

CHAPTER REVIEW

A. Identifying Different Parts of Speech

Identify each italicized word or word group in the following sentences. Write *n.* for *noun*, *adv.* for *adverb*, *prep.* for *preposition*, *conj.* for *conjunction*, and *int.* for *interjection* on the line before each sentence.

EX. *At last!* We have been reading a collection of fables.

1. The bus *never* arrived, *and* we were late for class.
2. *Well*, my friend, your troubles are *finally* over.
3. The light above the table was *neither* old *nor* valuable.
4. *Both* Mac *and* his brother were hiding *behind* the shed.
5. *Yikes!* I *should not have taken* that advanced course.
6. *According to* scientists, the earliest forms of life *possibly* were in the sea.
7. The sailboat capsized, *but* fortunately no one *drowned*.
8. Which is *fiercer*, the leopard *or* the lion?
9. Last night, local painters and sculptors *were* honored *at* the museum's opening.
10. The fruit were *carefully* inspected *for* bruises.

B. Identifying Action Verbs and Linking Verbs

In the paragraph below, underline the action verbs and verb phrases once. Underline the linking verbs and verb phrases twice.

EX. [1] According to the story, the coyotes seemed happy that Pecos Bill lived with them.

- [1] They say that one day Bill was riding in a wagon when it hit a rock.
- [2] The jolt sent him up in the air, but he did not become frightened. [3] He landed in the middle of a pack of coyotes, but he remained calm. [4] After that, Bill stayed with the pack and joined them in their hunts. [5] To most people the coyotes appeared wild, but to Pecos Bill they were gentle.

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CHAPTER REVIEW

A. Identifying Pronouns, Adjectives, and Single and Compound Nouns

Identify each italicized word in the sentences below. On the line before each sentence, write *n.* for *noun*, *comp.* for *compound noun*, *pron.* for *pronoun*, or *adj.* for *adjective*. Separate your answers with semicolons.

- EX. *n.*; *adj.* 1. The *earth* is an *active* planet.
1. The *rocks*, *outermost* layer of the earth is the *crust*.
 2. *It* encloses the *other* layers the way an *eggshell* encloses an egg.
 3. *Each* of the *other* *layers* is *thicker* than the crust.
 4. *Three* kinds of *rock*—*igneous*, *sedimentary*, and *metamorphic*—make up the crust.
 5. The *ocean* *crust* is dense and rather thin, while the *continental* *crust* is lighter and *thicker*.
 6. Its average *thickness* is about *five* miles under the ocean's *tatters*.
 7. Over millions of years, the *crust* has been shaped into a *pattern* of *flatlands* and *high* mountains.
 8. *Some* of the mountains in the *Himalayan* range soar more than five miles above *sea* level.
 9. The *deepest* area of the *ocean* is at the *bottom* of the *Mariana Trench*, more than thirty-five thousand feet below the surface of the *Pacific*. *Ocean*.
 10. *No one* has ever gone below the crust of the *planet*.

B. Identifying Pronouns, Adjectives, and Abstract and Concrete Nouns

Identify each noun, pronoun, and adjective in the following sentences. Above the word, write *abs.* for *abstract noun*, *con.* for *concrete noun*, *pron.* for *pronoun*, or *adj.* for *adjective*. Do not include the articles *a*, *an*, and *the*.

- EX. *con.* *pron.* *abs.* *con.*
1. Every woman had her reasons to travel to the West.
 1. Jessie Ann Benton led a comfortable early life.
 2. Her father, Thomas Hart Benton, was the Democratic senator from Missouri.

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C. Identifying Adverbs and Prepositions

Underline the adverbs and prepositions in the following sentences. Above each underlined word, write *adv.* for *adverb* and *prep.* for *preposition*.

