### Unit 8: Subjects, Predicates, and Sentences

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20.7–8 Using Apostrophes, Hyphens, Dashes, and Parentheses ........... 51
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A. Recognizing Sentences and Kinds of Sentences

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

1. What a long day I had! ____________________________

2. Juyong, too. ____________________________________

3. The full moon is shining between the clouds tonight._________________________

4. Did you turn off the lights? _________________________

5. Remember to bring an umbrella._____________________

6. On the third shelf. _________________________________

B. Correcting Sentence Fragments

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

1. the natives of North America (declarative) ____________________________

2. after school today (imperative) ________________________________

3. finished your homework (interrogative) __________________________

4. great concert (exclamatory) ________________________________
### A. Recognizing Sentence Parts

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

1. Shama exercises every day.

2. Children at the party scrambled for the balloons.

3. My brother met his best friend and went to the movie.

4. The cactus, the century plant, and sagebrush grow in the desert.

### B. Combining Sentence Parts

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

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

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

---

**Key Information**

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

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

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

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

The verbs are joined by and, or, nor, but, or yet.
8.4 Identifying the Subject

Key Information

Most sentences begin with the subject.

**Temperatures** fall at night.

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

Do clouds affect temperature?

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

**Clouds** do affect temperature.

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

Here are today’s statistics.

In commands, the word you is the understood subject.

(You) Keep a daily record.

A. Locating the Subject

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

1. Do spiders have six legs or eight legs?

2. Listen to the directions.

3. The man in the tall hat is a magician.

4. Is this apple a Red Delicious?

5. In the museum there were many Roman statues.

B. Rewriting Sentences for Variety

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

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

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

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

4. (Write an exclamatory sentence.)
8.6 Simple and Compound Sentences

**Key Information**

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

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

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

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

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

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

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

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

**A. Recognizing Subjects and Predicates in Compound Sentences**

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

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

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

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

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

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

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

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

---

*Grammar Practice* 8.6 Simple and Compound Sentences

*Key Information*

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

**CORRECT:** A new lamp will be cheaper. I’ll buy a strong one.
Key Information

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

Abstract nouns name ideas or feelings.

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

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

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

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

1. The garden is filled with tulips and daffodils.
2. These roses were developed in Richmond, Virginia.
3. The newspaper published an article about our club at Superior Middle School.
4. On Monday, January 6, Rene returns from vacation.

B. Forming Plurals
Write the plural form of each compound noun.

1. sidewalk ________________________ 3. concert hall ________________________
2. attorney-at-law __________________ 4. seaport _____________________________

C. Using Collective Nouns
Underline the correct verb form in parentheses.

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

**Key Information**

<table>
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<th>Possessive of plural nouns already ending in <em>s</em>, add only an apostrophe.</th>
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<tbody>
<tr>
<td>Name who or what owns or has something. They can be singular or plural.</td>
<td>girls</td>
</tr>
<tr>
<td>The dogs’ names are Trooper and Sam.</td>
<td>Traci’s dog can do tricks.</td>
</tr>
<tr>
<td>To form the possessive of all singular nouns and plural nouns not ending in <em>s</em>, add an apostrophe and <em>s</em>.</td>
<td>Brad’s the fastest runner in the school.</td>
</tr>
<tr>
<td>sun</td>
<td>sun’s</td>
</tr>
<tr>
<td>men</td>
<td>men’s</td>
</tr>
<tr>
<td>boss</td>
<td>boss’s</td>
</tr>
</tbody>
</table>

**A. Forming Possessives and Contractions**

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

1. The new flashlights beam is powerful. ____________________________
2. Charles Babbage’s invention led to the modern computer. _________________________
3. These trees bark must be stripped before their wood can be made into paper. _________
4. Deanne’s family’s moving to Tennessee. _________________________________
5. This song’s words are difficult to understand. _____________________________
6. The girls’ uniforms were attractive and practical.___________________________

**B. Using Possessives and Contractions**

Underline the word in parentheses that correctly completes the sentence.

