

Writer's Choice
Grammar and Composition

Grammar Reteaching

Grade 12



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 *brick*, *disaster*, *knowledge*, and *stick* are common nouns.

This exercise provides a method for identifying 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.

alligator *common* *Don't feed the alligators.*
anybody *not common noun*

1. window _____
2. religion _____
3. Confucius _____
4. porch _____
5. everybody _____
6. floor _____
7. Japan _____
8. clip _____
9. myself _____
10. secret _____

10.2 Demonstrative and Indefinite Pronouns

Key Information

A **demonstrative pronoun** points out specific persons, places, things, or ideas. An **indefinite pronoun** refers to persons, places, or things in a more general way than a noun does. The demonstrative pronouns are *this*, *that*, *these*, and *those*. Some indefinite pronouns are *any*, *several*, *few*, *both*, and *everyone*.

This exercise gives a tip for distinguishing between these pronouns and the same words used as adjectives. Replace the word with *the*. If the sentence is still grammatical, the word is an adjective. If you cannot replace the word with *the*, it is a pronoun.

Directions

For each of the following sentences, write *pro.* on the line if the underlined word is used as a demonstrative or 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 us ate pizza. PRO.
Some mice were in the field. ADJ. *The mice were in the field.*

1. Both campers were soaking wet. _____

2. My sisters showed up at the party, and both were surprised to see me. _____

3. These are too small to wear. _____

4. These pants are too big. _____

5. See whether those will fit you any better. _____

6. The class invited several parents to the party. _____

7. Please take all of the candy with you. _____

8. All of the nine televisions in Carl's house are broken. _____

9. Kindly put this cat outside. _____

10. Many people live in San Francisco. _____

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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 method for recognizing transitive verbs. You rewrite the sentence as a *what* or *whom* question. The answer to the question will be the words that follow the transitive verb in the original sentence.

Directions

Show that each verb in the following sentences is transitive by using it in a question that begins with *what* or *whom*. Then answer the question with the words that follow the verb in the original sentence.

Frank finished the test. *What did Frank finish?* *The test.*

I met my mother. *Whom did I meet?* *My mother.*

1. After school we ate some doughnuts. _____

2. Philip wrote a beautiful poem. _____

3. A moose scared the campers. _____

4. The carpenters built a new porch. _____

5. Our cat likes mild cheese. _____

6. Luisa took a picture. _____

7. The city council elected a new accountant. _____

8. Our class read *War and Peace*. _____

9. Somebody broke my computer! _____

10. Jerrie borrowed two dollars. _____

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10.3 Linking Verbs

Key Information

A **linking verb** joins the subject of a sentence with a word or an 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 method for deciding 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

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

Debbie threw the ball. *action*

This pillow feels uncomfortable. *linking* *This pillow is uncomfortable.*

1. You seem a little sad today. _____

2. The teacher gave a test. _____

3. Your dog looks mean. _____

4. Lisa looked at the paintings for an hour. _____

5. I feel very hungry. _____

6. The party seems a little dull. _____

7. We felt a sudden chill. _____

8. The carpet smells musty. _____

9. I smell hot dogs in the kitchen. _____

10. Suddenly the sky became dark. _____

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10.4 Adjectives

Key Information

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

this paper **nice** person

my apartment **some** food

This exercise gives a tip for identifying adjectives. Adjectives answer questions about the nouns they modify. Some of these questions are *whose? how many? which?* and *what kind of?*

Directions

A noun is underlined in each of the following sentences. Write on the line the adjective that modifies that noun. Next, write the question that the adjective answers about the noun. Then answer the question.

A huge wrestler appeared on television. *huge* *What kind of wrestler?* *A huge wrestler.*

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

- Several people brought gifts for you. _____

- These roses are for you. _____

- My parents bought a new couch. _____

- Somebody left a portable radio on the bench. _____

- See whether you can borrow Chen's book. _____

- This playground has been closed for some reason. _____

- A nervous squirrel looked around and ran away. _____

- Janet put the wet towel in the dryer. _____

- Your friend has telephoned for you. _____

- Have you seen Claude's cousin? _____

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10.5 Adverbs

Key Information

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

She was born **yesterday**.

Bill took a plane **home**.

I **merrily** sang.

This exercise gives a tip for identifying adverbs. Adverbs answer questions about the words that they modify. Some of these questions are *when?* *where?* and *how?*

Directions

A verb is underlined in each of the following sentences. Write on the line the adverb that modifies that verb. Next, write the question that the adverb answers about the verb. Then answer the question.

The boat sailed away. away *Where did the boat sail?* *It sailed away.*

Yesterday we ate chicken. Yesterday *When did we eat?* *We ate yesterday.*

1. The children played inside. _____

2. The lawyers argued bitterly. _____

3. Our team won today. _____

4. Leave your wet shoes outside. _____

5. Laura coughed loudly. _____

6. The game begins soon. _____

7. The volcano violently erupted. _____

8. Bring a gift tomorrow. _____

9. The considerate patrons walked softly. _____

10. The parade will take place downtown. _____

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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 a preposition in a sentence. A preposition relates its object (a noun or a pronoun) to another word in the sentence. The object is usually placed after 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.

The geese landed in some (mud). The insect on the (table) is a cricket.

The geese [landed] in some (mud).

The [insect] on the (table) is a cricket.

