



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 9

Language Arts 709

Compositions

1. WRITING SENTENCES **5**

SENTENCE TYPES | **6**

SENTENCE ERRORS | **12**

SPELLING | **17**

SELF TEST 1 | **19**

2. WRITING PARAGRAPHS **23**

PARAGRAPH COMPONENTS | **24**

PARAGRAPH PATTERNS | **35**

PARAGRAPH FLAWS | **40**

SPELLING | **42**

SELF TEST 2 | **44**

3. PRONOUNCING WORDS **49**

PRACTICE OF ACTUAL WORDS | **50**

PRACTICE OF NONSENSE WORDS | **56**

SPELLING | **64**

SELF TEST 3 | **67**



LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

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Compositions

Introduction

Communication is a two-way activity. You communicate with others when you write or speak. Others communicate with you when you listen or read.

Effective communication depends upon many of the skills that you will learn and practice in this LIFEPAAC®. You will learn to write four types of sentences. You will learn the two most common sentence errors and both how to avoid them and how to correct them. You will have an opportunity to combine a variety of sentences to form paragraphs. You will learn how to recognize and avoid two common paragraph flaws. All of these skills will assist you not only in writing but also in your reading as well.

You will learn the importance of careful, correct pronunciation. You will discover some of the phonetic difficulties in pronouncing the English language. You will have an opportunity to practice pronouncing actual words as well as delightful “nonsense” words and tongue twisters. Skills acquired in speaking carefully also will help you to become a better listener.

The advantages of being able to communicate effectively with others carry over to all areas of your life, in and out of school. Effective communication is essential for a Christian young person who wishes to give testimony to his faith.

Objectives

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

1. Explain the importance of the sentence as a basic structure of communication.
2. Demonstrate “sentence sense” in recognizing a complete thought.
3. Classify and punctuate sentences according to function.
4. Identify three common sentence errors.
5. Spell new words.
6. Identify and explain inductive, deductive, and transitional paragraphs.
7. Explain and identify sequence and unity.
8. Explain certain dictionary and pronunciation facts.
9. Explain various types of nonsense literature.
10. Define certain literary terms.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

A large rectangular area with horizontal lines for writing. The lines are evenly spaced and extend across the width of the box. The background of the box is a light gray color, and the lines are a slightly darker gray.

1. WRITING SENTENCES

A sentence is a group of words that expresses a complete thought and that is punctuated as an independent unit. In the written English language, the sentence is the basic structure. Until you have mastered the skills of writing clear, concise, correct sentences, you will not be ready to write paragraphs.

You will need to develop a “sentence sense” that enables you to recognize a complete thought in sentence form. You will learn to classify sentences according to their function.

In this section you will learn to write and to correctly punctuate declarative, interrogative, imperative, and exclamatory sentences. You will learn to recognize and to correct the three most common sentence errors. You will learn to pronounce and to define words and terms essential to the study of sentences.

The sentence skills you acquire not only will assist you in effective written communication. They will also help to apply clear thinking to sentences that you study or read for pleasure.

SECTION OBJECTIVES

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

1. Explain the importance of the sentence as a basic structure of communication.
2. Demonstrate “sentence sense” in recognizing a complete thought.
3. Classify and punctuate sentences according to function.
4. Identify three common sentence errors.
5. Spell new words.

VOCABULARY

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

abstract (ab' strakt). Expressing a quality or idea rather than a particular object.

auxiliary verb (og zil' yur ē vèrb). Helping verb; verb used to form the tense of other verbs.

declarative (di klar' u tiv). Making a statement; explaining.

exclamatory (ek sklam' u tôr' ē). Spoken suddenly in surprise; expressing strong feelings.

function (fungk' shun). The work or normal action performed; the purpose.

imperative (im per' u tiv). Urgent; expressing a command or a request.

interrogative (in' tu rog' u tiv). Asking a question.

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, ĩce; hot, ōpen, ōrder; oil; out; cup, pūt, rŭle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

SENTENCE TYPES

Sentences may be classified, or typed, according to structure (as you learned in Language Arts LIFEPAAC 704) or according to **function**. In this section you will study sentences according to their purpose, meaning, or function.

