

Writer's Choice
Grammar and Composition

Grammar Practice Workbook

Grade 9



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

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10.1

Nouns

Key Information

<p>Nouns name people, places, things, or ideas.</p> <p style="margin-left: 20px;">grandfather peacock kitchen vegetarianism</p> <p>Concrete nouns identify objects that are tangible or can be identified through the senses.</p> <p style="margin-left: 20px;">hoof yawn fog melodies</p> <p>Abstract nouns name ideas, qualities, or characteristics.</p> <p style="margin-left: 20px;">fear spirit love kindness</p>	<p>Proper nouns name particular people, places, things, or ideas. Proper nouns are always capitalized.</p> <p style="margin-left: 20px;">William Loman Islam Zaire Machu Picchu</p> <p>Collective nouns name groups. The singular form is sometimes considered singular and sometimes considered plural.</p> <p style="margin-left: 20px;">committee choir (a) pride (of lions)</p>
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■ **A. Categorizing Nouns**

Place each of the nouns listed below in the appropriate column. Many nouns may be listed in more than one column.

crew	democracy	orchestra
theory	clan	aroma
Leontyne Price	Pythagoras	Caracas
hesitation	elation	Buddhism

Concrete	Abstract	Proper	Collective
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

■ **B. Identifying Nouns**

Underline all nouns in the following sentences. Write whether each noun is concrete (C), abstract (A), proper (P), or collective (CL).

1. The audience showed its approval with a standing ovation.
2. Mecca is a holy city for all Muslims.
3. The ideals of the team were very high.
4. The urban designs of architect I. M. Pei have won him international acclaim.

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10.2 Pronouns

Key Information

Pronouns can take the place of nouns, groups of words acting as nouns, or other pronouns.

Interrogative pronouns are used to form questions.

Who is the best athlete on the team?

Whatever do you mean?

Relative pronouns introduce subordinate clauses.

Rene, **who** is from Paris, drives a Porsche.

The house **that** we spoke about has been sold.

Give the trophy to **whomever** you choose.

A. Identifying Pronouns

Underline all interrogative and relative pronouns in the following sentences. Write whether each is interrogative (*I*) or relative (*R*).

1. Who was the woman that I saw you with at the movies?
2. The singer for whom the rock opera was written married the director.
3. You should do whatever you think is best.
4. What is the name of the song that he wrote?

B. Using Relative Pronouns

Combine the following sentences, changing one sentence of each pair to a subordinate clause. Introduce each subordinate clause with a relative pronoun.

Example: Some people are glad when winter is over. They do not like cold weather.
People who do not like cold weather are glad when winter is over.

1. Mary McLeod Bethune is a famous black educator. She lived from 1875 to 1955.

2. In the early part of the twentieth century, Bethune founded a school for girls. The school eventually merged with a boys' school and became Bethune-Cookman College.

3. Bethune worked closely with Franklin D. Roosevelt. She served as the Special Advisor on Minority Affairs.

4. Bethune was an observer for the State Department at the UN Conference in 1945. Bethune had spent many years in public service.

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10.3

Action Verbs

Key Information

Action verbs describe physical or mental action.

- | | |
|-------|-------|
| jog | think |
| smile | worry |
| point | |

Transitive verbs are action verbs followed by words that answer *what?* or *whom?*

Jack **made** his own wedding cake. [The words *wedding cake* follow the transitive verb *made* and answer the question *made what?*]

Intransitive verbs are also action verbs, but they are not followed by words that answer *what?* or *whom?*

Condors **live** in the Andes. [The intransitive verb *live* is followed by the words *in the Andes*, which tell *where*, not *what* or *whom*.]

A. Identifying Transitive and Intransitive Verbs

The following excerpt is from *The Waves*, a novel by British writer Virginia Woolf. Write whether each of the boldface action verbs in the excerpt is transitive (*T*) or intransitive (*I*). If the verb is transitive, underline the word or words following it that answer the question *what?* or *whom?*

Literature Model

The light **struck** upon the trees in the garden, making one leaf transparent and then another. One bird **chirped** high up; there was a pause; another chirped lower down. The sun **sharpened** the walls of the house, and **rested** like the tip of a fan upon a white blind and **made** a blue fingerprint of shadow under the leaf by the bedroom window. The blind **stirred** slightly, but all within was dim and unsubstantial. The birds **sang** their blank melody outside. . . .

The waves **broke** and **spread** their waters swiftly over the shore. One after another they **massed** themselves and **fell**; the spray **tossed** itself back with the energy of their fall.

Virginia Woolf, *The Waves*

B. Using Transitive and Intransitive Verbs

Write five sentences about yourself. Identify each action verb you use as transitive (*T*) or intransitive (*I*).

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

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10.3 Linking Verbs

Key Information

Linking verbs connect the subject of a sentence with words or groups of words that identify or describe it.

All forms of the verb *be* can function as linking verbs.

Tomorrow **will be** bright and sunny.

Oro **is** the Spanish word for gold.

Below are some other common linking verbs.

seem	remain	feel
appear	smell	look
become	taste	sound

■ A. Identifying Linking Verbs

Underline all linking verbs in the sentences below.

1. She said that she feels confident about the success of the plan.
2. Thai food often tastes exotic to those who have never tried it.
3. That is the year Maria was born.
4. Herbs grow well if the soil is sandy and the drainage is adequate.
5. The President looked tired and frustrated.
6. The world's tallest trees are California redwoods.
7. All the actors were proud of their performances.
8. The food smelled delicious from two blocks away.
9. I am tired because I did not sleep well last night.
10. A stubborn person, he remains certain that he is right.

■ B. Using Linking Verbs

Write five sentences about your family and friends, using at least one linking verb in each sentence. Underline each linking verb.

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

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10.5 Adverbs

Key Information

Adverbs modify verbs, adjectives, and other adverbs.

run **quickly** **deeply** embarrassed
quite nicely

Adverbs answer the questions *when? where? how?* and *to what degree?*

when? **soon**
where? **there**
how? **carefully**

to what degree? **completely**

Adverbs always precede the adjectives and other adverbs they modify.

rather handsome

just barely

Their position in relation to verbs can vary.

I disagree with you **completely**.

I **completely** disagree with you.

I disagree **completely** with you.

A. Finding Adverbs

Underline the seven adverbs in the following sentences. Then identify the word each adverb modifies by underlining it twice.

1. Hans Christian Andersen was born in Denmark in almost complete poverty.
2. At the age of fourteen, he bravely left his home to seek his fortune in Copenhagen.
3. As a child he sang beautifully and often pretended he was performing for the Emperor of China.
4. It was much later that he began to write the fairy tales for which he has become famous.
5. "The Ugly Duckling," his most famous story, is oddly autobiographical.

B. Using Adverbs

Using the adverbs in parentheses, rewrite each of the following sentences.

1. Because he does not like crowds, he does not go to concerts. (seldom)

2. He took her hand. (timidly)

3. The movie was unbelievable. (completely)

4. Melba sings nicely. (rather)

5. Robbie will not eat his pizza with anchovies. (never)

10.6 Prepositions

Key Information

Prepositions show relationships of nouns and pronouns to other words in the sentence. These relationships often indicate space or time.

- in** the closet
- after** lunch
- during** the dance
- outside** the perimeter
- since** yesterday
- from** the government

Compound prepositions consist of more than one word.

- according to** the law
- on top of** Old Smokey
- out of** the ordinary

Prepositions begin phrases that conclude with a noun or pronoun, called the **object of the preposition**.

- A wounded deer stood **in front of the car**.
- A box **of antique jewelry** sat **on the trunk**.

■ A. Identifying Prepositional Phrases

Underline the twelve prepositional phrases in the following paragraphs.

That summer it was very hot, but according to Grandma, past summers had been hotter. She sat down between two apple trees, took a Chinese fan from her apron pocket, and told us about the time, many years ago, that she had actually fried an egg on the sidewalk—and it worked.

Next to her, Franny sprawled on the green grass and listened intently, in spite of the fact that she had already heard the story many, many times. Opposite her, I pulled a blade of grass from the rocky ground, stuck it between my teeth, and chewed contentedly.

■ B. Using Prepositions

Fill in the blanks in the following sentences with the appropriate prepositions.

1. The sun was just rising _____ the mountains _____ the distance when we awoke.
2. Countless birds and insects were chirping and buzzing _____ us _____ the trees.
3. _____ us, the wind rustled softly _____ the leaves.
4. _____ us, the ground was still slightly moist _____ morning dew.
5. _____ our campsite was a lovely valley where a small stream trickled _____ beautiful wildflowers that were _____ full bloom.
6. We had slept soundly _____ the night, and now we anticipated a day full _____ hiking and exploring.

10.7 Conjunctions

Key Information

Subordinating conjunctions join two clauses so that one clause depends grammatically upon the other.

The clause introduced by the subordinating conjunction is called a **dependent clause**. It cannot stand alone as a sentence.

As far as I am concerned, you have the job. [*As far as* is the subordinating conjunction. *As far as I am concerned* is a dependent clause.]

She did not marry him **although she loved him**. [*Although* is the subordinating conjunction. *Although she loved him* is a dependent clause.]

Other common subordinating conjunctions include the following:

before	while
unless	in order that
until	since
because	as soon as

■ A. Identifying Subordinating Conjunctions

In the following sentences circle the subordinating conjunctions.

1. Please turn off the oven before you go out.
2. Whenever she tried to call her office, the line was busy.
3. In order that we understand each other perfectly, I have asked a translator to be present.
4. Angler fish move very slowly unless they are eating.
5. Although the country has been called Thailand for many years, some people still refer to it by its old name, Siam.

■ B. Using Subordinating Conjunctions

Using the subordinating conjunctions provided in parentheses, combine each pair of sentences below so that the first sentence becomes grammatically dependent upon the second.

