**Let’s Talk about Sentences**

For the Writing section of the TASC, and for college and career, you need to have *sentence-combining* skills. Let’s develop those skills!

**CHAPTER ONE: WHAT IS A SENTENCE?**

**What is a sentence?**

You have probably heard various explanations, for instance:

A sentence is a complete thought.

For our purposes here, we will use a very simple definition of what a sentence is:

**A sentence has a subject and a verb**.

*Kate talked.*

*The mother walked.*

The **verb** is the word that shows action, although some verbs, like *are, be, was, were, seemed* etc. don’t seem very active. The verb is also the word that *changes with the time*.

*Kate* ***talks.***

*Kate* ***will talk****.*

*Kate* ***talked****.*

Once you have identified the **verb**, you can identify the **subject**. The subject is the thing that does the action of the verb.

Who talked? Kate talked. Kate is the **subject**.

**Verbs** can be two or even three words:

*Kate had been talking for 3 hours.*

And the **verb** can have words in between:

*Kate had really been talking a lot.*

You can also have a *compound subject*:

*Kate and Mark talked.*

**CHAPTER TWO: COMMANDS**

One more thing. There is ONE exception to the rule about what a sentence is (What’s that rule? A sentence has a subject and a verb.) The exception? **Commands**

What are commands?

Commands are sentences like the following:

*Stop.*

*Go.*

*Stop talking!*

*Please stop talking.*

Where is the subject in a sentence like “Please stop talking?”

It may seem strange, but every single command has the same subject (Wow—how is that even possible?)

Well, since **commands are always speaking to someone or something, the subject is always *you***.

You may have noticed that the word “you” is not even in a command. Because of this, the subject is actually called *you understood*, and it is written like this: (you)

This means that the subject is the word *you*, but since *you* is not written or spoken in the sentence, it is simply understood.

|  |  |
| --- | --- |
| **Command** | **Subject** |
| Please stop talking | (you) |
| Shut the door! | (you) |
| Be there at 5:00 | (you) |

**The subject in each of these sentences is "you," but it doesn't sound correct to use the subject**.

~~\* You stop talking, please.~~

~~\* You shut the door.~~

~~\* You be there at 5:00.~~

**The polite form of a command uses the word "please."**

\* *Please* give that to me.

\* Pass the potatoes, *please*.

**Sometimes a command may begin with a person’s name**:

*Grandma, be there at 5:00.*

*Kate, please stop talking.*

**Don’t be fooled-it’s still a command!**

**Test Yourself.**

In the sentences below, which is a command?

1. It’s possible to enjoy yourself even on a seemingly boring day if you read.
2. People who don’t have money to buy books can still enjoy reading.
3. Go to the library and get a library card.
4. Then you will be able to read as many books as you want!

**CHAPTER THREE: EXPANDING SENTENCES**

**with ADJECTIVES & LISTS**

**When you understand what a sentence is, you can start to play with sentences. For instance, with the “seed” sentence…**

*Kate talked.*

**…You can expand the sentence in all sorts of ways:**

For instance**: Add adjectives**

**Wait, what are adjectives?**

**Adjectives are words that describe nouns (and what’s a *noun*? Oh yeah, a *person place or thing*).** Examples of adjectives**:** tall, short, happy, funny, brown, blue, well-built, talkative….

You can expand a sentence using adjectives in all sorts of ways:

*Kate was a* ***talkative****,* ***outgoing*** *person with a lot to say.*

Here we come to an **important rule about commas**:

**When two adjectives are in a row, put a comma between them**:

*Kate was a* ***talkative, outgoing*** *person with a lot to say.*

You don’t have to stop at TWO adjectives. You can add as many adjectives as you want:

*Kate was a* ***talkative, outgoing, and annoying*** *person who never shut her mouth.*

NOTE the commas!

