

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. Her sister and her are now employed at Beef Barn as cooks. No error
(A) (B) (C) (D) (E)
2. While dad slept the toddlers wrote on the walls with crayons. No error
(A) (B) (C) (D) (E)
3. An important function of helicopters are search and rescue
capability. No error
(A) (B) (C) (D) (E)
4. The mechanic told Bill and I that the car was not finished. No error
(A) (B) (C) (D) (E)
5. Greg only threw the shot put twenty feet. 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. Jillian could have cared less about the score of the hockey game.
A. could haven't cared less
B. couldn't have cared less
C. could have cared as much
D. couldn't have cared more
E. could care less
7. Going to school is preferable than going to work.
A. not preferable than
B. preferable
C. perforated to
D. preferable to
E. preferable, then

Exercise VI

1. **B** – The objective case pronoun is used incorrectly as the subject.
2. **A** – The introductory element is missing a comma.
3. **C** – Subject-verb agreement: *Are* should be *is*.
4. **B** – The subjective case pronoun is mistakenly used as an object.
5. **B** – Misplaced modifier *only*: “Greg threw the shot put only twenty feet.”
6. **B** – (A) is syntactically and grammatically incorrect, and (C) is awkward. (D) and (E) contradict the intended meaning.
7. **D** – (D) uses the proper construction, “preferable to.” (A), (B), and (E) are grammatically incorrect, and (C) uses the improper word.

8. **B** – (B) eliminates the dangling modifier “Wild and vicious” of the original, and (A) is technically correct, but it is in the passive voice. (C) and (D) change the meaning of the sentence. (E) eliminates the fact that the panther was wounded.
9. **D** – The subject and verb must be made singular to match the singular pronouns.
10. **E** – Only (E) eliminates the incorrect, singular subject *someone* and properly uses the plural verb form.

8. Wild and vicious, the veterinarian examined the wounded panther.
A. The wild and vicious wounded panther was examined by the veterinarian.
B. The veterinarian examined the wounded, wild, and vicious panther.
C. The vicious veterinarian examined the wild and wounded panther.
D. Wild and vicious, the examined panther wounded the veterinarian.
E. The veterinarian examined the wild and vicious panther.
9. Journalists are stimulated by his or her deadline.
A. A journalist are
B. Journalism is
C. Journalists is
D. A journalist is
E. Journalists' are
10. When someone has been drinking, they are more likely to speed.
A. some one has
B. a person has
C. a driver has
D. someone have
E. drivers have

Review and Revise: Exchange essays with a classmate. Using the scoring guide for Development on page 252, score your partner's essay (while he or she scores yours). Focus on the development of ideas and the use of language conventions. If necessary, rewrite your essay to incorporate more (or more relevant) support and/or improve 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]

We have tried in the proceeding¹ chapters to understand a few of the laws of health and to apply them intelligently to our daily living. It will help us to clinch what we have already mastered, if we supplement our work with a knowledge of simple methods now² of procedure in case of the more common and not as serious accidents and emergencies.

- | | |
|---------------------|---|
| 1. A. NO CHANGE | 2. F. NO CHANGE |
| B. progressing | G. we now supplement our work with a knowledge of simple methods |
| C. succeeding | H. we supplement our work with a knowledge now of simple methods |
| D. preceding | J. we supplement now our work with a knowledge of simple methods |

[2]

Emergencies and accidents are a frequent occurrence. A playmate may cut his leg or foot with a scythe or knife, or fall and have broken³ his arm. A child may accidentally swallow some laudanum, set his own clothing on fire, or push a bean into his nose or ear. a teamster⁴ may be brought in with his ears frostbitten. A small boy may fall into the river and be brought out apparently drowned. One of our own family may suddenly be taken sick with some contagious disease or may be⁵ suffocated by coal gas.

- | | | |
|-----------------|---------------------------|------------------------|
| 3. A. NO CHANGE | 4. F. NO CHANGE | 5. A. NO CHANGE |
| B. break | G. ear a teamster | B. might become |
| C. broke | H. ear—a teamster | C. will be |
| D. breaking | J. ear. A teamster | D. might |

Exercise VI

- D** – *Proceed* means “to move forward.” The second sentence indicates that the chapters comprise material already mastered.
- G** – The original selection is awkward, and (H) and (J) fail to remedy the awkwardness.
- B** – The sentence requires present tense verbs.
- J** – (J) best corrects the original comma splice. (G) creates a run-on. An em dash (H) incorrectly establishes a relationship between the second clause and the series in the first clause.
- A** – “May be” is permissible in this context and essentially synonymous with “might be.” Retaining “may be” maintains the parallelism earlier in the paragraph, its subtle difference aside.

[3]

All these and many other things of a like nature call for a cool head, a steady hand, and, some practical knowledge⁶ of what is to be done until medical or surgical help was obtained.⁷ A fairly good working knowledge of such matters may be easily mastered.

6. H – No punctuation is required after *and*.

7. D – The sentence requires the present perfect tense verb. (C) uses an incorrect verb form.

8. J – As a subject, the pronoun should be in the nominative case, and the verb must reflect its singular antecedent (*boy or girl*).

9. B – The word *for* is unnecessary.

10. J – (J) is the only correct phrase.

11. C – Adverbs are necessary to modify the verb.

12. J – Responding to medical emergencies is the focus of the paragraph. The details of the history of first aid kits are irrelevant.

13. A – (B) is unnecessary and creates redundancy. (C) is contextually incorrect, and (D) incorrectly uses a plural pronoun.

