

.. Extra ..  
**Practice**

***Answer Key***

**CODE**

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

- Use the code to label each sentence.  
Add the correct ending punctuation.

**Dec.**

1. The oceans contain many different creatures.

**Int.**

2. How will you learn about ocean life?

**Dec.**

3. The library is an excellent resource.

**Imp.**

4. Ask the librarian for help.

**Dec.**

5. Books, magazines, and videotapes provide good information.

**Imp.**

6. Investigate websites on the library's computers.

**Dec.**

7. A detailed search is most helpful.

**Int.**

8. Are you more interested in plant life or animal life?

**Int.**

9. Is this research a class assignment?

**Exc.**

10. The ocean is truly a wonderful place!

- Change each of the declarative sentences you found above to an interrogative sentence. Remember to write complete sentences.

11. **(Sentence 1) Do the oceans contain many different creatures?**

12. **(Sentence 3) Is the library an excellent resource?**

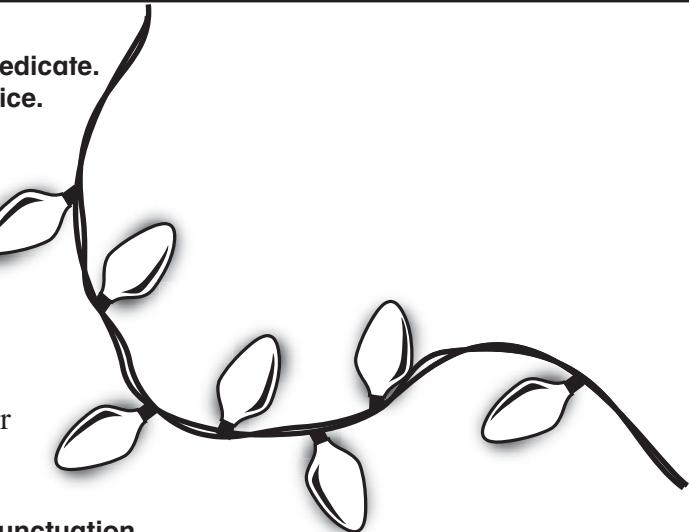
13. **(Sentence 5) Do books, magazines, and videotapes provide good information?**

14. **(Sentence 7) Is a detailed search most helpful?**



- Draw a line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate twice.

1. Every family has its own holiday traditions.
2. Some people spend holidays with relatives.
3. Usually missionaries live far away from their families.
4. Often missionary parents make new traditions for their children.
5. These traditions are a blend of homeland culture and their new culture.



- Use the code to label each sentence. Add the correct ending punctuation. Underline or write the simple subject of each sentence.

**Dec.**

6. The missionaries in a tropical region might serve mangoes and papayas with turkey.

**Int.**

7. Would they decorate the Christmas tree with a string of shells and tropical flowers?

**Imp.**

8. Learn about a foreign field's culture from a missionary.

**You**

**Exc.**

9. A visit to a missionary on a foreign field will be exciting!

**CODE**

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- Diagram the simple subject and the verb in each sentence.

10. Many children live on a mission field.

**children** | **live**

11. Are their experiences very different?

**experiences** | **are**

12. Ask some missionary families.

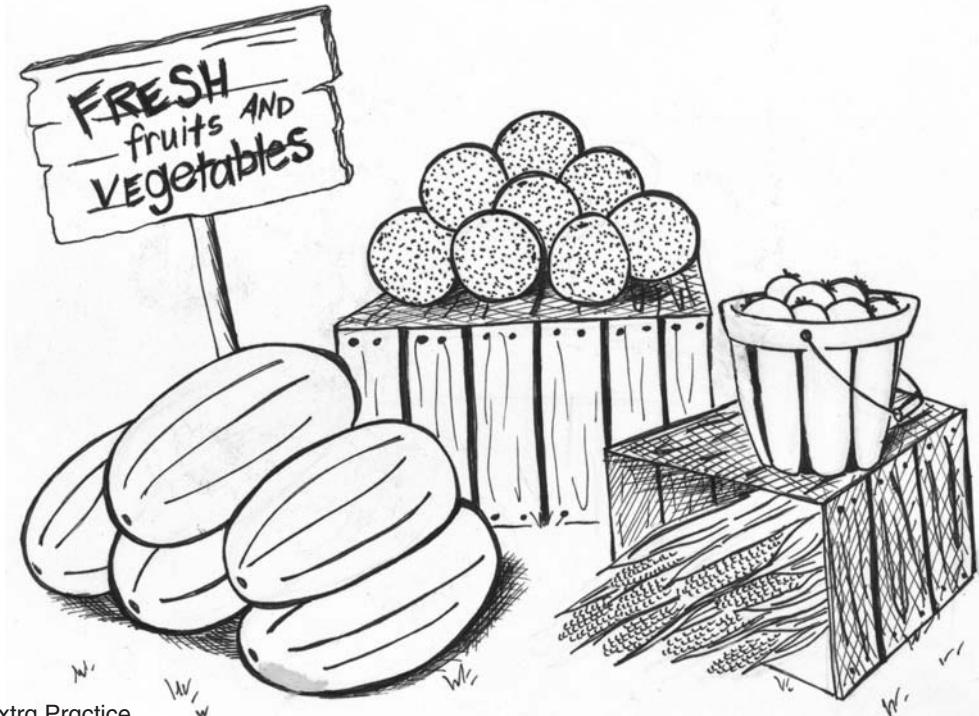
**(You)** | **Ask**

- Draw a line between the complete subject and the complete predicate in each sentence. Underline the compound subject and/or compound predicate in each sentence. Circle the coordinating conjunction.

1. Honeydew and cantaloupe are in the melon family.
2. Melons grow on vines and need lots of room for growth.
3. Sunshine and sufficient water are necessary for all melons.
4. Watermelons flower and grow best in sandy soil.
5. Watermelon and honeydew have a sweet taste.
6. Farmers and merchants raise and sell melons in the southern United States.

- Combine each pair of sentences using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*.

7. Some farmers raise chickens. Some farmers grow vegetables. **Some farmers raise chickens and [or] grow vegetables.**
8. Oranges grow on trees. Apples grow on trees. **Oranges and apples grow on trees.**
9. Farmers plant in the spring. Farmers water crops in the spring. **Farmers plant and water crops in the spring.**
10. Jason picked many blueberries. Jason ate many blueberries. **Jason picked and ate many blueberries.**



► Write **S** for each simple sentence. Write **C** for each compound sentence.**C**

1. Polyhedrons are three-dimensional geometric figures, but plane figures are two-dimensional figures.

**S**

2. Plane figures include squares, triangles, and rectangles.

**S**

3. Squares and rectangles are both quadrilaterals.

**C**

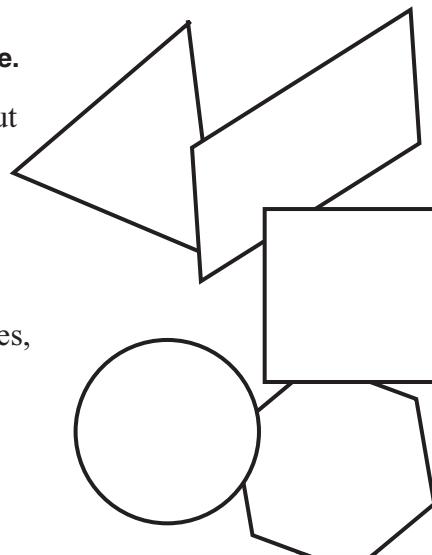
4. An obtuse triangle has an angle larger than ninety degrees, and an acute triangle has three small angles.

**S**

5. A polygon is a plane figure with three or more sides.

**C**

6. A circle is a plane figure, but it is not a polygon.



and      but      or

## ► Combine each pair of simple sentences into one compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.

7. A rectangular prism has six faces. A triangular prism has five faces.

*A rectangular prism has six faces, but a triangular prism has five faces.*

8. A rectangular prism has eight vertices. It is shaped like a shoebox.

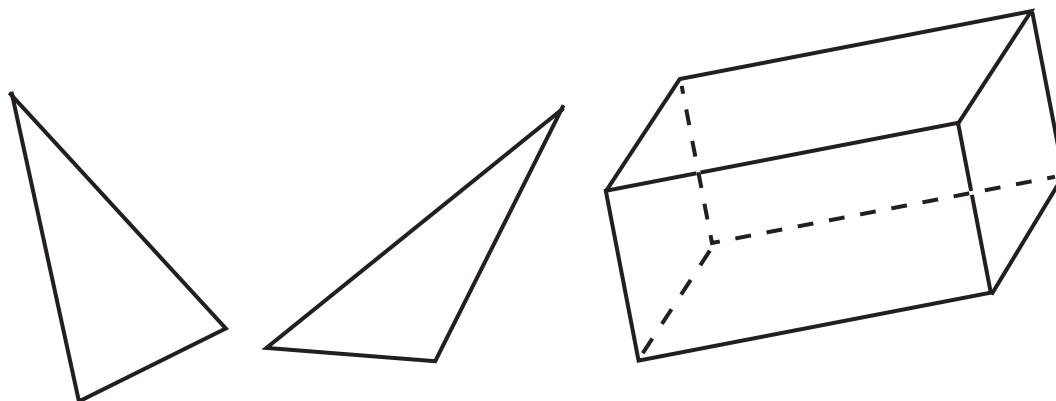
*A rectangular prism has eight vertices, and it is shaped like a shoebox.*

9. Rectangular prisms can have all rectangular faces. They can have both square and rectangular faces.

*Rectangular prisms can have all rectangular faces, or they can have both square and rectangular faces.*

10. An isosceles triangle has two congruent sides. A scalene triangle has no sides of the same length.

*An isosceles triangle has two congruent sides, but a scalene triangle has no sides of the same length.*

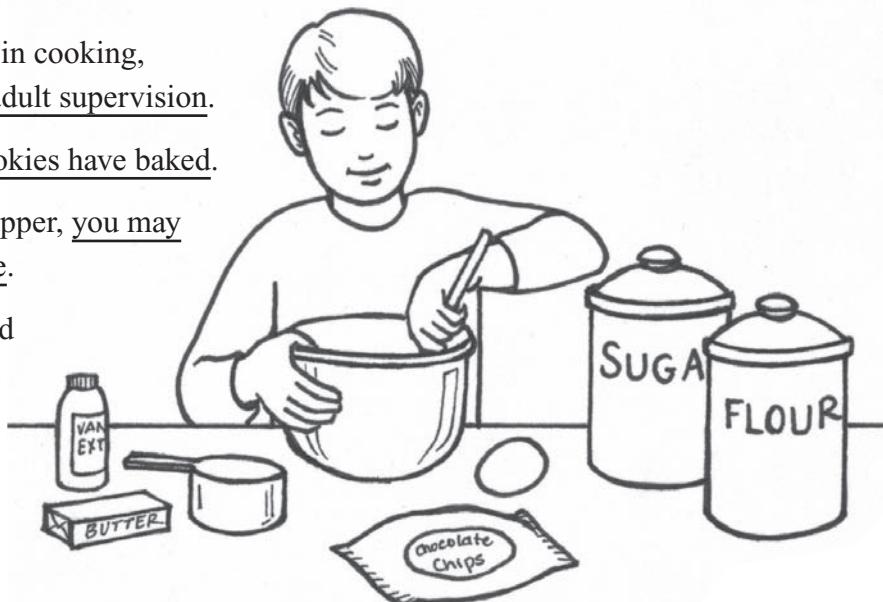


- Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause. Write **D** if it is a dependent clause.

### Common Subordinating Conjunctions

after      because      since      until      where  
although    before      though     when      wherever  
as          if            unless     whenever    while

- D** 1. You can make chocolate chip cookies easily if you follow a recipe.
- I** 2. While you are at the store, you should choose semisweet or milk chocolate chips.
- D** 3. Before you begin, you should gather all the ingredients.
- D** 4. Do not add the eggs until you have mixed the butter and sugar together.
- D** 5. After you have mixed these ingredients well, add the dry ingredients.
- I** 6. The last ingredient is the chocolate chips unless you add nuts also.
- I** 7. When the cookies have baked for about eight minutes, remove them from the oven.
- D** 8. Drink a glass of cold milk whenever you enjoy your delicious treat!
- I** 9. Because of the danger of fire in cooking, children should always have adult supervision.
- D** 10. Turn the oven off after the cookies have baked.
- I** 11. Although you just finished supper, you may have one freshly baked cookie.
- I** 12. Since your mother has assisted you, thank her for her help.

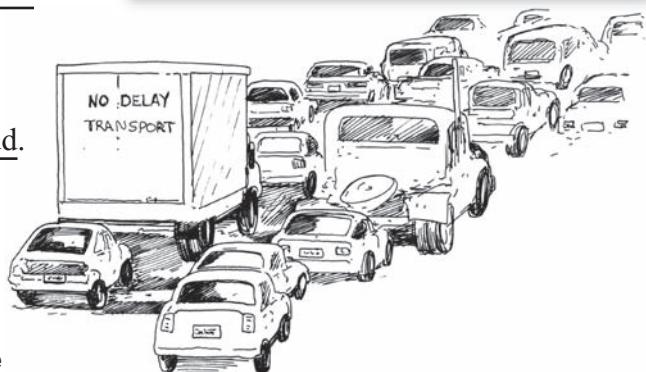


- Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause. Write **D** if it is a dependent clause.

- D** 1. Pollution is dangerous because it has harmful effects on your body.
- I** 2. Whenever an abundance of air pollution is present, people with allergies and respiratory problems should stay indoors.
- I** 3. Although many forms of air pollution come from factories, cars are a source of air pollution in large cities.
- D** 4. People usually do not think about noise pollution unless the noise is extremely loud.
- I** 5. While some noise is normal, continuous loud noise can damage your eardrums.

**Common Subordinating Conjunctions**

after	if	when
although	since	whenever
as	though	where
because	unless	wherever
before	until	while



- Combine two simple sentences into a complex sentence by using a subordinating conjunction. Use a comma when necessary. **Answers will vary.**

6. Pollution damages streams and rivers. Many fish die in polluted waters.

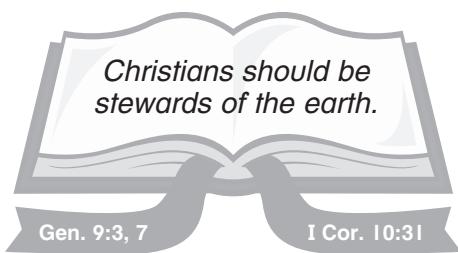
***Because pollution damages streams and rivers, many fish die in polluted waters.***

7. Polluted water can cause illness or death in humans. It is cleaned properly.

***Polluted water can cause illness or death in humans unless it is cleaned properly.***

8. Christians should be good stewards of the environment. The Lord returns.

***Christians should be good stewards of the environment until the Lord returns.***



## ► Underline the independent clause(s) and identify the clause pattern in each sentence.

1. Restaurant chains often build near malls although food is available within most malls.

1 IC       2 IC       IC + DC

2. Some restaurants serve fast food, but other restaurants prepare each meal individually.

1 IC       2 IC       IC + DC

3. Fast-food restaurants usually serve burgers, chicken, or fish.

1 IC       2 IC       IC + DC

4. Ethnic restaurants are often popular.

1 IC       2 IC       DC + IC

5. Wherever there are hungry people, restaurants will compete for business!

1 IC       2 IC       DC + IC

## ► Underline the independent clause(s) in each sentence. Write the letter of the type of sentence.

- A. Simple  
B. Compound  
C. Complex

- A 6. A mall contains a variety of stores in a central location.

- B 7. Department stores are usually the largest stores, but malls also include smaller shops.

- C 8. If a mall is large, it often has a food court with different types of food.

- C 9. While people shop, the aroma of food draws them to the food court.

- A 10. Shoppers will find gift shops, shoe stores, and bookstores at our local mall.

- A 11. Most malls close at nine or ten o'clock at night.

- B 12. Some people do not shop at a mall, but they will visit a mall at Christmastime!



**Common Prepositions**

about	around	beside	from	of	outside	until
above	at	by	in	off	over	up
across	before	down	inside	on	through	with
after	behind	except	into	onto	to	
along	below	for	near	out	under	

- Circle each preposition and underline each object of the preposition in the sentences. Some sentences have two prepositional phrases, and one sentence has three prepositional phrases.

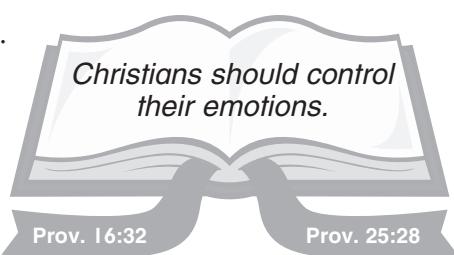
1. Circle soccer is a good game for outdoor recess.
2. All the players stand in a circle.
3. One team kicks the ball across the circle to the other team.
4. Players cannot touch the ball with their hands.
5. Mike kicked the ball over the players' heads.
6. Teams score points when they kick the ball outside the circle between the other team's players.
7. The team with the most points at the end of the game is the winner.



- Write a preposition from the box to complete each sentence. Use each preposition only once. Be sure the preposition makes sense in the sentence.

8. Good sportsmanship is important in any game.
9. Christians should be a good testimony to others at all times.
10. An unsaved person might be on the sidelines.
11. Some of the other players may also need Christ.
12. A good attitude displays the love of Christ through us.
13. God is pleased when we live for Him..

for	on
in	through
of	to



- Put parentheses around each prepositional phrase. Some sentences have more than one prepositional phrase. Insert any commas that are missing after long introductory phrases.

1. People visit theme parks every year(in many parts)of the United States.)
2. You could buy a ticket(for several days)(of fun)at a theme park.)
3. (Inside the theme park)there is a variety(of activities)for people)of all ages.)
4. (For a really wild ride,)choose roller coasters that travel(at high speed.)
5. These roller coasters travel high(above the crowd.)
6. I always scream(throughout the ride.)
7. (At the end)(of the ride)the roller coaster will stop(beside the exit.)
8. Do not ride these roller coasters soon(after lunch,)or you might regret it!
9. (Inside the many gift shops)you can purchase souvenirs(of your adventures.)
10. Some people like hats or T-shirts(with the name)of the theme park)on them.)
11. Stuffed animals sit(in displays)near the door.)
12. (Around the store)are many small, inexpensive toys(for children.)
13. You should visit the souvenir shop(at the end)of the day.)
14. Then you can take all your packages(to the car)and put them (into the trunk.)



- Use each prepositional phrase to write a sentence. **Answers will vary.**

15. from the lemonade stand \_\_\_\_\_
16. beside the roller coaster \_\_\_\_\_

- A. Use the code to label each sentence. Add the correct ending punctuation.  
Circle the simple subject in each sentence.

**Dec.**

1. My father built a skateboard with some old roller-skate wheels and some scrap wood.

**Int.**

2. Does it work well?

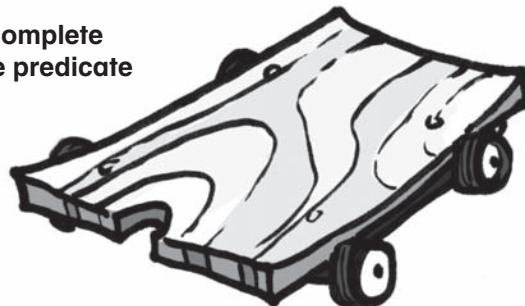
**Exc.**

3. That skateboard can fly down the hill!

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- B. Draw a vertical line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate twice.



4. Many people enjoy woodworking as a hobby.
5. Woodworking projects include furniture, toys, and decorative items.
6. A good craftsman can build many things of excellent quality.

- C. Underline the compound subject or compound predicate in each sentence.  
Circle the conjunctions.

7. Hammers, saws, and screwdrivers are only a few of a woodworker's tools.
8. Woodworkers measure and cut wood to the correct size.
9. An accurate tape measure and a pencil are important.

- D. Combine each pair of simple sentences into one compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.

10. A skateboard requires one piece of wood. That wood must be sturdy.

**A skateboard requires one piece of wood, and that wood must be sturdy.**

11. The wheels must be even. The skateboard will not work properly.

**The wheels must be even, or the skateboard will not work properly.**

E. Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause or **D** if it is a dependent clause.

**I**    12. Many people use neon paint for their skateboards because it glows in the dark.

**D**    13. Since all homemade skateboards are different, you can be original and creative in your designs.

F. Underline the simple subject once and the verb twice in each independent clause. Write the letter of the correct type of sentence.

**C**    14. You should wear a helmet and kneepads when you ride a skateboard.

- A. Simple
- B. Compound
- C. Complex

**A**    15. Safety rules are always important.

**B**    16. A skateboard can be fun, but it can also be dangerous.

G. Underline the independent clause and identify the clause pattern in each sentence.

17. If you begin skateboarding on a flat area, you will learn the skill more easily.

1 IC       2 IC       DC + IC

18. Control of a skateboard is difficult on a hilly surface.

1 IC       2 IC       DC + IC

H. Put parentheses around the prepositional phrase(s) in each sentence.

19. A skilled skateboarder can ride (over bumps,  
down steep hills,) and (up inclines.)

20. Your skateboarding skills will improve  
(with practice) every day.



A. Write **S** if the group of words is a sentence. Write **F** if the group of words is a fragment.

**F**

1. My trip to the British Museum.

**F**

2. Saw a display about the Rosetta Stone.

**S**

3. We took a picture of a mummy.

**F**

4. Because there were so many rooms.

**S**

5. My feet became very tired.

**F**

6. The room that had the Assyrian statues.

B. Revise each fragment so that it expresses a complete thought. **Answers will vary.**

7. After we saw all the exhibits. After we

**saw all the exhibits, we had  
lunch in the museum café.**

8. Bought four postcards in the museum shop. Mom bought four postcards in  
the museum shop.

9. Mom and Dad and my little sister. Mom and Dad and my little sister were  
ready to leave before I was.

C. Fill in the circle next to the correct answer.

10. A personal narrative is always written in the \_\_\_ point of view.

- third-person  
 second-person  
 first-person

11. A personal narrative should be about \_\_\_.

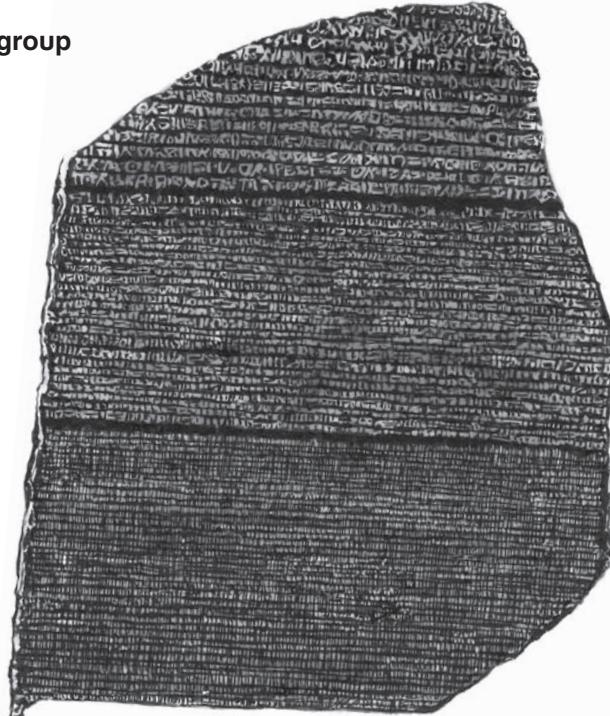
- your most embarrassing moment  
 something that you remember well  
 something that happened on television

12. *Immediately* and *soon* are examples of \_\_\_.

