

# TEST-TAKING HANDBOOK



# Successful Test Taking

*You can prepare for tests in several ways. First, study and understand the content that will be on the test. Second, learn as many test-taking techniques as you can. These techniques will help you better understand the questions and how to answer them. Following are some general suggestions for preparing for and taking tests. Starting on page R32, you'll find more detailed suggestions and test-taking practice.*



## Study Content Throughout the Year

1. **Master the content of your language arts class.** The best way to study for tests is to read, understand, and review the content of your language arts class. Read your daily assignments carefully. Study the notes that you have taken in class. Participate in class discussions. Work with classmates in small groups to help one another learn. You might trade writing assignments and comment on your classmates' work.
2. **Use your textbook for practice.** Your textbook includes many different types of questions. Some may ask you to talk about a story you just read. Others may ask you to figure out what's wrong with a sentence or how to make a paragraph sound better. Try answering these questions out loud and in writing. This type of practice can make taking a test much easier.
3. **Learn how to understand the information in charts, maps, and graphic organizers.** One type of test question may ask you to look at a graphic organizer, such as a spider map, and explain something about the information you see there. Another type of question may ask you to look at a map to find a particular place. You'll find charts, maps, and graphic organizers to study in your literature textbook. You'll also find charts, maps, and graphs in your science, mathematics, and social studies textbooks. When you look at these, ask yourself, What information is being presented and why is it important?
4. **Practice taking tests.** Use copies of tests you have taken in the past or in other classes for practice. Every test has a time limit, so set a timer for 15 or 20 minutes and then begin your practice. Try to finish the test in the time you've given yourself.
5. **Talk about test-taking experiences.** After you've taken a classroom test or quiz, talk about it with your teacher and classmates. Which types of questions were the hardest to understand? What made them difficult? Which questions seemed easiest, and why? When you share test-taking techniques with your classmates, everyone can become a successful test taker.





## Use Strategies During the Test

1. **Read the directions carefully.** You can't be a successful test taker unless you know exactly what you are expected to do. Look for key words and phrases, such as *circle the best answer*, *write a paragraph*, or *choose the word that best completes each sentence*.
2. **Learn how to read test questions.** Test questions can sometimes be difficult to figure out. They may include unfamiliar language or be written in an unfamiliar way. Try rephrasing the question in a simpler way using words you understand. Always ask yourself, What type of information does this question want me to provide?
3. **Pay special attention when using a separate answer sheet.** If you accidentally skip a line on an answer sheet, all the rest of your answers may be wrong! Try one or more of the following techniques:
  - Use a ruler on the answer sheet to make sure you are placing your answers on the correct line.
  - After every five answers, check to make sure you're on the right line.
  - Each time you turn a page of the test booklet, check to make sure the number of the question is the same as the number of the answer line on the answer sheet.
  - If the answer sheet has circles, fill them in neatly. A stray pencil mark might cause the scoring machine to count the answer as incorrect.
4. **If you're not sure of the answer, make your best guess.** Unless you've been told that there is a penalty for guessing, choose the answer that you think is likeliest to be correct.
5. **Keep track of the time.** Answering all the questions on a test usually results in a better score. That's why finishing the test is important. Keep track of the time you have left. At the beginning of the test, figure out how many questions you will have to answer by the halfway point in order to finish in the time given.



## Understand Types of Test Questions

Most tests include two types of questions: multiple-choice and open-ended. Specific strategies will help you understand and correctly answer each type of question.

A **multiple-choice question** has two parts. The first part is the question itself, called the stem. The second part is a series of possible answers. Usually four possible answers are provided, and only one of them is correct. Your task is to choose the correct answer. Here are some strategies to help you do just that.

1. Read and think about each question carefully before looking at the possible answers.
2. Pay close attention to key words in the question. For example, look for the word *not*, as in "Which of the following is *not* a cause of the conflict in this story?"
3. Read and think about all of the possible answers before making your choice.
4. Reduce the number of choices by eliminating any answers you know are incorrect. Then, think about why some of the remaining choices might also be incorrect.
  - If two of the choices are pretty much the same, both are probably wrong.
  - Answers that contain any of the following words are usually incorrect: *always, never, none, all, and only*.
5. If you're still unsure about an answer, see if any of the following apply:
  - When one choice is longer and more detailed than the others, it is often the correct answer.
  - When a choice repeats a word that is in the question, it may be the correct answer.
  - When two choices are direct opposites, one of them is likely the correct answer.
  - When one choice includes one or more of the other choices, it is often the correct answer.
  - When a choice includes the word *some* or *often*, it may be the correct answer.
  - If one of the choices is *All of the above*, make sure that at least two of the other choices seem correct.
  - If one of the choices is *None of the above*, make sure that none of the other choices seems correct.



An **open-ended test item** can take many forms. It might ask you to write a word or phrase to complete a sentence. You might be asked to create a chart, draw a map, or fill in a graphic organizer. Sometimes, you will be asked to write one or more paragraphs in response to a writing prompt. Use the following strategies when reading and answering open-ended items:

1. If the item includes directions, read them carefully. Take note of any steps required.
2. Look for key words and phrases in the item as you plan how you will respond. Does the item ask you to identify a cause-and-effect relationship or to compare and contrast two or more things? Are you supposed to provide a sequence of events or make a generalization? Does the item ask you to write an essay in which you state your point of view and then try to persuade others that your view is correct?
3. If you're going to be writing a paragraph or more, plan your answer. Jot down notes and a brief outline of what you want to say before you begin writing.
4. Focus your answer. Don't include everything you can think of, but be sure to include everything the item asks for.
5. If you're creating a chart or drawing a map, make sure your work is as clear as possible.

## Argument

### ACADEMIC VOCABULARY

**argument:** speaking or writing that expresses a position on an issue and supports it with reasons and evidence

**claim:** the writer's position on an issue or problem in an argument

**counterargument:** an argument made to oppose another argument

**evidence:** a fact, example, or quotation that supports a claim

**fallacy:** an error in reasoning

**generalization:** a general principle derived from evidence

**inductive reasoning:** logically reasoning from specific observation to arrive at a general conclusion or principle

**logic:** system of reasoning. Good logic finds a valid or reasonable connection between two things. Faulty logic creates a mistaken or unreasonable connection between two things.

**reasons:** declarations that explain or justify an action, decision, or belief

**STEP 1** Identify the claim. Ask yourself: What assertion or opinion is expressed in the argument? Write the claim as a complete statement.

**STEP 2** Look for reasons and evidence to support the claim. *Reasons* explain or justify an opinion or action. They usually appeal to logic or common sense. *Evidence* is factual support, such as facts, statistics, examples, and quotations from experts.

**STEP 3** Check that reasons make sense and are logical. Take note of sound reasons. Question or reject others.

**STEP 4** Check that evidence is AAA: accurate, appropriate, adequate. Ask yourself: Is the supporting evidence *accurate*—correct (documented), and not distorted or exaggerated? Is the supporting evidence *appropriate*—relevant to the particular claim? Is it *adequate*—or enough—to prove the claim?

**STEP 5** Check that there is no faulty reasoning. Look for errors in judgment or logic. How logical is the argument? Does it make sense or are there errors or fallacies in the reasoning? Is it slanted to gain political power as in propaganda?

**STEP 6** Look for counterarguments. Raising opposing viewpoints and countering them firmly but respectfully can strengthen an argument.

**STEP 7** Evaluate. Decide if the argument is weak or strong. Is the argument free of loaded language, attacks on people, and emotional appeals that mislead?



# Author's Craft

## ACADEMIC VOCABULARY

**details:** examples, anecdotes, facts, and explanations chosen by the writer to develop the ideas and descriptions

**diction:** a writer's choice of words and way of arranging the words in sentences. Diction can be formal or informal, abstract or concrete, technical or common, and literal or figurative.

