

Writer's Choice

Grammar and Composition

Grammar Enrichment

Grade 7



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8.1–2 Sentences and Sentence Fragments

■ A. Identifying Sentences and Sentence Fragments

Decide whether each group of words below is a sentence or a sentence fragment. If it is a sentence, write whether it is *declarative*, *interrogative*, *exclamatory*, or *imperative*. Rewrite the sentence, adding capital letters and punctuation marks where necessary. If it is not a complete sentence, write *sentence fragment*.

1. the pirates buried the treasure _____

2. water the flowers daily _____

3. almost everyone in the neighborhood _____

4. when does the first bus leave _____

5. what an excellent storyteller she is _____

6. eighty-eight keys on a piano _____

7. do all owls fly silently _____

8. at six o'clock on the evening of June 4 _____

■ B. Writing Different Types of Sentences

Write one sentence of each kind listed below. For each sentence, underline the subject part once and the predicate part twice.

1. (declarative) _____
2. (interrogative) _____
3. (exclamatory) _____
4. (imperative) _____

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8.3, 5

Subjects and Predicates

■ A. Making Subjects and Verbs Agree

In the sentences below, underline each simple subject. Then underline the correct form of the verb in parentheses.

1. Some teens (adore, adores) sports.
2. My parents, sisters, and brother (argue, argues) about their favorite teams.
3. My sisters (enjoy, enjoys) basketball.
4. Silvia or Bella (score, scores) the most baskets when we play.
5. Baseball or tennis (is, are) my parents' favorite sport.
6. My brother and his friends (play, plays) football all the time.
7. Either my mother or my father (come, comes) to my soccer games.
8. My sisters and brother (memorize, memorizes) statistics.
9. The television or the radio (broadcast, broadcasts) a sports event almost every day.
10. Neither rainstorms nor snow (prevent, prevents) us from playing.

■ B. Writing Sentences

Write one sentence using each of the sentence elements indicated below. Make sure the verb agrees with the subject.

1. (compound subject joined by *and*) _____

2. (compound predicate joined by *but*) _____

3. (compound subject joined by *or*, with each subject singular) _____

4. (compound subject joined by *or*, with the first subject singular and the second subject plural)

5. (compound predicate joined by *or*) _____

6. (compound subject joined by *or*, with the first subject plural and the second subject singular)

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8.4 Identifying the Subject

■ A. Finding the Subject

For each sentence underline the complete subject and draw a second line under the simple subject. Then write your own sentences using the simple subjects you have identified.

1. One light source is the sun.

2. Are these snakes poisonous?

3. There are your new assignments.

4. Call the library for the time of the lecture.

5. Do leopards climb trees?

■ B. Writing Sentences Using Inverted Order

Rewrite each of the following sentences in the manner directed.

1. A prosperous lemon farm is in that valley. (Insert *There* at the beginning.)

2. C and B vitamins are in lemons. (Insert *There* at the beginning.)

3. In this building are the lemon presses. (Make the statement a question.)

4. Lemons are used as scent in many products. (Make the statement a question.)

5. You can find out more about citrus fruits. (Make the sentence a command.)

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8.6 Simple and Compound Sentences

■ A. Recognizing Simple Sentences, Compound Sentences, and Run-ons

Write whether each item below is a *simple* sentence, a *compound* sentence, or a *run-on*. If the sentence is a run-on, rewrite it correctly in the space provided after the last sentence.

1. Zoology and botany are branches of biology. _____
2. There are many dogs in literature, probably the most famous is Lassie. _____
3. Most cats do not like water tigers enjoy the water. _____
4. Ladybugs and lightning bugs are kinds of beetles. _____
5. Sally wants a career in paleontology, and she talks about fossils constantly. _____
6. Dinosaurs did not adapt to changing conditions and died out. _____

Corrected Run-ons:

■ B. Writing Simple and Compound Sentences

Write one sentence for each of the types indicated, using the kinds of subjects and verbs suggested.

1. (simple sentence with compound predicate) _____

2. (simple sentence with compound subject) _____

3. (simple sentence with both compound subject and compound predicate) _____

4. (compound sentence) _____

5. (compound sentence with either a compound subject or a compound predicate) _____

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9.1–2, 5

Kinds of Nouns

■ A. Identifying Nouns

Underline each common noun once, and indicate whether it is concrete or abstract by writing *C* or *A* in the space above the word. Underline each proper noun twice and circle any letters that you think should be capitalized.

1. The seashore at cape hatteras is wide and uncrowded.
2. In february our nation honors george washington and abraham lincoln.
3. In the old movie, king kong climbed the empire state building.
4. Many people are fascinated by the statues on easter island.
5. Everglades national park in florida is a huge subtropical wilderness.
6. The sears tower is an interesting building.
7. The force of the hurricane damaged parts of the coastline.
8. The country of zimbabwe used to be called rhodesia.
9. The moons of jupiter include io, europa, and ganymede.
10. In pittsburgh, pennsylvania, jonas salk developed a vaccine against polio.

■ B. Writing Plural Compound Nouns

Next to each compound noun, write the plural form.

- | | |
|--------------------------|-----------------------------|
| 1. hanger-on _____ | 5. commander in chief _____ |
| 2. handful _____ | 6. daughter-in-law _____ |
| 3. teaspoon _____ | 7. stepchild _____ |
| 4. lady-in-waiting _____ | 8. taxpayer _____ |

■ C. Using Collective Nouns

For each collective noun below write one sentence, using the meaning given in parentheses.

1. team (single unit) _____

2. class (individuals) _____

3. crew (single unit) _____

4. staff (individuals) _____

9.4

Distinguishing Plurals, Possessives, and Contractions

A. Using Plurals, Possessives, and Contractions

Underline the word in parentheses that correctly completes the sentence.

