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.

The Princeton Review is not affiliated with Princeton University or Educational Testing Service.
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 answer 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.

<table>
<thead>
<tr>
<th>Proofreading Marks</th>
<th>Example</th>
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<tbody>
<tr>
<td>Insert comma</td>
<td>After the game, let’s go get a snack.</td>
</tr>
<tr>
<td>Insert period</td>
<td>It’s time to go home.</td>
</tr>
<tr>
<td>Insert semicolon</td>
<td>People used to think that the world was flat, however, we now know the world is oval-shaped.</td>
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<tr>
<td>Insert colon</td>
<td>The success of a retail business depends on one thing: a good location.</td>
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<tr>
<td>Insert question mark</td>
<td>Are you tired?</td>
</tr>
<tr>
<td>Insert exclamation mark</td>
<td>Go Panthers!</td>
</tr>
<tr>
<td>Insert hyphen</td>
<td>I lift ten-pound weights.</td>
</tr>
<tr>
<td>Insert apostrophe</td>
<td>Halley’s Comet</td>
</tr>
<tr>
<td>Insert quotes</td>
<td>She shouted, “Look over here!”</td>
</tr>
<tr>
<td>Change from uppercase to lowercase</td>
<td>I love Bananas.</td>
</tr>
<tr>
<td>Change from lowercase to uppercase</td>
<td>north Carolina</td>
</tr>
<tr>
<td>Delete</td>
<td>Romance movies make me sad.</td>
</tr>
<tr>
<td>Insert new text</td>
<td>Romance movies make me very sad.</td>
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<td>Exercise 1</td>
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<td>Exercise 8</td>
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<td>8 A B C D</td>
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Focus Lesson 1: Answer Key

To Whom It May Concern:

I am writing in support of the idea of having “year-round” school. Overcrowding in my school is a problem. Currently, there are not enough desks for students.

“Year-round” school would ease the problem by staggering vacations. Not all the students would be in school at the same time. Some students might prefer to have time off in the winter rather than in the summer. Many students enjoy winter activities, such as skiing, snowboarding, and ice-skating, more than summer activities. “Year-round” school would give students the chance to choose the season they want to have off.

If you make it clear that “year-round” school wouldn’t take away any vacation days, then I think many students will support the plan.

Sincerely,

Julio Thomas

Focus Lesson 2: Answer Key

On the day of my piano recital, my mouth was dry. I felt as if grasshoppers were jumping in my stomach. Although I had been practicing the waltz I was going to play, I was afraid the worst would happen. I was worried about stage fright. As the day wore on, I grew increasingly nervous. I couldn’t concentrate on anything until the moment of my performance finally arrived.

There I was, up on stage. My fingers were resting on the black and white keys. The people in the audience waited patiently with smiles glued to their faces. I looked at my mother, and she smiled bravely back at me. I froze. I couldn’t remember how the waltz began. After sitting frozen for what seemed like five minutes, I stood up, bowed, and said, “That was the song of silence. Thank you.” At first, all my friends and their parents looked confused, but then they started to chuckle. Then I sat back down and played the waltz better than I ever had before. Still, I think I’m better suited to be a comedian than a musician.
Focus Lesson 3: Answer Key

A Colorful Autumn Bounty

Collecting autumn leaves is easy!

• First, choose a sunny day. Pick up leaves after the dew has dried so that they are no longer wet.

• Be choosy about the leaves that you take home. Don’t collect any damaged leaves.

• Take at least two leaves from each tree. This will give you more leaves to choose from when you press them.

• Begin pressing the leaves within an hour after collecting them.

• Place each leaf between two layers of paper towels. The purpose of the paper towels was to absorb the moisture from the leaves.

• Tuck the leaves between the pages of a heavy book. Stack the books you are using to press the leaves.

• After 7–10 days, open the books and enjoy your beautiful leaves.

Focus Lesson 4: Answer Key

This summer, I will go on a cross-country driving trip with my mom, grandma, and little sister. It will be fun because each of us will have different responsibilities. My mom will drive and decide where we will spend each night. My grandma will buy us lunch and read from the guidebook about different historical sites.

My sister and I will pay for breakfast and check the maps to make sure we are going in the right direction. We will start out in Chapel Hill and drive west. We are going to stop in states like Kansas, South Dakota, and Colorado. Each time we stop, we are going to learn about the state and maybe do some hiking. Our final destination will be California. My dad will meet us in Los Angeles. I is looking forward to the trip.
I believe that students should be allowed to eat snacks in the classroom. Some people might argue that eating in class is distracting to others, but I don’t think that’s true. After all, when people go to the movies, they eat all sorts of foods, including some that are very crunchy. Audience members don’t find this distracting. So students shouldn’t be disturbed, either.

I think that students are more distracted by thoughts about food than they are by food itself. I am often aware of how hungry I was in some classes. When this happens, I imagine that I am eating a delicious snack. Makes it very hard to concentrate on what the teacher is saying. If I been allowed to eat something, I will be able to give the teacher my full attention.

Of course, if students were allowed to eat in class, there would have been some rules. They could not be allowed to eat anything that makes a loud noise, such as apples or things that come in crinkly paper wrappers. Foods like bananas, however, would be allowed. That way, students could have something to eat without disturbing any of their classmates.

Another objection to letting students eat in class is that it be too messy. That problem could be solved by requiring students to clean up the area around their desks before they are allowed to leaving the classroom. An additional benefit of letting students eat in class is that students would learn the importance of being tidy.
Focus Lesson 5: Answer Key

At the end of my birthday party, there was a present on the table next to my new computer game. It was the very last unopened package.

“How strange!” I said, looking at the package. “We didn’t see that present before.”

“Maybe it’s from your grandparents,” my mother suggested.

“No, she gave me a microscope,” I answered.

I picked it up and shook it. “The box sounds empty.”

“Is it from your Aunt Paula?” my mother asked.

“No, they gave me a fountain pen,” I answered.

“I guess the only way to solve this mystery is to open the present,” my mother said.

Suddenly, I knew whom the mystery present was from. “It’s from them,” I yelled, ripping through the wrapping paper. Inside was the pair of sunglasses I’d wanted for so long.

“Thank you for the sunglasses, Mom! They are exactly what I wanted.”

Focus Lesson 6: Answer Key

Come to the school’s first annual carnival.

Do not miss this exciting event!

It will be a fun time for everyone!

Take a ride on the giant merry-go-round!

Eat tasty popcorn and delicious hot dogs!

Try to beat the clock by swiftly running through the county’s largest maze!

See enchanting performances

by talented students!

Proceeds will go toward a great cause.

The students and staff are working diligently to buy new computers.

We strongly encourage families to attend!

Date: Saturday, April 3, 2001

Time: 10 A.M. to 6 P.M.

Place: Covington Park

Price: $5 per person
Focus Lesson 7: Answer Key

Congratulations to the sixth grade for its wonderful performance of Cinderella in the 21st Century. The students updated the well-known folktale to make it more modern. Instead of laboring at home, Cinderella now works at her stepsisters’ Internet business. They force her to work hard and write dozens of computer programs. One day, the president of a large company comes to Cinderella’s school, searching for the most fastest computer programmer he can find. He gives the students a puzzle. Cinderella solves the puzzle more faster than any of the other students. The play continues brilliantly. It is the most entertainingest show I’ve ever seen in this school.

