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- 20.7–8 Using Apostrophes, Hyphens, Dashes, and Parentheses ....................... 51
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## A. Identifying Types of Sentences

Decide whether each item is a sentence or a sentence fragment. If it is a sentence, write whether it is declarative, interrogative, exclamatory, or imperative, and add the correct end mark. If it is a sentence fragment, write fragment.

1. I will be there by 8:15 in the morning ____________
   \underline{declarative}

2. Saving a seat for me ____________
   \underline{fragment}

3. Please be on time ____________
   \underline{imperative}

4. Ouch! I stubbed my toe! ____________
   \underline{exclamatory}

5. What do you know about that speaker? ____________
   \underline{interrogative}

6. I can count on you ____________
   \underline{declarative}

7. Pick up your books and go to the exit ____________
   \underline{imperative}

8. Can’t recall ever hearing a better speech ____________
   \underline{fragment}

## B. Writing Complete Sentences

Correct the following fragments by writing them as complete sentences.

1. At least once a week ____________
   Each sentence should have a subject and a predicate and be correctly punctuated.

2. Definitely will not ____________

3. After school on the playground ____________

4. No one in the room ____________
A. Identifying Subjects and Predicates

Write whether each sentence has a simple subject or a compound subject and a simple predicate or a compound predicate. Then underline each simple subject and simple predicate.

1. Did you read and understand the homework assignment? simple subject, compound predicate
2. She and Elizabeth will join us at the play. compound subject, simple predicate
3. I know that lovely melody. simple subject, simple predicate
4. You and I would rather eat apples and bananas. compound subject, simple predicate
5. The boys jumped through hoops for us. simple subject, simple predicate
6. Cowboys and cowgirls both rope steers. compound subject, simple predicate
7. He huffed and puffed loudly. simple subject, compound predicate
8. Will you please rub my back? simple subject, simple predicate
9. The author wrote and illustrated many books. simple subject, compound predicate
10. She learned about physics and geometry. simple subject, simple predicate

B. Making Subjects and Verbs Agree

Underline the correct form of the verb in parentheses.

1. John and Tanya (was, were) very upbeat.
2. Parents and friends sometimes (shout, shouts) a lot at basketball games.
3. Laughter (swell, swells) up in his chest and nearly (make, makes) him choke.
4. She (write, writes) to her family each day.
5. Peas and carrots (is, are) my favorite vegetables.
A. Identifying Simple and Compound Sentences

Write whether each sentence is simple or compound.

1. Tigers and elephants are my favorite zoo animals. __simple
2. Some animals live in cages, but these animals roam inside fenced areas. __compound
3. Tigers have such bright eyes; they look so intelligent! __compound
4. Elephants’ eyes are not so bright, but their eyelashes are long. __compound
5. Have you ever noticed the eye colors of elephants and tigers? __simple

6. Some animals enjoy being observed, but other animals seem uncomfortable. __compound

7. Do you feel afraid, or do you find the experience enjoyable? __compound
8. Some zoo animals look happy; others seem depressed. __compound
9. Both elephants and tigers sometimes pace. __simple
10. Perhaps they are hungry or need some attention. __simple

B. Rewriting Run-on Sentences

Rewrite the following run-on sentences correctly. Possible answers given.

1. I told her yes then she ran up and put my name on the board.  
   I told her yes; then she ran up and put my name on the board.

2. Her performance was fantastic, no one was better.  
   Her performance was fantastic; no one was better.

3. I ate breakfast, she drank juice. 
   I ate breakfast. She drank juice.

4. I can’t possibly eat another thing okay, give me a carrot.  
   I can’t possibly eat another thing. Okay, give me a carrot.
**9.1–2, 5 Kinds of Nouns**

**Key Information**

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

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

- Beatles
- Montreal

A **common noun** names any person, place, thing, or idea.

- children
- honesty

**Concrete nouns** name things you can see or touch.

- desk
- chair

**Abstract nouns** name ideas, qualities, or feelings.

- honor
- sadness

**Compound nouns** are made up of two or more words. To create the plural form of hyphenated compound nouns and compound nouns of more than one word, add -s or -es to the most important part of the compound.

- Commander in Chief
- Commanders in Chief

A **collective noun** names a group that is made up of individuals.

---

**A. Identifying Kinds of Nouns**

List the nouns in each sentence. Then write whether each noun is *proper*, *concrete*, *abstract*, or *compound*.

1. Did Oki see *Maria’s new dog*? ____________

2. I think it’s a *golden retriever*, but I’m not sure. ____________

3. The *truth* is, she named him *Goldy* after her *Aunt Golda*! ____________

4. Every *Tuesday*, she takes him to obedience *school*. ____________

**B. Making Compound Nouns Plural**

Follow the rules you learned in your textbook to write a sentence using the correct plural form of each of the following compound nouns. Make sure the verb you use agrees with the noun. Use additional paper if necessary. **Sentences should include these plural forms:**

1. *(lawnmower) _lawnmowers_*

2. *(son-in-law) _sons-in-law_*

**C. Using Collective Nouns**

Fill in the blanks with an appropriate collective noun. **Possible answers given.**

1. The entire _class_ was at recess.

2. The performers took a bow when the _audience_ applauded.
A. Identifying Plurals, Possessives, and Contractions

Write whether each underlined noun in the following sentences is a plural, a plural possessive, a singular possessive, or a contraction.

1. The children’s books section of the store was packed with shoppers. _________________
   plural possessive

2. I noticed that the catalog’s front page was ripped out. _________________
   singular possessive

3. The bride’s never supposed to be late to the wedding. _________________
   contraction

4. All five of the countries’ representatives spoke at once. _________________
   plural possessive

5. That book’s the best one I’ve read this year. _________________
   contraction

6. That singer’s sure to be a star someday. _________________
   contraction

7. The flowers’ fragrances were overwhelming. _________________
   plural possessive

8. He wore several sweaters made of different styles and yarns. _________________
   plural

B. Using Plurals, Possessives, and Contractions

Write three sentences for each of the following words. In the first sentence use the plural form of the word. In the second use the plural possessive form. In the third sentence use the word as part of a contraction. Sentences should contain the following noun forms.

1. (child) _________________
   children
   children’s
   child’s (coming)

2. (Frank) _________________
   Franks
   Franks’
   Frank’s (happy)
9.6 Appositives

Key Information

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

My only grandmother, **Erma Clayborn**, was a farmer.

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

The man, **a skilled athlete**, easily lifted the heavy box.

**A. Punctuating Appositives**

Underline each appositive in the following sentences. Remember to add commas if needed.

1. George Washington, **our first president**, had wooden false teeth.
2. He and his wife, **Martha**, lived at Mount Vernon in Virginia.
3. Martha, **a widow**, had children from her first marriage.
4. Washington’s home, **Mount Vernon**, is open to the public.
5. Martha Washington’s husband **George** was a farmer as well as a politician and soldier.

**B. Writing Appositives**

Rewrite the following sentences, and add appositives or appositive phrases to each. Be sure to punctuate your sentences correctly.  **Appositives will vary.**

1. Mrs. Fuller ran her best time ever in the 400-meter race. __________________________
2. Our dog whimpered all night when we first brought him home. ____________________
3. His father was also a very tall man. ___________________________________________
4. My cousin will stay for two weeks when she visits. _______________________________
5. Her teacher handed back the papers on time. _________________________________
6. She asked for her favorite hot drink. _______________________________________
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**.

When an action verb transfers action to a direct object, it is **transitive**.

- The crowd **cheers** the runners.

When an action verb does not have a direct object, it is **intransitive**.

- The crowd **cheers** enthusiastically.

A. Identifying Transitive and Intransitive Verbs

The following excerpt is from *Growing Up* by the American author Russell Baker. Indicate whether each of the underlined action verbs in the excerpt is transitive or intransitive by writing *(T)* or *(I)* in the space above the word. If the verb is transitive, underline the direct object twice.

For the first time, light **shone** on a possibility. Writing couldn’t **lead** to a job after high school, and it **was** hardly honest work, but Mr. Fleagle had **opened a door** for me. After that I **ranked** Mr. Fleagle among the finest teachers in the school. My mother **beamed** with delight when I **showed** her Mr. Fleagle’s **A-Plus** and described my **triumph**.

B. Using Transitive and Intransitive Verbs

Write four sentences about someone you admire. Identify each action verb you use as transitive *(T)* or intransitive *(I)*. **Sentences will vary.**

1. _________________________________________________________________________________
2. _________________________________________________________________________________
3. _________________________________________________________________________________
4. _________________________________________________________________________________
A. Identifying Direct and Indirect Objects
Underline each direct object once, and underline each indirect object twice.

