

Writer's Choice

Grammar and Composition

Grammar Enrichment

Grade 8



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

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Contents

Unit 8 Subjects, Predicates, and Sentences

8.1–2	Sentences and Sentence Fragments	1
8.3–5	Subjects and Predicates	2
8.6	Simple and Compound Sentences	3

Unit 9 Nouns

9.1–2, 5	Kinds of Nouns	4
9.3–4	Distinguishing Plurals, Possessives, and Contractions	5
9.6	Appositives	6

Unit 10 Verbs

10.2	Transitive and Intransitive Verbs	7
10.3	Verbs with Indirect Objects	8
10.4	Linking Verbs and Predicate Words	9
10.5	Present and Past Tenses	10
10.6	Main Verbs and Helping Verbs	11
10.7	Progressive Forms	12
10.8	Perfect Tenses	13
10.9	Expressing Future Time	14
10.10	Active and Passive Voice	15
10.11–12	Irregular Verbs	16

Unit 11 Pronouns

11.1	Personal Pronouns	17
11.2	Pronouns and Antecedents	18
11.4–5	Possessive and Indefinite Pronouns	19
11.6	Reflexive and Intensive Pronouns	20
11.7	Interrogative and Demonstrative Pronouns	21

Unit 12 Adjectives and Adverbs

12.1–2	Adjectives, Articles, and Proper Adjectives	22
12.3–4	Comparative, Superlative, and Demonstrative Adjectives	23
12.5	Adverbs	24
12.6	Comparative and Superlative Adverbs	25
12.7	Using Adverbs and Adjectives	26

Unit 13 Prepositions, Conjunctions, and Interjections

13.1	Prepositions and Prepositional Phrases	27
13.2	Pronouns as Objects of Prepositions	28
13.3	Prepositional Phrases as Adjectives and Adverbs	29
13.4–5	Conjunctions and Conjunctive Adverbs	30
13.7	Finding All the Parts of Speech	31

Contents

Unit 14 Clauses and Complex Sentences

14.1–2	Sentences, Clauses, and Complex Sentences	32
14.3–4	Adjective Clauses	33
14.5	Adverb Clauses	34
14.6	Noun Clauses	35

Unit 15 Verbals

15.1	Participles and Participial Phrases	36
15.2	Gerunds and Gerund Phrases	37
15.3	Infinitives and Infinitive Phrases	38

Unit 16 Subject-Verb Agreement

16.1, 5	Making Subjects and Verbs Agree	39
16.2	Problems with Locating the Subject	40
16.3–4	Special Subjects	41

Unit 17 Glossary of Special Usage Problems

17.1–3	Using Troublesome Words	42
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Unit 19 Capitalization

19.1–2	Capitalization I	43
19.3–4	Capitalization II	44

Unit 20 Punctuation

20.1	Using the Period and Other End Marks	45
20.2	Using Commas I	46
20.3	Using Commas II	47
20.4	Using Commas III	48
20.5	Using Semicolons and Colons	49
20.6	Using Quotation Marks and Italics	50
20.7–8	Using Apostrophes, Hyphens, Dashes, and Parentheses	51
20.9–10	Using Abbreviations and Writing Numbers	52

Answers	53
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Name Class Date

8.1–2 Sentences and Sentence Fragments

■ A. Identifying Sentences and Sentence Parts

Read the following passage. Then answer the questions to help you identify the sentences and sentence parts.

(A) My older brother is still talking about his trip to Florida. (B) What fun he had at the beach and the Kennedy Space Center! (C) At Cocoa Beach, however.

(D) With no experience, Ryan tried out a surfboard by himself. (E) How he appreciated the lifeguard’s help! (F) Ryan barely reached the beach.

(G) Are you thinking about surfing as a hobby? (H) Remember Ryan’s example.

1. Which lettered item is not a complete sentence? Why not? _____
2. Identify each sentence as *declarative*, *interrogative*, *exclamatory*, or *imperative*. If the item is not a sentence, write *fragment*.

A. _____	E. _____
B. _____	F. _____
C. _____	G. _____
D. _____	H. _____

■ B. Correcting Sentence Fragments

Rewrite each sentence fragment as a complete sentence by supplying the missing part or parts of the sentence. The words in parentheses tell you the kind of sentence to write. Be sure to capitalize and punctuate each sentence correctly.

1. week at a computer camp (imperative) _____

2. leaders with all kinds of computer experience (declarative) _____

3. how much money (interrogative) _____

4. how much fun (exclamatory) _____

8.3–5 Subjects and Predicates

■ A. Using Complete Subjects and Predicates

Using the underlined words in the following sentences, write a sentence of your own with a complete subject and a complete predicate. Then underline the complete subject once and the complete predicate twice.

1. Earthquakes in the deep ocean release great amounts of energy. _____

2. Waves with frightful power can be the result. _____

3. They are called tsunamis by the Japanese. _____

4. Such waves grow rapidly and can reach a height of more than thirty-five meters. _____

5. Imagine a wall of water that high and strong. _____

■ B. Understanding Compound Subjects

Remember a special trip or a special vacation you've taken. Write five sentences about your experience making sure you follow the guidelines in parentheses.

1. (compound subject) _____

2. (compound predicate) _____

3. (compound subject and compound predicate) _____

4. (compound predicate) _____

5. (compound subject) _____

8.6

Simple and Compound Sentences

■ A. Using Simple and Compound Sentences

Write sentences that include the elements indicated in parentheses.

1. (simple sentence with simple predicate) _____

2. (simple sentence with compound predicate) _____

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

4. (compound sentence) _____

5. (compound sentence made up of one simple sentence with a simple subject and a simple predicate and one simple sentence with a simple subject and a compound predicate)

■ B. Correcting Run-On Sentences

This passage is one long run-on sentence. Rewrite it as several complete sentences that make sense. Use both simple and compound sentences in your revision.

Thursday was the hottest day all summer, outdoor games didn't sound like much fun, but I was growing impatient I called B. J., but she wasn't home, there was nothing to do, then Sue stopped by, she brought her new Dalmatian puppy with her, we named the puppy Spot, Sue gave the puppy a toy, she gave him a ball, I threw the ball and Spot chased it, it turned out to be a great day, I wonder if I can get a puppy.

Name Class Date

9.1–2, 5

Kinds of Nouns

■ A. Classifying Nouns

Identify each of the following nouns as (1) *common* or *proper*; (2) *concrete* or *abstract*; and (3) *singular*, *plural* or *collective*. If the noun is *collective*, it can be singular or plural. It should only be labeled as collective.