- comparisons  
 time-order words  
 strong verbs

13. Putting dialogue in a personal narrative \_\_\_.

- is too distracting for the reader  
 wastes space in your narrative  
 makes the characters come to life for the reader



**D. Write the letter of the correct answer.**

- D 14. The part of a narrative that gets the reader's attention
  - B 15. Added description to make a narrative more vivid
  - E 16. A tool that can help a writer find stronger verbs
  - A 17. The part of a narrative that tells what the writer learned
  - F 18. Words that make the order of events clear
  - C 19. Exact spoken words of characters

- A. closing
  - B. details
  - C. dialogue
  - D. opening
  - E. thesaurus
  - F. time-order words

**E. Read this closing paragraph from a personal narrative. Fill in the circle next to the better answer.**

As we left the British Museum, I thought about the cylinder we had seen with writing on it from the time of King Cyrus. Dad had said, "Brian, this cylinder is a piece of evidence that God's Word is true" I learned why it is so important for a Christian to study history. I am glad that history helps to prove that we can trust God because His Word never fails.



20. In this closing paragraph, the writer wanted to \_\_\_\_.

tell the main thing he learned from his experience at the museum  
 describe the cylinder in great detail

21. The writer uses \_\_\_ to add interest to this part of his narrative.

humor  dialogue

22. Which of the following is a time-order phrase that helps keep the events in order?

“As we left the british Museum”  “because His Word never fails”

23. What has the writer probably told about in the earlier paragraphs of his narrative?

various objects he saw at the museum  
 his plane trip to London

24. The first sentence in the paragraph has a mistake in \_\_\_\_.

punctuation  capitalization

25. The second sentence in the paragraph has a mistake in \_\_\_\_.

punctuation  spelling

- Write **C** if the underlined noun is a common noun.  
Write **P** if the underlined noun is a proper noun.

**P**

1. Henry Ford began manufacturing cars around 1900.

**C**

2. His Model T was the most popular car in the early part of the twentieth century.

**P**

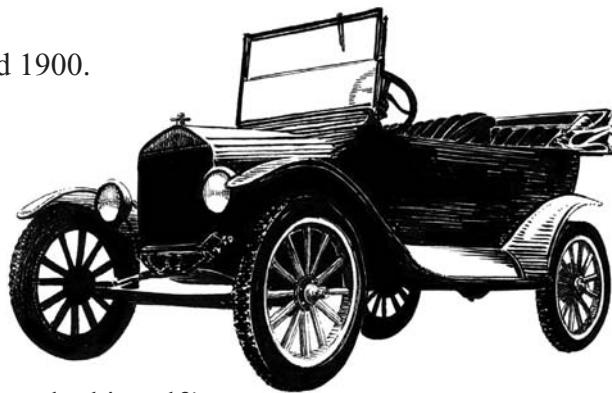
3. His factory was the first company in America to use assembly line production.

**C**

4. Each worker built only one part of the car.

**C**

5. Before this time every worker built an entire car by himself!



- Write **S** if the underlined noun is a simple subject, **OP** if it is the object of a preposition, and **DO** if it is a direct object.

**OP**

6. Before the invention of the assembly line, cars were very expensive.

**S**

7. Most Americans could not afford to own one.

**DO**

8. Because cars were built faster with an assembly line, factories could increase production.

**S**

9. With more available cars, the cost of owning an automobile decreased.

**OP**

10. By the mid-1920s many American families were the proud owners of this new form of transportation.

**DO**

11. A great idea had changed life in the United States forever!

- Underline the nouns in each sentence. Remember to look for compound nouns.

12. Most Americans own a car. (2 nouns)

13. Many families have two cars or trucks. (3 nouns)

14. After the invention of the automobile, the United States became a mobile society. (4 nouns)

15. Americans depend upon cars for transportation to their jobs instead of using public transportation. (5 nouns)

16. Many families live in different regions of the country, and they use cars to visit their relatives. (5 nouns)

17. Interstate highways were built because Americans wanted a faster way to travel to places. (4 nouns)

► Use the proofreader's mark █ to show which nouns should be capitalized.

1. In 1860 president abraham lincoln was elected to lead the united states of america.
2. He left his law practice in springfield, Illinois, to lead a divided nation.
3. Some states in the south had already seceded when they learned of his election.
4. From maine to california, the nation and its families became bitterly divided.
5. The first shots of the civil war were fired at fort sumter, south carolina, on april 12, 1861.



► Underline the word that correctly completes each sentence.

6. Lincoln believed the (nation, Nation) should be preserved.
7. He prayed for (god, God) to guide him in making the right decisions.
8. The (war, War) dragged on for four years.
9. Lincoln was discouraged about the pain and suffering of all (americans, Americans).
10. When the war was over, (president, President) Lincoln had been killed, and a new (president, President) was in place to help heal the nation's wounds.

► Write the letter of the phrase that uses correct capitalization and punctuation.

- |          |                                       |  |
|----------|---------------------------------------|--|
| <u>B</u> | 11. A. christmas eve                  | B. Christmas Eve                       |
| <u>A</u> | 12. A. Rev. Jacob White               | B. rev. Jacob White                    |
| <u>A</u> | 13. A. learning to speak French       | B. learning to speak french            |
| <u>A</u> | 14. A. Thursday, May 10, 2004         | B. Thursday, may 10, 2004              |
| <u>B</u> | 15. A. girl scouts of America         | B. Girl Scouts of America              |
| <u>B</u> | 16. A. lakeview drive                 | B. Lakeview Drive                      |
| <u>A</u> | 17. A. "The Happiest Birthday" (poem) | B. <i>The Happiest Birthday</i> (poem) |
| <u>B</u> | 18. A. My Dad drove to Ohio           | B. Dad drove to Ohio.                  |

## ► Write the correct abbreviation for the underlined words.

1. Doctor David Palmer Dr.
2. Friday, October 11 Fri.
3. 90 seconds secs.
4. August 25 Aug.
5. 9:45 in the morning a.m.
6. six inches in.
7. anno Domini 1520 AD
8. Wednesday Wed.

## ► Underline each correct abbreviation.

9. 16 (g, gm)
10. two (lb., pds.) of bananas
11. in a (min., mte.)
12. seven pounds and six (ou., oz.)
13. 12 (cent., cm)
14. in the summer of (AC, AD) 1620

## ► Underline the abbreviation that is written incorrectly.

Write the abbreviation correctly.

15. Mr. Quenton Thomas Jur Jr.
16. Tues., Sep. 14 Sept.
17. 1000 mm = 1 mt m
18. 3 ft. = 1 yar. yd.
19. Rv. and Mrs. Brad Barton Rev.
20. summer months of Jun., July, and Aug. June
21. 1000 L = 1 ML ml or mL



## ► Underline the appositive phrase in each sentence.

1. Rice, an edible grain, is considered a dietary staple.
2. Rice, the main ingredient in many Asian recipes, is sticky and white.
3. Ethiopia, an African nation, receives rice from other countries to help feed starving citizens.
4. Louisiana, a major exporter of rice, is located in the southern United States.
5. The chief river of the United States, the Mississippi River, empties into the Gulf of Mexico in Louisiana.
6. Rice farming, a prosperous occupation in Louisiana, requires flooding of the silty soil.



## ► Combine the pairs of sentences using an appositive phrase.

7. Cajun food includes spicy rice dishes. Cajun food is a Louisiana trademark.

***Cajun food, a Louisiana trademark, includes spicy rice dishes.***

---

8. Saffron is added to rice in India. Saffron is a spice.

***Saffron, a spice, is added to rice in India.***

---

9. Rice is a popular food in Hawaii. Rice is the main ingredient in many Polynesian dishes.

***Rice, the main ingredient in many Polynesian dishes, is a popular food in Hawaii.***

---

► Rewrite each sentence, adding an appositive or appositive phrase to expand its meaning. ***Answers will vary.***

10. Chocolate-covered insects are interesting. \_\_\_\_\_
- 

11. Fred came to our house. \_\_\_\_\_
- 

12. Joey likes fried grasshoppers. \_\_\_\_\_
-

## ► Underline the correct plural form of each noun.

1. Quilt-making is one of the most popular (hobbies, hobbys) in the United States today.
2. Quilting (class', classes) are taught in many places.
3. You can also purchase (videos, videos) to teach yourself how to quilt.
4. Many quilt patterns include flowers, such as (daisies, daisys).
5. (Leafs, Leaves) of different colors and designs can be found on some quilts.

## ► Fill in the circle next to each sentence that is written correctly.

6.  Storys are often told about quilting bees in American history.  
 Stories are often told about quilting bees in American history.
7.  In fact, pioneer ladies seldom had time for such luxuries.  
 In fact, pioneer ladys seldom had time for such luxuries.
8.  Most of their time was spent taking care of the home and the childrens.  
 Most of their time was spent taking care of the home and the children.
9.  Except for church, women in pioneer times had little social contact with one another.  
 Except for church, womens in pioneer times had little social contact with one another.
10.  With the production of cheaper textiles in the 1840s, wifes could begin quilting as a hobby.  
 With the production of cheaper textiles in the 1840s, wives could begin quilting as a hobby.

## ► Write the plural form of each noun.

11. scissors scissors
12. baby babies
13. box boxes
14. piano pianos
15. ox oxen
16. toy toys
17. Smith (the) Smiths
18. hearth hearts



## ► Underline the word that correctly completes each sentence.

1. (Haydens, Hayden's) older brother plays on a football team.
2. His (brother's, brothers) position is quarterback.
3. Several (teams, team's) play in their league.
4. Their (teams, team's) name is the Tigers.
5. Last season, the (coaches, coach's) taught the players new strategies.
6. This (seasons, season's) game statistics improved.



## ► Rewrite each phrase using a singular possessive noun.

7. the leather of the football **(the) football's leather**
8. the numbers on the scoreboard **(the) scoreboard's numbers**
9. the uniform belonging to my brother **(my) brother's uniform**
10. the refreshments from the concession stand  
**(the) concession stand's refreshments**
11. the call from the referee **(the) referee's call**
12. the shouts of the fan **(the) fan's shouts**

## ► Underline the incorrect word and write it correctly.

13. The crowds cheers were heard as the team entered the field. **crowd's**
14. The games kickoff sailed high into the air. **game's**
15. A players fumble allowed the home team to score. **player's**
16. The running backs touchdown kept the Tigers ahead. **running back's**
17. The defensive blockers tackle prevented the team from scoring again. **blocker's**
18. The coachs advice helped the team play well. **coach's**
19. The visiting teams players finally scored. **team's**
20. The ending plays score caused the team to celebrate. **play's**

## ► Underline the word that correctly completes each sentence.

1. (Mail carriers, Mail carriers') routes today differ greatly from routes 160 years ago.
2. Western (settlers', settlers) letters were delivered only once or twice a month.
3. (Letters, Letters') routes might include a trip around South America.
4. These early (pioneers, pioneers') were upset with this system.
5. They wanted prompt, consistent (services', services).
6. In 1857, Congress listened to these (Westerners, Westerners') complaints.



## ► Rewrite each phrase using a plural possessive noun.

7. the horses of the stagecoaches (the) stagecoaches' horses
8. the experiences of the drivers (the) drivers' experiences
9. the miles of the routes (the) routes' miles
10. the harnesses belonging to the horses (the) horses' harnesses
11. the lands belonging to the American Indians (the) American Indians' lands

## ► Underline each incorrect word and write it correctly.

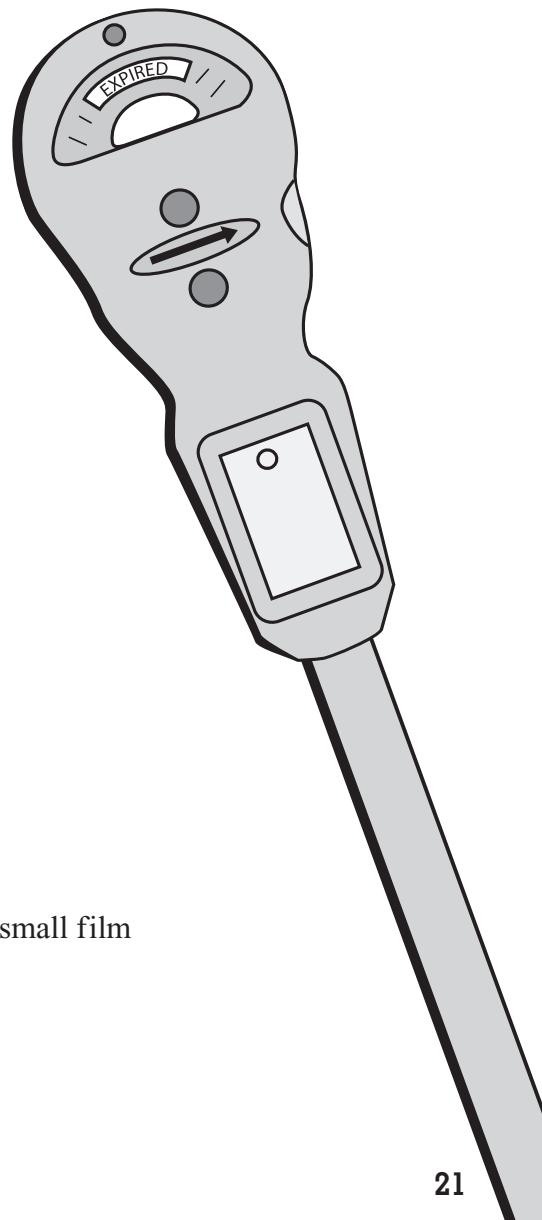
12. John Butterfield had worked in the stage business and knew drivers responsibilities. drivers'
13. He contracted with the government to move the settlers mail for six years. settlers'
14. His stagecoaches routes followed the southwestern states to California. stagecoaches'
15. His way stations locations were scattered across the route. way stations'
16. By 1859 the pony express, with its young riders speed, had replaced the Butterfield Overland Express Company. riders'

## ► Write a Greek word part for each of the following words.

1. phoneme phone
2. micrometer micro or meter
3. automobile auto
4. biosphere bio or [sphere]
5. empathetic path
6. geothermal geo or [therm]

## ► Underline the word in each sentence that has a Greek root word. Write the Greek root word and its meaning.

7. Dr. Hargis is a professor of phonetics. phone; sound
8. Dad measures the instrument with his micrometer. micro; small or meter; measure
9. Geophysics is the study of the earth with its oceans and skies. geo; earth or [physic; nature]
10. The author was signing autographs at the bookstore.  
auto; self or graph; written or drawn
11. The Ten Commandments are sometimes called the Decalogue.  
log; speech
12. That book is ten centimeters wide.  
meter; measure

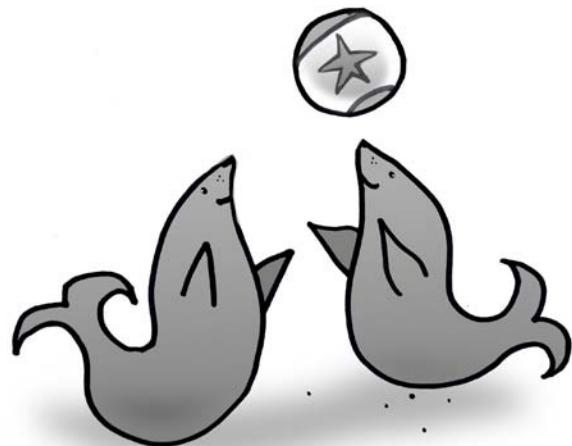


## ► Fill in the circle next to each definition that makes sense, based on the meaning of the Greek word part.

13. autobiography  
 a type of book       a car part
14. geode  
 a hollow rock with crystals       a test
15. democratic  
 a type of parking meter       of or for the people
16. microfilm  
 film about bacteria       print or photographs stored on small film
17. apathy  
 lack of feeling or concern       chemistry of things on earth

**A. Underline the nouns in each sentence.**

1. Some animals can be trained to perform tricks.
2. Trainers at carnivals spend hours with the animals.
3. Seals balance balls on their noses on command.
4. Whales learn to carry humans on their backs carefully.
5. Monkeys ride unicycles in the performances.

**B. Use the proofreader's mark ☐ to show which words should be capitalized.**

6. a day at the circus (book)  
    ☰                  ☐
7. Dad brought grandma and my cousins with us to the circus.  
    ☰
8. We went on friday, november 26, when school was out for  
    thanksgiving.  
    ☰

**C. Write the correct abbreviation for each underlined word.**

9. General Grant **Gen.**
10. Sunday morning **Sun.**
11. 12 ounces **OZ.**
12. 35 kilometers **km**

**D. Underline the appositive phrase in each sentence.**

13. The Ringling brothers, famous circus owners, often had trained animals in their acts.
14. Animal acts, audiences' favorites, are still a part of today's circus.
15. Beautiful animals, dangerous tigers and roaring lions, can be found doing acts in three different rings.

**E. Underline the correct plural form of each noun.**

16. Animals can be trained to unlock (boxes, boxs) using (keyes, keys).
17. Sometimes chickens play (pianoes, pianos) in circus acts.
18. Animal (babies, babys) are dressed and treated like human babies.
19. (Childrens, Children) laugh at their antics.

**F. Underline each incorrect word and write it correctly.**

20. The elephants trunk was enormous. elephant's
21. The clowns red nose squeaked when he pressed it. clown's
22. Ribbons were tied on that horses tail. horse's
23. The ringmasters voice boomed in the large arena. ringmaster's
24. The concession stands food was great! (concession) stand's or stands'

**G. Write each phrase using a plural possessive noun.**

25. the food belonging to the bears the bears' food
26. the whips of the lion tamers the lion tamers' whips
27. the bananas belonging to the monkeys the monkeys' bananas
28. the prices of the tickets the tickets' prices
29. the barks of the seals the seals' barks

**H. Fill in the circle next to the definition that makes sense.**

30. phonology  
 study of counterfeit money  
 study of speech sounds in language
31. biopsy  
 examination of tissue sample from a living body for diagnostic purposes  
 study of the eyes



**I. Mark an X in the box to identify whether each underlined noun is common or proper; then mark only one X in one of the last four columns to identify which type of singular or plural noun it is.**

32. students' cheers
33. Edison's invention
34. Grandma's house
35. Spartans' bravery

Common	Proper	Singular	Plural	Singular Possessive	Plural Possessive
X			X		
	X			X	
X		X			
	X				X

**A. Write C if the sentence is correct. Write R if it is a run-on sentence.**R

1. Scrapbooks are a treasure, they are a good way to capture memories.

C

2. You can put photos, ticket stubs, pressed leaves, and letters in scrapbooks.

C

3. While you are on a trip, take pictures of interesting people and places.

R

4. I went to Mexico with my family, I made a scrapbook about my time there.

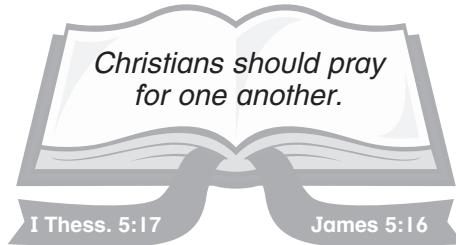
R

5. Now I can show my scrapbook to people they can enjoy my trip with me.

**B. Revise each run-on so that it is written correctly, using the method given in parentheses.**

6. I have some missionary prayer cards, I put them in a scrapbook. (*Revise by making a compound sentence using the conjunction and.*)

*I have some missionary prayer cards, and I put them in a scrapbook.*



7. I did some research I wrote information about each missionary's country beside his card. (*Revise by making a complex sentence using the subordinating conjunction after.*)

*After I did some research, I wrote information about each missionary's country beside his card.*

**C. Fill in the circle next to the answer that best describes each propaganda tactic being used.**

8. You've got talent, brains, and good looks. We know that Soft Smile chapstick will appeal to you.

flattery       name-calling       bandwagon

9. Racecar driver Fred Fleetwheel wears Megashield sunglasses to protect his eyes when he drives. He says, "Megashield is the brand of sunglasses for winners."

name-calling       testimonial       glittering generalities

10. Don't buy a piece of junk from our money-grubbing competitors. Our brand of vacuum cleaner is really worth your investment.

flattery       name-calling       exaggeration

**D. Fill in the circle next to the answer that correctly completes each sentence.**

11. An editorial is written to \_\_\_\_.  
 report on a news event       persuade others to action
12. The opinion in an editorial must be supported by \_\_\_\_.  
 logical reasons       colorful descriptions
13. An editorial should use \_\_\_\_ and examples to support its position.  
 facts       questions
14. \_\_\_\_ help to show the movement from reason to reason in an editorial.  
 Examples       Transitional words and phrases
15. The author's name beneath the title of an editorial is a \_\_\_\_.  
 header       byline

**E. Read these paragraphs from a newspaper editorial. Fill in the circle next to the better answer.**

Have you ever admired someone else's scrapbook and wished that you had time to make one too? Many people think that they do not have time to make a scrapbook. But scrapbooks are worth spending time on. Not only spending time making them. But you can also enjoy them for many years to come.

First of all, scrapbooks are a way to preserve memories. Most people think of photos as the main thing to display in a scrapbook. But there

are many other things you can paste into your scrapbook. What about tickets from plays, concerts, or programs at your church? You could also display brochures from interesting places you have visited, special notes or letters you have received, or even pressed leaves or flowers you have collected. You could also be creative and decorate your pages with stickers, drawings, and scraps of pretty paper or fabric.

16. Which sentence states the writer's purpose in writing this editorial?  
 Scrapbooks are a way to preserve memories.  
 Scrapbooks are worth spending time on.
17. What transitional phrase does the writer use in the second paragraph?  
 First of all  
 Most people
18. What type of mistake did the writer make in the first paragraph?  
 fragment  
 run-on sentence

- Underline the simple subjects once. Underline the verbs twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

1. Victoria was queen of England from 1837 to 1901.
2. She had the longest reign of any British monarch.
3. She inherited the throne at age eighteen.
4. By that time, England was a constitutional monarchy.
5. Great Britain was a powerful empire during her reign.
6. Victoria married Prince Alfred at age twenty.
7. She was kind to her family.
8. Alfred shared her values.
9. Together they raised nine children.
10. They had concern for the welfare of the lower classes.