- EX. 1. Today manatees are on the endangered species list.
 1. Manatees usually live in shallow water, among thick sea grasses, beneath the water.
 2. They regularly feed on shallow-water plants and vegetation beneath the water.
 3. Manatees are very important because of their eating habits.
 4. They often keep waterways clear of thick vegetation.
 5. Generally, manatees move slowly along the surface of the water.
 6. They often live alone or in herds of fifteen to twenty.
 7. Tired sailors would mistake manatees for mermaids, in spite of a manatee's somewhat odd appearance.
 8. A manatee has two small flippers, as well as one large flipper at the end of a rather round body.
 9. This animal also has a square snout with whiskers.
 10. Many manatees are injured yearly by motor boats.

D. Writing Sentences

On your own paper, write two sentences in which each of the words below is used as the part of speech given in parentheses. Underline the words in the sentences, and write their parts of speech after the sentences.

- EX. 1. I wish you (noun and verb)
 After you blow out the candles, make a wish. (noun)
 I wish David were here. (verb)
- | | |
|--------------------------------------|---|
| 1. on (adverb and preposition) | 11. over (adverb and preposition) |
| 2. taste (noun and verb) | 12. catch (noun and verb) |
| 3. well (interjection and adverb) | 13. house (noun and adjective) |
| 4. my (interjection and pronoun) | 14. terrific (adjective and interjection) |
| 5. few (pronoun and adjective) | 15. ring (noun and verb) |
| 6. for (conjunction and preposition) | 16. off (adverb and preposition) |
| 7. long (adjective and adverb) | 17. swim (noun and verb) |
| 8. green (noun and adjective) | 18. water (noun and adjective) |
| 9. down (adverb and preposition) | 19. loud (adjective and adverb) |
| 10. run (noun and verb) | 20. below (adverb and preposition) |

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GrammarNotes

ON YOUR OWN ACTIVITIES

Lesson 1: Correcting Sentence Fragments

What is a sentence fragment?

Determine whether each group of words is a fragment or a complete sentence. If the item is a complete sentence, write C. If a subject is missing, write S. If a verb is missing, write V. If the item has a subject and a verb but expresses an incomplete thought, write I.

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- Some Asian flying squirrels three feet long.
 - Flying squirrels can glide through the air.
 - Leap from one tree to another.
 - If they start high up in the tree.

How to fix a sentence fragment

Determine whether each group of words is a fragment (F) or a complete sentence (C). If the item is a fragment, make it into a complete sentence by adding the missing subject or verb.

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- Wants to send a postcard to her aunt.
 - June is visiting the museum today.
 - Mr. Leonard the field trip carefully.
 - Lucio wants to see the planetarium.

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 1: Correcting Sentence Fragments****How to fix a sentence fragment**

Identify the sentence fragments in the following paragraph. Then fix each fragment by attaching it to a complete sentence. Change capitalization and punctuation wherever necessary.

The weather cleared. While we were driving to the campground. We traveled for hours.

When we arrived at our campsite. Mom and I set up the tent. My sister hiked to the river with her friend. As the sun set. We cooked bean soup over the fire.

(8)

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 2: Correcting Run-on Sentences****What is a run-on sentence?**

Identify the following items as correct sentences (C) or run-ons (R). Be prepared to explain your answers.

- _____ 1. After school I feed the gerbils Kerry takes care of the fish.
- _____ 2. The crab hurried into the water because it had seen a large bird nearby.
- _____ 3. Coach Mendez runs difficult practices, her teams usually win their games.

(9)

How to fix a run-on sentence: Make two separate sentences

Revise the following run-on sentences by making two separate sentences. Be prepared to explain your answers.

1. We had a big anniversary party for my grandparents, they have been married 45 years.
2. The Japanese restaurant is popular it serves crowds of hungry diners every night.
3. In the summertime that bush has purple flowers the bees and butterflies are attracted to it.

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How to fix a run-on sentence: Make one sentence

Make each of the following run-on sentences into a single correct sentence. Be prepared to explain your answers.

1. Lee plays basketball he is also on the tennis team.
2. Ms. McIntire tried to grow tomatoes most of them were eaten by bugs.
3. Tomorrow we can walk to the beach, we can go to a movie if it rains.

