

Direct Quotations

A **direct quotation** is made up of the exact words a speaker says. When you write a direct quotation, enclose it in **quotation marks (“ ”)** and capitalize the first word. Begin a new paragraph each time the speaker changes.

Use commas to set off words that introduce a direct quotation. Place the comma or period that ends the quotation inside the quotation marks. If the quotation is a question or exclamation, place the question or exclamation mark inside the quotation marks.

- “Knowledge is power,” a wise person once said.
- The curious student asked, “How high is the sky?”

In interrupted quotations, a comma is used when the second part of the quotation does not begin a new sentence. If the second part does not begin a new sentence, a capital letter is not used.

- “Yes,” said his classmate, “everyone wants to know!”
- “It depends on what you mean,” said the teacher. “The atmosphere of Earth has several layers.”

A Highlight the sentence in each pair that uses quotation marks correctly.

1. “Who figured out the shape of the Earth? the teacher asked.”
“Who figured out the shape of the Earth?” the teacher asked.
2. “I bet it was Christopher Columbus”! shouted an eager pupil.
“I bet it was Christopher Columbus!” shouted an eager pupil.
3. The teacher said, “Would anyone else like to guess?”
The teacher said”, Would anyone else like to guess?”
4. “I believe it was a man from Greece,” a girl in the back row stated.
“I believe it was a man from Greece, a girl in the back row stated.
5. Yes said the teacher His name was Eratosthenes.”
“Yes,” said the teacher. “His name was Eratosthenes.”

B

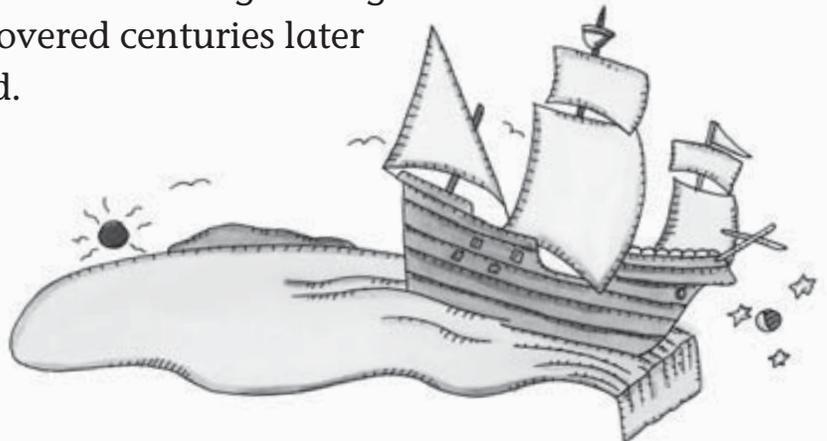
Add quotation marks to each sentence.

1. When was the first map of the world drawn? Cheryl asked.
2. Well replied Ms. Carver a man named Ptolemy drew a map approximately 1,800 years ago.
3. Wow! exclaimed Ina. Was his map accurate?
4. Ms. Carver admitted, Actually, he left out America, Australia, and the Pacific Ocean.
5. Jason wondered, Why did he leave out two huge continents?
6. Think of the information you need to draw a map said the teacher.
7. That's true, Jason said. It's amazing Ptolemy knew as much as he did.
8. How did he get his information Julie asked.
9. The teacher replied, He asked traders who went to Asia and Africa.

C

Add quotation marks, commas, end marks, and capital letters to form complete sentences.

10. Ancient peoples can be credited with many important inventions and discoveries the historian told us.
11. He said the Egyptians invented a calendar thousands of years ago.
12. His assistant added don't forget their complex system of writing.
13. The ancient Chinese invented rockets and fireworks Ling recalled.
14. Yes, replied the professor the Greeks of long ago were excellent mathematicians.
15. What happened to all their knowledge George asked.
16. Their ideas were rediscovered centuries later the professor explained.



Capitalization

Follow these rules for capitalizing words.

