

THE ARTIOS™ HOME COMPANION SERIES

Middle School - Year Four

Analytical Grammar: Mechanics ©1996

Teacher Edition - With Answer Keys

ANALYTICAL GRAMMAR

R. Robin Finley

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The Artios Home Companion Series

Middle School Grammar – Year Four

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Introduction to Grammar Curriculum

The “Notes” for this year’s grammar come from *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.

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

It is important to know that you can—and should—refer to the notes for assistance as you’re completing exercises for each of these units.

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**. Also record the copy editing symbols as you learn them. Add an illustration if you’d like.

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

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Suggested Schedule

Unit 1: Read the [Notes](#) on **Comma Errors**. Review the aspects of speech included in the “Six Deadly Splits.” There are no Exercises for this Unit.

Unit 2: Read the [Notes](#) on **Comma Rules 1, 2 & 3** and complete the corresponding [Exercises](#). Add the **Buzzwords** “*items in a series*”, “*two adjectives with ‘and test’*”, and “*compound sentence*” to your **Grammar Rule Cheat Sheet**.

Unit 3: Read the [Notes](#) on **Comma Rule 4** and complete the corresponding [Exercises](#). Add the **Buzzword** “*nonessential modifiers*” to your **Grammar Rule Cheat Sheet**.

Unit 4: Read the [Notes](#) on **Comma Rule 5** and complete the corresponding [Exercises](#). Add the **Buzzwords** “*introductory single word*,” “*introductory participial phrase*,” “*introductory adverb clause*,” and “*two or more introductory prepositional phrases*” to your **Grammar Rule Cheat Sheet**.

Unit 5: Read the [Notes](#) on **Comma Rules 6, 7 & 8** and complete the corresponding [Exercises](#). Add the **Buzzwords** “*appositives or appositive phrases*,” “*direct address*,” and “*expressions*” to your **Grammar Rule Cheat Sheet**.

Unit 6: Read the [Notes](#) on **Comma Rules 9, 10 & 11** and complete the corresponding [Exercises](#). Add the **Buzzwords** “*dates and addresses*,” “*salutations and closings*,” and “*names and abbreviations*” to your **Grammar Rule Cheat Sheet**.

Unit 7: Use this week to review any comma usage exercises for which you may need extra practice. Make use of this eBook, and reprint any of the Exercise sheets for which you need more work.

Unit 8: Complete the **Comma Rules Application Exercise**.

Unit 9: Complete the **Comma Rules Review Exercise**.

Unit 10: Read the [Notes](#) on **Punctuating Quotations** and complete the corresponding [Exercises](#).

Unit 11: Read the [Notes](#) on **Punctuating Dialogue** and complete the corresponding [Exercises](#).

Unit 12: Read the [Notes](#) on **Punctuating Titles** and complete the corresponding [Exercises](#).

Unit 13: [Complete](#) the **Punctuating Situations Review**.

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

Unit 15: Read the [Notes](#) on **Semicolons & Colons** and complete the corresponding [Exercises](#).

Unit 16: Read the [Notes](#) on **Forming the Possessive** and complete the corresponding [Exercises](#).

Unit 17: Read the [Notes](#) on **Capitalization** and complete the corresponding [Exercises](#).

Unit 18: [Complete](#) the **Punctuation Review Exercises**.

Unit 19: Use this week to review any punctuation rules for which you may need extra practice. Make use of this eBook, and reprint any of the Exercise sheets on which you need more work.

Unit 20: Read the [Notes](#) on **Usage: Pronoun-Antecedent Agreement** and complete the corresponding [Exercises](#).

Unit 21: Read the [Notes](#) on **Usage: Subject-Verb Agreement** and complete the corresponding [Exercises](#).

Unit 22: Read the [Notes](#) on **Usage: Which Pronoun?** and complete the corresponding [Exercises](#).

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

Unit 24: Read the [Notes](#) on **Who and Whom** and complete the corresponding [Exercises](#).

Unit 25: Read the [Notes](#) on **Adjective or Adverb?** and complete the corresponding [Exercises](#).

Unit 26: Read the [Notes](#) on **Assorted Errors** and complete the corresponding [Exercises](#).

Unit 27: [Complete](#) the **Second Semester Review Exercise**. You have now completed all of your grammar work for the year!

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Comma Errors

There are two kinds of comma errors: comma SPLICES and comma SPLITS.

A **comma SPlice** is a comma which incorrectly joins two sentences. Sometimes you write two sentences next to each other that just *feel* like they ought to go together, so you just *put* them together with a comma. Such as –

We could prove we'd spent the whole day at the beach, we had the sunburn to prove it!

But what you've got there is a comma splice, which is a “no-no.” In the case of the above sentence, you could fix the “no-no” in one of three ways:

1. Just write two separate sentences.
2. Join the two sentences with a subordinating conjunction, such as “because.”
3. Join the two sentences with a semicolon. (See the [Notes](#) in this eBook on **Semicolons & Colons** for details.)

A **comma SPLIT** is when you put a comma where it doesn't belong.

The following is a list of places where a comma should NOT be:

1. There should never be a comma separating the SUBJECT AND VERB.
EXAMPLE: The butler carrying a tray, walked into the room.
2. There should never be a comma separating the VERB AND ITS DIRECT OBJECT.
EXAMPLE: We discovered after searching carefully, many things.
3. There should never be a comma separating a LINKING VERB AND ITS COMPLEMENT.
EXAMPLE: James felt, absolutely wonderful.
4. There should never be a comma separating a MODIFIER AND ITS NOUN.
EXAMPLE: The soft, cuddly, sweater was gorgeous.
5. There should never be a comma separating a VERB AND ITS INDIRECT OBJECT.
EXAMPLE: I wrote, my aunt in Florida a letter.
6. There should never be a comma separating an INDIRECT OBJECT AND ITS DIRECT OBJECT.
EXAMPLE: I wrote my aunt in Florida, a letter.

SO REMEMBER THE SIX DEADLY SPLITS!

1. Subject and verb
2. Verb and direct object
3. Linking verb and complement
4. Modifier and its noun
5. Verb and indirect object
6. Indirect object and direct object

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(There are no Exercises for this Unit.)

Comma Rules 1, 2 & 3

COMMA RULE #1:

Buzzword: items in a series

Use commas to separate items in a series of grammatical equals. This may be a series of nouns, verbs, prepositional phrases, adjective clauses, etc.

NOTE THAT THERE IS A COMMA SEPARATING THE LAST TWO ITEMS.

EXAMPLES:

John, Uncle Hank, Aunt Jean, and Anne went to church. (nouns)

The happy, carefree, and enthusiastic kids enjoyed the picnic. (adjectives)

We searched under the desks, behind the shelves, and in the trashcan for the missing keys. (prepositional phrases)

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

EXAMPLE: I bought jeans and a shirt and a sweater.

NOTE: When writing a sentence containing a series of items, make sure the sentence is PARALLEL.

EXAMPLE: A good bedtime routine is a hot shower, flossing and brushing your teeth, and to get your clothes ready for the next morning.

(The above sentence makes sense, but it is not PARALLEL because you don't have a series of grammatical equals. “a hot shower” is a noun with modifiers. “flossing and brushing your teeth” is a gerund phrase. “to get your clothes ready for the next morning” is an infinitive phrase. One way to improve it is to make all your items gerund phrases, like the sentence below. Or you could make all your items infinitives. Try that.)

SHOULD BE: A good bedtime routine is taking a hot shower, flossing and brushing your teeth, and getting your clothes organized for the next morning.

COMMA RULE #2:

Buzzword: two adjectives with “and test”

You SOMETIMES use a comma to separate two or more adjectives preceding a noun. The “AND TEST” works like this: If it sounds very natural to put “and” between the two adjectives, you need a comma. If “and” sounds awkward at all, forget the comma.

EXAMPLE #1: That is a rough narrow dangerous road.

(... a rough and narrow road? ... sounds okay - you need a comma)

(... a narrow and dangerous road? ... sounds okay - you need a comma)

That is a rough, narrow, dangerous road.

EXAMPLE #2: I saw a little old man.

(... a little and old man? ... sounds weird - forget it.)

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(This subject continues on the next page.)

COMMA RULE #3:

Buzzword: compound sentence

Use a comma before the conjunction when it joins independent clauses (or sentences).

EXAMPLE: Brian changed the oil on the old Chevy, and Joe checked the plugs on the Pontiac. (There is a complete sentence on either side of the conjunction, so you need a comma.)

EXAMPLE: Brian changed the oil on the old Chevy and checked the plugs on the Ford.
(There is NOT a complete sentence on either side of the conjunction, so do not put a comma.)

EXCEPTION TO THIS RULE:

IF . . . you are using the conjunction *and*

AND

IF . . . either one of the sentences contains four words or less, DO NOT USE A COMMA.

EXAMPLE: Brian changed the oil and Joe checked the plugs on the Pontiac.
(The first independent clause contains only FOUR WORDS and the conjunction is *and*; that's why there's no comma.) WHEN YOU'RE USING ANY OTHER CONJUNCTION BESIDES *AND*, YOU MUST USE A COMMA IF YOU HAVE A COMPOUND SENTENCE.

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

Comma Rules 1, 2 & 3: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Insert commas where they are needed.

1. Edgar Allan Poe is a beloved American author poet and editor.
2. He practiced the art of short story invented the detective fiction genre and contributed greatly to the genre of science fiction.
3. Poe's influence on popular culture can be seen in literature music films and television.
4. One can also see his influence in areas such as cosmology cryptography and other specialized fields.
5. His early life military career and publishing career each had their own difficulties.
6. Losing his parents at a young age being plagued by gambling debts and watching his wife die of tuberculosis undoubtedly left him with many haunting memories.
7. Some of his most well-known poems include poems about bells a raven and a city in the sea.
8. His father abandoned their family his mother died of consumption and then he was taken into the home of John Allan.
9. Baltimore and Philadelphia and New York City were all cities in which he lived.
10. Alcohol cholera heart disease and tuberculosis are all suggested causes of Poe's death in 1849.

PART II DIRECTIONS: The sentence below is not parallel. Rewrite it.

The release of his first book, enlisting in the Army, and a time of service at Fort Independence were all part of the year 1827 for Edgar Allan Poe.

Comma Rules 1, 2 & 3: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Insert commas where they are needed.

1. Edgar became engaged to Sara Elmira Royster and then he enrolled in the University of Virginia.
2. This school had strict rules against gambling guns tobacco and alcohol but these rules were generally ignored.
3. It allowed students to choose their own studies make their own boarding arrangements and report all wrongdoing to the faculty.
4. This unique chaotic system had a high dropout rate.
5. Without today's modern accessible technology, he lost touch with his quiet gentle fiancé while away at school.
6. It was a long exhausting year and Poe chose to leave the university at the end of 1827.
7. He then moved to Boston and supported himself with odd jobs as a clerk and newspaper writer.
8. His first book was released that year but it received virtually no attention.
9. Poe was later court-martialed and he was tried for refusing to attend formation classes or church.
10. He pled not guilty yet he knew he would still be found guilty.

PART II DIRECTIONS: The sentence below is not parallel. Rewrite it.

The death of a parent, moving to a new city, and to release a new book must have been a lot for Poe to handle all in one year.

NAME: _____ Date: _____

PART II DIRECTIONS: Create your own sentence to accompany each of the following comma rules.

1. **ITEMS IN A SERIES:** use commas to separate items in a series of grammatical equals. This may be a series of nouns, verbs, prepositional phrases, adjective clauses, etc.

2. **TWO ADJECTIVES WITH “AND TEST”:** you SOMETIMES use a comma to separate two or more adjectives preceding a noun.

3. **COMPOUND SENTENCE:** use a comma before the conjunction when it joins independent clauses (or sentences).

Comma Rule 4

COMMA RULE #4:

Buzzword: nonessential modifiers

Use a comma to separate nonessential adjective clauses and nonessential participial phrases from the rest of the sentence. **ADJECTIVE CLAUSES** and **PARTICIPIAL PHRASES** are groups of words that act like adjectives. In other words, they **MODIFY NOUNS AND PRONOUNS**.

EXAMPLE: My English teacher, who loves books, reads all the time.

The group of words “who loves books” is there to describe the noun “teacher.” You will notice that the noun being described is almost always located in front of the phrase or clause that modifies it.

HOW TO IDENTIFY AN ADJECTIVE CLAUSE:

An adjective clause almost always begins with a **RELATIVE PRONOUN**. The relative pronouns are **WHO, WHOSE, WHOM, WHICH,** and **THAT**.

HOW TO IDENTIFY A PARTICIPIAL PHRASE:

A participial phrase begins with a **PARTICIPLE**. There are two kinds of participles:

PRESENT PARTICIPLES are verbs that end in “ing.”

PAST PARTICIPLES are verbs that fit into the phrase “I have_____.”

ESSENTIAL or NONESSENTIAL?

Once you have located the participial phrase or adjective clause, you have to decide if it’s **ESSENTIAL** or **NONESSENTIAL**.

If it’s nonessential, the reader doesn’t need it to understand what the sentence is really saying.

EXAMPLE: Jim Riley, who skips school repeatedly, will be expelled.

- Try taking the modifier “who skips school repeatedly” out of the sentence.
- What is left? “Jim Riley will be expelled.”
- Even without the adjective clause, we still know who will be expelled.
- That clause is therefore **NONESSENTIAL** and that’s why we have commas around it.

EXAMPLE: Students who skip school repeatedly will be expelled.

- Try taking the modifier “who skip school repeatedly” out of this sentence.
- What is left? “Students will be expelled.”
- Do we know which students will be expelled without that modifier?
- No, we don’t. It is therefore **ESSENTIAL** and that’s why there are no commas around it.

HERE’S A TRICK:

One way to tell if a clause is essential or not is to read the sentence with as much natural expression as you can (pretend you’re a TV news announcer). If the modifier is nonessential, your voice will just naturally pause right where the commas go. If it is essential, there will be no tendency to pause at all.

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

Comma Rule 4: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Underline the adjective clause or participial phrase in each sentence below. Below each sentence, write "AC" if it's an adjective clause and "PART" if it's a participial phrase. Then separate all the NONESSENTIAL modifiers from the rest of the sentence with commas.*

1. In 1832 a baby boy wrinkled and crying was born in a little parsonage in Cheshire.
2. He grew up sharing the strong religious values of his father.
3. Children who grow up in families such as these frequently do share the same values.
4. Charles Dodgson having a background in mathematics began his career as a teacher.
5. Charles using a pen name began writing professionally in 1856.
6. Lewis Carroll was actually a pen name taken from his real name.
7. You might find many books written by Lewis Carroll at garage sales.

Comma Rule 4: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Underline the adjective clause or participial phrase in each sentence below. Identify them as you did on Exercise #1. Insert commas where they are needed.

1. The young Charles being over six feet tall walked somewhat awkwardly.
2. He also spoke with a bit of a stammer which plagued him throughout his life.
3. A fever acquired in his childhood left the young Charles who was already weakly deaf in one ear.
4. His siblings enjoyed the puppet shows designed by their brother Charles.
5. A few influential men who he met in his twenties were artist John Ruskin and Dante Gabriel Rossetti.
6. George MacDonald who was a famous fairy tale writer was also a dear friend of his.
7. “Solitude” which was a romantic poem was his first published work.
8. The daughter of a friend living nearby was assumed to be his inspiration for “Alice.”
9. The outline for *Alice’s Adventures Under Ground* eventually becoming his greatest commercial success was presented to a young Alice Liddell on July 4, 1862.
10. The young girl loved the gift that Charles gave her.

Comma Rule 5

Use a comma to set off certain INTRODUCTORY ELEMENTS (things which come at the beginning of the sentence). There are four separate “buzzwords” for this rule.

COMMA RULE #5a: **Buzzword: introductory single word**

This rule applies to words which come at the beginning of the sentence and serve no function in the sentence, words such as *yes, well, no, why*, etc.

EXAMPLE: Why, you must be exhausted!

COMMA RULE #5b: **Buzzword: introductory participial phrase**

Put a comma after an introductory participial phrase. (Remember, a participle is a verb that either ends in “ing” or fits into “I have _____.”)

EXAMPLE: Pausing for a moment in the doorway, the new student smiled timidly.

COMMA RULE #5c: **Buzzword: introductory adverb clause**

Put a comma after an introductory adverb clause.

EXAMPLE: After Bill hit the ball, the crowd cheered.

NOTE: Remember the “thumb test” for finding out if a group of words is an adverb clause. Try the following steps with the sentence above:

- Put your left thumb over the subordinating conjunction *After*.
- Put your right thumb over everything that follows the comma.
- Between your thumbnails you have “Bill hit the ball,” right? That’s a sentence, isn’t it?
- That’s how the “Thumb Test” works: if what’s left between your thumbnails is a sentence, then that introductory group of words is an adverb clause.

COMMA RULE #5d: **Buzzword: two or more introductory prepositional phrases**

Put a comma after TWO OR MORE introductory prepositional phrases.

EXAMPLE: Near the gate at the end of the corral, the horse stood quietly.

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 if there were no comma in it?

In our state, sales tax is rather rare.

If the comma were not there, would you - at first - think that this sentence is about “state sales tax”? If the last word of the prepositional phrase looks like it might modify the next word, then you need a comma there to avoid confusion.

Comma Rule 5: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Underline and identify the introductory element in each sentence below. (SW=single word; PART=participial phrase; PREP=prepositional phrase; AC=adverb clause) Insert commas where they are needed.*

1. Yes Robert Frost was actually his real name.
2. Growing up in the city he became involved in writing during his high school years.
3. Interestingly he was later best known for his writing about rural life.
4. After he attended Dartmouth College for a short two months he returned home to work various jobs.
5. While he was helping his mother teach her class of unruly boys he realized that his true calling was writing poetry.
6. In an 1894 edition of the *New York Independent* his first poem was published.
7. Since you asked it was titled “My Butterfly. An Elegy.”

Comma Rule 5: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Underline and identify the introductory elements in the sentences below, using the abbreviations you were given in Exercise #1. Insert commas where they are needed.*

1. After this success he proposed to marry Elinor Miriam White.
2. Wanting to finish college first she declined Frost's proposal.
3. Upon his return from an excursion to Virginia she graduated from St. Lawrence University and agreed to his second marriage proposal.
4. Why that was quite unheard of in those days!
5. For the years between 1897 and 1899 Robert attended Harvard University.
6. When his grandfather purchased a farm for them the young couple moved to New Hampshire.
7. In the early mornings Frost wrote many of the poems that would later become famous.
8. Ultimately being unsuccessful at farming he returned to education as an English teacher.

Comma Rule 5: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Write sentences according to the following instructions.

1. A sentence with a single-word introductory element.

2. A sentence with an introductory participial phrase.

3. A sentence with two or more introductory prepositional phrases.

4. A sentence with an introductory adverb clause.

5. A sentence demonstrating “items in a series.”

6. A sentence demonstrating “two adjectives with ‘and test.’”

7. A sentence demonstrating “compound sentence.”

8. A sentence demonstrating “nonessential modifier.”

Comma Rules 6, 7 & 8

These comma rules have to do with things that INTERRUPT the sentence. There are three things that, because they “interrupt” the structure of the sentence, are set off by commas.

COMMA RULE #6: **Buzzword: appositives or appositive phrases**

Appositives and appositive phrases are usually set off by commas. An APPOSITIVE is a noun or pronoun. An APPOSITIVE PHRASE is a noun or pronoun plus anything that modifies it. It is located (usually) after another noun or pronoun and helps to describe it by giving further information about it.

EXAMPLE: I often play tennis, a lively game.
(The appositive phrase “a lively game” is another way of saying “tennis” and further describes it.)

NOTE: Sometimes an appositive is so closely related to the noun it restates that it should not be set off by commas. You can usually tell when this is the case by reading the sentence “a la network newscaster.” If there is no need to pause, there should not be commas to set it off.

<u>EXAMPLES:</u>	<u>Appositives:</u>
My sister Elizabeth is left-handed.	Elizabeth
We girls are going shopping.	girls
The writer Mark Twain is dead.	Mark Twain

NOTE: If the appositive phrase is a title which is already “set off” by either italics or quotation marks, then the commas around that title should be eliminated.

EXAMPLE:
My favorite book *Gone With the Wind* was a national sensation.
Since the title of the book is underlined (or in italics), it is already “set off” from the rest of the sentence, so no commas are necessary.

COMMA RULE #7: **Buzzword: direct address**

Words used in direct address are set off by commas. DIRECT ADDRESS means any name you call someone when you are DIRECTLY ADDRESSING them.

<u>EXAMPLES:</u>	<u>Direct Addresses:</u>
The program, Jean, has been changed.	Jean
Miss Bates, may I leave early?	Miss Bates
Please answer the doorbell, Honey.	Honey

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(This subject continues on the next page.)

COMMA RULE #8:

Buzzword: expressions

Expressions are set off by commas. This rule applies to EXPRESSIONS that are inserted into sentences - not really necessary information - but the kind of information you might put in parentheses. These are often commonly used expressions like “after all,” or “on the other hand,” or “I think.”

EXAMPLES:

He didn't, however, keep his promise.
After all, you won the contest!
Men, in general, like dark suits.

Expressions:

however
after all
in general

Comma Rules 6, 7 & 8: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Insert commas where they are necessary. In the first 6 sentences, underline the appositive or appositive phrase, draw an arrow to the noun or pronoun it restates.

1. Ellen Creighton and Jethro her nine-year-old son were planting potatoes.
2. She had married her husband Matthew in the 1830s.
3. Ellen held within her deep ties to Calvinism a major branch of Protestantism.
4. Child's paralysis a dreaded disease in the 1850s had taken the three lives of three of the Creighton's children.
5. Shad the much-admired schoolmaster had studied at McKendree College.
6. He had an uncle there who was a professor of natural philosophy a subject that later generations would call physics.
7. Unfortunately a lack of funds kept him from entering his second year at the college.
8. "Will you be back by suppertime Shad?" Jethro yelled as he approached the fencerow.

Comma Rules 6, 7 & 8: Exercise #2

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Rewrite each pair of sentences into a single sentence containing an appositive or appositive phrase.

1. Jenny was a beautiful girl. She was the 14-year-old daughter of the Creightons.

2. Shad had been struck by a horrible disease that caused high fevers and abdominal issues. It was called typhoid fever.

3. Shad was going to Newton for supplies and any important news. Newton was the closest town to the Creightons.

4. Tom and Eb had been somewhat excited by the possibility of a war. These children were the two younger boys in the household.

NAME: _____ Date: _____

PART II DIRECTIONS: Use each of the following items as an **APPOSITIVE** or **APPOSITIVE PHRASE** in a sentence of your own. Write 6 separate sentences, one for each item below.

EXAMPLE: Mrs. Pillsbury, a good teacher, is also a wonderful artist.

(...your sentences don't have to be true...)

