



# Writer's Choice

GRAMMAR and COMPOSITION

## **Tests with Answer Key and Rubrics Grade 7**



**Glencoe**

The McGraw-Hill Companies



Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce the material contained herein on the condition that such materials be reproduced only for classroom use; be provided to students, teachers, and families without charge; and be used solely in conjunction with the program. Any other reproduction, for sale or other use, is expressly prohibited.

Send all inquiries to:  
Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, OH 43240-4027

ISBN: 978-0-07-889904-1  
MHID: 0-07-889904-4

Printed in the United States of America.

1 2 3 4 5 6 7 8 9 10 024 12 11 10 09 08

# Contents

## **Unit 1**    **Personal Writing**

---

Choice A Test . . . . .	<b>1</b>
Choice B Test . . . . .	<b>2</b>
Composition Objective Test . . . . .	<b>3</b>

## **Unit 2**    **The Writing Process**

---

Choice A Test . . . . .	<b>5</b>
Choice B Test . . . . .	<b>6</b>
Composition Objective Test . . . . .	<b>7</b>

## **Unit 3**    **Descriptive Writing**

---

Choice A Test . . . . .	<b>9</b>
Choice B Test . . . . .	<b>10</b>
Composition Objective Test . . . . .	<b>11</b>

## **Unit 4**    **Narrative Writing**

---

Choice A Test . . . . .	<b>13</b>
Choice B Test . . . . .	<b>14</b>
Composition Objective Test . . . . .	<b>15</b>

## **Unit 5**    **Expository Writing**

---

Choice A Test . . . . .	<b>17</b>
Choice B Test . . . . .	<b>18</b>
Composition Objective Test . . . . .	<b>19</b>

## **Unit 6**    **Persuasive Writing**

---

Choice A Test . . . . .	<b>21</b>
Choice B Test . . . . .	<b>22</b>
Composition Test . . . . .	<b>23</b>

## **Unit 7**    **Troubleshooter**

---

Pretest . . . . .	<b>25</b>
Mastery Test . . . . .	<b>27</b>

## **Business and Technical Writing**

---

Choice A Test . . . . .	<b>29</b>
Choice B Test . . . . .	<b>30</b>
Composition Objective Test . . . . .	<b>31</b>

