



Writer's Choice

GRAMMAR and COMPOSITION

Tests with Answer Key and Rubrics Grade 7



Glencoe

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Contents

Unit 1 **Personal Writing**

Choice A Test	1
Choice B Test	2
Composition Objective Test	3

Unit 2 **The Writing Process**

Choice A Test	5
Choice B Test	6
Composition Objective Test	7

Unit 3 **Descriptive Writing**

Choice A Test	9
Choice B Test	10
Composition Objective Test	11

Unit 4 **Narrative Writing**

Choice A Test	13
Choice B Test	14
Composition Objective Test	15

Unit 5 **Expository Writing**

Choice A Test	17
Choice B Test	18
Composition Objective Test	19

Unit 6 **Persuasive Writing**

Choice A Test	21
Choice B Test	22
Composition Test	23

Unit 7 **Troubleshooter**

Pretest	25
Mastery Test	27

Business and Technical Writing

Choice A Test	29
Choice B Test	30
Composition Objective Test	31

Contents

Unit 8 Subjects, Predicates, and Sentences

Pretest	33
Mastery Test.	35

Unit 9 Nouns

Pretest	37
Mastery Test.	39

Unit 10 Verbs

Pretest	41
Mastery Test.	43

Unit 11 Pronouns

Pretest	45
Mastery Test.	47

Unit 12 Adjectives and Adverbs

Pretest	49
Mastery Test.	51

Unit 13 Prepositions, Conjunctions, and Interjections

Pretest	53
Mastery Test.	55

Unit 14 Clauses and Complex Sentences

Pretest	57
Mastery Test.	59

Unit 15 Verbals

Pretest	61
Mastery Test.	63

Unit 16 Subject-Verb Agreement

Pretest	65
Mastery Test.	67

Unit 17 Glossary of Special Usage Problems

Pretest	69
Mastery Test.	71

Contents

Unit 18

Diagraming Sentences

Pretest	73
Mastery Test	75

Unit 19

Capitalization

Pretest	77
Mastery Test	79

Unit 20

Punctuation

Pretest	81
Mastery Test	83

Unit 21

Grammar Through Sentence Combining

Pretest	85
Mastery Test	87

Unit 22

Library and Reference Materials

Pretest	89
Mastery Test	91

Unit 23

Vocabulary and Spelling

Pretest	93
Mastery Test	95

Unit 24

Study Skills

Pretest	97
Mastery Test	99

Unit 25

Taking Tests

Pretest	101
Mastery Test	103

Unit 26

Listening and Speaking

Pretest	105
Mastery Test	107

Contents

Unit 27 Viewing and Representing

Pretest	109
Mastery Test	111

Unit 28 Electronic Resources

Pretest	113
Mastery Test	115

Answers	117
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Composition Test

Name Class Date

Unit 1 Personal Writing

Choice A

Context You may sometimes think that the adults in your life have forgotten what it felt like to be your age. You don't want this to happen to you when you grow up. You have decided to write your future self a letter describing the thoughts, feelings, and experiences that best define your seventh-grade self. Focus on the parts of your experience that you most want to remember.

- Directions**
- Begin by brainstorming about the kinds of experiences that your parents and teachers and other adults seem to have forgotten.
 - Select the experiences and emotions that you most want to remember.
 - Draft your letter. Include the specific details that will bring memories back to life twenty or thirty years from now. Explain why you feel a certain way, or how you developed a belief.
 - Revise your letter. Have you concentrated on the emotions and experiences that are special about being a seventh-grader, rather than parts of your life or personality that haven't changed much over time? Have you clearly identified the characters and places that you mention? Have you used any slang that you may not understand later?
 - Edit your letter. Then make a clean copy to keep.

Purpose To describe what it feels like to be a seventh-grader

Audience Your adult self

Length 1–2 pages

Rubrics

1. Does my letter focus on experiences specific to my age and circumstances?
2. Have I included specific details?
3. Have I described both events and emotions?
4. Does my writing use a relaxed, informal style while using correct grammar, spelling, and punctuation?

Composition Test

Name Class Date

Unit 1 Personal Writing

Choice B

Context Usually, people write postcards when they are on vacation. They describe for their friends back at home where they are and what they are doing. You have decided to do the opposite. You are going to write postcards from home to relatives or friends who live far away.

Directions Pick a real person or an imaginary person to write to. Write three postcards. Each should come from a different location, such as the school cafeteria, your school bus, or your kitchen at home. In each card describe the place and tell what you are doing there. Make your descriptions brief and vivid. Your style should be informal, but your postcard should be written in standard English.

Rubrics

1. Did I describe a location different from the other two cards?
2. Do I present a snapshot of daily life?
3. Have I described an experience as well as a place?
4. Have I used informal style with correct grammar, spelling, and punctuation?

Composition Test

Name Class Date

Unit 1 Personal Writing

■ A. Understanding the Reading (5 points each)

Select the letter of the choice that best completes the statement or answers the question.

- _____ 1. Personal writing is most similar to
- a. doing research in a library.
 - b. exploring thoughts with a close friend.
 - c. making a presentation to a group of strangers.
- _____ 2. A benefit of personal writing is that
- a. your thoughts do not need to make any sense.
 - b. you can understand your own feelings better.
 - c. you can always share it with others.
- _____ 3. What is true of every kind of personal writing?
- a. You do not have to worry about spelling or grammar.
 - b. You are learning unexpected things as you write.
 - c. You are writing about what matters to you.
- _____ 4. It is best to write in a journal
- a. every day.
 - b. once a week.
 - c. only when something amazing happens.
- _____ 5. What is a learning log?
- a. a collection of thoughts about what you are studying
 - b. a list of important facts to remember for a test
 - c. a collection of ideas for poems or stories
- _____ 6. An example of personal writing used to celebrate something is
- a. a school report card.
 - b. a program from an enjoyable play or concert.
 - c. a thank-you note for a gift.
- _____ 7. In which type of writing would the personal relationship between the writer and the person written to be most obvious?
- a. an invitation to a birthday party
 - b. a letter to a friend who has moved away
 - c. a graduation announcement
- _____ 8. Of the following steps in writing about yourself, the first is usually
- a. recalling intense or important experiences.
 - b. deciding how to adjust your style to your audience.
 - c. writing down vivid descriptive details.
- _____ 9. A personal essay must
- a. include every detail of a personal experience.
 - b. describe an experience that is familiar to the reader.
 - c. focus on the writer's response to an experience.

Composition Test

Name Class Date

- _____ 10. Writing to a character in a published story could best help you
- a. create fictional characters of your own.
 - b. learn how the writer invented that character.
 - c. gain a deeper understanding of the character.
- _____ 11. When writing about your experiences, it is usually best to tell about the events
- a. in the order in which you first recall them.
 - b. beginning with the last event.
 - c. in the order in which they occurred.
- _____ 12. At what stage in personal writing does it make the most sense to consider the point of view of your audience?
- a. drafting
 - b. editing
 - c. presenting

■ B. Matching Purposes with Forms (5 points each)

Select the letter of the form of personal writing that best fits each numbered goal.

- | | |
|--------------------------------|-------------------------------------|
| a. private journal | e. personalized invitation |
| b. personal letter | f. response to a literary character |
| c. essay on a personal subject | g. essay on a favorite character |
| d. learning log | h. notes on a bulletin board |
- _____ 13. to gain a deeper understanding of a character in a story
- _____ 14. to develop a relationship with another individual
- _____ 15. to share a celebration with friends
- _____ 16. to explain personal experiences in a formal way
- _____ 17. to be reminded of important past and future events
- _____ 18. to explore all your feelings in secret
- _____ 19. to explain to others how a fictional character has affected your life
- _____ 20. to keep track of questions and thoughts that have affected your schoolwork

Composition Test

Name Class Date

Unit 2 The Writing Process

Choice A

Context If you could add something to your school curriculum, what would it be? It might be extra art or gym classes each week, or it might be a completely new course in first aid or a foreign language. You are going to write a serious essay trying to persuade your school administration to add the course. What arguments would be most effective?

- Directions**
- Make lists of the subjects that interest you. You might talk to friends or relatives to find out what courses are available at their schools. You might think of general subject areas such as art or science and then create cluster diagrams of ideas related to each area.
 - Review the lists and diagrams you have created. Which subjects look most interesting? For which subjects could you make the most convincing arguments to the school administration? Pick one.
 - Draft your essay. Describe exactly what you have in mind. Explain why the new course would benefit your school. Remember your audience; your tone should be formal and respectful.
 - Revise your essay to make it as clear and well organized as possible.
 - Edit your essay. Then make a clean copy for presentation.

Purpose To persuade your readers to expand the school curriculum

Audience School administrators

Length 1–2 pages

Rubrics

1. Have I selected a new course idea from one of the ideas generated during prewriting?
2. Have I provided convincing arguments for adding the course to the curriculum?
3. Is my essay unified and clear?
4. Does my writing have an appropriate tone?
5. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Unit 2 The Writing Process

Choice B

Context The seventh-grade teachers in your school are trying to decide where the class should go on an end-of-the year field trip. They have asked interested students to submit written suggestions. Your essay should name a specific place, describe it if it is not known to everyone, and give reasons why it would be a good destination for a field trip.

Directions List spots you would be interested in visiting. Pick the one that you think would be most popular with the majority of your classmates and would also be appropriate for a visit by a large group. Formulate a clear main idea statement about your choice, and then back it up with specific reason. Write several paragraphs.

Rubrics

1. Have I expressed my main idea clearly?
2. Do I provide sufficient descriptive details about the destination?
3. Do I provide convincing reasons for choosing the location?
4. Have I followed standards of grammar, usage, and mechanics?




Composition Test

Name Class Date

Unit 2 The Writing Process

■ A. Understanding the Reading (5 points each)

Select the letter of the choice that best answers each question or completes each statement.

- _____ 1. In general, what is the best approach to brainstorming?
- Avoid any suggestions from peers.
 - Jot down only those ideas that are sure to be useful.
 - Come up with as many ideas as possible.
- _____ 2. A cluster diagram is most useful for figuring out
- ways to create sentence variety.
 - connections between ideas.
 - how much your audience knows about your topic.
- _____ 3. If you are having trouble starting a draft, it would help to
- imagine that you are explaining your idea to a critical adult.
 - write the most difficult parts first.
 - say your ideas into a tape recorder.
- _____ 4. At what stage do you turn your notes into paragraphs?
- prewriting
 - drafting
 - revising
- _____ 5. Which of the following steps in the writing process comes latest?
- deciding on your organization
 - setting your purpose
 - determining your audience
- _____ 6. What is a good way to see your draft as another person would?
- Set it aside for a while before revising.
 - Reread your original notes.
 - Return to the brainstorming stage of the process.
- _____ 7. In order to make your paragraphs effective, it is essential to
- begin each one with a topic sentence.
 - make all of the sentences in a paragraph either short or long.
 - use logical transition words between sentences.
- _____ 8. At what stage in the writing process should you check for sentence fragments and run-on sentences?
- revising
 - editing
 - presenting
- _____ 9. Which proofreading symbol means delete or omit?
- a.  b.  c. 
- _____ 10. What type of writing would best be written by hand?
- a letter to a newspaper
 - a letter to a friend
 - a school report

Composition Test

Name Class Date

■ B. Determining Purpose (5 points each)

Select the letter of the purpose that matches each numbered example below.

- | | |
|----------------------------|-------------------------|
| a. telling a story | c. describing something |
| b. informing or explaining | d. persuading |

- _____ 11. Once upon a time, three little pigs set off to make their fortune.
- _____ 12. The first house was made of golden straw, with four open windows and a pretty thatched roof.
- _____ 13. You should never take shortcuts when building your home.
- _____ 14. Brick houses are very sturdy and able stand up to high winds.

■ C. Defining Stages of the Writing Process (5 points each)

Select the letter of the activity in the writing process during which you would ask each question.

- | | |
|--------------------------|---------------|
| a. editing/proofreading | c. revising |
| b. publishing/presenting | d. prewriting |

- _____ 15. Do the subjects and verbs agree in all my sentences?
- _____ 16. What is my purpose?
- _____ 17. In what order should I arrange my ideas?
- _____ 18. Did I spell *occur* correctly?
- _____ 19. Have I kept my audience in mind in every paragraph?
- _____ 20. Should I put my paper in a binder?

Composition Test

Name Class Date

Unit 3 Descriptive Writing

Choice A

Context Imagine that you are a space alien who has just arrived in the school cafeteria at lunch time. You are wearing a disguise that allows you to fit in with the other students, but you are amazed by everything you see and sense. Write a description of the lunchroom from this point of view.

- Directions**
- Begin by listing all the things that you actually see, smell, hear, taste, and touch in the lunchroom.
 - Now try to imagine how these different sensations would affect someone who wasn't used to them and didn't know what they meant.
 - Imagine comparisons that the space creature might use to explain the scene.

Purpose To describe the school cafeteria from an alien point of view

Audience The alien's friends back home

Length 1–2 pages

Rubrics

1. Does my description include details from all five senses?
2. Does it contain vivid adjectives?
3. Have I organized details in a logical way?
4. Do I consistently maintain the alien's point of view?
5. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Unit 3 Descriptive Writing

Choice B

Context Your teacher has asked you to pick an ordinary object such as a notebook or a fire escape and describe it as if it were a precious work of art. To do this, you need to examine the object in detail and describe it in the most vivid way you can imagine.

Directions Your description must be flattering but accurate. Try to see the object from a fresh perspective, finding out what is beautiful or remarkable about it. In your description use at least two different kinds of sensory details, such as the object's appearance and sound.

Rubrics

1. Have I identified and described an ordinary object?
2. Do I describe actual features of the object in an imaginative, flattering way?
3. Do I use different kinds of sensory details?
4. Have I followed standards of grammar, mechanics, and usage?

Composition Test

Name Class Date

Unit 3 Descriptive Writing

■ A. Understanding the Reading (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 1. An effective way to describe something new to the reader is to
- a. use mostly new words that the reader must look up.
 - b. describe the object in a vague and general way.
 - c. find ways to compare it to familiar things.
- _____ 2. The first step in describing an imaginary world is to
- a. try to forget the details of the real world.
 - b. recall actual sensory details to use in your description.
 - c. combine descriptive details in new ways.
- _____ 3. To be most effective, a description should
- a. include every sensory detail related to the thing being described.
 - b. tell rather than show the reader what to think.
 - c. select sensory details to create a specific mood.
- _____ 4. What is true about organizing the details in a description?
- a. The arrangement should reflect the author's purpose.
 - b. In a description, order does not matter.
 - c. Organization should always be from most to least important.
- _____ 5. To create a believable fictional character, a writer must
- a. base the character on a single, actual individual.
 - b. describe the character's appearance and behavior.
 - c. like and admire the fictional person.
- _____ 6. To understand the images in a poem, you should begin by
- a. relating them to what you already know about the subject.
 - b. writing your own poem, using the same images.
 - c. writing your questions to the poet.
- _____ 7. In a description, transition words are most helpful in
- a. creating vivid impressions.
 - b. stating main ideas.
 - c. showing the relationships between features.
- _____ 8. Which of the following steps would most likely occur during the prewriting stage of creating a description?
- a. studying a photograph or drawing for inspiration
 - b. making sure that pronouns agree with their antecedents
 - c. replacing dull adjectives with vivid ones

Composition Test

Name Class Date

■ B. Selecting Vivid Language (5 points each)

Select the letter of the most precise or vivid word for the blank in each sentence.

- _____ 9. The girl _____ energetically along the path.
a. ambled b. bounced c. bounded
- _____ 10. Before buying the stove, Dad asked for a written _____ .
a. guarantee b. statement c. promise
- _____ 11. Everybody wanted to buy the _____ painting.
a. nice b. gorgeous c. pretty
- _____ 12. The crowd _____ as the skater fell to the ice.
a. gasped b. breathed c. inhaled
- _____ 13. Our trip was delayed by the terrible _____ .
a. weather b. rain c. downpour
- _____ 14. With her spiky new haircut, Nell looks like a cute _____ .
a. creature b. pixie c. kid
- _____ 15. The _____ flowers drooped in the vase.
a. wilted b. tired c. stale

■ C. Using Sensory Detail (5 points each)

Select the letter that identifies the kind of sensory detail in each sentence.

- a. sight b. sound c. taste d. smell e. touch
- _____ 16. The sudden honking of geese overhead startled me.
- _____ 17. The jasmine flowers poured forth their rich perfume.
- _____ 18. My feet sank deep into the cool, squishy mud.
- _____ 19. The pizza's tangy cheese contrasted with the sweet red peppers.
- _____ 20. The stray dog had matted fur, and it staggered with hunger.

Composition Test

Name Class Date

Unit 4 Narrative Writing

Choice A

Context Imagine that you wake up one day to find that you have shrunk to the size of a French fry. Write a short story about your adventures.

- Directions**
- Begin by thinking of a problem you encounter because of your size. Then think of a solution.
 - Make a list of the characters you want to put into your story. List their major characteristics. What will they sound like and look like? How will they behave? Will they help your character or cause you more trouble? How will dialogue reveal who they are?
 - Make a list of plot events and put them in the correct order.
 - Decide how you will begin your story. Really try to grab the reader's attention.

Purpose To write a story that people want to read

Audience Your class

Length 2–3 pages

Rubrics

1. Does my story have an intriguing opening?
2. Does it have a clear beginning, middle, and end?
3. Does it contain both problem and solution?
4. Do I use dialogue that fits the characters?
5. Have I followed standards of grammar, usage, and mechanics, with special attention paid to the punctuation and paragraphing of the dialogue?

Composition Test

Name Class Date

Unit 4 Narrative Writing

Choice B

Context Write a short story based on this idea: you are riding down a street on your bicycle when you notice a friendly dog following you. Think of a problem you might face and a solution to the problem. Decide whether you want your story to be humorous or serious, and then make sure all of the details fit the mood you have selected.

Directions Write a two- to three-page story based on this idea. Make sure you include vivid descriptions and dialogue.

Rubrics

1. Have I based my story on the basic idea?
2. Have I used dialogue that reflects the personalities of the various characters?
3. Do I have an interesting opening?
4. Have I followed standards of grammar, usage, and mechanics, paying special attention to the punctuation and paragraphing of dialogue?

Composition Test

Name Class Date

Unit 4 Narrative Writing

■ A. Understanding the Reading (5 points each)

Select the letter of the choice that best answers each question or completes each sentence.

- _____ 1. The plot of a story is
a. the main character.
b. the solution to a problem.
c. a series of events.
- _____ 2. The setting of a story consists of its
a. problem and solution.
b. time and place.
c. characters and dialogue.
- _____ 3. The most important part of a story is usually the
a. problem.
b. dialogue.
c. time period.
- _____ 4. When writing dialogue, it is a good idea to
a. include a descriptive phrase each time the speaker changes.
b. make sure that all the speakers sound the same.
c. make sure the dialogue reflects the speakers' personalities.
- _____ 5. When writing dialogue, you should start a new paragraph
a. whenever the speaker changes.
b. only when the speakers begin a new subject.
c. each time a speaker begins a new sentence.
- _____ 6. What is an important step to take when prewriting your story?
a. Review tricky points of grammar, spelling, and mechanics.
b. Check to see if every sentence contributes to the whole story.
c. Plan the basic elements of your tale.
- _____ 7. The opening of a story should
a. summarize the main events.
b. grab the reader's attention.
c. always be written last.
- _____ 8. A good way to begin the draft of a story is to
a. focus on the element that interests you most.
b. write the solution before the problem.
c. tackle the most difficult parts first.

Composition Test

Name Class Date

■ B. Dialogue (5 points each)

Select the letter that identifies the kind of character revealed by each bit of dialogue.

- a. determined c. vain e. generous g. shy
b. absent-minded d. brave f. strict h. lazy

- _____ 9. "If you children refuse to share, I will throw away all your toys."
_____ 10. "Sure, come on in. We always have food for a few more mouths."
_____ 11. "I am the amazing, the brilliant, the beautiful Rosalinda!"
_____ 12. "Oh no, I think I put the lamb chops in the dishwasher by mistake."
_____ 13. "Please don't make me go to the dance; I'd rather stay at home."
_____ 14. "I don't care what anyone says; I'll be a millionaire someday."
_____ 15. "Somebody has to go into the dragon's cave—why not me?"
_____ 16. "Do you really expect me to walk all the way next door?"

■ C. Interesting Openings (5 points each)

Select the lettered description that best describes each story opening.

- a. humorous character c. exotic location
b. tense situation d. eerie atmosphere

- _____ 17. Before Sid could ring the bell, the door slipped open and an invisible presence whispered, "Who's there?"
_____ 18. I heard a loud crack over the roar of the wind and the waves and spun around to see what it was. The mast had snapped in two.
_____ 19. Mr. Flugenbotham had an unforgettable voice. He sounded like an angry sea lion that had swallowed a kazoo.
_____ 20. The jungle parted like a curtain, and Rebecca saw before her a clearing full of enormous purple flowers.

Composition Test

Name Class Date

Unit 5 Expository Writing

Choice A

Context The members of your class are putting together a book called *The Things That We Do Best* for parents visiting your classroom during an open house. You want each student to contribute an explanation of a process that he or she can do well.

- Directions**
- Pick a process you know and can do well.
 - Identify each step of the process.
 - Put the steps in the correct order.
 - Draft your how-to report. Define any possibly confusing terms. Use transition words to make the time order clear to your readers.
 - You may wish to explain why certain steps are important or to discuss mistakes commonly made in the process.

Purpose To describe how to perform an important task from everyday life

Audience Parents of students in your class

Length About 1 page

Rubrics

1. Does my report focus on one process?
2. Do I list each step in the process?
3. Have I arranged steps in the correct time order?
4. Do I use transition words correctly?
5. Do I define confusing terms?
6. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Unit 5 Expository Writing

Choice B

Context You have decided to enter an essay contest requiring you to describe all the similarities and differences between a person you admire and yourself. The person may be a famous musician or sports figure, someone you know personally, a figure from history, or even a fictional character.

Directions Write a one- to two-page essay that compares and contrasts a person you admire with yourself. Make sure you organize the details in a logical way. You may do a feature-by-feature comparison, or you may prefer to describe all the similarities and then all the differences. Use phrases such as *on the other hand* and *similarly* to signal whether you are drawing a contrast or a comparison.

Rubrics

1. Do I name the person admired?
2. Have I identified both similarities and differences between the person and the writer?
3. Do I use signal words correctly?
4. Have I organized details logically?
5. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Unit 5 Expository Writing

■ A. Understanding the Reading (5 points each)

Select the letter of the choice that best answers each question or completes each statement.

- _____ 1. What is an example of expository writing?
a. a humorous tale about an imaginary family
b. an advertisement designed to sell cookies
c. an explanation of how hurricanes form
- _____ 2. Good expository writing should be
a. concise. b. mysterious. c. one-sided.
- _____ 3. The thesis statement of an expository report is
a. the method of organizing the details.
b. the main source of information used.
c. the central idea of the report.
- _____ 4. Which part of a report contains the supporting details?
a. the introduction b. the body c. the conclusion
- _____ 5. When writing about cause and effect, it is important to avoid
a. false cause-and-effect relationships.
b. chains of causes and effects.
c. causes with multiple effects.
- _____ 6. Of the following steps in writing a research report, the earliest is to
a. select a way to organize your details.
b. narrow your topic.
c. check your facts and quotations.
- _____ 7. If you are writing about space exploration, the best reference source for a quick overview of your subject is
a. a newspaper. b. an almanac. c. an encyclopedia.
- _____ 8. Which would be a primary source about the life of a farmer?
a. an encyclopedia article about farming
b. an interview with a farmer
c. a book about farmers
- _____ 9. When taking notes from published sources, you must always
a. put quotation marks around any quoted material.
b. avoid quoting anything directly from your sources.
c. copy down all information in the exact words of your sources.
- _____ 10. When is the best time to write out your notes from a personal interview?
a. immediately after the interview
b. during pauses in the interview
c. after a cooling-off period of several days

Composition Test

Name Class Date

■ B. Using Expository Writing (5 points each)

Select the letter that represents the kind of expository writing you would use to write about each of the numbered questions.

a. cause-and-effect **b.** comparison and contrast **c.** process

- _____ **11.** What events led to the break up of Yugoslavia?
- _____ **12.** What is the correct way to wash windows?
- _____ **13.** How do women's clothes of today differ from those of the last century?
- _____ **14.** How are Australia and New Zealand alike and different?
- _____ **15.** What does a hard frost do to a citrus crop?

■ C. Adding Supporting Details (5 points each)

Select the letter that identifies the type of supporting detail included in each sentence.

a. fact **b.** statistic **c.** example **d.** reason

- _____ **16.** In 1990, the Mexico City metropolitan area had a population of more than 13.5 million.
- _____ **17.** Because of conflict within his own party, President Lyndon Baines Johnson decided not to run for a second term.
- _____ **18.** One outstanding type of radish is the Dutch gala.
- _____ **19.** The largest meteorite found in the United States weighed fifteen tons.
- _____ **20.** The African moon moth's long, delicate wings have markings that look like eyes.

Composition Test

Name Class Date

Unit 6 Persuasive Writing

Choice A

Context Last night, you went to see a new movie at the local theater. You thought it was great and would like to encourage the students in your school to see it. You have decided to persuade them by submitting a positive review of the movie to the school newspaper

Directions Write a one- to two-page movie review directed at students your age. Use the following information in writing your review.

- The name of the movie is *Stepsisters*.
- It is a version of the Cinderella story told from the point of view of one of the so-called wicked stepsisters, who turns out to be a decent person.
- The movie is a humorous, upside-down look at a familiar story. However, it also has a serious message, which is the harmfulness of stereotypes, even in stories.
- The acting is superb, and there are many great visual effects, especially in the scenes where the fairy godmother transforms things.
- The director and cast have created a movie that deserves the public's attention.

