

THE ARTIOS™ HOME COMPANION SERIES

Elementary – Year Two

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

PUBLISHED BY THE CREATED GROUP

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The Artios Home Companion Series

Elementary Grammar – Year Two

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Introduction to Elementary Grammar Year Two

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 for Unit 1 through Unit 19 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.

Throughout this year we will be adding **Buzzwords** to a **Grammar Rule Cheat Sheet**. Create your **Grammar Rule Cheat Sheet** on a large piece of posterboard. Each time you are given a “**Buzzword**” to help you remember a grammar rule, write it in large letters on this cheat sheet. Add an illustration if you'd like. Also record the **copy-editing symbols** as you learn them.

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

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 Comma Rule 1: Items in a Series and complete the corresponding [Exercises](#). Add **Buzzword** “*items in a series*” and **copy-editing symbols** to your **Grammar Rule Cheat Sheet**. (See the Introduction page for directions.)

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 **Comma Rule 2: Two Adjectives With “And Test”** and complete the corresponding [Exercises](#). Add **Buzzword** “*two adjectives with ‘and test’*” to your **Grammar Rule Cheat Sheet**.

Unit 3: Read the [Notes](#) on **Comma Rule 3: Compound Sentence** and complete the corresponding [Exercises](#). Add **Buzzword** “*compound sentence*” to your **Grammar Rule Cheat Sheet**.

Unit 4: Read the [Notes](#) on **Commas: Introductory Elements** and complete the corresponding [Exercises](#). Add **Buzzword** “*introductory single word*” and “*two or more introductory prepositional phrases*” (or “*2+ intro prep phrases*”) to your **Grammar Rule Cheat Sheet**.

Unit 5: Read the [Notes](#) on **Commas: Interrupters** and complete the corresponding [Exercises](#). Add **Buzzword** “*direct address*” and “*expressions*” to your **Grammar Rule Cheat Sheet**.

Unit 6: [Complete](#) the **Commas: Units 1-5 Review Exercises**.

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

Unit 8: Read the [Notes](#) on **Direct Quotations** and complete the corresponding [Exercises](#). Add **Buzzword** “*direct quote*” and “*quotation marks*” and “*change gear comma*” and **copy-editing symbols** to your **Grammar Rule Cheat Sheet**.

Unit 9: Read the [Notes](#) on **Titles** and complete the corresponding [Exercises](#). Add **Buzzword** “*titles*” to your **Grammar Rule Cheat Sheet**.

Unit 10: [Complete](#) the **Units 6-9 Grammar Review Exercises**.

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

Unit 12: Read the [Notes](#) on **Capitalization** and complete the corresponding [Exercises](#). Add **Buzzword** “*capitalize*” and **copy-editing symbols** to your **Grammar Rule Cheat Sheet**.

Unit 13: Read the [Notes](#) on **Pronoun-Antecedent Agreement** and complete the corresponding [Exercises](#). Add **Buzzword** “*pronoun-antecedent agreement*” (or *pro-antec-agmt*) to your **Grammar Rule Cheat Sheet**.

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(Suggested Schedule continues on the next page.)

Unit 14: Read the [Notes](#) on **Subject-Verb Agreement** and complete the corresponding [Exercises](#). Add **Buzzword** “*subject-verb agreement (or subj-verb agmt)*” to your **Grammar Rule Cheat Sheet**.

Unit 15: Read the [Notes](#) on **Which Pronoun?** and complete the corresponding [Exercises](#). Add **Buzzword** “*which pronoun*” to your **Grammar Rule Cheat Sheet**.

Unit 16: [Complete](#) **Units 11-15 Review Exercises**.

Unit 17: Read the [Notes](#) on **Adjective or Adverb?** and complete the corresponding [Exercises](#). Add **Buzzword** “*adjective or adverb*” to your **Grammar Rule Cheat Sheet**.

Unit 18: Read the [Notes](#) on **Transitive and Intransitive Verbs** and complete the corresponding [Exercises](#). Add **Buzzword** “*transitive/intransitive verbs*” to your **Grammar Rule Cheat Sheet**.

Unit 19: [Complete](#) the **Units 17-18 Grammar Review Exercises**. Check to make sure that all of your **Buzzwords** and **copy-editing marks** have been added to your **Grammar Rule Cheat Sheet**. You have finished your Analytical Grammar for the year, and will spend the rest of the year doing reinforcement activities!

Unit 20: Use your **Grammar Rule Cheat Sheet** to edit the rough draft of the adventure story you wrote as a composition assignment.

Unit 21: For the next few units, you will be using the Analytical Grammar “Notes” and your **Grammar Rule Cheat Sheet** to create a **Mechanics Flip Book** to review the mechanics of language that we have studied this year.

