

THE ARTIOS™ HOME COMPANION SERIES

Elementary – Year Four

Junior Analytical Grammar: Mechanics ©1996

Student Edition

ANALYTICAL GRAMMAR

R. Robin Finley

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Grammar Exercises Integrated Specifically for
Artios Academies by Alicia Pillsbury

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The Artios Home Companion Series

Elementary Grammar – Year Four

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Introduction to Elementary Grammar Year Four

The “Notes” for this year's grammar come from *Junior Analytical Grammar: Mechanics* by R. Robin Finley and Erin M. Karl. The exercises are designed to integrate directly with the piece of literature that is being studied and can be printed from this eBook. If a student is having trouble with a particular concept, allow them to spend extra time reviewing these concepts before moving on.

This is a “clickable” eBook! For ease in navigating, each entry in the “Table of Contents” is a link to the applicable page(s). Also, each entry in the “Suggested Schedule” has a link to the “Notes” for that subject and to the “Exercises” for that subject. At the bottom of each page of “Notes” and at the top of each page of “Exercises” there is a link back to the Table of Contents.

Elementary - Year Four Junior Analytical Grammar: Mechanics builds on what was learned in *Elementary - Year One (or Three)* by studying the mechanics applied to what was taught in *Year One (or Three)*. If your student hasn't had a good foundation in the parts of speech and hasn't studied *Year One* or *Year Three*, you may want to go through the basics with them. The *Elementary – Year One Junior Analytical Grammar (or Year Three)* eBook is available on your **HCS Class pages**.

In our first Unit this year we will create a **Grammar Rule Cheat Sheet** on a large piece of posterboard. Throughout this year you will add **Buzzwords** and **copy-editing symbols** to your **Grammar Rule Cheat Sheet**. Each time you are given a “**Buzzword**” to help you remember a grammar rule, write it in large letters on this cheat sheet. You will also record the **copy-editing symbols** as you learn them. Adding an illustration for each entry will make your **Cheat Sheet** more useful.

Junior Analytical Grammar is designed for students in 4th - 6th grade, although some students may be ready for these concepts at a younger age. If you have a younger student who is not yet ready for this grammar program, you might consider using *Grammar-Land* by M.L. Nesbitt. Search for it by title and author at www.amazon.com/books to purchase a hardcover, paperback, or Kindle book, or it can be downloaded at no cost as a PDF file from http://www.yesterdayclassics.com/previews/nesbitt_grammar_preview.pdf, or in several formats from <https://archive.org/details/grammarlandorgroonesbgoog>, or as an audio book from <https://librivox.org/grammar-land-by-m-l-nesbitt/>.

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Suggested Schedule

Unit 1: Read the [Notes](#) on **Comma Splits**, and review the aspects of speech included in the “Six Deadly Splits”. Create a **Grammar Rule Cheat Sheet** out of a large piece of posterboard or construction paper. You will use this to record your “**Buzzwords**” and **copy-editing symbols** as you move through our grammar topics this year. Add the **copy-editing symbols** in this Unit to your **Cheat Sheet**. There are no Exercises for this Unit.

It is important to know that you can--and should--refer to the “Notes” for assistance as you are completing the Exercises for each of these Units.

Unit 2: Read the [Notes](#) on **Commas: Items in a Series** and complete the corresponding [Exercises](#). Add the **Buzzword** “*items in a series*” to your **Grammar Rule Cheat Sheet**.

Unit 3: Read the [Notes](#) on **Commas: Two Adjectives With “And Test”** and complete the corresponding [Exercises](#). Add the **Buzzword** “*two adjectives with ‘and test’*” to your **Grammar Rule Cheat Sheet**.

Unit 4: Read the [Notes](#) on **Commas: Compound Sentence** and complete the corresponding [Exercises](#). Add the **Buzzword** “*compound sentence*” to your **Grammar Rule Cheat Sheet**.

Unit 5: Read the [Notes](#) on **Commas: Introductory Elements** and complete the corresponding [Exercises](#). Add the **Buzzword** “*introductory single word*” and “*2+ intro prep phrases*” to your **Grammar Rule Cheat Sheet**.

Unit 6: Read the [Notes](#) on **Commas: Interrupters** and complete the corresponding [Exercises](#). Add the **Buzzword** “*direct address*” and “*expressions*” to your **Grammar Rule Cheat Sheet**.

Unit 7: Read the [Notes](#) on **Commas: Names, Dates & Places** and complete the corresponding [Exercises](#). Add the **Buzzword** “*names and abbreviations*” and “*dates and addresses*” to your **Grammar Rule Cheat Sheet**.

Unit 8: Review any comma usage exercises in which you may need extra practice. Make sure that you have added all of the **Buzzwords** from our grammar units onto your **Grammar Rule Cheat Sheet**.

Unit 9: [Complete](#) the **Commas Usage Review**.

Unit 10: Read the [Notes](#) on **Direct Quotations** and complete the corresponding [Exercises](#). Add the **Buzzword** “*direct quote*” and “*quotation marks*” and “*change gear comma*” and **copy-editing symbols** to your **Grammar Rule Cheat Sheet**.

Unit 11: Read the [Notes](#) on **Titles** and complete the corresponding [Exercises](#). Add the **Buzzword** “*titles*” to your **Grammar Rule Cheat Sheet**.

Unit 12: Read the [Notes](#) on **Possessives** and complete the corresponding [Exercises](#). Add the **Buzzword** “*possessives*” to your **Grammar Rule Cheat Sheet**.

Unit 13: [Complete](#) the **Units 10 - 12 Application Activity**.

Unit 14: [Complete](#) the **First Semester Grammar Review**.

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(Suggested Schedule continues on the next page.)

Unit 15: Read the [Notes](#) on **Capitalization** and complete the corresponding [Exercises](#). Add the **Buzzword** “*capitalize*” and **copy-editing symbols** to your **Grammar Rule Cheat Sheet**.

Unit 16: Read the [Notes](#) on **Pronoun-Antecedent Agreement**. You may want to take some time to review pronouns and antecedents before beginning this content. Complete the corresponding [Exercises](#). Add the **Buzzword** “*pronoun-antecedent agreement*” or “*pro-antec agmt*” to your **Grammar Rule Cheat Sheet**

Unit 17: Read the [Notes](#) on **Subject-Verb Agreement** and complete the corresponding [Exercises](#). Add the **Buzzword** “*subject-verb agreement*” or “*subj-verb agmt*” to your **Grammar Rule Cheat Sheet**.

Unit 18: [Complete](#) the **Capitals and Agreement Application Activity**.

Unit 19: [Complete](#) the **Units 15 - 18 Grammar Review Exercises**.

Unit 20: Read the [Notes](#) on **Which Pronoun?** and complete the corresponding [Exercises](#). Add the **Buzzword** “*which pronoun*” to your **Grammar Rule Cheat Sheet**.

Unit 21: Read the [Notes](#) on **Adjective or Adverb?**. You may desire to quickly review the difference between an adjective and an adverb before you begin. Complete the corresponding [Exercises](#), Add the **Buzzword** “*adjective or adverb*” to your **Grammar Rule Cheat Sheet**.

Unit 22: Read the [Notes](#) on **Transitive and Intransitive Verbs** and complete the corresponding [Exercises](#). Add the **Buzzword** “*transitive/intransitive verbs*” to your **Grammar Rule Cheat Sheet**. You might also want to include some notes on the verb tenses from this lesson on the back of your Cheat Sheet.

Unit 23: [Complete](#) the **Units 20 - 22 Application Activity**.

Unit 24: [Complete](#) the **Units 20 - 23 Review**. Check to make sure that all of your **Buzzwords** and **copy-editing marks** have been added to your **Grammar Rule Cheat Sheet**.

Unit 25: Read the [Directions](#) for your **Final Grammar Project**, and begin work on this project.

Unit 26: [Continue](#) working on your **Final Grammar Project**.

Unit 27: [Continue](#) working on your **Final Grammar Project**.

Unit 28: [Complete](#) your **Final Grammar Project**.

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Comma Splits

You're about to learn about commas. A comma is a little piece of punctuation that tells us to pause when we read or speak or divide a sentence into more understandable parts. We really need commas! Take a look at this example:

I like peanut butter and jelly and mom and dad enjoy bacon lettuce and tomato.

Did it take you a try or two to figure out that sentence? Now try it with commas:

I like peanut butter and jelly, and mom and dad enjoy bacon, lettuce, and tomato.

Ahhh ... it's SO much easier to read! There are rules that tell us where commas should go. There are also rules about where commas should not go! We'll start there first.

A comma SPLIT is when you put a comma where it doesn't belong. **Here is a list of places where a comma should NOT be:**

1. There should never be a comma between a SUBJECT and a VERB.
EXAMPLE: The dog, walked into the garage.
2. There should never be a comma between a VERB and ITS DIRECT OBJECT.
EXAMPLE: The man threw, the ball.
3. There should never be a comma between a LINKING VERB and ITS COMPLEMENT.
(a complement is a predicate adjective or a predicate nominative)
EXAMPLE: The girl felt, wonderful! or That girl is, my sister.
4. There should never be a comma between a MODIFIER and ITS NOUN.
(the modifier right before the noun)
EXAMPLE: The soft, blue, fluffy, sweater was beautiful.
5. There should never be a comma between a VERB and ITS INDIRECT OBJECT.
EXAMPLE: I wrote, my aunt a letter.
6. There shouldn't be a comma between an INDIRECT OBJECT and ITS DIRECT OBJECT.
EXAMPLE: I wrote my aunt, a letter.

In the comma rule exercises and tests, you'll need to refer to these comma split notes to help answer the questions. You'll start learning the comma rules right away, but it's also important for you to really understand the comma splits as well!


REMEMBER THE SIX DEADLY SPLITS!

