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A. Identifying Nouns

Underline each noun in the following sentences. Above each noun you underline, write concrete, collective, abstract, or proper to tell what kind of noun it is.

1. When people think of Florida, they probably think first of white beaches, blue water, and tall palm trees.

2. Anywhere you look you can see a family on vacation in scenic, tropical beauty.

3. Miami, on the southeastern coast, is a fast-growing center of Hispanic culture.

4. The Sunshine State is well known for agriculture and manufacturing as well as for tourism.

5. Among the interesting places to visit in Florida are the Everglades, old Saint Augustine, and the Kennedy Space Center.

B. Using Nouns

Fill in the blanks with the type of noun requested, concrete or abstract. Do not repeat nouns. Continue the story in the last sentence; use both concrete and abstract nouns.

1. After years of searching for the fabled (concrete) ________________, the explorer finally held it in his hand and was hypnotized by its unearthly (abstract) ________________.

2. In spite of the object’s unmeasurable (abstract) ________________, he could think only of its hideous reputation for bringing bad (abstract) ________________ to its owner.

3. “How can such a beautiful (concrete) ________________ be the cause of so much (abstract) ________________?” he wondered.

4. Standing on the edge of the (concrete) ________________, holding the object in front of him, he asked himself, “Do I dare keep this strange and mysterious (concrete) ________________?”
A. Identifying Pronouns
Underline each pronoun in the following sentences. Above each pronoun you underline, write relative, interrogative, indefinite, intensive, reflexive, demonstrative, personal, or possessive to tell the kind of pronoun it is.

1. Dian Fossey was an American scientist who studied mountain gorillas in the Central African jungles for almost two decades.

2. She worked for years to gain the trust of the gorillas, and her research changed the way people think of these gentle creatures.

3. What would you think of living by yourself in the jungle, with only gorillas for companions?

4. Among those Dian Fossey studied and befriended were Flossie, Beethoven, Uncle Bert, and Digit.

5. The 1977 killing of Digit by poachers alerted many to the desperate plight of the mountain gorillas.

6. Dian Fossey herself died in December 1985, bringing an abrupt end to her efforts to save the gorillas.

B. Using Pronouns
Write sentences using each type of pronoun requested.

1. (interrogative) __________________________________________________________________ __________________________________________________________________ __________________________________________________________________

2. (indefinite) ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________

3. (reflexive) ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________

4. (demonstrative) __________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________

5. (relative) ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________
10.3 Action Verbs

A. Using Action Verbs

Replace the underlined verbs in the sentences below with more vivid action verbs. Write your new verbs above the old ones.

1. As soon as we got off the bus, we were met by at least a dozen people, pushing and shoving to get near us.

2. The stalls in the bazaar sat in the broiling sun, and the merchants told what they had to sell.

3. As we went through the narrow rows, we were struck by the incredible sights, sounds, and smells of Cairo.

4. Anwar stopped at a stall where birds sang gaily and small, strange animals in cages made noise constantly.

5. The old man in the stall looked at us, smiled a toothless grin, and laughed wildly.

B. Using Verbs

Write a paragraph telling why the old Egyptian man in the bazaar stall was laughing wildly at you and Anwar. Tell what happened next. Use at least one strong action verb in each sentence.
A. Identifying Linking Verbs

Underline the verb in each of the following sentences. Above the verb indicate whether it is a *linking verb* or an *action verb*.

1. Americans first taste classical tragedies in literature classes.
2. Readers soon grow fond of the poetry of Greek tragedies.
3. Aristotle’s theories of tragedy remain relevant.
4. At the start of most tragedies, events look foreboding.
5. Audiences become emotionally close to the troubles of the hero.
6. We feel close to tragic heroes.
7. We remain in our seats until the bitter end.
8. Many of the names of classical Greek characters sound familiar.
9. Electra and Oedipus appear on stage in Greek plays.
10. The punishments of Oedipus appear harsh.
11. The members of the chorus sound their opinions.
12. Audiences stay satisfied by a Greek tragedy year after year.
13. Audiences look for meaning in their own lives.
14. Greek tragedies remain important contributions to Western thought.

B. Writing with Linking Verbs

Write sentences on any subject using the given verb first as a linking verb and then as an action verb.

1. (remain)_______________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

2. (sound)____________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

3. (look) ____________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

4. (feel)____________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
10.4 Adjectives

A. Using Adjectives

Fill in each blank with an adjective that makes sense in the sentence.

1. Many people consider the 1960s one of the most ________________ decades of the twentieth century.

2. American society seemed to be waking up after the relatively ________________ 1950s.

3. The sixties was a decade of exploring ________________ forms of expression, especially in popular music.

4. Musicians such as The Beatles, Bob Dylan, and The Rolling Stones were extremely ________________.

5. The two ________________ political issues of the decade were civil rights and the war in Vietnam.

6. Both issues bitterly divided the ________________ people.

7. In 1967 the summer of love was proclaimed by a ________________ group of young people called hippies.

8. Their ________________ dress and habits, as well as their rejection of American culture, angered many people.

9. The period was also one of ________________ turmoil.

10. Millions of Americans were stunned by the murders of ________________ figures such as John and Robert Kennedy, Malcolm X, and Martin Luther King Jr.

B. Writing with Adjectives

Write a paragraph about the most delicious meal you ever ate. Use adjectives that describe the way the meal looked, smelled, and tasted. Describe how you felt while you were eating it. Make your readers feel as if they were right there eating with you.
A. Using Adverbs

Underline the adverbs in the following sentences. Then draw an arrow from each adverb to the word it modifies.

1. The auditorium was already crowded with dog lovers.
2. I had often dreamed of coming to the biggest dog show in the state.
3. I could see hundreds of dogs with their very anxious owners.
4. I noticed unusual breeds that I had never seen before.
5. The show featured all kinds of dogs, from the gigantic Irish wolfhound to the extremely small Chihuahua.
6. The owners paraded their dogs as the judges watched carefully.
7. My favorite was a Shetland sheepdog, usually called a sheltie.
8. The head judge finally made her way to the microphone.
9. She calmly spoke the name of the winning dog and its owner.
10. The crowd cheered, and the winning dog—the sheltie—leaped happily into its owner’s arms.

B. Describing with Adverbs

Imagine you are watching a trapeze act at the circus. The acrobats are swinging high above the crowd without a safety net below them. Write a paragraph describing their act and how you feel as you watch them. Use an adverb in each sentence of your paragraph.
1. Southwestern Louisiana is the home of one of the most unusual cultural groups in the United States.

2. The Cajuns are descended from French Canadians called Acadians, who migrated from eastern Canada to Louisiana in the seventeenth century.

3. Even today Cajuns speak a dialect of French.

4. Cajun music, usually played on fiddle, accordion, and guitar by colorful musicians, is quite lively.

5. Jambalaya, a spicy stew with ham, pork, tomatoes, and red-hot seasonings, is a Cajun specialty.

6. Cajuns often eat jambalaya and dance the two-step at parties called *fais-do-dos*.

7. Frogs, catfish, and alligator meat can also be found on the Cajun menu.

8. In the middle of this century, many Cajuns were jobless in the rural areas and moved to the cities.

9. People feared the extinction of Cajun culture.

10. In the last decade, however, there has been a strong revival of interest in Cajun culture, history, and language.

**B. Writing with Prepositions**

Describe in a paragraph of three or more sentences the ingredients and procedure you would use to create the best fruit or tossed salad you can imagine. You might include some of the following items: lettuce, broccoli, cauliflower, cheese, olives, tomatoes, apples, pineapple, oranges, bananas, raisins. Use at least one preposition in each sentence.
Conjunctions and Interjections

A. Using Conjunctions

Combine the two sentences in each pair by using the type of conjunction specified. You may have to reverse the order of the two sentences.

