


**Writer's Choice**  
Grammar and Composition

# Grammar Reteaching

Grade 9



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## Unit 10.1 Nouns

### Key Information

A **common noun** is the general—not the particular—name of a person, place, thing, or idea. The words *sock*, *car*, *truth*, and *paint* are common nouns.

This exercise provides a way to identify common nouns. Most common nouns 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. Write *not common noun* next to the word if the word is not a common noun.

table                      *common noun*                      *We sat at the table.*  
Italy                        *not common noun*

1. computer \_\_\_\_\_  
\_\_\_\_\_
2. me \_\_\_\_\_  
\_\_\_\_\_
3. Aunt Kate \_\_\_\_\_  
\_\_\_\_\_
4. tree \_\_\_\_\_  
\_\_\_\_\_
5. car \_\_\_\_\_  
\_\_\_\_\_
6. noise \_\_\_\_\_  
\_\_\_\_\_
7. Theodore \_\_\_\_\_  
\_\_\_\_\_
8. bones \_\_\_\_\_  
\_\_\_\_\_
9. whisper \_\_\_\_\_  
\_\_\_\_\_
10. us \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## Unit 10.2 Indefinite Pronouns

### Key Information

An *indefinite pronoun* refers to a person, place, or thing in a general way. Some indefinite pronouns are *other, several, few, nothing, and anyone*. Many indefinite pronouns can also be used as adjectives.

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

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

All of you were on time.      *indef. pro.*  
All twenty students left.      *adj.*      *The twenty students left.*

1. Several of us enjoyed today's lunch. \_\_\_\_\_  
\_\_\_\_\_
2. Several people in this room are too loud. \_\_\_\_\_  
\_\_\_\_\_
3. The teacher asked whether we wanted some information. \_\_\_\_\_  
\_\_\_\_\_
4. The dog barked at the birds, and some flew away. \_\_\_\_\_  
\_\_\_\_\_
5. In my family both parents work. \_\_\_\_\_  
\_\_\_\_\_
6. I need both of you to help me. \_\_\_\_\_  
\_\_\_\_\_
7. Carmen saw several animals, and many were unfamiliar to her. \_\_\_\_\_  
\_\_\_\_\_
8. The accountant heard many explanations of expenses. \_\_\_\_\_  
\_\_\_\_\_
9. One driver honked his horn impatiently. \_\_\_\_\_  
\_\_\_\_\_
10. I want one! \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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 words that answer a question beginning with *what* or *whom*.

This exercise provides a way to recognize transitive verbs. Rewrite the sentence as a question beginning with *what* or *whom*. The answer to the question will be the words that follow the transitive verb in the original sentence.

**Directions** For each of the following sentences, write a question that begins with *what* or *whom*. Then show that the underlined verb is transitive by answering the question. The answer should be the words that follow the verb in the original sentence. (Note that in the question, the verb form often changes.)

John called his sister.

*Whom did John call? His sister.*

Vivian painted a beautiful picture.

*What did Vivian paint? A beautiful picture.*

1. We saw some friends. \_\_\_\_\_  
\_\_\_\_\_
2. My neighbor built a new fence. \_\_\_\_\_  
\_\_\_\_\_
3. The doctor called the nurse. \_\_\_\_\_  
\_\_\_\_\_
4. The artist carved a wonderful sculpture. \_\_\_\_\_  
\_\_\_\_\_
5. After driving for hours, we finally ate some food. \_\_\_\_\_  
\_\_\_\_\_
6. He wore his best suit. \_\_\_\_\_  
\_\_\_\_\_
7. The cat opened the door. \_\_\_\_\_  
\_\_\_\_\_
8. The mechanic fixed my car. \_\_\_\_\_  
\_\_\_\_\_
9. The batter hit the ball. \_\_\_\_\_  
\_\_\_\_\_
10. The student, sure of the answer, raised her hand. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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 sentence will change, and the sentence will probably be ungrammatical.

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

The rabbit hopped into the bushes.    *action*

This sandpaper feels rough.    *linking*

*This sandpaper is rough.*

1. Your room looks clean. \_\_\_\_\_  
\_\_\_\_\_
2. The pianist looked at the score. \_\_\_\_\_  
\_\_\_\_\_
3. Those onions smell wonderful. \_\_\_\_\_  
\_\_\_\_\_
4. Can you smell the roses? \_\_\_\_\_  
\_\_\_\_\_
5. The crowd became very quiet. \_\_\_\_\_  
\_\_\_\_\_
6. Kim grew some pumpkins in her yard. \_\_\_\_\_  
\_\_\_\_\_
7. The audience grew restless. \_\_\_\_\_  
\_\_\_\_\_
8. This house seems familiar, but I have never been here before. \_\_\_\_\_  
\_\_\_\_\_
9. Ken felt the rough bark of the tree. \_\_\_\_\_  
\_\_\_\_\_
10. The pitcher appears eager today. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 10.4 Adjectives

### Key Information

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

**these** pens    **my** belts

**wide** street    **one** song

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

The bird has \_\_\_\_\_ feathers. What kind of feathers?

*The bird has beautiful feathers.*

\_\_\_\_\_ house is bigger than mine. Whose house?

*Paul's house is bigger than mine.*

1. Victor is driving a/an \_\_\_\_\_ car. What kind of car? \_\_\_\_\_  
\_\_\_\_\_
2. Yesterday \_\_\_\_\_ dogs followed me home. How many dogs? \_\_\_\_\_  
\_\_\_\_\_
3. A/An \_\_\_\_\_ crow is eating the corn. What kind of crow? \_\_\_\_\_  
\_\_\_\_\_
4. I left \_\_\_\_\_ book at home. Whose book? \_\_\_\_\_  
\_\_\_\_\_
5. Barbara heard a/an \_\_\_\_\_ noise outside her window. What kind of noise? \_\_\_\_\_  
\_\_\_\_\_
6. You may invite your \_\_\_\_\_ friends to join us. How many friends? \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_ father asked us to go fishing. Whose father? \_\_\_\_\_  
\_\_\_\_\_
8. Does \_\_\_\_\_ teacher assign much homework? Whose teacher? \_\_\_\_\_  
\_\_\_\_\_
9. Your house is extremely \_\_\_\_\_. What kind of house? \_\_\_\_\_  
\_\_\_\_\_
10. I plan to read \_\_\_\_\_ novels this summer. How many novels? \_\_\_\_\_  
\_\_\_\_\_

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## Unit 10.5 Adverbs

### Key Information

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

We arrived **yesterday**.

Ben went **away**.

The boy **hungrily** ate supper.

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

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

Terry sang a nice song \_\_\_\_\_. When did Terry sing? *Terry sang a nice song yesterday.*

The mouse \_\_\_\_\_ ran into a hole in the floor. How did the mouse run?

*The mouse quickly ran into a hole in the floor.*

1. Be sure to call me \_\_\_\_\_. When should you call? \_\_\_\_\_  
\_\_\_\_\_
2. A cow \_\_\_\_\_ drank from the pond. How did the cow drink? \_\_\_\_\_  
\_\_\_\_\_
3. Suki \_\_\_\_\_ picked up the exquisite vase. How did Suki pick up the vase? \_\_\_\_\_  
\_\_\_\_\_
4. We walked \_\_\_\_\_ across the bridge. How did we walk? \_\_\_\_\_  
\_\_\_\_\_
5. Please stay \_\_\_\_\_ while I go into the store. Where should you stay? \_\_\_\_\_  
\_\_\_\_\_
6. You might arrive at the hall \_\_\_\_\_. When might you arrive at the hall? \_\_\_\_\_  
\_\_\_\_\_
7. Tanya can sing more \_\_\_\_\_ than I can. How can Tanya sing? \_\_\_\_\_  
\_\_\_\_\_
8. The plane is \_\_\_\_\_ approaching. How is the plane approaching? \_\_\_\_\_  
\_\_\_\_\_
9. See whether you can visit me \_\_\_\_\_. When can you visit me? \_\_\_\_\_  
\_\_\_\_\_
10. The fox ran \_\_\_\_\_ across the field. How did the fox run? \_\_\_\_\_  
\_\_\_\_\_

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## Unit 10.6 Prepositions

### Key Information

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

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

**Directions** In each of the following sentences, the preposition is underlined, and its object is circled. Read the preposition and its object aloud to yourself, and find the word they are describing. Draw a box around the word that the preposition and its object are describing.

