



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 10

Language Arts 710

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Looking Back

Introduction

When God created you, He gave you the ability to learn how to communicate through the language skills of reading, writing, speaking, and listening. The language arts LIFEPACs you have studied in this course have helped you to develop these skills. In this LIFEPAC® you will review some of the skills necessary for effective communication. By the time you have completed this LIFEPAC, you should feel more confident in your ability to express yourself clearly and precisely in all phases of communication.

In the first section of Language Arts LIFEPAC 710, you will review those skills that are essential to the structure of our language. You will take another look at verbs, nouns, and pronouns. Other areas you will restudy include modifiers and sentences.

In the second section you will review the correct use of capitalization. You will also restudy such internal

marks of punctuation as apostrophes, quotation marks, parentheses, hyphens, and commas.

In the third section you will review the importance of writing, reading, speaking, and listening as communication skills. You will restudy ways to express yourself clearly in writing by constructing well organized paragraphs that contain topic sentences, unity, sequence, coordination and subordination; ways to clarify meanings of words in speaking by using intonations; ways to relate, and to arrange, events in proper chronological sequence in reading and writing; and finally, ways to identify different types of listening to become a more effective listener.

In each section you will review fifty spelling words that you have learned in previous language arts LIFEPACs. Your spelling test will contain only the review words appearing in this LIFEPAC.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. When you have finished this LIFEPAC, you should be able to:

1. Identify and use the principle parts of some regular and irregular verbs.
2. Form and use the six verb tenses correctly.
3. Use a verb that agrees in person and number with its subject.
4. Use often confused verbs correctly.
5. Use the correct pronoun as a noun substitute.
6. Make a pronoun agree with its antecedent.
7. Define and correctly use modifiers in a sentence.
8. Identify and use the four types of sentences.
9. Identify and use the five basic sentence patterns.
10. Capitalize words correctly.
11. Identify and use correctly apostrophes, quotation marks, parentheses, hyphens, and commas.
12. Write a well constructed paragraph.
13. Relate and arrange events in proper chronological sequence.
14. Explain the use of intonations in speaking to convey a certain meaning
15. Identify the different types of listening and explain when each one is used.
16. Spell words correctly.

1. THE STRUCTURE OF LANGUAGE

To use language effectively in communicating, you need to understand some of its structure, or building blocks. As you have found in Language Arts LIFEPACs 701 through 709, the sentence is made up of such words as nouns, pronouns, verbs, adjectives, adverbs, and prepositions. Sentence parts include subjects, predicates, and complements.

In this section you will review some of these important sentence elements. You will review both the principal parts and **tenses** of some **regular verbs** and some **irregular verbs**.

You will also review the importance of subject-verb agreement and the correct use of often confused verbs. You will restudy nouns and pronouns, personal, reflexive, and demonstrative, as well as pronoun cases and **antecedents**. You will take another look at such modifiers as adjectives, adverbs, and prepositional phrases. Finally, you will review the four types of sentences and the five basic sentence patterns you have learned this year.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Identify and use the principal parts of some regular and irregular verbs.
2. Form and use the six verb tenses correctly.
3. Use a verb that agrees in person and number with its subject.
4. Use often confused verbs correctly.
5. Use the correct pronoun as a noun substitute.
6. Make a pronoun agree with its antecedent.
7. Define and correctly use modifiers in a sentence.
8. Identify and use the four types of sentences.
9. Identify and use the five basic sentences.
16. Spell words correctly.

VOCABULARY

Restudy these words to enhance your learning success in this section.

antecedent (an' tu sē' dunt). The noun that is referred to by a pronoun.

auxiliary (og zil' yur ē) Giving help; a helping verb.

case (cās). One of the forms of a pronoun used to show its relation to other words.

irregular verb (i reg' yu lur vèrb'). A verb that does not follow a regular pattern to form its principal parts.

tense (tens). A form of the verb that shows the time of the action or state expressed by the verb.

regular verb (reg' yu lur vèrb'). A verb that forms its principal parts by adding *-ed*, *-d*, or *-t*.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rûle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

VERBS

You should remember from the study of Language Arts 702 and 705 that a verb is a word or a group of words which usually express action or state of being. The **tense** of a verb tells the time the action or being occurred. A verb is the backbone of every sentence; without it, a group of words is only a fragment of a sentence.

Verbs may be classified **regular verbs** or **irregular verbs**. The principal parts of regular verbs are formed by adding *-ed*, *-d*, or *-t* to the present tense. Irregular verbs must be learned (see Chart 1 in Language Arts LIFEPAAC 702 to review the principal parts of some of these verbs).

The three principal parts of a verb are:

	Regular	Irregular
Present tense	stop	see
Past tense	stopped	saw
Past participle	stopped	seen

From these three principal parts of a verb, the six verb tenses are formed.

Present tense:

- I *see* him.
- She *sees* me.

Past tense:

- I *saw* him.