1. Jethro

2. a good teacher

3. his friend

4. Ellen and Matthew

5. a good Scripture for children

6. the man you should meet

NAME: _____ Date: _____

PART II DIRECTIONS: *Underline the interrupters in the sentences below. Identify them in the space provided as follows: APPOS = appositive or appositive phrase, DA = direct address, EXPR = expression. Insert commas where they are needed.*

1. Foreigners in Ellen’s opinion were always stirring up trouble.
2. Now you’re just being distracted by problems of the times Ma.
3. One of the wars he had learned about in school the American Revolution had amazed the young boy.
4. Death however was neither simple nor lightly brushed aside.
5. Matt himself had survived one war the Mexican War.
6. Mrs. Creighton have you never thought of how different your life would be if the battle had gone the other way?

Comma Rules 9, 10 & 11

COMMA RULE #9:

Buzzword: dates and addresses

Use commas to separate items in dates and addresses.

EXAMPLE: My family moved to Knoxville, Tennessee, on Monday, May 4, 1964.

On May 4, 1964, I changed my address to 645 Commerce Street, Knoxville, Tennessee 20200.

NOTE: There is no comma between the state and zip code.

When a date or an address is part of a sentence, you must put a comma AFTER the last item in the date or address, if the sentence continues on. Look at the comma after “Tennessee” and the one after “1964” in the sentences above.

COMMA RULE #10:

Buzzword: salutations and closings

Use a comma after the salutation of a friendly letter and after the closing of any letter. (Use a colon after the salutation of a business letter.)

EXAMPLE: Dear Jim, (friendly letter)
Dear Mr. Jones: (business letter)
Truly yours,
Loves and kisses,

COMMA RULE #11:

Buzzword: names and abbreviations

Use a comma between a name and Jr., Sr., M.D., etc.

EXAMPLE: Allen Davies, Jr.
Stanley Browne, M.D.

NOTE: Do not use a comma between a name and a Roman numeral
For example: Jonathan Sanders III; Henry VIII; Elizabeth I

Comma Rules 9, 10 & 11: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Insert commas where they are needed.

1. from November 13 354 to August 28 430
2. 471 North Main Avenue Atlanta Georgia 30301
3. 2900 Roman Road Greenville South Carolina 29601
4. after January 1 1995
5. either Wednesday October 5 or Sunday October 9
6. Irene Hunt was born in May of 1907 in Pontiac Illinois.
7. Sincerely yours
8. Dear Shad (in a letter thanking him for his family support) *
9. Dear Ulysses S. Grant (in a letter asking for a military recommendation) *
10. Mrs. Hunt died in Savoy Illinois on her birthday May 8 1907.

** What determines whether or not a letter is a business letter or a friendly letter is not how well you know the person to whom you are writing; it is determined by the intent of the letter. If the letter's content is social, it is a friendly letter (even if you're writing to someone you've never met.) If the content is business, it's a business letter (even if you're writing to your old college roommate who does your taxes!)*

Comma Rules 9, 10 & 11: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Insert commas where they are needed.*

1. The bells rang in every city throughout the North during the month of February 1862.
2. Are you talking about Rome Georgia or Rome Italy?
3. You can visit a national monument at 1214 Middle Street Sullivan's Island South Carolina.
4. This commemorates the official beginning of the Civil War on April 12 1861.
5. Charleston South Carolina was the actual location of this Battle of Fort Sumter.
6. You will turn in an essay on General Beauregard's surrender on Friday November 13.
7. You can visit a re-enactment of the first official battle of the Civil War at 200 North Main Street Philippi West Virginia 26416.
8. Endview Plantation 362 Yorktown Road Newport News Virginia 23603 is the re-enactment site for the second battle of this war the Battle of Big Bethel.

NAME: _____ Date: _____

_____ Without coffee for her headache, Ellen wasn't able to sit up, eat, or work all day,
1 2 3 4
but their neighbor Jenny, let them borrow the small amount that she had left.
5

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

_____ Mother, take a sip of this warm, drink for your anxious, loving children.
1 2 3

#1 _____

#2 _____

#3 _____

_____ Yes, on Sunday, February 16, 1862, Ulysses S. Grant had written, a letter to S.B.
1 2 3 4 5
Buckner, a general in the Confederate Army, that was published in the paper.
6 7

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

Comma Rules: Review Exercise

Page 1 of 4

NAME: _____ Date: _____

PART I DIRECTIONS: *Insert commas where they are needed. Commas may not be necessary in each sentence.*

1. Sherman's feat appeared wild crazy and even impossible.
2. Stories filtered back through quiet farms stuffed with hams and sides of beef and potatoes and grain.
3. Warm homes with sleeping children railroads that were intact and functional and farms laying tranquil under the winter snow were spread throughout the Midwest.
4. People on these farms received these stories with hesitant mixed reactions.
5. Sherman and his men burned every fence house and barn in sight as they moved through Georgia.
6. They carried their country's good old flag with them every step of the way.
7. It was a terrible pitiful thing but this was what war was like.
8. Soldiers laughed as families' treasures were burned and carried off before their eyes.
9. Ed Turner's hands trembled as he returned a letter to the envelope and he worried about how these events would affect the young boys.
10. Talking quietly with Matt he discussed whether or not human life was being cheapened by this march.
11. Matt looked at his friend with eyes that were deeply troubled.
12. Congress having passed the thirteenth amendment now looked to the individual states for ratification.
13. Why it was almost guaranteed that three-fourths of the states would ratify it.
14. With this kind of momentum slavery was sure to be abolished.
15. When Ross Milton spoke of the problems that would come after abolition Jethro grew quieter.

NAME: _____ Date: _____

PART III DIRECTIONS: Underline the interrupter in each sentence below. Insert commas where they are needed. Identify the interrupter in the space provided. (APPOS=appositive; DA=direct address; EXPR=expression)

1. This book in my opinion is an excellent one for teaching about the Civil War.
2. Irene Hunt the author of this piece of literature is a gifted writer.
3. Class today we'll be learning about the research that she did for this book.
4. Did you know sir that the Creightons were based upon a real family?
5. Mrs. Hunt's grandfather a great storyteller gave her lots of first-hand stories.
6. By the way did you know that bread really was baked in ashes?
7. "Seven Stars" a song written in this book was also a real song from this period.
8. It was after all a song that Grandfather sang many times to his granddaughter.
9. What did you all think of this book students?

Punctuating Quotations

First of all, there are four terms we will be using in this unit which you must understand: they are **DIRECT QUOTE**, **INDIRECT QUOTE**, **DIALOGUE**, and **NARRATIVE**. The following four lines should make these terms clear to you.

DIRECT QUOTE: Jackie said, “I am going to Palmer on Saturday.”

DIALOGUE: the words that Jackie is saying: *I am going to Palmer on Saturday.*

NARRATIVE: what the narrator is saying *Jackie said*

INDIRECT QUOTE: Jackie said that she is going to Palmer on Saturday.

I. You use quotation marks (“- open quotes, and ” - close quotes) to enclose a person’s exact words.

EXAMPLE: “We’re learning about punctuation,” said Joe.

II. A direct quote begins with a capital letter if the quote is a sentence.

EXAMPLE: Maria said, “The frame is not strong enough.”

III. **THE BROKEN QUOTE:** When a quoted sentence of dialogue is divided into two parts by narrative, the second part of the dialogue begins with a lower case letter.

EXAMPLE: “The time has come,” said Joe, “to finish my term paper.”

Note the lower case “t” in the word to.

IV. When you go from dialogue to narrative or from narrative to dialogue — unless other punctuation is present — you need a comma to “change gears” from one to the other.

EXAMPLES: “Science is more interesting than **history**,” said Bernie.

Note the location of the comma after “history.”

I asked, “Who is your science teacher?”

Note the location of the comma after “asked.”

“Does she let you do experiments?” asked Debbie.

Note that no comma is necessary after “experiments” because there is other punctuation.

V. A period or comma following a quotation is ALWAYS placed INSIDE the close quotes.

EXAMPLES: “It’s time to go,” said the guide.

The man replied, “I’m ready.”

See how the period and the comma are inside the close quote?

VI. Question marks and exclamation marks should be placed inside the close quotes IF THE DIALOGUE IS A QUESTION OR EXCLAMATION. Question marks and exclamation marks should be placed outside the close quotes IF THE NARRATIVE IS A QUESTION OR EXCLAMATION. Study the following quotations very carefully.

EXAMPLES: “How far have we come?” asked the man. (dialogue is a question)
Who said, “Go west, young man”? (narrative is a question)
“Jump!” screamed the woman. (dialogue is an exclamation)
I nearly died when he said, “Time’s up”! (narrative is an exclamation.)

VII. When your dialogue consists of several sentences, open quotes at the beginning and don’t close them until the end of the dialogue.

EXAMPLE: “I’ll wait for you at the Mall. Get there as soon as you can. Try not to be late,” he said and rushed off down the hill.

VIII. A QUOTE WITHIN A QUOTE: Use single quotes (‘ - open quote and ’ - close quote) to enclose dialogue inside other dialogue.

EXAMPLES: “Let’s all yell, ‘You won!’ when Jack comes in,” said Dad.
“Did I really hear Mrs. Neuman say, ‘You may use books on the test’?”
asked Sally.

A good way to handle quotations is to think of them as sentences inside other sentences.

EXAMPLE: Jack said, “I love scuba diving.”

The **inside** sentence is “I love scuba diving.”

I is the subject, *love* is the verb, and *scuba diving* is the direct object.

Any punctuation for the inside sentence goes inside the quotes.

The **outside** sentence is “Jack said, ‘I love scuba diving.’”

Jack is the subject, *said* is the verb and the quoted sentence is the direct object.

Any punctuation for this sentence goes outside the double quotes, unless it is a period or a comma which go inside the close quote no matter what.

Be sure, when you’re dealing with quotations, that you punctuate each sentence — both the inside one and the outside one — correctly.

A couple of handy items: You never have two “end marks” of punctuation together, unless one of them is a question mark and one of them is an exclamation mark.

EXAMPLE: Did Jane scream, “**Help!**”? asked Mr. Bates.

Notice that Mr. Bates is asking a question, so his sentence needs a question mark. Jane is screaming, so her sentence needs an exclamation mark.

In any other situation, a question or exclamation mark would “cancel out” a period or comma.

EXAMPLE: Did Jane say, “I’m going **out**”? asked Mr. Bates.

Notice that Jane’s sentence loses its punctuation to the question mark.

Punctuating Quotations: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Copy the following sentences in the space provided below each sentence, inserting commas, quotation marks, exclamation points, and capitals where they are needed. Do not recopy the ones that are correct as they are.

1. Mrs. Darling told Wendy to stay young forever.

2. Mr. Darling asked do you think we will be able to afford another mouth to feed?

3. She cried of course we can afford to keep her!

4. I know that Nana admires you greatly Mrs. Darling said to Mr. Darling even if you do not think so.

5. Wendy whispered I do believe that Peter Pan has been here again.

6. Mrs. Darling asked her how she knew that.

7. I don't know how, but I just know she explained.

8. Her mother cried out I can't believe you didn't tell me this before.

Punctuating Quotations: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Rewrite the following sentences in the space provided, inserting proper punctuation and capitalization.

1. Someone help me Mrs. Darling screamed from her bed

2. What in the world is the matter Nana must certainly have thought to herself

3. Do you think Mr. Darling would have responded by saying it all comes of having a dog for a nurse

4. How funny it must have been to hear Michael state matter-of-factly nobody wants me

5. He leaned over and whispered quietly to his mother do you want a boy or a girl for a third child

6. Mr. Darling declared he sure does look like a scoundrel as he examined the boy's shadow

7. When was the last time you heard someone say I'm holding a shadow that belongs to a boy

Punctuating Quotations: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Rewrite the following sentences in the space provided, punctuating them correctly. Be careful, they're sneaky!

1. Tinkerbell where are you asked Peter please do come out of that jug. I need you to help me find my shadow

2. Why didn't you just tell me Peter it's in the chest of drawers inquired Peter

3. How he scoffed when Wendy casually stated my name is Wendy Moira Angela Darling laughed Tinkerbell when she told the story.

4. Was Wendy more shocked when Peter said I don't get any letters or when he said I don't have a mother asked the little boys.

PART II DIRECTIONS: If the sentence below is an **INDIRECT QUOTE**, rewrite it to be a **DIRECT QUOTE**. If it's a **DIRECT QUOTE**, rewrite it to be an **INDIRECT QUOTE**.

1. Wendy said it was no wonder that Peter was crying.

2. "I was only crying because I can't get my shadow to stick on!" insisted Peter Pan.

3. "Wendy," asked Peter, "what does it mean to sew something?"

4. Wendy warned Peter that it would hurt a little.

5. "How clever I am!" he exclaimed rapturously.

Punctuating Dialogue

- I. When you write dialogue (two or more persons having a conversation), begin a new paragraph each time the speaker changes. Remember, the narrator is a speaker too. Pay special attention to which narrative goes in a paragraph by itself and which narrative goes in the same paragraph with the dialogue.

EXAMPLE:

“Hi,” said Sean to the boy trying to open the locker next to him. “Need some help?”

The boy looked up. “Yeah,” he said, “I’m new here and — I know this sounds dumb — but I’ve never had a locker before! I don’t really understand how to open this thing!”

Sean stared at the new boy. He LOOKED normal. American accent, American clothes. How could he have gotten through junior high without having a locker? “I don’t get it,” said Sean. “Did you go to school on Mars?”

“You’re not too far off!” laughed the boy. “My folks are with the Peace Corps in West Africa. I’ve never gone to school before. My mom and dad taught me at home. I feel like I am from Mars!” He blushed and glanced at Sean uneasily. He hoped this boy, the first person who’d spoken to him in the new school, wouldn’t think he was weird. He really wanted to have some friends in this new place.

“Gosh!” said Sean. “People are really going to make a big deal out of you! Wait’ll our Social Studies teacher hears about this!”

The two boys walked off together down the hall, Sean asking questions as fast as he could get them out of his mouth. The new boy, Eric, was answering them the best he could — a huge grin on his face. It was going to be all right!

NOTE: If you look at the above passage, you will notice that sometimes the narrative is in the same paragraph as a speech, and sometimes it’s in a separate paragraph. Imagine that you are a television director and that each paragraph is a camera angle. In the first paragraph above, you would have one camera shot of Sean by himself. In the next sentence, which is narrative, you would change your camera angle (or paragraph) because it’s about Eric and what he’s doing and saying. The last paragraph would require a new “camera angle” because it’s about what both boys are doing. So if you just visualize when a new camera angle would be needed, that’s where you need a new paragraph!

- II. When a quoted passage consists of more than one paragraph, put quotation marks at the BEGINNING OF EACH PARAGRAPH and at the END OF THE ENTIRE PASSAGE. Do NOT put quotation marks at the end of any paragraph but the last.

EXAMPLE:

“After dinner this evening, “said Jack, leaning back contentedly in his easy chair, “Denise and I decided to make a list of all the jobs that need doing around here.

“We first inspected the house. The major jobs were the following: mending the hole in the sofa cushion, washing Grandma’s crystal, sorting out the sheets and towels, dusting Mom’s china collection, and re-potting the African violets. Of course, I insisted on helping. After all, I live here too!

“Well, I broke a crystal wine glass and a china teacup and dumped our favorite African violet out on the living room carpet. What can I say? I guess I’m just too clumsy to do delicate work like this! I tell ya,” Jack said with a wink, as he watched Denise scurrying madly around the house, “a homeowner’s work is NEVER done!”

NOTE: There are “open quotes” at the beginning of each of Jack’s three paragraphs, but the close quotes don’t appear until the very end of his entire speech.

Punctuating Dialogue: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Copy the following excerpt, using whatever paragraphing, punctuation, and capitalization are necessary. The punctuation marks which are already included in the exercise are correct.

Note: There are only two exercises included in this unit. You might to desire to spend the extra day reading your rewritten dialogue aloud to look for errors, as some of them are difficult to catch.

the pirates disappeared among the trees, and in a moment their Captain and Smee were alone. Hook heaved a heavy sigh, and there came over him a desire to confide to his faithful bo'sun the story of his life. he spoke long and earnestly, but Smee, who was rather stupid, did not know in the least what it was all about. soon Smee caught that Peter's name was mentioned. most of all Hook was saying passionately I want their captain, Peter Pan. 'twas he cut off my arm. he brandished the hook threateningly. I've waited long to shake his hand with this. Oh, I'll tear him! and yet said Smee I have often heard you say that hook was worth a score of hands, for combing the hair and other homely uses. ay the captain answered if I was a mother I would pray to have my children born with this instead of that and he cast a look of pride upon his iron hand and one of scorn upon the other. Then again he frowned. Peter flung my arm he said, wincing to a crocodile that happened to be passing by. I have often said Smee noticed your strange dread of crocodiles. Not of crocodiles Hook corrected him but of that one crocodile. he lowered his voice. it liked my arm so much, Smee, that it has followed me ever since, from sea to sea and from land to land, licking its lips for the rest of me. in a way said Smee it's sort of a compliment. I want no such compliments Hook barked petulantly I want Peter Pan, who first gave the brute its taste for me. he sat down on a large mushroom, and now there was a quiver in his voice. Smee he said huskily that crocodile would have had me before this, but by a lucky chance it swallowed a clock which goes tick tick inside it, and so before it can reach me I hear the tick and bolt. he laughed, but in a hollow way.

(adapted from *Peter and Wendy* by J.M. Barrie)

Punctuating Dialogue: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Rewrite the following excerpt, using correct punctuation, capitalization, and paragraphing.

you are too late Tootles cried proudly I have shot the Wendy. Peter will be so pleased with me. overhead Tinker Bell shouted silly boy and darted into hiding. the others did not hear her. they had crowded round Wendy, and as they looked a terrible silence fell upon the wood. if Wendy's heart had been beating they would all have heard it. Slightly was the first to speak. This is no bird he said in a scared voice I think this must be a lady. A lady asked Tootles, and fell a-trembling. And we have killed her Nibs said hoarsely. they all whipped off their caps. now I see Curly said Peter was bringing her to us. he threw himself sorrowfully on the ground. A lady to take care of us at last said one of the twins and you have killed her! they were sorry for him, but sorrier for themselves, and when he took a step nearer them they turned from him. Tootles' face was very white, but there was a dignity about him now that had never been there before. I did it he said reflecting. he moved slowly away. don't go they called in pity. I must he answered, shaking I am so afraid of Peter. it was at this tragic moment that they heard a sound which made the heart of every one of them rise to his mouth. they heard Peter crow. Peter! they cried, for it was always thus that he signaled his return. Great news, boys he cried I have brought at last a mother for you all

(adapted from *Peter and Wendy* by J.M. Barrie)

Punctuating Titles

- I. Use quotation marks to enclose the titles of articles, short stories, essays, poems, songs, chapters, and television and radio programs.

EXAMPLES:

articles:	“The Truth About OPEC”
short stories:	“The Monkey’s Paw”
essays:	“A Modest Proposal”
poems:	“The Cremation of Sam McGee”
songs:	“Hello Dolly”
chapters:	Chapter 10, “The Industrial Revolution”
TV or radio shows:	“The Howdy Doody Show”

- II. Use underlining (when you are handwriting or typing) or *italics* (when you’re using either print or computer) for the titles of books, plays, movies, periodicals, works of art, long musical compositions, ships, aircraft, and spacecraft.

EXAMPLES:

books:	<u>Tom Sawyer</u>	<i>Tom Sawyer</i>
plays:	<u>Romeo and Juliet</u>	<i>Romeo and Juliet</i>
movies:	<u>The Blob Eats Cleveland</u>	<i>The Blob Eats Cleveland</i>
periodicals:	the <u>Anchorage Times</u>	<i>the Anchorage Times</i>
works of art:	the <u>Mona Lisa</u>	<i>the Mona Lisa</i>
symphonies, etc.:	Beethoven’s <u>Erioca</u>	<i>Beethoven’s Erioca</i>
ships:	the <u>Titanic</u>	<i>the Titanic</i>
aircraft:	the <u>Spirit of St. Louis</u>	<i>the Spirit of St. Louis</i>
spacecraft:	<u>Columbia</u>	<i>Columbia</i>

REMEMBER: If the title is also an appositive phrase, “set it off” with either italics or quotation marks, but DO NOT put commas around it.

EXAMPLE: My favorite book *Anne of Green Gables* is set on Prince Edward Island.
(*Anne of Green Gables* is an appositive, but the italics set it off; you don’t need commas)

- III. Use underlining or italics for words, letters, and figures referred to AS SUCH and for foreign words and expressions. When words, letters, and figures are referred to “as such,” it means that the word, etc. is being discussed in the sentence as a word and not as its meaning.

EXAMPLES: Does the word *judgment* have one or two e’s?

I never could write a 5 very nicely.

In chewing gum at the interview, I was guilty of a horrible *faux pas*.

REMEMBER: UNDERLINING IS TO HANDWRITING AND TYPING AS *ITALICS* IS TO PRINT OR COMPUTER.

If you have access to italics, you should use them. If you don’t, then underline instead. NEVER do both.

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

Punctuating Titles: Exercise #1

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: Punctuate the following sentences correctly.

1. Is it true that your ancestors owned a ship called the USS Peter Pan?
2. Mother was completely engrossed in an article entitled Who is Peter Pan? In this month's issue of The New York Review of Books.
3. The statue simply titled Peter Pan was secretly erected in Kensington Gardens in May of 1912.
4. The quartet sang Neverland Medley at the close of the program.
5. After seeing the play Robin Hood Live!, I wrote an essay entitled Green Isn't Peter Pan's Color, but my teacher wasn't impressed.
6. The teacher read aloud the chapter called The Home Under the Ground from her copy of Peter and Wendy.
7. I searched the library for a CliffsNotes guide to Peter Pan, but I couldn't find one.
8. I have always loved the song I'll Try from Return to Neverland.

Punctuating Titles: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Punctuate the following sentences correctly.*

1. The high school play this year will be Disney's Peter Pan, Jr.
2. Class, open your books to the chapter entitled The Never Bird said Mrs. Johnson.
3. Mom, how do you pronounce the que in barque?
4. The teacher listed bedchambers, moidores, and tarpaulin under the vocabulary section for Chapter 10.
5. I'll never forget watching the 2002 film Peter Pan: Return to Neverland.
6. The story of Peter Pan's life has inspired many songs, including Ordinary Day by Vanessa Carlton and Wendy Bird by TagYerit.
7. In James V. Hart's novel Capt. Hook: The Adventures of a Notorious Youth, which was published in 2005, 15-year-old James Matthew is the future Captain Hook.
8. You can even read an article in the magazine The NewYorker entitled Lost Boys: Why J.M. Barrie Wrote Peter Pan.

Punctuating Titles: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Punctuate the following sentences correctly.*

1. Alex, did you see Peter Pan and the Pirates this week asked Lisa it's my favorite show
2. I said The Children Are Carried Off was the most exciting chapter in the book so far
3. How am I supposed to know how you pronounce heroine correctly wailed Stephen
4. Did you know that William Ernest Henry, the author of the famous poem Out of the Night That Covers Me, was a dear friend of J.M. Barrie asked Mrs. Stanley
5. The teacher continued by saying he actually named his character Wendy in Peter Pan's Adventures after Mr. Henry's daughter.
6. A quick Google search finds many poems written in honor of J.M. Barrie's characters, including ones entitled The Little White Bird and Wendy's Morning mentioned a student.
7. Molly wondered were you thinking about the book Peter Pan when you wrote the line in your poem that says I will fly with not a care in the world, Seth
8. Have you seen Sandro Dossi's piece of artwork called simply Peter Pan asked Mr. Brown

Punctuating Situations Review

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Rewrite the following sentences NEATLY on a separate sheet of paper. Add the necessary capitalization and punctuation. If the sentence is correct as it is, write the letter C next to that number on your paper. Be careful; some are sneaky!

