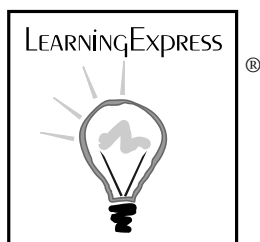


# 501

## Grammar and Writing Questions

4th Edition



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# Introduction

**This book can** be used alone, along with another writing-skills text of your choice, or in combination with the LearningExpress publication, *Writing Skills Success in 20 Minutes a Day*. It will give you practice dealing with capitalization, punctuation, basic grammar, sentence structure, organization, paragraph development, and essay writing. It is designed to be used by individuals working on their own and for teachers or tutors helping students learn or review basic writing skills. Additionally, practicing with *501 Grammar and Writing Questions* will greatly alleviate writing anxiety.

Many people grimace when faced with grammar exercises. But in order to communicate with others, pass tests, and get your point across in writing, using words and punctuation effectively is a necessary skill. Maybe you're one of the millions of people who found memorizing grammar rules tedious as a student in elementary or high school. Maybe you were confused by all of the *exceptions* to those rules. Maybe you thought they would just come naturally as you continued to write and speak.

First, know you are not alone. It is true that some people work very hard to understand the rules, while others seem to have a natural gift for writing. And that's okay; we all have unique talents. Still, it's a fact that

with practice. Today require good communication skills, including *and Writing*  
1 news is that grammar and writing skills can be d

oing. It's an old lesson, tried and true. The 501  
ons included in these pages are designed to provide  
As you work through each set of questions, you'l  
anding of basic grammar and usage rules. An  
This book will help you improve your language  
it, not frustration.

## An Overv

501

*and Writing Questions* is divided into six section

Mechanics: Capitalization and Punctuation

Section 4: Sentence Structure Section

ent

Paragraph Development

Essay Questions

*Questions*

on is subdivided into short sets consisting of 8–20  
is specifically organized to help you build confi  
op your written-language skills. *501* begins w  
capitalization and punctua

moves on to grammar and sentence structure. By  
on on paragraph development, you will have practi  
. You will then continue practicing the skills that y  
your own esser in the previous four sections, this time in comb  
pract last section, you'll be ready to write

## ie This Book

re working alone or helping someone brush up on  
ok will give you the opportunity to practice, practi



**501 Grammar and Writing Questions**

by itself. **1 Your Own** -  
working alone to review the basics or prepare for a test  
school, you will probably want to use this book: *Writing Skills*  
grammar and usage text, or with  
*20 Minutes a Day*. If you're fairly sure of  
to the next mechanics skills, however, you can use *501 Grammar*

### **Tutoring O**

answer key at the end of the book to find out if you  
also to learn how to tackle similar kinds of quest  
is explained. Make sure you understand the  
ing back to the questions—before moving on

ll work well in combination with almost any basi -  
ou will probably find it most helpful to give studen -  
lar skill they'll be learning—capitalization, punc -  
nt, pronoun agreement, sentence structure, style— -  
he remainder of the session answering the questi -  
nt to impress upon them the impor tance of learr -  
ir answers, and reading the expla nations carefu -  
nd a particular set of questions before you assign

ing books:

### **11 Resources**

ailed explanations of English grammar and usage -  
—or borrow from the library—one or more of the f

*Grammar: Fast, No-Hassle Answers on Everyday*  
*Punctuation* by Joanne Feierman (Fireside)  
*Revealed*

*11 Heritage Book of English Usage: A Practical and*  
*Contemporary English* (Houghton Mifflin)

*Book of Grammar and Punctuation: The Mysteries of*  
by Jane Straus (Jane Straus Books)





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*Style, Usage & Correct: The Writer's Essential Guide to* n A. Garner ,  
*Grammar Spelling*, by Anne Stilman (W1 2nd  
Books)

(  
*ictionary of American Usage and Style*  
ishing Group)

*Grammarphobes Guide to Better English in Plain*  
tricia T. O'Conner (Riverhead Books)

*Success in 20 Minutes a Day*, 3rd Edition (Learn

*Success in 20 Minutes a Day*, 2nd Edition (Learning!

*Grammar*  
*Essential* , 3rd Edition (LearningExpress)

---

Mechanics:

1

# Capitalization and Punctuation

**Every sentence begins** with a capital, so the how-tos of capitalization seem like a logical place to begin learning about language mechanics. When doing the exercises in this section, refer to the following checklist. Matching your answer to a rule will reinforce the mechanics of writing and secure that knowledge for you.

## Capitalization Checklist

- 33 The first word of every sentence → *Yes, we do carry the matching bed skirt.*
- 33 The first word of a quoted sentence (not just a quoted phrase) → *And with great flourish, he sang, “O beautiful for spacious skies, for amber waves of grain!”*
- 33 The specific name of a person (and his or her title), a place, or a thing (otherwise known as *proper nouns*). *Proper nouns* include specific locations and geographic regions; political, social, and athletic organizations and agencies; historical events; documents and periodicals; nationalities and their languages; religions, their members and their deities; brand or trade names; and holidays.

**501 Grammar and Writing Questions**

- 33 viation for *proper nouns*. Government agencies frequently abbreviated. Remember to capitalize each letter. → *feel very secure*.
- 33 (descriptive words) derived from *proper nouns*.  
Ex: **A** *merica* (*proper noun*) → the **A**merican (*adjective*)
- 33 The *pronoun*<sup>8</sup>
- 33 **I**.
- 33 *public reading* important words in a title → *Last March, I endured of A Tale of Two Cities*.

## on Checklist

### Periods

- 33 statement) | of a declarative sentence (sentence that makes  
33 *took a walk to nowhere*.
- 33 *baby or* of a command or request → *Here's a cloth. Now, should I*
- 33 *her keys*. of an indirect question → *Jane asked if I knew where*
- 33 *2.5 children* a decimal number → *Statisticians claim that the department buy the coolest*
- 33 *stuff*.
- 33 *Dewault, are*
- 33 *you not?* dollars and cents → *I remember when \$1.50*
- 33 initial in a person's name → *You are Sir James W.*

### Question Marks

- 33 abbreviation → *On Jan. 12, I leave for Africa.* → *She asked,*
- 33

### Exclamation

- 33 of a question → *Why do you look so sad?*
- 33 quotation mark when the quotation is a question → *Hurry up!*
- 33 quotation mark when the quotation is an exclamation → *The*

of a word, phrase, or sentence filled with emotion  
*be late for the meeting!*

quotation mark when the quotation is an exclamation  
*led, "Hurry up! I cannot be late for the meeting!"*

---

**501 Grammar and Writing Questions**

**Quotation Marks** exactly quoting dialogue, not when paraphrasing → *Hamlet says, "To be or not to be. That is the question."*

33 "To be or not to be" is the title of chapters, articles, short stories, poems, and favorite poem is "The Road Not Taken."

33 periodicals

**Semicolons** two independent clauses (an independent clause has a subject and a predicate. See Section 2.)

33 Edward joined the basketball team; remarkably, the 5'4" young man excels in all possible dates.

33 elements in a series that uses commas → *the possible dates for the inner are Thursday, June 5; Saturday, June 7; or Monday, June 9.*

**Colons**

33 Before a list → *Grandma brought Chloe's favorite three chocolate kisses, sweets: M&M's, Snickers, and a Snickers bar.*

33 titles and subtitles → *Finding Your Dream: A Buyer's Guide.*

33 volumes and page numbers → *Marvel Comics 24*

33

33

**Apostrophes** chapters and verse → *Job 4:12*

33 such as hours and minutes → *It's 2:00 a.m.*—time to

33 *can't* + *is* = *it[i]s* → *I can't*

33 contractions: A contraction is a combination of two words. *The dog's bowl* (do not) and *it's* (it is). The apostrophe indicates that the letters have been omitted: *do + not = don[ot]*; *it + is = it[is]*.

33 possessives: A possessive is a word that shows ownership. *The dog's bowl* tells us that the bowl belongs to the dog, and *the dog's desks* tells us that the desks belong to the dog.

33 apostrophes: We make a possessive by adding 's. If we have two dogs, however, we use *the dogs' bowls* and *it's*. The apostrophe indicates that there is more than one dog (plural). If the apostrophe is used, we make it possessive by adding an apostrophe and *s* (it is).

33 → *This is Mike's house. These are the students' desks.*

33 The one exception to the above rules is *its* and *it's*.

33 *its* indicates a contraction of *it is*. To make a possessive, we do not use an apostrophe: *its bowl* → *I think the dog ate from its (possessive) bowl.*

## 501 Grammar and Writing Questions

### Commas

- 33 Between items in dates and addresses → *Michael arrived at Ellis Island, New York, on February 14, 1924.*
- 33 Between words in a list → *The university hired a woman to direct the Bursar's, Financial Aid, and Registrar's offices.*
- 33 Between equally important adjectives (be careful not to separate adjectives that describe each other) → *The reporter spoke with several intense, talented high school athletes.*
- 33 After words that precede a direct quotation → *David whined, "I am famished."*
- 33 In a quotation that precedes a tag and is not a question or an exclamation → *"I am famished," whined David.*
- 33 Around nonessential clauses, parenthetical phrases, and appositives. (A nonessential or nonrestrictive clause is a word or group of words that is not necessary for the sentence's completion; a parenthetical phrase interrupts the flow of a sentence; and an appositive is a word or group of words that renames the preceding noun) → *Matt's mother, Janie (appositive), who has trouble with directions (nonessential clause), had to ask for help.*
- 33 Before or after a dependent clause. (We will learn about dependent clauses in Section 2.) → *We checked our luggage (independent clause), hoping for the best (dependent clause).*
- 33 Before conjunctions. (Conjunctions are words that link two independent clauses together) → *Drew wanted to experience ballroom dancing before his wedding, so he signed up for lessons at a local hall.*

### VERBS

**Words that describe an action. A few examples:**

*drive fast sleep well jump high*

*play ball*

**SET 1** (Answers begin on page 157.)

For the following questions, choose the lettered part of the sentence that contains a word that needs a capital letter. If no additional words should be capitalized, choose choice e. Refer to the checklist at the beginning of the chapter if you want to be certain about your answer.



**501 Grammar and Writing Questions**



ical elementary school | is organizing a screening

**b**

toy story | as a fundraiser. | None **c**

**d**

**e**

---

**501 Grammar and Writing Questions**

**SET 2** (Answers begin on page 157.)

Choose the punctuation mark that is needed in each of the following sentences. If no additional punctuation is needed, choose choice e.

9. "It's not fair!" shouted Martin. Coach Lewis never lets a game start without a game!"
- a. .
  - b. ,
  - c. !
  - d. "
  - e. none
10. The coach's three sisters, Molly, Shannon, and Patricia a summer at their grandmother's beach house.
- a. ;
  - b. —
  - c. !
  - d. ,
  - e. none
11. For the centerpiece, the florist recommended the following flowers: tulips, daffodils, and hyacinths.
- a. :
  - b. ,
  - c. .
  - d. ;
  - e. none
12. "It's time is supper?" George asked.
- a. ;
  - b. ,
  - c. ?
  - d. :
  - e. None



**501 Grammar and Writing Questions**

13. \_\_\_\_\_ one was shocked when Max Smithfield—a student  
right high school senior decided that college was r
- a. ;
  - b. ,
  - c. —
  - d. :
  - e. none
14. \_\_\_\_\_ assistant, usually so reliable, has been late for v  
this week, without any excuse.
- a. ’
  - b. ,
  - c. ;
  - d. .
  - e. none
15. \_\_\_\_\_ ass president, Horace Landek, called the meetin  
at 4:00.
- a. ,
  - b. ;
  - c. —
  - d. .
  - e. none
16. \_\_\_\_\_ member” Luis recollected, “the first time I was a  
come from school by myself.”
- a. ?
  - b. ,
  - c. :
  - d. ;
  - e. none
17. \_\_\_\_\_ line Larkin our office manager, is the most org;  
ver known.
- a. :
  - b. ;
  - c. —
  - d. ,
  - e. none



**501 Grammar and Writing Questions**



18. \_\_\_\_\_ most of my time at the gym on the treadmill walk \_\_\_\_\_ had put \_\_\_\_\_ form of exercise.
- ,
  - ?
  - ;
  - !
  - none

**SET 3** (Answers begin on page 158.)

Answer that shows the best punctuation for the underlined part of the sentence. If the sentence is correct as is, choose choice **e**.

19. \_\_\_\_\_ bought three new pairs of shoes even though she \_\_\_\_\_ on a tight budget just last week.
- \_\_\_\_\_ as, even though, she
  - \_\_\_\_\_ as, even though she
  - \_\_\_\_\_ as. Even though she
  - \_\_\_\_\_ as; even though she
  - \_\_\_\_\_ ect as is
20. \_\_\_\_\_ residents of the building have air conditioners how \_\_\_\_\_ found that a ceiling fan is sufficient.
- \_\_\_\_\_ conditioners however: I've
  - \_\_\_\_\_ conditioners, however, I've
  - \_\_\_\_\_ conditioners however, I've
  - \_\_\_\_\_ conditioners; however, I've
  - \_\_\_\_\_ ect as is
21. "Are you \_\_\_\_\_ OK," asked Timothy, "Are you sure you don't \_\_\_\_\_ and rest for a while?"
- \_\_\_\_\_?" asked Timothy. "Are
  - \_\_\_\_\_?" asked Timothy, "Are
  - \_\_\_\_\_," asked Timothy? "Are OK?"
  - \_\_\_\_\_d Timothy? "Are
  - \_\_\_\_\_ ect as is



**501 Grammar and Writing Questions**

22. Owners of the restaurant maintain that only ents nic ingredi-  
ed in their kitchen.
- aintain, that only maintain
  - t, only maintain: that
  - y
  - intain—that only correct
  - is
23. e the student could be hired by the company, the s  
r had to provide a letter of recommendation. com  
its company, the student's company, the students'  
idents' correct as is
- - idents' correct as is
  - 
  - olunteers who would like to work the morning sh
  - eir name on this sheet.
24. Theunteers, who would like to work the morning shif should  
unteers who would like to work the morning shif  
unteers, who would like to work the morning shif  
unteers who, would like to work the morning shif
- unteers who, would like to work the morning shif
  - rect as is
  - 
  - mployees asked whether the company would be o
  - mbursement within the next three years? reimburs  
hin the next three years! reimbursement, within th
25. ee years. reimbursement within the next three yea  
tuition reimbursement, within the next three years? correct :
- - ky is blue, but I hear thunder in the distance.
  - , is blue, sky is blue; sky is blue sky is, blue;
  - rect as is
  -
26. The
- - 
  - 
  - 
  -



**501 Grammar and Writing Questions**

27. George as captain of the team called the  
 a. George as captain of the team plays.  
 b. George, as captain of the team,  
 c. George as captain of the team,  
 d. George, as captain of the team  
 e. George, as captain of the team?  
 correct as is

28. Washington met for the first time on August 27, 1972 in Seattle.  
 a. Washington  
 b. August 27 1972 in Seattle, Washington.  
 c. August 27 1972, in Seattle Washington.  
 d. August 27, 1972 in Seattle, Washington.  
 e. August 27, 1972, in Seattle, Washington.  
 correct as is

**SET 4 (**

answers begin on page 158.)

Directions: Read each sentence. If you find a mistake in capitalization, find the sentence that has a mistake in capitalization. If you find no mistakes, mark choice **d**.

29. a. My least favorite season is Winter.  
 b. On t Friday, Uncle Jake is coming to visit.  
 c. My friend served as treasurer for the women's organization. No mistakes.  
 d. My friend served as treasurer for the women's organization. No mistakes.
30. a. Do you attend next week's meeting?" she asked.  
 b. My new car was damaged in the accident.  
 c. The girls' giggled through the whole movie.  
 d. The girls' giggled through the whole movie.  
 correct as is.
31. a. My friend told her, to call the customer service department.  
 b. My friend told her, to call the customer service department.  
 c. My friend told her, to call the customer service department.  
 d. My friend told her, to call the customer service department.  
 correct as is.
32. a. My friend told her, to call the customer service department.  
 b. My friend told her, to call the customer service department.  
 c. My friend told her, to call the customer service department.  
 d. My friend told her, to call the customer service department.  
 correct as is.



**501 Grammar and Writing Questions**

33. a / cat loves to sit in the window.  
 b. e weather has been cold lately.  
 c. borah moved to south Dakota. No  
 d. stakes.
34. a 1 wondering when the doctor will call?  
 b. sterday, Bill turned 40.  
 c. njamin, my younger brother, joined the Army.  
 d. mistakes.
35. a e school bus was late because of snow.  
 b. y did you say that, since it isn't true.  
 c. ver your mouth when you sneeze! No  
 d. stakes.
36. a ode Island is the smallest State.  
 b. know the answer to that!" Phyllis shouted.  
 c. en you're done, put your pencils down and look u  
 d. mistakes.
37. a ase walk the dog while you're out.  
 b. is go to the movies!  
 c. ssandra does not like spinach. No  
 d. stakes.
38. a I seeing Betty walked the other way.  
 b. is is the dog's bowl.  
 c. ; a long way from home. No  
 d. stakes.
39. a n't stand in my way.  
 b. cilia and I fought our way through the crowd.  
 c. e vegetables were old rubbery and tasteless. No  
 d. stakes.
40. a member to walk the dog.  
 b. on't run"! Mr. Ellington shouted.  
 c. ; supposed to snow today and tomorrow.  
 d. mistakes.



**501 Grammar and Writing Questions**



41. a. reelen’s parents worried whenever she drove the ca  
b. o designed the Brooklyn Bridge?  
c. eases like Smallpox and Polio have been eradicate  
d. mistakes.
42. a. you find the Indian ocean on this map?  
b. ich river, the Nile or the Amazon, is longer?  
c. ner Avenue runs into the Thompson Parkway. No  
d. takes.
43. a. s the best dancer in the school.  
b. were planning to go, but the meeting was canceled  
c. ay,” she said, I’ll go with you.” No mistakes.  
d.
44. a. s Judge Parker live on your street?  
b. enty government officials met to deal with Wednes  
c. risis Mayor spoke at a news conference this morning.  
d. mistakes.
45. a. brother, Isaac, is the best player on the team.  
b. ause of the high cost; we decided not to go.  
c. ere’s your new puppy? No  
d. takes.
46. a. ve learned to appreciate Mozart’s music.  
b. cousin Veronica is studying to be a Veterinarian.  
c. Shanahan is taller than Professor Martin. No  
d. takes.
47. a. ou look just like your mother,” Ms. Jones told me.  
b. ase be careful,” he said.  
c. er asked, “why do I have to go to bed so early?”  
d. mistakes.



**501 Grammar and Writing Questions**

48. a. you prefer root beer or orange soda?  
b. which year did world war II end?  
c. ke to study the geography of the Everglades. No  
d. stakes.
49. a. lds like many other viruses are highly contagious.  
b. ll me when you feel better.  
c. l you wash your hands, Michael? No  
d. stakes.
50. a. e industrial revolution began in Europe.  
b. Labor Day a national holiday?  
c. neral Patton was a four-star general. No  
d. stakes.
51. a. rmen brought bread, and butter, and strawberry jam  
b. t's look at the map.  
c. sure to thank Aunt Helen for the gift. No  
d. stakes.
52. a. / Aunt Georgia loves to read Eighteenth-Century r  
b. 's sister's cousin lives in Alaska.  
c. hat a German shepherd? No  
d. stakes.
53. a. ose shoes are too expensive.  
b. chael's best friend is Patrick.  
c. l you hear that Inez got a new puppy.  
d. mistakes.

---

**501 Grammar and Writing Questions**

**SET 5** (Answers begin on page 159.) Right as she  
 -57 are based on the following passage. First, read.  
 Choose the answer that shows the best capital  
 for each under

friends they  
 were

“Where **(54)** room switching  
 she heard **(55)** everybody?” she called. She was about  
gging this made her stop and listen more carefully.  
 She opened the closet door and found her **(57)** only playing a p

- 54.** a. n; switching  
 b. . Switching room,  
 c. hing room:  
 d. hing correct as it  
 e.
- 55.** a. ybody,” she  
 b. ybody.” She  
 c. ybody? she  
 d. ybody”—she  
 e. ect as it is
- 56.** a. gling; this  
 b. gling, this  
 c. gling:  
 d. gling? This correct  
 e. is
- 57.** a. nds, they  
 b. nds—they  
 c. nds? They  
 d. nds! They  
 e. ect as it is



**501 Grammar and Writing Questions**

for each und-61 are based on the following passage. First, reased to refund part. ose the answer that shows the best capitalization a

, 2006

312 ie Jeffords  
apple Avenue  
go, Illinois 60632  
Ma

(58 Franklin, general manager

osome Food Market Main  
1245 treet  
go, Illinois 60627 dear

(59) fr. Franklin;

riting to complain about the behavior of one of yc  
) Monday May 22nd I visited your store to retur  
d turkey that I had purchased the day before. When  
ales clerk that the expiration date on the package  
as (61) extremely rude and she my money. This is  
ent I expect from your fine establishment. I hope  
tion and have a discussion with your staff about cu  
ceipt is enclosed.

ely yours,

ne Jeffords

58. a. nklin, general Manager franklin,  
b. neral Manager Franklin, General  
c. nager Franklin, General  
d. nager correct as it is  
e. ar Mr. Franklin.
59. a. , Mr. franklin,  
b. Mr. Franklin:  
c. Mr. Franklin: .  
d. ct as it is  
e.





- 60 . a. Monday, May 22nd I  
b. Monday May 22nd; I  
c. Monday. May 22nd I  
d. Monday, May 22nd, I  
e. correct as it is
- 61 . a. extremely rude, and she  
b. extremely rude: and she  
c. extremely rude? And she  
d. extremely rude and, she  
e. correct as it is

**NOUNS**

**Words that name a person, place, or thing. Some examples:**

ca.	m a.	forest
ca.	t ree	pen

# 2

## Sentence Structure

**A complete sentence** requires two basic elements: a *subject* and a *predicate*. A predicate is a word or phrase that acts as a *verb*, describing action. A subject is generally a *noun*, describing who or what performed that action.

A complete sentence, therefore, might contain only two words, such as this: *You go!* In this example, *go* is the verb describing the action, and *you* is the subject performing that action. Here are some more examples:

The cat | is black. *subject*  
| *predicate*

Mike | likes to eat. *subject*  
| *predicate*

The tired students | rode the bus. *subject* /  
*predicate*

Notice that the subjects and predicates in the previous examples might each be one word—the proper noun *Mike* forms one subject, and the verb *go* forms one predicate—but they are often composed of phrases rather than single words. The phrase *likes to eat* works together to form one predicate, while the phrase *the tired students* forms a subject.

**501 Grammar and Writing Questions**

ples; these areant thing to remember is that a sentence is not co  
 th a predicate (the action being performed) and a  
 g performing that action). If the subject or predic  
 plete sentence or *sentence fragment*. -

The sentenhowever, are generally not as short and direct aone complete  
 idea. The sente *sentences*, but most writing consists of . Our simj complex  
 consist of one *clause*

plex sentences, however, are made up of two or m  
 leas combined into a single sentence. clauses,  
consist of one clause

*Mike likes to eat* consists of one clause, one c  
*likes to eat, but he isn't fat*

*clauses* h contained in a separate clause. Some clauses can ; an (isn't  
 ete sentences, such as in our previous example: *Mi* fat). dependent

hese are called *independent clauses* independent c  
 example: howand a predicate Clauses that could not form comp

se they depend on another clause to make sense. I  
 clause to mak

I'll help you on Thursday, | if possibl  
 33 *independent clause* / *dependeecond clause,*  
 → *clause* upon the first

33 complete s  
 ause in that sentence is independent because it cou  
 33 **Essential** mplete sentence: *I'll help you on Thursday nc*  
*ossible*

33 e some more terms that you'll need to understand:

*phone ring:* **ant clause:** a clause that expresses a complete sen  
*on the grass.* -

**t (subordinate) clause:** a clause that does not exp  
 → *though it was wet*

*walked on the grass, though it was wet.* a depende  
 is necessary to the basic mean ls whenever

completed sentence. → *who are pregnant* he  
*who are pregnant can crave salty or sweet foods.*

**ial clause:** a dependent clause that is not necessa  
 f the completed sentence. →

*ho growls whenever the phone rings, tried to attac*  
*cleaner.*

---

**501 Grammar and Writing Questions**

33 **Appositive:** a phrase that makes a preceding noun or pronoun *and fruit*  
or *lad*

nite by explaining or identifying it. →

*salad. Her grandfather brought her favorite desserts, and*

33 **Fragment:** *it*

33 a phrase punctuated like a sentence even though  
equal clause complete thought. → *Timothy saw the car. And it was a beautiful*  
*use*

33 **Coordinating Conjunction:** a word that joins two independent  
( *but, so, or, for, nor, yet*) →

*and her yard was a profusion of color every*

*day. It wasn't*

33 **Subordinating Conjunction:** a word that makes a clause  
*though, as, because, before, if, once, since, than*

*thus*) → *en, whenever, where, wherever, while*) →  
*she had a right to be.*

**Transitive Adverb:** a word that introduces a relationship

Con-

To construct a sentence *accordingly, besides, consequently*  
*however, instead, moreover, nevertheless, otherwise*

33 *On Tuesdays, I play racquetball; otherwise, I*

33 *use adverbs are generally preceded by a semicolon*

33 **conjunction**

33 *with a subject (noun) and a predicate (verb).*  
*must have at least one independent clause in the*

33 *independent clauses with a semicolon or a comma. *Chaucer was a**  
*called a narrator. → *Chaucer was a narrator, and he was a**  
*his*  *Canterbury Tales.*

33 Do not use *in two or more independent clauses together with*  
*error is appropriately called a **run-on**. Wrong:*

*then, therefore, *Chaucer was a narrator, and he was a* *ly, besides,**

*separate two independent clauses with just a comma*

33 **run-on splice.** Wrong: *Chaucer was a narrator, *Chaucer* *was* *a**

Wrong:  *Canterbury Tales.*

*I was tired* **conjunctive adverb** (the words *;*

*furthermore, hence, however, instead, moreover*

33 *otherwise, ) like a **conjunction**. Wrong*

*he was a pilgrim in his Canterbury Tales. *not walking,**

*general rule, do not begin a sentence with a dependent *though**

*Although I was tired, I kept walking. Right:*

. This rule can be broken on occasion for stylis  
in  
t should be followed.  
nma after a conjunctive adverb when it follows



**501 Grammar and Writing Questions**



- 33 as around nonessential clauses. Do not use com  
essential clat
- 33 as around appositives.
- 33 **SET 6** ( as around parenthetical elements (a word or grou  
upt a sentence's flow). → *Mrs. Moses, that mean c  
ttle Paula for laughing too loud.*

62. \_\_\_\_\_  
the mood. \_\_\_\_\_  
a. but she \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_ did not go to her class reunion; \_\_\_\_\_ was si  
d. she \_\_\_\_\_

63. \_\_\_\_\_ never she \_\_\_\_\_  
from wor \_\_\_\_\_  
ough she \_\_\_\_\_  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_ isn't feeling well. \_\_\_\_\_, she decided t  
d. \_\_\_\_\_

64. \_\_\_\_\_ before \_\_\_\_\_  
inwhile \_\_\_\_\_  
himself. \_\_\_\_\_  
a. when \_\_\_\_\_  
b. but \_\_\_\_\_  
c. so \_\_\_\_\_ oved to go fishing, \_\_\_\_\_ this time he was not  
d. \_\_\_\_\_

65. \_\_\_\_\_ blueberri  
a. \_\_\_\_\_ ause  
b. \_\_\_\_\_  
c. when \_\_\_\_\_ oves blueberry pie \_\_\_\_\_ it is made with fre  
d. as if \_\_\_\_\_  
ther \_\_\_\_\_  
ause \_\_\_\_\_

---

**501 Grammar and Writing Questions**

66. \_\_\_\_\_ loves listening to jazz and rhythm and blues. \_\_\_\_\_, will only listen to country. however
- - then
  - too before
  -
67. \_\_\_\_\_ close the windows, \_\_\_\_\_ we have the heat on
- but however
  - before
  - 
  - since
68. \_\_\_\_\_ ticket said that the show would start at 8:00, but they go up \_\_\_\_\_ 8:30. \_\_\_\_\_ than
- - until
  - about
  - since
69. \_\_\_\_\_ neighbor is deathly afraid of dogs; \_\_\_\_\_, I \_\_\_\_\_ a Golden Retriever, Sandy, outside without a leash. \_\_\_\_\_ recover
- - yet finally
  - subsequently
  -
70. \_\_\_\_\_ wedding quilt was designed as a sentimental way to \_\_\_\_\_ the fabric taken \_\_\_\_\_ blankets and bedding \_\_\_\_\_ given to older couples in her family.
- from
  - with
  - in
  - at



## 501 Grammar and Writing Questions

71. Sandra Day O'Connor, the first woman to serve on the U.S. Supreme Court, \_\_\_\_\_ appointed by President Ronald Reagan in 1981.
- a. she
  - b. and
  - c. but
  - d. was
72. I \_\_\_\_\_ the speech you gave last Thursday night, but I was in bed with the flu.
- a. will have heard
  - b. would hear
  - c. might hear
  - d. would have heard
73. \_\_\_\_\_ the Beatles' most popular songs—most of which were written by Lennon and McCartney—are “I Want to Hold Your Hand” and “Hey Jude.”
- a. With
  - b. Considering
  - c. Among
  - d. To

### PROPER NOUNS

**The specific name or title of a particular person, place, or thing.**

**Proper nouns are generally capitalized. Some examples:**

**George Washington**

**New York City**

**Jennifer Jones**

**the Empire State Building**

**501 Grammar and Writing Questions**

**SET 7**

Answers begin on page 161.)  
sentence that best combines the underlined

74.

report is called the Glynco Jetport. The airline reservation systems refer to its location as Brunswick, Georgia.  
t is called the Glynco Jetport, the airline reservation systems refer to the location as Brunswick, Georgia.  
t the airport is called the Glynco Jetport, the airline reservations and travel systems refer to the location as Brunswick, Georgia.  
en though the airline reservations and travel systems refer to the location as Brunswick, Georgia, the airport is called the Glynco Jetport.  
hen the airport is called the Glynco Jetport, the airline reservations refer to the location as Brunswick, Georgia, and travel systems.

75.

Plato believed that boys and girls should be given an equal education. This idea is rarely mentioned in textbooks.  
to believed that boys and girls should be given an equal education, where this idea is rarely mentioned in textbooks.  
Plato believed that boys and girls should be given an equal education. This idea that is rarely mentioned in textbooks.  
believing that boys and girls should be given an equal education, Plato's idea is rarely mentioned in textbooks.  
to believed that boys and girls should be given an equal education, whereupon this idea is rarely mentioned in textbooks.

76.

Despite recent government cutbacks in funds, experts foresee steady hiring in the government's future.  
Despite recent government cutbacks in funds, experts foresee steady hiring in the government's future.  
Whereupon recent government cutbacks in funds, experts foresee steady hiring in the government's future.  
That there have been recent government cutbacks in funds, experts foresee steady hiring in the government's future.  
Nevertheless, there have been recent government cutbacks in funds, experts foresee steady hiring in the government's future.

---

**501 Grammar and Writing Questions**



77. ederal government has a diverse number of jobs and locations. The federal government offers flexibilities that is unmatched in the private sector.
- pite of its diversity of jobs and geographic locations, the federal government offers flexibility in job opportunities that is unmatched in the private sector.
  - matter its diversity of jobs and geographic locations, the federal government offers flexibility in job opportunities that is unmatched in the private sector.
  - ause of its diversity of jobs and geographic locations, the federal government offers flexibility in job opportunities that is unmatched in the private sector.
  - ederal government has a diverse number of jobs and geographic locations and offers flexibility in job opportunities that is unmatched in the private sector.
78. reeks thought that the halcyon, or kingfisher, nested on land.
- ereupon all birds nest on land, the Greeks thought the halcyon, or kingfisher, nested on the sea.
  - Greeks thought that the halcyon, or kingfisher, nested on the sea, whereas all birds nest on land.
  - enever all birds nest on land, the Greeks thought that the halcyon, or kingfisher, nested on the sea.
  - Greeks thought that the halcyon, or kingfisher, nested on the sea, as all birds nest on land.
79. it's cloudy, my cat loves to sleep in the sun. She sleeps on the radiator.
- ause it's cloudy, my cat sleeps in the sun or on the radiator.
  - cat loves to sleep in the sun, and she sleeps on the radiator when it's cloudy.
  - cat loves to sleep in the sun because, when it's cloudy, she sleeps on the radiator.
  - en it's cloudy, my cat sleeps on the radiator; when it's sunny, she sleeps in the sun.

## 501 Grammar and Writing Questions

80. The president spoke at great length. I still don't understand his policies.
- Although I don't understand his policies, the president spoke at great length.
  - At great length the president spoke; understand his policies I do not.
  - The president spoke at great length, yet I still don't understand his policies.
  - The president spoke at great length, therefore I still don't understand his policies.

### PRONOUNS

A word used in place of a noun, generally referring to something or someone who has already been identified. *George said that he would go. He is a pronoun used in place of the proper noun George, since George had already been identified as the subject of the sentence.*  
Some common pronouns:

he she it his her its they their our

81. The wisdom of the hedgehog is applauded in medieval bestiaries. The hedgehog builds a nest with two exits and, when in danger, rolls itself into a prickly ball.
- The wisdom of the hedgehog is applauded in medieval bestiaries, while the hedgehog builds a nest with two exits and, when in danger, rolls itself into a prickly ball.
  - The hedgehog builds a nest with two exits and, when in danger, rolls itself into a prickly ball, so its wisdom is applauded in medieval bestiaries.
  - The hedgehog builds a nest with two exits and, when in danger, rolls itself into a prickly ball, but its wisdom is applauded in medieval bestiaries.
  - Its wisdom applauded in medieval bestiaries, the hedgehog builds a nest with two exits and, when in danger, rolls itself into a prickly ball

## 501 Grammar and Writing Questions

82. I just bought a new car. My old one died.
- I just bought a new car, although my old one died.

- b. While I just bought a new car, my old one died.
  - c. Because I just bought a new car, my old one died.
  - d. I just bought a new car because my old one died.
83. Most species of the bacterium Streptococcus are harmless. Some species of Streptococcus are dangerous pathogens.
- a. Whereas most species of the bacterium Streptococcus are harmless, some are dangerous pathogens.
  - b. Since most species of the bacterium Streptococcus are harmless, some are dangerous pathogens.
  - c. As most species of the bacterium Streptococcus are harmless, some are dangerous pathogens.
  - d. Because most species of the bacterium Streptococcus are harmless, some are dangerous pathogens.
84. The man nodded politely. His expression was bewildered.
- a. Nodding politely, the man’s expression was bewildered.
  - b. The man nodded politely his expression was bewildered.
  - c. The man nodded politely, his expression bewildered.
  - d. The man nodded politely, since his expression was bewildered.

### SUBJECT AND PREDICATE NOUNS

**Predicate = The action being performed.**

**Subject = Who or what performed the action.**

**Example:**

**George | ate fish. *subject* |**

***predicate***

**SET 8** (

swers begin on page 162.)

entence that best combines the underlined

**85.**

- a. atching a TV show is a passive behavior. Playing a er game is an interactive one.
- b. atching a TV show is a passive behavior, or play er game is an interactive one.
- c. atching a TV show is a passive behavior, for pla er game is an interactive one.
- d. atching a TV show is a passive behavior, but pla er game is an interactive one.
- ing that playing a computer game is an interacti tching a TV show is a passive behavior.

**86.**

- a. es taught that we should question everything, even /as both greatly loved and profoundly hated.
- b. at he was both greatly loved and profoundly ha ght that we should question everything, even the ght that we should question everything, even the l
- c. h greatly loved and profoundly hated. Socrates t
- d. atly loved and profoundly hated. Socrates taught t
- estion everything, even the law, for he was both l profoundly hated.

**87.**

- a. s are said to catch albatrosses with baited hooks le wake. To kill the albatross was thought to be ba eleased immediately.
- b. lors are said to catch albatrosses with baited ho o the ship's wake, then release them again, fo atross was thought to be bad luck.
- c. th baited hooks let down into the ship's wake, sai ch albatrosses then release them again, so to kill s thought to be bad luck.
- d. lors are said to catch albatrosses with baited hooks ship's wake, then release them again, or to kill s thought to be bad luck.
- kill the albatross was thought to be bad luck, so sai catch albatrosses with baited hooks let down int ke, only to release them immediately.



**501 Grammar and Writing Questions**

88. symptoms of diabetes often develop gradually and identify at first. Nearly half of all people with diabetes do not know they have it.
- symptoms of diabetes often develop gradually and identify at first, so nearly half of all people with diabetes do not know they have it.
  - symptoms of diabetes often develop gradually and identify at first, yet nearly half of all people with diabetes do not know they have it.
  - nearly half of all people with diabetes do not know they have it, although the symptoms of diabetes often develop gradually and identify at first.
  - symptoms of diabetes often develop gradually for all people with diabetes do not know they have it until they identify at first.
89. French philosopher Voltaire was greatly respected. He was almost a year imprisoned in the Bastille.
- French philosopher Voltaire was greatly respected and he was almost a year imprisoned in the Bastille.
  - French philosopher Voltaire was greatly respected, but he was almost a year imprisoned in the Bastille.
  - French philosopher Voltaire was greatly respected, and he was almost a year imprisoned in the Bastille.
  - French philosopher Voltaire was greatly respected, but he was almost a year imprisoned in the Bastille.
90. I don't understand why she was angry. I explained why I was late.
- I don't understand why she was angry, whereas I explained why I was late.
  - Because I don't understand why she is angry, I therefore explained why I was late.
  - I don't understand why she was angry, because I explained why I was late.
  - When I explained why I was late, I don't understand why she was angry.



