

## Grammar Worksheet—5: Week 1: Lesson XV

**Use commas to separate the words in a parenthetical thought from the rest of the sentence. Use a comma to separate an introductory element from the rest of the sentences.**

Look at the following sentences from Lesson XV:

- *Paragraph 3: Emma went and brought a piece of thread, which she tied to the vessel, so that they could make it go wherever they pleased.*
- *Paragraph 2: A few days after, he saw a large tub of water.*

What do you notice about commas in each of these sentences?

*There are two different rules being used here. The first sentence includes a parenthetical thought. A parenthetical thought gives more explanation or clarity. The phrase may be removed from the sentence and it will still make sense. The phrase is set apart by commas or parenthesis.*

*The second sentence is an example of an introductory phrase in a sentence. An introductory element is a general term used to refer to a word or group of words placed at the front of a sentence— before the subject and verb. Most grammar handbooks suggest a comma should be used to separate the phrase especially for phrases of four words or more. The name of a person being addressed may also be an introductory element. For example: Sally, will you please bring me your book?"*

***Practice exercise:*** Read the sentences below. The commas have been omitted. Place a comma in the proper place in each of these sentences. Check your work by referring back to the Lessons noted)

1. Frank what a fine thing it is to read. (Lesson I– paragraph 1)
2. This was a little boy not higher than the table and his papa and mama sent him to school. (Lesson III– paragraph 1)
3. The little streams as they flow on catch the beams of the moon. (Lesson IX– paragraph 3)
4. Above all let us ask God to fill our hearts with love for Him. (Lesson XIII—paragraph 7)

## Grammar Worksheet—5: Week 2: Lesson XVI

**Use a comma to separate a direct quote from the rest of the sentence. Use commas with coordinating conjunctions like and, but and or to combine two complete thoughts into one sentence.**

Look at the following sentences from Lesson XVI:

- *Paragraph 4: Then an old man came out of a poor hut to call the dog, and Ann saw that he too was thin, pale, and sick.*
- *Paragraph 5: She gave him a large piece of her cake, and he said, “Thank you, good child!”*
- *Paragraph 5: The old man and his dog then went back to the hut, and Ann ate the small bit of cake that was left.*

What do you notice about commas in each of these sentences?

*There are two different rules being used here. The first and third sentence show how to use a comma with the coordinating conjunction “and”. Notice how two sentences have been combined into one sentence. Both sentences can stand by themselves if the “and” were removed and a period was used instead.*

*The second sentence is an example of how to use a comma before a quotation. Quotation marks are used to directly quote the words someone is saying. A comma is used to separate a direct quote from the rest of the sentence. Notice how a comma is used after the word said and before the quotation.*

**Practice exercise:** Read the sentences below. The commas have been omitted. Place a comma in the proper place in each of these sentences. Check your work by referring back to the Lessons noted)

1. The bee said “No, I must not be idle.” (Lesson III, paragraph 5)
2. Sometimes it looks like a bow that is bent and sometimes it appears round. (Lesson IX, paragraph 1)
3. Then he felt very brave and called out “Get up, get up, hie! Away, old Dobbin.”
4. The good find favor in His sight and His tender mercy is upon them forever. (Lesson XI, paragraph 6)

## Grammar Worksheet—5: Week 3: Lesson XVII

**Periods and commas should always go inside the quotation marks. Capitalize the first word of a direct quotation. The second portion of a continued quote does not need a capitalized letter.**

Look at the following sentences from Lesson XVII:

- *Paragraph 1: “Mother,” said little Edward one day, “our cat ought to be killed.”*
- *Paragraph 6: The Lord said, “Blessed are the merciful, for they shall obtain mercy.”*
- *Paragraph 9: “Is your bed soft and warm?”*

What do you notice about commas in each of these sentences?