1. did you hear Peter say it's Hook or me this time
2. that terrible sound is gone now, Captain said Smee and all is still again
3. the boys listened as Hook shouted here's to Johnny on the plank
4. Fetch the cat, Jukes," said Hook, "it's in the cabin."
5. cecco told Hook that Bill Jukes was dead
6. Is this mutiny Hook inquired of the crew
7. who was first to shout the ship's doomed inquired the captain
8. the teacher asked are you sure that it was Mullins who shouted no one can save you now, missy

PART II DIRECTIONS: Punctuate the following sentences correctly. Don't change punctuation that is already there.

1. Never Smile at a Crocodile is the most famous song ever deleted in Disney history.
2. In 2004 Dave Barry released a very successful book based upon the life of Peter Pan called Peter and the Starcatchers said Tim in his oral report.
3. Did you see the picture of J.M. Barrie in today's Times?
4. The drama department is presenting Peter Pan: A Musical Adventure for their spring play announced Mr. Toler.
5. Mrs. Lane assigned the sixteenth chapter The Return Home in our novel.
6. Antonio created a beautiful painting that he's calling An Afternoon in Neverland in art class today
7. Hey, Sarah asked Matthew did you happen to record the episode of Jake and the Neverland Pirates for our little brother
8. I'll never forget how embarrassed I was when I learned that I had been mispronouncing cyphire laughed Jill

NAME: _____ Date: _____

PART III DIRECTIONS: *On a separate piece of paper, copy the following dialogue, punctuating and paragraphing it correctly. Assume that the punctuation you see written here is correct.*

It was a typical Monday morning at home. The Jones children were already working on their schoolwork, but Mom was still working on the breakfast dishes. Hey said Eric can we read Peter Pan aloud today. Grace, who was doing her math in a huge easy chair, looked up from her work. I'd like that she said. It's always much more exciting that way. Great said Ben who wants to read first heaving herself out of the chair, Grace said why don't you start, Eric. Why asked Eric. Because I love the English accent that you use for Peter and the lost boys. It's so authentic. Yeah, said (*Who is speaking here? Eric or Ben?*) Barrie would be proud.

First Semester Review

Page 1 of 4

NAME: _____ Date: _____

PART I DIRECTIONS: *Insert commas where they are needed.*

1. Wendy Michael and John returned home and slipped back into their beds.
2. The surprised ecstatic parents welcomed their children home with open arms.
3. Peter watched from the window but he knew that he would never be able to experience the joy that these children were feeling.
4. Nana rushing in to investigate the commotion joined in the love fest.
5. As they waited by the stairs the other boys wished they were not wearing pirate clothes.
6. As we sit here in our own homes on Monday December 1 2014 in Atlanta Georgia we are thankful for our own loving families.
7. Peter told Wendy of his plans with Tink the other fairies and her house.
8. Wendy listened with a gentle quiet spirit.
9. She then responded with a wistful tone in her voice and Mrs. Darling tightened her grip on her daughter.
10. Peter who hated the idea of becoming a man rejected Mrs. Darling's offer to become his mother.
11. From his perch at the window Peter made an arrangement with Mrs. Darling
12. Why Wendy would now be able to spend one week a year with Peter yet Peter would never have to grow up to become Peter Pan M.D. or Peter Pan Esq.

NAME: _____ Date: _____

PART II DIRECTIONS: Underline the interrupter in each sentence below. Insert commas where they are needed. Identify the interrupter in the space provided. (APPOS=appositive; DA=direct address; EXPR=expression)

1. If you want my opinion this novel is an excellent selection for middle schoolers.
2. J.M. Barrie the author of this piece of literature was fascinated with childhood.
3. By the way did you know that Mr. Barrie gave the rights to the Peter Pan works to Great Ormond Street Hospital?
4. Did you also know kids that the hospital still benefits from this gift today?
5. The Davies boys the children of Mr. Barrie's friends were a source of much inspiration for him.
6. Students why do you think Mr. Barrie adopted these children?
7. *The Boy David* Mr. Barrie's final play dramatized the life of King Saul and young David from the Bible.
8. It was however written for a specific woman to play the role of David.
9. Which of Barrie's plays is your favorite sir?

NAME: _____ Date: _____

PART III DIRECTIONS: Rewrite the following sentences NEATLY. Add the necessary capitalization and punctuation.

1. Mrs. Darling cried you need a mother’s love just as much as Peter does

2. will you forget me Peter before spring-cleaning time comes asked Wendy

3. don’t you remember she asked, amazed how you killed Hook and saved all of our lives

4. I forget them after I kill them Peter replied carelessly

5. perhaps he is just ill suggested Michael or maybe there never was such a person at all

PART IV DIRECTIONS: Punctuate the following sentences correctly. Don’t change punctuation that is already there.

1. Mrs. Johnson announced we will next be reading After the Rain: A New Adventure for Peter Pan by J.E. Somma. this is an unauthorized sequel to the original novel.
2. The band Blind Guardian wrote and released a song called Fly in honor of Peter Pan.
3. Did you watch NBC’s production of Peter Pan: Live asked the teacher
4. Mrs. Brown, would it be okay for me to write an essay called The Lost Girls for my literature project asked Ruth

NAME: _____ Date: _____

PART V DIRECTIONS: 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. By the other numbers, write the "buzzwords" of the correct commas.

_____ At the end of the novel, I was quite, surprised to find that Mrs. Darling agreed to allow Wendy to visit the childish, unpredictable Peter.

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

_____ Wendy grew up, got married, and had a beautiful little, girl of her own.

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

_____ When she was old enough, Wendy told Jane, stories about Peter Pan, who she still remembered fondly.

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

_____ To tell the truth, sometimes Wendy, wondered if she had only imagined these adventures for her daughter's sake, but then came the day when Peter came for another visit.

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

Semicolons and Colons

I. SEMICOLONS (;)

- A. Use a semicolon between independent clauses (sentences) if they are NOT joined by a conjunction.

EXAMPLE: Mary enjoys romantic novels; her brother likes fantasy.

- B. Use a semicolon between independent clauses joined by such words as:

for example	for instance	therefore	that is	besides
accordingly	moreover	nevertheless	furthermore	otherwise
however	consequently	instead	hence	

The words above are very useful when a writer is trying to show the relationship between one idea and another. They are often called TRANSITIONAL DEVICES because they help the reader make the transition from one thought to another.

EXAMPLE: Jane showed me in many ways that she was still my friend. She saved me a seat on the bus. (*It's a bit difficult to perceive the relationship between these two ideas.*)

Jane showed me in many ways that she was still my friend; for example, she saved me a seat on the bus. (*Now the relationship between the two ideas is very clear.*)

- C. A semicolon (call this a “SUPERCOMMA”) may be used to separate the independent clauses of a compound sentence if there are commas within the clauses and there might be some confusion about where the first sentence ends and the second sentence begins.

EXAMPLE:

(confusing) She will invite Elaine, Kim, and Stacey, and Val will ask Molly.

(clear) She will invite Elaine, Kim, and Stacey; and Val will ask Molly.

- D. A semicolon (call this a “SUPERCOMMA”) may be used to separate items in a series if there are commas within the items.

EXAMPLE:

(confusing) The dates of the Iowa testing will be Monday, April 4, Tuesday, April 5, and Wednesday, April 6.

(clear) The dates of the Iowa testing will be Monday, April 4; Tuesday, April 5; and Wednesday, April 6.

II. COLONS (:)

- A. Use a colon to mean “note what follows.” A colon should be used before a list of items, especially after expressions like *as follows* and *the following*.

EXAMPLES: You will need to take the following things: a heavy jacket, boots, a sleeping bag, a hunting knife, and a backpack.

I have three extracurricular activities: reading, skiing, and playing computer games.

NOTE: If you look carefully at the sentences above, you will notice that THE WORDS IN FRONT OF THE COLON MAKE UP A COMPLETE SENTENCE. A colon should never SPLIT a sentence.

EXAMPLES: My extracurricular activities are: reading, skiing, and playing computer games. (Note that the colon splits the linking verb and complement. The colon should be LEFT OUT of this sentence.)

Mix the sifted flour with: cinnamon, nutmeg, ginger, and sugar. (Note that the colon splits the preposition and its object. The colon should be LEFT OUT of this sentence.)

- B. Use a colon before a quotation when the narrative which introduces the quotation makes up a complete sentence. This is especially true of a long quotation.

EXAMPLE: Horace Mann had this to say about dealing with those who disagree with you: “Do not think of knocking out another person’s brains because he differs in opinion from you. It would be as rational to knock yourself on the head because you differ from yourself ten years ago.”

- C. Use a colon in the following situations:

1. between the hour and the minute when you write the time. (7:30)
2. between the chapter and verse when referring to passages from the Bible, the Koran, or other books organized in this manner. (Genesis 2:2)
3. after the salutation of a business letter. (Dear Sir:)

Semicolons & Colons: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Some of the sentences below require semicolons, some have semicolons that should not be there, and some of the sentences are correct. Put in the missing semicolons (and commas when necessary for a transitional word), cross out or change the incorrect ones, and leave the sentences which are correct as they are.*

1. Late summer is humid in Berlin the heat clings to me like a wet towel.
2. Some people are saying the war isn't going well however the newspapers have to print the official armed forces war bulletin.
3. I have no doubt, however, that the German Reich will ultimately be victorious.
4. A nearby woman and her two children look gaunt their eyes are underlined by purplish rings and their cheeks are hollow.
5. We have been at war for four years and the British navy has blockaded the German harbors there is not much left of anything.
6. The advertisement for nerve tonic reminds me of Papa; who died at Verdun two years ago.
7. The optimism of the early years of war began to dissipate therefore as the battles dragged on Papa's letters openly expressed his despair.
8. Hans couldn't understand Papa's waning strength it just made him angry.
9. My brother was pestered by little nits while burrowed in the earth consequently we sent him lice powder.
10. I was only sixteen hence the best I can give to the war effort was a patriotic poem.
11. Still left at home were Mama who blamed Kaiser for everything me who wanted to follow in my brother's footsteps and little Louise who was too young to have an opinion.
12. I could tell that Mama's hatred for Kaiser was continuing to grow for example she began to join in local socialist party meetings.

Semicolons & Colons: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *Decide where colons should appear in the following sentences and write them in. Note that not all sentences will need a colon.*

1. Reading Ecclesiastes 3 8, the pastor spoke about war with the following quotation
“A time to love, and a time to hate; a time for war, and a time for peace.”
2. As part of our vocabulary study we have to learn the meaning of the following words
Herr, nationalism, militarism, espionage, Reich, *and* propaganda.
3. Hedwig invited Moritz, Oma, and Mama.
4. The expert explained the different parts of the German U-boat torpedo tank, ballast tubes, periscopes, and anti-aircraft guns.
5. A German soldier was outfitted with the following steel helmet, anti-gas cape, respirator, and haversack.
6. At 9 30 Mother finished reading the second chapter by quoting Matthew 5 9 “Blessed are the peacemakers, for they shall be called sons of God.”
7. Several things made Oma Erma a classic in my mind long, old-fashioned black dresses, laced-up boots, and unruly gray hair.
8. Oma had made her sweet yeast bread with wheat flour, eggs, sugar, butter and yeast.
9. I noticed the special markings on the war flag hanging outside the palace the black cross, the white background, and the Imperial Eagle in the left corner.
10. We came downstairs at 7 00, ate breakfast at 7 15, and began our piano practices at 7 45.

Semicolons & Colons: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Using semicolons, colons, and commas, correctly punctuate the following sentences.

1. I leave the house before Mama got up I didn't want her to know where I was going.
2. When we were younger, the boys on our street frequently reenacted the battle of 1870, always in this way Otto was the general Hans was his lieutenant and some poor chap played the French emperor.
3. The girls on our street would wear the following white aprons white napkins marked with red crosses and the sweet smile of a nurse.
4. These "nurses" were eager to help the wounded soldiers furthermore Hans was always their most popular patient.
5. I spot a few of Hans' friends Otto a tall, straw-blond young man Robert who walks behind him with long strides and Emil the younger brother who trails behind.
6. I follow them on a route throughout the city across Alexander Square past the Red Fortress and toward Nikolai Quarter.
7. Hans had only sometimes let me spend time with his friends I was either teased or treated like a cute puppy.
8. After we climb the steps to Otto's apartment, they stand me in a window frame cover my eyes with a scarf and spin me around and around and then they tell me to jump.
9. Between the time of 8 00 and 8 30 I had survived one of the greatest challenges of my life I had officially completed their initiation ritual.
10. I would now take part in my first operation however I had no idea what it would involve.

Forming the Possessive

When we want to indicate that something belongs to or is owned by somebody or something, we use the POSSESSIVE. We form the possessive by adding either ' or 's to a noun.

I. POSSESSIVE PRONOUNS

These pronouns are already possessive in form. We do not need to add apostrophes to them to make them possessive.

mine	ours	yours	theirs	your
his	hers	its	whose	yours

Note: Avoid a common error: “Its” does *not* require an apostrophe when used as a possessive.

II. POSSESSIVE NOUNS: To form the possessive you . . .

A. . . . take the SINGULAR NOUN and add 's.

EXAMPLES: lady's dress
baby's toys
Marcia's book

B. . . . take the PLURAL NOUN ENDING IN s and add '.

EXAMPLES: ladies' room
four days' delay
girls' soccer team

C. . . . take the PLURAL NOUN NOT ENDING IN s and add 's.

EXAMPLES: children's choir
men's room
people's choice

D. . . . take the NAME ENDING IN s OF MORE THAN ONE SYLLABLE and add '.

EXAMPLES: Mr. Ellis' house
Hercules' journey

NOTE: When a one-syllable name ends in s, you add 's. (Example: Kris's house)

HERE'S A TRICK:

Rather than trying to remember all those rules, learn to “flip the possessive phrase around.”

For example, suppose you were dealing with

THE GIRLS BASKETBALL TEAM WON THEIR GAME.

Just “flip the phrase around” like this: “The girls basketball team is the basketball team of the girls.”

Now “freeze frame” the “word-in-the-box” in your “mind's eye.” You have to add to that word to make it possessive, and there are only two possibilities: 's or '. Which one “looks right”? Right! It must be GIRLS' because GIRLS'S “looks wrong.” Now go back and put the apostrophe where it belongs in the sentence above.

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

Possessives: Exercise #1

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Find and underline the possessive phrase in each sentence below. Then in the space provided, “flip” the phrase and write the “word-in-the-box” on the line provided.

EXAMPLE: The boys basketball team won.

the basketball team of the

boys

1. My brothers friends are thieves. | _____

2. The bakers flour will now make even fewer loaves. | _____

3. Vegetables are being offered from an old womans cart. | _____

4. The veterans offer is only eggs. | _____

5. Moritz sells his flour to the man sitting on the grocery stores stool. | _____

PART II DIRECTIONS: Using the technique of “flipping the possessive phrase,” correctly punctuate the following sentences. Remember to “freeze frame” the “word-in-the-box,” then add either ‘ or ‘s.

1. Herr Goldmans opinions about the war are different from those that Moritz has.

2. The young mans brother has become an invalid from fighting in France.

3. There was to be another workers meeting outside the Siemens factory.

4. Moritz agrees to write the editor in chiefs article about the lawsuit against Duchess von Bulow.

5. The young journalists enthusiasm over writing an article for the newspaper is tangible.

NAME: _____ Date: _____

PART III DIRECTIONS: Rewrite the sentences below. These sentences are already “flipped,” so you need to put them back the way they were before they were flipped. Your rewritten sentences must say the same thing as the original sentence, but it must contain a possessive.

1. A group of women in their working aprons walked out the gate of the factory.

2. There is obvious approval based upon the response of the crowd.

3. The approach of the policemen did not encourage the demonstrators to move.

4. Their attempts to disperse the crowd were thwarted by the antics of two boys.

Possessives: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Correctly form the possessives in the sentences below.

1. Hans never makes any comments about Mamas political activities in his letters to us.
2. When I arrive home, mens voices are coming from the kitchen.
3. The policemans upper lip stretches into a line as thin as his mustache.
4. I am surprised that my mothers plans had already been made to stay at Aunt Marthas house.
5. Aunt Martha was a teacher in a girls school, and she was also a member of the German Womens League.
6. When I arrive in Charlottenburg, I walk past many apartments balconies looking for the right one.
7. Mama listens calmly to her boys recounting of the evening, and then he listens to the two sisters plans.

PART II DIRECTIONS: Rewrite the following sentences so that they stay the same but contain possessives.

1. "It is not the place of the people to chase away a king," says Old Moser.

2. The bald head of Mahlke is dripping with sweat as he argues with Old Moser.

3. He crunches the wrapping paper of his sandwich into a ball and tosses it away.

4. A crow lands on a branch of the linden tree in the courtyard.

NAME: _____ Date: _____

PART III DIRECTIONS: Write the correct form of the words in each column:

<u>WORD</u>	<u>POSSESSIVE</u>	<u>PLURAL</u>	<u>PLURAL POSSESSIVE</u>
LADY	_____	_____	_____
CHILD	_____	_____	_____
MAN	_____	_____	_____
GIRL	_____	_____	_____
WOMAN	_____	_____	_____

Possessives: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Write the correct form of the words in each column:

<u>WORD</u>	<u>POSSESSIVE</u>	<u>PLURAL</u>	<u>PLURAL POSSESSIVE</u>
BABY	_____	_____	_____
SOLDIER	_____	_____	_____
MORITZ SCHMIDT	_____	_____	_____
MOUSE	_____	_____	_____
BOY	_____	_____	_____

PART II DIRECTIONS: Place apostrophes in the proper places in the sentences below.

1. The young mans article is printed in the morning edition of the newspaper.
2. His boss's words of caution leave Moritz confused.
3. A several weeks wait occurs before Moritz's new friends contact him again.
4. A visit to a distant cousin for some food is Otto's next operation.
5. Moritz spends a solid hour shaking the mud from the potatoes tubers in Mimi's garden.
6. Erich's dog uncovers the smuggled food in no time at all.
7. The policeman's colleagues continue to rummage through the two boys' cart.

PART III DIRECTIONS: Rewrite the following sentences using possessives.

1. The boys borrow the keys from the sister of Otto when they find out about the absence of the family.

2. Portraits of the royal family stand on the mantel of the fireplace.

3. The group manages to fill their stomachs and their pockets in the time of a few minutes.

PART IV DIRECTIONS: On the back compose your own possessive sentences using the following nouns:

1. Moritz
2. Hans
3. any singular noun
4. Mama
5. any plural noun NOT ending in s

Capitalization

I. Capitalize the names of persons.

EXAMPLES: Sandra Wilson

Mr. Charles F. Skinner

O'Brien

MacDonald (*the M and the D are capitalized*)

John McCaffrey, Jr. (*initials and abbreviations after names are capitalized*)

II. Capitalize geographical names

EXAMPLES: (towns, cities)

Anchorage, Kansas City

(counties)

Harrison County

(states)

Alaska, New Hampshire

(sections)

the East, the Midwest, the South

NOTE: the words north, west, southeast, etc. are not capitalized when they indicate direction, such as “the south of town” or “traveling northwest.”

(countries)

the United States of America, Brazil

(continents)

Asia, Antarctica

(islands)

Prince Edward Island, the Hawaiian Islands

(mountains)

Mount McKinley, Mount Ararat, the Alps

(bodies of water)

the Indian Ocean, Lake Hood, Columbia River

(roads, highways)

Route 10, New Seward Highway, Elm Street,

Twenty-first Street

(*Note that “first” is not capitalized*)

(parks)

Yellowstone National Park

NOTE: words like city, park, street, etc. are capitalized **if** they are part of a name. If they are not part of a name, they are just ordinary common nouns.

III. Capitalize proper adjectives (when you make an adjective out of a proper noun)

EXAMPLES: Greek theatre, English literature, Indian maiden, Italian shoes

IV. Capitalize names of organizations, business firms, institutions, and governmental bodies.

EXAMPLES: (organizations)

American Red Cross, Boy Scouts of America

(business firms)

Nordstrom, J.C. Penney, Western Airlines

(government bodies)

Congress, Federal Bureau of Investigation

(institutions)

Columbia University, Service High School,

Providence Hospital

NOTE: Do NOT capitalize words like hotel, theater, high school unless they are part of a name.

EXAMPLES:

West High School

high school teacher

Sheraton Hotel

a hotel in town

Fourth Avenue Theatre

a movie theater

NOTE: When a title is used alone in direct address, it is usually capitalized.

EXAMPLES: I'm pleased to see you, Doctor.

Tell me, Coach, what are our chances?

C. Capitalize words showing family relationship used with or as a person's name but NOT when preceded by an adjective.

EXAMPLES: Aunt Mabel Cousin Enid Mom
 my mother your father Frank's sister

XI. Capitalize the first word and all words in titles of books, periodicals, etc. EXCEPT ARTICLES, SHORT PREPOSITIONS (short prepositions consist of two letters; anything longer than two letters is considered long), AND CONJUNCTIONS.

EXAMPLES: *Gone With the Wind*
The Adventure of the Speckled Band
Just Tell Me That You Love Me
Pride and Prejudice

NOTE: The Bible and the books of the Bible are always capitalized.

XII. Capitalize words referring to the Deity (in any monotheistic religion); do not capitalize the word "god" when referring to a polytheistic pantheon of gods.

EXAMPLES: God and His universe.
The people came to Jesus and they worshiped Him.
The God of Islam is Allah.
The Aztec god in the form of a feathered serpent was Quetzalcoatl.

Capitalization: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: In each of the following items, you are to choose the correct one of the two forms. Circle the letter of the correct item and be prepared to explain why the other one is wrong.

1. a. The Workers' Meeting took place at the corner of Charlottenstrasse and Auguststrasse.
b. The workers' meeting took place at the corner of Charlottenstrasse and Auguststrasse.
2. a. Moritz lived near the River Havel.
b. Moritz lived near the River havel.
3. a. This river ran through Berlin.
b. This River ran through berlin.
4. a. Fox's Pub was only three blocks away.
b. Fox's pub was only three blocks away.
5. a. Germany lies in western Europe.
b. Germany lies in Western Europe.
6. a. City streets in the west were often cluttered with people.
b. City streets in the West were often cluttered with people.
7. a. The city of Berlin is the capital of Germany.
b. The City of Berlin is the capital of Germany.
8. a. Hans had been sent to field hospital in Ors near Metz.
b. Hans had been sent to Field Hospital in Ors near Metz.
9. a. The sailors in Kiel and Wilhelmshaven refused to embark on a suicide mission against the british Navy.
b. The sailors in Kiel and Wilhelmshaven refused to embark on a suicide mission against the British navy.
10. a. Anna Schmidt is introduced by the speaker as "Comrade Schmidt."
b. Anna Schmidt is introduced by the speaker as "comrade Schmidt."
11. a. An open Highway to the capital would have been welcomed.
b. An open highway to the capital would have been welcomed.
12. a. New York City was the largest city in the East.
b. New York City was the largest City in the east.

