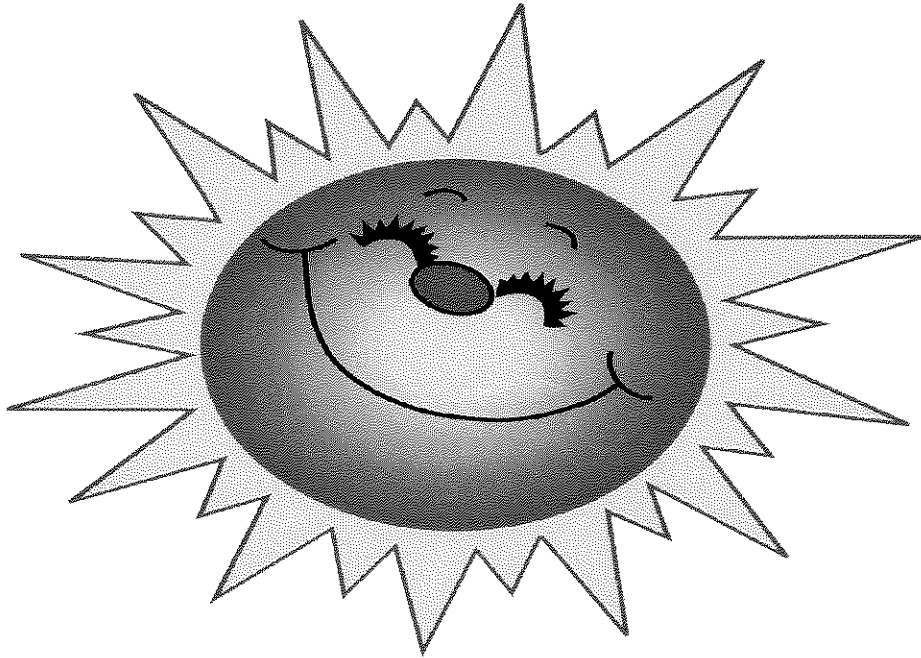


# Summer Review Packet

In Preparation for 7<sup>th</sup> Grade



The following packet is created to serve as a review of your sixth grade year. By completing the attached grammar sentences, you will continue to practice concepts that you have already learned. You will also sharpen your basic skills. Complete the following packet this summer, and return it to Mrs. Olivier on the first day of school.

To analyze sentences to identify the parts of a sentence –

### Find your verb

1. Ask the question who or what before the verb. The answer is the subject.
2. Determine whether your verb is an **action verb** or a **linking verb**.
3. **Action verbs** express physical or mental **activity**. (run, jump, think, swim, etc.)
4. **Linking verbs connect** the subject to a word that identifies or describes it. (**be**, being, am, is, are, was, were, will be, would have been, etc.)

Also, other linking verbs are appear, look, seem, smell, sound, etc. (The test is if you can substitute a form of the verb *to be* and it doesn't change the meaning, it is a linking verb.)

Ex.: Tom **is** happy. (linking verb) Tom **looks** happy. (linking verb)

5. A **complement** in a sentence completes the meaning of a predicate.
6. Ask the question who or what after the verb. The answer is the complement.
7. The type of complement in a sentence depends on the type of verb – action or linking. Sentences do not always have complements. There are four types of complements: direct objects, indirect objects, predicate adjectives, or predicate nominatives.

8. **Action verbs** may have **direct objects** and **indirect objects**.

9. **Linking verbs** have **predicate adjectives** or **predicate nominatives**.

Object  
Complements

Subject  
Complements

10. A **direct object** is a noun or pronoun that receives the action of the verb.

Ex. Tom reads **books**. (direct object)

11. An **indirect object** is a noun or pronoun that is before the direct object and answers the question *to whom* or *for whom*.

Ex. Tom reads **Sally books**. Sally (indirect object) books (direct object)

