EDITING AND PROOFREADING

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Overview of the North Carolina English I End-of-Course Test

The English I exam is an End-of-Course test administered to North Carolina students within ten days of completing the English I curriculum. End-of-Course tests, which students first encounter in grade 9, take the place of End-of-Grade tests, which are administered in grades 3 through 8.

For students in grades 6 though 8, the English End-of-Grade tests assess only mathematics and reading comprehension. The material presented in this book reviews grammar and usage, the subject of the English I test. These lessons and exercises help students begin to prepare for the English I exam that they will take at the end of grade 9.

The English I exam consists of 72 questions. Students will have 95 minutes to take the exam. Students must pass the exam in order to proceed to English II.

How Is the English I End-of-Course Test Scored?

Students’ test scores are based on the number of questions they answer correctly. Answers left blank count the same as incorrect answers, so you should encourage students to answer every question on the test. The number of correct answers students record makes up their raw scores on the exam.

In order to determine students' final scores, the DPI Division of Accountability Services converts students’ raw score to scaled scores. This is done by plotting students’ raw scores on a curve and setting a mean score for the test. The state uses scaled scores, rather than raw scores, because scaled scores are easier to interpret. For example, a student who scored 70 outperformed a student who scored 60 by exactly the same amount that the student who scored 60 outperformed a student who scored 50. Such comparisons are much more difficult to make when comparing raw scores because each question has a different statistical value.

The state reports students’ scores in two other formats: percentile and achievement level. The percentile score shows a student’s relative rank among all North Carolina students, normalized to eliminate differences among different test administration years. A 75th percentile rank in 2000, for example, has been normalized to reflect that this student would have received the same grade had he or she taken the exam in any other year.
Achievement-level scores rank students in one of four levels: Level I, Level II, Level III, and Level IV. Their meanings are as follows:

- **Level I**: Insufficient mastery of the material
- **Level II**: Inconsistent, minimally sufficient mastery of the material
- **Level III**: Consistent mastery of the material
- **Level IV**: Superior mastery of the material

The state of North Carolina defines only Levels III and IV as indicating grade-level or better mastery. Only students achieving these scores are allowed to proceed to English II. Students receiving lower scores have several options, including remedial work, an appeal, and multiple opportunities to retake the exam. Students must earn at least a 52 scale score on the English I exam to attain Level III status.

**Types of Items and Errors Found on the English I End-of-Course Test**

The English I End-of-Course exam tests grammar and spelling by requiring students to review short reading passages. These passages resemble first drafts of essays that students might have written for their English I classes. Throughout each passage, words and phrases are underlined. Students must determine whether these underlined portions are correct as written. For each underlined word or phrase, there is an accompanying multiple-choice item. The item provides the student with three possible revisions of the underlined word or phrase, plus a fourth option, “Make no change.”

The errors that appear most frequently on the English I test fall into a few basic categories. The drills and exercises included in this workbook help students prepare to identify and correct these errors. The materials that follow use the English I End-of-Course exam style in a grade-appropriate manner. Use the materials here as a way to acquaint students with the format and timing of the test, while reviewing and reinforcing essential grammar and usage concepts.

**Using 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 some sample sentences. 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.
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 correct answers to students at the end of the lesson.

Cumulative and final reviews are passages that mirror the style and content of the English I End-of-Course passages. Each contains numerous errors that students must correct. Cumulative reviews test the preceding four focus lessons. The final review tests 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 of grammar concepts. 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 reviews. 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

The exercises consist of passages and questions written in the style of the English I End-of-Course test. They have been adjusted for the appropriate grade level. Students can begin preparing for the English I test by answering questions that are in the same format as the ones on the actual test.

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 10 minutes to complete each passage and question set. Answer bubble sheets for these exercises 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 English I End-of-Course exam, where there is no penalty for guessing (see How Is the English I End-of-Course Test Scored? on page 3). Encourage students to eliminate incorrect answer choices aggressively and to guess whenever necessary. Remind students that eliminating even one incorrect answer choice greatly increases the chances of guessing correctly.
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.

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 Bananas.

Change from lowercase to uppercase  

north Carolina

Delete  

Romance movies make me sad.

Insert new text  

Romance movies make me very sad.
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Focus Lesson 1: Answer Key

Dear Editor:

The school administration has to decide whether North Fielding Junior High School should have an open campus. Three groups will be affected by this decision: parents, school employees, and students. Parents are opposed to allowing students off campus during lunch, often believing that this will jeopardize many students’ safety. School employees share their concern, fearing skyrocketing absenteeism and tardiness in classes after lunch.

Students understand these concerns. They also realize that if they abuse the privilege it will be taken away for good. However, we believe we have a unique situation. Our school is in the middle of a small town. Many students are within walking distance of where they could buy lunch. With little traffic in town, the plan does not present many safety concerns. In short, having an open campus does not present any dangers. It is an opportunity for students to learn greater responsibility.

Focus Lesson 2: Answer Key

My family left Spain in the early 1900s. They followed my great-uncle, Marcos, who opened a shoe factory in New York. My grandfather went to work for him as a cobbler. One day, as he boarded the bus, he tripped over the feet of a woman—my grandmother! He wanted to impress her so badly and make up for his clumsiness that he asked for her address. The next day, after consulting his brother and scouring the warehouse, my grandfather purchased shoes for her. Of course, the shoes fit perfectly, just as the single slipper had fit Cinderella. My grandfather called her the next week to ask her out for ice cream. She begged her mother to let her go. The rest is history. My mother still has those magic slippers. She says they bring good luck.
Focus Lesson 3: Answer Key

We’re very pleased with the schools’ decision to construct a new cafeteria and student lounge. These new facilities will definitely raise the quality of student life. However, we would like to request several features. First, we would like the cafeteria to be furnished with round tables. Long tables with benches keep many students from engaging in meaningful conversations during lunch. Round tables are usually smaller, making it possible for everyone to converse together. Second, we would like the student lounge to be designated a quiet zone. Students who want to eat and socialize may do so in the new cafeteria. Since it’s against the rules to eat in the library, students who wish to eat and study in a quiet place should be able to do so in the student lounge. The lounge’s proximity to both the cafeteria and library should make it a popular study spot.

Focus Lesson 4: Answer Key

Abraham Lincoln always persevered in the face of defeat. After losing a race for U.S. Senate in 1858, Lincoln has tried again and ran for president of the United States. This time, he was elected. When the southern states wanted to secede, Lincoln fights the Civil War in order to keep the United States together. In 1863, Lincoln was issuing the Emancipation Proclamation, which frees enslaved people in the South. His legacy will continued for years and years to come.
Cumulative Review 1: Answer Key

In his book *Travels with Charley*, author John Steinbeck describes a cross-country journey he takes with his poodle, Charley. Although the story tells about Steinbeck's visits to different places, the book had been about much more than the destinations themselves. It is all about America, its history, and its future. The subtitle of the book, *In Search of America*, gave you a hint about this.

To really enjoy *Travels with Charley*, you have to know a little about John Steinbeck, author of such classics as *The Grapes of Wrath*, *Of Mice and Men*, and *Cannery Row*. Many of his stories telling about the lives of poor migrant farm workers and the injustices they face as they try to survive from day to day. Thus, Steinbeck is not a writer who believes that everything about America is fair. He sees what is unfair about this country, which is what made his loving descriptions of the people and places in this book so effective.

At the beginning of *Travels with Charley*, Steinbeck explains that he wants to discover the truth about America. By the end, however, his conclusion is only that America is too big and too diverse for any person to understand it completely. He will realize that his journey was a foolish dream. He must have suspected this, however, when he started his journey. After all, he named his camper “Rocinante” after the horse that belonged to Don Quixote’s, the most famous dreamer in literature.
Focus Lesson 5: Answer Key

Don’t know what a *beignet* is? Never had a *croque-en-bouche*?

The French Club, which was founded earlier this year, are pleased to present the

First Trip to Paris Bake Sale.

We have been up all night baking all your favorite French desserts.

This is your only chance to sample French cooking at cafeteria prices!

The first person to recite the French National Anthem receive a free torte of their choice. Let them eat cake!

The sale, which has been made possible with help from our friendly custodial staff, begin at noon!

