

Writer's Choice
Grammar and Composition

Grammar Reteaching

Grade 8



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

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8.1 Kinds of Sentences

Key Information

A **sentence** is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. There are four different kinds of sentences. A **declarative sentence** makes a statement. It ends with a period. An **interrogative sentence** asks a question. It ends with a question mark. An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point. An **imperative sentence** gives a command or makes a request. It usually ends with a period.

Directions

Rewrite each sentence so that it begins with a capital letter and ends with the correct punctuation mark. Then indicate whether the sentence is *declarative*, *interrogative*, *exclamatory*, or *imperative*.

the stories of Captain Kidd describe treasure maps, ghosts, and gold
The stories of Captain Kidd describe treasure maps, ghosts, and gold. declarative

1. have you heard the pirate lore about William Kidd _____

2. they say ghosts protect his buried treasure _____

3. have you been to Screecham's Island _____

4. what a great island that is _____

5. look on a map to find Long Island Sound _____

6. in 1699 Captain Kidd visited the manor house owned by John Gardiner _____

7. captain Kidd gave the Gardiners many valuable gifts _____

8. what a generous pirate he was _____

9. what would you do if you found out you were storing a pirate's treasure _____

10. read "The Gold Bug" by Edgar Allan Poe for another view on this legend _____

8.2 Sentences and Sentence Fragments

Key Information

Every sentence has a **subject** and a **predicate**. The subject tells whom or what the sentence is about.

The man in the blue jacket is my teacher.

The **predicate part** tells what the subject does or has. It may tell what the subject is or is like.

The man in the blue jacket **is my teacher**.

A group of words with either subject or predicate missing is a fragment.

Directions

Read each item. If it is a complete thought, write *sentence* in the space provided. If it is not, write *fragment*.

Since she left school. *fragment*

1. Deborah Samson was poor as a child. _____
2. Became an indentured servant. _____
3. She borrowed books. _____
4. When she turned eighteen. _____
5. News of Lexington and Bunker Hill. _____
6. Saved her money to buy cloth. _____
7. To make a uniform. _____
8. Having completed her uniform. _____
9. She enlisted in the military. _____
10. Under the name of her brother, Robert Samson. _____

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8.3–5 Subjects and Predicates

Key Information

The **complete subject** includes all the words in the subject of the sentence. The **simple subject** is the main word or group of words in the complete subject. The **complete predicate** includes all the words in the predicate of the sentence. The **simple predicate** is the main word or group of words in the complete predicate.

John Muir's father taught him respect for living things.

The complete subject is *John Muir's father*. The complete predicate is *taught him respect for living things*. The simple subject is *father*. The simple predicate is *taught*.

A simple sentence may have a **compound subject** or a **compound predicate**. A compound subject has two or more simple subjects that have the same predicate. The subjects are joined by *and*, *or*, or *but*. A compound predicate has two or more simple predicates, or verbs, that have the same subject. The verbs are joined by *and*, *or*, *nor*, or *but*.

Anne and Luis traveled to Australia. *compound subject*

Anne **travelled to Australia and explored the Great Barrier Reef**. *compound predicate*

Directions

Underline the complete subject once and the complete predicate twice for each sentence. Write *compound subject* or *compound predicate* if the subject or predicate is compound.

Charlie and Oki swam three laps in the pool.

Charlie and Oki swam three laps in the pool. *compound subject*

1. John Muir's scientific mind made him successful in industry. _____
2. The philosopher Ralph Waldo Emerson came to Yosemite and met John Muir. _____
3. This was a turning point in Muir's life. _____
4. The wilderness could restore his spirit and inspire him with its beauty. _____
5. An industrial accident nearly blinded him. _____
6. Muir began a thousand-mile walk from Louisville, Kentucky, and stopped along the Gulf Coast of Florida. _____
7. He began a lifelong career as a naturalist. _____
8. His scientific knowledge and enthusiasm for Yosemite made him a fascinating guide. _____

8.6 Simple and Compound Sentences

Key Information

A **simple sentence** has one subject and one predicate. It may have a compound subject, a compound predicate, or both.

Harriet Tubman *served* as a nurse during the Civil War.

In this simple sentence *Harriet Tubman* is the simple subject and *served* is the simple predicate.

Churches and **homes** *opened* their doors to runaways and *offered* safety and rest.

In this simple sentence *Churches* and *homes* form the compound subject, and *opened* and *offered* form the compound predicate.

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

The abolitionists crusaded against enslavement, but **they did not end it.**

A **run-on** contains two or more simple sentences incorrectly written as one sentence. Correct a run-on as follows: write it as two simple sentences, add a comma and a conjunction, or add a semicolon.

Runaways hid in houses during the day, they traveled at night. (run-on)

Runaways hid in houses during the day. They traveled at night. (correct)

Directions

Label each sentence as *simple*, *compound*, or *run-on*.

I wanted to go to the store and the bakery, they wanted to go home. *run-on*

- _____ 1. Free blacks, runaways, and whites joined the abolitionist movement.
- _____ 2. William Lloyd Garrison published his first issue of the *Liberator* in 1831, two years later he started the American Anti-Slavery Society.
- _____ 3. President Lincoln invited Frederick Douglass to the White House.
- _____ 4. He was a very powerful speaker; he spent most of his time at abolitionist meetings.
- _____ 5. Harriet Tubman led people to freedom, the people she led called her Moses.
- _____ 6. She escaped to freedom, she went back into the South to help others escape.
- _____ 7. Harriet Tubman returned to the South nineteen times.
- _____ 8. Rewards for her capture were offered; they amounted to over forty thousand dollars.

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9.3 Possessive Nouns

Key Information

A **possessive noun** names who or what owns or has something. Possessive nouns can be singular or plural, common or proper. Add an apostrophe and an -s to form the possessive of a singular noun.

cat + 's = cat's Jess + 's = Jess's

Add an apostrophe (') to form the possessive of a plural noun that ends in -s.

boys + ' = boys' rivers + ' = rivers'

Add an apostrophe and an -s ('s) to form the possessive of a plural noun that does not end in -s.

men + 's = men's mice + 's = mice's

Directions

Write the correct possessive form of the nouns in parentheses.

(Lewis and Clark) expedition began in 1804. *Lewis and Clark's*

1. President (Jefferson) orders were to explore the Louisiana Purchase. _____
2. The (expedition) members included trappers, soldiers, and volunteers. _____
3. Lewis and Clark took along a (trader) wife named Sacajawea. _____
4. (Sacajawea) family was Shoshone, but she had been taken captive as a child. _____
5. Finally the expedition reached the Missouri (River) three forks. _____
6. Sacajawea remembered her (tribe) route from her childhood. _____
7. When the explorers met the Shoshone tribe, the (warriors) songs of joy filled the air.

8. Imagine the (chief) amazement when he recognized Sacajawea as his sister. _____
9. Thanks to the (explorers) hard work, Congress learned valuable information about the area. _____
10. A whole new frontier soon opened to (America) settlers. _____

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9.4 Distinguishing Plurals, Possessives, and Contractions

Key Information

Most plural nouns, most possessives, and some contractions end with the letter -s. A **contraction** is a word made by combining two words into one and leaving out one or more letters. An apostrophe shows where the letters have been omitted. To determine whether a word is a plural, a possessive, or a contraction, notice how it is used.

Example	Ending	Used as
The bands marched.	-s	plural noun
The bands' uniforms were colorful.	-s'	plural possessive
The band's uniforms were colorful.	-'s	singular possessive
The band's at the game.	-'s	contraction

Directions

Read each sentence and decide how the underlined word is used. Identify it as a *plural noun*, a *singular possessive*, a *plural possessive*, or a *contraction*.

