

GETTING WRITING RIGHT 1

END MARKS AND COMMAS

Name _____ Date _____

PURPOSE

Review the use of end marks and learn some common uses of commas.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 5 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. INTRODUCTION

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments. _____
2. READ: *Getting Writing Right*, "Introduction," p. 1. _____

B. END MARKS

1. READ: Part 1 Punctuation, Chapter 1, End Marks, pp. 5–7. _____
2. DRILL: Add the correct end marks to the following sentences.
 - a) My goodness, what a beautiful day for a party
 - b) What did you bring
 - c) I brought several kinds of flavored popcorn
 - d) Hey, caramel popcorn is my absolute favorite

- e) Will you try playing the word game _____
f) No, I hope to spend all my time chatting with friends _____

C. COMMAS

1. READ: Chapter 2 The Comma, section “Introduction,” pp. 9–10. _____
2. READ: Chapter 2, comma rule 1, p. 10. _____
3. PRACTICAL APPLICATION: Write a paragraph or two about getting ready to take a trip. Include lists of things you need to pack and the series of actions taken to prepare to leave, showing proper use of commas. _____
4. READ: Chapter 2, comma rule 2, p. 11. _____
5. PRACTICAL APPLICATION: Write an imaginary dialogue between two friends discussing a book they’ve both read, showing proper use of commas. _____
6. READ: Chapter 2, comma rule 3, p.11. _____
7. DRILL: Put commas where they belong in the following sentences:
 - a) Shelley would like to go to Portland or Seattle. _____
 - b) Please organize the trip for next month David. _____
 - c) I have so much to say dear diary and even more to accomplish. _____
 - d) You wouldn’t believe it Penny but I’ve read five books this month. _____
 - e) Don’t run away you little rascal! _____
8. READ: Chapter 2, comma rule 4, pp. 11–12. _____
9. PRACTICAL APPLICATION: Write a description of your family home that includes multiple modifiers, showing proper use of commas. _____
10. READ: Chapter 2, comma rule 5, pp. 12–13. _____
11. PRACTICAL APPLICATION: Write a short essay that includes different uses of dates and locations, showing proper use of commas. _____

D. FINAL APPLICATION

1. PRACTICAL APPLICATION: Write three to five paragraphs telling about somewhere you went recently, showing proper use of commas in all the ways covered in this course. **Supervisor pass.** _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

NOTE

For best success on this course, the student should have an understanding of all parts of speech, what makes a complete sentence, and basic punctuation.

ADDITIONAL RESOURCES

Exam and answers



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16 May 2020

GETTING WRITING RIGHT 2

CLAUSES, PHRASES, AND COMMAS

Name _____ Date _____

PURPOSE

Learn how commas are used with clauses and phrases.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 6 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. CLAUSES AND COMMAS

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments. _____
1. READ: *Getting Writing Right*, Part 2 Grammar, Alphabetical Reference of Grammar Terms & Usage, entries "clause" through "dependent clause," p. 69. _____
2. PRACTICAL APPLICATION:
 - a) Make up and write three dependent clauses. _____
 - b) Make up and write three independent clauses. _____
3. DRILL: The following lines are intentionally written without capitals and periods. Some are complete sentences, which means they have independent clauses. Others are dependent clauses, so they are not complete sentences. Put an "I" after the independent clauses and a "D" after the dependent clauses.
 - a) *they walked to the soccer field together* _____
 - b) *that we saw in the city* _____

- c) when it rained all afternoon _____
- d) she studied late into the evening _____
- e) early yesterday morning we went out to breakfast _____
- f) their project was building a playground _____
- g) who loved to study French _____
- h) since it was my dormitory last year _____
- i) she spent the summer building homes for storm victims _____
- j) as I swam the last lap _____

Supervisor pass.

_____ _____

4. READ: Alphabetical Reference, entry “adverb clause,” p. 70.

5. DRILL: Add an introductory adverb clause to each of the sentences below. Use a different subordinating conjunction for each.

Example:

If I am going to bake a cake, I must buy more flour at the store.

- a) _____, we are going to the game.
- b) _____, I am planning to eat dinner late.
- c) _____, she will write her essay tonight.
- d) _____, they will take the car.
- e) _____, the snow started.
- f) _____, he missed dinner.