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

**Key Information**

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

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

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

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

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

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

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

---

**A. Identifying Appositives**

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

1. The title of the play comes from a work by Langston Hughes **an African American poet**.

2. An ardent fan of the Bulls **Jason rejoiced at their victory**.

3. We celebrated at Paul’s **the finest French restaurant in town**.

4. Our teacher asked Kristin the **foreign exchange student from Germany to tell us a little about her homeland**.

5. The fair will be held on Hester Court **a street with many small shops**.

---

**B. Using Appositives**

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

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________
10.2 Transitive and Intransitive Verbs

**Key Information**

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

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

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

---

**A. Identifying Transitive and Intransitive Verbs**

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

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

---

**B. Changing Intransitive Verbs to Transitive Verbs**

Rewrite each sentence, adding at least one direct object.

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

1. The school choir sang. ________________________________
   ________________________________

2. After the rain, the gardener planted. ________________________________
   ________________________________

3. Emily studied in the library. ________________________________
   ________________________________


10.3 Verbs with Indirect Objects

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

The girl gave the cat a toy.

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

The girl gave a toy (to the cat).

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

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

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

1. Mr. Chavez drew her a map. ________________________________

2. Paul showed Scotty his pet turtle. ________________________________

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

4. I sent my mother flowers for her birthday. ________________________________
A linking verb connects the subject of a sentence with a noun or an adjective in the predicate.

Good actors become their characters.

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

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

My best friend is the star of her class play.

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

Cast members feel nervous.

A. Recognizing Sentence Patterns

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

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

B. Revising Sentences

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

1. His excuse sounded silly to me. ______________________________________________
2. The candidate became our new mayor. ________________________________________
3. The large audience grew restless. _____________________________________________
4. Carol and Diane remained friends. ___________________________________________
10.5 Present, Past, and Future Tenses

Key Information

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

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

Your roosters crow loudly.

That rooster crows more loudly.

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

Matt refilled the feeder.

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

Next year, Kay will raise hens.

A. Identifying the Tense of a Verb

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

1. As usual, Carl will guess the ending of the mystery.

2. Karen exercises every day.

3. Mary Ann Mantell found one of the first dinosaur bones.

4. I am the winner!

5. The concert will begin soon.


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

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

1. Taryn walked the dog every day.

2. Both of Dan’s cats liked ice cream.

3. Your clock ticked so loudly!

4. Laquetis practiced the trumpet every day after school.
10.6 Main Verbs and Helping Verbs

**Key Information**

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

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

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

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

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

- You have walked faster often.

- **A. Analyzing Verb Phrases**

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

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

- **B. Using Helping Verbs**

Underline the correct form of the helping verb in parentheses.

1. For the last four years, Jeff (has, is) played in a softball league.
2. Hundreds of bats (have, are) living in this cave.
3. Juan and Terry (had, were) helping at the shelter.
4. Before the storm, Nancy (had, was) created a sidewalk chalk painting.
5. At the moment, I (have, am) searching for my glasses.
10.7–8  Progressive Forms and Perfect Tenses

Key Information

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

- Chia is working in her garden

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

- Thurman was fixing his bike.

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

- Julio has tried many hobbies.

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

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

A. Recognizing Correct Verb Forms

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

1. Mrs. Locke is teaching at Madison High last year. ________________________________

2. The fruit has staying fresh in the refrigerator for days now. ________________________

3. By sunset, searchers were looked everywhere within two miles. _____________________

4. Many of these animals have disappeared because of habitat destruction.______________

B. Writing Sentences

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

1. call ____________________________________________________________________
   _______________________________________________________________________

2. list _____________________________________________________________________
   _______________________________________________________________________

3. ask_____________________________________________________________________
   _______________________________________________________________________

4. talk ____________________________________________________________________
   _______________________________________________________________________

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**Key Information**

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

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past</th>
<th>Past Participle</th>
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<tbody>
<tr>
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<td>fly</td>
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<td>flown</td>
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**A. Using Irregular Verbs**

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

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

**B. Proofreading**

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

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

Key Information

A pronoun is a word that takes the place of one or more nouns. The most frequently used pronouns are personal pronouns. Personal pronouns refer to people or things.

