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**11&12**  
**LEVEL**  
**D**

**Language**



TESTS OF  
ADULT BASIC  
EDUCATION



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## STRATEGY 1

# Follow Grammar Rules

## USE PRONOUNS

To avoid repeating the same nouns over and over again, we use pronouns. A **pronoun** is a word that takes the place of a noun. One type of pronoun is a **subjective** pronoun, which functions as the subject of a verb. Another is an **objective** pronoun, which functions as the object of a verb or preposition. A **possessive** pronoun is used to describe nouns.

Pronoun Case	Examples
Subjective ( <i>I, you, he, she, it, we, they</i> )	<i>I</i> went running.
Objective ( <i>me, you, him, her, it, us, them</i> )	I went running with <i>her</i> .
Possessive ( <i>my, your, his, her, its, our, their</i> )	We went running in <i>our</i> neighborhood.

Reflexive and intensive pronouns are in the *-self* form. A **reflexive** pronoun renames the subject as the object of a verb or preposition. An **intensive** pronoun is used to add emphasis to a sentence.

Pronoun	Examples
Reflexive	I gave that present to <i>myself</i> .
Intensive	I <i>myself</i> won an award that night.

### Example

Look at the underlined words in the following sentence:

They took me to my favorite restaurant.

The pronoun *they* is the subject of the sentence, so it is subjective. The pronoun *me* is the object of the verb *took*, so it is objective. The pronoun *my* describes *favorite restaurant*, so it is possessive.

**TEST TIP:** When a compound object contains a pronoun, try reading the sentence with the pronoun alone to see if it makes sense. For example, look at the sentence *Juan gave the books to George and me*. If you read the sentence as *Juan gave the books to me*, you know the correct pronoun is used. You would not say *Juan gave the books to I*.

## GUIDED PRACTICE

Cross out the pronouns that are incorrect. Provide the correct pronoun for each instance and explain your reasoning.

1. Eva and myself told everyone that story. It was about Camilla and I.

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### THINK

Are the pronouns acting as subjects or objects? Check to make sure each pronoun is in the right case.

*Answer: Eva and I told everyone that story. It was about Camilla and me. Cross out myself and I. The incorrect pronoun myself is acting as a subject of the verb told, so it should be the subjective pronoun I. The incorrect pronoun I is acting as an object of the preposition about. Replace I with the object pronoun me.*

## INDEPENDENT PRACTICE

For questions 2 through 4, circle the correct pronoun of the two choices listed in parentheses. Write whether each pronoun is subjective, objective, possessive, reflexive, or intensive.

2. That's not yours; give it to ( she her ).

---

3. We ordered the pizza for ( us ourselves ).

---

4. The short film featured Luis and ( me myself ).

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## TABE PRACTICE

5. Which sentence uses an intensive pronoun?
- A. She changes the oil in her car herself.
  - B. We treated ourselves to ice cream after the game.
  - C. I gave myself a pedicure last weekend.
  - D. The students were proud of themselves for winning.
6. Which sentence is not written correctly?
- A. That song was performed by her and me.
  - B. Later, we realized that she and I had been correct.
  - C. Ms. Diaz drove her and I to the store.
  - D. She and I presented the award on behalf of our school.
7. Which sentence is written correctly?
- A. Roberto said, "I'll go with yourselves."
  - B. Mr. Chan gave the job to Isa and myself.
  - C. They wanted to ride bikes to the river all by themselves.
  - D. We painted the trim on the house ourselves.

## CORRECT PRONOUN ERRORS

A pronoun usually refers to an antecedent—an earlier noun, pronoun, phrase, or clause. A pronoun must agree with its antecedent in number and in person. **Number** describes whether the pronoun is singular or plural. **Person** describes whether the pronoun is first person, second person, or third person.

Pronoun Property	Examples
Singular	The dog chewed <i>its</i> bone. The board elected <i>its</i> new president.
Plural	The dogs played in <i>their</i> yard. Ava and Lexie love <i>their</i> new bikes.
First person	<i>I</i> just ordered a coffee.
Second person	Do <i>you</i> want anything?
Third person	<i>He</i> is not home today.

Vague pronouns either have no clear antecedent or have multiple possible antecedents.

Pronoun Error	Examples
No antecedent	We ate at that lovely new restaurant. <i>They</i> treated us very nicely.
Multiple possible antecedents	Tiana met Elina when <i>she</i> was in college.

### Examples

Look at the underlined word in the following sentence.

*Incorrect: The bird ruffled their feathers.*

The pronoun *their* is plural, but it refers back to *the bird*, which is singular. To correct this error, change *their* to the singular *its*.

*Correct: The bird ruffled its feathers.*

Look at the underlined word in the following sentences.

*Incorrect: We ate at that lovely new restaurant. They treated us very nicely.*

The pronoun *they* does not clearly refer back to anything. *Who* treated us very nicely? To correct this error, replace *they* with a noun that is the actual subject of the sentence.

*Correct: We ate at that lovely new restaurant. The staff treated us very nicely.*

## GUIDED PRACTICE

List the pronouns that are incorrect. Provide a correct option for each error.

8. Liz and Erica talked while she was in the checkout line. The store was very crowded. They apologized for the customers' long wait.

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### THINK

Does each pronoun have one clear antecedent? Make sure you know to what or to whom the pronouns are referring.

*Answer: Liz and Erica talked while Liz was in the checkout line. The store was very crowded. The cashier apologized for the customers' long wait. (This is one possible correct answer.) The pronoun she has two possible antecedents, Liz and Erica. To correct this error, replace she with the name of the person who was in the checkout line. The pronoun they has no clear antecedent. To correct this error, replace they with a noun that is the actual subject of the sentence.*

## INDEPENDENT PRACTICE

For questions 9 through 11, circle the correct pronoun of the two choices listed in parentheses.

9. Remoras are fish that attach ( itself themselves ) to sharks.
10. The porcupine lost ( its their ) quills.
11. The children asked me to read a story to ( him them ).

## TABE PRACTICE

12. Which sentence contains a vague pronoun?
- A. Ana met her friend Laura at the coffee shop next door to her house.
  - B. Ana and Laura ordered coffee, and then they went outside to sit in the sun.
  - C. After, they went to Laura's house and picked out two bicycles for themselves.
  - D. Ana and Laura rode around their neighborhood until the sun began to set.
13. Which sentence contains an incorrect pronoun?
- A. A sea otter at the aquarium just had a baby—a pup named Stella.
  - B. Stella and her mother communicate to each other by nosing each other.
  - C. Stella will drink her mother's milk for two months and very gradually start eating solid foods.
  - D. In addition, Stella's mother will coo and grunt to her pup, and Stella will squeal back at them.
14. Which sentence contains a vague pronoun?
- A. The new store near my house has a great produce section.
  - B. There are lots of varieties of apples, citrus fruits, grapes, and berries.
  - C. Because I prefer fruits to vegetables, I sometimes forget to buy them.
  - D. Thankfully, the store is so close that I can just go back to it when I need to.

## IDENTIFY AND USE FORMAL ENGLISH

Standard—or formal—English follows all of the traditional grammar and usage rules. Colloquial English is conversational, or informal. The type of English you use will depend on what and to whom you are writing. In a text message to a friend, you can use informal English. In a cover letter to a possible employer, you should use formal English.

Informal English	Formal English
I <i>gotta</i> write this paper today.	I <i>have to</i> write this paper today.
I am <i>literally dying</i> of boredom.	I am <i>extremely</i> bored.
That shirt cost twenty <i>bucks</i> .	That shirt cost twenty <i>dollars</i> .

### Examples

Look at the underlined phrase in the following sentence.

*Informal:* Our teacher pounded the definitions into our brains.

The phrase *pounded . . . into our brains* is informal. Think about what the phrase means in the sentence. To make this sentence more formal, you can change the phrase to *repeated . . . numerous times*.

*Formal:* Our teacher repeated the definitions numerous times.

Look at the underlined words in the following sentence.

*Informal:* It's kinda hot outside.

The word *kinda* is informal. Think about what the word means in the sentence. To make this sentence more formal, you can change *kinda* to *rather*. The contraction *It's* should be written out as *It is*.

*Formal:* It is rather hot outside.

**WORKPLACE CONNECTION:** Documents at work will almost always be written in standard, or formal, English. When you write documents for work, make sure to follow conventional grammar rules.



## GUIDED PRACTICE

Underline the informal language in the following sentence. How would you revise it to be formal English?

15. I dunno if it's too late to ask for some vacay time, but I was hoping to take Fri off.

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### THINK

Are there any instances of slang, abbreviations, or contractions used in the sentence? How can those words and phrases be rewritten to be in formal English?

*Answer: Underline dunno, it's, ask for some vacay time, and take Fri off. Rewrite the sentence replacing the informal language with more formal language. Dunno, vacay time, and take Fri off are examples of slang. They should be written out in a more formal way. It's is*

*a contraction, and Fri is an abbreviation. These words should be written out fully: I do not know if it is too late to request vacation time, but I was hoping to be out of the office on Friday.*

## INDEPENDENT PRACTICE

For questions 16 through 18, underline the informal language and rewrite the sentence in formal English.

16. When buyin' the truck, there were way too many papers to fill out.

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17. The training videos put me to sleep, so you oughtta make new ones.

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18. I gotta cut out early to go to the doc's office.

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## TABE PRACTICE

19. Which sentence is written correctly?

- A. She is gonna arrive later this evening.
- B. I use to go to that coffee shop regularly.
- C. We wondered whether the bus would be on time.
- D. He woulda been ready if he'd woken up on time.

20. Which sentence is not written correctly?

- A. Marie led a group of students and parents to a park.
- B. They explored the trails and learned lotsa things about the animals that lived there.
- C. Soon, all the students were lining up to have their picture taken with their friends and family.
- D. One student asked Marie to take a photo of him in front of a very large tree.

21. Which sentence is written correctly?

- A. We learned that its never too late to make new friends.
- B. I could of gone to that school party if I'd known about it earlier.
- C. The doctor told her that the medication could make her woozy.
- D. I hope you have a few hours to spare, because that movie is somewhat long.

## STRATEGY 2

# Form Correct Sentences

### USE PHRASES AND CLAUSES

Many sentences contain phrases. A **phrase** does not have a complete subject-verb pair. A **verb phrase** is the combination of an auxiliary (helping) verb and a principal (main) verb, as well as any modifying adverbs. A **prepositional phrase** consists of a preposition, its object, and any words that modify the object. An **appositive phrase** comes immediately after a noun or noun phrase to define or modify it.

Part of Speech	Examples
Verb phrase	She <u>will be leaving quietly</u> .
Prepositional phrase	She will leave <u>at midnight</u> .
Appositive phrase	Ms. Fowler, <u>the chair of the department</u> , will leave soon.

Sentences may also contain clauses. A **clause** has both a subject and a verb. An **independent clause** can stand on its own. A **dependent clause** cannot stand on its own.

Part of Speech	Examples
Independent clause	<u>She will be leaving quietly</u> .
Dependent clause	<u>Because she left quietly</u> , we didn't notice she was gone until later.

A dangling or misplaced modifier is a phrase that does not correctly modify the subject closest to it. Modifiers need to be placed next to the nouns they modify.

#### Example

Look at the underlined words in the following sentence.

*Leaving quietly, the rest of us didn't notice she was gone for hours.*

As written, the phrase *leaving quietly* incorrectly refers to *the rest of us*. To correct this error, rearrange the sentence to place the modifier next to the noun it modifies—in this case, *she*.

*Leaving quietly, she was gone for hours before the rest of us noticed.*

**TEST TIP:** If you cannot figure out what subject a modifier is describing, it is likely a dangling modifier.

## GUIDED PRACTICE

Identify the different types of phrases in the following sentences.

1. Although the sun was brightly shining, the thermometer in the yard still read 28°F. Our dogs, Brady and Buddy, did not want to go out.

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### THINK

Do you see verb phrases, prepositional phrases, or appositive phrases? Look for principal verbs, prepositions, and nouns that rename another noun.

*Answer: There are two verb phrases: was brightly shining and still read. There is one prepositional phrase: in the yard. There is one appositive phrase: Brady and Buddy.*

## INDEPENDENT PRACTICE

For questions 2 through 4, underline all independent clauses and circle all dependent clauses.

2. After a long drive, we finally got home and went straight to bed.
3. I had to lay the clothes on a rack because they were still damp.
4. Even though I'd already eaten two cookies, I couldn't help but take a third.

## TABE PRACTICE

5. Which sentence is written correctly?
  - A. Hazy, soft, and dream-like, I looked at the valley below.
  - B. As the sun set, the surrounding sky was bathed in pinks and purples.
  - C. Standing on top of the mountain, the view was unlike anything I'd ever seen.
  - D. Reflecting the beautiful colors, the darkness washed over the lake's surface.
6. Which sentence does not contain an appositive phrase?
  - A. That river, a wild, rushing, wide thing, was a scary place for a kid.
  - B. I told my dad I'd rather take lessons from Mr. Zhu, a renowned violinist.
  - C. The school environment, simultaneously challenging and restrictive, was not the best for her.
  - D. My vehicle, a four-wheel drive truck with snow tires, made it through the snowy mountain passes just fine.
7. Which sentence does not contain a prepositional phrase?
  - A. Her rain gear was a big hit during the rainy trip.
  - B. Making brownies from scratch is my favorite thing to do.
  - C. Sadly, the voice recorder only works when it is plugged in.
  - D. I did not cheat on that test; I studied a lot throughout the semester.

## CHOOSE DIFFERENT TYPES OF SENTENCES

There are four different types of sentences. A **simple** sentence has one independent clause. A **compound** sentence has at least two independent clauses. A **complex** sentence has one independent clause and at least one dependent clause. A **compound-complex** sentence has at least two independent clauses and at least one dependent clause. You can use a variety of these sentence types to express different relationships between ideas.

Sentence Types	Examples
Simple	This independent clause is a simple sentence.
Compound	This sentence contains two independent clauses, so it is a compound sentence.
Complex	Because this sentence contains one independent clause and one dependent clause, it is a compound sentence.
Compound-complex	While this is a dependent clause, this sentence also contains two independent clauses, so it is a compound-complex sentence.

To connect two independent clauses, use a coordinating conjunction (e.g., *and*, *but*, *or*, *so*). To connect a dependent clause to an independent clause, use a subordinating conjunction (e.g., *since*, *if*, *because*). By connecting simple sentences into one sentence, you are showing a stronger relationship between the ideas in the clauses.

