

EDITING AND PROOFREADING

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This booklet was written by The Princeton Review, the nation's leader in test preparation. The Princeton Review helps millions of students every year prepare for standardized assessments of all kinds. Through its association with Glencoe/McGraw-Hill, The Princeton Review offers the best way to help students excel on the North Carolina English End-of-Course Test.

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An Introduction to Editing and Proofreading

Overview of the North Carolina English I End-of-Course Test

The English I exam is an End-of-Course test administered to North Carolina students within ten days of completing the English I curriculum. End-of-Course tests, which students first encounter in grade 9, take the place of End-of-Grade tests, which are administered in grades 3 through 8.

For students in grades 6 through 8, the English End-of-Grade tests assess only mathematics and reading comprehension. The material presented in this book reviews grammar and usage, the subject of the English I test. These lessons and exercises help students begin to prepare for the English I exam that they will take at the end of grade 9.

The English I exam consists of 72 questions. Students will have 95 minutes to take the exam. Students must pass the exam in order to proceed to English II.

How Is the English I End-of-Course Test Scored?

Students' test scores are based on the number of questions they answer correctly. Answers left blank count the same as incorrect answers, **so you should encourage students to answer every question on the test.** The number of correct answers students record makes up their raw scores on the exam.

In order to determine students' final scores, the DPI Division of Accountability Services converts students' raw score to scaled scores. This is done by plotting students' raw scores on a curve and setting a mean score for the test. The state uses scaled scores, rather than raw scores, because scaled scores are easier to interpret. For example, a student who scored 70 outperformed a student who scored 60 by exactly the same amount that the student who scored 60 outperformed a student who scored 50. Such comparisons are much more difficult to make when comparing raw scores because each question has a different statistical value.

The state reports students' scores in two other formats: percentile and achievement level. The percentile score shows a student's relative rank among all North Carolina students, normalized to eliminate differences among different test administration years. A 75th percentile rank in 2000, for example, has been normalized to reflect that this student would have received the same grade had he or she taken the exam in any other year.

Achievement-level scores rank students in one of four levels: Level I, Level II, Level III, and Level IV. Their meanings are as follows:

- **Level I:** Insufficient mastery of the material
- **Level II:** Inconsistent, minimally sufficient mastery of the material
- **Level III:** Consistent mastery of the material
- **Level IV:** Superior mastery of the material

The state of North Carolina defines only Levels III and IV as indicating grade-level or better mastery. Only students achieving these scores are allowed to proceed to English II. Students receiving lower scores have several options, including remedial work, an appeal, and multiple opportunities to retake the exam.

Students must earn at least a 52 scale score on the English I exam to attain Level III status.

Types of Items and Errors Found on the English I End-of-Course Test

The English I End-of-Course exam tests grammar and spelling by requiring students to review short reading passages. These passages resemble first drafts of essays that students might have written for their English I classes. Throughout each passage, words and phrases are underlined. Students must determine whether these underlined portions are correct as written. For each underlined word or phrase, there is an accompanying multiple-choice item. The item provides the student with three possible revisions of the underlined word or phrase, plus a fourth option, “Make no change.”

The errors that appear most frequently on the English I test fall into a few basic categories. The drills and exercises included in this workbook help students prepare to identify and correct these errors. The materials that follow use the English I End-of-Course exam style in a grade-appropriate manner. Use the materials here as a way to acquaint students with the format and timing of the test, while reviewing and reinforcing essential grammar and usage concepts.

Using Focus Lessons, Transparencies, Cumulative Reviews, and Final Reviews

Focus lessons are one-page sheets designed to assist you in reviewing fundamental grammatical principles with your students. Each lesson focuses on a single type of error and follows a standard format. First, a grammatical principle is introduced. Students then review some sample sentences. Finally, students complete a drill by reading a brief passage and using standard proofreading marks (see page 6) to correct the errors contained within it.

Transparencies complement the focus lessons. They repeat the introductory text from the focus lesson but include different examples and drills. A layover transparency allows you to reveal correct answers to students at the end of the lesson.

Cumulative and **final reviews** are passages that mirror the style and content of the English I End-of-Course passages. Each contains numerous errors that students must correct. Cumulative reviews test the preceding four focus lessons. The final review tests all twelve focus lessons. Again, students should use standard proofreading marks (see page 6) to correct any errors they find.

Focus lessons and transparencies can be used in a number of different ways. You may want to use them in conjunction with the textbook, as part of your regular test preparation program, or as a refresher/review of grammar concepts. Transparencies can be used on their own or as a supplement to the focus lessons.

Cumulative and final reviews are designed for students to work on independently. You may wish to assign them as homework or to administer them as in-class pop quizzes.

Remember, students need to know standard proofreading marks in order to complete the focus lessons and the reviews. The following page contains a review of these marks. Photocopy this page and hand it out to students before you begin working on this book.

How to Use the Exercises

The **exercises** consist of passages and questions written in the style of the English I End-of-Course test. They have been adjusted for the appropriate grade level. Students can begin preparing for the English I test by answering questions that are in the same format as the ones on the actual test.

The exercises are designed for students to work on independently. You may wish to assign them as homework or to administer them as timed, in-class drills. Allow students 10 minutes to complete each passage and question set. Answer bubble sheets for these exercises are included on pages 7 and 8.

The Process of Elimination

The process of elimination is a key to success on all multiple-choice tests. This is particularly true for the English I End-of-Course exam, where there is no penalty for guessing (see *How Is the English I End-of-Course Test Scored?* on page 3).

Encourage students to eliminate incorrect answer choices aggressively and to guess whenever necessary. Remind students that eliminating even one incorrect choice greatly increases the chances of guessing correctly.

Proofreading Marks

Proofreading marks are used to edit written material. These marks indicate the changes that need to be made to a piece of writing.

In order to complete some of the lessons and reviews that your teacher will assign you this year, you need to be familiar with proofreading marks. This sheet contains all of the proofreading marks you will use to complete the focus lessons, cumulative reviews, and final reviews.

Insert comma		After the game [^] , let's go get a snack.
Insert period		It's time to go home ^o .
Insert semicolon		People used to think that the world was flat [^] ; however, we now know the world is oval-shaped.
Insert colon		The success of a retail business depends on one thing [^] : a good location.
Insert question mark		Are you tired?
Insert exclamation mark		Go Panthers!
Insert hyphen		I lift ten=pound weights.
Insert apostrophe		Halley ^v 's Comet
Insert quotes		She shouted, ^v "Look over here!" ^v
Change from uppercase to lowercase		I love B ananas.
Change from lowercase to uppercase		north <u>C</u> arolina
Delete		Romance movies make me sad sad .
Insert new text		Romance movies make me ^{very} sad.

Practice Exercise Answer Sheet

Name _____ Date _____

Exercise 1

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 2

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 3

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 4

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 5

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 6

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 7

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Practice Exercise Answer Sheet

Name _____ Date _____

Exercise 8

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 9

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 10

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 11

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 12

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 13

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Exercise 14

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

Answer Keys

North Carolina 

Lesson 1: Answer Key

Dear Superintendent Bell,

I am writing to tell you that I think a longer school day is a bad idea for several reasons.

First, many students participate in sports and other extracurricular activities after school. Extending the school day would eat into the time set aside for sports practices, play rehearsals, and other activities. Many people think that extracurricular activities and sports are good for students' self-esteem. Students who don't excel academically may grow to like school by participating in after-school activities.

Second, teachers would not have enough time to prepare for their classes. Grading papers is time-consuming, and teachers use afternoons and evenings for this purpose. With less time, the quality of classes would go downhill. I think this would defeat the purpose of having a longer school day.

Sincerely,

Joseph Gravek

Lesson 2: Answer Key

Loose change adds up to fight hunger.

During the week of March 17, the seventh graders want you to bring in your loose change. Collect the pennies on your dresser. Bring in the nickels from underneath the sofa cushions. Dig out the coins from your pockets. Think about it. If every student brought in 17¢, which is not enough to buy a candy bar, we could donate \$187 to the Downtown Food Cupboard.

We will host a pizza party for the homeroom with the most students adding their spare change to the battle against hunger.

Questions? Contact your homeroom representative.

Lesson 3: Answer Key

My earliest memory is eating at a Chinese restaurant in the town next to ours. It's so strange. I remember that my mother ^{told} tells me that we were going to eat the kind of food that my mimi (grandmother) cooked at home. I ^{was} am very excited because I loved my mimi's cooking. The restaurant was very dark, with thick velvet curtains hanging in front of all the windows. A very old man was our waiter. He spoke to my parents in Mandarin, their native language. He disappeared, but a few minutes later, he ^{brought} started bring platter after platter of food: fish in black bean sauce, lightly cooked snow peas, mounds of sticky rice, sweet and sour soup, and duck with crispy skin and paper-thin pancakes. By the time the dessert of lychee nuts was served, I had ^{stuffed} stuff myself and couldn't eat another bite.