- Visit the **Resources** section of your **HCS Class pages** to see examples of flip books as well as instructions on how to assemble them. Use your own creativity to personalize your book.
- Begin by creating flip book pages for **Using Commas**. The pages should include a summary of the rules for using each listed topic along with the punctuation marks that are appropriate to use for each.
- Make sure that your writing is neat, and take time to make each page attractive.

Unit 22: Add to your **Mechanics Flip Book** which you began in Unit 21 by making pages for the topics **Direct Quotations** and **Titles**.

Unit 23: Add to your **Mechanics Flip Book** which you began in Unit 21 by making pages for the topics **Possessives** and **Capitalization**.

Unit 24: Add to your **Mechanics Flip Book** which you began in Unit 21 by making pages for the topics **Pronoun-Antecedent Agreement** and **Subject-Verb Agreement**.

Unit 25: Add to your **Mechanics Flip Book** which you began in Unit 21 by making pages for the topics **Which Pronoun** and **Adjective or Adverb**.

Unit 26: Complete your **Mechanics Flip Book** by creating pages for **Transitive and Intransitive Verbs** and for **copy-editing symbols**. This completes the content for your **Mechanics Flip Book**. Create an attractive cover, assemble your book, and keep it for reference throughout the rest of your schooling!

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Comma Splits & Comma Rule 1: Items in a Series

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 ONE comma between a SUBJECT and a VERB.
EXAMPLE: The dog, walked into the garage.
2. There should never be ONE comma between a VERB and ITS DIRECT OBJECT.
EXAMPLE: The man threw, the ball.
3. There should never be ONE 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 ONE 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 ONE comma between a VERB and ITS INDIRECT OBJECT.
EXAMPLE: I wrote, my aunt a letter.
6. There shouldn't be ONE 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

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(This subject continues on the next page.)

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~~

Grammar Rules:

We will be learning grammar rules this year. Begin a **Grammar Rule Cheat Sheet** on a large piece of posterboard. Each time you are given a “**Buzzword**” to help you remember a grammar rule, write it in large letters on this **Cheat Sheet**. Also put the **copy-editing symbols** on your **Cheat Sheet**. Adding an illustration for each entry will make your **Cheat Sheet** more useful.

Comma Rule 1: 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.

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(This subject continues on the next page.)

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!

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. Carl Bertha and Anghilbert were climbing the mountain together.
2. They had to battle the cold wind the threatening stone mounds and the sinister crags of the mountain.
3. Hildegarde treated her children with patience humor and a firm hand.
4. Carloman yelled kicked and screamed to get away from Rhotrud.
5. The guards circled the tents tended the fires and watched for wild animals to protect the family from the wilds around them.

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

Pepin asked, Carl about his conversation with their father. Pepin needed wanted and desired to be his father's heir! Carl watched his hunch-backed, brother as he began to fall asleep beside the fire. He settled, closed his eyes and slept for a few hours.

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. The poplar trees were tender young and gold.
2. Carl and his siblings went to the palace school learned with their friends and worked with special tutors.
3. Bertha ran alongside Anghilbert skipped to keep up with him and begged him to tell them a story.
4. The children wanted to hear the story of Roland, who had served fought and died for the king he loved.
5. Anghilbert's voice manner and lessons made his students enthusiastic.

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

Anghilbert always, kept his cool during an argument. He was merry patient and tender.

He sang beautiful songs that told of battles, romance and prayer. Inspiration, was how

he taught his students.

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. Alcuin was known respected and appreciated among the students.
2. He walked into the room smiled at the students and spoke to the King.
3. Carl stepped to the front of the class gave a quick grin and screwed up his eyes.
4. His sibilings saw that he was disappointed sullen and cross after his first chance to impress Alcuin.
5. Alcuin told how the great Bede had accomplished his work died and passed to the Kingdom of Heaven.

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

Bede was giving his all to, finish the work set before him. His scribe wrote with a quill parchment and the old man's voice. Bede, smiled and told the young scribe to write quickly. The brethren took him to his favorite place to pray, listened to him pray and watched him take his final breath.

Comma Rule 2: 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

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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 as is.*

1. It was a bright beautiful spring in Lombardy.
2. Pope Hadrian welcomed the travelers to the great holy city.
3. Gobbo described Pope Hadrian as an ambitious cunning man.
4. Carloman hid behind his mother’s long embroidered skirt.
5. The sudden confusing anointing of Carloman and Lewis left everyone in shock.

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

The quiet, older siblings faced the leaving of their brothers with bravery. They shared their thoughts and, cried with each other. They were past the days of fighting about, silly things. Now the three, siblings that were left decided to stick together. They would share as many loving meaningful days as possible.