**501 Grammar and Writing Questions**

91. ivia is loaded with money. She can afford that trip to  
lar City
- ivia is loaded with money, or she can afford tha  
llar City.
  - ivia is loaded with money, but she can afford tha  
llar City.
  - ivia is loaded with money, so she can afford tha  
llar City.
  - ivia is loaded with money, yet she can afford tha  
llar City.
92. ules of statistics say that it is possible for all the a  
ve to one corner. This is extremely unlikely.
- e rules of statistics say that it is possible for all t  
m to move to one corner, or this is extremely un
  - e rules of statistics say that it is possible for all th  
m to move to one corner, but this is extremely u
  - xtremely unlikely in that the rules of statistics sa  
ssible for all the air in a room to move to one cor
  - air in a room to move to one corner, this is extre  
ikely, according to the rules of statistics saying t  
ssible.
93. ou come on Thursday? And will you bring some
- ll you come on Thursday, or bring some ice?
  - Thursday, when you come, bring ice.
  - ll you come on Thursday, and bring some ice?
  - ll you come on Thursday; bring ice.
94. re not rodents. Bats bear a surface resemblance to  
mouse.
- ts are not rodents, although they do bear a rese  
ged mouse.
  - ts are not rodents that they bear a surface resen  
ged mouse.
  - ts are not rodents, when they bear a surface res  
ged mouse.
  - ts are not rodents, if they bear a surface resemb  
ged mouse.





**501 Grammar and Writing Questions**

95. Art is not only found in the museum or concert hall. Art is also expressive behavior of ordinary people, as well.
- Art is only found in the museum or concert hall, and it can be expressive behavior of ordinary people, as well. In the museum or concert hall, art can be found not only there and in the behavior of ordinary people, as well. Although in the behavior of ordinary people, as well, art can be found not only in the museum or concert hall.
  - Art can be found not only in the museum or concert hall, but it is also expressive behavior of ordinary people, as well.
  - Art is only found in the museum or concert hall, and it is also expressive behavior of ordinary people, as well.
  - Art is not only found in the museum or concert hall, but it is also expressive behavior of ordinary people, as well.
96. A new store is open for business. You wouldn't know it for business.
- A new store is open—you wouldn't know it for business because the new store is open for business, you wouldn't know it.
  - Although you wouldn't know it, the new store is open for business because the new store is open for business, you wouldn't know it.
  - Although you wouldn't know it, the new store is open for business, although you wouldn't know it.
  - Although you wouldn't know it, the new store is open for business, although you wouldn't know it.

(Answers begin on page 163.)

**SET 9**

Choose the sentence that best combines the underlined

97. Blue is my favorite color. I have no blue shirts.
- Blue is my favorite color, being my favorite color, I have no blue shirts.
  - Blue is my favorite color, I have no blue shirts because blue is my favorite color.
  - Blue is my favorite color, since I have no blue shirts, my favorite color is blue.
  - Blue is my favorite color, yet I have no blue shirts, my favorite color is blue.
98. She is very conceited. Polly is bright.
- She is very conceited, whereas Polly is bright.
  - She is bright, but she is very conceited.
  - Although bright, Polly is conceited.
  - Although Polly is conceited, she must be bright.
99. Yesterday was Thursday. Tomorrow must be Saturday.
- Yesterday was Thursday, yesterday must be Thursday, so tomorrow must be Saturday.
  - Yesterday was Thursday, whereas tomorrow must be Saturday.
  - Yesterday was Thursday, so tomorrow must be Saturday.
  - Yesterday was Thursday, tomorrow must be Saturday.



**501 Grammar and Writing Questions**

100. neighborhood is called “baby central.” Almost every family within a three-block radius has a child under the age of one.
- a. most every family within a three-block radius has a child under the age of one, while this neighborhood is called “baby central.”
  - b. most every family within a three-block radius has a child under the age of one, but this neighborhood is called “baby central.”
  - c. most every family within a three-block radius has a child under the age of one; therefore, this neighborhood is called “baby central.”
  - d. this neighborhood is called “baby central:” means that every family within a three-block radius has a child under the age of one.
101. Every shopping mall has 200 stores. The new shopping mall doesn't have a pet shop.
- a. The new shopping mall has 200 stores; however, it doesn't have a pet shop.
  - b. Instead of a pet shop, the new shopping mall has 200 stores.
  - c. With 200 stores, the new shopping mall doesn't have a pet shop.
  - d. The new shopping mall has 200 stores, and it does not have a pet shop.
102. She has a difficult personality. Eugene is unreliable.
- a. She has a difficult personality, and furthermore, Eugene is unreliable.
  - b. Eugene has a difficult personality, although he is unreliable.
  - c. While he is unreliable, Eugene has a difficult personality.
  - d. Because Eugene is unreliable, Eugene has a difficult personality.
103. We never eat candy or ice cream. We do drink soda.
- a. We do not eat candy or ice cream, but we do drink soda.
  - b. Because we never eat candy or ice cream, we drink soda.
  - c. We do not eat candy or ice cream, so we do drink soda.
  - d. We do not eat candy or ice cream and drink soda.



**501 Grammar and Writing Questions**

104. Having several cavities filled during a dental appointment is not as unpleasant as having a cavity filled.
- Having several cavities filled during a dental appointment is more unpleasant, so it is not as unpleasant as having a cavity filled.
  - Having several cavities filled during a dental appointment is definitely unpleasant, and it is not as unpleasant as having a cavity filled.
  - Having several cavities filled during a dental appointment is definitely unpleasant, but it is not as unpleasant as having a cavity filled.
  - Having several cavities filled during a dental appointment is definitely unpleasant, or it is not as unpleasant as having a cavity filled.
105. My friend always loves celebrating her birthday. She always has a big party.
- My friend always loves celebrating her birthday, so she always has a big party.
  - My friend always loves celebrating her birthday, she always has a big party, meanwhile she loves celebrating her birthday.
  - My friend always loves celebrating her birthday, so she always has a big party.
  - My friend always loves celebrating her birthday, so she always has a big party.
106. Depression is not usually a physical problem. It can affect one's physical health.
- Depression is not usually a physical problem; therefore, it can affect one's physical health.
  - Depression is not usually a physical problem, yet it can affect one's physical health.
  - Depression is not usually a physical problem can affect one's physical health.
  - Depression is not usually a physical problem, so it can affect one's physical health.



**501 Grammar and Writing Questions**

107. Narcolepsy is the sudden and irresistible onset of sleep during waking hours. True narcolepsy is extremely dangerous.
- While true narcolepsy is the sudden and irresistible onset of sleep during waking hours and is extremely dangerous, it is not an opportunity to
  - experience the sudden and irresistible onset of sleep during waking hours, which is true narcolepsy but extremely dangerous.
  - True narcolepsy is the sudden and irresistible onset of sleep during waking hours, yet narcolepsy is extremely dangerous.
  - True narcolepsy is the sudden and irresistible onset of sleep during waking hours, and it is extremely dangerous.

108. There has been much interest in dreams throughout the ages, but the empirical, scientific study of dreams is relatively new.
- In spite of much interest in dreams throughout the ages, the empirical, scientific study of dreams is relatively new.
  - There has been much interest in dreams throughout the ages, but the empirical, scientific study of dreams is relatively new.
  - Although there has been much interest in dreams throughout the ages, the empirical, scientific study of dreams is relatively new.
  - Even though there has been much interest in dreams throughout the ages, the empirical, scientific study of dreams is relatively new.

**SET 10** (Answers begin on page 164.)  
 Underline the portion with the phrase that best completes the sentence.  
 Choose the correct answer if the sentence is correct as is.

- I look forward to welcoming you and having show  
 around our office.
- I will look forward to our welcome and having show
  - I look forward to welcoming you and to have show
  - I look forward to welcoming you and have show
  - I am looking forward to welcoming you and hoping to have show
  - I look forward to welcoming you and have show





**501 Grammar and Writing Questions**





**501 Grammar and Writing Questions**

114. ran the course in record time he is the best runnerour very  
 a. ie he best.  
 b. ie, he  
 c. ie; he  
 d. ie: he  
 e. ie? He

115. est will affect your final grade; therefore,  
 a. de; therefore, grade therefore, grade,  
 b. refore, grade, therefore; grade therefore  
 c.  
 d. og growling fiercely came toward me.  
 e. g growling fiercely dog, growling

116. The owling fiercely, dog growling fiercely;

- a.  
 b. eball is a sport that is popular in the United State  
 c. ular in the United States like Japan. as well popu  
 d. it is in the United States just as popular in the U  
 e. an in Japan popular in the United States as well ;  
 popular as well as in both Japan and the U

117. led to paint the kitchen yellow, and after I had pa  
 a. informed me that he'd prefer blue.  
 b. low, and after I had painted, my husband  
 c. low, and after I had painted my husband yellow  
 d. l after I had painted, my husband yellow; and,  
 e. r I had painted, my husband yellow and after I  
 l painted my husband

118. husband

- a.  
 b.  
 c.  
 d.  
 e.

## 501 Grammar and Writing Questions

119. Yelling after it as the taxi drove away, leaving Austin and me standing helplessly on the sidewalk.
- a. Yelling after it as the taxi drove away, leaving Austin and me standing helplessly on the sidewalk.
  - b. While yelling after it and watching the taxi drive away, which left Austin and me standing helplessly on the sidewalk.
  - c. Left helplessly standing on the sidewalk after Austin and me yelled after the taxi and watched as it drove away.
  - d. The taxi drove away as we yelled after it, leaving Austin and me standing helplessly on the sidewalk.
  - e. After having yelled after it, the taxi driving off and leaving Austin and me on the sidewalk, watching helplessly.

### INDEPENDENT CLAUSE

A portion of a sentence that contains a subject and a predicate. An independent clause could stand alone as a complete sentence.

Example:

I worked yesterday, | and I will again tomorrow. *independent clause*  
| *independent clause*

**SET 11** (Answers begin on page 165.)

Replace the underlined portion with the phrase that best completes the sentence. Choose **a** if the sentence is correct as is.

120. When making a chocolate torte, only the best ingredients should be used.
- a. only the best ingredients should be used.
  - b. you should use only the best ingredients.
  - c. the best ingredients only should be used.
  - d. one should have used only the best ingredients.
  - e. using only the best ingredients is essential.

**501 Grammar and Writing Questions**

121. the front tire, rather than the rear, which e curb.
- her than the rear, which rather than the rear;
  - ich, which, rather than the rear, rather than
  - rear which rather than the rear which,
  - 
  - was the fifth of the five speeches that the mayor ga  
e month of May.
122. is was the fifth of the five speeches the mayor gav  
s the month of May.
- the five speeches the mayor gave during May, t  
h one.
  - us far during the month of May, the mayor gave fi  
eches and this was the fifth.
  - is fifth speech of the mayor's given during the mo  
s one of five speeches.
  - is was the fifth speech the mayor has given durin  
y.
  - Twain's book *Roughing It* describes his travels as
123. *Roughing It* describes  
man. ok; *Roughing It*
- book *Roughing It* describe's
  - ok; *Roughing It* describes book,
  - book *oughing It*, describes
  - 
  - ved our trip to the desert where you could see the  
ing flowers, and the little desert animals.
124. ert where you could see he tall cactus,  
ert; you could see desert;
- ere we saw desert; we
  - v desert in that you saw
  - 
  - 
  -



**501 Grammar and Writing Questions**



125. Stock market rose by 22 points this month, many cite in what  
analysts had predicted.
- opposite in what many financial analysts had predicted
  - contrary to the predictions of many financial analysts
  - in contrast to the predictions of many financial analysts.
  - in defiance of many financial analysts' predictions.
  - in agreement with what many financial analysts predicted
126. A standardized extract made from the leaves of the ginkgo tree is  
proving to be effective in treating mild to moderate  
disease.
- is proving to be effective in treating
  - has shown its proof of effectiveness with treating
  - is not having proven effective treatment for
  - is effectively proving in treating have given a proven
  - is demonstrating effectiveness in the treatment of
127. Citizens' action committee has accused the city council members of  
being careless with the spending of taxpayers' money.
- of being careless with the spending of taxpayers' money.
  - of carelessness in the spending of taxpayers' money.
  - of carelessness in the spending of taxpayers' money.
  - of less spending to with spending taxpayers' money.
  - of carelessly of taxpayers' money.
128. Aspirin was exclusively known as a painkiller until the time  
cardiologists began prescribing it as a preventive for heart attacks.
- the time when cardiologists began prescribing it as a preventive for heart attacks.
  - as a painkiller since when cardiologists prescribed it as a preventive for heart attacks.
  - as a way to kill and stop pain until cardiologists began to prescribe it as a method for the prevention of heart attacks.
  - as a painkiller until cardiologists began prescribing it as a preventive for heart attacks.
  - as a painkiller up to when cardiologists prescribed it as a preventive for heart attacks.



**501 Grammar and Writing Questions**

129.

=

- a. news reporter who had been covering the story ;
  - b. ill, and I was called to take her place.
  - c. I been covering the story suddenly became ill, ar
  - d. s covering the story suddenly becomes ill, and the
  - e. /ering the story suddenly becomes ill, and I was cal
- on covering the story suddenly became ill, and I ar
- story, suddenly became ill, and they called me

130.

has built a

- a. d Trump, the son of a real estate developer, he
  - b. r-dollar empire.
  - c. nald Trump, the son of a real estate developer, he
  - d. nald Trump, being the son of a real estate develop
  - e. ile he was the son of a real estate developer, Don:
- e son of a real estate developer, Donald Trump
- nald Trump, the son of a real estate developer, and

131.

here, it ex-

- tends
- a. oposphere is the lowest layer of Earth's from ;
  - b. el to an altitude of seven to ten miles. atmosp
  - c. ends atmosphere of which it extends atmo:
  - d. tending atmosphere, and extending atmosp
  - e. ends

132.

- a. they may be colorful, many snakes are very dang
  - b. ile they may be colorful, many snakes are very da
  - c. ny snakes are very dangerous, even if they are col
  - d. ile they are very dangerous, many snakes are col
  - e. ile they may be colorful; many snakes are very
- ile they may be dangerous. Many snakes are colo

133.

lit-

- a. ntention is that a body of common knowledge sh
  - b. cans of the late twentieth century and that this kno
  - c. ined.
  - d. r contention is that a body of common knowledge
  - e. contend that a body of common knowledge is sha
- e contend that we share a body of common knowle
- at a common body of knowledge is shared is our c
- s our contention that a body of common knowledg



**501 Grammar and Writing Questions**

134.        er they earn a BS degree, chemical engineers are  
need a job.
- a.        whether they earn
  - b.        they earn
  - c.        earning
  - d.        earn
  - e.        the earning

**SET 12**        (Answers begin on page 166.)

choice d        sentence that is NOT correctly written or that is un-  
sentences are correct.

135.    a.        asked him to pick us up in the morning.  
          b.        Jacobs needed a ride to the airport.  
          c.        car racing up the street. No  
          d.        takes.
136.    a.        neighbors went on vacation; going to the Grand C  
          b.        are yellow and red tulips in my garden.  
          c.        invited Molly to our house for dinner. No  
          d.        takes.
137.    a.        are planning to build a new fence in our backyard  
          b.        re is the new diner that everyone is talking about?  
          c.        e's nothing I can do to help. No  
          d.        takes.
138.    a.        ce sure the door is locked.  
          b.        e pumpkin pie Pearl does too.  
          c.        I will bring the dessert. No  
          d.        takes.
139.    a.        er he left, I went straight to bed.  
          b.        he first time, I understood what she was talking ab  
          c.        d the town where my father grew up last summer.  
          d.        mistakes.



**501 Grammar and Writing Questions**

140. a. te was allergic to all dairy products.  
 b. ich of the Beatles' songs is your favorite?  
 c. o company newsletter explained the new vacation p  
 d. mistakes.
141. a. ey went to the park and flew a kite.  
 b. on't tell me what to do," she shouted.  
 c. m loves the warm weather, unless he knows it wo  
 h longer. No mistakes.  
 d. ing your umbrella tomorrow it's supposed to rain.
142. a. o dancers' costumes were being delivered on Satur  
 b. uld you consider taking me as your guest? No  
 c. akes.  
 d. arlene likes my apple crisp better than Aunt Kate's
143. a. o people in the auditorium, whether they were  
 b. nding.  
 c. gistered for a class in West Indian literature. No  
 d. akes.
144. a. e free passes were given to Lena and me.  
 b. ere's my purple umbrella?  
 c. er midnight, the light on the front porch goes off.  
 d. mistakes.
145. a. ty and I were in the same pottery class.  
 b. o weather was nicer today than it was yesterday.  
 c. o grapes cost more than the melon does. No  
 d. akes.
146. a. s jacket is just like mine.  
 b. ia went to yoga class, and that she forgot her mat.  
 c. ira visits her relatives frequently.  
 d. mistakes.



**501 Grammar and Writing Questions**



**SET 13** answers begin on page 167.)

entence that expresses the idea most clearly.

147. a. three weeks, the Merryville Fire Chief received taunting calls from an arsonist, who would not say where he intended to set the next fire.
- b. For three weeks, the Merryville Fire Chief received taunting calls from an arsonist, who would not say where he intended to set the next fire.
- c. For three weeks, the Merryville Fire Chief received taunting calls from an arsonist, who would not say where he intended to set the next fire.
- d. For three weeks, the Merryville Fire Chief received taunting calls from an arsonist, who would not say where he intended to set the next fire.
148. a. There is no true relationship between ethics and the law.
- b. There is no true relationship between ethics and the law.
- c. There is no true relationship between ethics and the law.
- d. There is no true relationship between ethics and the law.
149. a. The people say jury duty is a nuisance that just takes too much of our precious time and that we don't get paid enough.
- b. The people say jury duty is a nuisance that just takes too much of our precious time and that one doesn't get paid enough.
- c. The people say jury duty is a nuisance that just takes too much of our precious time and that doesn't pay enough.
- d. The people say jury duty is a nuisance that just takes too much of our precious time and that they don't get paid enough.
150. a. As soon as possible, the mayor told the residents to evacuate the city as soon as possible.
- b. As soon as possible, the mayor told the residents to evacuate the city as soon as possible.
- c. As soon as possible, the mayor told the residents to evacuate the city as soon as possible.
- d. As soon as possible, the mayor told the residents to evacuate the city as soon as possible.

## 501 Grammar and Writing Questions

- 151.** a. A sharpshooter for many years, Miles Johnson could hit the bull's-eye every time.  
b. Miles Johnson had been a sharpshooter for many years, and he could hit the bull's-eye every time.  
c. Hitting the bull's-eye every time, Miles Johnson had been a sharpshooter for many years.  
d. Because he could hit the bull's-eye every time, he had been a sharpshooter for many years.
- 152.** a. By the time they are in the third or fourth grade, the eyes of most children in the United States are tested.  
b. Most children by the time they are in the United States have their eyes tested in the third or fourth grade.  
c. Most children in the United States have their eyes tested by the time they are in the third or fourth grade.  
d. In the United States by the time of third or fourth grade, there is testing of the eyes of most children.
- 153.** a. Ultraviolet radiation levels are 60% higher at 8,500 feet from the Sun than they are at sea level, according to researchers.  
b. Researchers have found from the Sun ultraviolet radiation levels 60% higher, they say, at 8,500 feet than at sea level.  
c. Researchers have found that ultraviolet radiation levels from the Sun are 60% higher at 8,500 feet than they are at sea level.  
d. At 8,500 feet researchers have found that ultraviolet radiation levels are 60% higher from sea level with the Sun's rays.

### DEPENDENT CLAUSE

A portion of a sentence that cannot stand on its own as a complete sentence; it is *dependent* on the rest of the sentence to make sense.

Example:

It's supposed to rain today, | unlike yesterday.

*independent clause* | *dependent clause*





# Agreement

## 3

**Agreement is a** very important step in constructing a coherent sentence. There are three basic agreements in a sentence: subject-verb agreement, tense agreement, and antecedent-pronoun agreement.

First, you have to know the definition of a verb:

33 **Verb:** a word or group of words describing the action or the state of being of a subject.

### Subject-Verb Agreement

33 If the subject is singular, the verb is singular; if the subject is plural, the verb is plural → *Mrs. Hendrickson feeds the birds every day.* Or: *The Hendricksons feed the birds every day.*

33 Subjects joined by *and* are plural and receive a plural verb → *Jolie and Lara swim together every Thursday.*

33 Subjects joined by *or* or *nor* adopt the singularity or plurality of the last subject; accordingly, the verb matches it → *Either that cat or those dogs have been eating my snacks!*

**501 Grammar and Writing Questions**

### 33 n-Antecedent Agreement

*one, somebody*

verbs, *neither, anybody, anyone, everybody, every*

33 Both *everybody* and *someone* are singular pronouns and receive singular verbs. *Each of us is accountable for his own actions.*

→ plural pronouns and receive plural verbs.

33 *All, any, most of us are accountable.* and *some* can be singular or plural pronouns, depending on their use. These pronouns can receive plural or singular verbs. *Each of them is accountable.* (There were none, *he, him, or her*.)

33 plural. → *Each of the chairs is broken.* (The group of chairs is plural, but *each* refers to a specific member (singular) of a larger group.)

→ *One of the chairs is broken.* (The group of chairs is plural, but *one* refers to a specific member (singular) of a larger group.)

→ *Each of the chairs is broken.* (The group of chairs is plural, but *each* refers to a specific member (singular) of a larger group.)

33 Do not use *each* in place of the pronouns, *he, him, or her*. *Each of the chairs is broken.* (The group of chairs is plural, but *each* refers to a specific member (singular) of a larger group.)

*Each student should check their own work.* (The group of students is plural, but *each* refers to a specific member (singular) of a larger group.)

*Each student should check his or her own work.*

### 33 Agreement

Incorrect:

*Behind the door, Bobby chased Mary.* (The verb *chased* is in the past tense, but the subject *behind the door* is in the present tense.)

Correct: *In the game of hide and seek, Bobby chased Mary from behind.*

*Behind the door,*

Incorrect: *In the game of hide and seek, Bobby chased Mary from behind.*

Correct: Do

*she* hopped

not use *of*

*Dusk had just settled when I see a fawn timidly*

*on the beach. Dusk had just settled when I saw a fawn timidly*

*on the beach.* in place of *have*.

check just before

on *her* moped. Avoid pronouns. *Pronouns* substitute for nouns. Instead of *she*, use *she*.

*Janie was late, Janie hopped on Janie's moped, and Janie*

*'s you would say, "Because Janie was late, she*

in place of *she*. In place of *she*, use *she*.

in place of *she*. In place of *she*, use *she*.

in place of *she*. In place of *she*, use *she*.

in place of *she*. In place of *she*, use *she*.

---

**501 Grammar and Writing Questions**





thing in the group acts individually. →



**501 Grammar and Writing Questions**

- the pronoun (*l naptime for all its employees. The company* group of  
 33 t in the first sentence the group is acting as a single many  
 33 After singular.
- 33 preceded receive the pronouns *who, whom, or whose, not that is,*  
 was, or *were*, use the subjective case. or *which.*
- him **SET 14** onouns preceding or following *infinitive verbs to*) take  
 case. → *Billy Jean begged him* form of a  
*not want to play ball with her at that moment.* rb  
 subject; in the second clause, *her*
154. both take the objective case because of the infinitive the first  
 clause,  
 train swers begin on page 167.) Despite their  
 ving questions, choose the underlined part of the : *to play.*  
 mmatical error. Choose answer **e** if there are no error
155. Every  
 year. aw that Lawrence must of missed the  
 a b  
 ervice was disrupted for three hours this morning c  
 d tment  
 use  
 ways. a a few committed citizens exceeds our a b  
 relessly to improve our community programs in signif . No error.  
 e
156. Each No error.  
 of a e  
 with d ctations  
 the employees have had a half-hour and c  
 b c
157. Here s or her supervisor. No error. e  
 door re one of the three keys that you will need a  
 b c tomorrow. No error. d e
158. One the students forgot their books. No error. b c  
 of a d e tion  
 ng

lock the  
 ffice



**501 Grammar and Writing Questions**

159. one from the garage phoned to say that a **b** ur had  
asking if we would pick it up by 5:00. No error. **d** en  
 fixed a  
walked into the store, expecting to see their a b c **c**

160. The chi  
 cousin.  
No erroaff at the university library deserve recognition for a  
 the many sources needed for the successful complet

161. ctoral dissertation. No error. **e**  
to locate learned to swim, water ski, and to hike at a **b** helping  
**c d**

**e** the winter season, homeowners should change  
 162. Diana  
 sable furnace filters at least once a month; a **c**  
No erre efficiency. No error. **e**

ner camp.  
 hief executive officer and the chairman of the board a  
 163. Duringe new benefit package should include c  
 a eye care. No error. **e**

vatched the game, but begun to wonder why he a their  
**b c b**  
 dirty filter  
reduce  
**d**

164.  
as wel agrees  
**b b**  
 l health  
 an

165. Fred  
No erro  
ared who won.  
**d**

---

**501 Grammar and Writing Questions**

**SET 15** swers begin on page 168.) Fill in the correct verb form.

166. In March 15, 2006, the Maywood Recreation Department received a grant from the state to rebuild the community center \_\_\_\_\_ in the recent fire.
- a. repairs will be
  - b. repaired had been
  - c. repaired is being
  - d. repaired
167. Mr. and Mrs. Morris and Jessica Glassman hosted a holiday party at the Ever Bank Café \_\_\_\_\_.
- a. cater
  - b. catered
  - c. catering
  - d. caterer
168. The author is trying to read all three books in the series before \_\_\_\_\_.
- a. ends
  - b. have ended
  - c. end
  - d. ends
169. The children \_\_\_\_\_ more sweets since that wonderful day \_\_\_\_\_ down the block.
- a. ate
  - b. have been eating
  - c. eat
  - d. eat
170. The plumber discovered a bad leak while \_\_\_\_\_ the sink.
- a. repaired
  - b. repaired
  - c. repairing have
  - d. repaired





**501 Grammar and Writing Questions**

171. t \_\_\_\_\_ until I blow the whistle.

- a. begin
- b. ran
- c. run
- d. running

172. It's after \_\_\_\_\_ p.m., so Ted \_\_\_\_\_ started by now.

- a. n't did not should have
- b. \_\_\_\_\_
- c. was \_\_\_\_\_ German someday.
- d. \_\_\_\_\_

173. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- a. learn \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_ woman who confronted the owner of the unleashed
- d. \_\_\_\_\_ angry.

174.

- a. were \_\_\_\_\_ been
- b. was \_\_\_\_\_
- c. are \_\_\_\_\_ by \_\_\_\_\_ the bat and ran to first base a
- d. \_\_\_\_\_

175. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- a. \_\_\_\_\_ ing
- b. \_\_\_\_\_
- c. \_\_\_\_\_ four excellent restaurants in the cer
- d. \_\_\_\_\_

176.

- town.
- a. is
  - b. are
  - c. was
  - d. being

---

**501 Grammar and Writing Questions**

177. The noise from the lawn mowers \_\_\_\_\_ loudly as the  
 progresses.
- a. gets
  - b. get
  - c. are gotten
  - d. are getting

**SET 16** (Answers begin on page 169.)  
 Underlined words with the phrase that best complete the sentence. Choose if the sentence is correct as is.

178. The words Equal Justice Under Law is carved into the entrance of the Supreme Court.
- a. is carved
  - b. carved
  - c. has been carved
  - d. has carved
  - e. are carved

179. My family is originally from Nova Scotia.
- a. My family is originally from Nova Scotia.
  - b. My family are originally from Nova Scotia.
  - c. My family originally from Nova Scotia are my family.
  - d. Nova Scotia is where my family are from.
  - e. My family were originally from Nova Scotia.

180. The Town Council is responsible for traffic control, must evaluate taxes, and generate revenue.
- a. Traffic control, must evaluate taxes, and generate revenue.
  - b. Traffic control, must evaluate taxes, and generate revenue.
  - c. Traffic control traffic, evaluate taxes, and generate revenue.
  - d. Traffic control, evaluating taxes, and generating revenue.
  - e. Traffic control, have taxes evaluated, and have revenue.



**501 Grammar and Writing Questions**





**501 Grammar and Writing Questions**

186. arrived at the theater on time, but before we bought the movie, Candace says that she's changed her mind and decided to watch the movie after all. want
- she says that she's changed her mind and doesn't say she
  - she had changed her mind and didn't say she is saying
  - she'd changed her mind and doesn't tell us that
  - she is changing her mind and didn't tell us that she
  - she changed her mind and doesn't

187. Senator Partridge wished to insure the people that their tax dollars would be spent wisely.
- to insure the people that their tax dollars would be spent
  - to insure the people would be insured of tax dollars with
  - to insure the people, that their tax dollars would be w
  - to insure the people that he would spend their tax doll
  - to insure and promise the people of his intentions to sp
- ars wisely.

188. When he was given a local anesthetic, Josh was conscious throughout the operation.
- Josh was conscience throughout the operation.
  - Josh had a conscience during the operation.
  - the operation was completed with Josh consciousness
  - the operation was done while Josh held consciousness
  - Josh remained conscious throughout the operation.

**SET 17** Answers begin on page 170.) **d if**  
 Identify the sentence that has a mistake in grammar or usage. Mark the letter of the mistake you find.

189. a. The curtain closed, and the people will applaud.  
 b. My sister is a nurse practitioner. No one else makes.  
 c. My sister talked through the entire movie.  
 d. The plants in this garden does not require much water.
190. a. My sister always brings turkey sandwiches for lunch.  
 b. My sister makes mistakes.  
 c. My sister makes mistakes.  
 d. My sister makes mistakes.





**501 Grammar and Writing Questions**

191. a. What time is it?  
b. The dog lost its collar.  
c. Knock at the door! No  
d. The stakes.
192. a. The cow ate corn.  
b. My mother loves dessert.  
c. How long will it take when I get there. No  
d. The stakes.
193. a. The kettle is boiling.  
b. You should have read the directions.  
c. Why is he always so rude? No  
d. The stakes.
194. a. Tomorrow is a Holiday.  
b. Catherine started her new job today.  
c. Politics is boring. No  
d. The stakes.
195. a. David and Mickey danced in the street.  
b. These are the photographs I wanted to show you.  
c. My grandfather owns a 1967 Mustang. No  
d. The stakes.
196. a. It has not rained since last April.  
b. The jurors walked solemnly into the room.  
c. If we knew, we would not have come. No  
d. The stakes.
197. a. The dog's barking woke us.  
b. The sula has broken one of your plates.  
c. The sun rose from behind the mountain. No  
d. The stakes.
198. a. After we sat down to eat dinner, the phone rang.  
b. "Keep a positive attitude," he always says.  
c. Stay here.  
d. The mistakes.



**501 Grammar and Writing Questions**

199. a. \_\_\_\_\_  
 b. \_\_\_\_\_ children's books are over there.  
 c. \_\_\_\_\_ missed the bus and arrives late.  
 d. \_\_\_\_\_ there is hardly enough food for a mouse. No  
 \_\_\_\_\_ makes.
200. a. \_\_\_\_\_  
 b. \_\_\_\_\_ winners were announced yesterday.  
 c. \_\_\_\_\_ is the only one of the boys who were chosen.  
 d. \_\_\_\_\_ though Nick was not selected, he was happy for the  
 \_\_\_\_\_ mistakes.
201. a. \_\_\_\_\_  
 b. \_\_\_\_\_ shook the crumbs from the tablecloth.  
 c. \_\_\_\_\_ will strive to do our best.  
 d. \_\_\_\_\_ that Fred has wore his old shoes. No  
 \_\_\_\_\_ makes.
202. a. \_\_\_\_\_  
 b. \_\_\_\_\_ when I heard the alarm, I jump out of bed.  
 c. \_\_\_\_\_ Fox is the president of his own company.  
 d. \_\_\_\_\_ tonight, I listened to jazz on the radio. No  
 \_\_\_\_\_ makes.

**SET 18**

(Answers begin on page 170.)

construction. \_\_\_\_\_ the sentence that is the most clearly written and has

203. a. \_\_\_\_\_  
 b. \_\_\_\_\_ the children got out their rugs and took a nap.  
 c. \_\_\_\_\_ the children have gotten out their rugs and took a r  
 d. \_\_\_\_\_ the children got out their rugs and have taken a nap  
 \_\_\_\_\_ the children gotten out their rugs and taken a nap.
204. a. nerves.  
 b. \_\_\_\_\_ first I was liking the sound of the wind, but later it  
 \_\_\_\_\_  
 c. \_\_\_\_\_ first I liked the sound of the wind, but later it has g  
 \_\_\_\_\_ ves.  
 d. \_\_\_\_\_ first I like the sound of the wind, but later it got on  
 \_\_\_\_\_ first I liked the sound of the wind, but later it got on
205. a. \_\_\_\_\_  
 b. \_\_\_\_\_ came ill from eating too many fried clams.  
 c. \_\_\_\_\_ came ill from eaten too many fried clams.  
 d. \_\_\_\_\_ too many fried clams and becoming ill.  
 \_\_\_\_\_ too many fried clams and become ill.



**501 Grammar and Writing Questions**

206. a. the old saying goes, a cat may look at a king.  
 b. at looking at a king, according to the old saying.  
 c. old saying being, a cat may look at a king. A  
 d. ooking at a king, in the old saying.
207. a. longer happier life, caused by one's owning a pet.  
 b. ning a pet, for one to live a longer, happier life.  
 c. live a longer, happier life by one's owning a pet.  
 d. ning a pet can help one live a longer, happier life.
208. a. e of the first modern detectives in literature were c  
 gar Allan Poe.  
 b. e of the first modern detectives in literature was cr  
 gar Allan Poe.  
 c. gar Allan Poe having created one of the first mode  
 es in literature.  
 d. iterature, one of the first modern detectives, create  
 gar Allan Poe.
209. a. / brother and I going to see the ball game.  
 b. brother and I are going to see the ball game.  
 c. brother and I seeing the ball game. My  
 d. her and I to the ball game.
210. a. 1 not as tall as Ted.  
 b. d, being taller than me.  
 c. 1 as tall, but not like Ted. Ted  
 d. all, but not me.
211. a. ase go to the movies with Mike and me. Please  
 b. to the movies with me and Mike.  
 c. ase go to the movies with Mike and I. Mike  
 d. l me are going to the movies.
212. a. e ate the popcorn and watch the movie.  
 b. ile watching the movie, the popcorn was eaten.  
 c. icorn, while watching the movie, was eaten.  
 d. ate the popcorn while we watched the movie.



**501 Grammar and Writing Questions**

**SET 19**

Answers begin on page 171.) full benefits,  
ing questions, choose the underlined part of **d**  
a grammatical error. Choose choice **e** if there

213. All ployees with two years' experience are  
entitled **a** **b** **c**  
ng health insurance, life insurance, a retireme .” No error.  
ck options. No error. **e**
214. “Their on the way,” Tom said. “We’ll need to get of it’s sides.  
ready **b** **c** **d** **d**  
**a**
215. rimeter of a square is determined by the  
lengths **a** **b** **c**  
No error. **e**
216. My brothe thinks it’s going to snow tomorrow. bags, and  
error **a** **b** **c** **d** **e** **c**
217. ring, my cousin and I packed the tent, the  
sleeping **a** **b**  
**a** cooler filled with food and  
headed west. No error.  
**d** **e**
218. Because of the cost, we decided not to go. No ording to  
**a** **d**  
error. **b** **c** **d** **e**
219. Each  
**a** instructudent should turn in their own homework,  
**b** **c**  
No error.
220. I gave **e**  
**a** and commit  
a copy of Tom’s novel to my sister. No  
error. **b** **c** **d** **e**
221. themselves grims signed the Mayflower Pact to  
formalize **a** **b** to there new government  
No error. **d** **e**



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**501 Grammar and Writing Questions**

222. Summer around the end of July, my brother, Aunt Clarissa,  
a b  
and me jumped into the Ford station wagon and c ed out of the  
city. d  
No error.  
e
223. Term “blood type” refers to one of the many groups a into which  
a person’s blood can be categorized, based on the presence b  
of specific antigens. No error. e
- them, remember that this glossary a
224. As you understand that nothing in it is absolute. No error.  
d e
- Chances of being victimized are slim, but if your a added to be  
b b
225. Not all thieves—who look like ordinary travelers c  
d  
Of course, your wallet, your phone card, and all your credit cards are  
error. not careful,  
e
- credit cards. They can make off with  
the distinct geology of Cape Cod began to form a  
ago when the Wisconsin Glacier, up to two miles thick, retreated  
its way south from Canada, stopped, and then b c  
d
226. No error.  
pushed e at 20,000  
feet per year. By the time it  
receded. this was an unusually dry summer, the corn crop  
c damaged. No error.  
e
227. Although the glacier retreated slowly  
seriously slowly

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**501 Grammar and Writing Questions**

**SET 20**

swers begin on page 172.) Fill  
with the correct pronoun.