The house on the hill is large.

The house on the hill is large.

She rode her bicycle along the road.

She rode her bicycle along the road.

1. A pebble in my shoe hurts my foot.
2. Throw this jar into the trash.
3. The mall near the station is convenient.
4. The computer below the bookshelf is broken.
5. Please drop the paper into this basket.
6. The cat with the spots is mine.
7. A man from Nebraska called today.
8. A letter for you arrived today.
9. Wait until dark to show your videotapes.
10. Many birds landed on top of our school.

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## Unit 10.7 Conjunctive Adverbs

### Key Information

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

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

**Directions** For each of the following exercise items, a conjunctive adverb appears in the second sentence. First, underline the conjunctive adverb. Then rewrite the second sentence, repositioning the conjunctive adverb within the sentence.

Kimberly wanted to go home. Luis, however, wanted to stay.  
*Luis wanted to stay, however.*

1. We are on vacation. We have no plans, however. \_\_\_\_\_  
\_\_\_\_\_
2. Your grades are superb. Consequently, you'll be on the honor roll. \_\_\_\_\_  
\_\_\_\_\_
3. The bus was late today. Nevertheless, we arrived on time. \_\_\_\_\_  
\_\_\_\_\_
4. John wrote Earlene a letter. Therefore, Earlene wrote back. \_\_\_\_\_  
\_\_\_\_\_
5. The record looks a bit worn. It sounds fine, nonetheless. \_\_\_\_\_  
\_\_\_\_\_
6. Our television set is broken. It will, however, be fixed soon. \_\_\_\_\_  
\_\_\_\_\_
7. Your report is due. Try, therefore, to finish it soon. \_\_\_\_\_  
\_\_\_\_\_
8. Tom doesn't feel well. Also, he is running a fever. \_\_\_\_\_  
\_\_\_\_\_
9. Diana left early today. Mari, similarly, left early yesterday. \_\_\_\_\_  
\_\_\_\_\_
10. We are out of paper. Thus, you cannot print your report. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 11.2

## Complete Subjects and Complete Predicates

### Key Information

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

In these two sentences the complete subjects are underlined:

The boy wearing red is my friend.

A very large cat lives near here.

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

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

A Danish writer won the Nobel Prize.

*She won the Nobel Prize.*

Your new coat looks good.

*It looks good.*

- A friend of yours is on the phone. \_\_\_\_\_  
\_\_\_\_\_
- The jacket to your left belongs to Aunt Maria. \_\_\_\_\_  
\_\_\_\_\_
- Paul and Kate will represent the school at the convention. \_\_\_\_\_  
\_\_\_\_\_
- A big blue balloon is floating in the sky. \_\_\_\_\_  
\_\_\_\_\_
- A lady who lives across the street said she saw your lost dog. \_\_\_\_\_  
\_\_\_\_\_
- Your mother left her keys on the table. \_\_\_\_\_  
\_\_\_\_\_
- The boys on the football team asked for more practice time. \_\_\_\_\_  
\_\_\_\_\_
- Most of the fish in my fishbowl are guppies. \_\_\_\_\_  
\_\_\_\_\_
- The new principal will address the class tomorrow. \_\_\_\_\_  
\_\_\_\_\_
- A huge boulder tumbled down the cliff. \_\_\_\_\_  
\_\_\_\_\_

## Unit 11.5 Indirect Objects

### Key Information

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

I made **Sue** a birthday cake.

You gave **me** a strange look.

This exercise provides a method for identifying indirect objects. Remember that an indirect object always comes between the verb and the direct object.

**Directions** In each of the following sentences, the indirect object is underlined. Rewrite the sentence, moving the indirect object to the end of the sentence and inserting *to* or *for* before the indirect object. Make sure that *to* or *for* also precedes any modifiers of the indirect object.

Lois sent her friend Ty a gift. *Lois sent a gift to her friend Ty.*  
Bill gave Ana a big party. *Bill gave a big party for Ana.*

1. Last week my parents gave me a higher allowance. \_\_\_\_\_  
\_\_\_\_\_
2. Please save Tim a place at the table. \_\_\_\_\_  
\_\_\_\_\_
3. Send Dana this birthday card. \_\_\_\_\_  
\_\_\_\_\_
4. The salesperson offered Clara a huge discount. \_\_\_\_\_  
\_\_\_\_\_
5. A waitress served the hungry customers a wonderful meal. \_\_\_\_\_  
\_\_\_\_\_
6. Lila bought her parents a new videotape. \_\_\_\_\_  
\_\_\_\_\_
7. Tell us the answer. \_\_\_\_\_  
\_\_\_\_\_
8. The messenger brought the anxious king some good news. \_\_\_\_\_  
\_\_\_\_\_
9. Tomorrow the history teacher will give the class a test. \_\_\_\_\_  
\_\_\_\_\_
10. Did you bring me a gift? \_\_\_\_\_  
\_\_\_\_\_

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## Unit 11.5 Object Complements

### Key Information

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

This exercise provides a method for identifying object complements.

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

The class named you [to be] **president**.

We thought your decision [to be] **harsh**.

**Directions** In each of the following sentences, the object complement is underlined. Rewrite the sentence, inserting *to be* before the object complement. Remember that *to be* must precede any modifiers of the complement.

She considers her aunt kind.

*She considers her aunt to be kind.*

They thought her voice amazingly brilliant.

*They thought her voice to be amazingly brilliant.*

1. The class found the test easy. \_\_\_\_\_  
\_\_\_\_\_
2. Juliana considered the price of coffee unusually high. \_\_\_\_\_  
\_\_\_\_\_
3. The members have elected you secretary of the club. \_\_\_\_\_  
\_\_\_\_\_
4. Most students consider George Washington a great president. \_\_\_\_\_  
\_\_\_\_\_
5. The senators appointed her head of the new committee. \_\_\_\_\_  
\_\_\_\_\_
6. The travelers found their accommodations roomy and comfortable. \_\_\_\_\_  
\_\_\_\_\_
7. We chose Bob our team leader. \_\_\_\_\_  
\_\_\_\_\_
8. The freshmen nominated Juan their representative. \_\_\_\_\_  
\_\_\_\_\_
9. We thought the ride fascinating but long. \_\_\_\_\_  
\_\_\_\_\_
10. Did you consider the movie enjoyable? \_\_\_\_\_  
\_\_\_\_\_

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## Unit 11.5 Subject Complements

### Key Information

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

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

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

My mother is a nurse. *pred. nomin.*     *mother = nurse*  
My mother thanked the nurse. *dir. obj.*     *mother  $\neq$  nurse*

- Kevin saw our teacher at the store. \_\_\_\_\_  
\_\_\_\_\_
- She was a dentist at one time. \_\_\_\_\_  
\_\_\_\_\_
- The team won a great victory last Friday. \_\_\_\_\_  
\_\_\_\_\_
- According to the owner, these dogs are poodles. \_\_\_\_\_  
\_\_\_\_\_
- Robert became a great leader. \_\_\_\_\_  
\_\_\_\_\_
- Carefully the chess champion planned the next move. \_\_\_\_\_  
\_\_\_\_\_
- The class appointed a new vice president. \_\_\_\_\_  
\_\_\_\_\_
- Those men were basketball players. \_\_\_\_\_  
\_\_\_\_\_
- My neighbor called me about the party. \_\_\_\_\_  
\_\_\_\_\_
- The tadpole is slowly becoming a frog. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 12.1 Prepositional Phrases

### Key Information

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

This exercise provides a method for distinguishing between different kinds of prepositional

phrases. An adverb phrase modifying a verb usually *can* be moved elsewhere in the sentence. A phrase used as an adjective usually *cannot* be moved.

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

The glasses on the desk are yours.     *adjective*  
Into the car the dog jumped.     *adverb*

*The dog jumped into the car.*

1. The color of of Joshua's carpet is startling. \_\_\_\_\_  
\_\_\_\_\_
2. I will serve your meal with great pleasure. \_\_\_\_\_  
\_\_\_\_\_
3. Sue writes letters on weekends. \_\_\_\_\_  
\_\_\_\_\_
4. The photo on the desk was taken many years ago. \_\_\_\_\_  
\_\_\_\_\_
5. After the lecture, the audience asked questions. \_\_\_\_\_  
\_\_\_\_\_
6. Mei Ling climbed expertly up the mountain. \_\_\_\_\_  
\_\_\_\_\_
7. The man next to that car is my father. \_\_\_\_\_  
\_\_\_\_\_
8. Sarah collects photographs of basketball players. \_\_\_\_\_  
\_\_\_\_\_
9. At midnight a new day begins. \_\_\_\_\_  
\_\_\_\_\_
10. Ariel made her decision with no regrets. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 12.2 Appositives and Appositive Phrases

### Key Information

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

An **appositive phrase** consists of an appositive and any words that modify it.

