

# Fix It!<sup>TM</sup> Grammar

Mowgli and  
Shere Khan

TEACHER'S MANUAL  
LEVEL 4

Pamela White

Fourth Edition, January 2022

Institute for Excellence in Writing, L.L.C.

These are Sample Pages for preview only. Copyrighted Material.

**The purchase of this book allows its owner access to e-audio resource talks by Andrew Pudewa.  
See blue page for details and download instructions.**

### **Copyright Policy**

*Fix It! Grammar: Mowgli and Shere Khan*, Teacher's Manual Level 4  
Fourth Edition, January 2022  
Copyright © 2022 Institute for Excellence in Writing

ISBN 978-1-62341-364-4

Our duplicating/copying policy for *Fix It! Grammar: Mowgli and Shere Khan*, Teacher's Manual Level 4:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

**Home use:** Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

**Small group or co-op classes:** Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

**Classroom teachers:** Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

**Library use:** This Teacher's Manual may be checked out of a lending library provided patrons agree not to make copies.

Additional copies of this Teacher's Manual may be purchased from [IEW.com/FIX-L4-T](http://IEW.com/FIX-L4-T)

Institute for Excellence in Writing (IEW®)  
8799 N. 387 Road  
Locust Grove, OK 74352  
800.856.5815  
[info@IEW.com](mailto:info@IEW.com)  
[IEW.com](http://IEW.com)

Printed in the United States of America

IEW® and Structure and Style® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

Fix It!™ is a trademark of the Institute for Excellence in Writing, L.L.C.

## Instructions

---

The list below shows the components to each *Fix It! Grammar* weekly exercise.

Although **Mark It** is listed before **Fix It**, the student may choose to **Fix It** first and then **Mark It**. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

*Fix It! Grammar* should be treated as a game. Keep it fun!

**Learn It!** On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

**Read It!** Read the day's passage.  
Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.  
The vocabulary definitions are printed in the Teacher's Manual.

**Mark It!** Mark the passage using the guide at the top of the daily practice page.

**Fix It!** Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

**Rewrite It!** After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- Copy the corrected punctuation.


**Appendix I Complete Story** Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.


**Appendix II Collection Pages** Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

**Appendix III Lists** Refer to the lists found in Appendix III to quickly identify pronouns, prepositions, verbs, and conjunctions.

**Appendix IV Grammar Glossary** Reference the Grammar Glossary found in Appendix IV of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

### Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

### Helpful Hints

Use different colors for **Mark It** and **Fix It**.

When you complete the book, remove the daily passages.

Use the remaining **Learn It** pages as a quick grammar reference.

## Additional Resource

***Fix It! Grammar Cards*** are an optional product that will enhance the *Fix It! Grammar* learning experience.

### ***Fix It! Grammar Cards***

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

*Fix It! Grammar Cards* are beautifully designed and come in a sturdy card box for easy storage.

[IEW.com/FIX-GC](http://IEW.com/FIX-GC)



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

WEEK	<b>Fix It! Grammar Cards for <i>Mowgli and Shere Khan</i> Level 4</b>
1	Editing Marks, Indentation, Capitalization, Title, Noun, Pronoun, Preposition, Number Words and Numerals
2	Subject-Verb Pair, Clause, Verb, Linking Verb, Helping Verb, Sentence Openers
3	Conjunction, Coordinating Conjunction, Prepositional Phrase
4	Adjective, Dependent Clause, Quotation
5	Adverb, #3 -ly Adverb Opener, www Word
6	Apostrophes, Indefinite Pronoun
8	Run-On
9	Interjection
13	#4 -ing Opener
17	Commas with Adjectives before a Noun
Not Used	Comparative and Superlative Adjectives and Adverbs

## Scope and Sequence

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

### Parts of Speech

Noun	1																																						
subject noun		2																																					
noun of direct address										10																													
plural noun						6																																	
Pronoun	1	2																																					
personal pronoun	1																																						
subject pronoun		2			5				9																														
indefinite pronoun						6	7																																
possessive pronoun				4			7																																
demonstrative pronoun							7																																
reflexive pronoun	1							8																															
interrogative pronoun					5							12																											
unclear pronoun																																					28		
Preposition	1												13	14																									
Verb																																							
action verb		2																																					
linking verb		2																																					
helping verb		2																																					
phrasal verb			3																																				
subject/verb agreement						6			9																														
verb tense							7				11																												
verb phrase											11				16																								
Conjunction			3																		20																		
coordinating			3							10												20																	
subordinating											11											20																	
Adjective				4																																			
article adjective	1																																						
possessive adjective				4	6	8																																	
coordinate adjectives																18																					25		
cumulative adjectives																17																					25		
compound adjective																																						26	
Adverb				5																																			
interrogative adverb									9																														
Interjection								9																															

### Capitalization

First Word of Sentence	1																													
Proper Noun	1																													
Proper Adjective	1																													
Personal Pronoun I	1																													
Interjection								9																						
Quotation Marks			4	6																										

### Punctuation

End Marks																														
period	1																													
question mark	1																													
exclamation mark	1		5				9																							
quotation marks			4	5																										
Commas																														
a and b		3						10																						
a, b, and c		3						10																						
MC, cc MC							9	10																						
prepositional phrase		3							14	16																				
<i>who/which</i> clause			4												19															
quotations			4																											
<i>that</i> clause						7																		23						
interjection								9																	24					
noun of direct address								10																						
#2 prepositional opener		3								14	15	16																		
#3 -ly adverb opener			5								15																			
adverb clause									11																					
#5 clausal opener			5						11			15																		
comma splice							8	9																						
cumulative adjectives													17														25			
coordinate adjectives														18													25			
#4 -ing opener										13	15	16								21										
unnecessary commas																										24			29	
Quotation Marks			4	6																										
Apostrophes																														
contraction					6																									
possessive adjective					6	8																								
Hyphens																														
compound adjective																												26		

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

### Clauses

Who/Which Clause			4							12								19		21	22										
That Clause							7			12												23									
Adverb Clause				5						11	12		14																		
Dependent Clause			4				7			11	12											23									
Main Clause		2								12																			27		

### Phrases

prepositional phrase	1		3										13	14		16																
verb phrase										11						16																
participial (-ing) phrase													13		16						21							27				

### Homophones

Whose/Who's																																	22
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