**figurative language:** language that communicates meanings beyond the literal meanings of words. Simile, metaphor, and personification are examples of figurative language.

**imagery:** descriptive words and phrases that re-create sensory experiences for the reader. Imagery usually appeals to the five senses.

**pattern of organization:** the structure of a piece of writing. A writer may choose a comparison-and-contrast order or chronological order, for example.

**quotations:** the exact words of another writer usually enclosed in quotation marks

**tone:** the attitude a writer takes toward a subject. Tone reflects the feelings of the writer and is communicated through choice of words and details.

**word choice:** the writer's choice of words is an important signal of the tone. The words may reflect the writer's humorous, sad, playful, or sarcastic tone, for example.

**STEP 1** Examine the choice of details. What details does the writer include to support his or her ideas? What do these details tell you about the writer's overall purpose?

**STEP 2** Look at the language. Examine the language the writer uses. Focus on:

- **tone**—what are the writer's feelings toward this subject? Is the tone angry, happy, humorous? What words convey the tone?
- **figurative language**—does the writer include any similes or metaphors? Does the use of figurative language make the writing vivid and interesting?
- **imagery**—does the writer use language that appeals to the senses? What effect does this language have on the writing?
- **quotations**—if the writer has included quotations, how does the language and content of the quotations affect you as a reader?

**STEP 3** Study the pattern of organization. Has the writer chosen an organizational pattern that supports the ideas? If the writer wants a "you are there" feeling, has he or she written about events in the order they happened? If the writer wants readers to understand the causes of an event, has he or she used a clear cause-and-effect order?

# Author's Purpose

## ACADEMIC VOCABULARY

**author's purpose:** the reason(s) an author has for writing a particular work

**audience:** the person or persons for whom a text is written

**tone:** the attitude a writer takes toward the subject

**STEP 1** Learn common purposes. Keep the four common author purposes in mind as you read:

- to explain or inform
- to persuade
- to entertain
- to express emotion and ideas

**STEP 2** Identify clues to author's purpose. As you read a text, look for clues in the work's title, subject, and **tone**; the choice of details and words; the context, or intended **audience**; the effects on you as a reader; and the pattern of organization, or **structure**.

- Tone is an especially helpful clue to the author's purpose. For example, because a political speech is usually meant to persuade, the author may include words and phrases that establish a forceful or inspiring tone.
- There are some common match-ups between text structure and purpose, but be aware that there are no firm rules.

### EXAMPLE

**Sequence, cause-effect, or main idea and details** are often used to explain or to inform.

**Problem-solution, proposition-support, or compare-contrast order** may signal that the author's purpose is to persuade.

**Chronological order** is often used in dramatic histories or storytelling and may signal that the purpose is to entertain.

**Order of degree or spatial order** may be used to express emotion.

**STEP 3** Determine the audience. Is the text intended for children, for informed adults, for undecided voters, or for some other audience? The intended audience will influence the writer's choice of words, the structure, the explanations, and many other elements of the writing.

**STEP 4** Use purpose to understand and evaluate work. Use the author's purpose to guide how you read. Take notes on an informational piece, or jot down arguments or opinions about a persuasive piece. Entertainment may come through better if you relax. Evaluate the piece in light of the author's purpose: How well or poorly did the passage achieve the goal? How well were you entertained, informed, persuaded, or instructed?



# Author's Perspective

## ACADEMIC VOCABULARY

**background:** facts about an author's experience and knowledge

**bias:** an author's preference or slant on a particular topic

**personal essay:** writing that combines an author's insights on a topic with details from his or her own life

**perspective:** the way an author looks at a topic

**selective details:** information an author includes—and decides not to include—in a text

**word choice:** the words an author uses to create a specific effect on readers

**STEP 1** Identify the author. Look for the author's name and any additional information about the person. This usually can be found at the beginning or end of a text, sometimes set off as a separate feature. Ask the following questions for clues about the author's experiences, values, and beliefs:

- What does the author's name suggest about the person's sex and possibly nationality?
- What is the author's education? How has that education or lack of it, affected the author's life?
- What do the author's activities, responsibilities, and publications say about his or her reliability?
- What social and cultural values have influenced the author?

**STEP 2** Examine the text for clues to the author's point of view. Carefully read the text, looking for indications of the author's point of view. Focus on:

- **word choice**—words with strong positive or negative emotional associations, or connotations
- **selective details**—facts and opinions that support a specific point of view
- **biased language**—statements that reveal a one-sided belief
- **direct statements**—clear admissions of point of view, often beginning with the words "I believe" or "In my opinion"

**STEP 3** Identify the author's perspective. Review the evidence you have discovered and ask yourself, "What does this information tell me about the author's point of view on the topic?" Then write a sentence describing that point of view. Finally, read through the text again, keeping the author's perspective in mind. Write down questions, comments, or counterevidence that occurs to you as you read. Take this information into account as you evaluate the reliability or usefulness of the text.

# Cause-and-Effect Order

## ACADEMIC VOCABULARY

**cause-and-effect order:** a method of organizing ideas and information in an essay that shows causal relationships

**cause:** why something happens

**effect:** a result; what happened as an outcome of the cause

**STEP 1** Look for effects. Ask: "What was the outcome?" Check for multiple effects.

### EXAMPLE

Because Harry left the cage open, the canary escaped and flew around the room.

**STEP 2** Look for causes. Ask: "Why did it happen?" Check for multiple causes.

### EXAMPLE

Because Harry left the cage open and never noticed, the canary escaped.

**STEP 3** Check for cause-effect chains. A cause can lead to an effect that then causes another effect, and so on. A series of such linked events is a cause-effect chain.

### EXAMPLE

Harry left the cage open, allowing the canary to escape. As a result, Harry chased the bird around the room for an hour.

**STEP 4** Find signal words. Signal words and phrases for cause and effect include: *because, since, as a result, therefore, and due to*.

### EXAMPLE

I forgot to study, and as a result, I didn't do very well on the quiz.

**STEP 5** Use a graphic organizer. Arrange ideas in a cause-and-effect diagram or chain.

### EXAMPLE



**STEP 6** Check your logic. The cause must spark, or set in motion the result. They do not have to be presented in sequence. In many sentences, the effect appears first.

### EXAMPLE

Angel missed the bus due to oversleeping.



# Charts and Other Graphic Aids

## ACADEMIC VOCABULARY

**bar graph:** a coordinate grid with shaded bars, used to compare amounts or levels in various categories

**chart:** a table, displaying information in rows and columns or in boxes

**diagram:** a sketch or plan designed to explain how something works or to show the relationship of parts to the whole

**illustration:** usually a drawing designed to explain a concept or to show relationships of parts to the whole

**line graph:** connected points on a coordinate grid, showing change over time

**map:** a drawing of a region of the earth, showing the location of places

**pie chart/circle graph:** a circle divided into sliced sections, measured to represent percentages of a whole

**STEP 1** Read the title. Ask yourself: What information does the graphic aid display? Does the title include time periods, locations, ages, or other details about the subject?

**STEP 2** Study the data. Use these tips to analyze various charts and graphs:

- **Line Graph:** Check what's being measured on the vertical axis and the horizontal axis. Study the slant of the line. The steeper the line, the faster the rate of change.
- **Bar Graph:** Check what's being measured on the vertical axis and the horizontal axis. Check the range of numbers: small differences can look big if the range is small.
- **Pie Chart/Circle Graph:** Determine what the "whole" is and what the "parts" are. Then look at the relative size of the slices to understand the percentage of the whole.
- **Chart:** Read down the outside column and across the top. Note the headings. Make sure you understand what data are being shown and any abbreviations or terms. To find specific data, run your finger down the outside column to the correct row. Then move across that row to a specific column. Compare the information in the rows and columns to get an idea of any similarities, differences, or patterns.