1. highways _____
2. Jackie Robinson _____
3. fearlessness _____
4. Rocky Mountains _____
5. excitement _____
6. jury _____
7. Christianity _____
8. Boston Symphony Orchestra _____

■ B. Correcting Noun Errors

Each of the following sentences contains an error in noun usage. Circle each error, and write the corrected noun in the space provided.

1. My sister's wedding was to be a masterpiece, but it was more like something from Hugo's House of horrors. _____
2. Everyone arrived at northbrook chapel. _____
3. There were the blushing bride, the nervous groom, and all of the future parent in laws. _____
4. The ceremony, conducted by judge Franklin, went off without a hitch (no pun intended). _____
5. Outside the chapel after the ceremony, the audience cheered for the newlyweds, Peter and faith Cooper. _____

9.3–4 Distinguishing Plurals, Possessives, and Contractions

■ A. Identifying and Using Possessives and Plurals

Study the underlined nouns in the following sentences. If a noun should be possessive, write it correctly, and label it *possessive* in the space provided. If a noun is plural but does not show possession, copy it, and label it *plural*.

1. Chris neighbors took part in Circleville annual health fair.

2. While the Martins took a vision test, all three of the Joneses children signed up for the day track meet.

3. Along the fairway, the contestants winnings would be given for a local charity work.

4. An announcer call said, “The youngsters race at noon.”

■ B. Using Possessives and Contractions

Create two original sentences for each of the following words. In one sentence, use the word as a possessive noun. In the other, use it as a contraction of that noun and the verb *is* or *has*.

1. judge’s _____

2. champion’s _____

3. event’s _____

4. Tomas’s _____

■ C. Understanding Possessives

Imagine that you are a student tutor at your school. You are working with a student who does not understand where to place the apostrophe when forming possessives. On a separate sheet of paper, write a paragraph explaining the correct way to form singular and plural possessive nouns.

9.6

Appositives

■ A. Identifying and Using Appositives

Complete the following sentences with nouns from the list. Then underline the appositive phrase in which each noun appears. Draw an arrow from it to the noun that it identifies.

readers tale hero author authority classic

1. Here are some books by E. B. White, my favorite children's _____.
2. Have you read *Stuart Little*, his _____ about a mouse?
3. *Charlotte's Web*, an undeniable _____, grew from his observations of the pigs and a spider on his farm in Maine.
4. In *The Trumpet of the Swan*, Louis, the mute _____, tries to win the love of the beautiful Serena.
5. An _____ on the English language, White wrote for adults, too.
6. His essays are still enjoyed by my parents, _____ of all of White's work.

■ B. Combining Sentences with Appositives

You can use an appositive word or phrase to express the ideas of two sentences within one sentence. Study this example; then combine each pair of sentences that follow, using an appositive. Be sure to add commas where needed.

Example: Printings opened in 1960. It is our favorite bookstore.
Printings, our favorite bookstore, opened in 1960.

1. You can always get friendly advice from Ms. Li. She's the current owner. _____

2. Ms. Li often has special activities at her store. She is a creative bookseller. _____

3. Just last week authors gave a reading at Printings. The authors were Myra Myers and T. Tim Thompkins. _____

4. My brother, my sister, and I love to visit Printings. My brother is Darryl. My sister is Deanna. Printings is a bookstore beyond compare. _____

Name Class Date

10.2

Transitive and Intransitive Verbs

■ **A. Distinguishing Transitive and Intransitive Verbs**

Write two sentences for each of the following verbs. In the first sentence the verb should be transitive, and in the second sentence the verb should be intransitive. Use the numbered lines below.

- 1. visit _____

- 2. bounce _____

- 3. sing _____

- 4. play _____

■ **B. Using Transitive Verbs and Direct Objects**

Write five sentences about a concert or another musical topic. For each sentence choose a transitive verb from the first column and a direct object from the second column. In at least one sentence, include two direct objects.

Verbs		Direct Objects	
purchased	read	banner	jacket
gave	entered	seats	autograph
want	found	ticket	program
waved	will play	arena	refreshments
was wearing	filled	song	sweatshirt

10.3 Verbs with Indirect Objects

A. Distinguishing Direct and Indirect Objects

In the following sentences underline each direct object once and each indirect object twice. On the lines provided, write another sentence using the same verb but a different direct and indirect object.

1. Critics give Maria Montoya Martinez the title of “genius.” _____

2. Indeed, many people award Martinez an honored place in the world of folk art.

3. Smooth stones gave jars and bowls a dark but shiny design. _____

4. Martinez sold museums and private collectors her work; her fame grew. _____

5. With great care she taught her family and friends her methods. _____

B. Using Indirect Objects

Rewrite each of the following sentences so that the underlined information is expressed as an indirect object.

1. We bought a ceramic vase for my aunt and uncle for their anniversary. _____

2. When Aunt Lois saw it, she screeched and gave a hug to me. _____

3. Uncle Lew said, “Let me offer my special thanks to my favorite nephew and his parents.” _____

4. On the way home, I asked a question of my folks: Would they tell the story of Aunt Lois and Uncle Lew’s first meeting to me? _____

10.4 Linking Verbs and Predicate Words

■ A. Identifying Linking Verbs and Predicate Words

Read the following passage from *Great Expectations* by Charles Dickens. Identify each underlined word as a *linking verb*, a *predicate noun*, or a *predicate adjective*.

He instantly jumped up, and it was not the same man, but another man!

And yet this man was dressed in coarse gray, too, . . . and was lame, and hoarse, and cold, and was everything that this other man was; except that he had not the same face, and had a flat broad-brimmed low-crowned felt hat on.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

■ B. Using Verbs and Predicate Adjectives

Use each of the following verbs in two related sentences. In the first sentence use it as an action verb with a direct object. In the second use it as a linking verb with a single or compound predicate adjective.

Shanna carefully *felt* the *material* of the antique dress.
The cloth *felt* *stiff* but *smooth*.

1. (smell) _____

2. (taste) _____

3. (sound) _____

4. (turn) _____

5. (feel) _____

Name Class Date

10.5 Present and Past Tenses

■ A. Using the Correct Tense

Complete the following sentences using the correct tense of the verb in parentheses.

1. Celia, Jan, and Lucius _____ whenever they get the chance. (cook)
2. Last night, while Jan and Lucius _____ potatoes, Celia _____ a pot of water. (scrub, heat)
3. One of them _____ the cooked and cooled potatoes; the others _____ tomatoes, onions, and zucchini. (cube; chop)
4. Either his sisters or Lucius himself _____ the simmering soup. (stir)
5. The three tired but happy chefs _____ themselves at the table with pride, for they knew that their soup always _____ the most finicky appetite. (seat; satisfy)

■ B. Using Present and Past Tenses

First, underline all the verbs. Eight of the verbs should be in the past tense instead of the present tense. Draw a line through these verbs in the wrong tense, and write their past tense form in the space above the verb.