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

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

My uncle, Bill Moore, lives in Dallas.      *appositive*  
*renames My uncle*      *Bill Moore lives in Dallas.*

My uncle, who is a dentist, lives in Dallas.      *no appositive*

1. The history teacher, Ms. Chang, asked us to read a historical novel. \_\_\_\_\_  
\_\_\_\_\_
2. My nephew Bart visited me during the holidays. \_\_\_\_\_  
\_\_\_\_\_
3. Pietro, who is from Brazil, talked to the class about his country. \_\_\_\_\_  
\_\_\_\_\_
4. The champion, who had just won an important victory, celebrated. \_\_\_\_\_  
\_\_\_\_\_
5. Last winter we visited Colorado, a popular vacation spot. \_\_\_\_\_  
\_\_\_\_\_
6. A famous writer attended this school, Franklin Heights High School. \_\_\_\_\_  
\_\_\_\_\_
7. The fans, excited about the game, made too much noise. \_\_\_\_\_  
\_\_\_\_\_
8. Terry's parents bought a new home, a two-story brick house. \_\_\_\_\_  
\_\_\_\_\_
9. The cab driver, whose name I've forgotten, was extremely nice. \_\_\_\_\_  
\_\_\_\_\_
10. Our first president, George Washington, was also a great general. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## Unit 12.3 Participles and Participial Phrases

### Key Information

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

**singing** girl    **decorated** cup

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

The girl **singing now** is talented.

The cup, **decorated by hand**, is beautiful.

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.

Bill felt tired. Bill took a nap.

*Feeling tired, Bill took a nap.*

The deer heard a noise. The deer ran away.

*The deer, hearing a noise, ran away.*

1. Janet sang a beautiful song. Janet amazed the crowd. \_\_\_\_\_  
\_\_\_\_\_
2. I was encouraged by my success. I tried a more difficult design. \_\_\_\_\_  
\_\_\_\_\_
3. The eager student knew the answer. The eager student raised her hand. \_\_\_\_\_  
\_\_\_\_\_
4. The couple held hands. The couple walked through the park. \_\_\_\_\_  
\_\_\_\_\_
5. They were exhausted after the long day. They drank iced tea on the porch. \_\_\_\_\_  
\_\_\_\_\_
6. The author was very busy. The author worked on a new novel. \_\_\_\_\_  
\_\_\_\_\_
7. Pam stayed up late. Pam studied for her math test. \_\_\_\_\_  
\_\_\_\_\_
8. Darryl practiced constantly. Darryl hoped to become a famous athlete. \_\_\_\_\_  
\_\_\_\_\_
9. The lion crept through the grass. The lion stalked its prey. \_\_\_\_\_  
\_\_\_\_\_
10. The firefighters were relieved to feel rain. The firefighters watched the fire die. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 12.3 Gerunds and Gerund Phrases

### Key Information

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

We like **fishing**.

**Singing** can be difficult.

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

**Fishing for marlin** is not easy.

I enjoy **singing old songs**.

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

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

I saw a sleeping bear in the cave.

*pres. part.*

My favorite sport is fishing for marlin.

*gerund*

*My favorite sport is it.*

1. I need some new boots for hiking. \_\_\_\_\_  
\_\_\_\_\_
2. The galloping pony ran across the field. \_\_\_\_\_  
\_\_\_\_\_
3. Writing can be enormously rewarding. \_\_\_\_\_  
\_\_\_\_\_
4. That collapsing building has a complex history. \_\_\_\_\_  
\_\_\_\_\_
5. Christie practices skating every day. \_\_\_\_\_  
\_\_\_\_\_
6. The sailors prepared for the approaching storm. \_\_\_\_\_  
\_\_\_\_\_
7. Studying requires patience and concentration. \_\_\_\_\_  
\_\_\_\_\_
8. The animals escaped from the burning forest. \_\_\_\_\_  
\_\_\_\_\_
9. Playing the piano well is a skill I admire. \_\_\_\_\_  
\_\_\_\_\_
10. Driving a car can be difficult during the winter. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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.

Hank seems ready **to go now**.

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

the word immediately after *to* is usually a verb form. Thus, you can 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, in a prepositional phrase the object of *to* is a noun or a pronoun. You cannot place *will* in front of a noun or a pronoun and produce a verb phrase.

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

Take the bus to New York.                      *prep.*  
 The students are ready to leave.            *infinitive*                      *will leave*

1. The road to my house has many potholes. \_\_\_\_\_
2. Jill hopes to play professional basketball. \_\_\_\_\_
3. Can you teach me to draw a spaceship? \_\_\_\_\_
4. The road to the museum passes my house. \_\_\_\_\_
5. Leroy wants to be a lawyer. \_\_\_\_\_
6. The rains may last from spring to summer. \_\_\_\_\_
7. To play guitar in a band is my dream. \_\_\_\_\_
8. The captain wants to sail uncharted seas. \_\_\_\_\_
9. A plumber is the one to call about a leak. \_\_\_\_\_
10. Go to town for the groceries, please. \_\_\_\_\_

# Grammar Reteaching

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## Unit 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 way to distinguish 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 alone as a 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.

<i>main</i>	<i>main</i>	<i>subordinate</i>	<i>main</i>
<u>The whistle blew</u> , and <u>the race began</u> .	<u>After I eat</u> ,	<u>I'll help you study</u> .	
<i>The whistle blew.</i>	<i>The race began.</i>	<i>I'll help you study.</i>	

- John is wearing a red jacket, but his sister is wearing a green jacket. \_\_\_\_\_  
\_\_\_\_\_
- After we go shopping, we should go straight home. \_\_\_\_\_  
\_\_\_\_\_
- Because my radio is broken, I did not hear the new song. \_\_\_\_\_  
\_\_\_\_\_
- The roof is leaking, and someone should fix it soon. \_\_\_\_\_  
\_\_\_\_\_
- The phone rang seven times, yet nobody answered it. \_\_\_\_\_  
\_\_\_\_\_
- Before you go, turn off the lights. \_\_\_\_\_  
\_\_\_\_\_
- I cannot tell you anything about the movie, because I have not seen it. \_\_\_\_\_  
\_\_\_\_\_
- The tree shook when the bear began to scratch it. \_\_\_\_\_  
\_\_\_\_\_
- The painting fell from the wall because it was not fastened well. \_\_\_\_\_  
\_\_\_\_\_
- Kayla is serious about her dancing; she wants to be a ballerina. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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—for example: *Will heard a song that he likes. May is the artist whom I just met.*

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

This is the bike I want.            *This is the bike that I want.*  
 The coach is a man I admire.    *The coach is a man whom I admire.*

1. Dr. Stevens is a doctor I trust. \_\_\_\_\_  
 \_\_\_\_\_
2. Pat found the album she has wanted for weeks. \_\_\_\_\_  
 \_\_\_\_\_
3. This is the exercise the class should complete today. \_\_\_\_\_  
 \_\_\_\_\_
4. Kevin is the student we elected president. \_\_\_\_\_  
 \_\_\_\_\_
5. Wear the jacket you bought last week. \_\_\_\_\_  
 \_\_\_\_\_
6. The boy I tutored scored well on the test. \_\_\_\_\_  
 \_\_\_\_\_
7. The peanut butter you serve tastes great. \_\_\_\_\_  
 \_\_\_\_\_
8. A writer Karen really likes is Alice Walker. \_\_\_\_\_  
 \_\_\_\_\_
9. Please pick up the paper somebody dropped. \_\_\_\_\_  
 \_\_\_\_\_
10. Fran, busily talking to someone she had not seen for years, almost missed her plane. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 13.6 Adverb Clauses

### Key Information

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

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

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

I left **before the storm began.**  
**Before the storm began,** I left.