1. I sang Tanya a song about happiness.
2. She drank juice for breakfast every day.
3. The glee club offers students an opportunity to sing.
4. The dogs licked José in the face.
6. Each of the players knew the rules.
7. The children loved the clown.
8. Parents asked teachers many questions.
9. The little girl ate a lollipop.
10. The little boy gave his mother a drawing.

B. Writing Sentences with Indirect Objects
Rewrite each sentence, underlining the direct object and adding an indirect object.

1. She sang a song. _Sentences will vary. Direct objects are underlined._

2. The children made some candy.

3. This magazine offers fashion tips.

4. The teacher gave the tests.
10.4 Linking Verbs and Predicate Words

Key Information

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

> The dog **was** friendly.

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

> She is a **teacher**.

A **predicate adjective** is an adjective that follows a linking verb. It describes the subject by telling what it is like.

> The sky is **cloudy**.

Some common linking verbs are forms of the verbs *be, become, smell, look, feel, sound, grow, taste*, and *appear*.

A. Identifying Linking Verbs and Predicate Nouns and Adjectives

Underline the verb in each sentence, and label it *action* or *linking*. If the verb is a linking verb, write whether it is followed by a **predicate noun** or a **predicate adjective**.

1. Grandmother always **grows** lavender. **action**
2. Today I feel **wonderful**! **linking, predicate adjective**
3. Mrs. Johnson is **our** coach. **linking, predicate noun**
4. Craig is **always** organized. **linking, predicate adjective**
5. Sandy clearly **was** the leader. **linking, predicate noun**
6. Professor Hayford **conducted** experiments. **action**

B. Using Linking Verbs and Predicate Nouns and Adjectives

Write a sentence for the given topic, using a form of one of the following linking verbs in each sentence: *smell, sound, feel, taste, grow*. Use at least one predicate noun or predicate adjective in each sentence.

1. (difficulty or ease of writing) **Sentences should use given verbs as linking verbs.**

2. (breakfast food)

3. (flower garden)

4. (sunshine)
10.5 Present and Past Tenses

Key Information

The **present tense** of a verb names an action that happens regularly. It can also express a general truth.

The mail *arrives* at 1:00 P.M.

The **past tense** of a verb names an action that already happened.

Yesterday the mail *arrived* late.

A. Distinguishing Between Verbs in Past and Present Tense

Read the following paragraph, and decide whether each numbered, underlined verb is written in the present tense or in the past tense. Write your answers in the space provided below the reading selection.

Fish, flowers, and landscapes (1.) are the subjects of paintings by Joseph Raffael, a California painter. Raffael (2.) experimented with color and light in many of his works. (3.) Examine his paintings. They (4.) have very bright colors. In the painting *Joseph and Reuben*, which he (5.) painted in 1984, Raffael (6.) used a strong contrast between darkness and light. This technique (7.) is different from that in his other paintings. It (8.) gives the painting the look of a snapshot.

1. _____________________________________ 5. _____________________________________
2. _____________________________________ 6. _____________________________________
3. _____________________________________ 7. _____________________________________
4. _____________________________________ 8. _____________________________________

B. Writing Verbs in Present and Past Tenses

Write two sentences each for the verbs *jump* and *walk*. Follow the guidelines in parentheses.  
*Sentences will vary.*

1. (present tense) _____________________________________________________________
   _________________________________________________________________________

2. (past tense) __________________________________________________________________
   _________________________________________________________________________

3. (present tense) _____________________________________________________________
   _________________________________________________________________________

4. (past tense) __________________________________________________________________
   _________________________________________________________________________
A helping verb helps the main verb tell about an action or make a statement. Common helping verbs are be, have, and do.

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

Key Information

A. Using Helping Verbs Correctly

Circle the correct helping verb in parentheses.

1. Wilma (had/have) hoped that we’d go with her.
2. Some people (are/have) arrived already.
3. Kids (are/were) lined up around the block yesterday.
4. The pitcher (is/has) finally arrived to start the game.
5. The ushers (had/were) already seating the crowd.

B. Practice with Helping and Main Verbs

In sentences that are questions, the helping and main verbs of a verb phrase are not placed next to one another. Rewrite the following sentences, changing them into questions if they are statements and into statements if they are questions. Possible answers are given.

1. She has developed all the film I sent her. ____________________________
   Has she developed all the film I sent her?

2. André has sat at the same desk all year. ____________________________
   Has André sat at the same desk all year?

3. Had she joined them before they left for school? ____________________________
   She had joined them before they left for school.

4. Mrs. Watkins is handing back the papers. ____________________________
   Is Mrs. Watkins handing back the papers?

5. Were you watching the football game? ____________________________
   You were watching the football game.
A. Using Present and Past Progressive Verb Forms

In sentences 1–3, write the present progressive form of each underlined verb phrase. In sentences 4–6, write the past progressive form of each underlined verb phrase.

1. They were singing outside our door. __________________________________________
2. I was laughing very hard! ___________________________________________________
3. They were jumping over the puddle together. ___________________________________
4. They are studying the breakup of the Soviet Union. ____________________________
5. William is racing me to the corner. ___________________________________________
6. Sylvia is questioning me about politics. _______________________________________

B. Writing Present and Past Progressive Verb Forms

Write three sentences using the present progressive form of a verb. Use one of these helping verbs with the main verb in each sentence: am, are, is. Write two sentences using the past progressive form of a verb. Use the helping verbs was and were.

1. Sentences will vary. ___________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
Key Information

The present perfect tense of a verb names an action that happened at an indefinite time in the past. It also tells about a past action that happened in the past and may still be happening.

The dogs have barked for hours.
The dogs have been barking all day.

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

He had just sat down when the music began.

A. Using the Present Perfect Tense

Change each verb to the present perfect tense.

1. We watch have watched

2. They smell have smelled

3. He wonders has wondered

4. You touch have touched

5. She swallows has swallowed

6. I want have wanted

B. Using the Past Perfect Tense

Write five sentences using the past perfect tense of each of the following verbs: tape, mow, dance, wrap, rip. Sentences will vary; verbs are given.

1. had taped

2. had mowed

3. had danced

4. had wrapped

5. had ripped
Expressing Future Time

Key Information

**Future tense** tells that something will happen in the future. The future tense of a verb is formed by adding the helping verb *will* before the main verb.

- Joe **will play** the piano.

**Time words** can also be used with the present tense and present progressive form to show that an action will happen in the future. Examples of time words are *soon, next month,* and *tomorrow.*

- Tomorrow we leave for vacation.  
- Later we are eating dinner.

The **future perfect tense** names an action that will happen before another future event begins. The future perfect tense is formed by adding *will have* before the verb’s past participle.

- As of Friday, I **will have worked** nonstop for a week.

A. Expressing Future Time

Rewrite each sentence on a separate sheet of paper, using the correct form of the verb in parentheses to express future time. Use either the future, the future perfect, the present, or the present progressive form. Then identify the tense of the verb you used.

1. Tomorrow morning, please (**wake**) me at nine o’clock.  *wake, present*
2. Soon I (**be**) fifteen years old!  *will be, future*
3. Dora (**attend**) the meeting.  *will attend, future*
4. By this time next month, I (**complete**) the project.  *will have completed, future perfect*

B. Writing in Future Time

Use each verb in a sentence of your own. Follow the guidelines given in parentheses.

1. (**enter; future perfect tense**)  *Sentences will vary; verbs are given.* 
   - will have entered
2. (**practice; future tense**)  *will practice*
3. (**present; future tense with time word**)  *Later . . . will present*
4. (**sniff; present progressive form with time word**)  *Soon . . . will be sniffing*
Active and Passive Voice

Key Information

In the **active voice** the subject performs the action of the verb.

- My uncle **milked** the cow.

In the **passive voice** the subject receives the action of the verb.

- The cow **was milked** by my uncle.

A. Changing Active Voice to Passive Voice

Rewrite each sentence to express passive voice.

1. Eliza won first place in the marathon. ____________________________
   - **First place in the marathon was won by Eliza.**

2. Several friends admired my new bike. ____________________________
   - **My new bike was admired by several friends.**

3. I broke the window last week. ____________________________
   - **The window was broken by me last week.**

4. My friend patted me briskly on the shoulder. ____________________________
   - **I was patted briskly on the shoulder by my friend.**

5. The singer created excitement wherever he went. ____________________________
   - **Excitement was created by the singer wherever he went.**

B. Changing Passive Voice to Active Voice

Rewrite each sentence to express active voice.