Purpose To persuade people that *Stepsisters* is worth seeing

Audience Readers of the school newspaper

Length 1–2 pages

Rubrics

1. Does my review state a clear opinion in the opening paragraph?
2. Do I use persuasive arguments and details to support the position?
3. Do I provide basic information about the movie (plot, characters, acting, photography, special effects)?
4. Do I use language and arguments appropriate to the audience?
5. Have I suggested a definite action for the reader to take?
6. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Unit 6 Persuasive Writing

Choice B

Context You recently received in the mail a videotape that was damaged in shipment. The package broke open, and the tape split in half. You have decided to write a letter to the company that sent it, asking for a replacement or a refund.

Directions Write a one-page letter to Computer Whiz, 90 Valley Road, Petaluma, CA, 94953. State your problem, explain how it happened, and suggest the action you want the company to take. Remember to use the correct format and to be polite.

Rubrics

1. Does my letter begin with a clear statement of the problem?
2. Do I suggest a reasonable solution?
3. Do I maintain a polite tone?
4. Have I followed standards of grammar, usage, and mechanics and followed correct guidelines for a letter?

Composition Test

Name Class Date

Unit 6 Persuasive Writing

■ A. Understanding the Reading (5 points each)

Select the best completion of each statement or the best answer to each question.

- _____ 1. An example of persuasive writing is
- a. a campaign poster for a school election.
 - b. a funny story about a student council election.
 - c. an article about achievements of student councils.
- _____ 2. In general, which would be the best topic for a piece of persuasive writing?
- a. a position with which nearly everyone agrees.
 - b. a position with which nearly everyone disagrees.
 - c. a position that has strong pros and cons.
- _____ 3. When considering what arguments to use in a piece of persuasive writing, it is important to select those that appeal most to
- a. you, the writer.
 - b. experts in the field whose work has been published.
 - c. your readers.
- _____ 4. The main idea of a persuasive paper is usually presented first in the
- a. introduction.
 - b. conclusion.
 - c. body.
- _____ 5. A suggestion for a specific action to solve a problem is usually stated in the
- a. introduction.
 - b. body.
 - c. conclusion.
- _____ 6. Which would be a weakness in a persuasive article?
- a. an attention-grabbing introduction
 - b. a strong indication of the writer's personal opinion
 - c. a lack of evidence
- _____ 7. A publicity slogan should be
- a. long and complex.
 - b. short and snappy.
 - c. subtle and understated.
- _____ 8. A letter of complaint should be written in the format of
- a. an informal or friendly letter.
 - b. a business letter.
 - c. a newspaper editorial.

Composition Test

Name Class Date

■ B. Types of Evidence (5 points each)

The sentences below come from a student editorial urging the school administration to serve vegetarian dishes in the cafeteria. Select the letter that represents the type of evidence used in each sentence.

- a. fact b. statistic c. example d. opinion e. reason
- _____ 9. If vegetarian foods are served in the cafeteria, more students will buy lunch.
- _____ 10. A poll showed that 15 percent of the school's students are vegetarians.
- _____ 11. One possible dish is spinach lasagna.
- _____ 12. The school cooks have been trained in preparing vegetarian dishes.
- _____ 13. It's unfair to ignore one group of students when planning menus for the whole school.
- _____ 14. Vegetarian chili is a lot tastier than the chili made with meat.

■ C. Vivid Language (5 points each)

Select the letter of the most vivid word or phrase to complete each sentence.

- _____ 15. Start your morning with Pop-Os, the cereal that really _____.
a. energizes b. satisfies c. is good
- _____ 16. The new movie *Adventurers* will _____ you with its plot.
a. impress b. dazzle c. please
- _____ 17. Help prevent forest fires; don't let our trees _____.
a. get ruined b. go up in smoke c. go down the drain
- _____ 18. And so I _____ you to support the school car wash.
a. urge b. want c. ask
- _____ 19. I was _____ that the shirt fell apart after one washing.
a. disappointed b. surprised c. appalled
- _____ 20. Everybody should beg, borrow, or buy this _____ book!
a. funny b. amusing c. hilarious

Composition Pretest

Name Class Date

Unit 7 Troubleshooter

■ A. Sentence Fragments and Run-ons (6 points each)

For each set of sentences, select the letter of the complete, correct sentence.

- _____ 1. a. Suzanna brought a comic book to class.
b. Mr. Garcia saw her reading it, he was angry.
c. Took the comic book away until after class.
- _____ 2. a. Suzanna collects comic books many of her friends do, too.
b. Mr. Garcia generally.
c. He just doesn't think it is a good idea to read them during class.
- _____ 3. a. When the last bell rang.
b. Suzanna waited for Mr. Garcia she wanted to apologize.
c. Mr. Garcia told her that he likes comic books, too.

■ B. Subject-Verb Agreement (6 points each)

Select the letter of the sentence that demonstrates correct subject-verb agreement.

- _____ 4. a. One of Jerry's hobbies are canoeing.
b. There is many places to canoe near Jerry's house.
c. Each of the places has its own special attractions.
- _____ 5. a. Jerry and his brother Kyle especially loves Otter Park.
b. Neither Jerry nor Kyle minds the fact that it is small.
c. Both of the boys thinks the park is beautiful.
- _____ 6. a. The scenery in the park are gorgeous.
b. There is two rivers running through the park.
c. Otters and other animals make the park even more fun.

■ C. Verb Tenses and Forms (5 points each)

Select the letter of the choice that correctly completes each sentence.

- _____ 7. Francis Scott Key _____ "The Star-Spangled Banner" in 1814.
a. written b. wrote c. writing d. write
- _____ 8. He had _____ the British fleet in Chesapeake Bay.
a. visited b. visiting c. visits d. visit
- _____ 9. While he was there, the British _____ nearby Fort McHenry.
a. bomb b. bombing c. bombs d. bombed
- _____ 10. In the morning, though, the American flag still _____ over the fort.
a. flied b. flying c. flown d. flew

Composition Mastery Test

Name Class Date

Unit 7 Troubleshooter

■ A. Sentence Fragments and Run-ons (6 points each)

For each set of sentences, select the letter of the complete, correct sentence.

- _____ 1. **a.** The Virgin Islands, made up of nine main islands in the Caribbean.
b. England holds three of the islands the United States holds the other six.
c. St. Croix, St. Thomas, and St. John make up the United States Virgin Islands.
- _____ 2. **a.** After Denmark sold the islands to the United States in 1917.
b. The United States granted the islanders most of the rights of U.S. citizens.
c. Are not allowed to vote in U.S. presidential elections, though.
- _____ 3. **a.** Tourism is very important to the Virgin Islands.
b. Almost two million people visit every year, many come on cruise ships.
c. Like to visit the beautiful island beaches.

■ B. Subject-Verb Agreement (6 points each)

Select the letter of the sentence that demonstrates correct subject-verb agreement.

- _____ 4. **a.** Look, there is the men we saw yesterday.
b. One of them is that famous scientist, Dr. Berger.
c. Here come Dr. Berger now.
- _____ 5. **a.** There are the building you are looking for, Dr. Berger.
b. Yes, those buildings in the courtyard contains laboratories.
c. Neither Kate nor I have ever been in one of them.
- _____ 6. **a.** The classrooms and the offices was over there.
b. All of them were moved to another building, though.
c. Either a teacher or the principal have the key.

■ C. Verb Tenses and Forms (5 points each)

Select the letter of the choice that correctly completes each sentence.

- _____ 7. The planning of Washington, D.C., _____ in 1790.
a. begin **b.** beginning **c.** begun **d.** began
- _____ 8. Pierre Charles L'Enfant _____ the city.
a. design **b.** designs **c.** designed **d.** designing
- _____ 9. Congress had _____ L'Enfant permission to build the city as well.
a. given **b.** gave **c.** give **d.** giving
- _____ 10. L'Enfant left the project, but others _____ his plans for the city.
a. use **b.** used **c.** uses **d.** using

Composition Test

Name Class Date

Business and Technical Writing

Choice A

Context This year, you'd like your class to mark the end of the school year with some sort of special event such as a dance, picnic, or day trip. You have decided to write a proposal to convince the administration at your school that your idea should be adopted.

- Directions**
- Begin by brainstorming ideas about activities that your class might enjoy.
 - Choose one of your ideas and write statements telling exactly what your plan involves and how it will work.
 - Write a draft of the proposal. Remember that it should be persuasive but factual. Use polite language and correct spelling, grammar, capitalization, and punctuation. Include a table, graph, or other organizer if needed to make complex information easier to understand.
 - Revise your proposal.
 - Have you provided an accurate and complete description of your plan?
 - Is your argument persuasive and logical?
 - Edit your proposal. Then make a clean copy to keep.

Purpose To write a proposal

Audience School administration

Length 1 page

Rubrics

1. Have I organized my plan?
2. Have I identified and described the plan clearly?
3. Have I provided logical arguments?
4. Do I use the proposal format?
5. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Business and Technical Writing

Choice B

Context You are a reporter for your school newspaper. The editor of the paper has assigned you to interview new students on the first day of school. You are going to come up with three questions to ask one new student. Then you are going to provide the answers that you think a new student might give on his or her first day at your school.

Directions Before writing your interview, think about what new students face on their first day at a new school. Then jot down a list of questions that have to do with these issues. Choose three of these questions and use them to write an imaginary interview between a reporter and a new student on the first day of school. Write the interview, playing the parts of both the interviewer and the person being interviewed.

Purpose To write an interview

Audience Readers of the school newspaper

Length 1 page

Rubrics

1. Have I used correct interview format?
2. Will my questions bring out the desired information from an interview subject?
3. Have I followed standards of grammar, usage, and mechanics?

Composition Test

Name Class Date

Business and Technical Writing

■ A. Understanding the Reading (5 points each)

Select the letter of the choice that best answers the question.

- _____ 1. What makes a good impression in a business letter?
- a. polite language combined with a friendly tone
 - b. a demanding tone that shows the writer “means business”
 - c. a lengthy and highly detailed account of the issue the writer is addressing
- _____ 2. In the modified block-style letter, where do the heading, the closing, the writer’s signature, and the writer’s typed name begin?
- a. at the left margin
 - b. at the center of the paper
 - c. after an indent of half an inch from the left margin
- _____ 3. In general, which part of a meeting summary is the longest?
- a. opinions
 - b. a membership list
 - c. old business and new business
- _____ 4. What do minutes record?
- a. facts about a meeting
 - b. information gathered about a subject
 - c. an opinion of an event such as a play
- _____ 5. Which form of writing is LEAST likely to use a column-and-grid format?
- a. a schedule
 - b. a tracking form
 - c. an application form
- _____ 6. What is a tracking form generally used to record?
- a. things as they occur
 - b. information about a person who is requesting something
 - c. the times at which certain events will take place
- _____ 7. Which form has a question-and-answer format?
- a. a proposal
 - b. an interview
 - c. a summary
- _____ 8. What should a person who is being interviewed for a job NOT do?
- a. ask the interviewer questions
 - b. be friendly to the interviewer
 - c. give detailed information that hasn’t been asked for
- _____ 9. In general, what are the parts of a proposal?
- a. title, date, body, and name
 - b. instructions, headings, body, and signature
 - c. heading, inside address, body, and signature
- _____ 10. What is the main purpose of a proposal?
- a. to suggest a plan or solution to a problem
 - b. to discover what happened during an incident
 - c. to provide a statement of the main points of a larger work

Composition Test

Name Class Date

- _____ 11. Which of the following is likely to rely more on visuals than on text?
a. proposals b. interviews c. multimedia presentations
- _____ 12. Which is the longest and most important part of a multimedia presentation?
a. the body b. the conclusion c. the introduction

■ B. Matching Purposes with Forms (5 points each)

Select the letter of the form of business and technical writing that best fits each numbered goal.

- | | |
|--------------------|----------------------------|
| a. business letter | d. interview |
| b. summary | e. proposal |
| c. form | f. multimedia presentation |
- _____ 13. to request the autograph of your favorite actor
- _____ 14. to request an application form for a summer sports camp
- _____ 15. to keep track of vacation dates for all of the employees at a business
- _____ 16. to convince an organization that your school would use a grant wisely
- _____ 17. to convince an audience that your community needs more soccer fields
- _____ 18. to gather specific information from an expert to be used in a newspaper story
- _____ 19. to accurately report what happened at the last meeting of your journalism club
- _____ 20. to get a replacement for a piece that is missing from your favorite board game

Grammar Pretest

Name Class Date

Unit 8 Subjects, Predicates, and Sentences

■ A. Kinds of Sentences (4 points each)

Select the letter of the term that identifies each kind of sentence. Terms may be used more than once.

a. declarative b. interrogative c. exclamatory d. imperative

- _____ 1. Terrell gathered \$110 in pledges for his participation in the walkathon.
_____ 2. When will the walkathon take place?
_____ 3. The walkathon is on Saturday, May 1.
_____ 4. Don't forget to wear good walking shoes.
_____ 5. What a fantastic time we'll have at the walkathon!
_____ 6. Be there early if you want to participate.

■ B. Subjects and Predicates (4 points each)

Select the letter of the term that best describes the role of the italicized word or words in each sentence. Terms may be used more than once.

a. simple subject c. complete subject e. compound subject
b. simple predicate d. complete predicate f. compound predicate

- _____ 7. Sujata *has a pet spider monkey*.
_____ 8. That crazy *monkey* is always getting into trouble!
_____ 9. There are often *problems* with the naughty pet.
_____ 10. Today the monkey *found* the monkey pellets and *threw* them everywhere.
_____ 11. Sujata's *mother* and *father* were furious.
_____ 12. Sujata is *learning* techniques for the control of animals.
_____ 13. A *helpful video* teaches pet owners these methods.
_____ 14. Sujata *has* already *taught* the monkey several commands.
_____ 15. *Does* the idea of a pet monkey *appeal* to you?

Grammar Pretest

Name Class Date

■ C. Simple and Compound Sentences (4 points each)

Select the letter of the term that correctly identifies each sentence. Terms may be used more than once.

- a. simple sentence
- b. compound sentence
- c. sentence fragment
- d. run-on sentence

- _____ 16. J. R. R. Tolkien was a popular fantasy writer.
- _____ 17. Created a fascinating world called Middle Earth.
- _____ 18. First he published *The Hobbit* then he published *The Lord of the Rings*.
- _____ 19. Tolkien loved language, and he often created his own languages in his books.
- _____ 20. Perhaps the most complex of these were the elf languages.

■ D. Simple and Compound Sentences (4 points each)

For each set of sentences, choose the letter of the sentence that is written correctly.

- _____ 21.
 - a. It is time for Gracia's piano lesson, she is late.
 - b. Running full tilt around an icy corner.
 - c. Gracia slips and crashes into a bush; her music flies everywhere!
- _____ 22.
 - a. Lying somewhat stunned and breathless on the sidewalk.
 - b. There are several people standing nearby.
 - c. A man stops to help, a woman comes running over.
- _____ 23.
 - a. The woman helps Gracia, and the man collects her music.
 - b. With a deep breath, Gracia slowly and shakily.
 - c. "Thank you," said Gracia, she shook hands with both her rescuers.
- _____ 24.
 - a. Just then Gracia's piano teacher dashes around the corner.
 - b. Hurrying to get to her apartment on time.
 - c. She and Gracia look at each other they laugh.
- _____ 25.
 - a. The woman dusts off Gracia's coat and the man hands Gracia her last piece of music.
 - b. Gracia and her piano teacher march up the steps to the apartment.
 - c. Need to leave a little earlier next time.

Unit 8 Subjects, Predicates, and Sentences

■ A. Kinds of Sentences (4 points each)

Select the letter of the term that identifies each kind of sentence. Terms may be used more than once.

a. declarative b. interrogative c. exclamatory d. imperative

- _____ 1. What are we going to see at Carson State Park?
- _____ 2. There are several nature exhibits and a bird sanctuary at the park.
- _____ 3. I love to look at different kinds of birds.
- _____ 4. Is there a snack bar at the park?
- _____ 5. Bring a bag lunch and a drink.
- _____ 6. What an interesting field trip this should be!

■ B. Subjects and Predicates (4 points each)

Select the letter of the term that best describes the role of the italicized word or words in each sentence. Terms may be used more than once.

a. simple subject c. complete subject e. compound subject
b. simple predicate d. complete predicate f. compound predicate

- _____ 7. Mariah *is trying out* for the basketball team.
- _____ 8. So far she *has played* poorly, though.
- _____ 9. She *crashed* into the coach and *knocked* him over yesterday.
- _____ 10. Many *teammates* burst into laughter.
- _____ 11. *The entire situation* was quite embarrassing.
- _____ 12. *Mariah* and *Rita* have decided to practice this weekend.
- _____ 13. *Both* of them will go to the gym on Saturday.
- _____ 14. Mariah also *dribbles* and *shoots* baskets at home.
- _____ 15. She *hopes the extra practice* will help her make the team.

Grammar Mastery Test

Name Class Date

■ C. Simple and Compound Sentences (4 points each)

Select the letter of the term that correctly identifies each group of words. Terms may be used more than once.

- a. run-on sentence
- b. sentence fragment
- c. compound sentence
- d. simple sentence

- _____ 16. Millard Fillmore was president of the United States in the mid-nineteenth century.
- _____ 17. Probably the least well known of all the United States presidents.
- _____ 18. Fillmore was President Zachary Taylor's vice president.
- _____ 19. President Taylor died in 1850, and Fillmore succeeded him.
- _____ 20. Fillmore was not very popular, his own party refused to nominate him for president in 1852.

■ D. Simple and Compound Sentences (4 points each)

For each set of sentences, choose the letter of the sentence that is written correctly.

- _____ 21. a. Gavin hopes to join the junior high marching band.
b. Has played the piano for seven years.
c. Now he wants to play a band instrument he just can't decide which one.
- _____ 22. a. The trumpet sounds loud the trombone is fun to play.
b. There are many other instruments to choose from, though.
c. On a visit to the music store, Gavin and his music teacher, Mr. Lee.
- _____ 23. a. Gavin picks up the tuba it is quite heavy.
b. Mr. Lee suggests the flute, but Gavin is not interested.
c. Wanders to the back of the store to look at the drum sets.
- _____ 24. a. Gavin picks up a drumstick and strikes the snare drum.
b. Mr. Lee winces, Gavin grins at him.
c. The store manager and his assistant with a suggestion.
- _____ 25. a. Gavin to try playing the big kettle drum.
b. It makes a wonderfully deep sound Gavin's eyes light up.
c. A smile slowly comes over his face, and he strikes the drum again.

■ E. Writing with Different Kinds of Sentences

Write one or two paragraphs describing a trip you have taken. Vary your sentences by using simple and compound subjects and predicates. Also, use at least one compound sentence. Proofread your work carefully to make sure you have not written any sentence fragments or run-on sentences.

Grammar Pretest

Name Class Date

Unit 9 Nouns

■ A. Kinds of Nouns (4 points each)

Select the letter of the term that matches each definition.

- | | | |
|---------------------------|-------------------------|---------------------------|
| a. proper noun | d. abstract noun | f. compound noun |
| b. common noun | e. concrete noun | g. possessive noun |
| c. collective noun | | |

- _____ 1. names any person, place, thing, or idea
- _____ 2. names a group of individuals
- _____ 3. names ideas, qualities, or feelings
- _____ 4. noun made up of two or more words
- _____ 5. names the person or thing that owns or has something
- _____ 6. names a specific person, place, thing, or idea
- _____ 7. names things that you can see or touch

■ B. Kinds of Nouns (4 points each)

Select the letter of the term that best identifies the italicized word or words in each sentence.

- | | | |
|---------------------------|---------------------------|-------------------------|
| a. proper noun | c. collective noun | e. compound noun |
| b. possessive noun | d. abstract noun | |

- _____ 8. The *mime's* routine was quite funny.
- _____ 9. First she mimed an inept *daredevil* crashing into a brick wall.
- _____ 10. The *audience* laughed at the look on her face.
- _____ 11. The mime pounded the wall in *frustration*.
- _____ 12. Finally, she climbed over the wall, ran to *Charles*, and hugged him.
- _____ 13. Her white face paint got all over his *sweatshirt!*
- _____ 14. Charles reeled back with an expression of *horror*.
- _____ 15. The *actor's* grimace was quite convincing!

Grammar Mastery Test

Name Class Date

Unit 9 Nouns

■ A. Kinds of Nouns (4 points each)

Select the letter of the term that matches each definition.

- | | | |
|--------------------|------------------|--------------------|
| a. proper noun | d. abstract noun | f. compound noun |
| b. common noun | e. concrete noun | g. possessive noun |
| c. collective noun | | |

- _____ 1. noun made up of two or more words
- _____ 2. names things that you can see or touch
- _____ 3. names the person or thing that owns or has something
- _____ 4. names any person, place, thing, or idea
- _____ 5. names ideas, qualities, or feelings
- _____ 6. names a specific person, place, thing, or idea
- _____ 7. names a group of individuals

■ B. Kinds of Nouns (4 points each)

Select the letter of the term in the list below that identifies the italicized word or words in each sentence. Terms may be used more than once.

- | | | |
|--------------------|--------------------|------------------|
| a. proper noun | c. collective noun | e. compound noun |
| b. possessive noun | d. abstract noun | |

- _____ 8. Shawna Davis is a world-class *water-skier*.
- _____ 9. She has been developing her skiing *skills* since she was six years old.
- _____ 10. Last week she competed in the Young Pros Championship in *Seattle*.
- _____ 11. A whole *group* of Shawna's friends came to see her ski.
- _____ 12. Shawna often has mixed *feelings* about competing in front of friends.
- _____ 13. Sometimes her *friends'* expectations can be distracting.
- _____ 14. Still, *Shawna* appreciates the support of her fans.
- _____ 15. She loves to hear the applause of the *crowd*.

Grammar Mastery Test

Name Class Date

■ C. Distinguishing Plurals, Possessives, and Contractions (4 points each)

Select the letter of the term that identifies the italicized word or words in each sentence. Terms may be used more than once.

- a. contraction
- b. singular possessive noun
- c. plural possessive noun
- d. plural noun

- _____ 16. Yesterday, *Max's* family adopted a puppy.
- _____ 17. Max and his brother Eddie examined a dozen *pups*.
- _____ 18. The new terrier, Cinder, sleeps in the *boys'* room every night.
- _____ 19. *Cinder's* clever at getting what she wants.
- _____ 20. If she decides to go out at midnight, she licks *Eddie's* face.
- _____ 21. He's awake and out of bed before he knows *it's* the middle of the night.

■ D. Appositives (4 points each)

Select the letter of the sentence that contains an appositive.

- _____ 22. a. The rummage sale, a community event, was held September 3.
b. Clothes, old toys, and sports equipment were for sale.
c. Everybody had fun, and money was raised for the library.
- _____ 23. a. Imma is a Norwegian exchange student living with our family.
b. Imma's home is Oslo, the capital of Norway.
c. Imma's learning American customs, and she's teaching us about Norway.
- _____ 24. a. The creature in that cage is an oryx.
b. An African antelope, the oryx is quite large.
c. The oryx's horns are long and straight.
- _____ 25. a. The doctor told Jim to rest, but Jim didn't follow her suggestion.
b. She also told him to drink fluids, take cough syrup, and keep warm.
c. Jim, a stubborn person, ended up getting sicker.

■ E. Using Nouns in Writing

Write two paragraphs about a school subject you enjoy. Include and label at least one example of each of the following kinds of nouns: proper noun, concrete noun, abstract noun, possessive noun, collective noun, and compound noun. Use some plural nouns. Proofread your work carefully to make sure that your subjects and verbs agree.

Grammar Pretest

Name Class Date

Unit 10 Verbs

■ A. Types of Verbs (3 points each)

Select the letter of the term that matches each definition.

- | | |
|----------------------|-----------------|
| a. transitive verb | c. linking verb |
| b. intransitive verb | d. helping verb |

- _____ 1. a verb that connects the subject of a sentence with a noun or an adjective in the predicate
- _____ 2. a verb that has a direct object
- _____ 3. a verb that does not have a direct object
- _____ 4. a verb that is combined with the main verb to tell about an action

■ B. Verbs, Objects, and Predicate Words (4 points each)

Select the letter of the term that identifies the italicized word or words in each sentence.

- | | | |
|-----------------|------------------------|--------------------|
| a. verb phrase | d. predicate noun | f. direct object |
| b. linking verb | e. predicate adjective | g. indirect object |
| c. helping verb | | |

- _____ 5. The school musical *seemed* particularly good last night.
- _____ 6. The singers and actors all sounded *wonderful*.
- _____ 7. Katherine led the *cast* to success.
- _____ 8. She is a dedicated *performer*.
- _____ 9. She *had* rehearsed her part for weeks.
- _____ 10. Her parents *were sitting* in the front row.
- _____ 11. She gave *them* a smile and a wave before she left the stage.
- _____ 12. Afterward, the director showed the *cast* a videotape of the show.

Grammar Pretest

Name Class Date

■ C. Verb Tenses (4 points each)

Select the letter of the term that identifies the verb tense used in each sentence.

- | | | |
|------------|---------------------|------------------------|
| a. present | d. past progressive | f. present perfect |
| b. past | e. past perfect | g. present progressive |
| c. future | | |

- _____ 13. Many people love animated movies.
- _____ 14. Today, several movie studios are making animated films.
- _____ 15. Years ago, animation artists drew every picture by hand.
- _____ 16. Before the age of computers, animation had become somewhat dull.
- _____ 17. Artists were using old techniques.
- _____ 18. Today, most animators are working with computers.
- _____ 19. Most of them have taken courses in computer drawing.
- _____ 20. Animated films will become even more amazing.

