

EDITING AND PROOFREADING

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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 the North Carolina English End-of-Course Test.

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An Introduction to Editing and Proofreading

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.

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 scores 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:** Clear, 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 are designed to prepare students to identify and correct these errors. The errors found most often on the English I exam are

- **sentence fragments**
- **apostrophe usage errors**
- **verb tense errors**
- **subject-verb agreement errors**
- **pronoun usage errors**
- **run-on sentences**
- **comma usage errors**
- **parallelism errors**
- **misplaced modifiers**
- **misspellings**

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 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 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 prepare 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









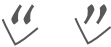




The process of elimination is a key to success on all multiple-choice tests. This is particularly true for the English I End-of-Course exam, where there is no penalty for guessing (see *How Is the English I End-of-Course Test Scored?* on page 3).

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 ^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 Bananas.
Change from lowercase to uppercase		north 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)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

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

Exercise 6

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

Exercise 7

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

Practice Exercise Answer Sheet

Name _____ Date _____

Exercise 8

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

Exercise 9

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

Exercise 10

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

Exercise 11

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

Exercise 12

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

Exercise 13

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

Exercise 14

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

Focus Lesson 1: Answer Key**Virtually Stuck? Then Find a Virtual Tutor.**

Welcome to Virtual Tutor, an Internet site ^{designed} to help you tackle hard homework problems. We don't do the work for you; however, we do suggest ways to approach different kinds of problems.

How does it work? Click on the "Help" button at the bottom of this page to fill out the "Question" form. ^{Explain} The problem you are working on in detail. Next, click the "Genius" button at the bottom of your form. In order to receive help, ^{you} must offer your expertise by answering one of the homework questions already posted on the site. Once you have helped someone else, your question ^{is} posted for other site visitors to answer.

Recommend this site to your friends. The more students who take advantage of Virtual Tutor, the quicker everyone's questions will be answered. Students helping students ^{will} make this site a success.

Focus Lesson 2: Answer Key

The object that best symbolizes ^{me} is a colorful kite. Kites appear to be so free. They float on the breeze on windy days. Kites seem to frolic across the sky without worry or care. However, this isn't the whole truth. People keep ^{kites} anchored to the earth by a string. In fact, without someone holding the string, they wouldn't fly at all. The same is true about me. I wouldn't be able to enjoy ^{the things} I do without help from my friends and family. My parents drive me to baseball practice and my friends tell me ^{jokes} I am a kite. I brave the wind and strive to fly higher. I am happy, too, to be held to the ground.

Focus Lesson 3: Answer Key

Its time for a change, folks. Our mascot, the Miner, and our nickname, the Miners, might have made sense when Mackay was still a mining town, but the mines closed down half a century ago. We should choose a mascot that reflects contemporary life. With that in mind, I'd like to propose the following two new ideas.

The first is the Bluefins. Bluefin tuna are huge fish that have been sought off North Carolina's coast for many years. They have a great reputation with fisherman as strong fighters and would cultivate the image that a good mascot and nickname should have.

My second and perhaps cuter idea is the Squirrels. Our woods are filled with them, and almost everyone admires their hard work and efficiency.

Our schools honor is on the line. We need to start working today to change the mascot. Please send in other suggestions so we can move our school into the new millennium.

Focus Lesson 4: Answer Key

Los Besitos open^{ed} its doors to business a year ago, but it has already become a favorite with locals. The cozy restaurant, located on Grant Avenue, specialized^s in Mexican food and features cuisines from Mexico's distinctive regions. On my most enjoyable night there, the chef^{was} offering cuisine from several of Mexico's southern coastal regions. I have beg^{ged} the owners for the tomato broth recipe, which is the foundation of the tortilla soup, but they say it's a secret family recipe. The prices are reasonable, but the small dining room^{gets} crowded on weekend nights. As the name suggests, after eating at Los Besitos, you will^{feel} felt as if a very fine cook has just kissed you.

Cumulative Review 1: Answer Key

Most people don't know that there is more to Jonathan Swift's *Gulliver's Travels*.^g Than the story of gigantic Gulliver and the tiny Lilliputians. Actually, Gulliver's journey to Lilliput is only one of four adventures that the book describes. My favorite part of the book tells about his second journey, to the land of Brobdingnag, where the people are giants and Gulliver^{is} ~~was~~ the tiny one.

During his journey to Lilliput, Gulliver learned how petty people can be by watching the tiny Lilliputians squabble over things like the best way to break an egg. On his journey to Brobdingnag, Gulliver learns how terribly imperfect humans are. Watching the giants, he sees them as if he were looking at humans through a very powerful magnifying glass.^{He} ~~Does~~ not like what he sees. Up close, the Brobdingnagians, like humans, are flawed creatures. Worse, to tiny Gulliver's^{is} sensitive ears and nose, these giants are loud, foul-smelling, and offensive.

Gulliver is horrified.^g ~~To~~ learn that the Brobdingnagians^{find} ~~found~~ him tiny and unimportant. They feel the same way about him as he felt about the Lilliputian's.^g Gulliver tries to impress the Brobdingnagians by telling them about England and its many accomplishments. The Brobdingnagians are not impressed. When Gulliver^{starts} ~~starting~~ to explain gunpowder and guns, however, the Brobdingnagians listen intently. Gulliver believes he is impressing his audience, so he tells more about the destructive power of guns and cannons. Little does he realize that the Brobdingnagians are horrified!^{They} ~~Tell~~ Gulliver that he is not only tiny and unimportant, but that he is also a hateful barbarian. They force him to leave their country immediately.

Answer Keys **North Carolina** 

Focus Lesson 5: Answer Key

If elected ninth-grade vice president, I promises^s to work diligently on behalf of the ninth-grade class. I plan to ask the administration to offer a wider range of electives, to suggest ways to improve the food in the cafeteria, and to launch intramural athletics for any student with a good attendance record who want^s to participate in sports.

My opponent, who is a terrific lacrosse player and a good friend of mine, lack^s my political experience. Having served as eighth-grade secretary, I already have a working relationship with the school board, and I understand how student government work^s. Being an athlete and an artist has also made me sympathetic to the needs of different groups. The students of Woodland Middle School deserve^s a strong voice on the student council. With your support, I can be that voice. I thank you for your time and consideration.

Focus Lesson 6: Answer Key

The Time of Our Lives

Maria, Dehlia, Daniel, and Arthur are inside a rocket ship. The door has just slammed shut behind them.

Maria: Oh no, we are locked in!

Arthur: It's going to take off. They^s can hear the engine rumbling!

Dehlia: I told you guys we were supposed to leave the platform.

Daniel: There is no reason to get angry. Let's keep our heads together. He^s can get out of this.

The ship rocks to one side.

Arthur: We are heading into space.

Dehlia: We can't head into space. I'm supposed to be home for dinner.

Daniel: How can us^s be heading into space? It's impossible. We're only kids.

Maria: Not anymore. Now you^s are astronauts.

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Focus Lesson 7: Answer Key

Your presence is officially requested at the first annual History Club Banquet, the guest of honor is Dr. Jackson, a preeminent professor of African American history. Dr. Jackson earned his Ph.D. from the University of Mississippi. Critics called his first book "insightful and penetrating," his second book, a collection of essays about Nat Turner, is forthcoming.