# Contents

## **Unit 8** Subjects, Predicates, and Sentences

---

Pretest . . . . .	<b>33</b>
Mastery Test. . . . .	<b>35</b>

## **Unit 9** Nouns

---

Pretest . . . . .	<b>37</b>
Mastery Test. . . . .	<b>39</b>

## **Unit 10** Verbs

---

Pretest . . . . .	<b>41</b>
Mastery Test. . . . .	<b>43</b>

## **Unit 11** Pronouns

---

Pretest . . . . .	<b>45</b>
Mastery Test. . . . .	<b>47</b>

## **Unit 12** Adjectives and Adverbs

---

Pretest . . . . .	<b>49</b>
Mastery Test. . . . .	<b>51</b>

## **Unit 13** Prepositions, Conjunctions, and Interjections

---

Pretest . . . . .	<b>53</b>
Mastery Test. . . . .	<b>55</b>

## **Unit 14** Clauses and Complex Sentences

---

Pretest . . . . .	<b>57</b>
Mastery Test. . . . .	<b>59</b>

## **Unit 15** Verbals

---

Pretest . . . . .	<b>61</b>
Mastery Test. . . . .	<b>63</b>

## **Unit 16** Subject-Verb Agreement

---

Pretest . . . . .	<b>65</b>
Mastery Test. . . . .	<b>67</b>

## **Unit 17** Glossary of Special Usage Problems

---

Pretest . . . . .	<b>69</b>
Mastery Test. . . . .	<b>71</b>

# 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 .....	<b>109</b>
Mastery Test .....	<b>111</b>

## **Unit 28** Electronic Resources

---

Pretest .....	<b>113</b>
Mastery Test .....	<b>115</b>

<b>Answers</b> .....	<b>117</b>
----------------------	------------

# 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?
- a. Avoid any suggestions from peers.
  - b. Jot down only those ideas that are sure to be useful.
  - c. Come up with as many ideas as possible.
- \_\_\_\_\_ 2. A cluster diagram is most useful for figuring out
- a. ways to create sentence variety.
  - b. connections between ideas.
  - c. how much your audience knows about your topic.
- \_\_\_\_\_ 3. If you are having trouble starting a draft, it would help to
- a. imagine that you are explaining your idea to a critical adult.
  - b. write the most difficult parts first.
  - c. say your ideas into a tape recorder.
- \_\_\_\_\_ 4. At what stage do you turn your notes into paragraphs?
- a. prewriting
  - b. drafting
  - c. revising
- \_\_\_\_\_ 5. Which of the following steps in the writing process comes latest?
- a. deciding on your organization
  - b. setting your purpose
  - c. determining your audience
- \_\_\_\_\_ 6. What is a good way to see your draft as another person would?
- a. Set it aside for a while before revising.
  - b. Reread your original notes.
  - c. Return to the brainstorming stage of the process.
- \_\_\_\_\_ 7. In order to make your paragraphs effective, it is essential to
- a. begin each one with a topic sentence.
  - b. make all of the sentences in a paragraph either short or long.
  - c. use logical transition words between sentences.
- \_\_\_\_\_ 8. At what stage in the writing process should you check for sentence fragments and run-on sentences?
- a. revising
  - b. editing
  - c. presenting
- \_\_\_\_\_ 9. Which proofreading symbol means delete or omit?
- a. 
  - b. 
  - c. 
- \_\_\_\_\_ 10. What type of writing would best be written by hand?
- a. a letter to a newspaper
  - b. a letter to a friend
  - c. 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 campaign poster for a school election.
  - a funny story about a student council election.
  - an article about achievements of student councils.
- \_\_\_\_\_ 2. In general, which would be the best topic for a piece of persuasive writing?
- a position with which nearly everyone agrees.
  - a position with which nearly everyone disagrees.
  - 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
- you, the writer.
  - experts in the field whose work has been published.
  - your readers.
- \_\_\_\_\_ 4. The main idea of a persuasive paper is usually presented first in the
- introduction.
  - conclusion.
  - body.
- \_\_\_\_\_ 5. A suggestion for a specific action to solve a problem is usually stated in the
- introduction.
  - body.
  - conclusion.
- \_\_\_\_\_ 6. Which would be a weakness in a persuasive article?
- an attention-grabbing introduction
  - a strong indication of the writer's personal opinion
  - a lack of evidence
- \_\_\_\_\_ 7. A publicity slogan should be
- long and complex.
  - short and snappy.
  - subtle and understated.
- \_\_\_\_\_ 8. A letter of complaint should be written in the format of
- an informal or friendly letter.
  - a business letter.
  - 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 Pretest

Name ..... Class ..... Date .....

## ■ D. Use of Pronouns and Adjectives (6 points each)

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

- \_\_\_\_\_ 11. Gopi and \_\_\_\_\_ like to build model rockets.  
a. he    b. him    c. his
- \_\_\_\_\_ 12. Will they help \_\_\_\_\_ finish this rocket?  
a. she and me    b. her and me    c. she and I
- \_\_\_\_\_ 13. This is the \_\_\_\_\_ one we've ever built.  
a. most hardest    b. more hardest    c. hardest
- \_\_\_\_\_ 14. We want to do a \_\_\_\_\_ job on this rocket than on the last one.  
a. better    b. more better    c. more good

## ■ E. Commas, Apostrophes, and Capitalization (4 points each)

Select the letter of the sentence in which all punctuation and capitalization are correct.

- \_\_\_\_\_ 15. a. Felipe owns an iguana, two cats, and a dog.  
b. One day the cats knocked the top off the iguanas cage.  
c. Felipe said, "my iguana has escaped."
- \_\_\_\_\_ 16. a. Felipe a kind boy was worried about the reptile.  
b. He searched in the closet, under the bed, and in the bathtub.  
c. Finally he asked great-aunt Luisa if she had seen the lizard.
- \_\_\_\_\_ 17. a. His aunt always helpful got down on her knees to help look.  
b. "I think I see it over here," she said in spanish.  
c. Felipe quickly ran into his parents' bedroom.
- \_\_\_\_\_ 18. a. One of the cats had cornered the iguana next to Moms bed.  
b. He grabbed the cat's collar and handed the cat to his aunt.  
c. "That iguana is not your's," Felipe scolded the cat.
- \_\_\_\_\_ 19. a. Then Felipe said, "Come on out, Iggy."  
b. Upset and frightened the lizard cowered in the corner.  
c. "I've got you" said Felipe as he gently picked up Iggy.



