

Writer's Choice
Grammar and Composition

Grammar Reteaching

Grade 7



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

Glencoe/McGraw-Hill



A Division of The McGraw-Hill Companies

Copyright © The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce material contained herein on the condition that such material be reproduced only for classroom use; and be provided to students, teachers, and families without charge; and be used solely in conjunction with *Writer's Choice*. Any other reproduction, for use or sale, is prohibited without written permission of the publisher.

Printed in the United States of America.

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, Ohio 43240

ISBN 0-07-823367-4

1 2 3 4 5 6 7 8 9 024 04 03 02 01 00

Contents

Unit 8 Subjects, Predicates, and Sentences

8.2	Sentences and Sentence Fragments	1
8.3	Subjects and Predicates	2
8.4	Identifying the Subject.	3
8.5	Compound Subjects and Predicates	4

Unit 9 Nouns

9.2	Compound Nouns.	5
9.3	Possessive Nouns	6
9.4	Distinguishing Plurals, Possessives, and Contractions	7
9.6	Appositives.	8

Unit 10 Verbs

10.1	Action Verbs.	9
10.2	Transitive and Intransitive Verbs.	10
10.3	Verbs with Indirect Objects.	11
10.4	Linking Verbs and Predicate Words	12
10.5	Present, Past, and Future Tenses	13
10.6	Main Verbs and Helping Verbs	14
10.8	Perfect Tenses.	15
10.9-10	Irregular Verbs.	16

Unit 11 Pronouns

11.1	Personal Pronouns	17
11.2	Pronouns and Antecedents	18
11.3	Using Pronouns Correctly.	19
11.4	Possessive Pronouns	20
11.5	Indefinite Pronouns	21
11.7	Interrogative Pronouns	22

Unit 12 Adjectives and Adverbs

12.1	Adjectives.	23
12.3-4	Comparative and Superlative Adjectives.	24
12.5	Demonstratives	25
12.6-7	Adverbs	26
12.9	Using Adverbs and Adjectives.	27
12.10	Avoiding Double Negatives.	28

Contents

Unit 13	Prepositions, Conjunctions, and Interjections	
13.1	Prepositions and Prepositional Phrases	29
13.4-5	Conjunctions and Interjections	30
13.6	Finding All the Parts of Speech	31
Unit 14	Clauses and Complex Sentences	
14.1	Sentences and Clauses	32
14.3	Adjective Clauses	33
14.4	Adverb Clauses	34
14.5	Noun Clauses	35
Unit 15	Verbals	
15.1	Participles and Participial Phrases	36
15.2	Gerunds and Gerund Phrases	37
Unit 16	Subject-Verb Agreement	
16.1	Making Subjects and Verbs Agree	38
16.2	Problems with Locating the Subject	39
16.3	Collective Nouns and Other Special Subjects	40
16.4	Indefinite Pronouns as Subjects	41
Unit 17	Glossary of Special Usage Problems	
17.1-2	Using Troublesome Words	42
Unit 19	Capitalization	
19.1	Capitalizing Sentences, Quotations, and Letter Parts	43
19.2-4	Capitalizing Words	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

8.2 Sentences and Sentence Fragments

Key Information

Every sentence has two parts: a subject and a predicate. The **subject** names whom or what the sentence is about. The **predicate** tells what the subject does, has, or is. The predicate can also tell what the subject is like.

Several whales / were swimming in the bay.

Subject / Predicate

A sentence must have a subject and a predicate to express a complete thought. A group of words that lacks a subject, a predicate, or both is a **sentence fragment**.

Fragment: Were swimming in the bay. [Lacks subject]

Sentence: Several whales were swimming in the bay.

Directions

Read each item below and write whether it is a *sentence* or a *fragment*. Rewrite each fragment as a complete sentence, adding its missing part.

The capital of Canada.

The capital of Canada. *fragment*—*predicate: The capital of Canada is Ottawa.*

1. The garden was a sea of roses. _____

2. The silence of the night. _____

3. Over and over we sang the same song. _____

4. Over the hillsides. _____

5. I recently read a good biography. _____

6. The delivery truck at the intersection. _____

7. Left the house early on Saturday. _____

8. After the soccer game. _____

8.3 Subjects and Predicates

Key Information

A sentence consists of a subject and a predicate. The **complete subject** includes all the words in the subject of a sentence. The **complete predicate** includes all the words in the predicate of a sentence.

Complete Subject / Complete Predicate

Three kittens / chased a ball of yarn.

The **simple subject** is the main word in the complete subject. The simple subject is usually a noun or pronoun. A noun names a person, place, or thing. A pronoun takes the place of a noun.

The **simple predicate** is the main word or group of words in the complete predicate. The simple predicate is always a verb. A verb shows action or a state of being.

Simple Subject / Simple Predicate

Three **kittens** / **chased** a ball of yarn.

Directions

In each sentence underline the complete subject once and the complete predicate twice. Then write the simple subject and the simple predicate in the space provided.

A huge boulder blocked the road.
 A huge boulder blocked the road. *boulder / blocked*

1. Tiny green leaves peeked through the snow. _____
2. Every student in the class went on the trip. _____
3. The colors of the flag were red, green, and white. _____
4. Sheena's mom wrote a letter to the editor. _____
5. Tonight's game is at eight o'clock. _____
6. Only one pitcher throws the ball so fast. _____
7. My brother is the shortest member of our family. _____
8. A fierce dog met us at the door. _____
9. Another rainstorm arrived today. _____
10. The little boy seemed shy. _____

Grammar Reteaching

Name Class Date

8.4 Identifying the Subject

Key Information

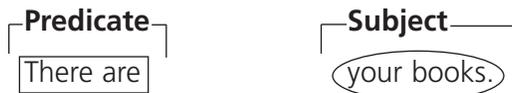
Most statements begin with the subject, but not all do. Many questions begin with part of the predicate.



To locate the subject, rearrange the words to make a statement.



In statements beginning with *There is*, *There are*, *Here is*, and *Here are* the subject follows the verb.



In commands, the word *you* is understood to be the subject.



Directions

Find the complete subject in each sentence. Write it in the space provided. If the sentence is a command, write (*you*) as the subject.

This parking lot has very little space left. *This parking lot*

1. Is the casserole still in the oven? _____
2. Put the newspapers in the recycling bin. _____
3. There were four thousand or more enthusiastic fans at the game. _____
4. Another marathon race will be held tomorrow afternoon. _____
5. Has the Chao family moved in yet? _____
6. Many of our relatives live in Florida. _____
7. Here is the number. _____
8. Give me a hint. _____
9. The mechanic at the garage checked the tire pressure first. _____
10. Have you seen the new aquarium? _____

8.5 Compound Subjects and Predicates

Key Information

A **compound subject** has two or more simple subjects that share the same predicate. The simple subjects are joined by *and*, *or*, or *nor*. When the simple subjects are joined by *and*, the compound subject is plural and takes the plural form of the verb.

Compound Subject

My **sister** and **brother** / are twins.

When simple subjects are joined by *or*, the compound subject can be singular or plural. The verb must agree with the nearer simple subject.

My aunt or my **cousins visit** us every Friday.

My cousins or my aunt **visits** us every Friday.

A **compound predicate** has two or more verbs that have the same subject. The simple predicates are connected by *and*, *yet*, *or*, *nor*, or *but*.

Compound Predicate

An automatic electronic device / **opens and closes** the door.

Directions

For each sentence underline the correct form of the verb in parentheses. If the sentence has a compound subject, write the simple subjects. If it has a compound predicate, write the verbs.

Leaves and small twigs (was, were) stuck in the gutters.

Leaves and small twigs (was, were) stuck in the gutter. *Leaves, twigs*

1. This store and several other stores (are, is) known for good service.

2. Our dogs and cat (wear, wears) flea collars. _____

3. A dill pickle or some onions (taste, tastes) good on a hot dog. _____

4. The outfielders or the shortstop usually (catch, catches) that kind of pop-up.

5. In the story two dogs (wander, wanders) off but later (find, finds) their way home.

6. A cold compress or ice (reduce, reduces) the swelling. _____

Grammar Reteaching

Name Class Date

9.2 Compound Nouns

Key Information

A noun is the name of a person, place, or thing. A **compound noun** is a noun that is made up of two or more words. Some compound nouns are written as one word, others as two or more words joined by hyphens, and still others as more than one word.

motorcycle sister-in-law
word processor

Add -s or -es to form the plurals of most compound nouns. For compound nouns that are hyphenated or made of more than one word, make the most important part of the word plural.

notebooks mailboxes
great-uncles locker rooms
snowberries sisters-in-law
chiefs of state Great Danes

Directions

Underline each compound noun. Then write the plural form of each compound noun in the space provided.

