

Writer's Choice
Grammar and Composition

Grammar Reteaching

Grade 11



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

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10.1 Nouns

Key Information

A **common noun** is the general—not the particular—name of a person, place, thing, or idea. The words *paper*, *teacher*, *independence*, and *falsehood* 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*.

■ Directions

Next to each of the following words, write *common noun* if the word is a common noun. Check your response by writing a sentence in which *the* precedes the common noun and the noun is in its plural form. Write *not common noun* next to the word if the word is not a common noun.

calendar *common noun* *We hung the calendars on the wall.*
somebody *not common noun*

1. pen _____
2. book _____
3. Gary _____
4. problem _____
5. you _____
6. broadcast _____
7. liberty _____
8. weakness _____
9. goose _____
10. Harvard University _____

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10.2 Demonstrative Pronouns

Key Information

A **demonstrative pronoun** points out a specific person, place, thing, or idea. The demonstrative pronouns are *this*, *that*, *these*, and *those*.

This exercise provides a way to distinguish between a demonstrative 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 a demonstrative pronoun.

Directions

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

I can pay for that. *dem. pro.*
I can pay for that book. *adj.* *I can pay for the book.*

- These pineapples are delicious. _____

- Try this on for size. _____

- Whose shoes are those? _____

- That car is going too fast. _____

- This is not difficult at all. _____

- My parents like this song. _____

- Paul, did you hear that? _____

- Those are not mine. _____

- A lizard lives under these rocks. _____

- I've heard that joke before. _____

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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?*

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.

This exercise provides a way to recognize

■ Directions

For each of the following sentences, rewrite the sentence to the end of the underlined verb. Add *what* or *whom* and a question mark. Then answer the question.

The racer drank cold water. *The racer drank what? cold water*
George called his mother. *George called whom? his mother*

1. The wrestler lost the match. _____

2. The carpenter brought his tools. _____

3. In Portugal we visited Lisbon. _____

4. Cindy bought fried chicken for supper. _____

5. You broke the calculator accidentally. _____

6. Rembrandt ainted many portraits. _____

7. Our science teacher discussed nitrogen and its properties. _____

8. The cat cleaned its paws. _____

9. The lights of the car blinded me. _____

10. The train approached the station. _____

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10.3 Linking Verbs

Key Information

A **linking verb** joins the subject of a sentence with a word or expression 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 sentences will change, and the sentence will probably be ungrammatical.

Directions

The 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 verb with an appropriate form of *be*.

She grows roses.

action

The sky grew dark.

linking

The sky was dark.

1. The Tigers won the game. _____

2. Barney appears uncomfortable in his new boots. _____

3. The cement feels rough to the touch. _____

4. The campers felt the soggy ground beneath the tent _____

5. Karen feels energetic today. _____

6. Your haircut looks wonderful. _____

7. Cautiously, the mouse looked around the corner. _____

8. The singer's voice sounded clear and strong. _____

9. The cook sounded the dinner bell. _____

10. We grew tired of the same old jokes. _____

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10.4 Adjectives

Key Information

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

those books **many** cows
nice people **two** singers

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

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.

_____ flowers are beautiful. Which flowers? *These flowers are beautiful.*

A _____ wrestler fell to the canvas. What kind of wrestler? *A huge wrestler fell to the canvas.*

- _____ people forgot their homework. How many people? _____

- _____ parents gave me a wallet. Whose parents? _____

- We need a/an _____ person to play the clown. What kind of person? _____

- _____ chair is completely broken. Whose chair? _____

- James became a/an _____ architect. What kind of architect? _____

- I borrowed _____ hat and forgot to return it. Whose hat? _____

- My sister caught _____ fish for our supper. Which fish? _____

- _____ shirt is in the wash. Whose shirt? _____

- The Oscar is a/an _____ award. What kind of award? _____

- _____ cats are sitting on the fence. How many cats?

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10.5 Adverbs

Key Information

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

Sam drove **downtown**.
The cat **slowly** ate its food.

This exercise provides a way to identify adverbs. Adverbs answer questions about the words that 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.

John ____ ate lunch. How did John eat? *John quickly ate lunch.*
The report says it will rain _____. When will it rain? *The report says it will rain today.*

1. Bob called _____. When did Bob call? _____

2. Rosa ran _____. Where did Rosa run? _____

3. This doorbell rings _____. How does the doorbell ring? _____

4. The colt ran _____. How did the colt run? _____

5. Mike forgot his car keys, but he returned _____. When did he return? _____

6. I have to tell my brother that he sings _____. How does he sing? _____

7. This bus goes downtown and then _____. Where does this bus go? _____

8. Penguins swim _____. How do penguins swim? _____

9. Daryl arrived _____. When did Daryl arrive? _____

10. Did you know that George Washington slept _____? Where did George Washington sleep? _____

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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 a sentence. Some common prepositions are *along*, *around*, *below*, *by*, *of*, and *out*.

This exercise helps you understand the role of prepositions in a sentence. A preposition relates its object (a noun or a pronoun) to another word in the sentence. The object follows the preposition.

Directions

In each of the following sentences, the preposition is underlined, and its object is circled. Draw an arrow from the object of the preposition to the word that is related to the object of the preposition. Remember that a preposition often links its object to a verb.

Jan lives in a (suburb).

Jan lives in a (suburb).

The book on the (table) is mine.

The book on the (table) is mine.

1. The peppermint in that (jar) is expensive.
2. Something inside the (cooler) has leaked.
3. Tim bought a dog with short (ears).
4. The fox stepped into the (trap).
5. The computer by the (door) is broken.
6. Walt finished in (time).
7. The biology teacher showed a picture of a (heart).
8. A fish jumped into the (boat).
9. The shape of (Florida) is unusual.
10. The drum major practiced with his (baton).

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10.7 Conjunctive Adverbs

Key Information

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

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

■ Directions

In each of the following 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.