Ben read the story to Sarah.
Ben read it to her.

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

He often reads stories aloud.

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

Sarah sat beside him.

A. Identifying Pronouns

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

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

B. Using Subject and Object Pronouns

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

I me you us he they her it
11.2 Pronouns and Antecedents

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

Denise jogs every day. She always wears running shoes.

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

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

1. A new theater opened yesterday. It has six screens.

2. Steve’s mother is a chemist. She works in an office downtown.

3. Alex does odd jobs for the neighbors. They pay him to weed the garden.

4. The plane landed unexpectedly. It had developed engine trouble.

5. Tony was nervous before the performance. He hoped the judges would like him.

6. The cows look peaceful. They are standing in the shade under the trees.

7. Shawna was invited to a party. She asked Karen to come along with her.

8. The announcer worked with the audience before the show. She urged them to applaud when the star came on the stage.

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

1. June found a ___________ on the sidewalk. ___________ has a red stone surrounded by pearls.

2. ___________ returned the ring to its owner. The grateful owner rewarded ___________.

3. We believe that this project is worthwhile, and ___________ hope you agree with ___________.

4. After ___________ stepped on a nail, the doctor gave ___________ a tetanus shot.
Using Possessive Pronouns

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

1. Walk right into the supermarket. The supermarket’s doors open automatically. (before a noun) __________________________________________________________

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

3. The actors are rehearsing the actors’ lines. (before a noun) ___________________________

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

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

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

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

8. Aunt Jo was very helpful. Taking Aunt Jo’s advice, Gary called the bus company for a current schedule. (before a noun) ________________________________
11.5 Indefinite Pronouns

**Key Information**

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

- **Everyone** is ready.
- Most indefinite pronouns are either singular or plural.
  - **Someone** wants to talk to you.
  - **Few** know all the answers.
- The indefinite pronouns *all, any, most, none,* and *some* can be singular or plural, depending on the phrase that follows them.
  - **All** of the milk is gone.
  - **All** of the muffins are gone, too.
- When possessive pronouns have indefinite pronouns as their antecedents, the pronouns must agree in number.
  - Did **either** of the callers leave **his** or **her** number?

**Using Indefinite Pronouns**

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

1. Somebody in this class (labels) (her, their) notebooks with colorful stickers.
2. All of science (is, are) interesting to me.
3. No one (remembers) the address of the doctor’s office.
4. The detective carefully studied each of the clues to see if (they, it) might help them crack the case.
5. Each of the apples (is, are) ripe now.
6. Several of the trees (was, were) harmed by the ice storm in late spring.
7. Everybody in the theater (applauds, applaud) for the roadrunner.
8. Some of the oceangoing ships (carries, carry) iron ore.
9. Some of the money (goes, go) to an organization to help the homeless.
10. “Anything (is, are) yours,” said the genie.
11. Many (hopes, hope) to repeal the law. Others (feel, feels) it should be kept on the books.
12. (Does, Do) either of you have a quarter I could borrow?
13. Both of the stories (has, have) a theme of the importance of friends.
14. Most of Greek architecture (is, are) covered in Chapter 1.
15. Both of the speakers referred to (her, their) notes periodically.
11.6–7  Reflexive, Intensive, and Interrogative Pronouns

**Key Information**

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

Gina promised herself a treat.

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

The Grinch himself carved the roast beast.

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

Who sent this invitation?

Whom did you send invitations?

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

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**A. Identifying Reflexive, Intensive, and Interrogative Pronouns**

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

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

**B. Using Reflexive, Intensive, and Interrogative Pronouns**

Underline the correct word in parentheses.

1. (Whom, Who) is the author of “The Pit and the Pendulum”?
2. (Whose, Who’s) project was not successful?
3. (Whom, Who) are you inviting to the banquet?
4. (Whose, Who’s) the quarterback on this team?
12.1–2  Adjectives, Articles, and Proper Adjectives

**Key Information**

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

Ripe apples fell from the tree.

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

The apples are red and shiny.

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

We heard alarming news.