Future tense:

- She *will see* me tomorrow after class.



| First Person Tense Tree

Present perfect tense:

- I *have read* the assignment.

Past perfect tense:

- I *had read* the book before the teacher assigned it.

Future perfect tense:

- By next week he *will have read* all the assignments.



Change the *present tense* forms in the following sentences to the *past tense* and the *future tense* by writing the correct forms on the lines. The first one is done for you.

	past	future
He talks all the time.	a. <u>talked</u> _____	b. <u>will talk</u> _____
1.1 I laugh when I hear a good joke.	a. _____	b. _____
1.2 We request your attendance at the party.	a. _____	b. _____
1.3 The orchestra plays music.	a. _____	b. _____
1.4 The boat sails smoothly.	a. _____	b. _____
1.5 She sews beautifully.	a. _____	b. _____

Note: Traditionally *shall* has been used in the future first person singular and plural; and *will* in the second and third persons singular and plural.

Write these sentences.

1.6 Write five sentences of your own using the *present tense*.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.7 Write five sentences of your own using the *past tense*.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.8 Write five sentences of your own using the *future tense*.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

The *present perfect tense* expresses action begun in the past and completed in the present. The present perfect tense is formed by using the **auxiliary** *have (has)* with the past participle form of the verb.

Example: Mr. Collins *has taught* for seven years.

Remember that the *past perfect tense* is used to describe an action completed in the past before a later past action. It is formed by using the

auxiliary *had* with the *past participle* form of the verb.

Example: *I had eaten* before I saw you.

Finally, the *future perfect tense*, though rarely used, is used to describe an action completed before a set future time. To form the future perfect tense use *shall have* or *will have* with the *past participle* form of the verb.

Example: By tomorrow, I *shall have chosen* the team members.



Write the present perfect tense, past perfect tense, and future perfect tense of each word.

		present perfect	past perfect	future perfect
1.9	ask	a. _____	b. _____	c. _____
1.10	swim	a. _____	b. _____	c. _____
1.11	build	a. _____	b. _____	c. _____
1.12	drive	a. _____	b. _____	c. _____
1.13	speak	a. _____	b. _____	c. _____

Complete these activities.

1.14 Write five sentences using the present perfect tense.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.15 Write five sentences using the past perfect tense.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.16 Write five sentences using the future perfect tense.

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____

Remember that God created the universe to work in harmony. In the same way the English language has a great deal of harmony. The *subject* and the *verb* of a sentence must work together in a logical way. *The subject and the verb must agree in number.* If the subject of the sentence is singular, the verb must be singular.

Example:

- My brother *washes* the car every Saturday.
- My brothers *wash* the car every Saturday.

Notice that the singular verb ends with *-es* (or *-s*). When *I* or *you* is used as a singular subject do not add *-s* to the main verb.

Example:

- I *cook* the dinner.
- You *read* the book.



Underline the subject in each sentence and circle the verb that agrees with the subject.

- 1.17** God (love, loves) all His children.
1.18 The president (speak, speaks) to the Congress.
1.19 My family and I (attend, attends) church every Sunday.
1.20 You (receive, receives) God's blessing.
1.21 One of my sisters (write, writes) poetry.
1.22 My mother and father (read, reads) books.
1.23 Margarine (substitute, substitutes) for butter in many recipes.
1.24 Jack (catch, catches) the baseball when it is thrown.
1.25 A pile of leaves (burn, burns) on the lawn.
1.26 I (worship, worships) the Lord.

In Language Arts 705 you learned about verbs that are often confused.

The following examples are the forms and correct usage of these verbs.

Examples:

- *lie* (lying, lay), *to rest or to recline*
- *lay* (laying, laid), *to place or to put*
- *sit* (sitting, sat), *to occupy a space or to rest in a sitting position*
- *set* (setting, set), *to place or to put something*

- *rise* (rising, rose), *to move in an upward direction*

- *raise* (raising, raised), *to cause to move in an upward direction*

Examples:

- I *lie* on the floor to rest.
- Please *lay* the book on the table.
- We *sit* at desks in school.
- Please *set* the dishes on the table.
- The sun *rises* every morning.
- The students *raise* the flag.



Underline the correct verb in each sentence.

- 1.27 The temperature outdoors is rapidly (rising, raising).
- 1.28 I (raised, rose) my Math grade by completing an extra project.
- 1.29 Please (sit, set) by me in the auditorium.
- 1.30 She (lay, laid) on the couch while reading the paper.
- 1.31 The dog (sat, set) in the corner waiting for me to whistle.
- 1.32 The sun is (sitting, setting) in the West.
- 1.33 We are (laying, lying) the silverware on the table.
- 1.34 My parents are (raising, rising) three boys.
- 1.35 I shall (lie, lay) on my bed for a nap after school.
- 1.36 The airplane (rose, raised) slowly from the runway.

NOUNS

A noun is the name of, or label for, a person, place, thing, or idea. In Language Arts 701 you studied the two types of nouns—common nouns and proper nouns.