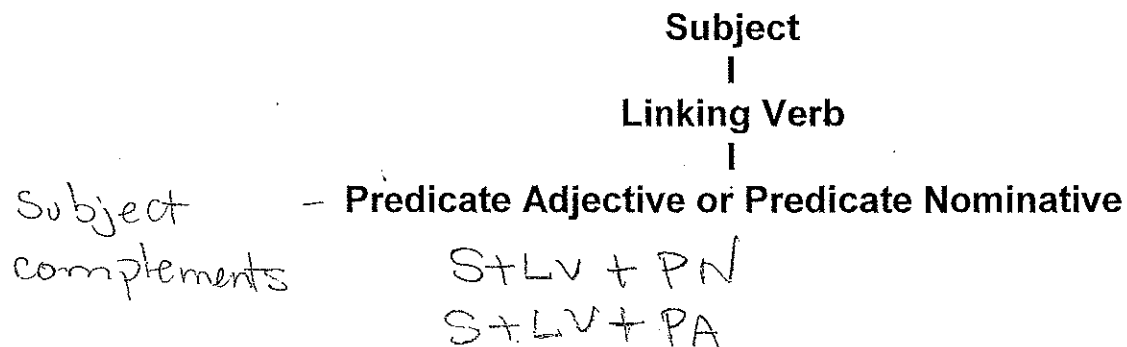
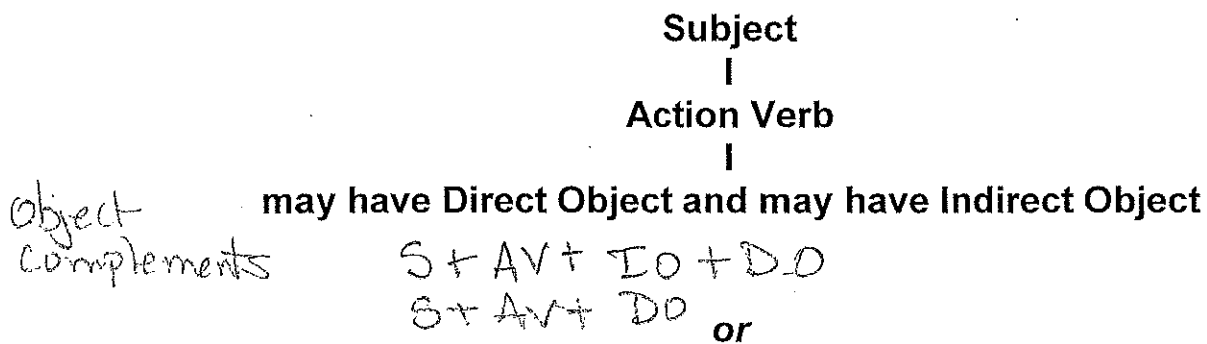
12. **Linking verbs** have **predicate adjectives** or **predicate nominatives**.

**Predicate adjectives** are adjectives that describe the subject.

Ex. Tom is **handsome**. (predicate adjective)

**Predicate nominatives** are nouns that identify the subject.

Ex. Tom is a **painter**. (predicate nominative)



## 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!

for CHAPTER 2: THE PARTS OF A SENTENCE pages 106–107

## 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.

1. I lent Yolanda my baseball glove.
2. Maxine baked us a vegetable pizza.
3. The Nineteenth Amendment gives women the right to vote.
4. Nathan bought his grandfather leather gloves for Christmas.
5. At the concession stand, Tim bought himself a bag of popcorn and a bottle of water.
6. The store manager offered each of the applicants a part-time job.
7. Every Monday morning, our parents hand us our allowances for the week.
8. Ms. Wong told the children the story about Damocles and the sword.
9. I am weaving my aunt and uncle a tapestry with pictures of hummingbirds and magnolias.
10. 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.

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

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## 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 <sup>IO</sup> teachers and <sup>IO</sup> students the maps showing the farm's location?

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

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

## Action Verbs

An *action verb* is a verb that expresses either physical or mental activity.

**EXAMPLES** Carlos **Painted** this picture from a snapshot he **had taken**. [physical activities]  
His friends **think** that he **should consider** a career in art. [mental activities]

**EXERCISE A** In each of the following sentences, underline the action verb.

**Example 1.** The tourists visited the large wildlife preserve.

1. Dmitri liked the cougar exhibit at the wildlife preserve.
2. A rescue team found two orphaned cougars in the mountains.
3. The team treated the cougars for injuries.
4. They brought the young cougars to the wildlife preserve.
5. The wildlife preserve staff members raised the cougars to adulthood.
6. They named the cougars Wolfgang and Julianna.
7. Next year the wildlife preserve will provide mates for the brother and sister pair.
8. The cougars enjoy healthy lives with good care.
9. Dmitri took a few photographs of the magnificent cats.
10. Months later, Dmitri often remembered the cougar pair.

**EXERCISE B** On the line provided, write an appropriate action verb to complete each sentence.

**Example 1.** Kim mowed the lawn to earn her allowance.

11. Steve \_\_\_\_\_ the new song on the radio.
12. A runner from Nigeria \_\_\_\_\_ the marathon this weekend.
13. Neither of the boys \_\_\_\_\_ the answer to the question.
14. The secretary \_\_\_\_\_ a bag lunch to work.
15. Another meteor \_\_\_\_\_ across the sky.