■ D. Irregular Verbs (4 points each)

Select the letter of the verb form that correctly completes each sentence.

- _____ 21. Jennifer's new sweater _____ in the wash.
a. shrink b. shranked c. shrank d. shrunk
- _____ 22. She had just _____ it last week.
a. bought b. buyed c. buy d. boughten
- _____ 23. She only _____ it once.
a. wear b. weared c. wore d. worn
- _____ 24. Jennifer _____ that you shouldn't put wool clothes in the dryer.
a. know b. knew c. known d. knowed
- _____ 25. She simply had not _____ the tag describing the sweater's fabric.
a. see b. seed c. saw d. seen
- _____ 26. Unfortunately, the dye _____ in the hot water, too.
a. ran b. runned c. run d. ranned

Grammar Mastery Test

Name Class Date

Unit 10 Verbs

■ A. Types of Verbs (3 points each)

Select the letter of the term that matches each definition.

- | | |
|----------------------|-----------------|
| a. transitive verb | c. linking verb |
| b. intransitive verb | d. helping verb |

- _____ 1. a verb that has a direct object
- _____ 2. a verb that is combined with the main verb to tell about an action
- _____ 3. a verb that connects the subject of a sentence with a noun or an adjective in the predicate
- _____ 4. a verb that does not have a direct object

■ B. Verbs, Objects, and Predicate Words (4 points each)

Select the letter of the term that identifies the italicized word or words in each sentence.

- | | | |
|-----------------|------------------------|--------------------|
| a. verb phrase | d. predicate noun | f. direct object |
| b. linking verb | e. predicate adjective | g. indirect object |
| c. helping verb | | |

- _____ 5. Calvin *was wandering* down the street when it happened.
- _____ 6. A car hit a *truck* that was parked at the curb.
- _____ 7. The car *looked* old and battered.
- _____ 8. Two men left the *car* and dashed away.
- _____ 9. Calvin *had* never seen anything like it.
- _____ 10. He was *upset* by what he'd observed.
- _____ 11. Calvin told a *police officer* the whole story.
- _____ 12. "That event was a *scene* in a movie," she said.

Grammar Mastery Test

Name Class Date

■ C. Verb Tenses (4 points each)

Select the letter of the term that identifies the verb tense used in each sentence.

- | | | |
|------------|---------------------|------------------------|
| a. present | d. past progressive | f. present perfect |
| b. past | e. past perfect | g. present progressive |
| c. future | | |

- _____ 13. Babe Ruth was a great baseball player.
- _____ 14. People are still talking about his amazing abilities.
- _____ 15. By age thirty Ruth had already become an American legend.
- _____ 16. In 1927 Ruth was playing for the New York Yankees.
- _____ 17. That season he hit a record sixty home runs.
- _____ 18. Ruth has attracted the admiration of generations of ball players.
- _____ 19. Many of today's great players admire Ruth's successes.
- _____ 20. Certainly he will remain one of baseball's greats forever.

■ D. Irregular Verbs (4 points each)

Select the letter of the verb form that correctly completes each sentence.

- _____ 21. Josh and Inez _____ their pet canary out of its cage yesterday.
a. let b. lot c. letted d. letting
- _____ 22. The bird _____ straight out an open window and into a shrub.
a. fly b. flown c. flew d. flied
- _____ 23. It had never _____ that before.
a. do b. did c. doed d. done
- _____ 24. Now Josh has _____ the bird again.
a. catch b. caught c. caught d. catching
- _____ 25. He quickly _____ on the canary and carried it back to its cage.
a. spring b. sprang c. springed d. sprung
- _____ 26. The bird _____ Josh lightly on the thumb.
a. bited b. bitten c. biting d. bit

■ E. Using Verbs in Writing

Write a letter to a friend about something enjoyable you've done recently. Use and label several different verb tenses. Circle any linking verbs, and underline the helping verbs in your letter. Also, use several irregular verbs.

Grammar Pretest

Name Class Date

Unit 11 Pronouns

■ A. Types of Pronouns (5 points each)

Select the letter of the term that matches each definition.

- | | | |
|-----------------------|----------------------|--------------------------|
| a. subject pronoun | d. intensive pronoun | g. indefinite pronoun |
| b. object pronoun | e. reflexive pronoun | h. interrogative pronoun |
| c. possessive pronoun | f. personal pronoun | |

- _____ 1. tells whom or what a sentence is about
- _____ 2. shows who or what has something
- _____ 3. refers to people or things
- _____ 4. does not refer to a particular person, place, or thing
- _____ 5. adds emphasis to a noun or pronoun already named
- _____ 6. introduces a question

■ B. Types of Pronouns (5 points each)

Select the letter of the term that identifies each italicized pronoun.

- | | | |
|-----------------------|----------------------|--------------------------|
| a. subject pronoun | d. intensive pronoun | f. indefinite pronoun |
| b. object pronoun | e. reflexive pronoun | g. interrogative pronoun |
| c. possessive pronoun | | |

- _____ 7. The head architect *himself* insisted on inspecting the roof.
- _____ 8. Roberto and *I* planted a garden for butterflies.
- _____ 9. That raincoat is Jed's, but *whose* is this?
- _____ 10. Mick voted for *himself* for president of the chess club.
- _____ 11. The magician showed *everyone* that the top hat was empty.
- _____ 12. Ms. Malcarne told *us* how to play the computer game.

■ C. Pronouns and Antecedents (5 points each)

Select the letter of each sentence in which the pronoun's antecedent is clear and the pronoun and the antecedent agree.

- _____ 13. a. They give good haircuts at the new salon.
b. Linda walked by Kate; she didn't say a word.
c. Tim called Janet and told her the news.
- _____ 14. a. The kitten is a female, and she is named Colline.
b. Do they check your ticket stub at the theater?
c. The Jets played the Rockets and they won.
- _____ 15. a. Tina and Raissa tried out for the team, and the coach selected both of them.
b. Larry and Dan went sledding and left his mittens behind.
c. They rent shoes of all sizes at the bowling alley.

Grammar Pretest

Name Class Date

- _____ 16. a. Al handed his father the saw and nicked his thumb.
b. Gary and Jill ran out to the bus, but they were too late.
c. Mom says that they make great hamburgers at the diner.

■ D. Using Pronouns Correctly (5 points each)

Select the sentence in which subject or object pronouns are used correctly.

- _____ 17. a. Her and I are planning to take judo classes.
b. The roller coaster made Lester and I dizzy.
c. The person hiding behind the curtain was I.
- _____ 18. a. Gwen and them were playing video games at the arcade.
b. Grandpa gave the old jukebox to my brother and me.
c. I and Hilary raised the bar on the high jump.
- _____ 19. a. Did Carlos and him finish the comic book yet?
b. The writers of the skit were Sue and she.
c. Dad set the alarm for you and he.
- _____ 20. a. Send a funny postcard to me and Andrew.
b. Will the teacher punish Drew and I for talking?
c. The dog and I stared at each other without moving.

Grammar Mastery Test

Name Class Date

Unit 11 Pronouns

■ A. Types of Pronouns (5 points each)

Select the letter of the term that matches each definition.

- | | | |
|-----------------------|----------------------|--------------------------|
| a. subject pronoun | d. intensive pronoun | g. indefinite pronoun |
| b. object pronoun | e. reflexive pronoun | h. interrogative pronoun |
| c. possessive pronoun | f. personal pronoun | |

- _____ 1. tells who or what receives the action of the verb
- _____ 2. adds emphasis to a noun or pronoun already named
- _____ 3. introduces a sentence that asks a question
- _____ 4. does not refer to a particular person, place, or thing
- _____ 5. identifies whom or what a sentence is about
- _____ 6. tells who or what has something

■ B. Types of Pronouns (5 points each)

Select the letter of the term that best identifies each italicized pronoun.

- | | | |
|-----------------------|----------------------|--------------------------|
| a. subject pronoun | d. intensive pronoun | f. indefinite pronoun |
| b. object pronoun | e. reflexive pronoun | g. interrogative pronoun |
| c. possessive pronoun | | |

- _____ 7. After the hike, Jasmine unlaced *her* heavy boots.
- _____ 8. To *whom* did the woman confide her secret?
- _____ 9. *Someone* must have left a window open during the storm.
- _____ 10. The queen *herself* helped put out the fire at the castle.
- _____ 11. Were *we* the only students who offered to make sets for the play?
- _____ 12. The exhausted swimmer slowly pulled *herself* out of the pool.

■ C. Pronouns and Their Antecedents (5 points each)

Select the letter of each sentence in which the pronoun's antecedent is clear and the pronoun and the antecedent agree.

- _____ 13. a. They don't allow children under twelve in the museum.
b. Mary bumped into Michelle; she said, "Ouch!"
c. Tom saw Ellen and told her the story.
- _____ 14. a. Aunt Barb and Uncle Ted had a baby boy and named him Richard.
b. Are they starting a new series on TV?
c. The dog attacked the cat and it ran away.
- _____ 15. a. The twins broke the toaster, and Mr. Chew scolded them.
b. LaToya and Connie rode the subway and left her shopping bag behind.
c. They really should design this running shoe better.

Grammar Mastery Test

Name Class Date

- _____ 16. a. Dinah tripped over Emily and stepped on her sandwich.
b. The acrobats impressed us with their skill.
c. According to the weather report, they'll have snow in Ohio.

■ D. Using Pronouns Correctly (5 points each)

Select the sentence in which subject or object pronouns are used correctly.

- _____ 17. a. Him and I are learning to play the saxophone.
b. The rich chocolate cake made Maureen and I a bit sick.
c. The trickster who switched the presents was he.
- _____ 18. a. Burt and us think "Fade" is an excellent song.
b. After the wedding, everyone threw rice at him and her.
c. I and Mom heaved the chair out of the window.
- _____ 19. a. Will Randa and her ever finish that boring game?
b. The person behind the mask was actually me.
c. The French pen pals sent their photos to Susan and her.
- _____ 20. a. The chef and I agreed that the sauce was too salty.
b. Did the judges award you and I points for originality?
c. Toss the football to me or Savitry.

■ E. Using Pronouns in Writing

Write a short story about a group of classmates who form a club. Use and label the following kinds of pronouns: intensive, indefinite, reflexive, interrogative, possessive, and personal. Proofread your work carefully to make sure your sentences show correct pronoun-antecedent agreement and correct use of subject and object pronouns.

Grammar Pretest

Name Class Date

Unit 12 Adjectives and Adverbs

■ A. Identifying Adjectives and Adverbs (4 points each)

Select the letter of the term that identifies each italicized word.

- a. predicate adjective c. definite article e. demonstrative adjective
b. indefinite article d. proper adjective f. intensifier

- _____ 1. Did you see *that* shooting star last night?
_____ 2. The light from it was very *bright*.
_____ 3. The *extremely* impressive sight could be seen for miles around.
_____ 4. That shooting star was really *a* meteor.
_____ 5. It seemed to move *quite* quickly.
_____ 6. Astronomers study occurrences like *this* one.
_____ 7. Edmund Halley was an *English* astronomer.
_____ 8. He predicted *the* return of Halley's comet every seventy-six years.

■ B. Adjectives and Adverbs as Modifiers (4 points each)

Select the letter of the word that each italicized word modifies.

- _____ 9. Surfing is a *popular* sport at the beaches in California.
a. Surfing b. sport c. beaches
_____ 10. Hawaii *usually* offers the steepest, biggest waves.
a. Hawaii b. waves c. offers
_____ 11. Surfing was *highly* developed in Hawaii by the time Captain Cook arrived.
a. was b. developed c. Surfing
_____ 12. The development of *lighter* surfboards made surfing more popular.
a. development b. surfboards c. popular
_____ 13. Even beginners can surf *fairly* well on today's boards.
a. beginners b. surf c. well
_____ 14. Those huge waves often look pretty *scary* to me.
a. waves b. pretty c. look

■ C. Comparative and Superlative Forms (4 points each)

Select the letter of the form that correctly completes each sentence.

- _____ 15. Termites are _____ creatures.
a. amazing b. more amazing c. most amazing
_____ 16. They are one of the _____ of all insects.
a. destructive b. more destructive c. most destructive

Grammar Pretest

Name Class Date

- _____ 17. Termites can destroy a whole building _____ than you can imagine.
a. fast b. faster c. fastest
- _____ 18. Termites that live underground do the _____ damage of all.
a. bad b. worse c. worst
- _____ 19. Termites grow _____ of all in moist environments.
a. well b. better c. best
- _____ 20. They burrow _____ into wet, soft wood than into dry, hard wood.
a. easily b. more easily c. most easily

■ D. Adjectives, Adverbs, and Double Negatives (5 points each)

Select the letter of the sentence that is written correctly.

- _____ 21. a. The Thames is the most important river in England.
b. It is the importantest source of water for the city of London.
c. Londoners couldn't hardly live without the Thames.
- _____ 22. a. The part of the Thames immediate below London Bridge is the Pool.
b. Farther down the river are the London docks.
c. These docks have always been more busier than other parts of the city.
- _____ 23. a. Several large towns were built nearly the Thames.
b. One of the most famous is the town of Oxford.
c. This here town has an old and excellent university.
- _____ 24. a. Scientists won't never find all the hidden secrets of the Thames Valley.
b. Fossils of seashells are some of the most commonest finds.
c. One scientist found a very ancient human skull there.

Grammar Mastery Test

Name Class Date

Unit 12 Adjectives and Adverbs

■ A. Identifying Adjectives and Adverbs (4 points each)

Select the letter of the term that identifies each italicized word.

- a. predicate adjective c. definite article e. demonstrative adjective
b. indefinite article d. proper adjective f. intensifier

- _____ 1. Jeremy found the filmstrip *rather* dull and boring.
_____ 2. A movie would have been more fun.
_____ 3. Jeremy fell asleep at *the* end.
_____ 4. The filmstrip was narrated by a *Canadian* professor.
_____ 5. He spoke *too* softly.
_____ 6. *That* visitor enjoyed the filmstrip.
_____ 7. He is very *enthusiastic* about photography.
_____ 8. I think he really liked *those* pictures at the end of the filmstrip.

■ B. Adjectives and Adverbs as Modifiers (4 points each)

Select the letter of the word or phrase that each italicized word modifies.

- _____ 9. There is a *great* new video game at the arcade.
a. There b. new c. game
_____ 10. It looks *quite* challenging but fun.
a. It b. looks c. challenging
_____ 11. Starblaster is the name of *this* game.
a. Starblaster b. name c. game
_____ 12. Tommy can play the game *better* than I can.
a. Tommy b. can play c. game
_____ 13. He goes to the arcade and practices *hard* every weekend.
a. goes b. practices c. weekend
_____ 14. I *almost* never beat Tommy when we play Starblaster.
a. never b. beat c. play

■ C. Comparative and Superlative Forms (4 points each)

Select the letter of the form that correctly completes each sentence.

- _____ 15. Jim Thorpe was one of the _____ American athletes of all time.
a. most great b. greater c. greatest
_____ 16. Thorpe competed _____ in the 1912 Olympics.
a. successfully b. successful c. most successful

Grammar Mastery Test

Name Class Date

- _____ 17. He ran _____ than most of the other runners of his day.
a. well b. better c. best
- _____ 18. People were _____ in other athletes than in Jim Thorpe that year.
a. interested b. less interested c. least interested
- _____ 19. Thorpe taught American runners to work _____ than they had before.
a. diligently b. more diligently c. most diligent
- _____ 20. Jim Thorpe is one of the _____ admired of all American athletes.
a. widely b. more widely c. most widely

■ D. Adjectives, Adverbs, and Double Negatives (5 points each)

Select the letter of the sentence that is written correctly.

- _____ 21. a. Johanna is the better writer in our class.
b. She writes the most wonderful stories.
c. Have you read these here stories she wrote for the school magazine?
- _____ 22. a. When Johanna is writing, you can't hardly get her attention.
b. She is the hardest worker I know.
c. That there girl is a writing fanatic.
- _____ 23. a. Johanna writes particularly good mystery stories.
b. I can't never figure out how she's going to solve the mystery.
c. Her latest mystery is more tenser than many of her others.
- _____ 24. a. Last winter Johanna broke her hand bad.
b. She couldn't write for near two months.
c. It was the least happy time of her life.

■ E. Using Adjectives and Adverbs in Writing

Write one or two paragraphs describing your least favorite place. Use regular and irregular comparative and superlative adjectives and adverbs in your description. Label at least two examples of demonstrative adjectives. Proofread your work carefully. Make sure you have not used any double negatives.

Unit 13 Prepositions, Conjunctions, and Interjections

■ A. Prepositions and Prepositional Phrases (5 points each)

Select the letter of the term that identifies each italicized word or group of words.

- | | |
|--------------------------|---------------------|
| a. preposition | c. adjective phrase |
| b. object of preposition | d. adverb phrase |

- _____ 1. A large yellow cat is perching on the *wall*.
- _____ 2. That cat had kittens *under our porch*.
- _____ 3. Nervously she senses that a storm is moving *toward* us.
- _____ 4. That shed *in the back yard* should provide shelter for the cat.
- _____ 5. We have not seen any mice *since last night*.
- _____ 6. She has finally become used to being with *us*.

■ B. Prepositional Phrases as Adjectives and Adverbs (5 points each)

Select the letter of the word that is modified by the italicized prepositional phrase.

- _____ 7. The dance festival attracted performers *from several countries*.
- | | | |
|-------------|--------------|---------------|
| a. festival | b. attracted | c. performers |
|-------------|--------------|---------------|
- _____ 8. Nearly everybody *in town* bought tickets for the show.
- | | | |
|-----------|--------------|-----------|
| a. Nearly | b. everybody | c. bought |
|-----------|--------------|-----------|
- _____ 9. You can watch the performers who rehearse *during the day*.
- | | | |
|--------|--------------|-------------|
| a. you | b. can watch | c. rehearse |
|--------|--------------|-------------|
- _____ 10. The flamenco dancers seemed tired *by the strenuous dancing*.
- | | | |
|------------|-----------|----------|
| a. dancers | b. seemed | c. tired |
|------------|-----------|----------|
- _____ 11. The square dancers probably will perform *at one o'clock*.
- | | | |
|------------|-------------|-----------------|
| a. dancers | b. probably | c. will perform |
|------------|-------------|-----------------|
- _____ 12. *All of the Scottish dancers* wore kilts and ruffled shirts.
- | | | |
|--------|---------|--------|
| a. All | b. wore | c. and |
|--------|---------|--------|

■ C. Conjunctions (4 points each)

Select the letter of the choice that shows what the conjunction or conjunctions join.

- _____ 13. Both the chair and the sofa were shabby.
- | |
|---------------------------------|
| a. parts of a compound sentence |
| b. compound subject |
| c. compound predicate |
- _____ 14. You can borrow an eraser from either Micah or me.
- | |
|-------------------------------------|
| a. compound predicate |
| b. compound subject |
| c. compound object of a preposition |

Grammar Pretest

Name Class Date

- _____ 15. The movie wasn't very good, but the book was wonderful.
- a. parts of a compound sentence
 - b. compound subject
 - c. compound predicate

■ D. Parts of Speech (4 points each)

Select the letter of the term that identifies the part of speech of each italicized word or words. Some terms will not be used.

- | | | |
|------------|----------------|-----------------------------|
| a. noun | d. adjective | g. coordinating conjunction |
| b. pronoun | e. adverb | h. correlative conjunction |
| c. verb | f. preposition | i. interjection |

- _____ 16. Some people *enjoy* collecting coins.
- _____ 17. Many old coins are *quite* valuable.
- _____ 18. Liselle has a number of "wheat" *pennies*.
- _____ 19. She keeps *them* in little blue books.
- _____ 20. *Wow!* This penny is dated 1919.
- _____ 21. I find coin collecting silly *and* boring.
- _____ 22. I'd prefer a more *creative* hobby.

Grammar Mastery Test

Name Class Date

Unit 13 Prepositions, Conjunctions, and Interjections

■ A. Prepositions and Prepositional Phrases (5 points each)

Select the letter of the term that identifies each italicized word or group of words.

- a. preposition
- b. object of preposition
- c. adjective phrase
- d. adverb phrase

- _____ 1. Look at the rings *on* this tree stump.
- _____ 2. This tree grew for *eight years*.
- _____ 3. Then someone chopped it down with an *ax*.
- _____ 4. That pine tree *next to the wall* is huge.
- _____ 5. Look at the toadstools *around* its roots.
- _____ 6. Does anyone want to sit under *it*?

■ B. Prepositional Phrases as Adjectives and Adverbs (5 points each)

Select the letter of the word that is modified by the italicized prepositional phrase.

- _____ 7. Alexander Graham Bell was the inventor *of the telephone*.
 - a. was
 - b. inventor
 - c. telephone
- _____ 8. *Throughout his lifetime*, Bell taught deaf people to speak.
 - a. lifetime
 - b. Bell
 - c. taught
- _____ 9. Bell later became fascinated *by flight*.
 - a. later
 - b. became
 - c. fascinated
- _____ 10. His experiments *with large kites* interest people today.
 - a. experiments
 - b. interest
 - c. people
- _____ 11. Do you ever imagine life *without the telephone*?
 - a. you
 - b. imagine
 - c. life
- _____ 12. Nearly everyone *in the world* has been affected by Bell's invention.
 - a. Nearly
 - b. everyone
 - c. affected

■ C. Conjunctions (4 points each)

Select the letter of the choice that shows what the conjunction or conjunctions join.

- _____ 13. I must either call my aunt or write her.
 - a. compound subject
 - b. compound predicate
 - c. parts of a compound sentence
- _____ 14. Raul and his mother collect beach glass.
 - a. compound subject
 - b. compound object of a preposition
 - c. compound predicate

Grammar Mastery Test

Name Class Date

- _____ 15. The salesclerk gave fliers to Kara and Wendell.
a. compound object of a preposition
b. parts of a compound sentence
c. compound predicate

■ D. Parts of Speech (4 points each)

Select the letter of the term that identifies the part of speech of each italicized word or words. Some terms will not be used.

- | | | |
|------------|----------------|-----------------------------|
| a. noun | d. adjective | g. coordinating conjunction |
| b. pronoun | e. adverb | h. correlative conjunction |
| c. verb | f. preposition | i. interjection |

- _____ 16. Beagles are small *hounds* that first appeared in England four hundred years ago.
- _____ 17. The typical *American* beagle has short legs and a smooth coat.
- _____ 18. Look, it has drooping ears *and* a short, curved tail.
- _____ 19. Beagles are sometimes used *for* hunting.
- _____ 20. Most beagle owners are extremely enthusiastic about *this* breed.
- _____ 21. *Hey*, was that a beagle that just ran by?
- _____ 22. A man was chasing *rapidly* after it.

■ E. Using Prepositions, Conjunctions, and Interjections in Writing

Write a short story about a student who finds a strange creature at school. Use and label at least one example of each of the following: pronoun as object of the preposition, adjective and adverb phrases, coordinating and correlative conjunctions, interjection. Check to make sure that you have used all parts of speech correctly.

Grammar Pretest

Name Class Date

Unit 14 Clauses and Complex Sentences

■ A. Types of Sentences (4 points each)

Select the letter of the term that identifies each sentence.

- a. simple sentence b. compound sentence c. complex sentence
- _____ 1. Both interstate highways and U.S. routes generally run cross-country.
- _____ 2. Interstates are bigger than local roads, but local roads are more scenic.
- _____ 3. If you travel on a state road, be prepared to travel slowly.
- _____ 4. Most commuters take the roads that get them to work fastest.
- _____ 5. Local roads usually have many stoplights or stop signs.

■ B. Types of Clauses (4 points each)

Select the letter of the term that identifies each italicized clause.

- a. main clause c. adverb clause
b. adjective clause d. noun clause
- _____ 6. Magda is showing her dog at the obedience trials *that begin tomorrow*.
- _____ 7. *Because so many dogs were entered*, the show will last three days.
- _____ 8. Last year, that little sheepdog did *whatever his owner told him to do*.
- _____ 9. *That sheepdog will probably win* if he enters the show.
- _____ 10. *Whoever wants to participate in the show* must register by today.

■ C. Adjective and Adverb Clauses (5 points each)

Select the letter of the word that each italicized clause modifies.

- _____ 11. Althea and her friends enjoy swimming *where the water is calm*.
a. friends b. enjoy c. swimming
- _____ 12. Swimming holes, *which were once very popular*, are hard to find now.
a. holes b. are c. hard
- _____ 13. Gretchen stays out of the ocean *if it gets too choppy*.
a. Gretchen b. stays c. ocean
- _____ 14. My brother goes to the beach *whenever the opportunity arises*.
a. brother b. goes c. beach

Grammar Mastery Test

Name Class Date

Unit 14 Clauses and Complex Sentences

■ A. Types of Sentences (4 points each)

Select the letter of the term that identifies what type each sentence is.

- a. simple sentence b. compound sentence c. complex sentence

- _____ 1. Black squirrels are rare, but there are many at this university.
_____ 2. I can't believe that there are so many black squirrels on this campus.
_____ 3. Some people doubt black squirrels exist until they see them.
_____ 4. The black squirrels' coats are actually quite striking.
_____ 5. The squirrel that I was just observing acted tame.

■ B. Types of Clauses (4 points each)

Select the letter of the term that identifies each italicized clause.