1. The contest was won by a girl from another school. ____________________________
   - **A girl from another school won the contest.**

2. Clara was driven to school by her mother. ____________________________
   - **Her mother drove Clara to school.**

3. Good deeds are performed by the Brownies. ____________________________
   - **Brownies perform good deeds.**

4. The bread was baked by John, Michael, and Erin. ____________________________
   - **John, Michael, and Erin baked the bread.**

5. Eyes are examined by optometrists. ____________________________
   - **Optometrists examine eyes.**
**A. Showing Past and Past Participle Forms**

In the space provided write the past form and the past participle form of each verb.

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<th>Past Form</th>
<th>Past Participle</th>
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<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>2. bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>3. sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>4. tear</td>
<td>tore</td>
<td>torn</td>
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<tr>
<td>5. bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>6. catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>7. let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>8. write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>9. swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>10. go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>11. is</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>12. do</td>
<td>did</td>
<td>done</td>
</tr>
</tbody>
</table>

**B. Using the Past Participle of Irregular Verbs**

Rewrite the sentences, using the tense described in parentheses.

1. The storks fly south to Africa for the winter. (future perfect) ___________________________________
   The storks will have flown south to Africa for the winter.

2. Felicia chose to drive to the countryside. (past perfect) _______________________________________
   Felicia had chosen to drive to the countryside.

3. We rode bicycles all day long. (present perfect) _____________________________________________
   We have ridden bicycles all day long.

4. Geraldine was swinging in the garden. (past perfect) _________________________________________
   Geraldine had been swinging in the garden.
A pronoun is a word that takes the place of one or more nouns and the words that describe those nouns.

Personal pronouns refer to people or things.

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

She is reading the paper.

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

The dog likes her. [direct object]
The dog barks at her. [object of preposition]

A. Identifying Subject and Object Pronouns

Underline each pronoun, and indicate whether it is a subject pronoun or an object pronoun by writing S or O in the space provided.

1. She is immediately recognizable. __S____
2. The police officer smiled at me. __O____
3. She looked at them and waved. __S; O____
4. I liked it, too. __S; O____
5. It was a wonderful opportunity for her. __S; O____
6. At the end of the play, he received the greatest applause. __S____
7. She presented a gift to us. __S; O____
8. They agreed to meet at the restaurant. __S____

B. Using Personal Pronouns

Rewrite each sentence, replacing the underlined words or phrases with pronouns.

1. Antonio ate the fruit for dessert. __He ate it for dessert.____
2. Mom sent away for the magazine subscriptions. __She sent away for them.____
3. Ginny sent Geraldine a postcard from Morocco. __She sent her a postcard from Morocco.____
4. Piet hopes his parents will let Piet go to the movies. __He hopes they will let him go to the movies.____
11.2 Pronouns and Antecedents

**Key Information**

An antecedent is the noun or group of words that a pronoun refers to. Be sure a pronoun agrees with its antecedent in number and gender. The gender of a noun or pronoun may be masculine, feminine, or neuter.

**A. Using Pronouns and Antecedents Correctly**

List each pronoun and its antecedent.

1. The family visited the Lincoln Memorial in Washington, D.C.; they walked up the steps to get a closer look at it.
   - family; Lincoln Memorial

2. The dog barked wildly as the people approached. He didn’t like them.
   - dog; people

3. Has Janice heard that song before? It is popular now.
   - song

4. Elizabeth lives next door. She moved here recently.
   - Elizabeth

5. My teeth need cleaning. They haven’t been cleaned for a year!
   - teeth

6. That bird flew right past Jean Claude. It had bright blue feathers.
   - bird

**B. Writing Pronouns**

Write a second sentence containing at least one pronoun to follow each sentence below. Make sure the pronouns you use agree with their antecedents in the previous sentences in number and gender. **Sentences will vary.**

1. Mari and Zahir had been friends for years. ______________________________________
2. The doctor told me to drink fluids and get lots of rest. ____________________________
3. Our mail carrier is always on time. ____________________________________________
4. The people on the bus looked sleepy. __________________________________________
11.4–5 Possessive and Indefinite Pronouns

Key Information

A **possessive pronoun** shows who or what has something. It may take the place of a possessive noun. A possessive pronoun does not take an apostrophe.

Sam held Sara’s cat. He held her cat. The cat was hers.

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

Anyone can attend.

Most indefinite pronouns are either singular or plural. An indefinite pronoun such as **all**, **any**, **most**, **none**, and **some** can be singular or plural, depending on the phrase that follows it. Indefinite pronouns used as subjects must agree in number with the verb. If a possessive pronoun has an indefinite pronoun as its antecedent, the two pronouns must agree in number.

**A. Using Possessive Pronouns**

Rewrite each sentence, replacing each underlined word or group of words with the correct possessive pronoun.

1. Madeline told her mother, “Madeline’s work is finished.”
   
   **My work is finished.**

2. Tanya and Maria said, “The coats are Tanya’s and Maria’s.”
   
   **The coats are ours.**

3. We told Seth and Hank, “Seth’s and Hank’s team won!”
   
   **Your team won.**

   
   **That idea is mine.**

5. “Can you see André’s face?” André asked slyly.
   
   **Can you see my face?**

**B. Using Indefinite Pronouns**

Underline the correct word in parentheses.

1. Everyone (wants, want) a part of the book to read aloud.

2. Neither (wants, want) to sit still for the painting.

3. (Is, Are) there many who will participate?

4. Several (raise, raises) their hands.
11.6 Reflexive and Intensive 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 are formed by adding -self or -selves to certain personal and possessive pronouns.

He blamed himself for the accident.

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

The president himself couldn’t have stated it better.

Reflexive and intensive pronouns should never be used as the subject of a sentence.

A. Identifying Reflexive and Intensive Pronouns

Underline each reflexive or intensive pronoun. Then write the pronoun or noun to which the reflexive or intensive pronoun refers.

1. She told herself not to be frightened by the scratching sounds. _____________________

2. He awoke when he heard himself snoring. _____________________________________

3. The race itself lasted only about fifteen minutes._________________________________

4. Sandy, Jack, and Ursula assured themselves they would finish on time. _______________

5. The dog scratched itself vigorously behind the left ear. ________________

B. Writing with Reflexive or Intensive Pronouns

Rewrite the following sentences, inserting reflexive or intensive pronouns where appropriate. Then write whether the pronoun you inserted is reflexive or intensive. Possible answers are given.

1. I wondered what the title of the story meant. ________________________________
   I myself wondered what the title of the story meant. intensive

2. Diandra gave a donation to the homeless shelter. ______________________________
   Diandra herself gave a donation to the homeless shelter. intensive

3. Cassandra bought a new pair of shoes. ________________________________
   Cassandra bought herself a new pair of shoes. reflexive

4. All of the students pushed to read more books. ________________________________
   All of the students pushed themselves to read more books. reflexive

5. They wanted to win the reading contest. ________________________________
   They themselves wanted to win the reading contest. intensive
A. Identifying Interrogative and Demonstrative Pronouns

Underline each interrogative or demonstrative pronoun. Indicate whether it is an interrogative or demonstrative pronoun by writing I or D in the space provided.

1. Which of the movies did you rent? _____
2. Whom are you going to meet? _____
3. These keep my hands very warm when I’m outside. _____
4. That was not my purpose! _____
5. Who’s going to volunteer at the soup kitchen? _____
6. Whose are these? _____

B. Using Interrogative and Demonstrative Pronouns

Underline the correct word in parentheses.

1. (Whose/Who’s) mother is waiting in the lobby?
2. (This/These) are what we were supposed to read.
3. To (who/whom) did you address the envelope?
4. Does (this/these) ring a bell?
5. (That/Those) are my mittens.
6. (Who’s/Whose) heart was broken?
7. (Which/What) of the two desserts did you choose?
8. (Who/Whom) did the doctor treat?
**Key Information**

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

*Juicy* pears are my favorites.

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

The sky is **blue**.

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *The* is a **definite article** because it identifies specific people, places, things, or ideas. *A* and *an* are **indefinite articles** because they refer to one of a group of general people, places, things, or ideas.

*The* apple tasted good.  
*An* apple each day is good for you.

A **proper adjective** is formed from a proper noun.

*I* like **Oregon** apples the best.

---

**A. Identifying Types of Adjectives and Articles**

In the following sentences write whether the underlined word is an **adjective**, **proper adjective**, **definite article**, or **indefinite article**. Then write the noun modified by the adjective.