To review briefly, a sentence is a group of words that communicate a complete thought. A sentence is punctuated as a separate unit. A sentence begins with a capitalized word and ends with a period, a question mark, or an exclamation mark.

According to meaning or function, sentences may be placed in one of four different classifications.

- A **declarative** sentence tells something about the subject. The proper end punctuation is a period. The declarative sentence is by far the most common in written English.
- An **interrogative** sentence asks a question. The proper end punctuation is a question mark.
- An **imperative** sentence expresses a command. The proper end punctuation is usually a period.
- An **exclamatory** sentence expresses strong feeling. The proper end punctuation is an exclamation mark.



Read the following sentences. In the blank after each sentence, write the correct sentence type according to function.

Example: Why was Saul going to Damascus? interrogative

- 1.1 Saul of Tarsus was a Pharisee. _____
- 1.2 He was a bitter enemy of all Christians! _____
- 1.3 As he neared Damascus, he was blinded by a great light. _____
- 1.4 He heard a strange voice. _____
- 1.5 "Saul, why do you persecute me?" _____
- 1.6 At first, Saul did not understand what was happening to him. _____
- 1.7 "Lord, what will you have me to do?" he asked. _____
- 1.8 "Arise, and go into the city." _____
- 1.9 For three days, Saul lay in darkness. _____
- 1.10 The Lord appeared to a Christian named Ananias. _____
- 1.11 "Arise, and go into Straight Street." _____
- 1.12 "Ask for Saul of Tarsus." _____
- 1.13 Ananias asked, "Is this the same Saul who persecutes the Christians?"

- 1.14 "Go, for I have chosen this man to be my special vessel." _____

- 1.15 Ananias proved to be a true Christian friend. _____
- 1.16 Saul's sight was restored. _____
- 1.17 He proclaimed Christ as the Son of God! _____
- 1.18 The elders of Damascus were astonished at Saul's conversion. _____
- 1.19 They asked, "Has this man gone mad?" _____
- 1.20 Saul remained in Damascus for a time, preaching and teaching about Jesus Christ.

Declarative sentences. The preceding sentences, when read in sequence, tell a story. Notice that half of the sentences are declarative. In most examples of written English, half or more of the sentences are declarative,

Declarative sentences *declare*. They may tell, explain, state, describe, define, or illustrate.



Write five declarative sentences. Remember to begin each sentence with a capital letter. Use the proper end punctuation.

Example: Spring wildflowers cover the hills.

- 1.21 _____
- 1.22 _____
- 1.23 _____
- 1.24 _____
- 1.25 _____

Interrogative sentences. If declarative sentences are so important, why are the other three types needed? Could the story of Saul's conversion (Acts 9:1-20) have been told using only declarative sentences? It probably could have, but sentences that ask questions are important also.

Interrogative sentences ask *questions*. They may request information, seek directions, or ask for explanations.

If the English language made no provision for asking questions, you might be able to express your desire for a *tangible* object by touching it

or pointing to it and then to yourself. Asking for something not present or not visible would be much more difficult. Asking about something **abstract**, such as faith, religion, loyalty, or patriotism, would be impossible.

Interrogative sentences usually do not follow a simple subject-verb pattern. A question may begin with an interrogative pronoun: *who*, *which*, or *what*.

Example: Who left this chair in the aisle?

Interrogative sentences may also begin with adverbs, such as *what*, *where*, *when*, or *how*.

Example: How do you know?



Write six interrogative sentences. Begin each question with one of the interrogative pronouns or one of the preceding adverbs. Remember to capitalize and punctuate correctly.

- 1.26 _____
- 1.27 _____
- 1.28 _____
- 1.29 _____
- 1.30 _____
- 1.31 _____

Questions may also begin with **auxiliary** (or helping) **verbs**. Auxiliary verbs are used to express meanings that a single verb by itself could not express.

Learn to recognize these important auxiliary verbs:

| | | | |
|-------|--------|------|------|
| shall | would | has | am |
| will | should | had | is |
| may | must | do | was |
| can | might | does | were |
| could | have | did | are |

Examples:

- *Shall* I go with you?
- *Did* you finish?
- *Is* Sharon going with us?

Notice that in a question that begins with an auxiliary verb, the main verb and its helper are split or divided by a noun or a pronoun (the subject).