_____ _____

6. DRILL: There is an adverb clause in each sentence below. Underline the entire adverb clause.

- a) I revised my essay on coral reefs because I had more to say.
- b) When divers explored the coral reef, they found it to be healthy.

- c) This wasn't true of some reefs in the Philippines where local fishermen detonated dynamite to kill and catch fish.
- d) Whenever dynamite was exploded, the reef was killed along with the fish.
- e) As long as we can, we will work to create healthy coral reefs.
- f) Since you like to dive, you must appreciate the beautiful and diverse life of a coral reef.

Supervisor pass.

7. READ: Part 1 Punctuation, Chapter 2 The Comma, rule 6, pp. 13–14.

8. PRACTICAL APPLICATION: Write two or more paragraphs about something that you like to do—a hobby, a musical skill, a sport, caring for a pet, or something else. Start some of your sentences with adverb clauses and apply comma rule 6.

B. PHRASES AND COMMAS

1. READ: Part 2, Alphabetical Reference, entry “participle,” pp. 91–92.

2. PRACTICAL APPLICATION:

- a) Make up and write five sentences using a present participle as an adjective. __
- b) Make up and write five sentences using a present participle with a form or *be* or *have* to form a verb. __

3. PRACTICAL APPLICATION:

- a) Make up and write five sentences using a past participle as an adjective. __
- b) Make up and write five sentences using a past participle with a form or *be* or *have* to form a verb. __

4. DRILL: Underline the participles that are acting as adjectives in the following sentences:

- a) The delighted dog was running in circles with her new toy.
- b) Last night, there were fireworks crackling into the late hours.
- c) My racing bicycle was repaired yesterday.

- d) I took pride in my essay passing the first time.
 - e) They said my cookies were so delicious they would even eat the slightly burned ones.
 - f) The howling wind and crashing waves from the hurricane lasted for hours.
-

5. DRILL: Underline the participles that are used as part of a verb in the following sentences:

- a) All summer morning, we had been swimming at Plum Cove.
 - b) The younger children had been playing in the sand for hours.
 - c) The others were playing in the tide pools that were crawling with sea creatures.
 - d) Christine and I had cooked and refrigerated all the food for the picnic yesterday.
 - e) As we were laying out all the food on picnic blankets, our friends and family were talking, laughing and eating.
-

6. READ: Alphabetical Reference, entry “phrase,” (first paragraph), p. 98, and “4. participle phrase,” p. 99.

7. PRACTICAL APPLICATION:

- a) Make up and write five sentences using a present participle to start a participle phrase. __
 - b) Make up and write five sentences using a past participle to start a participle phrase. __
-

8. DRILL: Underline all the participle phrases in the following sentences:

- a) Playing like puppies, the two older dogs danced and pranced around each other.
- b) Standing at the edge of the field, a deer saw them and fled into the woods.
- c) The dogs, chasing the deer, ran as fast as they could.
- d) Running into the dark woods, the dogs soon lost sight of the deer.
- e) They didn’t give up. Sniffing everywhere, those dogs soon found the deer’s scent.
- f) Then running further into the woods, they flushed the deer out of hiding.

- g) Leaping a stream, the deer eventually eluded the dogs.
- h) Satisfied with their adventure, those silly dogs trotted back home.

Supervisor pass.

9. READ: Part 1, Chapter 2, comma rule 7, pp. 14–15.

10. PRACTICAL APPLICATION: Write a short descriptive story about an activity you have witnessed or participated in, such as a sports game, a concert or a project. Use some introductory participle phrases in your descriptions and apply comma rule 7.

11. READ: Part 2, Alphabetical Reference, entry “5. prepositional phrase,” p. 99.

12. PRACTICAL APPLICATION: Using the list of “Common Prepositions” on page 139 as needed, make up and write two sentences that each have several prepositional phrases in them.

13. READ: Part 1, Chapter 2, comma rule 8, p. 15.

14. DRILL: Place commas after introductory prepositional phrases, if needed.

- a) On top of the counter sat the glasses I'd been searching for everywhere.
- b) In the morning on the last day of school the seniors rehearsed for commencement.
- c) In the tallest fir tree on the property the eagle's eggs had hatched.
- d) In junior high she was most happy when she was playing piano.
- e) On Fridays the restaurant always serves fish for dinner and lemon tarts for dessert.
- f) During the early evening concert and banquet we enjoyed great music and food.

