



Grammar Sampler

The Foundation for Speaking and Writing Effectively



Sharon Spencer

Copyright Information

©2020 BluePrints for Communication, Inc.

Our site license for our e-Books grants duplication privileges to the individual school or organization who has purchased this program. Reproduction for an entire school system is strictly prohibited. No part of this program may be reproduced, stored in a retrieval system, transmitted in any form, or used in any school publication without express written permission from BluePrints for Communication, Inc.

Verifying compliance

Customer must keep all usual and proper records for use of our eBooks. Blueprints for Communication, Inc. may require that the Customer conduct an internal audit of all Blueprints for Communication products in use throughout the Customer's Organization comparing the number of Products in use to the number of effective Site Licenses issued in the Customer's name Customer agrees to deliver to BluePrints for Communication, Inc. a written statement signed by the authorized representative certifying that either (1) Customer has sufficient Licenses to permit all usage disclosed by the audit, or (2) Customer has ordered sufficient Licenses to permit all usage discussed by the audit. By requesting an audit, BluePrints for Communication, Inc. does not waive its rights to enforce this agreement or to protect BluePrints for Communication's intellectual property by any other means permitted by law, including conducting an onsite audit.

Grammar

In simple terms, grammar involves our ability to convey our thoughts to others. Every spoken and written language has rules that guide how we craft our messages. The rules of grammar provide the context for speaking and writing correctly and intelligently. We gain power in all areas of our lives by knowing and applying the rules of grammar. This manual provides practical step-by-step strategies for learning the rules of grammar in the English language. Our drills are designed to prepare students with solid knowledge of grammatical concepts that can be applied to any test format they will encounter.

Why we created this program

I have always had a love for teaching grammar. This came quite naturally; I was an English teacher in the Detroit Public School System for more than fifteen years. It was my job to teach students to speak and write effectively. But, I knew that my students did not understand the power of using proper grammar. Nor did they realize that poor grammar could limit their ability for success in the future.

In the second half of my professional career I worked in educational publishing. I soon discovered that many professional adults lacked confidence about speaking and writing effectively. In fact, the earliest version of my grammar manual was created for adults. These colleagues and friends appreciated the opportunity to review and practice grammatical concepts. They understood and appreciated that reviewing the rules of proper grammar and practicing these rules forms the foundation for speaking and writing with confidence in their professional lives. My recent experiences in working with adult second language learners have also opened my eyes to more possibilities. The grammatical concepts presented in this program will certainly help second language learners master the nuances of the English language.

About Sharon Spencer and BluePrints for Communication, Inc.

For over twenty-five years we have been delivering high quality professional development and providing materials for the educational market in the United States that connect reading, writing, language (grammar), speaking, listening skills in all subject areas. We specialize in the “how-to” aspects of writing and grammar instruction. We translate educational theory into explicit strategies that support every step of written and verbal expression. Our unique process includes step-by-step techniques for developing sentences and short-constructed responses, effective paragraphs, and compelling longer texts. We have been pioneers in developing effective techniques for Informative/Explanatory and Argumentative Writing. We have also specialized in helping students understand the basic rules of grammar and, at the same time, preparing them for the way grammar is evaluated on standardized tests.

Most importantly, we produce results. There is data to demonstrate significant growth for the students and clients who use our materials and techniques. For example, there was a 70% growth in ACT Writing and English scores at Southwestern High School in Detroit, Michigan in 2012. ACT Writing Students who

plan to enroll in American universities would be well prepared for writing and grammar assessments. Our materials provide practice for the formats used on tests such as the ACT, SAT, and GMAT.

We also have the ability to create customized manuals for our clients. For example, we can design specialized training and materials for the communication skills required in a particular industry or business. Visit our website www.ThePowerofThreeNow.com for more details about our services and materials.

