

**Writer's Choice**  
Grammar and Composition

# Grammar Reteaching

Grade 10



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

**Glencoe/McGraw-Hill**



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Printed in the United States of America.

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

ISBN 0-07-823370-4

1 2 3 4 5 6 7 8 9 079 04 03 02 01 00

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## 10.1 Common Nouns

### Key Information

A **common noun** is the general—not the particular—name of a person, place, thing, or idea. The words *student*, *shoe*, *flower*, and *courtesy* are common nouns.

This exercise provides a way to identify common nouns. Most common nouns have a plural form and can be immediately preceded by *the*. Common nouns are not capitalized unless they begin a sentence.

**Directions** Two words are underlined in each of the following sentences. Write the word or words that are used as common nouns.

That movie made me think. *movie*

1. I have planted a garden in my yard. \_\_\_\_\_  
\_\_\_\_\_
2. This invitation to a wedding arrived too late for us to go. \_\_\_\_\_  
\_\_\_\_\_
3. The automobile has greatly affected life in the twentieth century. \_\_\_\_\_  
\_\_\_\_\_
4. A family gathered around a campfire and listened to a story. \_\_\_\_\_  
\_\_\_\_\_
5. The capital of Canada is Ottawa. \_\_\_\_\_  
\_\_\_\_\_
6. A politician said that education must be our top priority. \_\_\_\_\_  
\_\_\_\_\_
7. This parking lot has very little space left. \_\_\_\_\_  
\_\_\_\_\_
8. A goose flew toward them. \_\_\_\_\_  
\_\_\_\_\_
9. Amanda has returned from a trip to India. \_\_\_\_\_  
\_\_\_\_\_
10. The local zoo sent researchers to Africa. \_\_\_\_\_  
\_\_\_\_\_

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## 10.2 Indefinite Pronouns

### Key Information

An **indefinite pronoun** refers to a person, place, or thing in a general way. Some indefinite pronouns are *all, any, few, everybody,* and *some*. Many indefinite pronouns can also be used as adjectives.

This exercise provides a way to distinguish between an indefinite pronoun used as a pronoun and the same word used as an adjective. Replace the word with *the*. If the sentence remains grammatical, the word is an adjective. If you cannot replace the word with *the*, it is probably an indefinite pronoun.

**Directions** For each of the following sentences, write *indef. pro.* on the line if the underlined word is used as an indefinite pronoun. Write *adj.* if the underlined word is used as an adjective. Then rewrite the sentence labeled with *adj.* to show that the underlined adjective can be replaced by *the*.

Some of the people liked the movie. *indef. pro.*

Some people are hard to please. *adj.*    *The people are hard to please.*

- Most of the audience had never heard bluegrass music. \_\_\_\_\_  
\_\_\_\_\_
- Most schools now offer computer courses. \_\_\_\_\_  
\_\_\_\_\_
- We must gather many plums if we want to make jelly. \_\_\_\_\_  
\_\_\_\_\_
- Many of our neighbors traveled during August. \_\_\_\_\_  
\_\_\_\_\_
- If this restaurant is too crowded, we can find another. \_\_\_\_\_  
\_\_\_\_\_
- Teresa bought another tropical fish. \_\_\_\_\_  
\_\_\_\_\_
- The jeweler discovered that one of his diamonds was missing. \_\_\_\_\_  
\_\_\_\_\_
- A Farewell to Arms* is one book I read this summer. \_\_\_\_\_  
\_\_\_\_\_
- Few trees are as impressive as redwoods. \_\_\_\_\_  
\_\_\_\_\_
- A few of the people here are doctors. \_\_\_\_\_  
\_\_\_\_\_

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## 10.3 Action Verbs

### Key Information

An **action verb** tells what someone or something does. A **transitive verb** is an action verb that is followed by a word or words that answer the question *what?* or *whom?*

This exercise provides a way to identify transitive verbs. To decide whether a verb in a sentence is transitive, ask *what?* or *whom?* after the verb. If an answer is given in the sentence, the verb is transitive.

**Directions** Rewrite each sentence to the end of the underlined verb. Add *what* or *whom* and a question mark. Then answer the question. Finally, write *transitive* or *intransitive*.

Maya met her new boss.      *Maya met whom? her new boss transitive*  
The cat walked slowly.      *The cat walked what? no answer intransitive*

1. Firefighters sprayed water onto the burning building. \_\_\_\_\_  
\_\_\_\_\_
2. The war veteran told many fascinating stories. \_\_\_\_\_  
\_\_\_\_\_
3. The rookie pitcher strode to the mound. \_\_\_\_\_  
\_\_\_\_\_
4. Robert Fulton designed the first successful American steamboat. \_\_\_\_\_  
\_\_\_\_\_
5. The chemist poured the solution into a test tube. \_\_\_\_\_  
\_\_\_\_\_
6. I helped my aunt with the dishes. \_\_\_\_\_  
\_\_\_\_\_
7. Ginger read every night for two weeks. \_\_\_\_\_  
\_\_\_\_\_
8. Emily Dickinson wrote many beautiful poems. \_\_\_\_\_  
\_\_\_\_\_
9. A helicopter carried the skiers to the mountain. \_\_\_\_\_  
\_\_\_\_\_
10. Verline saw an old friend at the mall. \_\_\_\_\_  
\_\_\_\_\_

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## 10.3 Linking Verbs

### Key Information

A **linking verb** joins the subject of a sentence with a word that identifies or describes the subject. The most common linking verb is *be* in all its forms: *am, is, are, was, were, will be, has been, was being*.

This exercise provides a way to decide whether a verb is a linking verb or an action verb. A verb

is usually a linking verb if you can replace it with a form of *be*. The new sentence should have about the same meaning as the original. If, however, you replace an action verb with a form of *be*, the meaning of the sentence will change, and the sentence will probably be ungrammatical.

**Directions** One verb in each of the following sentences is underlined. Write *action* on the line if the underlined verb is an action verb. Write *linking* if the underlined verb is a linking verb. Then rewrite each sentence that contains a linking verb, replacing the linking verb with an appropriate form of *be*.

My cousin owns a home in the suburbs.

*action*

This rug shampoo smells too sweet.

*linking* This rug shampoo is too sweet.

1. Atlantic mackerel tastes good. \_\_\_\_\_  
\_\_\_\_\_
2. That car remains in good condition. \_\_\_\_\_  
\_\_\_\_\_
3. The doctor took her temperature. \_\_\_\_\_  
\_\_\_\_\_
4. James Bond contacted his superiors in London. \_\_\_\_\_  
\_\_\_\_\_
5. That cloud looks extremely dark. \_\_\_\_\_  
\_\_\_\_\_
6. In 1933 Frances Perkins became secretary of labor. \_\_\_\_\_  
\_\_\_\_\_
7. A python moved silently through the foliage. \_\_\_\_\_  
\_\_\_\_\_
8. Dan feels pleased about the contest. \_\_\_\_\_  
\_\_\_\_\_
9. The tree house seems sturdy. \_\_\_\_\_  
\_\_\_\_\_
10. Jackie won the race in record time. \_\_\_\_\_  
\_\_\_\_\_



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## 10.4 Adjectives

### Key Information

An **adjective** is a word that modifies a noun by limiting its meaning.

**pretty** flowers

**many** tractors

**great** leaders

**these** streets

This exercise provides a way to identify adjectives. Adjectives can answer questions about the nouns they modify. Some of these questions begin with *whose*, *how many*, *what kind of*, or *which*.

**Directions** Each of the following sentences contains a blank that can be filled in with an adjective that answers the question following the sentence. Rewrite each sentence, using your answer to the question in place of the blank.

The sign says that \_\_\_\_ shirt is on sale. Which shirt? *The sign says that this shirt is on sale.*

A/An \_\_\_\_ car woke me up. What kind of car? *A noisy car woke me up.*

1. Tyrone bought a/an \_\_\_\_ computer. What kind of computer? \_\_\_\_\_  
\_\_\_\_\_
2. My mother and I painted \_\_\_\_ room blue. Whose room? \_\_\_\_\_  
\_\_\_\_\_
3. Sue boarded a/an \_\_\_\_ ship. What kind of ship? \_\_\_\_\_  
\_\_\_\_\_
4. A/An \_\_\_\_ bird flew toward the river. What kind of bird? \_\_\_\_\_  
\_\_\_\_\_
5. Frank put \_\_\_\_ stickers on his locker. How many stickers? \_\_\_\_\_  
\_\_\_\_\_
6. The actor rehearsed \_\_\_\_ lines. Whose lines? \_\_\_\_\_  
\_\_\_\_\_
7. The \_\_\_\_ judge wrote a detailed opinion. What kind of judge? \_\_\_\_\_  
\_\_\_\_\_
8. On a/an \_\_\_\_ day last summer, I learned how to swim. What kind of day? \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_ woman helped me find my way home. Which woman? \_\_\_\_\_  
\_\_\_\_\_
10. Toshiko has \_\_\_\_ birds. How many birds? \_\_\_\_\_  
\_\_\_\_\_

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## 10.5 Adverbs

### Key Information

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

A skydiver landed **softly**.

My pencil is **too** short.

The cat ran very **quickly**.

This exercise provides a method for identifying adverbs. Adverbs answer questions about the words they modify. Some of these questions begin with *when*, *where*, or *how*.

**Directions** Each of the following sentences contains a blank that can be filled in with an adverb that answers the question following the sentence. Rewrite each sentence, using your answer to the question in place of the blank.

Maria ate breakfast \_\_\_\_\_. How did Maria eat? *Maria ate breakfast quickly.*

Sam bought a video game \_\_\_\_\_. When did Sam buy a video game?

*Sam bought a video game today.*

1. The class \_\_\_\_\_ decorated the hallways. How did the class decorate the hallways? \_\_\_\_\_  
\_\_\_\_\_
2. We saw a play \_\_\_\_\_. When did we see a play? \_\_\_\_\_  
\_\_\_\_\_
3. Sally should stay \_\_\_\_\_. Where should Sally stay? \_\_\_\_\_  
\_\_\_\_\_
4. A fox \_\_\_\_\_ approached the chicken coop. How did the fox approach the chicken coop? \_\_\_\_\_  
\_\_\_\_\_
5. The lights of that car are \_\_\_\_\_ bright. How bright are the lights of that car? \_\_\_\_\_  
\_\_\_\_\_
6. According to my sister, it rains \_\_\_\_\_ in Seattle. When does it rain in Seattle? \_\_\_\_\_  
\_\_\_\_\_
7. The cake is baking \_\_\_\_\_ slowly. How slowly is the cake baking? \_\_\_\_\_  
\_\_\_\_\_
8. The band I hoped to hear left town \_\_\_\_\_. When did the band leave town? \_\_\_\_\_  
\_\_\_\_\_
9. You should always drive \_\_\_\_\_. How should you drive? \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_ I received a repair bill from the mechanic. When did I receive the repair bill? \_\_\_\_\_  
\_\_\_\_\_

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## 10.6 Prepositions

### Key Information

A **preposition** is a word that shows the relationship of a noun or a pronoun to another word in the sentence. Some common prepositions are *after*, *along*, *at*, *by*, *during*, *in*, and *on*.

This exercise helps you understand how a preposition functions in a sentence. Remember that the object of a preposition usually follows the preposition.

**Directions** In each of the following sentences, the preposition is underlined, and its object is circled. Draw a box around the word that is related to the object of the preposition. Then draw two arrows from the preposition—one to the boxed word and one to the circled word. Remember that a preposition often links its object to a verb.

