

PRACTICE TEST

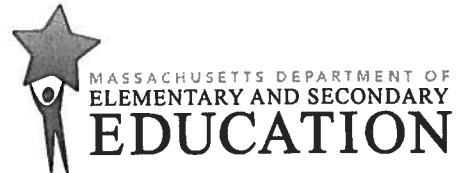
**Science and
Technology/Engineering**

Grade 8

Student Name

School Name

District Name



Grade 8 Science and Technology/Engineering PRACTICE TEST

This practice test contains 23 questions.

Directions

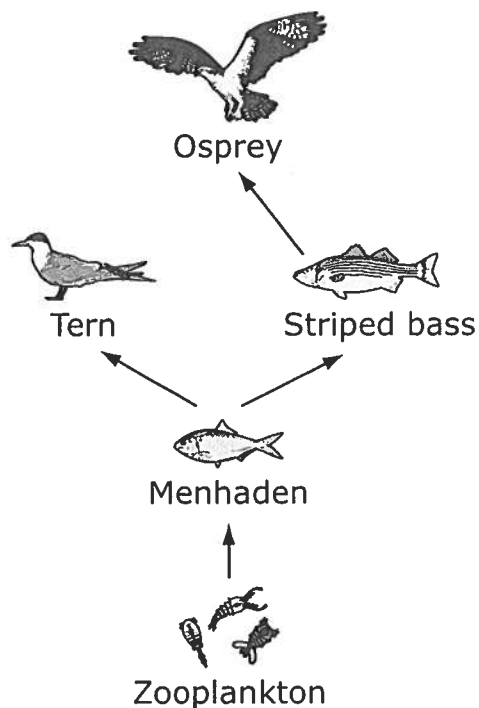
Read each question carefully and then answer it as well as you can. You must record all answers in this Practice Test Booklet.

For some questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided in this Practice Test Booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer.

- 1 The diagram shows part of a food web from the Chesapeake Bay.



Which of the following best describes the ecological relationships of the organisms in the food web?

(A)

Competition	Predator–Prey
zooplankton and menhaden	tern and osprey

(B)

Competition	Predator–Prey
tern and striped bass	striped bass and menhaden

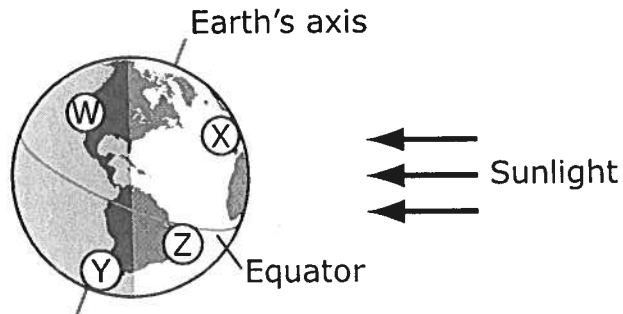
(C)

Competition	Predator–Prey
osprey and striped bass	osprey and menhaden

(D)

Competition	Predator–Prey
osprey and zooplankton	zooplankton and tern

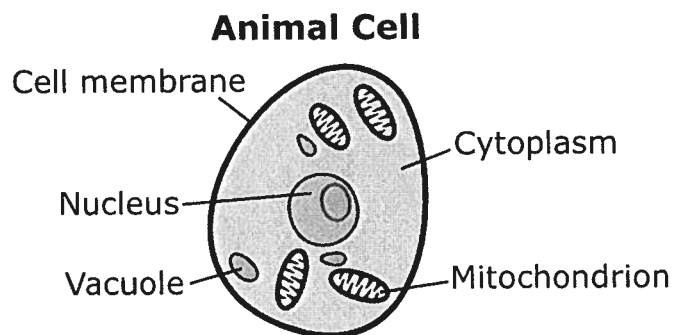
- 2 The diagram shows Earth and the direction of incoming sunlight.



At which two locations is it summer?

- Ⓐ locations W and X
- Ⓑ locations W and Y
- Ⓒ locations X and Z
- Ⓓ locations Y and Z

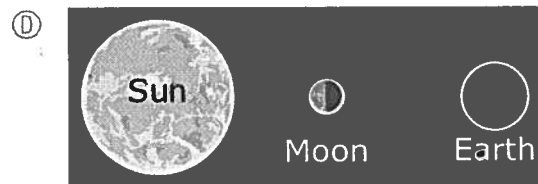
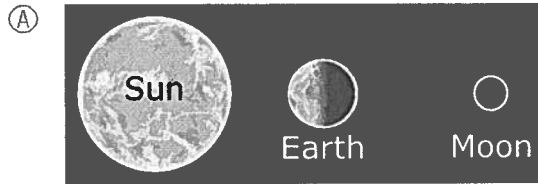
- 3 A diagram of an animal cell is shown.



Which part of the cell is responsible for releasing energy during cellular respiration?

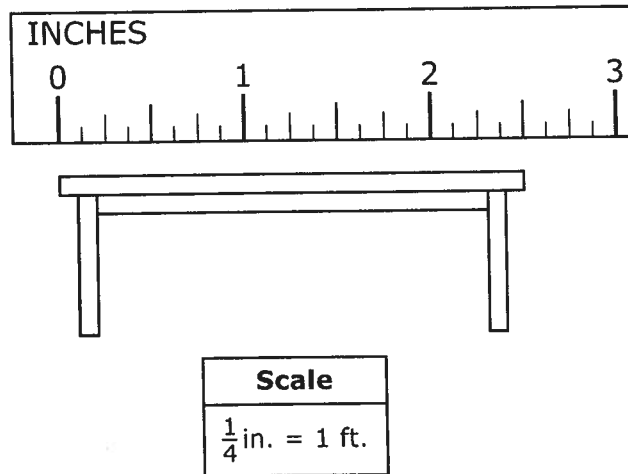
- Ⓐ cell membrane
- Ⓑ cytoplasm
- Ⓒ mitochondrion
- Ⓓ nucleus
- Ⓔ vacuole

- 4 Which of the following best shows the appearance and positions of Earth and the Moon during a total lunar eclipse?



This question has two parts. Write your response on the next page. Be sure to label each part of your response.

- 5** A student in a woodworking class made a drawing of a table, as shown.



- A. Determine the table's actual length. Show your calculations and include units in your answer.
- B. The student plans to show the design of the table to the other students in the class. The student is deciding whether to show the drawing above or an orthographic projection.

Describe one advantage of showing an orthographic projection instead of the drawing above.

5

The following section focuses on how rust forms.

Read the information below and use it to answer the three selected-response questions and one constructed-response question that follow.

At the beginning of summer, some paint was scratched off a student's bicycle. The exposed metal where the bicycle was scratched had a shiny, silvery color. The student kept the bicycle outside all summer. By the end of summer, the exposed metal had changed to rust, which is dark orange in color.

The student did some research to find out what happened to the metal and learned that the bicycle is made of steel, which contains mostly iron. The student conducted two investigations to learn more about the process that changed the steel into rust.

Investigation 1: The student placed equal amounts of iron filings (small pieces of iron) into beakers X, Y, and Z. At the start of the investigation, all of the filings were gray. The student added nothing else to beaker X, water to beaker Y, and table salt (NaCl) and hydrogen peroxide (H₂O₂) to beaker Z. The student's observations over a two-day period are shown in the table.

Investigation 1

Beaker	Substance(s) Added	Color of Filings on Day 1	Color of Filings on Day 2
X	none	all gray	all gray
Y	a few drops of water	all gray	some gray and some dark orange
Z	some table salt and a few drops of hydrogen peroxide	some gray and some dark orange	all dark orange

Investigation 2: The student combined table salt and hydrogen peroxide in a beaker, added small pieces of steel, and placed a thermometer in the beaker. After one minute, the student measured the mass of the contents in the beaker. The student measured the contents in the beaker again at 10 minutes and discovered the mass had decreased slightly. The student's observations are shown in the table.

Investigation 2

Beaker Contents at 1 Minute	Beaker Contents at 10 Minutes
a pale orange color	a dark orange color
bubbling	no longer bubbling
25°C	40°C
166.1 g	164.7 g

- 6 Select **all** the beakers from Investigation 1 that show evidence of a chemical change.
- Ⓐ beaker X
 - Ⓑ beaker Y
 - Ⓒ beaker Z

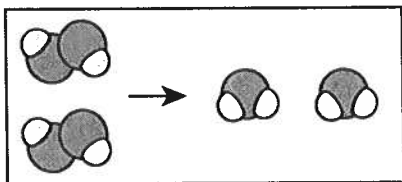
- 7 When hydrogen peroxide reacts with iron, hydrogen peroxide first breaks apart to form water and oxygen. In the diagrams shown, hydrogen atoms are white and oxygen atoms are gray.



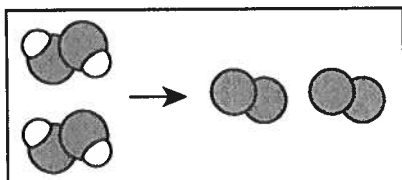
The law of conservation of mass determines the number of water and oxygen molecules produced in the reaction.

Which of the following models shows the correct number of water and oxygen molecules produced in the reaction?

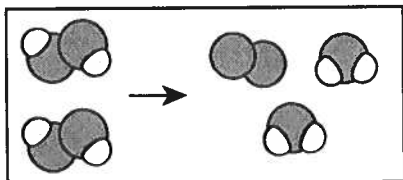
- Ⓐ Reactants Products



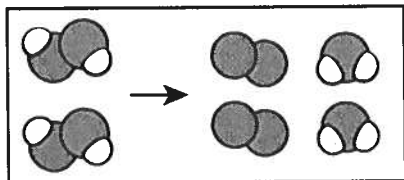
- Ⓑ Reactants Products



- Ⓒ Reactants Products



- Ⓓ Reactants Products



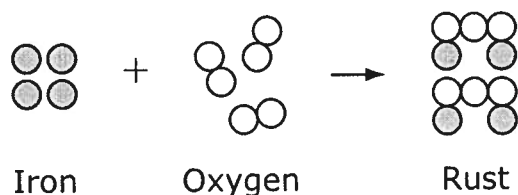
- 8 In Investigation 2, an exothermic reaction occurred as energy was released. What is the **best** evidence that an exothermic reaction occurred in the beaker?
- Ⓐ The mass decreased.
 - Ⓑ The bubbling stopped.
 - Ⓒ There was a change in the color.
 - Ⓓ There was an increase in temperature.

This question has three parts. Write your response on the next page. Be sure to label each part of your response.

- 9** Rust is produced when iron reacts with oxygen. The table shows some characteristics of a sample of iron and of a sample of rust.

Characteristic	Iron Sample	Rust Sample
density (g/cm ³)	7.86	5.26
magnetic	yes	no
mass (g)	563.2	426.7
melting point (°C)	1535	1565
temperature (°C)	21	21

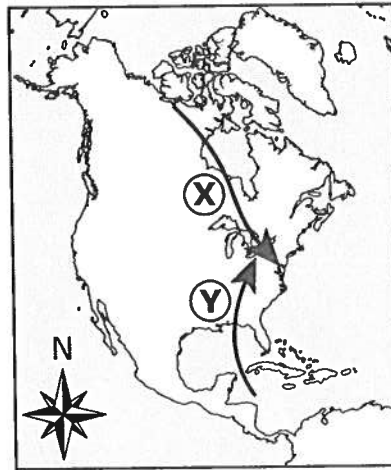
- A. Identify the **three** characteristics from the table above that can be used to support the claim that iron and rust are different substances.
- B. Explain why the characteristics you identified in Part A help support the claim that iron and rust are different substances.
- C. The model shown represents the reaction between iron and oxygen that results in rust.



Based on the model, explain why iron and rust are different substances.

9

- 10 The paths of two air masses, X and Y, are shown in the diagram.



Air mass X is a cold air mass. Air mass Y is a warm air mass. When the air masses meet, winter storms may be produced.

Which of the following **most likely** contributes to the formation of these storms?

- Ⓐ Cold air mass X moves over warm air mass Y, and evaporation occurs.
- Ⓑ Warm air mass Y moves over cold air mass X, and condensation occurs.
- Ⓒ Cold air mass X mixes with warm air mass Y, and the overall temperature increases.
- Ⓓ Warm air mass Y mixes with cold air mass X, and the overall temperature decreases.

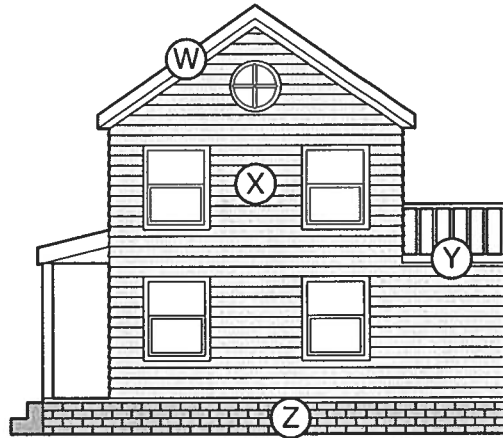
- 11 Which of the following describes what primarily causes the ocean tides in Massachusetts?

- Ⓐ convection from plate tectonics
- Ⓑ gravity from the Moon and the Sun
- Ⓒ convection from Earth's north and south poles
- Ⓓ magnetism from Earth's north and south poles

This question has two parts.

12 Part A

The diagram shows a building with four parts labeled, W, X, Y, and Z.



Which part of the diagram represents the foundation of the building?

- Ⓐ W
- Ⓑ X
- Ⓒ Y
- Ⓓ Z

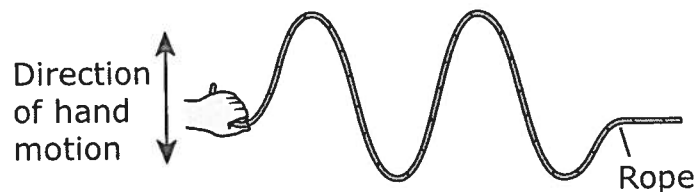
Part B

Which of the following describes the foundation?

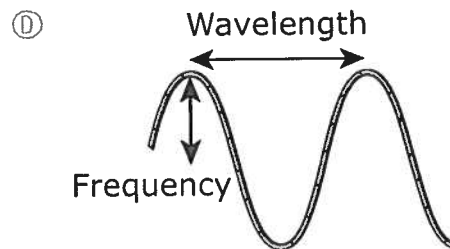
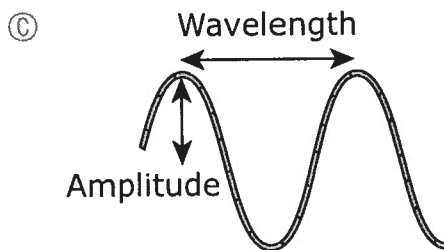
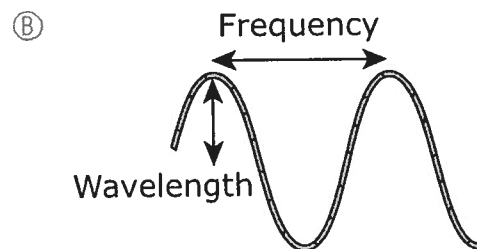
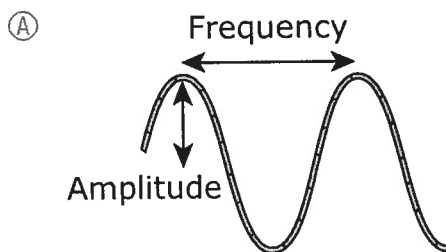
- Ⓐ It is a flat surface that people can walk on, but it does not help to support the building.
- Ⓑ It is a part that the entire building is built upon, and it keeps the building from sinking into the ground.
- Ⓒ It is a vertical wall that blocks access and visibility, but it provides structural support for the building.
- Ⓓ It is a cover that protects the building, and it shields anything inside from sunlight and precipitation.

This question has three parts. Mark your answer to Part A by filling in the correct circle and then write your response to Parts B and C on the next page. Be sure to label each part of your written response.

- 13 A student is investigating waves with a piece of rope. The student places the rope on the floor and then moves one end of the rope back and forth, as shown. The wave the student makes has a specific amplitude, frequency, and wavelength.



- A. Which of the following diagrams correctly identifies the different parts of the wave?



- B. Describe how the student's hand motion could be changed to make a wave with a greater frequency.
- C. Describe how the student's hand motion could be changed to make a wave that carries more energy in each wavelength. Explain your reasoning.

13

Lined area for writing the answer to question 13.



- 14** A student uses a keyboard on a laptop to type a message into an instant messaging program. The processor in the laptop runs the instant messaging program's commands. The laptop uses Wi-Fi to connect to the internet. Another student reads the message on a phone.

Which of the following correctly categorizes the parts of the communication system?