Carl is a terrific actor. He, however, lacks confidence. *However, he lacks confidence.*

1. The weather is cool tonight. I think, therefore, we should take jackets.

2. Our car broke down. We, consequently, had to take the train.

3. New York is cold in the winter. North Dakota is colder, however.

4. We will not have a quiz on Monday. We, furthermore, will not have a quiz at all.

5. One of our aquariums has a slow leak. We must, therefore, repair it.

6. The governor is popular. I hope, nevertheless, that he will not be reelected.

7. The fire alarm rang. The people, subsequently, poured out of the building.

8. I waited too long to begin my work. I have, therefore, learned a lesson.

9. The proposed law is harsh. It should, nonetheless, be passed.

10. A report said the road would be repaved. The state, moreover, would pay for the job.

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11.4 Order of Subject and Predicate

Key Information

The subject comes before the predicate in most sentences. To add emphasis, you can write a sentence in inverted order.

prep. phrase pred. subj.
Beneath the bridge slept a troll.

In a sentence in which the order is inverted, the words before the simple predicate are often a prepositional phrase. Not all sentences that begin with prepositional phrases are

inverted, however. The following sentence, for example, is not inverted:

prep. phrase subj. pred.
Beneath the bridge a troll slept.

This exercise provides a method for identifying sentences in normal word order. Delete the prepositional phrase. If the result is grammatical, the subject and the predicate are in normal word order.

Directions

After each of the following sentences, write *inverted* if the sentence is written in inverted order; write *normal* if the sentence is written in normal order. For each sentence written in normal word order, check your answer by rewriting the sentence without the underlined prepositional phrase.

Across the field galloped the horses. *inverted*
Into the meadow the three foxes ran. *normal* *The three foxes ran.*

- From high above swooped an eagle. _____

- Into the tangled weeds the fish swam. _____

- Below the sink lies a pool of water. _____

- In the early hours the train departed. _____

- Into the trash can went all my hard work. _____

- Before me were formidable walls of stone. _____

- Near the city limits the traffic thins out. _____

- Around midnight the shopkeeper finally locked the front door. _____

- Into the stillness came a mighty blast from the locomotive's horn. _____

- Into every good essay goes a great deal of effort. _____

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11.5 Indirect Objects

Key Information

An **indirect object** follows an action verb and answers the question *to whom? for whom? to what? or for what?*

He gave **you** a good book.
Fran sent **us** a check.

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

For each of the following sentences that contains an indirect object, underline that object. Then rewrite the sentence so that the indirect object becomes the object of the preposition *to* or *for*. Write *no indirect object* after each sentence that does not contain an indirect object.

Larry sent Moe a birthday present. *Larry sent a birthday present to Moe.*
Ivan bought sneakers for his sister. *no indirect object*

1. During math class somebody passed me a note. _____

2. Chuck's aunt mailed him a gift. _____

3. A banker lent the Browns a thousand dollars. _____

4. We are offering you a real bargain. _____

5. The city built a memorial to the war hero. _____

6. Last summer a soap company sent us free samples. _____

7. Don't leave the waiter a small tip. _____

8. The principal granted Dorothy permission to leave early. _____

9. The band sang a song to us. _____

10. Last Christmas Betty gave me a radio and a clock. _____

11.5 Object Complements

Key Information

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

This exercise provides a way to identify

object complements. Most object complements have an understood *to be* in front of them.

We appointed Sue [to be] **president**.

I consider the case [to be] **closed**.

■ Directions

For each of the following sentences that contains an object complement, underline that complement. Then rewrite the sentence, inserting *to be* before the object complement. Write *no object complement* after each sentence that does not contain an object complement.

The club appointed me treasurer.

The club appointed me to be treasurer.

The bread Howard baked tastes good.

no object complement

1. The referee named Evander the winner. _____

2. Surprisingly the voters elected me governor. _____

3. Did you appoint John my guardian? _____

4. They thought Sammy a fine comedian. _____

5. Mother considers your behavior inappropriate. _____

6. Amanda won the race. _____

7. The student body appointed you president. _____

8. I told the painter we want the house blue. _____

9. Christie washes her car on the lawn. _____

10. The writer published a controversial novel. _____

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11.5 Subject Complements

Key Information

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

Grandfather was a **sailor**.

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. This "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.

Our drummer was once a banker. *pred. nomin.* *drummer = banker*
We enjoyed some dessert. *dir. obj.* *we \neq dessert*

1. According to legend, Achilles was a mighty warrior. _____

2. The batter sent the ball flying into left field. _____

3. An Irish wolfhound is an old breed of large, tall dogs. _____

4. Your brother should be a firefighter, since he wants an exciting job. _____

5. John Tyler became president of the United States in 1841. _____

6. The actor had a smaller part than he wanted. _____

7. The leaping dogs smelled the biscuits. _____

8. Charles wanted a bigger piece of the pie. _____

9. The soldiers remained friends for life. _____

10. If Lynn keeps up the good work, she will become a reporter one day. _____

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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 pronoun (the object of the preposition).

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

■ Directions

One prepositional phrase is underlined in each of the following sentences. If the prepositional phrase modifies a verb, write *adverb* on the line. Then rewrite the sentence, putting the phrase in a different position in the sentence. If the prepositional phrase modifies a noun, write *adjective* on the line.

At midnight the plane arrived. *adverb* *The plane arrived at midnight.*
The house in the country is large. *adjective*

1. My sketch of the seashore turned out well. _____

2. Until yesterday I had never seen a porcupine. _____

3. We can have a snack after class. _____

4. We just read a story by Katherine Anne Porter. _____

5. In this century there have been two world wars. _____

6. The picture on the wall looks familiar. _____

7. Before lunch Susan called two friends. _____

8. The patients waited for three hours. _____

9. Did you see that house with three porches? _____

10. The boy in the back row is my brother. _____

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12.2 Appositives and Appositive Phrases

Key Information

An **appositive** is a noun or pronoun that is placed next to another noun or pronoun to identify or give additional information about it. We can say that the appositive renames the other noun or pronoun.

An **appositive phrase** is an appositive plus any words that modify it.

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

Directions

Below 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 lives in Austin, the capital of Texas.

appositive *renames Austin*

My aunt lives in the capital of Texas.