Alena heard a knock at the (door).

Alena heard a [knock] at the (door).

The volleyball team practices daily on the (beach).

The volleyball team [practices] daily on the (beach).

1. Dwayne read a postcard from (Haiti).
2. I hung my coat on the (hook).
3. The bridge near your (house) needs repairs.
4. I trimmed the hedges behind the (garage).
5. Did the driver of the (truck) return?
6. That house on the (hill) has a fantastic view.
7. Pour the cake batter into the (bowl).
8. Our aerobics class meets in the (morning).
9. The radio in my (room) has excellent reception.
10. Cindy lives across the (street).

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## 10.7 Conjunctive Adverbs

### Key Information

A **conjunctive adverb** establishes a relationship between clauses or sentences of equal weight. Some conjunctive adverbs are consequently, *however*, *therefore*, and *thus*.

This exercise provides a method for identifying conjunctive adverbs. Like an adverb, a conjunctive adverb can be moved within the clause or sentence in which it appears.

**Directions** For each of the following exercise items, a conjunctive adverb appears in the second sentence. First, underline the conjunctive adverb. Then rewrite the second sentence, repositioning the conjunctive adverb at the beginning of the sentence. Be sure to use a comma after the conjunctive adverb.

Mary wanted to ride the bus downtown. I, however, wanted to walk. *However, I wanted to walk.*

1. The concert was sold out weeks ago. The band, however, will return in the fall. \_\_\_\_\_  
\_\_\_\_\_
2. Lee is an excellent mechanic. She rarely pays for car repairs, therefore. \_\_\_\_\_  
\_\_\_\_\_
3. Sam hurdled the javelin with all his might. It went only ten yards, nevertheless. \_\_\_\_\_  
\_\_\_\_\_
4. I ate too much for dinner. I have, therefore, a case of indigestion. \_\_\_\_\_  
\_\_\_\_\_
5. My photos do not turn out well. I have enrolled, consequently, in a course in photography. \_\_\_\_\_  
\_\_\_\_\_
6. You must return the book to the library. You must, furthermore, pay a fine. \_\_\_\_\_  
\_\_\_\_\_
7. I did not pass the eye examination. I need glasses, therefore. \_\_\_\_\_  
\_\_\_\_\_
8. Luisa won the race. She set a new record, moreover. \_\_\_\_\_  
\_\_\_\_\_
9. Larry enjoyed the first book by that author. Larry bought three more of that author's books, subsequently. \_\_\_\_\_  
\_\_\_\_\_
10. Remember to write when you reach Rome. Remember to call my aunt and uncle, also. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 11.2 Complete Subjects

### Key Information

A **simple subject** is the principal noun or pronoun that tells what a sentence is about. The **complete subject** consists of the simple subject plus all the words that modify it.

In these two sentences, the complete subjects are underlined:

The chair over there is mine.

A blue car raced past us.

This exercise provides a method for identifying complete subjects. The complete subject can be replaced by a personal pronoun.

**Directions** Rewrite each of the following sentences by replacing the underlined complete subject with one of these personal pronouns: *he, she, it, or they*.

The building at the corner was built in 1881.

*It was built in 1881.*

The members of the dance committee decorated the gym.

*They decorated the gym.*

- Many scientists around the world are involved in space exploration. \_\_\_\_\_  
\_\_\_\_\_
- The old tables in the cafeteria have been replaced by new ones. \_\_\_\_\_  
\_\_\_\_\_
- A white-tailed deer leaped over the fence and ran out of sight. \_\_\_\_\_  
\_\_\_\_\_
- My alarm clock disrupted my sleep. \_\_\_\_\_  
\_\_\_\_\_
- The mayor, a veteran politician, announced her new policy on education. \_\_\_\_\_  
\_\_\_\_\_
- One member of my favorite rock band wears earplugs during concerts. \_\_\_\_\_  
\_\_\_\_\_
- My friend Rowan gave me an old hourglass. \_\_\_\_\_  
\_\_\_\_\_
- My cousin Nancy wrote a short story for a national magazine. \_\_\_\_\_  
\_\_\_\_\_
- The driver of the blue truck went into the diner. \_\_\_\_\_  
\_\_\_\_\_
- Can the people in the back row see the screen? \_\_\_\_\_  
\_\_\_\_\_

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## 11.5 Indirect Objects

### Key Information

An **indirect object** follows an action verb and answers a question that begins with *to whom*, *for whom*, *to what*, or *for what*.

John gave **me** a dollar.

She bought **us** an album.

This exercise provides a method for identifying indirect objects. A sentence with an indirect object can be rewritten so that the indirect object becomes the object of the preposition *to* or *for*.

**Directions** In each of the following sentences, the indirect object is underlined. Rewrite each sentence so that the indirect object becomes the object of the preposition *to* or *for*. In rewriting, remember to include any modifier of the indirect object.

Leo gave his youngest son a birthday party.     *Leo gave a birthday party for his youngest son.*  
My teacher sent me my report card.             *My teacher sent my report card to me.*

1. Finally the clerk gave us the correct change. \_\_\_\_\_  
\_\_\_\_\_
2. Please send Juanita an invitation. \_\_\_\_\_  
\_\_\_\_\_
3. A talented artist painted me a beautiful picture. \_\_\_\_\_  
\_\_\_\_\_
4. Sharon told James the good news. \_\_\_\_\_  
\_\_\_\_\_
5. Somebody left Tom a note. \_\_\_\_\_  
\_\_\_\_\_
6. The rock star sent an astonished fan a signed photograph. \_\_\_\_\_  
\_\_\_\_\_
7. We used to sing our grandparents several special songs. \_\_\_\_\_  
\_\_\_\_\_
8. When Carrie turned thirty, Isaac sent her a beautiful necklace. \_\_\_\_\_  
\_\_\_\_\_
9. Did you leave the waiter a tip? \_\_\_\_\_  
\_\_\_\_\_
10. Last night Ana bought my wife and me dinner. \_\_\_\_\_  
\_\_\_\_\_

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## 11.5 Object Complements

### Key Information

An **object complement** completes the meaning of the direct object by identifying or describing it.

This exercise provides a method for identifying object complements. Some object complements

have an understood *to be* in front of them.

We appointed you [to be] **treasurer**.

Sara considers the book [to be] **good**.

**Directions** In each of the following sentences, the object complement (along with its modifiers) is underlined. Rewrite the sentence, inserting *to be* before the underlined word(s).

The president appointed her the new ambassador to Spain.

*The president appointed her to be the new ambassador to Spain.*

We thought the food delicious.

*We thought the food to be delicious.*

1. The Supreme Court found the law unconstitutional. \_\_\_\_\_  
\_\_\_\_\_
2. We named you Aaron's godfather. \_\_\_\_\_  
\_\_\_\_\_
3. The voters elected Pat mayor. \_\_\_\_\_  
\_\_\_\_\_
4. Expecting to laugh, the audience thought the clown too serious. \_\_\_\_\_  
\_\_\_\_\_
5. Some people consider *Citizen Kane* the best movie ever made. \_\_\_\_\_  
\_\_\_\_\_
6. We find this secluded beach relaxing. \_\_\_\_\_  
\_\_\_\_\_
7. While thousands watched, the judges declared Rachel the winner. \_\_\_\_\_  
\_\_\_\_\_
8. Jodi prefers her tea unsweetened. \_\_\_\_\_  
\_\_\_\_\_
9. Elena found my short story's ending a complete surprise. \_\_\_\_\_  
\_\_\_\_\_
10. Calvin considered himself a talented musician. \_\_\_\_\_  
\_\_\_\_\_

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## 11.5 Subject Complements

### Key Information

A **predicate nominative** is a noun or a pronoun that follows a linking verb and points back to the subject, identifying it further:

My mother is a **lawyer**.

This exercise provides a method for distinguishing between predicate nominatives and direct objects. In a sentence with a predicate nominative, the subject "equals" the predicate nominative. Such an "equation" does not exist with direct objects.

**Directions** For each of the following sentences, identify the underlined word by writing *pred. nomin.* or *dir. obj.* on the line. If the word is a predicate nominative, write an equation in which the simple subject equals (=) the predicate nominative. If the underlined word is a direct object, indicate that the simple subject does not equal ( $\neq$ ) the direct object.

The building on the corner is a drugstore.     *pred. nomin.*     *building = drugstore*  
Andy played his guitar.     *dir. obj.*     *Andy  $\neq$  guitar*

1. A June bug is a large beetle that appears in late spring and early summer. \_\_\_\_\_  
\_\_\_\_\_
2. On long car rides we eat too many snacks. \_\_\_\_\_  
\_\_\_\_\_
3. In Greek mythology the Minotaur is a monster with the head of a bull and the body of a man. \_\_\_\_\_  
\_\_\_\_\_
4. Robin's horse is a thoroughbred. \_\_\_\_\_  
\_\_\_\_\_
5. Today the shopkeeper opened her store late. \_\_\_\_\_  
\_\_\_\_\_
6. My old friend became a famous conductor. \_\_\_\_\_  
\_\_\_\_\_
7. After the election Anita remained president of the student council. \_\_\_\_\_  
\_\_\_\_\_
8. The writer bought a personal computer to keep in her study. \_\_\_\_\_  
\_\_\_\_\_
9. According to park officials, these trees are pins. \_\_\_\_\_  
\_\_\_\_\_
10. The bear caught a salmon with its paws. \_\_\_\_\_  
\_\_\_\_\_



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## 12.1 Prepositional Phrases

### Key Information

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

This exercise provides a method for distinguishing between different kinds of prepositional phrases. An adverb phrase modifying a verb usually *can* be moved elsewhere in the sentence. A phrase used as an adjective usually *cannot* be moved.

**Directions** One or two prepositional phrases are underlined in each of the following sentences. If the prepositional phrase modifies a noun, write *adjective* on the line. If it modifies a verb, write *adverb*. Then rewrite each sentence containing an adverb phrase, moving the prepositional phrase within the sentence.

The book on the table is mine.

*adjective*

The player scored in the final moments.

*adverb* *In the final moments the player scored.*

1. After supper Joe rode his bike. \_\_\_\_\_  
\_\_\_\_\_
2. The carpenter carefully measured the width of the door. \_\_\_\_\_  
\_\_\_\_\_
3. Yesterday's newspaper had an informative article about dental care. \_\_\_\_\_  
\_\_\_\_\_
4. I usually close the store at midnight. \_\_\_\_\_  
\_\_\_\_\_
5. We will leave after breakfast. \_\_\_\_\_  
\_\_\_\_\_
6. The expense of buying a new car does not seem justified. \_\_\_\_\_  
\_\_\_\_\_
7. Finish this exercise by the end of class. \_\_\_\_\_  
\_\_\_\_\_
8. During an electrical storm do not stand under a tree. \_\_\_\_\_  
\_\_\_\_\_
9. Kenji lost the keys to his car. \_\_\_\_\_  
\_\_\_\_\_
10. That old building has been empty for one hundred years. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 12.2 Appositives and Appositive Phrases

### Key Information

An **appositive** is a noun or a pronoun that is placed next to another noun or pronoun to identify or give additional information about it. We can say that an appositive renames another noun or pronoun. An **appositive phrase** consists of an appositive and any words that modify it.

This exercise provides a method for identifying appositives and appositive phrases. Either one can take the place of the noun, the noun phrase, or the pronoun being renamed.

**Directions** After each of the following sentences, write *appositive* if the underlined word or phrase is an appositive or an appositive phrase. Write the word or phrase the appositive renames. Then rewrite the sentence to show that the appositive or appositive phrase can take the place of the word or phrase it renames. Write *no appositive* if the underlined word or phrase is not an appositive or an appositive phrase.