Lesson 4: Answer Key**The Write Stuff**

Are you a talented writer? Would you like to have your stories, poems, and essays read by others? Then, The Write Stuff is the Web site for you. The Write Stuff ^{has a} have published writing by teenagers on its Internet site. All you have to do is put on your creativity cap, write a masterpiece, and send it to us via e-mail. We ^{are} is looking for pieces that vividly create imaginary worlds or realistically depict teenagers' experiences. We ^{is} have published stories by writers of all ages. If our staff ^{is} be impressed with your work, we will publish your writing on our Web site! If you are talented, The Write Stuff is the right place for you!

Cumulative Review 1: Answer Key

Every morning, I ride to school with my mother in her car. She drops me off at school on her way to work.

My mother's car is a blue sedan. ^{With} four doors. It ^{has} had chrome strips on both sides and a chrome grille in front. The outside mirror on the right side is neat. It is actually two mirrors, one of which has a curved surface. ^{That} lets her see cars that are driving right beside her.

Inside, the car is very comfortable. I have often ^{enjoyed} enjoying sitting in its cushioned leather seats. Of course, I always ^{am} wear my seat belt whenever I ride in a moving car. The seat belt is snug and makes me feel safe. ^{As} I stare out the window and watch the houses and trees ^{raced} by.

The floor of my mother's car ^{is} very cluttered because she is a furniture salesperson. The back seat is filled with all sorts of catalogs and fabric samples. When I ^{was} am younger, I used to like to sit in the back and play with all the different pieces of cloth. Now I ^{am} ^{prefer} preferring talking with my mother or listening to the radio as we take our morning ride.

Except for the clutter, my mother's car is very fancy. The dashboard is all digital, and the stereo plays cassettes and CDs. ^{As} well as the radio. Mom says having a fancy car makes her happy because she has to spend so much time in it. Come take a ride with us some day!

Answer Keys **North Carolina**

Lesson 5: Answer Key

I opened my locker and suddenly turned to my best friend, Sheryl. "What's that?" I asked.
^{she} They peered into my locker, which I have to admit was messy.
"What's what?" Sheryl asked.
I pointed to the certificate that had been taped over the picture of my favorite basketball players. The certificate said, "You're the greatest."
"Maybe the principal decided to give ^{you} them an award for having such a clean locker."
"Very funny! Seriously, who could possibly have my locker combination?"
"Your father," Sheryl answered. "Maybe ^{he} him just wanted to congratulate you on getting such a good grade on the English test."
"He doesn't have it," I answered. Just then, I noticed that Sheryl was having trouble keeping a straight face. "It was you!" I wagged my finger at her.
"Okay, it was me," she answered. "I just wanted to tell ^{you} he what a great friend you are!"

Lesson 6: Answer Key

My utopia would be a peaceful, fair, and beautiful place. It would be a peaceful place because countries would not invade each other. Instead, there would be a central council where all the countries would deal with their differences. Towns would also have a council where people could discuss their problems and calmly solve their disagreements.
It would be a fair place because work would be shared equally by everyone. Instead of some people making lots of money and others making little, everyone would be paid the same amount of money, no matter what they did. Everyone in my utopia would be color-blind so that terrible problems like racism would not exist.
It would be a beautiful world because people would respect the environment. Instead of carelessly destroying the land, they would recognize that natural beauty is important to our happiness as human beings.

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Lesson 7: Answer Key

Because she always remembers the punchlines—even for the really bad jokes—Leilani is the funniest student.

Taller than half the boys and shorter than the rest, Juan gets the most average award. (No offense, Juan! It's just mathematical.)

Fast on the track and quicker than a roadrunner during cross-country races, Ignacio is the most athletic in the school.

Rosa, also known as “the human calculator,” gets the most mathematical award because of her ability to multiply and divide numbers—without using a pencil and paper.

The meanest student in the school is Ralph—but since there's no Ralph in the seventh grade, no one has to worry about receiving this dubious award.

Lesson 8: Answer Key

Many great people have come from humble beginnings. One such person was Andrew Johnson, the seventeenth president of the United States. Johnson was born in 1808 in Raleigh, North Carolina. Both of his parents worked at an inn[Ⓞ] when his father died, fourteen-year-old Johnson was forced to start training to become a tailor. While he worked, Johnson taught himself to read.

In 1826, Johnson moved to Greenville, Tennessee, married Eliza McCardle, and set up shop[Ⓞ]. Eliza helped him improve his reading and arithmetic skills. Soon, he became involved in politics. Johnson was one of the few southerners who thought the South should not secede during the Civil War[Ⓞ]. President Abraham Lincoln admired him for this. When Lincoln ran for re-election, he chose Johnson to be his vice president. After Lincoln was assassinated in 1865, Johnson became president[Ⓞ], he continued to work toward Lincoln's goals of reuniting the war-torn country.

Cumulative Review 2: Answer Key

Last month, our entire class went on a trip to the state capital, Raleigh, ^{the} trip, which was sponsored by the social studies department, lasted an entire day. It was a fun and fascinating day that went by too quick^{ly}.

Our visit began at the visitor center, where we saw a short film about the history of the city. After that, we went right to the governor's mansion, where the governor of the state lives with his family. It is a ^{fancy} ~~fanciest~~ house that is more than 100 years old! We learned that the governor not only lives in the mansion, but also works there. ^{we} ~~we~~ did not get to see the office where ^{he} ~~him~~ signs our state's laws.

Next we went to the general assembly, ^{there} ~~there~~ we watched the North Carolina Senate pass a law. Before the legislators voted, several members rose and gave speeches. It was hard to tell exactly what they were talking about, but some spoke very ^{angrily} ~~angry~~ and pounded ^{their} ~~they~~ fists on the table.

After we left the general assembly, we walked across the street to the North Carolina Museum of History. We saw several exhibits, including a very interesting^{ly} ~~ly~~ one about life in North Carolina during the Reconstruction period. Facing the history museum is the new Museum of Natural Sciences, the ^{nicest} ~~nicer~~ of all the places we visited. We ended our day with a tour there. It was fun to learn about all the plants and animals that are found in our home state. ^I ~~I~~ hope our teachers will take us back to Raleigh next year.

Answer Keys**North Carolina** **Lesson 9: Answer Key**

Bath was the first official town in North Carolina, ^{and} it was established in 1705.

Located near the Atlantic Ocean and the Pamlico River, Bath was first settled by French Protestants from Virginia. The town was an important center of trade, ^{and} this trade included naval equipment, furs, and tobacco, ^{and} it was also the North Carolina colony's first seaport.

Although there were only twelve houses and a population of 50 in Bath in 1708, in many ways it was the center of the colony. It boasted North Carolina's first library and shipyard and was quickly becoming a center of political affairs. By 1746, people considered Bath the capital of the colony, but this honor was short-lived ^{for} by 1785, a new town called Washington was formed farther up the Pamlico River, and it was considered the new government capital. Today, Bath is a small, beautiful village where tourists can visit many historic sites.

Lesson 10: Answer Key

Good morning! Today is Monday, November 21.

The girls basketball team, which has won its last five games, ^{plays} play Running Rock Junior High after school in the gym at 4:00 P.M.

The History Club is selling pizza today at lunch to raise money for the holiday banquet. Slices ^{cost} costs only \$1.50.

Students who are interested in environmental issues should meet in Room 401 during the morning break for a brief meeting. Representatives from our local park district will be in attendance.

There ^{are} is only five more days until the Harvest Dance. Buy your tickets today!

Do you need extra credit in your science class? Volunteering in the greenhouse or community garden ^{earns} earn you ten bonus points. Contact Mr. Diego for more information.

Have a great day!

Lesson 11: Answer Key

Every august, the carnival came to the town where Antonia lived. This year she planned to spend her hard-earned allowance on a game in which players try to pop balloons with darts. She had good aim, and she was sure she would pop enough balloons to win a giant stuffed bear. Once she had the giant bear, she was sure she would catch the eye of gabriel, a classmate that she really liked. when he saw her with the prized stuffed animal, Antonia felt sure he'd recognize her hidden talents, invite her to the movies, and catapult her into popularity.

When the carnival finally arrived, Antonia immediately went to the balloon game and plunked down five dollars for twenty darts. Much to her surprise, her aim was wobbly, her arm was weak, and she only popped two balloons.

"he's your prize," said the carney, handing her a key chain with a small plastic bear attached to it.

Don't count your chickens before they hatch.

Lesson 12: Answer Key

Tanzania, located in eastern Africa, was founded in 1964 from a union between Tanganyika and Zanzibar. Neighboring countries include Uganda and Kenya to the north and Zaire, Rwanda and Burundi to the west. Other nearby nations are Zambia, Malawi, and Mozambique.