- Write the simple subject and verb on each diagram. Draw a vertical line to separate the subject and the verb. If the verb is a linking verb, draw a slanted line and write the predicate adjective or predicate noun.

11. London was a busy city in the 1850s.

*London* | *was* \ *city*

12. The city smelled terrible.

*city* | *smelled* \ *terrible*

13. Many people lived in poverty.

*people* | *lived*

14. Conditions improved gradually during the 1800s.

*Conditions* | *improved*

- Put parentheses around the prepositional phrases. Label the simple subjects, linking verbs, predicate nouns, and predicate adjectives. Then write the sentence pattern on the line.

S LV PN

1. The platypus is an unusual animal. S LV PN

S LV PA

2. It looks different (from any other animal.)

S LV PA

S LV PN

3. It is a mammal (with a ducklike bill.) S LV PN

S LV PN

4. (To many Europeans,) it was the strangest animal ever seen. S LV PN

S LV PA

5. These egg-laying mammals are unique. S LV PA

S LV PA

6. Their tails are flat. S LV PA

S LV PA

7. Their feet are webbed. S LV PA

S LV PN

8. They are good swimmers. S LV PN

S LV PA

9. The shy, nocturnal platypus looks harmless. S LV PA

S LV PA

10. It looks clumsy (on the land.) S LV PA

S LV PA

11. However, naturalists are careful (around the male's leg spurs.) S LV PA

S ( ) LV PA

12. The poisons (in the spur) are very dangerous. S LV PA

S LV PN

13. Eastern Australia is the home (of the platypus.) S LV PN

S LV PN

14. This little animal is a great example (of God's creative power.) S LV PN

**CODE**

S = Simple Subject

LV = Linking Verb

PN = Predicate Noun

PA = Predicate Adjective



- Put parentheses around the prepositional phrases. Label the simple subject **S** and the action verb **V**. If there is a direct object, label it **DO**.

1. Charles Haddon Spurgeon lived (during the 1800s.)  
**S      V      DO**

2. He preached his first sermon (at age fifteen.)  
**S      V      DO**

3. Many people still read his sermons.

4. He spoke (in a plain manner.)  
**S      V      DO**

5. He had a good sense (of humor.)  
**S      V      DO**

6. Thousands (of worshipers) came (to his services) (at the  
Metropolitan Tabernacle.)  
**S      V      DO**

7. He founded a large orphanage.

8. His clear, direct sermons brought revival (to many hearts.)  
**S      V      DO**

9. He wrote helpful books too.  
**S      V      DO**

10. Many people worshiped Christ.



- Diagram Sentences 5, 7, 8, and 10.

11. Sentence 5

*He* | *had* | *sense*

12. Sentence 7

*He* | *founded* | *orphanage*

13. Sentence 8

*sermons* | *brought* | *revival*

14. Sentence 10

*people* | *worshiped* | *Christ*

- Put parentheses around the prepositional phrases. Label the simple subjects **S**, verbs **V**, and direct objects **DO** in each sentence. Label any indirect objects **IO**.

**S      V      DO**  
1. Anne of Green Gables tells the story (of an orphan girl.)

**S      V      IO      DO**  
2. Julianne gave me a copy (of the book.)

**S      V      DO**  
3. The author wrote many novels (about the people)

(on Prince Edward Island.)

**S                  V**  
4. Her books (about Anne) soon brought the  
**IO                  DO**  
Canadian island worldwide fame.

**S                  V                  DO**  
5. Lucy Maud Montgomery described the rural beauty (of the  
island) in her books.)

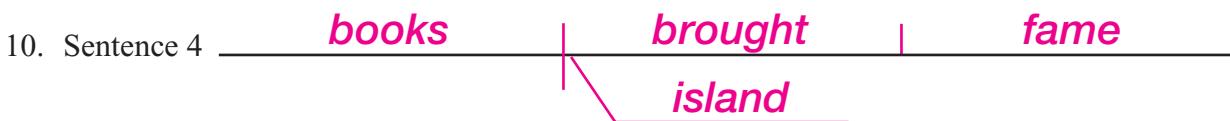
**S      V      IO      DO**  
6. Many people pay it a visit (during the summer.)

**S                  V      IO**  
7. A man (from the town) of Cavendish gives people guided  
**DO** tours (of Green Gables.)

**S                  V      DO**  
8. Islanders today make a living (from tourism, fishing, and  
farming.)



- Diagram Sentences 2, 4, and 7.



- Put parentheses around the prepositional phrases. Use the code to label the words indicated. Then write each sentence pattern on the line.

**S V IO DO**

1. We give Christopher Columbus credit (for the discovery) of

America (in 1492.) **S V IO DO**

**S V**

2. However, the Vikings arrived (in 1001.) **S V**

**S**

**V**

**LV**

**PN**

3. The Vikings (of Norway and Iceland) were good sailors. **S LV PN**

**S V DO**

4. Many scholars give credit (to Leif Erikson) for the

discovery (of the New World.) **S V DO**

**S V**

**IO DO**

5. Leif Erikson gave the new land a name. **S V IO DO**

**S V**

**LV PA**

6. "Vinland" (in AD 1001) was full (of resources.) **S LV PA**

**S V DO**

7. Some Vikings started a colony there. **S V DO**

**S V**

8. The colony failed (after only thirty-five years.) **S V**

**S LV PA**

9. The new land was too far (from supplies.) **S LV PA**

**S LV PA**

10. Settlers were scarce. **S LV PA**

**S V**

11. After that, the Vikings returned (to Vinland) occasionally (for timber.) **S V**

**S**

**LV PA**

12. The discovery (of Vinland) was unknown (in most) of Europe. **S LV PA**

**CODE**

**S** = Simple Subject

**V** = Verb

**LV** = Linking Verb

**DO** = Direct Object

**IO** = Indirect Object

**PN** = Predicate Noun

**PA** = Predicate Adjective



- Put parentheses around the prepositional phrases. Use the code to label the words indicated. Circle any adverbs that come between a helping verb and main verb. Write the sentence pattern on the line.

- S V V DO**  
1. We will often see squirrels (in our backyards.) **S V DO**
- S V IO DO**  
2. They build themselves nests (in the trees.) **S V IO DO**
- S V V DO**  
3. They can cleverly hide their food. **S V DO**
- S V V DO**  
4. A squirrel will always find his pile (of nuts) again. **S V DO**
- S V V**  
5. Different types (of squirrels) may live (in your area.) **S V**
- S V V DO**  
6. You will occasionally see a white squirrel. **S V DO**
- S LV PN**  
7. This white squirrel is an albino. **S LV PN**
- S LV PN**  
8. Albino is the word (for white.) **S LV PN**
- S V V**  
9. Flying squirrels will easily glide (from tree) (to tree.) **S V**
- S V IO DO**  
10. I should get myself a camera! **S V IO DO**
- S V V PN**  
11. A frisky squirrel will often be an enjoyable animal. **S LV PN**
- S LV PA**  
12. However, a squirrel (on your birdfeeder) is often troublesome. **S LV PA**

**C O D E**

**S** = Simple Subject

**V** = Verb

**LV** = Linking Verb

**DO** = Direct Object

**IO** = Indirect Object

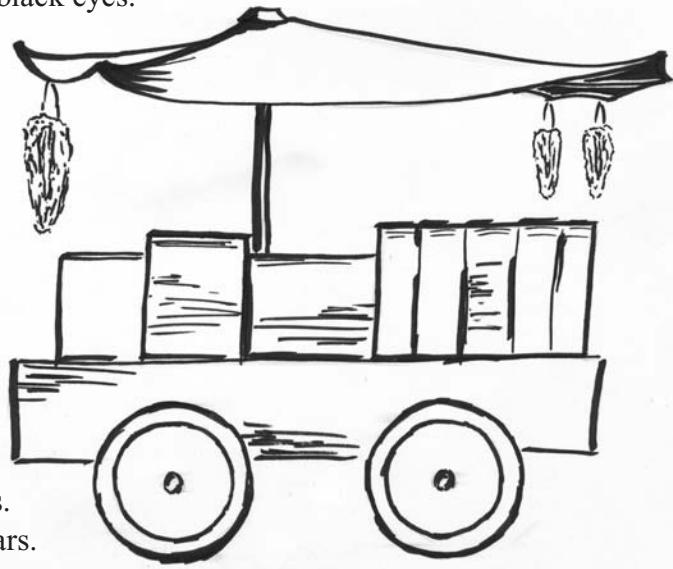
**PN** = Predicate Noun

**PA** = Predicate Adjective



## ► Fill in the circle of each correctly written sentence.

1.  Jamie is from Singapore.  
 Jamie are from Singapore.
2.  She have pretty, straight black hair and beautiful black eyes.  
 She has pretty, straight black hair and beautiful black eyes.
3.  She is a fine designer at our company.  
 She are a fine designer at our company.
4.  Jamie displays her pottery downtown.  
 Jamie display her pottery downtown.
5.  She often win an award.  
 She often wins an award.
6.  We are proud of her.  
 We is proud of her.
7.  Jamie's grandmother still live in Singapore.  
 Jamie's grandmother still lives in Singapore.
8.  Jamie and her husband go there every five years.  
 Jamie and her husband goes there every five years.



## ► Underline each simple subject once and its correct verb twice.

9. Singapore and its islands (makes, make) up the most important port in Southeast Asia.
10. The British and the Dutch (were, was) both eager to gain this port in the 1800s.
11. We still (sees, see) strong British influences in Singapore today.
12. Historians (call, calls) Sir Stamford Raffles the “founder of modern Singapore.”
13. The population of Singapore (grows, grow) rapidly.
14. The country (has, have) one of the world’s highest standards of living.
15. The people of Singapore (acquire, acquires) money through sea trade.
16. Neither crime nor unemployment (is, are) common in Singapore.
17. Most people (earn, earns) money in service-related jobs.
18. Electronic products from Singapore (provides, provide) much of the world with communications technology.

► Underline the correct form of the verb or helping verb twice to complete each sentence.

1. I (set, sit) my backpack on my desk.
2. I (rose, raised) my hand after the question.
3. I asked, “(May, Can) I be excused?”
4. The teacher (sat, set) the hall pass on her desk for me.
5. I returned to the classroom and (set, sat) in my seat.
6. In science class, we learned how bread (raises, rises).
7. It is baked after it has (risen, raised) completely.
8. I heard the bell ring and (inferred, implied) that class was over.
9. I (sat, set) my lunchbag on the cafeteria table.
10. Wow, Greg (can, may) eat very quickly!
11. We saw a cat on the playground and (inferred, implied) that it was hungry.
12. It often (sits, sets) on the steps of the cafeteria.
13. We (set, sat) a saucer of milk beside it.
14. Alison’s yawn (inferred, implied) that she was bored.
15. The teacher said we (can, may) read a book after the test.
16. I (can, may) run faster than Kelly!



► Choose the correct verb from the parentheses to complete each sentence. Write it in the blank.

17. Jerry did not rise early this morning.  
(raise, rise)
18. He is too sick to sit in class all day.  
(set, sit)
19. His mom implied to us that he might like a visit later.  
(inferred, implied)
20. I can explain the new math concepts to him with ease.  
(can, may)

- A. Underline the simple subject once. Underline the verb twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

1. The Great Barrier Reef = is a natural wonder.
2. The shallow reefs = are full of marine life.
3. Thousands of tiny corals form huge reefs.
4. An individual coral looks quite small.



- B. Put parentheses around each prepositional phrase. Label the subject and verb in each sentence. Label any direct objects **DO** and any indirect objects **IO**.

- S                      V    DO
5. The northeast coast (of Australia) has miles (of reefs.)

S    V    IO              DO

  6. People get themselves diving gear (on the mainland.)

S    V                  DO

  7. They see many wonderful creatures (in the water.)

S    V                  IO              DO

  8. Some have given the Great Barrier Reef a nickname, the  
“Blue Outback.”

- C. Put parentheses around each prepositional phrase. Use the code to label the words indicated. Circle any adverbs that come between a helping verb and main verb. Write the sentence pattern on the line.

- S                      S    V
9. Dugongs and dolphins swim (in the water.)

S    V

S    V                  V    DO

  10. The bright orange clownfish will usually hide itself (in anemones.)

- S    V    DO
- S    LV   PA
11. Jellyfish taste good (to sea turtles.) S    LV   PA
- S    V              V    IO              DO              S    V   IO   DO
12. Jellyfish can often give people painful stings. S    V   IO   DO
- S    LV    PN
13. This colorful fish is an angelfish. S    LV   PN

**CODE**

S	= Simple Subject
V	= Verb
LV	= Linking Verb
DO	= Direct Object
IO	= Indirect Object
PN	= Predicate Noun
PA	= Predicate Adjective

D. Put parentheses around each prepositional phrase. Label the sentence patterns. Write the sentence pattern on the line.

S LV PN  
14. Corals are tiny living animals. S LV PN

S V DO  
15. They have hard skeletons (on the outside) of their bodies. S V DO

S V IO DO  
16. The skeletons give the coral protection (from predators). S V IO DO

S V  
17. (At night) the corals emerge from their skeletons. S V

S LV PA  
18. Corals are very colorful. S LV PA

E. Diagram Sentences 15, 16, and 18.

19. Sentence 15 they | have | skeletons

20. Sentence 16 skeletons | give | protection  
                        |      coral      |

21. Sentence 18 corals | are \ colorful

F. Underline the simple subjects once and the correct verbs twice.

22. Lobsters (crawl, crawls) along the bottom.

23. A large crab (snatch, snatches) at his prey.

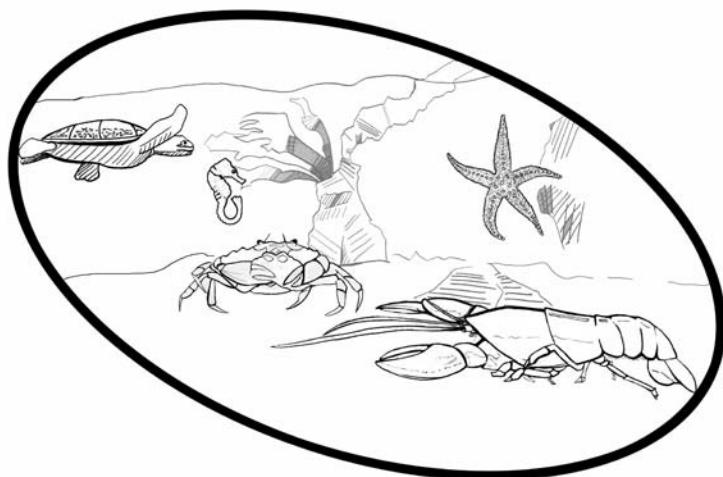
24. Colorful starfish (inch, inches) slowly across the ocean floor.

25. In his speech to us, the guide (implied, inferred) that the area was safe.

26. I (set, sat) the underwater camera in the boat.

27. The turtle (raised, rose) his head.

28. Several giant clams (set, sat) on the bottom.



**A. Write the letter of the correct answer in each blank.**C

1. Leads into the instructions in an interesting way

D2. Tell *where, how far, and which way* and add important detailsA

3. Offers encouragement and gives a finished feeling

E

4. Introduce each new step and keep the instructions in order

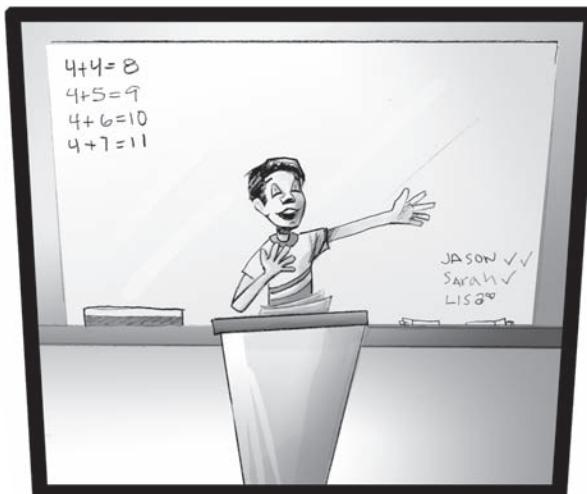
B

5. Shows someone else how to make something

- A. conclusion
- B. demonstration
- C. introduction
- D. spatial words
- E. time-order words

**B. Fill in the blanks to complete the steps of the Writing Process. The first step is given.**

Planning

6. Drafting7. Revising8. Proofreading9. Publishing**C. Fill in the circle next to the better answer.**

10. Precision in writing means using the \_\_\_ words to express your ideas.

 right biggest

11. If you use a note card to remind you of things you want to say, you should \_\_\_.

 glance at it from time to time read the entire speech from it

12. If something goes wrong with your demonstration, you should \_\_\_.

 explain what *should* have happened and go on give up and go back to your seat

13. When you are speaking, your eyes should \_\_\_.

 stare at the back wall of the room move from person to person in your audience

14. When you have finished speaking, you should \_\_\_.

 think carefully about your performance to see where you can improve be discouraged if you did not do as well as you would have liked

D. Read the instructions. Fill in the circle next to each correct answer.

### *How to Make a Hot Fudge Sundae*

*A hot fudge sundae is the best treat for all kinds of weather. Because it is both warm and cool, it is good for both summer and winter. You can make a hot fudge sundae with just a few supplies and ingredients. All you need is a bowl, a spoon, a carton of vanilla ice cream, fudge topping, chopped nuts, and a cherry.*

*First, spoon vanilla ice cream into the bowl. For a small sundae, just use one scoop of ice cream, use two or more scoops for a large sundae.*

*Next, heat up the fudge topping. If it is in a microwave-safe container, you can heat it in the microwave. Or you can put it in a pan and heat it on the stove. If you use the second method, be carefull not to get it too hot.*

*Place your toppings on the sundae. Drizzle the hot fudge over the ice cream. Then sprinkle the nuts over the fudge. Place a cherry on top of the sundae.*

*Now you are ready to eat the sundae! Dig in and enjoy the delicious hot-and-cold treat.*

15. Which stage of the Writing Process has this author just completed?  
 drafting       planning
16. Which of the following should be added to the opening paragraph?  
 Not everyone likes hot fudge sundaes.  
 You will also need to use a microwave or a stove.
17. Which paragraph could use a time-order word to introduce it?  
 the first paragraph       the fourth paragraph
18. Which is a more precise description of how to place the fudge topping?  
 Put hot fudge on top.       Drizzle hot fudge over the ice cream.
19. The second paragraph contains a \_\_\_\_.  
 fragment       run-on sentence
20. The third paragraph contains a \_\_\_\_.  
 spelling mistake       capitalization mistake



**The Treasure Keeper**

by Anita Williams

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Lynn Elam-JonesEdited by  
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**Index**

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## ► Use the information above to answer the following questions.

1. The first page is a (an) \_\_\_\_\_.  
 title page       copyright page       index
2. Who is the author of *The Treasure Keeper*?  
 Anita Williams       Lynn Elam-Jones       Dawn L. Watkins
3. Which chapter tells how to make mineral crystals?  
 2       4       9
4. Which page discusses the migration of birds?  
 110       107       30
5. Which chapter discusses stomata?  
 5       10       11

## ► Write the letter in the blank, telling the part of a book you would use to find the information.

- C 6. Date the book was published
- A 7. Chapter with information about giant tortoises
- E 8. Definition of oceanography
- D 9. Page with information about the climate in the Galápagos
- F 10. Names of other books about the Galápagos Islands
- B 11. Name of the illustrator

- A. table of contents  
 B. title page  
 C. copyright page  
 D. index  
 E. glossary  
 F. bibliography page

## ► Use the dictionary excerpts to answer the following questions.

**sot·er·i·ol·o·gy** |sōtērēəlōjē| —noun The doctrine of salvation through Jesus Christ. [Greek *soterion*, deliverance, and *ology*]

**sou·ve·nir** |sūvēnēr| —noun, plural **souvenirs** Something kept to remember a person, place, or event.

**sov·er·eign** |sōvērn| —noun, plural **sovereigns**

1. One who possesses power or authority to rule over a land or nation; a king or queen.

—adjective 2. Possessing absolute authority, power, and control of the universe, unlimited by any other. [Middle English *soverain*, from Old French, from Latin *super*; above]

ě pet	ǒ pot
ē be	ō go
ī pit	ō paw, for
ī pie	ōō boot
îr fierce	ə ago, item

- How many syllables are in the word *soteriology*?  
 three       five       six
- Which is the correct plural form of the word *souvenir*?  
 souvenires       souvenirs'       souvenirs
- From which language does the word *soteriology* originate?  
 Greek       Middle English       Old French
- What does the *ou* in *souvenir* sound like?  
 *oo* in *book*       *oo* in *boot*       *ou* in *shout*



## ► Write the number of the meaning that best defines each underlined word.

- 3 5. James confessed that his heart was cold toward others.  
2 6. Are your feet cold?  
1 7. Would you like a glass of cold lemonade?  
1 8. I collect baseball cards.  
2 9. Did the sanitation worker come to collect the garbage?  
3 10. The company collected the money that was owed.

**cold** |kōld| —adjective **colder**, **coldest** 1. Having a low temperature. 2. Feeling no warmth. 3. Not friendly.

**col·lect** |kə lĕkt| —verb  
**collected**, **collecting** 1. To bring together in a group. 2. To pick up and take away. 3. To obtain payment of.

## ► Refer to the homograph entries. Write the number of the homograph used in each sentence.

- 1 11. Prunes are a good source of fiber.  
2 12. Farmers prune branches on grape vines.  
2 13. Andy mowed our neighbor's yard.  
1 14. She needs one more yard of fabric.

**prune<sup>1</sup>** |prūn| —noun, plural **prunes** A dried plum, used as food.

**prune<sup>2</sup>** |prūn| —verb **pruned**, **pruning** To cut or trim branches and stems on a plant to improve the plant's growth or shape.