Capitalization: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Circle the letters which should be capitalized in the sentences below.

1. a brass sign directed visitors to hugo hasse's legal office on the outskirts of berlin.
2. a framed print of an old map of eastern prussia hung on the wall as they spoke of amnesty for all political prisoners.
3. a small truck with henke's towel service printed on the side was near the rear entrance.
4. rebecca and herr cohen help moritz select a book called *gustaf adolfs page*.
5. the majority of social democrats stood with ebert, who wanted a democracy with elections for a national assembly, instead of the soviet model.
6. an article about two young men breaking into behnke's grocery at tiergartenstrasse was published in the *berliner daily*.
7. an advertisement for a tonic that protects the user from the spanish flu played while they were waiting for the new film starring pola negri to begin.
8. hans' buddy, hans kollmann from bamberg down in bavaria, fought next to him in the trenches near amiens as the british and french bombarded them until the americans came to help.

Capitalization: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Circle the letters which should be capitalized in the sentences below.

1. monika schroder grew up in germany and worked as an elementary school teacher and librarian in american international schools.
2. she and her husband now live in the blue ridge mountains of north carolina with their indian street dog named frank.
3. in 2001 mrs. schroder entered the ionia free fair baking contest and won second place with her famous nectarine-upside-down cake.
4. the schrodgers have a cabin in michigan on an island in saint marie's river where large ore boats pass by on their way to lake superior.
5. the monika tea center is a sari shop in jodhpur, a big city in the indian desert state of rajasthan.
6. in her workshop entitled "saraswati's way-inspiration and challenges of writing a novel set in india," mrs. schroder teaches on the novel she wrote about a street child living in the new delhi train station in india.
7. she has written many articles, including "i'm not a writer, i'm a rewriter" and "after the russians came," both of which have been published in a magazine called book links.
8. the american library association, located on east huron street in chicago, illinois, publishes this magazine and also bestows an award called the andrew carnegie medals for excellence in fiction and nonfiction.

Punctuation Review: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Punctuate the following sentences correctly, using everything you have been taught about punctuation and capitalization.

1. are you expecting someone for lunch hedwig asks moritz her brother.
2. Oma the war is officially over and those bells mark the armistice yelled the young man.
3. The Kaiser who had been in power until yesterday had abdicated and left germany.
4. The flour for this bread was taken from the palace on saturday said aunt martha.
5. why you must be so happy after all these years of fighting for women's suffrage cried mama.
6. it was moritz as a matter of fact who wrote the poem called our children are starving.
7. Mama was annoyed when hans read the paper at the table however she didn't say anything about it.
8. The familys opinions were as follows Hans who had lost his arm thought the abdication was a disgrace Mama who had fought for the armistice was thrilled with the outcome and Moritz who had been torn between his allegiances was happy that the war had ended.
9. This family would have benefitted from reading John 16 33 from the king james version of the holy bible.
10. what hans asked spitting his words across the table has your jewess told you about the end of the war

Punctuation Review: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Add all the necessary punctuation and capitalization you have been taught to the sentences below.

1. We continued our meal in silence each of us kept our weary confused heads down.
2. Herr goldmann the editor of the berliner daily announced I am here to offer Moritz a full-time position as a journalist at our newspaper.
3. aren't you happy for your brother asked Mama.
4. I should point out his mother said that your brothers accomplishments have happened without him even studying at university.
5. Moritz might title his next article a family of heroes.
6. you have already spoiled our celebration Moritz shouted you are spoiling pretty much everything around here you know.
7. Did young mr. schmidt really just say now that you're back, I don't even know who you are anymore asked aunt martha or am i hearing things
8. The womens chatter about the jews made Moritz feel even more anger towards Hans.
9. First I grabbed my jacket said Moritz and then I ran cloaked in freezing grey fog into the city street.
10. He crossed the street took the elevated train from the oberbaum bridge passed in front of the imperial palace exited at alexander square and wandered toward nikolai church.

Punctuation Review: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Punctuate the following sentences correctly, using everything you have been taught about punctuation and capitalization.

1. Mama having been elected to the workers council won't return until later tonight.
2. Hans smelling like alcohol says look who's here my little brother the poet.
3. The soldier wounded in the war was left feeling these emotions hatred confusion anger and betrayal.
4. Hans brandishing a revolver spoke of restoring dignity and order again in germany moritz his little brother spoke of help and healing.
5. You are coming with me Hans yells don't you want to help me in fact you owe me
6. after wrestling the revolver from his hand Moritz threw the cold threatening weapon into a garbage bin in front of palitzkes paint shop.
7. Hans closes the door of the house throws his travel bag over his left shoulder and picks up the suitcase in his hand and he doesn't even notice me as he walks away.
8. valentin von ewald hans friend from the war does I believe still live in dahlem germany.
9. a group called the council of peoples representatives was elected at the meeting in the circus busch arena stated old moser they have soldiers and workers councils over there in russia too
10. I carefully read chapter 45 the way it all ends in our book my brother's shadow therefore I am prepared for the final discussion in class tomorrow.

Usage: Pronoun-Antecedent Agreement

I. When we learned about pronouns, we learned that an antecedent is the noun that the pronoun stands for. A pronoun must agree with its antecedent in NUMBER, GENDER, and PERSON.

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

1. The following pronouns are SINGULAR:

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

EXAMPLES: EACH of the men had HIS rifle ready for inspection.
EVERYONE has a right to HIS own opinion.
SOMEONE had left HIS OR HER books under a tree.

2. The following pronouns are either singular or plural depending on the antecedent.

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

EXAMPLES: SOME of the STUDENTS looked tired when THEY were finished.
SOME of the SYRUP looks funny when IT is poured.

3. Two or more singular antecedents joined by “or” or “nor” are treated as singular.

EXAMPLES: Either Jack OR Hal will bring HIS tape recorder.
Neither the teacher NOR his aide would repeat what HE had said.

B. **GENDER** refers to whether the pronoun is MASCULINE, FEMININE, or NEUTER.

EXAMPLES: The whale was fighting for ITS life. (neuter gender)
The postman said HE was tired. (masculine gender)
The waitress took HER time. (feminine 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 advisable to use the phrase “his or her.”

C. **PERSON** refers to the following:

I, me are in the FIRST PERSON

you, your, yours are in the SECOND PERSON

he, she, him, her, his, hers are in the THIRD PERSON

EXAMPLES: (WRONG) ONE should never let YOUR disappointment show.

This sentence starts off in 3rd person and switches to 2nd!

(RIGHT) ONE should never let HIS (OR ONE’S) disappointment show.

(WRONG) I find that night driving is hard on YOUR eyes.

This sentence starts off in 1st person and ends up in 2nd!

(RIGHT) I find that night driving is hard on MY eyes.

Pronoun-Antecedent Agreement: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: *Change whatever you have to change in the sentences below to correct any errors in agreement.*

1. Neither Hella nor Rita minded that they were called a name.
2. Everyone has a right to their own opinion.
3. Each of the diaries had their own style.
4. Will each student please begin their diary entries tomorrow?
5. One can say anything at all inside their own diary.
6. Each of the girl had been talking about keeping their personal diary for awhile.
7. If one tries hard enough, you can usually create a habit in a few short days.
8. Everyone wanting to start this new habit should end each day writing their thoughts down.
9. Neither Hella nor Rita had trouble with their entrance examination.
10. Everybody in the class did their very best on the dictation exercise.

PART II DIRECTIONS: *In each blank write a pronoun that will agree with its antecedent.*

1. A person should always be able to count on _____ friends.
2. The girls wore cream dresses that _____ had picked for exactly this occasion.
3. Either Hella or Rita would talk with the mistress before _____ lesson each day.
4. One is more important when _____ goes to high school instead of just a middle school.
5. Each of the friendships would only be as strong as the time devoted to _____.

Pronoun-Antecedent Agreement: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: *Some of the sentences below contain errors in agreement. If so, cross out the incorrect pronoun and write in the correct form.*

1. One of the older girls was kind to her younger sister.
2. Nobody should treat their siblings in an unkind manner.
3. One of the sisters thought they could claim the veranda exclusively.
4. Anne wrote in her diary nearly every day of holiday, neatly filling every one of their pages.
5. Each of these days in the country left their mark on Anne's heart.
6. Her mother and father gave their clear instructions to practice piano every day.
7. Anybody else might have lost their self-discipline, but Anne kept writing almost every single day.
8. Father and the girls had a lovely game in the afternoon, with everyone pelting their opponents with pine cones.
9. No one could believe their eyes when Anne got a cherry stain on her white dress.
10. If anyone asks, please tell them that Anne and Dora are merely cousins.

PART II DIRECTIONS: *In each blank write a pronoun that will agree with its antecedent.*

1. Both of the sisters forgot _____ manners on occasion.
2. Neither girl apologized for _____ blunder.
3. Everyone needs _____ own best friend.
4. Each of the visiting Warth children felt that _____ had experienced the best day.
5. When Anne sees one of her girlfriends, she always enjoys spending the day with _____ .

Usage: Subject-Verb Agreement

Verbs have number too. In other words, a singular subject (boy) takes a singular verb (runs). BOY RUNS. A plural subject (boys) takes a plural verb (run). BOYS RUN. This is usually not a problem except in these cases:

- I. When there are modifiers between the subject and verb.
EXAMPLE: A GROUP of demonstrators WAS starting a sit-in.
- II. When the subject is an indefinite pronoun. In the last unit you learned which of these pronouns is singular and which is plural. Refer to that list again.
EXAMPLES: EACH of the girls IS an excellent student.
BOTH of the girls ARE excellent students.
- III. When singular subjects are joined by OR or NOR - they need a singular verb.
EXAMPLES: NEITHER the customer NOR the clerk IS always right.
BOTH the customer AND the clerk ARE right.
- IV. When the sentence begins with HERE, THERE, WHERE, WHEN, WHY, or HOW, be sure that the verb agrees with the subject. In these sentences the subject is usually located after or to the right of the verb.
EXAMPLES: There ARE two ATHLETES in this race.
When IS the CURTAIN GOING up?
- V. When a sentence has a compound subject joined by “or” or “nor” - and one subject is singular and the other one is plural - then the verb agrees with the subject closest to it.
EXAMPLES: Either my uncle or my COUSINS ARE coming for a visit.
Neither the drill team girls nor the marching BAND IS participating in the parade.

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

Subject-Verb Agreement: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Underline the correct verb in the sentences below.

1. Jewish friends in their neighborhood (needs / need) help.
2. These people, being treated by the Gestapo without a shred of decency (was / were) loaded into cattle trucks and sent to the big Jewish camp.
3. Westerbrook, with only one washing cubicle for a hundred people, (sounds / sound) horrible.
4. The lack of separate accommodations (humiliates / humiliate) families.
5. The conditions inside this place (is / are) positively unforgivable.
6. There (is / are) no opportunities for escape.
7. Where (was / were) your ancestors from?
8. The inmates at this terrible camp (is / are) identified by their shaven heads and Jewish appearance.
9. The crowd of men, women, and children (was / were) in quite poor health.
10. The experiences of living inside such a Jewish camp (is / are) hard to put into words.

PART II DIRECTIONS: Rewrite the following sentences, changing the conjunction from AND to OR or vice versa. Change the verb to agree with the new situation.

1. Miep and Anne have been traumatized by these stories.

2. Either the shooting guns or the glaring beams of the searchlights scares the poor old woman.

3. Either Miep or Elli is afraid of the dropping bombs.

4. Trains in the morning and trains in the afternoon are taking loads of boys away daily.

5. Both the hostages and the “fatal accidents” are a daily outrage to the Jewish citizens.

Subject-Verb Agreement: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Underline the correct verb in the sentences below.

1. Not many of us (likes / like) translating chapters.
2. There (is / are) many reasons why Anne enjoys this, however.
3. Somebody in the house (was / were) always willing to help her with her schoolwork.
4. (Has / Have) all of you finished your shorthand lessons?
5. Nobody in her family (is / are) enjoying those math problems.
6. (Has / Have) either of you read *Joop ter Heul* before?
7. Where (is / are) the books that Anne has been reading?
8. All of the people (was / were) nervous when the carpenter came to fill the extinguisher.
9. Members of Anne's family (tries / try) to stay very quiet when someone is in the house.
10. The carpenter who had caused the big scare (don't / doesn't) discover their hiding spot.

PART II DIRECTIONS: Rewrite the following sentences, changing the conjunction from AND to OR or vice versa. Change the verb to agree with the new situation.

1. Miep and Hank spend the night on Monday.

2. Both the high temperature and the red rash make Anne concerned about measles.

3. The lovely china and the beautiful chairs in Mrs. Van Daan's home are her favorite pieces.

4. Either Goethe plays or Schiller plays was read to Anne each evening.

5. Neither Daddy nor Mummy rebukes Margot for misbehavior.

Usage: Which Pronoun?

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

EXAMPLES: (wrong) He told me and Jim to return after lunch.

(right) He told Jim and me to return after lunch.

- II. When listing multiple subjects, place them in the appropriate “social” order. In other words, **LADIES BEFORE GENTLEMEN AND OLDER FOLKS BEFORE YOUNGER**.

EXAMPLES: (wrong) My dad, my mom, my grandma, and I went out for brunch on Sunday.

(right) My grandma, my mom, my dad, and I went out for brunch on Sunday.

- III. Does one say, “Give this book to either Bob or I,” or “Give this book to either Bob or me”? Does one say, “We girls had a great time,” or “Us girls had a great time”?

In most instances, there is a simple, easy-to-use trick which is helpful in solving this problem. The trick is called “**TAKE THE OTHER GUY OUT**.” In the first example above, take “either Bob or” out. Would you ever say, “Give this book to I”? Of course not. So, you wouldn’t say, “Give this book to either Bob or I” either. You would say, “Give this book to either Bob or me.”

In the second example above, just take the “girls” out and you immediately know which pronoun to use.

In some cases, however, the above “TAKE THE OTHER GUY OUT” trick won’t work. In these cases, you have to know your grammar to solve the problem. You already know enough about the structure of the sentence. The only other thing you need to know is that **pronouns come in two CASES**: the **NOMINATIVE** (sometimes called the **SUBJECTIVE**) case and the **OBJECTIVE** case.

- The nominative case is used for the job of SUBJECT or PREDICATE NOMINATIVE.
- The objective case is used for the job of DIRECT OBJECT, INDIRECT OBJECT, or OBJECT 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

Notice how this works: look at the sentence, “Give this book to either Bob or me.” What job is **me** doing? Correct; it’s being the **object** of the preposition. That’s why you need the **objective** pronoun me.

IN ANY CASE, IT’S A TOTAL “COP-OUT” TO USE THE WORD “MYSELF” INSTEAD OF “I” AND “ME”!!

In the sentence, “We girls had a great time,” **we** is the subject of the sentence (girls is an appositive); therefore, you need the nominative pronoun we.

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(This subject continues on the next page.)

IV. PRONOUN AS PREDICATE NOMINATIVE: Is it correct to say, “It was me whom they wanted,” or “It was I whom they wanted”? In informal speech, we would usually say, “It was me,” and - even though technically this is incorrect - it is now acceptable. However, in formal written work (and in grammar tests), we need to know that, since I is the predicate nominative in the above sentence, the nominative form is correct.

EXAMPLE: The documents proved that it was he who committed the crime.

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

Which Pronoun?: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Circle the right pronoun in parentheses. If the pronouns are in the wrong ORDER, rewrite the sentence.

1. (I / me) and my mother warned Mr. Dussel about the possible repercussions of his silence.

2. He told (I / me) and (she / her) that he had not been the one to start it.

3. The objects of his wrath were (I / me) and Mummy.

4. For how many days did (he / him) and Mrs. Van Daan bicker?

5. Tell Anne and (she / her) the whole story.

6. (I, me) and (she / her) could not get any more information from him.

7. (They / them) and the rest of the family were uncomfortable with the situation.

8. He gave Mummy and (I / me) stares of indignation.

9. Was it (he / him) who had in fact started this whole problem?

10. Perhaps (he / him) and (she / her) were both to blame.

NAME: _____ **Date:** _____

PART II DIRECTIONS: Rewrite the sentences below to make them correct.

1. Me and Pim began composing a short poem for each person.

2. Miep, Elli, and myself all love sugar.

3. Mrs. Koophuis came and told stories to my family and I.

4. Me, Peter, and Margot received a bottle of yoghourt.

5. For the first time in our lives, people gave Margot and I presents on Christmas.

Which Pronoun?: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Circle the correct pronoun in parentheses. Rewrite the sentence if the people are in the wrong order.

1. (I / Me) and Granny always got along so well.

2. She always stuck up for (I / me) and my sister.

3. Mummy thought (I, me) and (she / her) didn't understand each other.

4. (We / Us) women are an independent bunch!

5. Daddy likes to keep the peace between (he / him) and (she / her).

6. Will you help (I / me) and Kitty tell the story of my life?

7. There was much tension between Mummy, Margot, and (I / me).

8. Sis Heyster wrote an article to (we / us) girls about blushing.

9. She gave (she / her) and (I / me) a few pointers.

10. (She / Her) and (I / me) would have had great discussions across the table from one another.

NAME: _____ Date: _____

PART II DIRECTIONS: Rewrite the sentences below to make them correct.

1. A book called *Cloudless Morn* is being read by both Mummy and myself.

2. Either Margot or myself will finish it first.

3. Me, my dad, and my mom are all getting different thoughts from reading the book.

4. Her and Margot think they have the perfect relationship.

5. My sister, my grandma, me, and my dad all valued family greatly.

Units 20 – 22 Review Exercise

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NAME: _____ Date: _____

PART I DIRECTIONS: Circle the correct pronoun.

1. Neither Mr. Frank nor Mr. Dussel could say exactly what (he / they) believed was coming.
2. Our extra food coupons have been stopped, and we can no longer count on (it / them).
3. Hopefully Miep and Koophuis will not give us (his / their) illness.
4. If one is malnourished all the time, (he / they / you) will have a hard time staying well.
5. I feel that eating (my / your / one's) preserved kale is my worst meal of all.

PART II DIRECTIONS: Write the correct pronoun in the bank space.

1. Mrs. Van Daan and Mr. Van Daan will argue with _____ housemates at any opportunity.
2. Either Mr. Frank or Mr. Dussel will share _____ optimism with the house.
3. Is either Mrs. Frank or Mrs. Van Daan going to find enough food to fill _____ stomach?
4. Neither this potato nor that kale will fill _____ recipient's stomach.
5. Should either Mr. Van Daan or Mrs. Frank quit smoking _____ cigarettes?
6. Neither Elli nor Meep have recovered from _____ illness.
7. Both Henk and the doctor amused the family with _____ conversations from the day.
8. Did either Daddy or Peter give _____ opinion to Anne?

PART III DIRECTIONS: Circle the correct verb in parentheses.

1. Henk, along with many other patients, (criticize / criticizes) the doctor's methods.
2. As each one of you students (know / knows), a doctor's waiting room can be crazy.
3. There (was / were) some beautiful dreams in Anne's head.
4. Nobody in her family (is / are) very good at listening to those dreams.
5. (Has / Have) all of the family members asked about her writing?

NAME: _____ Date: _____

PART IV DIRECTIONS: Read the sentences below carefully. If the verb agrees with its subject, write **Y** in the space; if it does not agree, write **N** in the space.

- _____ 1. One of the rooms in the house provides much peace for Anne.
- _____ 2. Each of the house members are getting on each other’s nerves at times.
- _____ 3. The attic upstairs give Anne a place to work, dream, and think.
- _____ 4. Every one of the people have to give the others their own space.
- _____ 5. The diary that she keeps is allowing Anne to write down her thoughts.
- _____ 6. Does either of the girls complete their lessons each day?
- _____ 7. One of the boys in the house have caught Anne’s eye.
- _____ 8. Each of the children expresses their frustrations in different ways.

PART V DIRECTIONS: Rewrite these sentences, following the directions in parentheses. You will have to change the verb accordingly.

- 1. My sister is feeling much more grown-up these days. (Change SISTER to SISTERS)

- 2. Many in our town support those of us in hiding. (Change MANY to NOBODY)

- 3. The open window provides a nice place for the youngsters to talk. (Change WINDOW to WINDOWS)

- 4. Neither the young man nor the young woman has felt completely comfortable. (Remove NEITHER and change NOR to AND)

- 5. Some of the housemates spend too much time bickering. (Change SOME to ONE)

NAME: _____ Date: _____

PART VI DIRECTIONS: *The sentences below contain unnecessary changes in VERB TENSE. Change either verb so that it matches the other in tense.*

Example: Patty spoke so quickly that no one understands her.

Patty speaks so quickly that no one understands her.

OR *Patty spoke so quickly that no one understood her.*

1. Peter walks into the room and we all looked up.

2. There was a sweet friendship between Peter and Anne, but Margot likes Peter.

3. I would have been desperately jealous, but Margot just says that I needn't pity her.

4. I didn't dare tell Peter this yet, but we talk about lots of other things.

5. Time is rushing by and we were still living in the Annexe.

NAME: _____ Date: _____

PART VII DIRECTIONS: Circle the correct pronoun in parentheses. If the pronoun is in the wrong place, rewrite the sentence and put the words in the correct order.

1. Our talks taught (I / me) and (he I / him) a lot of things.

2. Have you been avoiding (I / me) and Peter?

3. Have you and (her I / she) had an argument?

4. The notes between (I / me) and (she / her) improved our relationship.

5. It was (she / her) who wrote the first note.

6. Margot supported (I / me) and Peter in our friendship.

7. I didn't have to choose between (she / her) and (he / him).

8. (We / Us) two had become much closer through this process.

9. (Me / I), Margot, and Mom were all such different people.

10. Was it (he / him) who asked to meet by the window the first time?

Who and Whom

In the previous unit, you were taught a trick to help you decide which pronoun to use called TAKE THE OTHER GUY OUT. When deciding when to use WHO and when to use WHOM, however, there is no nifty little trick. People who know when to use WHO and when to use WHOM show that they are well educated because they understand the structure of the sentences they are using. To solve this problem, you must analyze the sentence grammatically and figure out what job that pronoun is doing in time, the correct pronoun choice will “sound right” to you.

WHO is used when the pronoun is being a subject or a predicate nominative. That’s why it’s called the SUBJECTIVE or NOMINATIVE CASE.

WHOM is used when the pronoun is being an object (direct object, indirect object, or object of the preposition). That’s why it’s called the OBJECTIVE case.

- Look at these example sentences. In each one the word WHO or WHOM is doing a specific job. If that job is subject or predicate nominative, WHO is used. If it’s some kind of object, WHOM is used.

