

ACT English

Improving College Admission
Test Scores

Student Workbook

Acknowledgments

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The American College Testing Program (ACT) is a comprehensive system of data collection, processing, and reporting designed to assist students in the transition from high school to college. Used in combination with a student's high school record, the ACT report summarizes information about each student's interests, plans, college choices, and current level of educational development. It offers useful information that can help high school counselors advise their students about suitable colleges and programs and can help colleges compare and assess student qualifications.

The ACT Assessment consists of the Student Profile Section and the ACT Interest Inventory, which students complete when they register for the Assessment, and four academic tests administered at a test center under standardized conditions. The academic tests—in English, mathematics, reading, and science reasoning—emphasize reasoning and problem-solving skills. The test items represent scholastic tasks required in college level work and are oriented toward the major areas of high school and college instructional programs.

ACT questions are designed to measure a wide range of abilities and knowledge. Consequently, some of the items are difficult while others are fairly easy. It is important for students not to become discouraged when they encounter questions they find difficult.

The ACT Assessment represents a singular intellectual challenge to high school students. A background of strong academic courses, combined with a worthwhile review, will enable you to meet this challenge successfully.

The English Test

The English Test is a 75-question, 45-minute examination that measures understanding and use of the basic elements of standard written English. Five prose passages are given with portions underlined and numbered: for each underlined portion four choices are given.

Students are asked to judge which of four alternative expressions is the most appropriate in conventional usage or is most consistent with the style and tone of the passage as a whole. Some items may ask a question about a section of the passage or about the entire passage. In order to select the correct response, students must examine the choices, analyze different forms of expression, and determine the answer to the problem.

The five passages will focus on a variety of topics and are written in a variety of styles. Students must take into account the writing style when responding to a question. They should read the passage before responding to the questions, which reflect the kinds of problems that are encountered in high school and some college courses.

Six content areas are represented in each test (see chart, page vi). Spelling, vocabulary, and rote recall of rules of grammar are not tested. The 75 test questions reflect an appropriate balance of content and skills (low, middle, and high difficulty), and range of performance. Because there is no penalty for guessing, students are encouraged to answer every question. In many ways the test represents a work draft of an English composition. It addresses knowledge of rhetorical devices and technical competence such as punctuation, grammar, and usage, sentence structure, strategy, organization, and style. In this sense it is a test of the students' understanding and use of the basic elements of effective writing.

The scale on which ACT academic test scores are reported is 1-36, with a mean of 18. The scale for each subscore is 1-18, with a mean of 9, based on a nationally representative sample of October-tested 12th grade students who plan to enter two-year or four-year postsecondary institutions. Three scores are reported to the ACT English test: a total test score based on all 75 items, a subscore in Usage/Mechanics based on 40 items, and a subscore in Rhetorical skills based on 35 items.

In order to perform efficiently and accurately throughout the examination, students must

understand and apply fundamental principles of English. Spending too much time on any one item is unwise. On the average, students should spend approximately 36 seconds on each item. Any remaining time should be spent in completing unanswered questions or reviewing previous work.

How to Use the English Workbook

The English Student Workbook consists of four practice tests, a Student Information Manual covering six essential elements of expository writing: punctuation, grammar and usage, sentence structure, strategy, organization, and style, and a writing test section. The objectives of the program are to build self-confidence, refresh cognitive skills, identify strengths and weaknesses, and give practice in working with test questions.

Practice Tests

There are three full-length practice tests, skill builder exercises, and a “final review” test. Under actual testing conditions, students are allowed 45 minutes for the entire test. The instructions should be followed carefully. Answers should be marked on the answer sheet printed in the back of the book. The test answer sheet may be duplicated as needed to answer the questions in all three tests. The answers will be reviewed by the teacher.

Student Information Manual: The Student Information Manual describes and illustrates each of the content areas in the English Test. Following each description is a skill builder review exercise.

NOTE: The answers to the practice tests and the skill builder review exercises are *not* found in this Student Workbook. They are included in the Teacher Manual.

ACT Assessment Writing Test

The optional Writing Test, first administered in February 2005, is a requirement for admission at many post-secondary institutions. The test will be holistically scored on a scale of 0 to 6 points: lower-level score (1-3); upper-level score (4-6). The score for the essay will be listed separately from the ACT English Test.

Appendices

Appendix A is a glossary of idiomatic phrases. *Appendix B* is a glossary of grammatical terms.

Students should refer to the appendices when they encounter words, phrases, or terminology that may need clarification.

ACT English Test Content

Content covered: Six elements of effective writing are included in the English Test. These elements and the appropriate proportion of the test devoted to each are given below.

ACT Assessment English Test - 75 items, 45 minutes

Content/Skill	Proportion of Test	Number of Questions
Usage/Mechanics – total 40 items	.53	40
Punctuation	.13	10
Grammar and Usage	.16	12
Sentence Structure	.24	18
Rhetorical Skills – total 35 items	.47	35
Strategy	.16	12
Organization	.15	11
Style	.16	12
Total	100%	75 questions

1. Usage/Mechanics

- a. *Punctuation*. The items in this category test the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, identifying appositives).
- b. *Basic Grammar and Usage*. The items in this category test agreement between subject and verb, between pronoun and antecedent, between modifiers and the words modified, verb formation, pronoun case, formation of comparative and superlative adjectives, adverbs, and idiomatic usage (e.g., choosing appropriate function words).
- c. *Sentence Structure*. The items in this category test relationships between and among clauses, placement of modifiers, and shifts in construction.

2. Rhetorical Skills

- a. *Strategy*. The items in this category test the appropriateness of expression in relation to audience and purpose, the strengthening of writing with appropriate supporting material, and the effective choice of statements of theme and purpose.
- b. *Organization*. The items in this category test the organization of ideas and the relevance of statements in context (order, coherence, unity).
- c. *Style*. The items in this category test precision and appropriateness in the choice of words and images, rhetorically effective management of sentence elements, avoidance of ambiguous pronoun references, and economy in writing.

45 minutes – 75 questions

Directions: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “No Change.” You will also find questions about a section of the passage, or about the passage as a whole. Those questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box. Sometimes paragraphs may or may not be in the most logical order. Numbers in brackets refer to questions concerning a whole paragraph or that ask you to choose the sequence of paragraphs that will make an essay most logical. For each question, choose the alternative you consider best. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine many answers without reading several sentences beyond the question. Be sure that you have read far enough ahead each time before making your selection.

Passage I**Fear or Phobia?**

[1]

Fear is a common and often beneficial human emotion. It is natural to fear situations which represent¹ danger to us and might result in bodily harm.¹ Some people have a fear of flying in airplanes,² some cringe at the sight of a roaring fire; others get lightheaded when they look down from tall buildings. For most people these fears are minor and easily controlled. For others, however, these fears are so severe that they cause tremendous anxiety and interfere with their normal day-to-day existence.

[2]

Such an irrational fear is called a *phobia* (taken from the Greek word *phobos*, meaning “fear”). **3** What differentiates a normal fear from a phobia? It is normal and even helpful to experience fear in dangerous situations. Fear serves a protective purpose, activating the automatic “fight-or-flight” response in our

1. A. NO CHANGE
B. that might prove dangerous
C. wherein we might put ourselves in physical danger
D. that mean danger
2. F. NO CHANGE
G. airplanes, and
H. airplanes;
J. airplanes:
3. At this point, the writer is considering adding the following sentence:
"The god Phobos, son of Ares and Aphrodite, was the personification of horror in Greek mythology."
Should the writer make this addition here?
A. Yes, because it gives additional information on the etymology of the word *phobia*.
B. Yes, because it helps the reader to understand the difference between fear and phobia.
C. No, because the Greek gods were mythological creatures that have no importance in our modern society.
D. No, because it distracts the reader from the main focus of the paragraph and does not logically fit at this point in the essay.

brains with⁴ our bodies and minds alert and ready for action, we are able to respond quickly and protect ourselves.

[3]

If you have a phobia, you probably already realize that your fear is unreasonable, yet you still cannot control your feelings.⁵

Just thinking⁶ about the feared object or situation may make you anxious. And when you are actually exposed to the thing you fear, the terror is

automatic and it is overwhelming.⁷ The experience is so nerve-wracking that you may go to great lengths to avoid it, inconveniencing yourself or even altering your lifestyle. If you have claustrophobia, for instance, you might turn down a lucrative job offer if you have to ride the elevator to get to the office. If you have a fear of heights, you might drive an extra twenty miles in order to avoid a tall bridge.

[4]

Phobias, despite being different from natural⁸
fears, represent an intense, irrational fear of an⁸
imaginary threat that has been greatly exaggerated in⁸
the sufferer's mind.⁸ For example, it is only natural to be afraid of a poisonous black widow spider, but it is irrational to be terrified of a harmless daddy longlegs, as you might be if you suffer from arachnophobia (an

4. F. NO CHANGE
G. brains, with
H. brains. With
J. brains. Once
5. If the writer were to delete the phrase “yet you still cannot control your feelings” from the preceding sentence (ending the sentence with a period after *unreasonable*), the essay would primarily lose a detail that
A. explains how harmless phobias are.
B. illustrates how phobias differ from ordinary fears.
C. displays the author’s knowledge of psychiatry.
D. shows that people need help in dealing with their irrational fears.
6. F. NO CHANGE
G. When you think
H. As you are thinking
J. Thinking only
7. A. NO CHANGE
B. overwhelmingly automatic
C. automatic and overwhelming
D. automatically overwhelming
8. Which choice most effectively signals the shift from the preceding paragraph to this paragraph?
F. NO CHANGE
G. Greatly exaggerated and nonexistent, phobias represent a threat.
H. With phobias, on the other hand, the threat is greatly exaggerated or nonexistent.
J. Likewise, phobias represent a nonexistent threat that is greatly exaggerated.

irrational fear of spiders). A phobia is an intense fear of something that, in reality, poses little or no actual danger. Phobias that are more commonly seen than⁹ most⁹ include the fear of spaces which are closed in,¹⁰ being in high places, cats, spiders, snakes, anything¹⁰ that involves the number thirteen, and even fearing¹⁰ clowns. We can develop phobias of virtually¹⁰ anything. Most phobias start in

childhood but¹¹ they can also develop in adults.

[5]
Fortunately,¹² phobias can be managed and sometimes even cured. Self-help strategies and therapy can help sufferers overcome their fears and get on with their lives.

Understanding phobias is the first step to¹³ overcoming them.¹³ It's important to know that phobias are common. Having a phobia doesn't mean someone is insane! It also helps to know that phobias are highly treatable. A person may be overcoming¹⁴ his anxiety and fear, no matter how out of control it feels. [15]

9. A. NO CHANGE
B. Common phobias
C. Commonly experienced phobias
D. Some commonplace phobias
10. F. NO CHANGE
G. places that are closed in, places that are high, cats, spiders, and snakes, things with the number thirteen, and clowns even.
H. places that are closed in or are high in the air, animals and insects like cats, spiders, snakes, the number thirteen, and even clowns.
J. closed-in places, heights, cats, spiders, snakes, the number thirteen and even clowns.
11. A. NO CHANGE
B. childhood, but
C. childhood but,
D. childhood, but,
12. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. Nevertheless,
G. Happily,
H. Thankfully,
J. Luckily,
13. Which choice would most effectively introduce the rest of this paragraph?
A. NO CHANGE
B. A good psychiatrist can help you put your fears behind you.
C. There is no medication or instant cure for overcoming a phobia.
D. Discovering the underlying cause of your fears might be difficult.
14. F. NO CHANGE
G. overcomes
H. will be overcoming
J. can overcome

Question 15 asks about the passage as a whole.

15. For the sake of the logic and coherence of the passage, Paragraph 3 should be placed:
A. where it is now
B. after Paragraph 1
C. after Paragraph 4
D. after Paragraph 5

Passage II

Britain's "Queen of Crime"

[16]Despite a lack of formal schooling, Dame Agatha Christie became one of the most prolific British writers, authoring crime novels, short stories, and plays. She also wrote romances under the name Mary Westmacott, but she is best remembered for her

66 detective novels, 14 short story collections and¹⁷
she wrote successful West End plays. In addition to her fictional works, Agatha Christie penned two autobiographies: a posthumous work covering her childhood to old age and another chronicling several seasons of archaeological excavation in Syria and Iraq with her second husband, archaeologist Max Mallowan.

According to *The Guinness Book of World Records*, Christie is the best-selling novelist of all time. Her novels has sold¹⁸ roughly four billion copies, and her estate claims that her writings rank third, after the works of William Shakespeare and the Bible, as the most widely published books. According to Index Translationum, Christie, whose books have been¹⁹
translated into at least 103 languages—is also the most translated individual author, with only the collective corporate works of Walt Disney Productions surpassing her.

Christie's stage play, *The Mousetrap*, holds the record for the longest initial run: it opened in London on November 25, 1952, and as of 2011 is still

16. If the writer were to delete the phrase "Despite a lack of formal schooling" from the sentence, the sentence would primarily lose
- F. the fact that Christie's literary accomplishments are even more impressive because she had no formal education.
 - G. the message that even people without an education can become successful authors.
 - H. one of the main reasons Agatha Christie became a writer.
 - J. nothing of significance, because the phrase is unnecessary.
17. A. NO CHANGE
B. novels, collections and plays.
C. 66 detective novels, her 14 short story collections and her writing of successful West End plays.
D. 66 detective novels, 14 short story collections and successful West End plays.
18. F. NO CHANGE
G. have been sold
H. has been sold
J. have sold
19. A. NO CHANGE
B. Christie—whose books have been translated into at least 103 languages,
C. Christie—whose books have been translated into at least 103 languages—
D. Christie's books have been translated into at least 103 languages,

running after more than 24,000 performances. In 1955 Christie was the first recipient of the Mystery Writers of America’s highest honor, the Grand Master Award. In the same year *Witness for the Prosecution* was given it’s Edgar Award for Best Play. Many of her books ²⁰ and short stories have been turned into films, including *Murder on the Orient Express*, *Death on the Nile* and *The Mirror Crack’d from Side to Side*, and have been edited for television, radio, video games and comics. ²¹

[1] During the Second World War, Christie wrote two novels, *Curtain* and *Sleeping Murder*, intended as the final cases of these two great detectives. [2] Agatha Christie’s first novel, *The Mysterious Affair at Styles*, was published in 1920 and introduced the long-running character detective Hercule Poirot, who appeared in 33 of Christie’s novels and 54 short stories. [3] Both books were sealed in a bank vault and released for publication by Christie only at the end of her life, when she realized for over thirty years that she could not ²² write any more novels. [4] Her other well known character, Miss Marple, was introduced in the short story *The Tuesday Night* in 1927. [23]

Detective Poirot made an indelible impression ²⁴ on the minds of Christie’s readers. In fact, by the end ²⁴ of the 1930s, she wrote in her diary that she was finding Poirot “insufferable,” and by the 1960s she

20. F. NO CHANGE
 G. its’
 H. itself
 J. its
21. A. NO CHANGE
 B. adapted
 C. rewritten
 D. shortened
22. The best placement for the underlined portion would be:
 F. where it is now.
 G. after the word *vault*.
 H. after the word *publication*.
 J. after the word *novels* (ending the sentence with a period).
23. Which of the following sequences of sentences makes this paragraph most logical?
 A. NO CHANGE
 B. 2, 4, 1, 3
 C. 2, 4, 3, 1
 D. 1, 2, 4, 3
24. Given that all of the choices are true, which one provides information that is relevant and that makes the rest of the paragraph understandable?
 F. NO CHANGE
 G. Christie’s novels sold well, and Poirot contributed to her success.
 H. Christie eventually grew to dislike Detective Poirot.
 J. Hercule Poirot became a recognized name among readers of mystery novels.

felt that he was “an ego-centric creep.” However, Christie resisted the temptation to kill her detective off while he was still popular. She viewed herself as an entertainer whose job was to produce what the public liked, and the readers wanted more mysteries.

²⁵
Indeed, Poirot was so popular that he became the ²⁶ only fictional character to have been given an

obituary in *The New York Times*, following the ²⁷ publication of *Curtain* in 1975. ²⁷

Despite her feelings for Poirot, Christie is fond ²⁸ of Miss Marple. Still, it is interesting to note that the Belgian detective’s titles outnumber the Marple titles by more than two to one. This is largely because Christie wrote numerous Poirot novels early in her career, while *The Murder at the Vicarage* remained the sole Marple novel until the 1940s. Christie never wrote a novel or short story featuring both Poirot and ²⁹ Miss Marple. In a recording recently discovered and released in 2008, Christie revealed the reason for this: “Hercule Poirot, a complete egoist, would not like to be taught his business or having suggestions ³⁰ made to him by an elderly spinster lady.”

25. Which of the following phrases best emphasizes why Christie continued to write novels featuring Hercule Poirot?
- A. NO CHANGE
 - B. the public found reading entertaining
 - C. Poirot was an egotistical detective
 - D. the public liked Poirot
26. F. NO CHANGE
G. As a consequence, Poirot was so popular with Christie’s readers
H. It stands to reason, then, that Poirot was so popular
J. It was no surprise to anyone, then, that Poirot, being so popular,
27. The best placement for the underlined portion would be:
- A. where it is now.
 - B. before the word *Poirot*.
 - C. after the word *character*.
 - D. after the word *obituary*.
28. F. NO CHANGE
G. Like her detective Hercule Poirot, Christie was fond
H. In contrast, Christie was fond
J. On the other hand, in direct contrast to her feelings toward Poirot, Christie appears to be quite fond
29. If the word *both* were deleted from the sentence, the essay would primarily lose
- A. evidence that Christie was a prolific writer.
 - B. a detail that changes the meaning of the sentence.
 - C. support for a point made earlier.
 - D. a crucial link to the previous paragraph.
30. F. NO CHANGE
G. teaching
H. being taught to
J. being taught

Passage III

Tsunamis

[1] A tsunami is a set of ocean waves caused by a large, abrupt disturbance of the ocean surface. [2] *Tsunami* is a Japanese word, represented by two characters: *tsu*, meaning, “harbor,” and *nami*, meaning “wave.” [3] If the disturbance is close to land, tsunamis can demolish local coastal communities within minutes. [4] A very large disturbance can cause not only local devastation but also destroying thousands of miles away. **32**

Tsunamis rank high on the scale of natural disasters. Since 1850, they have been responsible for the loss of over 420,000 lives and billions of dollars of damage to coastal structures. Most of these casualties were caused by local tsunamis that destroyed both life and property. For

example, the December 2004 tsunami killed about 130,000 people close to the earthquake and 58,000 people on distant shores.

Tsunamis were most commonly generated by earthquakes in marine and coastal regions. Major tsunamis are produced by large, shallow focus earthquakes. They frequently occur in the Pacific Ocean, where dense oceanic plates slide under the

- 31. A. NO CHANGE
B. not only local devastation and destruction
C. not only local devastation but also destruction as well to
D. not only local devastation but also destruction
- 32. For the sake of the logic and coherence of the paragraph, Sentence 2 should be:
F. placed where it is now.
G. placed after Sentence 3.
H. placed after Sentence 4.
J. OMITTED from the paragraph.
- 33. Given that all of the choices are true, which one provides the most significant new information?
A. NO CHANGE
B. occur about once per year somewhere in the world
C. were caused by large, destructive waves
D. were caused by a disturbance on the seafloor.
- 34. F. NO CHANGE
G. example: the December 2004 tsunami killed around
H. example the December 2004 tsunami killed about
J. example, the December 2004 tsunami killed approximately
- 35. A. NO CHANGE
B. are
C. is
D. OMIT the underlined portion.

lighter continental plates. When a powerful earthquake struck the coastal region of Indonesia in 2004, the movement of the seafloor produced a tsunami in excess of 100 feet along the adjacent coastline, killing more than 240,000 people. From this source the tsunami radiated outward and within two hours had claimed 58,000 lives in Thailand, Sri Lanka, and India.

Underwater landslides are also capable of generating destructive tsunamis. The tsunami that devastated the coast of Papua, New Guinea in 1998 was generated by an earthquake that triggered a large underwater landslide. Three waves struck the coastline within ten minutes of the earthquake. Three coastal villages were swept completely clean by the deadly attack, leaving behind nothing but sand and 2,200 people dead.

Other large-scale disturbances of the sea surface that generates tsunamis are explosive volcanoes and asteroid impacts. The eruption of the volcano Krakatoa in the East Indies in 1883 produced a tsunami that killed over 36,000 people. In 1997, scientists discovered evidence of a 4km diameter asteroid that landed offshore of Chile approximately 2 million years ago that produced a huge tsunami that swept over portions of South America and Antarctica.

Predicting the time of and the location of the next tsunami will strike is currently impossible. However, once tsunamis are generated, forecasting There arrival and impact is possible through modeling and measurement technologies. Since each

36. F. NO CHANGE
G. deathly
H. dead
J. death-causing

37. A. NO CHANGE
B. can cause the generation of
C. can generate
D. can be generating

38. F. NO CHANGE
G. Predicting when and where
H. Predicting when one can expect and where one can expect
J. Making a prediction of when and where

39. A. NO CHANGE
B. they're arriving and impacting
C. their arrival and its impact
D. their arrival and impact

earthquake is unique, every tsunami has unique wavelengths, wave heights, and which has direction.⁴⁰ From a tsunami warning perspective, this makes the problem of forecasting tsunamis daunting.

[1] Since 1946, the tsunami warning system have been providing warnings of potential tsunami⁴¹

danger in the Pacific basin by monitoring earthquake⁴² activity and the passage of tsunami waves at tide gauges.

[2] Partly because of these data limitations, 15 of 20 tsunami warnings issued since 1946 were considered false alarms because the tsunami that arrived was too weak to cause damage. [3] However, neither⁴³ seismometers nor coastal tide gauges provide data that allows accurate prediction of the impact of a tsunami at a particular coastal location. [4] Monitoring earthquakes gives a good estimate of the potential for tsunami generation, but gives no direct information about the tsunami itself. [5] Tide gauges in harbors provide measurements of the tsunami, but the tsunami is significantly altered by local conditions and harbor shapes, which severely limit their use in forecasting tsunami impact at other locations. [44]

40. F. NO CHANGE
G. which have
H. had
J. OMIT the underlined portion.
41. A. NO CHANGE
B. have provided
C. has been providing
D. provides
42. The best placement for the underlined portion would be:
F. where it is now.
G. before the word *Since*.
H. after the word *providing*.
J. before the word *activity*.
43. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. But,
B. Still,
C. Moreover,
D. Conversely,
44. For the sake of the logic and coherence of the paragraph, Sentence 2 should be:
F. placed where it is now.
G. placed after Sentence 3.
H. placed after Sentence 4.
J. placed after Sentence 5

Question 45 asks about the preceding passage as a whole.

45. Suppose the writer had intended to write a brief article on the devastating effects of the 2004 tsunami that struck Indonesia. Would this article successfully fulfill the writer's goal?
- A. Yes, because the article describes the forceful and destructive nature of the tsunami.
 - B. Yes, because the article states how many people died in the tsunami.
 - C. No, because the 2004 tsunami is mentioned only as a supporting detail.
 - D. No, because the writer does not discuss how the 2004 tsunami could have been prevented.

Passage IV

The History of Jigsaw Puzzles

It is believed that the jigsaw puzzle dates back to 1760 Britain and was first produced by John Spilsbury, a London engraver and mapmaker. Spilsbury mounted one of his maps on a sheet of hardwood and cut around the borders of the countries using a fine-bladed saw.

The end result was an educational pastime, primarily⁴⁶ appealing to school-age children. For many years jigsaw puzzles remained primarily educational tools.

Then in 1880, with the introduction of the treadle saw, what was previously being known as *dissections*⁴⁷ came to be known as *jigsaw puzzles*, although they were actually cut by a fretsaw, not a true jigsaw. Toward the end of the century plywood came into use. Illustrations were glued or painted on the front of the wood, and pencil tracings were made on the back to indicate where the puzzle maker was to cut. These pencil tracings can still be found on some of these older puzzles.

Cardboard puzzles were first introduced in the late 1800s and were primarily used by children. It was not until the 20th century that cardboard puzzles came to be die-cut, a process similar to a cookie-cutter. The "die"(which refers to an assembly of twisted metal on a plate—is placed in a press, which is pressed down⁴⁸ on the cardboard to make the cut.

46. Given that all of the choices are true, which one best supports the sentence's claim about early jigsaw puzzles being an educational pastime?

- F. NO CHANGE
- G. purchased mostly by adults
- H. meant as an affordable gift for teachers
- J. designed as an aid in teaching children their geography

47. A. NO CHANGE
B. had previously been known
C. previously has been known
D. is previously being known

48. F. NO CHANGE
G. plate, is
H. plate is
J. plate) is

Thus, in the early 1900s, both wooden and cardboard jigsaw puzzles were available. Wooden puzzles still dominated the market, as the puzzle manufacturers were convinced that their customers would not be interested in cheap cardboard puzzles. **49**

Nevertheless, a second motivation on the part of ⁵⁰ manufacturers and retailers of jigsaw puzzles was that the profit from a wooden puzzle, which might sell for \$1.00, was more greater ⁵¹ than the profit from a cardboard jigsaw puzzle, which would usually sell for about 25¢.

The Golden Age of jigsaw puzzles came in the 1920s and 1930s while ⁵² companies in Great Britain and the United States producing a wide range of puzzles. One strategy was to make cardboard puzzles more ⁵³ intricate and most difficult, thus appealing as much to adults as to children. Another strategy was to use jigsaw puzzles as premiums for advertising purposes. Einson-Freeman of New York began this practice in 1931, making ⁵⁴ puzzles that were given away with tooth brushes. Other premiums followed, but more important to the jigsaw puzzle's enduring success was the introduction of the weekly puzzle. This practice began in the United States in September, 1932—very much in the thick of the Depression—with an initial printing of 12,000 puzzles. Soon after, printing rose to 100,000 and then 200,000.

49. If the writer were to delete the word *cheap* from the preceding sentence, the sentence would primarily lose
- A. a contrast emphasizing the inferiority of the cardboard puzzle.
 - B. a comparison between early and modern puzzles.
 - C. an important detail in the history of jigsaw puzzles.
 - D. nothing of importance since the word is irrelevant here.
50. F. NO CHANGE
G. For example,
H. Alternately,
J. OMIT the underlined portion.
51. A. NO CHANGE
B. more greatest
C. far greater
D. far more greatest
52. F. NO CHANGE
G. with
H. when
J. where
53. A. NO CHANGE
B. most intricate and most difficult
C. more intricate and more difficult
D. of more intricacy and of more difficulty
54. F. NO CHANGE
G. that make
H. that makes
J. made

It might seem odd at first glance that a non-necessity like a jigsaw puzzle would sell so well during the Depression. But the appeal, then as now was that

55

one bought a lot of bang for one's buck. The weekly

56

jigsaw puzzle could constitute an individual or group

activity, and occupy one's time enjoyably for hours.

57

And, of course, a jigsaw puzzle was “recyclable.” **58**

One could break the puzzle up once one had completed

it and then pass it on to another family member or

friend. Another point to bear in mind that jigsaw puzzle

enthusiasts during the Depression discovered what many

are rediscovering today, that working on a jigsaw

59

puzzle is a great way to reduce stress! [60]

55. A. NO CHANGE
B. appeal, then as now,
C. appeal then as now,
D. appeal then as now
56. F. NO CHANGE
G. bought a lot of entertainment for a small price.
H. bought more for his money.
J. got loads of fun without having to pay too much money.
57. A. NO CHANGE
B. activity, and occupy ones
C. activity and occupy ones'
D. activity and occupy one's
58. If the writer were to delete the quotation marks from around the word *recyclable* in the preceding sentence, the sentence would primarily lose a feature that suggests that
- F. jigsaw puzzles were made of recycled cardboard.
G. jigsaw puzzles are inexpensive.
H. jigsaw puzzles were not recyclable in the usual sense of the word.
J. *recyclable* is a term used in advertising jigsaw puzzles.
59. A. NO CHANGE
B. today:
C. today;
D. today
60. If the writer were to change the word *many* to *we* in the preceding sentence, this closing sentence would
- F. indicate that the writer suffers from a stress-related disorder.
G. suggest that the essay's audience all do jigsaw puzzles.
H. take on a somewhat more personal tone.
J. take on a more authoritative tone.

Passage V

The Nutcracker

In 1816, Ernst Theodor Wilhelm Hoffmann, a German-born author, of fantasy and horror stories⁶¹ who wrote under the name E. T. A. Hoffmann, published a book entitled *The Nutcracker and the Mouse King*. It was a morbid story written to illustrate the depraved and desperate side of mankind and was never intended for children. Then in 1844, French writer Alexandre Dumas (creator of⁶² *The Three Musketeers* and *The Count of Monte Cristo*), wrote a revised version of Hoffman’s story entitled *L’Histoire d’un Casse-noisette (The Story of a Hazelnut-cracker)*. It was Dumas’s revision of Hoffmann’s story that inspired one of the most beloved ballets ever written.

After a successful run of *Sleeping Beauty*,⁶³ Ivan Vsevolozsky, the director of Imperial

Theaters, in Russia, wanted to produce a new ballet.⁶⁴ He commissioned Tchaikovsky to write the music and Marius Petipa would choreograph⁶⁵ the dance.

61. A. NO CHANGE
B. an author, born in Germany, of fantasy and
C. a German author of fantasy and
D. a German author of fantasy, who also wrote

62. F. NO CHANGE
G. Dumas, author
H. Dumas—who wrote
J. Dumas who was the author

63. The writer is considering deleting the preceding part of the sentence (“After a successful run of *Sleeping Beauty*,”).

If the writer did this, the essay would primarily lose:

- A. a detail that establishes the setting of the essay.
B. a detail why Vsevolozsky was experienced at producing ballets.
C. a contrast of the success of *Sleeping Beauty* to the failure of *The Nutcracker*.
D. a detail illustrating the importance of ballet in Russia.

64. F. NO CHANGE
G. Theaters, in Russia
H. Theaters in Russia
J. Theaters in Russia,

65. A. NO CHANGE
B. choreographed
C. to choreograph
D. choreographing

It was Petipa who was chosen to use a simplified
⁶⁶
version of Dumas's story as the subject of the new
ballet. Russian-born Tchaikovsky and French-born
Petipa, first ballet master to the Tsar of Russia, had
previously collaborated on *Sleeping Beauty*. **67**

The first performance of *The Nutcracker* was
held on December 18, 1892, at the Imperial Mariinsky
Theatre in St. Petersburg, Russia. This initial
performance was not deemed a success. Much of the

criticism focused on the featuring of children so
⁶⁸

prominently in the ballet. Some found the transition
⁶⁹

amid the mundane world of the first scene to the
⁷⁰
fantasy world of the second act too abrupt. Although
Tchaikovsky believed his music for *The Nutcracker*
was

“infinitely poorer” than *Sleeping Beauty*, his musical
⁷¹
score received better reviews. Critics called it

“astonishingly rich in inspiration” and “from beginning
to end, beautiful, melodious, original, and
characteristic.”

Because the original production was not a
⁷²
success the twenty-minute suite that Tchaikovsky
extracted from the ballet was. However, the complete

66. F. NO CHANGE
G. who chooses to use
H. who chose using
J. who chose to use

67. At this point, the writer is considering adding
the following true statement:

When Petipa fell ill, it was left to Russian
dancer Lev Ivanov to create the
choreography for *The Nutcracker*.

Should the writer make this addition here?

- A. Yes, because it adds additional back-
ground information on Marius Petipa.
B. Yes, because it adds an important detail
concerning the choreography of the
ballet.
C. No, because it contradicts information
presented in the previous two
sentences.
D. No, because it distracts from the focus
of the paragraph, which is the
contributions of Tchaikovsky and Petipa.

68. F. NO CHANGE
G. features of
H. featured
J. OMIT the underlined portion.

69. A. NO CHANGE
B. Several of these ballet dancers
C. An indeterminate number
D. A number of critics

70. F. NO CHANGE
G. among
H. amidst
J. from

71. A. NO CHANGE
B. then that for
C. than that which he wrote for
D. to his score for

72. F. NO CHANGE
G. Since the
H. Although the
J. The

Nutcracker has enjoyed enormously popularity
73

since the mid-20th century and is now performed
before live audiences, primarily during the holiday
74
season, especially in the United States.

Tchaikovsky's score has become one of the most
75
famous musical compositions ever written.

73. A. NO CHANGE
B. has been enjoying enormously popular
C. has enjoyed enormous popularity
D. is enjoying enormously popular

74. Given that all of the choices are true, which one best emphasizes the extent to which *The Nutcracker* has enjoyed popularity since the mid-20th century?

- F. NO CHANGE
G. by countless ballet companies
H. outside Russia
J. by professional ballerinas

75. A. NO CHANGE
B. has been
C. is becoming
D. has been becoming

45 minutes – 75 questions

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read the passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

Passage I

[1]

In the age of wireless technology, public pay phones are becoming obsolete, the coin-operated ¹ phones are no longer profitable for telephone companies because today most people own a cellular phone. To compensate for declining pay phone revenues, telephone companies are removing many of their traditional landlines.

1. A. NO CHANGE
B. obsolete. The
C. obsolete, but the
D. obsolete, so the

[2]

It is easy to understand why so many people own cell phones—there convenient and ² multi-functional. A person who owns a cell phone, can make and receive calls, anywhere, ³ at any time of day.

2. F. NO CHANGE
G. phones they're
H. phones. There
J. phones: They're
3. A. NO CHANGE
B. phone, can make and receive calls anywhere and
C. phone can be making and receiving calls anywhere,
D. phone can make and receive calls anywhere and

Cell phones have voice mail and can store
phone numbers and allow the owner to access
his or her email. ⁴
4

[3]

Public pay phones, in other words, are often
an inconvenience. Because they are not found
in every area, some people are forced to travel
a farther distance to make a call. Some phone
booths are unsanitary because people use the pay
phone with dirty hands or leave trash behind.

Pay phones required a caller to have several coins
to make a call. A local call costs 50 cents for the
first minute, but there are an additional charge for
conversations over that limit.

[4]

However, there are reasons they're
preferable to modern wireless technology. First
of all, cell phones are not always dependable.
For example, in 2003 when New York and all
northeastern states experienced a widespread
blackout, cell phones were largely out of service.
In that situation, pay phones were the only option
for people who needed to call home. Also, while
an estimated six out of ten Americans own a cell

4. F. NO CHANGE
G. mail, and cell phones can store phone numbers; they allow the owner to access his or her email.
H. mail, can store phone numbers, and allow the owner to access his or her email.
J. mail (and can store phone numbers and access email) for the owner.
5. A. NO CHANGE
B. on the other hand,
C. subsequently
D. OMIT the underlined portion.
6. F. NO CHANGE
G. a far distance
H. further
J. more
7. A. NO CHANGE
B. requires
C. have required
D. require
8. F. NO CHANGE
G. minute although there is
H. minute, and there is
J. minute because there is
9. A. NO CHANGE
B. pay phones are
C. there
D. it's

phone, there are still plenty who do not. Many people feel the wireless device is an unnecessary indulgence. [10]

[5]

According to the Federal Communications Commission, the total number of pay phones nationwide has decreased roughly 50 percent since 1997. Some restaurants and college campuses are maintaining old booths as private areas where people can have conversations on their cell phones without disturbing people nearby. Recently, some companies have sold the boxy structures as collector's items, signaling that pay phones have become a thing of the past.

11

Let's hope that is not the case; while pay phones

which were first installed by inventor William

12

Gray in 1889—cannot compare to the benefits

12

of modern wireless technology, they still serve

a important function and role in our society.