The table is painted.

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

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

Irish lace    French perfume

**A. Identifying Adjectives**

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

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

**B. Using Adjectives**

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

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

Name ...........................................................................  Class ..................................................  Date ................................

Grammar Practice

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Name ...........................................................................  Class ..................................................  Date ................................
12.3–4 Comparative and Superlative Adjectives

Key Information

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

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

The diamond is **harder** than the emerald.
The diamond is the **hardest** gem of all.

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

Dogs are **more intelligent** than hamsters.
The **least complicated** step is last.

Identifying and Using Comparative and Superlative Adjectives

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

1. My new blanket is (softer, softest) than my old one. ______________________________

2. Kim is the (older, oldest) of my three sisters.____________________________________

3. Sirius is the (brighter, brightest) star in the southern sky. ________________________

4. Geneva’s memory is (worse, worst) than mine, but Barb’s is the (worse, worst) one of all._______________________________________________________________________

5. The (most unusual, unusualest) costume was awarded the prize.________________________

6. Darrin’s interest in conservation is (more strong, stronger) than most people’s._______________________________________________________________________

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

8. Euclid Avenue is (longer, more long) than Prospect Avenue. ________________

9. Charisse has little interest in ballet, but Rita is even (less interested, least interested) than Charisse.________________________

10. I think that my roses are the (prettiest, more pretty) flowers in my garden.________________________
A. Identifying and Using Demonstratives

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

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

B. Using Demonstratives

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

1. (these as a demonstrative adjective) _____________________________________________
2. (these as a demonstrative pronoun) _____________________________________________
3. (this as a demonstrative adjective) _____________________________________________
4. (that as a demonstrative pronoun) _____________________________________________
A. Identifying Adverbs and Intensifiers

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

1. Arrange your main ideas logically. 

2. Jay cleared his throat rather nervously. 

3. The obviously weary woman sank gratefully into the seat. 

4. The dandelion seeds flew everywhere. 

5. Michelle was really tired. 

6. I am almost certain that I left my notebook in the classroom. 

7. The already late train should arrive soon. 

8. The very enthusiastic candidate delivered his speech forcefully. 

B. Using Adverbs

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

1. Gerald ______________ climbed out of the car. (how or in what manner)

2. I ______________ watch that television show, since it’s on so late. (when or how often)

3. This road goes ______________ until it meets the state highway. (where or in what direction)

4. From his perch the eagle ______________ watched the land below. (how or in what manner)

5. The debaters spoke ______________ and ______________. (how or in what manner)

6. The beaver ______________ built its dam. (how or in what manner)

7. Patsy ______________ attends the symphony’s performances. (when or how often)

8. Yolanda ______________ reads history but ______________ reads poetry. (when or how often)
A. Identifying Comparative and Superlative Adverbs

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

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

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

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

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

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

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

B. Using Comparative and Superlative Adverbs

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

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

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


4. Felicia performs better in comedies than in dramas.
12.9 Using Adverbs and Adjectives

Key Information

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

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

**Adverbs** describe action verbs.

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

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

A. Distinguishing Between Adjectives and Adverbs

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

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

B. Using Adjectives and Adverbs

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

1. Gloria has become **expert** at completing crossword puzzles.

2. Strong winds are **common** at this time of the year.

C. Using Adjectives and Adverbs

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

1. Tomás plays the piano **well**.

2. The wind blew so **powerfully** that it blew the roof off.
Using Negative and Affirmative Words

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

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

2. Traci can’t find her plaid scarf nowhere. _______________________________________
   _______________________________________________________________________

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

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

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

6. Don’t eat no more of those bagels.____________________________________________
   _______________________________________________________________________

7. I never did nothing to hurt anyone.___________________________________________
   _______________________________________________________________________

8. Nikita hardly never goes anywhere. ___________________________________________
   _______________________________________________________________________

9. I can’t scarcely believe that. _______________________________________________
   _______________________________________________________________________

10. Kyle didn’t do nothing all day. ______________________________________________
    _______________________________________________________________________

Key Information

**Negative words** express the idea of “no.” The adverb *not* is a negative word that often appears in contractions. Other negative words include *never, nobody, none, no one, nothing, nowhere, and hardly.*

**Nobody** turned out the lights.

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

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

**Key Information**

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

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

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

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

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

---

**A. Identifying Prepositional Phrases and Objects of Prepositions**

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

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

**B. Using Prepositional Phrases**

Use each of the given prepositional phrases in a sentence.