1. A compact (discs, disc's) underside contains a pattern of tiny (pits, pits').
2. The (laser's, lasers) light is not reflected when it hits a pit.
3. When the light hits areas without pits, it is reflected, and electric (signals, signal's) are produced.
4. This theater's (popcorns, popcorn's) too expensive.
5. The Pacific is the (world's, worlds) largest ocean.
6. When cold (fronts, fronts') meet warm air, storms often develop.
7. Around 150 (countries, countries') send delegates to the United Nations.
8. These (countries, countries') delegates work together to maintain world peace.
9. Charlotte and Emily Brontë wrote novels; both (Brontë's, Brontës) died young.
10. The (childrens', children's) choir will perform at eight o'clock this evening.

B. Writing Possessives and Contractions

Rewrite the following sentences so that each includes a possessive or a contraction. The sentence's meaning should stay the same.

1. The calculator that belongs to Carmen has a graphics screen. _____

2. The creatures that live on this planet are peaceful. _____

3. Today is the last day for you to hand in your application. _____

4. The newsletter of this organization explains how you can become a member. _____

5. Pluto is the planet farthest from the sun. _____

6. That dog took the toy that I gave to my cat. _____

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9.6

Appositives

■ A. Using Appositives and Appositive Phrases

Use each of the phrases below as an appositive phrase in a sentence. Be sure to use commas if the appositive phrase is not essential to the meaning of the sentence.

1. the home of koalas and emus _____

2. birds with a huge wing span _____

3. the *Titanic* _____

4. the Richter scale _____

5. a layer of light-sensitive cells in the eye _____

■ B. Writing with Appositives

Rewrite each sentence, adding an appositive or appositive phrase after the underlined noun. Remember to use commas when needed.

1. Jumbo has been performing in the circus for six years.

2. A replica of the Mayflower is anchored at Plymouth, Massachusetts.

3. The prospectors were overjoyed to find nuggets of gold.

4. We went to Washington, D. C., and toured the White House.

5. Tonight our team plays the Panthers.

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10.2 Transitive and Intransitive Verbs

■ A. Recognizing Direct Objects and Transitive and Intransitive Verbs

Underline each verb in the following sentences, and indicate whether the verb is *transitive* or *intransitive* by writing *T* or *I* in the space above the word. If the verb is transitive, write its direct object.

1. Phillis Wheatley dedicated many poems to friends. _____
2. Joshua worked hard on the lawn. _____
3. The basketball player threw the ball and scored two points. _____
4. Scott Joplin composed ragtime music. _____
5. Linda Morabito examined computer images of Io, a moon of Jupiter, and discovered volcanoes.

6. Miriam painted during the summer. _____

■ B. Using Transitive and Intransitive Verbs

For each verb below, write one sentence using the verb as a transitive verb, and underline each direct object. Then write a second sentence, using the verb as an intransitive verb.

1. *stop* (transitive) _____
(intransitive) _____
2. *run* (transitive) _____
(intransitive) _____
3. *paint* (transitive) _____
(intransitive) _____
4. *call* (transitive) _____
(intransitive) _____
5. *sing* (transitive) _____
(intransitive) _____
6. *read* (transitive) _____
(intransitive) _____
7. *play* (transitive) _____
(intransitive) _____
8. *breathe* (transitive) _____
(intransitive) _____

10.3 Verbs with Indirect Objects

■ A. Locating Direct and Indirect Objects

Underline each direct object once and each indirect object twice. Not all sentences have indirect objects. Some sentences have a compound direct object; others have a compound indirect object.

1. The Red Cross workers gave the hurricane victims blankets and food.
2. Our hearts pump blood to all parts of our bodies.
3. Our neighbors brought us souvenirs from their trip.
4. The mother eagle fed meat to her babies.
5. Marcella speaks English and Spanish.
6. I am selling Sam and Carl my old bike and skateboard.
7. The pitcher threw the batter a fastball and a curve.
8. The class wrote our representative and our governor letters.
9. On your vacation, send Stephanie and me postcards.
10. The barking dog chased the frightened squirrel up a tree.

■ B. Using Direct and Indirect Objects

Write a paragraph of five to eight sentences about a favorite hobby. Include at least four direct objects and at least three indirect objects. At least one direct object and one indirect object should be compound.

10.4 Linking Verbs and Predicate Words

■ A. Identifying Sentence Patterns

Underline the verb in each sentence, and indicate whether it is an action verb or a linking verb by writing *A* or *L* in the space above the verb. If the verb is a linking verb, write whether it is followed by a *predicate noun* or a *predicate adjective*.

1. The old, abandoned house looks forbidding. _____
2. Dorothy shared her paper with the new girl. _____
3. In Lee's hands, folded paper becomes an artwork. _____
4. During the long winter, Gina turned pale. _____
5. Was Mr. Evans the founder of Evanston? _____
6. Peter turned the pages quickly. _____

■ B. Using Sentence Patterns

Write one sentence for each of the following sentence patterns.

1. action verb without any object _____

2. action verb with a direct object _____

3. linking verb with a predicate noun _____

4. linking verb with a compound predicate adjective _____

5. action verb with a compound object _____

6. linking verb with a predicate noun _____

10.5 Present, Past, and Future Tenses

■ A. Recognizing Verb Tenses

Underline the verb in each sentence, and write whether it is *present, past, or future* tense.

1. The countess wore beautiful jewelry. _____
2. Various conductors will direct the orchestra next season. _____
3. Four buses arrived at once. _____
4. My cousins look nothing like me. _____
5. At first, Benedict Arnold served his country honorably. _____
6. Who bought this radio? _____
7. At the museum, workers will identify the bones. _____
8. Businesses rely on a pool of competent employees. _____
9. Arachne boasted of her beauty. _____
10. Members of the team will split the prize money. _____

■ B. Using Tenses Correctly

Write two paragraphs. In the first, use present tense verbs to describe the job of a television weather forecaster. In the second, use past tense verbs to tell about a news program you saw recently. In each paragraph use these verbs: *show, report, state*.

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10.6 Main Verbs and Helping Verbs

■ A. Using Helping Verbs

Rewrite each sentence by adding a helping verb where indicated. Be sure to use the correct form of the helping verb.