13

[14] [15]

10. Which of the following phrases best states the relationship between the first sentence in Paragraph 4 and the remainder of the paragraph?

- F. Statement and supporting evidence
- G. Argument and digression
- H. Point and counterpoint
- J. Explanation and instruction

11. A. NO CHANGE
B. have come to be
C. came to be
D. became

12. F. NO CHANGE
G. which inventor William Gray installed in 1889
H. invented and installed in 1889 by William Gray
J. OMIT the underlined portion.

13. A. NO CHANGE
B. an important function
C. an important functioning role
D. a functioning role

Items 14 and 15 pose questions about Passage I as a whole.

- 14.** Suppose the editor of a newspaper had assigned the writer to describe the evolution of the telephone. Does the passage successfully fulfill the assignment?
- F. Yes, because the passage explains how pay phones are being replaced by cell phones.
 - G. Yes, because the passage explains why pay phones will always serve an important function in society.
 - H. No, because the passage explains how pay phones are becoming obsolete.
 - J. No, because the passage does not explain how pay phones have changed over time.
- 15.** Readers are likely to regard the passage as best described by which of the following terms?
- A. Cynical
 - B. Inspirational
 - C. Alarming
 - D. Informative

Passage II

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and item 30 will ask you to choose the sequence of paragraphs that will make the essay most logical.

[1]

Christopher Chataway, an employee at Arthur Guinness, Son and Co. recommended¹⁶ that Beaver contact Norris and Ross McWhirter, twin sons of a newspaperman. The McWhirters' loved facts and trivia so much that¹⁷ they compiled their own lists. They often found discrepancies in their research and aimed to develop their own agency to provide accurate data. [18] In 1951 the McWhirter twins actually did start their own business, supplying figures and facts to newspapers, encyclopedias, and they even contributed to yearbooks.¹⁹

[2]

When Sir Hugh returned to London, he continued to puzzle over the matter. They're²⁰

16. F. NO CHANGE
G. and Co, recommended
H. and Co., recommended
J. and Co.; recommended
17. A. NO CHANGE
B. McWhirters
C. McWhirter's
D. McWhirter twins'
18. Does the information about the discrepancies in existing research fit logically into this paragraph?
F. Yes, because it provides a reason for the twins' involvement with the Guinness Book.
G. Yes, because the twins share Sir Hugh's dedication to accuracy.
H. No, because the essay is about Sir Hugh Beaver, not the McWhirters.
J. No, because this concerns previous sources, not the Guinness Book.
19. A. NO CHANGE
B. they had even contributed to yearbooks.
C. yearbooks.
D. contributed to yearbooks.
20. F. NO CHANGE
G. Their
H. There
J. They are

simply was no concise source listing certain
²¹
data such as the biggest, fastest, smallest, etc.

Beaver thought that there must be numerous

other questions debated nightly in British

pubs, so there was no book with which to settle
²²

arguments about such records. He realized then

that a book supplying the answers to such

questions might sell well.
²³

[3]

In May 1951, Sir Hugh Beaver, the
managing director of the Guinness Brewery,
went on a hunting trip in Ireland. He shoots at
²⁴
some golden plover (a type of game bird) but
missed. Beaver began to wonder if the plover
might be one of the fastest birds in Europe.

Finding it impossible to confirm his suspicions,
²⁵

since there was no reference book on the
subject.

[4]

With the collaboration of Sir Hugh and
the McWhirters, the *Guinness World Records*
was created. Published August 27, 1955, the
²⁶
first volume was 198 pages and became the
number one bestseller in England.

21. A. NO CHANGE
B. certain data such as the record-holders
for the biggest, fastest, smallest, etc.
C. certain data.
D. data on existing record-holders.

22. F. NO CHANGE
G. pubs so
H. pubs; however,
J. pubs; but

23. A. NO CHANGE
B. might sell good.
C. might be a well seller.
D. might be selling good.

24. F. NO CHANGE
G. shot at
H. had shot
J. shot

25. A. NO CHANGE
B. It was impossible to confirm his
suspicions
C. Having found it impossible to confirm
his suspicions,
D. Sir Hugh, having found it impossible
to confirm his suspicions,

26. What should the author do with the
underlined phrase so that there is no
ambiguity in the sentence?

F. Leave it where it is.
G. Put it after the word *bestseller*.
H. Put it after the word *England*.
J. OMIT the phrase entirely.

More than 50 years later, the book is still
²⁷
popular, although certain records are no longer
tracked because they prompt people to
endanger themselves or others. *Guinness*
World Records has since gone through several
owners, the latest of which is the Jim Pattison
Group, the parent company of Ripley

Entertainment, Inc. Robert Ripley was a
²⁸
cartoonist who created the popular *Ripley's*
²⁸
Believe It or Not! newspaper series. 29 30
²⁸

27. A. NO CHANGE
B. the book are still
C. the books is still
D. the book has been still
28. F. NO CHANGE
G. Robert Ripley being a cartoonist who created the popular *Ripley's Believe It or Not!* newspaper series.
H. Robert Ripley, a cartoonist who created the popular *Ripley's Believe It or Not!* newspaper series.
J. OMIT the underlined portion.

Items 29 and 30 pose questions about Passage II in general.

29. Suppose the writer had been given the assignment of writing a review for the latest edition of *The Guinness World Records* book. Does this essay fulfill the assignment?
- A. Yes, because it tells the inspiration behind the development of the book.
B. Yes, because it describes the evolution of the book over the years.
C. No, because it does not offer any critical analysis of the book itself.
D. No, because it does not provide an excerpt from the book.
30. Which of the following sequences of paragraphs will make the essay most logical?
- F. 1, 2, 3, 4
G. 3, 2, 1, 4
H. 3, 4, 2, 1
J. 4, 1, 3, 2

Passage III

[1]

Overlooking the Atlantic Ocean, visitors can see Breakers Mansion, often ³¹ called simply “The Breakers,” is the largest and most elaborate of Newport’s Gilded Age Summer “cottages” and a ³² lasting symbol of social and financial preeminence in late 19th century America.

31. A. NO CHANGE
B. visitors to Breakers Mansion,
C. Breakers Mansion,
D. visitors saw Breakers Mansion,
32. F. NO CHANGE
G. gilded age summer cottages
H. Gilded Age Summer Cottages
J. Gilded Age summer “cottages”

[2]

In 1893 wealthy industrialist Cornelius Vanderbilt II hired architect Richard Morris Hunt to make the lavish, seventy-room ³³ Breakers Mansion in Newport, Rhode Island. The Vanderbilt family amassed its vast fortune through the ownership of steamships and ³⁴ railroads. The Breakers Mansion was named for the waves crashing onto the rocks below the thirteen-acre estate. The existing mansion was built to replace the original Breakers, which was destroyed ³⁵ by fire after the Vanderbilts purchased

33. A. NO CHANGE
B. to build
C. to design
D. to construct
34. F. NO CHANGE
G. the owning of
H. having owned
J. being owners of
35. A. NO CHANGE
B. which were
C. which had been
D. which would have been

the property. ³⁶

[3]

With its huge, massive Corinthian columns,
³⁷
the solid-stone Breakers Mansion resembles a 16th

century Renaissance-style Italy seaside palace.

³⁸

The Breakers also incorporates Beaux Arts and Victorian elements, including gilt cornices, rare

marble, painted ceilings, and there are prominent

³⁹

chimneys. Architect Hunt also gave Breakers

³⁹

Mansion grand spaces for entertaining. The

mansion has a 45-foot-high central Great Hall,

⁴⁰

arcades, many levels, and a covered, central

courtyard. The rooms—decorated in French

and Italian styles, was designed in Europe,

⁴¹

dismantled and shipped to the United States,

and the pieces put back together in the house.

⁴²

36. Which of the following sentences does not contribute to the focus of Paragraph 2?
- F. In 1893 wealthy industrialist Cornelius Vanderbilt II hired architect Richard Morris Hunt to build the lavish, seventy-room Breakers Mansion in Newport, Rhode Island.
 - G. The Vanderbilt family amassed its vast fortune through the ownership of steamships and railroads.
 - H. The Breakers Mansion is named for the waves crashing onto the rocks below the thirteen-acre estate.
 - J. The existing mansion was built to replace the original Breakers, which was destroyed by fire after the Vanderbilts purchased the property.
37. A. NO CHANGE
B. With its hugely massive
C. With its huge and massive
D. With its massive
38. F. NO CHANGE
G. Renaissance-style Italian
H. Renaissance-style from Italy
J. Renaissance-style, Italy,
39. A. NO CHANGE
B. and there were prominent chimneys.
C. and also prominent chimneys.
D. and prominent chimneys.
40. F. NO CHANGE
G. a 45-feet-high
H. 45 foot-high
J. 45 feet-high
41. A. NO CHANGE
B. styles, were
C. styles—was
D. styles—were
42. F. NO CHANGE
G. reassembled
H. put back together
J. the pieces were put back together

[4]

Today, Breakers Mansion is a National Historic Landmark owned by the Preservation Society of Newport County, Rhode Island's largest cultural organization, which preserves and protects the best of Newport County's architectural heritage.

In keeping with their mission, the Society strives to offer its members and the public a comprehensive view of the property's architecture, interior, landscape and social history. 44 45

43. A. NO CHANGE
B. its
C. it's
D. their'

Items 44 and 45 pose questions about Passage III as a whole.

44. Is the information in Paragraph 4 relevant to the essay?
- F. Yes, because it encourages the preservation of valuable historic properties such as The Breakers.
G. Yes, because it completes the history of The Breakers.
H. No, because it adds no details about the interior of The Breakers.
J. No, because the essay is not about the mission of the Preservation Society of Newport County.
45. Who would most likely be interested in reading this article?
- A. a high school student who wants to choose a college that offers a course in architecture
B. a millionaire looking to purchase a home in Newport
C. a tourist who wants to find points of interest in Newport
D. a group of citizens who want to have a historic building classified as a national landmark

Passage IV

[1]

Many people, especially tourists visiting Europe are fascinated by castles. There are no ⁴⁶ genuine castles in the United States, of course, since it is easy to become excited when visiting a ⁴⁷ real one for the first time. Childhood dreams of princesses and powerful kings come to mind and almost makes us wish that the Middle ⁴⁸ Ages, the heyday of those time as an ⁴⁹ architectural form, had never ended. 51 ⁵⁰

46. F. NO CHANGE
G. Europe,
H. Europe, who
J. Europeans
47. A. NO CHANGE
B. so
C. because
D. that's why
48. F. NO CHANGE
G. it makes
H. made
J. make
49. A. NO CHANGE
B. of the castle
C. of it
D. OMIT the underlined portion.
50. F. NO CHANGE
G. is still here.
H. were never ended.
J. didn't end.
51. Assuming all the following sentences are true, which, if it were inserted here, would best fit in with the sense of the paragraph?
- A. Mark Twain's *A Connecticut Yankee in King Arthur's Court* makes merciless fun of the styles and beliefs of the Middle Ages.
- B. Even Mark Twain's *A Connecticut Yankee in King Arthur's Court*, which makes fun of the Middle Ages, evokes the romance of castles.
- C. *A Connecticut Yankee in King Arthur's Court*, by Mark Twain, in romance of them can't help but being evoked.
- D. *A Connecticut Yankee in King Arthur's Court* by Mark Twain was staged around a cave.

[2]

A castle is essentially, a defensible home.
⁵²
To discourage plunderers during the Middle
Ages, noble families were compelled to make
their homes nearly as impregnable as possible.
⁵³
From these military strongholds they managed
their lands. Here they received their vassals,
held councils, and, upon occasion, they would
⁵⁴
defend themselves against their rivals. Stone
⁵⁴
walls, moats, iron gates, and drawbridges kept
out unwelcome visitors. The Byzantine emperors
⁵⁵
also built elaborate fortifications. Small windows
⁵⁵
in castle walls allowed archers with bows
⁵⁶
and arrows to fire in comparative safety at
⁵⁶
intruders. 57

52. F. NO CHANGE
G. is essentially
H. is essential
J. essentially, is,
53. A. NO CHANGE
B. as near as
C. as nearly
D. nearly
54. F. NO CHANGE
G. they found it necessary to defend
H. defended
J. had defended
55. A. NO CHANGE
B. The Byzantine emperors had also built elaborate fortifications.
C. The Byzantine emperors, they had also built similar fortifications.
D. OMIT the underlined portion.
56. F. NO CHANGE
G. (Place after *fire*)
H. (Place after *safety*)
J. OMIT the underlined portion.
57. Which of the following sentences would be the most effective introductory summary of Paragraph 2?
- A. Three times a week villagers left their own lands to work for the lord of a castle.
B. Feudalism emerged as a result of invasions.
C. In the Middle Ages castles were feudal and military centers.
D. Fields, forests, and villages often surrounded the castle.

[3]

A village often grew around a castle

because the castle could provide a safe haven for
58

the villagers during wartime. Eventually the

medieval castle was rendered obsolete by the

invention of gunpowder, today it is a relic of the
59

Middle Ages that we can still take pleasure in

visiting. 60

58. F. NO CHANGE
G. on account of
H. due to the fact that
J. everyone knowing

59. A. NO CHANGE
B. gunpowder. Today
C. gunpowder; nevertheless, today
D. gunpowder so that today

Item 60 poses a question about Passage IV as a whole.

60. Suppose that the editor of an architectural magazine had assigned the writer to describe the living spaces of medieval castles. Does the passage successfully fulfill the assignment?
- F. Yes, because the passage describes how castles are used for defense.
G. Yes, because the passage refers to stone walls, iron gates, and drawbridges.
H. No, because the passage is a brief, historical overview of medieval castles.
J. No, because the passage treats castles as relics where no one would want to live.

Passage V

Of the many modern authors who express
61
despair and hopelessness, James Herriot celebrates
life in his autobiographical works *All Creatures*

Great and Small and *All Things Bright and*

Beautiful. The books recall young Jim's

struggles in establishing himself in becoming a

62

veterinarian in Yorkshire. 63

Assuming the role of spectator, Jim
describes his fellow veterinarians and village life.

Jim's partners Siegfried, and Tristan Farnon have

64

totally different personalities. To teach Tristan

responsibility, Siegfried threatens his younger

65

brother with everything from physical violence

66

to nonsupport financially. The novice

66

61. A. NO CHANGE
B. As one of
C. Although
D. In contrast to

62. F. NO CHANGE
G. to be
H. as
J. in being

63. Which of the following sentences would best conclude the opening paragraph and introduce the body of the essay?
- A. Jim is a keen and sensitive observer.
B. Later, Jim drinks cider at Mr. Crump's.
C. Siegfried often threatens Tristan, Jim says.
D. Siegfried teaches responsibility to Tristan, not Jim.

64. F. NO CHANGE
G. Siegfried and Tristan Farnon, Jim's partner
H. Jim's partners, Siegfried and Tristan Farnon,
J. Siegfried and Tristan Farnon, who are Jim's partners

65. A. NO CHANGE
B. younger aged brother
C. brother who is younger,
D. more younger brother

66. F. NO CHANGE
G. being financially non-supporting.
H. withdrawal of financial support.
J. nonsupport, financially.

Jim, meanwhile, hopes to avoid involvement
67
in their volatile confrontations.

Jim's being of a tenderhearted nature causes
68
him to suffer in two ways: financially and

he suffered physically. For example, Jim cannot
69

find the heart to bill the unemployed Mr.
70

Dimmock, father of eleven children for
70
his services. On another occasion, wanting
to buoy the ego of timorous Mr. Crump,
Jim samples every type of homemade cider
the farmer has made. Paying for his soft
71

heart with a raging head and stomach.
72

But continuing to perceive human character and
73
life with humor and love.

67. A. NO CHANGE
B. Jim; meanwhile
C. Jim meanwhile,
D. Jim, meanwhile

68. F. NO CHANGE
G. Jim, with a
H. Jim having a
J. (Begin new paragraph) Jim's

69. A. NO CHANGE
B. in a physical way.
C. physical.
D. physically.

70. F. NO CHANGE
G. the unemployed father, Mr. Dimmock,
of eleven children,
H. Mr. Dimmock, the father (unemployed),
of eleven children
J. Mr. Dimmock, the unemployed father of
eleven children,

71. A. NO CHANGE
B. Jim pays
C. Their payment
D. It is payment

72. F. NO CHANGE
G. enraged head and stomach.
H. brain and innards fired up.
J. a head and stomach that rages.

73. A. NO CHANGE
B. he continues
C. continually
D. OMIT the underlined portion.

74. Does the episode with Mr. Crump have any specific function in this paragraph?
- F. Yes, the episode illustrates how Jim's tenderhearted nature causes him suffering.
 - G. Yes, the episode contrasts Jim's financial standing with a farmer's.
 - H. No, the episode illustrates how unnecessary words needlessly extend a paragraph.
 - J. No, the episode undermines the paragraph by shifting the emphasis away from Jim.

Item 75 poses a question about Passage V as a whole.

75. Suppose the writer's assignment was to write an essay about the medical treatment of animals. Does the essay fulfill that assignment?
- A. Yes, the essay gives various remedies for animal diseases.
 - B. Yes, the essay offers medical advice to farmers and villagers.
 - C. No, the essay discusses physical violence to animals, not the treatment of animals.
 - D. No, the essay focuses on books that deal with the non-medical aspect of a veterinarian's practice.

45 minutes – 75 questions

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read the passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

Passage I

After the enormous success of
Disneyland in California, Walt Disney
decided to open a similar amusement park
that would serve the eastern United States.
For the new park’s location, Disney
selected an area situated on 43 square miles
of land in central Florida. It would become
the largest amusement park in the United
States, even bigger than Disneyland.

1

The new theme park, like the one in
California, would be open year-round in a
climate conducive to 365 days of outdoor fun
and entertainment. Walt Disney World, as

1. A. NO CHANGE
B. even bigger then Disneyland.
C. more bigger than Disneyland.
D. the perimeter of which is bigger than that of Disneyland.
2. F. NO CHANGE
G. park like the one in California—
H. park: like the one in California,
J. park like the one in California

the park was called, had opened in

3

October 1971 after five years of

4

construction. Ironically, Walt Disney

did not live to see the completion of

his dream. Dying on December 15, 1966.

5

A trip to Walt Disney World is considered by many children to be a rite of passage to adulthood. For some young Americans one visit is not sufficient.

Several trips on various days to the Florida

6

vacation paradise is considered necessary

7

in order to enjoy all the theme parks. Walt

Disney World houses four main theme parks:

8

the Magic Kingdom, EPCOT, Disney-MGM

8

studios, and Animal Kingdom. There are

also water parks, several golf courses, and you see wild animals running free.

9

9

3. A. NO CHANGE
B. has opened
C. was opening
D. opened

4. F. NO CHANGE
G. October, 1971,
H. October 1971,
J. October of 1971

5. A. NO CHANGE
B. dream; dying
C. dream—dying
D. dream. He died

6. F. NO CHANGE
G. on several days
H. on varied days
J. OMIT the underlined portion.

7. A. NO CHANGE
B. are considered
C. was
D. were

8. F. NO CHANGE
G. parks. The
H. parks, the
J. parks—the

9. A. NO CHANGE
B. golf courses and you see wild animals running free.
C. golf courses and wilderness.
D. golf courses, and a wilderness preserve.

The first and probably the most recognizable theme park is the Magic Kingdom. Here in the flagship attraction of Disney World is that Mickey lives,¹⁰ along with the other famous Disney cartoon characters. The Magic Kingdom is divided into five lands: Main Street USA, Adventureland, Frontierland, Fantasyland, and Tomorrowland. Each has it's own rides,¹¹ shows, and attractions. A popular feature of the Magic Kingdom is receiving only one¹² admittance fee for access to all attractions, shows, and parades. A parade down Main Street, a quintessential replica of the¹³ American hometown, captivates visitors¹³ during the daylight hours while a Spectromagic spectacular follows the same route in the evenings. The combination of child-like fantasy and evocative rides make it¹⁴ an enduring vacation spot for children of all ages. One of the world's largest building

10. F. NO CHANGE
 G. is where Mickey lives,
 H. Mickey lives,
 J. is the place where Mickey lives,

11. A. NO CHANGE
 B. its
 C. their
 D. OMIT the underlined portion.

12. F. NO CHANGE
 G. requiring
 H. redeeming
 J. requisitioning

13. A. NO CHANGE
 B. Street a quintessential replica of the American hometown
 C. Street; a quintessential replica of the American hometown;
 D. Street: a quintessential replica of the American hometown

14. F. NO CHANGE
 G. makes
 H. was making
 J. has made

ventures, it entralls millions of visitors every year. 15

Item 15 poses a question about Passage I as a whole.

- 15.** Which of the following topics would most likely be discussed next in the passage?
- A. The weather conditions at Walt Disney World
 - B. The features of the EPCOT theme park
 - C. The location of the Disney-MGM studios
 - D. The price and availability of hotel accommodations at Walt Disney World

Passage II

As late as 1945, no baseball team in
either the American nor National League had
¹⁶
accepted a black player. Some blacks were
playing professional baseball, as a result.
¹⁷
A Negro league had managed to survive

many and countless difficulties. In this
¹⁸
league, were many fine players, including one
¹⁹
named Jackie Robinson.

During Robinson's high school days in
California, an outstanding athlete was
²⁰
developed excelling in several sports. After
²⁰
two years at UCLA and a stint in the army, he
began playing baseball in the Negro league.

Where Branch Rickey, president of the
²¹
Brooklyn Dodgers, now known as the Los
²²
Angeles Dodgers—discovered him. When
²²
Rickey announced plans to sign Robinson,
a star player threatened to resign, but
he proceeded. Thus, in 1947, Jackie Robinson
²³
broke the color barrier in major league

16. F. NO CHANGE
G. either the American or
H. either the American and
J. neither the American nor
17. A. NO CHANGE
B. therefore.
C. however.
D. consequently.
18. F. NO CHANGE
G. many countless
H. many numerous
J. countless
19. A. NO CHANGE
B. league are
C. league were
D. league where
20. F. NO CHANGE
G. he expanded into an outstanding athlete,
H. he developed into an outstanding athlete,
J. he was developed by becoming an outstanding athlete,
21. A. NO CHANGE
B. When
C. There
D. While
22. F. NO CHANGE
G. Dodgers (now being the Los Angeles Dodgers)
H. Dodgers—which is now the Los Angeles Dodgers
J. Dodgers,
23. A. NO CHANGE
B. he proceeded on his plans.
C. Rickey proceeded on his plans.
D. Rickey proceeded with his plans.

baseball. Robinson's debut was unimpressive, however. He was undoubtedly apprehensive as they faced the packed stadium. In his three

24

times at bat, he grounded out initially, struck out the second time, and his final out was a pop fly. His performance did not improve over the next several games.

25

Although taunted by spectators until he seriously considered quitting. He persevered, and after the season was acclaimed Rookie of the Year. 27

26

26

By the time Jackie Robinson left baseball, he had become a legend. Six years after retirement, he was inducted into baseball's Hall of Fame. In his induction speech, he

28

24. F. NO CHANGE
G. he faced
H. he faces
J. they face

25. A. NO CHANGE
B. hit a pop fly for his final out.
C. hitting a pop fly for his final out.
D. he hit a pop fly therefore was out.

26. F. NO CHANGE
G. Although, taunted by spectators until he seriously considered quitting, he
H. Although taunted by spectators until he seriously considered quitting, he
J. Although taunted by spectators, he seriously considered quitting. He

27. The writer could most effectively illustrate why Jackie Robinson was acclaimed Rookie of the Year by adding which of the following?
- A. More detailed accounts of Robinson's first several major league games
B. Examples of Robinson's excellent plays during his first major league season
C. A comparison of the skills required to play baseball and football
D. A brief description of the career of Branch Rickey, who brought Robinson to the major leagues

28. F. NO CHANGE
G. (Begin new paragraph) Now that
H. (Begin new paragraph) In the time that
J. (Do not begin new paragraph) When

spoke for himself and other black players

when he praised Rickey for helping

he and they overcome the racial injustice

29

that had long plagued major sports in

America. 30

29. A. NO CHANGE
B. he and them
C. him and they
D. him and them

Item 30 poses a question about Passage II as a whole.

30. Readers are likely to regard the passage as best described by which of the following terms?
- F. Inspirational
G. Sensational
H. Confessional
J. Accusatory

Passage III

[1]

There is no other place in the world that celebrates the ever-mutating and incredible power of water like Rome. The Trevi Fountain is a fantastic work of art that is much more than a mere sculpture. There is a curious tradition regarding the Trevi Fountain. It is said that if you throw a coin over their
31
shoulder into the water, they will be sure to
31
return to Rome.

[2]

The Trevi Fountain is a triumphant example of Baroque art that, with its soft, natural lines and fantasy creatures, embodies movement as the soul of the world. The fountain is a true wonder, a jewel of water and stone that are nestled
32
the historic center of the city.

[3]

You can already hear its presence from the nearby streets. Indeed, as you get nearer, the sound of its gushing waters grows constantly more intense, reaching a crescendo in the square, where you will find the most breathtaking sight. Suddenly, the space seems

31. A. NO CHANGE
B. they throw a coin over their shoulder into the water, they
C. you throw a coin over your shoulder into the water, you
D. people throw a coin over their shoulder into the water, you

32. F. NO CHANGE
G. is nestled
H. nestles
J. nestle

to open out and you stand before a symbolic representation of this great force of nature, a³³ tumultuous spring³³ that seems to flow out of the ground.

[4]

The light and shade affects³⁴ on the marble make it appear as though the wind is bellowing through the drapes and locks of the statues, agitating the waves, created³⁵ an extraordinarily intense and spectacular scene. In this Baroque creation, the architecture itself seems to come alive with the current of the revitalizing waters. 36

[5]

Even the palace in the background blends perfectly with the composition, and the play of space and mass gives an air of movement to the entire statue. A chariot in³⁷ the shape of a shell, drawn by seahorses with³⁷ Triton as their guide is the central feature of³⁷ the monument.³⁷ Before the enormous central niche stands Oceanus. To the side is the³⁸ statues³⁸ of Abundance and Salubrity. All around, natural and artificial forms merge together in a representation of rocks and

33. A. NO CHANGE
B. great force of nature and a tumultuous spring
C. great force of nature's tumultuous spring
D. great force of nature: a tumultuous spring
34. F. NO CHANGE
G. effects
H. effect
J. affect
35. A. NO CHANGE
B. creates
C. create
D. creating
36. This paragraph would best be described as

F. Informative
G. Descriptive
H. Persuasive
J. Sensational
37. A. NO CHANGE
B. Triton guides seahorses inside a shell-shaped chariot.
C. The central feature of the monument is a chariot in the shape of a shell, driven by Triton and drawn by seahorses.
D. Seahorses in the shape of a shell are the central feature of the monument, with Triton as their guide.
38. F. NO CHANGE
G. is the statue
H. are the statues
J. OMIT the underlined portion.

petrified vegetation that run along the foundation of the palace and around the borders of the pool, which represents the sea.

[6]

This unique statue has an ancient history. It's origins³⁹ go back to Roman times, and it was the terminal point of the Aqua Virgo aqueduct commissioned by Augustus,⁴⁰ which was used to⁴⁰ provide water for the thermal baths. The water that flows here has two names: Virgin Waters and Trevi. The first refers to an ancient legend about a young Roman girl who showed the source of the spring to some thirsty soldiers; whereas⁴¹ Trevi derives from the old name for the area, which was originally called Trebium.

42

[7]

The Trevi fountain was designed as a large basin in a semi-circular shape. You have to go down steps to actually get close to this two-tiered fountain as it is sunk right down below pavement level. This adds immediate effect to the design of the fountain as—once people approach—it is easy to forget that you are actually in the center of Rome. If you

39. A. NO CHANGE
B. Its origins
C. Their origin
D. Their origins
40. F. NO CHANGE
G. aqueduct commissioned by Augustus which was used to
H. aqueduct, which was used to
J. aqueduct commissioned to
41. A. NO CHANGE
B. soldiers whereas
C. soldiers. Whereas
D. soldiers: whereas
42. Which statement best describes the purpose of the sixth paragraph?
- F. It explains the allure of the Trevi Fountain.
G. It persuades readers to visit the Trevi Fountain.
H. It provides a brief historical context of the fountain.
J. It mentions the tradition associated with the Trevi Fountain.

approach the fountain you'll see its water cascading down a trio of ledges and rocks at the feet of Neptune, his sea-shell chariot and his seahorses. To the side you can also see statues of Abundance and Health. Therefore,⁴³ the fountain is an impressive haven in a bustling city. 44 45

43. A. NO CHANGE
B. All in all
C. subsequently
D. furthermore

Items 44 and 45 pose questions about Passage III as a whole.

44. If the passage were to continue, the writer could most effectively illustrate why the Trevi Fountain “is an impressive haven in a bustling city” by
- F. providing the approximate number of visitors each year
 - G. providing the amount it costs to maintain the fountain each year
 - H. providing the dimensions of the fountain
 - J. providing the number of visitors to Rome each year
45. Readers are likely to regard the passage as best described by which of the following terms?
- A. Educational
 - B. Persuasive
 - C. Sensational
 - D. Inspirational

Passage IV

The history of perfume dates⁴⁶ back to the ancient world. The Egyptians used fragrances as part of their religious ceremonies, believing⁴⁷ that they could communicate with the gods by⁴⁷ raising scented smoke⁴⁷—thus, the word perfume (*per fumum*, Latin for “through smoke”). Incense was utilized for religious purposes, so⁴⁸ balms and ointments were used for cosmetic and medicinal purposes. Myrrh, frankincense, peppermint, and rose were common ingredients in early perfumes.

49 The Persians perfected the art of preserving scents. Alexander the Great brought perfume to Greece after invading Egypt, and the Greeks categorized perfumes according to the part of the plant they came from and kept records of their compositions. Romans took on⁵⁰ the Greek’s perfume culture when they invaded Greece. In the meantime,

Islamic, China, and Indian cultures⁵¹ had all been using perfume as part of their religious and social rituals.

46. F. NO CHANGE
G. date
H. dated
J. dating
47. Where is the most logical place to put this phrase?
A. where it is now
B. at the beginning of the sentence
C. before the word *fragrances*
D. at the end of the sentence
48. F. NO CHANGE
G. while
H. consequently
J. after
49. Which of the following sentences provides the best transition from the previous paragraph?
A. We can thank Greece for perfume, too.
B. Persia, Greece, Rome, China and India were also involved.
C. In addition to Egypt, there were other countries.
D. Other countries played a significant role in the development of perfume.
50. F. NO CHANGE
G. stolen
H. adopted
J. had borrowed
51. A. NO CHANGE
B. Islam, China, and India cultures
C. Islamics, Chinese, and Indians culture
D. Islamic, Chinese, and Indian cultures

As Christianity spread, the use of perfume diminished until the 12th century when Europe became heavily involved in⁵² international trade. Routes between the East and West were opened, and new scents and spices are introduced⁵³ to Europe. Perfume use revived and became an accepted part of personal grooming.

The 18th century brought the *eau de cologne* French for water from Cologne.⁵⁴ A young Italian, Jean-Marie Farina, invented it in Cologne, Germany, and it became a success in France and subsequently all of Europe. The eau de cologne was originally intended for both internal and external use.⁵⁵ Having both medicinal and cosmetic applications, until Napoleon created a legal distinction between pharmacy and perfumery. 56

52. F. NO CHANGE
G. Europe's heavy involvement
H. Europe, being heavily involved
J. Europe became heavy and involved

53. A. NO CHANGE
B. were introduced
C. had been introduced
D. was introduced

54. F. NO CHANGE
G. (from the French, meaning "water from Cologne").
H. French meaning water from Cologne.
J. OMIT the underlined portion.

55. A. NO CHANGE
B. use, had
C. use, it had
D. use, having

56. Assuming all of the following sentences are true, which, if inserted here, would best fit the sense of the paragraph?

- F. In accordance with Napoleon's newly created legal edict, eau de cologne was from that point on sold only as a cosmetic for external use, not a medicine.
G. Eau de cologne then being sold as a cosmetic only.
H. Eau de cologne was then sold for external use only.
J. Afterward, they were classified as either one or the other.

[1] The days of designer and discount perfumes were coming ... fast! [2] The chemistry and technology of the 19th century made it possible to create new extraction techniques. [3] Perfume was no longer a luxury reserved for the wealthy; however, there were still only a few brand names available on the market until the 20th century when mass production of perfumes began.

[4] The most important of all technological advances was the ability to create

synthetic ingredients to substitute natural ingredients that were hard to find or very expensive, bringing perfume and cologne prices down and making it accessible to

the masses. [60]

57. A. NO CHANGE
B. fastly!
C. in a fast manner
D. faster!

58. F. NO CHANGE
G. substituting
H. as a substitute for
J. rather than

59. A. NO CHANGE
B. making them accessible
C. making perfume accessible
D. make it accessible

60. What is the most logical order of sentences in this paragraph?

- F. 1, 2, 3, 4
G. 2, 4, 3, 1
H. 4, 1, 3, 2
J. 3, 4, 2, 1

Passage V

Theodore Geisel, creator of Dr. Seuss, achieved fame and fortune by pursuing altruistic goals as well as financial ones. In 1954, he learned of the low literacy rate among school-children and discovered that a child would not read because their books ⁶¹ were boring. Geisel's publisher suggested he write a story which included a list of 400 words designated as essential vocabulary to ⁶² achieve a higher literacy rate in school. He used 220 of the targeted words to write a children's book and nine months later gave birth to *The Cat in the Hat*, which became an instant success. 63

61. A. NO CHANGE
B. a child would not read because his
C. a child would not read because his or her
D. children would not read because their
62. F. NO CHANGE
G. as essential words
H. as vocabulary
J. as essential
63. Do the sentences in Paragraph 1 correctly introduce the topic of the passage?
- A. Yes, they tell us that Geisel pursued altruistic goals and financial goals.
B. Yes, they explain how Geisel won the Pulitzer Prize for literature.
C. No, the first paragraph only introduces Geisel's altruistic goals.
D. No, they only explain Geisel's financial goals.

64 The protagonist of this book, a quirky cat

with a penchant for rhyming and adventures,
65

became more popular than many traditional
66
cartoon characters.

This prolific creator of endearing
storybook personalities did more than achieve
his goals. His desire to help children learn
became a reality. Many childrens' reading
67
levels climbed significantly. Although Geisel

won a Pulitzer Prize in 1984 and three
68
Academy Awards, he is best known for
authoring and illustrating over 44 children's
books.

The craft and precision required by a
good writer are as applicable to children's
books as they are to adult fiction. Geisel not
only understood this requirement but also
wrote with such success that he endeared

64. Should there be a paragraph break before
this sentence?

- F. No, this sentence belongs with the
previous paragraph, which refers to
The Cat in the Hat.
- G. No, this is the topic sentence of the
previous paragraph.
- H. Yes, this sentence is the topic
sentence of a new paragraph.
- J. Yes, this sentence serves as a
transition to a new paragraph.

65. A. NO CHANGE
B. rhymes
C. making rhymes
D. rhyme

66. F. NO CHANGE
G. then
H. but
J. yet

67. A. NO CHANGE
B. Many children's
C. More children's
D. A lot of children's

68. F. NO CHANGE
G. Pulitzer Prize, in 1984,
H. Pulitzer prize in 1984
J. pulitzer prize in 1984

him⁶⁹ to four generations of youngsters
and parents. He believed that children
want the same things adults want—to⁷⁰

be challenged, understood, and to entertain.⁷¹
Geisel possessed an innate understanding of
the world experienced through the eyes of

children. He wanted them to learn⁷²
lessons about life and feel good about themselves.