About Our Program

A wide variety of style and usage books explain the rules of written and spoken communication effectively; these reference guides serve an important function. However, these books do not offer opportunities to practice and apply the grammatical concepts they present. Our program is deliberately designed to not only to present the rules of English grammar clearly and directly; our unique format encourages applying the rules in many different contexts. Our program was deliberately created to integrate Common Core Language and Writing Standards into every lesson. Common Core Standards are clearly identified on the bottom of all pages of our program. Our process also addresses test-taking practice. Grammatical concepts are often evaluated in a multiple-choice format. Our program provides opportunities to develop test-taking skills. Part Four in every lesson is written in a format used by both the ACT And SAT exams. The Chapters in our program proceed in a sequence that will provide the skills necessary for successful communication. They include:

Chapter I Our Unit Design

Chapter II The Foundation – The Great 8 (Parts of Speech)

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Interjections

Chapter III All About Punctuation

- Capitalization
- Commas
- Apostrophes
- Quotation Marks
- Semicolons
- Colons

- Parentheses & Brackets
- Slashes, Dashes & Hyphens
- Ellipses, Asterisks & Bullets
- Underlining & Italics

Chapter IV Style, Logic, and Organization

- Sentence Fragments
- Run-on Sentences
- Subject-Verb Agreement
- Parallel Construction
- Redundancy
- Clarity/Misplaced Modifiers
- Ordering Passages

Chapter V Word Patterns

This chapter includes useful information about the relationship between nouns, verbs, adjectives, and adverbs. This information will help students understand the connection between the major parts of speech and how to avoid common grammatical errors.

Chapter VI Mixed Practice

The Sample Test Passages model the formats used on the ACT English Test and the SAT Writing and Language Test.

Answer Keys for Chapters 2-6 are provided after Chapter VI

Appendices A-K

We also provide some especially useful grammatical information in our Appendices A through K. useful information is provided for a wide range of grammatical concepts. For example, a complete list of irregular Verbs is found in Appendix D and a wide variety of Common Usage Information is provided in Appendix H. Common Core Language Expectations are offered in Appendixes I through K. A convenient Common Core Correlation for all our chapters is in Appendix K. One click will lead you to where you will find these Common Core Standards in our units.

A Prequel to ACT and SAT Exams.

Important: Many high school students are not well prepared for the ACT English and the SAT Writing and Language Exams. The Power of Grammar will provide a critical foundation in helping students navigate the grammatical concepts on these major tests. Once they master these skills presented in our program they can proceed to official ACT and SAT Practice Tests.

OUR UNIT DESIGN

Each concept in Chapters II – IV is introduced with a consistent format. Every unit begins with the grammatical rules for each lesson presented clearly and directly. The rules are then followed with a five-part lesson:

Part One: Practicing Correct Forms for Speaking and Writing

Part Two: Choosing the Correct Form

Part Three: Fixing the Errors and Recognizing Correct Forms

Part Four: Test-Taking Practice

Part Five: The Writing Connection

The first section of each lesson presents the rules clearly and directly. The illustrations, the chants, the poems, and the examples are designed to make learning the rules far less routine. We think it is important to present the rules so that they engage students. Grammar does not have to be boring!

- Rules in Simple Terms
- Chants/Poems/Fun

Sample: Portion of poem in our Noun Unit

S or **es** - what to choose?

Learn these rules and you'll never lose!

For most nouns, the rule is simple as can be,

Adding an **s** makes most plurals easily.

Part One - Practicing Correct Forms for Speaking and Writing

Part One of each lesson is specifically designed to show a skill or concept correctly written. We encourage the practice of students repeating these examples out loud. Many students do not hear good models nor recognize correct grammar in a written format. We believe it is essential for students to recognize correct formats before they can be expected to repair errors.

Part Two - Choosing the Correct Form

Once students have seen the correct models in Part One, they will hopefully be ready to apply the rules. All the examples in Part Two include errors. Students next make necessary corrections. We encourage students to work with partners or in small groups for this section. They are guided to refer to the rules.