### Example

Look at the following sentences:

*It was getting dark. We weren't there yet. We were starting to get nervous.*

These are all simple sentences. They are comprised of single independent clauses with no conjunctions or dependent clauses. You can combine two of them into a compound sentence in a few ways:

*It was getting dark, and we weren't there yet. We were starting to get nervous.*

*It was getting dark. We weren't there yet, so we were starting to get nervous.*

You can turn the second example into a complex sentence by turning one independent clause into a dependent clause:

*It was getting dark. Because we weren't there yet, we were starting to get nervous.*

You can also combine all three simple sentences into a compound-complex sentence that contains two independent clauses and one dependent clause:

*We weren't there yet, so we were starting to get nervous because it was getting dark.*

**WORKPLACE CONNECTION:** Using a variety of sentence types can help you to show the connections between your ideas. This can be useful at work when you are explaining why you should do something in a certain way.

## GUIDED PRACTICE

Combine two of the following simple sentences to make a compound sentence.

8. She loved training her dog. She ordered him to come. He ran toward her with his tail wagging.

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### THINK

Remember that a compound sentence has two independent clauses. You can use a comma and a coordinating conjunction to connect them.

*Answer: She loved training her dog. She ordered him to come, and he ran toward her with his tail wagging. (This is one possible correct answer.)*

## INDEPENDENT PRACTICE

For questions 9 through 11, choose the sentence or pair of sentences that suggest the strongest relationship between the two clauses.

9. A. She did not know anyone at the party. She felt very awkward.  
B. She felt very awkward because she did not know anyone at the party.
10. A. We played hide-and-seek in the abandoned house. Jules stood guard outside.  
B. Jules stood guard outside while we played hide-and-seek in the abandoned house.
11. A. The police were able to trace the stolen money back to her; she spent the money unwisely.  
B. Because she spent the money unwisely, the police were able to trace the stolen money back to her.

## TABE PRACTICE

Read the paragraph. Then answer questions 12 and 13.

(1) Our city is considering installing traffic diverters. (2) We need to reduce current traffic volumes. (3) Opponents argue that traffic diversion increases traffic volumes on nearby streets. (4) We can install a second diverter in case this ends up being the case. (5) In addition, we can reorient stop signs and install speed bumps.

12. Which is the best way to rewrite Sentence 4?
- A. If this ends up being the case, we can install a second diverter.  
B. Until this ends up being the case, we can install a second diverter.  
C. We can install a second diverter while this ends up being the case.  
D. We can install a second diverter when this ends up being the case.
13. Which is the best way to combine Sentences 1 and 2?
- A. Our city is considering installing traffic diverters; we need to reduce current traffic volumes.  
B. As our city is considering installing traffic diverters, we need to reduce current traffic volumes.  
C. Our city needs to reduce current traffic volumes, and we are considering installing traffic diverters.  
D. Because our city needs to reduce current traffic volumes, we are considering installing traffic diverters.

## STRATEGY 3

# Use Verbs Correctly

### EXPLAIN VERBALS

Verbals are verb forms that function as nouns, adjectives, or adverbs. There are three types of verbals: gerunds, participles, and infinitives.

A **gerund** is a present participle (the *-ing* form of a verb) that acts as a noun.

Functions	Examples
The subject of a verb	<u>Arriving early</u> won't make the train depart earlier than scheduled.
The object of a verb	I really love <u>his singing</u> .
The subject complement of a verb	My favorite pastime is <u>reading</u> .
The object of a preposition	We want to improve community health by <u>increasing accessibility to doctors</u> .

The **present participle** is the *-ing* form of a verb. The **past participle** is usually the *-ed* form of a verb. Both participles typically function as adjectives.

Functions	Examples
An adjective modifying a noun or pronoun	<u>Blocked in on all sides</u> , I was stuck in the traffic jam.
An adverb modifying the predicate	I escaped, <u>blindly pushing through the crowd</u> .

An **infinitive** is the stem form of the verb, preceded by *to*. The infinitive can function as an adjective, adverb, or noun.

Functions	Examples
The subject of a verb	<u>To stay in the shade</u> is my plan for the hot day.
The object of a verb	I want <u>to change schools</u> .
An adjective modifying a noun	The easiest way <u>to curl your hair</u> is by using hot rollers.
An adverb modifying the verb or a subject complement	I am running <u>to catch the 9:30 movie</u> .

### Example

Look at the underlined words in the following sentence:

*I saw the horse running through the field. The horse loves running through the field. The horse loves to run through the field.*

In the first sentence, *running* is a participle that is modifying *horse*. You can rephrase the sentence as *I saw the horse that was running through the field* or *I saw the running horse in the field*. In the second sentence, *running* is a gerund that is acting as the object of the verb *love*. In the third sentence, *to run* is an infinitive that is acting as the object of the verb *loves*.

## GUIDED PRACTICE

Circle each verbal and explain its function in the following sentence.

1. We still need to rent a room for the party happening tomorrow evening.

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### THINK

Look for verb forms that are acting as nouns, adjectives, or adverbs.

*Answer: Circle to rent; it is an infinitive, acting as the object of the verb need. Circle happening; it is a participle, modifying party.*

## INDEPENDENT PRACTICE

For questions 2 through 4, circle the correct verbal from the two choices listed in parentheses. What verbal form is it?

2. He did not want ( to go going ) to the dentist.

---

3. Should we consider ( to discuss discussing ) the issue at our next meeting?

---

4. I love ( eating eaten ) those pretzels.

---

## TABE PRACTICE

5. In which sentence does the word *conducting* act as a participle?
- A. The conducting of that symphony was truly remarkable.
  - B. The maestro's conducting was the highlight of the performance.
  - C. The maestro, conducting, did not notice the audience's appreciation.
  - D. We appreciated his conducting as much as we did the skilled playing.
6. Which sentence is written correctly?
- A. I expect you making dinner tonight.
  - B. He tolerates to leave his boots outside.
  - C. The scientists have not finished testing the soil.
  - D. She agreed altering my dress at no extra charge.
7. Which sentence does not contain an infinitive?
- A. I reminded her to count the eggs laid today.
  - B. The artist told us we were permitted to stare.
  - C. The student refused to submit his paper this week.
  - D. They discussed the proposed law's benefits to society.

**TEST TIP:** Although gerunds and present participles both end in *-ing*, you can distinguish one from the other in context because a gerund acts as a noun, and a participle typically acts as an adjective. Both gerunds and infinitives can function as the object of a verb.

## USE VERB VOICE AND MOOD

The **active voice** of a verb indicates that the subject is acting, or performing the verb. The **passive voice** indicates that the subject is acted on, or is receiving the action of the verb.

**Mood** indicates the way in which the verb expresses an action or state of being. The **indicative mood** of a verb is used to express facts and opinions. The **imperative mood** is used to express commands, direct requests, and permission. The subject of the verb is understood to be *you*. The **interrogative mood** is used to ask a question. The **conditional mood** is used to express things happening under certain conditions. The **subjunctive mood** is used to express hypothetical situations and to indicate demands and suggestions.

Verb Property	Examples
Active voice	Tia broke the branch. The woman played the harp.
Passive voice	The branch was broken by Tia. The harp was played by the woman.
Indicative mood	That book has a green cover. My car runs well.
Imperative mood	Leave me alone. Go to the corner.
Interrogative mood	Will you please leave me alone? Do you want some sugar?
Conditional mood	If you open the door, mosquitoes might fly in. I would move to California if I retired.
Subjunctive mood	If I were you, I'd choose the red one. He suggested that the sofa be moved back to its earlier position.

### Examples

Look at the underlined words in the following sentences:

*She advised him to return to campus immediately. He was advised to do so, in fact, by many people.*

The first sentence is written in the active voice. The subject (*she*) performed the action (*advised*). The second sentence is written in the passive voice. The subject (*he*) received the action (*was advised*).

Look at the following sentence:

*The queen demanded that her daughter knock before entering.*

The sentence shows the subjunctive mood. Notice that the verb *knock* is not in the same verb form as it would be in the indicative mood: *Her daughter knocks before entering*. When a demand or suggestion is made in the subjunctive mood, the verb takes the form of the infinitive without the preceding *to*.



## GUIDED PRACTICE

Identify the mood of the verb in each sentence.

8. I do not know enough about the case to pass judgment. Please give me more information.

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### THINK

What is the attitude or tone conveyed by the verb?

*Answer: The mood of the verb in the first sentence is indicative. This is the most common mood; it expresses a fact or opinion. The mood of the verb in the second sentence is imperative. It expresses a command or request.*

## INDEPENDENT PRACTICE

For questions 9 through 11, identify the mood of the verb in each sentence.

9. Can you relate to the actors on the stage?

---

10. I love to exercise!

---

11. If I leave before you, I might just make the performance.

---

## TABE PRACTICE

12. Which sentence shows the imperative mood?

- A. Tom raced home from school.
- B. Please wait outside until we call you.
- C. The waves were crashing on the shore.
- D. If you hear a sad song, your morning might be ruined.

13. Which sentence shows the subjunctive mood?

- A. I will persuade you to divide the apple pie in half.
- B. As you walk, please scan the ground for my lost phone.
- C. Is there a difference between hair with a loose curl and wavy hair?
- D. If the pirate ship were to sink, the ocean would absorb all the treasure.

14. Read the paragraph.

(1) It was the last day of school. (2) There was a lot of commotion, and it felt very hectic. (3) “Rules still apply, Jordan—there’s no running in the hallways,” the principal shouted. (4) “Turn in your exams, and then you should clean out your lockers.”

Which sentence contains an inappropriate shift in mood?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

## STRATEGY 4

# Use Commas, Parentheses, and Dashes

Commas, parentheses, and dashes can be used to break up a sentence. Commas separate phrases with short pauses. Parentheses and dashes separate sentences into distinct parts with longer pauses. All three types of punctuation can be used to set off **nonrestrictive clauses**, which are elements that are not essential to the meaning of the sentence.

Commas are also used to separate adjectives. **Adjectives** describe nouns, and they are written and spoken in a particular order when named in a series. **Coordinating adjectives** are two or more adjectives that describe the same noun and come from the same category. Coordinating adjectives can be listed in any order.

Order of Adjectives in a Series	Examples	Sentence Example
Quantity	several, three	<p><b>Incorrect:</b> We walked past the <i>metallic, new, little, shiny</i> sign.</p> <p><b>Correct:</b> We walked past the <i>shiny, little, new metallic</i> sign.</p>
Opinion	interesting, hilarious	
Size	huge, short	
Age	old, ancient	
Shape	square, circular	
Color	yellow, aquamarine	
Origin	Italian, Latin	
Material	wooden, glass	
Purpose	educational, religious	

A comma is not always needed to separate adjectives. If the adjective right before the noun pairs with it as a unit, then any adjectives before the unit modify the unit as a whole. A good way to test this is to add the word “and” between the adjectives. If you can insert “and,” there should be a comma. If it does not sound right when you insert “and,” it does not need a comma. For instance, “the new metallic sign” does not need a comma between *new* and *metallic*.

### Examples

Look at the commas, dashes, and parentheses in the following sentences.

*After the movies, we visited the garden near Jake’s house.*

*We had a dozen delicious cookies (the kind my grandmother makes) at the picnic this afternoon.*

*The brass band played during halftime—louder than you could imagine—and entertained the whole crowd.*

In the first sentence, the phrase *after the movies* relates to the meaning of the rest of the sentence, so it is set off by a comma. In the second and third sentences, the phrases are not essential.

Notice how these adjectives can be in any order because they are all opinions:

*Our group had the most interesting, unforgettable, and superior presentation.*

*Our group had the most unforgettable, superior, and interesting presentation.*

## GUIDED PRACTICE

Rewrite the sentence with the adjectives in the correct order. Add the phrase *Every autumn* to the beginning of the sentence using the correct pause.

1. We see the leaves change colors on that old giant oak breathtaking tree in our yard.

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### THINK

In what order should the adjectives be placed? Does the phrase *every autumn* help make the sentence clearer, or is it added information that does not affect the meaning?

*Answer:* Every autumn, we see the leaves change colors on that breathtaking giant old oak tree in our yard. The introductory phrase *Every autumn* makes the sentence clearer, so the correct punctuation is a comma. The correct order of the adjectives in the sentence is breathtaking (opinion), giant (size), old (age), and oak (material). The adjectives are all different categories, so no commas are required.

## INDEPENDENT PRACTICE

For questions 2 through 5, circle any adjectives that are listed out of order and draw an arrow to show where they should go. Draw an X through any commas, dashes, or parentheses that are used incorrectly.

2. Have you read that humorous, French, thought-provoking book—the one that Dan gave us?
3. I will be joining the city council this year, I think my long, helpful to-do list will be at my side the whole time.
4. The meal was delicious, plentiful, (and nutritious.)
5. She bought a huge pile of crispy, French, golden fries for their trip—in the car.

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**TEST TIP:** When trying to put adjectives in order in a sentence, ask yourself: *What do these words describe about the noun?* If they are all opinions, they may be coordinating adjectives.

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## TABE PRACTICE

6. Read the paragraph.

(1) The garage sale starts tomorrow—I can't wait!  
(2) We will be selling old records and trusty pots and pans (and everything else you can think of). (3) After the sale, when we put things away, we will count the money we earned. (4) Then we'll be taking the earnings (and going out to dinner).

Which sentence uses commas, dashes, or parentheses incorrectly?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

7. Which sentence is written correctly?

- A. The sky had displayed nothing but gray fascinating puffy clouds since this morning.
- B. The sky had displayed nothing but fascinating, puffy, gray clouds since this morning.
- C. The sky had displayed nothing but puffy, fascinating gray clouds, since this morning.
- D. The sky had displayed nothing but puffy, fascinating, gray clouds since this morning.

8. Which sentence is written correctly?

- A. I fell asleep (finally) just before midnight.
- B. I fell asleep—finally just before midnight.
- C. I fell asleep finally—just before midnight.
- D. I fell asleep—(finally)—just before midnight.

## STRATEGY 5

# Use Ellipses

Ellipses are a form of punctuation used for two different reasons:

- to show a long pause or trailing thought in a text
- to indicate where quoted material has been eliminated

Use of Ellipses	Examples
In dialogue to indicate thinking	<i>"Now let me think . . .," said Nari.</i>
In dialogue to indicate a pause or reflection	<i>"Can I have cake and . . . ice cream?" pleaded Henry.</i> <i>"Who are we . . . and what do we stand for?" she pondered.</i>
To eliminate a section of a quotation	Shortened quotation from "Pearl Harbor Address," by Franklin D. Roosevelt: <i>"Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked . . . I assert that . . . this form of treachery shall never again endanger us."</i>

Ellipses are always formed with three dots. If the ellipsis is placed at the end of a sentence, the period makes a fourth dot.

