

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. The mechanic repairs not only domestic cars, but also he repairs foreign cars.
(A) (B) (C) (D) **(E)**
No error
(E)
2. The clients requested information on what factors would effect the interest that they would earn on their stocks. No error
(A) (B) (C) (D) (E)
3. My mother finds it peculiar that while I, and most of my female friends would do just about anything to get a taste of something sweet, my brother and his friends wait for dinner to eat. No error
(A) (B) (C) (D) (E)
4. Through language, stereotypes and standards are communicated to those who are required to listen: therefore, schools are a medium through which the population is controlled. No error
(A) (B) (C) (D) (E)
5. The government, who attempt to use welfare as a means of helping lower economic classes, is ignoring the inherent problems of the system. No error
(A) (B) (C) (D) (E)

Exercise VI

1. D – Nonparallel structure: *he repairs* is not necessary after the correlative conjunction *but also*.
2. C – Usage error: *effect* is a noun; *affect* is a verb.
3. A – Comma is misplaced: It should follow *that*.
4. C – The conjunctive adverb *therefore* should follow a semicolon or a period. A colon is incorrect here.
5. A – Incorrect pronoun and verb usage: *who attempt* should be *which attempts*.

Improving Sentences

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

6. **B** – Tense shift: *stops* should be changed to simple past tense to match *forgot*.
7. **C** – (C) supplies the proper subject for the ambiguous modifying phrase “clearing the bar at seven feet” and makes the verb active voice.
8. **D** – (D) changes the sentence construction to the preferable active voice.
9. **E** – (E) correctly revises the objects to gerund form, which maintains parallelism in the series.
10. **A** – The original sentence contains a comma splice that requires the properly placed subordinating conjunction *though* to establish the intended relationship between the music and the cast.
6. The first baseman forgot to take his glove to the field, and he stops in the middle of the inning to retrieve it.
A. and he is stopping in the middle of the inning to retrieve his mitt.
B. and he stopped in the middle of the inning to retrieve his mitt.
C. and he stops, in the middle of the inning, to retrieve his mitt.
D. and he stopped in the middle of the inning, retrieving his mitt.
E. and he is stopping in the middle of the inning, retrieving his mitt.
7. Clearing the bar at seven feet, a new high jump record was set.
A. A new high jump record was set, while the athlete cleared the bar at seven feet.
B. While clearing the bar at seven feet, a new high jump record was set.
C. The athlete cleared the bar at seven feet and set a new high jump record.
D. A new high jump record, by clearing the bar seven feet, was set.
E. After clearing the bar at seven feet, a new high jump record was set by the athlete.
8. The violinist was acclaimed for her performance by the audience.
A. For her performance the violinist was acclaimed by the audience.
B. The violinist was acclaimed for her performance, by the audience.
C. From the audience, the violinist received acclaim for her performance.
D. The audience acclaimed the violinist for her performance.
E. The audience acclaimed the performance for the violinist.
9. The college student enjoys swimming, and writing, but not to study.
A. swimming and to write but not to study.
B. swimming, and to write, but not to study.
C. swimming and enjoys writing, but does not enjoy studying.
D. to swim and to write but not to study.
E. swimming and writing, but not studying.
10. The musical was exceptional, the cast was only mediocre.
A. Though the musical was exceptional, the cast was only mediocre.
B. The musical was exceptional, and the cast is only mediocre.
C. The musical was exceptional the cast was only mediocre.
D. The musical was exceptional, though only the cast was mediocre.
E. The musical, which was exceptional, but the cast was only mediocre.

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 Sometimes it is nice to marvel at the many products of technology. In a span of fewer than one hundred years, humans have developed antibiotics, space travel, nuclear reactors, digital communications, batteries—oh, wait: we didn't invent batteries. They've been around for quite some time—more than 2,000 years, as a matter of fact.
- 2 In 1936, workers excavating a 2,000-year-old village near Baghdad find a seemingly unexciting clay pot, roughly six inches tall. The **adventitious** discovery of the pot, shaped like a small vase, was casually grouped with other artifacts and placed into storage.
- 3 The clay pot sat untouched for two years, until the day Wilhelm Konig, a German archaeologist, made a close examination of the artifact. To his astonishment, the ancient pot contained a copper cylinder, six inches in length, through which an iron rod hung suspended. An asphalt stopper sealed the cylinder in the pot, and another piece of asphalt beneath the cylinder appeared to serve as an insulator. The iron rod showed signs of corrosion, as though, perhaps, an acidic fluid had been used as an electrolytic solution to establish a current between the copper tube and the iron rod. This was not some **ambiguous** combination of parts; Doctor Konig had just discovered a 2,000-year-old battery.
- 4 The battery sparked the imaginations of archaeologists all over the world. How could a civilization that knew nothing about the existence of electricity create a battery? Batteries are expensive even today. More importantly, why would an ancient civilization need a battery?
- 5 In 1940, well before scientists had finished speculating about the mysterious device, Willard Gray, a scientist at the General Electric High Voltage Laboratory in Massachusetts, decided to conduct an experiment to confirm that the clay pot was indeed a battery. He created a replica of the pot, and, using a copper sulfate solution as an electrolyte, the pot generated one-half volt. The battery was legitimate.
- 6 The attention of archaeologists was returned to determining the purpose of the battery. Theories put forth by the scientists primarily agreed that, based on the findings of silver-plated copper artifacts, the battery was used by the ancients for electroplating, or gilding; however, doubts were instilled about the theory because of the limited potential of the battery.
- 7 During the 1970s, an Egyptologist built another replica of the battery, but to test this replica, he used an electrolyte that would more likely have been available to the ancients: fresh grape juice. The replica battery reportedly generated nearly one volt. The same researcher allegedly used the replica battery to electroplate a statuette with gold, but any evidence to support the experiment has long vanished. Despite the lack of evidence, scientists still agree that the battery was probably used for plating, or gilding, metal.
- 8 The Baghdad Battery now sits in the Baghdad Museum with as many as twelve others like it, all dated to the vicinity of 250 B.C. Perhaps if someone had left one sitting out, the world would not have needed to wait for Alessandro Volta to invent the battery—again—in 1799. Who knows what other inventions lie buried beneath the desert sands?
- 9 Some scientists theorized that the ancients used the batteries for pain relief because the ancient Greeks were aware that the mysterious quality of electric eels was useful in alleviating aching feet. Others theorize that the batteries were the result of ancient Chinese acupuncture techniques because electric acupuncture is practiced in modern China. Theories even include shock-inducing, anti-theft devices that ancients might have placed inside statues.