**yard<sup>1</sup>** |yārd| —noun, plural **yards** A unit of length equal to 3 feet (36 inches).

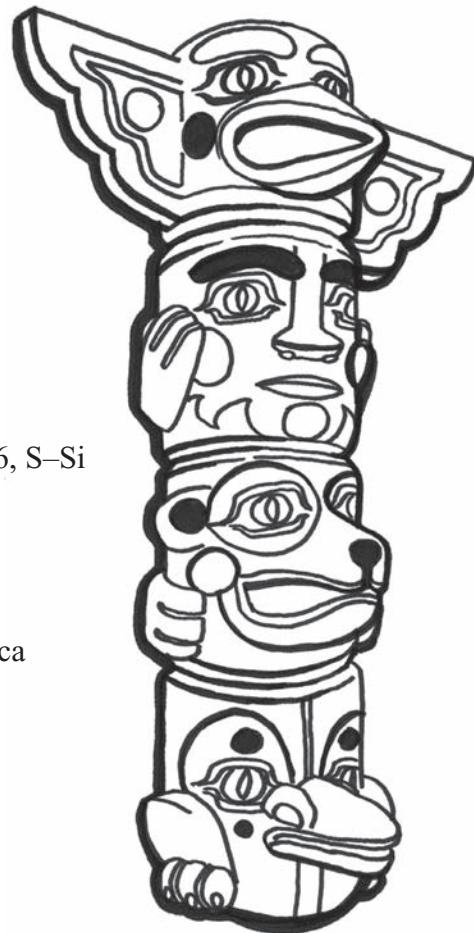
**yard<sup>2</sup>** |yārd| —noun, plural **yards** A piece of ground near a house or building.

## ► Fill in the circle next to each correct answer.

1. How is an encyclopedia different from a dictionary?  
 Encyclopedias contain guide words.  
 Encyclopedia entries are not in alphabetical order.  
 Encyclopedias contain articles.
2. Which entry would *not* be on a page with the guide words *Toronto* and *totem pole*?  
 tortoise       toucan       torpedo
3. Which name would appear first in the encyclopedia?  
 Eric Williams       Ted Williams       William I
4. Which volume would contain information about cells?  
 Volume 3, Ca–Ch       Volume 4, Ci–D       Volume 16, S–Si

## ► Fill in the circle next to each correct answer.

5. What is the best keyword for finding information about the climate in Peru?  
 climate       Peru       South America
6. What is the best keyword for information about climbers in the Himalayan Mountains?  
 climbers  
 Mountains, Himalayan  
 Himalayan Mountains
7. What is the best keyword for finding information about King Henry VIII?  
 King Henry VIII       Henry VIII       England
8. What is the best keyword for finding information about Lincoln, Nebraska?  
 Nebraska, Lincoln       Lincoln, Nebraska       capital
9. What is the best keyword for finding information about Alexander Graham Bell?  
 Alexander Graham Bell  
 Graham, Bell Alexander  
 Bell, Alexander Graham
10. What is the best keyword for finding information about the music of Johannes Brahms?  
 Johannes Brahms       Brahms, Johannes       music



► Fill in the circle next to each correct answer.

1. Which is the best source for information about a recent event?  
 encyclopedia       dictionary       periodical
2. How can you search in the *Readers' Guide to Periodical Literature*?  
 by topic or author's last name  
 by topic or magazine title  
 by topic or month of publication
3. Which magazine most likely has an article about ancient tools discovered in Israel?  
 Sports Illustrated       Newsweek       National Geographic

► Use the *Readers' Guide* excerpts to answer these questions.

4. Who is M. Hoheb?  
 topic of the article       publisher       author
5. When was the first article published?  
 January       June       July
6. Which page contains the article "Preventing Cold & the Flu"?  
 page 18       page 3       page 33

**COLD (DISEASE) REMEDIES**

Five Steps to a Fast Recovery from Colds and Flu. il *Jet* v106 no2 p24 Ja 6 2003  
 Preventing Cold & the Flu. M. Hoheb. il *Scholastic Choices* v18 no3 p33 N/D 2002

Snuff the Sniffles [Natural strategies for preventing and treating the common cold]. J. Rouse. il *Delicious Living* v19 no2 p82 F 2003

► Use the information provided to answer these questions.

7. On which page will you find the weekend weather forecast?  
 E1       B1       B2
8. Which page would have information about Queen Elizabeth's visit to Australia?  
 B3       A3       A2
9. Which page would tell what people of the community think about the new curfew for people under sixteen years old?  
 A15       B2       B3
10. Which section contains people's opinions?  
 business       classifieds       editorial
11. Which section do businesses and private individuals pay for?  
 business       classifieds       opinion
12. Which of these is a short summarizing statement?  
 editorial       advertisement       headline

**Weather:** Mostly sunny

High: 75°

**Weather, B1**

**World news, A2**

Eye on India

## The Toccoa Tribune

Tuesday, March 17

### Rain Floods Area

Another severe storm pelted the area last night, dumping six more inches of rain. Early this morning State Highway Department spokesman David Rios warned motorists in the area to avoid Highway 63. See **FLOOD** on page **B2**

### Inside

Business . . . . .	B3
Classifieds . . . . .	E1
Comics. . . . .	C5-6
Crossword . . . . .	C6
Editorial . . . . .	A15
Local news . . . . .	B2
National news . . . . .	A3
Obituaries . . . . .	B4
Sports . . . . .	C1
Weather. . . . .	B1
World news . . . . .	A2

- Write the letter in the blank to tell which section of the library would contain the following information.

C

1. Book about the life of Hudson Taylor

D

2. Encyclopedia

A

3. Book about a girl who went to Jupiter and back

B

4. Book about the food-making process of plants

E

5. Citizen's reaction to the speech the mayor gave yesterday

- A. fiction
- B. nonfiction
- C. biography
- D. reference
- E. periodical

- Fill in the circle next to each correct answer.

6. Biographies are arranged by \_\_\_\_.

 subject       author       title

7. The Dewey decimal system organizes books first by \_\_\_\_.

 subject       author       title

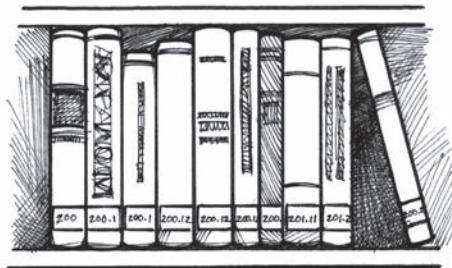
8. To find a nonfiction book, use the \_\_\_\_.

 electronic catalog       thesaurus       the *Readers' Guide*

9. If you know the author of a book but not the title, how should you search the card catalog?

 by title       by author       by subject

10. If you are looking for information but you do not know the name of an author or book, how should you search the electronic catalog?

 by title       by author       by subject

- Write the numbers for the correct category of each of the following books.

Use the Dewey decimal system chart.

500–59911. *Algebra is Awesome!*100–19912. *Child Psychology*600–69913. *How to Repair Your Computer*700–79914. *Painting with Water Colors*200–29915. *A Heart of Worship*800–89916. *The Secret Garden*900–99917. *Let's Go to Puerto Rico!*000–09918. *Encyclopedia Britannica*

000–099	General references
100–199	Philosophy and psychology
200–299	Religion
300–399	Social sciences (government, education, etiquette)
400–499	Language
500–599	Natural sciences and mathematics
600–699	Technology
700–799	The arts (including sports)
800–899	Literature
900–999	Geography, history, travel, biography

► Use the atlas map to answer these questions.

1. What is the capital of Wyoming?  
 Sheridan  
 Salt Lake City  
 Cheyenne
2. In which direction would you go to get from Seattle to Boise?  
 southeast  
 northeast  
 southwest
3. What is the approximate distance between Flagstaff and Albuquerque?  
 50 miles  
 150 miles  
 300 miles
4. Which state is directly south of Utah?  
 Nevada       Arizona       Colorado
5. Which mountain shown is closest to the California-Nevada border?  
 Mt. Shasta       Mt. Ranier       Mt. Whitney



► Use the almanac information to answer these questions.

6. Which state is largest in size?  
 Alaska       Arizona       California
7. Which state shown has the largest population?  
 Alaska       Arizona       California

► Fill in the circle next to each correct answer.

8. Which would contain a road map of your state?  
 atlas       almanac       geography textbook
9. Which would contain information about how to solve math equations?  
 atlas       almanac       algebra textbook
10. Which would most likely contain a fictional story?  
 almanac       history textbook       language arts textbook
11. Which would list the world's longest bridges?  
 atlas       almanac       American history textbook
12. Where would you look to find the distance from your house to the nation's capital?  
 atlas       almanac       world history textbook

**Western United States Statistics**

State	Population	Area (Sq. Mi.)
Alaska	648,818	656,424
Arizona	5,580,811	114,006
California	35,484,453	163,707
Colorado	4,550,688	104,100
Hawaii	1,257,608	10,932
Idaho	1,366,332	83,574

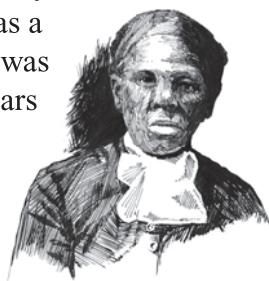
- Read the excerpt below from page 39 of the *Civil War Encyclopedia*. Take notes on the cards provided. Use the outline provided. Make sure each card includes main points, subpoints, supporting detail(s), and bibliographical information.

Born into a slave family on a plantation in Maryland, Harriet Tubman lived as a slave until she was twenty-nine years old. She often heard stories about the Underground Railroad. She fled in the middle of the night and traveled for many more nights on the ninety-mile route to freedom. When at last she reached the free state of Pennsylvania, she got a job as a cook in a hotel in Philadelphia.

But Tubman missed the family she had left behind in Maryland. She traveled back to rescue her sister and nieces and nephews.

Harriet Tubman went on to become the most famous conductor of the Underground Railroad. Starting in 1852, she made two trips to Maryland every year until 1857 to bring her family members and other slaves out of bondage. Tubman was often called “the Moses of her people,” for she helped to conduct more than three hundred slaves to freedom. During the Civil War, she continued working for the North as a spy, scout, and nurse.

p. 39



Harriet Tubman

I. Slavery  
A. Early Years  
B. Escape

II. Accomplishments  
A. Underground Railroad  
B. Jobs

### I. Slavery

#### A. Early Years

- 1. Born a slave**
- 2. Lived on a plantation in Maryland**
- 3. Heard stories about Underground Railroad**

**Civil War Encyclopedia, p. 39**

### II. Accomplishments

#### A. Underground Railroad

- 1. Rescued her sisters, nieces, and nephews from slavery**
- 2. Conductor on the Underground Railroad**
- 3. Helped over three hundred slaves to freedom**
- 4. Called “the Moses of her people”**

**Civil War Encyclopedia, p. 39**

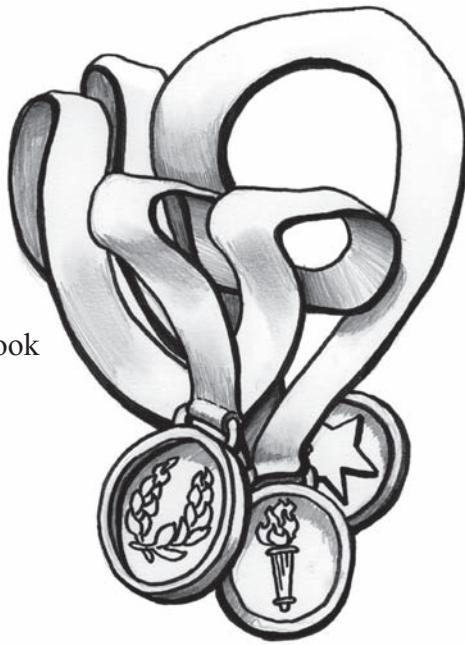
**A. Write the letter in the blank, telling the part of a book you would use to find the information.**

- E 1. Definition of the word *metamorphosis*  
D 2. Page(s) with information about moths  
A 3. Chapter with information about termites  
B 4. Name of the illustrator  
C 5. Date of publication  
F 6. More sources on the topics covered

- A. table of contents  
B. title page  
C. copyright page  
D. index  
E. glossary  
F. bibliography

**B. Fill in the circle next to each correct answer.**

7. Where would you find information about using commas in a sentence?  
 dictionary    thesaurus    English textbook
8. Where would you find the number of homes with computers in the United States?  
 almanac    geography textbook    atlas
9. Which contains information about the origin of words?  
 dictionary    English textbook    American history textbook
10. Where would you find the distance between New York City and London?  
 almanac    atlas    social studies textbook
11. Where would you find a list of all the track and field gold medal winners?  
 atlas    almanac    newspaper
12. Where would you find information about the water shortage in your town?  
 almanac    newspaper    atlas

**C. Use the newspaper index to answer these questions.**

13. Which section might contain information about the school board's decision?  
 B3    B2    A3    A2
14. Which section might tell whether rain is expected in your area tomorrow?  
 B2    A15    B1    A2
15. Which section would tell which basketball teams made the playoffs?  
 B3    B2    A3    C1

**Inside**

Business . . . . .	B3
Classifieds . . . . .	E1
Comics . . . . .	C5-6
Crossword . . . . .	C6
Editorial . . . . .	A15
Local news . . . . .	B2
National news . . . . .	A3
Obituaries . . . . .	B4
Sports . . . . .	C1
Weather . . . . .	B1
World news . . . . .	A2

**D. Fill in the circle next to each correct answer.**

16. Which tool helps you locate magazine articles in the library?  
 electronic catalog       Readers' Guide to Periodical Literature
17. Fiction books are arranged in the library alphabetically by \_\_\_\_\_.  
 title       author       subject
18. Biographies are arranged in the library alphabetically by \_\_\_\_\_.  
 title       author       subject
19. What is the best keyword for finding information about President Theodore Roosevelt?  
 Theodore       Roosevelt       President Theodore Roosevelt
20. What is the best keyword for finding information about Japan's automobile industry?  
 automobile       industry       Japan
21. If you know the author of a book but not the title, how should you search the card catalog?  
 by author       by title       by subject
22. The Dewey decimal system classifies books first by \_\_\_\_\_.  
 author       title       subject
23. What is the best keyword for finding information about Atlanta, Georgia?  
 Atlanta       Georgia       states

**E. Write the letter of the section of the library that would contain the following information.**

**D** 24. Dictionary

**E** 25. Article about the latest fishing equipment

**A** 26. Book about a girl who travels through time

**C** 27. Book about the life of Thomas Edison

**B** 28. Book about gardening

- A. fiction  
B. nonfiction  
C. biography  
D. reference  
E. periodical

**F. Use the dictionary entry to answer this question.**

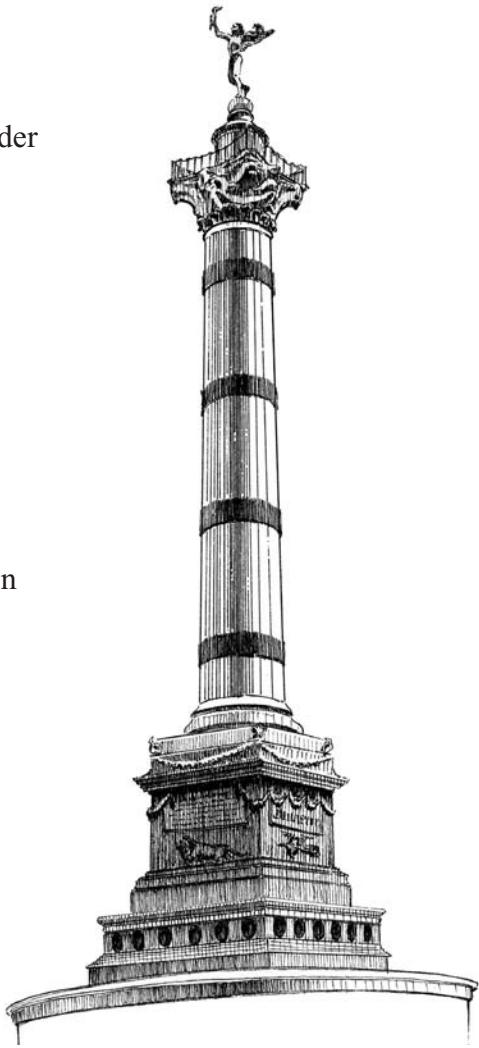
29. The second e in *eccentric* sounds like the \_\_\_\_\_.  
 a in care       e in pet       i in pit
30. Which syllable is most strongly accented in *eccentric*?  
 the first       the second       the third

**ec·cen·tric** |ĕk sĕn' trĭk| —adjective  
odd or unusual in appearance or behavior; strange; peculiar.

âr care	ĕ be
ĕ pet	ĭ pit

**A. Fill in the circle next to each correct answer.**

1. A research report \_\_\_\_.  
 gives the reader information       tries to persuade the reader
2. A report about a place with historical importance would include \_\_\_\_.  
 a fictional account of a person who once lived there  
 a brief description of the place's location
3. The conclusion of a research report should *not* \_\_\_\_.  
 restate the main idea of the report  
 give points that the writer did not have room for in the body of the report
4. When choosing sources for your research, you should \_\_\_\_.  
 look for sources that will give current and reliable information  
 look for sources that have the best pictures and photographs
5. When taking notes on your research, you should \_\_\_\_.  
 copy exactly what the author of the source has written  
 write down only words or phrases that will help you write the report later
6. Using another author's exact words in your report without giving him credit is \_\_\_\_.  
 plagiarism       paraphrasing

**B. Read the source information from the encyclopedia. Then fill in the circle next to each sentence that *paraphrases* rather than *plagiarizes*.**

7. Which sentence is a paraphrase?  
 The Bastille was used as a prison for those who offended the French kings and was a symbol of oppression.  
 The Bastille symbolized tyranny for the French people because the king's prisoners were kept there.
8. Which sentence is a paraphrase?  
 On July 14, 1789, French people banded together, marched against the Bastille, and captured it.  
 French citizens formed a mob on July 14, 1789, and stormed the Bastille.
9. Which sentence is a paraphrase?  
 The Colonne de Juillet stands as a memorial on the former site of the Bastille.  
 A monument known as the Colonne de Juillet marks the place where the Bastille stood.

**Bastille** (bă stĕl') was a fortress located in Paris, France. It was used as a prison for those who offended the French kings, and the French citizens considered it a symbol of oppression by their royalty. On July 14, 1789, French revolutionists banded together, marched against the Bastille, and captured it. The revolution that followed led to a change of government, and the French people have celebrated Bastille Day on July 14 each year as the anniversary of their independence. A monument known as the Colonne de Juillet now marks the place where the Bastille once stood.

**C. Fill in the circle next to each correct answer.**

10. Which step comes earlier in the process of writing a research report?  
 reading from various sources  
 writing an outline
11. Which step comes earlier in the process of writing a research report?  
 drafting the report  
 taking notes on note cards
12. In which stage would you transfer information from your note cards to an outline?  
 planning  
 revising
13. In which stage would you delete a sentence that does not belong in a paragraph?  
 revising  
 proofreading
14. At what point should you finalize your bibliography?  
 before drafting the report  
 after drafting the report

**D. Write the answer to the questions about each source.**

Trudeau, Maurice. "Bastille Day." *Paris Today*.  
June/July 2003: 16–19.

15. What type of source is this? ***magazine***
16. What is the title of the article? ***"Bastille Day"***
17. In what year was this source published? ***2003***

Markley, Joanne. "Storming the Bastille." July 5, 2002. December 2, 2004. <http://www.bonjour.org/bastille/prs7.html>.

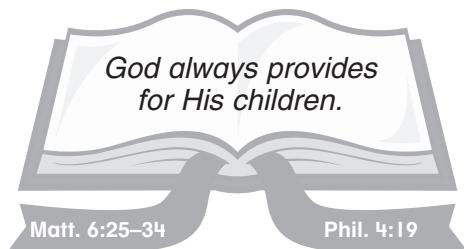
18. What type of source is this? ***online [electronic; Internet; website]***
19. Who is the author of the information? ***Joanne Markley***
20. On what date was this source accessed? ***Dec. 2, 2004***

► Underline the pronoun that correctly refers to each underlined antecedent.

1. Anna, could (you, her) tell the story of Ruth from the Bible?
2. Anna told me that (she, her) knew the story well.
3. Naomi and Elimelech left Israel for the land of Moab. (They, Them) heard that Moab had food during the famine.
4. Elimelech died there. (Him, He) left Naomi and their two sons in a strange land.
5. The two sons grew up and married. Then (they, them) died.

► Underline each pronoun and its antecedent. Draw an arrow from the pronoun to its antecedents.

6. Ruth and Orpah were sisters-in-law, and now they were widows.
7. Ruth went to Israel with Naomi although it was far from Moab.
8. Ruth gleaned in fields belonging to Boaz. He was a wealthy landowner and also a kinsman.
9. Ruth and Boaz were married, and God blessed them with a son named Obed.
10. God worked in the life of Ruth, and the Israelites praised Him.



► Write the pronoun that correctly refers to each underlined antecedent.

11. Our friends were amazed when Anna told them that Ruth was in the line of Christ.
12. This story is a wonderful example of God's provision.  
It also shows God's plan for the Messiah.
13. You and I can depend upon God's care for us too!

## ► Underline the possessive pronoun in each sentence.

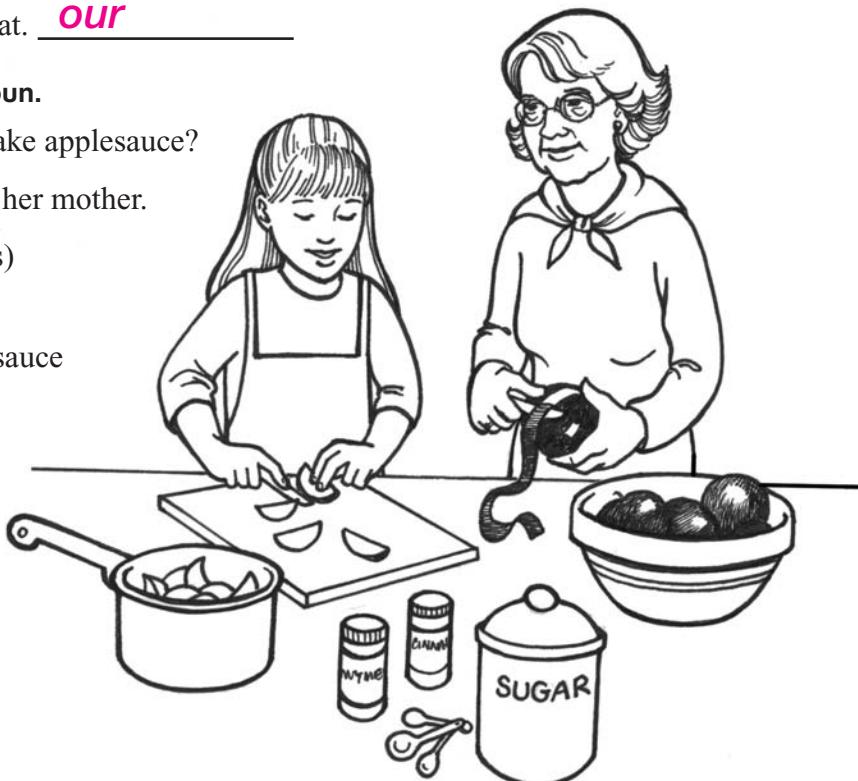
1. We picked apples in our backyard.
2. Grandmother made applesauce with their pulp.
3. My apples were not peeled very neatly.
4. Grandmother finished hers an hour ago.
5. She helped me with mine.
6. Before we placed each apple in the pot, we removed its seeds.
7. Soon the apples were simmering in their own juices.