Subject and verb Verb and direct object Linking verb and complement
Modifier and its noun Verb and indirect object Indirect object and direct object

Copy-editing:

Throughout this book you will have exercises in copy-editing. When you copy-edit, you correct mistakes you see in sentences. Sometimes you will add something where it is missing, remove something that should not be there, or change something that is incorrect. There are certain symbols we use to copy-edit. As we move through this book, you will be taught the symbols you need to know. Here are your first two symbols:

To add a comma:

red  white, and blue

To remove a comma (or anything else in the future):

remove ~~this~~ 

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(There are no Exercises for this subject.)

Commas: Items in a Series

Each of our comma rules will have a “buzzword” that we’ll use to refer to it. Our first rule is “items in a series.”

COMMA RULE #1:

Buzzword: *items in a series*

Use commas in between items in a list or series. These can be individual words or prepositional phrases, but the list should always be made of grammatical equals (all nouns, all verbs, all prepositional phrases, etc.) You will put a comma between each item and before the conjunction that will come before the last item.

EXAMPLES (these are only a few examples, there are a lot of other ways to list things):

Nouns:

I brought my ball, bat, mitt, and hat to the baseball game.

Verbs:

I walked, ran, hopped, and jumped to get my exercise in today.

Adjectives:

She was tall, slim, and beautiful.

Prepositional Phrases:

We looked in the kitchen, around the dining room table, and on top of the fridge for the artwork my sister made.

Nouns and prepositional phrases:

My chore list says to put the dishes in the dishwasher, the glasses in the cabinet, and the trash in the trashcan.

Verbs and prepositional phrases:

Little red riding hood walked through the woods, skipped down the lane, and entered her grandmother’s house.

NOTE: If all the items are separated by “and” or “or,” do not use commas to separate them.

EXAMPLE: I bought a teddy bear and a necklace and a new shirt.

NOTE: The comma before the last item (usually before the conjunction) is sometimes called the auxiliary or Oxford comma. Some people are taught that it can be left out. Not us! You can confuse people by leaving it out, so we always include it.

EXAMPLE: On my desk I have pictures of my parents, Spot and Whiskers.

Are you giggling? I would be! It makes it seem that Spot and Whiskers are the speaker’s parents. Now put the auxiliary comma in.

EXAMPLE: On my desk I have pictures of my parents, Spot, and Whiskers.

NOW I get it! Those are three separate pictures!

HERE’S A TRICK: If you read the sentences above out loud, just the way you’d say them in real life, your voice will pause right where the commas go. So if you have to put commas in a sentence where we’ve left the commas out on purpose, read the sentence out loud first, and your voice will tell you where they go!

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(Exercises for this subject begin on the next page.)

Commas: Items In a Series: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. Harriet's arms back and shoulders all ached.
2. She had babies to rock fires to light and potatoes to peel.
3. The air from the chopped trees smelled fresh clean and new.
4. The young girls cleaned cooked and cared for the family as part of their duties.
5. They carried buckets of water down the path around the fields and through the rows of workers.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Daddy Ben told, Harriet about how her great-grandmother had been brought to Maryland.

She needed wanted and desired to know about her heritage. She had seen her broad-

shouldered, father work the land for his master since she was a little girl. She watched,

learned and mastered the skills he taught her.

Commas: Items In a Series: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. Harriet's only clothing was an old torn dirty flour sack.
2. Miss Sarah had her take off her flour sack change into a fresh cotton shift and climb into the carriage.
3. At the Cooks' home Harriet scrubbed the floors pounded the wash and practiced at the loom.
4. Her duties included work in the kitchen the yard and the marshes.
5. One day she stumbled tripped and fell into the low water.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

The young slave girl, was sick with the measles. Her mother cared for her with patience tenderness and diligence. One day she was well enough to help with the sweeping, washing and baby care again. Singing, was how she occupied herself during her tasks.

Commas: Items In a Series: Exercise #3

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. Harriet's voice rang out clear firm and sweet.
2. She could hear Miss Sarah's footsteps come through the front door down the hallway and into the bedroom.
3. In the next moment Harriet jumped to her feet dodged the blow from her mistress and tried to speak in her own defense.
4. Miss Sarah was a mean angry and demanding woman.
5. Her dinner table was covered with chicken brown gravy and frosted cakes.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Harriet's stomach was, always hungry. Corn pork and hoecake were her daily ration.

Her fingers, moved quietly towards the sugar bowl. Miss Sarah's wrath would be quick,

fierce and serious.

Commas: Two Adjectives With “And Test”

COMMA RULE #2:

Buzzword: two adjectives with “and test”

You will SOMETIMES use a comma in between two or more adjectives that come before a noun. It’s that “sometimes” that makes you nervous, right? How are you supposed to know when you need a comma between two adjectives and when you don’t? That’s where the “and test” comes in! The “and test” works like this: If it sounds very natural to put the word “and” in between the adjectives, you need a comma. If “and” sounds funny at all, forget the comma.

EXAMPLE #1:

Incorrect: That is a lovely soft fuzzy sweater.

(. . . a lovely AND soft sweater? . . . sounds good - you need a comma)

(. . . a soft AND fuzzy sweater? . . . sounds good - you need a comma)

Correct: That is a lovely, soft, fuzzy sweater.

EXAMPLE #2:

I saw a little old man.

(. . . a little AND old man? . . . sounds weird - forget the comma)

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(Exercises for this subject begin on the next page.)

Commas: Two Adjectives With “And Test”: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go. If the sentence is correct as written, just leave it as is.*

1. An intelligent determined young woman walked away from her husband and cabin for the last time.
2. Harriet followed a tiny blond woman home from Bucktown.
3. The woman offered her a glass of cool sweet lemonade.
4. The gentle compassionate woman shared important information with Harriet.
5. The Quaker’s bright twinkling eyes made Harriet feel right at home.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Harriet worried that her good, old husband would not keep her secret. He liked, to relax and just enjoy life. They sometimes fought about, silly things. This was a very serious, issue. Harriet was going to need complete unwavering support in order to make her escape.

Commas: Two Adjectives With “And Test”: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go. If the sentence is correct as written, just leave it blank.*

1. Mrs. Tubman made the decision to begin her dangerous thrilling adventure the next Saturday evening.
2. Carefree oblivious Jim had no idea what was being planned.
3. Calm cool collected Harriet continued plotting in her mind.
4. She was so desperate for her well-planned secretive plan to work perfectly.
5. It was with heavy hearts that she and her brothers returned during the wet sloppy soaking rainstorm.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Not one of them had anticipated, the possibility of the rain. Harriet decided that she would attempt another escape on the next clear dry evening. That opportunity, came on Monday evening. Her strong beautiful voice sent the message to her sister that she was leaving. Her journey began confidently, rapidly yet carefully.

Commas: Two Adjectives With “And Test”: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: In each sentence below there is a comma split. In the spaces below each sentence are the numbers of all the commas in the sentence. Find the comma split and write its number in the space at the left. Write what it is splitting beside that comma's number below the sentence. Next to the other numbers, write the buzzword of the comma rule for that comma.

Example:

 1 We find, many fun, exciting things to do at the playground.
 1 2

#1 splits verb and direct object

#2 two adjectives with “and test”

 She moved through dense forests, over swampy, land, and around masses of
 1 2 3
thickets.

#1 _____

#2 _____

#3 _____

 Harriet was, relieved when she reached the muddy, narrow Choptank River.
 1 2

#1 _____

#2 _____

 The young woman reached, Ezekiel Hunn's house and crawled into the cool,
 1 2
sweet-smelling grass.

#1 _____

#2 _____

Commas: Compound Sentence

COMMA RULE #3:

Buzzword: compound sentence

Sometimes we will say or write two sentences together like this:

EXAMPLE: I cleaned up my room. My sister washed the dishes.

That's fine. There's nothing wrong with that. But sometimes it just seems like those sentences need to be connected more. They relate to each other. That's when you can do this:

EXAMPLE: I cleaned up my room, and my sister washed the dishes.

Do you see how the meaning is a little different that way? By combining the sentences, you can show a relationship between the two.

COMPOUND SENTENCE: Use a comma before the conjunction when it joins independent clauses (or sentences). Be careful that you really have two complete sentences, though. Look at this example:

EXAMPLE: I cleaned up my room and washed the dishes.

There should be no comma in this sentence because what comes after the conjunction is not a complete sentence.

EXCEPTION TO THE COMPOUND SENTENCE RULE:

IF you are using the conjunction "and,"

AND

IF either of the sentences contains four words or less,

DO NOT USE A COMMA.

EXAMPLE: I cleaned up my room and my sister vacuumed.
(no commas because the second sentence is only three words long.)

But remember that this exception only applies when the conjunction is **AND**. If you used the same sentence above and substituted the conjunction **but**, or any other conjunction such as **or**, **nor**, or **yet**, you'd need a comma.

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(Exercises for this subject begin on the next page.)

Commas: Compound Sentence: Exercise #1

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NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go. If the sentence is correct as written, just leave it blank.*

1. Harriet peered from the deck of the U.S.S. *Atlantic* and the shore of South Carolina reminded her of Maryland.
2. The outlines of these states were similar but here palmetto trees grew at the water's edge.
3. The blue-green waves slapped the sides of the gunboat and smashed the sandy shores.
4. Many of the plantations owners had abandoned their homes and they were now hiding in the backcountry.
5. The houses lining the streets were decorated with ornamented columns and they were spacious, too.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

These big, houses stood two stories high. Even the slave cabins wore coats of whitewash and their rickety doors and shutters were painted blue. The pavements of crushed oyster shells, were gleaming white. Lines of blue-clad soldiers stood, along the long crowded dock.

