Chapter 1: Using Nouns and Pronouns

Practice A
Identify each italicized noun as common (C) or proper (P) and as concrete (Ct) or abstract (Ab). Remember to place two answers in each blank.

P, Ct 1. My brothers, Phillip and Kerry, love to play roller hockey.
C, Ab 2. Having just moved into town, they asked for guidance on where they could play hockey.
C, Ct 3. They found a great roller hockey rink—of course, it’s made of concrete, not ice—near our house.
C, Ab 4. It is nearly always open for the public, and we lace up our in-line skates with excitement every afternoon after school.
P, Ct 5. One afternoon, our principal, Mr. McClusky, came out to watch us play.

Practice B
Identify each italicized pronoun as personal (P), demonstrative (Dem), interrogative (Inter), indefinite (Ind), reflexive (Ref), intensive (Int), relative (Rel), or reciprocal (Rec).

P 6. Wallace decided to play with us today.
Inter 7. Who will play for our team when Craig is not here?
Rec 8. It is important in a team sport to assist one another.
Rel 9. Perhaps if enough people are interested, we will start a league that plays roller hockey in the summer.
Int 10. Will we have to buy uniforms ourselves?

Practice C
Write an appropriate noun or pronoun (following the instructions in parentheses) to complete each sentence. (Answers will vary.)

that 11. Kevin told me that he knows a good screen printer. (relative pronoun)
each other 12. Perhaps we could help each other by allowing him to advertise his printing services on our uniforms. (reciprocal pronoun)
uniforms 13. Do we want our uniforms to be the same as those the Pittsburgh Penguins wear? (plural count noun)
dedication 14. All of us play roller hockey with a lot of dedication, so we do not often have time to play other sports. (abstract noun)
Avalanche 15. We have decided to call our team the Avalanche. (proper noun)
Chapter 2: S-TrV-DO-OC and S-be-Advl

Practice A
Label the sentence patterns S-InV, S-TrV-DO, S-TrV-DO-OC, or S-TrV-DO-OC.

1. The water in the Bay of Fundy fluctuates tremendously between high and low tides.
   \[ S \quad \text{InV} \]

2. It separates the Canadian province of New Brunswick from its sister province, Nova Scotia.
   \[ S \quad \text{TrV} \quad \text{DO} \quad \text{OC} \]

3. Laura, a member of our mission team, thought the tidal bore amazing.
   \[ S \quad \text{TrV} \quad \text{DO} \quad \text{OC} \]

4. The tidal bore renders the river running into the bay powerless by turning the river back in on itself and filling up the riverbed again.
   \[ S \quad \text{InV} \]

5. Soon, a wave of water rushes from one end of the river towards the other.

Practice B
Label the sentence patterns S-InV, S-LV-PN, S-LV-PA, or S-be-Advl. If the adverbial is a prepositional phrase, underline it.

6. Mr. Grove, the bus driver, was clear about the dangers of walking onto the riverbed at low tide.
   \[ S \quad \text{LV} \quad \text{PA} \]

7. Mr. Grove, a constant joker, is also in the business of protecting students.
   \[ S \quad \text{be} \quad \text{Advl} \]

8. Notwithstanding, we were not brave enough to venture onto the muddy riverbed before the tidal bore.
   \[ S \quad \text{LV} \quad \text{PA} \]

9. Owen was the first to see the footprints below the rocks.
   \[ S \quad \text{be} \quad \text{Advl} \]

10. Mr. Grove was soon into his tale again, trying to scare anyone listening.
    \[ S \quad \text{be} \quad \text{Advl} \]

Practice C
Rewrite the sentences to make them S-TrV-DO-OC or S-be-Advl, according to the instructions. \( \text{(Answers will vary.)} \)

11. This company offers rafting trips on the bore during the summertime. \( \text{(S-be-Advl)} \)
    \[ \underline{This company's rafting trips are on the bore during the summertime.} \]

12. The quickly moving water causes the ride to be quite fun. \( \text{(S-TrV-DO-OC)} \)
    \[ \underline{The quickly moving water makes the ride quite fun.} \]

13. No one in our group had ever rafted the bore before. \( \text{(S-be-Advl)} \)
    \[ \underline{No one in our group had been on the bore before.} \]

14. First, we climbed into two large rafts. \( \text{(S-TrV-DO-OC)} \)
    \[ \underline{First, we made ourselves passengers of two large rafts.} \]

15. Soon we found ourselves in life jackets, whirling on a wave from the Bay of Fundy. \( \text{(S-be-Advl)} \)
    \[ \underline{Soon we were in life jackets, whirling on a wave from the Bay of Fundy.} \]
## Practice A

Place parentheses around each prepositional phrase. Identify the phrase as either adjectival (Adj) or adverbial (Adv).

1. **Adv** Malawi is located (on Lake Nyasa’s western coast.)
2. **Adj** Malawi has no access (to an ocean.)
3. **Adv** This African country is (beside Lake Nyasa, Tanzania, Zambia, and Mozambique.)
4. **Adj** Malawi’s previous name was Nyasaland, which the British gave it (during their domination.)
5. **Adv** Although it gained independence (from Britain,) Malawi initially struggled to govern itself.

## Practice B

Place parentheses around each prepositional phrase. Underline the word that each prepositional phrase modifies. Then identify the phrase as either adjectival (Adj) or adverbial (Adv).

6. **Adj** Malawi, “the warm heart (of Africa,)” is still a largely undeveloped country.
7. **Adv** However, it has many scenic vistas, especially (along Lake Nyasa’s beautiful shore.)
8. **Adv** Tourists can dive, swim, and snorkel (in the beautiful lake.)
9. **Adj** Malawi does have a border dispute (with neighboring Mozambique.)
10. **Adv** Interestingly, Malawi celebrates Independence Day (on July 6.)

## Practice C

Underline the word the italicized prepositional phrase modifies. Draw a caret (^) to show where the prepositional phrase should be in order to make it closer to the word it modifies. If the sentence is already correct, write C in the blank.

11. **By a popular vote,** Malawi’s president is **elected** every five years.
12. **The first presidential elections** were won by Dr. Hastings Banda **in the new country.**
13. **Dr. Banda had been the leader** of the independence movement.
14. **In rural areas** most of Malawi’s citizens live.
15. **In state-operated game reserves,** Malawi is also a land of exotic wildlife.
Chapter 3: Gerunds

Practice A
Underline the gerunds. Identify the function of each gerund as subject (S), direct object (DO), indirect object (IO), predicate noun (PN), or object of the preposition (OP).

1. Hitting was a subject Ted Williams certainly mastered. (S)
2. He often greeted pitching rudely. (DO)
3. One year he joined an elite group by maintaining a great record at bat of over .400. (OP)
4. His game was also hitting for power, which he did as well as anyone in either league. (PN)
5. Even from his rookie year, scouts gave his batting tremendous credit. (IO)

Practice B
Underline the entire gerund phrase. Underline any gerund complements twice. In the blank identify the function of each gerund as subject (S), direct object (DO), indirect object (IO), predicate noun (PN), object of the preposition (OP), or appositive (App).