- a. main clause c. adverb clause
b. adjective clause d. noun clause

- _____ 6. The sidewalk arts festival, *which begins today*, is always a great success.
_____ 7. *Unless you get to the arts festival early*, you will not find a parking place.
_____ 8. I remember the time *when my uncle won an award for his pottery*.
_____ 9. *Some artists feel nervous* about how people handle their work.
_____ 10. *Whoever sees that smoothly glazed pottery* wants to touch it.

■ C. Adjective and Adverb Clauses (5 points each)

Select the letter of the word that each italicized clause modifies.

- _____ 11. *Before she got dressed this morning*, Celie toasted a bagel.
a. Celie b. toasted c. bagel
_____ 12. This recipe will use the milk *that is in the refrigerator*.
a. recipe b. use c. milk
_____ 13. I often listen to instrumental music *while I am cooking*.
a. I b. listen c. music
_____ 14. My cousin Sam's friend, *whose jaw is broken*, can hardly eat at all.
a. cousin b. friend c. hardly

Grammar Mastery Test

Name Class Date

■ D. Noun Clauses (4 points each)

Select the letter of the term that identifies how each italicized noun clause is used.

- a. subject c. object of preposition
b. direct object d. predicate noun

- _____ 15. Many people don't know *how to play chess*.
_____ 16. India is *where chess was first played*.
_____ 17. *Whoever invented the game of chess* must have been intelligent.
_____ 18. Good chess players say *that chess is a logical game*.
_____ 19. You can play with *whichever color you choose*.

■ E. Introducing Clauses (5 points each)

Select the letter of the word that correctly completes each sentence.

- _____ 20. Many people _____ live in Florida try scuba diving.
a. who b. whose c. what
_____ 21. You must take a course _____ you can get a scuba diving license.
a. that b. before c. what
_____ 22. Divers often see incredible sights _____ they explore caves.
a. how b. that c. when
_____ 23. Divers explore reefs, _____ they can see many different sea creatures.
a. when b. though c. where

■ F. Using Different Kinds of Clauses in Writing

Write two paragraphs reviewing a book you have read recently. Label at least one main clause, one adjective clause, one adverb clause, and one noun clause in your paragraphs. Circle the relative pronouns, and underline the subordinating conjunctions in your writing. Identify how your noun clause is used.

Grammar Pretest

Name Class Date

Unit 15 Verbals

■ A. Defining Verbals (3 points each)

Select the letter of the term that matches each description.

- a. present participle c. gerund
b. past participle d. infinitive

- _____ 1. functions as a noun; formed by adding *-ing* to the base verb
_____ 2. functions as an adjective; formed by adding *-ing* to the base verb
_____ 3. functions as an adjective; usually formed by adding *-ed* to the base verb
_____ 4. formed with the word *to* together with a base verb

■ B. Identifying Verbals (3 points each)

Select the letter of the term in the following list that identifies the italicized word or words in each sentence. Terms may be used more than once.

- a. present participle c. gerund
b. past participle d. infinitive

- _____ 5. We heard a *whirring* noise overhead.
_____ 6. The helicopter pilot tried *to land* in the middle of the field.
_____ 7. *Flying* vertically is an ability of helicopters.
_____ 8. The *rotating* blades of a helicopter are extremely loud.
_____ 9. The brightly *painted* aircraft hovered just above the ground.
_____ 10. *To hover* in a helicopter demands a skilled pilot.
_____ 11. *Fighting* forest fires is easier with helicopters.

■ C. Participial, Gerund, and Infinitive Phrases (5 points each)

Select the letter of the term that identifies each italicized phrase.

- a. participial phrase c. infinitive phrase
b. gerund phrase d. prepositional phrase

- _____ 12. The shell *illustrated here* is a chambered nautilus.
_____ 13. If you go *to the Caribbean*, you may find many exquisite shells.
_____ 14. *Collecting the shells of live creatures* is illegal in many places.
_____ 15. *To build a large shell* may take a sea creature many years.
_____ 16. This conch shell, *covered with algae*, has been underwater a long time.
_____ 17. I wanted *to see spectacular shells*, so I explored a coral reef.

Grammar Mastery Test

Name Class Date

Unit 15 Verbals

■ A. Defining Verbals (3 points each)

Select the letter of the term that matches each description.

- a. present participle c. gerund
b. past participle d. infinitive

- _____ 1. can function as a main verb; formed by adding *-ing* to the base verb
_____ 2. formed with the word *to* together with a base verb
_____ 3. functions as a noun; formed by adding *-ing* to the base verb
_____ 4. can function as an adjective; usually formed by adding *-ed* to the base verb

■ B. Identifying Verbals (3 points each)

Select the letter of the term in the following list that identifies the italicized word or words in each sentence. Terms may be used more than once.

- a. present participle c. gerund
b. past participle d. infinitive

- _____ 5. Some tourists enjoy *sketching* foreign scenes.
_____ 6. Matthew got out his canvas and oils and got ready to *paint*.
_____ 7. *Painting* can be a relaxing hobby.
_____ 8. The *swaying* motion of the trees was hard to suggest on canvas.
_____ 9. *Dabbing* paint onto his brush, the artist set to work on a new painting.
_____ 10. *Overwhelmed*, Micaela stared at the beautiful portrait.
_____ 11. This watercolor, *completed* in 1924, is exceptionally well done.

■ C. Participial, Gerund, and Infinitive Phrases (5 points each)

Select the letter of the term that identifies each italicized phrase.

- a. participial phrase c. infinitive phrase
b. gerund phrase d. prepositional phrase

- _____ 12. The statue *erected here* honors a former mayor of the city.
_____ 13. *Sculpting in stone* requires skill and patience.
_____ 14. That sculptor has donated much of his work *to the museum*.
_____ 15. *To see the famous statues of Italy* has always been one of Gil's dreams.
_____ 16. This statue, *made of marble*, was sculpted by the great Michelangelo.
_____ 17. Our fine arts instructor very much enjoys *teaching us about sculpture*.

Grammar Mastery Test

Name Class Date

■ D. Analyzing Phrases (3 points each)

Select the letter of the term that identifies how the italicized word or phrase functions in each sentence.

- a. subject
- b. direct object
- c. adjective
- d. part of a verb phrase

- _____ 18. Those women are *hooking* rugs with complex designs.
- _____ 19. *Dyeing the yarn for the rugs* is a tedious and messy process.
- _____ 20. Abdul wants to *show us his antique rugs*.
- _____ 21. A Turkish man made the carpet *hanging here*.
- _____ 22. The wool *used in this rug* is coarse and heavy.
- _____ 23. The museum plans to *display a number of rugs* in its new exhibit.
- _____ 24. *Hanging all of those rugs for display* will be quite a job.

■ E. Forming Verbals (4 points each)

Select the letter of the form that is described in each numbered item.

- _____ 25. the infinitive form of *create*
 - a. creating
 - b. to create
 - c. created
- _____ 26. the past participle of *buy*
 - a. to buy
 - b. buying
 - c. bought
- _____ 27. the gerund formed from *design*
 - a. designing
 - b. designed
 - c. to design
- _____ 28. the present participle of *display*
 - a. to display
 - b. displaying
 - c. displayed

■ F. Using Verbals in Writing

Write two paragraphs explaining to a friend how to do something. Use and label at least one example of each of the following: participial phrase, gerund phrase, infinitive phrase.

Name Class Date

Unit 16 Subject-Verb Agreement

■ A. Making Subjects and Verbs Agree (5 points each)

Select the letter of the sentence that shows correct subject-verb agreement.

- _____ 1. **a.** The old gardener creates glorious gardens at the estate.
b. He have worked for the estate for nearly fifty years.
c. The owners of the estate considers him a member of the family.
- _____ 2. **a.** The department of natural resources are holding a fund-raiser.
b. There is two requests for donations on your desk.
c. Have the new recycling bins arrived yet?
- _____ 3. **a.** Does the broadcasters know that player's name?
b. Here is a roster of all the players and their positions.
c. The slugger, after several meetings, agree to the contract.
- _____ 4. **a.** This computer, with all its new software, do almost anything.
b. There is a writing program and a graphics program for this computer.
c. Has the new version of WordWise come out yet?
- _____ 5. **a.** The patrons of the ballet company has been invited to the benefit.
b. It have made money each of the last two years.
c. There is a great interest in ballet in this city.
- _____ 6. **a.** Has anyone seen the movie *Stand Alone*?
b. Many of the critics has praised it.
c. Much of the movie take place in Oregon.
- _____ 7. **a.** Do no one hear that tiresome squeaking noise?
b. Something in here needs a little oil or grease.
c. Several of the levers is rusty.
- _____ 8. **a.** Most of this chapter concern the travels of the authors.
b. Both seems to dislike traveling most of the time.
c. Each prefers to stay at home whenever possible.
- _____ 9. **a.** All of us perform this section of the music adequately.
b. Both soprano soloists performs arias in the show.
c. Everything depend on the performance of the orchestra.
- _____ 10. **a.** Few remembers when this arena was a local park.
b. None of the original builders are still alive.
c. Is some of the officials attending the dedication?

Grammar Pretest

Name Class Date

■ B. Collective Nouns, Special Subjects, and Compound Subjects and Verbs (5 points each)

Select the letter of the sentence that shows correct subject-verb agreement.

- _____ 11. a. Those scissors often makes ragged edges on the paper.
b. *Creating Beautiful Lawns* were published this year.
c. The garden club meets every Saturday morning.
- _____ 12. a. *The Outsiders* are a book by S. E. Hinton.
b. The library board votes for its favorite book of the year.
c. Two thousand dollars are the prize for the winning book.
- _____ 13. a. *Potato Eaters* is a painting by Vincent van Gogh.
b. The class break up into small groups at the museum.
c. The crowd leave the stadium as a joyous throng.
- _____ 14. a. The audience applauds the actor's fine performance.
b. News of the acting guild's decisions get out quickly.
c. Four days seem a long time for a meeting.
- _____ 15. a. Two hours are a good time for a marathon.
b. Binoculars provides a good view of the runners.
c. The team gathers in the locker room before the race.
- _____ 16. a. The tennis champion and his opponent prefer to play in the evening.
b. The sponsors, players, and coaches thanks the fans for their support.
c. His tennis coach and trainer are a former Wimbledon champion.
- _____ 17. a. Both Kathleen Battle and Lena Horne is singers.
b. Neither Kevin nor his brother have returned the records to the library.
c. Jazz, blues, and classical music all sound good to me.
- _____ 18. a. Either the janitor or the maintenance person fix the leaky faucet.
b. Both the sink and the shower drip constantly.
c. Neither Andrea nor the triplets notices the puddle at first.
- _____ 19. a. Neither the bus driver nor the bicyclist sees the car.
b. The car and the bus hits their brakes.
c. Either Gary or Rico arrive at the accident scene first.
- _____ 20. a. An instructor or the assistants supervise the lab work.
b. Some goggles, gloves, and a smock is required in this lab.
c. The professor and the lab director is celebrated researchers.

Unit 16 Subject-Verb Agreement

■ A. Making Subjects and Verbs Agree (5 points each)

Select the letter of the sentence that shows correct subject-verb agreement.

- _____ 1. **a.** A scientist gain great prestige by winning this prize.
b. The inventor of several machines are the featured speaker tonight.
c. She has written several books about physics.
- _____ 2. **a.** Monarch butterflies migrate thousands of miles each year.
b. Their wings of orange and black is distinctive.
c. There is hundreds of butterflies in that field of wildflowers.
- _____ 3. **a.** Has your friends heard the new song by Smooth Stone?
b. The rock concert, with its light and laser shows, were spectacular.
c. There is an awesome electric guitar at the music shop.
- _____ 4. **a.** Here is the new computer games you wanted.
b. Does your computer have a word processing program?
c. She have written several graphics programs for her computer.
- _____ 5. **a.** Does this amusement park have a roller coaster?
b. There is several trams at the entrance.
c. The water ride, with its waterfalls and rapids, close at dusk.
- _____ 6. **a.** Nothing annoys me as much as rude behavior.
b. Neither of those men ever say thank you.
c. Everyone appreciate courteous people.
- _____ 7. **a.** Has many departed for the airport yet?
b. No one knows that flight's estimated time of arrival.
c. Most of the passengers gets off in Cleveland, Ohio.
- _____ 8. **a.** Everything on this table is 50 percent off the ticketed price.
b. Some of these prices has been significantly reduced.
c. None of this new merchandise are on sale.
- _____ 9. **a.** Does either of you two know how to bake bread?
b. All of the flour are in the bin in the pantry.
c. Some of the eggs is on the top shelf of the refrigerator.
- _____ 10. **a.** Nobody go fishing in that pond anymore.
b. Many of the fish have died.
c. Several ecologists has tried to learn why.

Grammar Mastery Test

Name Class Date

■ B. Collective Nouns, Special Subjects, and Compound Subjects and Verbs (5 points each)

Select the letter of the sentence that shows correct subject-verb agreement.

- _____ 11. a. My sunglasses is somewhere in my bedroom.
b. Twenty dollars seem too much for a beach towel.
c. "Sandcastles" is a poem by my English teacher.
- _____ 12. a. The committee glance over their notes from the last meeting.
b. A thousand dollars is the amount at stake.
c. The news from the board members aren't good.
- _____ 13. a. Faulkner's *Collected Stories* are a good anthology of his work.
b. Three hundred pages seems like a rather large assignment.
c. The class discusses their reactions to the story "Barn Burning."
- _____ 14. a. "Daffodils" were written by William Wordsworth.
b. The poetry club is studying Thomas Hardy's poetry.
c. Fifty dollars are the prize for the best new poem.
- _____ 15. a. *Three Musicians* was painted by Pablo Picasso in 1921.
b. The tour group gather near the exhibit entrance.
c. Twenty-five dollars are a great price for that wall hanging.
- _____ 16. a. My aunt and cousin trains show animals.
b. A falcon, a parrot, and an orangutan appear in this movie.
c. Both the bulldog and the chihuahua barks on command.
- _____ 17. a. That athlete and student is also a successful businesswoman.
b. Neither she nor her husband have a business degree.
c. Both this company and that other one is owned by women.
- _____ 18. a. The director or the producers manages the budget.
b. The set designer and the costume designer needs to meet with you.
c. His acting teacher and voice coach is a famous actress.
- _____ 19. a. A mechanic and an engineer is both coming to see the machine.
b. The operator or the control people are meeting with them.
c. Either Jason or Kelly are writing the control manuals.
- _____ 20. a. A skateboard, three bikes, and a scooter clutters up the garage.
b. Hank and Al never rides their bikes anymore.
c. Neither Pablo nor Luisa has a motor scooter.

■ C. Making Subjects and Verbs Agree

Write a short essay about your friends' leisure-time interests. Make sure your subjects and verbs agree. Use at least one collective noun and one indefinite pronoun as subjects. Also use two compound subjects.

Unit 17 Glossary of Special Usage Problems

■ A. Using Troublesome Words I (5 points each)

Select the letter of the sentence in which all words are used correctly.

- _____ 1. a. Everyone plans to attend the conference accept Dan.
 b. Dad will never except that explanation for your behavior.
 c. Gwen will accept the award on Kiara's behalf.
 d. I hope you will except this invitation to my graduation.
- _____ 2. a. The freight train is all ready to depart for Phoenix.
 b. Are you already to begin your slide presentation?
 c. Someone else has all ready engaged that taxi.
 d. Please be already to leave on the fly-fishing trip at five o'clock.
- _____ 3. a. Is anyone waiting for a refund beside this man?
 b. Set that tray down here beside the cheese board.
 c. A large cruise ship docked besides the oil tanker.
 d. Put the dictionary besides the thesaurus on the bookshelf.
- _____ 4. a. You'll have to decide between going shopping and waiting for Dana.
 b. Pick the one you like best from between these five blouses.
 c. Phil and his brother can share the books among them.
 d. The two teammates talk among themselves before the match.
- _____ 5. a. Bring clothes for all kinds of weather when you go to California.
 b. The dogs take their bones inside when we call them.
 c. Andrew and Ellen always bring us toffees when they come to visit.
 d. Will you take backpacks when you come?
- _____ 6. a. Working altogether, the townspeople repaired the dike.
 b. There were all together too many people at the antique show.
 c. Helga's new job has all together changed her outlook on life.
 d. The situation seemed altogether too perfect for me to trust it.
- _____ 7. a. Deanna must chose which babysitting job to take this weekend.
 b. I always choose to eat steak and french fries on my birthday.
 c. Martina choose a velvet dress for the WinterFest Dance.
 d. Chose your research topic before you leave for spring break.
- _____ 8. a. It is dangerous to go in a factory without a hard hat.
 b. Plug the cord in the outlet.
 c. The food we put in this basket has got a bit stale.
 d. Put the file into the brown filing cabinet.

Grammar Pretest

Name Class Date

■ B. Using Troublesome Words II (6 points each)

Select the letter of the sentence in which all the words are used correctly.

- _____ 9. a. The committee should file it's report before the deadline.
b. It's a little late to be making such an important decision.
c. Its essential that you renew your license before your birthday.
- _____ 10. a. Lie that cloth over the table, please.
b. Vera likes to lie in the grass and look at the constellations.
c. Mom told the toddlers to lay down for an hour.
- _____ 11. a. Most people can learn themselves to roller skate if they practice.
b. Izzy wants to learn marine biology to high school students.
c. Parents teach their children how to behave in social situations.
- _____ 12. a. Mama says to let them sort out their own problems.
b. Please leave them to do what they want.
c. Dr. Ricardo says he'll leave us do our own research this term.
- _____ 13. a. A lose bolt caused the muffler to fall off the car.
b. If you loose your admission ticket, you won't get in.
c. Now that I'm thinner, this belt is far too loose.
- _____ 14. a. We're trying to raise the level of enthusiasm for this project.
b. The Buccaneers rise their ticket prices every season.
c. The bread will not raise if you neglect to put in the yeast.
- _____ 15. a. The merchant sat a row of gold chains in the shop window.
b. Jules set his glasses down somewhere, and now he can't find them.
c. Why don't you set on the sofa and rest for a while?
- _____ 16. a. This cape is a deeper crimson then that one.
b. Call us ahead of time; than we'll have your pizzas ready for you.
c. The president has more political power than the vice president.
- _____ 17. a. Their putting acoustic tile in the auditorium.
b. Remind them to wear their parkas if they go outside.
c. The kids covered they're ears at the fireworks display.
- _____ 18. a. Who's an expert in repairing electric appliances?
b. The person who's rain slicker this is must be completely soaked.
c. The woman whose speaking tomorrow night is a famous architect.

Unit 17

Glossary of Special Usage Problems

■ **A. Using Troublesome Words I (5 points each)**

Select the letter of the sentence in which all words are used correctly.

- _____ 1. a. When we leave, call the dog into the house and lock the doors.
 b. Leave your wet clothes into the dryer for a few more minutes.
 c. Leta brought that ceramic figurine in the country from Holland.
 d. The guides put the pamphlets on kayaking in the box.
- _____ 2. a. Polly and Sara both chose new ten-speeds at the bike shop last night.
 b. Everyone can chose at least one book at the book fair.
 c. Mark and Liam choose to do their homework in study hall yesterday.
 d. In the past, the principal always choose Mom as a teacher's aide.
- _____ 3. a. Will you take some fruit when you come over?
 b. Robert should take a telescope to the observatory when he comes.
 c. The students may bring their pets away when Pet Day is over.
 d. Mrs. Wong told the kids to take their term reports home.
- _____ 4. a. There are two dress styles to choose among.
 b. Just among you and me, Bob, I think it's a crazy plan.
 c. Luke and Eli put the juice and the bowl of popcorn between them.
 d. It's difficult to split this grapefruit between three people.
- _____ 5. a. What do they sell in here beside old comic books and records?
 b. Tina plopped herself down besides her uncle and started complaining.
 c. There is nothing to eat in this house beside healthy snacks.
 d. No one in my family besides me cares for this spinach dip.
- _____ 6. a. The team members arrived at the stadium all together.
 b. The principal and several students took a flight to Moscow altogether.
 c. My room looks all together different now that it has new wallpaper.
 d. It would be less nerve-racking if we went to the office altogether.
- _____ 7. a. Priscilla is already to make her grand entrance onto the stage.
 b. You'd all ready finished the puzzle by the time I got here.
 c. Burt already rehearsed his part in the operetta today.
 d. Have you all ready ordered new gym uniforms?
- _____ 8. a. Ezra enjoys any kind of juice accept tomato.
 b. Berry's will except applications until May 10.
 c. I've read nothing by Gary Paulsen accept *Hatchet*.
 d. Because of the blizzard, no one except Jorge made it to rehearsal.

Grammar Mastery Test

Name Class Date

■ B. Using Troublesome Words II (6 points each)

Select the letter of the sentence in which all the words are used correctly.

- _____ 9. a. Mei Su should talk to someone whose experience is in that field.
b. Shara stayed overnight with a girl whose currently enrolled there.
c. Belinda requested that I find out who's videotape this is.
- _____ 10. a. The egrets lowered they're heads to the water, looking for fish.
b. Their not renewing my favorite television series next year.
c. If they're intending to apply, I wish they would hurry up.
- _____ 11. a. Danika is convinced that she is more intelligent then Paula.
b. Take the lever in both hands; then crank it vigorously.
c. If you want to see the sun rise, than you ought to set an alarm clock.
- _____ 12. a. I set the silverware on the table and got out the mats.
b. There should be a place for everyone to set around the table.
c. Don't sit the damp towel on the polished wood.
- _____ 13. a. This tennis net is way too low; let's rise it.
b. The mallards flap their wings and raise into the air.
c. The fans rise to their feet in anticipation of the starting whistle.
- _____ 14. a. Trent is going to lose the bet he made with me.
b. If I loose my retainer, my orthodontist will be annoyed.
c. The knob on this dresser drawer is lose.
- _____ 15. a. Derrick needs to leave for his eye doctor's appointment soon.
b. Mrs. Yamada says to leave them go to the convenience store.
c. Sophie, leave your sister use the shampoo!
- _____ 16. a. Ms. Hendrix is determined to learn her students to love chemistry.
b. That television show helped learn me to recognize haiku.
c. Geraldo and I teach our brothers games we play in gym class.
- _____ 17. a. Please make the dog stop barking and lay down.
b. The twins lie their magazines on the couch and turn on the news.
c. Lay your purse down and help me move these tables.
- _____ 18. a. The shaggy buffalo snorts and shakes it's head angrily.
b. This shop has had its windows smashed several times.
c. When its thundering outside, my dog cowers under the bed.

■ C. Using Troublesome Words in Writing

Write a dialogue between two characters. Choose four pairs of troublesome words from the list in this unit, and use all of them in your dialogue. Underline the words you use.

Grammar Pretest

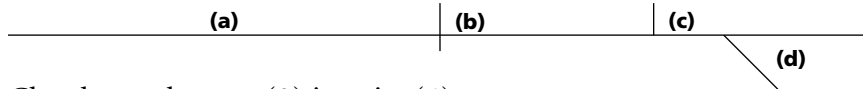
Name Class Date

Unit 18 Diagraming Sentences

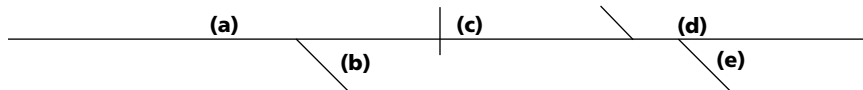
■ A. Diagraming Simple Sentences (5 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

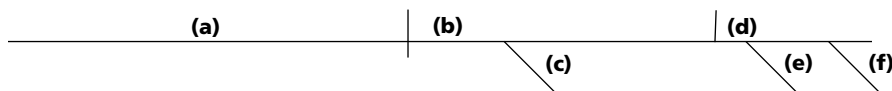
Melissa (1) served some (2) applesauce. _____ 1. _____ 2.



Chunky applesauce (3) is quite (4) tasty. _____ 3. _____ 4.



(5) Devon stirs the bubbling applesauce (6) vigorously. _____ 5. _____ 6.



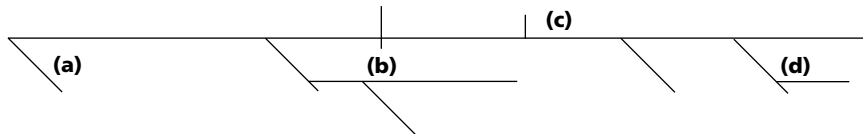
Does your (7) mother make (8) fresh applesauce? _____ 7. _____ 8.



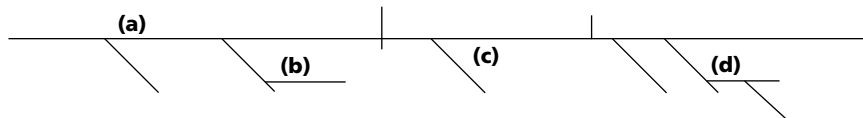
■ B. Diagraming Simple Sentences with Prepositional Phrases (6 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

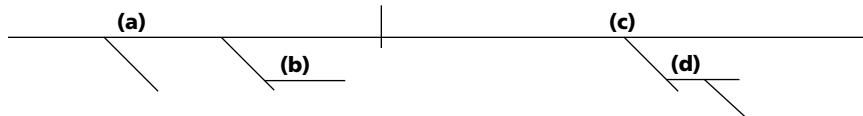
The flowers near the (9) house need a dose of fertilizer. _____ 9.



The scent of (10) gardenias quickly filled the air in the room. _____ 10.



The garlands of roses cascaded over the (11) wall. _____ 11.