## ► Replace the underlined words with the correct possessive pronoun.

8. The apples cooked in the apples' juices for about thirty minutes. their
9. Sugar improved the sauce's taste. its
10. Grandmother carefully lifted the pot off the stove with Grandmother's potholders. her
11. She smoothed the fruit's lumps through a sieve. its
12. After the applesauce cooled, Grandmother and I tasted Grandmother's and my delicious treat. our

## ► Underline each correct possessive pronoun.

13. Does (yours, your) Grandmother make applesauce?
14. (My, Mine) learned the recipe from her mother.
15. We will send you some of (our, ours) applesauce soon.
16. Grandmother took (her, hers) applesauce to the county fair.
17. The judges told Grandmother about (their, theirs) unanimous decision.
18. The best applesauce in the county was (her, hers)!



## ► Underline the pronoun that correctly completes each sentence.

1. My class and (I, me) went on a field trip to the science center.
2. Ramie sat with (I, me) on the bus.
3. The man at the science center showed (we, us) some unusual animals.
4. We held (they, them) for a few minutes.
5. (They, Them) were reptiles from the rainforest.
6. We took pictures of (they, them).
7. The teacher helped Ramie and (I, me) with the snake.



## ► Look at each underlined pronoun. Identify its use in the sentence by marking an X in the chart.

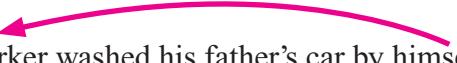
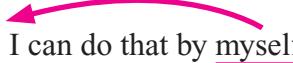
8. Kelsey called me.
9. One plant with large leaves had a waxy surface on it.
10. She saw the beautiful orchids in the greenhouse.
11. We bought the teacher one of the orchids.
12. The class gave her the orchid as a surprise.
13. She thanked us for the gorgeous flower.
14. The clerk pinned the flower on her.

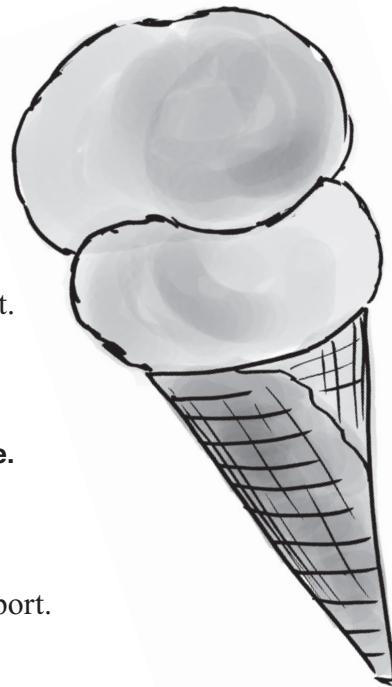
S	DO	IO	OP
	X		
			X
X			
X			
		X	
	X		
			X

## ► Underline the compound subject or object that correctly completes each sentence.

15. Did Riley go with (you and I, you and me) to the gift shop?
16. (Him and I, He and I) are looking for science puzzles.
17. The clerk showed (Kevin and I, Kevin and me) some interesting rainforest books.
18. Mom likes science books, so I bought some for (her and me, her and I).
19. (You and me, You and I) can read them also.
20. Kelsey purchased some rubber frogs for (her and I, her and me).

## ► Underline the reflexive or intensive pronoun and draw an arrow to its antecedent.

1. Last Saturday Parker washed his father's car by himself.  
    
2. I can do that by myself too.  
    
3. My sister drove herself to the mall in the clean car.  
    
4. I myself went there with Parker and his family.  
    
5. We treated ourselves to ice-cream cones at the food court.  
    
6. Soon my ice-cream cone melted by itself.  
    



## ► Underline the pronoun that correctly completes each sentence.

7. My family and I traveled to the Bahamas by (ourselves, themselves).
8. The missionary (hissself, himself) picked us up at the airport.
9. His wife fixed us a delicious meal by (herself, itself).
10. We thanked (herself, her) for the wonderful food.
11. Then the missionaries (themselves, themselves) showed us around the village.
12. Teach (you, yourself) new things about a different culture.

## ► Mark the correct box for each underlined pronoun.

13. Anastasia taught herself English.
14. We ourselves learned Russian.
15. Roger practices foreign languages by himself, using a CD.
16. You can teach yourselves another language with some learning programs.
17. I myself prefer a structured language class.
18. Can you tell others about yourself in another language?

Reflexive	Intensive
X	
	X
X	
X	
	X
X	

► Underline the interrogative pronoun in each sentence.

1. What is that?
2. Who will take us to the ball field?
3. Which do you want?
4. Who hit the ball?
5. Who is in the dugout?
6. What did he say?
7. After the last run, what will the score be?
8. Who is the next batter in this inning?
9. Which of the teams won the game yesterday?



► Write an interrogative pronoun to complete each sentence.

10. What/Which/Who/Whose is that?
11. Who/Which sells mitts for the best price?
12. Who works in the sporting goods department?
13. What/Whose are those on the shelf?
14. Who oiled my new glove?
15. Whose is that bat in the dugout?

► Underline the word that correctly completes each sentence.

16. (Who, Whom) should Dad call about that?
17. Butch took (who, whom) with him?
18. To (who, whom) is the letter addressed?
19. Michael gave (who, whom) his skates?
20. (Who, Whom) is coming to town soon?



## ► Underline the demonstrative pronouns.

1. This is my bag of microwave popcorn.
2. Those are snacks for the rest of my friends.
3. These are great-tasting peanuts.
4. Don't eat all of those now.
5. Take these to your little sister.
6. Maybe you should give her a taste of that also.
7. Nothing tastes as delicious as this!

► Write **Pro.** if the underlined word functions as a pronoun.Write **Adj.** if the underlined word functions as an adjective.**Pro.**

- 8.
- These
- are our new cocker spaniel puppies.

**Pro.**

- 9.
- This
- is the first time our dog has had puppies.

**Adj.**

- 10.
- That
- little one is the runt of the litter.

**Adj.**

- 11.
- This
- puppy has long, floppy ears.

**Adj.**

- 12.
- Those
- toys are for the puppies.

**Pro.**

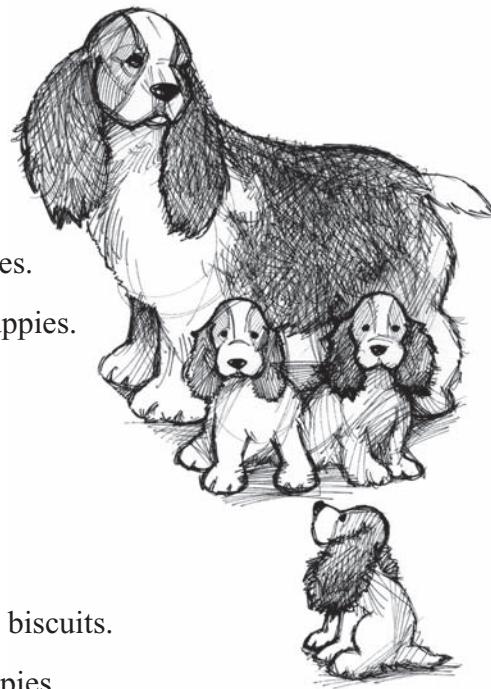
13. Give
- these
- to the mother dog.

**Pro.**

14. She prefers
- these
- to other brands of dog biscuits.

**Adj.**

- 15.
- That
- box makes a warm bed for the puppies.



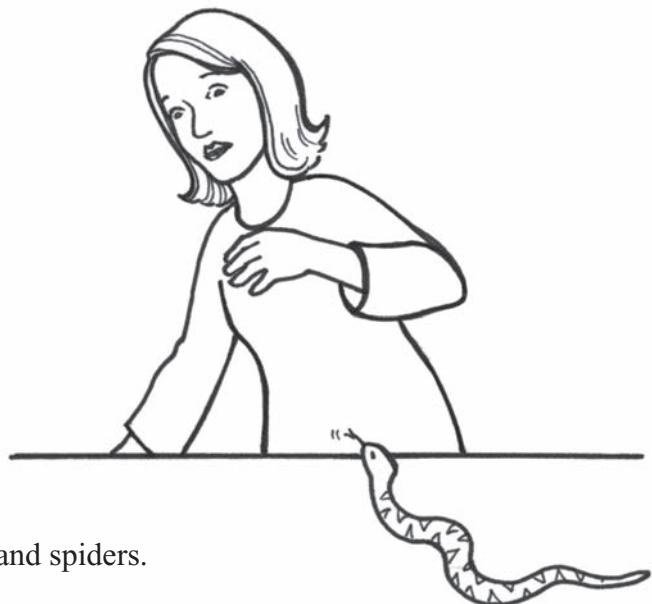
## ► Look at each underlined pronoun. Identify its use in the sentence by marking an X on the chart.

16. Timothy, please give me that.
17. This is my favorite picture of our vacation.
18. Those were taken with my father's camera.
19. I will put these in a photo album with my other pictures.
20. I am sending those to Timothy's brother in Korea.
21. He will put these in his missionary display.
22. That should make a nice addition to his display.
23. His family's picture is also among these.
24. Give these a prominent place in the display.

S	DO	IO	OP
	X		
X			
X			
	X		
	X		
	X		
X			
			X
		X	

- Underline the indefinite pronoun in each sentence.  
Write **S** if it is singular or **P** if it is plural.

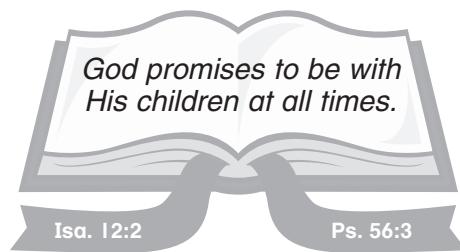
Singular	Plural
anybody	everything
anyone	nobody
anything	nothing
each	someone
everybody	something
everyone	



- S** 1. Everybody has unnecessary fears.
- P** 2. Both of my brothers are afraid of snakes and spiders.
- P** 3. Others are afraid of public speaking.
- P** 4. Small children's fears can be many.
- S** 5. Someone with a fear of heights avoids elevators.
- S** 6. Some people fear that nobody loves them.
- P** 7. Few admit to fears.
- S** 8. Anybody can choose unwisely during times of fear.

- Underline twice the correct verb for each sentence.

9. Several (make, makes) godly decisions.
10. Everyone (know, knows) about God's goodness.
11. Each (need, needs) the Bible for guidance.
12. Something in God's Word (is, are) always a comfort.
13. Nobody (stand, stands) alone as a Christian.
14. Nothing (are, is) hidden from God.
15. Everyone can (has, have) peace in God.
16. Christians (tell, tells) about God's provision.
17. Many (share, shares) stories of God's peace in times of fear.
18. Everything (is, are) in God's control.
19. Nothing (overwhelm, overwhelms) us in God's will.



- Fill in the circle next to each sentence with the correct homophone. Use the list of common homophones in the Grammar Handbook on pages 360–61 for help.

1.  We rode the subway into the city last week.  
 We road the subway into the city last week.
2.  I like the rides at the county fair.  
 I like the rides at the county fare.
3.  Sara traveled to the village by train.  
 Sara traveled to the village bye train.
4.  The sign on the door read “No Pets Aloud.”  
 The sign on the door read “No Pets Allowed.”
5.  The map of the museum showed exhibits on two floors.  
 The map of the museum showed exhibits on too floors.
6.  We always see new things.  
 We always sea new things.
7.  I could here the tour guide’s instructions.  
 I could hear the tour guide’s instructions.

- Underline the word that correctly completes each sentence.

8. The tour guide showed us the (weigh, way) to the animal section.
9. There were displays of realistic stuffed (deer, dear).
10. We saw a model of a (horse, hoarse) with a plow.
11. The guide (new, knew) a lot about various species of animals.
12. In the transportation area, there were several large (plains, planes) on display.
13. The (tail, tale) of one plane was decorated by soldiers during the war.
14. I did (knot, not) see any helicopters.
15. We (would, wood) learn about pioneers the next week.
16. The guide (scent, sent) us to the second floor.
17. We saw a replica of a pioneer homestead (their, there).
18. A woman made bread from unbleached (flour, flower).
19. Sara already (nose, knows) about breadmaking.
20. After another (our, hour), we went home.



**A. Underline the pronoun that correctly refers to the underlined antecedent in each sentence.**

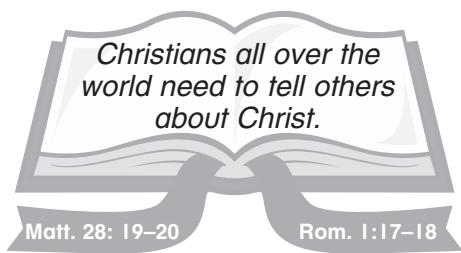
1. Esteban attends a Bible club on Thursdays, and (he, they) invited his friend Prentice.
2. The Bible club workers practiced a new song, and (they, it) will teach the children soon.
3. The club usually has a piano player, but (they, she) is home sick today.
4. The kids recorded (ourselves, themselves) singing.

**B. Replace the underlined words with the correct possessive pronoun.**

5. Paul brought Paul's new Bible to the club. his
6. Amber and I said Amber's and my memory verses. our
7. Kara found Kara's verses more quickly than anyone else during the Bible drill. her
8. Prentice and Kara were the top scorers for Prentice and Kara's team. their

**C. Underline the pronoun that correctly completes each sentence.**

9. Amy, one of the Bible club workers, shared a missionary story with (we, us).
10. (She, Her) told us about a missionary in the Philippines.
11. (Him, He) worked with Indian tribes in jungle areas.
12. These native people readily responded when he shared the gospel with (they, them).
13. (They, It) was an exciting story about the work of the Holy Spirit in people's lives.

**D. Underline the pronoun that correctly completes each sentence.**

14. The missionary (hisself, himself) was in danger many times.
15. I imagined (myself, my) in his shoes.
16. I remembered that God never leaves us by (ourselves, ourselves).
17. God (Himself, Hisself) watches over every part of our lives.
18. You (yourself, itself) can always depend upon God.

**E. Underline the interrogative pronoun in each sentence.**

19. What is the name of that missionary?
20. Where should I look for information about him?
21. With whom does he serve?
22. Who sends the letters?

**F. Underline the demonstrative pronoun in each sentence.**

23. Can I find out more about this in the library?
24. That is a good question, but I don't know for sure.
25. These are Internet articles about his life.
26. Those might have interesting activities.

**G. Underline twice the correct verb for each sentence.**

27. Everyone (like, likes) fictional stories.
28. Several (want, wants) more facts about it.
29. Many (believe, believes) the account of God's protection for His children.
30. Both of the boys (research, researches) the same topic.
31. Nothing (is, are) impossible for God.
32. Each of these stories (is, are) a true account about this missionary.

**H. Fill in the circle next to each sentence with the correct homophone.**

33.  Do not tell the whole story in your book report.  
 Do not tell the hole story in your book report.
34.  They're is more about it in this book.  
 There is more about it in this book.
35.  The missionary wrote a him about God's provision.  
 The missionary wrote a hymn about God's provision.
36.  I hear that song at church sometimes.  
 I here that song at church sometimes.
37.  The pianist nose it too.  
 The pianist knows it too.

**A. Write the correct letter in the blank.**C

1. Person in a story who deals with the major conflict

E

2. Way that the story's conflict is solved

D

3. Events that happen to make up a story

A

4. Highest point of tension in a story's plot

F

5. Time and place in which a story happens

B

6. Problem in a story

- A. climax
- B. conflict
- C. main character
- D. plot
- E. resolution
- F. setting

**B. Fill in the circle next to each correct answer.**

7. Historical fiction is different from other types of fiction primarily in its \_\_\_\_\_.
- 
- 
- conflict
- 
- setting

8. The setting of a work of historical fiction should be clearly revealed \_\_\_\_\_.
- 
- 
- somewhere in the middle of the story
- 
- 
- at the beginning of the story

9. Details about the setting and the characters are best revealed through action and \_\_\_\_\_.
- 
- 
- dialogue
- 
- facts

10. During the planning stage of a story, a plot diagram can help you \_\_\_\_\_.
- 
- 
- develop the characters' personalities
- 
- 
- map the events in each part of the story

11. Research during the planning stage of a historical fiction story can help you \_\_\_\_\_.
- 
- 
- write realistically about daily life in that era
- 
- 
- gather information for a research paper

12. The climax of a story happens closer to the story's \_\_\_\_\_.
- 
- 
- beginning
- 
- end

**C. Match each story idea with the main type of conflict it includes. Write the correct letter in the blank.**C

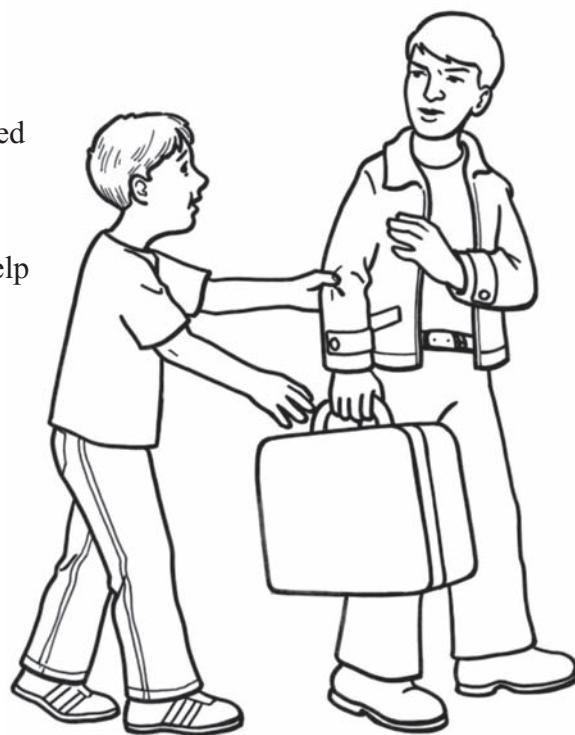
13. Brad resists the temptation to steal bread for his hungry mother and sister.

A

14. Anthony's brother gets angry when Anthony tries to convince him not to run away from home.

B

15. A father and son hurry to harvest the crops before a hailstorm comes.



- A. conflict between two characters
- B. conflict between a character and a difficult situation
- C. conflict within a character (conflict with himself)

D. Read the two excerpts that describe a setting or a character in different ways. Then fill in the circle next to the excerpt that *shows* details rather than *tells* facts directly.

16.  The old man's wrinkled face lit up when he smiled. "You children have brightened my day," he said. "Why don't you all come inside and have some milk and cookies?"  
 The old man had a wrinkled face. He seemed happy to see us. He was friendly and kind to us. He offered us a snack.
17.  The old cabin in the mountains was a quiet place. It was surrounded by green pine trees and had a beautiful view. Amy and her family liked to go there.  
 Amy ran up the steps of the old wooden cabin. She stopped in front of the door and listened, drinking in the silence of the tall green pines all around. She turned and smiled as her mother came up the steps behind her. "Don't you love it here, Mom?" she asked.
18.  Daniel's chubby little face broke into a huge grin when he saw the ice-cream cone. He let out a cry of joy and toddled over to take it from me. "Oh no, Daniel!" I said as he tried to take a bite and smeared the ice cream all over his face.  
 Daniel was a cute little boy who was almost two years old. He was chubby and happy, and he liked to eat ice cream. But sometimes he was a little messy.

E. Match each story part with its description. Write the correct letter in the blank. Letters will be used more than once.

- A** \_\_\_\_\_ 19. Introduces the conflict  
**B** \_\_\_\_\_ 20. Shows the characters trying to resolve the conflict  
**A** \_\_\_\_\_ 21. Introduces the main character  
**C** \_\_\_\_\_ 22. Tells what happens after the conflict is resolved  
**C** \_\_\_\_\_ 23. Leaves the reader with a satisfied feeling  
**B** \_\_\_\_\_ 24. Tells how the conflict grows  
**A** \_\_\_\_\_ 25. Introduces the setting



- A. beginning  
B. middle  
C. end

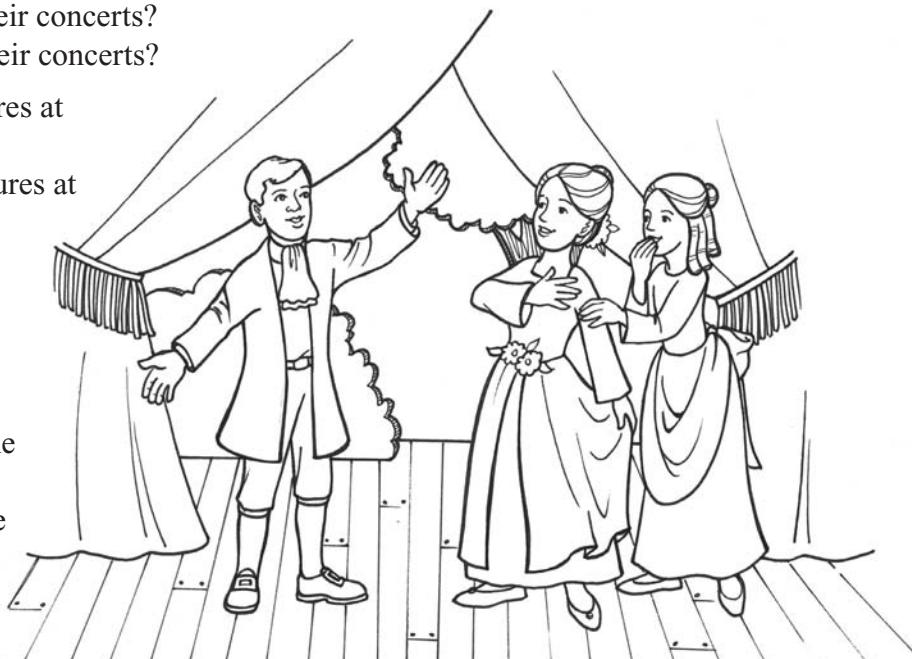
► **Mark an X on the chart to identify which principal part the main verb uses.**

1. Last year I performed in the play *Sense and Sensibility*.
2. I had memorized my lines perfectly.
3. Every performance attracted a large crowd.
4. This year I have a part in *Our Town*.
5. The play makes me appreciate my family more.
6. My part has given me many challenges.
7. My dad has driven me to every rehearsal.
8. I have worked on my lines every day with my mom.
9. My older sister helped me with my costume.
10. I have learned the message of the play.
11. We live only a short time, and we often take people for granted.
12. I gave my family an appreciation dinner.