A colorful paddle wheeler was docked at the pier.

A colorful paddle wheeler was docked at the pier. *paddle wheelers*

1. The portrait hung over the fireplace. _____
2. We could hardly think because of the noise of the jackhammer and the other equipment.

3. In the courthouse the judge was listening to another case. _____
4. Neither the bookkeeper nor the accountant could make any sense of the figures.

5. Only the editor-in-chief could decide what to print. _____
6. You can use the personal computer in the library for that assignment. _____
7. Berta's brother-in-law is studying law. _____
8. All she wanted was a ripe, juicy strawberry. _____
9. Your great-grandmother has had quite an exciting life. _____
10. My wheelchair is just the right size for me. _____

Grammar Reteaching

Name Class Date

9.3 Possessive Nouns

Key Information

A **possessive noun** names who or what owns or has something. To form the possessive of most singular nouns, just add an apostrophe and -s ('s).

player's cap Charles's bike
man's shirt

For plural nouns ending in -s, just add an apostrophe. To form the possessive of plural nouns that do not end in -s, add -'s.

players' caps guests' names
men's clothing

Directions

Rewrite each phrase using the possessive form of the underlined word. Write whether the possessive noun you have written is *singular* or *plural*. Then use the words you have written in a sentence of your own.

dogs pens *dogs' pens—plural*
The dogs' pens at the kennel were cleaned every day.

1. a moment notice _____

2. Gladys new sweatshirt _____

3. six days journey _____

4. the thieves plan _____

5. Columbus voyages _____

6. several children games _____

7. the Hundred Years War _____

8. Nancy Lopez golf swing _____

9.4 Distinguishing Plurals, Possessives, and Contractions

Key Information

Plural nouns and possessive nouns are easily confused. Keep in mind that plural nouns do not have apostrophes.

The **horses** ran fast. [plural]

The **horses'** hooves trampled the grass. [plural possessive]

The **horse's** leg was injured. [singular possessive]

An apostrophe is also used to show where letters are left out of a contraction.

A **contraction** is a word made by forming one word from two by leaving out letters:

It is late. *becomes* **It's** late.

Jack is here. *becomes* **Jack's** here.

Directions

Underline the word in parentheses that correctly completes each sentence. Then write *plural noun*, *plural possessive noun*, *singular possessive noun*, or *contraction* to identify the form of the word you chose. If the word is a contraction, write the two words it came from.

My (friends, friends') homes are all different. *plural possessive noun*

(Mirandas, Miranda's) going to the school dance. *contraction—Miranda is*

1. The (day's, days) events were hard to describe. _____
2. (Janeen's, Janeens') a math wizard. _____
3. Are the (accountants', accountants) offices near the bank? _____
4. Both (parties, parties') were scheduled for the same night. _____
5. A (children's, children) chorus sang at the festival. _____
6. Each (swimmers', swimmer's) laps were timed electronically. _____
7. Open your (aunts, aunt's) letter first. _____
8. Every year we looked forward to seeing our (grandmothers, grandmothers').

9. The oil had covered the (birds, birds') wings. _____
10. The (doctor's, doctors') not in until eight. _____

Grammar Reteaching

Name Class Date

9.6 Appositives

Key Information

An **appositive** is a noun or phrase that identifies or renames a person or thing in a sentence.

Mr. Gelman, **a neighbor**, helped me fix the tire.

Mr. Gelman, **our friendly neighbor**, taught me a lot about bikes.

An appositive or appositive phrase can come at the beginning, middle, or end of a sentence, as long as it appears next to the noun it identifies.

A former bike salesperson, Mr. Gelman was now retired.

The Gelmans, **grandparents to six**, had a special way with young people.

We all liked Mr. and Mrs. Gelman, **the retired couple in apartment D**.

Notice how commas are used to set off the appositives above.

Directions

Rewrite each sentence, adding the appositives given in parentheses. Use commas where needed.

The car sped past. (a bright red convertible)

The car, a bright red convertible, sped past.

- Ernest Estoban was an excellent hitter as well. (a talented pitcher) _____

- Four girls had formed their own rock band. (all sisters) _____

- Johann Sebastian Bach had twenty children. (one of the greatest musicians in history)

- My brother won the county baking contest. (a very good cook) _____

- Have you met the new science teacher? (Ms. Iona) _____

- The steamer gave the signal, and the tugboat began to push the mighty ship through the channel. (two bellowing blasts of its horn) _____

Grammar Reteaching

Name Class Date

10.1 Action Verbs

Key Information

An **action verb** names an action that may be either physical or mental. Action verbs may consist of one or more words.

The runners **jogged** steadily along.

Several racers **had stopped** for water.

Some spectators **remembered** last year's marathon.

Rain **had fallen** all day.

Directions

Complete the following sentences by writing an action verb in the blank. Then, in the space that follows, write whether the action verb you've selected expresses physical or mental action.

Ken _____ two miles around the park.

Ken *jogged* two miles around the park. *physical*

1. In the valley the horses _____ free. _____
2. Vanessa _____ her promise. _____
3. Early in the day, we _____ to the lake. _____
4. Rodney had _____ the fence. _____
5. A gust of wind suddenly _____ the leaves in the air. _____
6. Danielle _____ about life as a pilot. _____
7. Dad _____ about household safety. _____
8. He _____ the smoke alarms regularly. _____
9. The car _____ at the last moment. _____
10. Fortunately, no one _____ on the wet floor. _____

Grammar Reteaching

Name Class Date

10.2 Transitive and Intransitive Verbs

Key Information

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

The pitcher threw the **ball**.

What did the pitcher throw? the ball

The **ball** is the direct object.

A verb can have a compound direct object.

Al juggled a **ball** and a **hat**.

What did Al juggle? a ball and a hat

Ball and **hat** are the direct objects.

Sometimes an action verb does not have a direct object.

The baseball player ran quickly.

Quickly does not answer the question *whom?* or *what?* after the verb *ran*. An action verb that does not have a direct object is called an **intransitive verb**.

Action verbs that have direct objects are called **transitive verbs**.

Directions

Underline each action verb once. If the sentence has a direct object, underline it twice, and write *transitive*. If the verb has no direct object, write *intransitive*.

Fred called his sister. *transitive*
Fred called last night. *intransitive*

1. Marci and Len baked brownies. _____
2. In the darkness the lion captured its prey. _____
3. This kind of fabric wrinkles easily. _____
4. Before the test I read the directions. _____
5. The hot embers glowed in the fireplace. _____
6. Zeke rang the bell furiously. _____
7. Seven skaters fell into a heap. _____
8. Try this recipe. _____
9. The store manager unlocked the door and the safe. _____
10. Near the shore a small boat floated. _____

Grammar Reteaching

Name Class Date

10.3

Verbs with Indirect Objects

Key Information

The direct object answers the question *whom?* or *what?* after an action verb. A sentence may also have an **indirect object** placed before a direct object that answers the question *to whom?* or *for whom?* the action is done. The words *to* or *for*, however, never appear before an indirect object.

Tao gave **Selby** a card.

The direct object of the verb is *card*.

The indirect object is *Selby*. *Selby* answers

the question *to whom?* after the action verb *gave*.

Indirect objects appear only in sentences that have direct objects, and they always come before the direct object. You can make certain a noun or pronoun is an indirect object if you can add *to* or *for* before the indirect object, change its position, and have the sentence still make sense.

Tao gave a card **to Selby**.

Directions

Underline each direct object once. If the sentence contains an indirect object, underline it twice.

Wallace bought his daughter a souvenir at the mall.

1. Ms. Garcia sent the class a postcard from Senegal.
2. The host offered his guests some tea.
3. On their way home Ralph and Ruby found a shortcut.
4. The older students taught the first-graders a song.
5. Annette gave her sister a necklace and a bracelet.
6. The travel agent showed our class her slides of the pyramids.
7. My mom lent a dollar to me.
8. Dr. Desai sent the patient a bill.
9. The elderly explorer told us an exciting and true tale of adventure.
10. The mailman handed Doris a letter.

10.4 Linking Verbs and Predicate Words

Key Information

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

Gunther **was** the cook.

A **predicate noun** is a noun that follows a linking verb. It tells or renames what the subject is. A **predicate adjective** is an adjective that follows a linking verb. It describes the subject.