1. The red-haired boy waved from the wagon. **definite article, red-haired boy**
2. He said his grandmother was **Italian**. **proper adjective, grandmother**
3. I thought I saw a snowflake fall this morning. **indefinite article, snowflake**
4. The **fierce** lion leaped to the front of his cage. **adjective, lion**
5. I waited for an **hour** at the corner. **indefinite article, hour**

**B. Writing with Adjectives**

Expand the following phrases by rewriting them in complete sentences. Add at least one article and one adjective or proper adjective to each, and rearrange the words as you wish. *Sentences will vary.*

1. Nobody knows ________________________________________________________
2. The movie was _________________________________________________________
3. Whatever Michael said __________________________________________________
4. Summer in Mexico ______________________________________________________
**Grammar Practice**

**12.3–4 | Comparative, Superlative, and Demonstrative Adjectives**

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**Key Information**

The **comparative form** of an adjective compares two things.

She is **taller** than he is.

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

She is the **tallest** girl in class.

Add *more* or *most* before most adjectives of two or more syllables to form comparative and superlative adjectives. Do not use *more* or *most* before adjectives that already end with *-er* or *-est*. This is called a double comparison.

His report is the **most interesting**.

Some adjectives have **irregular comparative** and **superlative forms**.

The storm is **worse** now than it was earlier. It is the **worst** storm I’ve ever seen.

**Demonstrative adjectives** point out something and describe nouns by answering the question *which one?* or *which ones?* *This, that, these, and those* can be used as demonstrative adjectives or demonstrative pronouns.

---

**A. Using Comparative and Superlative Adjectives**

Use the correct comparative or superlative form of the adjective in parentheses. Write your answers in the space provided.

1. His poem was the (musical) one in the class. **most musical**
2. She told the (good) stories I had ever heard. **best**
3. Eva is the (loyal) friend I have ever had. **most loyal**
4. Michael’s ideas were the (brilliant) I had heard. **most brilliant**
5. The story became (hilarious) each time she told it. **more hilarious**

---

**B. Using Demonstratives**

Circle the correct demonstrative in parentheses for each sentence.

1. She had heard (that, those) promises before.
2. (That, These) socks are too droopy!
3. (This, Those) casserole tastes delicious.
4. I saw (them, those) people at the play.
5. (These, Those) people standing beside me are my parents.
12.5 Adverbs

Key Information

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

- The choir sang too loudly. [modifies verb]
- The painting was quite old. [modifies adjective]
- His paintings were exhibited very rarely. [modifies adverb]

An adverb modifying an adjective or another adverb usually comes before the word it modifies. When it modifies a verb, it can be in various places in the sentence. Many adverbs are formed by adding -ly to adjectives, but not all adverbs end in -ly.

Flowers were blooming everywhere. It will arrive soon.

A. Identifying Adverbs

Write the adverb in each sentence, followed by the word it describes.

1. She was certainly an effective speaker. certainly, was
2. I ran quickly home and told Mother what had happened. quickly, ran
3. An incredibly tall person blocked my view. incredibly, tall
4. She carefully chose her words before speaking. carefully, chose
5. Very friendly people are common at our school. Very, friendly
6. She was extremely upset about the delay. extremely, upset

B. Writing Adverbs

Rewrite the following sentences, adding at least one adverb to each. Sentences will vary.

1. The team ran to the door of the gym. __________________________________________
   __________________________________________
2. She spoke, and everyone listened to her ideas. ________________________________
   __________________________________________
3. They sat down to dinner and refused dessert. ________________________________
   __________________________________________
4. The dog ambled on its leash, ignoring the path. ______________________________
   __________________________________________
5. Our class awaited the results of the test. ____________________________________
### 12.6 Comparative and Superlative Adverbs

#### Key Information

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

I responded **better** to her speech the second time I heard it.

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

I responded **best** after hearing it several times.

Long adverbs require the use of *more or most*.

They answered **more obligingly** today than yesterday.

Packages delivered by air arrived **most speedily**.

Shorter adverbs need *-er or -est* as endings.

Her plane soared the **highest** of all.

#### A. Using Comparative and Superlative Forms

In each sentence use the correct comparative or superlative form of the adverb in parentheses. Write your answers in the space provided.

1. We arrived (early) than the rest of the crowd. ________________
2. I understood the equation (clearly) than I had before. ________________
3. You drew the lines (straight) than I did. ________________
4. Billie hurdles (fast) than anyone else on the track team. ________________
5. She talked even (rapidly) than the TV announcer. ________________

#### B. Writing Comparative and Superlative Forms

Write sentences using the comparative and superlative forms for each of these adverbs: *badly, quietly, hungrily, slowly.*

1. ____________________________________________________________

   Sentences will vary.

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________
Avoiding Double Negatives

Key Information

Negative words express the idea of “no.” Some negative words are never, nobody, no one, and none. Avoid using a double negative—two negative words—in the same sentence.

You don’t owe me nothing. [incorrect]

Correct a double negative by removing one of the negative words or replacing one with an affirmative word. Affirmative words express the idea of “yes.” Ever, anybody, someone, and anywhere are examples of affirmative words.

You don’t owe me anything. [correct]

A. Using Negatives Correctly

Choose the correct word or words in parentheses and write your answers in the space provided.

1. I don’t want (none, any) of those sprouts in my salad. __________________________

2. She didn’t feel like addressing (no, any) more envelopes. __________________________

3. The bus wasn’t (nowhere, anywhere) near the art museum. ________________________

4. Hardly (anyone, no one) had arrived at 8:00 A.M. ________________________________

5. They (could, couldn’t) hardly be held responsible. ________________________________

6. Wasn’t (nobody, anybody) at home when you called? ____________________________

B. Writing with Negatives

Make the words on the left into contractions. Then use each in a sentence with the affirmative word beside it on the right.

1. (cannot, ever) can’t ever

2. (will not, always) won’t always

3. (were not, anything) weren’t anything

4. (is not, anyone) isn’t anyone
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.

I heard a knock **at** the door.

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**.

I heard a knock **at the door**.

A. Identifying Prepositional Phrases

Underline the prepositional phrases in the sentences below, and circle the prepositions.

1. Beyond **the tree line**, I spotted my kite.
2. In addition to **spelling**, we checked grammar and punctuation.
3. According to **my records**, the book is overdue.
4. The cat was lying **across from** the hamster.

B. Identifying the Objects of Prepositions

Read the sentences in Part A again. Identify the object of the preposition in each prepositional phrase and write your answers in the space provided.

1. **line**
2. **spelling**
3. **records**
4. **hamster**

C. Writing Prepositional Phrases

Write sentences using each of the following prepositions. Underline the prepositional phrase in each sentence, and draw a second line under the object of the preposition.

1. (near) ___________________________________________________________________
   Sentences will vary.

2. (toward) ___________________________________________________________________

3. (according to) ___________________________________________________________________

4. (because of) ___________________________________________________________________
A. Using Pronouns as Objects of Prepositions

In these sentences change the underlined word or words to the correct form of the object pronoun. Write the object pronouns in the space provided.

1. They waved to Sandra and Elizabeth as they drove by. ____________________

2. Everyone said to Carlos and me that we were sure to win. ____________________

3. I asked Charlotte to go with Richard and me. ____________________

4. My cousins traveled with Richard to Mexico City. ____________________

5. They wanted to send a post card to you and Terri. ____________________

6. The baby smiled at William all day long. ____________________

7. Give the travel book to Judith and her. ____________________

8. Judith knows a great deal about Sandra, although they haven’t met. ____________________

B. Writing Pronouns as Objects of Prepositions

Write five sentences with compound objects consisting of a noun of your choice combined with these prepositional phrases: to whom, of whom, at me, by them, toward her.

1. ____________________
   Sentences will vary.

2. ____________________

3. ____________________

4. ____________________

5. ____________________
13.3 **Prepositional Phrases as Adjectives and Adverbs**

**Key Information**

A prepositional phrase that modifies, or describes, a noun or a pronoun is an **adjective phrase**.

A pearl of **great value** hung from her neck.

A prepositional phrase that modifies, or describes, a verb, an adjective, or another adverb is an **adverb phrase**. Adverb phrases tell **when, where, or how**.

We looked **inside the box**. [describes a verb]
The box looked interesting **to us**. [describes an adjective]
Luckily **for me** the vocabulary test was easy. [describes an adverb]

**A. Identifying Adjective and Adverb Phrases**

Underline the prepositional phrase in each sentence. In the space provided write whether it is an adjective phrase or an adverb phrase.