14. G – Sentence 3 has no subject or verb.

- | | |
|--|-----------------------|
| 6. F. NO CHANGE | 7. A. NO CHANGE |
| G. and, some practical knowledge, | B. is been obtained |
| H. and some practical knowledge | C. gets obtained |
| J. and; some practical knowledge | D. is obtained |

[4]

A boy or girl who has acquired this knowledge and who are able⁸ to maintain a certain amount of self-control will find many opportunities in later years for to lend⁹ a hand in the midst of accidents or sudden sickness.

- | | |
|-----------------------|-------------------|
| 8. F. NO CHANGE | 9. A. NO CHANGE |
| G. whom are able | B. to lend |
| H. is | C. of to lend |
| J. who is able | D. to the lending |

[5]

(1) All that is expected of us is to wait until the doctor comes. (2) Retain, as far as possible, presence of mind, or, another words,¹⁰ keep cool. (3) Act prompt and quiet,¹¹ but not with haste. (4) First aid kits have been manufactured since 1890, at the latest.

- | | | |
|--------------------------|--------------------------------|------------------------|
| 10. F. NO CHANGE | 11. A. NO CHANGE | 12. Which sentence |
| G. an other words | B. promptly and quiet | should be deleted from |
| H. in another words | C. promptly and quietly | paragraph 5 because it |
| J. in other words | D. prompt and quietly | deviates from the flow |
| | | of information? |
| | | F. sentence (1) |
| | | G. sentence (2) |
| | | H. sentence (3) |
| | | J. sentence (4) |

[6]

(1) Make the sufferer comfortable by providing¹³ an abundance of fresh air and placing him in a restful position. (2) Loosen all tight articles of clothing. (3) Such as belts, bindings, corsets, and collars. (4) Be sure to send for a doctor at once if the emergency calls for any such skilled service.

- | | |
|-------------------------|---|
| 13. A. NO CHANGE | 14. In the final paragraph, sentence 3 |
| B. giving the sufferer | requires revision because |
| C. them | F. it contains an unnecessary |
| D. providing them with | comma in the series. |
| | G. it is a fragment, not a sentence. |
| | H. all the nouns should be singular. |
| | J. it needs a semicolon. |

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. Larry said that he had personally designed the web pages with the help of himself and his employees.
(A) (B) (C)
(D) (E)
2. I didn't do nothing for the last ten minutes but argue
(A) (B) (C)
with my sister. No error
(D) (E)
3. Problems with aggressive wildlife often begins with aggressive human
(A) (B) (C)
beings. No error
(D) (E)
4. Hot and full of sick people, the patients in the front room were given
(A) (B) (C)
their flu shots. No error
(D) (E)
5. Proponents for the construction of a new intrastate expressway includes
(A) (B)
at least four people known to be affiliated with organized
(C) (D)
crime operations. No error
(E)

Exercise VI

1. C – (C) is redundant because the preceding clause already explains that Larry designed the web pages.
2. B – The use of *nothing* creates a double negative with *didn't*.
3. B – Verb-agreement error: *begins* is not in agreement with the plural subject, *Problems*.
4. A – Dangling modifier: “Hot and full of sick people” appears to describe patients, not the front room.
5. B – Verb-agreement error: *includes* is not in agreement with the plural subject, *Proponents*.

6. B – Modifier placement in the original sentence is poor; firemen take the victims, not the flames, to the hospital.
7. A – The modifying phrase is ambiguous. The original sentence suggests that the game involves a dining room table. (A) clarifies the meaning of the sentence. (B), (C), (D), and (E) change the meaning of the sentence.
8. C – *Results* is plural and requires the plural *their*. *Their* is required to distinguish that the costs are directly related to the results, which eliminates (A) and (B). (D) and (E) change the meaning of the sentence.
9. B – (B) creates parallel sentence structure with the gerunds *fishing* and *going*. (A), (D), and (E) change the meaning of the sentence; (C) retains the incorrect parallel construction.
10. C – (C) best eliminates the run-on.

Improving Sentences

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

6. The victims were lying on the ground and firemen arrived to douse the flames and take them to the hospital.
- A. The victims were lying on the ground when firemen arrived to douse the flames and take them to the hospital.
- B. Fireman arrived to douse the flames and to take the victims lying on the ground to the hospital.**
- C. After dousing the flames on the ground, the firemen took the victims to the hospital.
- D. Firemen arrived to douse the flames, when victims were lying on the ground, and they were taken to the hospital.
- E. Victims lying on the ground were taken to the hospital and firemen arrived to douse the flames.
7. Because of the hurricane warning, everyone sat inside and talked about the game around the dining room table.
- A. sat inside around the dining room table and talked about the game.**
- B. sat inside the game and talked around the dining room table.
- C. sat inside the dining room and talked about the table.
- D. sat and talked inside the game around the table in the dining room.
- E. talked about the game and sat at the dining room table.
8. We intend to measure the individual results against its costs.
- A. against the costs.
- B. against costs.
- C. against their costs.**
- D. with their costs.
- E. against the individual costs.
9. Deep-sea fishing no longer fascinates me as much as to go to computer demonstrations.
- A. I am interested in computer demonstrations.
- B. going to computer demonstrations.**
- C. to go to a computer demonstration.
- D. computer demonstrations.
- E. demonstrating computers.
10. Amadeus Mozart was a brilliant composer he was said to be a little crazy.
- A. Amadeus Mozart was said to be a little crazy, he was a brilliant composer.
- B. A brilliant composer Amadeus Mozart was. He was also said to be a little crazy.
- C. Although a brilliant composer, Amadeus Mozart was said to be a little crazy.**
- D. He was said to be a little crazy, Amadeus Mozart was a brilliant composer.
- E. A brilliant composer, although a little crazy, was said to be Amadeus Mozart.

