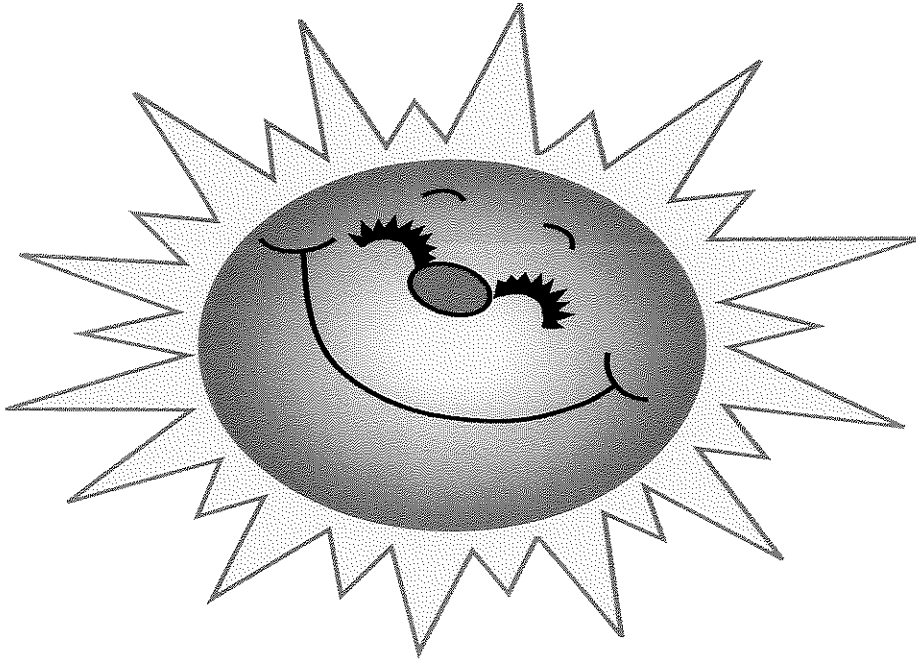


Summer Review Packet

for St. Paul's Episcopal School

In Preparation for 7th Grade



The following packet is created to serve as a review of your fifth grade year. It contains grammar practice and punctuation practice as well as information about summer reading requirements. All of these assignments: 1.) 2 completed book reviews- one for *Call of the Wild* and one for your chosen book. 2.) A completed summer skills packet will be submitted to Mrs. Olivier on the first day of school, which is _____. You will also take a reading check test on *Call of the Wild* when you return to school. This information, along with a recommended reading list, can also be found on the St. Paul's website.

Name : _____



COMMON PREPOSITIONS

- About
- Above
- Abroad
- According to
- Across
- After
- Against
- Ago
- Ahead of
- Along
- Amidst
- Among
- Amongst
- Apart
- Around
- As
- As far as
- As well as
- Aside
- At
- Away
- Because of
- Before
- Behind
- Below
- Beneath
- Beside
- Besides
- Between
- Beyond
- By
- By means of
- By way of
- Close to
- Despite
- Down
- Due to
- During
- Except
- For
- From
- Hence
- In
- In accordance with
- In addition to
- In case of
- In front of
- In lieu of
- In place of
- In regard to
- In spite of
- In to
- Inside
- Instead of
- Into
- Like
- Near
- Next
- Next to
- Notwithstanding
- Of
- Off
- On
- On account of
- On behalf of
- On to
- On top of
- Onto
- Opposite
- Out
- Out from
- Out of
- Outside
- Over
- Owing to
- Till
- To
- Past
- Per
- Up
- Upon
- Via
- Prior to
- Round
- Since
- Than
- Through
- Throughout
- Toward
- Towards
- Under
- Underneath
- Unlike
- Until
- Unto
- With
- With a view to
- Within
- Without
- Worth



COMPLEMENTS

OBJECT COMPLEMENTS: DIRECT OBJECTS AND INDIRECT OBJECTS

1. **A direct object follows an action verb and answers the question “Whom?” or “What?”** It is always a noun or a pronoun. Not all action verbs require direct objects.

Joe likes **apples** and **corn**. The direct objects “apples” and “corn” answer “Joe likes what?”

2. **An indirect object comes between the action verb and the direct object and answers the question “To whom?” or “For whom?”** It is always a noun or pronoun and never appears by itself without a direct object. (Note: The words “to” and “for” are only implied in the sentence; if they actually appear in the sentence, then you have a prepositional phrase, not an indirect object.) For example:

Joe gave **me** an apple. The indirect object “me” answers “Joe gave an apple to whom?” “Me” comes between the action verb “gave” and the direct object “apple.” (There is no indirect object in these sentences: “Joe gave to me an apple,” or “Joe gave an apple to me.”)