*Kate was a* ***talkative, outgoing, annoying, pedantic, and boring*** *person who never shut her mouth.*

While we are on the subject of commas, here is another thing to know about commas and the TASC test:

The makers of the TASC like you to put a comma between items in a list, including before the “and”:

*Kate was* ***a talkative, outgoing, annoying, pedantic, and boring*** *person.*

This rule, about *commas* and *and*, does NOT just apply to adjectives, but to ANY list:

*Kate was* ***a talkative, outgoing, annoying, pedantic, and boring*** *person.*

*She brought* ***grapes, apples, waffles, and hamburgers*** *to the staff picnic.*

One more thing. When we write lists of items, we often use a **colon (:).** For instance:

*Kate brought a weird set of items to the staff picnic:* ***grapes, apples, waffles, and hamburgers.***

**Test yourself: For each item, there is one answer with correct punctuation. Choose which one (a,b, or c) has the correct punctuation.**

|  |  |
| --- | --- |
|  | |
| 1. Many jobs interest me teaching, writing, editing, and social work. | |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | a.) job, interest |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | b.) interest, me |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | c.) me: teaching |
| 2. There were a number of famous people at the restaurant Brittany Spears, Jack Nicholson, and Helen Hunt. | |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | a.) people: at |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | b.) restaurant: Brittany |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | c.) Nicholson: and |
| 3. There are a lot of chores I do not like doing dishes, washing windows, and vacuuming rugs. | |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | a.) doing: dishes |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | b.) like: doing |
| [Click to select](http://depts.dyc.edu/learningcenter/owl/exercises/colons_ex1.htm) | c.) dishes: washing |

**Wait. Stop. That was A LOT of information**. Let’s **REVIEW** all that:

1. A sentence has a subject and a verb. That is all it needs to be a sentence. A sentence can be as short as two words.
2. There is one exception to this: commands. Commands are sentences like: *Please stop talking*. OR: *Please don’t talk during the test*. A sentence that is a command can be as short as one word: *Stop!*
3. You can expand sentences using adjectives (describing words).
4. When you use adjectives in a row, you need commas between them.
5. You also need commas when you have items in a list.
6. When you have a list of items, you often have a colon. You also need a comma before “and.” For instance: *There are three main forms of government****:*** *dictatorship***,** *democracy***, and** *monarchy.*

**Test yourself**. Place commas where they are needed.

1. The best production facilities are in Atlanta Boston New York and Chicago.
2. It was a relaxed happy time in life for me.
3. There are three main ways to pass this test: study come to class and do the homework.
4. She is the most exciting informed and intelligent speaker at the conference.
5. A subway ride can be easy relaxed and enjoyable.
6. They forgot to bring the olives pickles and bread.

**CHAPTER FOUR: EXPANDING SENTENCES USING PHRASES**

We don’t only use one-word adjectives to give more information or description in a sentence. We also use groups of words, and these groups of words can come at the beginning, middle or end of a sentence.

**Introductory phrases.** We can add **introductory phrases. Most often these introductory phrases tell us more about the time and place that the action happened:**

*This morning, Kate talked.*

*At the staff picnic, Kate talked.*

*In Norway, there are more than fifty nuclear reactors.*

*During World War II, more civilians died than any other war.*

Note the comma when the phrase comes at the beginning of the sentence.

*This morning, Kate talked.*

*At the staff picnic, Kate talked.*

We need this comma even when the sentence expands further:

*This morning, Kate talked about three things: sentences, commands, and commas.*

*At the staff picnic, Kate talked about sentences, commands, and commas.*

*Soon, everyone left because they were tired of hearing her talk about grammar.*

**COMMA NOTE:**  When the extra information comes at the beginning of the sentence, we need a comma, but when it comes at the end, we often don’t:

*Kate talked this morning.*

*Kate talked at the staff picnic.*

**Phrases in the middle.** There are also certain types of phrases that give more information and can come in the middle of a sentence. One example is **“who” phrases**:

*Kate****, who was boring, pedantic, and annoying,*** *talked nonstop about grammar at the staff picnic.*

In the above sentence, notice that:

You can take out the phrase: **who was boring, pedantic, and annoying,**

…and the sentence still makes sense.