1. It had rained so heavily. We postponed the car wash. (because)

2. I was stepping out of the shower. The telephone rang. (while)

3. Miriam thought about it for a few minutes. She apologized. (after)

4. He did not prepare well. Frank did very well on the SAT. (considering that)

5. Beethoven had gone deaf. He still composed beautiful music. (even though)

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11.3 Compound Subjects and Compound Predicates

Key Information

Two or more simple subjects connected by a conjunction make up a compound subject. Compound subjects share the same verb. Bali, Malta, and Grenada are islands. Neither Bali nor Malta is located in the Caribbean Sea. Two or more verbs or verb phrases connected by a conjunction make up a compound predicate .	Compound predicates share the same subject. The wind howled and cried as if it were human. Karla simultaneously juggled rolling pins, danced the jitterbug, and sang an aria from <i>Madama Butterfly</i> .
--	--

■ A. Identifying Compound Subjects and Compound Predicates

Underline the subjects once and the predicates twice in each of the following sentences. Above each, indicate whether the subject or predicate is simple (S) or compound (C).

- 1. Marcie enjoyed children and frequently babysat for young families in her neighborhood.
- 2. Jeremy and Kasey lived nearby and often needed someone to care for them.
- 3. The boys' parents were involved in several civic organizations and attended numerous meetings.
- 4. The two brothers liked Marcie and usually behaved well for her.
- 5. Babysitter and friend were her two main titles.

■ B. Using Compound Subjects and Compound Predicates

Write five sentences about a party, concert, or other event that you have recently attended. Structure the sentences in the manner requested.

- 1. (compound subject) _____
- 2. (compound predicate) _____
- 3. (compound subject, compound predicate) _____
- 4. (compound predicate) _____
- 5. (compound subject, compound predicate) _____

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11.5 Indirect Objects

Key Information

Complements are words or groups of words that make the meaning of a verb complete.

Indirect objects are complements that answer the question *for what? to what? for whom?* or *to whom?* after an action verb.

Bill baked **Marla** a birthday cake. [for whom did Bill bake?]

Porter gave **the homeless man** his last dollar. [To whom did Porter give his dollar?]

Juditha mailed **the recruiting office** her completed application. [To whom did Juditha mail the application?]

Only sentences with direct objects can have indirect objects.

■ A. Identifying Indirect Objects

Underline the indirect objects in the following sentences. Write *IO* above each indirect object.

1. Carmella bought her little brother the Samoyed puppy he wanted so badly.
2. Could you lend me your math book until next Tuesday?
3. He brought the team genuine grass skirts and two bushels of fresh pineapples.
4. Miss Bunger said she didn't tell Jackie your secret.
5. Jesse showed the doctor the unusual scar.

■ B. Using Indirect Objects

Using the nouns or pronouns in parentheses, rewrite each sentence so that it contains an indirect object. (Remember to place the indirect object between the verb and the direct object.)

1. Ralph saved a ticket. (Pamela)

2. Dr. Prankas offered his professional opinion. (Michelle)

3. Chris made his special meatless chili. (Kevin)

4. The stand-up comedian promised an encore. (his fans)

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11.5 Object Complements

Key Information

An **object complement** follows a direct object and describes or identifies it by answering the question *what?* Object complements can be adjectives, nouns, or pronouns.

Consider the job **yours**. [pronoun]

Object complements often are used with the following verbs:

think	call	find	appoint
elect	make	name	choose

He thought the trial **useless**. [adjective]

They named her **Queen for a day**. [noun]

A. Identifying Object Complements

Underline the object complements in the following sentences and indicate whether each is an adjective (*ADJ*), a noun (*N*), or a pronoun (*PRO*).

- Most gardeners consider dandelions ugly and offensive.
- In a moment of madness, he declared his dead father king.
- Bonnie thought the mistake hers, but it wasn't.
- Do you consider Ohio the Midwest or the East?
- He called the project foolish and slammed the receiver down.

B. Using Object Complements

Using any of the verbs listed below, write five sentences about your ideal pet, whether real or imagined. Include an object complement in each sentence.

make	consider	call	think	appoint
name	declare	elect	choose	find

- _____
- _____
- _____
- _____
- _____

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11.5 Subject Complements

Key Information

Subject complements describe or identify subjects.

Predicate nominatives are subject complements that identify the subject. Predicate nominatives are usually found after forms of the verb *be*, but they can also follow certain other linking verbs, such as *remain* and *become*.

Kiri Te Kanawa is a **Maori**.

She has become a **diva**.

Predicate adjectives are another kind of subject complement. Predicate adjectives describe the subject and can follow any linking verb.

Julie's boss appeared **angry**.

She also looked **tired** and **overworked**.

■ A. Identifying Predicate Nominatives and Predicate Adjectives

Underline the subject complements in the following conversation and indicate whether each is a predicate nominative (*PN*) or a predicate adjective (*PA*).

1. Cynthia: Preee, you're Chinese, aren't you?
2. Preee: No, I'm Cambodian. I do look Chinese though because my grandfather was from Shanghai. He was an acupuncturist.
3. Cynthia: Really? That's interesting, but to tell you the truth, acupuncture scares me.
4. Preee: That's because you are an American. For many Asians, acupuncture is a respected medical art. It isn't frightening at all.
5. Cynthia: It still seems scary to me, but maybe I'm wrong.

■ B. Using Predicate Nominatives and Predicate Adjectives

Write five sentences about a place that you have visited within the last year. Include the indicated types of subject complements in your sentences. You may want to use some of the following linking verbs in your sentences.

appear	feel	grow	seem	be	sound
become	remain	look	smell	taste	stay

1. (predicate nominative) _____

2. (predicate nominative) _____

3. (predicate adjective) _____

4. (predicate adjective) _____

5. (predicate adjective) _____

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12.1 Prepositional Phrases

Key Information

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

Prepositional phrases can act as adjectives.

Have you ever had a room **with a view**?
[*With a view* modifies the noun *room*.]

They can also act as adverbs.

They began their project **with good intentions**. [*Intentions* is the object of the preposition *with*.]

At noon they met **in secret**. [*At noon* and *in secret* modify the verb *met*.]

A. Identifying Prepositional Phrases

Circle the prepositional phrases in the following titles of poems by African poets.

- “The Fate of Vultures”
- “Elegy for Oduduwa”
- “Waiting for Others”
- “To the Wielders of Flags”
- “By the Long Road”
- “To Aburnameh at Four”
- “There Was Thunder Without Rain”
- “Nursery Rhyme After a War”
- “Sunset Over Mparayi”
- “Law of the Jungle”

B. Using Prepositional Phrases

Rewrite the sentences below. Make the word in parentheses the object of a prepositional phrase and insert the phrase into the sentence. Then write whether the phrase is working as an *adjective* or *adverb*.

- The flowers were delivered yesterday afternoon. (wedding) _____
- Alfredo continued to breathe roughly, but he seemed better the next morning. (day) _____
- The telephone rang seven times. (breakfast) _____
- Although the contestant fidgeted nervously, he was calm when his turn came to answer the question. (soundproof booth) _____
- The engagement ring was the most expensive one available. (showcase) _____

12.2 Appositives and Appositive Phrases

Key Information

Appositives are placed next to other nouns and pronouns and give extra or identifying information about them.

My dog, **Ariel**, is an Australian shepherd.

Appositives of more than one word are called **appositive phrases**.

His fiancée, **a civil engineer**, was transferred.

An appositive should be set off with commas unless it is necessary to the meaning of the sentence.

Toni Morrison's novel ***The Bluest Eye*** has been the topic of such serious discussion. [Since Morrison has written more than one novel, the appositive is necessary to the meaning of the sentence.]

■ A. Identifying Appositives and Appositive Phrases

Underline the appositives and appositive phrases in the following sentences.

1. Meredith decided to major in herpetology, the study of amphibians and reptiles.
2. The San Andreas fault, a fracture in the earth's crust, is the focus of intense geologic study.
3. The policy was begun by Jimmy Carter, the thirty-ninth president of the United States.
4. The movie *Chariots of Fire* is still one of my favorites.
5. Jay's friend Charles wants to train to be a pilot.
6. Shakespeare's play *A Midsummer Night's Dream* is one of the most recent to be made into a film.

■ B. Using Appositives and Appositive Phrases

Rewrite each of the following sentences, adding an appositive or appositive phrase. Use commas where necessary.

1. Chicago can be overwhelming if you are uncomfortable in large metropolitan areas.

2. Stephen likes to ride horses when he visits his grandparents' farm.

3. His sister won the best actress award.

4. Many people do not realize that Panama is in the same time zone as New York City.

12.3 Participles and Participial Phrases

Key Information

Participles are verb forms that can work as adjectives.

Present participles end in *-ing*.

The suspect told a **confusing** story.

Past participles usually end in *-ed*, but may take other forms.

He ordered **fried** haddock, but the waiter brought him **broiled** scrod.

Participial phrases contain a participle and include all complements and modifiers. A participial phrase that begins a sentence is usually followed by a comma.

Frightened by the horror movie, Mike and Leroy turned on all the lights in the house.

■ A. Identifying Participles and Participial Phrases

Underline the participles and participial phrases in the following sentences. Circle the word each participle or participial phrase modifies.

1. Standing on the corner of Hollywood and Vine, Barbara felt as if she owned the world.
2. The students sitting in the back of the auditorium could not hear the lecturer.
3. Regina, bored nearly to tears, did her best to make small talk with the stranger.
4. The Incas did as Atahualpa, captured by Pizarro, indicated and filled the large room with gold.
5. Believing herself to be destined for the stage, she began to take voice lessons.
6. Clearly infatuated, the audience refused to leave until Makeba sang one more song.
7. All the toys displayed in the shop window attracted the child's attention.
8. The warm weather predicted for this week has not materialized.
9. The baked pork chops were served with stuffing.
10. Waiting in line, the people at the cafeteria grew impatient and hungry.

■ B. Using Participial Phrases

For each of the following sentences, fill in the blank with a participial phrase. Use the first word in parentheses to form a participle. Use the second word, and any other words you may need, to complete the phrase.

1. _____, the alchemists tried to change ordinary metals into gold and silver. (believe, impossible)
2. Nicolas Flamel, _____, was a famous alchemist. (born, France)
3. He spent three years _____. (experiment, various substances)
4. On January 17, 1382, _____, Flamel added a secret potion to a half pound of molten lead. (claim, success)
5. His wife claimed she saw the lead _____. (change, silver)

12.3 Gerunds and Gerund Phrases

Key Information

Like present participles, **gerunds** are verb forms that end in *-ing*. Unlike participles, however, gerunds act as nouns.

Thinking hard, he discovered the answer. [*Thinking* is a participle that modifies the pronoun *he*.]

