

Organizational Plan: List at least three subtopics you will use to support your main idea. This list is your outline.

1. _____
2. _____
3. _____

Draft: Following your outline, write a good first draft of your essay. Remember to support all your points with examples, facts, references to reading, etc.

Review and Revise: Exchange essays with a classmate. Using the scoring guide for Organization on page 257, score your partner's essay (while he or she scores yours). Focus on the organizational plan and the use of language conventions. If necessary, rewrite your essay to improve the organizational plan and/or your use of language.

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. If the alarm had gone off earlier, more people could of escaped before the building collapsed.
(A) (B) (C)
(D) (E)
2. The principals of good sportsmanship demand that we cheer the achievements of both teams.
(A) (B)
(C) (D) (E)
3. Neither Kelley nor Larry are planning to attend the conference in November.
(A) (B) (C) (D)
(E)
4. The boat sailed under the bridge and was rocking from the waves.
(A) (B) (C) (D) (E)
5. There were less people on that cruise than usual because of the weather.
(A) (B) (C) (D) (E)

Exercise VI

1. C – *Could of* should be *could have*.
2. A – *Principals* should be *principles*.
3. B – *Are planning* should be *is planning*.
4. D – Nonparallel sentence structure: *was rocking* should be *was rocked by*. Technically, *sailed* could be changed to *was sailing*, but it creates an awkward sentence.
5. B – Change *less* to *fewer*; *few* is used for items that are countable.

6. **D** – Who actually needs the new clothing, Lori or her mother? Only (D) answers the question properly. Both (A) and (B) are wordy and contain redundancies. (C) completely changes the meaning of the sentence. (E) is awkward and does not correct the pronoun issue; the word *that* should be used to begin a paraphrase, not a quotation.
7. **B** – Sentence (E) is technically correct, but is unnecessarily in passive voice.
8. **C** – Only (C) maintains the parallelism of the existing series.
9. **E** – The original is a run-on. (A) introduces a comma splice. (B) is an improper use of a dash. The line's being busy and the difficulty in getting through are not equal, as (D) would imply, and (C) incorrectly changes the cause-effect relationship.
10. **B** – The word *only* is misplaced.

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

6. Lori said to her mother that she needed to buy some new clothes.
A. Lori said to her mother that Lori needed to buy some new clothes.
B. Lori said to her mother that her mother needed to buy some new clothes.
C. Lori's mom wanted to buy herself some new clothes.
D. Lori said that her mother needed to buy some new clothes.
E. Lori said to her mother that, "She needs to buy some new clothes."
7. Softened by the boiling water, Ramona mashed the potatoes.
A. Ramona, softened by the boiling water, mashed the potatoes.
B. Ramona mashed the potatoes that were softened by the boiling water.
C. Ramona mashed the softened potatoes by the boiling water.
D. The potatoes softened by the boiling water Ramona mashed.
E. The potatoes that were softened by the boiling water were mashed by Ramona.
8. The founders of the United States selected the colors of the flag for their symbolism: white for the purity of the new nation's aspirations, red to stand for the blood shed gaining and keeping freedom, and blue for loyalty.
A. red, which stands for the blood,
B. red that stands for the blood
C. red for the blood
D. red, the color of blood
E. red like the blood
9. After several attempts to call, Doug still couldn't get through the line was always busy.
A. get through, the line was
B. get through—the line was
C. get through although the line was
D. get through, and the line was
E. get through because the line was
10. Because she was on a diet, Naomi only ate three light meals a day.
A. only Naomi ate three light meals a day.
B. Naomi ate only three light meals a day.
C. Naomi ate three light meals a day only.
D. Naomi easily ate three light meals a day.
E. only three light meals a day were eaten by Naomi.

Exercise VI

Improving Paragraphs

Read the following passage and then answer the multiple-choice questions that follow. The questions will require you to make decisions regarding the revision of the reading selection.

- 1 A book is now a common object, yet there was a time when the book was a rare and precious possession—a religious relic not available to the common person.
- 2 The earliest collections that we would recognize as “books” were elaborate manuscripts produced in European monasteries. To ensure that ancient knowledge would not be lost, monks made copies of the books they protected.
- 3 The books produced during this period were exquisitely and elaborately illuminated with beautiful lettering called calligraphy, and fantastic images of snakes, demons, and mythological creatures.
- 4 The most important thing about these manuscripts is that they were considered sacred objects. The monks who sat for years working on single chapters of the Bible were not reproducing books. They were making the word of God available to the world.
- 5 Eventually, the production of books moved from the Church to the University, and books began to lose some of their religious emphasis. University students did not have access to the books locked away in monasteries. Also, they needed access to new kinds of non-religious books that were not easily available even in the libraries of monasteries.
- 6 Two new kinds of institutions grew up around the universities to fulfill the demand: stationers and book copiers. These people provided paper and libraries of text books. When a student needed a text for a class, he would go to the stationers and copy it—by hand. The student could also pay a book copier to copy the book for him.
- 7 Then, the whole book-producing industry began to change with the arrival of the printing press. The printing press was not a single invention. It was born when printers **conflated** several technologies that had been known for centuries.
- 8 The other inventions brought together to create a printing press were the machines used for hundreds of years in Europe and Asia to press oil from olives and wine from grapes; block printing had been known in Europe since the return of Marco Polo from Asia.
- 9 The development of print technology created a need to develop new **tackle**. Medieval manuscripts had been copied on vellum pages—a material made largely from calfskin. It was beautiful and durable, but far too expensive for the mass production of books. Likewise, the ink that had been used by the monks and later by university students and book copiers was expensive. Oil-based ink needed to be developed as well as a paper that could be mass-produced inexpensively, yet still be durable enough to print a book that would last.
- 10 Ironically, the first books printed were Bibles and religious texts; so, while the printing press may have made books more available, it did not necessarily affect the subject matter of books.
- 11 However, by the 16th and 17th Centuries, the Roman Catholic Church was losing much of its influence. Latin had been the primary language for the worship of God and for the exchange of intellectual ideas, but this was changing with the Protestant Reformation. More people were learning to read, and they wanted to read things in their own language.
- 12 In addition, world exploration and the European colonization of Africa and the New World made people curious about faraway places. Writers and printers were only too happy to fill this demand for **copious** reading material for the curious middle classes. The modern book was born.
- 13 So the book on the shelf of a typical city library has a long and interesting ancestry that goes at least as far back as the monks in their medieval monasteries. Were it not for such different endeavors as wine-making and world travel, the book as we know it might never have been developed.