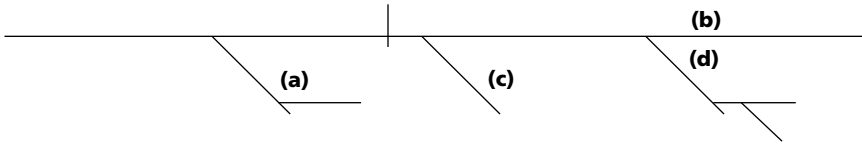


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Grammar Pretest

Name Class Date

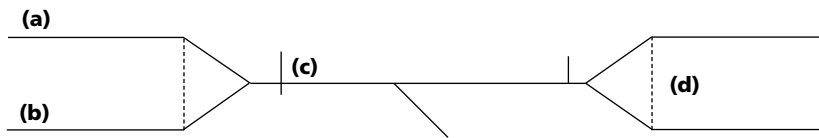
Drops of rain dripped slowly (12) from the lilacs. _____ 12.



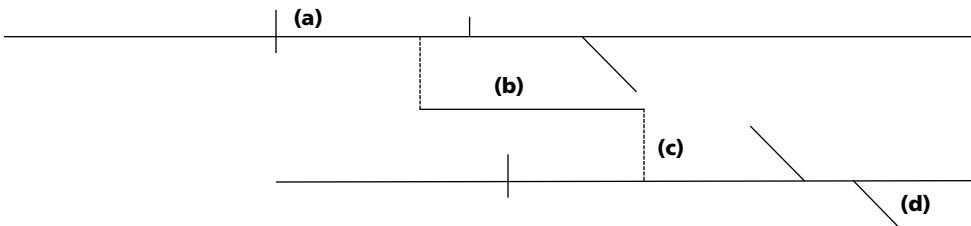
■ C. Diagramming Compound Sentences and Compound Sentence Parts (6 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

Llamas and (13) donkeys easily carry packs (14) and bundles. _____ 13. _____ 14.



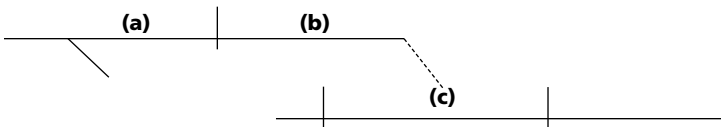
Llamas have gentle natures, (15) and they (16) are good pets. _____ 15. _____ 16.



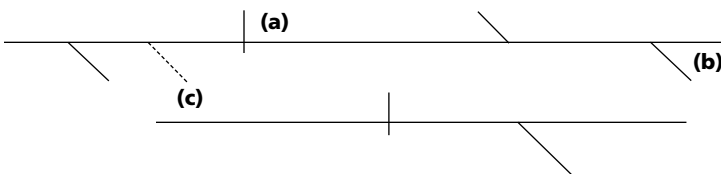
■ D. Diagramming Complex Sentences (6 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

The tree fell after lightning (17) struck it. _____ 17.



The thunderstorm (18) that hit yesterday was quite severe. _____ 18.



Grammar Mastery Test

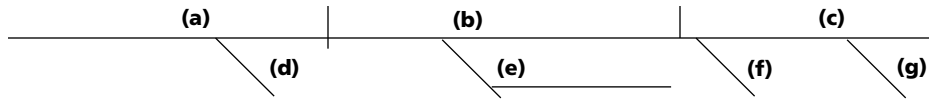
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Unit 18 Diagramming Sentences

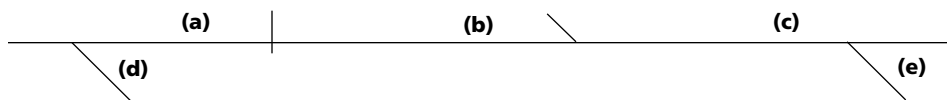
■ A. Diagramming Simple Sentences (6 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

The stranger gave (1) us her business (2) card. _____ 1. _____ 2.



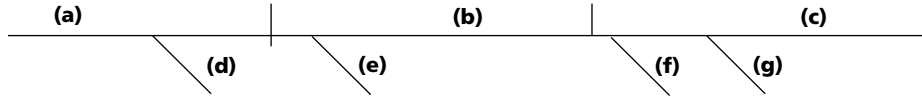
That businesswoman (3) is a (4) pleasant person. _____ 3. _____ 4.



Her job (5) sounds (6) challenging. _____ 5. _____ 6.



(7) Our school (8) already sponsored a career day. _____ 7. _____ 8.



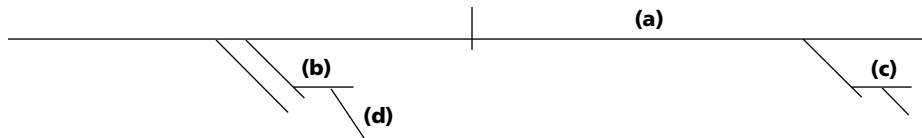
■ B. Diagramming Simple Sentences with Prepositional Phrases (6 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

After work Granddad replenished the seed in the (9) feeder. _____ 9.



A pair of (10) beautiful cardinals perched on the feeder. _____ 10.



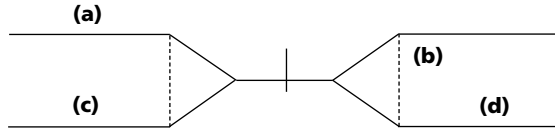
Grammar Mastery Test

Name Class Date

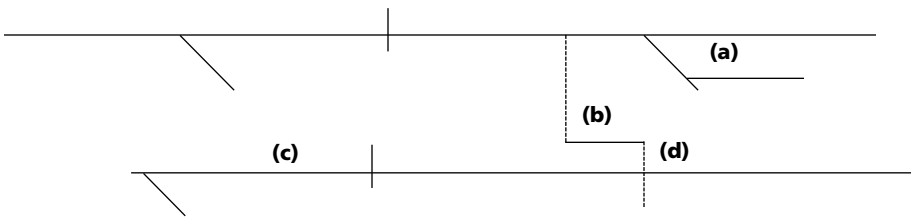
■ C. Diagramming Compound Sentences and Compound Sentence Parts (7 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

(11) Children and adults stop and (12) watch. _____ 11. _____ 12.



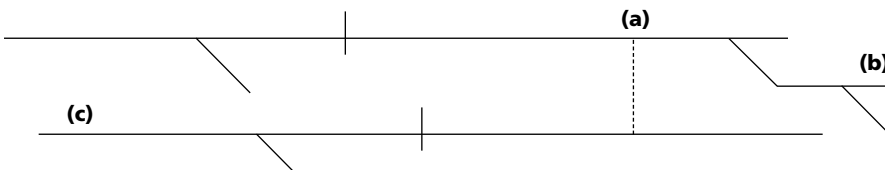
The plane swooped toward them, (13) but the (14) pilot did not wave. _____ 13. _____ 14.



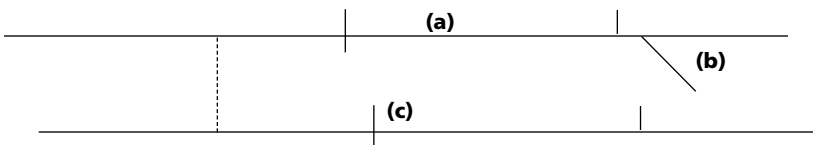
■ D. Diagramming Complex Sentences (6 points each)

Select the letter of the position that each numbered word should occupy in the diagram below the sentence.

As the (15) doors opened, the crowd gasped at the sight. _____ 15.



Cherie, who (16) loves dances, accepted the invitation. _____ 16.



■ E. Writing and Diagramming Phrases and Clauses

Write three sentences as indicated below. Then diagram your sentences.

- Use an adjective clause in a sentence about a trip to the zoo.
- Use a prepositional phrase in a sentence giving a command.
- Use an adverb phrase in a sentence about a sports event.

Grammar Pretest

Name Class Date

Unit 19 Capitalization

■ A. Capitalizing Sentences, Quotations, and Salutations (6 points each)

Select the letter of the sentence that shows correct capitalization, punctuation, and use of quotation marks.

- _____ 1. a. Dewayne said, "look at this incredible puffer fish!"
b. "Wow," gulped Jeri, "that fish has some big spines."
c. Nancy said that "she saw a puffer in the mud flats of the bay."
- _____ 2. a. nonsense was one of the greatest cutting horses of all time.
b. Mr. Cuyler says that "he's worked a number of great horses in his time."
c. "Have you ever watched a cutting horse work?" asked Alvin.
- _____ 3. a. Klaus began the letter to his pen pal, "dear Miguel."
b. "Hey, Klaus," said Hilary, "Have you written your pen pal yet?"
c. Klaus replied, "I haven't finished my letter."
- _____ 4. a. "come, on," called Anna, "the computer center closes in ten minutes."
b. "Yes, and I want to test this new software program," agreed Grete.
c. The computer aide told Grete that "she needed to purchase a modem."
- _____ 5. a. Carlos asked, "Is marketing on the approved course list next year?"
b. "I don't know," Ulysses said. "they haven't released the fall schedule."
c. Justine mentioned that she'd like to take american history.

■ B. Capitalizing Names and Titles of People (5 points each)

Select the letter of the sentence that shows correct capitalization.

- _____ 6. a. Thomas jefferson was an important figure in our nation's history.
b. As secretary of state, Jefferson served under president Washington.
c. Jefferson served as the third president of the United States.
- _____ 7. a. On the plaque above Jim's door was written, "James P. Hill, m.d."
b. "Your first patient canceled this morning, dr. Hill," said Elsa.
c. Did Senator Oneida just make an appointment for a physical?
- _____ 8. a. In 1975 dad visited Nebraska.
b. One of his great-great-uncles moved there in 1847.
c. Dad and aunt Eliza gave me a book about Nebraska in those early days.
- _____ 9. a. Lucas M. Scott jr. was recently elected president of the city council.
b. Scott has been a city Councilor for nearly a decade.
c. Earlier, Mr. Scott served as a naval commander.

■ C. Capitalizing Names of Places (5 points each)

Select the letter of the sentence that shows correct capitalization.

- _____ 10. a. Bill and his family come from Des Moines, Iowa.
b. Des Plaines, illinois, is where Bill's grandmother lives.
c. Bill has an uncle who lives in Western Michigan.

Grammar Pretest

Name Class Date

- _____ 11. a. Next week there will be an arts festival in Ponce, Puerto rico.
b. To get to Ponce from Mayaguez, take Route 2.
c. You can also get to Ponce by boat across the Caribbean sea.
- _____ 12. a. Juan got a telescope from his aunt in san Antonio.
b. The first thing he looked at was the milky way.
c. Another evening he observed the planet Venus.
- _____ 13. a. To get to school, Marcia bicycles down River street.
b. Her route takes her East along the Brazos River.
c. After she graduates, Marcia wants to attend college in the South.

■ D. Capitalizing Other Proper Nouns and Adjectives (6 points each)

Select the letter of the sentence that shows correct capitalization.

- _____ 14. a. Julia's soccer team went out for mexican food.
b. At the restaurant Julia saw Jamal eating with his Boy Scout troop.
c. The restaurant is called la paloma.
- _____ 15. a. In history we are studying the battle of Hastings.
b. At Hastings the Saxons were defeated by the Normans.
c. Afterwards, French became the language of english kings.
- _____ 16. a. "The world's great age" is a poem by Percy Bysse Shelley.
b. His wife, Mary Shelley, was also an Author.
c. Mary Shelley wrote the famous novel *Frankenstein*.
- _____ 17. a. Next week we are going to the annual Memorial Day picnic.
b. I love this picnic because it marks the beginning of Summer.
c. The picnic is held in warren park behind the perez corporation building.
- _____ 18. a. Twin Oaks Mall is sponsoring a taste test on thursday.
b. They wifl be testing Spanker's Jelly and Down Home Jelly.
c. My mother generally prefers Lickety-Split jelly.

Grammar Mastery Test

Name Class Date

Unit 19 Capitalization

■ A. Capitalizing Sentences, Quotations, and Salutations (6 points each)

Select the letter of the sentence that shows correct capitalization, punctuation, and use of quotation marks.

- _____ 1. a. Alexa cried, "watch out for that oncoming van!"
b. "Yipes," breathed Kal, "That driver almost crunched my bike!"
c. Alexa told Kal that he really needed to be more responsible.
- _____ 2. a. "Do you have any information about Abigail Adams?" asked Haley.
b. I said, "there are several volumes of her correspondence."
c. Haley asked, "are the letters interesting to read?"
- _____ 3. a. Jerome sighed in satisfaction as he signed his letter, "love, Jerome."
b. "I just wrote to Nick," said Jerome, "so I need a stamp."
c. Jerome's father told him "there was a stamp in the kitchen drawer."
- _____ 4. a. "Oh dear," said Ann doubtfully, "My chemicals aren't reacting."
b. Dr. Kim asked, "Are you sure you put in the correct amounts?"
c. "I think so," said Ann. "the lab manual said ten milliliters of each."
- _____ 5. a. Zeke pointed out that "there's a huge black lump on the beach."
b. "That's a whale!" Darryl exclaimed. "Let's call the marine science lab."
c. A scientist told them that A team of experts would soon arrive.

■ B. Capitalizing Names and Titles of People (5 points each)

Select the letter of the sentence that shows correct capitalization.

- _____ 6. a. I wrote a report about senator John Glenn.
b. Before he became a Senator, he was an Astronaut.
c. He was also a marine pilot before joining the space program.
- _____ 7. a. Did you know that Aunt Jane is getting her doctoral degree?
b. She will be able to call herself Jane Evans, ph.d.
c. Someday I plan to be dr. Robert Evans.
- _____ 8. a. My brother Thomas Carl goes by the initials t.c.
b. Still, many of his friends call him tom.
c. Actually, he is named for Uncle Chuck.
- _____ 9. a. Allan insists that president Ulysses S. Grant had no middle name.
b. He just wanted to have the initials U.S., so he made up the S.
c. "That's not true," said Lamar. "His middle name was simpson."

■ C. Capitalizing Names of Places (5 points each)

Select the letter of the sentence that shows correct capitalization.

- _____ 10. a. Our Boy Scout troop went camping in the Adirondack mountains.
b. We camped on the West side of Raquette Lake.
c. One morning at dawn we hiked to the top of Tioga Point.

Grammar Mastery Test

Name Class Date

- _____ 11. a. People come from south America and Europe to attend this conference.
b. This year we also have several exhibits from the West Coast and Hawaii.
c. One member even claims to be from the south pole.
- _____ 12. a. The lights of big cities, like Chicago, make it hard to see the milky way.
b. It is easiest to see the stars from the western deserts.
c. Another good location for stargazing is a boat on lake Michigan.
- _____ 13. a. If you go to San Francisco, be sure to go over the Golden Gate Bridge.
b. You should also tour the firemen's monument, Coit tower.
c. My favorite section of the city is fisherman's wharf.

■ D. Capitalizing Other Proper Nouns and Adjectives (6 points each)

Select the letter of the sentence that shows correct capitalization.

- _____ 14. a. Winston Churchill was a famous English Historian and Politician.
b. He was the leader of the Conservative Party.
c. Later in life he wrote *The Second World War*.
- _____ 15. a. In Massachusetts the third Monday in April is called Patriot's Day.
b. Schools are closed in honor of the heroes of the revolutionary war.
c. Patriot's Day is usually the day of the boston marathon.
- _____ 16. a. Smoothy Peanut Butter claims to be the most flavorful brand.
b. Its commercials say that Nutto uses too much sugar.
c. There are coupons for peanut butter in today's *Daily news*.
- _____ 17. a. Lewis Carroll was the pen name of the english writer Charles Dodgson.
b. He wrote *Euclid and his modern rivals*, a mathematical treatise.
c. He also wrote *Alice's Adventures in Wonderland*, a children's story.
- _____ 18. a. Michael went to camp for the entire month of july.
b. He met several German boys who had come to camp for the summer.
c. His Argentine friend Raul came to escape the Winter.

■ E. Capitalization in Your Writing

Pretend you have just met a famous writer whom you admire. Write a paragraph or two about your meeting. Tell where the person comes from and what he or she has written. Also provide a direct quotation from your meeting. Be careful to follow correct capitalization rules.

Grammar Pretest

Name Class Date

Unit 20 Punctuation

■ A. Periods, Exclamation Points, and Question Marks (3 points each)

Select the letter of the end punctuation that should be used in each sentence.

- a. period b. exclamation point c. question mark

- _____ 1. Have you ever read the mystery *Murder on the Orient Express*
_____ 2. What a thrilling and suspenseful story that was
_____ 3. I've read a number of Agatha Christie's mysteries
_____ 4. *Death on the Nile* was one of my favorites
_____ 5. Wasn't that turned into a movie

■ B. Colons, Semicolons, and Commas (5 points each)

Select the letter of the sentence that is punctuated correctly.

- _____ 6. a. Thomas Edison the inventor of the light bulb had a home in Fort Myers.
b. The people of Fort Myers, as you might guess, are proud of Edison.
c. Yes they made his home a national monument.
- _____ 7. a. Elephants look comical but they are extremely intelligent.
b. Elephants travel in herds, because they are social creatures.
c. If removed from the herd, elephants often become lonely.
- _____ 8. a. Many people traveled to Knoxville Tennessee for the World's Fair.
b. The World's Fair should be called the Technology Fair; many new inventions are unveiled there.
c. New York; Brussels; and Vancouver have all held world's fairs.
- _____ 9. a. Mr. Creamy now has these new flavors: cherry, mint, and lime.
b. Henry usually orders: chocolate, fudge ripple, or brownie chunk.
c. Jana said, "Henry; be adventurous and try a fruit flavor next time!"
- _____ 10. a. In a trunk in the attic, I found this old letter dated April 1 1906.
b. Wondering who wrote it, I wandered downstairs.
c. Grandmother do you recognize this handwriting?

■ C. Quotation Marks, Italics, and Apostrophes (6 points each)

Select the letter of the sentence that is punctuated correctly.

- _____ 11. a. "For years, said Jake, "explorers looked for a Northwest Passage."
b. Karl read a book about Henry Hudson called "New York and Beyond."
c. It's now clear that no water route through North America exists.
- _____ 12. a. Does anybody's encyclopedia have a better bibliography than mine?
b. Is that word spelled with two c's?
c. Jess' bedroom has a loft.

Grammar Pretest

Name Class Date

■ D. Hyphens, Dashes, and Parentheses (6 points each)

Select the letter of the punctuation mark that is missing from the italicized section of each sentence.

- a. hyphen b. dash(es) c. parentheses

- _____ 13. Mother planted *seventy five* tulip bulbs last weekend.
_____ 14. My friend Calista *you remember her* has moved to Israel.
_____ 15. Charles Dodgson wrote under a pseudonym *a name that is not one's real name* when he wrote for children.
_____ 16. Stubby was *a well behaved puppy*, but as an adult dog he is a real terror.

■ E. Abbreviations and Numbers (6 points each)

Select the letter of the item that is written correctly in each group.

- _____ 17. a. Louisville, ky
 b. Frid. Aug. 12
 c. Mr. Wayne Park
 d. three-hundred miles
- _____ 18. a. 25 billion
 b. Main Str.
 c. N.A.T.O.
 d. 12 inc.
- _____ 19. a. Doc. Grumhaus
 b. Sat., Febr. 12
 c. Boston, Mas.
 d. 12 Marsh Street
- _____ 20. a. We traveled three hundred twenty miles in 8 hours.
 b. Forty thousand two hundred people attended the football game.
 c. Mr. Donald Wilson Junior was the victim of the crime.
 d. This sportcoat is marked 60% off.

Grammar Mastery Test

Name Class Date

Unit 20 Punctuation

■ A. Periods, Exclamation Points, and Question Marks (3 points each)

Select the letter of the end punctuation that should be used in each sentence.

- a. period b. exclamation point c. question mark

- _____ 1. The state agricultural fair opens at the fairgrounds tomorrow
_____ 2. Have you ever watched the animal competitions at the fair
_____ 3. What a beautiful foal won the blue ribbon last year
_____ 4. The Ballistic Bobsled is one of the most popular rides
_____ 5. How incredibly fast that ride goes

■ B. Colons, Semicolons, and Commas (5 points each)

Select the letter of the sentence that is punctuated correctly.

- _____ 6. a. Alfred Bernhard Nobel a Swedish chemist established the Nobel prizes.
b. The prizes are awarded annually in physics, chemistry, and medicine.
c. Yes, they are awarded to writers and workers for world peace too.
- _____ 7. a. For thousands of years the remains of the pharaoh Tutankhamen lay undisturbed.
b. In 1922: Howard Carter and Lord Carnarvon discovered his tomb.
c. Though he was a minor king, his tomb contained many treasures.
- _____ 8. a. Capering around the throne room, the jester is a comical sight.
b. The king smiles, at the jester's nonsense.
c. The court as you can see finds the jester amusing.
- _____ 9. a. Just follow these rules: be on time, work hard, and participate in class.
b. For years, students have dreaded Mr. Keegan's class.
c. "Class just play by the rules and you'll all do well," Mr. Keegan said.
- _____ 10. a. My baby sister was born on April, 10, 1991.
b. We don't have much in common; she's ten years younger than I.
c. Every morning at 6;15 she comes in and bounces on my bed.

■ C. Quotation Marks, Italics, and Apostrophes (6 points each)

Select the letter of the sentence that is punctuated correctly.

- _____ 11. a. "I'm reading a fascinating book at the moment," remarked Jem.
b. The title of the book is "Australian Passage."
c. "Is it about the British convicts who were sent to Australia?" asked Mi."
- _____ 12. a. "I just read a strange article in *People* magazine," said Wanda.
b. "It's about a womans struggle to change her last name," she added.
c. "Did you say that there are three zs in her new last name?" asked Nell.

Grammar Mastery Test

Name Class Date

■ D. Hyphens, Dashes, and Parentheses (6 points each)

Select the letter of the punctuation mark that is missing from the italicized section of each sentence.

- a. hyphen b. dash(es) c. parentheses

- _____ 13. Mervyn received *one half* credit for question 3.
_____ 14. Please don't forget *not that you ever do* the riding exhibition on Friday.
_____ 15. Astronaut Kathryn Thornton's EVA *extra-vehicular activity* was a great achievement.
_____ 16. David was embarrassed because he had forgotten to enclose *a self addressed* envelope.

■ E. Abbreviations and Numbers (6 points each)

Select the letter of the item that is written correctly in each group.

- _____ 17. a. Doctor and Mrs Clyde Frank
 b. Portland, OR
 c. five-million years
 d. 8:30 am
- _____ 18. a. Thurs., May 5
 b. Phillippa Dentz, PHD.
 c. 14 ltrs.
 d. Mister Janklow
- _____ 19. a. Ruth War, registered ns.
 b. Mon., Jly 4
 c. Houston, Txs
 d. 10 Mills Ave.
- _____ 20. a. Mr. Juan Morales jr. regrets that he cannot attend.
 b. Dr. Johansson lives at 1415 Lawson Street.
 c. Fast Mail Express ranks 1st in customer service.
 d. Please read pages twenty through 40 tonight.

■ F. Punctuating Your Writing

Imagine you were hired by a company to provide some data about your town. Write a business letter to the company, providing several facts about the population and government of the town. Apply the rules you learned in this unit to your writing.

Grammar Pretest

Name Class Date

Unit 21 Sentence Combining

■ A. Prepositional Phrases (10 points each)

Select the answer that best combines the two sentences with a *prepositional phrase*.

- _____ 1. Donna Jones wrote to her congresswoman.
Her congresswoman is in Washington, D.C.
a. Donna Jones wrote to her congresswoman in Washington, D.C.
b. In Washington, D.C., Donna Jones wrote to her congresswoman.
c. Donna Jones, in Washington, D.C., wrote to her congresswoman.
- _____ 2. The crew hoisted the bright red pennant.
They hoisted it to the top of the mast.
a. The crew from the top of the mast hoisted the bright red pennant.
b. The crew hoisted the bright red pennant to the top of the mast.
c. The crew hoisted the top of the bright red pennant to the mast.
- _____ 3. Benson's contraption was a strange conglomeration.
The machine was made of many parts.
a. Benson's contraption was a strange conglomeration of many parts.
b. Made of many parts, Benson's contraption was a strange conglomeration.
c. Benson's contraption, a strange conglomeration, was a machine made of many parts.

■ B. Appositives (10 points each)

Select the answer that correctly combines the two sentences with an *appositive phrase*.

- _____ 4. Kang Nguyen is our new classmate.
He came to this country from Vietnam.
a. Kang Nguyen came to this country from Vietnam to be our new classmate.
b. Our new classmate who came from Vietnam is Kang Nguyen.
c. Kang Nguyen, our new classmate, came to this country from Vietnam.
- _____ 5. Our opponents will be surprised by our new game plan.
Our opponents are the Wildcats.
a. Our opponents, the Wildcats, will be surprised by our new game plan.
b. Our opponents will be surprised by the Wildcats' new game plan.
c. The Wildcats will be surprised by our new game plan because they are our opponents.
- _____ 6. The gray whale has increased greatly in number in recent years.
The gray whale was once an endangered species.
a. The gray whale was once an endangered species, but it has increased greatly in number in recent years.
b. The gray whale, once an endangered species, has increased greatly in number in recent years.
c. An endangered species is the gray whale, which has increased greatly in number in recent years.

Grammar Pretest

Name Class Date

- _____ 7. My first cousin stars in the hit series *California High*.
My first cousin is Phylicia Abdul.
- a. My first cousin is Phylicia Abdul, from the hit series *California High*.
 - b. Phylicia Abdul, who is my first cousin, stars in the hit series *California High*.
 - c. My first cousin, Phylicia Abdul, is the star of the hit series *California High*.

■ Adjective and Adverb Clauses (10 points each)

Select the answer that best combines the two sentences with an *adjective or adverb clause*.