He was an adult and⁷³ he was a child at heart.

The stories he created will be enjoyed
long after his demise.⁷⁴ He probably would
have created even more masterpieces if he
had been lived longer.⁷⁵

69. A. NO CHANGE
B. his
C. himself
D. themselves
70. F. NO CHANGE
G. want to
H. want. To
J. want: to
71. A. NO CHANGE
B. be challenged understood and entertained.
C. challenge, understood, and be entertained
D. be challenged, understood, and entertained.
72. F. NO CHANGE
G. they learn
H. him and they to learn
J. their learning
73. A. NO CHANGE
B. yet
C. until
D. furthermore
74. F. NO CHANGE
G. him no longer lived.
H. his death.
J. he passed away.
75. A. NO CHANGE
B. had lived longer.
C. were still alive.
D. would have lived longer.

SKILL BUILDER ONE PUNCTUATION

Punctuation is the use of standard marks to group written words, phrases, and clauses in such a way as to ensure clarity and avoid misreading. In order to punctuate correctly, you must understand grammatical elements. Incorrect punctuation detracts from good writing.

The ACT English Test presents practical language situations in which the application of punctuation is necessary to remove ambiguity. The rules listed below have become, to a large extent, standardized; therefore, they should be clearly understood and practiced.

The Period

The period, the question mark, and the exclamation point are terminal marks; they are used to end a sentence. They signal intonations (pitch, stress, stops) that emphasize sentence meaning. The period separates one sentence from another.

Rules

1. Use a period after a declarative sentence, an imperative sentence, an indirect question, or a polite request.

Christopher answered the door.
Answer the telephone.
She asked whether Christopher had answered the door.
Would you please turn down your amplifier.
I will be on vacation until the end of next week.

2. Use a period after a deliberate sentence fragment.

Better late than never.
Good night.
Thank you.
You're welcome.

3. Use a period after most abbreviations and initials.

a.m.	etc.	B.F. Goodrich	Mr.
Dr.	Esq.	e.g.	P.S.
e.u.	ea.	sq. ft.	G.B.
i.e.	F.A.S	f.o.b.	fl.oz.
V.P.	Ave.	Mass.	U.S.

The Question Mark

The question mark is used at the end of a sentence or phrase to indicate a direct question.

Rules

1. Use a question mark after direct questions.

Did Emma answer the door?
"Have you answered the door?" she asked.
Who was it that asked, "Have you answered the door?"
Which of the previous questions did you answer correctly?
How are you doing?

2. Use a question mark within a sentence when it is desirable to emphasize each element separately.

Where now is his love of country? his political integrity? his unblemished record?

The Exclamation Point

An exclamation point is used after an exclamation: an abrupt, forceful utterance. Because it conveys a strong feeling of excitement, it should be used sparingly. Exclamation points are used more frequently in narrative writing than in other types of writing.

Rule

1. Use an exclamation point at the end of a sentence that expresses strong feelings.

“Open the door!” Eric yelled.
Eric yelled, “Open the door!”
What a cool roller coaster that was!
That was great!
Stop that!
Help!
Ouch!
What! Are you certain?

Skill Builder Exercise 1
Placement of Periods, Question
Marks, and Exclamation Points

Punctuate the following sentences.

1. How happy I am exclaimed the bride
2. What a nice day it is
3. Is there anyone at home Arlene shouted
4. Will you be going abroad next summer
5. I simply loved it Lisa exclaimed about the film
6. Won't you be disappointed if Cheryl is late for the ceremony
7. How pleasant it is to sit here
8. Are there goldfish in the pond
9. It would be nice if you were dressed as a ballerina wouldn't it
10. How silly it is for you to fight for first place
11. Isn't that tall man a movie star

12. This order must be completed immediately
13. Have you written to your grandfather in Montana
14. Whew I forgot
15. Will this rain never stop Joan exclaimed
16. Please e-mail a copy of your essay to your teacher
17. You bet I can
18. Did you say there is a pizza for dinner
19. I certainly did mean it
20. In what ways is Harry different from his older brother
21. Please turn that music down
22. Have you heard of this singer before
23. How could you say that
24. I wonder who will win the class election
25. Wouldn't it be nice to travel to Italy this summer

The Comma

The comma is an important mark of internal punctuation. The function of the comma is to break up the sentence into separate thoughts to increase clarity and ease of reading. It represents the slight pause that we use in speech to express meaning. Today the tendency in writing is to use as few commas as possible without sacrificing clarity.

Rules

- 1. Use a comma to separate words, phrases, and clauses written as a series of three or more coordinate elements.**

The band composed of Sheila, Ali, and Eric played at the wedding.
Kelly walked onto the stage, took off her hat, and began singing.
I came, I saw, but Michelle conquered.
The ride was long, hot, and exhausting.
I finished my homework for science, algebra, and English literature.

- 2. Use a comma to separate two or more coordinate adjectives that modify the same noun.**

Cold, rainy weather keeps tourists away.
The long, exhausting car ride finally ended.

Note: *Long* and *exhausting* are coordinate adjectives; therefore, they are separated by a comma. But *car*, though an adjective, is not coordinate with *long* and *exhausting*; *long* and *exhausting* modify not just *car* but the word group *car ride*. Hence, no comma precedes *car*. To determine whether adjectives are coordinate, make two tests: if they are coordinate, you will be able to join them with *and* or interchange their position in the sentence.

- 3. Use a comma to highlight sharply contrasted coordinate elements.**
Paul was merely tired, not lazy.
- 4. Use a comma before any one of the conjunctions (and, but, for, or, neither, nor, yet) when it joins a pair of main clauses.**
Rob said he would be there, and I do not doubt his word.
Many are called, but few are chosen.
- 5. Use a comma after an introductory adverbial clause, verbal phrase, or absolute phrase.**

When Rick finished the marathon, he was exhausted. (*introductory adverbial clause*)

Being late, I could not eat breakfast. (*introductory participial phrase*)

To enter the contest, we needed a number. (*introductory infinitive phrase*)

For making the arrangements, Bob was given a bonus. (*introductory gerund phrase*)

My ticket having been punched, I took a seat on the bus. (*introductory absolute phrase*)

- 6. Use a comma to set off nonessential appositives.**

Heather, the leader of our group, was an articulate young woman.

- 7. Use a comma to set off nonrestrictive phrases and clauses.**

Max Weber, whose theories and writing helped establish the foundations of modern sociology, considered bureaucracy to be the most important feature of modern society.

- 8. Use commas to set off items in dates, geographical names, and addresses, and to set off titles after names.**

July 4, 1776, was a momentous day in our history.

Do you know who lives at 1600 Pennsylvania Avenue, Washington, D.C.?

John Dewey, the assistant principal, spoke at the meeting.

1256 Main Street, Cleveland, Ohio, 30500
Robert Kildare, M.D.

- 9. Use commas to set off words in direct address.**

Sir, the line starts here.

It is up to you, Patricia, to make the business succeed.

This is the last straw, Mary.

- 10. Use a comma after a mild interjection and after *yes* and *no*.**

Oh, I suppose you're right.
Yes, we do carry digital cameras.

11. Use a comma to separate a direct quotation from the phrase identifying the speaker.

"I was able," Jonathan replied, "to finish my homework in one hour."
Paul said, "I will see you at 2:00 p.m. on Sunday."

12. Use a comma before and after such elements as *for example, to be sure, in fact, however, nevertheless, and therefore*, when they are used parenthetically.

We do not, however, favor a moratorium.

13. Use a comma to prevent the misreading of a sentence.

To Carol, Tom was a hero.
In 1939, 40 ships were lost.

14. Avoid the use of superfluous commas.

- Do not use a comma to separate a subject from its verb.
- Do not use a comma to separate a verb from its complement or direct object.
- Do not use a comma instead of a period between sentences (comma splice).

**Skill Builder Exercise 2
Placement of Commas**

Place commas in the following sentences.

1. My mother sister aunt and brother left for the seashore.
2. First I want to finish my book.
3. Alex made chocolate pineapple and vanilla cupcakes.
4. White fluffy cumulus clouds dotted the sky.
5. Friends Romans countrymen lend me your ears.
6. Potatoes candy and ice cream are bad for my weight.
7. No I will not cut class.
8. My father a well-known physician addressed the medical society.
9. I came to the railroad station early but Lori was a half hour late.
10. After Frank won the match he congratulated his opponent.
11. Martin performed outstandingly in tennis swimming and boating.
12. Jaime however is an excellent swimmer.
13. Although there were flooded roads Alan managed to get through.
14. Because Jose behaved badly in school he was not allowed to go to the movies.
15. No I won't buy that expensive DVD.
16. If you eat a balanced diet you will be healthier.
17. It is necessary therefore to maintain a normal weight.
18. John Ritter the late movie actor was 54 years old when he died.
19. If you come home early Alex we'll be able to go to the mall.
20. My father said "Be home before midnight."
21. "Roger was an excellent athlete" said Mr. Goldberg "and he was a good student too."
22. Hannah screamed cowered and cried during the scary movie.

23. "I haven't been able to concentrate" said the writer.
24. My parents who were born in Glasgow visited Scotland last summer.
25. I will continue with this job or I will find a better one.

Skill Builder Exercise 3 Superfluous Punctuation

Indicate in the blank following each sentence whether the sentence contains unnecessary punctuation. Use a C to indicate those sentences correctly punctuated and an X to indicate those sentences containing superfluous punctuation.

1. I ask you, sir, whether he can be trusted.

2. Frank Gresham, my best friend, is interested in a military career. _____
3. Joan Brooks, who is a junior, won the award; and Sue Benedict, JoAnn Wolanski, and Kim Lee, were named runners-up. _____
4. Roberto was able, at any rate, to complete his term paper on time. _____
5. On Laura's desk, were the latest issues of *Time*, *Newsweek*, and *Vogue*. _____
6. After swimming for an hour, we went fishing; then we took a long walk. _____
7. Mrs. Byrne, our congresswoman, is a person, who is well respected. _____
8. To Allan, Mary Ellen was very special.

9. I support your program, although, I do not agree with all its provisions. _____

10. Some, of the streets ran north and south, others east and west, and yet others diagonally; but the entire pattern made sense. _____
11. The teacher, frustrated, and flustered, walked away from the annoying students.

12. In the summer, we will travel to Billings, Montana. _____
13. I camped, in a tent, near the ocean.

14. Johnny, Alex, and Derek, all play professional baseball. _____
15. I went to the Cedar Point amusement park in Sandusky, Ohio, and rode each of the rides at least twice. _____

The Colon

The colon is used to mark a pause greater than that of a semicolon but less than that of a period. The colon is used to introduce a clause or phrase that amplifies or explains a preceding clause. As a strong mark of punctuation, the colon is the formal introducer, calling attention to something that follows.

Rules

1. **Use a colon after a clause that introduces a formal list.**

There were several principal causes of World War II: the problems left unsolved by World War I, the rise of dictatorships, and the desire of Germany, Italy, and Japan for more territory.

Note: A colon should be used only when the words preceding the list form a complete statement.

Incorrect: The insect enemies of wheat are: grasshoppers, chinch bugs, Hessian flies, and army worms.

Correct: There are many insect enemies of wheat: grasshoppers, chinch bugs, Hessian flies, and army worms.

2. **Use a colon to introduce a clause that supplements or explains the preceding clause in a sentence.**

We live on a planet, not a star: A star is a sun.

3. **Use a colon to direct attention to a brief summary or an appositive at the end of a sentence.**

One characteristic accounted for his success: complete honesty.

4. **Use a colon to formally introduce a direct, lengthy quotation, or any other formal matter.**

In his last public speech to a group of friends outside his home on Armistice Day, 1923, Wilson declared: "I cannot refrain from saying it: I am not one of those who has the least anxiety about the triumph of the principles I have stood for."

5. **Use a colon after the formal salutation of a letter, in expressing time, between chapter and verse reference from the Bible, between a title and subtitle, and in proportions.**

My dear Sir:

Luke 4:7

Victorian England: Portrait of an Age

The ratio was 14 : 1

8:30 a.m.

1 : 3 :: 3 : 9

The Semicolon

The semicolon marks a pause of less duration than the colon but more than the comma. The semicolon is used between two main clauses not joined by a coordinating conjunction (and, but, for, or, nor, yet, so) and between coordinate elements containing commas. The purpose of the semicolon is to coordinate parallel constructions.

Rules

1. **Use the semicolon between pairs of main clauses not connected by a coordinating conjunction (and, but, for, or, nor, yet, so).**

You may help him; I will not.

Louis struggled to land the bass; it flipped its tail as it vanished.

In every work of genius we recognize our own rejected thoughts; they come back to us with a certain alienated majesty.

Democritus wrote that all matter consists of tiny bits of material called atoms; Aristotle, using deduction and logic, formed theories in many areas of physics; Archimedes discovered laws for the behavior of levers; Ptolemy pictured the Earth as standing still, with the sun, moon, planets, and stars moving in circles around it.

2. **Use the semicolon between pairs of main clauses not connected by a coordinating conjunction especially when a conjunctive adverb (therefore, nevertheless, however, for example) is present.**

You may help him; however, I will not.

You may help him; I, however, will not.

Note: When a conjunctive adverb is used with a semicolon, the semicolon follows the first main clause. If the conjunctive adverb is the first word or phrase in the second clause, it is followed by a comma. If the conjunctive adverb is located within the second clause, it is set off by commas.

3. **Use a semicolon to separate word groups when the elements of each word group are already separated by commas or other marks of punctuation.**

Participating in the First Crusade were Peter the Hermit, a preacher; Count Robert of Flanders, a trained warrior; and Behemund, a Norman lord from Sicily.

4. **Use a semicolon between parts of main clauses in which coordinating conjunctions are present if such clauses are long, contain commas, or if emphasis is desired.**

It is most unusual; and it should not be tolerated.

It is not just to the people, the state, or the country; and although difficult, a proper decision must be made.

Skill Builder Exercise 4 Placement of Colons

Punctuate the following sentences, placing the colon in the appropriate place.

1. Ladies and Gentlemen
2. Sharon took six subjects English, French, history, calculus, physics, and band.
3. You will need a camp uniform shorts, slacks, T-shirts, socks, and sweaters.
4. They bought the groceries you ordered cereal, milk, sugar, onions, and potatoes.
5. Dear Sir I am responding to your letter.
6. Bring your books with you the novel, the play, and the autobiography.
7. I have many chores every morning milking the cows, feeding the cat, finishing homework, and preparing for school.

8. My mother has owned six cars two Fords and four Subarus.
9. I have visited three major league ballparks Boston's Fenway Park, Baltimore's Camden Yards, and New York's Yankee Stadium.
10. In his Gettysburg Address, Lincoln concluded "...government of the people, by the people, for the people, shall not perish from the earth."

Skill Builder Exercise 5 Placement of Semicolons

Punctuate the following sentences by placing semicolons in the appropriate places.

1. John went swimming Serena played tennis.
2. He grew potatoes, onions, carrots, radishes, and beets but she grew roses, gladioli, tulips, and chrysanthemums.
3. I hated English I loved history.
4. Working hard, Corinne completed her design in time for the meeting however, her boss told her the client would be late.
5. Eric swept the porch Kevin raked the leaves Chris pruned the rose bushes.
6. I considered taking a new job still, I hate to leave this one.
7. I love the color of my new sweater moreover, it's a perfect fit.
8. My father, an aerospace engineer, couldn't find a job my mother, therefore, had to go to work.

9. We won the soccer game we lost the football and basketball games.
10. The children were playing quietly I had time to bake muffins.

The Dash

The dash is an emphatic mark of punctuation, one that should be used sparingly—only when it serves a specific purpose, when no other marks will carry the intended meaning as well. A dash is used to enclose or introduce short elements. If the material to be set off by a dash occurs at the end of a sentence, use one dash; however, if the material occurs within a sentence, use a dash both before and after the inserted material. On the typewriter the dash is indicated by two hyphens without spacing before, between, or after. In handwriting the dash is an unbroken line about the length of two or three hyphens.

Rules

1. **Use a dash to indicate an abrupt shift or break in the thought of a sentence or to set off an informal or emphatic parenthesis.**

Jim drafted the letter carefully, stamped it for special delivery—and neglected to mail it.
Jackie told me—would you believe it?—that she did not wish to travel abroad.
I wanted to win the race—and should have—until my toe was broken.
2. **Use dashes to set off an appositive or a parenthetical element that is internally punctuated.**

Her roommates—Carolyn, Haley, and Naomi—are going to the game.
3. **Use a dash to indicate hesitant or interrupted speech.**

“As I already told you once, I—we—aren’t interested.”

Parentheses

Parentheses are used to enclose (1) material that is supplementary or explanatory and (2) figures that are needed to ensure accuracy or used to designate an enumeration. An element enclosed by parentheses is usually even more loosely connected with the sentence than one set off by dashes. Dashes emphasize the point and attract attention; parentheses de-emphasize and minimize the importance of the enclosed material.

Clay was playing great football (for the thrill of it; not merely to win) and several times staved off defeat.

Notes: When the material in parentheses comes within a sentence, it is not begun with a capital letter or followed by a period, even if it is a sentence itself. But commas and semicolons are used, just as they would be in any sentence.

If the material in parentheses is a question or an exclamation, a question mark or an exclamation point is used within the parentheses.

I smiled (who would have done otherwise?) and said, “Good-bye.”

Punctuation marks (commas, periods, semicolons, etc.) that belong to the sentence come after the parentheses, not before. Do not use a comma before a parenthetical element.

No one did well on the chemistry test (except Lauren, of course).

Parenthetical material that is not in the body of a sentence begins with a capital letter and ends with a period (or question mark or exclamation point).

We hurried home the next day. (It was only too true that the river had risen.)
We were ruined.

Rules

1. Use parentheses to enclose that part of a sentence intended to be read as a side remark, provided that the removal of such part would not destroy the sense of the context.

The work (he was preeminently fitted for it) absorbed his attention.

2. Enclose within parentheses reference to tables, diagrams, etc.

The cost of living (see Chart III) has risen slowly but surely.

3. Use parentheses to enclose figures or letters used in enumerations.

The threatened species—and all other wildlife—have four main values for man: (1) beauty, (2) economic value, (3) scientific value, and (4) survival value.

Skill Builder Exercise 6 Placement of Dashes

Place a dash in the appropriate place in the following sentences.

1. I wanted to play on the baseball team and would have until I sprained my foot.
2. The hockey violence could have been prevented I always thought so by some crowd control.
3. The poet's style I always thought he was romantic won him the Pulitzer Prize.
4. I left work at three my boss told me to do so because I wasn't feeling well.
5. The trees are losing their leaves and it's certainly time because autumn came early.

Skill Builder Exercise 7 Placement of Parentheses

Enclose the parenthetical expressions in the following sentences in parentheses.

1. Henry Hall 6'7" is a great basketball player.
2. Hillary's job responsibilities as she soon learned them included traveling.
3. Grain production footnote 3A is higher this year than last.
4. I was ill if only you could have seen me all night.
5. Answer the doorbell who on earth could that be because I haven't finished dressing.

The Apostrophe

The apostrophe is used to indicate the omission of one or more letters from a word or to form the possessive of certain nouns.

Rules

1. Use the apostrophe and *s* to form the possessive case of singular nouns and some indefinite pronouns.

Mary's lamb
someone's shoes
Captain Cooper's ship
a day's work

Notes: If the singular noun ends in an *s* or *z* sound, add the apostrophe and *s* for words of one syllable. Add only the apostrophe for words of more than one syllable unless you expect the pronunciation of the second *s* or *z* sound.

the boss's orders	Eloise's letter
the class's performance	Keats's poems
Charles's work	Ulysses' return
for goodness' sake	the Watts' cat
two weeks' vacation	

2. Use an apostrophe without s to form the possessive case of plural nouns ending in s.

soldiers' quarters
boys' clothes

3. Use an apostrophe and s to form the possessive of plural nouns not ending in s.

men's coats
children's shoes
women's rights
alumni's contributions

4. In forming the possessive compounds, use the apostrophe according to the meaning and the logic of the construction.

Beaumont and Fletcher's plays (they wrote them jointly)
John's and Mark's children (the children of John and the children of Mark)
somebody else's business (the business of somebody else)
sister-in-law's letters (the letters from one sister-in-law)
sisters-in-law's letters (the letters from more than one sister-in-law)

5. Use an apostrophe to indicate the omission of letters in contractions.

they've	don't
isn't	jack-o'-lantern
o'clock	'tis
you'd	ma'am
let's	couldn't

Skill Builder Exercise 8 **Placement of Apostrophes**

Place apostrophes in the appropriate places.

1. The boys bicycle was broken, so he took his sisters.
2. Freds ice cream cone dripped all over his uniform.

3. Whats that youre watching?
4. Your skateboard is larger than Alans.
5. My friends grade was higher than yours.
6. My rings diamond was loose.
7. The childrens toys are becoming very old.
8. The womens auxiliary group holds meetings on Tuesdays.
9. Mens business clothing is getting more and more casual each year.
10. Everybodys grade was posted on the bulletin board.
11. I typed in my brother-in-laws password.
12. Janet didnt know the websites domain name.
13. A mans wallet was found on the train.
14. The kings crown sat heavily on his head.
15. The terrorists hiding place was found.
16. His name has four ss in it.
17. I like to read Ann Tylers novels.
18. The PCs memory was erased.
19. Theyre the best musicians in town.
20. Dont tell me what games I must play.
21. Shes coming to the party even though its not hers.
22. Its raining and the dogs coat is soaked.
23. The girls parents wanted their daughter to attend Harvard.
24. Its too soon to predict the outcome of the election.
25. If I were you, I wouldnt eat that spicy dish.

Review Exercise A

Punctuation

Insert all necessary punctuation marks in the following sentences:

1. When I planted my garden I had great hopes
2. The actress has many skills dancing singing and acting
3. John Kennedy who was assassinated had been a young vigorous intelligent president
4. The clouds covered the sun people hurried from the beach
5. John Adams who was one of our great presidents contributed greatly to the formation of our country
6. There were three doctors in the office Dr DiPaola the pediatrician Dr Zussman the surgeon and Dr Ball the internist
7. Judy my best friend is interested in a science career consequently she plans to attend summer school
8. Evelyn Winters who is a junior won the trophy and Juliet Jones Laura Hold and Barbara Jefferson were given consolation prizes
9. On July 28 1981 the company manufactured its first product at 14 Tilden Drive Madison New Jersey
10. After swimming for one hour we went hiking then we sat under a tree and talked
11. On January 2 1788 Georgia became the fourth state in the Union to ratify the United States Constitution
12. They were going skiing but the rain washed away the snow
13. If Carmen finishes her homework she will be allowed to watch TV
14. I understand Ingrid that you are preparing for the Olympics
15. My father who is a policeman runs the marathon each year
16. This letter I am convinced it is important should be placed in a museum
17. Justin my friendly grocer delivers all my food
18. Rick won letters for baseball basketball and track
19. Walking in the rain she managed to keep her hair dry
20. Medicine is still a growing science new cures are found every day

SKILL BUILDER TWO GRAMMAR AND USAGE

Grammar is a description of the way we speak and write English. It has to do with the way in which words change their form and order to express meaning. Usage is concerned with the conventions of language and with the choice of form appropriate to a particular context and to a particular situation.

The study of grammar and usage leads not only to an understanding of the structure of language but also to an understanding of the appropriateness of language. Wilson Follett, in his guide to *Modern American Usage*, states that “skill in expression consists in nothing else than steadily choosing the fittest among all possible words and constructions.” In high school, the study of language has as one of its goals the refinement of a student’s language habits to conform with the practices of educated writers and speakers.

It is important that you have a clear concept of the grammar system and understand how grammatical components and rules fit together.

Formal standard English differs from the informal level principally in a subtle change in the tone and effect of the communication as a whole. Formal English is characterized by more exactness and greater selection in vocabulary, greater precision in formal agreement of number, both in subject-verb and pronoun-antecedent relationships, and in case-agreement of pronouns.

Appropriate Use of Verbs

A verb is a word that indicates an action or state of being. A transitive verb has its meaning completed by a direct object. (He caught the ball.) An intransitive verb cannot take a direct object. (The boy walks quickly.) A linking verb links a subject with a predicate nominative (Art is life) or a subject with a predicate adjective (He is good). Linking verbs may also be referred to as intransitive because they do not take direct objects.

Mood indicates the manner in which the action takes place.

The *indicative mood* expresses a simple fact, declarative or interrogative.

It is warm.

Will you be there?

The *imperative mood* expresses a command or request.

Stand up.

Please stay.

The *subjunctive mood* expresses doubt, exhortation, wish, permission, supposition, expectation, possibility, condition contrary to fact, or intention.

If I were you, I would stay.

Would that it were so.

David may go to the concert tonight, but

I doubt that he will.

Tense indicates the time or duration of the action. Although there are three divisions of time—present, past, and future—English has six tenses to show distinctions within these three divisions: present, past, future, present perfect, past perfect, and future perfect. The six tenses are formed from the three principal parts of the verbs: present, past, and past participle. If the past and past participle forms of a verb add *-d*, *-ed*, or *-t*, the verb is called a regular verb. Otherwise it is an irregular verb whose principal parts must be memorized individually. A fourth principal part, the present participle, may also be given. The present participle is formed by adding *-ing* to the present tense form. The four principal parts of the regular verb *laugh* are *laugh*, *laughed*, *laughing*, and *laughed*. The four principal parts of the irregular verb *freeze* are *freeze*, *froze*, *freezing*, and *frozen*.

Voice indicates the manner in which the action of the verb is related to the subject. When the subject is acting, the voice is active; when the subject is acted upon, the voice is passive.

Number indicates whether the subject of the verb refers to one person or thing, singular, or more than one, plural.

Verbals

There are three types of verbals: participles, gerunds, and infinitives.

A participle is a verb used as an adjective. The present participle always ends in *-ing*. The past participle is formed from the third principal part of the verb (*laughed, frozen*). The perfect participle is formed from *having* or *having been* plus the past participle (*having laughed, having been frozen*).

Having been frozen, the cake tasted funny. (participle)

Having laughed so hard, I felt pains in my stomach. (participle phrase)

A *gerund* is a verb used as a noun. Gerunds have the same form as present participles; that is, they end in *-ing*. Almost anything a noun can do, a gerund can do. A gerund may take an object and be modified by an adverb or an adjective.

Laughing is fun. (gerund)

Laughing at their antics is fun. (gerund phrase)

An infinitive is formed from the present tense of a verb preceded by *to*. An infinitive may be used as a noun, adjective, or adverb.

The rain started to freeze. (adverb)

To freeze is not fun. (noun)

Appropriate use of Adjectives and Adverbs.

Adjectives modify nouns or pronouns. Adverbs modify verbs, adjectives, or other adverbs. Many errors in the use of adjectives and adverbs are a result of poor speech habits and a failure to use appropriate degrees of comparison accurately. Use the comparative degree for two persons or things and the superlative degrees for three or more.

Rules

1. Use adverbs—not adjectives—to modify verbs, adjectives, and other adverbs.

Brian made reasonably high marks in college.

Laura had a really bright future.

2. With such verbs as *feel, appear, become, look, smell, sound, and taste*, use the adjective if the word describes the subject and an adverb if the word describes the action of the verb.

I feel bad.

Jim reads badly.

I felt nervous.

Sharon nervously tapped her foot.

Rhonda looks angry.

Ann looked angrily at him.

3. Distinguish between the comparative and the superlative degrees of comparison. Most adjectives and adverbs of one syllable form the comparative degree by adding *-er* and the superlative by adding *-est*. Most adjectives of two syllables form the comparative by adding *-er* and the superlative by adding *-est*; however, there are many special situations that are governed by tradition. Most adjectives of more than two syllables and adverbs that end in *-ly* form the comparative and superlative by prefixing *more* and *most*.

Al is the faster of the two.

Bill is the fastest runner in the race.

Hillary is smart. She is smarter than I.

She is the smartest of the three.

Frank is competent. He is more competent than Tom. He is the most competent one in the group.

4. Do not use *more* or *most* before a word to which *-er* or *-est* has been added.

Stephanie is happier than her sister. (not *more happier*)

5. Use the words *other* or *else* if the subject is part of a group with which it is being compared.

Kristin works harder than any other student I know.

New York City is larger than any other city in New York.

6. Use *these* and *those* to modify plural nouns, not singular ones.

These kinds of educational computer games are very helpful.

Skill Builder Exercise 9 Verb Formation

In the sentences below underline the correct verb form.

1. The sun had (shone, shined) on the only day of our fishing trip.
2. The batter should be (beat, beaten) until it is smooth.
3. The pond had (froze, frozen) solid early in November.
4. Have you ever (drank, drunk) root beer with ice cream on a hot day?
5. One of the men had (brung, brought) a compass.
6. The proposal for the new airport (rose, raised) a storm of protest.
7. Moths had (ate, eaten) holes in my winter coat.
8. During the past hour, the river has (risen, raised) two inches.
9. You can (sit, set) the scanner next to the computer.
10. By six in the evening, the senator had (shook, shaken) hands with scores of people.
11. I (threwed, threw) away the sweater that had (shrank, shrunk).
12. You (swum, swam) too soon after you had (drunk, drank) that iced tea.

13. (Sit, Set) your chair here, Alex, and (sit, set) down.
14. As we (set, sat) there, the moon slowly (raised, rose).
15. If he hadn't (ran, run), he wouldn't have (fell, fallen).
16. If Sheila (was, were) in Oregon this summer, she would be happy.
17. I was pleased (to be able, to have been able) to attend the basketball game.
18. The astronomer said that the diameter of the moon (is, was) 2,160 miles.
19. I wish I (was, were) a better musician.
20. As the day ends, a few stars (appeared, appear) in the sky.

Skill Builder Exercise 10 Adjective/Adverb Use

Correct the following sentences using the appropriate adjective or adverb. Indicate those sentences that are correct.

1. My aunt felt badly that I didn't visit her.
2. The dog smells awfully.
3. Harold does his work so easy that it seems simple to everyone.
4. The sign said, "Drive slow."
5. Your hair looks so sloppily that I can't believe it's the style.
6. The plant grew well in the sunlight.
7. I grew nervously before my exam.
8. "How do you feel?" asked my coach. "I feel good," I answered.
9. Ellie near jumped off the roof when the dog barked.

10. Michael was surely right when he said he had grown.
11. The cancer grew deeply in his stomach.
12. The rain fell heavy on the plain.
13. Bill studied thorough for his exam.
14. That pie smells deliciously.
15. The dog remained faithfully until he died.
16. Speak quiet when you are in church.
17. I felt well about my speech.
18. Move quick when I call you.
19. You do those problems easy.
20. He acted bad in that Broadway play.

Subject-Verb Agreement

Subject-verb agreement refers to the grammatical relationship between a subject and its verb. The principle of subject-verb agreement—that a verb agrees in number (singular or plural) with its subject—is one of the most important concepts in English usage. However, there are many fine points and exceptions to the principle that should be memorized.

Rules

1. Use a singular verb with a singular subject.

Notes: Do not be misled by intervening prepositional phrases or by an inverted arrangement of words. When two subjects are joined by *or*, *nor*, or *either...or*, the verb agrees with the noun or pronoun closer to the verb. The following indefinite pronouns are singular: *each*, *either*, *neither*, *another*, *anyone*, *anybody*, *anything*, *someone*, *somebody*, *something*, *one*, *everyone*, *everybody*, *everything*, *no one*, *nobody*, and *nothing*. The following indefinite pronouns may take singular or plural verbs, depending upon the context: *none*, *any*, *all*, *more*, *most*, and *some*. Collective nouns (*group*, *crowd*, *committee*, *choir*, *faculty*, *Congress*, etc.) may be considered either singular or plural according to the

intended meaning. The phrase *the number* is singular. Certain nouns plural in form but singular in meaning (*news*, *physics*, *aesthetics*, *economics*, *mathematics*, *measles*, *semantics*, etc.) take singular verbs. The title of a single work (*The Adventures of Tom Sawyer*) is singular. Plural expressions of quantity may be either singular or plural depending on whether or not the expression is considered a single unit.

Five hours is too long to wait.
 Skip is a boy who practices his drums every evening.
 Fifty dollars is a lot of money.
 Measles is a contagious disease.
 Everyone in the class is coming to my home.
War and Peace, one of Tolstoy's finest novels, is absorbing reading.
 Most of the ice cream is in the refrigerator.
 A jury often deliberates for a long time.

2. Use a plural verb with a plural subject.

Notes: Compound subjects joined by *and* are plural unless they are considered as a unit (*Ham and eggs* is a delicious breakfast).

The scissors cut the cloth easily.
 Half the pears were eaten before we arrived.
 Physics and chemistry are difficult subjects.
 Neither Rod nor his friends wish to attend my party.
 None of the women are coming to the meeting.
 In the girl's car were found a comb, a hairpin, and a lipstick.

3. In sentences in which one subject is affirmative and the other is negative, the verb agrees with the subject that is used affirmatively.

She, not we, is responsible for the meeting.

Skill Builder Exercise 11
Agreement Between Subject and Verb

In the following sentences, choose the verb that agrees with the subject.

1. Neither my car nor Laurel's (was, were) destroyed in the accident.
2. Some parts of the building (have, has) no air conditioning.
3. The union and faculty (organize, organizes) a strike before contract time.
4. The old man in the overalls (hike, hikes) through the forest.
5. The new paintings in the museum (is, are) in a special room.
6. It (don't doesn't) seem as if her fever has dropped.
7. Where (was, were) you going with all those parcels?
8. Here (go, goes) the first round.
9. There (was, were) many people at the firehouse.
10. Either my suitcase or my camera bag (was, were) left on the plane.
11. All the children (have, has) snowsuits for the winter.
12. Both the swimmers (is, are) practicing daily.
13. Andrew (don't, doesn't) know how to play tennis.
14. Where (is, are) your CDs?
15. Anything you say and anything you do (has, have) an effect on your grade.

16. Neither my father nor my mother (is, are) to blame.
17. The climate as well as the cultivating (have, has) an effect on the crop.
18. The painter and the playwright (need, needs) artistic advice.
19. The grocer no less than the wholesaler (is, are) responsible.
20. Both the corn and the wheat (have, has) been harvested.

Skill Builder Exercise 12
Agreement Between Modifiers and the Words Modified

In the following exercises correct only those sentences that contain an error in agreement.

1. These kind of pears taste sweet.
2. There are fewer tomatoes in the bowl.
3. These type of pearls are rare.
4. I am real sorry to have disturbed you.
5. Because of the fog, we nearly had an accident.
6. Mathematics problems must be done accurate.
7. Whenever Marcie applied herself, she made reasonable high grades.
8. Although the test seemed difficult, most of the students did well on it.
9. The coach doesn't feel very well about the team's prospects.
10. Lois appeared hopefully about her chances of winning the tennis tournaments.

11. Even after studying with the best teachers, she still performed awkward.
12. Don didn't realize that he had been hurt bad.
13. Martha entertained often and lavish at her home.
14. Inventor John Hays Hammond, Jr., built a magnificently medieval castle on the coast of Gloucester, Massachusetts.
15. It's a good idea to pay your bills immediate.

A pronoun is in the objective case when it functions as a direct object, indirect object, object of a preposition, or as the subject or object of an infinitive.

I saw him yesterday. (direct object)
 Ken gave me the letter. (indirect object)
 Most of them came to the party. (object of preposition)

A pronoun is in the possessive case when it modifies a noun.

That is her book.
 I found my hat.
 I took a ride in their car.

Pronoun Case

Case is a system that shows how words are related to one another in a sentence. English has three cases: subjective (nominative), objective (accusative), or possessive (genitive).

