

K - 8

Worksheets

7th Grade

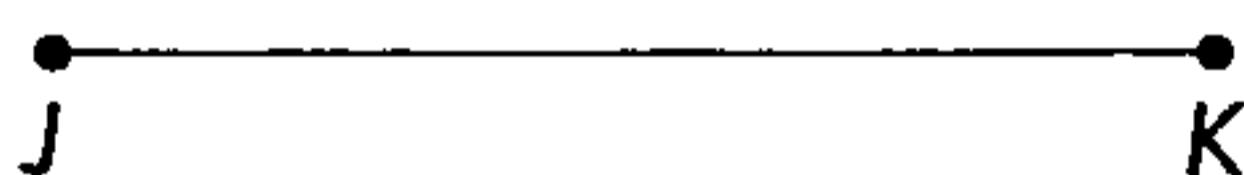
January 2011

BASIC GEOMETRIC CONSTRUCTIONS

When you **bisect** a line segment, you divide it into two congruent parts. The **midpoint** of the line segment is the point where one part ends and the other part starts. You can use a compass and a straightedge to bisect a line segment.

- Use the straightedge to draw the line segment you will bisect (or use one already drawn).
- Place the point of the compass on one endpoint.
- Adjust the compass so that it extends more than halfway to the other endpoint.
- Draw an arc that intersects the line segment, and above and below it far enough to cross where a bisector would be.
- Place the point of the compass on the other endpoint.
- Using the same compass opening, draw another arc that intersects the first arc at two points, one above and one below the original line segment.
- Use the straightedge to draw a line segment through the points where the arcs intersect.

1. Use a compass and a straightedge to bisect \overline{JK} .



2. Use a compass and a straightedge to bisect \overline{XY} .



3. What relationship exists between any line segment and its bisector drawn with this method?

4. Is it possible to draw more than one bisector with this method through any line segment? Explain why or why not.

Challenge

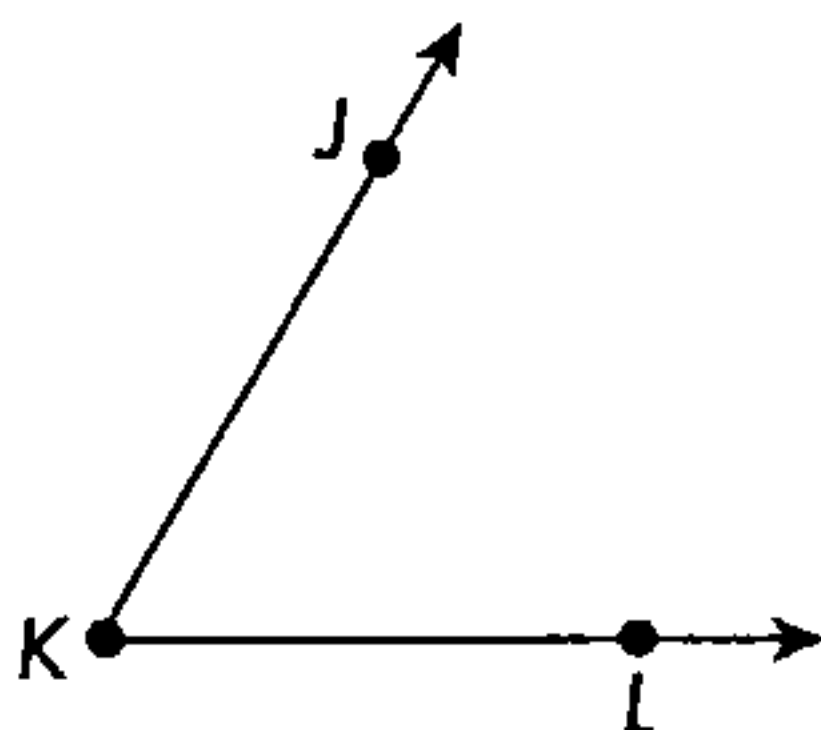
Name a letter of the alphabet and a common mathematical symbol that both contain a line segment and its perpendicular bisector?

BASIC GEOMETRIC CONSTRUCTIONS

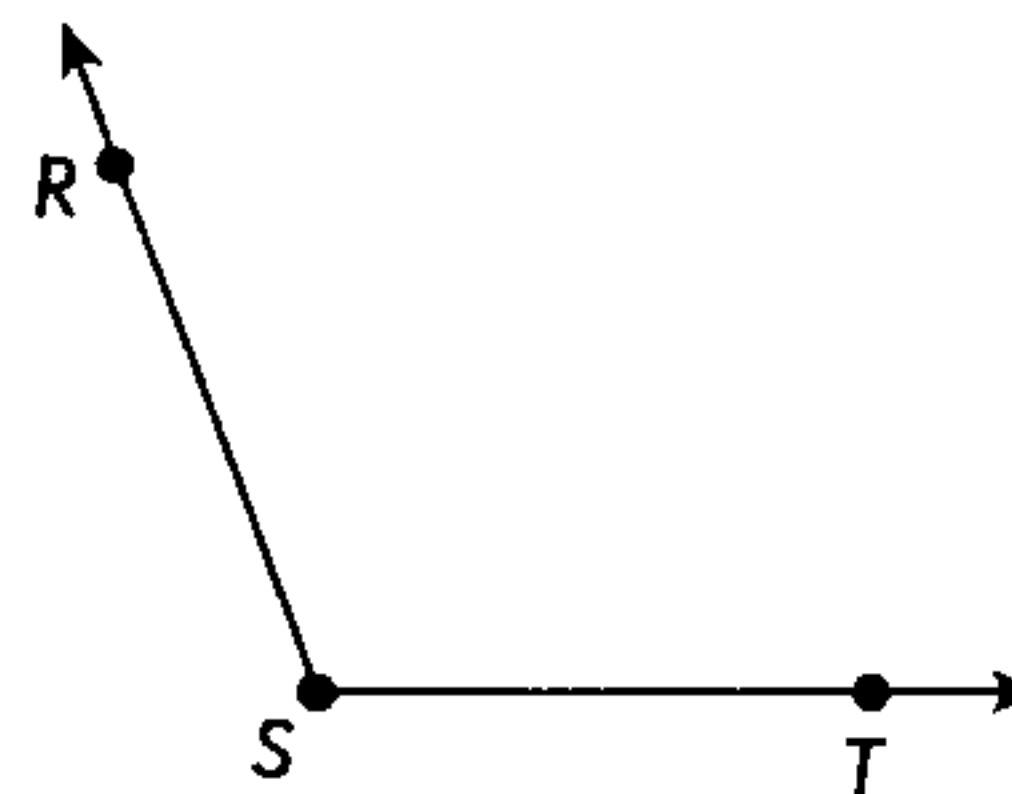
When you **bisect** an angle, you divide it into two congruent angles. You can use a compass and a straightedge to bisect an angle.

- Use the straightedge to draw the angle you will bisect, or use one already drawn.
- Place the point of the compass on the vertex of the angle.
- Use the compass to draw an arc through the two rays that form your angle.
- Move the point of the compass to the point where the arc intersects, or crosses, one ray.
- Using the same compass opening, draw another arc at the open end of your angle.
- Move the point of the compass to the point where the first arc intersects the other ray.
- Use the same compass opening to draw another arc at the open end of your angle.
- Use the straightedge to draw a ray from the vertex through the point where the two arcs intersect. This line segment is the bisector of your angle.