My aunt lives in Austin, which is not far away.

no appositive

- Ms. Hardy, my math teacher, gave us a study guide for her test. _____

- The rain, which had not stopped for two days, began to annoy us. _____

- My friend Sally has a black-and-white cat. _____

- My mother, who is a lawyer, can explain the new tax law. _____

- O. Henry, the author of *Cabbages and Kings*, was actually named William Sydney Porter. _____

- This summer we hope to visit Knott's Berry Farm, which is located in California. _____

- Jolene's frog, a unique amphibian, won the jumping contest. _____

- In music class we listened to a symphony by Gustav Mahler, a famous composer from Austria. _____

- Jason Winthrow, our family doctor, just returned from Europe. _____

- My uncle, who is a bricklayer, is building us a new chimney. _____

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12.3 Participles and Participial Phrases

Key Information

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

crying baby **hemmed** skirt

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

The baby **crying loudly** is hungry.

The skirt, **hemmed by hand**, looks uneven.

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.

Gloria worked intently. Gloria lost track of time. *Working intently, Gloria lost track of time.*
The owl flew away. The owl was startled by the thunder. *The owl, startled by the thunder, flew away.*

1. My shirt needs to be fixed. My shirt was torn during football practice. _____

2. The investigator followed every lead. The investigator solved the case. _____

3. Paula played superbly. Paula won the piano competition. _____

4. The field mouse scurried away. The field mouse was startled by a kitten. _____

5. The sign was carefully lettered. The sign was easy to read. _____

6. Joy took a woodworking class. Joy was fascinated by carpentry. _____

7. The player left the field. The player clutched his elbow. _____

8. The senator adhered to his notes. The senator covered all the issues. _____

9. Mark wrote a poem. Mark was inspired by the beautiful sunset. _____

10. Pete tried to take a picture. Pete was amazed by the spaceship. _____

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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.

Ellen likes **swimming**.

Hiking is my favorite activity.

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

Swimming regularly builds endurance.
Maria loves **hiking in the woods**.

This exercise provides a way to distinguish between gerunds and present participles, which both 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 the sentence to show that the gerund or gerund phrase can be replaced by *it*.

We heard the sound of rushing water. *pres. part.*

Chewing food carefully improves digestion. *gerund* *It improves digestion.*

- Climbing can be difficult. _____

- A floating log crashed into our canoe. _____

- Traveling is a good way to learn about other cultures. _____

- Skiing is an expensive sport. _____

- Have you ever heard of disappearing ink? _____

- Suzanne studies painting at the art institute. _____

- If you want to exercise, try jogging. _____

- Performing seals were featured at the zoo. _____

- His memoir describes seeing the pyramids for the first time. _____

- Wearing a seat belt makes a ride safer. _____

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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, adjective, or adverb. An **infinitive phrase** consists of an infinitive and its complements and modifiers.

Josh is ready **to eat lunch**.

This exercise provides a way to distinguish between infinitives and prepositional phrases beginning with *to*. If the phrase is an infinitive,

the word immediately after *to* is usually a verb form. Thus, you can replace *to* with *will* and create a verb phrase. Placing the verb phrase back into the sentence, however, would be ungrammatical.

On the other hand, the object of *to* in a prepositional phrase is a noun or pronoun. You cannot put *will* in front of the object of a preposition 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 *to* is a verb form by writing *will* before the word.

The bus goes to the zoo.

prep.

Elaine wants to practice now.

infinitive

will practice

1. Try to arrive early. _____

2. We are going to the movies now. _____

3. The conductor is ready to begin. _____

4. To cry is only human. _____

5. Do you have to go home? _____

6. The pilot forgot to check his fuel gauge. _____

7. Fred walked to Liliana's house. _____

8. I want to leave this boring concert. _____

9. Karen has to give a speech tomorrow. _____

10. Mrs. Lopez sent the package to Atlanta. _____

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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 subordinating conjunctions *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.

Tennis is a game **that** I enjoy.
Gerard is the chess player **whom** I most admire.

Directions

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

Frank returned the wrench he had borrowed.

Frank returned the wrench that he had borrowed.

Jill is a person I would like to know.

Jill is a person whom I would like to know.

1. This picture was drawn by an artist I once knew. _____

2. The car she bought is well made. _____

3. Will you lend me the book you just finished? _____

4. Diane received a letter from a teacher she remembers well. _____

5. Clay finally finished the essay he was working on. _____

6. Here is the pizza you ordered. _____

7. Please replace the mirror you broke. _____

8. A person I admire is Ms. Valdez. _____

9. The song you are playing sounds familiar. _____

10. Be sure to say hello to the people we met in Chile. _____

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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 a 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; at the end of a sentence, an adverb clause usually does not need a comma.

I arrived **while he was playing my favorite piece.**

While he was playing my favorite piece, I arrived.

■ 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 punctuate the rewritten sentences correctly.

Because the bus broke down, I was late.
Clean your room before you leave.

I was late because the bus broke down.
Before you leave, clean your room.

1. Paul likes to take his guitar wherever he goes. _____

2. When you finish eating, call Celia. _____

3. The crowd left the park because it began to rain. _____

4. While the judge spoke, the jury listened. _____

5. Ever since we boarded this bus, Annie has complained. _____

6. Although our team played valiantly, we lost the game. _____

7. The calf looked surprised when its mother called. _____

8. The play was canceled because three actors were ill. _____

9. After the bell sounded, the children rushed to the door. _____

10. Be sure to call me if you feel lonely. _____

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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 way to distinguish

between noun clauses and other subordinate clauses. Noun clauses can usually be replaced by *it* or *somebody*. The resulting sentence will be grammatical, even if the meaning changes somewhat.

■ Directions

A subordinate clause is underlined in each of the sentences below. 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 wants to leave can go now. *noun cl.* *Somebody can go now.*

The money that I earned is in the bank. *other cl.*

1. For your birthday you can have whatever you want. _____

2. Whoever ate the last piece was hungry. _____

3. We must decide where we will have the party. _____

4. When an ambulance sounds its siren, other drivers should move out of the way. _____

5. The mayor lives in the house that is on the corner. _____

6. I have to know when you plan to arrive. _____

7. Be sure to thank whoever brought the flowers. _____

8. We will take a taxi if we can find one. _____

9. How the car ran out of gas is a mystery to me. _____

10. Did you forget which jacket is yours? _____

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13.8 Imperative and Exclamatory Sentences

Key Information

An **imperative** sentence is a command or a request.

Please clear the table.

An **exclamatory** sentence expresses strong emotion.

How dark it's become!

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 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.