1. like a tiger _______________________________________________________________
2. up the tree _______________________________________________________________
3. near the finish line _________________________________________________________
4. between the houses ________________________________________________________
13.2 Pronouns as Objects of Prepositions

Key Information

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

- Hit the ball to me.

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

- The grounder bounced past the shortstop and him.

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

- The grounder bounced past him.

A. Using the Correct Pronoun after a Preposition

Underline the correct pronoun in parentheses.

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

B. Proofread for Pronouns after Prepositions

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

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

1. 
2. 
3. 
13.3 Prepositional Phrases as Adjectives and Adverbs

Key Information

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

The photo of the cat took first place.

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

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

The wall was full of art.

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

Visitors came to the display.

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

A. Identifying Adjective and Adverb Phrases

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

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

B. Using Adjective and Adverb Phrases

Complete each sentence by finishing the adverb or adjective phrase.

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

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### A. Identifying Conjunctions and Interjections

Each of these sentences has one or more conjunctions and may have an interjection. Underline each conjunction and state whether it joins a **compound subject**, a **compound predicate**, or a **compound object of a preposition** or whether a **compound sentence** is formed. Add appropriate punctuation to any interjection.

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

### B. Making Compound Subjects and Verbs Agree

Underline the correct verb form in parentheses.

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

Key Information

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

- The brown horse runs fast.

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

- The brown horse runs fast, **but** the gray one is faster.
- The house on the left is green, **and** the one across the street is white.

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

A. Identifying Simple and Compound Sentences

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

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

B. Punctuating Compound Sentences

Rewrite each sentence, adding the correct punctuation.

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

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

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

4. Unfortunately, the yellow sweater isn’t clean he wanted to wear it tonight. __________
14.2 Complex Sentences

Key Information

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

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

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

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

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

A. Identifying Complex Sentences

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

_______ 1. The phone rang, but nobody answered it.

_______ 2. Kelly goes skating whenever she can.

_______ 3. We sang while June and Tory played guitars.

_______ 4. The old sea captain told us stories, and we all sang choruses.

_______ 5. Stay alert to the weather reports, or a storm may surprise you.

_______ 6. Wherever there is trouble, you will find my little brother.

_______ 7. Clinton practiced the piano so much that now he plays very well.

_______ 8. Kim is a dancer who enjoys ballet.

B. Subordinate Clauses

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

1. (that I find most interesting) ________________________________________________

_______________________________________________________________________

2. (which is my favorite sport) _______________________________________________

_______________________________________________________________________

3. (while I went to the library) _______________________________________________

_______________________________________________________________________

4. (when we finished dinner) ________________________________________________

_______________________________________________________________________
14.3 Adjective Clauses

Key Information

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

Shaundra has a pet that is quite unusual.

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

Here is the box where Shaundra keeps her pet.

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

The pet that lives in that box is a cockroach.

A. Identifying Adjective Clauses

Underline each adjective clause.

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

B. Using Adjective Clauses

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

1. The car, which had rusted fenders,_________________________________________________________________

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

3. The movie that most intrigued me _____________________________________________

4. The essay that won the writing contest _____________________________________________

5. The meal that tastes most delicious to me ___________________________________________
A. Recognizing Adverb Clauses

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

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

B. Identifying Adverb Clauses

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

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

C. Using Adverb Clauses

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

1. Dennis plays music. _________________________________________________________
2. Mother stopped at the department store. _______________________________________
3. Josh will enter the race. _____________________________________________________
4. Tina checked her luggage. ___________________________________________________
14.5 Noun Clauses

**Key Information**

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

- Whoever is late misses lunch. [subject]
- Janet says what she thinks. [direct object]
- Give this ticket to whomever you choose. [object of preposition]
- The mystery is why we came. [predicate noun]

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

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

**A. Identifying the Uses of Noun Clauses**

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

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

**B. Identifying Noun Clauses**

Underline each noun clause.