Case of Pronouns			
	Subjective	Objective	Possessive
<u>Singular</u>			
First Person	I	me	my, mine
Second Person	you	you	your, yours
Third Person	he, she, it	him, her, it	his, hers, theirs, its
Relative Pronoun	who	whom	whose
<u>Plural</u>			
First Person	we	us	our, ours
Second Person	you	you	your, yours
Third Person	they	them	their, theirs
Relative Pronoun	who	whom	whose

A pronoun is in the subjective case when it functions as a subject or as a predicate nominative.

Mary and I were the first to complete our science experiment. (subject of clause)
 I am certain it was they. (predicate nominative)

Rules

1. **The case of a pronoun is determined by its function in its own clause.**

The man whom I saw was laughing.
 (object of clause *I saw whom*)
 We have great respect for whoever is ethical. (subject of clause *whoever is ethical*)

2. **After than or as introducing an incomplete construction, use the form of the pronoun necessary to complete the construction.**

Nobody was as well prepared as he. (*as he was*)

3. **An appositive is in the same case as the word with which it is in apposition.**

Three sophomores, Fred, Jody and she, received the award. (She is in apposition to sophomores.)

4. **Use the possessive case of a pronoun before a gerund.**

I heard about your winning the prize.
 (Winning is a gerund.)

Skill Builder Exercise 13

Pronoun Case

Choose the correct form of the pronoun.

1. Beth does not have as much time as (I, me).
2. The guide gave a map to each of (we, us) visitors.
3. The coach sent a message to (we, us) on the team.
4. Tommy gave the ticket to (whoever, whomever) wanted it.
5. The captain invited the visitors—Bud, Mac, and (I, me)—to have lunch with him.
6. (Who, Whom) do you think received the highest grade?
7. The teacher found Bruce and (he, him) in the cafeteria.
8. Yes, that was (she, her) who wrote the essay.
9. It surely was not (she, her) who left the message on her voice mail.
10. No one but you and (I, me) knows the combination to the safe.
11. The driving instructor gave Chris and (I, me) another test.
12. The prize money was divided among Carlos, Matt, and (I, me).
13. Sean often took my twin sister to be (I, me).
14. I hired the person (who, whom) I thought would be most qualified.

15. Give the tickets to (whoever, whomever) will enjoy the concert.
16. The thief (who, whom) committed the crime has been arrested.
17. I want (she, her) to go with me.
18. The person who drove the car is (he, him).
19. There in the pool are George, Frank, and (she, her).
20. Were they talking about (we, us)?

Pronoun and Antecedent Agreement

An antecedent is a word, usually a noun, to which a relative or a personal pronoun refers. An antecedent may be a phrase or a clause instead of a single word. A singular antecedent is referred to by a singular pronoun; a plural antecedent is referred to by a plural pronoun.

Rules

1. **A pronoun agrees in number, gender, and person with its antecedent.**

Use a singular pronoun to refer to antecedents such as:

any	every	person
anybody	everybody	one
anyone	everyone	somebody
each	man	someone
either	neither	woman

Use a singular pronoun if the antecedent is a collective noun that is considered a singular unit. Use a plural pronoun to refer to two antecedents joined by *and*.

If anyone feels sick, I wish he or she would tell me.

Each child must bring his or her book to school.

Every tree on the block lost its leaves in the autumn.

Neither of the girls had prepared her assignment.
Neither Mark nor Harry remembered to register his car.
Every alumnus should contribute to his university.
After two days of deliberation the jury reached its verdict.

2. *Who* refers to persons, *which* refers to things, and *that* refers to persons or things.

This is one of the scientists who are to conduct the experiment.
He is the only one of the scientists who is authorized to do the experiment.

3. Be sure that the demonstrative pronouns (sometimes called demonstrative adjectives) *this*, *that*, *these*, and *those* agree in number with the nouns they modify.

This kind of apple tastes sweet.
I like these kinds of books.

Skill Builder Exercise 14

Agreement Between Pronouns and Their Antecedents

From the forms given in parentheses, choose the appropriate answer.

1. He is the director (which, who) told me I have talent.
2. Every boy must button (his, their) own coat.
3. The company repaid (its, their) debt to the bank.
4. None of the organizations will give (its, their) support to the charity.
5. One must do (their, one's) best.

6. Not one of my friends (have, has) much money.
7. Most of those students (have, has) been to Europe with my group.
8. Next week, the disappointing news from South America will have (its, their) effect on public opinion.
9. My scissors are dull; (it, they) should be sharpened.
10. The Board of Education was unanimous in (its, their) desire to raise standards.
11. Every alumnus contributed to (his, their) university's fund drive.
12. The established international community had collapsed, and (its, their) members found (themselves, themselves) at a crossroads in (one's, their) history.
13. Each of the girls brought (her, their) lunch to the picnic.
14. It is difficult for a young swimmer to do (their, his or her) best in the unfamiliar pool.
15. The car's fuel economy and many safety features make (it, them) a perfect choice for a family vehicle.

SKILL BUILDER THREE

SENTENCE STRUCTURE

Sentence structure refers to the look of a sentence, the position of its words, the syntactic relationship between and among ideas, and the type of clause pattern used by the writer.

When careful writers examine their sentences in the revision process, they make sure that each sentence contains a subject-verb combination that makes a definite statement. They place modifiers where they belong and make clauses fit together logically. If there are sentences that are not clear and sensible, they are rewritten. Writers who check for appropriate sentence structure are usually concerned with the following:

- (1) the length of the sentence
- (2) the avoidance of sentence fragments
- (3) the avoidance of run-on sentences
- (4) the avoidance of faulty subordination and coordination
- (5) shifted constructions
- (6) faulty parallelism
- (7) ambiguous modifiers

Relationship Between Clauses

We express our thoughts and feelings by putting words together in a wide range of sentence patterns. Good writers are those who are able to create well-structured sentences that express their ideas effectively, precisely, and logically.

A clause is a group of words that has a subject and verb and is used as part of a sentence. There are two classes of clauses: main and subordinate. A main clause (independent) is one that is grammatically independent; that is, it can stand alone as a sentence. A subordinate (dependent) clause cannot stand alone as a sentence and depends on some other part of the sentence to complete its meaning.

Although the Vikings fought with savage cruelty, (subordinate clause) they had great courage. (main clause)

The reader must understand the precise relationship between the ideas that are expressed. Words that clarify relationships between ideas can be classified as either transitional words, coordinating words, or subordinating words. Ineffective writers have a tendency to link clauses with *and* or *but*, presenting their ideas as if they were all statements of equal value. Writers should evaluate carefully which ideas are of equal value and which, when combined with other ideas, are of lesser significance. Through the use of appropriate transitional words, they will clarify examples, express time relationships, show comparisons and contrasts, illustrate spatial relationships, explain cause and effect, and establish addition or emphasis.

The placement of correlatives, the avoidance of sentence fragments, run-on sentences, and comma splices and the effective joining of subordinate and coordinate clauses are important considerations in the relationship between clauses.

Run-on Sentences and Sentence Fragments

A run-on sentence is two or more sentences capitalized and punctuated as if they were one. There are two kinds of run-on sentences: fused sentences, which are two or more grammatically complete thoughts with no separating punctuation, and comma splices, which result from the use of a comma between two main clauses linked without a coordinating conjunction.

Fused: Columbus gazed upon the vast Atlantic his mind was filled with apprehension.

Comma splice: Columbus gazed upon the vast Atlantic, his mind was filled with apprehension.

If two main clauses are joined by a coordinating conjunction (*and*, *but*, *or*, *for*, *nor*, *yet*, *so*), a comma should ordinarily precede the conjunction. If no conjunction is used, the two clauses must be separated by a semicolon or a period. Comma splices are corrected in one of the following ways:

1. Connect the main clauses with a coordinating conjunction.

Columbus gazed upon the vast Atlantic,
and his mind was filled with
apprehension.

2. Replace the comma with a semicolon.

Columbus gazed upon the vast Atlantic;
his mind was filled with apprehension.

3. Make a separate sentence of each main clause.

Columbus gazed upon the vast Atlantic.
His mind was filled with
apprehension.

4. Change one of the main clauses to a subordinate clause.

His mind filled with apprehension,
Columbus gazed upon the vast
Atlantic.

A sentence fragment lacks at least one of the requirements for a complete sentence. A complete sentence is one that (1) has a subject, (2) has a finite verb, and (3) expresses a complete thought. A complete sentence must have at least one independent clause.

Fragment: On a cold wintry night in
March

Fragment: Because it was a cold wintry
night in March.

Fragment: On a cold wintry night in
March my friend.

Skill Builder Exercise 15
Run-on Sentences and
Sentence Fragments

In the space at the end of each sentence indicate whether the following groups of words are fused sentences (FS), comma splices (CS) or sentence fragments (F). If a sentence is without error, mark (C).

1. As I said in my letter. _____

2. Because Joe did not attend the final rehearsal. _____

3. To strive, to seek, to find, and not to yield. _____

4. The cobra, angrily darting its head at the mongoose and always missing. _____

5. Bill tried to justify his conduct, his accusers would not listen. _____

6. Having no hope of winning the race, he continued to run, his commitment to accomplishment led to his later success.

7. Some people are old at twenty others are young at sixty. _____

8. The moon is believed to be devoid of life, this belief has been confirmed by scientists. _____

9. He had written short stories, moreover his last novel had been sold to a motion picture company. _____

10. Maria accused Carlos of generalizing, therefore he became very self-conscious about his statements. _____

11. Exaggeration is often an aid in good storytelling brevity is also important.

12. On a bright sunny afternoon on the sand at Memorial Pond. _____

13. We ate lunch in the cafeteria, then we returned to our classroom. _____

14. An excellent cook, Sheila opened her own restaurant. _____

15. Hernando de Soto, the Spanish explorer of the interior of Mexico. _____

Conjunctions and Correlatives

The function of a conjunction is to connect words, phrases, or clauses. Many conjunctions are similar to prepositions: *after*, *before*, *since*, *until*; others may be used as adverbs: *how*, *when*, *where*. Only their function classifies them as conjunctions. Conjunctions may be classified as either coordinating, correlative, or subordinating.

Coordinating conjunctions connect words, phrases, or clauses that serve the same grammatical function and are of equal rank. The principal coordinating conjunctions are *and*, *but*, *for*, *or*, *so*, *yet*, and *nor*.

Correlative conjunctions are a special category of coordinating conjunctions because they are used in pairs. The first correlative appears in the first grammatical element that is being connected, and the second correlative appears before the second element. The most frequently used correlative conjunctions are *either...or*; *neither...nor*; *both...and*; *whether...or*; *not only...but also*; *the...the*; *as...as*; *(just) as...so*; and *such...as*.

Adverbial conjunctions are adverbs used as conjunctions to depict coordinate relationships. There are only seven pure coordinating conjunctions, but there are scores of adverbial conjunctions that express fine shades of meaning. Adverbial conjunctions are also known as transitions or connectives because they act as bridges between ideas. They must be chosen with care in order to clarify time or spatial relationships, show the addition of new ideas, establish a contrast between ideas, show the logical result or conclusion of ideas, reveal the emphasis attached to ideas, or introduce examples.

Subordinating conjunctions join subordinate (dependent) clauses to main clauses. Because the relationship between the clauses is indicated by the particular subordinating conjunction that is used, it is important to select subordinating conjunction that express the relationship exactly. Subordinating conjunctions are used mainly to connect ideas of unequal rank by making one of the ideas subordinate to the other.

Some Important Definitions

Coordinating Conjunctions

And expresses a relationship of connection or addition.

Christopher wanted both the bicycle and the basketball.

Joyce went to the bank and the carwash.

But introduces an idea contrary to expectations. It indicates but does not stress the opposition.

I would like to go, but I have a previous engagement.

For means “because; seeing that; since.”

Comfort Diana for she is sad.

Or denotes an alternative (the last alternative) or a synonymous expression.

Jaime could paint his house green, yellow, or blue.

Luke has acrophobia, or fear of heights.

So means “in order that; with the purpose that;” it is usually followed by *that*.

Talk louder so (that) all may hear.

Yet means “nevertheless; however.”

Gwen seems happy, yet she is troubled.

Nor means “and not; or not; likewise not; not either.” *Nor* must always be used to indicate continuing negation involving independent clauses.

Matt has no experience in chemistry, nor does the subject interest him.

Conjunctive Adverbs

Accordingly means “in a way that is fitting and proper; correspondingly; consequently.” *Accordingly* is used to show result.

Bob committed acts of heroism; accordingly, he was given the Silver Star.

Also means in “addition; likewise; too; besides.” *Also* indicates the presence of something additional. It implies that the additional element or consideration is equal in weight to what precedes it.

Being a lifeguard, I told myself, would be fun; also I did need the money.

Besides means “in addition; as well; except for that mentioned; moreover; furthermore.” It indicates something additional to what has already been stated; it often suggests that the addition is in the nature of an afterthought.

The bill cannot be paid as yet; besides, the work is not completed.

Consequently means “as a result, effect, or outcome; therefore.” It is used in introducing a statement resulting from, or caused by, what immediately precedes.

There was an early frost; consequently, the orange crop was poor.

Furthermore means “in addition; besides; moreover.”

Carol had many friends; furthermore, she knew the mayor.

However means “nevertheless; yet; in spite of that; all the same.”

The concert is expensive; however, we will go.

(Note: *however* is redundant in combination with *but*.)

Moreover indicates something additional to what has already been stated. It is a more formal word than “besides” and implies that the addition is something particular, emphatic, or important.

I did not like the trip; moreover, it was too expensive.

Nevertheless “means in spite of; however.” *Nevertheless* introduces a statement in opposition to what precedes it. *Nevertheless* emphasizes the contrast more than *but* does.

Kathy loves lakes and rivers; nevertheless, she won’t go near the ocean.

Therefore means “in consequence of that; as a result; consequently.”

Ron spent all his money; therefore, he had to walk home.

Subordinating Conjunctions

After means “following the time when; later than.”

After the restaurant closed, I walked home.

Although means “in spite of the fact that; even though; though.”

Although Kris was ill, she still went to work.

Although it was a beautiful day, we did not go outside.

As means “to the same amount or degree that; in the same manner that; according to the way that; at the same time that; while; because; that the consequence is; though.”

It flew straight as an arrow.

Please do as you are told.

She wept as she spoke.

As you object, we won’t go.

The question is so obvious as to need no reply.

Tall as Rudy was he couldn’t reach the apples.

As if means “in the same way that it would be if; that.”

Stephen tried to go on as if his dog had not died.

It seems as if she is never happy.

Because means “for the reason or cause that; on account of the fact that; since.”

Jennifer smiled because she was happy.

(Note: Avoid the redundant construction the reason is because.)

Before means “earlier than the time that.”

Before Ed left, he bought Laura a flower.

Inasmuch as means “in view of the fact that; since.”

Inasmuch as the weather was very bad,
the outing was postponed.

(Note: *Inasmuch as* is more direct but less forceful than **because**. *Inasmuch as* introduces a clause that justifies what precedes or follows the clause.)

Since means “in the period following the time when; continuously from the time when; because; inasmuch as.”

Kelly has written only once since she left.
Tim has been busy ever since he arrived.

Unless means “except under the circumstances that.”

Don’t shoot unless you are attacked.

When means “at what time or point; at which time; on which; at the time that; as soon as; at whatever time, whenever; although; whereas; while on the contrary; considering the fact that.”

Jim told us when to eat.
He came at six, when the sun was setting.
Now is the moment when we must speak.
The runners started when the gun went off.

Ginny smiles when you praise her.
Don’t complain when you have it in your power to effect change.
How can Paul help when they won’t let him?

While means “during or throughout the time that; at the same time that; although on one hand; whereas; and on the other hand.”

We waited while Sean dined.
While you’re up, close the door.
While Mark was not poor, he had no available cash.
The walls are green, while the ceiling is white.

Skill Builder Exercise 16

Use of Conjunctions

List all the conjunctions in the following sentences and identify them as one of the following: (1) coordinating, (2) subordinating, (3) conjunctive adverb, or (4) correlative.

1. After Gwen went to college, she entered law school.
2. Paul drew a portrait of himself when he was only 10.
3. Paula came home from camp, but she could not stay home.
4. Juan could not only bake but he could sew as well.
5. Although Laura is the older sister, she is smaller in stature.
6. Scott stayed home this summer. Nevertheless, it was not a complete waste.
7. Randy can play rock music, but he likes classical as well.
8. Mario practiced hard so that he could earn a place in the Olympics.
9. Once the jury decided on a verdict, the case was over.
10. If you go hunting in the fall, you must be careful with your rifle.
11. I tried on five dresses, but I bought only one.
12. “The game’s not over until it’s over,” Yogi Berra said.
13. Because Eliza’s hair was straight, she had a permanent wave.
14. My house will look terrible until I have it painted.

15. Either you do your studying or you will fail the course.
16. Before I landed at the airport, I saw the contour of the bay.
17. Although there were many raspberries, the birds ate them all.
18. Both my mother and my father are college graduates.
19. Neither John nor Matthew can spell well.
20. Whenever I go fishing in that stream, I bring home a whole line of trout.

Relationship Between/Among Clauses

Subordinating words that express time relationships are *after, since, whenever, as soon as, before, when, until, and while*.

Subordinating words that express contrast are *though, whereas, although, and unlike*.

Subordinating words that express comparison are *as though, as much as, as if, as well as, and just as*.

Subordinating words that express addition or identification are *that, which, who, where, whom, and whose*.

Rules

1. **Avoid the too frequent use of coordinating conjunctions.**

Mr. Melton is the chief buyer for the department store, and he is visiting our office, and I want to make a favorable impression on him.
(awkward)

I want to make a favorable impression on Mr. Melton, the chief buyer for the department store, when he visits our office. (improved)

2. **Use appropriate coordinating words (coordinating conjunctions, correlative coordinating conjunctions) to connect related ideas of equal importance.**

Chuck is a physiology major, but he has a psychology minor.

Music is an enriching experience, and its structure has a strong relationship to mathematics.

My mother said I could go skating, or I could spend my money on the movies.

The tide rose during the night; consequently, there was considerable beach erosion.

3. **Use appropriate subordinating words to connect ideas of equal importance. Make clear the emphasis by stating the principal ideas in main clauses and by placing subordinate ideas in subordinate clauses.**

That he studied (noun clause) was evident from his high grades.

As I grow older, I realize how much I need to learn.

The house that they wanted was far too expensive.

Because most of the class was absent, the professor postponed the test.

4. **Avoid excessive, illogical coordination and subordination. Do not coordinate ideas that are not related or that are of unequal importance.**

My friend lives in Iowa, and she was elected president of her senior class.
(faulty coordination)

My friend, who lives in Iowa, was elected president of her senior class.
(improved coordination)

Skill Builder Exercise 17

Relationship Between/Among Clauses

Combine the sentences below into one sentence. Coordinate only those ideas that are equal and subordinate the other ideas by using an appropriate subordinating conjunction.

1. Hunts' Point is on the bay. It's where Willard's parents have their home.
2. Take the right fork. It will take you directly to the village.
3. Jonathan broke his bicycle. His father told him Jonathan would have to pay for repairing it.
4. I learned how to bake. Mother gave me a cookbook for Christmas.
5. Frances was a small child in England during World War II. Her parents were killed in an air raid.
6. Hamlet was very suspicious of his uncle. He believed his father had been murdered.
7. The garden was filled with Henry Moore sculptures. It took me an hour to see them all.
8. I loved my summers in camp. It was in camp that I learned to swim.
9. Jogging may be harmful to your ankles. You must exercise regularly to prepare for it.
10. They were delayed in arriving home. The storm had washed away the bridge.
11. The Beach Boys played at the White House. The President welcomed them personally.
12. Neither Chris nor Alex can row. They needed to take rowing lessons before they go out in the boat.

13. Ben extended his vacation. He met a girl he liked.
14. I had a business appointment in the early evening. I ate supper.
15. The policeman seemed very calm. He asked Patty numerous questions.
16. Francine felt tired and frustrated. She finished her painting.
17. The crowd stopped talking. The singers continued their performance.
18. Computer disks must be returned to the teacher. They should be placed in their appropriate sleeves.
19. Irma cannot smell the flowers. She can arrange a beautiful bouquet.
20. James refuses to participate in class activities. He refuses to take any tests.

Placement of Modifiers

Modifiers are words or groups of words that restrict, limit, or describe the meaning of other words. Occasionally, modifiers are placed in positions that cause readers to misunderstand the intention of the writer. A misplaced modifier is one that appears to modify the wrong word. A dangling modifier appears to modify the wrong word or no word at all. The most frequent kinds of dangling modifiers are dangling participles, dangling gerund phrases, dangling infinitives, and dangling elliptical clauses. Ambiguous (squinting) modifiers are those that could refer either to what precedes the modifier or to what follows it. A misplaced modifier may be corrected by placing the modifier as close as possible to the word it is intended to modify. A dangling modifier may be corrected by rephrasing the modifier or by adding the missing word to the main clause. An ambiguous modifier may be corrected by moving the modifier closer to the intended word than to the alternative.

Rules

- 1. Be certain that adverbs such as *almost, even, hardly, just, merely, only, nearly, or scarcely* are placed immediately before the words they modify or as close as possible to refer clearly and logically to the intended word.**

He almost received as much applause as the winner. (misplaced)

He received almost as much applause as the winner. (revised)

The event only was publicized once. (misplaced)

The event was publicized only once. (revised)

- 2. Be sure that prepositional phrases refer clearly and logically to the words they modify.**

I was told that I had received a scholarship by my guidance counselor. (misplaced)

I was told by my guidance counselor that I had received a scholarship. (revised)

- 3. Avoid dangling participial phrases.**

While recuperating from pneumonia, the nursing staff of the local hospital was warm and friendly. (dangling)

While recuperating from pneumonia, I noticed that the nursing staff of the local hospital was warm and friendly. (revised)

- 4. Avoid dangling gerund phrases.**

By planting trees, new forests were created. (dangling)

By planting trees, we created new forests. (revised)

- 5. Avoid dangling infinitive phrases.**

To be eligible to play baseball, a C average must be maintained. (dangling)

To be eligible to play baseball, a student must maintain a C average. (revised)

- 6. Avoid dangling elliptical clauses.**

A talented writer, her book sold a record number of copies. (dangling)

Because she was a talented writer, her book sold a record number of copies. (revised)

- 7. Avoid ambiguous (squinting) modifiers.**

Parents remind children regularly to do their homework. (ambiguous)

Parents regularly remind children to do their homework. (revised)

- 8. Avoid separations of subject and verb, verb and object, or parts of a verb phrase unless such separation is justified.**

She in a fit of anger left the stage. (awkward)

In a fit of anger, she left the stage. (improved)

- 9. Keep coordinate grammatical elements together.**

Although Bill was an excellent chess player, he was never a grand master, although he played every day. (separated coordinate elements)

Although Bill was an excellent chess player and played every day, he was never a grand master. (unseparated coordinate elements)

Skill Builder Exercise 18 Placement of Modifiers

Each of the following sentences contains a misplaced or dangling modifier. Rewrite the sentences so that the modifiers are clearly associated with the words they modify.

1. Did you visit the man in the hospital with the broken arm?
2. Driving the car, a crack appeared in the windshield.
3. The singer sang the aria from *Carmen* wearing a blue dress.
4. I almost finished half the project.

5. To play masterfully, regular practice is required.
6. Ivan was bitten by a snake watering the lawn.
7. Naomi wrote her thesis about Milton at Yale.
8. To compete in the contest, the application must be completed today.
9. To invest our money wisely, research is required.
10. Tim interfered with our privacy deliberately.
11. We must have talked about the next vacation a hundred times.
12. Riding home at midnight, the moon was full.
13. A car stopped in front of the house with California license plates.
14. Tom tried to eat the Chinese food with chopsticks which he liked.
15. I came across the antique store wandering in the old quarter.
16. I bought the dishes in the small store that matched my tablecloth.
17. When preparing the salad, the sharp knife cut his finger.
18. I saw the present on the floor that was meant for you.
19. Rosa begged for forgiveness with great emotion.
20. After class the teacher only received a few requests for extra help.

Recognizing Parallel Constructions

Parallelism has to do with expressing similar ideas in the same grammatical structure. If one idea is expressed by an infinitive, a gerund, or a clause, other equal ideas should be expressed by parallel

constructions. Parallelism adds emphasis and symmetry to writing and is an important structural device for grouping ideas coherently. Faulty construction results when ideas of equal importance are not expressed in the same grammatical form. It can be corrected by rewriting sentences so that related ideas are expressed in the same grammatical form.

Rules

1. **Use the same grammatical structure on both sides of a coordinating conjunction.**

I like to hunt and fish.

Americans always have been and always will be a socially conscious people.

Large areas of the United States are being developed in ways that ignore extremes in weather, tax underground water sources, and weaken nature's ecological balance.

2. **Keep members of a series in the same construction.**

Liana is pretty, intelligent, and friendly.

3. **Keep members of a list in the same construction.**

The panel recommends the following actions:

1. To elect officers of the club.
2. To collect dues from the members.
3. To arrange monthly meetings.
4. To appoint a parliamentarian.

4. **Use the same structure on both sides of a correlative.**

Wanda was neither afraid of nor awed by her new assignment.

5. **To emphasize parallel elements, repeat a preposition, an article, the sign of the infinitive, or the introductory word of a long phrase or clause.**

He collected stamps from Italy, from France, from England, and from Zaire.

Skill Builder Exercise 19

Parallelism

Some of the sentences below contain errors in parallelism, and some do not. Correct only those sentences containing errors by rewriting them so that each parallel idea is expressed in the same grammatical structure.

1. My favorite pastimes are playing the piano and to eat fine food.
2. The children played, the birds were singing, and the wind was blowing.
3. Mother likes to bake and singing.
4. My coach said that I should practice jump shots, to eat a balanced meal, and get plenty of sleep.
5. Creativity, being patient, and having energy are the qualities of a good scientist.
6. Janet thinks that wearing comfortable clothes makes more sense than if you follow fashion trends.
7. Jessica is greatly admired by her employer because of her honesty, enthusiasm, and she dedicates herself to her work.
8. Most of the evenings were occupied with playing chess and they would listen to records.
9. It is sometimes easier to do the work oneself than supervising someone else.
10. None of his relatives really understood the full extent of his difficulty or how desperate he was.
11. In order to settle the matter I will accept either six new chairs or having the old ones reupholstered.
12. I will use the reward either to take a vacation or for completing my flying lessons.

13. Jennifer is witty, gracious, and has many talents.
14. For dessert I had a peach and plum.
15. Edward not only likes swimming but diving.

Shifts in Construction

When a writer makes unnecessary or illogical deviations in such grammatical elements as tense, voice, person, number, or mood, the meaning of the writing is obscured. A sentence loses its strength and confuses the reader if it contains needless shifts in construction. A writer is said to be consistent when he or she continues the use of one subject, one person and number in pronouns, and one tense, mood, or voice in verbs. A mixed construction results when a writer begins a sentence with one construction and then shifts to another.

Rules

1. Avoid unnecessary shifts in the subject of a sentence.

Alex went to summer school, and his leisure time was spent in practicing his drums. (The subject shifts from Alex to time. The voice shifts from active to passive.)

Alex went to summer school and spent his leisure time practicing the drums. (One subject only. Both verbs are active.)

2. Avoid unnecessary shifts in person or number.

If one studies diligently in high school, you will have little trouble in college. (A shift from the third person to the second person.)

If one studies diligently in high school, he or she will have little trouble in college.

If a person reads extensively, they can become more worldly. (A shift from a singular to a plural number.)

If a person reads extensively, he or she can become more worldly.

3. Avoid unnecessary shifts in tense, mood, or voice.

Marcie drove to the toll gate and pays the collector a dollar. (A shift in tense within one sentence.)

Marcie drove to the toll gate and paid the collector a dollar.

Grasp the handle firmly in your hand, and then you should pull it. (The verb shifts from imperative mood to indicative mood.)

Grasp the handle firmly in your hand, and then pull it.

4. Avoid the use of mixed constructions.

Just because you read it in the newspaper doesn't make it accurate.

Your having read it in the newspaper doesn't make it accurate.

**Skill Builder Exercise 20
Shifts in Construction**

Revise the following sentences by eliminating all needless shifts in construction.

1. Crickets could be heard chirping as we approached the meadow.
2. If someone works hard, they can become successful.
3. Helen fell down on the ground and starts to cry.
4. Aim the arrow at the target, and then you should draw the string back.
5. While in Colorado, Frank took a vacation, but much of his time was spent indoors.
6. Rita smiles at the photographer and went quickly into her apartment.
7. My friend suggested that I jog more regularly and that I should avoid fatty foods.

8. If one is feeling adventurous, you can bicycle across the country or canoe down a river.

9. Her troubles were quickly forgotten and she made an appointment at the beauty salon.

10. Ron escaped to the Azores where he takes guns and stores from two British vessels.

11. In 1838, federal troops marched into the Indian territory of Alabama, in the north-east section of the state, and did demand that all the Indians move to the West.

12. Animals live everywhere in the vast ocean waters that cover 70 percent of the earth's surface. Most fish live near the continents, but some, such as the flying fish, are found in the open seas. Many animals with shells, such as marine clams and sea urchins, had lived on the ocean floor.

13. Meanwhile, the battle in the Senate had begun. The Democrats defeated all the amendments with the help of some Republicans. Thereupon the senator would present to his committee a series of proposals. Most of them merely reaffirmed many of the existing laws.

14. The project will be developed in three stages. The first step is the formation of an advisory committee. The second step was reviewing the research. The final step is the writing and distribution of a report.

15. The committee surveyed 1,900 districts throughout the state. Almost 25 percent of those surveyed responded, of which more than half will indicate their unwillingness to participate in the public awareness program.

Review Exercise B

Sentence Structure

Rewrite the following sentences so that they conform to the principles of standard written English.

1. Prices in department stores are lower than other stores.
2. The baby was told to stay in the playpen; however, not understanding so he climbed out.
3. When I opened the door, I had heard the alarm go off.
4. Cecelia knew exactly how to act in the presence of the queen. Even though nobody had advised her.
5. Some doctors don't like others to explain how to manage their practice. Others are eager for advice.
6. Automobile accidents frighten many people which create traffic bottlenecks along the highway.
7. We bought a lawnmower from a friend that was already broken.
8. Movie pictures being a pleasure to students, it is used in school to teach literature.
9. To dream, to think, sleeping are human characteristics which reveal individual personality traits.
10. Many historians are now convinced that the Great Depression it will never be duplicated in contemporary times.
11. Painting in the abstract expressionist form, the style will reveal the innermost fears of the painter.
12. When preparing for a job interview, clothing should be fashionable, and neat.
13. Spain is a dry country, and the rainfall is mainly in the plain.
14. The rain in Papua, New Guinea, being plentiful, it is where there is much growth.
15. The hotel rates in New York City are too expensive, and I chose Washington, D.C.
16. Some people handle emotional stress well and others cannot.
17. Since Henrietta missed the first act, the play had started at 8:00 p.m. and she couldn't follow the plot.
18. Everyone within the 20-mile area had no electricity so the police had patrolled the area.
19. Without the proper clothing, the party was not an enjoyable experience for the young couple.
20. The election becomes a real contest in the final days when you have to vote.
21. In spite of the fear of some educators that computers will replace teachers, others predict that computers will enhance it.
22. A loud belching sound which let us know that the volcano was about to erupt and we became very frightened.
23. When she was six years old, she lost two toes in a lawnmower accident after that she became a champion ice skater.
24. Pam's term paper was more complete than Jean.
25. The age of the population is rising, it has allowed people to live longer because of improved medical care and better diet.

Review Exercise C

Mixed Skill Review

Circle the error in the following sentences and rewrite it correctly on the adjacent line.

NOTE: Not all sentences contain an error.

1. Although many people enjoy flying, they
A B
hardly never get the opportunity.
C

No error.
D

2. Because the meeting will be held in St.
F
Louis, her and her associates immediately
G H
arranged for hotel reservations. No error.
J

3. Fifteen minutes after Judy gave up hope,
A
William found someone to repair that
B
kind of foreign car. No error.
C D

4. If I was you, I would learn to play golf.
F G H
No error.
J

5. Some pilots find their training period
A B
difficult because their families were not
C
able to accompany them. No error.
D

6. If you know someone who needs an
F
experienced mechanic, please tell them
G
that I am searching for a job. No error.
H J

7. Regardless of all warnings, Richard
A
insisted on hiking a long ways into the
B C
mountains. No error.
D
-

8. Frank was formally^F a member of the committee; however^G, the commissioner's allusion^H to his past activities resulted in his dismissal. No error^J.

9. Gustave Flaubert, the French writer who^A surprised nineteenth century literary critics with his style of writing, is acclaimed^B today as one of the world's great^C authors. No error^D.

10. He is one of those professors who^F believes^F that physics seems^G more difficult than it really is^H. No error^J.

11. Speeding^A at the rate of sixty miles per hour, his automobile^B soon posed a serious threat^C to the other drivers on the road. No error^D.

12. Into the crowd^F of shouting Americans come^G the triumphant boxer, smiling victoriously and waving respectfully^H. No error^J.

13. By a process of eliminating^A, Mr. Garcia was able to choose^B the representative who would best perform^C as soloist in the county competition. No error^D.

14. Many people find^F that her article is well-written, timely, and irregardless^G of her beliefs^H, challenging. No error.^J

15. She lighted^A from her horse with the beauty and grace befitting^B a princess of vore^C. No error.^D

16. She is the actress whom^F the critics agree^G was most popular^H with the theatergoers. No error.^J

17. When you are working^A in an office, you will find^B that every letter has it's own^C place. No error.^D

18. He became interested in astronomy, and^F when he graduated^G from high school, he decided to be one^H. No error.^J

19. As the photographer approached the young model, he found her^A posed sanctimonious^B until she heard^C the click of the shutter. No error.^D

20. One hour before the performance, the auditorium doors were opened^F, and those fans with a ticket^G entered excitedly^H. No error.^J

21. The new teacher soon proved herself^A
to be not only competent but also^B
a person who could be creative.^C

No error.^D

22. The enigmatic^F question posed^G by a
reporter from the *Washington Post* made
the political candidate hesitate^H before
responding. No error.^J

23. I suppose^A that I did convince him that he^B
was wrong about the affects^C of tobacco.
No error.^D

24. Before I met him I heard^F rumors of his^G
failing^H the course in chemistry. No error.^J

25. The tourist had traveled^A throughout the
world for many years before he was^B
inflicted^C with the disease. No error.^D

**SKILL BUILDER FOUR
STRATEGY**

Strategy has to do with the overall planning and development of writing. Strategy deals with the appropriateness of expression in relation to audience and purpose, the strengthening of compositions with appropriate supporting material, and the effective choice of introductory, summary, concluding, and transitional sentences.

An awareness of strategy helps the writer to develop meaningful patterns of expression. These patterns emerge as a result of the writer's thinking about his or her audience and purpose. Strategy decisions emerge in the planning, drafting, and revising stages. In these stages the writer can consider such questions as:

- Is the passage focused so that it will be understandable and useful to the audience?
- Is the information appropriate to my purpose?
- What information or method of development would be most appropriate in reinforcing the main idea?
- Are the paragraphs related in a logical, consistent manner?
- Should additional supporting material be added? If so, where?
- Does the information successfully guide the reader to the conclusion argued for in the passage?

The topic and the information itself will often determine appropriate strategies. On other occasions, the writer's purpose will generate thinking about desirable strategies. For example, if the writer's purpose is to demonstrate that the sound quality of compact discs is superior to the sound quality of cassettes, then a dominant strategy might be comparison.