Harper is my **sister**. [predicate noun]

Harper is **smart**. [predicate adjective]

Some common linking verbs are *am, is, are, was, were, will be, become, seem, appear, look, grow, turn, taste, feel, smell, and sound*. Some words can be used as linking verbs or as action verbs.

The clerk **sounded** angry. [linking verb]

The clerk **sounded** the alarm. [action verb]

Directions

Underline each linking verb once. Underline the noun or adjective following the verb twice and write whether it is a *predicate noun* or a *predicate adjective*. If the verb is not a linking verb, write (*action verb*).

Sanya looked hurt. *predicate adjective*

1. The crowd seemed restless.
2. Coach Rowell was a fair coach
3. All of the coaches were fair.
4. This food tastes wonderful.
5. The dogs smelled the meat.
6. The chicken smelled delicious.
7. Larry felt his gloves.
8. The gloves felt soft.
9. The audience grew sleepy.
10. My aunt became a baker.

Grammar Reteaching

Name Class Date

10.5 Present, Past, and Future Tenses

Key Information

The **tense** of a verb tells when an action takes place.

Tense	Singular	Plural
Present	He talks.	We talk.
Past	He talked.	We talked.
Future	He will talk.	We will talk.

The **present tense** of a verb names an action that happens regularly. An -s or -es is usually added to a present-tense verb when it is used with a singular noun or *he, she, or it*.
(*Boys talk. He talks.*)

The **past tense** of a verb names an action that already happened. The past tense of many verbs is formed by adding -d or -ed to the verb.

The **future tense** of a verb names an action that will take place in the future. To form the future tense, use *will* with the verb.

Directions

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

Sonia walked ten miles today. *past*

1. We laughed at the antics of the clown. _____
2. The scientists will teach the chimpanzees a new language. _____
3. Another train rattled past. _____
4. Inez carries her camera with her all the time. _____
5. The maintenance workers gathered up their tools. _____
6. I will prepare a better study schedule. _____
7. After the game we raced for the bus. _____
8. Optimists look on the bright side of life. _____
9. Our class studied Southeast Asia. _____
10. The new mayor will make some striking changes. _____
11. Barry marked the notebooks with his name. _____
12. The windows of the old house open easily. _____
13. My frog will jump the farthest. _____
14. Sula bakes bread every Monday. _____

Grammar Reteaching

Name Class Date

10.6 Main Verbs and Helping Verbs

Key Information

There are four **principal parts** of verbs that are used to form all verb tenses.

Base Form	Present Participle	Past Form	Past Participle
learn	learning	learned	(has or have) learned

A **helping verb** helps the main verb tell about an action or make a statement.

A **verb phrase** consists of one or more helping verbs followed by a main verb. Common helping verbs are forms of *be*, *have*, and *do*. The main verb is always the last verb in a verb phrase.

Directions

Underline each verb phrase. Then write the helping verb in the blank that follows each sentence.

The driver was going too fast. was

1. Someone had opened the window. _____
2. The Save the Earth Club was holding a fund raiser. _____
3. You are being stubborn. _____
4. Which team has scored more points? _____
5. Hank's wheelchair is working well again. _____
6. Our neighbors have planted a beautiful garden in a very small space. _____
7. I am reading a biography of Catherine the Great. _____
8. Vera and her brother do study in the evening. _____
9. Sam and Sophie are singing in the talent show. _____
10. A bouquet of flowers has arrived for you. _____

10.8 Perfect Tenses

Key Information

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

Our class **has observed** changes in the bird's behavior.

The **present perfect tense** consists of the helping verb *have* or *has* and the past participle of the main verb.

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

We **had observed** similar changes before.

The **past perfect tense** consists of the helping verb *had* and the past participle of the main verb.

Directions

Write each sentence. Use the verb in the tense indicated in parentheses.

I (present perfect tense of *play*) in that park a few times.
I have played in that park a few times.

1. The car (present perfect tense of *develop*) a strange gurgle.

2. An artist (past perfect tense of *paint*) a picture of the spectacular view.

3. Several visitors (past perfect tense of *arrive*) already.

4. Sue Ellen (past perfect tense of *want*) a bike like that for a long time.

5. My parents (present perfect tense of *vote*) in every election possible.

6. The business (present perfect tense of *move*) twice in five years.

7. Rollo's dog (past perfect tense of *seem*) hungrier than usual.

8. The city crews (present perfect tense of *repair*) that pothole over and over again.

Grammar Reteaching

Name Class Date

10.9-10 Irregular Verbs

Key Information

For many verbs, the past and the past participle are formed by adding *-ed* or *-d* to the present form. Other verbs, however, form the past and past participle in irregular ways.

Base Form (Present)	Past Form	Past Participle
begin	began	begun
sing	sang	sung
swim	swam	swum
bring	brought	brought
say	said	said
sleep	slept	slept
swing	swung	swung
come	came	come
know	knew	known
break	broke	broken
steal	stole	stolen
am, are, is	was, were	been
do	did	done
go	went	gone
cut	cut	cut

Remember that a helping verb is always used with the past participle.

Directions

Underline the correct verb in each sentence. Then indicate whether the form of that verb is *present*, *past*, or *past participle*.

We (sleep, slept) late last Saturday. *past*

1. We (began, began) our voyage at dawn. _____
2. The chorus had (sang, sung) its best. _____
3. The whole team (swam, swum) six laps in the pool. _____
4. Have you (brought, brung, brang) your journal? _____
5. No one could understand a word the speaker (sayed, say, said). _____
6. The baby has (sleped, sleep, slept) all morning. _____
7. A small monkey (swang, swung) from branch to branch. _____
8. The time had (came, come) for a final decision. _____

11.1 Personal Pronouns

Key Information

A pronoun is a word that takes the place of one or more nouns.

Ned closed **the empty locker**. **He** closed **it**.

Pronouns that refer to people or things are called **personal pronouns**. A personal pronoun can be used as a subject or as the object of a verb or a preposition.

Jill handed **the letter** to **her parents**. **She** handed **it** to **them**.

Directions

Rewrite each sentence by replacing the underlined word or words with the appropriate personal pronouns. Remember to use the correct subject or object form of the pronoun.

Yesterday Julio and Natalie went to the concert.

Yesterday they went to the concert.

1. Tomorrow evening, Mark and his companions would graduate. _____

2. The conveyer belt moved the apples along to the crusher. _____

3. Anita's mother stopped at the cleaners. _____
4. Fill the jar with pond water. _____
5. My friends and I met at the hardware store. _____
6. Please give Richard this book. _____
7. Mr. Hayashi showed our class and Ms. Chapman's class the wooden mask. _____

8. Mr. Hayashi explained the history of the mask. _____

9. On Tuesday, I sent Pam a birthday card. _____
10. The singers performed more than a dozen songs. _____

11.2 Pronouns and Antecedents

Key Information

The noun or the group of words that a pronoun refers to is the **antecedent** of the pronoun. When you use a pronoun, be sure the pronoun refers to its antecedent clearly.

Mom showed Juanita the sweater, and she smiled.

They predicted rain today.

These sentences are not clear. The word *she* could refer to Juanita or her mother. The word *they* could refer to any group of people. Sometimes you must repeat a noun or rewrite the sentence.

Mom showed Juanita the sweater, and Juanita smiled.

The weather forecasters predicted rain today.

Pronouns must agree with their antecedents in **number** (singular or plural) and in **gender**. The **gender** of a noun or pronoun may be *masculine* (male), *feminine* (female), or *neuter* (referring to things).

Jill watched the game.

She had fun.

The **balloons** were colorful.

They floated away.

The **rocking chair** creaked. **It** was old.

Directions

Underline each pronoun once, and underline its antecedent twice.

Diane wore a red dress. She likes red.

1. The barber was busy. He was with a customer.
2. Lynette stayed home with Kim, and they watched TV.
3. The radio announcer interrupted the program. She had an important message.
4. John took the letter to the post office and mailed it.
5. Mr. White bought a dozen bananas, but they weren't ripe yet.
6. Carrie, have you seen the newspaper?
7. Mrs. Cummins called Tina and asked her to baby-sit the twins.
8. Greta collected the papers and put them in the recycling bin.
9. The chair was broken, and it couldn't be fixed.
10. Josh complained, "I just want to go home."

11.3 Using Pronouns Correctly

Key Information

Subject pronouns are used in compound subjects. Object pronouns are used in compound objects. If you are not sure which form of the pronoun to use, say the sentence with only the pronoun or one of the pronouns.