Part Three: Fixing the Errors and Recognizing Correct Forms

In this section, we prepare students for test-taking. On the English portion of the ACT Exam and on the Redesigned SAT Writing and Language Test the questions are written in a multiple-choice format. On both exams, a particular word or group of words is underlined and identified with a number. Students must choose the best way to fix or edit the underlined words or phrases. The first option on the ACT English Test is always NO CHANGE. On the SAT Writing and Language Test, the first option is often NO CHANGE. In this section of our unit some sentences include errors, and some are correct. Students need practice in recognizing the sentences that are already correct. This section provides opportunities to choose NO CHANGE as a valid answer.



On the ACT English Exam, NO CHANGE is the correct answer twenty percent of the time. On the SAT Writing and Language Test Option A which is NO CHANGE is also frequently the correct answer.

Part Four - Test Taking Practice

Part Four introduces passages in a test-taking format that supports how grammar skills are resented on ACT and SAT exams. Both the ACT English Test and the Redesigned SAT Writing and Language Test are similar in design. Both tests direct students to an underlined portion of a passage. Students must choose the answer that most effectively improves the quality of writing or the one that makes the passage conform to the conventions of standard written English. On the ACT English Test, the number is placed underneath the underlined word or groups of words. On the Redesigned SAT Writing and Language Test, the number is placed in front of the underlined portion. See the examples below:

6 Though these conservation methods can be costly and time-consuming, they are well worth the effort. Nutritionists consider Greek yogurt to be a healthy food: it is an excellent source of calcium and protein, serves 7 to be a digestive aid, and 8 it contains few calories in its unsweetened low- and non-fat forms. Greek yogurt is slightly lower in sugar and carbohydrates than conventional yogurt is. 9 Also, because it is more concentrated, Greek yogurt contains slightly more protein per serving, thereby helping people stay

SAT

I grew up with buckets, shovels, and nets waiting by the back door; hip-waders hanging in the closet; tide table charts covering the refrigerator door; and a microscope was sitting on the kitchen table. Having studied, my mother is a marine biologist. Our household might have been described as uncooperative. Our meals weren't always served in the expected order of breakfast, lunch, and supper. Everything was subservient to the disposal of the tides. When the tide was low, Mom could be found down on the mudflats. When the tide

ACT

Students need to be exposed to the format of these tests long before the junior year of high school. Using our lessons regularly will help eliminate test-taking anxiety.

Important Note: Since the ACT and SAT exams are remarkably similar in format, we do not feel it is necessary to offer two versions of Part Four. We will address the specific similarities and differences between the two exams in our **Mixed Practice Section**.

Part Five - The Writing Connection

Our program is designed not only to reduce test-taking anxiety; we want our students to understand that the rules of grammar are the foundation for correct speaking and writing. In Section Five we apply the rules for each lesson in a written format. The rules we teach help us write our constructed and extended responses correctly. We urge educators to stress this connection.

CHAPTER II – THE FOUNDATION – THE GREAT 8

The eight parts of speech provide the context for effective communication. Grammatical proficiency certainly depends on this basic knowledge. In this module, we clearly explain the rules for the eight parts of speech. Moreover, our five-part lesson design will help students understand the function of each part of speech and learn how to apply the rules in a wide variety of contexts.

NOUNS

The Basics

Rule One

Nouns name people, places, and things.

PEOPLE



athlete
mother
brother-in-law
Afghanistan
Kutaisi
actor



neighbor
police officer
firefighter
Barack Obama
Mrs. Johnson
philosopher



Queen Elizabeth
Nelson Mandela
cousin
grandmother
dentist
architect

PLACES



Paris
New York
Iraq
ocean
Black Sea
Berlin
Midwest
Belarus
the West



Disneyland
Oslo
Atlantic Ocean
Prague
Baltic Sea
Antarctica
China
Europe
continent