Ⓐ

Category	Part of System
source	Wi-Fi
encoder	phone
transmitter	keyboard
receiver	laptop's processor

Ⓑ

Category	Part of System
source	keyboard
encoder	laptop's processor
transmitter	Wi-Fi
receiver	phone

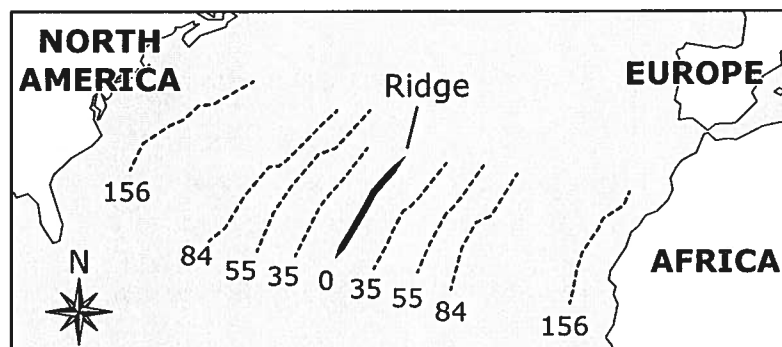
Ⓒ

Category	Part of System
source	keyboard
encoder	Wi-Fi
transmitter	laptop's processor
receiver	phone

Ⓓ

Category	Part of System
source	phone
encoder	Wi-Fi
transmitter	laptop's processor
receiver	keyboard

- 15 The map shows a ridge on the ocean floor. The dashed lines on either side of the ridge represent different parts of the ocean floor. The parts of the ocean floor are labeled with their ages in millions of years.



Based on the information in the map, which of the following best describes the ridge?

- Ⓐ The ridge is a young volcanic mountain range formed by two plates colliding.
- Ⓑ The ridge is a boundary between two plates that are moving away from the ridge.
- Ⓒ The ridge is an ancient volcanic mountain range located in the middle of an oceanic plate.
- Ⓓ The ridge is a boundary between two plates that are sliding back and forth along the ridge.

This question has two parts.

- 16** A student is eating an apple.

Part A

Which of the following describes how the student's body systems work together to release energy from the apple?

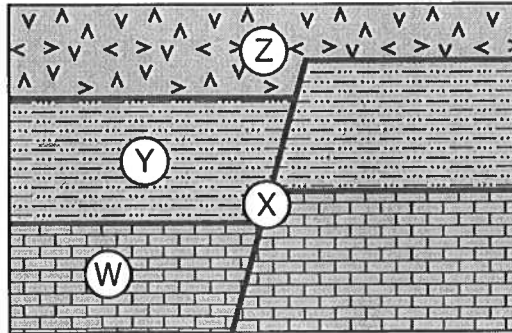
- Ⓐ The digestive system breaks down the apple into usable molecules, and the circulatory system delivers the usable molecules to the cells.
- Ⓑ The respiratory system breaks down the apple into usable molecules, and the digestive system delivers the usable molecules to the cells.
- Ⓒ The circulatory system breaks down the apple into usable molecules, and the excretory system delivers the usable molecules to the cells.
- Ⓓ The excretory system breaks down the apple into usable molecules, and the respiratory system delivers the usable molecules to the cells.

Part B

Body cells use oxygen to release energy from the molecules that were part of the apple. Which body system brings in oxygen from the environment, and how do body cells use the oxygen to release energy?

- Ⓐ The circulatory system brings in oxygen, and body cells use the oxygen for cell division.
- Ⓑ The excretory system brings in oxygen, and body cells use the oxygen for cell digestion.
- Ⓒ The digestive system brings in oxygen, and body cells use the oxygen for cellular respiration.
- Ⓓ The respiratory system brings in oxygen, and body cells use the oxygen for cellular respiration.

- 17 Rock layers W, Y, and Z and fault X are shown. The rock layers and the fault were formed at different times.



Which of the following shows the order of formation from oldest to youngest?

- Ⓐ $W \rightarrow X \rightarrow Y \rightarrow Z$
- Ⓑ $Z \rightarrow Y \rightarrow X \rightarrow W$
- Ⓒ $W \rightarrow Y \rightarrow X \rightarrow Z$
- Ⓓ $Z \rightarrow X \rightarrow Y \rightarrow W$

This question has two parts. Write your response on the next page. Be sure to label each part of your response.

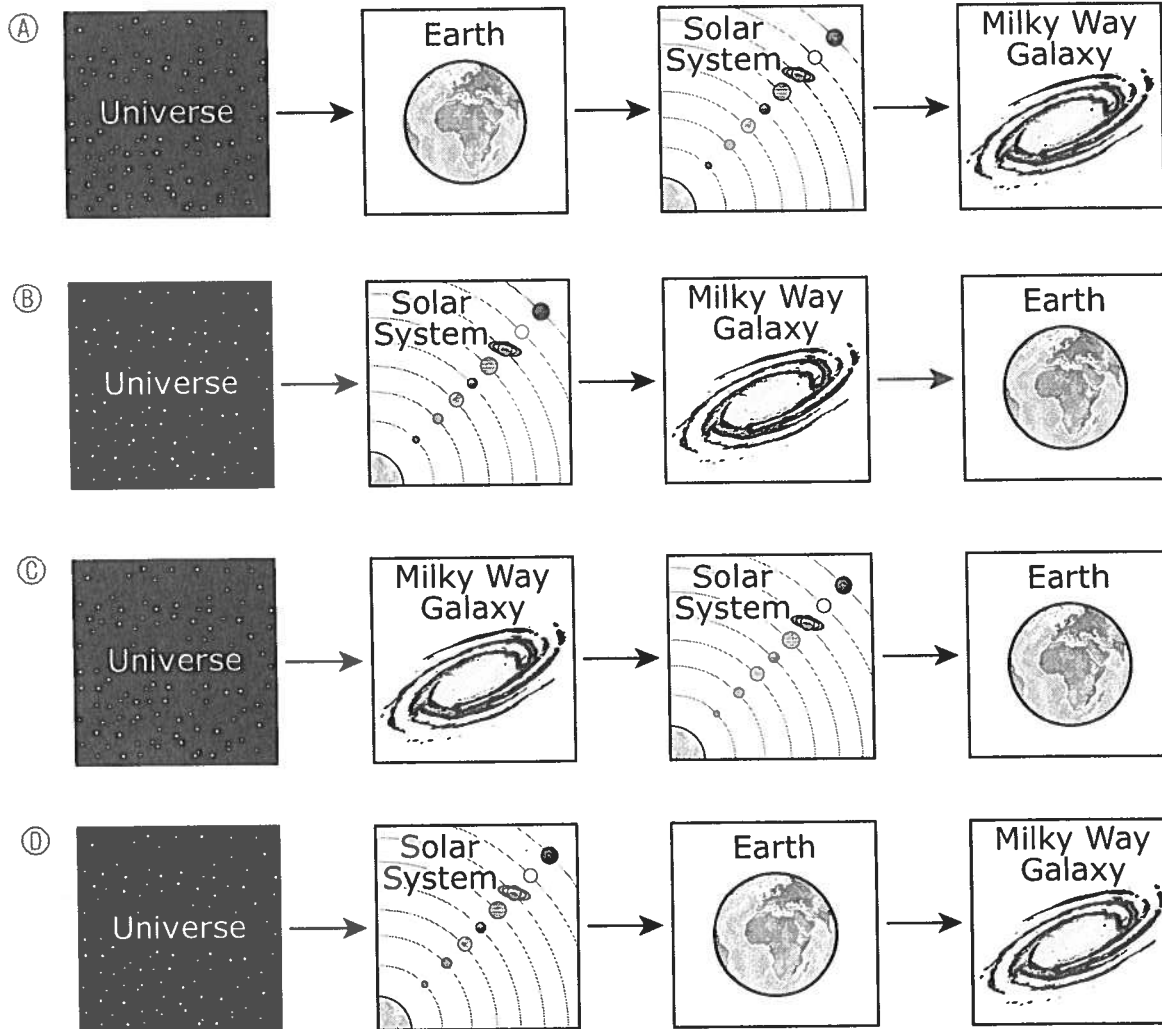
- 18** A farmer tested the effect of fertilizer on the growth of 1000 pea plants. The farmer recorded the following observations.

	Plants without Fertilizer	Plants with Fertilizer
Number of Plants	500	500
Height (cm)	10–20	15–30
Flower Color	75% purple 25% white	75% purple 25% white

- A. Based on the observations, identify one characteristic of the pea plants that was mainly influenced by genetics. Support your answer with evidence from the information in the table.
- B. Based on the observations, identify one characteristic of the pea plants that was influenced by **both** genetics and the environment. Support your answer with evidence from the information in the table.

18

19 Which of the following best shows the structure of the universe?



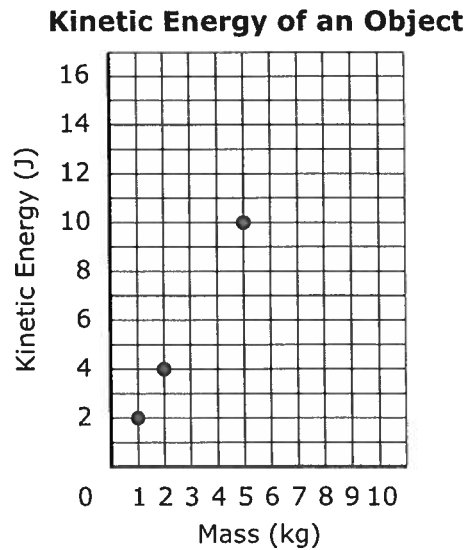
- 20 A manufacturer is considering using four different materials to construct a pan for cooking on a stove. The table shows the thermal conductivity and melting point of each material. A material with a higher thermal conductivity value conducts more thermal energy.

Material	Thermal Conductivity (W/K•m)	Melting Point (K)
aluminum	236	933
copper	400	1357
iron	68	1422
stainless steel	17	1783

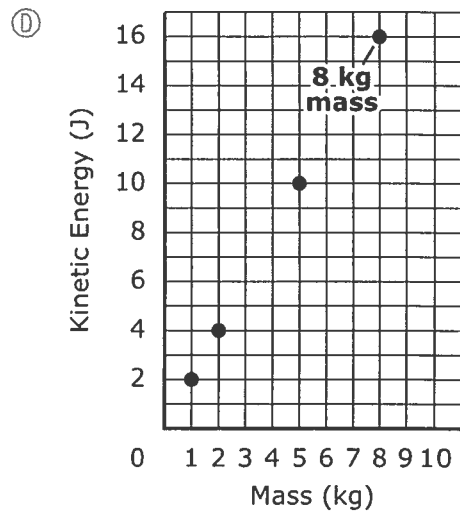
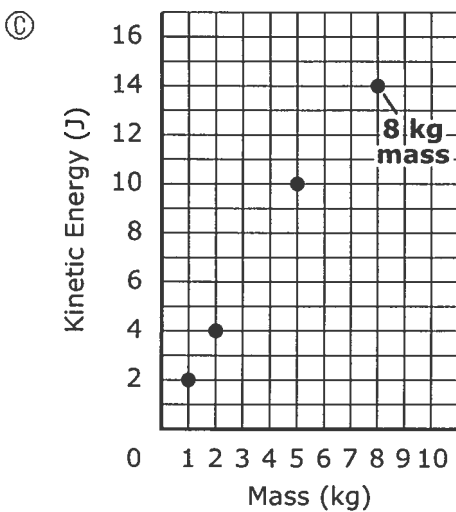
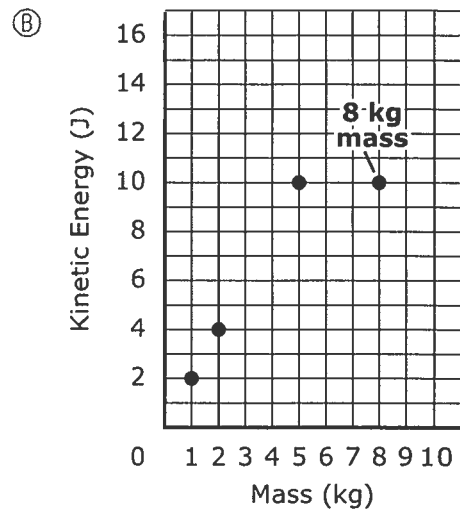
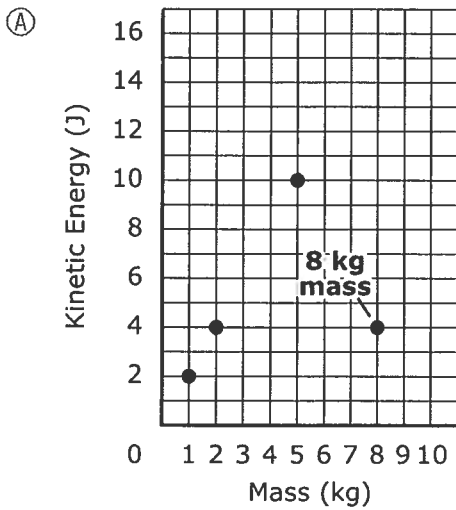
Which materials should be used for the pan?

- Ⓐ The manufacturer should use aluminum for the bottom of the pan and iron for the handle.
- Ⓑ The manufacturer should use aluminum for the bottom of the pan and copper for the handle.
- Ⓒ The manufacturer should use iron for the bottom of the pan and stainless steel for the handle.
- Ⓓ The manufacturer should use copper for the bottom of the pan and stainless steel for the handle.

- 21 A student used a computer simulation to investigate how the kinetic energy of an object changes as the object's mass changes. The object moves at a constant speed during the simulation. The graph shows the kinetic energy of the object with three different masses. The student also ran the simulation with a fourth mass of 8 kg, which is not shown on the graph.



Which graph shows the kinetic energy of the object with the 8 kg mass?



This question has two parts.

- 22** A plant species produces two types of seeds, rounded seeds and wrinkled seeds. The allele for rounded seeds (**R**) is dominant to the allele for wrinkled seeds (**r**). A plant heterozygous for this trait (**Rr**) is crossed with a homozygous plant (**rr**).

Part A

Which Punnett square correctly shows this cross?

Ⓐ

	R	r
r	Rr	rr
r	Rr	rr

Ⓑ

	R	R
r	Rr	Rr
r	Rr	Rr

Ⓒ

	R	r
r	Rr	rr
r	rr	rr

Ⓓ

	R	r
R	RR	Rr
r	Rr	rr

Part B

What is the probability that an offspring will have rounded seeds?

- Ⓐ 0
- Ⓑ $\frac{1}{4}$
- Ⓒ $\frac{1}{2}$
- Ⓓ $\frac{3}{4}$
- Ⓔ 1

- 23** A computer touch screen allows users to enter information. Users have complained that the touch screen is too difficult to operate because the system does not indicate when a choice has been selected.

The complaints are which element of the universal systems model?

- Ⓐ feedback
- Ⓑ goal
- Ⓒ inputs
- Ⓓ processes

PRACTICE TEST

Mathematics

Grade 8

Student Name

School Name

District Name



Grade 8 Mathematics

SESSION 1

This session contains 6 questions.

You may use your reference sheet during this session.
*You may **not** use a calculator during this session.*



Directions

Read each question carefully and then answer it as well as you can. You must record all answers in this Practice Test Booklet.

For some questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

For other questions, you will need to fill in an answer grid. Directions for completing questions with answer grids are provided on the next page.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

Directions for Completing Questions with Answer Grids

1. Work the question and find an answer.
2. Enter your answer in the answer boxes at the top of the answer grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each answer box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused answer box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. If you need to change an answer, be sure to erase your first answer completely.
8. See below for examples of how to correctly complete an answer grid.