Often strategies must be combined to create effective writing. The following are commonly used rhetorical strategies for developing a composition.

Exposition:

To explain something. A clear statement of the thesis is important. Methods of development include comparison and contrast, cause and effect, process (explaining how something is done), classification (showing how something fits into a larger category), partition (showing how something can be broken down into smaller subdivisions), and definition.

Argument and Persuasion:

To persuade the reader to accept a point of view. The persuasive writer uses arguments and language that attract the reader's interest and appeal to his or her reason or emotion. Methods of the development include general-to-particular, particular-to-general, or advantages and disadvantages.

Description:

To convey sensory or visual impressions. Descriptive writing consists primarily of vivid details that develop the imagination. A successful descriptive writer appeals to the reader's senses, imagination, and emotion.

Narration:

To relate an event or a series of events. Narrative writing is concerned with related events and actions. It is arranged according to a purposeful sequence of action. The selection of a *point of view* is important.

The Effective Choice of Statements of Theme and Purpose

Statements of theme and purpose can guide the writer in developing his or her introduction, body, and conclusions. By having a clear statement of theme and

purpose, the writer can summarize the idea being developed in a passage or paragraph, and make effective editorial revisions regarding organization, style, and tone. By selecting the most effective statement of theme and purpose, the reader imitates the writer in the writing process by making what is known about a subject fit the audience and purpose. The strategies the writer will use and sustain are often the outcome of an effective statement of theme and purpose.

Skill Builder Exercise 21

The Effective Choice of Statements of Theme and Purpose

Read the following essay in which a science writer explains why the sky looks blue. Then, with your teacher's guidance, discuss your answers to the questions that follow.

Imagine that we stand on an ordinary seaside pier and watch the waves rolling in and striking against the iron columns of the pier. Large waves pay very little attention to the columns—they divide right and left and reunite after passing each column, much as a regiment of soldiers would if a tree stood in their road; it is almost as though the columns had not been there. But the short waves and ripples find the columns of the pier a much more formidable obstacle. When the short waves impinge on the columns, they are reflected back and spread as new ripples in all directions. To use the technical term, they are “scattered.” The obstacle provided by the iron columns hardly affects the long waves at all, but scatters the short ripples.

We have been watching a sort of working model of the way in which sunlight struggles through the earth's atmosphere. Between us on earth and outer space the atmosphere interposes innumerable obstacles in the form of molecules of air, tiny droplets of water, and small particles of dust. These are represented by the columns of the pier.

The waves of the sea represent the sunlight. We know that sunlight is a blend of many colors—as we can prove for ourselves by passing it through a prism, or even through a jug of water, or as nature demonstrates to us when she passes it through the raindrops of a summer shower and produces a rainbow. We also know that light consists of waves, and that the different colors of light are produced by waves of different lengths, red light by long waves and blue light by short waves. The mixture of waves that constitutes sunlight has to struggle past the columns of the pier. And these obstacles treat the light-waves much as the columns of the pier treat the sea-waves. The long waves that constitute red light are hardly affected but the short waves that constitute blue light are scattered in all directions.

Thus the different constituents of sunlight are treated in different ways as they struggle through the earth's atmosphere. A wave of blue light may be scattered by a dust particle, and turned out of its course. After a time a second dust particle again turns it out of its course, and so on, until finally it enters our eyes by a path as zigzag as that of a flash of lightning. Consequently the blue waves of the sunlight enter our eyes from all directions. And that is why the sky looks blue.

—Sir James Jeans, *Why the Sky Is Blue*

1. What is the subject of the essay?
2. What is the writer's purpose?
3. For what kind of audience is the essay written?
4. How does the introduction prepare the reader?
5. What specific pieces of information are presented in each paragraph?
6. How is the concluding paragraph related to the purpose of the essay?
7. To what extent does the essay fulfill its purpose?
8. What rhetorical devices contribute to the understanding of the information?

After the discussion is finished, write in your own words an effective statement of the writer's purpose. Compare your statement with those of others in the class.

Skill Builder Exercise 22

Strengthening of Writing with Appropriate Supporting Material

Exercise A

Each of the following sentences may or may not be related to the subject above it. Underline any sentence that is unrelated to the topic.

1. Topic: Franklin Delano Roosevelt

The only man to be elected president of the United States four times did it while presiding over two of the greatest crises in American history, the Great Depression and World War II. Franklin Delano Roosevelt's policies in office dramatically changed the country socially and economically while altering the nature of the presidency itself. Physically crippled by polio, he exuded confidence and vitality as he led the country through many of its darkest hours. If the polio virus is imported into a country where not enough people have been immunized, there's the risk that it could spread from person to person.

2. Topic: Malaysia

Located south of Thailand and north of Indonesia, the Federation of Malaysia is made up of two principal parts: West Malaysia, better known as peninsular Malaysia, extends 460 miles south from the Thailand border; and East Malaysia, separated from the peninsula by 328 miles of the South China Sea, is composed of Sarawak and Sabah, two Borneo states that joined the Federation in 1963. Some 90 percent of East Malaysia is made up of tropical rain forest. A leading industry is the export of 5 million tons of palm oil. Other countries like Taiwan and Korea export many goods to the United States.

3. Topic: Uses of Fish Oil

Researchers have discovered another benefit to add to fish oil's list of credits: reduction in tissue inflammation that often accompanies painful joint injuries, arthritis, and even headaches. Occasional spills from oil tankers cause monumental damage to the environment, killing and harming fish throughout the world. Following daily consumption of 18 fish oil capsules for two months, subjects experienced a drop in production of two substances that promote inflammation. "The great thing about this is that we can achieve good results without changing people's diets," says a professor of medicine at Tufts University. He says, "doses of fish oil should not be considered a preventative treatment for diseases accompanied by inflammation but rather as an alternative to high doses of aspirin and pain relievers, which can cause stomach problems."

4. Topic: The Minimum Wage

In 1938 Congress enacted the Fair Labor Standards Act establishing a minimum wage of 25 cents an hour. Franklin D. Roosevelt, who was born in 1882, had been elected president in 1933. A new minimum, passed in 1978, stayed at \$3.38 throughout President Reagan's two terms. Some 3.9 million workers—3.4 percent of the work force—earn the minimum. Nearly 60 percent of these workers are younger than 25, according to the Department of Labor. At the other end of the age spectrum, 8.6 percent of those earning the minimum wage are 55 or older; many are semi-retired. It seems inevitable that the minimum wage will have to be increased periodically.

5. Topic: Old School Buses

All school buses made before the Federal Motor Vehicle Safety Standards for school buses went into effect in April 1977 should be taken out of use, the National Transportation Safety Board concluded in a report released in May 1988. If carried out, the move would retire some 77,000 buses nationwide, or roughly 22 percent of those in service. The board recommended that states should toughen

their drunk driving laws to keep repeat offenders off the roads. Design improvements and the use of safety products have contributed to making buses built after 1977 safer. For example, the new buses have protected fuel tanks, unblocked rear exits, and nonflammable seat covers.

Exercise B

Read the following paragraphs. Somewhere in the paragraph a number in brackets signals that a sentence could be inserted at that point. Select from the three sentences listed below each paragraph, the sentence that would best strengthen the paragraph if it were inserted at the bracketed number.

1. The career of Louis Pasteur typifies both the commercial and the remedial value of scientific research. Pasteur was born in France in 1882. Though on leaving college his final examination in chemistry was marked “mediocre,” a lecture that he had heard served to awaken the genius latent in him. As a laboratory assistant he observed the different behavior of acids when exposed to a ray of polarized light. This, he determined, was due to the presence of active and inactive elements in the acids. He applied his observations to the study of fermentation, and made discoveries of great commercial importance. He found means for preventing a disease that was ruining the silk industry of France. [1] The commercial value of his discoveries was greater than the indemnity imposed on France at the close of the Franco-Prussian War in 1870. But these discoveries were only steps toward the development of the germ theory of disease, by which, through inoculation, many terrible scourges are controlled or prevented.

- [] A. He learned how to prevent chicken cholera and other animal diseases.
- [] B. His work was a realization of a time when men through painstaking research might discover many things.

[] C. His work was an example that chance favors those who are prepared.

2. George Bernard Shaw’s *Saint Joan* was first produced in New York in December 1923 and published in London and New York in July 1924. It differs from many of Shaw’s earlier plays in the sympathy and sincerity with which he presents the main story, rather than the ideas that grow out of the story. The story is that of Joan of Arc. She is not a mystic or a visionary; Shaw explains her “voices” and her visions by calling her a “visualizer,” by which he means merely that her imagination turned her ideas into concrete shapes and sounds. The key to her character is her common sense. She saw what should be done in the crises that confronted France. [2] She failed not because she was impractical, but because the men who controlled the world could not understand sincerity and truth. It is a powerful and moving drama, a recreation of history, and a book that proves that the creative spirit has not gone from the world.

- [] A. *Androcles and the Lion* and *Pygmalion* present old legends in unconventional forms.
- [] B. She represented clear human intelligences applied to actual life.
- [] C. Shaw’s stage directions are sometimes little essays in themselves.

3. We shall never know as much about Shakespeare’s personal life and opinions as we know about other English authors such as Milton or Wordsworth. But that does not mean that we are to regard him as a sort of divinity, remote from human relationships. What his friends said about him, the few records of his business transactions, the fact that he was an actor and a dramatist who attained worldly success because he followed with keen intelligence the likes and dislikes of his audiences, give us grounds for safe

conclusions. He wrote on the same themes as those used by others. [3] His works have maintained their hold on human interest, and will continue to maintain this hold so long as the English language is spoken anywhere on earth, but he was also the product of his age, and his work is intimately related to the period in which he lived.

- [] A. He was kind and helpful to the family in whose house he boarded in London.
- [] B. He was honored by nobility and by humble men at Stratford to whom he gave of his friendship.
- [] C. He wrote better than others because his genius was superior.

4. The Spanish-American War is often referred to as the first “media war.” During the 1890s, journalism that sensationalized—and sometimes even manufactured—dramatic events was a powerful force that helped propel the United States into war with Spain. Led by newspaper owners William Randolph Hearst and Joseph Pulitzer, journalism of the 1890s used melodrama, romance, and hyperbole to sell millions of newspapers. The style became known as “yellow journalism.” Today, historians point to the Spanish-American War as the first press-driven war. [4]

- [] A. At the dawn of the twentieth century, the United States emerged as a world power.
- [] B. William Randolph Hearst understood that a war with Cuba would not only sell his papers, but also move him into a position of national prominence.
- [] C. Although it may be an exaggeration to claim that Hearst and the other yellow journalists started the war, it is fair to say that the press fueled the public’s passion for war and proved its influence.

5. The blood of generations of Puritans flowed in the veins of Nathaniel Hawthorne, who was to supply a searching analysis of the Puritan character. There was also in his blood the mystery of those who have long followed the sea. As a boy, he told his mother that he would one day go to sea, never to return. While this was only boyish fancy, the spirit of the wanderer was in his solitary skating expeditions, late in winter nights in Maine, and in his lonely walks along the rocky coast near Salem. After his return from college, he shut himself up in his room; his meals were left outside his locked door; he studied diligently, wrote incessantly, and destroyed much of what he wrote. [5]

- [] A. Often intolerant, denying to others the freedom they sought for themselves, the aim of the Puritans in America was to set up a kingdom of the Saints.
- [] B. In his works, Hawthorne treats the effects of sin not merely upon an individual, but upon successive generations.
- [] C. During this solitary apprenticeship, he learned to write prose.

Skill Builder Exercise 23

Determining Appropriateness of Expression for Audience and Purpose

Read each of the paragraphs and then answer the question that follows.

When Michelangelo started work on the Sistine Chapel ceiling, five friends who were painters came to assist him and advise him in the techniques of fresco, in which they were practiced and he was not. Finding their work not what he desired, he resolved to accomplish the whole task by himself, locked the doors of the chapel until his friends gave up and went

home, and through four painful years on a scaffold carried the work to completion. That is what makes for quality—and its cost—and what helped to make Michelangelo one of the greatest artists of all time. Creating quality is self-nourishing. Michelangelo, Vassari says, “became more and more kindled every day by his fervor in the work and encouraged by this growing proficiency and improvement.” Genius and effort go together, or if they do not, the genius will be wasted.

—Adapted from “The Decline of Quality”
by Barbara Tuchman

1. Which statement below best describes the paragraph?

- A. It begins with specific information and leads to a general conclusion.
- B. It begins with a general statement and ends with specific information.
- C. It begins with an introductory statement, makes a few points, and then explains each point.
- D. It begins with a question and then answers the question.

The various codes which were presented to you at Crossgates—religious, moral, social and intellectual—contradicted one another if you worked out their implications. The essential conflict was between the tradition of 19th century asceticism and the actually existing luxury and snobbery of the pre-1914 age. On the one side were low-church Bible Christianity, sex puritanism, insistence on hard work, respect for academic distinction, disapproval of self-indulgence; on the other, contempt for “braininess” and worship of games, contempt for foreigners and the working class, an almost neurotic dread of poverty, and, above all, the assumption not only that money and privilege are the things that matter, but that it is better to inherit them than to have to work for them. Broadly, you were bidden to be at once a Christian and a social success, which is impossible. At the time I did not perceive that the various ideals which were set before us cancelled out. I merely say that they were all, or nearly all,

unattainable, so far as I was concerned, since they all depended not only on what you did but on what you *were*.

—From George Orwell,
Such, Such Were the Joys

2. Which statement below best describes the paragraph?

- F. It uses definitions to clarify the writer’s point of view.
- G. It develops the topic by using cause and effect illustrations.
- H. It uses a chronology of events to make a point.
- J. It uses the techniques of comparison and contrast to present a point of view.

The fading of ideas is sad evidence of the defeat of human endeavor. In the schools of antiquity philosophers aspired to impart wisdom, in modern colleges our humbler aim is to teach subjects. The drop from the divine wisdom, which was the goal of the ancients, to text-book knowledge of subjects, which is achieved by the moderns, marks an educational failure, sustained through the ages. I am not maintaining that in the practice of education the ancients were more successful than ourselves. You have only to read Lucian, and to note his satiric dramatizations of the pretentious claims of philosophers, to see that in this respect the ancients can boast over us no superiority. My point is that, at the dawn of our European civilization, men started with the full ideals which should inspire education, and that gradually our ideals have sunk to square with our practice.

—From A.N. Whitehead, *The Aims of Education*

3. Which statement below best describes the paragraph?

- A. It begins with specific information and leads to a general conclusion.
- B. It begins with a general statement and ends with specific information.

- C. It presents an opinion and logically provides support of that opinion.
- D. It begins with specific information and ends with specific information.

Who has not dreamed of Venice? The very name means romance—gondolas, moonlight, song, and color—and in spite of the changes which modern life has made necessary, Venice is a dream come true.

As the train approaches over a long causeway we get only a glimpse of the city across the lagoon. In fact, we are out of the railway station and on the steamboat tram before we begin to see it. When I arrived I evaded the insistent porters of the tourist hotels, boarded the little boat alone, and sailed into the sea city.

As this unique tram chugged along over the green waters of the Grand Canal, I kept saying to myself: “I’m here! This is really Venice!”

– From Anne Merriman Peck, *Venice*

4. Which statement below best describes the paragraph?

- F. It begins with specific information and leads to a general conclusion.
- G. It begins with a general statement, elaborates on the general statement and ends with a clarification of the general statement.
- H. It begins with a topic statement, then presents supporting material arranged in a time sequence.
- J. It begins with a basic premise, presents evidence to the contrary, and concludes with a topic sentence.

Galileo said that the earth moves and that the sun is fixed; the Inquisition said that the earth is fixed and the sun moves; and Newtonian astronomers, adopting an absolute theory of space, said that both the sun and the earth move. But now we say that any one of these three statements is equally true, provided

that you have fixed your sense of “rest” and “motion” in the way required by the statement adopted. At the date of Galileo’s controversy with the Inquisition, Galileo’s way of stating the facts was, beyond question, the fruitful procedure for the sake of scientific research. But in itself it was not more true than the formulation of the Inquisition. But at that time the modern concepts of relative motion were in nobody’s mind, so that the statements were made in ignorance of the qualifications required for their more perfect truth. Yet this question of the motions of the earth and the sun expresses a real fact in the universe, and all sides had got hold of important truths concerning it. But, with the knowledge of those times the truths appeared to be inconsistent.

—From A.N. Whitehead, *Religion and Science*

5. Which statement below best describes the paragraph?

- A. It begins with an overview, presents a specific focus, and concludes with a general observation.
- B. It begins with a general statement, provides a detailed description of the general statement, and ends with examples.
- C. It begins with a topic statement, then presents supporting material arranged in a time sequence.
- D. It begins with a summary, states the major premise, develops evidence contrary to the general premise, and concludes with a restatement of the topic sentence.

Skill Builder Exercise 24

Strategy

Directions: In the paragraphs that follow, certain sentences are underlined and numbered. In the right-hand column you will find questions relating to each number. Other questions are about a section of the passage, or about the passage as a whole. Choose the answer you consider best. Be sure to read the paragraph through before you answer the questions.

Passage I

Chaucer's monk was fun-loving. He hated to study and stay in the cloister. Study made his head go around. He was fat, his eyes were jumpy, and they were lit up as though they had fire in them. He liked to dress well. He had mink sleeves and wore a gold pin. His boots

were of the softest leathers. He ate heartily and richly, loving best of all a whole roasted swan.

1. Is this sentence appropriate for reinforcing the point that was made in the preceding sentence?

- A. Yes, because it is important for the reader to have a description of the monk's physical characteristics.
- B. Yes, because the sentence demonstrates the objectivity of the writer.
- C. No, because such a description is not flattering.
- D. No, because eyes do not light up as if they have fire in them.

2. Is this sentence appropriate to the topic of the paragraph?

- F. Yes, because the sentence illustrates that the enjoyment of food is part of the monk's fun-loving nature.
- G. Yes, because the topic of the paragraph is medieval food.
- H. No, because most Americans don't eat swans.
- J. No, because every person has his or her own personal eating habits.

Chaucer, a master storyteller, introduced the
3

heroic couplet into English literature. What the
3

monk liked to do best was hunt. Put him on his
brown horse and let the greyhounds loose after
the rabbit, and he was on top of the world.

He had no desire to be a pale, thin creature
4

wandering about the cloister like a tormented
4

ghost, or raking the vegetable garden.
4

He much preferred a life of worldly pleasure.
5

3. Does this sentence strengthen the focus of the passage?

A. Yes, because it effectively contrasts with the monk's expensive habits of dress.

B. Yes, because it follows a vivid description of the monk's eating habits.

C. No, because this paragraph is written in prose, not poetry.

D. No, because it is unrelated to the main idea of the passage.

4. Does it contribute to the unity of the paragraph to mention that the monk had no desire to rake the vegetable garden?

F. Yes, because it is the only negative attribute to counter the positive ones in the paragraph.

G. Yes, because it provides further evidence of the monk's fun-loving nature.

H. No, because the information, while relevant, actually undermines the paragraph by setting him apart from other monks.

J. No, because the monk loved swans, not vegetables.

5. Does this sentence effectively guide the reader to draw the conclusion argued for in the passage?

A. Yes, because it is an effective restatement of the opening sentence.

B. Yes, because the purpose of the paragraph is to persuade readers to reject a life of inconvenience.

C. No, because the topic is about the monk's hatred of study.

D. No, because it misstates the main point of the paragraph.

Passage II

Frederick Douglass, American abolitionist, orator, journalist, and author, was born in 1817 in Tuckahoe, Maryland, the son of a slave. He was sent to Baltimore as a house servant at age seven, where his mistress taught him the rudiments of reading and writing. Having had several masters, he escaped, eventually making his way to New Bedford, Massachusetts, where he did any handyman's job.

In August of 1841, he attended an anti-slavery convention at Nantucket and was invited to speak.

After one of his lectures he was mobbed and beaten by those who thought he exaggerated the conditions of slavery. He wrote and published in 1845, *Narrative of the Life of Frederick Douglass* to explain to a skeptical world what it was like to be a slave. One of the most important parts of the *Narrative* deals with his learning the meaning of 'Abolitionist.'

When he was illiterate, Douglass had heard his masters speak of the Abolitionists with disgust, and it was not until he could read newspaper accounts about Abolitionists that he learned the meaning of the movement.

1. At this point, which of the following sentences would be most appropriate in building on the information made in the preceding sentence?

- [] A. That was the year in which James Tyler was inaugurated President of the United States.
- [] B. Nantucket is an island located off Cape Cod in Massachusetts.
- [] C. It was very hot that summer in Massachusetts.
- [] D. His speech made such an impression that he was engaged as a lecturer, speaking for the Massachusetts Anti-Slavery Society.

2. Is the sentence about Douglass' illiteracy relevant to the paragraph?

- [] F. Yes, because illiteracy was common in the 19th century.
- [] G. Yes, because it illustrates a significant turning point in Douglass' life.
- [] H. No, because the passage should focus on Douglass' life, not his writing.
- [] J. No, because it clutters the passage with too many details.

He later visited Great Britain and Ireland, where he lectured, collected sufficient funds to return in 1847, and, upon his return, purchased his freedom. In Rochester, New York, he established the abolitionist newspaper *The North Star*. He was active in advocating women's suffrage and industrial education. He helped recruit black regiments at the beginning of the Civil War. He urged emancipation and became a spokesman for the movement. Later in his life he served as Recorder of Deeds of the District of Columbia and U. S. Consul General of Haiti.

3 4 5

Items 3, 4, and 5 pose questions about the passage as a whole.

3. Which of the following would be the most effective description of the method of development used in the essay?
- A. Point-by-point comparison of two viewpoints; discussion; summary.
 - B. Argument for one viewpoint; argument against a contrasting viewpoint; summary.
 - C. Statement of one viewpoint; reinforcement of viewpoint through a series of chronological events; statement of conflicting viewpoint through a series of chronological events.
 - D. Statement of topic to be developed followed by details and illustrations.
4. The essay would be the most helpful to someone wanting:
- F. a description of Tuckahoe, Maryland.
 - G. illustrations of post-Civil War plantation life.
 - H. information about opportunities in the diplomatic service.
 - J. biographical sketches of social reformers.
5. Is the writer's practice of dating some of the events in Douglass' life appropriate in this essay?
- A. No, because what Douglass did is more important than when he did it.
 - B. No, because the information, while relevant, actually interferes with the continuity of the passage by emphasizing certain events.
 - C. Yes, because dating some of the events places them in an understandable chronological relationship.
 - D. Yes, because dating some of the events helps persuade the reader of the value of studying history.

Passage III

[1]

“And these walls are much too large to be destroyed by fire,” said the little Heinrich Schliemann to his father about a picture of the walls of Troy. Thus, the future discoverer of Troy had firm opinions even as he started life in a small German parsonage. At the age of nineteen, in 1841, he set sail from Hamburg to seek his fortune in South America. But the ship sank in a hurricane, and Schliemann found himself in Amsterdam without a penny or a job.

[2]

When he took his first job as a messenger boy in a German firm, he dedicated himself methodically to self-improvement. In six months he spoke English largely by going to an English-speaking church twice on Sunday and by learning two novels by heart. He learned French in another six months. By the end of the year his powers of concentration had increased so enormously that he spent only six weeks each in learning Dutch, Spanish, Italian, and Portuguese.

1. Assuming that the second sentence in Paragraph 1 would remain unchanged, which of the following sentences would be the best opening sentence?

- A. NO CHANGE.
 B. Heinrich Schliemann eventually became a successful businessman.
 C. Heinrich Schliemann was born January 6, 1822, in Neubukow, Germany.
 D. Heinrich Schliemann was destined to become famous.

2. The most appropriate opening sentence for Paragraph 2 would be which of the following?

- F. Schliemann would soon begin to excavate a site that matched Homer’s description of Troy.
 G. Scholars first learned about the Trojan War from the *Iliad*.
 H. Heinrich Schliemann always believed that Troy really existed.
 J. When he took his first job as a messenger boy in a German firm, he dedicated himself methodically to self-improvement.

[3]

When he presented himself to a large import-export firm, he was immediately hired. When this firm started trading with Russia, he learned Russian in six weeks and was sent to Russia, where he made a fortune trading in indigo. By 1858 he could retire and travel around the world. He devoted the last seventeen years of his life excavating ancient Greek sites in Turkey and Greece.

[4]

From childhood he had dreamed about the Greek heroes at Troy as depicted in Homer's *Iliad* and *Odyssey*. He was convinced that they had really existed and that their palaces could be found. He began to excavate a site in northwestern Asia Minor. His digging soon revealed that at least nine cities had been built at different times on the same spot. Finally, at one level he found charred wood, destruction, and a horde of gold jewelry that suggested he had excavated the city that scholars still accept today as ancient Troy. ¶

3. The strategy used in developing Paragraph 2 could best be described as which of the following?

- A. Drafting a hypothesis, then explaining it.
- B. Presenting a series of detailed statements and then drawing a conclusion from them.
- C. Using specific examples to illustrate a general statement.
- D. Explaining conflicting viewpoints, then offering a discussion.

4. Which sentence would bring the whole essay to a conclusion by summing up the information?

- F. A successful businessman, who retired to devote himself to archaeology, Heinrich Schliemann is today remembered as the discoverer of the ruins of Troy.
- G. Heinrich Schliemann later excavated the sites of Mycenae and Ithaca.
- H. In ancient Greece, storytellers often sang Homer's *Iliad* and *Odyssey* to attentive audiences.
- J. After the fall of Troy, the Achaean civilization suffered a disastrous blow when Dorian invaders swarmed into Greece.

Item 5 poses a question about the passage as a whole.

5. The method of development of this essay could best be described by which of the following terms?

- A. point-counterpoint
- B. chronological explanation and instruction
- C. definition and illustrations
- D. statistics and commentary

SKILL BUILDER FIVE ORGANIZATION

Every writer is confronted with the task of settling upon a framework for the presentation of his or her ideas. Such a person has an understanding of semantics. Such a person has a clear sense of purpose, a sense of sticking to the point, and an awareness of the patterns of reasoning. Such a person recognizes that logical and well-organized writing is the result of planning and forethought.

The following elements contribute to the logic and organization of a composition: logical order, unity, and coherence.

Logical Organization of Ideas

The precise order in which the various elements of a sentence or a paragraph are arranged helps determine how clearly and logically a writer's ideas are communicated to the reader.

A paragraph, especially in expository writing, should take the reader somewhere by a fairly direct route. If the organization of a paragraph is clear, if the sentences are arranged in a logical pattern, it is reasonable to assume that the writer knows exactly what he or she wishes to say and is able to present his or her ideas clearly and succinctly. The orderly progression of thought from sentence to sentence is assisted by connecting devices called *transitions*.

The best writers never forget that the most important ideas deserve the most prominent positions, both in sentences and paragraphs. There are several logical ways for skilled writers to order the sentences in a paragraph: time order, space order, or climactic order. The principal methods of paragraph development are the following: details, examples, comparisons, contrasts, typical instances. The writer must decide which combinations will be most effective.

The following paragraph is developed using supporting details:

A mere scholar, who knows nothing but books, must be ignorant even of them. Books

do not teach the use of books. How should he know anything of a work who knows nothing of the subject of it? The learned pedant is conversant with books only as they are made of other books. He parrots those who have parroted others. He can translate the same word into 10 different languages, but he knows nothing of the thing which it means in any one of them. He stuffs his head with authorities built on authorities, with quotations quoted from quotations, while he locks up his senses, his understanding, and his heart. He is unacquainted with the maxims and manners of the world he is to seek in the characters of individuals. He sees no beauty in the face of nature or of art. To him, the mighty world of eye and ear is hid; and knowledge, except at one entrance, quite shut out. His pride takes par with his ignorance; and his self-importance rises with the number of things of which he does not know the value, and which he therefore despises as unworthy of his notice.

—From William Hazlitt,
On the Ignorance of the Learned

This paragraph by Hazlitt is a thought-provoking satire by one of the finest essayists and critics in English literature. The paragraph begins with a topic sentence and follows that sentence with supporting details. The details are used to support the assertion stated in the topic sentence. The author begins the first sentence by stating a problem: that a scholar whose only learning comes from books must know nothing... even about books themselves. The use of the word *mere* to describe *scholar* indicates that the writer does not consider book learning to be enough in one's life. The remaining sentences support his point of view.

The following paragraph is developed by the use of examples:

A man can be asked once too often to act as chairman, and to such a man despairing of his weakness and feeling a thousand miles from any delight, I can suggest a few devices. (1) In introducing one or two of the chief speakers, grossly over-praise them but put no warmth into your voice, only a metallic flavor of irony. (2) If you know what a speaker's main point is to be, then

make it neatly in presenting him to the audience. (3) During some tremendous peroration, which the chap has been working at for days, either begin whispering and passing notes to other speakers or give the appearance of falling asleep in spite of much effort to keep awake. (4) If the funny man takes possession of the meeting and brings out the old jokes, either look melancholy or raise your eyebrows as high as they will go. (5) Announce the fellow with the weak delivery in your loudest and clearest tones. (6) For any timid speaker, officiously clear a space bang in the middle and offer him water, paper, pencil, a watch, anything.

—From J.B. Priestly,
Quietly Malicious Chairmanship

An analysis of the paragraph shows that most of the sentences state *specific* devices or techniques that can be used by a chairman when introducing speakers. They are all examples of “devices” that could be used by a chairman to make sure that he is not asked to perform the job again: over-praise the speaker (1); present the main point of the speaker’s talk before the speaker himself does (2); pretend to fall asleep (3); don’t react to the speaker’s jokes (4), etc. The writer suggests doing something outrageous, clever things to avoid being asked to be chairman. The author is ridiculing the institution of the after-dinner speech.

Skill Builder Exercise 25

Logical Organization of Ideas

1. Write a topic sentence suitable for development in a paragraph of about 150 words. Select two different methods of development and write a 150-word paragraph illustrating each method of development. Be prepared to discuss the advantages and disadvantages in each.
2. Develop one of the following topics into a paragraph that maintains the logical organization of ideas, and is unified and coherent:
 - Fur Coats Shouldn’t Be Made of Fur
 - Architectural Horrors
 - A Much-heralded Television Show

3. The following is an exercise in control of topic development. (Adapted from Robert M. Rippey, “Maps for English Composition,” *School Review*, Winter 1967.)

- a. Make up a list of people, groups, and objects that you know something about and might like to use as the subject of a paragraph. Try to imagine how you might write your lead sentence. Keep in mind that you will need to back up this sentence with several good facts, reasons, or examples.
- b. Select one of the names or objects from your list. Use it as the subject of a statement of purpose.

Examples:

Our next-door neighbor is always
making a fool of himself.
The United States is usually in a crisis
either at home or abroad.

- c. Make a list of three or more details that could make your statement vividly clear to a reader. Remember, you need facts, reasons, or examples to communicate the subject of your paragraph.
- d. For each detail in Step c, write two good sentences as follows:
 - (1) One sentence that introduces the detail and states it in a general way;
 - (2) One sentence that explains and clarifies your detail.
- e. After the last detail sentence, write a sentence that makes some general statement about the subject of your paragraph, a statement that is based on evidence you have presented. This sentence should not merely repeat the ideas stated in the lead sentence; it should expand the original idea in some way.
- f. Look over your sentences and make any changes you think would improve them. Correct errors in spelling, punctuation, and sentence structure.

4. Study each of the following paragraphs and determine its principal method of development. Discuss in class.
- a. In nature, animals employ colors for many purposes. The most obvious is camouflage, which allows creatures to blend into their background and avoid detection. Often the animal's color changes with the seasons to coincide with foliage changes. A classic example of the selective advantage of camouflage is found in English peppered moths. Normally light in color, black specimens grew more common as 19th century industrial England burned more coal, which deposited considerable soot on buildings and trees. Of course, birds could more easily see and catch lighter moths against this background. Now, approximately 90 percent of the moths in industrial areas of England are dark. A hopeful sign: lighter moths seem to be coming back as air pollution controls become more effective.
 - b. The most striking and important fact for us is the affinity of the species which inhabit islands closest to those of the nearest mainland, without actually being the same. Numerous instances could be given. The Galapagos Archipelago, situated under the equator, lies at the distance of between 500 and 600 miles from the shores of South America. Here almost every product of the land and of the water bears the unmistakable stamp of the American continent. There are 26 land birds; of these, 21, or perhaps 23 are ranked as distinct species, and would commonly be assumed to have been created here; yet the close affinity of most of these birds to American species is manifest in every character, in their habits, gestures, and tones of voice. So it is with the other animals, and with a large proportion of the plants. The naturalist, looking at the inhabitants of these volcanic islands in the Pacific, distant

several hundred miles from the continent, feels that he is standing on American land. Why should this be so? Why should the species which are supposed to have been created in the Galapagos Archipelago, and nowhere else, bear so plainly the stamp of affinity to those created in America? There is nothing in the conditions of life, in the geological nature of the islands, in their height or climate, or in the proportions in which the several classes are associated together, which closely resembles the conditions of the South American coast: in fact, there is a considerable dissimilarity in all these respects. On the other hand, there is a considerable degree of resemblance in the volcanic nature of the soil, in the climate, height, and size of the islands, between the Galapagos and Cape Verde Archipelagoes; but what an entire and absolute difference in their inhabitants! The inhabitants of the Cape Verde Islands are related to those of Africa, like those of the Galapagos to America. Facts such as these admit of no sort of explanation on the ordinary view of independent creation; whereas on the view here maintained, it is obvious that the Galapagos Islands would be likely to receive colonists from America, whether by occasional means of transport or by formerly continuous land, and the Cape Verde Islands from Africa; such colonists would be liable to modification—the principle of inheritance still betraying their original birthplace.

—From Charles Darwin,
The Origin of Species

- c. Do you know the difference between a hare and a rabbit? If you do, you know more about these animals than a great many people. In America, all members of the family to which hares and rabbits belong—and it is said there are more than 60 species—are often called “rabbits,” but most are hares. Wild rabbits are smaller and have shorter ears

and shorter hind legs than the hares. They usually live in burrows and their young are covered with fur at birth and have their eyes open. The hind legs of hares are longer than their fore legs; this gives them an awkward appearance but enables them to run faster up hill than down. Rabbits breed five or six times a year; hares two or three times. There are from four to six young in a litter of either variety. Young rabbits breed when they are about six months old, but they do not attain their full growth until they are a year old.

Paragraphing

A paragraph is a unit of writing larger than a sentence and smaller than the whole composition. A paragraph has unity and coherence; that is, it deals with one principal idea and its parts are closely related.

General Statement: This is the main idea of the paragraph. In general terms it is a statement of the central idea of a paragraph or of the passage itself. The topic sentence guides both the writer and the reader in judging which ideas are relevant and which are not. It can be located anywhere in the paragraph. Sometimes it is explicitly stated; occasionally, it is implied.

Paragraphing: Paragraphing refers to the division of discourse into finite segments. Some writers paragraph solely on the basis of logical units of content; others use such rhetorical considerations as emphasis and variety.

The type of writing and the nature of the content determine the number of paragraphs in a passage.

Some suggested methods of paragraph development:

1. by elaboration
2. by definition
3. by classification
4. by summary and analysis
5. by comparative arguments
6. by refutations
7. by facts and examples
8. by comparison and contrast

9. by description
10. by chronology
11. by allusion
12. by quotations
13. by analogy

Patterns of development:

1. *from general to particular*—Usually begins with a general statement of topic and follows with supporting details.
2. *from particular to general*—Usually begins with a detail of some kind and concludes with a general statement.
3. *alternating order*—Alternates from one point of view to another or from one focus to another.
4. *time order*—Presented in the order that the details occurred.
5. *space order*—Presented in a specific spatial order (up/down; east/west; north/south).
6. *climactic order*—Presented as rising to a climax or retreating from one (least important/most important; most important/least important; known/unknown; unknown/known).