THINGS

(LIVING THINGS, ANIMALS, PLANTS, TREES, FOODS, MEALS, SEASONS, HOLIDAYS, DAYS, MONTHS, TITLES OF BOOKS, MAGAZINES, NEWSPAPERS)



poodle
macaroni
winter
Sunday
War and Peace
cougar

maple tree
vegetables
January
Ramadan
Newsweek
Christmas



onions
sandwiches
Easter
herbivores
tacos
spring

FEELINGS

love compassion sadness joy
hate sympathy happiness contempt

IDEAS AND CONCEPTS

truth equality slavery courage
justice freedom fairness determination
oppression revolution creation equity

OBJECTS



computer
eyeglasses
paper

desk
sofa
photograph
screen saver



cell phone
vase
calendar

SCHOOL SUBJECTS/LANGUAGES

| | | | |
|---------|-------------|---------|---------|
| music | mathematics | English | Swahili |
| physics | Spanish | French | Chinese |

Fill in these blanks with more nouns (your city, your school, etc.)

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Rule Two

Some nouns name specific people, places and things. These nouns are called proper nouns. Proper nouns must be capitalized.

| | | | |
|---------|-----------|---------------|----------|
| Africa | Iraq | Mr. Hernandez | Japanese |
| Asia | Spanish | Taiwan | Russian |
| October | Christmas | London | |

Rule Three

Some nouns are not specific. They are called common nouns. Common nouns do not require capital letters.

| | | |
|----------|-------------|----------|
| sister | grandmother | cousin |
| dog | fairness | love |
| spring | family | school |
| computer | cell phone | hospital |
| students | theater | soldiers |
| mall | ambulance | traffic |
| weekend | semester | |

All About Plurals

S or **es** - what to choose?

Learn these rules and you'll never lose!

For most nouns, the rule is simple as can be,

Adding an **s** makes most plurals easily.

Some words that end in **o** aren't so easy.

Adding **s** or **es** can still confuse me.

Words ending in **sh**, **ch**, or **x** take **es** too.

Bushes, churches, and boxes demonstrate this rule.

Some words that end in **y** are tricky, it's true,

Change the **y** to **i** and add **es**, that's the rule.

Some words just change, we know most of them,

Like children, women, mice, and men.

When I'm not quite sure just what to do,

Using the dictionary will show me the rule.

Most of all, remember THIS please:

Simple plural nouns never require apostrophes!

Rule One

We make most nouns plural by adding **s**.

| | | |
|--|------------|----------|
| boys | computers | tattoos |
| exams | teachers | students |
| studios | | |
| Most nouns that end in o add s | | |
| tattoos | portfolios | studios |
| rodeos | radios | zoos |

Rule Two

A **small number** of nouns ending in **o**, add **es**.

| | | |
|----------|---------|-----------|
| potatoes | heroes | mosquitos |
| tomatoes | cargoes | tornadoes |

Rule Three

Some nouns that end in **y**, change the **y** to **i** and add **es**.

| | | | |
|---------------|---------------|---------------------|---------------------|
| city - cities | lady - ladies | country - countries | library - libraries |
|---------------|---------------|---------------------|---------------------|

Exception to Rule Three:

When we make first and last names plural that end in a **consonant and the letter y** we do not change the **y to i and add es**. We simply add the **letter s**. Also, apostrophes are not used in plural names.

Examples:

There are four Marys in our graduating class.

The Cannadys moved to Chicago, Illinois last week.

Rule Four

Some nouns that end in **f** change **f** to **v** and add **es**.

| | | |
|-------------|-------------|-------------|
| half-halves | loaf-loaves | leaf-leaves |
|-------------|-------------|-------------|

Rule Five

Some nouns that end in **sh**, **ch**, **f**, and **x** add - **es**.

| | | |
|----------|--------|--------|
| churches | bushes | rashes |
| couches | boxes | |

Rule Six

Some nouns never change when they are used as plurals. The letter **-s** or **-es** is never added.

| | | |
|-------|-------|----------|
| deer | trout | fish |
| sheep | moose | reindeer |

Example: We caught ten fish. (not fishes)

Rule Seven

Some nouns change form.

| | | |
|------------------|---------------|---------------|
| child - children | woman - women | goose - geese |
| man - men | mouse - mice | tooth-teeth |