**STEP 3** Draw conclusions. Decide why the information in the graphic aid is useful and how it could be used. Ask yourself:

- What can I conclude from the information in the graphic aid?
- Which data allow me to make that conclusion?
- What further information would be helpful?
- What new questions arise from learning this data?

# Chronological Order

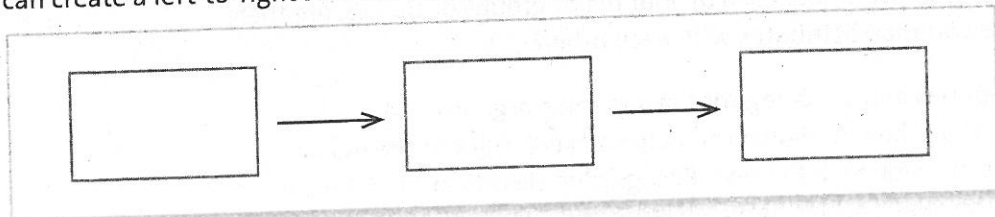
## ACADEMIC VOCABULARY

**chronological order:** organization in order of occurrence, forward in time, usually used to tell stories, to report events, or to record histories

**sequence order:** the order in which events should, may, or usually occur; sequence order is used to give directions or to show steps or events in a process

**STEP 1** Look for times, dates, or numbers that show order. Clue words such as *first*, *second*, and so on indicate sequence of information. Numerals (1, 2, 3, ...) or dates and times may give order of events.

**STEP 2** Organize information in a graphic. Based on any time-order clue words, place the events in a graphic organizer. The organizer can be a numbered list. Or you can create a left-to-right series of boxes and arrows to track information.



**STEP 3** Look for words and phrases that show duration or sequence. Certain signal words and phrases help structure both chronological and sequential texts: *then*, *next*, *before*, *after*, *during*, *finally*, and so on.

**STEP 4** Infer the author's purpose. The author may want to explain how to carry out a task or report a story about how events unfolded in time. Ask yourself: Why does the author arrange details in this way? What is he or she trying to achieve?



# Classification Order

## ACADEMIC VOCABULARY

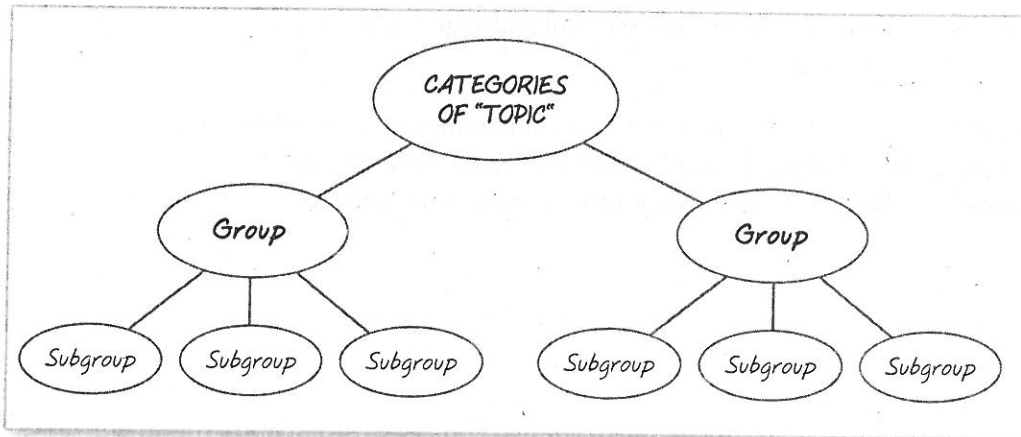
**classification order:** a pattern of organization in which objects, ideas, and/or information are presented in groups, or classes, based on common characteristics

**STEP 1** Look for words and phrases that signal groups. Words and phrases writers use to indicate a subject's class include *group*, *category*, *kind*, *set*, *type*, *class*, *classification*, *division*, *divided into*, and *common characteristics*. Notice how many groups there are.

**STEP 2** Look for how classes or groups are defined. What do each of these objects, ideas, or facts have in common? What qualities or attributes unite the items in each group?

**STEP 3** Look for subgroups. Under each of your major groups or classes, are there other items that share common attributes with each other?

**STEP 4** Write categories and subcategories in a graphic organizer. A classification organizer like the one shown can help you keep track of the major groups and subgroups mentioned in the text. Recognizing classification order can help you understand the relationships between ideas and details and help you remember important information.



# Connect Texts

## ACADEMIC VOCABULARY

**fiction:** writing that contains imaginary elements. Although fiction can be inspired by real events and people, it usually springs from writers' imaginations.

**nonfiction:** writing that tells about real people, places, and events

**theme:** the underlying message about life or human nature that a writer wants the reader to understand

**treatment:** the way a topic is handled, includes the form a writer uses, the writer's purpose, and tone

**STEP 1** Identify the topic or theme you wish to examine. Choose a topic or theme that is specific and narrow enough to find several texts that examine it.

**STEP 2** Find related texts. If your topic or theme is clear and specific, you are more likely to find texts that cover it or you may already be studying two texts that have been presented together.

**STEP 3** Examine how the texts treat the subject. Make a note of the tone of each text. Does one writer seem more serious than the other, for example? Does one writer include more facts and the other include more anecdotes? If the texts are fiction, what are the differences in approach?

**STEP 4** What ideas are covered? Do the writers share some ideas or are the ideas very different? Note the major ideas of each text.

**STEP 5** Identify contradictory ideas. Do the two writers contradict each other? If so, you may have to do further reading. What have you learned from connecting these texts that you wouldn't learn from one text alone?

# Critical Essays

## ACADEMIC VOCABULARY

**analysis:** separation of a whole into parts for individual study

**conclusion:** a judgment or decision reached after close study

**critical essay:** an essay in which a writer interprets and analyzes a topic, such as a literary work

**essay:** a short work of nonfiction that deals with a single subject

**evidence:** specific pieces of information that support an idea. Evidence can take the form of facts, quotations, examples, explanations, and personal experiences, among others.

**interpretation:** an explanation of the meaning of a work such as an essay or literary work

**tone:** the attitude a writer takes toward a subject. Tone reflects the feeling of the writer and is communicated through choice of words and details.

**STEP 1** Identify the writer's tone. What are the writer's feelings toward this subject? Is the tone sarcastic, understanding, measured, or bitter, for example? What words convey the tone?

**STEP 2** Identify the conclusions the writer makes. What is the writer saying about this topic? What critical conclusions are expressed? Make sure you understand exactly what the writer is saying about the topic.

**STEP 3** Examine the evidence. Now that you are clear about the interpretations the writer is making, what evidence supports those conclusions? Focus on:

- **facts**—does the writer include any facts as support?
- **quotations**—does the writer choose relevant quotations from the work to back up the ideas?
- **examples**—are the examples the writer uses relevant to the ideas?
- **explanations**—does the writer explain the ideas clearly with relevant details?
- **personal experiences**—if the writer includes some personal experiences as support, are the experiences relevant to the ideas?



# Evaluate Evidence

## ACADEMIC VOCABULARY

**evaluate evidence:** determine the strength and quality of the facts, statistics, reasons, examples, and sources that support a position or claim

**evidence:** a reason, fact, statistic, example, or expert opinion that supports a proposition or claim

**fact:** a statement that can be proved

**objective:** not influenced by emotions or personal prejudices; factual

**opinion:** a statement that cannot be proved, such as a personal feeling or belief

**proposition or claim:** the writer's position on an issue or problem

**subjective:** personal to a given person; existing only in the mind

**STEP 1** Look for opinions to be sure they are supported. No one can check whether an opinion is true or false. So a writer must support any claims, positions, or personal opinions with examples, facts, and reasons. For any expert opinions, be sure that sources are clearly identified. Don't accept vague language, such as "experts agree."