When: December 11

Where: The Carriage House

Cost: The event is free however, donations are suggested.

The History Club is designed to stimulate students' interest in history by introducing them to practicing historians. In addition to the banquet, there are monthly informal conversations on such topics as historical revisionism, using primary source material, and the causes of world wars, for more information, see Mr. Heller in the history department office.

Focus Lesson 8: Answer Key

I support vegetarianism for several reasons, and the first reason is because it is more efficient to use land to raise plants than to raise animals. It requires one acre of land to produce 250 pounds of beef, but that same amount of land could yield 40,000 pounds of potatoes that would feed many, many more people, and it also takes 16 pounds of grain and soybeans to produce each pound of beef, which also could be used to feed the hungry. The second reason is because vegetarianism is better for your body. Research shows that vegetarians are healthier and they are less likely to develop life-threatening diseases, which means they may be able to lead longer, more productive lives. The third reason I support vegetarianism is because eating meat also leads to environmental problems. Rain forests are being cut down all over the world to provide more land for cattle to graze.

Cumulative Review 2: Answer Key

Last week, my father taught me how to change the oil in a car. ^{it} is not so hard to do, although the job can be messy!

Here is how you drain the oil from a car. First, run the engine for a few minutes. This warm^s the oil, which makes it easier to drain. Don't run the engine for more than a few minutes, though, or it will get too hot. Hot oil can burn you, so be careful! Next, roll the front wheels of the car onto a ramp ^{because} this will elevate the car, which will make it easier for you to climb under it. Don't forget to put the car in park and ^{sets} the emergency brake.

Now climb under the car. Take a wrench and some sort of pan with you. You use the wrench to unscrew the oil plug ^{and} you use the pan to catch the oil as it drains. Place the pan under the oil plug, which is located under the engine block. This might sound confusing but, believe me, once you are under the car, you will find everything easily. Unscrew the plug with the wrench. Watch out! The oil come^s out quickly. Once all the oil has drained, you can screw the plug back on ^{and} then you open the hood, change the oil filter, and add the new oil ^{last} but not least, pour the old oil into containers. You must take the old oil to a motor-oil recycler, because motor oil is a pollutant.

Focus Lesson 9: Answer Key

Minutes from the Meeting of 9/17/00

The meeting convened at 2 P.M. The entire committee of Jorge, Ellen, Alicia, and Edward were in attendance. The group discussed different fund-raising plans, including holding bake sales every Friday, asking local businesses to donate products for a raffle, and sponsoring a school dance. Alicia suggested that it would be a good idea to gain the support of the school administration. The group agreed. They decided to share their ideas with the school principal, the president of the PTA, and their ninth-grade advisor. Edward said that they should set a fund-raising goal and threw out \$2,000 as a realistic goal. Jorge disagreed, saying \$2,000 was not a large enough sum to purchase the books, school supplies, and furniture needed by their sister school. They set the date of their next meeting for November 1.

Focus Lesson 10: Answer Key**Central Middle School Awarded Technology Grant**

Central Middle School recently was selected to receive a \$500,000 technology grant. The award, given annually by the State Department of Education, helps schools make the transition to the 21st century. Central plans to use the funds to update its computer labs and to set up a distance learning center.

“It’s imperative for students to become technologically literate,” said Miguel Rodriguez, the district’s technology coordinator.

Central Middle School, located on Morningside Street, enrolls more than 1,000 students. This is the second time that Central has received a statewide grant. For more information, please contact the public relations office.

Focus Lesson 11: Answer Key**Kids Just Want to Have Fun!****Summer Activities Camp**

If you want to learn to paint, to put on puppet shows, ^{to read} reading good books, or to exercise in the clean air, the Summer Activities Camp is the place for you. Beginning June 19, the camp will be held in the downtown recreation center and will offer classes in arts and crafts, reading improvement, and ^{learning} learning noncompetitive sports. Aspiring chefs can also practice cooking, learn about nutrition, and ^{explore} foods from around the globe ^{will be explored}. The arts and crafts classes will offer pottery, puppetry, painting, still-life drawing, and ~~you can take classes in~~ sewing and knitting. In conjunction with the library's read-a-thon, participants can take part in the buddy reading and rewards programs. Whether you want to be athletic, creative, or ^{studious} study, the summer activities camp is for you.

Focus Lesson 12: Answer Key

The person I admire the most is Muhammad Ali, the boxer who was the Heavyweight Champion of the World three times. Raised in Kentucky, ^{Ali} boxing was introduced to ^{Ali} Ali at the age of twelve. He put together an impressive string of amateur victories and eventually took the gold medal at the Olympics in 1960. The 1960s were a tumultuous time for Ali. Converting to the religion of Islam, ^{he changed} his name ^{changed} from Cassius Clay to Muhammed Ali. Refusing to participate in the Vietnam War based on his religious beliefs, ^{Ali was} the government ^{denied him} the right to continue boxing, ^{Ali} Ali appealed the decision to the Supreme Court and won. Then he relaunched his boxing career. Now afflicted with Parkinson's, a disease that has hindered his movement and ability to communicate, ^{Ali's abiding passion is devoted to} his many social causes ^{are his abiding passion}. Ali was a champion inside the ring. He is a hero outside of it.

Cumulative Review 3: Answer Key

Dear fellow students,

I am writing to let you know that it is once again time for the annual canned food drive. As always, each grade will compete against the others to see which one can collect the greatest amount of canned foods for the needy. ^{The name of the winning grade will be inscribed} ~~Displayed prominently in the main~~ ^{on the canned food drive plaque, which is prominently displayed in the main foyer of the school.} ~~foyer of the school, the winning grade will inscribe its name on the canned food drive~~ plaque.

You may recall that the winning class was not determined last year until the final day. ^{eighth-grader} ~~With each~~ bringing two cans to school that day, ~~the lead was taken over by~~ ^{took over the lead} the eighth-graders from the seventh-graders. The thrilling competition showed that being generous, kind, and caring can be fun. More important, however, is the fact that we collected more food to feed the poor than ever before. Let's make this year even better than last year!

Students should come to the cafeteria to donate cans at the beginning of the school day. Mr. Montgomery, our principal, will count each grade's cans after the bell for first class rings. The total for each grade will be recorded on a poster in the main foyer.

We in student government hope that this year's drive will provide excitement for everyone, reward students for their efforts, and ^{succeeding} ~~succeeding~~ in bringing meals to the needy. I would like to ask students to remember to bring a variety of canned goods, ^{last} ~~last~~ year, the sixth grade brought a lot of cans, but nearly all of them were cans of kale. Kale is nice, but there's only so much kale that people can eat! This drive will help feed the needy on Thanksgiving, so try to bring corn, pumpkin, cranberry sauce, and other things that people enjoy at their holiday dinner.

Final Review: Answer Key

In some ways, the poem "The Fish" by Elizabeth Bishop is just a simple story of a woman who catches a fish, feels sorry for it, and lets it go. To see it that way, however, is ^{to miss} ~~missing~~ many other things that make it a wonderful poem. Through the use of images and emotions, Bishop's poem tells about both the ugliness and the beauty of the world we live in.

To elicit sympathy for the fish, Bishop uses unpleasant images to describe it. Its skin hangs in strips "like ancient wallpaper" and it is infested with lice, ^{and} ~~she~~ uses similar images to describe the setting. The boat, for instance, is rusty and leaks oil.