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) Plaid may not be exactly what you think it is. (2) Tartan may be what you think plaid is.
- 2 (3) Autumn usually finds us wrapped in a tartan, whether they are around our torsos, our legs, or a combination of both. (4) The use of a “plaid” seems to come into fashion every autumn and can be a handsome addition to any outfit. (5) Warmth is a bonus of wearing a plaid, no matter what design it is.
- 3 (6) A plaid, you see, is a woven piece of fabric worn over the shoulder sometimes tucked under a belt to hold it in place. (7) The design of various colored stripes crossing at right angles is rightfully a tartan, many a plaid is a tartan design.
- 4 (8) The autumn is a great time of the year to purchase a favorite tartan and sew a lovely long skirt for informal entertaining at home. (9) The closet must be full of soft old shirts of particular tartans to wrap around our shoulders for a quick trip to the post office. (10) The design is an old favorite for ties and scarves, lap robes and carriage covers for baby’s stroller. (11) Some believe that the tartan design originated as a way to incorporate expensive, dyed threads in cheap materials. (12) No matter what you choose to tailor, it is guaranteed to be an eye-catching, original design.
- 5 (13) If you have a yen for pretty colors and patterns with classic lines, feel free to make yourself a plaid with knotted tassels on the edge. (14) Wear it for warmth and style as you enjoy the autumn weather. (15) If you have a fear of tying knots, then buy a huge tartan scarf and throw it over your shoulder with a flair for flamboyance.

1. Which of the following suggestions would improve the development of the passage?
- A. Exchange paragraphs 1 and 3.
 - B. Exchange paragraphs 2 and 3.**
 - C. Exchange paragraphs 1 and 4.
 - D. Exchange paragraphs 1 and 2.
 - E. Exchange paragraphs 1 and 5.
2. Which of the following describes the error in paragraph 2?
- A. run-on sentence
 - B. spelling error
 - C. sentence fragment
 - D. improper pronoun and antecedent agreement**
 - E. incorrect prepositional phrase

Exercise VI

1. **B** – Paragraph 3 should follow the introductory paragraph because it explains the significance of the first. Paragraph 2 supports the topic, but the support should follow the clarification of the topic. As it is, the passage requires a better introduction to clarify the relationship between plaid and tartan.
2. **D** – “[T]hey are” should be “it is” to reflect the singular antecedent *tartan*.

3. E – (E) corrects the comma splice in sentence 7.
4. D – Sentence 11 is not consistent with the topic of paragraph 4, which focuses on the wearing of a tartan, not its origin. Sentence 12 (E) is a follow-up to the list provided in sentence 10.
5. C – Sentence 15 is a continuation of the thought in sentence 13.
3. Which of the following would correct the error in paragraph 3?
A. Combine sentences 6 and 7.
B. Capitalize *tartan*.
C. Make two sentences out of sentence 6.
D. Delete “you see.”
E. Add *and* after the comma in sentence 7.
4. Which of the following should be deleted from paragraph 4?
A. sentence 8
B. sentence 9
C. sentence 10
D. sentence 11
E. sentence 12
5. Which of the following changes would best improve the order of the concluding paragraph?
A. Start the paragraph with sentence 15.
B. Exchange sentences 13 and 14.
C. Exchange sentences 14 and 15.
D. Include a sentence about autumn weather.
E. Explain the difference between plaid and tartan.

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 256, 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. My oldest sister, Marilyn a talented commercial artist, is also a
(A) (B) (C)
registered nurse. No error
(D) (E)
2. Arguing with a professor in class will wreck havoc
(A) (B) (C)
with your grade. No error
(D) (E)
3. If the repaired car were ready to be driven, we would of taken
(A) (B) (C) (D)
it home. No error
(E)
4. The nurse suddenly jumps when the doctor walked through the door
(A) (B) (C)
to the operating room. No error
(D) (E)
5. I do not like Shelly playing the stereo so loudly in the car. No error
(A) (B) (C) (D) (E)

Exercise VI

1. **A** – A comma is required after both the introductory phrase and the appositive (*Marilyn*).
2. **C** – The correct expression is “wreck havoc.”
3. **D** – The preposition *of* is incorrectly used for the verb *have* in “we would have taken.”
4. **B** – Inconsistent verb tense: “suddenly jumped.”
5. **B** – The noun, *Shelly*, preceding the gerund, *playing*, should be possessive to clarify the object of “do not like”—“Shelly’s playing.”

6. E – (A) lacks parallelism and is a fragment. (B), (C), and (D) are awkward and confusing.
7. C – (C) accurately substitutes for the cliché, “turn the other cheek.” (B), (D), and (E) are more clichés. (A) is meaningless.
8. D – (D) eliminates the three passive voice clauses in the original sentence. (A) and (E) are grammatically correct, but they are missing the necessary comma before *and*; (B) and (C) change the intent of the original sentence.
9. B – Modifier placement makes the original sentence confusing; the failing grades are not specific to Monday. (A) and (E) do not eliminate any confusion. (C) changes the intent of the sentence. (D) is awkward. Note that to eliminate the passive voice, the sentence would have to include the element of a principal or a school.
10. A – (A) eliminates unnecessary words and creates parallelism. (B) and (C) change the meaning of the sentence. (D) is awkward. (E) implies that the memory has the DVD burner.

