

EDITING AND PROOFREADING

Contents

An Introduction to Editing and Proofreading	3
Answer Bubble Sheets	7
Focus Lessons 1 and 2: Answer Keys	9
Focus Lessons 3 and 4: Answer Keys	10
Cumulative Review 1: Answer Key	11
Focus Lessons 5 and 6: Answer Keys	12
Focus Lessons 7 and 8: Answer Keys	13
Cumulative Review 2: Answer Key	14
Focus Lessons 9 and 10: Answer Keys	15
Focus Lessons 11 and 12: Answer Keys	16
Cumulative Review 3: Answer Key	17
Final Review: Answer Key	18
Multiple Choice Exercises: Answer Key	19
Focus Lessons 1–4	20
Cumulative Review 1	24
Focus Lessons 5–8	25
Cumulative Review 2	29
Focus Lessons 9–12	30
Cumulative Review 3	34
Final Review	35
Multiple Choice Exercises 1–14	36



This booklet was written by The Princeton Review, the nation's leader in test preparation. The Princeton Review helps millions of students every year prepare for standardized assessments of all kinds. Through its association with Glencoe/McGraw-Hill, The Princeton Review offers the best way to help students excel on standardized tests.

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An Introduction to Editing and Proofreading

Overview of the PSAT

The PSAT (Preliminary SAT) is a test that covers basic mathematics, as well as vocabulary, reading, and writing skills. The test, which takes two hours and ten minutes to complete, is given in October every year.

The PSAT has two primary purposes. First, it offers students a “practice run” for the SAT, the nation’s most popular college admissions examination. Because the math and reading questions appear in the same format on the PSAT as they do on the SAT, taking the PSAT is an excellent way for students to prepare for the SAT. The writing skills section of the PSAT is not repeated on the SAT; however, questions in the same format do appear on another test required by many colleges, the SAT II: Writing.

Secondly, the PSAT is used to determine the recipients of National Merit Scholarships. Each year, the National Merit Scholarship Corporation (NMSC) awards approximately 7,000 scholarships. Students must score well on the PSAT to be eligible. Awards are distributed on a state-by-state basis, with recipients usually scoring in the top one percent in their home states. The NMSC designates about 15,000 students as finalists in the competition for these scholarships. This designation, even without an accompanying scholarship, can be a prestigious addition to a student’s college application.

How is the PSAT Scored?

Each of the three sections of the PSAT is scored on a scale ranging from 20 to 80. For reference purposes, these scores can easily be converted to standard SAT scores (200 to 800) by simply adding a “0” to the end.

The PSAT is written and administered by the Educational Testing Service (ETS). To determine students’ final PSAT scores, ETS first calculates students’ raw scores. Students receive one raw-score point for each correct answer and lose 0.25 raw-score points for each incorrect answer. Because there are 39 writing skills questions, the highest possible raw score students can receive is 39. Raw scores are then plotted on a curve and converted to final scores of 20 to 80.

Technically speaking, there is no guessing penalty on the PSAT. Random guesses should cancel each other out: for every five random guesses, students will probably answer one question correctly and four incorrectly, yielding a raw score of “0.” This is the same score students would receive if they left the same five questions blank.

If students can eliminate one or more answer choices, however, guessing from among the remaining answer choices should improve their final scores. Since most students will be able to eliminate at least one answer choice on each question in the writing skills section, **you should encourage them to answer every question they can during the testing period.**

Types of Items and Errors Found on the PSAT Writing Skills Test

The writing skills section of the PSAT includes three different question types which are described below.

- **Identifying Sentence Errors:** Students read a sentence in which four words or phrases are underlined. Students determine which of the underlined segments, if any, is grammatically incorrect. If all four are correct, students choose answer choice *E*, which indicates “No Error.”
- **Improving Sentences:** Students read a sentence in which one section (or, in rare instances, the entire sentence) is underlined. The answer choices present the underlined section unchanged (answer choice *A*) and four possible rewrites of the underlined section. Each of the four incorrect answers will include one or more grammatical errors. Students must choose the grammatically correct answer.
- **Improving Paragraphs:** Students read a first draft of a term paper, newspaper editorial, etc., and then answer questions about how to improve the writing. Questions focus on eliminating run-on sentences, combining short sentences, and adding transitions to improve text flow.

The most common grammatical errors on the PSAT fall into a few basic categories. The drills and exercises in this workbook are designed to prepare students to identify and correct the following:

- **sentence fragments**
- **verb tense errors**
- **subject-verb agreement errors**
- **parallelism errors**
- **pronoun usage errors**
- **run-on sentences**
- **comma usage errors**
- **misused semicolons**
- **active-passive shifts**
- **misplaced modifiers**

How to Use Focus Lessons, Transparencies, Cumulative Reviews, and Final Reviews

Focus lessons are one-page sheets designed to assist you in reviewing fundamental grammatical principles with your students. Each lesson focuses on a single type of error and follows a standard format. First, a grammatical principle is introduced. Students then review and correct an incorrectly formulated sentence. Finally, students complete a drill by reading a brief passage and using standard proofreading marks (see page 6) to correct the errors contained within it. The errors in these passages illustrate the focus lesson.

Transparencies complement the focus lessons. They repeat the introductory text from the focus lesson but include different examples and drills. A layover transparency allows you to reveal the correct answers to students at the end of the lesson.

Cumulative and **final reviews** are passages that mirror the style and content of the Improving Paragraph passages. Each contains numerous errors that students must correct. Cumulative reviews test the preceding four focus lessons. (The first cumulative review tests lessons one through four; and the second cumulative review tests lessons five through eight; and the third cumulative review tests lessons nine through twelve.) Final reviews test all twelve focus lessons. Again, students should use standard proofreading marks (see page 6) to correct any errors they find.

Focus lessons and transparencies can be used in a number of different ways. You may want to use them in conjunction with the textbook, as part of your regular test preparation program, or as a refresher/review before the administration of the test. Transparencies can be used on their own or as a supplement to the focus lessons.

Cumulative and final reviews are designed for students to work on independently. You may wish to assign them as homework or to administer them as in-class pop quizzes.

Remember, students need to know standard proofreading marks in order to complete the focus lessons and the review. The following page contains a review of these marks. Photocopy this page and hand it out to students before you begin working on this book.

How to Use the Exercises

Exercises consist of writing skills questions written in the style of the PSAT. Students can prepare for the PSAT by answering questions in the formats for Identifying Sentence Errors, Improving Sentences, and Improving Paragraphs.

The exercises are designed for students to work on independently. You may wish to assign them as homework or to administer them as timed, in-class drills. Allow students 12 minutes to complete Identifying Sentence Errors exercises; 15 minutes to complete Improving Sentences exercises; and 12 minutes to complete Improving Paragraphs exercises. Answer bubble sheets are included on pages 7 and 8.







The Process of Elimination

The process of elimination is a key to success on all multiple-choice tests. This is particularly true for the PSAT, on which students are rewarded for eliminating incorrect answer choices and guessing from among the remaining choices (see page 3, *How is the PSAT Scored?*). **Encourage students to eliminate incorrect answers choices aggressively and to guess whenever they can get rid of even one incorrect choice!**

Proofreading Marks

Proofreading marks are used to edit written material. These marks indicate the changes that need to be made to a piece of writing.

In order to complete some of the lessons and reviews that your teacher will assign you this year, you need to be familiar with proofreading marks. This sheet contains all of the proofreading marks you will use to complete the focus lessons, cumulative reviews, and final reviews.

Insert comma		After the game [^] , let's go get a snack.
Insert period		It's time to go home ^o .
Insert semicolon		People used to think that the world was flat [^] ; however, we now know the world is oval-shaped.
Insert colon		The success of a retail business depends on one thing [^] : a good location.
Insert question mark		Are you tired?
Insert exclamation mark		Go Panthers!
Insert hyphen		I lift ten=pound weights.
Insert apostrophe		Halley [^] 's Comet
Insert quotes		She shouted, "Look over here!" [^]
Change from uppercase to lowercase		I love B ananas.
Change from lowercase to uppercase		n orth Carolina
Delete		Romance movies make me sad sad .
Insert new text		Romance movies make me ^{very} sad.

Practice Exercise Answer Sheet

Name _____ Date _____

Exercise 1

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)

Exercise 2

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)

Exercise 3

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)
- 8 (A) (B) (C) (D) (E)
- 9 (A) (B) (C) (D) (E)
- 10 (A) (B) (C) (D) (E)
- 11 (A) (B) (C) (D) (E)
- 12 (A) (B) (C) (D) (E)

Exercise 4

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)

Exercise 5

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)

Exercise 6

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)
- 8 (A) (B) (C) (D) (E)
- 9 (A) (B) (C) (D) (E)
- 10 (A) (B) (C) (D) (E)
- 11 (A) (B) (C) (D) (E)

Exercise 7

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)

Practice Exercise Answer Sheet

Name _____ Date _____

Exercise 8

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)

Exercise 9

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)
- 8 (A) (B) (C) (D) (E)
- 9 (A) (B) (C) (D) (E)
- 10 (A) (B) (C) (D) (E)
- 11 (A) (B) (C) (D) (E)
- 12 (A) (B) (C) (D) (E)

Exercise 10

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)

Exercise 11

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)

Exercise 12

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)
- 8 (A) (B) (C) (D) (E)
- 9 (A) (B) (C) (D) (E)
- 10 (A) (B) (C) (D) (E)
- 11 (A) (B) (C) (D) (E)
- 12 (A) (B) (C) (D) (E)

Exercise 13

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)


Exercise 14

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
- 6 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)
- 8 (A) (B) (C) (D) (E)

Answer Keys**North Carolina** **Focus Lesson 1: Answer Key**

The home team, the Cheetahs, playing before a capacity crowd, [^] Won decisively by a score of 28–3 in yesterday’s Homecoming battle against the Morrisville Minotaurs. Quarterback Henry Martinez lead the offense. [^] By completing fifteen passes, including three for touchdowns. Halfback John Sylvester scored the other touchdown. [^] On a 50-yard pitchout play. The Cheetahs’ defense performed superbly, limiting the Minotaurs to 75 yards on offense. Coach Mark Goddin, ^{said} “I’m extremely proud of the way our team played today.”

Focus Lesson 2: Answer Key

Father and I sat at the edge of the dock. Reaching into the bait bucket, I extracted a piece of worm and attached it to my hook. ^{The weather was} Cold and brisk. I stared across the lake surface, hoping to discover ^{some bubbles} . I remember grandfather had told ^{me} “Look for bubbles. Fish need oxygen.” I cast my line lazily [^] into the pond. Father reached into the picnic basket and pulled out a sandwich. Distracted by his eating, [^] My attention lapsed. A large fish grabbed my line and ran for the opposite shore. I felt a quick tug, and then my line drooped lifelessly on the water’s surface. ^{The fish must have} snapped the line. I packed my reel and waited for my father by the car. “I am still a child,” I thought. “I will catch fish in the future, but not today.”