Also notice that you need commas at the beginning and end of the phrase:

*Kate****, who was boring, pedantic, and annoying,***

AND BE AWARE:

The “who was….” phrase gives EXTRA INFORMATION. It isn’t a sentence if you say:

Kate**, who was boring, pedantic, and annoying,**

You need to tell what Kate **did.**

*Kate, who was boring, pedantic, and annoying, never stopped talking.*

**SHORTENED “WHO” PHRASES.**

**NOTE** that sometimes the “who” part of a “who phrase: gets dropped:

*Kate****, who was a nonstop talker,*** *bored everyone at the staff picnic by talking too much about grammar.*

Suddenly turns into a shorter sentence:

*Kate****, a nonstop talker,*** *bored everyone at the staff picnic by talking too much about grammar.*

We can do this in a variety of circumstances:

*Jermaine, who was never fond of sweets, refused the cookies.*

Turns into:

*Jermaine, never fond of sweets, refused the cookies.*

OR:

*The President, who was famous for his practical jokes, loved to prank his staff.*

Becomes:

*The President, famous for his practical jokes, loved to prank his staff.*

Note that: *we still need the commas even though the “who was” part got dropped.*

**WHICH phrases. “Which” phrases** function exactly the same way as “who” phrases. The only difference is that they apply to things rather than people:

*The picnic****, which was boring because Kate talked nonstop about gramma****r, soon ended.*

*The pie****, which was cooling on the window sill,*** *was knocked over by the cat.*

**SHORTENED “WHICH” PHRASES**. “Which” phrases can be shortened, just like “who” phrases:

*The pie****, cooling on the window sill,*** *was knocked over by the cat.*

*The store,* ***which had never been successful****, went out of business.*

*Becomes*

*The store,* ***never successful,*** *went out of business.*

**DASHES. Finally,** note that, in the same way we use commas around “which” and “who” phrases to show information that is not essential to the sentence, we can use **dashes** for the same purpose:

*Kate****—who was a nonstop talker—****made the staff picnic unbearable with her endless chatter about grammar and sentences.*

You can even have a whole sentence within a sentence when you set it off with dashes:

*The staff picnic****—never an event people liked in the first place—****was even worse this year because Kate wouldn’t stop talking about grammar.*

*One reason people didn’t like the staff picnic****—it was always crowded and hot, with bad-tasting food—****was that Kate talked nonstop about grammar.*

**Test yourself. Choose the correct answer.**

1. Community colleges which didn’t exist prior to the 1950s have proven very popular in the U.S.
2. colleges, which didn’t exist, prior to the 1950s have
3. colleges which didn’t exist prior to the 1950s, have
4. colleges, which didn’t exist prior to the 1950s, have
5. no punctuation is needed
6. Coach Espinoza who took her team to the Final Four last year might take a job at Notre Dame.
7. Espinoza who took her team to the Final Four last year, might
8. Espinoza, who took her team to the Final Four last year might
9. Espinoza, who took her team to the Final Four last year, might
10. No punctuation is needed.
11. “My Old Kentucky Home a tune by Stephen Foster, is Kentucky’s state song.
12. Home” a tune
13. Home,” a tune
14. Home,” a tune,
15. No punctuation is necessary.
16. Which sentence uses dashes correctly?
17. I believe and I say this in all honesty—our political system is in trouble.
18. I believe—and I say this in all honesty—our political system is in trouble.
19. I—believe and I say this in all honesty—our political system is in trouble.
20. I believe and I say this in all honesty our political system—is in trouble.
21. Which sentence uses dashes correctly?
22. Raul--took Rex his pitbull with a bad attitude to the dog park.
23. Raul took Rex his pitbull with a bad attitude--to the dog park.
24. Raul took Rex--his pitbull with a bad attitude--to the dog park.
25. Raul took Rex his pitbull--with a bad attitude--to the dog park.
26. Which of these sentences is punctuated correctly?