1. The puppy ran **out the open door**. **adverb**
2. The guests received small baskets of **fruit**. **adjective**
3. She arrived with her **suitcases**. **adverb**
4. **Throughout the night** he tossed and turned. **adverb**
5. Within minutes the police arrived. **adverb**
6. **Outside the kennel** we couldn't hear a sound. **adverb**
7. A cat from the alley gobbled the cheese. **adjective**
8. I saw some tourists **without their luggage**. **adjective**

**B. Writing Adjective and Adverb Phrases**

Write four sentences, each containing an adjective or adverb phrase. Underline the adjective or adverb phrase in each sentence.

1. ______________________ **Sentences will vary.**
2. ______________________
3. ______________________
4. ______________________
A coordinating conjunction is a single word used to connect parts of a sentence. These words are coordinating conjunctions: and, but, or, for, nor. Correlative conjunctions are pairs of words used to connect words or phrases in a sentence. These words are correlative conjunctions: both . . . and, either . . . or, neither . . . nor, not only . . . but also.

A conjunctive adverb may be used instead of a correlative or coordinating conjunction to join the simple sentences in a compound sentence. Use a semicolon with a conjunctive adverb when it is used to join simple sentences in a compound sentence. Some conjunctive adverbs are however, consequently, therefore, and likewise.

A. Using Coordinating and Correlative Conjunctions

Each of the following sentences is missing a coordinating conjunction or a pair of correlative conjunctions. Fill in the blanks, using the correct conjunctions.

1. I would have gone, ________________ I was sick.
2. __________ Both ________ Anne ________ and ________ Michael won first place.
3. I admitted that __________ both ________ Sandy ________ and ________ I had been there.
4. You can read __________ or __________ nap, whichever you prefer.
5. __________ Not ________ only ________ Sam ________ but ________ __________ also ________ Okida will be there.
6. Li-ming promised to bring __________ bread __________ or __________ buns.
7. Which would you prefer, peaches __________ or __________ crackers?
8. We shouted, __________ but __________ apparently you didn’t hear us.

B. Using Conjunctive Adverbs

Select one of the following conjunctive adverbs to use correctly in the sentences below: therefore, also, consequently, besides, however, moreover, still, likewise.

1. She ordered ice cream; I ordered it, __________ also.
2. They would arrive by nine; __________ moreover __________, they would bring a surprise.
3. I said no; __________ besides __________, it’s too late to go anyway.
4. He missed the exam; __________ consequently __________, he had to take a makeup test.
5. The bread dough is too sticky; it must, __________ therefore __________, be kneaded.
13.7 Finding All the Parts of Speech

Key Information

The **part of speech** of a word depends on the job the word performs in the sentence. An **interjection** expresses strong feelings. A **proper noun** names a specific person, place, or thing. A **common noun** names a person, a place, or a thing. A **pronoun** takes the place of a noun. An **action verb** names an action. A **linking verb** links two other words. An **adverb** describes a verb, an adjective, or another adverb. An **adjective** describes a noun or a pronoun. A **conjunction** joins two simple sentences or other parts of sentences. A **preposition** relates a noun or a pronoun to some other word in a sentence.

A. Identifying Parts of Speech

Identify the part of speech for each underlined word.

1. I saw him standing **beside** my sister.
   - **pronoun**; **preposition**

2. Alicia **insisted** that we join **them** for lunch.
   - **verb**; **pronoun**

3. Oh! I need to tell you something.
   - **interjection**

4. She was an **amazingly** accurate **speller**.
   - **adverb**; **noun**

5. Together, they watched the **crimson** **sunset**.
   - **adjective**; **noun**

B. Using the Parts of Speech

Write a sentence at least six words long. List each word in the space provided and identify its part of speech in the sentence.

Sentence: ____________________________  **Sentences will vary.**

Parts of Speech:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
A simple sentence has one complete subject and one complete predicate.

The girls’ softball team won the championship.

A compound sentence contains two or more simple sentences joined by a conjunction, a conjunctive adverb, or a semicolon. Each simple sentence is called a main clause. A main clause has a subject and a predicate and can stand alone as a sentence.

The team won the championship; it was a close game.

A complex sentence consists of a main clause and one or more subordinate clauses. A subordinate clause has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence.

I wanted to go to the game since I knew it was the championship.

### A. Identifying Simple, Compound, and Complex Sentences

In the space provided tell whether each sentence is simple, compound, or complex.

**simple** 1. Sharon and Elizabeth walked to the mall together.

**complex** 2. When we left home, the rain was heavy.

**compound** 3. He understood the lecture; I didn’t.

**complex** 4. I wonder whether they will serve refreshments.

**compound** 5. I weeded the garden, and Maria pruned the bushes.

### B. Composing Compound Sentences

Combine the following pairs of sentences to form compound sentences. Use a coordinating conjunction, a conjunctive adverb, or a semicolon. Add punctuation where needed. Possible answers are given.

1. The Mississippi River is the longest river in the United States. It is not the longest in the world.

   The Mississippi River is the longest river in the United States; it is not the longest in the world.

2. The Mississippi transports many barges loaded with freight. It’s an important waterway in the United States.

   The Mississippi transports many barges loaded with freight; therefore, it’s an important waterway in the United States.
Grammar Practice

14.3–4 Adjective Clauses

Key Information

An adjective clause is a subordinate clause that modifies, or describes, a noun or a pronoun in the main clause of a complex sentence. It is usually introduced by a relative pronoun.

The bike that is parked outside belongs to Sarah.

An essential clause is an adjective clause that is necessary to make the meaning of the sentence clear. Do not use commas to set off an essential clause from the rest of the sentence.

The man who is sitting on the bench is my uncle.

A nonessential clause is an adjective clause that is not necessary to make the meaning of the sentence clear. Use commas to set off a nonessential clause from the rest of the sentence.

The book, which is on the shelf, was my mother’s.

A. Identifying Adjective Clauses

Underline once the adjective clause in each sentence, and underline twice the noun that each clause modifies. Write whether the clause is essential (E) or nonessential (N).

1. The dog wanted to eat the food that was on my plate.
   - E

2. She asked her aunt, whose car was nearby, for a ride to the soccer game.
   - N

3. He is the swimmer who holds the team’s freestyle record.
   - E

4. He opened his presentation with a comment that made the audience laugh.
   - E

5. She lives in an apartment that has a wonderful view of the city square.
   - E

6. Mrs. Willers, who is my great-aunt, enjoyed the festivities.
   - N

B. Identifying and Punctuating Clauses

On a separate sheet of paper, write complex sentences by adding essential or nonessential adjective clauses where indicated. Be sure to use correct punctuation when adding the clauses. Sentences will vary.

1. The circus (essential clause) was the Barnum & Bailey.
2. The teachers (essential clause) are patient.
3. The author (nonessential clause) visited our class.
4. The mime troupe (essential clause) will perform first.
5. Our house (nonessential clause) is for sale.
Key Information

An **adverb clause** is a subordinate clause that often modifies, or describes, the verb in the main clause of a complex sentence. It may tell **how, when, where, why, or under what conditions** the action occurs. An adverb clause begins with a **subordinating conjunction**, such as **after, although, because, if, since, unless, until, when, or whenever**.

I read about the Sargasso Sea **because I am interested in geography**.

If an adverb clause introduces a sentence, use a comma after the clause.

**Because I am interested in geography**, I read about the Sargasso Sea.

A. Identifying Adverb Clauses

Underline once the adverb clause in each sentence, and underline twice the verb that the clause modifies.

1. *If you sail in the Atlantic Ocean, you may find* the Sargasso Sea.

2. *Although no land marks its boundaries, ship captains recognize* the Sargasso.

3. *Sailors know the Sargasso Sea because it has slow ocean currents and large patches of seaweed*.

4. *Since it grows small air sacs resembling grapes, the seaweed floats on the ocean’s surface*.

B. Writing Adverb Clauses

Rewrite each sentence, adding an introductory adverb clause that begins with one of the following subordinating conjunctions. Remember to add a comma after the introductory clause. **Sentences will vary**.

1. *We went promptly home*.

2. *I ate a hearty breakfast and brushed my teeth*.

3. *The sky turned a clear, fine blue*.

4. *They leave the packages outside the door*.
A noun clause is a subordinate clause used as a noun. The clause can be used in the same ways that you use a noun: as a subject, a direct object, an object of a preposition, or a predicate noun.