**STEP 2** Look for facts—statistics, examples, and expert opinions. Part of a writer's job is to present enough facts to support each claim. Facts include quotations from experts, anecdotes and examples, and definitions, as well as **statistics** (mathematical data). Decide whether there is enough evidence. Decide if the evidence is up to date. If there are no data to back up the ideas, don't accept the claim.

**STEP 3** Look for ways in which sources are documented. Writers should name the source of their facts. Look for sources that are **objective** and **credible**, like an encyclopedia, rather than **subjective** and **biased** like a personal blog. Good documentation includes the *who*, *where*, and *when* of each source, so readers can check it.

**STEP 4** Weigh the evidence. After evaluating the support, the hard data, and the documentation, a reader can decide whether to accept or agree with the writer's position or not. You can also weigh how reasonable, valuable, or useful the writer's ideas are to you.

# Main Ideas and Supporting Details

## ACADEMIC VOCABULARY

**main idea:** the most important idea about a topic. It can be the central idea of an entire work or of just a paragraph.

**supporting details:** words, phrases, or sentences that tell more about the main idea or topic sentence. Types of supporting details include:

**examples:** specific instances that explain or support a point

**sensory details:** details that appeal to one or more of the five senses

**reasons:** details that tell why an opinion is valid or why something occurs

**facts:** statements that can be proved

**statistics:** facts expressed in numbers

**topic:** what a piece of nonfiction writing is about; its subject matter

**topic sentence:** a sentence that states the main idea of a paragraph

**STEP 1** Identify the topic. Ask yourself: What is this passage or paragraph about?

**STEP 2** Think about the main idea. Ask yourself: What idea does the writer express?

**STEP 3** Look for a topic sentence. The topic sentence is usually either the first or last sentence in a paragraph, although it can occur anywhere. In some paragraphs, the main idea is not stated directly, but is implied by the supporting details.

**STEP 4** Identify the supporting details. Writers use different types of details to support different purposes and main ideas. Sensory details describe, examples illustrate, reasons persuade, and facts and statistics explain.

**STEP 5** Use a graphic organizer. A chart can help you take notes on the main idea and supporting details in a paragraph. List a main idea, then note all the details that support it.

Main Idea	Supporting Details

# Patterns of Organization

## ACADEMIC VOCABULARY

**cause-and-effect order:** shows the relationship between events and their results

**chronological order:** shows the sequence of events in time

**classification:** assigns people, places, things, or events to groups based on specific characteristics

**comparison-contrast order:** presents the similarities and differences between people, places, things, or events

**problem-solution:** explains a problem and offers a solution

**spatial order:** presents things or events according to their arrangement in space

**STEP 1** Get a general sense of the organization. To form an initial impression of how a text is organized, skim it quickly, asking yourself, "Am I learning about:

- time sequence?"
- relation in space?"
- relative ranking?"
- membership in a category?"
- causes and effects?"
- similarities and differences?"
- the solution to a problem?"

**STEP 2** Look for clues to the organization. Each organizational pattern uses a variety of signal words and structural patterns.

### Cause-and-Effect Order

- Look for signal words like *because, therefore, since, as a result, the effect of, and consequently*.
- Look for answers to the question, "What happens next?"
- Study the text for clues to implied causes and effects.

### Chronological Order

- Look for signal words like *first, next, then, afterward, and before*.
- Study the text for times, dates, or numbers that show order.

### Classification

- Look for words or phrases that signal groups: *group, category, kind, set, type, class, classification, division, divided into, common characteristics*.
- Look for definitions of the groups used in the text. What do each of these objects, ideas, or facts have in common?
- Look for subgroups under the major groups.



### Comparison-Contrast Order

- Signal words for this pattern are *similarly, also, both, like, neither, unlike, instead, and in contrast*.
- Identify the subjects being compared or contrasted. The subjects usually have similar characteristics.
- Look for the pattern. Does the text compare each subject in turn, or does it compare each subject feature by feature?

### Problem-Solution Order

- Look for words like *problem, solution, pros, cons, and recommendation*.
- Examine the text for a clear statement of the problem, an analysis of the problem, and a proposed solution.
- Look for a discussion of the causes and effects of the problem.

### Spatial Order

- Look for signal words such as *in front of, behind, under, above, left, right, top, and bottom*.
- Identify the specific way in which the spatial details are organized. A writer usually arranges spatial details in a certain order such as front to back, near to far, low to high, and so on.

**STEP 3** Determine the most important ideas and supporting details. Once you have determined how the text is organized, focus on the main ideas the author is presenting and the support that he/she provides. Making an informal outline like the one below can help you understand how the organizational pattern helps convey an author's message.

#### Organizational pattern \_\_\_\_\_

- I. Main idea
  - A. Supporting detail
  - B. Supporting detail
- II. Main idea related to first idea by \_\_\_\_\_
  - A. Supporting detail
  - B. Supporting detail
- III. Main idea related to first and second ideas by \_\_\_\_\_
  - A. Supporting detail
  - B. Supporting detail

# Persuasion

## ACADEMIC VOCABULARY

**loaded language:** words with strong negative or positive connotations chosen to influence readers' emotions and actions

**logical fallacies:** errors in reasoning usually based on an incorrect inference or a misuse of evidence. Common logical fallacies include the following:

**either/or fallacy:** a statement that suggests there are only two ways to view a situation or only two options

**overgeneralization:** a statement that is too broad

**oversimplification:** a statement that tries to prove that an issue has just one concept worth looking at

**persuasive techniques:** methods to influence others' beliefs, opinions, or actions

**STEP 1** Recognize persuasive messages. Notice the writer's purpose. Is the message addressed to a specific audience? What does the writer want readers to do? These messages often appear in speeches, ads, and editorials.

**STEP 2** Look for words that stir positive and negative emotions. Does the writer talk about people who are "foolish dreamers" or about those who are "courageous visionaries"? Look carefully at the writer's word choices throughout.

**STEP 3** Identify emotional appeals. In addition to using language with strong positive and negative emotions, writers may appeal to readers' sense of fair play or desire to join a group of other smart people, or other strategies. Be critical of such appeals.

**STEP 4** Recognize logical fallacies. Look for reasons and examples that offer only two choices, such as "Either we build a new soccer field or our students will not get adequate exercise." Watch for statements that claim that "all" or "everyone" will "always" do something. These statements signal an overgeneralization. Also, watch for statements with claims such as "All you need to know is . . ." or "It is just a question of . . ." These are oversimplifications.

# Problem-Solution Order

## ACADEMIC VOCABULARY

**problem-solution order:** presents a problem, explores various solutions, and identifies a solution, or outcome

**STEP 1** Identify the problems or problems. To signal a **problem**, writers may use words and phrases like *problem, difficulty, issue, conflict, and need for change*.

**STEP 2** Look for solutions. Signal words and phrases can help you.

- **solutions**—words like *solution, answer, approach, method, way, option, remedy, alternative*
- **outcomes**—words and phrases like *but, however, can lead to, would result in, most likely, might also, on the other hand*
- **preferred solution**—words and phrases like *best, most effective, useful, helpful, valuable*

**STEP 3** Use a graphic organizer. Use a chart like the one shown to keep track of the problem, solutions, and possible outcomes.

State Problem	
Solution 1	Pros • • •
	Cons • • •
Solution 2	Pros • • •
	Cons • • •
Decision	



# Speeches

## ACADEMIC VOCABULARY

**audience:** the people for whom the speech is intended

**message:** the idea the speaker wants to convey

**purpose:** the speaker may want to persuade, to inform, to entertain, or to express emotion or ideas

**rhetorical devices:** techniques writers and speakers use to enhance their arguments. Common rhetorical devices include repetition, rhetorical questions, and others.