The landscape of Tanzania is spectacular, ranging from the flat coastal lands of the Indian Ocean to very steep mountains. Kilimanjaro, the highest mountain on the African continent, towers at 19,340 feet. The Serengeti Plain is home to hundreds of different animals, including gazelles, zebras, and buffalo.

The local economy revolves around agriculture, but mining, manufacturing, transportation, and tourism are also very important. Each year, more and more people visit Tanzania to see the wildlife and experience the challenge of climbing the highest mountain in Africa.

Cumulative Review 3: Answer Key

Many politicians debates^g about whether or not to raise the speed limit in our state to 75 miles per hour. I believe that it would be a bad idea to raise the speed limit. Our current speed limit of 65 miles per hour is fast enough.

Common sense tells you that the faster a car goes, the more difficult it is for the driver to control, react, steer, and stop if necessary. At a faster speed, the driver has less time to react to danger and it takes longer to stop the car, and it is easier for the car to skid and spin out when the car is traveling quickly. I see accidents on the highway every day. This ^{proves} ~~prove~~ that the speed limit is already too high, and it should not be raised.

Another thing to remember is that most people drive faster than the speed limit, ^{this} law is rarely enforced, and ^{with} the current speed limit, most people drive between 70 and 75 miles per hour. If the speed limit were raised to 75 miles per hour, those people would probably drive 85 miles per hour. That type of speed ^{is} ~~are~~ simply too fast.

Maybe if our highways were mostly empty, it might not be too dangerous to increase the speed limit. our roads, however, are very crowded, and they have lots of curves ^{and} the hills also make it hard for drivers to see into the distance. These are dangerous conditions at any speed, but the faster cars drive, the more dangerous they becomes. Everyone, let's just slow down! It may take longer to get where you're going, but everyone will arrive safely, and that's more important.

The road is not a video game, such as speed demons, where you can drive recklessly without hurting anyone. The road is a public route to be shared by cars, trucks, and motorcycles. If we all follows^g the current speed limit, we'll all be safer.

Final Review: Answer Key

My favorite place to go when I want to hang out is the shopping mall. It's a great place to shop, eat a snack, or meet up with some friends.

I like the mall ^{best} ~~goodest~~ because it is never dull. There ^{is} ~~was~~ always something new to look at there. It could be a new display window in one of the ~~Department~~ ~~Stores~~, or maybe a brand new store that has just opened. Perhaps it is a new line of summer clothing or a new computer program. No matter when you go, things are always changing at the mall.

There is usually something interesting to do. ^{At} ~~At~~ the mall, too. One day, my mother and I went to the bookstore to hear a famously ^{author} ~~author~~ read some of his poetry.

Another time, ^{we} ~~us~~ went to ^{helped} ~~helped~~ out with a charity fund-raiser that was held in the food court. There are always video games and restaurants to enjoy. Sometimes, I just like taking a long walk at a place where I know it won't rain on me!

I probably enjoy the mall so much because, outside of school, it is the place where I see my friends most often. ^{within} ~~within~~ ten minutes of arriving at the mall, I usually ^{Hear} ~~Hear~~ someone yell, "hey ~~There!~~" and, when I turn, I see one of my best friends running toward me. My mother says, "Meet me back here in an hour," and then off I ^{go} ~~goes~~ with my friends. Someday, I hope I can work at the mall!

Multiple Choice Exercises: Answer Key

Exercise 1

- | | |
|------------|------------|
| 1 C | 5 A |
| 2 B | 6 D |
| 3 D | 7 B |
| 4 A | 8 C |

Exercise 2

- | | |
|------------|------------|
| 1 D | 5 A |
| 2 C | 6 B |
| 3 A | 7 C |
| 4 B | 8 B |

Exercise 3

- | | |
|------------|------------|
| 1 B | 5 B |
| 2 D | 6 A |
| 3 A | 7 C |
| 4 D | 8 C |

Exercise 4

- | | |
|------------|------------|
| 1 B | 5 B |
| 2 C | 6 A |
| 3 D | 7 D |
| 4 C | 8 A |

Exercise 5

- | | |
|------------|------------|
| 1 D | 5 B |
| 2 C | 6 A |
| 3 A | 7 D |
| 4 B | 8 D |

Exercise 6

- | | |
|------------|------------|
| 1 D | 5 B |
| 2 A | 6 A |
| 3 C | 7 D |
| 4 C | 8 C |

Exercise 7

- | | |
|------------|------------|
| 1 D | 5 B |
| 2 C | 6 C |
| 3 B | 7 C |
| 4 D | 8 B |

Exercise 8

- | | |
|------------|------------|
| 1 A | 5 B |
| 2 B | 6 C |
| 3 C | 7 A |
| 4 D | 8 C |

Exercise 9

- | | |
|------------|------------|
| 1 C | 5 A |
| 2 D | 6 A |
| 3 B | 7 C |
| 4 B | 8 A |

Exercise 10

- | | |
|------------|------------|
| 1 D | 5 A |
| 2 D | 6 D |
| 3 C | 7 A |
| 4 B | 8 C |

Exercise 11

- | | |
|------------|------------|
| 1 B | 5 C |
| 2 A | 6 C |
| 3 D | 7 D |
| 4 D | 8 B |

Exercise 12

- | | |
|------------|------------|
| 1 B | 5 C |
| 2 A | 6 A |
| 3 D | 7 C |
| 4 A | 8 B |

Exercise 13

- | | |
|------------|------------|
| 1 B | 5 C |
| 2 C | 6 A |
| 3 B | 7 D |
| 4 D | 8 A |

Exercise 14

- | | |
|------------|------------|
| 1 C | 5 B |
| 2 A | 6 B |
| 3 C | 7 D |
| 4 D | 8 A |

Lesson 1: Sentence Fragments

A **complete sentence** consists of a **complete subject** and a **complete predicate**. A complete subject includes all the words in a sentence that name whom or what the sentence is about. A complete predicate tells what the subject does or has. It can also describe the subject.

complete subject
complete predicate

The Robinsons' carpenter | nailed shingles to the roof of their house.

A **sentence fragment** does not express a complete thought. It may be missing a subject, predicate, or both.

EXAMPLE:

An experienced electrician ^e replaced the wiring [⊙]

DIRECTIONS: The school district plans to extend the school day. Joseph, a seventh grader, opposes the idea. He is upset and did not proofread his letter to the superintendent, so there are several incomplete sentences. (There are four sentence fragments.)

Dear Superintendent Bell,

I am writing to tell you that I think a longer school day is a bad idea for several reasons.

First, many students. Participate in sports and other extracurricular activities after school. Extending the school day would eat into the time set aside for sports practices, play rehearsals, and other activities. Many people. Think that extracurricular activities and sports are good for students' self-esteem. Students who don't excel academically. May grow to like school by participating in after-school activities.

Second, teachers would not have enough time to prepare for their classes. Grading papers is time-consuming, and teachers use afternoons and evenings for this purpose. With less time, the quality of classes. Would go downhill. I think this would defeat the purpose of having a longer school day.

Sincerely,

Joseph Gravek

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For more information on sentence fragments, see pages 306–307 of *Writer's Choice, Grade 7*.

Lesson 2: Sentence Fragments II

Another type of **sentence fragment** occurs when a descriptive clause is separated from the simple sentence that it describes.

complete subject
descriptive clause
 The noisy rooster | crowed every morning | when the sun rose.
complete predicate

EXAMPLE:

My grandfather collected the hens' eggs. ~~After he milked the cows.~~

DIRECTIONS: The seventh graders are sponsoring a loose change drive to raise money for the local food cupboard. Read through their flyer and correct all of the mistakes that you find. (There are four sentence fragments.)

Loose change adds up to fight hunger.

During the week of March 17. The seventh graders want you to bring in your loose change. Collect the pennies. On your dresser. Bring in the nickels from underneath the sofa cushions. Dig out the coins. From your pockets. Think about it. If every student brought in 17¢, which is not enough to buy a candy bar, we could donate \$187 to the Downtown Food Cupboard.

We will host a pizza party for the homeroom. With the most students adding their spare change to the battle against hunger.

Questions? Contact your homeroom representative.



Lesson 3: Verb Tenses

The **verb** in a sentence tells what action took place and when that action took place. The form of the verb that shows when the action occurred is called the **tense** of the verb. The two most common tenses are **present** and **past**.

Lila ^{past}played soccer in the fall, but now that it is spring, she ^{present}runs track.

Helping verbs, as the name suggests, are verbs that are used with other verbs. They include to be, to have, and to do. Together, helping verbs and main verbs form two other important tenses: **future** and **perfect**. All these tenses also have **progressive** forms.