1. (coordinating) Loch Ness, in the rugged Scottish Highlands, has been a source of mystery for centuries. It has been a source of fear.

2. (subordinating) The curious from around the world have flocked to the loch’s desolate shores. They hope to catch a glimpse of the famous Loch Ness monster.

3. (conjunctive adverb) Many people have searched the loch’s dark waters. No one has ever found proof of the monster’s existence.

4. (correlative) The loch’s unusual depth has made exploration difficult. The loch’s especially murky water has made exploration difficult.

5. (subordinating) Scientists insist that no prehistoric creature could have survived in Loch Ness. Some people continue to believe that there is something down there.

B. Writing with Interjections

Write a paragraph that describes the last thirty seconds of a championship basketball game in which your school is competing. Use at least five interjections in your paragraph.
A. Identifying Simple and Compound Subjects and Predicates

In the following sentences underline the simple and compound subjects, and circle the simple and compound predicates. Then use the words you have underlined and circled to write a completely different sentence.

1. Some of the largest dinosaurs ate only plants.

2. An officer in Napoleon’s army discovered the hiding place.

3. Parrots from South America have bright, colorful feathers.

4. The most distinguished men of early America formed and ran the first government.

5. The countries and people of Southeast Asia have fascinating histories.

B. Writing Sentences Using Inverted Order

Rewrite each of the following sentences in the manner directed.

1. The president, the secretary of defense, and several important generals were present at the meeting. (Invert subject and predicate.)

2. Not a single person was at the dance when we arrived. (Insert there at the beginning.)

3. A bolt of lightning shot through the cloud-filled sky. (Invert subject and predicate.)

4. I wish you wouldn’t make that noise with your thumb. (Make the sentence a command.)

5. My opinion of that kind of music is this. (Insert here at the beginning.)
A. Identifying Objects

In the following sentences underline the direct objects once and the indirect objects twice. Not all sentences have indirect objects.

1. I’ll give Elizabeth the silver necklace next week.
2. Jason saw lemurs and marmosets at the zoo.
3. We’d love a train ride through the Rockies to Seattle sometime.
4. Would you please pass me the potatoes?
5. Rosa held the injured squirrel carefully in her gloved hands.
6. The mechanic offered my mother some advice about fixing her old car.
7. I have raised rabbits for several years now.
8. Robert gave the new girl a welcome.
10. Dr. Montez gave Dad a prescription for his bronchitis.

B. Using Objects

Write a paragraph describing something that recently happened in one of your classes. Use at least three direct and three indirect objects in your paragraph. Remember that verbs like give, bring, take, and send often take indirect objects.
A. Identifying Object Complements

In the following sentences underline each object complement. Then indicate whether each object complement is an adjective, a noun, or a pronoun. If a sentence does not have an object complement, write none in the blank.

____ 1. Many people consider John Muir the father of the American national park system.

____ 2. Born in Scotland in 1838, Muir called Wisconsin his home after he moved with his family to America in 1849.

____ 3. Interested in nature from an early age, he walked from Indiana to the Gulf of Mexico to study plants and animals.

____ 4. His first glimpse of California’s Yosemite Valley in 1868 made him a crusader for its preservation.

____ 5. Muir wanted above all to keep the valley public.

____ 6. He considered the fight to preserve Yosemite and all the western forests his.

____ 7. Political and commercial interests that wanted to exploit natural areas found Muir a formidable foe.

____ 8. Muir began a campaign to inform the American people of the incredible beauty of their wilderness areas.

____ 9. Due in large part to Muir’s writings, in 1890 Congress named Yosemite one of our first national parks.

____ 10. Modern-day visitors find Yosemite a fitting tribute to John Muir.

B. Using Object Complements

Write five sentences using the word or words suggested below as object complements. You may wish to refer to page 506 of your text to review the list of verbs that take object complements.

1. (spokesperson for the team) ______________________________________________________
   ____________________________________________________________________________

2. (terrifying but exciting) __________________________________________________________
   ____________________________________________________________________________

3. (the last person in the world I’d want to be without) _________________________________
   ____________________________________________________________________________

4. (delicious) _____________________________________________________________________
   ____________________________________________________________________________

5. (ours) _________________________________________________________________________
   ____________________________________________________________________________
11.5 Subject Complements

A. Identifying Subject Complements

Underline the predicate nominative or the predicate adjective in each of the following sentences. Identify each as a predicate nominative (pred. nom.) or as a predicate adjective (pred. adj.). Then rewrite the sentence, keeping the same subject but changing the predicate nominative to a predicate adjective, or vice versa. You may also have to change the modifiers of the predicate nominatives and the predicate adjectives.

1. Music videos are extremely popular.

______________________________________________________________________________
______________________________________________________________________________

2. The very last guests to arrive were the professor and her assistant.

______________________________________________________________________________
______________________________________________________________________________

3. The Battle of Lexington was the first battle of the American Revolution.

______________________________________________________________________________
______________________________________________________________________________

4. Alligators and crocodiles are frightening.

______________________________________________________________________________
______________________________________________________________________________

5. You’re the team captain, aren’t you?

______________________________________________________________________________
______________________________________________________________________________

B. Using Subject Complements

Write a paragraph describing one of your good friends. In each sentence use a predicate nominative or a predicate adjective. Underline each subject complement that you use.

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A. Identifying Prepositional Phrases

In the following sentences underline the prepositional phrases. Circle the word the phrase modifies. Then in the blank write adjective or adverb to tell whether the phrase is used as an adjective or as an adverb.

1. The most popular sporting event on earth is soccer’s World Cup.
2. The competition takes place in a different country every four years.
3. Fans travel from all over the world so they can cheer their national teams.
4. Millions more watch the games on television.
5. Teams from traditional powers—Germany, Italy, Argentina, and Brazil—are always strong.
6. Brazil was the first team that ever won the World Cup three times, with the help of its superstar, Pelé.
8. The 1974 West Germans, with Franz Beckenbauer as captain, was also a marvelous team.
9. The victors always hoist the trophy over their heads and parade around the stadium.
10. They know they’re the best in the world!
11. The game of soccer has not been popular in the United States, but its popularity is rising.
12. The United States team qualified for the finals in 1990 for the first time in forty years.

B. Using Prepositional Phrases

Choose any five prepositional phrases you identified in the sentences above. Use each one in a sentence on any subject.

1. 

2. 

3. 

4. 

5. 

12.2 Appositives and Appositive Phrases

A. Using Appositives and Appositive Phrases
Use each of the words or phrases below as an appositive or appositive phrase in a sentence. Be sure to use commas if the appositive is not essential to the meaning of the sentence.

1. my sister’s favorite cartoon character

2. Macbeth

3. the restaurant on Pine Street

4. two of my favorite movies

5. a dog and two cats

6. the capital of our state

7. Florence

8. Pablo Picasso

B. Writing with Appositives
Write a paragraph about your grandparents or some other adult relatives. Describe where they live today, what you know of their lives, or, if they came from another country, what their lives were like there. Use at least three appositives or appositive phrases in your paragraph.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Particples and Participial Phrases

A. Identifying Participles and Participial Phrases

Underline the ten participles and participial phrases in the following sentences. In the blank write *pres.* if the participle is in the present form and *past* if the participle is in the past form. Some sentences have more than one participle.

1. The crowd of people gathered in Colonel Abercrombie’s luxurious library were concerned with a single burning question.

