

## Unit 7

## ENGLISH GRAMMAR PRACTICE TEST

## Revising and Editing

## Practice Test Answer Sheet

Fill in the circle completely for the answer choice you think is best.

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)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

**(14 Minutes—14 Questions)**

**DIRECTIONS:** The following sentences test your ability to recognize grammar and usage errors. Each sentence contains one error or no error at all. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice D. Record your answers in the answer sheet.

- The Great Wall of China stretches from <sup>A</sup> Shanhai Pass, near the gulf of chihli, to Jiayu <sup>B</sup> Pass, deep in Central Asia. No error <sup>C</sup> Pass, deep in Central Asia. No error <sup>D</sup>
- Measuring roughly 4,500 miles long, the <sup>A</sup> Great Wall is one of the largest humanmade <sup>B</sup> structures in the world. No error <sup>C</sup> structures in the world. No error <sup>D</sup>
- Construction of the wall begun in the 7th <sup>A</sup> century BCE as a defensive fortification <sup>B</sup> against Mongolian invaders and other <sup>C</sup> enemies of China. No error <sup>D</sup>
- Following the lead of the Qi, other states <sup>A</sup> erected there own extensions to the wall to <sup>B</sup> ward off invasions from neighboring states. No error <sup>C</sup> ward off invasions from neighboring states. No error <sup>D</sup>
- Many of the walls oldest parts were made of <sup>A</sup> stones and incorporated existing river dikes, <sup>B</sup> impassable mountains, and rammed earth. No error <sup>C</sup>
- Signal towers, often positioned on hilltops, <sup>A</sup> were built at key points, in the wall, and <sup>B</sup> used to send military communications. No error <sup>C</sup>

7. Since the beginning the Manchu dynasty  
 in 1644, much of the Great Wall has been  
 neglected and fallen into disrepair. No error
- A  
B  
C  
D
8. Still, much of the wall has been repaired,  
 and while roadways segment it,  
 and thousands of tourists visit the amazing  
 structure each day. No error
- A  
B  
C  
D

**DIRECTIONS:** The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are four ways of phrasing the underlined material. Select the choice that you feel produces a better sentence. Choice A repeats the original phrasing. Select choice A if you believe the original phrasing produces a better sentence than the alternatives. Pay attention to grammar, sentence construction, word choice, and punctuation. Your selection should result in the most effective sentence.

9. During the Ming dynasty, China held powerful influence that showed strength over some eastern nations.
- A. China held powerful influence that showed strength over some eastern nations.
- B. China held powerful influence showing strength over some eastern nations.
- C. China held powerful influence showing power over some eastern nations.
- D. China held powerful influence over some eastern nations.
10. Still, Chinese pirates conspired with raiders from Japan to loot, and disrupt the Chinese coastline.
- A. to loot, and disrupt the Chinese coastline.
- B. to loot and disrupt the Chinese coastline.
- C. to loot, and disrupt, the Chinese coastline.
- D. to loot, disrupt the Chinese coastline.
11. Literature and the arts flourished among the Ming dynasty.
- A. Literature and the arts flourished among the Ming dynasty.
- B. Literature, and the arts, flourished among the Ming dynasty.
- C. Literature and the arts flourished during the Ming dynasty.
- D. Literature and the arts flourished amid the Ming dynasty.
12. Jewelry and ornaments were fashioned stylishly from porcelain, jade, and ivory.
- A. fashioned stylishly from porcelain, jade, and ivory.
- B. fashioned, stylishly from porcelain, jade, and ivory.
- C. fashioned, stylishly, from porcelain, jade, and, ivory.
- D. fashioned stylishly, from porcelain, jade, and, ivory.
13. Design of the Ming dynasty is often characterized by its intricacy.
- A. Design of the Ming dynasty
- B. Ming Dynasty design
- C. Ming dynasty designs
- D. Ming design
14. China found itself in significant contact with Portugal during this time.
- A. China found itself in significant contact
- B. China found itself with significant contact
- C. China found itself engaged in significant contact
- D. China was engaged in significant contact

15 Minutes – 15 Questions

**Directions:** Do not spend too much time on difficult questions. Calculators are permitted. Do not assume that figures are drawn to scale. The word *average* refers to the arithmetic *mean*.