- _____ (*You*) You forgot to mail the letter! *exclamatory*
- _____ Be quiet, please! *imperative*
- _____ 1. I'll be back! _____
- _____ 2. Help me! _____
- _____ 3. Fix the tire so that we can continue driving. _____
- _____ 4. Look out for that car! _____
- _____ 5. Be sure to pick up some cheese on the way home. _____
- _____ 6. You must help me! _____
- _____ 7. The dam has burst! _____
- _____ 8. Please move this couch to the left a bit. _____
- _____ 9. Write an essay on your favorite topic. _____
- _____ 10. Put the luggage in the back, please. _____

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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 *adj. clause*

I saw Bob, **who lives near me.**

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

Juliette spoke with Mr. Parks. Who is her teacher. *Juliette spoke with Mr. Parks, who is her teacher.*

1. Our nation needs to stamp out illiteracy. Which affects many people. _____

2. Sandra called her mother. Who is visiting friends in Utah. _____

3. We voted for Erica. Whose platform made the most sense. _____

4. Let's go to my house. Where it is quiet. _____

5. At the mall we ran into Mr. Scott. Whom we had seen earlier at the park. _____

6. Mishio decided to study the clarinet. Which is a woodwind instrument. _____

7. We took cover in Maria's tent. Which was pitched securely. _____

8. Remind me to say thanks to Aunt Bea. Whom I have neglected for too long. _____

9. See whether you can find Akeem. Who should be upstairs. _____

10. Karen took a train to Atlanta. Which is her grandparents' home town. _____

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 clauses on either side of the comma can stand alone as complete sentences. If each clause can stand

alone as a complete sentence, then you cannot use only a comma to separate the two clauses.

To correct the error, change the comma into a period, a semicolon, or 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 sentences below by writing as two separate sentences what comes *before* and *after* the comma. Then combine the two sentences by replacing the first period with a semicolon or with a comma and a coordinating conjunction.

The alarm rang, no one cared. *The alarm rang. No one cared.* *The alarm rang; no one cared.*
OR *The alarm rang, but no one cared.*

1. My brother won the award, we are proud of him. _____

2. A giant panda came into view, the animal was spectacular. _____

3. A hush fell over the crowd, the stillness was electrifying. _____

4. The phone rang, Janet hesitated to answer it. _____

5. Your radio is not playing well, I can barely hear it. _____

6. My favorite show is on now, our television set is broken. _____

7. Sam finally finished his poem, it was more than five pages long. _____

8. I became very cold, I had to put on a jacket. _____

9. A horse galloped toward me, it stopped a few feet away. _____

10. The wind is brisk, we should go sailing. _____

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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 **wrote** a letter to Carlina.

past participle

I have **written** a letter to Carlina each day this week.

Also, the past form and the past participle of some verbs look exactly alike:

found, have **found**

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

■ Directions

For each pair of principal parts below, underline the past participle. Check your response by writing a sentence that includes the past participle right after *have*.

wrote

written

We have written many poems in this class.

been

were

We have been sick.

1. saw seen _____
2. ate eaten _____
3. broken broke _____
4. frozen froze _____
5. wore worn _____
6. knew known _____
7. grown grew _____
8. torn tore _____
9. rode ridden _____
10. gave given _____

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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*.

She **has** slept.

These three words do not always signal a perfect tense, however. They can also be used as **main verbs**:

She **has** a cold.

This exercise provides a method for determining whether *has*, *have*, and *had* are used as main verbs. When these words are used as 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 does not signal a perfect tense. 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 been here before. *perfect*
Have a free sample. *main verb* *Take a free sample.*

1. Jean's family has a ranch in Montana. _____

2. We have owned this car for more than six years. _____

3. Do you have a dollar I could borrow? _____

4. Steven had terrible luck playing chess yesterday. _____

5. The farmers had tried nearly everything to get rid of the locusts. _____

6. Martha has been asleep for several hours. _____

7. You may have a snack if you're hungry. _____

8. Elizabeth has at least three rabbits of a rare variety. _____

9. Bernard and Marie have new bicycles. _____

10. Our class has worked hard to learn about grammar. _____

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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 verbs in the passive voice can be changed to the active voice without changing the

meaning of the sentence. This exercise helps you rewrite a sentence in the passive voice as one in 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 *by*, and delete the helping verb *was* or *were*.

The contract was sent by my lawyer.

My lawyer sent the contract.

Nick was honored by the committee.

The committee honored Nick.

- The cart was pulled by the horse. _____

- England was conquered by the Normans. _____

- My air mattress was punctured by a needle. _____

- The squirrel was chased by our cat. _____

- Rico was impressed by the team's score. _____

- The quarterback was tackled by an enormous guard. _____

- A beautiful picture was drawn by you. _____

- A new toy was invented by a creative dentist. _____

- A stray cat was adopted by Billy. _____

- My hair was cut by Antoine. _____

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16.1 Intervening Prepositional Phrase

Key Information

A prepositional phrase that lies between a subject and a verb is called an **intervening prepositional phrase**. Do not mistake a word in such a phrase for the subject of the sentence.

This exercise provides a way to determine

correct subject-verb agreement 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 in italics in each of the sentences below. To determine the correct verb form in parentheses, rewrite each sentence without the italicized phrase. Then underline the correct verb form in parentheses in the original sentence.

Each *of the flowers* (is/are) lovely. *Each* is lovely.
The people *in the back* (is/are) loud. *The people are* loud.

1. One *of your pictures* (is/are) crooked. _____

2. Some students *from another high school* (is/are) visiting us today. _____

3. Two anthills *near our garage* (is/are) enormous. _____

4. The smell *of these roses* (please/pleases) me. _____

5. The refreshments *for the celebration* (is/are) ready. _____

6. One tree *in these woods* (is/are) more than a hundred years old. _____

7. The color *of your walls* (is/are) rather bright. _____

8. Her desire *for fame and fortune* (is/are) intense. _____

9. The sleeves *of my jacket* (seems/seem) too short. _____

10. His skill *in several sports* (is/are) impressive. _____

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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.

Each, either, and neither might seem plural at times, but actually they are always singular. This exercise offers a way to help you remember this fact.

Assume there is an understood *one* after *each, either, and neither*. Since *one* is always singular,

it should help you see that these pronouns are also singular.

