

# Writing Techniques – Test 2

## March 2008

(Lessons 4-6)

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I. Write TRUE or FALSE in the blanks provided.

- \_\_\_\_\_ 1) The title of the drama in our Writing Techniques book is, "The Just Shall Live by Faith."  
\_\_\_\_\_ 2) Habakkuk wrote five (5) chapters in his book.  
\_\_\_\_\_ 3) Paul used a special verse from Habakkuk in three (3) of his epistles written in the New Testament.  
\_\_\_\_\_ 4) Paul quoted Habakkuk in Galatians 3:11 and Romans 1:17.  
\_\_\_\_\_ 5) The special verse written by Habakkuk and quoted by Paul is found in Habakkuk 4:2.  
\_\_\_\_\_ 6) In the drama, *As It Is Written*, Martin Luther's wife said "Protestant" meant: "One who obeys God's Word, even when it means leaving the Roman Catholic Church."  
\_\_\_\_\_ 7) In *As It Is Written*, Mrs. Luther marked the beginning of the "Reformation" as, "when people realized that only Jesus can forgive sins."  
\_\_\_\_\_ 8) Paul wrote his epistle to Rome while he was at Corinth.  
\_\_\_\_\_ 9) According to Romans 16:22, Tertius actually wrote down what Paul said in the epistle to the church at Rome.  
\_\_\_\_\_ 10) Good writers exercise their senses when they focus on what they see, hear, touch, taste, and smell.  
\_\_\_\_\_ 11) The left side of the brain is being used when you are critiquing your writing.  
\_\_\_\_\_ 12) When the Spirit of the Creator flows while you are writing, the right side of the brain is at work.  
\_\_\_\_\_ 13) Everything we learn, we see, hear, touch, taste, or smell, and we transfer that knowledge to readers the same way we gain it – through the senses.  
\_\_\_\_\_ 14) When the taste gate opens, the reader walks directly into his memory garden.  
\_\_\_\_\_ 15) The taste and smell gates are hardest to unlock.  
\_\_\_\_\_ 16) Both fiction and nonfiction should appeal to the senses.  
\_\_\_\_\_ 17) The "show, don't tell" rule does not apply to most non-fiction.  
\_\_\_\_\_ 18) Strong adjectives develop powerful statements that lift, pull, push, and move the message.  
\_\_\_\_\_ 19) If you want to "show, don't tell" use active verbs.  
\_\_\_\_\_ 20) Adjectives tell. Strong verbs show.  
\_\_\_\_\_ 21) If the subject is the doer of the action, the voice is passive.  
\_\_\_\_\_ 22) If the subject is the receiver of the action, the voice is active.  
\_\_\_\_\_ 23) Another way to show, not tell, is to replace adjectives with strong verbs.  
\_\_\_\_\_ 24) The "to be" verbs are important, but alone they are weak.  
\_\_\_\_\_ 25) Linking verbs require another word or words to show action and/or make a statement about the subject.  
\_\_\_\_\_ 26) Adjectives add color and action to writing.  
\_\_\_\_\_ 27) One good definition of a "sanctified imagination," is "an imagination that creates beautiful scenes while inspiring hope and joy.  
\_\_\_\_\_ 28) The book of 1John is not addressed to any particular individual or group, but it is believed John was writing to a group of churches in Asia that he was responsible for.  
\_\_\_\_\_ 29) Satan used all five of Eve's senses when he tempted her in the Garden of Eden.  
\_\_\_\_\_ 30) It is important to have a goal for what you want to create with the words you write.  
\_\_\_\_\_ 31) The word a pronoun replaces is called an antecedent.  
\_\_\_\_\_ 32) *I, you, he, she, it, and we* are subjective pronouns.  
\_\_\_\_\_ 33) *Whom, whomever, me, you, him, her, and us* are objective pronouns.  
\_\_\_\_\_ 34) Action verbs require objective pronouns, because something receives the action or is the object of it.  
\_\_\_\_\_ 35) Prepositions use subjective pronouns, because the pronoun is the object of the preposition.  
\_\_\_\_\_ 36) *Voice* is the term used to tell whether the subject is acting, or receiving the action.  
\_\_\_\_\_ 37) Writing in the narrative gives facts, but removes the emotion.  
\_\_\_\_\_ 38) Ambiguous writing means "writing that does not make the meaning clear."  
\_\_\_\_\_ 39) When any one refers to a person or thing in a specific group, it is two words.  
\_\_\_\_\_ 40) For centuries (in writing) the masculine pronoun has included both sexes.