Focus Lesson 8: Answer Key

My Favorite Place

My favorite place is not fancy, my favorite place is not far away. In fact, it is just down the street from where I live with my parents, my younger brother, and my sisters. From the outside, my favorite place looks like an ordinary house, inside there is a special person who makes all my troubles float away.

That special person is my grandmother, and my favorite place is the small front room where she sits to do her knitting. Her house is not big, it’s just so comfortable. In the winter, the fireplace crackles, in the summer, the windows are open, letting in cool breezes. The furniture is old, and the carpet is very worn. It is not the nicest house on the block, that doesn’t matter because my grandmother fills it with such warmth and kindness that every visit feels like a vacation.
Of all the different computer games in the world, I think *Adventure Hunter* is the bestest. This game is fun because it features Lisa Batista, a bravely woman on a safari who must defend herself against wild animals. It allows me to pretend that I am an adventurer in the jungle, but without the danger!

The goal of *Adventure Hunter* is to help Lisa travel safely from one edge of the jungle to the other. She must protect herself from snakes and ferocious tigers. She must also be on the lookout for traps set by Dr. Nefarious, her evil enemy. Dr. Nefarious wants to capture Lisa Batista because Lisa is carrying medicine, this medicine is for a group of scientists that Dr. Nefarious infected with a deadly germ he created.

To make the game even more difficult, the jungle is thick with brush, so Lisa must use a machete to cut her way through it. Sometimes the brush is too thick and she cannot go any farther. She must turn around and go back the way she came. It can be very frustrating to reach a dead end after Lisa has traveled through the jungle for an hour, but that’s also what makes the game fun!

I have played many different computer games, but *Adventure Hunter* is the best of them all. The graphics are realistically and the story is very exciting. My friends have come over to my house to play the game and they also think it is great. Some of them went out and bought their own copies.
Focus Lesson 9: Answer Key

The Most Valuable Player at last week’s soccer game has to be Melissa Kind. Playing center forward, Melissa scored a goal just five minutes into the game and a few moments later, she kicked an assist to Deb Frieze, who scored our second goal of the half. Our team continued to dominate, and thanks to the strong defense provided by our fullback threesome, our opponents never got the ball close to the goal and during the second half, our team took shot after shot on the opponents’ goalkeeper, but no goals were scored and their defense was outstanding, but they suffered a few mental lapses and were occasionally slow getting back in transition.

We may be headed for a city championship. We may even have a chance at the district championship. We’ll know more when the team plays its biggest rival next week.

Focus Lesson 10: Answer Key

Javelinas, which originated in South American rainforests and now live in the southwest United States, looks like small, hairy pigs. About one and a half feet tall and three feet long, javelinas weigh between 40 and 60 pounds. They travel in herds of 8 to 27 animals. They are herbivores, which means they eat fruits, nuts, roots, and tubers. Javelinas are adaptable creatures. When the temperatures rise in the summer, they eat at dawn and dusk. When there is little water, they can eat the mushy pulp of a cactus plant. In the winter, they huddle together to stay warm.

Petting these animals is not a good idea. Javelinas have very big teeth and occasionally use them when they encounter humans.
Dear Mom and Dad,

How are you? I am fine. In fact, I am better than fine. I am having a great time at summer camp. Every morning, we watch the sun come up over the mountains and then have a big breakfast of waffles, pancakes, scrambled eggs, and even crépes once. There are kids from all over the world here, including India and Chile! I am learning to speak Spanish in one of my activity classes, and the great thing is that I can practice with a girl from Mexico who is staying in my cabin.

In the afternoon, we can choose from a dozen different outdoor activities, such as sailing, canoeing, swimming, horseshoes, tennis, and soccer. I like tennis the best. After my first tennis lesson, Lydia, the tennis instructor, asked, “Are you sure you’ve never been on the court before?” She’s really sweet!

Love,
Anika

Shopping List

**Fruits/Vegetables:** bananas, oranges, celery, lettuce, tomatoes, leeks, and potatoes

**Dairy Products:** eggs, butter, cheddar cheese, milk, and yogurt

**Dry Goods:** spaghetti, rice, and macaroni and cheese

**Frozen:** ice cream, orange juice concentrate, pizza, fish sticks, and pot pies

**Baking Supplies:** flour, shortening, vanilla, cornmeal, baking soda, and chocolate chips

We also need to stop at the dry cleaners to pick up Billy’s winter coat, your shirts, and my suit. We should also swing by the post office for stamps, the sewing store for thread, and the pet store for dog food.
Novels, and short stories are my favorite types of literature. My favorite author is Mark Twain. I have read almost every book he ever wrote, and *Huckleberry Finn* is my favorite, but I also love *The Tragedy of Pudd’nhead Wilson*, *A Connecticut Yankee in King Arthur’s Court*, and *Life on the Mississippi*.

What I like most about Mark Twain’s books is that they are very funny. Sometimes the characters themselves have a good sense of humor. Pudd’nhead Wilson, for example, often finds the humor in any situation. Other times, the characters are funny even though they don’t mean to be. They do things that are silly and ridiculous.

Twain’s books aren’t simply funny, and they also teach readers valuable lessons about life. The story of Huckleberry Finn and Jim, for example, teaches us the value of freedom and independence. It also shows the evils of racism in its story of Jim, who escapes slavery.

Twain’s vivid images bring a time and place to life. When I read his book about the Knights of the Round Table, I could imagine myself standing there with brave Galahad and Launcelot. His descriptions of the people and places along the Mississippi River are the best of all. Twain grew up along that river, and his books reveal his deep love for the area. Twain will always be known for his funny tales, accurate descriptions and important ideas.
Plums is my favorite fruit. to me, the plum is a perfect fruit. It is sweet delicious and pretty, too. I love the way it is fitting in your hand. Some fruits, such as pineapples, are too big for one person to eat. Others, such as papayas, bananas, and avocados, had to be peeled, which takes time and can be very messy. Plums, however, are easy to eat when you are finished, all you have to do is throw away the pit!

Plums are perhaps the most attractive fruit because they come in so many colors from pale yellow to bright red to deep purple. They are a nutritious snack, because they are loaded with vitamin A and potassium. They also have lots of natural sugars that will give you plenty of energy. Suppose you buy a bag of plums and the first one you eat is not very sweet, don’t throw the plums away! Place them in a brown paper bag with a few other plums for a day or two. They will ripen in the bag and soon you will be eating delicious pieces of fruit.