Exercise VI

1. E – Sentence 1 describes an event that occurred in 1936, so *find* should be changed to *found*.
2. C – The focus of the paragraph is on the fact that ancient civilizations actually had batteries, not that batteries are expensive.
3. B – Paragraph 6 is written almost entirely in passive voice, which makes the sentences somewhat awkward.
4. A – (A) would best clarify why theorists believe the battery was used for electroplating.
5. C – Paragraph 4 suggests that the battery provoked theories, and paragraph 9 lists possible theories. Moving paragraph 9 would appropriately make paragraph 8 the concluding paragraph.

1. Which of the following corrections would fix an error in paragraph 2?
 - A. Remove the comma after “In 1936.”
 - B. Add *was* before *placed*.
 - C. Change “was casually grouped” to “is casually grouped.”
 - D. Change “shaped like a vase” to “vase-shaped.”
 - E. **Change *find* to past tense.**
2. Which of the following sentences should be deleted from paragraph 4?
 - A. sentence 1
 - B. sentence 2
 - C. **sentence 3**
 - D. sentence 2 and sentence 3
 - E. sentence 1 and sentence 4
3. Which of the following changes would best improve paragraph 6?
 - A. Add details about the credentials of the theorists.
 - B. **Rewrite the paragraph in active voice.**
 - C. Include the name of Wilhelm Konig.
 - D. Describe the location of the archeological site where the battery was found.
 - E. Exchange paragraph 2 with paragraph 6.
4. Which of the following details would best improve the content of the passage without distracting from the topic?
 - A. **Briefly explain the concept of electroplating.**
 - B. Add another paragraph about Chinese electric acupuncture.
 - C. Add a catchy title.
 - D. Insert a blank space between paragraphs 3 and 4.
 - E. Rewrite the passage to have a tone of skepticism.
5. Which of the following changes would best improve the conclusion of the passage?
 - A. Rewrite paragraph 9.
 - B. Exchange the first paragraph with the last paragraph.
 - C. **Place paragraph 9 to follow paragraph 4.**
 - D. Place paragraph 9 to follow paragraph 2.
 - E. Delete paragraph 9.

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.

- Five years, three of which Shelia was out of the country, were a long time to wait.
(A) (B) (C) (D) (E)
- The third baseman's use of an illegal bat destroyed many young athletes' allusions about the popular baseball hero.
(A) (B) (C) (D) (E)
- During track season, Samantha and my statistics are usually identical.
(A) (B) (C) (D) (E)
- The club encouraged many women in the community to join, including Patricia and myself, even though we had only recently moved to town.
(A) (B) (C) (D) (E)
- To make cookies, blend two sticks of margarine with the vanilla and sugar until the sugar has dissolved.
(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.

- At home during the summer, young adults are scrutinized by their parents, at college they are given the opportunity to make their own decisions.
A. **by their parents, but at college they are**
B. by their parents: while at college they are
C. by their parents; but, at college, they are
D. by parents, at college they are
E. by his or her parents, at college he or she is
- Fred asked, "Did Al really call me 'a monstrous, evil coach'?"
A. "Did Al really call me, 'a monstrous, evil coach'?"
B. "Did Al really call me 'a monstrous, evil coach'?"
C. "Did Al really call me 'a monstrous, evil coach'?"
D. **"Did Al really call me 'a monstrous, evil coach'?"**
E. "Did Al really call me 'a monstrous, evil coach'?"

Exercise VI

- D – In this sentence, *years* is used as a singular collective noun and requires the singular verb *was*.
- C – Word choice error: an *allusion* is an indirect reference; an *illusion* is a false impression.
- B – To show individual possession of the statistics, Samantha must also be possessive.
- C – The reflexive pronoun *myself* requires an antecedent. It must be changed to the personal pronoun *me*.
- E – No error
- A – The original sentence contains a comma splice that requires a conjunction like *but* to join the two independent clauses.
- D – (D) corrects the punctuation issues in the original sentence.

8. E – “[W]ho is president of the local National Education Association” is a restrictive clause and must be set off by commas.
9. A – The coordinating conjunction *and* in the original sentence does not establish the proper relationship between taking graduate classes and being better qualified to teach; the word *so* clarifies that teaching will be improved by taking classes.
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.
8. My favorite high school teacher, who is president of the local National Education Association is also the president of the Illinois Association of Teachers of English.
- A. teacher who is president of the local National Education Association is also the president of
- B. teacher, who is president of the local, National Education Association is also the president of,
- C. teacher who is the president of the local National Education Association, is also the president of
- D. teacher, who is president, of the local National Education Association, is also the president of,
- E. **teacher, who is president of the local National Education Association, is also the president of**
9. I am taking graduate classes this summer, and I will be better qualified to teach collegiate-level courses this fall.
- A. **I am taking graduate classes this summer, so I will be better qualified to teach collegiate-level courses this fall.**
- B. This summer I am taking graduate classes, and I will be better qualified to teach collegiate-level courses this fall.
- C. I am taking graduate classes this summer, but I will be better qualified to teach collegiate-level courses this fall.
- D. Teaching collegiate-level courses this fall means that I must take graduate courses this summer.
- E. To be better qualified to teach collegiate-level courses this fall I must take graduate courses this summer.
10. Having promised to be home after work, Mrs. Thompson was irritated when her husband came in at nine o'clock.
- A. Mrs. Thompson was irritated when her husband came in at nine o'clock, having promised to be home after work.
- B. **Mrs. Thompson was irritated when her husband, having promised to be home after work, came in at nine o'clock.**
- C. Having promised to be home after work, Mrs. Thompson was irritated by her husband when he came in at nine o'clock.
- D. Coming in at nine o'clock, Mrs. Thompson was irritated by her husband who promised to be home after work.
- E. Mrs. Thompson was irritated by her husband, who, having promised to come home after work, came in at nine o'clock.