15. PRACTICAL APPLICATION: Write a few paragraphs about something that surprised you. Introduce some of your sentences with a long prepositional phrase, or a series of prepositional phrases, using commas to make your meaning clear.

16. READ: Chapter 2, comma rule 9, pp. 15–16.

17. PRACTICAL APPLICATION: Make up and write several sentences that each have a short introductory modifier where the comma would clearly be optional. Put commas where you think a slight pause is needed or helpful.

18. READ: Chapter 2, comma rule 10, p. 16.

C. FINAL APPLICATION

1. PRACTICAL APPLICATION: Write an essay of a couple hundred words explaining how something works, such as a device, a game or a system. Apply what you have studied to make your writing clear and easy to read. **Supervisor pass.**

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

Exam and answers



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16 May 2020

GETTING WRITING RIGHT 3

COMMAS MID-SENTENCE

Name _____ Date _____

PURPOSE

Learn how commas are used with mid-sentence elements.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 5 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. COMMAS MID-SENTENCE

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments. _____
1. READ: *Getting Writing Right*, Part 2 Grammar, Alphabetical Reference of Grammar Terms & Usage, entry "compound sentence," p. 73. _____
2. READ: Part 1 Punctuation, Chapter 2 The Comma, rule 11, pp. 17–18. _____
3. PRACTICAL APPLICATION: Make up and write three sentences with two independent clauses connected by a conjunction. Use a comma where needed. _____
4. DRILL: Place commas where needed in these sentences (not all sentences need them):
 - a) I left home three hours before my flight but I still arrived at the airport later than planned.
 - b) I baked various holiday cookies and cakes for the party.

- c) She loved to play volleyball yet she decided to miss the 2017 season and go study in Europe.
- d) Jack won every chess match so he ranked first in the tournament.
- e) She had to feed and exercise her horse every day.
- f) He went to the bakery every morning and bought a donut to have with his coffee.
- g) The athlete wouldn't eat any smoked meat nor would she eat any sugar.
- h) She saw the situation and she acted quickly.
- i) He felt he should motivate all his teammates to win for he was the captain of the team.
- j) The boy received his first library card at six years old and the library became one of his favorite places.

5. PRACTICAL APPLICATION: Write a short true story about a day in your life that turned out differently than expected or in which something special happened. Include some compound sentences.

6. READ: Alphabetical Reference, entries “clause, restrictive and nonrestrictive,” p. 71–72 and “phrase, restrictive and nonrestrictive,” p. 100.

7. READ: Alphabetical Reference, entry “4. Participle phrase,” p. 99.

8. DRILL: Each sentence has a clause or participle phrase that is italicized. Go over each sentence with another student and say whether the clause or phrase in italics is restrictive or nonrestrictive. Explain why in each case.

- a) The book *that I recommended to you* is available in the library now.
- b) My daughter *playing in the back yard* is going to start school in the fall.
- c) Children *who are afraid of falling* struggle to learn to dive.
- d) The person *who drove me to the airport* was my uncle.
- e) Juneau, Alaska, *which is the capital of the state*, has been the home of my family for over a century.
- f) The waffle *covered with strawberries and cream* was prepared the way I like best.

g) Our new electric car *which my grandmother bought* is the one I'm going to learn to drive. _____

9. READ: Chapter 2, comma rules 12,13, and 14, pp. 18–20. _____

10. PRACTICAL APPLICATION:

a) Make up and write five sentences with nonrestrictive phrases or clauses mid-sentence. Place commas where needed. _____

b) Make up and write five sentences with restrictive phrases or clauses mid-sentence. _____

11. DRILL: Each sentence has a clause or participle phrase that is italicized. If the clause or phrase is nonrestrictive (nonessential), place commas where needed.

a) States *that have a sales tax* may manage to have lower property taxes.

b) The western states *which are naturally beautiful* are larger than the eastern states and have fewer people per square mile.

c) The New England states welcome tourists every fall to see the trees *blanketed with red and gold leaves*.