1. Use a compass and a straightedge to bisect angle JKL .



2. Use a compass and a straightedge to bisect angle RST .



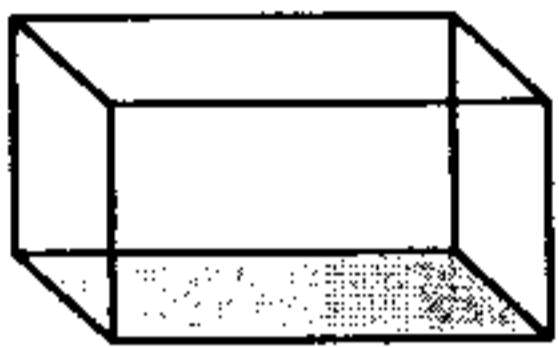

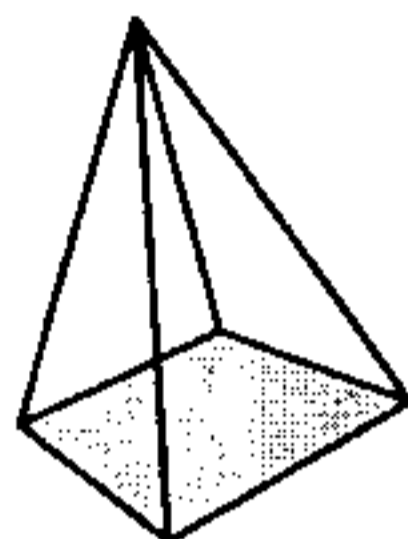
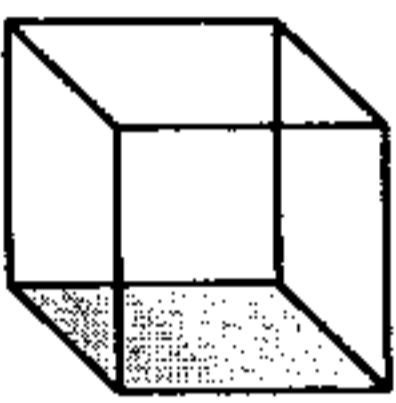
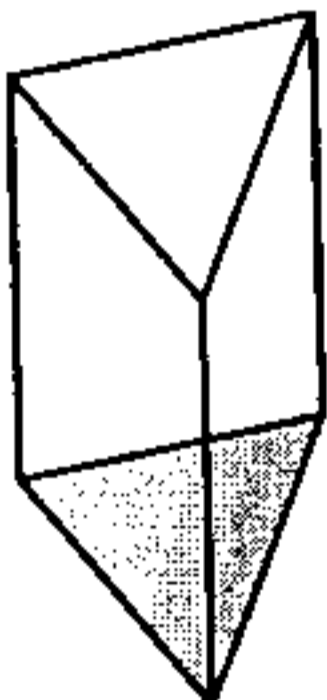
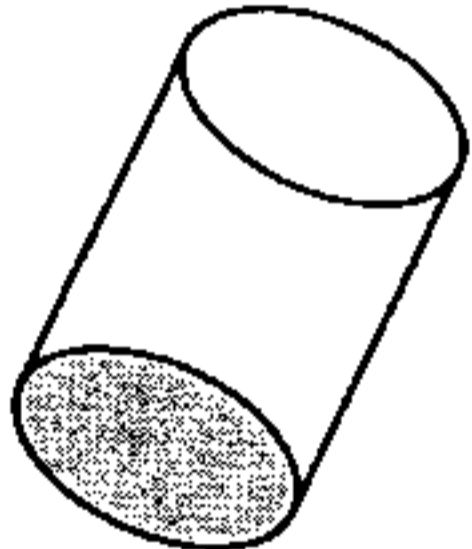
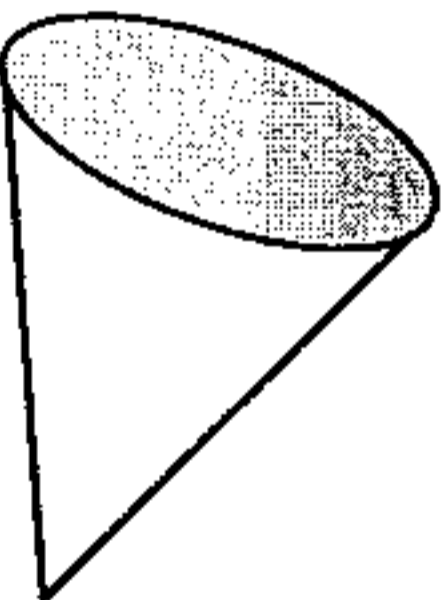
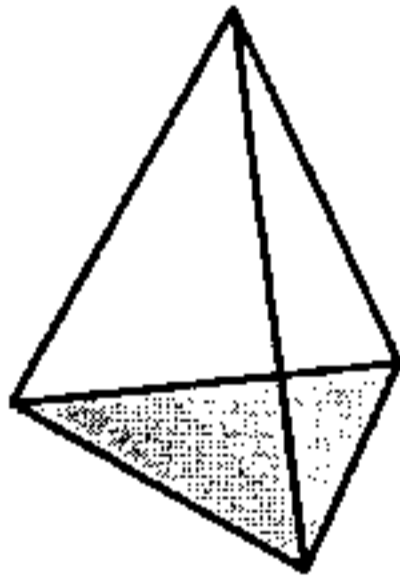
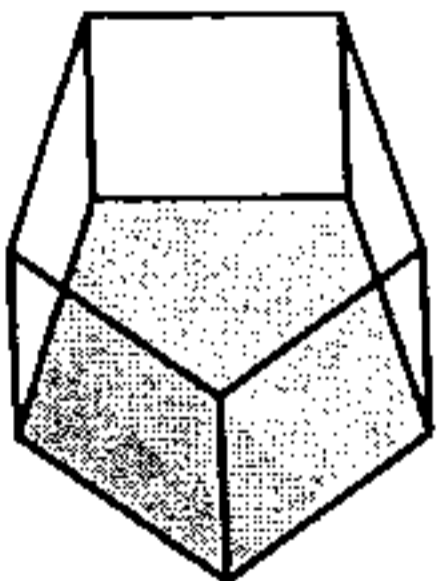
3. Can an angle have more than one bisector? Explain why or why not.

4. What are two things the angles formed by a bisector have in common?

DEFINING PROPERTIES OF 3-D FIGURES

A **polyhedron** is a three-dimensional figure with flat faces that are polygons. Cubes, other prisms, and pyramids are polyhedrons. Spheres, cylinders, and cones have curved faces. They are not polyhedrons.

Label each three-dimensional figure and note whether or not it is a polyhedron.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>	<p>3.</p>  <p>_____</p>
<p>4.</p>  <p>_____</p>	<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>
<p>7.</p>  <p>_____</p>	<p>8.</p>  <p>_____</p>	<p>9.</p>  <p>_____</p>

Challenge

Name two classroom objects that are rectangular prisms. Name two classroom objects that are not polyhedrons.

Name _____

Date _____

DEFINING PROPERTIES OF 3-D FIGURES

A **polyhedron** is a three-dimensional figure with flat faces that are polygons. Cubes, other prisms, and pyramids are polyhedrons. Spheres, cylinders, and cones have curved faces. They are not polyhedrons.

.....
Identify the three-dimensional figure described.

1. This three-dimensional figure is not a polyhedron due to its single curved surface and lack of bases. Every point on the curved surface is the same distance from the center.

2. The bases of this polyhedron are parallel and congruent. Its faces are rectangles.

3. This non-polyhedron has one flat circular base and 1 curved surface.

4. This polyhedron has a polygon base and triangular-shaped faces that connect to a point in a different plane.

5. This special type of prism has square bases, square faces, and right angle corners.

6. This non-polyhedron has parallel bases that are congruent circles and a curved surface that connects to them.

Challenge

Identify real-world objects that represent each three-dimensional figure named above.

Name _____

Date _____

DEFINING PROPERTIES OF TRIANGLES

A **triangle** is a three-sided polygon made up of three line segments that share common endpoints. For three line segments to be able to form a triangle, the sum of the measures of the two shortest segments must be greater than the measure of the third segment.

Can Anna form a triangle with pipe cleaners that measure 5 inches, 7 inches, and 1 foot?

1. What is the sum of the measure of the two shortest pipe cleaners?

2. How does this sum compare with the length of the longest pipe cleaner?

3. Can Anna form a triangle with the pipe cleaners? Explain.

State whether the three line segments can form a triangle. Explain why or why not.

4. 3 m, 4 m, 9 m

5. 2.5 in., 6 in., 8 in.

6. 4.2 cm, 5.5 cm, 10.3 cm

7. $9\frac{1}{2}$ in., $5\frac{3}{4}$ in., $15\frac{1}{4}$ in.

8. 6.6 cm, 3.9 cm, 5.8 cm

9. $3\frac{5}{8}$ in., $1\frac{3}{4}$ in., $5\frac{1}{4}$ in.

10. 9.3 cm, 7.8 cm, 1.6 cm

11. 2.9 m, 5.6 m, 2.4 m

12. $5\frac{2}{3}$ in., $4\frac{1}{6}$ in., $9\frac{1}{3}$ in.

13. 8 in., 7 in., 1 ft 2 in.

14. 2 ft 6 in., 1 yd 10 in., 1 ft 2 in.

15. $1\frac{1}{3}$ ft, $1\frac{1}{4}$ yd, $2\frac{1}{2}$ ft

DEFINING PROPERTIES OF TRIANGLES

A **triangle** is a three-sided polygon made up of three line segments that share common endpoints. For three line segments to be able to form a triangle, the sum of the measures of the two shortest segments must be greater than the measure of the third segment.

Triangles can be classified by how many congruent sides they have.

- An **equilateral triangle** is made of three congruent sides.
- An **isosceles triangle** has two congruent sides.
- A **scalene triangle** has no congruent sides.