SUBJECT COMPLEMENTS: PREDICATE NOMINATIVES AND PREDICATE ADJECTIVES

3. **A subject complement follows a linking verb (am, is, are, was, were, be, being, been, become, feel, look, grow, taste, remain, appear, seem, smell, sound, stay, etc.) and renames or describes the subject of the sentence.** Subject complements may be nouns, pronouns, or adjectives.

Joe is a **vegetarian**. The subject complement “vegetarian” follows the linking verb “is” and renames the subject “Joe.”

The boy’s new kite was **blue**. The subject complement “blue” follows the linking verb “was” and describes the subject “kite.”

STEPS FOR FINDING AND LABELING COMPLEMENTS:

1. Find any prepositional phrases and put them in parenthesis (see attached list of prepositions).
2. Label the subject of the sentence with an S.
3. Find the verb and label it as AV for action verb (any verb that is not a linking verb) and LV for linking verb (see list above)
4. If the verb is an action verb, look for a direct object and label it DO. (S + AV + DO)
5. If you have a DO, look for an indirect object and label it IO. (S + AV + IO + DO)
6. If the verb is a linking verb, look for a predicate nominative and label it PN or a predicate adjective and label it PA.

For the complements exercises, please label the sentences as we did during the school year. DO NOT FOLLOW THE DIRECTIONS ON THE PAGE!!!!!!!!!!!!!!

Direct Objects

- 2j.** A *direct object* is a noun, pronoun, or word group that tells who or what receives the action of a verb or shows the result of the action.

A direct object answers the question "What?" or "Whom?" after a transitive verb.

EXAMPLES Did you attend the football **game**? [You did attend what? Game.]

Did you meet **Jason** and **Molly** there? [You did meet whom? Jason and Molly.]

EXERCISE Underline the direct objects in the following sentences.

Example 1. Many reporters interviewed the winning quarterback.

1. In 1967, Los Angeles hosted the first Super Bowl game.
2. More than sixty thousand fans attended the game at Memorial Coliseum.
3. Kansas City played Green Bay in the first Super Bowl game.
4. Green Bay defeated Kansas City by twenty-five points.
5. Before the Super Bowl became an annual event, the two best teams from the National Football League played a championship game.
6. In 1960, the American Football League formed and held its first annual championship.
7. Eventually, the AFL and NFL championship teams played each other at the end of the season.
8. A 1970 merger created the National Football Conference and the American Football Conference.
9. Has the NFC or the AFC won more Super Bowl titles?
10. Millions of fans watch it on television.
11. Many spectators find the halftime shows entertaining.
12. Do you know any amazing records set during Super Bowl games?
13. In 1994, Steve Christie kicked a 54-yard field goal.
14. How many records did Jerry Rice set?
15. In the early 1990s, the Buffalo Bills made appearances in four consecutive Super Bowls.
16. How many teams have won consecutive Super Bowl games?
17. Winners of more than one Super Bowl include San Francisco, Dallas, and Pittsburgh.
18. Which team won the Super Bowl last year?
19. Did you have tickets for the game?
20. What a terrific game those two teams played!

Indirect Objects

2k.

An *indirect object* is a noun, pronoun, or word group that often appears in sentences containing direct objects. An indirect object tells *to whom* or *to what* (or *for whom* or *for what*) the action of a transitive verb is done.

EXAMPLE I showed **Mom** and **Dad** my report. [Showed to whom? Mom and Dad.]

EXERCISE A Underline the indirect objects in the following sentences.

Example 1. Mr. Greico gave us a quiz in math today.

- I lent Yolanda my baseball glove.
- Maxine baked us a vegetable pizza.
- The Nineteenth Amendment gives women the right to vote.
- Nathan bought his grandfather leather gloves for Christmas.
- At the concession stand, Tim bought himself a bag of popcorn and a bottle of water.
- The store manager offered each of the applicants a part-time job.
- Every Monday morning, our parents hand us our allowances for the week.
- Ms. Wong told the children the story about Damocles and the sword.
- I am weaving my aunt and uncle a tapestry with pictures of hummingbirds and magnolias.
- My neighbor pays me twenty-five dollars for mowing his lawn.

EXERCISE B Rewrite the following sentences, making each underlined phrase an indirect object.

Example 1. Please give this message to Terrence or Scott. *Please give Terrence or Scott this message.*

- Heather knitted a pair of socks for her baby brother.
- The camping trip provided plenty of exciting moments for the hikers.
- Did you send invitations to Rebecca and him?
- The judges awarded gold medals to both Kristi and Carl.
- Tomás showed his large collection of baseball cards to Armand and me.

