

THE ARTIOS™ HOME COMPANION SERIES

Middle School - Year Two

Analytical Grammar: Mechanics ©1996

Student Edition

ANALYTICAL GRAMMAR

R. Robin Finley

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The Artios Home Companion Series

Middle School Grammar – Year Two

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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 Two Analytical Grammar: Mechanics builds on what was learned in *Year One* by studying the mechanics applied to what was taught in *Year One*. If your student hasn't had a good foundation in the parts of speech and you haven't studied *Year One*, 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**. 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** and the [Notes](#) on **Comma Rules 1, 2, & 3** and complete the corresponding [Exercises](#). It is important to know that you can--and should--refer to the notes for assistance as you're completing the Exercises for each of these units. If you haven't already, create a **Grammar Rule Cheat Sheet** using the instructions in the Introduction. Put the **Buzzwords** "*items in a series,*" "*two adjectives with 'and test,'*" and "*compound sentence*" on it.

Unit 2: Read the [Notes](#) on **Comma Rule 4** and complete the corresponding [Exercises](#). Add the **Buzzword** "*nonessential modifiers*" to your **Grammar Rule Cheat Sheet**.

Unit 3: 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 4: Read the [Notes](#) on **Comma Rule 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 5: Read the [Notes](#) on **Comma Rules 9, 10 & 11** and complete the corresponding [Exercises](#). Add the **Buzzwords** "*dates and addresses,*" "*salutations & closings,*" and "*names and abbreviations*" to your **Grammar Rule Cheat Sheet**.

Unit 6: [Complete](#) the **Comma Rules: Review Exercises**.

Unit 7: Read the [Notes](#) on **Punctuating Quotations** and complete the corresponding [Exercises](#).

Unit 8: Read the [Notes](#) on **Punctuating Dialogue** and complete the corresponding [Exercises](#).

Unit 9: Read the [Notes](#) on **Punctuating Titles** and complete the corresponding [Exercises](#).

Unit 10: [Complete](#) the **Punctuating Review Exercises**.

Unit 11: Read the [Notes](#) on **Semicolons & Colons** and complete the corresponding [Exercises](#).

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

Unit 13: Read the [Notes](#) on **Capitalization** and complete the corresponding [Exercises](#).

Unit 14: [Complete](#) the **Units 11-13 Grammar Review Exercise**.

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(Suggested Schedule continues on the next page.)

Unit 15: Read the [Notes](#) on **Usage: Pronoun-Antecedent Agreement** and complete the corresponding [Exercises](#).

Unit 16: Read the [Notes](#) on **Usage: Subject-Verb Agreement** and complete the corresponding [Exercises](#).

Unit 17: Read the [Notes](#) on **Usage: Which Pronoun?** and complete the corresponding [Exercises](#).

Unit 18: [Complete](#) the **Units 15-17 Grammar Review Exercise**.

Unit 19: Read the [Notes](#) on **Who and Whom** and complete the corresponding [Exercises](#).

Unit 20: Read the [Notes](#) on **Adjective or Adverb** and complete the corresponding [Exercises](#).

Unit 21: Read the [Notes](#) on **Assorted Errors** and complete the corresponding [Exercises](#).

Unit 22: [Complete](#) the **Units 19-21 Grammar 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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(This subject continues on the next page with Comma Rules 1, 2 & 3.)

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.

Comma Rules 1, 2 & 3: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Insert commas where they are needed.

1. Augustine of Hippo has been known as St. Augustine Blessed Augustine or just plain Augustine.
2. He was a famous bishop philosopher and theologian who was born in 354 AD.
3. Augustine studied at Carthage left the Church for a time and then taught grammar and rhetoric.
4. He wrote commentaries on Genesis the Book of Psalms and Paul's Letter to the Romans.
5. Hearing the story of Placianus led him to convert to Christianity abandon his career in rhetoric and devote himself to serving God.

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

The end of his teaching job, giving up on marriage, and how to devote himself fully to God resulted in Augustine spending the rest of his life in priesthood.

Comma Rules 1, 2 & 3: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

PART I DIRECTIONS: Insert commas where they are needed.

1. Augustine says that the mortal insignificant man wants to praise You.
2. Our restless seeking hearts can find refuge in You.
3. Our God is the highest most powerful, and most merciful.
4. Every tiny little child is prone to sin.
5. But you, Oh Lord, are the controller creator and commander of all of nature and I will give praise to you.

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

When he was a child, Augustine loved playing, to win, and a good tickling of the ears.

Comma Rules 1, 2 & 3: Exercise #3

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: In each sentence below there is a **COMMA SPLIT**. Write the number which is under the comma split in the space at the left. Then in the space below each sentence, write what the comma is splitting.

EXAMPLE:

3 The happy, carefree, enthusiastic kids, enjoyed the picnic.
 1 2 3
 splits subject and verb

____ 1. My faithful, heart wants to call back the wicked, carnal corruptions of my soul.
 1 2

____ 2. That, will bring me back to my loving, faithful, perfect God!
 1 2 3

____ 3. I was broken, turned away from you, and lost myself in many sinful, distractions.
 1 2 3

____ 4. My evil, shameful, pitiful soul loved, destroying myself.
 1 2 3

____ 5. Now I desire the pure, beautiful, honest, love that only comes from You.
 1 2 3

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

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NAME: _____ Date: _____

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

1. Augustine starving for inner food went to Carthage.
2. The plays of his day which had many examples of miseries carried him away.
3. A man who is listening to a play is not called upon to help the sufferer.
4. God's mercy hovering above him remained faithful to Augustine.
5. He came across a book by Cicero whose style was much admired in his day.
6. This book urging him towards philosophy actually turned his prayers back to God.
7. Giving his attention to the study of the Holy Scriptures, Augustine began to discover new wisdom.

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.

1. Augustine falling in with people who were quick to use the name of the Lord was disheartened to find that the truth was not in them.
2. These people who put forth questions about the origins of evil persuaded him to also ask disturbing questions.
3. Crimes which are against nature should be detested and punished.
4. But when God commands that something should be done which is against the customs of the people it still must be done.
5. Love the Lord your God, knowing that He is worthy, with all your heart, all your soul, and all your mind.
6. Stretching out his hand from on high God drew his soul out of the depths of darkness.
7. His mother who was a faithful follower had been weeping to God on Augustine's behalf.

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 He formed the tongue and moved it to make confession to his name.
2. Piercing through their shadows He still sees the wicked and the restless.
3. Since He forsakes nothing that He has made the wicked might stumble upon Him in their blindness.
4. While Augustine had been seeking the Lord He had been right in front of him the whole time.
5. In his twenty-ninth year Augustine was introduced to a Manichaeian bishop by the name of Faustus.
6. In all branches of learning Faustus was a respected scholar.
7. When people were charmed by his smoothness Augustine was able to recognize the lack of truth.