### Other Concepts

Indentation	1																																			
Numbers	1																																			
Subject-Verb Pairs		2																															24			
Fused Sentence								8	9																											
Comma Splice								8	9																											
Imperative Sentence				5																																
Usage																																				
pronoun agreement		2	3	4																														22		
adverb/adjective				5																																
subject/verb agreement							6		9																											
verb tense								7																											11	
reflexive pronoun									8																											
who/whom/whose																																			21	22

### Stylistic Techniques

Strong Verb		2																																			
Quality Adjective				4																																	
Who/Which Clause				4								12									19		21	22													
-ly Adverb					5																																
Adverb Clause					5						11	12		14																							
#1 Subject Opener		2																																	15		
#2 Prepositional Opener			3																																	14	15
#3 -ly Adverb Opener					5																															15	
#4 -ing Opener													13		15	16											21										
#5 Clausal Opener											11																									15	
#6 Vss Opener												10																								15	

## Vocabulary

1 vast lame limit endanger	2 desperate strayed alerted retaliate	3 apprehension puny entrance glared	4 pack frustration boldness practical	5 annual squatting threatened considerably	6 addressed claim purchase preserve
7 eagerly thickly detect leisure	8 awkwardly carefree gaze occasions	9 mistrusted craftily content embarrassed	10 urgently shrugged concerned manipulates	11 aggressive hesitated reasoned oblivious	12 jagged bore captivity miserably
13 blow cautiously distress steadily	14 intensely accomplish responded recognize	15 potential dread anxiously taunted	16 kill descending crouched unfamiliar	17 mist concluded astounded constantly	18 hailed senseless inevitably blossomed
19 capable ascended clutched challenging	20 clumsy tension wearily approach	21 solitary succulent recently threatened	22 decade vows protested maintained	23 influenced restored consider furiously	24 murmuring inwardly cease comprehend
25 igniting cowering consistently quivered	26 pledged betray debt frantically	27 confidently tolerate commanded respected	28 peering struck dusk blurted	29 confused confirm determined sorrow	30 pleading generosity kin varied



## Contents

---

### Weekly Lessons

Week 1 .....	1	Week 16 .....	91
Week 2 .....	7	Week 17 .....	97
Week 3 .....	13	Week 18 .....	103
Week 4 .....	19	Week 19 .....	109
Week 5 .....	25	Week 20 .....	115
Week 6 .....	31	Week 21 .....	121
Week 7 .....	37	Week 22 .....	127
Week 8 .....	43	Week 23 .....	133
Week 9 .....	49	Week 24 .....	139
Week 10 .....	55	Week 25 .....	145
Week 11 .....	61	Week 26 .....	151
Week 12 .....	67	Week 27 .....	157
Week 13 .....	73	Week 28 .....	163
Week 14 .....	79	Week 29 .....	169
Week 15 .....	85	Week 30 .....	175

### Appendices

Appendix I: Complete Story	
Mowgli and Shere Khan .....	185
Appendix II: Collection Pages	
-ly Adverb .....	193
Strong Verb .....	195
Quality Adjective .....	197
Appendix III: Lists	
Pronoun .....	199
Preposition, Verb, Conjunction.....	200
Appendix IV: Grammar Glossary	

Sample

## Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

### Noun

A **noun** names a person, place, thing, or idea.

A **compound noun** is two or more words combined to form a single noun. This includes proper nouns with two or more words, such as *Shere Khan*.

### Article Adjective

The **article adjectives** are *a, an, the*. A noun follows an article adjective.

### Pronoun

A **pronoun** replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned known as the antecedent. Review the types of pronouns in Appendix III.

A **personal pronoun** takes the place of common and proper nouns.

A **reflexive pronoun** ends in *-self* (singular) or *-selves* (plural) and refers to the subject of the same sentence.

### Preposition

A **preposition** starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence. A prepositional phrase *always* begins with a preposition and ends with a noun or pronoun (called the object of the preposition). Review the prepositions in Appendix III.

**Memorize It!** preposition + noun (no verb)

**Mark It!** Write *n* above each noun. Use a single *n* for a compound noun. Write *ar* above each article and *pr* above each pronoun. Underline each prepositional phrase.

*Shere Khan considered himself the greatest beast in the jungle.*

### Numbers

Spell out numbers that can be expressed in one or two words, like *twelve* and *one hundred*.

Use a hyphen with numbers from twenty-one to ninety-nine.

Spell out ordinal numbers, like *first* and *second*.

Ordinal numbers tell the order or position in a sequence.

**Fix It!** Place a line through the incorrect number and write the correct word above it.

Mother Wolf had ~~6~~ *six* cubs. Mowgli would become her ~~7<sup>th</sup>~~ *seventh*.

For more information about the parts of speech, see the glossary.

Tests:

the \_\_\_\_\_

two \_\_\_\_\_

Week 4 students will learn that possessive pronouns like *his* and possessive nouns like *Mowgli's* function as adjectives.

Ask students to identify the nouns, article adjectives, pronoun, and prepositional phrase and to explain how the prepositional phrase follows the pattern.

In what? **jungle**  
*in the jungle* starts with a preposition (in) and ends with a noun (jungle). It has an article in between but no verb.

For more information about numbers, see page G-33.

## Capitalization

Capitalize the first word of a sentence.

Capitalize proper nouns and proper adjectives.

Capitalize the personal pronoun *I*.

## End Mark

Use a period at the end of a statement.

Use a question mark at the end of a question.

Use an exclamation mark at the end of a sentence that expresses strong emotion.

## Indentation

An **indentation** is a blank space between the margin and the beginning of a line of text. It shows the start of a new paragraph.

In fiction (stories), there are four reasons to start a new paragraph.

**New Speaker:** Start a new paragraph when a new character speaks. Include the attribution with the quotation. Sentences before or after the quotation that point directly to the quotation can remain in the same paragraph.

**New Topic:** Start a new paragraph when the narrator or a character switches the topic.

**New Place:** Start a new paragraph when the story switches to a new location. If several switches are made in quick succession, such as a character's journey to find something, it may be less choppy to keep in one paragraph.

**New Time:** Start a new paragraph when the time changes.

### *Fix It!*

Place three short lines below letters that should be capitalized.

Place the correct end mark at the end of each sentence.