Commas: Compound Sentence: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go. If the sentence is correct as written, just leave it blank.*

1. Many of the people were destitute and Harriet tried to find places for them to work.
2. She wanted to provide for them but she also wanted them to learn to respect themselves by earning their own living.
3. Women who had been field hands were taught how to keep house and how to make things which the northern soldiers would want to buy.
4. Harriet built a community washhouse with her own money but many people were still wary.
5. She couldn't understand them and they laughed when they heard her speak.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Harriet, gave up her meals at the Army mess to win their friendship. She baked pies and gingerbread for the contraband women to sell and she brewed casks of foamy root beer to quench the soldiers' thirst. All of these things were, helpful. The constant strenuous work seemed to never end. She loved these people, and they were learning to trust her, too.

Commas: Introductory Elements

We will learn two different comma rules in this unit. Are you ready? You can do it!

Buzzword: introductory single word

There are many times when a word comes at the beginning of a sentence, but serves no real purpose. These are words such as **yes, well, no, why, say, and oh**. Whenever this happens, all you need to do is put a comma after that word. If you read it out loud, you'll usually pause.

EXAMPLES: Oh, that's not the right answer!
 Why, of course I'll come to dinner!
 Yes, that's my favorite book.

Buzzword: two or more introductory prepositional phrases

(Yup, it's a long buzzword! You may shorten it to **2+ intro prep phrases**)

Whenever you have AT LEAST TWO prepositional phrases at the beginning of a sentence, you'll need to put a comma after the last one.

EXAMPLES: In the corner on the table, you'll find that letter.
 Near the door in the stand with the umbrellas, you'll find your cane.

NOTE: If there is only one prepositional phrase at the beginning of the sentence, no comma is necessary **UNLESS the sentence would be confusing without it**. Look at the sentence below and try to imagine it without the comma. Why would it be confusing?

In the mail, boxes arrived from my grandmother.

If the comma weren't there, you - at first - would think that we were talking about "mail boxes," right? If the last word of the prepositional phrase looks like it could modify the next word in the sentence, use a comma.

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(Exercises for this subject begin on the next page.)

Commas: Introductory Elements: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go. If the sentence is correct as written, just leave it blank.*

1. On a cold afternoon in October Rose Larkin came to live in Hawthorn Bay.
2. In the weeks after her grandmother's death she had been shipped from relative to relative.
3. Why it had been a very difficult time for the young girl.
4. Yes Rose had actually been homeschooled by her grandmother.
5. In the evenings they did lessons together.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

The young orphan's name, was Rose. She was a quiet capable girl but she had grown up without spending time with other children. In the years after her parent's death Rose had traveled the world with her grandmother. She was often left to read, explore the hotel or poke around the city.

Commas: Introductory Elements: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go. If the sentence is correct as written, just leave it blank.*

1. Oh Aunt Nan was surprised when she saw Rose.
2. After a few moments of confusion the older woman realized who she was.
3. Yes today was the day she was supposed to arrive!
4. From across the yard boys stared at her.
5. No she hadn't been shown much affection from her grandmother.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

In her city pants boots, and fur jacket, Rose must have looked a little out-of-place. She thought of running but her feet would not budge. The quick kiss on her cheek, made Rose flinch. Giving this young girl a loving caring home was very important. In the end, that is all that mattered.

Commas: Interrupters

In this unit, as in the last one, we're going to be learning two comma rules. In the last unit you had two things which were set off by commas because they came at the beginning of the sentence. In *this* unit the comma rules you'll be learning will be about things that are "set off" by commas just because *they are what they are*; it doesn't matter whether they come at the beginning, the end, or the middle of a sentence. When we say "set off," we mean that there are either commas before, after, or all around the interrupter, depending on where the interrupter is in the sentence. We'll show you several examples below, so you can see what we mean.

Buzzword: direct address

Direct address is when you are speaking to someone and you use their name (or a nickname or whatever) in the sentence. Look at the examples below to see how the direct address is set off by commas.

James, where do you think you're going?

Where, James, do you think you're going?

Where do you think you're going, James?

You could substitute a nickname (Sweetie, Slugger, Pookie Pie) or another form of address (old pal, my dear Mr. Smith, my fellow students), but you would still "set off" the direct address by commas.

Buzzword: expressions

We use a lot of expressions in our language, such as **for example, by the way, on the other hand, therefore, in other words**. We use them to sort of help the person listening to us know which way our thinking is going.

There's a reason I won't let you go in the pool now. For example, you just ate a big meal.

Do you see how the **for example** lets you know what's coming up in the next sentence? You could also write the same sentence like this:

You just, for example, ate a big meal.

You just ate a big meal, for example.

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(Exercises for this subject begin on the next page.)

Commas: Interrupters: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. Rose are you lost?
2. You do after all look a little shocked.
3. I have called for you Susan a number of times!
4. Oh boy I must have actually shifted.
5. Wait right here and don't run off dear.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

It was hard to believe that this was, the same old ugly house that she hated so much. It was the same house, the same back porch and the same shed, except that this one was strong, and straight. Yes this house certainly did look different!

Commas: Interrupters: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. By the way it was now autumn back at the Henry's house.
2. Where have you been young lady?
3. Leaving Will's and Susan's world I'm sure left Rose feeling quite confused.
4. Do you suppose we have insulted the child in some way Nan?
5. Sam on the other hand seemed to have accepted Rose.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Every day after school the young girl ran out to the glade, and down the rotted steps to the root cellar. It was, always the same but now she was not shocked by that fact. She simply dropped the heavy, doors behind her. The puzzle of it occupied her mind every day, hour and minute

Commas: Names, Dates & Places

We are about to learn our last comma rules. There are times in sentences when we have to talk about places, dates, and people's names. There are special rules for commas in some of these situations.

Buzzword: names and abbreviations

Do you know anyone who is named after someone else in his or her family? Some families have the tradition of passing down names from one generation to the next. Many times this results in people having something like Jr., Sr., or III after their names. Other times people have additions to their names when they earn a special degree at a university or college. In this case you'll see M.D. (medical doctor), Esq. (lawyers), or Ph.D. (doctor of philosophy) after that person's name. You will put a comma between the name and the Jr., Sr., M.D., Ph.D., etc. The only time you won't put a comma is between a name and a Roman numeral (I, IV, etc.).

EXAMPLES: Robert Karl, Jr. James Yoffe, M.D. George Smith, Esq.
 Henry V William Clemons IV Thomas Jones, Ph.D.

Buzzword: dates and addresses

When we write out specific dates and addresses in sentences, there are particular comma rules we use. The commas are there to separate the different parts of the date or address. You DON'T use a comma between the month and date, the street number and the street, or between the state and zip code.

EXAMPLES: On January 20, 2008, we moved to 123 Main Street, Raleigh, North Carolina 27613.
 My family moved to Raleigh, North Carolina, on Tuesday, January 20, 2008.

NOTE: When a date or address is part of a sentence, you must put a comma AFTER the last item, if the sentence continues on. Look at the comma after "North Carolina" and the one after "2008" in the sentences above. If the date or address doesn't contain a comma (such as: . . . on January 20 I went . . .) you don't put a comma after it.

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(Exercises for this subject begin on the next page.)

Commas: Names, Dates & Places: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. Janet Lunn was born in Dallas Texas on December 28 1928.
2. In 1938 she moved to New York New York.
3. She lived in a farmhouse in Norwich Vermont for many years.
4. On January 10 1982 *The Root Cellar* was awarded the Canadian Library Association’s “Book of the Year” award.
5. You can visit the Canadian Children’s Book Centre at 40 Orchard View Boulevard
Toronto Ontario M4R 1B9.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Mrs. Lunn thought that living in Norwich, Vermont was great fun! She enjoyed climbing trees, swimming and reading at the local library. On June, 30, 1939, her family moved to Rye New York. She found comfort in reading during her first few scary boring days in the new city.

Commas: Names, Dates & Places: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. Janet Lunn's husband was Richard Lunn I.
2. If he had been named after his father, their first son might have been named Richard Lunn Jr.
3. If he had been a lawyer, he would have written his name as Richard Lunn Esq.
4. If he had become a doctor, he would have become Richard Lunn M.D.
5. A grandchild might have been named Richard Lunn III.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Mrs. Lunn and her siblings, lived through the Great Depression. Her father was lucky enough to find work and their family never went hungry. They lived in an old farmhouse with ducks, chickens and many other animals. In addition to regular kid activities, Janet enjoyed, making up stories. To tell the truth she had a pretty great childhood!

Comma Usage Review

[Page 1 of 3](#)

NAME: _____ Date: _____

WHAT TO DO: *In each sentence, insert the commas where they should go.*

1. The tall thin soldier walked towards Susan and Rose.
2. Will was happy to see the girls but he did not want to leave Arlington.
3. After a few minutes of sobbing Will told them about his time in the war.
4. Will had promised Steve that he wouldn't leave and he intended to keep that promise.
5. They walked single file down the road past fields full of corn crows and horses.
6. He had by the way been staying at the local hospital.
7. Yes the matron did refer to him as "her boy."
8. Students did you notice that the hospital had actually been a beautiful home at one point in time?
9. By the kitchen door in the backyard Rose begged Will to give her some money.
10. She did however manage to convince Will to come back home with them.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are TEN errors.*

Rose, woke to find Susan standing by her cot. Susan looked at Rose dropped to her knees and put her arms tightly around her. Will always said that Rose was good, luck but now Susan believed those words. They ate a hot hearty breakfast and then they left for the train station. Rose knew that she wanted to go home to Aunt Nan, Uncle Bob and the boys. However she was really going to miss her gentle compassionate friends.

Direct Quotations

Buzzword: direct quote

When you're reading something, how do you know who is saying what?

"Bill, I want to go home," said John.

In the sentence above, who is speaking? John! Right! In English we use punctuation called quotation marks to show when words are being spoken by someone in particular.

What about in this sentence?

"John, I was hoping to stay a little longer," I said.