2. What, we wondered, would the well-traveled world explorer reveal about his recently completed trip to the Far East?

3. Looking around the room at the many treasures brought home from previous trips, we all felt a growing excitement at what the colonel was soon to reveal.

4. Stepping forward with a hand behind his back, the distinguished gentleman announced that he was about to reveal the most valuable find in the history of archaeology.

5. As the colonel began to show us his find, the lights went out suddenly, and we heard the sounds of a scuffle along with a dreadful choking sound.

B. Writing with Participles and Participial Phrases

Write a paragraph to complete the above story. Tell what the colonel was about to reveal, why he was attacked, and who committed the robbery. Use a present or past participle or a participial phrase in each sentence.
Gerunds and Gerund Phrases

A. Identifying Gerund Phrases

Underline the gerund phrase in each of the following sentences. In the blank identify whether it is used as a subject (subj.), a direct object (dir. obj.), an object of a preposition (obj. prep.), or a predicate nominative (pred. nom.).

___ 1. Going to a professional rodeo is often fun.
___ 2. Some of the cowboys are experts in the art of roping calves.
___ 3. Wrestling the calves to the ground looked dangerous.
___ 4. I especially liked seeing the bucking broncos.
___ 5. Barrel racing is another breathtaking event.
___ 6. The auditorium is always noisy with the fans’ shouting.
___ 7. Some rodeos also feature lariat tossing.
___ 8. Eating the delicious western food is a real treat.
___ 9. My little brother’s favorite event was the off-key singing by the cowboy clowns.
___ 10. The first thing I thought about when we left the rodeo was going back next year!

B. Using Gerunds

Write a sentence in the manner requested for each gerund listed below. You may expand the gerunds into phrases by adding complements or modifiers.

1. (wandering as an object of a preposition)

2. (arguing as a subject)

3. (eating as a direct object)

4. (shopping as a predicate nominative)

5. (hoping as a subject)
A. Identifying Infinitives and Infinitive Phrases

In the following sentences underline the infinitives and infinitive phrases. In the blank identify whether each is used as a subject (subj.), a direct object (dir. obj.), a predicate nominative (pred. nom.), an adjective (adj.), or an adverb (adv).

1. To get a driver’s license is the dream of many sixteen-year-olds.
2. Almost everyone I know loves to watch movies.
3. Tortillas are rounds of cornmeal dough flattened to look like pancakes.
4. Believe me, that’s the book to read!
5. Sharon likes to read about life in other countries.
6. His hope is to compete in the Olympics.
7. Ms. Fuzaka said she was not inclined to enter the contest.
8. To sing early in the program was what we wanted most.
9. To go swimming in the ocean is an invigorating experience.
10. The mad professor really wanted to bring the monster to life.

B. Writing with Infinitives and Infinitive Phrases

Write five sentences on any subject. Use an infinitive or infinitive phrase in each of the five ways in your sentences.

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
**A. Working with Clauses**

Below are four main clauses. Add a subordinate clause of your choice to each main clause to create a complex sentence. Then add another main clause to each complex sentence to create a compound-complex sentence.

1. The Harlem Globetrotters are world-famous.
   (complex) __________________________________________________________
   __________________________________________________________
   (compound-complex) _____________________________________________

2. Working at home is becoming more popular.
   (complex) ________________________________________________________
   __________________________________________________________
   (compound-complex) _____________________________________________

3. The newspaper reported the story inaccurately.
   (complex) ________________________________________________________
   __________________________________________________________
   (compound-complex) _____________________________________________

4. The old walnut table sat in the corner.
   (complex) ________________________________________________________
   __________________________________________________________
   (compound-complex) _____________________________________________

**B. Writing with Clauses**

Write a paragraph describing the most recent school assembly you attended. Describe its purpose, who presented it, and what you thought about it. Include at least one of each kind of sentence: simple, compound, complex, and compound-complex. Use the back of your paper if you need additional space.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

---

Grammar Enrichment 13.4  Complex and Compound-Complex Sentences

- A. Working with Clauses
  - Below are four main clauses. Add a subordinate clause of your choice to each main clause to create a complex sentence. Then add another main clause to each complex sentence to create a compound-complex sentence.
    1. The Harlem Globetrotters are world-famous.
       (complex) __________________________________________________________
       __________________________________________________________
       (compound-complex) _____________________________________________
   2. Working at home is becoming more popular.
      (complex) ________________________________________________________
      __________________________________________________________
      (compound-complex) _____________________________________________
   3. The newspaper reported the story inaccurately.
      (complex) ________________________________________________________
      __________________________________________________________
      (compound-complex) _____________________________________________
   4. The old walnut table sat in the corner.
      (complex) ________________________________________________________
      __________________________________________________________
      (compound-complex) _____________________________________________

- B. Writing with Clauses
  - Write a paragraph describing the most recent school assembly you attended. Describe its purpose, who presented it, and what you thought about it. Include at least one of each kind of sentence: simple, compound, complex, and compound-complex. Use the back of your paper if you need additional space.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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Name .................................................................  Class .................................................................  Date .........................................................
13.5 Adjective Clauses

A. Using Adjective Clauses

Complete the following sentences by adding an adjective clause of your own. The clauses you add should make sense. Remember to set off your clause with commas if it is nonessential.

1. I really like the CD player

2. Robin is one of the people

3. His aunt came for a visit

4. I bought the jeans

5. Oregon is a state

6. The Empire State Building is in New York City

7. The grocery store is owned by my brother-in-law

8. Soccer is very different from football

9. The queen bowed solemnly to the knight

10. The runaway bike stopped by the house

B. Writing Sentences with Adjective Clauses

Below are five adjective clauses. Use them in any order in a paragraph. Use the back of your paper if you need additional space.

that made him famous who is my favorite singer
whom I had never seen before which were really hard to get
who were all as excited as I was
**13.6 Adverb Clauses**

**A. Identifying Adverb Clauses**

In the following sentences underline the adverb clause, and circle the subordinating conjunction. Some sentences contain elliptical clauses. Insert the omitted words into the clause, and enclose them in brackets.

1. Unless that dog gets tired of chasing the stick, my arm is going to fall off.
2. Nobody leaves this room until the police arrive!
3. Anne was a lot more surprised than I.
4. They’ll have to hold the fair inside if the weather is bad.
5. Jeff walked very slowly, as if he dreaded getting home.
6. Before the detective could place the handcuffs on the man, the man made a dash for the door.
7. The application form asked for family income so that the committee could determine a deserving award recipient.
8. The idea appealed to me more than to her.
9. Denise couldn’t stay to see the end of the play because her brother was appearing on a TV quiz show.
10. The shopkeeper polished the apple until it shone.

**B. Writing Sentences with Adverb Clauses**

Below are five adverb clauses. Use them in any order in a paragraph.

- until all the votes are counted
- when we finally found out
- because the machines were broken
- as long as both are honest
- since both wanted to win
13.7 Noun Clauses

A. Identifying Noun Clauses
Identify the noun clauses in the following sentences. In the blank tell whether the clause is used in the sentence as the subject (subj.), direct object (dir. obj.), object of a preposition (obj. prep.), or predicate nominative (pred. nom.).

1. Whoever likes to wear warm sweaters in the wintertime can thank the sheep for providing the wool.

2. That is why I called Frank for help.

3. I usually buy whatever cereal is on sale.

4. Hand your ticket to whoever is at the door.

5. In winter the birds will eat whatever food they can find.

6. The reason was that I just didn’t feel well enough.

7. The real surprise is how the spy found the secret plans.

8. No one really knows whom this year’s president will appoint.

9. Open the book to whichever page you want.

10. Why anybody even came to the rally is a mystery to me.

B. Writing with Noun Clauses
Write five sentences using noun clauses in the manner requested. You may wish to refer to the list of words that introduce noun clauses on page 550 of your text.