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. Walking through the shadows I searched for you outside of me.
2. To the depths of the sea I had come.
3. Although You had promised her my safety my mother found me in grave danger.
4. With her heart full of confidence my mother expected that I would become a true Catholic.
5. Hanging upon the words of Ambrose she prayed for the fountain of life everlasting.
6. Because she thought that he was a vessel of God she was certain I would pass from this sickness to health.
7. To You she poured out her prayers.

Comma Rule 5: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Write sentences according to the following instructions.

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

2. Write a sentence with an introductory participial phrase.

3. Write a sentence with two or more introductory prepositional phrases.

4. Write a sentence with an introductory adverb clause.

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

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

7. Write a sentence demonstrating “compound sentence.”

8. Write 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

expression

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

Comma Rules 6, 7 & 8: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: In each sentence, insert commas where they are necessary. In the first five sentences, underline the appositive or appositive phrase and draw an arrow to the noun or pronoun it restates.

1. Augustine had found the same view held in the faith of his spiritual mother the Catholic Church.
2. If a body is taken out of its place, it will leave behind an empty space a nothing.
3. To those deceivers those dumb talkers I had a perfectly good argument to deceive them.
4. Our Lord the one true God is undefilable and unalterable.
5. The faith of your Christ our Lord and Savior remains steadfastly fixed in my heart.
6. Lord let your own mercies make confessions to you from the depths of my soul.
7. I did not think of you God in the shape of a human body.
8. But nevertheless my mind drank more deeply of the doctrine day by day.

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. I had a friend who was a keen astrologer. He had no great knowledge of literature.

2. Firminius had a good education. He was a trained rhetorician.

3. The boy born to wealth is Firminius. He grew to have a bright career.

4. His family was a noble one. They were people of distinction.

NAME: _____ Date: _____

PART II DIRECTIONS: Use each of the following items as an **APPOSITIVE** or **APPOSITIVE PHRASE** in a sentence of your own. Write 10 separate sentences, one for each item below.

1. Augustine _____

2. his friend _____

3. a book for wise men _____

4. a bright career _____

5. people of distinction _____

6. a slave _____

7. the man that he met _____

8. right philosopher _____

9. noble family _____

10. books of the Platonists _____

Comma Rules 6, 7 & 8: Exercise #3

Page 1 of 2

NAME: _____ Date: _____

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 "buzzword" of the correct commas.

____ Since you had, admonished me to return to my own self with you as my guide, I entered into this
1 2
inmost part of myself, and I was able to do this with you as my constant, faithful helper.
3 4

#1 _____

#2 _____

#3 _____

#4 _____

____ In the books of the Platonists, there is no mention of the face and look of pity, the tears of
1 2
confession, or exactly what, you have sacrificed.
3 4

#1 _____

#2 _____

#3 _____

#4 _____

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

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

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. Augustine was born in 354 in the municipium of Thagaste Algeria.

7. Sincerely yours

8. Dear Ambrose (in a letter thanking him for his friendly advice)*

9. Dear Victorinus (in a letter asking for a professional scholarly recommendation)*

10. Augustine died during the Vandal invasion of Hippo North Africa on August 28 430.

** 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. A feast in Saint Augustine's honor was celebrated on June 15 1242 in Rome.
2. Are you talking about Rome Georgia or Rome Italy?
3. Augustine might have lived at 111 Scholarly Way Rome Italy.
4. This year his memorial was celebrated on Tuesday August 28.
5. Was St. Augustine Florida named after the famous saint?
6. You will turn in an essay on the life of Saint Augustine on Friday November 13.
7. There is a school named after Saint Augustine at 1315 Oakwood Avenue Raleigh North Carolina 27610
8. You can also find Augustine Educational Foundation at 6301 Pali Highway Kaneohe Hawaii 96744.

Comma Rules 9, 10 & 11: Exercise #3

NAME: _____ Date: _____

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 "buzzword" of the correct commas.

_____ Ponticianus, a fellow countryman of theirs, came to visit Alypius and Augustine, and he had,
 1 2 3 4
some surprising and important information to share with them.

#1 _____

#2 _____

#3 _____

#4 _____

_____ When he, made a pleasant, unexpected discovery, the guest picked up the book, began to
 1 2 3 4
smile, and looked closely at Augustine.
 5

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

NAME: _____ Date: _____

_____ Augustine and Alypius were, amazed to hear of the wonderful, miraculous work that had been witnessed by so many, and they wanted to learn more about Antony

#1 _____

#2 _____

#3 _____

_____ In the course of his talk, he told of how he had gone for a long afternoon, walk and found this wonderful, exciting book about the life of Antony.

#1 _____

#2 _____

#3 _____

_____ You, Lord, were turning Augustine around that day in July, 386, and he could see clearly, his crooked, filthy, ulcerous state.

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

Comma Rules: Review Exercise

Page 1 of 3

NAME: _____ **Date:** _____

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

1. Good and merciful and faithful you are.
2. You are my Helper my Redeemer and my Savior.
3. You cast these things out from me entered in to take their place and filled that empty space with sweetness.
4. My free will was called forth from some profound secret depth.
5. My mind was now released from those old gnawing cares.
6. My brightness riches and health were now brought forth in You.
7. I had decided that in your sight I would gently withdraw from using my tongue as a talking-shop and my students would no longer use my words as material for arming their own madness.
8. You had shot through our hearts with your charity and we carried about with us your words like arrows.
9. I should resign from a public position and endure the eyes upon me.
10. Finding it difficult to breathe deeply I noticed that my lungs had begun to give way as the result of overwork in teaching.
11. The desire that I had previously had to make money had now been replaced by patience.
12. Why you rescued my tongue as well as my heart.
13. The merciful Lord having pardoned my sin has remitted my mistakes through the holy water of baptism.
14. With this kind of breathing space my writing was now done in your service.
15. When I read the fourth Psalm the words had quite an effect on me.
16. My God how I poured out my heart to you as I read the Psalms of David.
17. Have mercy upon me O Lord and hear my prayer.
18. I am thy servant Father.
19. I have learned after all to be angry with myself for my past sins so that I might not sin again in the future.

Page 2 of 3 – Comma Rules: Review Exercise

NAME: _____ **Date:** _____

- 20. I wrote a letter to the bishop the holy Ambrose and explained my present resolution.
- 21. Dear Ambrose in which parts of the Scripture should I read to be better prepared to receive so great a grace?
- 22. We returned to Milan Italy. Alypius decided to be born again.
- 23. My mother died suddenly while we were in Ostia Italy.
- 24. His mother Monica had been born in September 332 in Tangaste Africa.
- 25. This year a feast will be held in her honor on Saturday May 4.