1. The zoo directors _____ designed every detail of the new exhibit.

2. The chain stores _____ advertised those new bikes heavily.

3. Almost daily, Betsy _____ asked her mother for another odd pet.

4. My sister _____ tasted many ethnic foods.

5. Ben and Walter _____ carrying the last boxes out to the van right now.

6. The first-place dog _____ followed every command without hesitation.

7. The contestant _____ waiting for the final scores.

8. Manufacturers _____ charging much less for computers today.

■ B. Using the Principle Parts of Verbs

Write a sentence, using the indicated verb in the form described in parentheses.

1. *stay* (base form) _____

2. *paint* (present participle) _____

3. *knock* (past form) _____

4. *crawl* (past participle) _____

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10.7–8 Progressive Forms and Perfect Tenses

■ A. Using the Correct Form of a Verb

Write each sentence, using the correct form of the verb in parentheses. Use the tense shown at the end of each sentence.

1. We (watch) this video at least ten times. [present perfect tense] _____

2. Clearly, Lacey (enjoy) this party. [present progressive] _____

3. Nobody (try) such a maneuver before. [past perfect tense] _____

4. The Vikings (cause) chaos all along the coast. [past progressive] _____

5. Detectives (investigate) every lead. [present progressive] _____

■ B. Writing Sentences

For each item below write two sentences, each with a verb as described. Write about a warm-weather activity in the first sentence for each item and about a cold-weather activity in the second sentence.

1. present progressive form _____

2. past progressive form _____

3. present perfect tense _____

4. past perfect tense _____

11.1 Personal Pronouns

■ A. Using Personal Pronouns as Subjects and Objects

Write sentences using a form of each of the following suggested verbs with the named personal pronoun form. You may use other pronouns as well.

1. (*give; them*) _____

2. (*plant; he, she, or it*) _____

3. (*think; I*) _____

4. (*find; you*) _____

5. (*interest, him, her, or it*) _____

6. (*decide; you*) _____

7. (*choose; us*) _____

8. (*buy; they*) _____

■ B. Writing with Personal Pronouns

Write a paragraph about an outing you have taken in your neighborhood. Where did you go? Who was with you? What did you see? Use at least one personal pronoun in each sentence. Use some pronouns as subjects and others as objects.

11.2 Pronouns and Antecedents

A. Using Pronouns Correctly

In each of these sentences or pairs of sentences, fill in the correct personal pronoun and underline its antecedent.

1. One teacher speaks every Friday. _____ leads the school assembly that day.
2. Aesop's fables have been popular for centuries. Both children and adults enjoy _____.
3. The fox could not reach the grapes; so _____ said he didn't want _____.
4. The mouse saved the lion, and _____ became lifelong friends.
5. The crow wanted the water at the bottom of the jar; so _____ filled the jar with pebbles.
6. Have you heard the phrase "a wolf in sheep's clothing?" _____ comes from one of Aesop's fables.
7. Next week the students will write fables; _____ may choose any animal to play the main characters.
8. The ant and the grasshopper teach the value of hard work and preparation. Students can learn from _____.
9. Although the hare is faster, the tortoise beats _____.
10. My fable will include a panda and a cricket; I am excited to begin writing _____.

B. Writing with Pronouns

Write at least three or four sentences about a person whom you admire. Tell why you respect that person. Use a pronoun in each sentence. Make sure that each pronoun has a clear antecedent.

11.4 Possessive Pronouns

■ A. Using Possessive Pronouns

Write sentences using a form of each of the following suggested verbs with the named possessive pronoun form. You may use other pronouns as well.

1. (*camp; his, her, or its*) _____

2. (*bark; theirs*) _____

3. (*stride; our*) _____

4. (*imagine; yours*) _____

5. (*point; mine*) _____

6. (*crawl; their*) _____

7. (*break; his, hers, or its*) _____

8. (*look; ours*) _____

■ B. Writing with Possessive Pronouns

Write four sentences about your favorite television show. Include at least one possessive pronoun in each sentence.

1. _____

2. _____

3. _____

4. _____

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11.5 Indefinite Pronouns

■ A. Identifying Indefinite Pronouns

Underline each indefinite pronoun. Also, underline the word or phrase in parentheses that completes each sentence correctly.

1. (Does, Do) anyone want a taco salad?
2. Several of the students (come, comes) for tutoring after school.
3. Neither of these coats (is, are) exactly what I'm looking for.
4. Everyone should pick up (his or her, their) own materials before leaving.
5. Something (is, are) wrong with this bicycle.
6. Some of these brownies (has, have) nuts.
7. Most of the sky (is, are) cloudy again today.
8. A few of the seagulls (stay, stays) in the harbor all winter.
9. All of the runners stretched (her, their) leg muscles before the race.
10. Each of the contestants (writes, write) (his or her, their) answers on a special form.

■ B. Writing with Indefinite Pronouns

For each of the indefinite pronouns, write a sentence you might hear in a museum.

1. (*everyone*) _____

2. (*both*) _____

3. (*nobody*) _____

4. (*most, singular*) _____

5. (*some, plural*) _____

6. (*anything*) _____

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11.6–7 Reflexive, Intensive, and Interrogative Pronouns

■ A. Identifying Reflexive, Intensive, and Interrogative Pronouns

Underline each reflexive, intensive, and interrogative pronoun in the sentences below. Then indicate whether the pronoun is *reflexive*, *intensive*, or *interrogative*.

1. The porcupine protects itself with its sharp quills. _____
2. The mountain itself became an enemy to be conquered. _____
3. Who wrote *Paul Revere's Ride*? _____
4. Which of these two lines is for ticketholders? _____
5. The president herself called the meeting to order. _____
6. Charles packed himself a healthy lunch for the trip. _____
7. The team members congratulated themselves after the victory. _____
8. The two-year-old shouted, "I'll do it myself!" _____
9. The famous actor played himself in the movie about Hollywood. _____
10. Whose is this umbrella? _____

■ B. Using Interrogative Pronouns

Suppose you arrived late to see a play. Write six questions, using the interrogative pronouns below, that you might ask someone who has seen the whole show.