State whether the three line segments can form a triangle. Explain why or why not. Then classify each triangle according to the relative lengths of its line segments.

1. 6.7 cm, 3.2 cm, 2.9 cm

2. $5\frac{1}{2}$ in., $10\frac{3}{4}$ in., $5\frac{1}{2}$ in.

3. 2.9 m, 4.5 m, 1.8 m

4. $6\frac{1}{4}$ in., $3\frac{7}{8}$ in., $2\frac{1}{2}$ in.

5. 12.4 cm, 8.3 cm, 2.5 cm

6. $1\frac{5}{12}$ in., $2\frac{5}{6}$ in., $1\frac{5}{12}$ in.

7. 7.5 cm, 7.5 cm, 7.5 cm

8. 6.2 m, 5.6 m, 6.2 m

9. $4\frac{7}{8}$ in., $1\frac{2}{3}$ in., $3\frac{1}{4}$ in.

10. $6\frac{1}{2}$ in., $8\frac{3}{4}$ in., $1\frac{1}{3}$ ft

11. 1.5 mm, 1.2 cm, 8.8 mm

12. 1 ft 8 in., 1 yd 9 in., 1 ft 7 in.

Name _____

Date _____

GEOMETRIC TRANSFORMATIONS

A geometric **transformation** is a systematic change in a figure based on a rule. Some transformations only move or flip a figure in a defined way without changing its size or shape. Examples of such "rigid" transformations of plane figures are translations, rotations, and reflections.

A **translation** is movement of a figure in one direction without changing its orientation, the direction any part of it faces.

A **rotation** is turning of a figure around a fixed point anywhere in the plane.

A **reflection** is flipping of a figure over a line anywhere in the plane.

Translation	Rotation	Reflection

Identify the type of transformation shown.

<p>1.</p> <p>_____</p>	<p>2.</p> <p>_____</p>	<p>3.</p> <p>_____</p>
<p>4.</p> <p>_____</p>	<p>5.</p> <p>_____</p>	<p>6.</p> <p>_____</p>

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GEOMETRIC TRANSFORMATIONS

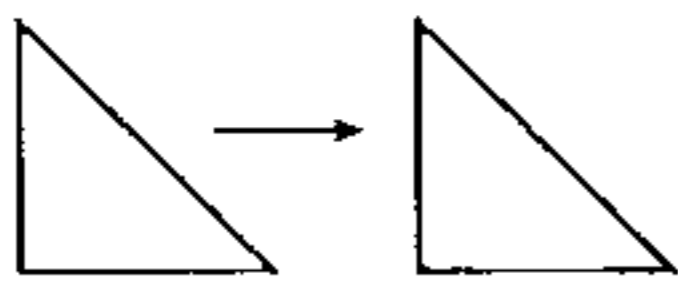
A geometric **transformation** is a systematic change in a figure based on a rule. Some transformations only move or flip a figure in a defined way without changing its size or shape. Examples of such "rigid" transformations of plane figures are translations, rotations, and reflections.

A **translation** is movement of a figure in one direction without changing its orientation, the direction any part of it faces.

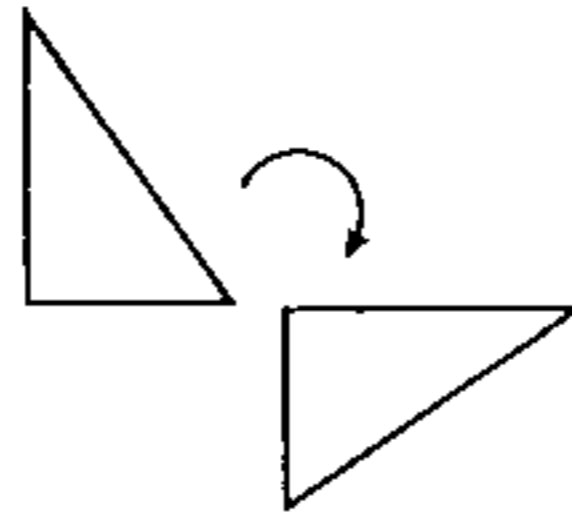
A **rotation** is turning of a figure around a fixed point anywhere in the plane.

A **reflection** is flipping of a figure over a line anywhere in the plane.

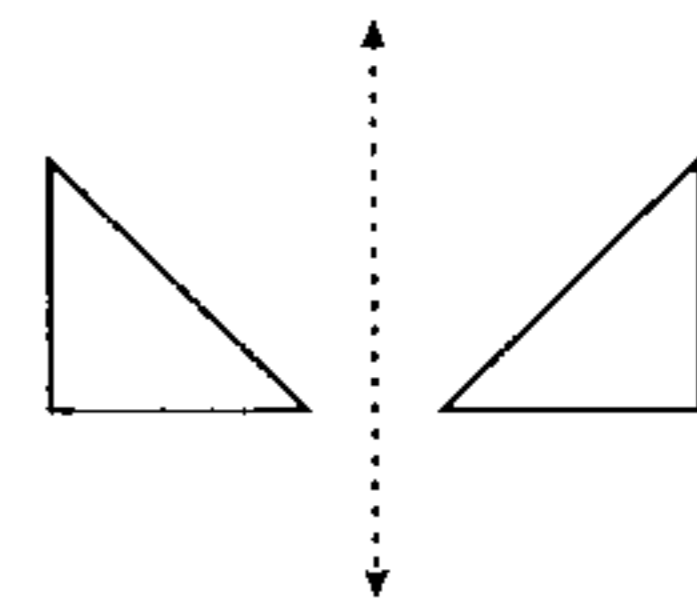
Translation



Rotation

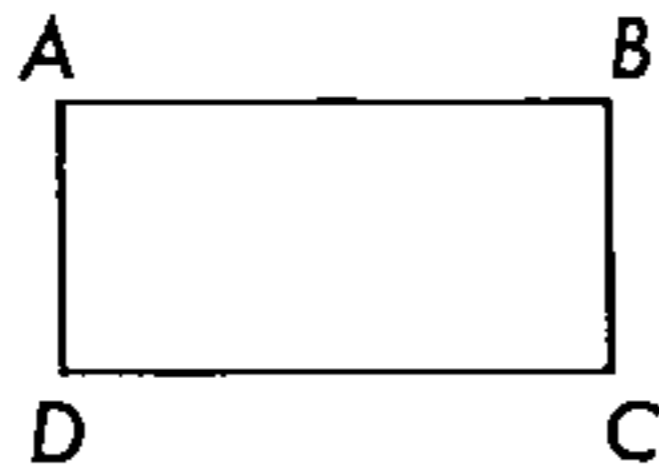


Reflection

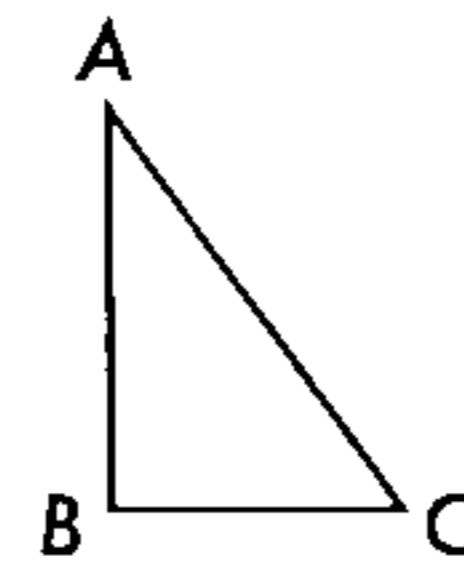


Draw and label the transformation described.

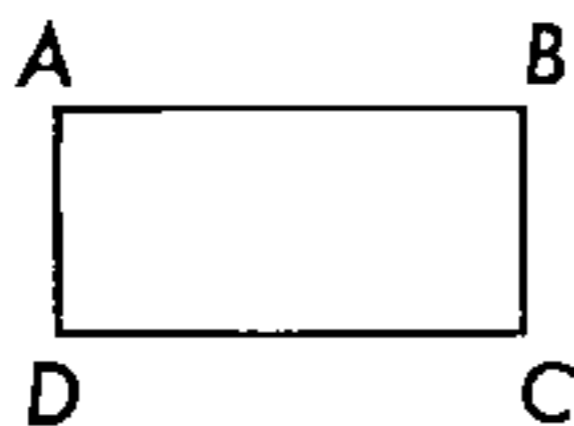
1. Reflect the rectangle about side \overline{AB} .