Exercise VI

1. **A** – (A) establishes the reason that books were considered sacred objects. (B) and (E) do not establish a cause/effect, and (C) and (D) introduce grammatical errors.
2. **D** – Paragraphs 2 and 3 cover the same topic: the manuscripts produced by monasteries. (A) would distract from the main point. Deleting paragraphs 2 and 3, as recommended by (B), would eliminate the source of reference for paragraph 4. Deleting paragraphs 2 and 4 would leave a gap in the flow of information (C). (E) would not improve the structure of the passage.
3. **B** – Both paragraphs 7 and 8 discuss the inventions that inspired the printing press.
4. **A** – (B) and (C) create unnecessarily opposing shifts. Combining the sentences (D) does nothing to eliminate the abrupt transition. Deleting *Then* (E) removes any transition completely.
5. **D** – Paragraphs 10 and 11 are digressions from the main topic and overlap information in paragraphs 1 through 5. (A) provides the introduction, which is necessary, (B) discusses a significant period in the development of books, and (C) contains paragraph 8, which continues the idea of paragraph 7. Paragraph 12 (E) establishes the arrival of the modern book.

Vocabulary Power Plus for College and Career Readiness

1. Which of the following revisions best clarifies the intent of paragraph 4?
A. ...sacred objects because the monks...
B. ...sacred objects, and the monks...
C. ...sacred objects the monks...
D. ...sacred objects, the monks...
E. ...sacred objects; the monks...
2. Which of the following suggestions best corrects the awkward paragraph structure at the beginning of this selection?
A. Add more material about the European monasteries.
B. Delete paragraphs 2 and 3.
C. Delete paragraphs 2 and 4.
D. Combine paragraphs 2 and 3.
E. Combine paragraphs 2 and 4.
3. What two paragraphs could be combined to make the passage easier to read?
A. paragraphs 5 and 6
B. paragraphs 7 and 8
C. paragraphs 10 and 11
D. paragraphs 10 and 12
E. paragraphs 11 and 13
4. Which of the following revisions offers a better transition between paragraphs 6 and 7?
A. Replace the first sentence of paragraph 7 with the sentence, “The tedium of hand-copying books was soon alleviated by the arrival of the printing press.”
B. “On the other hand, the whole book-producing industry began to change...”
C. Replace *Then* in the first sentence of paragraph 7 with *However*.
D. Use a semicolon to combine the last sentence of paragraph 6 with the first sentence of paragraph 7.
E. Omit *Then*.
5. If the passage had to be shortened, what could be omitted without changing the intent of the passage?
A. paragraphs 1 and 2
B. paragraphs 5 and 6
C. paragraphs 8 and 9
D. paragraphs 10 and 11
E. paragraphs 11 and 12

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. Many people go to the movies to escape reality, but my best friend and me
(A) (B) (C)
go to be entertained. No error
(D) (E)
2. Everyone should have a dream that they can strive for, even if it sometimes
(A) (B) (C)
seems impossible to achieve. No error
(D) (E)
3. If Deanna or Katie win the election for class president, I'll be disappointed.
(A) (B) (C) (D)
No error
(E)
4. I laughed when I saw my neighbor, Mr. Bean, yelling at people in the street
(A) (B) (C)
in his long underwear. No error
(D) (E)
5. During the holidays, my family and I traveled further than we did last year.
(A) (B) (C) (D)
No error
(E)

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

6. Because I relied on my calculator so often, I had forgotten how to do long division.
A. I forgot how to do long division.
B. I have forgotten how long division works.
C. I forget how to do long division.
D. long division had become impossible.
E. long division became a mystery.

Exercise VI

1. C – Case: *Me* should be *I* as part of a compound subject.
2. B – Pronoun agreement: *They* should be the singular *he* or *she* to correspond with *everyone*.
3. B – Agreement: Singular subjects joined by *or* take singular verbs.
4. D – Ambiguous modifier: It must be clear that Mr. Bean, not the people, wore the long underwear.
5. C – Usage: *Further* modifies degree or effect, but *farther* refers to physical distance. In this sentence, *traveled* suggests a distance.
6. A – Tense: The verb should be in the past tense to agree with *relied*.

7. **B – Punctuation:** The comma creates a comma splice.
8. **C – Agreement:** The verb constructions should agree. (A) and (D) imply a cause-and-effect relationship, (B) is awkward, hinting that all that people will vote, and (E) does not improve the sentence.
9. **D – Awkward construction:** (D) clarifies the meaning of the sentence. (A) is vague and not parallel. (B) and (C) are poorly constructed. (E) is too wordy.
10. **B – Modifier:** (B) reorders the phrases to clarify the meaning of the sentence. (A) and (C) alter the meaning. (D) changes the intent of the sentence. (E) is unnecessarily wordy.
7. My parents trusted me with their new car because I passed the driving test without a problem, I studied for it for more than a month.
A. My parents trusted me with their new car because I passed the driving test without a problem, but I spent more than a month studying for it.
B. My parents trusted me with their new car because I passed the driving test without a problem, and I studied for it for more than a month.
C. My parents trusted me with their new car because I passed the driving test without a problem, even though I had studied for it for more than a month.
D. My parents, who trusted me with their new car because I passed the driving test without a problem, and studied for it for more than a month.
E. My parents trusted me with their new car, because I passed the driving test without a problem, yet studied for it for more than a month.
8. In the United States, we can vote and will be able to sign contracts legally at the age of 18.
A. we can vote and then sign contracts...
B. we vote and can sign contracts...
C. we can vote and sign contracts...
D. we can vote and are permitted to sign contracts...
E. we can vote and are able to sign contracts...
9. Do the people who use cell phones driving cause more accidents than are caused by others?
A. Do the people on cell phones while driving cause more accidents than are caused by others?
B. Do the people who use cell phones while they are driving cause more accidents than other people will do?
C. Do the people who use cell phones driving cause more accidents than others?
D. Do the people who use cell phones while driving cause more accidents than people who don't use them?
E. Do the people who use cell phones driving cause more accidents than those who don't use cell phones while driving?
10. Natalie raised her voice above the loud music to be heard.
A. above the loud music, so people would be able to hear her.
B. to be heard above the loud music.
C. above the loud music so her words could be heard.
D. over the noise to be heard.
E. so that she would be able to be clearly heard over the very loud music.

Exercise VI

Improving Paragraphs

Read the following passage and then choose the best revision for the underlined portions of the paragraph. The questions will require you to make decisions regarding the revision of the reading selection. Some revisions are not of actual mistakes, but will improve the clarity of the writing.