Rewrite these sentences. Change each statement to a question by introducing the sentence with the auxiliary verb. Divide the main verb and its helper with the correct noun or pronoun. Remember to punctuate correctly.

- **Example:** Tom is going to the game.
Is Tom going to the game?

1.32 You have finished your report.

1.33 Cats can climb trees.

1.34 I must go to bed now.

1.35 I may have a slice of pie.

1.36 You can return your library book.



Write five interrogative sentences. Begin each question with an auxiliary verb. Remember to punctuate correctly.

1.37

1.38

1.39

1.40

1.41

Imperative sentences. An imperative sentence gives a command or an order or a very urgent request. Imperative sentences frequently do not have stated subjects. Rather, the subject is *implied*, or understood.

Example: (You) Close the door.

Direct commands are often expressed by the simple form of the verb.

Example: Finish the test.

Negative commands are often expressed with *do not* or the contraction *don't*.

Example: *Do not* go in the water.

Emphatic imperatives may be punctuated with an exclamation mark. Even though an exclamation point is used, the *function* is still imperative.

Example: Halt!



| Attention!

Polite imperative sentences use adverbs of courtesy, such as *please*, or auxiliary verbs. Softened or polite imperatives may be punctuated with question marks. These sentences remain imperative in function.

Examples:

- *Please* come here.
- *Will* you erase the blackboard?

The function of the sentence, not the end punctuation, determines whether the sentence is imperative.



Write five imperative sentences. Use a variety of the patterns given in the preceding examples with the proper punctuation.

1.42 _____

1.43 _____

1.44 _____

1.45 _____

1.46 _____

Exclamatory sentences. Exclamatory sentences express strong feelings or emotions or emphatic statements of facts or opinion. An exclamation may be only one word, a phrase, or a fully developed sentence.

Examples:

- Oh!
- At last!
- How fortunate you are!

Notice that exclamatory sentences are punctuated with exclamation marks.

Can a single word or a phrase (as in the first two preceding examples) truly be considered

a sentence? Even the experts do not always agree. Many experts say that even though the words lack the subject and predicate that traditionally characterize the sentence, the meaning is clear and independent. Therefore, such one-word imperatives or phrase imperatives and exclamations are considered to be sentences.

The occasional use of exclamatory sentences not only lends emphasis to ideas, but it also adds variety to a piece of writing. However, you should guard against scattering exclamation points throughout your writing just for the sake of variety. The use of too many exclamation marks actually *decreases* emphasis. Usually only an immature or inexperienced writer makes this mistake.



Write five exclamatory sentences. For this exercise, write fully developed sentences, not just single words or phrases.

Example: The house is on fire!

- 1.47 _____
- 1.48 _____
- 1.49 _____
- 1.50 _____
- 1.51 _____

Complete these statements.

- 1.52 A sentence that tells something about the subject is a _____ sentence.
- 1.53 An _____ sentence asks a question.
- 1.54 A sentence that expresses a command is an _____ sentence.
- 1.55 A sentence that expresses strong feeling is an _____ sentence.
- 1.56 Something that is capable of being touched is _____ .
- 1.57 Meanings that a single verb by itself could not express are expressed by _____ .
- 1.58 An exclamatory sentence is punctuated with an _____ .
- 1.59 An interrogative sentence is punctuated with a _____ .
- 1.60 A declarative sentence is punctuated with a _____ .
- 1.61 An imperative sentence is most often punctuated with a _____ .

TEACHER CHECK



_____ initials

_____ date

SENTENCE ERRORS



Run-on Sentence



Sentence Fragment

SENTENCE ERRORS

You have learned that a sentence is a group of words (1) that express a complete thought and (2) that are punctuated as an independent unit.

Notice that a sentence has two requirements. Both of these requirements must be met. You should develop a “sentence sense” so that you

will be able to recognize a complete thought. You also should be able to tell the difference between one sentence (one complete thought) and two.

Test your “sentence sense” with the following activity.



Complete this activity.

In the following thirteen sentences, proper nouns and all pronouns referring to Jesus are capitalized for you. Quotation marks and commas are provided for you. You will need to capitalize the first word of each sentence. You will need to supply the correct end punctuation. You will need to write the sentences in paragraphs.