d) Louisiana *settled by the French* has one border formed by the Mississippi River.

e) The northern states *that go from the Pacific Ocean to the Great Lakes* have much of the remaining wilderness in the U.S.

f) The current Governor of California *who was born in 1938* manages the largest economy of any state in the country.

g) Denali *which is in Alaska* is the highest mountain in the entire United States.

h) Michigan is the only state *bounded by four of the five Great Lakes*.

i) The Columbia River *flowing twelve hundred miles from the Rocky Mountains of British Columbia to the Pacific Ocean* is the largest river in the Pacific Northwest.

j) Mt. Hood *which is volcanic* is the highest mountain in Oregon. _____

12. PRACTICAL APPLICATION: Write three or more paragraphs telling about something that interests you. Be sure to include some sentences with restrictive and nonrestrictive clauses or phrases and apply comma rules 12, 13, and 14.

13. READ: Alphabetical Reference, entry “subject of a sentence, finding,” pp. 116–117.

14. PRACTICAL APPLICATION: Make up and write four sentences where the subject might not be immediately obvious.

15. READ: Alphabetical Reference, entry “verb of a sentence, finding,” p. 121.

16. PRACTICAL APPLICATION: Make up and write four sentences where the main verb of the sentence might not be immediately obvious.

17. READ: Chapter 2, comma rule 15, p. 21.

18. DRILL: The following paragraphs have five incorrectly placed commas between a subject and its verb. Cross these out.

ON STUDYING HISTORY

American history textbooks of a few decades ago, mainly focused on the accomplishments of white males. This could make one think that minority groups and women did nothing important, which is not true. On the other hand, today’s textbooks, often make a point of including special information on African Americans, Native Americans, other minority groups, and women—sometimes to the other extreme.

Thus just about anything you study that has to do with history, has some omitted data or data that has someone’s opinion in it. Even if you study original records, like the record of births and deaths in some city in England, you don’t know how complete it is, and if there is some part of society that was not well represented in the lists. If you study someone’s write-up about past events and times, they will surely have at least edited out the things they didn’t think were important, and they could even have altered things to suit some opinion they had. None of this is necessarily good or bad, it is just a fact about the study of history that you need to keep in mind.

In summary, when you study history, you should ask yourself if the data you are reading makes sense based on what you know. Not only do you need to understand the data you read, but you, have to do your best to evaluate your sources of data as well and develop a viewpoint about it for yourself.

19. READ: Alphabetical Reference, entries “object of a preposition,” pp. 89-90 and “direct object,” p. 77.

20. READ: Chapter 2, comma rule 16, p. 22.

21. DRILL: Some of the following sentences have commas that are incorrectly placed between a verb and its direct object or between a preposition and its object. Cross out all the incorrectly used commas.
 - a) Searching around, the whole room, she couldn’t see it right there on top, of her father’s head.
 - b) The leaves swirled over, the heads of the children and all around, them.
 - c) I hope, by the way, you will join me for dinner.
 - d) My favorite aunt gave me and my sisters, the gift of music lessons last summer.
 - e) After, you heard everything the scientist had to say, did you agree with his theory about, the forces that formed the galaxies?
 - f) Looking around, she suddenly wondered where everyone had gone.
 - g) All the boys of the family chopped, the wood needed for the winter.
 - h) My brother, my sister, and I meet every year at, our favorite mountain resort.

22. READ: Chapter 2, comma rule 17, p. 22.

23. DEMONSTRATION: Reread all the incorrect sample sentences under comma rule 17 noticing how they sound if you pause where the incorrect commas are placed.

24. READ: Chapter 2, comma rule 18, p. 23.

25. PRACTICAL APPLICATION:

a) Make up and write three sentences that have a funny or unclear meaning because of missing commas. ____

b) Rewrite the sentences with the commas needed to make each sentence communicate clearly. ____

26. READ: Chapter 2, comma rule 19, p. 23.

B. FINAL APPLICATION

1. PRACTICAL APPLICATION: Write an essay explaining how something works, such as how a device works, how a project was set up and completed, or how a science experiment works. Apply what you have learned about commas to make your writing clear and easy to read.

Supervisor pass.