Improving Sentences

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

6. I could watch the lake all day long playing computer solitaire is my only distraction.
- A. While I could watch the lake all day long and playing computer solitaire is my only distraction.
- B. All day long playing computer solitaire is my only distraction when I could be watching the lake.
- C. Playing computer solitaire all day long, watching the lake is my only distraction.
- D. My only distraction playing computer solitaire all day long is watching the lake.
- E. I could watch the lake all day long. Playing computer solitaire is my only distraction.**
7. Lisa was a girl who had to be in trouble before she would turn the other cheek.
- A. get into a boat.
- B. learn to float on her back.
- C. back down.**
- D. make a stitch in time.
- E. take a turn for the worse.
8. The dog was released by Stephanie and the guests were startled by the cheese platter when that was knocked on the floor by it.
- A. Stephanie released the dog and it startled the guests when the cheese platter was knocked onto the floor.
- B. When Stephanie released the dog, it knocked the guests onto the floor with the cheese platter.
- C. The dog startled the guests when, released, it knocked the cheese platter onto the floor.
- D. Stephanie released the dog, and it startled the guests when it knocked the cheese platter onto the floor.**
- E. Stephanie released the dog and the guests were startled when it knocked the cheese platter onto the floor.
9. Some teenagers were suspended for failing grades this year on Monday.
- A. This year some teenagers were suspended for failing grades on Monday.
- B. On Monday, some teenagers were suspended for having failing grades this year.**
- C. For failing grades Monday, some teenagers were suspended this year.
- D. For having grades that failed this year, some teenagers were suspended on Monday.
- E. Suspended for failing grades this year on Monday were some teenagers.
10. Henry bought a new computer that has a large memory and having a DVD burner.
- A. and a DVD burner.**
- B. that has a DVD burner.
- C. for the DVD burner.
- D. and it has a DVD burner.
- E. with a DVD burner.

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) While riding on a roller coaster moving 70 miles per hour, you probably need to squint your eyes to see, or they well up with tears. (2) Your hair and your shirt flap in the wind like streamers, and your hat, if you wore one, have long departed.
- 2 (3) Now imagine that you are in free fall, 5000 feet above the surface of the earth, and you have just reached a terminal velocity of 120 miles per hour. (4) Seeing anything without goggles is impossible, and the material of your jumpsuit flaps so quickly that it makes a buzzing sound. (5) Now picture yourself in the cockpit of a fighter jet that's plummeting toward Earth at 800 miles per hour, faster than sound, and faster than some bullets. (6) You're at 10,000 feet, and the aircraft is out of control. (7) If you stay with the plane, you will die in seconds. (8) If you eject, you might be killed instantly. (9) Unimaginable? (10) Not for Captain Brian Udell.
- 3 (11) During a nighttime Air Force training sortie off the coast of North Carolina, the instruments in Captain Udell's F-15E Strike Eagle malfunctioned. (12) One set told him everything was fine, while the other suggested an impending disaster. (13) The heads-up display indicated that his flight status was normal, but, according to other (functioning) indicators, his jet was plummeting straight to Earth at nearly supersonic speed. (14) In little more than a second, Udell gave Dennis White, the weapons system officer, the order to bail out, and by the time the canopy blew at 5,000 feet, the jet had accelerated to over 780 miles per hour—1,200 feet per second.
- 4 (15) Udell's ACES II ejection seat cleared the aircraft at 3,000 feet above the ocean. (16) Air resistance at Mach 1 **lacerated** Udell as he slowed to subsonic speeds, but luckily, his chute functioned and caught the air at less than 1,000 feet, had he hesitated just one half-second longer, the chute would not have deployed in time, and the impact on the water would have killed him.
- 5 (17) Don't ask Udell what it was like to travel at Mach 1 without the luxury of a plane; he is glad to have no memory of the three seconds that followed the pull of the ejection lever. (18) He recalls only his descent to the water, pulling his broken body into a waterlogged raft and then discovering how the ejection had battered his body. (19) His mask and helmet had been stripped from his head, and anything he had in his pockets had torn through. (20) His flight suit was shredded, and the skin of his face was stretched and swollen. (21) His arm and ankle were dislocated, his rib was cracked, and the tendons in his right knee were so damaged that his lower leg flopped uselessly onto his other leg when he flipped it into the raft. (22) The injuries were substantial, but the price was relatively small; Captain White, the weapons officer, did not survive the ejection. (23) It was **futile** to paddle, so Udell waited alone, cold and broken in the dark water, for four hours before the Coast Guard located him. (24) Two months and several surgeries after the unfortunate night, Brian Udell walked again with a painful **gait**. (25) Eight months later, Udell was back in the cockpit, but the lifelong pilot (he learned to fly when he was nine) had a different perspective of his aviation career: it would always be second to the family he almost left behind.

1. Which of the following suggestions corrects the error in sentence 2?
- A. Replace *you* with *one would*.
 - B. Replace *have* with *has*.**
 - C. Replace *flap* with *flaps*.
 - D. Form two sentences from sentence 1.
 - E. Combine both sentences.

Exercise VI

1. **B** – To have correct subject-verb agreement, the singular *hat* requires “has long departed.”

2. **D** – Starting a new paragraph would allow each sample scenario to have more strength within the passage. Creating intentional breaks between them will allow the reader to notice their differences better—a roller coaster vs. a jet aircraft.