# 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 Mastery Test

Name ..... Class ..... Date .....

## ■ D. Use of Pronouns and Adjectives (6 points each)

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

- \_\_\_\_\_ 11. Maya, Jack, and \_\_\_\_\_ are dancing in the *Nutcracker Suite*.  
a. me                                       b. I                                       c. mine
- \_\_\_\_\_ 12. Will you help \_\_\_\_\_ get dressed?  
a. her and I                               b. she and I                           c. her and me
- \_\_\_\_\_ 13. These costumes are \_\_\_\_\_ than last year's.  
a. more prettier                       b. prettiest                           c. prettier
- \_\_\_\_\_ 14. This is the \_\_\_\_\_ dressing room I've ever had, though.  
a. baddest                               b. worst                               c. worse

## ■ E. Commas, Apostrophes, and Capitalization (4 points each)

Select the letter of the sentence in which all punctuation and capitalization are correct.

- \_\_\_\_\_ 15. a. Mr. Lee owns an auto repair shop, a gas station, and a hardware store.  
b. Eddie likes his fathers auto shop the best.  
c. Eddie says "There is always something exciting going on there."
- \_\_\_\_\_ 16. a. Sometimes Eddie goes down to the shop with uncle Jess.  
b. Jess job is to manage the customer service department.  
c. Eddie watches him answer questions, make calls, and talk to customers.
- \_\_\_\_\_ 17. a. One of the mechanics is venezuelan.  
b. He told Eddie what its like in South America.  
c. "I hope someday you'll visit my country," he said to Eddie.
- \_\_\_\_\_ 18. a. "Whose car is that?" Eddie asked last week at the shop.  
b. That car is her's," Jess told him.  
c. A woman stood near the car a blue station wagon.
- \_\_\_\_\_ 19. a. Eddie said, "Hey, that's my english teacher."  
b. He tapped the womans shoulder lightly.  
c. "You brought your car to the right place," he said.

## ■ F. Looking for Trouble Spots in Writing

Write two paragraphs about a profession that interests you. Use each of the following elements at least once in your paragraphs: a compound subject, an indefinite pronoun as the subject, an irregular verb, a pronoun as subject or object, a comparative and superlative adjective, and a direct quotation. Proofread your paragraphs carefully to make sure that you find all the trouble spots.

# 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.



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. 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.

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

- |                           |                           |                         |
|---------------------------|---------------------------|-------------------------|
| <b>a.</b> proper noun     | <b>c.</b> collective noun | <b>e.</b> compound noun |
| <b>b.</b> possessive noun | <b>d.</b> 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.

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

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



## Unit 12 Adjectives and Adverbs

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

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

- |                               |                            |                                   |
|-------------------------------|----------------------------|-----------------------------------|
| <b>a.</b> predicate adjective | <b>c.</b> definite article | <b>e.</b> demonstrative adjective |
| <b>b.</b> indefinite article  | <b>d.</b> proper adjective | <b>f.</b> 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.
- |                 |               |                |
|-----------------|---------------|----------------|
| <b>a.</b> There | <b>b.</b> new | <b>c.</b> game |
|-----------------|---------------|----------------|
- \_\_\_\_\_ 10. It looks *quite* challenging but fun.
- |              |                 |                       |
|--------------|-----------------|-----------------------|
| <b>a.</b> It | <b>b.</b> looks | <b>c.</b> challenging |
|--------------|-----------------|-----------------------|
- \_\_\_\_\_ 11. Starblaster is the name of *this* game.
- |                       |                |                |
|-----------------------|----------------|----------------|
| <b>a.</b> Starblaster | <b>b.</b> name | <b>c.</b> game |
|-----------------------|----------------|----------------|
- \_\_\_\_\_ 12. Tommy can play the game *better* than I can.
- |                 |                    |                |
|-----------------|--------------------|----------------|
| <b>a.</b> Tommy | <b>b.</b> can play | <b>c.</b> game |
|-----------------|--------------------|----------------|
- \_\_\_\_\_ 13. He goes to the arcade and practices *hard* every weekend.
- |                |                     |                   |
|----------------|---------------------|-------------------|
| <b>a.</b> goes | <b>b.</b> practices | <b>c.</b> weekend |
|----------------|---------------------|-------------------|
- \_\_\_\_\_ 14. I *almost* never beat Tommy when we play Starblaster.
- |                 |                |                |
|-----------------|----------------|----------------|
| <b>a.</b> never | <b>b.</b> beat | <b>c.</b> 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.
- |                      |                   |                    |
|----------------------|-------------------|--------------------|
| <b>a.</b> most great | <b>b.</b> greater | <b>c.</b> greatest |
|----------------------|-------------------|--------------------|
- \_\_\_\_\_ 16. Thorpe competed \_\_\_\_\_ in the 1912 Olympics.
- |                        |                      |                           |
|------------------------|----------------------|---------------------------|
| <b>a.</b> successfully | <b>b.</b> successful | <b>c.</b> most successful |
|------------------------|----------------------|---------------------------|