(11)

Lesson 3: Combining Sentences

How to combine sentences: Inserting words

Combine each pair of sentences by inserting a word from the second sentence into the first sentence. Hints in parentheses tell how to change word forms.

1. Peanuts are a crop of many warm regions. They are a major crop.
2. The oil from peanuts is used in dressings. The dressings are for salads.
3. Peanuts are a food for snacking. Peanuts are good for your health. (Change *health* to *healthful*.)
4. Try some peanuts today. They taste good. (Change *taste* to *tasty*.)

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How to combine sentences: Inserting phrases

Combine each pair of sentences by inserting a phrase from one sentence into the other sentence. Some sentences may be combined in different ways. Add commas where necessary.

1. The pony has brown spots. The spots are on its back.
2. We left for the movie theater. We left after dinner.
3. Enrique plays in the school orchestra. Enrique is a master of the violin.
4. The vines should be trimmed. These are the vines growing on the fence.

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Lesson 3: Combining Sentences

How to combine sentences: Using *and*, *but*, or *or*

Combine each pair of sentences by forming a compound subject or a compound verb.

1. Parakeets make good pets. Gerbils make good pets.
2. The question confused me. It did not trick me.
3. Mara eats well every day. Mara exercises every day.
4. Maples grow well in this area. Birches grow well too.
5. Jason may bring the snacks. Heidi may bring them.

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How to combine sentences: Using *and*, *but*, or *or*

Combine each pair of sentences by forming a compound sentence.

1. Nelia mowed the grass. Burt pulled the weeds.
2. The bakery has already closed. The café is still open.
3. Planets do not give off light of their own. Stars do.
4. We can keep the old system of measurement. We can switch to the metric system.

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Lesson 3: Combining Sentences

How to combine sentences: Using subordinate clauses

Combine each pair of sentences by using a subordinate clause. The hints in parentheses tell you how to start the subordinate clause.

1. Dee received pearls. She graduated. (Use *when*.)
2. The pearl is a gem. It is made by certain kinds of oysters. (Use *that*.)
3. A pearl becomes round. It is formed in the soft part of the oyster. (Use *after*.)
4. Beautiful pearls are found in tropical seas. The best pearl oysters live there. (Use *where*.)

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Lesson 4: Using Subject-Verb Agreement

What is subject-verb agreement?

For each sentence, identify the subject, and then choose the verb in parentheses that agrees with the subject.

1. The water (*rushes, rush*) down the river.
2. The bees (*buzzes, buzz*) around the picnic table.
3. The photograph (*was, were*) a gift from my cousin.
4. At the science fair the winner always (*receives, receive*) a savings bond.
5. They (*march, marches*) in all the parades.

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How to fix problems in agreement: Phrases between subjects and verbs

For each of the following sentences, choose the correct form of the verb in parentheses.

1. A tidal wave, despite its name, (*is, are*) not caused by the tides.
2. Earthquakes beneath the sea (*causes, cause*) most tidal waves.
3. Tidal waves in the open ocean generally (*does, do*) not cause much interest.
4. The height of tidal waves there often (*remains, remain*) low.

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Lesson 4: Using Subject-Verb Agreement

How to fix problems in agreement: Indefinite pronouns

For each of the following sentences, choose the correct form of the verb in parentheses.

1. Most of the balloons ~~(has, have)~~ long strings.
2. Both of these shoes ~~(gives, give)~~ fine blisters.
3. Someone on the soccer team ~~(needs, need)~~ a new uniform.
4. Neither of the boys ~~(was, were)~~ wearing a helmet.
5. None of the house ~~(has, have)~~ been painted yet.

How to fix problems in agreement: Compound subjects

For each of the following sentences, choose the verb that agrees with the compound subject.

1. Ants and spiders ~~(has, have)~~ invaded the backyard.
2. Mandy and her friends ~~(is, are)~~ going to the movies.
3. A statue or a fountain ~~(looks, look)~~ good in a park setting.
4. Neither maples nor elms ~~(grows, grow)~~ well in the valley.
5. Either potatoes or rice ~~(is, are)~~ served with the chicken.