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

Exam and answers



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16 May 2020

GETTING WRITING RIGHT 4

APOSTROPHES, COLONS, SEMICOLONS

Name _____ Date _____

PURPOSE

Learn how apostrophes, colons and semicolons are used.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 8 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. APOSTROPHES

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments. _____
1. READ: *Getting Writing Right*, Part 1 Punctuation, Chapter 3
The Apostrophe, rules 1, 2 and 3, pp. 25–26. _____
2. DRILL: Place an apostrophe where one is needed in the following sentences:
 - a) Sallys computer is faster than Davids laptop. Its the fastest one available.
 - b) Its a cloudy day.
 - c) Feed the dog breakfast before putting on its collar. Then place the hamsters breakfast in their cage.
 - d) All thirty laptops had the students names on them.
 - e) The manager explained that she always observed her employees rights._____

3. PRACTICAL APPLICATION: Write a paragraph or more telling about a real or imagined time when someone lost a belonging and then found it. _____

B. COLONS

1. READ: Chapter 4 The Colon, the beginning and rules 1, 4 and 5, pp. 27–28. _____

2. PRACTICAL APPLICATION: Write a short business letter (real or imagined) that asks for an appointment to discuss some issue. List some reasons for the appointment and suggest possible times for it. _____

C. SEMICOLONS

1. READ: Part 2 Grammar, Alphabetical Reference of Grammar Terms & Usage, entry “clause,” pp. 69–71. _____

2. PRACTICAL APPLICATION:

a) Make up and write two independent clauses. ____

b) Make up and write two dependent clauses. ____

c) Make up and write two sentences that have two or three clauses each. Label the clauses as independent or dependent. ____

3. READ: Part 1, Chapter 5 The Semicolon, rules 1, 2 and 3, pp. 29–30. _____

4. PRACTICAL APPLICATION:

a) Make up and write two sentences that use a semicolon to join two complete thoughts with or without a transition. ____

b) Make up and write two sentences that use a semicolon to show a cause-effect relationship between two independent clauses. ____

c) Make up and write two sentences that use a semicolon to contrast two statements. ____

5. READ: Part 2, Alphabetical Reference, entries “run-on sentence” and “run-on sentence correction,” pp. 111–113. _____

6. DRILL: Read the following sentences aloud and notice which ones are run-ons. Put a check mark for each correct sentence and an X for each run-on.

a) We love to watch the soccer team play when the weather is fine.

b) Recently we adopted a new puppy, we don't have a name for her yet but we'll decide soon, her training starts next week. _____

c) Since it is the end of the week, I must complete all my written assignments, that means I must finish my science report, read my literature assignment, take my math exam, and drill four French verbs. _____

d) Please read the book and write the essay, also return your materials to the library. _____

e) Due to the recent snowfall, we plan to go skiing, skating, and sledding this weekend. _____

f) Our trip to New York was filled with learning lessons in American history, seeing wonderful shows on Broadway, eating in fabulous restaurants, and visiting some 21st century businesses. _____

g) The choir practiced all their songs, the actors rehearsed the most important scenes, the artists completed their works of art in preparation for the exhibition. _____

_____ _____

7. DRILL: Write correctly each of the run-on sentences from the previous step by adding punctuation and any words needed to fix them. (There will be more than one way to correct some of them.) **Supervisor pass.**

_____ _____

D. FINAL APPLICATION

1. PRACTICAL APPLICATION: Write a letter that contains all the instructions and information needed for an overnight school trip (real or imagined). Include what items students should bring, the starting and ending dates and times of the trip, and all other relevant information. Apply what you have learned about punctuation.
Supervisor pass.

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

Exam and answers



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16 May 2020

GETTING WRITING RIGHT 5

PARENTHESES, BRACKETS, QUOTATION MARKS

Name _____ Date _____

PURPOSE

Learn how parentheses, brackets and quotation marks are used.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 4 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. PARENTHESES

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments. _____
1. READ: *Getting Writing Right*, Part 1 Punctuation, Chapter 6 Parentheses and Brackets, section "Parentheses," pp. 31–32. _____
2. DRILL: Add parentheses where needed in these sentences:
 - a) Alexis de Tocqueville 1805-1859 was a French historian and political writer.
 - b) Joseph from California is the highest scoring player on the soccer team.
 - c) My grandmother born 1951 is the most interesting woman I know.
 - d) It is now believed that everyone can learn to write National Writing Project pg. 18.