## 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.

- |   |  |
|---|--|
| <p><b>a.</b> preposition</p> <p><b>b.</b> object of preposition</p> | <p><b>c.</b> adjective phrase</p> <p><b>d.</b> adverb phrase</p> |
|---|--|

- \_\_\_\_\_ 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.

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

### ■ 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.

## 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. 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 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*.



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.

# Grammar Pretest

Name ..... Class ..... Date .....

## 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

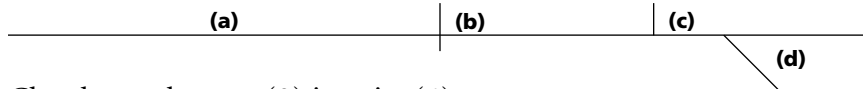
Name ..... Class ..... Date .....

## Unit 18 Diagraming Sentences

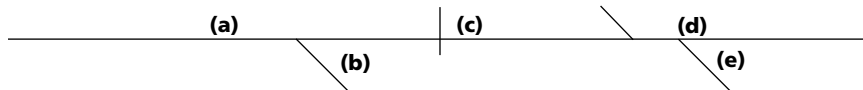
### ■ A. Diagraming Simple Sentences (5 points each)

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

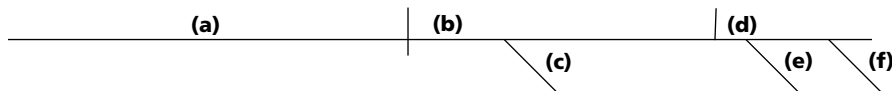
Melissa (1) served some (2) applesauce. \_\_\_\_\_ 1. \_\_\_\_\_ 2.



Chunky applesauce (3) is quite (4) tasty. \_\_\_\_\_ 3. \_\_\_\_\_ 4.



(5) Devon stirs the bubbling applesauce (6) vigorously. \_\_\_\_\_ 5. \_\_\_\_\_ 6.



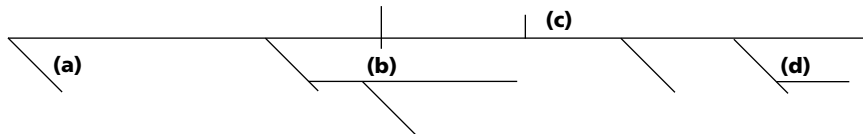
Does your (7) mother make (8) fresh applesauce? \_\_\_\_\_ 7. \_\_\_\_\_ 8.



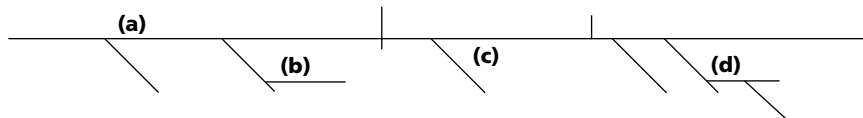
### ■ B. Diagraming Simple Sentences with Prepositional Phrases (6 points each)

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

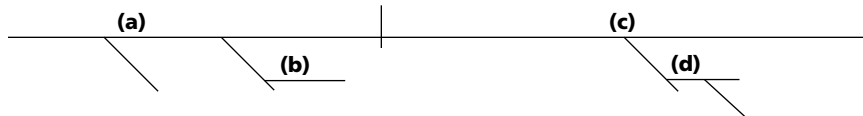
The flowers near the (9) house need a dose of fertilizer. \_\_\_\_\_ 9.