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. The King went to the chapel in his blue fur-lined coat.
2. A messenger arrived from his long desperate journey with news to share.
3. Calm cool collected King Charles waited for the messenger to speak.
4. Carl understood his father’s furious anguished response.
5. Nervous excited Carl left with the rest of the warriors on their expedition.

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

The bareheaded, peasants stood quietly as the warriors rode through their towns. They arrived at camp after their hard exhausting journey. The Saxons were rounded up driven along the river shore and grouped before the king. The King’s vengeful quiet voice demanded that the Saxons pay for their deeds.

Comma Rule 3: Compound Sentences

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. Bertha waited for Anghilbert to return with Lewis and she hoped that they might marry.
2. King Charles had remarried but his children were not fond of Fastrada.
3. Bertha and Carl looked out over the trees and saw that a line of horses were approaching.
4. The palace school was flourishing under its great master and it served as a model for other growing schools.
5. The King worried that his sons might not remember him and it was possible.

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

Lewis and Pepin had arrived in the same, exciting moment. They all raced, up the stairs to greet their father. They were merry, breathless and delighted as they stood before the King. Pepin greeted his father with an embrace but Lewis opted for a more formal greeting. The long lost, brothers had come home!

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. The guests were all seated in the meeting room and they waited for the King and Witikind to enter.
2. The warriors who had gathered told stories of bravery and exaggerated tales of battles.
3. King Charles strode to his throne and the company rose to greet him.
4. The King and Witikind had been adversaries for many years but that had passed.
5. There was an intense silence as the two met face to face but then the King rose and raised both hands in greeting.

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

The silence, was broken. The witnesses to this landmark day laughed smiled and joked as the two shook hands. King Charles invited Witikind, to have a seat beside his throne. They discussed the future of their people, and they negotiated plans.

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

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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. As examples of their country's wares King Offa's envoy brought gifts to give to the King.
2. With a great gush of happiness Carl looked at the portrait of Offa's daughter.
3. Why the young lady was beautiful!
4. Yes it was true that King Offa was offering his daughter in marriage.
5. In the morning there was disappointment.

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

King Offa's daughter, had won Carl's heart. She had lovely soft eyes and the voice of a bird. King Offa had requested that Bertha marry his son and he would not be happy when King Charles refused. The envoy packed their things, and went home to Mercia. Carl, sent the portrait back with them.

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. Why there was a traitor somewhere in the court!
2. Within the walls of the castle a bitter conspiracy was growing.
3. Yes there was talk of killing the King and putting another in his place.
4. In the night these traitors were meeting at St. Peter's church.
5. No they had not expected to be discovered by the deacon.

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

Gobbo, and his friends had been plotting against King Charles. The King demanded that all of those involved should be apprehended, and brought before him. The other conspirators received a swift severe punishment. Gobbo was banished from his home and he was sent to live in a monastery for the rest of his life. In the end, your sins will find you out.

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. Carl how are you liking your new responsibilities?
2. You have after all been taking care of most of the affairs with the Saxons this spring.
3. I have been a little lonely Roriko.
4. By the way have you heard that Pope Leo might be in trouble?
5. I am worried that my father might have been too harsh friend.

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

The Pope had found himself, cut off from the court. He had been assaulted, thrown to the ground and dragged to the monastery. Yes it is hard to believe but the accusations against him were almost as horrible. Can you believe, that he actually sent a note of condolences to his attackers?

Commas: Interrupters: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

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

1. Oh boy the trip over the Alps was no easier this time around.
2. Father do you remember what you told me the last time we came this way?
3. I remember everything about that journey son.
4. We are about to be welcomed I'm sure by Pope Leo.
5. I am worried on the other hand about how the crows might react to our arrival.

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

The King rode bareheaded, and sped toward St. Peter. Cardinals, bishops and clergy were standing on the steps of the basilica. The King sat, in judgment on those who had conspired against the Pope. He was then crowned the Holy Roman Emperor but the speech that he then gave was one of humility, and graciousness.

Commas: Units 1 - 5 Review Exercise

[Page 1 of 4](#)

NAME: _____ Date: _____

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

1. Barbara Willard was born in the historic coastal city of Brighton.
2. She originally wanted to be an actress but she was unsuccessful in her acting career.
3. In addition to acting she was also a novelist and representative.
4. Mrs. Willard led a quiet private life and not much is known about her interests.
5. For this series Mrs. Willard wrote *Son of Charlemagne Augustine Came to Kent* and *If All the Swords in England*.
6. She did by the way win the Guardian Children's Fiction Prize.
7. Yes that is a once-in-a-lifetime award!
8. Students did you notice that her home in the European countryside provided the inspiration for ten of her pieces of children's historical fiction?
9. In the introduction to one of her books she describes Ashdown Forest.
10. She died however in her native land in 1994.