**When:** May 3, 2001, 12 P.M.–1:30 P.M.

**Where:** Cafeteria

Focus Lesson 6: Answer Key

The book was missing from her locker! Marisa had put them away before lunch. The copy of *Alice in Wonderland* that belonged to his grandmother had disappeared!

Marisa turned to her friend, Iris, and wailed, “Someone broke into my locker!”

“What?” Iris replied, sounding perplexed. “What makes you say that?”

“Someone stole my copy of *Alice in Wonderland,*” her cried.

After searching through her locker, she discovered a note that read:

*Short and tall, large and small
Poor Alice has gone on another adventure!
If you wish to reunite, meet me at the mall.*

Iris’s jaw dropped. “Who do you think it could be?”

“I don’t know,” Marisa said. “But we will soon find out, won’t we?”
Focus Lesson 7: Answer Key

I've done many exciting things, one of the most memorable was when I went snorkeling with my parents at a beach resort last summer. It's indescribable how beautiful it is under the sea. I was amazed to see fish swim right in front of me—

My father kept pointing out the coral reefs he did not want me to swim too close.

My mother, who suggested the trip in the first place, didn't want to get out of the water when our guide called us in. Initially, I was afraid we might see sharks or stingrays as soon as I was below the surface, though, I was totally calm.

Focus Lesson 8: Answer Key

The old man looked like he had seen the sun rise from the hills and sink into the horizon more than a million times, and his eyes were set in a permanent squint, and his skin was like a piece of old leather, but he looked like he had a kind heart, even if he had witnessed the truths of the world that are revealed by the harsh desert sun.

Hardly any hair remained on his head, just a few forlorn clumps, wispy and white, and he wore a yellowish shirt that was once white, and on his feet, he wore cowboy boots that were so old that his big pink toes poked through the tips of them. Perhaps, because of the state of his boots, he walked like someone who had a blister on each heel, however, he still stood as straight and as tall as a cactus.
I really enjoy being at middle school, but that wasn’t always the case. When I first came to this school, it was very difficult to get used to my new surroundings. The school was not at all like my old elementary school. Everything were so much bigger, especially the other students!

Even though it has been nearly three years since I began middle school, I remember my first day of sixth grade as if it happened just yesterday, because when I got to my homeroom, I hardly recognized any of the students there. “Who is all these people?” I wondered. I hadn’t felt this way in school since the first day of first grade. Then I remembered that students from more than just my elementary school comes to this middle school.

The homeroom teacher gave us our schedules, and I seen how much different the day would be at my new school. In elementary school, you have four different teachers, but in middle school, I had eight. Instead of recess, it had something called gym, it was my first class.

Every class was a new experience. Now that I’ve been in middle school for several years, everything seems totally normal, but back then I felt like I had been dropped on the planet Mars, and when I start high school next year, I’ll bet my first day there will be even stranger!
Focus Lesson 9: Answer Key

1. My favorite activities include running along the beach, going shopping with friends, and practicing the piano.
2. My least favorite activities are doing geometry homework, cleaning the bathroom, and raking the yard.
3. My favorite foods are clam chowder, sushi, lime sherbert, and steak with baked potatoes.
5. My two favorite colors are aqua-marine and dark purple.
6. This is a tough question. My heroes probably are, in no particular order, my grandmother, Rebecca Lobo, and Sojourner Truth.
7. My favorite subjects in school are English, math, and science.

Focus Lesson 10: Answer Key

When I look out my window in the morning I see green fields stretching down to the river. Midway across the fields is an old red barn that looks like it’s going to tumble over. My father wants to tear it down and build a new barn, but my mother says it is a historical site. My father, who has been a farmer his whole life, is a very down-to-earth, practical man. If something doesn’t serve a purpose, he doesn’t see the point in having it. In contrast, my mother appreciates the beauty of the land. She planted the rose garden behind our house and she insisted on keeping the old stone well, which was dug more than 100 years ago. My mother has definitely taught me to appreciate the beauty of the land around me.
Focus Lesson 11: Answer Key

Teenspeak

If you like to make friends, to trade ideas, or learn about new trends, Teenspeak is for you. You’ll find a range of channels and hyperlinks aimed at today’s savvy teenager. “Our Lives” gives you news on what’s hot, hip, and is happening in the world. Hook up to “Cyber-Pen Pals” and you can converse in foreign language chat rooms, read about foreign countries, or an online pen pal can communicate with you. Teenspeak has local job information, teen news briefs, and it has online educational games.

Whether you’re interested in reading about the world, writing to other teens, or researching potential career paths, Teenspeak is the Web site for you!

Focus Lesson 12: Answer Key

Tigers Sweep City Track Meet

After traveling across town to University Stadium, the boys’ and girls’ track teams successfully defended their titles at last Wednesday’s track meet. Leading the boys’ team in total points, the running long jump and the 100- and 200-meter dash was swept by Theo Jones. Other first place finishers included Will Kempe in the 1600-meter run and Dan Chu in the shotput. The girls’ team members put in equally amazing performances. Upsetting the favorite, everyone was shocked when Sue Lanman out sprinted Deb Smart, the 400-meter defending champion. Another upset occurred when seventh-grader Nan Tomlinson won the high jump event. Running the last event of the meet, the championship for the girls’ team was clinched by the relay team. The regional meet will take place in two weeks. Be sure to come out and support the team.
Dear Mr. Morgenthau,

As you know, some of the other eighth graders and I have been tutoring sixth-grade students after school. We have spent a lot of our tutoring time on mathematics, science, and social studies. I am writing to ask you our math teacher to consider giving me and the other tutors extra credit for our tutoring work.

I think this request is sensible, fair, and having merit. I have discovered that I am learning a great deal about math by teaching it to others. Because I sometimes have to describe concepts several different ways, reviewing facts I might have forgotten, or to reconstruct accepted theories in a simple way, I have learned to think about old ideas in new ways. I hope you agree that teaching is an experience that is challenging and educational. By giving us extra credit, this experience would be made even more rewarding by you.

By offering extra credit, tutoring would be even more appealing for students. For the entire sixth grade there are only four tutors each of whom puts in almost five hours a week. That was fine at the beginning of the program, when only a few students wanted tutors. Now that the program is becoming more popular, we need more tutors. Students aren’t willing to take on extra work, to spend valuable hours, and volunteered their expertise without some reward. Extra credit could be the perfect reward.

We are not asking for lots of extra credit, just enough to change a B+ to an A– or an A– to an A. Thank you for considering our proposal.

Sincerely,

Velma Montgomery
Tutor
In his poem “Mending Wall,” Robert Frost, the great American poet, teaches us that “Good fences make good neighbors.” The poem is about more than just fences in the ground. It is about anything that like a fence, creates borders to keep things in and things are kept out by it.

Frost’s ideas can be applied to the laws of society, the custom of having good manners and even the rules of poetry. Laws and good manners may prevent us from doing things we feel like doing, but they also make our society a safe and comfortable place. Without these “fences,” we would always have to worry that someone would do something bad to us. The poem tells us that, unless we protect our laws and customs, they will disappear. The cause of the disappearance is unclear, and although the poet offers several explanations, he does not bother finding conclusive evidence. He simply states: “Something there is that doesn’t love a wall.”

The poem can also be read as being about poetry itself. Remember, Frost wrote poetry that rhymed at a time when most other poets did not use rhyme. Instead, they wrote in “free verse,” which places no restrictions on the poet. From this perspective, the poet is stating that rhyme, even though it limits them, is necessary and good for poetry in the same way that laws and customs are good for society.
Multiple Choice Exercises: Answer Key

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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.

Daryl Rodriguez **kicked the soccer ball into the goal.**

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

**EXAMPLE:**

The children prepared for their parents’ return by cleaning up the living room and washing the dishes.

**DIRECTIONS:** Anthony wrote a letter to the student newspaper in support of an open-lunch plan. Unfortunately, incomplete sentences have weakened his argument. As editor-in-chief, correct the mistakes in Anthony’s letter. (There are four sentence fragments.)