My aunt, a pilot, lives next door.      *appositive*      *My aunt*      *A pilot lives next door.*  
Dan, who lives in Austin, avoids planes.      *no appositive*

1. The plane arrived on time at Mexico City, our final destination. \_\_\_\_\_  
\_\_\_\_\_
2. The huge animal, a black bear, lumbered toward my car. \_\_\_\_\_  
\_\_\_\_\_
3. Moe, one of the Three Stooges, was often hilarious. \_\_\_\_\_  
\_\_\_\_\_
4. My uncle was born in 1945, the year that World War II ended. \_\_\_\_\_  
\_\_\_\_\_
5. *The Color Purple*, which tells the story of a woman named Celie, was written by Alice Walker. \_\_\_\_\_  
\_\_\_\_\_
6. While driving to work, Rachel saw an abandoned vehicle, a red convertible with a flat tire. \_\_\_\_\_  
\_\_\_\_\_
7. The tulip, one kind of lily, has lance-shaped leaves and a bell-shaped flower. \_\_\_\_\_  
\_\_\_\_\_
8. Today I received a bill from my dentist, who drives a convertible. \_\_\_\_\_  
\_\_\_\_\_
9. Gary called his boss, Ms. Lopez, to say he would be late. \_\_\_\_\_  
\_\_\_\_\_
10. The opposing team, the Pirates, managed to beat us in overtime. \_\_\_\_\_  
\_\_\_\_\_

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## 12.3 Participles and Participial Phrases

### Key Information

A **participle** is a verb form that functions as an adjective.

**running** dog   **broken** glass

A **participial phrase** consists of a participle and its complements and modifiers.

The dog **running away** is mine.

That glass, **broken by accident**, must be replaced.

This exercise helps you create participles and participial phrases by combining two sentences.

**Directions** Combine each of the following pairs of sentences into a single sentence by changing the underlined words into a participial phrase. Remember that the participial phrase can be placed before or after the word it modifies.

He felt energetic. He played handball.

*Feeling energetic, he played handball.*

Pat listened intently. She was entranced by the music. *Pat, entranced by the music, listened intently.*

1. The shopper counted his money. The shopper was surprised by the cost of the lettuce. \_\_\_\_\_  
\_\_\_\_\_
2. The geese flew high overhead. The geese traveled northward. \_\_\_\_\_  
\_\_\_\_\_
3. Sheriff Taylor went fishing. Sheriff Taylor took the day off. \_\_\_\_\_  
\_\_\_\_\_
4. The water buffalo waded into the river. The water buffalo was bothered by hundreds of birds. \_\_\_\_\_  
\_\_\_\_\_
5. Our elevator moves slowly. Our elevator runs noisily. \_\_\_\_\_  
\_\_\_\_\_
6. The batter knocked the baseball out of the park. The batter swung with force. \_\_\_\_\_  
\_\_\_\_\_
7. She dug through her pockets. She found only two quarters. \_\_\_\_\_  
\_\_\_\_\_
8. The book sold well. The book was written by a famous author. \_\_\_\_\_  
\_\_\_\_\_
9. The taxi accelerated swiftly. The taxi carried them away. \_\_\_\_\_  
\_\_\_\_\_
10. This hat can be worn by anyone. This hat was designed to fit all sizes. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 12.3 Gerunds and Gerund Phrases

### Key Information

A **gerund** is a verb form that ends in *-ing* and is used as a noun.

We like **diving**.

**Skiing** can be difficult.

A **gerund phrase** consists of a gerund and its modifiers and complements.

**Swimming in the ocean** is fun.

I enjoy **playing my guitar**.

This exercise provides a way to distinguish between gerunds and present participles, both of which end in *-ing*. Generally, only gerunds can be replaced by *it*.

**Directions** A word or phrase is underlined in each of the following sentences. If the underlined *-ing* word is a participle, write *pres. part.* on the line. If the *-ing* word is a gerund, write *gerund*. Then rewrite that sentence to show that the gerund or gerund phrase can be replaced by *it*.

My friend saw a flying squirrel.

*pres. part.*

Flying an airplane requires concentration.

*gerund*

*It requires concentration.*

1. My least favorite chore is doing the dishes. \_\_\_\_\_  
\_\_\_\_\_
2. The pilot controlling the plane circled the airport. \_\_\_\_\_  
\_\_\_\_\_
3. Parking is no problem if you drive a small car. \_\_\_\_\_  
\_\_\_\_\_
4. Do you enjoy writing letters? \_\_\_\_\_  
\_\_\_\_\_
5. Did you see the puppy running toward you? \_\_\_\_\_  
\_\_\_\_\_
6. The tail of the sleeping coyote twitched nervously. \_\_\_\_\_  
\_\_\_\_\_
7. Hunting for antiques takes a great deal of time. \_\_\_\_\_  
\_\_\_\_\_
8. Fill the pot with enough water for cooking macaroni. \_\_\_\_\_  
\_\_\_\_\_
9. I saw John singing into a microphone. \_\_\_\_\_  
\_\_\_\_\_
10. Most young children relish playing in a sandbox. \_\_\_\_\_  
\_\_\_\_\_

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## 12.3 Infinitives and Infinitive Phrases

### Key Information

An **infinitive** is a verb form usually preceded by *to* and used as a noun, an adjective, or an adverb. An **infinitive phrase** consists of an infinitive and its complements and modifiers.

We want **to leave soon**.

Jan is ready **to play ball**.

This exercise provides a way to distinguish between infinitives and prepositional phrases

that begin with *to*. If the phrase is an infinitive, the word immediately after *to* is usually a verb form. Thus, you can remove it from the sentence, place *will* in front of it, and create a verb phrase.

On the other hand, in a prepositional phrase the object of *to* is a noun or a pronoun. You cannot place *will* in front of a noun or a pronoun and produce a verb phrase.

**Directions** In each of the following sentences, a phrase beginning with *to* is underlined. If the underlined phrase is a prepositional phrase, write *prep.* on the line. If it is an infinitive phrase, write *infinitive*. If you label the phrase *infinitive*, then show that the word after the *to* is a verb form by writing *will* before the word.

Sharon went to town yesterday.      *prep.*  
I would like to leave early.      *infinitive*      *will leave*

1. Mail the letter to my mother. \_\_\_\_\_  
\_\_\_\_\_
2. The mason used a level to determine whether the wall was straight. \_\_\_\_\_  
\_\_\_\_\_
3. The gardener's secret was to water the lawn in the morning. \_\_\_\_\_  
\_\_\_\_\_
4. Use this code to send the message. \_\_\_\_\_  
\_\_\_\_\_
5. Alfred will go back to the park later. \_\_\_\_\_  
\_\_\_\_\_
6. Lily went to see her best friend, Debbie. \_\_\_\_\_  
\_\_\_\_\_
7. Who needs a ride to the airport? \_\_\_\_\_  
\_\_\_\_\_
8. The governor decided to run again. \_\_\_\_\_  
\_\_\_\_\_
9. They jogged from Utah to California. \_\_\_\_\_  
\_\_\_\_\_
10. Her goal, to fly a spaceship, is admirable. \_\_\_\_\_  
\_\_\_\_\_



# Grammar Reteaching

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## 13.5 Adjective Clauses

### Key Information

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. Both relative pronouns (*who*, *whom*, *whose*, *that*, and *which*) and the words *where* and *when* may begin an adjective clause.

This exercise provides a method for identifying an adjective clause from which the relative pronoun has been dropped. Think of the relative

pronoun as being “understood” rather than absent. You can always restore an understood relative pronoun to its sentence. This understood pronoun will be *whom*, referring to people, or *that*, referring to things.

Miranda saw a movie **that** she enjoyed.

John is the singer **whom** I admire.

**Directions** An adjective clause is underlined in each of the following sentences. Rewrite each sentence, supplying the understood *whom* or *that*.

Teresa is reading the book I bought. *Teresa is reading the book that I bought.*

Mr. Santos is a teacher I respect. *Mr. Santos is a teacher whom I respect.*

1. Mustard is a seasoning I greatly enjoy. \_\_\_\_\_  
\_\_\_\_\_
2. My father threw away the mushrooms he did not like. \_\_\_\_\_  
\_\_\_\_\_
3. Maria bought the radio she has wanted. \_\_\_\_\_  
\_\_\_\_\_
4. History is the subject I like best. \_\_\_\_\_  
\_\_\_\_\_
5. William read us the story he wrote. \_\_\_\_\_  
\_\_\_\_\_
6. Lucinda is the woman I called last week. \_\_\_\_\_  
\_\_\_\_\_
7. The Oregon Trail was a route settlers used long ago. \_\_\_\_\_  
\_\_\_\_\_
8. The math test had a question no one could answer. \_\_\_\_\_  
\_\_\_\_\_
9. I received a letter from the friend I have not seen in years. \_\_\_\_\_  
\_\_\_\_\_
10. Lisa saw the girl she had met only yesterday. \_\_\_\_\_  
\_\_\_\_\_

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## 13.6 Adverb Clauses

### Key Information

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

This exercise provides a way to identify adverb clauses that modify verbs. Such clauses can usually be moved within the sentence. Note that when such a clause appears at the beginning or

in the middle of a sentence, it must be set off with commas; such a clause at the end of a sentence usually does not need a comma.

She'll sing **when the curtain rises**.

**When the curtain rises**, she'll sing.

**Directions** An adverb clause is underlined in each of the following sentences. Rewrite each sentence, moving the adverb clause to a different position. Be sure to use a comma after an adverb clause that begins a sentence.

Whenever I smell chocolate, I become hungry.

*I become hungry whenever I smell chocolate.*

The fans left the stadium after the band played.

*After the band played, the fans left the stadium.*

1. While he plays basketball, George concentrates intently. \_\_\_\_\_  
\_\_\_\_\_
2. You should plan ahead because the store closes early today. \_\_\_\_\_  
\_\_\_\_\_
3. Please turn off the light before you leave. \_\_\_\_\_  
\_\_\_\_\_
4. Can we vote when we are seventeen? \_\_\_\_\_  
\_\_\_\_\_
5. As he turned into his driveway, Charles turned off the headlights. \_\_\_\_\_  
\_\_\_\_\_
6. Robin will be late because she has a doctor's appointment. \_\_\_\_\_  
\_\_\_\_\_
7. We went to the concert because we wanted to hear Cajun music. \_\_\_\_\_  
\_\_\_\_\_
8. Take the turkey out of the oven as soon as it is done. \_\_\_\_\_  
\_\_\_\_\_
9. If the bowling alley is crowded, we can go to a movie. \_\_\_\_\_  
\_\_\_\_\_
10. We will eat lunch outside unless it rains. \_\_\_\_\_  
\_\_\_\_\_



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## 13.7 Noun Clauses

### Key Information

A **noun clause** is a subordinate clause used as a noun. A noun clause can function as a subject, a direct object, an object of a preposition, or a predicate nominative.

This exercise provides a method for distinguishing between noun clauses and other subordinate clauses. Noun clauses can usually be replaced by *it* or *somebody*. The resulting sentence will be grammatically correct, even if the meaning changes somewhat.

**Directions** A subordinate clause is underlined in each of the following sentences. If the underlined clause is a noun clause, write *noun cl.* on the line. Then rewrite the sentence to show that the clause can be replaced by *it* or *somebody*. If the underlined clause is not a noun clause, write *other cl.*

Whoever is at the door is impatient.