EXAMPLES: To WHOM are you speaking? (WHOM is the object of the preposition to)

WHO are those men? (WHO is the subject of are)

WHOM was the speaker attacking? (WHOM is the direct object of attacking)

We did not know WHOM the man wanted. (WHOM is the direct object of wanted)

John is the boy WHO needs your help. (WHO is the subject of needs)

- Do not be misled by interrupting expressions such as “do you think,” “shall I say,” or do you suppose.”

EXAMPLES: WHO do you suppose will be elected? (WHO is the subject of will be elected)

WHOM do you think he meant? (WHOM is the direct object of meant)

WHO shall I say is calling? (WHO is the subject of is calling)

NIFTY TRICK DEPARTMENT: One quick way to find out what job the pronoun is doing is to “match up” all the subjects and verbs in the sentence. Find all the verbs and look for their subjects. If you find a verb without a subject, your pronoun WHO is probably it. Also, watch out for those linking verbs - because WHO could be a predicate nominative. If it’s not a subject, it’s probably an object - so it should be WHOM. Sometimes it helps if you think of WHO as HE and WHOM as HIM.

Who and Whom: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Circle the correct pronoun in parentheses. In the space provided below each sentence, write what job it's doing. If it's a subject, write the word that it's the subject of, etc.

1. (Who / Whom) did you see in the attic?

2. The young girl is the one (who / whom) we least suspected.

3. To (who / whom) did she open her heart?

4. Please support (whoever / whomever) is experiencing discrimination.

5. I shall support (whoever / whomever) the Lord sends.

6. (Who / Whom) do you think should tell the rest of Anne's story?

7. Anne would tell us to say "hello" to (whoever / whomever) we meet.

8. Our hearts should be open to (whoever / whomever) needs help.

Who and Whom: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Circle the correct pronoun in parentheses. In the space provided below each sentence, write what job it's doing. If it's a subject, write the word that it's the subject of, etc.

1. All of the people (who / whom) lived in the Annexe were Jewish.

2. Give this book to (whoever / whomever) needs to read it.

3. (Who / Whom) do you need to see, Anne?

4. (Who / Whom) do you suppose is the bravest of these family members?

5. I don't know (who / whom) she intended to invite.

6. (Who / Whom) do you think first found her diary?

7. (Who / Whom) does Anne want to speak to?

8. She is one (who / whom) we should always remember.

Adjective or Adverb?

- I. Another common usage problem is when people use an adjective when they should use an adverb.

EXAMPLE: (substandard) That dress fits perfect.
(standard) That dress fits perfectly.

The word perfect is an adjective and modifies a noun, as in “a perfect fit.” Perfectly, however, is an adverb. In the sentence above, the adverb perfectly is there to describe HOW the dress “fits.”

NOTE: Remember that when your sentence (or clause) contains a linking verb, the complement may be a predicate adjective. In this case you don’t want an adverb.

EXAMPLE: (wrong) That dress looks well on her.
(right) That dress looks good on her.

- II. People seem to have the most trouble choosing between the adjectives GOOD and BAD and the adverbs WELL and BADLY.

- A. GOOD and BAD are adjectives that either modify nouns or complete linking verbs.

EXAMPLE: It was a GOOD (or BAD) day for a picnic.

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

EXAMPLE: He did WELL (or BADLY) on the test.

- C. WELL is used as an adjective only when it means “in good health.”

EXAMPLE: Mrs. Thatcher does not look well today.

I haven’t felt well for several days.

- III. When using comparatives and superlatives, be sure you are using the correct form for either an adjective or an adverb. Look at the following examples:

<u>ADJECTIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
quiet	quieter	quietest

<u>ADVERB</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
quietly	more quietly	most quietly

(wrong) This engine will run quieter than that one.

(right) This engine will run more quietly than that one.

Adjective or Adverb?: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Circle the correct word in parentheses. In the space provided below each sentence, write either ADJECTIVE or ADVERB and what it modifies. If it's a predicate adjective following a linking verb, write PREDICATE ADJECTIVE and the verb it completes.

1. You can read this book (easy / easily) in a week.

2. The sky remained (dark / darkly) all night long.

3. Margaret watched (steady / steadily) out the window as the trees were tossed in the wind.

4. The young girl acted (uneasy / uneasily) about the wild and crazy weather.

5. She felt (unhappy / unhappily) about her recent school progress.

PART II DIRECTIONS: If the capitalized word is incorrect in the sentences below, substitute the correct form.

1. Her teacher had sounded ANGRILY in class today.

2. She walked home from school CAREFUL.

3. She had behaved DIFFERENTLY than usual today.

4. Her blouse no longer seemed to fit PERFECT.

5. She continued to gaze UNHAPPY out the window.

Adjective or Adverb?: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Circle the correct word in parentheses. In the space provided below each sentence, write either ADJECTIVE or ADVERB and what it modifies. If it's a predicate adjective following a linking verb, write PREDICATE ADJECTIVE and the verb it completes.

1. She tossed the quilt down (quick / quickly) on the foot of the bed.

2. She pushed her glasses into position (automatic / automatically).

3. Her hip was hurt (bad / badly) after she bumped into the ping-pong table.

4. She should have talked (quieter / more quietly) as she walked through her dark house.

5. This book sounds (different / differently) when read in the middle of a stormy night.

PART II DIRECTIONS: If the CAPITALIZED word is incorrect in the sentences below, substitute the correct form.

1. Stir the cocoa GOOD when adding it to your milk, Meg.

2. She had done BAD on her exam earlier that week.

3. Charles Wallace, be sure to clean up your mess GOOD.

4. One could not see very WELL on an evening like tonight.

5. Meg felt BADLY about her behavior this afternoon.

Assorted Errors

I. THIS, THAT, THESE, and THOSE:

THIS and *THAT* are singular modifiers; *THESE* and *THOSE* are plural modifiers.

EXAMPLES: (wrong) These kind are my favorites.

(right) This kind is my favorite. (Notice that everything agrees: modifier, subject, verb)

(wrong) These sort of shoes hurt my feet.

(right) This sort of shoe hurts my feet. (Notice, everything agrees)

II. FEWER and LESS

FEWER is a plural modifier; *LESS* is a singular modifier. (*FEWER* modifies things that can be counted; *LESS* modifies things which cannot be counted.)

EXAMPLES: Jack had *FEWER* colds this year. (Can you count “colds”?)

There is *LESS* snow this year than last. (Can you count “snow”?)

This product contains *LESS* fat. (Can you count “fat”?)

This cheese has *FEWER* calories. (Can you count “calories”?)

III. The following is a list of serious usage errors to avoid:

AIN’T: Once acceptable, but no longer so. Now replaced by *AM NOT*, *IS NOT*, or *ARE NOT*.

IT, HE, SHE DON’T: Misused for “it, he, or she doesn’t”

SEEN for SAW: “I seen that movie” is incorrect. *SEEN* can only be used with *HAVE*: “I have seen that movie.” In this context, the correct usage is “I saw that movie.”

DOUBLE SUBJECT: Tracy she got an A on the test. (Just take out the *SHE*)

THEM: Misused for *THOSE*, as in “Give me them gloves,” instead of “Give me those gloves.” *THEM* is a pronoun in the objective case, never a modifier.

GOT: Misused for *HAVE*. “Do you got your homework?” is incorrect. “Do you have your homework?” is correct. *GOT* means *RECEIVED*, as in “I got an A on the test.”

SHOULD OF: There is no such construction. It sounds like *SHOULD OF* when you say *SHOULD’VE*, but what you are really saying is *SHOULD HAVE*.

DOUBLE NEGATIVE: As in “I didn’t do nothing.” Should be “I did nothing,” or “I didn’t do anything.” *HARDLY*, *BARELY*, or *SCARCELY* are negative words that should not be used with another negative. “There wasn’t hardly anyone on the tennis court,” is incorrect. It should be “There was hardly anyone on the tennis court.”

Assorted Errors: Exercise #1

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Correct the following sentences by rewriting them in the space provided below each sentence.

1. That there is my brother Charles Wallace.

2. It really don't matter if you're afraid, Meg.

3. We don't want no more crying here.

4. You should of seen those ladies wrinkle again.

5. We don't got no explanations for things like this.

6. She seen the look of confusion on Meg's face.

7. Meg don't know what Mrs. Who is talking about.

8. She hadn't hardly started the explanation when Charles Wallace caught on.

9. Math ain't any harder than English.

10. Charles Wallace he don't got any more questions.

NAME: _____ Date: _____

PART II DIRECTIONS: Circle the correct word in parentheses.

1. There were (fewer / less) opportunities for Meg to get explanations from her mother.
2. He certainly asked enough of (that / those) (kind / kinds) of questions.
3. Meg had (fewer / less) time to get used to the idea.
4. She had (fewer / less) moments of confusion during this tesser.
5. Calvin had not had (this / these) (type / types) of experience before.
6. Meg had never felt (this / these) kind of pressure before.

Assorted Errors: Exercise #2

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Correct the following sentences by rewriting them in the space provided below each sentence.

1. The children couldn't do nothing in the two-dimensional planet.

2. Them kids couldn't even breathe there.

3. Do you think they got any idea where they were?

4. They didn't have hardly no time to get out of there!

5. Mrs. Which saw the look on them kids' faces; she shouldn't of laughed at them.

6. There wasn't barely a moment to spare to tesser to the next location.

7. Ain't you ever made a mistake?

8. You should of seen the view from Orion's belt!

9. The youngest brother don't got no fear of the cave they are approaching.

10. It's really important to speak English good before learning French, ain't it?

NAME: _____ Date: _____

PART II DIRECTIONS: Circle the correct word in parentheses.

1. You couldn't find (this / these) (type / types) of view on Earth!
2. Next time he goes on a journey like this, I bet Calvin will ask (fewer / less) questions.
3. Next time he goes on a journey like this, I bet Calvin will have (fewer / less) fear.
4. He had undoubtedly visited (fewer / less) galaxies than Mrs. Whatsit.
5. (That / Those) (sort / sorts) of thoughts were new to the children.

Second Semester Review Exercise

Page 1 of 4

PART I DIRECTIONS: *If necessary, correct the double negative in the sentences below.*

1. Meg couldn't hardly believe her eyes.
2. The kids hadn't never seen a transparent column like this before.
3. She wouldn't have stayed away from her father for no reason.
4. After running into the glass, the injured girl couldn't barely walk.
5. Charles Wallace shouldn't have nothing to laugh at.

PART II DIRECTIONS: *If necessary, correct the usage errors in the sentences below.*

1. He could of run to his sister and thrown his arms around her neck, but he was no longer the same boy.
2. Do you got any ideas, Calvin?
3. Calvin he thought that Father couldn't see them.
4. Has anybody seen such a thing before?
5. When Meg looked into her brother's eyes, it seemed like there wasn't nobody there.

NAME: _____ Date: _____

PART III DIRECTIONS: *If necessary, correct the following sentences in any way that's needed.*

1. Charles said that going in to IT would help solve Meg's problem easy.
2. Meg turned quick away from his suggestion.
3. Her feelings were hurt bad by Charles' cavalier attitude towards their father.
4. Does he always hide his emotions so good?
5. Things were done quite differently in Camazotz.
6. Calvin spoke well as he held Charles' gaze.
7. The young boy shuddered bad and was then knocked to the ground.
8. "Go quick and try to get to Father, Calvin," said Meg.

PART IV DIRECTIONS: *Rewrite the sentences in the space provided. If it is correct, leave it alone.*

1. Me and him visited Camazotz.

2. Her and her new friend are trying to free Father.

3. This journey was undertaken by Calvin, Charles Wallace, and me.

4. Give Mrs. Who's spectacles to me and him.

5. Them and us will tackle IT.

Page 3 of 4 – Second Semester Review Exercise

NAME: _____ Date: _____

PART V DIRECTIONS: *In the space provided, write what job the capitalized pronoun is doing. (SUBJECT, PREDICATE NOMINATIVE, DIRECT OBJECT, INDIRECT OBJECT, OBJECT OF THE PREPOSITION)*

1. The red-eyed one is a man WHO likes control. _____
2. The red-eyed one is not a man WHOM Meg and Calvin like. _____
3. The girl WHO broke into the column was overjoyed. _____
4. The man WHOM she ran to was indeed her father. _____
5. Can you tell me WHO that boy is? _____

PART VI DIRECTIONS: *Circle the correct words in parentheses.*

1. They had never before had (that / those) (kind / kinds) of experiences.
2. (This / These) (type / types) of place (have / has) unbelievable secrets.
3. (This / These) kind of (column / columns) is both transparent and blinding.
4. They had to use (this / these) (sort / sorts) of tactics to escape the column's grip.
5. Meg was so grateful for (that / those) single, mysterious (pair / pairs) of glasses.

PART VII DIRECTIONS: *Circle the correct modifier in parentheses.*

1. Father had (less / fewer) influence over his son than he thought.
2. Meg thought she would have (less / fewer) fear once her father had been found.
3. Interestingly, there were (less / fewer) people walking the street than there had been earlier.
4. There was also (less / fewer) talking on the walk towards the strange, domelike building.
5. Meg was taking (less / fewer) and (less / fewer) breaths outside of IT's control.

Page 4 of 4 – Second Semester Review Exercise

NAME: _____ Date: _____

PART VIII DIRECTIONS: Choose which pronoun is correct. Then in the space provided, write what job that pronoun is doing.

1. Girls (who / whom) have a stubborn streak can sometimes use that as a strength.

2. Her brother, to (who / whom) she was speaking, merely stared at the brain with his eyes twirling.

3. It was Father (who / whom) encouraged Meg and Calvin to not give in.

4. The realization of the brain's purpose horrified Meg, (who / whom) wanted to pull away from it quickly.

5. Calvin had become a friend (who / whom) she deeply admired.

PART IX DIRECTIONS: Circle the correct word in parentheses.

1. Each of the boys had fought (his / their) own battle.

2. Both of the older children tried to recite (his / their) memorized historical documents.

3. Neither Father nor Calvin knew that Meg could hear (his / their) voice.

4. Mother and Meg had loved (her / their) family with everything they had.

5. A person should know what (he loves / they love) most in life.

Comma Rules 1, 2 & 3: Exercise #1 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: *Insert commas where they are needed.*

1. Edgar Allan Poe is a beloved American author, poet, and editor.
2. He practiced the art of short story, invented the detective fiction genre, and contributed greatly to the genre of science fiction.
3. Poe's influence on popular culture can be seen in literature, music, films, and television.
4. One can also see his influence in areas such as cosmology, cryptography, and other specialized fields.
5. His early life, military career, and publishing career each had their own difficulties.
6. Losing his parents at a young age, being plagued by gambling debts, and watching his wife die of tuberculosis undoubtedly left him with many haunting memories.
7. Some of his most well-known poems include poems about bells, a raven, and a city in the sea.
8. His father abandoned their family, his mother died of consumption, and then he was taken into the home of John Allan.
9. Baltimore and Philadelphia and New York City were all cities in which he lived.
10. Alcohol, cholera, heart disease, and tuberculosis are all suggested causes of Poe's death in 1849.

PART II DIRECTIONS: *The sentence below is not parallel. Rewrite it.*

The release of his first book, enlisting in the Army, and a time of service at Fort Independence were all part of the year 1827 for Edgar Allan Poe.

Answers will vary. A possible answer is given here.

Releasing his first book, enlisting in the Army, and serving for a time at Fort Independence were all part of the year 1827 for Edgar Allan Poe.

Comma Rules 1, 2 & 3: Exercise #2 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: *Insert commas where they are needed.*

1. Edgar became engaged to Sara Elmira Royster, and then he enrolled in the University of Virginia.
2. This school had strict rules against gambling, guns, tobacco, and alcohol but these rules were generally ignored.
3. It allowed students to choose their own studies, make their own boarding arrangements, and report all wrongdoing to the faculty.
4. This unique, chaotic system had a high dropout rate.
5. Without today's modern accessible technology, he lost touch with his quiet, gentle fiancé while away at school.
6. It was a long, exhausting year, and Poe chose to leave the university at the end of 1827.
7. He then moved to Boston and supported himself with odd jobs as a clerk and newspaper writer.
8. His first book was released that year, but it received virtually no attention.
9. Poe was later court-martialed, and he was tried for refusing to attend formation classes or church.
10. He pled not guilty, yet he knew he would still be found guilty.

PART II DIRECTIONS: *The sentence below is not parallel. Rewrite it.*

The death of a parent, moving to a new city, and to release a new book must have been a lot for Poe to handle all in one year.

Answers will vary. A possible answer is given here:

The death of a parent, a move to a new city, and the release of a new book must have been a lot for Poe to handle all in one year.

NAME: _____ Date: _____

PART II DIRECTIONS: Create your own sentence to accompany each of the following comma rules.

Answers will vary. Check for accuracy and understanding.

1. **ITEMS IN A SERIES:** use commas to separate items in a series of grammatical equals. This may be a series of nouns, verbs, prepositional phrases, adjective clauses, etc.

2. **TWO ADJECTIVES WITH “AND TEST”:** you SOMETIMES use a comma to separate two or more adjectives preceding a noun.

3. **COMPOUND SENTENCE:** use a comma before the conjunction when it joins independent clauses (or sentences).

Comma Rule 4: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: *Underline the adjective clause or participial phrase in each sentence below. Below each sentence, write “AC” if it’s an adjective clause and “PART” if it’s a participial phrase. Then separate all the NONESSENTIAL modifiers from the rest of the sentence with commas.*

1. In 1832 a baby boy, wrinkled and crying, was born in a little parsonage in Cheshire.
PART
2. He grew up sharing the strong religious values of his father.
PART
3. Children who grow up in families such as these frequently do share the same values.
AC
4. Charles Dodgson, having a background in mathematics, began his career as a teacher.
PART
5. Charles, using a pen name, began writing professionally in 1856.
PART
6. Lewis Carroll was actually a pen name taken from his real name.
PART
7. You might find many books written by Lewis Carroll at garage sales.
PART

Comma Rule 4: Exercise #2

ANSWER KEY

Page 1 of 1

DIRECTIONS: *Underline the adjective clause or participial phrase in each sentence below. Identify them as you did on Exercise #1. Insert commas where they are needed.*

1. The young Charles, being over six feet tall, walked somewhat awkwardly.
2. He also spoke with a bit of a stammer, which plagued him throughout his life.
3. A fever acquired in his childhood left the young Charles, who was already weakly, deaf in one ear.
4. His siblings enjoyed the puppet shows designed by their brother Charles.
5. A few influential men who he met in his twenties were artist John Ruskin and Dante Gabriel Rossetti.
6. George MacDonald, who was a famous fairy tale writer, was also a dear friend of his.
7. “Solitude,” which was a romantic poem, was his first published work.
8. The daughter of a friend living nearby was assumed to be his inspiration for “Alice.”
9. The outline for *Alice’s Adventures Under Ground*, eventually becoming his greatest commercial success, was presented to a young Alice Liddell on July 4, 1862.
10. The young girl loved the gift that Charles gave her.

Comma Rule 5: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: *Underline and identify the introductory element in each sentence below. (SW=single word; PART=participial phrase; PREP=prepositional phrase; AC=adverb clause.) Insert commas where they are needed.*

1. Yes, Robert Frost was actually his real name.

SW

2. Growing up in the city, he became involved in writing during his high school years.

PART

3. Interestingly, he was later best known for his writing about rural life.

SW

4. After he attended Dartmouth College for a short two months, he returned home to work various jobs.

PREP

5. While he was helping his mother teach her class of unruly boys, he realized that his true calling was writing poetry.

AC

6. In an 1894 edition of the *New York Independent*, his first poem was published.

PREP

7. Since you asked, it was titled “My Butterfly. An Elegy.”

AC

Comma Rule 5: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: *Underline and identify the introductory elements in the sentences below, using the abbreviations you were given in Exercise #1. Insert commas where they are needed.*

1. After this success he proposed to marry Elinor Miriam White.
PREP
2. Wanting to finish college first, she declined Frost's proposal.
PART
3. Upon his return from an excursion to Virginia, she graduated from St. Lawrence University and agreed to his second marriage proposal.
PREP
4. Why, that was quite unheard of in those days!
SW
5. For the years between 1897 and 1899, Robert attended Harvard University.
PREP
6. When his grandfather purchased a farm for them, the young couple moved to New Hampshire.
AC
7. In the early mornings, Frost wrote many of the poems that would later become famous.
PREP
8. Ultimately being unsuccessful at farming, he returned to education as an English teacher.
PART

Comma Rule 5: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: Write sentences according to the following instructions.

Answers will vary. Check for accuracy and understanding.

1. A sentence with a single-word introductory element.

2. A sentence with an introductory participial phrase.

3. A sentence with two or more introductory prepositional phrases.

4. A sentence with an introductory adverb clause.

5. A sentence demonstrating “items in a series.”

6. A sentence demonstrating “two adjectives with ‘and test.’”







7. A sentence demonstrating “compound sentence.”

8. A sentence demonstrating “nonessential modifier.”

Comma Rules 6, 7 & 8: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Insert commas where they are necessary. In the first 6 sentences, underline the appositive or appositive phrase, draw an arrow to the noun or pronoun it restates.

1. Ellen Creighton and Jethro, her nine-year-old son, were planting potatoes.

2. She had married her husband Matthew in the 1830s.

3. Ellen held within her deep ties to Calvinism, a major branch of Protestantism.

4. Child's paralysis, a dreaded disease in the 1850s, had taken the three lives of three of the Creighton's children.

5. Shad, the much-admired schoolmaster, had studied at McKendree College.

6. He had an uncle there who was a professor of natural philosophy, a subject that later generations would call physics.

7. Unfortunately, a lack of funds kept him from entering his second year at the college.
8. "Will you be back by suppertime, Shad?" Jethro yelled as he approached the fencerow.

Comma Rules 6, 7 & 8: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Rewrite each pair of sentences into a single sentence containing an appositive or appositive phrase.

Possibilities are listed; however, answers may vary, but be sure each sentence contains an appositive phrase and doesn't change the meaning of the original two sentences.

1. Jenny was a beautiful girl. She was the 14-year-old daughter of the Creightons.

Jenny, the 14-year old daughter of the Creightons, was a beautiful girl.

2. Shad had been struck by a horrible disease that caused high fevers and abdominal issues. It was called typhoid fever.

Shad had been struck by typhoid fever, a horrible disease that caused high fever and abdominal issues.

3. Shad was going to Newton for supplies and any important news. Newton was the closest town to the Creightons.

Shad was going to Newton, the closest town to the Creightons, for supplies and any important news.

4. Tom and Eb had been somewhat excited by the possibility of a war. These children were the two younger boys in the household.

Tom and Eb, the two younger boys in the household, had been somewhat excited by the possibility of a war.

PART II DIRECTIONS: Use each of the following items as an **APPOSITIVE** or **APPOSITIVE PHRASE** in a sentence of your own. Write 6 separate sentences, one for each item below.

EXAMPLE: Mrs. Pillsbury, a good teacher, is also a wonderful artist.

(...your sentences don't have to be true...)

Answers will vary. Be sure each sentence contains an appositive or appositive phrase.

1. Jethro

2. a good teacher

3. his friend

4. Ellen and Matthew

5. a good Scripture for children

6. the man you should meet

Comma Rules 6, 7 & 8: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: 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. By the other numbers, write the "buzzwords" of the correct commas.