**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 my pen broke, I wrote my essay in pencil.  
*I wrote my essay in pencil because my pen broke.*

The street light came on when evening arrived.  
*When evening arrived, the street light came on.*

1. While Dawn was singing, the crowd was very quiet. \_\_\_\_\_  
 \_\_\_\_\_
2. Erving likes complete silence whenever he writes. \_\_\_\_\_  
 \_\_\_\_\_
3. Sue's parents began clapping before the band finished playing. \_\_\_\_\_  
 \_\_\_\_\_
4. The trip was canceled because the bus had engine trouble. \_\_\_\_\_  
 \_\_\_\_\_
5. After we bought a computer, I learned to use word processing. \_\_\_\_\_  
 \_\_\_\_\_
6. Because some pages were missing, Hector could not finish his book. \_\_\_\_\_  
 \_\_\_\_\_
7. We must leave now, although we would like to stay longer. \_\_\_\_\_  
 \_\_\_\_\_
8. You cannot enter the theater after the performance begins. \_\_\_\_\_  
 \_\_\_\_\_
9. Until the bell rings, please stay seated. \_\_\_\_\_  
 \_\_\_\_\_
10. When the elevator stopped, were you nervous? \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 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.

clauses. Noun clauses can usually be replaced by *it* or *somebody*. The resulting sentence will be grammatically correct, even if the meaning changes somewhat.

This exercise provides a method for distinguishing between noun clauses and other subordinate

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

I discovered who rang the bell.                      *noun cl.*                      *I discovered somebody.*  
My favorite story is the story that you read.                      *other cl.*

1. The teacher asked whether we would like to read a novel. \_\_\_\_\_  
\_\_\_\_\_
2. Mother knows what you want for your birthday. \_\_\_\_\_  
\_\_\_\_\_
3. Write me a letter when you are at camp. \_\_\_\_\_  
\_\_\_\_\_
4. Manuel knows who built the model ship. \_\_\_\_\_  
\_\_\_\_\_
5. Down the street walked the person who owns this bike. \_\_\_\_\_  
\_\_\_\_\_
6. I am fond of this picture, which was taken years ago. \_\_\_\_\_  
\_\_\_\_\_
7. Whoever left the apartment last forgot to lock the door. \_\_\_\_\_  
\_\_\_\_\_
8. The magician would not tell how she made the elephant vanish. \_\_\_\_\_  
\_\_\_\_\_
9. Jane met a friend while she was walking to the supermarket. \_\_\_\_\_  
\_\_\_\_\_
10. What my sister wants for her birthday costs only five dollars. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 13.8 Four Kinds of Sentences

### Key Information

An **imperative sentence** is a command or a request: *Please speak up.* An **exclamatory sentence** expresses strong emotion: *You're too late!*

If a sentence ends with an **exclamation point** (!), it is probably an exclamatory sentence.

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.

**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 should not be here!      *exclamatory*  
(You) Turn down the volume!      *imperative*

1. \_\_\_\_\_ How I love you! \_\_\_\_\_
2. \_\_\_\_\_ Bring some water. \_\_\_\_\_
3. \_\_\_\_\_ Call your mother to ask her to pick us up. \_\_\_\_\_
4. \_\_\_\_\_ Don't touch that red button. \_\_\_\_\_
5. \_\_\_\_\_ Be certain that you study for tomorrow's test. \_\_\_\_\_
6. \_\_\_\_\_ What a great book this is! \_\_\_\_\_
7. \_\_\_\_\_ Close the door before the cat escapes. \_\_\_\_\_
8. \_\_\_\_\_ Please do your homework. \_\_\_\_\_
9. \_\_\_\_\_ Mow the grass, please. \_\_\_\_\_
10. \_\_\_\_\_ Oh, no, you forgot to set the alarm! \_\_\_\_\_

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## Unit 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

I met Joe,

adjective clause

**who is from Miami.**

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

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

My father spoke with Ms. Kemp. Who is a lawyer.

My father spoke with Ms. Kemp, who is a lawyer.

1. We boarded the bus. Which had arrived late. \_\_\_\_\_  
\_\_\_\_\_
2. Allow me to introduce June. Whom you spoke with on the phone. \_\_\_\_\_  
\_\_\_\_\_
3. Walter didn't want us to see his car. Which was covered with mud. \_\_\_\_\_  
\_\_\_\_\_
4. My mother spoke to my English teacher. Who praised my work. \_\_\_\_\_  
\_\_\_\_\_
5. Please straighten this picture. Which is about to fall. \_\_\_\_\_  
\_\_\_\_\_
6. Pam's brother bought her this backpack. Which can hold all her books. \_\_\_\_\_  
\_\_\_\_\_
7. This cake was baked by my father. Who happens to be a good cook. \_\_\_\_\_  
\_\_\_\_\_
8. Please deliver this paper to the mayor's office. Which isn't far away. \_\_\_\_\_  
\_\_\_\_\_
9. Bob doesn't know what he wants for his birthday. Which is next week. \_\_\_\_\_  
\_\_\_\_\_
10. We should meet at my house. Where we can discuss the matter further. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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.

Ted tried, he missed.      *Ted tried. He missed.*      *Ted tried; he missed.*  
OR      *Ted tried, but he missed.*

1. Two students left the library, they were laden with books. \_\_\_\_\_  
\_\_\_\_\_
2. Armando mixed the salad, he served it in a large bowl. \_\_\_\_\_  
\_\_\_\_\_
3. The store on the corner is having a sale, we should shop there today. \_\_\_\_\_  
\_\_\_\_\_
4. Terry enjoys algebra, he looks forward to his algebra class. \_\_\_\_\_  
\_\_\_\_\_
5. The lights suddenly went out, nobody moved. \_\_\_\_\_  
\_\_\_\_\_
6. A radio was playing, I could barely hear it. \_\_\_\_\_  
\_\_\_\_\_
7. The alarm went off early, Verline blinked her eyes. \_\_\_\_\_  
\_\_\_\_\_
8. Melanie loves this perfume, it was imported from France. \_\_\_\_\_  
\_\_\_\_\_
9. The castle appeared dark and spooky, the tourists waited to go inside. \_\_\_\_\_  
\_\_\_\_\_
10. The sailors unfurled all the sails, the ship soon picked up speed. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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 **rang** the bell.

past participle

I have **rung** the bell all week.

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

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

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

tore                      torn                      *I have torn my shirt.*

broken                      broke                      *He has broken many dishes over the years.*

1. fell      fallen \_\_\_\_\_
2. grown    grew \_\_\_\_\_
3. froze    frozen \_\_\_\_\_
4. was      been \_\_\_\_\_
5. ate      eaten \_\_\_\_\_
6. ridden    rode \_\_\_\_\_
7. seen      saw \_\_\_\_\_
8. beat      beaten \_\_\_\_\_
9. gone      went \_\_\_\_\_
10. threw    thrown \_\_\_\_\_

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## Unit 15.4 Perfect Tenses

### Key Information

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

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

**Directions** In each of the following sentences, *has*, *have*, or *had* is underlined. Write *perfect* on the line if the underlined word signals a perfect tense; write *main verb* if the underlined word 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*.

Sally has heard that song before.     *perfect*  
Have some of my carrots.     *main verb*     *Take some of my carrots.*

- Owen's neighbor has an impressive garden. \_\_\_\_\_  
\_\_\_\_\_
- The speech teacher has been at a conference. \_\_\_\_\_  
\_\_\_\_\_
- You can have a break in a few minutes. \_\_\_\_\_  
\_\_\_\_\_
- Cindy had a leather purse, but she lost it. \_\_\_\_\_  
\_\_\_\_\_
- Roberto has lived in Oregon since he was five. \_\_\_\_\_  
\_\_\_\_\_
- Have my chair for a while. \_\_\_\_\_  
\_\_\_\_\_
- I have missed you. \_\_\_\_\_  
\_\_\_\_\_
- Do you have a pen or a pencil I could borrow? \_\_\_\_\_  
\_\_\_\_\_
- My brother Gary has painted a picture of our pet turtle. \_\_\_\_\_  
\_\_\_\_\_
- Veronica was sure that she had won a great victory. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 15.7 Voice of Verbs

### Key Information

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

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

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

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

The cat was fed by my sister.      *My sister fed the cat.*  
 The ball was hit by the batter.      *The batter hit the ball.*

1. The light was dimmed by you. \_\_\_\_\_  
 \_\_\_\_\_
2. Dorothy was helped by a friend. \_\_\_\_\_  
 \_\_\_\_\_
3. The children were amused by your joke. \_\_\_\_\_  
 \_\_\_\_\_
4. The tigers were fed by a skillful handler. \_\_\_\_\_  
 \_\_\_\_\_
5. The drums were played by Keith. \_\_\_\_\_  
 \_\_\_\_\_
6. A play was read by the drama teacher. \_\_\_\_\_  
 \_\_\_\_\_
7. These papers were filed by my secretary. \_\_\_\_\_  
 \_\_\_\_\_
8. The blouse was bought by Eva. \_\_\_\_\_  
 \_\_\_\_\_
9. The football game was won by the Lions. \_\_\_\_\_  
 \_\_\_\_\_
10. My friends were amazed by the fireworks. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 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 in a sentence with an intervening prepositional phrase. Simply delete the intervening prepositional phrase. The subject will then be next to the verb, and the verb choice will be easier.