6. Pitching the baseball was also a desire the young Williams had. (S)
7. He dreamed of throwing for the Red Sox as he had done for his high-school team. (OP)
8. In high school, his best performance was striking out twenty-three batters in one game. (PN)
9. The task, hitting his pitches, was one he thought that few could do. (App)
10. However, Williams soon gave pitching little thought and concentrated again on his strengths as a hitter. (IO)

Practice C
Underline the gerunds. In the blank identify the function of each gerund as subject (S), direct object (DO), indirect object (IO), predicate noun (PN), object of the preposition (OP), or appositive (App). If there is no gerund in the sentence, write none in the blank. Do not underline participles.

11. A blossoming talent named Ted Williams began playing for the San Diego Padres. (DO)
12. Banking on his continuing success, the Boston Red Sox traded for Williams. (none)
13. Building on his solid hitting performances won him two Triple Crowns for Boston. (S)
14. The continuing activity of his bat, a graceful, yet powerful swinging for the fences, resulted in 521 towering round-trippers. (App)
15. Wanting to be remembered as the greatest hitter that ever lived, he built a living legend for himself by the awe-inspiring exploits of his game. (none)
Chapter 3: Participles

Practice A
Underline the present participles once and the past participles twice. Place parentheses around the entire participial phrase.

1. In 1939 when the Red Sox first obtained Williams, (much needed for his tremendous bat) he hit .327 and led the league with an (astounding) 145 RBIs.

2. (Amazing every expert two years later,) Ted Williams hit over .400 for the first time.

3. That (famed average) handed him the (batting title) for 1941.

4. He once noted that the only pitch he ever had (continuing) trouble with was the knuckle ball, (fluttering and dipping like a butterfly)

5. Also in his (storied) 1941 season, he hit thirty-seven (high-flying) home runs.

Practice B
Underline the participles once and the nouns they modify twice. Do not underline passive or progressive verbs.

6. Whenever he was beaten by an (opposing pitcher), Williams eagerly anticipated their next encounter.

7. Part of the reason he was so successful at the plate was his (sharpened eyesight).

8. He could see the spinning stitches on a fastball even at ninety-five miles per hour.

9. Once, when Williams played at another ballpark, he noticed that the closely (measured angle) at first base was just a few degrees more than it should have been.

10. The officials measured the (questioned base) and found that it was off by only two inches.

Practice C
Insert a logical participle or participial phrase. Underline each noun modified by a participle.
(Answers will vary.)

11. Sadly, Williams’s (famed career) was interrupted by war.

12. (Unnerving many of his fans,) Williams’s draft board classified him as 1-A.

13. The Red Sox’s (saddened manager), Joe Cronin, said that if Uncle Sam wanted him, Williams would make a mighty fine soldier.

14. (Not respecting any person’s career,) Uncle Sam did want him, and Williams spent five years out of his baseball career in military service.

15. (Being amazingly high in several areas of the game,) the marks he left warranted his (undisputed induction into the Hall of Fame in 1966.)
Chapter 3: Infinitives

Practice A
Underline each infinitive phrase and identify it as an adjective (Adj), an adverb (Adv), or a noun (N).

1. Many biologists wish to see the unclassified wildlife of the Amazon rain forest.
2. In fact, to classify the unknown wildlife is what brings many to the region.
3. In the nearby marketplace, fish that are brought to be sold often remain unidentified.
4. To see piranhas, jaguars, sloths, armadillos, spider monkeys, and river dolphins one would probably travel to the Amazon.
5. Another fact to know is that over eighteen hundred species of butterflies are there.

Practice B
A. Underline each infinitive phrase once.
B. Underline each complement of an infinitive twice.
C. Circle any words that split an infinitive.
D. Identify each infinitive phrase as an adjective (Adj), an adverb (Adv), or a noun (N).

6. The city of Manaus is a good starting place to begin a trip to the Amazon.
7. Manaus is located beside the Rio Negro, which proceeds to promptly join the Solimões River and become the Amazon.
8. Another biological wonderland to definitely see is the Pantanal.
9. To find the Pantanal would not take a long time; it is nearly half the size of France.
10. It is a large marshland, and to see everything in it would be impossible.

Practice C
Underline each infinitive phrase and identify it as passive (P) or active (A).

11. Because there are no towns to stay in comfortably, trips to the Pantanal are usually not long.
12. The Pantanal is to be found to the south of the Amazon.
13. Giant river otters, anacondas, iguanas, jaguars, cougars, deer and anteaters—these are some of the animals to be watched.
14. However, it would be an altogether different experience to be attacked by them.
15. The giant river otter has been known to be seven feet long in some cases!
Chapter 4: Adjective and Adverb Clauses

Practice A
Identify each italicized clause as adjectival (Adj) or adverbial (Adv).

1. The giant sloth that roamed many years ago is presumed to be extinct today.
   - Adj
2. Remains of the giant sloth, when they were found in both North and South America, revealed that the animal had existed on a very large scale.
   - Adv
3. If you want to see a giant sloth, its remains are on display at the National Museum of History.
   - Adv
4. Although many scientists oppose the view, some scientists believe that the sloth has been extinct for only about five hundred years.
   - Adj
5. Others who have seen large, unusual, and unidentified creatures with characteristics of the giant sloth believe that the animal may still exist today.
   - Adj

Practice B
Place parentheses around each dependent clause and identify it as adjectival (Adj) or adverbial (Adv).

6. It was a large creature that in some instances measured eighteen to twenty feet long.
   - Adj
7. (While it usually walked on four legs,) it sometimes walked upright.
   - Adv
8. Its large tail was used so it could stand and eat from tree branches.
   - Adv
9. The giant sloth, whose four feet had long claws, was a fierce, frightening opponent.
   - Adj
10. (Though it had long, sharp claws,) it was not a carnivorous animal.
    - Adj

Practice C
A. Underline each relative pronoun once and each relative adverb twice.
B. Circle each subordinating conjunction.
C. Place parentheses around each dependent clause.
D. Identify each clause as adjectival (Adj) or adverbial (Adv).

11. (Although the modern tree sloth is relatively small,) the giant sloth was similar in size and weight to an elephant.
    - Adv
12. Some sources that ignore the significant findings in the North American continent call South America the only home of the giant sloth.
    - Adj
13. The time of the 1890s, when a hunting party sighted a large sloth-like creature in Argentina, generated new interest in finding the creature alive today.
    - Adj
14. The hunters stopped at the place where they were to try to capture the animal.
    - Adj
15. Soon scientists who were investigating found skin from a supposed giant sloth.
Chapter 4: Noun Clauses

Practice A
Identify the function of each italicized noun clause as subject (S), predicate noun (PN), direct object (DO), indirect object (IO), object of the preposition (OP), or appositive (App).

IO 1. Scientists give what many people call the giant armadillo a classification closely related to the giant sloth’s classification.

PN 2. One interesting fact is that the giant armadillo has more teeth than any other mammal.

App 3. It grows to be very large in a few instances, when it is almost four feet long and weighs over one hundred pounds.

S 4. That it stands on its hind feet at times is perhaps what makes the giant armadillo most like the ancient giant sloth.

DO 5. The giant armadillo, in its armored back, still has what all armadillos have in common.

Practice B
Place parentheses around each noun clause and identify its function as subject (S), predicate noun (PN), direct object (DO), indirect object (IO), object of the preposition (OP), or appositive (App).

