961 when the two entire bands played together in a New York recording studio it was the first and last time the bands ever combined their talents.
- _____ 4. The members of both all-star bands crammed into the studio, and the Count and the Duke sat across from each other at twin grand pianos.
- _____ 5. The recording that resulted from this collaboration is truly a classic, it was as if the two great basketball players Larry Bird and Michael Jordan teamed up only once to play on the same team.

B. Correcting Run-on Sentences

Choose any two of the sentences above that you identified as run-ons, and write correct versions of them.

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15.2 Regular and Irregular Verbs

Key Information

A **regular verb** forms its past and past participle by adding -ed to the base form.

Base Form	Past Form	Past Participle
jump	jumped	jumped
paint	painted	painted

An **irregular verb** forms its past and past participle in some way other than adding -ed to the base form.

Base Form	Past Form	Past Participle
grow	grew	grown
swim	swam	swum

A. Supplying the Correct Principal Part

Complete the following sentences with the correct form of the verb in parentheses.

- I have _____ a horse only once. (ride)
- The eager tenor _____ his favorite solo for the audition. (perform)
- Mother does not think we should _____ so soon after lunch. (swim)
- Is there anyone here who has not _____ his or her essay yet? (write)
- Paper must be _____ into the tiniest of bits to make good confetti. (rip)
- Every March 21, Grandpa would open the windows and cry, “Spring has _____!” (spring)
- Mary _____ the groceries home from the store and set them on the kitchen table. (carry)
- A huge cloud of dust _____ after the building was demolished. (rise)
- For years my father has _____ on the sofa for a nap every night after dinner. (lie)
- In fact, Dad _____ a long time ago that the sofa was to be his every night at this time. (declare)

B. Using the Correct Principal Part

Write a sentence using each of the following verb forms.

- (past form of *think*) _____
- (past participle of *go*) _____
- (past form of *hurry*) _____
- (past participle of *know*) _____
- (past participle of *exclaim*) _____

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15.4

Perfect Tenses

Key Information

The **present perfect tense** is used to express an action or condition that occurred at some *indefinite* time in the past. It consists of *has* or *have* plus the past participle of a verb.

Paul **has ordered** his class ring.

The **past perfect tense** is used to indicate that one past action or condition began *and* ended before another past action started. It consists of *had* plus the past participle of a verb.

He **had asked** three times before she agreed to marry him.

The **future perfect tense** is used to express one future action or condition that will begin *and* end before another future event starts. It consists of *will have* or *shall have* plus the past participle of a verb.

By the time I am old enough to drive, our car probably **will have become** a heap of junk.

A. Identifying Perfect Tenses

Underline the correct auxiliary verb in each of the following sentences. Above each verb write whether the entire verb is in the present perfect (*PRP*), past perfect (*PP*), or future perfect (*FP*) tense.

1. By 2010, people (have/will have) been reading the works of Charles Dickens for more than 170 years.
2. In the years after the Victorian era, people (had/have) enjoyed reading about Ebenezer Scrooge in *A Christmas Carol*.
3. After millions of people (had/have) experienced this tale of a cheap English businessman who is scared into changing his ways, the name *Scrooge* came to mean a person who is greedy, mean, and hateful.
4. Thanks to another great Dickens work, *A Tale of Two Cities*, millions more people (will have/have) understood the very real human emotions involved in a historical event as important as the French Revolution.
5. By the time of his death, Charles Dickens (has/had) published more than fifteen novels.

B. Using Perfect Tenses

Write a sentence using each of the following verb tenses.

1. (future perfect tense of *begin*) _____

2. (past perfect tense of *rehearse*) _____

3. (present perfect tense of *lose*) _____

4. (future perfect tense of *print*) _____

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15.7 Voice of Verbs

Key Information

An action verb is in the **active voice** when the subject of the sentence performs the action.

The student **sharpened** her pencil.

An action verb is in the **passive voice** when its action is performed on the subject.

The pencil **was sharpened** by the student.

In general, you should choose the active voice over the passive, because it is more expressive and less wordy. However, if you cannot or do not want to identify the performer, use the passive voice.

The stolen goods **were returned**.
[You may not know or wish to identify who returned them.]

A. Identifying the Active and Passive Voices

Above each verb in the following sentences, write whether it is *active* or *passive*.

1. The vaccine for polio was developed by Dr. Jonas Salk.
2. American researchers are continuing to explore alternative energy sources.
3. The defense attorney will file her motion for dismissal early this morning.
4. The Academy Award nominees are announced early each spring.
5. The student council's plan was praised by a majority of faculty members.

B. Changing the Voice of Verbs

Rewrite each of the following sentences by changing the active voice to passive or the passive voice to active.

1. The candidates for class president were introduced by the principal.

2. An immature act of vandalism damaged the football field before the big game.

3. The band performed three encores.

4. My family has been invited to a dinner by our neighbors the Mendozas.

5. My friend's bike tire was punctured by a sharp rock yesterday.

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16.2 Agreement with Linking Verb

Key Information

Do not be confused by a predicate nominative that differs in number from the subject. Only the subject affects the number of the linking verb.

The biggest expense **was** the new math books. [The singular linking verb was

agrees with the singular subject *expense*, not the plural predicate nominative *books*.]

The monster trucks **were** the main attraction. [The plural linking verb *were* agrees with the plural subject *trucks*, not the singular predicate nominative *attraction*.]

A. Making Linking Verbs Agree with Their Subjects

Underline the subject in each of the following sentences. Then underline the form of the verb in parentheses that agrees with that subject.