He and the reporter asked some questions.
He asked some questions. [not *Him and the reporter*]

The reporter asked Clark and me some questions.
The reporter asked me some questions. [not *Clark and I*]

He took a picture of Mary and me.
He took a picture of me. [not *Mary and I*]

In more formal writing and speaking, always use a subject pronoun after a linking verb.

The boy on the left is he.

Directions

Underline the correct pronoun in parentheses.

1. The salesperson told (we, us) all about the machine.
2. This song was written for (her and him, she and him).
3. Have you seen Margaret and (her, she) today?
4. Bobbie and (me, I) stopped by the gym.
5. The magician gave them and (we, us) quite a show.
6. Ms. Bola showed him and (I, me) the new computer.
7. You and (them, they) should practice together.
8. (They, Them) presented their report.
9. My favorite players are you and (her, she).
10. (Us, We) and they finally worked out a plan.

11.4 Possessive Pronouns

Key Information

A **possessive pronoun** is a pronoun that shows who or what has something. Possessive pronouns can take the place of possessive nouns.

Hollis's tape was entertaining. **Her** tape was entertaining.

Possessive pronouns have two forms. One form is used before a noun, and the other form is used alone. Refer to *Writer's Choice 7*, page 435, for a list of the forms.

Her tape was entertaining. [before a noun]

The tape was **hers**. [alone]

Possessive pronouns never have apostrophes.

Don't confuse the possessive pronoun *its* with the contraction *it's*, which means "it is" or "it has."

Directions

Rewrite each sentence. Use the correct possessive pronoun in place of the term in parentheses.

Dennis forgot to put lettuce on (Dennis's) sandwich.

Dennis forgot to put lettuce on his sandwich.

1. The students were working on (the students') science experiments. _____

2. Jason lent (Jason's) ruler to Theresa. _____
3. The Sotos painted (the Sotos') house. _____
4. Jane's robot just moved (the robot's) arm! _____
5. Hilda thinks this scarf is (Hilda's). _____
6. Juan, are those gloves (Juan's)? _____
7. Annie's voice is higher than (Arnold's). _____
8. Every little thing was in (that thing's) place. _____
9. Is the meeting at (Jack and Sue's) house? _____
10. Harold and Bernie's skit about how the elephant got (the elephant's) ears was based on a folktale. _____

11.5 Indefinite Pronouns

Key Information

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

Has **everyone** found a seat?

Is **anybody** here?

Most indefinite pronouns are either singular or plural. A few, like *all*, *any*, *most*, *none*, and *some*, can be singular or plural, depending on the phrase that follows the indefinite pronoun. An indefinite pronoun used as the subject of a sentence must agree with its verb in number.

Each of the club members **has** a responsibility. [singular]

Many in the audience **were** coughing. [plural]

When an indefinite pronoun is the antecedent of a possessive pronoun, the two must agree.

Neither of the speakers used **his or her** notes.

Many in the audience looked at **their** programs.

Directions

Write whether the underlined indefinite pronoun is *singular* or *plural*. Then underline twice the correct word or words in parentheses.

All of the milk (is, are) gone.

All of the milk is gone. *singular*

Many dogs (was, were) at the park.

Many dogs were at the park. *plural*

1. One of these pens (is, are) yours. _____
2. Several of the experimental ships (has, have) sunk. _____
3. Both of the boys will have (his, their) chances. _____
4. Neither of those answers (is, are) correct. _____
5. One should speak (his or her, their) mind. _____
6. Everything in the museum had (its, their) own special history. _____
7. Not many have reached (his or her, their) goals yet. _____
8. Has anybody turned in (their, his or her) proposal yet? _____
9. Nobody in the gymnasium could hear (his or her, their) own voice. _____
10. A few of the spectators (was, were) watching the mascot. _____

11.7 Interrogative Pronouns

Key Information

An **interrogative pronoun** is a pronoun used to introduce a question.

Who was the winner?

Whom did you have in mind?

To **whom** did you address the letter?

What was the problem?

Whose are these?

Which is your locker?

Who is used as the subject of a sentence and *whom* is used as the object of a verb or preposition. *Which* and *what* refer to things while *whose* shows possession. Do not confuse *whose* with the contraction *who's*, meaning "who is" or "who has."

Directions

Underline the correct interrogative pronoun in parentheses. If the word you selected is a contraction, write *contraction* after the sentence.

(Who, Whom) should we invite?

(Who, Whom) should we invite?

(Whose, Who's) going to the dance?

(Whose, Who's) going to the dance? *contraction*

1. (Whose, Who's) the new director of the band? _____
2. (Who, Which) of the records would you like to hear? _____
3. (Who, Whom) are you? _____
4. (Whose, Who's) is the best poem of all? _____
5. (Who, Whom) wrote this message? _____
6. (Whom, Who) did you see at the baseball convention? _____
7. (Who's, Whose) the tallest in your family? _____
8. (Which, Who) is the author of that book? _____
9. (What's, Who's) the title of your research report? _____
10. With (who, whom) did you ride to school today? _____

Grammar Reteaching

Name Class Date

12.1 Adjectives

Key Information

An **adjective** is a word that modifies, or describes, a noun or a pronoun. Adjectives tell *what kind, which one, or how many*.

A **fierce** storm struck the **small** town.

Sometimes adjectives follow linking verbs and modify the noun or pronoun that is the subject of the sentence. These are **predicate adjectives**.

The car was **dirty**.

The asparagus was **tasty**.

The present participle and past participle forms of verbs can be used as adjectives and predicate adjectives.

A **rushing** river flowed under the bridge.

The rabbit looked **frightened**.

Directions

List each adjective and the word it modifies. (Do not list articles.)

The warm muffins tasted delicious. *warm (muffins); delicious (muffins)*

1. In the early evening, we took a long walk. _____
2. The cool air smelled good. _____
3. A painted mask hung above the wooden door. _____
4. The two runners were exhausted. _____
5. Did you find many mistakes? _____
6. A loud yelp came from the dark alley. _____
7. Several rambling cats had gotten into a fight. _____
8. Are you ready? _____
9. The long lines at the theater were discouraging. _____
10. The weathered barn was empty. _____

12.3-4 Comparative and Superlative Adjectives

Key Information

Adjectives can compare two or more nouns or pronouns. The **comparative form** of an adjective compares two things or people.

She is the **taller** girl of the two.

The **superlative form** compares more than two things or people.

Ben is the **smallest** puppy in the litter.

For most adjectives of one syllable and some adjectives of two syllables, add *-er* to form the comparative and add *-est* to form the superlative. For most adjectives of two or more syllables, use *more* for the comparative and *most* for the superlative.

higher prices more beautiful

highest prices most beautiful

Become familiar with the comparative and superlative forms of these words: *good, well, bad, many, much, and little*.

Directions

Rewrite the following sentences using the correct form of the adjective in parentheses.

Her story is the (*unusual*) of all.

Her story is the most unusual of all.

1. It was the (funny) movie I've ever seen. _____

2. Has the patient's condition become any (good)? _____

3. Everett's story was the (entertaining) of all. _____

4. Margot felt (well) today than she did yesterday. _____

5. This problem seems (difficult) than the others. _____

6. Use the recipe that calls for the (little) salt. _____

12.5 Demonstratives

Key Information

The words *this*, *that*, *these*, and *those* are demonstratives. When these words describe nouns, telling *which one* or *which ones*, they are **demonstrative adjectives**. When these words take the place of nouns and point out something, they are **demonstrative pronouns**. Demonstrative pronouns stand alone.

This apple tastes good. [Demonstrative adjective]

This tastes good. [Demonstrative pronoun]

This and *that* are singular; *these* and *those* are plural.

Do not use *here* and *there* with demonstrative adjectives (*this* paper, not *this here* paper). Do not use *them* in place of the demonstrative adjective *those* (*those* boots, not *them* boots).

Directions

Underline the correct word or words in parentheses. Then write *demonstrative adjective* or *demonstrative pronoun* to tell how it is used.

(That, Those) was the best concert of the season.