Daryl is learning puppetry at the recreation center. present progressive

He will learn how to make a marionette next week. future tense

He has learned how to make a sock puppet. perfect tense

DIRECTIONS: In science class, Yang is studying how various people often have very different memories of the same event. To illustrate this, students wrote about their earliest memory. Correct the errors that you find in Yang’s essay. (There are four verb tense errors)

My earliest memory is eating at a Chinese restaurant in the town next to ours. It’s so strange. I remember that my mother tells me that we were going to eat the kind of food that my mimi (grandmother) cooked at home. I am very excited because I loved my mimi’s cooking. The restaurant was very dark, with thick velvet curtains hanging in front of all the windows. A very old man was our waiter. He spoke to my parents in Mandarin, their native language. He disappeared, but a few minutes later, he started bring platter after platter of food: fish in black bean sauce, lightly cooked snow peas, mounds of sticky rice, sweet and sour soup, and duck with crispy skin and paper-thin pancakes. By the time the dessert of lychee nuts was served, I had stuff myself and couldn’t eat another bite.

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For more information on verb tense, see pages 407 and 413 of *Writer’s Choice*, Grade 7.

Lesson 4: Helping Verbs

A **helping verb** is a verb that helps the main verb tell about an action or make a statement. A **verb phrase** consists of one or more helping verbs followed by a main verb. The most common helping verbs are to be and to have. Forms of these verbs are combined with the present and past participles of a main verb to make verb phrases.

The students ^{verb phrase} are ^{helping verb} raising ^{present participle} money to buy flowers for the school grounds.

In the past year, we ^{verb phrase} have ^{helping verb} made ^{past participle} great strides toward beautifying our school.

DIRECTIONS: Lisette and her friends are starting an Internet site where students can publish their own work. Lisette has asked you to review their press release before they start publicizing the site. Read it and correct any errors you find. (There are four helping verb errors.)

The Write Stuff

Are you a talented writer? Would you like to have your stories, poems, and essays read by others? Then, The Write Stuff is the Web site for you. The Write Stuff have published writing by teenagers on its Internet site. All you have to do is put on your creativity cap, write a masterpiece, and send it to us via e-mail. We is looking for pieces that vividly create imaginary worlds or realistically depict teenagers' experiences. We haved published stories by writers of all ages. If our staff be impressed with your work, we will publish your writing on our Web site! If you are talented, The Write Stuff is the right place for you!



For more information on helping verbs, see page 409 of *Writer's Choice, Grade 7*.

Cumulative Review 1

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Every morning, I ride to school with my mother in her car. She drops me off at school on her way to work.

My mother's car is a blue sedan. With four doors. It had chrome strips on both sides and a chrome grille in front. The outside mirror on the right side is neat. It is actually two mirrors, one of which has a curved surface. That lets her see cars that are driving right beside her.

Inside, the car is very comfortable. I have often enjoying sitting in its cushioned leather seats. Of course, I always am wear my seat belt whenever I ride in a moving car. The seat belt is snug and makes me feel safe. As I stare out the window and watch the houses and trees raced by.

The floor of my mother's car. Is very cluttered because she is a furniture salesperson. The back seat is filled with all sorts of catalogs and fabric samples. When I am younger, I used to like to sit in the back and play with all the different pieces of cloth. Now I am preferring talking with my mother or listening to the radio as we take our morning ride.

Except for the clutter, my mother's car is very fancy. The dashboard is all digital, and the stereo plays cassettes and CDs. As well as the radio. Mom says having a fancy car makes her happy because she has to spend so much time in it. Come take a ride with us some day!

Lesson 5: Pronoun Usage

A **pronoun** is a word that replaces one or more nouns and the words that describe those nouns. There are **subject**, **object**, and **possessive pronouns**.

subject

He asked for a fishing pole.

possessive

object

possessive

His father bought him one for his birthday.

If the antecedent of a pronoun is unclear, then a sentence may be confusing. An antecedent is the noun or words to which a pronoun refers. When the pronoun seems to refer to the wrong antecedent, or to nothing at all, it may confuse the reader.

EXAMPLE:

Carlos and Joseph went snorkeling. ^{They} ~~He~~ rented equipment at the beach.

DIRECTIONS: Mrs. Evans asked her students to write a mystery story. Ryan wrote about something that happened to him last year. Before Ryan turns in his story, check it to make sure it isn't more mysterious than it needs to be. (There are four pronoun errors.)

I opened my locker and suddenly turned to my best friend, Sheryl. "What's that?" I asked.

They peered into my locker, which I have to admit was messy.

"What's what?" Sheryl asked.

I pointed to the certificate that had been taped over the picture of my favorite basketball players. The certificate said, "You're the greatest."

"Maybe the principal decided to give them an award for having such a clean locker."

"Very funny! Seriously, who could possibly have my locker combination?"

"Your father," Sheryl answered. "Maybe him just wanted to congratulate you on getting such a good grade on the English test."

"He doesn't have it," I answered. Just then, I noticed that Sheryl was having trouble keeping a straight face. "It was you!" I wagged my finger at her.

"Okay, it was me," she answered. "I just wanted to tell he what a great friend you are!"



For more information on pronouns, see pages 316–317 of *Writer's Choice, Grade 7*.

Lesson 6: Adjectives and Adverbs

An **adjective** is a word that describes a noun.

The house is on the ^{adjective} southwest corner.

The small, gray birds flew into the tall tree.

An **adverb** is a word that modifies a verb. Adverbs usually end in -ly.

The clouds drifted across the sky, and we daydreamed ^{adverb} peacefully.

The policewoman moved quickly to apprehend the suspect.

DIRECTIONS: Tamara's social studies class just finished a unit on utopias. Utopias are imaginary places that are supposed to be perfect. As a final project, the social studies teacher asked the students to write papers describing their idea of a utopia. Read through Tamara's paper and underline all of the adjectives and circle all of the adverbs. (There are eleven adjectives and three adverbs.)

My utopia would be a peaceful, fair, and beautiful place. It would be a peaceful place because countries would not invade each other. Instead, there would be a central council where all the countries would deal with their differences. Towns would also have a council where people could discuss their problems and calmly solve their disagreements.

It would be a fair place because work would be shared equally by everyone. Instead of some people making lots of money and others making little, everyone would be paid the same amount of money, no matter what they did. Everyone in my utopia would be color-blind so that terrible problems like racism would not exist.

It would be a beautiful world because people would respect the environment. Instead of carelessly destroying the land, they would recognize that natural beauty is important to our happiness as human beings.



For more information on adjectives and adverbs, see pages 318–319, 451, and 461 of *Writer's Choice, Grade 7*.

Lesson 7: Comparatives and Superlatives

A **comparative adjective** is a word that is used to draw a comparison between two people, things, events, etc. Comparative adjectives are usually formed by adding -er to adjectives and are followed by the word than. Some comparatives are formed by adding the words more or less when the adjective has more than one syllable.

Reading a book is ^{comparative adjective} more interesting, but watching television is ^{comparative adjective} easier.

A **superlative adjective** is a word that compares three or more things. Superlatives are usually formed by adding -est to an adjective. The word the precedes a superlative. Some superlatives are also formed by adding the words most or least when the adjective has more than one syllable.

Alaska is the ^{superlative adjective} largest state in the nation, and China is the ^{superlative adjective} most populated nation in the world.

DIRECTIONS: After reviewing a book of world records, a seventh-grade class decided to make some distinctions of their own. Read through their collection of creative records and underline the comparative adjectives and circle the superlative adjectives. (There are three comparatives and five superlatives.)

Because she always remembers the punchlines—even for the really bad jokes—Leilani is the funniest student.

Taller than half the boys and shorter than the rest, Juan gets the most average award. (No offense, Juan! It's just mathematical.)

Fast on the track and quicker than a roadrunner during cross-country races, Ignacio is the most athletic in the school.

Rosa, also known as “the human calculator,” gets the most mathematical award because of her ability to multiply and divide numbers—without using a pencil and paper.

The meanest student in the school is Ralph—but since there's no Ralph in the seventh grade, no one has to worry about receiving this dubious award.



For more information about comparatives and superlatives, see pages 444, 457, and 465 of *Writer's Choice*, Grade 7.

Lesson 8: Run-on Sentences

A **run-on sentence** is two or more sentences incorrectly written as one. One type of run-on sentence contains two simple sentences joined only by a comma.

EXAMPLE:

The artist cleaned her brushes, ^{and} she studied her watercolor painting of the lighthouse.

DIRECTIONS: In history class, students are completing an assignment on local and national historical figures. Norene wrote an essay about Andrew Johnson. When she got it back, the teacher had written, “Great job, Norene, but check the length of some of your sentences.” Read Norene’s essay and correct the mistakes that you find. (There are four run-on sentences.)