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

Each of these salads (is/are) delicious.

*Each is delicious.*

The roses in the garden (is/are) lovely.

*The roses are lovely.*

1. The colors of your house (is/are) very bright. \_\_\_\_\_  
\_\_\_\_\_
2. The smell of your roses (seems/seem) pleasant. \_\_\_\_\_  
\_\_\_\_\_
3. Jack's patience with children (is/are) impressive. \_\_\_\_\_  
\_\_\_\_\_
4. Leaders from almost every nation (was/were) listening to the President's speech. \_\_\_\_\_  
\_\_\_\_\_
5. The results of the election (is/are) being determined. \_\_\_\_\_  
\_\_\_\_\_
6. Bertina's position in front of the other runners (was/were) an advantage. \_\_\_\_\_  
\_\_\_\_\_
7. People throughout the state (seems/seem) unhappy with the new law. \_\_\_\_\_  
\_\_\_\_\_
8. The taste of these wild strawberries (is/are) wonderful. \_\_\_\_\_  
\_\_\_\_\_
9. Your experience with raising cattle (is/are) what secured your job. \_\_\_\_\_  
\_\_\_\_\_
10. The beauty of the two singers' voices (was/were) evident to all of us. \_\_\_\_\_  
\_\_\_\_\_

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

*each, either, and neither* are also singular.

Either is fine.

Either [**one**] is fine.

Do not place *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 following sentences, circle the correct verb form in parentheses. Then rewrite the sentence, placing the word *one* after *each, either, or neither*. Rewrite only the sentence containing the indefinite pronoun.

Two ships sailed away. Neither (was/were) carrying passengers.

*Neither one was carrying passengers.*

1. Several people are at the door. Each (is/are) selling magazines. \_\_\_\_\_  
\_\_\_\_\_
2. My two sisters want to go with us. Neither (appears/appear) ready, however. \_\_\_\_\_  
\_\_\_\_\_
3. Do you want the peach or the pear? Either (seems/seem) appealing to me. \_\_\_\_\_  
\_\_\_\_\_
4. My parents are running late today. Each (has/have) called home twice. \_\_\_\_\_  
\_\_\_\_\_
5. I read two poems. Neither (was/were) familiar to me. \_\_\_\_\_  
\_\_\_\_\_
6. Larry called two of his friends. Neither (was/were) home. \_\_\_\_\_  
\_\_\_\_\_
7. The teacher has proposed a picnic or a trip to the museum. Either (sounds/sound) like fun. \_\_\_\_\_  
\_\_\_\_\_
8. Three cats ran into the barn. Each (was/were) curious. \_\_\_\_\_  
\_\_\_\_\_
9. Some children are playing in the park. Each (is/are) absorbed in the game. \_\_\_\_\_  
\_\_\_\_\_
10. Two puppies played in the yard. Neither (was/were) surefooted. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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 the pronoun determines the form. This rule holds true when the pronoun is part of a compound subject or a compound object.

This exercise provides a method for selecting the correct form of personal pronouns when they are used in compound subjects or 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 from the sentence are underlined.

She wants to speak with you or (I/me).      *She wants to speak with me.*

Dale and (he/him) studied for the test.      *He studied for the test.*

1. This box is for you and (I/me). \_\_\_\_\_  
\_\_\_\_\_
2. Daryl and (she/her) left to go swimming. \_\_\_\_\_  
\_\_\_\_\_
3. Norma and (I/me) made this picture in art class. \_\_\_\_\_  
\_\_\_\_\_
4. Please bring some pudding for your sister and (I/me). \_\_\_\_\_  
\_\_\_\_\_
5. The reporter spoke with Cynthia and (she/her). \_\_\_\_\_  
\_\_\_\_\_
6. Your mother called you and (he/him). \_\_\_\_\_  
\_\_\_\_\_
7. Our team and (they/them) played a good game. \_\_\_\_\_  
\_\_\_\_\_
8. Roberto and (she/her) will go to law school. \_\_\_\_\_  
\_\_\_\_\_
9. You and (he/him) can work in the library. \_\_\_\_\_  
\_\_\_\_\_
10. This note was written by Patty and (I/me). \_\_\_\_\_  
\_\_\_\_\_

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## Unit 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 method for selecting the correct form of personal pronouns when they

are used in compound appositives. To check your work, omit the appositive and the noun (plus modifiers) it renames in the sentence. Leave in the pronoun and change the verb if necessary. The result will be grammatically correct.

**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. You may need to change the verb.

The letter is for the class officers, Jim and (she/**her**). *The letter is for her.*

The winners, Diane and (I/**me**), celebrated. *I celebrated.*

1. Two quarterbacks, Terry Bradshaw and (he/**him**), spoke to us today. \_\_\_\_\_  
\_\_\_\_\_
2. The two teams, the Spring Hill Tigers and (we/**us**), practice nearby. \_\_\_\_\_  
\_\_\_\_\_
3. A teacher spoke with the assistants, Mr. Zalaya and (she/**her**). \_\_\_\_\_  
\_\_\_\_\_
4. We admired the dancers, Jessie and (he/**him**). \_\_\_\_\_  
\_\_\_\_\_
5. The actors, Harry and (I/**me**), plan to act in another play soon. \_\_\_\_\_  
\_\_\_\_\_
6. The representatives, my sister and (I/**me**), will accept the awards. \_\_\_\_\_  
\_\_\_\_\_
7. The principal asked two people, Sam and (she/**her**), to plan the prom. \_\_\_\_\_  
\_\_\_\_\_
8. The mayor thanked both groups, the Dunes and (they/**them**). \_\_\_\_\_  
\_\_\_\_\_
9. The decoration team, Jamila and (I/**me**), are going to shop for supplies. \_\_\_\_\_  
\_\_\_\_\_
10. Two friends, Jaime and (she/**her**), helped me revise my paper. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 17.4 Who and Whom in Subordinate Clauses

### Key Information

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

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

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

Ana met a woman (who/whom) sculpts.

Ana met a woman. She sculpts.

Ana met a woman (who/whom) we all know.

Ana met a woman. We all know her.

1. Bianca is a pianist (who/whom) has tremendous talent. \_\_\_\_\_  
\_\_\_\_\_
2. We read works by Phillis Wheatley, (who/whom) was an American poet. \_\_\_\_\_  
\_\_\_\_\_
3. The neighborhood pharmacist is a man (who/whom) everybody likes. \_\_\_\_\_  
\_\_\_\_\_
4. Jennie rewarded the girl (who/whom) rescued our cat. \_\_\_\_\_  
\_\_\_\_\_
5. Jalil met the photographer with (who/whom) he wanted to study. \_\_\_\_\_  
\_\_\_\_\_
6. Sarah wrote to her friend (who/whom) lives in Houston. \_\_\_\_\_  
\_\_\_\_\_
7. Ms. Johnson interviewed a man (who/whom) had applied for the job. \_\_\_\_\_  
\_\_\_\_\_
8. The conductor helped a passenger (who/whom) needed directions. \_\_\_\_\_  
\_\_\_\_\_
9. Peg and Frank are the actors (who/whom) I recommended to you. \_\_\_\_\_  
\_\_\_\_\_
10. Barry is the person (who/whom) made those sandwiches. \_\_\_\_\_  
\_\_\_\_\_

# Grammar Reteaching

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## Unit 17.5 Agreement with Indefinite Pronouns

### Key Information

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

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

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

P  
Most of the boys have their lunch.