Lesson 4: Using Subject-Verb Agreement

How to fix problems in agreement: Subjects after verbs

For each of the following sentences, choose the correct form of the verb in parentheses.

1. There ~~(is, are)~~ a new student in my brother's class.
2. ~~(Was, Were)~~ the fans cheering for the other team?
3. Where ~~(has, have)~~ Reggie hidden the gifts?
4. Here ~~(stands, stand)~~ the bravest heroes among us.
5. There ~~(is, are)~~ several correct answers to that question.

How to fix agreement problems: Don't and doesn't

For each of the following sentences, choose the correct contraction in parentheses.

1. I ~~(don't, doesn't)~~ have any math homework tonight.
2. ~~(Don't, doesn't)~~ you usually study with Julia?
3. That show ~~(don't, doesn't)~~ come on until 9:00.
4. My grandparents ~~(don't, doesn't)~~ live near us.
5. ~~(Don't, Doesn't)~~ Jerome play the guitar anymore?

GrammarNotes

ON YOUR OWN ACTIVITIES

Lesson 5: Using Pronoun-Antecedent Agreement**What is pronoun-antecedent agreement?**

Complete each sentence by providing a pronoun that agrees with its antecedent. Then, identify the antecedent.

1. Ants sometimes make _____ home in your yard.
2. That plant needs water, or _____ will die.
3. Jerry lent _____ bike to Paul.
4. The captains of the teams accepted _____ awards.
5. My sister is smart, and _____ is also funny.

How to fix problems in agreement: Indefinite pronouns

Most of the following sentences contain pronouns that do not agree with their antecedents. If a pronoun does not agree with its antecedent, provide the correct pronoun. If a sentence is already correct, label it C.

1. Several of the babies had special blankets with it.
2. I've read most of the book, and I have enjoyed it.
3. Only one of the girls had finished their homework.
4. Most of the players accepted his awards in person.
5. Someone left their backpack on the bus.

GrammarNotes

ON YOUR OWN ACTIVITIES

Lesson 5: Using Pronoun-Antecedent Agreement**How to fix problems in agreement**

Most of the following sentences contain pronouns that do not agree with their antecedents. If a pronoun does not agree with its antecedent, provide the correct pronoun. If a sentence is already correct, label it C.

1. Both Rick and Ned were pleased with their test results.
2. Can even a princess or a queen have their every wish?
3. If you get a red rose or a lily, it will look nice here.
4. My brother and my sister lent me her favorite videos.
5. Two cars and one truck had its lights on.

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 6: Understanding Verb Forms****Regular verbs**

Give the correct form (past, past participle, or present participle) of the verb in *italics*, as indicated in parentheses.

1. The dancers are (*perform*) on stage. (present participle)
2. We (*watch*) a folk dance an hour ago. (past)
3. We are (*learn*) dances from different countries. (present participle)
4. Someone in the audience has (*request*) an Irish square dance. (past participle)
5. I had (*hope*) to take dance lessons. (past participle)

Irregular verbs

Give the correct form (past or past participle) of each verb given in parentheses.

1. Two graceful swans _____ across the lake. (*swim*)
2. Gabriela _____ me her softball glove. (*lend*)
3. Nate _____ a fleece jacket on the hike. (*wear*)
4. I have already _____ the wrapping paper. (*cut*)
5. Have you _____ your best on the science project? (*do*)

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 7: Understanding Verb Tense****What are verb tenses?**

Change the tense of the boldface verb in each sentence to the tense in parentheses.

1. Miguel **makes** the photo larger. (Change to past.)
2. The picnic **took** place on Sunday. (Change to future.)
3. The boys **ran** three miles in one hour. (Change to past perfect.)
4. By then, Aunt Nell **had arrived**. (Change to future perfect.)
5. Cynthia **had played** the violin beautifully. (Change to present.)

Consistency of Tense

Rewrite the paragraph in the past tense. Change verb forms to make the tenses consistent.