IO 6. Many Texans can tell whoever visits their state stories about armadillos.

PN 7. Armadillos’ nine-band armor is what protects the animals from their enemies.

OP 8. Some can even ball up into whatever position they need to protect themselves.

DO 9. Although armadillos eat insects, they can also eat whatever plant material they can find.

S 10. (What dining they do) is done nocturnally since they hide in burrows during the day.

Practice C
A. Place parentheses around each noun clause.
B. Underline each subordinating conjunction once and each indefinite relative pronoun twice.
C. Identify the function of each noun clause as subject (S), predicate noun (PN), direct object (DO), indirect object (IO), object of the preposition (OP), or appositive (App).

DO 11. Scientists consider whether the armadillo is in one category or another by looking at its size, appearance, and habits.

PN 12. In Texas, armadillos are what homeowners want to avoid to maintain their lawns.

OP 13. However, armadillos’ armored bodies protect them from whoever would hurt them.

DO 14. Typically slow armadillos can quickly escape whatever predator would harm them.

S 15. That armadillos love to burrow into the ground for shelter and to find grubs for food is obvious to most Texas homeowners.
Chapter 4: Using Clauses

Practice A
Identify each italicized clause as an independent clause (IC) or a dependent clause (DC).

**DC** 1. Parasailing is an activity that George did at the beach.
**IC** 2. He looked like a tiny dot in the sky from the room where we watched.
**IC** 3. Once, we saw him swing nearly upside down, and we began to worry for his safety.
**DC** 4. When his feet touched the boat's deck again, he encouraged everyone else to try it.
**IC** 5. His fifteen-minute ride was well worth the money.

Practice B
Identify each sentence as simple (S), compound (Cd), complex (Cx), or compound-complex (Cd-Cx).

**Cd** 6. Wesley decided to parasail also, and he quickly climbed into the harness.
**Cx** 7. As the boat picked up speed, the large parachute filled up with air.
**S** 8. Slowly, with one hand over the other, the workers let out the parachute with Wesley into the air.
**S** 9. Wesley floated higher and higher into the bright blue sky.
**Cd-Cx** 10. Although he was afraid of falling, he reassured himself that all he would hit was water, and he began to admire the beautiful view of the coastline.

Practice C
Identify each group of words as a sentence (S), a fragment (F), a comma splice (CS), or a fused sentence (FS).

**F** 11. Wesley, the rider of the skies.
**S** 12. Thankfully, the ride ended safely.
**CS** 13. After fifteen minutes, the workers pulled the parachute in, Wesley set his feet solidly within the boat.
**F** 14. But since Maryann was only two years old at the time.
**FS** 15. Dad refused to let her parasail that year he said that she could when she was older.
Chapter 5: Subject-Verb Agreement

Practice A
Underline the subjects in the following sentences. Then write the correct form of the verb in parentheses.

1. Both Japan and England (is, are) known for their beautiful golf courses.
2. Hole one and hole four (is, are) over five hundred yards.
3. Either your driver or another wood (is, are) acceptable for this par four.
4. There (is, are) either trees or sandpits or water hazards to avoid on every hole.
5. Sandpits and lakes always (attracts, attract) even my best golf balls.

Practice B
Underline the subject in the following sentences. Place parentheses around any intervening phrases. Then write the correct form of the verb in parentheses.

6. Here (is, are) a really wide fairway.
7. Down the sides of this fairway (is, are) groves of trees.
8. A shot (into those trees) invariably (costs, cost) a penalty.
9. A five iron (from here) not (from the trees) easily (approaches, approach) the green.
10. There (from the tee of the ninth hole) (is, are) the most beautiful views of the entire course.

Practice C
Underline the subject in the following sentences. Then write the correct form of an appropriate verb. (Answers will vary.)

11. The United States also (has) many beautiful golf courses.
12. Riches (are) not required to play on all of them.
13. Forty dollars (is) required to play this course.
14. Nearly every one of my friends (plays) on that public course.
15. My golfing club (meets) every Tuesday afternoon.
Chapter 5: Pronoun-Antecedent Agreement

Practice A
Underline the correct form of the pronoun from the choices in parentheses.

1. Lamentations follows Jeremiah; like the Psalms, (it, they) is a book of Hebrew poetry.
2. Either the Psalms or Lamentations refers to the fall of Jerusalem as (its, their) subject.
3. The sins of God’s people or the hope of God’s grace is a major theme in each chapter, and (it, they) can be found in nearly every verse.
4. Even the priests and the prophets were found guilty, and the ugliness of (his, their) sins was revealed.
5. The grace of God is emphasized in both verse 22 and in verses 55-57, and (it, they) remind the reader that repentance can still bring mercy.

Practice B
Write the correct pronoun from the choices in parentheses. If neither pronoun in parentheses is correct, write NA (no answer) in the blank.

6. The students in the class read Lamentations chapter 5, but (it, they) did not understand the parallelism in the Hebrew verse.
7. While Jeremiah is traditionally considered the author of Lamentations, either of the views about authorship has (his, their) own degree of validity.
8. After reading Lamentations, nobody could assert (his, their) doubt about whether the mercies of God are beyond what man deserves.
9. Several of the poems speak of the effects of Israel’s sins; (it, they) lament about the city of Jerusalem or the country of Judah.
10. One of the chapters tells (its, their) story about the effects of the judgment upon the speaker personally.

Practice C
Underline any pronoun that disagrees with its antecedent. Then write the correct pronoun in the blank. If the sentence is already correct, write C in the blank.

11. The readers of Lamentations have the results of sin impressed upon him ___.
12. When they read Lamentations, many see the ugly side of sin hidden by Satan. ___
13. All of the church has people who can identify with the devastating effects of Israel’s rebellion against God because of an awareness of their own sin.
14. Each of the books of the Bible, including Lamentations, contains their own version of the theme of God’s undying love towards fallen men.
15. Little of Lamentations or few of the Psalms speak its words of comfort as powerfully as the phrase in Lamentations 3 does: “His compassions fail not.”
Chapter 6: Auxiliaries and Principal Parts of Verbs

Practice A
Underline each complete verb.

1. Have you ever seen a comet?
2. Comets do travel in a definite pattern throughout the solar system.
3. Some comets can be seen near the sun.
4. By the sun, some comets will develop bright tails.
5. These tails may extend as far as one hundred million miles.

Practice B
Underline each complete verb. Then write Aux above each auxiliary.

6. Edmond Halley, an English astronomer, did increase scientific knowledge about comets.
7. He had calculated the orbit of the comet observed in 1682.
8. He could correctly predict the next appearance of the comet.
9. Halley’s comet has been recorded as early as 240 B.C.
10. The comet should appear again around the year 2061.

Practice C
Write the correct present, past, or past participle form of the verb in parentheses.

11. Since ancient times, superstition (surround) the sighting of comets.
12. People once (believe) that comets foretold plagues, wars, and death.
13. Comets (appear) to have “hairy” tails.
14. The name comet (be) from the Greek word kometes, which means “hairy one.”
15. In the seventeenth century, scientists (begin) to understand comets better.
Chapter 6: Tense

Practice A
Identify the tense of each italicized verb as present, past, future, present perfect, past perfect, future perfect, present progressive, past progressive, future progressive, present perfect progressive, past perfect progressive, or future perfect progressive.