1. (predicate nominative) ___________________________________________________________
   ____________________________________________________________________________

2. (subject) _____________________________________________________________________
   ____________________________________________________________________________

3. (object of a preposition) _______________________________________________________
   ____________________________________________________________________________

4. (direct object) __________________________________________________________________
   ____________________________________________________________________________

5. (predicate nominative) _________________________________________________________
   _____________________________________________________________________________
Four Kinds of Sentences

A. Identifying Kinds of Sentences

Identify each sentence below as declarative, imperative, interrogative, or exclamatory. Add the correct punctuation. Then revise the sentence as each of the other three kinds, using as many of the same elements as you can. You may have to change the subject for the imperative and the exclamatory sentences.

1. Does she know how to use a computer
   a. 
   b. 
   c. 

2. I can’t believe my grandmother just bought a brand-new stereo
   a. 
   b. 
   c. 

3. Kijana plays the French horn in the school orchestra
   a. 
   b. 
   c. 

4. Don’t stick your finger in the Gila monster’s cage
   a. 
   b. 
   c. 

5. Is rock climbing his favorite sport
   a. 
   b. 
   c. 

B. Using Four Kinds of Sentences

Write a paragraph about your ideal trip or vacation. Use at least one of each kind of sentence.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A. Identifying Sentence Fragments

Read the following sentences and sentence fragments. Correct the sentence fragments. If the sentence or sentences are correct as written, write correct.

1. The lonely moors of northern England produced one of the most interesting families in literature. The Brontës.

2. Daughters of a poor parish minister, Charlotte, Emily, and Anne Brontë grew up isolated and lonely.

3. But their isolation had one positive effect. Which was that it stirred the girls’ imagination.

4. The isolation and wild beauty of the Yorkshire moors. Breathing life into their work.

5. One of the wonders of literature. How three quiet sisters from a forgotten corner of the world could produce writing of such power and beauty.

B. Correcting Sentence Fragments in Writing

Revise the following paragraph, correcting any sentence fragments it contains.

Compared with other animals, people are poorly equipped. To survive in the wild. Although the fur of many mammals, from the largest to the smallest, can keep them warm in very cold temperatures. People have little hair covering their skin. Birds, of course, have feathers. Some animals—such as the sheep, camels, llamas, and goats—covered with wool. A marvelous insulation against heat and cold. Even scales can protect fish and reptiles. That live in extreme climates. Human beings having only their brains to compensate for their lack of protective covering.
13.10 Run-on Sentences

A. Identifying Run-on Sentences

Read the following sentences and run-on sentences. Correct the run-on sentences. If the sentence is correct as written, write correct in the blank.

1. I lost my purse it had thirty dollars in it.

2. Wesley said that he wouldn’t go and that no one could talk him into it.

3. The senator shook hands with everyone and thanked them for supporting her.

4. Don’t be ridiculous nobody’s spying on you.

5. Tuyen is a great gymnast, you should see her perform.

6. I took the film to the drugstore, and they developed it for me in an hour.

7. I love movies on video you can watch them right in your own home.

8. Pike’s Peak and the Grand Canyon are sights to see in the West.

B. Correcting Run-on Sentences in Writing

Revise the following paragraph, correcting any run-on sentences it contains.

When anyone mentions luxurious train travel, there’s no doubt which train comes to mind first the legendary Orient Express. Started by a Belgian businessman in 1883, the train ran across Europe from Paris to Constantinople the capital of Turkey is now called Ankara. In its beautiful railway cars, passengers could relax among velvet drapes, gleaming mahogany woodwork, and plush leather armchairs no wonder the train counted among its passengers the royalty of Europe. Agatha Christie helped make the train famous throughout the world, her novel Murder on the Orient Express captures perfectly the glamour of the fabulous train.
A. Using Tenses of Irregular Verbs

Rewrite each of the following sentences in the manner directed, using the proper tense and the principal part of the irregular verb.

1. The Eskimo, or Inuit, of the Canadian arctic regions followed the traditional way of life of their ancestors. (Change the verb to know, and use the present tense.)

2. The name Eskimo has been derived from a Native American word for “eater of raw meat.” (Change the verb to come, and use the past tense.)

3. With the intrusion of the modern world, the Inuit are having their traditional customs threatened. (Change the verb to find, and use the past tense.)

4. The Inuit will preserve their ancient traditions in spite of a threatened environment. (Change the verb to keep, and use the past tense.)

B. Writing Sentences with Past, Present, and Future Verb Tenses

Write three, three-sentence paragraphs. In the first describe what a person your age living in another country did yesterday. In the second describe what he or she does today. In the third describe what he or she will do tomorrow. Use appropriate tenses. Try to include details of the country if you know them. Begin with an introductory statement about the country. Use the back of your paper if you need additional space.

1. (did) ______________________________________
   ______________________________________
   ______________________________________

2. (does) ______________________________________
   ______________________________________
   ______________________________________

3. (will do) ______________________________________
   ______________________________________
   ______________________________________

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15.5  **Progressive and Emphatic Forms**

- **A. Using Progressive and Emphatic Forms**

For each of the following items, write a sentence using the progressive or emphatic form requested.

1. (past progressive of *catch*) ____________________________

2. (present emphatic of *like*) ____________________________

3. (future progressive of *demand*) ______________________

4. (present progressive of *act*) __________________________

5. (past emphatic of *ride*) ______________________________

6. (future progressive of *prevent*) ______________________

7. (present perfect progressive of *say*) __________________

8. (present emphatic of *strike*) __________________________

9. (past perfect progressive of *wear*) ____________________

10. (present progressive of *rise*) _________________________

- **B. Writing with Progressive and Emphatic Forms**

Write a paragraph on a hobby you enjoy. Use at least three progressive and two emphatic verb forms. Circle the progressive forms, and underline the emphatic forms you use.
A. Identifying Compatible Tenses

Underline both verbs in each of the following sentences. In sentences 1–5 change the first verb to make it compatible with the second. If the sentence is correct as written, write correct in the blank.

1. Before she had a chance to tell me, I’m going to tell her I already know!

2. The dog leaped through the burning hoop and sat on the barrel.

3. While Dorothy is wondering how to get back to Kansas, she saw a scarecrow.

4. His time is up when the judge raised his hand.

5. Maria waved to us from the float while the parade is passing.

In sentences 6–10 change the second verb to make it compatible with the first. Again, if the sentence is correct, write correct in the blank.

6. After he had gone through all that trouble, they don’t even care.

7. She was trying to tell me about her mother, but I’m not listening.

8. When the checkered flag dropped, she knew she had finally won the Indy 500.

9. Whenever William was irritated, he just counts to ten slowly.

10. The movie had already started by the time we get there.

B. Using Compatible Tenses

Complete each of the following sentences, using an appropriate verb form and tense.

1. Every time I ate spaghetti, _________________________________________________________

2. After the principal had handed her the award, _________________________________________

3. While the creature was chasing the professor, _________________________________________

4. Before the hare is able to get out of the way, _________________________________________

5. When the cruise ship sailed out of the harbor, _________________________________________
**Grammar Enrichment**

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

16.2–3  **Agreement with Linking Verbs and in Inverted Sentences**

**A. Avoiding Agreement Problems with Linking Verbs**

For each of the following pairs of words, write a sentence that uses the first word as a subject and the second word as a predicate nominative. Use an appropriate linking verb.

