| <u>T</u> | est 1 - (Use after Lesson 1.9)  | Total so              | core (out of 30) |  |  |  |
|----------|---|-----------------------|------------------|--|--|--|
| Na       | me  | Date                  |                  |  |  |  |
| A.       | Decide whether the <b>complete subject</b> a underlined in each sentence. Write <b>com</b> line.  |                       |                  |  |  |  |
|          | 1. My sister ordered a milkshake.   |                       |                  |  |  |  |
|          | 2. I <u>left my book at school</u> .  |                       |                  |  |  |  |
|          | 3. Paul baked a cake for the party.   |                       |                  |  |  |  |
|          | 4. The girl made a turkey sandwich.   |                       |                  |  |  |  |
|          | 5. The scared cat <u>ran</u> .  |                       |                  |  |  |  |
|          |   |                       | (5 points)       |  |  |  |
| В.       | Draw a line dividing the <b>subject</b> area from the <b>predicate</b> area of each sentence. Write the <b>simple subject</b> and the <b>simple predicate</b> on the lines. |                       |                  |  |  |  |
|          |   | simple subject        | simple predicate |  |  |  |
|          | 1. Stacy bought a blouse.   |                       |                  |  |  |  |
|          | 2. My dad exercises every day.  |                       |                  |  |  |  |
|          | 3. The kind nurse held the baby.  |                       |                  |  |  |  |
|          | 4. Ronald sang.   |                       |                  |  |  |  |
|          | 5. The secretary filed the letter.  |                       |                  |  |  |  |
|          |   |                       | (5 points)       |  |  |  |
| C.       | Diagram the simple subject and simple predicate in these sentences.   |                       |                  |  |  |  |
|          | 1. Lightning struck the tree.   | 3. I learned the song | g.               |  |  |  |
|          |   |                       |                  |  |  |  |
|          |   |                       |                  |  |  |  |
|          |   |                       |                  |  |  |  |
|          | 2. My uncle built a tree house.   | 4. Erin called.       |                  |  |  |  |
|          |   |                       |                  |  |  |  |

| D. | Write <u>CS</u> if the sentence has a <b>compound subject</b> , write <u>CP</u> if the sentence has a <b>compound predicate</b> , and write <u>Both</u> if the sentence has <b>both</b> . |  |                                    |  |  |  |
|----|---|--|------------------------------------|--|--|--|
|    | 1 Mary and Abigail write short stories.   |  |                                    |  |  |  |
|    | 2.  | 2 Marvin and I stood and waited for the airplane.  |                                    |  |  |  |
|    | 3.  | 3 Steve waved and shouted to his friend.   |                                    |  |  |  |
|    | 4.  | My sisters brush and curl their hair.  |                                    |  |  |  |
|    |   |  | (4 points)                         |  |  |  |
| E. | Di  | Diagram the <b>simple subjects</b> and <b>simple predicates</b> in these sentences.        |                                    |  |  |  |
|    | 1.  | The ducks and geese splashed.  | 3. The kite fluttered and fell.    |  |  |  |
|    | 2.  | Rain and ice fell and covered the ground.  | 4. Alvin and Sally dance and sing. |  |  |  |
|    |   |  | (4 points)                         |  |  |  |
| F. | Co  | Combine these sentences to form a <b>compound subject</b> or a <b>compound predicate</b> . |                                    |  |  |  |
|    | 1.  | The boys listened to the radio. The girls lister   | ned to the radio.                  |  |  |  |
|    | 2.  | The fire hissed. The fire crackled.  |                                    |  |  |  |
|    | 3.  | The children skipped. The children hopped.   |                                    |  |  |  |
|    |   |  | (3 points)                         |  |  |  |

| G. U | Use the words in the box to finish these definitions. |                 |                 |               |                          |         |
|------|---|-----------------|-----------------|---------------|--------------------------|---------|
|      | diagram   | predicate       | fragment        | subject       | sentence                 |         |
| 1.   | The   |                 | part o          | of a sentence | contains all the w       | ords th |
|      | tell who or what the sentence is about.               |                 |                 |               |                          |         |
| 2.   | 2. The part of the sentence contain                   |                 |                 |               |                          | words   |
|      | that tell what the subject is or does.                |                 |                 |               |                          |         |
| 3.   | Α   |                 | is a <b>gro</b> | oup of words  | expressing a co          | mplete  |
|      | thought.  |                 |                 |               |                          |         |
| 4.   | Α   |                 | is a <b>gro</b> | up of words   | that does <b>not</b> exp | oress a |
|      | complete thought. It is only part of a sentence.      |                 |                 |               |                          |         |
| 5.   | A sentence _  |                 |                 | _ is a simple | way of <b>dividing</b> a | a       |
|      | sentence into   | its basic parts |                 |               |                          |         |

(5 points)