1. Our class has been studying comets.
2. Mr. Littlejohn, our teacher, had planned many interesting activities.
3. We will be visiting a planetarium in a few weeks.
4. A comet differs from an asteroid in its orbit and chemical makeup.
5. Many comets will not develop tails.

Practice B
Write the progressive form of each italicized verb. Do not change the tense of the verb.

6. Most comets move in elliptical, oval-shaped orbits.
7. Other comets may travel in parabolic or hyperbolic orbits.
8. The time it takes a comet to orbit the sun is called a period.
9. Some comets take less than seven years to complete an orbit.
10. Other comets will travel hundreds of years before completing an orbit.

Practice C
Write an appropriate form of the verb in parentheses. (Answers will vary.)

11. In the fourth century B.C., Aristotle suggested that comets were bits of Earth sent out into space.
12. In the sixteenth century, Tycho Brahe proved that comets indeed were heavenly bodies.
13. Sir Isaac Newton disproved the theory that comets traveled in a straight line, a false theory earlier developed by Kepler.
14. Halley used Newton’s calculations to discover the orbit of the comet that now bears his name.
15. Many more comets discovered; each one gives testimony to the magnificence of God’s creation.
Chapter 6: Voice and Mood

Practice A
Underline each complete verb. Then identify it as active or passive.

- active
  1. Planetariums strive to create a realistic picture of space.

- passive
  2. Many differently sized projectors are employed by planetariums to simulate space.

- passive
  3. Planetariums are used to teach descriptive astronomy and celestial navigation.

- active
  4. The planetariums offer regular demonstrations, or sky shows, to the public.

- passive
  5. The first planetarium was opened in Deutsches Museum in Munich in 1923.

Practice B
Identify the mood of each italicized verb as indicative, imperative, or subjunctive.

- indicative
  6. John T. Desaguliers, a friend of Newton, invented the planetarium.

- subjunctive
  7. If Desaguliers were alive today, he would be amazed at how modern technology has enhanced his invention.

- indicative
  8. Originally, the term “planetarium” described devices used to portray the orbit of the planets.

- indicative
  9. Now computers are able to create realistic, accurate projections of space.

- imperative
  10. Visit a planetarium to see and learn about the heavens.

Practice C
Underline each complete verb. If the sentence is passive, rewrite it to change the verb to active voice.

11. The Hayden Planetarium in New York City uses a high-tech virtual reality system to produce the most realistic star show available today.

12. Visits to local planetariums are used by teachers to inspire students toward a deeper interest in science.

   Teachers use visits to local planetariums to inspire students toward a deeper interest in science.
13. See the beauty and splendor of God’s creation!

14. The order of the universe is sustained by God.
   
   God sustains the order of the universe.

15. By looking at the heavens, you will be in awe of God’s handiwork.
Chapter 7: Pronoun Reference

Practice A
Underline each personal pronoun. Identify the pronoun reference in each sentence as clear or unclear.

1. A national cemetery is a burial place for men and women of the armed forces of the United States unless they were dishonorably discharged from the military.
   - clear

2. The United States government has 119 national cemeteries in the United States and Puerto Rico, and about 50 of these cemeteries have no more space for additional gravesites. They are maintained by government agencies.
   - unclear

3. In addition, the Department of Veterans Affairs provides headstones for all graves in national cemeteries without them.
   - clear

4. The government cares for the graves and the headstones; it is an enormous job.
   - unclear

5. In 1862, during the Civil War, Congress established the National Cemetery System by granting to Abraham Lincoln permission to establish them for Union army veterans.
   - unclear

Practice B
Questions 6-10: Rewrite the following paragraph, correcting the five pronoun reference errors.
(Answers will vary.)

The Gettysburg National Cemetery was dedicated on the battlefield of Gettysburg on November 19, 1863, by him when he gave the Gettysburg Address. The dedication ceremony set part of it aside to be used as a national cemetery. More than seven thousand men are buried in it. Today, Gettysburg National Military Park contains the battlefield and the cemetery as well as numerous monuments to the battle. It was set up in 1895.

The Gettysburg National Cemetery was dedicated on the battlefield of Gettysburg on November 19, 1863, by Abraham Lincoln when he gave the Gettysburg Address. The dedication ceremony set part of the battlefield aside to be used as a national cemetery. More than seven thousand men are buried in Gettysburg National Cemetery. Today, Gettysburg National Military Park contains the battlefield and the cemetery as well as numerous monuments to the battle. The park was set up in 1895.
Chapter 7: Pronoun Reference  (continued)

Practice C
Rewrite each problem sentence to correct any unclear pronoun reference. (Answers will vary.)

11. The Arlington National Cemetery is one of the largest and most famous of them in the United States.

   The Arlington National Cemetery is one of the largest and most famous of the national cemeteries in the United States.

12. The cemetery was created from the estate of Robert E. Lee’s wife, Mary Custis Lee; and before 1864, the estate was where he lived.

   The cemetery was created from the estate of Robert E. Lee’s wife, Mary Custis Lee; and before 1864, the estate was where General Robert E. Lee lived.

13. Robert E. Lee’s wife was the daughter of George Washington Parke Custis; he was the commander of the Confederate army.

   Robert E. Lee’s wife was the daughter of George Washington Parke Custis; Robert E. Lee was the commander of the Confederate army.

14. George Washington Parke Custis was the grandson of Martha Washington, not of George Washington. He was related to him only by marriage.

   George Washington Parke Custis was related to him only by marriage.

15. Before Martha was married to George Washington, she had been married to Daniel Parke Custis. After he died, Martha married him.

   After he died, Martha married George.
Chapter 7: Pronoun Reference II

Practice A
Underline each personal pronoun. Identify the pronoun reference in each sentence as clear or unclear.

1. George and Martha Washington adopted George Washington Parke Custis after his father died; it was very sad.  
   **unclear**

2. Robert E. Lee and Mary Custis Lee lived in Arlington House, which had been built by her father, George Washington Parke Custis. They left the house when the Civil War broke out in 1861.  
   **unclear**

3. They say that the Union government claimed the property and the house in 1864.  
   **unclear**

4. The Union government set apart part of the property for Arlington National Cemetery in 1864; it was a relatively new idea.  
   **clear**

5. It was eighteen years before the government bought the house and property from the owner.  

Practice B
Underline each personal pronoun and write its antecedent in the blank. If the antecedent is unclear, write unclear in the blank.

6. George Washington Custis Lee was declared the owner after the war and received $150,000 from the government for the house and property; he was the son of Robert E. Lee.  
   **George Washington Custis Lee**

7. They say the Arlington House is also known as the Robert E. Lee Memorial.  
   **unclear**

8. They will bury only certain people in the Arlington National Cemetery.  
   **unclear**

9. Arlington National Cemetery is a burial place for Americans who served our country; our country honors these men and women by burying them there.  
   **men and women**

10. Although the cemetery was originally for Union soldiers, today only members of certain categories within the armed forces and only officials elected to an office of the federal government, given an appointed cabinet-level position, or appointed to the Supreme Court may be buried in it.  
    **cemetery**
Practice C

Correct any unclear pronoun reference by rewriting the unclear sentence. If the sentence is already clear, write C in the blank. (Answers will vary.)