- e) Growing berry plants that produce large quantities of fruit especially easy in Oregon requires fertilizing and trimming.
- f) In 2014, there were 3,039 four-year colleges in the United States National Center for Education Statistics 2016.

3. READ: Chapter 6, section “Use of Punctuation with Parentheses,” pp. 32–33.

4. PRACTICAL APPLICATION: Make up and write three sentences that use parentheses and different punctuation rules just studied.

5. DRILL: Add the correct punctuation to these sentences:

- a) After walking all the way to the gate (distance unknown) the boys ate some wild blackberries and rested
- b) My friend was angry when she assumed I had taken her charger (but it wasn’t me)
- c) The soccer team runs two kilometers every day (is it too much) in addition to their usual practice and scrimmage time
- d) There will be a special speaker on Friday (there will also be a special lunch)

B. BRACKETS

1. READ: Chapter 6, section “Brackets,” rules 1 and 2, p. 34.

2. DRILL: Place brackets where needed in these sentences:

- a) I have to stop at my office to pick up some documents (that Jim my boss wants delivered today).
- b) The islands of Boston Harbor have served many purposes since 1614. One of the larger islands in the harbor Thompson Island served as a trading post before becoming the site of a school.

Note: A later author has added the name Thompson Island.

- c) School resumed this week (although seminars language and literature start next week).

C. QUOTATION MARKS

1. READ: Chapter 7 Quotation Marks, from the beginning through rule 1, pp. 35–37.

2. PRACTICAL APPLICATION: Make up and write:

- a) a statement with *he said* at the end. _____
 - b) a question with *she asked* at the end. _____
 - c) a statement with *she said* at the beginning. _____
 - d) a question with *he asked* at the beginning. _____
 - e) two complete statements with *she said* in the middle. _____
 - f) one sentence interrupted by *he said* in the middle. _____
-

3. DRILL: Add quotation marks and other punctuation where needed in these sentences:

- a) One beautiful spring day, Thea told her sister, Terri, that she wanted to investigate strange happenings in the woods near their house.
- b) Which trail do you plan to take asked Terri.
- c) Let's take the south trail by the lake said Thea.
- d) May I come too asked Timothy, their younger brother.
- e) All right Thea said but it could be scary.
- f) As they approached the lake, the children heard rumbling, growling and grunting. What could that be asked Terri.
- g) Let's go see yelled Timothy as he ran towards the sounds.
- h) Timothy stop screamed Thea and Terri as they followed Timothy into a clearing.
- i) At the same time, they all saw the mother bear playing with her two cubs and skidded to a standstill. She doesn't see us yet, but I'm sure she can smell us guessed Thea. Back up ever so slowly, Tim.
- j) They backed out of the clearing, then ran all the way home. That was close exclaimed Terri. It's a good thing Timothy smells like a bear cub or that mother bear might have eaten us for lunch.

Supervisor pass.

4. PRACTICAL APPLICATION: Write a dialogue. It can be an actual conversation or an imagined one. Apply all you have learned about writing dialogue. _____
5. READ: Chapter 7, quotation mark rules 2 and 3, pp. 37–38. _____
6. DEMONSTRATION: Show another how you would use quotation marks according to rules 2 and 3. _____
7. READ: Chapter 7, quotation mark rule 4, pp. 38–39. _____
8. PRACTICAL APPLICATION: Make up and write three sentences that each contain the title of a book's chapter, a song, a poem, a short story, or an article. Put quotation marks where needed. _____
9. DRILL: Add quotation marks where needed in these sentences:
- Robert Frost wrote an inspiring poem, *The Road Not Taken*; it is loved by many.
 - My favorite chapter in Johnny Tremain was *A Man Can Stand Up*.
 - She wrote *The March Mystery*, a short story about college basketball.
 - Every time I hear Pharrell William's song, *Happy*, I want to dance my cares away.
 - After reading the article titled *The Charter-School Crusader* in *The Atlantic*, he decided to support his local charter school.
 - The *Signal-Man* is one of Charles Dickens' best short stories.
10. READ: Chapter 7, quotation mark rule 5, p. 39. _____
11. PRACTICAL APPLICATION: Write an email to a friend using slang or technical terms. Apply what you have learned about quotation marks. _____

D. FINAL APPLICATION

1. PRACTICAL APPLICATION: Applying what you have learned about quotation marks, do one of the following:
 - a) Write a few paragraphs explaining something about a sport, technical activity or hobby that interests you. Include some direct quotations and unusual expressions or technical terms.
or
 - b) Write an account of something that has happened to you recently. Include some of the actual dialogue.