A. The drive begins at an overlook, where, you can see the Pacific Ocean.

B. From there you drive about 13 miles to the cottages where you can stay overnight.

C. My favorite cottage is: the Rose Garden.

D. Make sure to tell Reynolds, the housekeeper, that you know me.

**CHAPTER FIVE: COMBINING SENTENCES**

**USING A LIST, CONJUNCTIONS (FANBOYS) AND SEMICOLONS**

So now you know something about EXPANDING sentences. What about COMBINING sentences? What is meant by combining sentences? Taking two sentences and putting them together to make one sentence. There are many, many ways to do this. Here are just a few examples:

*Kate talked, and I fell asleep.*

*Kate talked and talked and talked, and I fell asleep.*

*All through the night, while bombs fell and buildings crashed around us, in a hideous ordeal of violence and fear, Kate talked.*

*When the Martians came for us, Kate talked.*

*Kate talked when the Martians came for us.*

*Although I told her over and over again to be quiet, with no ambiguity in my voice whatsoever, Kate talked.*

*Kate talked, even though I told her over and over again to be quiet, with no ambiguity in my voice whatsoever.*

There are a number of patterns we can use when we combine sentences.

**Method #1: A LIST WITH COMMAS AND/OR COLONS.** One of the simplest ways to combine sentences is to ***take out repetitive language:***

Example #1:

*Kate talked.*

*Kate laughed.*

*Kate forgot to be scared.*

Becomes:

*Kate talked, laughed, and forgot to be scared.*

Example #2:

*The hamburgers were savory.*

*The hamburgers were hot.*

*The hamburgers were juicy.*

Becomes:

*The hamburgers were savory, hot and juicy.*

**Method #2:** **JOIN TWO INDEPENDENT CLAUSES USING A FANBOY OR CONJUNCTION**.

**What’s a FANBOY? A FANBOY is a *conjunction*. The FANBOYS are:**

**F**-for

**A**-and

**N**-nor

**B**-but

**O**-or

**Y**-yet

**S**-so

**You can use a conjunction, or FANBOY, to join two sentences (or, fancy word, independent clauses) that can stand on their own:**

*She was thirsty.*

*She was reluctant to spend $5 on a soda.*

**Can be combined as follows:**

*She was thirsty, yet she was reluctant to spend $5 on a soda.*

*She was tired.*

*She just wanted to go to bed.*

**Can be combined as follows:**

*She was tired****, and*** *she just wanted to go to bed.*

*She could go to the concert.*

*She could go to dinner with her friend.*

**Can be combined as follows:**

*She could go to the concert****, or*** *she could go to dinner with her friend.*

*She had been out all night.*

*She was exhausted.*

**Can be combined as follows:**

She had been out all night**, so** she was exhausted.

Notice where the comma goes: right before the conjunction, or FANBOY.

**TEST YOURSELF.**

Try combining the sentences below using the FANBOYS “and,” “but,” or “so.” Don’t forget to put the comma right before the FANBOY.

SET ONE

It was a rainy day.

They ended up not going to the beach anyway.

COMBINED SENTENCE:

SET TWO

She was sick.

She needed to see a doctor.

COMBINED SENTENCE:

SET THREE

He was sorry about the accident.

He didn’t think he should be the one to take all the blame.