1. The two king cobras (was/were) a highlight for me at the zoo.
2. The book club's monthly feature (is/are) three stories by Zora Neale Hurston.
3. Keesha's three favorite music groups (is/are) the subject of the cable special.
4. The candidate's downfall (was/were) his ignorance and his bad temper.
5. The declining test scores (have/has) been a cause for alarm for educators.
6. Halogen headlights (was/were) last week's sale special at the auto store.
7. As usual, my mail (is/are) mostly promotional items and sweepstakes forms.
8. New test tubes (is/are) usually the chemistry department's biggest expense.
9. For some people a symphony's movements (is/are) a source of joy.
10. The power outage's cause (was/were) the two crossed high-tension wires.

B. Writing Sentences with Linking Verbs

Write five original sentences that each include a linking verb. Be sure that each linking verb agrees with its subject.

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

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16.4–5 Agreement with Special Subjects

Key Information

A **collective noun** names a group. Consider a collective noun singular when it refers to a group as a whole, and plural when it refers to each member of a group individually.

Certain **nouns that end in -s** look plural but take singular verbs (*measles, news*), but certain other nouns that end in -s take plural verbs (*pliers, scissors*).

A **noun of amount** is singular when it refers to a total considered as one unit, and plural when it refers to a number of individual units.

A **title** is always singular, even if a noun within the title is plural.

A **compound subject** that is joined by *and* or *both...and* is plural unless its parts belong to one unit or refer to the same person or thing.

When a compound subject is joined by *or* or *nor* (or by *either...or* or *neither...nor*), the verb always agrees with the subject nearer the verb.

When *many a, every, or each* precedes a compound subject, the subject is considered singular.

A. Making Verbs Agree with Special Subjects and Compound Subjects

Underline the subject in each of the following sentences. Then underline the form of the verb in parentheses that agrees with that subject.

1. I still think six hours (is/are) a long time to play video games every day.
2. The office staff (make/makes) a large donation to charity every year.
3. *Twelve Angry Men* (remain/remains) popular among movie fans to this day.
4. When even a few quarters (is/are) jingling in my pocket, I feel good.
5. Two hundred dollars (is/are) in that two-inch pile.
6. Neither the fans nor the air conditioner (was/were) working.
7. Many a chair, table, and sofa (was/were) destroyed in the warehouse fire.
8. The videocassette recorder and the camcorder (has/have) become popular items.

B. Using Verbs That Agree with Special Subjects and Compound Subjects

Each of the following sentences contains an error in subject and verb agreement. Rewrite each sentence correctly in the space provided.

1. Scalloped potatoes goes well with both ham and meat loaf.

-
2. The staff is arriving one at a time.
-

3. Politics are always more widely publicized during major election years.
-

4. Peaches-and-cream describe a clear, healthy-looking complexion.
-

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17.1 Case of Personal Pronouns

Key Information

Personal pronouns refer to persons or things. These pronouns have three cases: **Nominative**, **objective**, and **possessive**. The case of a personal pronoun depends upon its function in the sentence. Personal pronouns can function as subjects, complements, or objects or prepositions.

In a sentence with a compound subject or object, take out the conjunction and the other subject or object to help you figure out which form of the pronoun to use.

A. Choosing Proper Pronoun Case

In each of the following sentences, circle the correct pronoun in parentheses.

1. Michael and (I/me) didn't know much about northern lights.
2. Ms. Cerutti, my science teacher, asked (he/him) and (I/me) to write reports on this celestial phenomenon.
3. (He/Him) and (I/me) were to submit our reports to her by the end of the marking period.
4. She also said the decision of which reports would be entered in the science fair would be (her/hers).
5. Michael read faster than (I/me) because his book was so good.
6. I learned from listening to (him/his) summarizing.
7. For example, the scientific term is aurora borealis; (its/it's) name is almost as pretty as the phenomenon itself
8. The librarian told Michael and (I/me) that the lights are caused by electrical discharges in electrically unstable air.
9. The northern lights occur most often in mid-December; it astonished (he/him) and (I/me) the first time we saw them.
10. (He/him) and (I/me) hope that (we/us) and our families see more of them this winter.

B. Using Pronouns in Compound Parts of Sentences

For each of the following phrases, write a sentence that uses the phrase correctly.

1. (Beth and I) _____

2. (Beth and me) _____

3. (Gary and him) _____

4. (Gary and he) _____

5. (you and she) _____

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17.2 Pronouns with and as Appositives

Key Information

If a pronoun is in apposition to a subject or predicate nominative, use the nominative case.

The best math students, **she** and Matthew, are also good in science. [Students is the subject.]

If a pronoun is in apposition to an object, use the objective case.

The math teacher praised the achievements of his best students, **her** and Matthew. [Students is the object of a preposition.]

A. Using Pronouns as Appositives

In each of the following sentences, underline the correct pronoun in parentheses.

1. The win pleased the team's two biggest fans, Nick and (I/me).
2. All those associated with the team—the players and (they/them)—cheered.
3. The people with good seats, (we/us) and the coaches, saw a terrific game.
4. Our favorite players, Mitchell and (he/him), played well as usual.
5. After the game three of my friends—Bill, Davina, and (she/her)—went to a movie.

B. Writing Sentences with Pronouns as Appositives

Write five original sentences. In each sentence, include at least one pronoun that is used with or as an appositive. Write about a current news event, a recent activity at your school, or another topic of your choice.

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

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17.3 Pronouns After *Than* and *As*

Key Information

In an elliptical adverb clause introduced by *than* or *as*, choose the case of the pronoun you would use if the missing words were present.

Karen scored more points than **he**. [The nominative pronoun *he* is the subject of

the incomplete adverb clause *than he scored.*]

Still, the team appreciated Karen as much as **her**. [The object pronoun *her* is the direct object of the incomplete adverb clause *as much as it appreciated her.*]

A. Using Pronouns After *Than* and *As*

In each of the following sentences, underline the correct pronoun in parentheses.