However, as the woman stands staring at the fish, her aversion subsides, ^{and} she starts to admire this old, large fish. She realizes it has survived many attacks by many dangerous enemies. Then she ^{so} noticed four other fish hooks in the fish's lip. It has escaped from many fishers before her! As she looks at the hooks and fishing line dangling from the fish's mouth, ^{Bishop imagines that} they look like medals and ribbons, ^{to Bishop in her} ~~imagination~~ ^{imagination}. In many ways, she is saying, the fish is a hero.

To me, "The Fish" is a great poem because ^{it} ~~she~~ teaches us to find beauty in places where we would not think to look for it.

Multiple Choice Exercises: Answer Key

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

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

Exercise 6

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

Exercise 7

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

Exercise 8

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

Exercise 9

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

Exercise 10

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

Exercise 11

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

Exercise 12

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

Exercise 13

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

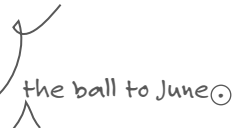
Exercise 14

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

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.

subject
direct object
 My neighbor's calico cat | chased | the lizard up the tree.
verb

EXAMPLE:
 Right before halftime, Kiki passed  the ball to June.

DIRECTIONS: Lupe's English class is studying symbolism. In one of the assignments, each student was asked to choose an object that symbolizes him or herself. The first draft of Lupe's essay has a number of mistakes. Lupe's teacher has given him the chance to improve his piece with your help. Read his essay and correct any errors you find. (There are four sentence fragments.)

The object that best symbolizes is a colorful kite. Kites appear to be so free. They float on the breeze on windy days. Kites seem to frolic across the sky without worry or care. However, this isn't the whole truth. People keep anchored to the earth by a string. In fact, without someone holding the string, they wouldn't fly at all. The same is true about me. I wouldn't be able to enjoy I do without help from my friends and family. My parents drive me to baseball practice and my friends tell me. I am a kite. I brave the wind and strive to fly higher. I am happy, too, to be held to the ground.

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For more information on sentence fragments, see page 553 of *Writer's Choice, Grade 9*.

Lesson 3: Possessives and Contractions

A **possessive** is used to name 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 basketball team's record is the best in the league.

plural possessive

The players' discipline and commitment is inspiring.

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: he will

He'll be remembered long after his players graduate.

DIRECTIONS: Chad is a columnist for the school newspaper. This week, the topic of his column is whether the school should change its mascot. Read his column before it goes to print and correct any errors you find. (There are five possessive and contraction errors.)

Its time for a change, folks. Our mascot, the Miner, and our nickname, the Miners, might have made sense when Mackay was still a mining town, but the mines closed down half a century ago. We should choose a mascot that reflects contemporary life. With that in mind, Id like to propose the following two new ideas.

The first is the Bluefins. Bluefin tuna are huge fish that have been sought off North Carolinas coast for many years. They have a great reputation with fishermen as strong fighters and would cultivate the image that a good mascot and nickname should have.

My second and perhaps cuter idea is the Squirrels. Our wood's are filled with them, and almost everyone admires their hard work and efficiency.

Our schools honor is on the line. We need to start working today to change the mascot. Please send in other suggestions so we can move our school into the new millennium.



For more information on possessives and contractions, see pages 406–407, 633–634, and 759–761 of *Writer's Choice, Grade 9*.

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 when the action occurred is called the **tense** of the verb. The two most commonly seen tenses are **present** and **past**.

Latifah ^{past tense} signed up to take painting after school, but since visiting Japan last summer, she now wants to take ^{present tense} Japanese.

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.

We are going on a field trip to the Civil War Museum. present progressive

He will go to Spain to visit the Picasso Museum. future tense

My cousin has gone to the Smithsonian Institution twice. perfect tense

DIRECTIONS: Jim wrote an article about his favorite restaurant for the high school newspaper. Read Jim's piece and correct any mistakes you find. (There are six verb tense errors.)

Los Besitos open its doors to business a year ago, but it has already become a favorite with locals. The cozy restaurant, located on Grant Avenue, specialized in Mexican food and features cuisines from Mexico's distinctive regions. On my most enjoyable night there, the chef were offering cuisine from several of Mexico's southern coastal regions. I have beg the owners for the tomato broth recipe, which is the foundation of the tortilla soup, but they say it's a secret family recipe. The prices are reasonable, but the small dining room got crowded on weekend nights. As the name suggests, after eating at Los Besitos, you will felt as if a very fine cook has just kissed you.



For more information on verb tenses, see pages 452 and 586–607 of *Writer's Choice, Grade 9*.

Cumulative Review 1

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

Most people don't know that there is more to Jonathan Swift's *Gulliver's Travels*. Than the story of gigantic Gulliver and the tiny Lilliputians. Actually, Gulliver's journey to Lilliput is only one of four adventures that the book describes. My favorite part of the book tells about his second journey, to the land of Brobdingnag, where the people are giants and Gulliver was the tiny one.

During his journey to Lilliput, Gulliver learned how petty people can be by watching the tiny Lilliputians squabble over things like the best way to break an egg. On his journey to Brobdingnag, Gulliver learns how terribly imperfect humans are. Watching the giants, he sees them as if he were looking at humans through a very powerful magnifying glass. Does not like what he sees. Up close, the Brobdingnagians, like humans, are flawed creatures. Worse, to tiny Gullivers' sensitive ears and nose, these giants are loud, foul-smelling, and offensive.

Gulliver is horrified. To learn that the Brobdingnagians found him tiny and unimportant. They feel the same way about him as he felt about the Lilliputian's. Gulliver tries to impress the Brobdingnagians by telling them about England and its many accomplishments. The Brobdingnagians are not impressed. When Gulliver starting to explain gunpowder and guns, however, the Brobdingnagians listen intently. Gulliver believes he is impressing his audience, so he tells more about the destructive power of guns and cannons. Little does he realize that the Brobdingnagians are horrified! Tell Gulliver that he is not only tiny and unimportant, but that he is also a hateful barbarian. They force him to leave their country immediately.

Lesson 5: Subject-Verb Agreement

Although **subject-verb agreement** may seem complex, the concept is relatively simple. It means that singular nouns require singular verb forms and plural nouns require plural verb forms.

singular
She designs houses.

plural
Architects design houses.

Sometimes, a clause or phrase will separate the subject of the 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**.

EXAMPLE:

My sisters, who tried out for the soccer team this fall, also runs cross-country.

DIRECTIONS: Tamara is running for ninth-grade vice president. Tomorrow, all of the candidates will give their campaign speeches during an assembly in the gymnasium. As Tamara's campaign manager, your responsibility is to read Tamara's speech and correct any mistakes that you find. (There are five errors in noun-verb agreement.)

If elected ninth-grade vice president, I promises to work diligently on behalf of the ninth-grade class. I plan to ask the administration to offer a wider range of electives, to suggest ways to improve the food in the cafeteria, and to launch intramural athletics for any student with a good attendance record who want to participate in sports.

My opponent, who is a terrific lacrosse player and a good friend of mine, lack my political experience. Having served as eighth-grade secretary, I already have a working relationship with the school board, and I understand how student government work. Being an athlete and an artist has also made me sympathetic to the needs of different groups. The students of Woodland Middle School deserves a strong voice on the student council. With your support, I can be that voice. I thank you for your time and consideration.



