

Grammar Review:

KAPLAN NURSING SCHOOL

ENTRANCE EXAM

Academic
Skills
Center

The following information has been put together to help you prepare for the Writing Section of the Kaplan Exam.

CONCEPT 1: The Use of Commas

Use a comma:

- before a coordinating conjunction (*and, so, for, yet, nor, or but*) when the conjunction joins two complete sentences.

I am not complaining, but I am stating my rather unhappy opinion.

- to separate introductory material from the rest of the sentence.

In addition, I need to water the garden.

When it rains, I bring my umbrella.

After winning the lottery, I found I had many friends.

- to separate coordinate adjectives not joined by *and*.

The tired, ambitious clerk usually worked through lunch and stayed late.

- to separate items in a series.

I read that laughter keeps one young, helps heal an injury, and lowers blood pressure.

- before and after a non-essential word, phrase, or clause.

Susan, who lived next to my mother, is coming to work for us.

He will, of course, make sure the event is well planned.

- to set off contrasted elements, geographical names, and most items in dates.

Cats, but not dogs, own themselves.

Maria was born in Rockledge, Florida on August 16, 2002, at 10:20 p.m.

CONCEPT 1: Practice

Insert nine (9) commas into the following passage:

Growing up as a child in Miami Florida I focused on having fun and enjoying life. The older I got however the more complicated life became. When I was a boy it was never about paying bills or worrying about paying car insurance; I wanted to spend as much time with family as possible and I wanted to experience everything that nature had to show me. Now that I am older the stress has become overwhelming. The three things that contribute to my hectic stressful life are a mortgage on a house graduating from school and high blood pressure.

Insert six (6) commas into the following passage:

When I arrived at the airport I became very nervous again and my friends had to keep me from going right back home. After they talked to me for a while I decided to go on with my trip but the seat belts nearly made me change my mind again. I wanted to be able to jump out before the plane crashed if the pilot had any trouble. I finally fastened the belt and closed my eyes while the plane started to move down the runway. When I opened them again I could not believe what I saw. The plane was moving smoothly along and I could see the land as though it were a map below the plane.

CONCEPT 2: Subject and Verb Agreement

1. Singular subjects take singular verbs. Plural subjects take plural verbs.
The student was proud of her semester grades. *The students were proud of their semester grades.*
2. The number of the subject is not changed by a phrase following the subject.
The pilot, as well as the flight attendants, is required to display courtesy.
3. The following words are singular:
each either neither one no one every one
anyone someone everyone anybody somebody everybody
Each does his own cooking. *Everyone enjoys the summertime.*
4. The following words are plural:
several few both many
Several of the students were transferred. *Both of the teams play well.*
5. The following words may be singular or plural, depending on the meaning of the sentence:
some any none all most
Some of the show was hilarious. *Some of the actors were hilarious.*
6. Subjects joined by *and* take a plural verb. *Hannah and Bob have been friends for years.*
7. Singular subjects joined by *or* or *nor* take a singular verb.
Neither the coach nor the trainer was sure of the starting time.
8. When a singular and a plural subject are joined by *or* or *nor*, the verb agrees with the nearer subject.
Either the singer or the musicians are off-key.
9. When the subject follows the verb, as in questions and in sentences beginning with *here* and *there*, be careful to determine the subject and make sure the verb agrees with it.
How are Al and Steven doing? *There are eight pieces of pizza left.*
10. Collective nouns (*faculty, crew, assembly, army, team, jury, committee, group*, etc.) take a singular verb when they refer to a group as a unit, but collective nouns take a plural verb when referring to individuals within the group.
My lab team does a lot of extra-credit experiments.
The team assume separate responsibilities for each study they undertake.
11. Phrases that name a period of time, a unit of measurement, or an amount of money take a singular verb.
Ten miles is a long way to walk.
12. The title of a book or the name of an organization or country, even when plural, takes a singular verb.
Goodfellas was a good movie.
13. *Every* or *many* before a word or series of words is followed by a singular verb.
Every server, kitchen helper, and cashier was pleased with the new schedule.

CONCEPT 2: Practice

For each of the following sentences, underline the correct form of the verb.