- _____ 8. Anthony reclined in the sun.
The sun warmed his aching muscles and relaxed him.
- a. Anthony reclined in the sun, which warmed his aching muscles and relaxed him.
 - b. In the sun, where Anthony reclined, he warmed his aching muscles and relaxed.
 - c. Anthony reclined in the sun, warmed his aching muscles, and relaxed.
- _____ 9. General Washington wrote to the Continental Congress about his troops.
His troops were dying of hunger and exposure.
- a. His troops were dying of hunger and exposure, and General Washington wrote to the Continental Congress.
 - b. General Washington wrote to the Continental Congress, because his troops were dying of hunger and exposure.
 - c. General Washington wrote to the Continental Congress about his troops, who were dying of hunger and exposure.
- _____ 10. King Arthur is revered as one of Britain's most celebrated heroes.
He is a mythic figure.
- a. King Arthur, a mythic figure, is revered as one of Britain's most celebrated heroes.
 - b. Although King Arthur is revered as one of Britain's most celebrated heroes, he is a mythic figure.
 - c. King Arthur is revered as one of Britain's most celebrated heroes, and he is actually a mythic figure.

Unit 21 Sentence Combining

■ A. Prepositional Phrases (10 points each)

Select the answer that best combines the two sentences with a *prepositional phrase*.

- _____ 1. Carla found an antique pewter candlestick.
She discovered it at the local dump.
a. An antique pewter candlestick at the local dump is what Carla found.
b. Carla at the local dump found an antique pewter candlestick.
c. Carla found an antique pewter candlestick at the local dump.
- _____ 2. Marco revealed his opinions in his daily journal.
His opinions were about the crisis at school.
a. Marco revealed his opinions, which were about the crisis, in his daily journal at school.
b. Marco revealed his opinions about the crisis at school in his daily journal.
c. At school Marco revealed his opinions about the crisis in his daily journal.
- _____ 3. Hugh resides in a tiny village.
The village is outside Edinburgh.
a. Hugh resides in a tiny village outside Edinburgh.
b. Hugh, from Edinburgh, resides in a tiny village.
c. Outside Edinburgh, Hugh resides in a tiny village.

■ B. Appositives (10 points each)

Select the answer that correctly combines the two sentences with an *appositive phrase*.

- _____ 4. Jan missed her old dance partners.
Jan was the newest member of our class.
a. Jan missed her old dance partners, the newest member of our class.
b. Jan, the newest member of our class, missed her old dance partners.
c. Jan missed her old dance partners because she was the newest member of our class.
- _____ 5. The South Pole has been traversed by explorers.
The South Pole is a frozen wasteland.
a. The South Pole, a frozen wasteland, has been traversed by explorers.
b. The South Pole has been traversed by explorers in a frozen wasteland.
c. Although the South Pole is a frozen wasteland, it has been traversed by explorers.
- _____ 6. Shoshana cut a notch in the twig.
Shoshana is a skillful camper.
a. Shoshana was a skillful camper when she cut a notch in the twig.
b. Shoshana cut a notch in the twig, which shows she was a skillful camper.
c. Shoshana, a skillful camper, cut a notch in the twig.

Grammar Mastery Test

Name Class Date

- _____ 7. Mike has an unusual residence.
His residence is a houseboat.
- a. Mike has an unusual residence, a houseboat.
 - b. Mike's unusual residence is a houseboat.
 - c. Mike's residence is a houseboat, which is unusual.

■ C. Adjective and Adverb Clauses (10 points each)

Select the answer that correctly combines the two sentences with an *adjective* or *adverb clause*.

- _____ 8. The house contained a huge attic.
The attic became the playroom.
- a. The house contained a huge attic and a playroom.
 - b. The playroom used to be the house's attic.
 - c. The house contained a huge attic, which became the playroom.
- _____ 9. Julie looked like a raccoon.
She had painted dark lines around her eyes.
- a. Julie, a raccoon, had dark lines around her eyes.
 - b. Julie looked like a raccoon because she had painted dark lines around her eyes.
 - c. Julie painted dark lines around her eyes, and she looked like a raccoon.
- _____ 10. Bo wears a black beret at all times.
Jamie refuses to wear a hat at all.
- a. Whereas Jamie refuses to wear a hat at all, Bo wears a black beret at all times.
 - b. Bo, a black beret wearer, and Jamie, who refuses to wear a hat at all.
 - c. Bo wears a black beret at all times, and Jamie refuses to wear a hat at all.

■ D. Combining Sentences to Improve Style

Write two or three paragraphs about an older person you know. In your first version write only simple sentences, and don't use any appositives. In your second version combine sentences where possible.

Resources and Skills Pretest

Name Class Date

Unit 22 Library and Reference Resources

■ A. Sections of a Library (5 points each)

Select the letter of the library section where you would expect to find each item listed below.

- | | |
|---|---------------------------------------|
| _____ 1. a news magazine | a. stacks |
| _____ 2. compact disc of music by George Gershwin | b. young adult and children's section |
| _____ 3. <i>The Encyclopedia of Sports</i> | c. reference area |
| _____ 4. an adult nonfiction book about lasers | d. newspapers and magazines |
| _____ 5. a novel written for a teen-age audience | e. audio-visual materials |

■ B. Library Systems and Resources (5 points each)

Match the letter of each term with its description.

- | | |
|-------------------------|--------------------------|
| a. Dewey Decimal system | e. author card |
| b. reference section | f. library catalog |
| c. microform | g. subject card |
| d. print media | h. <i>Readers' Guide</i> |
- _____ 6. a listing of all the books in the library
- _____ 7. a listing of articles published in over 175 magazines
- _____ 8. a section containing materials such as encyclopedias
- _____ 9. a catalog card used for nonfiction but seldom for fiction
- _____ 10. a resource that contains old issues of periodicals in reduced size on film
- _____ 11. a grouping of knowledge into ten categories such as science and philosophy
- _____ 12. a group of resources that includes books and newspapers

■ C. Using Reference Sources (4 points each)

Select the letter that identifies the best source to use to answer each question.

- _____ 13. What other words mean roughly the same as *rich*?
a. general atlas b. almanac c. thesaurus d. encyclopedia
- _____ 14. What are the major events of Norwegian history?
a. encyclopedia b. magazine c. dictionary d. atlas
- _____ 15. From what language does the word *dungeon* come?
a. atlas b. dictionary c. encyclopedia d. almanac

Resources and Skills Pretest

Name Class Date

- _____ 16. Where are the mountainous areas of Asia?
a. atlas b. thesaurus c. *Readers' Guide* d. dictionary
- _____ 17. How many bushels of wheat did Nebraska produce last year?
a. newspaper b. encyclopedia c. *Readers' Guide* d. almanac
- _____ 18. Who won yesterday's college basketball playoffs?
a. magazine b. newspaper c. almanac d. atlas
- _____ 19. What magazine articles about whales have been published this year?
a. *Readers' Guide* c. newspaper
b. thesaurus d. encyclopedia index
- _____ 20. What is the correct way to divide *corollary* into syllables?
a. thesaurus b. atlas c. almanac d. dictionary
- _____ 21. What is the most direct route from Boston to Philadelphia?
a. encyclopedia b. atlas c. almanac d. magazine
- _____ 22. What were the major events and achievements of Roberto Clemente's life?
a. atlas b. newspaper c. encyclopedia d. dictionary

Resources and Skills Mastery Test

Name Class Date

Unit 22 Library and Reference Resources

■ A. Sections of a Library (5 points each)

Select the letter of the library section where you would expect to find each item listed below.

- | | |
|---|---------------------------------------|
| _____ 1. the <i>Los Angeles Times</i> | a. stacks |
| _____ 2. a videotape | b. young adult and children's section |
| _____ 3. the <i>Times Atlas of the World</i> | c. reference area |
| _____ 4. an adult nonfiction book about crafts | d. newspapers and magazines |
| _____ 5. a book on health issues for teen-agers | e. audio-visual materials |

■ B. Library Systems and Resources (5 points each)

Match the letter of each term with its definition.

- | | |
|-------------------------|--------------------------|
| a. Dewey Decimal system | e. title card |
| b. call number | f. card catalog |
| c. microfiche | g. subject card |
| d. nonprint media | h. <i>Readers' Guide</i> |
- _____ 6. a resource that lists the library's books and their locations
- _____ 7. a listing of magazine articles by subject and author
- _____ 8. a number used to locate books in the library
- _____ 9. a kind of catalog card usually used for both fiction and nonfiction
- _____ 10. a resource that contains old issues of magazines in reduced size on film
- _____ 11. a way of organizing books on library shelves according to subject
- _____ 12. a group of resources that contains videotapes and compact discs

■ C. Using Reference Sources (4 points each)

Select the letter identifying the best source to use to answer each question.

- _____ 13. What are some synonyms of the word *grow*?
- | | | | |
|---------------|--------------|----------|------------|
| a. dictionary | b. thesaurus | c. atlas | d. almanac |
|---------------|--------------|----------|------------|
- _____ 14. What causes volcanoes, and where are major volcanoes located?
- | | | | |
|----------|--------------|---------------|-----------------|
| a. atlas | b. newspaper | c. dictionary | d. encyclopedia |
|----------|--------------|---------------|-----------------|
- _____ 15. What is the meaning of the word *discombobulated*?
- | | | | |
|---------------|--------------|--------------------------|------------|
| a. dictionary | b. thesaurus | c. <i>Readers' Guide</i> | d. almanac |
|---------------|--------------|--------------------------|------------|
- _____ 16. What highways run between Cleveland and Chicago?
- | | | | |
|-----------------|----------|-------------|--------------|
| a. encyclopedia | b. atlas | c. magazine | d. newspaper |
|-----------------|----------|-------------|--------------|
- _____ 17. What is the current population of Nigeria?
- | | | | |
|------------|-----------------|--------------------------|---------------|
| a. almanac | b. encyclopedia | c. <i>Readers' Guide</i> | d. dictionary |
|------------|-----------------|--------------------------|---------------|

Resources and Skills Mastery Test

Name Class Date

- _____ 18. What cultural events will take place locally today?
a. atlas b. almanac c. newspaper d. thesaurus
- _____ 19. Has a certain writer published any magazine articles this year?
a. encyclopedia c. specialized encyclopedia
b. *Readers' Guide* d. unabridged dictionary
- _____ 20. How is dour pronounced?
a. thesaurus b. atlas c. almanac d. dictionary
- _____ 21. What are the major rivers of France?
a. atlas b. thesaurus c. dictionary d. newspaper
- _____ 22. What were the major events and achievements of Elizabeth I's reign?
a. encyclopedia b. dictionary c. almanac d. atlas

■ D. Using Resources

Describe the steps you would follow to write a paper about Australia. Tell how you would use at least four different kinds of sources, including nonfiction books, reference works, and periodicals.

Resources and Skills Pretest

Name Class Date

Unit 23 Vocabulary and Spelling

■ A. Context Clues (5 points each)

Use context clues to figure out the meaning of each italicized word.

- _____ 1. Mom criticized my new earrings as *ostentatious*, or showy.
a. critical b. new c. flashy
- _____ 2. Yvonne loves *bibelots* such as bracelets and jeweled pins.
a. ornaments b. clothing c. monuments
- _____ 3. Kelly *abhorred* the play; Rafael detested it, too.
a. hated b. watched c. applauded
- _____ 4. This pudding is flavored with *ersatz* vanilla; however, the other dessert is made with real vanilla.
a. expensive b. artificial c. too much
- _____ 5. What have we decided to do? Let me *recapitulate*.
a. write b. admire c. summarize
- _____ 6. Nana wiped her eyes; the sad movie had made her *lachrymose*.
a. weary b. tearful c. critical

■ B. Roots, Prefixes, and Suffixes (4 points each)

Select the letter of the correct answer to each question.

- _____ 7. Which word means “having two sides”?
a. rilateral b. unilateral c. bilateral
- _____ 8. Which word means “in favor of business”?
a. antibusiness b. semibusiness c. probusiness
- _____ 9. Which word means “beyond what is natural”?
a. supernatural b. unnatural c. naturally
- _____ 10. Which word means “relating to music”?
a. musical b. musician c. promusic
- _____ 11. Which word means “the state of being a mother”?
a. motherly b. motherhood c. mothering
- _____ 12. Which word contains a root that means “writing”?
a. manuscript b. manual c. manufacture

■ C. Synonyms, Antonyms, and Homonyms (5 points each)

Select the correct answer to each question. Check your answers in a dictionary or a thesaurus.

- _____ 13. What is a synonym for *decrease*?
a. increase b. less c. reduce
- _____ 14. What is a synonym for *capture*?
a. bring b. take c. allow

Resources and Skills Pretest

Name Class Date

- _____ 15. What is an antonym for *dull*?
a. dim b. bright c. showy
- _____ 16. Which pair are homophones?
a. see, sea b. lead, lead c. ring, sing
- _____ 17. Which pair are homographs?
a. pair, pear b. nice, good c. object, object

■ D. Identifying Misspelled Words (3 points each)

In each group of words, identify the one that is misspelled.

- _____ 18. a. admitted b. focusing c. harvestter
- _____ 19. a. thieves b. heros c. abysses
- _____ 20. a. greenhouses b. teaspoons c. brother-in-laws
- _____ 21. a. children b. geoses c. mice
- _____ 22. a. garantee b. theory c. February
- _____ 23. a. humorous b. answer c. seperate
- _____ 24. a. fourty b. vacuum c. truly

Resources and Skills Mastery Test

Name Class Date

Unit 23 Vocabulary and Spelling

■ A. Context Clues (5 points each)

Use context clues to figure out the meaning of each italicized word.

- _____ 1. His teacher suspected that Eric had a *latent* talent for writing that even he was not aware of.
a. important b. active c. hidden
- _____ 2. Mrs. Beaton packed all kinds of *comestibles*, such as crackers, fruit, sandwiches, and cookies.
a. containers b. foods c. baskets
- _____ 3. Nell's behavior was *ignominious*; Ben's was disgraceful, also.
a. shameful b. amazing c. silly
- _____ 4. Kara is *diminutive*, unlike her sister, who is tall.
a. plump b. large c. short
- _____ 5. Workers came to repair the *dilapidated* building.
a. shabby b. destroyed c. new
- _____ 6. The painter *embellished* the ceiling with garlands of roses.
a. decorated b. lowered c. reached

■ B. Roots, Prefixes, and Suffixes (4 points each)

Select the letter of the correct answer to each question.

- _____ 7. Which word contains a root that means "sound" or "voice"?
a. telegraph b. phonograph c. graphologist
- _____ 8. Which word means "read again"?
a. reader b. readable c. reread
- _____ 9. Which word means "half-conscious"?
a. semiconscious b. unconscious c. consciously
- _____ 10. Which word means "like a girl"?
a. girlhood b. girlish c. girls
- _____ 11. Which word means "the state of owning"?
a. ownership b. reown c. ownable
- _____ 12. Which word means "one who motors"?
a. antimotor b. motored c. motorist

■ C. Synonyms, Antonyms, and Homonyms (5 points each)

Select the correct answer to each question. Check your answers in a dictionary or a thesaurus.

- _____ 13. What is a synonym for *accumulate*?
a. distribute b. hide c. gather

Resources and Skills Mastery Test

Name Class Date

- _____ 14. What is a synonym for *momentary*?
a. single b. brief c. lengthy
- _____ 15. What is an antonym for *rowdy*?
a. quiet b. happy c. active
- _____ 16. Which pair are homographs?
a. its, it's b. tear, tear c. pair, pare
- _____ 17. Which pair are homophones?
a. bow, bow b. role, rule c. lone, loan

■ D. Identifying Misspelled Words (3 points each)

In each group of words, identify the one that is misspelled.

- _____ 18. a. receipt b. reconize c. absence
- _____ 19. a. canoe b. necessary c. physician
- _____ 20. a. immediate b. tomorrow c. occassion
- _____ 21. a. foriegn b. misspell c. technology
- _____ 22. a. original b. usally c. dissatisfied
- _____ 23. a. bedspreads b. scarecrows c. head of states
- _____ 24. a. cargos b. solos c. studios

■ E. Using Vocabulary

Write a description of a real or imaginary scene. Use each of the following in your description: a word with a prefix taught in this unit, a word with a suffix taught in this unit, one pair of antonyms, one pair of synonyms, and one pair of homonyms. Underline each example.

Unit 24 Study Skills

■ A. Parts of a Book (5 points each)

Select the letter of the book part in which the given information can be found.

- a. title page
- b. copyright page
- c. table of contents
- d. index
- e. glossary

- _____ 1. the names of chapters
- _____ 2. the author's name
- _____ 3. the year the book was published
- _____ 4. definitions of unfamiliar terms

■ B. Ways of Reading (6 points each)

Select the letter of the reading technique most appropriate for each situation.

- a. skimming
- b. scanning
- c. careful reading

- _____ 5. What information does this book have on Kenya?
- _____ 6. What is this article about?
- _____ 7. What are the exact causes and effects of drought?
- _____ 8. How is this chapter organized?

■ C. Developing Good Study Habits (4 points each)

Select the letter of the choice that best completes each sentence.

- _____ 9. The main purpose of summarizing is to
 - a. help you organize and remember main ideas.
 - b. save reading time.
 - c. help you identify supporting ideas.
- _____ 10. The first step in making a study plan is to
 - a. determine the length of your study sessions.
 - b. set your study goals for each class or subject.
 - c. write your deadlines on a calendar.
- _____ 11. During the survey step of SQ3R, you should
 - a. write out the answers to your questions.
 - b. read through the material carefully.
 - c. skim the text to find main ideas.
- _____ 12. When taking notes during a lecture, you should
 - a. try to record everything the speaker says.
 - b. organize the speaker's points into an outline.
 - c. write down the key points the speaker makes.

Resources and Skills Pretest

Name Class Date

- _____ 13. You should identify the main topics in an outline with
a. Roman numerals. b. capital letters. c. regular numbers.
- _____ 14. An effective way to memorize information is to
a. develop a related sentence or rhyme.
b. draw a picture to illustrate the information.
c. organize the information in outline form.
- _____ 15. The main purpose of the SQ3R method is to
a. help you set goals and deadlines for your studying.
b. train you to read more slowly and carefully.
c. make your studying time more efficient and productive.

■ D. Using Graphic Information (4 points each)

Select the letter of the graphic that could best illustrate the information described in each item.

- a. table c. current map e. historical map
b. circle graph d. diagram
- _____ 16. the percentage of Iowa's jobs that are in manufacturing
- _____ 17. the process by which an air conditioner works
- _____ 18. the location of Morocco's capital city
- _____ 19. statistics for five different pitchers over several baseball seasons
- _____ 20. the difference in New York City's population from one year to another
- _____ 21. the area that was covered by the Roman Empire
- _____ 22. the principal parts of a flower

Resources and Skills Mastery Test

Name Class Date

Unit 24 Study Skills

■ A. Parts of a Book (5 points each)

Select the letter of the book part in which the given information can be found.

- | | |
|--|----------------------|
| _____ 1. a list of terms and their meanings | a. title page |
| _____ 2. the page on which each chapter begins | b. copyright page |
| _____ 3. a list of each page on which a certain topic is covered | c. table of contents |
| _____ 4. the editor of the book | d. index |
| | e. glossary |

■ B. Ways of Reading (6 points each)

Select the letter of the reading technique most appropriate for each situation.

- | | |
|---|--------------------|
| _____ 5. Does this book look as though it will interest me? | a. skimming |
| _____ 6. What happens to the characters in this story? | b. scanning |
| _____ 7. Is this book well illustrated? | c. careful reading |
| _____ 8. How much information does this book give about Dred Scott? | |

■ C. Developing Good Study Habits (4 points each)

Select the letter of the choice that best completes each sentence.

- _____ 9. When writing a summary of material from a textbook, you should
- a. copy the introduction to each chapter or section.
 - b. restate the most important information.
 - c. write down all the details from each chapter.
- _____ 10. To make your long-term study plan more manageable, you should
- a. break down large goals into smaller tasks.
 - b. leave short-term goals out of the plan.
 - c. concentrate all your efforts in a few long study sessions.
- _____ 11. During the review step of SQ3R, you should
- a. write out the answers to your questions.
 - b. look over any material that you did not fully understand.
 - c. create a list of study questions.
- _____ 12. When taking notes for a research report, you should
- a. make most of your notes direct quotations.
 - b. summarize the most important information on note cards.
 - c. scan the source material, looking for general information.
- _____ 13. The main purpose of an outline is to help you
- a. organize material.
 - b. learn details.
 - c. choose topics.

Resources and Skills Mastery Test

Name Class Date

- _____ 14. The most-often-used memory technique is to
- a. copy material out of books or articles.
 - b. draw diagrams to clarify information.
 - c. repeat over and over what you want to remember.
- _____ 15. One memory trick that works well is to
- a. make up a saying or a rhyme that reminds you of the information.
 - b. quickly read the information you want to remember.
 - c. write what you want to remember in your notebook.

■ D. Using Graphic Information (4 points each)

Select the letter of the graphic that could best illustrate the information described in each item.

- a. table
 - b. circle graph
 - c. current map
 - d. diagram
 - e. historical map
- _____ 16. the differences in height among students in your class
- _____ 17. the main parts of a refrigerator
- _____ 18. the winning times of Olympic swimmers over a number of years
- _____ 19. the percentage of Nebraska's land that is farmland
- _____ 20. the borders of European countries before World War I
- _____ 21. the most direct route between San Francisco and Los Angeles
- _____ 22. the process by which oil is refined

■ E. Using Study Skills

Write a paragraph or two on a nonfiction topic of your choice. Include supporting details for your main ideas. Then write a summary of the information in your report.

Unit 25 Taking Tests

■ A. Test-taking Strategies (7 points each)

Select the letter of the choice that best completes each sentence.

- _____ 1. The first thing to do when preparing for a test is to
a. budget your time.
b. determine what material the test will cover.
c. look over your homework assignments.
- _____ 2. The first step in taking a test is to
a. identify the hardest items.
b. begin writing answers immediately.
c. carefully read the directions.
- _____ 3. When budgeting your time during a test, make sure to leave time to
a. review the directions again.
b. check all your answers.
c. outline everything you've learned.
- _____ 4. You can increase your confidence and budget your time by
a. answering the hardest items first.
b. not checking your answers after you've finished the test.
c. first answering the items you know.
- _____ 5. Writing a list of study questions as you review for a test can best help you
a. learn how to budget your time.
b. analyze how test questions are written.
c. identify the information you do not know.

■ B. Types of Test Items (6 points each)

Select the letter of the choice that best answers each question.

- _____ 6. What should you remember about true-false items?
a. Mark an item true only if the entire statement is true.
b. If any part of a statement is true, mark the whole item true.
c. If the statement contains both true and false information, do not mark the item at all.
- _____ 7. What will help you determine the correct response in a multiple-choice item?
a. Don't read the other options once you've found the correct one.
b. Immediately eliminate the answers you know are incorrect.
c. Mark as correct all responses containing absolute terms.
- _____ 8. What should you do first when you are taking a matching test?
a. Complete the easy matches first.
b. See whether each list contains the same number of items.
c. Write the correct letter from column 2 beside each item in column 1.

Resources and Skills Pretest

Name Class Date

- _____ 9. What is a good way to check your answer choice for a fill-in item?
- a. Look for the answer in the test itself.
 - b. Make sure that all parts of the original sentence are true.
 - c. Reread the sentence with your answer included.
- _____ 10. What should you particularly remember when answering short-answer items?
- a. Provide only the information asked for in the question.
 - b. Delete any confusing parts of the items.
 - c. Keep your answers broad and general.

■ C. Standardized Tests (5 points each)

Select the letter of the choice that best answers each question.

- _____ 11. What do reading comprehension tests generally measure?
- a. how many different words you can define
 - b. what your average reading rate is
 - c. how well you understand what you read
- _____ 12. A reading comprehension question will often ask you to do what?
- a. determine main ideas
 - b. identify grammatical errors
 - c. create analogies
- _____ 13. What strategy would best help you define an unfamiliar vocabulary word?
- a. try to derive the word's meaning from its sound
 - b. pick the most general definition provided
 - c. use your knowledge of word parts
- _____ 14. What do analogy items mainly test?
- a. your understanding of main ideas
 - b. your knowledge of word meanings
 - c. your understanding of relationships between ideas
- _____ 15. What is one good way to understand an analogy item better?
- a. Make up a sentence that describes a relationship between the first pair of words.
 - b. Find a synonym for each word in the first pair.
 - c. Write down an antonym for each word in the first pair.
- _____ 16. What do grammar, usage, and mechanics items generally ask you to do?
- a. Complete a sentence by providing the most appropriate word.
 - b. Determine which underlined part of a sentence contains an error.
 - c. Choose a synonym or antonym for a given word.
- _____ 17. In an analogy item a single colon should be read as what?
- a. is to
 - b. as
 - c. is like

Resources and Skills Mastery Test

Name Class Date

Unit 25 Taking Tests

■ A. Test-taking Strategies (7 points each)

Select the letter of the choice that best completes each sentence.

- _____ 1. The first step in taking a test is to
a. read the directions carefully.
b. read the whole test before you begin.
c. take a last look at your notes.
- _____ 2. When you are taking a test, you should approach the items by
a. attempting the harder items first.
b. answering each item in sequence.
c. doing the easier items first.
- _____ 3. Reviewing your answers before you turn in your test will help you to
a. make sure you understand the directions.
b. decrease your chances of making simple errors.
c. answer more questions in the time allotted.
- _____ 4. The first step in preparing for a test is to
a. find out what will be covered on the test.
b. read the entire textbook.
c. study with a friend.
- _____ 5. One good way to review for a classroom test is to
a. study sample standardized tests.
b. write a summary of all the information you know.
c. make a list of study questions on the test material.