DO YOUR FIGURING HERE.

- Solve for  $x$  in the following equation:  
 $ax - by + cxy = z$ , with  $a \neq cy$ .
  - $\frac{a+cy}{z+by}$
  - $\frac{z+by}{a+cy}$
  - $\frac{a+cy}{z-by}$
  - $\frac{z+by}{a-cy}$
  - $\frac{z-by+cy}{a}$
- If  $x^4 = 256$ , and  $\sqrt{x} - 3x^3$  is a real number, then what is  $\sqrt{x} - 3x^3$ ?
  - 1726
  - 1724
  - 190
  - 188
  - 100
- Find the median of the following set of numbers:  
1, 2, 4, 5, 3, 7, 4.5, 2, 1, 6, 7, 43.
  - 4
  - 4.25
  - 4.5
  - 1, 2, 7
  - 7.125

DO YOUR FIGURING HERE.

4. If  $\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}$  and  $\frac{1}{\sqrt{3}} = \frac{\sqrt{3}}{3}$ , what does  $\frac{1}{\sqrt{8}}$  equal?

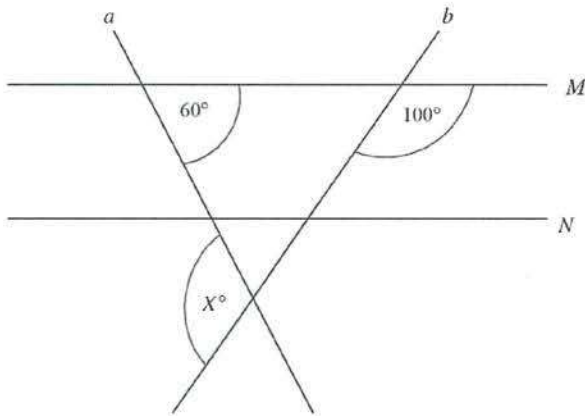
F.  $\frac{\sqrt{2}}{2}$

G.  $\frac{\sqrt{2}}{4}$

H.  $\frac{\sqrt{1}}{8}$

J. All of the above

K. None of the above



5. In the figure above, lines M and N are parallel. Lines a and b intersect lines M and N at the angles marked. What is X?

A. 110

B. 120

C. 130

D. 140

E. 150

6. A new truck costs \$25,000. If it loses value at the rate of 15% the first year, and 10% each year after that, how much is it worth, to the nearest dollar, in three years?

F. \$15,491

G. \$16,250

H. \$17,213

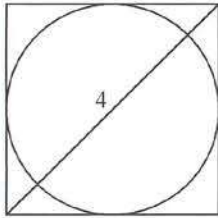
J. \$18,750

K. \$19,125



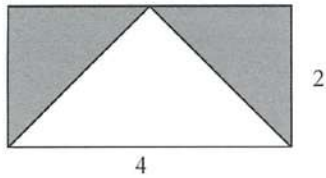
DO YOUR FIGURING HERE.

7. What is the next term in the sequence  $i, -1, -i, 1,$  if  $i = \sqrt{-1}$ ?
- A.  $i$
  - B.  $-i$
  - C.  $-1$
  - D.  $1$
  - E. Impossible to determine
8. Mr. Peabody was walking his dog in the park when he spied his friend Mr. Fitzgerald 600 feet away. If Mr. Peabody walked toward Mr. Fitzgerald at 6 feet per second, Mr. Fitzgerald walked toward Mr. Peabody at 9 feet per second, and the dog dashed back and forth from one man to the other at 12 feet per second, how far did the dog run by the time the friends met?
- F. 480 feet
  - G. 600 feet
  - H. 840 feet
  - J. 1,000 feet
  - K. 1,280 feet

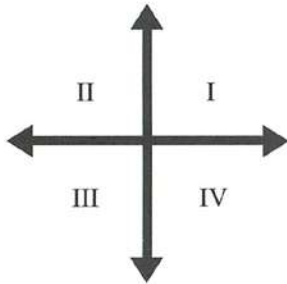


9. What is the area of a circle inscribed in a square with diagonal of length 4?
- A.  $\frac{\pi}{4}$
  - B.  $\frac{\pi}{2}$
  - C.  $\pi$
  - D.  $2\pi$
  - E.  $16\pi$

DO YOUR FIGURING HERE.