Examples:

- Common nouns: boy, city, store, river, building
- Proper nouns: Colorado River, the Pentagon

You also studied that one function of labels is to show relationship between two or more objects, to identify categories. You may remember that categories consist of words that are related to each other in the same way. Notice the following categories and their members.

Examples:

- Animals: deer, lions, sheep
- Rivers: Mississippi, Ohio, Amazon



Complete these activities.

1.37 Draw a line through the word that does not belong in the category.

- cat, dog, horse, snake
- banana, apple, lettuce, plum

1.38 Circle all nouns (common and proper) in the following paragraph.

When Naomi decided to leave Moab, her daughters-in-law went with her. One companion turned back, but Ruth continued on the journey with her mother-in-law.

PRONOUNS

You have already learned in Language Arts 701 and 705 that a *pronoun* is a word used to take the place of a noun. A pronoun is a noun substitute. The noun for which it substitutes is called its **antecedent**. Pronouns prevent the tiresome repetition of nouns.

Example: Doug parked Doug's car in the garage and went upstairs to do Doug's homework.

The use of pronouns for some of the nouns improves the example sentence.

Example: Doug parked *his* car in the garage and went up to *his* room to do *his* homework.

Personal. One kind of pronoun you have studied is the *personal* pronoun. It designates person: the speaker, or first person; the person or thing spoken to, or second person; and some other person or thing spoken about, or third person. Pronouns used as subjects or predicate nominatives are in the *nominative case*.

Example:

subject	verb	predicate nominative
The student	was	she.
She	is	chairperson.

Pronouns used as the objects of verbs or prepositions are in the *objective case*.

Example:

subject	verb	direct object
Jack	saw	it.
subject	verb	prepositional phrase
The message	is	for us.

Pronouns used to show who owns an object are in the *possessive case*.

Examples:

- The dog lost *its* bone.
- The bicycle is *mine*.



Underline the pronoun and then write the noun that the pronoun is replacing, the antecedent.

- 1.39 Sarah did not go to work because she was ill. _____
- 1.40 The driver of the truck stopped it at the red light. _____
- 1.41 The team members played hard, but they lost the game. _____
- 1.42 The boy wanted his book. _____
- 1.43 You and I will be late, if we walk too slowly. _____
- 1.44 The model is finished, and it is beautiful. _____
- 1.45 The book is where it should be. _____
- 1.46 The young bride answered, "I will go with you, John." _____
- 1.47 John is shorter than his brother. _____
- 1.48 The car sped by, and Mabel saw it. _____

List the three cases of personal pronouns and write a sentence illustrating each one.

- 1.49 a. _____ b. _____
- 1.50 a. _____ b. _____
- 1.51 a. _____ b. _____

Underline the pronoun that makes each sentence correct.

- 1.52 Tom and (he, him) are good players.
- 1.53 It was (he, him) who called last night.
- 1.54 Father took (I, me) to the game.
- 1.55 Where shall (we, us) meet after the game?
- 1.56 That scarf is (hers, her's).
- 1.57 I am taller than (he, him).
- 1.58 Who is (her, she)?
- 1.59 Father asked (we, us) boys to help with the project.
- 1.60 Does the teacher approve of (you, your) composition?
- 1.61 That dog belongs to Kenneth; he told me that it is (him, his).

Reflexive. Another type of pronoun you have studied is the *reflexive pronoun*. Reflexive pronouns show that the subject of the sentence, or the actor, is also the object of the verb, or the receiver of the action. All reflexive pronouns end in *-self* or *-selves*: *myself*, *yourself*, *himself*, *herself*, *itself*, *yourselves*, *ourselves*, *themselves* (not *theirselves*).

Examples:

- The cat washed *itself*.
- Jean made *herself* a promise.

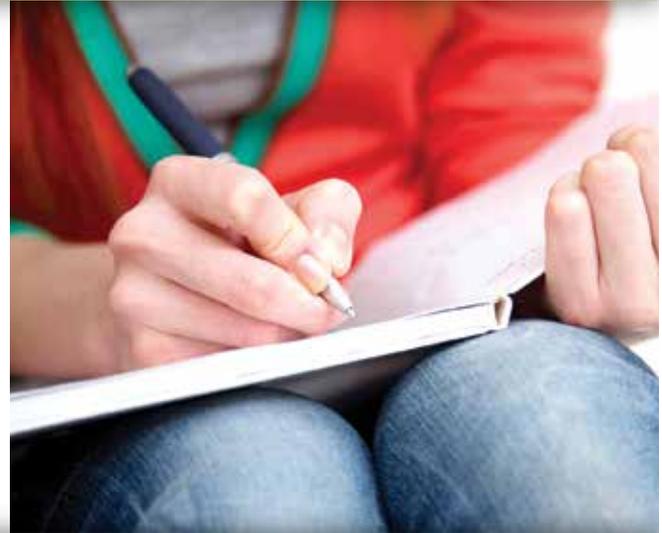
Remember to avoid using a reflexive pronoun as the subject of a sentence or as the direct object of a sentence unless it refers to the subject.