1. *(distance, miles)* _________________________________________________________________

2. *(antiques, investment)* __________________________________________________________

3. *(works, masterpiece)* ______________________________________________________________

4. *(novels, trilogy)* _________________________________________________________________

5. *(cost, dollars)* ___________________________________________________________________

**B. Writing Inverted Sentences**

Write two sentences using each of the following subjects. Make the first an inverted declarative sentence. Make the second a question in which an auxiliary verb precedes the subject. In each sentence, choose an appropriate verb and use the correct form.

1. *(the boys or the football team)* ______________________________________________________

2. *(five hundred horses and riders)* _____________________________________________________

3. *(David and I)* ___________________________________________________________________

4. *(the rudest person she had ever met)* _________________________________________________

5. *(two peas and a carrot)* ____________________________________________________________

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A. Using Correct Subject-Verb Agreement
Underline the verb in each of the following sentences. Cross out any verb that is incorrect and write the correct form above it. If the sentence is correct as written, write correct above the verb.

1. Many a dolphin and whale seems intelligent.
2. Eighteen dollars for a hamburger is a little too much!
3. Neither my cats nor my gerbil eat potato chips.
4. In the dream my aunt Harriet, escorted by Elvis Presley, show up at the homecoming dance.
5. *Hard Times*, as well as *Great Expectations*, are fabulous.
6. Both the spark plugs and the timing chain on my car are bad.
7. Gerald is the only one of my brothers who plays the banjo.
8. Your gloves and hat goes in the drawer in the hall.
9. An omelet, together with fried potatoes, are her favorite Sunday breakfast.
10. Either you or I have to go through with it.

B. Writing with Correct Subject-Verb Agreement
Write a paragraph that uses each of the following phrases correctly. The phrases may appear in any order.

in addition to
the cast of the play
one of the seniors who
all the actors and the director
seventy-two hours
17.1 Case of Personal Pronouns

**A. Using Personal Pronouns in the Correct Case**

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

1. (see; third person, singular, objective) ________________________________________________
   __________________________________________________________________________

2. (resemble; first person, plural, possessive) ___________________________________________
   __________________________________________________________________________

3. (respect; third person, plural, nominative) _________________________________________
   __________________________________________________________________________

4. (see; second person, singular, objective) __________________________________________
   __________________________________________________________________________

5. (score; first person, singular, nominative) _________________________________________
   __________________________________________________________________________

6. (ignore; third person, plural, possessive) __________________________________________
   __________________________________________________________________________

7. (think; first person, singular, objective) __________________________________________
   __________________________________________________________________________

8. (found; third person, plural, objective) __________________________________________
   __________________________________________________________________________

9. (imagine; second person, plural, nominative) _________________________________
   __________________________________________________________________________

10. (to be; third person, singular, possessive) _________________________________________
    __________________________________________________________________________

**B. Writing with Personal Pronouns**

Write a paragraph about a short trip you have taken somewhere. Where did you go? Who was with you? What did you see? Use at least one pronoun correctly in each sentence. Make sure you use each of the three cases in your paragraph.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
A. Using Pronouns with and as Appositives

Fill in the correct form of the pronoun requested in each of the following sentences. Above the pronoun, write whether it is used as (or as an appositive of) a subject (S), predicate nominative (PN), direct object (DO), indirect object (IO), or object of a preposition (OP).

1. The referee shook hands with the captains of both teams, ours and _______________. (third person plural)
2. _______________ players on the field knew we were about to play the toughest game of our lives. (first person plural)
3. The players who struggled most were the defenders, Laura, Rosa, and _______________. (third person singular)
4. The teacher gave the winners, Joe and _______________, the trophy. (third person singular)
5. As the team celebrated, the coach congratulated her star players, Jennifer and _______________. (third person singular)

B. Writing Sentences Using Pronouns as Appositives

Use each of the following forms of pronouns as an appositive in a sentence of your own.

1. (first-person plural in apposition to a direct object)

2. (second-person singular in apposition to a subject)

3. (third-person plural in apposition to an object of a preposition)

4. (first-person singular in apposition to an indirect object)

5. (third-person singular in apposition to a predicate nominative)
A. Using Who and Whom

Fill in the correct form, who or whom, in each of the following sentences. Next to the word, write whether it is used as the subject (or subject of a clause) (S), predicate nominative (PN), direct object (DO), indirect object (IO), or object of a preposition (OP).

1. To _______________ did you give my collection of old Agatha Christie books?
2. Agatha Christie, _______________ wrote more than a hundred novels, is a remarkable writer and my favorite.
3. The English author, _______________ many millions of people have read, created several unforgettable detectives.
4. Do you know _______________ the detective was in Murder on the Orient Express?
5. It was Hercule Poirot, the Belgian sleuth to _______________ no mystery is insoluble.
6. He’s the one _______________ rescues both prime ministers and everyday people.
7. Agatha Christie, about _______________ I’ve read quite a bit, also created another favorite character of many readers.
8. _______________ is this character?
9. Why, it’s Jane Marple, the elderly woman _______________ solves crimes that even Scotland Yard can't fathom.
10. You’d never guess _______________ some of the murderers are in the Miss Marple stories.

B. Writing Sentences Using Who and Whom

Use each of the following groups of words as a subordinate clause in a sentence about a birthday party you have attended.

1. (who arrived late)

2. (whom most people barely knew)

3. (who gave the best gift)

4. (whom everybody laughed at)

5. (whom we should invite next time)
A. Using Correct Pronoun-Antecedent Agreement

In each of the following sentences, fill in the correct pronoun and underline its antecedent.

1. Every single person in the marching band had mud on _______________ shoes.
2. Each of the settings in the novel has _______________ interesting aspects.
3. Nobody should leave the meeting without signing _______________ name.
4. Both groups learned a lot from _______________ study of plants.
5. Doesn’t anybody want to discuss _______________ feelings about what happened?
6. When you compare two cars, you have to look at _______________ strong points and weak points.
7. In the class every boy was asked to write down _______________ interests.
8. Anyone who would like to be considered for the scholarship should leave _______________ name with the secretary.
9. One of the two snakes will begin to coil _______________ body to strike.
10. Will the girl who asked the question please raise _______________ hand?

B. Correcting Pronoun-Antecedent Agreement

Revise the following paragraph, correcting the five examples of faulty pronoun-antecedent agreement. Cross out the incorrect pronoun and write the correct pronoun above it.

If you asked a moviegoer their favorite film of all time, chances are they might say *It’s a Wonderful Life*, the 1947 Frank Capra film about a man who gets the chance to see how much difference their life has made on others. Jimmy Stewart stars as George Bailey, a savings and loan owner who fights to preserve his small town of Bedford Falls and their way of life. In despair over misplaced money, George decides to jump off a bridge. But an angel named Clarence shows George what life in Bedford Falls would have been like if George had never been born. What Clarence reveals, and the climactic outpouring of love and gratitude of the people of the town for her defender, prove to George—and the moviegoer—that individuals can make a difference and that life is indeed worth living.
17.6 Clear Pronoun Reference

A. Correcting Vague, Ambiguous, and Indefinite Pronoun Reference

Rewrite each of the following sentences to correct vague, ambiguous, or indefinite pronoun reference. If a sentence is correct write correct.