- 1.62** Jesus and His disciples were resting in the desert near the city of Bethsaida when the people learned where Jesus was, they followed Him Jesus received them He told them of the kingdom of God toward evening His disciples asked Jesus to send the people to get food Jesus answered, “Give ye them to eat” the disciples had only five loaves and two fishes “how can we feed five thousand people” they asked Jesus took the five loaves and the two fishes looking up to heaven, He blessed them then He broke the bread and divided the fishes every person had all he could eat after the meal, the disciples gathered up twelve baskets of food that remained

Faulty or incorrect sentences are called sentence errors. Three of the most common and most serious errors are *sentence fragments*, *comma-splice sentences*, and *run-on sentences*.

Sentence fragment. As you have learned, to be a sentence a group of words must state a complete thought and must make sense by itself.

If a group of words does not meet these two requirements, it may be a fragment or only a piece of a sentence. A sentence fragment is interrupted by a period before the thought is complete.

A fragment is a group of words, often a phrase or a clause, that is punctuated as a sentence but does not express a complete thought.

Example: That I built with scrap lumber Dad had given me.

Although the group of words above contains a noun (I) and a verb (built), the words do not state a complete thought. We do not know what was built. It may have been a doghouse, a sled, a boxcar racer, or something entirely different. The words cannot stand alone.

Everyone uses fragments of sentences in casual, informal conversation. Suppose someone asks you, "How old are you?" You will answer simply, "Thirteen."

In formal written English, however, fragmentary sentences are incorrect.



Complete the following exercise. Read the sentence fragments. They may be puzzling to you. Remember that lack of clarity is one reason fragmentary sentences are incorrect. Use your imagination. Rewrite each group, adding or subtracting words as necessary to make one or more complete sentences.

Example: That I made in art class

For Christmas I gave candlesticks that I made in art class.

1.63 I'm going to Montana. Probably next summer. _____

1.64 I saw Tom after school. Out on the football field. _____

1.65 That Mother forgot about and left in the oven too long. _____

1.66 Did you ever get hiccups? That just wouldn't quit? _____

1.67 If that phone rings one more time! _____

1.68 I have to get a signed permission slip. Before I can go on the field trip. _____

1.69 When the popcorn is ready. _____

1.70 Trying to be fair. He is my friend, after all. _____

Comma-splice sentences. Comma-splice sentences are two complete sentences that have been incorrectly joined by a comma.

To correct a comma-splice sentence, you have several choices. One of the complete sentences can be changed. It can be made less important so that it will no longer express a complete thought. To make an idea less important is to *subordinate* it. The following example shows this method for correcting comma-splice sentences.

■ **Comma-splice:** The bakery was closed, we could not get the birthday cake.

You will probably agree that the birthday cake is the most important thought in the example comma-splice sentence. Therefore the other thought, *The bakery was closed*, can be turned into a less important part of the main sentence.

■ **Rewritten:** Since the bakery was closed, we could not get the birthday cake.

Sometimes both of the complete thoughts in a comma-splice sentence are equally important. The comma-splice sentence may be rewritten using a coordinating conjunction preceded by a comma. The coordinating conjunctions are *and*, *but*, *or*, and *nor*.

■ **Comma-splice:** This summer we will visit my grandmother, we can stay only two weeks.

■ **Rewritten:** This summer we will visit my grandmother, *but* we can only stay two weeks.

Another way to correct a comma-splice sentence is by substituting a semicolon for the comma if the main clauses are closely related.

■ **Comma-splice:** Buy that one, it looks nice on you.

■ **Rewritten:** Buy that one; it looks nice on you.

Perhaps the simplest way to correct a comma-splice sentence is to divide it into two or more complete sentences separated by a period.

■ **Comma-splice:** Our class helped raise money to buy new hymnals, next year we hope to give visual aids to the Sunday school.

The two complete thoughts contained in the preceding comma-splice sentence are of equal importance. However, if they are joined by a conjunction, the resulting sentence is too long to be effective. The best solution is to make two complete sentences.

■ **Rewritten:** Our class helped raise money to buy new hymnals. Next year we hope to give visual aids to the Sunday school.

Practice what you have learned in the following activities.