- **Incorrect:** My mother and *myself* wish to thank you.
- **Correct:** My mother and *I* wish to thank you.
- **Incorrect:** He gave the Bible to *myself*.
- **Correct:** He gave the Bible to *me*.

REFLEXIVE PRONOUNS



The cat washed *itself*.



Jean made *herself* a promise.

**Complete this activity.**

1.62 Use each of the eight reflexive pronouns in a sentence.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

Demonstrative. One more category of pronouns you have studied in Language Arts LIFEPAAC 701 is the demonstrative pronoun. Only four such pronouns are in this category: *this*, *these*, *that*, and *those*. These pronouns indicate inanimate objects rather than people as personal pronouns do. Demonstrative pronouns show a relationship in location between the speaker and the object for which the

pronoun stands. *This* and *these* indicate that the object or objects are close to the speaker. *That* and *those* are used to refer to objects farther away from the speaker.

Examples:

- Take *this* to Mary, please.
- *Those* are beautiful red shoes, Mary.

**Complete these statements.**

1.63 The pronouns used to refer to objects far away from the speaker are

- a. _____ and b. _____ .

1.64 The pronouns used to indicate objects close to the speaker are

- a. _____ and b. _____ .

1.65 The singular pronouns are a. _____ and b. _____ .

1.66 The plural pronouns are a. _____ and b. _____ .



On a separate piece of paper, write a short paragraph using nouns.

- 1.67** Rewrite the paragraph using pronouns. Be sure you have removed all the nouns and that each pronoun completely replaces each noun.

Ask your teacher to check your work.

TEACHER CHECK

_____ initials

_____ date

Antecedents. Remember that pronouns are noun substitutes. You must consider the functions of the nouns you are replacing before substituting the correct pronouns. Therefore, whenever you use a pronoun to refer to a noun, that pronoun must agree with the noun (antecedent) in *person* and *number*.

Examples:

- *Judy* said that *Judy* lost *Judy's* watch.
- *Judy* said that *she* lost *her* watch.
- *Bill* lost the baseball glove *he* needed for the game.



Circle each pronoun and draw an arrow from the pronoun to its antecedent.

- 1.68** Jesus died for man's sins. He was crucified.
- 1.69** Karen gave her mother some candy. It was delicious.
- 1.70** George broke his leg yesterday.
- 1.71** Donna and Barbara completed their science projects early.

Complete these sentences by underlining the correct pronoun.

- 1.72** John and Henry finished (his, their) work.
- 1.73** All the children completed (their, they're) assignments.
- 1.74** Dr. Palmer said (he, him) would examine my bruised knee.
- 1.75** Susan was running for class treasurer. (She, Her) won the election.

MODIFIERS

You might remember from the study of Language Arts LIFEPAAC 706 that modifiers are words that change, limit, describe, or explain. *Adjective* modifiers modify nouns or pronouns. *Adverb* modifiers modify verbs, adjectives, or other adverbs. *Prepositional phrases* function as either adjective modifiers or adverb modifiers.

Adjectives. An adjective can modify the simple subject of a sentence or it can modify an object. An adjective can tell *which one*, *how many*, and *what kind*.

Examples:

- The *other* house is mine.
- *Three* boys helped the teacher.
- The *tall* model wears a *long* gown.

The articles *a*, *an*, and *the* are adjectives.

- **Example:** *A* book and *an* orange were on *the* table.

Adjectives can precede or follow the nouns or pronouns they modify.

Examples:

- The *tired* and *cranky* baby cried after the long trip.
- The baby, *tired* and *cranky* after the long trip, cried.

Adjectives can be part of the predicate. An adjective that modifies the subject but follows a linking verb is called a *predicate adjective*.

Examples:

- The sky is *cloudy*.
- The flower is *yellow*.



In the following sentences, underline all the adjectives except for articles and pronoun adjectives. On the line following each sentence, write *which one*, *how many*, or *what kind*.

- 1.76 The tall man is my uncle. _____
- 1.77 Here are the six magazines you wanted. _____
- 1.78 This student does good work. _____
- 1.79 Mark is a patient person. _____
- 1.80 Seven days are in a week. _____
- 1.81 My dad bought a new car. _____
- 1.82 The young child is affectionate. _____

Underline the complete subject once and the adjective twice. Draw three lines under the predicate adjectives.

- 1.83 The milk tasted sour.
- 1.84 Coin collecting is an interesting hobby.
- 1.85 Mount Whitney is the loftiest mountain in the United States.

- 1.86 The children had a pleasant time at the school picnic.
 1.87 The weather became warm and uncomfortable.
 1.88 I am glad that her difficulties are minor.
 1.89 The friendly teacher greeted the new students.
 1.90 We took the final exam on Saturday.
 1.91 Mother was angry when I returned home late.
 1.92 The Chinese people greeted their leader warmly.