Answer Keys **North Carolina** 

Focus Lesson 3: Answer Key

Beginning next Monday, Skeeter's Skate World ^{will have} has a storewide sale. All decks, trucks, wheels, and bearings will be marked down 30 percent. Plus, you ^{will receive} are receiving a free roll of grip tape with every fully assembled board you ^{purchase} purchased. All apparel and safety gear will be half price! Come on down to Skeeter's even if you don't plan to ~~be-~~ ^{buy} buying anything. Live bands will perform free concerts every night and free ^{will be} refreshments are served.

Focus Lesson 4: Answer Key

The zebra is a mammal that, like the donkey and the mule, ^{is} are related to the horse. With its bristly mane, ropy tail, and large ears, it most closely ^{resembles} resemble the donkey. One difference between zebras and donkeys, however, is the striped pattern on the zebra's hide. The stripes on a zebra's back ^{run} runs vertically and help to camouflage the animal. A herd of zebras ^{is} are an exciting sight for tourists visiting the African plains.

Cumulative Review 1: Answer Key

I have always taken dinner for granted at our house. I mean, ^I was becoming aware that Mom and Dad works ^g hard on meals (they take turns cooking), but I never really gave it much thought. At least I ^{hadn't} ~~haven't~~ until the day that I had to prepare dinner.

It was just a few months ago. Mom called to say that her boss ^{was} ~~were~~ making her stay late. ^{she} ~~asked~~ me to tell Dad that he would have to cook dinner that night. No sooner had I hung up the telephone than Dad called, saying that he, too, would be working late. He asked me to prepare dinner ^{for} myself, my sister, and my brother. He quickly explained to me how to cook spaghetti and tomato sauce, then thanked me and told me to be careful not to burn myself.

From the way he described it, ^{cooking dinner} it sounded pretty easy. Take it from me: it wasn't! I ^{ed} ~~cook~~ some onions and garlic for the sauce, but I forgot to use oil, so they burned badly. Instead of throwing them away, I simply added the tomato sauce. ^{and hoped} ~~Hoping~~ that the sauce would come out all right in the end. It didn't. It tasted awful!

Next, I cooked the spaghetti for much too long, so it came out mushy. I even failed at making a salad. Apparently, I didn't wash the vegetables carefully enough, because the salad ^{tasted like} ~~tasting~~ of dirt.

The entire meal, I must admit, was a disaster. Even I couldn't bring myself to eat it. From now on, I'll be much more appreciative. ^{of} ~~Of~~ the good meals we have in our house!

Answer Keys **North Carolina**

Focus Lesson 5: Answer Key

Last night I attended a great performance by The Alex Gonzales Trio. Gonzales, a tenor saxophonist and the leader of the band, is equally adept at playing waltzes, ballads, and he can also play uptempo songs. A gifted singer, composer, ^{and saxophonist} ~~as well as playing the saxophone brilliantly~~, Gonzales demonstrated the talents that have earned him his reputation as one of jazz's finest artists. Neither his bassist nor his drummer was bad either; in fact, each played with considerable skill and ^{creativity} ~~also they were creative~~. Jazz is not my favorite form of music, but I would gladly see Gonzales and his band anytime. Whether he is singing a jazz standard, playing an original solo, or he ^{introducing} ~~introduces~~ a song with a colorful story, Gonzales always seems relaxed.

Focus Lesson 6: Answer Key

The play begins with Arthur, a painter, and his friend Solomon, a musician. ^{Arthur} ~~He~~ has just tried, and failed, to win an important contest. Solomon consoles his friend by reassuring him that he is a fine artist. Then the conversation changes as they start talking about ^{their friend Emily} ~~her~~. Both men had, at different times, been in love with Emily. ^{Solomon} ~~He~~ begins to explain how his music is inspired by his broken heart. Arthur also paints to forget his heartbreak. Just then, their friend Carmen, who is also a friend of ^{Emily} ~~hers~~, drops by to visit. She pulls ^{Solomon} ~~him~~ aside to tell him that she has a message from Emily. She would like to meet with him, but she does not want Arthur to know about the meeting. As the act closes, Solomon wonders whether he should keep this secret from his friend.

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Focus Lesson 7: Answer Key

Dear Pen Pal,

Well, I have been in Madrid for almost a week now. ^{it} is a marvelous city filled with ancient and beautiful buildings, ^{and} some of them date back to the Middle Ages! The first place I visited was the Prado. ^{it} is the biggest art museum I have ever seen. It contains many paintings by Goya, El Greco, Velasquez, and the great Italian painter Titian. I also visited the Royal Palace, ^{that is} where the king and queen of Spain lived many years ago. My favorite place in Madrid is Retiro Park. ^I particularly enjoy taking a boat out on the lake there and just relaxing on a warm afternoon. The people here are very nice, although not many of them speak English, ^{so} I have had a great opportunity to practice my Spanish!

Hasta la vista,

Bartholomew

Focus Lesson 8: Answer Key

After I graduated from high school, I went to college on a four-year basketball scholarship. ^{and} I really enjoyed playing basketball, but deep down I knew I wanted to be a professional baseball player. I received several offers to join professional teams during my college years, but I knew that I should stay to get my degree. ^{because} what if I failed as a professional athlete? An education would help me get a job outside the sports world. When I finally graduated, I was drafted by both a basketball team and a baseball team. ^{and} I had to make up my mind which offer to take. ^{and} whereas the basketball team offered me a lot more money, I ended up following my heart and playing baseball instead. I have been in the major leagues for ten years now, so I guess I made the right decision!

Cumulative Review 2: Answer Key

Lately, some people have suggested that we get rid of parole for prisoners. Parole, for those who don't know, allows prisoners to leave prison after a certain period but before the end of their sentence. During the parole period, the convict must stay out of trouble and meeting regularly with a parole officer. Not everyone can get parole. A criminal must have a record of good behavior in prison, ^{but} some serious crimes carry sentences that do not allow for parole.

People who want to abolish parole point to ^{crimes} ~~them~~ committed by criminals on parole. Those crimes are indeed tragic, but these parolees represent only a small fraction of the paroled population. Most parolees leave prison to reassume productive lives, to rejoin their families, and ^{to} ~~they~~ leave behind their criminal past. ^{these} ~~are~~ some of the reasons why I support parole.

There are other good reasons to offer parole to ^{prisoners} ~~them~~. My father works as a prison guard. Prison can be a very rough place, as you might imagine, and it can be very difficult to maintain order there. ^{but} ~~the~~ parole system, my father says, helps because it rewards good behavior, and in so doing, it provides prisoners with the incentive to behave well. Without the possible reward of parole, prisoners would be more likely to act violently ^{and} ~~releasing~~ prisoners on parole saves the prison system money because each person out of jail is another person that does not have to be fed and housed.

No system is perfect, and parole is no exception. Yes, every so often a paroled convict will commit a terrible crime, ^{but} ~~we~~ must weigh the risks and the benefits ~~must~~ ^{also be weighed, however,} to make our decision. ^{and} ~~to~~ me, the benefits of the parole system are far greater ^{the risk} ~~than it.~~

Answer Keys**North Carolina****Focus Lesson 9: Answer Key**

Although he ultimately served in the highest position in our government, Ronald Reagan did not always aspire to a life in politics. In fact, he enjoyed a long and successful career as a movie actor before he even considered running for elected office. Reagan's first taste of politics came when he served as president of a union for movie actors. Finding that politics suited him, Reagan, a Republican, eventually ran for and won the office of governor of California. His personable style and conservative agenda appealed to voters who elected him president in 1980.

Focus Lesson 10: Answer Key

Unlike the United States, Israel has a multiparty system under which citizens vote for their favorite party instead of their favorite candidate. Each party receives a portion of seats in the legislature, called the Knesset, depending on its vote total. Not every party receives seats in the Knesset. A party must receive 1.5 percent of the vote in order to seat its candidates. The Israeli government is different from our government in many other ways; legislation, for example, usually originates in the cabinet, not the legislature. Also, the chief executive, called the prime minister, may be voted out of office at any time; this can occur if the Knesset makes a vote of "no confidence" in the prime minister.

Answer Keys **North Carolina**

Focus Lesson 11: Answer Key

I was driving down Maple Street when a stop sign was run. Mr. Anderson, the driver of the car that was hit, had just entered the intersection. He had properly stopped and waited his turn. I swerved to avoid hitting him, but his car was struck and his front fender was dented. Because of the speed at which I was travelling, there was skidding for quite a distance and a tree was hit. When I got out of the car, I told Mr. Anderson I was very sorry and that the damage would be paid for. Fortunately, Mr. Anderson and I both escaped injury.

Focus Lesson 12: Answer Key

Every night after dinner, Grandfather arises from the dinner table and, excusing himself, retires to the porch alone. Sitting alone in his porch chair, we stay at the table and talk about Grandfather. Since Grandmother died, distracted, his attention wanders. The changes are subtle but still noticeable. Then, passing as quickly as it came, Grandfather will emerge from his melancholy mood and he will become his old, cheerful, and energetic self. Last night I asked him about his evening ritual. He said, "I just like to take a moment every night to remember sitting on this porch with your grandmother. I know I may look sad, but actually I look forward to my porch time every day." Seated on the porch tonight, I watched him quietly from the backyard and, for the first time, he did not seem so sad to me.

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Cumulative Review 3: Answer Key

Many people love him, and many people hate him, but nearly all agree that Jesse Helms ^{U.S. senator from North Carolina} is one of the state's most successful politicians. When he was re-elected to the U.S. Senate in 1996, Helms became the state's first five-term senator in over half a century.

Jesse Helms grew up in Monroe ^{a small town in North Carolina}, where his father was sheriff. Helms began his political career as an assistant to Senator Willis Smith in 1951 ^{the public did not get to know him, however, until the 1960s, when he worked as a political commentator on television. He also wrote newspaper editorials during these years. Helms's forthright commentaries were often opinionated, and they won him the admiration of the state's conservatives. In 1972, they nominated him to run for the Senate, and he won the election.} ~~was won by him.~~

Despite old age and controversial views on arts funding, ^{Helms is repeatedly} ~~North Carolina voters~~ ^{re-elected by North Carolina voters} ~~have continued to re-elect Helms.~~ His stance against federal interference and his preference for allowing states to be governed by themselves have made Helms popular in the Republican party.

Supporters and opponents of the senator agree that Helms excels at raising money for campaigns and other political causes. He pioneered many of the direct mail and television advertising techniques used today by politicians from both parties.

There is no doubt that Jesse Helms has played a major role in North Carolina history ^{and} his presence on federal committees has also made him an important national figure.

Final Review: Answer Key

Next week, Northern High School will stage its annual play. This year, ^{the play is *Man of La Mancha*,} based on the classic novel *Don Quixote* by Miguel de Cervantes, ^{the play is *Man of La Mancha*.} I recently saw a dress rehearsal, ^{and} I thought that everything about the show—the acting, ^{that} the orchestra ~~played~~ ^{was} well, and the stage design—~~were~~ ^{was} excellent.

Man of La Mancha tells the story of Don Quixote, a Spanish gentleman who reads so many books about knights that he believes himself to be famous knight errant, ^{and} with his sidekick Sancho Panza, Don Quixote goes off in search of adventure. He fights giants who are actually windmills, and attacks a castle that is really a lowly inn.