228. The circus elephant now belongs to my sister and  
a. I  
b. me  
c. mine  
d. myself
229. The person \_\_\_\_\_ made these delicious candied fig  
a. that  
b. whom  
c. who  
d. whose
230. The flowers have all lost \_\_\_\_\_ petals.  
a. its  
b. their  
c. there  
d. it's
231. John and Michael left \_\_\_\_\_ backpacks at school.  
a. his  
b. their  
c. there  
d. its
232. How much does \_\_\_\_\_ hat cost?  
a. which  
b. those  
c. that  
d. them
233. She arranged the flowers and placed \_\_\_\_\_ in the  
center of the table.  
a. it  
b. this  
c. them  
d. that



**501 Grammar and Writing Questions**

234. \_\_\_\_\_ met more than ten years ago at a mutual day party.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_ r and I
  - c. \_\_\_\_\_ r and me
  - d. \_\_\_\_\_ e and \_\_\_\_\_  
She

235. \_\_\_\_\_ I I
- a. my \_\_\_\_\_
  - b. me \_\_\_\_\_ rents approved of \_\_\_\_\_ taking guitar
  - c. I \_\_\_\_\_ s.
  - d. mine \_\_\_\_\_

**SET 21**

tence. Choose choice

answers begin on page 172.)

236. \_\_\_\_\_ underlined words with the phrase that best \_\_\_\_\_ ball to the picnic. \_\_\_\_\_ if the sentence is correct as is. It was either \_\_\_\_\_ ]

- a. \_\_\_\_\_
  - b. rought their
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_ ough
  - e. \_\_\_\_\_ ir  
ough her  
ough
237. \_\_\_\_\_
- a. \_\_\_\_\_ ir brang
  - b. \_\_\_\_\_ ir brang
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_ e car will you take when you drive to their  
?

238. \_\_\_\_\_
- a. \_\_\_\_\_ lose car will you take when you drive to \_\_\_\_\_ ir
  - b. \_\_\_\_\_ lose car will you take when you drive to \_\_\_\_\_ re
  - c. \_\_\_\_\_ io's car will you take when you drive to \_\_\_\_\_ ir
  - d. \_\_\_\_\_ io's car will you take when you drive to \_\_\_\_\_ there
  - e. \_\_\_\_\_ io's car will take when you drive to there  
rich car will you take when you drive to \_\_\_\_\_ re

erson who studies hard will reach their  
goals.

I reach their goals  
I reach their goal  
I reach his or her  
als reached their  
al had reached  
ir goal





**CONJUNCTIONS**

**Conjunctions connect two clauses in a sentence. Some common conjunctions:**

<b>and</b>	<b>if</b>	<b>while</b>
<b>but</b>	<b>although</b>	<b>since</b>

- 239 .** Two angles with the same degree measurement is said to be congruent.
- a.** Two angles with the same degree measurement is said to be congruent.
  - b.** With two angles of the same degree measurement, they are said to be congruent.
  - c.** When two angles have the same degree measurement, they are said to be congruent.
  - d.** They are congruent when the two angles are said to have the same degree measurement.
  - e.** Two angles with the same degree measurement are said to be congruent.
- 240 .** The friendship between Andre and Robert began when he and his family moved to Ohio.
- a.** The friendship between Andre and Robert began when he and his
  - b.** Andre and Robert’s friendship began when he and his
  - c.** The friendship among the two boys began when he and his
  - d.** The friendship between Andre and Robert began when Robert and his
  - e.** Andre and Robert’s friendship began when their



**SET 22** answers begin on page 173.)  
sentence that has a mistake in grammar or usage. Match the sentence with the error type you find no mistakes.

241. a. The weather forecast looks good for Tuesday.  
b. My hair is a terrible mess!  
c. My mother will take Dan and I to school tomorrow.  
d. I made a lot of mistakes.
242. a. My favorite subject is English.  
b. The band is playing its best today.  
c. I saw Fred's sister at the mall. No mistakes.  
d. They're not going to join us.
243. a. Don't eat too much jam!  
b. Match the plaid shirt with that tie. No mistakes.  
c. I made a lot of mistakes.  
d. A pirate ship came in.
244. a. Which glass is yours?  
b. Betty and me will be there tomorrow," she said.  
c. I made a lot of mistakes.  
d. Sheila's sister wanted to accompany us to the party.
245. a. Whose scarf is this?  
b. Be sure to wear something comfortable," she said.  
c. I made a lot of mistakes.  
d. The main problem Jim had was too many parking tickets.
246. a. When the bears ran toward us, it was growling.  
b. I'm using less butter next time. No mistakes.  
c. I made a lot of mistakes.  
d. The mala was the most intelligent person in the group.
247. a. The Eiffel Tower is in Paris, France.  
b. Tom Sawyer is a character in *The Great Gatsby*.  
c. I made a lot of mistakes.  
d. I made a lot of mistakes.



**501 Grammar and Writing Questions**

248. a. y weren't the only ones who didn't like the movie  
 b. ase come back another time," Aunt Julie begged.  
 c. 'ees a crowd," he always says. No  
 d. ukes.
249. a. first house on the street is there's.  
 b. e the fireworks on the Fourth of July.  
 c. grandparents live in San Juan, Puerto Rico. No  
 d. ukes.
250. a. er Cassie nor I heard the door open.  
 b. 'r many people signed the Declaration of Independ  
 c. 'r up a plan before you make your decision. No mi  
 d. not my fault that you and him got caught.
251. a. you brush twice a day?" Dr. Evans asked.  
 b. t's the weather report? No  
 c. ukes.  
 d. uldn't you arrive fashionably late?
252. a. 're assumption is correct.  
 b. ow that Bowser will be well treated. No  
 c. ukes.  
 d. invited Mayor Chen to speak at our school.
253. a. alarm sounded, and the firefighters jumped into th  
 b. committee members should work as hard as one c  
 c. mistakes.  
 d. wore two different shoes to class.
254. a. nda's sister bought a new Pontiac.  
 b. e Superior is the largest of the Great Lakes. No  
 c. ukes.  
 d. and I have been friends for more than ten years.
255. a. at one of the O'Farrell children?  
 b. 'r took too much time to answer.  
 c. mistakes.  
 d.



**501 Grammar and Writing Questions**

**SET 23** answers begin on page 173.)  
the sentence that is the most clearly written and has the best construction.

256. a. Although I'm old enough, I don't drink.  
b. I don't drink, even though I'm old enough.  
c. I'm old enough, although I don't drink. Being old enough, I don't drink.  
d. I'm old enough, I don't drink.
257. a. When it won't rain, the sky was full of clouds.  
b. Once the sky was full of clouds, it wouldn't rain.  
c. It won't rain because the sky is full of clouds. The sky is full of clouds, yet it won't rain.  
d. It is full of clouds, yet it won't rain.
258. a. In search of the missing teenagers, who still had not been found, the exhausted volunteers had struggled through snake-ridden underbrush all day.  
b. In the day the exhausted volunteers had struggled through snake-ridden underbrush in search of the missing teenagers, the teenagers had not been found.  
c. In the day the exhausted volunteers had struggled through snake-ridden underbrush who still had not been found, the exhausted volunteers had struggled through snake-ridden underbrush in search of the missing teenagers.  
d. The exhausted volunteers who still had not found in search of the missing teenagers when they had struggled through snake-ridden underbrush.
259. a. The New York publisher have estimated that 50,000 people in the United States want an anthology that includes complete works of William Shakespeare.  
b. The New York publisher has estimated that 50,000 people in the United States want an anthology that includes complete works of William Shakespeare.  
c. The New York publisher has estimated that 50,000 people in the United States want an anthology that includes complete works of William Shakespeare.  
d. The New York publisher has estimated that 50,000 people in the United States want an anthology that includes complete works of William Shakespeare.







# Modifiers

## 4

**Adjectives and adverbs** modify subjects or their actions in a sentence. In the sentence, “The orange and striped cat leapt nimbly across the dresser,” adjectives and adverbs specify what kind of cat (an “orange and striped cat”) and how that cat leapt (“nimbly”). All too often, adjectives and adverbs are confused for one another. However, in this section, you will put each in its proper place and in its proper form.

First, you have to know the definition of a modifier:

33 A **modifier** describes or limits another word. → *Lily* is a subject. Add the word *tiger* before *lily* and the subject is modified: It is now a specific type of *lily*. *Pushed* is an action word. Add *gently* and the action is limited: It is now a softer action. Put the subject, its action, and the modifiers all together and the sentence reads: *Unlike its fierce namesake, the tiger lily pushed its head gently through the soil.*

### Types of Modifiers

33 **Adjectives** modify nouns or pronouns. (*Hint: An adjective answers one of three questions: which one, what kind, or how many?*)

## 501 Grammar and Writing Questions

- 33 **Adverbs** modify verbs, adjectives, other adverbs, or whole groups of words. (*Hint: An adverb answers one of four questions: where, when, how, or to what extent?*)
- 33 **Comparatives** are adjectives and adverbs used to compare two things. → *He's the better of the two.*
- 33 **Superlatives** are adjectives and adverbs used to compare more than two things. → *He's the best of the three.*

### BEGINNING SENTENCES WITH DEPENDENT CLAUSES

**Do not, as a general rule, place a dependent clause at the beginning of a sentence. Words that should not begin a sentence include:**

**because while wherea. unless although when after since**

Follow these guidelines and you will do well (*well* describes the verb *to do*; therefore, it is an adverb!):

- 33 Always identify whether a modifier describes or limits a sentence's subject or its action.
- 33 Use *good* and *bad* to describe nouns.
- 33 Use *well* and *badly* to describe verbs, except when *well* means "fit" or "healthy." When *well* describes a state of being, it is an adjective. → *With repetition, you will soon write well.* *Well* describes how the subject writes; it is an adverb. *After two months of physical therapy, Bob was well.* *Well* describes Bob's state of being; it is an adjective.
- 33 Use an adjective after a *linking verb*. The following words are linking verbs when they express a state of being: *look, sound, smell, feel, taste, appear, seem, become, grow, turn, prove, remain, and stay.* → *Howard leaned over and surreptitiously smelled Lee; she smelled sweet.* *Surreptitiously* describes how Howard sniffed at the other person; in this case, it is an adverb because it describes the act of smelling. *Sweet* describes Lee; the word *smell* links the adjective back to the subject.
- 33 Use the adjective *fewer* to describe plural nouns and the adjective *less* to describe singular nouns.
- 33 Use the word *number* to describe plural nouns and the word *amount* to describe singular nouns.

**501 Grammar and Writing Questions**

- 33 Add *-er* to a modifier or place the word *more* or *less* to the modifier to compare two things. This creates a comparison. (*Hint*: One to two syllable modifiers usually receive the suffix *-er* with more than two syllables, *more* or *less* before them.)
- 33 Add *-est* to a modifier or place the word *most* or *least* to indicate the extreme degree of a thing (*Hint*: One to two syllable modifiers usually receive the suffix *-est*; modifiers with more than two syllables use *more* or *least* before them.)
- 33 Avoid double comparatives or double superlatives. Add *-er* or *-est* to a modifier and precede the modifier with *more* or *most* if the modifier is redundant. → *Lindsey amazed the class with her grammar more or most is was the smartest person they had ever seen.* *Lindsey is the smartest.*
- 33 *Most* also means *smartest*—the phrase *most* is redundant. → *Tom is the smartest.*
- 33 Avoid double negatives unless you mean to express the opposite. → *Tom did not feel tense whenever he approached grammar felt tense whenever he approached grammar.*
- 33 Avoid *more* or *most* with other words. The sentence really reads: → *Brad Pitt is more intelligent than most women believe.*
- SET 24**
260. Frightening questions, choose the underlined part of the sentence that contains a grammatical error. Choose choice **e** if there are no errors.

261. The little boy screamed loud as his neighborly and friendly big **b** eighty-pound dog bounded up the block **c** to his friend Luke—once the star quarterback of his college **a** and now a successful restaurateur—owns **b** and has published three award-winning cookbooks. No error **c** is present. **d** is present. **e**



**501 Grammar and Writing Questions**

262. Three girls recently joined the basketball team, but she is still a the tal b No error.  
**d e**
263. The top the mountain was shrouded in fog, so we could not see d  
a the b c  
 flag. No error.  
**e**
264. Bill is he smarter of the two, but Mike is still very No error.  
a bright. **b c d e**
265. The seat is now being installed in some New Yor  
theaters, a the seats to  
giving couples the option of lifting the arm  
**b** between c  
 create : more cozier viewing experience. No error.  
**d e**
266. Some buildings, such as the White House, Saint Cathedral, b  
Paul's a their c  
The Taj Mahal, deserve to be preserved not only be  
cause of their excellence but also because of their symbolic  
associations. d  
No error  
**e**
267. "I don't know if it's really that good, and great-  
good," the boy said quietly. No error.  
**a b c d e** No error.  
**e**
268. The cookbook, you'll discover colorful, easy to  
a her hesitant c  
 recipes for even your more diet-conscious guests. error. e  
**c d**
269. When  
a the professor called out his name, he  
walked b  
front of the room and stood there shaking.  
**d**

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**501 Grammar and Writing Questions**



270. Happy had been treated bad by its previous \_\_\_\_\_ r, but the c  
 \_\_\_\_\_ a b \_\_\_\_\_  
 \_\_\_\_\_ at the animal shelter worked hard d  
 \_\_\_\_\_ cotty. No error. e

(Answers begin on page 174.)

Fill in each blank with the correct adjective or  
 adverb.

**SET 25**

271. In many popular movies today, the heroes are \_\_\_\_\_  
 and the villains are \_\_\_\_\_ more heavily more heavy heavier more

- a. \_\_\_\_\_ than
- b. \_\_\_\_\_ today.
- c. \_\_\_\_\_
- d. \_\_\_\_\_ re better  
 \_\_\_\_\_ ter more

272.

- a. \_\_\_\_\_ winning the yo-yo contest, Lydia skipped \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_ pily
- d. \_\_\_\_\_ piest more  
 \_\_\_\_\_ pily

273. street.

- a. \_\_\_\_\_
- b. \_\_\_\_\_ three brothers, Andre is the \_\_\_\_\_.
- c. \_\_\_\_\_
- d. \_\_\_\_\_ est more  
 \_\_\_\_\_ most  
 \_\_\_\_\_ est

274.

- a. tall
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

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**501 Grammar and Writing Questions**

275.

- a.
- b. the Tornado at the amusement park was \_\_\_\_\_
- c. t it would be. more terrifying more terrifyingly te
- d. rrififying

276. ever before car our company sold \_\_\_\_\_ magazine subscri

- a. less
- b. lesser
- c. few
- d. fewer

**SET 26**

swers begin on page 175.)

correct. Choose underlined words with the word or phrase that is  
a if the sentence is correct as is.

277.

- a. ok had a frighteningly and unhappy ending.
- b. ghteningly and unhappy ending. a frighteningly a
- c. apply ending. an ending that was frightening and
- d. ghtening and unhappy ending. an ending that wa
- e. htening and it was also an unhappy one.

278.

er graduation from business school last spring,  
e known as the more important member of her gra

class.

- a. ie more important
- b. ie most important as
- c. most importantly as
- d. more importantly
- e. the most important

279.

ingly, my younger sister dresses more conservati

- a.
- b. e conservatively than I do. more
- c. servative than I do. more conservative
- d. t me. more conservatively than me. the
- e. t conservative in opposition to me.

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**501 Grammar and Writing Questions**

280. There wasn't nothing that could have been easier. Tuesday. -

- a. There wasn't nothing that could have been easier.
- b. There was nothing that could have been more easier.
- c. There was nothing that could have been more easier.
- d. There was nothing that could have been more easier.
- e. There was nothing that could have been more easier.

281. It was clear that I was the happier person in the crowd.

- a. It was clear that I was the happier person in the crowd.
- b. It was clear that I was the happier person in the crowd.
- c. It was clear that I was the happier person in the crowd.
- d. It was clear that I was the happier person in the crowd.
- e. It was clear that I was the happier person in the crowd.

d if

282. Among all the people in the crowd, I was clearly the happiest.

- a. Among all the people in the crowd, clearly, I was the happier person.
- b. Among all the people in the crowd, clearly, I was the happier person.
- c. Among all the people in the crowd, clearly, I was the happier person.
- d. Among all the people in the crowd, clearly, I was the happier person.
- e. Among all the people in the crowd, clearly, I was the happier person.

283. I have scored less baskets today than we did today.

- a. I have scored less baskets today than we did today.
- b. I have scored less baskets today than we did today.
- c. I have scored less baskets today than we did today.
- d. I have scored less baskets today than we did today.
- e. I have scored less baskets today than we did today.

**SET 27**

Directions: Read each sentence carefully. Circle the word or phrase that is incorrect. Write the correct word or phrase in the space provided.

- 284. a. The steam rose up from the hot pavement.
- b. The steam rose up from the hot pavement.
- c. The steam rose up from the hot pavement.
- d. The steam rose up from the hot pavement.

Answers begin on page 176.)

Directions: Read each sentence carefully. Circle the word or phrase that is incorrect. Write the correct word or phrase in the space provided.

The steam rose up from the hot pavement.

She put the kitten down carefully beside its  
mom.

ther of us is going to the party.  
mistakes.



## 501 Grammar and Writing Questions

- 285 . a. The lost dog wandered sad through the streets.  
b. Frustrated, Boris threw his pencil across the room.  
c. We'll stop at their house first.  
d. No mistakes.
- 286 . a. I don't want to participate no longer.  
b. If you're not sure, look in the dictionary.  
c. "I will try to do better," Lauren promised.  
d. No mistakes.
- 287 . a. The boy wasn't feeling well.  
b. I am the best player on the team.  
c. That is the brightest tie I've ever seen!  
d. No mistakes.
- 288 . a. This is the stronger of the two.  
b. Pearl ran as quickly as possible.  
c. There are more people here today than there were yesterday.  
d. No mistakes.
- 289 . a. This paper has less mistakes than your last one.  
b. His efforts were frenzied.  
c. That is the most audacious comment I've heard yet.  
d. No mistakes.
- 290 . a. One car is quicker than the other.  
b. I'm feeling sleepy.  
c. Don't chew so loudly!  
d. No mistakes.

### ADJECTIVES

Words that modify nouns, adding information. Some examples:

a *pretty* picture      a *religious* holiday

a *hot* da.      a *funny* song



## 501 Grammar and Writing Questions

- 291 . a. Between the three of us, we should find the answer.  
b. Alberto laughed loudly when he saw us.  
c. They're looking for another apartment.  
d. No mistakes.
- 292 . a. The Adirondacks are mountains in New York.  
b. President Carter gave the Panama Canal back to Panama.  
c. That river is terribly polluted.  
d. No mistakes.
- 293 . a. *Trading Spaces* is probably the most daring show on television.  
b. Which color do you like better, the teal or the flamingo pink?  
c. Mango-peach berry juice is the most awfulest drink.  
d. No mistakes.

### ADVERBS

Words that modify verbs, adding information. Some examples:

drive *fast*

sleep *well*

jump *high*

play *hard*



# Paragraph

# 5

## Development

**Paragraphs are groups** of related sentences that form complete units. They usually support the main ideas of an essay, article, or story; however, every paragraph has an identity and an idea of its own. A paragraph is like a miniature essay. For practice in paragraph development and unity, Section 5 will ask you to identify the best topic sentence for a particular paragraph, find the sentence that best develops a topic, and eliminate the sentence that does not belong. You will also choose the best order for a group of sentences. The guideline below will help you to organize your paragraphs. Paragraphs and essays are similar in structure, so these guidelines can be applied to the organization of an entire essay.

- 33 Write a paragraph to explore a single idea using a **topic sentence** near the beginning of the paragraph.
- 33 Maintain **paragraph unity**, the logical development of a single idea in a group of related sentences, by using:
  - a **consistent organizing strategy**. Paragraphs present ideas and group detailed information necessary to develop ideas. Organizing strategies arrange that information into logical and easy-to-anticipate patterns. These patterns can be top to bottom, left to right, near to far, then to now, beginning to ending, general to specific, least

**501 Grammar and Writing Questions**

- **parallelisms**nt to most important, least familiar to most fa  
most complex. Other strategies use stories,  
es, definitions, categorizations, comparisons  
es and effects to logically organize informa
- sentence. more proficient at writing, you will probabl  
an one strategy in a paragraph.
- . By arranging sentences in identical pat  
vey that two different things are equally impo

33 **Important:** tence structure is called parallelism. → *stoickly ran to  
ran to the store. It was a race to see whthe*  
**d words or word groups.** Repeating wor  
to parallelism, except that repetition can occu

**SET 28**

the rest of the para → *Mark persevered in practice. The work w  
he  
red. The pain grew intense, but still, he  
red.*

**onal phrases or words** to connect sentences ;  
*atie gathered the ingredients. Then she assem  
l*

294. a.

Try not to shift a pronoun's case or a verb's  
para

b.

ess your organizing strategy requires

c.

it.

d.

swers begin on page 176.)

the following paragraphs, choose the topic se  
best fits

\_\_. Residents have been directed to use the ne  
r primary recycling containers. These new c  
icking up recyclables faster and easier.

city has distributed standardized recycling co  
sholds.

Recycling has become a way of life for mos  
people  
le most Americans recycle, they also use more  
r residents of other countries.

r small cities have begun recycling to pick up u  
tic, and paper.



**501 Grammar and Writing Questions**

295. a. \_\_\_\_\_. Telecommuters produce, on average, 20% more to work in an office. Their flexible schedule allows them to balance both their family and work responsibilities.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_ people who work in offices make up a large part of the workforce.
- d. \_\_\_\_\_ office workers who telecommute from their own homes are more productive and have greater flexibility. \_\_\_\_\_ many companies now offer their employees benefits that were not available just a few years ago. \_\_\_\_\_ one of the biggest problems in corporate America is the loss of skilled office workers.
296. a. \_\_\_\_\_. No search of a person's home or personal effects is permitted without a written search warrant. This means that you must justify a search before it can be conducted.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_ there is an old saying that a person's home is his or her castle. \_\_\_\_\_ the U.S. legal system was based on the common law system.
- d. \_\_\_\_\_ the Fourth Amendment to the Constitution protects citizens against unreasonable searches. \_\_\_\_\_ "personal effects" is a term that refers to the belongings of a person.
297. a. \_\_\_\_\_. You must imitate as closely as possible the parent bird's feeding. First, hold the beak open using thumb and index finger.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_ introduce food into the beak with tweezers or an eye dropper.
- d. \_\_\_\_\_ recently, I read an article about baby birds. \_\_\_\_\_ hand-rearing wounded or orphaned baby birds requires a lot of care. \_\_\_\_\_ many birds are very special creatures, and they are worth the effort. \_\_\_\_\_ I have been told that you should not touch a baby bird directly. \_\_\_\_\_ you should touch it only at the entrance of its nest.

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**501 Grammar and Writing Questions**

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**501 Grammar and Writing Questions**

The taste of *spices* is a pleasant one, whether it connotes a warm, down-home, cinnamon-flavored apple pie. Explorers have traveled the world seeking exotic spices for trade, and wars, have changed the course of history. Indeed, nations harboring new spices, nations have actually gone

301. a. The taste and aroma of spices are the main elements that have made such a source of fascination and pleasure.
- b. The word *spice* might equally bring to mind Indian curries from thousands of miles away and those delicious barbecued ribs around the corner.
- c. It is so exciting to find a good cookbook and experiment with recipes from other lands—indeed, it is one way to travel around the world. The history of spices, however, is another matter.
- d. The world of spices is an exciting and filled with danger and intrigue.

\_\_\_\_\_ . The best way to begin is by selecting a good lighting. Proper tools are also important, and you should also purchase some quality paint brushes and a selection of

paints.

Painting models and miniatures is a satisfying hobby, but buying quality painting tools can be frustrating. Good lighting is important when painting. Don't buy cheap paintbrushes on sale.

302. a. \_\_\_\_\_ . The farm dates back to the Revolutionary War.
- b. It was founded by Silas Wheeler. Wheeler himself fought in the war.
- c. It is famous for its role in the war, but his farm is best remembered as the site of an important battle, when the Colonial forces won a decisive victory over the British.
- d. The farm is famous for its role in the war.

Farms are places where we can learn many things. Wheeler Farm is an important historical landmark. It is famous because Wheeler was an American patriot. The Revolutionary War made many people famous.

303. a. \_\_\_\_\_ .
- b. \_\_\_\_\_ .
- c. \_\_\_\_\_ .
- d. \_\_\_\_\_ .

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**501 Grammar and Writing Questions**

304. a. \_\_\_\_\_. They are certainly useful for keeping the grass cutting blade of any power mower can sever fingers, -  
 b. Proper safety measures must be followed at all times for lawn mower.  
 c. Wear safety shoes when cutting the lawn.  
 d. Power lawn mowers are useful tools, but they can be dangerous.  
 The history of lawn mowers is very interesting. Short grass is important for the environment.
305. a. \_\_\_\_\_. Effective immediately, all vacation time approved by an employee's immediate supervisor. No -  
 b. vacation time will be approved unless the employee has completed his or her  
 c. vacation time and employees can no longer borrow against future  
 d. vacation time.  
 The company's vacation policy has been changed.  
 Employees on probation must not take vacations.  
 Borrowing from future vacations is not allowed.  
 We used to do things differently, but now we don't.
306. a. \_\_\_\_\_. Hearsay that depends on the statement's truth is -  
 admissible because the witness does not appear in court to  
 b. tell the truth. This means that his or her demeanor  
 c. evidence is not visible to the jury, the accuracy of  
 the evidence cannot be tested under cross-examination, and to introduce  
 d. the evidence to the jury would violate the accused of the constitutional right to confront  
 the witness.  
 Hearsay evidence is not acceptable in a criminal trial because the witness  
 cannot be cross-examined.  
 Hearsay evidence in a trial is inadmissible because there is no way to know  
 if it is true or false.  
 The definition of hearsay evidence is the "secondhand report of an event"  
 and is sometimes allowable.  
 Hearsay evidence, which is the secondhand report of an event, is allowed in court only when the truth of the event is at issue.

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**501 Grammar and Writing Questions**

307. a. \_\_\_\_\_. Any truck that finishes its assigned route before workers' shift will return to the sanitation lot, where supplies and cleaning materials for workers to use in cleaning off the graffiti. The length of time it takes to complete different routes varies. b. \_\_\_\_\_. Workers will no longer be assigned to a specific route but will be assigned to different routes. Therefore, workers should no longer leave supplies on trucks. c. \_\_\_\_\_. Therefore, workers should no longer leave supplies on trucks, as they will not necessarily be using the same supplies as they did in the past. d. \_\_\_\_\_. Therefore, workers should no longer leave supplies on trucks, as they will not necessarily be using the same supplies as they did in the past.

Graffiti on city trucks is unsightly and gives city residents a poor impression of the Sanitation Department.

The Sanitation Department greatly appreciates citizens' efforts in cleaning graffiti off the city trucks.

Beginning next month, the Sanitation Department will launch a program intended to remove the graffiti from sanitation trucks.

308. a. \_\_\_\_\_. Sanitation Department workers should keep a sharp lookout for repainting graffiti on Sanitation Department trucks. b. \_\_\_\_\_. One type of tickler system is the index-card file system. c. \_\_\_\_\_. One type of tickler system is the index-card file system, one for each month, and 31 small dividers, one for each day. d. \_\_\_\_\_. Every secretary needs to schedule a reminder, they should write the reminder and place it behind the appropriate divider. Each day, they should check the reminders for that particular day.

Because secretaries are busy, we cannot expect them to remember all of our daily responsibilities without some help.

At the beginning of the day, good secretaries review all of their tasks they must attend to during that day.

The word *tickler* perfectly describes the organization which it refers to.

Because secretaries need a good reminder system, sometimes a tickler system because it tickles the memory.

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**501 Grammar and Writing Questions**

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309. a.

- b. \_\_\_\_\_. Space shuttle astronauts, because they spend 1 space, undergo minimal wasting of bone and muscle. Astronauts who stay in micro gravity or zero gravity are contemplated for a long-term space station or a two-year roundtrip voyage to Mars. The risks of space flight are of particular concern because they could be fatal. However, recently, studies show that muscle atrophy can be kept to a minimum by appropriate exercise. Unfortunately, bone loss caused by space flight cannot.

Space flight, especially if it is prolonged, can be hazardous to the health of the astronauts.

The soft tissues of human beings are ill-prepared for the stresses and strains imposed upon them by space flight.

On space flight, astronauts must deal with two vexing problems: weightlessness—muscle atrophy and bone loss.

310. a.

- b. \_\_\_\_\_. The confinement on the space shuttle does less damage to an astronaut's bones and muscles than an extended stay on a space station.
- c.

- d. \_\_\_\_\_. Rather, asthma is now understood to be a chronic inflammatory disorder of the airways—that is, inflammation of the airways. These hyper-responsive airways are chronically sensitive. When these hyper-responsive airways are irritated, air flow is limited, and attacks of coughing, wheezing, tightness, and difficulty breathing occur.

For a long time, asthma was considered a condition with episodes of bronchospasm.

The true nature of asthma has only recently been understood. The true character of asthma is now understood, so there is hope for a cure than there was in earlier times.

Infants are exempt from asthma, although it occurs in childhood and early adulthood.

\_\_\_\_\_. Many experts, including those in the American Dietetic Association, recommend that 50 to 60% of daily calories come from carbohydrates, 12 to 20% from protein, and no more than 30% from fats. Carbohydrates that are rich in carbohydrates, like breads, cereals, and grains, break down into glucose during digestion, causing blood sugar levels to rise. Additionally, studies have shown that cooked carbohydrates have a higher glycemic index than raw, unpeeled foods.

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**501 Grammar and Writing Questions**

- 311. a.** In 1986, a National Institute of Health panel gave broad recommendations as to the type of diet that is best for insulin-dependent diabetics.
- b.** Diet is extremely important for certain medical patients to follow to eat.
- c.** A good cookbook is the best friend a non-insulin-dependent diabetes patient can have!
- d.** Non-insulin-dependent diabetes patients can lead long lives if only they pay attention to their diets.

**SET 29** (Answers begin on page 178.)  
 Choose the answer that best develops the topic sentence given.

- 312.** Air pollution sources that release gases or particles indoors are the primary cause of indoor air-quality problems in homes. Adequate ventilation can increase indoor pollutant levels, but bringing in enough outdoor air to dilute emissions from these sources is difficult.
- a.** Because of these problems, many people are moving to rural areas.
- b.** Some physicians believe that the dangers of “environmental pollutants” are greatly exaggerated.
- c.** Although there are more potential pollution sources today than ever before, environmental activists are working hard to make the world a safer place.
- d.** People who choose a good, old-fashioned log cabin any day over a leaky-clean, hermetically-sealed modern condos will never regret living in big American cities.

- 313.** In the Middle Ages, red hair was associated with evil, so people with red hair were in constant danger.
- a.** People with red hair are sometimes singled out and called derogatory nicknames.
- b.** The Middle Ages was a time of great turmoil and violence, and people were often summarily executed by being burned.
- c.** During that time period, people with red hair were singled out because they were thought to be witches.
- d.** Red hair is passed on genetically from parent to child.

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**501 Grammar and Writing Questions**

314. Weed killers operate by killing the plant's root, preventing the weed from spreading.
- The weed killer is absorbed by the leaves, then travels to the root.
  - Extreme care must be taken when handling weed killers.
  - Weeds don't need water to survive. Weeds are plants that nobody wants.
315. Light is the most fascinating discovery in modern physics. Light can behave both as particles and as waves.
- In order to understand quantum physics, one must know a lot of mathematics.
  - What is called "empty space" by laypersons is really not empty, but a sea of negative energy electrons.
  - The idea, first suggested by the French nobleman Louis de Broglie, is counterintuitive, but can be empirically proven.
  - Most physicists say that nothing is real unless it is observable.
316. The Internet has revolutionized mass communication.
- The Internet was not invented by a politician.
  - E-mail, blogs, chat rooms, and many other tools make it easy to communicate with people.
  - Effective communication is a difficult art to learn.
  - The world's largest computer fills an entire building.
317. There are many good reasons to eat organic food. It tastes better and is handled according to strict guidelines to ensure it is pesticide-free. And organic farming respects the natural balance of a healthy ecosystem.
- Only restaurants and supermarkets now carry organic food.
  - Health-food stores are popping up all over the country.
  - The organic lifestyle is good for you, and for our world.
  - Only a few years ago, it was much more difficult to find organic food at traditional supermarkets.

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**501 Grammar and Writing Questions**

318. myth that financial aid for higher education just r -  
 loan and going into heavy debt.
- a. ; important for young people to avoid starting out -  
 rking lives under a load of indebtedness.
  - b. nancial aid is meant to help those students who cou -  
 se not attend college.
  - c. e truth is that students in medicine and law are oft -  
 / back their student loans in short order.
  - d. e fact is that most schools have their own grants a -  
 ps, which the student doesn't have to pay back, ar  
 centage of students get these.
319. ontract will confirm our agreement in connection -  
 es as freelance writer for the work entitled *Kangaroos*  
*Can't* .  
 Fly e title, although rather silly, accurately sums up the
- a. the book.  
 You agree to assist us in preparation of the book t
  - b. content for it, based on your zoo-keepin -  
 s important to have a legal contract before turning
  - c. rk over to a publishing company. -  
 is book will make an important contribution to ka
  - d. e around the world.
320. ca's fascination with reality television is a topic o -  
 n. Many think that people tune in simply to keep t  
 re latest popular culture trends.  
 ither you love it or hate it, reality television is
- a. e to stay. -  
 ery season brings several new reality television sh
  - b. r, not every one of them succeeds. -  
 ality television has no redeeming qualities whatso
  - c. find it shallow, sensationalistic, and mindless. -  
 dinary people might also see themselves in these r
  - d. ion personalities, leading to a sense of exhilaratio -  
 tch their television counterparts achieve celebrity  
 1 big prizes.

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**501 Grammar and Writing Questions**

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321. s both delicious and healthy, and it has the added benefit of being easy to prepare.
- a. Pasta was invented in the Middle Ages in Italy.
  - b. Tomato sauce is the best topping for spaghetti.
  - c. Marathon runners eat pasta before a race.
  - d. Most pasta dishes can be prepared in less than 15 minutes.
322. During colonial times in America, juries were encouraged to encourage the interests of the parties in the courtroom.
- a. In the past, jurors were, in fact, expected to investigate the facts of the case themselves. If jurors conducted an investigation today, it would throw out the case.
  - b. Many states are experimenting with new ways to get more people to serve on juries. All eligible voters can be called to serve.
  - c. There are usually two attorneys: a prosecutor and a defense attorney. The defense attorney sometimes makes the courtroom lively.
  - d. There were thirteen colonies. Each colony at first had its own legal system.
323. Gardeners do not recommend rose bushes for homeown-ers with small or shaded gardens and who don't spend a great deal of money on outdoor plants.
- a. Insects called *aphids* can destroy roses. However, you can control them by spraying with a solution of water and dish soap.
  - b. Gardening can be quite time-consuming. Most gardeners spend at least an hour each week.
  - c. When these conditions are present, a better choice would be shrubs. They are extremely hardy and easy-to-grow shade-tolerant plants with attractive foliage.
  - d. Lawn care professionals can be hired on a weekly or monthly basis to maintain lawns and gardens. They can also be hired for a specific lawn or garden project.

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**501 Grammar and Writing Questions**

324. Ginkgo biloba extract is the most commonly prescribed in the world.
- There are many plant remedies, including the ones that are purchased in health-food stores. Not all plant remedies are approved.
  - Ginkgo is a highly refined compound produced from the leaves of the ginkgo tree. Many people take ginkgo to treat conditions such as headaches, asthma, and hearing loss.
  - Ginkgo has also been widely prescribed in Europe. It was approved by the German government for the treatment of memory loss.
  - A 1977 study with ginkgo was conducted with twenty-five patients ranging in age from 62 to 85.

325. Cats have the highest level of hygiene of any common domestic animal.
- They wash themselves frequently, and never need baths.
  - The first recorded domesticated cat was in ancient Egypt.
  - Cats come in many breeds and types.
  - Most pet stores offer a variety of foods for cats.

**SET 30** (Answers begin on page 179.)  
 For each of the following paragraphs, choose the sentence that best belongs.

- (1) The cassowary, a solitary, meat-eating creature who lives in the jungles of New Guinea, hardly seems like a bird at all. It is enormous, weighing up to 190 pounds. Its plumage is more like hair than feathers. Its call is a deep, menacing rumble; and it has lost the ability to fly.
- (2) The cassowary has long been fascinated by birds, particularly by their colorful displays.

- Sentence 1  
 Sentence 2  
 Sentence 3  
 Sentence 4

326. a.  
 b.  
 c.  
 d.

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**501 Grammar and Writing Questions**

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(1) the storytelling should speak first to the heart and only intellect. (2) It should, in Isaac Bashevis Singer's "ear and profound," and it should also entertain. (3) Many (4) ns have sprung up across the United States. They avoid creating pieces that are deliberately inaccessible to understand except by a small, elite group.

327. a. sentence 1  
 b. sentence 2  
 c. sentence 3  
 d. sentence 4

(1) Caribbean cuisine is a fusion of Spanish, French, African, and Indian cuisines. A typical dish is jerk chicken. (2) Many people travel to the area for the beautiful beaches and warm weather. (3) Jerk chicken is commonly found outside of the area. (4) Other popular dishes include callaloo, a soup-like dish called callaloo.

328. a. sentence 1  
 b. sentence 2  
 c. sentence 3  
 d. sentence 4

(1) Ratatouille is a dish that has grown in popularity over the years. (2) It features eggplant, zucchini, tomato, peppers, and onions, mixed together, and cooked slowly over low heat. (3) Zucchini squash and has a smooth, dark green skin. (4) As a result, they make their own broth, which may be thickened with tomato paste.