1. A sign near the (road) was destroyed.
2. My parents bought the house by the (school).
3. My brother threw me into the (lake).
4. Choose one of those (books).
5. A girl from (Egypt) visited us today.
6. Some animal lives underneath my (house).
7. The group traveled to (Mexico).
8. The song on the (radio) is my favorite.
9. The lady with the (purse) is Steve's mother.
10. Bradley walked across the (bridge).

10.7 Conjunctive Adverbs

Key Information

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

This exercise provides a way to identify conjunctive adverbs. Like an adverb, a conjunctive adverb can be placed elsewhere in 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.

The batteries failed. The radio, consequently, stopped playing.

Consequently, the radio stopped playing.

1. My computer seems broken. We, therefore, cannot use it. _____

2. We were late. We, nevertheless, arrived before curtain time. _____

3. This book is good. It is short, however. _____

4. The beagle dug a hole. The dog, subsequently, buried a bone. _____

5. The food is good. I cannot eat any more, nonetheless. _____

6. These plates are antiques. They are, moreover, beautiful. _____

7. The movie is over. We should, therefore, leave. _____

8. Please open the window. You could switch on the fan, alternatively. _____

9. A boulder rolled down the mountain. Nobody was hurt, however. _____

10. The television is not working well. I am going to bed, consequently, to read my book. _____

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	VERB	SUBJECT
<u>Below the house</u>	<u>lived</u>	<u>a mouse.</u>

In an inverted sentence, the words before the verb are often a prepositional phrase. However, not all sentences starting with prepositional phrases are in inverted order.

PREP. PHRASE	SUBJECT	VERB
<u>Below the house</u>	<u>a mouse</u>	<u>lived.</u>

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 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.

Into the car dashed the detective. *inverted*
In the meadow the cows grazed. *normal* *The cows grazed.*

1. At midnight the bells rang. _____

2. All around us swarmed the bees. _____

3. Above us was a huge helicopter. _____

4. Out of the train rushed the commuters. _____

5. For twelve years the sailors were marooned. _____

6. Near the wishing well sat a young girl. _____

7. Inside the house a lonely man counted his money. _____

8. Into the castle we ran. _____

9. Into the castle ran the palace guards. _____

10. By the fireplace Charles slept for hours. _____

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?*

I gave **you** a surprise.

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.

Somebody gave us this plant. *Somebody gave this plant to us.*

Tina gave a new tie to Dewey. *no indirect object*

1. France gave America the Statue of Liberty. _____

2. The government gave the farmers some land. _____

3. John gave away his best sweater. _____

4. Dad baked a pie for us. _____

5. The governor answered the student's letter. _____

6. Glynda wrote her daughter a story. _____

7. My sister sang us a song. _____

8. Read this book to me. _____

9. I'll make you some cookies. _____

10. The teacher sent Joshua to the library. _____

11.5 Object Complements

Key Information

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

This exercise provides a method that often helps in identifying object complements. Many object complements have an understood *to be* in front of them.

They named Bob [to be] **president**.

He thought your song [to be] **silly**.

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.

I consider you a friend. *I consider you to be a friend.*

We asked you a question. *no object complement*

1. The class elected Sharon vice president. _____

2. We considered the movie long. _____

3. The students elected you their representative. _____

4. Sara sent me a strange present. _____

5. He wants his tea unsweetened. _____

6. Do you like your room this messy? _____

7. We saw the circus last week. _____

8. Roy finds housework tedious. _____

9. We liked your poem. _____

10. The people named you their leader. _____

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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 to identify it further.

Paul is a **painter**.

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 *PN* (predicate nominative) or *DO* (direct object) 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 () the direct object.

My aunt is an accountant. PN *aunt = accountant*

Jodi had chicken for dinner. DO *Jodi chicken*

1. Buffalo Bill became a celebrity. _____

2. We saw a green dress in your closet. _____

3. The men in this picture are carpenters. _____

4. The girl found a kitten. _____

5. Somebody was a pest in class today. _____

6. The machine made a strange noise. _____

7. Lee called you today. _____

8. Your cat is a tabby. _____

9. I am a history teacher. _____

10. Earl said something to you. _____

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 gives a tip 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.

Without any help I did the dishes. *adverb* *I did the dishes without any help.*

The kitten in the box is yours. *adjective*

1. During the movie somebody fainted. _____

2. One of your friends called me today. _____

3. The cake was meant for a girl in my English class. _____

4. In my stomach I feel a slight pain. _____

5. For you I would do anything. _____

6. The school district owns the building next to the high school. _____

7. The armies clashed at dawn. _____

8. We drove to the Canadian border. _____

9. On the bridge the old man waited. _____

10. Edam is a kind of mild cheese. _____

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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

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.

Ana, a close friend, visited me. *appositive* renames *Ana* *A close friend visited me.*

Ana, who is a close friend, visited me. *no appositive*

1. Bill's cousin lives in Winnipeg, a city in southern Canada. _____

2. Please bring my toolbox from the basement. _____

3. My nephew Glen lives around here. _____

4. We searched for a tiger swallowtail, a kind of butterfly with long wings. _____

5. Alice, a very good artist, is giving painting lessons. _____

6. This book was written by Stephen King, a famous and prolific novelist. _____

7. Musa from Kenya lives with us. _____

8. The poem "Rocking" was written by Gabriela Mistral. _____

9. We traveled to Atlanta, the capital of Georgia, this summer. _____

10. Pam's parents are in London, England. _____

12.3 Participles and Participial Phrases

Key Information

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

flying bird **ruined** paper

A **participial phrase** is a participle plus any complements and modifiers.