3. **B** – Sentences 12 and 13 are redundant because they contain the same basic information, but sentence 13 is more specific, and its language sustains the tone of the passage, which is why it should be the one that remains.

4. **A** – Sentence 16 is a run-on.

5. **E** – The two sentences that follow “Coast Guard located him” do not match the preceding sentences in chronology; they describe the aftermath of the event and end on a rhetorical note. The two sentences would make an appropriate concluding paragraph.

2. Which of the following changes to paragraph 2 would improve the flow of the passage?
- A. Delete *Unimaginable*.
 - B. Combine sentences 3 and 4.
 - C. Insert a comma after *flaps*.
 - D. Begin a new paragraph after sentence 4.**
 - E. Replace *You’re* with *Your*.
3. Which unnecessary sentence should be deleted from paragraph 3?
- A. Sentence 11
 - B. Sentence 12**
 - C. Sentence 13
 - D. Sentence 14
 - E. Sentences 11 and 14
4. Which suggestion would correct a grammatical error in paragraph 4?
- A. Put a period after 1000 feet and capitalize had.**
 - B. Change *ACES* to lowercase letters.
 - C. Replace *killed* with *hurt*.
 - D. Combine sentences 15 and 16.
 - E. Place a comma after *hesitated*.
5. What would best conclude the passage?
- A. Replace the semicolon after *small* with a period.
 - B. In one more paragraph, compare Udell’s experience to that of an automobile race.
 - C. Include a paragraph about Udell’s family.
 - D. Begin a new paragraph after *pockets had torn through*.
 - E. Begin a new paragraph after Coast Guard located him.**

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 Janine's sweater was made of better material, it wouldn't have frayed
(A) (B) (C)
so easily. (D) No error (E)
2. Jenna always argues with her dad because they never agree to each other
(A) (B) (C) (D)
about anything. (E) No error
3. Fishermen must handle bait very carefully because you could get stuck
(A) (B) (C) (D)
on the hook. (E) No error
4. The most perfect ending of the well-publicized movie we attended was a great
(A) (B) (C)
surprise to us. (D) No error (E)
5. My advise to you is to go down to the police station and surrender before this
(A) (B) (C)
gets any more complicated. (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. Mental illness is diverse and complicated not only to analyze but for assessing.
A. to assess and for analysis.
B. to analyze, but also to assess.
C. for assessing, but also to analyze.
D. for analysis, but also to assess.
E. for assessment and analysis.

Exercise VI

1. **A** – Past-tense singular verb *was* should not be used in subjunctive “if” clause: “were made.”
2. **C** – The correct idiomatic expression is “agree with.”
3. **D** – Pronoun agreement error: *they* is the proper pronoun for the antecedent *Fishermen*.
4. **A** – The word *perfect* expresses an absolute condition. It allows no degree of comparison.
5. **A** – Diction error: *advise* is a noun that means “an opinion about a situation.” *Advise* is a verb that means “to offer counsel.”
6. **B** – The use of the correlative conjunction “not only” requires the inclusion of “but also.” (A) and (E) create incomplete thoughts. (C) and (D) fail to correct the nonparallel construction.

7. **B** – The subject, *difference* or *differences*, must agree with the verb *is* or *are*, and the noun “patterns” must be plural to agree with *their*, which eliminates (C), (D), and (E). The original sentence refers to more than one bird, making (A) also incorrect.
8. **C** – Choice (C) best eliminates the unclear pronoun antecedent and clarifies that the *lyrics* are good or bad—not the *singer*.
9. **A** – The example is a fragment, containing no verb.
10. **E** – Choice (E) is the only one that clarifies that “quickly and emphatically” modifies *denied*, and not *made*.

7. The basic difference among mature birds are their color pattern.
A. The basic difference among mature birds is its color patterns.
B. The basic differences among mature birds are their color patterns.
C. The basic difference, among mature birds, are their color pattern.
D. The basic differences among mature birds are their color pattern.
E. The basic differences among mature birds is their color patterns.
8. Singers may dislike certain song lyrics, but that doesn't prove they are good or bad.
A. Singers may dislike using certain lyrics in songs, but that doesn't prove they are good or bad.
B. Even though singers disapprove of certain song lyrics they sing them, good or bad.
C. A singer's dislike for certain song lyrics does not prove that they are good or bad.
D. Good song lyrics or bad song lyrics, some singers dislike certain ones.
E. Certain song lyrics are good and others are bad, but some singers who may dislike them sing them anyway.
9. The football team in their new uniforms, as well as the cheerleaders, and the exciting band music.
A. The football team and the cheerleaders were in their new uniforms, and the band music was exciting.
B. The cheerleaders, the football team, and the band were exciting in their new uniforms.
C. The band music was exciting. As was the football team in their new uniforms, as well as the cheerleaders.
D. In their new uniforms was the football team. The cheerleaders were, too, and the band music was exciting.
E. The football team and cheerleaders were in their new uniforms with exciting band music.
10. The landlord denied the many charges that had been made against him, quickly and emphatically.
A. Quickly and emphatically, the many charges that had been made against the landlord were denied.
B. The many charges that had been made against the landlord quickly and emphatically, were denied.
C. The many charges that had been made against him the landlord quickly and emphatically denied.
D. Quickly and emphatically, the many charges that had been made against the landlord he denied.
E. The landlord quickly and emphatically denied the many charges that had been made against him.