329. a. sentence 1  
 b. sentence 2  
 c. sentence 3  
 d. sentence 4

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**501 Grammar and Writing Questions**

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(1) An odd behavior associated with sleep and dreaming is, commonly known as sleepwalking. (2) Sleepwalkers suffer from a malfunction in a brain mechanism that monitors the transition from REM to non-REM sleep. (3) REM sleep is vital to psychological well-being. (4) Sleepwalking episodes do not usually cause no serious harm—the worst thing that can happen is to be a fall down the stairs.

330. a. Sentence 1  
 b. Sentence 2  
 c. Sentence 3  
 d. Sentence 4

(1) Lyme disease is sometimes called the *great imitator* because its symptoms mimic those of other illnesses. (2) When treated, it has few or no lingering effects. untreated, it can be fatal. (3) Left untreated, it can be fatal. One should be very careful when going on a trek in the woods to check for deer ticks.

331. a. Sentence 1  
 b. Sentence 2  
 c. Sentence 3  
 d. Sentence 4

The harp is a musical instrument that has an upright frame. (1) Its strings are positioned perpendicular to the soundboard. (2) Harps are found in Africa, Europe, and a few parts of Asia. (3) Its beauty, which is capable of stirring great emotion, might bring tears to your eyes.

332. a. Sentence 1  
 b. Sentence 2  
 c. Sentence 3  
 d. Sentence 4



**501 Grammar and Writing Questions**





(1) In the summer, the northern hemisphere is slanted toward the sun, making the days longer and warmer than in winter. Many religions mark the days of the solstices in their rites. (3)  
 called the *summer solstice* and is also the longest day of the year. (4)  
 here, June 21 marks the beginning of winter in the northern hemisphere, when that hemisphere is tilted away from the sun.

333. a. sentence 1  
 b. sentence 2  
 c. sentence 3  
 d. sentence 4

(1) people are quick to blame the weatherman if it rains. (2) The American Meteorological Society defines a meteorologist as a person "who uses scientific principles to observe, or forecast the earth's atmospheric phenomena." (3) The atmosphere affects the earth and life on the planet. Many meteorologists have degrees in physics, chemistry, or mathematics.

334. a. (4) Their work often involves teaching, weather forecasting, and other kinds of applied meteorology.  
 b. sentence 1  
 c. sentence 2  
 d. sentence 3

(1) tons. (4) sentence 1  
 sentence 2  
 sentence 3  
 sentence 4

(1) The park was empty, except for a child who stood behind the fence, a little girl about seven years old with dark eyes and dark hair cut short and ragged. (2) The children in our country probably fall short of that. (3) The child wore no coat, only a brown, corduroy jacket. (4) Her fingernails were dirty and broken, the tips of her fingers were red with cold.

335. a. sentence 1  
 b. sentence 2  
 c. sentence 3  
 d. sentence 4

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**501 Grammar and Writing Questions**

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(1) Ghosts can be either benevolent or malevolent. (2) As someone said, "I don't believe in ghosts, but I'm afraid of them." (3) Ghosts can be comic and comfortable, like the old sea captain in *Mrs. Muir*, or horrific beyond belief, like the ghosts at the party in the Overlook Hotel in Stephen King's *Shining*. (4) They can emerge from the afterlife to torment the dead Marley in *A Christmas Carol*, or come back to life, like the ghost in *Hamlet*.

336. a. Sentence 1  
 b. Sentence 2  
 c. Sentence 3  
 d. Sentence 4

(1) There are many ways to benefit from a weight-lifting program. (2) Lifting light weights for many repetitions builds muscle and helps prevent injuries. (3) Using heavy weights for just a few repetitions builds muscle mass and makes the body stronger. (4) Personal trainers that provide personal trainers.

337. a. Sentence 1  
 b. Sentence 2  
 c. Sentence 3  
 d. Sentence 4

(1) C. S. Lewis is best known for his fantasy stories. (2) He was born in Cambridge, England. (3) He was a Christian apologist; however, and wrote a great many books. He wrote fantasy, but also wrote science fiction, satire, and mature literature. (4) *The Chronicles of Narnia*

338. a. Sentence 1  
 b. Sentence 2  
 c. Sentence 3  
 d. Sentence 4

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**501 Grammar and Writing Questions**

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- (1) Ladders come in many shapes and sizes. (2) Aluminum ladders, and should never be used near power lines. (3) Aluminum ladders, however, will conduct electricity. (4) The approach is to keep all ladders safely away from

339. a.

b.

c. sentence 1

d. sentence 2

(1) sentence 3

(2) sentence 4

used

books.

A book is actually a complicated item, composed of many parts. The spine is what holds the book together, just as you to stand upright. (3) Many people also enjoy reading books. (4) The pages are like tongues, speaking and communicating ideas.

340. a.

b.

c.

d. sentence 1

(1) sentence 2

(2) sentence 3

(3) sentence 4

(3) citizens.

Firefighters must learn the proper procedures for dealing with carbon monoxide (CO) emergencies. (2) Upon receiving an alarm, personnel shall put on protective gear. (3) An operational, calibrated CO meter onto the scene. CO poisoning can be lethal, both to firefighters and to the public. (4) Occupants of the premises shall then be evacuated if they are experiencing CO poisoning symptoms—i.e., headache, dizziness, confusion, and other flu-like symptoms. Medical Services (EMS) crew shall be sent to the scene to provide and administer oxygen to the occupants.

341. a.

b.

c.

d. sentence 1

(1) sentence 2

(2) sentence 3

(3) sentence 4

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**501 Grammar and Writing Questions**

**SET 31**

Answers begin on page 180.) mathematics  
The following groups of three to four numbered items tell  
sentence order that would result in the best paragraph.

- (1) Figures have the power to mislead people. (2) us a  
, patterns of disease, and the growth of popula  
od at exposing the truth, but it can al  
derstandings and untruths.

**342.a.** 1, 2, 3 **b.** 2

**c.** 3, 1, 2

**d.** 3, 2, 1(1

know that

the reason for so many injuries and fatalities is (3) In the  
enerate heat of up to 1,500°F. (2) dangers of  
re too often overlooked.

firefighted States, 1 out of 5 fires involves motor vehicles  
1 600 deaths, 2,600 civilian injuries, and 1,200

**343.a.** 1, 2, 3 **b.** 1

**c.** 2, 3, 1

**d.** 3, 2, 1

(1)

- ere is no harm in putting a special treat in you  
om time to time. (2) Usually, healthy snacks  
(4) snacks with low sugar and fat content. (3) Some exam  
d celery sticks, granola bars, yogurt drinks, and  
344ver, in general, it is a much better idea to provi

**b.**

**c.**

**d.** 4, 1,

, 4,

, 3, 4

, 2, 4

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**501 Grammar and Writing Questions**

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- (1) Additionally, once a year, the association hosts a block party with live music, and games. (2) The association organizes neighborhood clean-up teams and liaises with the police department on issues of safety and security. (3) The main goal of the neighborhood association is to make the community a safer place. (4) When

345.a. 1, 2, 3

- c. 2,  
d. 3

... leaving us behind in a bitter cloud of exhaust, the bus  
 2(1) rolled down the narrow main street of Crossland.  
 ... before the bus got moving, she'd look away, ahead  
 ... (3) But I could always imagine the way it would  
 real life on the open highway, gathered speed, and took C (2) It  
 ... as exotic to me as the deserts of Egypt.  
 ... na's visit was over, we'd take her down to the  
 ... watch her hand her ticket to the uniformed driver  
 ... and reappear to wave goodbye—her expression of  
 ... rimy window.

346.a. 4, 2, 1,

- 4, 1  
 c. 1,  
2  
 d. 1, 2, 3, 4  
 ... Fifth Amendment of the U.S. Constitution guarantees  
 ... n from double jeopardy in criminal proceedings.  
 4(1) A person cannot be tried for a crime for which he has  
 ... ed; that is to say, a person convicted by a state court  
 ... r the same offense in, for example, federal court.  
 (3) Finally, a person cannot be punished more than once for  
 ... rime. (4) This means that a person cannot be tried in  
 court. he has already been acquitted.

347.a. 1, 4, 2,

- 1, 2  
 c. 3,  
4

d. 3,  
1

**501 Grammar and Writing Questions**

- (1) These new policies are any indication, employees v  
 freedom than they did before. (2) The handbook  
 yees must give at least three weeks notice before t  
 sonal (3) The new employee handbook states that a  
 (sick for more than three days must provide a doct

348. a. 2, 3, 1  
 b. 3, 1, 2  
 c. 3, 2  
 d. 1, 3

ery spring the softball field became his favorite

- (1) ken his son, Arnie, there when he was small to teamade him feel  
 (2) He walked home, as usual, through the park  
 l by the softball field. (3)  
 d guilty. (4) Arnie hadn't been in the least interes  
 after two or three lessons, he had given up the id

349. a. 1, 4, 3  
 b. 1, 4  
 c. 1, 2  
 d. 1, 4, 1

form 107 and  
 there are expenses incurred, complete report for Log on to the

- (1) damage to equipment, complete form 107. (2) (4)  
 ed, complete form 122 also. (3) computer and go t  
 ntain the report forms. As an employee, you mu  
 work.

350. a. 2, 1, 4  
 b. 4, 2  
 c. 4, 3  
 d. 1, 2

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**501 Grammar and Writing Questions**

(1) In some areas, the salt is combined with calcium chloride, which is more effective in below-zero temperatures and which melts snow and ice faster. (2) After a snow or icefall, city streets are treated with rock salt. (3) This combination of salt and calcium chloride is used for painting to foliage along the roadways.

**351.a.** 2, 1, 3

**c.** 3, 1, 2

**d.** 2, 1, 3

(1) The human brain is the most mysterious and complex organ on Earth. (2) It has created poetry and music, planned wars, and devised intricate scientific theories.

It plots and schemes, and easily holds more information than any other organ on Earth. (4) It weighs less than three pounds but is more interesting to look at than an overly ripe cauliflower.

**352.a.** 1, 3, 4,

2, 1

**c.** 3, 1, 2,

2, 4

**d.** 4, 1, 2,

2, 3(1) Internal combustion engines traditionally required a carburetor to mix fuel correctly. (2) The carburetor was a small chimney-shaped device that required fuel vapors mixed with air. (3) Fuel injection has made carburetors obsolete. (4) Fuel injection requires fuel to be mixed with oxygen to burn, and without this mixture, the engine will not run.

**353.a.** 4, 3

**b.** 2, 3, 1

**c.** 1, 4, 3

**d.** 3, 1, 4

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**501 Grammar and Writing Questions**

(1) They are easy to plant and delightful to look at. (2) Irises, also called *flags*, are a colorful flower that grows in moist soil throughout the United States, and make a wonderful choice for gardeners.

354. a. 3, 13, 1 (3) They  
 b. 2, 1, 3  
 c. 2, 3, 2  
 d. 1

My friend Paul is an excellent example of reliability. (1) He always keeps his word, even when it becomes inconvenient. (2) He never backs out. (3) This is the secret of being reliable: do what you say you will do, no matter what.

him.  
 1, 3  
 3, 1

355. a. 1, 2, 2  
 b. 2  
 c. 2 (answers begin on page 182.)  
 d. 3 (questions 356–358 on the basis of the following)

**SET 32**

Greyhound racing is the sixth most popular spectator sport in the United States. (2) Over the last decade, a growing number of people have been adopted to live out retirement as household pets. (1) A greyhound's career is over. (3) Many people hesitate to adopt a retired racing greyhound because they think only very old dogs are available. (4) People also worry that a retired greyhound will be more nervous and active than other dogs. (5) A retired greyhound needs a large space to run. (6) In many areas, retired greyhound racing greyhounds are put up for adoption at a young age. (7) In contrast to racing greyhounds, who have the longest careers, only about 25 percent of retired greyhounds usually live out their lives as household pets. (8) Far from being nervous dogs, greyhounds have a friendly, sweet, mild disposition, and, while they love to play, they are more interested in a few laps around a fenced-in backyard everyday.

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**501 Grammar and Writing Questions**



(9) Greyhounds do not make good watchdogs, but they get along well with children, get along well with other dogs (and cats) and are very affectionate and loyal. (10) Greyhounds are a wonderful pet for almost anyone.

356. Which sentence, if inserted in the blank space labeled P, would best help to focus the writer's argument in the paragraph?

- a. In so, greyhounds are placid dogs.
- b. These worries are based on false impressions and are unfounded.
- c. Unlike other breeds, greyhounds do not need race tracks to keep fit.
- d. Unlike other breeds, retired racing greyhounds are too old to need much exercise.

357. Which of the following changes is needed in the first paragraph?

- a. Change *growing* to *increasing*.
- b. Change *there* to *their*.
- c. Change *is* to *was*.
- d. Change *have been adopted* to *have adopted*.

358. Which of the following sentences, if added between Part 1 and Part 2 of the paragraph, would be most consistent with the writer's purpose, tone, and intended audience?

- a. Greyhounds are the most popular breed of dog in the United States; however, greyhound racing dogs make up approximately 0.36% of all registered dogs in the United States.
- b. Despite the fact that greyhounds make excellent domestic pets, there is still a large number of former racers who have been adopted as household pets.
- c. Unlike other breeds, greyhounds are friendly, intelligent, and tolerant dogs, greyhounds speedily adapt to life in either a public housing apartment or a private home.
- d. It is imperative that people overcome the common misconceptions about greyhounds that are preventing them from being adopted as gentle dogs.

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**501 Grammar and Writing Questions**

(1) tions 359–361 on the basis of the following

llowing an overwhelmingly enthusiastic respo  
istration has decided to expand the Communi  
rogram—now a part of two high school curric  
(e school level. (2) The program was piloted in  
ist year and it was a successful initiative for st  
mmunity.

3) Money to fund the program came from a  
program. ed to promote community involvement as we  
(1 among teenagers. (4) A committee that consi  
cial studies teachers, and school social worker:

5) Studies have shown that young people v  
setting. (ed to similar programs are much less prone to  
s state that these programs promote a sense c  
young people well both inside and outside the  
( 7) When the students were interviewed by t  
ittee. (8) In addition, the community attitude to  
roved also.

359. Wh

9) It is projected that this year more than 150 s  
ed and that more than 20 murals will be painte

- a.
- b.
- c.
- d.

h sentence in the third paragraph is a nonstand  
t 5  
t 6  
t 7

360.

passage? t 8

- a.
- b.
- c.
- d.

1 of the following changes should be made to P  
move the word *also*.  
ange *community* to *communities*.  
ange *teenagers* to *teenagers*’.  
ange *toward* to *according to*.

6)  
The

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**501 Grammar and Writing Questions**

361. of the following sentences, if inserted after Paragraph 1, would best develop the ideas in the first paragraph?
- the program could benefit other districts as well.
  - a particularly beautiful mural was painted on a wall on the east side of town.
  - many high school students were involved and they were painting ten murals throughout the community areas that were in great need of some attention.
  - the school district is interested in trying other pilot programs.

Questions 362 and 363 on the basis of the following

- (1) Yesterday I was exposed to what was called, in a recent survey, “a dining experience like no other.” (2) The truck driver told me more than I wanted to know about his special, the other specials were liver and kidney, and a veal osso buco. (3) Each special is offered with two sides, a baked potato, green beans, and a green salad. (4) I chose the gelatin of the day and the blandest coleslaw I have ever eaten. (5) The truck driver was driving away from the restaurant that

362. At Dilly’s you sit at one of the four long tables sitting across from me was having an argument. The truck driver told me more than I wanted to know about his special. (6) The truck driver was driving away from the restaurant that
- me told me more than I wanted to know about his special.
  - er tasting each of the dishes on my plate, it was
  - moment, one of the people working behind the
  - yelled at me to clean up after myself. (9) plate of
- most enjoyable part of dining at Dilly’s.

of the following changes should be made to Paragraph 1?

- replace *were* with *are*.
- replace the comma with a dash.
- replace *I decided* with *Deciding*.
- replace the comma with a semicolon.

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**501 Grammar and Writing Questions**

**363.** One of the following words or phrases should replace the underlined words in Part 8 of the second paragraph?

- a. having tasted
- b. after I tasted
- c. tasting
- d. after having tasted

**SET 33** (Answers begin on page 184.)  
Directions: Choose the best answer for questions 364–366 on the basis of the following

(1)

though eating right is an important part of good health, most people agree that being physically active is also a key to a longer and healthier life. (2) The benefits of physical activity include improved self-esteem, a lowered risk of heart disease, flexibility, cancer, stronger bones, muscles, and joints, and

(3) Physical activity, in addition to other rewards, can also help manage weight gain.

(4) One of the simplest and most effective ways to increase physical activity are walking; walking requires no special equipment, no particular location, and can easily be incorporated into even the busiest lives. (5) Add a few minutes or ten blocks to your usual dog walking routine by walking several blocks away from your destination and returning the rest of the way. (7)

(8) Find a walking path near a ball field while watching your kids play. (8) Take a long walk with you once or twice a week. (9) If you are too busy to skip the walk, if someone is counting on you, long, it will

(10) \_\_\_\_\_. (11) become a part of your daily routine and you'll hardly notice the exertion, the increased energy and overall sense of accomplishment. The experience will inspire you to walk even more

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**364.** Which of the following revisions is necessary in Part 4 of the passage?

- a. The sentence that says "Walking is the simplest and most effective way to increase physical activity" should be moved to the beginning of the paragraph.
- b. The sentence that says "Walking is the simplest and most effective way to increase physical activity" should be moved to the end of the paragraph.
- c. The sentence that says "Walking is the simplest and most effective way to increase physical activity" should be moved to the middle of the paragraph.
- d. The sentence that says "Walking is the simplest and most effective way to increase physical activity" should be moved to the middle of the paragraph, and the sentence that says "Walking is the simplest and most effective way to increase physical activity" should be moved to the end of the paragraph.

**365.** Which of the following sentences, if inserted in the blank in Part 10, would be most consistent with the diction and grammar of the paragraph?

- a. People will benefit from putting on their walking shoes and starting to pound the pavement.
- b. Jog, bicycle, and walk as much as you can.
- c. While people will benefit from increased physical activity, it will not replace the necessity of eating right.
- d. Start on your walking shoes and start pounding the pavement.

**366.** Which of the following changes is needed in the passage?

- a. Line 3: Insert comma after *rewards*.
- b. Line 1: Replace *most* with *more*.
- c. Line 5: Insert a comma after *minutes*.
- d. Line 2: Insert a colon after *activity*.



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(4) Some find snowboarding more difficult to learn than others consider it easier, requiring the mastery of the use of two skis and two poles. (5) All agree that once it is mastered, it is exciting, stimulating, and fun. (6) Those who have not may even find himself bound for the Olympics. Snowboarding became medal-eligible in 1998.

369. Which of the following parts of the passage is a nonstating sentence?
- a. Part 1
  - b. Part 2
  - c. Part 3
  - d. Part 4

370. Which of the following changes is needed in the passage?
- a. Line 1: Change *combines* to *combine*.
  - b. Line 2: Change *snow-covered* to *snow covered*.
  - c. Line 5: Change *agree* to *agreed*.
  - d. Line 6: Change *himself* to *themselves*.

Directions 371 and 372 on the basis of the following

(1) Abraham Lincoln was the sixteenth president of the United States. Many Americans consider him to have been the greatest American leader the Nation has yet produced. (2) He led the Nation through a turbulent and tumultuous period, when the country was divided by the Civil War. (3) He also ended slavery in the United States. (4) No other leader had been able to accomplish this.

Lincoln was also a great orator, and gave many powerful speeches during his time in office. (5) Those speeches served to help him emerge as a leader by motivating the American people to stand together. (6) Lincoln is also honored on U.S. currency.

(8) Perhaps the most convincing proof of his greatness is that Lincoln accomplished all this in only one term as president. Since Lincoln was assassinated shortly after being re-elected to a second term; one wonders what he might have accomplished had his term not been cut short.

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**501 Grammar and Writing Questions**

371. Which of the following numbered parts is least reused in this form *adult-onset* paragraph? Which part best illustrates the main idea of these paragraphs?
- a. Part 1
  - b. Part 6
  - c. Part 7
  - d. Part 8

372. Which of the following changes is needed in the (5) \_\_\_\_\_, - \_\_\_\_\_ paragraph?
- a. Part 1: Place a comma after *Lincoln*.
  - b. Part 3: Remove the comma after *States*.
  - c. Part 2: Use a lowercase *n* for the word *tion*.
  - d. Part 4: Capitalize *orator*.

(1) Questions 373–374 on the basis of the following

13 There are two types of diabetes, insulin-dependent and non-insulin-dependent. (2) Between 90 and 95% of the 25 million people in the United States with diabetes are insulin-dependent, or Type II, diabetes. (3) Type I diabetes originally appeared in adults over the age of 55, but is now the most common after the age of 55, it used to be called juvenile diabetes. (4) The name is no longer appropriate, however, as a large number of young people—children included—are diagnosed with the non-insulin-dependent form. (5) Many people with Type II diabetes do not know they have it, \_\_\_\_\_ because it develops gradually and is hard to identify at first. (6) Many people with Type II diabetes may feel miserable and tired without knowing why. (7) This can be particularly true because untreated diabetes can cause damage to the heart, kidneys, eyes, and nerves. (8) While the effects and treatments of the two types of diabetes are different, both types can cause the same long-term health problems.

373. Which of the following numbered parts of the paragraph contains the standard comparison?
- a. Part 1
  - b. Part 2
  - c. Part 7
  - d. Part 5



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374. sequence of words, if inserted in order into the blank space, help the reader understand the sequence and logic of the ideas? since . . . For example while . . . Next most likely because . . . Thus
- a. Answers begin on page 186.)
- b. Questions 375–377 on the basis of the following
- c. (6)
- d. -

**SET 34**

using tiny probes as neural prostheses, scientists restore nerve function in quadriplegics, make the blind see, and help the deaf hear. (1) dead (2) Thanks to advanced techniques, an implant can stimulate individual neurons electrically or chemically to produce responses. (3) Preliminary results suggest that tiny probe systems can be permanently implanted and repaired without damaging nerves.

The tissue-compatible microprobes represent an improvement over the typically aluminum wire electrodes used in the past to stimulate (4) and other brain structures. (5) Previously, researchers used traditional electrodes, but there is a question about the damage they cause to the nervous system. Microprobes, since they are slightly thinner than a human hair, cause minimal damage and disruption of neurons when inserted into the brain because of their diminutive width.

In addition to recording nervous system impulses, microprobes have minuscule channels that open the way for the delivery of drugs, cellular growth factors, neurotransmitters, and other active compounds to a single neuron or to groups of neurons. (6) Microprobes usually have up to four channels, each containing a recording/stimulating electrode.

- (8) of the following changes is needed in the above passage?
375. (8): Change *its* to *it's*.
- (6): Change *their* to *its*.
- (6): Change *than* to *then*.
- a. (5): Change *researchers* to *researchers'*.
- b.
- c.
- d.

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**501 Grammar and Writing Questions**

- 376.** Which of the following includes a nonstandard use of language?
- a. It is 2.
  - b. It is 4.
  - c. It is 6.
  - d. It is 8.

- 377.** Which of the following numbered parts should be removed to eliminate unnecessary repetition?
- a. It is 2.
  - b. It is 5.
  - c. It is 6.
  - d. It is 8.

(5) In the

sections 378–380 on the basis of the following

(1) icy. (3)

loud noises on trains not only irritate passengers in unsafe situations. (2) They are prohibited by law

(7)

(6)

Therefore, conductors follow the procedures listed below.

(4) A passenger-created disturbance is caused by playing music or creating loud noises in some other manner. If a passenger creates a disturbance, the conductor will request the passenger to turn off the music or stop making the noise. If the passenger refuses to comply, the conductor will inform the passenger that he or she is in violation of the law and that he or she will have to leave the train if he or she will not do so. If police assistance is requested, the conductor will request assistance from which the call to the Command Center will be made. (8) Conductors will wait until the train arrives, will allow passengers to get off the train, and will allow passengers to get back on board until the train is stopped. (7) Which of the following numbered parts should be removed to eliminate unnecessary repetition?

- 378.** Which of the following numbered parts should be removed to eliminate unnecessary repetition?
- a. It is 3.
  - b. It is 4.
  - c. It is 6.
  - d. It is 7.

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**501 Grammar and Writing Questions**

379. Which of the following sentences is the best revision of the underlined portion of the passage?
- conductors will wait there until the police arrive, and passengers will get off the train at this point, and no passengers will get on until the situation is resolved.
  - conductors will wait there until the police arrive, and passengers will get off the train at this point, and, until the situation is resolved, no passengers are allowed on.
  - conductors will wait there until the police arrive, and passengers will get off the train at this point, and will not allow passengers to get back on board until the situation is resolved.
  - conductors will wait there until the police arrive, and passengers will get off the train at this point, and no passengers will get on until the situation is resolved.

380. Which of the following numbered parts contains a nonstandard sentence construction?
- Part 1
  - Part 2
  - Part 3
  - Part 4

Answer questions 381–383 on the basis of the following passage.

(1) In her lecture “Keeping Your Heart Healthy,” Dr. Louise challenged Americans to join her in the fight against heart disease. (2) Her plan includes four basic strategies: (3) increase public awareness and prevent heart disease through a diet that contains nine full servings of fruits and vegetables (4) More fruits and vegetables can help lower cholesterol levels. (5) Limit red meat, which, in turn, means less cholesterol and saturated fat. (6) Cigarette smoking increases the risk of heart disease and when it is combined with other factors, it is a major risk factor. (7) Smoking increases blood pressure, increases the risk of a blood clot, decreases good cholesterol, and decreases heart rate. (8) Be aware of your blood pressure and cholesterol levels. (9) Because there are often no symptoms, many people do not know that they have high blood pressure. (10) This is especially true for women.

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**501 Grammar and Writing Questions**



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(7) ary of artists including Camille Pissarro and known was an active member of the school of painting. (6) However, in later years, her painting abandoned the impressionist approach; for a forward style.

384. ) Cassatt never married or had children, but her painting's depict breathtaking, yet ordinary scenes. (8) Cassatt died in 1926 at the age of 82, leaving a body of work and an example to women through traditional roles and follow their dreams.
- a.
  - b.
  - c.
  - d. of the following changes needs to be made to the

385. 3: Change *Before* to *Because*.  
sentence? 4: Insert a comma after *Although*.  
Part 1 5: Insert a comma after *Degas*.  
b. Part 2 7: Change *breathtaking* to *breathtakingly*.  
c. Part 3  
d. Part 8 of the following numbered parts contains a nons

386. sentence?  
Part 3  
b. Part 4  
c. Part 6  
d. Part 8 of the following numbered parts contains a nons

- 387.
- a.
  - b.
  - c.
  - d. of the following should be used in place of the u  
1 Part 7 of the last paragraph?  
iting  
itings  
itings'  
ork's

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(1) right  
 is clear that the United States is a nation that  
 (ier and slim down. (2) One of the most important  
on would be for school cafeterias to provide health  
 it options for students.

(3) School cafeterias, in an effort to provide  
 in fat. ( zing to young people, too often memorize fast  
 g items  
 s burgers and fries, pizza, hot dogs, and fried  
 n. ( foods do provide some nutritional

8) And tasty

(5) According to nutritionist Elizabeth  
 many of the  
 chicker selections currently offered by school cafeterias  
 ier with a few simple and inexpensive substitutio

388.

- a. burgers would be a positive addition, says Warn
  - b. salad bar would also serve the purpose of providing
  - c. and satisfying meal. (
  - d. | chicken sandwiches would be a far better option
- 9) Additionally, the beverage case should be  
 ners of low-fat milk.”

389.

- a. 1 of the following changes is needed in the third
  - b. t 7: Remove the quotation marks before A.
  - c. t 6: Insert quotation marks after *addition*.
  - d. t 9: Insert a comma after *case*.
- t 8: Change *than* to *then*.

390.

- a. 1 of the underlined words or phrases in the passage
  - b. ed by more precise or appropriate words?
  - c. action
  - d. morize
- ritional  
 stitutions

1 of the following editorial changes would help f  
 1 the main idea in the third paragraph?  
 verse the order of Part 7 and Part 9.  
 lete Part 6.  
 mbine Part 7 and 8 into one sentence.

like Part 5 the first sentence of the third paragraph



**501 Grammar and Writing Questions**

- (1) Answer questions 391–393 on the basis of the following passage. These will,

If you have little time to care for your garden, be sure to plant flowers such as phlox, comfrey, and peonies. (2) If you have only a little care, keep the garden brilliant with colorful flowers during the growing season. (3) Sturdy sunflowers and hardy spines are good selections. (4) As a thrifty gardener, you should keep your garden free for the planting of herbs such as leeks, dill, and parsley.

If you have a moderate amount of time, growing a vegetable garden culture of pears, apples, quinces, and other small fruits is a very interesting occupation, which amply rewards the care and labor.

(5) Even a small vegetable and fruit garden may yield a variety of beans, and strawberries that will be delicious on the table.

391. (6) \_\_\_\_\_ (7) \_\_\_\_\_ (8) When planting seeds for the first time, you should be sure that they receive the proper amount of light, that they are sown at the right season to receive the proper amount of heat, and that the seed is placed near enough to the soil to enable the young plant to reach the light easily.

- a. Which of the following editorial changes would best help improve the first paragraph?  
 b. Which of the following changes would best help improve the flow of the first paragraph?  
 c. Which of the following changes would best help improve the paragraph's use of the phrase, *with only a little care*, from Part 2?  
 d. Which of the following changes would best help improve the paragraph's use of the phrase, *with only a little care*, from Part 2?

392. Which of the following changes would best help improve the paragraph's use of the phrase, *with only a little care*, from Part 2?

- a. Which of the following sentences, if inserted in the first paragraph, would be most consistent with the writer's overall purpose?  
 b. Which of the following sentences, if inserted in the first paragraph, would be most consistent with the writer's overall purpose?  
 c. Which of the following sentences, if inserted in the first paragraph, would be most consistent with the writer's overall purpose?  
 d. Which of the following sentences, if inserted in the first paragraph, would be most consistent with the writer's overall purpose?



**501 Grammar and Writing Questions**



**393.** Which of the following changes needs to be made in the passage?

- a. Line 2: Change *through* to *threw*.
- b. Line 5: Change *languished* to *lavished*.
- c. Line 8: Change *sown* to *sewn*. First year she
- d. Line 8: Change *surface* to *surfeit*. had

Questions 394 and 395 on the basis of the following passage by Rosicky.

The passage is from Willa Cather's short story, "Neighborly."

- (1) On the day before Christmas the weather set in but a bitter, biting wind that whistled and sard and lashed one's face like fine wires. (2) The wind raged on in the Rosicky kitchen all day, and Rosicky pulled over a coat that Albert had outgrown into an overcoat. (3) In the front yard a big red geranium in bloom for Christmas. (4) The garden was full of plum cherry trees, full of berries. (5) The wind had blown down these; Doctor Ed brought her the seeds from London. (6) He had seen in England; and all afternoon, asking about the two years in London, which his mind came from even after all this while.

**394.** Which of the following numbered parts displays nonparallel structure?

- a. Part 1
- b. Part 2
- c. Part 3
- d. Part 4
- e. Part 5

**395.** Which of the following numbered parts contains a nonparallel sentence?

- a. Part 1
- b. Part 2
- c. Part 3
- d. Part 4
- e. Part 5



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**501 Grammar and Writing Questions**

**SET 36**

swers begin on page 189.)

uestions 396–398 on the basis of the followir Upon com-  
passag

(1)

gustus Saint-Gaudens was born March 1, 18  
, to Bernard Saint-Gaudens, a French shoema  
nness, his Irish wife. (2) Six months later, th  
to New York City, where Augustus grew up.  
of school at age thirteen, he expressed strong  
areer so his father apprenticed him to a  
g days at his cameo lathe, Augustus also tool  
(oper Union and the National Academy of De

(4) While

At 19, his apprenticeship completed, Aug  
s where he studied under Francois Jouffry  
les Beaux-Arts. (6) In 1870, he left Paris for  
next five years, he studies classical art and  
rked on his first commissions. (7) In 1876, h

(9)

Farragut.

ajor commission—a monument to Civil  
Glasgow

(8) Unveiled in New York’s Madison Sq  
the

forthcoment was a tremendous success; its combinat  
egory was a departure from previous Ameri  
audens’ fame grew, and other commissions

396.

- a. Part 1
  - b. Part 3
  - c. Part 7
  - d. Part 9
- of the following numbered parts requires  
te two independent clauses?

397. in Part 6?

- a. studied
  - b.
  - c.
  - d.
- of the following words should replace the ur

study had  
1 studying  
ld have  
lied

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**501 Grammar and Writing Questions**

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- 398.** One of the following changes needs to be made to the passage to bring it more to abundance.
- a. Part 2: Change *where* to *when*.
  - b. Part 5: Change *renown* to *renowned*.
  - c. Part 8: Change *its* to *it's*.
  - d. Part 3: Change *expressed* to *impressed*.

Directions 399–401 on the basis of the following passage.

(1)

The Everglades National Park is the largest remaining wilderness in the continental United States. (2) The Florida panther, American alligators, crocodiles, manatees, and Florida scrub jays are abundant. (3) The climate of the Everglades are mild from December through April, though rare cold frosts and freezing conditions. (4) Summers are hot and humid, and the temperatures often soar to around 90° and frequently rise to over 90%. (5) Afternoon thunderstorms are frequent. (6) Deer, wild turkeys, and Florida scrub jays are abundant. (7) If you visit the Everglades, wear comfortable sportswear in winter; loose-fitting, long-sleeved shirts and insect repellent are recommended in the summer. (8) Walking and canoe trails, boat tours, and guided tours are available for viewing wildlife, including alligators and other animals and temperate birds. (9) Camping, whether at established campgrounds, offers the best way to enjoy what the park offers firsthand. (10) The park's facilities may help you to enjoy your visit even more. (11) Activities are offered throughout the park in all seasons.

- 399.** One of the following numbered parts contains a nonstandard element. Which part contains a nonstandard element?
- a. Part 6
  - b. Part 2
  - c. Part 5
  - d. Part 9

- 400.** One of the following numbered parts needs to be reworded to avoid unnecessary repetition?
- a. Part 4
  - b. Part 6
  - c. Part 9
  - d. Part 8

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**501 Grammar and Writing Questions**

401. of the following changes is needed in the above passage?  
 a. 1: Change *is* to *are*.  
 b. 2: Change *it's* to *its*.  
 c. 3: Change *are* to *is*.  
 d. 6: Remove the comma after *Everglades*.  
 8: Remove the comma after *campgrounds*.

Questions 402 and 403 on the basis of the following

(1) the office

spend a little

Choosing a doctor is an important decision. Here are some things you should do to make the best choice. (2) The single most important thing is to interview the doctors you are considering. Ask about the practice, office hours, and how quick he or she is to answer the calls. (4) Pay attention to the doctor's credentials and how comfortable you are with them. (5) This is especially important to check the doctor's credentials. (6) Make sure the doctor's health care insurance company how they checked the doctor's credentials before accepting him or her into their network. (7) The cost of healthcare insurance is quite high and many people are having difficulty affording it. (8) Take your time talking with the doctor. Remember that this is the person you'll come into contact with often.

402.

- Paragraph 1  
 Part 2 (1) If he or she is pleasant and efficient, it is worth the extra time you call or come into the office.  
 b. Part 3 (2) If he or she is pleasant and efficient, it is certainly worth the extra time you call or come into the office.  
 c. Part 7 (3) If he or she is pleasant and efficient, it is worth the extra time you call or come into the office.  
 d. Part 9 (4) If he or she is pleasant and efficient, it is worth the extra time you call or come into the office.

of the following numbered parts is least relevant to the main idea of the passage?

403.

- a.  
 b.  
 c.  
 d.

of the following changes needs to be made to the above passage?  
 a. 1: Change *is* to *are*.  
 b. 3: Change *quick* to *quickly*.  
 c. 10: Change *better* to *more better*.  
 d. 6: Change *accepting* to *accepted*.  
 e. 10: Change *efficient* to *efficiently*.

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**501 Grammar and Writing Questions**

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(1) tions 404–406 on the basis of the following to a keyboard.

- (2) Being able to type good is no longer a requirement for secretaries and novelists; thanks to the computer, any typist in the working world needs to be accustomed to a keyboard, but one that is fast and efficient. (3) Doing so is a skill that is essential for success in use one efficiently, though; while you may have heard of the “hunt-and-peck” method, you may never learn to use it quickly and accurately. (4) Doing so is a skill that is essential for success in your career in any number of fields.

Fingering is a chapter that assures that you are familiar enough with a keyboard to be able to use it without looking at the keys. It is also a chapter that helps you in learning to type, and that you are aware of the importance of accuracy. (5) The following information will help you understand the importance of accuracy.

404.

your accuracy and to do our best when being typed passages.

- a.
- b.
- c.
- d.

1 of the following numbered parts contains a noun modifier?

- t 1
- t 2
- t 3
- t 5

405.

- a.
- b.
- c.
- d.

1 of the following words, underlined in the passage, is used in its context? assures proficiency fingering accuracy

406.

- a. t 3: Remove the comma after *exam*.
- b. t 4: Insert a colon after *that*.
- c. t 1: Change *needs* to *needed*.
- d. t 5: Change *our* to *your*.