For more information on subject-verb agreement, see pages 609–631 of *Writer's Choice*, Grade 9.

Focus 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 removed the splinter from Dakota's heel.

object

Dakota thanked him for the assistance.

possessive

Dakota got the splinter in her heel when running barefoot.

Who or what a pronoun refers to may be ambiguous when the **antecedent** of the pronoun is unclear. An antecedent is the noun or words to which the pronoun is supposed to refer. When the pronoun seems to refer to the wrong antecedent, or to nothing at all, it may confuse the reader.

EXAMPLE:

my decision

If I had to choose between the two, ~~it~~ would be easy.

DIRECTIONS: Lamont has written a short skit for his class to perform. He is supposed to give everybody copies of it tomorrow, but there are still a few errors in it. Read Lamont's play and correct any mistakes you find. (There are four pronoun errors.)

The Time of Our Lives

Maria, Dehlia, Daniel, and Arthur are inside a rocket ship. The door has just slammed shut behind them.

Maria: Oh no, we are locked in!

Arthur: It's going to take off. They can hear the engine rumbling!

Dehlia: I told you guys we were supposed to leave the platform.

Daniel: There is no reason to get angry. Let's keep our heads together. He can get out of this.

The ship rocks to one side.

Arthur: We are heading into space.

Dehlia: We can't head into space. I'm supposed to be home for dinner.

Daniel: How can us be heading into space? It's impossible. We're only kids.

Maria: Not anymore. Now you are astronauts.



For more information on pronouns, see pages 640–647 of *Writer's Choice, Grade 9*.

Lesson 7: Run-on Sentences

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

EXAMPLE:

Tomorrow, Susanna has a piano recital,^{and} she also has a try-out for the academic decathlon team.

Susanna performed Beethoven's Ninth Symphony at the recital,^{and} her friend Edgar played Pachelbel's Canon in D.



DIRECTIONS: The History Club is holding their first annual History Club Banquet next month. Read the invitation and correct any errors that you find. (There are four run-on sentences.)

Your presence is officially requested at the first annual History Club Banquet, the guest of honor is Dr. Jackson, a preeminent professor of African American history. Dr. Jackson earned his Ph.D. from the University of Mississippi. Critics called his first book, "insightful and penetrating," his second book, a collection of essays about Nat Turner, is forthcoming.

When: December 11

Where: The Carriage House

Cost: The event is free however, donations are suggested.

The History Club is designed to stimulate students' interest in history by introducing them to practicing historians. In addition to the banquet, there are monthly informal conversations on such topics as historical revisionism, using primary source material, and the causes of world wars, for more information, see Mr. Heller in the history department office.



For more information about run-on sentences, see pages 390–391, 555, and 747 of *Writer's Choice, Grade 9*.

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:

Monique's grandmother was a sheep rancher, and her father is a nurse, and Monique wants to be an architect when she grows up, but her father is pressuring her to follow in his footsteps and study medicine.

DIRECTIONS: In debate class, Mrs. Hidalgo assigns a topic each week for students to research and then debate. This week's topic is vegetarianism. Read Lindsey's paper and correct any mistakes that you find. (There are three run-on sentences.)

I support vegetarianism for several reasons, and the first reason is because it is more efficient to use land to raise plants than to raise animals. It requires one acre of land to produce 250 pounds of beef, but that same amount of land could yield 40,000 pounds of potatoes that would feed many, many more people, and it also takes 16 pounds of grain and soybeans to produce each pound of beef, which also could be used to feed the hungry. The second reason is because vegetarianism is better for your body. Research shows that vegetarians are healthier and they are less likely to develop life-threatening diseases, and this means they may be able to lead longer, more productive lives. The third reason I support vegetarianism is because eating meat also leads to environmental problems. Rain forests are being cut down all over the world to provide more land for cattle to graze.



For more information about run-on sentences, see pages 390–391, 555, and 747 of *Writer's Choice, Grade 9*.

Cumulative Review 2

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

Last week, my father taught me how to change the oil in a car, it is not so hard to do, although the job can be messy!

Here is how you drain the oil from a car. First, run the engine for a few minutes. This warm the oil, which makes it easier to drain. Don't run the engine for more than a few minutes, though, or it will get too hot. Hot oil can burn you, so be careful! Next, roll the front wheels of the car onto a ramp, because this will elevate the car, which will make it easier for you to climb under it. Don't forget to put the car in park and sets the emergency brake.

Now, climb under the car. Take a wrench and some sort of pan with you. You use the wrench to unscrew the oil plug, you use the pan to catch the oil as it drains. Place the pan under the oil plug, which is located under the engine block. This might sound confusing but, believe me, once you are under the car, you will find everything easily. Unscrew the plug with the wrench. Watch out! The oil come out quickly. Once all the oil has drained, you can screw the plug back on, and then you open the hood, change the oil filter, and add the new oil, last but not least, pour the old oil into containers. You must take the old oil to a motor-oil recycler, because motor oil is a pollutant.

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:

She used to be a professional ice skater, but now she runs marathons, competes in triathlons, and enters the occasional bike race.

DIRECTIONS: The ninth-grade class is raising money to help their sister school in Latin America buy books and other critical supplies. Read the minutes from the last planning meeting and correct any errors you find. (There are five missing commas.)

Minutes from the Meeting of 9/17/00

The meeting convened at 2 P.M. The entire committee of Jorge Ellen, Alicia, and Edward were in attendance. The group discussed different fund-raising plans, including holding bake sales every Friday asking local businesses to donate products for a raffle and sponsoring a school dance. Alicia suggested that it would be a good idea to gain the support of the school administration. The group agreed. They decided to share their ideas with the school principal the president of the PTA, and their ninth-grade advisor. Edward said that they should set a fund-raising goal and threw out \$2,000 as a realistic goal. Jorge disagreed, saying \$2,000 was not a large enough sum to purchase the books school supplies, and furniture needed by their sister school. They set the date of their next meeting for November 1.



For more information on commas in series, see pages 410 and 739 of *Writer's Choice, Grade 9*.

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:

The tour includes trekking in the Himalayas, rafting down a major river, and ^{riding} a ~~ride~~ on elephants through the jungle.

DIRECTIONS: Amelia and her friends want to organize a summer camp for younger children. Amelia’s mother has agreed to help out, and her friends have gotten the local youth center to donate space in the recreation center. Read the flyer they will use to advertise their summer program and correct any errors you find. (There are five errors in parallelism.)

Kids Just Want to Have Fun!

Summer Activities Camp

If you want to learn to paint, to put on puppet shows, reading good books, or to exercise in the clean air, the Summer Activities Camp is the place for you. Beginning June 19, the camp will be held in the downtown recreation center and will offer classes in arts and crafts, reading improvement, and learning noncompetitive sports. Aspiring chefs can also practice cooking, learn about nutrition, and foods from around the globe will be explored. The arts and crafts classes will offer pottery, puppetry, painting, still-life drawing, and you can take classes in sewing and knitting. In conjunction with the library’s read-a-thon, participants can take part in the buddy reading and rewards programs. Whether you want to be athletic, creative, or study, the summer activities camp is for you.

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For more information on parallelism, see page 364 of *Writer’s Choice, Grade 9*.