Many great people have come from humble beginnings. One such person was Andrew Johnson, the seventeenth president of the United States. Johnson was born in 1808 in Raleigh, North Carolina. Both of his parents worked at an inn, when his father died, fourteen-year-old Johnson was forced to start training to become a tailor. While he worked, Johnson taught himself to read.

In 1826, Johnson moved to Greenville, Tennessee, married Eliza McCardle, and set up shop, Eliza helped him improve his reading and arithmetic skills. Soon, he became involved in politics. Johnson was one of the few southerners who thought the South should not secede during the Civil War, President Abraham Lincoln admired him for this. When Lincoln ran for re-election, he chose Johnson to be his vice president. After Lincoln was assassinated in 1865, Johnson became president, he continued to work toward Lincoln’s goals of reuniting the war-torn country.



For more information about run-on sentences, see pages 308–309 of *Writer’s Choice*, Grade 7.

Cumulative Review 2

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Last month, our entire class went on a trip to the state capital, Raleigh, the trip, which was sponsored by the social studies department, lasted an entire day. It was a fun and fascinating day that went by too quick.

Our visit began at the visitor center, where we saw a short film about the history of the city. After that, we went right to the governor's mansion, where the governor of the state lives with his family. It is a fanciest house that is more than 100 years old! We learned that the governor not only lives in the mansion, but also works there, we did not get to see the office where him signs our state's laws.

Next we went to the general assembly, there we watched the North Carolina Senate pass a law. Before the legislators voted, several members rose and gave speeches. It was hard to tell exactly what they were talking about, but some spoke very angry and pounded they fists on the table.

After we left the general assembly, we walked across the street to the North Carolina Museum of History. We saw several exhibits, including a very interestingly one about life in North Carolina during the Reconstruction period. Facing the history museum is the new Museum of Natural Sciences, the nicer of all the places we visited. We ended our day with a tour there. It was fun to learn about all the plants and animals that are found in our home state, I hope our teachers will take us back to Raleigh next year.

Lesson 9: Run-on Sentences II

Another type of **run-on sentence** is formed when too many independent clauses are strung together with **coordinating conjunctions**. A coordinating conjunction is a word used to connect parts of a sentence. The words and, but, or, for, and nor are all coordinating conjunctions. Sometimes, independent clauses should stand alone and end with a period.

EXAMPLE:

For their wedding anniversary, I bought my parents candles, and my older sister made a lime pie, and my younger brother sang a song, but my parents said the best present was being all together as a family.

DIRECTIONS: In social studies class, students are completing an assignment on North Carolina geography. Laticia chose to write about a historic town called Bath that is located in North Carolina. Proofread her essay and correct any mistake that you find. (There are four run-on sentences.)

Bath was the first official town in North Carolina, and it was established in 1705. Located near the Atlantic Ocean and the Pamlico River, Bath was first settled by French Protestants from Virginia. The town was an important center of trade, and this trade included naval equipment, furs, and tobacco, and it was also the North Carolina colony's first seaport.

Although there were only twelve houses and a population of 50 in Bath in 1708, in many ways it was the center of the colony. It boasted North Carolina's first library and shipyard and was quickly becoming a center of political affairs. By 1746, people considered Bath the capital of the colony, but this honor was short-lived for by 1785, a new town called Washington was formed farther up the Pamlico River, and it was considered the new government capital. Today, Bath is a small, beautiful village where tourists can visit many historic sites.



For more information about run-on sentences, see pages 308–309 of *Writer's Choice, Grade 7*.

Lesson 10: Subject-Verb Agreement

Subject-verb agreement refers to a very simple concept. It means that singular nouns require singular verb forms, and plural nouns require plural verb forms.

^{singular}
Elijah rides his bicycle to school.

^{plural}
The triathletes ride their bicycles 60 miles.

Sometimes, a clause or phrase will separate the subject of the sentence from the verb. Even in this case, the verb should still agree with the subject. Using the correct form of the verb is called subject-verb agreement.

EXAMPLE:

Laura, who loves math and science, work^s as an engineer.

DIRECTIONS: It is Miranda's job to announce the week's activities over the PA system. Sometimes, Miranda is in such a rush that she forgets to proofread the announcements. Help Miranda out by proofreading the announcements before she makes them over the PA system. (There are four errors in subject-verb agreement.)

Good morning! Today is Monday, November 21.

The girls basketball team, which has won its last five games, play Running Rock Junior High after school in the gym at 4:00 P.M.

The History Club is selling pizza today at lunch to raise money for the holiday banquet. Slices costs only \$1.50.

Students who are interested in environmental issues should meet in Room 401 during the morning break for a brief meeting. Representatives from our local park district will be in attendance.

There is only five more days until the Harvest Dance. Buy your tickets today!

Do you need extra credit in your science class? Volunteering in the greenhouse or community garden earn you ten bonus points. Contact Mr. Diego for more information.

Have a great day!



For more information on subject-verb agreement, see pages 310–313 of *Writer's Choice, Grade 7*.

Lesson 11: Capitalization

Capitalize all proper nouns, including names, the days of the week, and the months of the year.

I would like to go to **E**ngland in **J**uly to visit **L**ondon and **M**anchester.

The first word of a sentence, including the first word of a sentence that appears in quotation marks, should also be **capitalized**.

EXAMPLE:

"did you see cats?" asked my friend susan.

DIRECTIONS: In English class, Hector is studying fables. Fables are short stories, often about animals or humans, that end with a moral. For the most recent assignment, Hector wrote his own fable inspired by this expression: "Don't count your chickens before they hatch." Proofread Hector's fable before he turns it in. (There are four capitalization errors.)

Every august, the carnival came to the town where Antonia lived. This year she planned to spend her hard-earned allowance on a game in which players try to pop balloons with darts. She had good aim, and she was sure she would pop enough balloons to win a giant stuffed bear. Once she had the giant bear, she was sure she would catch the eye of gabriel, a classmate that she really liked. when he saw her with the prized stuffed animal, Antonia felt sure he'd recognize her hidden talents, invite her to the movies, and catapult her into popularity.

When the carnival finally arrived, Antonia immediately went to the balloon game and plunked down five dollars for twenty darts. Much to her surprise, her aim was wobbly, her arm was weak, and she only popped two balloons.

"here's your prize," said the carney, handing her a key chain with a small plastic bear attached to it.

Don't count your chickens before they hatch.



For more information about capitalization, see pages 325–326 of *Writer's Choice, Grade 7*.

Lesson 12: Commas in a Series

In a sentence with a series of three or more items, a **comma** is placed after each item except for the item after the conjunction. Sentences that list only two items require a conjunction, but not a comma.

EXAMPLE:

Arthur and his friends spent the rainy afternoon playing charades, watching a movie, and studying for their history test.

DIRECTIONS: In world history, each student has to write a short report about a country. Read through Angie's report on Tanzania and correct any mistakes that you find. (There are four missing commas.)

Tanzania, located in eastern Africa, was founded in 1964 from a union between Tanganyika and Zanzibar. Neighboring countries include Uganda and Kenya to the north and Zaire, Rwanda and Burundi to the west. Other nearby nations are Zambia, Malawi and Mozambique.

The landscape of Tanzania is spectacular, ranging from the flat coastal lands of the Indian Ocean to very steep mountains. Kilimanjaro, the highest mountain on the African continent, towers at 19,340 feet. The Serengeti Plain is home to hundreds of different animals, including gazelles zebras, and buffalo.

The local economy revolves around agriculture, but mining, manufacturing, transportation and tourism are also very important. Each year, more and more people visit Tanzania to see the wildlife and experience the challenge of climbing the highest mountain in Africa.



For more information on commas, see pages 320–321 of *Writer's Choice, Grade 7*.

Cumulative Review 3

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Many politicians debates about whether or not to raise the speed limit in our state to 75 miles per hour. I believe that it would be a bad idea to raise the speed limit. Our current speed limit of 65 miles per hour is fast enough.

Common sense tells you that the faster a car goes, the more difficult it is for the driver to control, react steer, and stop if necessary. At a faster speed, the driver has less time to react to danger and it takes longer to stop the car, and it is easier for the car to skid and spin out when the car is traveling quickly. I see accidents on the highway every day. This prove that the speed limit is already too high, and it should not be raised.

Another thing to remember is that most people drive faster than the speed limit, this law is rarely enforced, and with the current speed limit, most people drive between 70 and 75 miles per hour. If the speed limit were raised to 75 miles per hour, those people would probably drive 85 miles per hour. That type of speed are simply too fast.

Maybe if our highways were mostly empty, it might not be too dangerous to increase the speed limit. our roads, however, are very crowded, and they have lots of curves, and the hills also make it hard for drivers to see into the distance. These are dangerous conditions at any speed, but the faster cars drive, the more dangerous they becomes. Everyone, let's just slow down! It may take longer to get where you're going, but everyone will arrive safely, and that's more important.