11. President John F. Kennedy and President William Howard Taft are buried in Arlington National Cemetery; he was the thirty-fifth president of the United States.

   President John F. Kennedy and President William Howard Taft are buried in Arlington National Cemetery; President John F. Kennedy was the thirty-fifth president of the United States.

12. The Tomb of the Unknowns is located in Arlington National Cemetery; this has meaning for many people.

   The Tomb of the Unknowns is located in Arlington National Cemetery; the Tomb of the Unknowns has meaning for many people.

13. After World War I, officials of the Allied countries discovered that many bodies of the soldiers could not be identified, so they did not know where to bury the soldiers. This created problems.

   This lack of identification created problems.

14. On Armistice Day, 1921, an Unknown Soldier from World War I was buried in Arlington National Cemetery. His white marble tomb and inscription were completed in 1931, and it reads, “Here rests in honored glory an American soldier known only to God.”

   C

15. On Memorial Day, 1958, unknown soldiers from both World War II and the Korean War were buried in marble-capped crypts at the head of the larger marble tomb. On Memorial Day, 1984, an unknown soldier from the Vietnam War was buried with these others, but his remains were later identified through advances in DNA testing and then removed from the Tomb of the Unknowns. This is amazing.

   This scientific advancement is amazing.
Chapter 8: Correct Use of Pronoun Case

Practice A

Underline the correct pronoun from the choices in parentheses.

1. Francis Thompson, an English poet of the late seventeenth century and early eighteenth century, is best known for (his, him) poem “The Hound of Heaven.”
2. His own personal experience drove (his, him) to write the poem.
3. The poem can apply to you and (I, me) today.
4. (It, Its) deals with God’s pursuing man.
5. The Holy Spirit is pictured as an unrelenting hound that pursues (we, us) to salvation.

Practice B

Underline each personal pronoun and identify it as subjective (S), objective (O), possessive (P), or independent possessive (IP).

6. Francis Thompson had tried to become a doctor for his career. (P)
7. When he failed at that, Thompson went to London. (S)
8. In London, sickness, addiction, and poverty plagued him. (O)
9. Some of Thompson’s problems may be similar to ours. (IP)
10. Thompson found the answer to his problems in God. (P)

Practice C

Insert an appropriate pronoun as indicated in parentheses.

11. Wilfrid and Alice Meynell found Thompson in London, and they helped him with his problems. (subjective)
12. When God helped Thompson overcome his problems, Thompson wrote his poem “The Hound of Heaven.” (possessive)
13. The poem describes Thompson in his search to find peace, security, and happiness outside of God; finally he realized that these things could be found only in God. (subjective)
14. Thompson saw how God had used all life’s circumstances to find you. (objective)
15. Thompson’s search for happiness may not be much different from yours or mine. (independent possessive)
Chapter 8: Compound Constructions, Appositives, and Comparisons Using Than or As

Practice A
Identify each sentence as correct (C) or incorrect (I).

C 1. In comparing Gerard Manley Hopkins with Francis Thompson, most people would say that Hopkins was a better poet than he.

I 2. For one thing, Thompson did not write as many poems as him.

C 3. Thompson and he lived at the same time.

C 4. However, Hopkins was about fifteen years older than he.

I 5. Religious poems were written by both Hopkins and he.

Practice B
Underline the correct pronoun from the choices in parentheses.

6. Hopkins used more innovative poetic structures than (he, him).

7. (We, us) readers can learn a lot about different poetic techniques through reading Hopkins’s poems.

8. (They, them), the poets, both include nature images in their poems.

9. In “Pied Beauty,” Hopkins describes the beauty of God’s creation for you and (I, me) to read.

10. People can be pointed to God through the poems of Hopkins and (he, him).

Practice C
Choose the letter corresponding to the correct pronoun.

A 11. Like Hopkins and Thompson, George Herbert was a British poet; however, Herbert lived during an earlier time than ?.
   A. they
   B. them

A 12. All of these poets—Hopkins, Thompson, and ?—wrote religious poetry.
   A. he
   B. him

B 13. Most of the poems written by Hopkins and ? were published posthumously.
   A. he
   B. him

A 14. Hopkins and Thompson were not as active politically as ?.
   A. he
   B. him

A 15. You and ? should learn more about Herbert’s shape poems.
   A. I
   B. me
Name ______________________________

Chapter 8: *Who* and *Whom*, Courtesy Order, and Reflexive and Intensive Pronouns

**Practice A**
Identify each sentence as correct (C) or incorrect (I).

___ I 1. Whom wrote the shaped poem “Easter Wings”?

___ C 2. George Herbert wrote the poem himself in the shape of two wings.

___ C 3. The words in the poem itself form the shape of the wings.

___ I 4. How many poets do you know of whom try to write shaped poems?

___ C 5. You and your friends should try to write a shaped poem.

**Practice B**
Underline the correct pronoun from the choices in parentheses.

6. (Who, Whom) frequently used sprung meter in his poetry?

7. Hopkins (he, himself) wrote poems with sprung meter.

8. Hopkins came up with the term *sprung meter* (hisself, himself).

9. Hopkins gives you and (I, me) a variety of different rhythms in his poetry.

10. His poems (them, themselves) use sprung meter to imitate the strong accents of the way people actually speak.

**Practice C**
Choose the letter that corresponds to the correct pronoun.

___ A 11. Hopkins, who did not publish his own poetry, was a major influence on early-twentieth-century poets.
   A. who
   B. whom

___ A 12. Of the three poets discussed, who do you think is the best poet?
   A. who
   B. whom

___ B 13. In their poems, these poets did not seek to exalt themselves.
   A. theirselves
   B. themselves

___ B 14. whom did these men write their poetry for?
   A. Who
   B. Whom

___ A 15. You and whom should learn from these men.
   A. I
   B. me
Chapter 9: Showing Comparison with Modifiers

Practice A
Identify each sentence as correct (C) or incorrect (I).

1. A lighthouse is a tower with a strongest light that serves as a navigational tool.  I
2. Lighthouses help sailors determine their position in relation to the land and help warn them of dangerous rocks and shorelines.  C
3. Some lighthouses are still in operation today, although they are usually operated by automated electronic and computer navigational equipment.  C
4. Today, many sailors use satellites to help them navigate.  C
5. Before modern technology, sailors had to proceed most cautiously in dangerous waters.  I

Practice B
Underline the correct adjective or adverb from the choices in parentheses.

6. The Pharos, built in Alexandria, Egypt, was the (taller, tallest) lighthouse ever built.  
7. Before an earthquake toppled the Pharos, it was (more, most) than 440 feet high.  
8. One of the (more, most) famous lighthouses in the United States is the Boston lighthouse.  
9. The (older, oldest) lighthouse in the United States, the Boston lighthouse, was built in 1716.  
10. The Boston lighthouse is one of the (better-preserved, best-preserved) lighthouses in America.  

Practice C
Write the correct form of the modifier in parentheses.