[1]

When you see a marathon runner stumble across the finish line, exhausted after a journey that would cause the average person to keel over dead, do you “say so what! Anyone can do that?”¹ Maybe you wouldn’t. But, many² people would assert that yes, anyone can do it, and, as a matter of fact, we are made for it.

1. A. NO CHANGE
B. say “So what!”: anyone can do that?
C. say “So what! anyone can do that”.
D. say, “So what! Anyone can do that?”
2. F. NO CHANGE
G. wouldn’t, but many
H. would not; therefore,
J. wouldn’t. But many

[2]

We don’t have sharp claws or long teeth to catch food or defend ourselves from predators. Sure, we have the most biggest⁴ brains, but our average eyesight and hearing are still likely to get us into situations in which those mammals having claws, teeth, and an abundance of muscle make short work of us. Their is only one thing that human beings can do better than the wild mammals: run.⁵ And not fast, either—certainly any bear or leopard will catch you before you even turn around; though animals will outrun humans in a sprint, however, they tire very quickly, and that’s when humans gain the advantage. It’s the long run at which we excel.⁶ mainly because we are built for it.

3. Which of the following sentences would be the most appropriate introductory sentence for paragraph 2?
A. No one can question the ability of long distance runners in comparison to most predators.
B. In comparison to the average mammal, a person’s physical ability may not seem especially impressive.
C. In a comparison between humans and other mammals, people are not especially impressive.
D. Modern footwear, some runners attest, is conducive to foot injury over long distances.

Exercise VI

1. **D** – (D) correctly places the quotation marks around the spoken text and fixes the punctuation and capitalization issues.
2. **G** – Though sentences can begin with conjunctions, it improves the flow to combine these sentences.
3. **C** – The topic of paragraph 2 is the single physical advantage that humans have over animals. (B), the only other possibility, compares “a person’s physical ability” to “the average mammal,” which is a faulty comparison.

4. J – *Biggest* is already a superlative adjective; pairing it with *most* is incorrect.

5. D – *Their* must be changed to *There*. In addition, the comparison between human abilities and those of other mammals must be completed by the addition of the word *can*. (C) alters the meaning slightly without fixing the comparison. (B) is true, but drastically alters the original meaning of the sentence.

6. F – NO CHANGE

7. D – (D) removes the misplaced commas and properly establishes the series.

8. F – NO CHANGE

4. F. NO CHANGE
G. the bigger
H. the most
J. **the biggest**

5. A. NO CHANGE
B. There are many things that human beings can do better than wild mammals, and one of the best talents we have is running.
C. One of the things that human beings can do better than wild mammals is run.
D. **There is only one thing that human beings can do better than wild mammals can: run.**

6. F. **NO CHANGE**
G. It is in the long run at which we excel,
H. The long distance running is where we excel,
J. We excel in the long run, distance running,

[3]

People, unlike most beasts, have the ability to sweat. Coupled with our hairless skin, sweating allows people to keep their body temperature down during long periods of effort. Our cooling, ability, large knees, and elastic tendons,⁷ allow us to outrun a horse—in the long run, of course. That's right: over long distances, human beings can outrun almost every running mammal on earth. This ability might not have saved our ancestors from saber tooth tigers, but it provided them a distinct advantage while tracking the many tasty quadrupeds living on the plains.⁸

7. A. NO CHANGE
B. cooling ability, large, knees and elastic tendons,
C. ability to cool large knees and elastic tendons
D. **cooling ability, large knees, and elastic tendons**

8. F. **NO CHANGE**
G. while tracking the quadrupeds, many of which were tasty, living on the plains.
H. while tracking the tasty plains animals.
J. while they tracked down animals, which they knew were tasty, on the plains.

[4]

Antelope, like dogs, simply do not sweat; they must pant to cool their bodies. In order to pant, an animal must stop running. Animals that are being chased by hungry people with spears do not have the luxury to rest and thus overheat and collapse,⁹ rendering themselves easy targets for the brain-guided clubs and arrows of our jogging ancestors. To see the process for yourself, visit the Bushmen of the Kalahari Desert and follow them on a hunt, which may continue for miles over the course of days. Be sure to keep up.

9. A. NO CHANGE
B. to rest and overheat and collapse
C. of rest; then overheat and collapse
D. **of resting and, thus, overheat and collapse**

[5]

When one returns from the Kalahari, you should swing¹⁰ by the Copper Canyon of Mexico, where the Tarahumara people play a game that involves running in a group more than fifty miles, kicking a wooden ball all the way. Leave your sneakers at home: the Tarahumara run virtually barefoot, shod in simple one-piece sandals made from thin strips of leather or rubber. The lack of overengineered footwear among the Tarahumara, especially over unpaved, natural surfaces, allows the machine of the human body to do the job it is already¹¹ perfectly adapted to do.

10. F. NO CHANGE
G. When returning from the Kalahari, he should swing
H. **When returning from the Kalahari, swing**
J. Returning from the Kalahari you should swing

11. A. **NO CHANGE**
B. it's now
C. it is all ready
D. it can be

[6]

Oddly enough, foot and leg injuries common to runners in the developed world—joint damage, shin splints, bone spurs—are practically unknown to the Tarahumara. Sneakers typically force runners to land on their heels, sending shocks throughout the body. While making¹² minimal use of the springlike arch and large tendons of the foot. Barefoot runners land midfoot, allowing their bodies to absorb the shock and return the energy to the stride. Granted, barefoot running on manmade surfaces might be devastating to feet; people,¹³ after all, didn't spend 100,000 years adapting to run on blacktop and pavement.

12. F. NO CHANGE
G. body; while making
H. **body, while making**
J. body—while making
13. A. **NO CHANGE**
B. devastating to feet! people
C. devastating to feet—People
D. devastating to feet, people

9. D – (B) confuses cause and effect. (C) includes the awkward phrase “of rest” and introduces a fragment.
10. H – (G) uses an improper pronoun reference, and (J) adds an awkward introductory phrase without adding a comma.
11. A – NO CHANGE
12. H – The “sentence” beginning with *While* is a fragment that should be combined with the first. (J) is technically correct, but the dash is unnecessarily jarring.
13. A – NO CHANGE; (B) neglects the capital letter and adds a completely unnecessary exclamation point. (C) is an incorrect use of em dash. (D) creates a run on.