The only bad thing about plums is that they are only available for a few months out of the year. Other fruits, like apples and pears, seem to be available all year long. The better fruit of them all, however, only grows in the summer. That’s why, when summer comes around, I greedily eat as many plums as I can.
## Multiple Choice Exercises: Answer Key

### Exercise 1
1. **B**  
2. **A**  
3. **B**  
4. **C**

### Exercise 2
1. **C**  
2. **A**  
3. **D**  
4. **A**

### Exercise 3
1. **D**  
2. **B**  
3. **A**  
4. **A**

### Exercise 4
1. **B**  
2. **D**  
3. **B**  
4. **A**

### Exercise 5
1. **A**  
2. **B**  
3. **C**  
4. **C**

### Exercise 6
1. **B**  
2. **A**  
3. **A**  
4. **D**

### Exercise 7
1. **C**  
2. **A**  
3. **B**  
4. **B**

### Exercise 8
1. **B**  
2. **C**  
3. **A**  
4. **C**

### Exercise 9
1. **C**  
2. **B**  
3. **D**  
4. **D**

### Exercise 10
1. **D**  
2. **A**  
3. **D**  
4. **C**

### Exercise 11
1. **D**  
2. **A**  
3. **B**  
4. **A**

### Exercise 12
1. **C**  
2. **D**  
3. **C**  
4. **A**

### Exercise 13
1. **D**  
2. **B**  
3. **C**  
4. **A**

### Exercise 14
1. **A**  
2. **C**  
3. **D**  
4. **B**
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.

The veterinarian examined the injured dog.

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

EXAMPLE:
Our dog, Baxter, loved swimming in the lake.

DIRECTIONS: School officials are discussing whether to hold classes throughout the entire calendar year and have asked students for their input. Proofread Julio’s letter and correct any errors that you find. (There are four fragments.)

To Whom It May Concern:

I am writing in support of the idea of having “year-round” school. Overcrowding in my school is a problem. Currently, there are not enough desks for students.

“Year-round” school would ease the problem by staggering vacations. Not all the students would be in school at the same time. Some students might prefer to have time off in the winter rather than in the summer. Many students enjoy. Winter activities, such as skiing, snowboarding, and ice-skating, more than summer activities. “Year-round” school would give students the chance to choose the season they want to have off.

If you make it clear that “year-round” school wouldn’t take away any vacation days, then I think many students will support the plan.

Sincerely,

Julio Thomas

Julio Thomas

For more information on sentence fragments, see pages 250–251 and 299 of Writer’s Choice, Grade 6.
Lesson 2: Sentence Fragments II

Another type of sentence fragment occurs when a descriptive clause or phrase is separated by a period from the simple sentence that it describes.

My father and I decorated the cookies with frosting and sprinkles.

EXAMPLE:
Yesterday, we went to the basketball game. After my brother had finished his math homework.

DIRECTIONS: Abby has a great sense of humor—she’s even able to laugh at herself. Recently she wrote a humorous essay about one of her piano recitals. Abby wants to submit the essay to a contest, and she needs your help. Read Abby’s piece and correct any errors you find. (There are five sentence fragments.)

On the day of my piano recital, my mouth was dry. I felt as if grasshoppers were jumping. In my stomach. Although I had been practicing the waltz I was going to play, I was afraid the worst would happen. I was worried about stage fright. As the day wore on, I grew increasingly nervous. I couldn’t concentrate on anything. Until the moment of my performance finally arrived.

There I was, up on stage. My fingers were resting. On the black and white keys. The people in the audience waited patiently. With smiles glued to their faces. I looked at my mother, and she smiled bravely back at me. I froze. I couldn’t remember how the waltz began. After sitting frozen for what seemed like five minutes, I stood up, bowed, and said, “That was the song of silence. Thank you.” At first, all my friends and their parents looked confused, but then they started to chuckle. Then I sat back down and played the waltz better than I ever had before. Still, I think I’m better suited. To be a comedian than a musician.
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.

Dana attended school in Raleigh last year, but now she goes to school in Durham.

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.

Mark is studying for his vocabulary quiz right now.
He will study for his French exam later.
His twin sister already has studied for both tests.

DIRECTIONS: Each fall, Washington Elementary School holds a science fair. Elijah decided to make a poster describing how to preserve autumn leaves. Read his poster and correct any errors that you find. (There are six verb tense errors.)

A Colorful Autumn Bounty

Collecting autumn leaves is easy!
• First, choose a sunny day. Pick up leaves after the dew has dry so that they are no longer wet.
• Be choosy about the leaves that you took home. Don’t collect any damaged leaves.
• Take at least two leaves from each tree. This will giving you more leaves to choose from when you press them.
• Begin pressing the leaves within an hour after collecting them.
• Place each leaf between two layers of paper towels. The purpose of the paper towels was to absorb the moisture from the leaves.
• Tuck the leaves between the pages of a heavy book. Stack the books you using to press the leaves.
• After 7–10 days, open the books and enjoys your beautiful leaves.

For more information on verb tenses, see pages 339, 343, and 345 of Writer’s Choice, Grade 6.
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.

My parents are baking bread and chocolate cake for the picnic.

verb phrase

helping verb  present participle

In the past year, we have gone to five picnics.

verb phrase

helping verb  past participle

DIRECTIONS: Right before school ends in the summer, Mrs. Manning asks her students to write an essay describing how they plan to spend their summer vacation. Read Roberto’s essay and correct any errors you find. (There are four helping verb errors.)

This summer, I will went on a cross-country driving trip with my mom, grandma, and little sister. It will be fun because each of us will have different responsibilities. My mom will drive and decide where we will spend each night. My grandma will bought us lunch and read from the guidebook about different historical sites.

My sister and I will pay for breakfast and check the maps to make sure we were going in the right direction. We will start out in Chapel Hill and drive west. We are going to stop in states like Kansas, South Dakota, and Colorado. Each time we stop, we is going to learn about the state and maybe do some hiking. Our final destination will be California. My dad will meet us in Los Angeles. I is looking forward to the trip.

For more information on helping verbs, see page 341 of Writer’s Choice, Grade 6.
I believe that students should be allowed to eat snacks in the classroom. Some people might argue that eating in class is distracting to others, but I don’t think that’s true. After all, when people go to the movies, they eat all sorts of foods, including some that are very crunchy. Audience members don’t find this distracting. So students shouldn’t be disturbed, either.

I think that students are more distracted by thoughts about food than they are by food itself. I am often aware of how hungry I was in some classes. When this happens, I imagine that I am eating a delicious snack. Makes it very hard to concentrate on what the teacher is saying. If I been allowed to eat something, I will be able to give the teacher my full attention.

Of course, if students were allowed to eat in class, there would have been some rules. They could not be allowed to eat anything that makes a loud noise, such as apples. Or things that come in crinkly paper wrappers. Foods like bananas, however, would be allowed. That way, students could have something to eat without disturbed any of their classmates.

Another objection to letting students eat in class is that it be too messy. That problem could be solved by requiring students to clean up the area around their desks before they are allowed to leaving the classroom. An additional benefit of letting students eat in class is that students would learn the importance of being tidy.
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. A subject pronoun is the subject of a sentence. An object pronoun is the object of a verb. Possessive pronouns take the place of possessive nouns.

She asked Ronald to let her borrow his ice skates.

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

EXAMPLE:

The man thanked Carson for shoveling his driveway.

antecedent possessive pronoun

DIRECTIONS: Jamie loves to write stories, but his stories are confusing sometimes. Read Jamie’s story and correct any sections you find unclear. (There are seven pronoun errors.)

At the end of my birthday party, there was a present on the table next to my new computer game. They was the very last unopened package.

“How strange!” I said, looking at the package. “Us didn’t see that present before.”

“Maybe it’s from your grandparents,” my mother suggested.

“No, she gave me a microscope,” I answered.

I picked it up and shook him. “The box sounds empty.”