1. What _____

2. Who _____

3. Which _____

4. What _____

5. Whom _____

6. Whose _____

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12.1–2 Adjectives, Articles, and Proper Adjectives

■ A. Identifying Adjectives

Above each adjective indicate whether it is an *adjective*, *predicate adjective*, *definite* or *indefinite article*, or *proper adjective*.

1. American cities are often colorful and noisy. _____
2. Careful skiers rarely have serious accidents. _____
3. An interesting story sometimes has a surprising ending. _____
4. Good photographers are aware of unusual shots. _____
5. Denitra makes delicious salads for lunch. _____
6. She makes them with ripe tomatoes, crisp lettuce, and Russian dressing. _____

7. Storms such as hurricanes are dangerous. _____
8. In tense situations, be calm. _____
9. Logical thought is necessary in an emergency. _____
10. Mexican food is popular everywhere in the United States. _____

■ B. Writing with Adjectives

Write five sentences, using adjectives to describe your neighborhood. Use at least one of each kind of adjective identified in Part A.

1. _____

2. _____

3. _____

4. _____

5. _____

12.3–4 Comparative and Superlative Adjectives

■ A. Using Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective in parentheses.

1. The rapids around the next bend are the (dangerous) part of the entire river.

2. I have a (good) chance for a good grade in English than in art.

3. Of all the shoes you've tried on, the (expensive) shoes look best.

4. Forced to choose between two lines, it seems I always get into the (slow) line.

5. The (populated) state in the nation is California. _____
6. The (useful) tool in the toolbox is the screwdriver. _____
7. This has been the (bad) day of my whole life! _____
8. My cat must think my bed is (cozy) than her own bed. _____
9. The Flying Saucer is the (exciting) ride in the whole park! _____
10. Even though this box is smaller, it is (heavy) than that one. _____

■ B. Writing with Comparative and Superlative Adjectives

Think of three places you would like to visit someday. Write a paragraph of at least five or six sentences comparing the three places. Use at least three comparative and two superlative adjectives.

12.5 Demonstratives

■ A. Identifying and Using Demonstratives

Underline the correct word in parentheses. Then write whether the word is a *demonstrative adjective* or a *demonstrative pronoun*.

1. (This, These) song has a catchy tune I can't stop singing.

2. (Those, That) are the highest mountains east of the Mississippi.

3. (That, Those) clothes were worn by women in the nineteenth century.

4. Who wrote (those, that) book about the history of radio? _____
5. (That, Those) is the second time I have heard the strange sound. _____
6. Let's rest in the shade of (those, them) trees. _____
7. There are too many cords plugged into (this, these) outlet. _____
8. You may use (this, these) computer when I am finished. _____
9. Max always comes out (that there, that) door after school. _____
10. (That, Those) is a factor we had not considered. _____

■ B. Writing with Demonstratives

Imagine you are taking a visitor on a tour of your school. Write five sentences about the various parts of the school. In each sentence use a demonstrative adjective or a demonstrative pronoun.

1. _____

2. _____

3. _____

4. _____

5. _____

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12.6 Adverbs

■ A. Identifying Adverbs

Underline each adverb once. Underline the word it modifies twice. Then write whether the adverb answers the question *how*, *when*, or *where*.

1. My little brother always asks me for the same bedtime story. _____
2. The wild geese fly south. _____
3. The mare gracefully reared and galloped across the meadow. _____
4. The crowd enthusiastically roared its support of the home team. _____
5. Robert sometimes plays third base, but he prefers the outfield. _____
6. I left my backpack outside. _____
7. Wait here, or you will miss the bus. _____
8. Rose looked at the crystal chandelier admiringly. _____
9. Neil sleepily crawled into bed. _____
10. It will be dinnertime soon; save your appetite. _____

■ B. Using Adverbs

Write five sentences describing a trip to the zoo. Describe how the animals moved and sounded, where exhibits were, and when you went. Each sentence should include at least one adverb. Underline the adverb in each sentence you write.

1. _____

2. _____

3. _____

4. _____

5. _____

12.7 Intensifiers

■ A. Identifying Intensifiers

Underline each intensifier once and the word it modifies twice. Then write whether the modified word is an *adverb* or an *adjective*.

1. The principal is extremely proud of all the students. _____
2. Keiko moves quite slowly in her dance performance. _____
3. I almost always give you important messages. _____
4. Enrique has been somewhat hasty in his decision. _____
5. We practically never take that route. _____
6. I am just grateful for your safety. _____
7. Mario was very happy about the results of the test. _____
8. My heart beat really fast at the news. _____
9. The rain began so early in the morning. _____
10. Do you take life too seriously? _____

■ B. Using Intensifiers

Write one sentence, using each of the following intensifiers in the manner indicated.

1. (*really*, modify an adjective) _____

2. (*too*, modify an adjective) _____

3. (*extremely*, modify an adverb) _____

4. (*quite*, modify an adverb) _____

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12.9 Using Adverbs and Adjectives

■ A. Distinguishing Between Adverbs and Adjectives

Underline the word in parentheses that best completes each sentence. Then in the space provided write whether the word is an *adverb* or an *adjective*.

1. The campers seemed tired but (contented, contentedly). _____
2. The tennis pro practiced (continuously, continuous) for three hours. _____
3. Sweet corn tastes (deliciously, delicious). _____
4. The people were (faithful, faithfully) to the memory of their fallen leader.

5. The high-tension wire sparked (dangerous, dangerously) after the big storm.

6. The judge decided (wise, wisely) after hearing all the arguments. _____
7. Even though the speaker seemed (calm, calmly), she was nervous. _____
8. The butler looked (suspiciously, suspicious) in the opinion of the detective on the strange case. _____
9. I can't see (well, good) without my glasses. _____
10. Something in the refrigerator smells (badly, bad). _____

■ B. Using Adverbs and Adjectives

Write one sentence using each of the following words: *good*, *bad*, *well*, and *badly*. After the sentence write whether you have used the word as an adjective or as an adverb.

1. (*good*) _____

2. (*bad*) _____

3. (*well*) _____

4. (*badly*) _____

Name Class Date

12.10 Avoiding Double Negatives

■ A. Recognizing Double Negatives

The following sentences contain double negatives. Underline the two negative words in each sentence. Then rewrite the sentences, correcting the double negatives.