### Example

Notice how an ellipsis is used to shorten the paragraph below:

*Bring everything you can to the campsite. We need charcoal, food, water, flashlights, and bug spray. Don't forget the charcoal, above all else!*

*Bring everything you can to the campsite. . . . Don't forget the charcoal, above all else!*

The ellipsis is used here to save space and eliminate less important information. Notice that there are four dots—the period at the end of the first sentence plus the ellipsis.

**TEST TIP:** To determine if an ellipsis that is meant to show a pause is used correctly, pause for several beats when reading the sentence. If the ellipsis doesn't sound like it fits, eliminate that answer. The correct answer will flow well with the long pause.

## GUIDED PRACTICE

Rewrite the sentences to add an ellipsis that eliminates the details about where to turn the car.

1. I hope you know the way to the park. Turn right on Austin Street, left on Main, and go three miles down Central Avenue. Maybe you should use your GPS.

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### THINK

While rewriting the sentences, consider the following questions: Should I remove a complete sentence? How many dots should I include?

*Answer: I hope you know the way to the park. . . . Maybe you should use your GPS.*

## INDEPENDENT PRACTICE

For questions 2 through 5, circle the word after which you place an ellipses to make a long pause or trailing thought in the sentence.

2. Let me think about what I want to buy I'm not sure I have enough money for all of it.
3. Jason remembered to do the math assignment but he didn't leave enough time to finish before the movie.
4. There are so many things to remember for this exam that I'm a little nervous about it.
5. We packed the sandwiches but the drinks are your responsibility.

## TABE PRACTICE

6. Which sentence is written correctly?
  - A. I have been waiting for this moment for years now because there's no greater day . . . for a student than graduation day.
  - B. I have been waiting . . . for this moment for years now because there's no greater day for a student than graduation day.
  - C. I have been waiting for this moment . . . for years now because there's no greater day for a student than graduation day.
  - D. I have been waiting for this moment for years now . . . because there's no greater day for a student than graduation day.
7. Which sentence is written correctly?
  - A. When will the bus leave from the stadium? There are three no, four . . . people who have not yet arrived.
  - B. When will the bus leave from the stadium? There are three . . . no, four people who have not yet arrived.
  - C. When will the bus leave from the stadium? There are . . . three no, four people who have not yet arrived.
  - D. When will the bus leave from the stadium? There are three no, . . . four people who have not yet arrived.

## STRATEGY 6

# Spell Correctly

English spelling can be tricky. While there are some general rules (e.g., “i before e except after c”), there are many exceptions to these rules. In addition, many words are spelled differently from how they sound.

The best way to be sure of the spelling of a word is by looking it up in a dictionary. When in doubt, always check the spelling of a word using a reputable source.

Here are some commonly misspelled academic and domain-specific words. Academic words are words that are frequently used in academic texts and discussions. They are often used to explain concepts. Domain-specific words are used in relation to a specific subject or topic (e.g., mathematics). Because these are not words we see every day, it is important to be extra careful when spelling them to make sure they are correct.

### Commonly Misspelled Academic and Domain-Specific Words

acceptable	consequence	epidemic	occasionally	relevant
accommodate	continuous	foreign	onomatopoeia	recurrent
acknowledge	controversy	ignorance	principal	repetition
apparently	council	incidentally	principle	rhythm
catastrophe	counsel	inevitable	phenomenon	separate
collectible	criticize	insufficient	pronunciation	susceptible
conscience	definitely	license	reference	technology
conscious	dialogue	noticeable		

### Example

Look at the underlined words in the following sentence:

The council counselled the school principal to stay true to her principles.

*Council* and *counsel* have slightly different meanings and spellings. A *council* is a group of people that gives advice or makes decisions. *Counsel* means to give advice or make a recommendation.

*Principal* and *principle* are also similar words with different meanings and spellings. A school *principal* is the head or director of a school. A *principle* is an important belief or idea that guides your actions.

**WORKPLACE CONNECTION:** At work, you may need to use domain-specific words, technical terms, or brand names. Learn the correct spellings of these words and keep a list that you can refer to. The spell checker on a computer or phone may not be able to help you.

## GUIDED PRACTICE

Underline each misspelled word and write the correct spelling.

1. Apparantly, there is insuficient evedence to prove that the criminal acted independantly.

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### THINK

If in doubt, use a dictionary to verify the spelling of each word you are unsure about.

Answer: *apparently, insufficient, evidence, independently*

## INDEPENDENT PRACTICE

For questions 2 through 5, underline the misspelled word in each sentence. Write the correct spelling.

2. The scientist's hippothesis has not yet been proven true or false.

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3. Living in a major metropolalitan area has both advantages and disadvantages.

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4. With regular maintnance, your car will last for a significant length of time.

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5. Red and green are complimentary colors.

## TABE PRACTICE

6. Which sentence contains a misspelled word?

- A. If you're still contagious, you need to stay home until you recover.
- B. Hard work and determination are more important than intelligence.
- C. To calculate the circumfrance of a circle, multiply the diameter by pi.
- D. I noticed a discrepancy between the numbers in the two spreadsheets.

7. Which sentence is written correctly?

- A. Politics and religion are controversial subjects.
- B. I heard the conference was a complete catastrophe.
- C. The quality of his work on this project is unacceptable.
- D. Can I borrow your photography equipmint sometime?

8. Which sentence contains a misspelled word?

- A. The report contains some legitimate criticisms.
- B. Is the apartment big enough to accommodate six people?
- C. The dialogue between the two caracters is quite interesting.
- D. I knew immediately that she was the right person for the job.

# Unit 1 Review

1. Read the sentence.

To celebrate her recent promotion at work, Angela bought \_\_\_\_\_ a new computer.

Which word best completes the sentence?

- A. her
- B. she
- C. hers
- D. herself

2. Which sentence contains a vague pronoun?

- A. Ashley reminds Christine of her sister.
- B. Christine lent her favorite book to Ashley.
- C. Ashley hopes that Christine will come to her party.
- D. Christine is going out to dinner with her friend Ashley.

3. Read the quotation.

“I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

– Martin Luther King Jr.

Which sentence is written correctly?

- A. Martin Luther King Jr. said, “I have a dream that . . . will not be judged by the color of their skin.”
- B. Martin Luther King Jr. said, “I have a dream that my four children . . . will not by judged by the color of their skin.”
- C. Martin Luther King Jr. said, “I have a dream that my four children will . . . where they will not be judged by the color of their skin.”
- D. Martin Luther King Jr. said, “I have a dream that my four children will one day live in a nation where . . . they will not be judged by the color of their skin.”

4. Which sentence contains a misspelled word?

- A. The rain will be intermittent today.
- B. Her work on this project has been meticulous.
- C. Engineers use tecnology to help solve problems.
- D. Please fill out the questionnaire when you get a chance.

5. Which sentence is written in formal English?

- A. Say it ain't so.
- B. Dude, that was unreal.
- C. I don't wanna talk to you.
- D. Mark will arrive at 5:00 p.m.

6. Read the sentences.

I watched TV instead of studying. I did not get a good grade on the test.

Which is the best way to combine these two sentences?

- A. After watching TV instead of studying, I did not get a good grade on the test.
- B. While I watched TV instead of studying, I did not get a good grade on the test.
- C. Because I watched TV instead of studying, I did not get a good grade on the test.
- D. I watched TV instead of studying, and then I did not get a good grade on the test.

7. Which sentence is written correctly?

- A. Having finished cooking, dinner was finally served.
- B. Having arrived late at the airport, the plane took off without them.
- C. Having studied for the test, Martin was confident that he would pass it.
- D. Having passed her driving test with flying colors, the drive was easy for Patricia.



8. Which sentence is written in the passive voice?
- A. Sandy will help you cook dinner.
  - B. The car was stolen on Saturday.
  - C. A stranger asked me for your number.
  - D. We will go to the beach together this summer.

9. Read the sentences.

Henry made the salad. At the same time, Julia prepared the main course.

Which is the best way to combine these two sentences?

- A. While Julia prepared the main course, Henry made the salad.
- B. At the same time, Henry made the salad and Julia prepared the main course.
- C. Henry made the salad and, at the same time, Julia prepared the main course.
- D. Since Henry was making the salad, Julia prepared the main course at the same time.

10. Which sentence contains a misspelled word?

- A. He aknowleged my contributions to the project.
- B. The principal confiscated the student's cell phone.
- C. The corporation acquired the small company.
- D. Henry's colleague is having a going-away party on Friday.

11. Read the sentences.

Alan went to work Monday morning. He came home at noon. He wasn't feeling well.

Which is the best way to combine these three sentences?

- A. Having gone to work Monday morning and not feeling well, Alan came home at noon.
- B. Alan went to work Monday morning, then he came home at noon, he wasn't feeling well.
- C. Because Alan wasn't feeling well, he went to work Monday morning and came home at noon.
- D. Alan went to work Monday morning, but he came home at noon because he wasn't feeling well.

12. Which sentence is punctuated correctly?

- A. Hmm; where did I put my keys?
- B. Hmm—where did I put my keys?
- C. (Hmm) Where did I put my keys?
- D. Hmm . . . where did I put my keys?

13. Which sentence shows the subjunctive mood?

- A. When I am older, I will be a great writer.
- B. He has been my best friend since first grade.
- C. When I was a kid, we didn't have a computer.
- D. If I were a billionaire, I would end world hunger.

14. Which sentence contains a dependent clause?

- A. Andrea is going on vacation soon.
- B. She will go to New York and Boston.
- C. She wants to see the Statue of Liberty in New York.
- D. Andrea missed her flight because her car broke down.

15. Which sentence contains a vague pronoun?

- A. Peter told Anthony, "I'll just paint the house myself."
- B. Our flight was canceled, but they helped us reschedule.
- C. Frank and Clarissa will help us organize our attic this weekend.
- D. We stopped by Amy and Mike's house, and they showed us their new car.

16. Which sentence is written correctly?

- A. Dorothy sold three pies at the bake sale (apple blueberry and cherry).
- B. Dorothy sold three pies—apple, blueberry, and cherry—at the bake sale.
- C. Dorothy's three pies were sold at the bake sale—apple, blueberry and cherry.
- D. Dorothy went to the bake sale, and sold three pies (apple blueberry, and cherry).

17. Which sentence contains a gerund?

- A. In the summer, I love to swim in the lake.
- B. Swimming is my favorite physical activity.
- C. Swimming toward me, the shark was terrifying.
- D. To swim across the English Channel is my goal.

18. Which sentence is written correctly?

- A. I want to buy a bright, green, pickup truck.
- B. The big green house on the corner belongs to my uncle.
- C. Five, slimy green aliens landed their spaceship on Earth.
- D. Big juicy, green, apples are the most delicious kind of apples.

19. Which sentence uses formal English correctly?

- A. I was so totally ticked off.
- B. You shoulda seen the look on his face.
- C. I just about blew a fuse when I saw him.
- D. We finally came to an agreement and shook hands.

20. Which sentence is written correctly?

- A. We want to help you succeed on this test.
- B. I will finishing the report by noon tomorrow.
- C. To repeat the experiment won't change the results.
- D. Hoped to help, she decided to volunteer.

21. Which sentence is written correctly?

- A. Mike and me are going fishing this Saturday.
- B. The report was written by Danielle and myself.
- C. Annette and her brother will arrive late to the party.
- D. Antonio was proud of he for graduating high school.

22. Which sentence contains a misspelled word?

- A. I am optimistic that we will work well together.
- B. We seem to share many of the same guiding principals.
- C. You will not be disappointed with the quality of our work.
- D. I would like to thank you for agreeing to collaborate with us.

## SCOREBOOST ACTION PLAN

Check your answers starting on page 59. Fill in the chart, and make an action plan.

### Results

0–12 correct Study more—make a plan  
 13–19 correct Review—practice your skills  
 20–22 correct Skills mastered—move on

Questions	Strategy	Pages	Correct/Total	Plan: More Work Needed
1, 21	Use Pronouns	4–5	_____/2	<input type="checkbox"/>
2, 15	Correct Pronoun Errors	6–7	_____/2	<input type="checkbox"/>
5, 19	Identify and Use Formal English	8–9	_____/2	<input type="checkbox"/>
7, 14	Use Phrases and Clauses	10–11	_____/2	<input type="checkbox"/>
6, 9, 11	Choose Different Types of Sentences	12–13	_____/3	<input type="checkbox"/>
17, 20	Explain Verbals	14–15	_____/2	<input type="checkbox"/>
8, 13	Use Verb Voice & Mood	16–17	_____/2	<input type="checkbox"/>
16, 18	Use Commas, Parentheses & Dashes	18–19	_____/2	<input type="checkbox"/>
3, 12	Use Ellipses	20–21	_____/2	<input type="checkbox"/>
4, 10, 22	Spell Correctly	22–23	_____/3	<input type="checkbox"/>
<b>Total:</b>			_____/22	

## STRATEGY 7

# Craft Different Types of Sentences

You probably know someone who is boring to listen to. He says the same thing in the same way, using the same tone of voice all the time. You get tired of listening to him, and you eventually tune him out.

The same thing can happen to your writing. If your writing falls into a pattern and it always sounds the same to people, they will tune out. To keep your audience interested:

- Vary your sentence patterns.
- Use words that have a similar style and tone without repeating yourself.

You can vary your sentence patterns in several ways.

- Change the order of your words.
- Change the length of your sentences.
- Add or remove words or groups of words to make a sentence longer or shorter.
- Remember your audience when making adjustments. Make sure that your meaning is clear and that your style is appropriate for your audience.

**Tone** is the writer's attitude. Descriptive language reveals the author's tone.

Tone	Example
Joy	The puppy jumped and spun, barking with excitement that seemed too big for his small body.
Sorrow	She knelt in the heavy darkness. Although her eyes remained dry, her soul wept.

What words reveal the author's tone in these two examples? Which words make you feel the puppy's joy? *Jumped* and *spun* is your first clue. Nobody jumps and spins when they're unhappy. The puppy is *barking with excitement* that is *too big for his small body*. Perhaps he's excited that you just came home!

Style is how you say something. Do you use a lot of descriptive words in long paragraphs, or do you use little description with a lot of dialogue and action? Do you use short sentences with easy words, or do you use long sentences with words that you don't often hear in casual conversation? These are just a few of the choices that define your style.

### Example

Which words or phrases create the tone in the following sentence?