11. In 1993, the Block Island Lighthouse of Rhode Island was (careful) moved back from shore approximately 300 feet.  carefully
12. The move was actually (some) complicated than building the lighthouse.  more
13. The move probably made the lighthouse (some) widely known than it had been before.  more
14. Sitting over 258 feet above sea level, the lighthouse is the (high) lighthouse in New England.  highest
15. In most peoples' opinions, moving the lighthouse back was (good) than leaving the lighthouse in a dangerous place.  better
Chapter 9: Problems with Modifiers

Practice A
Identify each sentence as correct (C) or incorrect (I).

I 1. When lighthouses were first used in the United States, the lighthouses didn’t have no modern technology, so people were hired to run the lighthouses.

I 2. Sometimes the lighthouse keepers didn’t have some way to get from the land to the lighthouse except by boat.

C 3. Many lighthouse keepers didn’t have anywhere they could live except the lighthouse and its island.

C 4. Sometimes, because of inclement weather, keepers would remain stranded at the lighthouse for months.

I 5. All lighthouse keepers know that sometimes the sea looks calmly before a storm.

Practice B
Identify each sentence as correct (C) or incorrect (I). If the sentence is incorrect, write the correction in the blank.

I; a braver lighthouse keeper 6. Idawalley Zorada Lewis was a more braver lighthouse keeper than some lighthouse keepers were.

C 7. She was famous because there wasn’t a rescue that she didn’t try, and she completed many hard rescues successfully.

C 8. Her father had been the original lighthouse keeper, but after he had a stroke, he couldn’t do the work anymore.

C 9. She probably worked harder than other lighthouse keepers did.

I; much farther 10. Because the lighthouse was much more farther than fifty yards from the mainland, Ida had to row her brother and sister to and from school each day, sometimes in very bad weather.

Practice C
Rewrite each sentence, making the modifier clear or correct.

11. We are supposed to begin studying some types of light signals today, but we have not covered none of them yet.

We are supposed to begin studying some types of light signals today, but we have not covered any of them yet.

12. A fixed light is a much more steadier beam than other signals.

A fixed light is a much steadier beam than other signals.
13. A flashing light is one in which the periods of darkness are more longer than the periods of light.

   *A flashing light is one in which the periods of darkness are longer than the periods of light.*

14. One of the most greatest practical reasons that lighthouses use different light patterns is so that sailors can distinguish the lighthouses by their light patterns.

   *One of the greatest practical reasons that lighthouses use different light patterns is so that sailors can distinguish the lighthouses by their light patterns.*

15. When the weather grows coldly and foggy, sailors need to be able to distinguish lighthouses by their lights.

   *When the weather grows cold and foggy, sailors need to be able to distinguish lighthouses by their lights.*
Chapter 9: Placement of Modifiers

Practice A
Identify each sentence as correct (C) or incorrect (I).

1. Involved in some Revolutionary War battles, many people today know about the Boston lighthouse.  
   - I

2. When the British blockaded Boston Harbor, the minutemen attempted to swiftly blow up the Boston lighthouse to break the blockade.  
   - I

3. However, the minutemen only damaged the lighthouse.  
   - C

4. The British had the lighthouse almost entirely repaired when the Americans attacked the lighthouse again.  
   - C

5. The Americans skillfully drove the British away and started to burn the lighthouse.  
   - C

Practice B
Write the letter of the sentence in which the modifier is clear and correct.

6. A. The British who had come back to the lighthouse attacked the Americans quickly.  
   - A
   B. The British who had come back to the lighthouse quickly attacked the Americans.  
   - B

7. A. In the skirmish, one American soldier only died.  
   - B
   B. In the skirmish, only one American soldier died.  
   - B

8. A. A key navigational tool, the British also used the lighthouse as part of their blockade of Boston Harbor.  
   - A
   B. A key navigational tool, the lighthouse was also part of the British blockade of Boston Harbor.  
   - B

9. A. Eventually the British managed to regain control of the lighthouse completely.  
   - A
   B. Eventually the British managed to completely regain control of the lighthouse.  
   - A

10. A. The Americans again attacked the lighthouse, and they drove almost the British away.  
    - B
    B. The Americans again attacked the lighthouse, and they almost drove the British away.  
    - B

Practice C
Rewrite each sentence, making the modifiers clear and correct. (Answers will vary.)

11. So the Americans wouldn’t have the lighthouse, the British blew up the lighthouse merely with gunpowder as they were retreating.  
    - So the Americans wouldn’t have the lighthouse, the British merely blew up the lighthouse with gunpowder as they were retreating.

12. Most people are aware that the rebuilt lighthouse that know history is over two hundred years old.  
    - Most people that know history are aware that the rebuilt lighthouse is over two hundred years old.
Chapter 9: Placement of Modifiers (continued)

13. Located on Little Brewster Island, the official name of the lighthouse is the Boston Light.

The official name of the lighthouse located on Little Brewster Island is the Boston Light.

14. A battle was fought near the lighthouse of the War of 1812, but not for possession of the lighthouse.

A battle of the War of 1812 was fought near the lighthouse, but not for possession of the lighthouse.

15. Instead of fighting over the lighthouse, the naval battle was between an American and an English ship—the USS Chesapeake and the HMS Shannon.

Instead of fighting over the lighthouse, the American and English sailors fought a naval battle between two ships—the USS Chesapeake and the HMS Shannon.
Chapter 10: People, Places, Constructions, Organizations, and Businesses

Practice A
Underline each word that contains a capitalization error.

1. Edward Brooke was born in Washington, D.C. and graduated from Howard University.

2. Brooke served in the United States Army in Italy in World War II and won the Bronze Star for bravery.

3. After the war, Brooke earned a law degree from Boston University.

4. In 1962 and 1964, he was elected attorney general of Massachusetts.

5. From 1967 to 1979, he served as a Massachusetts representative to the U.S. Senate; he was the first black ever elected to the Senate by popular vote.

Practice B
Underline each word that contains a capitalization error and write the correction in the blank. If the sentence is already correct, write C in the blank.

6. Patricia Roberts Harris graduated from Howard University in 1945 and earned a law degree from George Washington University in 1960.

   C

7. In 1965 President Lyndon B. Johnson appointed her an ambassador to Luxembourg; she was the nation's first black female ambassador.

   President; Luxembourg

8. In 1971 IBM appointed her as a director; she was the first black woman to serve as a director of a major U.S. company.

   IBM; U.S.

9. From 1977 to 1979, she served as secretary of the Department of Housing and Urban Development.

   C

10. In 1979 Harris's department became the Department of Health and Human Services; she was the first black woman to hold a post in the U.S. cabinet.

   Department of Health and Human Services
Thurgood Marshall graduated from Lincoln University and studied law at Howard University; he began practicing law in 1933. From 1938 to 1950, he was chief counsel for the NAACP (National Association for the Advancement of Colored People). In 1954 he presented the legal argument that resulted in the Supreme Court decision that declared segregation in public schools unconstitutional. In 1965 Marshall was appointed solicitor general of the United States. In 1967 President Lyndon B. Johnson appointed Marshall associate justice; he was the first black justice of the U.S. Supreme Court.
Chapter 10: Religious, Cultural, and Historical Terms; Titles and First Words; Proper Adjectives and Other Words

Practice A
Identify each sentence as correctly capitalized (C) or incorrectly capitalized (I).