Direct and Indirect Objects

2j. A *direct object* is a noun, pronoun, or word group that tells who or what receives the action of a verb or shows the result of the action.

EXAMPLE Gayle visited an **island** in Florida. [Gayle visited what? Island.]

2k. An *indirect object* is a noun, pronoun, or word group that often appears in sentences containing direct objects. An indirect object tells *to whom* or *to what* (or *for whom* or *for what*) the action of a transitive verb is done.

EXAMPLE Give **Tish** and **me** your tickets. [Give to whom? Tish and me.]

EXERCISE A Decide whether the underlined words in the following sentences are direct objects or indirect objects. Above each underlined word, write *DO* for *direct object* or *IO* for *indirect object*.

Example 1. Who gave the ^{IO} teachers and ^{IO} students the maps showing the farm's location?

1. The juniors planned a trip to Belle Grove, a nineteenth-century farm.
2. Farm children performed many chores before school each day.
3. They gave the chickens feed and milked the cows.
4. All family members had specific duties in the barn and fields.
5. Farmhands scattered straw over the barn floor.
6. A blacksmith pounded the steel with his hammer.
7. He told us his experiences as the village blacksmith.
8. The students asked him many questions.
9. Farm women made lace and embroidered during the winter.
10. One woman showed me her handmade shawl.

EXERCISE B In the following sentences, underline direct objects once and indirect objects twice. Not all sentences contain both a direct object and an indirect object.

Example 1. The librarian showed my friend and me the biography section.

11. The Pulitzer Prize Board awarded Alex Haley a special citation for *Roots* in 1977.
12. In *Roots*, Haley presents a heroic saga about African Americans.
13. The book provides Americans some insight into the horrors of slavery.
14. Haley's book inspired a popular television miniseries.
15. Various organizations gave the miniseries prestigious awards.

The Subject Complement: Predicate Nominatives

2i. A *subject complement* is a word or word group that is in the predicate and that describes or identifies the subject.

A *predicate nominative* is a word or word group that is in the predicate and that identifies the subject or refers to it.

EXAMPLES Greta has been my **pen pal** for two years. [*Pen pal* identifies the subject *Greta*.]

The soccer team's co-captains are **Jamaal and he**. [*Jamaal and he* are a compound predicate nominative identifying the subject *co-captains*.]

EXERCISE Underline the predicate nominatives in the following sentences.

Example 1. Is that your new bicycle?

1. Your lab partner will be either Michael or she.
2. Buenos Aires is the capital of Argentina.
3. The people who volunteered to help us were Moira and he.
4. Is Julie a sophomore or a junior?
5. Everyone in that ballet is an excellent dancer.
6. Two members of the wrestling team are Leslie and Jesse.
7. Beth is the tennis player whom I am coaching.
8. You have been a loyal friend to me!
9. Rodrigo, in my opinion, would be the best person to call for this job.
10. Barbara is the only soprano auditioning for the role.
11. Was she the one who called?
12. Is Leon your first name or your middle name?
13. The only applicants for the job were Josh, Enrique, and I.
14. Agoraphobia is the fear of being in large open places.
15. Is the current president of the United States a Democrat or a Republican?
16. Are you and Willis close friends?
17. We have always been avid fans of ice hockey.
18. Spanish is one of the Romance languages.
19. Is French a Romance language, too?
20. A fine mess this is!

The Subject Complement: Predicate Adjectives

2i. A *subject complement* is a word or word group that is in the predicate and that describes or identifies the subject.

A *predicate adjective* is an adjective that is in the predicate and that modifies the subject.

EXAMPLES This loaf of bread smells **fresh** to me. [fresh loaf]

Your essay is **clear** and **concise**. [clear and concise essay]

EXERCISE Underline the predicate adjectives in the following sentences.

Example 1. Is that volcano extinct?

1. This song was popular during the summer of 1999.
2. In my opinion, your plan is more reasonable than any of the others.
3. All of the contestants appear calm and confident.
4. Does that salsa taste too spicy?
5. Are these horses free to roam the ranch?
6. The poetry of Shel Silverstein is delightful.
7. My stepsister is two years older than I am.
8. Why are you reluctant to express your opinion?
9. Usually, the children remain quiet and still during storytelling time.
10. Not all of the protagonist's actions, however, are heroic.
11. All summer the weather here has been hot and dry.
12. Why does the cellar always smell dank and musty?
13. Keep this information, for it may be helpful to you later.
14. The strawberries should be ripe in a few days.
15. Are any of these library books overdue?
16. This whole-grain cereal is not only delicious but also good for you.
17. The audience grew restless waiting for the concert to begin.
18. Both of the students seemed genuinely sorry for what they had said.
19. The actor portraying the dragon in the play did not feel comfortable in the elaborate costume.
20. Long, narrow, and winding was the unpaved road leading to the castle.