*Charlotte's Web, written by E. B. White, who also wrote Stuart Little, tells a heartwarming story about a lifesaving friendship between very different creatures—a clever spider and a loveable baby pig.*

The words *heartwarming*, *lifesaving*, and *loveable* all create the tone of safety and harmony.

**TEST TIP:** To determine the tone of a passage or a poem, look for words and images that trigger your emotional responses. What does the author want you to feel?

## GUIDED PRACTICE

1. Which word fits the tone of the following sentence?

In darkness they crouched, listening to the long, low sound of the wind whipping through the branches as it searched for their warmth, ready to steal the life from their bodies and the joy from their hearts.

- A. harsh
- B. sunny
- C. modern
- D. friendship



### THINK

When you need to identify the tone of a sentence, read the sentence through a few times. How do the words make you feel?

*Answer: A. The words darkness and crouched, and the phrase steal life from their bodies and the joy from their hearts, create a harsh, bleak scene.*

## INDEPENDENT PRACTICE

For questions 2 through 5, circle the words that are not needed or do not fit the author's tone or style in the following sentences.

- 2. It was a crisp, clear day in February. Children dressed warmly and swaddled themselves in fever-inducing apparel to play in the snow.
- 3. Full of confidence, she shakily approached the podium to give her rallying speech to the crowd.
- 4. "Remarkable!" proclaimed the confused man, proud to have a part in making history.
- 5. The intriguing scent of exotic spices, perhaps Turkish, filled the kitchen, making Jake's stomach rumble in hunger.

## TABE PRACTICE

- 6. Which sentence consistently presents the same tone?
  - A. A light breeze danced along the branches, making the new leaves tremble with a light touch.
  - B. Her sweet laughter rose and fell sharply, creating soft, affectionate smiles on those around her.
  - C. Heavy pellets of snow fell to the ground like vicious bombs, creating piles of dirty waste that we gently swept away.
  - D. The delicate, dark plant on the side table was monstrous, covering every item on the table and sending thick vines down the table's legs to hold it captive.
- 7. Which sentence contains a phrase that can easily be removed without changing the meaning?
  - A. I earn interest.
  - B. Suzie hopes to keep her GPA high while working weekends.
  - C. Jeremy and Cecily enjoy going to the amusement park on Route 74.
  - D. The small assistance dog, a Chihuahua mix, provides hearing assistance for his partner.
- 8. Which word or phrase can be added to lengthen the following sentence without changing the sentence's tone?

The aroma of spaghetti sauce and garlic butter reminds me of sharing fun-filled family dinners.

  - A. uncomfortable
  - B. time-consuming
  - C. around a long oak table
  - D. after my brother's illness

## STRATEGY 8

# Use Effective Language to Express Ideas

Some people talk and talk and talk. They ramble on without getting to the point. You ask for instructions, hoping for step 1, step 2, and step 3. Instead, you get a history of the product, what happened the last time it was used, and the features that might be added in the next update. If this describes how you communicate, you need to make improvements.

- Choose precise words to express your idea. Precision requires a large vocabulary. You should be familiar with vocabulary used in topics you deal with most. Without a good grip on related terminology, you can't claim to be an expert on a topic
- Eliminate wordiness. Hiding the important information under a pile of unnecessary words is frustrating for readers.
- Eliminate redundancy. Repeating the same words rather than providing valuable new information is also frustrating for readers.

### Example

Which of the following sentences is wordier?

*Just looking at the statistics, it seems like more pedestrians are in fatal accidents late in the evening.*

*The highest percentage of pedestrian fatalities occurs from 6 p.m. to 9 p.m.*

The first sentence is wordier and less precise. The second sentence clearly states a fact without adding unnecessary words.

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**WORKPLACE CONNECTION:** In a work environment, the exchange of information should be clear, concise, and efficient. But, it should also be thorough. Make your point as directly as possible, without leaving out any important information.

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## GUIDED PRACTICE

- Which of the following sentences has redundant words or phrases?
  - Blaine protects program participants.
  - Attendance dropped this year due to rising costs.
  - The session ends at noon today, so lunch will not be provided.
  - Only current members who are already part of the group can apply.

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### THINK

How can you detect redundancy?

*Answer: Read the choices to see if there is any repetitive language. Current members are by definition already part of the group, so choice D is redundant.*

## TABE PRACTICE

- Which phrase contains redundant or unneeded words?
  - free gift
  - hospital visit
  - slight imperfection
  - valuable personal data
- Which phrase contains redundant or unneeded words?
  - guest suite
  - direct result
  - additional options
  - unexpected surprise
- Read the paragraph. Which sentence contains redundant or unneeded text?

(1) Cougars (mountain lions) are large cats that were once found in most of the United States. (2) Cougars are also known as mountain lions. (3) Hunters, ranchers, and farmers killed most of the cougar population, which survived only in Florida. (4) Today, cougars have spread into much of their old territory, and they could reach a stable population with careful management.

  - Sentence 1
  - Sentence 2
  - Sentence 3
  - Sentence 4

## INDEPENDENT PRACTICE

For questions 2 through 5, circle the redundant or unneeded words.

- This product is really effective at cleaning tile.
- Company management, including the executives, will participate in the off-campus seminar.
- Enter in our new contest to win a beach vacation!
- Losing control of your data was an unintended accident.

# Unit 2 Review

1. Read the sentence.

He crouched, waiting for the snap of the ball and the feel of the leather smacking into his palms, focusing on the challenge and the movement, and loving the joy!

Which word fits the tone of the sentence?

- A. silly
- B. lazy
- C. sweet
- D. confident

2. Read the paragraph.

(1) Shrieks of laughter rose. (2) Snowballs flew. (3) She held her hands, covered in bright red mittens, over her ears to warm them up a bit. (4) The bell rang to end recess.

Which sentence does not fit the author's style?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

3. Which of the following sentences is the most precise?

- A. Donkeys live 25 to 30 years.
- B. Donkeys come in a variety of sizes, shapes, and colors.
- C. Donkey owners believe that donkeys are highly smart, loving, and loyal.
- D. Donkeys are fun to hike with because they take their time and stay close to you.

4. Which sentence contains redundant or unneeded text?

- A. He wore a face mask to look like a zombie.
- B. I looked at the lunch menu to decide what to order.
- C. She joined the country club because she loved golf.
- D. Please remember to close the door next time you leave.

## SCOREBOOST ACTION PLAN

Check your answers starting on page 61. Fill in the chart, and make an action plan.

### Results

- 0–2 correct    Study more—make a plan
- 3 correct    Review—practice your skills
- 4 correct    Skills mastered—move on

Questions	Strategy	Pages	Correct/Total	Plan: More Work Needed
1, 2	Craft Different Types of Sentences	27–28	_____/2	<input type="checkbox"/>
3, 4	Use Effective Language to Express Ideas	29–30	_____/2	<input type="checkbox"/>
<b>Total:</b>			_____/4	

## STRATEGY 9

# Determine Definitions

### DETERMINE MEANINGS OF WORDS AND PHRASES

Some words and phrases are easy to understand. Others are less obvious. When you see a word or phrase you do not recognize, look carefully at other words around it. These words provide **context clues** that can help you determine the meaning of a word or phrase that is unfamiliar.

You can also use the overall meaning of a sentence or paragraph to help you determine the definition of an unfamiliar word. If you have a general idea of what the text means, you can often figure out the meanings of specific terms.

Another way to determine the meaning of an unfamiliar word is to look at the word's prefix or suffix. Sometimes a **prefix** or **suffix** will be attached to a word you already know. Take a look at the following examples of prefixes and suffixes.

Prefix	Meaning	Examples
<b>aud-</b>	hear	audible, audience
<b>bene-</b>	good	benefit, beneficial
<b>multi-</b>	many	multiple, multiply
<b>un-</b>	not	undone, unprepared

Suffix	Meaning	Examples
<b>-able</b>	is capable of being	agreeable, likeable
<b>-ful</b>	full of	dreadful, plentiful
<b>-hood</b>	a condition or state of being	adulthood, manhood
<b>-ous</b>	to have qualities of	monstrous, numerous

#### Example

Look at the word *mischievous* in the following paragraph:

*Our dog Barkley is extremely mischievous. He is always getting into trouble. No matter how many times I say, "Bad dog," he refuses to be obedient. Yesterday, he dug holes all over the lawn.*

There are three context clues in the paragraph. The first is *trouble*. The second is "Bad dog." The third is the description of Barkley's behavior. These words and phrases hint at the definition of *mischievous*, which means to be naughty or get into trouble. In addition, the suffix *-ous* tells you that Barkley has the tendency to get into mischief.

**TEST TIP:** When choosing the definition of an unfamiliar word, be sure to look for context clues throughout the paragraph, not just in the sentence containing the unfamiliar word.



## GUIDED PRACTICE

Write the definition of the underlined word. Provide the words, phrases, prefix, or suffix that helped you understand the meaning of the word.

1. Izumi is always respectful. She is polite to her parents and teachers. She never interrupts when others are speaking. Izumi is someone who is always considerate of other people's feelings.

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### THINK

How are other words in the paragraph related to the word *respectful*? Look at the word's suffix.

*Answer: Respectful means to be full of respect for others. Context clues are polite, never interrupts, and is always considerate.*

## INDEPENDENT PRACTICE

For questions 2 through 5, circle the word, phrase, prefix, or suffix that gives a clue to the meaning of the underlined word. What does the underlined word mean?

2. Juanita's grandfather lives in Mexico, but she often corresponds with him by email.  
\_\_\_\_\_
3. Aiden spent his childhood in New York City, where he grew up in an apartment building.  
\_\_\_\_\_
4. The math test was unexpected; Mr. MacKay surprised the students that morning.  
\_\_\_\_\_
5. Cara shouted and waved her arms about as she told the story. Of course, Cara had always been very dramatic.  
\_\_\_\_\_

## TABE PRACTICE

6. Read the paragraph.

I have known Malik for a long time, and he is the most reliable person I have ever met. First of all, he is never late for work or any other appointment. Secondly, he always keeps his promises. Malik is someone I am proud to call my friend.

What does the word *reliable* mean?

- A. careful
- B. friendly
- C. punctual
- D. trustworthy

7. Read the paragraph.

Emma thought the Coast Guard was extremely valiant that day on the ocean. There must have been dozens of members taking part in the enormous rescue effort. They raced toward danger to save countless people. After witnessing this, Emma thought she might like to join the Coast Guard herself.

Which context clues help determine the meaning of *valiant*?

- A. on the ocean
- B. dozens of them
- C. countless people
- D. raced toward danger

## USE REFERENCE MATERIALS TO CONFIRM MEANINGS OF WORDS

Reference materials can assist you in learning the meaning of an unfamiliar word. Take a look at how some common reference materials can help you.

Reference Material	How It Helps
<b>Dictionary</b>	Provides you with the definition of a word. If the word has multiple meanings, it will provide you with a distinct definition in each case. A dictionary will also show a word's part of speech and pronunciation.
<b>Glossary</b>	Provides you with a single definition of a word as the word is used in a text. Glossaries are often found at the back of textbooks and other nonfiction texts.
<b>Thesaurus</b>	Provides you with synonyms and antonyms of a word.
<b>Encyclopedia</b>	Provides you with information about people, places, and historic events.

### Example

Look at this dictionary entry:

**organization** *n* or-ga-ni-za-tion \ őr-gə-nə-'zā-shən 1) the act of arranging in a neat and orderly manner 2) a society or association of people brought together for the same purpose

In this dictionary entry, you learn the following for the word *organization*:

- the part of speech,
- how it is pronounced,
- and two distinct definitions.

## GUIDED PRACTICE

8. Ava is writing a paper about a character in a novel. She needs to come up with a word meaning *bad* that fits the description of the character. Which reference material should she use?
- a glossary
  - a dictionary
  - a thesaurus
  - an encyclopedia

### THINK

What type of reference material provides synonyms for words?

*Answer: Option C. Ava should choose a thesaurus because it gives synonyms for words, and it will make her paper more interesting to read. Using a thesaurus can help you choose precise words to describe thoughts, actions, emotions, and characteristics.*

## INDEPENDENT PRACTICE

9. Mateo is reading a set of instructions and does not know the meaning of the word *perpendicular*. Which reference material should he use to learn the word's meaning?
- A. a glossary
  - B. a dictionary
  - C. a thesaurus
  - D. an encyclopedia
10. While doing his science homework, Amit read a term in his textbook that he did not understand. Which reference material would best help Amit learn the meaning of the term?
- A. a glossary
  - B. a dictionary
  - C. a thesaurus
  - D. an encyclopedia
11. While writing a short story for English, Carly decided she needed an antonym for the word *prohibit*. Which reference material would best help Carly find an antonym?
- A. a glossary
  - B. a dictionary
  - C. a thesaurus
  - D. an encyclopedia

## TABE PRACTICE

12. Read the sentence.

The ideas in the science fiction book were so fantastic that Juan had a hard time believing such a world could exist.

Read the dictionary entry.

**fantastic** *adj* fan-tas-tic \ fan-'ta-stik 1) excellent, wonderful, or marvelous 2) something that is based on imagination or fantasy

Which part of the dictionary entry helps you understand the meaning of fantastic as it is used in the sentence?

- A. *adj*
- B. fan-'ta-stik
- C. excellent, wonderful, or marvelous
- D. something that is based on imagination or fantasy

13. Read the sentences.

Monica's sister Justine was always taking her green sweater without asking. When the sweater went missing, Monica could speculate that Justine had it.

Read the thesaurus entry.

**speculate** assume, believe, judge, imagine

Which word from the thesaurus entry is the best synonym for *speculate* as it is used in the sentence?

- A. judge
- B. believe
- C. assume
- D. imagine

14. In which of these reading materials could a glossary be found?

- A. a novel
- B. a newspaper
- C. a book of poems
- D. a nonfiction book

## STRATEGY 10

# Choose Precise Words

Words have precise meanings. Although it might be easier to use the first word that comes to mind when you are writing, there may be a better, more accurate choice. Taking the time to find the more precise word will allow you to convey your ideas effectively. For example, if you were writing a science report, it would be more appropriate to use a scientific term rather than a general word to describe an item or concept.

Also keep in mind that some words have multiple meanings, while other words can have very similar meanings. To make sure readers clearly understand what you write, you should carefully choose words that fit the context of your writing.

### Example

Look at the underlined word in the following sentence:

*The king abdicated his throne.*

Instead of *abdicated*, the writer could have used a simpler phrase, like *gave up*. In this case, however, *abdicated* is the more precise word since it means that a monarch gave up his throne.