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 "buzzword" of the correct commas.*

_____ On our trip back to Africa, we were truly, traumatized when my loving, faithful mother passed away. 1 2 3

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

_____ We will always remember her beautiful heart, spiritual discipline, and gracious, responsible, character. 1 2 3
4

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

Page 3 of 3 – Comma Rules: Review Exercise

NAME: _____ **Date:** _____

_____ Because of her responsibility to her children, she always taught, them prudence and good
sense, which was important for them to know.
1 2
3

#1 _____

#2 _____

#3 _____

_____ She also showed, love, respect, and admiration to her husband.
1 2 3

#1 _____

#2 _____

#3 _____

_____ Speaking lightly, my mother taught us, important, quality life lessons, and we heeded her
motherly advice.
1 2 3 4

#1 _____

#2 _____

#3 _____

#4 _____

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 go 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, “**t**o 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 **h**istory,” said Bernie.

Note the location of the comma after “history.”

I asked, “**W**ho is your science teacher?”

Note the location of the comma after “asked.”

“Does she let you do **e**xperiments?” 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 **g**o,” said the guide.

The man replied, “I’m **r**eady.”

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.

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(Subject continues on the next page.)

EXAMPLE: “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.

EXAMPLE: “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, and capitals where they are needed. Do not recopy the ones that are correct as they are.

1. The Sheriff told the people that he had a large reward for anyone who would serve his warrant to Robin Hood.

2. One of his men replied good master, thou wottest not the force that Robin Hood has about him.

3. A forester asked now what news bearest thou so fast?

4. The messenger told the people how Robin Hood had slain the forester and hidden in the greenwood.

5. Now come I from good Banbury Town said he and no one night Nottingham can hold cudgel with my grip.

6. Now are thou the man for my farthing cried the messenger.

7. The Tinker replied nay, go with I no man gin it not with mine own free will.

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. Now what wouldst thou have asked the king

2. Quoth the King wrathfully what wouldst thou have me do

3. Aha he screamed suddenly, smiting his hand upon his thigh.

4. Say good fellow said the Sheriff wilt thou join my service

5. By all the saints shouted the Sheriff that is a lovely shaft in the truth

6. The Sheriff asked in a mighty voice whence came this

7. The Sheriff cried then get thee gone before demanding that the man to be seized.

Punctuating Quotations: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

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

1. Does the Sheriff dare send force to meet force asked Robin woe it will be for him. blood will flow.

2. In his speech did Robin say each man should draw bow asked a member of the band

3. Several men shook their heads and said to themselves the townsfolk will call us all cowards

4. Did the band shout aye or did they yell nay asked Robin to Little John

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. Robin said they would lie in ambush until they got news.

2. "Now let us get straightway into Nottingham Town and mix ourselves with the people there," Robin Hood said to his men.

3. "Little John," cried one of the men-at-arms, "Now stand thou back!"

4. Will Stutely told the Sheriff that he would never be able to catch Robin Hood.

5. The Sheriff of Nottingham said that Robin Hood and his men feared neither God nor men.

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 and punctuation are necessary. The punctuation marks which are already included in the exercise are correct.

Good morning to you, jolly fellow said Robin you seem happy this merry morn. ay said the Butcher. and should I not be? am I not to be married to the bonniest lass in all Nottinghamshire on Thursday next. Where goes you with your meat, my fair friend Robin asked. I go to the market at Nottingham Town answered the Butcher. But who are you? Men do call me Robin Hood. Well do I know your name. an honest man am I, so trouble me not, good master. Nay. Heaven forbid said Robin. he plucked his purse from his belt. Will you close a bargain with me and take six marks for your cart and meat he asked the Butcher. Now may the blessings of all the saints fall on your head cried the Butcher joyfully. he leaped down from his cart and took the purse Robin Hood held out to him.

(excerpted from Calico Illustrated Classics, *The Merry Adventures of Robin Hood*, adapted by Karen Kelly)

Punctuating Dialogue: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

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

I will go dine with you all my sweet lads said jolly Robin. he closed his stall and went with them. when Robin and those that were with him came into the Hall, the Sheriff heard the talk among the men. he has sold his land for silver and gold and means to spend it all right merrily they said. The Sheriff called Robin to sit close on his right side so he might lighten Robin's pockets. Now brothers cried Robin I swear neither butcher nor Sheriff shall pay one penny for this feast. You must have many a head of horned beasts and many an acre of land to spend your money so freely exclaimed the Sheriff, ay, 500 and more have I replied Robin and none of them have we been able to sell. At this the Sheriff's eyes twinkled. good youth said the Sheriff how much do you want for your horned cattle. well, they are worth at least 500 pounds. well do I love you, but 500 pounds is a good round sum. I will give 300 pounds for them all in good hard silver and gold. The bargain was settled but many of the butchers thought it was a scurvy trick to pull on a youth.

(excerpted from Calico Illustrated Classics, *The Merry Adventures of Robin Hood*, adapted by Karen Kelly)

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>	the <i>Anchorage Times</i>
works of art:	the <u>Mona Lisa</u>	the <i>Mona Lisa</i>
symphonies, etc.:	Beethoven’s <u>Erioca</u>	Beethoven’s <i>Erioca</i>
ships:	the <u>Titanic</u>	the <i>Titanic</i>
aircraft:	the <u>Spirit of St. Louis</u>	the <i>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 Robin Hood?
2. Mother was completely engrossed in an article entitled The Spanish Robin Hood in this month's issue of The Guardian.
3. Tussaud-Birt's statue Robin Hood stands in the Thoresby Gallery.
4. The quartet sang Robin Hood and Little John at the close of the program.
5. After seeing the 1938 movie The Adventures of Robin Hood, I wrote an essay entitled Green Isn't Robin Hood's Color, but my teacher wasn't impressed.
6. The teacher read aloud the chapter called Robin Hood Turns Beggar from her copy of The Merry Adventures of Robin Hood.
7. I searched the library for a CliffsNotes guide to Robin Hood, but I couldn't find one.
8. I have always loved the song I Am the Sheriff of Nottingham.

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 The Legend of Robin Hood.
2. Class, open your books to the chapter entitled Little John Turns Barefoot Friar said Mrs. Villaume.
3. Mom, do you pronounce the y in prythee?
4. The teacher listed betwixt, paunch, and nags under the vocabulary section for Chapter 15.
5. I'll never forget watching the 1991 film Robin Hood: Prince of Thieves said Nina.
6. Robin is referred to in many songs throughout history, including Le Jeu de Robin et Marion by Adam de la Halle.
7. In Sir Walter Scott's novel Ivanhoe, which was published in 1820, Locksley becomes Robin Hood's title.
8. In Tennyson's poem Locksley Hall he also refers to the outlaw as Locksley.

Punctuating Titles: Exercise #3

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: Punctuate the following sentences correctly.