[7]

Now, before you go out and run a marathon, know that long-distance runners don't sit around for four months in between twenty-mile jaunts being sedentary and not doing anything.¹⁴ Predictably, people who run long distances can do so because they do it regularly. Most human beings might have the potential to run long distances, but that potential is not going to be actualized by couch potatoes or people who run one mile in order to loosen up for a workout. There isn't an easy way to achieve the constitution and endurance of a distance runner—natural or not, we still have to work up to it.¹⁵

14. **J** – (J) eliminates the redundancy. “Sit[ting] around for four months” is the same as “not doing anything.”

15. **D** – (D) is the only choice that solves the issue of pronoun agreement and vague references.

14. F. NO CHANGE

G. sit around being sedentary for four months in between twenty-mile jaunts and not doing anything.

H. sit around for four months in between twenty-mile jaunts not doing anything.

J. sit around for four months in between twenty-mile jaunts.

15. A. NO CHANGE

B. natural runners or not, humans still must work up to it.

C. natural or not, we still have to work up to a marathon.

D. natural runners or not, we must still work up to running a marathon.

Draft: Following your outline, write a good first draft of your essay. Remember to support all your points with examples, facts, references to reading, etc.

Review and Revise: Exchange essays with a classmate. Using the Holistic scoring guide on page 262, score your partner's essay (while he or she scores yours). If necessary, rewrite your essay to correct the problems noted by your partner.

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. High levels of air pollution causes damage to the respiratory tract. No error
(A) (B) (C) (D) (E)
2. Sally and Jane goes to the mall every day. No error
(A) (B) (C) (D) (E)
3. Each flower, tree, shrub, and bush need watering. No error
(A) (B) (C) (D) (E)
4. A young couple was strolling through the park while holding hands. No error
(A) (B) (C) (D) (E)
5. The number of volunteers for the military is declining. No error
(A) (B) (C) (D) (E)

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

6. John was not only a talented student but also was a great athlete.
A. **not only a talented student, but also a great athlete.**
B. only a talented student, but also was a great athlete.
C. not only a talented student, but also was great.
D. not only a talented student, but was also a great athlete.
E. a talented student, a great athlete.

Exercise VI

1. C – High levels *cause*.
2. B – Sally and Jane *go*.
3. D – Each *needs*.
4. B – Agreement error: A young couple *were*. *Couple* is usually a collective singular noun and would normally take the singular *was*. But a couple cannot hold hands with itself, so the collective singular becomes plural to emphasize *the people in the couple*.
5. E – The subject of the sentence is *number*, not *volunteers*. The singular is correct.
6. A – (A) eliminates the redundant and unnecessary second *was*. (B) and (C) change the meaning of the sentence. (D) essentially repeats the original sentence. (E) changes the rhetorical flow of the sentence.

7. E – No other choices contain parallel forms of *give* and *receive*.
8. B – Only (B) offers the parallel and complete expressions—“believe in” and “live by.”
9. C – Earth is one of the planets in the solar system, but it cannot be bluer than itself. It can be bluer than only any *other* planet.
10. E – The exclusion of commas in the sentence is crucial. Since “who expects the worse” is a restrictive clause, it is needed to get the full meaning of the sentence, which is that the worst frequently comes to people who expect it. All the other choices either change that essential meaning or insert errors. There should be no commas in the sentence.

7. My niece could not be persuaded that giving is as much a joy as receiving.
- A. persuaded that giving is as much a joy as to receive.
B. persuaded that to give is as much a joy as receiving.
C. convinced that giving is as much a joy as to receive.
D. made to feel that giving is as much a joy as to receive.
E. **No revision needed.**
8. Our leaders believe and live by the law.
- A. trust and live by the law.
B. **believe in and live by the law.**
C. believe in and live the law.
D. obey in and live by the law.
E. trust and obey by the law.
9. The earth is bluer than any planet in our solar system.
- A. The earth is bluer than any planets in our solar system.
B. The earth is bluer than a planet in our system.
C. **The earth is bluer than any other planet in our solar system.**
D. The earth is bluer than any planet in the solar system.
E. No revision needed.
10. The person who expects the worst frequently has the worst happen.
- A. The person, who expects the worst frequently, has the worst happen.
B. The person, who expects the worst, frequently has the worst happen.
C. The person who expects the worst frequently, has the worst happen.
D. The person who expects the worst, frequently, has the worst happen.
E. **No revision required.**

Exercise VI

Improving Paragraphs

Read the following passage and then answer the multiple-choice questions that follow. The questions will require you to make decisions regarding the revision of the reading selection.

- 1 On November 8, 1942, American soldiers landed in North Africa. Fighting alongside the British Eighth Army, the Allies pushed the Germans out of North Africa. When the **arduous** campaign was over, on May 12, 1943, the Allies had lost 70,000 men, while killing, wounding and capturing 350,000 Italian and German (Axis) soldiers. With North Africa taken, the Allies then invaded Italy. The plan was to drive up the boot of Italy, right into Germany, or so it seemed. Meanwhile, however, Allied plans were moving ahead toward the invasion of Europe on the French coast.
- 2 The German generals, pessimistic at this point in the war, had good reason to be. They were pressed on the Eastern front by the Russians and in Italy by the Allies. Additionally, the German generals had an entire continent on which a third battlefield would surely be opened. Hitler and his generals knew that the pending Allied invasion would have to be crushed quickly. Only in this way could Hitler send more men to halt the Russian advance in the East. It was in this mood Hitler named General Rommel to be in charge of coastal defenses in France. While Hitler blamed Rommel for the defeats in North Africa, he also knew that Rommel was the most brilliant general he had.
- 3 When Rommel arrived, he was amazed at how little defensive work had been done. Throwing himself into his work, Rommel began construction on what he called the Atlantic Wall. This was to be a wall of coastal defenses that stretched from Norway to Spain. If Rommel had had the benefit of a few more months, some observers think he might have affected the outcome of the invasion. Another problem was the confusion in the German general staff. Because no one on the scene had complete authority, important things frequently did not get done. If Rommel had been in complete charge, some experts think that the Allied invasion would have been in greater trouble.
- 4 On June 6, 1944, the invasion began. More than 150,000 Allied troops landed on the beaches. The **formidable** force landed on the northern coast of France at Normandy. Their mission was to push Hitler's army back across the continent and completely crush the Nazi war machine. The soldiers were mostly from Britain, Canada, and the United States. The landing force had been preceded by 13,000 paratroopers who dropped behind the enemy's lines. The total invasion force was backed by the full force of Allied sea and air power. In the air, the Allies enjoyed a fifty-to-one advantage. On the ground they conducted the biggest amphibious assault ever attempted in modern warfare. Equipment for this landing had been stockpiled in the south of England in the months before the invasion. Code named "Operation Overlord," it was more popularly known as "D-Day." This attack proved to be the beginning of the end for Hitler and Nazi Germany.
- 5 U.S. General Dwight Eisenhower was the Supreme Commander of Allied forces based in Britain. He had the responsibility for leading the attack on the European continent. Eisenhower had described the military power that waited for D-Day as "a coiled spring." It was his responsibility to pick the day on which "this coiled spring" would let loose. In other words he must make the decision on when to launch the attack. This was an awesome responsibility, and the bad weather in the Channel made it a tough decision. There had already been two delays because of the weather. On June 6, however, Eisenhower gave the signal for the invasion to begin. The timing could not have been better. A brief break in the rainy weather that day allowed the ships to land the men and the tanks. In addition, Field Marshall Rommel had been convinced that the gale-force winds would continue. Knowing that the Allies had a history of waiting for clear weather, Rommel had decided that it was safe to return to Germany for his wife's birthday party. By the time he got back to the battlefield, the Allies were firmly dug in on French soil. The Allies had gotten a foothold on the continent, and they would not be turned back.