Some people still wonder about my family’s strange meals, but we believe in our dietary choices. For example, just last week we create a fantastic dinner. My dad ladles out the first course, peanut soup. (I remind you that people in many parts of the world regularly enjoy this dish.) Carrot-and-cabbage salad follows, and my sister smiles and helps herself. Next, Mom and Paul carry in the main course, spaghetti with “meatless meat” sauce. We substitute bean curd for ground beef that night. In fact, we use bean curd often in our kitchen. Finally, the best of all possible desserts—baked apples—completes the meal. If you still question our cuisine, come for dinner tomorrow!

10.6 Main Verbs and Helping Verbs

A. Using Principal Parts of Verbs

Use each form (base form, present participle, past form, past participle) of the given verb in sentences of your own.

1. admire _____

2. wash _____

3. brush _____

4. cook _____

B. Using Main Verbs and Helping Verbs

Use the following verbs to write five sentences about an event at your school. Include a verb phrase with a helping verb and a main verb in each sentence.

rest discover welcome grab supply

1. _____

2. _____

3. _____

4. _____

5. _____

10.7

Progressive Forms

■ A. Using Present Progressive and Past Progressive Forms

Using the verb in parentheses, write the correct progressive form that should appear on the appropriate line below.

Yesterday my friends and I (1. play), but today I (2. walk) around with my arm in a sling. You probably (3. ask), “What happened?” Well, Hakim pestered me; he complained, “Fran (4. plan) a race, and the runners (5. look) for a time-keeper. Will you keep the watch for us?” Soon Fran and the other runners (6. gather) around me, and one of them shoved a flag into my hand. As I (7. drop) the signal flag and the runners (8. sprint) off, I felt a sudden pain in my arm. A second later, I (9. roll) on the ground, and the runners returned. “Hakim (10. call) your mom,” Fran whispered. Now I (11. suffer) with a sprained arm—just because I waved that flag.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

■ B. Using Progressive Forms

Write five sentences, using the given subjects and the indicated progressive form of the given verb.

1. Karyn *work* (present progressive) _____

2. The singers *forget* (present progressive) _____

3. Laurie and Bob *discuss* (past progressive) _____

4. I *ride* (past progressive) _____

10.8 Perfect Tenses

■ A. Using the Present Perfect Tense

Complete each sentence with the correct present perfect form of the verb or verbs in parentheses.

1. The prince _____ at the castle gate. (arrive)
2. A large, deep hood conceals his features; the guards and the knights _____ to recognize him. (fail)
3. Each spectator, however, _____ about and _____ about his quest. (heard; wonder)
4. "I state my claim, for I _____ the queen's request," the prince shouts. (fulfill)
5. "You interest us," answers the queen herself, "but neither I nor my daughter trusts you. We _____ a great reward for the lost ring. If you indeed _____ it, produce it now!" (offer; discover)

■ B. Using the Past Perfect Tense

Rewrite each sentence, correctly using the past perfect tense of the verb in parentheses.

1. The prince (plan) his strategy carefully, but a surprise greeted him on the way home. _____

2. He (expect) a haughty reply from the queen, and he was ready.

3. Before he returned to the castle, he (contact) Bronwyn, his childhood friend.

4. He (placed) the ring in her safekeeping. _____

5. Before they realized it, the prince and Bronwyn (fall) in love. _____

10.9 Expressing Future Time

A. Identifying and Using Future and Future Perfect Time

Write whether the sentence expresses future or future perfect time. Then, if the sentence expresses future time, rewrite it to express future perfect time. If the sentence expresses future perfect time, rewrite it to express future time. Make any necessary changes to the sentences.

1. Tomorrow the crew is painting the set.

2. By that time they will have worked for two weeks.

3. Soon Sandra is graduating from college.

4. She will have applied for many jobs by graduation.

5. We will visit Grandmother during winter break.

B. Using Verbs to Express Future Time

Write five sentences in the future or future perfect tense. Use the verbs given in parentheses. Use the future perfect tense at least twice. Your sentences can be about any topic you choose.

1. (select) _____

2. (study) _____

3. (print) _____

4. (conclude) _____

5. (control) _____

10.10 Active and Passive Voice

■ A. Distinguishing Active and Passive Voice

Underline each verb phrase in the following sentences. Then write whether the sentence is in the *active voice* or *passive voice*. If a verb is in the passive voice, list the word or words that receive its action.

1. Today the best school debating team and debater were selected.

2. The seats in the auditorium are filled by friends of the finalists.

3. The team members' names and schools were displayed.

4. The challenge was issued by Whitman; then a reply was offered by Central.

5. The judges watched the debate.

6. The noisy audience was silenced by the ushers.

■ B. Using Active and Passive Voice

Rewrite each of the following sentences to place emphasis on the answer to the question in parentheses.

1. The winning team's parents hosted a victory party. (Did the winning team's parents host a pep rally or a victory party?) _____

2. All of the debaters were greeted with loud applause from the audience. (Who applauded the debaters?) _____

3. The principal presented each winner a plaque. (What did each winner receive?) _____

4. Brief speeches of thanks were made by the captain and the co-captain. (Did the coach and the assistant coach or the captain and the co-captain make speeches?) _____

10.11–12 Irregular Verbs

A. Forming Irregular Verbs

Complete each of the following sentences by writing the correct past form or past participle of the verb in parentheses. If the answer is the past form, rewrite the sentence using the past participle. If the answer is the past participle, rewrite the sentence using the past form.

1. My sweater had (shrink) _____ accidentally in the dryer. _____
2. The bell (ring) _____, and all the children left the playground. _____
3. I had (lend) _____ the neighbors our snow shovel. _____
4. The vendors on the street (sell) _____ T-shirts. _____
5. The little boy hungrily (bite) _____ into the apple. _____
6. Mother had (wear) _____ her new coat and hat to the concert. _____

B. Using Irregular Verbs

Write four sentences about how people a hundred years ago might have performed routine tasks. Each sentence should have a past or a past participle of one of these verbs.

drive	write	sell	teach
speak	eat	sleep	go
wear	choose	grow	become

1. _____

2. _____

3. _____

4. _____

11.1 Personal Pronouns

■ A. Understanding Personal Pronouns

Imagine you are a student tutor at your school. You are trying to teach a younger student how to recognize when to use subject pronouns and object pronouns. Write a paragraph of 6–8 sentences explaining how to use these personal pronouns correctly.

■ B. Using Personal Pronouns

Write sentences using pronouns instead of the groups of words below. Write whether the pronoun you used is a subject pronoun or an object pronoun. You should have three sentences demonstrating subject pronouns and three sentences demonstrating object pronouns.