Predicate Nominatives and Predicate Adjectives

2i. A *subject complement* is a word or word group that is in the predicate and that describes or identifies the subject.

EXAMPLES Lasagna is my favorite **food**. [predicate nominative identifying *Lasagna*]
 That sauce tastes **rich** and **tangy**. [compound predicate adjective describing *sauce*]
 How **delicious** this lasagna is! [predicate adjective describing *lasagna*]

EXERCISE A Underline each subject complement in the following sentences. Then, above each write *PN* for *predicate nominative* or *PA* for *predicate adjective*.

Example 1. The best cooks are ^{PN} she and ^{PN} Paulo.

- This is a fine restaurant.
- The Marliave Ristorante has always been my favorite one.
- The prices at the Marliave seem reasonable and affordable.
- The chefs are Esther DeFalco and her brother.
- Their recipes are traditional.
- The ingredients smell and taste fresh.
- The pasta in their lasagna is homemade and light.
- "Be careful when rolling out the pasta dough," Esther says.
- "The lasagna pasta must be paper-thin," Vinicio points out.
- For the DeFalcos, the making of pasta remains an art.

EXERCISE B On the lines provided, make the following word groups into complete sentences by adding the kinds of subject complements identified in parentheses.

Example 1. (*predicate adjective*) Sailing away from home to a strange land seems frightening.

- (*predicate adjective*) For some immigrants, the voyage to the United States was _____.
- (*predicate nominative*) Was the decision to immigrate _____?
- (*compound predicate adjective*) The immigrants must have been _____.
- (*predicate nominative*) The task of adapting to a new way of life is _____.
- (*compound predicate nominative*) Two of the families who immigrated with the DeFalcos were _____.

Review C: Complements

EXERCISE A In each of the following sentences, decide what kind of complement the underlined word is. Above each underlined word, write *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. The Internet can provide ^{*IO*} researchers valuable information.

- Computers are useful machines for problem solving and for information processing.
- However, some people fear computers.
- To these people, computers seem too complicated.
- Generally speaking, people appreciate the capabilities of computers.
- Computers can give people the ability to work more efficiently.
- The Internet provided me much information for my report on archaeology.
- Archaeologists uncover the remains of ancient civilizations.
- Studying artifacts can give archaeologists information about past cultures.
- This information is useful to historians and sociologists.
- In fact, many people study these data.

EXERCISE B Each of the following sentences contains at least one complement. Underline each complement, and then identify it by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. The reporter had asked ^{*IO*} us an interesting ^{*DO*} question about current fads.

- Are most people conformists?
- Many students merely follow the crowd.
- Awareness of fads or fashions is important to most of us.
- We follow school fads in dress, slang, and behavior.
- Such fads are a normal part of teenage life.
- Knowledge of current fads gives many people a sense of belonging.
- What are some of the current fads?
- Describe a current fad, Jesse.
- Does popular slang still include such words as *cool*, *dude*, and *awesome*?
- Fads of today may seem silly to us a few years from now.

Complements

2h. A *complement* is a word or word group that completes the meaning of a verb.

A complement may be a noun, a pronoun, or an adjective, and may also be compound.

EXAMPLES The first European to visit the Society Islands was **Samuel Wallis**. [noun]

I read **that** in the encyclopedia. [pronoun]

The article about the islands was **informative** and **thorough**. [adjectives]

EXERCISE In each of the following sentences, write *S* above the *subject*, *V* above the *verb*, and *C* above the *complement*. Some sentences may have more than one complement.

Example 1. ^S The Society Islands ^V are ^C part of French Polynesia.

1. Tahiti is one of the principal islands of the Society Islands.
2. The capital city is Papeete, on the island of Tahiti.
3. Papeete appears gracious and colorful.
4. Some aspects of Polynesian culture may seem unusual to tourists.
5. Polynesians settled the islands hundreds of years ago.
6. The islands must have seemed a paradise to those original settlers.
7. The island's exotic fruits may have tasted strange but delicious to them.
8. The French government claimed the fourteen islands.
9. Various writers and artists have illustrated the beauty of Tahiti.
10. Tahiti has spectacular waterfalls and streams.
11. Our first island adventure was a visit to a coral reef.
12. The island air smelled fresh and clean.
13. Islanders were selling fresh papayas.
14. During a hike in the mountains, I observed many kinds of wildlife.
15. The tropical vegetation was remarkable.
16. I saw bananas, coconuts, and papayas there.
17. Most of the islands' inhabitants are Polynesian.
18. Tahiti is certainly an extraordinary part of the world.
19. Our vacation in the Society Islands was too short.
20. This trip remains my all-time favorite vacation.