1. Dogs have better senses of smell than (we/us).
2. You can draw much better than (I/me).
3. The concert was enjoyed more by Jennifer than (he/him).
4. I learned to walk earlier than (she/her).
5. Did the special assembly interest you as much as (I/me)?
6. Daryl is better at balancing chemical equations than (she/her).
7. The stories of Dr. Seuss delight my sister as much as (they/them).
8. Does she really like pizza as much as (he/him).
9. Our neighbors painted their house the same week as (we/us).
10. The thought of shaking the governor's hand excited Anna as much as (I/me).

B. Writing Sentences with Pronouns After *Than* and *As*

Write five sentences of your own. In each sentence, include a pronoun used correctly after *than* or *as* in the manner indicated.

1. (nominative pronoun) _____

2. (nominative pronoun) _____

3. (objective pronoun) _____

4. (objective pronoun) _____

5. (nominative pronoun) _____

Grammar Practice

Name Class Date

17.5 Pronoun-Antecedent Agreement

Key Information

A pronoun must agree with its antecedent in *number* (singular or plural) and *gender* (masculine, feminine, or neuter).

A talk show **host** asked *her* guest many questions. [singular feminine pronoun]

The brass **lamp** is losing *its* luster. [singular neuter pronoun]

The **fans** indicated *their* pleasure. [plural pronoun]

A pronoun must also agree with its antecedent in *person*. Avoid shifting pronouns from one person to another.

I want to go where **you** can swim. [shift from first to second person]

I want to go where **I** can swim. [consistent use of first person]

When a personal pronoun has an indefinite pronoun for its antecedent, make sure the pronouns agree in number.

Each of the boys is happy with **his** grade. [singular pronouns]

Several of the companies advertise **their** water filters vigorously. [plural pronouns]

A. Making Pronouns and Antecedents Agree

In each of the following sentences, fill in the blank with the appropriate pronoun. Make sure the pronoun you choose agrees with its italicized antecedent in person, number, and gender.

1. The wild *horse* refused to allow anyone onto _____ back.
2. The fifty *protesters* formed a human chain by locking _____ arms.
3. My *mother* sometimes forgets _____ briefcase.
4. *Mike* is thinking of selling _____ old bike.
5. The *boys* have memorized all _____ lines for the upcoming play.
6. *Randall* said _____ would not eat any food _____ could not recognize as animal or vegetable.
7. The local *citizens* voted against the plan to raise _____ taxes.
8. *Maria and her friends* are inviting everyone to _____ party.

B. Making Pronouns Agree with Indefinite Pronoun Antecedents

In each of the following sentences, fill in the blank with the appropriate possessive pronoun. Make sure the pronoun you choose agrees with its italicized antecedent in number.

1. *Each* of the candidates for office has been explaining _____ plans for the future.
2. *Many* of the people have made _____ decisions about whom to support.
3. *Several* of the early candidates have already withdrawn _____ names from ballots.
4. Later this year, *all* of the newspapers will print endorsements of the candidates of _____ choice.
5. *Everyone* hopes _____ own candidate will win.

Grammar Practice

Name Class Date

17.6 Clear Pronoun Reference

Key Information

Avoid vague pronoun reference. The pronouns *this*, *that*, *which*, and *it* should refer to a clearly stated antecedent.

The mechanic is looking for the problem, **which** could take a long time. [vague]

The mechanic is looking for the problem, and **his inspection** could take a long time. [clear]

Avoid ambiguous pronoun reference. If a pronoun seems to refer to more than one

antecedent, either reword the sentence to make the actual antecedent's identity clear or eliminate the pronoun.

Tennis player Jennifer Capriati smiled at fellow player Monica Seles when **she** was given the winner's check. [ambiguous]

Tennis player Jennifer Capriati smiled at fellow player Monica Seles when **Capriati** was given the winner's check. [clear]

Making Pronoun References Clear

Rewrite each of the following sentences to make all pronoun references clear.

1. When the cat entered the dog's pen, it became nervous. _____
2. The bill for the sculptor's new work was \$20,000, and this surprised the citizens. _____
3. After the Cardinals beat the Dodgers, they left for a nine-game road trip. _____
4. Marleen was saddened by the news, and it was evident on her face. _____
5. Whenever Rebecca eats dinner at Carla's house, she drinks iced tea. _____
6. Darrell is an excellent artist; this was apparent from his sketches. _____
7. It is disappointing when my favorite team loses. _____
8. The lawyer made his case for the defendant, and then he walked out of the courtroom. _____
9. When the snowflake hit the sidewalk, it melted. _____
10. The two athletes were exhausted, which made them unable to finish the marathon. _____

Grammar Practice

Name Class Date

18.2

Irregular Comparisons

Key Information

A few modifiers used in making comparisons have irregular forms.	ill	worse	worst
<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>	far (distance)
good	better	best	far (degree, time)
well	better	best	little (amount)
bad	worse	worst	many
badly	worse	worst	much
			more
			most
			most

A. Revising Incorrect Comparisons

Each of the following sentences contains an incorrect comparative form. Draw a line through the incorrect word or words, and then write the correct form of the comparative modifier.

1. That has to be the worstest song ever written. _____
2. I'm a much more better table tennis player than she is. _____
3. He's the most good guitar player we've heard. _____
4. Is it further to Detroit or to Cleveland? _____
5. Use the recipe that calls for the littlest salt. _____

B. Making Correct Comparisons

Complete the following sentences with the correct degree of comparison of the modifier in parentheses.

1. The rebuilt engine ran the _____ of them all. (well)
2. I have progressed _____ in my study of French than my brother. (far)
3. That puppy is not the best-behaved dog, but he's not the _____ either. (bad)
4. The medical conditions of patients in intensive care are generally _____ than those of the patients in regular hospital rooms. (ill)
5. The home team won because they shot _____ than their opponents. (well).