Present	Past	Past Participle
	X	
		X
	X	
X		
X		
		X
		X
		X
	X	
		X
X		
	X	

► **Fill in the circle next to each sentence with the correct verb form.**

13.  My parents have sang in our church choir for a long time.  
 My parents have sung in our church choir for a long time.
14.  They have given concerts at the church camp.  
 They have gave concerts at the church camp.
15.  Have you ever came to one of their concerts?  
 Have you ever come to one of their concerts?
16.  Our uncle has drawn chalk pictures at the camp too.  
 Our uncle has drawed chalk pictures at the camp too.
17.  We have ate with them in the camp dining hall.  
 We have eaten with them in the camp dining hall.
18.  Our family has driven through the mountains in the camp jeep.  
 Our family has drove through the mountains in the camp jeep.



- Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense.

**present**

1. The story of Joseph reminds us of God's control over our lives.

**future**

2. Many people will face trials like Joseph's trials.

**past**

3. Joseph endured the hatred and mistreatment of jealous brothers.

**past**

4. His brothers lowered him into a pit.

**past**

5. They traded him to Midianite merchants for twenty pieces of silver.

**past**

6. In Egypt, Joseph's master imprisoned him.

**present**

7. Like Joseph, we sometimes experience mistreatment from others.

**present**

8. At times like these, Satan tempts us with bitterness and anger.

**future**

9. But God will work in all of these events for our good.

- Write the correct tense of each verb given.

10. Joseph interpreted dreams for the king's cupbearer and baker. (*interpret*; past)

11. God gives us special abilities too. (*give*; present)

12. He will use these abilities for His glory. (*use*; future)

13. Pharaoh promoted Joseph. (*promote*; past)

14. Joseph's brothers traveled to Egypt for food. (*travel*; past)

15. In this way God saved their lives in a time of famine. (*save*; past)

16. We see God's control in every event for the good of His people. (*see*; present)



- Underline twice the complete verb in each sentence. Write **Perfect** if the verb is in perfect-tense form. Write **No** if it is not in perfect-tense form.

**Perfect**  
\_\_\_\_\_

1. John Newton has authored some of the hymns in our hymnal.

**Perfect**  
\_\_\_\_\_

2. Many people have memorized the words of "Amazing Grace."

**No**  
\_\_\_\_\_

3. But most people are unfamiliar with his numerous other hymns.

**Perfect**  
\_\_\_\_\_

4. Newton had lived an ungodly life as a sailor.

**No**  
\_\_\_\_\_

5. After a frightening storm at sea, Newton turned to Jesus Christ for salvation.

**No**  
\_\_\_\_\_

6. Newton pastored a church in Olney, England, after nine years of study.

**Perfect**  
\_\_\_\_\_

7. William Cowper, a man in Newton's congregation, had distinguished himself as a gifted poet already.

**Perfect**  
\_\_\_\_\_

8. Newton and Cowper had cultivated a deep friendship.

**No**  
\_\_\_\_\_

9. The two men simplified the truths of Scripture into a collection of poems called
- Olney Hymns*
- .

**No**  
\_\_\_\_\_

10. The people of Olney learned scriptural truths through these hymns.

- Underline twice the complete verb in each sentence. Write **present**, **past**, or **future** to identify the perfect tense.

11. Soon two hundred years will have passed since Newton's death.
- future**
- perfect

12. I have listened to his hymn "I Saw One Hanging on a Tree" on a CD.
- present**
- perfect

13. My mom has committed several of his hymns to memory.
- present**
- perfect

14. Our pastor had informed her about the
- Olney Hymns*
- .
- past**
- perfect

15. She has purchased copies of the hymnbook for my grandparents.
- present**
- perfect



- Underline twice the verb in each sentence. Write *present*, *past*, or *future* to identify the perfect tense.

1. My brother and I will have earned two hundred dollars by tonight. future perfect
2. We have shoveled snow for our neighbors all winter. present perfect
3. We have borrowed an extra shovel from our grandparents. present perfect
4. We had raked leaves in a few yards last fall. past perfect
5. But we had collected only a few dollars from those jobs. past perfect
6. We have stayed busy with all the snow this winter. present perfect
7. By this time tomorrow we will have reached our goal. future perfect
8. We will have saved enough money for a week at camp. future perfect
9. My brother has looked forward to camp for a long time. present perfect
10. Several of his friends had talked about it last summer. past perfect
11. Our parents have supported us in our fundraising ideas. present perfect

- Write the correct perfect tense of each verb given.

12. We have passed this whole (pass; present perfect) afternoon in the car.
13. By this time tomorrow I will have arrived (arrive; future perfect)
14. We have traveled a long way since (travel; present perfect) this morning.
15. We have enjoyed reading the (enjoy; present perfect) different license plates as we travel.
16. By tonight we will have completed the long drive. (complete; future perfect)
17. Before this trip I never had noticed how many billboards there are. (notice; past perfect)
18. By next week I will have survived a (survive; future perfect) whole week away from home.



- Underline twice the complete verb in each sentence. Identify the tense of each verb: **present, past, future, present perfect, past perfect, or future perfect.**

1. This book teaches me about the life of a cowboy. **present**
2. What was a cowboy's life like? **past**
3. By the end of the book, I will have found the answer. **future perfect**
4. Long ago, cowboys drove cattle to butchers in the cities. **past**
5. Many cowboys have ridden the ranges of the western states. **present perfect**
6. Some of these young men had come from Mexico and Africa. **past perfect**
7. Most cowboys wore Stetson hats, bandanas, chaps, and spurs. **past**
8. I had bought some inexpensive cowboy boots. **past perfect**
9. But some cowboys spent half their monthly wages on fancy boots. **past**

- Write **C** in the blank if the underlined verb is correct. Write **I** if it is incorrect; then write the correct verb form next to the sentence.

- C** 10. The book describes some difficult jobs of cowboys.
- I** 11. They catched stray cattle with their lariats. **caught**
- C** 12. They did tasks like mending fences and branding cattle.
- I** 13. I have saw an old-time branding iron. **have seen**
- C** 14. They rode out in all kinds of weather.
- I** 15. Each night the sun sunk low in the western sky. **sank**
- I** 16. Then it be chow time. **was**
- C** 17. Cowboys usually ate bacon, beans, and bread.  
\_\_\_\_\_
- C** 18. Sometimes cowboys caught jackrabbits and antelope for meat. **caught**
- I** 19. Today cowboy life has fell into the category of legend.  
**has fallen**
- I** 20. Many novelists have wrote fictional cowboy tales.  
**have written**

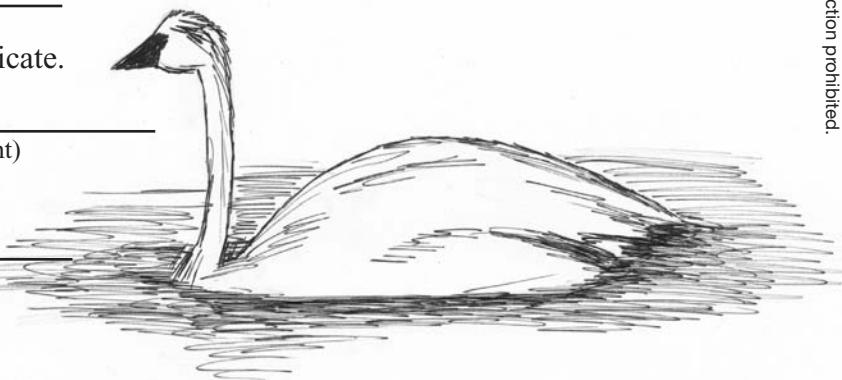


- Underline twice the complete verb in each sentence. Identify the tense of each verb: *present, past, future, present perfect, past perfect, or future perfect.*

1. I have chosen swans as my topic for a school essay. **present perfect**
2. Scientists break North American swans into three species:  
mute swans, trumpeter swans, and tundra swans. **present**
3. A pair of white swans swim at our pond. **present**
4. One morning I stole quietly to the edge of the pond. **past**
5. A gust of cold air blew in my direction. **past**
6. The wind had torn some leaves from the trees. **past perfect**
7. In another month the pond will have frozen over. **future perfect**
8. A sudden clear call, like a trumpet, rang out on the morning breeze. **past**
9. Only trumpeter swans speak with that loud, trumpet-like voice! **present**
10. During that time, my notes had grown into a long list of observations. **past perfect**
11. I have only begun my study of trumpeter swans. **present perfect**

- Write the correct form of each verb given.

12. The trumpeter swan grows  
into a very large bird. (grow; present)
13. Scientists have known of swans  
(know; present perfect)  
with wingspans of 2.4 meters.
14. Trumpeter swans swim  
with their necks in a C-shape. (swim; present)
15. God gave  
(give; past)  
these swans a unique ability to communicate.
16. Trumpeter swans begin  
(begin; present)  
their trumpeting as young birds.
17. They will have spoken  
(speak; future perfect)  
many things without saying a word!

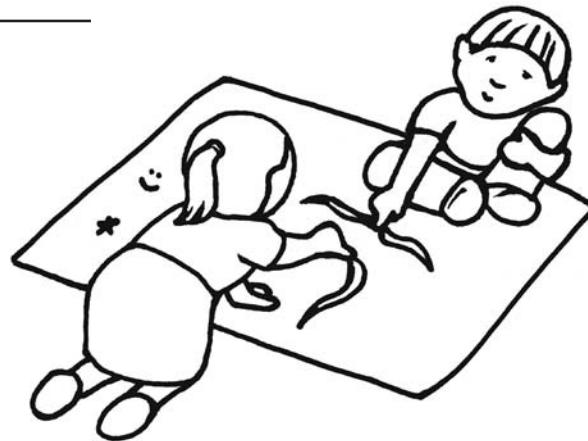


► Write the correct contraction for the underlined words.

1. I am at the Hopelight Women's Mission today. **I'm** \_\_\_\_\_
2. I have not been here before. **haven't** \_\_\_\_\_
3. We are watching the children during the ladies' luncheon. **We're** \_\_\_\_\_
4. Pastor Brooks said that he is preaching from the book of Romans. **he's** \_\_\_\_\_
5. Chelsea is a helper in the nursery. **Chelsea's** \_\_\_\_\_

► Write **S** if the subject is singular or **P** if the subject is plural.

- |                |  |
|----------------|--|
| <b>S</b> _____ | 6. She's a teacher for the children.             |
| <b>P</b> _____ | 7. They're happy about the finger-painting time. |
| <b>S</b> _____ | 8. Brandon's a very good singer and song leader. |
| <b>P</b> _____ | 9. We're helpers with the women and children.    |
| <b>S</b> _____ | 10. It's a great way to serve the Lord.          |



► Write **C** if the sentence is written correctly. Write **I** if it is written incorrectly; then rewrite the sentence.

- |                |  |
|----------------|--|
| <b>I</b> _____ | 11. We don't know none of the children's names yet.<br><b>We don't know any of the children's names yet.</b> _____   |
| <hr/> <hr/>    |  |
| <b>I</b> _____ | 12. Some of the children haven't never heard Bible stories.<br><b>Some of the children have never heard Bible stories.</b> or<br><b>Some of the children haven't ever heard Bible stories.</b> _____ |
| <hr/> <hr/>    |  |
| <b>C</b> _____ | 13. They're not familiar with these gospel songs.<br>_____   |
| <hr/> <hr/>    |  |
| <b>I</b> _____ | 14. They's new songs to the children.<br><b>They're new songs to the children.</b> _____   |
| <hr/> <hr/>    |  |
| <b>C</b> _____ | 15. Mona's making a chart of the new songs.<br>_____   |
| <hr/> <hr/>    |  |

## ► Draw a line under each prefix and circle each suffix.

1. The story of Sir Galahad is a colorful tale about the court of King Arthur.
2. Sir Galahad of the Round Table was an honorable knight.
3. Someone discovered a jeweled sword in a floating rock.
4. Only Galahad could remove the sword from the rock.
5. All the knights encountered great dangers.
6. But Galahad prevailed in them all.

## ► Add a prefix or a suffix to the base word to fit the meaning in parentheses. Write the new word.

7. The Bible reminds us that the pure in heart will see God. (*minds; again*)
8. Only through Jesus Christ can our selfish hearts be made pure. (*self; like*)
9. Christ Himself is described as a pure, spotless Lamb. (*spot; without*)
10. Once we are saved, we need to be careful to guard our hearts. (*care; full of*)
11. There is much wickedness in the world around us. (*wicked; condition of*)
12. Our own hearts are deceitful as well. (*deceit; full of*)
13. We can be easily misguided by evil things that we see and hear. (*guided; wrongly*)
14. By relying on Christ and His Word, we can completely avoid falling into sinful habits and activities. (*complete; like in nature or manner*)
15. With God's help, Christians can keep pure hearts in an evil, impure world. (*pure; not*)



**A. Mark an X on the chart to identify which principal part the main verb uses.**

1. Winnie-the-Pooh has entertained countless fans with his adventures.
2. The British author A. A. Milne created these amusing characters.
3. They still delight both children and adults today.

Present	Past	Past Participle
		X
	X	
X		

**B. Underline twice the complete verb in each sentence. Write whether each verb is *past*, *present*, or *future* tense.***past*

4. A. A. Milne based the character of Christopher Robin on his own son.

*future*

5. Many readers will appreciate the story behind the bear Winnie-the-Pooh.

*present*

6. Winnie-the-Pooh's name comes from a bear at the London Zoo.

**C. Underline twice the complete verb in each sentence. Write *Perfect* if the verb is in perfect-tense form. Write *No* if it is not perfect-tense form.***Perfect*

7. Christopher Robin Milne had visited the zoo with his father.

*No*

8. Winnie the bear was his favorite exhibit at the zoo.

**D. Underline twice the complete verb in each sentence. Write *present*, *past*, or *future* to identify the perfect tense.**

9. Soon Winnie-the-Pooh will have been a household name for

a century. *future* perfect

10. Eeyore, Piglet, and Tigger had originated from Milne family

toys. *past* perfect

**E. Write *C* if the underlined verb is correct. Write *I* if it is incorrect; then write the correct verb form next to the sentence.***I*

11. A. A. Milne had wrote three books about Pooh by 1928. *had written*

*I*

12. Ernest H. Shepard drawed wonderful pictures for the books. *drew*

*C*

13. Shepard and Milne knew each other from their work for *Punch* magazine. \_\_\_\_\_

**F. Write the correct form of each verb given.**

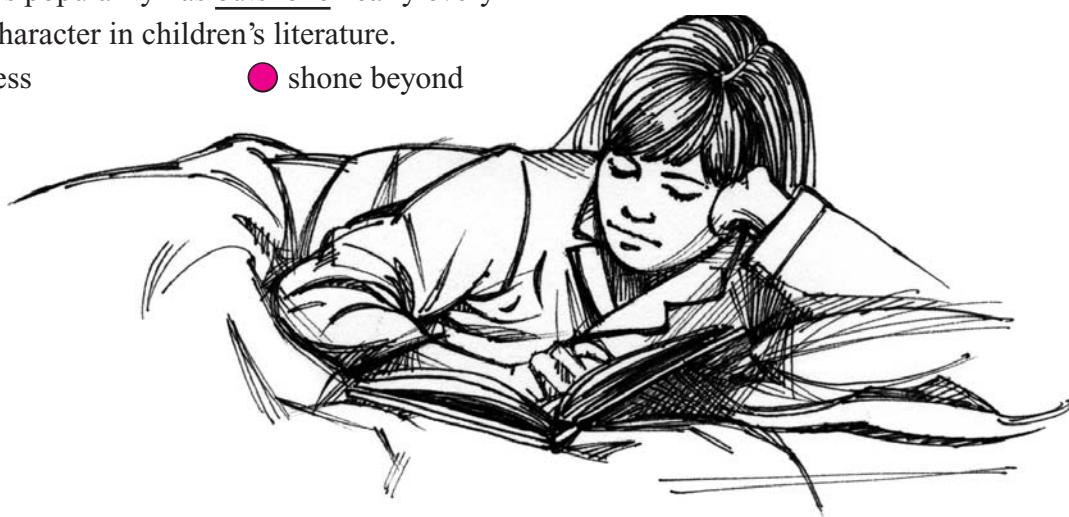
14. Many people think \_\_\_\_\_ of the Hundred  
(*think*; present)  
Acre Wood as a fictitious place.
15. Milne based \_\_\_\_\_ this setting on Ashdown  
Forest, Sussex. (*base*; past)
16. He had chosen \_\_\_\_\_ this lovely area as the site  
(*choose*; past perfect)  
of his country home.
17. Some Pooh books have begun \_\_\_\_\_ with a map  
of the wood. (*begin*; present perfect)

**G. Fill in the circle next to each correct sentence.**

18.  My sister's reading a story about Pooh and his friends right now.  
 My sisters's reading a story about Pooh and his friends right now.
19.  She hasn't never read about him before.  
 She hasn't read about him before.
20.  We're reading some of Milne's poems in school.  
 We's reading some of Milne's poems in school.

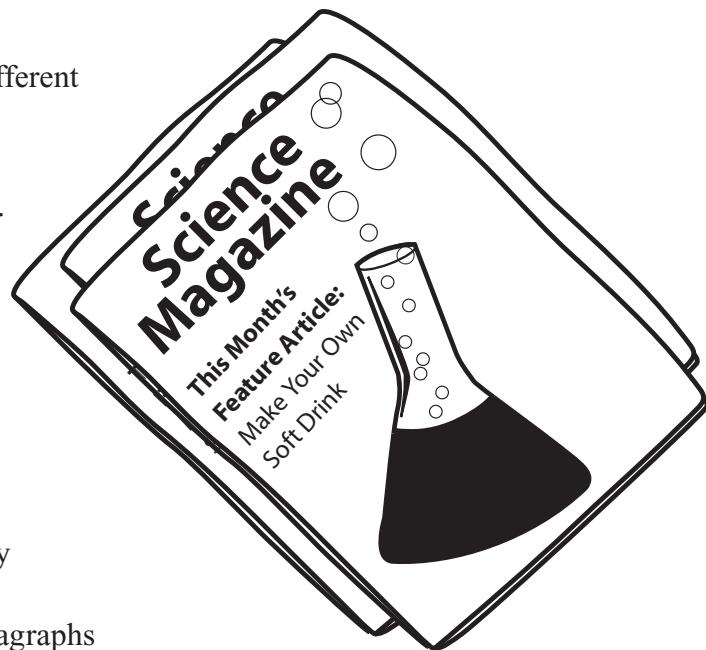
**H. Fill in the circle next to the correct meaning of each underlined word.**

21. Milne is most notable as a writer of children's literature.  
 worthy of notice                    capable of writing
22. Millions of parents have read the wonderful Pooh books to their children.  
 able to wonder                    full of wonder
23. Winnie-the-Pooh's popularity has outshone nearly every other storybook character in children's literature.  
 full of brightness                    shone beyond

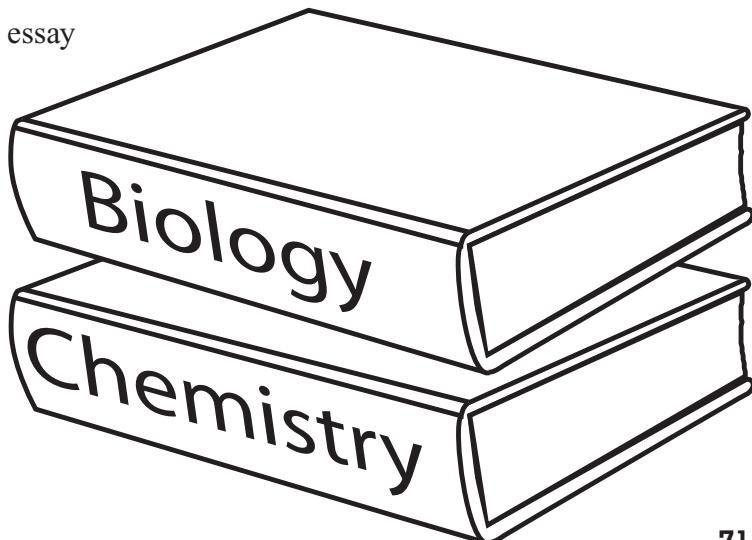


**A. Fill in the circle next to each correct answer.**

1. Compare-contrast essays \_\_\_\_.  
 should tell how two subjects are similar and different  
 should always be related to science  
 should always be organized by subject
2. Comparing and contrasting words are used to \_\_\_\_.  
 make the essay longer  
 show the writer's opinion about his topic  
 make clear connections between ideas
3. Which word or phrase is *not* used to compare?  
 both  
 in the same way  
 unlike
4. The method of organization you use for your essay should \_\_\_\_.  
 always discuss the two subjects in separate paragraphs  
 be clear and understandable to your readers  
 never switch back and forth between subjects
5. Which is *not* a good source of information to use in your essay?  
 information from outdated science magazines  
 information from recent nonfiction books about your subjects  
 information from television documentaries about your subjects

**B. Fill in the circle next to the step that comes earlier in the process of writing a compare-contrast essay.**

6.  making a Venn diagram to classify information about your subjects  
 choosing the two subjects you will write about
7.  making an outline for the essay  
 doing research on your two subjects
8.  choosing a method of organization for the essay  
 writing the rough draft of the essay
9.  writing the rough draft of the essay  
 writing the outline to organize the essay
10.  making revisions to the essay  
 proofreading the essay
11.  making the final copy of the essay  
 correcting a run-on sentence in the essay
12.  displaying the essay in the classroom  
 looking for spelling mistakes in the essay



- C. Read this paragraph from a compare-contrast essay and answer the questions.

Like sugar maples, silver maples are good shade trees. Their leaves have a distinctive silvery color on the underside. Their leaves, like those of the sugar maple, also turn yellow at the beginning of the fall season, however, their later colors differ from the color of sugar maples and may change from yellow to orange, red, and finally brown. The silver maple is similar in hardiness to the sugar maple, but it does not grow as well in the shade. It requires full sunlight to grow best. Silver maples tend not to grow. As tall as sugar maples. The average height of a silver maple is 70 to 80 ft.



13. What are the two subjects of this essay?

**sugar maples and silver maples**

14. Which method of organization was the writer of this essay using? **He organized by subject.**

15. What is the topic of this paragraph? **silver maples**

16. Name two contrasting words or phrases that this writer uses. **however, differs from, but**

17. Which sentence is a run-on and could be broken up into two or three sentences?

**the third one**

18. Write the fragment found in the paragraph. **As tall as sugar maples.**

19. Describe one way to correct this fragment. **Possible answer: combine this fragment with the sentence right before it.**

20. How would you write “70 to 80 ft.” correctly in an essay? **seventy to eighty feet**

- Underline the adjectives in each sentence. Draw an arrow from each adjective to the noun or pronoun that it modifies.