1. those goofy jokes _____

2. Carrie and Mary _____

3. Aunt Agnes and I _____

4. *Life* magazine _____

5. the computer _____

6. Alan, Luis, and Irma _____

11.2 Pronouns and Antecedents

■ A. Correcting Unclear Pronoun References

When a pronoun has two possible antecedents, the double pronoun reference makes the meaning unclear. Rewriting can clear up the confusion. In the following sentences, circle each possible antecedent and the pronoun that could refer to it. Then rewrite the sentence to clarify the meaning.

1. In “The Legend of Sleepy Hollow,” Washington Irving told the tale of Ichabod Crane. He was a comical schoolteacher.

2. There was one young woman who could compete with Katrina Van Tassel. She was the object of Ichabod Crane’s hopes.

3. Ichabod had a rival in Brom Bones. People called him dashing, strong, and rather reckless.

4. Thinking about Brom, Ichabod believed that he would win Katrina’s heart.

■ B. Correcting Vague Pronoun Reference

When a pronoun has no antecedent, its reference is vague. Again, rewriting is needed. In each of the following sentences, circle the troublesome pronoun. Then rewrite the sentence in a way that will make the meaning clear.

1. They have six sharks at the aquarium. _____

2. When my mother saw the doctor, she said the cut would heal. _____

3. When Donna and Julie told me about the airplane crash victims, I felt sorry for them. _____

4. After Nestor spoke with the clerk, he went home. _____

11.6 Reflexive and Intensive Pronouns

A. Using Reflexive and Intensive Pronouns

Fill in the blanks with an appropriate reflexive or intensive pronoun. Write whether your choice of pronoun is used as a reflexive or intensive pronoun.

1. We _____ went to Africa on vacation. _____
2. The man cooked _____ an apple pie. _____
3. Emma and Oki _____ crossed the bridge. _____
4. I _____ filled out the application. _____
5. She gave _____ a pat on the back. _____
6. All of you _____ must go to school. _____

B. Using and Distinguishing Kinds of Pronouns

Write a sentence using each pronoun given below. Your sentence should use the pronoun in the way indicated in parentheses.

1. myself (reflexive) _____

2. themselves (intensive) _____

3. yourself (reflexive) _____

4. itself (intensive) _____

5. yourselves (intensive) _____

6. ourselves (intensive) _____

11.7

Interrogative and Demonstrative Pronouns

■ A. Using and Distinguishing Interrogative and Demonstrative Pronouns

Rewrite each sentence by replacing the word *interrogative* or *demonstrative* in the following sentences with an appropriate interrogative or demonstrative pronoun.

1. (*Demonstrative*) is the arts-and-crafts fair I've been wanting to see.

2. I need a map. (*Interrogative*) of the booths is the information booth?

3. The blanket I'm holding was made in a week; but tell me about the one hanging up over there. I'm sure (*demonstrative*) took many more hours to weave.

4. (*Interrogative*) created the bronze sculptures in front of us? Mr. Kendricks, are (*demonstrative*) really yours?

5. To (*interrogative*) did you dedicate the statue of the eagle?

■ B. Using Interrogative and Demonstrative Pronouns

You can create some interesting questions if you begin with an interrogative pronoun and include a demonstrative pronoun. Study this example; then write some questions of your own. For each question use the pronouns in parentheses. You may write about any topic you choose.

Example: who + those = Who knows if those are Mr. Lowe's roses?
or If those are truly his, who cut them?

1. (who + that) _____

2. (whom + those) _____

3. (which + these) _____

4. (what + that) _____

12.1-2 Adjectives, Articles, and Proper Adjectives

■ A. Identifying Adjectives and Articles

Read this paragraph from *The Phantom Tollbooth* by Norton Juster. Then answer the questions below concerning the adjectives and articles it contains.

(A) As they ran, tall trees closed in around them and arched gracefully toward the sky. (B) The late-afternoon sunlight leaped lightly from leaf to leaf, slid along branches and down trunks, and dropped finally to the ground in warm, luminous patches. (C) A soft glow filled the air with the kind of light that made everything look sharp and clear and close enough to reach out and touch.

1. Which words in the paragraph are modified by the article *the*? By the article *a*?

2. List the adjectives (excluding articles) in sentences A and B. Then write the word that each adjective modifies. _____

3. Rewrite sentence C, replacing each adjective with a different adjective. _____

■ B. Using Common and Proper Adjectives

Write a paragraph about an imaginary international restaurant that serves dishes from around the world. Describe some of your favorites, using both common and proper adjectives. When you are done, add up the number of definite articles, indefinite articles, common adjectives, and proper adjectives.

Name Class Date

12.3–4 Comparative, Superlative, and Demonstrative Adjectives

■ A. Using Comparatives, Superlatives, and Demonstratives

Use each of the following comparative, superlative, or demonstrative adjectives in a sentence.

1. brighter _____

2. those _____

3. less _____

4. most bizarre _____

■ B. Forming and Using Comparatives and Superlatives

Put each of the following adjectives in its comparative form, and use it in a sentence.

1. good _____

2. many _____

3. fascinating _____

Put each of the following adjectives in its superlative form, and use it in a sentence.

1. new _____

2. noisy _____

3. active _____

Name Class Date

12.5

Adverbs

■ A. Identifying Adverbs

Draw lines to match each example of an adverb at work (left-hand column) with the phrase that describes it (right-hand column). In each example, underline the adverb. Then, in the space provided, use the adverb, or the entire phrase, in a sentence of your own.

Phrase	Description
1. paints the scene skillfully	tells <i>when</i> about a verb
2. works here	modifies another adverb
3. unusually fine technique	tells <i>where</i> about a verb
4. never forgets	modifies an adjective
5. quite highly regarded	tells <i>how</i> about a verb

■ B. Identifying Adverbs and the Words They Modify

Circle the 25 adverbs in the following journal entry. Draw an arrow to the word that each adverb modifies.

Long had I hoped for the chance of seeing a wild deer, and finally it happened! I was riding my bike yesterday and had climbed a hill. I reached the top—and there, straight ahead, stood a doe and her fawn. They were stunningly beautiful—and they looked incredibly surprised! Cautiously I held my breath and quickly studied them. The fawn, so very young, uncertainly nuzzled her mother’s side. I held out my hand and quietly offered them an apple. Suddenly, the doe’s tail flicked up and down; then she and her baby bounded away. Afterward, I whistled respectfully, for I had come very close. I’ll remember that moment always!

12.6 Comparative and Superlative Adverbs

■ A. Forming and Using Comparative and Superlative Adverbs

Complete the following sentences by filling in an appropriate comparative or superlative adverb. Do not use the same adverb more than once.