*noun cl.*

*Somebody is impatient.*

She wore the dress that had been in the attic.

*other cl.*

- Whether or not you are well remains to be seen. \_\_\_\_\_  
\_\_\_\_\_
- Luke knew that he could trust Ben. \_\_\_\_\_  
\_\_\_\_\_
- Whoever crosses the line first will win. \_\_\_\_\_  
\_\_\_\_\_
- Mickie will be happy if she can go on the field trip. \_\_\_\_\_  
\_\_\_\_\_
- Because his car had a flat tire, Darryl was late for the ball game. \_\_\_\_\_  
\_\_\_\_\_
- The police officer asked where I was going in such a hurry. \_\_\_\_\_  
\_\_\_\_\_
- The auctioneer will sell the painting to whoever bids the most money. \_\_\_\_\_  
\_\_\_\_\_
- We ate a pizza that had everything on it. \_\_\_\_\_  
\_\_\_\_\_
- Her secretary knows whether she will be in today. \_\_\_\_\_  
\_\_\_\_\_
- Whoever wants more dessert can have some. \_\_\_\_\_  
\_\_\_\_\_

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## 13.8 Imperative and Exclamatory Sentences

### Key Information

An **imperative** sentence is a command or a request: *Please stay there.* An **exclamatory** sentence expresses strong emotion: *You can't do that!*

If a sentence ends with an **exclamation point** (!), it is probably an exclamatory sentence. Some imperative sentences, however, also have

exclamation points because orders and requests are often shouted or exclaimed.

This exercise provides a way to classify these two kinds of sentences. If a sentence has an understood "you" as its subject, the sentence can safely be classified as an imperative sentence, even if it has an exclamation point.

**Directions** Write *exclamatory* after exclamatory sentences. Write *imperative* after imperative sentences. An exclamatory sentence must have an exclamation point (!). An imperative sentence may have an exclamation point, but it must have an understood "you." If the sentence is imperative, supply the understood "you" by writing (*You*) in the blank provided.

How tired you look this morning!     *exclamatory*  
(*You*) Clean your room!             *imperative*

- \_\_\_\_\_ Phone home. \_\_\_\_\_
- \_\_\_\_\_ Pass the peas, please. \_\_\_\_\_
- \_\_\_\_\_ How wonderful you look! \_\_\_\_\_
- \_\_\_\_\_ Come back here! \_\_\_\_\_
- \_\_\_\_\_ Put gas in the car. \_\_\_\_\_
- \_\_\_\_\_ What a huge dog that is! \_\_\_\_\_
- \_\_\_\_\_ Stand up straight! \_\_\_\_\_
- \_\_\_\_\_ Please turn down the stereo. \_\_\_\_\_
- \_\_\_\_\_ Please bring me the hammer. \_\_\_\_\_
- \_\_\_\_\_ Amazingly, the home team won the game! \_\_\_\_\_

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## 13.9 Sentence Fragments

### Key Information

A **sentence fragment** occurs when an incomplete sentence is punctuated as if it were a complete sentence. This exercise can help you avoid a certain kind of fragment—an adjective clause punctuated as a complete sentence.

An adjective clause is a subordinate clause that modifies a noun or a pronoun. An adjective

clause must be connected to a main clause.

*main clause*                      *adjective clause*  
I called Steve, **who owes me money.**

An adjective clause that is a fragment can often be combined with the sentence immediately preceding it.

**Directions** In each item below, the underlined words are an adjective clause punctuated as if it were a complete sentence. Correct the underlined fragment by combining it with the complete sentence. Remember to use a comma to set off the adjective clause.

We have to fly to Miami. Which is very hot at this time of year.  
*We have to fly to Miami, which is very hot at this time of year.*

1. Linda took a nap in her bedroom. Which is on the second floor. \_\_\_\_\_  
\_\_\_\_\_
2. Yesterday I watched a sky diver. Who happens to know your mother. \_\_\_\_\_  
\_\_\_\_\_
3. Claude read a play by William Shakespeare. Who may be the most famous of all English writers. \_\_\_\_\_  
\_\_\_\_\_
4. We are studying the Constitution. Which is the basis of our government. \_\_\_\_\_  
\_\_\_\_\_
5. Jennifer drove to her house. Which is near Mount Larrabee. \_\_\_\_\_  
\_\_\_\_\_
6. Several movies are based on stories by Mark Twain. Whose real name was Samuel Clemens. \_\_\_\_\_  
\_\_\_\_\_
7. I received a letter from Ms. Gomez. Whom I met on vacation last summer. \_\_\_\_\_  
\_\_\_\_\_
8. Kenzo moved to North Carolina. Which is more than a thousand miles from here. \_\_\_\_\_  
\_\_\_\_\_
9. Before boarding the plane, I called my mother. Who was waiting at home. \_\_\_\_\_  
\_\_\_\_\_
10. Gwen wants to see *Glory*, which is a movie about the Civil War. \_\_\_\_\_  
\_\_\_\_\_

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## 13.10 Run-on Sentences

### Key Information

A **comma splice** is a run-on sentence that occurs when two main clauses are separated by only a comma.

This exercise provides a method for identifying a comma splice. See whether the clause on either side of the comma can stand alone as a complete sentence. If each clause can stand alone as

a complete sentence, then you cannot use just a comma to separate the two clauses.

To correct the error, change the comma to (1) a period, (2) a semicolon, or (3) a comma plus a coordinating conjunction. Common coordinating conjunctions are *and*, *but*, and *or*.

**Directions** Prove that there is a comma splice in each of the following sentences by writing the words *before* and *after* the comma as two separate sentences. Then combine the two sentences by replacing the first period with a semicolon or with a comma and a coordinating conjunction.

Elaine was full, she could eat no more.

*Elaine was full. She could eat no more.*

Elaine was full; she could eat no more.

OR *Elaine was full, and she could eat no more.*

1. Nick traveled in the car all day, his back felt stiff. \_\_\_\_\_  
\_\_\_\_\_
2. Carla went to the park, she carried a picnic basket. \_\_\_\_\_  
\_\_\_\_\_
3. Bonita looked out the window, she saw geese in the pond. \_\_\_\_\_  
\_\_\_\_\_
4. The halls are strangely quiet, they are usually noisy. \_\_\_\_\_  
\_\_\_\_\_
5. We went to the movies, we enjoyed the film. \_\_\_\_\_  
\_\_\_\_\_
6. Evander ran home quickly, he wanted to tell his parents the good news. \_\_\_\_\_  
\_\_\_\_\_
7. The furniture truck arrived, the driver unloaded our new sofa. \_\_\_\_\_  
\_\_\_\_\_
8. The wolf howled, it made an eerie sound. \_\_\_\_\_  
\_\_\_\_\_
9. Diane is determined to stay in shape, she exercises daily. \_\_\_\_\_  
\_\_\_\_\_
10. The walls of my room are light yellow, the ceiling is white. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 15.1 Principal Parts of Verbs

### Key Information

All verbs have four principal parts. Two of them, the **past form** and the **past-participle form**, are often confused because both can refer to an act that has been completed.

past form  
Yesterday I **ate** an apple.

past participle  
I have **eaten** an apple every day.

Also, the past form and the past participle of some verbs look exactly alike: *won*, *have won*.

This exercise provides a method for distinguishing between these two parts. The past participle is the form used after the helping verb *have*, *has*, or *had*.

**Directions** For each pair of principal parts below, circle the past participle. Check your response by writing a sentence that includes the past participle after *have*, *has*, or *had*.

saw            seen            *I have seen the entire movie.*

sung            sang            *We have sung the song you requested.*

1. was        been \_\_\_\_\_
2. flew       flown \_\_\_\_\_
3. gone       went \_\_\_\_\_
4. knew      known \_\_\_\_\_
5. frozen     froze \_\_\_\_\_
6. swam      swum \_\_\_\_\_
7. threw     thrown \_\_\_\_\_
8. broken    broke \_\_\_\_\_
9. drew      drawn \_\_\_\_\_
10. wrote     written \_\_\_\_\_

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## 15.4 Perfect Tenses

### Key Information

The **perfect tenses** are signaled by one of these helping verbs: *has*, *have*, or *had*—I **had** gone home. These words, however, do not always signal a perfect tense. They can also be used as main verbs: I **had** a guitar.

This exercise provides a method for determining whether *has*, *have*, and *had* are used as main verbs. When these words are main verbs, they can usually be replaced by some form of the verb *possess* or *take*. The result will be grammatically correct even if the meaning changes slightly.

**Directions** In each of the following sentences, *has*, *have*, or *had* is underlined. Write *perfect* on the line if the underlined word signals a perfect tense. Write *main verb* if the underlined word is a main verb. Then rewrite each sentence in which the underlined word is a main verb, replacing the word with a form of *possess* or *take*.

We have heard that song.     *perfect*  
Have some dessert.     *main verb*     *Take some dessert.*

1. Shawn has worked in the yard all day. \_\_\_\_\_  
\_\_\_\_\_
2. We do not have enough money to buy tickets. \_\_\_\_\_  
\_\_\_\_\_
3. In an hour I will have finished my homework. \_\_\_\_\_  
\_\_\_\_\_
4. Diana's car has a flat tire. \_\_\_\_\_  
\_\_\_\_\_
5. Do you have medicine for a cold? \_\_\_\_\_  
\_\_\_\_\_
6. Have an apple. \_\_\_\_\_  
\_\_\_\_\_
7. The club members have decided to meet tonight. \_\_\_\_\_  
\_\_\_\_\_
8. Vickie has brought photographs of her trip. \_\_\_\_\_  
\_\_\_\_\_
9. You can have the car when I return. \_\_\_\_\_  
\_\_\_\_\_
10. I have heard of your success. \_\_\_\_\_  
\_\_\_\_\_

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## 15.7 Voice of Verbs

### Key Information

A sentence is in the **active voice** if the subject performs the action. A sentence is in the **passive voice** if the action is performed *on* the subject.

Most sentences in the passive voice can be changed to the active voice without changing

the meaning of the sentence. This exercise can help you change a sentence from the passive voice to the active voice. The subject of the passive-voice sentence must become the direct object of the active-voice sentence.

**Directions** Change each of the following passive-voice sentences into an active-voice sentence. Reverse the position of the underlined words, delete the helping verb *was* or *were*, and delete the word *by*.

The ball was kicked by Tony.

*Tony kicked the ball.*

Some windows were broken by the storm.

*The storm broke some windows.*

- The door was slammed by somebody. \_\_\_\_\_  
\_\_\_\_\_
- The game was won by the Giants. \_\_\_\_\_  
\_\_\_\_\_
- Your dogs were found by the neighbors. \_\_\_\_\_  
\_\_\_\_\_
- This furniture was made by a carpenter. \_\_\_\_\_  
\_\_\_\_\_
- An exciting book was read by my English class. \_\_\_\_\_  
\_\_\_\_\_
- Some old shrubs were removed by the gardener. \_\_\_\_\_  
\_\_\_\_\_
- The lamb chops were quickly prepared by my father. \_\_\_\_\_  
\_\_\_\_\_
- The project was finally finished by the students. \_\_\_\_\_  
\_\_\_\_\_
- A mouse was chased by the cat. \_\_\_\_\_  
\_\_\_\_\_
- Sara was called by a friend. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 16.1 Intervening Prepositional Phrases

### Key Information

A prepositional phrase often lies between the subject and the verb. Such a phrase is called an **intervening prepositional phrase**. Do not mistake a word in such a phrase for the subject of a sentence. This exercise provides a way to

determine correct subject-verb agreement in a sentence with an intervening prepositional phrase.