1. The teacher is grading the papers right now, and it will probably determine if I get into college.
   ________________________________________________________________________________

2. Because many people in India are Hindus, you don’t eat beef there.
   ________________________________________________________________________________

3. Shawna’s older sister was on the basketball team, which made everyone want to know her.
   ________________________________________________________________________________

4. The concert’s tomorrow night, and I know the group is going to be fantastic.
   ________________________________________________________________________________

5. At some schools, they paint their faces the team colors for basketball games.
   ________________________________________________________________________________

6. If students want to get into Harvard or Yale, you have to have superb grades.
   ________________________________________________________________________________

7. While the dogs were chasing the cats, they were making a lot of noise.
   ________________________________________________________________________________

8. Tell them when they get to Sycamore Street you turn left.
   ________________________________________________________________________________

9. The director and producer are choosing the actors now, and they will be very happy.
   ________________________________________________________________________________

10. When Susan gave Dawn the sweater, she was smiling broadly.
    ________________________________________________________________________________

B. Using Clear Pronoun Reference

Write sentences that use the following phrases as clear antecedents of pronouns.

1. (the extremely valuable paintings) ____________________________________________________
   ________________________________________________________________________________

2. (a small, furry monkey) __________________________________________________________________
   ________________________________________________________________________________

3. (the birthday presents) __________________________________________________________________
   ________________________________________________________________________________

4. (every single song on the tape) __________________________________________________________________
   ________________________________________________________________________________
A. Using Comparison

Complete the following sentences with the form and type of word requested.

1. Sylvia completed the test _____________ than anyone in the class. (adverb, comparative)

2. I was afraid to try the crayfish, but it turned out to be _____________. (adjective, positive)

3. All animals run _____________ when they’re being chased. (adverb, superlative)

4. I think cross-country skiers are the _____________ of all athletes. (adjective, superlative)

5. The trees blew _____________ in the hurricane. (adverb, positive)

6. Frying a chicken in oil makes it taste _____________ than a broiled chicken. (adjective, comparative)

7. Tornadoes strike the Midwest _____________ than they do other parts of the country. (adverb, comparative)

8. Because it was so boring, that movie seemed like the _____________ I’ve ever seen. (adjective, superlative)

9. The water on the large burner came to a boil _____________ than the water on the small one. (adverb, comparative)

10. The _____________ north I’ve ever been is Detroit. (adjective, superlative)

B. Writing with Comparison

Choose any five of the modifiers you used in the above sentences and use them in a paragraph describing a movie you’ve seen recently or a story you’ve read.
18.3–5 Double and Incomplete Comparisons

A. Identifying and Correcting Incorrect Comparisons

Read the following sentences. First, write in the blank what is wrong with each sentence. Then, rewrite the sentence to correct the problem. The sentences contain double and incomplete comparisons and incorrect use of good, well, bad, and badly.

1. Sarah couldn’t go to the team banquet because she was feeling so badly.

______________________________________________________________________________

______________________________________________________________________________

2. The Tech football players were a lot bigger than Maplewood Heights.

______________________________________________________________________________

______________________________________________________________________________

3. It takes him more longer to finish the paper route than it does any other person.

______________________________________________________________________________

______________________________________________________________________________

4. Isabel lives farther from school than anyone.

______________________________________________________________________________

______________________________________________________________________________

5. The sting of a wasp is worse than a hornet.

______________________________________________________________________________

______________________________________________________________________________

B. Writing with Correct Comparison

Write a paragraph directly comparing two different musical groups that you enjoy. What do you like about each group? What does one do better than the other? Be sure to use correct forms of comparisons.

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18.7 Misplaced and Dangling Modifiers

A. Correcting Misplaced and Dangling Modifiers

The following sentences may contain dangling and misplaced modifiers. Rewrite the sentences to correct the problems. If a sentence is correct, write correct after it.

1. We missed the start of the movie caught in traffic.
   ________________________________________________________________________
   correct

2. Thundering across the prairie, we saw a herd of buffalo.
   ________________________________________________________________________

3. The dog looked at the spilled food dish wagging his tail.
   ________________________________________________________________________

4. Unaware he was being watched, the suspect opened the secret wall safe.
   ________________________________________________________________________

5. Published recently, the student flipped through the encyclopedia.
   ________________________________________________________________________

6. The campers of Cabin Six headed for the lake carrying towels.
   ________________________________________________________________________

7. Huffing and puffing, the birthday candles went out one by one.
   ________________________________________________________________________

8. Startled by the sudden noise, Aunt Hulda’s chair tipped over.
   ________________________________________________________________________

9. The hushed crowd watched the winning serve rocket over the net, aimed with precision.
   ________________________________________________________________________

10. Followed by the rest of the cast, the star of the play returned to the stage.
    ________________________________________________________________________

B. Writing with Modifiers

Write sentences using the following modifiers. Make sure that it is clear what word each phrase modifies.

1. (smiling broadly) ___________________________________________________________
    ________________________________________________________________________

2. (frightened by the car’s backfire) ____________________________________________
    ________________________________________________________________________

3. (which Dad was unable to assemble) __________________________________________
    ________________________________________________________________________

4. (holding the flashlight in front of her) ________________________________________
    ________________________________________________________________________
20.1 Capitalization of Sentences

A. Using Correct Capitalization
Rewrite the following sentences, correcting capitalization. If a sentence is correct, write correct in the blank.

1. The Doctor reported that The infection had stopped spreading.

2. Many astronomers think jupiter’s famous red spot may be a wind storm.

3. Some influential Asian religions are hinduism, buddhism, and taoism.

4. Justin said, “the greatest poet of our time is Pablo Neruda, but you have to be able to read him in spanish.”

5. Gregorian chants are a type of music from before the renaissance.

6. Halloween is an ancient holiday (the name comes from All Hallows’ Eve) that children especially enjoy.

7. the road you’re looking for is five miles East of here!

8. Margaret Thatcher was the first woman Prime Minister of Britain.

B. Writing with Correct Capitalization
Write a paragraph using at least five of the following nouns. Use correct capitalization. Use the back of your paper if you need additional space.

the empire state building the midwest the ohio river
governor of illinois my aunt and uncle frisbee
the university of colorado memorial day catholics
time and newsweek elm street the last monday in july

Name ..................................................  Class ..................................................  Date ........................................
**A. Using Correct Capitalization**

Rewrite each of the following sentences, correcting the capitalization.

1. If you ever want to take a food tour, I’d recommend touring the islands in the Caribbean Sea.

2. Each Island Nation has its own interesting and unique food.

3. Santa Lucia, one of the hottest islands, is the home of a fantastic pumpkin soup that North American visitors ought to try.

4. Another island whose cuisine will set your taste buds tingling is Anguilla, near the Dutch Island of Saint Martin.

5. If spicy stews are your favorites, you’ll find an Anguillan pepperpot stew that’s hard to beat.

6. On almost any Caribbean Island, you can watch a boat bring in a fish catch—and eat fresh fish in a restaurant thirty minutes later.

7. For an out-of-this-world Anguillan dessert, how about a delicious Lime Tart—of course, you might have to pick your own Limes!

8. And if you ever get tired of eating the tasty Island food, you can always lie on the most beautiful beaches anywhere!

**B. Writing with Correct Capitalization**

Write a paragraph using at least five of the following adjectives. Use correct capitalization. Use the back of your paper if you need additional space.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean</td>
<td>Scholarly</td>
<td>Rosh Hashanah</td>
<td>Roman</td>
<td>Mysterious</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Official</td>
<td>Stalinist</td>
<td>Socialist</td>
<td>Colonial</td>
</tr>
<tr>
<td>Elizabethan</td>
<td>Martian</td>
<td>Rural</td>
<td>Political</td>
<td>Danish</td>
</tr>
</tbody>
</table>

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21.1–3 End Punctuation

A. Using Correct End Punctuation

Add the correct end punctuation to the following sentences. Then, rewrite the sentence into a form requiring a different end punctuation.