Exercise VI

1. A – (A) clarifies the implication in “so it seemed,” and combines it with the corresponding idea in the second sentence.
2. E – Choice (E) is the most complete.
3. E – (A) creates an awkward sentence. (B) would not help clarify Rommel’s difficulties. (C) is unnecessary, and (D) makes no substantive change.
4. B – If a sentence begins with “In other words,” it probably restates what has already been said. If the original statement is unclear, it should be revised, and the restatement should be deleted.
5. A – The use of *Axis* in the final sentence after the word is used in the previous one is unnecessary because Germany, and German leadership, is clearly indicated as central to the Axis powers.

- 6 In planning the invasion, Eisenhower knew that fooling the enemy about the landing places was very important. In a brilliant plan of deception, Eisenhower had created a phony military unit called FUSAG or the First United States Army Group. Information was intentionally leaked to the Germans that this was the invading force that would land at Calais, France. Fake **epistles** were sent out and allowed to be intercepted, false troop locations were reported, and metal strips were dropped from planes to give the appearance of large air squadrons on German radar. This scheme was so convincing that Hitler was still waiting for the assault on Calais six weeks after the Allies landed at Normandy. The months following the assault on Normandy would see the Axis powers in full retreat on all fronts. It was too late for the Axis.
1. Which of the following would best improve the last two sentences of the first paragraph?
A. Add, it seemed, after plan, put a semicolon after Germany, and delete or so it seemed and Meanwhile.
B. Delete *however*.
C. Delete *so it seemed* and combine the ideas into one sentence.
D. Add *so it seemed* after *plan* and replace *Meanwhile, however*, with *But*.
E. Delete both sentences.
 2. How should paragraph 2 be edited to make it less confusing to the reader?
A. Use *then* instead of *in this way*, delete *It was in this mood*, and capitalize *continent*.
B. Delete the final paragraph.
C. Replace *Only in this way* with *Only when crushed*.
D. Delete the first sentence.
E. Replace *Only in this way* with *Only by stopping the Allies*, place a semi-colon after *East*, and replace *It was in this mood* with *consequently*.
 3. Paragraph 3 indicates *Another problem was the confusion*. Which of the following would best clarify what the initial problem was?
A. Add a phrase to this sentence that begins, “the initial problem being....”
B. Italicize the sentences that state the first problem.
C. Explain again who General Rommel was.
D. Delete the first sentence.
E. Use the word *problem* earlier in the paragraph.
 4. What should be done with the sentence in paragraph 5 that begins, *In other words* and ends with *attack*?
A. Shorten it.
B. Delete it.
C. Lengthen it.
D. Move it.
E. Combine it with another sentence.
 5. Which choice best describes a way to improve the last sentence of the passage?
A. Rewrite it to refer to Germany instead of the Axis.
B. Reemphasize the success of the FUSAG ruse.
C. Delete the sentence.
D. Use it as the topic sentence of a new concluding paragraph.
E. Combine it with the sentence immediately before it.

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

- When I met my uncle, I was shocked to see that he doesn't have hardly any hair.
(A) (B) (C) (D)
No error
(E)
- When my mother went to do the shopping, I would of cleaned my room,
(A) (B) (C)
but I fell asleep. No error
(D) (E)
- The stationery part of the clock is in the center, but the outer edge rotates
(A) (B) (C)
with every passing second. No error
(D) (E)
- My father said I could associate with whoever I wanted, as long as I didn't bring
(A) (B) (C)
anyone home for dinner. No error
(D) (E)
- Any woman who doesn't meet the necessary requirements will have their name
(A) (B) (C)
removed from the list of candidates. No error
(D) (E)

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

- Sleeping peacefully, we finally located the lost puppy in an abandoned mine tunnel.
A. Sleeping peacefully, we located the puppy finally in an abandoned mine tunnel.
B. In an abandoned mine tunnel, we finally located the lost puppy sleeping peacefully.
C. **We finally located the lost puppy sleeping peacefully in an abandoned mine tunnel.**
D. Finally in an abandoned mine tunnel we found sleeping peacefully the lost puppy.
E. We located the puppy lost in an abandoned mine tunnel finally sleeping peacefully.

Exercise VI

- D – The phrase *doesn't hardly* is a double negative and should read *hardly had*.
- C – *Would of* should be *would have*.
- A – *Stationery* (which means writing paper) should be *stationary* (which means not moving).
- B – The preposition *with* must be followed by the objective case of the pronoun; *whoever* should be *whomever*.
- C – The singular *woman* requires a singular, feminine *her* rather than the incorrect plural *their*.
- C – (C) correctly conveys that the puppy was sleeping peacefully and in the abandoned mine tunnel when found. (D) is poorly worded and not punctuated correctly. (A) does not correct the original error, which suggests that “we” were “sleeping peacefully.” (B) indicates that the writer was in an abandoned mine tunnel when the puppy was located. (E) contains an idea not in the original—the puppy was finally sleeping.