Thinking gives him a headache. [Here, *Thinking* is a gerund that functions as the subject of the sentence.]

A **gerund phrase** includes a gerund and any complements and modifiers.

Thinking like a criminal is part of every detective's job.

■ A. Identifying Gerunds and Gerund Phrases

Underline the gerunds and gerund phrases in the following sentences. Cross out the participles and participial phrases.

1. Watching the diver perform, Susan made up her mind to practice harder.
2. Watching television has become a national pastime.
3. He had a bad case of insomnia from watching the news.
4. Martha, singing like a professional, stole the show.
5. She said the thing she likes least about her new boyfriend is his singing.
6. Collecting stamps is a popular hobby.
7. By working together, the man's sons repaired his damaged roof in two days.
8. Exercising regularly, Linda had more energy than most of the people around her.
9. The student council position will involve assuming a great deal of responsibility.
10. Exhausted, Ben finally finished writing his paper for history class.

■ B. Using Gerunds and Gerund Phrases

Rewrite the following sentences by replacing the italicized words with gerunds or gerund phrases.

1. *To believe* that story is *to believe* in Santa Claus.

2. *To get* there before dinner is easy for him.

3. Marissa said that she really likes *to read* and *to write*.

4. *To smoke* is not permitted here.

5. I could not bear *to tell* him the bad news.

12.3 Infinitives and Infinitive Phrases

Key Information

Infinitives are base forms of verbs preceded by the word *to*. Infinitives can be used as nouns, adjectives, or adverbs.

To smoke is prohibited. [The infinitive *to smoke* is used as a subject.]

Raphael loves **to cook**. [The infinitive *to cook* is used as a direct object.]

He had a longing **to escape**. [The infinitive *to escape* is used as an adjective.]

He was too angry **to talk**. [The infinitive *to talk* is used as an adverb.]

Infinitive phrases include an infinitive plus all modifiers and complements.

It is easiest **to get there by plane**.

■ A. Identifying Infinitives and Infinitive Phrases

Underline the infinitives and infinitive phrases in the following sentences.

1. To get to the village, first you have to take a ferry and then you have to take a taxi.
2. Is it really better to look before you leap?
3. She wanted to try out for the basketball team, but she learned that in order to do that she had to have a B average.
4. They had initially decided to go mountain climbing but feared they were too out of shape to try it.
5. They have always wanted to go to India to see if they could find their relatives.
6. Here the writer tried to develop an unusual image in the reader's mind.
7. When Laticia was late, her friends decided to leave without her.
8. To win the prize will require extraordinary effort.
9. When they travel, his parents like to visit historical places.
10. If you do not want to drive in the city, you will need to take the bus.

■ B. Using Infinitives

Rewrite the following sentences by changing the underlined words or phrases to infinitives.

1. Getting there by car is almost impossible.

2. My aunt Mattie really likes swimming in the Atlantic in December.

3. Listening well is a skill worth cultivating.

4. I have decided that approaching him is more trouble than it is worth.

5. Florence began taking lessons at the age of five.

13.3 Simple and Compound Sentences

Key Information

A **simple sentence** has one main clause.

The dog bit the trainer.

The dog and the cat bit the trainer. [simple sentence with compound subject.]

The dog bit and scratched the trainer. [simple sentence with compound predicate]

The mangy dog and the scruffy, yowling cat viciously bit and scratched the cruel,

underpaid trainer. [expanded simple sentence with compound subject, compound predicate, and modifiers.]

A **compound** sentence has two or more main clauses joined by a coordinating conjunction or a semicolon.

The dog bit, and the cat scratched.

The dog bit; the cat scratched.

■ A. Identifying Simple and Compound Sentences

Write whether each of the following sentences is *simple* or *compound*.

1. Our cousins have moved to Quebec, and we may visit them soon.
2. Sandra and all the other girls simply could not believe the seasoned newscaster's methods of gathering and synthesizing information.
3. Bell bottoms were once the latest fad; now they seem comically old-fashioned.
4. There was something vaguely mysterious about his odd European mannerisms, yet both my gangly older brother and I were grateful for his advice.
5. Ted had hoped to spend the summer as a swimming instructor, but he was unable to pass the Red Cross test.
6. After hours of investigation, the detectives still had not discovered a single clue.
7. The students considered the problem but were unable to agree on a solution.
8. This recipe sounded good, but the casserole tastes terrible.

■ B. Using Simple and Compound Sentences

Combine each of the following groups of simple sentences to form compound sentences.

1. The movie was supposed to be good. I still didn't want to go. _____

2. Charles bought the Thanksgiving turkey. Jefferson cooked it. Maria, Elaine, and Rebecca ate it. _____

3. Study anthropology. Study art. You can't do both. _____

4. The little dog laughed to see such a sport. The dish ran away with the spoon. _____

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13.5

Adjective Clauses

Key Information

An adjective clause modifies a noun or a pronoun and normally follows the word it modifies.	A nonessential , or nonrestrictive , clause contains information that is not necessary for the meaning of the sentence and is set off by commas.
An essential , or restrictive , clause is one that is necessary for the meaning of the sentence.	
The person who parked in the driveway should move the car immediately.	Katmandu, which is the capital of Nepal , is the home of many famous temples.

A. Identifying Essential and Nonessential Adjective Clauses

Underline the adjective clauses in the following sentences. Write whether each clause is *essential* or *nonessential*.

1. Where is the red envelope that I gave you for Chinese New Year?
2. *David Copperfield*, which was Dickens’s favorite work, is well-known for its villain, Uriah Heep.
3. He had seen an opossum, which is the only native North American marsupial.
4. This is the mysterious person who introduced me to folk dancing.
5. The key that unlocks the front door is under the pot of geraniums.
6. January 1 is usually the day when the Tournament of Roses parade occurs.
7. This clock, whose minute hand is bent, needs a new battery.
8. Cartoons, which are often created for children, amuse almost everyone.
9. The first one hundred people who arrived at the theater selected the best seats.
10. The new law, which tightens regulations, should save the government and taxpayers money.

B. Using Essential and Nonessential Adjective Clauses

Combine each of the following pairs of sentences by changing the second sentence to an adjective clause. Be sure to set off nonessential clauses with commas.

1. Kick-boxing allows opponents to use both their hands and their feet. Kick-boxing is a popular sport in Thailand. _____
2. Another martial art is judo. Judo means “the gentle way”. _____
3. Katamewaza is a judo technique. This technique includes choking and holding. _____
4. A person is called a judoka. This person is a student of judo. _____

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13.6 Adverb Clauses

Key Information

Adverb clauses modify verbs, adjectives, or adverbs and are introduced by one of the following or similar **subordinating conjunctions**:

since	when	before
although	whenever	while
because	after	wherever

An adverb clause with some words left out is called **elliptical**. The omitted words can easily be filled in because they are implied.

I have never heard a better pianist **than she [is]**.

A. Identifying Adverb Clauses

Underline the adverb clauses in the following sentences. Draw a second line under the subordinating conjunction at the beginning of each adverb clause.

1. Because they had not seen each other in such a long time, their reunion was very emotional.
2. Wherever you go, I'll follow.
3. If you have ever been to Oaxaca, you can never forget it.
4. The wedding was wonderful although it was rather costly.

B. Distinguishing Between Adverb and Adjective Clauses

Each of the following sentences contains two dependent clauses, one adverb clause and one adjective clause. Underline the adverb clause in each sentence.

1. After the Civil War ended, thousands of settlers who sought to build new lives traveled to California.
2. Finally, Eleanor asked the question that had been on everyone's mind since the debate began.
3. I admire people who can play a song by ear after they have heard the song just once.
4. As he crossed the finish line, the runner who had been favored to win felt relieved.

C. Using Adverb Clauses

Combine each of the following pairs of sentences by changing the second sentence to an adverb clause. Remember that an adverb clause can be placed before or after the main clause.

1. They didn't eat a thing. The refrigerator was full of food. _____

2. The game was postponed. It rained. _____

3. Bob was the first to congratulate Susan. He heard the news. _____

4. She went to the office. She accepted the new job. _____

13.7 Noun Clauses

Key Information

Noun clauses can perform any function that nouns can perform.

Whoever can sing well may try out for the part. [subject]

She couldn't decide **which she liked best**. [direct object]

The argument caused a misunderstanding about **when the lights should have been turned off**. [object of a preposition]

Sometimes the **relative pronoun** used to introduce a noun clause is omitted.

I believe **that** the wallet belongs to you.

I believe the wallet belongs to you.

A. Identifying Noun Clauses

Underline the noun clauses in the following sentences. Write whether each is used as a subject (*S*), predicate nominative (*PN*), direct object (*DO*), indirect object (*IO*), or object of a preposition (*OP*).

1. Whoever believes what Roberta said should stand by her.
2. I just cannot understand why they do not cooperate.
3. Emily said she impressed a lot of her friends with her adventure story.
4. What I would really like to know is whose car she was driving.
5. If I knew that, I think I could decide who is telling the truth.
6. They gave whoever entered their candy shop a free sample.
7. Which of the nominees will be chosen remains to be decided.
8. Our dog Poodle, a German shepherd, barks fiercely at whoever walks by our house.
9. Marti's only consideration had been what was best for her sister.
10. This chart shows how trends have changed in the past ten years.

B. Using Noun Clauses

Each of the following incomplete sentences contains a main clause and a relative pronoun. In the space after each relative pronoun, use your own words to form a noun clause that appropriately completes the sentence.

1. Most people believe that _____

2. He said he would go with whoever _____

3. No one agrees that _____

4. Whoever believes that _____
_____ has never had the experience.

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13.8 Four Kinds of Sentences

Key Information

A **declarative** sentence makes a statement and ends with a period.

The sun rises in the east.

An **imperative** sentence also ends with a period, but it gives a command.

Tell me what you see.

An **interrogative** sentence asks a question and ends with a question mark.

Why on earth did he do that?

An **exclamatory** sentence expresses strong emotion and ends with an exclamation point.

What a fool I made of myself!

A. Identifying the Four Kinds of Sentences

Write whether each of the following sentences is *declarative*, *imperative*, *interrogative*, or *exclamatory*.

1. Could you tell me the name of this plant? _____
2. I think that's a trumpet vine. _____
3. Please don't touch it. _____
4. Why shouldn't I? _____
5. It's poison ivy! _____

B. Using the Four Kinds of Sentences

Change each of the following sentences to the kind of sentence indicated in parentheses.