10. What is the area of the unshaded region above? Assume that the unshaded region makes an isosceles triangle.
- F. 1
  - G. 2
  - H. 4
  - J. 6
  - K. 8
11. The standard coordinate plane is shown below, with the four quadrants labeled. Point  $R$ , denoted by  $R(x, y)$  is graphed on this plane, such that  $x \neq 0$  and  $y \neq 0$ .



If the product of  $x$  and  $y$  is a negative number, then the point  $R$  is located in which quadrant?

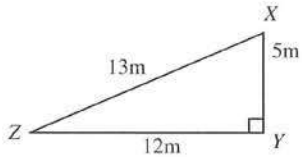
- A. Quadrant IV only
  - B. Quadrant II only
  - C. Quadrant III only
  - D. Quadrants I or III only
  - E. Quadrants II or IV only
12. Which of the following equations is equivalent to  $y = \frac{5}{4}x - 16$ ?
- F.  $-4x + 5y = 64$
  - G.  $\frac{4}{5}x + y = 16$
  - H.  $5x - 4y = 64$
  - J.  $5x + 4y = 16$
  - K. None of the above

DO YOUR FIGURING HERE.

13. Marcia has a bowl containing 15 red candies, 30 brown candies, 20 green candies, and 25 yellow candies. How many more green candies must be added to the bowl in order for there to be a  $\frac{1}{5}$  probability that Marcia will randomly pluck a yellow candy from the bowl?

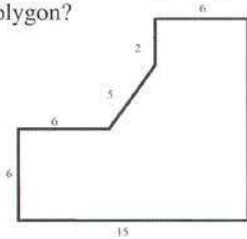
- A. 15
- B. 20
- C. 25
- D. 30
- E. 35

14. Given the right triangle  $\Delta XYZ$  below, what is the cosine of angle  $Z$ ?

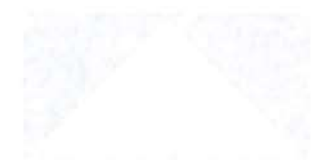


- F.  $\frac{5}{13}$
- G.  $\frac{5}{12}$
- H.  $\frac{12}{13}$
- J.  $\frac{13}{12}$
- K.  $\frac{12}{5}$

15. In the figure below, each corner of the polygon that looks like a right angle is a right angle. What is the area of the polygon?



- A. 48
- B. 90
- C. 100
- D. 132
- E. 138



END OF TEST.  
DO NOT TURN PAGE UNTIL TOLD  
TO DO SO.

LESSON

# 8



## THE DRAFTING PROCESS

### **LESSON SUMMARY**

In this lesson, you'll learn how to get started on a rough draft from your brainstorming notes. You'll also learn how to develop strong essay paragraphs.

**W**hat does writing an essay remind you of? Think for a minute what writing is like for you. Many students compare it to the creation of a whole new universe, built by words and ideas. You too can create a compelling essay universe by using some effective essay building strategies.

### **Where to Begin?**

The planning steps in Section 1 of this book have enabled you to break down the assignment, brainstorm ideas, focus your topic, develop a tentative thesis, and design an outline, which are essential building blocks for a great essay. Now it's time for next steps. Get one of your outlines out, place your thesis at the top of the page, and try one of these techniques to get the drafting process under way.

#### **Focused Brainstorm**

This is a good time to return to the brainstorming activities in Lessons 3 and 4 (looping and cubing in particular), and to apply them to a specific paragraph or section. You can also try “exploding the moment” for a particular



idea or paragraph in your paper: what sensory details (*see, think, feel, does, says*) are associated with the concept? If needed, consider returning to the thesis template in Lesson 5 to clarify a paragraph or section's main ideas, arguments, etc.

### Apply Organizational Strategies

As discussed in Lessons 6 and 7, your essay outline should already be organized according to the organizational strategies you intend to use. If it's not, your first step is to sequence ideas so they reflect a chronology, comparison, causal analysis, etc.