Rule Eight

Some singular nouns look like plural nouns. They end in the letter **s** but are still singular and require a singular verb.

| | | |
|-------------|----------------|------------|
| mathematics | home economics | statistics |
| physics | gymnastics | thesis |
| acrobatics | civics | news |
| aerobics | social studies | measles |
| checkers | mumps | molasses |

Example:

The news about the destruction caused by the hurricane was devastating. (was, not were)

Physics is a difficult subject for some students. (not are)

Molasses is used in that recipe. (is, not are)

Rule Nine

Some nouns form plurals in unusual ways. Here is a list of those tricky nouns.

| Singular | Plural | Singular | Plural |
|------------------|--------------------|-----------------|-----------------------------|
| attorney general | attorneys general | appendix | appendices or appendixes |
| basis | bases | bacterium | bacteria |
| crisis | crises | court martial | courts martial |
| father-in-law | fathers-in-law | curriculum | curricula |
| mother-in-law | mothers-in-law | hypothesis | hypotheses |
| index | indexes or indices | medium | media |
| millennium | millennia | nucleus | nuclei |
| parenthesis | parentheses | phenomenon | phenomena |
| thesis | theses | octopus | octopuses |
| runner-up | runners-up | status | statuses |
| prospectus | prospectuses | | |
| apparatus | apparatuses | | |

Rule Ten

Never use apostrophes with first or last names when a possessive form is not required.

Examples:

The Washingtons live near me.

The Sanchezes own a clothing store downtown.

There are four Derricks in our class.

Rule Eleven

Do not use apostrophes to form the plural of an abbreviation or number.

Examples:

1920s DVDs VCRs PHDs



Consult a dictionary when in doubt. If two choices are offered, the first plural listed in the dictionary is the preferred choice.

All About Nouns

Part One

Underline all the common and proper nouns in the following sentences. Identify common nouns with the letters **cn** and proper nouns with the letters **pn**. All these sentences are written correctly.

We suggest using the color purple to identify nouns in our teaching manuals. We highly recommend using the color purple on word walls. Refer to our color-coding tips and word wall suggestions on our website.

Examples:

Mrs. Jackson traveled to several cities in Europe.

pn cn pn

Mathematics was his favorite subject last semester.

cn cn cn

1. The Russian Federation spans across Europe and Asia.
2. The bacteria in the vegetables made Gustav very ill.
3. Uncle Dimitri caught ten fish last week.
4. Who are the most popular fiction writers of the twentieth century?
5. The major languages spoken in Europe include French, Italian, English, Spanish, German, and Russian.
6. Several students plan to apply to foreign universities.
7. There were two runners-up in the speech contest that was held in October.
8. There is a shot that will prevent measles.
9. Several tornadoes were reported in April.
10. It takes great courage to stand up for your beliefs when they are different from those of your friends.
11. Those two DVDs were damaged.
12. We read *Hamlet* last spring.

Part Two

Identify and correct the errors in the following sentences. (Look for capitalization and plural forms).

1. My best Friend moved to Florence, Italy last Year.
2. The hunters shot twelve deers last november.
3. The childrens in kindergarten are working on computers.
4. Hurricane Katrina destroyed much of new Orleans.
5. Mrs. White purchased five pounds of potatos at the Supermarket.
6. The mens were involved in a serious Debate about global warming.
7. The Continent of Australia has several Desert areas.
8. We admire the Courage of Ceaser Chavez in demanding higher pay for migratory Workers.
9. Aunt Julia bought tomatos in a five-pound Bag.
10. How many countrys are there in africa?
11. The ladys meet every Wednesday at their favorite local Restaurant.
12. Reverend Jackson preaches at three churchs over the course of a Month.
13. Bill Clinton was president of the Unoted States diring the 1990s.
14. Uncle Raymond bragged about the fifteen fishes he caught last Year.
15. We appreciate all the heros who have fought for equality and fairness.
16. My Cousin bought two loafs of bread at Star Bakery.
17. Irena watches DVDs about endangered animals.
18. Did you suffer from the flu last Winter?
19. The Wilsons visited ten major citys in Europe last spring.
20. The policemens caught the thieves as they were attempting to rob the bank.