Marcus hopes that his friend can visit. [Noun clause used as a direct object]

**A. Identifying Noun Clauses**

Underline the noun clause in each sentence. In the space provided write whether the clause is used as a subject (S), predicate noun (P), direct object (D), or object of a preposition (O).

1. Walter usually has an answer for whatever you might ask.  
   **O**
2. We noticed that the crocuses were blooming.  
   **D**
3. Did you know that the gavotte began as a lively kissing dance?  
   **D**
4. This little Italian restaurant is where my parents met.  
   **P**
5. The telescope is useful for whoever likes to look at craters on the moon.  
   **O**
6. Why dinosaurs disappeared is still a mystery.  
   **S**

**B. Writing Noun Clauses**

Write one sentence using each of the following groups of words as a noun clause.

1. (what interests me) ______________________  
   Sentences will vary.

2. (where the sun is shining) ______________________

3. (what the score was) ______________________

4. (how an automobile works) ______________________
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 *-ed* to a verb. Both verb forms can be used as the main verb in a verb phrase or as an adjective.

- The girl is **passing** the ball.   The **tiring** exam is finally finished.
- The girl has **passed** the ball.   The **tired** students are smiling.

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

- The girl **passing the ball** is Pat.

A. Identifying Participles

Underline the participle in each sentence, and write whether it is used as an **adjective** or **main verb**.

1. Math can be an exciting subject. **adjective**
2. She has **participated** for years in the fund drive. **main verb**
3. They are **hoping** that he will attend our school. **main verb**
4. Have your ideas about hobbies **changed** recently? **main verb**
5. Raina pins the **gathered** stitches. **adjective**

B. Writing Participial Phrases

Write four sentences in the space provided. Use a present participle, past participle, or participial phrase in each sentence. Underline the participle or the participial phrase.

1. ________________________________________________________________
   Sentences will vary.

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________
Name ................................................................. Class .............................................. Date ................................

15.2 Gerunds and Gerund Phrases

Key Information
Verb forms with -ing endings can serve as the main verb in a verb phrase, as adjectives, or as nouns. When a verb form ending in -ing is used as a noun, it is called a gerund. A gerund can serve as a simple subject, a direct object, or an object of a preposition.

Swimming develops grace. [subject]
The team enjoys swimming. [direct object]
They stay fit by swimming. [object of a preposition]

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

A. Identifying Verbals and Gerunds
Write whether the underlined word in each sentence is used as a gerund or as a main verb. If it is a gerund, write whether it is used as a subject, a direct object, or an object of a preposition.

1. Winning is the most important thing to that team. __________ gerund; subject
2. They are definitely losing that game! __________ main verb
3. Scoring is high on my list of immediate goals. __________ gerund; subject
4. They tried scoring but got nowhere. __________ gerund; direct object
5. Thinking should be the step before doing. __________ gerund; object of a preposition

B. Writing with Gerunds
Write sentences using each of the words in parentheses as a gerund.

1. (playing) __________________________ Sentences will vary.
2. (singing) __________________________
3. (running) __________________________
4. (remembering) _____________________
5. (dreaming) _________________________

Grammar Practice Workbook, Grade 8, Unit 15

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15.3 Infinitives and Infinitive Phrases

**Key Information**

An **infinitive** is formed by combining the word *to* with the base form of a verb. It is often used as a noun in a sentence. An infinitive can be used as the subject of a sentence or as the direct object of an action verb.

- **To see** is to understand. [subject]
  - Everyone jumps up and tries to see. [direct object]

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

- A spectator always tries to see what’s happening.

**A. Identifying How Infinitives Are Used**

Underline each infinitive and write whether it is used as a **subject** or as a **direct object**.

1. **To swim** well requires great discipline. **subject**

2. They tried to practice. **direct object**

3. The animals all tried to escape. **direct object**

4. The children wanted to play. **direct object**

5. He said he didn’t mean to snap. **direct object**

6. **To jog** requires free time. **subject**

7. **To laugh** is the best medicine. **subject**

8. Elizabeth wanted very much to attend. **direct object**

**B. Writing Infinitive Phrases**

Write four sentences that contain infinitives or infinitive phrases. Underline the infinitives and infinitive phrases.

1. **Sentences will vary.**

2. 

3. 

4. 

Name ____________________________ Class ____________________________ Date ____________________________
16.1,5 Making Subjects and Verbs Agree

Key Information

Subjects and verbs in sentences must agree in number. A singular subject calls for a singular form of the verb. A plural subject calls for a plural form of the verb. Compound subjects require either a singular or a plural verb, depending on how the parts of the subjects are joined.

China, India, and the United States grow wheat. [plural]
Neither Canada nor France grows as much wheat as India. [singular]

A. Identifying Subject and Verb Agreement

Underline the correct form of the verb in parentheses.

1. Miguel (plants, plant) many vegetables in his garden.
2. Stephan and Derek often (helps, help) him care for the garden.
3. When the plants are ripe, Miguel (chooses, choose) the nicest ones to eat.
4. Mr. and Mrs. Sanchez (prepares, prepare) delicious meals with his plants.
5. Sandra (grow, grows) flowers and herbs in her garden.
6. The flowers (attract, attracts) various butterflies and bees.
7. Sandra’s favorite herbs (is, are) lavender, rosemary, and sage.
8. Mr. and Mrs. Sanchez (use, uses) different herbs from Sandra’s garden when they (cook, cooks).
9. Both Stephan and Derek often (join, joins) the Sanchezes for dinner.
10. The official taste-tester and table-setter (is, are) Miguel.

B. Using Subject and Verb Agreement

In the space provided write the correct form of the verb in parentheses.

1. Each Saturday, Tamika and Louise _______ go _______ for a walk on the beach. (go)
2. Sometimes they _______ play _______ a game of volleyball, too. (play)
3. Tamika often _______ brings _______ her dog, Punkin. (bring)
4. Louise _______ packs _______ a picnic basket for lunch. (pack)
5. Paul and Andrew, Louise’s brothers, _______ want _______ to tag along. (want)
6. Tamika _______ says _______ she does not mind. (say)
7. It _______ feels _______ a little chilly outside today. (feel)
8. The sun _______ peeks _______ through the clouds occasionally. (peek)
16.2 Problems with Locating the Subject

**Key Information**

Sometimes the subject of a sentence is hard to find. In many sentences beginning with a prepositional phrase and in those beginning with *Here* and *There*, look for the subject after the verb.

> In the garden are lovely roses. Here is one of my favorites.

In questions the subject is often located between the auxiliary verb and the main verb. To help find the subject, rearrange the sentence so that the subject comes first.

> Have we thanked the gardener? We have thanked the gardener.

**A. Identifying the Correct Verb Form**

Underline the correct form of the verb in parentheses.

1. The clocks on the wall *(is, are)* set for different time zones.
2. Across the field *(runs, run)* a talented football player.
3. There *(sits, sit)* my favorite park bench.
4. *(Does, Do)* birds still nest in these trees?
5. Here in this park *(lives, live)* many birds and squirrels.
6. The telephone in my house *(rings, ring)* several times a day.
7. Up in the tree *(is, are)* a squirrel’s nest.
8. Just over the hill *(grow, grows)* the great white oak tree.
9. Under the house’s eaves *(roost, roosts)* a mourning dove.
10. In his burrow *(was, were)* a store of nuts and seeds.

**B. Using the Correct Verb Form**

Underline the correct verb form in parentheses.

1. Here *(is, are)* the magazines you wanted to read.
2. Under the sea *(lurk, lurks)* many unusual creatures.
3. *(Do, Does)* our team play today?
4. The fans in the stadium *(cheers, cheer)* loudly.
5. The captain of the team *(provide, provides)* leadership.
6. Do you *(knows, know)* which play could win the game?
A collective noun, which names a group, calls for a singular verb when it stands for a group that acts as a unit. A collective noun calls for a plural verb when the noun shows that each member of the group acts as an individual. A title of a book or work of art is considered singular.

The cast of the play are signing autographs.
Seven Brides for Seven Brothers is an enjoyable musical film.

Some indefinite pronouns are singular, some are plural. Some can be either singular or plural. A general rule to determine whether to use a singular or plural verb is to think about the meaning of the phrase that follows the indefinite pronoun subject.

All of the muffins are gone. All of the punch is gone.

A. Identifying Special Subjects and Their Verbs

Underline the correct form of the verb in parentheses.