**501 Grammar and Writing Questions**

**SET 37**

swers begin on page 190.)  
ions 407 and 408 on the basis of the following

- (1) ne of us knew my Uncle Elmer, not even my mot  
een ten years older than she) we had pictures  
family album, a solemn, spindly baby, dress  
(2) greek shirt, ready for bed, or in a sailor suit, holding a  
one photograph, he stands in front of a tall chil  
behind him, massive and shadowy, like one of tl  
play. (3) There weren't many such pictures, bec  
weren't easy to come by in those days, and in th  
y uncle had a formal posed look, as if, even the  
und for some unique destiny. (4) It was the sur  
i that I found out what happened to him, the s  
Fisher, one of Grandma's evangelist friends, p  
ng in like a cleansing wind and telling the truth.

**407.**

passage? of the following changes needs to be made to th

- a.
- b. 2: Change *greek* to *Greek*.
- c. 4: Change *Sister* to *sister*.
- d. 4: Change *summer* to *Summer*. Part  
change *uncle* to *Uncle*.

**408.**

sentence? of the following numbered parts contains a non-

Part 1

- b. Part 2
- c. Part 3
- d. Part 4

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**501 Grammar and Writing Questions**

(1) tions 409–411 on the basis of the following (2)

(3) This  
(4) -

Connell Street is the main thoroughfare of Dublin  
at a particularly long street Dubliners will tell the  
is the widest street in all of Europe. claim usua  
ts, especially from French tourists who claim the C  
is as Europe’s widest street.

e witty Dubliner will not ensign bragging rights  
the French visitor with a fine distinction: the Cha  
dest boulevard, but O’Connell is the widest street

5) Divided by several important monuments run  
center, the street is named for Daniel O’Connell, a  
an impressive monument to him towers over the en  
Connell Street and overlooking the Liffey River.

Connell stands high above the unhurried crowd  
ss people, and students on a sturdy column; he is  
erene angels seated at each corner of the monume

409.

- a.
- b. 1 of the following words should replace the under
- c. of the passage?
- d. quire
- inquire

410.

- a. quire
  - b. inquire
  - c. ignore
  - d. ignore
- a.
  - b. 1 of the following changes needs to be made to the
  - c. graph of the passage?
  - d. t 7: Replace the semicolon with a comma.
  - t 5: Change *Irish* to *irish*.

411.

- t 5: Change *running* to *run*.
  - t 6: Change *overlooking* to *overlooks*.
- a.
  - b. 1 of the following changes needs to be made to
  - c. of the passage?
  - d. t 2: Insert a comma after *that*.
  - t 3: Replace the comma after *protests* with a semi
  - t 4: Remove the colon after *distinction*.
  - t 2: Insert a comma after *street*.

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**501 Grammar and Writing Questions**

(1) Answer questions 412–414 on the basis of the following passage. (10)

5. Lake arriving twenty minutes early surprised  
as, although the moment for saying so slipped past  
to snatch its opportunity.

heels. She was a thin woman of medium height, not much  
her middle forties he judged—dressed in a red-and-

nose. ss and open-toed red shoes with extremely high

tive. (3) Her short brown hair was crimped in waves,

(4) quous, quaint, old-fashioned effect. (4)

(5) Her eyes, set rather shallow, were light brown :

“Dr. Markley?” she asked. (7) Nicholas nodded

walked in past him, proceeding with little mincing

of the living room where she stood with her back to

. (8) “My my,” she said. (9) “This is a nice house

alone?”

412.

a.

b.

c. of the following changes should be made in Part 1

d. nge *was* to *is*.

nge *gave* to *gives*.

nge *a* to *an*.

413.

nge *effect* to *affect*.

a. Part

b. Part of the following numbered parts contains a nonstan-

c. Part difier?

d. Part

414.

a.

b.

c. of the following changes needs to be made to Part

a. rt a comma after *early*.

nge *too* to *two*.

nge *Lake* to *Lake's*.

nge *its* to *it's*.

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**501 Grammar and Writing Questions**

**SET 38**

Answers begin on page 191.) (2)

Questions 415–417 on the basis of the following (3)

(1) your office job involves telephone work, the pitch of your voice should be the first contact a caller has to your company. Your voice should be pleasant and clear. Your tone should be professional and courteous. Your diction should be clear and precise. Your pronunciation should be correct. Your accent should be appropriate. Your speech should be concise and to the point. Your grammar should be correct. Your punctuation should be correct. Your handwriting should be legible. Your spelling should be correct. Your punctuation should be correct. Your handwriting should be legible. Your spelling should be correct.

possible. is reason, your telephone manners have to be as good as possible. (9)

(4) Speak directly into the phone, neither too loudly nor too softly. (5)

so that it will not sound monotonous or uninteresting. (6) After a short, friendly introduction, identify the information you are calling about. (7) Always take messages carefully. (8)

Use a message pad sheet while you are still on the phone. (9) Always hang up first. (10) Do not depend in your message on the use of a name or the last digit of a phone number. (11) When it is time to close a conversation, do so in a pleasant manner, and never hang up without saying a word.

good-bye. (12) While it is not an absolute rule, getting a message for the caller by reading it back to the caller is more professional than *bye-bye*. (13)

415.

- a. Reverse the order of Part 8 and Part 13.
- b. Reverse the order of Part 9 and Part 13.
- c. Add a sentence after Part 7 explaining the need to take messages from customers politely.
- d. One of the following editorial changes would most improve the development of ideas in the second paragraph of Part 9.

416.

- a. Change *they* to *it*.
- b. Change *than* to *then*.
- c. Change *manners* to *manner*.
- d. Change *boss's* to *bosses*.



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**501 Grammar and Writing Questions**

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**501 Grammar and Writing Questions**

(1) tions 420 and 421 on the basis of the following

-  
-

Patrick Henry is considered one of the great patriots in American history. (2) He was an early leader in every protest against the unfair taxation and burdensome regulations imposed on the American colonists by the British Parliament. (3) In March 1775, Patrick Henry urged his fellow Virginians to arrange for a day of fasting and prayer. (4) He spoke boldly in Richmond, Virginia, before the state legislature. (5) He closes that famous speech with the immortal words, "I know not what course others may take, but as for me, give me liberty or give me death."

420.

- a. Which of the following sentences would be the best topic sentence for the paragraph on the same subject?
- b. Patrick Henry was born on May 29, 1736, in Hanover County, Virginia.
- c. The Virginia legislature meets regularly from September through May every year.
- d. Taxes have gone up steadily in Virginia since the country.

421.

- a. Which of the following sentences would be the best topic sentence for the paragraph on the same subject?
- b. Patrick Henry was born on May 29, 1736, in Hanover County, Virginia.
- c. The Virginia legislature meets regularly from September through May every year.
- d. Taxes have gone up steadily in Virginia since the country.

(1) tions 422 and 423 on the basis of the following

a.m. (3) This beginning next month, City Transit will institute the program, who will be in effect every night from 10:00 p.m. to 5:00 a.m. (5) During the program, as long as they deem it is safe to stop the bus, the driver will reduce the amount of walking that passengers must do at night. (4) Passengers may request a stop anywhere by pulling the bell cord a block ahead.

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**501 Grammar and Writing Questions**

422. o months of the program, when passengers a (6)  
t bus anywhere but at a designated stop, th  
a. proceed to the next stop and wait for them to  
ie driver should give the passenger a brochur  
p Here Program.

- b.
- c. of the following editorial changes in the a
- d. oest help to clarify the information the paragr  
?

423. l a sentence between Parts 4 and 5 explaining  
o Here Program allows passengers to leav  
ost any point, passengers may board only

- a. Part 1 s.
- b. Part 2 ete Part 6.
- c. Part 3 l a sentence between Parts 5 and 6 explain
- d. Part 5 ty advantages for passengers of flagging dov  
ight. Reverse the order of Parts 4 and 5.

of the following numbered parts co  
(1) dard use of a pronoun?

Charlesbu  
19

(5

ions 424 and 425 on the basis of the followin  
(7) spec  
sites.

it October, a disastrous wildfire swept across, force recom-

(2) Five residents were killed, 320 ho  
destroyed, and

acres burned. (3) A public safety task force  
emergency choices. (4) The task force fin

;

The water supply in the residential areas w  
insufficient,

hydrants could not even be opened. (6)  
l a review of hydrant inspection policy.

The fire companies that responded had dif  
locating

(8) Most companies came from other  
were

niliar with Miller Point. (9) The availabl  
d and did not reflect recent housing develop

11)  
Residents  
12)

0) Evacuation procedures were inadequate given conflicting and/or confusing information of the Hilltop Estates subdivision ignition orders, yet others were praised for their

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**501 Grammar and Writing Questions**

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424. figure out  
 sentence 1 of the following numbered parts contains a no
- 7
  - 5
  - 3
  - 12

425. reach  
 1 of the following changes needs to be made to
- 12: Change *were* to *we're*.
  - 12: Insert a comma after *others*.
  - 2: Remove the comma after *killed*.
  - 4: Replace the semicolon with a colon.

**SET 39**

Answers begin on page 193.)

Questions 426–428 on the basis of the following

(1) longitude

the early 1700s, sailors had no way of accurately

(2) They were able to estimate quite accurately where the ship was at any given time, but the instruments could not ascertain longitude. (3) This created a void in navigation, as ship captains had to estimate celestial navigation, using the stars and moon and

(5)

to know where on Earth they were at any given time. (4) A small error in their calculations could cause ships to end up hundreds of miles away from where the captain wanted to go. During times of war, this problem could be catastrophic. A ship might arrive at an enemy port rather than a friendly one.

eter.

(6) The problem was solved by an uneducated Englishman, John Harrison. (7) Harrison invented a small clock like an overgrown pocket watch, which he called the chronometer. (8) This complex clock enabled ship captains to determine their location at sea, and remained in use for more than a century. (9) It was not until the late 19th century that more precise navigational systems were developed.

- 426.
- 1 of the underlined words in the passage could be replaced by which of the following?
  - using more precise verb?
  - reach figure out
  - remained

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**501 Grammar and Writing Questions**

427. \_\_\_\_\_ of the following sentences uses the verb incorrectly? (2)
- Part 1: \_\_\_\_\_
  - Part 2: \_\_\_\_\_ (3)
  - Part 3: \_\_\_\_\_
  - Part 4: \_\_\_\_\_

428. \_\_\_\_\_ of the following changes needs to be made in the sentence? The result was the same as the original sentence.
- Change 2: Do not capitalize *Latitude*.
  - Change 3: Capitalize *navigation*.
  - Change 5: Remove the comma after *war*.
  - Change 7: Add a comma after *clock*.

Questions 429 and 430 on the basis of the following passage.

(1)

The ballpoint pen was invented in 1938 by a Hungarian inventor, László Bíró, a journalist who wanted a reliable pen that would work like the fountain pens that were popularly used at that time. He realized that the ink used by his employer's to print newspapers dried too quickly, and he decided that it would be useful if there was a pen that used newspaper ink. He decided to find another way to flow that ink onto paper. (4) His solution was to use a tiny steel ball in the tip of the pen. The ball rotated inside its collar, picking up ink and transferring it smoothly onto paper. (6) This invention is the ballpoint pen, which still bears the name of Bíró in many countries today.

429. \_\_\_\_\_ of the following corrections should be made in the passage?
- Change 1: \_\_\_\_\_
  - Change 2: Remove the apostrophe from *employer's*.
  - Change 3: Change the semicolon to a comma. Part 4: \_\_\_\_\_
  - Change 4: Remove the comma after *collar*.
  - Change 5: \_\_\_\_\_
  - Change 6: Change the comma to a semicolon.

430. \_\_\_\_\_ of the following changes needs to be made in the passage?
- Change 1: \_\_\_\_\_
  - Change 2: Add an apostrophe to *pens*.
  - Change 3: Add a comma after *leak*.
  - Change 4: Capitalize *ballpoint pen*.
- \_\_\_\_\_ changes need to be made.

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**501 Grammar and Writing Questions**

(1) tions 431 and 432 on the basis of the following uer his handi-

(2)

(5)

Theodore Roosevelt were born with asthma and p -  
 Harvard. t this sickly child later won fame as a political -  
 and hero of the common people. (3) caps, Ted led a charge  
 sioner. nd became a lightweight boxer at of

(4) Out west, he hunted buffalo and ran a c after achieving  
 is civil service reformer in the east and also a pc

(6) He became President McKinley’s Assista  
 uring the Spanish-American War. (7) cavalry R  
 an Hill in Cuba. (8) fame, he became Governo  
 ent on to become the Vice-President.

431.

Part 5?

a. 1 of the following sentences represents the best i

b. ck east, he became a civil service reformer and  
 lice commissioner.

c. ivil service reformer and police commissioner  
 o in the east.

d. ivil service reformer and police commissioner  
 job in the east.

s jobs of civil service reformer and police comm  
 jobs in the east.

432.

a. 1 of the following should be used in place of the

b. are n Part 1 of the passage?

c. is l be

d. was

(1)

tions 433–435 on the basis of the following

(2) His

arles Dickens was the most widely read author c  
 nd one of the most prolific writers of modern  
 n popular even today because they present pictu  
 e facing extraordinary difficulties, people who h  
 that are hard and unusual, especially regular pe

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**501 Grammar and Writing Questions**

(4) and me. (3) He is still so popular, in fact, that he has never gone out of print, and all are still widely available in paperback editions.

\_\_\_\_\_ (5) Many of those characters are because of their peculiar characteristics, such as the

(6) (7) able traveler, Samuel Pickwick. (6)

(8)

ous largely because of Dickens' skill at giving such as Uriah Heep and Mr. Micawber.

433.

The novels tend to be long, but most readers are the stories that they are disappointed when the book alone is a testimony to Dickens' skill as a storyteller.

a.

of the following sentences would be most consistent with the author's development if it were inserted into the blank space?

b.

s' novels contain many memorable characters—many of which live from the pages and remain in the minds of readers.

c.

Dickens' novels are available in paperback at your local bookstore.

d.

novels address many themes, including poverty and social criticism.

Most of Dickens' novels include humorous incidents—many of which are designed to make a reader laugh even in the most serious details.

434.

a. Part of the following numbered parts should be revised for unnecessary repetition?

b. Part 1

c. Part 2

d. Part 3

435.

a. Which of the following changes should be made in the passage (Part 8)?

b. Change *skill* to *weakness*.

c. Change *Dickens'* to *Dicken's*.

d. Change *is* to *was*.

Change *These* to *This*.

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**501 Grammar and Writing Questions**

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**SET 40**

Answers begin on page 194.)  
Questions 436–438 on the basis of the following

- (1) As soon as she sat down on the airplane, Rachel asked the travel agent for a brochure titled “Carnival,” telling the travel agent that she wanted an exotic vacation; after sifting through a stack of brochures, she found the most exotic vacation she could afford was the one that the plane hurtled toward Rio de Janeiro, she reached a Carnival that was in the pocket of the seat in front of her. The very definition made her shiver: “from the Latin *carne*, meaning a farewell to the flesh.” (4) She was not sure whether she was a serf or a master. (8) Nonetheless, she would not mind if others were mocking her. (9) She felt relieved when the plane landed, as though her fate were decided.

**436.**

Which of the following changes needs to be made to the passage?

- a. Insert *the* before *Carnival*.
- b. Insert *the* before *serfs*.
- c. Italicize *carnavale*.
- d. Italicize *serfs*.

**437.**

Which of the following numbered parts contains a noun pronoun?

- a. Part 1
- b. Part 2
- c. Part 5
- d. Part 7

**438.**

Which of the following changes needs to be made to the passage?

- a. Insert quotation marks before *originated*.
- b. Move the comma after *her*.
- c. Move the quotation marks around *Carnival*.
- d. Insert quotation marks around *society*.

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**501 Grammar and Writing Questions**

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(1) For questions 439–441 on the basis of the following passage. (2) It is a simile. Although

A metaphor is a poetic device that deals with comparing two dissimilar objects. (3)

The subject becomes the other: *Love is a rose* this doesn't mean the reason for the rich image, a metaphor can communicate a

(5) to a particular image that poets utilize them more than any other language. (4) this is that a poet composes poems based on personal experiences. (6) He is able to nod

439. Explicitly, what the poet imagines love to be may be a misconception of love. (6) Therefore, the poet's job is to describe it and feel it the same way. (7)

the passage and say, "Yes, that's it! (8) I understand precisely what you are saying is coming from."

- a.
- b.
- c. The style of this passage is very formal; the last sentence of the following would be more consistent with
- d.

440. The speaker's point of view is right on. The speaker's feelings do not relate to the poet's experience.

- a. Part 3 shows this feeling.
- b. Part 5 of the poem gets right to the point.
- c. Part 6
- d. Part 7 of the following numbered parts contains a noun and a pronoun?

441. The speaker's feelings do not relate to the poet's experience.

- a.
- b.
- c.
- d. Which of the following adverbs should replace the underlined adverb in the passage?  
 a. subsequently  
 b. formally  
 c. occasionally  
 d. originally



**501 Grammar and Writing Questions**

(1) Questions 442–444 on the basis of the following (2) Like other

light pollution a growing problem worldwide.  
of pollution, light pollution degrades the quality of life. (4) When we

(3) Where once it was possible to look up  
at the night sky

442. The thousands of twinkling stars in the inky black night sky are little more than the yellow glare of urban sky. It is difficult to connect visually with the vastness of the universe when we look up at the night sky, we lose our connection with nature, which is so fundamentally important to the human spirit—my sense of awe and wonder.
- a. Which of the following best describes the author's attitude toward light pollution?  
b. Which of the following best describes the author's attitude toward the night sky?  
c. Which of the following best describes the author's attitude toward the human spirit?  
d. Which of the following best describes the author's attitude toward the universe?

443. The most serious consequence of light pollution is to our artistic appreciation of the night sky. Light pollution degrades the quality of life by interfering with our physical well-being, spiritual selves, cultural advancement, and sense of awe and wonder.
- a. Which of the following best describes the author's attitude toward light pollution?  
b. Which of the following best describes the author's attitude toward the night sky?  
c. Which of the following best describes the author's attitude toward the human spirit?  
d. Which of the following best describes the author's attitude toward the universe?

444. The most serious consequence of light pollution is to our artistic appreciation of the night sky. Light pollution degrades the quality of life by interfering with our physical well-being, spiritual selves, cultural advancement, and sense of awe and wonder.
- a. Which of the following best describes the author's attitude toward light pollution?  
b. Which of the following best describes the author's attitude toward the night sky?  
c. Which of the following best describes the author's attitude toward the human spirit?  
d. Which of the following best describes the author's attitude toward the universe?

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**501 Grammar and Writing Questions**

**SET 41**

swers begin on page 194.)

2) People see

ver questions 445–447 on the basis of the followin

passagly, psycholo-

(1)

sically people think of genius, whether it mani  
symphonies or Einstein’s discovery of relativity Despite the  
not just of the divine, but also of the eccentric.

as a “good” abnormality; moreover, they think o  
tely unpredictable abnormality. (3)

For example,

garded the quirks of genius as too erratic to des  
however, Anna Findley’s groundbreaking stu  
able patterns in the biographies of geniuses. (4)

ity of these patterns, they could still support the c  
re is a kind of supernatural intervention in the live  
l men and women. (5) \_\_\_\_\_ . (6)

r shows that all geniuses experience three intense  
in their lives, one of which always occurs shortl  
this is true whether the genius lives to nineteen o

445.

- of the following sentences, if inserted in the bl  
part 5, would best focus the main idea of the passa  
se patterns are normal in the lives of all geniuses.  
ly, the patterns themselves seem to be determin  
ination rather than mundane habit.  
matter how much scientific evidence the general  
ed with, people still like to think of genius as un  
e people think of genius as a “good” abnormality  
ly care what causes it.
- a.
  - b.
  - c.
  - d.

446.

- of the following changes needs to be made to the
- a. 1: Change *Mozart* to *Mozart’s*.
  - b. 3: Change *too* to *to*.
  - c. 4: Change *there* to *their*.
  - d. 6: Change *geniuses* to *geniuses’*.

447.

- of the following numbered parts contains a nonsta  
noun?
- a. Part
  - b. Part
  - c. Part
  - d. Part

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**501 Grammar and Writing Questions**



(1) tions 448–450 on the basis of the following

Horatio Hornblower, a British naval hero whose career during the great age of sailing ships, is a fictional character created by author C. S. Forester. (2) The Hornblower novels follow his career from its very beginning, when he joins a plucky and seasick midshipman, and follow his rise through the ranks to reach the level of Admiral of the Fleet.

(3) The Hornblower novels are famous for their exciting battle scenes, as wooden sailing ships rammed each other, firing broadsides at one another. (5) The novels are also notable for their attention to discipline and (7) Discipline

(4) But these novels are significant in that they

provide a very accurate picture of what life is like on the decks of warships of war during the eighteenth and nineteenth centuries. (6) Hornblower sailors had a hard life! (6) Sailors lacked what we would consider comfortable living conditions: no running water, no clean drinking water, often for months at a time. Sailors were often flogged for what we today would consider minor offenses. The Hornblower novels also help us to understand that discipline and self-denial were essential to the success of warships in that age. (8) The novels are available in paperback and hardcover.

(9) Forester's Horatio Hornblower novels thus serve two functions: they give modern audiences a glimpse into the life of the era, showing us what life was like for the fighting men, and they manage to provide many hours of enjoyable reading. (10) Combining these two elements together is a remarkable literary feat.

448.

- a.
- b.
- c.
- d.

Which of the following editorial changes should be made to the passage?  
Reverse the order of Parts 2 and 3.

449.

- a.
- b.
- c.
- d.

Which of the following changes needs to be made to the passage?  
Line 4: Add a comma after *But*  
Line 6: Remove the comma after *water*  
Line 2: Change *heros* to *hero's*  
Line 9: Change *Forester's* to *Foresters*

---

**501 Grammar and Writing Questions**

450. of the following sentences has an error in verb tense? (2) The
- a. Part
  - b. Part that the artist
  - c. Part
  - d. Part

For questions 451–452 on the basis of the following passage (5) But

- (1) *Disasters of War* is a famous series of prints by Francisco Goya, which he etched between 1810 and 1820. The 81 individual prints depict the devastating effects of the war on Spain against the people of Spain. (3) Goya caused him to create the series. The prints showed the ravages of the Napoleonic War (4) focusing on the side effects various battles had on the people. This approach to artistic representation of battle was unusual at the time, since most artists sought to capture the heroism of soldiers who were actually fighting the war. Goya was motivated against Napoleon's war-mongering and greed, so he wanted to show what the battles did to ordinary people who were (6) killed or lost their lives. Goya feared that his prints would be very controversial and he might suffer for making them. (7) He kept the works secret not permitting them to be made public until after his death.

451. Which of the following numbered parts should a comma be inserted after? (1)
- a. Part
  - b. Part
  - c. Part
  - d. Part

452. Which of the following sentences is a run-on? (1)
- a. Part
  - b. Part
  - c. Part
  - d. Part

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**501 Grammar and Writing Questions**

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(1) tions 453–455 on the basis of the following

ferent goals  
will

precede whether or not you can accomplish a specific g  
ic deadline depends first on how much time you  
me. (2) What should you do when the demands  
ou have available. (3) The best approach is to cor  
divide the project into smaller pieces. (4)  
o be divided in different ways, but one seemingly  
ften be accomplished by working on several  
able goals.

453.

- a.
- b.
- c. 1 of the following sentences has an error in the v
- d. t 1  
t 2  
t 3  
t 4

454.

- a.
- b. 1 of the following words should replace the under
- c. of the passage?
- d. exceed  
precede  
precede

455.

- mark? exceed
- a.
  - b. 1 of the following sentences in the passage needs
  - c.
  - d. t 1  
t 2  
t 3  
t 4

**SET 42**

(1) nswers begin on page 195.)  
tions 456 and 457 on the basis of the following

ie Competitive Civil Service system is designed  
fair and equal treatment and ensure that federal  
based on objective criteria. (2) Hiring has to be ba  
late’s knowledge, skills, and abilities (which you’

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**501 Grammar and Writing Questions**

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456. (1) Which of the following is NOT an external factor that can be abbreviated as KSA), and not on external factor
- a. Part, sex, and so on. (3) Whereas employers in the
  - b. Parte employees for subjective reasons, federal empl
  - c. Partjustify his decision with objective evidence that th
  - d. d.

457. (1) Which of the following sentences lacks parallelism?
- a. Part
  - b. Part (3)
  - c. Parts 2 and 3
  - d.

- (1) Which of the following sentences has an error in pronoun usage? (4) In
- a. The students who were coming to the game were excited.
  - b. The students who were coming to the game were excited, and they were all cheering.
  - c. The students who were coming to the game were excited, and they were all cheering, and they were all cheering.
  - d. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.

- (1) Which of the following sentences has an error in pronoun usage? (4) In
- a. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.
  - b. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.
  - c. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.
  - d. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.

458. (1) Which of the following sentences has an error in pronoun usage? (4) In
- a. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.
  - b. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.
  - c. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.
  - d. The students who were coming to the game were excited, and they were all cheering, and they were all cheering, and they were all cheering.

- (1) Which of the following changes needs to be made to the sentence below? (4) In
- 1: Change the semicolon to a comma. Part 4: Remove the word *and*.
  - 2: Change the comma to a semicolon.
  - 3: Change the semicolon to a colon.
  - 4: Change the comma to a semicolon.
  - 5: Change the comma to a semicolon.
  - 6: Change the semicolon to a colon.

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**501 Grammar and Writing Questions**

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459. One of the following changes needs to be made to the sentence below, though, to correct the error. (3)
- Replace *their* with *there*.
  - Remove the comma after *over*.
  - Change *him* to *he*.
  - Replace *Christmas* with *Christmas*'.

Directions 460–462 on the basis of the following

(1)

For years, Mt. Desert Island, particularly its major town, Bar Harbor, afforded summer homes for the wealthy. (2) Bar Harbor has become a burgeoning arts community and the best part of the island is the unspoiled forest that they may choose to designate as a National Park. (4) Since the island sits on the border between the temperate and sub-Arctic zones the island's flora and fauna of both zones as well as beach, inland, and marine plants. (5) Lies in a major bird migration lane and is a haven for birds. (6) The establishment of Acadia National Park ensures that this natural monument will be preserved and available to all people, not just the wealthy. (7) Visitors receive nature instruction from the park naturalists, and can enjoy camping, hiking, cycling, and boating. (8) to provide a geological museum learning about the Stone Age in the area. *Finally*

460. One of the following sentences is a sentence fragment. (3)
- It was a beautiful day.
  - They went to the store.
  - She was very happy.
  - He was very tired.
  - They were very busy.

461. One of the following adverbs should replace the word *though* in Part 2? (3)
- Identically
  - Simultaneously
  - Concurrently
  - Simultaneously
  - Identically

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**501 Grammar and Writing Questions**

462. of the following changes needs to be made to Part 1? -
- Part 1 should have a comma after the word *zones*.
  - Part 1 should delete the word *Since* at the beginning of the sentence. -
  - Part 1 should delete the comma after the word *inland*.
  - Part 1 should add a question mark at the end of the sentence.

Questions 463 and 464 on the basis of the following

(1) (3)

Part 1: A smoke detector should be placed on each floor level outside each sleeping area. (2) A good site for a detector is a hallway that runs between living spaces and bedrooms.

Part 2: Because of the “dead” air space that might be created by hot air bouncing around above a fire, smoke detectors should be installed either at the ceiling at least four inches from the ceiling or high on a wall at least four, but no further than twelve, inches from the ceiling. (4) Detectors should not be mounted near doors, or other places where drafts might divert smoke from the unit. (5) Also, it should not be placed in a kitchen.

463.

- Part 1, where cooking and gas fumes are likely to set off a fire.
- Part 2.
- Part 3 of the following numbered parts contains a nonstandard word?
- Part 4 of the following numbered parts contains a nonstandard word?

464.

- Part 1.
- Part 2.
- Part 3 of the following numbered parts should a pronoun be changed with a different pronoun?
- Part 4.

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**501 Grammar and Writing Questions**

(1) tions 465–467 on the basis of the following

(2)

Heat exhaustion, generally characterized by clammy skin, dizziness, profuse perspiration, and sometimes fainting from an inadequate intake of water and the loss of salt. Aid treatment for this condition includes having the victim raise the feet 8 to 12 inches, applying cool, wet cloths, and giving the victim sips of salt water (1 teaspoon of salt per quart) every 15 minutes) over the period of an hour.

Heatstroke is much more serious; it is a life-threatening condition. Heatstroke often occurs in hot weather. The characteristics of heatstroke include a high body temperature (which may reach 106°F or more), a dry skin; and a blocked sweating mechanism. Heatstroke victims should be placed in a cool environment, such as a shaded area or air conditioning. Care should be given to keep the victim cool. First aid measures should be placed on cooling the body quickly. Heatstroke is most common among poor people and the elderly.

Heatstroke can be treated by placing the victim in a cool environment or repeatedly sponged with cool water until the body temperature is lowered sufficiently. Heatstroke victims will not survive the cooling process.

465. Heatstroke is a life-threatening condition. Heatstroke often occurs in hot weather. The characteristics of heatstroke include a high body temperature (which may reach 106°F or more), a dry skin; and a blocked sweating mechanism. Heatstroke victims should be placed in a cool environment, such as a shaded area or air conditioning. Care should be given to keep the victim cool. First aid measures should be placed on cooling the body quickly. Heatstroke is most common among poor people and the elderly.

3

- a. One of the following sentences, if inserted into the blank space between the first and second paragraphs, would best aid the transition of thought between the two paragraphs?
- b. Heatstroke is a relatively unusual condition that occurs only in hot weather.
- c. The typical victims of heatstroke are the poor and the elderly, who often do not afford air conditioning even on the hottest day.
- d. Heatstroke is never fatal, although it can cause damage to internal organs if it strikes an elderly victim. Heatstroke can be treated by placing the victim in a cool environment, such as a shaded area or air conditioning units, electric fans, and cool baths. The number of people who suffer heatstroke each year is increasing.

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**501 Grammar and Writing Questions**

466. of the following numbered parts draws attention to the main idea of the second paragraph of the passage?
- a. Part 1
  - b. Part 2
  - c. Part 3
  - d. Part 4
- (6)

467. Which of the following numbered parts contains a nonstandard sentence?
- a. Part 1
  - b. Part 2
  - c. Part 3
  - d. Part 4

Answers begin on page 197.)

**SET 43** Questions 468 and 469 on the basis of the following

- (1) Before testing for carbon monoxide (CO) contamination, read the manual carefully. (2) Appliances should be operating for at least 15 minutes before testing, a check must be made near all gas appliances. (3) If vents are working properly, no CO emission should be detected from the structure. (4) If the meters register unsafe levels—above 10 ppm—all occupants should be evacuated and the cause of the contamination investigated. (5) Occupants should be interviewed in the location of the CO detector (if any), the length of time the alarm was sounded, what the occupants been doing at the time, and what electrical appliances were functioning. Occupants should not re-enter the premises until the environment is safe.

468. Which of the following numbered parts contains a nonstandard sentence?
- a. Part 1
  - b. Part 2
  - c. Part 3
  - d. Part 4

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**501 Grammar and Writing Questions**



- 469.** Which of the following numbered parts contains a noun that makes the sentence complete?  
 a. 1  
 b. 2  
 c. 3  
 d. 4

Directions 470 and 471 on the basis of the following passage.

(1)

Glaciers consist of fallen snow that compresses over time into large, thickened ice masses. (2) Most of the world's glaciers are found in Antarctica and Greenland, but some are also found on other continents, even Africa. (3) Presently, 10% of the Earth's land is covered with glaciers. (4) Glacial ice often appears blue because it absorbs all other colors but reflects blue. (5) Almost all glacial ice is below water; only about 10% shows above the surface. (6) What is their ability to move? (7) Due to their sheer mass, glaciers move very slowly, like rivers. (8) Some glaciers are as small as a few kilometers long, while others grow to be over a hundred kilometers long.

- 470.** Which of the following sentences is a run-on sentence?  
 a. 1  
 b. 2  
 c. 3  
 d. 4

- 471.** Which of the following sentences contains an error in punctuation?  
 a. 1  
 b. 2  
 c. 3  
 d. 4

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**501 Grammar and Writing Questions**

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- (1) Question 472 on the basis of the following short passage. (2) Walking

472. Robert was enjoying the cool, bright fall afternoon. On the street, red and yellow leaves crunched satisfyingly under his new school shoes.

- a. The following is the best revision of the diction in the passage. Robert was enjoying the cool bright fall afternoon on the street, red and yellow leaves crunched satisfyingly under his new school shoes.
- b. Robert was enjoying the cool, bright fall afternoon walking down the street, red and yellow leaves crunched under his new school shoes.
- c. Robert was enjoying the cool, bright fall afternoon on the street, he crunched red and yellow leaves under his new school shoes.
- d. Robert was enjoying the cool, bright fall afternoon on the street, red and yellow leaves were crunched under his new school shoes.

- (1) Answer questions 473–475 on the basis of the following passage.

The building in which Howard Davis was to teach the evening course, Interpretation of Poetry, was in the General Sciences Building. (2) Markham Hall, which housed the Department offices and classrooms, was to be renovated for renovation. (4) The shadows of the trees, *Birds of*

Howard's classroom was in the basement. The hallway that led back to it was lined with glass cases whose titles read *Small Mammals of North America*, *Central United States*, and *Reptiles of the Desert Southwest*. (5) The laws gripped the classroom itself was specimens perched on little stands; their the specimens were displayed. (6) A typewritten card, yellow with age, bearing the names and species. (7)

It was furnished with a stainless steel sink, and behind the lectern a food cabinet through whose glass doors one could see a jar holding what appeared to be an animal embryo in a liquid. (8) The classroom wreaked of formaldehyde



- 473 . Which of the following sentences, if inserted between Parts 6 and 7, would best fit the author’s pattern of development in the second paragraph of the passage?
- a. Howard would be teaching Byron, Shelley, and Keats this term.
  - b. In the display case opposite Howard’s classroom, a pocket gopher reared up on its hind legs, staring glassy-eyed into the open doorway.
  - c. Although Markham was at least twenty-five years younger than Renwick, the administration had chosen to renovate it rather than the aging, crumbling science building.
  - d. Genus and species are taxonomic categories.
- 474 . Which of the following numbered parts contains a nonstandard sentence?
- a. Part 1
  - b. Part 2
  - c. Part 6
  - d. Part 7
- 475 . Which of the underlined words in the paragraph needs to be replaced with its homonym?
- a. led
  - b. their
  - c. read
  - d. wreaked

### SUBJECT AND VERB AGREEMENT

**A verb must match its subject. If the subject is plural, the verb must be plural, and vice versa.**

*The dogs were barking.*

*The girl was late.*



# 6

## Essay Questions

**The sets in** this final section provide 26 essay-writing topics. These topics are representative of the kinds of writing prompts that you might find on an essay-writing test. As you plan and write practice essays, first choose the topics that are of interest to you or the topics that you know something about. When you begin to feel comfortable writing a 30-minute essay on a familiar subject, try writing about the topics that are less familiar—just to stretch your writing comfort zone.

You will find a scoring guide starting on page 198 of this book, in the Answers section. This guide shows a 6-point scale, with 6 being an excellent essay and 1 being a poor essay. Guides like these are often used by teachers and evaluators of standardized writing tests to score essays. You can use this guide to evaluate your own essays, or you can give the guide and your essay to a friend or teacher for comments. Often, a third party is much better at objectively evaluating your writing than you are.

Also in the Answers section, you will find sample essays for the first six topics in this section (Sets 44–46). These essays will show you how the scoring guide is used to evaluate particular essays.

Generally, you should try for a score of 4 or above on your essays. If your essay falls below a score of 4, revise your work to see if you can raise it to a 5- or a 6-level essay, and show the new version to your evaluator.

**501 Grammar and Writing Questions**



**SET 44**     oring guide on pages 198–199, sample essays star  
.)  
the essay-writing topics that follow. Choose one t  
plan and write an essay that addresses all poin  
you have  
chosen.

**476.**     public school students be required to wear uni  
argue that, among other things, uniforms improv  
ild a strong sense of community and identity. C  
opponents believe that uniforms limit students’ f  
sion and their development as individuals.  
e an essay in which you take a position on whe  
school students should be required to wear uniform  
to support your position with logical arguments a  
es.

**477.**     ly, American students are said to have fallen be  
s, and some educators believe it is because Americ  
ducting science classes ineffectively.  
e an essay in which you suggest ways that science  
ducted so as to more effectively challenge high  
students.

**SET 45**     oring guide on pages 198–199, sample essays star  
.)  
it your essays are well organized and that you sup  
with concrete examples. Allow about 30 minutes fc

**478.**     imits are part of our everyday lives. Whenever you  
r as a driver or passenger, your life is affected by  
ents of rigid speed limits claim that lower speed  
while opponents point out that speed lim  
ssary—and even dangerous.  
e an essay in which you express your opinion  
Include specific details from your own experien  
to support your opinion.



**501 Grammar and Writing Questions**

**479.** Faynard has said that “Problems are opportunities  
ite an essay describing a time in your life when a pr  
portunity. How did you transform the situation? Ex  
turn the problem into an opportunity, and explain h  
t from your experience. -

**SET 46** coring guide on pages 198–199, sample essays sta  
9.) -  
rite an essay under testing conditions, you should  
t one-fourth to one-third of the time you are allot  
n notes about what you want to say about the topic  
o organize your ideas.