1. Whales, among the largest animals that have ever lived, are, in fact, mammals

______________________________________________________________________________
______________________________________________________________________________

2. I can’t believe that some baby whales are more than twenty-three feet long when they’re born

______________________________________________________________________________
______________________________________________________________________________

3. Can whales stay under water for as long as a half hour

______________________________________________________________________________
______________________________________________________________________________

4. Scientists have tried to explain why some whales strand themselves on beaches or in shallow water

______________________________________________________________________________
______________________________________________________________________________

5. Many people are puzzled about why whale hunting was allowed to continue for so long

______________________________________________________________________________
______________________________________________________________________________

B. Writing with Correct End Punctuation

Write a dialogue between you and a friend in home economics class. You are making scrambled eggs, and your friend just cannot seem to get the hang of it. Use all three kinds of end punctuation.

You: ______________________________________________________________________________

Your friend: ________________________________________________________________________

You: ______________________________________________________________________________

Your friend: ________________________________________________________________________

You: ______________________________________________________________________________

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21.4 The Colon

A. Using the Colon

In the following newspaper article, colons are used correctly and incorrectly. Add colons where they belong. Cross out those that are used incorrectly and, if necessary, add the correct punctuation mark. You will need to make ten changes.

Statistics released by the village animal warden show the following, nine dogs and one potbellied pig were reported missing this week: seven dogs were taken to the pound: and four dogs and six cats were adopted. The warden also reported that: a canary owned by Mrs. Angelotti flew up into a tree outside her house. Village animal warden Nancy Ramos reported: “It’s back in its cage.”

The village pound is open during these hours: from 9 30 A.M. to 4 30 P.M. on Mondays, Wednesdays, and Fridays: and from 900 A.M. to noon on Saturday. Ramos asked residents to: come early for best selection.

B. Writing a Letter Using Colons

Write a letter to the Pleasant Valley Nursery, ordering five different packets of vegetable seeds. The seeds must be delivered when you will be at home to receive them, so you must tell the nursery between what hours to make the delivery. Use at least four colons in your letter.

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A. Using the Semicolon

Revise this paragraph, replacing five incorrectly used punctuation marks with five correctly used semicolons.

The nineteenth-century English author William Makepeace Thackeray is known as the greatest chronicler of the Victorian middle class, he was of this class himself. Novels of Calcutta-born Thackeray include *Barry Lyndon*, the story of an Irish outcast in English society; *Henry Esmond*, which describes English life during the eighteenth century; and *Pendennis*, an autobiographical novel. If he had written no more than these, Thackeray would be remembered today, however, he also wrote his masterpiece, *Vanity Fair*, a fascinating portrait of English society during the Napoleonic Wars. The novel’s resourceful heroine, Becky Sharp, is one of the most vivid characters in all of literature, she seems to live and breathe on the page.

B. Writing Sentences Using the Semicolon

Write five sentences about spending a day at the beach or swimming pool. Use a semicolon correctly in each sentence.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________
21.6 Commas and Compound Sentences

A. Using Commas in Compound Sentences

Combine each numbered group of sentences with a coordinating conjunction. Rewrite the combined sentences on the blanks. Use a comma if necessary.

1. Mozart was an Austrian. Handel was a German. Grieg was a Norwegian.

2. Darcie hit the ball. Kim ran.

3. Electronics is a difficult subject. Physics is even more difficult.

4. Myanmar is in Southeast Asia. Mozambique is in southeast Africa.

5. My uncle works at the electric company. My aunt works in a technical college.

6. The bell rang. We left.

7. Dogs make devoted pets. Cats are often less trouble.


B. Using Commas in Writing

Write compound sentences of your own using the following words and phrases as subjects. Supply verbs and complements, and insert commas where they belong.

1. (The rainforest of the Amazon River; we) __________________________________________

2. (Ruben; he) ____________________________________________________________

3. (The chairperson of the committee; everybody) ____________________________

4. (Dan Rather; people) ____________________________________________________

5. (Stockholm, Cairo, and Bangkok; New York City) ___________________________
**A. Using Commas with Coordinate Adjectives**

Rewrite the following sentences, adding or deleting commas as necessary. If the sentence is correct as written, write *correct* in the blank.

1. The Amazon River weaves through a dense lush jungle.

2. The little green house on Sycamore Street is badly in need of repair.

3. Denali, the highest most majestic mountain in the United States, is also known as Mount McKinley.

4. Frank Capra directed heartwarming, idealistic, optimistic, movies.

5. The gnarled ancient oak tree stood by the porch door.

6. Rachel’s old gray horse was fast as the wind.

7. People from many different countries are working to protect this important, diverse, valuable resource.

8. Lek and Gary really like hot, and spicy Thai food.

**B. Using Commas in Writing**

Here are some adjectives that describe apples and oranges. Write a short paragraph describing each fruit, using commas correctly between the adjectives. Use as many adjectives as you can.

<table>
<thead>
<tr>
<th>juicy</th>
<th>crisp</th>
<th>fragrant</th>
<th>bright red</th>
<th>firm</th>
<th>tart</th>
<th>luscious</th>
</tr>
</thead>
<tbody>
<tr>
<td>aromatic</td>
<td>smooth</td>
<td>fresh</td>
<td>deep orange</td>
<td>ripe</td>
<td>sweet</td>
<td>flavorful</td>
</tr>
</tbody>
</table>

Apple __________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Orange __________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________
A. Adding Commas to Parenthetical Expressions and Conjunctive Adverbs

Rewrite the following sentences. Add commas where necessary.

1. Alexander knew however that conquering the world would be difficult.

2. That is quite frankly the most ridiculous excuse I’ve ever heard.

3. Jesse James on the other hand was not a law-abiding character.

4. Moreover that particular law discriminates against people with disabilities.

5. I pointed out to Robert that on the contrary the Lakers had a very good chance of winning the game.

6. She decided therefore to reject the offer.

7. She was without a doubt the best dancer our school has ever seen.

8. Still it makes a person wonder, doesn’t it?

9. The horned toad is oddly enough not a toad at all.

10. I’m afraid the problem is after all impossible to solve.

B. Using Commas with Parenthetical Expressions and Conjunctive Adverbs

Write a paragraph about the differences between seeing a movie in a theater and watching one at home using a VCR. Use five of the following parenthetical expressions and conjunctive adverbs. Use the back of your paper if you need additional space.

- on the other hand
- consequently
- however
- after all
- furthermore
- without a doubt
- therefore
- in fact
A. Using Commas with Direct Address

Rewrite the following sentences by adding the parenthesized words and phrases to the sentences where indicated. Add commas where necessary.

1. (Mr. Johnson) Thank you for the rutabaga ______.

2. (my friend) No, ______ that won’t be necessary.

3. (Your Honor) I want to apologize ______ for my remarks.

4. (you little pest) If I catch you in my room one more time ______ you’ll be sorry!

5. (Madame President) ______ on behalf of the entire club, let me offer my sincere congratulations.

B. Using Commas with Direct Address

You are running for class president. Write a short speech telling your supporters what changes you would like to see in school and class affairs. Directly address your listeners five times, using commas correctly. Use different terms, such as classmates, fellow ninth-graders, or my friends, for your listeners.
21.6 Misuse of Commas

A. Avoiding Misuse of the Comma

In the following sentences, cross out incorrect uses of commas and add commas or other punctuation marks where necessary. If the sentence is correct as written, write correct after it.