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) The thunderhead, with its spires reaching miles into the evening sky, cast a shadowy curtain on the shoreline as the sun settled below the opposite horizon. (2) Helios retreated from Poseidon, and for good reason: the approaching fiend was quite possibly the largest tempest to strike the grainy shore in months.
- 2 (3) Torrential rain followed the hail. (4) The sand on and near the beach became so saturated with water that streams formed among the weeds and occasionally washed creatures out onto the open beach. (5) Few were able to cling to the sand after one pass of the surging seawater.
- 3 (6) The number of scuttling beach residents diminished with the last few rays of light. (7) Most of them were scavengers seeking food scraps from decaying horseshoe crabs, only vaguely aware that something bad approached their community. (8) They made clicking noises as they scurried across the wet sand, over the dunes, and into the tall grass, where it burrowed to hide from the pending onslaught. (9) Storms like this were known to cause flash floods. (10) Those near the water simply disappeared into the rising surf; not one reappeared in the frothing brine that each wave carried further inland. (11) A flock of noisy seagulls concluded their hour-long battle over a wet fast-food bag and allowed the gales to carry them inland, where they huddled beneath the joists of condemned homes and the rafters of corrugated warehouses. (12) They sat silent and inert, as though their instinct to overcome hunger for safety had turned them into an entirely different species. (13) Unlike the rest of the beach life, the birds were **impervious** of the storm.
- 4 (14) All but the simplest order of creatures experienced panic when the first wave of hailstones tore through vegetation and threw sand from miniature impact craters. (15) The icy projectiles, some the size of apples, stung the backs of exposed wildlife huddled in the grass. (16) Smaller crustaceans did not fare as well; hail smashed exoskeletons and leg joints. (17) They would become food for their neighbors after the storm.
- 5 (18) The worst of the storm lasted only minutes, but it eliminated all but a fraction of the beach colony. (19) Most had been swept into the dark abyss beneath the starless void, and, in their relatively short lives, they would never be able to battle the riptide to return to the sands on which they spent their lives before the storm. (20) Those left in the open, disoriented from tumbling in the surf, would become a **macabre** feast for the cackling gang of seagulls when it returned to continue its feeding frenzy.

1. What change would improve the chronological order of the paragraphs?
- A. Exchange paragraphs 1 and 2.
 - B. Exchange paragraphs 2 and 3.
 - C. Move paragraph 2 after paragraph 4.**
 - D. Move paragraph 1 after paragraph 4.
 - E. Delete paragraph 2.
2. Which of the following corrects the grammatical error in sentence 8?
- A. Replace *where it burrowed* with *where they burrowed*.**
 - B. Replace *they* with *horseshoe crabs*.
 - C. Replace the comma after *grass* with a semicolon.
 - D. Capitalize *dunes*.
 - E. Delete *across*.

Exercise VI

1. C – Paragraph 2 describes events that occur during the storm, specifically after the initial hail. Paragraphs 3 and 4 describe the onset of the storm and thus should precede paragraph 2.
2. A – The pronoun *it* in sentence 8 does not agree with its antecedents *scavengers* or *residents*.

3. **D** – Sentence 9, “Storms like this were known to cause flash floods,” detracts from the action sequence in paragraph 3. The descriptions of the storm’s effects on the beach life contain ample details to establish that the storm is causing uncontrolled surges of water.
4. **B** – The correct expression is “impervious to”; (A), (C), and (D) all imply facts that are contrary to the intent of the paragraph. (E) is incorrect because something is not more or less impervious; in addition, the other beach life is “unlike” the impervious birds.
5. **D** – The first five sentences of paragraph 3 deal with the “scuttling beach residents,” and sentence 10 effectively concludes the beach-life imagery by describing the non-return of the creatures. Sentences 11–13 describe seagulls.

3. If the passage had to be shortened, which sentence could be removed without harming the intent of the passage?
- A. sentence 6
 - B. sentence 7
 - C. sentence 8
 - D. sentence 9**
 - E. sentence 10
4. Which of the following best improves the underlined portion of sentence 13?
- Unlike the rest of the beach life, the birds were impervious of the storm.
- A. the impervious birds were saved from the storm.
 - B. the birds were impervious to the storm.**
 - C. the impervious birds were safe.
 - D. the birds were impervious during the storm.
 - E. the birds were more impervious.
5. Which change would best make paragraph 3 easier to read?
- A. Delete sentence 6.
 - B. Exchange paragraph 3 with paragraph 5.
 - C. Include more descriptions of seagulls.
 - D. Begin a new paragraph after sentence 10.**
 - E. Begin a new paragraph after sentence 11.

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 255, 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. None of the friends in the lower apartment was injured when the waterbed burst
(A) (B) (C) (D)
through the ceiling. No error
(E)
2. Bring with you only necessary clothing, leave your blankets
(A) (B) (C)
at home. No error
(D) (E)
3. Today, less than 25 million Americans work in the fields to produce
(A) (B) (C)
fruits and vegetables. No error
(D) (E)
4. When I told you I had no plans for the weekend, I did not mean to infer that
(A) (B) (C)
I didn't want to plan anything. No error
(D) (E)
5. Although she admits she has never seen one, my Aunt Margaret says she
(A) (B) (C)
believes in angles anyway. No error
(D) (E)

Exercise VI

1. E – No error.
2. C – The sentence contains a comma splice.
3. B – *Less* is usually used to modify nouns that refer to quantities. *Fewer* modifies countable nouns.
4. C – Word choice error: *infer* means to deduce; *imply* means to suggest and is the correct verb.
5. D – Commonly confused words: *angles* should be *angels*.