Assuming these two sentences form a little story, who is speaking now? That's right . . . Bill!

Buzzword: quotation marks

These “ ” are QUOTATION MARKS. You always put them around the words people speak. Whatever is inside the quotation marks (words and punctuation) is called DIALOGUE. The rest of the sentence (*said John* or *I said*) is called the NARRATIVE. The narrative tells us who is speaking and sometimes gives us more information about what is happening.

EXAMPLE: As I walked in the room, I yelled, "Is anyone here?"

There are a few specific things to know when using quotation marks. Pay attention to these examples and look back at them during your exercises if you need help.

A. Always begin your dialogue with a capital letter if the quote is a sentence.

EXAMPLE: James said, "Tell me more about your trip."

B. The BROKEN QUOTE: When a quoted sentence of *dialogue is divided into two parts with narrative in between*, the second part of the dialogue begins with a lower case letter.

EXAMPLE: "I really was hoping," said Pam, "that you would come."

C. Sometimes the speaker has more than one sentence to say.

EXAMPLE: "The state fair is great!" cried Janie. "Don't you want to go? I do!"

Each time you write dialogue, *you must enclose the entire speech in quotation marks*, even if the dialogue consists of fourteen sentences! Please also note that when you have a complete sentence in front of the narrative, you must have a period after the narrative. So this is different from the broken quote we described in part B of these notes.

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(This subject continues on the next page.)

- D. Suppose you are writing a sentence which begins with dialogue and ends with narrative. And then suppose that your dialogue is a statement, which would ordinarily end with a period. Here's how you might think it should be done:

EXAMPLE: "I wish I could go to the state fair." said Bob.

Now, I think that sentence looks confusing. We know that a period is a signal to the reader to come to a full stop, right? So, if the reader comes to a full stop after *fair*, then is he supposed to come to another full stop after *Bob*? Here's how we solve this problem: we change the period after *fair* to a comma, so it looks like this:

EXAMPLE: "I wish I could go to the state fair," said Bob.

Now it's not confusing at all! We only do this if the punctuation would have been a period. If it is an exclamation mark or question mark, you leave it there.

Buzzword: change gear comma

- E. When you go from dialogue to narrative or narrative to dialogue - *unless there is other punctuation present* - you need a comma to "change gears" from one to the other.

EXAMPLE: I asked, "Who is your science teacher?"

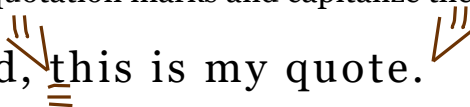
(Note the location of the comma after "asked")

"He is my favorite science teacher!" yelled Roger.

(Note there is no "change gear" comma because there is an exclamation mark)

More Copy-editing Symbols:

Insert quotation marks and capitalize the word "this":

I said,  this is my quote.

The edited sentence would be (edits in **brown**):

I said, "**T**his is my quote."

Direct Quotations: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In this exercise we have put in all the punctuation needed except the quotation marks. Read each sentence below carefully and insert the quotation marks where they should go.*

1. The young boy yelled, Uncle Moses, where are you?
2. Kate, the boy quickly said, he isn't here!
3. I don't want ribbons! exclaimed the boy. I want to go home and milk the cows!

You girls waste your time with fancy clothes and ribbons.
4. Come on, Jancsi! cried Kate. We just got here a moment ago. I really want to

get my red satin ribbon.
5. Well, anyway, replied Jancsi, Uncle Moses isn't here so we can go home now.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors. From now on, each set of quotation marks counts as one thing.*

Kate and Jancsi, had hoped to find Uncle Moses in the store and after a few minutes of waiting he appeared in the doorway. He hurried through the boxes, crates and barrels to get to the children. He gave them, a hearty welcome and said, This is a pleasure to have you in my store!

Direct Quotations: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: *In this exercise you must put in all punctuation needed along with the quotation marks. Read each sentence below carefully and insert the punctuation and capitalization where it should go. If a letter needs to be capitalized, draw three short lines underneath it.*

1. As Kate settled herself onto a keg, she said to Uncle Mo Jancsi is just jealous because Auntie is making a new bonnet for me and not giving him any of the ribbon
2. Wow she exclaimed you have dust and cobwebs all over your nice black coat
3. I've been taking inventory Uncle Mo replied which means counting all of my stock.
4. Do you remember how Daddy showed us how to keep books Kate asked he always wanted Uncle Marton to keep the books on the horses and sheep
5. Jancsi replied he never needed books to tell him what he had because he could just count the beasts that he sold

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors. Remember, each set of quotation marks counts as one thing.*

Uncle Moses gave the two children, a smile as he pointed to his forehead. He said believe it or not, I know this store like I know the back of my hand. The old man was, proud that he was able to store all of the information he needed right in his brain.

Titles

Buzzword: titles

Books, magazines, plays, and movies all have titles. Do you remember reading Good Night Moon or Hop on Pop when you were little? When we use the titles of things in sentences, we underline, italicize, or use quotation marks to show the title. We also capitalize them differently. If we don't, it can be confusing.

Let's say there was a book about furniture called The Living Room.

I was reading yesterday in the living room that red couches are popular.

Are you talking about the book or were you actually in the living room when you were reading? That's why it's important to be clear:

I was reading yesterday in The Living Room that red couches are popular.

So, how do you know what to underline and what to put in quotation marks? It has to do with *size*. Take a look at these two columns:

Underline

Books
Newspapers
CDs
Movies
Plays
Magazines

Quotation Marks

Chapters
Newspaper articles
Songs
TV or Radio shows
Poems
Magazine articles

Do you see how major (larger) works get underlined and minor (smaller) works get quotation marks?

EXAMPLE: In USA Today there was an article called "The Schooling Game" that talked about different schools around the country.

Have you read the chapter called "The Piano Lesson" in that book How to Be a Musician?

NOTE: You may see titles that would normally be underlined set off with *italics* instead. It's the same thing. If you're ever typing on a computer and have a major work, you can use italics, too.

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(Exercises for this subject begin on the next page.)

Titles: Exercise #1

Page 1 of 1

NAME: _____ **Date:** _____

WHAT TO DO: *In the sentences below there are certain titles. Put quotation marks around the ones that need quotation marks, and underline the ones that need to be underlined.*

1. My book The Singing Tree was due at the library.
2. When I went to the library to return it, the librarian was reading a story called Three Hungarian Little Bears.
3. After the story she read one of my favorite poems called Kate Raised a Little Lamb.
4. Then, after choosing different parts to read, we read a play called The Hungarian Countryside.
5. Finally we heard a new CD by Kate Seredy called Sing Along with Kate and Jancsi.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Well Kate woke her father up the next morning bright and early. Life was certainly different here than it had been in Budapest Hungary. Every day, required a routine of a hearty breakfast, plenty of chores and lots of time with family. Kate was certainly growing from a tomboy into a young, lady.

Titles: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

WHAT TO DO: *In the sentences below there are certain titles. Put quotation marks around the ones that need quotation marks, and underline the ones that need to be underlined.*

1. Last Saturday afternoon I decided to re-read one of my favorite books The Good Master.
2. My favorite chapter in that book is called Cousin Kate from Budapest.
3. Then I read one of my favorite poems called Autumn Passed through Paris.
4. That poem gave me the idea to read the literature section of our local newspaper called The Atlanta Journal-Constitution.
5. Reading last week's poetry made me want to sing that old song The Shepherd is Well Off.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Jancsi asked, "Father what is wrong with Kate? She never used to be like this! The father gave his son, a warm smile and told him that it was part of growing up. After a few short moments of thought Jancsi headed for the fields, and he told his father that life, is just like a butterfly.

Possessives

Buzzword: possessives

Think of your most treasured possession. What is it? A toy? A trophy? A family heirloom? I know a little girl named Maddie, and her prized possession is her stuffed pony.

Maddie has a stuffed pony in her room.

What's another way we can say that Maddie REALLY owns that pony?

Maddie's stuffed pony is in her room.

Right! We turned Maddie into a possessive by adding an apostrophe with an S ('s) to the end of it. Now we all know who the pony belongs to. Here are some other examples of possessives:

The brown dog's bark was very loud.

My aunt's apple pie is the best!

Our home's porch needs a coat of paint.

Now, we have to be careful that we don't use an "s" to make something plural instead of possessive. Here are the same three examples used as plurals:

The brown dogs all walked in our yard.

All my aunts came to visit for the wedding.

We all put Christmas lights on our homes.

We use plurals when we mean more than one of something. We use possessives to show ownership of something. They're very different, so we have to make sure we don't get them mixed up:

Plural

cats

girls

cabinets

Possessive

cat's

girl's

cabinet's

If we were to see the words below before a noun, we'd label them as adjectives, but sometimes they're called *possessive pronouns*. We don't need an 's on these. They're already in their possessive form.

his/hers/its **(Especially "its." NO apostrophe)**

mine/ours

yours/theirs/whose/your

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(Exercises for this subject begin on the next page.)

Possessives: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: *Some of the underlined portions in the sentences below are examples of PLURALS (PL), and some of them are examples of POSSESSIVES (PO). We have left the apostrophes off the possessives on purpose. Read the sentences carefully and decide if you have a plural or possessive. Write PL in the space at the left if it's a plural and PO if it's a possessive.*

- ___ 1. The swarm of snuggly pups had to be peeled off of Lily one by one.
- ___ 2. Kates eager face showed her enthusiasm for the fuzzy little creatures.
- ___ 3. Lily was leaning against the wall when they drove into Jancis yard.
- ___ 4. She ignored the two children as she idly kicked at clumps of grass.
- ___ 5. The puppys tiny rear end wiggled when he tried to wag his tail.