The show ^{does} ~~did~~ not make fun of Don Quixote, although it does allow us to laugh at his silly adventures. However, mostly we love and even admire Don Quixote for daring to dream, in the words of the song, “the impossible dream.” ^{The play} Points out that while others around him lead safe, dull lives, ^{Don Quixote seeks} excitement and a sense of purpose ^{are} sought by Don Quixote.

Martin Belle does an excellent job of playing Don Quixote. ^{The costume and makeup designers} They do an excellent job of making this teenager look like an old man. Stuart Rosen, as Sancho Panza, ^{is} ~~will be~~ the funniest person in the show. Stuart has a gift for physical comedy, as well as a great sense of comic timing. Amy Fielding plays Dulcinea, ^{The woman} Don Quixote loves. She is the best singer in the cast. I strongly recommend this play to everyone at Northern.

Multiple Choice Exercises: Answer Key

Exercise 1

- 1 B
- 2 C
- 3 B
- 4 C
- 5 D

Exercise 2

- 1 B
- 2 C
- 3 C
- 4 E
- 5 E
- 6 B

Exercise 3

- | | |
|-----|------|
| 1 C | 7 A |
| 2 E | 8 A |
| 3 E | 9 E |
| 4 B | 10 B |
| 5 C | 11 A |
| 6 E | 12 E |

Exercise 4

- 1 D
- 2 C
- 3 C
- 4 B
- 5 E
- 6 D

Exercise 5

- 1 C
- 2 C
- 3 B
- 4 B
- 5 B
- 6 A

Exercise 6

- | | |
|-----|------|
| 1 D | 7 D |
| 2 E | 8 C |
| 3 A | 9 E |
| 4 C | 10 A |
| 5 B | 11 D |
| 6 B | |

Exercise 7

- 1 B
- 2 D
- 3 A
- 4 C
- 5 E

Exercise 8

- 1 D
- 2 B
- 3 D
- 4 C
- 5 D

Exercise 9

- | | |
|-----|------|
| 1 B | 7 C |
| 2 D | 8 D |
| 3 E | 9 A |
| 4 B | 10 D |
| 5 C | 11 E |
| 6 E | 12 A |

Exercise 10

- 1 A
- 2 A
- 3 C
- 4 B
- 5 C
- 6 D

Exercise 11

- | | |
|-----|-----|
| 1 D | 5 B |
| 2 A | 6 D |
| 3 B | 7 D |
| 4 E | |

Exercise 12

- | | |
|-----|------|
| 1 C | 7 E |
| 2 B | 8 B |
| 3 A | 9 B |
| 4 D | 10 E |
| 5 B | 11 D |
| 6 D | 12 A |

Exercise 13

- | | |
|-----|-----|
| 1 E | 5 B |
| 2 A | 6 D |
| 3 C | 7 B |
| 4 A | |

Exercise 14

- | | |
|-----|-----|
| 1 B | 5 B |
| 2 E | 6 B |
| 3 C | 7 C |
| 4 D | 8 A |

Lesson 1: Sentence Fragments

A **complete sentence** consists of a **complete subject** and a **complete predicate**. A complete subject includes all the words in a sentence that name whom or what the sentence is about. A complete predicate tells what the subject does or has. It can also describe the subject.

complete subject	complete predicate
The art museum	plans to exhibit the works of local painters in the fall.

A **sentence fragment** does not express a complete thought. It may be missing a subject, a predicate, or both.

EXAMPLE:

The students are
Awaiting Memorial Day weekend and the unofficial beginning of summer.

DIRECTIONS: Gabriela works for the school newspaper. She was recently assigned to cover the Homecoming football game. The game ran late and Gabriela was forced to write her story quickly. As a result, she made quite a few grammatical errors. You are the sports editor of the newspaper. Correct the mistakes in Gabriela’s story. (There are four sentence fragments.)

The home team, the Cheetahs, playing before a capacity crowd. Won decisively by a score of 28–3 in yesterday’s Homecoming battle against the Morrisville Minotaurs. Quarterback Henry Martinez lead the offense. By completing fifteen passes, including three for touchdowns. Halfback John Sylvester scored the other touchdown. On a 50-yard pitchout play. The Cheetahs’ defense performed superbly, limiting the Minotaurs to 75 yards on offense. Coach Mark Goddin, “I’m extremely proud of the way our team played today.”

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For more information on sentence fragments, see pages 557–558 and 561 of *Writer’s Choice*, Grade 10.

Lesson 2: Sentence Fragments II

Another type of **sentence fragment** occurs when a phrase contains a simple subject and a simple predicate but lacks a necessary direct or indirect object.

The Harrison family^{subject} | gave^{verb} | the Red Cross^{indirect object} | their old car.^{direct object}

DIRECTIONS: Diane wants to be a professional writer someday. She very much admires Ernest Hemingway, the great American writer whose unadorned prose often includes many short sentences. Unfortunately, sometimes Diane's sentences are actually fragments. Below is part of an essay she wrote about fishing with her father. Read Diane's essay and correct her errors. (There are six sentence fragments.)

Father and I sat at the edge of the dock. Reaching into the bait bucket, I extracted a piece of worm and attached it to my hook. Cold and brisk. I stared across the lake surface, hoping to discover. I remember grandfather had told, "Look for bubbles. Fish need oxygen." I cast my line lazily. Into the pond. Father reached into the picnic basket and pulled out a sandwich. Distracted by his eating. My attention lapsed. A large fish grabbed my line and ran for the opposite shore. I felt a quick tug, and then my line drooped lifelessly on the water's surface. Snapped the line. I packed my reel and waited for my father by the car. "I am still a child," I thought. "I will catch fish in the future, but not today."



Lesson 3: Verb Tenses

The **verb** in a sentence tells what action took place and when that action took place. The form of the verb that shows when the action occurred is called the **tense** of the verb. The two most common tenses are **present** and **past**.

Marty ^{present}remembers who ^{past}won every event at last week’s track meet.

Helping verbs, as the name suggests, are verbs that are used with other verbs. They include to be, to have, and to do. Together, helping verbs and main verbs form two other important tenses: **future** and **perfect**. All these tenses also have **progressive** forms.

I am calling the radio station to request my favorite song. present progressive

Isabel will call the radio station to enter a contest this afternoon. future tense

Joseph has called the station many times in the past. perfect tense

DIRECTIONS: Skeeter’s Skate World, a store that sells skateboards and skateboarding accessories, is planning a storewide sale to run next week. Below is the advertisement the store placed in the newspaper. Read it and correct the errors. (There are five verb tense errors.)

Beginning next Monday, Skeeter’s Skate World has a storewide sale. All decks, trucks, wheels, and bearings will be marked down 30 percent. Plus, you are receiving a free roll of grip tape with every fully assembled board you purchased. All apparel and safety gear will be half price! Come on down to Skeeter’s even if you don’t plan to be buying anything. Live bands will perform free concerts every night and free refreshments are served.

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For more information on verb tenses, see pages 453 and 589–606 of *Writer’s Choice*, Grade 10.

Lesson 4: Subject-Verb Agreement

Subject-verb agreement refers to a very simple concept. It means that singular nouns require singular verb forms, and plural nouns require plural verb forms.

singular subject

Jennifer loves to work in the garden.

plural subject

Victor and Jennifer love to work together in the garden.

Sometimes, a clause or phrase will separate the subject of a sentence from the verb. Even in this case, the verb should still agree with the original subject. Using the correct form of the verb is called *subject-verb agreement*.

singular subject

singular verb

This book that I bought at a garage sale is worth a hundred dollars.

With very few exceptions, collective nouns such as the committee, the family, and the team require singular verbs. Indefinite pronouns such as everyone, everybody, and few, also require singular verbs.

singular verb

singular verb

The entire family is coming, and everyone is looking forward to the event.

singular subject

singular subject

DIRECTIONS: Your younger brother has written a report on zebras and has asked you to proofread it. Correct any mistakes that you find. (There are four subject-verb errors.)

The zebra is a mammal that, like the donkey and the mule, are related to the horse. With its bristly mane, ropy tail, and large ears, it most closely resemble the donkey. One difference between zebras and donkeys, however, is the striped pattern on the zebra's hide. The stripes on a zebra's back runs vertically and help to camouflage the animal. A herd of zebras are an exciting sight for tourists visiting the African plains.



For more information on subject-verb agreement, see pages 392–395 and 613–625 of *Writer's Choice, Grade 10*.

Cumulative Review 1

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

I have always taken dinner for granted at our house. I mean, was becoming aware that Mom and Dad works hard on meals (they take turns cooking), but I never really gave it much thought. At least I haven't until the day that I had to prepare dinner.

It was just a few months ago. Mom called to say that her boss were making her stay late. Asked me to tell Dad that he would have to cook dinner that night. No sooner had I hung up the telephone than Dad called, saying that he, too, would be working late. He asked me to prepare dinner. For myself, my sister, and my brother. He quickly explained to me how to cook spaghetti and tomato sauce, then thanked me and told me to be careful not to burn myself.

From the way he described it, sounded pretty easy. Take it from me: it wasn't! I cook some onions and garlic for the sauce, but I forgot to use oil, so they burned badly. Instead of throwing them away, I simply added the tomato sauce. Hoping that the sauce would come out all right in the end. It didn't. It tasted awful!

Next, I cooked the spaghetti for much too long, so it came out mushy. I even failed at making a salad. Apparently, I didn't wash the vegetables carefully enough, because the salad tasting of dirt.

The entire meal, I must admit, was a disaster. Even I couldn't bring myself to eat it. From now on, I'll be much more appreciative. Of the good meals we have in our house!

Lesson 5: Parallelism

Whenever a sentence contains a list of items in a series, the items should be written in a grammatically similar form. This writing technique is called **parallelism**.

Fuel injection allows internal combustion engines to operate more powerfully, burn less fuel, and create fewer pollutants.

DIRECTIONS: Dave keeps a diary in which he describes every concert he has attended. Below is a recent entry about a jazz concert. Read it and correct any mistakes you find. (There are four parallel structure errors.)

Last night I attended a great performance by The Alex Gonzales Trio. Gonzales, a tenor saxophonist and the leader of the band, is equally adept at playing waltzes, ballads, and he can also play uptempo songs. A gifted singer, composer, as well as playing the saxophone brilliantly, Gonzales demonstrated the talents that have earned him his reputation as one of jazz's finest artists. Neither his bassist nor his drummer was bad either; in fact, each played with considerable skill and also they were creative. Jazz is not my favorite form of music, but I would gladly see Gonzales and his band anytime. Whether he is singing a jazz standard, playing an original solo, or he introduces a song with a colorful story, Gonzales always seems relaxed.



Lesson 6: Pronoun Usage

A **pronoun** is a word that replaces one or more nouns and the words that describe those nouns. There are **subject**, **object**, and **possessive pronouns**.

^{subject}
He does not like to lend that bicycle to anyone.


Alice asked Vincent to lend the bicycle to ^{object} her.

Although Vincent is very protective of ^{possesive} his bicycle, he lent it to Alice.