1. I can't hardly see the stage from this seat.

2. It doesn't say nowhere that the park closes during the winter.

3. I haven't told no one my good news yet.

4. Fran didn't read nothing about her team in the school newspaper.

■ B. Correcting Sentences with Double Negatives

The following sentences contain double negatives. Rewrite each sentence twice, showing two ways to correct it.

1. It doesn't hardly ever snow this much in October. _____

2. I haven't never read this book before. _____

3. Don't stop nowhere on your way to the library. _____

4. Liza didn't find nothing to eat in the refrigerator. _____

5. Ken couldn't persuade nobody to go with him to the movie. _____

Name Class Date

13.1 Prepositions and Prepositional Phrases

■ A. Identifying Prepositional Phrases

Write each prepositional phrase in the space provided. Then underline each preposition once and its object twice.

1. The guide at the museum discussed two of the paintings by Monet.

2. Within the branches of a tree are homes of many animals.

3. We waited outside the house until the departure of the firefighters.

4. The coins slid from Vince's pocket and rolled across the street to the curb.

5. After an hour the room was emptied of its furniture.

6. The cat with a red collar crept under the chair near the door.

■ B. Writing Prepositional Phrases

Expand each of the following sentences by adding one or more prepositional phrases.

1. That man writes. _____

2. Susan saw a polar bear. _____

3. The bowl is full. _____

4. The water is cold. _____

Name Class Date

13.2 Pronouns as Objects of Prepositions

■ A. Recognizing Correct Pronouns as Objects of Prepositions

Rewrite each of the following sentences using the correct pronoun in parentheses. Then underline the prepositional phrase of which the pronoun is a part.

1. Leon sat down between Tim and (me, I).

2. Between you and (me, I), there's something fishy around here.

3. Tanya walked to the right of Kiki and (we, us).

4. The ball took a strange hop over the batter and (he, him).

5. The story about the princess and (him, he) is very romantic.

6. This threat from Robin Hood and (them, they) was ignored.

7. Near Gerry and (he, him) is a good spot for the speaker.

8. The ball rolled between the picnic table and (they, them).

■ B. Correctly Using Pronouns as Objects of Prepositions

Write five sentences, using pronouns as objects of prepositions. Your sentences may be separate or in paragraph form.

Name Class Date

13.3

Prepositional Phrases as Adjectives and Adverbs

■ A. Recognizing Prepositional Adjective and Adverb Phrases

Underline each prepositional phrase in the following sentences. Write whether the phrase is an *adjective phrase* or an *adverb phrase*, and then write the word that the phrase modifies.

1. A bus arrives at the stop every hour. _____

2. The zoo in San Diego has been famous for many years. _____

3. Rain dripped through rips in the umbrella over that table. _____

4. The store down the street is open until midnight. _____

5. Some paper from the pack on the shelf fell. _____

■ B. Expanding Sentences with Adjective and Adverb Phrases

For each of the following topics, write one sentence with two prepositional phrases used as either adjectives or adverbs, according to the directions for each. Circle the prepositional phrases and draw an arrow to the word each phrase modifies.

1. (hobbies; sentence contains two adjective phrases) _____

2. (animals; contains two adverb phrases) _____

3. (vegetable garden; contains both an adjective phrase and an adverb phrase) _____

4. topic of your choice; contains a prepositional phrase used as an adjective and a prepositional phrase used as an adverb.) _____

Name Class Date

13.4–5 Conjunctions and Interjections

■ A. Identifying Conjunctions and Interjections

Underline each conjunction, and then write whether it connects a *compound subject*, *compound predicate*, *compound object of the verb*, *compound object of a preposition*, or *compound sentence*. If a sentence has an interjection, underline it.

1. Yes, your answer is correct, and you win this round. _____

2. Not one of the mice would run or even move on the strange surface. _____

3. Ha! Both you and your henchmen are trapped! _____

4. You must do either your homework or your chores. _____

5. Hurray! Patriots in Massachusetts and the other colonies welcomed the news. _____

6. What, did Gloria or her brother lose the key again? _____

7. Only Basil found the clues under the chest and the bed. _____

8. Alas! Neither the still photos nor the movie film showed Elvis. _____

■ B. Writing with Conjunctions and Interjections

Write a paragraph about a time in your life when you were surprised. Use at least two interjections and four conjunctions. The conjunctions may join sentences or parts of sentences. Remember to make your subjects and verbs agree in number.

Name Class Date

14.1 Sentences and Clauses

■ A. Recognizing Simple and Compound Sentences

Write whether each sentence is a *simple sentence* or a *compound sentence*. If it is a compound sentence, underline each main clause.

1. This dress pattern is simple, but the zipper can be tricky. _____
2. Turtles do not provide any care for their offspring. _____
3. The boys and girls practiced their songs and dances for the show. _____
4. The old house looked deserted; many of its windows were broken. _____
5. We rode to the top of the Gateway Arch, and I could see downtown St. Louis.

6. Either the bus is late, or my watch is fast. _____
7. The ocean waves rose and battered their small boat. _____
8. Cheryl didn't clean her paintbrushes; now the paint on her brushes is dry.

9. England protected its industry, but Slater carried away plans in his head.

10. The unfriendly dog barked loudly and growled. _____

■ B. Writing Compound Sentences

Choose three of the simple sentences in Part A, and identify your choices by their sentence numbers. Turn each one into a compound sentence by adding another main clause. Use either a comma and a conjunction or a semicolon to join the main clauses. Punctuate the sentences correctly.

Sentence Number ____: _____

Sentence Number ____: _____

Sentence Number ____: _____

Name Class Date

14.2 Complex Sentences

■ A. Identifying Complex Sentences

Write whether each of the following sentences is *simple*, *compound*, or *complex*.
Underline each main clause once and each subordinate clause twice.