COMBINED SENTENCE:

**ADDITIONAL PRACTICE WITH “SO”**

**How to combine simple sentences using the word "so"**

**Model:**

*Maria was sick. She decided to stay home from work.* (two simple sentences)

**How can we combine these two sentences?**

*Maria was sick****, so she*** *decided to stay home.* (one longer sentence )

>We remove the period

> We write so (when the first part caused the second part)

> We use a lower case letter for the second subject (**s**he)

**Exercise #1: COMBINE THE SENTENCES USING “SO”**

1. It was hurricane season in the Bahamas. We had to cancel our trip.

2. The bathroom smelled badly. I decided to clean it.

3. My cat was curious about the mouse. He ran after it.

4. I have been stretching a lot at the gym. Now I am more flexible.

**Exercise #2**

Complete the sentences in a way that makes sense. THERE IS NOT ONE RIGHT ANSWER

1. Louis Armstrong practiced a lot, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Blacks were not allowed into music venues, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. My job is very physical, so\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Mamacita was very homesick, so\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Alfredo is on a diet, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. Henry acted out a lot at school, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. The caged bird wanted to be free, so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Exercise #3: Combine the sentences using “and,” “but” or “so”**

7. I had a date to go to the movies. I felt sick and had to cancel.

8. The dog attacked the cat. The cat was able to defend itself with its claws.

9. There was a minor problem. The game was able to continue.

10. She is a humble person. She does not talk much about her incredible talent.

11. I was invited to the party. I don't want to go because my ex-girlfriend will be there.

12. The volunteers were tired. They kept on working.

**Method #3: JOIN TWO INDEPENDENT CLAUSES WITH A SEMICOLON (;)**

Notice that a semicolon can be placed where a period could go. We use a semicolon when we have two independent clauses that could stand as sentences on their own, but we want them to be one sentence, usually because the second part of the sentence follows logically from the next. For instance, when you look at SET ONE, SET TWO and SET THREE, above, the BEST set to write as one sentence with a semicolon would be:

*She was sick; she needed to see a doctor.*

The semicolon works here because her need to see a doctor follows logically from the fact that she is sick.

Some other examples**:**

*Carla wasn’t good at math.*

*She took two history courses instead of adding math to her schedule.*

Can be combined as follows using the FANBOY and COMMA method:

*Carla wasn’t good at math****, so*** *she took two history classes instead of adding math to her schedule.*

OR the SEMICOLON method:

Carla wasn’t good at math**;** she took two history classes instead of adding math to her schedule.

**Test Yourself. Place commas in sentences with two independent clauses and a FANBOY. Place semicolons in sentences that are just two independent clauses put together with no FANBOY.**

1. . Mr. Leyland played the viola professionally for many years and he now conducts a community orchestra.

2. The crab grass was flourishing but the rest of the lawn, unfortunately, was dying.

3. The hill was covered with wildflowers it was a beautiful sight.

4. As I turned around, I heard a loud thump for the cat had upset the goldfish bowl.

5. The artist preferred to paint in oils he did not like watercolors.

6. He looked carefully in the underbrush but he failed to notice the pair of green eyes staring at him.

7. I thought registration day would be tiring but I didn't know I'd have to stand in so many lines.

8. The dog, which was growling and snarling, snapped at me I was so frightened that I ran.

9. Professors are supposed to be absent-minded and I've seen plenty of evidence to support that claim since I've been in college.

**Method 4: JOIN TWO INDEPENDENT CLAUSES WITH A SEMICOLON AND A TRANSITION WORD**. There is one more twist on the sentence that is made up of two independent clauses and a semicolon. It goes like this**:**

Independent clause—**semicolon--transition word--comma**-independent clause.

For example**:**

*I realized at once that something was wrong****; however,*** *I was not the only person who was concerned.*

What is meant by “transition word”? *Transition words show the relationship between ideas*. Here’s a short list of transition words and phrases, with their general meanings:

* *Otherwise* (shows and “if” relationship between ideas)
* *However* (shows contrast between ideas)
* *On the one hand*; *on the other hand* (shows contrast)
* *Likewise* (shows similarity between ideas)
* *Therefore*; *As a result of* ; *consequently* (shows cause and effect)
* *Before, First, Next, Finally*, (shows time *or* order of ideas *or* examples)
* *For example* (tells you an example comes next)

Another example of a sentence that follows this pattern:

*I had to complete the assignment by Friday****; otherwise,*** *I would have failed the course.*

OR

*The office was closed****; consequently,*** *I could not pay my bill.*

**Test Yourself.** Place commas and semi-colons where they belong**.**

1. The suspect said that he had never met the victim however, the detective knew that he was lying.

2. In the first place, it was snowing too hard to see the road in the second place, we had no chains.

3. I have read Soul on Ice but I have not read The Invisible Man.

4. San Francisco is my favorite city in fact, I plan to spend two weeks there this summer.

5. Large supermarkets fascinate me I can find everything from frozen chow mein to soybean flour in one place.

6. Ron and Mike were both in English class this morning they gave an interesting presentation on their research.

7. The obstacles are not insurmountable but they are real and formidable.

8. Riding a bicycle is excellent exercise I ride mine every day.

9. I am not interested in a trip to Asia this year however, I would like to go to Europe.

**TEST YOURSELF: TRANSITION WORDS.** **Fill in the blank with the correct word**:

\_\_\_\_\_\_\_\_\_\_\_\_ Tom scores a 100 on the final exam, he cannot pass College Algebra, a class he is taking for the third time.

1. Because
2. Since
3. As a result,
4. Unless

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gene gave a good reason for canceling the trip, Paola gave an even better reason.

1. Although
2. Because
3. Unless
4. Since

Please make sure to put the food back in the refrigerator; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it will spoil.

1. Unless
2. Because
3. Otherwise
4. Since

**ADDITIONAL PRACTICE EXERCISES with TRANSITION WORDS**

For each blank, choose and write in the appropriate transition word.

1. We are having a big family reunion this summer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

(Later, However, First)

My grandparents are coming from Arizona. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

My sister-in-law and her children are coming from Colorado. We’ll all spend three days together. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, my brother

(Then, As a result, Before)

will join us for two more days. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, my aunt will fly in

(Yet, For example, Finally)

from San Antonio for a big dinner celebration with everyone.

1. I think Woody Allen is the funniest comic I have ever seen. He can write and perform slapstick humor. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, he can write subtle and

(In addition, In conclusion)

touching comedy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Allen’s dialogues perfectly

(Also, However)

capture real-life expressions. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

(For this reason, For example)

Woody Allen is a comic genius.

**CHAPTER SIX: COMBINING SENTENCES**

**USING DEPENDENT CLAUSES**

**Method #5: COMBINE SENTENCES USING A DEPENDENT CLAUSE AND AN INDEPENDENT CLAUSE**

**What’s an independent clause?** An independent clause can stand alone as a sentence:

*She walked to the bed.*

*She talked without stopping.*

**What’s a dependent clause? A dependent clause can *almost* stand alone. *A dependent clause is the same as an independent clause with a dependent clause word.***

**So what’s a dependent clause word?**

**There are a lot of them:**

*Although, when, while, since, because, after, before, during, as a result of, in order to, unless, according to……*

Just like the transition words we looked at in Chapter Five, dependent clause words quite often show relationships between ideas:

**Time:** *Before, After, During, While*

**Cause and effect**: *Because, Since, As a Result of, In order to*,

**Contrast**: *Although, on the one hand, on the other hand*

**Conditional** (something that may or may not happen): *Unless*

**To understand what a dependent clause, look at the following:**

*When I woke up this morning*

*While Earl was fishing*

*While Elaine was reading*

Do they sound like sentences to you?

**The following is a sentence:**

*Elaine was reading.*

…because it has subject and a verb.

The following is NOT a sentence:

*While Elaine was reading*

**This is not a sentence! It has a dependent clause word in the beginning! It cannot stand alone. It needs an independent clause to be added to be a full sentence:**

While Elaine was reading, Martians came.

OR

Although she really wanted to cook dinner, Elaine was reading.

OR

When Elaine was reading, Taylor went outside for a walk.

OR

Taylor went outside for a walk when Elaine was reading.