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



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

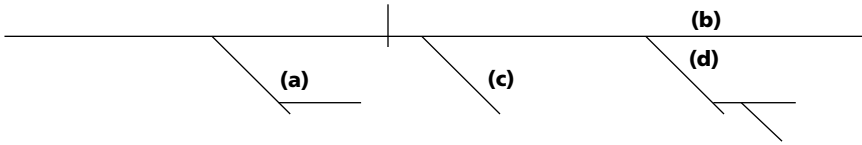


Copyright © The McGraw-Hill Companies, Inc.

# Grammar Pretest

Name ..... Class ..... Date .....

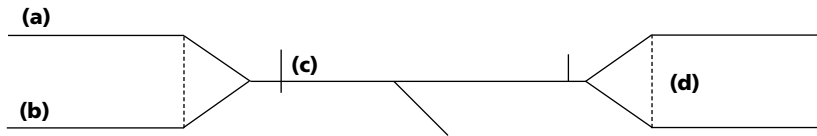
Drops of rain dripped slowly (12) from the lilacs. \_\_\_\_\_ **12.**



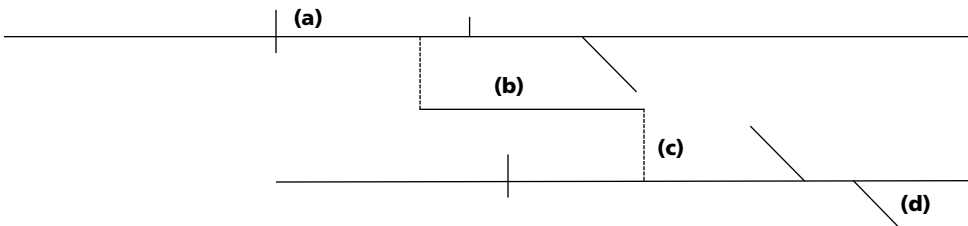
### ■ C. Diagramming Compound Sentences and Compound Sentence Parts (6 points each)

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.**



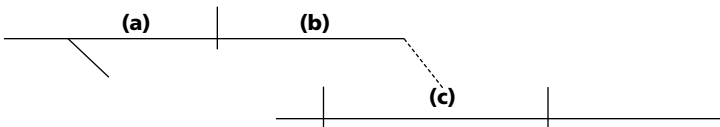
Llamas have gentle natures, (15) and they (16) are good pets. \_\_\_\_\_ **15.** \_\_\_\_\_ **16.**



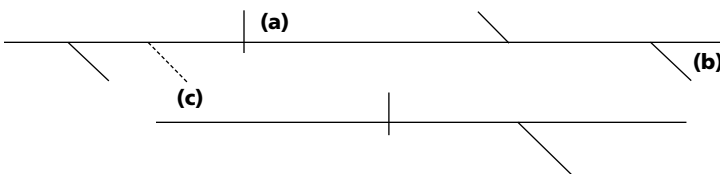
### ■ D. Diagramming Complex Sentences (6 points each)

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

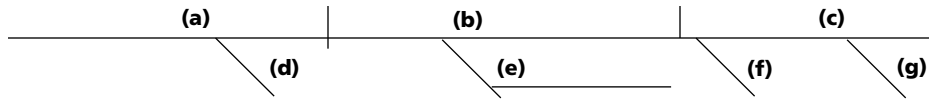
Name ..... Class ..... Date .....

## Unit 18 Diagramming Sentences

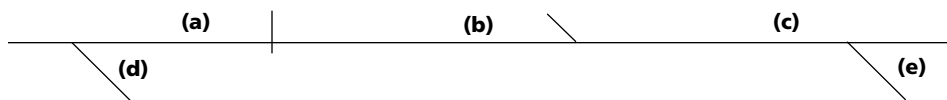
### ■ A. Diagramming Simple Sentences (6 points each)

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.



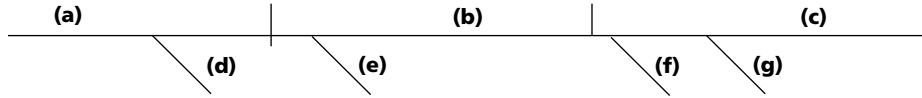
That businesswoman (3) is a (4) pleasant person. \_\_\_\_\_ 3. \_\_\_\_\_ 4.