The road is not a video game, such as *speed demons*, where you can drive recklessly without hurting anyone. The road is a public route to be shared by cars, trucks and motorcycles. If we all follows the current speed limit, we'll all be safer.

Final Review

DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

My favorite place to go when I want to hang out is the shopping mall. It's a great place to shop eat a snack or meet up with some friends.

I like the mall goodest because it is never dull. There was always something new to look at there. It could be a new display window in one of the Department Stores, or maybe a brand new store that has just opened. Perhaps it is a new line of summer clothing or a new computer program. No matter when you go, things are always changing at the mall.

There is usually something interesting to do. At the mall, too. One day, my mother and I went to the bookstore to hear a famously author read some of his poetry. Another time, us went to helped out with a charity fund-raiser that was held in the food court. There are always video games and restaurants to enjoy. Sometimes, I just like taking a long walk at a place where I know it won't rain on me!

I probably enjoy the mall so much because, outside of school, it is the place where I see my friends most often, within ten minutes of arriving at the mall, I usually. Hear someone yell, "hey There!" and, when I turn, I see one of my best friends running toward me. My mother says, "Meet me back here in an hour," and then off I goes with my friends. Someday, I hope I can work at the mall!

Exercise 1

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Like most people, I have been sick a few times in my life, but most of the time, it has been no big deal. Like everybody else, I have had my share of colds, the flu and stomach viruses. I even had chicken pox. Like a lot of other kids I know.

I guess the worst time I ever got sick was the time I got scarlet fever. When I first started to feel bad, my mom and I thought that all I had was the flu. I had a lot of flu symptoms, including a headache, sore throat, fever, aches, and unpleasant chills. Then something unusual happened, something we had never seen before. My tong turned a bright red, and soon afterward I had a bright red rash all over my chest and arms. That, by the way, is why they call it “scarlet fever.” You turn red when you have it! My parents and I were pretty scared.

Of course, my parents took me to the doctor, who knew what I had right away. She prescribed an antibiotic for me, told my parents that I should get lots of rest. She also warned us that my fever might get very high and that I would probably be very uncomfortable. She also said that, after about a week, my skin would start to peel, just as if I’d been sunburned.

The doctor wasn’t kidding about being uncomfortable. I’ve never felt so bad in my whole life! it was comforting to know that what was happening to me wasn’t unusual, and that the pills I was taking was helping my body beat the disease. After that, I would never complain about a cold again!

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose "Make no change."

1. **A** colds the flu and stomach
B colds the flu, and stomach
C colds, the flu, and stomach
D Make no change.
2. **A** pox like. A lot
B pox, like a lot
C pox. like a lot
D Make no change.
3. **A** baddest time
B most worst time
C worstest time
D Make no change.
4. **A** tongue
B tonge
C tounge
D Make no change.
5. **A** me, and she told
B me. Told
C me: told
D Make no change.
6. **A** uncomfortable I've never
B uncomfortable, I've never
C uncomfortable. I've, never
D Make no change.
7. **A** Life! it were
B life! It was
C life it was
D Make no change.
8. **A** were taking were
B was took was
C was taking were
D Make no change.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose "Make no change."

1. **A** welcome
B welcoming
C were welcomed
D Make no change.
2. **A** country. That
B country, but that
C country and that
D Make no change.
3. **A** things and learn
B things, and, learn
C things and learn,
D Make no change.
4. **A** country? a lot of
B country. A lot of
C country a lot of
D Make no change.
5. **A** understand
B understanding
C understands
D Make no change.
6. **A** Us Americans should give
B We should give
C He should give
D Make no change.
7. **A** oportoonity
B opportunitie
C opportunity
D Make no change.
8. **A** us. for making
B us for making
C us; for making
D Make no change.

Exercise 3

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My favorite television program is not a new show. In fact, its so old that many episodes are in black and white. It is called the *Andy Griffith Show*, and it is about the people who live in the fictional town of Mayberry in my home state, North Carolina. I like the fact that the show takes place in North Carolina, but that's not the only thing I like about it.

The main character of the show is Andy Taylor, a calm sheriff who doesn't carry a gun his deputy, the hilariously nervous Barney Fife, does carry a gun, but he doesn't keep it loaded. He carries a single bullet in his shirt pocket, just in case he needs it. He rarely does, though, because the town of Mayberry is mostly a peaceful place.

The show is very funny, although the characters rarely tell jokes. Instead, the humor come from the situations. And the ways in which the characters react to each other. Barney Fife for example, overreacts to almost everything, while Andy remains cool. There are a couple of characters named Gomer and Goober who are pretty dumb, and they get into all sorts of funny trouble.

What I like best about the show, though, is that all the characters are lovable, despite their faults, that's why I enjoy spending a half hour with the gang from Mayberry whenever I can!

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|--|---|
| <p>1. A its old, so
B it’s so old
C it’s old,
D Make no change.</p> <p>2. A fictionnal
B fickshunal
C fikshinal
D Make no change.</p> <p>3. A gun. His
B gun: his
C gun, his
D Make no change.</p> <p>4. A don’t never
B doesn’t never
C don’t
D Make no change.</p> | <p>5. A humor coming
B humor comes
C humors comes
D Make no change.</p> <p>6. A situations and
B situations? And
C situations. and
D Make no change.</p> <p>7. A Fife, for, example,
B Fife for, example
C Fife, for example,
D Make no change.</p> <p>8. A faults that’s
B faults, That’s
C faults. That’s
D Make no change.</p> |
|--|---|

Exercise 4

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

Everybody owns something that is dear to them because it was a gift from someone special. For me, that thing is an autographed baseball what was given to me ^① by my uncle.

The baseball is signed by nearly all the members of the atlanta Braves team of ^② 1995, the year I started watching baseball games. It was the year that the Braves beat ^③ Cleveland in the World Series to become the world champions. My uncle took me to one of those World Series games. In the third inning, he cawt a foul ball that was hit ^④ into the stands. After the game he took me to the Braves' office. My uncle had a ^⑤ friend who worked for the team. He gave the ball to his friend, who gotten all the ^⑥ players to autograph it for us.

The ball is signed by all of my favorite players. Slugger Fred McGriff, the player who hit the foul ball, signed his name largest, in red ink. My favorite player, Marquis Grissom, signed right below McGriff. One section of the ball is ^⑦ signed by the entire starting pitching staff, including Cy Young Award winner Greg Maddux and Tom Glavine, who won the Most Valuable Player Award for the World Series by winning two games.

I love the baseball because it reminds me of the great time I had at the ball game with my uncle. Also reminds me of my uncle and other good times we have had ^⑧ together. Because the baseball is full of happy memories, it is my favorite possession.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|--|--|
| <p>1. A it
B that
C he
D Make no change.</p> <p>2. A atlanta braves
B atlanta, Braves
C Atlanta Braves
D Make no change.</p> <p>3. A 1995. The
B 1995; the
C 1995? the
D Make no change.</p> <p>4. A cot
B caught
C caught
D Make no change.</p> | <p>5. A game. He took
B game, he took
C game he, took
D Make no change.</p> <p>6. A got
B getted
C gets
D Make no change.</p> <p>7. A player Marquis Grissom
B player Marquis Grissom,
C player. Marquis Grissom
D Make no change.</p> <p>8. A It also reminds
B Also reminding
C It also remind
D Make no change.</p> |
|--|--|

Exercise 5

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My favorite day of the year is definitely Memorial Day. I know this is an unusual ^① choice, but I have several good reasons for my choice.

First, Memorial Day is occurring ^② late in the spring. just when ^③ summer is about to begin. The weather on Memorial Day is usually very warm, with trees and flowers in full bloom. Unless it is raining, I always go swimming on Memorial Day. I usually play some ball, too, and later our family have ^④ a barbecue. Memorial Day is like a coming attraction for summer! In addition, Memorial Day means that the school year is almost over and that the time for summer vacation is near.

Second, and more important, Memorial Day honors people who died in wars while defending our country. Presidents' Day, Martin Luther King's Birthday, and Columbus Day are all holidays that honor certain people who accomplished great things, and that's good Memorial Day, ^⑤ however, pays tribute to millions of heroes. My father and both my grandfathers' served ^⑥ in the United States Army, and each of them fought in wars overseas. They all lost friends in those wars. ^⑦ My father taught me that Memorial Day is a time to remember how grateful ^⑧ we are to live in America, and to be thankful to those who sacrificed their lives so that we could live freely in

Exercises**North Carolina** 

peace.

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose "Make no change."