Add the ¶ symbol or an arrow → in front of each sentence that should start a new paragraph.

¶ shere khan killed some of the villagers' cows. the villagers  
were enraged!

When you rewrite the passage, indent. Start the sentence on the next line and write ½ inch from the left margin.

For more information about indentation, see page G-31.

An attribution sets up a quotation. It includes the person speaking and the speaking verb.

The paragraph mark (¶) is called a pilcrow.



Read It!	Mark It!	Fix It!	Day 2
the tiger could not capture wild game because he was <b>lame</b> in 1 foot from birth, so he attacked defenseless cattle instead	1 article (ar) 5 nouns (n) 2 pronouns (pr) 2 <u>prepositional phrases</u>	1 capital 1 end mark 1 number	

**lame**

with an injured leg or foot that made walking difficult or painful

<sup>ar</sup>    <sup>n</sup>  
the tiger could not capture wild game because <sup>n</sup>  
<sup>pr</sup>    <sup>one</sup>    <sup>n</sup>    <sup>n</sup>    <sup>pr</sup>  
he was **lame** in 1 foot from birth, so he attacked  
<sup>n</sup>  
defenseless cattle instead.

Capitalization	<b>The</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Numbers	Change 1 to <i>one</i> . Spell out numbers that can be expressed in one or two words.

**Rewrite It!** The tiger could not capture wild game because he was lame in one foot from birth, so he attacked defenseless cattle instead.

**Read It!**

shere khan did not **limit** himself to cattle.  
sometimes he hunted man

**Mark It!**

3 nouns (n)  
2 pronouns (pr)  
1 prepositional phrase

**Fix It!**

Day 3

3 capitals  
1 end mark

**limit**

stop someone from having or doing more

shere <sup>n</sup> khan did not <sup>pr</sup> limit himself to <sup>n</sup> cattle.  
sometimes he hunted man.

Capitalization **Shere Khan** first word of the sentence; proper noun  
**Sometimes** first word of the sentence

End Marks Use a period at the end of a statement.

Note *Shere Khan* is the antecedent of *himself* and *he*. In the first sentence the pronoun following the verb refers to the subject, so a reflexive pronoun is used.

**Rewrite It!** Shere Khan did not limit himself to cattle. Sometimes he hunted man.

## Read It!

the law of the jungle forbade the killing of man.  
 if anyone harmed a human, it would **endanger**  
 every beast in the jungle

## Mark It!

5 articles (ar)  
 7 nouns (n)  
 1 pronoun (pr)  
 3 prepositional phrases

## Fix It!

Day 4

1 indent  
 2 capitals  
 1 end mark

**endanger**

cause injury, pain, harm, or loss

<sup>ar</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>n</sup>  
 ¶ the law of the jungle forbade the killing of man.  
<sup>ar</sup> <sup>n</sup> <sup>pr</sup>  
 ¶ if anyone harmed a human, it would **endanger**  
<sup>n</sup> <sup>ar</sup> <sup>n</sup>  
 every beast in the jungle.

Indentation	new topic
Capitalization	<b>The; If</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Noun	<i>Killing</i> follows the article <i>the</i> , so it functions as a noun. <i>Killing</i> is the thing that the law forbade. A word that ends in -ing functions as a verb only if it follows a helping verb.

**Rewrite It!**      The law of the jungle forbade the killing of man. If anyone harmed a human, it would endanger every beast in the jungle.



## Learn It!

### Verb

A **verb** shows action, links the subject to another word, or helps another verb.

An **action verb** shows action or ownership.

A **linking verb** links the subject to a noun or adjective.

A **helping verb** helps an action verb or a linking verb. The helping verb is always followed by another verb.

Every verb has a subject. The subject and verb (s v) belong together.

### Subject

A **subject** is a noun or pronoun that performs a verb action. It tells who or what the clause is about.

### Clause

A **clause** is a group of related words that contains both a subject and a verb.

### Main Clause

A **main clause** contains a subject and a verb and expresses a complete thought, so it can stand alone as a sentence. Every sentence must have a main clause.

**Find It!** Read the sentence and look for the verb.  
Ask, "Who or what \_\_\_\_ (verb)?"

**Mark It!** Write **v** above each verb and **s** above each subject.  
Place square brackets around the main clause **[MC]**.

s            v

[The tiger knew the laws of the jungle].

### Sentence Opener

A **sentence opener** is a descriptive word, phrase, or clause that is added to the beginning of a sentence. Using different sentence openers makes writing more interesting. After you mark a sentence, determine if the sentence begins with an opener that you know. If it does, mark it. Do not mark questions or quoted sentences.

### #1 Subject Opener

A **#1 subject opener** is a sentence that begins with the subject of the sentence. Sometimes, an article or adjective will come before the subject, but the sentence is still a #1 subject opener.

**Mark It!** Write **1** above the first word of a sentence that starts with a subject opener.

**1**            s            v

A young boy wandered from his village.

Some verbs function as either action or linking verbs.

He *smelled* (action) burned wood.

He *smelled* (linking) awful.

If you can substitute *is* for the verb, it is probably functioning as a linking verb.

For more information about clauses, see page G-20.

Ask students to identify the subjects and verbs.

What is the verb? **knew**

Who knew? **tiger**

When *to* is followed by a verb, as in *to hunt*, it is called an infinitive. It does not function as a verb because *to hunt* does not have a subject. Do not mark infinitives as verbs.

For more information about sentence openers, see page G-42.

Ask students to identify the opener after they mark the sentence.

Students will mark every sentence except questions and quoted sentences.

## Strong Verb

A **strong verb** dresses up writing because it creates a strong image or feeling. A strong verb is an action verb, never a linking or helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.

## Usage with Pronoun Agreement

A **pronoun** replaces a noun in order to avoid repetition. An **antecedent** is the word the pronoun refers to.

The boy wandered. He did not hear his mother call him.

The personal pronouns *he*, *his*, and *him* refer to the noun *boy*. The noun *boy* is the antecedent of the pronouns *he*, *his*, and *him*.

A personal pronoun should agree with its antecedent in number.