Her job (5) sounds (6) challenging. \_\_\_\_\_ 5. \_\_\_\_\_ 6.



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



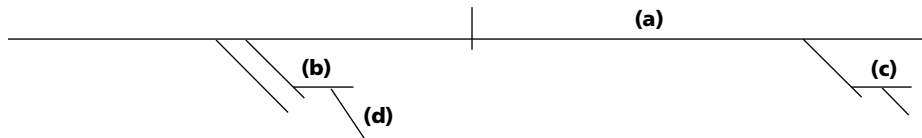
### ■ B. Diagramming Simple Sentences with Prepositional Phrases (6 points each)

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

After work Grandad replenished the seed in the (9) feeder. \_\_\_\_\_ 9.



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



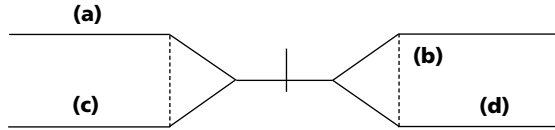
# Grammar Mastery Test

Name ..... Class ..... Date .....

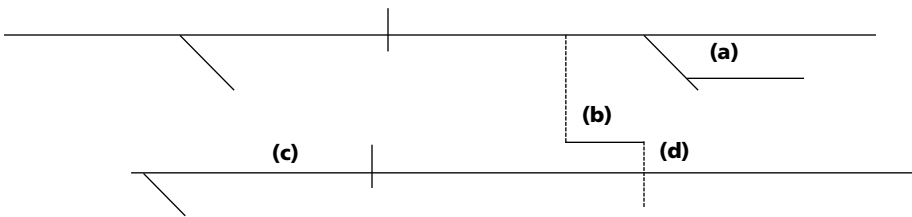
## ■ C. Diagramming Compound Sentences and Compound Sentence Parts (7 points each)

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.



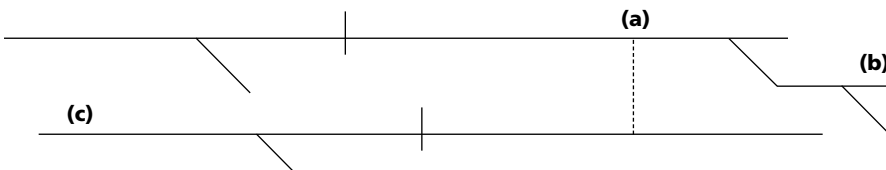
The plane swooped toward them, (13) but the (14) pilot did not wave. \_\_\_\_\_ 13. \_\_\_\_\_ 14.



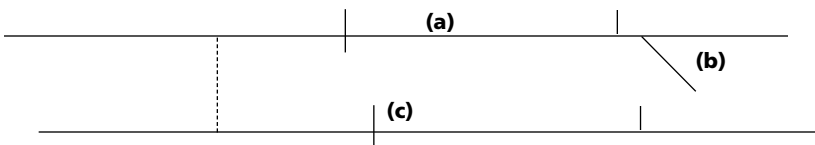
## ■ D. Diagramming Complex Sentences (6 points each)

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.

## 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.
- An antique pewter candlestick at the local dump is what Carla found.
  - Carla at the local dump found an antique pewter candlestick.
  - 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.
- Marco revealed his opinions, which were about the crisis, in his daily journal at school.
  - Marco revealed his opinions about the crisis at school in his daily journal.
  - 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.
- Hugh resides in a tiny village outside Edinburgh.
  - Hugh, from Edinburgh, resides in a tiny village.
  - 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.
- Jan missed her old dance partners, the newest member of our class.
  - Jan, the newest member of our class, missed her old dance partners.
  - 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.
- The South Pole, a frozen wasteland, has been traversed by explorers.
  - The South Pole has been traversed by explorers in a frozen wasteland.
  - 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.
- Shoshana was a skillful camper when she cut a notch in the twig.
  - Shoshana cut a notch in the twig, which shows she was a skillful camper.
  - 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 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.

## 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.    c. a commercial message.  
b. a public service announcement.
- \_\_\_\_\_ 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.