Simply delete the intervening prepositional phrase. The subject will then be next to the verb, and the verb choice will be easier.

**Directions** An intervening prepositional phrase is underlined in each of the following sentences. To determine the correct verb form in parentheses, rewrite each sentence without the underlined phrase. Then circle the correct verb form in parentheses in the original sentence.

The walls of Mary's room (is/are) blue.      *The walls are blue.*

One of my dogs (is/are) white.      *One is white.*

1. The books in my room (is/are) old. \_\_\_\_\_  
\_\_\_\_\_
2. Several students in my biology class (seems/seem) sleepy. \_\_\_\_\_  
\_\_\_\_\_
3. One of my father's favorite stories (is/are) about his life in the army. \_\_\_\_\_  
\_\_\_\_\_
4. Today the citizens of this city (is/are) voting for a new mayor. \_\_\_\_\_  
\_\_\_\_\_
5. The people in the apartment downstairs (appears/appear) to be moving. \_\_\_\_\_  
\_\_\_\_\_
6. Astronauts on the newest shuttle (was/were) having problems with a satellite. \_\_\_\_\_  
\_\_\_\_\_
7. Yolanda and the girl near the teacher (has/have) finished the test. \_\_\_\_\_  
\_\_\_\_\_
8. Everybody in these apartments (has/have) a new heating system. \_\_\_\_\_  
\_\_\_\_\_
9. The smell of freshly baked doughnuts (was/were) pleasant. \_\_\_\_\_  
\_\_\_\_\_
10. The picture in the hall (is/are) unattractive. \_\_\_\_\_  
\_\_\_\_\_



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## 16.7 Indefinite Pronouns as Subjects

### Key Information

A verb must agree in number with an indefinite pronoun used as a subject.

Although *each*, *either*, and *neither* might seem to be plural, they are always singular. This exercise offers a way to help you remember this fact.

Assume that *one* is understood after *each*, *either*, and *neither*. Since *one* is always singular, adding it can help you see that *each*, *either*, and

*neither* are also always singular.

Either is late.

Either [**one**] is late.

Do not add *one* after all indefinite pronouns, however. Some singular indefinite pronouns have *one* or a similar term already built into them (as in *everyone*, *everybody*, and *anything*).

**Directions** For each of the following items, circle the correct verb form in parentheses. Then rewrite the sentence, placing the word *one* after *each*, *either*, or *neither*. (Rewrite only the sentence containing the indefinite pronoun.)

The teacher gave us two tests yesterday. Each (was/were) difficult.  
*Each one was difficult.*

- Lynn gave me two poems. Each (was/were) good. \_\_\_\_\_  
\_\_\_\_\_
- Two students are presenting reports today. Neither (seems/seem) nervous. \_\_\_\_\_  
\_\_\_\_\_
- While mowing the lawn, I found two toys. Neither (belongs/belong) to my sister. \_\_\_\_\_  
\_\_\_\_\_
- The waiter wants to know whether we want rice or potatoes. Either (is/are) fine with me. \_\_\_\_\_  
\_\_\_\_\_
- Bill's stamp collection includes six stamps from China. Each (is/are) in mint condition. \_\_\_\_\_  
\_\_\_\_\_
- Kirk talked to his worried crew members. Each (was/were) concerned about the ship's fate. \_\_\_\_\_  
\_\_\_\_\_
- Kim and Pat were supposed to bring snacks. Neither (has/have) remembered to do so. \_\_\_\_\_  
\_\_\_\_\_
- My parents said we are moving to Alaska or Oregon. Each (seems/seem) far away. \_\_\_\_\_  
\_\_\_\_\_
- Let's buy a book or a CD for Juan's birthday. Either (is/are) within our budget. \_\_\_\_\_  
\_\_\_\_\_
- I watched the two candidates debate. I think either (is/are) capable of doing a fine job. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 17.1 Case of Personal Pronouns

### Key Information

A **personal pronoun** refers to a person or thing. Personal pronouns have three forms, or cases: nominative, objective, and possessive. The function of the pronoun determines its form. This rule holds true when the pronoun is part of a compound subject or a compound object.

This exercise provides a method for selecting the correct form of a personal pronoun when it is part of a compound subject or compound object.

Shorten the subject or object so that only the pronoun remains.

**Directions** Each of the following sentences has a compound subject or object that contains a personal pronoun. Circle the correct pronoun form in parentheses. Then check your answer by rewriting the sentence so that the pronoun you circled is used alone in place of the compound. The words you need to delete from the sentence are underlined.

That radio belongs to Vicki and (me). *That radio belongs to me.*

My father and (he/him) went to Chicago. *He went to Chicago.*

1. A kingfisher flew past Justin and (I/me). \_\_\_\_\_  
\_\_\_\_\_
2. My friend and (I/me) found a jade ring. \_\_\_\_\_  
\_\_\_\_\_
3. His praise thrilled Doreen and (we/us). \_\_\_\_\_  
\_\_\_\_\_
4. That letter is for Otis and (she/her). \_\_\_\_\_  
\_\_\_\_\_
5. The clothes rack is too high for you and (I/me). \_\_\_\_\_  
\_\_\_\_\_
6. Today (he/him) and Mark played softball. \_\_\_\_\_  
\_\_\_\_\_
7. A small dog barked at our friends and (we/us). \_\_\_\_\_  
\_\_\_\_\_
8. That jacket does not fit me or (they/them). \_\_\_\_\_  
\_\_\_\_\_
9. John and (she/her) marched in the parade. \_\_\_\_\_  
\_\_\_\_\_
10. Will you and (she/her) have some cereal? \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 17.2 Pronouns as Appositives

### Key Information

An **appositive** is a noun or a pronoun that renames another noun or pronoun. A personal pronoun can be part of a compound appositive. If it is, you must be careful to use the correct form of the pronoun.

This exercise shows a way of selecting the correct pronoun form in an appositive. Delete the noun or noun phrase, and reduce the appositive to just the pronoun in question. This will leave the pronoun to stand alone as the subject or object.

**Directions** Each of the following sentences has a compound appositive that contains a personal pronoun. Circle the correct pronoun form in parentheses. Then check your answer by deleting the underlined words and rewriting the sentence, using only the pronoun you circled in place of the underlined words.

An elk stared at a couple of campers, Andy and (she/her). *An elk stared at her.*

The campers, Andy and (I/me), stared at the elk. *I stared at the elk.*

1. The senator chose two new aides, Christine and (I/me). \_\_\_\_\_  
\_\_\_\_\_
2. Two students, Daniel and (she/her), scored the highest grades. \_\_\_\_\_  
\_\_\_\_\_
3. The crowd applauded the winners, Carmen and (he/him). \_\_\_\_\_  
\_\_\_\_\_
4. Both families, the Johnsons and (they/them), are moving to Tucson. \_\_\_\_\_  
\_\_\_\_\_
5. Return the lawn mower to its owners, Ms. Wong and (he/him). \_\_\_\_\_  
\_\_\_\_\_
6. My friends Cathy and (she/her) sang in the chorus. \_\_\_\_\_  
\_\_\_\_\_
7. Trophies were awarded to two golfers, Arnold and (I/me). \_\_\_\_\_  
\_\_\_\_\_
8. Only two families, the Washingtons and (we/us), live on this block. \_\_\_\_\_  
\_\_\_\_\_
9. The librarians, Charles and (I/me), have many books to shelve. \_\_\_\_\_  
\_\_\_\_\_
10. Our class elected two new council members, Juanita and (he/him). \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 17.4 Who and Whom in Subordinate Clauses

### Key Information

Use the nominative-case pronoun *who* as a subject. Use the objective-case pronoun *whom* as a direct object, indirect object, or object of a preposition.

This exercise provides a way to decide whether to use *who* or *whom* in a subordinate clause. Rewrite the clause as a complete sentence, and substitute a personal pronoun for *who* or *whom*.

**Directions** In each of the following sentences, determine whether to use *who* or *whom*. First rewrite each subordinate clause as a full sentence, replacing *who/whom* with an appropriate pronoun (*he* or *him*, *she* or *her*, *they* or *them*). Then circle the correct form in parentheses in the original sentence. Choose *who* if you used a subject form (*he*, *she*, or *they*). Choose *whom* if you used an object form (*him*, *her*, or *them*).

I saw a man (who/whom) wore a red hat.     *I saw a man. He wore a red hat.*

I saw a man (who/whom) you know.     *I saw a man. You know him.*

- Here is a child (who/whom) loves to paint. \_\_\_\_\_  
\_\_\_\_\_
- We read a poem by Nikki Giovanni, (who/whom) is a native of Knoxville, Tennessee. \_\_\_\_\_  
\_\_\_\_\_
- My cousin is a banker (who/whom) everybody trusts. \_\_\_\_\_  
\_\_\_\_\_
- Steve thanked the girls (who/whom) helped him. \_\_\_\_\_  
\_\_\_\_\_
- The lawyer saw the judge (who/whom) he admired. \_\_\_\_\_  
\_\_\_\_\_
- Felix has some aunts (who/whom) live in New Jersey. \_\_\_\_\_  
\_\_\_\_\_
- The teacher called on a student (who/whom) was asleep. \_\_\_\_\_  
\_\_\_\_\_
- The captain saved a passenger (who/whom) had fallen overboard. \_\_\_\_\_  
\_\_\_\_\_
- All employees should be nice to customers (who/whom) they meet. \_\_\_\_\_  
\_\_\_\_\_
- Our cat often visits the neighbor (who/whom) lives behind us. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 17.5 Agreement with Indefinite Pronouns

### Key Information

Use a singular personal pronoun when referring to a singular indefinite pronoun. Use a plural personal pronoun when referring to a plural indefinite pronoun.

This exercise can help you determine whether an indefinite-pronoun subject, its verb, and any personal pronouns that refer to the subject are in agreement.

**Directions** The indefinite-pronoun subject, its verb, and a personal pronoun are underlined in each of the following sentences. Above each underlined word write *S* if it is singular and *P* if it is plural. The three labels should match if there is correct agreement. If the three do not match, rewrite the sentence, changing the verb and/or the personal pronoun to agree with the indefinite-pronoun subject. Then write *S* or *P* above the appropriate words in your rewrite.

<sup>P</sup> <sup>P</sup> <sup>P</sup>  
All of the men have their tools.

<sup>S</sup> <sup>P</sup> <sup>P</sup> <sup>S</sup> <sup>S</sup> <sup>S</sup>  
Each of the cats clean their fur. *Each of the cats cleans its fur.*

- Several cats are eating their food. \_\_\_\_\_  
\_\_\_\_\_
- All of the houses have their lights on. \_\_\_\_\_  
\_\_\_\_\_
- Each of the insects in this jar are smaller than it used to be. \_\_\_\_\_  
\_\_\_\_\_
- Both of the deer has found its way home. \_\_\_\_\_  
\_\_\_\_\_
- Almost everyone ties their own shoelaces. \_\_\_\_\_  
\_\_\_\_\_
- Many of the people here have forgotten their pens. \_\_\_\_\_  
\_\_\_\_\_
- Most of the campers have lost his bearings. \_\_\_\_\_  
\_\_\_\_\_
- Some of the books have marks on its covers. \_\_\_\_\_  
\_\_\_\_\_
- Nobody on the football team are wearing their gear. \_\_\_\_\_  
\_\_\_\_\_
- Today more of us are going to colleges near our homes. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 17.6 Clear Pronoun Reference

### Key Information

This exercise can help you avoid unclear pronoun reference through the use of a clearly stated antecedent.