(That, Those) was the best concert of the season. *demonstrative pronoun*

1. (This, This here) program has your name in it. _____
2. The engineer didn't see (those, this) blueprints. _____
3. Are (these, them) the paint colors you prefer? _____
4. Open (that there, that) window, please. _____
5. (This, This here) coat belongs to Renee. _____
6. When (them, those) are gone, we'll bake some more. _____
7. Have you seen any of (them there, those) new electric cars? _____
8. (That, Those) is the umbrella Harold lost. _____
9. Don't (this, these) photos look great? _____
10. (That, Those) are fascinating topics. _____

Grammar Reteaching

Name Class Date

12.6-7 Adverbs

Key Information

An **adverb** is a word that modifies, or describes, a verb, an adjective, or another adverb. Adverbs often tell *how*, *where*, *when*, or *to what extent* about the words they modify.

Theo answered **thoughtfully**. [tells how]

The cat **suddenly** pounced. [tells when]

Many adverbs end in *-ly*, but not all words that end in *-ly* are adverbs:

whisper **quietly** [adverb]

a **friendly** neighbor [adjective]

Adverbs that modify adjectives or other adverbs often emphasize or intensify those words. Such adverbs are called **intensifiers**.

The candy tastes **too** sweet.

Some intensifying adverbs are *almost*, *really*, *just*, *quite*, *rather*, *so*, *very*, *extremely*, and *somewhat*.

Directions

Underline the adverb in each of the following sentences. Then write the word it modifies.

The boy was quite happy.

The boy was quite happy. *happy*

1. Everyone was extremely excited about the soccer tournament. _____
2. Other schools come here from all over the state. _____
3. The teams always play one another. _____
4. The fans clap wildly. _____
5. The coach cheers loudly. _____
6. I studied carefully for the math exam. _____
7. Brian arrived very late for the test. _____
8. Tomorrow Ms. Santiago will give him the exam. _____
9. I am sure you scored well. _____
10. You solve algebra problems easily. _____

Grammar Reteaching

Name Class Date

12.9 Using Adverbs and Adjectives

Key Information

Adverbs and adjectives are often confused, especially when used after verbs.

Use a predicate adjective after a linking verb.

Jim seems **quiet**.

Use an adverb to describe an action verb.

Jim talks **quietly**.

Good, bad, well, and badly are often confused. *Good* and *bad* are adjectives. *Well* and *badly* are adverbs. *Well* can be an adjective when used to describe someone's health.

Chris cooks **well**. [not *good*]

Chris is **well**. [meaning *healthy*]

Directions

Some of these sentences use adverbs or adjectives incorrectly. Rewrite the sentences, correcting any of the underlined adverbs or adjectives used incorrectly. If the sentence is correct, write *correct*.

The class president speaks very good.

The class president speaks very well.

1. Our new vacuum cleaner is real powerful. _____

2. The choir sang good. _____

3. The coach watched anxious as the players took the field. _____

4. Rinji felt badly when he had a cold. _____

5. No one felt worse than Bob. _____

6. The investigators searched careful for clues. _____

7. These petunias smell sweetly. _____

8. They worked rapidly to finish the job. _____

12.10 Avoiding Double Negatives

Key Information

Negative words express the idea of “no.” The adverb *not* is a negative word. *Not* is often used as part of a contraction: *isn't*, *wasn't*, *weren't*, *won't*, *can't*, *couldn't*, *don't*, *didn't*, *haven't*, *shouldn't*, and so on. Other words, such as *never*, *nobody*, *none*, *no one*, *nothing*, *nowhere*, *scarcely*, and *hardly*, also express the negative.

Two negative words used together in a sentence create a **double negative**. Avoid double negatives. Correct a double negative by removing one of the negatives or by replacing a negative with a positive, or **affirmative**, word such as *ever*, *always*, *anybody*, *somebody*, *everyone*, and so on.

She **couldn't** run **no** more. [double negative]

She **couldn't** run **any** more. [corrected]

She **could** run **no** more. [corrected]

Directions

Underline the word that correctly completes each sentence.

None of us (can, can't) go with you.

None of us (can, can't) go with you.

1. There weren't (no, any) apples left in the bag.
2. Scarcely (no one, anyone) can swim faster than he.
3. The library had hardly (anything, nothing) on the topic the scientist was researching.
4. No one (could, couldn't) help the poor seal.
5. Rain was never (any, no) surprise in the jungle.
6. The dog didn't have (anywhere, nowhere) to go.
7. Reiko (wouldn't, would) hardly (ever, never) sing in public.
8. That zoo is (never, ever) closed.
9. The cast members (haven't, have) had any chance to rehearse yet.
10. There is hardly (nothing, anything) left in the refrigerator.

13.1 Prepositions and Prepositional Phrases

Key Information

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

The sign **in** the window was crooked. [*in* is a preposition relating *window* to *sign*.]

The crowd waited **outside** the bank. [*outside* is a preposition relating *bank* to *waited*.]

Some commonly used prepositions are *about, above, across, among, at, before, by, from, in, like, of, on, to, and with*.

Some prepositions consist of more than one word, such as *according to, because of, in spite of, and instead of*.

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

The canary flew **through the open window**.

Directions

Underline once the prepositional phrase in each sentence. Then underline twice the object of the preposition.

In the box were a dozen pencils.

1. After school, the team practiced its drills.
2. The buses were running on schedule.
3. No one was at home.
4. My present to my parents was a fine report card.
5. Are you interested in botany?
6. On weekends, the physical-therapy center is closed.
7. Pierre and his father took a train to Quebec.
8. Will you hold these tickets for the Johnsons?
9. We drove in that old pickup truck.
10. The pen had rolled under the radiator.

Grammar Reteaching

Name Class Date

13.4-5 Conjunctions and Interjections

Key Information

A **coordinating conjunction** is a single word used to connect parts of a sentence. *And, but, or, for,* and *nor* are coordinating conjunctions.

Dad **and** Uncle Herb went fishing.

Bob likes his soup hot **or** cold.

We packed a snack, **but** we never became hungry.

To strengthen the connection you are trying to make, use **correlative conjunctions**,

such as *both . . . and, either . . . or, neither . . . nor,* and *not only . . . but also.*

Neither June **nor** her brothers play the violin.

An interjection is a word or group of words that expresses feeling. An interjection can stand alone, or it can be part of the sentence, set off by a comma.

Ouch! That hurts.

Well, I hope you feel better tomorrow.

Directions

Write the conjunctions or interjections you find in the following sentences. Next to the conjunction or interjection, write whether it is a *conjunction* or an *interjection*.

Aha! You and Max thought you could fool me.

Aha—interjection; and—conjunction

1. Oh, did I step on your toes? _____
2. Myra or her sister will join us for dinner. _____
3. Have the dancers and singers gathered on stage yet? _____
4. Yes, I gave the books to Joanne and Felipe. _____
5. My older brother not only plays soccer but also coaches it. _____
6. Hurray! The Tigers won! _____
7. Neither the campers nor their parents enjoyed the freezing rain. _____
8. Ron takes both drum and clarinet lessons. _____
9. Awesome! Did you see the speed and height of that dive? _____
10. Over and over, we watched the tape of the game, but we still couldn't spot my friends in the crowd. _____

13.6 Finding All the Parts of Speech

Key Information

The eight **parts of speech** are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. The part of speech that a particular word is depends upon how that word is used in the sentence. A word could be one part of speech in one sentence but a different part of speech in another sentence.

Blue is my favorite color. [*Blue* is a noun functioning as the subject of the sentence.]

The **blue** ribbon matches perfectly. [*Blue* is an adjective that modifies the noun *ribbon*.]

Directions

Read each sentence. Indicate how the underlined word is used in that sentence: as a *noun, pronoun, verb, adjective, adverb, preposition, conjunction, or interjection*.

The children sang songs.
noun

1. In the earthquake, the house shook slightly. _____
2. It is going to be fun. _____
3. We could see another herd of cattle in the distance. _____
4. Arnold and the bus driver looked everywhere for the driver's glasses. _____
5. Were you happy with your test results? _____
6. Uh, I left my homework at home. _____
7. As the wind whistled through the trees, Darren shivered. _____
8. The coat was green. _____
9. This copper coin is one hundred years old. _____
10. The weather forecaster correctly predicted the weather for today. _____

14.1 Sentences and Clauses

Key Information

A **simple sentence** has one complete subject and one complete predicate. It can have a compound subject or a compound predicate.

The talented **poet / read** one of her poems.

Ed and his **family / hike** and **bike** on weekends.

A **compound sentence** is a sentence that contains two or more simple sentences. Each simple sentence is called a **main clause**. A main clause has a subject and predicate and can stand alone as a sentence.

I arrived home, and my mom told me the good news.

You can connect the main clauses by using a comma and a coordinating conjunction, or you can simply use a semicolon all by itself.