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 Word Choice on page 267, score your partner's essay (while he or she scores yours). Focus on word choice and the use of language conventions. If necessary, rewrite your essay to improve word choice and/or your use of language.

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]

Small town judges are buried in seas¹ of bureaucratic paperwork, and many are working from the cramped confines of spare rooms in their own homes.

1. A. NO CHANGE
B. are buried in oceans
C. are drowning in seas
D. are lost in deserts

[2]

Their judicial accounts, funded by taxpayers and allocated by the town boards, are almost never enough to cover the costs of running these makeshift courts.

2. **F. NO CHANGE**
G. They're
H. There
J. There're

[3]

They work part-time, and they are called upon at any hour of the day. Their² courts constitute the first rung of the state's legal ladder, and these elected officials are called upon to handle cases ranging from traffic peccadillos to first-degree murder.

Exercise VI

1. C – The original phrase is a metaphor. People drown in water (seas), but are generally buried in earth. In addition, only (C) maintains the parallelism of “are working.”
2. F – NO CHANGE

3. B – The first three paragraphs list the problems of small town judges, and there is no significant reason for dividing them into separate paragraphs. Paragraph 1 (A) identifies the topic. Paragraph 2 supplies relevant supporting information (C). Paragraph 2 should follow paragraph 1 because it refers to “these makeshift courts” (D).

4. G – Including both “dollars” and the currency symbol is redundant.

5. A – NO CHANGE

6. J – Proper noun North Korea should be capitalized. Choice (H) is too wordy.

7. C – The quoted material is missing the initial quotation mark.

3. Which of the following changes would improve the introduction (paragraphs 1-3) of the article?

- A. Delete paragraph 1.
B. Combine paragraphs 1, 2, and 3.
C. Delete paragraph 2.
D. Exchange paragraphs 2 and 3.

[4]

The judges are not always reluctant to admit they are overworked and underpaid.

[5]

One judge, for example, says that for his \$3200 hundred dollars per year,⁴ the state has taken away a lot of his “judgment” and swapped it for a pile of paperwork that needs to be very properly filled out and filed.

4. F. NO CHANGE
G. \$3200 per year
H. \$3200 hundred per year
J. \$3200 dollars per year

[6]

He said it's⁵ more like north korea⁶ nowadays. The state sets all the fines and tells you how to judge the cases. Then you spend all your weekends and evenings doing the paperwork. Sometimes more than one evening a week is spent hearing cases. State requirements include two days of schooling every year, for which the only compensation is meals and mileage. A number of judges must take the day off to attend the sessions for which they are tested and graded just like in school.

5. **A. NO CHANGE**
B. its'
C. its
D. that its
6. F. NO CHANGE
G. as north korea is
H. similar to how North Korea is
J. like North Korea

7. The punctuation error in paragraph 6 would best be corrected by
- A. beginning the paragraph with sentence 5.
B. omitting sentence 1.
C. enclosing the quoted material with quotation marks.
D. deleting the reference to a foreign nation in sentence 1.

[7]

One judge has a day job as supervisor of a state campground. One of the days he must attend justice workshops is during the park's busiest month, so he loses a day's pay. “I guess I'm just fed up,” he said, “and when my term is up next year, I will probably not run for re-election. I'm in my third term now, and at about eighty cents an hour, it's not worth it.”⁹ The gas money that he spends to attend the workshops is more than what the state pays him. He said he originally took the office so he could help people, but with what he terms the state “takeover” of his decisions, he does not feel he can do it anymore.

8. Which of the following sentences could be deleted from paragraph 7 without changing the intent of the paragraph?

- F. sentence 2
- G. sentence 3
- H. sentence 4
- J. sentence 5**

9. A. NO CHANGE

- B. worth” it.
- C. “worth it.”
- D. worth it.”**

[8]

Another justice, on the other hand, would seek re-election for his fourth term because he finds the most highest¹⁰ satisfaction in the work he does, which he chose to do as a means of serving his fellow human beings. He also conceded that there is a lot of paper work in the job—at least 3 to four hours¹¹ “in chambers” for every hour on the bench—and not easily dismissed.

10. F. NO CHANGE

- G. the more higher
- H. the most high
- J. the most**

11. A. NO CHANGE

- B. 3 or 4 hour’s
- C. three hours or four hours
- D. three to four hours**

[9]

He cited the newer judicial system as a **patent** money-raising scheme for the state. He said, that the surcharges¹² for crimes go as high as \$87 for a misdemeanor, \$42 for a violation of the penal law, and \$25 for traffic or vehicular infractions. Is that a deterrent to committing a crime.¹³ The judge didn’t think so. He said that the surcharges serve as a means of generating revenue for the state.

12. F. NO CHANGE

- G. He said that “the surcharges
- H. He said: the surcharges
- J. He said that the surcharges**

13. A. NO CHANGE

- B. crime!
- C. crime?**
- D. crime,

14. Which of the following changes would best improve continuity within the passage?

- F. Combine paragraphs 1 and 6.
- G. Combine paragraphs 3 and 4.
- H. Combine paragraphs 4 and 5.**
- J. Exchange paragraphs 4 and 5.

8. **J** – The quotation in sentence 4 establishes that wages are low, so sentence 5 can be deleted. Deleting sentence 5, the purpose of which is only to give an example of what has been established in the quotation, will also improve the transition between the judge’s fiscal problems and the “takeover” of decisions.

9. **D** – End marks should be inside of the quotation marks.