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, noun, or adjective. A **participial phrase** is a group of words that include a participle.

participial phrase

Working in the garden one afternoon, Dexter found an arrowhead.

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.

EXAMPLE:

Intrigued by the discovery, ^{Dexter took the arrowhead to a Native American historian.} ~~the arrowhead was taken to a Native American historian by Dexter.~~

DIRECTIONS: Monica wrote a short essay about her hero. Before she turns it in, read it for her and correct any errors you find. (There are four misplaced participial phrases.)

The person I admire the most is Muhammad Ali, the boxer who was the Heavyweight Champion of the World three times. Raised in Kentucky, boxing was introduced to Ali at the age of twelve. He put together an impressive string of amateur victories and eventually took the gold medal at the Olympics in 1960. The 1960s were a tumultuous time for Ali. Converting to the religion of Islam, his name changed from Cassius Clay to Muhammed Ali. Refusing to participate in the Vietnam War based on his religious beliefs, the government denied him the right to continue boxing. Ali appealed the decision to the Supreme Court and won. Then he relaunched his boxing career. Now afflicted with Parkinson's, a disease that has hindered his movement and ability to communicate, his many social causes are his abiding passion. Ali was a champion inside the ring. He is a hero outside of it.



For more information on misplaced participial phrases, see page 523 and 527 of *Writer's Choice, Grade 9*.

Cumulative Review 3

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

Dear fellow students,

I am writing to let you know that it is once again time for the annual canned food drive. As always each grade will compete against the others to see which one can collect the greatest amount of canned foods for the needy. Displayed prominently in the main foyer of the school, the winning grade will inscribe its name on the canned food drive plaque.

You may recall that the winning class was not determined last year until the final day. With each bringing two cans to school that day, the lead was taken over by the eighth-graders from the seventh-graders. The thrilling competition showed that being generous kind and caring can be fun. More important, however, is the fact that we collected more food to feed the poor than ever before. Let's make this year even better than last year!

Students should come to the cafeteria to donate cans at the beginning of the school day. Mr. Montgomery our principal will count each grade's cans after the bell for first class rings. The total for each grade will be recorded on a poster in the main foyer.

We in student government hope that this year's drive will provide excitement for everyone, reward students for their efforts, and succeeding in bringing meals to the needy. I would like to ask students to remember to bring a variety of canned goods, last year, the sixth grade brought a lot of cans, but nearly all of them were cans of kale. Kale is nice, but there's only so much kale that people can eat! This drive will help feed the needy on Thanksgiving, so try to bring corn pumpkin cranberry sauce and other things that people enjoy at their holiday dinner.

Final Review

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

In some ways, the poem “The Fish” by Elizabeth Bishop is just a simple story of a woman who catches a fish, feels sorry for it, and lets it go. To see it that way, however, is missing many other things that make it a wonderful poem. Through the use of images and emotions, Bishop’s poem tells about both the ugliness and the beauty of the world we live in.

To elicit sympathy for the fish, Bishop uses unpleasant images to describe it. Its skin hangs in strips “like ancient wallpaper” and it is infested with lice, and she uses similar images to describe the setting. The boat, for instance, is rusty and leaks oil.

However, as the woman stands staring at the fish, her aversion subsides and she starts to admire this old, large fish. She realizes it has survived many attacks by many dangerous enemies. Then she noticed four other fish hooks in the fish’s lip. It has escaped from many fishers before her! As she looks at the hooks and fishing line dangling from the fish’s mouth, they look like medals and ribbons to Bishop in her imagination. In many ways, she is saying, the fish is a hero.

To me, “The Fish” is a great poem because she teaches us to find beauty in places where we would not think to look for it.

Exercise 1

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

In the play, *A Marriage Proposal*, by Anton Chekhov, a man arrives at a friend's house to propose marriage to his daughter, but his plan is almost ruined by a series of petty arguments. In this satirical play, the writer shows that most people are small-minded fools who are consumed with minor dissagreements.

As the play begins, Stepan, the father of Natalia, greets Ivan, who has come to ask for Natalia's hand in marriage. Each man reveals his selfishness almost immediately. Stepan worries that Ivan, whom he greets as a "dear friend," has come to borrow money, which Stepan decide's not to lend even though he is wealthy. Ivan reveals to the audience that he does not love Natalia, however, he believes she would make a good wife.

Ivan tries to propose later, he and Natalia quarrel about unimportant matters. Such as who owns an insignificant meadow, then who owns the best hunting dog. Each time, their ridiculous argument makes Ivan forget the purpose of his visit.

When Natalia finally learns from her father the purpose of Ivan's visit, she tries to set aside their differences so that she can accept Ivan's proposal. Yet as soon as she agrees to marry Ivan, the argument is resumed by them about the hunting dog. By ending his play this way, the characters of Chekhov show their true nature and lets the audience know that they will never change their silly ways.

Exercises**North Carolina** 

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** disagreements
B disagreeemints
C dissagreemince
D Make no change.
2. **A** come
B coming
C had came
D Make no change.
3. **A** decides’s
B decides’
C decides
D Make no change.
4. **A** Natalia, however he believes
B Natalia: however, he believes
C Natalia; however, he believes
D Make no change.
5. **A** Ivan does try
B Ivan’s trying
C When Ivan tries
D Make no change.
6. **A** matters; such as
B matters, such as
C matters: such as
D Make no change.
7. **A** they resume their argument about the hunting dog
B the argument about the hunting dog resumes by them
C the hunting dog argument is resumed by them
D Make no change.
8. **A** Chekhov shows his characters’ true nature
B the true nature of Chekhov’s characters show
C showing the true nature of Chekhov’s characters
D Make no change.

Exercise 2

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


Sometimes, an experience you expect to be awful turns out to be fun filled and ^① satisfying. I had this type of experience once, my parents made me visit a sick relative I ^② had never met before.

The relative we went to visit was my great-aunt, Dolores. She used to live far away, but she recently had moved closer to live with an uncle which took care of her. As we ^③ drove to my uncle's house, my father talked about how much he had loved Aunt Dolores when he was my age, still, I was worried that the visit would be long and ^④ uncomfortable.

Much to my surprise, it was Dolores herself who opened the front door for us and greeted us all enthusiastically. I had expected her to be weak and tired, but it turned ^⑤ out to be fine. She occasionally got tired and needed help, she told us, but most days ^⑥ she could do all her own chores and taking care of herself perfectly well. ^⑦

The best part of the visit was when Dolores took me aside and told me about her life. It was so interesting! She competed in the 1936 Olympics in berlin, and later ^⑧ became a professional airline pilot.

Now we visit my great-aunt Dolores all the time. I always look forward to seeing her!

Exercises**North Carolina** 

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

- | | |
|---|--|
| <p>1. A fun-filled
B fun full
C fun filling
D Make no change.</p> <p>2. A once my parents made me
B once when, my parents made me
C once; my parents made me
D Make no change.</p> <p>3. A who
B he
C of whom
D Make no change.</p> <p>4. A my age, still I
B my age. Still, I
C my age; still; I
D Make no change.</p> | <p>5. A greeting
B is greeting
C greets
D Make no change.</p> <p>6. A herself
B they
C she
D Make no change.</p> <p>7. A chores and take
B chores, and taking
C chores. Taking
D Make no change.</p> <p>8. A olympics in berlin
B Olympics in Berlin
C Olympics, in berlin
D Make no change.</p> |
|---|--|

Exercise 3

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

At most schools, the principal and other administrators reads the student-run newspaper before it is distributed to students. Sometimes, these administrators censor stories, removing details. Or, even an entire story from the newspaper.