1. **A** unusual
B unyoosual
C unseual
D Make no change.
2. **A** occurred
B had occurred
C occurs
D Make no change.
3. **A** spring, just when
B Spring. just when
C Spring. Just when
D Make no change.
4. **A** family had
B family has
C family having
D Make no change.
5. **A** good, Memorial Day
B good. Memorial Day
C good and Memorial Day
D Make no change.
6. **A** my grandfathers served
B my grandfather's served
C me grandfathers' serve
D Make no change.
7. **A** that wars
B them wars
C those war
D Make no change.
8. **A** grateful
B graytful
C greatfull
D Make no change.

Exercise 6

DIRECTIONS: Use this letter to answer items 1 through 8 on the next page.

Dear State Senator Cochrane,

I am writing to you to express my opposition to the new recycling law that you are considering in the North Carolina State Legislature. As you no doubt know, the ^① law would require all residents of the state to recycle their newspapers, cans, and bottles.

I believe that this law will be a great inconvenience for residents of small towns, especially in the western mountains. The proposed ^② law requires residents to deliver they recycling ^③ material to a recycling center if the town they live in chooses not to collect it. Most towns in the western part of the state cannot afford the expense of the extra trash collection, many of ^④ the same towns do not currently have recycling centers. This means that many citizens will be forced to drive their recyclables several miles to a collection center, perhaps twice a week. Besides being inconvenient, this will also be bad for the enviornment ^⑤ because all those extra miles will result in more pollution from automobiles.

I am a strong believer in most recycling programs. I applaud the efforts in Durham, Raleigh, Charlotte, and many of our other cities to reduce needless waste and preserve our natural resources. The legislature is ^⑥ currently considering, however, is not ^⑦ practical. I urge you yourself ^⑧ to oppose it when it comes up for a vote.

Sincerely,

Millicent Turner

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose "Make no change."

- | | |
|---|---|
| <p>1. A know the law would
B know the law, would
C know, the law, would
D Make no change.</p> <p>2. A mountains. The proposed
B mountains: The proposed
C mountains, the proposed
D Make no change.</p> <p>3. A them recycling
B those recycling
C their recycling
D Make no change.</p> <p>4. A collection, that many of
B collecting, many of
C collection, and many of
D Make no change.</p> | <p>5. A envihronmint
B environment
C invarnment
D Make no change.</p> <p>6. A The law that the legislature is
B That the legislature is
C Which the legislature is
D Make no change.</p> <p>7. A ain't
B isn't no
C isn't in no ways
D Make no change.</p> <p>8. A you're
B you all
C you
D Make no change.</p> |
|---|---|

Exercise 7

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

I think that parents should require children to do chores in order to earn their allowance. My primary reason for feeling this way is that kids will have to work to earn money someday, so we should get used to it now. ①

I have several chores that I must do in order to get my allowance. I have to mow the lawn every saturday, and I also have to take the garbage to the curb twice a week. On the night before garbage is collected if I forget to do these chores, then my parents “forget” to give me my allowance. It’s tough, but it’s also fair. ② ③

Occasionally my parents ask me to do something extra. Last weekend, for example, my father decided that it was time to clean out the basement, where our family has stored a lot of old stuff that nobody ever uses anymore. Him asked me to help, so I did. Sometimes when I help out with extra stuff, my father gives me a biggest allowance the next week, but not always. Either way, I know he expect me to help when he asks. ④ ⑤ ⑥ ⑦

I believe that we’re never too young to start learning about responsibility. Chores teach us that certain things have to be done, no matter how unpleasant they are. Or how much we dislike doing them. I think it is important, though, that chores be useful and not just “busywork.” Also, they shouldn’t take up a lot of a kid’s time, because then they might detract from schoolwork. ⑧

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|--|---|
| <p>1. A prymary
B primery
C primeary
D Make no change.</p> <p>2. A Every Saturday
B Every saturday
C every Saturday
D Make no change.</p> <p>3. A collected. If I
B collected, if I
C collected. if I
D Make no change.</p> <p>4. A weekend for example my
B weekend, for example my
C weekend for example. My
D Make no change.</p> | <p>5. A They asked
B He asked
C Him ast
D Make no change.</p> <p>6. A more biggest
B more bigger
C bigger
D Make no change.</p> <p>7. A expecting me
B expected me
C expects me
D Make no change.</p> <p>8. A they are. or
B they are or
C them are nor
D Make no change.</p> |
|--|---|

Exercise 8

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My pet is a very unusual dog. Her name is Bertie, and she is a Chinese shar-pei. To most people, a shar-pei is a very strange-looking animal because they have lots of extra skin on its head, neck, shoulders, and legs. The skin folds up into lots of wrinkles, which is why some people call shar-peis “wrinkle dogs.” We named our dog Bertie because she looks like my great-uncle Bert, who also has lots of wrinkles. We thought it was funny, but my great-uncle didn’t!

Bertie’s light brown fur is short and coarse. She has broad shoulders and a large head, most people think that she is a rare type of bulldog because her height and proportions are similar to a bulldog’s. The Chinese-bred shar-peis to be guard dogs, and Bertie certainly does a good job of guarding our home. She is always very alert.

Once you get to know her, Bertie is a loving dog. She is very friendly with everyone in the family. She is especially protective of my baby brother; if someone she doesn’t know tries to approach him, Bertie will simply stand between my brother and the stranger. Although she is not a large dog, Bertie is strong, it is very difficult to get by her if she does not want you to. It takes a while for Bertie to get used to strangers, but once she has got to know you. She treats you as if you were family.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|--|---|
| <p>1. A it has
B they had
C it is having
D Make no change.</p> <p>2. A wrinkles. Which
B wrinkles, which
C wrinkles which
D Make no change.</p> <p>3. A head, that’s why most
B head and most
C head. Most
D Make no change.</p> <p>4. A bulldogs’
B bulldogs
C bulldog is
D Make no change.</p> | <p>5. A approche
B approach
C aproch
D Make no change.</p> <p>6. A strong, but it
B strong. And it
C strong, and it
D Make no change.</p> <p>7. A gets
B have got
C was got
D Make no change.</p> <p>8. A you, she treat
B you. She treat
C you, she treats
D Make no change.</p> |
|--|---|

Exercise 9

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

In recent years, school budget cuts has forced schools to get rid of some programs. ^①
Some schools have even done away with music education. I believe this is a big
mistake. School music programs make a valuable contribution to students' lives and ^②
education.

When a student learns to play music, he or she learns a lot more than simply how
to play a few notes. Because learning to play a instrument is long, hard work. music ^③ ^④
teaches us the importance of practice and persistence. Music classes help us to
appreciate the music that others make by showing us how difficult it is to play the
right melody in the proper key. Studies have also shown that kids who learn about
music get better grades in math and science.

Music also provides an important means of expreshun ^⑤ for many people. Some
people might argue that literature poetry, and art already provide these things. They ^⑥
might say, then, that there is no need for a music program I disagree. ^⑦ First of all,
different people need different ways to express themselves. Some people can't write
or paint, but they can play music. Second, music is unique. Art is something you
look at, while music is something you hear. Literature and poetry are made up of
words that have very specific meanings, but music is made up of notes and sounds
that can mean different things to different people.

I understand that many schools face financial difficulties, but getting rid of music
programs is not the answer to the problem. It would only create new. And perhaps ^⑧
bigger problems.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. **A** cuts. Has forced
B cuts, have forced
C cuts have forced
D Make no change.
2. **A** student’s lives
B students’ lives’
C students life
D Make no change.
3. **A** a instrumentation
B an instrument
C the instrument
D Make no change.
4. **A** long, hard work, Music
B long, hard work, music
C long hard work. Music
D Make no change.
5. **A** expression
B expresion
C exxpretion
D Make no change.
6. **A** literature, poetry, and
B literature such as poetry and
C literature poetry and
D Make no change.
7. **A** program, I disagree
B program? i disagree
C program. I disagree
D Make no change.
8. **A** new and perhaps
B new and. Perhaps
C new. And, perhaps,
D Make no change.

Exercise 10

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My hero is a woman who lived in the early twentieth century. Her name was Bessie Coleman, and she was the first African American woman to earn an airplane pilot's license in the United States.

At the time that Coleman lived, America was much different than it is today. Women were expected to stay home, raise families, and take care of the children. Only poor women worked, and they worked at low-paying jobs.

As bad as things were for women, they were even worse for African Americans. In Texas, where Coleman was growing up, African Americans were not allowed to ride in the same train car as whites, nor could they drink from the same water fountain or attend the same schools. Even when Coleman moved to Chicago, things did not get much better. No American pilot school would allow her to study with their instructors.