EXAMPLES

-	1	4				
●						
○	○	○	○	○	○	○
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1	●	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	●	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	4	8	3	1	6	
○						
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	●	1	1
2	2	2	2	2	2	2
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4	●	4	4	4	4	4
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6	6	6	6	6	●	6
7	7	7	7	7	7	7
8	8	●	8	8	8	8
9	9	9	9	9	9	9

			6	5	.	3
○						
○	○	○	○	○	○	○
0	0	0	0	0	0	0
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4	4	4	4	4	4	4
5	5	5	5	●	5	5
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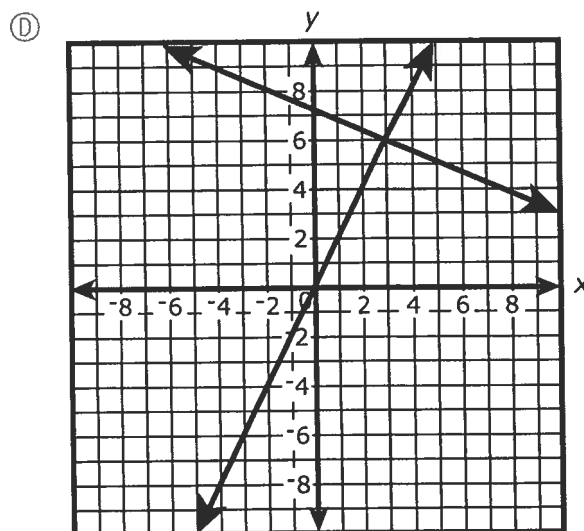
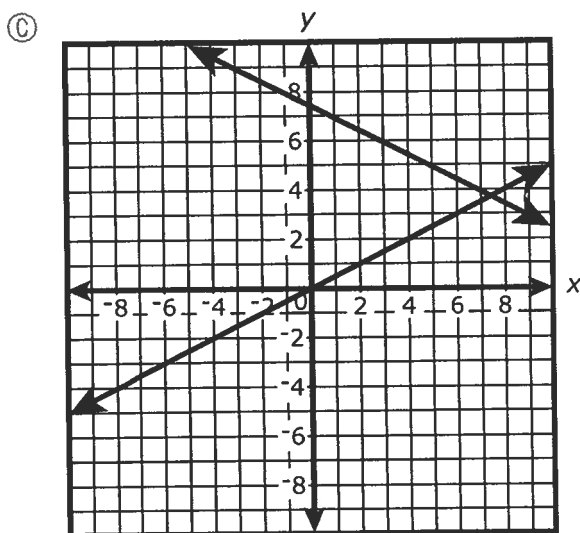
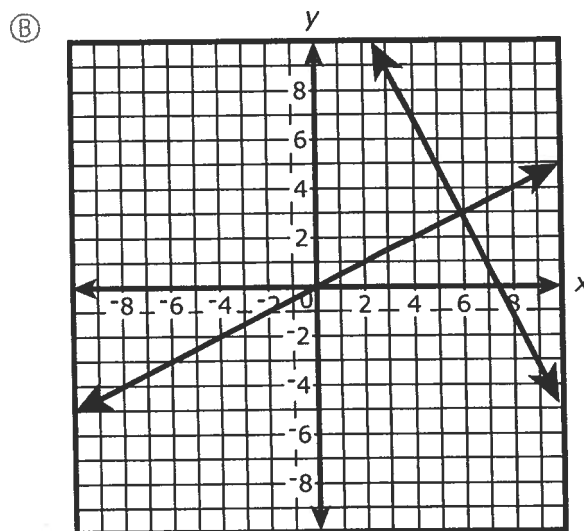
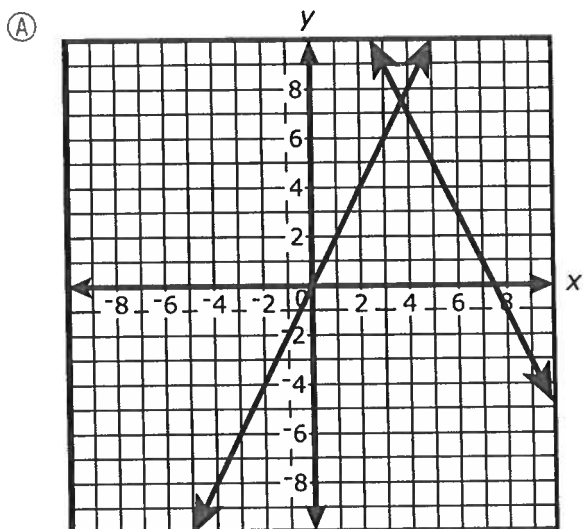
	9	.	5	5	5	5
○						
○	○	○	○	○	○	○
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2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	●	●	●	●
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	●	9	9	9	9	9

- 1 Consider this system of equations.

$$y = 2x$$

$$x + 2y = 15$$

Which of the following shows the system of equations graphed on a coordinate plane?



- 2 What is the value of this expression?

$$\sqrt{25} - 9(2)^3$$

Enter your answer in the answer boxes at the top of the answer grid **and** completely fill the matching circles.

$\frac{\square}{\square}$							
\odot	\odot	\odot	\odot	\odot	\odot	\odot	\odot
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
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4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
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9	9	9	9	9	9	9	9

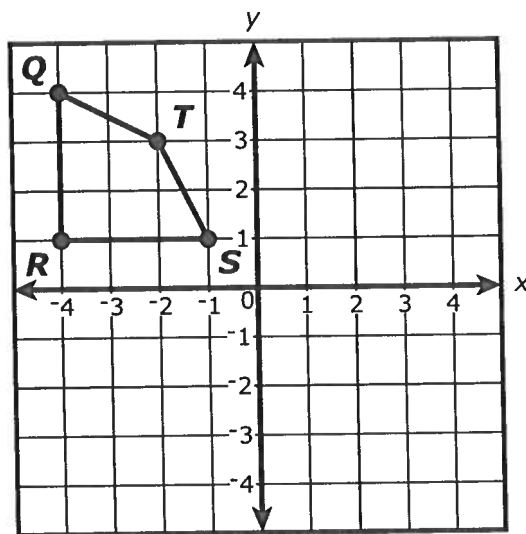
- 3 Which of the following equations are linear functions?

Select the **three** equations that are linear functions.

- Ⓐ $y = \frac{2}{3}x + 4$
- Ⓑ $y = (x - 6)^2$
- Ⓒ $y = -3x$
- Ⓓ $y = x$
- Ⓔ $y = x^2$
- Ⓕ $y = x^3$

This question has two parts.

- 4 Quadrilateral $QRST$ is shown on this coordinate plane. Richard and Haley will complete two different transformations on quadrilateral $QRST$.



Part A

Richard will rotate quadrilateral $QRST$ 180° clockwise about the origin to form quadrilateral $Q'R'S'T'$.

Which of the following statements about the coordinates (x, y) of point Q' is true?

- Ⓐ Both x and y will be positive.
- Ⓑ Both x and y will be negative.
- Ⓒ x will be negative and y will be positive.
- Ⓓ x will be positive and y will be negative.

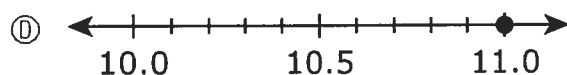
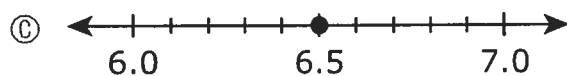
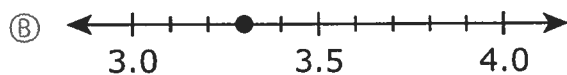
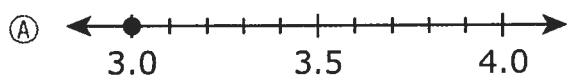
Part B

Haley's transformation of quadrilateral $QRST$ will form quadrilateral $Q''R''S''T''$. The coordinates (x, y) of point T'' will both be negative.

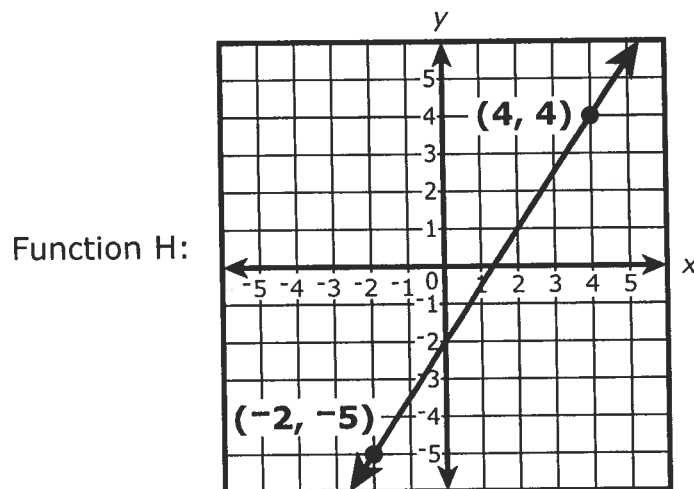
Which of the following could be Haley's transformation?

- Ⓐ Quadrilateral $QRST$ will be reflected across the y -axis.
- Ⓑ Quadrilateral $QRST$ will be reflected across the x -axis.
- Ⓒ Quadrilateral $QRST$ will be rotated 90° clockwise about the origin.
- Ⓓ Quadrilateral $QRST$ will be translated 3 units to the right and then 5 units down.

- 5 Which number line shows the plotted value, to the nearest **tenth**, of $\sqrt{11}$?



- 6 Functions H and K each show a relationship between x and y .



Function K:

x	y
-2	4
0	6
2	8
4	10
6	12

Which of the following statements about functions H and K are true?

Select the **three** correct answers.

- Ⓐ The slope of the line that represents function H is $\frac{2}{3}$.
- Ⓑ The slope of the line that represents function H is $\frac{3}{2}$.
- Ⓒ The y -intercept of the line that represents function H is 1.
- Ⓓ The y -intercept of the line that represents function H is -2 .
- Ⓔ The rate of change of function K is less than the rate of change of function H.
- Ⓕ The rate of change of function K is greater than the rate of change of function H.

Grade 8 Mathematics

SESSION 2

This session contains 6 questions.

*You may use your reference sheet during this session.
You may use a calculator during this session.*



Directions

Read each question carefully and then answer it as well as you can. You must record all answers in this Practice Test Booklet.

For some questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

For other questions, you will need to fill in an answer grid. Directions for completing questions with answer grids are provided on the next page.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

Directions for Completing Questions with Answer Grids

1. Work the question and find an answer.
2. Enter your answer in the answer boxes at the top of the answer grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each answer box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused answer box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. If you need to change an answer, be sure to erase your first answer completely.
8. See below for examples of how to correctly complete an answer grid.

EXAMPLES

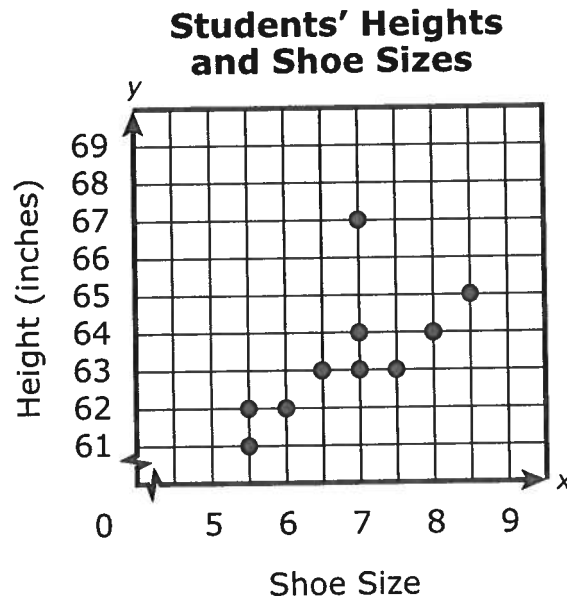
-	1	4				
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	•	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	•	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	4	8	3	1	6	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	•	1	1
2	2	2	2	2	2	2
3	3	3	•	3	3	3
4	•	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	•	6
7	7	7	7	7	7	7
8	8	•	8	8	8	8
9	9	9	9	9	9	9

			6	5	.	3
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	•
4	4	4	4	4	4	4
5	5	5	5	•	5	5
6	6	6	•	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	9	.	5	5	5	5
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	•	•	•	•
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	•	9	9	9	9	9

- 7 This scatter plot shows the relationship between the height, in inches, and the shoe size of each of 10 students in a class.



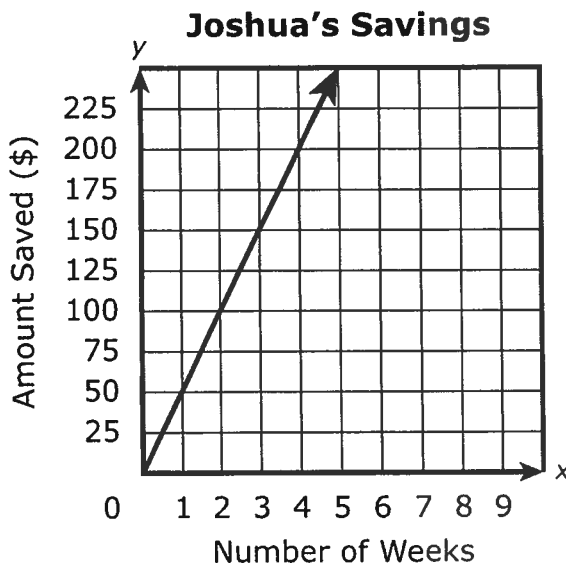
Based on the scatter plot, which ordered pair represents the outlier in the data?

- Ⓐ (5.5, 61)
- Ⓑ (7, 67)
- Ⓒ (8, 64)
- Ⓓ (8.5, 65)

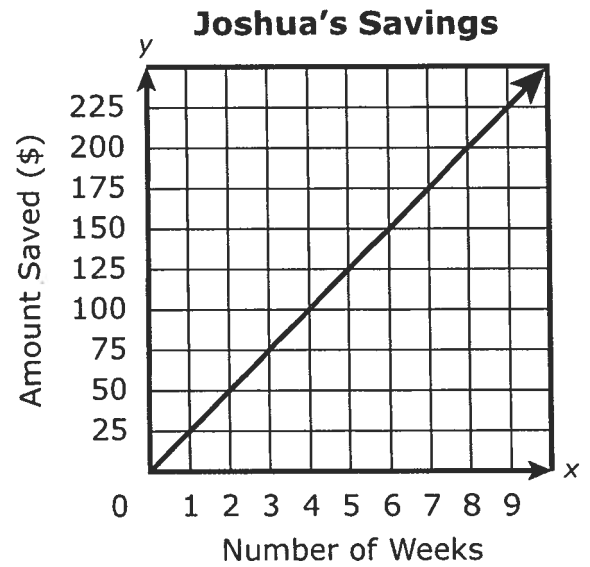
- 8 Joshua saves \$50 every 2 weeks he works. The total amount of money Joshua saves is proportional to the number of weeks he works.

Which of the following graphs shows the amount of money, y , Joshua saves when he works for x weeks?

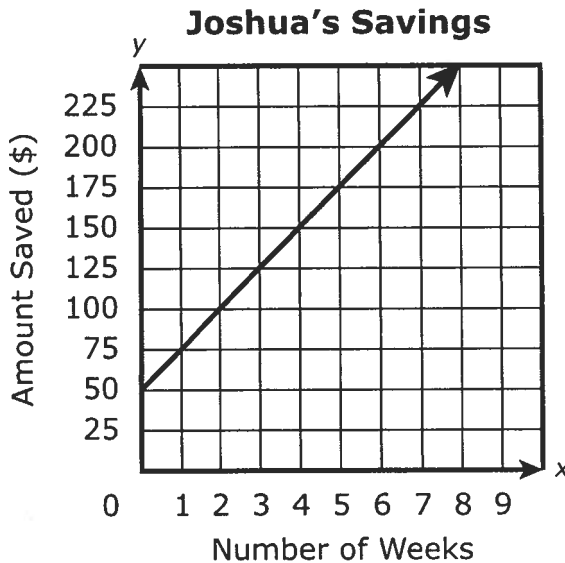
(A)



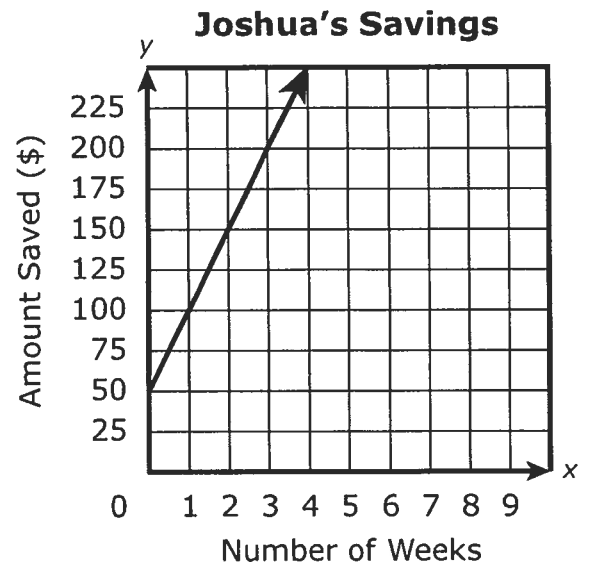
(B)



(C)



(D)



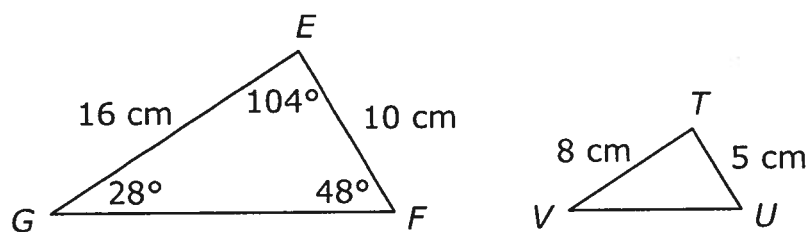
- 9 A principal surveyed 75 seventh-grade and eighth-grade students. She asked them if they prefer to obtain news from the Internet or to obtain news from television. She created a table to display the data, as shown.