Each is good.

Each (**one**) is good.

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

Directions

For each of the items below, underline 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.)

A pair of eagles landed in the tree. Each (was/were) beautiful. *Each one was beautiful.*

- Two bicycle riders competed. Neither (was/were) the winner. _____

- I read three plays by Shakespeare. Each (was/were) fascinating. _____

- A couple of ideas occurred to me. Neither (was/were) very good. _____

- Jan offered mustard or mayonnaise. I said that either (was/were) fine. _____

- Two wolves ran through the forest. Each (was/were) young and strong. _____

- Both of the boys were laughing. Each (was/were) pleased with the show. _____

- I don't know whether to pass or to run. Neither (seems/seem) a good idea. _____

- Five students raised their hands. Each (was/were) ready to give the answer. _____

- The art teacher suggests using charcoal or pencil. Either (seems/seem) fine. _____

- Shawn and Sarah called today. Neither (was/were) calling for me. _____

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17.1 Case of Personal Pronouns

Key Information

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

This exercise provides a method for selecting the correct form of personal pronouns when they are used in compound subjects or compound objects. Reduce the compound so that only the pronoun remains. You may need to change the verb to agree with a new subject.

■ 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 are underlined.

A letter arrived for Bernie and (I/me). *A letter arrived for me.*

1. Susan and (I/me) traveled in Egypt. _____

2. When my uncle arrived, my mother and (he/him) talked for a solid hour. _____

3. Susan made a cake for the party that (she/her) and Karen will attend. _____

4. Somebody on the phone wants to speak with you or (I/me). _____

5. Did you know that the Romeros and (we/us) are related? _____

6. Bruce and (she/her) will not be in class this Friday. _____

7. According to Janet and (he/him), the science test was extremely long. _____

8. Tyrone and (I/me) need a topic for the term paper. _____

9. Can you suggest a vacation spot for the Jongs and (we/us)? _____

10. Judy asked Bill and (I/me) to help with supper. _____

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17.2 Pronouns with and 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. You must be careful to use the correct form of the pronoun in an appositive.

This exercise shows a way to select the correct

pronoun form in an appositive. Delete the noun or noun phrase, and reduce the appositive to only the pronoun in question. This will let the pronoun stand alone as the subject or object. You may need to change the verb to agree with a new subject.

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.

The car belongs to two people, Pat and (I/me).
The officers, Raul and (I/me), spoke.

The car belongs to me.
I spoke.

1. Those two runners, Billy and (she/her), tied for first place. _____

2. (We/Us), club members decided on a new program. _____

3. Two volunteers, my mother and (I/me), cleaned up the room. _____

4. Only two figures, the marshal and (I/me), sent presents. _____

5. The contest involved (we/us) students. _____

6. The losers, Sharon and (he/him), decided to play another game. _____

7. The ball sailed toward two fans, me and (she/her). _____

8. The audience gave a standing ovation for the dancers, Shirley and (I/me). _____

9. The fans applauded the singers, Ted and (we/us). _____

10. The club's officers, Paula and (he/him), must plan the event after class. _____

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17.4 Reflexive and Intensive Pronouns

Key Information

A **reflexive pronoun** refers to a noun or another pronoun and names the same person or thing. An **intensive pronoun** adds emphasis to another noun or pronoun. Reflexive and intensive pronouns end in *-self* or *-selves*.

This exercise provides a way to decide when to use a reflexive or intensive pronoun. A sentence containing a reflexive or intensive pronoun should also contain the word to which the pronoun refers.

Directions

Underline the reflexive or intensive pronoun in each of the following sentences. If it is used correctly, write *correct* after the sentence. Then draw an arrow from the pronoun to the word to which the pronoun refers. If the underlined pronoun is used incorrectly, rewrite the sentence with a suitable pronoun.

John hit himself on the head!

correct

Barbara and myself must leave soon.

Barbara and I must leave soon.

1. My youngest brother can now dress himself. _____

2. I myself prefer mustard on hamburgers. _____

3. Joe and yourself should try to arrive on time. _____

4. That table is reserved for Carl and myself. _____

5. Grandmother is making herself a cup of tea. _____

6. The coach asked ourselves to be ready for the game. _____

7. Are you going with Tina and myself to the mall? _____

8. Tom needs to behave himself. _____

9. Our dog surprised itself yesterday. _____

10. My parents locked themselves out of the house last night. _____

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17.6 Agreement with Indefinite Pronouns

Key Information

Use a singular personal pronoun when the antecedent is a singular indefinite pronoun. Use a plural personal pronoun when the antecedent is 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.

S *S* *S*
Each of those birds flaps its wings.

S *P* *P* *S* *S* *S*
Neither of those boys have their books. *Neither of those boys has his books.*

- Most of these boys are interested in their classes. _____

- Both of my sisters were with their friends. _____

- Some of my pets has its own food bowl. _____

- Everyone on the football team brought their equipment. _____

- Each of the teachers are wearing their best clothes today. _____

- Everybody ate their breakfast. _____

- Each of my hamsters broke out of its cage. _____

- Neither of my uncles have children of their own. _____

- All of us was eating our lunch when the alarm sounded. _____

- Neither of my brothers is prepared to give their presentation today. _____

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17.7 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 bought you some ties and shoes. These may be too small. *These shoes may be too small.*

1. Some carrots are behind the apples in the refrigerator. Put these into the soup, please. _____

2. There is a dime on the floor. Did you lose this? _____

3. Downstairs you will find a new washer and a dryer and a stove. We bought those yesterday. _____

4. A kangaroo just jumped by! Did you see that? _____

5. The books on the shelves belong to my parents. These, however, are mine. _____

6. A car ran over my ball! That was terrible. _____

7. One door is closed. This is open. _____

8. I have two new pairs of shoes. Does this look good with my dress? _____

9. Sharon's brother was playing with the keys and coins. Sharon told him that those were hers. _____

10. It could rain or snow during the camping trip. Does this upset you? _____

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18.1 The Three Degrees of Comparison

Key Information

Most adjectives have **comparative** and **superlative** forms to make comparisons.

COMPARATIVE: Chris is **taller** than Stephanie.
SUPERLATIVE: Chris is the **tallest** of all.