Directions

Write whether each sentence is a compound sentence or a simple sentence, and insert a comma or a semicolon where needed.

Koko was usually happy but sometimes she had bad days.

Koko was usually happy, but sometimes she had bad days. *compound*

1. Mr. Aronson called the bookstore but it had just closed. _____
2. The song was beautiful it sent chills down my spine. _____
3. In the morning the birds woke us up and at night the crickets lulled us to sleep.

4. Barbara had earned enough money for a radio or a tape player. _____
5. The rain and wind were fierce but the campers were warm and snug in their tents.

6. I have had the measles but I have never had the mumps. _____
7. Is your report on food chains or on photosynthesis? _____
8. You can check the location on this map or you can consult an atlas. _____
9. Marcus set a new school record for the 50-yard dash and for the long jump.

10. The coach or her assistants will meet us at the gym. _____

14.3 Adjective Clauses

Key Information

A **subordinate clause** is a group of words that has a subject and a predicate but does not express a complete thought. It is always combined with a main clause.

Kate was the only person **who could solve the problem**.

A subordinate clause that modifies, or describes, a noun or pronoun in the main clause of a complex sentence is called an **adjective clause**. An adjective clause is often introduced by a relative pronoun such as *that*, *which*, *who*, *whom*, or *whose*. Adjective clauses can also begin with *when* or *where*.

March is the time **when spring fever hits**.

The library, **which many people use**, has a vast collection of books.

Directions

Underline the adjective clause in each sentence. Then underline twice the noun or pronoun that the adjective clause modifies.

Here is the cake that I baked.

Here is the cake that I baked.

1. The room had a trapdoor that was hidden.
2. Paul is someone who has many talents.
3. St. Paul is the city where Cara was born.
4. The store had a special department that handled returns.
5. My sister was the swimmer who came in first.
6. The volunteer work that he does is incredible.
7. Is this the book that you ordered?
8. The old house on the corner, which had been empty for years, was now home to a young family.
9. DeeDee, whose real name was Deirdre, had been born in Ireland.
10. Mrs. Phillips is the teacher who motivated the town into action.

14.4 Adverb Clauses

Key Information

An **adverb clause** is a subordinate clause that often modifies the verb in the main clause of a complex sentence. An adverb clause tells *how, when, where, why, or under what conditions* the action occurs.

As Ralph walked in, we shouted, "Surprise!"

Adverb clauses are introduced by subordinating conjunctions. Refer to your textbook, page 507, for a list of subordinating conjunctions.

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

Directions

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

Until we heard the weather report, we were planning a picnic.

Until we heard the weather report, we were planning a picnic.

1. After the basketball game was over, the teams celebrated at Carter's Cafe.
2. If the gravy becomes too thick, add a little water.
3. Han raced out the door when he heard the alarm.
4. The clerk smiled as he handed me my change.
5. While the baby slept, Mr. Rami and the boys folded the laundry.
6. Maria writes in her journal whenever she has the time.
7. Because the truck wouldn't start, we walked into town.
8. Come for dinner if you can.
9. The day was over before we knew it.
10. Since the work was complete, the painters went home.

14.5 Noun Clauses

Key Information

A **noun clause** is a subordinate clause used as a noun. A noun clause is used just like a noun: as a subject, a direct object, an object of a preposition, or a predicate noun. If you replace a noun clause with a pronoun, the sentence will still make sense.

You can give the gift to **whomever you want**.

You can give the gift to (**her**). [object of preposition]

What you saw was a shooting star.

(**It**) was a shooting star. [subject]

Do you know **when the game will start?** [direct object]

A new bike is **what he wants**. [predicate noun]

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

Directions

Underline the noun clause in each sentence. Then write whether it is used as a *subject*, a *direct object*, an *object of a preposition*, or a *predicate noun*.

Whoever arrives last will be in charge of refreshments.

Whoever arrives last will be in charge of refreshments. *subject*

1. That Cheryl is the best math student cannot be disputed. _____
2. What you say is true. _____
3. The food will be available for whoever needs it. _____
4. Robert did what he knew was right. _____
5. Everyone wondered how the experiment worked. _____
6. Whoever wants to help should follow me. _____
7. The noisy crowd could not hear what the announcer was saying. _____
8. We wondered who had won the contest. _____
9. A generous reward will go to whoever finds the jewels. _____
10. A nap is what the baby wants. _____

15.1 Participles and Participial Phrases

Key Information

A **participle** is a verb form that can be used as an adjective either by itself or as part of a group of words called a **participial phrase**.

Smiling happily, Winona accepted her prize.

A participial phrase can come before or after the word it describes, but it should always be placed close to the modified word. When it appears at the beginning of a sentence, it is set off by a comma. Placed elsewhere in the sentence, a participial phrase is set off by commas if it simply provides additional information about the word modified. If the phrase is necessary to identify the modified word, it should not be set off with commas.

The food **served at that restaurant** is terrific.

The tourists, **arriving by the busload**, jammed the tiny town.

Directions

Underline once each participial phrase, and underline twice the word it modifies.

Jumping one puddle, the kitten landed in another.

1. Swinging her arms wildly, Gail jumped into the pool.
2. The team, finished with the lab work, wrote a summary of the experiment.
3. That company, owned by Angel Silva, is committed to a better environment.
4. Sitting quietly in the tree, the little boy had fallen asleep.
5. This toothpaste, made with baking soda, doesn't taste too bad.
6. The car parked in front of the fire hydrant got a ticket.
7. Exhausted after the long game, Maura collapsed on the bench.
8. The horseshoe hanging over the door was supposedly good luck.
9. Clutching the bat firmly, Mickey stood ready for the pitch.
10. Working late, we ordered pizza for supper.

15.2 Gerunds and Gerund Phrases

Key Information

A **gerund** is a verb form that ends in *-ing* and is used as a noun. Like other nouns, gerunds can function as the subject of a sentence or the object of a verb.

Weaving is Fran's hobby. [subject]

Robin enjoys **running**. [direct object]

Do not confuse gerunds with other verb forms that end in *-ing*.

I am **studying** French. [main verb in a verb phrase]

Smiling, Ms. Abberly waved to us. [participle modifying *Ms. Abberly*]

Biking can be dangerous. [gerund]

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

Watching the sunset can be fun.

My assignment includes **organizing the project**.

Directions

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

Understanding new concepts takes concentration. *subject*

1. Finding a seat was difficult. _____
2. Identifying the problem required careful analysis. _____
3. The campers enjoyed roasting marshmallows over the campfire. _____
4. Playing in the hot sun made us thirsty. _____
5. Sending a letter to the editor was an excellent idea. _____
6. Reading biographies is her favorite pastime. _____
7. Recycling cans, glass, and paper helps the environment. _____
8. Clara enjoys designing her garden. _____
9. Walking in the woods in the fall is always a pleasure. _____
10. I just finished raking the leaves. _____

16.1 Making Subjects and Verbs Agree

Key Information

A subject and a verb must agree in number. A singular noun subject takes a singular form of the verb. A plural noun subject takes a plural form of the verb.

The **quarterback calls** the plays.

The **quarterbacks call** the plays.

Notice that in the present tense the singular form of the verb ends in -s.

Verbs and subject pronouns must also agree in number.

He speaks. They speak.

The verbs *be*, *do*, and *have* can be main verbs or helping verbs. They should always agree with the subject no matter how they are used in the sentence.

They **have** a truck.

In a verb phrase, it is the helping verb that must agree with the subject.

I am speaking.

We are speaking.

Directions

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

The twins (has, have) a new radio.

The twins (has, have) a new radio.

1. He (design, designs) furniture.
2. These books (was, were) due at the library yesterday.
3. Most drivers (is, are, am) careful.
4. She (do, does) play the piano beautifully.
5. (Has, Have) they glazed the pottery yet?
6. I (is, am, are) going to the game tonight.
7. Their front steps (needs, need) repair.
8. He (does, do) not have the right bike parts.
9. Few organizations (do, does) as much as theirs.
10. They certainly (has, have) trouble with that dog.

16.2 Problems with Locating the Subject

Key Information

It can be difficult to make the subject and verb agree if you have trouble identifying the subject. A prepositional phrase might come between the subject and the verb, or words such as *here* or *there* might begin the sentence and throw you off. You can check the subject-verb agreement by rearranging the sentence or dropping a prepositional phrase.

Here are your papers.

Your **papers are** here.

The nurses at the clinic are always friendly.

The **nurses are** always friendly.

To find the subject in interrogative sentences, make the sentence declarative.

