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***The Grammar Handbook*****Introduction**

<b>Pre-Test</b> .....	2
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**Getting Basic: Parts of Speech**

Unit 1	Nouns .....	9
Unit 2	Subject Nouns .....	11
Unit 3	Verbs .....	13
Unit 4	Pronouns .....	19
Unit 5	Adjectives.....	24
Unit 6	Adverbs.....	28
Unit 7	Prepositions.....	30
Unit 8	Conjunctions.....	33
Unit 9	Interjections .....	37

**Vital Signs: Special Verb Usage and Verbals**

Unit 10	Kinds of Verbs.....	38
Unit 11	Indirect Objects and Objective Complements .....	43
Unit 12	Voice of the Verb—Active/Passive .....	46
Unit 13	Verbals .....	49

**Pointed Punctuation Practice**

Unit 14	Punctuation—Part I .....	53
Unit 15	Punctuation—Part II .....	59

**Sentence Sense**

Unit 16	Phrases and Clauses .....	63
Unit 17	Kinds of Sentences .....	66
Unit 18	Modifiers—Dangling and Misplaced .....	70
Unit 19	Sentence Errors .....	75

**Style Sense**

Unit 20	Clauses with Special Functions.....	79
Unit 21	Coordination and Subordination.....	83
Unit 22	Parallelism .....	86

<b>Post-Test</b> .....	91
------------------------	----

Answer Key: Pre-Test .....	99
Answer Key: Practices.....	104
Answer Key: Post-Test .....	120

## Introduction

The purpose of *The Grammar Handbook* is to provide you, the student, with a convenient grammar reference when you need to review the elements of language structure. Certain concepts will be new for some of you; therefore, this handbook will guide your understanding. For others, this book will serve as a refresher course and will aid the fine-tuning of your skills. Using this book will help you develop confidence in your writing ability.

The book begins with a grammar pre-test to encourage you to self-check your skill level and to identify those concepts on which you should focus your study. Each unit includes a concise review section with examples and ends with simple exercises to test your knowledge of each unit. We suggest that you read the review sections, complete any practice exercises, then check the Answer Key. If you find you have missed a point, double-check the review section again. Trying the second set of practice exercises will help you determine whether or not you have mastered that section. If necessary, you can clarify an issue with your English teacher. The book ends with a grammar post-test, which you can use to self-check your mastery of the concepts reviewed in this book.

### Advantages of this book

- Independent study
- Condensed information for quick reference
- Practice exercises
- Pre-Tests and Post-Tests to self-check mastery of concepts
- Answer Key

The more you understand the grammar patterns of the English language, the more effectively you will write and speak. Excellent communication skills will give you both personal pleasure and academic rewards. In addition, those skills will serve you well in any field or job you choose in the future.

- f. Any vehicle that had a four-wheel drive could handle the snow drifts better than other cars; consequently, those were highly satisfactory that night. \_\_\_\_\_
19. Identify the following sentences as **A**ctive or **P**assive construction.
- The drama group has been given a special grant. \_\_\_\_\_
  - Five appearances will be offered this spring. \_\_\_\_\_
  - Les and Marna will be the leads in every play. \_\_\_\_\_
  - Marna is an extremely talented actress. \_\_\_\_\_
  - She was awarded a prized trophy last June. \_\_\_\_\_
  - Les will probably win one this year. \_\_\_\_\_
20. Correct any non-parallel sentence elements.
- Bob is learning how to study, the way to organize his time, and how to concentrate.
  - After school is out, Bob and his father can go fishing, sailing, or take a hike on rugged trails.
21. Correct any faulty coordination or subordination.
- She will resign from the cast of the play, and she will do so at the end of the week.
  - The other actors were disappointed when they heard of her resignation.
22. Identify all sentence errors as **F**ragment, **R**un-**O**n (**RO**), or **C**omma **S**plice (**CS**).
- Running away from the school bus yesterday. \_\_\_\_\_
  - We could see Jeff but we couldn't spot Jose. \_\_\_\_\_
  - In order to keep everyone on schedule. \_\_\_\_\_
  - Finally, the bus was on its way again, the children shouted happily. \_\_\_\_\_
  - They reached school on time, however it was a close call. \_\_\_\_\_
  - Roberto, a truly fine driver for the transportation company. \_\_\_\_\_

Our classmates chose Mary and Grace; they truly liked them.

