



# LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 10

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# Language Arts 710

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# Looking Back

## Introduction

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

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

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

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

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

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

## Objectives

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

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

# 1. THE STRUCTURE OF LANGUAGE

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

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

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

## SECTION OBJECTIVES

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

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

## VOCABULARY

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

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

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

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

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

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

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

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

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

## VERBS

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

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

The three principal parts of a verb are:

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

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

### Present tense:

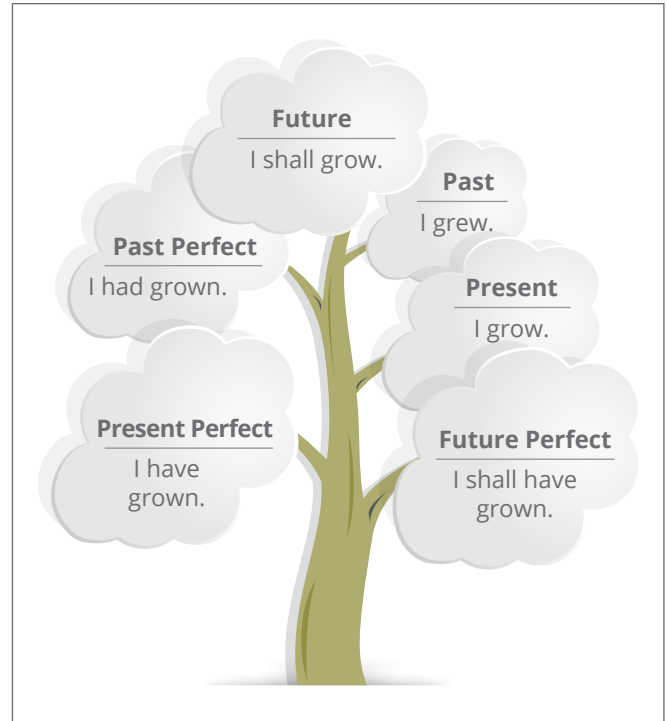
- I *see* him.
- She *sees* me.

### Past tense:

- I *saw* him.

### Future tense:

- She *will see* me tomorrow after class.



| First Person Tense Tree

### Present perfect tense:

- I *have read* the assignment.

### Past perfect tense:

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

### Future perfect tense:

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



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

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

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

**Write these sentences.**

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

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

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

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

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

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

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



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

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

**Complete these activities.**

1.14 Write five sentences using the present perfect tense.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

1.15 Write five sentences using the past perfect tense.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



**1.16** Write five sentences using the future perfect tense.

- a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_  
 e. \_\_\_\_\_

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

**Example:**

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

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

**Example:**

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



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

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

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

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

**Examples:**

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

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

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

**Examples:**

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



**Underline the correct verb in each sentence.**

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

## NOUNS

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

**Examples:**

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

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

**Examples:**

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



### Complete these activities.

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

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

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

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

## PRONOUNS

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

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

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

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

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

**Example:**

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

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

**Example:**

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

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

**Examples:**

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



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

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

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

- 1.49 a. \_\_\_\_\_ b. \_\_\_\_\_
- 1.50 a. \_\_\_\_\_ b. \_\_\_\_\_
- 1.51 a. \_\_\_\_\_ b. \_\_\_\_\_

**Underline the pronoun that makes each sentence correct.**

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

# SELF TEST 1

**Complete these statements** (each answer, 3 points).

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

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

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

**List the answers** (each answer, 2 points).

**1.018** The six tenses of verbs are

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**1.019** The five basic sentence patterns are

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**1.020** The three cases of personal pronouns are

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**1.021** The four demonstrative pronouns are

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

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

**1.022** Will you (go) \_\_\_\_\_ with me to the concert?

**1.023** By the time the train (arrive) \_\_\_\_\_, he had bought a ticket.

**1.024** Karen (work) \_\_\_\_\_ hard yesterday.

**1.025** I (visit) \_\_\_\_\_ him next year.

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

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

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

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

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

1.042 The cat grabbed the yarn and scampered away.

1.043 The dinner at the restaurant was delicious.

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

1.045 The first president was George Washington.

1.046 The policeman gave the speeder a ticket.

142 177	<b>SCORE</b> _____	<b>TEACHER</b> _____	initials	date
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Take your spelling test of Spelling Words-1 and Spelling Words-2.





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