1. By the end of the twentieth century, Mexico City became the largest city in the world. (interrogative) _____
2. Would you please put that bottle of sulfuric acid back on the shelf? (imperative) _____
3. Stop it! (interrogative) _____
4. Does success in astronomy depend on a good understanding of mathematics? (declarative) _____
5. Perhaps you should be more careful. (exclamatory) _____
6. Describe the painting in detail. (declarative) _____

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13.9 Sentence Fragments

Key Information

<p>Sentence fragments are incomplete sentences that have been punctuated as complete sentences.</p> <p>Fragments are sometimes caused by a missing subject.</p> <p>Ran quickly to the store.</p> <p>Will be dancing beautifully later today.</p>	<p>Fragments are also caused by missing verbs.</p> <p>Bob and Luis in the ballpark at noon.</p> <p>Often a fragment is formed by punctuating a subordinate clause as if it were a sentence.</p> <p>Since I have been thirteen years old.</p> <p>Although professional writers occasionally use them for effect, fragments should be avoided in writing.</p>
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A. Identifying Sentence Fragments

Underline the five sentence fragments in the following paragraph.

Chiew Ha Lee, a Chinese student from Malaysia. She speaks English very well. Most people do not realize that Chiew is also an excellent athlete. Recently she participated in the Southeast Asian games. Where she won a gold medal. As a shotputter. She threw the 4 kilogram metal sphere. Over fourteen meters. Chiew trained hard. For more than three months. In four years, she hopes to participate in the Olympics.

B. Correcting Sentence Fragments

Do whatever is needed to each of the following fragments to form a complete sentence. Write your corrected sentence in the space provided.

- In spite of his delicate condition. _____

- Seem to feel that they are always right. _____

- Because my best friend told me to. _____

- Franklin and Mustapha all the way home. _____

- When she heard about it. _____

- Lying on the sofa. _____

- After I jog two miles. _____

- Whoever needs to earn some spending money. _____

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13.10 Run-on Sentences

Key Information

Run-on sentences are two or more sentences that have been written as one sentence.

Comma splices, resulting when two main clauses are separated by a comma instead of by a period or semicolon, are the most common kinds of run-ons.

It's been such a long time, I can't tell you how happy I am to see you.

Two main clauses joined with no punctuation at all also result in a run-on.

The reminder had been posted on the wall he didn't see it, though.

Run-ons also result when the comma before a coordinating conjunction that connects two main clauses is omitted.

Burkina Faso is its new name but many books still list it by its old name of Upper Volta.

■ A. Identifying Run-ons

Identify the run-on sentences in the following paragraph by putting an X wherever necessary punctuation has been left out.

June, Patty, and Edward said that they were planning to celebrate Kwanza instead of Christmas but Michelle and Ramona said that they felt the traditions of Christmas were too important to give up. The decorating of a tree and the giving of gifts had been a part of their lives as long as they could remember. This led to a much larger discussion about cultural identity Kyoko surprised us by saying that she felt much more Japanese than American. Even though Keiko was born here, she agreed with her. Keiko is part of a close-knit family that has maintained most of its national and religious heritage and Keiko's grandparents still live in Tokyo. Carlos added that he really misses celebrating the Day of the Dead and he plans to be in Mexico next year to celebrate it there.

■ B. Correcting Run-on Sentences

Correct each of the following sentences.

1. Sir James Matthew Barrie is the author of both *The Little White Bird* and *Peter Pan* Barrie's own life was rather tragic.

2. When Barrie was a little boy, his older brother died and his mother never recovered from this tragedy.

3. Barrie never matured physically even as a forty-year-old man he still looked like a boy of twelve.

4. It is not surprising that Barrie wrote *Peter Pan*, the story of a boy who would not grow up, knowledge of Barrie's life may reveal new interpretations of the play's meaning and symbols.

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15.2 Regular and Irregular Verbs

Key Information					
Regular verbs are verbs whose past and past participles are formed by adding <i>-ed</i> .			Irregular verbs are verbs whose past and past participle are <i>not</i> formed by adding <i>-ed</i> .		
peek	peeked	peeked	begin	began	begun
declare	declared	declared	fall	fell	fallen
baste	basted	basted	put	put	put
			ride	rode	ridden
			think	thought	thought

■ **A. Identifying Regular and Irregular Verbs**

List each of the verbs underlined in the following passage in the appropriate column.

I was held back from the crowd by Mary and told to cover my eyes. I tried to obey. A terrible yearning sprang up in my heart to escape; I hoped my fears would not come true. But many watchful eyes were upon me. I realized that any effort then at escape would result in failure. I resigned myself to the fact that my surprise birthday party would continue. I had no choice but to surrender.

Regular	Irregular

■ **B. Using Regular and Irregular Verbs**

Supply the past and past participle forms for the verbs listed below.

1. lie (to tell an untruth) _____
2. lie (to recline) _____
3. lay _____
4. interrogate _____
5. forbid _____
6. want _____
7. broadcast _____
8. swim _____
9. shake _____
10. bring _____

15.4 Perfect Tenses

Key Information

The **present perfect tense** expresses either action that took place at an unspecified time or a condition that began in the past but continues into the present.

They **have performed** the experiment twice.

Lillian Ogg **has lived** in the same house since she was born.

The **past perfect tense** expresses an action that was completed before another activity or time in the past.

They **had finished** by the time he arrived.

The **future perfect tense** indicates activity that will be completed before another activity or time in the future.

By the time she realizes it, I **will** already **have disappeared**.

■ A. Identifying Tenses

Identify the tense of the underlined verbs in the following paragraph. Write whether each verb is present (*pres.*), past, future (*fut.*), present perfect (*pres. perf.*), past perfect (*past perf.*), or future perfect (*fut. perf.*).

Moira says that she has tried to talk with Miguel several times, but he absolutely will not listen to her. I don't blame him, either. I spoke with him yesterday, and he said that he had tried several times in the past to give Moira a chance. I had planned to tell him how sorry I thought she was but I've changed my mind. Perhaps by the time they have settled their disagreement, I will have learned not to interfere.

■ B. Using the Perfect Tenses

Choose the appropriate tense of the verb in parentheses and write the verb or verb phrase in the space provided in each sentence.

1. He told me that he _____ himself ever since he discovered that books are not boring. (enjoy—present perfect)
2. By the time they got the mistake cleared up, Marsha _____ Rasheed and _____ Fatima. (fire—past perfect, hire—past perfect)
3. She _____ there and back by six o'clock tomorrow morning. (be—future perfect)
4. Jean _____ in this restaurant five times in the past two weeks. (eat—present perfect)
5. They _____ their vows when her former husband _____. (complete—past perfect, appear—past)

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15.7 Voice of Verbs

Key Information			
<p>When the subject of a sentence is the performer of the action, the verb is in the active voice.</p> <p style="padding-left: 20px;">In 1581, Sieur Juvigny invented the flageolet.</p>	<u>Tense</u>	<u>Active</u>	<u>Passive</u>
	present	wins	is won
	past	won	was won
	future	will win	will be won
<p>When the subject of the sentence is the receiver of the action, the verb is in the passive voice.</p> <p style="padding-left: 20px;">The flageolet was invented by Sieur Juvigny.</p>	present perfect	has won	has been won
	past perfect	had won	had been won
	future perfect	will have won	will have been won
<p>Each verb tense has an active and a passive form.</p>			

■ A. Identifying the Voice of Verbs

Above each underlined verb in the following sentences, write whether it is *active* or *passive*.

1. Mount Everest, the highest mountain in the world, stands between Tibet and Nepal.
2. Until 1950, when it was captured by the Chinese, Tibet was ruled by Buddhist monks.
3. However, in the 1960s and 1970s, Chinese Communists destroyed or closed nearly all of the monasteries.
4. The Dalai Lama, the spiritual ruler of Tibet, fled in 1959 and has lived in India since then.
5. It is hoped by many Tibetans that the Dalai Lama will one day return to Tibet and will be restored to his place in the Potala Palace.

■ B. Using Active and Passive Voice

Determine the voice of each of the following sentences. If a sentence is in the active voice, change it to passive. If a sentence is passive, change it to active.

1. John S. Lundy demonstrated the use of an anesthetic in 1934. _____

2. During the fifth century B.C., the Greeks expanded sea trade. _____

3. Some diners call lobster the king of seafood. _____

4. Many Westerners enjoy sukiyaki and sushi. _____

5. The rug was repaired by Julie Taafe. _____

16.2 Agreement with Linking Verbs

Key Information

Sometimes a predicate nominative is different in number from the subject. In this situation, the linking verb always agrees in number with the subject, not with the predicate nominative.

The **topic** of the lecture **was** whales.
[The singular verb *was* agrees with the singular subject, *topic*.]

Fireworks are his idea of entertainment. [The plural verb *are* agrees with the plural subject, *fireworks*.]

A. Identifying Subjects and Linking Verbs

Circle the subject and underline the linking verb in each of the following sentences.

1. The first five chapters are a chilling account of what happened.
2. Ladybugs are the only type of insect she can stand.
3. The heaviest suitcase is fifteen kilograms.
4. The glass was eight ounces.
5. A sure sign of spring is daffodils.

B. Choosing the Correct Linking Verb

Fill in the blank in each of the following sentences with the correct form of a linking verb.

1. Marvella's birthday _____ always fun.
2. The songs of the Beatles _____ a good indication of the values of the sixties and seventies.
3. Matt's frequent headaches _____ a subject of concern for his doctors.
4. That plate he just washed _____ sixteen ounces of pure silver.
5. A typical litter _____ usually four or five puppies.
6. Today's personal computers _____ a significant advance over those of only five years ago.
7. A mile _____ eight furlongs.
8. Eugenio Montale's works _____ a major contribution to Western literature in this century.
9. Those tickets _____ our only chance to see *Cats*.
10. The generous donation _____ two thousand dollars.

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16.4–5 Agreement with Special and Compound Subjects

Key Information

When a **collective noun** refers to a group as a whole, the verb is singular. When it refers to each member of the group individually, the verb is plural. The same is true for nouns of amount.

- The **team is playing** well.
- The **team are arriving** in separate cars.
- Eight **glasses of water is** the recommended amount.
- Eight **glasses of water are** on the table.