The bird **flying above us** is large.

My paper, **ruined by the ink spill**, is worthless.

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.

I needed help. I raised my hand. *Needing help, I raised my hand.*

The dog hid under the bed. The dog was frightened by the thunder.

The dog, frightened by the thunder, hid under the bed.

1. Arvin won the election. Arvin was admired by the other students. _____

2. Some tourists saw the monument for the first time. Some tourists took pictures. _____

3. Sam gave up. Sam realized that he had no chance. _____

4. The army retreated. The army gave up the battle. _____

5. The waiter fell down. The waiter tripped over an extension cord. _____

6. A carpenter woke me up. A carpenter hammered all morning. _____

7. Christal tried to finish her paper. Christal worked all night long. _____

8. The squirrels were accustomed to people. The squirrels begged for food. _____

9. Oliver won the race. Oliver ran as hard as he could. _____

10. The cat almost caught the robin. The cat climbed the tree silently. _____

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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.

He loves **camping**.

Climbing can be dangerous.

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

Camping alone is not fun.

I like **climbing mountains**.

This exercise provides a method for distinguishing between gerunds and present participles, which both end in *-ing*. Generally, only a gerund 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*.

The plane flying overhead is a 747. *pres. part.*
Becoming a teacher was his goal. *gerund* *It was his goal.*

1. The sharks circling around us are dangerous. _____

2. Skiing down the slope, Paul wondered whether he knew how to stop. _____

3. Visiting the moon is a dream of mine. _____

4. Tanya thought about reading a mystery story. _____

5. Sara will begin keeping a journal. _____

6. The students, writing quickly, tried to finish the exercise on time. _____

7. Jeff thought about arriving on time for once. _____

8. Do you know much about hiking in the wilderness? _____

9. The mouse running across the floor will escape. _____

10. I dislike moving to a new city. _____

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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.

Your sister wants **to go home**.

This exercise provides a method for distinguishing between infinitives and prepositional phrases starting with *to*. If the phrase is an infinitive, the word immediately after *to* is usually a verb form. Thus, you can take *to* out of the sentence, put *will* in front of the verb form, 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.

Send the petition to your senator. *prep.*
 The senator plans to run again. *infinitive* *will run*

1. The hamster to buy is the one on your left. _____

2. Mei Ying hopes to leave soon. _____

3. My uncle worked hard to get where he is now. _____

4. We want to eat now. _____

5. The pilot said that she hopes to be at the airport on time. _____

6. To me this room is a bit dark. _____

7. We are going to the park. _____

8. Henry is too tired to drive. _____

9. To finish on time, you must hurry. _____

10. Bobbie is taking a trip to another country. _____

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13.2 Subordinate Clauses

Key Information

A **main clause** has a subject and a predicate and can stand alone as a sentence. A **subordinate clause** also has a subject and a predicate, but it cannot stand alone as a sentence.

This exercise provides a method for distinguishing between a main clause and a subordinate clause. Take the clause out of the sentence. If the clause can stand as a grammatically complete sentence, it is a main clause. If the clause cannot stand as a complete sentence, it is a subordinate clause.

Directions

Each clause in the following sentences is underlined. Write *main* above each main clause, and write *subordinate* above each subordinate clause. Then rewrite each main clause as a separate sentence to show that it can stand alone.

main
main

The sun went down, and we went home. *The sun went down.* *We went home.*

subordinate
main

After I eat, I will do the dishes. *I will do the dishes.*

1. A wall of water rushed toward the beach, and nothing could stop it. _____

2. Marvin's shoes were not expensive, but he played basketball like a pro. _____

3. Because of bad weather, today's game has been canceled. _____

4. This plant looks unhealthy, but the one in the corner looks great. _____

5. The troops advanced cautiously because they feared snipers. _____

6. Try to finish your homework on time, or we won't be able to go to the mall. _____

7. The drummer lost one of his drumsticks, yet he continued playing. _____

8. Eartha called me while I was at work. _____

9. Bring those paintings to my bedroom, which is upstairs. _____

10. Victor was able to finish early, for he started before any of us. _____

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 restore an understood relative pronoun to its sentence. This understood pronoun will be *whom* (referring to people) or *that* (referring to things).

The composer **whom** I like best is Bach.
I saw a show **that** I didn't like.

Directions

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

I made the cake you like. *I made the cake that you like.*
Bea is a woman I admire. *Bea is a woman whom I admire.*

1. The basket José brought has fruit in it. _____

2. The lawyer my parents contacted said they should write their wills. _____

3. Your sister bought the watch you are wearing. _____

4. Do you know the person I spoke with on the phone? _____

5. That kitten you found belongs to the neighbors. _____

6. The bowl I broke dates back to the nineteenth century. _____

7. Allison talked to a boy I have never met. _____

8. The country we visited last summer is having a revolution. _____

9. The doctor I called was very helpful. _____

10. The book Carol read was written by John Updike. _____

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 method for identifying adverb clauses that modify verbs. Usually such a clause can be moved within a sentence. Note that an adverb clause at the beginning or in the middle of a sentence must be set off with commas; an adverb clause at the end of a sentence usually does not require a comma.

When the cat came in, I fed it.
I fed the cat **when it came in**.

Directions

An adverb clause is underlined in each of the following sentences. Rewrite each sentence, moving the adverb clause to a different position in the sentence. Be sure to punctuate the rewritten sentences correctly.