(1) Lightning struck our house, and I run straight for cover. (2) "Oh, no!" I exclaim. (3) The electricity was out! (4) My parents get out the flashlights, and we played a game. (5) The stove and microwave do not work, so we have a cold supper in the living room. (6) In the morning, we are all happy. (7) The sun shone and our electricity is back on.

Lesson 8: Using Active and Passive Voice

What are active and passive voice?

Complete each sentence by adding the verb as indicated in parentheses.

1. Excellent work _____ on that report. (*done*, passive voice)
2. Mr. Yang _____ the certificates. (*awarded*, active voice)
3. Those photos _____ by Cody. (*taken*, passive voice)
4. This new software _____ clear images. (*created*, active voice)
5. At the ceremony the mayor _____ the volunteers. (*honored*, active voice)

Uses of Active and Passive Voice

Complete each sentence by adding the verb as indicated in parentheses. For each passive-voice sentence, tell why the passive voice is used.

1. My sister _____ the parakeet. (*fed*, active voice)
2. Some books _____ from the library. (*stolen*, passive voice)
3. Marion _____ that book three times. (*read*, active voice)
4. You may not like it, but a decision _____ . (*made*, passive voice)

Lesson 9: Using Pronouns Correctly

The nominative case

Supply pronouns to complete the following sentences. Use a variety of pronouns, but do not use *you* or *it*.

1. _____ used fresh tortillas for the burritos.
2. Eddie and _____ like fishing.
3. _____ must be the person in the gorilla suit.
4. _____ and I go to the movies often.
5. Were _____ at the door?

The objective case

Supply pronouns to complete the following sentences. Use a variety of pronouns, but do not use *you* or *it*.

1. Ms. Suarez ordered sandwiches for _____.
2. The firefighters rescued _____ from the blaze.
3. A clown entertained the children and _____.
4. Please give _____ and _____ some apple juice.
5. Sam stood in front of Mr. Sweeney and _____.

Lesson 9: Using Pronouns Correctly

The possessive case

Fill in the blanks with appropriate possessive pronouns.

- _____ books are on the shelf.
- Have you finished eating _____ breakfast yet?
- Ms. Thomson graded Wayne's paper, and then she gave _____ her complete attention.
- I can't remember _____ phone number.
- Last weekend we raked _____ front yard and swept _____ sidewalk.

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Lesson 10: Understanding Comparison

Regular comparison

Complete each sentence by supplying the correct form of the modifier in parentheses.

- The Moon is the Earth's _____ neighbor in space. (near)
- Seen from the Earth, the full Moon is _____ than the new moon. (bright)
- We notice the Moon _____ when it is full than when it is new. (frequently)
- The moons of some other planets move _____ than our Moon. (slowly)

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Irregular comparison

Complete each sentence by supplying the correct form of the modifier in parentheses.

- Of all the instruments she can play, Judy plays the flute _____. (well)
- Gina's cold is _____ today than it was yesterday. (bad).
- The judges awarded a prize for the _____ essay. (good).
- I have _____ baseball cards than she does. (many)

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Lesson 10: Understanding Comparison

Solving common modifier problems: Good and well/Double comparisons

Proofread each sentence for the correct use of modifiers. If you find an error, correct it. If a sentence is already correct, label it C.

1. Jamal looked good after recovering from the flu.
2. The Moon looks more beautiful tonight.
3. My sister writes poetry well.
4. As it rained, the river rose more rapidlier.
5. Our team played good at the tournament.

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Lesson 11: Correcting Dangling Modifiers

What is a dangling modifier?

Circle the word or word group that appears to be modified by the underlined phrase. Then, determine whether the underlined phrase is a dangling modifier. Write *D* for a dangling modifier or *C* if the modifier is not dangling.

1. Riding our bikes in the mountains, the scenery was great.
2. Maya's phone rang returning home.
3. Checking the shelves, Judy found all the books she needed.
4. Filled with daisies, the two girls strolled through the field.

(37)

How to fix dangling modifiers

Revise each sentence to correct the dangling modifier.