**REAL WORLD CONNECTION:** Be aware that words can have different connotations, or different shades of meaning. The same word with the same definition may not be appropriate in every situation.

### GUIDED PRACTICE

Write the definition of the underlined word as it is used in the sentence.

1. By revolting, the citizens won their freedom.

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### THINK

Consider how the underlined word is used in the sentence. Is it used as a verb or an adjective?

*Answer: In this case, revolting means rebelling or rioting. The citizens did something, so this word is used as a verb in the sentence.*

## INDEPENDENT PRACTICE

For questions 2 through 5, circle the most precise word in the parentheses based on the context of the sentence. Give your reason for choosing the word.

2. The general ( commanded ruled ) the army troops.

\_\_\_\_\_

\_\_\_\_\_

3. William Shakespeare is one of the most famous authors of English ( literature writing ).

\_\_\_\_\_

\_\_\_\_\_

4. The store was packed with ( many surplus ) goods, so the owner sold them at a discount to make room for other inventory.

\_\_\_\_\_

\_\_\_\_\_

5. The archeologists discovered that the cave's ( inside interior ) was filled with images.

\_\_\_\_\_

\_\_\_\_\_

## TABE PRACTICE

6. Read the sentence.

In order to obtain higher wages, the workers decided to strike.

What is the correct definition of *strike* as it is used in the sentence?

- A. to hit or punch
- B. to stop working
- C. to launch a raid
- D. to achieve or attain

7. Read the sentence.

Teresa's doctor told her to monitor her skin condition.

What is the correct definition of *monitor* as it is used in the sentence?

- A. to listen to
- B. to keep track of
- C. a screen used to display information
- D. a person who watches over another person or thing

8. Read the sentence.

Bees are good because they pollinate millions of agricultural crops.

Which is the most precise word to replace the underlined word?

- A. nice
- B. cool
- C. helpful
- D. interesting

# Unit 3 Review

1. Read the sentences.

Dr. Acevedo suggested that Ray refrain from sugary foods. Ray stopped eating cookies, candy, and cake. Ray was thrilled when he realized that he started to feel better and had much more energy.

Which word from the paragraph best helps you determine the definition for the word *refrain* as used in the first sentence?

- A. thrilled
- B. realized
- C. stopped
- D. suggested

2. Read the sentences.

After the storm, there was debris all over the street. It was shocking to see the amount of broken branches and garbage everywhere. Everyone in the neighborhood pitched in to help with the cleanup. Although it was an enormous job, it took only a few hours to get the street back to normal.

Which phrase from the paragraph is a context clue to the meaning of the word *debris* as used in the first sentence?

- A. back to normal
- B. pitched in to help
- C. in the neighborhood
- D. broken branches and garbage

3. Read the sentences.

Joel is very respectable. Everyone considers him to be a decent person.

Based on your knowledge of Latin suffixes, which is the best definition for the word *respectable*?

- A. wants to be respected
- B. having respect for others
- C. capable of being respected
- D. has lost the respect of others

4. Read the sentences.

Carolina jumped up and down when she read the email. She was absolutely joyous that she was accepted into art school.

What is the best definition of the word *joyous* as used in the second sentence?

- A. filled with fear
- B. showing affection
- C. extremely annoyed
- D. experiencing great happiness

5. Read the sentences.

Suki found the community college math class to be beneficial. In fact, she was able to get a job as a bookkeeper after she completed the course.

The Latin prefix *bene-* means “good.” Based on this information, which is the best definition for the word *beneficial*?

- A. funny
- B. helpful
- C. difficult
- D. confusing

6. Which reference material is the best source to use to find the definition of a word used in a specific textbook?

- A. glossary
- B. dictionary
- C. thesaurus
- D. encyclopedia

7. Read the dictionary entry.

**primary** *adj* pri-'ma-ry \ 'prī-,mer-ē 1) the first in a sequence 2) the most important part or aspect 3) coming from certain types of metals 4) something that is basic or essential

Read the sentence.

The primary function of the high school drama club is to put on a play each semester. The club also discusses plays and holds fundraisers.

Which definition best fits the meaning of the word *primary* as used in the first sentence?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

8. Read the sentences.

Anuja always loved doing science \_\_\_\_\_ in high school. That is why she majored in chemistry in college.

Based on the context of the sentences, which word most accurately completes the first sentence?

- A. tests
- B. trials
- C. experiments
- D. surveys

9. Read the dictionary entry.

**abandon** *v* aban-'don \ ə-'ban-dən 1) to give up control 2) to give up the intent of taking an action 3) to withdraw from helping, protecting, or supporting 4) to withdraw from danger

Read the sentences.

Adrian planned to rent an apartment on State Street. However, when he realized how much it would cost, he decided to abandon his plan.

Which definition best fits the meaning of the word *abandon* as used in the second sentence?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

10. Read the sentences.

Roy's house was freezing in the winter. Therefore, he decided he needed to \_\_\_\_\_ it better to keep out the cold.

Based on the context of the sentences, which word most accurately completes the second sentence?

- A. shield
- B. protect
- C. isolate
- D. insulate

## SCOREBOOST ACTION PLAN

Check your answers starting on page 62. Fill in the chart, and make an action plan.

### Results

0–5 correct Study more—make a plan  
 6–8 correct Review—practice your skills  
 9–10 correct Skills mastered—move on

Questions	Strategy	Pages	Correct/Total	Plan: More Work Needed
1, 2, 3, 4, 5	Determine Meanings of Words and Phrases	32–33	_____/5	<input type="checkbox"/>
6, 7, 9	Use Reference Materials to Confirm Meanings of Words	34–35	_____/3	<input type="checkbox"/>
8, 10	Choose Precise Words	36–37	_____/2	<input type="checkbox"/>
<b>Total:</b>			_____/10	

## STRATEGY 11

# Write Arguments

When you write an **argumentative text**, you are trying to persuade the reader to agree with your side of an argument.

Just like any other type of text, it is important to begin with a strong introduction. In an argument, the introduction should clearly state your **claim**. Your claim is the main idea of your argument. The body of your argument will include reasoning and evidence to back up your ideas. It is this supporting evidence that will convince readers to agree with your argument.

A strong argumentative text also includes **transitions**. Transitions can be words, phrases, or clauses. Use transitions when you want to connect ideas. In addition, transitions can help to clarify relationships among claims, reasons, and evidence. This, too, will help your reader understand your point of view.

Strong argumentative writing should be written in a **consistent tone and style**. For example, you will want to remain professional and calm in your argument.

To sum up your argument, include a strong **conclusion**. In addition to a concluding statement, you can briefly restate your evidence.

### Example

Annie has written this argumentative text:

*I think the driving age should be raised from 16 to 18. An 18-year-old is much more responsible than a 16-year-old. Also, an 18-year-old is able to make better decisions in an emergency. Responsibility and good decision-making skills are crucial when driving, proving that the driving age should be raised.*

Annie uses the first sentence to make a clear introduction. The next two sentences include evidence to support her claim. The transitional word also helps tie together the two pieces of evidence. The final sentence is Annie's conclusion.

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**TEST TIP:** Some useful transitional words and phrases are *first of all*, *in addition*, *also*, *as a result*, *not only that*, and *finally*. On the test, transition words can help you put ideas in the right order.

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## GUIDED PRACTICE

1. What is the claim in the following argument? List two pieces of evidence used to support the claim.

Our school should offer additional art classes.  
Creating art is very calming. In addition, art helps people express themselves. It is important for our school to offer additional art classes so that students can relax and find ways to share how they feel.

Claim: \_\_\_\_\_  
\_\_\_\_\_

Evidence: \_\_\_\_\_  
\_\_\_\_\_

Evidence: \_\_\_\_\_  
\_\_\_\_\_

### THINK

Where do you think evidence might be found in a paragraph? Look at the sentences between the introduction and the conclusion.

*Answer: Claim: Our school should offer art classes.  
Evidence: Creating art is very calming. Evidence: Art helps people express themselves.*

## INDEPENDENT PRACTICE

For questions 2 and 3, underline the claim. Draw an X through any sentences that do not maintain a professional tone.

2. It is time for our town to build a park on Jackson Avenue. A park is needed by the many families who live in this neighborhood. Parents must walk several blocks to take their children to the nearest park. In addition, there are several busy intersections that must be crossed to get to that park. It is absolutely crazy that anyone should have to drag their children blocks and blocks and blocks. The distance and danger make a park on Jackson Avenue necessary.
3. Our town has decided to close the Oden Nature Preserve, but I think it should remain open. The preserve protects many types of animals. Not only that, it is an awesome place for students to learn about how cool nature is. Finally, the preserve creates a lot of jobs in our area. Protecting animals, providing education, and creating jobs are important, which is why the Oden Nature Preserve should not be closed.

4. Read the paragraph.

First of all, I think students are less likely to be bullied if everyone wears a uniform. Second, uniforms are a good way to increase school spirit. Finally, two parents I spoke to said mornings would be easier if students did not have to decide what to wear. In conclusion, more schools should require students to wear uniforms.

Which parts of an effective argument are missing?

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What is the claim?

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## TABE PRACTICE

5. Read the paragraph.

The house is quite rundown, ruining the appearance of the entire neighborhood. Also, the house has become dangerous over the years. There will come a time when a curious child is hurt exploring this old home. To maintain the beauty of the neighborhood, as well as to protect residents, this house needs to be torn down immediately.

Which sentence is the best introduction to the paragraph?

- A. The old house located at 312 Second Avenue needs to be fixed up.
- B. The time has come for our town to tear down the old house at 312 Second Avenue.
- C. The town council should consider what to do about the old house at 312 Second Avenue.
- D. The old house at 312 Second Avenue is just so ugly that someone ought to tear it down this second.

Read the paragraph. Then answer questions 6 and 7.

(1) People should be doing more to help the environment rather than constantly taking from it. (2) For example, everyone should reuse items as much as possible so that we do not use up all of Earth's resources. (3) Moreover, people should walk and bicycle more because this would reduce the pollution created by cars.

6. Which sentence is the best conclusion to the paragraph?

- A. People could use less water by taking shorter showers.
- B. Recycling is an easy yet important step that anyone can take.
- C. Reusing items, walking, and bicycling would greatly benefit the environment.
- D. People who refuse to do small things to help the environment are just ridiculous, if you ask me.

7. What is the best way to reword sentences 2 and 3 to put the evidence in sentence 3 first?

- A. Moreover, people should walk and bicycle more because this would reduce the pollution created by cars. For example, everyone should reuse items as much as possible so that we do not use up all of Earth's resources.
- B. Moreover, people should walk and bicycle more because this would reduce the pollution created by cars. And everyone should reuse items as much as possible so that we do not use up all of Earth's resources.
- C. For example, people should walk and bicycle more because this would reduce the pollution created by cars. In addition, everyone should reuse items as much as possible so that we do not use up all of Earth's resources.
- D. For example, people should walk and bicycle more because this would reduce the pollution created by cars. For example, everyone should reuse items as much as possible so that we do not use up all of Earth's resources.

8. Read the paragraph.

It is crucial to save money for one's retirement. You should totally save for the future while you are young. Small amounts that you save now will grow over time, earning interest and dividends for many years. When people start saving early, they have a better chance of living comfortably later in life.

Which sentence is too informal for this paragraph and should be removed?

- A. It is crucial to save money for one's retirement.
- B. You should totally save for the future while you are young.
- C. Small amounts that you save now will grow over time, earning interest and dividends for many years.
- D. When people start saving early, they have a better chance of living comfortably later in life.

# Write Information Pieces

## DEVELOP INFORMATIVE TOPICS WITH SUPPORTING FACTS

When writing an **informative** or **explanatory** text, there are many ways to present your ideas clearly.

First, introduce your topic at the beginning of the first paragraph. This will tell your readers what to anticipate.

Also, organize your ideas in a logical way. Readers will be able to follow along much more easily if you group together similar ideas in the same paragraphs or sections.

There are various ways you can liven up your writing and keep readers interested. Review these common features that you can include in your writing.

Feature	Examples
<b>Formatting</b>	Headings can break up text into categories.
<b>Graphics</b>	Charts and tables can show data in a way that is easy to understand. Photos and illustrations can help a reader see what is being explained.
<b>Facts</b>	Facts prove the statements you make.
<b>Definitions</b>	Definitions help clarify hard-to-understand words, phrases, and concepts.
<b>Details</b>	Details can help you explain your statements and make your writing more interesting.
<b>Quotes</b>	Quotes from experts, people in authority, or witnesses provide additional support for your claims.
<b>Examples</b>	Examples can make ideas clearer to the reader by using specific places, events, people, etc.

### Example

Look at the following sentence:

*States in the southern U.S., such as Alabama and Georgia, can get extremely hot.*

Alabama and Georgia are examples of states in the southern U.S. If any readers were not familiar with U.S. geography, these examples would help them understand which states are being written about.

Another way to support a fact like this would be to use a map that shows where Alabama and Georgia are located.

**TEST TIP:** To identify examples in informational text, look for phrases like *for example*, *for instance*, and *such as*.

## GUIDED PRACTICE

Circle any facts, underline any quotes, and draw a box around any examples used in the paragraph. Then provide a reason why each feature is important.

1. According to Gayle Klein, Crane High School's principal, the budget for school activities will be increased this year. "The increase in funds will allow each club and sport to expand and improve," said Principal Klein. For instance, the chess club will be able to travel to tournaments in other states, and the baseball team will buy new equipment.

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### THINK

What is the topic of the paragraph? How do the examples relate to the topic?

*Answer: Circle the budget for school activities will be increased this year. This is a statement of fact; it is important because it states what is to occur. Underline "The increase in funds will allow each club and sport to expand and improve." The quote is in quotation marks; it is important because it is from a person in authority. Draw a box around For instance, the chess club will be able to travel to tournaments in other states, and the baseball team will buy new equipment. The examples follow for instance; they are important because they support the fact by giving details of how the increased budget will be spent.*

## INDEPENDENT PRACTICE

For questions 2 through 4, write how the feature mentioned would improve the paragraph.

2. Mehta is writing a newspaper article about the need to fix the dangerous potholes in his town. How would a photo strengthen Mehta's article?

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3. Jasmine is writing a long social studies essay filled with many facts. How would headings help make Jasmine's essay easier to read?

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4. Caleb is writing a report for work comparing how much money his company spent on office supplies last year to how much it spent this year. How would a bar chart make Caleb's data easier to understand?