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

Son of Charlemagne is a book, about the great Charlemagne. King Charles of the Franks is crossing the Alps with his wife children and court on a journey to meet with Pope Hadrian. One cold frosty night he tells his son Carl that he, is to become his heir. However the King, already has an heir and this would mean that his brother Pepin would be dispossessed. Carl, sees that Charlemagne is determined to do what he feels is best to serve God, his people and all of Europe.

NAME: _____ Date: _____

_____ Hey, what did you think of your father's, decision, Gobbo?
1 2 3

#1 _____

#2 _____

#3 _____

_____ Not all of the king's subjects, had sweet spirits, good intentions, and complete
1 2 3
devotion.

#1 _____

#2 _____

#3 _____

_____ Carl, appreciated his father's words, but he learned even more from his father's
1 2
clear, purposeful actions.
3

#1 _____

#2 _____

#3 _____

_____ By the end of the book, Carl was, completely prepared to carry, manage, and lead
1 2 3 4
a country.

#1 _____

#2 _____

#3 _____

#4 _____

NAME: _____ Date: _____

WHAT TO DO: Write and correctly punctuate a sentence for each of the following situations.

Items in a series: _____

Two adjectives with "and test": _____

Compound sentence: _____

Introductory element: _____

Interrupter: _____

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. Henrietta Elizabeth Marshall was born in Bo'ness Scotland on August 9 1867.
2. She traveled to Melbourne Australia in 1904 but she spent most of her time in London England.
3. Ms. Marshall supervised a women's residence hall at the University of Glasgow in Glasgow Scotland.
4. On September 19 1941 H.E. Marshall died.
5. *Stories of Beowulf: Told to Children* is published by Readaclassic at 4769 Feather Trail Cedar Lake Michigan 48812.

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

Living in Melbourne, Australia must have been a lot of fun! Mrs. Marshall researched, and wrote books while she was there. I wonder if she ever visited the Flinder's Street Station in Victoria, Australia which opened on September 12 1854. She might have also used the State Library of Victoria, which opened its doors, on July 3, 1854.

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. In a special "Special Names Edition" of Beowulf, we might call Hrothgar by the name of Hrothgar I.
2. In order to practice using commas, we might pretend that Grendel's father also shared his name, making him Grendel Jr.
3. With all of his strengths, Beowulf could perhaps have been a lawyer, and we could call him Beowulf Esq.
4. King Hygelac Sr. sounds like an appropriate name for a king, don't you think?
5. Hunferth III might have been an only child, and perhaps he was used to getting all the attention for himself.

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

How did you, like our made-up Beowulf names? To tell the truth I thought it was kind of fun. It's important to practice punctuating names and sometimes a teacher needs to be creative. I thought researched, and discussed in order to come up with the extra names for these imaginary characters. You should try, making up some names for some of these characters, too!

Commas: Names, Dates & Places: 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.

_____ Students, today our lesson, is about Beowulf, and I want you all to listen
 1 2 3
carefully.

#1 _____

#2 _____

#3 _____

_____ Yes, it is, an epic poem, and H.E. Marshall probably wrote her version while she
 1 2 3
was living in London, England.
 4

#1 _____

#2 _____

#3 _____

#4 _____

_____ To say the least, Beowulf was a mighty, honorable, warrior.
 1 2 3

#1 _____

#2 _____

#3 _____

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?"

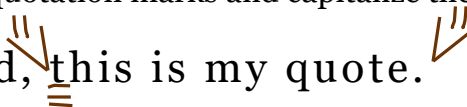
(Note the location of the comma after "asked")

"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. Hunferth looked at Beowulf scoffingly and asked, Art thou that Beowulf who didst contest with Breca on the wide sea in a swimming match?
2. From north to south, the Dane folk cried, there is none so valiant as he!
3. Between the seas all the world over, they continued, there is none so worthy of honor.
4. King Hygelac stretched out his hands and said, Now, oh Beowulf, henceforth will I love the as a son.
5. It was a joy to do the daring deed Beowulf answered.

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.*

Beowulf, was greatly celebrated, and with the light of the morning sun even Hunferth saw him as a hero. Throughout that day the crowds came through the doors of Hart Hall, examined the remnants of the battle and marveled at the great victory. They gave him, praise and rewards. The king declared to Beowulf, You are the greatest of fighters!

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. When the present-giving and singing were finished, the queen approached the king with a golden cup and said accept this, my beloved lord, and be thou happy.
2. Take this collar and mantle she said to Beowulf and long mayest thou wear them and enjoy life.
3. Oh exclaimed the king in grief I wish that mighty Beowulf had been here this evening.
4. Has some evil occurred since your messengers have come to me so early asked Beowulf Sorrow not, O King.
5. The King moaned sorrow is renewed to the Dane folk, and my dearest comrade is dead.