1. The tulips in the pot (**need, needs**) watering.
2. High levels of air pollution (**cause, causes**) damage to the lungs.
3. None (**is, are**) immune to this disease.
4. Esther or Mary (**is, are**) going to the show.
5. When someone (**has, have**) been drinking, he is likely to speed.
6. In class, everyone (**performs, perform**) at his fitness level.
7. Either Sandy or the twins (**is, are**) going to the concert.
8. Salt for melting ice on city streets (**cause, causes**) pollution.
9. A few states in the nation (**controls, control**) the use of water.
10. Either Becky or Diane (**is, are**) planning the party.
11. The records and tapes (**was, were**) stacked on the shelf.
12. All of the books on history in the library (**has, have**) been checked out.
13. Each of the computers (**run, runs**) a different program.
14. The counselor for the senior students (**was, were**) helpful.
15. Both of your answers (**is, are**) correct.

In each of the following paragraphs, underline the verb that agrees in number with the subject.

The theory of plate tectonics (**has, have**) explained causes of the earthquake activity throughout the world. Enormous plates of rock (**is, are**) moving constantly beneath the earth's surface. The movements, in addition to the pressure of molten rock, (**causes, cause**) the plates to collide. The pressure of colliding plates (**forces, force**) the rock to bend until it breaks. A ridge of these breaks (**is, are**) called a fault. The cause of most earthquakes (**is, are**) the release of stress along a fault. The Richter scale, as well as other measurements, (**has, have**) been used to record the magnitude of earthquakes. The tremors of the great San Francisco earthquake (**was, were**) estimated to have measured 8.3 on the Richter scale. California, with the San Andreas and Garlock faults, (**has, have**) about ten times the world average of earthquake activities. The scientific community, especially seismologists and geologists, (**is, are**) studying the effects of earthquakes.

The passage above comes from

Warriner, J. E. (1986). *Warriner's English grammar and composition*. Orlando, FL: Harcourt Brace Jovanovich.

CONCEPT 3: Complete Sentences

To be a complete sentence, a group of words needs a subject, a verb, and a complete thought. The following explains the terms *fragment* and *run-on*.

Fragments - When one or more of these is missing, the group of words is considered a *fragment*.

- Dependent word fragment: *Because the patient was late.*
- Missing subject fragment: *The cat went up the tree. And then got stuck.*
- **-ing** fragment: *Hoping to win the game. The coach revised his strategy.*

EX. *For class, we read about diseases that affect the lungs. For example, tuberculosis.*

To fix the fragments shown above, add words to complete the thought or add to an existing complete sentence.

EX. *Because the patient was late, he could not find a place to park,*

EX. *For class, we read about diseases that affect the lungs, for example tuberculosis.*

Run-ons - A *run-on* occurs when one thought runs into another without proper punctuation. There are several ways to fix run-ons.

- period and capital letter
- semicolon
- comma + coordinating conjunction
- dependent clause

EX. *Mitch loved going camping in the summer. He did not mind the bugs and snakes.*

EX. *Mitch loved going camping in the summer; he did not mind the bugs and snakes.*

EX. *Mitch loved going camping in the summer, so he did not mind the bugs and snakes.*

EX. *Because Mitch loved going camping in the summer, he did not mind the bugs and snakes.*

CONCEPT 3: Practice

Revise the following passage for fragments and run-ons.

Elizabeth Blackwell was born in 1821. And died in 1910. When, in 1832, her parents could no longer tolerate the social and political situation in Bristol, England, where Mr. Blackwell was a leading member of the business community. They immigrated with their eight children to New York. After six years of adventures in the East, the family decided to move to Cincinnati. Where they hoped to prosper. For a while, things looked bright for the family. Despite the realization that some of them missed England. Tragedy struck in 1832 Mr. Blackwell died. Elizabeth established a school for girls. Feeling depressed by the economic plight of their family, which now consisted of her mother, four sisters, and four brothers. By 1839, this school was staffed by several members of the family and had become quite successful Elizabeth was beginning to feel dissatisfied with teaching. A friend, dying of cancer, suggested that Elizabeth become a doctor at first Elizabeth totally rejected the suggestion. In spite of herself, the idea of being a doctor plagued Elizabeth. Leading her to inquire into the possibility of a woman studying medicine. She then applied to and was rejected by medical schools in Philadelphia, the seat of medical education in America at the time. Finally, she was accepted to Geneva College. Now known as Hobart College. In 1857 Elizabeth Blackwell established the New York Infirmary for Indigent Women and Children, a hospital staffed by women.