**speech:** a talk or public address

**tone:** the attitude the speaker takes toward the subject. The tone reflects the feelings of the speaker such as anger, scorn, or pleading.

**STEP 1** Determine the audience. Who is listening? Do the audience members already know the subject, or do they need background information? Is the speaker addressing a friendly audience or one that is opposed to the proposed ideas? Answers to these questions will give you better understanding of the speech.

**STEP 2** Identify the purpose. Is the speaker trying to persuade the audience to accept his or her ideas? Or does the speaker have another purpose? What tone does the speaker take? If a speaker is pleading or heaping scorn on another person or idea, the tone will affect the audience in various ways.

**STEP 3** What is the message? What idea does the speaker want to convey? Does the speaker give relevant reasons and examples to support his or her message? Examining the evidence the speaker uses will help you decide if you can agree with the ideas.

**STEP 4** Examine rhetorical devices. What devices does the speaker use to get you to pay attention and to agree with the ideas? A speaker may use repetition to make his or her point. Dr. Martin Luther King's "I Have a Dream" speech uses repetition with great effect. Another device is to ask a question that the audience must answer for themselves.

# Summarize and Paraphrase

## ACADEMIC VOCABULARY

**main idea:** the most important idea in a paragraph or essay

**paraphrase:** to restate information in simpler language. A paraphrase is about the same length as the original text. It includes all the details of the original but is written in simpler language.

**scan:** to read quickly to find specific information. Scanning involves letting your eyes sweep across a page looking for key words that may lead you to the information you want.

**skim:** to read quickly to get the general idea of a text. Skimming involves reading only the title, headings, graphic aids, highlighted words, and the first sentence of each paragraph in addition to the introduction, conclusion, or summary.

**summarize:** to retell the main ideas of a piece of writing in your own words. A summary is usually shorter than the original text.

**topic sentence:** the main idea of a paragraph. All details in the paragraph provide supporting details. A topic sentence may be stated or implied.

**STEP 1** Skim the text before summarizing. Skim to find the main ideas. These ideas will be the focus of your summary. Note the stated or implied topic of each paragraph. Leave out details and information that are not essential for understanding the writer's key ideas.

**STEP 2** Paraphrase difficult passages. Writing a paraphrase may help you understand any difficult main ideas. Use your own words to restate the author's ideas in simpler language. This process will help you clarify main ideas for a summary.

**STEP 3** Identify key details. The title may give you a clue to the overall main idea, or you may have identified it in another way. Scan the text to find key words related to that idea. Determine which details the author provides are essential for understanding the main idea and which details simply provide additional information. Note the essential details.

**STEP 4** Prepare a summary. Restate the main ideas and the essential details you have identified. Writing a summary or a paraphrase is a good way to preview for tests.

# Synthesize

## ACADEMIC VOCABULARY

**synthesize:** to combine individual ideas, influences, or materials to create a new product or idea

**synthesizing information:** drawing from a variety of research materials, combining new ideas with prior knowledge, and applying the information to some new work or creation

**STEP 1** Determine the message in each source. Decide what is most memorable or important about each work you are using. Then look for details the writers use to support these main ideas.

**STEP 2** Paraphrase the main ideas. You will find the main ideas easier to work with after you have rephrased them in your own words. You should also paraphrase difficult concepts and wording in each selection to improve your understanding.

**STEP 3** Compare sources in light of author's purpose and audience. Determine whether each selection was written to explain, inform, express an opinion, persuade, tell a story, or express emotion. You may interpret information in different ways depending on its purpose and audience.

**STEP 4** Ask questions about your sources. The right questions will help you view your subject from different perspectives. Ask questions starting with *who*, *what*, *when*, *where*, *why*, *how*, and even *what if*. For example:

- How do the sources differ?
- What approach has the author of each work taken?
- Whose perspective is, or is *not*, represented?
- Who is the intended audience?
- Why is the message important to the author? to me?
- When and where is the writing set? When and where was it created?

**STEP 5** Connect to other sources, or your own experiences. Look for ways that key ideas relate to other works on the same subject, or to your prior knowledge of the subject. Use your imagination to find connections that may not seem obvious at first. Ask yourself:

- How does the information confirm or refute other material?
- How does the information relate to my life or to world affairs?

**STEP 6** Synthesize. After reviewing your sources as a group, piece the information together to create something new—an essay, story, poem, research paper, map, poster, or other work. Be sure to offer your own original insights about the topic.



# Transitions and Other Text Clues

## ACADEMIC VOCABULARY

**demonstrative pronouns:** words like *this*, *these*, and *those* that refer to people, places, and things and clarify relationships between ideas

**synonyms:** words with similar meanings that help define and elaborate on ideas

**transitions:** signal words that indicate how ideas relate to each other, such as *but* and *however* for contrast; *like* and *similarly* for comparison; *first*, *then*, and *next* for sequence, and *so* and *because* for cause

**STEP 1** Scan the text for an overall impression. As you skim the title, subheads, graphics, and first few paragraphs, ask yourself:

- What is this text about?
- What is the author's purpose?
- Who is the intended audience?
- What is the author's tone?

**STEP 2** Preview the text clues. Look for words that signal relationships between the ideas and list them in a three-column chart like this one.

Demonstrative Pronouns	Synonyms	Transitions

Then add the following information for each entry:

- **demonstrative pronouns**—the word each refers to
- **synonyms**—the meaning (using a dictionary if necessary)
- **transitions**—the type of relationship each transition word signals—comparison, contrast, sequence, or some other connection

**STEP 3** Analyze the flow of ideas. Then read the text carefully, using your chart to help you understand the main ideas and how they relate to each other. Make an informal outline as you read or summarize the information afterward to make sure you understand the author's point.

# Treatment, Organization, and Scope of Ideas

## ACADEMIC VOCABULARY

**organization:** a particular arrangement, or pattern, of ideas in a text

**scope:** the focus of a text; the depth and breadth of detail included

**tone:** the writer's attitude toward his or her subject

**treatment:** the way a topic is handled; includes the form a writer uses, the writer's purpose, and tone

**STEP 1** Identify and compare treatment. Look for differences and similarities in form, purpose, and tone between two works. Ask yourself:

- **What is the form, or genre, of each text?** Examples of forms include news reports, summaries, editorials, interviews, and reviews.
- **What is the writer's purpose?** Is it to inform, persuade, instruct, advise, warn, critique, promote, amuse, or inspire readers?
- **What is the tone of the writing?** Is it serious? comical? angry? fearful?

**STEP 2** Identify and compare organization. Some common patterns of organization include:

- **Chronological order** arranges events from earliest to latest in time. Reverse chronological order starts with recent events.
- **Deductive order** begins with a general statement, followed by facts and evidence, building toward a specific conclusion.
- **Main idea and supporting details** begins with the main idea, followed by reasons, facts, and examples that strengthen the reader's understanding of it.
- **Cause-effect organization** shows that a certain event, idea, or trend causes a change. The writing may begin with the cause or begin with the effects.

**STEP 3** Identify and compare scope. Two texts about one subject may each have a different focus, such as an overview versus a close-up look. Ask:

- **What is the topic?** This may appear in the title or first sentence.
- **What aspects of the topic are covered?** Scan headings or topic sentences throughout the work to see what the focus is.
- **How much and what sort of details are used?** In articles with wide scope, facts and statistics are given and background is provided. A narrow piece covers personal anecdotes and minor incidents.