1. Naomi skated _____ than she had before.
2. Did Rolf listen _____ to the speaker than Bill did?
3. This is a great sweater, but that one fits _____ than the others.
4. Sarah was singing _____ than usual because she really wanted to get the lead in the school musical.
5. Even the _____ written speech can be boring.
6. You should have arrived _____ if you wanted a seat in the front row.

■ B. Using Comparatives and Superlatives

Underline the adverb in each of the following sentence beginnings. Then complete each sentence. Use the comparative or superlative form of the adverb.

1. Gabe was talking excitedly, but _____

2. Although Chuck may arrive soon, _____

3. Janelle dances more gracefully than Evelyn; however, _____

4. Keith runs less quickly than Eric, but _____

■ C. Understanding Adverbs

Adverbs such as *perfectly*, *completely*, and *uniquely* are sometimes called **absolute** adverbs.

Example: Sam dived into the pool *perfectly*.

Why doesn't it make sense for absolute adverbs to have comparative and superlative forms?

12.7 Using Adverbs and Adjectives

A. Distinguishing Adverbs from Adjectives

In the first space next to each of the following words, write whether that word is an adjective or an adverb. In the second space write the adverb form for each adjective and the adjective form for each adverb. Finally, write one sentence using the adjective form and another sentence using the adverb form.

1. sure _____

2. real _____

3. badly _____

4. good _____

B. Correcting Adverb and Adjective Usage

Each of the following sentences contains at least one error related to adverb and adjective usage. Circle each error; then rewrite the sentence in the space provided.

1. The aardvark is a type of anteater that lives in Africa where it is real hot. _____

2. Since its name really means “earth pig,” this animal may not feel badly about being called *aardvark*. _____

3. The aardvark’s real narrow snout, sharp claws, and long ears sure contribute to its strange appearance. _____

4. When it comes to eating well, an aardvark doesn’t do bad for itself. _____

13.1 Prepositions and Prepositional Phrases

A. Identifying and Understanding Prepositions and Prepositional Phrases

Read this paragraph from Gary Soto's "First Love." Then answer the questions about prepositions and prepositional phrases.

(A) After a while Alfonso pedaled up the street, hands in his pockets, toward Foster Freeze, where he was chased by a ratlike chihuahua. (B) At his old school, John Burroughs Elementary, he found a kid on top of a barbed wire fence with a girl looking up at him. (C) Alfonso skidded to a stop and helped the kid untangle his pants from the barbed wire.

1. List the prepositional phrases in sentence A. _____

2. List the prepositional phrases in sentence B. _____

3. List the prepositional phrases in sentence C. _____

4. Which prepositional phrase has an appositive following its object?

B. Understanding Prepositions

Compare these sentences:

Alfonso rode by my house. Alfonso rode by.

Why is *by* a preposition in the first sentence but an adverb in the second? Explain the difference to someone who is just learning about prepositions. Find some other examples in the list on page 481 of your text, and include one or more of them in your explanation.

Name Class Date

13.2 Pronouns as Objects of Prepositions

■ A. Using Pronouns as Objects of Prepositions

Rewrite the following sentences, substituting an appropriate object pronoun for the underlined word or words.

1. Karen went on vacation with Tom and Maria.

2. Tom wanted to go skiing but Karen didn't, so he went without Karen.

3. Tom didn't want to go to the ruins, so Karen took Maria instead of Tom.

4. Everyone got suntanned except Maria, who got sunburned.

5. When it was time to get on the bus, no one could find Tom, Maria, and Karen.

■ B. Using *Who* and *Whom*

There are several examples of *who* and *whom* in the following passage. Underline the word that is correct in each case. When *whom* is the object of a preposition, circle the preposition.

(Whom/Who) was Maria Mitchell? The astronomer about (whom/who) I've been learning was born in Massachusetts in 1818. For (who/whom) did her father place a telescope on the roof? He did it for both of them—that's (whom/who)—because they both loved watching the stars. In 1847, Mitchell discovered a comet, and she became someone (whom/who) people beyond Massachusetts heard of. She also studied sunspots and the satellites of planets. Mitchell taught astronomy at Vassar College. She encouraged the students with (who/whom) she worked to ask questions about space—and to look for the answers.

Name Class Date

13.3

Prepositional Phrases as Adjectives and Adverbs

■ A. Identifying and Distinguishing Adjective and Adverb Phrases

In this passage from *The Way to Rainy Mountain*, the Kiowa author N. Scott Momaday tells of his grandmother's ancestors. Underline the eight prepositional phrases the passage contains; then, in the space provided, identify each phrase as an *adjective* phrase or an *adverb* phrase, and write the word or words that it modifies.

They were a mountain people, a mysterious tribe of hunters whose language has never been positively classified in any major group. In the late seventeenth century they began a long migration to the south and east. It was a journey toward the dawn, and it led to a golden age. Along the way the Kiowas were befriended by the Crows, who gave them the culture and religion.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

■ B. Using Adjective and Adverb Phrases

Write four sentences, using one or two of the following prepositional phrases in each sentence. Then write *adjective* or *adverb* above each prepositional phrase in your sentence.

beneath the burning sun	upon their upturned faces	of distant rain
in spite of the heat	against the bright sky	within a few minutes

1. _____

2. _____

3. _____

4. _____

13.4–5 Conjunctions and Conjunctive Adverbs

■ A. Distinguishing Conjunctions and Conjunctive Adverbs

Underline each conjunction and tell whether it forms a *compound subject*, a *compound predicate*, a *compound object of a preposition*, a *compound direct object*, a *compound indirect object*, or a *compound sentence*. Then write whether it is a *coordinating conjunction*, a *correlative conjunction*, or a *conjunctive adverb*.

1. Ramón, Ranjit, and Rochelle ran excitedly toward the band room.

2. They gave Mrs. Jackson and the rest of their friends in the band not only a wave but also a smile.

3. The performers were already wearing their uniforms; however, many of them were still either finding their music or warming up their instruments.

4. They were finally ready for the parade and the concert afterward; therefore, almost everyone felt a little excited.

5. Down the crowded avenue marched the band and the color guard, and their performance thrilled both the spectators and themselves.

6. Later, Ranjit joked with Rochelle and Ramón; furthermore, Mrs. Jackson had a few jokes or funny stories for the band.

■ B. Using Conjunctions and Conjunctive Adverbs

Write a paragraph about a musical topic or another topic you like. Use at least two examples each of coordinating conjunctions, correlative conjunctions, and conjunctive adverbs in your paragraph. Be sure to punctuate your sentences correctly.

Name Class Date

13.7 Finding All the Parts of Speech

■ A. Identifying and Using Parts of Speech

Complete the following paragraph. Above each part of speech in parentheses, write a word that is that part of speech. As long as you provide the requested parts of speech, you can make your paragraph as serious or as silly as you wish.