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CONCEPT 4: Mixed Constructions

Mixed constructions often happen when you start a sentence with one grammatical structure and then switch to another (in other words, a sentence construct with incompatible elements).

INCORRECT: *For most people who have pets live longer, happier lives.*

This sentence seems to be going in one grammatical direction but suddenly switches to another without warning. It can be revised a few different ways:

CORRECT: *For most people who have pets, life is longer and happier.*

CORRECT: *Most people who have pets live longer, happier lives.*

Another instance of mixed construction is when the subject and the predicate of the sentence do not make logical sense together.

INCORRECT: *The court decided that the woman's welfare was not safe with her abusive partner.*

The woman is who should be safe, not the welfare.

CORRECT: *The court decided that the woman was not safe with her abusive partner.*

A much more specific mixed construction happens when an appositive and its noun do not agree.

INCORRECT: *Doctors, an honorable profession, requires a great attention to detail and a lot of memorization.*

Doctors are not a profession, medicine is.

CORRECT: *Medicine, an honorable profession, requires a great attention to detail and a lot of memorization.*

Definition and samples from

Mixed Constructions. (2017). Retrieved from <http://www.swarthmore.edu/writing/mixed-constructions-0>

CONCEPT 4: Practice

Revise the following sentences for mixed construction.

1. For most drivers who have a blood alcohol content of 0.5 percent double their risk of causing an accident.
2. When one is promoted without warning can be alarming.
3. The growth in the number of applications is increasing rapidly.
4. The tax accountant, a very lucrative field, requires intelligence, patience, and attention to detail.
5. Her favorite pastime was at the movies.

The above exercise was adapted from

Hacker, D., & Van Goor, W. (1994). *Bedford basics: A workbook for writers*. New York, NY: Bedford Books.

CONCEPT 5: Parallel Structure

Parallel structure (also called parallelism) is the repetition of a chosen grammatical form within a sentence. By making each compared item or idea in your sentence follow the same grammatical pattern, you create a parallel construction.

Not parallel: *Ellen likes hiking, the rodeo, and to take afternoon naps.*

Parallel: *Ellen likes hiking, attending the rodeo, and taking afternoon naps.* OR *Ellen likes to hike, attend the rodeo, and take afternoon naps.*

Using Parallel Structure with a Coordinating Conjunction - When you connect two or more clauses or phrases with a coordinating conjunction (*for, and, nor, but, or, yet, or so*), use parallel structure.

Not parallel: *My best friend took me dancing and to a show.*

Parallel: *My best friend took me to a dance and a show.*

With Correlative Conjunctions - When you connect two clauses or phrases with a correlative conjunction (*not only...but also, either...or, neither...nor, if...then, etc.*), use parallel structure.

Not parallel: *My dog not only likes to play fetch, but also chase cars.*

Parallel: *My dog not only likes to play fetch, but he also likes to chase cars.* OR *My dog likes not only to play fetch, but also to chase cars.*

With Phrases or Clauses of Comparison - When you connect two clauses or phrases with a word of comparison, such as *than* or *as*, use parallel structure.

Not parallel: *I would rather pay for my education than financial aid.*

Parallel: *I would rather pay for my education than receive financial aid.*

With Lists - When you are comparing items in a list, use parallel structure.

Not parallel: *John Taylor Gatto criticizes public schools because they are compulsory, funded by the government, and destroy students' humanity.*

Parallel: *John Taylor Gatto criticizes public schools because they are compulsory, government funded, and normalizing.* OR *John Taylor Gatto criticizes public schools because they require students to attend, receive money from the government, and destroy students' humanity.*

Some helpful hints on how to revise sentences for parallel structure: 1) Figure out what parts of the sentence are being compared. 2) Decide whether they are parallel (i.e., arranged or constructed in the same way). 3) If they are not, make them parallel by making the grammatical construction the same in each part.