C. Using Correct Comparisons

Write three sentences of your own that make comparisons. Be sure to use the correct form of the modifiers you choose.

Grammar Practice

Name Class Date

18.4 Incomplete Comparisons

Key Information

Be careful of making an **incomplete or unclear comparison** by omitting *other* or *else* when comparing one member of a group with others.

UNCLEAR: He has appeared in more movies than anyone.

CLEAR: He has appeared in more movies than anyone **else**.

UNCLEAR: French is more melodic than any language.

clear: French is more melodic than any **other** language.

You must also make sure you are comparing like things.

UNCLEAR: A rowboat's cost is less than a yacht.

CLEAR: A rowboat's cost is less than **that of** a yacht.

CLEAR: A rowboat's cost is less than a **yacht's**.

A. Revising Incomplete Comparisons

Each of the following sentences contains a comparison error. Rewrite each sentence to correct the error.

1. A typical flight attendant works harder than any worker.

2. The work of a fashion model is probably more glamourous than a flight attendant.

3. However, a flight attendant has more opportunities to travel than anyone.

4. In my opinion, serving airline passengers deserves more respect than any job.

B. Using Complete Comparisons

Write a sentence that includes a complete comparison for each of the following pairs of terms. For example, a correct response for the first pair of terms might be *The weight of a basketball player often is less than that of a football player*.

1. basketball player—football player

2. pizza—chocolate

3. winter sports—summer sports

4. poetry—prose

Grammar Practice

Name Class Date

18.7 Misplaced and Dangling Modifiers

Key Information

A **misplaced modifier** either modifies the wrong word in a sentence or seems to modify more than one word in a sentence. By placing the modifier as close as possible to the word it modifies, you can correct this situation.

Darlene saw a cat with three kittens **driving her car**. [MISPLACED: The participial phrase *driving her car* suggests the kittens or the cat is driving.]

Driving her car, Darlene saw a cat with three kittens. [clear]

Logically, a **dangling modifier** seems to modify no word in a sentence. By simply supplying a word that the dangling modifier can sensibly modify, you can correct the problem.

While taking a shower, the phone rang.
[DANGLING: With no logical word for the participial phrase to modify, the sentence suggests the phone was taking a shower.]

While taking a shower, I heard the phone ring. [clear]

A. Correcting Misplaced and Dangling Modifiers

Rewrite the following sentences, correcting the misplaced or dangling modifier in each.

1. Aunt Bernice draped the lovely shawl on her shoulders that she had bought in Italy.

2. I finished my breakfast as the bus arrived and brushed my teeth.

3. While mowing the grass, the thunderstorm approached.

4. There's an article about the harmful effects of slugs on garden plants in today's newspaper.

B. Getting the Modified Facts

You are an auto insurance agent. Part of your job is to review written accident reports. Decipher the reports below and write what you think really happened to these motorists.

1. Jaywalking, I realized the pedestrian would not get out of the way in time.

2. Holding my foot on the brake, it went up over the curb and into the fire hydrant.

Grammar Practice

Name Class Date

20.1 Capitalization of Sentences

Key Information

Capitalize the first word of a sentence.

Tom ran home. **H**e was late for dinner.

Capitalize the first word of a sentence in parentheses only if the sentence stands by itself. Do not capitalize a sentence within parentheses that is part of another sentence.

My dog loves water. (**M**y neighbor's cat once nearly drowned in their swimming pool.)

My dog (**h**is name is Bugsy) loves water.

Do not capitalize the first word of a quotation unless the entire quotation can stand as a sentence.

The skier said winning the gold medal was the "thrill of all thrills."

Do not capitalize an indirect quotation, which is often introduced by *that* and does not repeat a person's exact words.

My aunt said **t**hat the cookware party was a big success.

A. Capitalizing Sentences

Many of the following items lack one capital letter, although a few are correct. In each item with a capitalization error, underline the word that should be capitalized. If a sentence is correct, write *correct* after it.

1. The *New York Times* does more than report news. it also conducts fund-raising efforts.
2. The Sunday *New York Times* now costs more than a dollar and weighs a great deal.
3. The *Times* is called "the paper of record." (what does that phrase mean?)
4. The *Times* crossword puzzle is famous. have you ever worked one?
5. reviews in the *Times* (the paper reviews all areas of the arts) are often quoted.
6. Some people say that they always read the newspaper's Sunday magazine first.
7. The *Times* once printed an amazing photo of Mount Saint Helens. (it erupted on May 18, 1980.)
8. For many years Hal Borland (he died in 1977) wrote certain *Times* editorials.
9. In January 1961 the *Times* reported that John F. Kennedy had been sworn in as president.
10. That day Kennedy said, "the torch has been passed to a new generation."

B. Capitalizing Sentences in Quotation Marks and Parentheses

Underline any words in the following sentences that should be capitalized. If a sentence is correct, write *correct* after it.

1. "a foolish consistency is the hobgoblin of little minds," Ralph Waldo Emerson said.
2. Emerson said, "a foolish consistency is the hobgoblin of little minds."
3. Emerson said that we should not assume that consistency is always wise.
4. Emerson said, "a foolish consistency is the hobgoblin of little minds." (he meant that people should sometimes change their minds.)
5. Emerson said that those who are foolishly consistent (he was thinking particularly of people afraid of charges of hypocrisy) have "little minds."

Grammar Practice

Name Class Date

20.2-3 Capitalization of Proper Nouns and Proper Adjectives

Key Information

In **proper nouns** consisting of several words, do not capitalize articles, coordinating conjunctions, or prepositions of fewer than five letters.

Capitalize **proper adjectives** (adjectives formed from proper nouns). Some examples of proper adjectives are the following:

Adjectives formed from names of people
Adjectives formed from names of places,
and names of national, ethnic, and
religious groups

A. Capitalizing Proper Nouns and Proper Adjectives

In the following sentences underline any word that should be capitalized and any word that is capitalized but should not be.