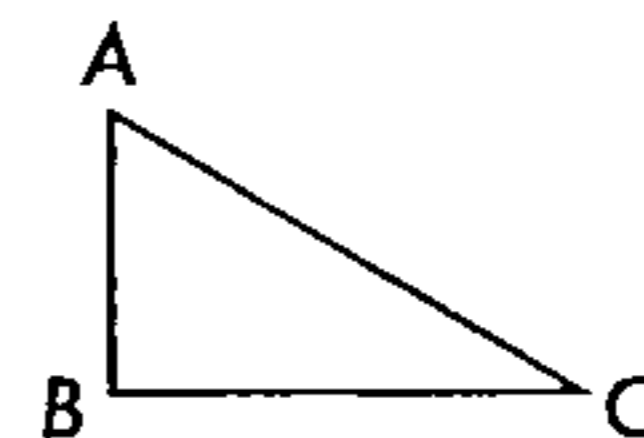
2. Rotate the triangle 180° counter clockwise around point C.



3. Rotate the rectangle 90° clockwise around point B.



4. Reflect the triangle about side \overline{AB} .



CROSS-DIMENSIONAL REPRESENTATIONS

A map is a scaled representation. A map can be a two-dimensional image representation of arrangements of three-dimensional objects. In such a map, sizes and distances are changed by a constant ratio, given on the map scale. For maps of large spaces, such as geographical areas, the scale is reduced, with a ratio of map size to real size less than one.

The distance between the towns of Oakcrest and Seaview on a map is 4 inches. The map scale shows that 1 inch = 12 miles. What is the actual distance between the towns?

- Set up a proportion. Let d represent the actual distance.

$$\text{scale} \longrightarrow \frac{1 \text{ in.}}{12 \text{ mi}} = \frac{4 \text{ in.}}{d \text{ mi}} \longleftarrow \begin{array}{l} \text{distance on the map} \\ \text{actual distance} \end{array}$$

- One method: Use cross-products to solve the proportion.

$$\frac{1}{12} = \frac{4}{d}$$

$$1 \times d = 4 \times 12$$

$$d = 48$$

The actual distance is 48 miles.

Write and solve a proportion to find the actual distance.

1. Scale: 1 cm = 2 m
Distance on map: 8 cm
Actual distance _____

2. Scale: 1 in. = 15 mi
Distance on map: 12 in.
Actual distance _____

3. Scale: 1 cm = 20 m
Distance on map: 2.5 cm
Actual distance _____

4. Scale: 1 in. = 16 mi
Distance on map: 6 in.
Actual distance _____

5. Scale: 1 cm = 20 m
Distance on map: 3.5 cm
Actual distance _____

6. Scale: 1 in. = 50 mi
Distance on map: 8 in.
Actual distance _____

7. Scale: 1 cm = 8 m
Distance on map: 6.5 cm
Actual distance _____

8. Scale: 1 in. = 24 mi
Distance on map: $2\frac{1}{3}$ in.
Actual distance _____

9. Scale: 1 cm = 18 m
Distance on map: 7.5 cm
Actual distance _____

10. Scale: 1 in. = 15 mi
Distance on map: 6.5 in.
Actual distance _____

11. Scale: 1 in. = 2.5 mi
Distance on map: $3\frac{1}{4}$ in.
Actual distance _____

12. Scale: 0.5 cm = 0.75 m
Distance on map: 2.5 cm
Actual distance _____

CROSS-DIMENSIONAL REPRESENTATIONS

A map or model can be a scaled representation. A map can be a two-dimensional representation of arrangements of three-dimensional objects. A model can be a three-dimensional representation of a size different from the original object or arrangement. In such a map or model, sizes and distances are changed by a constant ratio, given on the scale. You can use this ratio to write a proportion.

The cities of Hillsboro and Plainfield are $3\frac{1}{2}$ inches apart on a map. If the map scale shows that 1 inch equals 40 miles, what is the actual distance between these cities?

- Write a proportion. On one side, write the ratio given on the map scale. On the other side, write a ratio that represents the distance between the cities.

Let d represent actual distance. _____

- Solve the proportion. _____
- What is the actual distance between the cities? _____

Write and solve a proportion to answer each question.

- A map of Centerville shows the distance between the post office and the library as $5\frac{1}{2}$ in. If the map scale shows 1 in. = 2 mi, what is the actual distance between these locations?

- In a model of a retirement community, the Recreation Center is $7\frac{1}{2}$ inches from the Town Hall. If a scale of 2 in. = 1 mi was used to make the model, what is the actual distance between the locations?

- A diagram shows the width of a room as 3.2 cm. If the scale used to draw the diagram is 1 cm = 2 m, what is the actual width of the room?

- A map scale shows $\frac{1}{2}$ in. = 6 mi. Two cities on the map are $8\frac{1}{2}$ inches apart. What is the actual distance between the cities?

- On a map, the distance between the cities of Valley View and Rockville is $2\frac{1}{2}$ in., while the distance between Rockville and the city of Madison is $5\frac{3}{4}$ in. If the map scale shows 1 in. = 2 mi, how much farther is it from Rockville to Madison than from Rockville to Valley View?

- A map with a scale of 1 cm = 1.5 km shows the distance between Memorial High School and Veteran's Park as 4 cm. This is twice the distance between Veteran's Park and Main Street. Jay rode his bike from Memorial High School to Veterans' Park and then to Main Street. How far did he travel?

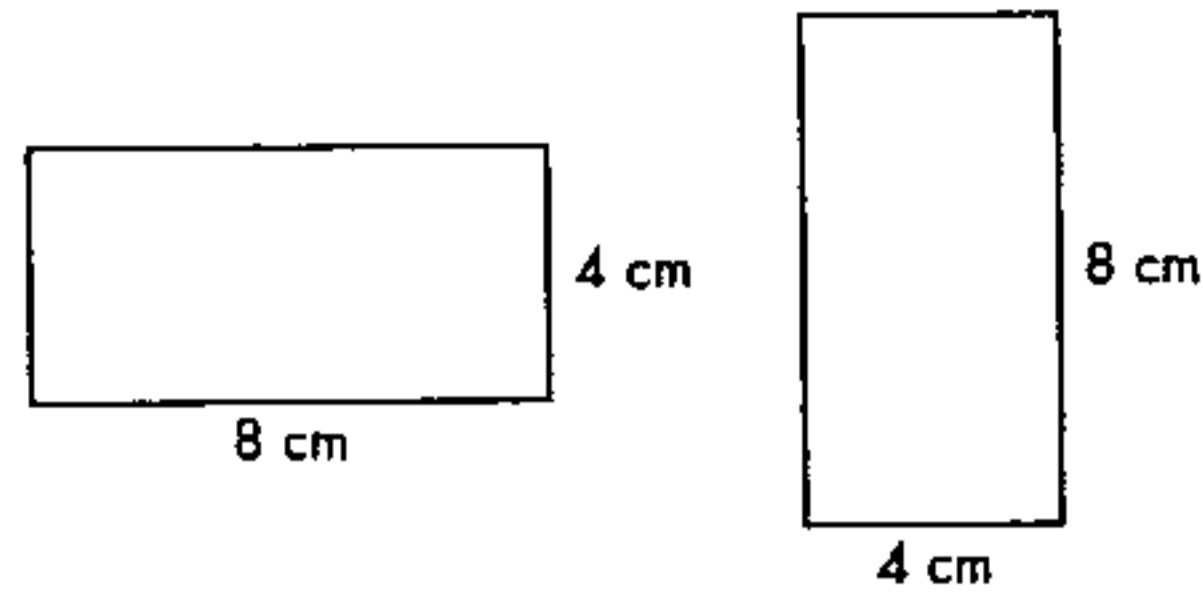
Name _____

Date _____

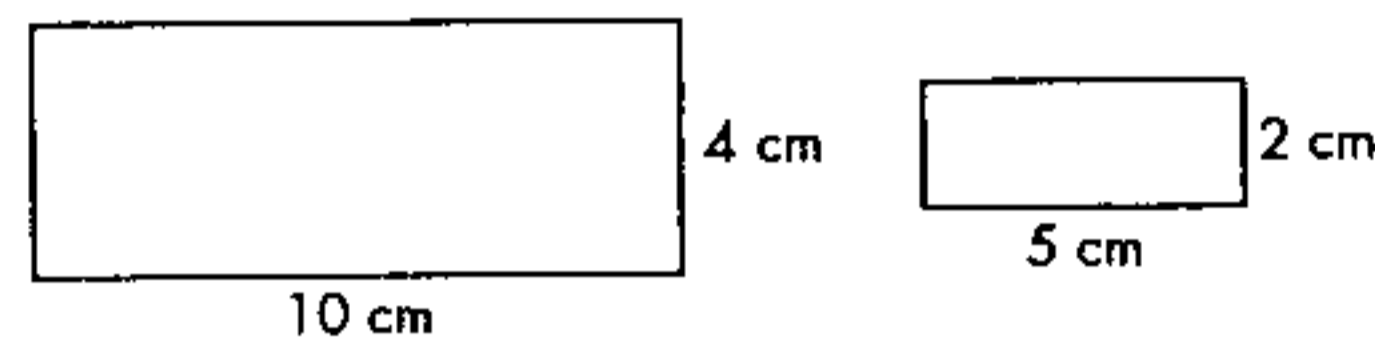
SIMILARITY AND CONGRUENCY

Congruent forms are the same size and shape. **Similar** forms are the same shape but are different sizes. The corresponding parts of similar forms have the same ratios. This ratio of the size in one form to the size in the other, similar one determines the scale of the first form in relation to the second.