CONCEPT 5: Practice

Exercise: Read the following example sentences and revise any that do not use parallel structure.

1. I would rather eat potatoes than to eat rice.
2. The study not only examined men but also women.
3. The shutters were not only too long but were too wide.
4. Abused children commonly exhibit one or more of the following symptoms: withdrawal, rebelliousness, restlessness, and they are depressed.
5. The ophthalmologist told me that Julie was extremely farsighted but corrective lenses would help considerably.
6. It is easier to speak in abstractions than grounding one's thoughts in reality.
7. After assuring us that he was sober, Sam drove down the middle of the road, ran one red light, and two stop signs.
8. At Lincoln High School, vandalism can result in suspension or even being expelled from school.

Definition and samples from

Evergreen Writing Center. (n.d.) Parallel structure. Retrieved from

<https://www.evergreen.edu/sites/default/files/writingcenter/handouts/grammar/parallel.pdf>

Hacker, D., & Van Goor, W. (1994). Bedford basics: A workbook for writers. New York, NY: Bedford Books.

CONCEPT 6: Apostrophes

- To show that one or more letters have been left out of a word.

Ex. *It's* Ex. *Good mornin'*

- To form the plural of a letter, a number, a sign, or a word discussed as a word.

Ex. *A – A's* EX. *8 – 8's*

EX. *You use too many and's in your writing.*

- To make the possessive form of a singular noun, a plural noun, or a singular noun that ends with an *s* or a *z* sound.

Ex. *Spock's ears*

EX. *Dallas's sports teams*

EX. *Kiss's last concert* (one syllable)

EX. *The bosses' office*

EX. *Jason, Kamil, and Elana's sound system* (all own one system)

EX. *Jason's, Kamil's, and Elana's sound systems* (each owns a system)

EX. *His mother-in-law's career*

EX. *Everybody's*

EX. *A month's pay*

Remember: Do not use an apostrophe to form a plural noun.

CONCEPT 6: Practice

If the possessive case for each item in the list is correct, write C. If it has been incorrectly formed, write the correct form.

- | | | | |
|--------------------------------|-------|--------------------------|-------|
| 1. everyone's share | _____ | 6. that nations debts | _____ |
| 2. the letters appeal | _____ | 7. travelers' briefcases | _____ |
| 3. children's books | _____ | 8. soldiers knapsacks | _____ |
| 4. this school's
reputation | _____ | 9. Ross's sleeve | _____ |
| 5. opened it's covers | _____ | 10. girls teams | _____ |

The exercise above was adapted from

Warriner, J. E. (1986). *Warriner's English grammar and composition*. Orlando, FL: Harcourt Brace Jovanovich.

CONCEPT 7: Unity in a Paragraph

Unity means that every sentence in a paragraph directly supports the topic sentence or main idea.

CONCEPT 7: Practice

In the following passages, underline the sentence(s) that are not directly related to the main idea.

Restaurant work is the kind of work most likely to be available to teens who are seeking employment at a summer resort. This kind of employment has one major disadvantage and several advantages. The disadvantage is that only the low-paying restaurant jobs are available to persons under eighteen: dishwashers, porters, and kitchen maids. These behind-the-scene jobs sometimes pay less than the minimum wage because members of the better-paid dining-room staff are expected to share their tips with those in the more menial jobs, but the generosity of servers is often uncertain. Other summer jobs, low paying but pleasant, are the outdoor jobs of gardener, lifeguard, and camp counselor. It is possible sometimes to find a summer job as a salesperson, a stock clerk, or a bag packer in a supermarket. However, even the menial restaurant jobs at a summer resort have some advantages. For instance, if you are lucky enough to work only evenings, you have the daytime for the beach and outdoor activities. Friendships with fellow workers frequently develop and add to your summer fun. There is, too, the daily fringe benefit of free meals and room.