1. At Green Lakes high school, students must first pass algebra II before they can take a trigonometry class.
2. The name of charles lindbergh's plane was *spirit of St. Louis*.
3. yom kippur is a jewish Holiday that usually occurs in September.
4. My Father-In-Law belongs to the Fraternal order of Police and works for general electric.
5. An Englishman, sir Isaac Newton, invented the Reflecting telescope.
6. I think canadian bacon is more popular in the east than it is anywhere west of the Mississippi river.
7. The *christian science monitor* is a newspaper with high Journalistic standards.
8. From Montana one would drive East to get to south Dakota and mount Rushmore.

B. Using Capitalization

Use each of the following words in two different sentences. First, write a sentence in which the word remains lowercase. Then write a sentence in which the word is capitalized.

1. father's _____

2. chemistry _____

3. southeast _____

4. river _____

5. senator _____

Grammar Practice

Name Class Date

21.1-3 End Punctuation

Key Information

Use a **period** to end a declarative sentence or a polite command.

I do not have to work this weekend.

Call me when you get home.

Use an **exclamation point** to indicate strong feeling or a forceful command.

That's a terrific outfit!

Sit down this minute!

Use a **question mark** after a direct question.

How long have you been waiting?

Do not place a question mark after an indirect question that is part of a declarative sentence.

I wondered how long Tina had been waiting

A. Using End Punctuation

Write the necessary period, question mark, or exclamation point at the end of each of the following sentences.

1. Did you know that Babe Didrikson is considered one of the greatest woman athletes
2. As an amateur she entered 634 contests and won 632 times
3. What an amazing record
4. She wondered how many medals she could win in the 1932 Olympics
5. In both the javelin and the hurdles she broke Olympic and world records
6. Because of a technical fault, she finished in second place in the high jump
7. After taking up golf, she won sixteen straight tournaments
8. Despite an operation for cancer in 1953, she told herself she would win the National Women's Open

B. Writing Sentences with Correct End Punctuation

Use the following guidelines to write sentences that demonstrate correct use of end punctuation.

1. Write a sentence describing how to staple sheets of paper together.

2. Write a question that asks when summer begins.

3. Write an exclamation that tells how you felt once when you were very angry.

4. Politely tell someone to listen closely to what you have to say.

Grammar Practice

Name Class Date

21.4 The Colon

Key Information

Use a **colon** to introduce a list, especially after words such as *these*, *the following*, or *as follows*.

I need to buy **these** items for my cake:
sugar, milk, and butter

If a list immediately follows a verb or preposition, omit the colon.

For her hike Aimee **wore** shorts, a T-shirt, socks, and hiking boots.

Use a colon to introduce words that illustrate, explain, or restate the preceding material. A complete sentence following a colon is generally not capitalized.

Jamaal could not go to the dance: he had tennis practice and then had to work.

A. Identifying Colon Errors

In the following sentences add colons where they are needed and circle colons that should be omitted. Write *correct* after the one correct sentence.

1. My brother refuses to buy a car in any of the following colors red, gold, or blue.
2. That carpet needs to be replaced it is stained in many places and worn out in the heavy traffic areas near the front door, the rocking chair, and in the kitchen.
3. The percussionist plays many types of rhythm instruments, including bongos, snare drums, and the tambourine.
4. Her reasons for resigning were as follows she was working too many hours, receiving too little pay, and seeing little room for advancement.
5. Last winter's rise in the cost of citrus products such as: orange juice and lemons can be attributed to one main cause a freak cold spell in Florida destroyed millions of pounds of fruit.

B. Using Colons Correctly

Combine each of the following pairs of sentences with a colon. You may eliminate repeated words.

Example: Lee could read three languages. Lee could read English, Spanish, and French.
Lee could read three languages: English, Spanish, and French.

1. We arrived later than expected. There was ice on the roads. _____
2. Most people think two American poets stand out among the rest in the nineteenth century. Most people think Whitman and Dickinson stand out.

3. Secondary colors include the following. Secondary colors include green, orange, and purple.

4. I feel refreshed. I slept for nine hours last night.

Grammar Practice

Name Class Date

21.5 The Semicolon

Key Information

Use a **semicolon** to separate items in a series when the items contain commas.

The road trip will take the team to Syracuse, New York; Scranton, Pennsylvania; and Fort Lee, New Jersey.

Use a semicolon to separate two main clauses joined without a conjunction or joined by a

coordinating conjunction when the clauses contain several commas.

The medical student had studied many topics, including anatomy, psychology, and internal medicine; but she finally chose to work in pediatrics, her favorite field.

Using Semicolons Correctly

Insert and circle the missing semicolons in the following sentences.

1. My neighbor Ted washes his car every Saturday, my cousin Morris, every other week, and my pal Bud, the laziest of all, every three months.
2. The new movie was directed by Francis Ford Coppola, the director of *Apocalypse Now*, but the major film critics, upset by its unrealistic ending, gave it poor reviews.
3. Some people, for reasons they feel are quite valid, refuse to give money to beggars, but other people, for reasons they feel are also valid, never fail to give.
4. For dessert we could choose from German chocolate cake, a rich decadent delight, a lemon tart, made from my grandmother's recipe, and fresh strawberries, picked just that afternoon.
5. Hector was responsible for hanging banners that announced the upcoming talent show being held to raise money for the school's activity fund, and Maria was given the job of recruiting five judges, all of whom had to be faculty members.
6. From the top of the fire tower, Jake could see acres of trees, mostly pines, a few houses and cabins, the river, and the county's two main highways, routes 62 and 75.
7. Several people in the auditorium, perhaps because they hadn't expected the play to last so long, started to yawn during the final act, and one man, sitting a few rows in front of me, fell asleep.
8. My favorite teams are the St. Louis Cardinals, because they play nearby, the Bulls, because I like Chicago, and the Dolphins, because they have the best-looking team colors.
9. A large truck, going about twenty miles per hour, moved slowly up the steep grade, and the motorists behind it, because the road curved so much, could not see far enough ahead to risk passing.
10. Yolanda, who plays the saxophone, is in jazz band, but Theo, who plays the clarinet, is in marching band.