1. Alex, did you see Robin of Sherwood this week asked Lisa it's my favorite show
2. The Chase of Robin Hood was the most exciting chapter in the book so far.
3. How am I supposed to know how you pronounce yeomen correctly wailed Stephen.
4. In what poem did Shakespeare write For bonny sweet Robin is all my joy asked Jane.
5. .I think it was in Hamlet replied Frank.
6. In 1535 Thomas Wyatt also wrote of “Joly Robyn” in his poem A Robyn.
7. Was Shakespeare referring to Wyatt's poem when he wrote Hey Robin, jolly Robin in the fourth act of Twelfth Night asked Alyssa.
8. Daniel Maclise's painting called Robin Hood and His Merry Men was completed in 1845.

Punctuating Review Exercise

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Rewrite the following sentences in the space provided. 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 Robin Hood say I make my vow, Little John, my blood tickles my veins as it flows through them this morn

2. I like thy plan quoth Robin therefore we will part here

3. have you heard Robin Hood shout Halloa friend

4. tut tut quoth merry Robin speak not so sourly, brother

5. the stranger asked Robin for his name

6. I am right glad to hear thee speak replied Robin Hood

7. who was it that said set a thief to catch a thief asked Guy of Gisbourne

8. The teacher asked are you sure that it was Guy of Gisborne who said the Devil himself could not hit such a mark as that

NAME: _____ Date: _____

PART II DIRECTIONS: Punctuate the following sentences correctly. Do NOT change punctuation that is already there.

1. Thomas Welkees wrote the song Since Robin Hood in 1806.
2. A Story of Robin Hood is a short story by James Baldwin said Tim in his oral report.
3. Did you see the picture of Howard Pyle in today's Times?
4. The drama department is presenting Robin Hood and the Friar for their spring play announced Ms. McCullough.
5. Mrs. Whitted assigned the eighth chapter English Outlaws in our history textbook.
6. Robin and Maid Marian is an extremely valuable painting from the Victorian era.
7. Hey, Sarah asked Matthew did you happen to copy the article Robin Hood: Legendary Hero from the Encyclopedia Britannica for our research paper
8. I'll never forget how embarrassed I was when I learned that I had been mispronouncing Nottinghamshire laughed Jill

PART III DIRECTIONS: On a separate piece of paper, NEATLY 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 Robin Hood 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 Robin and his men It's so authentic Yeah, said (*Who is speaking here? Eric or Ben?*) Howard Pyle would be proud

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, cross out or change the incorrect ones, and leave the sentences which are correct as they are.

1. The circus man paid no attention to the young girl he didn't even seem to see her.
2. She was quite a sight herself therefore I was puzzled that she would consider me a spectacle.
3. As a matter of fact, I couldn't even make heads or tails of the experience.
4. As we approached the town, signs of life began to appear for example fields and garden patches began to pop up.
5. The brawny men had long, coarse, uncombed hair consequently they looked just like wild animals.
6. By his look, he was good-natured by his gait, he was satisfied with himself.
7. The streets were mere crooked, unpaved alleys troops of dogs, nude children; and hogs played in the sun and houses of stone were scattered among a wilderness of thatched cabins.
8. I was nettled however; it never phased him.
9. He asked me all sorts of questions, never waiting for an answer it was almost as if he didn't even expect a reply.
10. My reason straightway began to clamor, that was natural.
11. All of a sudden I stumbled on the very thing, just by luck.
12. The cold chills crept over me maybe I hadn't heard him correctly.

Semicolons & Colons: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Decide where colons should appear in the following sentences and write them in.

1. The total eclipse of the sun began at 12 03 on the 21st of June.
2. Solar events are mentioned in the Bible; for instance, in Joshua 10 13, when the sun stood still.
3. In Matthew 24 29 Jesus also tells of his return to earth with the following quotation "The sun will be darkened and the moon will not give its light."
4. If I could keep from eating for 48 hours, I could find out if the boy was telling me the truth.
5. I made up my mind to discover several things if it was still the nineteenth century, if it was actually the sixth century, or if I was just plain crazy.
6. My current state could be summed up in three words imprisoned, confused, and inquisitive.
7. Clarence said that he would find a way to come see me, perhaps around 6 30 the next evening.
8. The place itself was a curious kind of spectacle high arched beams, stone-railed, gallery, black-and-white-tiled floor, yet very little decoration.

Semicolons & Colons: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Using semicolons and colons, correctly punctuate the following sentences. You may have to change punctuation that is already there into something else.

1. The talk around the Round Table was mainly monologues they gave accounts of the adventures in which the prisoners had been captured.
2. As far as I could tell, these murderous adventures were not intended to do any of the following things avenge injuries settle old disputes or reconcile fallings out.
3. These simple-hearted creatures had a way of engaging themselves to you for instance they did not seem to have enough brains to bait a fish-hook but you soon saw that brains were not needed in a society like that.
4. There were many in attendance at the Round Table Sir Galahad, a most noble countenance Sir Launcelot, majesty and greatness in a giant frame and Sir Kay the Seneschal.
5. He would state the case exactly according to the facts he would tell the tale in a simple, straightforward way.
6. Sir Launcelot's adventures were highlighted killing seven giants setting 142 captive maidens free and fighting nine foreign kings.
7. It was touching to see the queen blush and smile she looked both embarrassed and happy.
8. Merlin's tale produced the following results within the court soft snoring heads bowed upon folded arms and open mouths.

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

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 1

NAME: _____ Date: _____

PART I: 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. The freemen could not leave their lords estates. _____

--
2. Swarms from my masters dovecote settled on their crops. _____

--
3. The kings commissioner took his twentieth. _____

--
4. The freemen must sit up all night after his days work. _____

--
5. They leave their own crop to many storms destruction. _____

--

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

1. Had a nation ever existed with a vote in every mans hand?
2. The citizen who sees the commonwealths worn out clothes should agitate for a new suit.
3. The two corporations members numbered nine hundred ninety four.
4. I will not allow you to be anybodys slave.
5. The numerous clams permission had come to mean that it had been accepted as truth.

PART III: 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. They could not prepare their own bread without permission from their lord.

2. He had been thinking of how to return the stolen rights of the citizens.

3. The enchantment of those knights had disabled them.

4. She swore them to appear at the court of Arthur within two days.

Possessives: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

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

1. I am the knights proprietor, and I shan't know what to do with them.
2. Sir Gawaines horse had ridden into a great forest.
3. These creatures are societys very choicest brands.
4. Sir Marhaus spear burst in pieces on the shield.
5. They thrust their spears and came together with all their horses might.
6. They came into a valley and found the streams head.
7. The kings son talks like all the rest.

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

1. The strength of Sir Gawain was increased thrice.

2. They rode to the rescue of the damsels.

3. The mass of the castle was drenched with splendors.

4. He was clothed in steel and a stiff square garment like a tabard for a herald.

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

WORD	POSSESSIVE	PLURAL	PLURAL POSSESSIVE
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:

WORD	POSSESSIVE	PLURAL	PLURAL POSSESSIVE
BABY	_____	_____	_____
KNIGHT	_____	_____	_____
MORGAN le FAY	_____	_____	_____
MOUSE	_____	_____	_____
BOY	_____	_____	_____

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

1. The Englishmens imagination told them that they had been born in a free country.
2. Getting the family together was the missionaris next move.
3. The missionary knights name was La Cote Male Taile.
4. The hermits death was a bad failure.
5. The servants mistress kept a close eye on them.
6. Her many dungeons reputation struck my heart with fear.
7. Since they left as soon as they had permission, I imagined the guards curiosity was less.