“Is it from your Aunt Paula?” my mother asked.

“No, they gave me a fountain pen,” I answered.

“I guess the only way to solve this mystery is to open the present,” my mother said.

Suddenly, I knew whom the mystery present was from. “It’s from them,” I yelled, ripping through the wrapping paper. Inside was the pair of sunglasses I’d wanted for so long.

“Thank you for the sunglasses, Mom! Them are exactly what I wanted.”

For more information on pronouns, see pages 258–259 of Writer’s Choice, Grade 6.
Lesson 6: Adjectives and Adverbs

An adjective is a word that describes a noun.

The large black bee pollinated the blossoms on the apple tree.

The small silver fish swam up the meandering river.

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

Every morning, a mockingbird sings loudly right outside my window.

The hawk soared gracefully over the field.

DIRECTIONS: Imagine that your school is holding a carnival to raise money to buy new computers. The organizers have written a flyer full of adjectives and adverbs to make the event sound exciting. Read the flyer and see if you can spot the adjectives and adverbs. Underline all of the adjectives and circle all of the adverbs. (There are twelve adjectives and three adverbs.)

Come to the school’s first annual carnival.

Do not miss this exciting event!

It will be a fun time for everyone!

Take a ride on the giant merry-go-round!

Eat tasty popcorn and delicious hot dogs!

Try to beat the clock by swiftly running through the county’s largest maze!

See enchanting performances

by talented students!

Proceeds will go toward a great cause.

The students and staff are working diligently to buy new computers.

We strongly encourage families to attend!

Date: Saturday, April 3, 2001

Time: 10 A.M. to 6 P.M.

Place: Covington Park

Price: $5 per person

For more information on adjectives and adverbs, see pages 260–261 and 395 of Writer’s Choice, Grade 6.
Lesson 7: Comparatives and Superlatives

A **comparative form of an adjective** compares two people or things. For most adjectives of one syllable, the comparative form is created by adding -er. When an adjective has more than one syllable, use the word more in front of the adjective.

Comparative

My brother is taller than I am, but I am more successful in school.

A **superlative form of an adjective** compares more than two things or people. For most adjectives of one syllable, superlatives are formed by adding -est. For adjectives of two or more syllables, the superlative is formed by adding the word most or least in front of the adjective.

Superlative

My uncle is the tallest person in our family, and my mother is the most successful salesperson in her company.

**DIRECTIONS:** The sixth grade recently put on a performance of a modern-day fairy tale. As part of a unit on journalism, each student in Mrs. Rodeo’s English class wrote a review of the performance. Read the following student review and correct any errors you find. (There are four comparative and superlative mistakes.)

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Congratulations to the sixth grade for its wonderful performance of *Cinderella in the 21st Century*. The students updated the well-known folktale to make it moderner.

Instead of laboring at home, Cinderella now works at her stepsisters’ Internet business. They force her to work hard and write dozens of computer programs. One day, the president of a large company comes to Cinderella’s school, searching for the most fastest computer programmer he can find. He gives the students a puzzle. Cinderella solves the puzzle more faster than any of the other students. The play continues brilliantly. It is the most entertainingest show I’ve ever seen in this school.

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For more information on comparatives and superlatives, see pages 383, 385, 399, and 401 of *Writer’s Choice*, Grade 6.
Lesson 8: Run-on Sentences

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

Example:
My grapefruit tree was covered in blossoms a month ago, but now it is covered in small, green fruit.

Directions: In English class, students just completed an essay describing their favorite place. Clarice’s teacher wrote the following note on her paper: “Wonderful descriptions, Clarice! But if I tried to read this aloud, I would run out of air. You need to add some pauses.” Help Clarice correct her essay. (There are five run-on sentences.)

My Favorite Place

My favorite place is not fancy, my favorite place is not far away. In fact, it is just down the street from where I live with my parents, my younger brother, and my sisters. From the outside, my favorite place looks like an ordinary house, inside there is a special person who makes all my troubles float away.

That special person is my grandmother, and my favorite place is the small front room where she sits to do her knitting. Her house is not big, it’s just so comfortable. In the winter, the fireplace crackles, in the summer, the windows are open, letting in cool breezes. The furniture is old, and the carpet is very worn. It is not the nicest house on the block, that doesn’t matter because my grandmother fills it with such warmth and kindness that every visit feels like a vacation.

For more information on run-on sentences and adverbs, see pages 252–253 of Writer’s Choice, Grade 6.
Of all the different computer games in the world, I think *Adventure Hunter* is the bestest. This game is fun because it features Lisa Batista, a bravely woman on a safari who must defend herself against wild animals. It allows I to pretend that I am an adventurer in the jungle, but without the danger!

The goal of *Adventure Hunter* is to help Lisa travel safe from one edge of the jungle to the other. Her must protect herself from snakes and ferocious tigers, she must also be on the lookout for traps set by Dr. Nefarious, her evil enemy. Dr. Nefarious wants to capture Lisa Batista because Lisa is carrying medicine, this medicine is for a group of scientists that Dr. Nefarious infected with a deadly germ him created.

To make the game even most difficult, the jungle is thick with brush, so Lisa must use a machete to cut her way through it. Sometimes the brush is too thick and she cannot go any farther, she must turn around and go back the way she came. It can be very frustrating to reach a dead end after Lisa has traveled through the jungle for an hour, but that’s also what makes the game fun!

I have played many different computer games, but *Adventure Hunter* is the better of them all. The graphics are realistically and the story is very exciting. My friends have come over to my house to play the game and them also think it is great, some of them went out and bought their own copies.
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:
The teacher was giving a lecture at the blackboard, and the students were examining their test tubes, but when the principal walked in, the room fell silent, except for one group of students who continued discussing the science experiment.

DIRECTIONS: As sports editor of the school newspaper, your job is to proofread and edit the articles submitted by reporters. Hector is one of the best sports reporters. However, he often gets so caught up describing the excitement of a game that he writes sentences that are too long. Read his article about a recent soccer game and correct any errors you find. (There are three run-on sentences.)

The Most Valuable Player at last week’s soccer game has to be Melissa Kind. Playing center forward, Melissa scored a goal just five minutes into the game, and a few moments later, she kicked an assist to Deb Frieze, who scored our second goal of the half. Our team continued to dominate, and thanks to the strong defense provided by our fullback threesome, our opponents never got the ball close to the goal and during the second half, our team took shot after shot on the opponents’ goalkeeper, but no goals were scored and their defense was outstanding, but they suffered a few mental lapses and were occasionally slow getting back in transition.

We may be headed for a city championship. We may even have a chance at the district championship. We’ll know more when the team plays its biggest rival next week.

For more information on run-on sentences, see pages 252–253 of Writer’s Choice, Grade 6.
Lesson 10: Subject-Verb Agreement

**Subject-verb agreement** means that singular nouns require singular verb forms and plural nouns require plural verb forms.

- **Marianne enjoys baby-sitting.** singular
- **My uncles manage a lawn-mowing business.** plural

Sometimes, a clause or phrase will separate the subject of the sentence from the verb. However, the verb should still agree with the subject of the sentence.

**EXAMPLE:**

A few players on the team *wants* to order pizza for lunch.