**480.** In his p *The Admirable Crichton*, J. M. Barrie wrote  
ng. All goes if courage goes.” -  
ite an essay about a time in your life when you had  
something or to face something difficult, or when  
ort. What did you learn from the experience?

**481.** people say that writing can’t be taught. Educat  
t every day, while the teachers in the trenches kee  
ite an essay in which you take a position on this  
iscuss any kind of writing, from basic compositi  
e to back up your opinion with concrete examples  
i. -

**SET 47** :oring guide on pages 198–199.)  
ortant step in writing an essay is to read the topic  
understand the question. If you have a choice of  
understand fully. - can be bad

**482.** hy Fosdick once said, “Fear is a basic emotion, par  
nent, and like all normal emotions has a positive  
m. Comforting formulas for getting rid of anxiet  
ong thing. Books about *peace of mind*  
ine. To be afraid when one should be afraid is goc  
ite an essay in which you express your agreem  
nent with Fosdick’s assertion. Support your opi  
ic examples.



**501 Grammar and Writing Questions**

483.

past several years, many state governments have begun by actually sponsoring lotteries to increase state revenue and to help pay taxes down. Proponents of gambling praise the revenue that gambling generates. Opponents counter that the revenue that those who can least afford it, and increased advertising leads to an increase in the number of gambling treatment.

Write an essay in which you take a position on the issue of state-sponsored gambling. Be sure to support your view with specific arguments and specific examples.

**SET 48**

(Use the writing guide on pages 198–199.)  
You have 15 minutes to plan and write your essay. This is done under timed conditions, as you have to do in a test.

484.

The Western view of human rights promotes individualism. The Eastern view argues that the good of the whole community is more important than the rights of individuals. Write an essay in which you take a position on this issue. One view would be that individuals always have the right to their opinions. The Eastern view would hold that individual freedom must sometimes be fettered in order to promote the good of society. Be sure to support your discussion with specific evidence and logical arguments.

485.

As Tuchman once noted, “Every successful revolution takes the robe of the tyrant it has deposed.” Write an essay in which you either agree or disagree with this statement. Support your opinion with specific examples.

**SET 49**

(Use the writing guide on pages 198–199.)  
To prepare your essay, use an outline, a brainstorming list, or any other method that works for you to jot down your ideas before writing logically.

486.

Gossip is fun, but if it is malicious, it can be hurtful. Have you ever been the victim of gossip? Have you ever spread gossip that you later found was untrue? How do you think someone who has been the victim of malicious gossip should react or respond? How do you think you should react if you give to such a victim?

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**501 Grammar and Writing Questions**

487. In 1977, scientists in Scotland successfully cloned a sheep. This event added to the debate over human cloning. Proponents of human cloning are concerned about issues such as the potential for medical advances. Opponents of a ban point out that cloning could lead to significant medical advances.

Write an essay in which you take a position on the issue of human cloning. Be sure to support your view with logical reasoning and specific examples.

In certain situations,

**SET 50** (Writing guide on pages 198–199.)

Write an introductory paragraph of your essay, or a topic sentence that states the main idea of your essay.

488. Law enforcement agencies use a tool called *profiling*. Profiling is the practice of outlining the looks and behavior of a person who is more likely than others to be involved in a particular crime. For example, if a person buys a large amount of cash, travels with no luggage, and returns the same day, he or she fits the profile for a drug courier. Opponents of profiling argue that it has the potential to unfairly target citizens based on their appearance. Proponents argue that law enforcement agencies use such shortcuts in order to effectively fight crime. Write an essay in which you take a position on the issue of profiling. Use logical reasoning, and be sure to support your position with specific examples.

489. Is it ever okay to lie? Some people say that “little white lies” are necessary to spare someone else’s feelings. Other people say it is never right to lie, and that telling a few little white lies is just a way to cover up more and bigger lies. Write an essay in which you take a position on the issue of lying. Which position do you hold? Is it possible to never lie? Or is it possible to tell just the right amount of lies? Use examples to support your position.



**501 Grammar and Writing Questions**



**SET 51**

bring guide on pages 198–199.)  
specific number of paragraphs that you have  
would be difficult to write a good essay on any  
aragraphs. Most good essays will have fo

**490.**

ited States owes the United Nations several m  
-dues and other fees. Opponents of paying this  
ficient bureaucracy at the United Nations and  
United Nations to support positions that are not  
best interests. Proponents of paying this det  
g tendency toward internationalism and the  
States depends on the United Nations for supp  
utlining why the United States should pay its U  
why it should not. Support your position with  
arguments.

**491.**

venile crime increases, so do the calls for stricter  
venile offenders. One suggestion is to lower the  
ile may be tried as an adult. Supporters of this  
ung people are committing crimes at younger  
nd the crimes they are committing are becomi  
einous. Opponents of this view point to the su  
basketball. me prevention programs, such as teen centers a

e an essay in which you either defend or c  
tion that juvenile offenders should be charged  
r ages. Include examples and logical reasoning  
osition.

**SET 52**

bring guide on pages 198–199.)  
this set and the next few contain more personal  
o reflect on a specific event in your life or on yo

**492.**

Bottome has said, “There are two ways of mee  
ou alter the difficulties or you alter yourself to r  
e about a time in which you attempted to alter  
n, or decided to alter yourself. Were you succe  
ased with the choice you made? Whichever yc  
ould it have been easier to alter the other? Wo  
been bet



**501 Grammar and Writing Questions**

**493.** Lewitzky once said, “To move freely you must be rooted.”

Write an essay in which you first state what you intend to mean (there is no right or wrong interpretation) agree or disagree with your own interpretation) agree or disagree with your opinion with specific examples and logical reasoning.

**SET 53**

(Scoring guide on pages 198–199.)

Each paragraph of your essay should have a topic sentence that states the main idea of that paragraph. Make sure the topic sentence is connected to your thesis statement in order to

**494.**

Describe a situation that people have faced a situation—perhaps in a classroom, at work, or just with a group of friends—in which they went against the popular opinion.

**495.**

Write about a time when you were in this circumstance. Did you speak up? Did you keep quiet? Why do you think you did that choice you did?

**SET 54**

Do you consider yourself adventurous, a risk-taker? Write about a time in which you contemplated an action that others considered dangerous. Did you do it? Why did you do it, why not? Do you have regrets? The danger involved has been physical, although it could have been.

(Scoring guide on pages 198–199.)  
Support your main point with evidence. It is important to explain yourself fully. How will the reader understand you're describing if you don't “show all”? In both writing, it's important to include lots of details to support your

**496.**

As Stair said, “If I had my life to live over again, I would make more mistakes next time.” Write an essay in which you agree or disagree with Stair's statement using your own life as a touchstone. Why do you agree or disagree? How might your life have been different if you had made more mistakes?



**501 Grammar and Writing Questions**

497. In the 1960s and 1970s, women were demanding the right to attend exclusively all-male educational institutions. Having worked in all-male schools, many women are now reconsidering. Citing studies that show that girls perform better in all-girl schools than in coed schools, you are calling for the establishment of single-sex schools for girls. Write an essay in which you take a position on the issue of single-sex schools. Be sure to include specific examples and solid evidence to support your opinion.

**SET 55** (Writing guide on pages 198–199.)  
One of the best ways to organize a personal essay is chronologically. However, you should still make sure you have a thesis statement, address the question, and that your whole essay is related to the topic.

498. The philosopher Curchod Necker said, “Worship your heroes and they will wither them.” Write an essay in which you agree or disagree with Necker. Write about a time when you made a hero. Were you disappointed with the experience or not? How did you feel about the hero once you thought of you as a hero. Did they feel they got close to you? Did closeness make the relationship stronger or weaker?

499. Write an essay in which you describe a time when you and a friend were in a situation, perhaps at work or at school, when we felt that we were being treated unfairly. Write about a time when you were treated unfairly. What did you do or say about the treatment? If you were in the same situation again, would you do something differently?

**SET 56** (Writing guide on pages 198–199.)  
Write an essay in which you describe a time when you were writing a personal essay or a persuasive one, and you used a topic you are given.

500. The cliché says, “You can’t fight city hall.” Write an essay in which you agree or disagree with this cliché. What advice would you give to someone who wanted to convince a city council that a stoplight should be placed at a particular corner? Perhaps you can write about a time when you tried to change or enact a law, or perhaps a rule at work. Were you successful? Why or why not?



**501 Grammar and Writing Questions**

**501.**        ices in genetic testing now allow scientists to id        -  
: genetic backgrounds put them at greater risk f        -  
A genetic predisposition to a certain disease, how        -  
ntee that a patient will contract that disease. Er        -  
s, such as diet, exercise, and smoking also play a r        -  
nies want to have access to genetic information ir        -  
heir costs down. Opponents feel that insurance co        -  
e such information by unfairly denying people cov        -  
ite an essay in which you take a position on pro        -  
; information to insurance companies. Be sure to        -  
ent with specific examples and logical reasoning.







## Section 1: Mechanics

### SET 1 (Page 4)

1. a. The first word of a sentence is always capitalized.
2. b. Nationalities and languages require capitals.
3. a. *Jr.* is a kind of title and therefore takes a capital.
4. b. The first letter of a direct quotation takes a capital.
5. e. Capitalization is correct.
6. a. All words in the proper name of a place require capitals.

# Answers

7. b. Proper names require capitals.
8. c. Movie titles are capitalized.

### SET 2 (Page 6)

9. d. There should be quotation marks before the word *Coach* to set off the dialogue.
10. d. Commas set off nonrestrictive appositives, phrases that say the same thing as the previous phrase, in different words. (A comma should be placed after *Patricia*.)
11. a. A colon can go before a list. (Place a colon after the word *flowers*.)
12. c. Quotations that are questions need a question mark inside the quotation marks.





**501 Grammar and Writing Questions**

33. **c.** *th Dakota* is a proper noun, and both words should be capitalized. *his* is a declarative sentence; the question mark should be replaced with a period.
34. **a.** The sentence is a question, so it should end with a question mark.
35. **b.** The word *state* is not being used as a proper noun, so it should not be capitalized.
36. **a.** *Let's* is being used as a contraction for *let us*, so it needs an apostrophe—*Let's*. The words *seeing Betty* form a dependent clause and need a comma before and after: *Bill, seeing Betty, walked to the store.*
37. **b.** The commas are missing from this series of adjectives: *Don't run!* and *smallpox* should not be capitalized. Diseases are not capitalized unless a proper noun is part of the name. *Polio* should be capitalized.
38. **a.** To set off the dialogue, there should be quotation marks: *"Don't run!"* and *smallpox* should not be capitalized.
39. **c.** *Polio* should be capitalized unless a proper noun is part of the name. *Polio* should be capitalized.
40. **b.** *Polio* should be capitalized unless a proper noun is part of the name. *Polio* should be capitalized.
41. **c.** To set off the dialogue, there should be quotation marks: *"Don't run!"* and *smallpox* should not be capitalized.
42. **a.** *Polio* should be capitalized unless a proper noun is part of the name. *Polio* should be capitalized.
43. **c.** A semicolon is not used between a dependent and an independent clause. Use a comma.
44. **c.** *Why*, which begins the quotation, should be capitalized. *World War* is a proper noun and should be capitalized.
45. **b.** *like many other viruses* should be set off by commas because it is a nonessential element in the sentence.
46. **b.** *Industrial Revolution* should be capitalized. The comma before *Industrial Revolution* should be deleted. Commas are not used in a series when the series is already linked by *and*.
47. **c.** The sentence should be deleted. Commas are not used in a series when the series is already linked by *and*.
48. **b.** The names of centuries are not capitalized.
49. **a.** The sentence asks a question and should end with a question mark.
50. **a.** The sentence asks a question and should end with a question mark.
51. **a.** The second half of the sentence is a dependent clause and cannot stand on its own as a complete sentence—so it should be linked by a comma.
52. **a.** The sentence asks a question and should end with a question mark.
53. **c.** The sentence asks a question and should end with a question mark.

**SET 5** (Page

**54. c.**

**501 Grammar and Writing Questions**

55. e. 56. A noted question ends with a question mark. Choice **c** would be a. The sentence contains two independent clauses, which are separated by a semicolon. Note that it could be split into two separate sentences.
57. b. The sentence also contains two independent clauses. It could be split into two separate sentences, or a semicolon might be used. Choice **b** is the best choice because the second half explains or defines the first half, so *but* should be used.
58. c. 59. d. Sentences require capital letters. Choice **c** can be ruled out because it is not a word of salutations, titles, and proper names and does not require a comma. Choice **d** is the best choice because a colon follows the salutation in a business letter.
60. d. Choice **d** is the best choice because a colon follows the salutation in a business letter.
61. a. A comma goes before *and* when *and* links two main clauses.

## Part 2: Sentence Structure

### SET 6 (Page 20)

62. d. Choice **d** is the best choice because a semicolon after *reunion* indicates that the sentence contains two independent clauses. Choices **a** through **c** are incorrect because they use a comma, not a semicolon.
63. a. Choice **a** is the best choice because *before* best completes the sentence's meaning; it indicates a cause and effect relationship between how Lila is feeling (the cause) and her decision to stay home from work (the effect).
64. b. Choice **b** is the best choice because the sentence establishes a contrast between Dave's past and the present one. The best choice, therefore, is *but*.
65. c. Choice **c** is the best choice because the sentence requires a condition— Ruby likes blueberry pie only if the condition is met: freshly picked blueberries. Choice **b** is incorrect because blueberry pie is not always made with freshly picked blueberries. Choices **a** and **d** result in unclear sentences. *However* indicates a contrast, not a condition; it does not compare musical tastes. In this case, the sentence contrasts Mitchell's preference to Greg's.
66. a. Choice **a** is the best choice because the sentence shows a cause and effect relationship. We know that because *since* (or *because*) we have the heat, the dog barks. Choice **c** is incorrect because the two clauses make a reference to time— more specifically, the first clause refers to a different time. Choice **b** is the only logical response because the golden retriever is never outside without a leash because the neighbor is afraid of dogs; one is the effect of the other.
67. d. Choice **d** is the best choice because the sentence shows a cause and effect relationship. We know that because *since* (or *because*) we have the heat, the dog barks. Choice **c** is incorrect because the two clauses make a reference to time— more specifically, the first clause refers to a different time. Choice **b** is the only logical response because the golden retriever is never outside without a leash because the neighbor is afraid of dogs; one is the effect of the other.
68. b. Choice **b** is the best choice because the sentence shows a cause and effect relationship. We know that because *since* (or *because*) we have the heat, the dog barks. Choice **c** is incorrect because the two clauses make a reference to time— more specifically, the first clause refers to a different time. Choice **a** is the only logical response because the golden retriever is never outside without a leash because the neighbor is afraid of dogs; one is the effect of the other.
69. d. Choice **d** is the best choice because the sentence shows a cause and effect relationship. We know that because *since* (or *because*) we have the heat, the dog barks. Choice **c** is incorrect because the two clauses make a reference to time— more specifically, the first clause refers to a different time. Choice **b** is the only logical response because the golden retriever is never outside without a leash because the neighbor is afraid of dogs; one is the effect of the other.

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**501 Grammar and Writing Questions**



70. a. T *Consequently* means *following as an effect or as a result*. This is the *ultimate* best choice.
71. d. This sentence speculates that quilts were made *from* fabrics *from* somewhere. Only *from* completes this idiom. *From* is the only choice that results in a complete sentence.
72. d. Choice **a** is illogical; choices **b** and **c** fragment in sentence. Choice **d** is a conditional tense, *would have heard*, logically consistent with the second clause of the sentence. Choice **e** means that the Beatles songs specifically named were pulled out of context. Only *Among* suggests the existence of many cases of such case songs.

**SET 7** (Page 23)

74. c. *Even though* is the most logical subordinating phrase to contrast. The other choices are not only illogical but also ungrammatical.
75. b. With this choice, the subordinate clause makes sense. Choice **a** is the most wordy of the choices. In choices **a** and **c**, the subordinate clause is illogical. Choice **c** contains a misplaced modifier (*that* is not **d**, the subject). Choice **d**, the subordinate clause, is illogical. Choice **e** is ungrammatical.
76. a. T *Despite* is the logical subordinator. Choice **b** is ungrammatical. Choice **c** is ungrammatical. Choice **d**, the subordinate clause, is illogical. Choice **e** is ungrammatical.
77. c. Choice **d** is both illogical and ungrammatical. Choice **b** and **c** are ungrammatical. Choice **a** is ungrammatical. Choice **e** is ungrammatical. Choice **f** is ungrammatical. Choice **g** is ungrammatical. Choice **h** is ungrammatical. Choice **i** is ungrammatical. Choice **j** is ungrammatical. Choice **k** is ungrammatical. Choice **l** is ungrammatical. Choice **m** is ungrammatical. Choice **n** is ungrammatical. Choice **o** is ungrammatical. Choice **p** is ungrammatical. Choice **q** is ungrammatical. Choice **r** is ungrammatical. Choice **s** is ungrammatical. Choice **t** is ungrammatical. Choice **u** is ungrammatical. Choice **v** is ungrammatical. Choice **w** is ungrammatical. Choice **x** is ungrammatical. Choice **y** is ungrammatical. Choice **z** is ungrammatical.
78. b. Choice **a** is ungrammatical. Choice **b** is ungrammatical. Choice **c** is ungrammatical. Choice **d** is ungrammatical. Choice **e** is ungrammatical. Choice **f** is ungrammatical. Choice **g** is ungrammatical. Choice **h** is ungrammatical. Choice **i** is ungrammatical. Choice **j** is ungrammatical. Choice **k** is ungrammatical. Choice **l** is ungrammatical. Choice **m** is ungrammatical. Choice **n** is ungrammatical. Choice **o** is ungrammatical. Choice **p** is ungrammatical. Choice **q** is ungrammatical. Choice **r** is ungrammatical. Choice **s** is ungrammatical. Choice **t** is ungrammatical. Choice **u** is ungrammatical. Choice **v** is ungrammatical. Choice **w** is ungrammatical. Choice **x** is ungrammatical. Choice **y** is ungrammatical. Choice **z** is ungrammatical.
79. b. There is no cause and effect relationship in this sentence. Choice **a** is ungrammatical. Choice **c** is ungrammatical. Choice **d** is ungrammatical. Choice **e** is ungrammatical. Choice **f** is ungrammatical. Choice **g** is ungrammatical. Choice **h** is ungrammatical. Choice **i** is ungrammatical. Choice **j** is ungrammatical. Choice **k** is ungrammatical. Choice **l** is ungrammatical. Choice **m** is ungrammatical. Choice **n** is ungrammatical. Choice **o** is ungrammatical. Choice **p** is ungrammatical. Choice **q** is ungrammatical. Choice **r** is ungrammatical. Choice **s** is ungrammatical. Choice **t** is ungrammatical. Choice **u** is ungrammatical. Choice **v** is ungrammatical. Choice **w** is ungrammatical. Choice **x** is ungrammatical. Choice **y** is ungrammatical. Choice **z** is ungrammatical.
80. c. The two sentences suggest an unexpected contrast: I understand, even though he spoke at length. The best choice to express this would be *yet* or *but*.
81. b. The subordinator *so* (choice **b**) establishes the correct relationship between main and subordinate clause. The other subordinators do not point to cause.

Grammatically

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95. d. make sense.
96. d. The subordinator *but* contrasts the main clause and the subordinate clause, but it begins the subordinate clause in a logical way. Choices **a**, **b**, and **c** are not subordinators. Choice **c** is the conjunction *although* joins the two sentences by contrast. Choice **a** is the conjunction *and* joins the two clauses with the other. Note that **c** is very similar to **d** the subordinator *but* because it begins the subordinate clause.

**SET 9** (Page 100)

97. d. (30) The word *yet* suggests that a condition—contrary to expectations. One would expect the speaker to own blue shirts—is his favorite color.
98. b. Most of the choices suggest cause and effect; Polly is smart because she is bright. Only choice **b** provides the necessary contrast: Polly is bright, *but* she is also conceited.
99. c. The word *so* suggests a logical relationship. It is narrow that tomorrow will be Saturday if yesterday was Thursday. Choice **d** makes the same logical connection, but it uses the conjunction *since*. Remember that conjunctions are used to join parts of a sentence, and therefore should not be used at the beginning of a sentence where there are not two parts to be joined.
100. c. The conjunctive adverb *therefore* establishes the causal relationship between the number of babies in the neighborhood and the neighborhood's nickname.
101. a. T The transitional word *however* correctly establishes the contrast between the large number of stores in the shopping mall and the presence of a pet shop.
102. a. T The transitional word *furthermore* correctly indicates the addition of one negative trait to another. Choice **b** is incorrect because *and* indicates that both traits are present.
103. a. T For anyone who is unreliable has a difficult time getting candy or ice cream. The conjunction *but* means *on the contrary*. Choice **b** is incorrect because two negatives in the first main clause will be followed by the opposite or opposites in the second: *For anyone who is not unreliable does not have a difficult time getting candy or ice cream.*
104. c. *am . . . (but) do drink soda.* The conjunction *but* indicates that the first main clause is followed by something that indicates an opposite or contrast: *am . . . (but) do drink soda.*
105. d. *initely unpleasant . . . (but) is not as unpleasant as she thought.* The conjunction *so* correctly indicates the causality: *She is not as unpleasant as she thought because she always has a big party because she loves her birthday.* Choice **a** indicates causality but is ungrammatical.

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106. b. is not

107. d. conjunction *yet* prepares the reader for a contrast: Choice **a** is makes  
*ally . . . (yet) it can*. Choice **c** is unclear.

108. b. conjunction *and* in this sentence indicates *also* wi<sup>no</sup>  
ause it is a sentence fragment. Choice **b** sense; chc  
ares the reader for a contrast but fails to deliver: *much*

108. b. *rolepsy is* occurs in both main clauses.  
conjunction *yet* prepares the reader for a contrast:  
*throughout the ages . . . (yet) scientific study . . . is . . .*  
ices **a** and **c** are incomplete sentences.

**SET 10**

109. a. C ge 33) orrect as is. This sentence requires the s<sup>-</sup>  
arallel **a** is the

110. c. ) between the verbs *welcome* and *have*, and choice **c**.  
sentence that does this (*welcoming* and *having*).

111. b.112. a. the choices begin with dependent clauses except c  
word *however* functions as a conjunctive adverb i<sup>-</sup>  
ence. Conjunctive adverbs should be preceded by  
and followed by a comma.  
C

113. e. rrect as is. This is the only choice that does not hav<sup>-</sup>  
ordination. The first part of the sentence is an inde  
se; the second part is a dependent clause. Choice l  
endent clause is correctly introduced by the relativ<sup>-</sup>

113. e. *ch*.  
; is the only choice that does not contain repetition<sup>-</sup>, *famous*,  
and diness. In choices **a**, **c**, and **d**, *well known*, *promin*<sup>ter obvi-</sup>  
*own* mean the same thing; in choice **b**

114. c. y lived and painted.  
; sentence consists of two independent clauses, eac<sup>-</sup>  
ld stand on its own as a complete sentence. The tw

115. a. C 116. d. ld be separated by a semicolon. orrect as is.  
; phrase *growling fiercely* is a nonessential claus<sup>-</sup>  
ence would still be complete without it. It should  
omas.

117. d. comparison in this sentence between the United S<sup>-</sup>  
in requires *as well as*. Choice **d** does this while at  
; creating a clear and logical sentence.

118. a. C rrect as is. A comma is needed before a coordinati<sup>-</sup>  
tion and after a subordinating clause; choice **a** is the only  
that does both.

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119. d. The sentence reads "The chef is making the torte, and the ingredients are fresh." Choice **e**, "The chef is making the torte, and the ingredients are fresh, and the ingredients are fresh," is not a complete sentence. The other choices are sentence fragments.
- SET 11**
120. b. Choice **b** is the only choice in which the sentence structure is clear and unambiguous. In choices **a** and **c**, the phrase "five ingredients" is awkward because it suggests the ingredients were making the torte. In choice **d**, "the chef is making the torte" is a complete sentence, but the phrase "five ingredients" is awkward. Choice **d** is the best choice because it is clear and unambiguous.
121. a. Choice **a** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **e** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **b**, **c**, and **d** also repeats "five" and "ingredients."
123. e. Choice **e** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **b**, **c**, and **d** also repeats "five" and "ingredients."
124. d. Choice **d** is correctly punctuated with a semicolon. Choice **a** is incorrect because the sentence shifts from the first person (*We*) to the second person (*you*). Choice **c** is incorrect because the sentence shifts from the first person (*We*) to the second person (*you*). Choice **e** is incorrect because the sentence shifts from the first person (*We*) to the second person (*you*). Choice **d** is unclear.
125. b. Choice **b** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **c**, **d**, and **e** also repeats "five" and "ingredients."
126. a. Choice **a** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **b** and **e** are wordy while choice **c** is awkward.
127. c. Choice **c** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **b**, **d**, and **e** also repeats "five" and "ingredients."
128. d. Choice **d** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **b**, **c**, and **e** also repeats "five" and "ingredients."
129. a. Choice **a** is the only choice that does not contain excessive repetition or a redundancy. In choice **a**, the phrase "rather than the recipe" is used, and is preceded and followed by commas. Choice **b**, **c**, **d**, and **e** also repeats "five" and "ingredients."

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- becomes* indicate that the action occurred in the past (*had been covering, became, and was called*). In choice **b** a shift to the present (*becomes*). Choice **c** begins in the present (*covering*), then shifts to the past (*called*). Choice **d** makes two tense shifts; choice **e** shifts once, from present to past tense; **d** is the only choice that is both grammatically and stylistically correct. Choice **a** has a shift in construction: two subjects that mean the same thing (*Donald and he*). Choice **b** has a modifier problem; the sentence implies that Donald Trump built a billion-dollar empire because he is the son of a real estate developer. Choice **c**, though constructed differently, results in the same faulty construction: choice **e** creates a sentence fragment because of incorrect punctuation between two independent clauses; choice **d** creates a sentence fragment because of a missing semicolon. Choice **a** is wrong because it creates a sentence fragment. Choice **c** creates a sentence fragment. Choice **d** creates a sentence fragment because of faulty subordination.
130. **d.** original sentence begins with a dependent clause; only **b** corrects that error.
131. **e.** **SET 12** **d.** is the correct choice because the sentence is complete, logical, and unambiguous.
132. **b.** choice **133. e.** **a.** **T** is the only choice that is logical and stylistically correct.
134. **b.** **136. a.** **T** is the only choice that is logical and stylistically correct.
135. **c.** **137. d.** **138. b.** **139. c.** (page 40) is a sentence fragment. A semicolon should be a comma. There are no errors.
140. **d.** is a run-on sentence.
141. **c.** The modifier *last summer* is misplaced. A modifier should be placed next to the subject or action that it modifies; in this sentence, the action is *visited*, not *grew up*. The sentence should read: *Last summer, we visited the town where my father grew up.*
142. **a.** **T** **143. b.** There are no errors. The word *unless* does not logically connect the clauses. The sentence needs a word that indicates contrast between what Liam loves and what Liam can experience; the coordinating conjunction *but* is a run-on sentence. Choice **d** is a sentence fragment.



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144. d. There are no errors. *represents*

145. d. There are no errors.

146. b. The word *that* is unnecessary; two independent clauses and a coordinating conjunction.

Choice **b**, and

**SET 13** (page 42) The other choices are unclear because

147. a. T 148. awkwardly

is instructed, obscuring who intends to set the fire.

a. C

Choices **b** and **c** are sentence fragments. Choice **d** has confused sentence structure as well as lack of agreement between subject and verb.

**a** reads **b**

149. c. *people* The other choices contain unnecessary shifts in pronouns: *to* *to their* and *we* in choice **a**, *to you*

150. a. T *our* and *they* in choice **d**. This is the most clear and concise wording, and it avoids

151. b. Beginning the sentence with a dependent clause.

This is the most clear and concise wording, and it avoids

152. c. Beginning the sentence with a dependent clause.

This is the only choice that is clear and logical.

and though the eyes are in the third or fourth grade. Child be clear.

153. c.

Choice **c** creates a clear comparison. It is the only choice that is clear and logical.

*exceeds.*

Choice **a** agreement in

### : Agreement

**SET 14**

154. a. T (page 48) The verb is formed incorrectly; *must* *of missed*

*has had.*

*one* requires

*one*) follows *there*,

be careful

155. b. Replaced by *must have missed*.

This is an error in subject-verb agreement.

*ated citizens*, is plural and requires a plural verb

156. b. Because, the correct form is *exceed*, not the singular form,

This error is grammatical; there is no subject-verb agreement in this sentence

The subject *Each* is singular and requires a singular verb

157. a. T In this situation, the correct form is *is*. This is an error in subject-verb agreement. The singular noun

requires a singular verb *is*. When the subject (in this case *here* or

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158. **d.** *one* determine the subject. In this sentence, the subject is *his*).
159. **d.** al noun *keys*. *asking*  
 group *students* is plural, but the subject of the sentence is a specific student, so the pronoun should also be plural. The two phrases should be parallel.
160. **d.** In this sentence, there is faulty parallelism. The words *asked* and *phoned* should be replaced by the verb *asked*. This sentence is incorrect.
161. **b.** The subject (*the child*) is singular, so the plural pronoun *they* is incorrect. *deserves*.
162. **d.** There is no subject-verb agreement in this sentence. The active noun *staff* requires a singular verb form. The plural form *deserve* should be replaced with the singular form *deserves*.
163. **d.** This sentence lacks parallel construction. Diana likes to do three things: swim, water ski, and hike. The verb *likes* is listed in the portion represented by choice **d**.
164. **b.** There is no subject-verb agreement in the sentence. The second independent clause is *filter* noun. The plural form of the verb should be used. *chairman*
165. **b.** *agrees* verb *reduce* should be replaced by the verb *reduces*  
 This sentence has a problem with subject-verb agreement. The subjects of the sentence, *chief executive officers* and *the board*, require a plural verb. In this case, the verb *reduces* should be replaced by the plural form *agree*. *ices*
- SET 15**
166. **c.** The error is in verb formation. The sentence requires the past tense of the verb *begin*. To correct this error, the past tense of the verb should be replaced with the past tense *began*.
167. **d.** *begun* *board*, require a plural verb. In this case, the verb *reduces* should be replaced by the plural form *agree*. *ense*.
169. **b.**
170. **c.** (page 50)  
 This sentence requires a verb in the past tense. The sentence requires a verb in the past tense. The appropriate tense for this verb is the present tense. The gerund form *been eating* fits with the verb *have*.
171. **a.** T
172. **d.** The imperfect form of the verb *to repair* is *was repairing*. Imperfect verbs are “uncompleted” or “ongoing” and usually end in *-ing*. This command is referring to the present and requires a verb in the present tense. The verb actually refers to something in the past, but the sentence begins with a reference to the present.

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173. c. This sentence refers to something in the future. . *noise*.
174. b. This is the only choice that is in agreement with the subject *woman*. *words*
175. c. The correct verb form is the past tense *swung*.
176. b. The verb *are* agrees with the plural noun *restaurant* is
177. a. The singular verb *gets* agrees with the singular noun

**SET 16** (page 52)

178. d. A plural subject takes a plural verb; since the subject is *to be carved* must also be plural. *family* is a group
179. a. A group but in this sentence acting as one unified whole—everyone in the family. One would not inherit heritage from Nova Scotia. Therefore, the singular *is* is correct.
180. d. The three underlined phrases form a list, and each item refers back to the verb phrase *is responsible for* not *is responsible for* must evaluate taxes,” or “He is responsible for revenue.” By treating each item individually and
181. b. Both *good eyesight* and *more energy* refer back to the clause *gives people*. Only choice **b** maintains that between the verb phrase and the objects (*good eyesight* and *energy*).
182. c. Only choice **c** puts both verbs in the same tense.
183. d. Only choice **d** is best because it is written in the active voice.
184. e. Only choice **a** is ambiguous: Is everyone submitting to the rules? Choices **b**, **c**, and **d** make an illogical shift in verb tense.
185. b. The second clause of this sentence requires a parallel structure. Choice **b** is the only one in which all four elements are in the same grammatical construction, a verb in the present tense.
186. b. Only choice **b** is the best answer because there are no shifts in tense. In the sentence to be logical, all the verbs should remain in the same tense. *to promise*
187. d. Only choice **d** is correct because *ensure* means to make certain; *to assure* means to give confidence or certainty. The Senator wants his constituents to be confident; he is not actually securing the money by putting it in a safe. Choice **e** is redundant; the verbs *to assure* and *to ensure* mean the same thing.

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188. e. science is a moral awareness; conscious is a physical awareness. Josh was awake and physically aware of his environment. Choices **a** and **b** use the wrong word to describe Josh's awareness. In choice **d**, it seems the operation was given a look that was aesthetic, not Josh.

**SET 17** (page 54)

189. b. The correct verb form is *applauded*.
190. b. There is no subject-verb agreement. The verb should agree with the subject, *plants*, which is plural.
191. b. The word *it's* is a contraction of *it is*. It should have been *its*, which is possessive.
192. c. This is a sentence fragment.
193. b. Saying "should of" instead of "should have" is a common mistake. The correct tense of the verb is *have*.
194. a. The noun *have read* the word *holiday* is not capitalized unless it is the first word of a proper noun.
195. b. There is no subject-verb agreement. The verb should be plural because the subject, *photographs*, is plural.
196. d. There are no errors.
197. b. The correct verb form is *has broken*.
198. a. The correct verb form is *rang*.
199. b. The sentence makes an illogical shift in tense—from the present tense.
200. b. There is no subject-verb agreement. The verb should be plural because the subject, *one* (not *boys*), is singular. The correct verb form is *has worn*.
201. c. The sentence makes an illogical shift in tense—from the present tense.
202. a. There are no errors.

**SET 18**

203. a. The sentence makes an illogical shift in tense—from the present tense.
204. d. (page 56) The verbs *got* and *took* agree in tense.
205. a. *Became* is the correct form of the verb.
206. a. The verbs *liked* and *got* agree in tense. *and eating* are the correct forms of the verbs.
207. d. This is a complete sentence; the others are fragments.
208. b. This is a complete sentence; the others are fragments.
209. b. This is a complete sentence; **c** and **d** are fragments; in *one*, the verb does not agree in number with its subject, *one*. This is a complete sentence; the others are fragments.

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210. a. Only choice **a** is both logical and a complete sentence. *dike and* from this sentence demonstrates a common source of confusion. This is clearly the easiest way to make sense of it is to remove each choice.
211. a. For example, *Please go to the movies with I* not correct. Choice **a** is best. Choice **c** lacks the necessary subject. Choice **d** lacks the necessary verb. Choice **e** lacks of.
212. d. In this sentence, the verb tense between the independent clause and the subordinating clause agree. In choice **a**, the verb tense agreement in tense makes the sentence unclear as to who ate the popcorn; choice **b** doesn't make it clear who ate the popcorn; choice **c** implies that the popcorn watched the movie.
- SET 19** (page 58)
213. e. 214. There are no grammatical, idiomatic, logical, or structural errors in this sentence; choice **e** is the best answer.
- Their* should be replaced with the contraction *They'* meaning *it is* *they are*.
215. d. *is* is a grammatical error. The contraction *it's* should be replaced by the possessive pronoun *its*.
216. e. There are no grammatical errors in this sentence; the correct answer is choice **e**.
217. e. 218. a. There are no grammatical errors in this sentence; choice **e** is the correct answer. This sentence begins with a dependent clause, *because*. Sentences should not begin with conjunctions.
219. c. The word *each* is singular, not plural. Therefore, the pronoun *their* is incorrect. Choice **e** is correct.
220. e. There are no grammatical errors in this sentence; choice **e** is the correct answer.
221. d. The word *there* should be replaced by the possessive pronoun *its*.
222. c. The pronoun *me* should be replaced by the pronoun *my*. In the sentence, *my brother, my Aunt Clarissa, and I* the pronoun *me* is in the nominative (subject) case is required. *Me* used as an object pronoun. Choice **c** is correct. *their*. Choice **d** is incorrect. *I*. In this sentence, *I* is the subject, and should be replaced by the pronoun *my*.
223. e. There are no grammatical errors in this sentence; choice **e** is the correct answer. This sentence has an agreement problem. The pronoun *they* does not agree with the singular noun *gloss*. Choice **a** is incorrect. Choice **b** is incorrect. Choice **c** is incorrect. Choice **d** is incorrect. Choice **e** is correct.
224. a. *them* should be replaced by the singular pronoun *it*. Choice **a** is correct. Choice **b** is incorrect. Choice **c** is incorrect. Choice **d** is incorrect. Choice **e** is incorrect. Therefore, *it*.

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225. b. *Your* should be replaced by *you're*. Because these dicates are pronounced alike, they are often confused. *Your* session and *you're* is the contraction of *you*

226. e. There are no grammatical, idiomatic, logical, or structural errors in this sentence; choice e is the best answer.

**SET 20**

228. b. There are no grammatical, idiomatic, logical, or structural errors in this sentence; choice e is the best answer.

229. c. \_\_\_\_\_), because

who (page 60)

230. b. refers. 231. correct form of the pronoun is *me* (objective case).  
b. The correct pronoun is *who*, because it refers to a

232. c. refers, the subject form of *who* (not the object form, *whom*), and is used when referring to someone doing something, making candied figs.

233. c. The pronoun agrees in number with the noun to which it refers.

234. d. *She* is the correct pronoun because it agrees in number with the noun to which it refers.