3 As he hoed the earth with his mother,¹ the young,² energetic boy told,³ his mother about some things he had learned in school.

#1 introductory adverb clause

#2 two adjectives with "and test"

#3 splits verb and direct object

3 Jethro recalled that Copernicus,¹ a Renaissance mathematician and astronomer,² had proposed the earth made its way around the burning,³ sun.

#1 appositive

#2 appositive

#3 splits noun and its modifier

2 Well,¹ that gave Ma,² something to think about,³ and she thoughtfully went back to her work of hoeing,⁴ jabbing,⁵ and turning.

#1 expression

#2 splits indirect object and direct object

#3 compound sentence

#4 items in a series

#5 items in a series

PART II DIRECTIONS: Underline the interrupters in the sentences below. Identify them in the space provided as follows: APPOS = appositive or appositive phrase, DA = direct address, EXPR = expression. Insert commas where they are needed.

1. Foreigners, in Ellen's opinion, were always stirring up trouble.

EXPR

2. Now you're just being distracted by problems of the times, Ma.

DA

3. One of the wars he had learned about in school, the American Revolution, had amazed the young boy.

APPOS

4. Death, however, was neither simple nor lightly brushed aside.

EXPR

5. Matt himself had survived one war, the Mexican War.

APPOS

6. Mrs. Creighton, have you never thought of how different your life would be if the battle had gone the other way?

DA

Comma Rules 9, 10 & 11:
Exercise #1 ANSWER KEY

[Page 1 of 1](#)

DIRECTIONS: Insert commas where they are needed.

1. from November 13, 354, to August 28, 430
2. 471 North Main Avenue, Atlanta, Georgia 30301
3. 2900 Roman Road, Greenville, South Carolina 29601
4. after January 1, 1995
5. either Wednesday, October 5, or Sunday, October 9
6. Irene Hunt was born in May of 1907 in Pontiac, Illinois.
7. Sincerely yours,
8. Dear Shad, (in a letter thanking him for his family support) *
9. Dear Ulysses S. Grant: (in a letter asking for a military recommendation) *
10. Mrs. Hunt died in Savoy, Illinois, on her birthday, May 8, 1907.

** What determines whether or not a letter is a business letter or a friendly letter is not how well you know the person to whom you are writing; it is determined by the intent of the letter. If the letter's content is social, it is a friendly letter (even if you're writing to someone you've never met.) If the content is business, it's a business letter (even if you're writing to your old college roommate who does your taxes!)*

Comma Rules 9, 10 & 11: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Insert commas where they are needed.

1. The bells rang in every city throughout the North during the month of February, 1862.
2. Are you talking about Rome, Georgia, or Rome, Italy?
3. You can visit a national monument at 1214 Middle Street, Sullivan's Island, South Carolina.
4. This commemorates the official beginning of the Civil War on April 12, 1861.
5. Charleston, South Carolina, was the actual location of this Battle of Fort Sumter.
6. You will turn in an essay on General Beauregard's surrender on Friday, November 13.
7. You can visit a re-enactment of the first official battle of the Civil War at 200 North Main Street, Philippi, West Virginia 26416.
8. Endview Plantation, 362 Yorktown Road, Newport News, Virginia 23603 is the re-enactment site for the second battle of this war, the Battle of Big Bethel.

NAME: _____ Date: _____

5 Without coffee for her headache, Ellen wasn't able to sit up, eat, or work all day, but their neighbor Jenny, let them borrow the small amount that she had left.

#1 introductory prepositional phrase

#2 items in a series

#3 items in a series

#4 compound sentence

#5 splits subject and verb

3 Mother, take a sip of this warm, drink for your anxious, loving children.

#1 direct address

#2 splits noun and its modifier

#3 two adjectives with "AND" TEST

5 Yes, on Sunday, February 16, 1862, Ulysses S. Grant had written, a letter to S.B. Buckner, a general in the Confederate Army, that was published in the paper.

#1 introductory single word

#2 dates and addresses

#3 dates and addresses

#4 dates and addresses

#5 splits verb and direct object

#6 appositive

#7 appositive

Comma Rules Review Exercise ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: *Insert commas where they are needed. Commas may not be necessary in each sentence.*

1. Sherman's feat appeared wild, crazy, and even impossible.
2. Stories filtered back through quiet farms stuffed with hams and sides of beef and potatoes and grain.
3. Warm homes with sleeping children, railroads that were intact and functional, and farms laying tranquil under the winter snow were spread throughout the Midwest.
4. People on these farms received these stories with hesitant, mixed reactions.
5. Sherman and his men burned every fence, house, and barn in sight as they moved through Georgia.
6. They carried their country's good old flag with them every step of the way.
7. It was a terrible, pitiful thing, but this was what war was like.
8. Soldiers laughed as families' treasures were burned and carried off before their eyes.
9. Ed Turner's hands trembled as he returned a letter to the envelope, and he worried about how these events would affect the young boys.
10. Talking quietly with Matt, he discussed whether or not human life was being cheapened by this march.
11. Matt looked at his friend with eyes that were deeply troubled.
12. Congress, having passed the thirteenth amendment, now looked to the individual states for ratification.
13. Why, it was almost guaranteed that three-fourths of the states would ratify it.
14. With this kind of momentum, slavery was sure to be abolished.
15. When Ross Milton spoke of the problems that would come after abolition, Jethro grew quieter.

Page 2 of 4 – Comma Rules Review Exercise Answer Key

16. Friends, I wish you could have seen how this young man struggled with these thoughts.
17. Have mercy upon us, Lord, and hear our prayers for peace in this nation.
18. We are your humble servants, Father.
19. We have learned, after all, from our past mistakes and pray that we might not repeat them.
20. Jethro rode into Newton and spent the night with Mr. Milton, his trusted friend.
21. Dear citizens, join us in the center of town for a rousing celebration.
22. There was hardly a home in Newton, Illinois that had not felt the fiery lash of the war's tongue.
23. Two tired generals signed the final treaty at Appomattox, Virginia.
24. On Sunday, April 9, 1865, General Robert E Lee surrendered to Ulysses S. Grant.
25. Surprisingly, President Abraham Lincoln was killed a few days later on Saturday, April 15, 1865.

PART II DIRECTIONS: *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. By the other numbers, write the "buzzwords" of the correct commas.*

2 At the end of the war, Jethro was quite, surprised to find that the difficult,
monotonous work of the farm still continued on.

#1 introductory repositional phrases

#2 splits linking verb and complement

#3 two adjectives with "and test"

Page 3 of 4 – Comma Rules Review Exercise Answer Key

3 His world no longer held the same beauty,¹ serenity,² and hope that it had four short,³ years ago.

#1 items in a series

#2 items in a series

#3 splits noun and its modifier

2 After Abraham Lincoln had been assassinated,¹ the young boy wanted,² just a single look at the president,³ who had been a hero of his.

#1 introductory adverb clause

#2 splits verb and direct object

#3 nonessential modifier

2 However,¹ his work in the fields,² was the only source of food for his parents,³ John's family,⁴ and himself.

#1 introductory single word

#2 splits subject and direct object

#3 items in a series

#4 items in a series

2 Placing his hand on Jethro's shoulder,¹ Shad gave him,² quite a surprise,³ and the two men walked back to the house to see Jenny,⁴ Jethro's sister.

#1 introductory participial phrase

#2 splits indirect object and direct object

#3 compound sentence

#4 appositive

PART III DIRECTIONS: Underline the interrupter in each sentence below. Insert commas where they are needed. Identify the interrupter in the space provided. (APPOS=appositive; DA=direct address; EXPR=expression)

1. This book, in my opinion, is an excellent one for teaching about the Civil War.

EXPR

2. Irene Hunt, the author of this piece of literature, is a gifted writer.

APPOS

3. Class, today we'll be learning about the research that she did for this book.

DA

4. Did you know, sir, that the Creightons were based upon a real family?

DA

5. Mrs. Hunt's grandfather, a great storyteller, gave her lots of first-hand stories.

APPOS

6. By the way, did you know that bread really was baked in ashes?

EXPR

7. "Seven Stars," a song written in this book, was also a real song from this period.

APPOS

8. It was, after all, a song that Grandfather sang many times to his granddaughter.

EXPR

9. What did you all think of this book, students?

DA

Punctuating Quotations: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Copy the following sentences in the space provided below each sentence, inserting commas, quotation marks, exclamation points, and capitals where they are needed. Do not recopy the ones that are correct as they are.

1. Mrs. Darling told Wendy to stay young forever.

2. Mr. Darling asked do you think we will be able to afford another mouth to feed?

Mr. Darling asked, "Do you think we will be able to afford another mouth to feed?"

3. She cried of course we can afford to keep her!

She cried, "Of course we can afford to keep her!"

4. I know that Nana admires you greatly Mrs. Darling said to Mr. Darling even if you do not think so.

"I know that Nana admires you greatly," Mrs. Darling said to Mr. Darling, "even if you do not think so."

5. Wendy whispered I do believe that Peter Pan has been here again.

Wendy whispered, "I do believe that Peter Pan has been here again."

6. Mrs. Darling asked her how she knew that.

7. I don't know how, but I just know she explained.

"I don't know how, but I just know," she explained.

8. Her mother cried out I can't believe you didn't tell me this before.

Her mother cried out, "I can't believe you didn't tell me this before!"

Punctuating Quotations: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Rewrite the following sentences in the space provided, inserting proper punctuation and capitalization.

1. Someone help me Mrs. Darling screamed from her bed

“Someone help me!”Mrs. Darling screamed from her bed.

2. What in the world is the matter Nana must certainly have thought to herself

“What in the world is the matter?” Nana must certainly have thought to herself.

3. Do you think Mr. Darling would have responded by saying it all comes of having a dog for a nurse

Do you think Mr. Darling would have responded by saying, “It all comes of having a dog for a nurse”?

4. How funny it must have been to hear Michael state matter-of-factly nobody wants me

How funny it must have been to hear Michael state matter-of-factly, “Nobody wants me”!

5. He leaned over and whispered quietly to his mother do you want a boy or a girl for a third child

He leaned over and whispered quietly to his mother, “Do you want a boy or a girl for a third child?”

6. Mr. Darling declared he sure does look like a scoundrel as he examined the boy’s shadow

Mr. Darling declared, “He sure does look like a scoundrel,” as he examined the boy’s shadow.

7. When was the last time you heard someone say I’m holding a shadow that belongs to a boy

When was the last time you heard someone say, “I’m hiding a shadow that belongs to a boy”?

Punctuating Quotations: Exercise #3 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Rewrite the following sentences in the space provided, punctuating them correctly. Be careful, they're sneaky!

1. Tinkerbell where are you asked Peter please do come out of that jug. I need you to help me find my shadow

"Tinkerbell, where are you?" asked Peter. "Please do come ut of that jug. I need you to help me find my shadow."

2. Why didn't you just tell me Peter it's in the chest of drawers inquired Peter

"Why didn't you just tell me, 'Peter, it's in the chest of drawyers'?" inquired Peter.

3. How he scoffed when Wendy casually stated my name is Wendy Moira Angela Darling laughed Tinkerbell when she told the story.

"How he scoffed when Wendy casually stated, 'My name is Wendy Marie Angela Darling'!" laughed Tinkerbell when she told the story.

4. Was Wendy more shocked when Peter said I don't get any letters or when he said I don't have a mother asked the little boys.

"Was Wendy more shocked when Peter said, 'I don't get any letters' or when he said, 'I don't have a mother'?" asked the little boys.

PART II DIRECTIONS: If the sentence below is an INDIRECT QUOTE, rewrite it to be a DIRECT QUOTE. If it's a DIRECT QUOTE, rewrite it to be an INDIRECT QUOTE.

Answers will vary. Check for accuracy and understanding. Possibilities are given.

1. Wendy said it was no wonder that Peter was crying.

Wendy said, "It's no wonder that you're crying, Peter!"

2. "I was only crying because I can't get my shadow to stick on!" insisted Peter Pan.

Peter Pan insisted that he was only crying because he couldn't get his shadow to stick on.

3. "Wendy," asked Peter, "what does it mean to sew something?"

Peter asked Wendy what it meant to sew something on.

4. Wendy warned Peter that it would hurt a little.

Wendy said, "Peter, this will hurt a little."

5. "How clever I am!" he exclaimed rapturously.

He rapturously exclaimed that he was very clever.

Punctuating Dialogue: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Copy the following excerpt, using whatever paragraphing, punctuation, and capitalization are necessary. The punctuation marks which are already included in the exercise are correct.

Note: There are only two exercises included in this unit. You might to desire to spend the extra day reading your rewritten dialogue aloud to look for errors, as some of them are difficult to catch.

The pirates disappeared among the trees, and in a moment their Captain and Smee were alone. Hook heaved a heavy sigh, and there came over him a desire to confide to his faithful bo'sun the story of his life. He spoke long and earnestly, but Smee, who was rather stupid, did not know in the least what it was all about. Soon Smee caught that Peter's name was mentioned.

"Most of all," Hook was saying passionately, "I want their captain, Peter Pan. 'Twas he cut off my arm." He brandished the hook threateningly. "I've waited long to shake his hand with this. Oh, I'll tear him!"

"And yet," said Smee, "I have often heard you say that hook was worth a score of hands, for combing the hair and other homely uses."

"Ay," the captain answered, "if I was a mother I would pray to have my children born with this instead of that," and he cast a look of pride upon his iron hand and one of scorn upon the other. Then again he frowned. "Peter flung my arm," he said, wincing, "to a crocodile that happened to be passing by."

"I have often," said Smee, "noticed your strange dread of crocodiles."

"Not of crocodiles," Hook corrected him, "but of that one crocodile." He lowered his voice. "It liked my arm so much, Smee, that it has followed me ever since, from sea to sea and from land to land, licking its lips for the rest of me."

"In a way," said Smee, "it's sort of a compliment."

"I want no such compliments!" Hook barked petulantly. "I want Peter Pan, who first gave the brute its taste for me." He sat down on a large mushroom, and now there was a quiver in his voice. "Smee," he said huskily, "that crocodile would have had me before this, but by a lucky chance it swallowed a clock which goes tick tick inside it, and so before it can reach me I hear the tick and bolt." He laughed, but in a hollow way.

(adapted from *Peter and Wendy* by J.M. Barrie)

Punctuating Dialogue: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Rewrite the following excerpt, using correct punctuation, capitalization, and paragraphing.

“You are too late!” Tootles cried proudly. “I have shot the Wendy. Peter will be so pleased with me.”

Overhead Tinker Bell shouted, “Silly boy!” and darted into hiding.

The others did not hear her. They had crowded round Wendy, and as they looked a terrible silence fell upon the wood. If Wendy’s heart had been beating they would all have heard it.

Slightly was the first to speak. “This is no bird,” he said in a scared voice. “I think this must be a lady.”

“A lady?” asked Tootles, and fell a-trembling.

“And we have killed her,” Nibs said hoarsely.

They all whipped off their caps.

“Now I see,” Curly said. “Peter was bringing her to us.” He threw himself sorrowfully on the ground.

“A lady to take care of us at last,” said one of the twins, “and you have killed her!”

They were sorry for him, but sorrier for themselves, and when he took a step nearer them they turned from him.

Tootles’ face was very white, but there was a dignity about him now that had never been there before. “I did it,” he said, reflecting. He moved slowly away.

“Don’t go!” they called in pity.

“I must,” he answered, shaking, “I am so afraid of Peter.”

It was at this tragic moment that they heard a sound which made the heart of every one of them rise to his mouth. They heard Peter crow. “Peter!” they cried, for it was always thus that he signaled his return.

“Great news, boys!” he cried, “I have brought at last a mother for you all!”

(adapted from *Peter and Wendy* by J.M. Barrie)

Punctuating Titles: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Punctuate the following sentences correctly.

1. Is it true that your ancestors owned a ship called the USS Peter Pan?
2. Mother was completely engrossed in an article entitled “Who is Peter Pan?” In this month’s issue of The New York Review of Books.
3. The statue simply titled Peter Pan was secretly erected in Kensington Gardens in May of 1912.
4. The quartet sang “Neverland Medley” at the close of the program.
5. After seeing the play Robin Hood Live!, I wrote an essay entitled “Green Isn’t Peter Pan’s Color,” but my teacher wasn’t impressed.
6. The teacher read aloud the chapter called “The Home Under the Ground” from her copy of Peter and Wendy.
7. I searched the library for a CliffsNotes guide to Peter Pan, but I couldn’t find one.
8. I have always loved the song “I’ll Try” from Return to Neverland.

Punctuating Titles: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: *Punctuate the following sentences correctly.*

1. The high school play this year will be Disney's Peter Pan, Jr.
2. “Class, open your books to the chapter entitled ‘The Never Bird’,” said Mrs. Johnson.
3. Mom, how do you pronounce the que in barque?
4. The teacher listed bedchambers, moidores, and tarpaulin under the vocabulary section for Chapter 10.
5. I'll never forget watching the 2002 film Peter Pan: Return to Neverland.
6. The story of Peter Pan's life has inspired many songs, including “Ordinary Day” by Vanessa Carlton and “Wendy Bird” by TagYerit.
7. In James V. Hart's novel Capt. Hook: The Adventures of a Notorious Youth, which was published in 2005, 15-year-old James Matthew is the future Captain Hook.
8. You can even read an article in the magazine The New Yorker entitled “Lost Boys: Why J.M. Barrie Wrote Peter Pan.”

Punctuating Titles: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: Punctuate the following sentences correctly.

1. “Alex, did you see “Peter Pan and the Pirates” this week?” asked Lisa. “It’s my favorite show.”
2. I said, ““The Children Are Carried Off” was the most exciting chapter in the book so far.”
3. “How am I supposed to know how you pronounce heroine correctly?” wailed Stephen.
4. “Did you know that William Ernest Henry, the author of the famous poem “Out of the Night That Covers Me,” was a dear friend of J.M. Barrie?” asked Mrs. Stanley.
5. The teacher continued by saying, “He actually named his character Wendy in Peter Pan’s Adventures after Mr. Henry’s daughter.”
6. “A quick Google search finds many poems written in honor of J.M. Barrie’s characters, including ones entitled “The Little White Bird” and “Wendy’s Morning,” mentioned a student.
7. Molly wondered “Were you thinking about the book Peter Pan when you wrote the line in your poem that says ‘I will fly with not a care in the world,’ Seth?”
8. “Have you seen Sandro Dossi’s piece of artwork called simply Peter Pan?” asked Mr. Brown.

Punctuating Situations Review

ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Rewrite the following sentences NEATLY on a separate sheet of paper. Add the necessary capitalization and punctuation. If the sentence is correct as it is, write the letter C next to that number on your paper. Be careful; some are sneaky!

1. did you hear Peter say it's Hook or me this time
Did you hear Peter say, "It's Hook or me this time!"?
2. that terrible sound is gone now, Captain said Smee and all is still again
"That terrible sound is gone now, Captain," said Smee, "an all is still again."
3. the boys listened as Hook shouted here's to Johnny on the plank
The boys listened as Hook shouted, "Here's to Johnny on the plank!"
4. Fetch the cat, Jukes," said Hook, "it's in the cabin."
"Fetch the cat, Juke," said Hook. "It's in the cabin."
5. cecco told Hook that Bill Jukes was dead
Cecco told Hook that Bill Jukes was dead.
6. Is this mutiny Hook inquired of the crew
"Is this mutiny?" Hook inquired of the crew.
7. who was first to shout the ship's doomed inquired the captain
"Who was the first to shout, 'The ship's doomed!'" inquired the captain.
8. the teacher asked are you sure that it was Mullins who shouted no one can save you now, missy
The teacher asked "Are you sure that it was Mullins who shouted, 'No one can save you now, Missy!'"

PART II DIRECTIONS: Punctuate the following sentences correctly. Don't change punctuation that is already there.

1. "Never Smile at a Crocodile" is the most famous song ever deleted in Disney history.
2. "In 2004 Dave Barry released a very successful book based upon the life of Peter Pan called Peter and the Starcatchers," said Tim in his oral report.
3. Did you see the picture of J.M. Barrie in today's Times?
4. "The drama department is presenting Peter Pan: A Musical Adventure for their spring play," announced Mr. Toler.
5. Mrs. Lane assigned the sixteenth chapter "The Return Home" in our novel.
6. Antonio created a beautiful painting that he's calling An Afternoon in Neverland in art class today
7. "Hey, Sarah," asked Matthew, "did you happen to record the episode of 'Jake and the Neverland Pirates' for our little brother?"
8. "I'll never forget how embarrassed I was when I learned that I had been mispronouncing cyphire," laughed Jill

PART III DIRECTIONS: *On a separate piece of paper, copy the following dialogue, punctuating and paragraphing it correctly. Assume that the punctuation you see written here is correct.*

It was a typical Monday morning at home. The Jones children were already working on their schoolwork, but Mom was still working on the breakfast dishes. Hey said Eric can we read Peter Pan aloud today Grace, who was doing her math in a huge easy chair, looked up from her work. I'd like that she said It's always much more exciting that way Great said Ben who wants to read first heaving herself out of the chair, Grace said why don't you start, Eric Why asked Eric. Because I love the English accent that you use for Peter and the lost boys It's so authentic Yeah, said (*Who is speaking here? Eric or Ben?*) Barrie would be proud

It was a typical Monday morning at home. The Jones children were already working on their schoolwork, but Mom was still working on the breakfast dishes.

“Hey,” said Eric, “can we read Peter Pan aloud today?”

Grace, who was doing her math in a huge easy chair, looked up from her work. “I'd like that,” she said. “It's always much more exciting that way!”

“Great,” said Ben, “Who wants to read first?”

Heaving herself out of the chair, Grace said, “Why don't you start, Eric?”

“Why?” asked Eric.

“Because I love the English accent that you use for Peter and the lost boys. It's so authentic.”

“Yeah,” said Ben. “Barrie would be proud.”

Note: Sometimes it's necessary to discuss whether or not a sentence should end with a period or an exclamation mark. As long as the rest of the punctuation and capitalization is consistent with whichever they've chosen, give credit.

First Semester Review: ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: Insert commas where they are needed.

1. Wendy, Michael, and John returned home and slipped back into their beds.
2. The surprised, ecstatic parents welcomed their children home with open arms.
3. Peter watched from the window, but he knew that he would never be able to experience the joy that these children were feeling.
4. Nana, rushing in to investigate the commotion, joined in the love fest.
5. As they waited by the stairs, the other boys wished they were not wearing pirate clothes.
6. As we sit here in our own homes, on Monday, December 1, 2014, in Atlanta Georgia we are thankful for our own loving families.
7. Peter told Wendy of his plans with Tink, the other fairies, and her house.
8. Wendy listened with a gentle, quiet spirit.
9. She then responded with a wistful tone in her voice, and Mrs. Darling tightened her grip on her daughter.
10. Peter, who hated the idea of becoming a man, rejected Mrs. Darling's offer to become his mother.
11. From his perch at the window, Peter made an arrangement with Mrs. Darling
12. Why, Wendy would now be able to spend one week a year with Peter, yet Peter would never have to grow up to become Peter Pan, M.D. or Peter Pan, Esq.