1. Active volcanoes are located in Hawaii, Alaska, California, Washington, and Oregon.

2. Eruptions occur near populated areas in Hawaii and Alaska.

3. Mount St. Helens seemed dormant until 1980.

4. Fifty-eight deaths and billions of dollars in property damage resulted from the eruption of Mount St. Helens.

5. Volcanic ash can damage lungs.

- Underline the correct form of each adjective or predicate adjective.

6. The Ring of Fire has the (higher, highest) number of active volcanoes of any region of the earth.

7. Volcanic mountains have (larger, largest) amounts of pressure inside than other mountains.

8. The molten rock rises to the earth's surface with the (greater, greatest) force imaginable.

9. Gases and (hard, harder) rock fly out of the volcano.



- ▶ Label the sentence patterns:  $S V$ ,  $S V DO$ ,  $S V IO\ DO$ , or  $S LV PA$ ; then diagram each sentence.

# S V DO

10. Volcanic eruptions can form large craters.



11. New lava looks glassy.



- Underline all the adjectives in each sentence. Circle the demonstrative adjective.

1. Nellie Bly was a famous newspaperwoman in the 1800s.
  2. She became well known at the Philadelphia newspaper.
  3. This unstoppable attitude helped Nellie Bly in her work.
  4. She wrote about terrible conditions in an insane asylum.
  5. Similar stories brought attention and change for the poor, underprivileged people.

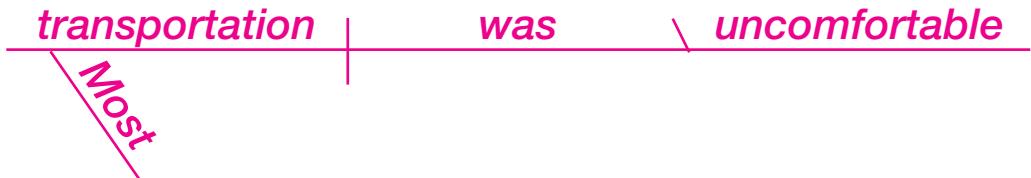
- Use  to identify the proper adjectives that should be capitalized.

- 6. In 1887 Nellie went to work for a new york newspaper, the *New York World*. 
  - 7. This american newspaperwoman began a race to travel around the world in less than eighty days.
  - 8. She left New York on a cool november day in 1889. 
  - 9. A european vacation was the prize for the person who correctly guessed the date of Nellie's return. 

- Label the sentence patterns; then diagram each sentence.

S LV PA

10. Most transportation was uncomfortable.



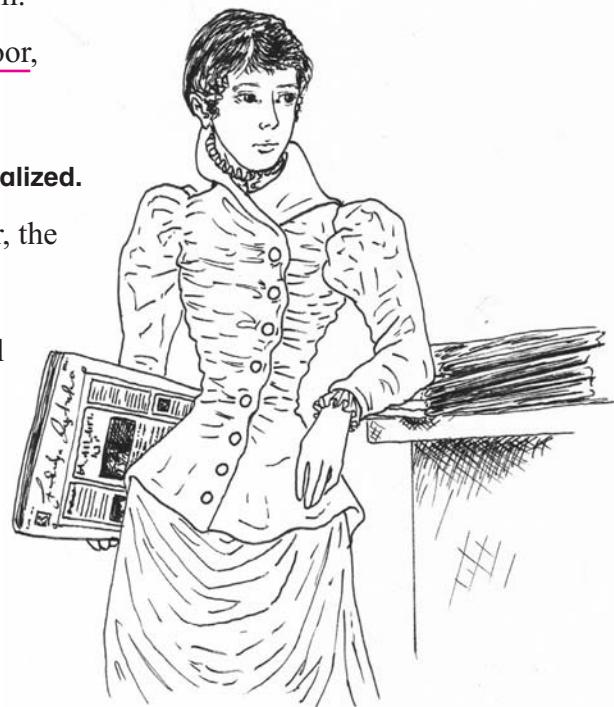
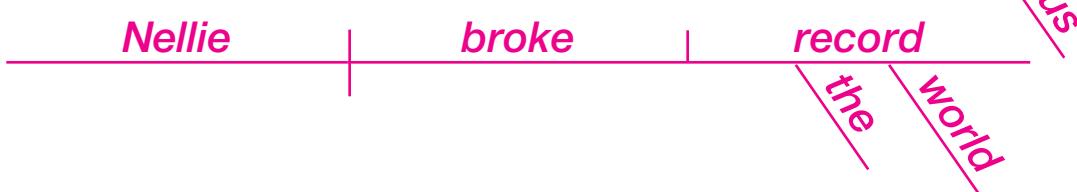
## S S V

11. Boats and trains transported this adventurous lady.



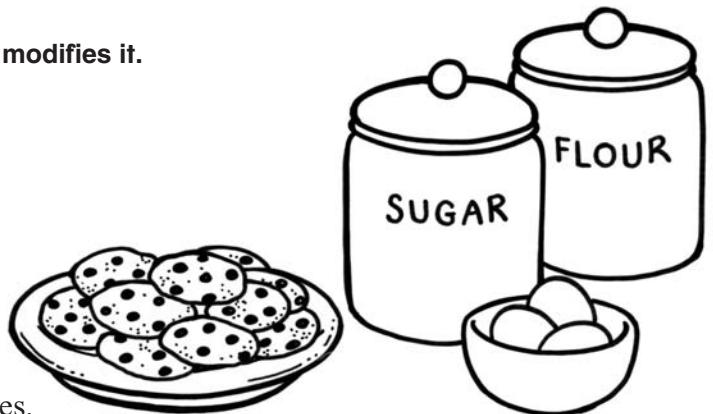
S V DO

12. Nellie broke the world record!



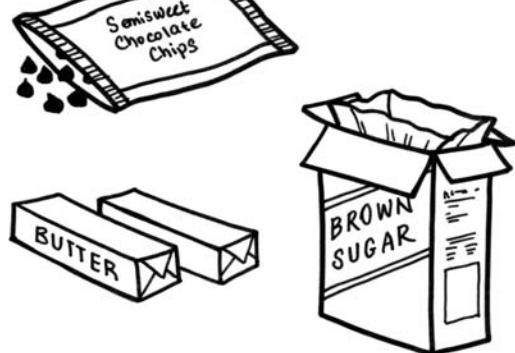
## ► Underline the verb twice; then circle the adverb that modifies it.

1. In 1930 Ruth Wakefield accidentally invented chocolate chip cookies.
2. She could not find any baking chocolate for her cookie dough.
3. Quickly she broke a semisweet chocolate bar into the dough.
4. Carefully she peeked into the oven at the cookies.
5. The appearance of the cookies immediately surprised her.
6. Those little chocolate “chips” were there in the cookies!



## ► Underline the correct adverb to complete each sentence.

7. The chocolate did not melt (most slowly, slowly).
8. The fame of her cookies spread (rapidly, most rapidly).
9. Today, people purchase chocolate chip cookies (more often, most often) than sugar cookies.
10. Of the three cooks, I followed the original recipe the (more carefully, most carefully).
11. Although the boys ate more cookies, the girls consumed their cookies (more rapidly, most rapidly).
12. Homemade cookies disappear (faster, fastest) than store-bought cookies.



## ► Complete each sentence with an adverb.

**Answers will vary but should answer the question.**

13. Mix the batter \_\_\_\_\_. (How?)
14. You can bake the cookies \_\_\_\_\_. (When?)
15. Set the cookies \_\_\_\_\_ so they will cool. (Where?)
16. Invite your friends over for a snack \_\_\_\_\_. (When?)

## ► Underline the adverbs in each sentence.

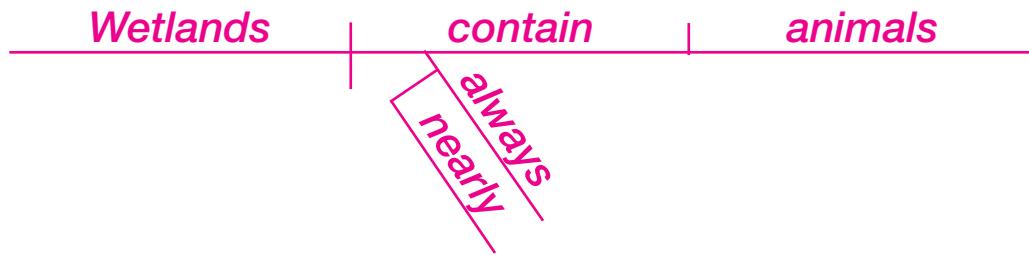
1. Wetlands are extremely necessary for many plants and animals.
2. Some wetlands are very large, but others are quite small.
3. Many wetlands are always wet.
4. Some wetlands look completely dry.
5. Human activities are often destructive to wetlands.
6. Wetlands are very beneficial in the regulation of water levels.
7. Government agencies can be pretty generous to people with wetlands.
8. Wetlands quite frequently produce unpleasant odors and disease.



## ► Label the sentence patterns; then diagram each sentence.

**S                  V                  DO**

9. Wetlands nearly always contain animals.



**S                  V                  DO**

10. People visit wetlands quite often.



- Draw an arrow from each prepositional phrase in parentheses to the noun that it modifies.

- 
  1. Life (in colonial America) was much different from life today.
  2. Colonists in New England grew a variety (of crops).
  3. Colonial families (on farms) sold or traded their products.
  4. Early settlers were often craftsman (of furniture) or owners (of local businesses).
  5. Children (on these farms) had important responsibilities.
  6. Girls made items (for the home).
  7. Boys learned the skills (of farm work).



- Put parentheses around the prepositional phrase in each sentence. Label the sentence patterns; then diagram the sentences.

- S LV PA  
8. Worship services (at the local church) were important.



- S      V      DO** (of community gatherings.)



- Add a prepositional phrase that modifies the underlined noun.

10. The daisies \_\_\_\_\_ are pretty.

11. The kittens \_\_\_\_\_ curl against the mother cat.

- Underline twice the verb that each prepositional phrase in parentheses modifies.

1. Sir Alexander Fleming discovered penicillin (by accident).
2. He was experimenting (with a different substance).
3. A mold had infected a culture dish (by mistake).
4. He worked (at top speed).
5. Fleming's mold stopped bacteria (in its tracks).
6. Fleming's discovery was (during World War II).
7. Doctors used penicillin (on wounded soldiers).
8. (Around the world) doctors called penicillin the first "wonder drug."
9. (Across the globe) penicillin saved the lives of many soldiers.
10. (In these days) penicillin prevents many serious medical complications.
11. (In some people) penicillin causes allergic reactions.
12. Medicine is prescribed (with great care).
13. Report any allergic reactions (to your physician) immediately.

- Add a prepositional phrase that modifies each underlined verb.  
Write your prepositional phrase in the blank.

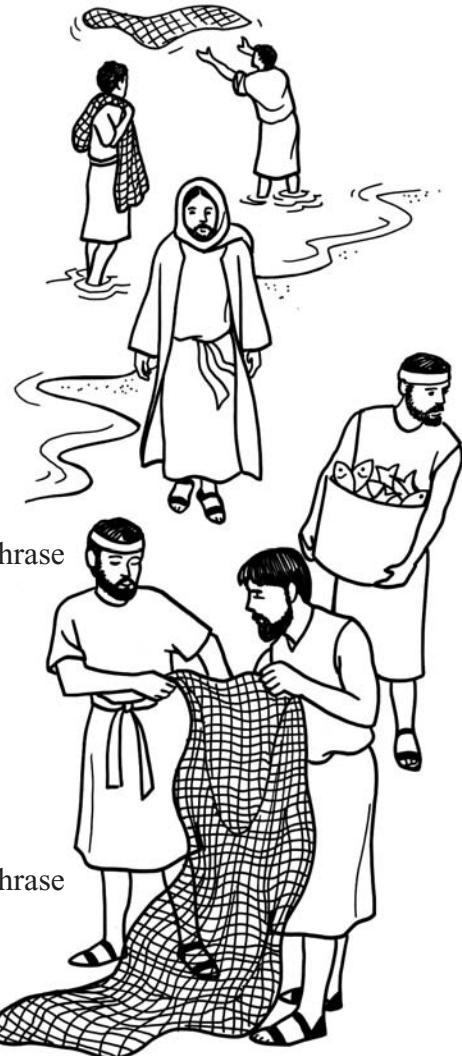
14. The brave soldiers fought \_\_\_\_\_.
15. Airplanes flew by our unit \_\_\_\_\_.
16. \_\_\_\_\_ the people thanked us.



*Answers will vary but  
should answer the question.*

- Draw an arrow from the underlined modifier to the word that it modifies.  
Identify the type of modifier.

1. At the Sea of Galilee, Jesus found Peter and Andrew.  
 adjectival prepositional phrase       adverbial prepositional phrase
2. They threw a large net into the sea.  
 adjective       adverb
3. Jesus called the two Galilean brothers to be fishers of men.  
 adjective       adverb
4. These brothers were mending their fishing nets.  
 adjective       adverb
5. James and John were fishing from a ship.  
 adjectival prepositional phrase       adverbial prepositional phrase
6. They were immediately obedient when Jesus called,  
“Follow Me.”  
 adjective       adverb
7. These men became disciples of the Lord Jesus.  
 adjectival prepositional phrase       adverbial prepositional phrase
8. They watched Him perform many miracles.  
 adjective       adverb
9. Lives were changed by belief in the Savior.  
 adjectival prepositional phrase       adverbial prepositional phrase
10. Peter became very bold in his witness for Christ.  
 adjective       adverb
11. We should lovingly tell others of the Savior’s love.  
 adjective       adverb



## ► Underline the word that correctly completes each sentence.

1. A visit to the Bureau of Engraving and Printing in Washington, DC, is a (good, well) way to learn about money.
2. The bureau prints (less, fewer) one-hundred-dollar bills than five-dollar bills.
3. There are some common characteristics (between, among) different types of bills.
4. Each bill is made of a special fabric, so there is (fewer, less) chance of successful counterfeits.
5. The bills hold up (good, well) when you accidentally wash them because they are water-resistant.
6. The front of the bill has (fewer, less) symbols than the back of the bill.
7. (Between, Among) two circles on the back of the dollar bill are the words *In God We Trust*.
8. (Between, Among) the many symbols on the dollar bill is an eagle with a banner in its beak.

► Write **C** if the sentence is correct or **I** if it is incorrect. Underline the incorrect word; then write the correct word.

9. Lawmakers deliberated about a good symbol for the country.

C

10. Federal lawmakers determined that the bald eagle represented the United States good. I; well

11. Later, Benjamin Franklin suggested the turkey as a bird with less faults than the eagle. I; fewer

12. His argument was not received well by Congress.

C

**A. Underline the adjectives. Draw an arrow from each adjective to the noun or pronoun that it modifies.**

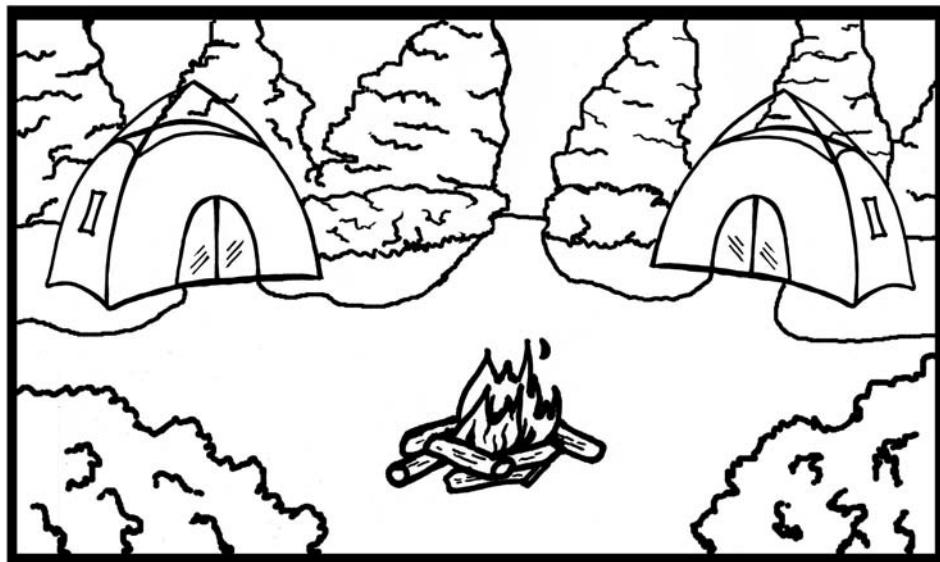
1. Some people camp during summertime.
2. Tents are waterproof.
3. Bedrolls are necessary for sleeping on the ground.

**B. Underline the two adjectives in each sentence. Circle the demonstrative adjective.**

4. The flashlights should have new batteries.
5. Matches should be stored in a waterproof container.
6. These matches will be used to light the campfire.
7. That is a portable stove for cooking.
8. Uncle Jacob lives in the Canadian wilderness.

**C. Underline the adverb in each sentence.**

9. You should assemble the tents first.
10. Choose a fairly smooth area for your sleeping bag.
11. Carefully gather dry wood for the campfire.
12. You can quietly relax by a stream or explore the area.



**D. Draw an arrow from the underlined modifier to the word that it modifies.****Identify the type of modifier.**

13. A cool stream near your campsite can provide many activities.

adjectival prepositional phrase       adverbial prepositional phrase

14. Some people really enjoy swimming during the summer.

adjective       adverb

15. Many streams are good places for fishing.

adjectival prepositional phrase       adverbial prepositional phrase

16. Different species of animals can be found around streams.

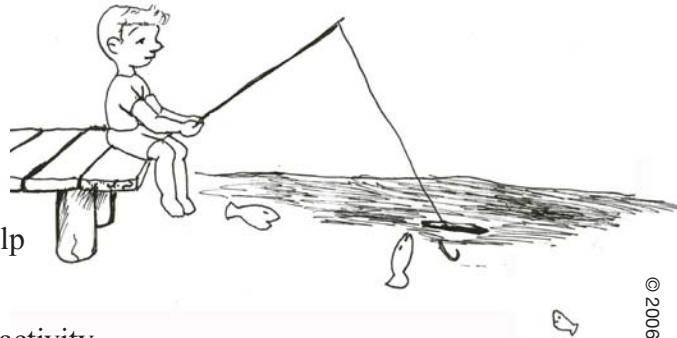
adjective       adverb

17. Beautiful plants grow beside the shoreline.

adjectival prepositional phrase       adverbial prepositional phrase

**E. Underline the word that correctly completes each sentence.**

18. Camping can be fun if you plan (good, well).



19. (Fewer, Less) accidents occur when campers follow safety rules.

20. Cooperation (between, among) all the campers will help prevent accidents.

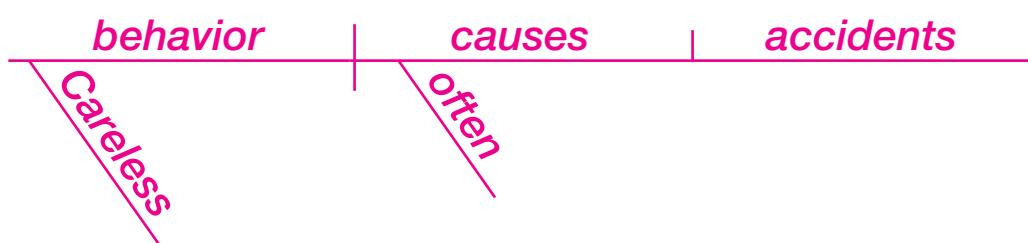
21. With (good, well) effort, we can make camping a safe activity.

**F. Label the sentence patterns; then diagram each sentence.****S LV PA**

22. Safety is very important.



23. Careless behavior often causes accidents.



**A. Write the letter of the correct answer in the blank.**

- B 1. Always includes rhyme  
A 2. Does not have a traditional pattern of rhythm  
A 3. Can be serious and thoughtful  
B 4. Always has five lines  
B 5. Usually begins with a short description of a character  
A 6. Does not follow a form  
A 7. Can have many lines of various lengths

A. free verse  
B. limerick

**B. Fill in the circle next to each correct answer.**

8. Lines 3 and 4 of a limerick should have \_\_\_\_ stressed syllables.  
 two       three       four
9. Lines 1, 2, and 5 of a limerick should \_\_\_\_.  
 have four stressed syllables  
 each have a different rhythm  
 have ending words that rhyme
10. A good way to start planning a limerick is to \_\_\_\_.  
 choose a serious truth to communicate  
 write the first line and list words that rhyme  
 make a word web about an emotional experience
11. The fifth line of a limerick should \_\_\_\_.  
 rhyme with the fourth line  
 make the reader laugh  
 never include exaggeration
12. The lines of a free verse poem \_\_\_\_.  
 should have a strong, regular rhythm  
 should be shorter than those of a limerick  
 may be arranged to call attention to certain words or phrases
13. Which of the following is true of free verse?  
 Every line must begin with a capital letter.  
 Every line must end with a punctuation mark.  
 Every line should be checked for spelling errors.
14. A free verse poem \_\_\_\_.  
 should use condensed, vivid language  
 should not include imagery and sensory details  
 should express its ideas in as many words as possible



**C. Read the limerick. Fill in the circle next to the better answer for each question.**

A funny old man named Malone  
Used to say when he answered his phone,  
“There’s nobody hear—  
Just a voice in your ear,  
So you might as well call back tomorrow!”

15. Which feature of this poem does not follow true limerick form?  
 the rhyme scheme       the subject matter
16. Which line needs to be revised to fit the limerick form?  
 Line 2       Line 5
17. Which line contains a spelling error?  
 Line 3       Line 4

**D. Read the free verse poem. Fill in the circle next to the better answer for each question.**

Whoosh! I flew down the mountain slide,  
hair flying, T-shirt flapping,  
wind whizzing past my ears.  
Down, down so fast I screamed,  
and I realized with sudden fear  
that climbing to a peak might take hours,  
but sliding back down takes only  
moments.

18. How would you describe the mood at the end of this poem?  
 joyful  
 sober
19. Why do you think the writer put the word *moments* on a line by itself?  
 to make the lines even  
 to make readers think about the short time in which you can slide
20. What spiritual truth do you think this poem could communicate?  
 Backsliding, or sinning, can happen quickly.  
 God can calm your fears.

► Label the part of speech above each underlined word.

**Adj**

**V**

**Prep**

1. Many inventions are the results of mistakes.

**Adj**

**Adj N**

2. The microwave oven is one of those inventions.

**Prep**

**V**

**N**

3. During World War II, Allied pilots detected enemy planes with radar.

**Adj N**

4. Dr. Spencer, an engineer, worked with magnetrons and microwave radiation.

**V**

**Prep N**

5. Radar waves melted the candy bar in his pocket.

**Pro**

**Prep**

6. He performed other experiments and made discoveries about microwaves.

**SC**

**N**

**Adj**

7. Although the first commercial microwave was bulky and expensive, it was popular.

**Pro**

**V**

**Prep**

8. When Amana introduced its Radarange in 1967 for home use, housewives exclaimed, “Oh! This is wonderful!”

**CC**

**Adv**

and really convenient.