Skill Builder Exercise 26 Paragraphing

1. *In the following paragraphs three travelers describe the Western river steamboat. Analyze the similarities and differences in their method of development and in the details they use.*

Writer # 1

As to the Eastern steamboat, the whole of the hull is converted into cabins—the transport of heavy freight being no part of the speculation; they are superior in finish and durability, but not in appearance, to those of the West, and cost much more; being, moreover, almost invariably furnished with low-pressure engines. On the contrary, the whole of the hull of the steamboat of the West being appropriated to the

transport of goods, the cabins are generally constructed upon the main deck. The vessels consequently appear much higher out of the water, and everyone must be greatly struck at the first sight of these huge floating palaces, with their double tiers of cabins. The boilers, which are cylindrical, and vary from four to double that number, are placed forward on the main deck, and behind them the machinery is arranged towards the center of the vessel, enclosed between the huge paddle-boxes and a row of offices on either side. The great cylinder lying in a horizontal position, the piston works on the same plane. Thus in the Western boat the whole arrangement and movement of the engine is horizontal, while in the East it is perpendicular. Sometimes a ladies' cabin is constructed on the same deck, in the stern of the boat; but, more generally, this part is given up to the so-called deck passengers, and the whole range of superior cabins is built upon an upper deck, extending from the stern over that part of the vessel where the boilers are situated, the portion most in advance being called the boiler deck. Through the latter, the great chimney pipes conducting the smoke from the fires below ascend, and as the range of cabins do not extend quite so far, the open space and view afforded by it renders it a favorite lounge. Of the disposition of the cabins little need be said. The ladies' apartment is aft, and opens with sliding doors and curtains into the main, or gentlemen's cabin, which is frequently 50 or 60 feet in length. Both are furnished with handsome tiers of upper and lower berths, canopied with ample chintz or moreen curtains, and the former cabin is frequently fitted up with staterooms. A gallery runs around the whole exterior. Between the forward end of the great cabin and boiler deck, 10 or 15 feet of the deck is ordinarily occupied by a bar, washing room, captain's and stewards' offices, ranged on either side of an ante-chamber. On some of the larger class of steamers, there is yet a third deck and range of cabins before you come to the roof, or hurricane deck—upon the forward extremity of which the glazed and painted cabinet, containing the tiller, is placed, affording a lofty and unimpeded view of the channel...

—From Charles Joseph Latrobe,
The Rambler in North America (1835)

Writer # 2

The people are all alike too. There is no diversity of character. They travel about on the same errands, say and do the same things in exactly the same manner, and follow in the same dull cheerless round. All down the long table, there is scarcely a man who is in anything different from his neighbor. It is quite a relief to have, sitting opposite, that little girl of fifteen with the loquacious chin; who, to do her justice, acts up to it, and fully identifies nature's handwriting, for of all the small chatterboxes that ever invaded the repose of drowsy ladies' cabin, she is the first and foremost. The beautiful girl, who sits a little beyond her—farther down the table there—married the young man with the dark whiskers, who sits beyond *her*, only last month. They are going to settle in the very Far West, where he has lived four years, but where she has never been. They were both overturned in a stage coach the other day (a bad omen anywhere else, where overturns are not so common), and his head, which bears the marks of a recent wound, is bound up still. She was hurt too, at the same time, and lay insensible for some days; bright as her eyes are, now.

—From Charles Dickens,
American Notes (1842)

Writer # 3

Over the great saloon and its double range of staterooms, is the promenade deck, on which are built the staterooms of the officers and pilots. The deck above this is called the hurricane deck, and above this rises the pilot house; which, with its large windows on all sides, made comfortable by a stove in winter, commanding an unimpeded view, and communicating by signal bells and speaking tubes with the engineers, and by chains from the wheel to the rudder, gives pilots, as the steersmen of these boats are called, complete command of the boat in its often difficult navigation. The pilot, his mate, and two assistants, are very important personages. They have the entire charge and responsibility of navigation. The captain indicates the points at which he wishes to land, and gives the signal for departure, but seldom interferes further with the course of the boat. The pilots are paid \$200 or

\$300 a month. Imagine yourself so favored as to be invited by the pilot to take a seat in his glazed turret, 40 feet above the water, and commanding a full panorama of the river valley through which you are gliding. Villages, farms, and forests seem to sweep past you. You meet steamers and pass flat boats, going lazily down with the current, carrying coal perhaps from the carboniferous banks of the Monongahela, where it crops out in great seams in the river bank, to Memphis or New Orleans. In its way, it is the poetry of traveling. The rail is more rapid, but in comfort there is no comparison.

—From Mark Twain,
Life on the Mississippi

2. *Develop one of the following topics into a paragraph that illustrates the method of development indicated in parentheses.*

- (A) The most thrilling event of the last five years (by description)
- (B) The value of reading over watching a movie (by contrast)
- (C) Truth vs. necessity (by analogy)
- (D) Capital punishment should (should not) be abolished (by comparative arguments)
- (E) A common disease (by definition)

3. *Compare the following passages. Each of the authors of the works listed below had—at one time or another—revised his or her work. Discuss your perceptions.*

(A) *The Draft*

When in the course of human events it becomes necessary for a people to advance from that subordination in which they have hitherto remained, & to assume among the powers of the earth the equal & independent station to which the laws of nature & nature's god entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the change.

We hold these truths to be sacred and undeniable; that all men are created equal & independent, that from equal creation they derive rights inherent & inalienable, among which are the preservation of life & liberty, &

the pursuit of happiness; that to secure these ends, governments are instituted among men...

Final version

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these Rights, Governments are instituted among Men...

(B) *The Draft*

In all the remarks which I am making, I impose on myself the rule carefully to abstain from any attempt to suggest a positive application of them. I do not presume to discuss in what manner the world of facts is to adapt itself to the changed world of ideas which I have been describing. I offer general considerations—presented, I hope, without offensiveness, as I am sure they have been formed without prejudice—considerations suggested by watching the course of men and classes in this country, to the silent reflection of thinking minds. This is an isolated individual, however humble, may fairly attempt; more he cannot attempt properly; perhaps the time has not yet come for more to be attempted at all. But one breach of my rule I shall here venture to commit, by dwelling for a moment on a matter of practical institution, designed to meet new social exigencies: on the intervention of the State in public education.

Final Version

In all the remarks which I have been making, I have hitherto abstained from any attempt to suggest a positive application of them. I have limited myself to simply pointing out in how changed a world of ideas we are living; I have not sought to go further, and to

discuss in what particular manner the world of facts is to adapt itself to this changed world of ideas. This has been my rule so far; but from this rule I shall venture here to depart, in order to dwell for a moment on a matter of practical institution, designed to meet new social exigencies: on the intervention of the State in public education.

—From Matthew Arnold,
Popular Education in France (1861)

(C) *The Draft*

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzed needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

Final Version

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our nation impels. This is no occasion of soft speaking or for the raising of false hopes.

—From President Franklin Roosevelt's First
Inaugural Address, March 4, 1933

4. *The following paragraphs may or may not require revision. Identify the transitional devices, supporting details, and the method of paragraph development.*

(A) The Renaissance was a time of shifting emphasis—from primary concern for the community or society to concern for the individual and his worth. Increasingly nobility

of accomplishment was applauded. Education, manners, clothing, and physical surroundings created the impression the individual sought to make on his peers. Jacob Burckhardt, a 19th century historian who specialized in the Renaissance, said that in Italy, “Even the outward appearance of men and women and the habits of daily life were more perfect, more beautiful, and more polished than among the other nations of Europe. The dwellings of the upper classes fall rather within the province of the history of art; but we may note how far the castle and the city mansion in Italy surpassed in comfort, order, and harmony the dwellings of the northern (European) noble.”

—Adapted from *The Renaissance*,
prepared by Institute for Contemporary Curriculum,
Cambridge Books, 1973, p. 9

(B) Actually, some American women did have the right to vote as early as 1890, when Wyoming extended suffrage to include its female citizens. A few other states followed suit, so that in 1912 the women of a half a dozen states had full suffrage. But the suffragists wanted women in every state to be able to vote. One way to achieve this goal was to have an amendment to the Constitution that granted all American women the right of suffrage. To accomplish this end, the suffragists would have to get two-thirds of the Congress to vote for the amendment and then it would have to be approved by three-fourths of the state legislatures.

—From *American Women: Their Image*
(1890-1930s), Cambridge Book Co., 1973, p. 33

(C) We are obscured in “brotherhood” and the liberation of “mankind.” The language which makes us invisible to “history” is not coincidence, but part of our real situation in a society and in a movement which we do not control. We only know ourselves in societies in which masculine power and masculine culture dominate, and can only aspire to an alternative in a revolutionary movement which is male-defined. Our subordination is so deeply internalized that it has taken women’s liberation to reveal it. The pain, emotional violence, and intense rejection of the male-defined revolutionary movement, which some women

have expressed as part of a specifically feminist consciousness, are inseparable from that invisibility.

—From *Women, Resistance & Revolution, A History of Women and Revolution in the Modern World*.
Shelia Rowbotham, Vintage Books, 1972

Selecting Proper Transitions

Appropriate transitions are necessary not only between sentences but also between paragraphs. Selecting expressions that convey the logical transition between ideas is one of the most important attributes of effective writing. Transitions are especially important between paragraphs to avoid each paragraph seeming to be a separate and distinct unit; however, the writer must be sure that he or she knows exactly what the relationship is before picking a transitional word. The following are examples of transitional words that can be used to express specific relationships:

time—afterward, before, meanwhile, later, until, soon, during

place—here, there, elsewhere, beyond, opposite, behind

result—consequently, hence, therefore, accordingly, as a result, thus

comparison—likewise, similarly, also, too, in like manner

contrast—however, yet, nevertheless, on the other hand, but

example—for example, for instance, that is, such as, specifically, as an illustration

addition—furthermore, and, next, besides, first, second, in addition, also, moreover

conclusion—in conclusion, to conclude, finally

summary—to sum up, in other words, in brief, in short

concession—although, of course, admittedly, true, granted that

emphasis—in particular, most important, indeed, chiefly, note that

Note: Use transitions only when needed. Avoid the too frequent use of transitions. For additional examples refer to the section on relationships between/among clauses.

Skill Builder Exercise 27 Selecting Proper Transitions

The following paragraphs have had most, if not all, of their transitional expressions removed. Try to supply the missing transitional expressions that best express the relationship between or among the ideas.

1. This summer there probably are more American families in Europe than ever before. Bemused Europeans, even in remote villages, begin to find them a familiar sight, exiting en masse from their buses or station wagons in a litter of maps, guidebooks, and newspapers, tumbling out in unpredictable numbers like clowns from a circus car. (1) _____ the father, grim and harried, bearing on inadequate shoulders the heavy burden of strategic and logistical planning, always persuaded that there will be no room in the inn; (2) _____ the mother, absent and unconcerned, her mind on higher things like the beautiful town square or the fine Palladian church; (3) _____ a scramble of children, speculating about baseball standings or demanding Coca-Cola. Europe, with all its wide experience, has never seen anything quite so innocent or quite so devastating. (4) _____ the great old continent, having taken so much in its stride, seems prepared to accept and absorb even this.

2. Roosevelt did not cease to consider party reorganization desirable, (5) _____ he read the lesson of his defeat correctly. Conservative Democrats and Republicans could combine in Congress to defeat any new Deal measure. It was (6) _____ necessary to mediate with them, to shift somewhat to the right. (7) _____ the approach of war raised other questions on which cooperation was important. The reform coalition still existed (8) _____ its power, for the time being, was curtailed.

3. Obviously, the main business of Congress—hammering out a series of compromises between many special interest groups—cannot be conducted satisfactorily on the floor of the House or Senate. The meetings there are too large and far too public for such delicate negotiations. (9) _____, Congress—especially the House—does nearly all its work in the closed sessions of its various committees, simply because the committee room is the only place where it is possible to arrange a compromise acceptable to all major interests affected.

4. It must not be forgotten that the controversy over liberty of the press was a conflict between two views of government. The law of sedition was a product of the view that government was master. (10) _____ the American Revolution transformed into a working reality the second view that the government was servant, and therefore subjected to blame from its master, the people. (11) _____, those who hold this view and carry it out to all its consequences believe there can be no such offense as sedition.

5. (12) _____ John Ford has directed some superb action sequences, it is in the more subdued passages that he most fully reveals himself. (13) _____, in *My Darling Clementine*, the hero, Wyatt Earp (Henry Fonda) decides to become Marshal of Tombstone when the youngest of his three brothers is killed. He encounters Doc Holiday, a dissolute consumptive who rules the town, and Clementine, Holiday's former sweetheart, who has come to visit him from the East. The film reaches a climax with a gun battle at the OK Corral. Based partly on fact, the story is predictable.

6. The United States is considered to be the most powerful nation in the world (14) _____ it contains only 6 percent of the world's population. (15) _____ it cannot dictate to others, it can have a tremendous influence in shaping events. The stronger the domestic base, the greater the influence. (16) _____ over 5 percent of our labor force is unemployed; the industrial plants

are producing at less than full capacity; schools and health facilities are not adequate; cities have their slums; and equality for all men is not yet a fact. We are making progress (17) _____ the speed with which we do so will determine how soon we can mobilize our full force in support of our national objective.

7. From almost every perspective, America's educational system is in need of fundamental change. We are systematically teaching students to be citizens of a world that will never again exist. (18) _____ the curriculum in general, first grade through graduate school, has not responded and is not responding to the realities of a highly technological, and global society. (19) _____ the very form of education in many schools creates in students values that can potentially bring any society to the brink of annihilation.

8. There is no question today of repudiating the work of Pasteur, Koch, and their successors. Microbes and viruses are often a cause, and sometimes the cause, of disease. (20) _____ they are rarely the only cause; and for the purpose of preventing disease, and even to some extent of treating it, all the other possible casual agents—evolution and constitution, heredity and environment, stresses external and internal—need to be taken into consideration. (21) _____, anything that exerts a therapeutic force—even if to admit it appears “unscientific” in the recently held definition of that term—has to be considered.

Unity

Unity refers to the consistent development of and focus on the ideas the writer wishes to express. In writing, unity is achieved when the sentences show a clear connection to the writer's purpose. Although extraneous information may be interesting, it should be deleted. The sentence that expresses the unifying idea can be called the statement of purpose. It may appear anywhere in the paragraph or essay, or it may be implied. Often a writer—during the revision process—will acquire a clearer idea of purpose and emphasis.

That is why revision is such an important part of the writing process.

A paragraph or essay is unified when its elements contribute to one clear impression. Do not clutter paragraphs and essays with obscurities or irrelevancies.

Skill Builder Exercise 28

Unity

Read the following paragraphs. Then be prepared to discuss in class the answers to the following questions:

1. What is the single main idea in the paragraph?
2. How do the other sentences relate to the main idea and support it?
3. How would you rate the unity of the paragraph?
4. What words or phrases, if any, act as transitions?
5. What words or sentences, if any, would you revise to make the paragraph more unified? Why?

1. Calhoun, gazing down from the Vice-Presidential platform, could see the familiar faces and faces that would become familiar, faces of men who would dominate the nation's history for the next 25 years. By 1827, three future Presidents sat before him in the Senate Chamber. Senator Andrew Jackson had gone growling back to Tennessee to sharpen his claws for bigger game; but the military chieftain's place was solidly filled by the horse-faced William Henry Harrison, hero of Tippecanoe. Tyler, too, sat nearby, poetic, musical, the aristocrat revealed in every line of his slim body. He would be the last of the Old Virginia Dynasty to reach the Presidency. No aristocrat, but the most eligible widower in Washington, was the "yellow-haired laddie," Martin Van Buren, a chunky young Dutchman from upstate New York, whose frank smile contrasted with shrewd, over-suspicious eyes.

— From Margaret L. Coit,
John C. Calhoun: American Portrait

2. The tendency to embellish lowly vocations with names presumably dignified goes back to the Revolution, and has been frequently noted by English travelers, beginning with Thomas Anburey in 1779. In 1784 John Ferdinand Dalziel Smith observed that the smallest American shopkeepers were calling their establishments *stores*, which indicate a large place to an Englishman. "The different distinct branches of manufacturers," he said "such as *hosiers, haberdashers, clothiers, linen drapers, grocers, stationers*, etc., are not known here; they are all comprehended in the single name and occupation of *merchant* or *storekeeper*." By 1846 the American barbershop had begun to be a *shaving salon*, and by 1850 a photographer was a *daguerrian artist*. By 1875 barbers were *tonso-rial artists*, and in the early 1880s presentable saloonkeepers became *restauranteurs*. By 1901 the Police Gazette was carrying on a campaign for the abandonment of the lowly bartender and the adoption of either *bar clerk* or *mixologist*.

—From H.L. Mencken,
The American Language

3. What is to be the future of our tongue? Is it steadily tending to become corrupt, as constantly asserted by so many who are laboriously devoting their lives to preserve its purity? The fact need not be denied that, within limits, the speech is always moving away from established usage. The history of language is the history of corruptions. The purest of speakers uses every day, with perfect propriety, words and forms, which, looked at from the point of view of the past, are improper, if not scandalous. But the blunders of one age become good usage in the following, and in the process of time grow to be so consecrated by custom and consent, that a return to practices theoretically correct would seem like a return to barbarism. While this furnishes no excuse for lax and slovenly methods of expression, it is a guarantee that the indulgence in them by some, or the adoption of them by all will not necessarily be attended by any serious injury to the tongue. Vulgarity, tawdriness, and affectation, and numerous other characteristics which are manifested by the users of language, are bad enough; but it is a gross error to suppose that they have of themselves any permanently

serious effect upon the purity of national speech. They are results of imperfect training; and, while the great masters continue to be admired and read and studied, they are results that will last but for a time.

—From T. R. Lounsbury,
History of the English Language

4. The whole aim of good teaching is to turn the young learner, by nature a little copycat, into an independent, self-propelling creature, who cannot merely learn but study—that is, work as his own boss to the limit of his powers. This is to turn pupils into students, and it can be done on any rung of the ladder of learning. When I was a child, the multiplication table was taught from a printed sheet which had to be memorized one “square” at a time—the one’s the two’s and so on up to nine. It never occurred to the teacher to show us how the answers could be arrived at also by addition, which we already knew. No one said, “look, if four times four is sixteen, you ought to be able to figure out, without aid from memory, what five times four is, because that amounts to four more one’s added to the sixteen.” This would at first have been puzzling, *more* complicated and difficult than memory work, but once explained and grasped, it would have been an instrument for learning and checking the whole business of multiplication. We could temporarily have dispensed with the teacher and cut loose from the printed table.

—From Jacques Barzun, *Teacher in America*

Coherence

Writing that is coherent permits the reader to comfortably move from one sentence to the next with a feeling of logical consistency. Coherence has to do with connectedness. It is the way sentences within a paragraph or essay are interlocked; it is the orderly presentation of details.

To ensure coherence in a paragraph, the writer should select carefully those transitional words and phrases that will precisely express relationships among the ideas. The more recognizable devices of coherence are:

- ✓ maintaining a consistent pattern of development
- ✓ using transitional words and phrases
- ✓ using equivalent terms
- ✓ using pronouns to refer to antecedents
- ✓ repeating particular words
- ✓ avoiding unnecessary shifts in person, tense, and number
- ✓ using parallel structure
- ✓ ordering paragraphs in a logical sequence
- ✓ ordering sentences in a logical sequence
- ✓ omitting irrelevant material

Suggestions for improving coherence:

1. Arrange sentences in a logical order by following a consistent pattern of development.

Chronological sequence

Cause-and-effect relationships

Classification (how one idea fits into a larger category)

Partition (how one idea can be broken down in smaller subdivisions)

2. Use transitional words and phrases to link ideas together.

The great scientific theories enable us to project our knowledge to enormous distances in time and space. They enable us to penetrate below the surface to the interior of the atom, or to the operation of our bodies and our minds. They are tremendously strong and beautiful structures, the fruit of the labors of many generations. *Yet* they are manmade and contingent. New discoveries and insights may modify them or even overthrow them entirely. *However*, what was good in them is never lost, *but* is taken over in the new theory in a different context. In this respect the scientist is the most conservative of men.

—From I. Rabi, *Faith in Science*

3. Use equivalent terms to improve coherence.

What is the future of our *tongue*? Is it steadily tending to become corrupt, as constantly asserted by so many who are laboriously devoting their lives to preserve it in

its purity? The fact need not be denied that, within limits, the *speech* is always moving away from established *usage*. The history of *language* is the history of corruptions...

—From T.R. Lounsbury,
History of the English Language

4. Use pronouns that have their references in previous sentences.

In the United States a man builds a house to spend his latter years in it, and he sells it before the roof is on; he plants a garden, and lets it wilt just as the trees are coming into bearing; he brings a field into tillage, and leaves other men to gather the crops; he embraces a profession, and gives it up; he settles in a place which he soon afterward leaves to carry his changeable longings elsewhere. If his private affairs leave him any leisure, he instantly plunges into the vortex of politics; and if at the end of a year of unremitting labor he finds he has a few days' vacation, his eager curiosity whirls him over the vast extent of the United States, and he will travel fifteen hundred miles in a few days to shake off his happiness.

—From Alexis de Tocqueville,
Democracy in America

5. Repeat key words and phrases.

I am aware that many types of human competencies are needed in a complex society. Among these are the ability to translate new scientific discoveries into useful products. I have often spoken of the danger in our lengthening *leadtimes*, especially since *leadtime* in China has been contracting and in some important items now seems to be shorter than ours. Short *leadtimes* are a result of skill in planning and carrying through complex new development projects; that is, in recognizing what is needed in personnel, funds, and equipment and providing them in adequate quality and quantity. Essentially, it is a skill that can be deliberately cultivated through proper education. Our lengthening *leadtimes*, therefore, are an indicator that something is radically wrong in our economic system.

6. Maintain a consistent point of view.

As I had intended, I was earlier than usual at my office door. I stood listening for a moment. All was still. He must be gone. I tried the knob. The door was locked. Yes, my procedure had worked to a charm; he indeed must be vanished. Yet a certain melancholy mixed with this: I was almost sorry for my brilliant success....

—From Herman Melville,
"Bartleby the Scrivener"

7. Use parallel grammatical structure.

Paolo told her to go home, to do her homework, and to go to bed.

The mayor felt that the community was wealthy, that the men and women were successful, and that the children were spoiled.

Skill Builder Exercise 29 Coherence

Create a coherent paragraph by rearranging the following sentences.

1. (a) Pessimistic rumors about defeat and disasters show that people who repeat them are worried and anxious. (b) Rumors are often repeated even by those who do not believe the tales. (c) There is a fascination about them. (d) Optimistic rumors about record production or peace are soon followed by complacency or confidence—and often to overconfidence. (e) The reason is that the cleverly designed rumor gives expression to something deep in the hearts of victims—the fears, suspicion, forbidden hopes, or daydreams which they hesitate to voice directly.

Solution: _____

2. (a) It is often more difficult to determine how far the courts should travel along a road than to decide what road should be taken. (b) The average citizen today is knowledgeable about "landmark" court decisions concerning such questions as racial segregation, legislative

apportionment, prayers in the public schools, or the right of a defendant to counsel in a criminal prosecution. (c) Actually, of course, these well-publicized decisions are merely guideposts pointing toward a virtually endless series of vexing legal questions. (d) Too often, however, he thinks that these decisions settle matters once and for all.

Solution: _____

3. (a) There have always been at least two ways to do everything, and presumably one pays his money and takes his choice. (b) Even more to the point, why cramp the picture within the arbitrary confines of the theater proscenium when the camera can open up a world of fantasy and fun? (c) When the money mounts up to the staggering sums required to produce a movie musical, however, one might imagine that there would be an especially watching eye out for value received. (d) Why shoot a movie that costs millions so that it looks exactly like the original stage production put on for a few thousand? (e) But to reproduce any kind of stage presentation on celluloid is purely journeyman's work, a matter of picking the pieces and pasting them together. (f) True adaptation, on the other hand, calls for imagination, finesse, and creativity. (g) An urge to be faithful to the original show is only part of the story—and scarcely the most convincing part in view of other liberties so frequently taken along the way. (h) Perhaps that is why it is so rare.

Solution: _____

4. (a) Plutarch's hero of heroes is Alexander the Great; he loves him above all other men, while his abomination of abominations is bad faith, dishonorable action. (b) He hated to tell that story. (c) He adds piteously, "but the only one." (d) Nevertheless, he tells with no attempt to extenuate how Alexander promised a safe conduct to a brave Persian army if they surrendered, and then, "even as they were marching away he fell upon them and put them all to the sword," a breach of his word, Plutarch says sadly, "which is a lasting blemish to his

achievements." (e) Plutarch loved those who could use life for grand purposes and depart from it as grandly, but he would not pass over weaknesses and views which marred the grandeur.

Solution: _____

Relevancy

Relevancy has to do with the appropriateness of information at a given point in the writing. A word, a phrase, a sentence, or an occasion may be irrelevant if it is inappropriate to the context or the audience. Words are appropriate when they suit the writer's purpose. As part of the writing process, the writer should carefully analyze the situation and the audience to determine the suitability of the information.

The writer should remove any irrelevant ideas. Irrelevant detail clutters sentences and confuses readers by making them think there is a relationship between the detail and the main statement. Context determines whether detail is relevant or not.

Skill Builder Exercise 30 Relevancy

Examine the underlined words to determine their relevancy to the context of the sentence. Determine whether the underlined words should be retained or deleted. Be prepared to discuss the reason for your decisions.

1. In 1502, Leonardo da Vinci, who was left-handed, became Cesare Borgia's military engineer.
2. Best known for his roles in horror movies, Vincent Price, a gourmet cook, starred in many screen versions of Edgar Allan Poe's stories.
3. Perhaps the most enduring and popular of fictional detectives is the English sleuth, Sherlock Homes, aided by his constant companion, Dr. Watson.

4. In World War I hundreds of balloons, strung from the English Channel to Switzerland, were used by the Allies for observation purposes to provide vital information about German troop movements.
5. Native Hawaiians, whose ancestors lived on sweet potatoes and freshly caught fish, today have more cardiovascular disease than any other ethnic group on the islands.
6. Homes can hold a host of pollutants, from formaldehyde fumes given off by pressed-wood furniture to mold; in addition to the much-publicized radon gas, other likely sources include household cleaning products, often stored under the sink, and residue on dry-cleaned clothing.
7. Ever since I joined the chess club, I haven't been able to watch much television; I used to watch for hours, and I don't miss the TV set at all.
8. The American Indians did not needlessly kill the buffalo, in East Asia there is a water buffalo; they knew that their food and shelter depended upon the herds.

Skill Builder Exercise 31 Organization

In each of the following paragraphs there may be an error in logical sequence, the selection of proper transitions, the order in which ideas are presented, or the relevance of an idea. For each underlined portion, choose the appropriate option.

With the exception of Falstaff, all of Shakespeare's characters are what we call marrying men. Mercutio would have come to the same end in the long run. Even Iago had a wife and what is far stranger, he was jealous. People like Jacques and the Fool in *Lear*, although we can hardly imagine they would ever marry, kept single out of a cynical humor or for a broken heart, and not as we do nowadays, from a spirit of incredulity and preference for the single state.

For that matter, if you turn to George Sand's French version of *As You Like It*, you will find Jacques marries Celia just as Orlando marries Rosalind.

1. A. NO CHANGE
 B. furthermore
 C. likewise
 D. accordingly

Water is one of man's most useful resources. Its exploitation for energy probably dates from about one hundred years B.C. Man realized its possibilities as means of transport and built ships. He saw it as a natural defense and entrenched himself behind moats; he understood it as an enemy and set up embankments; he learned to control, direct, and exploit it as a source of fertility and devised systems of irrigation and drainage. He realized that he could use the water's flow and fall as a source of energy.

2. F. NO CHANGE
 G. (place after *drainage*.)
 H. (place after *ships*.)
 J. (place after *embankments* and change semicolon to a period)

According to U.S. Government estimates, an earthquake of Richter magnitude 7.5 in the Los Angeles area could kill between 20,000 and 200,000 people, depending on the time of day and season of the year. Perhaps as many as one million earthquakes occur each year over the globe. Another million people could be seriously injured and anywhere from 2 million to 3 million people made homeless. Based on current costs, the immediate damage to homes alone could be more than \$3 billion, with actual replacement value estimated at perhaps 10 times that cost.

3. A. NO CHANGE
 B. (place after *homeless*)
 C. (place after *cost*)
 D. OMIT the underlined portion.

The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than borrowed. In 1986 there were more than 1.1

billion softbound books sold in the United States. A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality. We must see that it sustains no damage; it must not suffer under our care.

4. F. NO CHANGE
 G. (place after *punctiliousness*)
 H. (place after *damage*;))
 J. OMIT the underlined portion.

Americans after World War I turned their attention to the problems of city planning. Yet they were inclined to write the metropolis off as hopeless. Some planners dreamed of breaking up the larger cities into smaller communities. The Port of New York Authority, for instance, was created in 1921 with power to build and operate facilities in the harbor. Others sought to bypass the existing municipalities by establishing quasi-governmental authorities appointed by the states, charged with specific functions and isolated from local political control. Before long, other communities set up similar bodies for one objective or another.

5. A. NO CHANGE
 B. (place before *Americans*)
 C. (place after *control*.)
 D. Rewrite sentence to read: The Port of New York Authority was created in 1921.

On the surface the American people had never seemed so economically healthy as in 1929. (6) The 1920s had witnessed the first important beginnings of American literary criticism and a flowering of American scholarship and research. And yet their prosperity was so unevenly divided that it could not long continue without some adjustment. This was true primarily because such an increasing share of the national income was going to industry and finance that workers relatively lost ground, and farmers suffered an absolute regression. (7) Likewise, corporate profits and dividends increased 62 and 65 percent, respectively, from 1923 and 1929, while workers enjoyed an 11 percent increase in real income. By the end of the prosperity decade, such a large portion of

the national income was being funneled off the top by receivers in restricted geographical areas that the men and women on America's assembly lines and farms were finding it difficult to purchase what they produced.

6. F. NO CHANGE
 G. (place after *adjustment*)
 H. (place after *produced*;))
 J. OMIT the underlined portion.

7. A. NO CHANGE
 B. Thus,
 C. For example,
 D. Accordingly,

The amount mined during the last four decades of the 20th century was greater than that in all previous history. (8) The world's mineral supplies are being consumed at an unprecedented rate. This enormous drain on our mineral resources means that the known supplies are being rapidly depleted and that as fast as they are depleted new supplies must be discovered in order to maintain the present rate of production. The easily found mineral deposits have already been found, so that more ingenuity and more work are necessary to find more deposits. (9) Admittedly, the cost of finding new deposits is steadily rising. It is the counsel of prudence, then, to enlist all possible aids to minimize the financial risks of the search and discovery of new deposits. To aid in this search there have recently been developed powerful auxiliaries, such as the seismograph for "seismic prospecting."

8. F. NO CHANGE
 G. (Place before the last sentence)
 H. Rewrite sentence to read:
Nevertheless, the world's mineral supplies are being consumed at an unprecedented rate.
 J. Rewrite sentence to read:
Therefore, the world's mineral supplies are being consumed at an unprecedented rate.

9. A. NO CHANGE
 B. On the other hand,
 C. Meanwhile,
 D. Conversely,

Skill Builder Exercise 32

Logic and Organization

Develop a paragraph from one or more of the following sentences. Add details, examples, comparisons, contrasts to flesh out your ideas. Be sure to use appropriate transition words and phrases.

1. I met Tom Cruise when I was six years old.
2. I have a complicated ritual for going to bed.
3. A visit to my mother's hometown explained a lot about her to me.
4. I loved getting my license to drive, but my mother was a nervous wreck.
5. The Olympic games showed me what hard work and discipline can do.
6. I can still remember the day I got my first kitten.
7. I can't wait until I get my college acceptance.
8. Her father's death changed Nancy dramatically.
9. Every year my mother gives a watermelon party.
10. Running for class president is an exhausting experience.
11. Of all the physical activities I participate in, I love (_____) best.
12. My cousin (or some other specific person) is like a drill sergeant in her home.
13. Living near the sea gives me the opportunity to learn a great deal about nature.
14. My luggage was lost at (_____) airport.
15. During high school I worked at (_____).
16. Going to baseball games is my favorite recreation.
17. (_____) College is a highly acclaimed academic institution.
18. The Statue of Liberty really needed repair.
19. At 3:00 A.M. I heard a strange noise coming from the garden.
20. Many Iraq veterans need a great deal of psychological counseling.

SKILL BUILDER SIX

STYLE

Diction refers to a writer's choice of words to express himself or herself. The English language contains numerous synonyms and equivalent expressions. No two words are precisely equivalent in all regards, and the careful writer should use the dictionary to research the stylistic implications of a word.

Constructions characteristic to a language are called idioms. The way in which an idea is expressed is often governed by tradition, which must be observed if the writing is to be properly idiomatic. An unidiomatic expression often results from using a preposition that is not acceptable to most educated speakers and writers—for example, *try and* instead of *try to*.

Style refers to the pattern of choices the writer makes when he or she writes. Style identifies the writer, who often changes, adjusts, and expresses himself or herself differently from composition to composition. Style results from a merging of inward motives and outward strategies. Jonathan Swift defined style as “proper words in proper places.” What is stylistically appropriate in one situation may not be appropriate in another.

Style is closely associated with precision in word choice, appropriateness of figurative language, and economy in writing. A writer's style is considered appropriate when tone and language are suitable for the subject matter and the audience.

Precision in Word Choice

The vocabulary of a language is always expanding and changing. The Anglo-Saxon language from which English stems contained roughly 50,000 words. Today, there are more than a million words in our English language. In speaking and especially in writing, the use of the appropriate word to convey meaning is vitally important. Precision in word choice is the mark of an educated and experienced writer and is one of the skills essential to success in college writing. The words one selects must be judged in terms of purpose, audience, intention, and occasion.

Because writing is a reflective experience, and because it demands precision, a writer's ideas will be weakened if his or her word choices are poor. The more precise the vocabulary, the more economical the use of language, the more exact the use of figurative language, the more effective the writing will be.

Suggestions:

1. **Distinguish carefully between/among words that are synonyms.** Synonymous words cannot always be used interchangeably.

massive: bulky, weighty, huge, immense
funny: comical, amusing, facetious, ludicrous

2. **Avoid improprieties.** An impropriety is a legitimate word that is misused in function or meaning. Often improprieties result when a word is transferred from one part of speech to another that is not sanctioned by standard usage.

I received an *invite*.
She is *real* pretty.

3. **Avoid the unnecessary use of euphemisms.** Euphemisms are words or phrases that are substituted for words that are considered distasteful or disagreeable or objectionable.

passed away (died)

4. **Avoid vagueness by using concrete rather than abstract words.**

log cabin vs. house
bikini vs. swimsuit

5. **Avoid trite expressions.** Trite expressions are worn-out phrases. They have been used so often that they have lost their freshness.

budding genius	last straw
dull thud	fair sex
grim reaper	bitter end
straight as an arrow	sands of time
as luck would have it	green as grass
deepest gratitude	hungry as a bear
red as a rose	time marches on

6. Select words that convey a tone and level of formality that is consistent throughout the passage.

They were a *seedy* bunch in shapeless clothes, heavy with the smell of the rot they had asked for and gotten. They had a *jackal* look of discontent and cowardice, a *hungry* look...