**Number** means one (singular) or more than one (plural).

		Subjective	Objective	Possessive	
<b>2 numbers</b>					
<b>singular</b>	1st	I	me	my	mine
	2nd	you	you	your	yours
	3rd	he, she, it	him, her, it	his, her, its	his, hers, its
<b>plural</b>	1st	we	us	our	ours
	2nd	you	you	your	yours
	3rd	they	them	their	theirs

The boy wandered. He did not hear his mother call him.

*Boy* refers to one boy. Therefore, only the pronouns in the singular row can replace the word *boy*.

The boys wandered. They did not hear their mother call them.

*Boys* refers to more than one boy. Therefore, only the pronouns in the plural row can replace the word *boys*.

Throughout this book you will see usage errors.

### Fix It!

Place a line through the incorrect pronoun and write the correct pronoun above it.

The wolves obeyed the law. ~~He~~ could endanger others if ~~she~~ did not. A wolf learned the law as a cub. ~~They~~ obeyed it always.

Throughout this book students must identify and fix common usage errors. The first usage error is related to pronoun agreement.

A personal pronoun should agree with its antecedent in number, person, and case.

Notice that the chart emphasizes number because that is the concept taught in this lesson.

Ask students to identify the antecedent of each pronoun.

The plural noun *wolves* is the antecedent of *They*. The singular noun *wolf* is the antecedent of *He*.

**Read It!**

the **desperate** villagers feared the beasts. he would send elephants and men with guns and torches into the jungle to kill them

**desperate**

having little or no hope

**Mark It!**

- 3 articles (ar)
- 7 nouns (n)
- 2 pronouns (pr)
- 2 prepositional phrases
- 2 [main clauses]
- 2 subject-verb pairs (s v)
- 2 openers

**Fix It!**

Day 1

- 2 capitals
- 1 end mark
- 1 usage

① subject  
 ar s v  
 n n  
 ar n  
 They  
 s pr v  
[the desperate villagers feared the beasts]. [he would  
 v n n n n  
 send elephants and men with guns and torches into  
 ar n pr  
the jungle to kill them].

This is the last week that a detailed explanation about every capital letter and period is provided.

Capitalization	<b>The; They</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	The plural noun <i>villagers</i> is the antecedent of <i>They</i> . Change <i>he</i> (singular) to <i>They</i> (plural). The plural noun <i>beasts</i> is the antecedent of <i>them</i> (plural).
S V Pairs	MC <b>villagers feared</b> MC <b>They would send</b>
Note	The phrase <i>to kill</i> does not follow the <b>PATTERN preposition + noun</b> . When <i>to</i> is followed by a verb, it is called an infinitive. Do not mark infinitives as prepositional phrases because they include a verb. Do not mark infinitives as verbs because they do not have a subject. They function as neither a prepositional phrase nor a verb.

**Rewrite It!** The desperate villagers feared the beasts. They would send elephants and men with guns and torches into the jungle to kill them.

**Read It!**

shere khan ignored the law of the jungle and hunted a boy. a toddler had **strayed** from their village

**strayed**

went in a direction that is away from a group; wandered

**Mark It!**

- 4 articles (ar)
- 6 nouns (n)
- 1 pronoun (pr)
- 2 prepositional phrases
- 2 [main clauses]
- 2 subject-verb pairs (s v)
- 2 openers

**Fix It!**

Day 2

- 1 indent
- 3 capitals
- 1 end mark
- 1 usage

① subject  
 [shere khan ignored the law of the jungle and  
 hunted a boy]. [a toddler had strayed from their village].

Grammar annotations: *s* *n* *v* *ar* *n* *ar* *n* above the first sentence; *v* *ar* *n* *ar* *s* *n* *v* *v* *pr* *his* *n* above the second sentence. A circled '1' and the word 'subject' are placed above the first 'shere' and 'a' respectively. Underlines are placed under 'shere', 'khan', 'a', 'toddler', 'strayed', and 'village'.

Indentation	new topic
Capitalization	<b>Shere Khan</b> first word of the sentence; proper noun <b>A</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	The singular noun <i>toddler</i> is the antecedent of <i>his</i> . Change <i>their</i> (plural) to <i>his</i> (singular). Week 4 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.
SV Pairs	MC <b>Shere Khan ignored, hunted</b> MC <b>toddler had strayed</b>

**Rewrite It!** Shere Khan ignored the law of the jungle and hunted a boy. A toddler had strayed from his village.

Read It!

shere khan’s distant roar **alerted** father wolf to trouble. they paced angrily

**alerted**  
made someone aware of something; warned

Mark It!

- 3 nouns (n)
- 1 pronoun (pr)
- 1 prepositional phrase
- 2 [main clauses]
- 2 subject-verb pairs (s v)
- 2 openers

Fix It!

- 1 indent
- 5 capitals
- 1 end mark
- 1 usage

① subject

¶ [shere khan’s distant roar alerted father wolf to trouble]. [they paced angrily].

*(Note: Diagram above the text shows grammatical labels: 's' above 'shere', 'n' above 'khan's', 'v' above 'alerted', 'n' above 'father', 'n' above 'wolf', 'n' above 'to trouble', 's' above 'they', 'pr' above 'they', and 'v' above 'paced'. Underlines are placed under 'shere', 'khan's', 'father', 'wolf', and 'they'. A circled '1' is above 'subject' with a line pointing to 'shere'. Another circled '1' is above 'subject' with a line pointing to 'they'. The word 'He' is written below 'they' as an example of a pronoun replacement.)*

Indentation	new topic
Capitalization	<p><b>Shere Khan’s</b> first word of the sentence; proper adjective  Week 4 students will learn that a possessive noun like <i>Shere Khan’s</i> is a noun that functions as an adjective.</p> <p><b>Father Wolf</b> proper noun  <b>He</b> first word of the sentence  <i>Father Wolf</i> is also a compound noun. Because the compound noun forms a proper noun, both words are capitalized.</p>
End Marks	Use a period at the end of a statement.
Pronoun	Shere Khan is hunting, not pacing. The singular noun <i>Father Wolf</i> is the antecedent of <i>He</i> . Change <i>they</i> (plural) to <i>He</i> (singular).
S V Pairs	MC <b>roar alerted</b> MC <b>He paced</b>

**Rewrite It!** Shere Khan’s distant roar alerted Father Wolf to trouble. He paced angrily.

**Read It!**

father wolf was worried. shere khan was hunting again. their hunting would lead man to **retaliate**

**retaliate**  
get revenge against someone

**Mark It!**

- 4 nouns (n)
- 1 pronoun (pr)
- 3 [main clauses]
- 3 subject-verb pairs (s v)
- 3 openers

**Fix It!**

- 5 capitals
- 1 end mark
- 1 usage

① subject s v ① subject s v v  
n n  
[father wolf was worried]. [shere khan was hunting  
pr s v v  
His n n  
again]. [their hunting would lead man to retaliate].