235. a. The antecedent, *George and Michael*, is plural, so the plural pronoun *their* is the correct choice. Choice b is incorrect because it is a singular pronoun. Choice c is incorrect because the pronoun *that* agrees in number with the noun to which it refers, *hat*.

**SET 21**

236. b. The pronoun *them* agrees with the plural noun *friends*. Choice a is incorrect because *she* is the subject of the sentence, so the subject pronoun *she* is the correct choice. Choice c is incorrect because the possessive case is used before the word *to bring*. In choice d, *her* is the object of the verb *taking*.

*Kendra* functions like a noun in this sentence.

*bring*. Choice

(page 61)

237. a. There are two potential problems in this sentence: 1) the lack of grammatical agreement between the nouns *Kendra* and *bring*. Choice b is incorrect because *she* is a singular pronoun. Choice c is incorrect because *her* is a possessive pronoun. Choice d and e are incorrect because *she* is a singular pronoun.

238. c. The pronoun *her*; and 2) the formation of the verb *bring*. Choice a is incorrect because *she* is a singular pronoun. Choice b is incorrect because *her* is a possessive pronoun. Choice d is incorrect because *she* is a singular pronoun. Choice e is incorrect because *her* is a possessive pronoun. Choice f is incorrect because *she* is a singular pronoun. Choice g is incorrect because *her* is a possessive pronoun. Choice h is incorrect because *she* is a singular pronoun. Choice i is incorrect because *her* is a possessive pronoun. Choice j is incorrect because *she* is a singular pronoun. Choice k is incorrect because *her* is a possessive pronoun. Choice l is incorrect because *she* is a singular pronoun. Choice m is incorrect because *her* is a possessive pronoun. Choice n is incorrect because *she* is a singular pronoun. Choice o is incorrect because *her* is a possessive pronoun. Choice p is incorrect because *she* is a singular pronoun. Choice q is incorrect because *her* is a possessive pronoun. Choice r is incorrect because *she* is a singular pronoun. Choice s is incorrect because *her* is a possessive pronoun. Choice t is incorrect because *she* is a singular pronoun. Choice u is incorrect because *her* is a possessive pronoun. Choice v is incorrect because *she* is a singular pronoun. Choice w is incorrect because *her* is a possessive pronoun. Choice x is incorrect because *she* is a singular pronoun. Choice y is incorrect because *her* is a possessive pronoun. Choice z is incorrect because *she* is a singular pronoun.

*Person* c. The pronoun *or Zoë*, the pronoun must be singular; only *she* brought the volleyball. *Brought* is the past tense of *bring* because the pronoun *their* is plural. Choice d is incorrect because *there* is not a correct pronoun. Choice e is incorrect because *brang* is not the past tense of *bring*. Choice f is incorrect because *she* is a singular pronoun. Choice g is incorrect because *her* is a possessive pronoun. Choice h is incorrect because *she* is a singular pronoun. Choice i is incorrect because *her* is a possessive pronoun. Choice j is incorrect because *she* is a singular pronoun. Choice k is incorrect because *her* is a possessive pronoun. Choice l is incorrect because *she* is a singular pronoun. Choice m is incorrect because *her* is a possessive pronoun. Choice n is incorrect because *she* is a singular pronoun. Choice o is incorrect because *her* is a possessive pronoun. Choice p is incorrect because *she* is a singular pronoun. Choice q is incorrect because *her* is a possessive pronoun. Choice r is incorrect because *she* is a singular pronoun. Choice s is incorrect because *her* is a possessive pronoun. Choice t is incorrect because *she* is a singular pronoun. Choice u is incorrect because *her* is a possessive pronoun. Choice v is incorrect because *she* is a singular pronoun. Choice w is incorrect because *her* is a possessive pronoun. Choice x is incorrect because *she* is a singular pronoun. Choice y is incorrect because *her* is a possessive pronoun. Choice z is incorrect because *she* is a singular pronoun.

the only one that uses the proper form

pronouns. *is* is singular, but *their* is plural.  
swer, choice , is singular.



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239. e. is is the only choice that displays agreement between subject and verb and between the pronoun and its antecedent. When the relationship between a pronoun and its antecedent is unclear, as it is in this sentence, it should be changed to avoid ambiguity. There are two boys, Andre and Robert, and the pronoun makes the relationship clear: Robert's family moved to Andre's family. **d** is a pronoun because the is a
240. d. W

**SET 22** (page 63)

241. c. The word *I* should be replaced with the word *me* because the pronoun is the object, not the subject.
242. d. There are no errors.
243. d. There are no errors. **d** is a plural noun,
244. c. The correct pronoun is *I*, not *me*.
245. b. The contraction *who's* is incorrect. The correct possessive pronoun is *whose*.
246. b. This sentence contains a shift in number. *Bears* is plural and the following clause should read: *they were growling*.
247. d. There are no errors. **d** is the correct pronoun.
248. c. The contraction *Three's*, which means *Three is*, is incorrect. The correct usage is *Three's*, with
249. a. The correct usage is the possessive *theirs*, not *there's*. *you* is incorrect. Use *either* with *or* and *neither* with *and*. The pronoun *him* is incorrect. *He* should be used because *he* is the subject of the dependent clause. **d** is correct. *Your*.
250. a. **The**
251. a. **The**
252. b. The contraction *You're* should be replaced with the pronoun *you*. **The**
253. c. This sentence makes a shift in person. It should read: *committee members should work as hard as they do*.
254. d. There are no errors.
255. d. There are no errors.

**SET 23**

256. b. (page 65) **d** makes
257. d. Choice **a** is similar, but it begins with a dependent clause. The other choices are not logical.
258. b. These sentences show cause and effect, but only choice **b** has a logical sense. **d** is the only choice that is clear and unambiguous. The other choices contain misplaced modifiers, resulting in illogical statements.

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259. c. \_\_\_\_\_ is the only choice that is grammatically correct. Choice **a** and use the verbs incorrectly. Choice **b** uses *a* instead of *an* before anthology.

## Modifiers

### SET 24 (page 69)

260. b. *loudly* In this sentence, *loud* modifies the verb *screamed*. The adverb *loudly* is the correct choice.
261. e. Choice **e** should be used instead of *loud*.
262. d. There are no errors in this sentence; choice **e** is the correct answer.
263. e. In the sentence, *Taller* makes a comparison between Frieda and her girls; therefore, the superlative *tallest* should be used.
264. e. In the sentence, the comparative form, *more*, is incorrect because it compares two people.
265. d. There are no errors in this sentence; choice **e** is the best answer.
266. e. In the sentence, the double comparative *more cozier* is redundant; just the comparative word *cozier* is sufficient to convey the idea.
267. a. In the sentence, *more* is used to modify the noun *theaters*. The correct answer is **a**.

268. d. There are no errors in this sentence; choice **d** is the best answer.

269. c. In the sentence, the adjective *well* should be used rather than *good*.
270. a. Use **a**. In the sentence, *more* compares two things.

271. a. In this sentence, *hesitant* attempts to modify the verb *walked*. The adverb *hesitantly* should be used instead of *badly*.
272. c. When modifying a noun, use *badly* instead of *badly*.

### SET 25

271. a. The verb *treated* should be modified by the adverb *badly* instead of the adjective *bad*.
272. c. In the sentence (page 71) the missing phrase modifies the verb *are*. Choice **d** creates a comparison between two types of people, heroes and *heavy*. Therefore, you need a comparative form of the adverb *heavily*.
273. c. In the sentence, the comparison is between two things, a cake made *light* and a cake made *heavy*.

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281. a. This sentence compares an individual and an entire crowd; therefore, it requires a superlative. Only choice **a** currently uses the superlative *happiest* among all the nouns in the crowd.

When a comparison is made, the word *fewer*

282. d. can be counted; the word *less* is used with quantities that cannot be counted.

This sentence makes a comparison between strip mining and open-pit mining.

W 283. d. For types of mining; therefore, it requires a superlative. Choice **e** is inappropriate. Choice **b** compare only two things while choice **a** is inappropriate. Choice **c** uses a double superlative and is redundant.

284. d. There are no errors.

SET 27. The adjective *sad* should be replaced with the adverb *sadly*.

284. d. *Which* correctly modifies the verb *wandered*.

285. a. This sentence contains a double negative.

T There are no errors.

There are no errors. This sentence has a usage error:

286. a. *fewer mistakes*, not *less mistakes*. *Less* is only used with uncountable nouns.

T 287. d. *Compare* is used for two things. *Among*

288. d. *Which* is used to use in this sentence.

289. a. T There are no errors.

290. d. *Most awful* is a double superlative, and therefore redundant.

291. a. *Between*

### Paragraph Development

292. d.

293. c. (page 78) This is the best choice because it is the only choice that refers to recycling containers, which is the main focus of this paragraph.

The other choices are statements about recycling in general.

Choice **d** is the only choice that mentions telecommuting.

SET 28. The main focus of this paragraph. The other choices are to

294. a. This choice refers to "unreasonable searches," which is not the main focus of this paragraph. Choice **a**

T 295. b. This is the best choice because it is the only choice that

296. c.



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- and its idea is not developed by the other two sentences. Choice **b** is choice clearly fits with the main focus of the paragraph, which is the skill that is needed to hand-rear orphans. Choice **a** is too vague to be a topic sentence. **c**
297. **b.** introduce other topics.
298. **c.** 299. The main focus of the paragraph is the height of a woman. Choice **a** is the only choice that introduces that topic. The paragraph discusses the writer's opinion about respect for women in the law. Choices **b** and **d** can be ruled out because they are not relevant to the main topic. Choice **c** can also be ruled out because it discusses respect for other people, not respect for women. **c**
300. **b.** Choice **b** addresses both of Gary's vanities: his vanity of position and his vanity of position. Choice **a** deals only with Gary's vanity of position. Choice **c** deals only with his vanity of position.
301. **d.** 302. **a.** The use of phrases like *changed the course of history* and *the road to war* implies that the subject of the paragraph is dangerous and intriguing.
- T 303. **b.** This sentence introduces the topic of painting miniatures. The other sentences provide supporting information about the main topic.
304. **b.** 305. This sentence may be true, but only choice **b** specifically introduces the topic that the paragraph discusses. The paragraph is about the life of Silas Wheeler, not about Silas Wheeler.
- a. T 306. **d.** The paragraph addresses the dangerous nature of poverty. Only choice **b** introduces that topic.
307. **c.** The paragraph addresses changes in the company's policy, and choice **a** introduces that topic. Choice **b** is addressed in the paragraph, but neither refers to the main topic. **b and c**
- This choice specifically defines the kind of hearsay evidence that is admissible in a trial and would be logically consistent with the definition of the kind of hearsay evidence that is introduced in the paragraph. Choice **b** contradicts the rest of the paragraph.
- Choice **c** is the only choice that prepares the reader for the main topic. The paragraph constitutes a set of instructions for writing a report, which is more

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**308. d.** Choice **d** is the only sentence that focuses on both **a** and **b** are tickler **c** is too em and its usefulness to secretaries, and therefore all the other sentences in the paragraph. Choice narrowly, effectively focus the paragraph; choice **a** and **b** are

**309. c.**

Choice **c** focuses most sharply on the main topic of the paragraph—muscle atrophy and bone loss. Choice **d** is used to guide the reader to the focus of the paragraph.

**310. a.** Choice **d** is too limited.

The word *rather* indicates a contrast to whatever comes before. Choice **a** is the only sentence that guides the reader to the contrast between the old definition of asthma and the new. Choices **b** and **c** are less precisely related to the contrast.

**311. a.** Choice **c** is the most specific than the other choices and more directly focused toward the entire paragraph. Choice **d** is not related at all. Choice **a** is written in a more vague and general, and choice **c** differs in style.

**SET 29**

**312. a.** Choice **a** expands on the topic sentence. Choice **d** is more specific than the other choices **b** and **c** do not

refer directly to indoor pollution. The style of choice **a** is more formal than that of the topic sentence. Choice **c** does not mention

choice directly illustrates the topic sentence. Choice **b** does not mention the Middle Ages, choice **b** is more relevant. Choice **d** is unrelated to the topic sentence.

**314. a.** Choice **a** is the most relevant. Choice **c** is the most relevant. Choice **b** is the most relevant. Choice **d** is the most relevant. Choice **e** is the most relevant. Choice **f** is the most relevant. Choice **g** is the most relevant. Choice **h** is the most relevant. Choice **i** is the most relevant. Choice **j** is the most relevant. Choice **k** is the most relevant. Choice **l** is the most relevant. Choice **m** is the most relevant. Choice **n** is the most relevant. Choice **o** is the most relevant. Choice **p** is the most relevant. Choice **q** is the most relevant. Choice **r** is the most relevant. Choice **s** is the most relevant. Choice **t** is the most relevant. Choice **u** is the most relevant. Choice **v** is the most relevant. Choice **w** is the most relevant. Choice **x** is the most relevant. Choice **y** is the most relevant. Choice **z** is the most relevant.

**316. b.** The idea expressed in the topic sentence is countered in choice **c**. (The words *This idea* clue, since **c** is the subject of the topic sentence.) The other choices do not mention

**317. c.** Choice **c** is the most relevant. Choice **a** is the most relevant. Choice **b** is the most relevant. Choice **d** is the most relevant. Choice **e** is the most relevant. Choice **f** is the most relevant. Choice **g** is the most relevant. Choice **h** is the most relevant. Choice **i** is the most relevant. Choice **j** is the most relevant. Choice **k** is the most relevant. Choice **l** is the most relevant. Choice **m** is the most relevant. Choice **n** is the most relevant. Choice **o** is the most relevant. Choice **p** is the most relevant. Choice **q** is the most relevant. Choice **r** is the most relevant. Choice **s** is the most relevant. Choice **t** is the most relevant. Choice **u** is the most relevant. Choice **v** is the most relevant. Choice **w** is the most relevant. Choice **x** is the most relevant. Choice **y** is the most relevant. Choice **z** is the most relevant.

**318. d.** Choice **d** is the most relevant. Choice **a** is the most relevant. Choice **b** is the most relevant. Choice **c** is the most relevant. Choice **e** is the most relevant. Choice **f** is the most relevant. Choice **g** is the most relevant. Choice **h** is the most relevant. Choice **i** is the most relevant. Choice **j** is the most relevant. Choice **k** is the most relevant. Choice **l** is the most relevant. Choice **m** is the most relevant. Choice **n** is the most relevant. Choice **o** is the most relevant. Choice **p** is the most relevant. Choice **q** is the most relevant. Choice **r** is the most relevant. Choice **s** is the most relevant. Choice **t** is the most relevant. Choice **u** is the most relevant. Choice **v** is the most relevant. Choice **w** is the most relevant. Choice **x** is the most relevant. Choice **y** is the most relevant. Choice **z** is the most relevant.

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319. **b.** The topic sentence is obviously from a contract and agreement. Choice **b** goes on to explain, in the contract, what that agreement is and so is more closely related to the topic sentence than the other choices.
320. **d.** This is the only choice that logically follows the text as it presents a possible reason why Americans are fascinated by reality television. The other choices do not follow the topic sentence.
321. **d.** Only this choice addresses something mentioned in the first sentence: the fact that pasta is easy to prepare. The other choices address topics not mentioned in the first sentence.
322. **a.** This is clearly the only choice that logically follows the text as it is about juries in colonial times. Choices **b** and **c** are irrelevant because they do not refer back to colonial times. Choice **d** refers to colonial times but not to juries. Choice **a** develops the topic sentence by providing context about what a landscaper would recommend and why. Choice **c** is redundant because it repeats information already mentioned in the first sentence.
323. **c.** This is the only choice that develops the topic sentence as it provides information about what a landscaper would recommend and why.
324. **b.** This choice does not even mention gingko. Choice **c** is irrelevant because it is about the world. Choice **d**, by referring to a specific location, veers completely away from the topic.
325. **a.** Only this choice develops the topic sentence by providing information about something mentioned in the topic sentence: the fact that cats have good hygiene. The other choices address topics not mentioned in the first sentence.
- SET 30** (page 89)
326. **d.** The passage is about the cassowary bird, not about kangaroos. Sentence 4 is irrelevant to the topic.
327. **c.** The passage is about the nature of storytelling and how it is used in writing programs.
328. **b.** The passage has to do with Caribbean cuisine. People going to the Caribbean for vacation is irrelevant to the main topic.
329. **c.** The focus of the paragraph is ratatouille, not zucchini.
330. **c.** This is the only sentence that does not mention salmon.
331. **d.** Although there is a connection between Lyme disease and ticks, this connection is not made in the paragraph.

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**332. d.** first three sentences are written in an objective, -  
s. The tone of Sentence 4 is much more p  
ective so even though it says something about  
e out of character in this paragraph.

**333. b. 334. a. T** s is the only sentence that mentions religion or  
vity at all. The other sentences define the solk  
nce terms. he other three sentences objectively  
and

**335. b.** lifications of a meteorologist. Sentence 1 te  
ple think of weather forecasters. Its tone is also  
ial than the rest of the paragraph.

**336. b. C** hoices choice has the objective tone of a textbook an  
ement. The other choices describe a particular  
ten in a fictional style. **a, c,** and **d** list specific c  
ghosts. he two differ

**337. d.** types of ghosts, benevolent (good) and malev  
ice **b** is just an ironic observation on the genera

**338. b. 339. a.** first three sentences address different types of v  
cises, while the fourth sentence addresses t  
iers at local gyms.

**C** topic of this paragraph is the writings of C. S.  
life story. Where he lived is not specifically re  
s of books that he wrote. choice **a** addresses dif

**340. c.** shapes of ladders, while  
rest of the paragraph deals with the dangers of  
ed near power lines.

**341. c.** paragraph as a whole discusses the various par  
Sentence 3 addresses the topic of bookstores.

choice is a general statement about CO poisoni  
ices all relate to a firefighter's specific duties in  
ims of CO poisoning.

**SET 31**

**342. d.**

**343. c.**

ge 95)  
s is the correct order of the events described in t  
ence 2 gives an overview of what the paragrah  
tence 3 gives specific reasons why Sentence 2 i  
ect.  
tence 1 gives the reason why Sentence 3 is corr



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**344. b.** Sentence 1 provides a statement about adding a trashbox periodically and gives no indication, by wording, that it is based upon any other sentence. So that in spite of the truth in that statement, it is beside, to provide healthy snacks and it uses the word *however* indicates that it is responding to another idea which word. Sentence 2 with the word *usually*, gives a definition considered a healthy snack. Sentence 3 goes on to give specific examples of healthy snacks.

**345. b.** Sentence 3 is the topic sentence and states the main neighborhood association. Sentence 2 goes on to cite that help the association achieve that goal. Sentence word *Additionally*, tells us that there is one more association does, even though it is a less frequent and possibility. In this choice, the order is chronological they

**346. a. I** The Grandma to the Greyhound station. In Sentence 1: yet moved away from the station. In Sentence 2: say but is still in town. In Sentence 3, the bus (operator's mind) is out on the open highway. Sentence 4: sentence. Sentence 4 defines the term

**347. a. S 348.** *able jeopardy* used in Sentence 1; Sentence 2 gives definition, signaled by *also*; Sentence 3 begins with *usually* and gives the last definition.

**c.** Sentence 3 is clearly the lead sentence as it tells us something new employee handbook and is in no way based on what is provided in the other two sentences. Sentence 2 uses *however* indicate that it is telling us something else about something that adds to a fact we've already been told. Sentence 1, which is making a generalization about the new police information we already know from Sentences 3 and 4, so, it can only follow these sentences and not precede them. Sentence 2 sets the stage—this is a memory. After that, the order is chronological: In Sentence 1, the man tries to

**349. a. S** *to pitch*. In Sentence 4, he wasn't interested, so Sentence 3 logically follows—the memory of giving the man a sad and guilty.

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350. d. Sentence 4 sets the reader up to expect a detailed procedure. Sentence 3 tells how you can find the forms.
351. a. Sentence 1 leads logically into Sentence 2. Sentence 2 introduces the procedure. Sentence 1 provides reasons for the procedure described in the topic sentence. Sentence 3 is further definition as a conclusion.
352. d. The word *Yet* at the beginning of Sentence 3 indicates that this is not the beginning sentence. Sentence 2 and Sentence 3 are the only ones that logically follow each other, so choices *a* and *b* can be ruled out.
353. c. Sentence 1 introduces the topic of carburetors. Sentence 2 states what a carburetor is, while Sentence 4 explains its function. Sentence 3 provides a conclusion to the paragraph.
354. b. Sentence 2 is the topic sentence, introducing the subject. Sentence 3 expands the topic, and Sentence 1 concludes with a recommendation on the use of irises. Sentence 4 introduces the topic. Sentence 1 introduces the topic. Sentence 2 develops it. Sentence 3 draws a conclusion. Sentence 4 is the first two sentences.

**SET 32**

356. b. (page 99)  
 Paragraph 2 contradicts the misconceptions potentially held by racing greyhound owners. Choice *a* states that racing greyhounds might have about the breed. Choice *b* states that popular beliefs about greyhounds are erroneous and that the author's position to the facts that follow in the paragraph. Choice *c* focuses on contradicting the misinformation; also, the author appears to agree with the misconceptions rather than contradict them. Choice *d* does not focus on the argument; instead, it repeats information given in the previous sentence. Choice *e* focuses on supporting the main purpose of the paragraph—which is to inform about racing greyhounds—actually contradicting the main purpose. Choice *f* states that paragraphs 6 and 7.
357. b. The possessive pronoun *their* is correct.
358. c. Choice *c* is the best because it retains the writing style and because the information in it is consistent with the purpose of this paragraph—i.e., the suitability of greyhound pets. This response also is clearly directed at the general audience of householders. Choice *a* focuses on providing information that does not keep with the topic of the paragraph. Choice *b* focuses on a tone set by the inclusion of a precise statistic is too narrow.

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**501 Grammar and Writing Questions**

**359. c.** **360. mal.** Choice **b** retains the informal tone of the sentence *when*. It provides information already given in the first paragraph, which is not suitable to the purpose of this paragraph. The tone is argumentative, which defeats the author's purpose to reassure the reader.

This question tests the ability to recognize a sentence-changing transition. Although choice **c** does include a subject and a

**a. T 361. c.** Independent clause because it begins with the adverbial clause. Choices **b** and **d** are all standard sentences. This question assesses the ability to recognize redundancy in a sentence.

Choice **a** removes the redundancy of Part 8. The word *also*, which repeats the meaning of the phrase *in addition to*. Choices **b** and **c** singular nouns instead of plural possessive nouns, which is not necessary and makes the sentence grammatically incorrect. Choice **d** would change the meaning of the sentence incorrectly. The attitude of the Harvard young people is being reported, not what you are reporting about the community attitude.

Choice **c** provides a fact that supports and explains the information given in the previous sentences. The first sentence tells us about the program's success and the plans for the future. The third sentence builds upon these ideas by providing more information about the results of the program and who is involved.

**362. d.** Choice **a** changes the subject of this paragraph. The main focus is about the program in a specific school district and the comparison with other school districts, which may be relevant to the topic of this particular paragraph. Choice **b** adds information about the program but it is a single detail as opposed to a summarizing sentence that gives us a clear idea of the program's specifics. Choice **d**, which mentions the possibility of other programs, again, changes the subject and veers away from the main topic of this paragraph which is the Mural Painting Program in a particular school district.

This question tests the ability to recognize standard sentence structure. Part 2 is an incorrectly punctuated compound sentence. Choice **d** correctly joins the two simple sentences into a compound one by using a semicolon in the correct place.

**b** adds

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**363. b.** Use of the comma. Choice **a** creates an error in the first sentence. Choice **b** is incorrect because a dash can join two simple sentences into a compound one. Choice **c** is incorrect because the use of the sentence, *Deciding on the hamburger steak*, is a dangling modifier.

**SET 33**

**364. b.** This question assesses the ability to recognize the correct modifiers. The phrase *After tasting each of the dishes* is a dangling modifier; the sentence does not have a subject, **c**, and **d** use could modify. Choice **b** is correct because it supplies the missing noun *I*. Choices **a** are incorrect because they let the pronoun stand; none of them provide a subject pronoun that can modify.

(page 103)

This question assesses the ability to recognize the correct subject and verb. Choice **b** is correct because it uses the singular form of the verb to be, *is*, which agrees in number with the subject *one*. Choice **a** is wrong because it does not correct the subject-verb agreement error. Choice **c** is wrong because it removes an optional comma between *one* and *is*. Choice **d** is wrong because it does not correct the subject-verb agreement error.

**365. d.** Choice **c** is incorrect because it does not correct the error; instead, it makes an unnecessary change in the sentence from *ease* to *enhance*. Choice **d** is incorrect because it does not correct the agreement problem; instead, it creates a new error by placing the modifier *only* directly after the semicolon. This question tests the ability to recognize the logical flow of ideas in a paragraph and to recognize grammatical errors. Choice **d** gives a general piece of advice (start walking) followed by two sentences that point to things that would follow this advice. Choice **a** is incorrect because although it gives a general piece of advice that would make sense at the beginning of the paragraph, it contains an error in the pronoun agreement (using the pronoun *people*, which disagrees with the antecedent *you*). Choice **b** is incorrect because it does not correct the error. Choice **c** is incorrect because it does not correct the error. Choice **a** is incorrect because it does not correct the error. Choice **d** is correct because it corrects the error. Choice **a** is incorrect because it does not correct the error. Choice **b** is incorrect because it does not correct the error. Choice **c** is incorrect because it does not correct the error. Choice **d** is correct because it corrects the error.



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- l the sentence does not respect the order of i *rewards* in
- 366. a. C** :agraph; it returns, in the third paragraph of the  
ormation and ideas that are more appropriate  
:agraph. hoice **a** is correct because a comma after  
t 3 closes off the parenthetical phrase between incorrect  
*ysical activity*, and the predicate, *will*. Choice **B**  
roduces an incomplete comparison into Part 1.  
orrect because it adds an unnecessary comma
- 367. b.** oice **d** is incorrect because it adds a misplaced col*prised*, mean-  
e word *appraised*, meaning *judged*, does not make  
ingtext; the correct word for the context is *informed*  
nd **d** are all incorrect because the  
rds *incriminate*, *criteria*, and *ascertain* context. d correctly in
- 368. c.** e information in Part 5 continues the description o  
st ascertain about such cases, which began in Pa  
t to the responsibilities of officers and back to judg  
the passage as it stands, is confusing. Choices  
orrect because they introduce examples before the  
at the examples are supposed to show. Choice  
ause deleting Part 2 removes the statement from  
:agraph's examples and informa tion follow.  
t 4 contains a run- on sentence; the conjunction r
- 369. c.** ither a colon or semicolon before it in order to link  
e other choices are incorrect because the parts *however*  
tain standard sentences.  
is choice provides the plural reflexive pronoun w  
nber and person with the subject, Choice **a** is inc  
rovides the verb does not agree in person or in *nemselves*,  
yject, *boarding*. Choice **b** is incorrect because *ose. combine*  
hen necessary to the creation of compound adje  
hich  
orrect because it changes the verb to the past tens *snow-*  
: agree with the present tense used throughout the  
e topic of the passage is Abraham Lincoln's effi **c** is  
der. The fact that his picture is on U.S. currency is
- 371. b.**

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372. c. word *nation* is not being used as a proper noun; it needs to be capitalized. The other choices do not need to be capitalized; they are grammatically correct as is.
373. b. Choice **d** contains the comparative form *more* only in the first part of the comparison. The phrase *may feel more tired than* is an incomplete comparison because it does not state more tired than. Choices **a**, **c**, and **d** are incorrect because they do not contain incomplete or faulty comparisons. Choice **b** requires the ability to infer the logical relationship between ideas in a sequence. In this case, first, between stated fact and the conclusion (conclusion drawn from the fact (*since*)); and, second, between a general statement and a particular illustration supporting the hypothesis.

example

(page 108)

researchers

**SET 34**

375. d. This question calls on the ability to identify standard uses of the possessive. Choice **d** is correct because it is the only one that uses a possessive noun, and so an apostrophe is not needed. Choices **a** and **c** are incorrect because they use related but misused homonyms for the words given. Choice **b** is incorrect because it contains a faulty pronoun/antecedent relationship. Choice **e** has a diminutive width, not the brain.
376. b. In part 4, the adverb *typically* is misused as an adjective to modify the noun *wire*. The other choices do not contain standard uses of modifiers.
377. c. The phrases *since they [microprobes] are slightly thinner than a human hair* and *because of their [microprobes] diminutive width* contain the same information.
378. b. The verb form in the predicate does not match the subject grammatically. Choice **a** is necessary when using the verb *is*: *A passenger is sitting on the train.* Choice **c** doesn't match *by playing . . . or creating*.
379. c. Choice **c** makes use of parallel structure because all of the conductors' obligations are all expressed in the same verb grammatical form: *Conductors will walk, talk, and not allow.* In choices **a**, **b**, and **d**, the parallelism is broken off by the last item in the list, which is the subject of its verb from operators to passengers.

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380. b. Part 6 contains a nonstandard use of a preposition. The correct idiom is *comply with* rather than *comply th* choices **a**, **c**, and **d** do not contain nonstandard uses of prepositions.
381. b. Part 6 contains a sentence fragment; the sentence is not a complete thought. Choice **a** is a complete sentence. Choice **c** is a sentence fragment. Choice **d** is a complete sentence.
382. c. The main purpose of this paragraph is strictly to outline Dr. Miranda Woodhouse's plan to reduce heart disease, and choice **c** focuses the reader on the four strategies that Dr. Woodhouse proposes. Choice **a** contains seemingly contradictory information that is in no way implied or stated in the paragraph. Choice **b** focuses on the life expectancy rates of Americans, which is not the main purpose of the paragraph. Choice **d** focuses on the life expectancy rates of Americans, which is not the main purpose of the paragraph. Choice **e** focuses on the life expectancy rates of Americans, which is not the main purpose of the paragraph.
383. c. The main purpose of this paragraph is strictly to outline the basic strategies that Dr. Woodhouse proposes. Choice **a** contains seemingly contradictory information that is in no way implied or stated in the paragraph. Choice **b** focuses on the life expectancy rates of Americans, which is not the main purpose of the paragraph. Choice **d** focuses on the life expectancy rates of Americans, which is not the main purpose of the paragraph. Choice **e** focuses on the life expectancy rates of Americans, which is not the main purpose of the paragraph.
384. c. The possessive pronoun *their* is used erroneously. The correct pronoun is *his*. Choice **a** is incorrect because *his* is the word that should be used. Choice **b** is incorrect because *his* is necessary after the first part of the sentence. Choice **c** is correct because *his* is necessary after the first part of the sentence. Choice **d** is incorrect because *his* is necessary after the first part of the sentence. Choice **e** is incorrect because *his* is necessary after the first part of the sentence.
385. b. The word *breathlessly* is an adverb, and it is necessary to modify the adjective *breathtakingly*. Choice **a** is incorrect because *breathlessly* is an adverb. Choice **b** is correct because *breathlessly* is an adverb. Choice **c** is incorrect because *breathlessly* is an adverb. Choice **d** is incorrect because *breathlessly* is an adverb. Choice **e** is incorrect because *breathlessly* is an adverb.
386. c. Part 2 contains a sentence fragment. Choices **a**, **b**, and **d** are complete sentences. Choice **c** is a sentence fragment.
387. b. The semicolon in Part 6 must be followed by an independent clause, and here it is followed by a dependent clause. Choices **a**, **c**, and **d** are incorrect because they all contain dependent clauses. Choice **b** is correct because it contains an independent clause.

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388. **b.** Quotation marks must be inserted before the text Warner says. Choice **a** is incorrect because the quotation clause that is necessary to begin the quotation again after the first sentence. Choice **c** is incorrect because *the beverage case* conjunction should be set off with commas. It is essential to the meaning of the sentence. Choice **d** is incorrect because *than us* does not really make sense in this context. A more appropriate word might be *mimic* or *imitate*. Choices **a**, **c**, and **d** do not make sense within the context of this paragraph.
389. **b.** Part 5 acts as a topic sentence for the ideas and quotations in the first paragraph. Combining Part 5 with paragraph 1 would make the subject of the third paragraph clearer to the reader. Choice **a** would not really make any major difference in the meaning of the paragraph. Choice **c** doesn't do anything to help focus attention on the main idea. Choice **d** would make the main idea less, not more, clear. Choice **e** would just make for a much longer sentence without adding any emphasis to the main idea.
390. **d.** The first paragraph mentions that saving room for flowers, such as lavender, sage, thyme, and parsley is a characteristic of a small garden, but fails to explain why it is a sign of the garden being small. Choice **a** is incorrect because it removes information that explains why the plants mentioned in Part 1 are important. Choice **b** is incorrect because it removes information about the gardener who has little time. Choice **c** is incorrect because reversing the order of the sentences moves the detail about *these* in Part 2 too far away from its antecedent. Choice **d** is incorrect because the passage does not indicate that growing flowers is easy in general; rather, it suggests that growing hardy species (hardy species) as appropriate to a garden is the best way to save time for maintenance. Choice **e** is incorrect because his sentence creates a contradiction between the idea of harvest and the idea of saving space for flowers.
391. **c.** The first paragraph mentions that saving room for flowers, such as lavender, sage, thyme, and parsley is a characteristic of a small garden, but fails to explain why it is a sign of the garden being small. Choice **a** is incorrect because it removes information that explains why the plants mentioned in Part 1 are important. Choice **b** is incorrect because it removes information about the gardener who has little time. Choice **c** is incorrect because reversing the order of the sentences moves the detail about *these* in Part 2 too far away from its antecedent. Choice **d** is incorrect because the passage does not indicate that growing flowers is easy in general; rather, it suggests that growing hardy species (hardy species) as appropriate to a garden is the best way to save time for maintenance. Choice **e** is incorrect because his sentence creates a contradiction between the idea of harvest and the idea of saving space for flowers.
392. **a.** The first paragraph mentions that saving room for flowers, such as lavender, sage, thyme, and parsley is a characteristic of a small garden, but fails to explain why it is a sign of the garden being small. Choice **b** is incorrect because it removes information that explains why the plants mentioned in Part 1 are important. Choice **c** is incorrect because it removes information about the gardener who has little time. Choice **d** is incorrect because reversing the order of the sentences moves the detail about *these* in Part 2 too far away from its antecedent. Choice **e** is incorrect because the passage does not indicate that growing flowers is easy in general; rather, it suggests that growing hardy species (hardy species) as appropriate to a garden is the best way to save time for maintenance. Choice **a** is correct because the information that is on the subject matter of the first sentence is, thus, off-topic in the second. Choice **b** is incorrect because it removes information that explains why the plants mentioned in Part 1 are important. Choice **c** is incorrect because it removes information about the gardener who has little time. Choice **d** is incorrect because reversing the order of the sentences moves the detail about *these* in Part 2 too far away from its antecedent. Choice **e** is incorrect because the passage does not indicate that growing flowers is easy in general; rather, it suggests that growing hardy species (hardy species) as appropriate to a garden is the best way to save time for maintenance.



ct because it

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- d** is off-topic and does not match the main idea of the paragraph; it mentions time-consuming work in a paragraph about gardening that takes a moderate amount of time.
393. **b.** The word *lavished* should be substituted for *languished* because it makes no sense in the context.
394. **c.** Part 4 contains a nonstandard verb form, *brung* for the past-tense correct verb *is brought*. Choices incorrect because **a**, **b**, and **d** are not standard usages of verbs.
395. **b.** Part 3 contains a sentence fragment, for there is no main clause in the sentence. Choices **a**, **c**, and **d** are incorrect because they are complete sentences.

**SET 36** (page 116)

396. **b.** Part 3 requires a comma before the coordinate conjunction *so*. Choice **a** is incorrect because it already shows a comma separating two independent clauses. Choices **a** and **c** because they do not separate two independent clauses.
- T** The correct answer is in the simple past tense, which is the tense used throughout the paragraph. Choices **b**, **c**, and **d** are incorrect because they suggest tenses inconsistent with the tense used throughout the paragraph.
398. **b.** The context requires that the noun *renown* be used as an adjective. Choice **a** is incorrect because the change to *renowned* makes no sense in the context; it would imply that Augustus was directly inserted into the text; it would imply that Augustus grew up before immigrating. Choice **c** the pronoun *it* where the subject of attraction of subject and verb *it is* possessive pronoun *its* is required. Choice **d** it introduces a subject-verb error into the sentence.
399. **b.** The semicolon in Part 2 is used incorrectly to introduce two independent clauses. Choices **a**, **c**, and **d**, the semicolon correctly separates two independent clauses.
400. **c.** The expressions *year-round* and *in all seasons* are synonymous. Choices **a** and **d** are incorrect because none of these sentences requires unnecessary repetition. Part 4 may seem to, at first, require the words *hot* and *humid* interesting and specific terms described in more detail in the sentence.
401. **b.** The subject of Part 3 is climate and therefore the verb is in the third-person singular form of the verb to be—*is*. Choice **a** the comma is correctly placed after an introductory phrase.