The popularity of first names changes, with certain names in fashion for a generation or so. For example, the top names for girls in 1928 were Mary, Marie, and Anne. In 1983, none of these names was at the top of the list for girls. The top names in 1983 were Jennifer, Tiffany, and Lauren. Unusually sounding names can cause problems for children. One California lawyer, for example, named his son Shelter because he wanted him to have a truly unique first name. The most popular boys' names have changed as well. John, William, and Joseph were the most popular in 1928. In 1983, however, the most fashionable boys' names were Michael, Christopher, and Jason.

The passages above were adapted from

Warriner, J. E. (1986). *Warriner's English grammar and composition*. Orlando, FL: Harcourt Brace Jovanovich.

CONCEPT 8: Support in a Paragraph

In addition to unity, paragraphs need effective and sufficient support.

CONCEPT 8: Practice

In the following paragraphs, mark the spot(s) where details are needed.

My family's property in Guatemala was an active place, full of life. Wild animals were frequent visitors. We had a small vivid farm where we grew all sorts of fruit trees and flowers and raised animals. As a family, we were all active in taking care of our responsibilities. My dad built a coop especially for the chickens and ducks, which were the largest group of animals we had. When it was time to eat, they all came out at the same moment and spread all around the property. It was nice to see the animals scattered around, singing their songs. My dad loved taking care of the animals, especially when they were young. He liked being close to them, helping and feeding them. I, however, preferred to pick fruits or water the plants.

The above passage was adapted from

Writing Paragraphs (n.d.). Retrieved from https://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/paragraphs.html

As a teenager in the eighties, I was exposed to exciting new movements in rock music. 80's rock included real extremes. Edgy, head-banging punk music took off with bands like the Ramones, the Sex Pistols, and The Clash producing amazing off-the-radio tracks. "New Wave" also emerged as a somewhat toned down, radio-acceptable, synthesized version of punk music. Some of it was great, a more humorous and satirical version of punk. Everyone knew the words to "Burning Down the House" and "Psycho Killer" by the Talking Heads, and B52's songs like "Planet Clare" and "Rock Lobster" were played at every party. Yet there was some bad new-wave music as well.

The above passage was adapted from

Paragraph Development. (2007). Retrieved from <http://www.srjcwritingcenter.com/paragraphs/development/development.html>

CONCEPT 9: Coherence in a Paragraph

Coherence is achieved when sentences and ideas are connected and flow together smoothly. An essay without coherence can inhibit a reader's ability to understand the ideas and main points of the essay. Coherence allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next.

CONCEPT 9: Practice

Exercise: Make this paragraph more coherent.

The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. Mummies several thousand years old have been discovered nearly intact. The skin, hair, teeth, finger- and toenails, and facial features of the mummies were evident. One can diagnose the diseases they suffered in life,

such as smallpox, arthritis, and nutritional deficiencies. The process was remarkably effective. Sometimes apparent were the fatal afflictions of the dead people: a middle-aged king died from a blow on the head, and polio killed a child king. Mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages.

Definition from

Southeastern Writing Center. (n.d.). Retrieved from

https://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_handouts/coherence.pdf

CONCEPT 10: Wordiness

Writing in the professional world should be concise, and one needs to cut empty words and phrases and unnecessary repetition.

Examples of wordiness include *they both*, *and also*, *due to the fact that*, *merge together*, *at the present time*, *the reason is because*, *big in size*, *in my opinion*, etc.

Wordy: *Many unskilled workers without training in a particular job are unemployed and do not have any work.*

Concise: *Many unskilled workers do not have any work.*

Wordy: *At this point in time, the software is expensive due to the fact that it has no competition.*

Concise: *The software is expensive now because it has no competition.*

Examples taken from

Fowler, H.R., & Aaron, J. (2016). *The little brown handbook*. Boston, MA: Pearson.

CONCEPT 10: Practice

Make these sentences more concise.

1. It is very unusual to find someone who has never told a deliberate lie on purpose.
2. Trouble is caused when people disobey rules that have been established for the safety of all.
3. A campus rally was attended by more than a thousand students. Five students were arrested by campus police for disorderly conduct, while several others were charged by campus administrators with organizing a public meeting without being issued a permit to do so.