10. **J** – The superlative *highest* cannot be modified further by *most*.

11. **D** – Numerals and words should not be unnecessarily mixed within a sentence.

12. **J** – No punctuation is necessary before the indirect quotation.

13. **C** – The context is a question and requires a question mark.

14. **H** – Paragraph 5 directly supports the idea of paragraph 4.

15. C – Paragraph 8 is the only paragraph to suggest there is anything positive about being a judge.

15. Which paragraph departs from the greater intent of the passage by including a positive element?
- A. paragraph 4
 - B. paragraph 6
 - C. **paragraph 8**
 - D. paragraph 9

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. After spending the day at the amusement park, the children, who normally beg to stay up past their bedtime, was eager to climb into their beds. No error
(A) (B) (C) (D) (E)
2. After a long day at the office, the chairman arrived at home to find a dozen papers that needed his signature of approval lying on his desk. No error
(A) (B) (C) (D) (E)
3. During French class, the students were taught that the word aimer is when you like a person. No error
(A) (B) (C) (D) (E)
4. Alot of people who come to the United States from Asian countries have a hard time adjusting to Americans who wear shoes when entering homes. No error
(A) (B) (C) (D) (E)
5. Susie, who is notorious for finding the best bargains at the mall, bought the following, a sweater to wear to the bonfire, three pairs of mittens for the parade, and suede jeans and a silk blouse for the dance. No error
(A) (B) (C) (D) (E)

Exercise VI

1. **D** – Subject-verb agreement error: *children* is a plural noun and needs the plural form of the verb, *were*.
2. E – No error
3. **D** – The use of *when* to define words and the second person *you* should be avoided, especially in formal writing.
4. **A** – *Alot* should be divided into two words.
5. **B** – Punctuation error: a colon should come after *following* to introduce the list.

Improving Sentences

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

6. To gain a better view of the stars in the Grand Canyon, the astronomer adjusts his lens and then continued to monitor the meteor shower for his research.
- A. To gain a better view of the stars in the Grand Canyon the astronomer adjusted his lens and then continues to monitor the meteor shower for his research.
B. While in the Grand Canyon, the astronomer adjusted his lens and then, to gain a better view of the stars, continued to monitor the meteor shower for his research.
C. To gain a better view of the stars from the Grand Canyon, the astronomer adjusted his lens, and then continued to monitor the meteor shower for his research.
D. In order to gain a better view of the stars in the Grand Canyon; the astronomer adjusted his lens and then continued to monitor the meteor shower for his research.
E. Gaining a better view of the stars from the Grand Canyon, the astronomer adjusts his lens and then continued to monitor the meteor shower for his research.
7. Finding the perfect pet requires researching, planning, and to purchase the necessary supplies.
- A. research, planning, and the purchase of necessary supplies.
B. researching, planning, and purchasing the necessary supplies.
C. planning and researching supplies that will be necessary to purchase.
D. supplies, in addition to research and planning.
E. researching and planning which supplies to purchase.
8. There are more men teaching English when they are older than women.
- A. More men are teaching English when they are older than women.
B. There are more men teaching English when they are older than women when they are older.
C. There are more men teaching English than women when they are older.
D. There are more men who are teaching English when they are older than women are.
E. More older men than older women are teaching English.
6. C – The verbs in the original sentence shift tense, and *in* is not the proper preposition.
7. B – Sentence parallelism error: All of the answers are technically correct, but (B) is closest to the original intent.
8. E – The poorly placed modifying phrases in the original sentence create ambiguity. (E) best clarifies that the sentence is referring to older teachers of both genders.

9. A large suggestion box has been placed in the corridor outside the supervisor's office, shoppers can render their suggestions and concerns about the mall.
- A. office, where shoppers can render their suggestions and concerns about the mall.**
- B. office: shoppers can render their suggestions and concerns about the mall.
- C. office. In this way, shoppers can render their suggestions and concerns about the mall.
- D. office; so that shoppers can use this to render their suggestions and concerns about the mall.
- E. office to render their suggestions and concerns about the mall, shoppers can use this.
10. The concert was finished at midnight, and no one went home.
- A. moreover no one went home.
- B. yet no one went home.**
- C. consequently, no one went home.
- D. no one went home.
- E. hence no one went home.

9. A – The original sentence is a comma splice, and (A) corrects the sentence by adding *where* as a subordinating conjunction.
10. B – (B) best clarifies the intended relationship between the time the concert finished and the fact that no one went home.