PART III DIRECTIONS: Rewrite the following sentences using the possessive.

1. The son of King Uriens was also in attendance.

2. Nothing could divert them from the regular performance of the pieties of the Church.

3. The anecdotes of the men were terrific to hear.

4. Suddenly, as the hands of the priest were lifted, there appeared an old, white-haired lady.

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, governmental bodies and institutions.

EXAMPLES: (organizations) American Red Cross, Boy Scouts of America
(business firms) Nordstrom, J.C. Penney, Western Airlines
(governmental 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

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(Subject continues on the next page.)

V. *Capitalize the names of historical events and periods, special events, and calendar items.*

EXAMPLES: (historical events) Boston Tea Party, the Middle Ages, World War I
(special events) Fur Rendezvous, Homecoming, Super Bowl
(calendar items) Sunday, May, Halloween, Fourth of July

NOTE: Do not capitalize the names of seasons (summer, spring, etc.) unless they are part of the names of an event. (Winter Carnival)

VI. *Capitalize the names of nationalities, races, and religions.*

EXAMPLES: (nationalities) Canadians, an American, a European
(races) Indian, African-American, Asian
(religions) Muslim, Presbyterian, a Christian Scientist

VII. *Capitalize the brand names of business products.*

EXAMPLES: Fritos, Cocoa Puffs, Toyota

NOTE: Do not capitalize the noun that often follows a brand name
(Chevy truck, Guess jeans)

VIII. *Capitalize the names of ships, planets, monuments, awards, and any other particular place, thing, or event.*

EXAMPLES: (ships, trains) the *Mayflower*, the *Silver Streak*
(aircraft, missiles) the *Enola Gay*, the *Titan*
(planets, stars) the North Star, Jupiter, the Milky Way

NOTE: Sun and moon are only capitalized when they are listed with the other bodies in our solar system. Earth is capitalized when it is a name (I will return to Earth.) but not when it's preceded by an article (I will return to the earth.).

(monuments, etc.) Washington Monument, Viet Nam Memorial
(buildings) the Eiffel Tower, Taj Mahal, World Trade Center
(awards) the Oscar, Congressional Medal of Honor

IX. *Do not capitalize the names of school subjects except languages and the names of particular courses.*

EXAMPLES: Presently I am taking English, science, Geography I, Spanish, math, and economics.

NOTE: Do not capitalize the members of a class (freshman, sophomore, junior, senior) unless it is part of a proper noun (Junior Prom, Senior Picnic)

X. *Capitalize titles*

A. *Capitalize the title of a person when it comes before a name:*

EXAMPLES: President Bush Mrs. Morrison Dr. Jenkins
 Professor Wright

B. *Capitalize a title used alone or following a person's name only if it refers to a high official or to someone to whom you wish to show special respect:*

EXAMPLES: Can you name our thirtieth President? (a high official)
 The General regrets he will be unable to attend. (special respect)
 The president of our club read the minutes. (not a high official)

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(Subject continues on the next page.)

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 alderman of London raised the money that built the Mansion House.
b. The alderman of London raised the money that built the mansion house.
2. a. According to the anglican rite, a person must meet certain requirements in order to be a candidate for sheriff of London.
b. According to the Anglican rite, a person must meet certain requirements in order to be a candidate for sheriff of London.
3. a. The Aldermen were, without question, yankees in disguise.
b. The aldermen were, without question, Yankees in disguise.
4. a. The Lord Mayor's residence is across the street from the Bank of England.
b. The lord mayor's residence is across the street from the bank of England.
5. a. They are proud of their national parks.
b. They are proud of their National parks.
6. a. Herald's College was chartered by Richard III.
b. Herald's college was chartered by Richard III.
7. a. It is located at 130 Queen Victoria street.
b. It is located at 130 Queen Victoria Street.
8. a. You'll find the college in Kent County.
b. You'll find the college in Kent county.
9. a. The princes of the blood should range in rank from Lieutenant General up to Field Marshal.
b. The Princes of the blood should range in rank from lieutenant general up to field marshal.
10. a. The North Sea is closest to London.
b. The North sea is closest to London.
11. a. The united populations of the British islands accounted to something less than one million.
b. The united populations of the British Islands accounted to something less than one million.
12. a. Those who knew how to read latin and had a smattering of greek recognized some of the letters.
b. Those who knew how to read Latin and had a smattering of Greek recognized some of the letters.

Capitalization: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

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

1. the arrival of the camelot *weekly hosannah and literary volcano* brought much excitement.
2. with it came news of a big miracle in the valley of holiness as well as an article called “but the boss scores on his first innings.”
3. the newspaper also included mention of how sir launcelot met up with old king agrivance of ireland unexpectedly.
4. the publication of “the court circular” brought more pleasure, and the arkansas proofreading was better than needed in arthur's day and realm.
5. it is suggested by the yankee that there is plenty good enough material for a republic even in the most degraded people — the russians or the germans, for example.
6. in the north a carpenter got three dollars a day, gold valuation; in the south he got fifty, payable in confederate shinplasters.
7. i told them I owned a dog named watch, my first wife was a free will baptist, and her father was a prohibitionist.
8. i ordered that the things be delivered to marco by saturday evening and the bill sent to me by dinner time on sunday.

Capitalization: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

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

1. mark twain was born in florida, missouri, but he later moved to hannibal, missouri, which inspired the famous town of st. petersburg in one of his books.
2. twain received honorary degrees from three separate universities: yale university, the university of missouri, and oxford university.
3. he is most noted for his novel *the adventures of tom sawyer* and its sequel, *adventures of huckleberry finn*, which is frequently referred to as “the great american novel.”
4. he and his wife are buried in the woodlawn cemetery in elmira, new york.
5. in addition to becoming a great american writer, he also held jobs as a printer, journalist, riverboat pilot on the mississippi river, and publisher in the course of his lifetime.
6. an introduction to my version of this book was written by leland krauth, who is an english professor at the university of colorado at boulder.
7. mark twain & company: six literary relations *was written by mr. krauth*.
8. an afterward was written by edmund reiss, who was a professor of english at duke university before retiring on his farm at durham, north carolina.

Units 11-13 Review Exercises

Page 1 of 3

NAME: _____ Date: _____

PART I DIRECTIONS: *Insert semicolons where they are needed. You may need to change some commas to semicolons.*

1. It was a long night, however, the morning got around at last.
2. I was doing my best naturally I was running with all my might.
3. It lay there all battered to a pulp all about there were evidences of a horrific fight.
4. I locked the door and put the vast key in my pocket, this alarmed the young fellow.
5. Those in attendance were Arthur, the King Guenever, the Queen and Merlin, the magician.