1. Hinduism is the main religion of the country of India.  (C)
2. The main book of Hinduism is called the vedas.  (I)
3. Brahman, an impersonal world soul, is the Hindu god.  (C)
4. Hindus believe that all the gods of every religion are part of brahman.  (I)
5. Unlike Hinduism, Christianity is not an all-inclusive religion; Christianity believes in only one God and creator of all.  (I)

Practice B
Underline each word that contains a capitalization error.

6. The augsburg confession was written by Philipp Melanchthon, a friend of Martin Luther.
7. This historic document outlines the beliefs of the denomination now known as lutheran.
8. This document was written during the period in history known as the reformation.
9. A former german priest, Luther was a key figure in the reformation.
10. This document summarized what Luther believed the bible taught.

Practice C
Underline each word that contains a capitalization error and write the correction in the blank. If the sentence is already correct, write C in the blank.

11. Luther had already written his shorter catechism, which presented Scripture doctrines to children.
12. Luther had tried to reform the roman Catholic Church.
13. But the church did not want to listen to Luther’s arguments, so the church excommunicated Luther in June of 1520.
14. Today, many Christians know of Martin Luther because of his hymn “A Mighty Fortress is our God.”
15. I think it would be interesting to learn more about the life of Martin Luther.
Chapter 11: End Marks and Other Uses of the Period

Practice A
Identify each sentence as correctly punctuated (C) or incorrectly punctuated (I).

C 1. The residence and office of the president of the United States became officially known as the White House when that name was put on President Theodore Roosevelt’s stationery.

I 2. I wonder if the White House has any other names?

I 3. You should study about the history of the White House!

C 4. Where is the White House located?

C 5. The street address for the White House is 1600 Pennsylvania Avenue.

Practice B
Write the letter of the sentence that is punctuated correctly.

A 6. A. Wow, the White House has 132 rooms!
   B. Wow, the White House has 132 rooms.

B 7. A. Don’t you think it would be nice to have a house with that many rooms to live in.
   B. Don’t you think it would be nice to have a house with that many rooms to live in?

B 8. A. The president and his family don’t actually live in all those rooms, do they!
   B. The president and his family don’t actually live in all those rooms, do they?

A 9. A. No, their living quarters are on the second floor of the White House.
   B. No, their living quarters are on the second floor of the White House!

B 10. A. The dimensions for the main building of the White House are 52 m. × 26 m or 170 ft. × 85 ft.
    B. The dimensions for the main building of the White House are 52 m × 26 m or 170 ft × 85 ft.

Practice C
Insert the correct end marks for each sentence.

11. The first president to live in the White House was John Adams and his family.

12. Why didn’t George Washington live in the White House?

13. Washington commissioned the building of the White House, but it wasn’t completed during his presidency.

14. It’s awful that the first president didn’t get to live in the White House!

15. I wonder whether Washington really minded; he lived in a beautiful three-story home in Mount Vernon, Virginia.
Chapter 11: Commas and Semicolons

Practice A
Identify each sentence as correctly punctuated (C) or incorrectly punctuated (I).

I 1. The third floor of the White House has the guest rooms, and rooms for the staff.
I 2. The Library, China Room, Vermeil Room and Map Room are all located on the ground floor while the Blue Room, Red Room, and State Dining Room are located on the first floor.
I 3. The formal rooms of state on the first floor are where the president and his wife receive guests aren’t they?
C 4. While the first lady’s guests usually meet the first lady in the Red Room, the president’s dinner guests usually meet the president in the Blue Room.
C 5. The president and his wife host the most formal dinners in the elaborate, elegant State Dining Room.

Practice B
Write the letter of the sentence that is punctuated correctly.

B 6. A. The four main additions to the original White House are the South Portico, a porch with access to the ground floor, the North Portico, another porch on the north side of the house, the West Terrace, a patio with an entrance to the Executive Wing, and the East Terrace, a walkway with access to the East Wing.
B. The four main additions to the original White House are the South Portico, a porch with access to the ground floor; the North Portico, another porch on the north side of the house; the West Terrace, a patio with an entrance to the Executive Wing; and the East Terrace, a walkway with access to the East Wing.
A 7. A. James Hoban, an architect born in Ireland, won a competition sponsored by the federal government for his design for the White House.
B. James Hoban an architect born in Ireland won a competition sponsored by the federal government for his design for the White House.
A 8. A. During the War of 1812 when the British attacked Washington, D.C., on August 24, 1814, they burned the interior of the White House.
B. During the War of 1812 when the British attacked Washington, D.C., on August 24, 1814 they burned the interior of the White House.
B 9. A. James Hoban was in charge of the reconstruction of the White House, which was completed by 1817, and Hoban also helped with the design for the U.S. Capitol building, which is also in Washington, D.C.
B. James Hoban was in charge of the reconstruction of the White House, which was completed by 1817; and Hoban also helped with the design for the U.S. Capitol building, which is also in Washington, D.C.
Chapter 11: Commas and Semicolons (continued)

A  10. A. All of the presidents since John Adams have lived in the White House. The Trumans, however, moved out of the White House from 1948 to 1952 so that the White House structure could be reinforced with concrete and steel.

B. All of the presidents since John Adams have lived in the White House. The Trumans however, moved out of the White House from 1948 to 1952 so that the White House structure could be reinforced with concrete and steel.

Practice C
Insert any missing commas into the following sentences. If the sentence is already correct, write C in the blank.

11. When the Trumans left the White House so that it could be renovated the family moved into Blair House not far from the White House.

12. Blair House, still stately and majestic, is a historic mansion built in 1824 by the United States Army’s first surgeon general, Joseph Lovell.

13. In 1836 Blair House was purchased by Francis Preston Blair Sr., a member of President Andrew Jackson’s Kitchen Cabinet.

14. Jackson had called Blair to Washington, D.C., to edit the party newspaper, the *Washington Globe*.

15. Blair House, a four-story yellow stucco building, was at one time the official residence of the vice president; and today it is used as a guesthouse for important foreign visitors.
Chapter 11: Commas, Semicolons, and Colons

Practice A

Identify each sentence as correctly punctuated (C) or incorrectly punctuated (I).

1. **C** Patrick Henry was born in Virginia; he attended school for only a short time because his father—a very well-educated man—tutored Patrick at home.

2. **C** In 1760 Henry received his license to practice law; then, in 1763, the Parson’s Cause, a famous lawsuit, won him recognition in Virginia as a great orator.

3. **I** In 1764 he was elected to the Virginia House of Burgesses; where, in 1775, he made his famous speech on March 23 before the Virginia Provincial Convention.

4. **I** The purpose of his speech was: to urge Virginia to arm its militia for defense against England; this speech may very well be one of the most famous speeches in American history.

5. **C** This speech is famous for the following line: “I know not what course others may take, but as for me, give me liberty or give me death!”

Practice B

Write the letter of the sentence that is punctuated correctly.

6. **A** Earlier, in 1765, Patrick Henry made a speech against the Stamp Act.

7. **B** In that speech appear some other often quoted words: “Caesar had his Brutus; Charles the First his Cromwell; and George the Third—may profit by their example. If this be treason, make the most of it.”