Rachel Carson's life began on a farm. *singular possessive*

1. As a child, she submitted her stories to be published in a children's magazine. _____
2. Since she wanted to be a writer, Carson's major in college was English literature. _____
3. Much to her teachers' surprise, she changed her major to science. _____
4. She received her master's degree in marine biology. _____
5. As those who worked with Rachel Carson soon realized, this woman's a writer who combines scientific knowledge with her passion for nature. _____
6. The use of DDT was increasing at an alarming rate with little concern about this poisonous chemical's adverse effects. _____
7. She had written several *books* and many articles about the balance of nature, but none won as much attention as *Silent Spring*. _____
8. Chemical companies' complaints went to her publisher. _____
9. "That writer's just a nature fanatic!" they claimed. _____
10. The book succeeded in making people aware of humanity's contamination of our planet.

9.6 Appositives

Key Information

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

The owner, **Mr. Jones**, will help you. (appositive)

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

Mrs. Ramirez, **the woman on the right**, heard the alarm. (appositive phrase)

If the appositive is needed to identify the noun, no commas are used to set it off.

If the appositive is not needed to identify the noun but just provides additional information, it is separated from the rest of the sentence with one or more commas.

My brother John came home today.

My brother, John, came home today.

The writer of the first sentence has more than one brother. The appositive identifies the particular brother who came home. The writer of the second sentence has only one brother. The writer's idea is *My brother (his name is John) came home today.*

Directions

Underline the appositive or appositive phrase in each sentence. Then write the word that the appositive or appositive phrase identifies.

Moe, one of the Three Stooges, was often hilarious.

Moe, one of the Three Stooges, was often hilarious. *Moe*

1. My aunt, a pilot, lives next door. _____
2. Dan, another neighbor, avoids planes. _____
3. Jay's friend Charles wants to train to be a pilot. _____
4. The huge animal, a black bear, lumbered toward our car. _____
5. The opposing team, the Pirates, managed to beat us in overtime. _____
6. My friend Rosa visited me during the holidays. _____
7. Last winter we visited Colorado, a popular vacation spot. _____
8. Tien's parents bought a new home, a two-story brick house. _____
9. The movie *The Philadelphia Story* is still one of my favorites. _____
10. The plane arrived on time in Mexico City, our final destination. _____

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10.1 Action Verbs

Key Information

An **action verb** names an action. It may consist of more than one word. Action verbs name **physical actions**, such as *run* or *jump*. Action verbs also name **mental actions**, such as *learn* or *think*. *Have*, *has*, and *had* are action verbs when they mean "own" or "hold."

Directions

Underline the verb in each sentence. Tell whether the verb is a *physical* or a *mental* action.

They played kickball.

They played kickball. *physical*

1. Everyone listens to the weather report. _____
2. People sometimes blame meteorologists for bad weather. _____
3. They want clear, sunny weekends. _____
4. Of course, meteorologists only forecast the weather. _____
5. They make predictions based on weather patterns. _____
6. Some information comes from the National Weather Service. _____
7. Meteorologists understand their local climate very well. _____
8. They adapt the National Weather Service Information to their area. _____
9. Meteorologists use many complicated instruments, too. _____
10. They learn about these instruments in college. _____

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10.2 Transitive and Intransitive Verbs

Key Information

Verbs can be transitive or intransitive. A **transitive** verb has a direct object. The direct object receives the action of the verb. A transitive verb may have more than one direct object. An **intransitive** verb has no direct object. To determine whether or not a verb has a direct object, try asking *whom?* or *what?* after the verb. The answer to the question is the direct object. If the question cannot be answered, the verb is intransitive.

Geologists study the earth's surface.

Geologists study *what?* the earth's surface

(*Surface* is the direct object of the transitive verb *study*)

Geologists learn about the earth's surface.

(*Surface* is the object of the preposition *about*; it is not a direct object.

The verb *learn* has no direct object, and so it is intransitive.)

Directions

Underline the verb in each sentence once. Underline each direct object twice, and write *transitive verb*. If there is no direct object, write *intransitive verb*.

Some geologists study fossils.

Some geologists study fossils. *transitive verb*

1. We usually see only the earth's surface. _____
2. Geologists look under the earth's crust. _____
3. Molten rock, or magma, lies below the surface. _____
4. Sometimes the plates on the crust move. _____
5. The movement creates a weak spot. _____
6. Magma shoots upward through the weak spot. _____
7. Pressure creates the right conditions. _____
8. The pressure causes volcanic eruptions. _____
9. Hot magma, or lava, flows out of the earth. _____
10. A volcano ejects ashes and gases, too. _____

10.4 Linking Verbs and Predicate Words

Key Information

Linking verbs form a link, or a connection, between the subject and a word in the predicate. The subject can be connected to a **predicate noun**, which renames the subject, or to a **predicate adjective**, which describes the subject.

The most widely used linking verbs are the forms of *be*, such as *am*, *is*, *are*, *was*, and *were*. Other common linking verbs include *become*, *seem*, *appear*, *look*, *grow*, *turn*, *taste*, *feel*, *smell*, and *sound*. Some of these words can also function as action verbs. If you aren't sure whether or not a verb is a linking verb, try substituting a form of *be* for the verb.

The milk turned sour.

The milk was sour.

(The sentence still makes sense using *was* instead of *turned*. *Turn* is a linking verb in this case.)

Directions

In the space provided, write the verb in each sentence. Then tell whether the verb is an action verb or a linking verb by writing *action* or *linking*.

Volcanic soil is rich. *is; linking*

1. Volcanoes often cause destruction. _____
2. Many islands were once active volcanoes. _____
3. The Hawaiian Islands are a good example. _____
4. Sometimes volcanoes are useful. _____
5. Volcanoes add nutrients to the earth's surface. _____
6. Volcanoes spray water, too. _____
7. The water from a volcano is steam. _____
8. Volcanoes make the soil more fertile. _____
9. The roar often sounds very loud. _____
10. The area often looks very different after an eruption. _____

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10.5 Present and Past Tenses

Key Information

The form of a verb that tells when an action takes place is called the tense of the verb. The **present tense** of a verb names actions that happen regularly. It may also express a general truth. The **past tense** of a verb names an action that has already happened.

To form the present tense, you often simply use the base form of the verb. When the subject of the verb is a singular noun or *he*, *she*, or *it*, you usually need to add *-s* to the verb.

To form the past tense, you usually add *-ed* to the verb.

Directions

Write the verb in each sentence. Tell whether the verb is in present or past tense by writing *present* or *past* in the space provided.

We observed different rocks. *observed; past*

1. Our class visited the Natural History Museum. _____
2. We always enjoy the museum. _____
3. We observed many interesting exhibits. _____
4. One exhibit displays a life-sized replica of a dinosaur. _____
5. We stared at the huge skeleton of a woolly mammoth. _____
6. They discovered the mammoth in California. _____
7. The skeleton is very old. _____
8. The last mammoth died at least 30,000 years ago. _____
9. Guides at the museum explain the exhibits. _____
10. One guide showed us a display of fossils. _____

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10.6 Main Verbs and Helping Verbs

Key Information

Verbs have four principal parts: the **base form**, the **present participle**, the **past form**, and the **past participle**. The base form and the past form can stand alone to form the present and past tenses. Participles can be used with helping verbs to form other tenses.

Helping verbs work together with the main verb to form a **verb phrase**. The most common helping verbs are the forms of *be*, *have*, and *do*. Helping verbs come before the main verb and show the tense of the verb. The last verb in a verb phrase is always the **main verb**.

Directions

Underline the correct helping verb from the verbs shown in parentheses. Write the complete verb phrase in the space provided.

Glaciers (were, have) moving constantly.