**Plurals**     *They* refers to *classmates*. (subjective case)  
*Them* refers to *Mary and Grace*. (objective case)

*Classmates* and *Mary and Grace* are the antecedents for *they* and *them*.

**PRACTICE A.** Underline all pronouns.

1. They have eaten the cake today, but we can have some tomorrow.
2. Our members won blue ribbons; all were delighted.
3. Lisa purchased apartments in that building; she puts her money into real-estate ventures.
4. Dad mailed the package to us, but we sent it to the person who ordered the merchandise last month.
5. This contest is a good one for you; your poetry should win first or second prize.
6. Anyone can try for that position; someone has to earn it.
7. Those children wanted only pennies from him, but they received several dollars.

**PRACTICE B.** Fill in the blanks with appropriate pronouns.

1. The president \_\_\_\_\_ ordered the \_\_\_\_\_ men to bring \_\_\_\_\_ weapons to the armory.
2. \_\_\_\_\_ can join \_\_\_\_\_ group.
3. Bill wants \_\_\_\_\_ books; \_\_\_\_\_ needs \_\_\_\_\_ for his new courses.
4. You will need \_\_\_\_\_ pairs of shoes and \_\_\_\_\_ heavy sweater for \_\_\_\_\_ cool days.

**UNIT 9****Interjections**

**REVIEW** **Interjections** are expressions of feeling. This part of speech may be a sound that reflects varying degrees of emotions, or it may be a word, phrase, or sentence that conveys special meaning.

Oh!

Watch out!

He broke my glasses!

**Caution!** Never overdo the exclamation. Too many interjections detract from a satisfactory style of writing.

**PRACTICE A.** Underline all interjections.

1. Be careful! That water is hot.
2. Ouch! I hit my knee on the door.
3. Please watch your step!
4. Move it here—no!—here.
5. Your poem is excellent!
6. Did you see that dive? Look!
7. You must be mistaken!

**PRACTICE E.** Punctuate the following sentences as necessary.

1. Norman is a versatile person artist writer and singer
2. Be sure to include the following items on your sheet  
paper pens a ruler and highlighters.
3. I heard Faith ask Joan Could you come for lunch  
today?
4. When you find your book be sure to put your name  
and address on the title page.
5. Louisa has been studying hard every day therefore  
she should do well on the test.
6. On the other hand the politician may be completely-  
honest but I doubt it.
7. The author quiet and shy has a quality the publisher  
admired determination

**REVIEW**

The **semicolon**, a strong mark of punctuation, creates a solid pause in a sentence. Correct use of the semicolon adds a polished tone to writing.

Use the semicolon between two independent clauses that have a close relationship but are not connected by a comma and a coordinating conjunction.

One restaurant on the west side of town employs a French chef; another cafe nearby utilizes the services of an Asian cook.

The semicolon is often used with the conjunctive adverb.

They chose fifteen good men to be on the new steering committee; however, they were faulted for not including a few women.

The semicolon is used in a sentence that has other internal marks of punctuation.

Holding out his arms, Gary waited happily for her; and we could sense his excitement.

**PRACTICE B.** As appropriate, punctuate the following sentences with semicolons. Add commas if necessary.

1. Their first trip took them to the Far East the second will take them to South America.
2. The Waltons have traveled all over the world consequently they cope well with all situations that develop while away from home.
3. Waiting beside the car, Erin and Caitlin watched the plane spin out of control they continued to watch it crash.
4. Her alarm did not ring therefore Tasha was late for class.
5. The first half of the game was disappointing the second half was even more so.

**Caution!** Be sure the relationship of the ideas warrants parallelism. Consider the text.

Since parallelism is a form of coordination, parallel sentence elements must be equal.

Be especially careful when using the correlative conjunctions, both . . . and, either . . . or, neither . . . nor, and so on. (Refer to Unit 8.)

**Incorrect** Lucinda not only invited all her family but also all his family.

The verb and noun phrases that follow the conjunctions are not parallel.

**Correct** Lucinda not only invited all her family but also invited all his family.

**Incorrect** We communicated with our families either by letters or sending postcards.

*Either* is followed by a prepositional phrase, but *or* is followed by a verbal phrase.

**Correct** We communicated with our families either by letters or by postcards.

Now two prepositional phrases follow the conjunctions, and the sentence is parallel.

**Note:** Attention to the technique of parallelism helps the writer to eliminate careless shifts from one construction to a dissimilar one and to avoid unbalanced constructions. (Refer to Unit 3 and Unit 12.)