Some adjectives (**absolute adjectives**) rarely have comparative and superlative forms.

An absolute adjective indicates that a noun *is* or *is not* something—with no in-between

conditions. For example, in the phrase *final question*, **final** is an absolute adjective.

This exercise provides a way to recognize absolutes. You can use the following pattern to determine whether an adjective is absolute:

You cannot be a little _____.

Generally, only an absolute adjective would make sense in the blank.

■ Directions

The underlined word in each of the following phrases is an adjective. If the adjective is absolute, write *absolute* on the line. Then check your response by using the adjective to write a sentence with this pattern: **You cannot be a little _____**. For example: *A dash cannot be a little broken*. If the underlined adjective is not absolute, write *not absolute* on the line. Then write a sentence using the adjective in its comparative or superlative form.

third question

absolute

A question cannot be a little third.

rough sandpaper

not absolute

Do not use the rougher sandpaper to finish the job.

- crazy cat _____
- unique theory _____
- square peg _____
- noisy radiator _____
- first place _____
- sharp glass _____
- perfect fit _____
- hot water _____
- smart woman _____
- completed assignment _____

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18.6 Double Negatives

Key Information

In general, avoid **double negatives** (two negative words in the same clause). Use only one negative word to express a negative idea.

INCORRECT: I don't see no cat.

CORRECT: I don't see any cat.

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.

My sister doesn't have no children. *My sister doesn't have any children.*

Sandy doesn't have her assignment finished. *correct*

1. No cars should be parked here tonight. _____

2. Terry did not write no essay during school. _____

3. I did not forget none of the refreshments for the party. _____

4. Nobody in class felt well today. _____

5. Chris found none of the books I lent him. _____

6. We shouldn't never fail to say "thank you." _____

7. Paul cannot find nobody with whom to study. _____

8. Neither of you seems too short to play basketball with us. _____

9. No one knows nothing about that movie. _____

10. Don't forget to put the cat outside before you go to bed. _____

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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 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 main 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 main verb. If the new sentence does not make sense, write *dangling modifier* on the line. If the new sentence does make sense, write *correct*.

Stopping quickly, an accident was avoided. *An accident stopped quickly.* *dangling modifier*
Feeling tired, I went to bed early. *I felt tired.* *correct*

- Calling as loudly as I could, my friends finally heard me. _____

- Hearing the news, sadness overcame us. _____

- Using a computer, the math problems were easy to finish. _____

- Pushing the button too late, the elevator door failed to open. _____

- Driving for hours, we became drowsy. _____

- Jogging one night, a car almost hit me. _____

- Hearing a sound at the window, my curiosity was aroused. _____

- Sleeping soundly, the mother adjusted the baby's blanket. _____

- Using my electric tools, this desk will be finished soon. _____

- Waiting for the bus, we talked about the weather. _____

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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.

UnCLE Ned
Did the mail arrive, **M**om?

This exercise provides a method for identifying when family terms should not be capitalized.

Do not capitalize a family term when a possessive noun or possessive pronoun (*my, our, your,*

his, her, their, or its) comes right before it: **her** cousin, **my** grandmother. Possessives usually precede common nouns, which are not capitalized.

Family terms that are capitalized are like proper nouns. Neither is used right after a personal pronoun.

Directions

For each of the following sentences, write a family term on the blank line. If you do not capitalize the family term, circle the possessive pronoun or possessive noun right before it.

I told Aunt Sally that she could visit us.

(My) aunt plans to arrive Thanksgiving morning.

Please hand Grandfather the flashlight.

1. See whether my _____ John sent us a letter.
2. Yesterday _____ arrived at the airport.
3. Your _____ said that you have to be home in time for supper.
4. My mother gave me the ring that _____ once gave her.
5. Tonight we plan to have supper with _____ Ramona.
6. Do you have a picture of _____ Cathy?
7. My _____ and I are identical twins.
8. For Mother's Day Bill plans to take his _____ to a nice restaurant.
9. Your _____ Mary asked you to give her a call today.
10. _____ Carl and your father used to go to this school.

20.3 Capitalization of Proper Adjectives

Key Information

Capitalize **proper adjectives** (adjectives formed from proper nouns). This exercise helps you identify proper adjectives. See whether an adjective comes from the name of a specific

person, place, or group. If so, the adjective is probably a proper adjective and should be capitalized. For example, the word *Swedish* comes from the word *Sweden*.

■ Directions

For each of the following sentences, write a suitable proper adjective on the blank line. Above this adjective write the proper noun from which it was formed. All proper nouns and proper adjectives should be capitalized. Try to vary your answers.

America

My family bought an American car.

1. A _____ tourist asked me about our city.
2. A _____ newspaper reported the story of the election.
3. Do you want to eat _____ food for supper?
4. We studied _____ history today.
5. This _____ poet is one of my favorites.
6. The cinema showed a double feature of _____ films.
7. My _____ camera works well.
8. The _____ army performed training maneuvers.
9. The _____ leader announced her plan to visit the United States.
10. My uncle gave me some _____ stamps for my collection.

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21.3 Question Mark

Key Information

Use a question mark after a direct question but not after an indirect question. This exercise offers a method for distinguishing between direct and indirect questions.

A **direct question** usually begins with a verb (such as *have*, *can*, *will*, *is*, or *do*) or a *wh*-word (such as *who*, *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 asks a question.

An **indirect question** begins as most sentences do. It does not begin with a word such as those listed before, 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 sentences below. 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 and underline the word at the beginning that signals a direct question.

I wondered why the sky was so gray.

Why are you sad?

1. Where is the newspaper that you bought yesterday
2. Do you ever think about how big the moon is
3. Tina asked herself why she hadn't gone to the football game
4. We wondered where you were
5. Carl asked his mother whether she would give us a ride to the store
6. Have you ever read a story by Mark Twain
7. What are you doing this weekend
8. The principal questioned me about why I was late for class
9. Will you be able to buy Mother a birthday present
10. Will asked the teacher why the class had to study algebra

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21.4 Colons to Introduce Lists

Key Information

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 what comes before the list could be a complete sentence.

I know about these boys: Ed, Joe, and Nick.

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 know about Ed, Joe, and Nick.

Directions

Each of the sentences below 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.