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

Beowulf quickly gave the king, his assurance that he would once again seek justice. He said to the King please have patience, that is all that I ask of thee. The King was, grateful and quickly called for his horses to be prepared.

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.

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 Stories of Beowulf was due at the library.
2. When I went to the library to return it, the librarian was reading a story called Grendel and the Three Little Bears.
3. After the story she read one of my favorite poems called Beowulf Had a Little Lamb.
4. Then, after choosing different parts to read, we read a play called Beowulf Alive.
5. Finally we heard a new CD by H.E. Marshall called Sing Along with Beowulf.

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

Well Beowulf returned again to his own land in Greatland Sweden. Upon his arrival, Beowulf was greeted joyfully by Hygelac welcomed by the fair Queen Hygd and encouraged to tell the story of his adventures.

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 Sunday afternoon I decided to re-read one of my favorite books Grendel's Quest.
2. My favorite chapter in that book is called My Home in the Lake.
3. Then I read one of my favorite poems called Hygelac's Ride.
4. That poem gave me the idea to read the literature section of our local newspaper called The Gwinnett Daily News.
5. Reading about last week's poetry reading made me want to sing that old song What We Need Is a Hero.

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

Beowulf gave King Hygelac, treasure that he acquired in his long adventurous journey.

He gave Queen Hygd a beautiful collar, and three black steeds. The king then gave

Beowulf a sword of honor, a palace and much land. For many years in Gothland there

was peace.

Units 6 – 9 Review Exercise

[Page 1 of 3](#)

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. My favorite *Beowulf* translator is Seamus Heaney I.
2. Heaney was born on April 13 1939 at his family's farmhouse.
3. His family moved to Bellhagy Ireland when he was a teenager.
4. On August 9 1965 he married Marie Devlin.
5. For a brief time Heaney taught at the University of California, Berkeley which is located at 2200 University Drive Berkeley California.

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. If the sentence is correct as written, just leave it blank.*

1. Hygelac asked how befell it with thee on the way, dear Beowulf
2. It is no secret, my lord Hygelac answered Beowulf how I met and overcame the Ogre
3. I gladly gave these riches exclaimed Beowulf for hasn't all my joy in life cometh from thee, O warrior-king
4. If I can but gain that cup said the slave to himself I will return with it to my master.
5. For the sake of gold, he will surely forgive me remarked the slave I am sure of that.

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. I have enjoyed reading Stories of Beowulf: Told to Children.
2. The final chapter is called Beowulf's Last Rest.
3. The song that was sung at Beowulf's funeral might have been called The Dame's Dirge of Sorrow.
4. If the printing press had already been invented, an editorial in Beowulf's honor might have been printed in their newspaper, The Scandinavian Times.
5. This newspaper might contain a poem dedicated to his heroism, perhaps called Beowulf the Brave.

WHAT TO DO: In each sentence below there is a comma split. In the spaces below each sentence are the numbers of all the 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.

_____ As he fled from his lord, the slave, found a great cave in a chapter called "How
1 3
the Dragon Warred."

#1 _____

#2 _____

#3 _____

NAME: _____ **Date:** _____

_____ Well, the cup, that he stole was a dazzling, shining, adorned piece of treasure.
 1 2 3 4

#1 _____

#2 _____

#3 _____

#4 _____

_____ “Alone I must go against the wretched, dragon and prove myself a warrior,”
 1 2 3
 said Beowulf.

#1 _____

#2 _____

#3 _____

WHAT TO DO: Write and correctly punctuate a sentence for each of the following situations.

Comma (Place): _____

Direct Quotation: _____

Title (Book): _____

Title (Song): _____

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

[\(Table of Contents\)](#)

(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. In the lap of the hills huts belonging to the castle stood clustered.
- ___ 2. The Barons great house stood in the center.
- ___ 3. Sometimes children would sit hanging their legs over the huts edge.
- ___ 4. Schwartz Carl, his wife, and his little ones lived far up in Melchior Tower.
- ___ 5. From their stables behind the castle, the hounds howls rang out dismally.

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. The great (bells, bell's) alarm would suddenly ring from the belfry.
2. With the rattle and clash of iron (chains, chain's) the drawbridge would come crashing down.
3. Then peace would fall on the castle and the (cocks, cock's) would crow.
4. Gretchen would sing a song, as if it were a peaceful farmhouse instead of a den of (robbers, robber's).
5. The (horses, horse's) pack would be laden with bales of goods.

Possessives: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

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

1. The heavy wooden (tables, table's) surface was loaded with coarse breakfast food.
2. Several women and (girls, girl's) served the others as the fed noisily at the table.
3. Along the wall of stone, hung pieces of armor and a (stags, stag's) branching antlers.