Glaciers (were, have) moving constantly. *were moving*

1. Erosion (has, did) shaped the earth's surface. _____
2. Water (has, do) had the greatest effect. _____
3. Water really (have, does) have great power. _____
4. Water (was, has) seeping into a crack in our sidewalk. _____
5. This month the temperature (is, does) falling to zero every night. _____
6. It (is, has) rising during the day. _____
7. Every night the water (has, done) frozen again. _____
8. Every night the water (is, has) expanding. _____
9. Little pieces of our sidewalk (done, are) breaking off. _____
10. The same process (has, was) occurred in nature over the years. _____

10.7 Progressive Forms

Key Information

Progressive verb forms consist of a helping verb that is a **form of the verb *be*** and a **present participle**. The **present progressive** form describes an action or condition that is taking place in the present time. To form present progressive verbs, use the helping verb *am*, *is*, or *are*. The **past progressive** form describes an action or condition that continued for some time in the past. To form past progressive verbs, use the helping verb *was* or *were*.

Directions

For each sentence write the verb phrase, and tell whether the verb phrase is in the present progressive form or the past progressive form.

Long ago, the earth was experiencing an Ice Age.
was experiencing; past progressive

1. Rock formations are changing all the time.

2. Thousands of years ago rivers were running through today's deserts.

3. The rivers were carving deep canyons from the rock and soil.

4. The earth's climate is changing constantly.

5. Glaciers once were covering today's warmest places.

6. The glaciers were moving constantly.

7. They were smoothing the land.

8. They were carrying things like rocks along their paths.

9. Today some of those rocks are standing in the hot desert.

10. Some are balancing precariously.

10.8 Perfect Tenses

Key Information

You can recognize perfect tense verbs because they use a form of the verb *have* as a helping verb. The **present perfect** tense of a verb names an action that happened at a general time in the past. It also tells about an action that happened in the past and is continuing now. The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

The **past perfect** tense tells about something that happened before another action in the past. The past perfect tense consists of the helping verb *had* and the past participle form of the main verb.

Directions

For each of the sentences below, underline the verb phrase, and write whether it is in the *present perfect* tense or *past perfect* tense.

We had examined some fossils.

We had examined some fossils. *past perfect*

1. Natural forces have caused erosion over the years. _____
2. Sunlight has cracked rocks. _____
3. During the day the heat has expanded rocks. _____
4. By sundown, though, the temperature had decreased. _____
5. By morning the low temperature had contracted the rock again. _____
6. Meanwhile, expansion and contraction had caused small pieces of rock to break off. _____
7. Wind has carved remarkable rock structures in some places. _____
8. The wind had picked up sand and other small pieces of rock. _____
9. These had eroded larger rocks in the wind's path. _____
10. Sometimes these windblown materials have pitted the surface of rocks. _____

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10.10 Active and Passive Voice

Key Information

If the subject of a sentence performs the action of the verb, we say that the verb is in **active voice**. If the subject receives the action of the verb instead of performing it, the verb is in **passive voice**. The helping verb in a passive voice verb phrase is always a form of *be*.

Active Voice: Arlena batted the ball out of the park.

Passive Voice: The ball was batted out of the park.

Directions

In each sentence below, underline the verb phrase. Then write whether the subject is the *doer* or the *receiver* of the action; tell whether the verb is in active or passive voice by writing *active* or *passive*.

We did not touch the sugar solution.

We did not touch the sugar solution. *doer; active*

1. Finally, we had finished our geology unit in science. _____
2. For our last project, we created our own crystals. _____
3. We were given a saucepan, a drinking glass, a pencil or a ruler, and a piece of cotton string. _____
4. First some water was boiled on a hotplate. _____
5. Then we mixed some sugar into the water. _____
6. The sugar solution cooled. _____
7. Then it was poured into the glass. _____
8. We rubbed sugar onto the string. _____
9. We tied one end of the string to the ruler. _____
10. The other end was dropped into the solution. _____

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10.11–12 Irregular Verbs

Key Information

Irregular verbs are verbs whose past form and past participle do not end in *-ed*. Refer to your textbook, pages 421 and 423, for lists of irregular verbs and their past forms and past participles.

Directions

Rewrite each sentence using the correct past form or past participle of the verb in parentheses. The form to use, past or past participle, is indicated after the sentence.

We had (grow) tired from carrying the heavy rocks. past participle
We had grown tired from carrying the heavy rocks.

1. Our class (take) a nature hike to look for rocks. past _____

2. We had (wear) old clothes and walking shoes. past participle _____

3. We (ride) to the woods in school buses. past _____

4. We had (leave) early in the day. past participle _____

5. At the park each group (go) up a different trail. past _____

6. Someone had (cut) notches in the trees to mark the trails. past participle _____

7. As we walked along, we (sing) songs. past _____

8. We also had (seek) out unusual rocks. past participle _____

9. We had (keep) the rocks we found in cloth sacks. past participle _____

10. We watched as birds (fly) among the trees. past _____

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11.1 Personal Pronouns

Key Information

A pronoun is a word that takes the place of one or more nouns and the words that describe those nouns. Pronouns that refer to people or things are called **personal pronouns**. Personal pronouns can be singular or plural. **Subject pronouns** are used as subjects of sentences. The subject pronouns are *I, you, he, she, it, we, and they*. **Object pronouns** are used as objects of verbs or of prepositions. The object pronouns are *me, you, him, her, it, us and them*.

Directions

Rewrite each sentence in the space provided. Replace the underlined words with the correct personal pronoun.

Coretta is practicing the piano every night.

She is practicing the piano every night.

1. Mr. O'Malley and Ms. Stevens will direct the class talent show this year. _____

2. The directors have asked Mike and Lou to perform a clown act. _____

3. Last year the act brought down the house. _____

4. June and Celeste will paint scenery. _____

5. The music will be provided by band members. _____

6. The talent show should be fun. _____

7. Hannah plays the saxophone well. _____

8. Hannah will play a solo. _____

9. Nicole, Michelle, and I are practicing a gymnastics routine. _____

10. Nicole and Michelle will balance me on their shoulders at the end. _____

11.2 Pronouns and Antecedents

Key Information

The noun or group of words a pronoun refers to is called the pronoun's **antecedent**. When you use a pronoun, make sure the antecedent is clear. A pronoun must agree with its antecedent in both gender and number.

Directions

In the space provided, write the antecedent of each underlined pronoun.

Coretta tried out for the play. She got a part. *Coretta*

- _____ 1. Rehearsal for the play started today. It was pretty hectic!
- _____ 2. First Ms. Stevens read the list of acts. She told us the order of their appearance.
- _____ 3. Janetta and Darlene weren't there. They had better not miss any more rehearsals.
- _____ 4. The performers listed the props they would need.
- _____ 5. The new boy, Rick, surprised us. He has danced with a professional troupe.
- _____ 6. Joy, you would be in the show, too, if you hadn't moved. I sure wish you were still my neighbor.
- _____ 7. The star of the show was Rosalie. She has a beautiful voice.
- _____ 8. The people in the audience cheered for our act. I guess they liked us.
- _____ 9. Mr. O'Malley was fun to work with. At the end of the show we gave him a cheer.
- _____ 10. Ms. Stevens was a good director, too. We gave her a bouquet of flowers.

11.3 Using Pronouns Correctly

Key Information

When the compound subject of a sentence contains a pronoun, it is always a subject pronoun. When a compound object contains a pronoun, it is always an object pronoun.

Mr. Baker and **he** laugh at the monkey's antics.
The monkey performs for Mr. Baker and **him**.

When *I* is used in a compound subject or *me* is used in a compound object, the *I* or *me* should appear last.

Misha and **I** watched the elephants. The elephants towered over Misha and **me**.

If a pronoun is used with a noun appositive, the form of the pronoun (subject or object) depends on the pronoun's use in the sentence (subject or object).

We visitors enjoyed the animals. The animals entertained **us** visitors.

Directions

Rewrite each sentence, using the correct choice from the pair in parentheses.