1. Historians (believe, believes) that Calvin Coolidge (was, were) a quiet man.
2. Everyone (has, have) his or her own opinion.
3. Playwrights (turns, turn) ordinary events into entertaining dramas.
4. Pride and Prejudice (is, are) a book by Jane Austen.
5. Some of the spectators (wish, wishes) the parade would start early.
6. Mathematics (is, are) one of Jackie’s best subjects.
7. Seven years (has, have) passed since Tom graduated from high school.
8. Some (says, say) that history (teaches, teach) lessons.

B. Using the Correct Verb Form

Fill in the blank with the correct form of the verb in parentheses.

1. Does anyone ______ know ______ what time the play will start? (know)
2. Many tourists ______ enjoy ______ Broadway shows. (enjoy)
3. Several ______ think ______ musicals are fun to watch. (think)
4. Others ______ prefer ______ the slapstick humor of comedies. (prefer)
5. Two years ______ have ______ passed since we saw that play. (have)
6. The acting troupe ______ live ______ in different cities. (live)
7. The orchestra ______ plays ______ concerts in many cities. (play)
8. Nobody ______ wants ______ the vacation to end. (want)
### A. Choosing the Correct Word

Underline the correct word or words in parentheses.

1. (Bring, Take) me the picture you painted last week.
2. The judges might (choose, chose) it for the art contest.
3. (Lay, Lie) it on the table so that everyone can see it.
4. (Many, Much) of the contestants are submitting two works of art.
5. (Their, They’re) all hoping to win a prize.
6. (Who’s, Whose) painting will win first place?

### B. Identifying Troublesome Words

Underline the correct word in parentheses.

1. Everyone (accept, except) Marla enjoyed the art show.
2. She was (all ready, already) to leave at seven o’clock.
3. (Its, It’s) a shame she missed the mime troupe.
4. (Their, They’re) performance preceded the awards ceremony.
5. Marla would not even wait for the curtain to (rise, raise).
6. (Theirs, There’s) a lot to see if one is patient.
7. (Less, Fewer) students attended than I expected.
8. Marla thought the show was (to, too) boring.
**Grammar Practice**

**19.1–2  Capitalization I**

**Key Information**

A capital letter is used at the beginning of a sentence, a direct quotation, and the salutation and closing of a letter.

The man said, “Please let me borrow the key.”

Dear Ms. Delgado, Sincerely, Carmelo Colon

Proper nouns are also capitalized. A proper noun names a particular person, place, or thing.

The key opens the gate of the Veteran’s Memorial Garden donated by Mrs. Calhoun in memory of her husband.

**A. Capitalizing Sentences, Quotations, and Proper Nouns**

Write each sentence. Use capital letters where needed.

1. pedro wants to be a pilot. ______________________________________________________

   Pedro wants to be a pilot.

2. he says, “flying is the greatest feeling in the world.” _________________________________

   He says, “Flying is the greatest feeling in the world.”

3. michaela replies, “you are a dreamer, pedro.” ______________________________________

   Michaela replies, “You are a dreamer, Pedro.”

4. “i am really going to fly,” he tells her. ____________________________________________

   “I am really going to fly,” he tells her.

5. “i am going to learn to fly an airplane,” pedro explains. ________________________________

   “I am going to learn to fly an airplane,” Pedro explains.

**B. Using Capital Letters**

Write the following letter on a separate sheet of paper. Use capital letters where needed.  Capital letters are underlined.

dear aunt sue,

i am really enjoying my spring vacation. yesterday, miki and i went to the aquarium to see some unusual sea creatures. then we went to the park to play softball with our friends. today we are going to an international festival downtown. we hope to try food from different parts of the world. miki said, “this is the best festival our city has.” i hope she is right. i will write again to tell you about it.

sincerely,

pat
Key Information

Names of places, whether used as nouns or adjectives, are capitalized. Articles or prepositions used as parts of geographic names are not capitalized, however.

- District of Columbia
- Rio de la Plata

Other proper nouns, such as names of organizations, historical events, and documents, are capitalized as well.

- Modern Language Association
- the Constitution

Months, days of the week, and holidays are also capitalized, as are the names of ethnic groups and languages.

We celebrate Thanksgiving Day on the last Thursday in November. In Russian schools, children learn the Cyrillic alphabet.

A. Capitalizing Proper Nouns and Adjectives

Write each sentence, using capital letters where needed. If the sentence has no errors, write correct. Letters that should be capitalized are underlined.

1. I have a pen pal who lives in Japan. __________________________

2. Her name is Tamika, and she writes me often. correct __________________________

3. I write to her about my home in Columbus, Ohio, and my friends at Jefferson Middle School. __________________________

4. Tamika’s family is planning a trip to the United States in July. __________________________

B. Using Capital Letters

Write the following paragraph, using capital letters where needed. Use a separate sheet of paper. Letters that should be capitalized are underlined.

My American history class is planning a trip to Washington, D.C. There are many important places we want to visit, including the White House, the Lincoln Memorial, and the Washington Monument. We also hope to see Arlington National Cemetery, the Pentagon, and the Kennedy Center for the Performing Arts. We will be traveling to Washington on Saturday, April 4, and returning on Friday, April 10. We are taking a book, The History Student’s Guide to Washington, D.C., to help us find everything.
20.1 Using the Period and Other End Marks

Key Information

The end mark you use depends on the type of sentence. A period is used at the end of a declarative or an imperative sentence.

I love skating. (declarative)
Call me. (imperative)

A question mark is used at the end of an interrogative sentence; an exclamation point is used at the end of an exclamatory sentence or after an interjection.

Do you want to go skating? (interrogative)
Skating is fun! (exclamatory)

Choosing the Correct End Mark

Add the correct end mark to each sentence, and then write declarative, imperative, interrogative, or exclamatory to indicate the type of sentence.

1. Earth is the third planet from the sun. declarative
2. Do you know which planet is closest in size to Earth? interrogative
3. What a beautiful sight it is! exclamatory
4. Can you see any other planets? interrogative
5. If you look carefully, you will see Mars. declarative
6. Have you read the newspaper today? interrogative
7. I was surprised to find so many interesting articles in it. declarative
8. One article outlines plans for the new amusement park. declarative
9. Of all the stories, which one did you like best? interrogative
10. What a strange picture that is! exclamatory
11. Bring the newspaper with you. imperative
12. I want to take the paper with me and show this picture to Edmund. declarative
13. He doesn’t subscribe to the newspaper yet, but I think he plans to order it next month. declarative
14. Are you staying after school, or are you planning to go straight home? interrogative
15. If you arrive at the meeting early, sign up to speak. imperative
16. What a struggle this has been! exclamatory
Grammar Practice

20.2 Using Commas I

Key Information

Commas are used to indicate a pause or separation between parts of a sentence. For instance, you use commas between items in a series, after introductory words and phrases, and after conjunctive adverbs.

Carol gathered paper, scissors, and glue. [items in a series]
Inspired by artist Henri Matisse, Carol began to make a collage. [introductory phrase]
However, the bell rang before she could finish it. [conjunctive adverb]

You also use commas to set off nonessential appositives, names used in direct address, and words that interrupt the thought of a sentence.

Pepper, the tallest horse in the stable, is easy to ride. [appositive]
Miriam, have you ever ridden a horse? [direct address]
Terence, as you know, is an expert rider. [interruption]

A. Identifying the Correct Use of Commas

Add commas where needed in each sentence.

1. Inspired by the fans the home team played extremely well. the fans, the home team
2. The score you will notice is in our favor. score, you will notice,
3. However there is still one quarter left in the game. However,
4. Greg O’Neill our star player is carrying the ball. O’Neill, our star player,
5. Consuela did you see him score that touchdown? Consuela,

B. Using Commas in Sentences

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

1. (between items in a series) _____________________________________________

2. (after two or more introductory prepositional phrases) _______________________

3. (to set off a name used in direct address) _________________________________

4. (to set off words that interrupt the flow of thought) ________________________

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20.3 Using Commas II

Key Information

Commas are used to separate clauses from the rest of the sentence. Use a comma before and, or, or but when they join main clauses.

Megan vacuumed the carpet, and Jerome dusted the furniture.

Also use a comma after an introductory adverb clause. Do not use a comma before an adverb clause that comes at the end of a sentence.

While their mother worked at the office, the children helped at home.

Commas set off an adjective clause when it is not necessary to the meaning of the sentence.

Megan and Jerome, who enjoy their chores, earn an allowance.

A. Identifying the Correct Use of Commas

Write each sentence. Add commas where needed.