Part Three

Fix the mistakes in the sentences below. If there are no mistakes, write the words “NO CHANGE” on your paper.

1. The Chicago Black Hawks won the Stanley Cup in 2013.
2. Dejuan and Mario are planning to visit five major citys in Mexico during the Summer.
3. Latanya, my favorite cousin, received her doctorate from Harvard University.
4. Aunt Jenny enrolled her two childs in a swimming class at the local community center.
5. Five hundred mens applied for supervisory positions at Ford World Headquarters in Dearborn, michigan.
6. Uncle Edward killed three deer during the hunting season in November.
7. How many fishes are there in that aquarium?
8. About ten percent of the firefighters in Lansing, Michigan are womens.
9. How many countrys in Africa can you identify on a world Map?
10. We sliced the loafs of whole wheat bread into thin slices.
11. The recipe calls for three tomatoes.
12. Several tornados swept the midwest this Summer.

Part Four

Read the passage below. Certain words are underlined and identified with a number. If there is an error in the underlined words, you must choose the letter that shows the best way to fix the error. If there is No Error in the underlined words, you must choose "NO CHANGE" as your answer.

Wilt Chamberlain was one of the greatest Basketball players of

1

all time. Wilt was an amazing seven-foot center with a dazzling career in

2

basketball, Many think of him as one of basketball's true heros.

3

Wilt was a superstar for the Philadelphia 76ers. On March 2, 1962,

Philadelphia was playing against the new york Knicks. By half time Wilt

4

scored forty-one points; after three quarters he managed to score seventy-

nine points. By the end of the game, he made a total of 100 points. That has

5

never happened again in any of the citys where Basketball is played. That's

6

why many mens and womans think he is the best player of all time.

7

1.

- A. NO CHANGE
- B. Greatest basketball player
- C. greatest basketball players
- D. Greatest Basketball Player

2.

- A. NO CHANGE
- B. With a dazzling career in the nba.
- C. with an dazzling Career In the nba.
- D. with a Dazzling Career in the nBa.

3

- A. NO CHANGE
- B. true heroes
- C. true Heroes
- D. True heros

4.

- A. NO CHANGE
- B. Against the New york knicks
- c. against the New York Knicks
- D. against the new york knicks

5.

- A. NO CHANGE
- B. End of the Game
- C. end of the Game
- D. end Of The game

6.

- A. NO CHANGE
- B. cities where basketball
- c. citys where Basketball
- d. cities' where Basketball

7.

- A. NO CHANGE
- B. men and women
- c. mens' and womens'
- d. Mens and Womens

Part Five

Write a paragraph about a person you admire. Underline all the nouns. Be sure to use a mixture of proper nouns and common nouns in your paragraph. Use both singular and plural nouns correctly.

Some suggestions:

an outstanding teacher

a courageous historical figure

a leader in business or industry

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |

In the next section we include Mixed Practice Sample Passages that model the format used on ACT English and SAT writing and Language Tests.

The Day after Christmas [1]

Early Sunday morning, the day after Christmas a tragedy occurred

1

that literally shook the world. On December 26, 2004, the world witnessed the awesome power of a tsunami that devastated much of South Asia. The immediate impact of this disaster was widely recognized by the international community. The areas affected by

2

these deadly waves will definite require tremendous amounts of aid

3

to recover all that was lost that morning.

What Causes a Tsunami [2]

On December 26, 2004, a massive earthquake shook the western coast of the Indonesian island of Sumatra. Two plates of the earths crust had begun to grind against each other. These two

4

plates, the Indian Plate and the Burma Plate, would not normally move too much. In fact, the Indian Plate usually moves only about

5

2.4 inches in a year. Scientists estimated that the two plates slid about 50 feet all at once. When the plates snapped. A huge amount

6

of water was displaced in the Indian Ocean. These shock waves are called tsunamis. The waves spread in every direction, sometimes moving as fast as 500 miles per hour. In the deepest parts of the oceans, these waves are barely noticed. These waves often slow down, but they can gain great height when they hit shallow water near the shore. The retreat of a tsunami from land is often as dangerous as its arrival. The waves often come in a series.