1. Although firefighters hurried to the factory, the fire did great damage. _____
2. Janet is my sister; she is also my best friend. _____
3. Monarch butterflies migrate to Mexico in the fall. _____
4. Red is the best color for Anita's shoes because it matches her dress. _____
5. Everyone guessed the number of jelly beans, but nobody gave the right answer.

6. Michelle collects rocks that she keeps in a box. _____
7. All but one of the stars of the movie agreed to an interview. _____
8. When the bell rings, the students change classes. _____
9. Robin may have warned Leslie, or Leslie may have come to his senses. _____
10. The house, which was painted green, has a large picture window. _____

■ B. Revising Complex Sentences

In each sentence, replace the subordinate clause (in dark type) with another clause that functions in the sentence in the same way. Write your new sentence.

1. Jay says **whatever pops into his head**. _____

2. Cherries **that grow on that tree** are always sweet. _____

3. The children swam **before it got too dark**. _____

4. **Why anybody came to the rally** is a mystery to me. _____

5. **Because Laurette speaks French**, she enjoyed her trip to Montreal. _____

Name Class Date

14.3 Adjective Clauses

■ A. Identifying Adjective Clauses

Underline the adjective clause in each sentence. Underline the relative pronoun twice, and write the noun modified by the clause.

1. The skates that Matt wore were new. _____
2. My little sister loves games that she can win. _____
3. Children who work hard should be rewarded. _____
4. My skateboard, which cost fifty dollars, was stolen. _____
5. John Quincy Adams, whose father was our second president, became our sixth president. _____
6. Amy hiked to a mountaintop from which she could see great distances.

■ B. Using Adjective Clauses

For each item below write a complex sentence that includes the given phrase. The phrase may appear anywhere in the sentence.

1. (*the girl who*) _____

2. (*the building where*) _____

3. (*a meal that*) _____

4. (*Esteban, who*) _____

14.4 Adverb Clauses

■ A. Identifying Adverb Clauses

Underline each adverb clause in the following sentences. Underline its subordinating conjunction twice, and write the verb modified by the clause.

1. Bobby eats quickly when he has an evening Scout meeting. _____
2. Juan runs whenever he sees a bee. _____
3. Since you forgot your ruler, I will lend you mine. _____
4. George shops wherever there is a sale. _____
5. The townspeople feared him because he was different. _____
6. When the storm ended, we saw a rainbow. _____
7. Midori erased the blackboard whenever it was used. _____
8. My family went to a restaurant after we saw the movie. _____
9. I have not jumped rope since I was a little girl. _____
10. If you want a new pet, visit the animal shelter. _____

■ B. Using Adverb Clauses

Write a complex sentence that includes the phrase given in parentheses. The phrase may appear anywhere in the sentence.

1. (*ran while*) _____

2. (*talked before*) _____

Name Class Date

15.1 Participles and Participial Phrases

■ A. Recognizing Participles and Participial Phrases

Underline each participle or participial phrase in the following sentences. Indicate whether it is used as an adjective or as part of a verb phrase by writing *A* or *V* in the space above the word. If the participle is used as an adjective, write the noun or pronoun it describes.

1. The surfer riding a wave wiped out. _____
2. My doctor, alerted by her beeper, called the hospital. _____
3. Josefina's friends are decorating her locker for her birthday. _____
4. Jane Longshadow was writing the history of her family. _____
5. Nestor proudly wore the medal awarded by the judges. _____
6. Are the tools lying on the bench? _____
7. Are the tools lying on the bench your property? _____
8. I am waiting for an explanation. _____
9. Threatened by the floodwaters, people climbed to their roofs. _____
10. Juan found his cat rolling on the catnip plant. _____

■ B. Using Participles and Participial Phrases

Write two sentences for each of the following verbs. Use the present participle form of the verb as an adjective in one sentence and the past participle form as an adjective in the other. In the first sentence, use the participle or participial phrase to give necessary information about the modified word. In the second, use it to give extra information. Add commas where needed.

1. *paint* (present participle) _____

paint (past participle) _____

2. *stop* (present participle) _____

stop (past participle) _____

15.2 Gerunds and Gerund Phrases

■ A. Identifying Gerunds and Gerund Phrases

In each of the following sentences are two verb forms ending in *-ing*. Write each verb form, and indicate whether it is a *main verb*, a *participle used as an adjective*, or a *gerund*.

1. Worrying about my lost dog is keeping me from sleep. _____

2. Noticing the time, Deenie began watching the news. _____

3. The leaves falling into the streets are clogging the drains. _____

4. The teacher directing the show recommends building the sets immediately. _____

5. Plowing the fields symbolizes beginning a new cycle. _____

6. Shopping for new shoes is wearing me out. _____

■ B. Using Verbals

Write a sentence that includes the verbals described.

1. (gerund used as subject) _____

2. (gerund phrase used as subject) _____

3. (gerund used as direct object) _____

4. (gerund phrase used as direct object) _____

Name Class Date

15.3 Infinitives and Infinitive Phrases

■ A. Identifying Infinitives and Infinitive Phrases

These sentences contain infinitives and infinitive phrases as well as prepositional phrases beginning with *to*. Write only the infinitives or infinitive phrases. Then identify how each phrase is used by writing *subject* or *direct object*.

1. At dusk, the crickets began to chirp noisily. _____
2. On your way to school, remember to mail this letter. _____
3. To finish all this work on time will take a great effort. _____
4. From time to time, the mountain men liked to swagger into a town. _____

5. The family in the apartment next to ours hopes to visit Spain. _____

6. To walk around the park takes half an hour. _____
7. The baby tried to crawl up the stairs. _____
8. Dolphins in that tank like to show off for visitors. _____
9. To draw an accurate map required accurate information about the coast. _____

10. To err is human. _____

■ B. Using Infinitives and Infinitive Phrases

Write two sentences for each infinitive below. In the first sentence use the infinitive, either by itself or in an infinitive phrase, as the subject of the sentence. In the second, use the infinitive as the direct object.