He talked to (he and I, him and me). *He talked to him and me.*

1. (I and Takisha, Takisha and I) started an afterschool business. _____

2. First (she and I, her and I) talked about our skills. _____

3. My older sister offered to type up a flyer for (Takisha and I, Takisha and me). _____

4. Mrs. Tolliver and Mr. Carnahan might hire (we, us) to walk their dogs. _____

5. (He and she, Him and her) work all day. _____

6. We gave copies of our flyer to (them, they) and our next-door neighbor. _____

7. Mr. Carnahan's dog once chased (my cousin and she, my cousin and her) down the street.

8. The dog has been trained and doesn't chase (us, we) kids anymore. _____

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11.4 Possessive Pronouns

Key Information

A possessive pronoun can take the place of a possessive noun. Like possessive nouns, **possessive pronouns** show who or what has or owns something. There are two kinds of possessive pronouns. These pronouns are used before nouns: *my, your, her, his, its, our, their*. These pronouns are used by themselves: *mine, yours, hers, his, its, ours, theirs*. Possessive pronouns do not take apostrophes.

Directions

Rewrite each sentence in the space provided. Replace the underlined words with a possessive pronoun.

The car lost the car's muffler in the street.
The car lost its muffler in the street.

1. The dog buried the dog's bone in the backyard. _____

2. That book is the book that belongs to me. _____

3. That little boy is Paul's and Jerry's brother. _____

4. What time is Denise's dentist appointment? _____

5. Before you can sign up, you must tell us the age of you. _____

6. The new car is the car that belongs to my family and me. _____

7. The idea for the gift was Larry's. _____

8. The tickets to the game are Andy's and Art's. _____

9. Lynnette lost Lynnette's sweater. _____

10. Paolo said, "The scarf is Paolo's." _____

11.6 Reflexive and Intensive Pronouns

Key Information

You can recognize reflexive and intensive pronouns by the ending *-self* or *-selves*. A **reflexive pronoun** refers to a person or thing already named.

The groundhog dug a burrow for **itself**.

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

The naturalist **himself** saved the groundhog.

Directions

Choose the correct pronoun for each sentence from the words in parentheses. Write the correct pronoun in the space provided.

We helped (ourselves, us) to some punch. *ourselves*

1. We seated (us, ourselves) around the fireplace. _____
2. The fire (itself, it) was warm and cozy on that dark blustery night. _____
3. We enjoyed (myself, ourselves) by telling scary stories, until a loud thump startled us.

4. I could see Joey trembling and telling (hissself, himself) it was nothing. _____
5. The group assured (theirselves, themselves) it was nothing. _____
6. Marissa looked as if the monster (it, itself) had just walked in. _____
7. I (me, myself) was not scared, of course. _____
8. I knew it was just the sound of our big old German shepherd dog scratching (hissself, himself) on the tile kitchen floor. _____
9. My parents (theirselves, themselves) made warm cider for us. _____
10. We calmed (ourself, ourselves) with cider and sandwiches. _____

11.7 Interrogative and Demonstrative Pronouns

Key Information

Interrogative pronouns, such as *who*, *whom*, *which*, *what*, and *whose*, are used in **interrogative sentences**. Each interrogative pronoun has a special use. *Who* is a subject pronoun, while *whom* can be used only as an object. *Which* and *what* usually refer to things. The interrogative pronoun *whose* is sometimes confused with *who's*, the contraction for the words *who is*. Like the other possessive pronouns, *whose* does *not* have an apostrophe.

A demonstrative pronoun **points out something**. Use *this* and *these* to refer to something nearby. Use *that* and *those* for things that are farther away. *This* and *that* are singular pronouns. *These* and *those* are plural.

Directions

Choose the correct pronoun from the words in parentheses. Then write the sentence correctly in the space provided.

(This, These) need to be cleaned. *These need to be cleaned.*

1. (Who's, Whose) is this, anyway? _____

2. I think (those, that) belongs to a boy who moved away two months ago. _____

3. (Which, What) is over there on the floor? _____

4. (These, Those) over here should be thrown away. _____

5. Let's see. (Who, Whom) lent me this book? _____

6. (These, This) are my overdue library books. _____

7. (What, Which) happened to my gym clothes? _____

8. To (whom, who) do you think those belong? _____

9. (These, Those) at the other end of the hall are filling fast. _____

10. (Who's, Whose) is this? _____

12.1 Adjectives

Key Information

An **adjective** modifies, or describes, a noun or a pronoun.

Van Gogh was a **Dutch** painter.

The word *Dutch* is an adjective. It describes the noun *painter*. Adjectives often come before the nouns they modify. An adjective may also follow a linking verb and modify the subject noun or pronoun.


His first paintings were **dark** and **sad**.

His and *first* modify the noun *paintings*. They come before the noun. *Dark* and *sad*, which follow the linking verb *were*, also modify *paintings*. An adjective that follows a linking verb and modifies the subject is called a **predicate adjective**.

Directions

On the line write the adjectives that modify each underlined word.

Many of his paintings are valuable. *valuable*

1. The dull, dark colors are bleak. _____
2. Many subjects in the paintings were hard-working. _____
3. Van Gogh was unhappy. _____
4. Vincent wrote long, detailed letters to his brother, Theo. _____
5. Theo was devoted to Vincent. _____
6. Van Gogh's work was remarkable. _____
7. His later paintings were colorful. _____
8. The Sower was brilliant. _____
9. Many artists in Paris became famous. _____
10. The work of the artists hangs in many modern museums. _____

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12.5 Adverbs

Key Information

An **adverb** is a word that modifies or describes a verb, an adjective, or another adverb. Adverbs may tell *when, where, how, or to what extent*. When an adverb describes an adjective or another adverb, it usually comes before the word it is describing. When an adverb describes a verb, it may come before or after the verb.

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

Directions

In each sentence below, an adverb is underlined. In the space provided write the word or phrase that the adverb modifies.

Rembrandt used light and shadow exceptionally well. *well*

1. Rembrandt began his career as an artist very early in life. _____
2. Rembrandt, at eighteen, quickly became one of his hometown's most successful artists.

3. He first became famous there. _____
4. He cleverly used dark colors to paint background and light colors as a brilliant contrast.

5. The expressions on the faces he painted are remarkably realistic. _____
6. He often dressed his subjects in elaborate costumes. _____
7. Group portraits were very popular. _____
8. Most painters planned carefully so that all members would appear to be important.

9. In one interesting painting some people are almost invisible. _____
10. Today, Rembrandt's work is admired everywhere. _____

12.6 Comparative and Superlative Adverbs

Key Information

The **comparative** form of an adverb compares two actions.

Darryl ran the mile **faster** than Danny.

The **superlative** form of an adverb compares more than two actions.

Of the whole team, Andrew ran **fastest**.

When you write shorter adverbs, use the *-er* or *-est* endings. Longer adverbs require *more* or *most*. *Less* and *least* form the negative comparative and superlative.

Irregular Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
little	less	least

Directions

Write the correct comparative or superlative form of each adverb in parentheses.

Lydia sings (expressively) of all. *most expressively*

1. Opening night for our play went (well) than we had expected. _____
2. During dress rehearsal, the orchestra played (loud) than before. _____
3. The stage crew changed scenery (soon) than we had expected. _____
4. The dance number was the (little) polished. _____
5. The boys finished dancing (early) than the girls. _____
6. Our director stopped us (frequently) today than at any other practice. _____
7. We had to practice every line (often) than at other rehearsals. _____
8. The chorus sang their (well) that evening. _____
9. Rosa can sing (high) than Sandra. _____
10. My parents praised my acting (enthusiastically) of all. _____

12.7 Using Adverbs and Adjectives

Key Information

Adverbs and adjectives are sometimes confused when they appear after the verb. A **predicate adjective** follows a linking verb. An **adverb** describes the verb.

The painting was good.

Was is a linking verb; *good* is a predicate adjective describing the noun *painting*.

He painted well.

Painted is an action verb; *well* is an adverb describing how the subject painted.

Directions

For each sentence below, write whether the verb is an *action verb* or *linking verb*. Then write whether the underlined word is an *adjective* or *adverb*.