I believe, that this is wrong. Student newspapers should enjoy the same freedom of the press that other newspapers enjoy. An important lesson that students learn in school is how to be good citizens, and they should be encouraged to form their own opinions based on all the facts of a story. Part of being a good citizen is knowing and using your rights, which is protected by the Constitution of the United States. How can students learn about these rights, if they are not allowed to exercise them?

When schools censor newspapers, they teach the student editors that the way to deal with difficult news is to prevent people from reading or hearing about it. Is this what we want to teach our young people? No, we want them to respect freedom, know their rights, and use their freedom responsibly, to do that, we must give them the freedom to form their own opinion, so they can learn its value.

Exercises**North Carolina** 

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

- | | |
|--|--|
| <p>1. A have reads
B read
C readed
D Make no change.</p> <p>2. A details: or even
B details; or even
C details, or even
D Make no change.</p> <p>3. A believe that
B believe; that
C believes that
D Make no change.</p> <p>4. A citizens, they
B citizens and they
C citizens; and they
D Make no change.</p> | <p>5. A rights. Which are
B rights: which are
C rights, which are
D Make no change.</p> <p>6. A exercise
B excercise
C exersize
D Make no change.</p> <p>7. A and using
B and had make use
C and be useful with
D Make no change.</p> <p>8. A responsibly and to do
B responsibly. To do
C responsibly but to do
D Make no change.</p> |
|--|--|

Exercise 4

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

In the persian story of “Ali Baba and the Forty Thieves,” Ali Baba finds a way to escape poverty by learning the secret of the thieves’ hiding place. Because he uses his knowledge wisely, Ali Baba succeeds in making his life much better.

Ali Baba, who is a poor man, gathers sticks to earn what little money he can. One day when he is working, he hears a group of men approaching on horseback. Afraid, he hides in a tree. The group turns out to be a gang of bandits. The leader reveals the gang’s secret hiding place by shouting Open Sesame! This makes a large boulder roll aside, exposing an opening in a mountain. After the bandits leave, Ali Baba enters the cave and carries off a few, small sacks of gold coins.

Ali Baba tells his wealthy brother the secret. His brother is too greedy, though, and tries to steal all the bandits’ treasure. When the bandits discover the brother in their cave, they kill him. And leave his body in the cave as a warning to other intruders.

When he discovers that his brother is missing, Ali Baba returns to the thieves’ cave and finds out that his brother is dead. He retrieves his brother’s remains and, with the help of Morgiana, a clever servant, defeat the thieves and takes their riches. The life of Ali Baba continues happily because he does not let greed affect his judgment.

Exercises**North Carolina** 

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** Perjan
B Persian
C pergian
D Make no change.
2. **A** Baba. Who is a poor man
B Baba; who is a poor man
C Baba: who is a poor man
D Make no change.
3. **A** heres
B herd
C heard
D Make no change.
4. **A** gangs
B gangs'
C gang'es
D Make no change.
5. **A** “Open Sesame”!
B (Open Sesame!)
C “Open Sesame!”
D Make no change.
6. **A** they kill him. In addition to leaving
B they kill him and leave
C they kill him; and leave
D Make no change.
7. **A** defeats
B have defeated
C did defeat
D Make no change.
8. **A** Happily the life of Ali Baba
continues
B Ali Baba continuing to live happily
C Ali Baba continues to lead a happy
life
D Make no change.

Exercise 5

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

In the tragedy *Electra* by the greek playwright Sophocles, revenge is the main theme. In fact, every characters actions are motivated in some way by the desire to get revenge on one of the other characters.

At the beginning of the play, the audience learns that long ago, King Agamemnon sacrificed his daughter Iphigenia. So that the gods would help him win the Trojan War. Clytemnestra, his wife, never forgave Agamemnon, when he returned from the Trojan War, she murdered him. The action in this play takes place many years later.

Electra, another daughter of Agamemnon and Clytemnestra, longs for revenge against her mother and Aegisthus, the man who helped her mother murder her father. When she learns that her long-lost brother Orestes has returned, his help in revenging their father's death is sought by Electra. Orestes agrees to help her, and the two murder Clytemnestra and Aegisthus.

Electra shows that revenge is futile. The play proves that, in order to avenge one bad deed, another bad deed must be committed. Are Orestes and Electra any better than Clytemnestra and Aegisthus? All of them commit murder for revenge. The play implies that there had got to be a better way for people to solve their problems.

Exercises**North Carolina** 

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** greek-born
B greek-speaking
C Greek
D Make no change.
2. **A** character’s
B character’es
C characters’s
D Make no change.
3. **A** audiance
B audiense
C audianse
D Make no change.
4. **A** Iphigenia; so
B Iphigenia: So
C Iphigenia so
D Make no change.
5. **A** Agamemnon. When
B Agamemnon but when
C Agamemnon and when
D Make no change.
6. **A** seeking his help in revenging the murder of their father
B Electra seeks his help to revenge their father’s murder
C help in revenging the murder of their father is sought by Electra
D Make no change.
7. **A** the two murder, Clytemnestra and Aegisthus
B murder Clytemnestra and Aegisthus the two do
C Clytemnestra and Aegisthus are murdered by them
D Make no change.
8. **A** there has
B there does have
C there had been
D Make no change.

Exercise 6

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

If you enjoy home crafts, you might want to consider learning to make candles.

Unlike many home crafts, candle-making is inexpensive, it produces something that is both beautiful and decorative. ①

In order to make candles at home, you will need paraffin wax, cotton string for wicks, a coffee can to melt wax in, and you will need also a pot for boiling water. First, heat the water in the pot, and while waiting for the water to boil, cut the paraffin into small pieces and put them in the coffee can. Place the coffee can into the boiling water, wait until the paraffin starts to melt. Then stir with a stick or an old spoon. If you want a colored candle, a crayon is being added after stirring the paraffin. ② ③ ④ ⑤

Choose a mold to give your candle shape. You can pick any shape you want. It will be easier to remove the candle however, if you choose a mold with an open end that is larger than the closed end. Coat the inside of the mold with vegetable oil. This will make it easier to remove the candle from the mold after it hardens. Pour the paraffin into your mold, then insert the cotton string in the middle of the candle. It's that easy! ⑥ ⑦

Homemade candles are sure to impress your friends. They will be happy when you give your candles as gifts to they on their birthdays and other special occasions. ⑧

Exercises**North Carolina** 

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** inexpensive, and it
B inexpensive and it
C inexpensive: and it
D Make no change.
2. **A** you will need a pot also
B you will need a pot, also
C a pot
D Make no change.
3. **A** boil; cut
B boil. Cut
C boil cut
D Make no change.
4. **A** melt, then
B melt: then
C melt: Then
D Make no change.
5. **A** a crayon would be adding
B a crayon will be added
C add a crayon
D Make no change.
6. **A** However, it will be easier to remove the candle
B It will be easier to remove the candle however;
C However, it will be easier to remove the candle,
D Make no change.
7. **A** vegitable
B vegatable
C vegetable
D Make no change.
8. **A** he
B them
C her
D Make no change.