WHAT TO DO: All the sentences below contain possessives. Put the apostrophe ['] in the correct place.

1. Upon Baron Conrads shoulder leaned the pale, slender, yellow-haired Baroness.
2. Dong! Dong! It was the alarm bell from Melchiors Tower.
3. Hans leaned over the Baron and whispered something into his masters ear.

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

Ursula said, "The red fox has come back to his den again. The young Baroness laughed, merrily at the old woman's speech and she then began playing nervously with a bracelet of golden beads about her wrist. The ring of iron, footsteps sounded upon the stone floor.

The Baroness rose, to her feet.

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.

<u>Generic Name (don't capitalize)</u>	<u>Brand Name (capitalize)</u>
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. Baron conrad took the newborn otto to the monastery of st. michaelburg.
2. the white cross on the hill, as the monastery was called, sat along the glassy waters of the rhine river.
3. abbot otto was originally from wolbergen, germany, and lived during the time of emperor frederick's reign.
4. No one knew for sure what made otto commit himself to the monastery on the german hillside, but many thought that it had come as a result of a broken heart.
5. When baron conrad arrived at the monastery, brother benedict showed him to abbot otto, who was working with some parchments written in ancient greek.

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 SIX errors.

Conrad of drachenhausen had brought his babe to be raised by the monks. He told how he had rode, out on an expedition in the valley of gruenhoffen. The Barons heart was heavy as he told his story. "Thou art wounded Baron, said the Abbot. "Why don't you stay awhile?"

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. Upon leaving otto at the monastery, baron conrad vowed revenge on baron frederick of trutz-Drachen, germany.
2. brother john became young otto's caretaker, while brother emmanuel taught him his latin lessons.
3. Brother john loved books and would read otto stories of the virgin mary and st. joseph.
4. Otto loved to look at a particular image in a book, one that was probably similar to the famous painting by sandro botticelli called "the adoration of the christ child."
5. conrad of drachenhauseN had never intended to turn Otto over to the universal mother church for the rest of his life, and he returned to the white cross.

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.

Otto was the last of the vuelphs. His father had come to take him back to the dark, castle where he had been born twelve years before. Otto was to leave the happy sunny silence of his home and his beloved Brother john. At the end of the chapter the Abbot said "The child is yours Conrad."

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 your **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 pronoun that agrees with its antecedent.*

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

1. Someone ran up the winding path to deliver (his, their) message.
2. Each of the parchments with red seals belongs to (him, them).

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

3. The Baron opened a leather pouch and pulled out a ball of twine by (its, his, her) end.
4. It took two of them to loosen Ursula's clutch from (its, his, her) young master.

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

5. One should always stay with (one's, your) children.
6. If we try hard enough, (you, we) can protect our castle and its inhabitants.

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

Neither Schwartz Carl nor Master Rudolph had been by themselves that evening.

Schwartz Carl left the pantry, to head upstairs, and he thought he heard a noise.

Mayhap I was mistaken," he muttered to himself. Schwartz Carls crossbow was, put to use a few minutes later when Baron henry's men moved through the shadows.

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. Both the Baron and Casper used (his, their) evil against Otto.
2. Only one of them used (his, their) authority to forever change the young boy's life.
3. "Otto, one must always keep (your, his) oath," said the Baron.
4. He lay upon the hard couch, and pulled the shaggy bear skin back to (its, his) place around his shoulders.
5. Neither Casper nor the leech would use (his, their) ability to set Otto free.

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

During paulines visits she brought Otto great comfort to help their miserable plight.

Otto told her stories of life in the monastery brother John's wonderful visions and the

Abbot's beautiful books. The monastery was, after all the home that he loved. They

might have been young, but Otto promised, to one day marry Pauline.

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.

_____ "Listen, Pauline," said Otto. "If I go not away from here I shall surely die a slow,
1 2 3
death."

#1 _____

#2 _____

#3 _____

_____ "The Angels Above" was, a sweet little song, and Otto remembered how the
1 2 3
patient, tender John would sing it to him.
4

#1 _____

#2 _____

#3 _____

#4 _____

_____ Yes, the young Pauline, played an important role in Otto's rescue.
1 2 3

#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.

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 fireplaces in Trutz-Drachen (is, are) waiting to be lit.
2. Two of the chimneys (is, are) joining in front of Hans.
3. Neither of those two paths (is, are) clearly the right choice.
4. A bunch of newly trussed fowls (was, were) held by the woman in the kitchen.
5. But right now nobody in that room (is, are) noticing Hans in the chimney.

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

Neither the woman nor the boy were aware of the visitor in the room. “Thou ugly toad, said the woman, “did I not bid thee make a fire an hour ago?” She then wondered about all, the soot that had fallen on the floor. As a matter of fact the boy was puzzled, too! As soon as the boy began, to light the fire, Hans made his move. He braced his elbows against the sides of the chimney, straightened his legs and crashed to the floor.