		News Preference	
		Internet	Television
Students	Seventh Grade	16	34
	Eighth Grade	10	15

Based on the table, select the **three** correct statements.

- Ⓐ 49 eighth-grade students participated in the survey.
- Ⓑ 50 seventh-grade students participated in the survey.
- Ⓒ 26 out of 49 students prefer to obtain news from the Internet.
- Ⓓ 3 out of 5 eighth-grade students prefer to obtain news from television.
- Ⓔ 8 out of 25 seventh-grade students prefer to obtain news from the Internet.

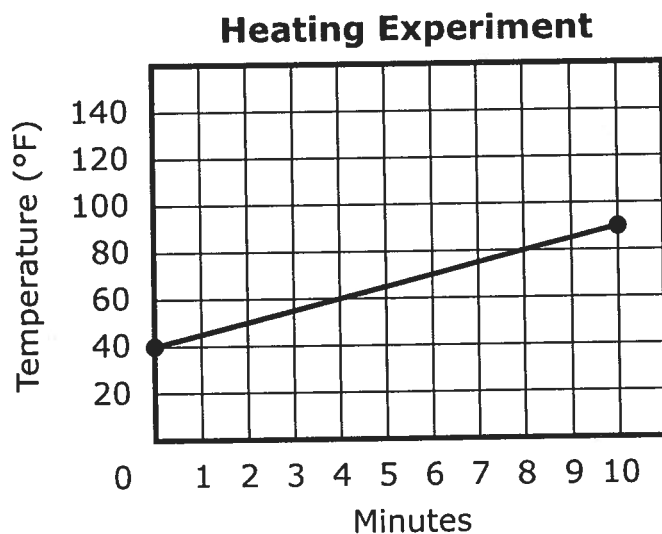
- 10 Triangle EFG is similar to triangle TUV , as shown.



Based on the measurements of the triangles, what is the measure of angle U ?

- (A) 24°
- (B) 28°
- (C) 48°
- (D) 52°

- 11 This graph shows the temperature, in degrees Fahrenheit, of a liquid for the first ten minutes of a heating experiment.

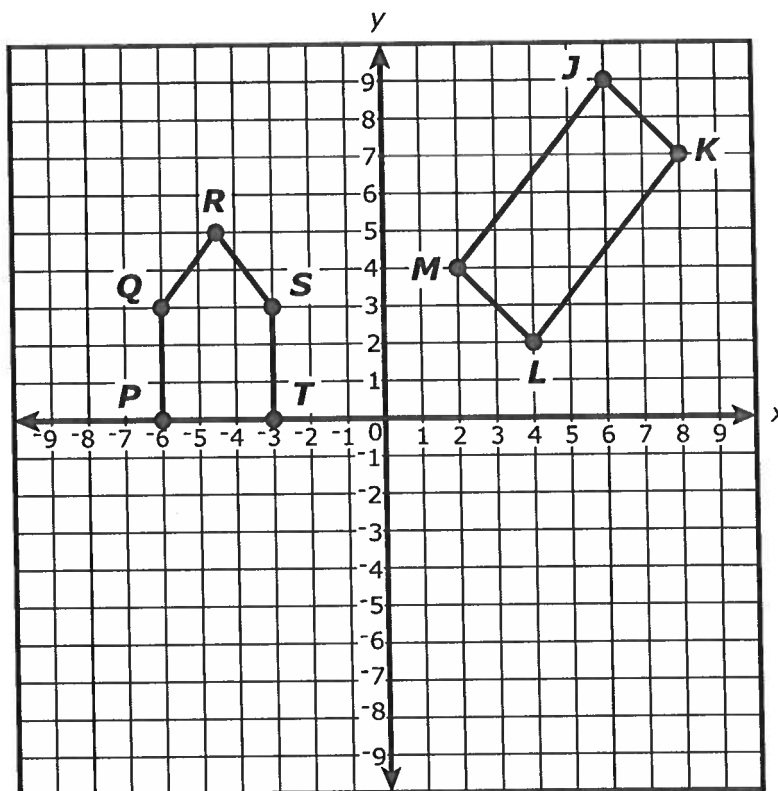


Based on the graph, which of the following functions could be used to determine T , the temperature of the liquid after m minutes?

- Ⓐ $T = 5m + 40$
- Ⓑ $T = -5m + 40$
- Ⓒ $T = 5m + (-40)$
- Ⓓ $T = -5m + (-40)$

This question has four parts. Be sure to label each part of your response.

- 12 A student plotted pentagon $PQRST$ and quadrilateral $JKLM$ on a coordinate plane, as shown.



- A. What are the coordinates of vertex T in pentagon $PQRST$?

The student will translate pentagon $PQRST$ 6 units to the right.

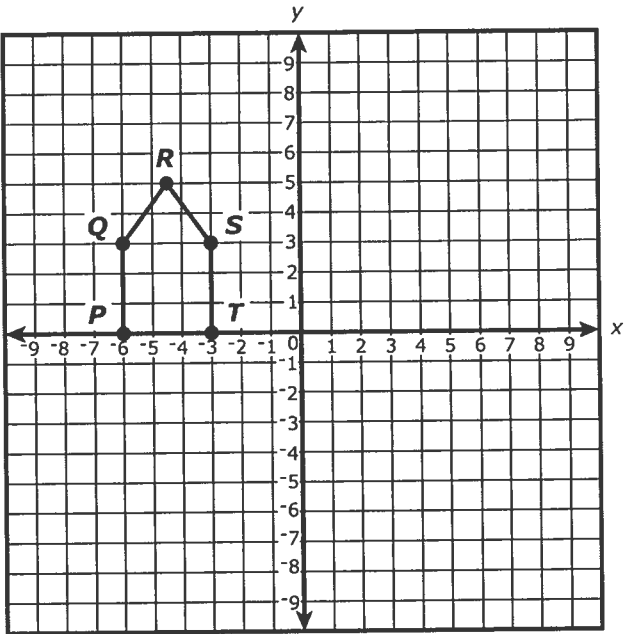
- B. On the coordinate plane provided in your answer space, draw the image of pentagon $PQRST$ after it has been translated 6 units to the right. Label the image $P'Q'R'S'T'$.

- C. What are the coordinates of vertex T' ?

The student will reflect quadrilateral $JKLM$ over the x -axis, and then translate it 4 units to the left to create quadrilateral $J'K'L'M'$.

- D. What will be the coordinates of vertices J' and M' ? Show or explain how you got your answer. Be sure to label your coordinates.

12



PRACTICE TEST

English Language Arts

Grade 8

Student Name

School Name

District Name



Grade 8 English Language Arts

PRACTICE TEST

This practice test contains 14 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

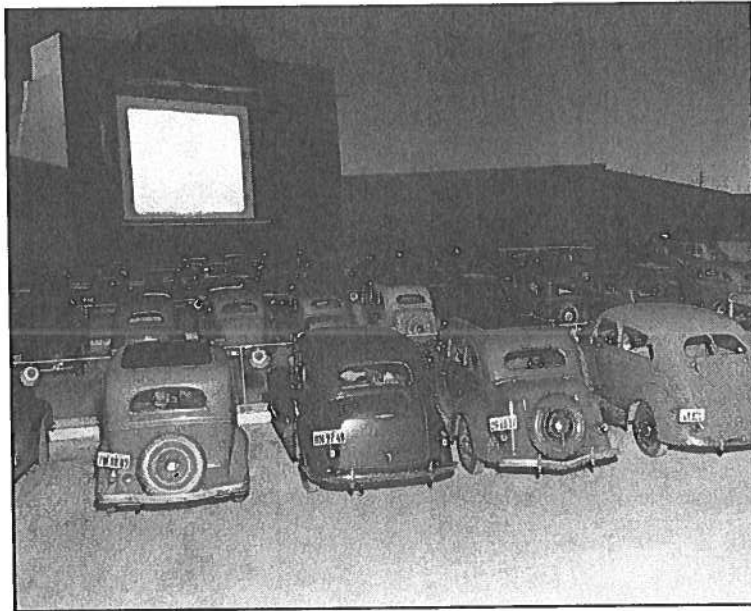
Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

Read "Drive-Ins: The Last Great Picture Show," an article about drive-in movie theaters, places where people go to watch movies in their cars. Then answer the questions that follow.

Drive-Ins: The Last Great Picture Show

by Melissa Shaw-Smith

- 1 Richard M. Hollingshead, Jr., sat in his car in the driveway of his New Jersey home, peering hopefully through the drops of water that his garden sprinkler rained down on the windshield. Yes! He could still make out the grainy image coming from the movie projector perched on the hood of his car and flickering across the white sheet he'd stretched between two trees. Even with the windows up, the sound of the radio behind his homemade screen came through clearly. Hollingshead rubbed his hands together. This could definitely work!
- 2 The year was 1932 and Hollingshead was experimenting with ideas to expand his family's business, the Whiz Auto Products Company. Although the Great Depression made money scarce, Hollingshead had noticed that people continued to attend the movies regularly and that, despite hard times, Americans weren't about to give up their love affair with the car. He hoped to satisfy both passions with an entertainment that would appeal to the whole family.
- 3 On June 6, 1933, Hollingshead opened the first drive-in, the Automobile Movie Theatre, in Pennsauken Township, New Jersey. Terraced parking ramps provided an unobstructed view of the screen for more than 300 cars while three large speakers blared out the movie's soundtrack, much to the annoyance of the neighbors. There were two showings a night at a cost of a quarter per car and a quarter per person, and patrons could buy a beer or a light meal from a concession stand. The movie, *Wife Beware*, wasn't a new release. Distributors didn't want the drive-in competing with indoor movie theaters.



a typical drive-in theater of the time

- 4 Hollingshead spoke enthusiastically of the convenience of his drive-in compared to regular movie theaters: "The mother says she's not dressed; the husband doesn't want to put on his shoes; the question is what to do with the kids; then how to find a baby-sitter; parking the car is difficult or maybe they have to pay for parking. . . ." Hollingshead's invention solved these problems for moviegoers. "The drive-in theater idea virtually transforms an ordinary motor car into a private theater box," he proudly told a local newspaper. "In the drive-in theater one may smoke without offending others. People may chat or even partake of refreshments brought in their cars without disturbing those who prefer silence. . . . Here the whole family is welcome, regardless of how noisy the children are apt to be . . . The aged and infirm will find the drive-in a boon."
- 5 Americans agreed, and by the early 1940s there were about 100 drive-ins spread throughout the country. Most were set up in cow pastures on the outskirts of towns by young entrepreneurs with big dreams. Despite the heat and the bugs in summer and the cold during winter months—usually only the southern theaters stayed open all year—people were flocking to drive-ins. The beginning of World War II brought growth to a standstill, but between 1946 and 1953, when the "baby boom" was in full swing and more and more people owned cars, close to 3,000 theaters were built, ushering in the drive-in's golden age.
- 6 Theater owners soon realized that people were coming not for the second-run movies but for a family outing under the stars. Since children under twelve got in free, drive-in operators dreamed up entertainments to entice families to come early and spend more than just the price of admission.

- 7 Upon arriving at the drive-in, kids would run to the playground, where uniformed attendants kept an eye on them. Children might visit the petting zoo or ride on a miniature train, a pedal boat, or a pony. Saturday nights sometimes featured a beautiful-baby pageant or a raffle giveaway. Drive-ins booked circus acts and big bands. Mom and Dad could take a turn on the dance floor before the show, or play a round of miniature golf.
- 8 Some drive-ins had bottle warmers so Mom wouldn't have to stay home with the baby. Others provided household services. Mom could drop off her grocery list and laundry when she arrived and pick up the shopping and clean clothes after the show. Dad could get an oil change or have a flat tire fixed. The family might place a dinner order with an attendant and have it delivered to their car, or take a trip to the concession stand for fried chicken, burgers, or even pizza pie. This was long before there was a pizzeria on every street corner. Some people came to the drive-in just to pick up a pizza and didn't stay for the show!
- 9 When the movie was about to start, Dad would hook a speaker with individual volume control to the car window. If the kids whispered too loudly in the backseat, no one could hear what was being said on the screen; and the music sound quality was so bad, it didn't matter if Grandma sang along. The air was filled with the smell of popcorn and bug spray. Mom might stretch specially designed bug nets over the windows. If it rained too hard, Dad could buy a rain shield at the ticket booth to keep their view of the screen clear.
- 10 Just before intermission, a dancing hot dog would appear on the screen to entice kids to the concession stand or vending machines. After the show, Dad would drive home with the children asleep in the backseat. They might not remember the movie, but recollections of a happy time would bring the family back again and again.
- 11 As the 1950s rolled on, audiences began to change. More families owned televisions, and Mom and Dad often opted to watch a show in the comfort of their own home. But teenagers didn't want to watch their parents' movies. This was the age of Elvis Presley and rock-and-roll. With money to spend from part-time jobs, teenagers went to the drive-in eager to socialize and show off their cars, "crazy" new clothes, and cool hairstyles. They wanted their own exciting, rebellious heroes on screen. Hollywood took note.
- 12 James Dean became a teen idol after *Rebel Without a Cause* came out in 1955. In 1956 *Rock Around the Clock* was playing at the drive-in, the first film entirely dedicated to rock-and-roll. In following years *I Was a Teenage Werewolf* and *High School Confidential* were big hits.

- 13 By the 1970s, drive-ins were able to broadcast movie soundtracks over car radios, greatly improving audio quality. However, drive-ins couldn't compete with the high-tech facilities of indoor theaters and the convenience of televisions and VCRs.* Added to that, the land around once rural drive-ins was being gobbled up for development. The number of drive-ins dropped steadily throughout the last decades of the twentieth century. Today, there are only about 400 left.
- 14 But a funny thing happened on the way to the dinosaur graveyard. Those little kids who fell asleep in the back of the station wagon recalled their fond memories of family outings to the drive-in. If you are lucky enough to live near one of the remaining drive-ins, you know that on a warm summer night under the stars, every row is packed. Little kids play tag beneath the big, white screen before the movie starts, then snuggle up in blankets in the back of pickups and SUVs while Mom and Dad get comfortable in their lawn chairs. As the first ghostlike images begin to flicker over the screen, the air fills once again with the scent of popcorn and bug spray.
- 15 It's still the last great picture show.

*VCR—a device that plays videotapes; a predecessor to the DVD player

"Drive-Ins: The Last Great Picture Show" by Melissa Shaw-Smith, from *Cricket* Magazine (March 2009). Text copyright © 2009 by Carus Publishing Company d/b/a Cricket Media. Reprinted by permission of Cricket Media, Inc. Photograph © Hulton-Deutsch Collection/Getty Images.

- 1 What is the **main** purpose of the article?
- Ⓐ to persuade readers to go to a drive-in movie theater
 - Ⓑ to inform readers about the history of the drive-in movie theater
 - Ⓒ to explain the many activities available at drive-in movie theaters
 - Ⓓ to compare the entertainment offered at different drive-in movie theaters
- 2 What is the **most likely** reason the photograph is included in the article?
- Ⓐ to show readers how crowded drive-ins usually were
 - Ⓑ to help readers understand how drive-ins were set up
 - Ⓒ to illustrate the poor picture quality of drive-in movies
 - Ⓓ to show the added options for amusement at drive-in movies

- 3 Read the sentence from paragraph 4 in the box.

"The mother says she's not dressed; the husband doesn't want to put on his shoes; the question is what to do with the kids; then how to find a baby-sitter; parking the car is difficult or maybe they have to pay for parking. . . ."

What does the length of the sentence **mainly** emphasize about going to an indoor movie theater?

- Ⓐ the number of challenges
 - Ⓑ the irritation of distractions
 - Ⓒ the concern about childcare
 - Ⓓ the high cost for transportation
- 4 In paragraphs 7–10, the words "might," "could," "would," and "if" **mainly** suggest
- Ⓐ doubt.
 - Ⓑ curiosity.
 - Ⓒ confusion.
 - Ⓓ possibility.

- 5 Which sentence from the article best indicates how the author **most likely** feels about drive-ins?
- Ⓐ "Even with the windows up, the sound of the radio behind his homemade screen came through clearly." (paragraph 1)
 - Ⓑ "They might not remember the movie, but recollections of a happy time would bring the family back again and again." (paragraph 10)
 - Ⓒ "As the 1950s rolled on, audiences began to change." (paragraph 11)
 - Ⓓ "Today, there are only about 400 left." (paragraph 13)
- 6 Based on paragraph 5, a "golden age" is a time of
- Ⓐ success.
 - Ⓑ maturity.
 - Ⓒ invention.
 - Ⓓ inspiration.