## MODEL

# Functional Reading Test

**DIRECTIONS** Study the warranty statement below. Then answer the questions that follow.

### READING STRATEGIES FOR ASSESSMENT

**Identify the purpose.** Circle the statement that tells what this warranty offers consumers.

**Note type style and content.** Why is this paragraph written in capital letters? How do *incidental and consequential damages* differ from *defects in material or workmanship*?

### ANSWER STRATEGIES

Note the conditions of the warranty stated in the title and in the first and second paragraphs. You can eliminate choice C because the warranty is only good for five years and D because there is no mention of a refund of the purchase price.

This question asks you to identify damages the warranty will *not* cover. You can eliminate damages that the warranty does cover or conditions that it does not mention.

The warranty clearly states that its coverage does not include *any other warranties made by any other person, including authorized distributors of our products*.

### Littleton Electronics Full Five-Year Warranty

**Coverage:** For five years from the date of original consumer purchase of this product, we promise, without charge, to repair or replace, at our option, any defects in material or workmanship. Warranty coverage does not include defects due to lack of care (see accompanying instructions for guidance) or any other warranties made by any other person, including authorized distributors of our products.

ALL INCIDENTAL AND CONSEQUENTIAL DAMAGES ARE EXCLUDED FROM WARRANTY COVERAGE. SOME STATES DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE EXCLUSION MAY NOT APPLY TO YOU. THIS WARRANTY GIVES YOU SPECIFIC LEGAL RIGHTS, AND YOU MAY ALSO HAVE OTHER RIGHTS THAT VARY FROM STATE TO STATE.

**Warranty Service Procedure:** When warranty service is needed, deliver or send the product, insured and properly packaged, freight prepaid, with description of the apparent defect and the means to ascertain the date of original consumer purchase (such as a copy of your receipt or canceled check) to the factory service center listed below. If at any time you are not satisfied with our warranty service, contact Vice President, Service and Distribution, 7777 Eastgate Rd., Wesley, OR 97777.

- What promise does this warranty offer buyers of the company's product?
  - (A) to replace the product if the buyer is not satisfied
  - (B) to repair or replace a defective product
  - (C) to repair the product for as long as the buyer owns it
  - (D) to refund the buyer's money if the product is returned within five years
- This warranty will *not* cover damages
  - (E) due to mishandling or improper use of the product in certain states
  - (F) noticed after the product is purchased in every state
  - (G) due to defects in workmanship in certain states
  - (H) made by persons other than the buyers in every state
- How will a lifetime extended warranty offered by a store that sells Littleton Electronics products affect this warranty?
  - (A) It will cancel out and replace this warranty.
  - (B) It will take effect after this five-year warranty expires.
  - (C) It will extend this warranty for the lifetime of the product.
  - (D) It will have no effect under the terms of this warranty.



# Functional Reading Test

**DIRECTIONS** Study the following special warranty option offered to those who purchase products from Bell's Department Store.

## READING STRATEGIES FOR ASSESSMENT

Examine the headings.  
Underline the main headings in the warranty.

Note repeated words. Circle the word *guarantee* each time you read it in the text.

How does this word relate to the title?

## **Bell's** Extended Service Warranty **ONLY \$39.99**

### PERFORMANCE

We guarantee the performance of your product to factory specifications for five years—surpasses every factory warranty!

### FACTORY-AUTHORIZED PARTS AND TECHNICIANS

All repairs are made using factory-authorized parts installed by certified technicians.  
Note: *In-home service available for large items and for customers with disabilities.*

### LOANER PRODUCTS

If after seven days we cannot repair your merchandise, we'll provide you with a loaner machine until the repair is complete.

### EXTENDED NO-LEMON GUARANTEE

Under this plan, if we repair your product twice within the terms of the policy, we guarantee a brand new replacement if it breaks again.

### NO HASSLES—NO SALES RECEIPT

Our advanced computer system will keep track of your product and service records, so if you lose your paperwork—no problem!

### RENEWABLE

Bell's extended warranty is renewable for most major items. Check with a sales counselor for details and exclusions.  
Note: *Extended No-Lemon coverage is not renewable.*

## ANSWER STRATEGIES

Note that both C and D are true. However, they are details that support a larger purpose statement.

In the section of the warranty that outlines the No-Lemon policy, the key words to think about are *if it breaks again*.

While a refrigerator is not specifically named in the warranty, there is a section that refers to *large items*.

- What is the main purpose of this warranty?
  - to guarantee the product will work for at least five years
  - to guarantee the company will not be sued by the customer
  - to guarantee in-home service for customers with disabilities
  - to guarantee repairs will be done by certified technicians
- How is a "Lemon" defined in the extended warranty?
  - a product that must be repaired
  - a product that must be repaired due to a factory defect
  - a product that must be repaired twice within five years
  - a product that must be repaired more than two times within five years
- What special service is offered to customers who purchase a refrigerator that does not work properly?
  - The customer is given a brand new refrigerator.
  - The customer receives a loaner refrigerator for seven days.
  - The refrigerator will be repaired in the customer's home.
  - A certified technician will ship the item to the factory.

Answers:  
1.A,2.H,3.C

## PRACTICE

# Functional Reading Test

**DIRECTIONS** Study the following warning label from a can of insect spray. Circle the information you think is most important. Then answer the multiple-choice questions that follow.

### PRECAUTIONARY STATEMENTS

#### Hazards to Humans and Domestic Animals

**CAUTION:** Harmful if swallowed or absorbed through the skin. Avoid breathing spray mist. Avoid contact with skin or clothing. Wash thoroughly with soap and water after using. Provide adequate ventilation of area being treated. Do not apply to humans, plants, or pets, or contaminate feed, foodstuffs, dishes, or utensils. Cover and avoid spraying fish aquariums. Cover or remove exposed food, dishes, utensils, and food-handling equipment. Keep out of reach of children.

#### Practical Treatment

**If swallowed:** Do not induce vomiting. Call a physician or Poison Control Center immediately. If in eyes: Flush with plenty of water.

**If on skin:** Wash promptly with soap and water. Get medical attention if irritation develops.

**If inhaled:** Remove victim to fresh air. Apply artificial respiration if indicated.

**NOTE TO PHYSICIAN:** Product contains petroleum distillate (aspiration hazard).

#### Physical or Chemical Hazards

**FLAMMABLE. CONTENTS UNDER PRESSURE.** Keep away from heat, sparks, open flame, or pilot lights. Do not puncture or incinerate container. Exposure to temperatures above 130° F may cause bursting.

**Questions or comments:** Call (888) BUG-SPRAY

1. What should you do if you accidentally touch an area that has just been sprayed with this product?
  - (A) Call 911.
  - (B) Call (888) BUG-SPRAY.
  - (C) Get medical attention immediately.
  - (D) Wash your hands with lots of soap and water.
2. Why does the warning label include a note to physicians?
  - (E) so the manufacturer of the spray will not be legally responsible for injuries
  - (F) because physicians use more insect sprays than other groups of people do
  - (G) to give them information that will help them treat victims of inhalation
  - (H) to reassure users that the label has been approved by physicians

3. What might cause the bug spray can to burst?

- ☐ A shaking it too hard
- ☐ B placing it near gardening tools
- ☐ C exposing it to high temperatures
- ☐ D dropping it

4. When using this product in the home, what are you advised to do?

- ☐ E Allow air to move through the area during and after treatment.
- ☐ F Drain fish tanks and then refill with fresh water.
- ☐ G Wash all dishes and utensils thoroughly after spraying.
- ☐ H Throw away all foodstuffs that were purchased before spraying the area.



# Functional Reading Test

**DIRECTIONS** Study the manual for instructions on how to record an outgoing announcement on a telephone answering machine. Answer the multiple-choice questions that follow.