Since you left, I have felt blue. *I have felt blue since you left.*
I first went abroad when I was three years old. *When I was three years old, I first went abroad.*

1. Because the game was delayed, it lasted until midnight. _____

2. Victor sang a beautiful song when we asked him to perform. _____

3. Nadine read the directions twice because they were difficult to follow. _____

4. After the movie began, the audience finally got quiet. _____

5. The bell rang before we were ready to leave class. _____

6. When the decade began, we were full of hope. _____

7. The animals took shelter wherever they could find it. _____

8. I was glad when the storm was finally over. _____

9. Do not eat this pie unless you really like pumpkin. _____

10. If you want some more salad, please help yourself. _____

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.* above it. 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.*

Chandra asked whether we wanted a ride. *noun cl.* Chandra asked *it.*

The road on the left is the one that we want. *other cl.*

1. Bob wants to know who gave him the present. _____

2. That you finished on time does not surprise me. _____

3. Irene met somebody who looked just like her. _____

4. The teacher wants to know when we want a test. _____

5. Did you hear what the vice-principal said to Jeff? _____

6. The horses were startled when the farmer slammed the gate. _____

7. When they had time for lunch is a mystery to us all. _____

8. Give the last piece of pie to whoever wants it. _____

9. The girls laughed before I finished the joke. _____

10. The person who taught me Latin did a good job. _____

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3.8 Four Kinds of Sentences

Key Information

An **exclamatory sentence** expresses strong feeling and is followed by an exclamation point: *What a hot day it is!* An **imperative sentence** is a command or a request: *Don't peek.*

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.

_____ You must be right! EXCLAMATORY

(You) Don't go yet! IMPERATIVE

- _____ 1. Turn off the lights when you leave. _____
- _____ 2. *The Sting* is on the television again! _____
- _____ 3. I am tired of being sick! _____
- _____ 4. Move your car at once! _____
- _____ 5. Finish this exercise for homework. _____
- _____ 6. Try to put the ball through the hoop this time. _____
- _____ 7. The war is finally over! _____
- _____ 8. Please don't break the dishes! _____
- _____ 9. Go home immediately! _____
- _____ 10. Forget what I just told you! _____

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 helps 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, as shown below:

MAIN CLAUSE	ADJECTIVE CLAUSE
We saw Eric, who works downtown.	

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 an adjective clause.

We met Jim. Who works for Ms. Ruiz. *We met Jim, who works for Ms. Ruiz.*

1. Please give the recipe to my mother. Who needs it for the dinner party. _____

2. The book you want is in my bedroom. Which is in the basement. _____

3. Ken spoke with the principal. Who lives next door to us. _____

4. You can use my computer. Which happens to be a laptop. _____

5. See if you can find Ms. Yang. Whom you met last week at school. _____

6. Fran did not like the book's ending. Which I happen to like. _____

7. The car bears this bumper sticker. Which is really bothering me. _____

8. Please put the bread in the oven. Which should be hot by now. _____

9. We sent an invitation to the governor. Who will be visiting this area. _____

10. The rain poured in through the front door. Which had been left open. _____

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 (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 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.

Bernice smiled, then she laughed. *Bernice smiled. Then she laughed.* *Bernice smiled; then she laughed.* *Bernice smiled, and then she laughed.*

1. This story is one of the best I've ever read, James Joyce wrote it. _____

2. Oliver searched for his car, Sue had left it in the parking lot. _____

3. The dog chased the cat, then the cat chased the dog. _____

4. The lawyer stormed out of the courtroom, she was furious. _____

5. Larry wandered the streets alone, it was a dark and stormy night. _____

6. A piece of glass was on the floor, somebody would step on it soon. _____

7. The rainbow was beautiful, the whole sky looked wonderful. _____

8. Helen liked taking the bus, it was cheaper than driving every day. _____

9. The holiday spirit was infectious, everybody was enjoying the season. _____

10. Juanita was late for school, she ran all the way. _____

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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 participial form**, are often confused because both can refer to an act that has been completed.

PAST FORM

Yesterday I **came** home late.

PAST PARTICIPLE

I have **come** home late all week.

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

This exercise provides a method for distinguishing between these two principal 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 right after *have* or *has*.

wore worn *I have worn this coat once this week.*

flown flew *He has flown in a jet before.*

1. ran run _____
2. began begun _____
3. seen saw _____
4. spoke spoken _____
5. stolen stole _____
6. taken took _____
7. drew drawn _____
8. fallen fell _____
9. given gave _____
10. knew known _____

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15.4 Perfect Tenses

Key Information

The **perfect tenses** are signaled by one of these helping verbs: *have, had, or has*.

I **had** eaten pie.

However, these words do not always signal a perfect tense. They can also be used as main verbs:

I **had** some pie.

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* 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 it with a form of *possess* or *take*.

We have grown roses before. *perfect*

Have a taco. *main verb* *Take a taco.*

1. Donald has a new computer. _____

2. The voters have elected a new president. _____

3. Please have some of this sandwich. _____

4. Clara had just missed the deadline. _____

5. Dad has a bad headache. _____

6. You had more than your share. _____

7. June and Carlos have more books than I. _____

8. The cat has been naughty today. _____

9. They have not read today's assignment. _____

10. John has a large apple. _____

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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.