**DIRECTIONS:** Scott and his classmates are making a “paper zoo” in their classroom. Each student is responsible for creating an informational card to be placed beneath a photograph of an animal. The information on Scott’s card is accurate; however, he could use a little help with subject-verb agreement. Read the passage below and correct any errors you find. (There are four errors in subject-verb agreement.)

Javelinas, which originated in South American rainforests and now live in the southwest United States, looks like small, hairy pigs. About one and a half feet tall and three feet long, javelinas weigh between 40 and 60 pounds. They travel in herds of 8 to 27 animals. They are herbivores, which mean they eat fruits, nuts, roots, and tubers. Javelinas are adaptable creatures. When the temperatures rise in the summer, they eat at dawn and dusk. When there is little water, they can eat the mushy pulp of a cactus plant. In the winter, they huddle together to stay warm.

Petting these animals are not a good idea. Javelinas have very big teeth and occasionally use them when they encounter humans.

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For more information on subject-verb agreement, see pages 254–255 of *Writer’s Choice*, Grade 6.
Lesson 11: Capitalization

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

Last **Wednesday**, **Dinesh** arrived home from his trip to **England**.

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

**EXAMPLE:**

*“please offer our guests a cookie,”* **Ted’s** father said.

**DIRECTIONS:** Anika is away at summer camp. She has written a letter to her parents telling them all about the great time she’s having. Read Anika’s letter before she mails it and correct any errors you find. (There are seven mistakes in capitalization.)

**Dear Mom and Dad,**

How are you? I am fine. In fact, I am better than fine. I am having a great time at summer camp. Every morning, we watch the sun come up over the mountains and then have a big breakfast of waffles, pancakes, scrambled eggs, and even crêpes once. There are kids from all over the world here, including **India** and **Chile**! I am learning to speak Spanish in one of my activity classes, and the great thing is that I can practice with a girl from Mexico who is staying in my cabin.

In the afternoon, we can choose from a dozen different outdoor activities, such as sailing, canoeing, swimming, horseshoes, tennis, and soccer. I like tennis the best. After my first tennis lesson, **Lydia**, the tennis instructor, asked, “are you sure you’ve never been on the court before?” She’s really sweet!

Love,

Anika
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:

During the driving trip, Diane and her father are going to go to a cave in Kentucky, an amusement park in Florida, and a pecan farm in South Carolina.

DIRECTIONS: Jim often helps his mom with the chores. Today he organized the grocery list into different categories so that he and his mother could get the shopping done faster. He also wrote a list of errands they need to run. Correct any errors that you find in Jim’s list. (There are six missing commas.)

Shopping List

**Fruits/Vegetables:** bananas, oranges, celery lettuce, tomatoes, leeks, and potatoes

**Dairy Products:** eggs, butter, cheddar cheese, milk and yogurt

**Dry Goods:** spaghetti, rice, and macaroni and cheese

**Frozen:** ice cream, orange juice concentrate, pizza fish sticks, and pot pies

**Baking Supplies:** flour, shortening, vanilla, cornmeal baking soda, and chocolate chips

We also need to stop at the dry cleaners to pick up Billy’s winter coat, your shirts and my suit. We should also swing by the post office for stamps the sewing store for thread, and the pet store for dog food.

For more information on commas, see pages 262–263 of *Writer’s Choice, Grade 6.*
DIRECTIONS: Read the student essay below. Use the proofreading marks on page 6 to correct any errors you see.

Novels, and short stories are my favorite types of literature. My favorite author is Mark Twain. I have read almost every book he ever wrote and *Huckleberry Finn* is my favorite, but I also love *The Tragedy of Pudd’nhead Wilson*, *A Connecticut Yankee in King Arthur’s Court*, and *Life on the Mississippi*.

What I like most about Mark Twain’s books is that they are very funny. Sometimes the characters themselves has a good sense of humor. Pudd’nhead Wilson, for example, often find the humor in any situation. Other times, the characters are funny even though they don’t mean to be. They do things that are silly, and ridiculous.

Twain’s books aren’t simply funny; and they also teach readers valuable lessons about life, and the story of Huckleberry Finn and Jim, for example, teaches us the value of freedom and independence. It also shows the evils of racism in its story of Jim, who escapes slavery.

Twain’s vivid images bring a time and place to life. When I read his book about the Knights of the Round Table, I could imagine myself standing there with brave galahad and launcelot. His descriptions of the people and places along the Mississippi River are the best of all. Twain grew up along that river, and his books reveal his deep love for the area. Twain will always be known for his funny tales, accurate descriptions and important ideas.
Plums is my favorite fruit. To me, the plum is a perfect fruit. It is sweet delicious and pretty, too. I love the way it is fitting in your hand. Some fruits, such as pineapples, are too big for one person to eat. Others, such as papayas, bananas, and avocados, had to be peeled, which takes time and can be very messy. Plums, however, are easy to eat, when you are finished, all you have to do is throw away the pit!

Plums are perhaps the most attractive fruit because they come in so many colors. From pale yellow to bright red to deep purple. They are a nutritious snack, because they are loaded with vitamin A and potassium. They also have lots of natural sugars that will gave you plenty of energy. Suppose you buy a bag of plums and the first one you eat is not very sweet, don’t throw the plums away! Place them in a brown paper bag with a few other plums for a day or two. They will ripen in the bag and soon you will be eating delicious pieces of fruit.

The only bad thing about plums is that them are only available for a few months out of the year. Other fruits, like apples and pears, seem to be available all year long. The better fruit of them all, however, only grows in the summer. That’s why, when summer comes around, I greedy eat as many plums as I can.
Of all the sports I like to play, I think I like soccer best of all. I like it because it is a team sport. And because there is so much action.

Team sports are the most fun because you can play them with lots of friends, you don’t have to leave anyone out of the fun. When you are playing an individual sport, like tennis, someone is often left out of the action. After all, only four people can play tennis at the same time, but more than 20 people can play soccer together! Also, a team sport like soccer is fun because you and your friends are all working together to score goals and win the game. When you win, it is more fun than winning an individual sport, because you and your friends can celebrate together!

Soccer, to me, is the best team sport. I don’t like baseball because it is too slowly. In football, the game stops and starts too often. In soccer, though, the game almost never stops. You are always running, trying hard to kick the ball into the goal or to stop the other team from scoring. Everybody are involved in the action all the time. The goalkeeper blocks shots. The defenders, midfielders, and attackers use their feet and heads to try to move the ball into the opponent’s net. Best of all is when your team scores a goal. There is nothing better in any sport!
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 sport. Because
   B sport and because
   C sport, because
   D Make no change.

2. A friends. You
   B friends you
   C friends but you
   D Make no change.

3. A plays
   B play
   C am playing
   D Make no change.

4. A endividual
   B individule
   C individual
   D Make no change.

5. A when they
   B When you
   C When? you
   D Make no change.

6. A I
   B myself
   C me myself
   D Make no change.

7. A slow
   B most slow
   C more slowly
   D Make no change.

8. A Everybody is
   B Everyone are
   C Each person are
   D Make no change.
Last year when my parents decided where we should take our vacation, they chose New York City. They told my brother and me that we would have an exciting time there. They said New York was the busiest place in the world. They also promised that we would visit many museums. That made me very happy, because I love museums!