They looked confident. *linking verb; adjective*

1. Neil Armstrong stepped out of the landing craft. _____
2. He descended slowly. _____
3. Neil Armstrong was brave. _____
4. He stepped gently onto the surface. _____
5. The moon's surface was powdery. _____
6. Neil Armstrong and Buzz Aldrin were excited. _____
7. The landing craft maneuvered well. _____
8. The moondust in their hands was real. _____
9. The public watched intensely. _____
10. The experience was memorable. _____

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 bird flew **over the tree**.

Over is a preposition. It relates *tree* to *flew*.

A **preposition** can consist of more than one word. Some examples are *according to*, *across from*, *along with*, and *because of*.

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 bird flew **under the cloud**.

Cloud is the object of the preposition *under*.

Directions

In the space provided, write the prepositional phrase in each sentence. Then draw one line under the preposition and two lines under the object of the preposition.

I climbed over the fence. over the fence

1. When I walk to my best friend's house, I take a shortcut. _____
2. I walk across my backyard. _____
3. Then I cut down the alley. _____
4. I walk carefully over Myers Creek. _____
5. I cross the creek on a fallen tree. _____
6. Then I'm only two houses from Tom's door. _____
7. Celia says that a bear wandered into our campground. _____
8. Later it stood near the dining hall. _____
9. It was searching through the garbage cans. _____
10. The hikers saw a bear in the distance. _____

13.2 Pronouns as Objects of Prepositions

Key Information

When a pronoun is the object of a preposition, remember to use an **object pronoun**. Sometimes a preposition will have a compound object that includes both a noun and a pronoun. In this case, you still use an object pronoun. The object pronouns are *me, you, him, her, it, us, them, and whom*.

Directions

Underline the correct object pronoun to complete each sentence.

The dogs wanted to play with (us, we).

The dogs wanted to play with (us, we).

1. My sister reminded me of the money I had borrowed from (she, her).
2. I couldn't give it to (she, her) because I was broke.
3. She said to (me, I), "It's time to get a job!"
4. I said, "A job for (who, whom)?"
5. She ignored my question and began a list for (me, I).
6. The first item on the list was running errands for Mom and (her, she).
7. I suggested asking Mr. and Mrs. Sanchez if I could run errands for (them, they).
8. They suggested that I provide a dog-walking service for Mrs. O'Connor and (they, them).
9. I took Mr. Sanchez's dog Carmen from (him, he).
10. I had to coax Carmen to come with (me, I).

13.4–5 Conjunctions and Conjunctive Adverbs

Key Information

A **coordinating conjunction** is a single word used to connect words or phrases in a sentence. Coordinating conjunctions include *and*, *but*, *or*, *for*, and *nor*. **Correlative conjunctions** are pairs of words that connect words or phrases in a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*. Coordinating and correlative conjunctions also connect simple sentences to form a compound sentence.

A **conjunctive adverb** can be used to combine simple sentences into a compound sentence. Conjunctive adverbs include *also*, *besides*, *furthermore*, *moreover*, *however*, *nevertheless*, *still*, *therefore*, *consequently*, *so*, *thus*, and *equally*. To punctuate a compound sentence with a conjunctive adverb, place a semicolon before the conjunctive adverb and a comma after it.

Bella didn't like the film; nevertheless, she thought the acting was terrific.

Directions

For each item below, write a sentence that combines the two sentences shown. Use a coordinating conjunction or a pair of correlative conjunctions, or use a conjunctive adverb. Punctuate your new sentence correctly.

Plato wrote a story about Atlantis. He wrote that it was based on facts.

Plato wrote a story about Atlantis; moreover, he wrote that it was based on facts.

1. Did the lost continent of Atlantis really exist? Is it just a legend? _____

2. Plato first told about this island paradise. He told about its sudden disappearance.

3. Plato wrote that a great civilization lived on Atlantis. These people had become greedy and corrupt. _____

4. One day, great explosions shook Atlantis. The continent sank. _____

5. The story has fascinated many people. They have tried to find Atlantis. _____

6. Some scholars believe Atlantis was in the Azores. It may have been in the Bahamas.

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13.6 Interjections

Key Information

An **interjection** is a word or group of words that expresses strong feelings. An interjection may stand alone either before or after a sentence. It is followed by an exclamation mark. An interjection may also appear as part of the sentence and be set off by commas.

Directions

Rewrite each sentence in the space provided. Underline each interjection, and punctuate it correctly.

Wow This tastes delicious.

Wow! This tastes delicious.

1. Lucked out It's a perfect day for the amusement park. _____

2. I hate waiting in long lines. Ugh _____

3. Hey There's Coaster Mountain up ahead. _____

4. Gee maybe I'll pass on that one. _____

5. Come on don't be afraid. _____

6. Look We're almost at the front of the line. _____

7. Wow It's starting. _____

8. Look at that view. Awesome _____

9. Whoa Here we go over the top. _____

10. Hang on Here comes another hill. _____

13.7 Finding All the Parts of Speech

Key Information

Each word in a sentence can be put into a category called a **part of speech**. The parts of speech are **nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections**. Each part of speech has a specific job. The part of speech of a particular word depends on how the word is used in a sentence.

Directions

In the space provided, name the part of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) of each underlined word.

noun We took an airplane to New York.

- _____ 1. Gosh, I had fun during the week I spent in the city.
- _____ 2. We ate bagels for breakfast and curried chicken for dinner.
- _____ 3. The sounds of horns and sirens were unbelievably loud.
- _____ 4. We visited the Empire State Building and saw a popular play.
- _____ 5. We also visited the Museum of Modern Art.
- _____ 6. I particularly liked the paintings of Georgia O’Keeffe.
- _____ 7. We sat in the sunken courtyard at the Rockefeller Center.
- _____ 8. There we ate sandwiches and drank iced tea.
- _____ 9. One morning we toured the United Nations buildings.
- _____ 10. That afternoon we attended a neighborhood festival.

14.1 Sentences and Clauses

Key Information

A **simple sentence**, called a **main clause**, has one complete subject and one complete predicate. A **compound sentence** contains two or more simple sentences, or main clauses.

Use a comma before the conjunction in a compound sentence. Use a semicolon to join two main clauses if they are not joined by a conjunction. Use a comma after a conjunctive adverb.

Directions

Read each sentence. Decide whether the sentence is simple or compound. Identify each sentence by writing *simple* or *compound* in the space provided.

It was Wednesday morning, and the top of the volcano had broken through the ocean's surface. *compound*

1. It was Tuesday, November 14, 1963, and a crew on an Icelandic fishing boat was having a normal day. _____
2. The smell of sulfur had been in the air. _____
3. The fishing boat was four miles from the event; nevertheless, the crew felt its boat rock wildly. _____
4. At 7:15 A.M. the fishing boat reported smoke rising from the water, and by 10:00 A.M. the columns were soaring two miles into the sky. _____
5. The crew was in a dangerous spot, but they wanted to watch this historic moment.

6. The smoky clouds filled the sky. _____
7. The volcano had been building from the ocean floor; however, no one knew it was there.

8. Six days after the first sighting, the volcano reached high above the water's surface; still, lava flowed from the cone. _____
9. The newly-formed island Surtsey became a laboratory for scientific observation.

10. Birds found Surtsey, and they rested there on their flights north from Europe.

14.2 Complex Sentences

Key Information

A **main clause** has both a subject and a predicate. It can stand alone as a sentence. A **subordinate clause**, on the other hand, has a subject and a predicate, but it cannot stand alone as a sentence. It must be joined to a main clause. A sentence with both a main clause and a subordinate clause is called a **complex sentence**.

Subordinate clauses can act as **adjectives, adverbs, or nouns**.

Most of the treasures were gone **when archaeologists began a serious study of Herculaneum**.

The main clause is **Most of the treasures were gone**. The subordinate clause is **when archaeologists began a serious study of Herculaneum**.