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. Fortunately for Hans, neither the scullion nor the cook (runs, run) very quickly.
2. Each of the women in the castle (tries, try) to stop their trembling.
3. After settling themselves, everybody in the room (begins, begin) to accuse the boy of trickery.
4. Neither Long Jacob nor the scullion (guesses, guess) that Hans is hiding in the room.
5. One of the sentinels (is, are) patrolling the gallery.

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

The sentinels arms were bound before he knew what hit him. “Listen, brother,” Hans whispered, dost thou know the feel of this? A cold hard dagger was pressed hard, against the sentinel’s neck. Hans loosened the gag on the man’s mouth and the sentinel led him towards young, Otto’s cell.

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
they	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 “Tammy 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 medieval Europe.
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 (Bob and I / Bob and me).
5. Mom always challenges (Bob and me / me and Bob) to see who can read the most pages each day.

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

My brother and me have recently finished *Otto of the Silver Hand*. Yes it was an old book but it was really fun to read. My cousins Skylar and Madison, loved this book when they read it a few years ago. Howard pyle's books teach young people about what life was like in medieval europe. In the case of Otto he is sharing about what it might have been like to live in Germany during the medieval ages.

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 to lunch 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 Adam of the Road by Elizabeth Janet Gray. 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 Adam's adventures. Our teacher told us that we would need to order it by January 1 2017. "To tell you the truth, she said I bet it might become one of your new favorites!"

Which Pronoun?: Exercise #3

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 or other rule.

_____ When my brother and I, go to the library, there are so many great books about
1 2
Medieval Germany to choose from!
3

#1 _____

#2 _____

#3 _____

_____ As a matter of fact, many other kids have started reading these books since we've
1
fallen in love with them, and they are quite, popular.
2 3

#1 _____

#2 _____

#3 _____

_____ Each of my uncles got me a book he thought I'd like, but Uncle Bill's gift was,
1 2 3
my very favorite.

#1 _____

#2 _____

#3 _____

Units 11 – 15 Review Exercise

[Page 1 of 3](#)

NAME: _____ Date: _____

WHAT TO DO: All of the sentences below contain possessives. Put the apostrophe in the correct place.

1. Elizabeth Janet Grays most recognized book might be *Adam of the Road*.
2. Her husbands name was Morgan Fischer Vining.
3. She also worked as the crown princes tutor.
4. Being a librarian and an author was her lifes work.

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. she graduated from bryn mawr college and also received another degree in library science from the drexel institute.
2. mrs. gray also tutored emperor akihito of japan in english.
3. *adam of the road* received a newbery award.
4. after the death of her husband morgan, she converted to the quaker faith.

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 of Mrs. Gray's book has (its, their) own subject.
2. If anybody wanted to know something about medieval Europe, (he, they) could probably have asked Mrs. Gray.
3. Her books *Young Walter Scott* and *Meggy Macintosh* also won Newbery Awards, and each of these books has (his, its) own special charm.
4. She also helped to introduce the Japanese princesses to Western customs, and each of them left (his, her) mark upon this author.

NAME: _____ Date: _____

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

1. Each of these pieces of historical fiction (provide, provides) a great way for children to be exposed to different people and events from history.
2. At least two of these books (is, are) about real men who had an impact on our world today.
3. Neither of Mrs. Gray's degrees (was, were) easy for a woman to obtain in her day.
4. But nobody in our day (finds, find) it hard to believe that women can write fantastic books for children.

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

1. (Reagan, Molly, Jason, and I / Jason, Reagan, Molly, and me) all love to read historical fiction.
2. (Us / We) and our moms are well-known at the local library.
3. Each book we read by Mrs. Gray teaches (us / we) something new.
4. Our teacher told (Jason and I / Jason and me) that reading her books would help to increase our vocabularies.

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

Everybody in my class at Artios love, to read. The best conversation-starter at our lunch table is, "Guess what I'm reading! After the description of the book we all usually want to read the same book. We're currently reading Contributions of the quakers, which has really helped us to understand some of the ideas that influenced Mrs. gray. "Did you know, asked Jason, that she wrote more than sixty books, for children and adults?"

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.