It was on that trip that I visited my favorite museum in the whole world, the Metropolitan Museum of Art. From the moment I saw the large concrete stairway that led into the massive entrance hall, I knew this was someplace special.

We soon found ourselves in a room filled with Egyptian artifacts that were thousands of years old. I didn’t think anything could be more better than the rows and rows of mummies, jewelry, and mosaics, but then we saw an even greater display. It was an Egyptian temple that had been brought to the museum brick by brick and rebuilt there. I really felt like I was back in ancient Egypt, that’s how amazing it was to be there.

Every other section of the museum was just as incredible. There was artwork from every part of the world, including Africa, Asia, and even the Arctic! It would have taken a whole day just to look at all the European painting’s, and they were in just one small part of the museum. We couldn’t see it all in one day, so we spent two entire days there. I can’t wait until I can go there again!
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 parents, they decided  
   B parents. Decided  
   C parents decided  
   D Make no change.

2. A museums. That  
   B museums, that  
   C museums but that  
   D Make no change.

3. A World. the  
   B world? the  
   C world. The  
   D Make no change.

4. A I  
   B us  
   C myself  
   D Make no change.

5. A speshul  
   B speciul  
   C spechial  
   D Make no change.

6. A better  
   B most better  
   C most best  
   D Make no change.

7. A Egypt and that’s  
   B Egypt that’s  
   C Egypt. That’s  
   D Make no change.

8. A paintingses  
   B paintings  
   C paintings’s  
   D Make no change.
I remember one time when the weather was so bad, I was afraid our house would fall down. It was during Hurricane Floyd. I even remember the exact day and date, Thursday, September 16, 1999. You can’t easily forget a day like those!

My parents had warned my brothers, sisters, and me that the hurricane was coming and that it might be dangerous. Even so, there wasn’t no way for us to know how bad it was going to be. None of us kids had experienced a hurricane before, so we just didn’t know what to expect. Our parents seemed a little worried though, and that worried me. Of course, staying home that day. School was canceled, and my parents didn’t have to go to work.

I remember that the rain is pounding hard on our roof when I woke up that morning. More frightening, though, were the strong winds. I looked out my bedroom window but I saw a tree that looked like it was about to snap in the wind. It was so weird. I felt like I was watching a movie rather than looking out at my own front yard. That was when my parents came and took all us kids to the basement, which Mom and Dad said was the safest place in the house. I was really afraid something bad would happen fortunately, nothing did!
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 Thursday September 16 1999  
   B Thursday September, 16 1999  
   C Thursday, September, 16, 1999  
   D Make no change.

2. A them  
   B that  
   C they  
   D Make no change.

3. A was no way  
   B weren’t no way  
   C was not no way  
   D Make no change.

4. A we all stayed home  
   B stayed home  
   C we are staying home  
   D Make no change.

5. A pounds  
   B was being pounding  
   C was pounding  
   D Make no change.

6. A window, I  
   B window, and I  
   C window. But I  
   D Make no change.

7. A baisement  
   B bacemunt  
   C bassmint  
   D Make no change.

8. A be happening fortunately,  
   B happen that fortunately  
   C happen. Fortunately,  
   D Make no change.
Exercise 4

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

I believe that the United States of America does not need stricter gun control laws. Even though it is true that gun violence seems to be on the rise, new laws are not the solution to this problem. Moreover, I think that gun laws are unconstitutional. After all, the Constitution guarantees a person’s right to own firearms. The government can’t just take that right away, even for a good reason. There is already plenty of laws to stop criminals from getting guns. These laws obviously do not work. If they did, we wouldn’t need any more laws! Since they don’t work, what is the purpose of passing more laws? What we need is more gun education in this country then people would understand guns better and would use them more responsibly.

What the Constitution has gave us is ours to keep, at least until the Constitution is amended. Congress cannot pass laws that violate the Constitution, the Constitution is the supreme law of our country. The Constitution wisely recognizes that responsible citizens should be allowed to use firearms. The answer is to punish those criminals who use guns illegally. Don’t take guns away from citizens who use them for protection and for sport. That doesn’t make any sense!
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 rise but new laws  
   B rise, new laws  
   C rise; new laws  
   D Make no change.

2. A persons  
   B persons’  
   C person is  
   D Make no change.

3. A There was  
   B There are  
   C There will be  
   D Make no change.

4. A obviously  
   B obvyslee  
   C obveeyusly  
   D Make no change.

5. A country. Then  
   B country and then  
   C country? then  
   D Make no change.

6. A gived  
   B done gave  
   C has given  
   D Make no change.

7. A Constitution the  
   B Constitution which  
   C Constitution, because the  
   D Make no change.

8. A a  
   B one  
   C them  
   D Make no change.
Every summer, our family rents a cabin in the Black Mountains of western North Carolina. It is my favorite place to go for a vacation! For one whole week, we get away from the city and just enjoy being outdoors. We swim, hike, play games, and sometimes we just do nothing at all!

We always rent the same cabin. It is in a park about 20 miles from Asheville, and it's big enough so that I can have my own room. My little brother and sister also get their own rooms, so everybody is happy.

My room looks out over the lake. So close that I could lean out my window and go fishing if I wanted to! I love the smells that float through the open window of my bedroom. It is especially nice in the early evening, the mountain air starts to cool.

I'm rarely in my room during the day. Usually I'm at the lake, swimming or sunning myself on the dock. Sometimes, though, my father will take me, my brother, and my sister on a hike through the mountains. He knows a lot about nature, and as we walk, he shows us all the different plants, trees, and rocks. My favorite time is when we reach the mountaintop and look down on the campgrounds below. It's amazing how small everything looks!

Our week in the mountains always goes by too fast. Someday I hope to be a park ranger so I can spend all my time in the beautiful mountains.
**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 cabin in  
   B cabin, In  
   C cabin. A cabin in  
   D Make no change.

2. A north carolina  
   B North Carolina  
   C north Carolinian  
   D Make no change.

3. A we, hike, we  
   B we, hike we  
   C we hike, we  
   D Make no change.

4. A had got  
   B had gotten  
   C get  
   D Make no change.

5. A The lake so close  
   B The lake is so close  
   C Because the lake so close  
   D Make no change.

6. A evening, when the  
   B evening, the  
   C evening? The  
   D Make no change.

7. A differint  
   B different  
   C diferant  
   D Make no change.

8. A smaller  
   B smallest  
   C much small  
   D Make no change.
My favorite piece of clothing is a hand-me-down shirt that once belonged to my brother. It is the jersey he wore when he played on the high school football team. He was a big star on the team. He wears the shirt the day he scored the winning touchdown in the homecoming game.

The jersey are purple with gold stripes and numbers. The number 17, my brother's number, is on the front and back of the shirt, as well as on both sleeves. There are a few grass stains on the front, but they are difficult to see because the shirt is such a dark color. There are also a few tears in the fabric. The shirt was torn when somebody tried to tackle my brother during a game.

The jersey is too big for me to wear as a shirt, of course, because it is a large size and I'm a small twelve-year-old when I walk around in the shirt I have to be careful not to trip, because the shirt is so big that it touches the ground. I wear my brother's old jersey as a nightshirt, even though it is really too big for me to sleep in. In fact, if I wriggle around, I can squeeze both my arms and my head into the collar.