(Adverb) one Thursday afternoon Hector Detector, the famous (conjunction) (adjective) (noun), walked (adverb) (preposition) the Westboro Historical Museum. (Pronoun) checked his (noun) and (verb). Would he find the missing clue in the Hall of Prehistory, (conjunction) did (pronoun) (verb) it in Ancient Greece? Crowds of (noun) stared (preposition) (noun), (conjunction) Hector (adverb) (verb) off like a (adjective) (noun). He (verb) down the hall (conjunction) stopped (preposition) an entrance marked “Mineralogy.” “(Interjection)!” Hector (verb) (adverb). “If that (noun) is here, I’ll find (pronoun).”

■ B. Distinguishing Parts of Speech

Label each underlined word with its part of speech in the space provided.

1. Hector searched among the gleaming gold and the diamonds that looked icy.

2. Then he spotted a small piece of cloth or paper beneath a meteorite.

3. “You’re not very sharp, Hector,” the note read. “By now, the vase you’re looking for is on its way to Morocco.”

4. Oh, no! The paper had been signed carelessly by Rita Cheater, the long-time terror of museums and galleries around the world!

Name Class Date

14.1-2 Sentences, Clauses, and Complex Sentences

■ A. Identifying Sentences

Underline each clause in the following sentences, and write whether the clause is *main* or *subordinate* in the space above the clause. Then identify the sentence as *simple*, *compound*, or *complex*.

1. Emilio moved to the United States in 1992. _____
2. He was nervous at first, but now he has adjusted to his new life. _____

3. Although life is different here, Emilio has grown to love his adopted home. _____

4. He participates in many school activities; however, the chess club, the choir, and the baseball team are his favorites. _____
5. Emilio often spends time with Katrina and Paul, who are his friends. _____

6. They are planning a trip to Emilio's homeland. _____

■ B. Writing Compound and Complex Sentences

For each of the main clauses below, create a complex sentence or a compound sentence, as indicated in parentheses, by adding a subordinate clause or another main clause.

1. The art gallery has several rarely seen works on display. (complex) _____

2. Some of them were created by well-known artists. (compound) _____

3. I attended the opening with Tabitha and Tony. (complex) _____

4. First we viewed the artwork. (compound) _____

5. We saw everything. (complex) _____

14.3–4 Adjective Clauses

■ A. Identifying Adjective Clauses

Underline the adjective clauses in the following sentences; circle the noun that the clause modifies. Then tell whether the adjective clause is *essential* or *nonessential*.

1. The picnic that was scheduled for Friday has been postponed. _____
2. The recent storms, which have been particularly severe, made the field muddy.

3. Our scout leader, who organized the event, thinks it will be too damp for our softball tournament.

4. We picked a spot where there hadn't been as much rain. _____
5. Those fans who were looking forward to the tournament prefer our usual ballpark.

6. The park that our leader suggested is unfamiliar to us. _____

■ B. Using Adjective Clauses

Write sentences of your own, using the adjective clauses listed in the manner indicated. Be sure to set off nonessential clauses with commas.

1. (*who came to dinner*, essential clause) _____

2. (*which begins at noon*, nonessential clause) _____

3. (*whose sister is in my class*, nonessential clause) _____

4. (*that we saw yesterday*, essential clause) _____

5. (*which are the most expensive*, nonessential clause) _____

Name Class Date

14.5 Adverb Clauses

■ A. Identifying Adverb Clauses

Underline each adverb clause, and circle the verb it modifies.

1. I write Nina letters whenever I travel to other cities.
2. Before I leave home, I pack my address book and stationery.
3. I also buy postcards whenever I can.
4. Nina tells me news from home until I return.
5. When I come home, I always bring her a souvenir.
6. We keep in touch because we are such good friends.

■ B. Using Adverb Clauses

Complete each sentence by adding an adverb clause. Use a comma after an adverb clause that introduces a sentence.

1. We play football _____.
2. The neighbors join us _____.
3. _____ we go to the creek.
4. We stay there _____.
5. Our parents meet us _____.
6. _____ they always find something to do.
7. _____ we often accompany them.
8. Lisa and Rachel play on our team _____.
9. George and Juan play _____.
10. _____ we have learned many things from each other.

Name Class Date

14.6

Noun Clauses

■ A. Identifying Noun Clauses

Underline each noun clause, and tell whether it is used as a *subject*, *direct object*, *object of a preposition*, or *predicate noun*.

1. What I witnessed was history in the making. _____
2. The effect on whoever was watching cannot be exaggerated. _____
3. The message was that anything is possible. _____
4. My friends took whichever road led to the main gate. _____
5. Why this happened today is hard to explain. _____
6. However you want the job is the way we will do it. _____

■ B. Using Noun Clauses

Use each noun clause in a sentence of your own.

1. whichever will help _____

2. whoever thought of it _____

3. that the reward is great _____

4. where the celebrities gather _____

5. what surprises me most _____

15.1 Participles and Participial Phrases

A. Identifying Participial Phrases

Underline each participial phrase, and circle the word it modifies.

1. Worried about the time, Ann Li ran to the bus stop.
2. The bus, rolling slowly down the street, arrived on time.
3. Pausing for breath, Ann Li waited for the other students.
4. The student seated in front of her is one of her closest friends.
5. Heading for class, everyone was talking about the big game.
6. Ann Li, relieved of anxiety, sorted her books and prepared for history class.

B. Using Participles and Participial Phrases

Write a sentence for each topic below. Include in each sentence a participle or participial phrase and underline it.

1. The first thing that I did this morning

2. An extracurricular activity that I enjoy

3. What I did last weekend

4. My favorite sport

5. A movie that I saw recently

15.2 Gerunds and Gerund Phrases

A. Identifying Gerunds

Write each gerund or gerund phrase, and indicate whether it is used as a *subject*, a *direct object*, or an *object of a preposition*.

1. Winning a trophy is important to Beatrice. _____

2. Tien likes jogging and swimming. _____

3. Celia will succeed by giving her best possible performance. _____

4. Both enjoy competing. _____

5. Jacques has developed a new comedy routine about training animals. _____

6. Flying is still the subject of Chloe's comedy routine. _____

B. Using Gerunds

Write two sentences for each topic listed below. Use a gerund or gerund phrase in each sentence. Write one sentence that uses the gerund or gerund phrase as a direct object and one sentence that uses the gerund or gerund phrase as an object of a preposition. Underline the gerunds and gerund phrases.