The letter was sent by my agent. *My agent sent the letter.*

Sally was praised by the group. *The group praised Sally.*

- The floor was mopped by Jerry. _____

- A grasshopper was caught by Jim. _____

- Clarence was frightened by the loud noise. _____

- The table was cleared by the children. _____

- The food was eaten by the pigs. _____

- The assignment was finished by the students. _____

- The boat was overturned by the wind. _____

- The bill was not approved by Congress. _____

- Maria is impressed by you. _____

- Our carpet was cleaned by a professional carpet cleaner. _____

16.1 Intervening Prepositional Phrases

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. 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 italicized in each of the following sentences. 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.

The height *of the boxes* (is/are) two feet. *The height is two feet.*

The girls *on the stage* (sings/sing) well. *The girls sing well.*

1. The sound *of the trumpets* (is/are) deafening. _____

2. The boys *on the team* (is/are) welcome to attend the party. _____

3. The sight *of dandelions* (is/are) something to behold. _____

4. The people *in the back row* (seems/seem) a bit rowdy. _____

5. The color *of our bedrooms* (is/are) blue. _____

6. Some students *from another country* (have/has) asked us to correspond with them. _____

7. The smell *of the cooking vegetables* (was/were) fragrant. _____

8. The principles *behind this document* (is/are) reasonable. _____

9. My teacher's goals *for the class* (includes/include) freedom of expression. _____

10. A book *about castles* (was/were) left on my desk. _____

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.

Either is correct.

Either **(one)** is correct.

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

Directions

For each of the following items, 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.)

Two mittens were found in the hall. Each (is/are) torn. *Each one is torn.*

1. The judges chose six finalists. Each (is/are) worthy of the award. _____

2. Two squirrels ran along the telephone wire. Neither (was/were) afraid. _____

3. Bob wants to watch the news or a movie. Either (sounds/sound) fine to me. _____

4. Two robins are on the roof. Neither (is/are) aware I'm watching. _____

5. Several letters arrived today. Each of them (is/are) for you. _____

6. Neither of the children (has/have) behaved well today. _____

7. Do you want pie or ice cream? Either (seems/seem) to be tasty. _____

8. Each of the rooms (is/are) too cold to work in today. _____

9. Min and Kathy are studying hard. Neither (knows/know) that the test was postponed. _____

10. Bob and Angela want to work for the banker. Either (is/are) capable. _____

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 the 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.

The gift is for Jesse and (I/me). *The gift is for me.*

1. Frank and (he/him) bought Dad a new tie. _____

2. You can ride with Tim and (I/me). _____

3. The teacher and (I/me) prepared the room for the party. _____

4. This room is reserved for the instructor and (we/us). _____

5. The juniors and (we/us) gave an award to the freshmen. _____

6. The Cowboys and (they/them) will meet in the championship game. _____

7. Someone saw Jaime and (I/me) at the game. _____

8. That sandwich is for Lisa and (he/him). _____

9. Huang and (she/her) took pictures during the field trip. _____

10. Your sister and (I/me) will make supper tomorrow. _____

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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 provides 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 leave the pronoun to 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.

I met the winners, Eric and (she/her). *I met her.*
The men, Yukio and (he/him), spoke. *He spoke.*

1. The two girls, Betty and (she/her), went to the park. _____

2. Our teacher praised the two students, Owen and (she/her). _____

3. The rain disappointed the two teams, the Lions and (they/them). _____

4. These two people, James and (he/him), could be elected to the student council. _____

5. The winners, Ken and (I/me), will speak at the awards ceremony. _____

6. The reporter asked questions about the volunteers, Wendy and (he/him). _____

7. Two of my teachers, Mr. Lewis and (she/her), will give tests tomorrow. _____

8. You'll be working with two editors, Ms. Moreno and (I/me). _____

9. The math teachers, Mrs. Garrison and (he/him), required a good deal of homework. _____

10. Two of your friends, Barbara and (she/her), left messages. _____

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17.4 Reflexive and Intensive Pronouns

Key Information

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved. 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.

↓
Ted himself drinks coffee. *correct*

Carrie and myself prefer tea. *Carrie and I prefer tea.*

1. That table is reserved for myself. _____

2. Helen hurt herself on the escalator. _____

3. You need to remind yourself to buy milk on the way home. _____

4. This candy bar is for yourself. _____

5. I myself enjoy shopping. _____

6. The dog bit itself while chasing its tail. _____

7. Jill and myself went up the hill. _____

8. The players reprimanded themselves for losing the game. _____

9. Mike and herself showed up late to class. _____

10. Will you put the cat out yourself? _____

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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 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*
One of the boys has his boots.

S *P* *P* *S* *S* *S*
Each of the pots lack their cover. Each of the pots lacks its cover.

- All of the students in my history class have brought their reports. _____

- Each of the boys are willing to do his share of the work. _____

- Everyone at work are having their friends over for the holidays. _____

- Few of us have remembered to do our homework. _____

- One of the players seem to have hurt his ankle. _____

- Many of the actors have put their costumes on backward. _____

- Everybody here have brought some of their artwork to share. _____

- Each of the workers is putting their tools away. _____

- None of us wants to stop drawing our pictures. _____

- Several of the children have surprised themselves. _____

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 pears and peaches. These seem riper. *These pears seem riper.*

1. My aunt brought a pie and ice cream. Those were delicious. _____

2. The economy is improving. This is good. _____

3. A newspaper crashed through the window. That was expensive. _____

4. Please take the paper and pens to Ralph. He needs those badly. _____

5. I ate an apple and an orange. These are nutritious. _____

6. The door is open. That is odd. _____

7. Randy stormed out of the room. That was not acceptable to us. _____

8. The sun is about to set behind the mountains. This is beautiful. _____

9. The general ordered the tanks forward. This was necessary to win the battle. _____

10. Valerie bought a painting and a sculpture. These were expensive. _____

18.1 The Three Degrees of Comparison

Key Information

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

COMPARATIVE Kathy is **taller** than Jo.