My brother is at college now. So I don’t see him as much as I used to. That's the biggest reason that I love the shirt. It reminds me of him, so that I don’t get so lonely.
**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 could wear  
   B was wearing  
   C worn  
   D Make no change.

2. A is  
   B were  
   C being  
   D Make no change.

3. A brother's  
   B brother  
   C brotherses  
   D Make no change.

4. A color there  
   B color, there  
   C color. there  
   D Make no change.

5. A I  
   B myself  
   C me myself  
   D Make no change.

6. A twelve-year-old that when  
   B twelve-year-old, when  
   C twelve-year-old. When  
   D Make no change.

7. A squeez  
   B squeeze  
   C scuieze  
   D Make no change.

8. A now So  
   B now, so  
   C now but so  
   D Make no change.
Exercise 7

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

Although I enjoy playing handheld computer games, I believe that students should not be allowed to bring these games to school. Games are a distraction from learning, and learning is the reason we are in school. Therefore, games should be left at home. So that we can concentrate better on our studies.

I remembered one day when I brought a game to school. Our teacher said it was okay for us to have games, as long as we played with them only during lunch and recess. I followed the teacher's rule and didn’t play with the game until lunch, so I was looking forward to playing the game so much that I couldn't pay attention in class. I don’t remember what the teacher tawt that morning. It's a good thing she didn’t call on me that day! After that, I have always left my games at home.

Other students have the same problem. The games are so much fun that, it’s hard for students to stop thinking about them. Can’t wait until lunch or recess. They break the rules and try to play with the games during class, hoping the teacher won’t catch him. Obviously, this is another good reason to ban handheld computer games at school.

Kids have plenty of time to play games when they themselves are at home. School is for studying. That is why games belong at home and not in school.
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 home? so  
   B home. So  
   C home, so  
   D Make no change.

2. A remember  
   B was remember  
   C was remembered  
   D Make no change.

3. A and  
   B but  
   C until  
   D Make no change.

4. A taut  
   B taught  
   C tought  
   D Make no change.

5. A fun that it’s  
   B fun that. it’s  
   C fun that, It’s  
   D Make no change.

6. A them, some students can’t  
   B them. Some students can’t  
   C them, Some students can’t  
   D Make no change.

7. A them  
   B they  
   C he  
   D Make no change.

8. A are  
   B themselves is  
   C is  
   D Make no change.
Of all the different types of materials that we use in art class, I like working with clay best of all. When our art teacher, Mr. Murphy, announces that we will be working with clay, I know that I am really going to enjoy his class that day.

I like clay. Because I like to work with my hands. I enjoy getting clay on my palms under my fingernails, and even on the backs of my hands. You have to be tidy when you paint, but when you work with clay you can make a big mess. It’s fun! I love how slimy clay feels, especially when you are shaping wet clay. Wet clay is cold, smooth, and slippery. It reminds me of the way pebbles in a rushing stream feel beneath my bare feet.

I also like the fact that I get to put my hands directly on the clay and shape it however I like. I don’t like painting and drawing because I don’t handle brushes and pencils very well. I’m good at molding clay, though. I can make animals, trees, and all sorts of objects out of it. When I’m finished, I have something special to put on a shelf or desk.

Finally, I like working with clay because you can make useful things out of it. A painting or a drawing is pretty, but a clay object, like a cup, pot, or vase, is something you can use. I have to remember to look at a painting to enjoy it, but I appreciate my clay objects every time I pick them up. They are the best!
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 mr. Murphy  
   B Mr. Murphy  
   C mr. murphy  
   D Make no change.

2. A Clay. Because  
   B Clay because  
   C clay because  
   D Make no change.

3. A palms, under my  
   B palms under, my  
   C palms, under, my  
   D Make no change.

4. A shapping  
   B shaiping  
   C shaping  
   D Make no change.

5. A fact. That  
   B fact, that  
   C fact? That  
   D Make no change.

6. A don’t like no  
   B don’t like any  
   C don’t not like  
   D Make no change.

7. A a object of clay  
   B a clay object  
   C clay an object  
   D Make no change.

8. A Them  
   B Her  
   C Him  
   D Make no change.
Some people say that sixth graders are too young to learn a second language. I disagree. I believe that all students should learn a language other than English.

These days, we live in a world that is growing smaller every day. Computers and telephones put us in direct contact with people all over the world. People from all parts of the planet are joining together to do business, clean up the environment, and make the world a better place. If America wants to remain a world leader, we Americans have to be able speaking to people from other countries so that we can all understand each other.

In addition, more people who speak other languages are moving to the United States all the time. Many of these people speak Spanish while I believe that these people should learn our language, I also think that we should learn theirs. That way, we can communicate with one another. When people understand each other, they get along better.

We study math, science, and other subjects so that we can become better and more intelligent citizens. Studying a second language serves the same purpose. Not only does knowing a second language make us more useful to our country, it also helps us as individuals. In today’s world, knowing a second language can help you earn more money and get a better job.
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 English
   B british
   C English
   D Make no change.

2. A putting us
   B put us
   C puts they
   D Make no change.

3. A bizness
   B buisness
   C businiss
   D Make no change.

4. A them
   B they
   C us
   D Make no change.

5. A to speaking
   B to speak
   C spoke
   D Make no change.

6. A Spanish. While
   B Spanish, While
   C spanish. While
   D Make no change.

7. A countree
   B contrry
   C country
   D Make no change.

8. A world—knowing
   B world, knowing
   C world knowing
   D Make no change.
Many people would say that the most special party they ever attended was one of their own birthday parties. I have had some wonderful birthday parties. I must admit, but the most best party I ever attended was for my great-aunt Hazel. It was so special because it was Hazel’s 100th birthday party. My parents held the party at our house.

On the day of the party, guests started arriving at our house at noon. Family members came from all across the nation. To honor my great-aunt. Many of them were people I had met only once or twice, and some of them I had never met at all. It was amazing to see so many people in our house and yard.

Mom had prepared loads of food, and everyone relaxed and helped themselves to snacks soon after they arrived. First, though, everyone had to say hello to the guest of honor. “Happy birthday, Haze,” they all said as they greet the guest of honor and kissed her cheek. Haze—that’s what we calls my great-aunt Hazel—had a kind word or a silly comment for each guest. Although she is 100 years old, she is still very alert and active.

Later in the day, a news crew from a local television station arrived. Mom had called them and told them about Haze’s birthday, and they wanted to report it on the news! Haze surprised the news reporter with a few jokes. The news reporter must have expected a boring, old lady. He wasn’t ready for my great-aunt Hazel!

The party went on until after sundown everybody ate, danced, and had a wonderful time.
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 parties I, must
   B parties I must
   C parties. I must
   D Make no change.

2. A best
   B bestest
   C more best
   D Make no change.

3. A Hazels
   B Hazeles
   C Hazels’s
   D Make no change.

4. A nation, to
   B Nation. To
   C nation to
   D Make no change.

5. A “Happy birthday, Haze,“
   B Happy birthday, Haze?
   C “Happy birthday! haze
   D Make no change.

6. A gret
   B greeted
   C greeting
   D Make no change.

7. A they calls
   B us calls
   C we call
   D Make no change.

8. A sundown, everybody
   B sundown. Everybody
   C sundown but everybody
   D Make no change.
Exercise 11

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

I believe that cigarette companies should not be allowed to advertise their products on billboards and in magazines. Advertising encourages people to smoke. As a society, we should be trying to discourage people from smoking. Getting rid of cigarette advertising would be one way to do this.