7. **B** – The subject, *coach*, is singular and requires a singular verb. Choices (C) and (E) create additional pronoun agreement errors.
8. **E** – (A) changes the emphasis of the sentence. (B) and (C) are awkward, and (D) introduces the redundant *we*. Only (E) presents the tornado as the reason for going inside and eliminates the passive construction of the original sentence.
9. **A** – The only error in the original sentence is the use of the contraction *who's* in place of the possessive pronoun *whose*. Only (A) corrects this error without creating an awkward sentence or introducing a question.
10. **D** – The original is a sentence fragment. Only (D) corrects the error without creating an illogical sentence.
7. The coach, along with the managers and team members, were praised during the varsity sports banquet.
A. were praised for their performance during the varsity sports banquet.
B. was praised during the varsity sports banquet.
C. was praised for their performance during the varsity sports banquet.
D. were praised during the Varsity Sports Banquet.
E. was praised for their performance during the season.
8. Our outdoor party quickly went inside when news of the approaching tornado was received by us.
A. When our outdoor party went inside, we quickly heard news of an approaching tornado.
B. When we quickly went inside, our outdoor party news was an approaching tornado.
C. An approaching tornado was news when our outdoor party went inside quickly.
D. Our outdoor party, when news of an approaching tornado went quickly, we went inside.
E. When we received news of an approaching tornado, our outdoor party quickly went inside.
9. A suitcase was seen floating on Milltown Creek, but no one knew who's it was.
A. A suitcase was seen floating on Milltown Creek, but no one knew whose it was.
B. No one knew who's suitcase was seen on Milltown Creek floating.
C. Floating on Milltown Creek was seen a suitcase, but no one knew who's it was.
D. Milltown Creek was seen with a floating suitcase, but no one knew who's it was.
E. Who's suitcase was seen floating on Milltown Creek?
10. Finding a bag of sandwiches in the bank vault, while the police were investigating a bank robbery.
A. A bag of sandwiches in the bank vault while police were investigating a bank robbery were found.
B. In the bank vault, police investigating a bank robbery, finding a bag of sandwiches.
C. While investigating a bag of sandwiches, police were found in the bank vault robbery.
D. While investigating a bank robbery, police found a bag of sandwiches in the bank vault.
E. The bank vault, a bag of sandwiches, and the police in a robbery investigation.

Exercise VI

Improving Paragraphs

Read the following passage and then choose the best revision for the underlined portions of the paragraph. The questions will require you to make decisions regarding the revision of the reading selection. Some revisions are not of actual mistakes, but will improve the clarity of the writing.

[1]

Those of you who are intimidated¹ by the prospect of analyzing fiction need not worry any longer. Analyzing fiction is like analyzing anything else. Everything you see in front of you is a text: your book, your desk, the pencil in your hand, the outdated schedule on the wall—even the room you’re sitting in. There is a trick, be warned: To analyze something, you need to pay attention to the details. If you look at a pencil, for example, and say, “a pencil,”² then you’re not going to accomplish much; however, if you look at a pencil and take note of the unevenly worn lead, the bite marks obscuring the “Number 2” marking, and the tiny dent in the metal band retaining the dirty eraser, then you’re³ starting to analyze.

1. **A. NO CHANGE**
B. is intimidated
C. are intimidate
D. is intimidation
2. F. NO CHANGE
G. pencil for example and say, “A pencil,”
H. pencil, for example, and say, A Pencil”
J. pencil, for example, and say, “A pencil,”
3. A. NO CHANGE
B. eraser, then you’re
C. eraser, then your
D. eraser, than you’re

[2]

(1)Once you note a few details that stand out, you can focus on one specific detail and apply some analytical questions to it: Why is the lead worn unevenly,⁴ (2)Who uses this pencil? (3)What does this wear pattern tell me about the pencil? (4)And, yes, this⁵ might feel like detective work, but that is how proper analysis of a text should feel, because what is a crime scene but another text to analyze? (5)You might also ask yourself what color the pencil is because most people assume that pencils are yellow, but there are obviously many more colors.

4. F. NO CHANGE
G. is the lead worn.
H. is the lead worn unevenly?
J. is the lead worn unevenly;
5. **A. NO CHANGE**
B. But yes, this
C. No doubt this
D. However,

Exercise VI

1. A – NO CHANGE
2. J – (G) eliminates commas around the interrupter. (H) is missing the quotation marks before the quotation.
3. B – (B) eliminates the fragment. (C) does not use possessive *you’re*, and (D) uses *than* for *then*.
4. H – A question mark is needed to end the sentence.
5. A – NO CHANGE; it is best to avoid starting sentences with conjunctions, but it is not incorrect. The casual language of the passage allows a relaxation of the rule.

[3]

The more time you spend on the details, the greater the chance becomes that you will find connections between two details. When you reach this point, you have yet another Focal Point⁶ that can be used for analysis and discussion. Better yet, You might⁷ find that the details somehow contradict each other. Contradictions literally beg you⁸ for your thoughts—your theories as to why a detail or an element of a text is, indeed, a contradiction.

6. **J** – Common nouns do not require capitalization.
7. **C** – In the original, “Better yet” is a fragment. Only (C) fixes that issue adequately.
8. **G** – *Literally* means that something is true (H). (J) changes what is meant in the original.
9. **B** – *Boring and mundane* are nearly synonymous and redundant in this context.
10. **H** – (H) eliminates the passive construction and corrects the misplaced modifier.
11. **B** – (B) makes the vague references clear. (D) is close, but the antecedent of *its* is both *detail* and *element*.

6. F. NO CHANGE
G. Focal point
H. focal Point
J. focal point
7. A. NO CHANGE
B. Better yet—You might
C. Better yet, you might
D. You, better yet, might
8. F. NO CHANGE
G. practically beg you
H. literally implore you
J. especially try you

[4]

Contradictions, details that don't seem to belong in the text, and boring details that are so mundane that they seem entirely pointless,⁹ are analytical gold. While analyzing a text, assume nothing is accidental—otherwise the author (painter, sculptor, creator, etc.) would not have bothered including it. If your text is a short story or a poem, then each and every word you read is there intentionally and has meaning. Why is the dried out earthworm mentioned by the author on the sidewalk?¹⁰ Why does the protagonist wear a particular brand of shoes? These details are not there just to take up space—they have meaning. A detail might have meaning that is relevant to only one element of the text, but you will not know this until it's analyzed.¹¹

9. A. NO CHANGE
B. and mundane details that seem entirely pointless
C. and boring, mundane details that seem pointless
D. and details, boring and mundane, that seem entirely pointless
10. F. NO CHANGE
G. Why is the dried-out earthworm on the sidewalk mentioned by the author?
H. Why does the author mention the dried-out earthworm on the sidewalk?
J. Why is the earthworm, dried out and on the sidewalk, mentioned by the author?
11. A. NO CHANGE
B. the relevance until that specific detail is analyzed.
C. it until it's analyzed.
D. its relevance until the detail is analyzed.