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## TABE PRACTICE

### 5. Read the paragraph.

The community center provides many useful classes that are enjoyed by our residents. In addition, it provides much-needed transportation for senior citizens. According to Marge Bell, community center director, “The center is a vital part of our town. People would be seriously affected if it shut its doors.”

Which sentence would best introduce the topic?

- A. Our town has had a community center for many years.
- B. The community center is located on the east side of town.
- C. I think that more people should participate in classes at our town’s community center.
- D. Local political leaders may harm citizens by closing down the town’s community center.

### 6. Read the paragraph.

Exercise is an important part of a healthy lifestyle. You do not need to belong to a gym or buy expensive equipment to stay healthy. Walking, for example, is a wonderful way to exercise, and all that is needed is a sturdy pair of sneakers. Although walking can be beneficial, it is important to not walk too far when you are beginning a walking routine.

Which quotation would best support the writer’s claims?

- A. According to my neighbor Jen Smith, “I enjoy walking, but I really prefer to swim.”
- B. According to Raul Ortiz, who runs a local walking group, “Please email us to learn more about joining our group.”
- C. According to Dominic O’Reilly, who walks five miles a day, “I make sure that I eat healthy foods on a daily basis.”
- D. According to Dr. Tamsin Parker, “Too much walking when you are not used to it can harm your muscles or make you feel out of breath.”

### 7. Callie is writing a report for her financial planning class about how food prices have recently skyrocketed in her area. She wants to include a graphic. Which graphic would be the best for Callie to add to her report?

- A. a photo showing several kinds of vegetables
- B. a pie chart showing the types of food Callie typically eats
- C. a map of Callie’s county showing where all the farms are located
- D. a table comparing how much families spent on groceries last year to this year

### 8. Joau is writing a monthly report for the convenience store where he works. His boss asked him to summarize what is selling best in each of the five departments of the store: dairy, frozen foods, snacks, candy, and drinks. What is the best way for Joau to organize his report?

- A. He should use headings to sort the information for each department.
- B. He should use a photo of the store.
- C. He should use quotes from customers.
- D. He should list the items sold in alphabetical order.

## WRITE INFORMATIVE TEXTS

One way to make your informative texts stronger is to use precise language. Carefully choosing your words makes your writing more accurate. It is important to choose words that are specific to the topic you are writing about. For instance, when writing about sailing, you should use the word *bow* when referring to the front of a boat.

Another way to strengthen an informative text is by maintaining an **objective tone**. Remember that informative texts relay facts, not opinions. A neutral tone free of emotions is the best way to get your point across.

The most effective informative texts use a formal style. In this type of writing, a casual tone—such as the way you might address a friend in an email—is not appropriate. The content is different, so the style is different as well.

**Transitions** are key to making your writing not only strong but also interesting. Using varied transitions helps to tie concepts and ideas together. This makes your writing easier for the reader to understand.

### Example

Look at the transitions in the following paragraph:

*The Japanese bombed Pearl Harbor in 1941. As a result, the U.S. declared war. In addition to Japan, the U.S. fought Japan's allies, Germany and Italy. Together, the three countries formed the Axis powers.*

The transition *as a result* explains why the U.S. declared war. *In addition* provides a transition to the other countries the U.S. was fighting. The transition *together* connects the three countries as a group.

## GUIDED PRACTICE

9. In the two sentences, circle the more precise word from the options given in parentheses.

In the book, citizens were frightened to learn that a ( meteor rock ) was discovered hurtling toward Earth. However, ( scientists people ) assured everyone not to panic since it would burn up in the atmosphere.



### THINK

Which words are more accurate rather than simply general? Look for words related to Earth science.

*Answer: Circle meteor and scientists. Both words are specific to the topic of the text.*

## INDEPENDENT PRACTICE

For questions 10 and 11, underline the sentence that is written in a formal style.

10. The school district is considering extending the school day an extra half hour. Wow, are students angry to hear this.
11. People seriously need to start taking better care of themselves. There are various ways people can do this, such as eating a diet high in fruits and vegetables.
12. Underline the sentence that is written in an objective tone.

That a gender pay gap still exists in 2018 is a stain on our society. Statistics show that, on average, a woman earns 80.5 cents for every dollar a man makes.

## TABE PRACTICE

13. Read the paragraph.

(1) Last Tuesday, Belton Heights citizens elected Bryson Hall as mayor. (2) If you can believe it, the guy won by a landslide. (3) Hall's campaign had been filled with rumors regarding misuse of funds. (4) It is also suspected that he lied about his political experience.

Which sentence is the least objective in tone?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

14. Read the paragraph.

Service dogs are considered working dogs and not pets. These animals help people with disabilities live independently. Some people want to train their dogs to be service dogs. \_\_\_\_\_ A service dog needs to be calm, alert, and able to follow directions.

Which sentence fills in the blank to provide the best transition in the paragraph?

- A. In addition to blind people, some dogs also help deaf people.
- B. If you want your dog to be a service dog, there are important traits to look for.
- C. Because service dogs need to pay attention, they need to be carefully trained.
- D. If you want your dog to be a service dog, then you should never treat it like a pet.

15. Read the sentences.

Fact checking is an important skill to have. It can be helpful in the workplace as well as when you come across data in everyday life. You can use books and other things to confirm facts.

Which is the best replacement for the word *things*?

- A. stuff
- B. items
- C. objects
- D. resources

# Unit 4 Review

## 1. Read the paragraph.

We carry one or more all the time. We use them to communicate, play games, take photos, and tell us what time it is. They also endanger our privacy by allowing others to track our location, learn information about our contacts, record our purchases, and share our personal data. How much of our lives are we willing to share with corporations and advertisers in exchange for convenience? How much privacy should we give up?

Which sentence would be the best introduction to the paragraph?

- A. Electronic devices are useless.
- B. Electronic devices are expensive.
- C. Are electronic devices our friends or foes?
- D. I need a new electronic device that combines several functions.

## 2. Read the paragraph.

The first paints most people use are watercolors when fingerpainting as children. Next, they may start using fast-drying paints, which allow artists to paint over any mistakes. Finally, artists may want to try oil paints, which allow them to paint until they get the effect they want.

Which of the following words is a more precise replacement for *fast-drying*?

- A. thick
- B. basic
- C. acrylic
- D. colorful

## 3. Read the paragraph.

Every day, it is getting easier to watch your favorite television show. You can always sit down on the couch and watch the program live on your television. But why be tied to a time and location when there are so many other ways to watch? You can watch a television show online on the network's website—sometimes even while it is being broadcast. You can also watch shows through third-party companies on the internet.

Which sentence would be the best conclusion to the paragraph?

- A. You can watch any television show you like.
- B. It's easy to watch your favorite television shows.
- C. You need an electronic device to watch television shows.
- D. Whatever option you like best, there are many ways to watch your favorite television show.

## 4. Which of the following sentences could be illustrated by a bar chart?

- (1) In the first year, 75 percent of the students participated, but participation dropped to 60 percent last year and 40 percent this year.
- (2) The teacher said 40 percent of the students participated in the site visit.
- (3) The visits to five sites required eight hours.
- (4) Five competitors finished the race.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4



5. Read the sentences.

(1) Bouquets of flowers are popular gifts for Mother’s Day. (2) Bouquets can have a variety of flowers, like pink roses and daisies. (3) Your mom is sure to love this combination. (4) “Get a bouquet for your mom before they’re gone!” encouraged Cilla, owner of Pretty Posies.

Which of the following correctly identifies a quote, a fact, and an example?

- A. *Quote:* Sentence 1  
*Fact:* Sentence 2  
*Example:* Sentence 3
- B. *Quote:* Sentence 3  
*Fact:* Sentence 4  
*Example:* Sentence 4
- C. *Quote:* Sentence 2  
*Fact:* Sentence 3  
*Example:* Sentence 1
- D. *Quote:* Sentence 4  
*Fact:* Sentence 1  
*Example:* Sentence 2

6. Which transitional word fits the sentence to identify the relationship between the snow and closing the office?

Over a foot of snow fell last night. \_\_\_\_\_, my office was closed.

- A. Also
- B. Next
- C. Finally
- D. Therefore

7. Read the paragraph.

(1) Pluto, now classified as a dwarf planet, is small—about half as wide as the U.S. (2) Since the gravity on Pluto is much lower than Earth’s gravity, you could wave goodbye to your baseball if you hit a home run on Pluto! (3) One year (the time it takes to travel around the sun) on Pluto is the equivalent of 248 years on Earth because Pluto is so far away from the sun that it has to travel much farther to go around it. (4) It’s believed that Walt Disney’s cartoon dog, Pluto, was probably named after the planet.

Which sentence in the paragraph is the least objective in tone?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

### SCOREBOOST ACTION PLAN

Check your answers starting on page 63. Fill in the chart, and make an action plan.

#### Results

- 0–4 correct Study more—make a plan
- 5–6 correct Review—practice your skills
- 7 correct Skills mastered—move on

Questions	Strategy	Pages	Correct/Total	Plan: More Work Needed
1, 3, 6	Write Arguments	40–42	_____/3	<input type="checkbox"/>
4, 5	Develop Informative Topics with Supporting Facts	43–45	_____/2	<input type="checkbox"/>
2, 7	Write Informative Texts	46–47	_____/2	<input type="checkbox"/>
<b>Total:</b>			_____/7	

# TABE Practice Test

1. Which sentence is not written correctly?

- A. Who will be my chaperone on the trip?
- B. I can't give you my report until I interview his boss.
- C. I can buy the groceries for you if you lend me the car.
- D. The televisions are in hers room and in our living room.

2. Read the sentence.

Jake imagined \_\_\_\_\_ in the new position and decided to go for an interview.

Which word completes the sentence correctly?

- A. her
- B. him
- C. mine
- D. himself

3. Which sentence is written correctly?

- A. Lunch is inside the main cafeteria in my office.
- B. The teacher is giving its report to the principal today.
- C. The car dealership is having their office party tomorrow.
- D. If your child is out sick, they should make up their homework right away.

4. Which sentence contains a vague pronoun?

- A. Sari thinks her friend should give her a hand.
- B. My dog ran all the way around his pen before coming inside.
- C. After the race, Nathan and Sonali took their time getting home.
- D. Jules and his brother joined the choir and now they are glad they did.

5. Which sentence is written in formal English?

- A. That ain't my problem.
- B. I can help—no worries.
- C. You're super troubled, man.
- D. We have too much to do this afternoon.

6. Read the paragraph.

- (1) The schedule shows that Marcus has a test tomorrow.
- (2) Most students study at their library.
- (3) Marcus's friend thinks their test is on Unit 1.
- (4) Marcus thinks they are on Unit 2.

Which contains an inappropriate shift in pronoun number?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

7. Which sentence is written correctly?

- A. Dancing in the club, the music at the club was amazing for the girls.
- B. Walking through the park, Jan realized it was a beautiful day.
- C. Having stayed after school, the assignment finally made sense to Dana.
- D. Looking through the telescope, the star was hard for the scientist to see.

8. Which sentence has a phrase that functions as a dependent clause?

- A. Let's get some pizza, I'll pay for it.
- B. He ran on the treadmill, I jogged through the park.
- C. Without my passport, I can't go anywhere from this station.
- D. Never let the dog outside in the rain, because he will bring mud inside the house.

9. Which of the following is a compound-complex sentence?

- A. Instead of grilling the food, we will have to cook inside today.
- B. I have to weed the garden and mow the lawn, and Dan has to plant the new marigolds.
- C. Throughout the day, I will need to check the weather report for the city we will be traveling to.
- D. When the movie is over, we can go to the restaurant, but I need to get my sweater from the car.

10. Which sentence is written in the active voice?

- A. Sam walks through the store.
- B. The book on the top shelf was bought by the man.
- C. The gas station has a line that she will have to wait in.
- D. The best story is being told to the crowd by the speaker.

11. Which sentence has a gerund that functions as the object of a verb?

- A. Driving through the rain can be tricky.
- B. I think her cooking is better than anyone else's.
- C. The doctor is signing his name on the prescription.
- D. Open the box by placing your finger under the tab.

12. Which sentence shows the imperative mood?

- A. Did you buy a gift yet?
- B. I think Darnell's birthday is next week.
- C. Don't open the card until your birthday.
- D. We bought a cake and some candles for the big day.

13. Read the paragraph.

(1) Jillian couldn't believe it. (2) She had been chosen for the cheerleading team! (3) "I'm so glad you made it!" her sister beamed, wrapping her arms around her. (4) She continued, "Let's go; we should set the table for dinner."

Which sentence contains an inappropriate shift in mood?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

14. Which sentence is written correctly?

- A. The boy was home sick from school today and wore his comfortable, blue, old bathrobe all day.
- B. The boy was home sick from school today and wore his blue, comfortable, old bathrobe all day.
- C. The boy was home sick from school today and wore his old, blue, comfortable bathrobe all day.
- D. The boy was home sick from school today and wore his comfortable, old, blue bathrobe all day.

15. Read the following paragraph. Which sentence uses commas, dashes, or parentheses incorrectly?

(1) Which way is the store?—I'm lost! (2) I wanted to make it there by the time the store opens (at 10 a.m.). (3) There's a sale on pots and pans—I know, exciting, right? (4) Anyway, I don't know if I'm on the right street—help me out!

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

16. Which sentence is written correctly?

- A. I found my jacket (finally) just before the bus arrived.
- B. I found my jacket—finally just before the bus arrived.
- C. I found my jacket finally—just before the bus arrived.
- D. I found my jacket—(finally)—just before the bus arrived.

17. Read the paragraph.

The conference will take place on Monday, with clients from all over the country. Space will be limited, so let us know if you will be attending. You can buy tickets online or at the door. Tickets go on sale today.

Which sentence is written correctly to show how to delete part of the text?

- A. The conference will take place on Monday . . . Space will be limited. . . .
- B. The conference will take place on Monday. . . . Tickets go on sale today.
- C. The conference will take place on Monday. . . . Tickets go on sale today. . . .
- D. The conference will take place on Monday. . . . You can buy tickets. . . . at the door.

18. Which sentence is written correctly?

- A. There are few places that take my credit card perhaps . . . because it uses a new technology. I can't tell for sure what the problem is.
- B. There are few places that take my credit card . . . perhaps because it uses a new technology. I can't tell for sure what the problem is.
- C. There are few places that take my credit card . . . perhaps . . . because it uses a new technology. I can't tell for sure what the problem is.
- D. There are few places that take my credit card, perhaps because it uses a new technology . . . I can't tell for sure what the . . . problem is.