Grammar Practice

Name Class Date

21.6 Commas and Coordinate Adjectives

Key Information

Use a comma to separate coordinate adjectives that precede a noun.

Coordinate adjectives modify the same noun to an equal degree. To check whether adjectives are coordinate, reverse their order or put the word *and* between them. If the sentence sounds right, then the adjectives are coordinate.

The fire gave off a **thick, black, foul** smoke.
[coordinate adjectives]

Investigators found a **red gas** can at the scene. [noncoordinate adjectives]

Some, but not all, of the adjectives in a series may be coordinate. In this case, use a comma only between the coordinate adjectives.

The rescue team rode a **large, fast fire** engine to the fire site. [Large and fast could be reversed, but fire cannot be moved without creating confusion.]

A. Punctuating Coordinate Adjectives Correctly

Insert and circle the missing commas in the following sentences.

1. The movie star wore a shimmering sequined evening gown to the ceremony.
2. My silly curious golden retriever puppy likes to chase his tail.
3. Painting a long white picket fence on a hot day is not fun.
4. A salad that features crisp fresh tasty greens adds to any meal.
5. The colorful romantic early-morning sky lures many walkers to a beach.

B. Using Commas and Coordinate Adjectives Correctly

Use the following guidelines to write sentences that demonstrate correct punctuation of coordinate adjectives.

1. Write a sentence about an **aquarium** that includes the words *tropical fish, nutritious, beautiful, fish food, fresh, and delicate*.

2. Write a sentence about the **space shuttle** that includes the words *weightlessness tests, six, landing, top-secret, smooth, safe, and successful*.

3. Write a sentence about a **bicycle** that includes the words *ten-speed, fast, shiny, and black frame*.

4. Write a sentence about a **dog** that includes the words *fur, soft, bark, long, vicious-sounding, harmless, and obedient*.

Grammar Practice

Name Class Date

21.6 Commas and Compound Sentences

Key Information

Use a comma before a coordinating conjunction that joins two main clauses.

I doubted my father's prediction, but it turned out to be correct.

When a coordinating conjunction connects two very short main clauses, you may omit the comma unless it is needed to avoid confusion.

The pitch was thrown and the game had begun.

I had dinner with David and Leslie went home. [confusing]

I had dinner with David, and Leslie went home. [clear]

A. Using Commas Correctly

Insert and circle the missing commas in the following sentences.

1. People are recycling more now but companies are still using packaging that is too wasteful.
2. Our landfills are closing every day yet there are no easy answers to our nation's growing trash problem.
3. There are many opinions and solutions are being sought.
4. The issue tops the agendas of many town council meetings and state legislature sessions and even Congress has begun looking into the trash disposal problem.
5. We must act soon for the problem is now.

B. Writing Compound Sentences with Commas

Use the following guidelines to write sentences that demonstrate correct use of commas in compound sentences.

1. Use the coordinating conjunction *but* in a compound sentence about your favorite musician or group.

2. Use the coordinating conjunction *and* in a compound sentence about a recent important event in your life. Make this a clear sentence that does *not* require a comma.

3. Use the coordinating conjunction *yet* in a compound sentence about a movie you have seen.

4. Use the coordinating conjunction *or* in a compound sentence about two things you might do next weekend. Make this a clear sentence that does not require a comma.

Composition Practice

Name Class Date

21.6

Commas with Parenthetical Expressions and Conjunctive Adverbs

Key Information

Use commas to set off parenthetical expressions (such as *on the other hand* and *by the way*) and conjunctive adverbs (such as *thus* and *moreover*).

I am sure mark will appreciate it,
nevertheless.

Robyn, **unfortunately**, scored well below her average.

I discovered, **however**, that I was out of stamps.

I could not mail the letter until Tuesday; **consequently**, it arrived a day late.

A. Punctuating Parenthetical Expressions and Conjunctive Adverbs

Insert and circle the missing commas in the following sentences.

1. Meryl Streep is of course considered one of the world's great actors.
2. Actually December usually features a great deal of rain in this state.
3. We felt the gymnast's performance given the circumstances was excellent.
4. The famous painting in Kia's opinion should not be sold to the corporation.
5. We didn't think they would lose; however that is exactly what eventually happened.
6. That shirt to be honest is really hideous.
7. The story of Ulysses to be sure is an exciting one.
8. Unfortunately I have seen only one good movie recently.

B. Using Commas with Parenthetical Expressions and Conjunctive Adverbs

Rewrite each of the following sentences. Insert the parenthetical expression or conjunctive adverb in a logical place, and punctuate it correctly.

1. Mitch decided to go to the dentist for a check-up. (*as a result*)

-
2. My plane arrived two hours late; the airline lost my luggage. (*furthermore*)
-

3. I enjoyed the meal and movie on the flight very much. (*on the other hand*)
-

4. The weather is usually very warm here. (*in fact*)
-

5. If you water that plant too much, it will die. (*of course*)
-

6. Oh, did I mention that my sister is getting married? (*by the way*)
-

Grammar Practice

Name Class Date

21.6

Commas with Direct Address and Tag Questions

Key Information

Use commas to set off words used in direct address.

I'm not sure whether or not I can attend, **Jill**.

The Bears, **my friend**, will win the game.

Use commas to set off tag questions. A tag question suggests the answer to the statement that precedes it.