## Delta 7 Answering Machine

### Preparing the Outgoing Announcement

#### Create Your Announcement

1. Press and hold the A (announce) button. You must depress the button until you finish recording your announcement.
2. After the tone, begin recording your message.
3. Release the A button when you finish recording your message.

*Note: When recording, speak at least 8 inches from the microphone, and eliminate any background noise.*

#### Choose the Default Announcement

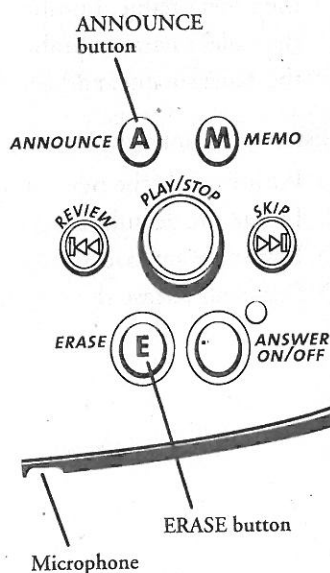
If you choose not to record your own announcement, a default announcement is available and will play automatically. If you have already recorded your own announcement but decide to use the default announcement, press E (erase) while your own message plays.

#### Sample Announcement

*Hello. I am not available right now. After the tone, please leave your name, number, and message. I will return your call as soon as possible. Thank you.*

#### Review Your Announcement

Press and release the A button to review your outgoing announcement.



A = announce  
R = review  
P/S = play/stop  
S = skip  
E = erase  
O = on/off  
M = memo

1. When recording an outgoing announcement, how do you know it is time to speak?
  - (A) A light will flash.
  - (B) The A button will be pressed down.
  - (C) A tone will signal when to begin recording.
  - (D) A pre-recorded message will provide directions.

2. Which is closest in meaning to the word *depress*?

- ☐ E fail to act
- ☐ F move
- ☐ G alter
- ☐ H push down

3. According to the sample announcement provided, what information should you request in an outgoing announcement?

- ☐ A the caller's name, date, and message
- ☐ B the caller's name, number, and home address
- ☐ C the caller's name, number, and message
- ☐ D the caller's name, address, and message

4. To listen to an announcement you have just recorded, what must you do?

- ☐ A Press E while the new announcement plays.
- ☐ B Delete the default message.
- ☐ C Eliminate any background noise.
- ☐ D Press and release the A button.

# Revising-and-Editing Test

**DIRECTIONS** Read the following paragraph carefully. Then answer the multiple-choice questions that follow. After answering the questions, read the material in the side column to check your answer strategies.

<sup>1</sup>Tashi Wangchuk Tenzing an Austrian travel agent was a tired but happy man in May 1997, when he scaled Mount Everest. <sup>2</sup>Much of his familys' history has involved mountain climbing. <sup>3</sup>In fact, one of his grandfathers, Tenzing Norgay, have the honor of being among the first climbers to reach the top of Mount Everest. <sup>4</sup>With this feat, he becomes the third generation of his family to successfully reach the summit. <sup>5</sup>Statistics in the record books for his climb. <sup>6</sup>Though many people have applauded this accomplishment, they're is a chance that his mountain-climbing days are over. <sup>7</sup>He is not among the climbers who are planning to return to the peak. <sup>8</sup>Does this surprise you? <sup>9</sup>It should. <sup>10</sup>More than 90 percent of the 700 people who have made it to the top of Everest try to scale the mighty mountain again.

1. Which of the following is the correct way to rewrite the first part of sentence 1?

- (A) Tashi Wangchuk Tenzing an Austrian travel agent,
- (B) Tashi Wangchuk Tenzing an Austrian, travel agent,
- (C) Tashi Wangchuk Tenzing, an Austrian travel agent,
- (D) Tashi Wangchuk Tenzing, an Austrian, travel agent

2. What is the correct spelling of *familys'* in sentence 2?

- (E) families'
- (F) family's
- (G) familys
- (H) families

3. Which sentence in the paragraph is a fragment?

- (A) sentence 5
- (B) sentence 8
- (C) sentence 9
- (D) sentence 10

4. What is the correct way to rewrite the main verb in sentence 3?

- (E) has
- (F) have had
- (G) will have
- (H) have been

## READING STRATEGIES FOR ASSESSMENT

### Watch for common errors.

Revising-and-editing test questions often focus on typical errors such as mistakes in punctuation, spelling, and capitalization; incomplete sentences; and missing or misplaced information. Circle or underline these errors.

## ANSWER STRATEGIES

**Commas** Use commas to set off appositives.

**Possessive Nouns** The phrase *familys' history* shows possession. Therefore, the correct spelling must include an apostrophe. Also note that *family* is a singular noun.

**Complete Sentences** A sentence must express a complete thought.

**Subject-Verb Agreement** Note that the subject of the sentence is *one*. The verb must agree in person and number with this subject.



**Vague Pronoun Reference**

In sentence 4, *he* is unclear because of the mention of Tenzing Norgay in sentence 3. To find the answer, reread the preceding sentences. Who is the central figure in this paragraph?

**Sentence Fragments** A sentence fragment is only part of a sentence. In this case, the sentence lacks a predicate.

**Commonly Confused Words**

*There* is often confused with *their* and the contraction *they're*. Choose the word that fits grammatically in the sentence.

**Supporting Details** Reread the paragraph, paying special attention to the sentences listed in the answer choices. Where would the additional information fit most logically?

5. Which phrase should replace *he* in sentence 4 to clarify its meaning?

- (A) his grandfather
- (B) Tashi Wangchuk Tenzing's grandfather
- (C) Tenzing Norgay
- (D) Tashi Wangchuk Tenzing

6. What is the best way to rewrite sentence 5?

- (E) Statistics for his climb have been entered in the record books.
- (F) Statistics have for his climb been entered in the record books.
- (G) Statistics have been entered for his climb in the record books.
- (H) Statistics have been for his climb entered in the record books.

7. Which of the following changes should be made in sentence 6?

- (A) Change *they're* to *there*.
- (B) Change *they're* to *their*.
- (C) Delete the hyphen in *mountain-climbing*.
- (D) Change *Though* to *However*.

8. Where in the paragraph would you add details about why Tenzing does not plan to climb Everest again?

- (E) between sentences 1 and 2
- (F) between sentences 6 and 7
- (G) between sentences 7 and 8
- (H) between sentences 8 and 9

# Revising-and-Editing Test

**DIRECTIONS** Read the following paragraph carefully. Then answer the multiple-choice questions that follow. After answering the questions, read the material in the side column to check your answer strategies.

<sup>1</sup> Even though my friends and me don't in-line skate, I believe that city parks should have special areas set aside for people who do. <sup>2</sup> Having separate skater's areas would benefit people who use the parks. <sup>3</sup> Casual strollers, those whom enjoy the peace and quiet, would not be disturbed. <sup>4</sup> By in-line skaters on the move. <sup>5</sup> What I mean to say is that one false move by either person could cause both of them to get badly hurt. <sup>6</sup> By using separate paths, these accidents will be avoided by people. <sup>7</sup> Consequently, the parks will be more safe—and more fun—for everyone. <sup>8</sup> There also will be less arguments between people.

- What change, if any, should be made in sentence 1?
  - Change *my friends and me* to *me and my friends*.
  - Change *my friends and me* to *us friends*.
  - Change *my friends and me* to *my friends and I*.
  - No change is necessary.
- Which of the following is the correct way to write the first part of sentence 2?
  - Having separate skaters' areas
  - Having a separate skater areas
  - Having separate skaters areas
  - Having a separate skater's areas
- What is the most effective way to rewrite sentence 3?
  - Casual strollers, those whom enjoy the peace and quiet would not be disturbed.
  - Casual strollers whom enjoy the peace and quiet would not be disturbed.
  - Casual strollers who enjoy the peace and quiet would not be disturbed.
  - Casual strollers, whom enjoy the peace and quiet, would not be disturbed.
- What words can be deleted in sentence 5?
  - What I mean to say is that
  - by either person
  - both of them
  - to get badly

## READING STRATEGIES FOR ASSESSMENT

### Watch for common errors.

Revising-and-Editing test questions often focus on typical errors such as punctuation, spelling, and capitalization errors; incomplete sentences; and missing or misplaced information. Circle or underline these errors.