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

**C. Using Noun Clauses**

Write sentences having a noun clause using the word given.

1. (whatever) ______________________________________________________________________
2. (how) ______________________________________________________________________
15.1 Participles and Participial Phrases

Key Information

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

Umeki was resting. He has rested on the couch before.
The resting man fell asleep.
The rested man woke full of life.

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

The boy resting on the couch fell asleep. [phrase needed to identify which boy]
Dale, resting on the couch, fell asleep. [phrase not needed]

A. Identifying Participles

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

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

B. Identifying and Punctuating Participial Phrases

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

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

Key Information

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

Typing requires skill.

We learned **typing** last year.

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

**Practicing at the keyboard** is essential.

A. Identifying Verb Forms

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

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

B. Identifying Gerunds and Gerund Phrases

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

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

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

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

B. Identifying How Infinitives and Infinitive Phrases Are Used

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

1. Abraham plans to enter the triathlon. ____________________________________________
2. To stay awake during Marty’s speech was impossible. ___________________________
3. Has the band started to play? _________________________________________________
4. To find the lost child became everyone’s goal. ___________________________________
5. Sometime in the future, to visit Mars will be an everyday occurrence. ______________
6. Several of the workers wanted to organize a union. _______________________________
A. Identifying the Correct Verb Form

Underline the correct form of the verb in parentheses.

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

B. Using the Correct Verb Form

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

1. the cubs or the mother bear (eat, eats) ________________________________________
   _______________________________________________________________________
2. Richard’s pride and joy (was, were) ___________________________________________
   _______________________________________________________________________
3. My bat and ball (is, are) ____________________________________________________
   _______________________________________________________________________
4. a squirrel or Chris’s pet mice (crawl, crawls) _________________________________
   _______________________________________________________________________

Key Information

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

A spider catches flies.
Spiders weave webs.

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

The fly and the ant are insects.
My job and my hobby is the study of insects.

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

Neither these spiders nor this centipede is an insect.
### 16.2 Problems with Locating the Subject

#### Key Information

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

- **One of these boxes** is empty.
- **The boxes** on the floor are full.

When a sentence begins with *here* or *there*, the subject follows the verb. To locate the subject, it may help to rearrange the words so that the subject and verb are in their usual order.

- Here is a ball of string.
- A ball of string is here.

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

- Does this tape hold well?
- This tape does hold well.

### A. Making Subjects and Verbs Agree

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

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

### B. Writing Sentences with Subject-Verb Agreement

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

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

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

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

4. a long list of ingredients (Begin the sentence with *There.*) ________________________
16.3–4 Special Subjects

Key Information

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

The cast **puts** on a good show. The cast **work** well together.

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

**Two hours is** enough time. **Two hours have passed.**

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

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

**All** of the milk is gone. **All** of the students **are** present.

## Identifying the Correct Verb Form

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

**1.** The committee (schedule, schedules) a meeting every month.

**2.** Everyone (is, are) welcome at the party.

**3.** Many of Carl’s friends (visit, visits) him at the hospital every day.

**4.** Fifty cents (is, are) the cost of one biscuit.

**5.** All of the stew (was, were) eaten quickly.

**6.** Most of the snow (has, have) melted.

**7.** Of the witnesses, a few (remember, remembers) numbers of the license plate.

**8.** Twenty-five years (has, have) passed since their marriage.

**9.** The scout troop (has, have) all earned badges.

**10.** Some of the animals (enjoy, enjoys) the attention.

**11.** Much of that information (is, are) out of date.

**12.** Any of the semifinalists (has, have) a chance at the prize.

**13.** The jeans I tried on (was, were) too big.

**14.** This pair of pants (doesn’t, don’t) fit.

**15.** Mathematics (is, are) a subject that requires practice.
A. Recognizing Troublesome Words

Underline the correct word or words in parentheses.