Dear Editor:

The school administration has to decide whether North Fielding Junior High School should have an open campus. Three groups will be affected by this decision: parents, school employees, and students. Parents are opposed to allowing students off campus during lunch. Often believing that this will jeopardize many students’ safety. School employees share their concern. Fearing skyrocketing absenteeism and tardiness in classes after lunch.

Students understand these concerns. They also realize that if they abuse the privilege it will be. Taken away for good. However, we believe we have a unique situation. Our school in the middle of a small town. Many students are within walking distance of where they could buy lunch. With little traffic in town, the plan does not present many safety concerns. In short, having an open campus does not present any dangers. It is an opportunity for students to learn greater responsibility.

For more information on sentence fragments, see pages 310–311 and 361–362 of *Writer’s Choice, Grade 8.*
Lesson 2: Sentence Fragments II

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

EXAMPLE:
The delicate orange and blue vase contained sunflowers and snapdragons.

DIRECTIONS: As part of a unit on genealogy in social studies, Rosa completed an essay about her family’s history. Her teacher generally admired Rosa’s essay. However, in several places in the margin, he wrote: “Unclear! I can’t tell what’s happening here!” Help Rosa improve her rough draft by making the fragments complete sentences. (There are four sentence fragments.)

My family left Spain in the early 1900s. They followed my great-uncle, Marcos, who opened in New York. My grandfather went to work for him as a cobbler. One day, as he boarded, he tripped over the feet of a woman—my grandmother! He wanted to impress her so badly and make up for his clumsiness that he asked for her address. The next day, after consulting his brother and scouring the warehouse, my grandfather purchased. Of course, the shoes fit perfectly, just as the single slipper had fit Cinderella. My grandfather called her the next week to ask her out for ice cream. She begged her mother to let her go. The rest is history. My mother still has those magic slippers. She says they bring.

For more information on sentence fragments, see pages 310–311 and 361–362 of Writer’s Choice, Grade 8.
Lesson 3: Possessives and Contractions

A **possessive** is used to show who or what owns something. A possessive is formed by adding ‘-’ or ‘-s’ to the end of a noun. Singular nouns and irregular plural nouns (nouns that do not end in “s,” such as women or children) are made possessive by adding ‘-s’. Plural nouns that end in “s” can be made possessive by adding an ‘-’ to the end of the word.

**singular possessive**

The choir’s performance brought tears to her eyes.

**plural possessive**

The countries’ treaty will help bring peace to the world.

A **contraction** is made by combining two words into one and leaving out one or more letters. An apostrophe shows where letters have been omitted.

**contraction:** they will

After such a long trip, they’ll be happy to be home.

**DIRECTIONS:** Next year, the school plans to build a new cafeteria and student lounge. Before beginning the construction project, they are soliciting student input. Read through Derek’s proposal and make sure it is clear what the students would like to see happen. (There are seven possessive and contraction errors.)

Were very pleased with the schools’ decision to construct a new cafeteria and student lounge. These new facility’s will definitely raise the quality of student life. However, we would like to request several features. First, we would like the cafeteria to be furnished with round tables. Long table’s with benches keep many student’s from engaging in meaningful conversations during lunch. Round tables are usually smaller, making it possible for everyone to converse together. Second, we would like the student lounge to be designated a quiet zone. Students who want to eat and socialize may do so in the new cafeteria. Since its against the rules to eat in the library, students who wish to eat and study in a quiet place should be able to do so in the student lounge. The lounges’ proximity to both the cafeteria and library should make it a popular study spot.

For more information on possessives and contractions, see pages 327–329 and 387–388 of *Writer’s Choice*, Grade 8.
Lesson 4: 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 the time of the action is called the tense of the verb. The two most commonly seen tenses are present and past.

The senator changed his mind. He now plans to vote for the bill.

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 and main verbs form two other important tenses: future and perfect. All these tenses also have progressive forms.

I am saving my allowance to buy a skateboard.

He will save his allowance to buy a new mountain bike.

My parents have saved money to send me to basketball camp.

DIRECTIONS: Joyce wrote a brief paragraph about Abraham Lincoln. Unfortunately, she made several confusing tense errors. Read Joyce's essay and correct the errors she's made. (There are five verb tense errors.)

Abraham Lincoln always persevered in the face of defeat. After losing a race for U.S. Senate in 1858, Lincoln has tried again and ran for president of the United States. This time, he was elected. When the southern states wanted to secede, Lincoln fights the Civil War in order to keep the United States together. In 1863, Lincoln was issuing the Emancipation Proclamation, which frees enslaved people in the South. His legacy will continued for years and years to come.

For more information on verb tenses, see pages 116, 280, 318–319, 409, 415, 417, and 821 of Writer's Choice, Grade 8.
In his book *Travels with Charley*, author John Steinbeck describes a cross-country journey he takes with his poodle, Charley. Although the story tells about Steinbecks visits to different places, the book had been about much more than the destinations themselves. It is all about America, its history, and its future. The subtitle of the book, *In Search of America*, gave you a hint about this.

To really enjoy *Travels with Charley*, you have to know a little about John Steinbeck. Author of such classics as *The Grapes of Wrath*, *Of Mice and Men*, and *Cannery Row*. Many of his stories telling about the lives of poor migrant farm workers. And the injustices they face as they try to survive from day to day. Thus, Steinbeck is not a writer who believes that everything about America is fair. He sees what is unfair about this country, which is what made his loving descriptions of the people and places in this book so effective.

At the beginning of *Travels with Charley*, Steinbeck explains. That he wants to discover the truth about America. By the end, however, his conclusion is only that America is too big and too diverse for any person to understand it completely. He will realize that his journey was a foolish dream. He must have suspected this, however, when he started his journey. After all, named his camper “Rocinante” after the horse that belonged to Don Quixote’s, the most famous dreamer in literature.
Lesson 5: Subject-Verb Agreement

Subject-verb agreement is a pretty simple concept. It means that singular nouns require singular verb forms and plural nouns require plural verb forms.

- **Singular**
  - He walks to the store.
- **Plural**
  - Two friends walk to the store.

**DIRECTIONS:** Roy is the president of the French Club. He made a flyer for a bake sale to help his club raise money to go to Paris. Read the flyer and correct any mistakes that you find. (There are four errors in subject-verb agreement.)

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Don’t know what a *beignet* is? Never had a *croque-en-bouche*?

The French Club, which was founded earlier this year, are pleased to present the First Trip to Paris Bake Sale.

We have been up all night baking all your favorite French desserts.

This is your only chance to sample French cooking at cafeteria prices!

The first person to recite the French National Anthem receive a free torte of their choice. Let them eat cake!

The sale, which has been made possible with help from our friendly custodial staff, begin at noon!

**When:** May 3, 2001, 12 P.M.–1:30 P.M.

**Where:** Cafeteria

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*For more information on subject-verb agreement, see pages 314–317, 389, 443, 541, 545, 547, and 551–556 of *Writer’s Choice, Grade 8.*
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. A subject pronoun can be used as the subject of a sentence. An object pronoun can be used as the object of a verb or a preposition. A possessive pronoun can be used to show who or what has something.

She asked Rosa for the recipe.
Rosa gave the recipe to her.
Rosa’s recipe had been passed down through generations of her family.

An antecedent is the noun or words to which a pronoun refers. When the pronoun seems to refer to the wrong antecedent, or to nothing at all, it may confuse the reader.

EXAMPLE:
The teacher gave him a certificate for finishing Kwon's project first.

DIRECTIONS: Samantha likes to write mystery stories. Unfortunately, at the end of some of her stories, it is still unclear who is the villain and who is the hero. Read her story and correct all of the pronoun errors. (There are five pronoun errors.)

The book was missing from her locker! Marisa had put them away before lunch. The copy of Alice in Wonderland that belonged to his grandmother had disappeared!

Marisa turned to her friend, Iris, and wailed, “Someone broke into my locker!”

“What?” Iris replied, sounding perplexed. “What makes you say that?”

“Someone stole my copy of Alice in Wonderland,” her cried.

After searching through her locker, she discovered a note that read:

Short and tall, large and small
Poor Alice has gone on another adventure!
If you wish to reunite, meet me at the mall.

Iris's jaw dropped. “Who do you think it could be?”

“I don’t know,” Marisa said. “But us will soon find out, won’t we?”