Adverbs. A word that modifies the simple predicate is called an adverb. An adverb can tell *when* something happened.

Examples:

- Luke did his homework *yesterday*.
- I *always* say my prayers.

An adverb can tell *where* something happened.

Examples:

- Judy lives *there*.
- The baby will lie *down* and take a nap.

An adverb can tell *how* something happened.

Examples:

- The children *quickly* chased the escaped pet.
- She ran as *fast* as she could.

An adverb can tell *how much*.

Examples:

- Will this assignment take *long*?
- I *almost* hit a home run in the ninth inning.

An adverb can *modify another adverb*.

Examples:

- He works *very* quickly on all projects.
- Kenneth can jump *quite* high.

An adverb can *modify an adjective*.

Examples:

- This room is not *very* big.
- Today is *too* warm to work outside.



Underline the adverbs once and the words they modify twice.

- 1.93 The child looked hungrily at the food.
 1.94 Tomorrow we shall go to the store.
 1.95 The lion tamer glanced nervously at the animals in the cage.
 1.96 Please bring the book here to me.
 1.97 Try driving carefully.
 1.98 Her hair is quite long.
 1.99 Judith very nearly won the spelling contest.



Complete each activity.

1.100 Write two sentences with adverbs that tell *where*.

- a. _____
- b. _____

1.101 Write two sentences with adverbs that tell *when*.

- a. _____
- b. _____

1.102 Write two sentences with adverbs that tell *how*.

- a. _____
- b. _____

1.103 Write two sentences in which an adverb modifies an *adjective*. The adverb should tell *how much*.

- a. _____
- b. _____

1.104 Write two sentences in which an adverb modifies another *adverb*.

- a. _____
- b. _____

Prepositions. As you studied in Language Arts LIFEPAK 706, prepositional phrases can be classified as either adjective or adverb according to the function they perform in the sentence. Each

prepositional phrase begins with a *preposition* and ends with a noun or pronoun. The following list contains some prepositions arranged according to the conditions they describe.

Where (position)				Where (direction)		When (time)
above	under	beyond	into	across	behind	after
against	upon	from	near	before	toward	before
among	within	off	out	between	up	during
at	in	on	without	beyond	down	until
below	by	over	beneath	for	into	while
beside	inside			over	from	
between	outside			through		

Additional prepositions: to, except, as, for, of, with

A prepositional phrase can do the work of an adjective.

Examples:

- Adjective: The *blue-eyed* girl is my sister.
- Prepositional phrase: The girl *with blue eyes* is my sister.
- Adjective phrase: The *courageous soldier* led in the battle.

■ Prepositional phrase: The soldier *with courage* led in the battle.

A prepositional phrase can do the work of an adverb.

Examples:

- I swam *in the swimming pool*. (Tells where)
- I swam *before dinner*. (Tells when)
- I lay *on my back*. (Tells how)



Underline the prepositional phrase once and the preposition twice. On the blank tell if each prepositional phrase is being used as an *adjective* or an *adverb*.

- 1.105 Jack and Jill ran up the hill. _____
- 1.106 The floor of the bedroom is dusty. _____
- 1.107 I don't like shirts with short sleeves. _____
- 1.108 With wide eyes he stared at us. _____
- 1.109 We saw the tornado moving across the sky. _____
- 1.110 Mr. Thompson discovered the lost papers in the drawer. _____
- 1.111 My dad gave my brother a bike on his tenth birthday. _____
- 1.112 Above the door of my bedroom hung a horseshoe. _____

Complete these activities.

- 1.113 Write two sentences with adjective prepositional phrases.
- a. _____
- b. _____
- 1.114 Write two sentences with adverb prepositional phrases that tell *when* something was done.
- a. _____
- b. _____
- 1.115 Write two sentences with adverb prepositional phrases that tell *where* something was done.
- a. _____
- b. _____

SENTENCES

Sentences are made up of words, such as nouns, pronouns, verbs, adjectives, and adverbs. These words function as sentence elements: subjects, verbs (predicates), and objects. Sentences may be classified or typed according to either structure or function, as you may remember from your study of Language Arts 709. Sentences generally have certain patterns; the parts are arranged in a certain order.

Sentence patterns. You may remember from the study of Language Arts LIFEPAAC 704 that a sentence is a group of words that communicate a complete thought.

- Pattern 1 - Subject-Verb
Birds fly in the sky.
- Pattern 2 - Subject-Verb-Direct Object
Most birds build nests.
- Pattern 3 - Subject-Linking Verb-Predicate Nominative
The sixteenth president was Abraham Lincoln.
- Pattern 4 - Subject-Linking Verb-Predicate Adjective
The Lord is benevolent.
- Pattern 5 - Subject-Verb-Indirect Object-Direct Object
The teacher gave the students a test.



| The way patterns are used can change how words communicate.


Complete this activity.