**V**

9. Over the years, microwave ovens became cheaper, smaller, and really convenient.
10. Today, the microwave oven is one of the most popular kitchen appliances in America.

**C O D E**

**N** = Noun

**Pro** = Pronoun

**V** = Verb

**Adj** = Adjective

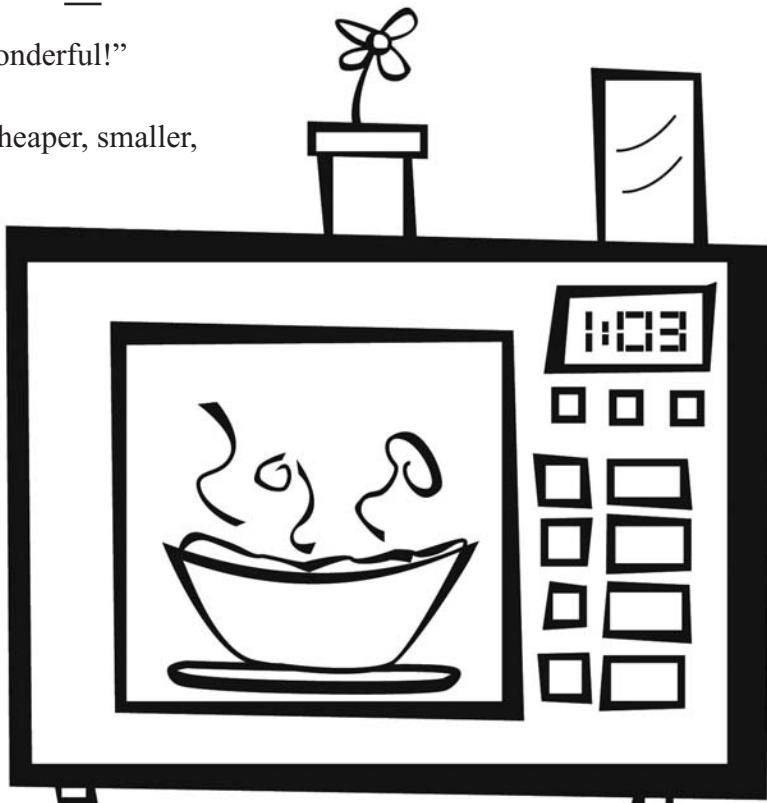
**Adv** = Adverb

**Prep** = Preposition

**CC** = Coordinating Conjunction

**SC** = Subordinating Conjunction

**I** = Interjection



## ► Combine each pair of sentences using a prepositional phrase.

1. Explorer James Cook lived in England. He lived during the 1700s.

*Explorer James Cook lived in England during the 1700s.*

---

2. Young James was an apprentice. He was apprenticed to a seafaring family.

*Young James was an apprentice to a seafaring family.*

---

3. James served in the Royal Navy. He was a navigator.

*James was a navigator in the Royal Navy.*

---

4. Cook took a scientific journey. The journey took him to Tahiti.

*Cook took a scientific journey to Tahiti.*

---

5. Later Cook went on another mission. He went to a new continent.

*Later Cook went on another mission to a new continent.*

---

6. He sailed southwest. He sailed toward the present-day nation of New Zealand.

*He sailed southwest toward the present-day nation of New Zealand.*

---

7. Cook sailed further. He sailed to the land of Australia.

*Cook sailed further to the land of Australia.*

---

8. King George III honored Cook. He honored Cook for his accomplishments.

*King George III honored Cook for his accomplishments.*

---

- Combine each pair of sentences by using an appositive phrase. **Answers will vary.**

1. The Sons of Liberty was a group of Patriots. The Sons of Liberty worked for freedom during the Revolutionary War.

*The Sons of Liberty, a group of Patriots, worked for freedom during the Revolutionary War.*

2. The Sons of Liberty was an organization against British rule. It opposed the Stamp Act and other unfair laws.

*The Sons of Liberty, an organization against British rule, opposed the Stamp Act and other unfair laws.*

3. Paul Revere was a member of the Sons of Liberty. He was also a spy for the Patriots.

*Paul Revere, a member of the Sons of Liberty, was also a spy for the Patriots.*

4. Paul was an excellent horseman. He frequently served as a courier and relayed messages to Patriot leaders.

*Paul, an excellent horseman, frequently served as a courier and relayed messages to Patriot leaders.*

5. “Paul Revere’s Ride” is a poem by Longfellow. It celebrates Revere’s midnight warning about the British.

*“Paul Revere’s Ride,” a poem by Longfellow, celebrates Revere’s midnight warning about the British.*

6. Today we still honor the memory of Paul Revere. He is a Revolutionary War hero.

*Today we still honor the memory of Paul Revere, a Revolutionary War hero.*



- Combine each pair of sentences using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*. (One sentence should contain both a compound subject and a compound predicate.)

1. Tacos would taste good at our party. Pizza would taste good at our party.

**Tacos and [or] pizza would taste good at our party.**

2. We must write the invitations. We must mail the invitations.

**We must write and mail the invitations.**

3. Can you make the piñata? Can you buy the candy for it?

**Can you make the piñata and [or] buy the candy for it?**

4. Karla will bring tortilla chips and dip. Shaquanda will bring tortilla chips and dip.

**Karla and [or] Shaquanda will bring tortilla chips and dip.**

5. Shane swung hard. Shane missed the piñata.

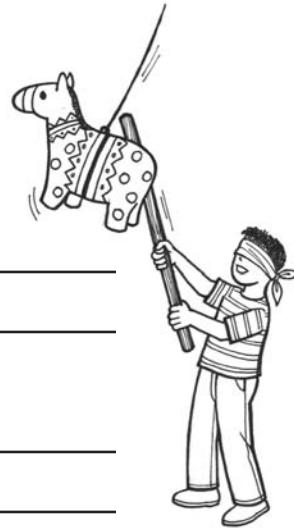
**Shane swung hard but missed the piñata.**

6. Crystal's stick hit the piñata. Crystal's stick knocked a hole in the piñata.

**Crystal's stick hit and knocked a hole in the piñata.**

7. The boys ran toward the candy on the ground. The girls ran toward the candy on the ground.

**The boys and [the] girls ran toward the candy on the ground.**



- Combine each pair of simple sentences into a compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.

1. Butterflies fly during the day. Moths are nocturnal.

*Butterflies fly during the day, but  
moths are nocturnal.*



2. Butterflies always have knobbed antennae. Moths have feathery or straight antennae.

*Butterflies always have knobbed  
antennae, and [but] moths have  
feathery or straight antennae.*

3. Butterflies can hold their wings together vertically. They can spread their wings horizontally.

*Butterflies can hold their wings together vertically, or they  
can spread their wings horizontally.*

4. Moth bodies are plump and hairy. Butterfly bodies are slim.

*Moth bodies are plump and hairy, but butterfly bodies are slim.*

5. Butterflies often lay their eggs on the underside of leaves.

The leaves provide food for the hatched caterpillar.

*Butterflies often lay their eggs on the underside of leaves, and  
the leaves provide food for the hatched caterpillar.*

6. Tiny, overlapping scales make brilliant colors on butterflies' wings. They also help raise body temperatures.

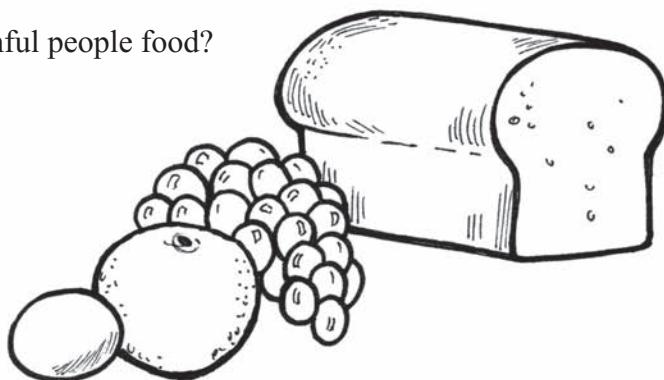
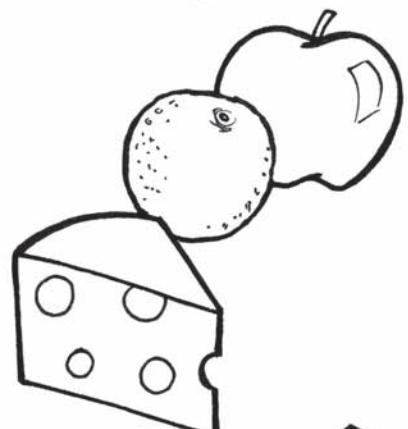
*Tiny, overlapping scales make brilliant colors on butterflies'  
wings, and they also help raise body temperatures.*

7. The yellowish green luna moth is a beautiful specimen. The adult lives only about one week.

*The yellowish green luna moth is a beautiful specimen, but the  
adult lives only about one week.*

- Underline the simple subject once and the simple predicate twice in each clause. Circle the subordinating conjunction that introduces each dependent clause.

1. If you eat a balanced diet, you will receive all the necessary vitamins.
2. The nutrition labels on food products are important because they list the vitamin content of the food.
3. Because water-soluble vitamins travel through the bloodstream, the body does not store them.
4. You receive vitamin A for eye health when you eat carrots.
5. Some people eat more oranges whenever they have a cold.
6. Our family eats dark green, leafy vegetables since those vegetables contain vitamins A and C.
7. Although I do not like cooked spinach, I like raw spinach in salads.
8. Unless someone has an allergy to dairy products, he will enjoy milk, cheese, and yogurt.
9. Those foods are important because they provide vitamin D.
10. If you eat and drink dairy products every day, you probably get enough calcium.
11. Before you eat that candy bar, you should look at the label!
12. If the candy has no nutritional value, you could eat an apple instead.
13. When our family takes a trip, Mom packs a snack for us.
14. I will eat the whole thing unless my brother takes his share first!
15. Our dog watches carefully as we munch on carrots, celery sticks, and apple slices.
16. Will Taffy be a healthy dog if she eats healthful people food?



## ► Combine each pair of sentences to make a complex sentence.

*Answers will vary. Possible answers are given.*

1. You need a new family pet. I have some suggestions for you. (if)

*If you need a new family pet, I have some suggestions for you.*



2. Our family lived in a small apartment. We began with ants, the tiniest pets. (because)

*Because our family lived in a small apartment, we began with ants, the tiniest pets.*

3. We gathered jars, dirt, and food scraps. We ordered the ants online. (before)

*We gathered jars, dirt, and food scraps before we ordered the ants online.*

4. We tried geckos. The ants escaped from the jars. (after)

*We tried geckos after the ants escaped from the jars.*

5. The geckos were very expensive. Our whole family liked the little lizards. (though)

*Though the geckos were very expensive, our whole family liked the little lizards.*

6. We finally discovered hermit crabs. They became our favorite pets. (when)

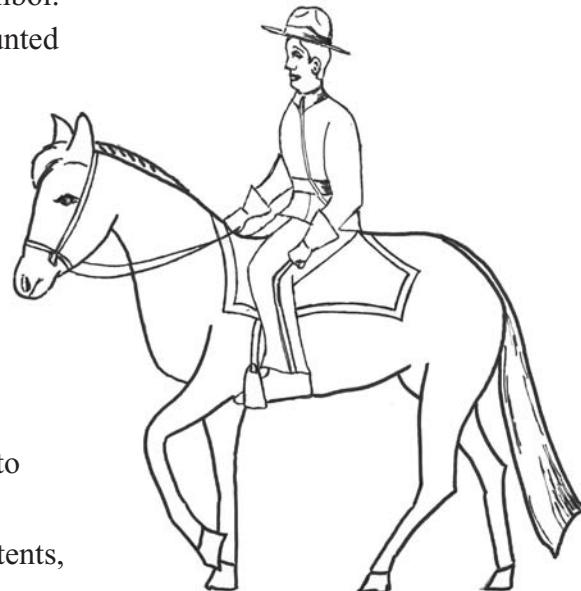
*When we finally discovered hermit crabs, they became our favorite pets.*

7. We kept lots of spare shells in the aquarium. These crabs switch to larger shells as they grow. (because)

*We kept lots of spare shells in the aquarium because these crabs switch to larger shells as they grow.*

## ► Fill in the circle next to each sentence that is written correctly.

1.  To the people of Canada, the Royal Canadian Mounted Police, on their beautiful horses, are a national symbol.  
 To the people of Canada, the Royal Canadian Mounted Police, on their beautiful horses.
2.  The Canadian government formed the Mounties in 1873, the Mounties protected the native peoples from abuse by traders and settlers.  
 The Canadian government formed the Mounties in 1873. The Mounties protected the native peoples from abuse by traders and settlers.
3.  They were peacekeepers in a vast wilderness from Manitoba to the Rockies.  
 Peacekeepers in a vast wilderness from Manitoba to the Rockies.
4.  They had little water, diseased horses, and flimsy tents, but they were self-sufficient and hardy.  
 They had little water, diseased horses, and flimsy tents. they were self-sufficient and hardy.
5.  The Mounties built forts, they began settlements.  
 The Mounties built forts, and they began settlements.
6.  The Mounties in their red uniforms were a familiar sight among the gold seekers during the Yukon gold rush of 1898.  
 The Mounties were a familiar sight among the gold seekers in their red uniforms during the Yukon gold rush of 1898.
7.  After their arrival in the West by railroad, Mounties also delivered mail, kept records, and gave farm advice to settlers.  
 Mounties also delivered mail, kept records, and gave farm advice to settlers after their arrival in the West by railroad.
8.  Today the Mounties serve Canada at the local, provincial, federal, and international levels they are truly a national treasure for Canada!  
 Today the Mounties serve Canada at the local, provincial, federal, and international levels. They are truly a national treasure for Canada!



**A. Label the parts of speech above each underlined word.**

- Prep      N      V  
1. In the United States, July 4 is Independence Day.
- Adj      V      Adj  
2. American citizens celebrate the signing of the Declaration of Independence in Philadelphia.
- Adj      Adv      Prep  
3. The thirteen American colonies were already fighting with England when they signed this important document.

**B. Combine the pair of sentences using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*.**

4. The colonists were angry with the king. They wanted freedom of choice.

***The colonists were angry with the king and wanted freedom of choice.***

**C. Combine the pair of simple sentences into a compound sentence. Add a comma and a coordinating conjunction.**

5. The king passed new tax laws for products bought and sold in the colonies. The colonists would not buy the products.

***The king passed new tax laws for products bought and sold in the colonies, but the colonists would not buy the products.***

**D. Combine the pair of sentences using an appositive phrase.**

6. A militia trained in each colony. A militia is a group of minutemen.

***A militia, a group of minutemen, trained in each colony.***

**CODE**

N	= Noun
Pro	= Pronoun
V	= Verb
Adj	= Adjective
Adv	= Adverb
Prep	= Preposition
CC	= Coordinating Conjunction
SC	= Subordinating Conjunction
I	= Interjection



**E. Combine each pair of sentences using a prepositional phrase.**

7. One afternoon some British soldiers and colonists fought.  
They fought in Boston, Massachusetts.

***One afternoon some British soldiers and colonists fought in Boston, Massachusetts.***

8. The colonists shouted and threw rocks. They threw rocks at the armed soldiers.

***The colonists shouted and threw rocks at the armed soldiers.***

**F. Combine the pair of sentences to make a complex sentence.**

9. A colonist named Crispus Attucks was killed. The soldiers fired guns into the crowd and killed him. (when)

***A colonist named Crispus Attucks was killed when the soldiers fired guns into the crowd.***

**G. Underline the dependent clause in each sentence. Circle the subordinating conjunction that introduces the clause.**

10. Because the colonists wanted independence, they willingly sacrificed everything for freedom.

11. After the war for independence ended, many referred to it as the Revolutionary War.

12. Thomas Jefferson wrote the Declaration of Independence while he was a member of the Continental Congress.

13. Jefferson began the study of Latin, Greek, and French when he was nine years old.

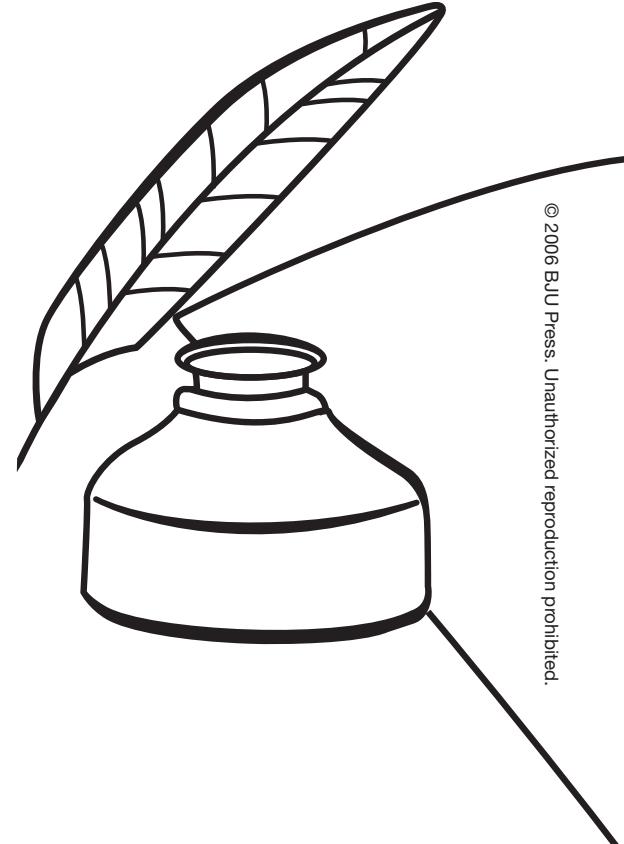
**H. Fill in the circle next to each sentence that is written correctly.**

14.  Representatives of each colony signed the document, the declaration was finally accepted on July 4, 1776.

- Representatives of each colony signed the document, and the declaration was finally accepted on July 4, 1776.

15.  John Hancock signed his name in large letters in the center of the page.

- John Hancock signed his name in large letters. In the center of the page.



**A. Write the letter of the correct answer in the blank.**

- B 1. *Yours truly,*
- D 2. Contains the sender's address
- A 3. Tells the purpose for writing
- F 4. Is always written by hand as well as typed
- E 5. Contains the recipient's address
- C 6. *Dear Sir or Madam:*

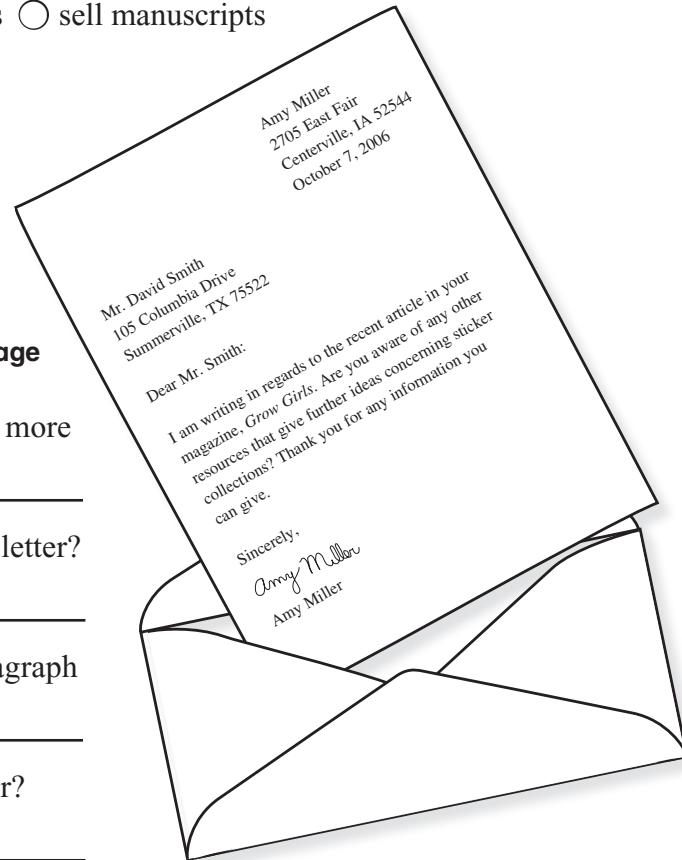
- A. body
- B. closing
- C. greeting
- D. heading
- E. inside address
- F. signature

**B. Fill in the circle next to each correct answer.**

- 7. Which word best describes the tone of a business letter?  
 personal       persuasive       polite
- 8. Looking for places to publish your work is called \_\_\_\_.  
 market research       submission       publishing
- 9. When you mail a manuscript to a publisher, you are \_\_\_\_ it to him for consideration.  
 submitting       selling       editing
- 10. Editors are people who \_\_\_\_.  
 write cover letters       make publishing decisions       sell manuscripts
- 11. It is always a good idea to enclose a \_\_\_\_ along with a manuscript sent to an editor.  
 magazine       picture       SASE
- 12. Your cover letter should give some brief details about your \_\_\_\_.  
 hobbies       writing experience       family

**C. Answer each question by writing the name of the correct stage of the Writing Process for a cover letter.**

- 13. In which stage do you make the wording of your letter more precise? *revising*
- 14. In which stage do you correct misspelled words in the letter? *proofreading*
- 15. In which stage do you organize the details in each paragraph of the letter? *planning*
- 16. In which stage do you mail the cover letter to the editor? *publishing*



190 Clearview Rd.  
Kingsport, TN 37663

Ms. Melinda Byers  
Green Grass publications  
1700 Mellowdale St.  
Fort Worth TX, 76118

Dear Ms. Byers:

Thank you for publishing Grow Girls magazine. It's my favorite one. I liked the articles and stories about friendship in the fall issue.

I would like to submit this poem for you to consider publishing. I have a friend that thinks it's really good. I am twelve years old, and I have been writing poetry for two years. Thank you for considering this poem.

*Elizabeth Wells*

Elizabeth Wells

# Grow Girls Magazine



April 2006

Drawing Horses  
How to make Charm Bracelets  
Poetry 101  
How to organize your sticker collection

**D. Read the letter. Then fill in the circle next to the better answer to complete each sentence.**

17. One line of the \_\_\_ has been left out.  
 heading       inside address
18. There is a capitalization mistake in the \_\_\_.  
 heading       inside address
19. There is a punctuation mistake in the \_\_\_ line of the inside address.  
 third       fourth
20. The greeting of this letter is written \_\_\_ for a business letter.  
 incorrectly       correctly
21. The title of the magazine in the body of the letter is written \_\_\_.  
 incorrectly       correctly
22. Does the letter use precise wording?  
 yes       no
23. Which detail is unnecessary to include in the second paragraph?  
 the writer's age       the fact that her friend liked her poem
24. What is left out at the end of the letter?  
 the signature       the closing