If the **antecedent** of a pronoun is unclear, then a sentence may be confusing. An **antecedent** is the noun or words to which the pronoun refers. When the pronoun seems to refer to the wrong antecedent, or to nothing at all, it may confuse the reader.

EXAMPLE:

Even though ^{study guides} ~~study guide~~ may help students pass tests, they cannot convey the richness and subtlety of the books they summarize.



DIRECTIONS: Your friend Siobhan has written a play that she wants the school theater department to produce. The faculty advisor asked Siobhan to submit a plot synopsis of her play, so she quickly wrote out this summary of the first act. Unfortunately, she worked too quickly and made many grammatical errors. Help your friend get her play produced by correcting her errors. (There are five pronoun errors.)

The play begins with Arthur, a painter, and his friend Solomon, a musician. He has just tried, and failed, to win an important contest. Solomon consoles his friend by reassuring him that he is a fine artist. Then the conversation changes as they start talking about her. Both men had, at different times, been in love with Emily. He begins to explain how his music is inspired by his broken heart. Arthur also paints to forget his heartbreak. Just then, their friend Carmen, who is also a friend of hers, drops by to visit. She pulls him aside to tell him that she has a message from Emily. She would like to meet with him, but she does not want Arthur to know about the meeting. As the act closes, Solomon wonders whether he should keep this secret from his friend.



For more information on pronouns, see pages 398–399 and 644–650 of *Writer's Choice*, Grade 10.

Lesson 7: Run-On Sentences

A **run-on sentence** is two or more sentences incorrectly written as one. One type of run-on sentence is a sentence that contains two simple sentences joined only by a comma.

EXAMPLE:

Paul assembled the model according to the instructions, ^{but} the finished model did not look like the picture on the box.

DIRECTIONS: Below is a postcard you received from a friend who was vacationing in Madrid, Spain. Unfortunately, the postcard got a little wet in the mail, and some of the periods became smudged so that they look like commas. Fix the errors below so that the text of the postcard is correct. (There are five run-on sentences.)

Dear Pen Pal,

Well, I have been in Madrid for almost a week now, it is a marvelous city filled with ancient and beautiful buildings, some of them date back to the Middle Ages! The first place I visited was the Prado, it is the biggest art museum I have ever seen. It contains many paintings by Goya, El Greco, Velasquez, and the great Italian painter Titian. I also visited the Royal Palace, that is where the king and queen of Spain lived many years ago. My favorite place in Madrid is Retiro Park, I particularly enjoy taking a boat out on the lake there and just relaxing on a warm afternoon. The people here are very nice, although not many of them speak English, I have had a great opportunity to practice my Spanish!

Hasta la vista,

Bartholomew



For more information about run-on sentences, see pages 559–561 and 390–391 of *Writer's Choice, Grade 10*.

Lesson 8: Run-on Sentences II

Another type of **run-on sentence** is formed when too many independent clauses are strung together with **coordinating conjunctions**. A coordinating conjunction is a word used to connect parts of a sentence. The words and, but, or, for, and nor are all coordinating conjunctions. Sometimes, independent clauses should stand alone and end with a period.

EXAMPLE:

Because they had arrived early for the movie, Godfrey and Manuela decided to walk around the shopping mall, and the first thing they did was shop at a department store for a new winter jacket, and then they bought sandwiches at the food court.

DIRECTIONS: You are writing an article for your school newspaper about a famous athlete who graduated from your high school. You interviewed the athlete and taped the interview. Below is an exact reproduction of what the athlete said. The athlete has given you permission to edit the interview to eliminate run-on sentences and other grammatical errors. Correct the text so that it is grammatically correct. (There are four run-on sentences.)

After I graduated from high school, I went to college on a four-year basketball scholarship, and I really enjoyed playing basketball, but deep down I knew I wanted to be a professional baseball player. I received several offers to join professional teams during my college years, but I knew that I should stay to get my degree, because what if I failed as a professional athlete? An education would help me get a job outside the sports world. When I finally graduated, I was drafted by both a basketball team and a baseball team, and I had to make up my mind which offer to take and whereas the basketball team offered me a lot more money, I ended up following my heart and playing baseball instead. I have been in the major leagues for ten years now, so I guess I made the right decision!



For more information about run-on sentences, see pages 390–391 and 559–561 of *Writer's Choice*, Grade 10.

Cumulative Review 2

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Lately, some people have suggested that we get rid of parole for prisoners. Parole, for those who don't know, allows prisoners to leave prison after a certain period but before the end of their sentence. During the parole period, the convict must stay out of trouble and meeting regularly with a parole officer. Not everyone can get parole. A criminal must have a record of good behavior in prison, some serious crimes carry sentences that do not allow for parole.

People who want to abolish parole point to them committed by criminals on parole. Those crimes are indeed tragic, but these parolees represent only a small fraction of the paroled population. Most parolees leave prison to reassume productive lives, to rejoin their families, and they leave behind their criminal past, these are some of the reasons why I support parole.

There are other good reasons to offer parole to them. My father works as a prison guard. Prison can be a very rough place, as you might imagine, and it can be very difficult to maintain order there, but the parole system, my father says, helps because it rewards good behavior, and in so doing, it provides prisoners with the incentive to behave well. Without the possible reward of parole, prisoners would be more likely to act violently and releasing prisoners on parole saves the prison system money because each person out of jail is another person that does not have to be fed and housed.

No system is perfect, and parole is no exception. Yes, every so often a paroled convict will commit a terrible crime, we must weigh the risks and the benefits must also be weighed, however, to make our decision, and to me, the benefits of the parole system are far greater than it.

Lesson 10: Semicolons

Use a **semicolon** to separate main clauses that are not joined by a coordinating conjunction (and, but, or, nor, yet, or for). Semicolons may also be used to separate main clauses joined by a conjunctive adverb (such as however, therefore, nevertheless, moreover, furthermore, and consequently). Expressions like *in fact* and *for example* are sometimes more clear when a semicolon is used.

The ambassador arrived at three o'clock; an official delegation met her at the airport.

The ambassador's airplane was supposed to arrive at three o'clock; however, its arrival was delayed for several hours because of bad weather.

The new movie has received a lot of good publicity; for example, both the film critic for the *Chicago Sun-Times* and an entertainment reporter for the *Washington Post* gave it their highest ratings.

DIRECTIONS: Marti is a good writer, but she hasn't learned the difference between a comma and a semicolon. Below is the opening paragraph of a paper she wrote for social studies class. She has asked you to look it over before she hands it in. Help her by correcting her punctuation errors. (There are four punctuation errors.)

Unlike the United States, Israel has a multiparty system under which citizens vote for their favorite party instead of their favorite candidate. Each party receives a portion of seats in the legislature; called the Knesset, depending on its vote total. Not every party receives seats in the Knesset. A party must receive 1.5 percent of the vote in order to seat its candidates. The Israeli government is different from our government in many other ways; legislation, for example, usually originates in the cabinet; not the legislature. Also, the chief executive; called the prime minister, may be voted out of office at any time, this can occur if the Knesset makes a vote of "no confidence" in the prime minister.



For more information on semicolons, see pages 545 and 740 of *Writer's Choice, Grade 10*.

Lesson 11: Passive Voice

The **voice** of a verb tells whether the subject is acting (she paints it) or is being acted upon (it is painted). When the subject is being acted upon, the verb is in **passive voice**. The passive voice is formed by using the appropriate form of the helping verb to be followed by a past participle of the main verb.

The murder suspect was ^{passive voice} pursued by police all over the state.

The police ^{active voice} pursued the murder suspect all over the state.

Because it is more precise, the active voice is generally considered preferable to the passive voice. That does not mean the passive voice is always wrong, however. In some instances, it is necessary to use the passive voice. At other times, you may choose to use the passive voice to add variety to your sentences. However, you should never shift from one voice to the other in the middle of a sentence.

EXAMPLE:

The batter hit the ball over the centerfield fence, and then ~~the bases were circled by him.~~
he circled the bases ⊙

DIRECTIONS: Brian took his father’s car out for a ride and had an accident. He went to the police station to write a report describing what happened. Because he did not want to take responsibility, however, he described much of the accident in the passive voice, making it unclear who was responsible. Correct the passage below so that it is clear that the accident was Brian’s fault. (There are seven active-passive errors.)

I was driving down Maple Street when a stop sign was run. Mr. Anderson, the driver of the car that was hit, had just entered the intersection. He had properly stopped and waited his turn. I swerved to avoid hitting him, but his car was struck and his front fender was dented. Because of the speed at which I was travelling, there was skidding for quite a distance and a tree was hit. When I got out of the car, I told Mr. Anderson I was very sorry and that the damage would be paid for. Fortunately, Mr. Anderson and I both escaped injury.

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For more information on passive voice, see pages 600–601 of *Writer’s Choice*, Grade 10.

Lesson 12: Misplaced Participial Phrases

A **participle** is formed by adding -ing (present participle) or -ed (past participle) to a verb. Participles can act as verbs or adjectives. A **participial phrase** is a group of words that includes a participle.

^{participial phrase}
Appearing before the judge, the defendant showed no remorse.

A *misplaced participial phrase* is one that is not placed close enough to the word it describes. As a result, the phrase seems to modify some other part of the sentence, and this may confuse the reader.

EXAMPLE:

Standing sadly and lifelessly in the middle of the cornfield,
~~the crows were not frightened by the scarecrow~~
 the scarecrow did not frighten the crows ☺

DIRECTIONS: Martina wrote the following profile of her grandfather. She intended it to be a serious essay. Unfortunately, some misplaced participial phrases have given her piece some confusing moments. Help her correct the errors so that her profile will be the way she wants it. (There are four misplaced participial phrases.)

Every night after dinner, Grandfather arises from the dinner table and, excusing himself, retires to the porch alone. Sitting alone in his porch chair, we stay at the table and talk about Grandfather. Since Grandmother died, distracted, his attention wanders. The changes are subtle but still noticeable. Then, passing as quickly as it came, Grandfather will emerge from his melancholy mood and he will become his old, cheerful, and energetic self. Last night I asked him about his evening ritual. He said, "I just like to take a moment every night to remember sitting on this porch with your grandmother. I know I may look sad, but actually I look forward to my porch time every day." Seated on the porch tonight, I watched him quietly from the backyard and, for the first time, he did not seem so sad to me.



For more information on misplaced participial phrases, see pages 407 and 675–679 of *Writer's Choice, Grade 10*.

Cumulative Review 3

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Many people love him, and many people hate him, but nearly all agree that Jesse Helms U.S. senator from North Carolina is one of the state's most successful politicians. When he was re-elected to the U.S. Senate in 1996, Helms became the state's first five-term senator in over half a century.

Jesse Helms grew up in Monroe a small town in North Carolina, where his father was sheriff. Helms began his political career as an assistant to Senator Willis Smith in 1951, the public did not get to know him, however, until the 1960s, when he worked as a political commentator on television. He also wrote newspaper editorials during these years. Helms's forthright commentaries were often opinionated, they won him the admiration of the state's conservatives. In 1972, they nominated him to run for the Senate, and the election was won by him.