Capitalization	<b>Father Wolf, Shere Khan</b> first word of the sentence; proper noun <b>His</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	The singular noun <i>Shere Khan</i> is the antecedent of <i>His</i> . Change <i>their</i> (plural) to <i>His</i> (singular). Week 4 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.
SV Pairs	MC <b>Father Wolf was</b> MC <b>Shere Khan was hunting</b> MC <b>hunting would lead</b>
Note	Week 4 students will learn an adjective follows a linking verb and describes the subject. <i>Worried</i> is an adjective, not a verb. A word that ends in -ing functions as a verb only if it follows a helping verb. In the second sentence <i>hunting</i> functions as a verb because it follows the helping verb <i>was</i> . In the third sentence <i>hunting</i> functions as a noun because it is the thing that would lead man to retaliate. <i>To retaliate</i> is an infinitive. It does not function as a verb.

**Rewrite It!** Father Wolf was worried. Shere Khan was hunting again. His hunting would lead man to retaliate.

## Learn It!

### Conjunction

A **conjunction** connects words, phrases, or clauses. A **coordinating conjunction** connects the same type of words, phrases, or clauses. The items must be grammatically the same: two or more adjectives, two or more prepositional phrases, and so forth.

FANBOYS: for, and, nor, but, or, yet, so

### Comma

✗ Do not use a comma before a coordinating conjunction when it connects two items in a series unless they are main clauses. **PATTERN a and b**

☞ Use commas to separate three or more items in a series. **PATTERN a, b, and c**

Ask students to identify the coordinating conjunction and explain what it connects.

**Mark It!** Write **cc** above each coordinating conjunction.

**Fix It!** Insert or remove commas. Follow the comma rules.

**But** connects two adjectives: *lively, defenseless*. No comma is used. a and b

The toddler was <sup>cc</sup>lively, <sup>b</sup>but <sup>b</sup>defenseless.

**And** connects three verbs: *climbed, peeked, wandered*. Two commas are used. a, b, and c

He climbed a hill, <sup>cc</sup>peeked inside the cave, <sup>cc</sup>and wandered in.

### #2 Prepositional Opener

A **#2 prepositional opener** is a sentence that begins with a prepositional phrase. The first word in the sentence must be a preposition.

Students will mark every sentence except questions and quoted sentences.

### Comma

☞ If a prepositional opener has five words or more, follow it with a comma.

If two or more prepositional phrases open a sentence, follow the last phrase with a comma.

✗ Do not put a comma in front of a prepositional phrase.

**Mark It!** Write ② above the first word of a sentence that starts with a prepositional phrase.

**Fix It!** Insert or remove commas. Follow the comma rules.

② Inside the cave, the wolf cubs wrestled, with their mother.

② Inside the dark and dank cave, the wolf cubs wrestled.

Do not include the opener in the main clause square brackets.

② From the entrance of the cave, [Father Wolf watched].

After students mark the sentence, ask them to identify the opener and follow comma rules.

To identify phrasal verbs, consult a dictionary.

## Phrasal Verbs

A **phrasal verb** functions as a single verb but has another word with the verb. The combined words form an idea that is different from the two individual words.

To *cry* means to shed tears; *out* means away from. To *cry out* does not mean to weep away from but to shout something. *Cry out* is a phrasal verb.

**Mark It!** Write a single *v* above a phrasal verb.

The boy could not catch <sup>v</sup>up with the wolves.

## Usage with Pronoun Agreement

Week 2 you learned that a pronoun should agree with its antecedent in number (singular and plural). It should also agree with its antecedent in person.

**Person** means who is speaking (1st), spoken to (2nd), or spoken about (3rd).

		Subjective	Objective	Possessive	
2 numbers	<b>3 persons</b>				
singular	<b>1st</b>	I	me	my	mine
	<b>2nd</b>	you	you	your	yours
	<b>3rd</b>	he, she, it	him, her, it	his, her, its	his, hers, its
plural	<b>1st</b>	we	us	our	ours
	<b>2nd</b>	you	you	your	yours
	<b>3rd</b>	they	them	their	theirs

Notice that the chart emphasizes person because that is the concept taught in this lesson.

I did not hear my mother call me.

A character is **speaking** about himself. The speaker uses pronouns in the first-person row to speak about himself.

You did not hear your mother call you.

A character is **spoken to**. The speaker uses pronouns in the second-person row to speak to someone else.

He did not hear his mother call him.

A character is **spoken about**. The speaker uses pronouns in the third-person row to speak about another character.

**Fix It!** Place a line through the incorrect pronoun and write the correct pronoun above it.

The wolf cubs ignored Shere Khan. <sup>He</sup>~~You~~ could not scare <sup>them</sup>~~us~~.

Ask students to identify the antecedent and explain the number and person of each pronoun.

The singular noun *Shere Khan* is the antecedent of *He*. Change *You* (second-person singular and plural) to *He* (third-person singular).

The plural noun *cubs* is the antecedent of *them*. Change *us* (first-person plural) to *them* (third-person plural).



**Read It!**

with great **apprehension**, father wolf paced.  
a small hairless creature wandered into the shallow  
cave, and joined the 6 cubs, and our mother

**apprehension**

fear or anxiety over what may happen

**Mark It!**

- 3 articles (ar)
- 6 nouns (n)
- 1 pronoun (pr)
- 2 coordinating conjunctions (cc)
- 2 prepositional phrases
- 2 [main clauses]
- 2 subject-verb pairs (s v)
- 2 openers

**Fix It!**

Day 1

- 4 capitals
- 3 commas
- 1 end mark
- 1 number
- 1 usage

② prepositional

with great **apprehension**, [father wolf paced].  
[a small hairless creature wandered into the shallow  
cave, and joined the 6 cubs, and our mother].