SUPERLATIVE: Anne 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 *last act*, *last* 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. Check your response by using the adjective to write a sentence with this pattern: **You cannot be a little** _____. For example: *A frog cannot be a little dead.* If the adjective is not absolute, write *not absolute* on the line. Then write a sentence using the adjective in its comparative or superlative form.

fifth item *absolute* An item cannot be a little fifth.

ripe pear *not absolute* This pear is riper than that one.

1. deep water _____
2. hot oven _____
3. thoughtful action _____
4. inanimate object _____
5. broken record _____
6. difficult test _____
7. long song _____
8. sleek cat _____
9. fierce dog _____
10. lithe dancer _____

18.6 Double Negatives

Key Information

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

INCORRECT: I don't see no car.

CORRECT: I don't see any car.

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 it so that the clause has only one negative word. If a sentence has no double negatives, write *correct* next to it.

We –don't –never see her. *We don't ever see her.*

Kim wants –nothing for her birthday. *correct*

1. Congress didn't see nothing wrong with the new law. _____

2. The newspaper stated that it could not retract the error. _____

3. Hal didn't mean to hurt nobody. _____

4. I won't never leave you. _____

5. Won't she never learn? _____

6. The lawyer hasn't won no cases this year. _____

7. Aren't you ready yet? _____

8. Can't you see anything? _____

9. Nobody said nothing about the test. _____

10. I don't have no faith in politicians. _____

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 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 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*.

Laughing loudly, the joke pleased the audience. *The joke laughed loudly.* *dangling modifier*

Walking quickly, I arrived on time. *I walked quickly.* *correct*

1. Forgetting his keys, Mr. Fong had to go back inside. _____

2. Forgetting to buy gas, the car wouldn't start. _____

3. Flying high above the earth, the plane looked tiny. _____

4. Flying high in the sky, turbulence caused a violent motion. _____

5. Thinking quickly, several strange ideas crossed my mind. _____

6. Walking as fast as possible, Mary soon arrived at her destination. _____

7. Typing slowly, the paper seemed endless. _____

8. Typing quickly, Dave was done within an hour. _____

9. Eating everything in sight, Elsa couldn't move. _____

10. Eating too much, my stomach was upset. _____

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.

Aunt Agatha

The call is for you, **Mother**.

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 a possessive pronoun (*my, our, your, his, her, their, and its*) comes right before it:

Anna Marie's cousin, **my** grandmother

Possessives usually precede common nouns, which are not capitalized.

Family terms that are capitalized are considered proper nouns. Usually proper nouns are not used after possessive nouns or pronouns.

Directions

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

Are you coming to dinner, Uncle ?

Please call your brother to dinner.

Give the book to Aunt Susan.

1. Bill's _____ from Kentucky is visiting us.
2. Yesterday _____ told me that she and Dad were taking a vacation.
3. Have you seen _____ ?
4. This gift is for your _____ .
5. Clyde's _____ fought in the Korean War.
6. Please see whether _____ has put gas in the car.
7. My _____ knitted this sweater.
8. We talked to Colleen's _____ at the department store.
9. May I help you, _____ ?
10. Ted and Nancy's _____ works at the lumber mill.

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 *Greek* comes from the proper noun *Greece*.

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.

This is a ^{*Japan*} *Japanese* ship.

1. Valerie's family always buys _____ cars.
2. Do you like _____ food?
3. One of Juanita's ancestors was a great _____ artist.
4. Your mother said that she would like some _____ jewelry for her birthday.
5. I enjoy _____ music.
6. In my English class, we read a famous _____ play.
7. The _____ leader addressed the United Nations.
8. The _____ newspapers reported that war was inevitable.
9. We ate at a _____ restaurant last night.
10. The band played music by a _____ composer.

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 *can*, *will*, *is*, 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** starts off 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 that signals the direct question.

Joe asked whether you would help him.

Will it rain today?

1. Have you seen this movie
2. I wonder how doughnuts are made
3. Do you wonder how doughnuts are made
4. Isabel wondered why a cold is so hard to cure
5. The science teacher asked us whether we understood the law of gravity
6. May I please have another piece of turkey
7. Will you turn the volume down
8. The politician asked the people why they did not vote more often
9. Ayisha wondered whether or not you would be at the game on Friday
10. The cat wondered how the mouse got away

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 precede the list could stand as a complete sentence.

I ate these vegetables: beans, onions, and squash.

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

The vegetables I ate were beans, onions, and squash.

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 what comes before the colon. If the colon is used incorrectly, write *incorrect* on the line. Then rewrite the sentence so that the colon is used correctly.