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 Few substances are as useful, beautiful, and plentiful as glass; its practical and decorative uses are practically limitless. The ancient Mesopotamians discovered glass around 3500 B.C.E., when potters, who were making glazes for pottery, accidentally combined calciferous sand with soda ash. This early technique allowed them to make a variety of glass beads, seals, and plaques. Ornamental glass had been discovered.
- 2 The Roman Empire turned glass manufacturing into an industry by building furnaces that increased the production and quality of glass. By 100 C.E., Roman architects were incorporating glass windows in buildings. The glass was far from flawless and transparent like the glass of the present, but the windows did allow light into otherwise dark homes.
- 3 Before the Roman Empire, in 1500 B.C.E., Egyptian craftsmen covered compacted sand molds with molten glass in order to form the first glass vases. The craft quickly spread throughout Mesopotamia due to Egypt's influence through trade. In 27 B.C.E., Syrian artists discovered how to blow glass, which allowed them to craft a variety of glass shapes.
- 4 When the Roman Empire crumbled, the glass industry diversified. Geographic regions adopted their own unique methods and styles of glassmaking; southern regions, for example, used soda ash in production, while northern areas replaced soda ash with potash—an abundant material in the forested landscapes of the north.
- 5 Medieval architects further developed Roman glass by dyeing it different colors, and then combining the various colors of glass to form single windows. In the eleventh century, the multi-colored glass, or stained-glass windows, filled churches and palaces and **scintillated** with exquisite light.
- 6 German glassmakers took glassmaking to the next step by cutting sheets from long cylinders of molten glass. The new type of glass became known as sheet glass, or crown glass. In the mid-seventeenth century, Venice lost its dominance in glassmaking when the Englishman George Ravenscroft replaced potash with lead oxide and combined it with quartz sand. The combination produced highly reflective glass. Germans added lime to potash, which resulted in yet another variation of glass. Milch glass, as it is called, had the opaque white color of porcelain.
- 7 As the Middle Ages faded to the Renaissance, glassmaking guilds flourished, and many laws were created to protect each region's secret technique. At the time, Venice was the center of the industry, and the laws helped the city to maintain a monopoly on glass production; however, artists in cities such as Murano were experimenting with new mixtures of glass. Murano glassmakers replaced calciferous sand with quartz sand to produce a unique, crystal-like glass.
- 8 In 1688, France improved the production of plate glass. Used in mirrors. By pouring molten glass onto specially designed tables and then by polishing it with felt disks, French artisans created glass that could reflect images with little or no visual distortion. The newfound plate-glass technique resulted in the creation of the famous Hall of Mirrors in the Palace of Versailles. In the eighteenth century, cut glass became popular. Crystal-like in appearance and very reflective, cut glass was used for dishes and vases, as well as exquisite glass chandeliers.
- 9 A **fissure** split the glass industry at the end of the nineteenth century. Some artists followed the Art Nouveau style, in which designs mirrored elements of nature. The "new" artists saw their work as explorations of artistic expressions rather than mediums of practical application. Other artists embraced the new, efficient glassmaking methods that sprang from the industrial revolution, whereby bottles, jars, and plate glass could be produced by machines at a fraction of the cost of the handmade items.

10 Today, the two divisions of glassmakers continue in the traditions of early glassmakers. New manufacturing techniques constantly increase the strength and versatility of glass, and artists continue to explore new styles that ensure glass is as pleasing to the eye as it is practical. The long history of glass, and its timeless use, ensures that it will exist for centuries to come.

Exercise VI

1. **D** – *It's* must be changed to the possessive pronoun *its*.
2. **B** – The passage has a chronological order, and the events in paragraph 3 precede the events in paragraph 2.
3. **E** – Chronologically, paragraph 7 should follow paragraph 5. The Middle Ages and the Renaissance precede the mid-seventeenth century (paragraph 6).
4. **A** – “Used in mirrors” is not a complete sentence.
5. **C** – The last two sentences begin the subtopic of cut glass. They should be placed in a new paragraph in order to maintain the main idea of the paragraph.

1. Which of the following changes would fix a grammatical error in paragraph 1?
 - A. Delete *B.C.E.*
 - B. Spell *Mesopotamians* with a lower case *M*.
 - C. Capitalize *ancient*.
 - D. Change *it's* to *its*.**
 - E. Delete the first sentence.
2. Which of the following changes in paragraph order would correct the chronology of the passage?
 - A. 1, 2, 3, 4
 - B. 1, 3, 2, 4**
 - C. 3, 1, 2, 4
 - D. 1, 4, 2, 3
 - E. 3, 4, 1, 2
3. Which of the following changes to paragraph 7 would improve the flow of the passage?
 - A. Delete paragraph 7.
 - B. Describe the location of Murano.
 - C. Combine paragraph 7 with paragraph 8.
 - D. Begin the passage with paragraph 7.
 - E. Move paragraph 7 to follow paragraph 5.**
4. Which of the following describes an error in paragraph 8?
 - A. sentence fragment**
 - B. split infinitive
 - C. cliché
 - D. dangling modifier
 - E. improper pronoun use
5. Paragraph 8 should not
 - A. include a reference to the Hall of Mirrors because it is irrelevant to the subject.
 - B. be included in the passage because it detracts from the topic.
 - C. include the last two sentences because they belong in a separate paragraph.**
 - D. begin with a prepositional phrase because it is incorrect.
 - E. fail to further explain the process of making cut glass.

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. Uninterested students commonly exhibit one or more of the following symptoms:
(A) withdrawal, rebelliousness, restlessness, and they are tired. No error
(C) (D) (E)
2. I did not enjoy speech class today because my teacher was very critical to my
(A) (B) (C)
presentation. No error
(D) (E)
3. Generalizing is easier than grounding one's thoughts in reality. No error
(A) (B) (C) (D) (E)
4. The politician declared, "I promise that I will never except a bribe!" No error
(A) (B) (C) (D) (E)
5. Whenever Sharon visits her grandmother in the hospital, she seems to be a little
(A) (B) (C)
happier than the last time. 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.

6. Ringing loudly, John reached over his head and hit the alarm clock.
A. Ringing loudly, the alarm clock was reached over John's head.
B. John reached over his head and hit the alarm clock, ringing loudly.
C. **John reached over his head and hit the loudly ringing alarm clock.**
D. The alarm clock was ringing loudly. John reached over his head and hit the loud clock and turned the alarm off.
E. Because the alarm clock was ringing loudly and John reached over to hit it.

Exercise VI

1. D – Nonparallel structure: *they are tired* should be rewritten as *tiredness* or *fatigue* to match the other nouns in the series.
2. C – The correct expression is *critical of*.
3. E – No error
4. D – Word choice error: *accept* means "to receive willingly"; *except* means "to exclude."
5. C – The ambiguous pronoun *she* must be changed to identify the intended antecedent, either Sharon or the grandmother.
6. C – Ambiguous modifier: While (D) is correct, it is unnecessarily repetitive.

7. **A** – The original clause contains three clichés. Only (A) rewrites the clause without the clichés.
8. **B** – (B) best corrects the awkward construction while including the objects of the original sentence. The words themselves exemplify specific problems; they do not require the word *problems* to identify them as such.
9. **D** – The example contains a sentence fragment. (C) takes one thought and breaks it into three simple sentences, while also including unnecessary words and ideas.
10. **D** – (D) eliminates the sentence fragment and redundant use of *most* before *priceless*. (B) is correct but changes the intent of the original sentence by eliminating the author.