Exercise 7

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

In many great works of literature, the author challenges the reader to decide whether the main character is a hero. In his masterpiece *Don Quixote*, the great spanish ^① author Miguel de Cervantes asks readers weather ^② his main character is a dreamer we should admire or a lunatic we should pity.

Don Quixote is a nobleman from La Mancha whose habit of reading books about chivalry inspires ^③ him to become a knight. He leaves his home and travels across La Manchas ^④ hills and deserts in search of adventure. ^⑤ However, his escapades turn out to be fantasies rather than reality. He attacks windmills, believing them to be evil giants, ^⑥ and he mistakes an inn for a castle inhabited by his enemies.

These actions all show that Don Quixote lives in a dream world. However, Cervantes does not mean for us merely to laugh at Don Quixote. If he did, he would not give Quixote the determination, courage, and being a decent man ^⑦ that make him admirable. To emphasize Don Quixote's good qualities, Cervantes shows how the world around him is a sad place, where most people gave up their dreams long ago. In such a world, maybe being a dreamer isn't so bad, at least ^⑧ Don Quixote has not lost his ideals, as so many around him have.

Exercises

North Carolina



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

- | | |
|---|---|
| <p>1. A spain’s
B Spanish
C spain
D Make no change.</p> <p>2. A wether
B wheather
C whether
D Make no change.</p> <p>3. A inspire
B inspiring
C had inspired
D Make no change.</p> <p>4. A La Mancha’s
B La Manchas’
C La Manchas’s
D Make no change.</p> | <p>5. A adventure however, his
B adventure: however his
C adventure. However; his
D Make no change.</p> <p>6. A giants and he
B giants; and he
C giants and, he
D Make no change.</p> <p>7. A having decency
B decency
C his being decent
D Make no change.</p> <p>8. A bad and
B bad however
C bad; at least
D Make no change.</p> |
|---|---|

Exercise 8

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

In many works of literature, a character searches for a way to improve his life. In *One Day in the Life of Ivan Denisovich* by Aleksandr Solzhenitzyn, the main character finds the little things that helps make his day a little better. In the daily grind of a russian prison camp.

The book tells about one day during the ten-year prison sentence of a man called Shukhov. Shukhov, has been sentenced for a crime he did not commit, making his fate seem even more cruel. Still, Shukhov tries to be positive, finding ways to improve his situation. He helps his fellow prisoners bargains with guards for extra food, and attempts to find satisfaction in his daily work.

Through different characters, the author shows how each type of person gets themselves through the dull and difficult prison day. They pray, they joke quietly with each other, and they squirrel away food. In these ways, the men do their best to retain the dignity that the prison tries so hard to take away from them.

Exercises**North Carolina** 

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** that is helping
B that help
C which helps
D Make no change.
2. **A** better in
B better: In
C better; in
D Make no change.
3. **A** russia-located
B russian located
C Russian
D Make no change.
4. **A** Shukhov; has been
B Shukhov has been
C Shukhov: has been
D Make no change.
5. **A** prisoners. Bargains
B prisoners and bargains
C prisoners, bargains
D Make no change.
6. **A** himself
B themself
C yourself
D Make no change.
7. **A** food is squirreled away by them
B squirreling away food is done by them
C there is squirreling away of food by them
D Make no change.
8. **A** he
B him
C they
D Make no change.

Exercise 9

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

I believe that our country needs a national public service program for young people. Currently, most students who graduate from high school lack experience and they are not ^① prepared for the world that awaits them. Most either go directly to college or get a job. Mandatory public service would, however, teach recent graduates valuable lessons about ^② helping others.

Graduating students should be required to spend the twelve months following high school performing dutys that help their community. Students would have the option of ^③ choosing a particular field they are interested in. Graduates interested in health sciences could volunteer to work in a hospital, for instance. If a person were interested in education, he or she might choose to assist teachers in an understaffed school. A student interested in a career in business might want to help at a nonprofit organization. There are plenty of worthy causes that need assistance. High school graduates would be able to give something back to their communities and made their world a better place. ^④

Not only would this time help improve their resumes, but are gaining valuable life ^⑤ experience. They would have an extra year to learn about themselves and the world they live in. They would gain the practical, hands-on experience that would allow them to decide what path to follow. They could apply their newfound knowledge to whatever they tried next, and everyone would benefit! ^⑥

Sometimes we forget how valuable real-life experience can be and we forget there is so ^⑦ much more to learn than can be found in any book. A year of public service are not going ^⑧ to derail anyone's career. In fact, a year spent helping others will make our recent graduates sensitive, well-rounded people.

Exercises

North Carolina



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

- | | |
|---|---|
| <p>1. A preparation
B prepared
C having preparation
D Make no change.</p> <p>2. A could however, learn
B could; however, learn
C could, however; learn
D Make no change.</p> <p>3. A doutys
B duties
C douties
D Make no change.</p> <p>4. A had made
B were making
C make
D Make no change</p> | <p>5. A their gaining
B they would gain
C them gaining
D Make no change.</p> <p>6. A next; and everyone
B next and everyone
C next, everyone
D Make no change.</p> <p>7. A be; and we
B be. And we
C be, and we
D Make no change.</p> <p>8. A are not to be
B will not
C is not
D Make no change.</p> |
|---|---|

Exercise 10

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

Many great works of literature tell about a character searching for a better way of life. Quasimodo, the main character in *The Hunchback of Notre Dame* by Victor Hugo, tries to escape his fate as a social outcast, ^① he cannot overcome people's prejudice.

Because he is physically challenged, ^② faces the constant abuse of others.

Quasimodo works as a bellringer at the French ^③ cathedral of Notre Dame. Although he believes that Frollo, the archdeacon at the cathedral, is his friend. ^④ The archdeacon is in fact an evil man who is a friend to no one. In the early part of the book,


Quasimodo's misplaced loyalty leads him to assist Frollo with his immoral ^⑤ plans.

Although the attempt fails, Frollo uses Quasimodo in his attempt to kidnap and enslave Esmerelda, a young and beautiful Gypsy girl.

One day Quasimodo is beaten brutally by a mob and ^⑥ he sees that Frollo does nothing to come to his aid. Only Esmerelda, the woman Frollo secretly loves, helps the hunchback.

Later, Quasimodo returns the favor. When Esmerelda is falsely imprisoned on a charge of witchcraft, Quasimodo comes to her ^⑦ assistance and fights to protect her from Frollo, the mob, and from court officers. ^⑧ Quasimodo's search for a better life is viewed

by many as a failed attempt, but he was rewarded by learning the true meaning of friendship and loyalty.

Exercises**North Carolina** 

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

- | | |
|--|---|
| <p>1. A outcast, but he
B outcast he
C outcast: he
D Make no change.</p> <p>2. A challenged, and facing
B challenged, faced with
C challenged, he faces
D Make no change.</p> <p>3. A french
B France
C French’s
D Make no change.</p> <p>4. A friend, but the
B friend, the
C friend: the
D Make no change.</p> | <p>5. A immorel
B immoral
C emoral
D Make no change.</p> <p>6. A mob;
B mob:
C mob.
D Make no change.</p> <p>7. A hers’
B her’s
C her’
D Make no change.</p> <p>8. A also from court officers
B to protect her from court officers
C court officers
D Make no change.</p> |
|--|---|

Exercise 11

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

In Molière's play *The Misanthrope*, the main character, Alceste, is a bitter man fed up with the hypocrits who make up French society. By showing his audience the world through Alceste's eyes, Molière shows how insincere the French nobles really were.