*(Note: The diagram above the text shows grammatical markers: 'n' for nouns, 's' for subjects, 'v' for verbs, 'ar' for articles, 'cc' for coordinating conjunctions, and 'pr' for pronouns. Brackets and lines connect these markers to the corresponding words in the text.)*

Conjunction	<b>and</b> connects two verbs: <i>wandered</i> and <i>joined</i> <b>and</b> connects two nouns: <i>cubs</i> and <i>mother</i>
Pronoun	The cubs are not speaking. The cubs are spoken about. Change <i>our</i> (first person) to <i>their</i> (third person). Week 4 students will learn that a possessive pronoun like <i>their</i> is a pronoun that functions as an adjective.
S V Pairs	MC <b>Father Wolf paced</b> MC <b>creature wandered, joined</b>
Commas	Do not use a comma if a prepositional opener has fewer than five words. Do not use a comma to separate two items connected with a cc. <b>PATTERN a and b</b>
Numbers	Change 6 to <i>six</i> . Spell out numbers that can be expressed in one or two words.

**Rewrite It!** With great apprehension Father Wolf paced. A small hairless creature wandered into the shallow cave and joined the six cubs and their mother.

**Read It!**

until that day, father wolf had never seen a man's cub.  
they stared, in amazement, at the **puny** child

**puny**  
small and weak

**Mark It!**

- 2 articles (ar)
- 5 nouns (n)
- 1 pronoun (pr)
- 3 prepositional phrases
- 2 [main clauses]
- 2 subject-verb pairs (s v)
- 2 openers

**Fix It!**

Day 2

- 4 capitals
- 1 end mark
- 3 commas
- 1 usage

② prepositional

until that day, [father wolf had never seen a man's cub].  
[they stared, in amazement, at the puny child].

Diagram labels for the first sentence:  
 n (until), n (day), s (father), n (wolf), v (had), v (seen), ar (a), n (man's), n (cub).  
 Diagram labels for the second sentence:  
 (1) subject s (they), pr (He), v (stared), n (in), ar (at), n (puny), n (child).

- Pronoun The singular noun *Father Wolf* is the antecedent of *He*. Change *they* (plural) to *He* (singular).
- S V Pairs MC ***Father Wolf had seen***  
MC ***He stared***
- Commas Do not use a comma if a prepositional opener has fewer than five words.  
Do not put a comma in front of a prepositional phrase.
- Note Week 4 students will learn that a possessive noun like *man's* is a noun that functions as an adjective.

**Rewrite It!** Until that day Father Wolf had never seen a man's cub. He stared in amazement at the puny child.

**Read It!**

without any warning, shere khan appeared at the **entrance** of the cave, but could not fit through the opening. you wanted the man’s cub to come out

**entrance**

a point or place of going in

**Mark It!**

- 4 articles (ar)
- 6 nouns (n)
- 1 pronoun (pr)
- 1 coordinating conjunction (cc)
- 4 prepositional phrases
- 2 [main clauses]
- 2 subject-verb pairs (s v)
- 2 openers

**Fix It!**

Day 3

- 1 indent
- 4 capitals
- 2 commas
- 1 end mark
- 1 usage

② prepositional

without any warning, [shere khan appeared at the entrance of the cave, but could not fit through the opening]. [you wanted the man’s cub to come out].

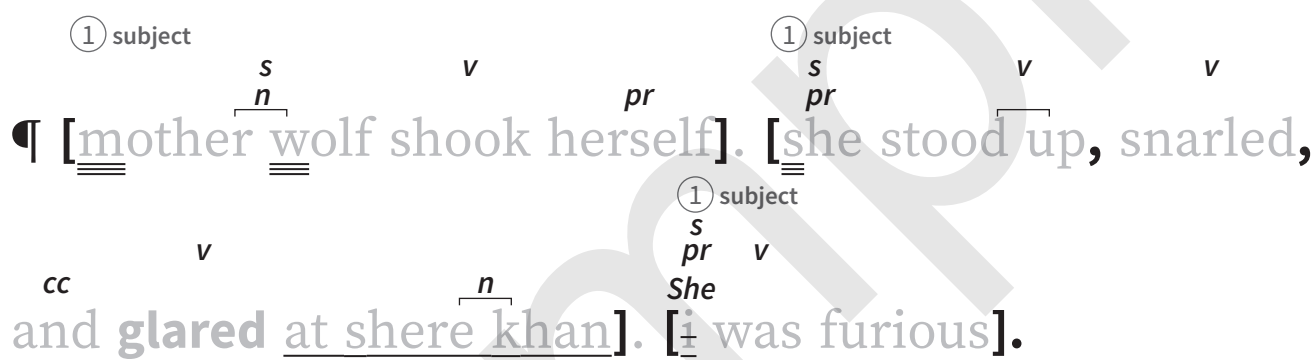
*(Note: The text above contains grammatical annotations such as 'n', 'ar', 'cc', 's', 'v', 'pr', 'subject' with lines and arrows pointing to specific words in the sentence.)*

Indentation	new topic
Conjunction	<b>but</b> connects two verbs: <i>appeared</i> but <i>could fit</i>
Noun	A prepositional phrase follows the <b>PATTERN preposition + noun (no verb)</b> . <i>Without</i> (preposition) <i>warning</i> (noun functioning as the object of the preposition) <i>through</i> (preposition) <i>opening</i> (noun functioning as the object of the preposition)
Pronoun	Shere Khan is not spoken to. Shere Khan is spoken about. Change <i>you</i> (second person) to <i>He</i> (third person).
S V Pairs	MC <b>Shere Khan appeared, could fit</b> MC <b>He wanted</b>
Note	<i>To come</i> is an infinitive. It does not function as a verb.
Commas	Do not use a comma if a prepositional opener has fewer than five words. Do not use a comma to separate two items connected with a cc. <b>PATTERN a and b</b>

**Rewrite It!**

Without any warning Shere Khan appeared at the entrance of the cave but could not fit through the opening. He wanted the man’s cub to come out.