These rectangles are congruent forms. They are the same size and shape.

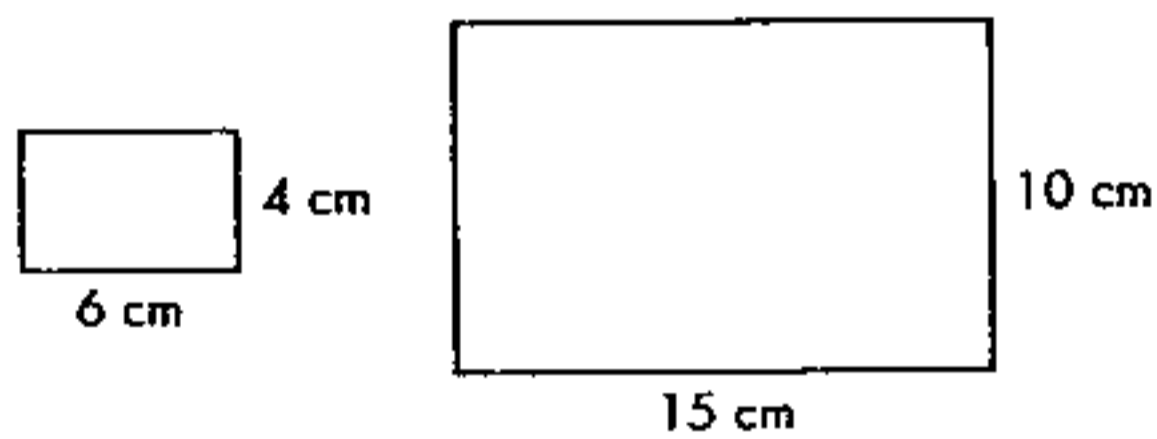


These rectangles are similar forms. They are not the same size. Their corresponding parts have the same ratio.

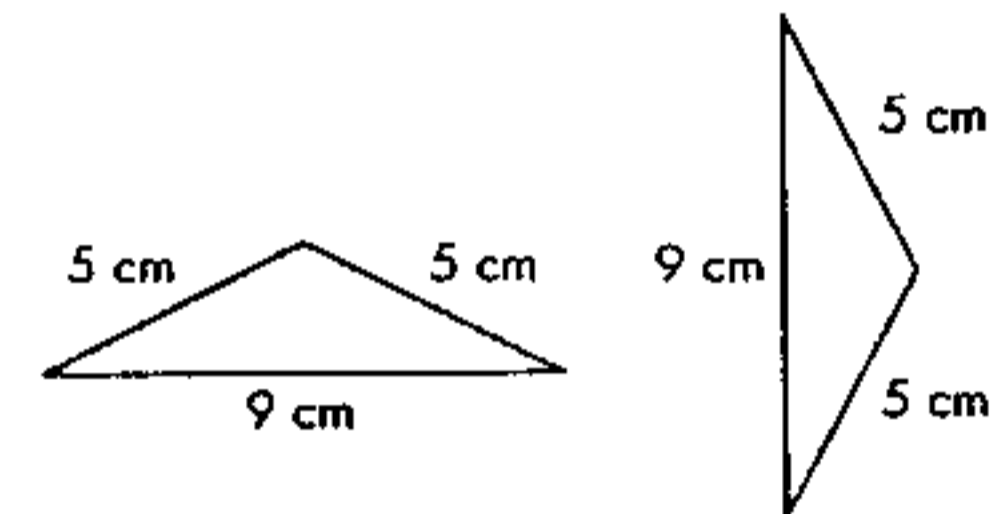


Classify each pair of figures as similar, congruent, both similar and congruent, or neither similar nor congruent.

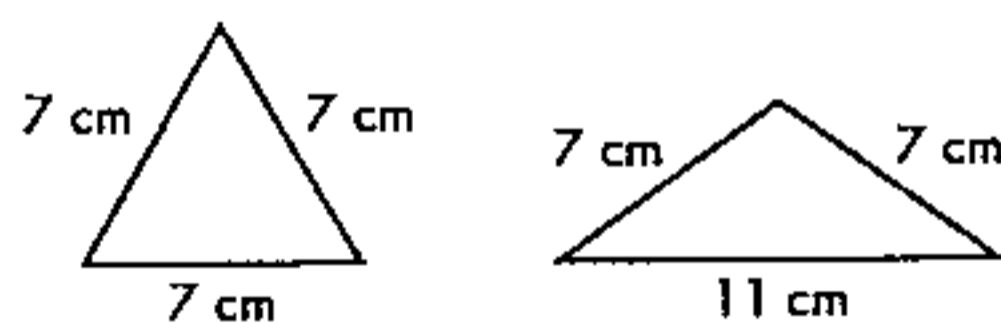
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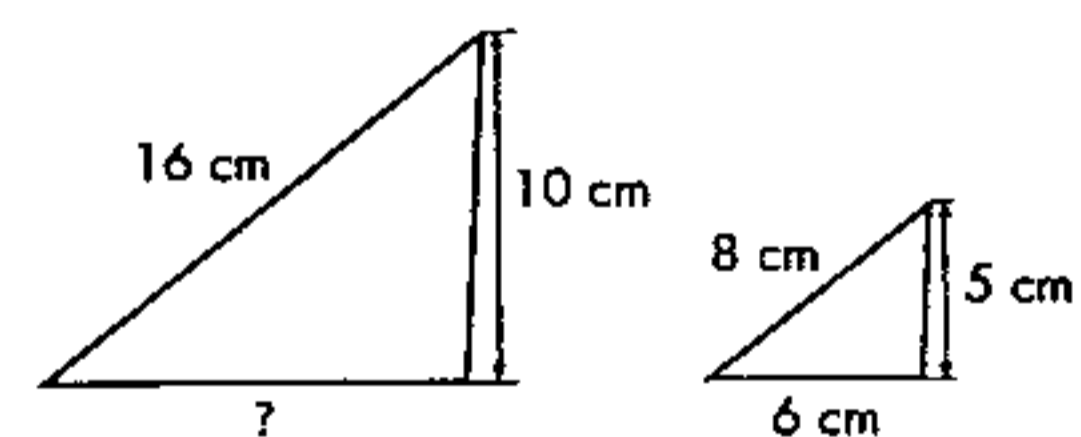
2.



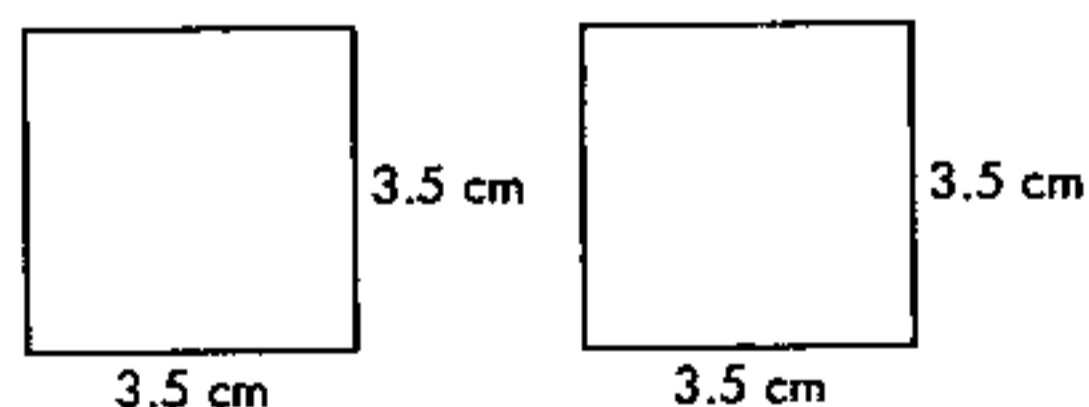
3.