For more information on pronouns, see pages 166, 320–321, 363, 435, 439, 441, 443, 445, 447, 463, 483, and 509 of Writer’s Choice, Grade 8.
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 by a comma but lacking a conjunction. Another type of run-on has no conjunction or punctuation at all.

EXAMPLE:

Yesterday, Kristen did algebra homework, afterwards she went to soccer practice.
On Friday, we’ll eat dinner afterwards we’ll go the movies.

DIRECTIONS: When Marco was asked by the yearbook editor to write about something exciting that he had done this year, he quickly jotted down his ideas. Read through Marco’s paper and help him correct his mistakes. (There are four run-on sentences.)

I’ve done many exciting things, one of the most memorable was when I went snorkeling with my parents at a beach resort last summer. It’s indescribable how beautiful it is under the sea. I was amazed to see fish swim right in front of me they seemed to not even notice that I was there.

My father kept pointing out the coral reefs, he did not want me to swim too close.
My mother, who suggested the trip in the first place, didn’t want to get out of the water when our guide called us in. Initially, I was afraid we might see sharks or stingrays as soon as I was below the surface, though, I was totally calm.

For more information about run-on sentences, see pages 312–313 of Writer’s Choice, Grade 8.
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. And, but, or, for, and nor are all coordinating conjunctions. Sometimes, independent clauses should stand alone and end with a period.

**EXAMPLE:**

The gardener pruned the orange tree, and my mother set up the croquet set, and I started arranging the chair around the perimeter of the lawn, while my father stayed inside to prepare the salads.

**DIRECTIONS:** Daniella is very good at doing character sketches. However, she often gets carried away and writes as if she were stringing together a necklace—putting sentences together one after another without proper punctuation. Read through her character sketch and help correct her mistakes. (There are four run-on sentences.)

The old man looked like he had seen the sun rise from the hills and sink into the horizon more than a million times, and his eyes were set in a permanent squint, and his skin was like a piece of old leather, but he looked like he had a kind heart, even if he had witnessed the truths of the world that are revealed by the harsh desert sun. Hardly any hair remained on his head, just a few forlorn clumps, wispy and white, and he wore a yellowish shirt that was once white, and on his feet, he wore cowboy boots that were so old that his big pink toes poked through the tips of them. Perhaps, because of the state of his boots, he walked like someone who had a blister on each heel, however, he still stood as straight and as tall as a cactus.

For more information about run-on sentences, see pages 312–313 of *Writer’s Choice, Grade 8.*
I really enjoy being at middle school, but that wasn’t always the case. When I first came to this school, it was very difficult to get used to my new surroundings, the school was not at all like my old elementary school. Everything were so much bigger, especially the other students!

Even though it has been nearly three years since I began middle school, I remember my first day of sixth grade as if it happened just yesterday, because when I got to my homeroom, I hardly recognized any of the students there. “Who is all these people?” I wondered. I hadn’t felt this way in school since the first day of first grade. Then I remembered that students from more than just my elementary school comes to this middle school.

The homeroom teacher gave us our schedules, and I seen how much different the day would be at my new school. In elementary school, you have four different teachers, but in middle school, I had eight. Instead of recess, it had something called gym, it was my first class.

Every class was a new experience. Now that I’ve been in middle school for several years, everything seems totally normal, but back then I felt like I had been dropped on the planet Mars, and when I start high school next year, I’ll bet my first day there will be even stranger!
Lesson 9: Commas in a Series

In a sentence with a series of three or more items, a comma is placed after each item except for the item after the conjunction. Sentences that contain only two items need a conjunction, not a comma.

**EXAMPLE:**

We went to the library where we listened to a presentation, learned how to do online research, and checked out books for our final paper.

**DIRECTIONS:** The students in Ms. Yumi’s class were given a questionnaire to fill out. This way students could find out who shares their likes and dislikes. Proofread Lydia’s answer, and add or delete commas where necessary. (There are five comma errors.)

1. My favorite activities include running along the beach, going shopping with friends, and practicing the piano.
2. My least favorite activities are doing geometry homework, cleaning the bathroom, and raking the yard.
3. My favorite foods are clam chowder, sushi, lime sherbert, and steak with baked potatoes.
5. My two favorite colors are aqua-marine, and dark purple.
6. This is a tough question. My heroes probably are, in no particular order, my grandmother, Rebecca Lobo, and Sojourner Truth.
7. My favorite subjects in school are English, math, and science.

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For more information about commas in series, see pages 601–602 of *Writer’s Choice*, Grade 8.
Lesson 10: Commas, Appositive Phrases, and Main Clauses

An appositive is a noun that is placed next to another noun to identify or add information about it. An appositive phrase is a group of words that contains an appositive. Appositive phrases are usually set off by commas.

Alice Munro, a renowned writer, has published many short stories.

There are many different types of clauses. A main clause (or independent clause) has a subject and predicate and can stand on its own as a sentence. In a sentence with two independent clauses, a comma is necessary before the coordinating conjunction that joins the clauses.

I cleaned my house last week, but it still looks like a tornado hit it.

DIRECTIONS: Edu’s writing is full of fantastic descriptive clauses, but he sometimes forgets the correct rules of punctuation. Read his essay and correct any mistakes you note. (There are five missing commas.)

When I look out my window in the morning I see green fields stretching down to the river. Midway across the fields is an old red barn that looks like it’s going to tumble over. My father wants to tear it down and build a new barn but my mother says it is a historical site. My father who has been a farmer his whole life, is a very down-to-earth, practical man. If something doesn’t serve a purpose, he doesn’t see the point in having it. In contrast, my mother appreciates the beauty of the land. She planted the rose garden behind our house and she insisted on keeping the old stone well which was dug more than 100 years ago. My mother has definitely taught me to appreciate the beauty of the land around me.

For more information on commas, appositives, and main clauses, see pages 324–325, 391, 601, and 631 of Writer’s Choice, Grade 8.
Lesson 11: Parallelism

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

**EXAMPLE:**
She enjoys horseback riding, singing, and **time** spent with friends.

**DIRECTIONS:** *Teenspeak*, a new Internet site aimed at teens, is holding a contest. The person who writes the best paragraph about *Teenspeak* will win a $1,000 prize. Latifah has written her contest entry, and she wants your help proofreading it. Read her entry and correct any mistakes you can find. (There are five parallelism errors.)

**Teenspeak**

If you like to make friends, to trade ideas, or learn about new trends, *Teenspeak* is for you. You’ll find a range of channels and hyperlinks aimed at today’s savvy teenager.

“Our Lives” gives you news on what’s hot, hip, and is happening in the world. Hook up to “Cyber-Pen Pals” and you can converse in foreign language chat rooms, read about foreign countries, or an online pen pal can communicate with you. *Teenspeak* has local job information, teen news briefs, and it has online educational games.

Whether you’re interested in reading about the world, writing to other teens, or to research potential career paths, *Teenspeak* is the Web site for you!

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For more information on parallelism, see pages 324 and 818 of *Writer’s Choice*, Grade 8.
Lesson 12: Misplaced Participial Phrases

A participle is formed by adding -ing (present participle) or –ed (past participle) to a verb. A participle can act as a verb or an adjective. A participial phrase is a group of words that include a participle.

Looking into the microscope, the scientist noticed something unusual.

A misplaced participial phrase is a phrase 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 it may leave readers confused. This type of error is often called a dangling modifier.

EXAMPLE:
Confused by what it was, the microscope was adjusted by the scientist.

DIRECTIONS: Tiger Times, the newspaper at your school, comes out once a month. This year you were appointed sports editor. Edgardo, one of the sports reporters, just submitted this article about a recent track meet. As editor, your job is to read all articles, correcting grammatical mistakes and editing for clarity. (There are three dangling modifiers.)

Tigers Sweep City Track Meet

After traveling across town to University Stadium, the boys’ and girls’ track teams successfully defended their titles at last Wednesday’s track meet. Leading the boys’ team in total points, the running long jump and the 100- and 200-meter dash was swept by Theo Jones. Other first place finishers included Will Kempe in the 1600-meter run and Dan Chu in the shotput. The girls’ team members put in equally amazing performances. Upsetting the favorite, everyone was shocked when Sue Lanman outsprinted Deb Smart, the 400-meter defending champion. Another upset occurred when seventh-grader Nan Tomlinson won the high jump event. Running the last event of the meet, the championship for the girls’ team was clinched by the relay team. The regional meet will take place in two weeks. Be sure to come out and support the team.