1. My chores include _____

2. I always reserve time for _____

15.3 Infinitives and Infinitive Phrases

■ A. Identifying Infinitives

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

1. To knit requires much patience and skill. _____

2. To knit a sweater requires even more skill. _____

3. I want to hike the nature trails. _____

4. Many people plan to attend the meeting. _____

5. We hope to pitch our tent before dark. _____

6. To succeed would bring us great satisfaction. _____

■ B. Using Infinitives

Write a sentence for each infinitive below. You can use the infinitive either alone or as part of an infinitive phrase.

1. to run _____

2. to joke _____

3. to see _____

4. to appear _____

5. to trust _____

16.1, 5 Making Subjects and Verbs Agree

■ A. Identifying Subject and Verb Agreement

Underline each simple subject. Then complete each sentence by circling the correct form of the verb in parentheses.

1. The music for the ballet *The Nutcracker Suite* (was, were) composed by Tchaikovsky.
2. *Sophisticated Ladies* (features, feature) the music of Duke Ellington.
3. Carla and Patrice (hopes, hope) to buy tickets to tonight's concert.
4. They (is, are) worried that the concert may be sold out.
5. The conductor and musicians (teaches, teach) classes at Carla's school.
6. Everyone in their classes (wants, want) to see the show.

■ B. Making Subjects and Verbs Agree

Complete each sentence by adding a verb that makes sense in that sentence. Use the present-tense form of the verb.

1. Geoff and Tito _____ to the ballpark every Saturday morning.
2. They _____ to play baseball with their friends.
3. Keisha, Tito's little sister, _____ along.
4. Instead of playing baseball Keisha and her friends _____ across the park.
5. I _____ down the street to join them.
6. They _____ me to join Tito and his friends.
7. I _____ that we should go shopping first.
8. Keisha _____ a new jacket.
9. We _____ for one at the department store.
10. Later, my friends and I _____ Tito in the park.

16.2 Problems with Locating the Subject

■ A. Identifying the Correct Verb Form

Read each sentence, and underline the simple subject. If the subject and verb do not agree, rewrite the sentence by changing either the subject or the verb.

1. There are the book and poster display that I wanted to show you. _____

2. The classes in our school are excited about the field trip. _____

3. Over the fireplace hangs a beautiful painting by Claude Monet. _____

4. Here are a book about dinosaurs. _____

■ B. Using the Correct Verb Form

Write sentences of your own using the words provided. Underline each simple subject once and each verb twice. Be sure the verb agrees with the subject.

1. (wish) _____

2. (There is) _____

3. (Across the river is) _____

4. (does gather) _____

5. (have considered) _____

6. (Here are) _____

Name Class Date

16.3–4 Special Subjects

■ A. Identifying Special Subjects and Their Verbs

Underline the verb once in each of the following sentences. Underline the subject or subjects twice. Cross out any verb that is incorrect, and write the correct form above it. If the sentence is correct as written, write *correct* above the verb.

1. Impressionists paints their subjects as they see them.
2. Two years has passed since I went to an art show.
3. *Luncheon of the Boating Party* is one of my favorite paintings.
4. Some of my friends likes Impressionist art, too.
5. One of my teachers prefers more realistic styles of painting.
6. The class has their own opinions of Impressionism.

■ B. Using the Correct Verb Form

Complete each of the following sentences, using the correct present-tense form of any verb that makes sense.

1. Everyone _____ the new movie at the local theater.
2. The evening news _____ a favorable review.
3. *Memories* _____ the title of the film.
4. Many _____ wonderful things about it.
5. Nobody _____ the plot or the characters.
6. Our team _____ talking about it.

17.1-3 Using Troublesome Words

■ A. Identifying Troublesome Words

Each of the following sentences contains one of the troublesome words you have studied. Circle each incorrect word, and write the correct word in the space provided. If the correct word is used, write *correct*.

1. Everyone accept Judy attended the celebration. _____
2. She chose to visit the planetarium instead. _____
3. Its located several miles from the convention center. _____
4. If we loose track of time, we will miss the dedication ceremony. _____
5. With so many celebrities in attendance, it should be quiet an event. _____
6. The soup was to hot. _____
7. Beside Labor Day there are no national holidays in September. _____
8. The teacher asked, "Who's illustration is that?" _____

■ B. Using Troublesome Words

Write two sentences that illustrate the correct use of each pair of words.

1. (theirs, there's) _____

2. (than, then) _____

3. (lay, lie) _____

4. (many, much) _____

5. (between, among) _____

6. (you're, your) _____

Name Class Date

19.1–2 Capitalization I

■ A. Capitalizing Sentences, Quotations, Names, and Titles

Write each sentence, supplying capital letters where they are needed.

1. mrs. fernandez, our guidance counselor, arranged a career day at our school.

2. she said, “you will have a chance to speak to professionals in many different fields.”

3. doctor sawyer is coming, as well as professor kiley and general krokov.

4. aunt sally, who is a diplomat, will tell us about foreign services.

5. “it is exciting,” my friend kiko said, “to meet so many successful people.”

6. “maybe we will decide on careers today,” kiko added.

■ B. Using Capital Letters

Write the salutation, body, and closing of a brief letter to a friend who lives in another city, state, or country. Tell your friend about your career plans or a profession you are considering for the future. Use capital letters where needed.

19.3-4 Capitalization II

■ A. Capitalizing Names of Places and Other Proper Nouns and Adjectives

Write each sentence, adding capital letters where they are needed.

1. The american soldiers who fought at lexington and concord were known as minutemen.

2. The assassination of archduke ferdinand of austria-hungary sparked world war I.

3. new york was once known as new amsterdam.

4. The national trust for historic preservation raises money to restore and maintain historic sites.

5. jefferson middle school offers courses in spanish, japanese, and french.

6. thanksgiving is the fourth thursday in november.

■ B. Using Capital Letters

Write a paragraph of six to eight sentences about your community. You might include descriptions of landmarks, interesting places and events, and people who live in your community. Be sure to use capital letters where necessary.

20.1 Using the Period and Other End Marks

■ A. Choosing End Marks

Add the correct end mark to each sentence, and then write whether the sentence is *declarative, imperative, interrogative, or exclamatory*.

1. Do you know who developed the first polio vaccine _____
2. Eli Whitney invented the cotton gin _____
3. Yellowstone National Park was the first national park founded by Congress _____
4. Bring me a thesaurus and a dictionary _____
5. Wow, that's terrific _____
6. Where is the Walt Whitman Bridge _____
7. Martin Luther King Jr. won the Nobel Peace Prize in 1964 _____
8. What a wonderful book this is _____
9. Watch this film to see why I like it _____
10. Did you like the last film _____

■ B. Using End Marks

Write sentences of your own about interesting facts, using the kind of sentence indicated. Be sure to use the correct end mark.