Improving Sentences

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

6. **C** – *May be* is a verb; *maybe* is an adverb that modifies “will improve.”
7. **B** – *Rushes* is in the present tense, while *walked* and *made* are past tense. (A), (C), and (D) change the meaning of the sentence. (E) creates a run-on.
8. **E** – The original sentence is grammatically correct, but the underlined clause introduces an unnecessary and awkward passive voice. (A), (B), and (D) change the meaning of the sentence. (C) does not change the passive voice and has a comma splice.
9. **A** – The original example is a fragment, as is choice (C). (B) is awkward, while (D) and (E) change the meaning of the sentence.
10. **D** – Choice (D) best corrects the ambiguous modifier, *noisily*, which modifies *fought*, not *read*. Choice (A) awkwardly uses both active and passive voice, (C) is a run on, and (B) and (E) contain fragments.
6. Doug took a nasty blow to the head, but may be his condition will improve after he gets a few hours of rest.
A. but may be his condition might improve
B. but maybe a few hours of rest will improve
C. but maybe his condition will improve
D. but his condition will improve
E. but his condition will maybe improve
7. Anne walked into town hall, made some nasty remarks in front of the mayor, and then she rushes right out to the bus.
A. then rushes out the door and right onto the bus.
B. and then rushed right out to the bus.
C. and the bus was waiting outside, so she jumps on it.
D. so Anne rushes out and gets on the bus.
E. then she was rushed right out to the bus.
8. Some women like to wear short skirts, but long dresses are preferred by others.
A. whereas some do not prefer short skirts.
B. but sometimes they only wear long dresses.
C. long dresses are worn by others.
D. and others are long-dress wearers.
E. but others prefer long dresses.
9. If our radio is turned on and loud all the time and we don't do our homework properly.
A. If our radio is turned on and loud all the time, we don't do our homework properly.
B. Our homework isn't done properly if the radio is too loud, and it's on all the time.
C. If our radio is on all the time, and turned up too loud, and we don't do our homework properly.
D. We don't do our homework properly, and the radio is on all the time and it's too loud.
E. We have the radio on all the time and up too loud if we don't do our homework properly.
10. Tiffany and Jeremy fought over the remote control while I tried to read a book noisily.
A. The remote control was fought over noisily by Jeremy and Tiffany while I tried to read a book.
B. Tiffany and Jeremy fought over the remote control noisily; while I tried to read a book.
C. Tiffany and Jeremy fought over the remote control noisily at the same time, I tried to read a book.
D. Tiffany and Jeremy fought noisily over the remote control while I tried to read a book.
E. While Tiffany and Jeremy fought over the remote control; I tried to read a book.

Review and Revise: Exchange essays with a classmate. Using the Holistic scoring guide on page 256, 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

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) Clothes hangers are one of mankind's greatest peeves because they are a necessary evil. (2) The way in which the simple creatures complicate daily life reveals their satanic inclination. (3) Wire hangers are the worst; it is rumored that they exist solely to irritate the user. (4) At night, while humans sleep, **subversive** wire hangers converse about how they can collectively infuriate people who try to remove hangers from their natural state—the puzzle-like entanglement. (5) Inseparable, the hangers devise ways to best fuse themselves to one another by interweaving their long, thin arms and necks.
- 2 (6) Sadly, humans appear to be years away from solving the coat hanger dilemma. (7) Even in this age of space exploration, digital information, and quantum physics, we can find no better way to hang clothing than with hangers. (8) We try hooks, which work fairly well, but they leave permanent divots in garments in the spot on which the garment was hanged. (9) A garment hanged by the sleeve, for example, looks rather strange when worn with a pointy bulge emanating from the shoulder.
- 3 (10) Wood hangers only prove to be greater foes than their wire cousins. (11) They are weighty and bulky, and when they're not used to hang heavy overcoats, they usurp all available space in the closet. (12) When wood hangers are not taking up precious space, they are trying to escape; their most common method is to grab any adjacent wire hanger as it is picked from the rack. (13) Plastic hangers, while mildly more **amenable** than wooden hangers, have their own annoying idiosyncrasies, the first being the tiny hook-like appendages that are allegedly for securing the hanging loops of skirts. (14) These little hooks were obviously engineered by clothing manufacturers because they invariably break off and leave sharp edges to fray the inside of the blouse that accompanies the skirt. (15) It's cruel, indeed, but to make things worse, skirts actually hung by their loops develop distinct creases that make re-ironing necessary. (16) Re-ironing is the ultimate goal of any hanger separated from its nest.
- 4 (17) One particularly devilish species of hanger is the one with the white cardboard roll on the bottom for hanging slacks without producing a fold mark. (18) These hangers, while not quite as cunning as plastic hangers, are perhaps the most treacherous because they don't even try to function as they are designed. (19) Immediately after placing a load upon the hanger, however minuscule, the cardboard tube collapses into its natural equilibrium—the classic V-shape. (20) The more astute cardboard-roll hangers wait until they have been placed in the closet, out of view, before they collapse. (21) This ensures that they carry out that prime directive of all hangers—to render the clothing wrinkled and unfit for wearing in public.
- 5 (22) No one knows what the future holds for the human hanger dilemma, but certainly scientists are working around the clock to remedy the blight. (23) Until that solution arrives, we must stay one step ahead of the hangers. (24) We must retaliate and deny their happiness. (25) Ridicule the hanger, and then show it that you're in charge by simply throwing the clothes on the floor and wrinkling them yourself. (26) The next time that you are about to detangle a hanger, stop.