—Mike Hammer, *One Lonely Night*

7. Use words and phrases idiomatically.

Often, idioms have a meaning different from the literal meaning of the word or phrase. Choosing the appropriate idiom is largely a matter of experience or training. An idiom is an expression that has become socially established as a way of saying something in our own language. Thus, a sentence like *The team was riding high* is idiomatic, although in a literal sense it may mean that *The team was experiencing great success*. Usage alone establishes an idiom.

Appropriateness of Figurative Language

Figures of speech often make writing appear fresh and vivid; however, they are not effective if they are forced or mixed. The most popular figures of speech are metaphors and similes. A metaphor is a comparison that speaks of one thing as if it were another. A simile is an implied comparison of two unlike things. The words *as*, *as if*, or *like* are used to point to the resemblance. In a mixed figure of speech, several different and incompatible comparisons appear in one context; that is, the sentence starts out by making one comparison but finishes with another.

Remember that similes and metaphors can be a most effective means of enlivening communication. By selecting an apt figure of speech the writer can make writing concrete, vivid, and entertaining. Similes and metaphors help to make one experience understandable in terms of another.

effective figures of speech

Anyone who believes in capital punishment ought to be hanged.

A common insect found around these parts is the litterbug.

The teacher said, “Don’t look for the English Channel on your television set.”

mixed metaphor

Jack shot straight from the hip and didn’t pull any punches.

The road to success is strewn with rocks that every man must swim through (Success is a road, then it is a river.)

trite metaphor

I did not deliver the lecture because I had a frog in my throat.

Economy in Writing

Economical writing is direct and concise. Uneconomical writing is repetitious and wordy. Wordiness is the use of more words than are necessary to express an idea succinctly and clearly. Sometimes excessive predication, which results from the too frequent use of *and* and *but*, is responsible for wordiness. Sometimes nonessential words and phrases make sentences sound vague and indefinite. Redundant words and phrases can make sentences awkward. Sometimes jargon—long words, elaborate expressions, or technical words used only by the members of a specific trade or profession—creates wordiness.

ineffective: In my opinion, I think that the study of ancient civilizations in all of its aspects of life including its history, its government, and how children were educated, is a very important if not essential part of each person’s individual understanding of the world in which he or she lives.

more effective: I think that the study of ancient civilizations, their history, government, and schools, is an essential part of each person’s understanding of the world.

Verbosity—Wordiness

Effective writing pares down language to its simplest form for accurate meaning and conciseness. Decisions regarding the use of words should be made in the context of audience, purpose, and effect.

Study the list below. Compare the phrases in column A with the words in column B to determine if the words in column B improve conciseness without changing meaning. [Because context will determine the best choices, use the words or phrases in sentences.]

Column A

advance notice
alienated from others
alone by myself
along the lines of
as to whether
at about
attractive in appearance
because of the fact that
both alike
by means of
carefulness
close to the point of
come into conflict with
consensus of opinion
cooperate together
despite the fact that
different in a number of ways
you all
few in number
for the purpose of
four A.M. in the morning
give consideration to
give encouragement to
give instruction to
have need for
have under consideration
in accordance with
in case that
in order to
in the amount of
in view of the fact that
is located in (England)
is of the opinion that
isolated by himself

Column B

notice
alienated
alone
like
whether
about
attractive
because
alike
by
care
close to
conflict with
consensus
cooperate
although
different
you
few
for
four A.M.
consider
encourage
instruct
need
is considering
by (the rules)
if
to
for
because/since
is in (England)
thinks/believes
isolated

join together/up/with	join/unite/connect
just exactly (the same as)	just
kind of a	kind of
larger in size	larger
later on	later
lose out, win out	lose, win
make an adjustment	adjust
make an inquiry	inquire
more preferable	preferable
needless to say	[omit altogether]
no one else (but you)	no one (but you)
of a confidential nature	confidential
of an indefinite nature	indefinite
off of	off
one and the same	the same
on the occasion of	when
redo again	redo
refer back	refer
repeat again	repeat
same identical	same/identical
surround on all sides	surround
that there/this here	that/this
divide up	divide
up until	until
want for	want/need
where (does he live) at	where (does he live)
of/as to whether	whether

Skill Builder Exercise 33 Precision and Appropriateness in the Choice of Words and Images

1. Indicate the distinctions in meaning among the words in each of the following groups of words. [Suggestion: use a dictionary.]

Group 1. outlive, outlast, survive
Group 2. join, combine, link
Group 3. manner, demeanor, presence
Group 4. old, senile, ancient
Group 5. monstrous, tremendous, stupendous

2. In the paragraphs that follow, certain words and phrases are written in bold letters and numbered. Next to each is a blank. Fill in the blanks with your own words or phrases

that best express the meaning of the word or phrase in bold letters but are more appropriate to the style and tone of the paragraph.

Paragraph A

“Uncle Sam” has become a nickname for the federal government of the United States. He **[1] acts the part of** _____ a tall, kindly-looking gentleman with a high hat and clothes decorated with stars and stripes. He signifies all that is good and just in the United States. But many historians **[2] reckon** _____ that the phrase “Uncle Sam” was originally used as an insult during the War of 1812. At that time, government supply wagons were stamped with the letters “U.S.” Persons who were **[3] swimming against the stream of** _____ the war began to say that the letters stood for “Uncle Sam.” These people **[4] cast the first stone at** _____ “Uncle Sam” of being a wasteful and foolish old man who should not be allowed to have control over anything.

Paragraph B

The food for most plants is made in the leaves, and the leaves also give off water. But in most cactus plants, the leaves have **[5] done the vanishing trick** _____ so that the plant may better retain moisture. The moisture is stored in the fleshy stem of the cactus, which also has taken over the job of making food for the plant. During dry periods in the desert, cactus plants may be the only source of water for miles around. If it were not for their sharp bristles and spines, most cactus plants would **[6] make a clean plate for** _____ thirsty animals. They would have died out long ago.

Paragraph C

Many people have heard the tales of Ulysses, his courageous exploits during the Trojan War and his many adventures with witches and one-eyed giants during his journey home to the island of Ithaca, of which he was king. However, fewer people know that Ulysses **[7] did not have the stomach** _____ to leave for the war. In fact, he was so reluctant that he actually pretended to be insane in order

to avoid having to go. He yoked together a bull and horse and began to plow the sand on the beach. Instead of planting seeds of grain, he sowed grains of salt. Palamedes, another Greek king, had been sent to fetch Ulysses. When he saw what Ulysses was doing, he grabbed Telemachus, the infant son of Ulysses and placed him right in front of the plow. When, at the last second, Ulysses saw Telemachus lying there, he quickly swerved the plow out of the way, proving that he was in possession of his senses and not **[8] mad as a hatter**

1. Edit and/or revise each of the following sentences (1) to reduce wordiness, (2) to avoid redundancy, or, (3) to avoid silly comparisons or expressions.
 - a. The troops advanced forward to capture enemy headquarters.
 - b. I told the teacher that I would be happy to write my own autobiography.
 - c. My voice sounded exactly like his unique one.
 - d. I was not permitted to attend the barbecue due to the fact that [because] I caused trouble last year.
 - e. Bleeding to death killed him.
 - f. Because they seceded from the organization, they were able to break away to form their own group.
 - g. We in this country cannot expect to teach tolerance and understanding to individuals and others until we, ourselves, can teach and educate ourselves to respect each other as equal individuals.
 - h. His imperceptible mistakes went unnoticed.
 - i. His advice and counsel made me feel much better.
 - j. His stamp may have been authentic, but mine was genuine.

2. Rewrite the following passages reducing the wordiness as much as possible.

Paragraph A

Beavers are equipped with excellent engineering ability. They have the very unique, incomparable body equipment and the cleverness and cunning needed to build complex, intricate water dams and homes. There are four self-sharpening teeth at the front of a beaver's mouth that are used for the purpose of cutting trees and twigs. A beaver is able to carry rocks by walking on its hind feet and holding rocks with its forepaws as it lowers its chin, the portion of the face lying below the lower lip. The rocks serve as weights to hold down the branches used in building. All the beavers cooperate together in constructing a dam.

The beaver's home, which is termed a lodge, is also made of twigs. It is built in shallow water that has little depth at the bank of a river or stream. A lodge consists of or is composed of two rooms, one atop the other. The upper room is above the water line and is the place where the beaver lives. Here on top of the water the beaver finds safety and warmth. Located at the top of the lodge is an air hole cleverly concealed from view by a mass of sticks. The lower room, which is down below the level of water, is a storage area where a supply of food is kept.

In view of the fact that beavers do not have any way to fight off predators, they seek the safety of water. If an enemy should happen to venture near their pond, a beaver will slap its tail, which makes a sound, in order to warn the others.

Passage B

Mohair is the name given to the hair of the angora goat. There are many animals in the world which are not native to the Mideast, but this animal, the angora goat is native to the Mideast but also is raised in Oregon, California, and Texas. The name "mohair" also is applied to the lustrous, long-wearing fabrics which are made from the hair of the angora goat. The "mohair" fabric which is made from the hair of the angora goat is smooth, strong, and resilient. Thus, it is used to make materials that must withstand rough treatment, such as furniture

upholstery, draperies, and overcoats. Mohair fabrics are usually combinations of mohair with cotton or sheep's wool. Mohair is sometimes incorrectly—because people don't often take the time to be precise—called "alpaca." But true or authentic alpaca comes from the fleece of the alpaca, a South American animal of the llama family.

Rhetorically Effective Management of Sentence Elements

A rhetorically effective sentence results from the effective management of ideas. Some sentences require ideas to be balanced or coordinated. For example, in the sentence by Ralph Waldo Emerson, "*Beauty without grace is the hook without the bait,*" the italicized parts illustrate the balance. Other sentences require that, because of the emphasis, one idea must be subordinate to another, as in the next example.

Glancing at the newspaper, Jack noticed the headline about the plane crash.

In this sentence the act of noticing the headline about the plane crash is a more important idea than the act of glancing at the newspaper. Consider the effectiveness of sentences that have an emphatic order.

Emphatic order: Glancing at the newspaper, Jack noticed the headline about the plane crash.

Unemphatic order: Jack glanced at the newspaper, noticing the headline about the plane crash.

In the first sentence below, the delay of the flight takes on greater importance because the idea is expressed in a main clause; the idea of poor visibility is expressed in a subordinate clause, signaling less importance. In the second sentence, the delay of the flight takes on less importance because of its unemphatic order.

Emphatic order: Because of poor visibility, my flight was delayed.

Unemphatic order: There was poor visibility, so my flight was delayed.

Making a sentence emphatic means placing important ideas in the most effective positions. Such mechanical aids as italics, capital letters, dashes, exclamation points, and the like are helpful in promoting emphasis. But it is the arrangement of words that determines the emphasis or lack of emphasis in the sentence. Because most coherent sentences are also emphatic sentences, the writer should first concentrate on the problem of coherence.

The following elements affect the emphasis of ideas:

- Rhetorically effective coordination or subordination
- Logical order
- Position of ideas
- Order of importance
- Parallel structure
- Use of the active or passive voice
- Clear pronoun references

Skill Builder Exercise 34 **Rhetorically Effective** **Management of Sentence** **Elements**

Discuss in class which of the two sentences listed below is more rhetorically effective in achieving the designated purpose.

1. Purpose: to emphasize Walter Chrysler's contribution in founding the Chrysler Corporation.
 - A. Walter Chrysler, who turned the troubled Maxwell Car Company into the Chrysler Corporation, introduced a six-cylinder engine in 1924.
 - B. Walter Chrysler, who introduced a six-cylinder engine in 1924, turned the troubled Maxwell Car Company into the Chrysler Corporation.
2. Purpose: to emphasize Kennedy's assassination.
 - A. When John F. Kennedy was assassinated, he was in the third year of his presidency.
 - B. When John F. Kennedy was in the third year of his presidency, he was assassinated.
3. Purpose: to emphasize Bela Lugosi's appearance in two films.
 - A. Born in 1884, Bela Lugosi was best known for his appearance in such horror films as *Dracula* and *Frankenstein Meets the Wolfman*.
 - B. Bela Lugosi was born in 1884, being best known for his appearance in such horror films as *Dracula* and *Frankenstein Meets the Wolfman*.
4. Purpose: to emphasize being taken to the hospital.
 - A. Evidently in great pain, he was taken to the hospital for major surgery.
 - B. Taken to the hospital for major surgery, he was evidently in great pain.
5. Purpose: to emphasize staying with her sister.
 - A. Susan was in San Antonio last year and she stayed with her sister.
 - B. When Susan was in San Antonio last year, she stayed with her sister.
6. Purpose: to emphasize that Daniel graduated with the highest honors.
 - A. Daniel graduated with the highest honors, we were told.
 - B. Daniel, we were told, graduated with the highest honors.
7. Purpose: to emphasize the person's professional growth.
 - A. During her long career in the company, Barbara served as its president, vice-president, a receptionist, administrative assistant to the director of operations, and director of operations.

- B. During her long career in the company, Barbara served as a receptionist, administrative assistant to the director of operations, director of operations, vice-president, and president.
8. Purpose: to emphasize reaching the North Pole.
- A. Our expedition reached the North Pole in the afternoon.
- B. During the afternoon the North Pole was reached by our expedition.

Avoidance of Ambiguous Pronoun References

The antecedent of a pronoun should always be clear to the reader.

unclear: When Janet wrote a letter to Connie, she was very upset. [Who was upset, Janet or Connie?]

revised: Connie was very upset when she wrote Janet a letter.

Skill Builder Exercise 35 Avoidance of Ambiguous Pronoun References

Correct the ambiguous references by rewriting the sentence. Answers will vary.

1. Norman Rockwell was an illustrator and painter who was able to make a living at it.
2. His bad habits made him unpopular with his fellow workers, and they caused him to lose his job.
3. The storm blew down the Harris' barn, but it did not hurt anyone.
4. Harvey had always been interested in chemistry and later he decided to become one.

5. When I went to get the cat's collar, she meowed.
6. I lost my glasses, which embarrassed me.
7. Whenever Sven talks with his professor, he seems annoyed.
8. After the teacher yelled at Joel in front of the class he was very upset.
9. He dropped the glass on the plate and broke it.
10. Ellen was talking to Rosemary and she looked very unhappy.

Review Exercise D Style

Rewrite the following sentences using appropriate and economical words, figurative phrases, or acceptable diction.

1. The people in the subway were packed like sardines in a can.
2. When he divorced his wife, he went from the frying pan into the fire.
3. There were less people in the room than Linda had anticipated.
4. Rocco's term paper was conducive for his receiving an A grade.
5. Harriet is very different then the other girls in her class.
6. I really enjoy to see the show at Radio City Music Hall.
7. The robber told the people to comply on his demands.
8. Frank and Gloria like going to the mall together.

9. I doubt whether I'll graduate next year.
10. My brother showed interest about the new MP3 player that I had purchased.
11. I plan on going south during school break.
12. Try and get home by noon tomorrow.
13. We will take off inside of an hour.
14. Be sure and call Mother when you arrive.
15. Stay home until the baby is asleep.
16. I waited on Cindy for three hours.
17. My grades this year were awful.
18. Christine aims to finish her book report tonight.
19. I feel badly that I failed.
20. You will arrive anywheres from midnight and 3 a.m.
21. I was awfully sick during my vacation.
22. If you have a special angle, let me hear about it.
23. Have you written the balance of your report?
24. There is no doubt but Arnold will be chosen.
25. That baby will grow up to be a character.
26. I could of beaten Jerry in chess anytime.
27. Walk extra slow on that icy walk.
28. Due to your lateness, we missed the first inning.
29. The children were enthused about seeing the puppet show.
30. We won't finalize the date until we have an agreement.
31. The child said, "Leave go of me."
32. Outside of Jacques, everyone went to camp.
33. Nowheres have I seen such sunburned people.
34. Dexter received an almost perfect score on the test.
35. You have a long ways to go before you reach your goal.
36. I see where you left off cleaning your room.
37. Whereabouts in Syracuse do you buy your books?
38. In my opinion I think that phrenology is bunk.
39. William shot straight from the hip and didn't pull any punches.
40. We were accused with lying.

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read the passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

Passage I

Softball is played different¹ in Chicago than anywhere else. I didn't know that when I was growing up there, of course. I assumed² everybody in America², played softball bare-handed, with a big sixteen-inch ball known as³ “Clincher,” and with the intensity of a Chicago election campaign. But since moving away from my hometown, I haven't been able to find the same sport, a lot of other worthwhile things⁴ are hard to find⁴, and I miss the old game.

Being one of the chief beauties⁵ of the game was that you didn't need a fielding glove. Actually, it's hard to imagine the mitt

1. A. NO CHANGE
B. more different
C. differently
D. difference
2. F. NO CHANGE
G. assumed everybody in America
H. assumed, everybody in America
J. assumed everybody, in America
3. A. NO CHANGE
B. knew as
C. know as
D. known by
4. F. NO CHANGE
G. many other worthwhile things are hard to find,
H. other worthwhile things I haven't been able to find,
J. OMIT the underlined portion.
5. A. NO CHANGE
B. Being the chief beauty
C. One of the advantages
D. One of the chiefly beauties

you'd need to catch a ball the size of a grapefruit. At any rate, anybody whom⁶ happened to show up at the park or schoolyard could play, even so⁷ that person had been sent on an errand and had to leave home without any sports paraphernalia. All that a couple of teams needed to play were one bat, one ball also was⁸ needed.⁸

The ball itself made the sport wonderfully unpredictable and every game most unique than⁹ the last.⁹ An old softball that had seen a few games was elephant, gray and, a little spongy?¹⁰ It couldn't be hit very far, but it was easy to catch. A new ball just out of the box (which could be flattened and used for home plate) was crisp white, lively, and as hard as concrete. A screaming line drive with a new Clincher would terrify the pitcher or third baseman. Most of these, though, were played with a ball of¹¹ intermediate condition, and just how they would¹¹ act on any given pitch was

6. F. NO CHANGE
G. anybody which
H. any body whom
J. anybody who
7. A. NO CHANGE
B. despite
C. if
D. OMIT the underlined portion.
8. F. NO CHANGE
G. bat and also they needed one ball.
H. bat, one ball was needed also.
J. bat and one ball.
9. A. NO CHANGE
B. the uniquest than you can imagine.
C. even more uniquer than every other.
D. unique.
10. F. NO CHANGE
G. elephant gray and a little spongy.
H. elephant, gray and a little spongy.
J. elephant, gray and a little, spongy.
11. A. NO CHANGE
B. games, though, were played with a ball of intermediate condition, and just how it
C. of them, though, were played with a ball of intermediate condition; just how they
D. of the latter, though, were played with a ball of intermediate condition, and just how it

interestingly uncertain. 12

There are beauty in organized
13

sports—the kind where the equipment and the
14
uniforms are all regulation. But our often

disorganized games being beautiful too, all of us
15
playing as hard as we could just for the fun of it.

12. Which of the following best states the relationship between the first sentence in the paragraph and the remainder of the paragraph?

- F. Explanation and instruction
- G. Argument and digression
- H. Statement and supporting evidence
- J. Point and counterpoint

13. A. NO CHANGE
B. is beautiful aspects
C. are an aspect of beauty
D. is a beauty

14. F. NO CHANGE
G. sports, therefore, the
H. sports; however, the
J. sports that

15. A. NO CHANGE
B. being are
C. were
D. OMIT the underlined portion.

Passage II

Just as characterization, using dialogue,
16
and plot work on the surface to move the story
along, symbolism works under the surface to tie
the story external action to the theme. Early in
17
the development of the fictional narrative,
symbolism was often produced through allegory,
18
giving the literal event and its allegorical
18
counterpart a one-to-one correspondence.

The word “symbol” has had a long and
complex history. While it had an intricate past,
19
today it may designate very different sorts of
concepts in the most varied contexts.

In Shakespeare’s *Hamlet*, for example, we
discover that Hamlet, as the title character, is
20
fascinated with actors and acting. Upon
reflection, an astute reader realizes that this is
because Hamlet’s whole life has become unreal,
21
he is being haunted by the ghost of his father, his
21
father turns out to have been murdered by his
uncle, and his mother has married his father’s
murderer. The motif of the actors was a symbol
22
for the unreality of Hamlet’s life.

16. F. NO CHANGE
G. characterization—using dialogue—
H. characterization, the use of dialogue
J. characterization, dialogue,
17. A. NO CHANGE
B. story’s external action
C. story’s, external action
D. stories’ external action
18. F. NO CHANGE
G. allegory giving
H. allegory had given
J. allegory was giving
19. A. NO CHANGE
B. Despite its intricate past,
C. In light of its intricate past,
D. OMIT the underlined portion.
20. F. NO CHANGE
G. Hamlet, being the title character,
H. Hamlet is the title character and
J. Hamlet
21. A. NO CHANGE
B. unreal: He is
C. unreal as he is
D. unreal he’s
22. F. NO CHANGE
G. actor’s symbol
H. actors’ symbol
J. actors is a symbol

Among literature's most famous symbols are Melville's great white whale in *Moby Dick*, Dante's journey into the underworld in *The Inferno*, and Coleridge's albatross in "The Rime of the Ancient Mariner." All them concrete objects or places carry within them a wide range of associations that stand for something so ineffable it would spoil the magic to explain it.

25

Symbolism, nevertheless, is an integral component of fiction because it enriches the narrative by pulling it's message down to the level of our unconscious and anchoring it there.

28 29 30

23. A. NO CHANGE
B. symbols—
C. symbols are:
D. symbols.
24. F. NO CHANGE
G. All of them
H. All these
J. All of which
25. At this point, which of the following sentences would be most appropriate in building on the information given in the preceding sentence?
- A. Additionally, the most significant symbols do convey an indefinite range of meanings.
B. People often mistakenly assume that one must be able to explain and interpret a text before it has meaning.
C. A literary symbol designates "an object or a process that not only serves as an image itself but also refers to a concept or abstract idea that is important to the theme of a work."
D. A symbol is different from a metaphor in that a symbol is used more often and more widely than a metaphor.
26. F. NO CHANGE
G. similarly,
H. therefore,
J. on the other hand,
27. A. NO CHANGE
B. its message
C. one's message
D. messages

Items 28-30 pose questions about the passage as a whole.

- 28.** This essay would be most helpful to someone wanting firsthand information on:
- F. classic literary novels.
 - G. the importance of symbolism.
 - H. the relationship between allegory and symbolism.
 - J. the influence of Shakespeare's plays in contemporary literature.
- 29.** Is the writer's decision to list some literary titles appropriate in the essay?
- A. Yes, because the information helps to persuade people to read them.
 - B. Yes, because the information helps to support the author's point on the importance of symbolism.
 - C. No, because the information is irrelevant to the purpose of the essay.
 - D. No, because the information, while relevant to the essay, undermines the passage by including too many details.
- 30.** Readers are likely to regard the passage as best described by which of the following terms?
- F. Informative
 - G. Persuasive
 - H. Confessional
 - J. Humorous

Passage III

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and item 45 will ask you to choose the sequence of paragraphs that will make the essay most logical.

[1]

Still, the source of fire long remained a
31
mystery. Each of several cultures explained human mastery of fire in ways of their own.
32
According to African myths, dogs brought fire down from heaven. In Greek mythology, Prometheus who stole it from the gods
33
and brought it to earth.

[2]

Strike a match and what do you have! Fire.
34
Of the Greeks' four basic elements of the universe—air, water, earth, and fire, fire was the
35
one apparently least needed for sustaining life. Also, fire was the element
36

most needed for improving life, for taking the
37
first steps on the sea of life.
37

[3]

Although fire is today mainly utilitarian, the idea of a mythical, heaven-borne flame

31. A. NO CHANGE
B. longly remained
C. long remains
D. having long remained
32. F. NO CHANGE
G. it's own way.
H. its own way.
J. its' own way.
33. A. NO CHANGE
B. stole
C. who had stole
D. who has stolen
34. F. NO CHANGE
G. do you have?
H. have you gotten?
J. do you have.
35. A. NO CHANGE
B. fire
C. fire—fire
D. fire. Fire
36. F. NO CHANGE
G. Whereas,
H. Consequently
J. On the other hand,
37. A. NO CHANGE
B. taking the first steps on life's sea.
C. taking the first steps on the path toward civilization.
D. paddling the pathway of progress.

persisting³⁸ in such symbols as the flame of the Olympic torch and commemorative “eternal flames.” Strike a match and what do you have?

You have both fire and flame?³⁹ Useful, and symbolic.³⁹

[4]

Throughout prehistory, lightning undoubtedly started many fires, but⁴⁰ such fires

did not improve⁴¹ anyone’s life. Then, about

7000 B.C., Neolithic peoples developed fire-⁴² making techniques. In learning to control fire,

them people⁴³ took a major step toward

civilization: because where there’s smoke,⁴⁴

there’s fire! [45]⁴⁴

38. F. NO CHANGE
G. persisted
H. had persisted
J. persists
39. A. NO CHANGE
B. fire and flame, good for everyday needs while representing ideas and feelings.
C. fire, and flame, utilitarian, and symbolic.
D. useful fire and symbolic flame.
40. F. NO CHANGE
G. since
H. inasmuch
J. OMIT the underlined portion.
41. A. NO CHANGE
B. made no improvement, not for
C. made no improvement for
D. hadn’t improved upon
42. F. NO CHANGE
G. developed new innovations for fire.
H. invented an innovation for fire-making
J. developed new fire-making innovations.
43. A. NO CHANGE
B. them
C. they
D. their people
44. F. NO CHANGE
G. civilization—because where there’s smoke, there’s fire.
H. civilization, because where there’s smoke there’s fire!
J. civilization.
45. Which of the following sequences of paragraphs will make the essay most logical?
A. 1, 2, 3, 4
B. 1, 2, 4, 3
C. 2, 4, 1, 3
D. 4, 3, 2, 1

Passage IV

Sometimes the disease of clipping items

from periodicals begin with a careless

46

impulse. Leafing through her newspaper, the

47

potential victim's eye catches by a story about a

47

new color film. She owes a letter to her

friend Tom; an enthusiastic photographer; an

48

interesting clipping will provide a good opening.

Although no harm has yet resulted, the

49

victim may soon enter a second stage. In the

49

next days paper is two hilarious items about

50

cats. Unable to decide which is funniest, she

51

resolves to ask Uncle Ed, who, she recalls,

52

46. F. NO CHANGE
G. taken from periodicals begins
H. from periodicals begins
J. out of periodicals begin
47. A. NO CHANGE
B. As the potential victim leafs through her newspaper, her eye is caught
C. The potential victim's eye is caught while leafing through her newspaper
D. Leafing through the newspaper, the potential victim's eye catches
48. F. NO CHANGE
G. Tom, an enthusiastic photographer;
H. Tom an enthusiastic photographer,
J. Tom whose an enthusiastic photographer;
49. A. NO CHANGE
B. The victim, although she may soon enter a second stage, has yet suffered no harm.
C. Although no harm has yet resulted. The victim may soon enter a second stage.
D. No harm has yet resulted. Although the victim may soon enter a second stage.
50. F. NO CHANGE
G. days paper there are
H. day's paper there are
J. days' paper there is
51. A. NO CHANGE
B. funnier,
C. more funny,
D. most funny,
52. F. NO CHANGE
G. whom, she recalls
H. who she recalls,
J. whom, she recalls,

loves cats. She writes her uncle infrequently,

however, in fact, she realizes that she writes
53

him only at Christmas. The clippings are lain on
54
her desk to wait. More clippings, for others,

follow. Eventually, clippings litter her desk and
55
on the floor around it.

[1] Finally, with her desk resembling a
packing case under a pile of leaves, the victim
enters the dreadful, third stage. [2] Her desk
56
resembles a packing case under a pile of leaves.

[3] She clips both from newspapers
57

but also from magazines and catalogs, she clips
58
for no particular person, but simply for the
stockpile. [4] Now she must make her choice:
to develop a filing system and buy a wastebasket
or, alternatively, simply to buy the
wastebasket—a good large one. [59] [60]

53. A. NO CHANGE
B. in fact; however,
C. however; in fact,
D. in fact, however,

54. F. NO CHANGE
G. laid
H. layed
J. lied

55. A. NO CHANGE
B. litter her desk, and on the
C. litter her desk and the
D. litter, her desk and the

56. F. NO CHANGE
G. dreadfully third
H. dreadful and third
J. dreadful third

57. A. NO CHANGE
B. clips from not only
C. not only clips both from
D. clips not only from

58. F. NO CHANGE
G. catalogs; she
H. catalogs: she
J. catalogs.

59. Which of the following sequences of sentences will make the essay most logical?
- A. 1, 2, 3, 4
B. 1, 4, 3, 2
C. 3, 2, 4, 1
D. 4, 1, 3, 2

Item 60 poses a question about the passage as a whole.

- 60.** Readers are likely to regard the passage as best described by which of the following terms?
- F. Informative
 - G. Inspirational
 - H. Humorous
 - J. Persuasive

Passage V

Before Tiger Woods swept onto the scene in the late 1990s, televised golf did not have mass appeal. Most people credit the golf phenomenon with revolutionizing and changing⁶¹ the sport. In just a few short years,

the young multiracial athlete is becoming⁶² a household name, shattering many of golf's records and ethnic barriers.

Tiger Woods was born December 30 1975⁶³ in Cypress, California⁶³ to parents Earl and Kultida Woods. His birth name was Eldrick, but his father called him "Tiger," the nickname of a Vietnam War buddy known for his bravery.

Earl Woods—part African-American and part Native American—met

Kultida—part Chinese, Thai and Caucasian—⁶⁴ when he was stationed in Thailand while serving in Vietnam.

It was Tiger's father⁶⁵ who introduced his son to the game of golf. At the age of two,

Tiger could swung⁶⁶ a golf club. But despite his

61. A. NO CHANGE
B. revolutionizing
C. being a revolutionary, and changing
D. revolutionary changes
62. F. NO CHANGE
G. become
H. has become
J. has became
63. A. NO CHANGE
B. was born December 30, 1975, in Cypress, California,
C. was born December, 30, 1975, in Cypress, California,
D. was born December, 30, 1975, in Cypress California
64. F. NO CHANGE
G. part Chinese, Thai, and Caucasian—
H. part Chinese, part Thai, and part Caucasian—
J. parts Chinese, Thai and Caucasian—
65. A. NO CHANGE
B. Tigers' father
C. Tiger's father
D. Tiger father's
66. F. NO CHANGE
G. swing
H. have swung
J. swang

natural abilities, there were many difficulties
67

Tiger endured as a child breaking through the
67

stereotype that golf was not a sport for

African-Americans or other nonwhite athletes.

When Earl Woods wanted to take young Tiger,

who, at age 4 was already a very

good golfer, to some of the exclusive golf

courses in California, they were turned
68

away because of the color of their skin.

Nevertheless, Woods persisted, and by the age
69

of 15, Tiger became the youngest player to win

the U.S. Junior Amateur Championship. In

1997—a year after he turned pro—Tiger Woods
70

won the Masters, becoming the youngest player

and the first person of color to do so. In April,
71

2001, at 25, he became the first player to hold all
71

four major professional golf titles at the same

time.

As the most recognizable face in
professional golf, Tiger has earned several

million dollars in endorsement deals (most
72

notably with Nike), and has put his fame and
72

67. A. NO CHANGE
B. as a child, Tiger endured many difficulties
C. Tiger endured many difficulties as a child,
D. it was difficult for Tiger

68. F. NO CHANGE
G. it was
H. he was
J. he is

69. A. NO CHANGE
B. Though
C. Even although
D. Despite the fact that

70. F. NO CHANGE
G. In 1997—a year after—he turned pro
H. In 1997 a year after he turned pro;
J. In 1997, a year after he turned pro

71. A. NO CHANGE
B. In April 2001, at 25, he
C. In April, 2001 at 25 he
D. In April 2001 at 25, he

72. F. NO CHANGE
G. deals—most notably with Nike—and
H. deals; most notably with Nike and
J. deals most notably with Nike, and

fortune to good use. Because of his⁷³ busy schedule, in 1996 Tiger started the Tiger Woods Foundation to provide scholarships and access to golf courses for inner-city youth. Tiger also hosts golf clinics so he can teach underprivileged children about his favorite sport.

74 75

73. A. NO CHANGE
B. Due to the fact of his
C. In spite of his
D. OMIT the underlined portion.

Items 74 and 75 pose questions about Passage V as a whole.

74. Which of the following sentences would best characterize the function of the third paragraph?
- F. Because the paragraph states how young Tiger was when he started playing golf, the reader understands why the athlete is regarded so highly.
 - G. Because the paragraph states that Tiger was turned away from a golf course at age 4, the reader understands that the sport was not open to children.
 - H. Because the paragraph states that Tiger was turned away from a golf course at age 4, the reader understands that the sport was not open to minorities.
 - J. Because the paragraph states that Tiger learned to play golf from his father, the reader understands the importance of Tiger's nickname.
75. Suppose that the editor of a sports magazine had assigned the writer to describe the obstacles Tiger had to overcome as a child. Which detail would be most relevant to the assignment?
- A. Tiger Woods was born in 1975 in California.
 - B. Tiger was the youngest player to win the U.S. Junior Amateur Championship.
 - C. Tiger was turned away from golf courses as a young child because of his ethnicity.
 - D. Tiger learned to swing a golf club at age 4.

The ACT Writing Test is an optional component to the ACT English Test. Using the skills you have practiced in the preceding chapters, you are now ready to write your own complete, concise, and cohesive essay.

Effective writers are able to communicate a clear message to a specific audience. Pay close attention to the writing prompt, so you will understand who your intended audience is and what you are being asked to communicate. The writing topic is usually a controversial issue. How well you understand your purpose for writing will determine how effective your essay will be.

- **Your essay must clearly demonstrate an understanding of the writing task.** Do not include information that is irrelevant to the topic.
- **Your essay must meet all the requirements of the writing task.** Not responding to all aspects of a topic will lower your score.
- **Your essay must provide insightful explanations and/or opinions about the topic.** You must demonstrate that you have thought seriously about the writing task by using specific reasons and examples to support your position.
- **Your essay must be clearly organized; consist of a clear introduction, transitions between paragraphs, and a conclusion; and adhere to the conventions of standard written English.**

The following **prewriting** strategies can help you plan your essay.

- (1) Understand your writing task.
- (2) Know the audience for whom you are writing.
- (3) Know the key points you will make and develop in the body paragraphs.

The Introduction

The first writing elements that are assessed in the ACT Writing Test are the opening and closing. An essay that receives the highest score has a clear opening and a closing.

A strong opening will:

- (1) identify the intended audience,
- (2) make clear what the subject is that is to be addressed in the essay, and
- (3) establish your attitude or thoughts about the subject.

You may also introduce the reasons why you take a particular side of a controversial issue without going into detailed explanation. Write as clearly as possible. This is not a creative writing assignment. You are writing to communicate an idea. Do it in a straightforward manner. The introduction for the essay will generally be two to four sentences in length.

Example of a Writing Prompt

Recently, the school district administration proposed to lengthen the school year from 181 to 201 days in an effort to provide enough time for students to learn new items considered essential for graduating from high school. Many educators and parents agree this is the only way to meet the state's graduation requirements. Others believe there are better ways to accomplish this. What do you believe the administration should do?

In your essay, take a position on this issue. You may either agree with the administration or you may present a different option to solve the problem. Use specific reasons and examples to support your position.