## II. SHORT ANSWER/LISTING

1. List the three (3) steps to reviving your imagination.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

2. What are two (2) extremes that tempt a writer?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

3. What are the three (3) A's of a good aim? Briefly explain each.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

4. List the two (2) types of pronouns, and state the type of verbs used with each.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

III. MATCHING/MULTIPLE CHOICE – Choose the letter of the best option given and write that letter (a, b, c, etc.) in the small blanks provided.

\_\_\_\_\_ 1) Verbs such as am, are, is, was, have been, will be, must be, could have, could be, and should have been are:

- a. being verbs      b. sensory verbs      c. linking verbs      d. both a and c      e. none of these

\_\_\_\_\_ 2) Verbs such as look, sound, taste, smell, and feel are:

- a. being verbs      b. sensory verbs      c. linking verbs      d. both b and c      e. none of these

\_\_\_\_\_ 3) These words alter or limit the meaning of another word, adding color, mood, and focus

- a. pronouns      b. modifiers      c. adjectives      d. antecedents      e. none of these

\_\_\_\_\_ 4) These words add humor where none is intended

- a. overworked modifiers      b. unnecessary modifiers      c. misplaced modifiers      d. Limiting modifiers

\_\_\_\_\_ 5) Using a prepositional phrase when a simple adjective or adverb would do a better job is called

- a. overworked modifiers      b. unnecessary modifiers      c. misplaced modifiers      d. Limiting modifiers

\_\_\_\_\_ 6) Modifiers that are repeated too much are called

- a. overworked modifiers      b. unnecessary modifiers      c. misplaced modifiers      d. Limiting modifiers

\_\_\_\_\_ 7) *Who, whom, whose, which, that, whoever, whomever, and whatever* are these

- a. objective pronouns      b. subjective pronouns      c. relative pronouns

\_\_\_\_\_ 8) *You* and *it* are

- a. objective pronouns      b. subjective pronouns      c. relative pronouns      d. both a and b

\_\_\_\_\_ 9) Verbs expressing shades of meaning in reference to a state of being use these

- a. objective pronouns      b. subjective pronouns      c. relative pronouns

\_\_\_\_\_ 10) "*But strong meat belongeth to them that are of full age, . . .*"

- a. Genesis 1:2-3      b. Philippians 3:13-14      c. Hebrews 5:14

\_\_\_\_\_ 11) "*Brethren, I count not myself to have apprehended:*"

- a. Genesis 1:2-3      b. Philippians 3:13-14      c. Hebrews 5:14

\_\_\_\_\_ 12) "*And God said, Let there be light: and there was light.*"

- a. Genesis 1:2-3      b. Philippians 3:13-14      c. Hebrews 5:14

\_\_\_\_\_ 13) "*And the earth was without form, and void;*"

- a. Genesis 1:2-3      b. Philippians 3:13-14      c. Hebrews 5:14

\_\_\_\_\_ 14) "*I press toward the mark for the prize of the high calling of God in Christ Jesus.*"

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|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
|------------------|------------------------|-----------------|
- \_\_\_\_15) "*... even those who by reason of use. . .*"
- |                  |                        |                 |
|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
|------------------|------------------------|-----------------|
- \_\_\_\_16) "*... but this one thing I do, forgetting those things which are behind, . . .*"
- |                  |                        |                 |
|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
|------------------|------------------------|-----------------|
- \_\_\_\_17) "*... and darkness was upon the face of the deep.*"
- |                  |                        |                 |
|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
|------------------|------------------------|-----------------|
- \_\_\_\_18) "*... have their senses exercised to discern both good and evil.*"
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|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
|------------------|------------------------|-----------------|
- \_\_\_\_19) "*... and reaching forth unto those things which are before,*"
- |                  |                        |                 |
|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
|------------------|------------------------|-----------------|
- \_\_\_\_20) "*... And the spirit of God moved upon the face of the waters.*"
- |                  |                        |                 |
|------------------|------------------------|-----------------|
| a. Genesis 1:2-3 | b. Philippians 3:13-14 | c. Hebrews 5:14 |
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