7. When Pratt rushed into the cottage, he was as white as a ghost, and it was crystal clear that he had been playing with fire when he fed the wild animal.
- A. pale with fear, and it was obvious that he had taken a risk when he fed the wild animal.**
- B. as white as a ghost, making it crystal clear that he should not have played with fire by feeding a wild animal.
- C. terrified because it was crystal clear that feeding the wild animal was like playing with fire.
- D. white as a ghost when it dawned on him that he should not have been feeding a wild animal.
- E. pale as a ghost. It became crystal clear he had actually been feeding a wild animal that could have killed him. That was like playing with fire.
8. Today's politicians frequently give speeches about problems concerning the environment and world peace and terrorism.
- A. pollution and world peace, and terrorism.
- B. pollution, world peace, and terrorism.**
- C. pollution, with world peace, with terrorism.
- D. pollution, world, peace, terrorism.
- E. the problems of pollution, followed by world peace and terrorism.
9. The cat lay quite motionless in front of the cupboard. Waiting silently for the mouse to emerge.
- A. The cat, lying quite motionless in front of the cupboard, waiting silently for the mouse to emerge.
- B. The cat lay, quite motionless, in front of the cupboard. Waiting silently for the mouse to emerge.
- C. The cat lay quite motionless. It was in front of the cupboard. It was waiting silently for the frightened mouse to come out.
- D. Waiting silently for the mouse to emerge, the cat lay quite motionless in front of the cupboard.**
- E. The cat was lying quite motionless in front of the cupboard. Waiting silently for the mouse to emerge.
10. The rock concert was the most bizarre event I have ever witnessed. Especially since the lead guitarist destroyed his most priceless guitar as part of the show.
- A. The rock concert was the most bizarre event I have ever witnessed, especially since the lead guitarist destroyed his most priceless guitar as part of the show.
- B. The rock concert was a bizarre event. The lead guitarist destroyed his priceless guitar as part of the show.
- C. The rock concert was a bizarre event since the lead guitarist destroyed his very priceless guitar as part of the show.
- D. The rock concert was the most bizarre event I have ever witnessed, especially since the lead guitarist destroyed his priceless guitar as part of the show.**
- E. The rock concert was an event I had never witnessed before especially since the lead guitarist destroyed his most priceless guitar as part of the show.

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 Sentence Formation and Variety on page 266, score your partner's essay (while he or she scores yours). Focus on sentence structure and the use of language conventions. If necessary, rewrite your essay to improve the sentence structure and/or your use of language.

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] Proper care of the teeth and gums is essential for a healthy lifestyle. Ignoring¹ in-depth maintenance of the teeth and surrounding structures can lead to many avoidable problems. Incomplete chewing of food can lead to indigestion and the probability that food is not being properly absorbed, this ultimately results in malnutrition. Teeth function as the nutrition procurement system of the body, and they are also an early warning system of disease. The fact is, properly maintaining the mouth³ is the first step to a lifetime of proper nutrition.

- A. NO CHANGE**
B. a healthy lifestyle; while ignoring
C. a healthy lifestyle and ignoring
D. a healthy, life style. Ignoring
 - Which of the following changes would repair a structural error in paragraph 1?
F. Hyphenate *nutrition procurement system*.
G. Combine the first two sentences using a colon.
H. Change *essential for* to *essential to*.
J. Place a semicolon after absorbed.
 - A. NO CHANGE**
B. The fact is, that properly maintaining the mouth
C. The fact is that, properly maintaining the mouth
D. Properly maintaining the mouth
- [2] As the ultimate in perfectly designed food processors, the mouth handles all nutrients prior to ingestion. Saliva, working in conjunction with teeth, is the first agent to work on the digestion of food. The normal pH of saliva is slightly acidic; but⁴ it can be neutralized with an alkaline mouthwash such as baking soda and water. Cleaning the teeth also after meals⁵ helps to maintain the proper pH level of the mouth.

Exercise VI

- A – NO CHANGE**
- J – A semicolon fixes the comma splice.**
- D – Use of *The fact* is in this sentence is unnecessary.**

4. **H** – The semicolon preceding the conjunction is incorrect.
5. **D** – To eliminate confusion, in this case, the placement of *also* should precede the verb phrase it helps.
6. **J** – (J) maintains parallelism in the series instead of mixing infinitive phrases with participles.
7. **A** – NO CHANGE
8. **J** – The plural pronoun *they* is necessary for its plural antecedent.
9. **B** – (B) maintains the correct tense and verb form.
10. **G** – To *insure* is to issue an insurance policy. (H) is needlessly wordy, and (J) is a misuse of *censure*.

4. E. NO CHANGE
G. acidic; and
H. acidic, but
J. acidic therefore

5. A. NO CHANGE
B. Also: cleaning the teeth after meals
C. Cleaning the teeth also after meals
D. Cleaning the teeth after meals also

[3] As procurement officers, teeth are designed to grab, tearing, and to grind⁶ fueling substances that empower the body to do work. For the teeth to be effective⁷ as blenders providing sustenance for the body, they need to be properly aligned. The grinding teeth the upper and lower molars fit face to face on every plane so that when it comes⁸ together, they are in exact alignment to mash food into a digestible form. If nature has not saw⁹ to their precise alignment, an orthodontist may be called in to make suitable adjustments. Designer braces are available for those who can afford them. Thanks to dental technology, braces and retainers are no longer an inconvenient or unsightly way to insure¹⁰ proper alignment.