**In the sentences above, notice the commas. When the dependent clause comes first, there is a comma.**

*Unless you go to school today****,*** *I am not going to buy you a new itunes card.*

*Although you are sleepy****,*** *you still have to get up.*

*When you talk to me like that****,*** *it just turns me off.*

**But you do not need a comma when the dependent clause comes at the end of the sentence.**

**ADDITIONAL PRACTICE WITH DEPENDENT CLAUSES**

**Exercise 1: Complete the following sentences in a logical way. Remember to add commas after a dependent clause.**

1. **When I woke up this morning**
2. **After I got to work**
3. **While Earl was fishing**
4. **While Jeff made dinner**
5. **Although the boy was sick**
6. **Although the room was full**
7. **If you have time**
8. **Before she went to sleep**

**Exercise 2: Rewrite the sentence by changing the order of the words and the placement of the dependent clause word.**

**Example: After I drank too much, I had a hangover I had a hangover after I drank too much.**

1. **Before he went home, he worked out at the gym.**
2. **After she analyzed the data, she wrote a report.**
3. **If you do not feel secure here, you should leave.**
4. **If it is good weather tomorrow, we will go outside.**
5. **When you feel sad, call me.**
6. **Although I still had plenty of time, I worried that I would be late.**

**Test Yourself. For Questions 1, 2 and 3, place commas and semicolons where they belong.**

1. Phuong wasn’t worried at all about the exam because she had prepared so well over the break.
2. exam because, she
3. exam because; she
4. exam, because she
5. No punctuation is needed.
6. The UConn women’s basketball program is among the nation’s best however they play in one of the weaker conferences.
7. best; however, they
8. best, however, they
9. best, however; they
10. No punctuation is needed.
11. To impress Deepa, his date, Ryan worked hard over the chicken stir fry however she took offense that he had cooked meat when she said she was a vegetarian.
12. chicken stir fry, however
13. chicken stir fry however
14. chicken stir fry; however,
15. No punctuation is needed.

**For Questions 4-8, choose A,B, C or D**

1. Which of these sentences is punctuated correctly?
2. Susan purchased a life insurance policy; which asked for her home address.
3. Since she had just read an article about the dangers of sharing too much personal information, Susan was reluctant to write her address.
4. Instead: she attached a note with a request to call, email, or text her for the information.
5. When the insurance office worker saw the note; she laughed and laughed.
6. Maria found the television show boring, she much preferred the movie.

What change should be made to correct the sentence’s punctuation?

1. Change the comma to a period.
2. Eliminate the comma.
3. Change the comma to a semicolon.
4. Add a comma after the word “show.”
5. Janey is an excellent speaker, she’s president of the school debate team.
6. Change the comma to a semicolon.
7. Change the comma to a period.
8. Change the period to a question mark.
9. Eliminate the comma.
10. All Angie wanted was to ride the Ferris wheel; eat some kettle-corn, and enjoy the day at the park.

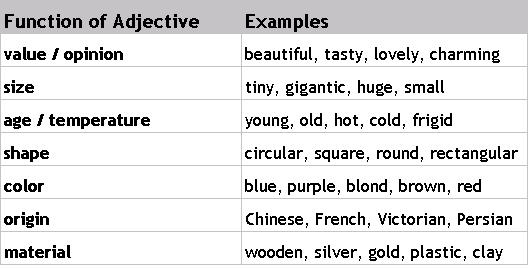
What change should be made to correct the sentence’s punctuation?

1. Change the semicolon to a comma.
2. Add a comma after “day.”
3. Remove the comma after “kettle-corn.”
4. Eliminate the semicolon.
5. Which of these sentences is punctuated incorrectly?
6. Julio bought three things: a beach towel, a book, and a water bottle.
7. Robert, however, brought three bags, of stuff.
8. Ingrid was the driver; her car could hold all of us.
9. Last to arrive was Natalia, who is often late.