- 1.116** Place the number of the correct pattern in the blank (1 = s-v; 2 = s-v-do; 3 - s-lv-pn; 4 = s-lv-pa; or 5 = s-v-io-do).
- a. _____ We tried to guess the answers on the test.
 - b. _____ The wrestlers shook hands after their match.
 - c. _____ Mother made Elsa a new dress.
 - d. _____ Nancy is the class president this year.
 - e. _____ God created the firmament.
 - f. _____ The name of the first man was Adam.
 - g. _____ Jesus Christ offers us eternal life.
 - h. _____ Some riddles are easy to answer.
 - i. _____ The deal seems fair.
 - j. _____ The runners are on their marks.



Label the sentence parts. Write *S* above the subject, *V* above the verb, *IO* above any indirect object, *DO* above any direct object, *PA* above any predicate adjective, and *PN* above any predicate nominative.

- 1.117** My father gave me a new football.
- 1.118** The present was a dollhouse.
- 1.119** The show was excellent.
- 1.120** My dog brought Dad his bone.

**Complete this activity.**

- 1.121** Write a paragraph about a personal experience. Include in your paragraph sentences that follow the five basic sentence patterns.

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Sentence types. Another way of classifying sentences is according to the function of the sentence. English has four different types of sentences, named according to their function.

Declarative sentences tell something about the subject. They are the most commonly written English sentences. The proper end punctuation is a *period*.

Example: Genesis is the first book of the Bible.

Interrogative sentences ask questions. The proper end punctuation is a *question mark*.

Example: Do you know if Ed went to school today?

Imperative sentences express commands. The end punctuation is usually a *period*.

Example: Sit down in your seat.

Exclamatory sentences express strong feelings. The proper end punctuation is an *exclamation point*.

Example: The captain shouted, "A man is overboard!"



Complete these activities.

1.122 In the blank, write the correct sentence type according to function.

Example:

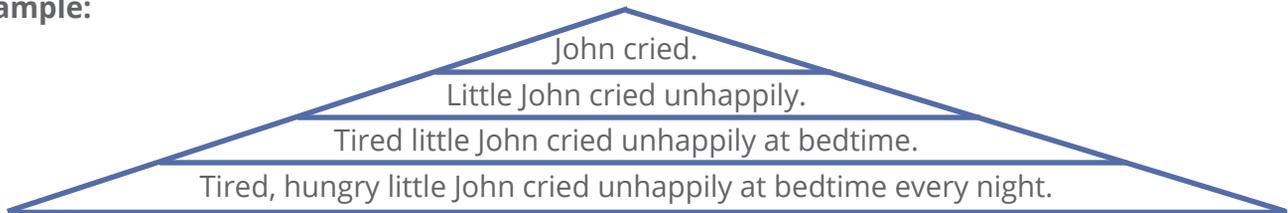
- | | | |
|----------|---------------|--|
| _____ | interrogative | Why were you staring? |
| a. _____ | | Jane is always prompt. |
| b. _____ | | Have you read any books by Robert Louis Stevenson? |
| c. _____ | | A tornado is coming! |
| d. _____ | | The principal made the decision. |
| e. _____ | | Bring that book to me. |
| f. _____ | | Do you know who the chairman is? |
| g. _____ | | Pigs, chickens, and cows are in the farmyard. |
| h. _____ | | What project shall we undertake for the year? |
| i. _____ | | I've cut myself! |
| j. _____ | | Ask for Mr. Jenkins when you get to the office. |

1.123 In this order write two declarative sentences, two interrogative sentences, two imperative sentences, and two exclamatory sentences. Be sure to use proper punctuation at the ends of your sentences.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

1.124 Here is a pyramid-building game to play with sentences. First draw on your paper a drawing similar to the following one (add some extra lines at the base). At the top of the pyramid, put a sentence that is only two or three words long. Then add an adjective modifier and an adverb modifier to the sentence, and use this new sentence as the second step of your pyramid. Your modifiers may be single words or prepositional phrases. The third step of your pyramid will have two adjective modifiers and two adverb modifiers. The fourth will have three of each, and so on.

Example:



See how big a pyramid you and a friend can build together. Here are some possible starter sentences:

Examples:

- The Walrus snorted.
- Janie laughed.
- Mark became a king.

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Complete this activity.

1.125 Now try a reverse pyramid. Start with a very long sentence that contains many modifiers of all kinds. Draw the lines for an upside-down pyramid. Write the long sentence on a piece of paper. Then draw a line through one word or prepositional phrase at a time and write the new, shorter sentence in the next space in the pyramid. When you cannot take out any more parts, check back to be sure you have not accidentally left out a basic part of the sentence pattern. Here are some starter sentences:

Examples:

- The chattering of many young, smiling, friendly students walking swiftly down the long dark corridors in the ancient school building thrilled the principal.
- To our amazement, toward the end of the long, cold, snowy winter, we had a winter picnic on the newly sprouted green grass on the front lawn of the schoolyard.