4. The subjects that are considered most important by students are those that have been shown to be useful to them after graduation.
5. In the not too distant future, college freshmen must all become aware of the fact that there is a need for them to make contact with an academic adviser concerning the matter of a major.

The above sentences were taken from
 Owl Purdue Online Writing Lab. (2016). Eliminating wordiness exercise 1. Retrieved from
<https://owl.english.purdue.edu/exercises/6/9/24>

CONCEPT 11: Commonly Confused Words

Learn to distinguish between homonyms and other commonly confused words, such as:

accept/except	their/ there/ they're	its/it's	affect/effect
fewer/less	then/than	to/too	among/between
already/all ready	personal/personnel	who's/whose	your/you're
lie/lay	principles/principals	quiet/quite	

CONCEPT 11: Practice

Choose the appropriate word.

1. I refused to (**accept / except**) the performance evaluation because there was false information in it.
2. The oil spill in the Gulf of Mexico has (**affected / effected**) the economy and the environment in negative ways.
3. Before the bell rang, the class was (**already / all ready**) to go home.
4. The dog buried (**its / it's**) bone.
5. Not everybody shares my (**principals / principles**).
6. I wish I had seen the show last night; I heard it was (**quiet / quit / quite**) a performance.
7. I wanted to go home more (**than / then**) I wanted to go to the party.
8. It is unusual that (**their / they're / there**) not having a party next door.
9. I never said you paid me (**to / two / too**) much!
10. Anyone (**who's / whose**) been to Wales knows how beautiful the countryside is.
11. When (**your / you're**) boyfriend moves out of town without telling you, the relationship has problems.
12. The captain (**led / lead**) the final charge in the battle.

13. It was time to get up close and (**personal / personnel**).
14. Whatever happens, do not (**lie / lay**) down your weapon!
15. It takes a full tank of gas if (**were / we're / wear / where**) going to take Sam all the way to Pasadena.
16. I like everything about my roommate Matt (**accept / except**) his snoring.
17. The (**affect / effect**) of the new medication was a loss of appetite.

The above exercise was adapted from

Shreve, P. (n.d.). Commonly confused words exercise 1. Retrieved from <http://www.proprofs.com/quiz-school/story.php?title=commonly-confused-words-practice-1>

CONCEPT 12: Shift in Voice and Point of View

Point of View: The point of view of an essay is the perspective from which it is written: first person (*I, we*), second person (*you*), or third person (*he, she, and they*). The writer needs to be consistent within the sentence and within the essay. Usually, writers should avoid writing in the second person.

Examples:

Shift in POV: *Coming from Ghana, I need to earn respect in America. You need to upgrade yourself by getting into college.*

Consistent POV: *Coming from Ghana, I need to earn respect in America. I need to upgrade myself by getting into college.*

Shift in POV: *When students first start college, they may not know what to expect. You may become overwhelmed.*

Consistent POV: *When students first start college, they may not know what to expect. They may become overwhelmed.*

Voice: Transitive verbs have two voices. In the *active* voice, the more common one, the subject does the action. In the *passive* voice, the subject 'receives' the action. The passive voice uses the helping *be* (*am, is, was...*) and the past participle: *was cheered, is held, will be shot*.

Active: *Alice Walker will read the poem.*

Passive: *The poem will be read by Alice Walker.*

CONCEPT 12: Practice

Exercise: Revise for point of view.

1. Students like English 302 because it exposes you to classic films.
2. Although it may be painful for a parent not to be their child's role model, Patrice Grant does not have the right to be angry about her son's choice.
3. Myrna remembered that a patron could reenter the museum if they still had the ticket stub.

4. If people want to do well in this course, you should plan to attend every day.
5. A person often takes a first-aid course so that they can learn how to help choking victims.

Exercise: Revise for active voice.

1. The runner was thrown out by the left fielder.
2. The incumbent's speech was bashed by the media.
3. A presidential candidate has been selected by younger voters.
4. Stress is relieved by physical activity, meditation, and relaxation.