PART II DIRECTIONS: *Some of the sentences below need colons; if so, insert them. Some of them have colons which should not be there; if so, cross them out. Some of them are correct; if so, write C in front of the number.*

1. I chuckled to myself as I did the following slipped out the back way, locked the door behind me, and started off.
2. The crowd tried to provoke King Arthur by: catcalls, jeers, and shouts.
3. The grandest sight that I had ever seen was found in those streaming plumes, flaming sun, and webby wheels.
4. The arrival of these people astonished me Launcelot, his boys, and Clarence.
5. The words from Proverbs 24 11 came to my mind during our rescue.

PART III DIRECTIONS: *Punctuate the following sentences correctly using all the punctuation marks we have studied.*

1. Sir Sagramor will pass by Camelot about 4 00 on Tuesday May 16 be waiting for his arrival.
2. The newspaper said the following items will be for sale at the circus doughnuts gum drops pie and old-fashioned lemonade.
3. Did you actually read my editorial in the knightly daily news asked Clarence.
4. Merlin who had been busy for days had managed to procure a fleecy invisible veil.
5. Alas the queen exclaimed Sir Boss will fight without lance or sword.

NAME: _____ Date: _____

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

WORD	POSSESSIVE	PLURAL	PLURAL POSSESSIVE
1. TOOTH	_____	_____	_____
2. BOX	_____	_____	_____
3. NURSE	_____	_____	_____
4. JONES	_____	_____	_____
5. KISS	_____	_____	_____
6. COUNTRY	_____	_____	_____
7. PUPPY	_____	_____	_____
8. WOMAN	_____	_____	_____

PART V DIRECTIONS: Place apostrophes where they are needed in the sentences below.

1. Upon Arthurs death unlimited suffrage should be introduced.
2. The result of all of the mens work would be a republic.
3. These cats character would be considerably above the character of the average king.
4. This humane and gentle system would soon have upon it the whole worlds eyes.
5. King Bagdemagus name was on this list of those to be provided protection.

PART VI DIRECTIONS: Rewrite the following sentences so that they say the same thing but have possessives.

1. The qualities of Sandy included being a flawless wife and mother.

2. While I was asleep Sandy heard the imploring cry from my lips.

3. The name of our dear one was preserved.

PART VII DIRECTIONS: Write original sentences using the words below as possessives. Be sure you are using the word as a possessive, not a plural.

1. knights (plural) _____
2. lady (singular) _____
3. Sir Garheris _____

NAME: _____ Date: _____

PART VIII DIRECTIONS: *Some of the following sentences are correct and some need capitalization. If the sentence is correct, write a C in front of the sentence; if it is not correct, circle the letters to be capitalized.*

1. Sir Sagramour had found the holy grail.
2. Gawain, whose head is at the dover castle, appeared to arthur in a dream and warned him to avoid a conflict with mordred for at least one month.
3. The queen has become a nun in Almesbury.
4. I approached the english land the next morning.
5. The journey to camelot was a repetition of what I had already seen; the monday and tuesday were no different than the sunday.
6. The king returned; mordred fought him at dover, at canterbury, and again at barham down.
7. The article was entitled "death to the republic," and it was no longer a dissenting voice.
8. So long as planets shall continue to move in their orbits, the battle of the sand belt will not perish from the memories of men.
9. This piece of literature is viewed as a social satire from which franklin d. roosevelt said he got the term *new deal*.
10. Written by mark twain, it demands to be regarded as one of the greatest satires in american literature.
11. The most notable contrast is between nineteenth-century America and sixth-century Britain.
12. He was purposing to contrast the english life of the whole middle ages with the life of modern christianity.
13. The intent was to include satire against many american issues, including the rhetoric of civil war generals.
14. Twain kept a notebook while he was working on *connecticut yankee*.
15. It has much in common with herman melville's *moby dick* and belongs alongside *the education of henry adams*.

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 the merchant nor the horse had any mishap on their journey.
2. Everyone had taken their leave of the fountain.
3. Each of the thrown stones had found an unintended mark.
4. Will each Sultana meet their death in the morning?
5. One should always be prepared for their meeting with the Sultan.
6. Each of us should carefully consider their first impressions about Scheherazade's intelligence.
7. If one tries hard enough, you can always find a creative solution.
8. Everyone at the merchant's home cried all of their bitter tears.
9. Neither the merchant nor his friend were able to say their good-byes.
10. All of the old men took their places around the fountain to see what would pass.

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

1. A person should not expect too much from _____ newly-made friends.
2. The genius gave the old men the respect that _____ deserved.
3. Either the man's wife or the steward's daughter would use her magic so that _____ could return the son to his master.
4. Several old men told _____ tales to the genius in an attempt to save the merchant.
5. Each of the dogs caught the scraps of bread that were thrown 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 brothers traveled to foreign countries to sell his merchandise.
2. Another of the brothers thought that they could do a better job making his trades abroad.
3. They boarded a vessel and loaded it with merchandise, and the wind began blowing every sail into their place.
4. Each of the woman's pleas hit their mark on the heart of the merchant.
5. After his marriage, the brothers began to plot their revenge against the merchant's successes.
6. Anybody else would have stifled their jealousy, but not these brothers; they were heartless!
7. Late one night these brothers threw the merchant and his wife overboard; I'm sure everyone on board must have run out of their room to investigate the noise.
8. No one could believe their eyes! The merchant returned to his village and opened his shop again.
9. If anybody asks you how the merchant managed to survive, tell them that a fairy rescued them.
10. I bet nobody will raise their eyebrows at you when that tale is told!

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

1. Both of the old men had told _____ tales.
2. Everyone spoke from _____ heart.
3. Neither requested anything for _____ own gain.
4. Each of the men felt that _____ could do what he could to help the merchant.
5. When the merchant's wife saw one of the women in the village, she always told _____ the whole story.

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.
EXAMPLE: 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.
EXAMPLE: 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.
EXAMPLE: 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.
EXAMPLE: 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. The fishermen in the village (starts, start) out in the morning by moonlight.
2. These men, who had wives and families at home, (was, were) so poor that they could scarcely manage to support their families.
3. This particular man, coming one morning to the sea shore, (make, makes) a rule to throw his net no more than four times a day.
4. Thinking he has caught a great fish on his first throw, he eagerly (haul, hauls) his net towards shore.
5. A great disappointment of the soul (await, awaits) the man, when he only finds a carcass.
6. The net, thrown for a second time, (is, are) only full of rubbish.
7. There (is, are) many cries of annoyance from the man.
8. Where (was, were) good fortune when a poor fisherman needed to support his family?
9. A yellow pot with much character (is, are) an interesting item to find with the cast of a net.
10. The intentions of the fisherman (was, were) to sell the jar to the founder and buy wheat with the proceeds.