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SPELLING

Your spelling words from Language Arts LIFE-PAC 701 through 703 for this review section have been divided into two groups. The first group of twenty-five words contains *ie* and *ei*

spellings, double letters, prefixes, suffixes, and homonyms. If you need to review any of the rules about these words, go back to the first three LIFE-PACs.

Spelling Words-1

possessive
to
achieve
receive
grammar
two
agreeable
impatience

relief
foreigner
recommend
their
too
embarrassed
principle
through

neighbor
uninterrupted
they're
communicate
there
presence
threw
whether



Write the spelling words in the proper group.

1.126 *ie* a. _____ b. _____ c. _____

1.127 *ei* a. _____ b. _____ c. _____ d. _____

1.128 double letters

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | |

1.129 homonyms

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |

The words in the following spelling lesson have endings that often cause these words to be misspelled. Some of these endings or suffixes include -al, -el, -le, -ous, -eous, -ious, -ly, and -ment.

Spelling Words-2

angel	correctly	muscle	parable	mysterious
government	original	argument	logical	courteous
humorous	woolly	individual	judgment	label
famous	temperament	finally	really	previous
temple	nickel	angle	compel	technical



Work the puzzle.

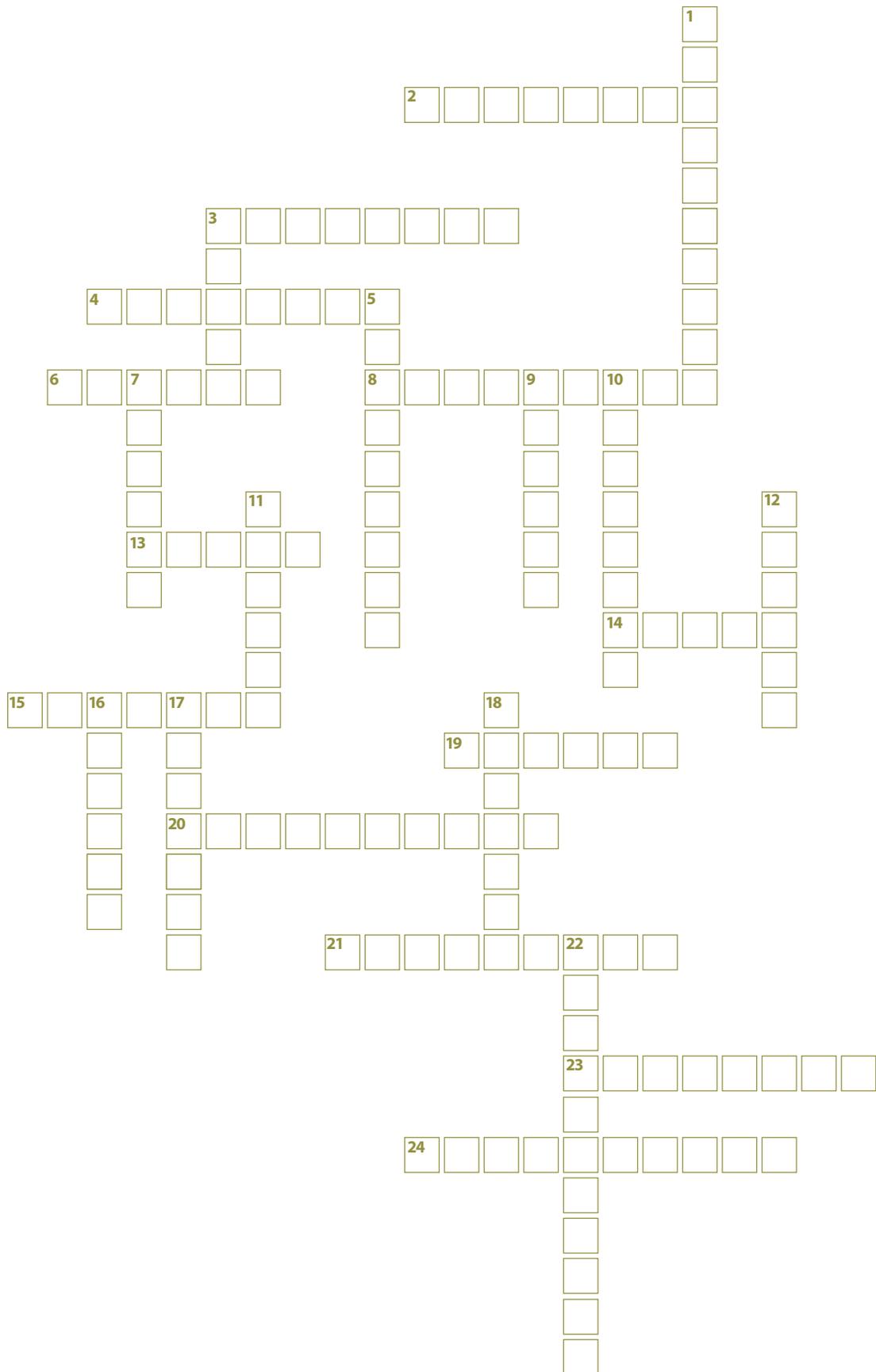
1.130 All of the words in this puzzle are from Spelling Words-2.