## Practice 1

Select one of the practice items you completed for Lesson 7 and use one of the three strategies suggested in this section to start drafting a response. See how much you can accomplish in 20 minutes.

## Paragraphs

By definition, a **paragraph** is one or more sentences about a single idea. They're also one of a writer's most important tools. They divide the text into manageable pieces of information, and lead the reader by signaling the introduction of new ideas.

The following is an example of a complete paragraph. What common elements of a paragraph can you spot in it?

*The African country of the Democratic Republic of Congo has had a turbulent past. It was colonized by Belgium in the late nineteenth century and officially declared a Belgian territory by King Leopold in 1895. The country, called the Belgian Congo after 1908, was under Belgian rule for 65 years. In 1960, after several years of unrest, Congo was granted independence from Belgium. The country was unstable for several years. Two presidents were elected and deposed, and there was much arguing over who should run the country and how. In 1965, a man named Mobutu Sese Seko rose to power. Though the country was remarkably rich in resources such as diamonds, under Sese Seko's rule, the people lived in complete squalor. Still, Sese Seko brought some stability to the region. He ruled for 32 years, until the people finally rebelled in 1997.*

The first sentence in the paragraph introduced the topic and expressed its main idea; it is the paragraph's topic sentence. The next seven sentences develop and support that idea. Then, the last two sentences conclude the paragraph. They remind readers of the main idea (the country's unstable past) and lead them into the next paragraph by introducing the 1997 rebellion that removed Sese Seko from power.

Paragraphs are not accidents. When composed effectively, they are deliberate, orderly, and clear. They are held together by one controlling idea. This idea is usually stated in a topic sentence and supported by the remaining sentences.

## Practice 2

Divide the following text into paragraphs. Underline the topic sentence in each paragraph you create:

*Sigmund Freud, the father of psychoanalysis, made many contributions to the science of psychology. One of his greatest contributions was his theory of the personality. According to Freud, the human personality is made up of three parts: the id, the ego, and the superego. The id is the part of the personality that exists only in the subconscious. According to Freud, the id has no direct contact with reality. It is the innermost core of our personality and operates according to the pleasure principle. That is, it seeks immediate gratification for its desires, regardless of external realities or consequences. It is not even aware that external realities or consequences exist. The ego develops from the id and is the part of the personality in contact with the real world. The ego is conscious and therefore aims to satisfy the subconscious desire of the id as best it can within the individual's environment. When it can't satisfy those desires, it tries to control or suppress the id. The ego functions according to the reality principle. The superego is the third and final part of the personality to develop. This part of the personality contains our moral values and ideals, our notion of what's right and wrong. The superego gives us the rules that help the ego control the id. For example, a child wants a toy that belongs to another child (id). He checks his environment to see if it's possible to take that toy (ego). He can, and does. Then he remembers that it's wrong to take something that belongs to someone else (superego), and returns the toy.*

### Developing Strong Paragraphs

What did you do when completing Practice 1 to separate the text in a logical sequence of paragraphs? Most likely, you looked for sentences that seemed to serve a particular role—as transitions, as different ideas, as evidence supporting previous statements. As you start drafting, it may be helpful to apply the same logic to your drafting: start first by determining the desired function of the sentence in the paragraph and consider, briefly, what idea you want to convey. Map out the *what* and *why* of the sentence(s), and you're ready to compose. Consider our earlier example on the Congo (the first example is done for you; fill in the spaces for the other two examples):

MAP	IDEA	SENTENCE
<b>Function</b>		
Introduce paragraph	History of instability	The African country of the Democratic Republic of Congo has had a turbulent past.
	Start with European colonization	It was colonized by Belgium in the late nineteenth century and officially declared a Belgian territory by King Leopold in 1895.
		The country, called the Belgian Congo after 1908, was under Belgian rule for 65 years.



Note how a graphic organizer like this comes in handy when collecting and organizing your thoughts. It allows us to get really granular, knowing the exact purpose and content of each sentence before composing. That helps a lot when you're just trying to get thoughts on paper.