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- Choice **a** incorrectly inserts the possessive pronoun *its* in a text where the contraction of subject and verb is required.
402. **c.** Incorrect because the comma is necessary to close an interruptive phrase, *whether in the back established campgrounds*, between the subject and the verb. Choice **d** provides information about the high cost of the trip. It doesn't give information about the main purpose of the passage, which is how to choose a doctor. Choices **a**, **b**, and **c** are incorrect because all of these sentences provide information about, and guidelines for, choosing a doctor required here because the word is being used to provide information to a verb (*responds*). The correct word is *quickly*. Choice **b** is incorrect because it is grammatically incorrect. Choice **c** is incorrect because, in the context of this sentence, using the past tense is appropriate. Choice **d** is incorrect because it requires an adjective here, not an adverb.
403. **a.** Incorrect because *good* is misused as an adverb; it needs to be replaced by the adverb *well*.
404. **a.** Incorrect because *well* is misused as an adverb; it needs to be replaced by the adverb *well*.
405. **a.** Incorrect because *well* is misused as an adverb; it needs to be replaced by the adverb *well*.
406. **d.** Incorrect because *well* is misused as an adverb; it needs to be replaced by the adverb *well*.
- SET 37** (Page 120)

407. **a.** T  
 The word *greek* in Part 2 should be capitalized because nationalities and languages require capitalization. Choice **b** is incorrect because a person's title, given before his or her name, is capitalized, while **d** is incorrect because the title is not capitalized when no name is given. Choice **c** is incorrect because the names of seasons are not capitalized.
408. **a.** P  
 Choice **a** contains a run-on sentence. It requires a semicolon or a period before *we*. Choices **b**, **c**, and **d** are incorrect because they require parentheses and *we* before *we*. Choices **b**, **c**, and **d** are incorrect because they require parentheses and *we* before *we*.

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409. **b.** Because the numbered parts they indicate all contain *overlooking* sentences, the context requires a word meaning to surrender.
410. **d.** Choice **b** is correct. The other choices are incorrect because **c** is the wrong meaning for the context of the sentence; **a** and **e** make the pair of verbs in the sentence parallel, but **a** is changed to *overlooks* to match the form of the verb *to overlook*. Choice **d** is incorrect because the change would convert sentence 7 into a run-on sentence. Choice **b** is correct because *Iris*, as the name of a people, must be capitalized.
411. **d.** Choice **d** is correct because the word *running* is functioning as a gerund; the verb *run* would make nonsense of the sentence. Choice **a** is incorrect because a comma is required after an introductory dependent clause; choice **c** would introduce a comma fault, separating a verb from its subject; choice **e** would introduce a comma fault, separating a verb from its object. Choice **b** is incorrect because the semicolon would be followed by a complete sentence, which is not the case.
412. **c.** Choice **c** is correct because removing the colon would create a run-on sentence. Choice **a** is incorrect because the comma would cause an unwarranted shift in tense (which most of the passage is written) to present. Choice **b** is incorrect because it would change the correctly written noun, *effect*, to the verb form. (*Affect* is a verb, except when used as a noun.) Choice **d** is incorrect because it would note a person's emotional expression, or lack thereof, as in the sentence (*She showed a joyless affect.*)
413. **b.** Choice **b** is correct because the adjective *shallow* in Part 5 actually modifies the verb *reflect* because it is used as an adverb. Therefore, the adjective should be revised to be the adverb *shallowly*. Choice **a** is incorrect because it would change the proper noun *Lake* to a common noun. Choice **c** is incorrect because it would change the proper noun *Lake* to a common noun. Choice **d** is incorrect because it would change the proper noun *Lake* to a common noun. Choice **e** is incorrect because it would change the proper noun *Lake* to a common noun.
414. **c.** Choice **c** is correct because the proper noun *Lake* must be made possessive before being followed by the gerund *arriving*. Choice **a** is incorrect because it would change the proper noun *Lake* to a common noun. Choice **b** is incorrect because it would change the proper noun *Lake* to a common noun. Choice **d** is incorrect because it would change the proper noun *Lake* to a common noun. Choice **e** is incorrect because it would change the proper noun *Lake* to a common noun.
- SET 38**
415. **c.** (Page 123)
- This paragraph is about how to handle business. Reversing the order of Parts 9 and 13 would cause the flow of the paragraph to be awkward, moving from the end of the conversation to the beginning. Choice **a** is incorrect because the information, although misplaced, is essential information and

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- 8 should not be deleted. Choice **b** is incorrect because **d** is  
 id 13 need to come near the beginning of the p  
 contain information about handling mess  
 correct because the addition of such a sentence **a**  
**416. b.** information already given or implied in the rest of t  
 ; sentence requires the adverb *then* in this contChoice **c** is  
 correct because it would introduce a problem c  
 veen the pronoun *they* and its antecedent *pi*  
 ause it would introduce a problem in  
 ement. Choice **d** is incorrect because the poss  
**417. d.on** the plural of the noun *boss* is necessary in this **a, b, and c**  
 verb *depend* is, idiomatically, followed by the  
 sition  
**418. a.** T Since be n Part 10, it is wrongly followed by *in*. Choices *someone.*  
**419. c.** ause none of them contain nonstandard uses of  
 ntecedent of the pronoun *they* in this sentence  
 ular, the corrected subject pronoun should *we are.*  
*te* or *she*.  
 sentence requires the contraction *we're*, short **incorrect b**  
 ight to use a contraction because the writer use **is incor**  
 ractions elsewhere in the passage. Choice *deadline*  
**420. a. C** oduces an error in modifiers. Choice rec  
 olon must be followed, here, by a full senten  
 incorrect because the singular would disrupt th  
 e list, the other elements of which are plural. I  
**421. d.** verb t logical sentence because it continues to  
**422. a. A** elop the subject of the first paragraph: Patrick  
 r choices are mentioned, but they are not the n  
 5 changes from the past tense to the present t  
*closes*. It should read, "He *closed* that famous  
 ther sentence is needed to add the information  
 gram is only for passengers leaving the bu  
 rding it. This information is implied in the para  
 ctly stated; without the direct statement, the  
 fusing, and the reader must read between the li  
 rmation. Choice **b** is incorrect because it  
 ortant instruction to drivers, rather than clarify



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423. a. T 424. b. paragraph's point. Choice c is incorrect because it contradicts the point the paragraph makes. Choice d is incorrect because it would place material between the ideas of what the program illustrates; it would disorder the sequence of the relative pronoun *who* is incorrectly used to refer to the Here Program; the pronoun *which* is a better choice. Choice e contains two sentences linked only by a comma; a semicolon is required. Choices a, c, and d all contain errors because they contain run-on sentences.
- Part 4, a semicolon is used incorrectly to introduce a clause that should be replaced by a colon. Choice a is incorrect because this sentence does not make sense if the contraction means *we are*, replace *'re*, which is incorrect. Choice b is incorrect because it would introduce a comma fault between the subject and the verb *were*. Choice c is incorrect because a comma is needed to separate items in a list.
425. d.
426. a. T
427. c.
428. a. T
429. a. T
430. b. 431. replaced by *determining*. It also is in the wrong verb tense.
- a. C 432. d.
433. a. T 434. The word *Latitude* is not being used as a proper noun; it should be plural and need to be capitalized.
- c. The apostrophe should be removed—*employers* is not possessive.
435. d. A comma should be added after *leak* to separate the clauses. Choice a is written in the tone and style reflected in the passage, and choices b, c, and d are awkward versions of the sentence. The verb needs to be singular to agree with the subject of the sentence, *Theodore Roosevelt*. Choices b, c, and d are incorrect because they introduce a shift in tense. Choice e is incorrect because the subject of the paragraph is the characters in Dick *Henry* people's novels. The other choices do not introduce a shift in tense.
- The sentence repeats itself several times. Choice a is incorrect because *extraordinary difficulties* is sufficient by itself. Choice b is incorrect because *hard and unusual* and *regular people* are redundant.

ere is a verb disagreement between *these* (p  
d singular). The sentence should begin, *This*



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**SET 40**

**a**

436. b. (page 131)  
The word *Carnavale* is a foreign word; therefore, it is not italicized. Choice **d** is incorrect because there is no reason to italicize the word *serfs*, an ordinary noun, in the passage. Choice **c** is incorrect because the definite article is not needed before  *Carnival* used as a proper noun. Choice **d** is incorrect because the verb

437. a. T 438. The pronoun *she* is used incorrectly here, in the subjunctive mood.

a. Q The objective pronoun *her* is misused in Part 1 as a subject pronoun; it needs to be replaced with the pronoun *she*. Quotation marks need to be inserted before the quotation is interrupted after the interrupting phrase,

Choice **b** is incorrect because the comma is required after the interrupting phrase from the quotation. Choice **c** is incorrect because the quotation marks are necessary before the interrupting phrase. Choice **d** is incorrect because the quotation is not finished; the comma should be placed after the sentence.

439. b. The statement maintains the formal tone established throughout the passage. Choices **a**, **c**, and **d** are still too informal.

440. d. In Part 7, the pronoun *you* needs to be changed to *we* in order to agree with the antecedents used earlier in the passage. Choices **a**, **b**, and **c** are incorrect because none of these sentences follows the standard use of a pronoun.

441. a. Choice **b** is correct.

c. *Subsequently* means *as a result of*. The adverbs listed in choices **a** and **d** do not address this sequence.

c. Choice **a** reflects the sentiments in the last sentence of the passage. Choices **b**, **c**, and **d** do not state such a profound truth.

b. The pronoun *my* needs to be changed to *our* and the pronoun *we*. Choices **a**, **c**, and **d** do not address the pronoun/antecedent agreement problem.

444. a. P Sentence 1 is a fragment and needs a verb to make it a complete sentence. The sentences in choices **b**, **c**, and **d** are complete.

**SET 41**

445. b. (page 134)  
The main idea of this paragraph is that, while recognizable patterns exist, the patterns are extraordinary. Choice **b** states that the patterns have the eerie quality of fate. Choice **c** focuses on the focus ideas, but rather repeats material already stated. Choice **d** uses attention on the side idea of the material that is not the main idea and argument of the passage.

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446. a. T composing.

the possessive *Mozart's* is required before the ;  
choice **b** is incorrect because *too*, meaning excessive  
choice **c** is required in this context, not the preposition *to*  
incorrect because the possessive form does not make ot the posses-  
text. Choice **d** is incorrect because *there* sive pro

447. c. required in this context.

rt 4 contains an error in pronoun/antecedent a  
noun *they* must be changed to *it* in order to agree **a, b, and d**  
son with its antecedent, *regularity*. Choices are inc  
y contain standard uses of pronouns.

448. d. y contain standard uses of pronouns.

e passage discusses the fact that the Hornblower t  
icational and enjoyable. The fact that they are

449. c. iberback and hardcover is irrelevant to the passage'

e phrase *hero's career* is possessive—the career of *hero* is  
*hero's* therefore, *heros* needs an apostrophe. The plural

450. c.verb

451. b. S entence 4 shifts from the past tense to the  
with the *is*. The sentence should read, “. . . what

452. d. T here should be a comma after *secret*, since  
con tains two clauses. like . . . .”

453. c. 454. tence 3 needs a comma after *ordinary people* two  
uses.

a. T 455. b. *correctly divide* is a split infinitive. The infinitive  
parating the  
oices **a, b, and d** do not make this kind of error.

e context requires a verb that means *to extend bey to divide.*  
*ne before*. The words in the other choices do not  
aning. , not to

**SET 42**

456. a. S t 2 is the only interrogatory sentence in the passage  
uestion, it needs a question mark as punctuation.

457. c. with

458. d. (page 137) ince the sentence states that the *sys*  
*esigned to give*

*nds to ensure* as well. Choices **b, c, and d**  
ie pronoun *his* should be replaced with *the* , then it  
*employers*. There are no errors in pronoun agre  
ect as written.  
nt in choices **a, b, or d**. order to agree

emicolon should separate two complete sentences  
-  
uses); the second half of Part 6 is not a complete  
-  
tatement of a portion of the first half. This r  
-  
ropriate. Choices **a** and **b** would create run-on  
-

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459. **c.** ences. Choice **c** would incorrectly separate two subject forms joined by a conjunction (*and*) with a semicolon. Choice **d** is incorrect because *he* pronoun is one of the subjects of the sentence, and *them* should be changed from the object form *him* to *them*. Choice **a** is incorrect because *their*, meaning *his*, is correct in this context. Choice **b** is incorrect because a comma is necessary before the conjunction *and*.
460. **d.** rrect because the possessive form is not required in this context. in Part 2. -
461. **d.** 5 is the only sentence fragment in this passage that is correct in order to express a complete thought.
462. **a.** T The word *recently* is the best contrast to *Finally*. Choices **a**, **b**, and **c** indicate time lapses that would not likely take place in the context of the passage. Choice **d** is incorrect because *the ceiling* is not a noun number.
463. **b.** independent clause. Making the changes stated in **b**, **c**, and **d** are correct.
464. **d.** phrase *at the ceiling* should be replaced with *at the top*. The pronoun *it* should be changed to *they* and person number should be changed to *their*.
465. **c.** antecedent, *detectors*. Choices **a** and **b** are incorrect because they do not follow standard uses of pronouns.
466. **b.** paragraphs are related in that they both talk about the effects of extreme heat on people and the treatments used to prevent heat stroke. Choice **c** is incorrect because the main subject of each paragraph is a different condition resulting from extreme heat. Choice **d** is incorrect because the first paragraph begins by mentioning that heat stroke is more serious than the condition mentioned in Paragraph 2. Choice **a** is incorrect because the first paragraph begins with a transition. Choice **c** best aids the transition by explaining the most serious condition, heat stroke, thereby paving the way for the contrasting condition, heat stroke. Choice **d** is incorrect because the first paragraph is about heat stroke, so the second paragraph, not the first.
467. **b.** main idea of this paragraph is a description of the treatment of heat stroke. The information in Paragraph 2 is less relevant than the information in Paragraph 1. The information in Paragraph 3 is least relevant. The other choices, by contrast, all describe symptoms or treatment.



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467. a. Part 1 is a sentence fragment; it contains no main verb. had been is a past participle (page 142).
- SET 43**
468. c. b—for example, it might read *what the occupants been doing* needs an auxiliary verb. Choices **a**, **b**, and **d** are incorrect because they use nonstandard verb forms.
469. a. h Part 2 contains a comma splice; the comma should be removed and the sentence should be written as two standard sentences.
- P 470. b. Part 2 expresses two complete thoughts as one. To correct the comma splice, a comma should be added after *Greenland* and a conjunction should precede the independent clause.
471. d. Even though it may look like a question, Part 6 is a declarative sentence. It should not be punctuated with a question mark.
472. c. This choice adds the subject *he* in the second sentence, eliminating the dangling modifier *walking down the street* and making the sentence read as if the leaves are walking down the street. All other choices are incorrect because they do not solve the problem of the dangling modifier and add unnecessary words to the sentences.
473. b. This paragraph's purpose is descriptive; it describes the classroom and the corridor outside it. Choice **b** is the best choice because the information in the sentence adds to the description of the corridor. Choice **a** is incorrect because it adds information that describes the course Howard is to teach, which is not relevant to the paragraph. Choice **c** is incorrect because it adds information about two buildings mentioned in the first paragraph, but the information rightfully belongs in the first paragraph, not the second. Choice **d** is incorrect because it adds information irrelevant to the paragraph.
474. c. Part 6 is a dependent clause with no independent clause. It should attach itself to the main clause; therefore, it is a sentence fragment. The word *wreaked* should be replaced in this context with the synonym *reeked*. Choices **a**, **b**, and **d** are incorrect because they are not used correctly in their context.
475. d.

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low this score **6: Essay Questions**

**ing Criteria**

A “6” essay using scoring guide to score each of your essays. Before reading your essay and use the scoring guide to help you do it. Sample essays for the first six essay topics

- 3
- 3
- 3
- 3
- 3

is a highly effective response to the assignment; a model. It has the following additional characteristics:

organization and overall coherence  
clear explanation and illustration of main ideas

A “5” essay variety of sentence syntax  
freedom from mechanical mistakes and errors in word and sentence structure

- 3
- 3
- 3
- 3
- 3

shows competence in responding to the assignment with minor errors. Additionally, it has the following characteristics:

clear organization and general coherence  
clear explanation and illustration of main ideas

A “4” essay variety of sentence syntax  
freedom from mechanical errors and errors in word and sentence structure

- 3
- 3
- 3
- 3

displays competence in response to the assignment with additional characteristics:

clear organization and development

A “3” essay explanation and illustration of some key ideas  
freedom from mechanical errors and mistakes in usage or sentence structure; errors are not consistent

shows some competence but is plainly flawed. Additional characteristics:

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- 3 late organization or incomplete development
- 3 late explanation or illustration of main ideas
- 3 presence of mechanical mistakes or errors in usage and structure

A “2” **essay** shows limited competence and is severely flawed. Following characteristics:

- 3 poor organization and general lack of development
- 3 little or no supporting detail
- 3 frequent mechanical errors and mistakes in usage, sentence structure, and voice

A “1” **essay** shows a fundamental lack of writing skill. Additional characteristics:

- 3 poor organization that is practically nonexistent and general
- 3 frequent and widespread writing errors

A “0” **essay** does not address the topic assigned.

**SET 44** Sample Essays (Page 148)

476.

**Sample “6”**

**Essay** To contradict the ideal of democracy upon which our country is based, but requiring public school students to wear uniforms. In fact, uniforms would help schools provide a better education by evening out socioeconomic differences among all young students.

It is an important, especially to children and teenagers who are growing up who they are and what they believe in. But in many ways, we are concerned about what they wear that clothing has become an obsession. Many students today are too busy working after school so they can afford the transportation required to wear uniforms, they would have less time to study and more time to devote to their studies. Unfortunately, the competition over who has the hottest

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in the classroom to the self-esteem of students from lower-income families would require everyone to wear the same uniforms. Families would not have to attend school in hand-me-downs or the kind of teasing they often get from students. True, students from wealthier families may wear nice clothes, but in general the uniforms will create an even playing field for all students.

What opponents argue, uniforms will not create uniformity. Just because students are dressed the same does not mean they won't be different individuals. In fact, because uniforms enable students to focus less on their appearance, students can focus more on their education. True, in general the uniforms will create an even playing field for all students.

### Sample Essay

Requiring public school students to wear uniforms will improve discipline in the schools. When all students are dressed alike, they automatically have a sense of common purpose. Uniforms mean something. School uniforms remind students that they are indeed in school—no distractions. Getting dressed for school itself will be a form of discipline that will carry into the classroom.

Some students will complain, requiring public schools to spend more money makes sense. Students will learn more—both academic and social world around them.

Requiring public school students to wear uniforms is a powerful statement that the school years are an important time for them to focus on learning. Uniforms would undermine that. They would also have a negative impact on students with discipline problems.

Everyone has their own personality, and one way they express it is through their clothing. Clothes are an important way for you to show how they feel about themselves and what is important to them. If students are forced to wear uniforms, this important part of their identity will be taken away.

When I was in junior high school, my parents gave me the freedom to buy my own back-to-school wardrobe. They let me choose everything, from sweaters and shirts to shoes. I never forget how independent that made me feel. I could

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**501 Grammar and Writing Questions**

**Sample Essay** “3ling that I liked. I did make a few bad choices, but I know that I am sure, would feel the same. America values individuality. What happens to the world where everybody looks the same? Discipline in schools is a serious concern, uniform problems usually come from a lack of discipline that uniforms can’t begin to address. A student who isn’t going to change their behavior because they are wearing uniforms and tie. In fact, discipline problems might increase if we wear uniforms. Students often make trouble because they are well-behaved students who used to get attention in school but now become trouble-makers so they can catch the attention of the teacher. Uniforms are not the answer to the problems public schools face. If we wear uniforms they’ll restrict individuality and may even increase the problems. They’ll only add to the problem.

Requiring public school students to wear uniforms is a problem because a student has their own identity and express who they are. School years are an important time in finding one’s self. Uniforms could also have little, if any, positive affect on students. When I was in high school I let my children buy their back-to-school clothes they wanted. I let them choose everything. I’ll never regret it. As they would say, awesome! They could choose their own clothes. It would be to be yourself. But how can a young person be themselves if everybody is the same.

Discipline in schools is of a serious concern, uniforms are not the answer. The life of many students that make bad behavior. If we wear uniforms that discipline children at home, that’s a problem that uniforms can’t do anything about. A student who is causing trouble because they are wearing uniforms and tie. In fact, discipline problems might even get worse if we wear uniforms because of not getting enough attention. If she is dressed. Uniforms are not the answer to the problems public schools face.

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will make it, because they will keep them from being who they

### Sample "1"

Students should wear uniforms too. Not just public schools, but private schools too. I like to see students who don't want to teach in a private school; but I like to see them on their own day. They look neat and well-groomed no matter what their income. Social level doesn't matter. Wearing uniforms is good because they build a sense of unity. Everyone on the same school wears the same clothes. The students get used to the school right away. It makes it easier for them to make friends with people. They don't have to worry about fitting in because they always know what to wear. They don't have to spend as much money on clothes. Parents think it is unfair that public school students have to wear uniforms. Maybe private school students should wear uniforms and be individual. Then everyone would be able to dress the way they

like. We say uniforms would make bad students behave better. They are always talking about who has a better sneaker. They might have paid more attention in school like they could learn more.

477.

### Sample ' Essay

For teachers to boost their students' science test scores, they should use real-life examples. Before students memorize facts, the teacher should demonstrate a science experiment and let students observe the process. This helps students learn how to experiment for themselves. This is a good process with their senses before trying to fix it in their heads.

Real-life examples could be used to provide anticipatory learning. For example, when studying insects, the teacher might pass out a magnifying glass in the classroom and let students observe the little ant farm. Then, individual tasks before asking the student to read the textbook. Just as people do. If possible, it would be best to take students on a field trip to see how ants build hills outdoors. This would let students have hands-on experience with

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exist in lecture follose observation of far-away objects is magical  
exist! The Sea of Tranquility, a crater on the r  
e as a building on the next block. This introduction  
erse brings the opportunity for lessons about the c  
ie geophysical facts of the craters that compri  
e. Lessons like these come alive in a way that does  
test

ach to teaching science should not begin in high sc  
school or even in kindergarten. Scientific facts ar  
/without them we have no real understanding. Curio  
s the ability to memorize, perhaps more so. Curio  
ning long after they've passed their

### **Sample "4" Essay**

portant for many reasons, but especially because t  
chnology. If other countries get ahead of us  
to excell. s may be dire. So it is extremely important for our

and best way to teach science is to make the s  
lication of it. For example, if the teacher is teachi  
n the medical uses of plants. Or if teaching phys  
am of a rocket ship. Field trips are a good idea, a  
hat makes dolls. The point is to make it practical  
girls alike.

is in high school I had a teacher named Mr. Wiley  
and watch the results. Sometimes they were unexp  
ishroom we planted that was poisonous and remi  
s we all loved in those days. Mr. Wiley made it  
; so that it wasn't just dry facts. And he told us the  
articular kind of mushroom is used in the making c

/ and age it is important for all of us to know sc  
use it affects all aspects of our lives, but for you  
knowledge. velihoods—and even their lives—may depend on

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**Sample** necessary skill because it can effect each one of u

**Essay** hydrogen bomb or finding a cure for AIDS. It is  
and a host of other items we take for granted. So  
to learn it.

ay to teach science is to have a good textbook a  
the classroom. If the equiptment is poor there is no  
it, which is why the poorer schools are behind th  
nd other countries. Its the most important factor in

ay to teach science is through field trips and vidio  
classroom todes in the library and every school should have  
a good library is imporent. And there are many  
they would find intresting.

s in school I thought science was boring. I wish  
because I think it would make me a better teache  
understand the world of technology. If we don't  
e are at it's mercy, and it is something we rely  
ves. Without science we would have no technilog  
ries are ahead of us it is our own fault for not put

ting science a

portnt and we should teach it to our students in the

**Sample** tng in to talk would be one way. Also experir

**Essay**o. The reason it is important, is other countrys ar  
ave a war. Then if there tecnoligy is better they wil  
ous not to have students that know alot

our children to relay too much on science and tea  
it fails. If the computers fail we are in serious troub  
about scienc medical research will suffer. So science is impo  
for there famild learn but it isnt everything and they should lo  
other things to, like how to make a good living

science in the right way our country will be better  
when they are caught up to the new melinnium

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478.

Sample "6"

Essay

speed limits are both unnecessary and burdensome and can be positively dangerous. Unnecessary laws should be removed from a community's legal statutes, because they add to a police officer's work by calling on the officers to enforce a law that is a *speed trap*? Every

where, speed limit laws are burdensome to the general public. Even the fact that law-abiding citizens pay careful attention to the law doesn't matter. After all, it is not a moral issue how fast someone is driving; it is not determined to be "good" or "bad" based on

speed limit laws actually have that very effect upon society. People are deemed to be "law-abiding" or a "law-breaker" based on whether they obey speed limits! The very law itself artificially creates criminals, criminals whose only crime has been to drive faster than some traffic committee thought safe.

One of the most important reasons for abolishing speed limits is that they are dangerous. How often have you suddenly found yourself in a car accident because you discovered a hidden hazard? Most accidents of motor vehicle accidents are caused by such things as speeding or slow down to *rubber neck* simple act of taking your eyes off the road to check the speedometer leads to countless lives

lost. Many laws are bad laws; laws that endanger those who obey the laws. There is no question about it: speed limit laws

are not good laws. Laws are sort of neutral, it seems to me. They are not good or bad in themselves, what makes them right or wrong is how a person can be a good driver even if he or she is driving slowly. A person might drive slow and still be a bad driver. Speed limits don't actually make someone a better driver. For example, a person drives pretty slow but she can't see very well. One day she is in a car and she didn't see it until it was too late. Driving

accomplishes n

**Sample "4"  
Essay**

**501 Grammar and Writing Questions**

speed limits. I made it so that my grandmother saw the dog any be  
alive. So in that sense, the law proved neutral—she  
the dog wasn't killed.

make someone better or worse. Laws only control  
what they do it. Speed limits control how fast a person  
make a person a more skillful driver. There are defini  
needs to be warned that the road is dangerous and

**Sample Essay** Driving slower will prevent the car from skidding  
role of

On the other hand, there are probably lots of places where  
speed limits are helpful. Near schools, for example, the speed limit  
but slowing down near a school doesn't accomplish  
limits are helpful, they should be kept, and where they  
should be removed.

And there's speed limits. Especially since my life goes  
important for society.

So I ran into the road after my ball in front of a car  
I'm alive because I jumped back to the sidewalk. Now, if she  
had been killed! But fortunately for me, the speed limit

**Sample** would stop her car and I had time to jump.

There were no speed limits at all! People would be  
like crazy, and cars would be skidding. Out of control  
today are dangerous enough without turning even  
if they were on the way to a fire.

Speed limits are too important to get rid of them. Like  
there cars.

Careful speeding will kill you I know what I'm  
I've seen it happen. Just last week a guy hit the guard rail  
and got attention. In front of my house.

Good. We need more in fact. If anything I think cops  
should arrest people who won't do the law. Including drivers

So slow I think on the highway. What's the sense of  
speeding the same way. But on backroads there goes

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**501 Grammar and Writing Questions**

479.

### Sample “6” Essay

fulfilling  
lives.

of problems, but the method we use to approach them defines whether we’re happy or miserable. Bob says, “Problems are opportunities in disguise.” If we approach them with a positive attitude, we can see that problems are really opportunities for growth and ourselves. They enable us to live happier and

This quotation applies to all kinds of problems. To show this, I shared a problem just last week when our family’s kitchen had a serious leak. Water puddled all over our new kitchen floor. Worse, our landlord was out of town for the week, so we couldn’t afford to wait for the landlord’s return to pay an expensive plumbing bill. Taking charge, I decided to fix it myself. The best place to start was at my local library. I borrowed a do-it-yourself book, and in just a few hours, I had figured out the problem. Not only did I repair the leak, but I know now the steps to solve other everyday problems.

It’s important to remember that no matter how big a problem is, it’s an opportunity. Whatever kind of situation we face, problems can help us learn and grow, both physically and mentally. Problems give us the chance to do things we’ve never done before, and they teach us how to do things we’ve never done before. They teach us what we’re capable of doing and give us the chance to surprise ourselves.

### Sample “4” Essay

When a “problem” can send some of us into a panic. Bugs, too. Problems are situations that make us think and resourceful. They can also teach us things we didn’t know

For example, I had a problem in school a few years ago when I was in my math class. I started failing my quizzes and tests. I wasn’t sure what to do, so finally I went to the teacher. She said she would arrange for me to be tutored by a student who was the best student. In return, though, I’d have to help her with her books. I wasn’t sure what she meant by that until I met her.

She was as tall as I was and had to help her carry her books from class to class. She was the only person in a wheelchair before and I was a little sca



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**501 Grammar and Writing Questions**

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**Sample** 'be the nicest person I've ever spent time with. S

**Essay** everything I need to know for math class and she te  
s like to be handicapped. I learned to appreciate ev  
Also know that people with disabilities are special i  
't do, but because of who they are.

that wonderful things can come out of problems.

o look for the positive things and not focus on the

he appreciated

blem" is a negative word but its just an opportuni  
said. It can be teaching tool besides.

e, I had a problem with my son last year when he w  
aid no and he had to earn it. He mowed the lawn  
s. In the winter he shovelled the walk. After that

problem but the sollution that matters. My son lear  
arning money. (It taught me the value of money to  
gger allowance!) After that he could get what he w  
t have to beg. Which was better for me too. Someti

**Sample** fren and there parents can learn a lot from problem

**Essay** fren the value of over-coming trouble. Which is a  
out of trouble. As well we can teach them the va  
pect of a problem that we many times forget.

is are a good teaching tool as well as a good way  
, to look at the silver lining behind every cloud.

ie quote that problems are opportunities in disguise  
opportunities, too.

t of problems like anyone else does. Sometimes  
n't no how to handle them. When I have a really l  
k my parents or freinds for advise. Sometim  
y don't, then I have to figure out how to handle it  
had a big problem. Where someone stole my wall  
terview. But I had no money and no ID. This hap  
the principles office and reported it. He called t  
nterview with. Who rescheduled the interview for  
tunity to interview and I'm proud to say I got the jo  
here!

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of the other can be opportunities if you just look at them the

**SET 46**

ge 149)

**480.**

**Sample “6”  
Essay**

cowardice seem like absolutes. We are often quick to label ourselves, as either “brave” or “timid,” “courageous” or “cowardly.” One bright afternoon on a river deep in the wilderness, I learned that these qualities are as changeable as mercury.

On a cross-country drive, my friend Nina and I decided to go to Missouri and spend the afternoon on a boat trip down the river. We es through the wilderness. We rented a canoe and paddled down the river. We were fine for the first seven or eight miles. When we reached the bluffs, commented on the dogwoods in bloom, and the water. Then, in approaching Devil’s Elbow, a current suddenly swept us in toward the bank, under the shadow of a weeping willow. The canoe tipped over, and I was left floating for just a few seconds on the willow’s submerged branches. I noticed, I saw the canoe sweeping out, upright again, but I was unable to swim after it.

Myself, I cravenly, I knew I should help, but I was petrified. I tried to help the treacherous rapids and haul the canoe back onto the bank, but then came the scream, and Nina dashed back in to help. She pulled me out of the canoe, a black and brown, checkerboard snake lay coiled. I don’t know exactly why, but there was something that has passed me by completely. I acted in a scaly sort of way, but Nina was still screaming. I thought we had seemed smug, I said, “We’re in its home, it’s our home.” I prodded it with the oar until it reared up, slithered, and raced away.

That night, in our cozy, safe motel room, we agreed to talk about the experience, thinking about what might have happened. So important from the ordeal. I know that, had we encountered a snake, I might have come away ashamed, labeling myself cowardly. I entered only the snake, Nina might have done either of us will ever again be quite so apt to brand

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**501 Grammar and Writing Questions**

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own blood ton as lacking courage. Because we will always k  
ner, may be the snake or the bend in the river or th

**Sample** something else as yet unanticipated, that will cause  
**Essay**

courage. be shown in many ways and by many kinds of pec  
rich, or educated, or even an adult to show true

le, a very heartbreaking thing happened in our far  
ut at the time it almost made us lose our faith. Ho  
sson regarding courage. In spite of his father's an  
son Matt went ice-fishing with some friends and f  
igid water beneath. He is prone to do things that  
v many times he's told. Fortunately there were gr  
able to throw him a life line and pull him to safe  
him onto shore they discovered he was unconsciou  
t they were weak, the paramed ics pronounced

ttle sisters (Nans) hero. He is 16 and she is 13, j  
nires everything he does. When they took him to  
going that night to see him, and she insisted on st  
band thought we should insist she go home, but it v  
er so there was no real reason. So we talked it  
was first thingayed every night for the whole week just to be b  
woke up she was there. Her smiling face the

the fact she was just a child and it was frightening  
er brother she loves so much, and had to wonder, e  
stayed. So courage has many faces.

**Sample**  
**Essay**

to learn. not something we are born with. It is something th

le when your children are growing up you shou  
h them to face lifes challanges and not to show t  
ther. Some people would say he was harsh, but ba  
way. One time he took me camping and I had a te  
awl in with him but he said there was nothing

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**501 Grammar and Writing Questions**

a valuable lesson. And I went to sleep sooner than I would have expected if I were afraid.

**Sample Essay 481** “1 many reasons for courage. In a war a soldier has to be no less courageous if she is raising a child. So, in me it is totally alright to be afraid as I have been grateful to him ever since that night. My parents know what is best for their kids even if it is a harsh thing. I learned not to show my fear that night and to have courage. In everyday life it is important to learn from our parents, like I did from my mother. It is better to learn it, as I was that night, and I learned

important in a battle and also ordinary life. In a war if you let him down he might die. Courage is important if you have sickness in the family or if you encounter a crisis. You will need all the courage you can get. There are many ways courage will see you through.

**481. Sample Essay** “6 things moved or gone. But I called the police and they came to my apartment which was brave and also some might say they were brave and took my statement and also later caught the guy who was in my apartment and we looked out the window and nobody suspicious out in front. It turned out to be a scare and she said because I was calm it made her feel important to me, in my relationship with my girlfriend. Courage is important not only in war but also in life.

be taught, at least the kind of basic composition that is taught in school. The most important factor in teaching writing is a simple one for students who have been less than successful in the past. The student should be asked to write at all times in a context with a purpose beyond “English class.”



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excite curious student should *want* to learn to write. For students with  
; reason or another, it's difficult to see a writing class  
e in plummeting self-esteem. Many students believe  
ery only those "with talent" can understand, and  
something to endure. The first thing to teach student  
purpose that pertains to their lives. The teacher must  
all as to intellect.

That the best approach is to ask students to keep a journal  
part, grammar and style shouldn't matter, the way  
formal assignments that come later in the course.

### Sample

### Essay

students should be asked to keep track of things that  
y that interest them or cause them to be happy, and  
second part of the journal they should keep track of  
up and take notice. These can include things that happen  
ome to them when reading an assignment for class.  
Whether the intellect and

ing grammar, the teacher can present exercises in the  
y or story because it gives writing a context. To  
students complete dry drill and skill exercises that  
g. Diagramming sentences, identifying nouns and  
atives seems far removed from the skill of writing.  
Intellect, and curiosity will really succeed in engaging  
wakening the urge to write.

Writing can be taught if we work hard enough at it as  
ing is to teach students that it can be enjoyable. Yet  
find a lot of students, and it's one of the biggest struggles  
gotten over.

Form break up into small groups is one way to teach  
-prepared students. Have the students discuss a topic  
-say a recent TV show or an event coming up and  
and come back and discuss the idea with the whole  
be to have them actually write the paper, then get it  
and criticize what they've done.

Maybe for students who don't like the small groups  
But don't just talk about grammar or sentence  
talk about the content of his paper. I did a summer

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**Sample “3** Writing in an inner city school, and I remember o  
**Essay** all groups so we talked privately. He had written a  
planned camping trip and seeing white-tailed deer,  
I was excited about it, and I suggested he write a journal.  
He did and, except for some trouble with grammar  
and active verbs and telling detail!

Writing can be taught if you are willing to take the time  
and maybe give a few extra hours. No student is  
more important in today's world than its worth the extra  
time on the path of good writing.

Writing can be taught if you are willing to take the time  
and maybe give a few extra hours. No student is  
more important in today's world than its worth the extra

Writing can be taught necessarily, although if the student  
is doing anything's possible. The first thing is get them interested  
and give them a lot of writing to do in class. They may  
be as many poorly prepared students hate homework

**Sample “1** Writing does not come natural for most people especially  
**Essay** students. Unless they are lucky enough to have parents who  
understand every aspect of teaching how to write. Assign a lot of  
writing. If you can't write, and that is lacking in a lot of students  
and their parents won't read books tell them to read comic books  
and get them to read.

The best thing is to have the student come in for a conference  
as one way to see what is going on with them in school.  
Students in the poorer schools have conflict at home and tell  
them a lot of praise because that's what they need.  
Don't give up. It can be done. Many people born into  
poverty. You can help and you never know who you will  
remember you as the best teacher they ever had.

It is possible to tell I am one of the people that never learned  
to write from my personal experience as a struggling writer  
and that is the most I can hope for. Writing can be taught,

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So hang in there to be ready to inspire the student. Give them as much support as you can. Encourage them to read. Take them to the library and introduce them to books.

**Grade 9** Write people will call you dumb or stupid which is not true. You know from experience.

One way to help is to have them come in and talk to you. You never know there might be a life story that is keeping them from studying and they have a mom that works all the time or a dad who is too busy to teach the whole person. Also have them write about their lives, not a dry subject like the drinking age. Have them share their personal experience and it will come out better. If the student is motivated.

Use the sample essays show you how the scoring guide works. Use the sample essays for the rest of the topics in Section 6. Simply use the rubric on pages 198–199 to evaluate your essays. Remember, it's easier to read your essay than to try to evaluate it yourself.