WHAT TO DO: *Some of the sentences below have PLURALS, and some of them have POSSESSIVES. Circle the correct form of the word (no apostrophe ['] for plurals and an apostrophe ['] for possessives) in each sentence.*

1. Kate extended a peace treaty by offering to show Lily her (chickens / chicken's).
2. The young (girls / girl's) squeals of delight filled the air.
3. The children made (plans / plan's) for enough fun for the rest of the summer.
4. By the end of the meal the (mens / men's) conversation had turned serious.
5. The (judges / judge's) round face had now lost its smile.

Possessives: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: Circle the correct form of the word in the sentences below.

1. Several sets of puzzled (eyes / eye's) turned to look at Father.
2. Jancsi took the (girls / girl's) to the garden while the gentlemen continued talking.
3. As he watched his (pups / pup's) silly antics, he considered the many confusing (words / word's) that he had heard about war in the past two months.

WHAT TO DO: All the sentences below contain possessives. Put the apostrophe ['] in the correct place. There may be more than one in a sentence.

1. The puppys friendly tongue lapped at Lilys nose.
2. The war suddenly became real to the children with Aarons announcement that he had received orders to join the fighting.
3. The familys wagon was filled with flowers to throw on the streets as they gave the villages men a proper send-off.

WHAT TO DO: Copy-edit the errors in the following sentences. There are FIVE errors.

Lily said, "He wore your flowers over his heart Aunt Sarah! Jancsi and Kate exchanged, surprised glances and neither one of them could believe the changes that had happened in the young girl. Father stopped the horses on the way home so that the family could open Aarons white envelope.

First Semester Grammar Review

[Page 1 of 3](#)

NAME: _____ Date: _____

WHAT TO DO: In each sentence, insert commas where they belong.

1. Kate Jancsi and Lily were thrilled when Marton Nagy returned from the war.
2. In a quiet puzzled Kate talked about different ways that time is measured.
3. She was trying to put an idea in her head into words but the idea had flown away.
4. The people sitting around the table however still understood what she meant.
5. Yes they all nodded their heads in agreement.
6. Life in Budapest Hungary would never be the same.
7. The Russians in the yard Grigorio with his balalaika and the six German children tucked into bed all reminded the family that their world had now changed.
8. Uncle Marton watched Kate with his warm compassionate eyes.
9. Father told a story about the war and it was intended to help explain Kate's thoughts.
10. With a smile on his face Father told the story of a single tree.
11. Could you hear children how that tree sang with life?
12. World War I officially ended on Monday November 11 1918.

WHAT TO DO: In each sentence, insert all punctuation and capitalization where it should go. If a letter needs to be capitalized, draw three short lines underneath it.

1. Uncle Moses cried oh marton come read this paper and rejoice
2. These words make me sure he continued that Sam and Joseph have not died in vain
3. You haven't had rest in years replied Marton please come out to the farm with us for a few days
4. A new day is coming for all nations cried Uncle Moses

NAME: _____ Date: _____

WHAT TO DO: *Some of the underlined portions in the sentences below are examples of PLURALS (PL), and some of them are examples of POSSESSIVES (PO). We have left the apostrophes off the possessives on purpose. Read the sentences carefully and decide if you have a plural or possessive. Write PL in the space at the left if it's a plural and PO if it's a possessive.*

- ____ 1. Aaron would need to learn how to swap silver buttons for a cow.
- ____ 2. The skills he learned as a lawyer would be very different from those of a shopkeeper.
- ____ 3. Jancsi indignant frown showed that he thought he was already a real farmer.
- ____ 4. "A real farmer milks his own cows instead of letting a girl do it."
- ____ 5. At the lanes entrance Jancsi asked his father to stop.

WHAT TO DO: *Some of the sentences below have PLURALS, and some of them have POSSESSIVES. Circle the correct form of the word (no apostrophe ['] for plurals and an apostrophe ['] for possessives) in each sentence.*

1. Father stopped the (horses, horse's) without a word.
2. The old (mans, man's) smile greeted his son.
3. The carved (words, word's) on the tree had withstood the storm of half a century.
4. The (names, name's) on the list were still clearly readable.
5. (Novembers, November's) sky promised them peace.

WHAT TO DO: *Put the apostrophes ['] in the correct place.*

1. The wagons wheels turned and led them down the lane.
2. Jancsi thoughts floated to the time when Lilys mother had said that these trees whispered.
3. There would soon be too much empty space left in the houses rooms.
4. Uncle Sandor would soon be led home by the same paths trees.
5. Fathers guess was that he would not come home alone.

NAME: _____ **Date:** _____

WHAT TO DO: *Copy-edit the errors in the following sentences. There are FIVE errors.*

Jancsi sighed a deep heartfelt sigh. “Yes” he said, that’s enough. Father and son, continued to drive home through the trees. The people, the family and the house would always remain the same.

Capitalization

my friend sarah goes to crabtree valley mall every sunday.

Does the sentence above look a little weird? Why? You're right! Nothing is capitalized as it should be. We use capital letters to signal our readers that a new sentence has begun or that what they're reading is the actual name of something.

You hopefully know by now that you put a capital letter at the beginning of a new sentence. You most likely capitalize your name, too, don't you? See? You're ahead of the game!

There are different reasons we capitalize, so we'll give a series of examples. Here are two more symbols you'll need to know for copy-editing:

Description of Edit:	With Copy Edit Symbols:	Corrected Text:
change to an upper-case letter	United <u>s</u> tates	United States
change to a lower-case letter	the blue <u>C</u> ar	the blue car

Buzzword: Capitalize

- A. Capitalize the names of people and places. If a person has a title, that gets capitalized too if it comes before their name.

People:	Erin	Mrs. Karl	President Reagan
Places:	Italy	First Baptist Church	North Carolina Main Street

- B. Capitalize proper adjectives. When you make an adjective out of a proper noun, capitalize it.

Greek theater	Mrs. Karl's shoes	Italian meal
---------------	-------------------	--------------

- C. Capitalize brand names of products.

Generic Name (don't capitalize)	Brand Name (capitalize)
tissue	Kleenex
photocopier	Xerox
car	Toyota

- D. Capitalize the first word and all the words in the titles of books, songs, news articles, etc., **EXCEPT** short prepositions (*short prepositions consist of two letters; anything longer than two letters is considered long*), articles, and conjunctions.

Gone With the Wind	The Adventures of Tom Sawyer
Pride and Prejudice	"Running the Right Way"

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(This subject continues on the next page.)

E. Capitalize the names of races, nationalities, and religions.

Races:	Indian	Asian	Irish	American
Nationalities:	Americans	European	Israeli	
Religions:	Catholic	Buddhist	Seventh-day Adventist	

F. Capitalize the days of the week and the months of the year.

Monday January March Tuesday

Note: Due to occasional changes in US publication grammar standards, the rules by which this text has been edited may or may not correspond precisely with those presented in the grammar lessons, which are drawn with permission from *Analytical Grammar*.

Capitalization: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: Circle the letters in the sentences below that need to be capitalized. Watch out for those proper adjectives; they're sneaky!

1. are you mr. buddy caldwell?
2. at the top of the flyer it gave the band name for herman e. calloway and the dusky devastators of the depression.
3. it said the group was coming from new york city.
4. they would be playing in flint, michigan, at the luxurious flint grand hotel for one night only.
5. I went and sat down on my friend jerry clark's bed.

WHAT TO DO: Copy-edit the errors in the following sentences. Remember, if you find a letter that needs to be capitalized, draw three short lines underneath it. There are SEVEN errors.

One of the boys in the home was of african american descent. He would soon be going to live, with a new family. The amos family would be giving him a temporary home. "Here we go again jerry, he said.

Capitalization: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: Circle the letters in the sentences below that need to be capitalized. Watch out for those proper adjectives; they're sneaky!

1. On his first day in the new home bud tried to make friends with todd amos.
2. He had begun an official list called “bud caldwell’s rules and things for having a funner life and making a better liar out of yourself.”
3. his new foster brother assaulted him with a ticonderoga pencil.
4. when mrs. amos came to bud for an apology, he started shooting out apologies like john dillinger shooting out bullets.
5. This home was right outside gander mountain.

WHAT TO DO: Copy-edit the errors in the following sentences. Remember, if you find a letter that needs to be capitalized, draw three short lines underneath it. There are SEVEN errors.

At the end of the chapter bud was ushered out to the shed. “Please don’t send me back Mrs. amos” he yelled. Mr. Amos gave him a pillow, a blanket and a nudge. Then he snapped the metal, padlock shut.

Pronoun-Antecedent Agreement

Do you remember learning about pronouns? If you've forgotten a little, now is a good time to review pronouns, including what an antecedent is. Here is a quick review of pronouns from the *Elementary – Year One Junior Analytical Grammar* eBook available on the **HCS Class pages**. If you don't need this review – jump down to 'Buzzword' below; if you find that you need more of a review, find the *Year One* eBook and study further.

A **PRONOUN** is the part of speech for the kind of word we substituted for **Jack**.

Jack said he and Marie were going fishing this weekend,
and he is going to use the new pole that he just bought.

We also learned another word that isn't a part of speech. We needed to say **Jack** before we said **he**? **Jack** is the noun that has to go BEFORE the pronoun **he** so that we know who **he** is. The noun that the pronoun stands for - the one that has to go before the pronoun - is called the **ANTECEDENT**. So in the sentence above, each **he** is a pronoun and **Jack** is the antecedent.

Buzzword: pronoun-antecedent agreement or pro-antec agmt

We need to be aware of what the antecedent for a pronoun is because those two things need to agree. That means that they match in NUMBER, GENDER, and PERSON. It doesn't matter if the pronoun is doing a job (subject, direct object, etc.) or acting as a modifier. It still needs to match the antecedent.

A. NUMBER refers to whether a pronoun is singular or plural.

1. The following pronouns are singular (they refer to a single thing or person)

each	one	everybody	someone
either	anybody	everyone	nobody
neither	anyone	somebody	no one

EXAMPLES: EACH of the boys had HIS bat and ball.