Use a noun or a noun phrase immediately after *this*, *that*, *these*, and *those* to specify the pronoun's reference.

**Directions** In each of the following pairs of sentences, the second sentence contains a vague use of *this*, *that*, *these*, or *those*. Rewrite the second sentence, placing a suitable noun immediately after the vague pronoun.

I went by boat to Alaska. This cost me less than I thought it would. *This trip cost me less than I thought it would.*

1. Our dog barked for half an hour. This upset my sister, who was studying for her law boards. \_\_\_\_\_  
\_\_\_\_\_
2. The metals gold, plutonium, and platinum are valuable. One of these is radioactive. \_\_\_\_\_  
\_\_\_\_\_
3. Pluto and Neptune are far from the sun. These are lifeless and cold. \_\_\_\_\_  
\_\_\_\_\_
4. Martha and John shared tacos and tamales. This was delicious. \_\_\_\_\_  
\_\_\_\_\_
5. Sam forgot to remove the tags on his new shirt. That proved embarrassing. \_\_\_\_\_  
\_\_\_\_\_
6. Yuki is a talented artist. That surprises no one who knows her. \_\_\_\_\_  
\_\_\_\_\_
7. The campers told about previous exciting trips. Those pleased all who listened. \_\_\_\_\_  
\_\_\_\_\_
8. The African elephant is larger than its Indian cousin. I wonder whether that bothers the Indian elephant. \_\_\_\_\_  
\_\_\_\_\_
9. A baker rushed out and offered me a doughnut. This took me by surprise. \_\_\_\_\_  
\_\_\_\_\_
10. A bus and a truck were parked in the lot. Altogether these took up five spaces. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 18.1 The Three Degrees of Comparison

### Key Information

Use the superlative form when you are comparing more than two things. There may be three things to compare, or you may be comparing one thing to all other similar things.

SUPERLATIVE: That is the **brightest** red of the three.

These are the **most flavorful** beans I've ever tasted.

Use the positive form of an adjective when you are not comparing anything.

POSITIVE: That is certainly a **bright** red.

This is a **flavorful** pot of beans.

Use the comparative form when you are comparing two things.

COMPARATIVE: This red is **brighter** than that red.

Of the two, that pot of beans is **more flavorful**.

**Directions** Decide whether each sentence needs the positive, comparative, or superlative form of the adjective in parentheses, and write the correct form after the sentence.

We climbed the (high) mountain in the state. highest

1. Kate wrote the (unusual) song I've ever heard. \_\_\_\_\_
2. I like to play (soft) music to relax after school. \_\_\_\_\_
3. Lou's clown suit is (silly) than Kris's. \_\_\_\_\_
4. This rowboat is the (leaky) one in the whole bay. \_\_\_\_\_
5. The state fair is (big) than the county fair. \_\_\_\_\_
6. Her idea is even (outrageous) than mine was. \_\_\_\_\_
7. These states have the (busy) tourist attractions in the country. \_\_\_\_\_
8. Of the three identical triplets, Kiersten has the (blue) eyes. \_\_\_\_\_
9. Lamont has (green) eyes than his twin. \_\_\_\_\_
10. Christie, Heather, and Angel all bought hats, but Christie's is by far the (flamboyant).  
\_\_\_\_\_

# Grammar Reteaching

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## 18.6 Double Negatives

### Key Information

Don't use double negatives (two negative words in the same clause). Use only one negative word to express a negative idea.

INCORRECT: I didn't receive no letter.

CORRECT: I didn't receive a letter.

This exercise provides a way to avoid double negatives. Mark each negative word with a minus sign. Then make sure to have only one minus sign in each clause.

**Directions** For each of the following sentences, write a minus sign (-) above each negative word. If a sentence has two minus signs, rewrite the sentence so that it has only one negative word. If a sentence has no double negatives, write correct next to it.

Jan didn't have no money.     *Jan didn't have any money.*

The party was no surprise.     *correct*

1. Don't never arrive late for a job interview. \_\_\_\_\_  
\_\_\_\_\_
2. Lois cannot stand mustard. \_\_\_\_\_  
\_\_\_\_\_
3. I don't have none. \_\_\_\_\_  
\_\_\_\_\_
4. Gary hasn't received no money from his employer. \_\_\_\_\_  
\_\_\_\_\_
5. That blade does not need sharpening. \_\_\_\_\_  
\_\_\_\_\_
6. I can't never stay up late on weekdays. \_\_\_\_\_  
\_\_\_\_\_
7. We don't have no fresh strawberries. \_\_\_\_\_  
\_\_\_\_\_
8. Mick doesn't get no satisfaction from watching television. \_\_\_\_\_  
\_\_\_\_\_
9. Angela doesn't like cold weather. \_\_\_\_\_  
\_\_\_\_\_
10. Jean didn't see no monkeys at the zoo. \_\_\_\_\_  
\_\_\_\_\_



# Grammar Reteaching

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## 18.7 Dangling Modifiers

### Key Information

Dangling modifiers seem to modify no word at all. Such an error often occurs when a participial phrase begins a sentence. This exercise provides a way to identify dangling participial phrases.

Turn the participial phrase into a complete sentence. Use the subject of the main clause as the

subject of the new sentence. When you write the new sentence, you may have to change the participle (the *-ing* word) to make it a complete verb. If your sentence makes sense, the modifier is correct. If your sentence sounds odd, there is a dangling modifier in the original sentence.

**Directions** Each of the following sentences begins with a participial phrase. Determine whether each underlined phrase is a dangling modifier by rewriting it as a new sentence. Use the subject of the main clause as the subject of the new sentence. Adjust the participle so that it becomes the verb. If the new sentence does not make sense, write *dangling modifier* on the line. If the new sentence makes sense, write *correct*.

Running away, my legs became tired.

*My legs ran away.*

*dangling modifier*

Nearing the finish line, I ran faster and faster.

*I neared the finish line.*

*correct*

1. Slipping on the ice, my wrist was sprained. \_\_\_\_\_  
\_\_\_\_\_
2. Traveling only on Sundays, the gas tank rarely needed to be filled. \_\_\_\_\_  
\_\_\_\_\_
3. Jogging one morning, everything seemed beautiful. \_\_\_\_\_  
\_\_\_\_\_
4. Working all afternoon, Leslie completed her essay. \_\_\_\_\_  
\_\_\_\_\_
5. Celebrating the Fourth of July, there were spectacular fireworks. \_\_\_\_\_  
\_\_\_\_\_
6. Wanting to be fed, Spot waited by his bowl. \_\_\_\_\_  
\_\_\_\_\_
7. Standing on the mountain, the view was breathtaking. \_\_\_\_\_  
\_\_\_\_\_
8. Swimming far ahead of the others, Mark set a new record. \_\_\_\_\_  
\_\_\_\_\_
9. Having heard the good news, my joy was apparent. \_\_\_\_\_  
\_\_\_\_\_
10. Nearing noon, we realized it was time to eat. \_\_\_\_\_  
\_\_\_\_\_

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## 20.2 Capitalization of Proper Nouns

### Key Information

Capitalize a family term only if it is used with or in place of a proper name.

This exercise provides a way to determine when family terms should not be capitalized. Do not capitalize a family term used with a possessive

pronoun (*my, our, your, his, her, their, or its*): *his cousin, our grandmother, my aunt Hilda, your uncle Carlos.*

**Directions** In each of the following sentences, a family term appears in parentheses. Determine whether or not a possessive pronoun precedes the term. Then circle the appropriate form of the family term. If you choose the form that is not capitalized, underline the personal pronoun that directly precedes it.

I met (Cousin/cousin) Jane at the mall.

I see my (Cousin/cousin) Jane often.

1. Phil asked his (Sister/sister) for a ride.
2. Ask (Mother/mother) if Isabel may stay for dinner.
3. See whether your (Father/father) can meet you after school.
4. After several years (Uncle/uncle) Lee came to visit us from California.
5. When was (Aunt/aunt) Marisa born?
6. My (Aunt/aunt) was born in 1966.
7. Have you heard from (Mother/mother)?
8. Returning home late, Jesse wondered whether his (Grandmother/grandmother) had waited up for him.
9. According to Janet, (Aunt/aunt) Angie is vacationing in Australia.
10. Will your (Cousin/cousin) be staying with us this summer?

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## 20.3 Capitalization of Proper Adjectives

### Key Information

Capitalize **proper adjectives** (adjectives formed from proper nouns).

This exercise helps you identify proper adjectives. Decide whether an adjective comes from the name of a specific person, place, or group.

If it does, the adjective is probably a proper adjective and should be capitalized. For example, the word *American* comes from the word *America*.

**Directions** For each of the following sentences, circle the correct form of the adjective in parentheses. If you choose the capitalized form, show that it is a proper adjective by writing on the line below the sentence the proper noun from which it was formed.

The (Local/local) team won.

I enjoy ((English/english) literature. *England*

- Some (Russian/russian) tourists are visiting our city's museum.  
\_\_\_\_\_
- A (National/national) vote will be held this Tuesday.  
\_\_\_\_\_
- Our government is based on (Jeffersonian/jeffersonian) ideals.  
\_\_\_\_\_
- Paul Simon has been influenced by (African/african) music.  
\_\_\_\_\_
- Last night we ate at a (Mexican/mexican) restaurant.  
\_\_\_\_\_
- Did you go to the (County/county) fair?  
\_\_\_\_\_
- I have memorized two (Shakespearean/shakespearean) sonnets.  
\_\_\_\_\_
- Unexpectedly a (Martian/martian) spaceship landed downtown.  
\_\_\_\_\_
- I bought a (Japanese/japanese) kimono.  
\_\_\_\_\_
- The three branches of our (Federal/federal) government are the legislative, the executive, and the judicial.  
\_\_\_\_\_

## 21.3 The Question Mark

### Key Information

Use a question mark after a direct question but not after an indirect question. This exercise provides a way to distinguish between direct questions and indirect questions.

A **direct question** usually begins with a verb (such as *can*, *may*, *are*, or *do*) or a *wh*- word (such as *what*, *when*, *which*, *where*, or *why*). The word *how* can also introduce a direct question.

Use a question mark if a sentence begins with such words and if it involves a question.

An **indirect question** begins as most sentences do. It does not begin with a word such as those previously listed, although it may contain such a word within the sentence. Take care not to place a question mark after an indirect question.

**Directions** The end punctuation is missing from each of the following sentences. If the sentence is an indirect question, place a period at the end. If the sentence is a direct question, place a question mark at the end. Then underline the word at the beginning that signals the direct question.

I asked whether she could see.  
How do you know what to do?

1. Colleen wondered what she could buy at the store
2. When are you going to wear your new shoes
3. Where did I put my car keys
4. The conductor asked the violinist to stand and take a bow
5. Are you going to school dressed like that
6. I wonder whether it rains on Mars
7. The teacher asked who had finished the assignment
8. Janet asked her brother whether he could meet her after school
9. How did we manage to send men to the moon
10. Sam wants to know why you didn't call him

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## 21.4 Colons to Introduce Lists

### Key Information

A **colon** (:) can introduce a list, but not all lists require a colon. This exercise provides a method for determining when to use a colon to introduce a list.

Use a colon to introduce a list only if the words that come before the list could stand as a complete sentence.

**I bought these items:** milk, bread, and cheese.

Do not use a colon to introduce a list that immediately follows a verb or a preposition. Note that in the following example, the words before the list could not stand as a complete sentence:

**I bought** milk, bread, and cheese.

**Directions** Each of the following sentences contains a colon. If the colon is used correctly, write *correct* on the line. Then write as a complete sentence the words that come before the colon. If the colon is used incorrectly, write *incorrect* on the line. Then rewrite the sentence so that the colon is used properly.