Correct the comma-splice sentences. Use a variety of the methods you have learned.

Example: He scored the winning point, everyone cheered.

Rewritten: When he scored the winning point, everyone cheered.

or

He scored the winning point, and everyone cheered.

or

He scored the winning point. Everyone cheered.

1.71 The days are warmer, it will soon be summer. _____

1.72 Gerald cannot go hiking, his ankle is not healed. _____

1.73 Cats are fine pets, if you like them, I would rather have a dog. _____

1.74 I love to sing Christmas carols, I cannot always carry the tune. _____

1.75 Do not plant the seeds too deep, they will not come up. _____

1.76 Have you finished your book report, I have not even started mine yet. _____

1.77 Sandy is bringing potato salad, Lee is bringing hot dogs, we will have a picnic in the park.

1.78 Tim helps his neighbors do yard work on Saturdays, he earns extra money that way.

Run-on sentences. Run-on sentences, sometimes called run-together sentences, make excessive use of the conjunctions *and* and *so* in joining several main clauses into one sentence.

Usually the best method for correcting run-on sentences is to subordinate one of the main clauses.

- **Run-on sentence:** We went to town yesterday and we bought some school supplies and we ate a hamburger and we went home.
- **Rewritten:** When we went to town yesterday, we bought school supplies, ate a hamburger, and went home.

If all of the ideas in the run-on sentence are equally important, you might divide the run-on into separate sentences.

- **Run-on sentence:** Two cars crashed together at the Uniontown turn off and the county rescue unit quickly freed the men and miraculously the three men escaped unhurt.
- **Revised sentence:** Two cars crashed together at the Uniontown turn off. The county rescue unit quickly freed the trapped men. Miraculously, the three men escaped unhurt.

Other methods for correcting the run-on sentence include making part of the sentence compound by joining two main clauses with a comma and a conjunction or by using a semicolon between two closely connected main clauses.

- **Run-on sentence:** Two of my best friends live close to my house *and* we visit each other every afternoon after school and play catch.
- **Rewritten:** Two of my best friends live close to my house; and we visit each other every afternoon after school and play catch.
- **Rewritten:** Two of my best friends live close to my house, we visit each other every afternoon after school and play catch.

A combination of methods can also be used.

- **Run-on sentence:** I did not know if Dad would let me go to the game so I stopped by his office after school *and* I asked him *and* he said I could, so I bought the tickets.
- **Revised sentence:** Because I did not know if Dad would let me go to the game, I stopped by his office after school and asked him. When he said I could go, I bought the tickets.



Correct the run-on sentence in this paragraph.

- 1.79** The professor said that thousands of high school graduates could not pass the college entrance exams and were rejected and that most of their deficiencies could have been prevented by a proper education and this fact proved that public education was bad and that something ought to be done about it.

SPELLING

You have heard most of the following words and may have studied some of them before. Look them over carefully. If you are unsure of their pronunciation, use a dictionary or ask

your teacher. Knowing how to pronounce and spell each word is as important as knowing what each word means.

Spelling Words-1

classification
structure
function
separate
question
punctuation
persecute
vessel
conversion
sequence

provision
tangible
abstract
opinion
auxiliary
introduction
command
exclamation
request
quiet

pronunciation
continue
describe
believe
pattern
excellent
frequent
conquer
rhythm
lightning



List the six words containing the letter *q*.

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

List the ten spelling words that end in *-ion*, *-sion*, or *-tion*.

- 1.81** a. _____ b. _____
c. _____ d. _____
e. _____ f. _____
g. _____ h. _____
i. _____ j. _____



List the five spelling words that contain double letters.

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



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

TEACHER CHECK

_____ initials

_____ date



Review the material in this section in preparation 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

Match the term with the definition (each answer, 2 points).