EVERYONE needs to put HIS coat on.

SOMEONE had left HIS OR HER coat at church.

2. The following pronouns can be singular or plural depending on the antecedent.

all	any	some	none
-----	-----	------	------

EXAMPLES: SOME of the STUDENTS looked funny in THEIR costumes.

SOME of the MILK spilled when IT was poured.

3. Two or more singular antecedents joined by OR or NOR are treated as singular.

EXAMPLES: Either Bill OR Ted will bring HIS camera.

Neither Jessica NOR Julie would repeat what SHE said.

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(This subject continues on the next page.)

B. GENDER refers to whether the pronoun is MASCULINE, FEMININE, or NEUTER. To put it simply — is it a boy pronoun, a girl pronoun, or can we not tell?

EXAMPLES: The wagon lost one of ITS wheels. (neuter gender)
 The waitress said HER feet were tired. (feminine gender)
 The postman took HIS time. (masculine gender)

When an antecedent is meant to indicate both masculine and feminine, it is correct to use masculine pronouns. However, to be “politically correct,” it is often best to use the phrase “his or her.” Using “they” isn’t correct.

EXAMPLES: SOMEONE has left THEIR books under the tree.(incorrect)
 SOMEONE has left HIS OR HER books under the tree.(correct)

C. PERSON refers to the following:

FIRST PERSON	I, me, my, mine, we, us, ourselves, ours, our
SECOND PERSON	you, your, yours
THIRD PERSON	he, she, him, her, his, hers, one, it, its, they, them, theirs

EXAMPLES: ONE should never let YOUR sadness show. (incorrect)
 This sentence starts off in third person and switches to second.
 ONE should never let ONE’S (or HIS) sadness show. (correct)
 I find that reading in low light is hard on YOUR eyes. (incorrect)
 This sentence starts off in first person and switches to second.
 I find that reading in low light is hard on MY eyes. (correct)

Pronoun-Antecedent Agreement: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct pronoun so that it agrees with its antecedent.*

Sentences #1 and #2 will concentrate on pronouns that agree with their antecedents in NUMBER.

1. Someone on the run could feel (his / their) blood pushing against his injuries with every heart beat.
2. Each of the items in the suitcase belongs to (him / them).

Sentences #3 and #4 will concentrate on pronouns that agree with their antecedent in GENDER.

3. The young boy picked up the old raggedy suitcase by (its / his / her) handle.
4. Bud walked toward the library to see Miss Hill and ask for (its / his / her) advice.

Sentences #5 and #6 will concentrate on pronouns that agree with their antecedent in PERSON.

5. One should always know where to find (one's / your) friends.
6. If we try hard enough, (you / we) can always find a help somewhere.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are SIX errors.*

Neither Jerry nor Bugs would have known what to do if they was in this predicament.

Make sure you get up in time for breakfast,” Bud reminded himself. He made, a bed under a Christmas tree and went to sleep. The next morning he hid his suitcase, and ran to get into the missions breakfast line. It was already closed, but a family pulled him in as one of their own and called him clarence.

Pronoun-Antecedent Agreement: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct pronoun so that it agrees with its antecedent in NUMBER, GENDER, and PERSON.*

1. Each family has (its / their) own family leader.
2. The one in this family used (his / their) authority to help a young boy who needed to eat.
3. “One should not take (your / his) time when running to the bathroom,” said the father.
4. He tried his best, but his mind kept going back to the shiny family and (its / his) place on the sign over the building.
5. Neither Bud nor his pretend brother used (his / their) time in the mission to talk.
6. I believe that making the best out of your situation is one of (my / your) most important lessons in life.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are SEVEN errors.*

Buds oatmeal was delicious! The children were given a sprinkle of brown sugar to help him enjoy it a little more. His trip to the library, however did not go as well. He discovered that ms. hill had gotten married, and moved to Chicago Illinois.

Pronoun-Antecedent Agreement: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: In each sentence below there is a comma split. In the spaces below each sentence are the numbers of all the other punctuation in the sentence. Find the comma split and write its number in the space at the left. Write what it is splitting beside that comma's number below the sentence. Next to the other numbers, write the buzzword of the rule for that punctuation. Remember that each set of quotation marks counts as one thing. We will only put a number under the open quote (") mark, not the close quote (") mark.

_____ Everyone in the pretend family gave his own kind of farewell, and then they
1 2
started walking down the dusty, path.
3

#1 _____

#2 _____

#3 _____

_____ At the front of the library, young Bud, left his suitcase with the lending desk's
1 2 3 4
librarian.

#1 _____

#2 _____

#3 _____

#4 _____

_____ As a matter of fact, the librarian located, a book called *The Atlas of the United*
1 2 3
States.

#1 _____

#2 _____

#3 _____

Subject-Verb Agreement

Buzzword: subject-verb agreement or subj-verb-agmt

Now we have to talk about another type of agreement. In the sentences we write, the subject and the verb need to agree. In other words, a singular subject (girl) takes a singular verb (jumps). GIRL JUMPS. A plural subject (GIRLS) takes a plural verb (JUMP). GIRLS JUMP. We usually do this naturally, our brains just know what is correct since we've been speaking for a long time. There are a few situations, though, where we need to pay attention to do it correctly.

- A. When there are modifiers (especially prepositional phrases) between the subject and verb.

EXAMPLE: A **GROUP** of children **WAS** waving to the band.

NOTE: **GROUP** is a singular noun, even though it is made up of many children. A good trick is to take out the modifiers and see what sounds right. A **GROUP WAS WAVING**. You wouldn't say **A GROUP WERE WAVING . . .** that sounds funny.

- B. When the subject is an indefinite pronoun. In the last unit you learned which of these pronouns are singular and which are plural. Refer to those notes again if you need to.

EXAMPLE: **EACH** of the boys **IS** a good singer.

BOTH of the boys **ARE** good singers.

NOTE: Again, you can always take out the modifiers and just read the subject and verb together. You would say **EACH IS** and **BOTH ARE**. You would not say **EACH ARE** or **BOTH IS . . .** that sounds funny.

- C. When singular subjects are joined by **OR** or **NOR**, you use a singular verb. You're talking about one or the other, not both. That's why a singular verb is appropriate. When you join singular subjects together with **AND**, you use a plural verb. The subject is like an addition problem; you've added two singular things together to make a plural one!

EXAMPLE: **NEITHER** the teacher **NOR** the student **WAS** on time.

BOTH the teacher **AND** the student **ARE** on time.

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(Exercises for this subject begin on the next page.)

Subject-Verb Agreement: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct verb so that it agrees with its subject.*

1. Each of the books in the reference section (is / are) waiting to help Bud.
2. Two of the lines on the table (is / are) meeting and showing 120 miles.
3. Neither of his two options (is / are) clearly the right choice.
4. A bunch of cities (was / were) between Flint and Grand Rapids.
5. Nobody in the library (is / are) noticing Bud as the afternoon flies by.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are SIX errors.*

Neither Bud nor the librarian were aware of what the next few days would be like. As a matter of fact the librarian had no idea what Bud was planning. “Thank you, said Bud, “for everything!” He opened, his suitcase and looked one last time at the blue flyer, the one with the picture of the accordion and the one with the mountains. Then he took a bite out of his sandwich, and headed out for Grand Rapids..

Subject-Verb Agreement: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct verb so that it agrees with its subject.*

1. All of the cars and trucks in Flint (tries / try) to outdo each other with their honking.
2. But out here in the country it's each of the insects that (tries / try) to top the others.
3. A big group of mice and rats (begins / begin) to play a scary game of hide-and-seek.
4. Neither the howling cats nor chirping bugs (makes / make) Bud feel comfortable.
5. Suddenly, one of the passing cars (stops / stop) patrolling the gallery.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are SEVEN errors. Remember that a set of quotations marks counts as one thing.*

Bud had made it to just outside Owosso Michigan. The man who stepped out of the car, called out to Bud, Say hey!" Then he offered a baloney sandwich, an apple and a red pop. He told Bud a story called What Happens to Run-Away Boys in This Town. The man gave Bud, some help to get into his car and Bud locked the doors and took off.

Capitals and Agreement Application Activity

[Page 1 of 2](#)

NAME: _____ Date: _____

WHAT TO DO: Go on a literature search! Select a book of your choice and search for examples of the following situations. Copy the entire example sentence onto the lines, and include the page number on which you found your example. You may want to refer back to the notes for the following units: Capitalization, Pronoun-Antecedent Agreement, and Subject-Verb Agreement.

Title of Book: _____

Capitalization: Name of people or places

Page: _____

Capitalization: Proper adjective

Page: _____

Capitalization: Brand names of products

Page: _____

Capitalization: Title of book, song, news article

Page: _____

Capitalization: Name of races, nationalities, religions

Page: _____

Page 2 of 2: Capitals and Agreement Application Activity

NAME: _____ **Date:** _____

Capitalization: Days of week, months of year

Page: _____

Pronoun-Antecedent Agreement

Page: _____

Subject-Verb Agreement

Page: _____

Units 15 - 18 Grammar Review Exercise

[Page 1 of 3](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct verb so that it agrees with its subject.*

1. Both Miss Thomas and Mr. Jimmy (walk / walks) up behind Bud.
2. Each of the band members (think / thinks) that he did a great job cleaning the stage.
3. Either Mr. Jimmy's trumpet or Doo-Doo Bug's trombone (was / were) making Bud fall in love with the music.
4. The pair of these men (play / plays) their notes in perfect synchrony.
5. The whole group of musicians (was / were) working their instruments seamlessly into the music.