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.

Example: The seal and the lid indicate that something precious must be inside.

EITHER the seal OR the lid INDICATES that something precious must be inside.

1. Either stones or shells has been found on the third cast of the net.

2. Either smoke or a mist has formed from the opening of the jar.

3. The genius's captivity for three centuries and the king's lack of acknowledgment are to blame.

4. A Greek king and a physician Douban are the main characters of the next tale.

Subject-Verb Agreement: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

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

1. Many of us (like, likes) these tales for the Sultan.
2. There (is, are) many ways in which these stories are intertwined.
3. Somebody in the king's court (was, were) willing to cure his leprosy.
4. (Has, Have) all of you heard about using herbs and medicines to cure diseases?
5. Nobody in this court (is, are) able to cure the king with their traditional methods.
6. (Has, Have) either of you heard of a method such as this?
7. Where (is, are) the polo club that the physician used for his remedy?
8. Each of the courtiers (was, were) eager to see if the cure had worked.
9. People in a position of power often (try, tries) to keep the attention on themselves.
10. The grand-vizir who was known for his enviousness (don't, doesn't) like the honors that have been bestowed upon the physician.

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. Jealousy and enviousness do not bring out the best in people.

2. The king said that the physician's faithfulness and virtuousness prove him worthy.

3. Both the beautiful wife and the intelligent parrot have been loved by the husband.

4. Either the slave or the wife was dishonest in the treatment of the parrot.

5. Both the husband and the vizir have regretted their actions.

Usage: Which Pronoun?

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

EXAMPLE: (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.**

EXAMPLE: (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”?

TAKE THE OTHER GUY OUT: 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 the porter both live in Bagdad.

2. The lifestyles of (I, me) and (he, him) were very different.

3. The two men speaking were (I, me) and Hindbad.

4. For how long did (he, him) and Sindbad talk?

5. Tell Sindbad and (she, her) the whole story.

6. (I, Me) and (she, her) were both surprised at his response.

7. (They, Them) and the guests were all amazed as they listened to Sindbad's adventures.

8. Sindbad offered Hindbad and (I, me) a seat to listen to his story.

9. Was it (he, him) who ordered that Hindbad's burden be delivered?

10. (He, Him) and (she, her) settled in to hear of the first voyage.

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

1. Me and Janie began reading *Arabian Nights* yesterday.

2. Either Jason, Wendy, or myself will be leading our group discussion.

3. Please send all of your notes to either Julie, Crystal, or I.

4. Me, my mom, my dad, and my grandma all thought that Sindbad was quite the storyteller.

5. Mrs. Jones will give Bob and I a makeup test on the book.

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 my wife were pleased to have found such a benefactor.

2. (We, Us) Bagdadians have lovely merchandise to sell.

3. (I, Me) and a company of merchants set off on a journey.

4. The captain said that (I, me) and (he, him) should be prepared for savages.

5. The savages struck fear in (I, me) and the company.

6. The giant looked (we, us) sailors up and down for the one with the most meat.

7. Will you help (I, me) and the other companions plan an escape?

8. (He, Him) and (I, me) were next on the giant's list for supper.

9. Sindbad gave (he, him) and (I, me) two spits, which we used against the giant.

10. It was all that (I, me) and my companions could do to keep our raft out of his reach.

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

1. The giant snake slithered closer to my companion and myself.

2. Either he or myself were about to become lunch.

3. Me, the captain, and the sailors came at last to the island of Salahat.

4. Him and the merchants were eager to hear my story.

5. John, my grandpa, me, and my dad all enjoyed listening to Sindbad's third journey.

Units 15 – 17 Review Exercise

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: PRONOUN-ANTECEDENT AGREEMENT: Circle the correct pronoun.

1. Neither my father nor his brother had told me what (he, they) had experienced as a king.
2. I did not need to think carefully about each of the promises before I could swear to (it, them).
3. The two cousins did not waste any time in getting to (his, their) special spot.
4. If anyone knew when the king would be returning, (he, they, you) certainly did not say.
5. I longed to tell (my, your, one's) ministers the truth, but my sworn oath kept me silent.

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

1. The prince and the lady had disappeared without any explanation of _____ actions.
2. Neither the officer nor the guard had been able to protect _____ king.
3. Did either the trap door or the plaster do _____ job of keeping people out?
4. Both the king and his nephew cried _____ hearts out once the prince was found.
5. Should either the young lady or the prince have spoken to _____ parents first?

PART III DIRECTIONS: SUBJECT-VERB AGREEMENT: Circle the correct verb in parentheses.

1. The young man, in a crowd of others, (asks, ask) to share his story.
2. As each one of you students (knows, know), the Koran is the basis of his religion.
3. There (is, are) many areas of education in which a young prince should excel.
4. Nobody in his family (was, were) able to achieve the level of knowledge that he did.
5. (Has, Have) all of the preparations for his trip to India been made?

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 my parents believes that a little travel will improve my manners.
- _____ 2. Each of my camels are laden with rich presents for the Sultan.
- _____ 3. One day we saw that a huge cloud of dust particles were moving swiftly towards us.
- _____ 4. Every one of the fifty robbers have to laugh at our attempts to awe them.
- _____ 5. The ambassadors and all of our followers were made prisoners.

NAME: _____ Date: _____

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

EXAMPLE: The boys have finished delivering the papers. (Change BOYS to EACH OF THE BOYS.)
Each of the boys has finished delivering the papers.

1. The robber is laughing at my sad attempts at defending myself. (Change ROBBER to ROBBERS.)

2. Nobody in the town wants to look at me in such a state. (Change NOBODY to MANY.)

3. Neither my clothes nor my shoes was acceptable in appearance. (Remove NEITHER and change NOR to AND.)

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. I entered the town and stop at a tailor's shop.

2. He begs me to sit down, and in return I told him my whole story.

3. I was very hungry, so I gladly eat the food he is offering.

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. My story brought (I, me) and (he, him) closer together.

2. The underground staircase led (I, me) and (she, her) to a meeting.

3. Did you and (her, she) have an argument?

4. It was (he, him) who discovered her true identity.

5. The princess will have to choose between (I, me) and the genius.

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.

1. 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)

2. 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 a hole in the ground?

2. The hobbit is the one (who, whom) we least suspected.

3. To (who, whom) did he open the door?

4. Please support (whoever, whomever) is leaving on an adventure.

5. I shall support (whoever, whomever) Gandalf chooses.

6. (Who, Whom) do you think will be chosen by the wizard?

7. Bilbo says "hello" to (whoever, whomever) he sees.

8. His perfectly round door is open to (whoever, whomever) wants to come.

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(s) that it's the subject of, etc.

1. Most of the dwarves (who, whom) are arriving are wearing colored hoods.

2. Give this cake to (whoever, whomever) walks through the door.

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

4. (Who, Whom) do you suppose is the the head of this party?

