

Summary Sentences

Many paragraphs have a *summary sentence*. A summary sentence is exactly what it sounds like—a summary of the main idea of the paragraph. It wraps up the whole paragraph. The summary sentence usually repeats the main idea of the paragraph that was first stated in the topic sentence.

In this paragraph, the first sentence is the topic sentence. It states the main idea of the paragraph. The last sentence is the summary sentence. It finishes the paragraph and repeats the main idea.

Hawaii is a beautiful state. If you went there, you would see palm trees and colorful flowers, fields of pineapple and sugarcane, volcanoes and lush rain forests. You would hear the musical sound of Hawaiian words mixed with the English talk around you. Many people visit the beautiful state of Hawaii every year.



Read the paragraph. Underline the topic sentence and circle the summarizing sentence.

1. The Thai language is quite different from English. In the Thai language, each word can have as many as five different meanings. The tone of voice in which a word is said gives it its different meanings. Saying a word in a high tone of voice makes it mean one thing, and saying it in a lower tone of voice makes it mean something else. This makes the Thai language more difficult than English.

Writing a Summary Sentence

Do you remember this descriptive paragraph from Lesson 2?

With little difficulty we reached the top, but the most careful survey of the beautiful landscape failed to show us the slightest sign or trace of human beings. Before us stretched a wide and lovely bay, fringed with yellow sands, either side extending into the distance, and almost lost to view in two shadowy promontories.

Think about the paragraph. Study the underlined main idea. If you had to write a summary sentence for the paragraph, what would you write? You could write this:

The end.

But that sentence does not really finish the paragraph. It does not repeat the main idea.

What about this one?

As you can see, it was a very lonely place.

This sentence is better—it does repeat the main idea of the paragraph. But it is not very interesting. And it talks about the strange person *you*. Where did *you* come from? There was no *you* in the first part of the paragraph; so there should be no *you* in the summary sentence either.

This paragraph is from the book *Swiss Family Robinson*. Read the whole paragraph now to see what the summarizing sentence is.

With little difficulty we reached the top, but the most careful survey of the beautiful landscape failed to show us the slightest sign or trace of human beings. Before us stretched a wide and lovely bay, fringed with yellow sands, either side extending into the distance, and almost lost to view in two shadowy promontories. Fritz and I felt a shade of loneliness stealing over us as we gazed on its utter solitude.

Now it's your turn. Write a summary sentence for the paragraph you wrote in Lesson 2. Think of a good clincher that restates the main idea of your paragraph in an interesting way.



Write your summary sentence.

- 2. _____

It's time to revise and edit your paragraph. Use this checklist. Ask your teacher if you should do the last step.

- Edit and revise—make changes in wording and sentence structure. Check spelling and punctuation.
- Final checkup—make sure you have a good topic sentence.
- Present your final paper to your teacher and class.



Rewrite your paragraph. Be sure to include your summary sentence.

3. _____

We Remember



Circle the letter of the correct sentence.

4. a. Elizabeth Yates not only wrote *The Journeyman* but also *Hue and Cry*.
b. Elizabeth Yates wrote not only *The Journeyman* but also *Hue and Cry*.
5. a. Rejoicing and to be thankful are two commands Paul gave the Philippians.
b. To rejoice and to be thankful are two commands Paul gave the Philippians.



Write a parallel word to finish the sentence.

- △ 6. Genevieve is cheerful, kind, and _____ .



Diagram the sentences.

7. Carol Ryrie Brink is the author of both *Caddie Woodlawn* and *Magical Melons*.

8. Ruth crushed crackers into her bowl of soup.



Underline the correct word.

9. *Dobry* **tell, tells** of the adventures of a Bulgarian boy.
10. Dragonflies **form, forms** a basket with their legs to catch insects while flying.
11. Either Dad or my brother **split, splits** and stacks the firewood.
12. Each of the puppies **has, have** been sold.
13. Everybody in the picture **look, looks** somber.



Write the spelling word for each verb.

- | | |
|----------------------|---------------------|
| 19. _____ tense | 28. _____ transport |
| 20. _____ express | 29. _____ converse |
| 21. _____ decide | 30. _____ suggest |
| 22. _____ reflect | 31. _____ fascinate |
| 23. _____ appreciate | 32. _____ explain |
| 24. _____ exaggerate | 33. _____ collide |
| 25. _____ collect | 34. _____ quote |
| 26. _____ suspect | 35. _____ describe |
| 27. _____ observe | |



Write the misspelled word correctly.

36. _____ All five members of the Scott expedition to the South Pole died.
37. _____ "Caushon! Road work ahead," read the sign.
38. _____ Peter's great-grandfather grew up on a plantashon in Alabama.

Lesson 4

Parts of Speech Review



Read the paragraphs.

Ben crept (1) silently forward. He moved like a fox from one tree trunk to another. The (2) fellow had stopped, staring about him with a (3) puzzled look on his pleasant, young face. Seeing no evil there, Ben stepped out from his hiding place. "How do you do, Mister Stranger? You look lost," he said.