Still, Coleman never let go of her dream to become a pilot. She learned that there were schools in France that would teach an African American woman to fly. While she saved her money to travel to Europe, she taught herself French, so that she could understand her teachers. Ultimately, she went to France, learned to fly, and returned to the United States a hero. She traveled across the country, giving speeches to encourage others not to give up on his dreams. She performed acrobatic flying exhibitions to earn money for her next dream, an American flying school for African Americans. Sadly, she died before she could make that dream a reality. Even so, Bessie Coleman was a woman who lived life on her own terms and wouldn't take "no" for an answer, that is why she is my hero.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|--|---|
| <p>1. A worked they worked
B worked, they worked
C worked, when they worked
D Make no change.</p> <p>2. A worser
B much more worse
C even more bad
D Make no change.</p> <p>3. A was grown
B growed
C grew
D Make no change.</p> <p>4. A fountun
B fountain
C foundtin
D Make no change.</p> | <p>5. A Chicago, things did
B Chicago. Then things did
C chicago. Things did
D Make no change.</p> <p>6. A in europe
B at europe
C within europe
D Make no change.</p> <p>7. A their dreams
B its dream
C his dream
D Make no change.</p> <p>8. A answer, that’s
B answer and that is
C answer, and that is
D Make no change.</p> |
|--|---|

Exercise 11

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My family and I recently had an unusual experience. When we had dinner at an African restaurant. The first unusual thing occurred when the host showed us to our table. We thought she must have made a mistake, because her took us to a strange-shaped wicker “basket” surrounded by short wooden stools. She explained to us that this “basket” was called a *mesab*, and that it is the table traditionally used to serve an Ethiopian meal. We took our seats around the *mesab* and immediately noticed that it had a cone-shaped surface. None of us could figure how we could possibly eat off a table that wasn’t flat.

The menu described a delicious array of stews, many containing exotic ingredients, such as okra, chickpeas, and lentils. We asked for four main dishes: two made from vegetables, one from chicken, and one from beef. The server a very helpful gentleman warned us that Ethiopian food can be very spicy, and he suggested some milder dishes on the menu.

The biggest surprise of all is the way the meal was served. First came a steaming tray containing spongy bread, called *injera*. The tray, we saw, fit neatly into the *mesab*, creating a flat surface. The server then brought our dishes, spooning each into little piles on top of the *injera*. He explained that we should tear off a piece of *injera*, hold it between our fingers, and use it to pick up bits of stew. He also told us that ethiopians share their food from a single tray to demonstrate their unity. It was fun to eat with my hands, and the food was fabulous and unlike anything else I had ever tasted.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

1. **A** experience, when
B experience when
C experience: when
D Make no change.
2. **A** she took
B she takes
C her takes
D Make no change.
3. **A** we had
B they have
C it has
D Make no change.
4. **A** delishus
B delishous
C dilicious
D Make no change.
5. **A** server a very helpful gentleman,
warned
B server a very helpful gentleman who
warned
C server, a very helpful gentleman,
warned
D Make no change.
6. **A** would be the way
B were the way
C was the way
D Make no change.
7. **A** fingers. And use it
B fingers and use it
C fingers, and using it
D Make no change.
8. **A** people from ethiopia
B Ethiopians
C Ethiopia people
D Make no change.

Exercise 12

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

I believe that businesses in the United States should change their schedule's so ^① that American workers can work a four-day workweek instead of the current five-day workweek. I think the four-day workweek would help the families without hurting ^② businesses.

In the modern world, workers are more efficient than ever. Computers, the ^③ Internet, fax machines, pagers, and cell phones all make it easier for businesses to send and recieve information faster. Even working a four-day week, a modern worker ^④ would gotten much more done than a typical person working a five-day week could ^⑤ have accomplished ten years ago. This also means, though, that modern workers work much harder than workers in the past did, they need more rest to do their work ^⑥ in the best way they can. That's one reason to give them an extra day off.

More importantly, more and more families these days have two parents who work full-time. This means that children spend less time with their parents and more time in an unsupervised setting. Believe that this is bad for the future of America. The ^⑦ four-day workweek, however, could help solve this problem. If both parents were working four days a week, it would be possible for at least one parent to be home nearly every day. One parent could work Monday, Tuesday, Wednesday, and Thursday; the other could work Thursday, Friday, Saturday, and Sunday. One parent would be home six days out of seven, resulting in stronger families and, ultimately. A ^⑧ better America in the future.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|--|--|
| <p>1. A schedules’
B schedules
C schedule is
D Make no change.</p> <p>2. A families
B us families
C those families
D Make no change.</p> <p>3. A Computers the Internet, fax
B Computers the, Internet, fax
C Computers, the, Internet fax
D Make no change.</p> <p>4. A receive
B reseeve
C resieve
D Make no change.</p> | <p>5. A gotten
B getting
C would get
D Make no change.</p> <p>6. A did. They need
B did. they need
C did they need
D Make no change.</p> <p>7. A Believed that
B Believing that
C Many people believe that
D Make no change.</p> <p>8. A ultimately a better
B ultimately, a better
C ultimately: a better
D Make no change.</p> |
|--|--|

Exercise 13

DIRECTIONS: Use this letter to answer items 1 through 8 on the next page.

Dear principal starr,

①

I am writing to ask you to approve a seventh-grade formal dance, at the end of the school year. The Student Activity Committee will organize this event.

②

A formal dance would provide a wonderful opportunity for students to celebrate the end of another school year. Also would allow students, teachers, and administrators a chance to get to know each other better. Because a formal dance is a special occasion, the committee believes that it would result in many long-lasting memories.

④

As chairperson of the committee I assure you that much planning has already gone into this event. The committee have polled the seventh grade to find out what type of year-end event students would most enjoy. A formal dance is the students' strong favorite. Our entertainment group has also contacted caterers, decorators, and disc jockeys to find out how much the event would cost.

⑤

⑥

We believe that we could break even on this event if we charged seven dollars per student for attendance. That price is low enough so that it would not place a financial burden on any student. After all, a movie ticket costs about the same amount of money. All we need in order to finalize our plans for this event is your approval.

⑦

Thank you in advance for you consideration.

⑧

Sincerely,
Loretta Fillmore,
Chairperson
Student Activity Committee

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose “Make no change.”

- | | |
|---|--|
| <p>1. A Principal starr
B Principal Starr
C principul Starr
D Make no change.</p> <p>2. A dance. At the end
B dance. at the end
C dance at the end
D Make no change.</p> <p>3. A Also would be allowing
B It also would allow
C Also allowing
D Make no change.</p> <p>4. A memmories
B memorys
C memerys
D Make no change.</p> | <p>5. A committee. I assure
B committee; I assure
C committee, I assure
D Make no change.</p> <p>6. A has polled
B done polled
C poll
D Make no change.</p> <p>7. A enough. So that
B enough so. That
C enough so, that
D Make no change.</p> <p>8. A your consideration
B you considering
C you are considering
D Make no change.</p> |
|---|--|

Exercise 14

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My favorite hobby is playing the saxophone ^① it is something I try to make time for every day.

I first became interested in the saxophone when I heard the music of Lester Young. My mother loves jazz music, and her is ^② always playing jazz CDs around the house. For many years I barely noticed the music, ^③ one day I was leaving the house when I heard this wonderful sound that stopped me. It was sort of sad, but it was also very pretty and exciting. I asked my mother what it was, and she showed me the CD that was playing on the stereo. It was a recording of Lester Young and pianist Oscar Peterson. The recording was made way back in 1952.

Soon I was listening to Lester Young's music ^④ all the time. I knew then that I wanted to learn to play the saxophone. I found out that there are several ^⑤ kinds of saxophones. A soprano saxophone plays the highest notes; a baritone saxophone plays very low notes. Lester Young played the tenor saxophone. So ^⑥ that was the instrument I wanted to learn.

One day my parents took me to a music store. They rented a tenor saxophone for me and enrolled me in lessons. I was disappointed ^⑦ when I got the instrument home and found out that I couldn't even get a sound out of it. I have been taking lessons for three years now, so I don't have that problem anymore! Recently I learned to play a Lester Young solo. It doesn't sound quite as good as when he play ^⑧ it, but I'll keep working until it does.

Exercises**North Carolina** 

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose "Make no change."

- | | |
|--|--|
| <p>1. A saxophone, it
B saxophone and it
C saxophone. It
D Make no change.</p> <p>2. A and she is
B and we is
C and us are
D Make no change.</p> <p>3. A music, and one
B music, so one
C music, but one
D Make no change.</p> <p>4. A Youngs's music
B Youngs music
C Youngs' music
D Make no change.</p> | <p>5. A cevaral
B several
C sevral
D Make no change.</p> <p>6. A saxophone, So
B saxophone, so
C saxophone. so
D Make no change.</p> <p>7. A were disappointed
B had been disappointed
C will be disappointed
D Make no change.</p> <p>8. A he plays
B him play
C him played
D Make no change.</p> |
|--|--|