*There are two rules illustrated in these sentences. The first rule is about capitalization and the second is about punctuation. Notice the first quote in paragraph 1. This quote is broken up by the phrase —said little Edward one day. The first letter of the first word is capitalized because it is the first word of the sentence AND the first word of the quote. The word our does not need to be capitalized because it is a continuation of the same quote.*

*The second rule about periods and commas is simple but it has some exceptions. Periods and commas should always go inside the quotation marks. This is an American rule. The British rule is the opposite and the period and comma are placed behind the quotation mark. Also, in the United States, some publishers will put the comma and period after the quotation mark. Generally, you should follow the rule of placing commas or periods inside quotation marks unless you are writing in an occupation or organization that has adopted a different set of rules.*

**Practice exercise:** Rewrite the following quotations. Add commas, question marks, periods, and quotation marks. Check your work by referring back to the Lessons noted)

1. Dog! Will you play with me? (Lesson IV—paragraph 1)
2. I think said James it was very cheap. (Lesson V—paragraph 4)
3. Now said James let’s go to the top of the hill. (Lesson V—paragraph 6)
4. I have taken pains to get this clean water to wash the linen and it shall not be spoiled for all the boats in Cincinnati. (Lesson XV—paragraph 6)

## Grammar Worksheet—5: Week 4: Lesson XVIII

**Sentences change from past, present and future tenses with verb phrases.  
Verbs must agree in number with the subject.**

Look at the following sentences from Lesson XVIII:

- *Paragraph 2: Their parents were very kind to them.*
- *Paragraph 5: If a letter was to be written . . .*
- *Paragraph 7: They were at peace with each other . . .*

*What is the verb in each of these sentences? **was and were** These are past tense forms of the verb “to be”. This is one of the irregular verbs. The chart shows the verb forms in the present tense:*

*Past tense means the action has already happened. The past tense forms of the verb “to be” are was and were.*

*We can also create a chart to show the past tense forms . Notice how these verbs are used in the sentences above. Discuss subject-verb agreement in these sentences.*

	<b>Singular</b>	<b>Plural</b>
<b>1st</b>	<i>I am</i>	<i>We are</i>
<b>2nd</b>	<i>You are</i>	<i>You are</i>
<b>3rd</b>	<i>He, she, or it is</i>	<i>They are</i>

	<b>Singular</b>	<b>Plural</b>
<b>1st</b>	<i>I was</i>	<i>We were</i>
<b>2nd</b>	<i>You were</i>	<i>You were</i>
<b>3rd</b>	<i>He, she, or it was</i>	<i>They were</i>

1. **Practice exercise:** Write at least three sentences using the present tense of the verb “to be”. Then write at least three sentences using the past tense of the verb “to be”

## Grammar Worksheet—5: Week 5: Lesson XIX

**A possessive noun adjective shows ownership and answers the question: Whose?**

**To turn a noun into a singular possessive noun adjective, add an apostrophe followed by an S.**

**To turn a noun into a plural possessive noun adjective, add an S to make the noun plural, then add an apostrophe. If the noun has an irregular plural use an apostrophe followed by an S.**

Look at the following sentences from Lesson XVIII:

- *Paragraph 2: One fine summer's day . . .*
- *Paragraph 4: Presently a farmer's boy came running along . . .*

*The hook ' between summer and s and between farmer and s is called an apostrophe. We add an apostrophe to show that something belongs to someone.*

*my brother's room                      my mother's hat                      the author's book*

*When more than one person owns something, the apostrophe is placed after the s to show that the word is plural and more than one person owns it.*

*my brothers' room                      the authors' book                      the sisters' laughter*

**1. Practice exercise:** Combine the words to form eight new possessive phrases.

a	surgeon	gentleman	children
an	mother	chicken	man
the	brother	child	robin
six	daughter	girls	book
three	room	toy	hat
seven	book	nest	eggs

Add some possessive forms of nouns to your Vocabulary notebook. Include irregular forms of plural nouns like children, men, women, etc.