William read us the story **after he wrote it**.

The main clause is **William read us the story**. The subordinate clause is **after he wrote it**.

Luke knew **that he could trust Ben**.

The main clause is **Luke knew**. The subordinate clause is **that he could trust Ben**.

Directions

Underline the main clause once and the subordinate clause twice in each sentence.

Until the bell rings, please stay seated.

1. During the summer of A.D. 79, much damage occurred when Vesuvius erupted.
2. The people had some warning when a series of earthquakes struck.
3. The cities of Herculaneum and Pompeii were covered by lava, which sealed them away from harmful weather.
4. Herculaneum was buried under mud and lava that was one hundred feet deep.
5. A well-digger discovered Herculaneum, which had been undisturbed for fifteen hundred years.
6. An Austrian prince wanted the artifacts that the well-digger had discovered.
7. As he pulled marble off the walls and carried off bronze statues, he destroyed much of the buried city.
8. Because he was greedy, he damaged an important historic place.
9. Workers have dug out parts of Herculaneum that look much as the city did in olden times.
10. Because many workers carefully restored it, Herculaneum is now a fascinating place to visit.

14.3-4 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. It is usually introduced by a relative pronoun, such as *that*, *which*, *who*, *whom*, *whose*, or *whoever*, which may act as the subject of the clause.

An **essential adjective clause** contains information that is necessary for a complete understanding of the sentence. Do not set off essential clauses with commas. A **nonessential adjective clause** contains information that is not necessary for a complete understanding of the sentence. A nonessential adjective clause should be set off with commas. A clause beginning with *that* is often essential. A clause beginning with *which* is often nonessential.

Directions

In each sentence underline the adjective clause once. Underline twice the noun the clause modifies. Then write whether the adjective clause is essential or nonessential.

This is the museum that we wanted to visit. *essential*

1. In a natural history museum you can see skeletons of animals that no longer exist.

2. Some animals die and are buried in mud, which can later become rock. _____
3. The rock preserves the animal's bones, which turn into fossils. _____
4. Many people who find fossils are not scientists. _____
5. Scientists who study fossils are called paleontologists. _____
6. Paleontologists from Nebraska found a huge skeleton of a mammoth, which is related to the elephant. _____
7. Paleontologists search for fossils that will provide information about our past.

8. Dr. Katherine Smith found a fossil jawbone that was at least 180 million years old.

9. The fossil jawbone belonged to a mammal that was about the size of a mouse.

10. The fossil dates back to the age of reptiles, when dinosaurs walked the earth.

14.5 Adverb Clauses

Key Information

An **adverb clause** is a subordinate clause that adds information about the verb in the main clause. It may tell *how, when, where, why, or under what conditions* an action occurs. An adverb clause begins with a **subordinating conjunction**, such as *after, although, because, if, since, unless, until, when, or wherever*. A comma follows an adverb clause that introduces a sentence.

Directions

Underline the adverb clause in each sentence.

We went to the park although the weather was bad.

1. When visitors come to Yellowstone National Park, they walk through a volcanic crater.
2. Because the earth's internal heat is so close to the surface, the park offers some wonderful sights.
3. When an underground explosion took place, a volcano erupted at the surface.
4. After the surface bulged upward, pressure caused deep cracks in the earth.
5. When that happened, magma poured out of the openings.
6. The ground collapsed where the magma had been.
7. Wherever a crater formed, magma filled it up.
8. Because the ground is warmed by the internal heat, plants and insects live around the hot springs throughout the winter.
9. Steamboat Geyser once set a world record when it shot hot water over four hundred feet into the air.
10. Visitors can visit the Fountain Paint Pots, where they see colorful mud in bubbling pools.

14.6 Noun Clauses

Key Information

A **noun clause** is a subordinate clause that acts as a noun. It can act as a **subject**, a **direct object**, an **object of a preposition**, or a **predicate noun**. If you are not sure whether a clause is a noun clause, try replacing it with the word *it*.

Words that introduce noun clauses include *how*, *however*, *that*, *what*, *whatever*, *where*, *whether*, *which*, *whichever*, *who*, *whom*, *whoever*, *whomever*, *whose*, and *why*.

Directions

Underline the noun clause in each sentence.

How archaeologists know where to dig is fascinating.

1. Whoever chooses to be an archaeologist needs to have patience.
2. Archaeologists must slowly uncover what they find.
3. The artifacts unearthed don't belong to whoever dug them up.
4. Those artifacts are what is left of civilization's past.
5. We build the story of history on what archaeologists find.
6. What archaeologists find helps them reconstruct ancient history.
7. We base our knowledge of Pompeii on what archaeologists found there.
8. How the people of Pompeii lived is no longer a mystery.
9. Scientists study whatever they find at a dig.
10. Digging up the past is how we understand the present.

15.1 Participles and Participial Phrases

Key Information

A participle can function as an adjective or as part of a verb phrase. A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-ed* to a verb. A **participial phrase** includes a participle and other words that complete its meaning.

The tiger is **prowling** through the jungle. [present participle as main verb]

The **prowling** tiger was looking for food. [present participle as adjective]

The tiger, **prowling through the jungle**, was looking for food. [participial phrase]

Directions

Underline the participle or participial phrase in each sentence. Label the participle as part of a *verb phrase*, as an *adjective*, or as a *participial phrase*.

My class is studying tigers.

My class is studying tigers. *verb phrase*

1. The starving male tiger sneaks up on its prey. _____
2. The mother tiger is hunting for food for herself and her cubs. _____
3. Weighing an average of four hundred pounds, the tiger may measure nine feet long.

4. When tigers are hunting for food, they stalk a particular area. _____
5. The tiger, being familiar with its territory, knows where to find food. _____
6. A patrolling male may allow a female tiger into its territory. _____
7. It will chase away any invading male tigers. _____
8. Tigers, a threatened species, once roamed southern and eastern Asia. _____
9. Crowded into increasingly smaller areas, the tiger becomes aggressive in its search for food.

10. Tomorrow I am visiting the zoo's exhibit about tigers. _____

15.2 Gerunds and Gerund Phrases

Key Information

A **gerund** is a verb form that ends in *-ing* and is used as a noun. It can act as a subject, a direct object, or the object of a preposition. A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning. A gerund phrase can function as a noun in a sentence.

Parenting is a shared role among gibbons. [gerund acting as subject]

Two parents make the job of **gathering food** easier. [gerund phrase acting as object of a preposition]

Directions

A word phrase is underlined in each sentence below. In the space provided label each underlined *-ing* word as a *participle* (adjective) or a *gerund* (noun).

Watching gibbons is fun. *gerund*

- Family living is common among gibbons. _____
- A gibbon is a tree-dwelling ape. _____
- A gibbon eats for one third of its waking hours. _____
- By observing, scientists have noted that a male and a female usually raise two offspring.

- Before leaving home a young gibbon will have lived with its family for seven or eight years.

- Living in water keeps beavers safe from predators. _____
- They begin to build their lodges by wedging large logs against rocks and tree trunks.

- The working beavers cut trees close to the edge of the water. _____
- They enter their lodges by diving down to an underwater entrance. _____
- They build their lodges by making an artificial island of sticks and mud. _____

15.3 Infinitives and Infinitive Phrases

Key Information

An **infinitive** is formed by adding the word *to* to the base form of a verb. An infinitive may act as noun. It can be a subject or a direct object in a sentence. An **infinitive phrase** includes an infinitive and other words to complete the meaning. Don't confuse infinitives with prepositional phrases that combine *to* and a noun. *To* used immediately before a verb is not a preposition.

I want **to go**. [infinitive] I went **to the store**. [prepositional phrase]

Directions

On the line identify the underlined words in each sentence as an *infinitive* or a *prepositional phrase*.