Supervisor pass.

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

Exam and answers



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16 May 2020

GETTING WRITING RIGHT 6

DASH, HYPHEN, ELLIPSIS, SLASH

Name _____ Date _____

PURPOSE

Learn how the dash, hyphen, ellipsis and slash are used.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 4 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. THE DASH

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments. _____
1. READ: *Getting Writing Right*, Part 1 Punctuation, Chapter 8 The Dash, Hyphen, Ellipsis, and Slash, section "The dash" through rule 1, p. 41. _____
2. PRACTICAL APPLICATION: Make up and write two sentences with dashes using rule 1. _____
3. DRILL: Add a dash where needed in each sentence:
 - a) The young soccer player studied Beckham, Platini, Ronaldo, and Messi some of the best male players in soccer history.
 - b) Before leaving on the camping trip, Zelly packed his sleeping bag, tent, clothes, and toiletries all the things he would need for the next two weeks.
 - c) Alexis de Tocqueville, author of Democracy in America, researched the forming of America in Massachusetts, Connecticut, Rhode

Island, New York, Pennsylvania, Delaware, and Virginia seven of the thirteen original states.

4. READ: Chapter 8, dash rule 2, pp. 41–42.

5. PRACTICAL APPLICATION: Make up and write two sentences with dashes using rule 2.

6. DRILL: Add a dash where needed in each sentence:
 - a) After walking all the way from the gate to the main house it had taken much longer than expected the boys ate a big dinner.
 - b) My friend was angry when she assumed I had taken her laptop she couldn't find her book as well.
 - c) There will be a special speaker on Friday also a late lunch.

7. READ: Chapter 8, dash rule 3, p. 42.

8. PRACTICAL APPLICATION: Make up and write two sentences with dashes using rule 3.

9. DRILL: Add a dash where needed in each sentence:
 - a) I finally mastered the plot in my novel the one I had researched, written, and rewritten two years ago.
 - b) We planned to take the older dog the smarter, more reliable one on our 20-mile trek.

B. THE HYPHEN

1. READ: Chapter 8, section “The hyphen” through rule 3, pp. 42–43.

2. DRILL: Place hyphens where needed in these sentences (not all sentences need them):
 - a) The two year old car still looked like new.
 - b) Bobby looks striking in that hand knit, green sweater.
 - c) I need to stop by my office to drop off some extremely important documents.
 - d) Their kitten is three months old.
 - e) Our house is last on that dead end street.

- f) I find her sweeter than sugar attitude a bit annoying. _____
- g) It's a never seen before work of art. _____
3. READ: Chapter 8, hyphen rules 4 and 5, p. 44. _____
4. DRILL: Place hyphens where needed in these sentences:
- I'm still good friends with my ex girlfriend.
 - She earned one thousand eighty five dollars for translating that article.
 - My roommate has taught me to be self sufficient.
 - We're traveling with thirty three other students to Europe this spring.
 - Our traditions are an all important part of the holidays. _____

C. ELLIPSIS

- READ: Chapter 8, section "The ellipsis," p. 45. _____
- DRILL: Find two quotes on a subject that interests you. Decide how much of each quote you want to use. Write them down and place an ellipsis where needed to show where words have been omitted. _____

D. THE SLASH

- READ: Chapter 8, section "The slash," pp. 45–46. _____
- DRILL: Add slashes where needed:
 - Would you like soup salad for lunch?
 - Please send my package co Martin Luther King Academy.
 - Roses are red Violets are blue You're the best daughter And I love you. _____
- DRILL: Write these with numerals:
 - three fifths _____
 - thirteen hundredths _____
 - the first day of February 2025 _____
 - the tenth day of May 2004 _____

E. FINAL APPLICATION

1. PRACTICAL APPLICATION: Write a few paragraphs about a current event. Use what you have learned on this course—minimally, including dashes, hyphens and a quote that needs an ellipsis. **Supervisor pass.** _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

Exam and answers



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16 May 2020

GETTING WRITING RIGHT 7

CAPITALS, ITALICS, AND UNDERLINES

Name _____ Date _____

PURPOSE

Learn how capital letters, italics and underlines are used.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by your academic supervisor. All written work is turned in to your supervisor.