1. (exclamatory) _____

2. (declarative) _____

3. (interrogative) _____

4. (imperative) _____

Name Class Date

20.2

Using Commas I

■ A. Identifying the Correct Use of Commas

Evaluate the use of commas in the following sentences. Then rewrite the sentences, adding or deleting commas as needed. If the sentence contains no errors in the use of commas, write *correct*.

1. Lucia planted roses, geraniums and peonies in her garden. _____

2. No I have not seen the garden this spring. _____

3. Pleased, at the result, Lucia has invited her friends to visit the garden. _____

4. Carol, are you planning to go? _____

5. In the space by her flower garden Lucia has started a vegetable garden. _____

■ B. Using Commas

Write the following sentences, adding commas where needed.

1. Stephen Foster a nineteenth-century American composer wrote “Dixie.” _____

2. Yes the banjo originally came from Africa. _____

3. Often played at patriotic events “God Bless America” was written by Irving Berlin. _____

4. Performed only rarely the entire version of “The Star-Spangled Banner” is four verses long. _____

5. Irving Berlin wrote several classic American songs; however he dedicated the song “Marie” to the Queen of Romania. _____

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Name Class Date

20.3 Using Commas II

■ A. Identifying the Correct Use of Commas

Determine whether the commas in the following sentences are used correctly. If they are, write *correct*. If they are not, write the sentence correctly.

1. Hawaii is one state in the Union but, it is composed of eight islands. _____

2. Travel between the Atlantic Ocean and the Pacific Ocean became easier after the Panama Canal was built. _____

3. Rhode Island which was founded by Roger Williams, was one of the thirteen original colonies. _____

4. Although it has changed, over the years the American flag is still based on a design by Betsy Ross. _____

5. Lewis and Clark began their expedition in St. Louis and they planned to follow the Missouri River upstream. _____

■ B. Using Commas

Write sentences using the directions provided. Circle each comma.

1. (a compound sentence using *or*) _____

2. (a sentence with an introductory adverb clause) _____

3. (a sentence with a nonessential adjective clause) _____

4. (a compound sentence using *but*) _____

5. (a compound sentence with an introductory adverb clause) _____

Grammar Enrichment

Name Class Date

20.4 Using Commas III

■ A. Identifying the Correct Use of Commas

Determine whether commas are used correctly in the following sentences. If they are, write *correct*. If not, write the sentence, adding or deleting commas as needed.

1. On February 15, 1898, the USS *Maine* was destroyed in Havana Harbor. _____

2. Philadelphia Pennsylvania known as the “City of Brotherly Love,” was the site of the First Continental Congress. _____

3. Kyle Lawson Ph.D. has written a book about American government. _____

4. Sonia Tarelli has written a book about America, too. _____

5. Dr. Lawson said “You can learn a lot by studying history.” _____

6. Instead of American history world history is being offered next year. _____

■ B. Using Commas

Write a letter to a friend or relative to describe your favorite subject in school and what you have learned recently. Use commas wherever appropriate, circling each one you use.

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20.5 Using Semicolons and Colons

A. Using Semicolons and Colons

Write each of the following sentences. Add any needed semicolons or colons. Write *correct* if the sentence contains no errors.

1. The Green Mountain Boys fought in the Revolutionary War they were led by Ethan Allen. _____

2. Other than Buddhism, Japan has one major religion it is called Shinto. _____

3. Benjamin Franklin lived in Philadelphia, Pennsylvania; however, he often visited Paris, France. _____

4. These were our first three presidents George Washington, John Adams, and Thomas Jefferson. _____

5. The president of the United States takes the oath of office at 1200 noon. _____

6. Pennsylvania is named after William Penn; Georgia is named after King George II. _____

B. Writing with Semicolons and Colons

Write sentences about the topics listed. Include an appropriate semicolon or colon in each sentence.

1. The historical figure that I would most like to meet _____

2. The period of history that I would most like to visit _____

3. The following three people have influenced me _____

4. If I were president, I would _____

20.6 Using Quotation Marks and Italics

A. Punctuating Titles

Write the titles in each sentence. Add quotation marks or underlining for italics, whichever is appropriate.

1. Pride and Prejudice is one of my favorite books.

2. My mother subscribes to Newsweek, Life, and Metropolitan Home.

3. For the annual speech contest, Nikki chose the poem The Touch of the Master's Hand.

4. The Washington Post had an interesting article entitled An Insider's View of Washington, D.C.

5. The musical My Fair Lady was based on the play Pygmalion.

6. The choir sang Simple Gifts and My Country 'Tis of Thee.

B. Using Quotation Marks and Italics

Write a conversation between yourself and a friend. It can be real or fictional, but be sure to use quotation marks and to identify each speaker. Your conversation can be about a book, a film, or a television program.

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

■ A. Using Apostrophes

Write each sentence, adding apostrophes where needed.

1. Australias nickname is “The Land Down Under.” _____

2. Charles Lindberghs transatlantic flight made history. _____

3. The League of Nations was the world leaders attempt at lasting peace. _____

4. Everyones opinion was that the League of Nations was ineffectual. _____

5. Even the president admitted the League wasnt accomplishing what he had hoped it would. _____

6. There were too many *ands*, *buts*, and *ors* in the Leagues charter. _____

■ B. Using Hyphens, Dashes, and Parentheses

Write each sentence. Add hyphens, dashes, and parentheses where needed.

1. The boto a dolphin found in the Amazon and Orinoco River systems is so flexible that it can grasp its own tail. _____

2. Jerusalem I have never visited there attracts thousands of visitors every year. _____

3. Honolulu located on the island of Oahu is the capital of Hawaii. _____

4. Alaska was the forty ninth state to be admitted to the Union. _____

5. Aunt Susie’s brother in law works for the state of Idaho. _____

20.9–10 Using Abbreviations and Writing Numbers

■ A. Using Abbreviations

Write the correct abbreviation for each item. Refer to *Writer's Choice*, page 615, to review rules about the use of abbreviations.

- | | |
|------------------------|--|
| 1. Wisconsin _____ | 5. Street _____ |
| 2. Tuesday _____ | 6. pound _____ |
| 3. November _____ | 7. Federal Bureau of Investigation _____ |
| 4. before Christ _____ | 8. Doctor _____ |

■ B. Writing Numbers

Decide whether each number in the following sentences should be spelled out. If the number is correct as it is, write *correct*. Otherwise, write the sentence using the correct form of the number.

1. Our poll found that fifty-three percent of the students would like school to begin later in the day. _____

2. We also discovered that twenty percent of the students would like school to begin at seven thirty A.M. instead of seven forty-five A.M. _____

3. Of the 365 students in our school, 212 completed the survey. _____

4. 130 of the students would like the cafeteria to serve healthier food. _____

5. The survey committee will meet in Room one twenty four at 3 o'clock on May second, 2001. _____