1. The problem with that idea, is that they will already have thought of it.
2. Although she wasn’t completely sure about the plan we decided to go through with it.
3. Many people like feeding birds, and watching them come to the feeder.
4. Whether or not we get to the movie on time is all up to him.
5. The crew let out a cheer when the lookout spotted land.
6. The crossword puzzle is impossible, I’ll never finish it.
7. Whom to invite to your party, is a tough decision.
8. The airplane lifted off from the runway and slowly climbed into the sky.
9. The Republicans from the city, and the Democrats from the country couldn’t agree on anything.
10. You can ask until you’re blue in the face, I’ll never tell!

B. Correct Use of the Comma

In the following excerpt from Machine Dreams, a novel about growing up in West Virginia during the 1960s by Jayne Anne Phillips, all the commas have been taken out, and some have been added where they should not be used. Correct the excerpt, crossing out incorrectly used commas and adding necessary ones. You should cross out five commas and add six commas.

I stepped back switched off the light and took up the bulky clothes in the dark. The ladder, was difficult. I held on with one hand and was halfway down when I got stung. Hornets always nested in the attic in the summer but I’d supposed, they were gone by now. It was ludicrous; I wasn’t willing, to drop the clothes on the dirty floor and then sort them all again and I couldn’t move my hand... So I climbed down while the hornet kept stinging me unable to see over bundled wools, and corduroys and walked, into the kitchen where I could put them down.
21.7–8 Dashes and Parentheses

A. Using the Dash and Parentheses
Rewrite the following sentences, adding the italicized phrases to the sentences where appropriate. Use whichever punctuation—the dash or parentheses—best fits the situation.

1. (what a performance!) The audience called Kathleen Battle back for another encore.

2. (8:00 EST) The World Series game is on tonight at 5:00 P.M.

3. (can you believe it) That redwood tree is more than six hundred years old!

4. (112 meters) The park ranger says it’s 368 feet tall.

5. (what an interesting woman) Jane Goodall lived and worked with chimpanzees in East Africa.

6. (his father gave it to him right before he died) Jason was heartbroken when his watch was stolen.

7. (my father’s sister) The woman on the phone was Aunt Jessie.

8. (he’s written several others) Gabriel Garcia Marquez’s novel One Hundred Years of Solitude tells of life in a South American town.

9. (a record that will probably never be broken as long as Super Bowls are played) Doug Williams led Washington to five touchdowns in one quarter!

10. (he was a sixteenth-century Spanish explorer) Francisco de Coronado spent many years exploring the American Southwest.

B. Writing with Parentheses
Use the following phrases in sentences of your own. Place the phrases inside parentheses in your sentences. Place all punctuation correctly.

1. (is there anything more ridiculous?) __________________________________________________

2. (a great idea) ____________________________________________________________
21.9 Quotation Marks

A. Using Quotation Marks
Add quotation marks to the following sentences where needed and cross out those that are used incorrectly. You will add seven sets and cross out four sets. Add any additional punctuation that is needed.

1. Laurence Olivier, considered by many “the greatest actor of our century,” starred in numerous films.
2. Eleanor Roosevelt said, We must remember those less fortunate than ourselves.
3. My favorite story by “American author Edgar Allan Poe” is The Fall of the House of Usher.
4. What “on earth” did she mean when she said, It’s very simple?
5. My older brother remarked, I can say without lying, I came, I saw, I conquered.
6. My grandfather felt that “going to the beach when rain was predicted wasn’t a very good idea.”
7. Here’s my opinion of Bruce Springsteen’s Born in the USA: it’s the greatest song ever written!
8. My father asked, Do you want stuffing or potatoes?

B. Writing with Quotation Marks
Imagine that a friend told you about the latest tape of a music group you both enjoy. Write an account, with dialogue, of your conversation about the tape. Include what your friend said and how you answered. Use quotation marks correctly.
A. Using Italics

Underline the ten items in the following sentences that should be in italics.

1. Ron Howard starred in the TV show Happy Days.

2. The National Geographic article called northern Sweden the land of midnatt solen, or the midnight sun.


4. Martin’s favorite play was A Raisin in the Sun, and his favorite painting was Riders on the Storm.

5. Sheila let out a whoop of triumph when she got her test back and saw the Excellent! at the top.

6. I know I’ll never forget seeing on an evening news program the landing of the Columbia.

7. The piece of music was an aubade, or morning serenade.

8. The oil spill from the Exxon Valdez may never be fully corrected.

B. Writing with Italics

Write sentences of your own using five items that you marked for italics in the exercise above.

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

5. ______________________________________________________________________________________
21.11 The Apostrophe

A. Using the Apostrophe

In the following paragraph, some apostrophes have been left out and others have been placed incorrectly. Add the apostrophes where they should appear and cross out the ones that appear incorrectly. There are 20 mistakes in all.

One of the most intriguing group’s in Americas history is the United Society of Believers in Christs Second Appearing, or, as they’re known by most people, the Shakers’. Founded in eighteenth-century England by Ann Lee, the Shakers faced persecution at the hand’s of the authorities. Mother Ann Lee and her followers’ belief in communal living led them to the New World and it’s religious’ freedom. Settling first near Albany, New York, in 1776, the Shaker’s founded a series of communal settlements throughout New England. Mother Ann Lees death in 1784 did not destroy the Shakers settlements, and the movement spread as far west as Ohio’s and Kentucky’s shared wilderness. The Shakers exquisite craftsmanship, based on the groups belief that work was a form of worship, resulted in simple, elegant furniture that is extremely valuable today. Because they believed that husband’s and wive’s shouldn’t live together, the Shakers depended on converts to their religion to maintain membership. After about 1860, the Shakers way of life began to lose it’s attraction. Today you can visit the Shakers settlements, many of which are fascinating museums.

B. Writing with the Apostrophe

Write sentences of your own using the correct contracted form of the words in parentheses.

1. (would not) __________________________________________________________

2. (who has) __________________________________________________________

3. (it is) __________________________________________________________

4. (she will) __________________________________________________________

5. (someone is) ________________________________________________________
21.14 **Numbers and Numerals**

**A. Correct Use of Numbers and Numerals**

The following sentences contain mistakes in the use of numbers and numerals. In the blank, write the corrected numbers. Two sentences are correct as written; after each of these write correct.

1. The Beatles sang, “Will you still need me, will you still feed me, when I’m 64?” _________
2. Even though the city was completely destroyed in the 3rd century, I dedicated myself to re-creating its splendors. _________________________________________________________
3. My aunt and uncle grew up in the sixties. _____________________________________________
4. Sonia’s sister received a Christmas card from her 2nd husband. __________________________
5. The number of students in each group was 322, two hundred, and 148. _______________
6. The surprise is that he was such a well-respected man in the ’50s. ______________________
7. Rubbing his sleepy eyes, Thomas saw that the clock read six o’clock A.M. ________________
8. The bitterly contested game wasn’t decided until the last sixty seconds.__________________
9. The address we were looking for was 1292 South Fiftieth Street. _______________________
10. The reasons for the 2 decisions are well known. ______________________________________

**B. Writing with Numbers and Numerals**

Write a sentence using the correct form of the item requested in parentheses.

1. (the decade in which you were born) ____________________________________________

2. (the approximate number of people, in millions, who live in your state) ________________

3. (the amount of money you have in your pocket or purse) _____________________________

4. (the number of players at one time on a team in your favorite sport) _________________

5. (the age of your oldest living relative) _____________________________________________