1. My father gave me a puppy at the age of ten.
2. Seated near the fifty-yard line, the game was easy to see.
3. Running hard, the shoelace came untied.
4. Walking into the pet shop, the squawking of parrots could be heard.

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GrammarNotes**ON YOUR OWN ACTIVITIES****Lesson 12: Correcting Misplaced Modifiers**

What is a misplaced modifier?

Determine whether the underlined word or phrase is a misplaced modifier. Write *M* for a misplaced modifier, or *C* if the modifier is not misplaced.

1. The jogger twisted her ankle with the orange water bottle.
2. Those note cards that I gave you are handmade.
3. Running in the wheel, I watched the hamster.
4. My cousin gave me a cat who goes to college in Arizona.

How to fix misplaced modifiers

Revise each sentence to correct the misplaced modifier.

1. The parrot spoke to the little boy in the brass cage.
2. Painted with white diamonds, I noticed the new bike paths.
3. I saw a dog chasing a ball through the dining room window.
4. She noticed a spider near the bush that had a red spot on its back.

(40)

GrammarNotes**ON YOUR OWN ACTIVITIES****Lesson 14: Using Capital Letters**

Using capital letters

Correct each capitalization error in the following sentences.

1. our report is due at the end of the month.
2. my parents let me watch TV only after i have finished all my chores.
3. the clerk said, "tomorrow is a holiday, isn't it?"
4. the letter began "dear Manager: i have a complaint about the service at your store."

(41)

Proper nouns and proper adjectives

Correct the capitalization errors in the following word groups.

1. decorated with chinese lanterns
2. pictures of the golden gate bridge in san francisco
3. to see the florida marlins play in the world series
4. winner of the nobel prize
5. riding on the orient express

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Lesson 14: Using Capital Letters**Abbreviations, school subjects, and titles**

Correct the capitalization errors in the following sentences.

1. According to mom, judge Johnson is very strict.
2. Doesn't dr. Perry live in st. Louis now?
3. My sister works for the fbi.
4. I asked mrs. Jones for a copy of *reader's digest*.
5. Mara just read the short story "gorilla, my love."

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Lesson 15: Using End Marks**Periods**

Add periods where needed in the following sentences.

1. Cory brought her camera on the field trip
2. Please pass me the potatoes
3. We sent the entry form to P O Box 312
4. Mrs Ruiz was not in her office today
5. The board needs to be six ft and four in long.

(44)

Question marks and exclamation points

Insert question marks or exclamation points, as appropriate, to the following sentences.

1. How many players are on each team
2. Watch out
3. What a beautiful bunch of flowers that is
4. Where would you like to go this evening
5. The roof is caving in Get out now

(45)

Lesson 16: Using Commas

Items in a series

Add commas where needed in the following sentences.

1. The fluffy kitten with the brown white and black spots is my favorite.
2. For lunch we had milk tuna sandwiches and pears.
3. I searched for the book in my locker at my house and in my mother's car.
4. At the beach we swam flew kites and built sand castles.

Compound sentences

Add commas where needed in the following sentences.

1. The children must go to bed now or they will be tired in the morning.
2. The oak tree shaded the house but the shade kept the grass from growing.
3. Ariel sings in the choir and Heidi plays in a band.
4. Jim practiced the piano piece all month for he wanted to perform well at the recital.

Interrupters

Add commas where needed in the following sentences.

1. My sister was happy to see her favorite movie *Charlotte's Web*.
2. Elaine who swims well wants to become a lifeguard.
3. Juan the captain of our soccer team is ill.
4. When you go outside Kami please take out the trash.

Lesson 16: Using Commas

Introductory elements

Add commas where needed in the following sentences.

1. In the corner of the room a night light showed the way to the door.
2. Why that's a beautiful ring you're wearing.
3. Because the snow cover was so thin the deer had no trouble finding food.
4. Smiling from ear to ear Monica told us the news.

Conventional uses of commas

Add commas where needed in the following sentences.