1. Set up the situation for writing. Don't just jump right into the topic. Acknowledge the existence of the situation.

Examples of Set-up Sentences

- A. Recently, the school district administration has been debating the idea of lengthening the school year in order to have time to meet the state's curriculum requirements.
- B. The school district administration is considering adding days to our school year in an effort to cover all the material the state says our classes must cover.

2. State your general point of view on the topic. This is the statement on which the rest of your essay will be built. All ideas stated in your body paragraphs must support this statement.

Examples of Point of View Sentences

- A. I don't think it is necessary to increase the number of school days in the year to achieve this.
- B. I strongly believe it is the right thing to do.

In writing the set-up sentence and a point of view sentence, the writer has met the criteria for a strong introduction. The set-up sentences established the topic, and the point of view lines established the writer's positions on the topic.

You may also introduce the reason for your position at this point, however do not attempt to explain the reasoning here. A writer who includes his or her reasons in the introductory paragraph helps readers to identify the key points that will be addressed as well as the order in which information will be presented.

Examples of Reason Sentences

- A. The graduation requirements can be met if some material currently being taught is cut down or eliminated. Plus, increasing the number of school days will be costly and will have a negative impact on students.
- B. In order to cover the material currently being taught in school and cover the new material the state is requiring, the school year must be made longer. At the present time, students in the United States go to school fewer days than students in most other countries, and students really don't need such long summer vacations.

When the set-up, point of view, and reason sentences are combined, they make two very strong introductions:

- A. Recently the school district administration has been debating the idea of lengthening the school year in order to have time to meet the state's curriculum requirements. I don't think it is necessary to increase the number of school days in the year to achieve this. The graduation requirements can be met if some material currently being taught is cut down or eliminated. Plus, increasing the number of school days will be costly and will have a negative impact on students.
- B. The school district administration is considering adding days to our school year in an effort to cover all the material the state says our classes must cover. This is something I strongly believe is the right thing to do. In order to cover the material currently being taught in school and cover the new material the state is requiring, the school year must be made longer. At the present time, students in the United States go to school fewer days than students in most other countries, and students really don't need such long summer vacations.

Writing Sample 1

The following is an essay written in response to a prompt asking whether high schools should adopt a ban on cell phones in schools. This essay would receive an upper-level score (4-6).

Some high schools have adopted a ban on carrying cell phones into school buildings. School faculty members feel that the technology has become a nuisance, with students using phones to talk to friends or send text messages during instructional time. Such bans usually meet opposition from students and parents, who argue that families should have a way of staying in touch in the event of an emergency. But banning cell phones has several benefits—it would keep students more focused in school, it would reduce opportunities to cheat on tests, and it might reduce theft of personal property.

When a student is sitting in class and his cell phone rings, it is natural that the student will immediately want to see who called. While some students will check the phone and then tuck it back away, most students will try to respond to the call, whether by calling the person discreetly or by responding by text message. Regardless, these behaviors are distracting and interrupt the learning process. If students were not permitted to bring cell phones to school, this temptation would not exist and students would stay focused on their class lesson.

Unfortunately, cell phones have been used as a tool by which students can cheat on tests. Cell phones have replaced the cheat sheets of the past. Now, a student can store test answers in his phone, he can share the answers with another student during the test, by either "texting" the answers or even by using the phone's camera to take a photo of the test. Of course many students who do this

get caught and punished accordingly. But if cell phones were not allowed in schools, this type of deception would not be possible.

Among students' possessions, one of the most commonly stolen items is cell phones. Over the years, a cell phone no longer just makes calls—it takes pictures, plays music, and even allows users to search the Internet. The phones range in price and are worth a lot of money. Sadly, this makes unattended cell phones an attractive item to steal. If students were not permitted to bring cell phones to school, they would not be stolen by other students because the phone would be left safely at home.

While it is convenient for families to reach each other in the event of an emergency—such as illness or even something more serious such as an earthquake—it is not necessary. Schools existed for years before the invention of cell phones. Parents always had the option of getting through to their child over a school phone line or coming to the school in person. Likewise, students could reach parents by asking permission to use the phone in the school office. Certainly technology has created a convenience for people with the invention of cell phones. However, schools do not need to tolerate the nuisances they cause.

Writing Sample 2

The following is an essay written in response to a prompt asking whether high schools should start later in the day. This essay would receive an upper-level score (4-6).

Recent studies have shown that teenagers are not getting enough sleep. For that reason, some high schools are considering a later start time. School officials feel that if teenagers started the school day at 10:00 a.m. and finished at 5:00 p.m., they might be more focused on their studies. But starting school later in the day could have a multitude of repercussions. A later start time would interfere with students who have after-school activities, it would affect local traffic, and it fails to teach students responsibility.

Most high school students have after-school obligations. Some teenagers belong to athletic teams or extracurricular clubs. Others have jobs. It is unreasonable to think that students will begin football or baseball practice at 5:00 p.m., the proposed dismissal time. It's dark out. It's dinner time. Since the time necessary to participate in sports or activities—or work a job—wouldn't change, students might potentially stay up as late, or even later, than they already do.

While it might be easier for school buses to get around at the later start time, it would be nearly impossible for school buses to navigate during 5:00 p.m., rush hour. Most everyone is leaving their job and coming home at that time. Adding school buses to the already congested roadways would make a bad problem worse. And for students who walk home, the evening hour is less safe. It gets dark early in the winter time. Plus, allowing students to walk home during rush hour might lead to accidents.

Finally, a later school day too easily accepts students' failure to get to bed at a reasonable time. It is the responsibility of schools to teach children how to be responsible young adults. Failing to set boundaries for teenagers could shape their behavior as adults. Some necessary college courses start at 8:00 a.m. College students also don't get enough sleep. If high school students cannot adjust to waking up early, they may not succeed in college. Also, in the professional world, many jobs come with a lengthy morning commute. If students cannot learn the behavior as a teenager, when will they learn it?

Certainly some students would enjoy having an extra hour or two of sleep. But the school day cannot be shortened, so the later start time just delays the rest of the day. There are no guarantees that students will use the newfound time to catch up on lost sleep. But keeping the school day the way it is helps ensure that students receive a well-rounded education and are prepared for the real world.

Writing Exercise 1

Writing Situation 1

The United States Congress is considering a resolution, which would allow oil drilling in certain wildlife protected areas in Alaska, to lessen dependency on foreign oil cartels for our increasing gasoline needs. Do you believe this is necessary to satisfy U.S. consumers or do you believe there are other ways to solve this problem?

Write an essay developing your recommendations, as you would present them to your representative. Propose specific solutions to this controversy and urge Congress to approve your solution. Support your ideas with details, facts, and examples.

Set-up Sentence

Point of View Sentence

Reasoning Sentence(s)

Writing Situation 2

The senior residents in your town are growing increasingly concerned about the way teenagers drive their cars at night. The same cars are often seen going up and down the same streets over and over on any given night. Residents say the teen drivers are causing traffic problems and other kinds of havoc on the town's streets. The town council is considering designating certain sections of town as "No Cruise Zones." Citations and fines will be issued to teen drivers seen more than twice in these zones within a 30-minute time period. There will be a public forum regarding this proposed ordinance at the town council meeting. What is your point of view?

In your essay you will either support or oppose this ordinance. Explain your reasons. Support your view with facts, examples, and other evidence.

Set-up Sentence

Point of View Sentence

Reasoning Sentence(s)

Writing Complete Paragraphs

One way to ensure that your essay will earn a high score is to develop your key ideas. Place each key idea or argument into a separate paragraph. Once these ideas are separated, they must be fully explained to support the arguments you are trying to make.

Think of each paragraph as a mini-essay with introductions, body paragraphs, and conclusions. Look at the following body paragraph of a student's essay in which the writer is trying to convince his school's administration to reject a policy that would prohibit students from driving cars to school.

Topic Sentence	When students drive to school, it helps their parents out a great deal.
Body Sentences	Most parents have to wake up early and get to their jobs on time. Before they do this, they have to hurry their teenage children off to school. Teenagers often aren't at their fastest in the morning. Many times these parents are late for work because they have to take their kids to school.
Concluding Sentence	If teenagers can drive themselves to high school, parents can go straight to work and be on time.

The Topic Sentence

The topic sentence is essential in each body paragraph of a persuasive essay. The topic sentence states the central idea of the paragraph and announces the subject to be discussed. All other ideas in the paragraph should support, explain, or expand on this central idea. Paragraphs should have only one central idea.

While the topic sentence can appear anywhere in a paragraph, it is best to start off each paragraph with the topic sentence. This way you will be sure of your paragraph's purpose. This idea can be developed using methods discussed later in this unit.

Writing Exercise 2

- Read the body and concluding sentences to the following paragraph.
- Underline the sentence that states the central idea of the paragraph.
- Write your own paragraph.

Example of a Student's Writing

The only way schools can teach the new material and not cut back on the present material is to increase the number of school days. As it is now, teachers have so much to teach, they often rush through their lessons. If they had to teach more material in the same time, teachers would have to fly through their lessons. This wouldn't be good for students because teachers wouldn't be able to help students who are having trouble. Teachers would say, "We've got to keep moving, so we can cover all the material the state says we have to cover." If schools don't add more days to the year, students' grades will surely suffer.

Writing Exercise 3

- Read the topic sentence and body sentences of the following paragraphs.
- In the space provided, write a concluding sentence that appropriately pulls together the main idea of the paragraph.

Example 1

If high school students are prohibited from driving to school, there will be fewer cars on the road in the morning. During rush hours the streets are crowded with traffic. It takes 15 minutes to drive one mile. With less traffic, there would be less of a chance for accidents.

Sample concluding sentence:

With no teenagers on the road, adults will be able to drive swiftly and safely to work.

Write your own concluding sentence to the above example.

Building Paragraphs

On the ACT writing essay you are being asked to persuade readers to accept your viewpoint concerning a specific controversy. You must convince the reader that your viewpoints or ideas are worth considering.

You may remember having participated in a debate. How did you support your view? The three most common and effective techniques you can use when trying to persuade are (1) using reasons, (2) using facts and/or factual examples, and (3) using comparisons or contrasts.

Consider the teenager who is trying to persuade his parents to let him go out with his friends on a Friday night. These are some of the methods he would try to use.

Use of reasons: *I really want to go out. It's something I've been looking forward to for a long time. You know that I am a good kid who has been working hard in school, and I think I deserve a little enjoyment.*

Use of facts and/or factual examples: *I have never gotten in trouble when I was out with my friends. The last five times you set a curfew for me, I was home on time. Plus, I just made the high honor roll.*

Use of comparisons or contrasts: *You let my older brother go out when he was the same age as I am now. All of my friends' parents are letting them go out. If you don't let me go, I'll be the only 15-year-old boy at home on a Friday night.*

The paragraphs in your persuasive essay should each be developed with the same techniques. It is up to you to decide on which method or methods would be most helpful in your situation. The number of details you use when supplying the readers with reasons, facts and/or examples, and comparisons and contrasts will determine how developed your paragraphs are.

Writing Exercise 4

- *Read each of the following paragraphs taken from students' persuasive essays.*
- *Analyze the method the writer used in developing the paragraph.*
- *In the space provided, identify the method that was used. Choose from (1) reasons, (2) facts or factual examples, or (3) comparison or contrast.*
- *Some paragraphs will be supported in more than one way at a time.*

1. You shouldn't prohibit students from bringing their cell phones to school because they might not have any other way to get in touch with their families during an emergency. If this happens, students might not have a ride to practice or to their after-school job. In the event of poor weather conditions, such as a snowstorm, students would not be able to easily contact their parents. Many schools no longer have pay phones and there are only a few phones in the school office for all students to use. Not allowing students to bring their cell phones to school could also cause a lot of problems.

Method used: _____

2. Prohibiting students from driving to school may actually increase auto traffic in the school zone. Currently, 78 students have parking permits. In a recent poll, 90% of those students who have parking permits said they regularly drive with someone else to school. Of those, 60% said they drive more than one other student regularly to school. That means around 180 kids are coming to school in 78 cars. If all of these students now had to have parents drop them off, there would actually be an increase of over 100 cars in front of the school each day. Prohibiting students from driving to school will only make the traffic problem worse.

Method used: _____

3. When the music industry began to crack down on people who illegally download songs for free on the Internet, a few people became threatened with large fines and lawsuits. The recording industry is losing money and wants to punish fans by taking them to court. While this may scare some people away from illegal file-sharing, other people will continue to download songs from the Internet. The cost of buying a CD is too much money and forces fans to buy an artist's entire album instead of a few songs. Also, fans have been buying an artist's entire album for decades and frequently are disappointed. Sure, people could download music on some legal services by paying per song, but as long as several ways to download free remain, the temptation for some people to "steal" may be too strong.

Method used: _____

4. If schools implement a longer school year, many students would not get a break. In today's society, many students are expected to belong to after-school activities or work an after-school job. Additionally, most students have lots of homework each day. If students didn't have a summer vacation, they wouldn't get a chance to relax and regroup. Chances are, many of them would be tired or maybe become ill more frequently which could lead to increased absences. This new policy could really have a negative effect on the students' work habits.

Method used: _____

Writing Exercise 5

- Read the following writing situations.
- Think about ideas that would help develop detailed paragraphs in response to the writing prompt.
- Place the ideas in the appropriate category of methods used to develop paragraphs.
- Write two or three ideas under each column heading.

Example: *You want to persuade your principal to let students in your school go out for lunch.*

Reasons

- *Students should have an alternative to the school cafeteria.*
- *The school lunches are often unhealthy.*
- *It would make for a nice break from school.*

Facts

- *In a survey, 90% of the students said they would like to go out for lunch.*
- *There are two fast food places, one diner, and two delis within a mile of the school building.*

Comparisons

- *Students at the school 10 years ago used to be allowed to leave for lunch.*
- *Students at the school in the next town are allowed to go out for lunch.*

1. You are trying to convince the school board that your school doesn't need metal detectors.

Reasons:

Facts:

Comparisons:

2. You are trying to convince the state Commissioner of Education not to pass a policy that would require all students to perform 100 hours of community service before they can graduate.

Reasons:

Facts:

Comparisons:

3. You are trying to convince the owner of a local bowling alley to allow teenagers to be on his premises after 9:00 p.m. without their parents having to be present.

Reasons:

Facts:

Comparisons:

4. You are trying to persuade government officials in your town to turn an abandoned building into a community center for teenagers.

Reasons:

Facts:

Comparisons:

5. You are trying to persuade your school administration to do away with final exams.

Reasons:

Facts:

Comparisons:

Putting the Paragraph Together

You have already worked on writing introductory and concluding sentences to paragraphs, and you have developed ideas to be used in the body sentences of paragraphs. Now it's time to write some complete paragraphs.

When you write a paragraph, all the sentences will come directly after each other: the introductory sentence, the body sentences, and the concluding sentence.

Writing Exercise 6

- *Imagine that you are writing the body paragraphs for essays written in response to Writing Exercise 5 prompts.*
- *Choose three paragraph topics about which to write, one from your reasons, one from your facts, and one from your comparisons. Write three separate paragraphs using the information you generated in Writing Exercise 5. Remember, these would be body paragraphs in the middle of an essay.*

1. Write a paragraph using one of the reasons you developed in Writing Exercise 5.

Topic Sentence: _____

Body Sentences (use at least 3 sentences): _____

Concluding Sentence: _____

Writing Exercise 7

- In the following paragraphs, underline the sentence that does not maintain the focus of the paragraph.
- If all ideas in the paragraph maintain a single focus, write the word unified in the space provided.

1. I think what my friend's parents did was wrong. They didn't allow him to choose his own friends. It shows that they don't trust him. He missed one of the best parties of the year. They didn't believe that he would make good choices about whom he would hang out with. But they have to give him a chance. Otherwise they'll never know if they can trust him to choose good friends or not.

2. One of the reasons why I think parents should be involved in their kids' lives is because they have already lived through the rough times, and they know what teenagers are experiencing. They can help their kids stay away from the mistakes they may have made when they were younger. Parents can understand their kids' problems because when they were younger they probably had problems too. I always let my mother know where I am. Plus, teenagers whose parents are involved in their lives are less likely to get into trouble.

3. I believe colleges should change their requirements for awarding degrees. I don't see why a person who wants to be a journalist has to take a college level math course in order to graduate. Likewise, why should a future accountant have to take a class in arts and humanities? Wouldn't it be better for college students to concentrate on mastering the courses in their field of study than to waste time trying to pass subjects for which they'll have no future use? If students were able to eliminate nonessential courses, the cost of college would not be so high and classrooms would be less crowded, thus allowing more people the opportunity of attending. College tuition should also be lowered so more students from lower income families would attend.

4. Why do candidates spend so much of their advertising budget on ads that find fault with their opponents? I think men and women running for political office should be more open about what they intend to do if they should win the election. I will be 18 soon and, as I look forward to my first voting experience, I want to choose a candidate who presents a positive approach to campaigning. I would not want to choose a person who points his finger at his opponent or an incumbent who passes the buck.

5. If a garbage incinerator is built near our homes, this town will become a ghost town. Nobody will want to live here. Who would want to smell garbage all day? And who would want to breathe in air with garbage in it? Nobody would want to buy a house in this town or work here. They would say, "I'm not living in Garbage Town." As for me, I've always wanted to live in Beaver Creek, where all the homes are beautiful.

■ **Coherence means that all ideas in an essay are logically connected.**

Writers achieve coherence by using transitions and conjunctions to connect ideas and show the relationship between ideas. These transitions and conjunctions help readers move from one idea to the next.

Writers must understand the connections between their ideas and choose appropriate transitions. If you want to explain that one thing happened before another thing did, you could write: First he lit the candle. Then he was able to see.

The order in which the writer presents ideas is important so that the reader will fully understand the writer's viewpoint. The paragraph sequence in an essay must be well thought out. Otherwise, readers can get confused by ideas that don't logically progress.

Paragraph One—(1) Explain the subject and situation. (2) State your position on the topic.

Paragraphs Two through Four—Provide reasons to support your viewpoint and add detailed explanations, if appropriate or useful, for each reason in each paragraph.

Final Paragraph—Reaffirm or restate your main position.

Writers looking to create an even stronger argument may also include a paragraph that explains what the opposition's opinion is and why that opinion is flawed, weak, or wrong. This paragraph would generally follow your reasons, before your final paragraph.

You will have to make a decision about the order of your supporting body paragraphs. Use your strongest reason first and weakest reason last or state your weakest reason first and save the strongest reason for last. If all reasons are equal in strength, then you need not worry about the order in which you put them.

Putting It All Together

By becoming familiar with the classic pattern of argument, you will be able to tackle any persuasive topic. On the ACT Writing test you will be given a topic similar to the writing situations mentioned in this workbook. You will not encounter a topic with which you, as a high school student, would not normally be familiar with.

So far, you have been working on one writing skill or essay organizational tool at a time. When it comes time to write your ACT writing essay, you will need to use all these skills and organizational tools. When all components are stated in sequence, you will have created a well written essay.

Here is the order in which you should progress and the activities you should do during each step.

What You Need to Do	Why You Need to Do It
Read the writing prompt	This will give you a general idea of the writing situation and your directions for writing.
Decide on your point of view	You need to make it clear in your mind what your point of view is regarding the controversy because the focus of the essay centers on this.
Complete a Reasons/Facts/Comparison chart	This will help you to decide what information you will use to support your point of view. This will also give the specific details to support your point of view.
From Reasons/Facts/Comparison chart, decide on three main ideas of support	The chart should list several ideas that could be used in your essay. You need to decide which three ideas will best support your point of view.
Write your introduction	This will help you explain what the controversy is and what your position is.
Write three to four body paragraphs	These paragraphs are the heart of your essay. In each paragraph explain one supporting idea that supports your position.
Write your conclusion	End your essay on a strong note. These lines are important because they are the last ones your reader reads.

Writing Situation 3

Many schools across the country are considering a strict tobacco, drug, and alcohol policy for students who take part in extracurricular activities. The latest proposal from one school is to impose a one-week activity suspension on any students caught using tobacco, drugs, and/or alcohol, or attend a function where tobacco, drugs, and/or alcohol are being used illegally. Students who commit a second infraction of this policy would immediately be expelled from the team or activity. In your opinion, should your school adopt this policy?

In your essay, take a position on this issue. You may agree or disagree with the proposed policy, or you may present a different solution to the problem. Use specific reasons and examples to support your position.

Writing Situation 4

With the rising cost of education, many school districts are eliminating nonacademic courses such as music, art, and physical education. A growing number of school administrators believe such action will not only cut costs but will also benefit students since they can dedicate more time to their academic studies. In your opinion, should your school district eliminate nonacademic courses?

In your essay, take a position on this issue. You may agree or disagree with the proposed curriculum change, or you may present a different solution to the problem. Use specific reasons and examples to support your position.

Appendix A

Glossary of Idiomatic Phrases

NOTE: Remember that idioms are a language peculiar to a people or to a district, community, or class. Idioms are a style or form of artistic expression that is characteristic of an individual, as a period, or a movement. Whether or not a writer conforms to certain “acceptable” idiomatic practices is a matter of making decisions about audience, purpose, and effect. “Acceptability” regarding idiomatic usage is continually evolving.

Adapted to is acceptable as implying *natural* or *original suitability*—The different types of vegetation are adapted to their various environments.

Adapted for is acceptable as implying *created suitability*—Food is adapted for use by astronauts in space.

Adapted from is acceptable as implying *changed for suitability*—Joyce’s *Ulysses* is adapted from the classic Greek myth.

Agree with is acceptable as meaning *concur with a person*—Ted agreed with the member who had argued against the proposal.

Agree to is acceptable as meaning *consent to a project*—Ted agreed to the proposal to donate money to the needy.

Agree on is acceptable as meaning *decide something by mutual consent*—Ted and the member agreed on the validity of the proposal.

Angry at is acceptable in referring to things or animals—Jim is angry at his brother’s dog.

Angry about is acceptable in referring to events or situations—Jim was angry about the confusion at the meeting.

Argue with is acceptable in referring to a person—Jake argued with his friend.

Argue for, against, about are acceptable in referring to a measure—Jake argued against the motion.

At or in the house is acceptable—Millie is at the house. [*Over the house* is unacceptable—Millie is *over the house*.]

Blame (object) for it is acceptable—Blame Ron for the theft of the money.

Cannot help is acceptable—Frank cannot help arguing for causes he believes in. [*Cannot*

help but is unacceptable—Frank *cannot help but* argue for causes he believes in.]

Cannot help seeing is acceptable—One cannot help seeing trouble when confronted by it. [*Cannot help to see* is unacceptable.]

Capable of doing is acceptable—Edna is capable of doing many things. [*Capable to do* is unacceptable]

Center in, on is acceptable—The power is centered in the reactor’s core. David’s attention was centered on the spacecraft.

Compare to is acceptable in referring to likenesses—Linus said Jane Austen’s subtle style can be compared to (is similar to) Henry James’s.

Compare with is acceptable in examining a supposed similarity or difference—Linus compared Henry James’s style with Jane Austen’s.

Comply with is acceptable—Dale complied with my demands. [*Comply to* is unacceptable—Dale *complied to* my demands.]

Conducive to, meaning *leading to*, is acceptable—Jan’s proposals are conducive to a settlement. [*Conducive for* is unacceptable—Jan’s proposals are *conducive for* a settlement.]

Conform to, meaning *adapt oneself to*, is acceptable—Students are expected to conform to school policy.

Conform with, meaning *in harmony with*, is acceptable—Students expect teaching to conform with their goals.

Convenient to is acceptable in referring to a person—The arrangements were convenient to Phil.

Convenient for is acceptable in referring to an event or purpose—The arrangements were convenient for Phil’s need to arrive early.

Differ with is acceptable in referring to a person—Nancy always differs with Jim’s political opinions.

Differ from is acceptable in referring to a thing or opinion—Nancy’s outlook always differs from Jim’s political opinions.

Different from is acceptable—Nancy’s political views are different from Jim’s. [*Different than* is unacceptable]

Dissuade from is acceptable—Dora was dissuaded from voting against the amendment. [*Dissuade against* is unacceptable]

Doubt that is acceptable—Mary doubts that the bill will be carried. [*Doubt whether* is unacceptable]

Enjoy seeing is acceptable—Jerry enjoys seeing adventure films. [*Enjoy to see* is unacceptable]

Graduated from is acceptable; it is always used in the passive—Rick was graduated from Duke University. [*Graduated*, in the active voice, is unacceptable—Rick *graduated* Duke University.]

Hesitate to look is acceptable—Jerry hesitates to look at horror films. [*Hesitates looking* is unacceptable]

Identical with is acceptable—Troy’s plan is identical with Jerry’s. [*Identical to* is unacceptable]

Independent of is acceptable—Tim is independent of his parents’ support. [*Independent from* is unacceptable]

In search of is acceptable—Chip is in search of his place in life. [*In search for* is unacceptable]

Intend to (verb) is acceptable—Joe intends to enroll in a medical school. [*Intend on (present participle)* is unacceptable—Joe *intends on enrolling* in a medical school.]

Like to go is acceptable—Carolyn likes to go to sporting events.

Listen to is acceptable—Hal always listens intently to the speaker.

Necessary to is acceptable—Judicious planning is necessary to achieve a desired result.

Part from is acceptable in referring to a person—Matt parted from his parents and boarded the train.

Parted with is acceptable in referring to a thing—Matt parted with his reminiscences grudgingly.

Reconciled to is acceptable as meaning resigned or adjusted to—Mark was reconciled to the fact that he had to study harder.

Reconciled with is acceptable as meaning *resumed former relationship with, brought two sets of facts into accord.*

Required of is acceptable—A high index is required of an applicant to graduate school.

Show interest in is acceptable—Herman shows interest in the field of economics. [*Shows interest about* is unacceptable]

Stay at home is acceptable—Gene stayed at home during his illness.

Superior to is acceptable—Leroy’s writing is superior to Doug’s.

Sure to is acceptable—Be sure to finish what you have started. [*Sure and* is unacceptable—Be *sure and* finish what you have started.]

Try to is acceptable—Try to finish what you have started. [*Try and* is unacceptable—*Try and* finish what you have started.]

Wait for is acceptable—Eliza waited for me for 10 minutes. [*Wait on* is unacceptable—Eliza *waited on* me for 10 minutes.]

Within an hour is acceptable—Myra will be ready within an hour.

Appendix B

Glossary of Grammatical Terms

ABSOLUTE CONSTRUCTION: a construction in a sentence that is syntactically independent of the main clause.

Their plane having left, (absolute phrase) we went home. (main clause)

ADJECTIVE: a class of words used to modify a noun, pronoun, gerund, or other nominal by limiting, qualifying, or specifying.

Lenor gave an *excellent* performance.

ADJECTIVE CLAUSE: a subordinate clause that modifies a noun or pronoun.

Practically *everyone* (pronoun) *who was invited to the reception* (adjective clause) was able to accept the invitation.

ADVERB: a part of speech, comprising a class of words used to modify a verb, adjective, or other adverb.

Pat writes *legibly*.

ADVERB CLAUSE: a subordinate clause that functions as an adverb.

Sandra attended the meeting *because she felt it was important*.

ADVERBIAL CONJUNCTION: an adverb that is used to join main clauses in a sentence. Common adverbial conjunctions are: *also, besides, consequently, however, moreover, nevertheless*.

AGREEMENT: correspondence in gender, number, case, or person between words.

ANTECEDENT: a noun or pronoun later referred to by a pronoun.

Shelia skied until *her* knees started to hurt.
(*Shelia* is the antecedent of the possessive pronoun *her*.)

APPOSITIVE: a grammatical construction, usually a noun or a noun phrase, which is placed next to another noun or noun phrase as an explanatory equivalent.

Louis Agassi, *the famous naturalist*, was born in Motier-en-Vully, Switzerland.

AUXILIARY: a helping verb used in forming another verb. The common auxiliaries are *be* (including its

forms), *do, have, shall, will, should, would, may, can, might, could, must, and ought*.

CASE: the form of a noun or pronoun that shows its relationship to some other word or words in a sentence. The personal pronouns have three cases: nominative (subjective), objective, and possessive.

CLAUSE: A sentence or division of a sentence containing a finite verb or verb phrase and its subject. The sentence “She arrived today, and he will arrive tomorrow” has two clauses.

COLLECTIVE NOUN: a singular noun that names a group or collection. It can take either a singular or plural verb depending on whether it refers to a group or the individual members acting separately.

COLLOQUIAL ENGLISH: a characteristic of spoken English or of writing that seeks its effect; that which is informal in diction or style of expression.

COMMA SPLICE (also COMMA FAULT): improper use of a comma between independent clauses not joined by a conjunction.

Charles refused to participate in the *race, he* was too tired.
(correctly punctuated: Charles refused to participate in the race; he was too tired.)

COMPARISON: the modification or inflection of an adjective or adverb to denote the three degrees (positive, comparative, and superlative).

COMPLEMENT: a subject complement (predicate nominative) is a noun or adjective that follows a linking verb and refers to the subject. An adjective complement (predicate adjective) follows a linking verb and describes the subject. An objective complement is a noun or pronoun that follows a transitive verb and designates the person or thing receiving the action. Object complements consist of direct objects and indirect objects.

Patrick became a *teacher*. (predicate nominative)
Patrick is *happy*. (predicate adjective)
Patrick brought the *mail*. (direct object)
Patrick brought *me* the mail. (indirect object)

CONJUNCTION: a word such as *and, but, or, if, when*, that connects two other words, phrases or clauses.

CONNOTATION: the meaning added to the literal or dictionary meaning of a word or phrase by frequent association with other ideas, the feelings of the user, etc.

CONTRACTION: a shortened form of words in which the letter or letters representing missing sounds are indicated by an apostrophe. Contractions are generally avoided in formal writing.

COORDINATING CONJUNCTION: a conjunction that connects words or groups of words of equal grammatical rank.

COORDINATION: the joining of parallel grammatical structures through the use of specific coordinate words or phrases.

CORRELATIVE CONJUNCTION: a conjunction indicating a reciprocal or complementary grammatical relationship.

DANGLING MODIFIER: a modifier that lacks a clear connection with the word or phrase it modifies.

DENOTATION: the exact and literal meaning of a word or expression.

DEPENDENT CLAUSE: a clause that cannot stand alone as a full sentence and that functions as a noun, adjective, or adverb within a sentence.

I know who stole the watch.

DIRECT/INDIRECT QUOTATION: A direct quotation reproduces a speaker's exact words; an indirect quotation paraphrases what the speaker has said or written without quoting it exactly.

Kim said, "I am going home." (direct quotation)
Kim said that she was going home. (indirect quotation)

DOUBLE NEGATIVE: an occurrence in the same statement of two negative words or expressions.

EXPLETIVE: a word such as *it* or *there* used to fill the subject position in sentences that have no true subject word or in which the true subject has been placed after the verb.

It is raining.

FRAGMENT: a piece of a sentence punctuated as if it were a complete sentence.

GENDER: the distinction between words or forms of a word that corresponds roughly to that between male,

female, and sexless things: masculine, feminine, and neuter.

GERUND: a verb form ending in *-ing* and used as a noun.

Swimming is my favorite form of exercise.

IDIOM: a speech form that is peculiar to or characteristic of the language.

IMPERATIVE: pertaining to the mood that expresses a command or respect.

INDEFINITE PRONOUNS: a pronoun such as *any* or *some* that does not specify the identity of its object.

INDEPENDENT CLAUSE: a clause that can stand alone as a sentence.

I can play baseball today (independent clause) but
I must work tomorrow. (independent clause)

INFINITIVE: the base form of a verb usually preceded by *to*. Infinitives are used as nouns, adjectives, or adverbs.

To laugh (noun) is enjoyable.
They have a house to rent. (adj.)

INTERJECTION: a word or phrase expressing strong emotion such as anger, fear, or surprise.

INTERROGATIVE PRONOUN: a pronoun used in questioning: *who*, *whom*, *whose*, *what*, *which*.

INTRANSITIVE VERB: a verb that does not take an object.

IRREGULAR ADJECTIVE/VERB: an adjective or verb not following the regular pattern of inflection. For example, the adjective *good* is irregular in comparison and the verb *to be* is irregular in conjugation.

LINKING VERB: a verb that connects its subject with a subject complement.

MISPLACED MODIFIER: a descriptive word or phrase that causes confusion because of its poor placement.

MOOD: that feature of a verb or verb phrase that tells whether the utterance is a statement or question, a wish, or a command. Modern English has an indicative, an imperative, and a subjunctive mood.

NONSTANDARD ENGLISH: English usage that does not conform to those standards approved by educated native users of the language.

NOUN: a word used to denote or name a person, place, thing, quality, or act. Nouns can function as the subject, predicate nominative, or object of a verb, as the object of a preposition, or as an appositive.

NOUN CLAUSE: a subordinate clause that functions as a noun.

NUMBER: the form of a verb that shows whether it refers to one or more than one.

OBJECT: a noun, pronoun, noun phrase, or noun clause that follows a transitive verb or preposition. A *direct object* receives directly the action of the transitive verb. An *indirect object* receives indirectly the action of the transitive verb. An object that follows a preposition is called an *object of a preposition*.

PARAGRAPH: a short section of a piece of writing, usually made up of a number of sentences on one idea or topic.

PARALLELISM: a similarity in structure of two or more word groups in a larger expression. The same grammatical form should be used to express parallel ideas joined by coordinating conjunctions.

PARTICIPLE: a verbal form basically having the qualities of verb and adjective. The present participle ends in *-ing* (running) and the past participle commonly ends in *-ed, -d, -t, or -en* (asked, spoken). Participles are used in verb phrases (was running); as verbs (running down the street, he fell down); as adjectives (the running water); or as adverbs (raving mad).

PART OF SPEECH: any of the classes into which the words or word groups of a language are placed according to their ability to fulfill certain functions or to fill certain positions in the sentence.

PHRASE: a sequence of two or more words conveying a single thought or forming a distinct part of a sentence but not containing both a subject and a predicate.

PREDICATE: the part of the sentence or clause that expresses something about the subject. It commonly consists of a verb and may include objects, modifiers, or complements of the verb.

Our team is winning the tournament.

PREPOSITION: a relation or function word that connects a noun or pronoun to another element of the sentence. A prepositional phrase is a group of words made up of a preposition followed by a noun, pronoun, noun phrase, or noun clause.

Give the book to whoever wants it. (prepositional phrase)
(The preposition *to* is followed by a noun clause.)

REGULAR VERB: a verb whose past and past participle forms are formed by the addition of *-d* or *-ed*.

RELATIVE CLAUSE: a subordinate clause introduced by a relative pronoun: *who, whom, whose, which, or that*.

She is the one whose essay was accepted for publication. (subordinate clause)

RESTRICTIVE/NONRESTRICTIVE MODIFIER: A restrictive modifier is one whose meaning is essential to the word or words it modifies. Restrictive modifiers are not set off by commas.

RUN-ON SENTENCE: the joining of two or more important independent clauses without appropriate punctuation or the use of a conjunction.

SENTENCE: a word or group of words stating, asking, commanding, or exclaiming something. A sentence is a conventional unit of connected speech or writing, usually containing a subject and predicate and expressing a complete thought.

SUBORDINATE CLAUSE: a clause that cannot function syntactically as a complete sentence by itself. A subordinate clause is a dependent clause as distinguished from an independent (main) clause.

TENSE: any of the forms of a verb or verb phrase that show its time of action or state of being.

VERB: a word or phrase that expresses existence, action, or occurrence.

VERBAL: a verb that is used as a noun or adjective, yet retains the characteristics of a verb.

VOICE: a verb form indicating the relation between the subject and the action expressed by the verb. The action voice indicates that the subject is performing the action. The passive voice indicates that the subject is receiving the action.