5. I don't know (who, whom) he intended to invite.

6. (Who. Whom) do you think called the dwarves?

7. (Who, Whom) does Gandalf want to speak to?

8. He is the one (who, whom) we should heed.

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: Underline 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. Bilbo opened his eyes (quick, quickly) in the dark.

2. The room remained (dark, darkly) in front of his face.

3. He crawled (slow, slowly) until he touched the wall of the tunnel.

4. The poor hobbit seemed (uneasy, uneasily) about his current state.

5. Mr. Baggins must have felt (miserable, miserably) as he imagined his own kitchen at home.

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

1. Bilbo sounded SADLY as he spoke to himself in the darkness.

2. He felt the dagger in his pocket CAREFUL

3. The hilt of the little sword fit into his hand PERFECT.

4. Hobbit holes are built DIFFERENTLY than goblin tunnels.

5. Hobbits recover quite WONDERFUL from falls and bruises.

Adjective or Adverb?: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Underline 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. Bilbo could see the mountains (easy, easily) in front of him.

2. He glimpsed the lowlands and plains (occasional, occasionally) between the trees.

3. A hobbit's voice must sound (different, differently) when it echoes off the mountains.

4. The dwarves could have been hurt (bad, badly) in their encounter with the goblins.

5. They should have been talking (quieter, more quietly) with Gandalf in the dell.

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

1. Tell your story GOOD, Mr. Baggins.

2. Balin performed BAD as a look-out man.

3. Gandalf blinded the goblins GOOD with a sudden flash.

4. Bilbo could see just as WELL with his ring on.

5. Dori felt BADLY about dropping Bilbo.

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 1

NAME: _____ Date: _____

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

1. That there is a scary spider.

2. It really don't matter which path you take.

3. We don't want no more trouble on our journey.

4. You should of seen those Wood-elves jump out of the forest!

5. Bilbo seen them and popped on his ring.

6. They hadn't hardly finished the spider battle before they were captured again.

7. Elves ain't easy for a tired hobbit to follow.

8. The Elvenking he don't want the dwarves to be kept in the same cell.

PART II DIRECTIONS: Circle the correct word in parentheses.

1. There were (fewer, less) opportunities for adventure here within the king's palace.

2. He had his fill of wandering (that, those) (kind, kinds) of passageways.

3. Thankfully there were (fewer, less) guards on duty the night of their escape.

4. They had (fewer, less) awareness of their prisoners after sampling the kings' wine.

5. They must not have had (this, these) (type, types) of wine before.

6. Bilbo was excited to receive (this, these) measure of good fortune.

Assorted Errors: Exercise #2

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NAME: _____ Date: _____

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

1. The dwarves didn't do nothing but complain when Bilbo freed them.

2. Them guards were still snoozing with smiles on their faces.

3. Do you think they got any idea what happened to their prisoners?

4. They didn't have hardly any trouble getting settled into the empty barrels.

5. There wasn't barely a moment to spare once the last of the lids had gotten fitted.

6. Elves arrived and seen the butler with his head asleep on a jug.

7. Ain't you surprised that none of them heard the dwarves?

8. The guards should of thought twice before sampling the king's wine!

PART II DIRECTIONS: Circle the correct word in parentheses.

1. You couldn't find (this, these) (type, types) of drinks outside of Dorwinion.

2. Next time he decides to feast early, I bet the guard will take (fewer, less) sips.

3. Next time he decides to feast early, I bet the guard will drink (fewer, less) wine.

4. I'd prefer to drink water because it has (fewer, less) calories.

5. (That, Those) (sort, sorts) of barrels are usually lighter than they were that evening.

Units 19 – 21 Review Exercise

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NAME: _____ Date: _____

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

1. The dwarves couldn't hardly speak because the whisper of their voices would echo in the tunnels.

2. They didn't hear no sounds from the dragon.

3. Thorin didn't never think to try the door until a few days later.

4. The dwarves couldn't barely stand their captivity any longer.

5. Bilbo didn't have nothing but hope, though.

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

1. Bilbo could of refused to go down the tunnel one more time.

2. Do you got your ring with you for protection, Bilbo?

3. Bilbo he said he seen nothing moving in the hallway.

4. Has anybody seen the dragon?

5. There wasn't nobody inside the Heart of the Mountain.

NAME: _____ Date: _____

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

1. Run quick and see if Smaug is hiding in the darkness!

2. Bilbo climbed the great wall of treasure easy.

3. The hobbit snatched the gem quick and put it in his pocket.

4. I think he did very bad that evening.

5. He did, however, perform his burglar duties well.

6. Does he always investigate so good?

7. I bet that hobbit will sleep well tonight!

8. Gandalfs feelings might have been hurt bad if he had seen what happened in the mountain.

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

1. Me and him went to rescue the hobbit.

2. Him and his friends were now eager to explore the hall.

3. A good many gems were stolen by Fili, Kili, and me.

4. Give that gold-plated ring to me and him!

5. Them and us stuffed our pockets full of treasure.

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. Mr. Baggins is a hobbit WHO wanted to live a quiet life. _____
2. Mr. Baggins is a hobbit WHOM dwarves like. _____
3. The dwarf WHO spoke to me has just found a coat of mail. _____
4. The dwarf WHOM I spoke to has just found a coat of mail. _____
5. Can you tell me WHO that hobbit is? _____

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

1. They had never before seen (that, those) (kind, kinds) of treasures.
2. (This, These) (type, types) of gem (have, has) superior quality.
3. Elves wear (this, these) type of (belt, belts) with pearls and crystals.
4. They also use (this, these) (sort, sorts) of coats of mail.
5. Mr. Baggins felt rather absurd in (that, those) (sort, sorts) of attire.

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

1. They had (less, fewer) incidents getting out of the mountain.
2. There was (less, fewer) fear on the part of the dwarves.
3. Interestingly, there were (less, fewer) unharmed tables in the chamber.
4. There were (less, fewer) complaints now that they had reached the Front Gate.
5. Leaving Smaug's doorway before eating breakfast would have (less, fewer) risk.

NAME: _____ Date: _____

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

1. Hobbits (who, whom) have been on long journeys work up quite an appetite.

2. His friend Balin, to (who, whom) he had addressed the question, answered agreeably.

3. It was Thorin (who, whom) tried to raise the hobbit's spirits again.

4. The idea of Smaug watching them from the mountain disturbed Dori, (who, whom) wanted to move away from there quickly. _____

5. He is a dwarf (who, whom) I admire. _____

PART IX DIRECTIONS: Circle the correct words in the parentheses.

1. Each of the dwarves finished (his, their) food.

2. Both of the dwarves encouraged (his, their) friends to eat quickly.

3. Either Bilbo or Balin convinced (his, their) companions to get moving.

4. Several of the dwarves prepared (his, their) breakfast of cram and water.

5. A hobbit should know what (he wants, they want) in life.