1. Bridget likes to work in her garden but Taylor prefers taking long walks in the woods.
   garden, but

2. Unless it stops raining Taylor will have to cancel her walk today.
   raining, Taylor

3. The Mardones who live next door are building a new room on the back of their house.
   Mardones, who live next door,

4. Tina Mardone who is in my class at school wants to start a French club.
   Mardone, who is in my class at school,

5. Because we have many French students at our school I think it’s a good idea.
   at our school,

6. Louise is eager to join and Patrick will want to join, too.
   join, and

B. Using Commas with Clauses

Write a complete sentence that includes each clause listed below. Use commas correctly. Sentences will vary.

1. after the band played

2. whom I called last week

3. unless it rains

4. before you leave
20.4 Using Commas III

**Key Information**

Use commas before and after the year when the month and the day are also used.

The ocean liner sailed on January 20, 1991, for Bermuda.

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

It left from Miami, Florida, that day.

Use commas to set off an abbreviated title or degree following a person’s name, as well as to set off a direct quotation.

Sheila Heines, M.D., asked, “Have you been on a cruise before?”

Commas are used after the word too when it means “also.” Commas are also used where needed to prevent misreading. Use a comma after the salutation of a friendly letter and the closing of any letter.

**A. Identifying the Correct Use of Commas**

Add commas where needed.

1. This group gave its first concert September 26 1999 in Miami.  
2. Their tour included stops in Atlanta Georgia and New Orleans Louisiana.
3. Cynthia Durell Ph.D. suggested we attend this performance.
4. She said “This will be a once-in-a-lifetime event.”

**B. Using Commas**

Add commas where needed in the following letter.

Dear Enrico,

Today we went to the circus. It was lots of fun and my friend’s family was pleasant. Although I was tired from the trip, I had a nice time. My plane landed in Pittsburgh, Pennsylvania around noon. Jill and her family were waiting for me at the airport. Today is her mother’s birthday. She was born May 8, 1960 in Mexico City. Imagine that! Jill’s father is Robert Strang M.D. Her grandmother is a doctor too. When Jill said, “You are like part of the family,” she meant it. I will write again soon.

Yours truly,

Maria
**Grammar Practice**

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

## 20.5 Using Semicolons and Colons

### Key Information

**Semicolons** are used to join the parts of a compound sentence when there is no coordinating conjunction or when the main clauses are subdivided by commas. Semicolons are also used to separate main clauses joined by a conjunctive adverb.

Larry prepares the salad; Laquetis packages it for the customers.

The castle appeared dark and gloomy; nevertheless, tourists waited to go inside.

**Colons** are used to introduce a list of items ending a sentence and to separate the hour and minute when writing the time of day. A colon is also used after the salutation of a business letter.

The following items are on the menu: caesar salad, tabouli, tortellini salad, and cole slaw.

The bell rings at 8:15 A.M.

### Using Semicolons and Colons

Add semicolons or colons where needed.

1. Teddy Roosevelt was the youngest man to become president John Kennedy was the youngest man to be elected president.

2. These are the items Mom needs from the store milk, bread, eggs, and bananas.

3. Last year we planted carrots, beans, and lettuce furthermore, this year we are planting flowers, too.

4. Her plane departs at 235 tomorrow afternoon.

5. We left home separately however, we all arrived at the same time.

6. The test is scheduled for 800 A.M. tomorrow I still have some studying to do.

7. The play begins at 730 P.M.

8. The following students are in the cast Gretchen, Steven, Yuri, and Dominique.

9. Though the story is a familiar one, the production is new I have never seen such creative costumes and sets.

10. We were expecting to be home by now however, the play ran long.

11. It was 1015 P.M. when we finally arrived.

12. Everyone was tired nevertheless, we enjoyed the show.
Using Quotation Marks and Italics

**Key Information**

Use **quotation marks** before and after a direct quotation. Commas should separate the quotation from the rest of the sentence. All end marks should be placed inside the quotation marks except for question marks and exclamation points that refer to the entire sentence.

Before the assembly began, Calla asked, “Where do you want to sit?”

“He’s sit in the front row,” I replied, “near the speaker.”

Do you think Craig was serious when he said, “I’d never sit there”?  

Quotation marks are also used for the title of a short story, an essay, a poem, a song, a magazine or newspaper article, or a book chapter. Use **italics** (underlining) for the title of a book, a play, a film, a television series, a magazine, or a newspaper.

The speaker read the short story “Traveling,” which had first appeared in *The New Yorker* magazine.

**A. Punctuating Titles**

Insert quotation marks, or underline the titles in the following sentences.

1. I am writing a book report on *Mansfield Park*.
2. We sang “Happy Birthday” when Nicole arrived at the surprise party.
3. “The Dawn of the Industrial Age” is the most interesting chapter in our history book.
4. My parents read either *Newsweek* or *Time* every Sunday morning.
5. One article, “How to Increase Your Vocabulary,” caught my eye.

**B. Using Quotation Marks and Italics**

Add quotation marks and underlining for italics where needed.

1. Did you read *Huckleberry Finn*? Sven asked.
2. “Yes,” Laurie replied, “I liked it better than *Tom Sawyer.*”
3. “I found some of the words hard to read,” Sven said.
4. “There is a chapter in our literature book about understanding dialects. Maybe it will help,” Laurie told him.
5. Sven said, “I saw a play with dialects called *My Fair Lady.*”
20.7–8 Using Apostrophes, Hyphens, Dashes, and Parentheses

Key Information

An apostrophe is used to show possession, to replace missing letters in a contraction, and to indicate the plural of letters, numbers, or words when they refer to themselves.

Dan’s handwriting won’t improve until he crosses his t’s and dots his i’s.

Hyphens are used to show division of words at the end of a line and to connect the parts in compound numbers, in certain compound nouns, and in compound modifiers when they precede the word modified.

Twenty-one students received well-earned awards.

Dashes are used to show a sudden break or change in thought or speech. Parentheses set off material that is not part of the main statement.

Sydney Miller—she is also the class president—won the award for calligraphy (an elegant form of handwriting) in the art category.

A. Using Apostrophes

Add apostrophes where needed in the sentences below.

1. My little sister is in the children’s reading room at the library.
2. The girls’ basketball team is undefeated this season.
3. Everyone’s opinions were taken into consideration.
4. Mississippi has four i’s, four s’s, and two p’s.

B. Using the Hyphen, Dash, and Parentheses

Rewrite each sentence. Use hyphens, dashes, and parentheses where needed.

1. There were twenty seven floats and eight bands in the parade. ______________________________
   There were twenty-seven floats and eight bands in the parade.

2. The television news crew a reporter and photographer came to report on the parade. ___
   The television news crew (a reporter and photographer) came to report on the parade.

3. Carol’s sister in law is a broadcast journalist. ______________________________
   Carol’s sister-in-law is a broadcast journalist.

4. The weather my grandmother always comments on the weather turned sunny. ______
   The weather—my grandmother always comments on the weather—turned sunny.
20.9-10 Using Abbreviations and Writing Numbers

### Key Information

Abbreviations can be used for a person’s title, academic degrees, organizations, time, calendar items, units of measure, street names, and states.

Ginger Vonneman, Ph.D., is a member of the AMA.
She lives at 119 Franklin Ct., Jupiter, FL 33458.

Numbers are spelled out in cases where they can be written in one or two words, when they begin a sentence, when writing about a general time of day, and when using ordinal numbers. Numerals are used for large numbers (more than two words when spelled out), for related numbers used in the same sentence, for exact time, for dates, and for other specific references, such as house and telephone numbers.

The meeting began at seven o’clock; twenty-one members were there. 
Ginger reported receiving 121 donations before she adjourned the meeting at 8:23 P.M.

---

### A. Using Abbreviations

Write each sentence, using abbreviations wherever possible.

1. Mister Jarvis Watson Junior is joining the National Aeronautics and Space Administration. _____________________________________________________  
   Mr. Jarvis Watson Jr. is joining NASA.

2. The shuttle was launched at 12:10 in the afternoon on Tuesday, March 17. ________________
   The shuttle was launched at 12:10 P.M. on Tues., Mar. 17.

3. My cousin lives 496 kilometers away. ____________________________
   My cousin lives 496 km away.

4. This is the address: 3220 Pine Tree Drive, South Bend, Indiana 40021. __________________
   This is the address: 3220 Pine Tree Dr., South Bend, IN 40021.

---

### B. Writing Numbers

Write the correct form for the numbers in the following sentences.

1. It has been 16 years since my grandmother visited her hometown. sixteen

2. She comes from a town with a population of three hundred thousand. 300,000

3. 4 of her 6 grandchildren will accompany her on the trip. Four, six

4. Grandmother was the 1st person in her class to move away. first