1. The Harvest Festival was on Friday November 16 2007.
2. The letter began "My dearest Janet How are the children?"
3. The main office in Santa Barbara California has a new fax number.

Lesson 17: Using Semicolons and Colons

Semicolons between independent clauses

Add semicolons where they are needed in the following sentences.

1. Bring a sweater it will be cold tonight.
2. Your grades have improved you will easily pass the course.
3. His mother is a doctor his father owns a computer store.
4. Suki finished her homework then she went to Dana's house.

Semicolons between independent clauses

In the following sentences, add semicolons or replace commas with semicolons where needed. If a sentence is already correct, label it C.

1. My dog can do many tricks for example, he can roll over and crawl on his belly.
2. The best defensive players are Carlos, Will, and Fred, however, Matt and Jamal are great on defense.
3. I have to study tonight; otherwise, I would go with you.
4. I've decided not to take French, instead, I plan to take Spanish.

Lesson 17: Using Semicolons and Colons

Colons before lists of items

Add colons where they are needed in the following sentences. If a sentence is already correct, label it C.

1. We visited the following cities Memphis, Little Rock, Dallas, and Shreveport.
2. The recipe for the stew called for lamb, carrots, potatoes, and onions.
3. A good baby sitter will have certain qualities common sense, interest in children, and reliability.

Conventional uses of colons

Add colons where they are needed in the following sentences.

1. The letter began "Dear Sales Manager I am having a problem with a product from your store."
2. Dad woke us up at 5 45, and we left for the lake at 7 00.
3. Then the rabbi recited Amos 5 24.
4. Please call me by 5 15 tomorrow.

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 18: Using Quotation Marks****Direct quotations**

Add quotation marks where they are needed in the following sentences.

1. We're going tubing next Saturday, said Carlos.
2. I'd like to go along, said Barbara.
3. Eric asked, Who will bring tubes for everyone?
4. Barbara shouted, I'll bring them!
5. My dad will drive, said Carlos. He has a van.
6. The water will feel good, Eric said, if Saturday is as hot as today.

Dialogue and quotations within quotations

Correct the following passage by adding quotation marks where needed. Also tell where each new paragraph should begin.

What's that noise? Jack asked. It sounds spooky. I think it's just the wind, Mia replied. No, whispered Karli. That sounds like an animal or something! Don't be silly, said Mia. There's nothing out there. What do you think, Carlos? asked Karli. Do you think it sounds spooky?

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 18: Using Quotation Marks****Quotation marks for titles**

Correct each sentence by adding quotation marks where needed.

1. The Fun They Had is one of Mrs. Banister's favorite short stories.
2. I think The Toaster is the funniest poem I've ever read.
3. One article in the newspaper this morning is titled Black Scientists Make History.
4. She's already read the chapter called Caring for Your Hamster.

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 19: Using Apostrophes****Possessive case: singular nouns and plural nouns**

For each sentence, write the possessive case of the word in parentheses.

1. _____ twin sisters both play soccer. (Jeff)
2. The _____ cage was left open. (birds)
3. The _____ sails were torn and dirty. (boat)
4. We could see the _____ tracks in the snow. (mice)
5. Is that the _____ dog over by the tree? (Smiths)

Possessive case: possessive personal pronouns and indefinite pronouns

For each sentence, write the possessive case of the word in parentheses.

1. _____ project must be finished by Wednesday. (Everybody)
2. Can we meet at _____ house tomorrow after school? (you)
3. Helen found _____ sunglasses in the locker room. (somebody)
4. Ray rode _____ new bike all day long. (him)

GrammarNotes ON YOUR OWN ACTIVITIES**Lesson 19: Using Apostrophes****Contractions and plurals**

For each sentence, supply the correct form as indicated in parentheses.

1. How many _____ are in the word *Mississippi*? (plural of the letter *p*)
2. Your essay contains too many _____. (plural of the word *very*)
3. I was going to go for a walk, but _____ snowing right now. (contraction of *it is*)
4. Jamal _____ go to the movies with us. (contraction of *did not*)