The fellow (4) whirled around. He blinked when he saw Ben, then smiled. (5) "My, you startled me!" he said. "I never dreamed of meeting (6) anyone like you in such a place!"

Ben sized up the stranger (7) before him. Though taller than most men, the man looked only three (8) or four years older than himself.



Write the part of speech for the underlined words in the paragraphs as *noun* (n), *pronoun* (pro), *verb* (v), *adjective* (adj), *adverb* (adv), *preposition* (prep), *conjunction* (conj), or *interjection* (int).

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ | 7. _____ |
| 2. _____ | 4. _____ | 6. _____ | 8. _____ |

Complement Review

Some sentences are complete with just the subject and verb. Others need a complement to complete the meaning.

Predicate nominative: a noun or pronoun that follows a linking verb and renames the subject.

Predicate adjective: an adjective that follows a linking verb and describes the subject.

Direct object: a noun or pronoun that follows an action verb and receives the action from the verb; it answers the questions *whom* or *what*.

Indirect object: a noun or pronoun located between the action verb and direct object that receives the direct object; it answers the questions *to whom*, *for whom*, *to what*, *for what*.



Read the paragraphs.

In the early 1800s, President Jefferson sent Meriwether Lewis and William Clark to explore the land west of the Mississippi River. The men knew their exploration would lead them through Indian lands on their way from St. Louis to the Pacific Ocean. They needed (9) someone who could communicate with the Indians they would encounter. They found Toussaint Charbonneau, a French-Canadian who could speak several Indian languages; his wife Sacagawea was a Shoshone (10) Indian. Charbonneau and Sacagawea joined the expedition in what is now North Dakota.

One day, they met up with a band of Shoshone Indians; it was Sacagawea's home tribe. The chief was her (11) brother! The explorers needed (12) horses to cross the mountains on their trek west. Sacagawea got the (13) group the necessary horses from her brother's tribe.

Sacagawea was (14) helpful and (15) important in other ways too. She knew which paths were easier to use, and which plants, roots, and berries were (16) edible.



Label the underlined complements as *predicate nominative* (*pn*), *predicate adjective* (*pa*), *direct object* (*do*), or *indirect object* (*io*).

- | | | | |
|-----------|-----------|-----------|-----------|
| 9. _____ | 11. _____ | 13. _____ | 15. _____ |
| 10. _____ | 12. _____ | 14. _____ | 16. _____ |

We Remember



On line a, tell why the sentence is wrong. Write the sentence correctly on line b.


17. Joseph is likeable, fun, and makes friends easily.

- a. _____
- b. _____

Lesson 4

 **Circle the correct verb.**

- 18. At the top of the stairs **hang, hangs** an oil painting by Samuel Morse.
- 19. The raging fires **has, have** already burned thousands of acres of forest.

 **Write the word as you would at the end of a line.**

- 20. antifreeze _____

 **Underline the correct adverb.**

- 21. Because he is hard-of-hearing, Mr. Collins talks **loudlier, more loudly** than Granddad does.
- 22. With every passing moment, the damaged boat sank **deeper, more deep** into the water.

 **Underline the participles.**

- 23. Leah sprinkled chopped onions, diced peppers, and shredded cheese over the pizza.

 **Write sentences.**

- 24. **nominative pronoun, first person, plural** _____

- 25. **objective pronoun, second person, singular** _____

- 26. **possessive pronoun, third person, plural** _____

 **Cross out the wrong word. Write the correct word above it.**

- 27. Stacy would rather set the table then wash dishes.
- 28. Them boys down the street agreed to come to our vacation Bible school.

 **Read the paragraph and study the underlined topic sentence. Underline the summary sentence.**

- 29. I am the good shepherd: the good shepherd giveth his life for the sheep. But he that is an hireling, and not the shepherd, whose own the sheep are not, seeth the wolf coming, and leaveth the sheep, and fleeth: and the wolf catcheth them, and scattereth the sheep. The hireling fleeth, because he is an hireling, and careth not for the sheep. I am the good shepherd, and know my sheep, and am known of mine.

Penmanship



Copy the quotation, using your best handwriting.

- 30. "Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence."

John Adams

Spelling . . . the hodgepodge



Write the spelling words in alphabetical order.

- | | |
|-----------|-----------|
| 31. _____ | 41. _____ |
| 32. _____ | 42. _____ |
| 33. _____ | 43. _____ |
| 34. _____ | 44. _____ |
| 35. _____ | 45. _____ |
| 36. _____ | 46. _____ |
| 37. _____ | 47. _____ |
| 38. _____ | 48. _____ |
| 39. _____ | 49. _____ |
| 40. _____ | 50. _____ |

Lesson 5

Review and Quiz 1

Use this checklist to review for Quiz 1:

- Do you know how to form the positive, comparison, and superlative degrees of adverbs?
- Do you know how to use comparison adverbs correctly in sentences?
- Do you know how to divide words at the end of a line?
- Do you know which pronouns are nominative, objective, and possessive?
- Can you identify pronouns as singular or plural, and as first-, second-, or third-person pronouns?