Please buy the following: milk, eggs, and tea.
I will go to: Wyoming, Montana, and Idaho.
Wyoming, Montana, and Idaho.

correct
incorrect

Please buy the following.
I will go to three states:

1. I bought: pen, paper, and books. _____

2. A carpenter needs several tools: hammers, nails, and saws. _____

3. This semester I wrote essays on: a poem, a short story, and a play. _____

4. Your recipe calls for several spices: mace, nutmeg, and ginger. _____

5. He belongs to two clubs: Future Teachers of America and the Key Club. _____

6. Tonight you should speak to: Bill, Judy, and Chris. _____

7. I am studying: Spanish, math, English, biology, and history. _____

8. My brother likes three football teams: the Saints, the Oilers, and the Cowboys. _____

9. Please bring some: chips, dip, and cheese. _____

10. I found several specimens: quartz, granite, and limestone. _____

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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, or for*).

This exercise provides a method for identifying the correct use of the semicolon.

Make sure that what comes before and after the semicolon could stand alone as separate sentences.

The one exception to this rule is when a semicolon is used to separate items in a list and the items themselves require commas.

Directions

Each of the sentences below 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 or replacing it with proper punctuation.

Time was running out; therefore, we had to hurry. *correct* *Time was running out.
Therefore, we had to hurry.*
Ed is hurrying; because he is late. *incorrect* *Ed is hurrying because
he is late.*

1. A dog wandered down the worn path; he intently searched for food. _____

2. The car idled in the driveway; it was nearly out of gas. _____

3. The librarian said I owed a fine; since I had an overdue book. _____

4. While walking to the park; Sue twisted her ankle. _____

5. Sometime last spring; my parents bought a car. _____

6. My soda is flat; therefore, I want yours. _____

7. This book was written by Nathaniel Hawthorne; a famous American writer. _____

8. The rain is coming down hard; consequently, we should cancel the picnic. _____

9. I bought several items; cheese, mustard, and lettuce. _____

10. Karen's father is visiting today; he will be here for a week. _____

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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.

See whether what comes before and after the conjunction could stand as separate sentences.

If each part could be a complete sentence, put 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 items in a list.

Directions

For each of the sentences below, 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, eliminating the comma.

The ball bounced once, and I caught it. *correct* *The ball bounced once. I caught it.*
The ball bounced, and disappeared. *incorrect* *The ball bounced and disappeared.*

- The teacher called your name, but you did not hear him. _____

- Betty read the same book I did, but did not like it as much. _____

- I'll turn off the lights, and you lock the door. _____

- We went to the beach, but we didn't go swimming. _____

- You can finish your homework now, or you can do it this weekend. _____

- One runner turned the corner, and outdistanced everyone else. _____

- Cindy's mind went blank, but she quickly regained her composure. _____

- The elephant slept soundly, but awoke when the lion approached. _____

- Dan ran down the stairs, and out the door. _____

- The day was bright, and I enjoyed myself. _____

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21.6 Commas and 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.

slim, elegant shoes

(You could say **elegant, slim** shoes.)

new brown shoes

(You could not say **brown new** shoes.)

Directions

Two adjectives are underlined in each of the sentences below. 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.

We glimpsed a wild, savage wolf.

correct

We glimpsed a savage, wild wolf.

I found two, shiny pennies.

incorrect

I found two shiny pennies.

1. Today two, kind aunts visited me. _____

2. The beautiful, elegant model showed the audience the latest fashion. _____

3. Peter called his obedient, loyal dog. _____

4. A tall, Roman soldier led the way. _____

5. While shopping, Sharon saw a tempting red, cotton jacket. _____

6. The proud, dignified leader spoke to her people. _____

7. We bought several, expensive souvenirs at the museum. _____

8. The campers awoke to see an enormous, blue lake outside their tent. _____

9. In the pond Timothy saw a thin, black snake. _____

10. That is a loud, raucous song on the radio. _____

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21.6 Commas with Parenthetical Expressions and Conjunctive Adverbs

Key Information

Use commas to set off **parenthetical expressions** (such as *for instance*) and **conjunctive adverbs** (such as *however*). This exercise provides a method for recognizing

these items. They can easily be moved elsewhere in a sentence. (In the new position a comma or commas are still needed.)

Directions

A word or phrase is underlined in each of the following items. Write the sentence, using commas to set off the underlined word or phrase if it is a parenthetical expression or a conjunctive adverb. Show that your response is correct by rewriting the sentence with the underlined word or phrase in a new position. If the underlined word or phrase does not require commas, write *correct*.

We visited several cities. For example we saw Paris and Rome. *For example, we saw Paris and Rome.*
OR *We saw Paris and Rome, for example.*

The noise scared me since it was so loud. *correct*

1. Barbara wanted to leave. Her friend on the other hand did not. _____

2. Jane spoke in a whisper. I could not hear her very well. _____

3. The test was harder than we expected. We did well nevertheless. _____

4. We worked for hours. Because it was late, I was tired. _____

5. Are you going to the movie by the way? _____

6. As a matter of fact I would like you to visit me this weekend. _____

7. Many jobs are listed in the paper. There are jobs for clerks, cooks, and accountants for instance. _____

8. You should hurry if you want to get there on time. _____

9. This restaurant is not inexpensive. Nevertheless the food is worth the price. _____

10. That television has a broken knob. The tube furthermore has a small crack. _____

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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:

Sam, can you hear me?

This exercise offers a method for detecting 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 Sam, and the name *Sam* can be deleted.

Directions

For each of the sentences below, insert a comma or commas to set off any underlined word or name that is used in direct address. Then test your response by doing the following: (1) indicate to whom the sentence is directed; (2) rewrite the sentence without that word or name. If a comma (or commas) is not needed, write *correct* on the line.

Betty pick up the phone. *Betty, pick up the phone.* *Betty.* *Pick up the phone.*
Betty wasn't in class today. *correct*

- Dana did you get the message? _____

- Chris please pick up a loaf of bread for me. _____

- You pleased me with your performance. _____

- Remember to call me while you're away my friend. _____

- Sir I believe you dropped your wallet. _____

- Larry do you work at the mall? _____

- Will you be eating with us tonight Alma? _____

- Bill needs to put gas in the car if he takes it anywhere. _____

- Shirley dropped the vase as she moved it. _____

- Students turn to the sixth page of the test. _____

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21.6 Misuse of Commas

Key Information

A comma should never 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 provides a method to help you avoid this error.