Read It!	Mark It!	Fix It!
mother wolf shook herself. she stood up snarled and <b>glared</b> at shere khan. i was furious	2 nouns (n) 3 pronouns (pr) 1 coordinating conjunction (cc) 1 <u>prepositional phrase</u> 3 [main clauses] 3 subject-verb pairs (s v) 3 openers	1 indent 6 capitals 2 commas 1 end mark 1 usage
<b>glared</b> looked directly at someone in an angry way		



Indentation	new topic
Capitalization	<i>Mother Wolf</i> is a compound noun. Because the compound noun forms a proper noun, both words are capitalized.
Conjunction	<b>and</b> connects three verbs: <i>stood up</i> , <i>snarled</i> , and <i>glared</i>
Pronoun	<i>Mother Wolf</i> is the antecedent of <i>herself</i> and <i>she</i> . In the first sentence the pronoun following the verb refers to the subject, so a reflexive pronoun is used. Mother Wolf is not speaking. Mother Wolf is spoken about. Change <i>i</i> (first person) to <i>She</i> (third person).
S V Pairs	MC <b>Mother Wolf shook</b> MC <b>She stood up, snarled, glared</b> <i>Stood up</i> is a phrasal verb. MC <b>She was</b>
Commas	Use commas to separate three or more items in a series connected with a cc. <b>PATTERN a, b, and c</b>

**Rewrite It!** Mother Wolf shook herself. She stood up, snarled, and glared at Shere Khan. She was furious.

## Review It!

### Commas

Starting this week, the Fix It! section no longer indicates how many commas are needed in each passage. Insert commas where needed, keeping in mind that some passages will not require any commas. You must determine where to put commas based on comma rules. This is what you must do with your own writing too since no one tells you how many commas you need in the sentences that you write.

Using the list below, tell which comma rule is applied in each sentence.

If students struggle, encourage them to look at the list of comma rules on page 146.

<b>A</b> MC, cc MC	<b>H</b> #2 opener 5 + words
<b>B</b> a, b, and c	<b>I</b> #2 opener transitional
<b>C</b> nonessential <i>who/which</i>	<b>J</b> #3 opener sentence adverb (It was ____ that ____ )
<b>D</b> coordinate adjectives	<b>K</b> #4 opener -ing
<b>E</b> mild interjection	<b>L</b> #5 opener clausal
<b>F</b> NDA	
<b>G</b> "Quote," attribution, "quote"	

- F   "Mowgli, try this raw meat."
- E   "Oh, I prefer to eat it cooked."
- G   "Cooked meat takes time," the cubs replied, "and tastes awful!"
- B   Mowgli liked dandelion greens, nuts, and seeds.
- L   When he could climb trees, he learned to collect honey.
- J   Clearly, he gained many skills in the jungle.
- A   He could hear the scratch of a bat's claws, and he could interpret an owl's hoot.
- H   At sunrise early one morning, he ran to the lake.
- D   He watched a patient, clever bear snag salmon in its claws.
- K   Casting out a baited line, Mowgli also caught fish.
- C   His favorite was salmon, which swarmed in groups.
- I   Of course, he knew what it meant when they swam upstream.

**Read It!**

this coward **confidently** bragged he would destroy myself at the next meeting because he had not killed me when I was a cub

**confidently**  
boldly; full of assurance

**Mark It!**

- 1 prepositional phrase
- 1 [main clause]
- 1 *that* clause (that)
- 2 adverb clauses (AC)
- 4 subject-verb pairs (s v)

**Fix It!**

Day 1

- 1 indent
- 1 capital
- ? commas
- 1 quotation mark
- 1 end mark
- 1 usage

s
v
that
s
v
  
 ¶ “[this coward **confidently** bragged] ((that) he would
   
v
me
AC
s
v
 destroy myself at the next meeting) (because he had
   
v
AC
s
v
 not killed me) (when I was a cub).

No closing quotation mark because quote continues.

Indentation	new speaker
SV Pairs	MC <b>coward bragged</b> that <i>(that) he would destroy</i> This is an invisible <i>that</i> clause. It does not express a complete thought. AC <i>because he had killed</i> AC <i>when I was</i>
End Marks	This passage contains 1 end mark. There is 1 main clause.
Commas	This passage does not require any commas.
Usage	Change the pronoun <i>myself</i> (reflexive) to <i>me</i> (objective). Use a reflexive pronoun only when the pronoun following the verb refers to the subject.

**Rewrite It!** “This coward confidently bragged he would destroy me at the next meeting because he had not killed me when I was a cub.

**Read It!**

as a man i will not **tolerate** rude nasty cowards and self serving bullies if you moves a whisker you will feel them flames

**tolerate**

accept; put up with

**Mark It!**

- 1 coordinating conjunction (cc)
- 1 prepositional phrase
- 2 [main clauses]
- 1 adverb clause (AC)
- 3 subject-verb pairs (s v)

**Fix It!**

Day 2

- 3 capitals
- ? commas
- 1 quotation mark
- 2 end marks
- 1 hyphen
- 2 usage

No opening quotation mark because quote continues.

as a man <sup>s v</sup> [i will not **tolerate** rude, nasty cowards <sup>cc</sup> and self-serving bullies]. <sup>AC s v</sup> (if you ~~moves~~ <sup>move</sup> a whisker), <sup>s v</sup> [you will feel ~~them~~ <sup>these</sup> flames]!”

Conjunction	<b>and</b> connects two nouns: cowards and bullies
S V Pairs	MC <b>I will tolerate</b>
	AC <b>if you move</b> Change <i>moves</i> to <i>move</i> . Only third-person singular pronouns use a verb form that ends in s.
	MC <b>you will feel</b>
End Marks	This passage contains 2 end marks. There are 2 main clauses. Use a period when a quote makes a statement. Use an exclamation mark when a quote expresses strong emotion.
Commas	This passage requires 2 commas. Use a comma to separate coordinate adjectives (rude, nasty cowards). Use a comma after an adverb clause that comes before a main clause. <b>PATTERN AC, MC</b>
Usage	Change the pronoun <i>them</i> (objective) to <i>these</i> (demonstrative). Which flames? <b>these</b> (adjective) Objective case pronouns cannot function as adjectives.
Hyphens	<i>Self-serving</i> is a compound adjective in front of a noun. Use a hyphen.

**Rewrite It!** As a man I will not tolerate rude, nasty cowards and self-serving bullies. If you move a whisker, you will feel these flames!”