S                      P    P  
Each of the pets want their food.      S                      S    S  
Each of the pets wants its food.

- Both of the children are kind to their brothers. \_\_\_\_\_  
\_\_\_\_\_
- Many of the campers were writing to their parents. \_\_\_\_\_  
\_\_\_\_\_
- Several of these boys name fish as his favorite food. \_\_\_\_\_  
\_\_\_\_\_
- Everyone has a number on their uniform. \_\_\_\_\_  
\_\_\_\_\_
- Each of these two statues are worth its weight in gold. \_\_\_\_\_  
\_\_\_\_\_
- Many of them are carrying their schoolbooks. \_\_\_\_\_  
\_\_\_\_\_
- Everybody is putting their tackle away. \_\_\_\_\_  
\_\_\_\_\_
- Several in the group is stretching their legs. \_\_\_\_\_  
\_\_\_\_\_
- Most of the children are going to finish his homework. \_\_\_\_\_  
\_\_\_\_\_
- Neither of the girls have a mirror in their purse. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 17.6 Clear Pronoun Reference

### Key Information

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

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

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

My dog jumps up on people. This embarrasses me. *This behavior embarrasses me.*

1. I have many books on my shelves. These are my favorites. \_\_\_\_\_  
\_\_\_\_\_
2. Play a disc or a tape. This might be one you would like. \_\_\_\_\_  
\_\_\_\_\_
3. I must write a paper, but my computer won't work. This could be difficult. \_\_\_\_\_  
\_\_\_\_\_
4. Snow is falling. This is odd for May. \_\_\_\_\_  
\_\_\_\_\_
5. Ben lost a ring and a watch. These may be hard to replace. \_\_\_\_\_  
\_\_\_\_\_
6. I have to see the doctor at 1:00 and the dentist at 3:00. Did you know about those? \_\_\_\_\_  
\_\_\_\_\_
7. Please pass the pepper and the curry powder. These taste good on chicken. \_\_\_\_\_  
\_\_\_\_\_
8. Julie doesn't like my cat. I don't know what to do about this. \_\_\_\_\_  
\_\_\_\_\_
9. The library may have to close. Can we do something about this? \_\_\_\_\_  
\_\_\_\_\_
10. Nida broke two cups when the children surprised her. These were very fragile. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 18.1 The Three Degrees of Comparison

### Key Information

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

COMPARATIVE: John is **taller** than Jim.

SUPERLATIVE: Carlos 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 *first runner*, **first** 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 \_\_\_\_\_**. 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.

next quiz      *absolute*      *You cannot be a little next.*  
slow runner      *not absolute*      *The slowest runner finished last.*

- dead fish \_\_\_\_\_
- light brick \_\_\_\_\_
- third place \_\_\_\_\_
- last person \_\_\_\_\_
- loud musicians \_\_\_\_\_
- cold drink \_\_\_\_\_
- final exercise \_\_\_\_\_
- complete success \_\_\_\_\_
- unique person \_\_\_\_\_
- heavy book \_\_\_\_\_

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## Unit 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 didn't buy no flowers.

CORRECT: I didn't buy any flowers.

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.

I  $\bar{}$ never have  $\bar{}$ no peace.      *I never have any peace.*

Delma doesn't want to go.      *correct*

1. Kelly doesn't want nothing. \_\_\_\_\_  
\_\_\_\_\_
2. We haven't seen nobody today. \_\_\_\_\_  
\_\_\_\_\_
3. Martha does not have no money in her purse. \_\_\_\_\_  
\_\_\_\_\_
4. I don't want any of your popcorn. \_\_\_\_\_  
\_\_\_\_\_
5. There isn't nobody at home. \_\_\_\_\_  
\_\_\_\_\_
6. None of us can go with you. \_\_\_\_\_  
\_\_\_\_\_
7. No one should start a forest fire. \_\_\_\_\_  
\_\_\_\_\_
8. I haven't never left a campfire burning. \_\_\_\_\_  
\_\_\_\_\_
9. Won't you share this dinner with me? \_\_\_\_\_  
\_\_\_\_\_
10. Nothing never bothers you. \_\_\_\_\_  
\_\_\_\_\_

## Unit 18.7 Dangling Modifiers

### Key Information

Dangling modifiers seem to modify no word at all. Such an error often occurs when a participial phrase begins a sentence.

This exercise provides a way to identify dangling participial phrases. Turn the participial phrase into a complete sentence.

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

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

Believing the earth was round, the ship set sail.

*dangling modifier*

*The ship believed the earth was round*

Struggling against the current, I finally reached the shore.

*correct*

*I struggled against the current.*

1. Hoping that there was some food left, the table was very crowded. \_\_\_\_\_  
\_\_\_\_\_
2. Climbing the mountain carefully, the rope suddenly snapped. \_\_\_\_\_  
\_\_\_\_\_
3. Running as hard as possible, the champion won the race. \_\_\_\_\_  
\_\_\_\_\_
4. Planning to do well on the quiz, my eyes never left my textbook. \_\_\_\_\_  
\_\_\_\_\_
5. Feeling his way around, Johnson explored the cave. \_\_\_\_\_  
\_\_\_\_\_
6. Having hunger pangs, the sandwich looked delicious. \_\_\_\_\_  
\_\_\_\_\_
7. Writing long into the night, my hopes of finishing on time grew. \_\_\_\_\_  
\_\_\_\_\_
8. Reading every book on the shelf, her knowledge increased. \_\_\_\_\_  
\_\_\_\_\_
9. Being the last to arrive, seats at the lecture were hard to find. \_\_\_\_\_  
\_\_\_\_\_
10. Hoping to arrive on time, I began to hurry toward the station. \_\_\_\_\_  
\_\_\_\_\_

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## Unit 20.2 Capitalization of Proper Nouns

### Key Information

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

This exercise provides a way to determine when family terms should not be capitalized. Do not

capitalize a family term used without a specific name when a possessive pronoun (*my, our, your, his, her, their, and its*) stands right before it: **my** aunt, **your** uncle. Possessive pronouns usually precede common nouns, which are not capitalized.

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

Jim asked (Aunt/aunt) Iva to lunch.

My (Aunt/aunt) from Iowa is visiting.

1. Last year (Cousin/cousin) Hoc sent me money for my birthday.
2. Please tell (Mother/mother) to pick up the phone.
3. Her (Father/father) works at the flour factory.
4. Whenever I hear this song, I think about my (Grandfather/grandfather).
5. See whether (Aunt/aunt) Shirley wants more pumpkin pie.
6. Does (Grandmother/grandmother) want a picture of you?
7. Roy said that his (Uncle/uncle) served in World War II.
8. Your (Sister/sister) is taller than you.
9. I'm giving (Mother/mother) a ride to work.
10. Yesterday (Grandfather/grandfather) made stew for supper.

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## Unit 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 *African* comes from the word *Africa*.

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

I have an (Antique/antique) mirror.

Laura sang a (German/german) folk song. *Germany*

1. My parents decided to purchase an (American/american) car. \_\_\_\_\_
2. We are reading about the (Napoleonic/napoleonic) era in school. \_\_\_\_\_
3. Perry voted in the (Regional/regional) election. \_\_\_\_\_
4. The class saw an (Egyptian/egyptian) mummy at the museum. \_\_\_\_\_
5. We decided to have an authentic (Texan/texan) barbeque. \_\_\_\_\_
6. According to the (National/national) forecast, we should expect a cold winter. \_\_\_\_\_
7. Is this a genuine (Chinese/chinese) wok? \_\_\_\_\_
8. The (Spanish/spanish) newspaper indicated that it would rain in Madrid today. \_\_\_\_\_
9. Florence recited a (Shakespearean/shakespearean) sonnet for the class. \_\_\_\_\_
10. On Saint Patrick's Day, we like to eat traditional (Irish/irish) food. \_\_\_\_\_

## Unit 21.3 Question Mark

### Key Information

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

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

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

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

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

Paul wondered whether he could go.  
Will you answer the phone for me?

1. Why did Isabel leave class early
2. What did the teacher assign for tomorrow.
3. Jerry wants to know why you sent the card.
4. I wonder whether it will snow tomorrow.
5. Can't you tell me where Siberia is located.
6. Kristina asked me where you bought your shirt.
7. The reporter asked the mayor why she was quitting.
8. Is that dog a terrier
9. May I call you tomorrow
10. A curious child wondered where falling stars land

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## Unit 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 packed these items of clothing:** shirts, shoes, and pants.