Review B: Using Capital Letters

EXERCISE A Rewrite each of these word groups, using capital letters as needed. If the word group is already capitalized correctly, write C.

Example 1. an asian american comedian an Asian American comedian

1. water from the salton sea _____
2. general ulysses s. grant _____
3. a hispanic doctor, alex rodriguez _____
4. a quarterback for the chicago bears football team _____
5. 897 cricket avenue, fort worth, texas _____
6. a picnic at the beach on long island _____
7. the book *the collected poems of w. b. yeats* _____
8. a winter vacation in a warm climate _____
9. a legend about a monster in lake superior _____
10. my grandmother, minnie robinson _____

EXERCISE B Each sentence contains one error in capitalization. Circle the word that is incorrectly capitalized or lowercased.

Example 1. Eva helped distribute programs in the Theater's lobby.

11. My cousin Sheila asked, "what time does the play begin?"
12. I glanced at my timex watch and told her the time.
13. She and i were planning to go to the Lillian Beaumont Theater.
14. I had seen the play *King Lear* there last november.
15. This time, Sheila had Tickets to see the musical play *Evita*.
16. It's the story of Eva Peron, a legendary figure in the history of argentina.
17. I had become interested in Eva Peron after studying her in History class.
18. Sheila and I had both read a biography of Peron, *Evita: An Intimate Portrait Of Eva Peron*.
19. After seeing *Evita*, I realized that she had led a fascinating Life.
20. I decided to ask mr. Mitchell if we could practice singing songs from the show in music class.

Commas D

14i. Use commas to set off an expression that interrupts a sentence.

Use commas to set off words that are used in direct address and to set off parenthetical expressions.

EXAMPLES Yes, **Tina**, I have extra notebook paper.

The best player, **in my opinion**, is Roberto.

EXERCISE A The following sentences contain words used in direct address or as parenthetical expressions. Insert commas before, after, or both before and after the words as needed.

Example 1. The omelet, to tell the truth, tasted scorched.

1. The time of our club meeting by the way has been changed.
2. Juan the glove on the other hand of the mannequin does not match this one.
3. The landscape architect said, "These pansies for example would look wonderful there."
4. I didn't know Lorena that you could sing so beautifully!
5. I suppose that you Rudolfo will fill in for Perrin while she is on vacation.
6. On the other hand that old barn looks quite picturesque.
7. Marina may I borrow a pencil?
8. You must of course be home by curfew.
9. In fact these are the cathedral's original stained-glass windows.
10. I'm not sure Kelly whether I want to go to the game.

EXERCISE B Insert commas as needed in the following paragraph.

Example Tell me, Edna, about your involvement in Habitat for Humanity.

Habitat for Humanity first caught my attention I suppose with its Web site. Victor do you know how to search for information on the Internet? To tell the truth searching on the Internet is quite simple. I will however e-mail you the URL you need. On this Web site Victor you will find lots of information. Habitat for Humanity for example welcomes volunteers to help build houses. You see the main purpose of the organization is to supply affordable housing to people who need it. The future homeowners of course help to build their houses. I thought that you Victor would be especially interested in this organization. Your goal of becoming an architect I think would be compatible with working for Habitat for Humanity.

Commas E

14j. Use a comma after certain introductory elements.

INTRODUCTORY WORD **Yes,** I'm the one who called.

INTRODUCTORY PHRASES **Feeling confident and prepared,** Sara decided to enter the contest.
In the backyard by the alley, I found this old horseshoe.

INTRODUCTORY CLAUSE **After Tyrone wrote the essay,** he checked it for errors.

EXERCISE A Insert commas as needed in the following sentences.

Example 1. Why, I see you cut your hair!

1. Under the picnic table beside the tent Frisky slept peacefully.
2. Hiding behind the bush during a game of hide-and-seek she scared me.
3. Well look who's here!
4. Beyond that mountain with a snowy peak there's a small cabin.
5. No it burned down last summer.
6. Although the air was muggy we turned off the air conditioner.
7. Oh look at all those birds!
8. Since their leaves stay green all year those trees are called evergreens.
9. After we ate we explored the woods surrounding the campground.
10. Why I wish all views were as beautiful as this!

EXERCISE B Insert commas as needed in the following paragraph.

Example Browsing Web sites on the Internet, I found some interesting information.