WHAT TO DO: *In the sentences below circle the correct pronoun so that it agrees with its antecedent in NUMBER, GENDER, and PERSON.*

1. There were six men in the band, and each of them was an expert in (his / their) field.
2. If anybody wanted to know something, (he / they) would just ask Herman E. Calloway.
3. Each of the instruments has (its / their) own part to play in the music.
4. The band members' cars made (its / their) way toward a dinky town called Mecosta.
5. The polkas and the waltzes made (its / their) way into people's hearts.
6. They believed that each band member would pull (his / its) own weight on the stage.

NAME: _____ Date: _____

WHAT TO DO: Circle the letters in the sentences below that need to be capitalized. Watch out for the proper adjectives; they're sneaky!

1. we headed towards grand rapids while miss thomas stayed back at grand calloway station.
2. I was surprised when thug told dirty deed that the only reason he got his job was because he was dutch.
3. herman e. calloway and the dusky devastators played at a little club called the laughing donkey.
4. While he was riding in mr. calloway's car, bud found rocks that had the locations of idlewild, michigan; preston, indiana; and chicago, illinois written on them.
5. the young african american boy showed mr. jimmy and grace thomas the picture of his mama taken a long time ago by joey pegus and the broke-back broncking bucko.

WHAT TO DO: Copy-edit the errors in the following sentences. There are EIGHT errors.

According to Buds story, his mother's last name was caldwell. Miss Thomas stretched, her hands across the table and said, "Bud no one knew where your mother had gone. The young man, was having a hard time understanding what was happening. His friend Mr. jimmy might have to write a song about this day called The Day the Grandson Came Home.

Which Pronoun?

Buzzword: which pronoun

WHICH PRONOUN?

Only three more units to go! Take a moment to look back at all you've learned so far. Good for you!

In our Artios Home Companion Series *Elementary – Year One Junior Analytical Grammar* eBook we learned about pronouns and had this chart:

PERSONAL PRONOUNS: These pronouns occur in four “cases.”

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>	<u>Reflexive</u>
I	me	mine	myself
you	you	yours	yourself/yourselves
he	him	his	* himself
she	her	* hers	herself
it	it	its	itself
we	us	ours	ourselves
the	them	theirs	themselves

(If you need more of a review on pronouns, find the *Year One* eBook and study further.)

See how the lists of pronouns are divided into columns? The columns are labeled Objective, Nominative, etc. Ever wonder why? Well, here's where your question is answered!

Do these sentences sound funny?

Me went to the store.

Marie went with I to the store.

How would you say them correctly?

I went to the store.

Marie went with me to the store.

Hmmm . . . both I and ME mean the same thing, don't they? Then why the difference? Well, if you take a moment to diagram those sentences, you'll see that the pronoun in each sentence is doing a different job. In the first sentence, it's the subject. In the second sentence it's the object of the preposition.

The **nominative** case is used for subjects and predicate nominatives.

The **objective** case is used for direct objects, indirect objects, and objects of the preposition.

Nominative pronouns: I, we, you, he, she, it, they, who, whoever

Objective pronouns: me, us, you, him, her, it, them, whom, whomever

So why do you need to know all this “nominative” and “objective” stuff? I mean, you can tell what “sounds right,” can't you? You're right about that, but we will discuss later why you need to know the “case” of your pronoun. Now that we've covered that, here are a few other rules to know:

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(This subject continues on the next page.)

- A. When you use the personal pronouns I or ME along with another noun, always PUT THE OTHER GUY FIRST.

Example: (wrong) He told me and Jeff to come back later.
 (correct) He told Jeff and me to come back later.

- B. When listing multiple people, place them in the appropriate “social” order. That means LADIES BEFORE GENTLEMEN and OLDER FOLKS BEFORE YOUNGER.

Example: My dad, my mom, my grandpa, and I went to the mall. (wrong)
 My grandpa, my mom, my dad, and I went to the mall. (correct)

- C. Do you say, “Give the package to Bob or I,” or “Give the package to Bob or me”? What about, “Tommy and she had a great time,” or “Tommy and her had a great time”? Sometimes it’s hard to tell, but I have a trick! It’s called TAKE THE OTHER GUY OUT.

Let’s take a look at the first one. If you take out “Bob or,” you’re left with:

Give the package to I.

OR

Give the package to me.

Now try taking “Tommy and” out of the second sentence.

She had a great time.

OR

Her had a great time.

You can tell which way “sounds right,” can’t you? This “take the other guy out” trick works well most of the time. When it doesn’t, you can always go back to the grammar you know. Remember all that nominative case and objective case stuff we talked about? Well, let’s look at these two sentences from the grammar angle. We’ll figure it out without using our TAKE THE OTHER GUY OUT trick.

Give the package to Bob or me.

In this sentence, what job is “me” doing? It’s the object of the preposition (to Bob or me), right? So, we need the objective case. “Me” is the objective case personal pronoun; that’s why it works!

Tommy and she had a great time.

What job is “she” doing? It’s the subject of the sentence (along with Tommy . . . it’s a compound subject). Subjects need the nominative case; that’s why “she” sounds right in that sentence.

Which Pronoun?: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct word or group of words.*

1. (Me and my brother / My brother and I) decided to have a reading contest.
2. (Him and me / He and I) love to read historical fiction about World War II.
3. Every week (my mom, my brother and I / my brother, my mom, and I) go to the library.
4. We always ask the librarian to save the good new books for (Joe and I / Joe and me).
5. Mom always challenges (Joe and me / me and Joe) to see who can read the most pages each day.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are EIGHT errors.*

My brother and me have recently finished Bud, Not Buddy. Yes it was written about the Great Depression but it was really fun to read. My cousins Skylar and Madison, loved this book when they read it a few years ago. Christopher Paul Curtis's books teach young people about what life was like in america in the 1930s. In the case of Bud he is sharing about what it might have been like to live in michigan during this time.

Which Pronoun?: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct word or group of words.*

1. Finally my mother said that (my brother and me / my brother and I) had to put down our books and come to supper.
2. The librarian knows what we like, so she saves all the good new books for (Jason and me / me and Jason).
3. Skylar and Molly use the same library, and (she and Molly / her and Molly) think we have the best librarian in the world!
4. (Skylar, Molly, and Aunt Ruth / Aunt Ruth, Skylar, and Molly) try to visit the library once a week at the same time we go.
5. After we get our new books (their family and us / their family and we) all go have pizza together.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are SEVEN errors.*

The next book that we plan to read is Number the Stars by Lois lowry. It's a piece of literature that we need to read as part of our schoolwork but we're both looking forward to hearing about Annemaries adventures. Our teacher told us that we would need to order it by February 1 2019. "To tell you the truth, she said I bet it might become one of your new favorites!"

Which Pronoun?: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

WHAT TO DO: In each sentence below there is a comma split. In the spaces below each sentence are the numbers of all the other punctuation in the sentence. Find the comma split and write its number in the space at the left. Write what it is splitting beside that comma's number below the sentence. Next to the other numbers, write the buzzword of the rule for that punctuation.

_____ When my brother and I, go to the library, there are not many books about World

1 2

War II in Denmark to choose from!

3

#1 _____

#2 _____

#3 _____

_____ As a matter of fact, we were thrilled to find this one on the shelves, and it is

1

2

apparently quite, popular.

3

#1 _____

#2 _____

#3 _____

_____ Each of my uncles got me a book he thought I'd like, but Uncle Bill's gift gave

1

2

me, quite a thrill.

3

#1 _____

#2 _____

#3 _____

Adjective or Adverb?

Buzzword: adjective or adverb

It's time to think back to all that grammar you learned before in Jr. Analytical Grammar. Do you remember the difference between an adjective and an adverb? If you're a little rusty, now is a good time to go over those notes again. Go ahead; we'll wait!

Okay, ready? Sometimes people use an adjective when they should use an adverb. It's a common grammatical error. Here is an example:

(incorrect) That jacket fits her perfect.

(correct) That jacket fits her perfectly.

We need to use the adverb "perfectly" to describe HOW the jacket fits. You should never use an adjective to do an adverb's job.

The most trouble seems to come from the difference between the adjectives GOOD and BAD and the adverbs WELL and BADLY.

A. GOOD and BAD are adjectives that either modify nouns or act as predicate adjectives.

EXAMPLE: It was a GOOD day for a shopping trip.

B. WELL and BADLY are adverbs that modify verbs or other modifiers.

EXAMPLE: He did WELL on the test.

C. WELL is used as an adjective ONLY when it means "in good health."

EXAMPLE: I haven't felt WELL in days.

When using comparatives and superlatives, be sure you are using the correct form. Not all the time, but usually adjectives get "-er" or "-est" on the end. Adverbs have "more" or "most" added in front.

	<u>WORD</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
(adj)	quiet	quieter	quietest
(adv)	quietly	more quietly	most quietly
(wrong)	This machine will run quieter than the other.		
(correct)	This machine will run more quietly than the other.		

Adjective or Adverb?: Exercise #1

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: Circle the correct word in the sentences below.

1. When Lois Lowry was in school, she wrote quite (good / well).
2. With three siblings, she fit (perfect / perfectly) into the middle.
3. The young Lois didn't feel (good / well) about playing at the ball field.
4. She felt (bad / badly) that she preferred a book to hanging out with friends.
5. She was developing a feeling for language and story so (quick / quickly) that she surprised everyone.

WHAT TO DO: Copy-edit the errors in the following sentences. There are SEVEN errors.

“I did a lot of research in libraries about denmark’s role in World War II, said Lois. She also walked around and talked to people who remembered good the rescue of jews. Walking the citys streets helped her imagine what it must have been like to be a Jew in copenhagen. She walked through the city but she also spent time among the farms and fishing villages, too.

Adjective or Adverb?: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: Circle the correct word in the sentences below.