8. **A** In 1776 Henry began the first of five terms as the governor of the new commonwealth of Virginia: 1776, 1777, 1778, 1784, and 1785.

9. **A** In 1796 Henry was elected governor of Virginia for the sixth time; however, he refused the office.

10. **B** Before Henry was governor the colony of Virginia elected him as a delegate to the First Continental Congress in 1774.
Chapter 11: Commas, Semicolons, and Colons (continued)

Practice C
Identify the punctuation missing from each selection. In the blank write the letter that corresponds to the correct answer.

A. comma  
B. semicolon  
C. colon

11. In 1775 Henry was a member of the Second Continental Congress for a short time then, he became commander in chief of Virginia’s military forces.  

12. Henry recruited the state’s quota of six thousand men for the Continental army; in addition he recruited five thousand soldiers for the state’s militia.  

13. Henry himself had initially opposed the ratification of the Constitution because he believed it gave too much control of the states and individuals to the federal government. When the Constitution was ratified, however he accepted it and worked hard to defend it.  

14. In 1788 Henry retired from public service and returned to practicing law in 1794 he retired to his Red Hill estate near Appomattox, Virginia.  

15. The title of Henry Mayer’s biography about Patrick Henry seems to capture the great orator’s spirit—A Son of Thunder Patrick Henry and the American Republic.
Chapter 12: Quotation Marks, Ellipses, and Underlining for Italics

Practice A
Identify each sentence as correctly punctuated (C) or incorrectly punctuated (I).

_____ C  1. Mrs. Woodard asked the class, “Does anyone know who Edward Taylor was?”

_____ I  2. Devin raised his hand and said that “Edward Taylor was a Puritan preacher and poet of the late seventeenth and early eighteenth centuries.”

_____ C  3. Edward Taylor wrote many poems including “Upon a Spider Catching a Fly” and “Huswifery.”

_____ I  4. Edward Taylor begins “Upon a Spider Catching a Fly” by identifying the spider as “. . . Thou sorrow, venom Elle.”

_____ I  5. Taylor addresses the spider directly in lines 2 and 4 when he says, “Is this thy play, . . . To catch a fly”?

Practice B
Insert any missing quotation marks.

6. Although Taylor wrote some poems about personal experiences, he also wrote many poems about religion, including "Meditation 1."

7. Other poems in his meditation series include "Meditation 8: John 6:51” and "Meditation 56: John 15:24."

8. Victoria asked "What was Taylor meditating about?"

9. "Good question, Victoria," Mrs. Woodard said. "Does anyone know the answer?"

10. Emma answered "Taylor wrote these poems when he prepared his heart for Communion by meditating on Christ’s death."

Practice C
Insert any missing quotation marks or underlining for italics.

11. The collection of Taylor’s meditation poems is entitled Preparatory Meditations.

12. Please notice that the vowels in the word preparatory are two a’s, one e, and one o.

13. Taylor’s poems were not published until after his death, but Anne Bradstreet’s poems were published during her lifetime in a book called The Tenth Muse Lately Sprung Up in America.

14. The poem "The Author to Her Book records Anne Bradstreet’s response to seeing her poems in print.

15. Anne Bradstreet took the ship Arabella from England to Boston in 1630.
Chapter 12: Apostrophes

Practice A
Identify each sentence as correctly punctuated (C) or incorrectly punctuated (I).

____ C 1. William Howard Taft, the twenty-seventh president of the United States, didn’t really want to run for president.

____ I 2. In 1901, before he was president, Taft had served as the governor of the Philippines’ to help the Filipinos become independent.

____ I 3. After his presidency, Taft was appointed as a chief justice of the Supreme Court at the beginning of the 1920’s.

____ I 4. He enjoyed serving as one of the justices on the Supreme Court.

____ C 5. Taft is the first man in the United States’ history to be both a president and a Supreme Court justice.

Practice B
Underline the word that is punctuated correctly from the choices in parentheses.

6. William Taft ran for president so he (wouldn’t, wouldn’t) disappoint his wife, who wanted him to be president.

7. (It’s, Its) very unusual for a president not to want to be president.

8. It probably (won’t, willn’t) surprise you to hear Mrs. Taft described as an ambitious woman.

9. At Mrs. (Taft’s, Tafts’) request, the mayor of Tokyo gave about three thousand cherry trees to the American people.

10. These trees were planted along the banks of (Washington’s, Washingtons’) Potomac River.

Practice C
Insert any missing apostrophes.

11. Taft’s name William has two i’s and two l’s, and his wife’s name Nellie has two e’s and two l’s.

12. Mrs. Taft suffered a stroke in 1909 and couldn’t be the White House hostess anymore.

13. One of the Tafts’ children, Helen, helped serve as official White House hostess after her mother’s stroke.

14. It’s amazing that Mrs. Taft actually outlived her husband. He died in ’30; she died in ’43.

15. William Taft’s and John F. Kennedy’s graves are in Arlington National Cemetery; no other U.S. presidents are buried there.
Chapter 12: Hyphens, Dashes, and Parentheses

Practice A
Identify each sentence as correctly punctuated (C) or incorrectly punctuated (I).

1. Calvin Coolidge—the thirtieth president of the United States—became president when Warren G. Harding died.  
   - I

2. Coolidge was vacationing on his father's farm in Vermont when Harding died. Coolidge was the only president to be sworn into office by his own father (his father was a notary public).  
   - C

3. Coolidge was then elected as president in 1924, an event making him president for most of the pre-Great Depression prosperity era of the 1920s.  
   - I

4. Coolidge's wife, Grace, (a former teacher at Clarke School for the Deaf) was a talkative, vivacious woman, quite the opposite of her husband who was known as Silent Cal.  
   - C

5. In 1924 the Coolidges' sixteen-year-old son, Calvin Jr., died of blood poisoning from a toe blister that had developed as he was playing tennis.  
   - C

Practice B
Identify the punctuation missing from each sentence. In the blank write the letter that corresponds to the correct answer. (Answers may vary.)

A. hyphen  
B. dash  
C. parentheses

6. Iowa born Herbert Hoover was the first president born west of the Mississippi River.  
   - A

7. Hoover an orphan by the time he was eight became the thirty-first president of the United States.  
   - B or C

8. Coin laundry operator, secretary, and typist these were the three jobs that Hoover had to pay his way through college.  
   - B

9. Mrs. Hoover who spoke several languages was known as a gracious hostess.  
   - B or C

10. The Great Depression struck during Hoover's first term and probably led to his failure to be reelected as president.  
   - A
Practice C

Proofread the following paragraph to find the five omissions of hyphens, dashes, and parentheses. Then insert the missing punctuation.

Eighty-two days after Franklin D. Roosevelt was elected to his fourth term as president, he died, and Vice President Harry S. Truman became president. Truman was elected to a second term in 1948. In his first term as president of the United States, Truman had to make the most crucial decision that had ever faced a U.S. president, but that decision—\(\text{to drop the new atomic bomb on Japan}\)—probably brought a speedy end to World War II. During Truman’s second term, the Trumans moved to Blair House late in 1948 (the White House was in need of extensive structural repairs) and remained there until March of 1952. On November 1, 1950, two would-be assassins tried to invade Blair House. One gunman and one Secret Service man were killed, \(\text{Truman was not!}\)