I met these girls: Joan, Leah, and Luz.

*correct* I met these girls.

He ate: soup, salad, and pasta.

*incorrect* He ate the following: soup, salad, and pasta.

- George discovered that he had forgotten: his books, money, and pen. \_\_\_\_\_  
\_\_\_\_\_
- The explorers needed several items: rope, food, water, and tents. \_\_\_\_\_  
\_\_\_\_\_
- Our school has several history teachers: Mr. Gomez, Ms. Baker, Ms. Woo, and Mr. Rogers. \_\_\_\_\_  
\_\_\_\_\_
- Remember to buy: soap, cleanser, toothpaste, and hair spray. \_\_\_\_\_  
\_\_\_\_\_
- The teacher called on: Kevin, Gary, Nadine, and Aileen. \_\_\_\_\_  
\_\_\_\_\_
- College students usually have to study these subjects: English, math, history, and science. \_\_\_\_\_  
\_\_\_\_\_
- The carpenters brought: hammers, nails, and saws. \_\_\_\_\_  
\_\_\_\_\_
- Aunt Bea made her favorite desserts: ginger cookies, applesauce cake, and sweet potato pie. \_\_\_\_\_  
\_\_\_\_\_
- Effective writers need to know how to use: commas, quotation marks, and colons. \_\_\_\_\_  
\_\_\_\_\_
- Remember to bring these items: socks, sneakers, and T-shirts. \_\_\_\_\_  
\_\_\_\_\_

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## 21.5 Semicolons to Separate Main Clauses

### Key Information

The most common use of the **semicolon (;)** is to separate main clauses that are not joined by a coordinating conjunction (*and, but, or, nor, yet, and for*). This exercise provides a method for determining the correct use of the semicolon.

Make sure that what comes before and after the semicolon could stand as separate sentences. Each part must be able to stand alone.

**Directions** Each of the following sentences contains a semicolon. If the semicolon is used correctly, write *correct* on the line. Then write as two separate sentences what comes before and after the semicolon. If the semicolon is used incorrectly, write *incorrect*. Then rewrite the sentence correctly, deleting the semicolon.

He's tired; he wants to rest.                      *correct*                      *He's tired. He wants to rest.*  
Because it's raining; we can't go out .              *incorrect*                      *Because it's raining, we can't go out.*

1. We won the race; which was held in Richmond, Virginia. \_\_\_\_\_  
\_\_\_\_\_
2. Carthage was a city in North Africa; it was destroyed in the Punic Wars. \_\_\_\_\_  
\_\_\_\_\_
3. Cinnabar is a mineral; it contains mercury. \_\_\_\_\_  
\_\_\_\_\_
4. Peter, who was tending the sheep; decided to take a nap. \_\_\_\_\_  
\_\_\_\_\_
5. While playing a video game; Penny set a record score. \_\_\_\_\_  
\_\_\_\_\_
6. This box of crackers has been left open; the crackers are still good, however. \_\_\_\_\_  
\_\_\_\_\_
7. We visited the gasworks; where gas for heating is processed. \_\_\_\_\_  
\_\_\_\_\_
8. I didn't study hard enough; consequently, my test score was low. \_\_\_\_\_  
\_\_\_\_\_
9. We gathered at the river; in order to have a picnic. \_\_\_\_\_  
\_\_\_\_\_
10. Because we've had little rain this summer; we can't water the lawn. \_\_\_\_\_  
\_\_\_\_\_

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## 21.6 Commas with Coordinate Adjectives

### Key Information

Place a comma between coordinate adjectives that come before a noun. Avoid placing a comma between adjectives that are not coordinate.

This exercise provides a method for determining how to punctuate adjectives. If the position of two adjectives that appear next to each other

can be switched, separate the adjectives with a comma. If their positions cannot be switched, do not use a comma.

**cold, wet** dog (You could say *wet, cold* dog.)

**two new** dogs (You could not say *new two* dogs.)

**Directions** Two adjectives are underlined in each of the following sentences. If the comma between them is used correctly, write *correct* on the line. Then rewrite the sentence by reversing the order of the adjectives. If the comma is used incorrectly, write *incorrect* on the line. Then rewrite the sentence correctly, omitting the comma.

Ron bought a big, beautiful clock.    *correct*            *Ron bought a beautiful, big clock.*  
My car is a new, American model.    *incorrect*            *My car is a new American model.*

1. The old sailor repaired his huge, wooden boat. \_\_\_\_\_  
\_\_\_\_\_
2. At the fair I ate a delicious, German sausage. \_\_\_\_\_  
\_\_\_\_\_
3. Harry spilled coffee on the clean, white kitchen floor. \_\_\_\_\_  
\_\_\_\_\_
4. Our city sponsors a huge, annual fair each spring. \_\_\_\_\_  
\_\_\_\_\_
5. Slowly Darlene walked up the steep, rocky path. \_\_\_\_\_  
\_\_\_\_\_
6. The gardener reached for a sturdy, thick vine. \_\_\_\_\_  
\_\_\_\_\_
7. The ancient, European city of Athens was once the center of Greek culture. \_\_\_\_\_  
\_\_\_\_\_
8. The massive, frightening shape loomed in the distance. \_\_\_\_\_  
\_\_\_\_\_
9. Bernice's room has been done in beautiful, tasteful colors. \_\_\_\_\_  
\_\_\_\_\_
10. The workers loaded heavy, bulky suitcases into the cargo hold. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.6 Commas and Compound Sentences

### Key Information

Use a comma before a coordinating conjunction (*and, but, or, nor, yet, or for*) if the conjunction joins two main clauses. This exercise provides a method for correctly joining main clauses with a comma.

Decide whether what comes before and after the conjunction could stand as a separate

sentences. If each part could be a complete sentence, place a comma before the conjunction. Otherwise omit the comma. Remember that this method applies only to coordinating conjunctions that join main clauses, not to those joining other elements.

**Directions** For each of the following sentences, if the comma is used correctly, write *correct* on the line. Then write as two separate sentences what comes before and after the comma. Omit the coordinating conjunction from your second sentence. If the comma is used incorrectly, write *incorrect* on the line. Then rewrite the sentence correctly by omitting the comma.

Tyrone hurried, but he missed the bus.      *correct*      *Tyrone hurried. He missed the bus.*  
Fran ran well, and won the race.      *incorrect*      *Fran ran well and won the race.*

1. The cave was dark, and we had forgotten to bring a flashlight. \_\_\_\_\_  
\_\_\_\_\_
2. My paper is due on Monday, and I have chosen to write about censorship. \_\_\_\_\_  
\_\_\_\_\_
3. Theseus was the legendary king of Athens, and supposedly killed the Minotaur. \_\_\_\_\_  
\_\_\_\_\_
4. My brother rode a train for the first time last week, but I've traveled by train several times. \_\_\_\_\_  
\_\_\_\_\_
5. I know that a car is a big expense, yet I must have one. \_\_\_\_\_  
\_\_\_\_\_
6. Roger went to see his dentist, for he had a toothache. \_\_\_\_\_  
\_\_\_\_\_
7. The painter finally finished the portrait, and sent it to a gallery in New York City. \_\_\_\_\_  
\_\_\_\_\_
8. Kyoko is not sure whether she should open her own business, or join the Peace Corps. \_\_\_\_\_  
\_\_\_\_\_
9. We visited a coffee plantation in Jamaica, and were able to buy some beans at a discount. \_\_\_\_\_  
\_\_\_\_\_
10. The child was tired, but happy. \_\_\_\_\_  
\_\_\_\_\_



# Grammar Reteaching

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## 21.6 Commas and Nonessential Elements

### Key Information

Use commas to set off a **nonessential adjective clause**. This exercise provides a method for determining whether an adjective clause beginning with *who* should be set off by commas.

Ask a question beginning with *who* or *whom* about the person the clause refers to.

If the answer to the question includes the information in the *who* clause, the clause is essential and *does not* require commas. If the answer does not include the information in the *who* clause, the clause is nonessential and *does* require commas.

**Directions** The adjective clause in each of the sentences below has been underlined. Write the answer to the question that follows each sentence. If the answer includes the information in the *who* clause, then the clause is essential to the meaning of the sentence. In that case write *essential*. If the answer does not include the information in the *who* clause, the clause is not essential to the meaning of the sentence. In that case write *nonessential*, and rewrite the sentence correctly, setting off the clause with commas.

The man who served you is my brother. *Who is my brother?* *My brother is the man who served you.*  
*essential*

My mother who is eighty lives with us. *Who lives with us?* *My mother lives with us.*  
*nonessential* *My mother, who is eighty, lives with us.*

1. Mr. Juliano who works with me is from Texas. Who is from Texas? \_\_\_\_\_  
\_\_\_\_\_
2. Grant spoke to the only mechanic who works on foreign cars. Whom did Grant speak to? \_\_\_\_\_  
\_\_\_\_\_
3. While jogging, I saw our principal's wife who was walking her dog. Whom did I see while jogging?  
\_\_\_\_\_
4. Alissa who was elected to the honor society is my sister. Who is my sister? \_\_\_\_\_  
\_\_\_\_\_
5. Carl spoke to the only girl who lives on my block. Whom did Carl speak to? \_\_\_\_\_  
\_\_\_\_\_
6. A salesperson who is rude will not be popular with customers. Who won't be popular? \_\_\_\_\_  
\_\_\_\_\_
7. My English teacher who has written a book asked us to write a short story. Who asked us to write a short story? \_\_\_\_\_
8. Ms. Yamada who drives my school bus is studying accounting. Who is studying accounting? \_\_\_\_\_  
\_\_\_\_\_
9. Anyone who works hard can achieve success. Who can achieve success? \_\_\_\_\_  
\_\_\_\_\_
10. I had to call somebody who could help me with my homework. Whom did I have to call? \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.6 Commas and Direct Address

### Key Information

Use commas to set off words or names that are used in direct address.

Don't be late, **Fred**.

This exercise provides a way to identify words or names used in direct address. First, see whether the person to whom the sentence is directed is

named in the sentence. Second, see whether the sentence would be grammatically correct if you deleted that word or name. The word or name should be set off by commas if it meets both of these requirements. In the previous example the sentence is directed to Fred, and the name *Fred* can be deleted.

**Directions** In the following sentences each word that might require punctuation is underlined. If the word is used in direct address, rewrite the sentence, inserting a comma or commas to set off the word. Then show that your response is correct by indicating to whom the sentence is directed and rewriting the sentence without the word. If the word is not used in direct address and the sentence therefore does not need a comma or commas, write *correct*.

Stay calm passengers while getting into the lifeboat. *Stay calm, passengers, while getting into the lifeboat.* passengers *Stay calm while getting into the lifeboat.*  
Is Blake here today? *correct*

1. May we go to the beach Mother? \_\_\_\_\_  
\_\_\_\_\_
2. Evan is wearing a new pair of jeans. \_\_\_\_\_  
\_\_\_\_\_
3. Valerie don't forget to call me later. \_\_\_\_\_  
\_\_\_\_\_
4. Ahmed said that he enjoys exploring caves. \_\_\_\_\_  
\_\_\_\_\_
5. Please pay attention students. \_\_\_\_\_  
\_\_\_\_\_
6. Students should pay attention. \_\_\_\_\_  
\_\_\_\_\_
7. Sir may I help you? \_\_\_\_\_  
\_\_\_\_\_
8. Mr. Sanchez call your wife right away. \_\_\_\_\_  
\_\_\_\_\_
9. Mr. Sanchez called his wife. \_\_\_\_\_  
\_\_\_\_\_
10. My cousin Sheila called today. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.6 Misuse of Commas

### Key Information

A single comma should not be used between a subject and its verb. An error will occur if a writer puts a comma after what seems to be—but is not—an introductory phrase or clause. This exercise will help you avoid this error.