For more information on misplaced participial phrases, see pages 527–528 of Writer’s Choice, Grade 8.
Dear Mr. Morgenthau,

As you know, some of the other eighth graders and I have been tutoring sixth-grade students after school. We have spent a lot of our tutoring time on mathematics, science and social studies. I am writing to ask you our math teacher to consider giving me and the other tutors extra credit for our tutoring work.

I think this request is sensible, fair, and having merit. I have discovered that I am learning a great deal about math by teaching it to others. Because I sometimes have to describe concepts several different ways, reviewing facts I might have forgotten, or to reconstruct accepted theories in a simple way, I have learned to think about old ideas in new ways. I hope you agree that teaching is an experience that is challenging, and educational. By giving us extra credit, this experience would be made even more rewarding by you.

By offering extra credit, tutoring would be even more appealing for students. For the entire sixth grade there are only four tutors each of whom puts in almost five hours a week. That was fine at the beginning of the program, when only a few students wanted tutors. Now that the program is becoming more popular, we need more tutors. Students aren’t willing to take on extra work, to spend valuable hours, and volunteered their expertise without some reward. Extra credit could be the perfect reward.

We are not asking for lots of extra credit, just enough to change a B+ to an A– or an A– to an A. Thank you for considering our proposal.

Sincerely,

Velma Montgomery
Tutor
In his poem “Mending Wall,” Robert Frost the great American poet teaches us that “Good fences make good neighbors.” The poem is about more than just fences in the ground. It is about anything that like a fence, created borders to keep things in and things are kept out by it.

Frost’s ideas can be applied to the laws of society the custom of having good manners and even the rules of poetry. Laws and good manners may prevent us from doing things we feel like doing. But they also make our society a safe and comfortable place. Without these “fences,” we would always have to worry that someone would do something bad to us. The poem tells us that, unless we protect our laws and customs, they will disappear. The cause of the disappearance is unclear, and although the poet offers several explanations, he does not bother finding conclusive evidence. He simply states: “Something there is that doesn’t love a wall.”

The poem can also be read as being about poetry itself, remember, Frost wrote poetry that rhymed at a time when most other poets did not use rhyme. Instead, they wrote in “free verse,” which places no restrictions on the poet. From this perspective the poet is stating that rhyme even though it limits them, is necessary and good for poetry in the same way that laws and customs are good for society.
Exercise 1

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My favorite meal is grilled swordfish, brown rice, and a salad. The reason that I adore this meal is that I like eating food that is healthy, but I also like food that is very flavorful and **delishus**. In general, people believe that fish is good for you because it is low in fat. My father’s swordfish recipe is especially healthy because he sears the swordfish on both sides without using any butter or oil. After grilling it, the swordfish is coated with marinade made from lemon juice, olive oil, garlic, salt, and pepper. Brown rice and green salad are also very healthy because both contain fiber as well as important vitamins and minerals.

This meal is also surprisingly good. The swordfish, which is always tender and **flaky** goes well with the tart marinade. **Rice is starchy** and soaks up the tasty juices from the swordfish, it is a perfect complement for the fish. The salad is tasty because besides lettuce, we add grated carrots, avocados, and cherry tomatoes. Sprinkling toasted pumpkin seeds across the top make the salad extra special.

When my father asks me what I want for dinner, I think it’s easy to understand why I always choose this meal. The only thing my father and I disagree about is dessert. I personally prefer something in which chocolate is a major ingredient. Chocolate ice cream, **german** chocolate cake, and cream cheese brownies come to mind. My father, on the other hand, is satisfied with a simple piece of fruit.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A delecious  
   B delicious  
   C delishous  
   D Make no change.

2. A father's  
   B fathers'  
   C father'es  
   D Make no change.

3. A he coats the swordfish  
   B a coat is brushed on the swordfish  
   C coating the swordfish  
   D Make no change.

4. A flaky; goes well  
   B flaky and goes well  
   C flaky, goes well  
   D Make no change.

5. A Because rice is starchy  
   B Rice does taste starchy  
   C Rice's starchiness  
   D Make no change.

6. A are making  
   B have made  
   C makes  
   D Make no change.

7. A us  
   B me  
   C we  
   D Make no change.

8. A german-derived  
   B german-made  
   C German  
   D Make no change.
Exercise 2

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

In many great works of literature, authors explore how a single personality trait can have a profound effect, whether positive or negative, on a character's life. “Snow White and the Seven Dwarves” is a good example of this. Snow White’s wicked stepmother is undone by intense jealousy. After the magic mirror tells her that “Snow White is the loveliest in the land,” the wicked stepmother becomes insane with envy. After she exacts her revenge, the wicked stepmother is punished for her fatal flaw.

For many years, the wicked stepmother enjoyed being the loveliest lady in the land. One day the mirror tells she that Snow White has replaced her as most beautiful. The evil stepmother flies into a rage and sends her servant to kill Snow White in the woods. However, the servant does not have the malice to kill Snow White, and instead of bringing back her heart, he returns with the heart of a deer.

When the wicked stepmother sees the heart, she believes it belongs to Snow White. When she looks into her magical mirror however, she is furious to find out that Snow White is still alive. Inflamed with jealousy, the stepmother disguises herself as a peasant woman, gathers a basket of poisoned apples, and Snow White is the one she sets off to find.

At the Dwarves' house, the wicked stepmother tricks Snow White into taking a bite of the poisoned apple. Snow White falls to the ground, the wicked stepmother scurries off, cackling happily. The story does not end there. On the way home, the wicked stepmother trips and falls into quicksand. No one hears her cries for help, and she has been drowned in the quicksand!
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A trait
   B trate
   C traite
   D Make no change.

2. A envy even though after she
   B envy but after she
   C envy. After she
   D Make no change.

3. A her
   B them
   C it
   D Make no change.

4. A heart she
   B heart. She
   C heart; she
   D Make no change.

5. A However, when she looks into her magic mirror,
   B However, when she looks into her magic mirror and
   C When she looks into her magic mirror however;
   D Make no change.

6. A she sets off to find Snow White.
   B sets off to find Snow White.
   C searching for Snow White.
   D Make no change.

7. A ground; the
   B ground the
   C ground and the
   D Make no change.

8. A will drown
   B would have been drowning
   C drowns
   D Make no change.
One of the most peaceful places I have ever visited is Agate Beach. It is located on an island off the coast of Oregon, where my grandparents have a cabin. 

To reach Agate Beach, you have to meander down a grassy path that runs from the gravel road to the ocean. On both sides of the path are prickly blackberry bushes where I often stop to pick a handful of the sweet, dark purple fruit. At the bottom of the path, there are three huge granite boulders that the ocean tossed ashore thousands of years ago. Agate Beach is not like the beaches that you see in pictures of tropical islands. It is a rocky beach with lots of logs, rocks, and smaller pieces of wood at the top of the beach. It is an excellent place to search for gnarled pieces of driftwood, polished rocks, and colorful seashells can be found there. As the beach slopes down toward the water, it gets smoother. When it is low tide, lots of sand is exposed, when it is high tide, the beach is rocky to the edge of the water. The ocean is dark blue, except on cloudy days when it looks gray, like the color of an asphalt sidewalk.

Natural sounds on the beach include the waves breaking on the shore, the seagulls cawing overhead, and the wind whispering through the pine trees that grow on the hillside. The air usually smells salty because of the ocean, and if I lick my lips after walking for several hours, they taste salty like pretzels.
**DIRECTIONS:** For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A Oregon  
   B oregonian  
   C Oregon’s  
   D Make no change.

2. A has been  
   B are  
   C being  
   D Make no change.

3. A boulders  
   B boulderes  
   C bolters  
   D Make no change.

4. A colorful seashells  
   B to find colorful seashells  
   C searching for colorful seashells, too,  
   D Make no change.