- Capitalize the first letter of every sentence: Our trip was great.
- Capitalize the pronoun *I*: Mara and I swam every day.
- Capitalize proper nouns, proper adjectives, and important words in titles: Pam Cooper; Orlando, Florida; A Wrinkle in Time; Powell Avenue; Carter Building; Flag Day; Lake Erie; Canadian provinces; April 21, 2006
- Capitalize the personal titles of people: Mrs. Jean Davies
- In letters, capitalize the first word of a greeting: Dear Sue,
- In letters, capitalize the first word of the closing: Your friends,

A Where needed, cross off a letter and place a capital above it to show replacement.

1. Visitors from ireland and england enjoy the warm weather in florida.
2. The sunny beaches attract people from maine and new hampshire.
3. Our neighbor, mrs. Green, visits her son in miami every january.
4. In november, aunt Tess is going to sarasota.
5. My brother and i want to see disneyland.
6. we have a list of every amusement park in North america!
7. Mom says we'll visit california next july.
8. Our friends live at 121 farmhouse lane.

Rewrite the phrases using the correct capital letters.

- | | |
|-------------------------|-------------------------|
| 9. june 25, 2009 | 13. dear dr. berger, |
| 10. 341 stonington road | 14. rutgers, new jersey |
| 11. dear cory, | 15. dr. ellen silverman |
| 12. best wishes, | 16. yours truly, |

UNIT 6 GRAMMAR

B Read the following letter. Rewrite each word or group of words that contains an error, using correct capitalization.

1. 221 East 68 street
2. new york, new york 10021
3. october 24, 2006

4. dear dr. brewer,

5. I just wanted to tell you that my family visited london, england, in may. 6. we saw buckingham palace and other great sights. 7. dad bought a copy of *fodor's guide to london*, and we looked up all the tourist attractions. 8. We were home by memorial day weekend. 9. I know you love england and hope you enjoy these photographs of one of your favorite cities.

10. sincerely yours,
11. megan richards

C Complete each sentence with information that makes sense. Remember to use capital letters where they are needed.

12. My hometown is called _____.
13. Our family doctor is named _____.
14. I was born on _____.
15. I live at _____.
16. My school is called _____.
17. Today's date is _____.
18. This year, I read a book titled _____.
19. I like to visit a place called _____.
20. I wrote a letter to my teacher, which began like this: _____



Commas

A **comma** is used to set off a word or group of words from other words.

- In a friendly letter, use a comma after the greeting and closing.

Dear Robert, Sincerely, Your friend,

- In a date, use a comma between the day of the week and the month, and between the day of the month and the year. In an address, use a comma between the city and the state or country. When a date or an address appears in the middle of a sentence, a comma also follows the year, street, city, and state or country.

Tuesday, August 5 June 25, 2006 Superior, CO 80027
I went to Lima, Ohio, last year.

- Commas are also used to separate three or more words, phrases, or clauses in a **series**: My school offers art, music, and dance classes.
- When you speak to, or address, a person by name or title, you are using **direct address**. A comma is used to set off the name when it appears at the beginning or at the end of a sentence. When the name is in the middle of a sentence, two commas are used.

Greta, do you play a musical instrument?
I do, Mrs. James, and I also compose music.
How do you find time for all your activities, Greta?



A Read the following parts of a letter. Add commas where they are needed.

1. Saturday September 6
2. Dear Lauren
3. Hartford CT

Read each sentence. Add commas where they are needed.

4. Today Susan people with special needs have many career choices.
5. Of course Don they have many challenges.
6. Some ride buses take subways or even play basketball in wheelchairs.

UNIT 6 GRAMMAR

B Read each sentence, adding commas where they are needed.

1. Alison could you give my mother and me a tour of the classrooms?
2. The teacher assistants and nurse seemed kind and knowledgeable.
3. The school in Sudbury Maine offers academic and vocational training to students.
4. Can I study chemistry Mrs. Paulson?
5. I enjoy the shady grounds admire the climbing roses and visit the playground in the back of the building.
6. Thank you Greta for explaining the school's rules to us.
7. My first day at school will be September 6 2008.
8. "Dear New Pupil" is how the letter of acceptance began.

C Read each sentence, using commas correctly.

9. Reading writing and grammar are important, subject areas.
10. Tutoring centers, Daniel have opened throughout our country.
11. Reading helps us learn master, and appreciate many tasks.
12. It is difficult for a person who can't read, to shop for food, understand written directions or use a computer.
13. Literacy is increasingly, important Sara.
14. Tara certain disabilities, can make reading difficult.
15. However students there are ways to teach reading and writing clearly.
16. Although some people find reading slow and, difficult Miriam almost everyone can master this important skill.