Certain nouns are singular even though they end in -s.

The **news was** disturbing last night.
Mumps is a common childhood disease.

Each and every, before a compound subject, make the subject singular.

Each dog and cat **is losing** its license.
Every man and woman **was saved**.

When compound subjects are joined by *or* or *nor*, the verb agrees with the subject that is closer to the verb.

Neither Marian nor her **sisters are** going.
Neither her sisters nor **Marian is** going.

A. Identifying Errors in Agreement

Each of the following sentences has an error in agreement. Circle each incorrect verb, and write the correct verb on the line.

- Every car, bus, and truck were driving around in circles. _____
- Measles are becoming more and more widespread. _____
- Either Deanna or Jonathan and Keith is bringing the mustard. _____
- In her hands, scissors is dangerous. _____
- It's difficult to believe that neither the eggs nor the roast were edible. _____

B. Using Correct Subject-Verb Agreement

Use the following subjects to write sentences of your own. Write the sentences in either the present, present progressive, or present perfect tense. Make sure each verb agrees with its subject.

- Gerald's trousers _____

- Every carpet, curtain, and bedspread _____

- Neither the trapeze artist nor the clowns _____

- Either the hamburgers or the potato salad _____

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17.1 Case of Personal Pronouns

Key Information

Nominative case pronouns (*I, you, he, she, it, we, and they*) function as subjects or as predicate nominatives.

They have finally won.

It is **he** who sambas so well.

Objective case pronouns (*me, you, him, her, it, us, and them*) function as direct objects, indirect objects, or objects of prepositions.

Shasta sent **it** to him on Valentine's Day.

The manager gave **them** the donation.

I found an incriminating picture of **her**.

Possessive case pronouns (*my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs*) replace possessive nouns.

A possessive pronoun does not use an apostrophe.

That is **my** guitar.

No, it isn't. It's **hers**.

A. Identifying the Case of Pronouns

Identify the case of each underlined pronoun in the following sentences. Above each, indicate whether it is nominative (*nom.*), objective (*obj.*), or possessive (*poss.*).

1. What they said about him was outrageous.
2. I wouldn't have believed it but my cousin Francesca said that every word of it was true.
3. Frankly I wish she hadn't told me.
4. I wonder what he would do if he knew that we knew.
5. My heart skips a beat when I think about it.

B. Choosing the Correct Case of Pronouns

In each of the following sentences, circle the correct pronoun.

1. It is (I/me).
2. Between you and (I/me), I think something is dreadfully wrong.
3. Her parents were proud of (she/her) being a quarterback.
4. The dog licked (its/it's) wounds, turned around, and went home.
5. I had no idea that they had complained about (me/my) practicing at home.

C. Using Pronouns Correctly

Write a sentence of your own using each of the following pronouns: *I, she, him, its, me*. Try to include colorful descriptions and interesting verbs in your sentences.

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

17.2 Pronouns with and as Appositives

Key Information

Use the nominative case for pronouns in apposition to subjects or predicate nominatives.

The youngest kittens, **he** and Felix, attacked a June bug.

The cutest ones are the calicos, **she** and Coco.

Use the objective case for pronouns in apposition to a direct object, an indirect object, or the object of a preposition.

We gave my neighbors, Mrs. Kang and **him**, one of the kittens.

They loved to snuggle with anything warm: **us**, a blanket, or each other.

When you use appositives after pronouns, use the case of the pronoun that would be correct without the appositive.

We cat lovers enjoy watching their antics.

The kittens enjoy pouncing on **us** humans.

■ A. Identifying Pronouns and Appositives

Write whether the underlined phrase is in apposition to a subject (*S*), predicate nominative (*PN*), direct object (*DO*), indirect object (*IO*), or object of a preposition (*OP*).

- _____ 1. Mauricio met those new counselors, Mr. Washington and him, and said they were nice.
- _____ 2. The best players, she and Brooke, are averaging eight rebounds per game.
- _____ 3. My favorite contestants were the French skaters, he and Isabelle.
- _____ 4. Senator Linden should give thanks to you campaign workers.
- _____ 5. We the people want to create a better life for our children.

■ B. Choosing Pronouns with and as Appositives

In the reading below, circle the correct personal pronoun from each pair in parentheses.

F. Scott Fitzgerald was a leading author of the Jazz Age. The Fitzgeralds, both (he/him) and his wife Zelda, were fond of commenting on the lifestyle of the rich. The novel *The Great Gatsby* describes the extremely wealthy Jay Gatsby and what is, for (we/us) average Americans, his extravagance and moral emptiness. (He/Him) and Daisy, the main characters of *The Great Gatsby*, are a doomed pair. Dick Diver is the protagonist in *Tender Is the Night*, which details the decline of two jet-setting Americans in Europe, his wife Nicole and (he/him). Oddly, the Fitzgeralds themselves associated with the type of pleasure-seeking socialites he wrote about, and some critics see autobiographical undertones in the character of Dick in *Tender Is the Night*. According to these critics, the Divers, (he/him) and Nicole, are disturbingly similar to the Fitzgeralds.

17.3 Pronouns After *Than* and *As*

Key Information

In an elliptical adverb clause, unnecessary words may be left out. When you use a pronoun in such clauses, choose the case that you would use if the missing words were included.

Kenny water-skis much better than I **[water-ski]**.

That loud music bothers your father as much as **[it bothers] me**.

A. Identifying Pronouns After *Than* and *As*

In the underlined part of each of the following sentences, many words are unnecessary to the meaning of the sentence. Make an elliptical adverb clause by crossing out every word in the clause except the pronoun. Then write above the pronoun whether it is in the *nominative* or the *objective* case.

1. My best friend, Jonathan, has many more brothers and sisters than I have brothers and sisters.
2. Jonathan's father understands his brothers better than Jonathan's father understands him.
3. My eldest sister plays football almost as well as I play football.
4. My little brother George hates broccoli as much as I hate broccoli.
5. When I tease him, my little brother George likes broccoli more than my little brother likes me.

B. Using Pronouns After *Than* and *As*

Complete each of the following sentences with any appropriate pronoun (except *you* or *it*) in the nominative or objective case.

1. I am a better athlete than _____
2. Math was much easier for Einstein than _____
3. Neanderthal men, prehistoric humans, did not depend on their intelligence as much as _____
4. Diane's minor accident scared her mother more than _____
5. Latoya doesn't watch as much television as _____
6. Many people think John Kennedy was the youngest president ever to hold office, but Theodore Roosevelt was actually younger than _____
7. The ballet interested my brother more than _____
8. To my surprise, my parents liked the science fiction movie better than _____
9. Jane Austen was not as popular during her lifetime as Sir Walter Scott, although she is now more widely studied than _____
10. The bright orange paint apparently pleased our house's former owner better than _____

17.5 Pronoun-Antecedent Agreement

Key Information

Pronouns agree with their antecedents in number, gender, and person.

Pele's extraordinary skill as a soccer player made **him** world famous. [Both *Pele* and *him* are singular, male, and third person.]

My favorite **teachers** try to use some fun activities in **their** classes. [*Teachers* and *their* are both plural and third person. Plural pronouns are gender-neutral.]

If the gender of a singular antecedent could be either masculine or feminine, it is traditional to use a masculine pronoun. Other options are to use a gender-neutral expression or to rewrite the sentence to use a plural pronoun or no pronoun.

A **person** should choose **his or her** friends carefully.

People should choose **their** friends carefully.

People should choose friends carefully.

Avoid shifts in person.

POOR: When people drive, you should be alert.

BETTER: When **people** drive, **they** should be alert.

■ Identifying Antecedents and Using Pronouns that Agree

Fill in the blanks in the following passage by Alex Haley with the pronouns *them, they, he, his,* and *me*. Use each pronoun once. Then circle the antecedent of each pronoun you supplied.

The first native Gambian I could locate in the U.S. was named Ebou Manga, then a junior attending Hamilton College in upstate Clinton, N.Y. _____ and I flew to Dakar, Senegal, then took a smaller plane to Yundum Airport, and rode a van to Gambia's capital, Bathurst. Ebou and his father assembled eight Gambia government officials.

I told _____ Grandma's stories, every detail I could remember, as _____ listened intently, then reacted. " 'Kamby Bolong' of course is Gambia River!" I heard. "But more clue is your forefather's saying _____ name was 'Kinte.'" Then they told me something I would never even have fantasized—that in places in the back country lived very old men, commonly called *griots*, who could tell centuries of the histories of certain very old family clans. As for *Kintes*, they pointed out to _____ on a map some family villages, Kinte-Kundah, and Kinte-Kundah Janneh-Ya, for instance.

Alex Haley, "My Furthest-Back Person—"The African" "

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17.6 Clear Pronoun Reference

Key Information

Avoid using the pronouns *this*, *that*, *which*, or *it* unless the antecedent is clearly stated.

VAGUE: He's a great pitcher, and **this** was obvious in the game last night.

CLEAR: He's a great pitcher, and **his athletic talent** was obvious in the game last night.

If a pronoun could refer to more than one antecedent, reword the sentence to make it clear.

AMBIGUOUS: After the dogs barked at the neighbors all night, **they** slept late.

CLEAR: The dogs slept late after **they** barked at the neighbors all night.

Do not use the pronouns *you* and *they* in an indefinite sense.

INDEFINITE: In many places, **you** rest at midday.

CLEAR: In many places, **people** rest at midday.

■ A. Identifying Unclear Pronoun Reference

If a pronoun in one of the following sentences has a clear reference, write *clear* in the blank. If the reference is unclear, write *unclear* in the blank. In each sentence with unclear pronoun reference, circle the pronoun that makes the sentence unclear.

- _____ 1. Unemployment was so severe during the Great Depression that many people despaired of it.
- _____ 2. You might search for months and still not find work.
- _____ 3. President Franklin D. Roosevelt was a conscientious leader, and this was evident in his efforts to help the unemployed.
- _____ 4. Several government assistance programs were set up, and they provided jobs for thousands of workers.
- _____ 5. When the economy finally began to improve, they saw a gradual decline in unemployment figures.

■ B. Rewriting Sentences with Unclear Pronoun Reference

Each of the following sentences contains an unclear pronoun reference. Rewrite each sentence so that all pronoun references are clear.