Answer Key

CONCEPT 1: Practice

Growing up as a child in Miami, Florida, I focused on having fun and enjoying life. The older I got, however, the more complicated life became. When I was a boy, it was never about paying bills or worrying about paying car insurance; I wanted to spend as much time with family as possible, and I wanted to experience everything that nature had to show me. Now that I am older, the stress has become overwhelming. The three things that contribute to my hectic stressful life are a mortgage on a house, graduating from school, and high blood pressure.

When I arrived at the airport, I became very nervous again, and my friends had to keep me from going right back home. After they talked to me for a while, I decided to go on with my trip, but the seat belts nearly made me change my mind again. I wanted to be able to jump out before the plane crashed if the pilot had any trouble. I finally fastened the belt and closed my eyes while the plane started to move down the runway. When I opened them again, I could not believe what I saw. The plane was moving smoothly along, and I could see the land as though it were a map below the plane.

CONCEPT 2: Practice

1. The tulips in the pot need watering.
2. High levels of air pollution cause damage to the lungs.
3. None is immune to this disease.
4. Esther or Mary is going to the show.
5. When someone has been drinking, he is likely to speed.
6. In class, everyone performs at his fitness level.
7. Either Sandy or the twins are going to the concert.
8. Salt for melting ice on city streets causes pollution.
9. A few states in the nation control the use of water.
10. Either Becky or Diane is planning the party.
11. The records and tapes were stacked on the shelf.
12. All of the books on history in the library have been checked out.
13. Each of the computers runs a different program.
14. The counselor for the senior students was helpful.
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it breaks. A ridge of these breaks is called a fault. The cause of most earthquakes is the release of stress along a fault. The Richter scale, as well as other measurements, has been used to record the magnitude of earthquakes. The tremors of the great San Francisco earthquake were estimated to have measured 8.3 on the Richter scale. California, with the San Andreas and Garlock faults, has about ten times the world average of earthquake activities. The scientific community, especially seismologists and geologists, is studying the effects of earthquakes.

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5. Her favorite pastime was going to the movies.

CONCEPT 5: Practice

1. I would rather eat potatoes than rice.
2. The study examined not only men but also women.
3. The shutters were not only too long but too wide.
4. Abused children commonly exhibit one or more of the following symptoms: withdrawal, rebelliousness, restlessness, and depression.
5. The ophthalmologist told me that Julie was extremely farsighted but that corrective lenses would help considerably.

6. It is easier to speak in abstractions than to ground one's thoughts in reality.
7. After assuring us that he was sober, Sam drove down the middle of the road, ran one red light, and went through two stop signs.
8. At Lincoln High School, vandalism can result in suspension or even expulsion from school.

CONCEPT 6: Practice

1. everyone's share C
2. the letter's appeal
3. children's books C
4. this school's reputation C
5. opened its covers
6. that nation's debts
7. travelers' briefcases C
8. soldiers' knapsacks
9. Ross's sleeve C
10. girls' teams

CONCEPT 7: Practice

Restaurant work is the kind of work most likely to be available to teens who are seeking employment at a summer resort. This kind of employment has one major disadvantage and several advantages. The disadvantage is that only the low-paying restaurant jobs are available to persons under eighteen: dishwashers, porters, and kitchen maids. These behind-the-scene jobs sometimes pay less than the minimum wage because members of the better-paid dining-room staff are expected to share their tips with those in the more menial jobs, but the generosity of servers is often uncertain. ~~Other summer jobs, low paying but pleasant, are the outdoor jobs of gardener, lifeguard, and camp counselor. It is possible sometimes to find a summer job as a salesperson, a stock clerk, or a bag packer in a supermarket.~~ However, even the menial restaurant jobs at a summer resort have some advantages. For instance, if you are lucky enough to work only evenings, you have the daytime for the beach and outdoor activities. Friendships with fellow workers frequently develop and add to your summer fun. There is, too, the daily fringe benefit of free meals and room.