You remembered the tickets, **didn't you?**

A. Punctuating Direct Address and Tag Questions Correctly

Insert and circle commas where they are needed in the following sentences.

1. Alicia do you know whether Cheryl has to work tonight?
2. The lab reports Ms. Jenkins are due tomorrow aren't they?
3. Do you think Doctor that I will need to have the operation?
4. Thanks for this excellent compact disc Dad.
5. It was you Sis who told Dad this is the one I wanted wasn't it?
6. I would like to thank you class for working so productively while I was absent.
7. You are going to be able to stay for band practice today aren't you?
8. Please remember ladies and gentlemen that the keynote speech is tomorrow evening.

B. Using Direct Address and Tag Questions

Use the following guidelines to write sentences that demonstrate correct use and punctuation of direct address and tag questions.

1. Write a sentence that begins with a direct address to one of your friends.

2. Write a sentence that ends with the tag question *haven't you*.

3. Write a sentence that ends with the tag question *weren't they*.

4. Write a sentence that ends with a direct address to a teacher.

Grammar Practice

Name Class Date

21.6

Misuse of Commas

Key Information

Do not use a comma before a conjunction that connects the parts of a two-part predicate.

The baker mixed the dough, and then let it rise for an hour. [incorrect]

The baker mixed the dough and then let it rise for an hour. [correct]

Do not use a comma alone to join two main clauses that are not part of a series. Add a coordinating conjunction, or use a semicolon, to avoid a run-on sentence.

The fire burned brilliantly, warmth filled the room. [incorrect]

The fire burned brilliantly, and warmth filled the room. [correct]

The fire burned brilliantly; warmth filled the room. [correct]

Do not use a comma between a subject and its verb or between a verb and its complement.

Walking to the store at the end of the block, excited Fred. [comma between subject and verb]

The trucking firm transported, groceries, electronics, and dry goods. [comma between verb and complement]

A. Identifying Misused Commas

Circle the misused commas in the following sentences. If another form of punctuation should replace a comma, insert it in the sentence. You may also insert coordinating conjunctions if they are needed.

1. Most Nigerians earn their living in agriculture, they follow their ancestors' traditions.
2. Most Nigerians live in rural areas, Nigeria does, however, have several large cities.
3. Abuja is the capital, and largest city.
4. Other large cities include, Lagos, Ibadan, Kano, and Ogbomosho.
5. Nigeria is quite famous for its art, for instance, traditional African sculpture was an important influence on the work of Pablo Picasso.
6. The first African writer to win the Nobel Prize for literature was named Wole Soyinka, and was Nigerian.

B. Avoiding Comma Errors in Your Writing

Combine each of the following pairs of sentences. Be sure to use correct punctuation.

1. An actor, dressed as a very old man, shuffled onstage. He turned toward the audience.

2. Finally, the old man began to speak. He spoke of days gone by, mistakes made and regretted, and lessons painfully learned.

Grammar Practice

Name Class Date

21.7 The Dash

Key Information

Use **dashes** to indicate abrupt breaks or changes in thought within sentences.

Who—**of all the people in this room**—would have done such a thing?

At the height of the eclipse—**wasn't that a fantastic moment?**—there was an eerie silence.

A. Punctuating Sentences with Dashes

Insert and circle missing dashes in each of the following sentences.

1. That man in the corner how odd, I haven't seen him for years looks like my uncle.
2. The Washingtons they must be delighted won a trip to the Grand Canyon.
3. Most of the houses on our street I think they were all designed by the same person look alike.
4. Winter is finally over and summer I thought it would never come is almost here.

B. Interrupting Sentences Correctly

Rewrite each of the following sentences. Use dashes to insert the parenthesized comments at an appropriate place in each sentence.

1. The big concert is two weeks from Wednesday. (*let me know if you get tickets*)

2. The leading candidate will appear in a debate this week. (*and I certainly don't see him losing now*)

3. The vehicle ran the red light and crashed into a truck. (*the driver wasn't paying attention*)

4. The woman over there is talking very loudly. (*I wonder if she knows people are staring*)

C. Writing Sentences with Dashes

Use each of the following phrases within dashes in a sentence.

1. (*it was a stunning upset*) _____

2. (*I was amazed*) _____

Grammar Practice

Name Class Date

21.9

Quotation Marks

Key Information

A comma or a period should always be placed *inside* closing quotation marks.

"She'll never give us a pop quiz," said my friend Stu.

Stu thus was surprised the next day when Ms. Harding said, "Close your books for a little quiz on last night's reading."

A semicolon or colon should always be placed *outside* closing quotation marks.

In eighth grade we had to memorize the poem "Richard Cory"; I remember it to this day.

The newspaper quoted two sources in its article "Governor to Unleash Soaring Taxes": the governor's secretary and the budget director.

A. Using Quotation Marks with Other Punctuation

Insert and circle quotation marks where needed in the following sentences. All other sentence punctuation is correct.

1. Darlene said, I will work only one school night a week.
2. I'll be there at eight, said my brother, which meant he probably would arrive closer to ten.
3. For years my mother has said, A stitch in time saves nine; to this day I have no idea what that saying means.
4. There are two versions of the song Run to Me: one features vocals, and the other contains only instrumentals.
5. Yes, I know that Daniela said, I will never go out with him; however, I think that she might.

B. Writing Sentences with Quotation Marks

Rewrite each of the following sentences. Change the indirect quotation to a direct quotation and punctuate the sentence correctly. You may need to change several words.