6. E. NO CHANGE
G. grab, to tear, and grinding
H. grab, tear, and to grind
J. grab, tear, and grind

7. **A. NO CHANGE**
B. effecting
C. affective
D. affecting

8. E. NO CHANGE
G. it gets
H. they are gotten
J. they come

9. A. NO CHANGE
B. has not seen
C. has not saw
D. had not seen

10. E. NO CHANGE
G. to ensure
H. so as to assure
J. that censures

11. If you had to delete a sentence in paragraph 3, which would be the most appropriate choice?
- A. sentence 2
 - B. sentence 3
 - C. sentence 4
 - D. sentence 5**
12. Which sentence in paragraph 1 should be moved to paragraph 3?
- F. sentence 1
 - G. sentence 2
 - H. sentence 3**
 - J. sentence 4
13. Which of the following suggestions would correct a flaw in the third paragraph?
- A. Add hyphens to *face to face*.
 - B. Capitalize *orthodontist*.
 - C. Insert commas around *the upper and lower molars*.**
 - D. Change *nature* to read *Mother Nature*.
- [4]** Proper care of the teeth includes brushing up and down to remove tiny food particles and bacteria. Flossing can be helpful when teeth are so close together that a brush cannot clear the spaces in-between. If through¹⁴ maintenance is applied to the teeth every day, they should never need replacement. Your own teeth are most unique¹⁵ to you, and dentures are not nearly as good.
14. F. NO CHANGE
G. thought
H. threw
J. thorough
15. A. NO CHANGE
B. most important
C. more unique
D. unique

11. **D** – Sentence 5 deviates from the topic of paragraph 3 by including unnecessary specifics.
12. **H** – The passage discusses the mouth and the teeth as separate subtopics. Sentence 4 belongs in paragraph 3, which focuses on teeth.
13. **C** – The appositive phrase requires commas.
14. **J** – *Thorough* is the correct adjective.
15. **D** – The superlative *most* incorrectly modifies *unique* in the context.

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 Word Choice on page 267, score your partner's essay (while he or she scores yours). Focus on word choice and the use of language conventions. If necessary, rewrite your essay to improve word choice 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. By the time Joe finally got a job he had applied to more than fifty companies.
(A) (B) (C) (D)
No error
(E)
2. Has the coach chose the new uniforms for the soccer team yet? No error
(A) (B) (C) (D) (E)
3. Anyone who is seeking articles lost at the theater may check lost and found
(A) (B) (C)
for their items. No error
(D) (E)
4. Dave is so ill that he has done nothing but lay on the bed all day. No error
(A) (B) (C) (D) (E)
5. Young people, like you and I, have so many career options available that it is hard to
(A) (B) (C) (D)
make a selection. No error
(E)

Exercise VI

1. B – The introductory phrase requires a comma between *job* and *he*.
2. A – The present perfect form of *choose* is *has chosen*.
3. D – *Anyone* is singular and requires a singular pronoun; *their* should be *his* or *her*.
4. C – Word choice error: *lay* means “to place.” *Lie* means “to recline.”
5. B – As the object of a prepositional phrase, *I* must be changed to the objective case pronoun *me*.

Improving Sentences

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

6. A – (A) keeps all the verbs in the past tense and does not introduce errors in either plurals or possessives.
7. C – The correlative conjunction *not only* requires the complement *but also*; only (C) maintains a parallel construction.
8. E – The ambiguous modifier in the original sentence suggests that the friends have walnuts; *with walnuts* should be placed adjacent to *cookies*.
9. A – (A) best eliminates a wordy phrase.
10. D – Including *more* with the comparative form *shallower* is incorrect. (D) corrects the error without unnecessarily altering the language of the original sentence.
6. The thief ran up behind her, grabs the woman's purse, and ran around a corner before anyone could see his face.
A. **grabbed the woman's purse**
B. grabs the women's purse
C. grabbed the womens' purse
D. grabs the purse of the woman
E. grabbed the womans'
7. Jane has excellent qualifications not only as a scientist, but she knows a lot about management, too.
A. and she wants to be a manager, too.
B. but also in the skills of management.
C. **but also as a manager.**
D. but in management, as well.
E. but also in managing.
8. Lucy baked chocolate chip cookies to give her friends with walnuts.
A. walnuts with chocolate chip cookies to give her friends.
B. chocolate chip cookies with walnuts.
C. chocolate chip cookies for her friends to give.
D. to give her friends, chocolate chip cookies with walnuts.
E. **chocolate chip cookies with walnuts to give her friends.**
9. Our boss called a meeting in relation to the sales project.
A. **a meeting about**
B. a discussion session in relation to
C. to tell us to meet to talk about
D. a meeting in which we were to discuss
E. about
10. Monk Pond is much more shallower than Goodman's Lake.
A. contains less depth than
B. is shallower than
C. does not have the depth of
D. **is much more shallow than**
E. is much less deep than

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] Long workdays can be depressing, especially when it means arriving at work before daylight and leaving after dark. People in the northernmost parts of the United States endure this endless nightlife all winter long and now, doctors have found that a consistent lack of sunlight has negative psychological effects on people; however, life without daylight does indeed cause depression. The most vulnerable people in the United States are, of course, those who live in Alaska, where residents experience only several hours of dim sunlight during the winter months.
- [2] Anchorage natives have adapted to short days and long nights, but adapting is a real problem for people who are new to the state. Winters are difficult enough in the pipeline city; subfreezing temperatures and snow merely enhance the entrapping effect of the unending winter darkness. During the winter in Anchorage, the sun does not rise until 10:15 a.m., well after people have arrived at work. The sun goes down at 3:45 p.m., and most people still have another hour or two of work before they can leave.
- [3] The Trans-Alaskan Pipeline, an 800-mile artery of Alaska, employs nearly one thousand workers, many of whom work around-the-clock shifts. The occupational stress from working swing shifts, combined with the lack of vacation opportunities during the long winters, increases the probability of depression for the Alaskan workers. Winter is a tough time for animals, too, because they frequently get run over on unlighted roadways.
- [4] Like animals in hibernation, people suffering from Seasonal Affective Disorder (SAD), overeat and sleep most of the day. They have trouble concentrating and functioning at work and in personal relationships. Victims of SAD often suffer disastrous economic consequences when depression prevails over the desire to properly maintain finances. Many sufferers declare bankruptcy or lose their jobs.
- [5] An estimated one in four people suffer from SAD in Alaska. The depression is so prevalent that therapists report not having the resources to help all the people who seek treatment.