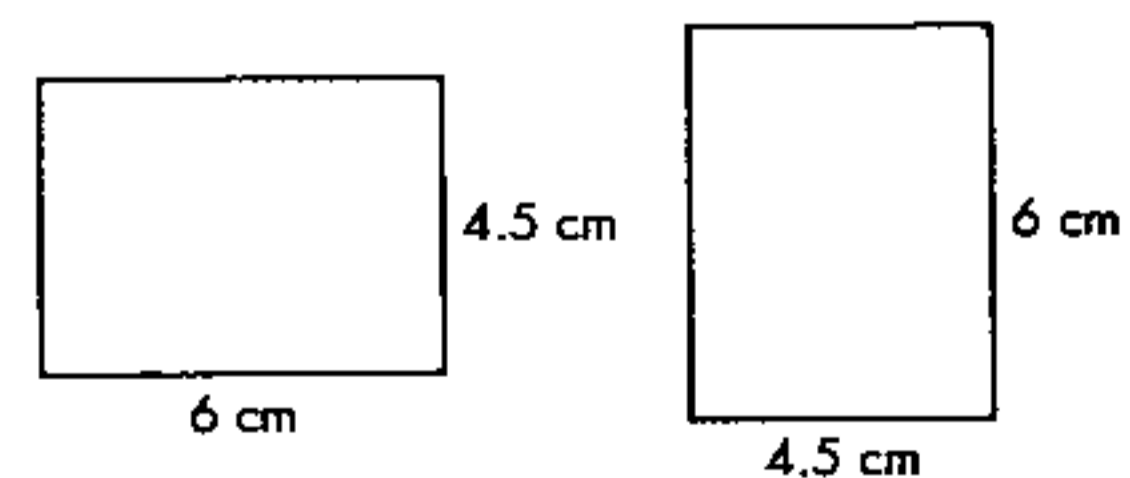
4.



5.



6.



SIMILARITY AND CONGRUENCY

Similar forms are the same shape but not necessarily the same size. Their corresponding parts have the same ratios. This common ratio of the size of a part in one form to that of the corresponding part in the other is the scale factor. You can change a scale factor to make a larger or smaller similar figure.

A rectangle is 5 inches long and 3 inches wide. Sallie needs to draw a larger, similar rectangle with a scale factor of $\frac{3}{2}$. What is the length and width of the rectangle Sallie will draw?

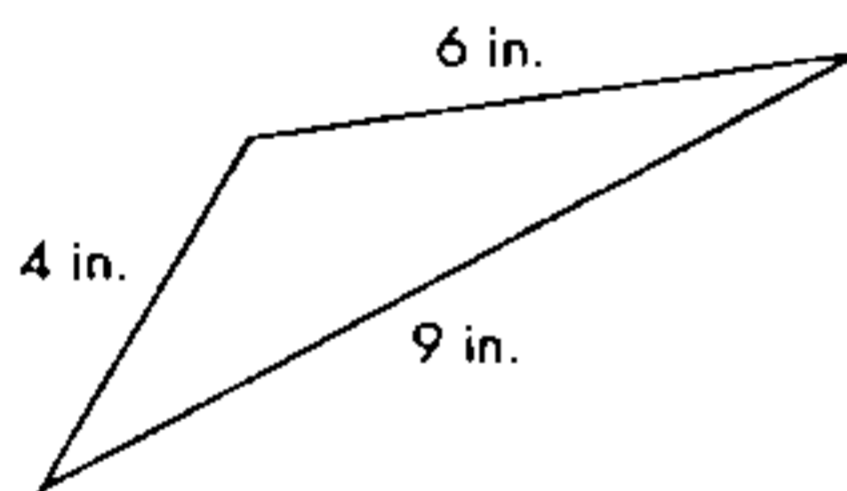
1. Multiply the length of the rectangle by the scale factor. _____

2. Multiply the width of the rectangle by the scale factor. _____

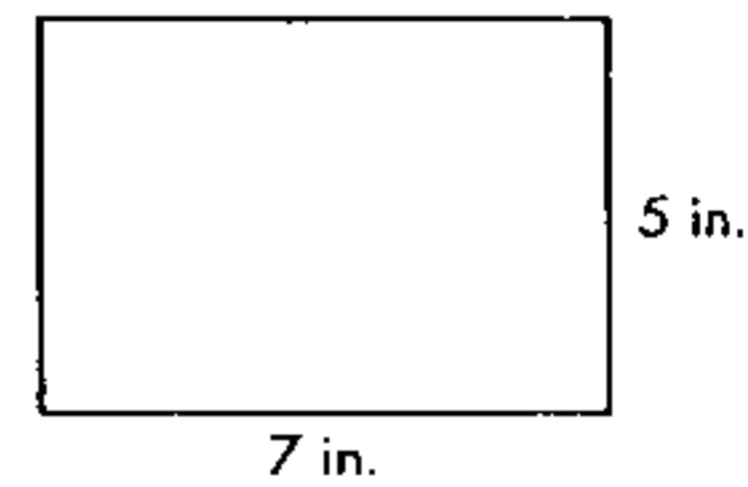
3. What is the length and width of the rectangle Sallie will draw? _____

Solve.

4. June is drawing a triangle similar to the one below. Give the lengths of the sides of June's triangle if she uses a scale factor of $\frac{5}{3}$.



5. Mike is drawing a rectangle similar to the one below. If he uses a scale factor of $\frac{4}{5}$, what is the length and width of his rectangle?



6. Wanda cut a rectangle from a piece of cloth. The rectangle is 3 in. long and 2 in. wide. She needs to cut a similar rectangle from the cloth. What is the length and width of the second rectangle if Wanda uses a scale factor of $\frac{7}{5}$?

7. Pete made a picture frame that is 8 in. long and 6 in. wide. He wants to make a similar frame using a scale factor of $\frac{2}{3}$. Give the length and width of the second frame.

Challenge

Rashid drew a triangle with sides of 4 in., 6 in., and 12 in. He drew a similar triangle with sides of 3 in., $4\frac{1}{2}$ in., and 9 in. What scale factor did Rashid use when drawing the second triangle?

Revolutionary Tea

There was an old lady lived over the sea

And she was an island queen.

Her daughter lived off in a new country

With an ocean of water between.

(5) The old lady's pockets were full of gold

But never contented was she,

So she called on her daughter to pay her a tax

Of three pence a pound on her tea,

Of three pence a pound on her tea.

(10) "Now, mother, dear mother," the daughter replied,

"I shan't do the thing you ax.

I'm willing to pay a fair price for the tea,

But never the three-penny tax."

"You shall," quoth the mother, and reddened with rage,

(15) "For you're my own daughter, you see,

And sure 'tis quite proper the daughter should pay

Her mother a tax on her tea,

Her mother a tax on her tea."

And so the old lady her servant called up

(20) And packed off a budget of tea;

And eager for three pence a pound, she put in

Enough for a large family.

She ordered her servant to bring home the tax,

Declaring her child should obey,

(25) Or old as she was, and almost full grown,

She'd half whip her life away,

She'd half whip her life away.

The tea was conveyed to the daughter's door,
All down by the ocean's side,
(30) And the bouncing girl poured out every pound
In the dark and boiling tide;
And then she called out to the island queen,
"Oh, mother, dear mother," quoth she,
"Your tea you may have when 'tis steeped quite enough
(35) But never a tax from me, But never a tax from me."

Excerpt from the Project Gutenberg text of *Common Sense*:

THOUGHTS ON THE PRESENT STATE OF AMERICAN AFFAIRS In the following pages I offer nothing more than simple facts, plain arguments, and common sense... Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms, as the last resource, decide this contest; the appeal was the choice of the king, and the continent hath accepted the challenge... The sun never shined on a cause of greater worth. 'Tis not the affair of a city, a county, a province, or a kingdom, but of a continent—of at least one eighth part of the habitable globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected, even to the end of time, by the proceedings now. Now is the seed-time of continental union, faith and honour. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound will enlarge with the tree, and posterity read it in full grown characters. By referring the matter from argument to arms, a new era for politics is struck; a new method of thinking hath arisen. All plans, proposals, &c. prior to the nineteenth of April, i.e. to the commencement of hostilities, are like the almanacs of the last year; which, though proper then are superseded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, viz. a union with Great-Britain: the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence. As much hath been said of the advantages of reconciliation which, like an agreeable dream, hath passed away and left us as we were, it is but right, that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these colonies sustain, and always will sustain, by being connected with, and dependent on Great Britain: To examine that connection and dependence, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependant. I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had any thing to do with her. The commerce, by which she hath enriched herself, are the necessaries of life, and will always have a market while eating is the custom of Europe. But she has protected us, say some. That she has engrossed us is true, and defended the continent at our expense as well as her own is admitted, and she

would have defended Turkey from the same motive, viz. the sake of trade and dominion. Alas, we have been long led away by ancient prejudices, and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; that she did not protect us from OUR ENEMIES on OUR ACCOUNT, but from HER ENEMIES on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT.