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 preceding the list could not stand as a complete sentence:

**The items of clothing I packed were** shirts, shoes, and pants.

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

I like these foods: beans, veal, and fish.      *correct*      *I like these foods.*  
 I met with: Bo, Jan, and Sid.      *incorrect*      *I met with these students: Bo, Jan, and Sid.*

1. Rosa's teacher asked her to bring several items: pens, paper, and a ruler. \_\_\_\_\_  
 \_\_\_\_\_
2. Len has the following pets: a dog, a cat, and two turtles. \_\_\_\_\_  
 \_\_\_\_\_
3. When you come over tonight, please bring: mustard, ketchup, and rolls. \_\_\_\_\_  
 \_\_\_\_\_
4. At the zoo, the class saw: monkeys, bears, elephants, and zebras. \_\_\_\_\_  
 \_\_\_\_\_
5. Be sure to bring plenty of warm clothes: gloves, sweaters, and flannel shirts. \_\_\_\_\_  
 \_\_\_\_\_
6. Lloyd said he needed these ingredients: garlic, pepper, and chicken. \_\_\_\_\_  
 \_\_\_\_\_
7. At the pond, Gwen saw several kinds of: geese, ducks, and insects. \_\_\_\_\_  
 \_\_\_\_\_
8. The figure-skating champion displayed star qualities: grace, artistry, and skill. \_\_\_\_\_  
 \_\_\_\_\_
9. Try to remember where you put: my wallet, my keys, and my glasses. \_\_\_\_\_  
 \_\_\_\_\_
10. Don't forget to feed: the birds, the fish, and the iguana. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 21.5 Semicolons to Separate Main Clauses

### Key Information

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

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

Yuki needed help; she was lost.                      *correct*                      *Yuki needed help. She was lost.*  
 The dog ate my dinner; while I slept.              *incorrect*                      *The dog ate my dinner while I slept.*

1. Marvin was not sure how to use a semicolon; he quickly learned. \_\_\_\_\_  
 \_\_\_\_\_
2. The birds circled the tree; they were flying closer and closer. \_\_\_\_\_  
 \_\_\_\_\_
3. My doctor said; that I need more exercise. \_\_\_\_\_  
 \_\_\_\_\_
4. The woman picked up the ring; that her friend had left behind. \_\_\_\_\_  
 \_\_\_\_\_
5. Someone knocked at the door; but left when I opened it. \_\_\_\_\_  
 \_\_\_\_\_
6. I studied hard for the quiz; consequently, I did well. \_\_\_\_\_  
 \_\_\_\_\_
7. The television is too loud; it is bothering me. \_\_\_\_\_  
 \_\_\_\_\_
8. Anita called; while I was mowing the lawn. \_\_\_\_\_  
 \_\_\_\_\_
9. Dave said that he was glad to see us; but that he had to leave early. \_\_\_\_\_  
 \_\_\_\_\_
10. The party was fun; because everyone was in a good mood. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 21.6 Commas and Compound Sentences

### Key Information

Use a comma before a coordinating conjunction (*and, but, or, nor, yet, and 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, place a comma before the conjunction. Otherwise omit the comma. Remember that this method applies only to coordinating conjunctions that join main clauses, not to those joining items in a list.

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

The clown fell, but he was not hurt.    *correct*                      *The clown fell. He was not hurt.*  
 I studied hard, and did well.                      *incorrect*                      *I studied hard and did well.*

1. The students worked hard on the report, and they all did well. \_\_\_\_\_  
 \_\_\_\_\_
2. Clarence washed his parents' truck, and swept the patio. \_\_\_\_\_  
 \_\_\_\_\_
3. The band's drummer was ill, but he played anyway. \_\_\_\_\_  
 \_\_\_\_\_
4. On Monday you need to call me, and on Tuesday you should call Tom. \_\_\_\_\_  
 \_\_\_\_\_
5. See whether Mother can drive you, or call your friend Francisco. \_\_\_\_\_  
 \_\_\_\_\_
6. The senator campaigned well, but he lost the election. \_\_\_\_\_  
 \_\_\_\_\_
7. A large dog barked at me, but then ran away. \_\_\_\_\_  
 \_\_\_\_\_
8. Jennifer wrote this story, and we all liked it. \_\_\_\_\_  
 \_\_\_\_\_
9. My cousin is visiting me this weekend, and we're having a great time. \_\_\_\_\_  
 \_\_\_\_\_
10. The quiz was difficult, yet fair. \_\_\_\_\_  
 \_\_\_\_\_

# Grammar Reteaching

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## Unit 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 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.

**warm, sunny** day (You could say **sunny, warm** day.)

**four old** books (You could not say **old four** books.)

**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 to make it correct by eliminating the comma.

Sharon had fragrant, colorful roses.    *correct*                      *Sharon had colorful, fragrant roses.*  
I bought two, new lamps.                      *incorrect*                      *I bought two new lamps.*

1. Martha purchased several, nice dresses. \_\_\_\_\_  
\_\_\_\_\_
2. An enormous, woolen coat has slipped off the hook. \_\_\_\_\_  
\_\_\_\_\_
3. Mr. Morita showed us his attractive, roomy home. \_\_\_\_\_  
\_\_\_\_\_
4. The sky was darkened by a huge, gray cloud. \_\_\_\_\_  
\_\_\_\_\_
5. Kathy displayed her new, wooden sculpture. \_\_\_\_\_  
\_\_\_\_\_
6. Nate caught several, large catfish. \_\_\_\_\_  
\_\_\_\_\_
7. The soft, delicate web came apart in Tim's hands. \_\_\_\_\_  
\_\_\_\_\_
8. The class concentrated on the difficult, history test. \_\_\_\_\_  
\_\_\_\_\_
9. Helen drew a picture of the colorful, splendid garden. \_\_\_\_\_  
\_\_\_\_\_
10. We admired the talented, athletic dancers. \_\_\_\_\_  
\_\_\_\_\_

## Unit 21.6

## Commas with Parenthetical Expressions and Conjunctive Adverbs

### Key Information

Use commas to set off **parenthetical expressions** (such as *for example*) and **conjunctive adverbs** (such as *therefore*).

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 will still be needed.)

**Directions** A word or phrase is underlined in each of the following items. Use 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*.

I like sports. For instance I'm a hockey fan.     *I'm a hockey fan, for instance.*  
 I succeed because I work hard.                     *correct*

1. Sarah left early. Hank on the other hand left late. \_\_\_\_\_  
 \_\_\_\_\_
2. Tyne loves animals. She has consequently decided to become a zoologist. \_\_\_\_\_  
 \_\_\_\_\_
3. Please turn out the light since it is very late. \_\_\_\_\_  
 \_\_\_\_\_
4. The light has burned out. As a result we cannot see. \_\_\_\_\_  
 \_\_\_\_\_
5. Tim said he would attend the party. Chris in contrast said he would not. \_\_\_\_\_  
 \_\_\_\_\_
6. We should hurry. We are after all late. \_\_\_\_\_  
 \_\_\_\_\_
7. The prom is tomorrow. I won't go unless you go. \_\_\_\_\_  
 \_\_\_\_\_
8. The boat is crowded. We can make room for one more person however. \_\_\_\_\_  
 \_\_\_\_\_
9. These pears are ripe. We should therefore eat them. \_\_\_\_\_  
 \_\_\_\_\_
10. Maya likes Chinese food. It is in fact her favorite food. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 21.6 Commas and Direct Address

### Key Information

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

**Dave**, are you listening?

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

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

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

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

1. Henry please come here. \_\_\_\_\_  
 \_\_\_\_\_
2. Try to be on time Yvonne. \_\_\_\_\_  
 \_\_\_\_\_
3. The judges gave the award to Frank. \_\_\_\_\_  
 \_\_\_\_\_
4. Howard don't give up yet. \_\_\_\_\_  
 \_\_\_\_\_
5. Contact me José when you arrive in New York. \_\_\_\_\_  
 \_\_\_\_\_
6. Sara you left your notebook. \_\_\_\_\_  
 \_\_\_\_\_
7. Will you be here later Sandra? \_\_\_\_\_  
 \_\_\_\_\_
8. Brenda came over today and stayed for hours. \_\_\_\_\_  
 \_\_\_\_\_
9. Alena write us a letter about your vacation. \_\_\_\_\_  
 \_\_\_\_\_
10. Alena wrote a lengthy letter. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 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 provides a way 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 wrote, **the class watched**.