7

The Magnitude of the Tragedy [3]

The initial death toll was estimated at 100,000. This number will surely grow. Whole villages was wiped out. Thousands of people

8

were missing, and millions of people have been left homeless.

The larger death toll was reported on the island of Sumatra. The

9

cities of Meulaboh and Banda Aceh reported tens of thousands dead. Large numbers of deaths were reported in Sri Lanka, Thailand, and India. Moreover, diseases can be easily spread in such conditions. Contaminated water can cause diarrhea. Standing pools of water are great breeding grounds for mosquitoes that carry

- 1 A. NO CHANGE
B. Chrsitmas. A
C. Christmas, a
D. Christmas; a

- 2 F. NO CHANGE
G. affect
H. effected
J. affecting

- 3 A. NO CHANGE
B. will definitely
C. won't definitely
D. will be definite

- 4 F. NO CHANGE
G. earths' crust
H. earths crust's
J. earth's crust

- 5 A. NO CHANGE
B. move to much
C. moves to much
D. moving two much

- 6 F. NO CHANGE
G. snapped, a
H. snapping: a
J. snapped; A

- 7 A. NO CHANGE
B. it's arrival
C. its' arrival
D. it's arrivals

- 8 F. NO CHANGE
G. wasn't wiped out
H. were wiped out
J. are wiped out

- 9 A. NO CHANGE
B. The largest death toll
C. The large death toll
D. The most larger

malaria and dengue. Many relief workers fear outbreaks of diseases like cholera, gastroenteritis, and hepatitis B.

The World Responds [4]

Immediately, people from all over the world began to contribute too the massive relief effort. Private relief agencies and 10

charities were awed by the level of generosity of individual donors. In the first week after the tsunami, governments the world over pledged about two billion dollars in assistance to the devastated areas. While the immediate outpouring was substantial indeed, the true measure of need will depend on weather the assistance can be 11

sustained beyond the initial crisis.

A Long Term Solution [5]

The regions wrecked by the tsunami will need hundreds of millions - - maybe even billions -- of dollars to truly recover. Rebuilding these areas will remain a long-term project.

The victims of this disaster will require help many years down the 12

road. Raymond Offenheiser, president of Oxfam America, has summed up the situation well, "People think, when you've got the 13

bodies off the beach, the job is over. But the job has just begun. 14

15, 16

10 F. NO CHANGE
G. too contribute to
H. to contribute to
J. to contributes two

11 A. NO CHANGE
B. in whether the assistant
C. on whether the assistance
D. from weather the assistant

12 F. NO CHANGE
G. the victims' of this disaster
H. the victims off this disaster
J. the victims of these diasters's

13 A. NO CHANGE
B. well. "People
C. gooder. People
D. better. Peoples

14 F. NO CHANGE
G. have just begin.
H. has just begun."
J. have just begun.

Questions 15 & 16 ask about the passage as a whole.

15. Which of the following sequences of paragraphs will make this informative piece most logical?

- A. NO CHANGE
- B. 1, 2, 4, 5, 3
- C. 1, 2, 3, 5, 4
- D. 5, 1, 2, 3, 4

16. The last two sentences of this piece

- F. should be placed at the end of the first paragraph.
- G. should be omitted.
- H. should be moved to the beginning of paragraph 5.
- J. support the overall tone of this informative article.

Passage I Science - *Deadly Waves: The Power of a Tsunami*

The Day after Christmas

On December 26, 2004, the world witnessed the awesome power of a tsunami that devastated much of South Asia. The immediate impact of this disaster was widely recognized by the international community. The areas **1** affected by these deadly waves **2** will definite require tremendous amounts of aid to recover all that was lost that morning.