In the final month of the twentieth century *Time* magazine named Albert Einstein the Person of the Century. After I read the article by Frederic Golden I agreed with the choice. Yes Einstein won the distinction, but Franklin Roosevelt and Mohandas Gandhi were close runners-up. Although Einstein was a brilliant scientist everyday people recognize his name and photo. As a matter of fact you may even own a poster of Einstein. With his amazing intellect and his flyaway hair Einstein is a beloved figure in American culture. Indeed his ideas influenced more than just science. As Frederic Golden pointed out Einstein's ideas have influenced the arts as well. In fact artists and poets have studied Einstein, and filmmakers have portrayed his life and ideas. Although he died in 1955 Einstein seems very much alive today.

11

Commas F

- 14f.** Use commas to separate items in a series.
- 14g.** Use a comma to separate two or more adjectives that come before a noun.
- 14h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 14i.** Use commas to set off an expression that interrupts a sentence.
- 14j.** Use a comma after certain introductory elements.

EXAMPLES I sketched **castles, dragons, and horses.**

Heavy, gray clouds filled the sky, **and** rain began to fall.

Splashing in the pool, the children were, **of course,** enjoying themselves.

EXERCISE A Insert commas as needed in the following sentences.

Example 1. Since my boots are muddy, may I borrow yours?

1. This mild creamy cheese will taste good on toast.
2. No one claimed the lost dog that I found so I decided to keep her.
3. My school has a tennis court a baseball diamond and a jogging track.
4. Where are we eating lunch Maxine?
5. "He can shake hands he can roll over and he can play dead," Scruffy's trainer told us.
6. Before I can watch television I have to finish my homework.
7. A landscape painting in my opinion would look better in this room than a portrait.
8. I bought the latest issue and I eagerly read every article.
9. Your clothing designs Cheryl are very promising.
10. Running across the lawn a squirrel attracted Alex's attention.

EXERCISE B Insert commas as needed in the following paragraph.

Example I missed the game on television, but Stephanie told me about it.

Smiling from ear to ear Stephanie had spectacular wonderful news. Yes the Bears won their fifth game! In the second half of the game they were awesome. When she told us we yelled jumped for joy and hugged each other. I pasted team pictures in my bedroom inside my locker on the refrigerator and on my notebook cover.

Commas J

Review the rules on pages 336–349 of your textbook for information on using commas with items in a series, independent clauses, introductory elements, nonessential clauses and phrases, words used in direct address, parenthetical expressions, dates, addresses, and letters.

EXERCISE Insert commas as needed in the following sentences. If a sentence is already correct, write C on the line provided.

Example _____ 1. These roofing shingles, which are made of wood, should be replaced.

- _____ 1. They washed vegetables they baked chicken and they packed a picnic basket.
- _____ 2. When did you write this poem Muriel?
- _____ 3. The farmer's market will open for this summer on May 31 2009.
- _____ 4. Students who have finished their assignments may leave early.
- _____ 5. Under the bushes by the back fence a small cottontail rabbit sat perfectly still.
- _____ 6. Whenever you host one of your karaoke parties I laugh for days afterward.
- _____ 7. Laura sings and Ricardo dances.
- _____ 8. Santiago wrote, "Dear Grandmother I'm writing to wish you a happy birthday."
- _____ 9. The vice president of our class Jane Ellen has an announcement to make.
- _____ 10. Ba Thi is not interested in soccer nor is he interested in hockey.
- _____ 11. This brown fuzzy fruit is a kiwi.
- _____ 12. There are campaign posters in the hallways in the cafeteria and on the locker doors.
- _____ 13. This is the correct answer right?
- _____ 14. Planted in early spring the seeds soon sprouted.
- _____ 15. Shel Silverstein's book *The Giving Tree* is my favorite of his works.
- _____ 16. Across a field and down a hill the horse galloped at full speed.
- _____ 17. The letter was signed mysteriously, "Yours forever Your Secret Admirer."
- _____ 18. For information write to the manufacturer at 2407 Smyth Ave. Bismarck, ND.
- _____ 19. These floors by the way are made of Italian marble.
- _____ 20. Sure go ahead and have the last muffin.

Sentence Fragments and Run-on Sentences A

EXERCISE On the line provided, identify the following word groups by writing *SF* for *sentence fragment*, *RO* for *run-on sentence*, or *S* for *sentence*.