Despite old age and controversial views on arts funding, North Carolina voters have continued to re-elect Helms. His stance against federal interference and his preference for allowing states to be governed by themselves have made Helms popular in the Republican party.

Supporters and opponents of the senator agree that Helms excels at raising money for campaigns and other political causes. He pioneered many of the direct mail and television advertising techniques used today by politicians from both parties. There is no doubt that Jesse Helms has played a major role in North Carolina history his presence on federal committees has also made him an important national figure.

Final Review

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Next week, Northern High School will stage its annual play. This year, based on the classic novel *Don Quixote* by Miguel de Cervantes, the play is *Man of La Mancha*. I recently saw a dress rehearsal, I thought that everything about the show—the acting, that the orchestra played well, and the stage design—were excellent.

Man of La Mancha tells the story of Don Quixote a Spanish gentleman who reads so many books about knights that he believes himself to be a famous knight errant, and with his sidekick Sancho Panza, Don Quixote goes off in search of adventure. He fights giants who are actually windmills, and attacks a castle that is really a lowly inn.

The show did not make fun of Don Quixote, although it does allow us to laugh at his silly adventures. However, mostly we love and even admire Don Quixote for daring to dream, in the words of the song, “the impossible dream.” Points out that while others around him lead safe, dull lives, excitement and a sense of purpose are sought by Don Quixote.

Martin Belle does an excellent job of playing Don Quixote. They do an excellent job of making this teenager look like an old man. Stuart Rosen, as Sancho Panza, will be the funniest person in the show. Stuart has a gift for physical comedy, as well as a great sense of comic timing. Amy Fielding plays Dulcinea. The woman Don Quixote loves. She is the best singer in the cast. I strongly recommend this play to everyone at Northern.

Exercise 1:

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences (or parts of sentences) and ask you to improve sentence structure and word choice. Other questions refer to the entire essay (or parts of the essay) and ask you to evaluate the organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

Questions 1-5 are based on the following essay, which is a brief description of bluegrass music.

(1) *Bluegrass is a wonderfully challenging style of music.* (2) *Most bluegrass songs are played at rapid tempos and are very intricate.* (3) *This requires speed and precision on the part of a musician if it is to be played well.* (4) *Excellence in bluegrass requires a musician to be tremendously devoted.* (5) *The bluegrass player must be willing to devote countless hours to practicing difficult scales and flourishes in order to play the music properly.* (6) *Most great bluegrass musicians learn to play in the style of the great bluegrass masters and are usually able to reproduce their predecessors' music note for note.*

(7) *Bluegrass gives musicians the chance to express themselves musically.* (8) *They did this when improvising solos over the chords of a song.* (9) *The musician may choose to play the melody of the song or to create a new melody of his or her own creation.* (10) *When performed by a masterful musician, a bluegrass solo is a truly exhilarating experience.*

(11) *Vocals also play an important role in bluegrass.* (12) *The lead vocal is often taken by a tenor.* (13) *Bill Monroe had a high lonesome sound.* (14) *He was perhaps the greatest bluegrass tenor.* (15) *His voice was sometimes joyful and at other times deeply sad, and it set the standard for all bluegrass singers to follow.* (16) *Most bluegrass bands feature four to seven singers who often join together in harmony.* (17) *The singing, like the instrumental playing, requires exacting precision of each musician.* (18) *When performed well, the results are spine-tingling.*

1. Which of the following best replaces the word *It* at the beginning of sentence 15?
 - (A) The soloist
 - (B) Monroe's singing
 - (C) The chord
 - (D) The devoted musician
 - (E) The four-part harmony

Exercises**North Carolina**

2. Which sentence, if inserted at the beginning of the second paragraph, would best link paragraph 2 to paragraph 1?
- (A) I know one bluegrass musician who can play “Earl Foggy Mountain Breakdown” exactly the way it is played on the famous recording of the song.
- (B) Among the great masters of bluegrass music, Ralph Stanley is probably my favorite.
- (C) Bluegrass is not merely about the ability to imitate great musicians, however.
- (D) Jazz is another form of music in which improvisation plays an important part.
- (E) A traditional bluegrass band has a banjo, guitar, mandolin, fiddle, and upright bass, but there is rarely a set of drums.
3. In context, which of the following is the best way to revise the underlined portion of sentence 8?
- They did this when improvising solos over the chords of a song.*
- (A) will do this improvising solos
- (B) do so whenever they improvise solos
- (C) did this when solos were improvised
- (D) had done this by improvising solos
- (E) have done this by solo improvisation
4. Which of the following, in the context of the rest of the passage, best describes the purpose of the third paragraph?
- (A) To prove the greatness of Bill Monroe
- (B) To reveal the solution to a great mystery
- (C) To introduce a new aspect of the main subject
- (D) To disprove arguments outlined in the second paragraph
- (E) To describe problems associated with the subject
5. In context, which of the following is the best way to combine and revise sentences 13 and 14 (reproduced below)?
- Bill Monroe had a high lonesome sound. He was perhaps the greatest bluegrass tenor.*
- (A) Having a high, lonesome sound, of all bluegrass tenors perhaps the greatest was Bill Monroe.
- (B) With his high, lonesome sound, the greatest perhaps of bluegrass tenors was Bill Monroe.
- (C) Perhaps being the greatest bluegrass tenor, the sound of Bill Monroe was his high, lonesome sound.
- (D) With his high, lonesome sound, Bill Monroe was perhaps the greatest bluegrass tenor.
- (E) He was perhaps the greatest bluegrass tenor having a high, lonesome sound was Bill Monroe

Exercises

North Carolina

Exercise 2:

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English. Pay close attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will see five ways of phrasing the underlined part. Choice A repeats the original; the other four options are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose option A; otherwise, choose one of the others. Your choice should produce the most effective sentence—clear and precise, without any awkwardness or ambiguity.

Example:

Daniel is fastidious about the way he maintains his CDs; each is filed in its own place according to release year and record label.

- (A) each is filed in its own place
- (B) each having their own place
- (C) where each has its own place
- (D) having a place of its own
- (E) they each have places of their own



- | | |
|--|--|
| <p>1. As a result of a mysterious cloud that settled <u>overnight, therefore the town was evacuated</u> in the early morning hours.</p> <ul style="list-style-type: none"> (A) overnight, therefore the town was evacuated (B) overnight, the town was evacuated (C) overnight; therefore, they evacuated the town (D) overnight there was an evacuation by the town (E) overnight, evacuating the town | <p>2. Developing alternative fuels that create fewer pollutants while they burn <u>are among the ways that industry attempts to avoid</u> an environmental crisis.</p> <ul style="list-style-type: none"> (A) are among the ways that industry attempts to address (B) is a way industry attempts the address of (C) is one way that industry is attempting to avoid (D) are among attempts that industry makes while addressing (E) are among industry's attempts that address |
|--|--|

Exercises**North Carolina** 

3. Despite the pressure tactics that several powerful lobbying groups used to convince the senator, failing to dissuade her from voting against the bill they supported.
- (A) failing to dissuade her from
(B) and yet their failure to dissuade her of
(C) she was not dissuaded from
(D) she was a failure at dissuading them from
(E) yet she was failing to dissuade from
4. In most states, convicts sentenced to public service are required to demonstrate contrition for their crime as well as performing certain tasks for a predetermined number of hours.
- (A) as well as performing certain tasks for a predetermined number of hours
(B) and also they perform a number of hours of tasks, which are predetermined
(C) along with a predetermined number of hours of tasks, which they must perform
(D) and public service must also be performed for hours, the number of which is predetermined
(E) as well as to perform certain tasks for a predetermined number of hours
5. When Mozart composed his opera *The Marriage of Figaro*, Bach's fugues had recently been heard by him, and their influence was incorporated brilliantly.
- (A) Bach's fugues had recently been heard by him, and their influence was incorporated brilliantly
(B) Bach's fugues had recently been heard by him, and he brilliantly incorporated it
(C) Bach's fugues had recently been first heard by him and their influence brilliantly incorporated
(D) he had recently heard Bach's fugues, which he was brilliant in incorporating the influence of
(E) he had only recently heard Bach's fugues, but he incorporated their influence brilliantly
6. David Alfaro Siqueiros, regarded by historians as one of Mexico's greatest painters, he created many large-scale murals depicting leftist political themes.
- (A) painters, he created
(B) painters, created
(C) painters, and creating
(D) painters by creating
(E) painters when he created

Exercises **North Carolina** 

Exercise 3:

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

If there is no error, fill in answer oval (E).

Example:

A crowd of demonstrators have gathered outside the headquarters of the Federal Reserve Board, and the leader of the group is demanding that the board chairman lower interest rates so that small businesses can borrow money more easily. No error

A
B
C
D
E

- (A)
 (B)
 (C)
 (D)
 (E)

- | | |
|---|--|
| <p>1. <u>No matter</u> how often we hear about the necessity of eating well and <u>exercising</u> regularly, <u>you</u> still find it <u>difficult</u> to avoid the temptations of fatty foods and inactivity. <u>No error</u></p> <p style="text-align: center;"> A B C D E </p> <p>2. By <u>automating</u> more procedures during takeoff and landing, the Federal Aviation Administration <u>is</u> pursuing <u>a goal</u> of having <u>less</u> human errors that can cause accidents. <u>No error</u></p> <p style="text-align: center;"> A B C D E </p> | <p>3. Although the first edition of <i>Leaves of Grass</i> met with critical success, poet Walt Whitman <u>continued to</u> revise the volume <u>throughout</u> his life, drastically reworking <u>it</u> many times <u>between</u> 1855 and 1892. <u>No error</u></p> <p style="text-align: center;"> A B C D E </p> <p>4. Both the chairperson of the department <u>and</u> the faculty advisor wanted to be <u>a participant</u> in the colloquium, <u>but</u> the dean <u>informed them that</u> only one spot was available. <u>No error</u></p> <p style="text-align: center;"> A B C D E </p> |
|---|--|

Exercises

North Carolina

5. Many activist organizations have learned
A
 that they are more likely to win positions
B
 in local governments and not in the
C
 national government; accordingly, they
 have refocused their efforts on local
D
 elections. No error
E
6. The principal noticed that students
A
were growing increasingly unruly as he
B C
 announced a new series of strict campus
 regulations designed to curtail
D
 vandalism and truancy. No error
E
7. When considering the ramifications of
 cloning, there is questions not only
A
 about the practical and scientific aspects
of the process, but also about ethical
B C D
 issues. No error
E
8. The explosion of artillery echoed,
reverberant through the valley,
A
 bouncing off the nearby canyon walls,
B
 and returning to the military firing
C
 range a split second later. No error
D E
9. Deer, once considered entirely benign
A
 creatures, are now known to carry an
B
infectious tick whose bite can cause
C D
 permanent damage to the human heart
 and nervous system. No error
E
10. It is amazing that marathoners can run
 26 miles in just over two hours when you
consider that most people cannot barely
A B
walk that distance, much less run it
C D
 quickly. No error
E
11. A recent study indicates that those job
 applicants which mentioned a company
A
 employee among their references
B
 received no preferential treatment from
those in charge of hiring. No error
C D E
12. Most historians would suggest that the
A B
study of history is as crucial to the
C
 survival of humanity as the study of
D
 agriculture, biology, or any other life
 science. No error
E

Exercise 4:

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences (or parts of sentences) and ask you to improve sentence structure and word choice. Other questions refer to the entire essay (or parts of the essay) and ask you to evaluate the organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

Questions 1–6 are based on the following essay, which is a proposal for a new monument in town.