We already have banned cigarette ads from radio and television. We did this. Because those ads encourage people to smoke. For the same reason, we should ban all cigarette ads, not just the ones on radio and television.

Some people argue that, since young people don’t read many magazines or see billboards, it is not as important to ban these ads. I disagree with this point of view. First, we kids see plenty of billboards, whenever we’re in a car on the highway. Also see cigarette ads in magazines. It’s true that them ads usually appear in magazines for adults, but we see our parents reading them. We see the ads, too.

Second, this argument assume that it’s okay for adults to smoke. It ain’t! Smoking is just as bad for adults as it is for children. We should be trying to get everyone to stop smoking, including adults after all diseases caused by cigarettes cost our society millions of dollars every year. Smoking kills people. We need to do everything we can to help people stop smoking. Banning billboard and magazine advertisements would help us reach that goal.
DIRECTIONS: For each underlined item in the essay, choose the correction to be made or choose “Make no change.” if there is no correction.

1. A discourage  
   B discourage  
   C discouradge  
   D Make no change.

2. A this because  
   B this! because  
   C this “Because  
   D Make no change.

3. A We Also  
   B We also  
   C He also,  
   D Make no change.

4. A these ads  
   B these ad  
   C they ads  
   D Make no change.

5. A adults, and  
   B adults, because  
   C adults, or  
   D Make no change.

6. A arguments assume  
   B argument assumes  
   C arguing assume  
   D Make no change.

7. A don’t  
   B wasn’t  
   C isn’t  
   D Make no change.

8. A adults, after all  
   B adults. After all  
   C adults. After all,  
   D Make no change.
Exercise 12

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

My favorite place to sit and think is in my front yard. More specifically, my favorite place is a spot underneath a weeping willow tree in my front yard. When the weather is warm, I like to sit in the shade of the weeping willow and just relax and think.

The weeping willow is very tall. It is even taller than our two-story house. I like to sit under the tree with my back leaning against its trunk, staring up at the highest branches. It looks like a long way to the top! Sitting this way, I can usually see little streaks of sunshine poking through the leaves. The leaves and branches are so dense, however, that sometimes the sunlight does not break through them at all. All I see is a blanket of light green leaves and dark brown branches.

In the afternoons during the summertime it gets very hot where we live. It is always cool beneath my weeping willow, though. On a very hot day, I sometimes take my favorite chair and a book and sit beneath the tree. I am sitting out there all day, reading and just enjoying the sights and smells of my front yard. Mom usually brings me a tall glass of lemonade in the late afternoon. There is nothing better than sitting beneath my tree and enjoying a glass of lemonade!

Sometimes I like to sit under the weeping willow when it is raining. I can stay pretty dry under the tree since it has so many leaves I love to sit and listen to the rain pounding on the ground a few yards away, while I stay nice and dry under my tree. I go inside if I heard thunder, though. That’s always a good safety rule!
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 warm I  
   B warm—I  
   C warm, I  
   D Make no change.

2. A stairing  
   B stareing  
   C starring  
   D Make no change.

3. A dense, however that  
   B dense however, that  
   C dense however that  
   D Make no change.

4. A summertime, it  
   B Summertime, It  
   C summertime. It  
   D Make no change.

5. A we  
   B she  
   C him  
   D Make no change.

6. A sat  
   B did sit  
   C sit  
   D Make no change.

7. A leaves, I  
   B leaves. I  
   C leaves? I  
   D Make no change.

8. A hear  
   B had heard  
   C was heard  
   D Make no change.
My favorite time is the middle of the **day**, when the sun is highest and the air is nice and warm. I love the bright sunlight. To me, it’s an invitation to go outside and ride my bike!

During the school year, midday is the time to have lunch. It provides a great break during the school day. It gives us a chance to sit and talk to our friends about whatever we want. Sometimes we talk about school, but other times we talk about sports, video games, or anything at all. My parents always pack a great lunch for me. My dad is a chef, so he makes all sorts of fabulous **things** when my friends see what I have **brung** for lunch, they always want to swap. I never trade, though because my lunch is always fine just the way it is.

I like midday at all times of the year. During the winter, it is sometimes the only time of day when it is not too cold to stay outside. I love the way the winter sun lights up the snow and ice, making everything glisten.

In the **summer**, **midday** means swimming, baseball, and all sorts of fun! At noon on weekends, my dad **usually** **take** me with him to work on his garden. It’s a great way to spend an afternoon! During the spring and fall, midday is a **wunderful** time to take a walk and watch nature go through all its changes.
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 day. When
   B day, that is when
   C day when
   D Make no change.

2. A a inviting
   B an invitation
   C the inviting
   D Make no change.

3. A things, when
   B things? When
   C things. When
   D Make no change.

4. A have brought
   B have bringed
   C had brung
   D Make no change.

5. A trade, though. Because
   B trade though because
   C trade, though, because
   D Make no change.

6. A Summer, midday
   B summer, Midday
   C Summer, Midday
   D Make no change.

7. A usually takes
   B usually had took
   C usually taking
   D Make no change.

8. A wunderfull
   B wonderful
   C wondurfull
   D Make no change.
Sometimes you have to do something that you don’t want to do, or that you are afraid to do. That’s when it is important to be as brave as you can be. One time when I had to be most bravest was when I auditioned for the school play. Wanted to be in the play, but I was very nervous about the tryout. I had to summon all my courage to go to the audition.

The morning of auditions, my mother asked me, “Are you going to try out for that play?” She knew that I wanted to act, but she also knew that I was a little afraid.

“I don’t know,” I answered. When I think about getting up in front of all those people and reading, I get a big knot in my stomach I can’t imagine actually doing it!”

Then my mother gave me some great advice. She said, “Everybody gets nervous about auditions. Just remember, the audition will be over before you know it. It’s just like getting a shot at the doctor’s office. It’s never as bad as you think it’s going to be!”

Auditions were going to be held after school that day. All day, during classes, I thought of my mother’s words, and they made me feel better. When audition time came, for some reason I am not nervous at all. Just like she said, the audition was over very quickly. The next day, the cast of the play was announced, I had a role. I sure was glad that I had been brave at the audition!
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A brave</td>
<td>B more braver</td>
<td>C more bravest</td>
<td>D Make no change.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A Wanting to be</td>
<td>B I was wanted to be</td>
<td>C I wanted to be</td>
<td>D Make no change.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A nearvous</td>
<td>B nervus</td>
<td>C nervous</td>
<td>D Make no change.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A stomach. I</td>
<td>B stomach, I</td>
<td>C stomach when I</td>
<td>D Make no change.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>A them</td>
<td>B her</td>
<td>C we</td>
<td>D Make no change.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>A ain’t</td>
<td>B was not</td>
<td>C will not be</td>
<td>D Make no change.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>A announced that I</td>
<td>B announced. And I</td>
<td>C announced, and I</td>
<td>D Make no change.</td>
<td></td>
</tr>
</tbody>
</table>