I like to learn about bats. *infinitive*

- _____ 1. A bat tends to sleep during the day.
- _____ 2. Bats pull their wings tightly to their bodies, keeping in the heat.
- _____ 3. Just before sunset, a bat begins to move around.
- _____ 4. Some bats like to eat mosquitoes.
- _____ 5. At dusk, bats fly out of their caves to search for insects.
- _____ 6. To keep the egg warm is the job of a penguin male.
- _____ 7. The male emperor penguin holds the egg to his stomach.
- _____ 8. To search for food while protecting the egg is out of the question.
- _____ 9. Sometimes a male may need to fast for two months or more.
- _____ 10. Females return to the spot two months later.

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16.1 Making Subjects and Verbs Agree

Key Information

Subjects and verbs must agree in number. If a subject is singular, the form of the verb must also be singular. If the subject is plural, the form of the verb must be plural. The irregular verbs *be*, *do*, and *have* may be main verbs or helping verbs. In either case, the verb must agree in number with its subject.

Singular

John Audubon **was** a painter.
A musician **practices** frequently.
He **does** his work.
He **gets** the job done.
I **write** daily in my journal.
He **has thought** about it.

Plural

The Impressionists **were** painters.
We **rehearse** every day.
They **do** their share.
They **try** hard.
My friends **keep** journals.
They **have reached** a decision.

Directions

Write the correct form of the verb in the space provided.

_____ is Jack (is, are) the new class president.

- _____ 1. The year (is, are) 1804.
- _____ 2. John Audubon (is, are) nineteen years old.
- _____ 3. Some small birds (begins, begin) to repair an old nest.
- _____ 4. Some birds (returns, return) to this same nest every year.
- _____ 5. John (concocts, concoct) a plan.
- _____ 6. Gently, he (captures, capture) the birds.
- _____ 7. He (ties, tie) small threads loosely around their legs.
- _____ 8. Audubon (does, do) find the thread still attached to the birds' legs!
- _____ 9. This (is, are) the first record of banding birds in order to learn about their migrations.
- _____ 10. Scientists (has, have) used this technique ever since to learn about migration patterns.

16.3–4 Special Subjects

Key Information

Sometimes it is difficult to decide whether the subject is singular or plural. If the subject is a collective noun such as *committee*, decide whether the group is acting as a single unit. If it is, use the singular form of the verb.

The committee reaches a decision. (singular)

If the subject refers to a group whose individual members are acting separately, use the plural form of the verb.

The committee mark their ballots. (plural)

Some indefinite pronouns may be either singular or plural. When pronouns such as *all*, *any*, *most*, *none*, and *some* are used as subjects and are followed by a prepositional phrase, the form of the verb should agree with the object of the preposition.

Most of the trees **are** pines. (plural) **Most** of the forest **is** pine. (singular)

Directions

Write the form of the verb that agrees with each subject in the space provided.

is The eighth grade (is, are) in charge of the election.

- _____ 1. The class (votes, vote) individually by secret ballot on a special project each year.
- _____ 2. The student council (has, have) agreed to support a collection center.
- _____ 3. A committee (is, are) being formed to manage the center.
- _____ 4. The committee (is, are) discussing who will receive the incoming cans.
- _____ 5. The faculty (volunteers, volunteer) their time to help manage the center.
- _____ 6. The group (is, are) going to receive the awards, one by one.
- _____ 7. Somebody on the committee (comes, come) to school every Saturday.
- _____ 8. Several at the park (agrees, agree) to sign up on a regular basis.
- _____ 9. All of the football players (has, have) taken their turns.
- _____ 10. All of the parking area (was, were) filled.

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16.5 Agreement with Compound Subjects

Key Information

A **compound subject** contains two simple subjects that have the same verb. If the simple subjects are connected by *and* or by *both . . . and*, the subject is plural and is used with the plural form of the verb. If the simple subjects are joined by *or*, *either . . . or*, or *neither . . . nor*, the verb should agree with the subject that is closer to it.

- Luis and Tanya **are** leaving on vacation.
- Bill or Eric **is** the team captain.
- Either the twins or their sister **collects** stamps.

Directions

In the following sentences, underline the simple subjects once and the conjunctions twice. Then write the correct form of the verb in the space provided.

Australia and New Zealand (is, are) in the Southern Hemisphere.

Australia and New Zealand (is, are) in the Southern Hemisphere. *are*

1. Overhunting and destruction of habitats (is, are) endangering many species of grassland animals. _____
2. Both kangaroos and wallabies (is, are) threatened with extinction. _____
3. Neither the farmer nor the rancher (wants, want) kangaroos to graze nearby. _____
4. The baby cheetahs and their mother (is, are) prey to stronger animals. _____
5. A lion or a hyena (follows, follow) the smell of other animals. _____
6. Neither cheetahs nor any other cats (runs, run) far. _____
7. Either farms or a city (has, have) intruded on their habitat. _____
8. Squirrels and foxes (makes, make) holes that can be used as homes for owls. _____
9. A tree or holes in the ground (serves, serve) as shelter for the burrowing owl. _____
10. Both chemical pesticides and decreased farmland (accounts, account) for the threat to the burrowing owl. _____

17.1-3 Using Troublesome Words

Key Information

English contains many confusing words. Becoming familiar with these words as you read will help you learn how to use them.

Directions

Study the lists of confusing words in your text. Read the following sentences, and choose the correct word for each. Write the correct word in the space provided.

He was careful not to run (to, too, two) close to the sidelines. *too*

1. We were (all ready, already) to hold our class picnic. _____
2. It is held every year and was (formally, formerly) called "Friendship Day." _____
3. The whole group had been allowed to decide (between, among) ourselves what we wanted to eat. _____
4. We would go to the park (all together, altogether) in one long bus caravan.

5. "(Can, May) we ride with our friends on the bus?" we had asked. _____
6. "Take a seat (beside, besides) anyone you want to," our teachers had answered.

7. All the students were encouraged to pack (their, they're) bathing suits. _____
8. "Be sure to (choose, chose) a buddy if you decide to swim," we were told. _____
9. (There's, Theirs) a huge water slide in the park. _____
10. Some of us would (accept, except) a dare to slide down it. _____

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19.1 Capitalizing Sentences, Quotations, and Salutations

Key Information

Capitalize the **first word of every sentence**.

Plum pudding is one of my favorite desserts.

Capitalize the **first word of a direct quotation** that is a complete sentence.

"It will be a sunny day tomorrow," my father said. He said, **"Let's** go on a hike."

Capitalize the **first word of the salutation and of the closing of a letter**. Capitalize the title and name of the person being addressed.

Dear Dr. Reider, **Yours truly,**

Directions

Rewrite each item in the space provided, using capital letters correctly.

thomas Jefferson designed his own home. *Thomas Jefferson designed his own home.*

1. thomas Jefferson had many accomplishments to be proud of. _____

2. A speaker once told us, "besides being president, he was a farmer and an architect."

3. dear mr. jackson:

i've heard that you know more about Thomas Jefferson than anyone. what did Jefferson think about enslavement?

yours truly,

4. thomas Jefferson thought that enslavement was a crime. he had been unable to free enslaved people in Virginia. _____

5. my teacher said, "our third president, Thomas Jefferson, was a great man." _____

19.2–4 Capitalizing Words

Key Information

Capitalize all **proper nouns and proper adjectives**.

Capitalize the names of people, their initials, and their titles. Always capitalize the pronoun **I**.

Dr. P. O. Jones **Johanne Fuller, Ph.D.**

“Your interview is at three o’clock, **General**.”

Capitalize the names of specific places.