1. When she got home, Annemarie said, “Mama, I don’t feel very (good / well).”
2. Mama studied her eyes and said, “This doesn’t look (good / well).
3. The children had races every Friday, and Annemarie wanted to do (good / well).
4. Annemarie noticed the soldiers and their guns (more often / oftener) than Kirsti.
5. She would have to wait (patient / patiently) for her chance to talk to her mother.

WHAT TO DO: Copy-edit the errors in the following sentences. There are SEVEN errors.

After a few moments of explanation Mama calmed down and Annemarie began to unpack her schoolbag. “Did you read in the newspaper The Free Danes about the bombings in Hillerod Denmark” asked Mama. She and Papa, frequently talked about these newspapers late at night, and neither of them were aware that Annemarie heard them.

Transitive and Intransitive Verbs

Buzzword: transitive/intransitive verbs

Oh my! Just pause here for a moment and think about how much you've learned already. Now, take a moment, stand up, and do a silly dance to celebrate reaching the LAST GRAMMAR SUBJECT OF THE BOOK! Woo hoo!!!!

Okay, sit down again and let's finish this thing!

- A. Transitive verbs are verbs which can take a direct object. In other words, they “**transport**” (can you imagine a truck delivering something) the action of the subject to the direct object.

(I'm transporting a delivery!)

SUBJECT ----->TRANSITIVE VERB -----> DIRECT OBJECT

HAVE is a transitive verb. It has to be paired with a direct object:

I have lunch. I have a book. I have a sleepover next week.

Try using HAVE without a direct object. I HAVE. Huh? That doesn't work!

- B. Intransitive verbs never take a direct object. Try the verb ARRIVE. You can't have a direct object with that verb. I ARRIVE _____. Nope. You don't ever ARRIVE anything; you just ARRIVE.

- C. Many verbs can be transitive in some sentences and intransitive in others. Look at the following two sentences that both use the verb EATS:

He eats lunch. He eats quickly.
(transitive) (intransitive)

- D. There are a few common verbs we use that change depending on whether you want the transitive or the intransitive version. We're going to talk about three VERY common sets in this unit. They are **lay/lie**, **sit/set**, and **raise/rise**.

PRESENT TENSE

transitive-----> lay(s)

intransitive-----> lie(s)

The chicken **lays** the egg.

They **lie** on the grass.

PAST TENSE

laid

lay(s)

The chicken **laid** the egg yesterday.

They **lay** on the grass yesterday.

PRESENT TENSE

transitive-----> raise(s)

intransitive-----> rise(s)

They **raise** the flag.

The sun **rises**.

PAST TENSE

raised

rose

They **raised** the flag yesterday.

The sun **rose** yesterday.

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(This subject continues on the next page.)

PRESENT TENSE

transitive-----> set(s)

intransitive-----> sit

She **set** the book down.

They **sit** down.

PAST TENSE

set

sat

She **set** the book down yesterday.

They **sat** down yesterday.

Here is one way to remember the difference. The intransitive verbs are all things you can do as an action with your own body. You lie down, you rise up, you sit down . . . right? The transitive verbs are all things you do to something else. You set a book down, you raise a flag, you lay an egg. The hard part is just keeping them straight in your head.

Feel free to take a little time to make a Cheat Sheet for these terms. Maybe drawing pictures of the actions will help you keep them straight. Remember, these notes are here for you to use all the time. Use them! Good luck!

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(Exercises for this subject begin on the next page.)

Transitive and Intransitive Verbs: Exercise #1

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NAME: _____ Date: _____

WHAT TO DO: Circle the correct word in the sentences below.

1. Kirsti (lie/lay) on the floor as she (sit / set) Mama's old dolls on the bed.
2. Before the sun (raised / rose), Uncle Henrik had been up to milk Blossom.
3. He would carefully (lay / lie) the bucket underneath her udder and urge her milk out.
4. When he is done, he lifts the bucket and (sits / sets) it onto a shelf.
5. Each dish would (lie / lay) on the counter after Mama and Ellen had washed it.

WHAT TO DO: Copy-edit the errors in the following sentences. There are SEVEN errors.

“How brave are you Annemarie? asked Uncle Henrik. He knelt before her and he made his face level with hers. Behind him, blossom lowered her head, grasped a mouthful of hay and drew it in with her tongue. As a matter of fact the kitten even cocked its head. The animal's were all waiting for an answer.

Transitive and Intransitive Verbs: Exercise #2

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NAME: _____ Date: _____

WHAT TO DO: *Circle the correct word in the sentences below.*

1. More people came as the sun began to (sit / set).
2. Occasionally, guests would (lie / lay) their sleeping babies down.
3. The guests would (rise / raise) their heads when a baby awoke and wailed.
4. The mourners (sat / set) silently for awhile, their mouths moving silently.
5. Annemarie would (lie / lay) each slice of a cheese on a plate as she thought about the guests.

WHAT TO DO: *Copy-edit the errors in the following sentences. There are SEVEN errors.*

In *Number the Stars*, Lois Lowry tells about a young girl's experience with a special kind of funeral. In Copenhagen, even though the talk was sad, people had spoken soft to each other. These people, however, were silent. Uncle Henrik blew out the candle, so there was no light at all, and then the room was, perfectly dark.

Units 20 – 22 Application Activity

Page 1 of 3

NAME: _____ Date: _____

WHAT TO DO: Now it's time for you to practice writing with some of your new grammar skills! For each item below, write one sentence that demonstrates your knowledge of appropriate usage. Look back through your unit notes to review each concept as you write. Be creative, and entertain your reader!

Nominative pronouns: *I, we, or you* (Hint: Be careful to make sure that *you* is used in nominative case.)

Objective pronouns: *me, us, or you*

Nominative pronouns: *he, she or it* (Hint: Be careful to make sure that *it* is used in nominative case.)

Objective pronouns: *him, her or it*

Nominative pronouns: *who or whoever*

Objective pronouns: *whom or whomever*

NAME: _____ Date: _____

Which pronoun: “*Social*” order with multiple pronouns

Adjectives: *good* or *bad*

Adverbs: *well* or *badly*

Adjectives: *comparative* or *superlative*

Transitive Verbs: *lay*

Intransitive Verbs: *lie*

NAME: _____ Date: _____

Transitive Verbs: *raise*

Intransitive Verbs: *rise*

Transitive Verbs: *set*

Intransitive Verbs: *sit*

Units 20 – 23 Review

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NAME: _____ Date: _____

WHAT TO DO: *In the sentences below circle the correct word or group of words.*

1. (Amy, Peter, and I / Peter, Amy, and I) all loved reading *Number the Stars*.
2. (Us / We) and our moms cried a little at the end.
3. Every book that we read teaches (us / we) and our siblings something new.
4. Our Artios teacher told (Sam and I / Sam and me) that reading historical fiction would increase our vocabularies.
5. (Me and Jason / Jason and I) should have the biggest vocabularies in town with all the reading we've done this year!

WHAT TO DO: *Circle the correct word in the sentences below.*

1. As we began Language Arts this year, my brother read quite (slow / slowly).
2. As we began the final chapter of this book, my mom was reading (quieter / more quietly) than usual.
3. “Are you feeling (good / well), Mom?” we asked.
4. “Yes,” she replied, “though I think I spoke too (proud / proudly) about not crying at books.”
5. “That’s okay,” I said, “we always feel (good / well) about a book if it has made you cry!”

NAME: _____ Date: _____

WHAT TO DO: Circle the correct word in the sentences below.

1. After we finished *Number the Stars*, my quietly sister (lay / laid) down in her bed for awhile.
2. My brother (sat / set) the book on the shelf along with his other most favorite books.
3. I think happiness (raised / rose) up in Mom’s heart when she saw that.
4. My brother had, in fact, (sat / set) his heart on not liking the book when he first saw the cover.
5. That evening, Mom (lay / laid) a plate full of cookies between us on the coffee table, and we had a great discussion about what life was like during World War II.

WHAT TO DO: Copy-edit the errors in the following sentences. There are TEN errors.

Almost everybody in my group of friends love to read. My mother and me ran into a friend at the grocery store, and I exclaimed, “Savannah guess what I’m reading! She quickly lay her cereal in her shopping basket, and began to ask me questions. She is always so, excited to hear all of the details about books that I’m reading. “That sounds like a fantastic book” she said. I can’t wait to read mrs. Lowrys other books, starting with The Silent Boy.

Final Grammar Project

[Page 1 of 1](#)

NAME: _____ Date: _____

WHAT TO DO: *Now that you have finished your grammar content for the year, it's time to apply that knowledge through a project! You will create your own set of grammar exercises and answer keys, similar to those that you have been completing throughout the year. Below you will find some guidelines; however, keep in mind that in order to complete this project with excellence, you should plan to spread out your work over several weeks.*

- Select any one of the books that we have used this year or another piece of literature from the Modern time period (1850-today).
- Select one grammar topic from this year, or use the grammar topic that your teacher assigns to you. Review the instructions that accompanied the exercises for your topic. You can look back through this *Elementary – Year Four Junior Analytical Grammar: Mechanics* eBook to find these exercises.
- Find sentences from your chosen book that are strong examples for your topic. You should have 5 sentences per topic, as well as the copy-editing paragraph at the bottom of the page. You should also add three sentences in the style of the third exercise in each unit.
- Work with a parent or partner to check your sentences, making sure that they exemplify your topic and fit the instructions from the original exercises.
- Type each of your sets of sentences. Use the exercises from your topic as an example, and try to format your review exercises to look as much like the original exercises as possible. This is an excellent time to learn about formatting with a word processing program! Don't forget to include instructions.
- Once you have your review exercises completed, create an answer key for each one.
- Make an extra copy of your exercises and have a friend try to complete them. Then have your friend use your answer key to correct his/her work.

Note: *If you are completing this project as part of a group, divide up all of the topics from the year so that all topics are represented. When your group is finished with the project, assemble the exercises and answer keys into a Review Book for this year's grammar.*