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

B. Using Troublesome Words

Write a sentence using each of the following troublesome words.

1. (accept) _____________________________________________________________
2. (between) ___________________________________________________________
3. (their) __________________________________________________________________
4. (it’s) __________________________________________________________________
5. (bring) _______________________________________________________________
6. (all together)___________________________________________________________
7. (loose)________________________________________________________________
8. (whose)________________________________________________________________
**19.1–2 Capitalization I**

**Key Information**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize the first word of every sentence and the first word of every direct quotation.</td>
<td>The girl exclaimed, “The flowers are lovely!”</td>
</tr>
<tr>
<td>For a sentence with an interrupted quotation, capitalize the first word after the interruption only if it begins a new sentence.</td>
<td>He also wrote concertos for small groups of instruments.</td>
</tr>
<tr>
<td>Capitalize the first word in the salutation and closing of a letter.</td>
<td>Dear Mary, Your friend,</td>
</tr>
<tr>
<td>Capitalize the names of people, their initials, titles, and degrees.</td>
<td>Hello, Sergeant Holman. Anjanette Jackson, Ph.D.</td>
</tr>
<tr>
<td>Capitalize words that show family relationships when used as titles, or substitutes for a name but not after a possessive.</td>
<td>Yesterday Father saw Cousin Sally, my favorite cousin.</td>
</tr>
<tr>
<td>Always capitalize the pronoun I.</td>
<td></td>
</tr>
</tbody>
</table>

**Using Capital Letters**

Underline each letter that should be capitalized.

1. “i want to learn to ski,” said christy, “so i’m taking skiing lessons after school.”
2. wolfgang mozart wrote symphonies for full orchestra,” explained ms. beil. “he also wrote concertos for small groups of instruments.”
3. general eisenhower was elected president in 1952.
4. “my grandmother sends me a present for my birthday every year,” said angie.
5. tom said, “the dance will be held next week.”
6. “dear aunt irma,” the letter began.
7. i’ll sign the letter, “with love from your niece.”
8. uncle lawrence is mother’s brother.
9. the nurse brought dr. perez the charts.
10. “will that be all, captain?” asked the ship’s chief engineer.
11. the nameplate on her desk read marta guerra, m.d.
12. the case was brought before judge gorbea.
13. the invitation was addressed to mr. and mrs. martinez.
14. mr. thomas said that he would like music lessons.
## 19.3–4 Capitalization II

### Key Information

**Capitalizing Correctly**

Rewrite each item below adding capital letters where needed.

1. big dipper ___________________
2. girl scouts ___________________
3. popular science _______________
4. saturn _______________________
5. thursday, january 14 __________
6. columbia river __________________
7. detroit, michigan ______________
8. beauty and the beast __________
9. indian spices __________________
10. new england _________________

**A. Capitalizing Correctly**

Rewrite each item below adding capital letters where needed.

- Ohio
- Egypt
- Asia

**B. Using Capital Letters**

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

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

---

*Name* ……………………………………………………………………. *Class* ……………………………………………… *Date* ………………………
Using End Marks

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

1. The detective looked for clues to solve the crime_________________________________

2. Answer my questions truthfully ______________________________________________

3. Don’t forget your lunch ____________________________________________________

4. How much does the chicken sandwich cost _____________________________________

5. Gee ____________________________________________________________________

6. What an incredible effort you made___________________________________________

7. My key was sitting on the kitchen table ________________________________________

8. Has anyone seen my key ring ________________________________________________

9. How lucky I am that you found these _________________________________________

10. Whew __________________________________________________________________

11. Have you ever played on a soccer team _______________________________________

12. What great stamina those athletes have _______________________________________

Key Information

Use different end marks with different types of sentences.

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

- The bus stops here.
- Drop your fare in the box.

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

- Does this bus go downtown?

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

- How late I am!
- Wow!
A. Using Commas

Add commas where needed.