- Examples** *SF* 1. Buying school supplies at the office supply store.
- RO* 2. I chose self-stick flags and notes in different colors, I use these when I study.
- S* 3. Have you ever marked pages in your books with reusable sticker flags?
- _____ 1. Available in different colors, such as red, yellow, green, blue, and purple.
- _____ 2. At my school, we cannot write or highlight in our textbooks.
- _____ 3. I use small sticker flags to mark important passages I write notes on larger self-stick slips of paper.
- _____ 4. A color-coded system for marking different types of information.
- _____ 5. Occasionally a teacher will say, "This will be on the test."
- _____ 6. Marking the page with a red sticker immediately.
- _____ 7. Red stickers are for high-priority passages, and yellow stickers are for low-priority passages.
- _____ 8. Green is the color of growth I use green flags for difficult topics requiring extra study.
- _____ 9. As a reminder of my own possible intellectual growth in this topic.
- _____ 10. Blue, the color of smooth sailing.
- _____ 11. Important information is not always difficult to understand I mark this type of passage with a blue flag.
- _____ 12. Education, above all, should be challenging and inspiring.
- _____ 13. Always looking for interesting or fascinating topics and ideas.
- _____ 14. The purple flags for these creative topics.
- _____ 15. For example, after reading a brief reference to ostrich farms.
- _____ 16. I marked the reference with a purple flag that weekend I investigated ostrich farms.
- _____ 17. Free access to the Internet at the public library near my apartment.
- _____ 18. The Internet has become a useful tool for my research, I find information for tests and papers as well as information for my personal interest and enjoyment.
- _____ 19. The three-inch-square, yellow self-stick notes.
- _____ 20. On these, I write short notes about my teacher's comments.

Sentence Fragments and Run-on Sentences B

EXERCISE A On the lines provided, revise each sentence fragment by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence.

Example 1. A new sport available this year at school. *A new sport available this year at school is golf.*

1. Because I enjoy sports of any kind. _____

2. Never played golf before. _____

3. Coach Mabry, the other players in seventh grade, and I. _____

4. That walking long distances is a part of golf. _____

5. On the golf course on a beautiful, sunny day. _____

EXERCISE B On the lines provided, revise each of the following run-on sentences by (1) making two sentences or (2) using a comma and a coordinating conjunction to make a compound sentence.

Example 1. I have always been interested in interior decorating my friends and family trust my advice. *I have always been interested in interior decorating, and my friends and family trust my advice.*

6. I carefully study interior design magazines I then make sketches of my own ideas.

7. One of my specialties is window treatments this category includes drapes and blinds.

8. You can't forget about the details for example, candlesticks or pillows brighten a room.

9. If I had to give one piece of advice, it would be about color choose neutral furniture colors.

10. Then, accent the room with colorful pillows or rugs these items are less costly to update.

Sentence Fragments and Run-on Sentences C

EXERCISE On the line provided, identify each of the following word groups by writing *SF* for *sentence fragment*, *RO* for *run-on sentence*, or *S* for *sentence*. Then, revise any sentence fragments or run-on sentences to create complete sentences.

Example 1. The planet Earth has been around for a long time scientists estimate it is 4.6 billion years old. *RO. The planet Earth has been around for a long time; scientists estimate it is 4.6 billion years old.*

1. Formed at the same time as the sun, from materials left over from the sun's formation. _____

2. At first, Earth was extremely hot it then cooled. _____

3. Earth maintained a central core of iron and nickel it developed a middle layer of liquid metal and an outer crust. _____

4. Above the crust, an atmosphere, which constantly revolves. _____

5. Earth's oceans appeared quickly once the planet cooled they have existed ever since. _____

6. Single-celled algae, the first form of life, after about 3.5 billion years. _____

7. Some fossils 570 million years old. _____

8. Dinosaurs lived in the Mesozoic Era, 225 million to 65 million years ago, *mesozoic* means "middle life." _____

9. How long have human beings existed? _____

10. The present era is the Cenozoic, *cenozoic* means "recent life." _____

St. Paul's Episcopal School 6th and 7th Grade Required Summer Reading Assignments

This summer, you are required to read two books. One title has been selected for you and you will be given a short reading check test at the beginning of the school year; additionally, you will select a second title that is an age appropriate novel. You will write a book review for each novel, which is due the first day of school with your packet. Each review must be in MLA format: one page, typed, 12-point font, Times New Roman, double-spaced, and 1" margins (see example). The review **should be no longer** than one page.

Each book review is to give a brief summary of the book and your opinion of the book. Use the following guidelines to help you write your essay.

Summary (worth 2 pts each component)

The summary is a very brief outline of what happened in the story. Follow these steps when writing a summary for a book review:

- ❖ Your first sentence should include the name of the book, the genre of the book, and the author of the book.
- ❖ Introduce the main character(s) and the setting in one sentence.
- ❖ In four to six sentences, write a plot summary. What is the story about? When you write the summary, remember you are just trying to hit the highlights of the story.
- ❖ Your last sentence should include the theme of the story. What did the author want you to realize once you were finished reading?

Critique(worth 2 pts each component)

Once the summary of the book is written, explain what you thought about the book. You are allowed to express any opinion you have, but you need to offer support for your opinion by providing an example from the book. Below are some questions that may help you get started with your critique.