19. Which sentence contains a misspelled word?

- A. A conventional education has just as many merits as an alternative approach.
- B. Recognizing when improvements need to be made is an important part of life.
- C. It would be great to eliminate the problems that make foreign languages hard to understand.
- D. Jana is interested in the behavorel sciences, but there is too much competition among the college programs.

20. Which sentence is written correctly?

- A. We can ackquire the correct certification for the job.
- B. The function of the sewing pattern is to help the seemstriss.
- C. Can you demonstrate the correct usadge of the verb tense?
- D. We should consult a reference book to get the correct spelling.

21. Which sentence contains a misspelled word?
- A. The technician needs a precise reading of the meter.
  - B. The syrnbol of peace is meant to promote unity and acceptance.
  - C. They established their friendship long ago and still maintain it today.
  - D. We can acheive whatever we set our minds to do, regardless of the complexity.

22. Which sentence suggests a romantic tone?
- A. Maria knelt with her knees in the mud while she pruned her roses.
  - B. All the petals but one had been blown away by the brisk autumn wind.
  - C. The mums were on sale this week for \$7.99.
  - D. The sweet scent of lilacs lingered long after she left the room.

23. Read the paragraph.

(1) For our last assignment, we will be testing the pollution levels in the river. (2) The appropriate equipment and instructions will be provided to you. (3) I hope you learn lots from this!

Which is the best replacement for sentence 3?

- A. I hope you learn a lot from this.
  - B. You can learn a great deal if you take a stab at it.
  - C. I am confident that you will learn a great deal from this assignment.
  - D. One must try in order to learn.
24. Which phrase contains redundant or unneeded text?
- A. united front
  - B. clear strategy
  - C. confusing plans
  - D. improbable chances

25. Read the paragraph.

When there are many things to do to get ready for an event, strict planning is important. The preliminary tasks are to make a shopping list and prepare what is needed. Then, cooking and cleaning is the greatest priority. Getting yourself ready on time is the final push to the finish line.

What does the word *preliminary* mean?

- A. first
- B. last
- C. inclusion
- D. important

26. After you guess the meaning of a word in context when reading a nonfiction book, which resource can help you verify the meaning?

- A. an index
- B. thesaurus
- C. a glossary
- D. a table of contents

27. Read the paragraph.

Nick had always been shy. He could hardly be heard when he spoke. He was barely audible when he answered questions in board meetings at work. To help this, his boss placed a microphone on the end of the conference table where he sat.

What does the word *audible* mean?

- A. able to speak
- B. able to be heard
- C. device for hearing
- D. device for speaking

28. Read the sentence.

The driver could not determine if it was dark enough for him to require his headlights.

Read the dictionary entry.

**determine** *verb* de·TER·min \ də'tər mən 1) to cause something to occur 2) to figure out exactly

Which part of the dictionary entry helps you understand the meaning of *determine* as it is used in the sentence?

- A. *verb*
- B. de·TER·min
- C. to figure out exactly
- D. to cause something to occur

29. Read the sentence.

It is time for the teacher to consider the essays and provide feedback and a score.

Read the thesaurus entry.

**consider** regard, contemplate, ponder, evaluate

Which word from the thesaurus entry is the best synonym for *consider* as it is used in the sentence?

- A. regard
- B. ponder
- C. evaluate
- D. contemplate

30. Read the sentence.

He did not understand that the date on the newspaper at the crime scene was relevant for finding the criminal.

What is the correct definition of *relevant* for as it is used in the sentence?

- A. necessary
- B. complicating
- C. troubling in a large way
- D. related in an important way

31. Read the paragraph.

Doctors claim that drinking sugary beverages leads to obesity in children. The evidence can be seen in the rising rates of diabetes and other weight-related illnesses in children. This rise in illness matches the rise in sugary drink consumption among children.

Which sentence is the best opposing claim to add to the end of the paragraph?

- A. Beverage makers, however, place the blame on inactivity among children.
- B. Something must be done about this problem now, or it will continue to worsen.
- C. Some drink makers are trying to solve this problem by lowering the levels of sugar in their products.
- D. Parents must be made aware of this problem so that they can help change eating habits in their home.

32. Read the paragraph.

The placement of speed barriers on residential roads has become a problem around Main Street on the west side of town. There have been several accidents that occurred when cars tried to slow down too quickly when approaching the barriers.

Which sentence is the best conclusion to the paragraph?

- A. Speed barriers are made of concrete.
- B. Many residents complain about the barriers.
- C. Clinton Court installed a speed barrier in June.
- D. Last week, a bicyclist was injured when a car lost control stopping on icy pavement.

33. Read the paragraph.

(1) Boating on large rivers and lakes should be outlawed unless passengers are wearing life jackets. (2) First responders have been called to too many scenes because of careless decisions and actions of boaters. (3) It's completely uncool to tax our system like that. (4) The public should use common sense and be responsible.

Which sentence is too informal for this paragraph and should be fixed or removed?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

34. Read the paragraph.

Last year, there were several times when the parade participants had to leave the parade to get a drink. It's a good thing they did, because dehydration can be a serious problem. We want the parade to be a celebration, not a time when our townspeople suffer in the heat of the summer sun. There will be three new drink stations placed along the parade route.

Which sentence best introduces the topic of the paragraph?

- A. Happy Independence Day, everyone!
- B. Local leaders are ready for Independence Day.
- C. Line up for the parade at 9:00 a.m. on Central Boulevard and Carro Avenue.
- D. It is important that the Independence Day parade has enough firework displays along the route.

35. Read the paragraph.

(1) When writing a report for school or work, it's important to use credible sources. (2) Websites ending in .gov or .edu are a good place to start. (3) You should also go to the library and make sure your research is on the right track. (4) Double-checking facts against multiple sources can also help.

Which phrase added to the beginning of Sentence 3 would best clarify the paragraph?

- A. Finally
- B. Besides
- C. However
- D. Because

36. Read the paragraph.

Runners in the teen category had finishing times between 14 minutes and 13 seconds and 16 minutes and 35 seconds. Runners in the 20-to-30 age group had finishing times between 14 minutes and 25 seconds and 17 minutes and 24 seconds. The results for the runners in the 30-to-40 age group will be posted after 2:00 p.m. Eastern Time.

What kind of graphic would help clarify the paragraph?

- A. a photo of the runners
- B. a table of running distances
- C. a map to show the location of the race
- D. a graph to display the finishing times for each category

37. Read the paragraph.

(1) The nonfiction books in the library are arranged by call number. (2) Each broad subject category has a three-digit number assignment. (3) “The numbers after the decimal point indicate a narrower topic.”

Which quotation after Sentence 2 would best clarify the paragraph?

- A. “Come down to the library,” says Margot Lee of the Elm Street Library.
- B. “But subject categories don’t end there,” says Margot Lee of the Elm Street Library.
- C. “The nonfiction section is separate from the fiction section,” says Margot Lee of the Elm Street Library.
- D. “Fiction books are arranged alphabetically by the author’s last name,” says Margot Lee of the Elm Street Library.

38. Read the paragraph below.

The recipe calls for a stirrer to combine the butter and sugar. Next, add two eggs to the bowl along with the rest of the items on the list. Last, bake the mixture at 350 degrees for 20 minutes.

Which of the following changes makes the paragraph more precise?

- A. Change “add” to “put.”
- B. Change “bake” to “cook.”
- C. Change “combine” to “mix.”
- D. Change “stirrer” to “electric mixer.”

39. Which sentence in the following paragraph is the least objective in tone?

(1) When serving a customer, a waiter or waitress must be as polite as possible. (2) Interacting in a friendly way is also essential, because servers rely on tips from customers. (3) Nobody wants a rude server who doesn’t care about anybody. (4) The best waiters and waitresses can make impressive tips.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

40. Which sentence is written correctly?

- A. Moreover the umbrella, I packed an extra jacket, a hair dryer, and a pair of sneakers.
- B. In addition to the umbrella, I packed an extra jacket, a hair dryer, and a pair of sneakers.
- C. In conclusion to the umbrella, I packed an extra jacket, a hair dryer, and a pair of sneakers.
- D. In the process of the umbrella, I packed an extra jacket, a hair dryer, and a pair of sneakers.



## SCOREBOOST ACTION PLAN

Check your answers starting on page 63. Fill in the chart, and make an action plan.

### Results

0–13 correct Study more—make a plan  
 14–30 correct Review—practice your skills  
 31–40 correct Skills mastered—move on

Questions	Strategy	Pages	Correct/Total	Plan: More Work Needed
1, 2	Use Pronouns	4–5	_____/2	<input type="checkbox"/>
3, 4, 6	Correct Pronoun Errors	6–7	_____/3	<input type="checkbox"/>
5	Identify and Use Formal English	8–9	_____/1	<input type="checkbox"/>
7, 8	Use Phrases and Clauses	10–11	_____/2	<input type="checkbox"/>
9	Choose Different Types of Sentences	12–13	_____/1	<input type="checkbox"/>
11	Explain Verbals	14–15	_____/1	<input type="checkbox"/>
10, 12, 13	Use Verb Voice and Mood	16–17	_____/3	<input type="checkbox"/>
14, 15, 16	Use Commas, Parentheses, and Dashes	18–19	_____/4	<input type="checkbox"/>
17, 18	Use Ellipses	20–21	_____/1	<input type="checkbox"/>
19, 20, 21	Spell Correctly	22–23	_____/3	<input type="checkbox"/>
22, 23	Craft Different Types of Sentences	27–28	_____/2	<input type="checkbox"/>
24	Use Effective Language to Express Ideas	29–30	_____/1	<input type="checkbox"/>
25, 27	Determine Meanings of Words and Phrases	32–33	_____/2	<input type="checkbox"/>
26, 28, 29	Use Reference Materials to Confirm Meanings of Words	34–35	_____/3	<input type="checkbox"/>
30	Choose Precise Words	36–37	_____/1	<input type="checkbox"/>
31, 32, 33, 34, 35	Write Arguments	40–42	_____/5	<input type="checkbox"/>
36, 37	Develop Informative Topics with Supporting Facts	43–45	_____/2	<input type="checkbox"/>
38, 39, 40	Write Informative Texts	46–47	_____/3	<input type="checkbox"/>
<b>Total:</b>			_____/40	

# ANSWER KEY

## Unit 1: Standard English Conventions

### Strategy 1: Follow Grammar Rules, pp. 4–9

- Circle *her*, because the objective pronoun *her* is acting as the object of the preposition *to*.
- Circle *ourselves*, because the reflexive pronoun *ourselves* renames the subject *we* as the object of the preposition *for*.
- Circle *me*, because the objective pronoun *me* is acting as the object of the verb *featured*.
- A  
*The intensive pronoun herself is used to add emphasis.*
- C  
*The incorrect pronoun I is acting as an object of the verb drove, so it should be the objective pronoun me.*
- D  
*The intensive pronoun ourselves is used to add emphasis.*
- Circle *themselves* because the pronoun refers back to *remoras*, which is plural.
- Circle *its* because the pronoun refers back to *porcupine*, which is singular.
- Circle *them* because the pronoun refers back to *children*, which is plural.
- A  
*The possessive pronoun her is vague because it could refer back to either Ana or Laura.*
- D  
*The objective pronoun them is plural, but it refers back to Stella's mother, which is singular.*

- C  
*The objective pronoun them is vague because it could refer back to either fruits or vegetables.*
- Underline *buyin'* and *way too many papers to fill out*. Change to *When purchasing the truck, there was an excessive amount of paperwork to complete.*
- Underline: *put me to sleep and oughtta make*. Change to *The training videos were quite boring, so you might consider making new ones.*
- Underline *gotta*, *cut out*, and *doc's*. Change to *I must leave early to go to the doctor's office.*
- C  
*This sentence follows standard English grammar and usage rules.*
- B  
*Lotsa is informal slang and should not be used in Standard English.*
- D  
*This sentence follows standard English grammar and usage rules.*

### Strategy 2: Form Correct Sentences, pp. 10–13

- The independent clause is *we finally got home and went straight to bed*; there is no dependent clause.
- The independent clause is *I had to lay the clothes on a rack* and the dependent clause is *because they were still damp*.
- The independent clause is *I couldn't help but take a third* and the dependent clause is *even though I'd already eaten two cookies*.

- B  
*The other sentences have a misplaced modifier.*
- C  
*The phrase simultaneously challenging and restrictive is adjectival, not appositive.*
- C  
*There is no prepositional phrase in this sentence.*
- B  
*The complex sentence suggests a stronger relationship than the two simple sentences.*
- B  
*The complex sentence suggests a stronger relationship than the two simple sentences.*
- B  
*The complex sentence clearly shows the relationship between the two clauses and transitions well into Sentence 5.*
- D  
*This complex sentence clearly shows the relationship between the two clauses.*

### Strategy 3: Use Verbs Correctly, pp. 14–17

- Circle *to go*. The infinitive *to go* is the object of the verb *want*.
- Circle *discussing*. The gerund *discussing* is the object of the verb *consider*.
- Circle *eating*. The gerund *eating* is the object of the verb *love*.
- C  
*The participle conducting modifies maestro.*

6. C  
*The gerund testing is the object of the verb finished.*
7. D  
*The phrase to society is a prepositional phrase, not an infinitive.*
9. interrogative; This sentence expresses a state of questioning.
10. indicative; This sentence expresses a fact or opinion.
11. conditional; This sentence expresses the condition under which something might happen.
12. B  
*This sentence expresses a command or request.*
13. D  
*This sentence expresses a hypothetical situation.*
14. D  
*This sentence begins with the imperative mood (Turn in your exams) and then shifts to the indicative mood (you should clean out your lockers).*

#### Strategy 4: Use Commas, Parentheses, and Dashes, pp. 18–19

2. Circle *French* and draw an arrow to move it before *book*. Adjectives of origin are listed after opinion adjectives. Draw an X through the comma after *French* because *French book* is the unit that *humorous* and *thought-provoking* are describing, so a second comma is not needed.
3. Draw an X through the comma after *year* because the phrase after it should be in parentheses. Circle *long* and draw an arrow to move it after *helpful* because adjectives about size are listed after opinion adjectives. Draw an X through the comma between

the adjectives because they are different categories and do not need commas.