(1) *Not too long ago, the legislators of our town met and agreed that a monument should be built to honor the many local World War II veterans.* (2) *Businesses began to take up collections to fund the project, and customers were asked by them to make donations.* (3) *The mayor sent a letter to every citizen describing the proposed monument.* (4) *It pointed out, however, that without taxes the funds would have to be given voluntarily.* (5) *It urged everyone to give as much as possible so that the monument could be built soon, while at least some veterans are living.* (6) *The letter promised that no new tax would be imposed to pay for the monument.* (7) *I agree.* (8) *What good is money if it is not used for noble purposes?*

(9) *Citizens should make a strong effort to support this worthy cause.* (10) *They came from our town and fought bravely during World War II.* (11) *It is a disgrace that our town has not honored them sooner, but better late than never.*

(12) *This monument may even provide unintended benefits to our town.* (13) *The proposed monument is very beautiful.* (14) *It will be the only one of its kind in the area.*

(15) *Perhaps because of these qualities, the monument will create a new and unexpected source of income for our town's economy.*

1. In the context of the passage, which is the best version of the underlined portion of sentence 2 (reproduced below)?

Businesses began to take up collections to fund the project, and customers were asked by them to make donations.

- (A) (As it is now)
 (B) Businesses begin to take up collections to fund the project and to ask customers
 (C) Beginning to take up collections to fund the project were businesses, which asked customers
 (D) Businesses began to take up collections to fund the project and to ask customers
 (E) The project was supported by businesses who began to take up collections to fund it and customers who were asked

Exercises**North Carolina** 

2. The writer could best improve the passage by making which of the following changes to sentence 6?
- (A) Change the period to a question mark.
 - (B) Change *promised* to *promises*.
 - (C) Move the sentence so that it appears between sentences 3 and 4.
 - (D) Move the sentence so that it appears between sentences 1 and 2.
 - (E) Delete the sentence from the passage.
3. Which of the following should be inserted at the beginning of sentence 8?
- (A) Despite this,
 - (B) However,
 - (C) After all,
 - (D) Although
 - (E) Therefore,
4. The word *They* in sentence 10 would best be replaced by which words?
- (A) The citizens
 - (B) The veterans
 - (C) The legislators
 - (D) The contributors
 - (E) The tourists
5. Which of the following describes the author's main goal in the second paragraph of the passage?
- (A) To describe the proposed monument
 - (B) To identify potential problems with the mayor's plan to raise money
 - (C) To suggest projects more worthwhile than the proposed monument
 - (D) To scold those citizens who avoided military service during World War II
 - (E) To convince others to donate money to the monument project
6. Which of the following is the best way to revise and combine sentences 13 and 14 (reproduced below)?
- The proposed monument is very beautiful. It will be the only one of its kind in the area.*
- (A) Being the only one of its kind in the area, the proposed monument is very beautiful.
 - (B) Because it will be the only one of its kind in the area, the proposed monument is very beautiful.
 - (C) The only one of its kind in the area is the beautiful proposed monument.
 - (D) The proposed monument, which will be the only one of its kind in the area, is very beautiful.
 - (E) As the only one of its kind in the area and also a very beautiful proposed monument.

Exercises **North Carolina** 

Exercise 5:

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English. Pay close attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will see five ways of phrasing the underlined part. Choice A repeats the original; the other four options are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose option A; otherwise, choose one of the others. Your choice should produce the most effective sentence—clear and precise, without any awkwardness or ambiguity.

Example:

Daniel is fastidious about the way he maintains his CDs; each is filed in its own place according to release year and record label.

- (A) each is filed in its own place
 - (B) each having their own place
 - (C) where each has its own place
 - (D) having a place of its own
 - (E) they each have places of their own
- (B) (C) (D) (E)

1. Because the land is extremely sandy is why the contractor believes it would be impossible to build there.

- (A) sandy is why the contractor believes it would be impossible to build there
- (B) sandy, the contractor believes it impossible to be building there
- (C) sandy, the contractor believes it would be impossible to build there
- (D) sandy, the impossibility of building there is the contractor’s belief
- (E) sandy is why it is impossible to build there, is what the contractor believes

2. In many areas of the world, people are turning to soybeans as a protein source because they are cheap to grow, provide other important nutrients, and the fats they contain are less harmful than animal fats.

- (A) provide other important nutrients, and the fats they contain
- (B) important nutrients are provided, and contain fats that
- (C) provide other important nutrients, and contain fats that
- (D) providing other important nutrients, and containing fats that
- (E) important nutrients are provided, and fats are contained that

Exercises

3. Johnny Cash wears dark clothing and sings in an unadorned voice, these qualities contribute to his folksy image as “the man in black.”
- (A) these qualities contribute to his folksy image as “the man in black.”
 - (B) and these qualities contribute to his folksy image as “the man in black.”
 - (C) and the result of these contributions being his folksy image as “the man in black.”
 - (D) while these qualities contributing to his folksy image as “the man in black.”
 - (E) his folksy image as “the man in black” is the result of this contribution.
4. A high-cholesterol diet, even among otherwise healthy adults, is more likely to contribute to heart disease than someone who has a low-fat diet.
- (A) than someone who has a low-fat diet
 - (B) than would a low-fat diet
 - (C) as opposed to a low-fat dieter
 - (D) in contrast to someone who has a diet that is low in fat
 - (E) compared to a low-fat dieter
5. Bifocal eyeglasses contain two-part lenses, and it allows the wearer to see into the distance and read a book without changing eyewear.
- (A) Bifocal eyeglasses contain two-part lenses, and it allows
 - (B) Bifocal eyeglasses contain two-part lenses, which allow
 - (C) Bifocal eyeglasses, with their two-part lenses, allows
 - (D) Two-part lenses in bifocal eyeglasses allows
 - (E) Two-part lenses are in bifocal eyeglasses, and this is what allows
6. Under new regulations, citizens must separate their recyclables into different trash bins, which are color-coded to indicate their purpose.
- (A) Under new regulations, citizens must separate their recyclables into different trash bins, which are color-coded to indicate their purpose.
 - (B) Color-coded to indicate their purpose, citizens must separate their recyclables into different trash bins under new regulations.
 - (C) Citizens must use different trash bins under new regulations to separate their recyclables, which are color-coded to indicate their purpose.
 - (D) Citizens separating their recyclables into different trash bins, were indicated by color coding under new regulations.
 - (E) Under new regulations, using trash bins color-coded to indicate their purpose, citizens separate their recyclables.

Exercises

North Carolina

5. Our field trip was canceled even though the sun was shining this morning
 A
 because atmospherical conditions
 B
point to the likelihood of heavy
 C D
 storms by noon. No error
 E
6. In 1926, the Olympic medalist
 A
 Gertrude Ederle swum across the
 B
 English Channel, becoming the first
 C
 woman to accomplish this difficult
 D
 feat. No error
 E
7. Behaviorists understand many
 A
 things about animals, but to date
they have yet to come up with an
 B C
 explanation of wild creatures'
fascination for shiny objects.
 D
No error
 E
8. During the 1920s, American investors
borrowed heavily in order to
 A
 purchase stocks on Wall Street,
believing that it would earn a quick
 B C
 enough return to pay off their debts and
reap a considerable profit.
 D
No error
 E
9. Hickory trees usually have taproots
 A
so deep that they cannot be easily
 B
 transplanted, since damage to the
 C
 taproot would almost certainly result
 D
 in the death of the tree. No error
 E
10. As in most athletic disciplines, the goal
 of bodybuilding exercises are not
 A
 merely to create an attractive
 B
 physique, but also to engage in an
 C
activity that contributes to a
 D
 comprehensive approach to healthful
 living. No error
 E
11. Although most concede that the
 content of programming will probably
 remain unchanged, critics who have
 A
seen high-definition television
 broadcasts claim that they provide
 B C
 an image as enthralling than any
 D
 previously seen in any medium.
No error
 E

Exercise 7:

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences (or parts of sentences) and ask you to improve sentence structure and word choice. Other questions refer to the entire essay (or parts of the essay) and ask you to evaluate the organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

Questions 1-5 are based on the following essay, which is a story about the power of the press.

(1) *I had always heard about the power of the press, but I didn't really believe it: in a world filled with newspapers, magazines, and television programs, how much difference could one little story in a newspaper make?* (2) *People might read it and they might not.* (3) *Either way, they'd never remember it.*

(4) *I have enjoyed juggling ever since I can remember.* (5) *Other people participate in sports or play a musical instrument.* (6) *I spend my spare time keeping clubs, oranges, and bean bags airborne.* (7) *I know it's an unusual hobby, but I don't care.* (8) *One day I decided that I was good enough at juggling to try performing for people.* (9) *I go to a busy street corner in our city and start doing some of my favorite juggling tricks.* (10) *Not many people watched, which was very discouraging, but one fellow did.* (11) *He told me that he worked for the newspaper and that he was going to write a story about me.* (12) *Sure enough, the article appeared in the paper the next day.* (13) *My parents thought that I should go to my corner again, convinced that many people would show up to see me because of the news story.* (14) *To make them happy, I went.* (15) *I read the story and enjoyed it but really didn't think too much about it.*

(16) *When I arrived at the street corner, which had been so empty the day before, I could not believe my eyes.* (17) *I saw a large audience awaiting my performance.* (18) *The article had truly worked to create a crowd that couldn't wait for my performance.*

1. Read the underlined portions of sentences 2 and 3 (reproduced below). Which of the following is the best way to revise the underlined portion in order to combine the two sentences?

People might read it and they might not. Either way, they'd never remember it.

- (A) and they might not, and either way they'd never remember
- (B) and they might not, but either way, they'd never remember
- (C) and, on the other hand, they might not, however they'd never remember
- (D) and, they might not, but either way without ever remembering
- (E) and they might not, either way they would have no memory of

Exercises**North Carolina**

2. Which of the following sentences, if added after sentence 3, would do the best job of connecting the first paragraph to the rest of the passage?
- (A) I very rarely read the newspaper myself.
 - (B) A television news story might attract more attention, though.
 - (C) Still, I always thought I might enjoy working at a newspaper.
 - (D) Recently, however, I had an experience that changed my opinion.
 - (E) Some scientists believe that people remember less than one tenth of what they see and hear.
3. In the context of the passage, which of the following identifies the most obvious problem with sentence 9?
- (A) The verbs should be in the past tense rather than the present tense.
 - (B) The sentence is too long and should be divided into two shorter sentences.
 - (C) The sentence should be in the passive voice rather than the active voice.
 - (D) A comma should be inserted between the words *city* and *and*.
 - (E) The final punctuation should be a question mark rather than a period.
4. Sentence 15 would better fit the narrative flow of the passage if it appeared
- (A) before sentence 4
 - (B) after sentence 11
 - (C) after sentence 12
 - (D) after sentence 18
 - (E) at the beginning of the next paragraph
5. Which of the following is the best way to combine sentences 5 and 6 (reproduced below)?
- Other people participate in sports or play a musical instrument. I spend my spare time keeping clubs, oranges, and bean bags airborne.*
- (A) Unlike other people, who participate in sports, keeping clubs, oranges, and bean bags airborne is how I spend my time.
 - (B) As opposed to people participating in sports or playing a musical instrument, I am spending my spare time keeping clubs, oranges, and bean bags airborne.
 - (C) Other people participate in sports or play a musical instrument, I spend my spare time keeping clubs, oranges, and bean bags airborne.
 - (D) Other people participate in sports or play a musical instrument, but I am different from that as I spend my spare time keeping clubs, oranges, and bean bags airborne.
 - (E) While other people participate in sports or play a musical instrument, I spend my spare time keeping clubs, oranges, and bean bags airborne.