The play begins with a conversation between Alceste and his friend, Philinte. Believing that it is impolite to point out other people's faults, Philinte tells Alceste that it is best to say only nice things about others. Alceste disagrees, he argues that it is more important to stick to your principles. Alceste believes in telling people what he thinks, even when his thoughts are unkind. Soon he is doing just that, the poet Oronte being insulted by criticizing his work.

Alceste also recognizes that Celimene, the woman he loves, is a terrible flirt. Who leads many men on and oozes insincerity. Him pleading with her to abandon her false ways and to marry him, but his efforts are in vain. When Celimene's love letters turn up and show that she has promised her love to many different suitors, Alceste realizes that she will never change her ways. Discouraged, he leaves French society forever, swearing to "flee this bitter world where vice is king." We know that Alceste will never be happy around other people, because no one can live up to his high expectations.

Exercises**North Carolina** 

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** hippacrites
B hipokrates
C hypocrites
D Make no change.
2. **A** eyes, Molière
B eyes and Molière
C eyes Molière
D Make no change.
3. **A** Philinte’s telling
B Philinte told
C Philinte had told
D Make no change.
4. **A** Alceste disagrees. He argues
B Alceste disagrees and he argues
C Alceste, disagrees, he argues
D Make no change.
5. **A** that; the poet Oronte being insulted
B that, he insults the poet Oronte
C that, insulting the poet Oronte
D Make no change.
6. **A** flirt; who
B flirt who
C flirt. A person who
D Make no change.
7. **A** He pleads with her
B Him having pleaded with her
C He pleading with her
D Make no change.
8. **A** Alceste had realized
B Alceste will have realized
C Alceste is realizing
D Make no change.

Exercise 12


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

Of all my experiences, I would have to say that learning to drive an automobile is one of the most memorable. Although learning to drive was difficult and challenging, I can't imagine an experience that was ultimately more rewarding.

Before I took my first driving lesson, I thought that all I'd have to do was read a few books, listen to a few lectures, and drive a few times with my instructor. I did not understand that learning to drive was a long, and serious process. I did not realize that I would have to spend many hours behind the wheel or study as hard as I have for any class I've ever taken. At one point, I doubted I could ever pass the driving examination.

Fortunately, my instructor was very patient and helpful she even gave me extra lessons to help me learn how to parallel park. That was the toughest part! Her understanding and freindliness made a difficult task easier and helped me build the confidence I needed.

On the last day of driving lessons, I arrived in class with one thought in mind, I wanted to prove to my teacher that I had learned my lessons well. After a perfect driving session, I went straight to the Department of Motor Vehicles, took my test, and passed them! I really felt like I accomplished something.

Exercises**North Carolina** 

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** can't imagining
B can't imagined
C can't imagination
D Make no change.
2. **A** I would have to drive a few times with my instructor
B be driving a few times with my instructor
C driving a few times with my instructor
D Make no change.
3. **A** long and serious
B long, and a serious
C long; and serious
D Make no change.
4. **A** am studying
B studies
C would study
D Make no change.
5. **A** helpful and she even
B helpful. She even
C helpful, She even
D Make no change.
6. **A** friendliness
B frendliness
C freindlyness
D Make no change.
7. **A** mind: I wanted to prove
B mind I wanted to prove
C mind; and I wanted to prove
D Make no change.
8. **A** they
B it
C him
D Make no change.

Exercise 13

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

In the satirical novel *Candide* by Voltaire, the main character searches for a better way of life. His journeys lead him to a truer understanding about the world around him and about hisself.

①
When the story of Candide and his friends begin, our hero lives in a castle with his philosophy tutor, Dr. Pangloss, a baron, and the baron's beautiful daughter, Cunegonde. Living in such luxury, it is easy to convince Candide that he lives in "the best of all possible worlds," a cheerful belief taught by Dr. Pangloss. When Candide is caught kissing Cunegonde however, he is banished from the castle and forced to experience the real world.

Candide soon realizes that the outside world is quite different from life in the castle. The people he meets are cruel, and Candide realizes that his extensive studies of philosophy have not prepared him for life's disasters. During his travels, he is robbed, beaten, and nearly killed. Learning through his experiences not to be so trusting of others.

By the end of the novel, Candide has abandoned his youthful optomism. Instead, encountering people's cruelty throughout his travels drive Candide to dedicate himself to hard work, and he decides to spend his life cultivating a garden as an antidote to life's hardship.

Exercises

North Carolina



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

- | | |
|---|--|
| <p>1. A his self
B he self
C himself
D Make no change.</p> <p>2. A do begins
B begins
C do begin
D Make no change.</p> <p>3. A Candide is convinced
B Candide’s conviction is
C convincing Candide
D Make no change.</p> <p>4. A caught kissing Cunegonde; however,
B caught kissing, Cunegonde however;
C caught kissing Cunegonde, however,
D Make no change.</p> | <p>5. A cruel and
B cruel but
C cruel; and
D Make no change.</p> <p>6. A killed; he learns
B killed: learning
C killed; learning
D Make no change.</p> <p>7. A optamism
B optimism
C optomizm
D Make no change.</p> <p>8. A have driven
B drives
C did drive
D Make no change.</p> |
|---|--|

Exercise 14

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

In many great works of literature, the main characters have to deal with problems in their society. In *Cry, The Beloved Country* by Alan Paton, the characters live in South Africa under apartheid and facing the restrictions of the country's racist policies. ①

The main character is Stephen Kumalo, a pastor who lives in a small Zulu township. Family problems, including a sister who has become a prostitute and a son who has disappeared, forces Kumalo to go to the city of Johannesburg. As he travels to the big city, Kumalo meets many people and begins to see how oppressed black Africans are under the apartheid government. ② ③ ④

Once he reaches the city, Kumalo learns from others that his son has been drinking, stealing, and engaging in other illegal activities. Kumalo eventually finds his son in prison, where himself learns that the boy has been accused of murder. When Kumalo learns that his son has murdered a white man friendly to the black-liberation movement. He realizes the senseless destruction caused by the society in which he lives. He strikes up a friendship with the murdered man's son, and at the end of the book, the two ponder the fate of their divided nation. ⑤ ⑥ ⑦ ⑧

Exercises

North Carolina



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

- | | |
|--|---|
| <p>1. A face
B faces
C be facing
D Make no change.</p> <p>2. A Kumalo. A pastor
B Kumalo; a pastor
C Kumalo: a pastor
D Make no change.</p> <p>3. A has forced
B is forcing
C force
D Make no change.</p> <p>4. A opressed
B oppressed
C opresed
D Make no change.</p> | <p>5. A city; Kumalo
B city, Kumalo
C city: Kumalo
D Make no change.</p> <p>6. A that he engages
B to engage
C he was engaging
D Make no change.</p> <p>7. A him
B he
C by himself
D Make no change.</p> <p>8. A movement, he
B movement: he
C movement; he
D Make no change.</p> |
|--|---|