Across

2. That which is comical or amusing
3. Quarrel or disagreement
4. An authoritative opinion
6. To force
8. Marked by respect for and consideration of others
13. A sign for an object, idea, or relationship
14. An attendant spirit or guardian
15. Conclusively; lastly
19. Widely known; celebrated
20. A single human being as contrasted with a group
21. Accurately; exactly
23. Going before in time
24. The organization of a political unit which exercises authority

Down

1. Unexplainable; awesome
3. Figure formed by two lines extending from the same point
5. Having specialized knowledge of a mechanical or scientific subject
7. Body tissue that contracts and produces motion
9. A building for religious purposes
10. First of its kind; source
11. Actually; truly; unquestionably
12. Describes a garment made from sheep's hair
16. Coin equivalent to five cents
17. Reasonable; sensible
18. Short story told by Jesus to teach a lesson
22. Disposition; character; nature





Look at these activities. Check with your teacher to see which one (ones) you should complete.

1.131 Review your spelling words in this section by one or more of these methods.

- a. Spelling bee (small or large group)
- b. Flash cards
- c. Parent check
- d. Write a sentence with each word

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ABC

Ask your teacher to give you a practice spelling test of Spelling Words-1 and Spelling Words-2. Restudy the words you missed.



Review the material in this section to prepare for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Complete these statements (each answer, 3 points).

- 1.01** A word that expresses action or state of being is called _____ .
- 1.02** A word that tells *which one, how many, or what kind* is called _____ .
- 1.03** A word that tells *when, where, or how much* is called an _____ .
- 1.04** The form of a verb that shows the time of the action or the state of being is the _____ .
- 1.05** A group of words that communicates a complete thought is _____ .
- 1.06** Every prepositional phrase begins with a a. _____ and ends with a b. _____ or a c. _____ .
- 1.07** A word that takes the place of a noun is a _____ .
- 1.08** A sentence that asks a question is _____ .
- 1.09** A sentence that tells something about the subject is _____ .
- 1.010** A sentence that expresses strong feeling is _____ .
- 1.011** A sentence that expresses a command is _____ .

Place the proper end punctuation on the first line; write the sentence type according to function on the second line (each answer, 2 points).

- | | | | |
|--------------|--------------------------------|----------|----------|
| 1.012 | How many books did you read | a. _____ | b. _____ |
| 1.013 | Look out for that truck | a. _____ | b. _____ |
| 1.014 | The sun is shining today | a. _____ | b. _____ |
| 1.015 | Corn was planted in that field | a. _____ | b. _____ |
| 1.016 | Have you eaten dinner yet | a. _____ | b. _____ |
| 1.017 | Do not speak out in class | a. _____ | b. _____ |

List the answers (each answer, 2 points).

1.018 The six tenses of verbs are

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

1.019 The five basic sentence patterns are

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

1.020 The three cases of personal pronouns are

- a. _____
- b. _____
- c. _____

1.021 The four demonstrative pronouns are

- a. _____
- b. _____
- c. _____
- d. _____

Write the correct tense of the verb given in each sentence (each answer, 3 points).

1.022 Will you (go) _____ with me to the concert?

1.023 By the time the train (arrive) _____ , he had bought a ticket.

1.024 Karen (work) _____ hard yesterday.

1.025 I (visit) _____ him next year.

Complete these sentences by using the appropriate pronouns (each answer, 2 points).

- 1.026 Susan completed _____ assignment.
- 1.027 The oak tree is shedding _____ leaves.
- 1.028 You should never take anything that is not _____ .
- 1.029 The door closed by _____ .
- 1.030 The principal sent for _____ .
- 1.031 Lewis and _____ were asked to give a speech.
- 1.032 The Daveys are selling _____ house.
- 1.033 _____ books on the table are Janet's.
- 1.034 That toy belongs to Joyce; she told me it's _____ .
- 1.035 I lost my skates. Can you find _____ for me?
- 1.036 Mrs. Harlow said that _____ would grade my paper.

Underline the adjectives once, the adverbs twice, and the prepositional phrases three times (each answer, 2 points).

- 1.037 The solution in the test tube turned an odd color.
- 1.038 The happy children splashed merrily in the pool.
- 1.039 We are very happy.
- 1.040 The distinguished man in the suit is handsome.
- 1.041 Jack successfully produced three plays in August.

Label these sentence parts. Put **S** over the subject, **V** over the verb, **IO** over any indirect object, **DO** over any direct object, **PA** over any predicate adjective, and **PN** over any predicate nominative (each answer, 1 point).

1.042 The cat grabbed the yarn and scampered away.

1.043 The dinner at the restaurant was delicious.

1.044 Mother gave my little sister a doll for her birthday.

1.045 The first president was George Washington.

1.046 The policeman gave the speeder a ticket.

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Take your spelling test of Spelling Words-1 and Spelling Words-2.



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