Mali the **Midwest** the **Pacific Ocean** **Gulf of Guinea**

Capitalize names of clubs, organizations, and businesses. Capitalize the names of days, months, and holidays. Capitalize brand names. Capitalize the names of ethnic groups, nationalities and languages, and any adjectives formed from them. Capitalize all important words in the titles of books, poems, magazines, and movies.

the **Rotary Club** [organization] **Martin Luther King Jr. Day** [holiday]

Directions

In the space provided, rewrite each sentence, using correct capitalization.

the city of tucson is in arizona. *The city of Tucson is in Arizona.*

1. If you could visit any place in the united states, where would you go? _____

2. Would you visit the home of betsy ross or dwight d. eisenhower? _____

3. How would you like to see the place where dr. martin luther king jr. grew up? _____

4. Aunt mary and uncle george say i can choose a spot for our next trip. _____

5. It would be nice to see the great salt lake in utah or the gulf of mexico. _____

6. I can’t decide whether to visit the northwest. _____

7. I’d better decide soon whether i want to visit the atlantic ocean. _____

8. I really enjoyed the book *making the memorial*. _____

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20.1 Using the Period and Other End Marks

Key Information

Different types of sentences require different end marks. Use a **period** for declarative and imperative sentences. A declarative sentence makes a statement, and an imperative sentence gives a command or makes a request.

The little puppy grew to be a huge dog.
Look at that huge dog.

Use a **question mark** after an interrogative sentence. An interrogative sentence asks a question.

Have you seen that huge dog?

Use an **exclamation mark** after an exclamatory sentence.

What a huge dog!

Directions

Rewrite the sentences, showing correct end punctuation for each.

The Wright brothers grew up in Dayton, Ohio
The Wright brothers grew up in Dayton, Ohio.

1. Tell me their first names _____
2. Weren't their names Wilbur and Orville _____

3. As boys they were interested in kites _____

4. They made and sold them for twenty-five cents each _____

5. What a way to make a living _____
6. Orville invented a new kind of bicycle with lowered wind resistance _____

7. What interested them in flying _____
8. Wilbur was influenced by a book about gliders _____

9. Tell me when they first flew _____
10. In 1903 they tested a flying machine that had a gasoline engine _____

20.2 Using Commas I

Key Information

Commas make your writing easier to read because they signal a pause, or separation, between parts of a sentence. For rules covering specific uses of commas, refer to *Writer's Choice*, pages 601,603, and 605.

Directions

Rewrite the following sentences, adding a comma or commas where necessary.

A disease that also strikes adults polio caused President Franklin D. Roosevelt's paralysis.
A disease that also strikes adults, polio caused President Franklin D. Roosevelt's paralysis.

1. People used to fear polio a crippling disease. _____

2. Polio could cause illness paralysis or death. _____

3. The disease affected mostly children; therefore it was called "infantile paralysis."

4. The word *infantile* you see means "of or like a child." _____

5. No President Roosevelt could not be stopped by polio. _____

6. Jonas Salk an American doctor invented a vaccine for the disease. _____

7. Inspired by the same goal Albert Sabin created an oral vaccine. _____

8. Most children in the early 1950s had a friend relative or acquaintance with polio.

9. Class how many of you know someone who has polio now? _____

10. Polio I am glad to say is now almost a thing of the past. _____

20.3 Using Commas II

Key Information

Use commas correctly in sentences with clauses. Use a comma before *and*, *or*, or *but* when it joins main clauses. Use a comma after an introductory adverb clause. Use a comma or a pair of commas to set off an adjective clause that is nonessential.

Directions

Add a comma or commas where necessary in each sentence. Then explain the rule that makes the comma or commas correct.

Because the founders of the American government wanted to protect each branch they developed a special plan.

Because the founders of the American government wanted to protect each branch, they developed a special plan. *introductory adverb clause*

1. Although the United States has one government it has three branches of government.

2. The legislative branch which is also called Congress is charged with making laws.

3. The executive branch has many departments and its job is to see that the laws are carried out. _____
4. When it is time to interpret the law the judicial branch takes over. _____

5. When it's time to decide how tax money is spent Congress is in charge. _____

6. The executive branch has the most departments and it employs thousands of people.

7. Congress creates a bill but the president has to sign it. _____

8. If the president is against the bill he can veto it. _____
9. This system is part of the system of checks and balances and it keeps any one branch from taking too much power. _____
10. Although the system seems complicated it is one reason the United States government has succeeded. _____

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20.5 Using Semicolons and Colons

Key Information

Use a **semicolon** to join parts of a compound sentence if no coordinating conjunction is used. Use a semicolon if the main clauses are long and subdivided by commas. Use a semicolon to separate main clauses joined by a conjunctive adverb. Use a **colon** to introduce a list of items that ends a sentence. Use a word or phrase such as *these*, *the following*, or *as follows* before the list. Use a colon to separate the hour and minute when you write the time. Use a colon after the salutation in a business letter.

Directions

Rewrite this letter, adding semicolons and colons where necessary.

Junius prepared for the interview he wrote to Dr. Maki.

Junius prepared for the interview; he wrote to Dr. Maki.

Dear Dr. Maki

This letter is to confirm our appointment next Wednesday at 515. We are studying communicable diseases in school I would like to interview an expert on the subject. I hope we will be able to discuss the following common communicable diseases, methods of prevention, and cures for the diseases. I know that your time is valuable consequently, I will try to finish my interview by 530. I will come prepared with these items my notepad, sharp pencils, my tape recorder, and my list of questions. Your time will not be wasted I will write about communicable diseases in an article for the school paper.

Sincerely,

Junius Gruen

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20.6 Using Quotation Marks and Italics

Key Information

Quotation marks identify titles of short stories, essays, poems, songs, magazine or newspaper articles, and book chapters. Use **italics** or underlining to identify the title of a book, play, film, television series, magazine, or newspaper.

Directions

Rewrite the sentences, adding quotation marks or underlining as needed.

Have you read the book *Cold Sassy Tree*?
Have you read the book Cold Sassy Tree?

1. My favorite TV show is *Bonanza*. _____

2. Andrea says that the best book she ever read was *Gone with the Wind*. _____

3. Ike always reads *Sports Journal*, a newspaper article, first. _____

4. *O Captain! My Captain!* is a poem about the death of Abraham Lincoln. _____

5. Alan once wrote about a wolf for a magazine called *Dog Fancy*. _____

6. Shawna always dances when the song *Beat It* plays on the radio. _____

7. It doesn't take long to read the short story *The Ransom of Red Chief*. _____

8. Last week our class went to the theater to see *As You Like It*, a play by William Shakespeare.

9. Have you seen the animated movie called *Fantasia*? _____

10. Last night I read the chapter called *The Cell* in my science textbook. _____

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

Key Information

Use an **apostrophe** to show possession, to form a contraction, and to form the plurals of letters, numbers, or words used as words.

Use a **hyphen** to divide a word between syllables when the word must be broken at the end of a line. Also use a hyphen to form compound numbers, such as *thirty-two*, and some compound nouns, such as *father-in-law*. When a compound modifier comes before the word it modifies, use a hyphen. Some prefixes, such as *all-*, *ex-*, and *self-* are followed by a hyphen. Any prefix added to a capitalized word is followed by a hyphen.

Dashes are used to show an abrupt change of thought.

Use **parentheses** to set off words that are not necessary to the meaning of the sentence but add important information.

Directions

Follow the instructions in parentheses to correct the underlined word or phrase in each sentence. Write each underlined word or phrase correctly in the space provided.

- My great uncle took me to the football game. (compound noun) *great-uncle*
1. Jims best friend is his older brother. (possession) _____
 2. The womens cars were blocked by the train. (possession) _____
 3. My grandfather is sixty five years old. (compound number) _____
 4. That well-groomed dog has to be somebodys pet. (possession) _____
 5. Hes the youngest boy in his family. (contraction) _____
 6. Good for you! You earned three As. (plural letter) _____
 7. Do you think we can fit seventy eight candles on Grandma's cake? (compound number)

 8. The ex football coach taught us to catch lateral passes. (prefix) _____

 9. The TV reporter he's on the morning newscast interviewed my neighbor. (change of thought) _____
 10. All the colors of the rainbow red, blue, yellow, orange, green, and purple are on her skirt. (additional information) _____