If a comma sets off an introductory element, everything to the right of the comma should be able to stand as a complete sentence. If the

words to the right of the comma cannot stand alone, do not use a comma.

**CORRECT:** When I leave, **the house will be empty.**

**INCORRECT:** Whoever leaves, **should lock the door.**

**Directions** For each of the following sentences, write *correct* on the line if the comma sets off an introductory element. Then write everything to the right of the comma as a complete sentence. If the comma is used incorrectly, write *incorrect* and rewrite the sentence correctly.

Whenever I eat tamales, I ask for a jalapeno. *correct*      *I ask for a jalapeno.*  
Whichever color you choose, will suit you. *incorrect*      *Whichever color you choose will suit you.*

1. If you wish, we will all go fishing. \_\_\_\_\_  
\_\_\_\_\_
2. Whether we go or not, is up to you. \_\_\_\_\_  
\_\_\_\_\_
3. What shocked us all, was David's being voted class president. \_\_\_\_\_  
\_\_\_\_\_
4. In the rush to get to school, Barbara forgot her lunch money. \_\_\_\_\_  
\_\_\_\_\_
5. All I want to do this summer, is read *War and Peace*. \_\_\_\_\_  
\_\_\_\_\_
6. While Rashid listened to a symphony, his sister wrote to her best friend. \_\_\_\_\_  
\_\_\_\_\_
7. Because Scott likes to read historical novels, we bought him *The Three Musketeers*. \_\_\_\_\_  
\_\_\_\_\_
8. Whoever leaves last, should turn off the lights. \_\_\_\_\_  
\_\_\_\_\_
9. Wherever you put your keys last, is probably where they are now. \_\_\_\_\_  
\_\_\_\_\_
10. To paint with skill, requires years of study. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.7 Dashes to Emphasize

### Key Information

A **dash** (—) serves to set off and emphasize supplemental information, but dashes can easily be overused. This exercise provides a way to decide how to use dashes appropriately.

When you use dashes to emphasize information, see whether the information is “extra.” If it is, a sentence and its main idea will be clear

to readers without the material that is set off by the dashes.

I called—**three times**—and never received an answer.

I called and never received an answer.

The second sentence has the same basic meaning as the first. No crucial information has been lost.

**Directions** A dash or a pair of dashes appears in each of the following sentences. If the dash or dashes are appropriate, rewrite the sentence without the set-off information. The rewrite should have basically the same meaning as the original sentence. If the set-off information is important, write *important* on the line. Then rewrite the sentence to make it correct by deleting the dash or dashes.

The apple—red and juicy—was good.

*The apple was good.*

Give me the black book—from the third shelf.  
*the third shelf.*

*important*

*Give me the black book from*

1. Please pick up that box—and put it in the garage. \_\_\_\_\_  
\_\_\_\_\_
2. You'll have to buy gas—if you want to use my car. \_\_\_\_\_  
\_\_\_\_\_
3. Dorothy—impatient and tired—looked for a place to rest. \_\_\_\_\_  
\_\_\_\_\_
4. We are having the midterm—tomorrow instead of Friday—so you'd better study tonight. \_\_\_\_\_  
\_\_\_\_\_
5. The dog—jumping and barking—was happy to see its owner. \_\_\_\_\_  
\_\_\_\_\_
6. The ship—a real beauty—sailed into the harbor. \_\_\_\_\_  
\_\_\_\_\_
7. Please try to do your best to arrive—before the concert begins. \_\_\_\_\_  
\_\_\_\_\_
8. Take a right at the light, and go straight—for two miles. \_\_\_\_\_  
\_\_\_\_\_
9. This is my grandfather's desk—an antique. \_\_\_\_\_  
\_\_\_\_\_
10. Buy some cheese—and crackers—when you go out later. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.9 Quotation Marks with Other Punctuation Marks

### Key Information

Sometimes a sentence ending with quotation marks needs a question mark or an exclamation point. This exercise provides a method for deciding whether such punctuation goes inside or outside the quotation marks.

Look at only the material that is inside the quotation marks. How would you punctuate it? If you would use a question mark or an exclamation point, write that mark of punctuation inside the quotation marks in the original sentence. Otherwise write the punctuation mark outside the quotation marks in the original sentence.

**Directions** Each of the following sentences has no end punctuation (! or ?). To decide where to write the punctuation mark, write the material inside the quotation marks as a separate sentence. If a question mark or an exclamation point is needed in your new sentence, rewrite the original sentence with that end punctuation inside the quotation marks. If your new sentence requires only a period, rewrite the original sentence with the question mark or exclamation point outside the quotation marks.

Who said, "Time is money" *Time is money.*      Who said, "Time is money" ?  
Did Leroy ask, "When are we leaving"      When are we leaving?  
Did Leroy ask, "When are we leaving?"

1. Finally I had to ask, "Are we there yet" \_\_\_\_\_  
\_\_\_\_\_
2. How excited I was to hear, "You're the winner" \_\_\_\_\_  
\_\_\_\_\_
3. Sharon asked a good question: "Is there any hot sauce for the chips" \_\_\_\_\_  
\_\_\_\_\_
4. Did that general say, "I shall return" \_\_\_\_\_  
\_\_\_\_\_
5. The officer yelled, "Stop in the name of the law" \_\_\_\_\_  
\_\_\_\_\_
6. While eating, Kathy mumbled, "Will you pass the mustard" \_\_\_\_\_  
\_\_\_\_\_
7. Did you ask, "When do we eat" \_\_\_\_\_  
\_\_\_\_\_
8. Why did Rosa remark, "You really don't want to see that movie" \_\_\_\_\_  
\_\_\_\_\_
9. The captain exclaimed, "Beam me up" \_\_\_\_\_  
\_\_\_\_\_
10. What will Ms. Follansbee say when we ask, "May we leave early" \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.9-10 Quotation Marks and Italics (Underlining)

### Key Information

**Italicize (underline)** titles of books, newspapers, magazines, lengthy poems, plays, films and television series, paintings and sculptures, and long musical compositions. Use **quotation marks** for titles of short stories, short poems, essays, articles, chapters, songs, and single episodes of a television series.

This exercise provides a way to determine whether you should use italics or quotation marks. If the title refers to a part of a larger work, use quotation marks. If the title refers to a lengthy or a major work, use italics. An article, for example, is usually part of a magazine or newspaper. The magazine or the newspaper itself is the larger or major work.

**Directions** A title appears in each of the following sentences. If the title should be italicized, underline it. If the title requires quotation marks, enclose the title within the marks. If you use quotation marks, explain why you chose them.

Have you read the novel Huckleberry Finn?  
I just heard Bruce Springsteen's song "Pink Cadillac." *Titles of songs are enclosed in quotation marks.*

1. Michael Jackson's Thriller is one of the biggest selling albums of all time. \_\_\_\_\_  
\_\_\_\_\_
2. My favorite old television series is I Love Lucy. \_\_\_\_\_  
\_\_\_\_\_
3. In yesterday's newspaper there was an article entitled Dog Saves Child. \_\_\_\_\_  
\_\_\_\_\_
4. Have you read the latest issue of Newsweek? \_\_\_\_\_  
\_\_\_\_\_
5. Last week I read The Black Cat and two other short stories. \_\_\_\_\_  
\_\_\_\_\_
6. One of my favorite movies is Dark Victory. \_\_\_\_\_  
\_\_\_\_\_
7. Sesame Street is a popular television show with most young children. \_\_\_\_\_  
\_\_\_\_\_
8. Edith Wharton's novel The Age of Innocence was written in 1920. \_\_\_\_\_  
\_\_\_\_\_
9. One chapter in our history book is entitled The Civil War. \_\_\_\_\_  
\_\_\_\_\_
10. I Hear America Singing is the title of a short poem by Walt Whitman. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.11 The Apostrophe

### Key Information

Use an apostrophe and -s to form the possessive of a singular noun. An -s (without the apostrophe) is also added to nouns to indicate that they are plural, as in *two kangaroos*. What do you do if you know a noun ends in -s, but you are not sure whether possession is involved?

This exercise provides a way to distinguish between a singular possessive noun and a plural

noun. If possession is involved, you should be able to ask a *whose* question that is answered by the possessive noun.

This is Al's hat.

**Whose hat?** Al's.

Since Al's is possessive, the apostrophe is required.

**Directions** A word is underlined in each of the following sentences. If the word is possessive, show that the apostrophe is needed by writing a *whose* question. Then write the answer to the question, adding an apostrophe before the -s. If the underlined word does not require an apostrophe, write *correct*.

Where is Karens house?      *Whose house?*      *Karen's*  
Six of the players are hurt.      *correct*

1. We took some pictures of Rome during our vacation. \_\_\_\_\_  
\_\_\_\_\_
2. Nancys friend is eating with us tonight. \_\_\_\_\_  
\_\_\_\_\_
3. Earls mother is a pilot in the air force. \_\_\_\_\_  
\_\_\_\_\_
4. Suddenly the computers lights went out. \_\_\_\_\_  
\_\_\_\_\_
5. The mayors speech lasted an hour. \_\_\_\_\_  
\_\_\_\_\_
6. Several books in the library describe the Old West. \_\_\_\_\_  
\_\_\_\_\_
7. Elsas new baby weighs eight pounds. \_\_\_\_\_  
\_\_\_\_\_
8. This trains conductor happens to be my neighbor. \_\_\_\_\_  
\_\_\_\_\_
9. Several students have to rush to catch the bus home. \_\_\_\_\_  
\_\_\_\_\_
10. The bears cubs were frightened by the thunder. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## 21.12 The Hyphen

### Key Information

A **hyphen** is sometimes used to join a word with a prefix. Not all prefixes require hyphens, however. This exercise gives you a tip for identifying when to use a hyphen with the prefix *anti-*.

In words containing the prefix *anti-*, a hyphen is used to separate two successive *i*'s. Without the hyphen, spelling or pronunciation problems

could arise. A hyphen is also used to separate the prefix *anti-* from a word that is capitalized.

antiproton

anti-inflationary

anti-Washington

**Directions** Each of the following words contains the prefix *anti-*. If a hyphen is needed to make the word correct, write the word with the hyphen in the space provided, and briefly state why the hyphen is needed. If the word is spelled correctly, write *correct*.

antiinstructional  
antimissile

*anti-instructional*  
*correct*

*A hyphen separates two i's.*

1. antiinstitutional \_\_\_\_\_  
\_\_\_\_\_
2. antiurban \_\_\_\_\_  
\_\_\_\_\_
3. antiFrench \_\_\_\_\_  
\_\_\_\_\_
4. antihero \_\_\_\_\_  
\_\_\_\_\_
5. antiBritish \_\_\_\_\_  
\_\_\_\_\_
6. antiseptic \_\_\_\_\_  
\_\_\_\_\_
7. antiideological \_\_\_\_\_  
\_\_\_\_\_
8. antiAmerican \_\_\_\_\_  
\_\_\_\_\_
9. antiimperialism \_\_\_\_\_  
\_\_\_\_\_
10. antiestablishment \_\_\_\_\_  
\_\_\_\_\_