7 Part A

Based on the article, which statement **best** describes why drive-in movie theaters still exist?

- Ⓐ Moviegoers are tired of indoor theaters.
- Ⓑ People have positive feelings about the past.
- Ⓒ Drivers want entertainment that can be enjoyed inside a car.
- Ⓓ The public is educated about the value of preserving history.

Part B

Which detail from the article **best** supports the answer to Part A?

- Ⓐ "Hollingshead's invention solved these problems for moviegoers." (paragraph 4)
- Ⓑ "Americans agreed, and by the early 1940s there were about 100 drive-ins spread throughout the country." (paragraph 5)
- Ⓒ "Theater owners soon realized that people were coming not for the second-run movies but for a family outing under the stars." (paragraph 6)
- Ⓓ "Those little kids who fell asleep in the back of the station wagon recalled their fond memories of family outings to the drive-in." (paragraph 14)

- 8 Based on the article, complete the sentences that explain what happened to drive-in theaters during the 1950s and the 1970s. Select **one** phrase to complete **each** sentence.

In the 1950s, drive-in theaters began to

- Ⓐ show movies that interested older people.
- Ⓑ compete with television sets in people's homes.
- Ⓒ improve the quality of food available during movies.
- Ⓓ become too expensive for parents to bring their children.

In the 1970s, drive-in theaters became rarer, even though

- Ⓐ the age of the audiences decreased.
- Ⓑ the technology of sound improved.
- Ⓒ the theaters were very crowded.
- Ⓓ the people moved from rural areas.

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 9 Based on "Drive-Ins: The Last Great Picture Show," write an essay explaining why drive-in movie theaters appealed to families. Be sure to use information from the article to develop your essay.

Write your answer on the next two pages.

You have a total of two pages on which to write your response.

9

A large rectangular box containing 25 horizontal lines for writing.



Read the two passages about the experiences of a boy and a girl in school. Then answer the questions that follow.

The following passage from "Celeste's Heart" is about a young girl attending school in Argentina.

from "Celeste's Heart"

by Aida Bortnik

- 1 Celeste went to a school that had two yards. In the front yard they held official ceremonies. In the back yard the Teacher made them stand in line, one behind the other at arm's distance, keeping the arm stretched out straight in front, the body's weight on both legs, and in silence. One whole hour. Once for two whole hours. All right, not hours. But two breaks passed, and the bell rang four times before they were allowed back into the classroom. And the girls from the other classes, who played and laughed during the first break as if nothing had happened, stopped playing during the second break. They stood with their backs to the wall and watched them. They watched the straight line, one behind the other at arm's length, in the middle of the school yard. And no one laughed. And when the Teacher clapped her hands to indicate that the punishment was over, Celeste was the only one who didn't stretch, who didn't complain, who didn't rub her arm, who didn't march smartly back into the classroom. When they sat down, she stared quietly at the Teacher. She stared at her in the same way she used to stare at the new words on the blackboard, the ones whose meaning she didn't know, whose exact purpose she ignored.
- 2 That evening, as she was putting her younger brother to bed, he asked once again: "When am I going to go to school?" But that evening she didn't laugh, and she didn't think up an answer. She sat down and hugged him for a while, as she used to do every time she realized how little he was, how little he knew. And she hugged him harder because she suddenly imagined him in the middle of the school yard, with his arm stretched out measuring the distance, the body tense, feeling cold and angry and afraid, in a line in which all the others were as small as he was.
- 3 And the next time the Teacher got mad at the class, Celeste knew what she had to do.
- 4 She didn't lift her arm.
- 5 The Teacher repeated the order, looking at her somewhat surprised. But Celeste wouldn't lift her arm. The Teacher came up to her and asked her, almost with concern, what was the matter. And Celeste told her. She told

her that afterward the arm hurt. And that they were all cold and afraid. And that one didn't go to school to be hurt, cold, and afraid.

- 6 Celeste couldn't hear herself, but she could see her Teacher's face as she spoke. And it seemed like a strange face, a terribly strange face. And her friends told her afterwards that she had spoken in a very loud voice, not shouting, just a very loud voice. Like when one recited a poem full of big words, standing on a platform, in the school's front yard. Like when one knows one is taking part in a solemn ceremony and important things are spoken of, things that happened a long time ago, but things one remembers because they made the world a better place to live than it was before.
- 7 And almost every girl in the class put down her arm. And they walked back into the classroom. And the Teacher wrote a note in red ink in Celeste's exercise book. And when her father asked her what she had done, and she told him, her father stood there staring at her for a long while, but as if he couldn't see her, as if he were staring at something inside her or beyond her. And then he smiled and signed the book without saying anything. And while she blotted his signature with blotting paper, he patted her head, very gently, as if Celeste's head were something very very fragile that a heavy hand could break.
- 8 That night Celeste couldn't sleep because of an odd feeling inside her. A feeling that had started when she had refused to lift her arm, standing with the others in the line, a feeling of something growing inside her breast. It burned a bit, but it wasn't painful. And she thought that if one's arms and legs and other parts of one's body grew, the things inside had to grow too. And yet legs and arms grow without one being aware, evenly and bit by bit. But the heart probably grows like this: by jumps. And she thought it seemed like a logical thing: the heart grows when one does something one hasn't done before, when one learns something one didn't know before, when one feels something different and better for the first time. And the odd sensation felt good. And she promised herself that her heart would keep growing. And growing. And growing.

"Celeste's Heart" by Aida Bortnik (translated by Alberto Manguel), from *Sudden Fiction Latino: Short-Short Stories from the United States and Latin America*. Copyright © by Alberto Manguel. Reprinted by permission of Schavelzon Graham Agencia Literaria, S.L.

In “Principals and Principles,” writer Daniel Handler recalls a time when he was a young boy in school.

Principals and Principles

by Daniel Handler

- 1 In San Francisco the weather never gets hot, and when it does it lasts only three days. On the first day, the hot weather is a surprise, and everyone wanders around carrying their sweaters. On the second day, everyone enjoys the heat. And on the third day, the cold weather returns and is just as surprising, and everyone wanders around shivering.
- 2 One of these three-day heat waves arrived when I was in seventh grade, and on the first day everyone was grumpy because we had all dressed for fog and gloom and now had to drag our sweaters all over the school. We all agreed that the next day we’d dress for warm weather, but just as the day ended, the principal made an announcement over the loudspeaker. “Students at Herbert Hoover Middle School are not allowed to wear shorts,” she said, in the tone of voice she always used—a tone of voice that sounded friendly but was actually unbearably wicked.
- 3 Everyone groaned—everyone but me. “She can’t do that,” I said, and reached into the back of my binder. On the first day of school, we’d all received a pamphlet: “Student Rights and Responsibilities.” For some reason I’d saved it, and I read one of our rights out loud: “Students have the right to free dress.” I convinced everyone to wear shorts the next day in order to protest the wicked principal’s unfair cancellation of one of our rights.
- 4 The next day was wonderful because we were all dressed for the heat and nobody had to drag their sweaters around, but of course, I was sent to the principal’s office—someone had ratted on me. (To this day, I suspect Nancy Cutler, but I can’t prove it.) She asked me if I had told everyone to wear shorts. I said yes. She said shorts were distracting to some of the teachers. I said that free dress was one of our rights. She said that shorts led students to have water fights. I said that free dress was one of our rights. She said that she was the principal and she was in charge. I said that free dress was one of our rights. She kept pointing at me. I kept pointing at the pamphlet. The principal was one of those people who yelled at you until you cried, but I forced myself not to cry, biting my lip and blinking very, very fast, until at last she gave up and I was allowed to return to my classmates, who applauded me. In celebration, we all wore shorts the next

day, too, even though we knew the cold weather would return, and it did, and we were shivering and miserable.

- 5 In eighth grade we got a new version of the pamphlet. Instead of "Students have the right to free dress," it read, "Students have the responsibility to dress appropriately." I threw it away.
- 6 If you stand up for your rights, you can count on the fact that the wicked people will find sneaky ways to change the rules. But you should stand up for your rights anyway, because there aren't enough sunny days in the world, and everyone should enjoy them.

"Principals and Principles" by Daniel Handler, from *Guys Write for Guys Read*. Copyright © 2005 by Daniel Handler. Reprinted by permission of Charlotte Sheedy Literary Agency on behalf of the author.

- 10 Based on paragraphs 6 and 7 of “Celeste’s Heart,” how do Celeste’s classmates **most likely** feel after her speech?

Ⓐ fearful
Ⓑ amused
Ⓒ confused
Ⓓ appreciative

- 11 Read the description from paragraph 7 of “Celeste’s Heart” in the box.

And then he smiled and signed the book without saying anything.

What do the father’s actions in the description **mainly** represent?

Ⓐ his loyalty
Ⓑ his strength
Ⓒ his approval
Ⓓ his gratitude

- 12 In paragraph 5 of "Principals and Principles," what is the **main** reason the author is upset by the new version of the pamphlet?
- Ⓐ He must remember the new dress code.
 - Ⓑ He will be unable to dress how he wants.
 - Ⓒ He thinks the principal is being impatient.
 - Ⓓ He believes the principal used her authority unfairly.

- 13 Based on "Principals and Principles," which of the following sentences **best** describes the author both as a student and as an adult?
- Ⓐ He treats others with care.
 - Ⓑ He avoids conflict in his life.
 - Ⓒ He takes the advice of others.
 - Ⓓ He is motivated by his values.

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 14 Write an essay explaining how the themes in “Celeste’s Heart” and “Principals and Principles” are similar. Be sure to use information from **both** passages to develop your essay.

Write your answer on the next two pages.

You have a total of two pages on which to write your response.

14

Handwriting practice lines for item 14.



Handwriting practice area with 25 horizontal lines.



Name: _____

A. A noun names a person, place, thing, or idea. Put each noun in the correct list.

king	kitchen	husband	trust
sadness	wisdom	sock	attic
backpack	campus	grape	dentist

Person	Place	Thing	Idea
king			

What do nouns do? Nouns name people, _____, _____, and _____.

Add the article *a* or the article *an* before each noun. Use *an* before a vowel sound.

<u>an</u> egg	_____ belt	_____ stamp
_____ jog	_____ inch	_____ instant
_____ face	_____ swing	_____ ad

Use a phrase above to complete each sentence below. Make sure to add a period (.), question mark (?), or exclamation point (!) at the end.

1. Did you put <u>an egg</u> in the cake <u>?</u>
2. She will be back in _____
3. I went for _____ at lunch _____
4. Do not make _____ at me again _____
5. Do you have _____ so that I can send this note _____
6. There is a snake _____ from your leg _____

★ On the back, write sentences with the three phrases that you did not use.

Name: _____

B. A verb shows action or state of being. Circle the action verb that makes sense in both sentences. Then, fill in the missing word to complete each sentence.

1. The black cat _____.	A long rope _____.	<i>stretches or naps</i>
2. Nine red tops _____.	The lamp bulbs _____.	<i>dim or spin</i>
3. The traffic _____.	The band _____.	<i>jams or drums</i>
4. A mad snake _____.	The gas pipe _____.	<i>hisses or chomps</i>
5. A glass _____.	The egg shell _____.	<i>hatches or cracks</i>
6. The white jacket _____.	A quick fox _____.	<i>zips or dashes</i>

Write the verb of being that makes sense in each sentence. Use each verb once. Remember that a sentence always begins with a capital letter.

seem

was

is

were

are

am

1. Grace _____ still an excellent chef.

2. _____ the brash fans at the last tennis match?

3. The napkins _____ damp to me.

4. Jen _____ absent nine times in tenth grade.

5. _____ the muffins still fresh at this time?

6. I _____ so glad that you are here.

What do verbs do? They show _____ or state of _____.

C. Write three complete sentences that have one noun and one action verb, such as *Falcons glide*.

1. _____

2. _____

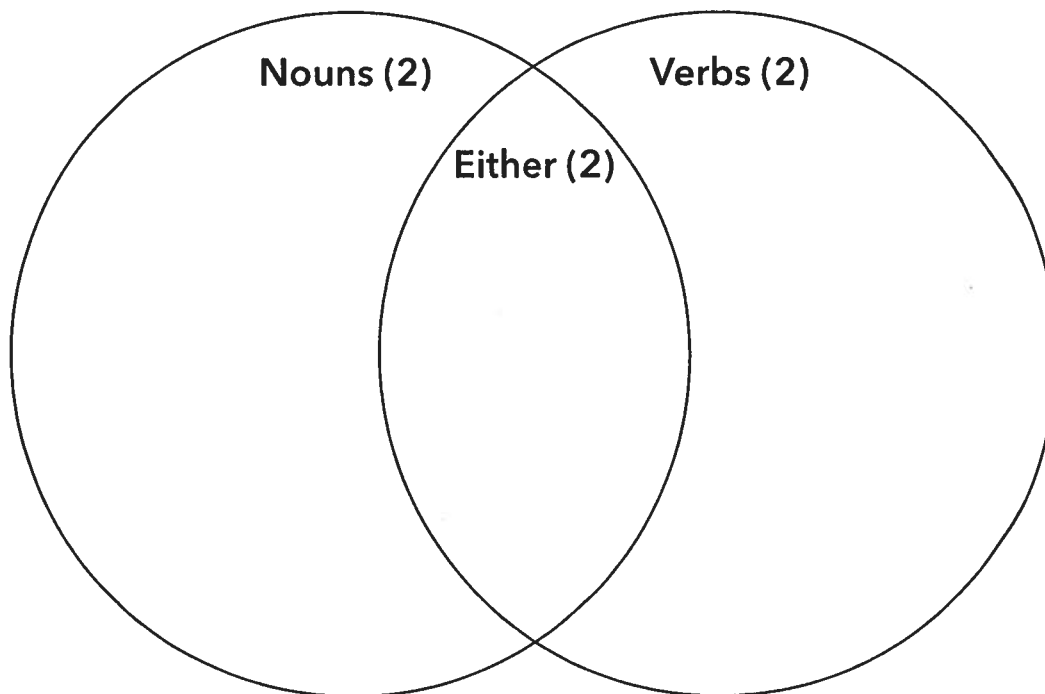
3. _____

★ On the back, add an article at the beginning of each sentence you wrote, such as *The falcons glide*.

Name: _____

Use the Venn diagram to sort the nouns and action verbs. Words that could be either part of speech should go in the middle.

discuss plant basket inflate rake lake



Underline the noun in each sentence. Circle the verb. Write the word that could be a noun or a verb.

1. <u>Swings</u> (twist)	The <u>infant</u> (swings)	swings
2. The wave crashes.	Flags wave.	
3. The ant steps.	The steps rise.	
4. Foxes hunt.	A hunt begins.	
5. The ring shines.	Bells ring.	
6. A man sketches.	The sketches fade.	
7. Hope inspires.	Children hope.	

★ On the back, write a sentence in which *brush* is a noun. In another sentence, use *brush* as a verb.

Name: _____

D. Adjectives describe nouns. Complete each sentence (A and B) with an adjective that answers the question. Then, combine each set of A and B sentences into one complete sentence (C). Remember, a sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

1

A. _____ dogs run. (those, nine, thin)
(how many?)

B. The _____ dogs run. (those, nine, thin)
(what kind?)

C. Nine / thin / dogs / run.

2

A. _____ bug twitches. (one, that, spotted)
(which one?)

B. The _____ bug twitches. (one, that, spotted)
(what kind?)

C. _____ / _____ / _____ / _____

3

A. _____ chimps swing. (these, strong, many)
(how many?)

B. _____ chimps swing. (these, strong, many)
(what kind?)

C. _____ / _____ / _____ / _____

4

A. _____ pencil writes. (this, one, tan)
(which one?)

B. A _____ pencil writes. (this, one, tan)
(what kind?)

C. _____ / _____ / _____ / _____

5

A. _____ blankets drape. (velvet, several, those)
(how many?)

B. _____ blankets drape. (velvet, several, those)
(what kind?)

C. _____ / _____ / _____ / _____

6

A. _____ trumpets blast. (brass, ten, these)
(how many?)

B. _____ trumpets blast. (brass, ten, these)
(what kind?)

C. _____ / _____ / _____ / _____

7

A. The _____ tendrils stretch. (plant, last, five)
(which one?)

B. The _____ tendrils stretch. (plant, last, five)
(how many?)

C. _____ / _____ / _____ / _____ / _____

★ On the back, write one complete sentence that includes two adjectives: one that tells *how many* and one that tells *what kind*.