Contractions

A **contraction** can be formed by combining a pronoun and a verb. An apostrophe (') replaces the letter or letters that are left out.

- I am learning to play the piano. I'm learning to play the piano.

Negative contractions are formed by combining a verb and *not*. Use only one negative to make a sentence mean "no" or "not."

- We were not ready to perform. We weren't ready to perform.

Some Pronoun + Verb Contractions

| | | | |
|-----------|---------|-----------|---------|
| he will | he'll | they have | they've |
| he would | he'd | they will | they'll |
| I am | I'm | we are | we're |
| I would | I'd | we have | we've |
| it is | it's | we will | we'll |
| she is | she's | you are | you're |
| she will | she'll | you have | you've |
| she would | she'd | you will | you'll |
| they are | they're | you would | you'd |

Some Verb + *not* Contractions

| | | | |
|-----------|----------|------------|-----------|
| are not | aren't | have not | haven't |
| can not | can't | is not | isn't |
| could not | couldn't | should not | shouldn't |
| did not | didn't | was not | wasn't |
| does not | doesn't | will not | won't |
| do not | don't | would not | wouldn't |

A Write the two words from which the contraction is formed.

- | | |
|-------------|------------|
| 1. she's | 3. isn't |
| 2. wouldn't | 4. they're |

UNIT 6 GRAMMAR

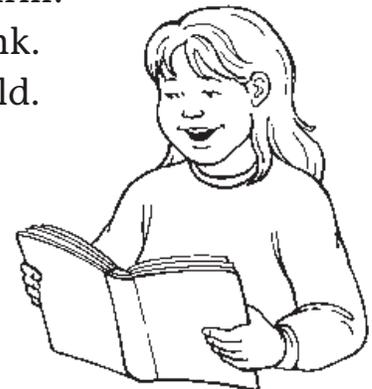
B Circle the letter of the correctly spelled contraction for each pair of words on the left.

- | | | | |
|---------------|-------------------|--------------------|--------------------|
| 1. they will | A theyll | B they'll | C theyl'l |
| 2. will not | A willn't | B will'not | C won't |
| 3. can not | A can't | B cant | C cann't |
| 4. should not | A shouldnt | B shouldn't | C should'nt |
| 5. have not | A haven't | B have'nt | C havent |
| 6. we are | A w'ere | B we're | C wer'e |
| 7. she will | A she'll | B sh'ell | C shel'l |
| 8. do not | A don't | B do'nt | C dont |
| 9. he will | A he'll | B hel'l | C h'ell |
| 10. you would | A y'oud | B yo'ud | C you'd |

C Choose one or more contractions from the box to complete each sentence. Write the complete paragraph.

we've you've it's can't I'd they've isn't

- 11.** Our choir _____ the best one in the city, but we love to sing.
12. _____ been singing together for nearly three years. **13.** Our friends and families always come to our performances, and _____ given us encouragement over the years. **14.** Unless _____ performed before a large audience, you _____ imagine the thrill!
15. _____ rather sing than do anything else, I think.
16. For me, _____ the greatest pleasure in the world.



Review and Assess

Combine each pair of words to form a contraction.

- | | |
|-------------|---------------|
| 1. you will | 7. they have |
| 2. have not | 8. you are |
| 3. are not | 9. I would |
| 4. he would | 10. would not |
| 5. did not | 11. does not |
| 6. I am | 12. was not |

Read each sentence. Write the letter of the words that have been joined to form the underlined contraction.

13. Sharon says she'd never miss a dance class because dance is her favorite activity.

- | | |
|-------------------|------------------------|
| A she is | C she would |
| B she will | D she shouldn't |

14. She'll get to that class through rain, snow, and hail!

- | | |
|--------------------|--------------------|
| A She will | C She would |
| B She could | D She had |



15. It's taught by a famous dancer who has trained many students.

- | | |
|------------------|-----------------|
| A It will | C It had |
| B It is | D It did |

16. We've seen him perform, and he is amazing!

- | | |
|-------------------|------------------|
| A We had | C We did |
| B We would | D We have |