If a comma sets off an introductory element, everything following the comma should be able

to stand as a complete sentence. Do not use a comma unless the words following the comma can stand alone.

CORRECT: When we arrived, **the party started.**

INCORRECT: Why he left, **is a mystery to me.**

Directions

For each of the sentences below, 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* on the line. Then rewrite the sentence correctly, eliminating the comma.

Whatever you do, don't look in the oven!
Whatever you said, offended her.

correct
incorrect

Don't look in the oven.
Whatever you said offended her.

- Whenever Paul watches television, he turns up the volume. _____

- What you said last night, was not nice. _____

- Whomever he visits, greets him warmly. _____

- When you pay a visit, bring a gift. _____

- Why you want to spend your allowance, is a mystery to me. _____

- While you're away, be sure to write. _____

- Because the sun can damage the skin, it is a good idea to wear sunscreen. _____

- Whenever you want to eat, is fine with me. _____

- When your aunt visited us last week, she cooked two wonderful meals. _____

- To drive around aimlessly, is a waste of gas. _____

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21.7 Dashes to Emphasize

Key Information

A dash (—) can set off and emphasize supplemental information, but dashes can easily be overused.

This exercise provides a method for using 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:

Sue yelled—loudly.
Sue yelled.

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

Directions

A dash or pair of dashes appears in each of the sentences below. If the dash or dashes are appropriate, rewrite the sentence without the set-off information. Your 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 correctly, eliminating the dash(es).

John—looking around nervously—picked up the coin. *John picked up the coin.*
Somebody—in this room—just won the raffle. *important* *Somebody in this room just won the raffle.*

1. Give this gift to somebody—who really needs it. _____

2. Every May—without fail—my family goes to Ohio. _____

3. The book—sitting on my desk at home—is due at the library today. _____

4. I want to go somewhere—I have never been before. _____

5. Frank finally decided—at the last minute—to go with his friends. _____

6. Darlene—in spite of the noise—slept soundly. _____

7. Jack moved up the hill—quickly. _____

8. You should call her—as soon as possible. _____

9. Pennie observed a snake—that is known to be venomous. _____

10. I am glad—more than glad—to help you proofread your essay. _____

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21.10 Quotation 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 sentences below has no end punctuation (? or !). To decide where to write this 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.

Paul asked, "Are we there yet " *Are we there yet?* Paul asked, "Are we there yet?"
Who said, "She walks in beauty like the night " *She walks in beauty like the night.*
Who said, "She walks in beauty like the night"?

- Mary asked, "Will it rain today " _____

- Did Peter reply, "I really don't know " _____

- Seeing the flames, Paul yelled, "Get out of the house " _____

- Somebody asked me, "Can you tell me what time it is " _____

- A baseball fan roared, "You better get a hit " _____

- When your mom called you, why did you say, "Howdy, stranger " _____

- How I love the song "I Walk the Line " _____

- Once again my father asked, "Have you put gas in the car " _____

- Did you say, "It's time to leave, George " _____

- The admiral yelled, "Come back " _____

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21.10-11 Quotation Marks and Italics

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 major work, use italics. An article, for example, is usually part of a newspaper or magazine. The newspaper or magazine itself is the larger or major work.

■ Directions

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

Have you read Hawthorne's Scarlet Letter?

In the newspaper I read an article called "Cougars Win." *The article appears in a newspaper.*

1. The poem The Raven is one of Poe's most famous works. _____

2. My favorite magazine is National Geographic. _____

3. How many times have you seen the movie Star Wars? _____

4. I believe Blue Suede Shoes is playing on the radio right now. _____

5. The essay Letter from a Birmingham Jail was written by Martin Luther King, Jr. _____

6. In your history book read the chapter entitled The Causes of the Vietnam War. _____

7. Back in the 1950s Elvis Presley sang Love Me Tender. _____

8. We are reading The Tempest by Shakespeare in my theater class. _____

9. Is the television show Leave It to Beaver still broadcast? _____

10. The title of my painting is Full Moon. _____

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21.12 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 cats*. 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 method for distinguishing 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.

Here is Bob's cat. **Whose cat?** Bob's cat.

Since *Bob's* is possessive, the apostrophe is required.

Directions

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

I saw Bills new house today.

Whose new house? Bill's

Some of the teachers are attending a meeting.

correct

- Freds car is brand-new. _____

- Six of your friends called for you today. _____

- These glasses are slightly cracked. _____

- In the forest we found a squirrels nest. _____

- The quarterbacks jersey was ripped. _____

- Birds of all sorts are lined up on the telephone wire. _____

- This schools name is Jefferson High School. _____

- Dorothy and her companions traveled a great distance. _____

- Our teams best player was hurt during the last minute of the game. _____

- My cousins are in Europe this semester. _____

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21.13 Hyphens in Compound Adjectives

Key Information

A **hyphen** is often used to join the words that form a compound adjective. Whether or not a hyphen is used in a compound adjective often depends upon the position of the adjective in the sentence. This exercise provides a method for determining whether or not to use a hyphen in compound adjectives.

If a compound adjective precedes the noun it modifies, hyphenation is usually necessary.

his **out-of-fashion** clothing

If a compound adjective follows the noun it modifies, it is usually not hyphenated.

His clothing is **out of fashion**.

■ Directions

Underline the compound adjective in each of the sentences below. If the compound adjective requires one or more hyphens, rewrite the sentence correctly. If no hyphens are needed, write *correct*.

She has an up to date hairstyle.

She has an up-to-date hairstyle.

My mother's cooking is out of this world.

correct

1. The well known writer won praise. _____

2. Six able bodied teenagers helped us move. _____

3. The new uniforms of the varsity team were purplish gray. _____

4. The actor's matter of fact attitude pleased the drama coach. _____

5. Most people have a powerful desire to be well liked. _____

6. The ever excitable hamster leaped and twirled in the air. _____

7. The much admired film director won an award. _____

8. Disagreements were unavoidable because of the game's ill defined rules. _____

9. Carmen always has a little known fact on the tip of her tongue. _____

10. I am proud and pleased that my dogs are well trained. _____
