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grammar, style, and proofreading exercises

**The Grammar Dog Guide to
The Secret Garden
by Frances Hodgson Burnett**

**All exercises use sentences from the novel.
Includes over 250 multiple choice questions.**

About Gramwardog

Gramwardog was founded in 2001 by Mary Jane McKinney, a high school English teacher and dedicated grammarian. She and other experienced English teachers in both high school and college regard grammar and style as the key to unlocking the essence of an author.

Their philosophy, that grammar and literature are best understood when learned together, led to the formation of Gramwardog.com, a means of sharing knowledge about the structure and patterns of language unique to specific authors. These patterns are what make a great book *a great book*. The arduous task of analyzing works for grammar and style has yielded a unique product, guaranteed to enlighten the reader of literary classics.

Gramwardog's strategy is to put the author's words under the microscope. The result yields an increased appreciation of the art of writing and awareness of the importance and power of language.



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THE SECRET GARDEN by Frances Hodgson Burnett – Grammar and Style
All exercises use sentences from the novel.

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SAMPLE EXERCISES - THE SECRET GARDEN by Frances Hodgson Burnett

EXERCISE 5 COMPLEMENTS

Identify the complements in the following sentences. Label the underlined words:

d.o. = direct object

i.o. = indirect object

p.n. = predicate nominative

o.p. = object of preposition

p.a. = predicate adjective

- ___1. Before the next day three other servants were dead and others had run away in terror.

- ___2. The first man who came in was a large officer she had once seen talking to her father.

- ___3. She did not miss her at all, in fact, and as she was a self-absorbed child she gave her entire thought to herself, as she had always done.

EXERCISE 6 PHRASES

Identify the phrases in the following sentences. Label the underlined words:

par = participial

ger = gerund

inf = infinitive

appos = appositive

prep = prepositional

- ___1. And when Mrs. Crawford told her that night that she was going to sail away to England in a few days and to her uncle, Mr. Archibald Craven, who lived at Misselthwaite Manor, she looked so stony and stubbornly uninterested that they did not know what to think about her.

- ___2. She ate a great deal and afterward fell asleep herself, and Mary sat and stared at her and watched her fine bonnet slip on one side until she herself fell asleep once more in the corner of the carriage, lulled by the splashing of the rain against the windows.

- ___3. Mary asked no more questions but waited in the darkness of her corner, keeping her eyes on the window.

EXERCISE 9 STYLE: FIGURATIVE LANGUAGE

Identify the figurative language in the following sentences. Label underlined words:

p = personification

s = simile

m = metaphor

o = onomatopoeia

h = hyperbole

- ___1. She heard something rustling on the matting and when she looked down she saw a little snake gliding along and watching her with eyes like jewels.

- ___2. “My word! she’s a plain little piece of goods!”

- ___3. “She was a sweet, pretty thing and he’d have walked the world over to get her a blade o’ grass she wanted.”

SAMPLE EXERCISES - THE SECRET GARDEN by Frances Hodgson Burnett

EXERCISE 12 STYLE: ALLUSIONS AND SYMBOLS

Identify the type of allusion or symbol in the following sentences. Label the underlined words:

a. illness/disease b. literature c. religion d. folklore/superstition e. royalty

- ___1. The cholera had broken out in its most fatal form and people were dying like flies.

- ___2. And after that as long as she stayed with them they called her “Mistress Mary Quite Contrary” when they spoke of her to each other, and often when they spoke to her.

- ___3. She ran only to make herself warm, and she hated the wind which rushed at her face and roared and held her back as if it were some giant she could not see.

EXERCISE 13 STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 1

Read the following passage the first time through for meaning.

But she was inside the wonderful garden and she could come through the door under the ivy any time and she felt as if she had found a world all her own.

The sun was shining inside the four walls and the high arch of blue sky over this particular piece of Misselthwaite seemed even more brilliant and soft than it was over the moor. The robin flew down from his treetop and hopped about or flew after her from one bush to another. He chirped a good deal and had a very busy air, as if he were showing her things. Everything was strange and silent and she seemed to be hundreds of miles away from anyone, but somehow she did not feel lonely at all. All that troubled her was her wish that she knew whether all the roses were dead, or if perhaps some of them had lived and might put out leaves and buds as the weather got warmer. She did not want it to be a quite dead garden. If it were a quite alive garden, how wonderful it would be, and what thousands of roses would grow on every side!

Her skipping rope had hung over her arm when she came in and after she had walked about for a while she thought she would skip round the whole garden, stopping when she wanted to look at things. There seemed to have been grass paths here and there, and in one or two corners there were alcoves of evergreen with stone seats or tall moss-covered flower urns in them.

“Yes, they are tiny growing things and they might be crocuses or snowdrops or daffodils,” she whispered.

She bent very close to them and sniffed the fresh scent of the damp earth. She liked it very much. (From Chapter 9)

Read the passage a second time, marking figurative language, sensory imagery, poetic devices, and any other patterns of diction and rhetoric, then answer the questions below.

- 1 But she was inside the wonderful garden and she could come through the door under the ivy any
- 2 time and she felt as if she had found a world all her own.
- 3 The sun was shining inside the four walls and the high arch of blue sky over this particular piece

4 of Misselthwaite seemed even more brilliant and soft than it was over the moor. The robin flew
5 down from his treetop and hopped about or flew after her from one bush to another. He chirped
6 a good deal and had a very busy air, as if he were showing her things. Everything was strange
7 and silent and she seemed to be hundreds of miles away from anyone, but somehow she did not
8 feel lonely at all. All that troubled her was her wish that she knew whether all the roses were
9 dead, or if perhaps some of them had lived and might put out leaves and buds as the weather
10 got warmer. She did not want it to be a quite dead garden. If it were a quite alive garden, how
11 wonderful it would be, and what thousands of roses would grow on every side!
12 Her skipping rope had hung over her arm when she came in and after she had walked about
13 for a while she thought she would skip round the whole garden, stopping when she wanted to
14 look at things. There seemed to have been grass paths here and there, and in one or two corners
15 there were alcoves of evergreen with stone seats or tall moss-covered flower urns in them.
16 “Yes, they are tiny growing things and they might be crocuses or snowdrops or daffodils,” she
17 whispered.
18 She bent very close to them and sniffed the fresh scent of the damp earth. She liked it very much.

- ___1. **The underlined words in Line 3 are examples of . . .**
 a. assonance b. alliteration c. rhyme
- ___2. *Hundreds of miles* (Line 7) and *thousands of roses* (Line 11)
 are examples of . . .
 a. metaphor b. simile c. hyperbole
- ___3. **ALL of the following contrasts are described EXCEPT . . .**
 a. alive/dead b. beautiful/ugly c. silence/sound