1. In many places, such as Mexico, you can feel frequent small earthquakes.

2. After the Spaniards defeated the Aztecs in the sixteenth century, they resettled Mexico.

3. Chad's father bought a brand new Ferrari, which was incredible.

4. When Henry VIII broke from the Church, it had a great impact on English history.

18.2 Irregular Comparisons

Key Information

Many modifiers have irregular comparative and superlative forms. Some of them are listed here.

Positive	Comparative	Superlative
bad	worse	(the) worst
ill	worse	(the) worst
far (distance)	farther	(the) farthest
far (degree, time)	further	(the) furthest
little (amount)	less	(the) least
many	more	(the) most

■ A. Identifying Incorrect Comparison Forms

In the following passage draw a line through the five underlined words or phrases that are incorrect comparative or superlative forms. Above each write the correct comparison form.

The American crocodile and American alligator are related, but they're not the same animal. Not only do crocodiles have more broad snouts, but also their snout is peakedder than an alligator's. If you can find photographs of them both, you'll see that alligators have a more rounded snout. Besides that, the fourth tooth of a crocodile's lower jaw is visibler than that of an alligator's. The American crocodile is also about thirty percent lighter than the American alligator, so it can move much more better. Maybe that is why alligators are less aggressive. Finally, there are different types of crocodiles all over the world, but there are only two types of alligators: the American and the Chinese alligators. I don't know which one is fearsomer, but I don't want to find out.

■ B. Using Irregular Comparisons

Use the comparative or superlative form of the modifiers in parentheses to write sentences about the given topics. Whenever necessary, alter the wording in the topics or phrases to fit your sentences.

1. eating Brussels sprouts, eating spaghetti (good) _____

2. snow in Georgia, Hawaii, and Minnesota (little) _____

3. cutting calories, eating less salt (difficult) _____

4. the North Pole, the South Pole (far—distance) _____

5. how you feel when you begin your homework, how you feel when you finish your homework (well) _____

18.4 Incomplete Comparisons

Key Information

Be sure to include words like *other* or *else* when you compare members of a group.

UNCLEAR: China has more people than any country.

CLEAR: China has more people than any **other** country.

Be careful that you only compare like things.

UNCLEAR: China's population is greater than America.

CLEAR: China's population is greater than **America's**.

UNCLEAR: The population of China is greater than America.

CLEAR: The population of China is greater than **that of America**.

A. Identifying Incomplete Comparisons

In the following sentences, identify any incomplete comparisons in the underlined words. Correct each one by drawing a line through it and writing the complete comparison above it.

1. Some travelers claim that South America has more geographic variety than any continent in the world.
2. Its east coast beaches are more popular than Mexico.
3. Skiing in the Chilean Andes is just as exciting as the Swiss Alps.
4. Tourists can visit historic sites in Peru that are older than America.
5. Chile's Atacama Desert is drier than any other country.
6. The Amazon River Basin has more kinds of plants and animals than zoos.
7. Parts of Argentina's Patagonia are windier than any regions of the world.
8. Iguacu Falls in southern Brazil has at least 275 waterfalls, making it more spectacular than any South American falls.

B. Using Complete Comparisons

Complete each of the following sentences by making complete comparisons.

1. The altitude of Mount Everest is greater than _____
2. The novels of Ken Kesey aren't as well known as _____
3. The test scores of students in the morning class were higher than _____
4. Laura's new puppy is cuter than _____
5. There are more skyscrapers in New York City than _____

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18.7 Misplaced and Dangling Modifiers

Key Information

<p>If you misplace a modifier, it might seem to modify the wrong word in the sentence.</p> <p>MISPLACED: Throwing food on the floor, Maria smiled at the child.</p> <p>CLEAR: Maria smiled at the child throwing food on the floor.</p> <p>A dangling modifier does not logically describe any word in the sentence.</p> <p>DANGLING: Quietly playing video games, the dog’s licking on my arm startled me.</p>	<p>CLEAR: Quietly playing video games, I was startled when the dog licked my arm.</p> <p>You must put the word <i>only</i> immediately before the word(s) it modifies.</p> <p>UNCLEAR: I only study math on Tuesdays.</p> <p>CLEAR: I study only math on Tuesdays. I study math only on Tuesdays.</p>
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■ A. Identifying Misplaced and Dangling Modifiers

Underline the misplaced or dangling modifiers in the following sentences. If a sentence contains no errors, write *correct*.

1. Having discovered a more effective use of refractive telescopes, important new discoveries in astronomy were made by Galileo.
2. Galileo could view craters of the moon with a larger telescope.
3. Using a pendulum, the law of falling bodies was finally developed.
4. Only Galileo is called “the founder of modern experimental science”; no one else is referred to in this manner.
5. Finding Galileo guilty of disobeying the Church, he was sentenced to life imprisonment by the officials.

■ B. Correcting Dangling and Misplaced Modifiers

Rewrite each of the following sentences to correct the dangling or misplaced modifiers.

1. Falling asleep during the test, the teacher never saw the student. _____

2. Hungrily eating oysters on the half shell, a strong wind knocked over our beach umbrella. _____

3. Suzanne only eats Cruncho cereal because she hates all others. _____

4. Ichabod pointed at a wombat with a long, bony finger. _____

5. Rolling off the table, my father caught the grapefruit. _____

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20.1 Capitalization of Sentences

Key Information

Capitalize the first word of the following:

- each sentence.
- quotations that are complete sentences.
- sentences that stand by themselves in parentheses.

After leaving the Phillipines, MacArthur said, "I shall return." (He did in fact return with his troops in 1944.)

Do not capitalize the first word of the following:

- sentences in parentheses that are contained within another sentence.
- indirect quotations.
- quotations that are not complete sentences.

MacArthur later said (he had returned to civilian life) that old soldiers don't really die but "just fade away."

A. Capitalization of Sentences

In the following sentences circle the first letter of the underlined word if it should be capitalized.

1. last week, while my sister was raiding the refrigerator late at night, my mother came downstairs and said "oh I thought you were a burglar!"
2. in a famous speech John F. Kennedy said that people should ask what they can do for their country.
3. people living in the extreme north of Chile wouldn't know what to do if it ever rained. (they live in the driest desert in the world.)
4. my best friend hates urban life (he grew up in a small town) and said last week that big cities are nothing more than a necessary evil.
5. when Dorothy Parker (an American poet and short-story writer) was told that the quiet, stern president had died, she asked, "how could they tell?"

B. Correcting Capitalization of Sentences

Rewrite each of the following sentences that contains incorrect capitalization. If a sentence contains no errors, write *correct*.

1. In an essay on writing, William Zinsser said, "Clutter is the disease of American writing."

2. He also said that to be clear writers, we must "Clear our heads of clutter."

3. He noted that Many people think simple sentences are wrong and then stated, "the secret of good writing is to strip every sentence to its cleanest components."

4. He said that his students (he is also an educator) look stricken when he asks them to cut out unnecessary words.

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20.2–3 Capitalization of Proper Nouns and Adjectives

Key Information

<p>Capitalize all proper nouns. If a proper noun contains several words, capitalize only the important words.</p> <p style="padding-left: 40px;">Bob Hope “The Beast in the Jungle”</p> <p>Capitalize names of ethnic groups, national groups, languages, and religious terms.</p> <p style="padding-left: 40px;">Kurds English Hashem German</p> <p>Capitalize names of organizations, institutions, political parties, firms, and of documents, awards, and laws.</p> <p style="padding-left: 40px;">Beal College Sherman Antitrust Act a Nobel Prize</p>	<p>Capitalize the names of roads, cities, states, countries, continents, and bodies of water.</p> <p style="padding-left: 40px;">Lake Erie Wyoming North America</p> <p>Capitalize names of monuments and bridges and of ships, trains, and aircraft.</p> <p style="padding-left: 40px;">Statue of Liberty Friendship 7</p> <p>Proper adjectives are adjectives formed from proper nouns and must be capitalized.</p> <p style="padding-left: 40px;">Islamic law Appalachian dance</p> <p>Not all proper nouns change form when used as adjectives.</p> <p style="padding-left: 40px;">Kansas plains Easter parade</p>
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■ **A. Identifying Words for Capitalization**

Read each sentence. Use the proofreading symbol (a triple underline) to correct all capitalization errors.

1. We were looking forward to our class trip to washington, d.c.
2. Our bus was to leave reynoldsburg high school on wednesday and return late sunday afternoon.
3. Even principal thompson and ms. hoffinan, two of our chaperons, were eager to go.
4. We stopped for dinner at the keystone diner, somewhere along interstate 70 in pennsylvania.
5. By the time we arrived at monroe’s motor inn, most of us were too excited to sleep.
6. On thursday we saw the washington monument, the lincoln memorial, and the white house, home of the president.
7. Parts of the smithsonian institution kept us busy all day friday.
8. A special treat on saturday was a dinner-cruise aboard the *annapolis star* on the potomac river.

■ **B. Using Proper Adjectives**

Imagine that a distant relative from another country is coming to visit you. Write four sentences telling him or her about the area where you live. Use proper adjectives to describe such things as buildings, parks, theaters, the ethnic background of the residents, holidays you celebrate, or any other items of special interest. Use at least one proper adjective in each sentence.

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

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21.1–3 End Punctuation

Key Information

Use periods at the end of declarative sentences and polite commands.

I don't have the key to the front door.

Don't close the door all the way.

Use exclamation points to show strong emotion.

Oh, no! Davy, shut the door!

Use question marks after direct questions but not after indirect questions.

Does anyone know of a good locksmith?

Our neighbor Kate asked whether we wanted to use her phone.

Using End Punctuation

The following passage describes a soggy canoe trip. Insert the missing periods, exclamation points, and question marks.