## ANSWER STRATEGIES

**Personal Pronouns** When deciding whether to use the personal pronouns *I* or *me*, first identify how the pronoun functions in the sentence. If it is the subject, use *I*.

**Possessive Nouns** The phrase *skaters areas* indicates possession. For plural nouns ending in *s*, indicate possession by adding the apostrophe after the *s*.

**Relative Pronouns** To choose between *who* and *whom*, decide how the pronoun is used. In this case, the pronoun is the subject of a clause, so *who* is the correct choice.

**Concise Language** Delete words and phrases that don't add meaning to the text. Only one choice can be omitted without changing the meaning of the sentence.

**Modifiers** Place modifiers close to the words they modify. In this sentence, the writer has stated that accidents are using separate paths! Which sentence makes the meaning clearer?

**Regular and Irregular Comparisons** One-syllable adjectives, such as *more* and *most*, often form their comparative and superlative degrees of comparison by adding *-er* and *-est*. Sometimes, though, comparisons are irregular.

**Commonly Confused Words** *Fewer* and *less* are commonly confused words. *Fewer* is used to describe separate, countable units. *Less* is used to describe bulky, noncountable quantities, such as sand or stars.

**Complete Sentences** A sentence must express a complete thought.

5. What change should be made in sentence 6?

- (A) By using separate paths, accidents will be avoided by people.
- (B) These accidents will be avoided by people, using separate paths.
- (C) By using paths separately, these accidents will be avoided by people.
- (D) By using separate paths, people will avoid these accidents.

6. What are the correct forms of the comparative adjectives in sentence 7?

- (E) *more safer* and *more fun*
- (F) *safer* and *funner*
- (G) *safer* and *more fun*
- (H) *more safe* and *funner*

7. What change, if any, should be made in sentence 8?

- (A) Place *also* after *will be*.
- (B) Change *between* to *among*.
- (C) Change *less* to *fewer*.
- (D) No change is necessary.

8. Which of the following is an incomplete sentence?

- (E) sentence 2
- (F) sentence 3
- (G) sentence 4
- (H) sentence 6



**PRACTICE**

# Revising-and-Editing Test

**DIRECTIONS** Read the following paragraph carefully. As you read, circle each error you find and identify the error in the side column—for example, you might write misspelled word or not a complete sentence. When you have finished, fill in the letter of the correct choice for each question that follows.

<sup>1</sup> How good is your memory? <sup>2</sup> Are you able to recall names, dates, and places effortlessly? <sup>3</sup> If you can, you probably have a memory that is more sharper than average. <sup>4</sup> Even so it is probably difficult for you to recall entire pages of text. <sup>5</sup> That was not the case for the British author and adventurer T. E. Lawrence he accomplished an extraordinary act of memory. <sup>6</sup> Toiling long and hard over his book *Seven Pillars of Wisdom*, an account of his Arabian adventures, he took the manuscript to his trusted adviser. <sup>7</sup> Following their discussion, Lawrence put the manuscript in a briefcase and headed home. <sup>8</sup> The briefcase had been given to him by his grandfather. <sup>9</sup> While changing trains, the briefcase was lost. <sup>10</sup> Lawrence didn't have no choice but to rewrite the manuscript from memory. <sup>11</sup> Yes, that's exactly what he did!

1. Which sentence in this paragraph should be deleted?

- ☐ (A) sentence 1
- ☐ (B) sentence 5
- ☐ (C) sentence 8
- ☐ (D) sentence 11

2. What is the correct form of the comparative adjective in sentence 3?

- ☐ (E) sharper
- ☐ (F) most sharp
- ☐ (G) most sharper
- ☐ (H) more sharpest

3. Which sentence in the paragraph is a run-on?

- ☐ (A) sentence 3
- ☐ (B) sentence 5
- ☐ (C) sentence 6
- ☐ (D) sentence 10

4. Which change should be made to sentence 4?

- ☐ (E) Add a comma after *so*.
- ☐ (F) Add a comma after *is*.
- ☐ (G) Add commas after *even* and *so*.
- ☐ (H) Add commas before and after *probably*.

5. Which transitional word or phrase should be inserted at the beginning of sentence 6?

- (A) As a result of
- (B) Meanwhile,
- (C) After
- (D) On the other hand,

6. Which of the following is the *best* way to rewrite sentence 9?

- (E) While changing trains, Lawrence lost the briefcase.
- (F) The briefcase was lost while changing trains.
- (G) While changing trains, the briefcase was lost by Lawrence.
- (H) While the briefcase was lost, Lawrence changed trains.

7. What change, if any, should be made in sentence 10?

- (A) Change *didn't have* to *had*.
- (B) Change *no* to *some*.
- (C) Change *choice* to *choices*.
- (D) No change is necessary.

8. In sentence 11, what is the antecedent of *that*?

- (E) changing trains
- (F) no choice
- (G) the manuscript
- (H) to rewrite the manuscript from memory

**PRACTICE**

## Revising-and-Editing Test

**DIRECTIONS** Read the following paragraph carefully. As you read, circle each error you find and identify the error in the side column—for example, you might write misspelled word or not a complete sentence. When you have finished, fill in the letter of the correct choice for each question that follows.

<sup>1</sup> The ordinary person today takes owning a book for granted. <sup>2</sup> Only the wealthiest people were able to own books until the invention of the printing press around 1450. <sup>3</sup> Before that time all books were copied by hand. <sup>4</sup> Books were therefore scarce and much expensiver. <sup>5</sup> US modern readers can't imagine this. <sup>6</sup> After Johannes Gutenberg invented the first movable-type printing press, people could more easily afford books, as a result more people learned to read. <sup>7</sup> Today, books have become an important part of most peoples' daily experience. <sup>8</sup> Gutenberg's invention has greatly effected all our lives.

1. Which of the following changes would *best* show the logical connection between sentences 1 and 2?
  - (A) begin sentence 2 with *Because*
  - (B) begin sentence 2 with *However,*
  - (C) begin sentence 2 with *Similarly,*
  - (D) begin sentence 2 with *As a result,*
2. Where should you add a comma in sentence 3?
  - (E) after *time*
  - (F) after *books*
  - (G) after *time* and after *books*
  - (H) No comma is necessary.
3. What is the correct form of the comparative adjective in sentence 4?
  - (A) more expensiver
  - (B) scarcer
  - (C) more expensive
  - (D) scarcest
4. What is the most effective way to rewrite sentence 5?
  - (E) Us, as modern readers, can't imagine that.
  - (F) We modern readers can't imagine that.
  - (G) For us, modern readers can't imagine that.
  - (H) Us modern readers cannot imagine that.



5. What change should be made in sentence 6?

- (A) Put a period after the word *books* and capitalize *as*.
- (B) Delete the comma after the word *books*.
- (C) Delete *as a result*.
- (D) Put a colon after the word *books*.

6. What change, if any, should be made in sentence 7?

- (E) Change *peoples'* to *people's*.
- (F) Change *peoples'* to *peoples*.
- (G) Change *an* to *a*.
- (H) No change is necessary.

7. The meaning of sentence 8 can be clarified by changing which of the following words?

- (A) Change *has* to *have*.
- (B) Change *effected* to *affected*.
- (C) Change *our* to *are*.
- (D) Change *lives* to *life*.