1. Mom told us to take our coats with us, and so we did.

2. Wendy said that the view is breathtaking.

3. Nathan reminded us that the baseball season was about to begin; we were as excited as he was.

4. Martin commented that the marching band sounded good.

Grammar Practice

Name Class Date

21.10 Italics (Underlining)

Key Information

Italicize (or underline if typing or handwriting) the titles of the following kinds of items:

books *A Prayer for Owen Meany*

Long poems *The Waste Land*

Plays *Death of a Salesman*

Films *The Karate Kid*

Television series *Cheers*

Titles of paintings and sculptures, long musical compositions, newspapers and magazines, ships, trains, airplanes, and spacecraft should also be italicized.

Italicize words, letters, and numerals that represent themselves.

I really do not know what the word *galvanize* means.

Chyna spells her name with a *y* instead of an *i*.

It's easy to turn *O* into *8*.

Using Italics Properly

Underline the item or items in the following sentences that should be italicized.

1. The PBS series Sesame Street has helped millions of children learn to read.
2. I always have a hard time spelling Luxembourg, but I can easily find the country on a map of Europe.
3. Saint Peter's High School is putting on a production of *My Fair Lady* this year.
4. Her phone number has five 7's in it, and she lives on Mulberry Street.
5. Business people from all over the country subscribe to the *Wall Street Journal*, which they can have delivered to their homes by the U.S. Postal Service.
6. My parents took a ride down the Mississippi River on a riverboat called *The Delta Queen*.
7. Mozart's opera *The Marriage of Figaro* is considered a classic.
8. Art collectors have paid more than thirty million dollars for paintings such as Van Gogh's *Irises*.
9. *The Great Gatsby* is one of the most frequently read novels in American high schools.
10. How many e's are there in committee?
11. My brother is going to renew his subscription to the *Sporting News*.
12. Hart Crane's book-length poem *The Bridge* uses the Brooklyn Bridge as a central symbol.
13. The word *adjectival* refers to adjectives.
14. *Citizen Kane* is considered by some to be the best film ever made.
15. Ralph Ellison's reputation as a writer rests primarily on his novel *Invisible Man*.
16. I have just finished Annie Dillard's *An American Childhood*; I plan to read another of her books, perhaps *Pilgrim at Tinker Creek*.
17. *The Thinker* is a sculpture by Rodin.
18. Her name has three l's in it; I believe the word for such a name is *mellifluous*.

Grammar Practice

Name Class Date

21.11 The Apostrophe

Key Information

Use an apostrophe and -s to form possessives in the following types of situations involving nouns and pronouns.

Singular indefinite pronouns: *someone's plate*

Singular nouns, even ones that end in -s: *the duchess's wedding*

Plural nouns that do not end in -s: *the children's sandbox*

Compound nouns: *my brother-in-law's dog*

Joint ownership: *Ricky and Maria's cat*

Individual ownership, two or more people:
van Gogh's and Monet's paintings.

Use an apostrophe alone to form the possessive of plural nouns ending in -s.

the teams' mascot

two hours' delay

Use an apostrophe in place of letters omitted in contractions.

I am—I'm they are—they're

cannot—can't

A. Using Apostrophes to Show Possession

Insert apostrophes where they are needed in the following phrases.

1. a trips length
2. his mothers ambitions
3. Chriss response
4. many residents signatures
5. no ones fault
6. a pair of mens pants
7. Wagners "Wedding March"
8. the two brothers jobs
9. Mr. Carsons job
10. a womans autobiography
11. everybodys problem
12. the mices cunning
13. the princes sister
14. the Dodges new home
15. someones gloves
16. one books conclusion
17. several stores sales
18. Tammy Johnsons contribution
19. the girls locker room
20. an umpires decision

B. Using Apostrophes in Contractions

The following song titles each contain two words that should be combined and written as contractions. Write the contraction in the space provided.

1. "I Have Got You Under My Skin" _____
2. "A Hard Rain Is Gonna Fall" _____
3. "For What It Is Worth" _____
4. "She Is Funny That Way" _____
5. "There Is a Small Hotel" _____

Grammar Practice

Name Class Date

21.12-13 Hyphens and Abbreviations

Key Information

Although **hyphens** are not usually used to join a prefix to a word, note the following exceptions:

- to join a prefix to a proper noun or a proper adjective: *pre-World War II*
- after the prefix *re-* when the resulting word looks like but is different in meaning and pronunciation from another word: *re-mark the test* but *remark on the scores*.
- in compound adjectives that precede nouns: *up-to-the-minute news*

Hyphens are not used in the following cases:

- in compound adjectives that follow nouns: *The news was up to the minute.*

- in expressions made up of an adverb ending in *-ly* and an adjective: *the beatifully prepared dinner*.

Abbreviations can save time and space.

Capitalize abbreviations of proper nouns and titles.

Clancy **M.** McDonald, **M.D.**

Abbreviate names of many organizations and of states in addresses.

EPA

NATO

FDA

FL

NY

WV

Using Hyphens and Abbreviations

Decide where hyphens and abbreviations are needed in the following sentences and write the hyphenated word or phrase or the abbreviation in the blank. Write *correct* if a sentence is correct.

1. Doctor Smith's illness, self diagnosed as influenza, got worse. _____
2. I will have to resort all these files. _____
3. The ZIP code abbreviations for Ohio and California are Ohio and California.

4. The visibly dejected skater buried her head in her hands. _____
5. The vice consul addressed the British Parliament. _____
6. Hal's sister remarried yesterday at 9:00 ante meridiem. _____
7. The boxer was penalized for hitting below the belt. _____
8. Life in pre Depression America was carefree and extravagant. _____
9. The pro Basque supporters rallied in the streets of Madrid. _____
10. State of the art technology filled Steve's office at the Young Men's Christian Association.

11. The thirty yard run made the fans watching the football game cheer. _____
12. My seventy year old aunt, who lives in Washington, District of Columbia, still seems young. _____
13. Use 1 pound of butter and 1 gram of salt. _____
14. Most of the novels of Ann Beattie are well written. _____
15. A self deprecating person is not necessarily humble. _____