Does the bright light bother you?

The bright **light does bother** you.

Directions

Underline each subject once. Then underline the correct verb form in parentheses twice. Remember that the subject and verb must agree.

The price of these shoes (is, are) too high.

1. The bananas in the refrigerator (is, are) ripe.
2. A list of the contestants (hangs, hang) on the bulletin board.
3. Only one of their cousins (likes, like) sports.
4. (Does, Do) the lawnmowers use gasoline?
5. There (goes, go) his chances for a perfect score.
6. Members of the club (volunteers, volunteer) at the hospital.
7. People from every state (comes, come) to this national park.
8. Where (is, are) their parents?
9. A platter of pears (was, were) on the table.
10. The articles on endangered animals (was, were) interesting.

16.3 Collective Nouns and Other Special Subjects

Key Information

A **collective noun** names a group. The collective noun has a singular meaning when used to name a group that acts as a unit. The noun has a plural meaning when used to name members of the group acting as individuals.

The **jury announces** its verdict. [unit]

The **jury were arguing** among themselves. [individuals]

Twenty dollars was the total cost. [unit]

Twenty dollars were dropped from the bag. [individual bills]

Certain nouns end in *s* but are singular: *mathematics, news, United Nations*.

Other nouns, such as *scissors, pants, and pliers*, end in *s* but require a plural verb.

The title of a book or other work of art is always singular even if a noun in the title is plural.

"Friends" is the name of my poem.

Directions

Underline the correct form of the verb given in parentheses.

The club (has, have) donated the prize.

The club (has, have) donated the prize.

1. Twelve dollars (were, was) the price of the tape.
2. Six years (is, are) a long time to wait.
3. The club (hold, holds) its meetings on Tuesdays.
4. News of such incidents (has, have) traveled slowly.
5. Four hours (has, have) passed quickly.
6. *The Merry Adventures of Robin Hood* by Howard Pyle (was, were) the book Lynn read.
7. (Is, Are) mathematics your favorite subject?
8. One hundred jars of jelly (has, have) been stolen.
9. Amelia's pants (is, are) green.
10. The United Nations (is, are) a peace-keeping organization.

16.4 Indefinite Pronouns as Subjects

Key Information

An **indefinite pronoun** is a pronoun that does not refer to a specific person, place, or thing. Some indefinite pronouns are always singular, including *another, anyone, each, either, everyone, much, neither, nothing, and someone*. Others are always plural, including *both, few, many, others, and several*.

Some indefinite pronouns may be either singular or plural: *all, any, most, none, and some*. Whether the pronoun is singular or plural depends upon the prepositional phrase that follows the pronoun. If the object of the preposition is singular, the pronoun is singular and requires the singular form of the verb. If the object of the preposition is plural, the pronoun and the verb must be plural.

Some of the **money was** missing. [singular]

Some of the **passengers were** injured. [plural]

Directions

Underline once the subject pronoun in each sentence, and underline twice the correct form of the verb in parentheses.

Most of the windows in the old warehouse (was, were) broken.

Most of the windows in the old warehouse (was, were) broken.

1. Each of the animals (have, has) its particular needs.
2. Both of the sopranos in the choir (was, were) sick.
3. Another of the dishes (is, are) cracked.
4. Some of the icicles (was, were) melting.
5. All of the lobsters in the bucket (is, are) still alive.
6. Neither of the judges (write, writes) any comments.
7. Everyone in the back of the room (needs, need) a chair.
8. Few of the animals (hunt, hunts) in the daytime.
9. Most of the chocolates (was, were) gone.
10. Many of her classmates (appreciate, appreciates) Mandy's help.

17.1-2 Using Troublesome Words

Key Information

English contains a number of words and expressions that often are misused. Some people may have difficulty remembering when to use *can* or *may*, *loose* or *lose*, and *to*, *too*, or *two*.

For most of these misused words, there are, unfortunately, no tricks to help you choose the correct one. The only way to learn confusing words is to memorize them and practice using them.

Refer to the examples on pages 553 and 555 in your textbook to review common misused words and expressions.

Directions

Underline the correct word in parentheses.

(They're, Their) boots were soaking wet.

1. (Between, Among) the three of them, the girls decided to start a food drive.
2. If I had to (choose, chose), I'd choose you.
3. Brian wants to (learn, teach) about marine biology.
4. (Its, It's) not easy to run in the sand.
5. We worked harder (then, than) we ever had.
6. (Their, They're) the ones whose barn burned down.
7. The club agreed that its rules were (altogether, all together) too strict.
8. If you (set, sit) the plant too close to the heater, it will lose its leaves.
9. When Li-ming and Lucia go to a football game, they (take, bring) a blanket to sit on.
10. Everyone was (all ready, already) to accept the decision.

Grammar Reteaching

Name Class Date

19.1 Capitalizing Sentences, Quotations, and Letter Parts

Key Information

Capitalize the first word of every sentence.

The creek was overflowing its banks.

Capitalize the first word of a direct quotation.

Let me help you," said the clerk.

When a quoted sentence is divided by explanatory words such as *she said*, do not begin the second part with a capital letter unless it is a new sentence.

Hurry up," Yolanda insisted, "or we'll miss the show."

Do not capitalize an indirect quotation.

Louis said **t**hat he wanted to go.

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

Dear **S**enator **M**ontez,

Yours truly,

Directions

Rewrite the following sentences. Use capital letters where needed. If a sentence is correct, write *correct*.

Pauline asked, "may I go to the library with Mother?"

Pauline asked, "May I go to the library with Mother?"

- "dear professor green," he began his letter. _____

- "if Nora calls," said Cheryl, "please take a message." _____

- the coach yelled, "time out! call time out!" _____

- "we got lost," explained Mrs. Horowitz. "the road wasn't marked." _____

- The doctor said that Sylvia should get some rest. _____

- "hold on, there," interrupted Bruce. "aren't you forgetting something?" _____

- Kemisha signed the letter "sincerely yours." _____

Grammar Reteaching

Name Class Date

19.2-4 Capitalizing Words

Key Information	
<p>Capitalize the names of people and their initials. Capitalize titles when they come before a person's name or when they're used in direct address. Do not capitalize titles that are used as common nouns.</p> <p>President Truman</p> <p>What do you think, Mom?</p> <p>Thomas Jefferson was the third president.</p> <p>Mr. R.O. Bailey Jr.</p> <p>Capitalize the names of specific places.</p> <p>Snake River the South</p> <p>Capitalize names of buildings, monuments, organizations, businesses, and brand names.</p>	<p>Capitalize days, months, and holidays.</p> <p>Capitalize ethnic groups, nationalities, languages, and any proper adjectives formed from them.</p> <p>Capitalize the first, the last, and all important words in titles of books, poems, magazines, and so on.</p> <p>Acme sugar (brand name)</p> <p>Ad<i>am of the</i> Road (book)</p> <p>Greek food (ethnic adjective)</p> <p>Capitalize historical events, periods of time, and documents.</p> <p>Dark Ages Battle of Bataan</p> <p>Always capitalize the pronoun I.</p>

Directions

Rewrite each sentence. Use capital letters where needed.

We will drive west to see badlands national park in south dakota.
We will drive west to see Badlands National Park in South Dakota.

- i just read a russian folktale from the book *tales of wonder*. _____

- this mexican chili is made with spanish onions grown in florida. _____

- is texas in the south or in the southwest? _____

- Linda's report was on asian civilization during the middle ages. _____

Copyright © The McGraw-Hill Companies, Inc.

Grammar Reteaching

Name Class Date

20.1 Using the Period and Other End Marks

Key Information

Use a **period** at the end of declarative and imperative sentences. A declarative sentence makes a statement. An imperative sentence gives a command or makes a request.

I don't understand.

Try it again.

Use a **question mark** at the end of an

interrogative sentence. An interrogative sentence asks a question.

Are you staying after school?

Use an **exclamation point** at the end of an exclamatory sentence. An exclamatory sentence expresses strong feeling.

Don't slam the door!

Directions

Add the correct end mark to each sentence. In the space provided, write whether each sentence is *declarative*, *imperative*, *interrogative*, or *exclamatory*.