(1) Jack exclaimed, "It's a beautiful day for canoeing _____"

(2) Jane nodded her head vigorously in agreement _____ The sun was shining in the brilliant blue sky, and a warm spring breeze was blowing gently through the trees _____ They had been looking forward to their family canoe trip for weeks, and it had finally arrived _____

(3) "Come on _____" Jack called _____ "We have to catch up to Mom and Dad _____ Ready _____ Push _____" Together they pushed the canoe into the calm, muddy water _____ As soon as they climbed aboard, they put the bright orange life jackets on _____ They dug their oars into the creek's sandy bottom and shoved off _____

(4) "Stroke _____ Stroke _____" Jane called from her position in the front _____ The water splashed gently as they pushed their oars through it _____ Soon they were floating peacefully with the current _____

(5) As they coasted around a bend in the creek, their parents, paddling their own canoe furiously, came into view _____ "Hey _____" Jack called to them _____ As he raised his hand in greeting, he knocked his oar into the water _____ "Oh, no _____" he cried _____ "Jane _____"

(6) Annoyed, Jane turned around _____ "What _____ I was just waving to Mom _____"

(7) "I lost my oar _____ We have to stop _____" Jack was beside himself _____

(8) Jane sighed heavily _____ "I don't believe it _____ How can we stop _____ The current is too—" The canoe scraped over a rock and came to a stop _____ Startled, Jane lost her grip on her oar, and it slid into the water _____ They both watched it float swiftly away _____

(9) "Now what do we do _____" Jane asked _____

(10) Many minutes later, their shoes squishing with every step, they pulled their canoe ashore, where their dry and smiling parents awaited _____ Jack mumbled, "It's a beautiful day for canoeing _____"

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21.4

The Colon

Key Information

Use colons after words such as *these*, *as follows*, or *the following* to introduce lists. Avoid colons if the lists follow verbs or prepositions.

This course will cover **the following** Lost Generation writers: F. Scott Fitzgerald, Ernest Hemingway, and Gertrude Stein.

Of Hemingway's books, we will **study** *For Whom the Bell Tolls*, *A Farewell to Arms*, and *The Old Man and the Sea*.

■ A. Identifying Missing Colons

Insert and circle the missing colons in the following sentences. If a sentence contains no errors, write *correct*.

1. The ingredients for s'mores are as follows one box of graham crackers, ten milk chocolate bars, and a bag of marshmallows.
2. I still need to buy Christmas presents for Susan, Tricia, Sarie, and Katie.
3. To perform this experiment, you need these things a thin piece of cork, red dye, a slide with a cover, and a microscope.
4. Smoking has been shown to cause heart disease, emphysema, lung cancer, and complications during pregnancy.

■ B. Writing Sentences that Include Lists

Write a sentence according to each of the following guidelines. Be sure to use colons correctly.

1. (Use a colon and list three places you would like to visit.) _____

2. (Use no colon and list the four oceans of the world.) _____

3. (Use the phrase *as follows* and list three landmarks in your home state.) _____

4. (Use the word *these* and list two or more states that border yours.) _____

5. (Use the word *about* and list three places about which you have read.) _____

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21.5 The Semicolon

Key Information

Identifying items in a series can be confusing if the items contain commas. To make such sentences clear, use a semicolon to separate the items.

I still have to write a thank-you note to my grandmother, who gave me a sweater; Aunt Mary, who gave me a basketball; and my brother in Des Moines, who gave me a watch, a CD, and a poster.

Similarly, use a semicolon to separate two main clauses joined by a coordinating conjunction when the clauses already contain several commas.

Of all my presents, the CD, the poster, and the watch were great; but I'm afraid the sweater, which was really gorgeous, was too small.

■ A. Identifying Misused Commas and Semicolons

In the following sentences, circle commas that should be changed to semicolons and semicolons that should be changed to commas. If a sentence contains no errors, write *correct*.

1. I really enjoy reading the poetry of John Donne; Gerard Manley Hopkins; and W.B. Yeats.
2. Last year Paul visited New York City and saw the Empire State Building, which didn't impress him, the Metropolitan Museum of Art, in which he spent one whole day, and Rockefeller Center, where he tried to ice-skate but sprained his ankle right away.
3. Chile, a narrow country on the western edge of South America, is famous for its breathtaking views of the ocean, mountains, and valleys, yet it is possibly best known for its excellent red wines.
4. So far, we have studied colons, semicolons, and commas.
5. One of the most critically acclaimed movies ever made is *Citizen Kane*, a brilliant study of the rise and fall of a wealthy publisher, but even more dazzling than the treatment of its subject was the innovative camera work Orson Welles used.

■ B. Using Commas and Semicolons

Change commas to semicolons as necessary to correct the following sentences.

1. In one version of Greek mythology, Antigone was the daughter of Oedipus and Jocasta, king and queen of Thebes, she was later the subject of a play by Sophocles.
2. Pan, the son of Mercury and a wood nymph, was the god of woods, fields, shepherds, and sheep, he lived in a forest and played his panpipe.
3. The three Graces, who sang and danced at the banquets of the Greek gods, were Aglaia, whose other name was Splendor, Euphrosyne, who was called Mirth, and Thalia, who brought good cheer.
4. Zeus was originally the sky god, lord of the wind and rain, subsequently, he became leader of the gods.
5. Poseidon was the god of the sea, he was referred to by Homer as the "earth shaker."

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21.6 Commas and Compound Sentences

Key Information	
Use commas between two main clauses joined by a coordinating conjunction, unless the clauses are very short and the meaning is clear without them. Mary is rather short, yet she is a great basketball player.	Camila loves pizza but her parents hate it. [clear] I have seen Westminster Cathedral and Buckingham Palace is next on my list. [unclear] I have seen Westminster Cathedral, and Buckingham Palace is next on my list. [clear]

A. Identifying Coordinating Conjunctions and Missing Commas

Underline the coordinating conjunction in each of the following sentences. If a comma is needed before a conjunction, insert and circle the comma.

1. Tala used to live in Jordan but she recently emigrated to the United States.
2. Michael turned up the radio and we danced.
3. Judy wanted to learn to play the violin and her mother enrolled her in a Suzuki course.
4. The weatherman predicted we would have sunny weather yet it snowed heavily.
5. Nelson bought a new Ferrari and a Buick hit it soon afterwards.

B. Using Coordinating Conjunctions and Commas

Add a coordinating conjunction and another main clause to expand each of the following sentences. Use a comma when necessary. Remember to cross out the period.

1. I've never been in a spaceship. _____

2. The oceans are becoming very polluted. _____

3. A red sky in the morning is a sign of rainy weather. _____

4. Dogs are usually loyal to their owners. _____

5. Violence is a serious problem. _____

21.6 Commas and Coordinate Adjectives

Key Information

Coordinate adjectives modify a noun equally. They must be separated by commas.

Mr. Seebart has loyal, industrious, and diligent students.

Adjectives that are not coordinate should not be separated by commas. These are often adjectives that describe size, shape, age, and material.

I live in an old brick house.

Commas may be needed to separate some adjectives in a series but not others.

I bought an inexpensive, comfortable stuffed chair.

■ A. Identifying Correct Use of Commas

Insert and circle any missing commas in the following sentences. Draw a line through any comma that should be omitted. If a sentence contains no errors, write *correct*.

1. We heard a roar of slow, mirthful laughter.
2. They lived on a dark sooty gloomy back alley.
3. Robin wore a durable, coarse, gray, wool coat.
4. We watched the desperate unruly angry mob storm through the city.
5. The old man drew together his thick, shaggy dark eyebrows and glared at me.
6. We thought the man's long, dull confusing speech would never end.
7. Most of the businesses in town are along the widest, busiest, best-lit street.
8. The thick, picture-filled, travel book made for interesting reading.
9. The strident, uncivilized home fans on the other side of the field offered a striking contrast to our normal fun-loving fans.
10. Hot humid August weather is something I would like to be able to escape this year.

■ B. Using Coordinate and Noncoordinate Adjectives

Choose four things around you—such as your desk, a noise you hear, a person you see—and write one sentence for each thing you choose. Use two to three adjectives before each thing you're describing. Use commas correctly, and don't use any adjective more than once. Be creative!

1. _____

2. _____

3. _____

4. _____

21.6

Commas with Parenthetical Expressions and Conjunctive Adverbs

Key Information

Use commas to set off parenthetical expressions such as *on the contrary*, *in addition*, and *in other words*; and to set off conjunctive adverbs such as *nonetheless*, *therefore*, and *however*.

Mr. Bodine eats a lot of junk food; in addition, he never exercises. Nevertheless, he seems to be in relatively good health for the time being.

■ A. Identifying Parenthetical Expressions and Conjunctive Adverbs

Underline the parenthetical expressions and conjunctive adverbs in the following sentences.

1. English is the mother tongue of more than 300 million people in the world; it is spoken, moreover, by many more millions as a second language.
2. Chinese, nevertheless, has twice as many native speakers as any other language in the world.
3. Many people believe English is the official language of the United States; however, the country has no official language.
4. Some people want English to become the official language of the United States; as a result, the English Language Amendment was proposed in the 1980s.
5. Most immigrants to the United States in the 1800s quickly learned English to become more American; they wanted, in other words, to jump into the melting pot.

■ B. Using Commas with Parenthetical Expressions and Conjunctive Adverbs

Insert and circle any missing commas in the following paragraph.

(1) Henry David Thoreau is one of America's best-known writers, yet he published only two books in his lifetime. (2) Moreover each book sold poorly; in fact together they sold fewer than 1,200 copies. (3) Thoreau moved to the shore of Walden Pond and spent much time in solitude and meditation. (4) Thoreau however did not think he was escaping from life. (5) On the contrary he went to the woods to live it more fully. (6) Nevertheless, part of this life did include work on his first book. (7) During this time in his life, he refused to pay his poll tax; consequently he was arrested and jailed for one night. (8) He soon wrote "Civil Disobedience," an essay on passive resistance that influenced among others Gandhi and Martin Luther King Jr. (9) In addition this work and his book *Walden* made him popular among young people in the 1960s. (10) His themes elevated the world of nature and inspired readers to follow their own conscience.

21.6 Commas and Direct Address and Tag Questions

Key Information

Use commas to separate words of direct address from the rest of a sentence.

Bart, is that completely necessary?

I believe, students, that we are done for the day.

Use commas to separate tag questions from the rest of a sentence. A tag question reinforces an implied answer to the statement it follows.

You have made your point, haven't you?

A. Identifying Direct Address

Underline any words used in direct address in the following sentences.

1. Do you mind if the new student, Roberto, goes with you?
2. Do you mind if the new student goes with you, Roberto?
3. Roberto, the new student is going with you.
4. Roberto, the new student, is going with you.
5. Charlotte, your art project has pleased quite a few of the judges.
6. Charlotte's new art project has pleased quite a few of the judges.
7. Jamar, Tyler, and Sarah have been chosen as our representatives.
8. Jamar, Tyler and Sarah have been chosen as our representatives.
9. Well, my friend, I hope you are feeling better.
10. I hope my friend is feeling better.