What Causes a Tsunami

On December 26, 2004, a massive earthquake shook the western coast of the Indonesian island of Sumatra. Two plates of **3** the earths crust had begun to grind against each other. These two plates, the Indian Plate and the Burma Plate, would not normally move too much. **4** Yet, the Indian Plate usually moves only about 2.4 inches in a year. Scientists estimated that the two plates slid about 50 feet all at once. When the plates **5** snapped. A huge amount of water was **6** transferred in the Indian Ocean. These shock waves are called tsunamis. The waves spread in every direction, sometimes moving as fast as 500 miles per hour. In the deepest parts of the oceans, these waves are barely noticed. These waves often slow down, but they can gain great height when they hit shallow water near the shore. The retreat of a tsunami from land is often as dangerous as **7** its arrival. The waves often come in a series.

The Magnitude of the Tragedy

While the initial death toll was estimated at 100,000, current statistics indicate that the death toll for the Indian Ocean tsunami of 2004 **8** exceeded 325,000. In fact, this tsunami is **9** the deadliest in recorded history.

| Location | Date | Fatalities |
|------------------------------------|-----------|------------|
| 1. Indian Ocean | 2004 | 225,000+ |
| 2. Crete-Santorini, Ancient Greece | 1410 B.C. | 100,000 |
| 3. Portugal-Morocco | 1755 | 60,000 |
| 4. South Sea China | 1782 | 40,000 |
| 5. Krakatau, Indonesia | 1883 | 36,5000 |
| 6. Tokaido-Nankaido, Japan | 1707 | 30,000 |
| 7. Sanriku, Japan | 1896 | 26,360 |
| 8. Northern Chile | 1868 | 25,674 |

The World Responds

- 1 A. NO CHANGE
B. affect
C. effected
D. affecting
- 2 A. NO CHANGE
B. will definitely
C. won't definitely
D. will be definite
- 3 A. NO CHANGE
B. the earths' crust
C. the earths crust's
D. the earth's crust
- 4 A. NO CHANGE
B. Furthermore.
C. Therefore,
D. In fact,,
- 5 A. NO CHANGE
B. snapped, a
C. snapping: a
D. snapped; A
- 6 A. NO CHANGE
B. moved
C. relocated
D. displaced
- 7 A. NO CHANGE
B. it's arrival
C. its' arrival
D. it's arrivals
- 8 A. NO CHANGE
B. was approximately 225,000
C. was less than 100,000
D. could not be measured
- 9 A. NO CHANGE
B. the second largest
C. the least destructive
D. the third largest

Immediately, people from all over the world began 10 to contribute too the massive relief effort. Private relief agencies and charities were awed by the level of generosity of individual donors. In the first week after the tsunami, governments the world over pledged about two billion dollars in assistance to the devastated areas. While the immediate outpouring was substantial indeed, the true measure of need will depend 11 on weather or not the assistance can be sustained beyond the initial crisis.

A Long Term Solution

The regions wrecked by the tsunami will need hundreds of millions - - maybe even billions -- of dollars to truly recover. Rebuilding these areas will remain a long-term project. 12 The victims of this disaster will require help many years down the road. Raymond

Offenheiser, president of Oxfam America, has summed up the situation well, “People think, when you’ve got the bodies off the beach, the job is over. But the job 13 has just begun 14 .

10 A. NO CHANGE
B. too contribute to
C. to contribute to
D. to contributes two

11 A. NO CHANGE
B. in whether the assistance
C. on whether the assistance
D. from weather or not the assistance

12 A. NO CHANGE
B. the victims’ of this disaster
C. the victims off this disaster
D. the victims of these disasters’

13 A. NO CHANGE
B. have just begin.
C. has just begun.”
D. have just begun.

14 The last two sentences of this text
A. should be placed at the end of the first paragraph.
B. should be omitted.
C. should be moved to the beginning of paragraph 5.
D. support the overall tone of this informative article.