INCORRECT: When you leave, **is up to you**.

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 to make it correct by eliminating the comma.

Whatever happens, don't forget about me.     *correct*     *Don't forget about me.*  
 Whoever wishes, can go first.                     *incorrect*     *Whoever wishes can go first.*

1. Once Elijah learned the rules, he became an expert player. \_\_\_\_\_  
 \_\_\_\_\_
2. After the governor gave her speech, the crowd applauded. \_\_\_\_\_  
 \_\_\_\_\_
3. What the acrobat did, was outstanding. \_\_\_\_\_  
 \_\_\_\_\_
4. That you can like that music, amazes me. \_\_\_\_\_  
 \_\_\_\_\_
5. According to the people waiting in line, the rain was not welcome. \_\_\_\_\_  
 \_\_\_\_\_
6. To build a fire without matches, requires skill. \_\_\_\_\_  
 \_\_\_\_\_
7. Where you spend your time, is none of my business. \_\_\_\_\_  
 \_\_\_\_\_
8. Whatever Susan put in the salad, was certainly delicious. \_\_\_\_\_  
 \_\_\_\_\_
9. Because of the gathering storm, the captain changed course. \_\_\_\_\_  
 \_\_\_\_\_
10. About two dollars in change, is all I have. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 21.7 Dashes to Emphasize

### Key Information

A dash (—) serves to set off and emphasize supplemental information, but dashes can easily be overused. This exercise provides a way to decide how to use dashes appropriately. When you use dashes to emphasize information, see whether the information is “extra.” If it is extra, a sentence and its main idea will be clear to readers without the material that is set off by dashes.

A dog—**a pretty one**—barked.

A dog barked.

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 to make it correct by deleting the dash or dashes.

The trophy—shiny and new—was awarded.     *The trophy was awarded.*  
 Push the button—with the gold star.     *important*     *Push the button with the gold star.*

1. Please take Bobby—to the doctor. \_\_\_\_\_  
 \_\_\_\_\_
2. A sparrow—a small, delicate one—landed on the branch. \_\_\_\_\_  
 \_\_\_\_\_
3. The soldiers marched—for six hundred miles—wearing full backpacks. \_\_\_\_\_  
 \_\_\_\_\_
4. The poet read us his favorite poem—a ballad. \_\_\_\_\_  
 \_\_\_\_\_
5. The hero—brave and bold—saved the townspeople. \_\_\_\_\_  
 \_\_\_\_\_
6. See whether Theresa wants to go with us—on a vacation to London. \_\_\_\_\_  
 \_\_\_\_\_
7. Finish the book—if you want to know how the story ends. \_\_\_\_\_  
 \_\_\_\_\_
8. The cat slept in the chair—obviously a favorite spot. \_\_\_\_\_  
 \_\_\_\_\_
9. Jerry—wearing his best clothes—arrived an hour late for the wedding. \_\_\_\_\_  
 \_\_\_\_\_
10. The coach—ready for a tough game—encouraged his team. \_\_\_\_\_  
 \_\_\_\_\_

## Unit 21.9 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 following sentences has no end punctuation (! or ?). To decide where to write the punctuation mark, write the material inside the quotation marks as a separate sentence. If a question mark or 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.

The officer yelled, "Stop him"    *Stop him!*    *The officer yelled, "Stop him!"*  
 Who said, "I'm sick"    *I'm sick.*    *Who said, "I'm sick"?*

1. Who said, "Don't forget lunch" \_\_\_\_\_  
\_\_\_\_\_
2. A student asked, "May we go" \_\_\_\_\_  
\_\_\_\_\_
3. The judge said, "Will you speak" \_\_\_\_\_  
\_\_\_\_\_
4. Debbie exclaimed, "What a sky" \_\_\_\_\_  
\_\_\_\_\_
5. Jeff bellowed, "Stop that" \_\_\_\_\_  
\_\_\_\_\_
6. Why did Joan say, "I knew that" \_\_\_\_\_  
\_\_\_\_\_
7. The student thought, "Is my essay clear" \_\_\_\_\_  
\_\_\_\_\_
8. Kevin replied, "Why did you go" \_\_\_\_\_  
\_\_\_\_\_
9. The girl shouted, "Watch out" \_\_\_\_\_  
\_\_\_\_\_
10. Who asked, "What is the answer" \_\_\_\_\_  
\_\_\_\_\_

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## Unit 21.10 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 the newspaper itself is the larger or major work.

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

I read Melville's novel Moby-Dick.

The class read "Emily Dickinson," a short poem by Lucha Corpi. *Because "Emily Dickinson" is a short poem, its title needs quotation marks.*

1. The name of this book is Cat's Cradle. \_\_\_\_\_  
\_\_\_\_\_
2. My sister named her painting Midnight. \_\_\_\_\_  
\_\_\_\_\_
3. Incident is a short poem by Countee Cullen. \_\_\_\_\_  
\_\_\_\_\_
4. Please read The Storm, a short story by Kate Chopin. \_\_\_\_\_  
\_\_\_\_\_
5. Gary's favorite song is Unforgettable. \_\_\_\_\_  
\_\_\_\_\_
6. The name of this album is Moonstruck. \_\_\_\_\_  
\_\_\_\_\_
7. Read the article entitled The Road to Peace. \_\_\_\_\_  
\_\_\_\_\_
8. We subscribe to the Daily Reporter. \_\_\_\_\_  
\_\_\_\_\_
9. The drama club is staging the play Romeo and Juliet. \_\_\_\_\_  
\_\_\_\_\_
10. Have you seen the film The Wizard of Oz? \_\_\_\_\_  
\_\_\_\_\_

## Unit 21.11 The Apostrophe

### Key Information

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

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

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

I saw Bill's friend.

**Whose friend?** Bill's.

Since Bill'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*.

The class likes Hanks joke.                      *Whose joke?    Hank's.*  
 Both of these glasses are broken.            *correct*

1. Cindys dress looks just like mine. \_\_\_\_\_  
 \_\_\_\_\_
2. The teachers met after school today. \_\_\_\_\_  
 \_\_\_\_\_
3. Wilburs horse is behaving strangely. \_\_\_\_\_  
 \_\_\_\_\_
4. Some of these pictures were taken in Atlanta. \_\_\_\_\_  
 \_\_\_\_\_
5. Do you want to go to Rustys house? \_\_\_\_\_  
 \_\_\_\_\_
6. Close both doors, please. \_\_\_\_\_  
 \_\_\_\_\_
7. Glynda saw two skirts that she liked. \_\_\_\_\_  
 \_\_\_\_\_
8. Sams computer is broken. \_\_\_\_\_  
 \_\_\_\_\_
9. A bears cave is near here; be careful. \_\_\_\_\_  
 \_\_\_\_\_
10. The bears appeared without warning. \_\_\_\_\_  
 \_\_\_\_\_

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## Unit 21.12 The Hyphen

### Key Information

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

In words containing the prefix *anti-*, a hyphen is used to separate two successive *i*'s.

Without the hyphen, spelling or pronunciation problems could arise. A hyphen is also used to separate the prefix *anti-* from a word that is capitalized.

antimagnetic  
anti-inflammatory  
anti-Edwardian

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

antiindividual *anti-individual* A hyphen separates two *i*'s.  
antimagnetic *correct*

1. antiaircraft \_\_\_\_\_  
\_\_\_\_\_
2. antiWashington \_\_\_\_\_  
\_\_\_\_\_
3. antiimperialist \_\_\_\_\_  
\_\_\_\_\_
4. antiintellectual \_\_\_\_\_  
\_\_\_\_\_
5. antiincumbent \_\_\_\_\_  
\_\_\_\_\_
6. antiutopian \_\_\_\_\_  
\_\_\_\_\_
7. anticlimax \_\_\_\_\_  
\_\_\_\_\_
8. antiAmerican \_\_\_\_\_  
\_\_\_\_\_
9. antiinflationary \_\_\_\_\_  
\_\_\_\_\_
10. antitrust \_\_\_\_\_  
\_\_\_\_\_