5. A water; it  
   B water: it  
   C water. It  
   D Make no change.

6. A exposed but when  
   B exposed and when  
   C exposed. However, when  
   D Make no change.

7. A looks  
   B looks’s  
   C looks’  
   D Make no change.

8. A which grows  
   B which does grow  
   C that grow  
   D Make no change.
Exercise 4

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Some form of miscommunication is a key element in many of William Shakespeare’s Plays. In Romeo and Juliet, miscommunication results in a tragic end for the title characters. Set in Italy, this play is about two young people from feuding families who fall in love.

Romeo and Juliet meet at a ball and fall in love instantly. Despite the fact that their families are at war with one another, the two decide to ignore their family differences and find some way to be together. Unfortunately, they are still pulled into the rivalry when Tybalt, one of Juliet's cousins, kills Mercutio, a friend of Romeo. In retaliation for his friends death, Romeo stabs Tybalt. The prince punishes Romeo by exiling him from Verona, but before he leaves, he marries Juliet in a secret wedding.

Unaware that his daughter is already married, Juliet’s father makes plans for his daughter to marry another man. Recoiling from the dishonor of being married to two men at the same time, Juliet seeks help from Friar Lawrence. Friar Lawrence who knows that she is already married to Romeo.

To avoid this disaster, Friar Lawrence concocts a plan, he has Juliet swallow a sleeping potion that makes her appear to be dead. Friar Lawrence sends Romeo a message explaining the situation to him, but Romeo never receives the message. Because of the miscommunication, he believes that Juliet is dead. He goes to her tomb, and filled with sadness, regret, and feeling hopeless, he kills himself. When the sleeping potion wears off and Juliet regains consciousness, she sees her lover dead at her side, and she takes her life as well. The two families finally see the foolishness of their feud and make peace, but it is too late to bring back their children.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A shakespeare's plays.
   B shakespeare's Plays.
   C Shakespeare's plays.
   D Make no change.

2. A characters set
   B characters, set
   C characters; and set
   D Make no change.

3. A kill
   B have killed
   C are killing
   D Make no change.

4. A friends’
   B friends's
   C friend’s
   D Make no change.

5. A lawrence Who
   B Lawrence, who
   C Lawrence; who
   D Make no change.

6. A plan and he
   B plan but
   C plan and has
   D Make no change.

7. A him but Romeo
   B him; and Romeo
   C him but, Romeo
   D Make no change.

8. A hopelessness
   B with him feeling hopeless
   C for his feelings of hopeless
   D Make no change.
Exercise 5

**DIRECTIONS:** Use this student essay to answer items 1 through 8 on the next page.

In the autobiography, *I Know Why the Caged Bird Sings*, Maya Angelou undergoes a rite of passage, which takes her from a little girl to an independent young woman. When the book opens, she is living in Stamps, Arkansas, with her brother and grandmother, who runs a store. Even though Maya describes herself as dark with hair that is like steel wool, she hopes that someday she will be blonde, blue-eyed, and white. In Stamps, Maya discovers her love of great literature, especially Shakespeare.

Maguerite (as Maya was called then) and her brother Bailey move to St. Louis after their father shows up in Stamps to have taken them to see their mother. Marguerite quickly gets used to life with her mother, who is a pediatric nurse. Life is good until one morning her mother's boyfriend sexually abuses her. To keep her quiet, a terrible threat is made by the boyfriend. He tells Marguerite that he will kill her brother if she confides in the boy. Still, Maguerite's mother finds out what happened, and her boyfriend is arrested and put on trial. Although he is acquitted, someone murders him after the trial. Because Marguerite feels responsible and terribly guilty about his fate, she stops speaking. She and her brother return to Stamps, where they slip back into their previous life. Marguerite regains her voice after an older woman lends her books that they read aloud together.

The final chapter of Marguerite's childhood takes place in California, where she goes again to live with her mother. There she gets a job as the first African-American conductor on a street car, beginning her long and accomplished adult life.
**Exercise: Editing and Proofreading • Grade 8**

**DIRECTIONS:** For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

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<td>1. A</td>
<td>passage of which</td>
<td>5. A</td>
<td>the boyfriend makes a terrible threat</td>
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<td></td>
<td>B</td>
<td>passage; which</td>
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<td>B</td>
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<td></td>
<td>C</td>
<td>passage. Which</td>
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<td></td>
<td>D</td>
<td>Make no change.</td>
<td></td>
<td>C</td>
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<td>2. A</td>
<td>wool, she</td>
<td></td>
<td>D</td>
<td>Make no change.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>wool; she</td>
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<td>wool. She</td>
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<td>3. A</td>
<td>discover</td>
<td>6. A</td>
<td>regains</td>
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<td></td>
<td>B</td>
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<td>D</td>
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<td>4. A</td>
<td>take</td>
<td>7. A</td>
<td>California</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>taking</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>C</td>
<td>took</td>
<td></td>
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<td>D</td>
<td>Make no change.</td>
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<td>8. A</td>
<td>got</td>
<td>8. C</td>
<td>gotten</td>
<td></td>
</tr>
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<td></td>
<td>B</td>
<td>get</td>
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</table>
Exercise 6

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Some have argued that watching television after school has adverse effects, but I disagree. Watching a small amount of television helps people relax, keeps them up-to-date on current events, and stimulates the imagination.

What do most adults do when they come home from work? To unwind, they often watch a half-hour of television. What they often didn’t realize is that going to school can be stressful, too, and watching TV helps students relax after a hard day of learning. Personally, after school I like to go to the park or play games, or basketball with my friends. However, when my friends have other obligations and I have to keep myself amused without her, I am often tempted to turn on the television.

Television is the easiest way to keep track of current events. Before sitting down to watch TV, I always check the program guide. With the goal of watching the news or an educational program.

Good television can also be very stimulating. Watching a high-quality television show is not much different than attending a play or lecture, especially if you watch networks like PBS, television can introduce new worlds and challenge old ideas.

My own curiosity and intelligence prompt me to choose quality programming. As with anything else, watching television every day after school may not be ideal. However, occasionally it can be an effective way to relax and to learn more about the world around us.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A to stimulate their imagination
   B stimulating their imagination
   C their imagination has been stimulated
   D Make no change.

2. A don’t realized
   B didn’t realizing
   C don’t realize
   D Make no change.

3. A games; or basketball
   B games or basketball
   C games, and basketball
   D Make no change.

4. A you
   B him
   C them
   D Make no change.

5. A guide; with the goal
   B guide, with the goal
   C guide, With
   D Make no change.

6. A lecture and especially
   B lecture. Especially
   C lecture, Especially
   D Make no change.

7. A courisoity
   B curiosety
   C curiosity
   D Make no change.

8. A is prompting
   B prompts
   C has prompted
   D Make no change.
Exercise 7

**DIRECTIONS:** Use this student essay to answer items 1 through 8 on the next page.

In many stories, characters travel in order to gain a better understanding of themselves. In *Gulliver’s Travels*, a novel by an Irishman named Jonathan Swift, Lemuel Gulliver embarks upon a fantastic journey that provides him with fascinating insights about Europeans and himself.

Gulliver encounters a country of tiny people after he is shipwrecked in the land of Lilliput. Here, the Lilliputians fear him because he looks like a giant to them. Gulliver’s very nature—the loudness of his voice and the enormity of his appetite—scare the Lilliputians. Fearful that Gulliver will bankrupt the country because he needs so much food, it is decided by the Lilliputians that Gulliver should leave the country. In the land of Brobdingnag, Gulliver’s next stop, he finds himself in the opposite situation. Here, the people are giants. Gulliver expects them to be monsters; and he begins to understand why the Lilliputians feared him. Instead, the Brobdingnagians turn out to be a peaceful people. Still, surviving in a land of giants are difficult. Gulliver is almost killed twice: once when he is attacked by rats, and again when he gets caught outside in a hailstorm.

The final land Gulliver visits is the land of the Huoyhnhnms. Here, everything he assumes to be true is reversed. The Huoyhnhnms, who resemble horses, are the ruling class, and the Yahoos, who resemble human beings, are the uncivilized savages. At first, this situation seems very odd, but Gulliver comes to respect and love the Huoyhnhnms. When he returns home to England, he can barely tolerate the company of other human beings.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A Irishmen  
   B Irish Man  
   C Irishman  
   D Make no change.