ESTIMATED TIME: 6 hours.

BOOK:

Getting Writing Right: A High Schooler's Handbook on Punctuation & Grammar, Heron Books

A. CAPITALS

0. Work out with your supervisor who should do any writing coaching needed for the course; i.e., a particular student, any student who's done the course, or supervisor coaching for selected or all writing assignments.

1. READ: *Getting Writing Right*, Part 1 Punctuation, Chapter 9 Capitalization, through capitalization rule 3, pp. 47–48.

2. DEMONSTRATION: Go to a bookshelf that has many books on it. Look at the titles on the covers and title pages of ten books. Notice how capitals are used according to rule 3.

3. READ: Chapter 9, capitalization rule 4, p. 48.

4. PRACTICAL APPLICATION: Applying what you have learned about capitalization, do one of the following:

a) Briefly write about a time you traveled to another country, tasted some of the food there and encountered another language.

or

- b) Describe a time you encountered people who spoke a different language and came from a different country than you. _____
5. READ: Chapter 9, capitalization rule 5, p. 49. _____
6. PRACTICAL APPLICATION: Write a paragraph or more about your favorite places in a city, state or country you have visited. Apply what you have learned about capitalization. _____
7. READ: Chapter 9, capitalization rule 6, p. 50. _____
8. PRACTICAL APPLICATION: Write a paragraph or more about a current event or story involving individuals holding high offices. Apply what you learned in rule 6. _____
9. READ: Chapter 9, capitalization rules 7, 8 and 9, pp. 50–51. _____
10. PRACTICAL APPLICATION: Applying what you have learned about capitalization, write a story about a national holiday that you enjoy. Include the purpose and date of the holiday. _____
11. READ: Chapter 9, capitalization rule 10, pp. 51–52. _____
12. PRACTICAL APPLICATION: Applying capitalization rule 10, make up salutations and closings for three imaginary personal letters and three imaginary business letters. _____

B. ITALICS AND UNDERLINES

1. READ: Chapter 10 Italics and Underlines, italics rules 1 and 2, p. 53. _____
2. PRACTICAL APPLICATION: Applying italics rules 1 and 2, write a short essay about several movies, books or museums that you have enjoyed. _____
3. READ: Chapter 10, italics rules 3, 4 and 5, p. 54. _____

4. DRILL: Correct the sentences below. (Some sentences have words that are not italicized but should be, and some have words that are italicized that should not be.) Cross out words with italics errors and write them correctly.

- a) Last year, I enjoyed reading *To Kill a Mockingbird*.
- b) The French welcome someone by saying *bienvenue*.
- c) The term *et cetera* comes from *Latin*.
- d) *An American in Paris* by *George Gershwin* is a composition that has inspired a movie and a Broadway show.
- e) The Model S by Tesla was the first all-electric car on the road.

5. READ: Chapter 10, section “Underlines,” p. 54.

6. PRACTICAL APPLICATION: In cursive handwriting, make up and write three sentences about books, magazines, or newspapers you have read recently. Use what you have learned about underlines.

C. FINAL APPLICATION

1. PRACTICAL APPLICATION: Correct the sentences by crossing out words with capitalization or italics errors and writing them correctly. Apply what you have learned on this course.

- a) In our cadillac escalade, we drove through the warm breezes of Summer in the pacific northwest.
- b) my Father reads The New York times every sunday.
- c) we hope The president of France visits our neighborhood of paris on his tour.
- d) My research paper titled “europe after world war II” is due *november 10th*.
- e) Last april, I did an Internship in the U.S. senate.
- f) I learned about the middle ages from the book a world lit only by fire by *William Manchester*.
- g) she learned the word prego in italian class.

Supervisor pass.

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

FOR FACULTY

ADDITIONAL RESOURCES

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