Read It!	Mark It!	Fix It!
holding Shere Khans chin the tiger trembled and whined leave now Mowgli <b>commanded</b> never come back or ill stop you forever	2 coordinating conjunctions (cc) 5 [main clauses] 5 subject-verb pairs (s v) 1 opener	1 indent 4 capitals ? commas 4 quotation marks 4 end marks 1 apostrophe 1 illegal #4
<b>commanded</b> gave an order with authority		

④ -ing

<sup>S</sup> <sup>V</sup> <sup>AC</sup> <sup>S</sup> <sup>V</sup>  
 [Mowgli listened] (as  
 holding Shere Khan's chin, the tiger trembled and  
<sup>V</sup> <sup>S</sup> <sup>V</sup> <sup>S</sup> <sup>V</sup>  
 whined). “[(you) leave now]!” [Mowgli commanded].  
<sup>S</sup> <sup>V</sup> <sup>CC</sup> <sup>S</sup> <sup>V</sup> <sup>V</sup>  
 “[(you) never come back], or [i’ll stop you forever]!”

Indentation	new topic
Conjunction	<b>and</b> connects two verbs: <i>trembled</i> and <i>whined</i> <b>or</b> connects two main clauses. A subject and verb pair (you come back) comes before the cc, and a subject and verb pair (I’ll stop) comes after the cc. A comma is required. MC, cc MC
S V Pairs	MC <b>Mowgli listened</b> The tiger is not holding his chin; Mowgli is. There are various ways to rewrite this sentence. Ensure that students rewrite so <i>Mowgli</i> is the thing (subject of main clause) after the comma. Mark It! directions list items for the original sentence. MC <b>(you) Leave</b> The subject of an imperative sentence is always <i>you</i> . MC <b>Mowgli commanded</b> MC <b>(you) come back</b> <i>Come back</i> is a phrasal verb. The subject of an imperative sentence is always <i>you</i> . MC <b>I’ll stop</b> The contraction <i>I’ll</i> includes both a subject (I) and a helping verb (will).
End Marks	This passage contains 4 end marks. There are 5 main clauses. Use an exclamation mark when a quote expresses strong emotion. <b>PATTERN “Quote!” attribution.</b> A comma and cc connect the last two main clauses.
Commas	This passage requires 2 commas. Use a comma after an -ing opener. <b>PATTERN -ing word/phrase, main clause</b> The thing after the comma must be the thing doing the inging. Mowgli is doing the holding. Use a comma to separate two main clauses connected with a cc. <b>PATTERN MC, cc MC</b>
Apostrophes	<i>I’ll</i> is a contraction for <i>I will</i> . Use an apostrophe to show where letters have been removed.

**Rewrite It!** Holding Shere Khan’s chin, Mowgli listened as the tiger trembled and whined. “Leave now!” Mowgli commanded. “Never come back, or I’ll stop you forever!”



Read It!	Mark It!	Fix It!
<p>growling in terror Shere Khan fled into the jungle Mowgli looked at Akela who he <b>respected</b> he then turns positioning himself between Akela and the other wolves</p> <p><b>respected</b> held in esteem or honor</p>	<p>1 coordinating conjunction (cc) 4 <u>prepositional phrases</u> 3 [main clauses] 1 <i>who/which</i> clause (w/w) 4 subject-verb pairs (s v) 3 openers</p>	<p>2 indents 2 capitals ? commas 3 end marks 2 usage</p>

④ -ing

growling in terror, [Shere Khan fled into the jungle].  
 [Mowgli looked at Akela], (~~who~~ he respected). [he then turns], positioning himself between Akela and the other wolves.

Indentation	new place; new topic
Conjunction	<b>and</b> connects two nouns: <i>Akela</i> and <i>wolves</i>
S V Pairs	MC <b>Shere Khan fled</b> MC <b>Mowgli looked</b>
	w/w <b>whom he respected</b> Change <i>who</i> (subjective) to <i>whom</i> (objective). The subject is <i>he</i> . Rule: Use <i>whom</i> when the subject of the clause is not <i>who</i> . The <i>whom</i> clause describes <i>Akela</i> , the noun it follows.
	MC <b>He turned</b> Change <i>turns</i> (present tense) to <i>turned</i> (past tense). Remain in past tense.
End Marks	This passage contains 3 end marks. There are 3 main clauses.
Commas	This passage requires 3 commas. Use a comma after an -ing opener. <b>PATTERN -ing word/phrase, main clause</b> The thing after the comma must be the thing doing the inging. <i>Shere Khan</i> is doing the <i>growling</i> . Place commas around a nonessential <i>who/which</i> clause. Place commas around an -ing phrase. <b>PATTERN main clause, -ing word/phrase</b>
Usage	Change <i>who</i> (subjective) to <i>whom</i> (objective). He respected <b>whom</b> (direct object). Use <i>who</i> when the pronoun functions as a subject and <i>whom</i> when the pronoun functions as an object.

**Rewrite It!**

Growling in terror, Shere Khan fled into the jungle.  
 Mowgli looked at Akela, whom he respected. He then turned, positioning himself between Akela and the other wolves.

# Fix It! Grammar

Glossary

FOURTH EDITION

# Contents

## Parts of Speech

Noun	G-5
Pronoun	G-6
Preposition	G-8
Verb	G-9
Conjunction	G-12
Adjective	G-14
Adverb	G-15
Interjection	G-15

## The Sentence

Sentence	G-17
Phrase	G-18
Clause	G-20

## Punctuation

End Marks	G-23
Commas	G-24
Quotation Marks	G-27
Apostrophes	G-28
Ellipsis Points	G-28
Semicolons	G-29
Colons	G-29
Hyphens	G-30
Em Dashes and Parentheses	G-30

## Additional Concepts

Indentation	G-31
Capitalization	G-32
Numbers	G-33

## Homophones and Usage

G-35

## Stylistic Techniques

Dress-Ups	G-37
-ly Adverb	
Strong Verb	
Quality Adjective	
<i>Who/Which</i> Clause	
<i>www.asia.b</i> Clause	
Advanced Dress-Ups	

## Sentence Openers

G-42

#1 Subject Opener	
#2 Prepositional Opener	
#3 -ly Adverb Opener	
#4 -ing Opener	
#5 Clausal Opener	
#6 Vss Opener	
Advanced Sentence Openers	

## Decorations

G-47

Alliteration	
Question	
Conversation/Quotation	
3sss	
Simile/Metaphor	
Dramatic Open-Close	

## Triple Extensions

G-49