_____ Elizabeth Gray, was awarded the Order of the Sacred Treasure for her work in
1

Japan, and she returned to the United States shortly thereafter.
2 3

- #1 _____
- #2 _____
- #3 _____

_____ Well, she must be, very proud to have received awards, commendations, and
1 2 3
honors.

- #1 _____
- #2 _____
- #3 _____

_____ Mrs. Gray's first job was working in a library, and this work probably helped her
1 2
when she began writing interesting, books for children.
3

- #1 _____
- #2 _____
- #3 _____

_____ Miss Mitchell asked us one day, "What's going on in your head when you're
1 2
reading, one of Mrs. Gray's books?"
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. Adam played his harp quite (good / well).
2. His father Roger had a surcoat that fit (perfect / perfectly).
3. Adam didn't feel (good / well) about spring having passed without his father returning.
4. He felt (bad / badly) that Roger had been gone for so long.
5. He was growing so (quick / quickly) that his father might not recognize him when he came back from France.

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

“Here’s a new boy, said the master in latin. “Show him around and see that he doesn’t get into trouble.” Perkin was wearing a shirt that didn’t fit good, but he was a cheerful fellow. Adams dog Nick soon got Perkin in trouble but Perkin hadn’t minded one bit. To tell you the truth Perkin was rather tired of being so well and serious for so long.

Adjective or Adverb?: Exercise #2

[Page 1 of 1](#)

NAME: _____ Date: _____

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

1. That morning was a saint's day, and Adam and Perkin both felt quite (good / well) as they left to visit Nick.
2. "Oh, no," said Adam as Perkin's coat landed on the prior, "This doesn't look (good / well)."
3. On the way to Dame Malkin's house, Adam laughed (more often / oftener) than usual.
4. Nick had to wait (patient / patiently) for the treats that the boys had brought for him.
5. The sun shone (bright / brightly) as they walked into the old woman's house.

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

After a little while of playing with the dog Adam and Perkin were ready to relax and they enjoyed some cake and milk that Dame Malkin had made for them. Adam sang a song for them called Loude Sing Cuckoo, and he followed that one with a happier tune for the holiday. "I have some news that might interest you Adam," said Dame Malkin. She told the boys that news had come of a new minstrel heading their way. She warned them that it might not be Roger, but neither of them were listening any longer. It very well might have been, the happiest home in all of St. Albans England!

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. Adam and Hugh are (lying / laying) stretched out in the sunlight as Nick (sits / sets) on the wharf.
2. Before the sun (raised / rose) the boys had been up to play games together.
3. They would pick up a nut and carefully (lay / lie) it between two stones for cracking.
4. Simon (sits / sets) big saddles of mutton on the high table before Sir Edmund.
5. The hens would (lie / lay) one egg each day.

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

“It doesn’t matter what she’d rather do, said Hugh. “She’s only a silly girl and she has to do as she’s told!” As a matter of fact Adam found it all rather puzzling. Rogers tales were full of devotion to ladies but it seemed that girls didn’t have much choice in real life. Yes margery was their liege lady, but Adam still felt sorry for her.

Transitive and Intransitive Verbs: Exercise #2

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NAME: _____ Date: _____

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

1. Delicious food was (sit / set) before the attendees at the wedding in August.
2. Occasionally, Adam would carefully (lie / lay) his harp down to join in the festivities.
3. The wedding guests would (rise / raise) their glasses in toast.
4. The flushed company (sat / set) silent for a minute or two while Adam and Roger sang.
5. After a wedding the minstrels would (lie / lay) in the hall and play dice.

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

On the morning after the wedding Adam Roger, and nick set forth on foot. Adam walked beside Roger excited. He only knew, that the road lie before him, and new sights and adventures were waiting. They headed towards London England.

Units 17 – 18 Review Exercise

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NAME: _____ Date: _____

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

1. Daun William and his merchants moved through the king's forest (slow / slowly).
2. Adam was traveling (quieter / more quietly) than usual.
3. "Are you feeling (good / well), Adam?" asked the merchant.
4. He was riding quite (confident / confidently) behind Oswald on the tired, skinny horse.
5. Most people feel (good / well) about themselves when they're under the protection of someone older and wiser.

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

1. After escaping from the robbers, Adam (lay / laid) on his branch with his hot cheek against the smooth wood.
2. He (raised / rose) his head and strained his ears to listen.
3. With his face red and throbbing, Adam (sat / set) up astride the limb.
4. He carefully swung himself down from the tree, (sat / set) his feet upon the ground, and discovered what the scramble had cost him.
5. Adam picked up Daun William's badly rusted sword and then carefully (lay / laid) it back on the ground again.

NAME: _____ Date: _____

_____ Adam was terribly, sad for the lady at the door, and Sir Adam’s words to her
1 2 3
were gentle.

#1 _____

#2 _____

#3 _____

_____ In the light of the long room, Adam sharply drew in, a breath, and he began to
1 2 3
examine the merchant’s wares that were spread around the hall.

#1 _____

#2 _____

#3 _____

_____ De Rideware, escaped through the postern,” shouted Daun William,” so don’t
1 2
waste time shouting, thumping, and searching for him here!”
3

#1 _____

#2 _____

#3 _____