1. *to talk* (subject) _____

- to talk* (direct object) _____

2. *to build* (subject) _____

- to build* (direct object) _____

16.2 Problems with Locating the Subject

■ A. Identifying the Correct Verb Form

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

1. The sailors on the ship (drill, drills) emergency procedures weekly.
2. (Has, Have) the new books arrived?
3. The author of several popular novels (speak, speaks) at the library next week.
4. Several advertisements in today's paper (is, are) attention-getting.
5. There (is, are) always five kinds of frozen yogurt at that store.
6. (Is, Are) the children's admission different from the adult price?
7. Smog over the houses and people (cause, causes) health problems.
8. The buttons on Umberto's jacket (glitter, glitters) in the footlights.

■ B. Making Subjects and Verbs Agree

Write a sentence, using the phrase in italics. Make sure your subjects and verbs agree.

1. (*the choir and the soloists*) _____

2. (*Here are*) _____

3. (*the road to the right of the trees*) _____

4. (*clothes in the dryer*) _____

Name Class Date

16.3–4 Special Subjects

■ A. Identifying the Correct Verb Form

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

1. Congress (is, are) responsible for passing laws.
2. “Goldilocks and the Three Bears” (is, are) my little sister’s favorite bedtime story.
3. (Is, Are) your binoculars here or at home?
4. Anything on that shelf (cost, costs) a dollar.
5. None of the paper (is, are) usable.
6. Several of the team members (need, needs) training.
7. The class (has, have) presented many interesting viewpoints.
8. Twenty-five cents (is, are) two bits.
9. Some of the books (tell, tells) about Robin Hood.
10. Neither of the twins (like, likes) football.

■ B. Making Subjects and Verbs Agree

Use each given term as the subject of a sentence.

1. (*news*) _____

2. (*neither*) _____

3. (*others*) _____

4. (*most*) _____

5. (*Gulliver’s Travels*) _____

6. (*all*) _____

7. (*nobody*) _____

17.1-2 Using Troublesome Words

A. Using Troublesome Words

Underline the correct word or words in parentheses.

1. The contest will (accept, except) entries until Saturday.
2. The giraffe lowered (it's, its) head to nibble at a low bush.
3. When he walked (into, in) the room, everyone stopped talking.
4. The house (besides, beside) ours is for sale.
5. You may (lay, lie) your jackets down on the sofa for a few minutes.
6. History can (learn, teach) us lessons if we pay attention.
7. Please (bring, take) me the dictionary from that bookcase.
8. Betsy likes to wear (lose, loose), comfortable clothes.
9. How will we split this eight-piece pizza (among, between) the three of us?
10. (Their, They're) members of my favorite musical group.

B. Writing Sentences Using Troublesome Words

Choose four pairs of troublesome words from the list below, and for each word write one sentence using the word correctly.

than, then *rise, raise* *whose, who's*
choose, chose *set, sit* *leave, let*

1. _____

2. _____

3. _____

4. _____

19.1–2 Capitalization I

■ A. Using Capital Letters Correctly

Rewrite each sentence, adding capital letters where needed.

1. mr. lopez asked, “when do we celebrate the birthday of martin luther king jr.?”

2. “i hope that i am elected treasurer,” said clarice, “so that i can help this organization save money.”

3. “most big cities grew because they were close to water or railroads,” explained ms. bailey. “for example, St. Louis grew because of its proximity to the Mississippi River.”

4. The speaker said that john muir, the famous conservationist, moved to the Sierras as a young man.

5. “we will use our new computer program to create a newsletter,” said ali.

6. aunt alana and uncle martin helped father plant a garden this spring.

7. president john q. adams was the son of the second president, john adams.

■ B. Writing with Correct Capitalization

Write an invitation to a relative inviting her or him to an open house at your school. Your invitation should include the names of all of your teachers and the subjects they teach. Begin with a salutation, and end with a closing.

Name Class Date

19.3-4 Capitalization II

■ A. Using Capital Letters

Rewrite each sentence, adding capital letters where needed.

1. It is believed that years ago people could walk from asia to north america across the area that is now the bering strait. _____

2. My american history teacher comes from the midwest. _____

3. The northeast winds bring cold air from canada. _____

4. The prescott building is located downtown on central avenue. _____

5. The starship *Enterprise* travels far beyond the milky way. _____

6. Mr. clinton was the candidate of the democratic party. _____

7. At the german restaurant, I ordered sausage and sauerkraut. _____

8. The *wall street journal* is a business newspaper that is read all over the united states.

■ B. Writing with Capital Letters

Write five sentences describing five places in your neighborhood, town, city, or state that you think a guest might like to visit. Be sure to capitalize the names of the places correctly.

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

Name Class Date

20.1 Using the Period and Other End Marks

■ A. Using End Marks Correctly

Insert the correct end mark after each of the following sentences. In the space provided, write whether the sentence is *declarative*, *imperative*, *interrogative*, or *exclamatory*. Insert an end mark after the *interjection* and identify it.

1. The Canada geese stopped at the park pond on their way north _____
2. What has happened to my other shoe _____
3. Close the door quietly _____
4. What a fantastic game that was _____
5. Read the instructions on any medicine carefully _____
6. What kind of fuel does the rocket use _____
7. Is pizza on today's menu _____
8. The beef stew is made from leftovers _____
9. Hurray _____
10. Meet me at the back door after school _____

■ B. Writing Sentences with End Marks

Write one of each kind of sentence. Make sure you use the correct end mark for each sentence.

1. (declarative) _____

2. (imperative) _____

3. (interrogative) _____

4. (exclamatory) _____

20.2 Using Commas I

■ A. Using Commas

Add commas where necessary.

1. In the box on the top shelf I keep my stamp collection.
2. A crocus the first flower to appear in the spring bloomed outside my window.
3. Spring I know now is just a few weeks away.
4. Taking a break from studying we raided the refrigerator.
5. The instruments in the band were a guitar a bass guitar and drums.
6. Natalia which planet is closest to the sun?
7. Okay I will watch your little brother for a while.
8. Dr. Ling a professor at the college published a book about his research.
9. The summer camp has facilities for swimming horseback riding and canoeing.
10. No this bus does not stop at Monroe Street.