Name: _____

E. Subject nouns come before the verb and tell who or what the sentence is about. Direct objects answer *who* or *what* after the verb. Circle the sentence (A or B) that is possible. Then, fill in the answers for the circled sentence.

- | | |
|--|--|
| <p>1 A. <u>The sad prince bites a stale gumbdrop.</u></p> <p>C. Subject noun: <u>prince</u> / Direct object: <u>gumbdrop</u></p> | <p>B. A stale gumbdrop bites the sad prince.</p> |
| <p>2 A. A quick bandit takes the cash.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. The cash takes a quick bandit.</p> |
| <p>3 A. Golf clubs fling athletes.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. Athletes fling golf clubs.</p> |
| <p>4 A. Soft objects pummel mad dogs.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. Mad dogs pummel soft objects.</p> |
| <p>5 A. A sluggish kitten drinks fresh milk.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. Fresh milk drinks a sluggish kitten.</p> |
| <p>6 A. Lunch entraps an insect.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. An insect entraps lunch.</p> |
| <p>7 A. The boss extends a hand.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. A hand extends the boss.</p> |
| <p>8 A. My dad impresses the film.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. The film impresses my dad.</p> |
| <p>9 A. A chipmunk dug that hole.</p> <p>C. Subject noun: _____ / Direct object: _____</p> | <p>B. That hole dug a chipmunk.</p> |

★ On the back, write four sentences. Two should use *bugs* as subject nouns, and two should use *bugs* as direct objects.

Name: _____

E. Nouns can be singular or plural. *Singular* means "one." *Plural* means "more than one." Underline the nouns in each sentence. Then, rewrite each sentence, changing each singular noun to plural (by adding -s or -es) and removing articles that are no longer needed.

1. An excited kid dug for a clam and a crab. →

Excited kids dug for clams and crabs.

2. The pup sprinted over a bridge and past a shop. →

3. The piglet ate a pumpkin, a grape, and a twig. →

4. A sandal and a clog sat in a basket. →

5. The pilgrim spotted a hut and a ship. →

6. A cobweb hung on a lamp by the bench. →

7. A branch fell and landed on a rock. →

8. The nest had an egg, a stick, and a string. →

9. A huge truck lugged a bed and a desk. →

10. A scalpel and a musket were in the old trunk. →

★ On the back, write separate sentences using the plural form of these nouns: *lunch, pond, and tablet*.

Name: _____

G. The simple subject is the *one word* that tells who or what the sentence is about. The simple predicate is the *one word* that tells what the subject does or is. Underline the simple subject and circle the simple predicate in the sentences below.

1. Grand homes line the lane.
2. The lass picks a cotton dress.
3. All the rams ate grass and plants.
4. A few bugs rested.
5. Many nice kids lent some help.
6. An ox kicks a crumbling fence.
7. The reddish sun rose.
8. Several white ducks swam on the pond.
9. A jagged edge cuts the hand.

The complete subject contains *all the words* that tell who or what the sentence is about. The complete predicate contains *all the words* that tell what the subject does or is. Divide each sentence between the complete subject and the complete predicate.

10. Grand homes/line the lane.
11. The lass picks a cotton dress.
12. All the rams ate grass and plants.
13. A few bugs rested.
14. Many nice kids lent some help.
15. An ox kicks a crumbling fence.
16. The reddish sun rose.
17. Several white ducks swam on the pond.
18. A jagged edge cuts the hand.

★ On the back, list all the adjectives in sentences 1 to 9.

Name: _____

H. Order these words to make a simple sentence with a subject and a predicate. Write the sentence. Be sure to capitalize the first word and add end punctuation.

1. witch many the granted cackling wishes →

The cackling witch granted many wishes.

2. freshmen the several test complete math →

3. lentils male a chops hog the →

4. the bells disrupt class ringing Spanish →

5. twins gifts exchange the few a →

6. rent a people home those brick →

7. tops hit spinning gate the →

8. crosses fox pup the a grass →

★ On the back, list all the nouns in the sentences above.

Name: _____

I. Predicate adjectives are in the predicate and follow a verb of being or a linking verb like *seem, looks, or feels*. Write the predicate adjective that makes sense, given the information.

1. Tom does not give up. Tom is _____. (dull, persistent, insulting)

2. The kids lost the game. The kids felt _____. (glad, hot, glum)

3. No one ate the cupcakes. The cupcakes were _____. (bland, tempting, white)

4. The man smiles a lot. The man seems _____. (distant, selfish, nice)

5. The truck's tire hit a big pothole. The tire looks _____. (fine, flat, black)

6. Javi had a nice nap. Javi was _____. (lost, mad, rested)

In the sentences below, write your own predicate adjective that makes sense, given the information.

7. The mice ate too much. The mice were _____.

8. Ellen had a bad day at school. Ellen seemed _____.

9. It is sprinkling. The grass looks _____.

10. Max did well on his test. Max felt _____.

11. My dog is missing. I am _____.

12. The athlete spent a lot of time at the track. She looked _____.

Divide each sentence between the complete subject and the predicate adjective.

13. The infant/seemed content.

14. All of the plums were rotten.

15. The sick child looks pale.

16. Several people feel upset.

17. The kitchen sink is dripping.

★ On the back, write three sentences that contain predicate adjectives.

Name: _____

J. Answer each question using the sentence below. Some words may be used more than once.

The buzzing insects seemed confused.

1. What is the plural noun in the sentence? _____
2. What is the verb in the sentence? _____
3. What is the article in the sentence? _____
4. What is the predicate adjective in the sentence? _____
5. What is the simple subject of the sentence? _____
6. What is the simple predicate of the sentence? _____
7. What is the complete subject of the sentence? _____
8. What is the complete predicate of the sentence? _____

Answer each question using the sentence below. Some words may be used more than once.

The siblings ate six fresh sandwiches.

9. What is the plural noun in the sentence? _____
10. What is the verb in the sentence? _____
11. What is the article in the sentence? _____
12. What is the adjective that tells how many? _____
13. What is the adjective that tells what kind? _____
14. What is the direct object? _____
15. What is the simple subject of the sentence? _____
16. What is the simple predicate of the sentence? _____
17. What is the complete subject of the sentence? _____
18. What is the complete predicate of the sentence? _____

Name: _____

K. Combine the two simple sentences into one longer sentence.

1. The ape ate stems. The apes were huge. →

The huge apes ate stems.

2. The culprit stole cash. The culprit was rude. →

3. The cake was stale. The cake was disgusting. →

4. The triplets won the contest. The triplets are French. →

5. All of the rockets are still in space. The rockets are intact. →

Combine the three simple sentences into one longer sentence.

6. The man likes fish. The man is strong. The fish is fresh. →

The strong man likes fresh fish.

7. The mustang pulls the rope. The mustang is fast. The rope is thick. →

8. A thicket hides the rabbit. The thicket is dense. The rabbit is brave. →

9. Many pockets hold trinkets. The pockets are cotton. The trinkets are hidden. →

10. The attic lost its smell. The attic is vast. The smell is dank. →

★ On the back, change sentences 7 to 10 into questions, such as *Does the strong man like fresh fish?* Be sure to add question marks.

Name: _____

A. Put nouns and verbs into the correct list. Remember that a noun names a person, place, thing or idea. A verb shows action or state of being.

begs	man	vet	chats
cricket	sings	thinks	adds
frog	bobcat	brags	pig

Nouns	Verbs

Use one noun and one verb from the list above to write a complete sentence. You can start the sentence with an article—*a, an, or the*.

1. The man brags.
2. _____
3. _____
4. _____
5. _____
6. _____

Choose three singular nouns from above, and rewrite them as plural nouns.

★ On the back, write two sentences. In the first, use the word *swings* as a noun. In the other, use *swings* as a verb.

Name: _____

B. Put each noun in the correct list. Remember, the name of specific people, places, and things is called a proper noun and always begins with a capital letter.

home	Boston	globe	Ellen
kilt	Neptune	Alan	rock
kids	June	truck	Richmond

Common Nouns	Proper Nouns

Underline the proper nouns below, and rewrite them with capital letters.

state	mike	_____
vincent	camp	_____
england	throne	_____
mall	greg	_____
game	atlantic	_____
hong kong	friend	_____
home	grand canyon	_____
united states	building	_____

★ **Think of people you know and places you have been. On the back, write a list of 10 proper nouns, and remember to use a capital letter.**

Name: _____

C. In each sentence, circle the noun in bold type that needs to show ownership. Rewrite the noun with an apostrophe s ('s) in the space provided.

1. The **girl** red **cape** waved down her **back**. girl's

2. **Franklin** won the **race** with his **pal** **help**. _____

3. I think the **rat** just stole the **man** **muffin**. _____

4. A **dog** **yelp** can wake a napping **infant**. _____

5. The **student** **desk** was full of broken **pencils**. _____

6. She used her **mom** **cash** to watch the **film**. _____

Unscramble these words to form complete sentences that make sense. Use your SNEEQS.

7. wife * lost * wallet * husband's * The * her

The wife lost her husband's wallet.

8. fell * She * chipmunk's * into * hole * the

9. dented * Chan's * Ted * trumpet

10. was * velvet * The * of * made * robe * king's

11. student's * lunchbox * filled * He * the

12. vet * cast * the * dog's * made * The

★ On the back, rewrite sentences 7, 8, 11, and 12 using proper nouns for the subjects.

Name: _____

D. Underline the complete subject. Pick the subject pronoun that matches the complete subject. Rewrite the sentence with the new subject pronoun.

we	he	they
it	they	she

1. Beth and Tim picked up nine boxes.

They picked up nine boxes.

2. Tom and I ate cupcakes for snack.

3. Justin went home on the late bus.

4. The rabbit drank at the pond.

5. Megan tossed the ball into the basket.

6. The boys went fishing as soon as class ended.

Underline the complete subject (antecedent) in the first sentence that has been replaced by the underlined pronoun in the second sentence.

7. My brother, sister, and I love that comic. We think he is funny.

8. Chickens eat strange things. They eat rocks to crush food.

9. Jack and I want to see the game. Hope you can come with us!

10. Ken is in the live show. Let's go watch him.

★ On the back, write three sentences that use *I*, *you*, and *she* as subject pronouns.

Name: _____

E. A preposition shows the relationship between one noun or pronoun to another noun or pronoun in the sentence. Sort the following nouns, pronouns, and prepositions.

yours	around	it	pond	before	ours
lake	mice	across	mine	snake	into
over	we	pencil	below	king	his

Nouns	Pronouns	Prepositions

Circle all of the prepositional phrases you find in the paragraph below. Hint: There are 8.

Jim will take trumpet lessons after tennis today. He will go behind the campus and across the path to get to Mr. Nelson's home. Jim hopes that he can blast tunes into the trumpet. Jim jumps over the grass and can catch sticks tapping on a drum. "I bet Beth will jam today, too!" thinks Jim as he grins and jogs up the steps.

1. *When* will Jim take lessons? _____
2. *Where* will Jim go? _____
3. *Where* will he blast tunes? _____
4. *Where* does Jim jump? _____

★ **On the back, write three questions and answers about Jim's day using other prepositional phrases from the paragraph above. Use your SNEEQS!**

Name: _____

E. An object pronoun comes after the verb and tells *who* or *what*. In the first column, put these object pronouns in alphabetical order. In the second column, write each object pronoun that can replace more than one person or thing. In the third column, write each object pronoun that can replace just one person or thing.

me	you	him	us	them	her	it
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Draw a line to the object pronoun that can replace the underlined noun(s).

- | | |
|--|------|
| 1. Jason handed the prize to <u>Mrs. Milton</u> . | them |
| 2. David ate the cupcake before <u>David's dad</u> . | it |
| 3. Mom made costumes for <u>Lin, Alex, and Tom</u> . | her |
| 4. The teacher wants <u>Maddie, Joe, and me</u> to go on the trip. | him |
| 5. Call to find out if you left <u>the flute</u> at home. | us |

Underline the direct object in the first sentence. Then, circle the object pronoun in the second sentence.

- | |
|---|
| 6. Mike gave me the money. I put it in my wallet. |
| 7. Mr. Sendak graded exams. The student handed them back. |
| 8. Jackson had a picnic for the class. It was delicious. |

★ On the back, write three questions that use object pronouns.

Our pets have skills that will stun everyone. My dog can tap dance and yip at the same time. His rabbit drums like a boss, and their kitten can catch chipmunks. The best trick of all is the cat who can hang onto the side of the trash can with one leg. Do you think our pets are just as talented as yours?

yours	hers	mine	their	our
theirs	ours	your	his	my

1. The man's car was black with a red stripe. _____
2. Matt and Becky gave Matt and Becky's gifts. _____
3. That backpack is Beth's. _____
4. The cash is yours and mine. _____

5. She * swam with Ted, and * they * fed the duck * its snack.
 Susan Susan and Ted the duck's

She swam with Ted, and they fed the duck its snack.

6. You and I * must spend the cash * Mom and Dad * gave to * you and me.
- _____
7. That was * Ellen's * best song, but * Mr. Chase * did not like * her song.

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Name: _____

I. A preposition begins a phrase that answers *where* or *when*. Complete each sentence with the preposition that makes sense.

1. The dentist put the napkin _____ her chin. (between, after, below)
2. Did the egg hatch _____ the basket? (across, in, toward)
3. We can discuss your grades _____ lunch. (before, along, under)
4. The strong magnets dragged the clips all _____ the table. (at, around, by)

Read each prepositional phrase in the first list, and circle the preposition. Think about the meaning. Then, write the letter of the matching meaning in the space provided.

Phrase	Meaning
<u> D </u> 5. <u>(in)</u> no time	A. on the wrong path
_____ 6. off the track	B. on one side of a clash
_____ 7. on the one hand	C. at a constant pace with no rest
_____ 8. at a loss	D. fast
_____ 9. around the clock	E. not knowing what to do

Complete each sentence by adding a prepositional phrase that tells *where*.

10. Sam lobbed the ball _____.
11. Some black cats rested _____.
12. The wildcat drank _____.
13. The snake spotted a chipmunk _____.
14. Many athletes jogged _____.

★ **On the back, write different prepositional phrases for sentences 10 to 14 that tell *when*.**

Name: _____

J. Check a box to show if the words in bold type are possessive nouns or possessive pronouns. Make corrections to possessive nouns when needed. Remember, possessive nouns need apostrophes, but possessive pronouns do not.

Noun Phrase	Possessive Noun	Possessive Pronoun	Correction
Aunt Marys kitten	✓		Aunt Mary's
his, mine, and yours			
the crabs claw			
Bostons skyline			
it's theirs			

Edit the following sentences by adding capitalization, apostrophes, punctuation, and commas in a series when needed. Use your SNEEQS!

1. ~~scotland's~~ ^{Scotland's} landscape is full of pine ash and aspen trees.
2. did the womans boss have wisdom
3. alex yelled and ran into the hall
4. many attics hold dusty boxes and strange smells
5. i told you to gather your socks and pants and put them inside the basket
6. bobs pastimes included rockets space and stars
7. sue does not like clams crabs or fish of any kind
8. you think this watch is yours, but it belongs to james
9. what did the ox do by the fence
10. hudson was frantic when he lost his dog at the game

Circle the prepositional phrases in sentences 3, 5, 9, and 10.

★ On the back, list your three favorite foods and three favorite games. Write two different sentences about them using commas in a series.

Name: _____

K. Adjectives describe nouns. They answer *what kind*, *how many*, or *which one*. Write the adjective that matches the information given and best completes the sentence.

brave

talented

unselfish

1. Grace is helping Liz climb to the top.

Grace is a _____ friend.

2. Grace can sing and dance.

Grace is a _____ friend.

3. Grace will always share her lunch.

Grace is an _____ friend.

fine

kind

confused

4. Josh gave the sub a gift.

Josh is a _____ student.

5. Josh did the wrong lesson.

Josh is a _____ student.

6. Josh worked hard on his project.

Josh is a _____ student.

Combine each set of sentences into one sentence. Include all three adjectives in the *same order* as they appear.

7. The man was grumpy. The man was old. The man was sick.

The grumpy old man was sick.

8. Jim is a strong man. Jim is a trim man. Jim is a fit man.

9. The sky was black. The sky was dim. The sky was dismal.

10. Texas a big state. Texas is a hot state. Texas is a sunny state

11. Mike's drink was icy. Mike's drink was cold. Mike's drink was fantastic.

12. Her dress was new. Her dress was orange. Her dress was stunning.

Circle the sentence numbers that have more than two items in a series. Check your sentences for correct comma use.

★ **On the back, write a sentence about a dog using the adjectives *spotted*, *wet*, and *content*.**

Name: _____

L. A predicate nominative comes after a verb of being and renames the subject. It answers *what* or *who*. Underline the predicate nominative and answer the question.