Name _____ Date _____

Misplaced Modifiers

Directions: Choose the sentence in which the modifiers are correctly placed.

1.
 - A. Sitting on the top shelf of the refrigerator, Desmond saw Mom's pristine birthday cake.
 - B. Desmond, sitting on the top shelf of the refrigerator, saw Mom's pristine birthday cake
 - C. Sitting on the top shelf of the refrigerator, Mom's pristine birthday cake caught Desmond's attention.

2.
 - A. Loudly slurping the bowl of hot soup, Derrick's impolite behavior annoyed the other diner patrons.
 - B. As Derrick loudly slurped the bowl of hot soup, his impolite behavior annoyed the other diner patrons.
 - C. Loudly slurping the hot soup, the other diner patrons were annoyed by Derrick's impolite behavior.

3.
 - A. Seated by the window, Barbara munched popcorn on the long bus ride home.
 - B. Seated by the window, popcorn was munched by Barbara on the long bus ride home.
 - C. Barbara munched popcorn seated by the window on the long bus ride home.

4.
 - A. Rosalind struggled up the three flights of stairs in her new jeans, which were too tight for comfort.
 - B. Too tight for comfort, Rosalind struggled up the three flights of stairs in her new jeans.
 - C. In her new jeans, Rosalind struggled up three flights of stairs, which were too tight for comfort.

5.
 - A. Twisting in the strong wind, we knew the hurricane was close as we watched the trees.
 - B. We knew the hurricane was close as we watched the trees twisting in the strong wind.
 - C. We knew the hurricane was close, twisting in the wind, as we watched the trees.

6.
 - A. Applying red toenail paint, Will asked Rhonda if she could interrupt her beauty regimen to go to the mall.
 - B. Will asked Rhonda, who was applying red toenail paint, if she could interrupt her beauty regimen to go to the mall.
 - C. Will asked if Rhonda could interrupt her beauty regimen to go to the mall, which was applying red toenail paint.

- 7.
- A. Struggling with the algebra problem, the pencil tapped nervously on Kenneth's desk.
 - B. Struggling with the algebra problem, Kenneth's desk was tapped nervously with the pencil.
 - C. Struggling with the algebra problem, Kenneth nervously tapped his pencil on the desk.
- 8.
- A. Marking his score sheet with care, the hope this week was that Byron would pass his vocabulary quiz.
 - B. Marking his score sheet with care, Byron hoped that this week he would pass his vocabulary quiz.
 - C. Hoping that this week he would pass his vocabulary quiz, the score sheet was marked carefully by Byron.
- 9.
- A. Splashing in the puddles left by the thunderstorm, Jayanti cooled her hot feet.
 - B. Splashing in the puddles left by the thunderstorm, the cool water refreshed Jayanti's hot feet.
 - C. Splashing in the puddles, the thunderstorm cooled Jayanti's hot feet.
- 10.
- A. Huddled by the door, the rain made the wet kitten cry to come in.
 - B. Crying to come in, the door is where the wet kitten huddled during the rain.
 - C. Huddled by the door, the wet kitten cried to come in from the rain.



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Name _____ Date _____

Verb Forms

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

1. We knew that Charley had hid the cookies in his bedroom, so we stole his key and searched in all the dresser drawers.
A B C
A. knowed
B. hidden
C. stealed
D. No change is necessary.
2. If we had known that you were serving squid eyeball stew, we would of come for dinner!
A. of came
B. have came
C. have come
D. No change is necessary.
3. Priscilla use to have a pet parakeet; her mother's story is that the bird escaped and flew away, but Priscilla believes that the cat ate it.
A B C
A. used
B. flied
C. eaten
D. No change is necessary.
4. Julissa was soaked during the afternoon thunderstorm because she had choosed to walk to school rather than drive.
A. chosen
B. choosen
C. chose
D. No change is necessary.
5. James brung roses and begged forgiveness, but when Rhonda saw that her ex still hadn't shaved his ridiculous mustache, she shut the door in his face.
A B C
A. brought
B. seen
C. shutted
D. No change is necessary.

6. If Toby had tooken Charlene's advice, that bottle of soda wouldn't have exploded all over the front of his new white shirt.
- A. took
B. tooked
C. taken
D. No change is necessary.
7. Cooper laid the 10-page paper on Professor Cook's desk; he had wrote the last sentence at 2:50 p.m., and then he ran across campus to deliver the work by the 3 o'clock deadline.
- A. layed
B. written
C. run
D. No change is necessary.
8. We would have knowen that Dr. Carlson had moved up the date of the quiz if we attended her calculus class more frequently.
- A. of knowen
B. have known
C. have knew
D. No change is necessary.
9. Margaret breaked the cookie and gave half to the young man stuck in the elevator with her; they told stories to pass the time as mechanics worked on the hydraulics.
- A. broke
B. gived
C. telled
D. No change is necessary.
10. Meredith would have went to the concert, but Gregory misplaced the tickets, which they still haven't found.
- A. of went
B. have gone
C. have goed
D. No change is necessary.



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Tense Shift

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

1. Aunt Lillian had frozen four quarts of her homegrown strawberries, but she lost them after the hurricane was knocking out power for eight days.
A B C
A. froze
B. had lost
C. knocked
D. No change is necessary.
2. Because Sammy had been eating all of the chocolate mint ice cream before she got home, Roxanne whacked him over the head.
A. ate
B. was eating
C. had eaten
D. No change is necessary.
3. Carlos pawed at his hair and shook his head, but he cannot dislodge the giant spider tangled in his curls.
A B C
A. was pawing
B. was shaking
C. could not
D. No change is necessary.
4. Grandpa planted a backyard garden, hoping that it was helping with the high cost of food.
A. will help
B. would help
C. helped
D. No change is necessary.
5. When Gretchen was a freshman, she wanted to major in biology, but after her first rat dissection, she couldn't change her major fast enough.
A B C
A. had been
B. was wanting
C. cannot
D. No change is necessary.

6. Everyone is sleeping soundly when Brendan dropped the glass pitcher of lemonade on the stone tiles of the kitchen floor.
- A. had been sleeping
 - B. slept
 - C. would sleep
 - D. No change is necessary.
7. Ancient Egyptians spent their entire lives preparing for their death and burial. Today, however, people are thinking that such arrangements are morbid and impolite to discuss.
- A. were spending
 - B. think
 - C. would be
 - D. No change is necessary.
8. When Felicia saw the turtle trying to cross the busy road, she leaped out of her car and had carried the reptile to safety at the other side.
- A. was carrying
 - B. carried
 - C. will carry
 - D. No change is necessary.
9. George Washington believed that he was invincible in battle. He rode a conspicuous white horse that made him an easy target, yet no bullet had hit him, validating his conviction of invulnerability.
- A. had believed
 - B. was riding
 - C. hit
 - D. No change is necessary.
10. We would have bite marks on our ankles and scratches on our thighs ever since adopting Nelson, our feisty kitten.
- A. had
 - B. have
 - C. will have
 - D. No change is necessary.



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6. Tyrone, as well as his cousins, hope^A that Grandma brings^B her famous brownies and peach pie that drip^C with generous scoops of vanilla ice cream.
- A. hopes
B. bring
C. drips
D. No change is necessary.
7. Either the dogs or the cat sleep^A on the bed while everyone is^B out; Lorraine always finds^C an indentation in the center of her comforter.
- A. sleeps
B. are
C. find
D. No change is necessary.
8. Meryl, together with her friends Beatrice and Laverne, plans^A a daily trip for ice cream, for these women have^B discovered that the calories is^C worth seeing Theo scoop their servings with his muscular arms.
- A. plan
B. has
C. are
D. No change is necessary.
9. The scissors are^A sharp, so neither the cousins nor Timmy is^B allowed to play with them, even when the boys needs^C to finish a school project.
- A. is
B. are
C. need
D. No change is necessary.
10. Each fork, spoon, and knife are^A scarred from the disposal since Drew refuses^B to check the drain before he throws^C the switch.
- A. is
B. refuse
C. throw
D. No change is necessary.