It also helps to have a rich structure to follow, so that you know what the function of the sentence should be.

One possible method for analytical and argumentative essay assignments is what is known as Toulmin structure (named after the man who invented it), which was originally intended for legal scholars. That's the key advantage of the model: it's structured to encourage well-reasoned and well-supported thinking, the kind that builds paragraphs so they each convey a complete thought. Here is an example outline of this model:

1. **Topic sentence:** states the main idea of the paragraph
2. **Reason(s):** explains the causes or support for the main idea
3. **Evidence:** describes the data or proof for the main idea
4. **Backing:** explains how the evidence supports the main idea
5. **Qualifier/Rebuttal/Concession:** discusses when or how the main idea is true or not true in other situations (discussed in greater detail in Lesson 10)

This is not to suggest that a paragraph must be no more and no less than five sentences; it may be that your evidence or qualifier requires several sentences of explanation, or that a concession is not necessary. The structure is merely a guide to ensure your paragraphs have appropriate depth.

The example that follows comes from an SAT Writing task, which asks test takers whether understanding one's own identity requires him or her to turn inward. It has been reproduced as both a full paragraph and in the table, so that you can see how the components of the Toulmin work separately and together. Note that this writer included both a qualifier and rebuttal in his response.

*Those with the most profound sense of understanding of life, or hold a strong self-identity, are those who chose not to follow the crowd. We cannot understand life ourselves simply by having the ideas and values of others thrust upon us; our ability to truly understand these features and to reshape them for our ends must be done internally. This is particularly evident when looking at the lives of important philosophers like Nietzsche and Socrates, each of whom came to grasp something essential about life by removing themselves from the city so they could think and write. By separating themselves from the masses, both philosophers were able to ponder what it means to be human without being influenced by surrounding human interests; this separation and turn inward enabled each to develop a clear worldview that would change how we view the world. Of course, the examples of two philosophical giants might suggest that very few people every truly understand themselves; however, given, the complexity of the world in which we live, that's not unexpected. Besides, how many people truly turn inward in a meaningful fashion? Millions of people are happy and confident without necessarily turning inward; however, I say these people are acting according to the social roles "scripted" for them rather than any internal calculus—this is not understanding the self.*

THE DRAFTING PROCESS

TOULMIN STEPS	SENTENCE
Topic Sentence	Those with the most profound sense of understanding of life, or hold a strong self-identity, are those who chose not to follow the crowd.
Reasoning	We cannot understand life our ourselves simply by having the ideas and values of others thrust upon us; our ability to truly understand these features and to reshape them for our ends must be done internally.
Evidence	This is particularly evident when looking at the lives of important philosophers like Nietzsche and Socrates, each of whom came to grasp something essential about life by removing themselves from the city so they could think and write.
Backing	By separating themselves from the masses, both philosophers were able to ponder what it means to be human without being influenced by surrounding human interests; this separation and turn inward enabled each to develop a clear worldview that would change how we view the world.
Qualifier	Of course, the examples of two philosophical giants might suggest that very few people every truly understand themselves; however, given, the complexity of the world in which we live, that's not unexpected. Besides, how many people truly turn inward in a meaningful fashion?
Rebuttal	Millions of people are happy and confident without necessarily turning inward; however, I say these people are acting according to the social roles "scripted" for them rather than any internal calculus—this is not understanding the self.

### Practice 3

Continue developing the response you started in Practice 1 for this lesson by developing the body paragraphs. Use the following paragraph map and/or the Toulmin model to organize your paragraph ideas and flow. Compose your response on another sheet of paper or a computer.

FUNCTION	IDEA	SENTENCE



### In Short

Initial drafting of an essay is meant to be a continuation of the work completed during the planning stages. A paragraph is a group of sentences that are organized to fully and meaningfully express a single controlling idea. Identifying the function and idea of each sentence enables you to compose clearer and coherent sentences and paragraphs.

### Skill Building Practice

Use one of the drafting techniques covered in this lesson the next time you begin an essay and reflect on the process. Which one did you choose, and why? How did the experience compare to your usual methods of beginning a draft? Would you use the strategy again? Why or why not?