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

B. Using Commas in Sentences

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

1. (between items in a series) ____________________________________________________
   ____________________________________________________

2. (after an introductory word) __________________________________________________
   ____________________________________________________

3. (after two or more introductory prepositional phrases) ____________________________
   ____________________________________________________

4. (to set off a name used in direct address) ________________________________________
   ____________________________________________________
**20.3 Using Commas II**

**Key Information**

Use commas correctly in sentences with clauses.

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

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

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

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

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

---

**A. Using Commas with Clauses**

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

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

**B. Writing Sentences with Clauses**

Write a complete sentence beginning with the indicated subordinating conjunctions.

1. Although _________________

2. Whenever _________________

3. Since _________________

4. Unless _________________
A. Using Commas

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

1. The first battle of the American Revolution took place on April 19, 1775 on Lexington Green near Boston Massachusetts. __________________________________________________________________________

2. Bring along a friend too. __________________________________________________________________________

3. After carrots broccoli is my favorite vegetable. __________________________________________________________________________

4. “If I wake up first” Chen said “I will make breakfast on Saturday.” __________________________________________________________________________

B. Using Commas in a Letter

Insert commas where needed in the following friendly letter.

Dear Reva

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

Your friend
20.5 Using Semicolons and Colons

Key Information

<table>
<thead>
<tr>
<th>Use a <strong>semicolon</strong> to join parts of a compound sentence when a conjunction is not used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plane delayed takeoff; there was a problem with the landing gear.</td>
</tr>
<tr>
<td>Use a semicolon to join parts of a long compound sentence when the main clauses contain commas.</td>
</tr>
<tr>
<td>The library had books, magazines, and computers; and the librarian showed us how to use the card catalog, software, and photocopier.</td>
</tr>
<tr>
<td>Use a <strong>colon</strong> following a phrase with <em>these</em> or <em>the following</em> to introduce a list of items that ends a sentence.</td>
</tr>
<tr>
<td>The ingredients included the following: flour, water, and salt.</td>
</tr>
<tr>
<td>Do not use a colon after a verb or preposition.</td>
</tr>
<tr>
<td>The ingredients included flour, water, and salt.</td>
</tr>
<tr>
<td>A colon separates the hour and the minutes in expressing time of day.</td>
</tr>
<tr>
<td>Use a colon after the salutation of a business letter.</td>
</tr>
</tbody>
</table>

Using Semicolons and Colons

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

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

**Key Information**

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

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

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

“Galileo built a telescope,” reported Dinah.

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

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

“Is it raining?” Matt asked.

Did Matt say, “It's raining”?

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

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

*“Casey at the Bat” [poem]  Treasure Island [book]*

**A. Punctuating Titles**

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

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

**B. Using Quotation Marks and Italics**

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

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

Key Information

**Apostrophes** are used to form possessives of singular and plural nouns and of indefinite pronouns.
- girls’
- dog’s
- somebody’s
- children’s

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

Do not use an apostrophe in a possessive pronoun.

**Hyphens** are used in the following:
- compound numbers from twenty-one to ninety-nine
- fractions and compound modifiers used before nouns
  - one-half pint
  - well-fed baby
- certain compound nouns

**Dashes** are used to show a sudden break in thought.
  - Shakeel—he’s our star player—will start the game.

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

A. Using Hyphens, Dashes, and Parentheses

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

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

B. Using Apostrophes

Rewrite each sentence, inserting apostrophes where needed.

1. Isnt this the coldest day in months?
2. I got three Bs and two As on my report card.
3. Doesnt that dog look like ours?
4. The river overflowed its banks.
5. Marias happy to meet you.
6. Are you sure that someones keeping score?
7. Is anyones key ring missing?
8. Is this the address were looking for?
A. Using Abbreviations

Write the abbreviation for each of the following items.

1. Doctor Mary Song
2. 25 kilometers
3. 3467 Main Street
4. Friday
5. 6:45 ante meridiem
6. 6:45 ante meridiem
7. 300 before Christ
8. Parent Teacher Association
9. Texas
10. A.M., P.M., B.C., and A.D.
11. units of measure in scientific writing
12. street names in informal writing
13. days and months in charts and lists
14. names of states in addresses on envelopes

B. Writing Numbers and Abbreviations

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

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