2. A his self  
   B him self  
   C himself  
   D Make no change.

3. A scares  
   B scared  
   C have scared  
   D Make no change.

4. A the Lilliputians decide  
   B the decision of the Lilliputians is  
   C the Lilliputians’ decision is  
   D Make no change.

5. A situashun  
   B situacion  
   C situetion  
   D Make no change.

6. A monsters, and  
   B monster; And  
   C monsters and  
   D Make no change.

7. A was  
   B has been  
   C is  
   D Make no change.

8. A odd; but  
   B odd but  
   C odd and  
   D Make no change.
Exercise 8

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Rosie Roberts was a woman who baby-sat for me when I was a little boy. When I went over to her house, she would cook huge farm meals that included mashed potatoes, fresh corn on the cob, turkey, gravy, and she would bake homemade cakes. She took such good care of me that often I did not want to go home when my mother or father came to pick me up.

After I grew older and stopped needing a baby-sitter, I would visit Rosie on Saturdays. One afternoon, I went over for my visit and found that Rosie had twisted her ankle playing tennis. She couldn’t walk without crutches. Can you imagine my shock. She looked so sad being unable to move easily, to shop for herself, or to play tennis. When I got home, I related the incident to my mother as she is cooking dinner.

“Well honey,” she said, “Rosie used to take care of you when you couldn’t take care of yourself. I think it’s high time you returned the favor.”

I thought about what my mother said and I remembered the excellent cookies Rosie always has out waiting for me when I come over. For the next few weeks, she wouldn’t be able to go shopping for her special secret ingredients. Then I had a wonderful idea. Every Saturday until she got better, I decided I would make Rosie some special treat and then she would have a little something to enjoy while she recuperated. With my mother’s recipe and assistance, I made a batch of peanut butter cookies. When I got to Rosie’s house, I presented her with the tin of cookies, and after tasting them, she exclaimed, “Now you’re taking after me, Sam!”

I think I have done a fair number of good deeds in my life, but this one were one of the most significant. I was able to give back to someone who had given me so much. Rosie is a loving, generous person, and I’m proud that her kindly nature has rubbed off on me.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A potatoses  
   B potatows  
   C potatoes  
   D Make no change.

2. A homemade cakes  
   B baking homemade cakes  
   C homemade cakes she baked  
   D Make no change.

3. A shock:  
   B shock?  
   C shock.  
   D Make no change.

4. A cooked  
   B were cooking  
   C cooks  
   D Make no change.

5. A Me thinking about what my mother said  
   B Thinking about what my mother said,  
   C Myself thinking about what my mother said  
   D Make no change.

6. A treat; and then she  
   B treat so that she  
   C treat, she  
   D Make no change.

7. A cookies; and after  
   B cookies and after  
   C cookies, after  
   D Make no change.

8. A was being  
   B were to be  
   C was  
   D Make no change.
Exercise 9

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

One of the biggest problems facing the American educational system is overcrowding in the classroom. This situation is present in our own community. Many schools currently use trailers as classrooms, or worse still, convert libraries and gymnasiums into extra classroom space. However, trailers and temporary classrooms are not conducive to learning; and schools sacrifice libraries and gyms to find more classroom space, they deprive students of the valuable learning activities for which these areas were designed. Most importantly, overcrowded buildings send a negative message to kids. It tells them that their education is not important to the community.

While searching for ways to address this problem, one proposal made by some lawmakers is using federal dollars for school building improvements. They believe that with federal funds, they can address disparities between different communities, by doing this, they can fix schools in places with the greatest need. Others think that property taxes should have increased to pay for school repairs and new construction.

In my opinion, the situation is too urgent to spend a lot of time debating the best solution. Millions of children are not learning as effectively as they could because there schools are too small. Lawmakers should act quickly, using both federal and local support, to begin putting up new buildings and show kids that education is important.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A community, many  
   B community: many  
   C community; many  
   D Make no change.

2. A schools sacrificing  
   B when schools sacrifice  
   C schools do sacrifice  
   D Make no change.

3. A it  
   B her  
   C they  
   D Make no change.

4. A some lawmakers’ proposal is  
   B proposing by some lawmakers is  
   C some lawmakers have proposed  
   D Make no change.

5. A communities, and by doing this,  
   B communities: by doing this,  
   C communities and by doing this,  
   D Make no change.

6. A have been increased  
   B increased  
   C increase  
   D Make no change.

7. A their  
   B they’re  
   C thear  
   D Make no change.

8. A to showing  
   B showing  
   C shows  
   D Make no change.
Exercise 10

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

_The Catcher in the Rye_ chronicles three days in the life of Holden Caulfield, the unhappy sixteen-year-old narrator of the J.D. Salinger novel. Through Holden, Salinger explores the disillusionment and alienation many teenagers feel.

When the book opens, Holden has just flunked out of his prep school. It is clear that he does not have much respect for any of his classmates. He does not like his roommate, Ward. Who appears to be a good student but actually convinces others to do his work for him. His friend Robert, who has terrible acne and never brushes his teeth, disgusts him. Instead of attending the football game, which is against the prep school's big rival, Holden decides to leave for New York City and visit his family. First, however, hoping to get some good advice about his future, his history teacher, Mr. Spencer, is paid a visit by Holden. The old man disappoints the boy by lecturing him about applying himself to his studies.

In New York City, Holden's outlook on the world does not improve. First, he gets into a fight with his old girlfriend. Then, an old classmate of his from high school suggests that Holden seek psychiatric help. Finally, he returns home to say good-bye to his younger sister, Phoebe. When Phoebe first sees him, she is delighted, however, Holden's confession that he flunked out again upsets her. Their argument helps Holden realize that he is overly pessimistic about the world. However, he defends himself by explaining that his pessimism results from his sensitivity. He tells Phoebe that he often imagines being “the catcher in the rye” who stands at the edge of the cliff catching children. So that they do not fall off the cliff and die.

In the final part of the book, Holden plans to run away from home and hitchhike to California. To say good-bye to Phoebe, he tells her to meet him in front of the museum. When she shows up carrying her suitcase, planning to accompany him, Holden realizes that he cannot leave her. Although he is disillusioned with most people, Holden finally recognizes the strength of his bonds to many of them.
**DIRECTIONS:** For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A cronicals  
   B chronicles  
   C chronicals  
   D Make no change.

2. A Ward, who appears  
   B Ward. Who had appeared  
   C Ward. Who was appearing  
   D Make no change.

3. A Holden’s decision  
   B Holden decided  
   C Holden had decided  
   D Make no change.

4. A His history teacher, Mr. Spencer, is paid a visit by Holden  
   B Holden’s visit is to Mr. Spencer, his history teacher  
   C Holden visits Mr. Spencer, his history teacher  
   D Make no change.

5. A delighted; however, Holden’s confession  
   B delighted: however, Holden’s confession  
   C delighted however Holden’s confession  
   D Make no change.

6. A They’re arguments  
   B There argument  
   C These arguments  
   D Make no change.

7. A children; so that they do not fall  
   B children so that they do not fall  
   C children. In order that they do not fall  
   D Make no change.

8. A Holden finally had recognized  
   B Holden finally will have recognized  
   C Holden finally had been recognized  
   D Make no change.
Exercise 11

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

I think it is only fair that students should be allowed to decide what to wear to school. Since the administration decided to enforce a dress code in school, they have undermined the diversity and individuality that used to make our school what it was. Though it does make sense that the school would want to maintain a certain level of decorum, a dress code that enforces conformity leaves many students feeling disenfranchised. In other words, the policy mandates that many students be uncomfortable and awkward in their attire because they would not normally choose to wear clothes acceptable to the code. This lack of choice stifles creative expression and limits students’ ability to learn about themselves.

The dress code also hampers students’ ability to learn from a physical comfort standpoint. In the fall and the spring, third-floor classrooms often become very hot. Because girls have to wear wool skirts and boys have to wear long pants, it is almost impossible to tolerate the heat and to stay focused throughout class. It’s hard to concentrate on a lesson when you can’t even sit still. The school district could spend hundreds of thousands of dollars on a new air conditioning system or students could be allowed to dress themselves. Doesn’t the latter sound like the more reasonable solution to this situation?