## Linking Verbs

A *linking verb* connects the subject to a word or word group that identifies or describes the subject. The noun, pronoun, or adjective that is connected to the subject by a linking verb completes the meaning of the verb.

**EXAMPLES** Judy Blume **is** a writer. [Judy Blume = writer]

Her books **remain** popular among young readers. [popular books]

Some verbs may be used as linking verbs or as action verbs.

**LINKING** The room **smelled** smoky.

**ACTION** We **smelled** smoke in the room.

**EXERCISE A** In each of the following sentences, draw one line under the linking verb and two lines under the words that the verb connects.

**Example 1.** The pilot remained calm.

1. Beryl Markham was a famous pilot.
2. She stayed alert on many difficult and long flights.
3. Her accomplishments seem remarkable to many people.
4. Markham became the first woman to fly nonstop from England to America.
5. The task was difficult because of strong opposing winds.
6. A new club in 1929 was the Ninety-Nines.
7. Ninety-nine was the number of its original members.
8. Members were female pilots only.
9. The club remains active today.
10. Female pilots are more common now than many years ago.

**EXERCISE B** In each of the following sentences, identify the underlined verb by writing above it *LV* for *linking verb* or *AV* for *action verb*.

**Examples 1.** Mr. Singh <sup>AV</sup> looked in the cabinet for a serving dish.

2. The vegetable curry <sup>LV</sup> looked tasty.

11. Mr. Singh tasted the vegetable curry.
12. The stew tasted deliciously spicy.
13. Mr. Singh grew many of the vegetables in his backyard.
14. He grew fond of curry dishes when he lived in India.
15. Mr. Singh's recipe for vegetable curry remains his secret.

## 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 <sup>PN</sup> she and <sup>PN</sup> 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 \_\_\_\_\_.

## Parts of a Sentence

Every sentence contains a *subject* and a *verb*. Some sentences may also contain *complements*—direct objects, indirect objects, predicate nominatives, or predicate adjectives. Any of these sentence parts may be compound.

**EXERCISE** In each of the following sentences, underline the sentence part or parts given in parentheses.

**Example 1.** (*direct object*) Give your tickets to the person at that window.

1. (*direct object*) Have you ever visited a county fair?
2. (*compound subject*) Last year, my best friend and I attended a fair in our state capital.
3. (*predicate adjective*) The playful antics of the rodeo clowns were quite entertaining.
4. (*verb*) Then we wandered around the fairgrounds.
5. (*compound subject*) Animal pens and displays of food and crafts filled the large exhibit halls.
6. (*verb*) In one area sheep were lying about in small pens.
7. (*direct object*) A ranchhand noticed our interest in the sheep and spoke to us.
8. (*predicate nominative*) "These animals can be good pets," said the ranchhand.
9. (*compound direct object*) Until then, I had considered only cats, dogs, or fish as pets.
10. (*indirect object*) The friendly ranchhand brought the sheep some food.
11. (*predicate adjective*) "By now these sheep are hungry."
12. (*indirect object*) "Would you give them lunch?"
13. (*indirect object*) The ranchhand gave each of us a handful of food pellets.
14. (*compound verb*) The sheep, apparently ravenous, chewed the food quickly and looked for more.
15. (*direct object*) The sheep gave me a brilliant idea.
16. (*compound predicate adjective*) Yardwork certainly can become tiresome and dull.
17. (*direct object*) Sheep, however, happily eat grass.
18. (*predicate nominative*) In other words, a sheep is a natural lawn mower!
19. (*subject*) There was only one problem with this idea.
20. (*direct object*) The city has zoning laws against sheep ranching!

## 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 <sup>*IO*</sup> 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 <sup>*IO*</sup> us <sup>*DO*</sup> an interesting 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.** The Society Islands are 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.

for CHAPTER 4: COMPLEMENTS pages 125–126

# Complements

**4a.** A *complement* is a word or a word group that completes the meaning of a verb.

**EXAMPLES** Fran told **him** the good **news**. [*Him* and *news* complete the meaning of the verb *told*.]

Paco was **happy** about the news. [*Happy* completes the meaning of the verb *was*.]

**EXERCISE A** Underline the complement(s) in each of the following sentences.

**Example 1.** Mia and I visited Mr. Merkenson's plant nursery.

- Mr. Merkenson is a horticulturist.
- He grows many different kinds of plants at the nursery.
- Mr. Merkenson showed us some lovely ferns.
- All of the ferns looked extremely healthy.
- Do ferns require any special care?
- Ferns are rather hardy plants.
- Mr. Merkenson handed me a booklet about ferns.
- I read the part about plant care.
- Mia and I bought our mother a beautiful Boston fern.
- Our mother seemed appreciative of the gift.