[5]

There are people who believe it or not spend¹² weeks, months, or years of their lives researching the tiniest details in texts. These people are known as scholars, and they command the secret that befuddles so many students who can't seem to find a good topic for their term papers—that the smaller the topic is, the better. Find that footnote, or that one awkward word that doesn't seem to belong with the others. There's the beginning of your topic.¹³ You can spend minutes or hours explaining what that single item means to the whole text. That one little word or phrase or object is a portal to a whole realm of study. The value of the prize, of course, depends on the student, but the ultimate prize is the insight that the research yields.

12. F. NO CHANGE
G. are people who believe it or not spend
H. are people who believe it, or not, spend
J. are people who, believe it or not, spend
13. **A. NO CHANGE**
B. There is the beginning of your topic.
C. There's the beginning of your topic directly in front of you.
D. There's the beginning of your topic:
14. Which sentence would be the most appropriate final sentence for the passage?
F. If the student can assign a value to the dried-out earthworm, then he or she has a prize.
G. The research done, if it provides insight into the earthworm, is well worth it and possibly entertaining, too.
H. If the research yields even a single original insight into the text, then the effort is worth it and, perhaps, even interesting.
J. So don't let literary analysis intimidate you; the more you simplify it, the more interesting it is.
15. If you had to delete an unnecessary or distracting sentence in paragraph 2, which one should it be?
A. sentence 2
B. sentence 3
C. sentence 4
D. sentence 5

12. **J** – The parenthetical expression “believe it or not” should be set off with commas.
13. **A** – (B) might be considered a fix, but the tone of the passage does not demand the formality of “There is.” (C) introduces an unnecessary element, and (D) misuses the colon.
14. **H** – (F) and (G) focus on a single element of the passage. (J) is not as well written as (H) is, and (H) completes the subject of research posed in the preceding sentence.
15. **D** – Sentence 5 is extraneous; its construction does not match the original sequence, and it introduces irrelevant information.

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

- When the warden agreed to us that the prisoner should be released, we
(A) (B)
were pleased to accept the invitation to the parole hearing. No error
(C) (D) (E)
- The new park project for underprivileged children was began in the
(A) (B) (C)
spring but will not be completed until late November. No error
(D) (E)
- Last year, we had an especially severe winter, and despite our efforts to
(A) (B)
remove the snow, it had lain on the barn roof all season. No error
(C) (D) (E)
- When all the votes are in and are counted, it alone will decide
(A) (B) (C)
the next governor of this fine state. No error
(D) (E)
- The speaker at the horse-breeders' convention would have been better if she
(A)
took the time to prepare for the subjects of interest to the audience. No error
(B) (C) (D) (E)

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

- The aging movie star was particular about her appearance and was as particularly engaging as ever when she looked her best.
A. was as particular as engaging as ever
B. was as engaging particularly as ever
C. was as ever particularly engaging
D. was as engaging as ever
E. **was particularly engaging**

Exercise VI

- A** – The correct idiomatic expression is “agreed with us.” “Agree to” means “to consent or comply passively or without protest.”
- C** – The past perfect form of *begin* is *begun*. Deleting *was* and keeping *began* would also be correct.
- C** – The correct verb tense would be the simple past; *had lain* should be *lay*.
- C** – Pronoun-antecedent agreement: The correct pronoun is *they*.
- B** – The preparation for the speech would have preceded the speech, so the correct verb tense is past perfect, “had taken the time.”
- E** – (E) eliminates the redundancy. (A), (B), and (C) are improper syntax. (D) changes the intent of the original sentence.

7. **A** – While there is nothing drastically wrong with the original, (A) clarifies the sequence of events. (B) and (C) neglect the cause-effect relationship in the sentence. The neighbor is erroneously bouncing the basketball in (D), and (E) completely changes the meaning of the sentence.
8. **B** – (A), (C), (D), and (E) are awkward and do not clarify the antecedent of *his*.
9. **D** – (D) clarifies that the job lasted almost twenty years. (A) suggests that Alfred lasted almost twenty years before the job. (B) suggests that college lasted almost twenty years. (C) creates an erroneous cause-effect relationship. (E) suggests that the job search lasted almost twenty years.
10. **B** – All other revisions of the original fragment are awkward. The intent of the original is clear if the second *and* is removed; (B) states the sentence's intent correctly.
7. We were bouncing a basketball in the driveway, and a neighbor came over and told us we were making too much noise.
A. When we were bouncing a basketball in the driveway, a neighbor came over to tell us we were making too much noise.
B. A neighbor came over to tell us we were making too much noise and we were bouncing a basketball in the driveway.
C. We were bouncing a basketball when a neighbor in the driveway came over to tell us we were making too much noise.
D. Bouncing a basketball, a neighbor came over and told us we were making too much noise in the driveway.
E. When a neighbor came over and told us to bounce a basketball in the driveway, we were making too much noise.
8. Hoping for the support of his constituents was the incumbent candidate who ran against a strong opponent for the position of state senator.
A. One incumbent state senator candidate ran against a strong opponent and hoped for his constituents' support.
B. Hoping his constituents would support him, the incumbent candidate for state senator faced a strong opponent.
C. Running against a strong opponent was an incumbent state senator candidate who hoped for the constituent support.
D. Hoping to be state senator the incumbent candidate ran against a strong opponent and was hoping for the support of his constituents.
E. The incumbent candidate was hoping for the support of his constituents when running against a strong opponent for state-senator.
9. Alfred was able to secure a government job after he graduated from college which lasted for almost twenty years.
A. Alfred lasted almost twenty years after he was able to secure a government job after he graduated from college.
B. After he graduated from college which lasted for almost twenty years, Alfred was able to secure a government job.
C. Alfred was able to graduate from college to secure a government job which lasted for almost twenty years.
D. After graduating from college, Alfred was able to secure a government job that lasted for almost twenty years.
E. For almost twenty years, Alfred was able to secure a government job after he graduated from college.
10. When children play in the street without any shoes and their mothers know about it and the neighbors don't tell them to stop.
A. Children don't tell their neighbors to stop when they play in the street without shoes and their mothers know about it.
B. When the children play without any shoes in the street, and their mothers know about it, the neighbors don't stop them from playing.
C. When neighbors don't tell them to stop, children play in the street without any shoes and their mothers know about it.
D. Without shoes, children play in the street and their mothers know about it and the neighbors don't tell them to stop.
E. Their mothers know about it and children play in the street without shoes and the neighbors don't tell them to stop.

Exercise VI

Improving Paragraphs

Read the following passage and then answer the multiple-choice questions that follow. The questions will require you to make decisions regarding the revision of the reading selection.