I invited these boys: Ho, Tim, and Roy. *correct* *I invited these boys.*

He asked for: glue, nails, and tile. *incorrect* *He asked for these items: glue, nails, and tile.*

1. My favorite colors are: pale pink and mint green. _____

2. We have several pets: two cats, a bird, and three dogs. _____

3. My mother bought only a few items at the store: bread, milk, and juice. _____

4. The guest list includes: Thelma, Gary, Rick, and Pat. _____

5. I must go shopping for: boots, belts, and shirts. _____

6. For the test, bring these items: paper, pen, and a dictionary. _____

7. For lunch today we are having: tamales, rice, and salad. _____

8. Don't forget these tools: a hammer, a screwdriver, and a wrench. _____

9. Sidney forgot a few things: his watch, his wallet, and his keys. _____

10. Be sure to speak with: Hector, Ben, Midori, and Pam. _____

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 as separate sentences. Each part must be able to stand alone.

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

Directions

Each of the following sentences contains a semicolon. If the semicolon is used correctly, write *correct* on the line. Then write what comes before and after the semicolon as two complete sentences. If the semicolon is used incorrectly, write *incorrect*. Then rewrite the sentence correctly, deleting the semicolon or replacing it with proper punctuation.

I'm healthy; therefore, I'm happy. *correct* I'm healthy. Therefore, I'm happy.
 Because I'm sick; I'm unhappy. *incorrect* Because I'm sick, I'm unhappy.

1. Because he had an effective campaign staff; Sam won the election. _____

2. The artist finally completed her painting; she was very happy with it. _____

3. Pete walked home alone; however, he was soon joined by a friend. _____

4. Hank traveled to the city; there he would meet Irene. _____

5. When it saw another cat outside; the cat stared out the window. _____

6. Nathan heard an explosion; subsequently he heard another explosion. _____

7. A limousine pulled up to the hotel; then some elegantly dressed people got out. _____

8. Because of the storm; the big game was canceled. _____

9. The test was hard; since it covered fourteen chapters. _____

10. Mei ran as quickly as possible; she soon became tired. _____

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 following sentences, if a 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 eliminating the comma.

I like pie, but I don't like cake. *correct* *I like pie. I don't like cake.*
 I ate the pie, and then the cake. *incorrect* *I ate the pie and then the cake.*

1. Maya helped Ed search for his key, but could not find it. _____

2. We read a poem in English class, and then another in history class. _____

3. Julius set a new world record, yet he was disappointed with his performance. _____

4. Thursday was cold, but today will be even colder. _____

5. The dogs slept lazily, and woke up only when it was time to eat. _____

6. Paula borrowed a pen from Fred, for she had forgotten hers. _____

7. I thought the doorbell was broken, yet someone is ringing it now. _____

8. The doctor finished with one patient, and immediately went to another. _____

9. A scientist should be skilled at math, and should be well read. _____

10. This spoon is bent, but I can still use it. _____

Name Class Date

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 gives a tip for punctuating 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.

dark, dreary night (You could say **dreary, dark** night.)

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

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 by eliminating the comma.

We had a cold, wet fall. *correct* *We had a wet, cold fall.*

She wore a pretty, wool dress. *incorrect* *She wore a pretty wool dress.*

1. We heard a jarring, strange sound. _____

2. The large, metal robot explored the barren surface of Mars. _____

3. An enormous, white bear swam around the chunks of ice. _____

4. The dirty, dented truck pulled over to a service station. _____

5. Mom bought a small, ceramic doll. _____

6. The tired, hungry workers devoured their lunch. _____

7. A long-legged, frisky cat mewed at the doorstep. _____

8. The singer wore a beautiful, silk shirt. _____

9. We had eaten two, large pies. _____

10. The quiet, reserved child finally spoke. _____

21.6

Commas with Parenthetical Expressions and Conjunctive Adverbs

Key Information

Use commas to set off **parenthetical expressions** (such as *on the contrary*) and **conjunctive adverbs** (such as *however* and *therefore*).

This exercise provides a method for recognizing these items. They can easily be moved elsewhere in a sentence. (In the new position, commas will still be needed.)

Directions

In each of the following items, an underlined word or phrase is set off by a comma or commas. If the word or phrase is a correctly set-off parenthetical expression or conjunctive adverb, write *correct* on the line. Then rewrite the appropriate sentence, moving the word or phrase to a different position. If the word or phrase is incorrectly set off, write *incorrect* on the line. Then rewrite the sentence correctly.

I don't hate school. in fact, I like school. *correct* *I like school, in fact.*

Len rushes, whenever, he is late. *incorrect* *Len rushes whenever he is late.*

1. Bob forgot his book. Don, on the contrary, remembered to bring his. _____

2. Isabel called today. She did not say what she wanted, however. _____

3. I cannot go to school, because, I have the flu. _____

4. The cat walked to the food dish, even though, there was nothing in it. _____

5. I can't come on Wednesday. Friday, on the other hand, is fine with me. _____

6. The cookies are burned. Therefore, we have to start over. _____

7. Judy cannot speak with you, because, she is busy right now. _____

8. Jan excels at sports. For example, she is a star basketball player. _____

9. The quiz was difficult. We did well, nevertheless. _____

10. The snakes, by the way, have escaped from their cage. _____

Name Class Date

21.6 Commas and Direct Address

Key Information

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

Toni, don't forget your keys.

This exercise provides 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 passes both of these requirements. In the previous example, the sentence is directed to Toni, and the name *Toni* can be deleted.

Directions

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

Rosa please come here. Rosa, please come here. Please come here.
Daryl was elected to the student council. correct

1. Sarah do your homework. _____

2. James and his friend went to see a movie. _____

3. Are you listening Susan? _____

4. This assignment class should be easy for you. _____

5. Mr. Uchida there is somebody here to see you. _____

6. Can't anybody find Louise? _____

7. My friend you do not seem well. _____

8. Lee I believe you still have a bad cold. _____

9. We thank you Ms. Miller for the kind donation. _____

10. Should we ask my friend for a loan? _____

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 gives a tip to 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 left, **it was over.**

INCORRECT: When I left, **is my business.**

In the first sentence, the boldfaced section could stand alone as a complete sentence. This is not true of the second sentence.