- | | | | |
|-------|---------------------------------|----|---|
| 1.01 | _____ interrogative pronoun | a. | group of words expressing a complete thought |
| 1.02 | _____ implied | b. | makes a statement about the subject |
| 1.03 | _____ comma-splice sentence | c. | asks a question |
| 1.04 | _____ exclamation | d. | expresses a command |
| 1.05 | _____ auxiliary verb | e. | expresses strong feeling |
| 1.06 | _____ coordinating conjunctions | f. | <i>who, which, or what</i> |
| 1.07 | _____ fragment | g. | expresses meanings that a single verb by itself could not express |
| 1.08 | _____ imperative sentence | h. | something that is not stated |
| 1.09 | _____ declarative sentence | i. | adverbs of courtesy |
| 1.010 | _____ sentence | j. | negative command |
| | | k. | words that are punctuated as a sentence but do not express a complete thought |
| | | l. | two or more complete sentences joined by a comma |
| | | m. | <i>and, but, for, or, and nor</i> |

Complete these statements (each answer, 3 points).

- 1.011 Three of the most serious sentence errors are a. _____ ,
b. _____ , and c. _____ .
- 1.012 The function of an imperative sentence is _____ .
- 1.013 The words *don't* or *do not* are often used to express a _____ .
- 1.014 Depending upon the tone, an imperative sentence can be punctuated with a(n)
a. _____ , a(n) b. _____ , or a(n)
c. _____ .
- 1.015 Overuse of exclamation marks in written English _____ .

Place the proper end punctuation on the line following each sentence and write the sentence type according to function in the parentheses (each answer, 2 points).

1.016 How many seashells did you find a. _____ b. (_____)

1.017 Look out for that car a. _____ b. (_____)

1.018 What a close call we had a. _____ b. (_____)

1.019 The ink stain will not come out a. _____ b. (_____)

1.020 Please help arrange the chairs a. _____ b. (_____)

1.021 If I do not hurry, I will miss my bus a. _____ b. (_____)

1.022 Would you close the window, please a. _____ b. (_____)

1.023 Have you had your lunch a. _____ b. (_____)

1.024 Fruit trees bordered the pasture a. _____ b. (_____)

1.025 Do not stand up in the boat a. _____ b. (_____)

Identify the correct sentences and the sentence errors. In the parentheses write *complete*, *run-on*, *fragment*, or *comma-splice* (each answer, 3 points).

1.026 Finally we were all ready to board the plane. (_____)

1.027 After we took down the tent. (_____)

1.028 Does snow often fall where you live? (_____)

1.029 Even though the paint does not look wet. (_____)

1.030 A strong wind came up and the boats broke loose from the dock and they drifted away.
(_____)

1.031 If you can hit a line drive. (_____)

1.032 Did you leave the porch light on, we will not be home until late tonight.
(_____)

1.033 What Bible verse did you memorize? (_____)

1.034 I cannot see to study and it is too dark in here. (_____)

1.035 Because the runner was out of bounds. (_____)

Correct the sentence errors. Choose any five of the sentence errors (1.026-1.035).

Rewrite each one, correcting the error (each answer, 5 points).

1.036 _____

1.037 _____

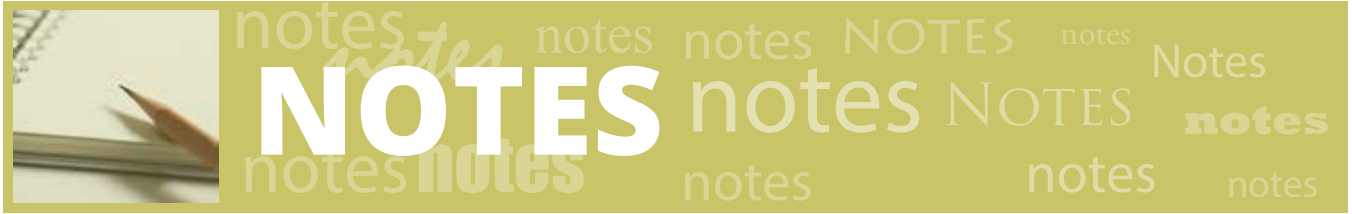
1.038 _____

1.039 _____

1.040 _____

| | | | | | | | |
|--|-----|-----|---|--------------------|----------------------|----------------------------------|------------------------------|
| <table border="1"> <tr> <td style="text-align: center;">114</td> <td style="text-align: center;">142</td> </tr> </table> | 114 | 142 |  | SCORE _____ | TEACHER _____ | _____ <small>initials</small> | _____ <small>date</small> |
| 114 | 142 | | | | | | |

ABC Take your spelling test of Spelling Words-1.





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