PART II DIRECTIONS: Underline the interrupter in each sentence below. Insert commas where they are needed. Identify the interrupter in the space provided. (APPOS=appositive; DA=direct address; EXPR=expression)

1. If you want my opinion, this novel is an excellent selection for middle schoolers.
EXPR
2. J.M. Barrie, the author of this piece of literature, was fascinated with childhood.
APPOS
3. By the way, did you know that Mr. Barrie gave the rights to the Peter Pan works to Great Ormond Street Hospital?
EXPR
4. Did you also know, kids, that the hospital still benefits from this gift today?
DA
5. The Davies boys, the children of Mr. Barrie's friends, were a source of much inspiration for him.
APPOS
6. Students, why do you think Mr. Barrie adopted these children?
DA
7. *The Boy David*, Mr. Barrie's final play, dramatized the life of King Saul and young David from the Bible.
APPOS
8. It was, however, written for a specific woman to play the role of David.
EXPR
9. Which of Barrie's plays is your favorite, sir?
DA

PART III DIRECTIONS: Rewrite the following sentences NEATLY. Add the necessary capitalization and punctuation.

1. Mrs. Darling cried you need a mother’s love just as much as Peter does

Mrs. Darling cried, “You need a mother’s love just as much as Peter does!”

2. will you forget me Peter before spring-cleaning time comes asked Wendy

“Will you forget me, Peter, before spring-cleaning time comes?” asked Wendy.

3. don’t you remember she asked, amazed how you killed Hook and saved all of our lives

“Don’t you remember,” she asked, amazed, “how you killed Hook and saved all of our lives?”

4. I forget them after I kill them Peter replied carelessly

“I forget them after I kill them,” Peter replied carelessly.

5. perhaps he is just ill suggested Michael or maybe there never was such a person at all

“Perhaps he is just ill,” suggested Michael, “or maybe there never was such a person at all.”

PART IV: DIRECTIONS: Punctuate the following sentences correctly. Don’t change punctuation that is already there.

1. Mrs. Johnson announced, “We will next be reading After the Rain: A New Adventure for Peter Pan by J.E. Somma. This is an unauthorized sequel to the original novel.”
2. The band Blind Guardian wrote and released a song called “Fly” in honor of Peter Pan.
3. “Did you watch NBC’s production of Peter Pan: Live?” asked the teacher
4. “Mrs. Brown, would it be okay for me to write an essay called ‘The Lost Girls’ for my literature project?” asked Ruth.

PART V DIRECTIONS: 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. By the other numbers, write the "buzzwords" of the correct commas.

2 At the end of the novel, I was quite₁, surprised to find that Mrs. Darling agreed to allow Wendy to visit the childish, unpredictable Peter.₂
3

- #1 two or more introductory prepositional phrases
- #2 splits linking verb and complement
- #3 two adjectives with "and test"

3 Wendy grew up,₁ got married,₂ and had a beautiful little,₃ girl of her own.

- #1 items in a series
- #2 items in a series
- #3 splits noun and its modifier

2 When she was old enough,₁ Wendy told Jane,₂ stories about Peter Pan,₃ who she still remembered fondly.

- #1 introductory adverb clause
- #2 splits indirect object and direct object
- #3 nonessential modifier

2 To tell the truth,₁ sometimes Wendy,₂ wondered if she had only imagined these adventures for her daughter's sake,₃ but then came the day when Peter came for another visit.₄

- #1 expression
- #2 splits subject and verb
- #3 possessives
- #4 compound sentence

Semicolons & Colons: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: *Some of the sentences below require semicolons, some have semicolons that should not be there, and some of the sentences are correct. Put in the missing semicolons (and commas when necessary for a transitional word), cross out or change the incorrect ones, and leave the sentences which are correct as they are.*

1. Late summer is humid in Berlin; the heat clings to me like a wet towel.
2. Some people are saying the war isn't going well; however, the newspapers have to print the official armed forces war bulletin.
3. I have no doubt, however, that the German Reich will ultimately be victorious.
4. A nearby woman and her two children look gaunt; their eyes are underlined by purplish rings and their cheeks are hollow.
5. We have been at war for four years and the British navy has blockaded the German harbors; there is not much left of anything.
6. The advertisement for nerve tonic reminds me of Papa, who died at Verdun two years ago.
7. The optimism of the early years of war began to dissipate; therefore, as the battles dragged on Papa's letters openly expressed his despair.
8. Hans couldn't understand Papa's waning strength; it just made him angry.
9. My brother was pestered by little nits while burrowed in the earth; consequently we sent him lice powder.
10. I was only sixteen; hence, the best I can give to the war effort was a patriotic poem.
11. Still left at home were Mama, who blamed Kaiser for everything; me, who wanted to follow in my brother's footsteps; and little Louise, who was too young to have an opinion.
12. I could tell that Mama's hatred for Kaiser was continuing to grow; for example, she began to join in local socialist party meetings.

Semicolons & Colons: Exercise #2 ANSWER KEY

[Page 1 of 1](#)

DIRECTIONS: *Decide where colons should appear in the following sentences and write them in. Note that not all sentences will need a colon.*

1. Reading Ecclesiastes 3:8, the pastor spoke about war with the following quotation:
“A time to love, and a time to hate; a time for war, and a time for peace.”
2. As part of our vocabulary study we have to learn the meaning of the following words:
Herr, nationalism, militarism, espionage, Reich, *and* propaganda.
3. Hedwig invited Moritz, Oma, and Mama.
4. The expert explained the different parts of the German U-boat: torpedo tank, ballast tubes, periscopes, and anti-aircraft guns.
5. A German soldier was outfitted with the following: steel helmet, anti-gas cape, respirator, and haversack.
6. At 9:30 Mother finished reading the second chapter by quoting Matthew 5:9 “Blessed are the peacemakers, for they shall be called sons of God.”
7. Several things made Oma Erma a classic in my mind: long, old-fashioned black dresses, laced-up boots, and unruly gray hair.
8. Oma had made her sweet yeast bread with wheat flour, eggs, sugar, butter and yeast.
9. I noticed the special markings on the war flag hanging outside the palace: the black cross, the white background, and the Imperial Eagle in the left corner.
10. We came downstairs at 7:00, ate breakfast at 7:15, and began our piano practices at 7:45.

Semicolons & Colons: Exercise #3 ANSWER KEY

[Page 1 of 1](#)

DIRECTIONS: *Using semicolons, colons, and commas, correctly punctuate the following sentences.*

1. I leave the house before Mama got up; I didn't want her to know where I was going.
2. When we were younger, the boys on our street frequently reenacted the battle of 1870, always in this way: Otto was the general, Hans was his lieutenant, and some poor chap played the French emperor.
3. The girls on our street would wear the following: white aprons, white napkins marked with red crosses, and the sweet smile of a nurse.
4. These "nurses" were eager to help the wounded soldiers; furthermore, Hans was always their most popular patient.
5. I spot a few of Hans' friends: Otto, a tall, straw-blond young man; Robert, who walks behind him with long strides; and Emil, the younger brother who trails behind.
6. I follow them on a route throughout the city: across Alexander Square, past the Red Fortress, and toward Nikolai Quarter.
7. Hans had only sometimes let me spend time with his friends; I was either teased or treated like a cute puppy.
8. After we climb the steps to Otto's apartment, they stand me in a window, frame cover my eyes with a scarf, and spin me around and around; and then they tell me to jump.
9. Between the time of 8:00 and 8:30 I had survived one of the greatest challenges of my life; I had officially completed their initiation ritual.
10. I would now take part in my first operation; however, I had no idea what it would involve.

Possessives: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Find and underline the possessive phrase in each sentence below. Then in the space provided, “flip” the phrase and write the “word-in-the-box” on the line provided.

EXAMPLE: The boys basketball team won.

_____ the basketball team of the boys

1. My brothers friends are thieves. | _____

the friends of my brother

2. The bakers flour will now make even fewer loaves. | _____

the flour of the baker

3. Vegetables are being offered from an old womans cart. | _____

a cart of the old woman

4. The veterans offer is only eggs. | _____

the offer of the veteran

5. Moritz sells his flour to the man sitting on the grocery stores stool. | _____

the stool of the grocery store

PART II DIRECTIONS: Using the technique of “flipping the possessive phrase,” correctly punctuate the following sentences. Remember to “freeze frame” the “word-in-the-box,” then add either ‘ or ‘s.

1. Herr Goldman’s opinions about the war are different from those that Moritz has.

2. The young man’s brother has become an invalid from fighting in France.

3. There was to be another workers’ meeting outside the Siemens factory.

4. Moritz agrees to write the editor in chief’s article about the lawsuit against Duchess von Bulow.

5. The young journalist’s enthusiasm over writing an article for the newspaper is tangible.

NAME: _____ Date: _____

PART III DIRECTIONS: Rewrite the sentences below. These sentences are already “flipped,” so you need to put them back the way they were before they were flipped. Your rewritten sentences must say the same thing as the original sentence, but it must contain a possessive.

1. A group of women in their working aprons walked out the gate of the factory.

A group of women in their working aprons walked out of the factory’s gate.

2. There is obvious approval based upon the response of the crowd.

There is obvious approval based upon the crowds response.

3. The approach of the policemen did not encourage the demonstrators to move.

The policemen’s approach did not encourage the demonstrators to move.

4. Their attempts to disperse the crowd were thwarted by the antics of two boys.

Their attempts to disperse the crowd were thwarted by the two boys’ antics.

Possessives: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Correctly form the possessives in the sentences below.

1. Hans never makes any comments about Mama's political activities in his letters to us.
2. When I arrive home, men's voices are coming from the kitchen.
3. The policeman's upper lip stretches into a line as thin as his mustache.
4. I am surprised that my mother's plans had already been made to stay at Aunt Martha's house.
5. Aunt Martha was a teacher in a girls' school, and she was also a member of the German Women's League.
6. When I arrive in Charlottenburg, I walk past many apartments' balconies looking for the right one.
7. Mama listens calmly to her boy's recounting of the evening, and then he listens to the two sisters plans.

PART II DIRECTIONS: Rewrite the following sentences so that they stay the same but contain possessives.

1. "It is not the place of the people to chase away a king," says Old Moser.

"It is not the people's place to chase away a king," says Old Moser.

2. The bald head of Mahlke is dripping with sweat as he argues with Old Moser.

Mahlke's bald head is dripping with sweat as he argues with Old Moser.

3. He crunches the wrapping paper of his sandwich into a ball and tosses it away.

He crunches his sandwich's wrapping paper into a ball and tosses it away.

4. A crow lands on a branch of the linden tree in the courtyard.

A crow lands on the linden tree's branch in the courtyard.

NAME: _____ Date: _____

PART III DIRECTIONS: Write the correct form of the words in each column:

<u>WORD</u>	<u>POSSESSIVE</u>	<u>PLURAL</u>	<u>PLURAL POSSESSIVE</u>
LADY	<u><i>lady's</i></u>	<u><i>ladies</i></u>	<u><i>ladies'</i></u>
CHILD	<u><i>child's</i></u>	<u><i>children</i></u>	<u><i>children's</i></u>
MAN	<u><i>man's</i></u>	<u><i>men</i></u>	<u><i>men's</i></u>
GIRL	<u><i>girl's</i></u>	<u><i>girls</i></u>	<u><i>girls'</i></u>
WOMAN	<u><i>woman's</i></u>	<u><i>women</i></u>	<u><i>women's</i></u>

Possessives: Exercise #3 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Write the correct form of the words in each column:

<u>WORD</u>	<u>POSSESSIVE</u>	<u>PLURAL</u>	<u>PLURAL POSSESSIVE</u>
BABY	<u><i>baby's</i></u>	<u><i>babies</i></u>	<u><i>babies'</i></u>
SOLDIER	<u><i>soldier's</i></u>	<u><i>soldiers</i></u>	<u><i>soldiers'</i></u>
MORITZ SCHMIDT	<u><i>Schmidt's</i></u>	<u><i>the Schmidts</i></u>	<u><i>Schmidts'</i></u>
MOUSE	<u><i>mouse's</i></u>	<u><i>mice</i></u>	<u><i>mice's</i></u>
BOY	<u><i>boy's</i></u>	<u><i>boys</i></u>	<u><i>boys'</i></u>

PART II DIRECTIONS: Place apostrophes in the proper places in the sentences below.

- The young man's article is printed in the morning edition of the newspaper.
- His boss's words of caution leave Moritz confused.
- A several weeks' wait occurs before Moritz's new friends contact him again.
- A visit to a distant cousin for some food is Otto's next operation.
- Moritz spends a solid hour shaking the mud from the potatoes' tubers in Mimi's garden.
- Erich's dog uncovers the smuggled food in no time at all.
- The policeman's colleagues continue to rummage through the two boys' cart.

PART III DIRECTIONS: Rewrite the following sentences using possessives.

- The boys borrow the keys from the sister of Otto when they find out about the absence of the family.

The boys borrow the keys from Otto's sister when they find out about the family's absence.

- Portraits of the royal family stand on the mantel of the fireplace.

The royal family's portraits stand on the fireplace's mantel.

- The group manages to fill their stomachs and their pockets in the time of a few minutes.

The group manages to fill their stomachs and their pockets in a few minute's time.

PART IV DIRECTIONS: On the back, compose your own possessive sentences using the following nouns: *Answers will vary. Check for accuracy and understanding.*

- Moritz
- Hans
- any singular noun
- Mama
- any plural noun NOT ending in s

Capitalization: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: In each of the following items, you are to choose the correct one of the two forms. Circle the letter of the correct item and be prepared to explain why the other one is wrong.

- a. The Workers' Meeting took place at the corner of Charlottenstrasse and Auguststrasse.
b. The workers' meeting took place at the corner of Charlottenstrasse and Auguststrasse.
- a.** Moritz lived near the River Havel.
b. Moritz lived near the River havel.
- a.** This river ran through Berlin.
b. This River ran through berlin.
- a.** Fox's Pub was only three blocks away.
b. Fox's pub was only three blocks away.
- a. Germany lies in western Europe.
b. Germany lies in Western Europe.
- a. City streets in the west were often cluttered with people.
b. City streets in the West were often cluttered with people.
- a.** The city of Berlin is the capital of Germany.
b. The City of Berlin is the capital of Germany.
- a. Hans had been sent to field hospital in Ors near Metz.
b. Hans had been sent to Field Hospital in Ors near Metz.
- a. The sailors in Kiel and Wilhelmshaven refused to embark on a suicide mission against the british Navy.
b. The sailors in Kiel and Wilhelmshaven refused to embark on a suicide mission against the British navy.
- a.** Anna Schmidt is introduced by the speaker as "Comrade Schmidt."
b. Anna Schmidt is introduced by the speaker as "comrade Schmidt."
- a. An open Highway to the capital would have been welcomed.
b. An open highway to the capital would have been welcomed.
- a.** New York City was the largest city in the East.
b. New York City was the largest City in the east.

Capitalization: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Circle the letters which should be capitalized in the sentences below.

1. a brass sign directed visitors to hugo hasse's legal office on the outskirts of berlin.
2. a framed print of an old map of eastern prussia hung on the wall as they spoke of amnesty for all political prisoners.
3. a small truck with henke's towel service printed on the side was near the rear entrance.
4. rebecca and herr cohen help moritz select a book called gustaf adolfs page.
5. the majority of social democrats stood with ebert, who wanted a democracy with elections for a national assembly, instead of the soviet model.
6. an article about two young men breaking into behnke's grocery at tiergartenstrasse was published in the berliner daily.
7. an advertisement for a tonic that protects the user from the spanish flu played while they were waiting for the new film starring pola negri to begin.
8. hans' buddy hans kollmann from bamberg down in bavaria, fought next to him in the trenches near amiens as the british and french bombarded them until the americans came to help.

Capitalization: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: Circle the letters which should be capitalized in the sentences below.

1. monika schroder grew up in germany and worked as an elementary school teacher and librarian in american international schools.
2. she and her husband now live in the blue ridge mountains of north carolina with their indian street dog named frank.
3. in 2001 mrs. schroder entered the ionia free fair baking contest and won second place with her famous nectarine-upside-down cake.
4. the schroders have a cabin in michigan on an island in saint marie's river where large ore boats pass by on their way to lake superior.
5. the monika tea center is a sari shop in jodhpur, a big city in the indian desert state of rajasthan.
6. in her workshop entitled "saraswati's way-inspiration and challenges of writing a novel set in india," mrs. schroder teaches on the novel she wrote about a street child living in the new delhi train station in india.
7. she has written many articles, including "i'm not a writer, i'm a rewriter" and "after the russians came," both of which have been published in a magazine called book links.
8. the american library association, located on east huron street in chicago, illinois, publishes this magazine and also bestows an award called the andrew carnegie medals for excellence in fiction and nonfiction.

Punctuation Review

Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Punctuate the following sentences correctly, using everything you have been taught about punctuation and capitalization.

1. “Are you expecting someone for lunch, Hedwig?” asks Moritz, her brother.
2. “Oma, the war is officially over, and those bells mark the armistice!” yelled the young man.
3. The Kaiser, who had been in power until yesterday, had abdicated and left Germany.
4. “The flour for this bread was taken from the palace on Saturday, said Aunt Martha.
5. “Why, you must be so happy after all these years of fighting for women’s suffrage!” cried Mama.
6. It was Moritz, as a matter of fact, who wrote the poem called “Our Children Are Starving.”
7. Mama was annoyed when Hans read the paper at the table; however, she didn’t say anything about it.
8. The familys opinions were as follows: Hans, who had lost his arm, thought the abdication was a disgrace; Mama, who had fought for the armistice, was thrilled with the outcome; and Moritz, who had been torn between his allegiances, was happy that the war had ended.
9. This family would have benefitted from reading John 16:33 from the King James version of the Holy Bible.
10. “What,” Hans asked, spitting his words across the table, “has your Jewess told you about the end of the war?”

Punctuation Review

Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Add all the necessary punctuation and capitalization you have been taught to the sentences below.

1. We continued our meal in silence; each of us kept our weary, confused heads down.
2. Herr **G**oldmann, the editor of the Berliner Daily, announced, “I am here to offer Moritz a full-time position as a journalist at our newspaper.”
3. “Aren’t you happy for your brother?” asked Mama.
4. “I should point out,” his mother said, “that your brother’s accomplishments have happened without him even studying at university.”
5. Moritz might title his next article “A Family of **H**eroes.”
6. “You have already spoiled our celebration!” Moritz shouted. “You are spoiling pretty much everything around here, you know!”
7. “Did young **M**r. **S**chmidt really just say, ‘now that you’re back, I don’t even know who you are anymore’.” asked **A**unt **M**artha, “or am **I** hearing things?”
8. The womens’ chatter about the **J**ews made Moritz feel even more anger towards Hans.
9. “First, I grabbed my jacket,” said Moritz, “and then I ran, cloaked in freezing grey fog, into the city street.”
10. He crossed the street, took the elevated train from the **O**berbaum bridge, passed in front of the **I**mperial **P**alace, exited at **A**lexander **S**quare, and wandered toward **N**ikolai **C**hurch.

Punctuation Review

Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: Punctuate the following sentences correctly, using everything you have been taught about punctuation and capitalization.

1. Mama, having been elected to the workers' council, won't return until later tonight.
2. Hans, smelling like alcohol, says, "Look who's here: my little brother, the poet."
3. The soldier, wounded in the war, was left feeling these emotions: hatred, confusion, anger, and betrayal.
4. Hans, brandishing a revolver, spoke of restoring dignity and order again in Germany; Moritz, his little brother, spoke of help and healing.
5. "You are coming with me!" Hans yells. "Don't you want to help me? In fact, you owe me!"
6. After wresting the revolver from his hand, Moritz threw the cold, threatening weapon into a garbage bin in front of Palitzkes Paint Shop.
7. Hans closes the door of the house, throws his travel bag over his left shoulder, and picks up the suitcase in his hand; and he doesn't even notice me as he walks away.
8. Valentin von Ewald, Hans's friend from the war, does, I believe, still live in Dahlem, Germany.
9. "A group called the Council of Peoples' Representatives was elected at the meeting in the Circus Busch Arena," stated Old Moser. "They have soldiers' and workers' councils over there in Russia, too."
10. I carefully read chapter 45, "The Way It All Ends," in our book My Brother's Shadow; therefore, I am prepared for the final discussion in class tomorrow.

Pronoun-Antecedent: Exercise #1 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Change whatever you have to change in the sentences below to correct any errors in agreement.

1. Neither Hella nor Rita minded that ~~they were~~ ^{she, was,} called a name.
2. Everyone has a right to ~~their~~ ^{his} own opinion.
3. Each of the diaries had ~~their~~ ^{its} own style.
4. Will each student please begin ~~their~~ ^{his} diary entries tomorrow?
5. One can say anything at all inside ~~their~~ ^{one's (or his)} own diary.
6. Each of the girl had been talking about keeping ~~their~~ ^{her} personal diary for awhile.
7. If one tries hard enough, ~~you~~ ^{one (or he)} can usually create a habit in a few short days.
8. Everyone wanting to start this new habit should end each day writing ~~their~~ ^{his} thoughts down.
9. Neither Hella nor Rita had trouble with ~~their~~ ^{her} entrance examination.
10. Everybody in the class did ~~their~~ ^{his} very best on the dictation exercise.

PART II DIRECTIONS: In each blank write a pronoun that will agree with its antecedent.

1. A person should always be able to count on his friends.
2. The girls wore cream dresses that they had picked for exactly this occasion.
3. Either Hella or Rita would talk with the mistress before her lesson each day.
4. One is more important when one goes to high school instead of just a middle school.
5. Each of the friendships would only be as strong as the time devoted to it.

Pronoun-Antecedent Exercise #2 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Some of the sentences below contain errors in agreement. If so, cross out the incorrect pronoun and write in the correct form.

1. One of the older girls was kind to her younger sister.
2. Nobody should treat ~~their~~^{his} siblings in an unkind manner.
3. One of the sisters thought ~~they~~^{she} could claim the veranda exclusively.
4. Anne wrote in her diary nearly every day of holiday, neatly filling every one of ~~their~~^{its} pages.
5. Each of these days in the country left ~~their~~^{its} mark on Anne's heart.
6. Her mother and father gave their clear instructions to practice piano every day.
7. Anybody else might have lost ~~their~~^{his} self-discipline, but Anne kept writing almost every single day.
8. Father and the girls had a lovely game in the afternoon, with everyone pelting ~~their~~^{his or her} opponents with pine cones.
9. No one could believe ~~their~~^{his} eyes when Anne got a cherry stain on her white dress.
10. If anyone asks, please tell ~~them~~^{him} that Anne and Dora are merely cousins.

PART II DIRECTIONS: In each blank write a pronoun that will agree with its antecedent.

1. Both of the sisters forgot their manners on occasion.
2. Neither girl apologized for her blunder.
3. Everyone needs his own best friend.
4. Each of the visiting Warth children felt that he had experienced the best day.
5. When Anne sees one of her girlfriends, she always enjoys spending the day with her.

Subject-Verb Agreement: Exercise #1 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Underline the correct verb in the sentences below.

