Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due: Wednesday, November 16th

**{Grammar Review HW}**

**[Point of View]**

*Task:* to define each point of view & recognize when each one is used

*Directions:* define each point of view & provide some key words

1. **First person:**
2. **Second person:**
3. **Third person omniscient:**
4. **Third person limited:**
5. **Third person objective:**

**[Verb Tense]**

*Task:* to use each verb tense correctly, recognize when errors/shifts in verb tense are used, and identify each verb tense

*Directions:* fill in the blank with the correct verb tense

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_ the directions several times before the end of the day (explain).
2. The choir \_\_\_\_\_\_\_\_\_\_\_\_ at the Talent Show (sing).

*Directions:* correct the verb tense, if necessary

1. My friend, Alex, comes back to Michigan for Thanksgiving break (come).
2. Rachel had read a book every day (read).

*Directions:* identify each verb tense

1. The critics have praised the movie for its incredible ending.
2. By the time the day is finished, Ms. Maly will have taught the same lesson multiple times.

**[Figurative Language]**

*Task:* to define each type of figurative language & identify examples of each one

*Directions:* define each type of figurative language

1. **simile**:
2. **metaphor**:
3. **hyperbole**:
4. **personification**:
5. **onomatopoeia**:
6. **alliteration**:
7. **repetition**:
8. **imagery**:
9. **idiom**:

[**Commas]**

*Task:* to use commas correctly & recognize when commas are used incorrectly

*Directions:* place comma(s) where they belong

1. The students prepared for their *Wonder* test so they did really well.
2. “I think” said Ms. Maly “that we will be able to go outside today.”
3. Tell me students what we’re studying today.
4. If you don’t finish your homework you won’t be able to attend soccer practice.
5. Journey said “Meet me at the park later.”
6. In order to get back to my house we had to travel down narrow winding roads.

**[Troublesome Words]**

*Task:* to use the correct troublesome word & recognize when errors are made

*Directions:* read the sentence & choose the word that fits best

1. The lost dog doesn’t know \_\_\_\_\_\_\_\_\_\_ name (its/it’s).
2. Will you please \_\_\_\_\_\_\_\_\_\_ your books down on the side table? (lie/lay)
3. \_\_\_\_\_\_\_\_\_\_, I talked about how the students were more well prepared \_\_\_\_\_\_\_\_\_ their classmates (than/then).
4. It’s confusing to me when students forget to put \_\_\_\_\_\_\_\_\_\_ names on an assignment (there/they’re/their).
5. I cannot remember where I \_\_\_\_\_\_\_\_\_ down my phone (set/sit).