The popularity of first names changes, with certain names in fashion for a generation or so. For example, the top names for girls in 1928 were Mary, Marie, and Anne. In 1983, none of these names was at the top of the list for girls. The top names in 1983 were Jennifer, Tiffany, and Lauren. ~~Unusually sounding names can cause problems for children. One California lawyer, for example, named his son Shelter because he wanted him to have a truly unique first name.~~ The most popular boys' names have changed as well. John, William, and Joseph were the most popular in 1928. In 1983, however, the most fashionable boys' names were Michael, Christopher, and Jason.

CONCEPT 8: Practice

My family's property in Guatemala was an active place, full of life. Wild animals were frequent visitors. *(What kind of animals?)* We had a small vivid farm where we grew all sorts of fruit trees and flowers and raised

animals. (*Such as?*) As a family, we were all active in taking care of our responsibilities. (*What were they?*) My dad built a coop especially for the chickens and ducks, which were the largest group of animals we had. When it was time to eat, they all came out at the same moment and spread all around the property. It was nice to see the animals scattered around, singing their songs. My dad loved taking care of the animals, especially when they were young. He liked being close to them, helping and feeding them. I, however, preferred to pick fruits or water the plants.

As a teenager in the eighties, I was exposed to exciting new movements in rock music. 80's rock included real extremes. (*What were the extremes?*) Edgy, head-banging punk music took off with bands like the Ramones, the Sex Pistols, and The Clash producing amazing off-the-radio tracks. "New Wave" also emerged as a somewhat toned down, radio-acceptable, synthesized version of punk music. Some of it was great, a more humorous and satirical version of punk. Everyone knew the words to "Burning Down the House" and "Psycho Killer" by the Talking Heads, and B52's songs like "Planet Clare" and "Rock Lobster" were played at every party. Yet there was some bad new-wave music as well. (*What are examples of bad new wave?*)

CONCEPT 9: Practice

The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. Mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. The process was remarkably effective. Mummies several thousand years old have been discovered nearly intact. The skin, hair, teeth, finger- and toenails, and facial features of the mummies were evident. One can diagnose the diseases they suffered in life, such as smallpox, arthritis, and nutritional deficiencies. Sometimes apparent were the fatal afflictions of the dead people: a middle-aged king died from a blow on the head, and polio killed a child king.

CONCEPT 10: Practice

1. Rarely will you find someone who has never told a deliberate lie.
2. Disobeying safety regulations causes trouble.
3. Five out of more than a thousand students at a campus rally were arrested for disorderly conduct, and several others were charged by campus administrators with organizing a public meeting without a permit.
4. Students think that the most important subjects are those that will be useful after graduation.
5. Soon, college freshmen must realize that they need to contact their advisors about their choices of majors.

CONCEPT 11: Practice

1. I refused to accept the performance evaluation because there was false information in it.
2. The oil spill in the Gulf of Mexico has affected the economy and the environment in negative ways.
3. Before the bell rang, the class was all ready to go home.
4. The dog buried its bone.
5. Not everybody shares my principles.

6. I wish I had seen the show last night; I heard it was quite a performance.
7. I wanted to go home more than I wanted to go to the party.
8. It is unusual that they're not having a party next door.
9. I never said you paid me too much!
10. Anyone who's been to Wales knows how beautiful the countryside is.
11. When your boyfriend moves out of town without telling you, the relationship has problems.
12. The captain led the final charge in the battle.

13. It was time to get up close and personal.
14. Whatever happens, do not lay down your weapon!
15. It takes a full tank of gas if we're going to take Sam all the way to Pasadena.
16. I like everything about my roommate Matt except his snoring.
17. The effect of the new medication was a loss of appetite.

CONCEPT 12: Practice

Shift in Point of View

6. Students like English 302 because it exposes them to classic films.
7. Although it may be painful for a parent not to be his or her child's role model, Patrice Grant doesn't have the right to be angry with her son's choice.
8. Myrna remembered that patrons could reenter the museum if they still had the ticket stub.
9. If you want to do well in this course, you should plan on attending every day.
10. People often take a first-aid course so that they can learn how to help choking victims.

Shift in Voice

1. The left fielder threw out the runner.
2. The media bashed the incumbent's speech.
3. Younger voters have selected a presidential candidate.
4. Physical activity, meditation, and relaxation relieve stress.