■ B. Using Commas in Sentences

Rewrite the following sentences, adding commas where necessary. If the sentence needs no changes, write *correct*.

1. The Reynolds house the oldest structure in the city has been turned into a restaurant.

2. The menu includes seafood steaks and pasta. _____

3. Yes I would like to go there with you Jon. _____

4. The sun believe it or not is shining in the middle of February. _____

5. On the way to the beach we sang old songs. _____

6. Getting on the bus I dropped my books. _____

20.3 Using Commas II

■ A. Using Commas

Add commas where necessary.

1. If the phone rings will you answer it?
2. The waves on the lake are high today and a storm warning has been issued.
3. I want to go to a movie tonight but horror movies give me nightmares.
4. After you explain the procedure I will do the work.
5. Wherever Ebenezer looked he saw the face of his old partner and friend.
6. While I was on vacation I bought this T-shirt for you.
7. Rajiv will start the next round of play when he is ready.
8. Although passenger pigeons used to be numerous they are now extinct.
9. Because the radiator had a leak the engine overheated.
10. We could play a board game or we could take a bike ride.

■ B. Using Commas in Sentences

Rewrite the following sentences. Add commas where needed. If the sentence needs no commas, write *correct*.

1. Wherever the fertilizer had been applied the grass was green and thick.

2. Until I tried to bake a pie myself, I didn't know how much time it took.

3. Chicago used to be the second-biggest city in the United States but now Los Angeles has taken its place.

4. Whenever some people walk past a graveyard they whistle for good luck.

5. While I don't believe in superstitions I think they are interesting.

Name Class Date

20.4 Using Commas III

A. Using Commas

Rewrite the following sentences, adding commas where needed. If the sentence needs no commas, write *correct*.

1. Darryl said, "That car can go from zero to sixty in nine seconds." _____

2. Linda moved here from Sacramento California in June 1991. _____

3. Robin moved here that year too. _____

4. Unlike tulips impatiens are annual flowers. _____

5. The address of the company is 415 Monterey Rd. Smallville OH 44121. _____

6. "We will rent a bus" Mr. Nath said "if enough students sign up for the trip."

7. On July 20 1969 Neil Armstrong became the first person to walk on the moon.

8. In spite of warnings of bad weather the small boat set sail at dusk. _____

B. Writing with Commas

Write a letter to a friend about a place you have seen. In your letter mention the city and state where the place is located, and include a date and at least one quotation.

Name Class Date

20.5 Using Semicolons and Colons

■ A. Using Semicolons and Colons

Rewrite each sentence, adding colons or semicolons where needed. If no colons or semicolons are needed, write *correct*.

1. Mai planted these flowers in her garden petunias, begonias, and marigolds. _____

2. The school band marched, played popular songs, and danced the crowd clapped, cheered, and gave them a standing ovation. _____

3. The pet shop sells dogs, cats, snakes, and fish. _____

4. The players scrambled for the loose ball the football had taken a strange bounce.

■ B. Writing Sentences with Colons

Rewrite these sentences, rewording them so that a colon is necessary.

1. People like to bike, swim, and picnic at the Huntington Beach Park. _____

2. You will need a pencil, a protractor, and a ruler to complete the test. _____

■ C. Writing Sentences with Semicolons

Combine the sentences by correctly using semicolons.

1. The Arctic fox stores food for the winter.
The Arctic fox refrigerates its food on the permanent ice. _____

2. The Arctic fox's fur has two color phases during the winter.
Mostly it is pure white, but sometimes it is smoky blue to gray. _____

Name Class Date

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

■ A. Using Apostrophes, Hyphens, Dashes, and Parentheses

Rewrite the following sentences, adding apostrophes, hyphens, dashes, and parentheses where needed. If the sentence needs no changes, write *correct*.

1. My greataunt is my grandmothers sister. _____
2. Isnt it almost time for the Simpsons visit? _____
3. The credit is all yours. _____
4. Reduce the engines to one quarter speed. _____
5. I read twenty five books over the summer. _____

■ B. Writing Sentences Using Apostrophes

Rewrite each sentence so that it needs an apostrophe but its meaning is the same.

Example: That book belongs to Marcella. That is Marcella’s book.

1. The recipe from Mrs. Riojas is delicious. _____
2. The roars of the engines drowned out your voice. _____
3. This idea came from Chris. _____
4. The antlers of the male moose were impressive. _____

■ C. Writing with Parentheses and Dashes

Rewrite the following sentences to include the phrase in italics. For one of the sentences, dashes will work better than parentheses.

1. (*I like my stuffed one*) Did you know that pandas are related to raccoons?

2. (*a branch of science that examines geological periods through fossil remains*) Jonie studies paleontology. _____

20.9–10 Using Abbreviations and Writing Numbers

■ A. Using Abbreviations

Abbreviate each underlined item in the following sentences.

1. Senator Caroline Ramirez voted against the amendment. _____
2. The Federal Bureau of Investigation was called in on the case. _____
3. Classes resume on Monday. _____
4. The president always lives at 1600 Pennsylvania Avenue. _____
5. The postcard was addressed to Chen Ling, 45 Collins Street, Phoenix, Arizona.

6. Carl Blauner, Doctor of Medicine, is my family's doctor. _____
7. The meeting was called to order at 3:45 post meridiem. _____
8. The experiment called for 4 milliliters of water. _____

■ B. Writing Numbers

Underline the correct form of the number in parentheses.

1. I heard a loud boom at (six o'clock, 6:00).
2. (Twenty-four thousand, 24,000) people can fit into this stadium.
3. I answered (90, ninety) percent of the questions correctly.
4. Is this your (first, 1st) trip to New York City?
5. The population of the United States is approximately (250,000,000; 250 million).
6. Santa Fe, New Mexico, is (386, three hundred eighty-six) miles from Denver, Colorado.
7. You will find the answers on page (thirty-nine, 39).
8. The speed limit on this road is (fifty-five, 55) miles per hour.
9. According to legends, Rome was founded around the year (750, seven hundred fifty) B.C.
10. My last class ends at (2:30 P.M., two thirty P.M.).