**EXERCISE B** In each of the following sentences, identify the underlined word by writing above it *COMP* for complement, *ADV* for *adverb*, or *OP* for *object of a preposition*.

**Example 1.** I met with my school <sup>OP</sup>counselor today.

- The eighth-graders are forming a recycling campaign at the school.
- Because of the rainy weather, we stayed indoors all day.
- Are all of these cards and letters for me?
- The guest speaker spoke to the class about fire prevention.
- The Nineteenth Amendment gave women the right to vote.
- My little brother grew restless toward the end of the movie.
- The president of the company addressed her audience eloquently.
- Do all bears hibernate during the winter months?
- Claudio had bought a new suit especially for the occasion.
- Aunt Epatha is a collector of rare books.



# Capitalization A

**EXERCISE** In each of the following sentences, circle any letter that should be capitalized.

**Example 1.** Was William the conqueror at the battle of Hastings?

1. elena quintanilla and her grandmother, sra. vasconcelos, recently opened a bakery.
2. nora was able to identify all the countries in south america and africa except for paraguay.
3. the u.s. capitol building and the washington monument are in washington, d.c.
4. uncle pat, who is a physical therapist, shares an office with arianna wexler, m.d.
5. next year, mattie's sister sondra is going to the university of virginia in charlottesville.
6. on a clear, dark night, i can identify the constellations orion and cassiopeia.
7. judge matthews told me that the two lawyers are actually good friends.
8. how many pages of chapter 17 does mr. kazen expect us to read tonight?
9. does your aunt read *the new york times*, *the wall street journal*, or both newspapers?
10. if you have a few extra days, i recommend that you also tour the headquarters of the fbi; the library of congress; and arlington national cemetery, where you can see the tomb of the unknown soldier and the grave of president kennedy.
11. my grandfather tried to join the navy when he was only seventeen.
12. the civilian conservation corps cleared these trails and built these cabins during the great depression.
13. we stopped at the convenience store next to tan's cleaners on forty-fifth street.
14. on saturday, we went shopping at the midtown mall; then we watched a movie on tv.
15. the parakeets, budgie and bridget, belong to my sister louisia.
16. in many cities, you can dial 911 to reach the police, the fire department, or an emergency medical service.
17. we have studied the myths and gods of ancient greece; soon we will read homer's *iliad*.
18. michael held up the shoe and asked aaron, "were you looking for this?"
19. t. s. eliot (1888–1965) was born an american but became a british subject in 1927.
20. the soldiers rewarded for their bravery included two lieutenants and colonel simmons.

# Punctuation Review

**EXERCISE** In the following letter, add necessary end marks, commas, semicolons, colons, apostrophes, hyphens, dashes, parentheses, and quotation marks. Underline any words that should be italicized.

**Example** [1] The game was scheduled for 7:00; however, it was postponed because of the rain.

[1] 302 B East Twenty third Avenue

[2] Dry Lake CA 93546

[3] May 3 2009

[4] Action Photo Magazine

3201 Fleet Street

Winston CO 80308

[5] Dear Sir or Madam

[6] Ive been a reader and an admirer of your magazine ever since I received my first camera in 1996 I believe on my tenth birthday [7] When I saw the title of your contest Super Action Sports Shots I knew I had to enter [8] Please find enclosed the following items the required entry form two slides of my entry one glossy print and a statement of authenticity

[9] As you can see from the print the picture I am submitting has all the elements for which Action Photo Magazine is known bright colors a balanced composition and most importantly action [10] The photographs subject a bicycle and its rider flying upside down through the air is Im sure you will agree eye catching [11] Im happy to inform you that my brother his name is Eli and he is only nine received only slight bruises upon landing however I cannot say the same for the bicycle [12] The people in the lower left hand corner of the photograph were never in any danger I assure you [13] Isnt it an amazing picture

[14] This was a spur of the moment shot Im thankful I had my camera ready [15] My brother was riding too fast and simply did not see the dip in the trail [16] How I wish Id been able to capture the expression on his face as he and his bike became airborne [17] The one good result of this incident in addition to a great photograph of course is that my brother really understands the importance of a helmet [18] Better safe than sorry is now his motto

[19] Thank you for considering my entry and for making Action Photo Magazine the worlds best photography magazine

[20] Sincerely

Cynthia Humphries

Summer Reading  
St. Paul's Episcopal School  
6<sup>th</sup> and 7<sup>th</sup> Grade Required 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.**

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.