1. Mares are female horses. What are mares? horses
2. A cactus is a plant. What is a cactus? _____
3. My home is a ranch. What is my home? _____
4. The boss is the president. Who is the boss? _____
5. Elsa was the suspect in the crime. Who was Elsa? _____
6. Lucy is my sibling. Who is Lucy? _____

M. Answer the questions about these sentences.

Alaska is the biggest and coldest state in the country.

7. What is the proper noun in the sentence? _____
8. What is the predicate? _____
9. What is the predicate nominative? _____
10. What are the adjectives? _____
11. What is the prepositional phrase? _____

Antarctica is home to most of the world's fresh water.

- | | | |
|---|-----|----|
| 12. Is the 's used correctly in this sentence? | YES | NO |
| If yes, explain your answer: _____ | | |
| 13. Is there a pronoun in this sentence? | YES | NO |
| If yes, explain your answer: _____ | | |
| 14. Is there a predicate nominative in this sentence? | YES | NO |
| If yes, explain your answer: _____ | | |

★ On the back, make a chart of 10 adjectives and nouns describing people and places you know.

Name: _____

A. Prepositions begin phrases that answer *where* or *when*. Underline the prepositional phrase in each sentence. Decide if it answers *when* or *where*.

1. She stowed the life jackets <u>below the deck</u> .	when / <u>where</u>
2. We went to the film after dinner.	when / where
3. Grace lost her notebook in math class.	when / where
4. The circus will perform on weekend afternoons.	when / where
5. Did the dance end at ten o'clock?	when / where
6. They just rented the house up the street.	when / where
7. Will you fix my glasses before my driving exam?	when / where
8. The children love to wade through puddles.	when / where
9. Do not bring messy foods to book club!	when / where
10. The clouds are swirling above the lake.	when / where

B. Sort the words into two lists: regular plural nouns and irregular plural nouns. Remember that irregular plural nouns change their spelling from the singular form and may not add -s or -es.

women	monsters	batches	people
desks	foxes	geese	computers
feet	oxen	glasses	mice

Regular Plural Nouns	Irregular Plural Nouns

★ On the back, use each irregular plural noun in a sentence.

Name: _____

C. A simple subject is the one word that tells *who* or *what* the sentence is about. Underline the simple subject of each sentence. Then, write the correct form of the verb

1. The <u>antlers</u> <u>sit</u> atop the elk's head. (sits, sit, sitting)
2. The elderly women _____ young children on Fridays. (tutors, tutor, tutoring)
3. Did the wolf _____ onto your back porch? (climbing, climbs, climb)
4. Her last baby tooth _____ quite wiggly. (seems, seeming, seem)
5. The library shelves _____ many old books. (contains, contain, containing)
6. The pumpkin loaf _____ for forty minutes. (baking, bake, bakes)
7. Could a mouse _____ an entire wedge of cheese? (eats, eating, eat)
8. Leaves _____ to the ground each autumn. (tumbling, tumbles, tumble)
9. The benches _____ the walls of the room. (line, lines, lining)
10. Focused students _____ on their laptops. (typing, types, type)

Decide if each subject and verb match in number. Circle yes or no. If they do not match in number, write a new sentence with the correct form of the verb. Check for SNEEQS.

11. Whispers travels.	Yes / <u>(No)</u>	Whispers travel.
12. The sprinters pant.	Yes / No	
13. Oxen munches.	Yes / No	
14. Babies crawl.	Yes / No	
15. Scarves billow.	Yes / No	
16. A witch brews.	Yes / No	
17. Children chat.	Yes / No	
18. The elves hides.	Yes / No	
19. A man ponder.	Yes / No	
20. The crackers spill.	Yes / No	

★ On the back, add prepositional phrases that answer where to sentences 11 to 15.

Name: _____

D. Write the missing forms for each verb. Past tense forms usually end in -ed. Future tense forms usually have the word *will* before the verb.

Past Tense	Present Tense	Future Tense
begged	beg or begs	will beg
loved		
		will join
called		
		will celebrate
	clean or cleans	
mended		
		will pretend
	open or opens	
danced		

Use a form of each verb from the lists above to complete the sentences.

1. Trent _____ the navy last October.
2. Many years ago, people always _____ their own torn socks.
3. They _____ Hilda's first birthday next week.
4. The pups _____ for food each night during dinner.
5. Tomorrow morning I _____ the doctor to make an appointment.
6. The shop _____ at nine o'clock every weekday.
7. She _____ her room before the party tonight.
8. I used to despise bananas, but now I _____ them.
9. As youngsters, the 90-year-old twins often _____ to be each other.
10. I _____ in my final ballet recital a week from today.

★ On the back, write sentences with the past and future tense forms of *jump*, *look*, and *end*.

Name: _____

E. Adverbs describe verbs, adjectives, and other adverbs. They answer *how*, *when*, *where*, or *to what degree*. Read each sentence, and write the adverb that answers the question.

1. The young boy bowed respectfully before the king. (often, somewhere, respectfully)
(how?)
2. I traveled _____ from Green Park to Victoria. (swiftly, underground, regularly)
(where?)
3. Morgan was _____ full after dinner last night. (completely, accidentally, first)
(to what degree?)
4. The poetry club meets _____ at the local pizza place. (freely, regularly, upstairs)
(when?)
5. Remember to paddle _____ on that stretch of river! (upstream, swiftly, first)
(how?)
6. Our grades are updated _____ on the class website. (enough, weekly, here)
(when?)
7. I was _____ annoyed at my sister! (then, openly, quite)
(to what degree?)
8. Are you going _____ next month? (bravely, away, daily)
(where?)

Write in the adverb that matches the information given and best completes the sentence.

quickly

carefully

effortlessly

lazily

9. Silas walks _____. Silas is on a big patch of slippery ice.

10. Silas walks _____. Silas is late for his first day on the job.

11. Silas walks _____. Silas just woke up and is still tired.

hungrily

halfheartedly

quietly

gracefully

12. Ayan eats _____. Ayan does not really like his lunch.

13. Ayan eats _____. Ayan just ran a marathon.

14. Ayan eats _____. Ayan is in the audience at a play.

★ On the back, complete *Silas walks* and *Ayan eats* with adverbs that answer *when*.

Name: _____

F. Coordinating conjunctions join two words, phrases, or sentences together. Fill in the acronym BOYFANS with the seven coordinating conjunctions. They are listed upside down at the bottom of the page if you need any help!

B _____ **O** _____ **Y** _____ **F** _____ **A** _____ **N** _____ **S** _____

Underline the coordinating conjunction in each compound subject (see example in #1). Then, write in the compound predicate that best completes the sentence.

Compound Predicates		
checks and adjusts the splint	grew and blossomed	will wash and dry the dishes
inched along and stopped	baked and cooled	leaked and flooded
prepped and cooked	run or lift at practice	hiked or swam each evening

1. The chocolate cake and apple pie baked and cooled _____.

2. The nurse or the doctor _____.

3. The cleaners or I _____.

4. Campers and counselors _____.

5. The chef and his assistant _____.

6. Bushes and trees _____.

7. The shower or the sink _____.

8. The coach and her team _____.

9. A snail and a slug _____.

10. Write a sentence with a compound subject joined by the coordinating conjunction *and*.

11. Write a sentence with a compound predicate joined by the coordinating conjunction *or*.

★ On the back, rewrite the seven BOYFANS conjunctions three times. Try to do it from memory.

Name: _____

G. Circle the clauses (sentences) in the table below. Remember that a clause has a subject and a predicate. A phrase is missing a subject or a predicate or both.

drinks tea with milk	<u>I like popcorn</u>	could not believe it
pens write and draw	the ball and top spun	ants move quickly
one and one make two	sat on a lonely bench	roses and violets
she picked me	tractors pull easily	some dogs swim

Write in the clauses (sentences) from above. Be sure to check for SNEEQS. Then, divide each clause (sentence) between the complete subject and the complete predicate.

1. I / like popcorn.

2.

3.

4.

5.

6.

7.

8.

Turn the four phrases from the table into logical complete sentences by adding a subject or predicate. Be sure to check for SNEEQS.

9. My brother-in-law Jake drinks tea with milk.

10.

11.

12.

Write your own example of a phrase. Explain why it is a phrase.

Example: _____

Why is it a phrase? _____

★ On the back of this page, turn your phrase into a complete sentence. Be sure to check for SNEEQS.

Name: _____

H. Combine each pair of simple sentences into one compound sentence. Use the suggested coordinating conjunction to join the sentences. Remember to check for SNEEQS!

1. darrell and kevin could not open the door / they left the house / so ➡

Darrell and Kevin could not open the door, so they left the house.

2. my cousin loves bananas / she hates banana bread / but ➡

3. the circus will stop in Toronto / it will stop in Vancouver / or ➡

4. levi and his wife are thrilled / they are expecting a baby in May / for ➡

5. I dislike spring / I cannot wait for this winter to end / yet ➡

6. next year the band will hit and road / it will add a new member / and ➡

7. our neighbors like basketball / they play all the time / so ➡

★ On the back, rewrite sentences 2 and 7 in the past tense.

Name: _____

I. Combine the three simple sentences into one longer simple sentence. Keep the adjectives in the order they appear. Remember to check for SNEEQS!

1. the boxes are large / the boxes are green / the boxes are broken →

The large green boxes are broken.

2. the statue is imposing / the statue is marble / the statue is intact →

3. the cookies are stale / the cookies are chocolate / the cookies are crumbling →

4. the book is worn / the book is old / the book is dusty →

5. the earrings are beautiful / the earrings are pearl / the earrings are lost →

6. the cattle are enormous / the cattle are Australian / the cattle are exhausted →

7. the scarves are soft / the scarves are red / the scarves are cozy →

★ On the back, change the seven sentences above into questions, such as *Are the large green boxes broken?*
Remember to add question marks.

Name: _____

Commas are used:

- between two complete clauses or sentences → *Meg can ski, but she cannot snowboard.*
- after a prepositional phrase that begins a sentence and has five words or more → *Above the fluffy white clouds, a large airplane flew.*
- between a series of words → *Penguins, birds, and seals live in Antarctica.*

J. Add commas in the correct places. Check why the commas were added. Some sentences will need more than one comma and one checkmark. Some sentences will not need commas.

Sentence	Between Two Clauses	After a Long Prepositional Phrase	Between a Series of Words	Comma Not Needed
1. Frederick needed help, so he asked a teacher for support.	✓			
2. My uncle or I will be at the game.				
3. She likes grapes oranges and apples.				
4. In the old haunted house a ghost flew through the halls.				
5. Yesterday I danced and sang.				
6. I will go to the tennis match for I love to watch the sport.				
7. France Spain and Italy are in Europe but China is in Asia.				
8. The pens markers and maps are on your desks.				
9. Below the rickety wooden desk a mouse nibbled some cheese.				
10. Todd and Lil swam in the clear ocean water.				
11. He forgot eggs yet he picked up bread milk and cheese.				
12. Will you go to lunch at the inn today?				

★ On the back, write four sentences. Each should contain a series of words and use commas.

Name: _____

K. Order each set of words and phrases to make a sentence. Check for SNEEQS! Then, write whether the sentence is simple or compound (two simple sentences joined with BOYFANS).

1. the rug * for * spilled on it * the coffee * became stained ➡

The rug became stained, for the coffee spilled on it.

Is the sentence simple or compound? compound

2. toast oatmeal and fruit * for breakfast * will eat * we ➡

Is the sentence simple or compound? _____

3. will mail the letter * may still be late * I * but * it ➡

Is the sentence simple or compound? _____

4. so * is not feeling well * the dog * my son * will take him to the vet ➡

Is the sentence simple or compound? _____

5. above the beautiful brick fireplace * placed a silver mirror * she ➡

Is the sentence simple or compound? _____

★ On the back, write each compound sentence as two separate simple sentences. ➡ *The rug became stained. The coffee spilled on it.*

Name: _____

L. Use words and phrases from the table below to create new sentences from this simple sentence.

My aunt lives.

she	enjoys gardening	elderly
after lunch	quietly	in northern California

1. Add an adjective that describes *my aunt*. Write the new sentence.

2. Add an adverb to the new sentence that tells *how* my aunt lives. Write the new sentence.

3. Add a prepositional phrase that tells *where* my aunt lives. Write the new sentence.

4. Replace the complete subject with a subject pronoun. Write the new sentence.

5. Replace the complete predicate. Write the new sentence.

6. Add a prepositional phrase at the end of the sentence that tells *when*. Write the new sentence.

★ On the back, make simple sentence 6 compound by adding the coordinating conjunction *but* and another simple sentence. Check for SNEEQS!

Name: _____

M. Use words and phrases from the table below to create new sentences from this compound sentence.

My dad walked, but my mom jogged.

yet	on the track	and my brother
or sprinted	briskly	they

1. Add a phrase to make *my dad* a compound subject.

2. Add a phrase to make *jogged* a compound predicate. Write the new sentence.

3. Replace the first complete subject with a subject pronoun. Write the new sentence.

4. Add a prepositional phrase at the end of the sentence that tells *where*. Write the new sentence.

5. Add an adverb to describe *how* they walked. Write the new sentence.

6. Replace the coordinating conjunction *but* with another that has the same meaning. Write the new sentence.

★ On the back, write compound sentence 6 as two separate simple sentences. Check for SNEEQS!

Name: _____

A. For each phrase below, write what is missing: *subject*, *predicate*, or *both*. Add the missing part(s) to the phrase to make it a complete sentence. Use your SNEEQS!

Phrase	What Is Missing?	Complete Sentence
1. the hungry dog	predicate	The hungry dog barks.
2. chomped apples		
3. the snake's venom		
4. behind me		
5. slept all day		
6. into the sunset		

Circle the phrases in the word box below. Remember that a phrase is missing a subject or a predicate or both. A clause has a subject and a predicate.

on the subway	jubilant children	bees distribute pollen	roses bloom
doors creak	we ate cupcakes	dance all night	Ben and Tim
pens and pencils	climbing the tree	in the bathtub	on the next exam

Add a subject and/or predicate to each phrase you circled to make it a complete sentence. Underline the subject and circle the predicate. Make sure to check for SNEEQS.

7. <u>Jenna</u> <u>rides</u> on the subway.
8.
9.
10.
11.
12.
13.
14.

★ On the back, list 3 subjects from your sentences and change them into subject pronouns. Do the same for 3 objects and change them into object pronouns.

Name: _____

B. Circle all of the prepositional phrases you find in the paragraph below. Hint: There are 7. Then, answer the questions using prepositional phrases.

The blobfish has been named the world's most ugly animal. It swims well below the ocean top and glides along the sea bottom. Its grim smile, slimy skin, and spineless body scare even brave divers back to the top. The blobfish moves around with the current, but it can get stuck between the ocean floor and low hanging nets. So, be careful when you pull mesh into your ship. You might get an ugly surprise inside your nets!

1. Where does the blobfish swim? _____

2. Where does the blobfish glide? _____

3. Where do scared divers go? _____

4. Where does the blobfish move? _____

5. Where can the blobfish get stuck? _____

6. Where do you pull that mesh? _____

7. Where is that ugly surprise? _____

Remember, compound sentences are clauses joined by a coordinating conjunction (think BOYFANS). Coordinating conjunctions join two words, phrases, or sentences together. Find and underline 5 coordinating conjunctions in the paragraph above. Then, draw a line between the coordinating conjunction and its purpose.

But	show contrast that logically follows the preceding idea
Or	add one idea to another
Yet	indicate effect
For	show contrast
And	present an additional negative idea
Nor	present an alternative
So	explain cause

★ On the back, write 3 sentences containing a coordinating conjunction.

Name: _____

C. A complex sentence is different from a compound sentence. A complex sentence has two clauses connected with a subordinating conjunction. Read each sentence, and choose the subordinating conjunction that answers the question.

1. Kathy wore the shirt even though it was ripped. (why, that, even though)
(under what condition?)

2. Tim can go _____ he likes. (so, because, wherever)
(to which location?)

3. Flowers will grow _____ they don't have enough water. (so, as if, unless)
(under what condition?)

4. Turtles will leave _____ they can lay eggs. (why, so that, after)
(for what reason?)

5. I will go to the concert _____ I love that music. (because, even if, whether)
(for what reason?)

6. She smiled _____ she truly felt happy. (wherever, in order that, as if)
(under what condition?)

Sort the following subordinating conjunctions based on what they indicate in a sentence.

Subordinating Conjunctions				
when	even though	unless	where	because
so	after	in order that	wherever	as if

At Which Time?	Under What Condition?	For What Purpose?	For What Reason?	To Which Location?

★ On the back, write 2 different complex sentences using subordinating conjunctions from the list above.