Exercise 8:

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English. Pay close attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will see five ways of phrasing the underlined part. Choice *A* repeats the original; the other four options are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose option *A*; otherwise, choose one of the others. Your choice should produce the most effective sentence—clear and precise, without any awkwardness or ambiguity.

Example:

Daniel is fastidious about the way he maintains his CDs; each is filed in its own place according to release year and record label.

- (A) each is filed in its own place
- (B) each having their own place
- (C) where each has its own place
- (D) having a place of its own
- (E) they each have places of their own



1. Because raw potatoes contain solanine and chaconine, which are poisonous in large quantities, is why they should be cooked well before eaten.
 - (A) Because raw potatoes contain solanine and chaconine, which are poisonous in large quantities, is why they should be cooked well before eaten.
 - (B) Because they contain solanine and chaconine that is poisonous is why raw potatoes should be cooked well before they can be eaten.
 - (C) Poisonous solanine and chaconine is the reason why, before they can be eaten, raw potatoes should be cooked well.
 - (D) Because raw potatoes contain solanine and chaconine, which are poisonous in large quantities, potatoes should be cooked well before they are eaten.
 - (E) Before they can be eaten, because they contain a solanine and chaconine, raw potatoes must be cooked well.

Exercises

2. In 1998 John Glenn became the oldest astronaut to orbit Earth, he was 77 years old at the time.
- (A) In 1998 John Glenn became the oldest astronaut to orbit Earth, he was 77 years old at the time.
 - (B) In 1998, 77-year-old John Glenn became the oldest astronaut to orbit Earth.
 - (C) Orbiting Earth in 1998, John Glenn became the oldest astronaut to orbit it, at the age of 77.
 - (D) With his orbit of Earth in 1998, that was when John Glenn became the oldest astronaut to orbit Earth when he was 77 years old.
 - (E) The oldest astronaut to orbit Earth was when John Glenn did so at the age of 77 in 1998.
3. Whether the people of Papua New Guinea really migrated or did not from Australia thousands of years ago can never be known definitively; however, since Papuans have distinctive physical traits in common with Australian aborigines, many geneticists are convinced that a direct lineage is likely.
- (A) Whether the people of Papua New Guinea really migrated or did not
 - (B) If in reality the people of Papua New Guinea migrated or did not
 - (C) The reality of whether the people of Papua New Guinea migrated
 - (D) Whether the people of Papua New Guinea really migrated
 - (E) That New Guinea's Papua people might have migrated or not
4. Although the path was blocked by a seemingly insurmountable wall of snow, the rescue team decided to continue on with its mission rather than abandon the trapped campers.
- (A) continue on with
 - (B) continue forward with
 - (C) continue
 - (D) try and continue
 - (E) keep on continuing
5. Regarded by many as one of the greatest American novelists, Mark Twain wrote eloquently of such distinctly American themes as the distrust of authority and the spirit of egalitarianism.
- (A) Mark Twain wrote eloquently of such distinctly American themes
 - (B) Mark Twain was writing eloquently of such distinctly American themes
 - (C) Mark Twain included among his eloquent writing such distinctly American themes
 - (D) Mark Twain eloquently examined such distinctly American themes
 - (E) the writing of Mark Twain is eloquently examining such ? distinctly American themes

Exercises

North Carolina

Exercise 9:

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

If there is no error, fill in answer oval (E).

Example:

A crowd of demonstrators have gathered outside the headquarters of the Federal Reserve Board, and the leader of the group is demanding that the board chairman lower interest rates so that small businesses can borrow money more easily. No error

A
B
C D E

- (B) (C) (D) (E)

1. The Rock and Roll Hall of Fame takes pride in the fact that they have been able to generate fan interest in albums that stopped selling decades ago.
A
B
C D
No error
E
2. Latisha is undoubtedly the best student in the class; that is why the teacher assigned the most difficult project to she and her best friend Janice. No error
A
B
C D E

3. The workings of congressional committees are as mysterious to those who serve on them as they are to outsiders, at least according to the memoirs of one recently retired congressperson. No error
A
B
C D E
4. Among many Americans who are approaching retirement age, there is growing concerns over whether the Social Security trust fund will remain solvent long enough to continue to pay benefits. No error
A B
C D E

Exercises

North Carolina

Exercise 10:

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences (or parts of sentences) and ask you to improve sentence structure and word choice. Other questions refer to the entire essay (or parts of the essay) and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

Questions 1-6 are based on the following essay, which is about keeping businesses in the United States.

(1) *An increasing number of American businesses these days are moving part of their operations out of the country, and this state of affairs means potential problems for our nation.* (2) *Businesses operate overseas because it is cheaper to build factories and hire workers there.* (3) *Another reason is that government regulations are less strict outside the United States.*

(4) *One company that moved part of its operations overseas is the Seabridge Tool and Die Company.* (5) *The company used to own a plant in my hometown.* (6) *It employed over one thousand workers.* (7) *The workers manufactured hand tools and dies.* (8) *Dies are special tools used to press and shape cold metals.* (9) *More companies are likely to move their operations outside the United States in the future.* (10) *Every company tries to cut costs, and moving overseas is one surefire way to reduce the cost of labor as well as other items.* (11) *But, as the Seabridge Company learned, there are also drawbacks to moving.* (12) *Bad publicity and unexpected expenses associated with operating in a new country can wipe out any savings associated with moving.*

(13) *There are a few things that should be tried to convince companies to stay in the United States.* (14) *The government should offer tax breaks as incentives to remain at*

home and employ Americans. (15) *The government should impose greater tariffs on goods that enter the United States from overseas, even those made by American companies.* (16) *Activists should encourage consumers to buy only goods that are made in America.* (17) *Remember, if American jobs go overseas, Americans will be out of jobs and will not have the money to buy goods.* (18) *Therefore, it is in business's interest to keep Americans employed.*

1. Of the following, which is the best way to revise the underlined portion of sentence 1 (reproduced below)?

An increasing number of American businesses these days are moving part of their operations out of the country, and this state of affairs means potential problems for our nation.

- (A) country— a state of affairs that could result in problems for our nation
 (B) country and, with this come potential problems for our nation
 (C) country, and potential problems for our nation is the result
 (D) country; along with it our nation faces a problematic state of affairs
 (E) country, and they are causing potential problems for our nation's state of affairs

Exercises

2. Of the following, which is the best way to combine sentences 5, 6, and 7 (reproduced below)?

The company used to own a plant in my hometown. It employed over one thousand workers. The workers manufactured hand tools and dies.

- (A) The company, which manufactures hand tools and dies, once owned a plant that employed over one thousand workers in my hometown.
- (B) It employed over one thousand workers in my hometown, it owned a plant, and its workers manufactured hand tools and dies.
- (C) Workers once manufactured hand tools and dies in a plant in my hometown owned by the company that hired over one thousand workers.
- (D) Once employing over one thousand workers in my hometown, the company manufactures hand tools and dies.
- (E) As an employer of over one thousand workers, the hand tool and die manufacturing company used to own a plant in my hometown.

3. The purpose of the second paragraph is best described by which of the following?

- (A) To criticize those who disagree with the author
- (B) To examine a failed government policy
- (C) To demonstrate a point by example
- (D) To reconcile an apparent contradiction
- (E) To recount the experiences of one Seabridge employee

4. Which sentence in the second paragraph LEAST relates to the main idea of the paragraph?

- (A) 4
- (B) 8
- (C) 10
- (D) 11
- (E) 12

5. Sentence 9 would better tie into the second paragraph if it were preceded by which of the following?

- (A) Therefore,
- (B) As a result,
- (C) Like Seabridge,
- (D) However,
- (E) You know,

6. In context, which of the following phrases would be the best substitute for the phrase things that should be tried in sentence 13?

- (A) studies that should be conducted
- (B) differences that can be reconciled
- (C) companies that should be regulated
- (D) policies that should be pursued
- (E) mysteries that should be solved

Exercises **North Carolina** 

Exercise 11:

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English. Pay close attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will see five ways of phrasing the underlined part. Choice A repeats the original; the other four options are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose option A; otherwise, choose one of the others. Your choice should produce the most effective sentence—clear and precise, without any awkwardness or ambiguity.

Example:

Daniel is fastidious about the way he maintains his CDs; each is filed in its own place according to release year and record label.

- (A) each is filed in its own place
 - (B) each having their own place
 - (C) where each has its own place
 - (D) having a place of its own
 - (E) they each have places of their own
- (B) (C) (D) (E)

1. The local theatrical performance of Tennessee Williams’s *Cat on a Hot Tin Roof* comparing favorably to the classic movie version.

- (A) comparing favorably to the classic movie version
- (B) it compared favorably, considering the classic movie version
- (C) which compared favorably to the classic version in the movies
- (D) compared favorably to the classic movie version
- (E) when compared with the classic movie version was favorable

2. Although the rhinoceros beetle sports a pair of large, intimidating horns, it is actually a harmless insect that is more remarkable for its strength than for its appearance.

- (A) it is actually a harmless insect that is more remarkable for its strength than for its appearance
- (B) they are harmless and are more remarkable for their strength than appearance
- (C) it is harmless and more remarkable for being strong than the way it looks
- (D) it is actually harmless but more remarkable for being strong than for being this way
- (E) they are remarkably harmless and strong despite their appearance

Exercises

3. Michelle broke her toe when she collided into the goal post she had to be removed from the game.
- (A) when she collided into the goal post she had to be removed from the game
 - (B) when she collided into the goal post; she had to be removed from the game
 - (C) and had to be removed from the game, she collided into the goal post
 - (D) and she collided into the goal post, which removed her from the game
 - (E) colliding into goal post, she was removed from the game as a result
4. Though it first appeared on the music scene as an obscure genre, hip-hop has now entirely permeated mainstream entertainment; which means it is played on everything from commercial radio to movie soundtracks.
- (A) mainstream entertainment; which means it is played
 - (B) mainstream entertainment, who plays it
 - (C) mainstream entertainment, playing it
 - (D) mainstream entertainment; that gets played
 - (E) mainstream entertainment; it can be heard
5. Members of the winning team in the World Series receive a dazzling gold and diamond commemorative ring and earning a considerable bonus.
- (A) and earning a considerable bonus
 - (B) as well as a considerable bonus
 - (C) as well as they earn a considerable bonus
 - (D) and also earning a considerable bonus
 - (E) additionally they get to earn a considerable bonus
6. Due to increasing demand for their skills, beginning computer programmers are now finding themselves earning more than or as much as some well-established lawyers.
- (A) more than or as much as
 - (B) as much as, or even more than,
 - (C) at least as much, or even more, than
 - (D) at least as much as
 - (E) more, or at least as much, than
7. Before undertaking a difficult project, one should assess both how much work it will require and the satisfaction of the end result.
- (A) the satisfaction of the end result
 - (B) is the end result going to be satisfactory
 - (C) if the end result will be satisfied
 - (D) how satisfying the end result will be
 - (E) the end result's likelihood of coming out satisfactorily

Exercises

North Carolina

Exercise 12:

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom.

Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

If there is no error, fill in answer oval (E).

Example:

A crowd of demonstrators have gathered outside the headquarters of the Federal Reserve Board, and the leader of the group is demanding that the board chairman lower interest rates so that small businesses can borrow money more easily. No error

A
B
C D E

- (B) (C) (D) (E)

- | | |
|--|--|
| <p>1. <u>Having</u> shattered numerous major-league batting records, Pete Rose can <u>convincingly</u> argue that he is one of the <u>most best</u> hitter's <u>in</u> the history of the game. <u>No error</u></p> <p style="text-align: center;">A
B
C D E</p> <p>2. In the nineteenth century, many novels <u>were</u> published in serial form and sold to subscribers; <u>it</u> allowed novelists <u>to compose</u> their works one chapter at a time and to continue them for <u>as long as</u> readers remained interested. <u>No error</u></p> <p style="text-align: center;">A
B
C D E</p> | <p>3. A group of scholars with expertise in international studies <u>have organized</u> a national colloquium <u>to meet</u> on March 1; its subject <u>will be</u> the necessity of <u>integrating</u> the African world into the Western economy. <u>No error</u></p> <p style="text-align: center;">A
B
C D E</p> <p>4. The human eye <u>cannot perceive</u> the moment of impact <u>that</u> occurs when a baseball bat <u>meets</u> a baseball because of how <u>quick</u> the two objects approach and repel one another. <u>No error</u></p> <p style="text-align: center;">A
B
C D E</p> |
|--|--|

Exercises

North Carolina

5. When Jimmy Carter and Walter Mondale joined to form the winning ticket in the 1976 presidential election, he could not have anticipated the Iranian hostage crisis that would ultimately lead to the demise of the administration. No error
6. Devastated by the loss of their home to flooding, the Marvell family moved to a location far from the coast and starting life over in the mountain town of Asheville. No error
7. Once Persian forces had fallen quickly to his army, Alexander the Great encountered little difficulty in convincing all the other nations of Asia Minor to submit to his rule. No error
8. Under the rules of competitive golf, a player may neither ask an opponent for advice or offer advice to an opponent. No error
9. It was the intent of the framers of the Bill of Rights that American citizens will enjoy the rights to freedom of speech, freedom of religion, and freedom of the press for as long as the union stands. No error
10. As chief justice of the United States Supreme Court, Earl Warren advocated “equal justice” for all; today, nearly 30 years after his death, his legacy continues to play a major role in our legal system. No error
11. I voluntarily gave up my position as center of the basketball team when I realized that Harlan was much better suited to the position than me. No error
12. Orestes, a figure in Greek mythology, takes revenge of Aegisthus and Clytemnestra after he discovers that the two of them had murdered his father many years earlier. No error

Exercise 13:

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences (or parts of sentences) and ask you to improve sentence structure and word choice. Other questions refer to the entire essay (or parts of the essay) and ask you to evaluate the organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

Questions 1-7 are based on the following essay, which is an argument in favor of improving the food in the cafeteria.

(1) *Our school needs better food in the cafeteria.* (2) *At a time when all products and services in our country seem to be improving rapidly, it is a shame that our cafeteria food remains the same drab, unpleasant fare that it has been since the days our parents attended this school.*

(3) *The problems with our current cafeteria are numerous.* (4) *The cooks seem to have little understanding of how long food should be cooked, so they overcook everything.* (5) *And they also seem to believe that anything will taste good if they add enough salt to it.* (6) *It is not that hard, also, to prepare food well.* (7) *Anybody with a watch and a light touch with spices can make food that is healthy, delicious, and pleasing to the eye.* (8) *Whether prepared for two people or two thousand, pastas, vegetables, and meats are all easy to prepare.* (9) *Our cafeteria is always ruining these dishes.*

(10) *There are possible solutions to this.* (11) *A restaurant, perhaps a fast-food chain, could take over our food service.* (12) *A committee of students and administrators could plan menus.* (13) *No matter how the situation is addressed, it is important that students voice their concern over the matter.* (14) *The food has been bad at this school for many years; the situation won't change until students make clear how dissatisfied they are.*

1. Which of the following is the best revision of the underlined portion of sentence 2 (reproduced below)?

At a time when all products and services in our country seem to be improving rapidly, it is a shame that our cafeteria food remains the same drab, unpleasant fare that it has been since the days our parents attended this school.

- (A) Improving products and services in our country at a rapid pace, our cafeteria food shamefully
- (B) All products and services in our country seem to be improving rapidly, our cafeteria food
- (C) Since rapid improvement in all products and services in our country seems to be happening, what a shame our cafeteria food
- (D) This is a time at which all products and services in our country seem to be improving rapidly, but it is the food in our cafeteria that
- (E) At a time when all products and services in our country seem to be improving rapidly, our cafeteria food

Exercises

North Carolina 

2. The word *also* in sentence 6 could best be replaced by which of the following words?
- (A) however
(B) and
(C) therefore
(D) but
(E) definitely
3. Which of the following is the best way to revise and combine the underlined portion of sentences 4 and 5 (reproduced below)?
- The cooks seem to have little understanding of how long food should be cooked, so they overcook everything. And they also seem to believe that anything will taste good if they add enough salt to it.*
- (A) everything, also they
(B) everything, furthermore they also
(C) everything; they also
(D) everything: also they
(E) everything and also
4. Which of the following is the best revision of the underlined portion of sentence 8 (reproduced below)?
- Whether prepared for two people or two thousand, pastas, vegetables, and meats are all easy to prepare.*
- (A) (as it is now)
(B) meats: they are all easy to prepare
(C) and meats were easily prepared
(D) and meats have been prepared easily
(E) and even meats would be easy to prepare
5. In context, which of the following is the best revision of sentence 9 (reproduced below)?
- Our cafeteria is always ruining these dishes.*
- (A) Our cafeteria ruined these dishes and always will.
(B) Somehow, our cafeteria always manages to ruin these dishes.
(C) In addition, our cafeteria can ruin these dishes.
(D) These same dishes were always ruined by our cafeteria.
(E) Therefore, it is our cafeteria that always ruins these dishes.
6. In context, sentence 10 would be most clear if the author changed the word *this* to which of the following?
- (A) these people
(B) this school
(C) these decisions
(D) this problem
(E) this opinion
7. Which of the following would most strengthen the third paragraph?
- (A) Ridiculing past students who did not speak up about the cafeteria problem
(B) Providing more details about the writer's suggested alternatives
(C) Describing the method for preparing vegetables properly
(D) Acknowledging that some food at the cafeteria might actually be good
(E) Mentioning other school problems that do not relate to the cafeteria

Exercises **North Carolina** 

Exercise 14:

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English. Pay close attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will see five ways of phrasing the underlined part. Choice *A* repeats the original; the other four options are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose option *A*; otherwise, choose one of the others. Your choice should produce the most effective sentence—clear and precise, without any awkwardness or ambiguity.

Example:

Daniel is fastidious about the way he maintains his CDs; each is filed in its own place according to release year and record label.

- (A) each is filed in its own place
 - (B) each having their own place
 - (C) where each has its own place
 - (D) having a place of its own
 - (E) they each have places of their own
- (B) (C) (D) (E)

- | | |
|---|--|
| <p>1. French cuisine is justly honored for its development of several techniques <u>that is essential to preparing thick and satisfying sauces</u>.</p> <ul style="list-style-type: none"> (A) that is essential to preparing thick and satisfying sauces (B) essential to the preparation of thick, satisfying sauces (C) that are essential to prepare sauces with thickness and satisfaction (D) essential at preparing sauces, which are thick and satisfying (E) for essentially preparing thick, satisfying sauces | <p>2. The pedals on a steel guitar allow a musician to alter the pitch of notes by as much as a whole step <u>and he can change</u> the volume as well.</p> <ul style="list-style-type: none"> (A) and he can change (B) as well as changing (C) also allowing for changing (D) so he can change (E) and to change <p>3. Carla received a letter of commendation from the department chairperson, <u>this</u> endorsement helped her gain entry into a prestigious graduate program.</p> <ul style="list-style-type: none"> (A) this (B) as a result of the (C) and this (D) that was the (E) by which |
|---|--|

Exercises

4. The beach was quickly rebuilt as a result of substantial state aid and was nearly destroyed by last year's floods.
- (A) The beach was quickly rebuilt as a result of substantial state aid and was nearly destroyed by last year's floods.
 - (B) The beach was quickly rebuilt as a result of substantial state aid, last year it was nearly destroyed by floods.
 - (C) The rebuilding of the beach was, as a result of substantial state aid, quick after being destroyed by floods last year.
 - (D) The beach, which was nearly destroyed by last year's floods, was quickly rebuilt as a result of substantial state aid.
 - (E) The beach, which was quickly rebuilt as a result of substantial state aid, being nearly destroyed by last year's floods.
5. The Dewey Decimal Classification System assigns a different number to every book according to classification, its purpose being to make it easier to find books in large collections, such as libraries.
- (A) classification, its purpose being
 - (B) classification; its purpose is
 - (C) classification: as for its purpose, it is
 - (D) classification; and its purpose,
 - (E) classification so that
6. Byron has decided that he would rather study music as opposed to contemporary art, the focus of his previous studies.
- (A) as opposed to
 - (B) than
 - (C) from
 - (D) in contrast with
 - (E) rather than
7. The two girls spend their afternoons searching for shamrocks, which is enjoyable to them.
- (A) The two girls spend their afternoons searching for shamrocks, which is enjoyable to them.
 - (B) Searching for shamrocks, it is an enjoyable way to spend afternoons for the two girls.
 - (C) The two girls find that spending their afternoons searching for shamrocks is enjoyable.
 - (D) The two girls, who spend their afternoons searching for shamrocks, which is enjoyable.
 - (E) An enjoyable way to spend an afternoon, the two girls search for shamrocks.
8. For an optimist, seeing a situation in its most positive light is better than picturing all the disasters that may occur.
- (A) seeing a situation in its most positive light is better
 - (B) keeping sight of a situation's most positive light is better
 - (C) it is better to keep sight of a situation in its most positive light
 - (D) sight of a situation in its most positive light is better
 - (E) to have seen a situation in its most positive light is better