- Which of the following changes would correct an error in paragraph 1?
 - Replace *people* with *citizens*.
 - Capitalize *northernmost*.
 - Delete *of course*.
 - Change *psychological* to *mental*.
 - Delete *however*.**
- Which of the following changes would best clarify the topic of the passage?
 - Expound on the problems that animals have during Alaskan winters, and explain that animals can also develop SAD.
 - Introduce SAD in the first paragraph, and use the supporting paragraphs to explain the effects of the condition on people in Alaska.**
 - Include a paragraph about North Pacific weather patterns, and explain how precipitation can amplify the symptoms of SAD.
 - Eliminate any information about workdays.
 - Include information on how to treat Seasonal Affective Disorder.

Exercise VI

- E – The inclusion of *however* establishes an incorrect causal relationship in the sentence.
- B – SAD is the subject of the passage, but the disorder is not identified until paragraph 4.

3. C – Sentence 3 distracts from the topic by introducing extraneous material.
4. C – Paragraphs 2 and 3 have a cause-effect relationship. Paragraph 3 identifies the problem, and paragraph 2 explains that Alaskan natives have adapted to the winter.
5. B – (A) is too simplistic. The passage is informative, not persuasive (C). The passage suggests that discoveries have already been made (D). (E), while being a humorously effective conclusion, is completely different in tone from the rest of the passage.
3. Which of the following should be deleted from paragraph 3?
A. sentence 1
B. sentence 2
C. sentence 3
D. the word *unlighted*
E. the word *opportunities*
4. Which of the following paragraph arrangements would improve the logical order of the passage?
A. 2, 1, 3, 4, 5
B. 1, 2, 4, 3, 5
C. 1, 3, 2, 4, 5
D. 2, 3, 4, 5, 1
E. 1, 5, 3, 4, 2
5. Which of the following would be the most appropriate concluding sentence for the passage?
A. Therefore, people should make it a point to get out into the sun more often.
B. It is likely that Seasonal Affective Disorder will be a challenge people must face for years to come.
C. Therapists should appeal to the government for additional funding and employees.
D. Therapists will probably notify the Alaskan Pipeline officials of their discoveries.
E. Perhaps, in the distant future, Alaska will build another pipeline—a pipeline that brings sunshine from California.

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 Holistic scoring guide on page 268, 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. Even if I was invited, I wouldn't have gone to the picnic. No error
(A) (B) (C) (D) (E)
2. If I had saved enough money, I would of traveled to San Francisco last year.
(A) (B) (C) (D)
No error
(E)
3. Jane has a favorite pastime: to play the piano. No error
(A) (B) (C) (D) (E)
4. They're running away is not going to get them out of trouble with the law.
(A) (B) (C) (D)
No error
(E)
5. The doctor she advised me to cut down on salt. No error
(A) (B) (C) (D) (E)

Exercise VI

1. B – The subjunctive mood of the verb requires the use of *were* in place of *was*. An alternative answer would be substituting *had been* for *was*.
2. C – The correct verb is *would have*.
3. C – As used in this sentence, *to play* must be in gerund form, *playing*.
4. A – The possessive pronoun *their* should be substituted for the contraction *they're*.
5. B – *she* should be omitted.

Improving Sentences

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

6. **B** – “Sonnet 130” must be capitalized. It also needs quotation marks to distinguish it as the title of a poem. In addition, *real* should be replaced with *very*.
7. **E** – Only sentence (E) makes both corrections: referring to a person as *who* instead of *which* and punctuating the quotation correctly.
8. **E** – (E) replaces the improper *How come* with *why*, changes *was* to the plural verb *were*, and adds a necessary question mark and commas.
9. **B** – (B) correctly eliminates the syntax error of Karl racing faster than himself.
10. **D** – Choice (D) makes the exact quotation clear and uses the proper punctuation, including the question mark to indicate that the entire sentence is interrogatory.
6. The woman Shakespeare wrote about in sonnet 130 must have been real special.
A. The woman that Shakespeare wrote about in sonnet 130 must have been real special.
B. The woman Shakespeare wrote about in “Sonnet 130” must have been very special.
C. The woman whom Shakespeare wrote about in Sonnet 130 must have been real special.
D. The woman Shakespeare wrote about in “Sonnet 130” must have been real special.
E. The woman Shakespeare wrote about in sonnet 130 must have been very special.
7. One student which is in our class asked What does this poem mean?
A. who is in our class asked What does this poem mean?
B. which is in our class, asked What does this poem mean?
C. who is in our class, asked “What does this poem mean?”
D. which is in our class, asked “What does this poem mean?”
E. who is in our class asked, “What does this poem mean?”
8. How come all these poems was about love death and time.
A. How come all these poems were about love death and time?
B. Why was all these poems about love, death, and time?
C. How come all these poems were about love, death and time?
D. Why were all these poems about love death, and time?
E. Why were all these poems about love, death, and time?
9. Racing faster than all the drivers, Karl finished first, lapping the second-place finisher.
A. Karl finished first, racing faster than all the drivers, and lapping the second-place finisher.
B. Racing faster than all the other drivers, Karl finished first, lapping the second-place finisher.
C. Racing faster than all the drivers, Karl finished first, and he lapped the second-place finisher.
D. Lapping the second-place finisher, Karl finished first, racing faster than all the drivers.
E. Racing faster than all the drivers, Karl finished first, beating the second-place finisher by a lap.
10. When did the teacher ask On what page did we stop reading yesterday?
A. When did the teacher ask “On what page did we stop reading yesterday?”
B. “When did the teacher ask, ‘On what page did we stop reading yesterday?’”
C. When did the teacher ask, “On what page did we stop reading yesterday?”
D. When did the teacher ask, “On what page did we stop reading yesterday?”
E. When did the teacher ask, “On what page did we stop reading yesterday?”