■ B. Types of Test Items (6 points each)

Select the letter of the choice that best answers each question.

- _____ 6. What should you remember about true-false items?
a. If any part of a statement is false, the whole statement is false.
b. If any part of a statement is true, the whole statement is true.
c. Statements that contain words such as *all* and *none* are generally true.
- _____ 7. Which of the following should you do first when taking a multiple-choice test?
a. Silently try out each alternative in the sentence.
b. Read each alternative before choosing your answer.
c. Check previous answers to see if there is a pattern.
- _____ 8. What strategy should you use when approaching matching items?
a. Review each answer before going on to the next item.
b. Match the items you are sure of first.
c. Do matching items before you work on the rest of the test.
- _____ 9. What should you remember about your answers to fill-in items?
a. They should be broad and general.
b. They should be written in complete sentences.
c. They should fit into the sentence grammatically.

Resources and Skills Mastery Test

Name Class Date

- _____ 10. What should you do if you do not know the answer to a particular test question?
- a. Silently review all the related information you do know.
 - b. Skip the item and come back to it if you have time later.
 - c. Spend extra time on it until you've determined the best choice.

■ C. Standardized Tests (5 points each)

Select the letter of the choice that best answers each question.

- _____ 11. What is the purpose of a reading comprehension test?
- a. to test your knowledge of spelling and grammar
 - b. to compare your vocabulary with that of other students your age
 - c. to determine how well you understand what you read
- _____ 12. Which of the following would a reading comprehension test most likely ask you to do?
- a. draw conclusions about information in a passage
 - b. provide synonyms or antonyms for given words
 - c. correct errors in pronoun-antecedent agreement
- _____ 13. What is the best strategy for answering a vocabulary item that you are unsure of?
- a. Analyze the word's parts to determine its meaning.
 - b. First cross off any alternatives that are unfamiliar.
 - c. Choose the alternative that sounds most familiar.
- _____ 14. What is the final thing you should do when taking a standardized test?
- a. Go back to the items you skipped.
 - b. Check all your answers.
 - c. Read all the directions carefully.
- _____ 15. What skill do analogy items measure?
- a. the ability to use context clues to determine meaning
 - b. the ability to find synonyms for given words
 - c. the ability to understand relationships between things
- _____ 16. Which of the following might you have to do on the grammar, usage, and mechanics section of a standardized test?
- a. Identify a main idea.
 - b. Identify a word that is used incorrectly in a given sentence.
 - c. Choose a synonym or antonym for a given word.
- _____ 17. In an analogy item, what does the double colon (::) stand for?
- a. is
 - b. to
 - c. as

■ D. Providing Test-taking Tips

Write a test-taking manual for a friend in which you define and describe how to approach two of the following kinds of test items: matching, true-false, multiple-choice, fill-in, or short-answer.

Resources and Skills Pretest

Name Class Date

Unit 26 Listening and Speaking

■ A. How to Listen (5 point each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 1. If your attention is wandering in class, you should
a. close your eyes and take a short break.
b. begin taking notes on what you remember.
c. sort out any interference and focus on the speaker.
- _____ 2. In order to avoid confusion about what you have heard in class, you should
a. memorize all important information.
b. ask questions about anything you're not sure of.
c. wait a day or two before reviewing your notes.
- _____ 3. Speakers often try to persuade you to their point of view by
a. avoiding eye contact and gestures. b. using emotional words.
c. pausing to let you analyze what you have heard.
- _____ 4. One of the best ways to determine a speaker's attitude is to
a. write down what he or she says. b. note the facts in his or her speech.
c. identify his or her opinions.
- _____ 5. What should you ask yourself when listening to a commercial?
a. Do any of my friends use this product?
b. What hidden message is the commercial sending me?
c. Do I like the person who is promoting this product?
- _____ 6. Which of the following is a testimonial?
a. "This is your only chance to buy the RondoSlicer. Don't miss out!"
b. "If I'd used Light 'n' Bouncy, my hair wouldn't be so lifeless."
c. "Actress Sally Saul says, 'MeltAway sure helped me lose weight.'"

■ B. Interviewing (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 7. Which of the following topics best lends itself to an interview?
a. what my town was like fifty years ago
b. the fall of the Roman Empire
c. Ponce de León's exploration of Florida
- _____ 8. The first thing to do when preparing to interview someone is to
a. write out your interview questions. b. research your interview topic.
c. find a tape recorder and a notebook.
- _____ 9. Using a prepared list of questions in an interview helps you
a. get to know your interviewee better.
b. keep from saying too much during the interview.
c. ask more in-depth and useful questions.
- _____ 10. Which of the following should you avoid when conducting an interview?
a. asking for clarification b. asking yes-or-no questions
c. sticking to one topic

Resources and Skills Pretest

Name Class Date

■ C. Speaking Effectively (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 11. Each of the following is an occasion for speaking informally EXCEPT
- a. a family discussion about vacations
 - b. telling a friend about a movie you've seen
 - c. addressing the city council about an issue
- _____ 12. As a member of a discussion group, you should
- a. interrupt a speaker who doesn't agree with you.
 - b. plan out everything you want to say.
 - c. let everyone have a chance to speak.
- _____ 13. Members of a study group should
- a. do all they can to convince others to share their opinions.
 - b. let one student dominate the discussion.
 - c. allow others to finish before expressing an opinion.
- _____ 14. The first thing to do when preparing step-by-step directions is to
- a. write out the process on a piece of paper.
 - b. make sure each step is clearly stated.
 - c. identify the audience to whom you will give the directions.
- _____ 15. The first step in preparing a formal speech is to
- a. analyze your audience.
 - b. make an outline.
 - c. decide on the purpose of your speech.
- _____ 16. Making an outline for your speech is part of which stage of the writing process?
- a. prewriting
 - b. drafting
 - c. revising
- _____ 17. When you practice a formal speech, you should
- a. speak rapidly, to make sure you don't exceed the time limit.
 - b. find a volume level and stick with it.
 - c. rehearse in front of a mirror to check gestures.
- _____ 18. When presenting a formal speech, it is important to
- a. avoid making eye contact with your audience.
 - b. relax and speak clearly.
 - c. stand very still and speak slowly and loudly.
- _____ 19. Just before delivering a formal speech, it is a good idea to
- a. try to relax and survey your audience.
 - b. make a few last revisions.
 - c. check how long it takes to deliver the speech.
- _____ 20. The first thing you should do after you have picked a poem for a poetry reading is
- a. memorize the words.
 - b. think about how you'll convey the tone of the poem.
 - c. decide where you will pause to take a breath.

Resources and Skills Mastery Test

Name Class Date

Unit 26 Listening and Speaking

■ A. How to Listen (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 1. You will be a more effective listener in class if you
a. try to identify the speaker's main ideas.
b. raise your hand when you want to share a thought.
c. ignore the speaker's gestures.
- _____ 2. A speaker often signals an important idea by
a. speeding up her or his speech.
b. looking away from the audience.
c. speaking certain phrases more loudly.
- _____ 3. When you hear a news report, you should always
a. write down the reporter's main ideas.
b. evaluate and question what you hear.
c. believe what the reporter tells you.
- _____ 4. In a television commercial, which of the following is an example of a testimonial?
a. a group of handsome people smiling and using the product
b. a famous athlete telling you how good the product is
c. a politician claiming that his opponent is dishonest

■ B. Interviewing (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 5. Which of the following topics best lends itself to an interview?
a. the battles of the Civil War
b. how to start a small business
- _____ 6. Researching your topic before conducting an interview will help you
a. ask more in-depth and useful questions.
b. correct any errors your interviewee makes.
- _____ 7. Which of the following would be the most effective interview question?
a. Did you enjoy your experience in the Peace Corps?
b. What was being in the Peace Corps like for you?
- _____ 8. Which of the following should you avoid when conducting an interview?
a. explaining your opinions b. sticking to one topic

■ C. Speaking Effectively (6 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 9. Which of the following types of speech is informal?
a. making an announcement to friends c. giving an oral report
b. giving a speech to a local service club

Resources and Skills Mastery Test

Name Class Date

- _____ 10. When participating in a discussion, it is important to
- a. introduce a new topic every few minutes.
 - b. jump in whenever you have something to say.
 - c. allow everyone a chance to speak.
- _____ 11. A discussion group is most likely to be successful if it has
- a. a strong leader.
 - b. a few vocal members.
 - c. a broad participation.
- _____ 12. If you are giving step-by-step directions for a recipe to your classmates, the first thing to do is
- a. write out a description of what the final product tastes like.
 - b. make an outline for your presentation.
 - c. find out how familiar they are with the cooking process.
- _____ 13. When announcing an upcoming event, it is most important to
- a. draw in your audience emotionally.
 - b. include all the necessary information.
 - c. support all your ideas with details.
- _____ 14. After you have decided on a purpose for your speech, your next step is to
- a. write a detailed outline.
 - b. think about what your audience knows or needs to know.
 - c. make sure your topic is narrow enough.
- _____ 15. If you deliver a formal speech to the city council on the need for recycling, you should
- a. assume they disagree with your position.
 - b. try to impress them with your technical knowledge.
 - c. make sure that every detail in your speech supports your position.
- _____ 16. When you prepare to deliver a formal speech, it is most effective to
- a. memorize your speech so that you make all your points.
 - b. prepare notes to remind yourself of the main points.
 - c. write out the entire speech and read it aloud.
- _____ 17. If your listeners seem bored or restless, you might recapture their interest by
- a. raising and lowering your voice and adding gestures.
 - b. speaking more loudly and slowly.
 - c. speaking more slowly and softly.
- _____ 18. When giving a poetry reading, it is always best to
- a. speak loudly, in a regular rhythm.
 - b. assume a voice that reflects the tone of the poem.
 - c. avoid eye contact with the audience.

■ D. Making an Announcement

Write an announcement about an upcoming event at school. First, think carefully about what you would like to say. Next, make an outline of the important points that you would like to announce. Then try to gear your announcement to your audience. What could you say to persuade them to attend the event? Finally, write your announcement.

Name Class Date

Unit 27

Viewing and Representing

■ **A. Interpreting Visual Messages (5 points each)**

Select the letter of the choice that best completes each sentence.

- _____ 1. The term *mass media* means
 - a. television, radio, videos, movies, and the Internet.
 - b. forms of communication that require many people for their production.
 - c. a form of communication that is widely available to many people.

- _____ 2. Mass media has a great influence on the lives of young viewers because
 - a. young people respond to the positive messages presented on television.
 - b. young people spend many hours watching television and surfing the Web.
 - c. younger people are more easily influenced than older people.

- _____ 3. The mass media
 - a. carry both positive and negative messages.
 - b. are always positive and benefit everyone.
 - c. are always negative and must be carefully analyzed.

- _____ 4. Many forms of mass media are crafted for the MAIN purpose of
 - a. providing truthful information that is of value to a particular audience.
 - b. persuading the viewer or listener to buy a particular product or service.
 - c. satisfying a small audience of select readers, listeners, or viewers.

- _____ 5. Photographs, paintings, cartoons, and drawings carry
 - a. visual messages.
 - b. verbal messages.
 - c. hidden messages

- _____ 6. Elements of visual design and composition include
 - a. sound, motion, tension, objects, space, and energy.
 - b. line, shape, color, position of objects, and space.
 - c. camera angle, lighting, and background music.

- _____ 7. Composition is the
 - a. visual message carried by a picture.
 - b. knowledge a viewer brings to a picture.
 - c. arrangement of features in a picture.

- _____ 8. Elements of visual design and composition
 - a. create special effects and entertain the viewer.
 - b. often compete with one another.
 - c. convey thoughts, feelings, and moods

- _____ 9. Colors such as orange, yellow, and red convey a sense of
 - a. energy.
 - b. calm.
 - c. dread.

- _____ 10. Low, shadowy lighting can create a tone that is
 - a. optimistic or cheerful.
 - b. gloomy or mysterious.
 - c. comic or fanciful

Resources and Skills Pretest

Name Class Date

■ B. Analyzing Media Messages (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 11. Movies and television programs are carefully crafted to
a. sell products or services. c. present a particular point of view.
b. present factual information.
- _____ 12. Every time you view an example of mass communication, you should
a. accept the information that is presented.
b. appreciate its visual elements. c. analyze it carefully.
- _____ 13. What is the main goal of advertisements and commercials?
a. to persuade viewers to buy a particular product or service
b. to inform viewers of a new product or service
c. to explain the value and use of a product or service
- _____ 14. Which of the following is an example of the testimonial technique in advertising?
a. a car ad in which a cute dog is shown driving the car
b. a breakfast cereal ad featuring a well-known athlete
c. a phone-service ad showing attractive people communicating
- _____ 15. In a commercial, why might the phrase *doctor approved* or the visual image of a doctor influence viewers to buy a particular brand of aspirin?
a. because viewers would identify with the doctor
b. because viewers would recognize the familiar name of the product
c. because viewers would think the product has been endorsed by an expert

■ C. Producing Media Messages (5 points each)

Select the letter of the choice that best answers the question.

- _____ 16. Which of the following is an example of a free public service announcement?
a. a newspaper message announcing a store sale
b. a newspaper message promoting a political candidate
c. a newspaper message promoting the importance of reading
- _____ 17. What is the main purpose of most television commercials?
a. to entertain viewers
b. to persuade viewers to buy a particular product
c. to inform viewers of an important community issue
- _____ 18. What is the director's role in creating a television commercial?
a. to create a series of sketches
b. to oversee the work and supervise filming
c. to write and revise the language in the message
- _____ 19. Who is responsible for outlining each scene in a commercial?
a. the director b. the scriptwriter c. the organizer and layout expert
- _____ 20. Why is background music often used in television commercials?
a. to emphasize the mood or feeling of the message
b. to create the commercial's message
c. to hold the attention of viewers

Resources and Skills Mastery Test

Name Class Date

Unit 27 Viewing and Representing

■ A. Interpreting Visual Messages (5 points each)

Select the letter of the choice that best completes the sentence.

- _____ 1. Television, radio, videos, movies, and the Internet are examples of
a. different forms of mass media. c. different forms of visual messages.
b. different forms of verbal messages.
- _____ 2. Because media messages carry both positive and negative influences,
a. viewers need to stop listening to harmful messages.
b. viewers need to stop watching television and read more books.
c. viewers need to analyze each media message.
- _____ 3. Colors, shapes, and lines are elements of a picture's
a. message. b. composition. c. visual design.
- _____ 4. Artists use elements of visual design and composition
a. to express their feelings of power.
b. to send distinct visual messages.
c. to convey a sense of tension and energy.
- _____ 5. The arrangement of features in a picture is called its
a. composition. b. visual design. c. design pattern.
- _____ 6. An artist may convey a sense of calm with the colors
a. yellow and orange. b. white and black. c. blue and green.
- _____ 7. A film director may use a low camera angle to look up at an actor
a. to emphasize the character's power.
b. to emphasize the character's weakness.
c. to emphasize the character's attractiveness.
- _____ 8. A film director or film editor may use a fade out
a. to suggest speed or confusion. c. to show that time has passed.
b. to increase suspense or excitement.
- _____ 9. Low, shadowy lighting creates
a. an optimistic, cheerful tone. c. a gloomy, mysterious tone.
b. a powerful, triumphant tone.
- _____ 10. The purpose of background music in a film is to
a. increase a sense of excitement.
b. provide entertaining music for the audience.
c. arouse an emotional response in the audience.

■ B. Analyzing Media Messages (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 11. All media messages
a. are based on facts and truthful information.
b. are produced for the benefit of the general viewing audience.
c. use film and visual techniques to emphasize a particular point of view.

Resources and Skills Mastery Test

Name Class Date

- _____ 12. To analyze a media message, why is it important to check additional sources?
- a. to find the sources' opinions about other topics
 - b. to find other viewpoints on the subject that you trust
 - c. to find sources who disagree with the message
- _____ 13. How can actors influence how you view movies and television shows?
- a. They can bring their own experiences to a fictional setting.
 - b. They can add truth and reliability to the medium's message.
 - c. They can make fictional characters and their actions appear realistic.
- _____ 14. To persuade viewers to buy a particular product is
- a. the major goal of most advertisements and commercials.
 - b. the least important goal of advertisements and commercials.
 - c. a common technique used in advertising and commercials.
- _____ 15. A commercial for shampoo in which a model's hair is unrealistically shiny and silky would be an example of which advertising technique?
- a. card stacking
 - b. bandwagon
 - c. partial truth

■ C. Producing Media Messages (5 points each)

For each item, select the letter of the best ending.

- _____ 16. A TV ad urging students to stay in school rather than drop out is
- a. a paid political announcement.
 - b. a public service announcement.
 - c. a commercial message.
- _____ 17. The first step in creating a PSA for a newspaper or magazine is
- a. deciding on effective visual images.
 - b. identifying your purpose and message.
 - c. brainstorming about causes you support.
- _____ 18. The primary purpose of a television commercial is
- a. to entertain viewers.
 - b. to persuade viewers to buy a particular product.
 - c. to inform viewers of an important community issue.
- _____ 19. The creation of a television commercial requires
- a. a director to film the commercial.
 - b. the skills and cooperative efforts of a production team.
 - c. famous stars or popular athletes to promote the product.
- _____ 20. Making sure that camera angles, lighting, actors' movements, and music and voice cues are in place are the responsibility of
- a. the director.
 - b. the writer.
 - c. the production team.

■ D. Creating Visual Messages

Imagine you are a film director. On a separate sheet of paper, write a description of the closing scene of your film, a scene in which the main character triumphs. To create the scene, use at least three of the following film techniques: camera angles, camera shots, lighting, editing, special effects, and background music. Explain how you would use the techniques and how each technique would contribute to the overall message of the main character's triumph.

Resources and Skills Pretest

Name Class Date

Unit 28 Electronic Resources

■ A. Using the Internet (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 1. To gain access to the Internet, you need a computer, an Internet service provider, a browser, and a
a. search engine. b. Web address. c. modem.
- _____ 2. The fastest way to find the Web sites you are looking for is to use a
a. browser. b. search engine. c. hyperlink.
- _____ 3. Every Web site on the Internet has a unique address called a
a. bookmark. b. domain. c. URL.
- _____ 4. What does each Web site address begin with?
a. www. b. .com c. http://
- _____ 5. You can quickly get to a specific page of a Web site or to a related Web site by using
a. hyperlinks. b. bookmarks. c. URLs.

■ B. Using E-mail (5 points each)

Match each e-mail term, symbol, or acronym in the left column with the letter of its meaning in the right column.

- | | |
|------------------------|--|
| _____ 6. e-mail | a. by the way |
| _____ 7. flaming | b. Internet rules of behavior |
| _____ 8. shouting | c. thank you very much |
| _____ 9. BTW | d. electronic mail |
| _____ 10. netiquette | e. smile |
| _____ 11. spam | f. sending unfriendly e-mail |
| _____ 12. emoticon | g. bulletin board for information exchange |
| _____ 13. TYVM | h. junk e-mail |
| _____ 14. mailing list | i. using all capital letters |
| _____ 15. :-) | j. an icon that expresses emotion |

Resources and Skills Pretest

Name Class Date

■ C. CD-ROMs and Other Electronic Resources (5 points each)

Select the letter of the choice that best answers the question.

- _____ 16. Which of the following electronic resources can store the most information?
a. diskette b. DVD c. CD-ROM
- _____ 17. What does read-only memory mean?
a. computer memory that cannot be changed or removed.
b. computer memory that stores audio information
c. computer memory on which data can be written and removed
- _____ 18. What is a DVD?
a. a data video drive b. a digital video disc c. a diskette video dictionary
- _____ 19. What is the difference between a diskette and a Zip disc?
a. A Zip disc uses digital magnetic tape to record information.
b. A Zip disc can hold much more information than a diskette can.
c. There is no difference between a diskette and a Zip disc.
- _____ 20. What are diskettes best suited for?
a. backing up huge quantities of information
b. storing large graphic files
c. storing text documents

Resources and Skills Mastery Test

Name Class Date

Unit 28 Electronic Resources

■ A. Using the Internet (5 points each)

Match each term in the left column with the letter of its definition in the right column.

- | | |
|-----------------------------|--|
| _____ 1. modem | a. an option that lets you keep track of your favorite Web sites |
| _____ 2. browser | b. a word or phrase that describes a topic |
| _____ 3. search engine | c. a Web site address |
| _____ 4. subject directory | d. a software program that displays Web pages |
| _____ 5. keyword | e. a tool that lets you search several search engines at the same time |
| _____ 6. URL | f. a Web site's highlighted words or phrases that connect to other pages and sites |
| _____ 7. bookmark | g. site that lists general topics, such as arts and humanities |
| _____ 8. suffix | h. a device that allows one computer to communicate with another |
| _____ 9. hyperlinks | i. part of a Web site address that identifies the type of domain |
| _____ 10. metasearch engine | j. a tool that lets you use keywords to look for information on the Internet |

■ B. Using E-mail (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 11. What is e-mail?
a. junk mail b. electronic mail c. a Web site address
- _____ 12. Before you can send e-mail, you need to
a. pass a test on Internet etiquette.
b. share your address with friends.
c. set up your own e-mail account.
- _____ 13. The term *spam* means
a. junk e-mail. b. unfriendly e-mail. c. an e-mail attachment.
- _____ 14. Good behavior on the Internet
a. is not important since people are not interacting face-to-face.
b. is no different from good behavior in face-to-face situations.
c. is important, especially when sending e-mail to friends.
- _____ 15. Many people use acronyms in e-mails in order to
a. show their computer savvy.
b. show that the message contains attachments.
c. save both typing time and space.

Resources and Skills Mastery Test

Name Class Date

■ C. Evaluating Internet Sources (5 points each)

Select the letter of the choice that best answers the question or completes the sentence.

- _____ 16. Which of the following is one way to check whether a Web site is reliable or not?
- a. find out how many visits have been made to the site
 - b. find out if the information at the site is useful to you
 - c. find out who created the site
- _____ 17. Which of the following sites would be least reliable if you were looking for the batting average of a baseball player?
- a. a baseball fan
 - b. a sports news organization
 - c. the official site of major league baseball
- _____ 18. How would you evaluate a Web site that does not give its source?
- a. I would check for the date of publication of the information.
 - b. I would question the authenticity of the information.
 - c. I would trust the information to be accurate.
- _____ 19. For which of the following topics would it be especially important to use up-to-date information?
- a. the history of World War I
 - b. the state of cancer research
 - c. the literary works of J. R. Tolkein
- _____ 20. You should be especially cautious when evaluating information that has been provided by
- a. a government site.
 - b. a well-known source.
 - c. a source with a particular bias.

■ D. Knowing E-mail Etiquette

Write a list of at least five of the Internet “rules of the road” that people should follow when sending e-mail.