- 1 (1) In 1891, Jay Gould, a wealthy railroad magnate, promised to rebuild a church in Roxbury, New York. (2) As a member of the church he had vowed to build, Gould knew that the previous building had been prone to storms and fires, he pledged to fund stone construction of the church, which is what had recently destroyed the church. (3) Never getting to see the church that was built with his money by his children, he died in 1892, but the church that Gould promised definitely was built.
- 2 (4) The church just happened to be erected right next to a house that had been built 30 years earlier, and one that Gould's daughter, Helen, fancied. (5) Not long after the church was completed, Helen bought the estate and named it "Kirkside" for its position adjacent to the neighboring Kirkside Lake. (6) The house was built by Liberty Preston.
- 3 (7) After Gould's death, his six children took up the cause and even financed the project. (8) Construction began in 1893 for the early English Gothic-style church built with rough-faced St. Lawrence marble. (9) In 1894, the dedication of the building honored Jay Gould, and the structure was named for him.
- 4 (10) When Helen died in 1938, the beauty of Kirkside became available to many other people. (11) Twelve acres of the estate have since become Kirkside Park, a center of activity in Roxbury. (12) Helen's brother donated the house to the Reformed Church of America as a retirement home for clerics and their families. (13) Eventually, the home was opened to elderly persons of all denominations.
1. To improve paragraph 1, sentence 2 should be
A. deleted.
B. broken into two sentences.
C. moved to follow sentence 3.
D. combined with sentences 1 and 2.
E. left unchanged.
2. Choose the best revision of sentence 3.
A. Gould died in 1892, long before the project was finished, but his children ensured that his promise went fulfilled.
B. Before dying in 1892, Gould did not get to see the church built, though his children did, using their inheritance.
C. The church was not built before Gould died in 1892, but his children used his money for the same purpose.
D. Before his promise was fulfilled, Gould died, and, in 1892, his children rebuilt the church.
E. When Gould died in 1892, the church could not be rebuilt unless Gould's children continued the project, which they did happily, though Gould did not get to see the final product.

Exercise VI

1. **B** – Sentence 2 contains a comma splice and is awkwardly worded, which eliminates (E), but it contains information relevant to establishing the topic, which eliminates (A). The paragraph is chronological (C), and the original sentence is already too long (D).
2. **A** – Sentence 3 is awkward and contains ambiguous modifying phrases. (A) clears up the problems without adding more confusion—awkwardness, mistakes in chronology, needless passive voice, poor word usage—which all the other choices do.

3. **E** – Paragraph 3 continues the topic of paragraph 1 (the construction of the church). Paragraph 2 introduces the topic of Kirkside, and paragraph 4 logically follows it.
4. **C** – The information in 6 is irrelevant. Sentences 4 and 7 are topic sentences in paragraphs 2 and 3 (A and D). Sentence 5 (B) contains supporting information for the paragraph topic, and sentence 8 (E) contains details of the church, which is part of the main topic of the passage.
5. **D** – (A) and (E) are unsupported. Gould's contribution is portrayed as beneficial. (B). (C) is inaccurate; Helen Gould, not Jay Gould, lived at Kirkside.

3. Which of the following suggestions would improve the organization of the passage?
- A. Exchange paragraph 4 with paragraph 2.
 - B. Exchange paragraph 3 with paragraph 1.
 - C. Exchange paragraph 4 with paragraph 3.
 - D. Exchange paragraph 1 with paragraph 4.
 - E. Exchange paragraph 3 with paragraph 2.**
4. Which sentence could be deleted without changing the intent of the passage?
- A. sentence 4
 - B. sentence 5
 - C. sentence 6**
 - D. sentence 7
 - E. sentence 8
5. Choose the most appropriate title for the passage.
- A. Two Parks for the Price of One
 - B. Legacy of a Robber Baron
 - C. Jay Gould's Kirkside Home
 - D. The Gift of Gould**
 - E. Children of Wealth

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. Only a few stars were visible last night, because there was a full moon. No error
(A) (B) (C) (D) (E)
2. By the time the hail started, we had already ran into the library. No error
(A) (B) (C) (D) (E)
3. Radio stations aired the story about the miracle operation that restored
(A) (B)
sight to a blind man in every region of the country. No error
(C) (D) (E)
4. Jane was already for the prom one hour before her date arrived. No error
(A) (B) (C) (D) (E)
5. The university registrar is responsible for scheduling office staff, coordinating the
(A) (B)
directory of classes and examinations, and assigning classroom facilities. No error
(C) (D) (E)

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

6. Julie added water to the stew, and then it simmered for 20 minutes before she served it.
A. which simmered
B. simmered
C. before it simmered
D. simmered and stirred
E. and then she was able to simmer the both of them
7. On Christmas morning, the children had almost opened all their gifts by 6 am.
A. had opened almost all their gifts
B. had almost unwrapped all their gifts
C. had unwrapped all their gifts
D. had almost opened some presents
E. had opened all their gifts

Exercise VI

1. B – No comma is needed before *because*.
2. C – The past perfect tense of *run* is *had run*.
3. D – The ambiguous modifying phrase should follow *radio stations* to eliminate confusion.
4. A – Usage error: *already* should be *all ready*. *Already* means “by now.”
5. E – No error
6. A – Only (A) concisely fixes the ambiguous pronoun reference.
7. A – It is illogical to assume the children stopped during the process of opening the presents. (A) correctly places *almost* to modify *all their gifts*.

8. A – (A) omits unnecessary words. (B) adds unnecessary words. (C), (D), and (E) change the meaning of the sentence.
9. D – (D) uses a direct quote to clarify which person needs the new clothing. No other choices, (A), (B), (C), or (E), fix the antecedent problem.
10. C – The “neither-nor” construction in this context requires a singular verb. *Who/whom* or agreement errors occur in all other choices.
8. New research shows that high I.Q. scores are the result of heredity and also an intellectually stimulating environment.
A. heredity and an intellectually stimulating environment.
B. heredity and environments that are intellectually stimulating.
C. genes and also intellectual stimulation.
D. genes and environment.
E. heredity and also environmental causes.
9. Mary told Ellen that she would need a new outfit to wear to the job interview.
A. Mary told herself that she would need
B. Mary told Ellen that she needed
C. Mary told Ellen that she was going to need
D. Mary told Ellen, “You will need...”
E. Mary did not tell Ellen that she would need
10. Neither Anthony nor Rose are people who like the beach.
A. are people whom like the beach.
B. is a person who like the beach.
C. is a person who likes the beach.
D. are people who likes the beach.
E. is someone who like the beach.