Name: _____

D. An independent clause has a subject and a predicate. A dependent clause has a subject, predicate, and subordinating conjunction. A dependent clause cannot stand alone. Read each clause below, and circle yes or no to answer the question. If the clause is a dependent clause, write the subordinating conjunction.

Clause	Is It a Dependent Clause?	Subordinating Conjunction
1. when summer starts	<u>Yes</u> No	when
2. vacation begins	Yes / No	
3. whenever the power surges	Yes / No	
4. although she never plays it	Yes / No	
5. Jeffrey runs faster	Yes / No	
6. Mr. Adams will relax	Yes / No	
7. the computer crashes	Yes / No	
8. than his friends wanted	Yes / No	
9. once exams are over	Yes / No	
10. Amanda loves lacrosse	Yes / No	

Make up 3 complex sentences using independent and dependent clauses from the list above. Remember your SNEEQS!

11. _____

12. _____

13. _____

★ On the back, rewrite 2 of the complex sentences you created, changing the verbs into past tense.

Name: _____

E. If a sentence begins with a subordinating conjunction, a comma is needed before the independent clause. If a sentence begins with an independent clause, no comma is needed. Circle the subordinating conjunctions in the following sentences. Place a comma before the independent clause.

1. **If** we go, then we will hit traffic.

2. Whenever the bell rings the dog barks.

3. In order that we don't get stuck in traffic we are leaving now.

4. Although Jen played hard she lost the match.

5. Because whales eat krill they are considered meat eaters.

6. Even though Mike and I were friends we bickered constantly.

Edit the following sentences by checking if the comma is correct. Explain how you know.

Complex Sentence	Is the Comma Used Correctly?	How Do You Know?
7. Alex feels confident, now that he can drive.	Yes / No	The sentence begins with an independent clause.
8. As much as I would like to go, I can't make it.	Yes / No	
9. Dogs will not jump, provided that you train them well.	Yes / No	
10. In order to fix the bike, Jack had to remove the tire.	Yes / No	
11. Unless you clean your room, you can't go out.	Yes / No	
12. Manny walked home, because he missed the bus.	Yes / No	

★ On the back, draw a simple chart. List the subjects from sentences 4-6 in the first column and the subject pronouns that replace them in the second column.

Name: _____

F. Combine each pair of simple sentences into a complex sentence. Use the suggested subordinating conjunction to join clauses. Then, rearrange the clauses in a way that still makes sense. Remember the comma rules and check for SNEEQS!

1. the weather is warmer / the plants will grow / now that

A. Now that the weather is warmer, the plants will grow.

B. The plants will grow now that the weather is warmer.

2. it is updated / the computer will freeze / unless

A. _____

B. _____

3. Robin drank the coffee / it tasted bitter / even though

A. _____

B. _____

4. he has a sprain / Carson will enter the race / even if

A. _____

B. _____

5. we will start the movie / we turn off the lights / once

A. _____

B. _____

6. she completes her chores / Lisa will earn her allowance / provided that

A. _____

B. _____

7. the campers left the campsite / the rains came / as soon as

A. _____

B. _____

★ On the back, rewrite sentences 5A and 5B in the past tense.

Name: _____

G. Use words and phrases from the word box to create new sentences. Start with this sentence:

My father dances.

likes singing talented in the morning smoothly in the kitchen

1. Add an adverb that describes *how* my father dances. Write the new sentence.

2. Add an adjective that describes *my father* to the sentence you created in #1. Write the new sentence.

3. Add a prepositional phrase that tells *where* my father dances to the sentence you created in #2.

4. Replace the complete predicate you created in #3. Write the new sentence.

5. Add a dependent clause that answers *when* my father sings to the sentence you created in #4. Write the new sentence.

★ On the back, revise sentence 4. Add a dependent clause to make it a complex sentence, replacing *my father* with a subject pronoun. Check for SNEEQS!

Name: _____

H. A run-on sentence has two or more independent clauses that do not have appropriate punctuation or a conjunction to join them together. Revise the following run-ons using a coordinating conjunction (remember BOYFANS: *but, or, yet, for, and, nor, so*) to create a compound sentence. Use a comma before the coordinating conjunction.

Sentences	Revisions
1. Beth likes music Tom likes sports.	Beth likes music, but Tom likes sports.
2. Greg spun the radio knob he was tired of rock.	
3. It was hot outside Jack put on his sweater anyway.	
4. We could go to the movies we could take a swim.	
5. Sharks find seals they consume their prey.	
6. A scared skunk will stamp its feet you should leave quickly.	
7. She never shed a tear did she tell anyone her secret.	

You can also use just punctuation to repair run-ons. If the run-on has two independent clauses, add a period or semicolon between them. Repair these run-ons using punctuation. Check for SNEEQS!

Sentences	Revisions
8. Pete strained to carry the logs his arms felt like jelly.	
9. The lawyer had the evidence he knew he had won.	
10. We need to go there is no time to waste.	
11. My aunt can sing she loves musicals.	

★ On the back, list the subject pronouns and their antecedents in sentences 2, 6, and 11.

Name: _____

- I. Write sentences using the following phrases and clauses. Determine a way to ensure they are not run-ons. Add conjunctions or appropriate punctuation when needed. Remember, commas are used when a subordinating conjunction and dependent clause precede an independent clause.**

1. Eve went home / as soon as / she went to bed

As soon as Eve went home, she went to bed.

2. Mrs. Stockdale is friendly / she is talented / she teaches yoga

3. my brother was taller than I was / we were younger / when

4. we will not go shopping / until / at the mall / Sam arrives

5. at his desk / while / Jose and Lin finished working / Mr. Allen graded exams

6. he wanted to go inside / the sun was scorching hot

7. my sister has a black belt / I have a green belt / in karate

★ On the back, rearrange sentences 3, 4, and 5 so that they still make sense.

Jason quickly looked through the curtain he waited excitedly for the show to start. He stated his lines silently over and over again the emcee introduced the cast. When the clapping stopped from the fans he felt a jolt of nerves propel through his body. He watched the lights dim he knew he would nail his part even though he had never done a musical before. This was his moment he walked confidently toward the stage.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Name: _____

A. A pronoun replaces a noun in a sentence. A possessive pronoun shows ownership.

Absolute Possessive Pronouns					
mine	yours	his	hers	ours	theirs

Underline the correct possessive pronoun that completes the sentence. Draw an arrow to the noun or pronoun that has ownership.

1. Marla could not find any keys. I gave her (mine / hers).
2. The family of ten shared a tiny cottage. At least it was (mine / theirs).
3. We built a solar-powered model car. We were proud of what was (yours / ours).
4. The Smiths have a beautiful garden. I want one like (ours / theirs).
5. As soon as you get upstairs, please pick up the clothes that are (yours / mine).
6. The twins shared a room although Jenny always thought of it as (hers / his).

Possessive pronouns function as adjectives. They describe ownership and answer which one or whose. They come before a noun or another adjective. Underline the correct pronoun acting as an adjective, and draw an arrow to the noun it is describing.

Possessive Pronouns as Adjectives					
my	your	his	its	her	their

Underline the correct possessive pronoun that completes the sentence. Draw an arrow to the noun or pronoun that has ownership.

7. The photographer snapped pictures on (its / her) camera.
8. The hotel in which we stayed was dirty, and (our / her) vacation was a disaster.
9. I gave you the cherry lollipop because I know it is (their / your) favorite flavor.
10. Grandpa arrived home late and missed (his / its) show.
11. The seventh grade students prepared for (your / their) concert.
12. The skunk crept under the deck. A stench was coming from (its / our) tail.

★ On the back, change the order of the clauses in sentences 5 and 6 using correct punctuation.

Name: _____

B. Replace the underlined words with either absolute possessive pronouns or possessive pronouns as adjectives. Write a complete sentence that answers the question.

1. John's and Jeff's skateboards had rusted out in the rain. Whose boards were rusty?

Their boards were rusty.

2. The man in front of the line took the seat that was assigned to me. Whose seat was it?

3. Carla's folder was ripped and tattered. Whose folder was ripped?

4. All of us on the team won a silver medal. Whose medal was it?

5. Mr. Nelson's final speech was short but effective. Whose speech was short?

6. Whenever you smile, you bring joy to the room. Whose smile is it?

7. The neighbors had an unused car sitting in the yard. Whose car was it?

8. The teacher loved the essay you wrote on the history of the flag. Whose essay was it?

9. We saw the bird's glossy, black feathers. Whose feathers were glossy?

★ On the back, list 6 adjectives from the sentences above, along with the nouns they describe.

Name: _____

C. The words that, which, who, whose, and whom are relative pronouns. They refer to a noun in a sentence. Circle the relative pronouns and underline the nouns they refer to (their antecedents).

Hint: The noun comes before the pronoun.

1. We don't know the artist who painted this portrait.
2. They are hosting a party for the company, which is celebrating 50 years of innovation.
3. They are the doctors whom we interviewed to learn about working in a hospital.
4. Jeff went to the college that my dad attended.
5. Maria loves movies that showcase heroines from history.
6. Our chefs use different spices, which are listed, to add a worldly feel to the menu.
7. The cattle that grazed on grass had fewer diseases.
8. The students who used technology for learning had improved scores.
9. May I speak to the person whom I talked to last night?
10. She observed the rundown house whose shingles were splintered and gray.

Write sentences containing relative pronouns using the sentence starters below.

11. The owner whose

12. The dog that

13. The owner of the dog that

14. The behavior of the dog, which

★ On the back, write 4 sentences containing relative pronouns.

Name: _____

- D. A relative clause is a kind of dependent clause that begins with a relative pronoun and describes a noun. A relative clause answers the question which one? Combine the following sentence pairs into one complex sentence by using a relative pronoun: that, which, who, whose, or whom.**

Sentence Pairs

1. I like the teacher. The teacher was nice to me.

I like the teacher who was nice to me.

2. The boy has a green hat. The boy is my brother.

3. I am afraid of the dog. The dog bit me.

4. The students studied hard. The students got good grades.

5. Lulu is planting spring bulbs. She thinks they are lovely.

6. A baby smiles. A baby is happy.

★ On the back, rewrite sentences 5 and 6. Choose new subjects and change the predicates to past tense.

Name: _____

E. When the information in the relative clause is essential to the meaning of the sentence, no comma is needed with the relative clause. This is called a restrictive clause. When the relative clause has information that is not essential for the meaning, it is called nonrestrictive. It needs a comma before and/or after the clause. Complete the following table.

Sentence	Relative Pronoun	Restrictive? (essential)	Nonrestrictive? (not essential)
He cannot attend the party that I planned.	that	✓	
Marie Curie, whose husband was Pierre, was first to understand radioactivity.			
Kim and Jorge are the volunteers who organize the fundraiser each year.			
The book whose cover is torn needs to be repaired.			
Dad's antique car, which he repaired, rides like a dream.			
My only uncle, who lives in Texas, runs a large cattle ranch.			
The director to whom you are speaking is new to the company.			

Add commas around the nonrestrictive clauses to indicate the information is not essential.

1. My science teacher, who used to work at NASA, loves astronomy.
2. The phone company whose stocks are down is going out of business.
3. My uncle who is in the military can bench-press 250 pounds.
4. Early snowfall which was unexpected this year ruined the late harvest.
5. Abraham Lincoln who was born in Kentucky started his career as a lawyer.
6. *To Kill a Mockingbird* which my teacher recommended is an excellent book.

★ **On the back, write 2 new sentences like number 1 about your own teachers. Hint: Change the words science, NASA, and astronomy to fit your teachers.**

Name: _____

F. Combine each of the following groups of phrases into a complex sentence with a relative clause. Use commas when needed and remember your SNEEQS.

1. last week / who / do you know / the new boy / started 8th grade

Do you know the new boy who started 8th grade last week?

2. is sitting next to me / the student / is from China / who

3. the bus / is always late / that / goes to the airport

4. whom / the doctor / was on vacation / I was hoping to see

5. make honey / bees / are the primary insects / that

6. live upstairs / my neighbors / were furious / about my new drum set / who

7. I always kept shut / I peered / through the blinds / which

8. whose / was Karim's favorite place / chairs were the most comfortable / the living room

9. up in the sky / makes a balloon float / helium / which / is lighter than air

10. sits in the front of the room / the student / asks a lot of questions / who

★ On the back, list as many prepositional phrases as you can find in the sentences above.

Name: _____

G. Interrogative pronouns also take the place of nouns. The interrogative pronouns begin with wh: who, whom, whose, which, what, whomever, and whatever. Find all 7 interrogative pronouns in the word search.

C	V	N	R	W	T	G	R	D	M
Q	D	K	H	B	W	E	O	R	W
S	R	A	U	Q	V	I	P	E	H
S	T	C	K	E	Y	I	R	V	O
Q	T	W	T	K	Y	R	Q	E	M
M	D	A	H	I	B	X	T	M	R
O	H	K	T	I	O	P	J	O	P
W	H	O	S	E	C	C	G	H	X
V	A	O	U	A	L	H	R	W	T
N	R	T	O	H	W	H	Q	Y	N

Often interrogatives ask a question or refer to someone or something that is unspecific. Fill in the blank with the correct interrogative pronoun.

- _____ threw the baseball? (what, who, whatever)
- Take _____ dessert you like best. (whom, whichever, who)
- _____ would you like for breakfast? (whom, whichever, what)
- _____ of these books have you read? (what, which, who)
- _____ coat is on the floor? (whose, who, whichever)
- _____ would you like to invite? (whatever, whom, what)
- Please do _____ you think is best. (who, which, whatever)

★ **Pretend you are a detective solving a crime. On the back, write 5 questions you might ask using interrogative pronouns.**

Name: _____

H. An indefinite pronoun replaces a noun and can act as the subject of a sentence. (Some examples of indefinite pronouns are all, everyone, several, and some.) Underline the indefinite pronouns in the following sentences.

1. Does anyone have a ticket?
2. While one juggled, the other cartwheeled.
3. Nobody came to Dan's performance.
4. The magician's tricks were known by few.
5. Many wish they knew his secrets.
6. Trapeze work is too difficult for most.
7. Somebody cheered for the dog and pony.
8. Is there anything we can buy at the gift shop?
9. Each wore extra-large shoes.
10. All felt the circus tent was in need of repair.

Choose the indefinite pronoun that best completes the sentence.

11. I wasn't comfortable at the meeting because there was _____ I knew.
(someone, anything, no one)
12. Given his rudeness, _____ was surprised when he confessed he had posted negative comments.
(many, no one, several)
13. Mita covered her feelings so well that _____ could tell her true thoughts.
(something, few, everyone)
14. We couldn't find the keys _____.
(nowhere, anywhere, everywhere)
15. _____ wears a new uniform for the game.
(Each, Both, Several)

★ On the back, rewrite sentence 12 in a different order that still makes sense. Remember comma rules for complex sentences.

Name: _____

Indefinite Pronoun	
Singular	another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, other, somebody, someone, something
Plural	both, few, many, others, several
Singular or Plural	all, any, more, most, none, some

I. When using a singular indefinite pronoun, the verb should be singular. When using a plural indefinite pronoun, the verb should be plural. Choose the singular or plural verb in the following sentences.

1. No one (know, knows) how badly Eric wants that gold medal.
2. Both (know, knows) how hard he works to achieve his goals.
3. Everything (seem, seems) brighter when you're around.
4. Many (seem, seems) to enjoy your company.
5. Everyone (love, loves) smiling babies.
6. Few (love, loves) changing diapers.
7. One (sing, sings) from the heart.
8. Several (sing, sings) off key.

Write complete sentences using indefinite pronouns with the suggested verbs. Watch your subject-verb agreement and use your SNEEQS.

Indefinite Pronoun	Verb	Sentence
nobody	to think	Nobody thinks Congress will pass the bill.
each	to admit	
one	to pass	
both	to dance	
everything	to change	
many	to graduate	

★ On the back, combine sentences 5 and 6 into one compound sentence using a coordinating conjunction.

Name: _____

J. Use words and phrases to create new sentences. Start with this sentence:

My sister sings.

1. Add an adverb that describes *how* my sister sings. Write the new sentence.

2. Add an adjective that describes *my sister* to the sentence you created in #1. Write the new sentence.

3. Add a prepositional phrase that tells *where* my sister sings to the sentence you created in #2. Write the new sentence.

4. Add a dependent clause that answers *when* my sister sings to the sentence you created in #3. Write the new sentence.

5. Replace the subject of the sentence you created in #4 with a subject pronoun. Write the new sentence.

6. Replace the complete predicate with a different verb. Write the new sentence.

★ On the back, use interrogative pronouns (wh words) to ask questions that are answered by the new sentences you wrote. Use correct punctuation.