UNIT 1 Personal Writing

■ PAGE 1

Rubrics

The letter should

- focus on the experiences and feelings of seventh-graders
- include vivid details
- describe both events in the student's life and emotions associated with those events
- follow standards of grammar, spelling, and punctuation

■ PAGE 2

Rubrics

Each of the three postcards should

- come from a different spot related to the student's daily life
- describe both the place and what the student is doing there
- have a conversational tone
- follow standards of grammar, spelling, and punctuation

■ PAGE 3–4

Part A

- | | | |
|------|------|-------|
| 1. b | 5. a | 9. c |
| 2. b | 6. c | 10. c |
| 3. c | 7. b | 11. c |
| 4. a | 8. a | 12. a |

Part B

- | | | |
|-------|-------|-------|
| 13. f | 16. c | 19. g |
| 14. b | 17. h | 20. d |
| 15. e | 18. a | |

UNIT 2 The Writing Process

■ PAGE 5

Rubrics

The essay should

- name one course to add to the curriculum
- provide specific reasons why adding the course would benefit the school
- have a respectful tone
- follow standards of grammar, usage, and mechanics

■ PAGE 6

Rubrics

The essay should

- name a specific destination
- clearly describe the destination
- provide logical and persuasive reasons for choosing the destination
- follow standards of grammar, usage, and mechanics

■ PAGE 7

Part A

- | | | |
|------|------|-------|
| 1. c | 5. a | 9. a |
| 2. b | 6. a | 10. b |
| 3. c | 7. c | |
| 4. b | 8. b | |

■ PAGE 8

Part B

- | | |
|-------|-------|
| 11. a | 13. d |
| 12. c | 14. b |

Part C

- | | | |
|-------|-------|-------|
| 15. a | 17. d | 19. c |
| 16. d | 18. a | 20. b |

UNIT 3 Descriptive Writing

■ PAGE 9

Rubrics

The description should

- consistently maintain the alien's point of view
- include details from all five senses
- be organized logically
- follow standards of grammar, usage, and mechanics

■ PAGE 10

Rubrics

The description should

- focus on an ordinary object
- describe the object in artistic terms
- include details related to at least two senses
- follow standards of grammar, mechanics, and usage

■ PAGE 11

Part A

- | | | |
|------|------|------|
| 1. c | 4. a | 7. c |
| 2. b | 5. b | 8. a |
| 3. c | 6. a | |

■ PAGE 12

Part B

- | | | |
|-------|-------|-------|
| 9. c | 12. a | 15. a |
| 10. a | 13. c | |
| 11. b | 14. b | |

Part C

- | | | |
|-------|-------|-------|
| 16. b | 18. e | 20. a |
| 17. d | 19. c | |

UNIT 4 Narrative Writing

■ PAGE 13

Rubrics

The story should

- keep in mind the main character's size
- present a problem related to that size and a solution
- include vividly described characters and dialogue that fits them
- have an attention-grabbing beginning
- follow standards of grammar, punctuation, and mechanics, with correctly paragraphed and punctuated dialogue

■ PAGE 14

Rubrics

The story should

- be based on the assigned topic
- include dialogue that reflects the characters' personalities
- have an interesting beginning
- follow standards of grammar, usage, and mechanics

■ PAGE 15

Part A

- | | | |
|------|------|------|
| 1. c | 4. c | 7. b |
| 2. b | 5. a | 8. a |
| 3. a | 6. c | |

■ PAGE 16

Part B

- | | | |
|-------|-------|-------|
| 9. f | 12. b | 15. d |
| 10. e | 13. g | 16. h |
| 11. c | 14. a | |

Part C

- | | |
|-------|-------|
| 17. d | 19. a |
| 18. b | 20. c |

UNIT 5 Expository Writing

■ PAGE 17

Rubrics

The explanation should

- identify a process
- describe each step
- arrange the steps in the correct order
- use transition words correctly
- define confusing or technical terms
- follow standards of grammar, usage, and mechanics

■ PAGE 18

Rubrics

The essay should

- be set up as a comparison-contrast piece
- identify the person admired
- compare and contrast the admired person with the writer in specific ways
- use signal words

- organize details logically
- follow standards of grammar, usage, and mechanics

■ PAGE 19

Part A

- | | | |
|------|------|-------|
| 1. c | 5. a | 9. a |
| 2. a | 6. b | 10. a |
| 3. c | 7. c | |
| 4. b | 8. b | |

■ PAGE 20

Part B

- | | | |
|-------|-------|-------|
| 11. a | 13. b | 15. a |
| 12. c | 14. b | |

Part C

- | | | |
|-------|-------|-------|
| 16. b | 18. c | 20. a |
| 17. d | 19. b | |

UNIT 6 Persuasive Writing

■ PAGE 21

Rubrics

The movie review should

- identify the movie and describe its main features (plot, characters, visual effects)
- contain a clearly stated opinion in the opening paragraph
- tailor the persuasive arguments to the specific audience
- suggest a definite action for readers to take
- follow standards of grammar, usage, and mechanics

■ PAGE 22

Rubrics

The letter of complaint should

- begin with a clear statement of the problem
- suggest a reasonable solution
- maintain a polite tone
- be set up as a business letter
- follow standards of grammar, usage, and mechanics

■ PAGE 23

Part A

- | | | |
|------|------|------|
| 1. a | 4. a | 7. b |
| 2. c | 5. c | 8. b |
| 3. c | 6. c | |

■ PAGE 24

Part B

- | | | |
|-------|-------|-------|
| 9. e | 11. c | 13. d |
| 10. b | 12. a | 14. d |

Part C

- | | | |
|-------|-------|-------|
| 15. a | 17. b | 19. c |
| 16. b | 18. a | 20. c |

Answers

UNIT 7 Troubleshooter

■ PAGES 25–26

Part A

1. a 2. c 3. c

Part B

4. c 5. b 6. c

Part C

7. b 9. d
8. a 10. d

Part D

11. a 13. c
12. b 14. a

Part E

15. a 17. c 19. a
16. b 18. b

■ PAGES 27–28

Part A

1. c 2. b 3. a

Part B

4. b 5. c 6. b

Part C

7. d 9. a
8. c 10. b

Part D

11. b 13. c
12. c 14. b

Part E

15. a 17. c 19. c
16. c 18. a

Part F

Rubrics

The paragraphs should

- include the elements listed
- contain no errors

Business and Technical Writing

■ PAGE 29

Rubrics

The proposal should

- be well-organized
- identify and describe the plan clearly
- provide logical arguments
- use the proposal format
- follow standards of grammar, usage, and mechanics

■ PAGE 30

Rubrics

Interviews should

- use correct interview format
- elicit relevant information from an interview subject
- follow standards of grammar, usage, and mechanics

■ PAGES 31–32

Part A

1. a 5. c 9. a
2. b 6. a 10. a
3. b 7. b 11. c
4. a 8. c 12. a

Part B

13. a 17. f
14. a 18. d
15. c 19. b
16. e 20. a

UNIT 8 Subjects, Predicates, and Sentences

■ PAGES 33–34

Part A

1. a 3. a 5. c
2. b 4. d 6. d

Part B

7. d 10. f 13. c
8. a 11. e 14. b
9. a 12. b 15. b

Part C

16. a 18. d 20. a
17. c 19. b

Part D

21. c 23. a 25. b
22. b 24. a

■ PAGES 35–36

Part A

1. b 3. a 5. d
2. a 4. b 6. c

Part B

7. d 10. a 13. a
8. b 11. c 14. f
9. f 12. e 15. d

Part C

16. d 18. d 20. a
17. b 19. c

Part D

21. a 23. b 25. c
22. b 24. a

Part E

Rubrics

The description of the trip should

- contain a variety of sentence types, including at least one compound sentence
- contain no fragments or run-ons

Answers

UNIT 9 Nouns

■ PAGES 37–38

Part A

- | | | |
|------|------|------|
| 1. b | 4. f | 7. e |
| 2. c | 5. g | |
| 3. d | 6. a | |

Part B

- | | | |
|-------|-------|-------|
| 8. b | 11. d | 14. d |
| 9. e | 12. a | 15. b |
| 10. c | 13. e | |

Part C

- | | | |
|-------|-------|-------|
| 16. b | 18. c | 20. c |
| 17. a | 19. d | 21. a |

Part D

- | | |
|-------|-------|
| 22. b | 24. c |
| 23. c | 25. c |

■ PAGES 39–40

Part A

- | | | |
|------|------|------|
| 1. f | 4. b | 7. c |
| 2. e | 5. d | |
| 3. g | 6. a | |

Part B

- | | | |
|-------|-------|-------|
| 8. e | 11. c | 14. a |
| 9. d | 12. d | 15. c |
| 10. a | 13. b | |

Part C

- | | | |
|-------|-------|-------|
| 16. b | 18. c | 20. b |
| 17. d | 19. a | 21. a |

Part D

- | | |
|-------|-------|
| 22. a | 24. b |
| 23. b | 25. c |

Part E

Rubrics

The paragraphs should

- include and label correctly at least one example of each listed type of noun
- contain no errors in subject-verb agreement

UNIT 10 Verbs

■ PAGES 41–42

Part A

- | | |
|------|------|
| 1. c | 3. b |
| 2. a | 4. d |

Part B

- | | | |
|------|-------|-------|
| 5. b | 8. d | 11. g |
| 6. e | 9. c | 12. g |
| 7. f | 10. a | |

Part C

- | | | |
|-------|-------|-------|
| 13. a | 16. e | 19. f |
| 14. g | 17. d | 20. c |
| 15. b | 18. g | |

Part D

- | | | |
|-------|-------|-------|
| 21. c | 23. c | 25. d |
| 22. a | 24. b | 26. a |

■ PAGES 43–44

Part A

- | | |
|------|------|
| 1. a | 3. c |
| 2. d | 4. b |

Part B

- | | | |
|------|-------|-------|
| 5. a | 8. f | 11. g |
| 6. f | 9. c | 12. d |
| 7. b | 10. e | |

Part C

- | | | |
|-------|-------|-------|
| 13. b | 16. d | 19. a |
| 14. g | 17. b | 20. c |
| 15. e | 18. f | |

Part D

- | | | |
|-------|-------|-------|
| 21. a | 23. d | 25. b |
| 22. c | 24. c | 26. d |

Part E

Rubrics

The letter should

- use and label several different verb tenses
- circle any linking verbs and underline any helping verbs
- form verb tenses correctly with both regular and irregular verbs

UNIT 11 Pronouns

■ PAGES 45–46

Part A

- | | | |
|------|------|------|
| 1. a | 3. f | 5. d |
| 2. c | 4. g | 6. h |

Part B

- | | | |
|------|-------|-------|
| 7. d | 9. g | 11. f |
| 8. a | 10. e | 12. b |

Part C

- | | |
|-------|-------|
| 13. c | 15. a |
| 14. a | 16. b |

Part D

- | | |
|-------|-------|
| 17. c | 19. b |
| 18. b | 20. c |

■ PAGES 47–48

Part A

- | | | |
|------|------|------|
| 1. b | 3. h | 5. a |
| 2. d | 4. g | 6. c |

Part B

- | | | |
|------|-------|-------|
| 7. c | 9. f | 11. a |
| 8. g | 10. d | 12. e |

Part C

- | | |
|-------|-------|
| 13. c | 15. a |
| 14. a | 16. b |

Answers

Part D

17. c 19. c
18. b 20. a

Part E

Rubrics

The story should

- use and label the listed types of pronouns
- avoid any errors in pronoun use

UNIT 12 Adjectives and Adverbs

■ PAGES 49–50

Part A

1. e 4. b 7. d
2. a 5. f 8. c
3. f 6. e

Part B

9. b 11. b 13. c
10. c 12. b 14. a

Part C

15. a 17. b 19. c
16. c 18. c 20. b

Part D

21. a 23. b
22. b 24. c

■ PAGES 51–52

Part A

1. f 4. d 7. a
2. b 5. f 8. e
3. c 6. e

Part B

9. c 11. c 13. b
10. c 12. b 14. a

Part C

15. c 17. b 19. b
16. a 18. b 20. c

Part D

21. b 23. a
22. b 24. c

Part E

Rubrics

The description of the place should

- correctly form and use both regular and irregular comparative and superlative adjectives and adverbs
- use and label at least two demonstrative adjectives
- avoid double negatives

UNIT 13 Prepositions, Conjunctions, and Interjections

■ PAGES 53–54

Part A

1. b 3. a 5. d
2. d 4. c 6. b

Part B

7. c 9. c 11. c
8. b 10. c 12. a

Part C

13. b 14. c 15. a

Part D

16. c 19. b 22. d
17. e 20. i
18. a 21. g

■ PAGES 55–56

Part A

1. a 3. b 5. a
2. d 4. c 6. b

Part B

7. b 9. c 11. c
8. c 10. a 12. b

Part C

13. b 14. a 15. a

Part D

16. a 19. f 22. e
17. d 20. d
18. g 21. i

Part E

Rubrics

The story should

- use and label each listed part of speech and type of phrase
- avoid any grammatical errors

UNIT 14 Clauses and Complex Sentences

■ PAGES 57–58

Part A

1. a 3. c 5. a
2. b 4. c

Part B

6. b 8. d 10. d
7. c 9. a

Part C

11. c 13. b
12. a 14. b

Part D

15. b 17. c 19. d
16. d 18. a

Answers

Part E

20. c 22. a
21. b 23. c

■ PAGES 59–60

Part A

1. b 3. c 5. c
2. c 4. a

Part B

6. b 8. b 10. d
7. c 9. a

Part C

11. b 13. b
12. c 14. b

Part D

15. b 17. a 19. c
16. d 18. b

Part E

20. a 22. c
21. b 23. c

Part F

Rubrics

The review should

- use and label one of each of the kinds of clauses specified
- circle the relative pronouns and underline the subordinating conjunctions
- identify how a noun clause is used

UNIT 15 Verbals

■ PAGES 61–62

Part A

1. c 3. b
2. a 4. d

Part B

5. a 8. a 11. c
6. d 9. b
7. c 10. d

Part C

12. a 14. b 16. a
13. d 15. c 17. c

Part D

18. d 21. b 24. d
19. a 22. a
20. c 23. c

Part E

25. a 27. b
26. c 28. a

■ PAGES 63–64

Part A

1. a 3. c
2. d 4. b

Part B

5. c 8. a 11. b
6. d 9. a
7. c 10. b

Part C

12. a 14. d 16. a
13. b 15. c 17. b

Part D

18. d 21. c 24. a
19. a 22. c
20. b 23. b

Part E

25. b 27. a
26. c 28. b

Part F

Rubrics

The explanation should

- use and label the listed verbals
- avoid errors in grammar

UNIT 16 Subject-Verb Agreement

■ PAGES 65–66

Part A

1. a 5. c 9. a
2. c 6. a 10. b
3. b 7. b
4. c 8. c

Part B

11. c 15. c 19. a
12. b 16. a 20. a
13. a 17. c
14. a 18. b

■ PAGES 67–68

Part A

1. c 5. a 9. a
2. a 6. a 10. b
3. c 7. b
4. b 8. a

Part B

11. c 13. b 15. a
12. a 14. b 16. b
17. a 19. b
18. c 20. c

Part C

Rubrics

The essay should

- use a variety of subjects, including those specified in the directions
- avoid errors in subject-verb agreement

Answers

UNIT 17 Glossary of Special Usage Problems

■ PAGES 69–70

Part A

- | | | |
|------|------|------|
| 1. c | 4. a | 7. b |
| 2. a | 5. c | 8. d |
| 3. b | 6. d | |

Part B

- | | | |
|-------|-------|-------|
| 9. b | 13. c | 17. b |
| 10. b | 14. a | 18. a |
| 11. c | 15. b | |
| 12. a | 16. c | |

■ PAGES 71–72

Part A

- | | | |
|------|------|------|
| 1. a | 4. c | 7. c |
| 2. a | 5. d | 8. d |
| 3. d | 6. a | |

Part B

- | | | |
|-------|-------|-------|
| 9. a | 13. c | 17. c |
| 10. c | 14. a | 18. b |
| 11. b | 15. a | |
| 12. a | 16. c | |

Part C Rubrics

The dialogue should

- include four pairs of underlined troublesome words from the list in the unit
- use all eight troublesome words correctly

UNIT 18 Diagraming Sentences

■ PAGES 73–74

Part A

- | | | |
|------|------|------|
| 1. b | 4. d | 7. a |
| 2. c | 5. a | 8. e |
| 3. c | 6. c | |

Part B

- | | |
|-------|-------|
| 9. b | 11. d |
| 10. b | 12. d |

Part C

- | | |
|-------|-------|
| 13. b | 15. b |
| 14. d | 16. c |

Part D

- | | |
|-------|-------|
| 17. c | 18. c |
|-------|-------|

■ PAGES 75–76

Part A

- | | | |
|------|------|------|
| 1. e | 4. e | 7. d |
| 2. c | 5. b | 8. e |
| 3. b | 6. c | |

Part B

9. d
10. d

Part C

- | | |
|-------|-------|
| 11. a | 13. b |
| 12. d | 14. c |

Part D

- | | |
|-------|-------|
| 15. c | 16. c |
|-------|-------|

Part E Rubrics

The sentences should

- correctly use the specified phrases and clauses
- contain no errors in grammar, usage, or mechanics
- be diagramed correctly

UNIT 19 Capitalization

■ PAGES 77–78

Part A

- | | | |
|------|------|------|
| 1. b | 3. c | 5. a |
| 2. c | 4. b | |

Part B

- | | |
|------|------|
| 6. c | 8. b |
| 7. c | 9. c |

Part C

- | | |
|-------|-------|
| 10. a | 12. c |
| 11. b | 13. c |

Part D

- | | | |
|-------|-------|-------|
| 14. b | 16. c | 18. c |
| 15. b | 17. a | |

■ PAGES 79–80

Part A

- | | | |
|------|------|------|
| 1. c | 3. b | 5. b |
| 2. a | 4. b | |

Part B

- | | |
|------|------|
| 6. c | 8. c |
| 7. a | 9. b |

Part C

- | | |
|-------|-------|
| 10. c | 12. b |
| 11. b | 13. a |

Part D

- | | | |
|-------|-------|-------|
| 14. c | 16. b | 18. b |
| 15. a | 17. c | |

Part E Rubrics

The essay should

- use correct capitalization with proper nouns, quotations, and other uses
- contain no grammatical errors

Answers

UNIT 20 Punctuation

■ PAGES 81–82

Part A

- | | | |
|------|------|------|
| 1. c | 3. a | 5. c |
| 2. b | 4. a | |

Part B

- | | | |
|------|------|-------|
| 6. b | 8. b | 10. b |
| 7. c | 9. a | |

Part C

- | | |
|-------|-------|
| 11. c | 12. b |
|-------|-------|

Part D

- | | |
|-------|-------|
| 13. a | 15. c |
| 14. b | 16. a |

Part E

- | | |
|-------|-------|
| 17. c | 19. d |
| 18. a | 20. b |

■ PAGES 83–84

Part A

- | | | |
|------|------|------|
| 1. a | 3. b | 5. b |
| 2. c | 4. a | |

Part B

- | | | |
|------|------|-------|
| 6. b | 8. a | 10. b |
| 7. c | 9. a | |

Part C

- | | |
|-------|-------|
| 11. a | 12. a |
|-------|-------|

Part D

- | | |
|-------|-------|
| 13. a | 15. c |
| 14. b | 16. a |

Part E

- | | |
|-------|-------|
| 17. b | 19. d |
| 18. a | 20. b |

Part F

Rubrics

The letter should

- be written in correct business letter format
- use correct punctuation throughout
- use correct abbreviations

UNIT 21 Sentence Combining

■ PAGES 85–86

Part A

- | | | |
|------|------|------|
| 1. a | 2. b | 3. a |
|------|------|------|

Part B

- | | |
|------|------|
| 4. c | 6. b |
| 5. a | 7. c |

Part C

- | | | |
|------|------|-------|
| 8. a | 9. c | 10. b |
|------|------|-------|

■ PAGES 87–88

Part A

- | | | |
|------|------|------|
| 1. c | 2. b | 3. a |
|------|------|------|

Part B

- | | |
|------|------|
| 4. b | 6. c |
| 5. a | 7. a |

Part C

- | | | |
|------|------|-------|
| 8. c | 9. b | 10. a |
|------|------|-------|

Part D

Rubrics

The first version should

- consist of simple sentences without appositives

The second version should

- rework the original version by combining sentences as shown in the unit

UNIT 22 Library and Reference Materials

■ PAGES 89–90

Part A

- | | | |
|------|------|------|
| 1. d | 3. c | 5. b |
| 2. e | 4. a | |

Part B

- | | | |
|------|-------|-------|
| 6. f | 9. g | 12. d |
| 7. h | 10. c | |
| 8. b | 11. a | |

Part C

- | | | |
|-------|-------|-------|
| 13. c | 17. d | 21. b |
| 14. a | 18. b | 22. c |
| 15. b | 19. a | |
| 16. a | 20. d | |

■ PAGES 91–92

Part A

- | | | |
|------|------|------|
| 1. d | 3. c | 5. b |
| 2. e | 4. a | |

Part B

- | | | |
|------|-------|-------|
| 6. f | 9. e | 12. d |
| 7. h | 10. c | |
| 8. b | 11. a | |

Part C

- | | | |
|-------|-------|-------|
| 13. b | 17. a | 21. a |
| 14. d | 18. c | 22. a |
| 15. a | 19. b | |
| 16. b | 20. d | |

Part D

Rubrics

The explanation should

- tell how to use four different kinds of sources
- list the necessary steps in the correct order

Answers

UNIT 23 Vocabulary and Spelling

■ PAGES 93–94

Part A

- | | | |
|------|------|------|
| 1. c | 3. a | 5. c |
| 2. a | 4. b | 6. b |

Part B

- | | | |
|------|-------|-------|
| 7. c | 9. a | 11. b |
| 8. c | 10. a | 12. a |

Part C

- | | | |
|-------|-------|-------|
| 13. c | 15. b | 17. c |
| 14. b | 16. a | |

Part D

- | | | |
|-------|-------|-------|
| 18. c | 21. b | 24. a |
| 19. b | 22. a | |
| 20. c | 23. c | |

■ PAGES 95–96

Part A

- | | | |
|------|------|------|
| 1. c | 3. a | 5. a |
| 2. b | 4. c | 6. a |

Part B

- | | | |
|------|-------|-------|
| 7. b | 9. a | 11. a |
| 8. c | 10. b | 12. c |

Part C

- | | | |
|-------|-------|-------|
| 13. c | 15. a | 17. c |
| 14. b | 16. b | |

Part D

- | | | |
|-------|-------|-------|
| 18. b | 21. a | 24. a |
| 19. b | 22. b | |
| 20. c | 23. c | |

Part E Rubrics

The description should

- use and underline each of the types of words specified
- avoid errors in grammar, usage, and mechanics

UNIT 24 Study Skills

■ PAGES 97–98

Part A

- | | |
|------|------|
| 1. c | 3. b |
| 2. a | 4. e |

Part B

- | | |
|------|------|
| 5. b | 7. c |
| 6. a | 8. a |

Part C

- | | | |
|-------|-------|-------|
| 9. a | 12. c | 15. c |
| 10. b | 13. a | |
| 11. c | 14. a | |

Part D

- | | | |
|-------|-------|-------|
| 16. b | 19. a | 22. d |
| 17. d | 20. a | |
| 18. c | 21. e | |

■ PAGES 99–100

Part A

- | | |
|------|------|
| 1. e | 3. d |
| 2. c | 4. a |

Part B

- | | |
|------|------|
| 5. a | 7. b |
| 6. c | 8. b |

Part C

- | | | |
|-------|-------|-------|
| 9. b | 12. b | 15. a |
| 10. a | 13. a | |
| 11. b | 14. c | |

Part D

- | | | |
|-------|-------|-------|
| 16. a | 19. b | 22. d |
| 17. d | 20. e | |
| 18. a | 21. c | |

Part E Rubrics

The paragraphs should

- consist of one or two paragraph(s) on a nonfiction topic, with clear main ideas and supporting details

The summary should

- concisely state the main idea of each paragraph

UNIT 25 Taking Tests

■ PAGES 101–102

Part A

- | | | |
|------|------|------|
| 1. b | 3. b | 5. c |
| 2. c | 4. c | |

Part B

- | | | |
|------|------|-------|
| 6. a | 8. b | 10. a |
| 7. b | 9. c | |

Part C

- | | | |
|-------|-------|-------|
| 11. c | 14. c | 17. a |
| 12. a | 15. a | |
| 13. c | 16. b | |

■ PAGES 103–104

Part A

- | | | |
|------|------|------|
| 1. a | 3. b | 5. c |
| 2. c | 4. a | |

Part B

- | | | |
|------|------|-------|
| 6. a | 8. b | 10. b |
| 7. b | 9. c | |

Part C

- | | | |
|-------|-------|-------|
| 11. c | 14. b | 17. c |
| 12. a | 15. c | |
| 13. a | 16. b | |

Answers

Part D Rubrics

The manual should

- describe how to approach two different types of test items
- accurately convey the tips covered in this unit

UNIT 26 Listening and Speaking

■ PAGES 105–106

Part A

- | | | |
|------|------|------|
| 1. c | 3. b | 5. b |
| 2. b | 4. c | 6. c |

Part B

- | | |
|------|-------|
| 7. a | 9. c |
| 8. b | 10. b |

Part C

- | | | |
|-------|-------|-------|
| 11. c | 15. c | 19. a |
| 12. c | 16. a | 20. b |
| 13. c | 17. c | |
| 14. c | 18. b | |

■ PAGES 107–108

Part A

- | | |
|------|------|
| 1. a | 3. b |
| 2. c | 4. b |

Part B

- | | |
|------|------|
| 5. b | 7. b |
| 6. a | 8. a |

Part C

- | | | |
|-------|-------|-------|
| 9. a | 13. b | 17. a |
| 10. c | 14. b | 18. b |
| 11. c | 15. c | |
| 12. c | 16. b | |

Part D Rubrics

The announcement should

- be tailored to the specified audience
- include all relevant information
- be written clearly and logically

UNIT 27 Viewing and Representing

■ PAGES 109–110

Part A

- | | | |
|------|------|-------|
| 1. c | 5. a | 9. a |
| 2. b | 6. b | 10. b |
| 3. a | 7. c | |
| 4. b | 8. c | |

Part B

- | | | |
|-------|-------|-------|
| 11. c | 13. a | 15. c |
| 12. c | 14. b | |

Part C

- | | | |
|-------|-------|-------|
| 16. c | 18. b | 20. a |
| 17. b | 19. c | |

■ PAGES 111–112

Part A

- | | | |
|------|------|-------|
| 1. a | 5. a | 9. c |
| 2. c | 6. c | 10. c |
| 3. c | 7. a | |
| 4. b | 8. c | |

Part B

- | | | |
|-------|-------|-------|
| 11. c | 13. c | 15. c |
| 12. b | 14. a | |

Part C

- | | | |
|-------|-------|-------|
| 16. b | 18. b | 20. a |
| 17. c | 19. b | |

Part D Rubrics

Descriptions should

- describe the closing scene of a film in which the main character triumphs
- explain the use of at least three different film techniques in the scene
- explain how each of the selected film techniques contributes to the overall sense of the main character's triumph

UNIT 28 Electronic Resources

■ PAGES 113–114

Part A

- | | | |
|------|------|------|
| 1. c | 3. c | 5. a |
| 2. b | 4. c | |

Part B

- | | | |
|------|-------|-------|
| 6. d | 10. b | 14. g |
| 7. f | 11. h | 15. e |
| 8. i | 12. j | |
| 9. a | 13. c | |

Part C

- | | | |
|-------|-------|-------|
| 16. b | 18. b | 20. c |
| 17. a | 19. b | |

■ PAGES 115–116

Part A

- | | | |
|------|------|-------|
| 1. h | 5. b | 9. f |
| 2. d | 6. c | 10. e |
| 3. j | 7. a | |
| 4. g | 8. i | |

Part B

- | | | |
|-------|-------|-------|
| 11. b | 13. a | 15. c |
| 12. c | 14. b | |

Part C

- | | | |
|-------|-------|-------|
| 16. c | 18. b | 20. c |
| 17. a | 19. b | |

Answers

Part D Rubrics

Lists should

- identify at least five of the rules of Netiquette
- include rules such as the following:
 - Use the subject line wisely.
 - Keep messages short and to the point.
 - Use appropriate capitalization.
 - Use correct spelling.
 - Include your e-mail address at the bottom of messages.