B. Using Commas with Direct Address and Tag Questions

Insert and circle any missing commas in the following sentences. If a sentence contains no errors, write *correct*.

1. Jimmy you have spoken with Susan Alexander lately haven't you?
2. Susan Alexander this is your conscience speaking.
3. She has hinted several times Arthur that you should be more careful.
4. You have heard her hint that you should be more careful haven't you?
5. Nate, Michael, and D. J. are going to see the concert next week Millie.
6. Nate, Michael, and D. J. are going to see the concert with Millie next week.
7. Janet is going to the movies with us isn't she?
8. Janet are you going to the movies with us?
9. There are rumors Aaron that you will try out for the track team.
10. Aaron you are sure that you will make the team aren't you?

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21.6 Misuse of Commas

Key Information

Commas alone cannot join two main clauses.	INCORRECT: Bob, and Joe have won the series.
INCORRECT: Zamboanga is a city in the southern Philippines, it has a distinct Moro influence.	CORRECT: Bob and Joe have won the series.
CORRECT: Zamboanga is a city in the southern Philippines; it has a distinct Moro influence.	Do not place a comma between a verb and its complement.
Do not place a comma before a conjunction that joins a two-item compound element in a sentence.	INCORRECT: She bought her mother, a milkshake.
	CORRECT: She bought her mother a milkshake.

■ Identifying Comma Errors

Circle each of the misused commas in the following sentences. Then rewrite each sentence, using correct punctuation.

1. The sky was gray, and cloudy, it was one of those days that cause one to sit at the window, and dream of days gone by. _____

2. That is exactly what I was doing when the telephone rang, I, jumped out of my chair, and ran to answer it. _____

3. The voice at the other end seemed familiar, for a moment I, thought I knew who it was. _____

4. The person told me that I had won, a trip to Hawaii. Then he laughed hysterically, and hung up. _____

5. I have not run to the store, for sunscreen, something tells me Hawaii will have to wait. _____

6. Meanwhile, I'll continue to look at cloudy, gray skies through a window, daydreaming is probably as relaxing as Hawaii anyway. _____

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21.7–8 The Dash and Parentheses

Key Information

Use a dash to show an abrupt change of thought within a sentence.

She grew mint—or perhaps thyme—in her herb garden.

Parentheses indicate extra material not vital to the main statement. If a complete sentence enclosed in parentheses is contained within another sentence, it does not require capitalization or end punctuation. However, if the parenthetical sentence stands by itself, capitalize, and use appropriate punctuation.

Whales range in length from 4 to 100 feet (1.2 to 30 meters).

Albino whales (the most famous albino is, of course, Moby Dick) have often been the subject of tall tales.

They are among the most intelligent creatures on earth. (Whales have always been respected by hunters.)

When a comma or semicolon is required after a parenthetical expression, place it outside the final parenthesis.

Kyle and Sally will be there (I think), but Johnson backed out.

A. Identifying Errors in and Around Parentheses

Rewrite each of the following sentences, correcting capitalization and punctuation errors.

1. Some people like him (some people don't.) _____

2. One of my best friends (A foreign exchange student from Indonesia) finds much American food bland. _____

3. I can eat plate after plate of kimchee (a spicy Korean dish,) but it gives my girlfriend a terrible stomach ache. _____

4. She says that Macao (formerly a Portuguese colony near Hong Kong,) is famous for its architecture and its casinos. _____

5. While they were in Tanzania, they saw a rhinoceros (The rhinoceros is in danger of becoming extinct;) Irena saw one, too. _____

B. Using Dashes and Parentheses

Write two sentences of your own. In the first sentence, use dashes to show a change in thought. In the second sentence, use parentheses to set off extra material.

21.9 Quotation Marks

Key Information

Place commas and periods inside closing quotation marks.

“I can’t believe my eyes,” she whispered. Marion said, “Take it back, I hate it.”

Place semicolons and colons outside closing quotation marks.

I have just read Ralph Ellison’s story “The King of the Bingo Game”; it is brilliant.

These words were used to describe Marianne Moore’s poem “Marriage”: ambitious and accomplished.

Place a question mark or exclamation point inside closing quotation marks when it is part of the quotation or when the same punctuation is needed for both the quotation and the sentence.

He shouted, “Heavens to Betsy!”

Seth asked, “May I tell you something you might not want to hear?”

Place the quotation mark or exclamation point outside closing quotation marks when it is part of the full sentence.

What is meant by “let the buyer beware”?

■ A. Identifying Quotation Mark Errors

Circle the misplaced punctuation in the following sentences. Each sentence contains one error.

1. “If you do that again, I’m afraid I’ll have to report you”, Ms. Witherspoon said calmly.
2. It was at that point that he screamed, “Long live the king”!
3. Mother was in the workshop singing “I’m a Lonely Little Petunia in an Onion Patch,” Dan was upstairs whistling “The Streets of Laredo”, and I was in the living room with my hands over my ears.
4. Juliet asked, “Who is that in the bright blue blouse”?
5. Does anybody know who wrote “Silent Night”?

■ B. Using Quotation Marks

Complete the following sentences to create a short dialogue between a man who is lost and looking for his way back to his hotel and a young woman at an information booth.

1. Looking exhausted and confused, the man approached the information booth and frantically asked, _____
2. The woman in the booth, trying to calm him down, said, _____
3. The man responded, _____
4. The woman gave him directions. She said, _____
5. Relieved, the man exclaimed, _____ and walked toward his hotel.

Grammar Practice

Name Class Date

21.10 Italics (Underlining)

Key Information

Italicize (or underline when typing or writing) names of the following:

books	long poems	ships
sculptures	paintings	trains
magazines	newspapers	planes
television series	plays	spacecraft
long musical works	films	

A, *an*, and *the* are italicized only when they are part of a title.

A Night at the Opera is a very funny movie.

Our newspaper is the *Daily News*.

Words, letters, and numerals used to represent themselves are italicized.

My young son often confuses *p* with *g* when he writes.

A. Identifying Titles to Be Italicized

Underline any of the following words and phrases that should be italicized.

- | | |
|---|---|
| 1. Shakespeare's play <i>Romeo and Juliet</i> | 9. the rock group the Beatles |
| 2. our national anthem, <i>The Star-Spangled Banner</i> | 10. Michelangelo's sculpture the <i>Pietà</i> |
| 3. our neighboring continent, <i>South America</i> | 11. the television series <i>Bewitched</i> |
| 4. the painting the <i>Mona Lisa</i> | 12. the musical <i>Cats</i> |
| 5. the spacecraft <i>Apollo 7</i> | 13. the television series <i>Star Trek</i> |
| 6. the daily newspaper the <i>New York Times</i> | 14. the song <i>Let It Be</i> |
| 7. the children's rhyme <i>Jack and Jill</i> | 15. the magazine <i>Seventeen</i> |
| 8. the short story <i>The Monkey's Paw</i> | |

B. Using Italics

Use five of the items you have underlined in Part A in sentences of your own. Remember to underline correctly again.

- _____
- _____
- _____
- _____
- _____

21.11 The Apostrophe

Key Information

Use an apostrophe with *-s* to indicate the possessive of a singular noun and of a plural noun not ending in *-s*.

- the dog's owner
- the boss's daughter
- the children's toys

Use an apostrophe alone to indicate the possessive of a plural noun ending in *-s*.

- the Smiths' house
- the (two) records' jackets

Add an apostrophe and *-s* to the last word of a compound noun.

- her father-in-law's hat
- the commander in chief's house

Use the possessive form for only the final name when two or more people own something jointly.

- Chris and Andy's house *but* Chris's and Andy's exam scores

Apostrophes are also used to form contractions

- you're he's I'd won't

■ A. Identifying Misused Apostrophes

Correct any of the following items in which apostrophes are misused or omitted. If an item contains no errors, write *correct*.

1. shes not here _____
2. James little sister _____
3. I've wanted to _____
4. one walrus' tusk _____
5. Ms. Ryan's garden _____
6. a caterpillar's cocoon _____
7. The Smiths and the Wilsons property line _____
8. Betty and Bob's diner _____
9. Russ's sneakers _____
10. everyones' friend _____
11. the Morrises' front yard _____
12. her sister's-in-law dress _____

■ B. Using Apostrophes

Each of the following sentences contains a word that is missing an apostrophe and, in some cases, an *-s*. Rewrite the word correctly in the space provided.

1. Today there appears to be a revival of the Rolling Stones songs. _____
2. Everyone from the embassy was fascinated by the hostess charm. _____
3. Two girls contributions to the fund were outstanding. _____
4. Many of Saint Louis neighborhoods are really rather different. _____

Name Class Date

21.12–13 The Hyphen and Abbreviations

Key Information

Hyphenate compound adjectives that are placed before nouns.

the sky-blue truck

the round-faced boy

Hyphenate all spelled-out numbers up to ninety-nine.

Hyphenate a fraction only when it is used as an adjective.

one-half glass *but* one sixteenth of an inch

Most abbreviations require periods. Exceptions are the official U.S. Postal Service abbreviations of state names and abbreviations of organization names formed from initial letters of words. These abbreviations are written in capital letters with no periods.

A. Using Hyphens

Insert and circle hyphens where needed in the following items. If an item contains no errors, write *correct*.

- | | |
|--------------------------------------|-------------------------------|
| 1. fifty five | 9. a thirty nine year old man |
| 2. my brown eyed girl | 10. an eagle eyed scout |
| 3. a beautifully made basket | 11. a three dollar watch |
| 4. well known broadcaster | 12. an easily earned million |
| 5. one fourth teaspoon | 13. a baby faced grandfather |
| 6. two hundred twenty nine | 14. three fourths of a cup |
| 7. a vacation that was well deserved | 15. the rain delayed game |
| 8. the seventy first time | |

B. Using Abbreviations

Abbreviate each of the following items. Consult a dictionary when necessary.

1. National Broadcasting Corporation _____
2. Connecticut _____
3. United States _____
4. Maine _____
5. Nebraska _____
6. ounce _____
7. anno Domini _____
8. post meridiem _____
9. Senator _____
10. millimeter _____