The garden was full with the smell of gardenias
The garden was full with the smell of gardenias. *declarative*

1. The rocks have fossils embedded in them _____
2. What do you plan to do next summer _____
3. The librarian recommended another great book _____
4. Call home when you get there _____
5. The evening stillness was calming _____
6. Please hand me that dictionary _____
7. On Friday the Perez family will drive to Cheyenne _____
8. Is your house near the hardware store _____
9. Wow, I won first prize _____
10. What is the highest temperature ever recorded in Alaska _____

Grammar Reteaching

Name Class Date

20.2 Using Commas I

Key Information

Commas are used to separate parts of a sentence. For example, you use commas between items in a series, after introductory words, and after two or more prepositional phrases beginning a sentence.

For one week during fall, the school holds a festival. [two prepositional phrases]

Use commas to set off participles and participial phrases, words interrupting the flow of a sentence, and appositives not essential to understanding the sentence. Use commas before and after names used in direct address.

Tamara's brother, **my friend**, prefers board games. [nonessential appositive]

Directions

Rewrite each sentence, adding commas where needed.

I like to swim to ski and to play water volleyball.
I like to swim, to ski, and to play water volleyball.

1. Roberta did you ever meet your great-great-grandfather Admiral Frost?

2. In one story in this book a dog a cat and a bat were the main characters.

3. No it was Orville's mother Samantha Jones who bought her son the jacket.

4. Slipping on a bar of soap the man lost his footing.

5. Dr. Valleray what is your diagnosis?

6. In the year between appointments my sister Ella had grown four inches.

7. Norris and his brother a well-known musician like to get together on weekends.

8. For our next picnic at the beach let's pack some sandwiches a few carrot sticks and some of those brownies. _____

20.3 Using Commas II

Key Information

Commas are used to separate clauses from the rest of the sentence. A clause is a group of words with a subject and a predicate.

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

The rain poured down all morning, **but** at noon it stopped.

Use a comma after an adverb clause that introduces a sentence.

Because the game was canceled, everyone went home.

Do not use a comma with an adverb clause that comes at the end of a sentence.

Everyone went home because the **game was canceled**.

Directions

Rewrite each sentence, inserting commas where needed. If a sentence needs no commas, write *correct*.

I like to travel but Danielle does not.
I like to travel, but Danielle does not.

1. Since you've been to Spain perhaps you could tell us about it.

2. The mountain roads were unpaved but the highways were well maintained.

3. Harry's brother was frowning because Harry had been teasing him.

4. Very few of the snakes are venomous but some of them are still quite dangerous.

5. When the ship docks in Liverpool it will have traveled six thousand miles.

6. The chef usually prepared a vegetable soup or she made a chowder of some kind.

7. A group of tourists flocked to the scene when the movie star appeared.

8. If you see my glasses anywhere please let me know.

20.4 Using Commas III

Key Information

Commas are used before and after the year when the month and day are also used. Place commas before and after the name of a state or a country when it is used with the name of a city.

On **June 28, 1919**, World War I ended,

The treaty was signed at **Versailles, France**.

Use commas to set off the word *too* when

it means “also.” Commas are used to set off abbreviations of titles or degrees that follow a person’s name. They are also used to set off direct quotations.

Eunice Ramsey, **Ph.D.**, teaches world history and social studies, **too**.

Use commas after the salutation, or greeting, of a friendly letter and after the closing of any letter. Always use a comma to avoid misreading.

Directions

Rewrite the following letter, inserting commas where they are needed. You should insert fifteen commas in all.

123 Elm Street
Dodgeville WI 53595
September 11, 2001

Dear Laurie

We just returned from El Paso Texas where we spent three great weeks. We drove along the coast and we saw the Rio Grande too. When we got there the temperature was near one hundred degrees. My aunt Gillian Foster M.D. gave us advice on how to handle the heat. She advised “Wear a hat on your head stay in the shade and drink plenty of water.” Housed in a bunkhouse we stayed at a ranch. It was a fantastic experience. I’ll send pictures soon.

Your pen pal
Quinn

20.5 Using Semicolons and Colons

Key Information

Use a **semicolon** to join parts of a compound sentence when a conjunction such as *and*, *or*, *yet*, *so*, or *but* is not used.

The screen had a hole in it; the flies flew in.

You may also use a semicolon with a coordinating conjunction to join parts of a compound sentence when the main clauses are long and subdivided by commas.

Use a **colon** to introduce a list of items that ends a sentence. Use a phrase such as *these*, *the following*, or *as follows* before the list. Do not use a colon immediately after a verb or preposition.

Assemble **the following** ingredients: flour, eggs, and oil.

Use a colon to separate the hour and the minute when writing time.

Use a colon following the salutation of a business letter.

Directions

Rewrite the following letter, adding semicolons or colons where needed. You should add four punctuation marks in all.

Dear Ms. Morrissey

I understand that you are the environmental director of your town we could use your advice. Our village has a number of environmental projects including a recycling program, a composting program, and even a hazardous-waste policy, but we know there is more we can do. Please send us descriptions of the following your kids' organic gardening project, your water-conservation plan, and your office paper recycling guide anything else you could suggest would be appreciated, too.

Yours for a cleaner Earth,
Alberto Suarez

20.6 Using Quotation Marks and Italics

Key Information

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

Paula asked, "Do you know the boiling point of liquid nitrogen?"

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

Paula found the answer in "Boiling Points," a chapter of *Physical Science*.

Directions

Rewrite the following sentences. Add quotation marks, italics (underlining), commas, and end punctuation marks where needed.

My brother enjoys reading books such as *Across Five Aprils*
My brother enjoys reading books such as Across Five Aprils.

1. Brandon has a cold said Martha but he may feel better tomorrow _____

2. Did you read the book *The Call of the Wild* asked Rex _____

3. Chester shouted Look out for the hole in the ice _____

4. Nate's poem *The Open Book* was published in the magazine *Cricket* _____

5. On what continent, Jamie asked, do giraffes and gazelles live _____

6. We also listened to a song called *My African Homeland* _____

Grammar Reteaching

Name Class Date

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

Key Information

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

Cara's brother **can't** find his **catcher's** mitt.

That word is spelled with two **C's**.

Hyphens are used to show the division of a word at the end of a line. They are also used in compound numbers, certain compound nouns, and in compound modifiers when they precede the word modified. Hyphenate fractions used as modifiers but not fractions used as nouns.

Twenty-four players tried out for the **after-school** team.

One half of the pie was eaten.

Dashes show a sudden break or change in thought or speech.

Tomas—**great guy**—is performing tonight.

Parentheses set off material that is not a part of the main statement.

Iguaçu Falls (**located in South America**) is two miles wide.

Directions

Rewrite the following sentences. Add apostrophes, hyphens, dashes, and parentheses where needed.

My brothers name is the same as my great grandfathers name.

My brother's name is the same as my great-grandfather's name.

1. The four year old boy looked comical with the mans hat on. _____

2. The black and white lithograph or art print was the contest winner. _____

3. His pay was increased one half times. _____
4. Henrys great aunt is a well respected merchant. _____

5. Its clear that the cat has hurt its tail. _____
6. Jana received two As and two Bs on her report card. _____

Grammar Reteaching

Name Class Date

20.9-10 Using Abbreviations and Writing Numbers

Key Information

You can abbreviate titles, academic degrees, certain organizations, time, calendar items in charts or lists, units of measure in scientific writing, street names in informal writing, and state when writing on envelopes.

Junius Logan, **M.D.**, lives on Waltham **Rd.** and belongs to the **AMA**.

Spell numbers out when they can be written in one or two words, when they begin a sentence, and when you write the time of day. Spell out ordinal numbers (*first, second, and so on*).

Use numerals for very large numbers followed by the word *million* or *billion*, for related numbers in the same sentence, and for writing the exact time with A.M. or P.M. Use numerals to write dates and house, street, telephone, and page numbers.

At **seven** o'clock, **fifty-two** people gathered.

They arrived at **22** Beet St. at **8:30** P.M.

Directions

Rewrite the following sentences. Correct any errors in the writing of numbers and use abbreviations where appropriate.

Gerald was the 1st to arrive.

Gerald was the first to arrive.

1. The 3rd game ended at 3 o'clock, and the 4th game started at three-thirty in the afternoon. _____
2. 13,000,000 acres were donated to the park service. _____
3. If Mister Martin calls, tell him the meeting is at 9 o'clock. _____
4. Address the envelope to Mister Herman Linder, five forty two Emerson Street, Henderson, North Carolina. _____
5. The national headquarters for Girl Scouts of the United States of America is in New York, New York. _____
6. More than 3,000,000 girls belong to the organization. _____
7. 43 squirrels ran out of the woods. _____
8. Our meetings begin at three-thirty P.M. at five-zero-one Church Street.