1. Jewish friends in their neighborhood (needs / need) help.
2. These people, being treated by the Gestapo without a shred of decency (was / were) loaded into cattle trucks and sent to the big Jewish camp.
3. Westerbrook, with only one washing cubicle for a hundred people, (sounds / sound) horrible.
4. The lack of separate accommodations (humiliates / humiliate) families.
5. The conditions inside this place (is / are) positively unforgivable.
6. There (is / are) no opportunities for escape.
7. Where (was / were) your ancestors from?
8. The inmates at this terrible camp (is / are) identified by their shaven heads and Jewish appearance.
9. The crowd of men, women, and children (was / were) in quite poor health.
10. The experiences of living inside such a Jewish camp (is / are) hard to put into words.

PART II DIRECTIONS: Rewrite the following sentences, changing the conjunction from AND to OR or vice versa. Change the verb to agree with the new situation.

1. Miep and Anne have been traumatized by these stories.

Either Miep or Anne has been traumatized by these stories.

2. Either the shooting guns or the glaring beams of the searchlights scares the poor old woman.

The shooting guns and the glaring beams of the searchlights scare the poor old woman.

3. Either Miep or Elli is afraid of the dropping bombs.

Miep and Elli are afraid of the dropping bombs.

4. Trains in the morning and trains in the afternoon are taking loads of boys away daily.

Either trains in the morning or trains in the afternoon are taking loads of boys away daily.

5. Both the hostages and the “fatal accidents” are a daily outrage to the Jewish citizens.

Either the hostages or the fatal accidents are a daily outrage to the Jewish

Subject-Verb Agreement: Exercise #2 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Underline the correct verb in the sentences below.

1. Not many of us (likes / like) translating chapters.
2. There (is / are) many reasons why Anne enjoys this, however.
3. Somebody in the house (was / were) always willing to help her with her schoolwork.
4. (Has / Have) all of you finished your shorthand lessons?
5. Nobody in her family (is / are) enjoying those math problems.
6. (Has / Have) either of you read *Joop ter Heul* before?
7. Where (is / are) the books that Anne has been reading?
8. All of the people (was / were) nervous when the carpenter came to fill the extinguisher.
9. Members of Anne's family (tries / try) to stay very quiet when someone is in the house.
10. The carpenter who had caused the big scare (don't / doesn't) discover their hiding spot.

PART II DIRECTIONS: Rewrite the following sentences, changing the conjunction from AND to OR or vice versa. Change the verb to agree with the new situation.

1. Miep and Hank spend the night on Monday.

Either Miep or Hank spends the night on Monday.

2. Both the high temperature and the red rash make Anne concerned about measles.

Either the high temperature or the red rash makes Anne concerned about measles.

3. The lovely china and the beautiful chairs in Mrs. Van Daan's home are her favorite pieces.

Either the lovely china or the beautiful chair in Mrs. Van Daan's home is her favorite piece.

4. Either Goethe plays or Schiller plays was read to Anne each evening.

Goeth plays and Schiller plays were read to Anne each evening.

5. Neither Daddy nor Mummy rebukes Margot for misbehavior.

Both Daddy and Mummy rebuke Margot for misbehavior.

Which Pronoun?: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Circle the right pronoun in parentheses. If the pronouns are in the wrong ORDER, rewrite the sentence.

1. (I / me) and my mother warned Mr. Dussel about the possible repercussions of his silence.

My mother and I warned Mr. Dussel about the possible repercussions of his silence

2. He told (I / me) and (she / her) that he had not been the one to start it.

He told her and me that he had not been the one to start it

3. The objects of his wrath were (I / me) and Mummy. (*'I' is predicate nominative.*)

The objects of his wrath were Mummy and I.

4. For how many days did (he / him) and Mrs. Van Daan bicker?

5. Tell Anne and (she / her) the whole story.

6. (I, me) and (she / her) could not get any more information from him.

She and I could not get any more information from him.

7. (They / them) and the rest of the family were uncomfortable with the situation.

8. He gave Mummy and (I / me) stares of indignation.

9. Was it (he / him) who had in fact started this whole problem?

10. Perhaps (he / him) and (she / her) were both to blame.

Perhaps she and he were both to blame.

PART II DIRECTIONS: Rewrite the sentences below to make them correct.

1. Me and Pim began composing a short poem for each person.

Pim and I began composing a short poem for each person.

2. Miep, Elli, and myself all love sugar.

Miep, Elli, and I all love sugar.

3. Mrs. Koophuis came and told stories to my family and I.

Mrs. Koophuis came and told stories to my family and me.

4. Me, Peter, and Margot received a bottle of yoghurt.

Margot, Peter, and I received a bottle of yoghurt.

5. For the first time in our lives, people gave Margot and I presents on Christmas.

For the first time in our lives, people gave Margot and me presents on Christmas.

Which Pronoun?: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Circle the correct pronoun in parentheses. Rewrite the sentence if the people are in the wrong order.

1. (I / Me) and Granny always got along so well.

Granny and I always got along so well.

2. She always stuck up for (I / me) and my sister.

She always stuck up for my sister and me.

3. Mummy thought (I, me) and (she / her) didn't understand each other.

Mummy thought she and I didn't understand each other.

4. (We / Us) women are an independent bunch!

5. Daddy likes to keep the peace between (he / him) and (she / her).

Daddy likes to keep the peace between her and him.

6. Will you help (I / me) and Kitty tell the story of my life?

Will you help Kitty and me tell the story of my life?

7. There was much tension between Mummy, Margot, and (I / me).

8. Sis Heyster wrote an article to (we / us) girls about blushing.

9. She gave (she / her) and (I / me) a few pointers.

10. (She / Her) and (I / me) would have had great discussions across the table from one another.

PART II DIRECTIONS: Rewrite the sentences below to make them correct.

1. A book called *Cloudless Morn* is being read by both Mummy and myself.

A book called Cloudless Morn is being read by both Mumm and me.

2. Either Margot or myself will finish it first.

Either Margot or I will finish it first.

3. Me, my dad, and my mom are all getting different thoughts from reading the book.

My mom, my dad, and I are all getting different thoughts from reading the book.

4. Her and Margot think they have the perfect relationship.

She and Margot think they have the perfect relationship.

5. My sister, my grandma, me, and my dad all valued family greatly.

My grandma, my dad, my sister, and I all valued family greatly.

Units 20 – 22 Review

Exercise ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: Circle the correct pronoun.

1. Neither Mr. Frank nor Mr. Dussel could say exactly what (he / they) believed was coming.
2. Our extra food coupons have been stopped, and we can no longer count on (it / them).
3. Hopefully Miep and Koophuis will not give us (his / their) illness.
4. If one is malnourished all the time, (he / they / you) will have a hard time staying well.
5. I feel that eating (my / your / one's) preserved kale is my worst meal of all.

PART II DIRECTIONS: Write the correct pronoun in the blank space.

1. Mrs. Van Daan and Mr. Van Daan will argue with their housemates at any opportunity.
2. Either Mr. Frank or Mr. Dussel will share his optimism with the house.
3. Is either Mrs. Frank or Mrs. Van Daan going to find enough food to fill her stomach?
4. Neither this potato nor that kale will fill its recipient's stomach.
5. Should either Mr. Van Daan or Mrs. Frank quit smoking his or her cigarettes?
6. Neither Elli nor Meep have recovered from her illness.
7. Both Henk and the doctor amused the family with their conversations from the day.
8. Did either Daddy or Peter give his opinion to Anne?

PART III DIRECTIONS: Circle the correct verb in parentheses.

1. Henk, along with many other patients, (criticize / criticizes) the doctor's methods.
2. As each one of you students (know / knows), a doctor's waiting room can be crazy.
3. There (was / were) some beautiful dreams in Anne's head.
4. Nobody in her family (is / are) very good at listening to those dreams.
5. (Has / Have) all of the family members asked about her writing?

PART IV DIRECTIONS: Read the sentences below carefully. If the verb agrees with its subject, write **Y** in the space; if it does not agree, write **N** in the space.

- Y 1. One of the rooms in the house provides much peace for Anne.
Y 2. Each of the house members are getting on each other's nerves at times.
N 3. The attic upstairs give Anne a place to work, dream, and think.
N 4. Every one of the people have to give the others their own space.
Y 5. The diary that she keeps is allowing Anne to write down her thoughts.
Y 6. Does either of the girls complete their lessons each day?
N 7. One of the boys in the house have caught Anne's eye.
Y 8. Each of the children expresses their frustrations in different ways.

PART V DIRECTIONS: Rewrite these sentences, following the directions in parentheses. You will have to change the verb accordingly.

1. My sister is feeling much more grown-up these days. (Change SISTER to SISTERS)

My sisters are feeling much more grown-up these days.

2. Many in our town support those of us in hiding. (Change MANY to NOBODY)

Nobody in our town supports those of us in hiding.

3. The open window provides a nice place for the youngsters to talk. (Change WINDOW to WINDOWS)

The open windows provide a nice place for the youngsters to talk.

4. Neither the young man nor the young woman has felt completely comfortable. (Remove NEITHER and change NOR to AND)

The young man and the young woman have felt completely comfortable.

5. Some of the housemates spend too much time bickering. (Change SOME to ONE)

One of the housemates spends too much time bickering.

PART VI DIRECTIONS: *The sentences below contain unnecessary changes in VERB TENSE. Change either verb so that it matches the other in tense.*

Example: Patty spoke so quickly that no one understands her.

Patty speaks so quickly that no one understands her.

OR *Patty spoke so quickly that no one understood her.*

1. Peter walks into the room and we all looked up.

Peter walks into the room and we all look up.

OR Peter walked into the room and we all looked up.

2. There was a sweet friendship between Peter and Anne, but Margot likes Peter.

There was a sweet friendship between Peter and Anne, but Margot liked Peter.

OR There is a sweet friendship between Peter and Anne, but Margot likes Peter.

3. I would have been desperately jealous, but Margot just says that I needn't pity her.

I would have been desperately jealous, but Margot just said that I needn't pity her.

OR I would be desperately jealous, but Margot just says that I needn't pity her.

4. I didn't dare tell Peter this yet, but we talk about lots of other things.

I didn't dare tell Peter this yet, but we talked about lots of other things.

OR I don't dare tell peter this yet, but we talk about lots of other things.

5. Time is rushing by and we were still living in the Annexe.

Time is rushing by and we are still living in the Annexe.

OR Time was rushing by and we were still living in the Annexe.

PART VII DIRECTIONS: Circle the correct pronoun in parentheses. If the pronoun is in the wrong place, rewrite the sentence and put the words in the correct order.

1. Our talks taught (I / **me**) and (he I / **him**) a lot of things.

Our talks taught him and me a lot of things.

2. Have you been avoiding (I / **me**) and Peter?

Have you been avoiding Peter and me?

3. Have you and (her I / **she**) had an argument?

4. The notes between (I / **me**) and (she / **her**) improved our relationship.

The notes between her and me improved our relationship.

5. It was (**she** / her) who wrote the first note.

6. Margot supported (I / **me**) and Peter in our friendship.

Margot supported Peter and me in our friendship.

7. I didn't have to choose between (she / **her**) and (he / **him**).

8. (**We** / Us) two had become much closer through this process.

9. (Me / **I**) Margot, and Mom were all such different people.

Mom, Margo, and I were all such different people.

10. Was it (**he** / him) who asked to meet by the window the first time?

Who and Whom: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Circle the correct pronoun in parentheses. In the space provided below each sentence, write what job it's doing. If it's a subject, write the word that it's the subject of, etc.

1. (Who / Whom) did you see in the attic?

Whom is the direct object of "did see."

2. The young girl is the one (who / whom) we least suspected.

Whom is the direct object of "suspected."

3. To (who / whom) did she open her heart?

Whom is the object of the preposition "to."

4. Please support (whoever / whomever) is experiencing discrimination.

Whoever is the subject of "is experiencing."

5. I shall support (whoever / whomever) the Lord sends.

Whomever is the direct object of "sends."

6. (Who / Whom) do you think should tell the rest of Anne's story?

Who is the subject of "should tell."

7. Anne would tell us to say "hello" to (whoever / whomever) we meet.

Whomever is the direct object of "meet."

8. Our hearts should be open to (whoever / whomever) needs help.

Whoever is the subject of "needs."

Who and Whom: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Circle the correct pronoun in parentheses. In the space provided below each sentence, write what job it's doing. If it's a subject, write the word that it's the subject of, etc.

1. All of the people (who / whom) lived in the Annexe were Jewish.

Who is the subject of "lived."

2. Give this book to (whoever / whomever) needs to read it.

Whoever is the subject of "needs."

3. (Who / Whom) do you need to see, Anne?

Whom is the direct object of "to see."

4. (Who / Whom) do you suppose is the bravest of these family members?

Who is the subject of "is."

5. I don't know (who / whom) she intended to invite.

Whom is the direct object of "to invite."

6. (Who / Whom) do you think first found her diary?

Who is the subject of "found."

7. (Who / Whom) does Anne want to speak to?

Who is the object of the preposition "to."

8. She is one (who / whom) we should always remember.

Whom is the direct object of "must remember."

Adjective or Adverb?: Exercise #1 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Circle the correct word in parentheses. In the space provided below each sentence, write either ADJECTIVE or ADVERB and what it modifies. If it's a predicate adjective following a linking verb, write PREDICATE ADJECTIVE and the verb it completes.

1. You can read this book (easy / easily) in a week.

ADVERB modifying "can read"

2. The sky remained (dark / darkly) all night long.

PREDICATE ADJECTIVE of "remained"

3. Margaret watched (steady / steadily) out the window as the trees were tossed in the wind.

ADVERB modifying "watched"

4. The young girl acted (uneasy / uneasily) about the wild and crazy weather.

PREDICATE ADJECTIVE of "acted"

5. She felt (unhappy / unhappily) about her recent school progress.

PREDICATE ADJECTIVE of "felt"

PART II DIRECTIONS: If the capitalized word is incorrect in the sentences below, substitute the correct form.

1. Her teacher had sounded ~~ANGRILY~~ ^{angry} in class today.

2. She walked home from school ~~CAREFUL~~ ^{carefully}.

3. She had behaved DIFFERENTLY than usual today.

4. Her blouse no longer seemed to fit ~~PERFECT~~ ^{perfectly}.

5. She continued to gaze ~~UNHAPPY~~ ^{unhappily} out the window.

Adjective or Adverb?: Exercise #2 ANSWER KEY

Page 1 of 1

PART I DIRECTIONS: Circle the correct word in parentheses. In the space provided below each sentence, write either ADJECTIVE or ADVERB and what it modifies. If it's a predicate adjective following a linking verb, write PREDICATE ADJECTIVE and the verb it completes.

1. She tossed the quilt down (quick / quickly) on the foot of the bed.

ADVERB modifying "tossed"

2. She pushed her glasses into position (automatic / automatically).

ADVERB modifying "pushed"

3. Her hip was hurt (bad / badly) after she bumped into the ping-pong table.

ADVERB modifying "was hurt"

4. She should have talked (quieter / more quietly) as she walked through her dark house.

ADVERB modifying "should have talked"

5. This book sounds (different / differently) when read in the middle of a stormy night.

PREDICATE ADJECTIVE of "sounds"

PART II DIRECTIONS: If the CAPITALIZED word is incorrect in the sentences below, substitute the correct form.

1. Stir the cocoa ~~GOOD~~^{well} when adding it to your milk, Meg.

2. She had done ~~BAD~~^{badly} on her exam earlier that week.

3. Charles Wallace, be sure to clean up your mess ~~GOOD~~^{well}.

4. One could not see very WELL on an evening like tonight.

5. Meg felt ~~BADLY~~^{bad} about her behavior this afternoon. (**linking verb**)

Assorted Errors: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Correct the following sentences by rewriting them in the space provided below each sentence.

1. That there is my brother Charles Wallace.

This is my brother Charles Wallace.

2. It really don't matter if you're afraid, Meg.

It really doesn't matter if you're afraid, Meg.

3. We don't want no more crying here.

We don't want any more crying here.

4. You should of seen those ladies wrinkle again.

You should have seen those ladies wrinkle again.

5. We don't got no explanations for things like this.

We don't have any explanations for things like this.

6. She seen the look of confusion on Meg's face.

She saw the look of confusion on Meg's face.

7. Meg don't know what Mrs. Who is talking about.

Meg doesn't know what Mrs. Who is talking about.

8. She hadn't hardly started the explanation when Charles Wallace caught on.

She had hardly started the explanation when Charles Wallace caught on.

9. Math ain't any harder than English.

Math isn't any harder than English.

10. Charles Wallace he don't got any more questions.

Charles Wallace doesn't have any more questions.

PART II DIRECTIONS: Circle the correct word in parentheses.

1. There were (fewer / less) opportunities for Meg to get explanations from her mother.
2. He certainly asked enough of (that / those) (kind / kinds) of questions.
3. Meg had (fewer / less) time to get used to the idea.
4. She had (fewer / less) moments of confusion during this tesser.
5. Calvin had not had (this / these) (type / types) of experience before.
6. Meg had never felt (this / these) kind of pressure before.

Assorted Errors: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Correct the following sentences by rewriting them in the space provided below each sentence.

1. The children couldn't do nothing in the two-dimensional planet.

The children couldn't do anything in the two-dimensional planet.

2. Them kids couldn't even breathe there.

Those kids couldn't even breathe there.

3. Do you think they got any idea where they were?

Do you think they have any idea where they were?

4. They didn't have hardly no time to get out of there!

They had hardly any time to get out of there!

5. Mrs. Which saw the look on them kids' faces; she shouldn't of laughed at them.

Mrs. Which saw the look on those kids' faces; she shouldn't have laughed at them.

6. There wasn't barely a moment to spare to tesser to the next location.

There was barely a moment to spare to tesser to the next location.

7. Ain't you ever made a mistake?

Haven't you ever made a mistake?

8. You should of seen the view from Orion's belt!

You should have seen the view from Orion's belt!

9. The youngest brother don't got no fear of the cave they are approaching.

The youngest brother doesn't have any fear of the cave they are approaching.

10. It's really important to speak English good before learning French, ain't it?

It's really important to speak English well before learning French, isn't it?

PART II DIRECTIONS: Circle the correct word in parentheses.

1. You couldn't find (this) / these) (type) / types) of view on Earth!
2. Next time he goes on a journey like this, I bet Calvin will ask (fewer) / less) questions.
3. Next time he goes on a journey like this, I bet Calvin will have (fewer / less) fear.
4. He had undoubtedly visited (fewer) / less) galaxies than Mrs. Whatsit.
5. (That / Those) (sort / sorts) of thoughts were new to the children.

Second Semester Review Exercise ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: *If necessary, correct the double negative in the sentences below.*

1. Meg ~~couldn't~~^{could} hardly believe her eyes.
2. The kids ~~hadn't~~^{had} never seen a transparent column like this before.
3. She wouldn't have stayed away from her father for ~~no~~^{any} reason.
4. After running into the glass, the injured girl ~~couldn't~~ barely walk.
5. Charles Wallace shouldn't have ~~nothing~~^{anything} (or should have nothing) to laugh at.

PART II DIRECTIONS: *If necessary, correct the usage errors in the sentences below.*

1. He could of run to his sister and thrown his arms around her neck, but he was no longer the same boy.
He could have fun to his sister...

2. Do you got any ideas, Calvin?
Do you have any ideas, Calvin?

3. Calvin he thought that Father couldn't see them.
Calvin thought that Father couldn't see them.

4. Has anybody seen such a thing before?

5. When Meg looked into her brother's eyes, it seemed like there wasn't nobody there.
When Meg looked into her brother's eyes, it seemed like there was nobody there.

PART III DIRECTIONS: *If necessary, correct the following sentences in any way that's needed.*

1. Charles said that going in to IT would help solve Meg's problem ~~easy~~^{easily}.
2. Meg turned ~~quick~~^{quickly} away from his suggestion.
3. Her feelings were hurt ~~bad~~^{badly} by Charles' cavalier attitude towards their father.
4. Does he always hide his emotions so ~~good~~^{well}?
5. Things were done quite differently in Camazotz.
6. Calvin spoke well as he held Charles' gaze.
7. The young boy shuddered ~~bad~~^{badly} and was then knocked to the ground.
8. "Go ~~quick~~^{quickly} and try to get to Father, Calvin," said Meg.

PART IV DIRECTIONS: *Rewrite the sentences in the space provided. If it is correct, leave it alone.*

1. Me and him visited Camazotz.

He and I visited Camazotz.

2. Her and her new friend are trying to free Father.

She and her new friend are trying to free Father.

3. This journey was undertaken by Calvin, Charles Wallace, and me.
-
-

4. Give Mrs. Who's spectacles to me and him.

Give Mrs. Who's spectacles to him and him.

5. Them and us will tackle IT.

They and we will tackle IT.

PART V DIRECTIONS: In the space provided, write what job the capitalized pronoun is doing. (SUBJECT, PREDICATE NOMINATIVE, DIRECT OBJECT, INDIRECT OBJECT, OBJECT OF THE PREPOSITION)

1. The red-eyed one is a man WHO likes control. subject
2. The red-eyed one is not a man WHOM Meg and Calvin like. direct object
3. The girl WHO broke into the column was overjoyed. subject
4. The man WHOM she ran to was indeed her father. object of the preposition
5. Can you tell me WHO that boy is? predicate nominative

PART VI DIRECTIONS: Circle the correct words in parentheses.

1. They had never before had (that / those) (kind / kinds) of experiences.
2. (This / These) (type / types) of place (have / has) unbelievable secrets.
3. (This / These) kind of (column / columns) is both transparent and blinding.
4. They had to use (this / these) (sort / sorts) of tactics to escape the column's grip.
5. Meg was so grateful for (that / those) single, mysterious (pair / pairs) of glasses.

PART VII DIRECTIONS: Circle the correct modifier in parentheses.

1. Father had (less / fewer) influence over his son than he thought.
2. Meg thought she would have (less / fewer) fear once her father had been found.
3. Interestingly, there were (less / fewer) people walking the street than there had been earlier.
4. There was also (less / fewer) talking on the walk towards the strange, domelike building.
5. Meg was taking (less / fewer) and (less / fewer) breaths outside of IT's control.

PART VIII DIRECTIONS: Choose which pronoun is correct. Then in the space provided, write what job that pronoun is doing.

1. Girls (who / whom) have a stubborn streak can sometimes use that as a strength.

subject

2. Her brother, to (who / whom) she was speaking, merely stared at the brain with his eyes twirling.

object of the preposition

3. It was Father (who / whom) encouraged Meg and Calvin to not give in.

subject

4. The realization of the brain's purpose horrified Meg, (who / whom) wanted to pull away from it quickly.

subject

5. Calvin had become a friend (who / whom) she deeply admired.

direct object

PART IX DIRECTIONS: Circle the correct word in parentheses.

1. Each of the boys had fought (his / their) own battle.
2. Both of the older children tried to recite (his / their) memorized historical documents.
3. Neither Father nor Calvin knew that Meg could hear (his / their) voice.
4. Mother and Meg had loved (her / their) family with everything they had.
5. A person should know what (he loves / they love) most in life.