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* on the line. Then rewrite the sentence correctly by eliminating the comma.

While I slept, my car was stolen. *correct* *My car was stolen.*

How you survived, amazes me. *incorrect* *How you survived amazes me.*

1. What I saw last night, was unbelievable. _____

2. When the bus finally arrived, it was ten minutes late. _____

3. When the train will arrive, is something I do not know. _____

4. While the accountant was reviewing the budget, he discovered an error. _____

5. Whatever Valerie wrote to Steve, must have upset him. _____

6. Whoever made this cake, should be complimented. _____

7. Wherever he traveled, the sailor was asked about his adventures. _____

8. The cereal Louis eats for breakfast, is very healthful. _____

9. How the mountain climber managed to climb that peak, is a mystery. _____

10. Whenever you want to go, I am ready. _____

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 gives a tip for using dashes appropriately. When you use dashes to emphasize information, see whether the information is “extra.” If it is extra, a sentence and its main idea should be clear to readers without the material that is set off by dashes.

A rat—a **gray one**—ran away.

A rat ran away.

Although some information is lost, 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 correctly by eliminating the dash or dashes.

A song—my favorite—was playing softly. *A song was playing softly.*

I want a truck—or a van. *important* *I want a truck or a van.*

1. A man—with an urgent message for you—is at the door. _____

2. The singer finished her song—an old Beatles’ tune. _____

3. The trees—full of silent beauty—towered above me. _____

4. Luke saw someone—who looked like the lost child. _____

5. The doctor said that there was little hope—unless a donor could be found soon. _____

6. The sidewalk—old and cracked—was not well maintained. _____

7. Millie hoped to be a medical researcher—or a surgeon. _____

8. This poem—a classic—is entitled “The Raven.” _____

9. The orange—sweet and juicy—was delicious. _____

10. Fill out all of this form—except for the last two sections. _____

21.11 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 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 the question mark or 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.

Bill yelled, "Don't jump" *Don't jump!* Bill yelled, "Don't jump!"

Who said, "I'm afraid to look" *I'm afraid to look.* Who said, "I'm afraid to look"?

1. Nathan screamed, "Look out for the bus" _____

2. Who wrote, "George was here" _____

3. The salesperson asked, "May I help you" _____

4. Who asked, "When will supper be ready" _____

5. Do you know who said, "This test is easy" _____

6. Can you say, "She sells seashells by the seashore" _____

7. The captain loudly announced, "Man the lifeboats" _____

8. The waiter replied, "Would you like to speak to the chef" _____

9. Why would someone living in Colorado say, "I hate snow" _____

10. Who said, "I have not yet begun to fight" _____

21.11–12 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 a major work, use italics. An article, for example, is usually part of a magazine or newspaper. The magazine or 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 use them.

Citizen Kane is on television tonight.

The class read "The Horses," a short poem by Pablo Neruda. *Titles of short poems are enclosed in quotation marks.*

1. Lynn dislikes Edvard Munch's painting The Scream. _____

2. My favorite novel by Hemingway is A Farewell to Arms. _____

3. There is an interesting article on education in the latest issue of Newsweek. _____

4. The name of this short poem is She Walks in Beauty. _____

5. My English teacher assigned a short story entitled The Runner by Barbara Kimenye. _____

6. The school newspaper, The Weekly Record, contains a picture of you. _____

7. Our history teacher brought in a newspaper article entitled The Effects of War. _____

8. Wendy sang Amazing Grace during music class today. _____

9. The drama class put on a production of Macbeth. _____

10. I read an essay by Charles Lamb entitled Playhouse Memoranda. _____

21.13 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 cars. 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.

I wrecked Andy's car.

Whose car? Andy's

Since *Andy'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*.

Henry's bat is broken. *Whose bat? Henry's*

Some boys are at the door. CORRECT

1. Terasas stereo looks impressive. _____

2. Somebodys wallet was left in the room. _____

3. A few birds are eating the food Suki put in the yard. _____

4. The bears cave is just ahead. _____

5. There were several snakes in the pit. _____

6. Please take your mothers purse to her. _____

7. Floyds essay is about space exploration. _____

8. Houstons mayor was elected a year ago. _____

9. The cowboys finished their work and rested. _____

10. These rocks have been broken in half somehow. _____

21.14 The Hyphen

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.

a **well-run** business

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

The business is **well run**.

Directions

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

He is a seventeen year old student. *He is a seventeen-year-old student.*

Maria's work on this project has been well regarded. *correct*

1. The coffee table was made of a coarse grained wood. _____

2. Babe Ruth may be considered the best known baseball player in history. _____

3. The much challenged runner was finally outdistanced. _____

4. Please leave a one inch margin on either side of your paper. _____

5. Her happy go lucky attitude makes her a lively and intriguing dancer. _____

6. I am sure that she is a well meaning individual. _____

7. After a long romp on the lawn, the still frisky puppy pranced about my feet. _____

8. I believe that the well informed judge made an appropriate decision. _____

9. We stopped for lunch at an out of the way restaurant. _____

10. The two adorable infants were alert and rosy faced. _____