Exercise VI

- D** – In paragraph 1, only the first two sentences are introductory, establishing the topic of clothes hangers. Sentences 3, 4, and 5 support the specific subtopic of wire hangers; they are too specific for the introductory paragraph and should begin a new paragraph.
- B** – *Hanged* refers to executions. *Hung* means suspended.
- C** – Paragraph 2 addresses the coat hanger dilemma, the whole of which is explained through the supporting paragraphs about specific types of coat hangers. Paragraph 2 should be placed to follow the subtopic paragraphs.
- C** – Sentence 12 introduces the new subtopic of plastic hangers.
- B** – Sentence 26 creates confusion because it is not in the proper logical sequence of ideas in paragraph 5. Sentence 26 introduces the hanger that functions as the object of sentence 25.

Vocabulary Power Plus for College and Career Readiness

- Which of the following suggestions would improve the introduction of the passage?
 - Start paragraph 1 with sentence 4.
 - Start a new paragraph with sentence 5.
 - Start paragraph 1 with sentence 6.
 - Start a new paragraph after sentence 2.**
 - Start a new paragraph after sentence 3.
- Which of the following corrects a usage error in paragraph 2?
 - Hyphenate *quantum physics*.
 - Change *hanged* to *hung*.**
 - Capitalize *age*.
 - Correct the spelling of *garment*.
 - Insert a semicolon after *physics*.
- Which change in the paragraph sequence would improve the organization of the passage?
 - Exchange paragraph 1 with paragraph 3.
 - Exchange paragraph 2 with paragraph 3.
 - Move paragraph 2 so it follows paragraph 4.**
 - Delete paragraph 2.
 - Delete paragraph 3.
- Which of the following would best improve paragraph 3?
 - Begin a new paragraph after sentence 10.
 - Begin a new paragraph after sentence 11.
 - Begin a new paragraph after sentence 12.**
 - Begin a new paragraph after sentence 13.
 - Begin a new paragraph after sentence 14.
- Which of the following best clarifies paragraph 5?
 - Exchange sentence 22 with sentence 23.
 - Exchange sentence 25 with sentence 26.**
 - Exchange sentence 24 with sentence 25.
 - Delete sentence 26.
 - Make two sentences from sentence 22.

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. When people buy cell phones, you should be able to afford the roaming charges.
(A) (B) (C)
(D) (E)
2. The psychiatrist found Marguerite to have no self-confidence in herself whatsoever.
(A) (B) (C)
(D) (E)
3. We thought it was bazaar to see Marvin wear his toupee backwards, but he seemed to think it was cute.
(A) (B) (C)
(D) (E)
4. The next time that you go to the office store, I would like you to get me these kind of pens.
(A) (B) (C)
(D) (E)
5. If Bob had begun the inspection earlier, he would have completed the required repairs before the general's visit.
(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. His new pinstriped suit was worn by him to the last dance of the school year.
A. He wore a new pinstriped suit
B. His pinstriped suit, new, was worn
C. He wore his new pinstriped suit
D. The worn pinstriped suit he wore
E. The new pinstriped suit was worn by him

Exercise VI

1. **B** – Pronoun agreement error: the personal pronoun *you* is an incorrect substitute for the antecedent *people*.
2. **C** – *In herself* is redundant. *Self-confidence* establishes that the confidence is Marguerite's.
3. **A** – Commonly confused words: a *bazaar* is a market place. *Bizarre* means "strange."
4. **D** – Pronoun agreement error: in demonstrative pronoun phrases, *kind(s)* should agree in number with the pronoun (*these*) and the noun (*pens*).
5. **E** – No error.
6. **C** – (C) correctly eliminates the passive clause. (A) is technically correct, but (C) uses the possessive pronoun *his*, which retains the original meaning of the suit belonging to him.

7. A – The tense of the verb in the adage, “honesty is the best policy,” does not have to agree with that of the rest of the sentence.
8. E – Nonparallel construction: both *adults* and *children* should be plural.
9. B – The original sentence contains an ambiguous modifying phrase; it suggests that the student has a transparent front. (B) best clarifies the meaning of the sentence.
10. A – The original sentence contains a pronoun case error. (A) properly replaces *I* with the objective case *me*. (D) would be acceptable, but it eliminates the necessary final comma.
7. Pat based the decision for his testimony on the old proverb that honesty was the best policy.
A. honesty is the best policy.
B. “honesty was the best policy”.
C. honesty, was the best policy.
D. “honesty is not always the best policy.”
E. honesty was a good policy.
8. Teachers have shown that children have a keener aptitude for learning than an adult.
A. for learning than an adult has.
B. for adult-level learning.
C. than an adult has for learning.
D. for learning than an adult’s aptitude.
E. for learning than adults have.
9. We had an upright piano built for a student with a transparent front.
A. We had an upright piano built with a transparent front for a student.
B. We had an upright piano with a transparent front built for a student.
C. We had a student upright piano with a transparent front built.
D. An upright piano built for a student had a transparent front and we had it.
E. We had a transparent front upright piano that was built for a student.
10. Don’t expect Harold, Mimi, and I to arrive promptly at an early morning meeting.
A. Don’t expect Harold, Mimi, and me
B. Harold, Mimi, and me should not be expected
C. Don’t expect a meeting with Harold, Mimi, and I
D. Harold, Mimi and I cannot be expected
E. Don’t expect Mimi, I, and Harold