- ❖ Did you enjoy the story? Why or why not?
- ❖ Were the characters interesting and believable? Did you have a favorite character?
- ❖ How did the story make you feel?
- ❖ What was your favorite part or least favorite part of the story?
- ❖ Was the book easy to read or difficult to understand?

The conclusion (**worth 2 pts**) should have one or two sentences that express your overall opinion of the book and what you want others to know about the book. Your final sentence should discuss whether or not you would recommend this book to a friend.

Correct Capitalization, Punctuation, Spelling, and Grammar= 10 pts.

A sample book review is included.

Your Name

Teacher

Language Arts

Due Date

Title of Book

My Sister's Keeper is a work of fiction written by Jodi Picoult. This story is a present day flashback that takes place in Rhode Island and tells the story of Kate and Anna Fitzgerald who are both fighting for their lives. Kate has leukemia, and in order to survive she needs her sister Anna to be a donor. Anna did not mind donating blood, bone marrow, or other bodily substances, but when her parents told her she had to donate a kidney to Kate, Anna decided to sue for medical emancipation. Throughout the entire novel, Anna's mom tries to convince Anna to drop the lawsuit, but Anna refuses. During the trial, Anna reveals the only reason she decided to sue for medical emancipation was because she was asked to by Kate. *My Sister's Keeper* tries to answer what it means to be a good person.

This book captured my attention from the first page to the last with my favorite part of the book being when Anna and Kate were able to just be sisters. When they were able to fight over personal space or when they shared a laugh while on a blanket under the sun, it reminded me of my own sister. Although the premise of the book is not a topic everyone can associate with, there is still something in this book that most people can relate to. Maybe you have an unbreakable bond with someone and you would do anything for that person. Perhaps you know what it is like to struggle between being an individual while trying to be part of the family. This book is a passionate, emotional, powerful story of love. I loved reading this book, and I would recommend this book to anyone who is looking for a heart wrenching story about trying to make the right choice when it seems like every choice is the wrong one.

Recommended Summer Reading List 6-7

You are not required to choose from this list, but here are some suggestions:

Adventure/Mystery

My Side of the Mountain by Jean Craighead George
Hatchet by Gary Paulsen
The Evolution of Calpurnia Tate by Jacqueline Kelly
The Parker Inheritance by Varian Johnson
The Westing Game by Ellen Raskin

Animal Stories

Dogsong by Gary Paulsen
Where the Red Fern Grows by Wilson Rawls
Warrior Cats by Erin Hunter
Beastly Brains: Exploring How Animals Think, Talk, and Feel by Nancy Castaldo (nonfiction)

Sci-fi

Wings of Fire Series (any book) by Tui T. Sutherland
A Wrinkle in Time by Madeleine L'Engle
The Lost Tribes by C. Taylor Butler
Gathering Blue, Messenger, and Son by Lois Lowry

Fantasy

Fablehaven by Brandon Mull
The Girl Who Drank the Moon by Kelly Barnhill
The Goblin's Puzzle by Andrew Chilton

Facing Difficult Circumstances

Goodbye Stranger by Rebecca Stead
The Outsiders by S.E. Hinton
Wonder by R.J. Palacio
Walk Two Moons by Sharon Creech
Ghost Boys by Jewell Parker Rhodes

Sports

Out of Left Field by Ellan Klages
Rebound by Kwame Alexander
Undefeated: Jim Thorpe and the Carlisle Indian Football Team by Steve Sheinkin
The Hero Two Doors Down by Sharon Robinson

Historical Fiction- correspond to grade level social studies curriculum, but any titles are options for 6th-7th

The Spartan's March by Benjamin Hulme-Cross-6
The Eagle of the Ninth by Rosemary Sutcliff-6
Percy Jackson and the Lightning Thief by Rick Riordan -6
Sugar by Jewell Parker Rhodes- 6
Ruined by Paula Morris-6
The Storyteller's Daughter by Jean Thesman-7
An Ocean Apart A World Away by Lensey Namioka-7
Bud, Not Buddy by Christopher Paul-Curtis-7
Roll of Thunder, Hear my Cry by Mildred Taylor-7
The Book Thief by Markus Zusak-7

6th Grade IXL

X.5, X.6, X.7 (fragments and run-ons)
JJ.2, JJ.3, JJ.4, JJ.5, JJ.6, JJ.7 (punctuation)
KK.1, KK.2 (capitalization)

7th Grade IXL

Y.5, Y.6, Y.7 (fragments and run-ons as well as combining sentences)
LL.1, LL.2, MM.2, MM.3, MM.4, MM.5 (commas)
NN.1, NN.2 (semicolons and colons)
PP.1, PP.2 (capitalization)