4. Draw an X through the parentheses, because the information within them is needed for the understanding of the complete sentence.
5. Circle *French* and draw an arrow to move it before *fries* because the order should be opinion then color then origin. Draw an X through the comma after *French* because *French fries* is the unit that *crispy* and *golden* are describing, so a second comma is not needed. Draw an X through the dash because no punctuation should interrupt the phrase.
6. D  
*There should be no parentheses because the information is needed to understand the sentence.*
7. B  
*The order of adjectives should be fascinating, puffy, gray clouds (opinion then shape then color).*
8. A  
*The parentheses surround the word that can be removed and still allow the sentence make sense.*

#### Strategy 5: Use Ellipses, pp. 20–21

2. Circle *buy* because there would be a pause while the person thinks about the purchase.
3. Circle *assignment* because there is a natural pause before *but*.
4. Circle *it* because this is a trailing thought.
5. Circle *sandwiches* because there is a natural pause before *but*.

6. D  
*The long pause in the sentence occurs after now, splitting the ideas into two phrases.*
7. B  
*The natural long pause comes after three because the comma after no already indicates a short pause after the speaker realizes he has made a mistake.*

#### Strategy 6: Spell Correctly, pp. 22–23

2. Underline *hippothesis*; should be spelled *hypothesis*.
3. Underline *metropolitan*; should be spelled *metropolitan*.
4. Underline *maintnance*; should be spelled *maintenance*.
5. Underline *complimentary*; should be spelled *complementary*.
6. C  
*Circumfrance should be spelled circumference.*
7. A  
*Catastrophe, unacceptable, and equipment are misspelled.*
8. C  
*Characters should be spelled characters.*

#### Unit 1 Review, pp. 24–26

1. D  
*The reflexive pronoun herself renames the subject (Angela) as the indirect object of the verb bought.*
2. A  
*The possessive pronoun her could refer to Ashley or Christine.*
3. B  
*An ellipsis is used to indicate where quoted material has been eliminated. The ellipsis is placed in a logical place, and the sentence still makes sense without the eliminated words.*

4. C  
*The correct spelling is technology.*
5. D  
*This sentence follows standard English grammar, mechanics, and spelling, and it does not contain slang or colloquialisms.*
6. C  
*The use of because in this complex sentence clearly shows the cause-and-effect relationship between the two events.*
7. C  
*This sentence does not have a misplaced modifier.*
8. B  
*This sentence is written in the passive voice because the object of the verb is the subject of the sentence.*
9. A  
*This complex sentence clearly and concisely expresses the relationship between the two events.*
10. A  
*The correct spelling is acknowledged.*
11. D  
*This compound-complex sentence clearly shows the relationship between the events.*
12. D  
*An ellipsis is correctly used in this sentence to indicate thinking.*
13. D  
*The subjunctive form of the verb to be is used in this sentence because it expresses a hypothetical situation.*
14. D  
*The phrase because her car broke down is a dependent clause because it cannot stand on its own.*
15. B  
*The antecedent of the pronoun they is not included in the sentence.*
16. B  
*The parenthetical element apple, blueberry, and cherry is located in the correct place, is correctly set off with dashes, and is correctly punctuated with commas.*
17. B  
*Swimming is a gerund that acts as the subject of this sentence.*
18. B  
*Big and green do not need to be separated by a comma in this sentence.*
19. D  
*This sentence follows standard English grammar, mechanics, and spelling, and it does not contain slang or colloquialisms.*
20. A  
*The infinitive to help is correctly used as the object of the verb want.*
21. C  
*The possessive pronoun her is correctly used to describe the noun brother.*
22. B  
*Principals work at a school; principles are beliefs about life.*

## Unit 2: Language

### Strategy 7: Craft Different Types of Sentences, pp. 27–28

2. Circle *and swaddled themselves in fever-inducing apparel*. This phrase does not fit the author's style.
3. Circle *shakily*. The word *shakily* does not fit with the tone of the words *rallying* and *full of confidence*.
4. Circle *confused*. The word *confused* does not fit with the tone of the words *remarkable* and *proud*.
5. Circle *perhaps Turkish*. The words *perhaps Turkish* are not needed.
6. A  
*This sentence uses the same tone throughout: light, danced, tremble, light touch. B mixes the tone by using the words sweet and sharply. C mixes the tone by using the words vicious and gently. D mixes the tone by using the words delicate and monstrous.*
7. D  
*This sentence has a redundant phrase The small assistance dog. It could be revised as The Chihuahua mix provides hearing assistance for his partner.*
8. C  
*The sentence is about family dinners, so it is logical that it would be around a table. The adjective fun-filled tells us that the tone is not sad or negative.*

### Strategy 8: Use Effective Language To Express Ideas, pp. 29–30

2. Circle *really* because the word is unneeded in this sentence.

3. Circle *including the executives* because it is redundant since the word *management* means the same as the word *executives*.
4. Circle *in* because it is redundant since it means the same as *enter*.
5. Circle *unintended* because the word is redundant since it means the same as *accident*.
6. A  
*The word free is redundant because it means the same as gift.*
7. D  
*The word unexpected is redundant because it means the same as surprise.*
8. B  
*This sentence is redundant and could be deleted from the paragraph because the information is already mentioned in the first sentence of the paragraph: Cougars (mountain lions).*

### Unit 2 Review, p. 31

1. D  
*The tone of the overall sentence is athletic confidence. The other choices do not align with this tone.*
2. C  
*A, B, and D are short and snappy, while C is longer and more formal.*
3. A  
*The numbers make this the most precise language.*
4. A  
*All masks go over the face, so face mask is redundant.*

## Unit 3: Vocabulary

### Strategy 9: Determine Definitions, pp. 32–35

2. Circle *email* because it indicates that *corresponds* has something to do with communication.
3. Circle *grew up* and *-hood* because they indicate that *childhood* is the state of being a child.
4. Circle *surprised* and *un-* because these context clues indicate that *unexpected* means that something is not expected.
5. Circle *shouted* and *waved her arms about* because these context clues indicate that *dramatic* has to do with being theatrical and showy.
6. D  
*Malik is described as always keeping his promises.*
7. D  
*This phrase describes the brave actions the Coast Guard took, which show that they were valiant.*
9. B  
*a dictionary provides definitions of words*
10. A  
*a glossary provides meanings of words and terms in textbooks*
11. C  
*a thesaurus provides antonyms for words*
12. D  
*This definition helps you understand the sentence in context.*

13. C  
*Using context clues, students can come to the conclusion that Monica is assuming what happened to her sweater.*
14. D  
*Glossaries are found in nonfiction books and textbooks.*

### Strategy 10: Choose Precise Words, pp. 36–37

2. Circle *commanded*. Because the sentence is about the army, *commanded* is the most precise word.
3. Circle *literature*. Because the sentence is about a well-known author, *literature* is the most precise word.
4. Circle *surplus*. Because the sentence is about an excess of products at a store, *surplus* is the most precise word.
5. Circle *interior*. Because the sentence is about work that archeologists are doing, *interior* is the most precise word as it is more formal.
6. B  
*Because the sentence is about wanting higher wages and workers are the subject, the meaning of the word is to stop working.*
7. B  
*Because the context of the sentence is about a skin condition, to keep track of is the correct definition.*
8. C  
*This is the most precise word because it best describes the bees based on the context of the sentence.*

### Unit 3 Review, pp. 38–39

1. C  
*The second sentence explains that Ray stopped eating sugary foods.*
2. D  
*These items are types of debris.*
3. C  
*The suffix –able means “capable of” the word it is attached to.*
4. D  
*The suffix –ous means “to have the quality of” the word it is attached to.*
5. B  
*This is the best definition because bene– means “good.”*
6. A  
*Glossaries are found in textbooks.*
7. B  
*The first sentence talks about the most important function of the club.*
8. C  
*The word experiments is often used in the context of science.*
9. B  
*Adrian gave up on his plan.*
10. D  
*Insulate is a term that is used in the context of protecting a house from cold weather.*

### Unit 4: Write Different Text Types

#### Strategy 11: Write Arguments, pp. 40–42

2. Claim: It is time for our town to build a park on Jackson Avenue.  
Draw an X through *It is absolutely crazy that anyone should have to drag their children blocks and blocks and blocks.* This phrase does not maintain a professional tone.
3. Claim: Oden Nature Preserve should remain open.  
Draw an X through *Not only that, it is an awesome place for students to learn about how cool nature is.* The words *awesome* and *cool* do not maintain a professional tone.
4. This argument is missing an introduction that states the claim. It is also missing evidence to back up the claims. The writer should add evidence that supports the idea that students are less likely to be bullied if everyone wears a uniform.  
Claim: Schools should require students to wear uniforms.
5. B  
*The evidence in the paragraph supports the idea that the house should be torn down, and the concluding sentence restates it.*
6. C  
*This sentence restates the claim in the introduction, is arrived at logically from the evidence, and restates the evidence, so it would be a good conclusion to the paragraph.*

7. C  
*The first sentence uses For example to introduce the evidence from sentence 3. Then the next sentence uses In addition to link to the evidence from sentence 2.*
8. B  
*You and totally make this sentence too informal.*

#### Strategy 12: Write Information Pieces, pp. 43–47

2. A photo would show the dangerous condition of the potholes. It would help readers to believe that the potholes need to be fixed.
3. Headings would break up facts into logical categories, explaining what the reader is about to read. It would also make it easier for the reader to locate specific facts.
4. A bar chart would clearly illustrate the dollar amounts spent. If one bar showed last year’s spending and one bar showed this year’s spending, it would be easy to compare the two amounts.
5. D  
*The rest of the paragraph logically supports this claim.*
6. D  
*This statement supports the author’s claim that “it is important to not walk too far when you are beginning a walking routine.”*
7. D  
*Callie is comparing money from one year to the next to illustrate an increase.*
8. A  
*Using department headings would make it easy to find information on each department.*

10. Underline the first sentence.  
The word *wow* makes the second sentence informal.
11. Underline the second sentence.  
The word *seriously* makes the first sentence informal.
12. Underline the second sentence. The first sentence contains an opinion and is not objective, while the second sentence only includes a fact.
13. B  
If you can believe it *displays bias*, so it is not objective in tone.
14. B  
*This sentence provides the best transition between people wanting to train their dogs and the traits service dogs should have.*
15. D  
*Resources is the most precise word to describe what someone fact checking would use.*

#### Unit 4 Review, pp. 48–49

1. C  
*This introduction considers both the good and bad aspects of using electronic devices.*
2. C  
*In the paragraph, specific paint types (watercolors and oil paints) are named. Acrylic provides the most precise word choice to identify the second type of paint.*
3. D  
*This conclusion summarizes how multiple viewing options make it easier to watch television.*
4. A  
*Three values of the same type can be compared in a bar chart.*

5. D  
*Sentence 4 has a quote, Sentence 1 has a fact, and Sentence 2 has an example. Sentence 3 is an opinion.*
6. D  
*Therefore shows that the snow caused the office to close.*
7. B  
*This is a fun comment—rather than a fact—about what might happen if someone played baseball on Pluto.*

#### TABE Practice Test, pp. 50–56

1. D  
*Hers is written in the possessive case when it should be in the objective case as her.*
2. D  
*The reflexive pronoun himself renames the subject (Jake) as the indirect object of the verb thought.*
3. A  
*The possessive pronoun my is correctly used to describe the noun office.*
4. D  
*The subjective pronoun they could refer to Jules and his brother or to the choir.*
5. D  
*This sentence follows standard English grammar, mechanics, and spelling, and it does not contain slang or colloquialisms.*
6. D  
*The pronoun they should be singular because it refers to the single test. The sentence should be Marcus thinks it is on Unit 2.*
7. B  
*This sentence does not have a misplaced modifier.*

8. C  
*In this complex sentence, without my passport cannot stand on its own as a complete thought.*
9. D  
*This is a compound-complex sentence because it combines a dependent clause with a complex sentence with a conjunction.*
10. A  
*This is the only sentence in which the subject is doing the action instead of receiving the action.*
11. B  
*The phrase her cooking shows that the cooking refers to her, or something she did.*
12. C  
*This sentence expresses a command or request.*
13. D  
*The quotation in this sentence begins with the imperative mood (Let's go) and then shifts to the indicative mood (we should set the table for dinner).*
14. D  
*The coordinative adjectives are in the correct order: observation, age, color.*
15. A  
*The dash cannot come after the ending punctuation of a sentence.*
16. A  
*The parentheses surround the word that can be removed and still have the sentence make sense.*
17. B  
*The three ellipses replace the missing text, and each complete sentence ends with a period.*

18. B  
*The natural pause in the sentence occurs after credit card, splitting the ideas into two phrases. This is the only place there would be a natural pause that does not require a new sentence.*
19. D  
*Behavorel should be spelled behavioral.*
20. D  
*The words acquire, seemstriss, and usadge in the three other answer choices are misspelled.*
21. D  
*Acheive should be spelled achieve.*
22. D  
*The words "sweet scent" and "lilacs lingered" have a romantic tone.*
23. C  
*A and B are less formal than the rest of the paragraph. D does not follow the style of the paragraph. C follows the paragraph style and sounds formal, like the rest of the sentences.*
24. A  
*The word front is redundant because it is an organized group.*
25. A  
*The events are told in the order in which they should be done. The preliminary plans are the first ones.*
26. C  
*Glossaries are found in nonfiction books and textbooks.*
27. B  
*This phrase contains the meaning of aud-, meaning hear in Latin, and the context of the sentence shows that it is not a device.*
28. C  
*This definition helps you understand the sentence in context.*
29. C  
*In the context of the sentence, this meaning of consider is more exact and makes sense in the sentence.*
30. D  
*This is the only correct definition for relevant for, and it makes the most sense in the context of the sentence.*
31. A  
*This sentence is an opposing claim because it provides another point of view from the one presented originally.*
32. D  
*This concluding sentence gives evidence that supports the claim made in the introduction.*
33. C  
*Uncool makes this sentence too informal.*
34. B  
*The rest of the paragraph logically supports this claim.*
35. C  
*However shows that there is something else to consider besides the information in Sentence 2, and the word also in Sentence 3 confirms that there is something else to consider.*
36. D  
*The paragraph is about finishing times, so this kind of graphic will clarify the paragraph by helping the reader see the information visually.*
37. B  
*This quotation continues the idea in the sentence before it and introduces the quotation in the sentence after it.*
38. D  
*An electric mixer is more precise than a stirrer.*
39. C  
*This is an informal comment that repeats the message of the previous statements in an opinionated way.*
40. B  
*This sentence uses the correct transition to show that the other items were also packed with the umbrella.*



**11&12**  
**LEVEL**  
**D**  
**LANGUAGE**

READING

MATHEMATICS 1

*Number System and Functions*

MATHEMATICS 2

*Ratios and Proportional Relationships*

MATHEMATICS 3

*Geometry, Measurement, and Data*

MATHEMATICS 4

*Statistics and Probability*



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