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Name _____ Date _____

Pronoun Agreement

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

- Not only my brothers but also Mom loves to drench their omelets in ketchup.
A. his
B. her
C. his and her
D. No change is necessary.
- The students and their professor sweated in the hot classroom. Each one of them wondered why they had decided to commit to summer school.
A
B
C
A. his or her
B. Every
C. she
D. No change is necessary.
- Robert and Sue Ellen concentrated on the dead worm on the dissection tray. They used tweezers to pick through innards looking for the heart.
A. He
B. She
C. He or she
D. No change is necessary.
- The students have decided to eat at Tito's Taco Palace, where they can order the special. Their discount burrito and soda will satisfy hunger, and its cheap prices will help wallets!
A
B
C
A. he or she
B. Its
C. their
D. No change is necessary.
- Either of these thick books by respected authors will have the answer to your research question in their many pages.
A. his
B. his or her
C. its
D. No change is necessary.

6. If everyone stopped to smell the roses, they might get stung by bees and have their allergies kick in to overdrive!
 A B C
- A. people
 B. he or she
 C. his or her
 D. No change is necessary.
7. Weaver Hill High has strange school colors. Their hot pink and bright yellow combination really stands out on the field.
- A. Its
 B. His
 C. His and her
 D. No change is necessary.
8. Sam is starving, and his buddies have just ordered their "upsized" meals. Despite Sam's drooling, neither of them will part with their French fries.
 A B C
- A. his
 B. him
 C. his
 D. No change is necessary.
9. Clyde refuses to return to the weight room because its staff always pokes fun of his skinny arms and legs.
- A. their
 B. his
 C. her
 D. No change is necessary.
10. Everyone should memorize a Shakespeare monologue for Mrs. Smith because the extra credit points will help them improve their averages at the end of the semester.
 A B C
- A. The students
 B. him or her
 C. his or her
 D. No change is necessary.



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Name _____ Date _____

Adjectives and Adverbs

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

1. Farzana did poor on her algebra quiz. She couldn't concentrate well because her
A B
tablemate was chomping noisily on a piece of gum.
C
A. poorly
B. good
C. noisy
D. No change is necessary.
2. Lawrence cheated on the chemistry test, but he is still very happy with his A.
A. real
B. so
C. well
D. No change is necessary.
3. The excruciating long school day put Wanda in a bad mood. She was very tired and
A B C
just wanted to go home to relax.
A. excruciatingly
B. worser
C. real
D. No change is necessary.
4. The horrifying news that Professor Anderson was assigning another 10-page paper
A
made his students complain bitter about his very hard requirements.
B C
A. horrifyingly
B. bitterly
C. real demanding
D. No change is necessary.
5. The duck quacked loud, hoping that we would throw it some of our French fries.
A. loudest
B. real loud
C. loudly
D. No change is necessary.

6. Mr. Hodges says to quit gossiping about Veronica and finish typing his report real quick.
- A. very quick
 B. real quickly
 C. right now
 D. No change is necessary.
7. We roasted in the very hot sun, sweat pouring profuse off our skin. Thoughts of iced tea and lemonade plagued us mercilessly.
- A. real hot
 B. profusely
 C. merciless
 D. No change is necessary.
8. We moved into the new apartment real easy. Rebecca shamelessly flirted with some strong neighbors who were happy to help with the heavy boxes.
- A. easily
 B. shameless
 C. happily
 D. No change is necessary.
9. Alex did good during his speeches, addressing his classmates with confidence and poise. But he did poorly for the semester because he never submitted homework punctually.
- A. well
 B. poor
 C. punctual
 D. No change is necessary.
10. The incessant loud barks of her neighbor's dogs kept Diane from getting a good night's sleep. She did not feel well rested the next day.
- A. incessantly
 B. well
 C. good
 D. No change is necessary.



Name _____ Date _____

Spelling

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

1. Carlos hopped that he caught all of the misspellings in his essay, for he wanted to receive an A on this paper.
A B C
A. hoped
B. misspellings
C. recieve
D. No change is necessary.
2. The thieves planned to steal Mom's expensive jewelry but changed their minds when they discovered Big Boy, our Rottweiler, guarding the master bedroom.
A B C
A. theives
B. jewelry
C. guardding
D. No change is necessary.
3. When we told Sheila that her boyfriend Ronnie accompanied Kristine to a fancy restaurant last night, Sheila told us to mind our own bussiness.
A B C
A. accompanied
B. resterant
C. business
D. No change is necessary.
4. I don't mind sharing a dessert with Matthew, but I must insist on a sepparate fork.
A. separate
B. seperate
C. saperate
D. No change is necessary.
5. Professor Williams recommends studing two hours every night; we students wish we had the time but must work to pay for the expensive textbooks that he requires.
A B C
A. reccomends
B. studying
C. espensive
D. No change is necessary.

6. All day long, our new puppy Jack sleeps on the rug, but at night, he is possesed by energy and bounces off the furniture.
- A. posessed
B. possested
C. possessed
D. No change is necessary.
7. Ramón wishes that the lovely Belinda would blow kisses his way, but he is always disappointed.
- A
B
C
- A. wishes
B. kissess
C. dissappointed
D. No change is necessary.
8. To please his wife, Robert swept off the roof, even though he found this chore pointless and unnecessary.
- A. unecessary
B. unnecessery
C. unneccessary
D. No change is necessary.
9. Patrick tried to make Babushka's potatoe pancakes, but we found them inedible; everyone wished he had made simple French fries instead.
- A
B
C
- A. potato
B. inedible
C. frys
D. No change is necessary.
10. Look at Jonathan's face turning red—that boy embarasses easily!
- A. embarrases
B. emmbarasses
C. embarrasses
D. No change is necessary.



Name _____ Date _____

Punctuation

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

1. Although Raymond will eat a grasshopper, he refuses all green vegetables; such as
peas, spinach, and even cucumbers.
A B C
A. Although, Raymond
B. grasshopper he
C. vegetables, such
D. No change is necessary.
2. Before his calculus exam Scott rubbed his lucky rabbit's foot and found his favorite
pencil.
A B C
A. exam, Scott
B. rubbed, his
C. foot, and
D. No change is necessary.
3. Francine has five chair's but six guests coming for Thanksgiving dinner; she hopes that
old Uncle Ross remembers to bring an extra.
A B C
A. chairs
B. guests'
C. remember's
D. No change is necessary.
4. Roseanne washed the piles of dirty dishes; while Maria vacuumed the filthy rug; they
tried to complete a month's worth of housekeeping in a single hour.
A B C
A. dishes while
B. tried, to
C. months
D. No change is necessary.
5. Audrey can't leave work early, and Peggy wont help with the cupcakes, so I guess I'll
have to do all the baking myself.
A B C
A. ca'nt
B. won't
C. Ill
D. No change is necessary.

Name _____ Date _____

Capitalization

Directions: Choose the option that corrects an error in the underlined portion(s). If no error exists, choose "No change is necessary."

- Byron likes spicy foods, so he chose the Asian chicken wrap. Martha prefers bland dishes and ordered a large basket of french fries.
A
B C

 - asian
 - Large
 - French
 - No change is necessary.

- Janelle will take Fundamentals of Biology next semester; she hates Science classes but needs the credits to transfer to a university.
A B C

 - fundamentals of biology
 - science
 - University
 - No change is necessary.

- My family prefers to cook a ham on holidays, but uncle Bart is a vegetarian, so my mother prepares "tofurkey" for him.
A B C

 - Holidays
 - Uncle
 - Vegetarian
 - No change is necessary.

- Dai is vietnamese, but she grew up in Puerto Rico, where she attended cooking school; now she is the head chef at the Cuban restaurant on Orange Avenue.
A B C

 - Vietnamese
 - Cooking School
 - cuban
 - No change is necessary.

- Turn left! We need to go west on Highway 50; otherwise, we will be heading toward Daytona beach.
A B C

 - West
 - highway 50
 - Daytona Beach
 - No change is necessary.

Outline

I. Paragraph One: Introduction

Topic Sentence: Introduce the topic of your essay

Supporting Sentence – Will be the topic of body paragraph one

Supporting Sentence – Will be the topic of body paragraph two

Supporting Sentence - Will be the topic of body paragraph three

Transition Sentence – casually introduce the next paragraph

II. Body Paragraph One: Supporting sentence one

Topic Sentence: Introduce the topic from the first paragraph

Supporting Sentence –

Supporting Sentence –

Supporting Sentence -

Transition Sentence – casually introduce the next paragraph

III. Body Paragraph Two: Supporting Sentence two

Topic Sentence: Introduce the topic from your first paragraph

Supporting Sentence –

Supporting Sentence –

Supporting Sentence -

Transition Sentence – casually introduce the next paragraph

IV. Body Paragraph Three: Supporting Sentence three

Topic Sentence: Introduce the topic from your first paragraph

Supporting Sentence –

Supporting Sentence –

Supporting Sentence -

Transition Sentence – casually close the paragraph

V. Concluding Paragraph – wrap up your essay with a final recap of the topics

Sentence Addition – add some final thought on the topic which closes the topic