Finally, our teachers so often say, Students need to learn to take responsibility. By keeping the dress code, the opportunity for students’ to make mature decisions is denied by the administration. If the administration wants students to act more responsibly, students need opportunities to be allowed to make their own decisions. Inevitably, some students will come to school dressed inappropriately. But doesn’t it make more sense to take that student aside than to punish hundreds who’ve done nothing wrong?
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

| 1. | A school (they)          | 5. | A situation!          |
|    | B school; they           |    | B situation?          |
|    | C school, they           |    | C situation!?         |
|    | D Make no change.        |    | D Make no change.     |

| 2. | A themselfs              | 6. | A Students need to learn responsibility.” |
|    | B themselves             |    | B “Students need to learn responsibility.” |
|    | C theirself              |    | C “Students need to learn responsibility”. |
|    | D Make no change.        |    | D Make no change.     |

| 3. | A hamper                 | 7. | A by denying students the opportunity to make mature decisions |
|    | B have hampered          |    | B the administration denies students the opportunity to make mature decisions |
|    | C are hampered           |    | C the students’ opportunity is denied by the administration |
|    | D Make no change.        |    | D Make no change.     |

| 4. | A tollerate              | 8. | A responsibly, students |
|    | B tallerate              |    | B responsibly; students |
|    | C tolerait               |    | C responsibly; Students |
|    | D Make no change.        |    | D Make no change.      |
Exercise 12

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Harper Lee's novel, *To Kill a Mockingbird*, is one of the greatest twentieth century novels for a number of reasons. While it is probably most notable for its stinging criticism of racism, it is a compelling story as well. This is due, in large part, to the point of view from which the story is told. Scout, the six-year-old daughter of Atticus Finch, is the story's narrator. By telling the story through her innocent eyes, the book effectively illustrates the disparity between what we often think we see and what is really there.

Lee uses point of view to greatest effect at the end of the novel. Scout performs in a school pageant dressed as a ham. Scout misses her cue, much to the anger of her teacher feeling mortified, she decides to wear her ham costume home to hide her embarrassment. Outside, it is completely dark. As she and her brother Jem walk home, they begin to hear sounds of swishing trousers behind them. Scout tries to run, but she trips and lose her balance, causing the chicken wire in her costume to crush around her. She hears heavy breathing, fighting, and then a violent cough. The tension in the scene is heightened because, like Scout, the Reader is also blinded and trapped. Jem and Scout survive because their attacker was subdued by their mysterious neighbor, Boo Radley.

Scout had initially been scared of Boo because she didn’t know him. He lives alone and is painfully shy, everyone had assumed the worst about him. The opposite is true. Boo is really kindhearted and a genuine hero.

Only by tying the story tightly to Scout’s point of view could Lee have pulled off this dramatic reversal of expectations. A more distant perspective on the scene would have ruined the drama and undercut the theme. Lee knows this and she exploits point of view to great effect. This is one of the many reasons that *To Kill a Mockingbird* stands as one of the great novels of our time. Lee shows us that there is often more to a person than what meets the eye. Sometimes, in fact, we have to be blind to see the truth.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A Lees’s  
   B Lees’  
   C Lee’s  
   D Make no change.  

2. A Scout; the six-year-old  
   B Scout, the six-year-old  
   C Scout and the six-year-old  
   D Make no change.  

3. A narator  
   B naratore  
   C narrater  
   D Make no change.  

4. A teacher and feeling mortified  
   B teacher. Feeling mortified  
   C teacher’s feeling mortified  
   D Make no change.  

5. A trip and lose her balance  
   B tripped and loose her balance  
   C trips and loses her balance  
   D Make no change.  

6. A Scout, the reader is  
   B scout, the reader is  
   C Scout, the reader, is  
   D Make no change.  

7. A is painfully shy and everyone  
   B is painfully shy, and so everyone  
   C is painfully shy everyone  
   D Make no change.  

8. A are  
   B were  
   C be  
   D Make no change.
Exercise 13

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Sometimes your own strength can surprise you. At the beginning of last year, I decided that I wanted to compete in the mile in track. The mile is the longest distance that eighth graders are allowed to run. Training for the mile require a lot of time and discipline. In the fall and winter preceding the track season, I ran four miles every morning before school, I stretched every evening, and I always paid close attention to my diet.

By the time the track season rolled around in the spring, I felt like I was in top condition. The week before our first meet, Coach Dunbar gave us a pep talk.

“You have all put in the training to have a successful first race,” he said scanning the faces of the girls’ track team. “Remember the most important part is that you do your best. With that in mind, I would like each team member to set themselves a goal for this first race, keeping in mind that your goal should be both realistic and ambitious.”

When another runner named Samantha, asked me what I was putting down for my goal, I didn’t know what to tell her. On a couple of Saturdays, my dad and I had headed over to the high school track, where they timed me running a mile; the fastest time I had ever recorded was seven minutes flat. I thought about making this my goal, the words of the coach echoed in my head. Being ambitious but realistic, I made my goal six minutes and thirty seconds.

I cannot possibly describe how nervous I was before the gun went off, signaling the start of the first race. The night before I had slept poorly, haunted by nightmares in which I tripped right before the finish line and did not complete the race. However, as soon as the pack trotted out, I lost my butterflies fell in behind the fastest girl in the race, and focused on breathing deeply. After we finished the first half mile in three minutes and ten seconds, I felt a wave of excitement because we were ahead of pace; I knew that not only would I accomplish my goal, I would exceed it.
**DIRECTIONS:** For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A begining  
   B begining  
   C beggining  
   D Make no change.

2. A requires  
   B have required  
   C are required  
   D Make no change.

3. A my diet was always the subject of close attention  
   B my diet received close attention always  
   C close attention to my diet was paid always  
   D Make no change.

4. A yourselfs  
   B itself  
   C herself  
   D Make no change.

5. A Samantha: asked  
   B Samanth asked  
   C Samantha; asked  
   D Make no change.

6. A he  
   B it  
   C she  
   D Make no change.

7. A goal, and the  
   B goal. The words  
   C goal, but the  
   D Make no change.

8. A butterflies. Fell  
   B butterflies and fell  
   C butterflies, fell  
   D Make no change.
Exercise 14

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Great literary works often show people struggling to maintain hope in the midst of difficult situations. The Diary of a Young Girl by Anne Frank is one such example. In this astonishing diary account of hiding during World War II, Frank remains optimistic despite her difficult living conditions and the ongoing murder of her fellow Jews.

When Anne begins her diary, she is a happy, carefree teenager. However, in Holland, where Anne and her family live, the Germans begin sent Jews away to concentration camps. When Anne’s older sister, Margot, is called to a camp, the family decides to go into hiding in rooms above a warehouse. Early one rainy morning, Anne and her family set out, dressed in layers of clothing and carrying all of their worldly possessions and begin their life in hiding. The living conditions are very restrictive. They cannot go outside; they cannot look out the windows; the presence of strangers in the building means they have to be absolutely quiet. For over two years, Anne’s only companions are her mother, father, sister, and four other people who live with them.

Despite these hardships, Anne realizes that she had many reasons to be thankful and continues to write and study. She even develops a crush on the only teenage boy, lonely and love-starved.
**DIRECTIONS:** For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. A Frank remain  
   B Frank remains  
   C Frank—remains  
   D Make no change.

2. A send  
   B to be sent  
   C sending  
   D Make no change.

3. A wherehouse  
   B wearehouse  
   C warehouse  
   D Make no change.

4. A possessions; and  
   B possessions, and  
   C possessions but  
   D Make no change.

5. A strangers present in the building mean they have to be absolutely quiet  
   B strangers present mean they have to be absolutely quiet in the building  
   C they have to be absolutely quiet when strangers are present in the building  
   D Make no change.

6. A us  
   B it  
   C they  
   D Make no change.

7. A she had had  
   B she has  
   C she did have  
   D Make no change.

8. A Lonely and love-starved, she even develops a crush on the only teenage boy.  
   B She even develops a crush on, lonely and love-starved, the only teenage boy.  
   C She even develops, lonely and love-starved, a crush on the only teenage boy.  
   D Make no change.