**Chapter Seven: A FINAL TIP ABOUT COMMAS FOR THE TASC: COMMAS WITH COORDINATE ADJECTIVES**

**In Chapter 1, you learned to put commas between adjectives. You DO need to put a comma between adjectives, but there are some EXCEPTIONS to this rule.**

**There are different TYPES OF adjectives. Look at the chart below:**



**When we use different TYPES of adjectives in a sentence, they need to go in a certain order:**

* **Value/opinion**
* **Size**
* **Age/temperature**
* **Shape**
* **Color**
* **Origin**
* **Material**

**…AND BECAUSE THEY GO IN A CERTAIN ORDER, WE DO NOT PUT COMMAS BETWEEN THEM:**

**We might write a sentence like:**

*The beautiful round Chinese wood statue was in Chinatown.*

**OR**

*The lovely young French woman asked me to dinner.*

**OR**

***The circular red clay pot was over one hundred years old.***

**OR**

*The charming young blond French man also came to dinner with us.*

**THERE ARE NO COMMAS BETWEEN THESE ADJECTIVES BECAUSE THEY HAVE TO COM EIN A CERTAIN ORDER.**

**For instance, we say:**

*Five big blue cars*

We do NOT say:

*Blue big five cars*

…that doesn’t make sense!

We do NOT say:

*Big blue five cars.*

…that doesn’t make sense!

**The adjectives HAVE to come in a certain order, so we DON’T have commas between them.**

**BUT SOME ADJECTIVES DO NEED COMMAS BETWEEN THEM. THESE ARE COORDINATE ADJECTIVES.**

**How do you know the adjectives are COORDINATE ADJECTIVES?**

Test 1: WHEN YOU CAN REVERSE THE ORDER OF THE ADJECTIVES, THE SENTENCE MAKES SENSE. In this case, YOU DO NEED COMMAS BETWEEN THE ADJECTIVES.

Example:

*The hungry, slimy, green Martian entered the classroom, grabbed Claudette, and took her to lunch at Bernie’s Burger Emporium.*

The three adjectives: hungry, slimy and green can be reversed without hurting the meaning of the sentence:

*The slimy, hungry, green Martian entered the classroom…*

*The hungry, green, slimy Martian entered the classroom…*

*The green, slimy, hungry Martian entered the classroom….*

Test 2: WHEN YOU CAN INSERT “*AND*” BETWEEN THE ADJECTIVES, THE SENTENCE STILL MAKES SENSE. In this case, YOU NEED COMMAS BETWEEN THE ADJECTIVES.

Example:

*While writing his final exam, a* ***pale, sweating, panicky*** *student stared at his sentence, trying to decide if a comma was necessary between two adjectives.*

Note that you can insert and between the three adjectives and the sentence still makes sense:

*While writing his final exam, a* ***pale and sweating and panicky student*** *stared at his sentence, trying to decide if a comma was necessary between two adjectives.*

(You wouldn’t want to write a sentence like this, with “and” between each adjective, but it is a test to use to see if you need commas)

YOU DON’T NEED A COMMA BETWEEN ADJECTIVES WHEN YOU CAN’T PASS THESE TWO TESTS:

**TEST YOURSELF**: Insert commas where necessary:

1. Two \_\_\_ cluttered \_\_\_ computer tables and an unmade\_\_\_ sagging bed filled Antonio’s small bedroom.
2. The cute\_\_soft\_\_frisky ferret will bite your fingers if you pick him up.
3. Michael’s faded\_\_ ragged New York Jets jacket was an inappropriate choice of clothing for his interview with the bank.
4. The hot\_\_spicy\_\_ appetizing squid eyeball stew steamed in a bowl on the clean\_\_shiny kitchen counter.
5. The choir sang a happy\_\_merry song.
6. The quiet \_\_\_\_respectful class listened to the speaker.
7. The mighty \_\_\_\_winter storm howled through the night.
8. We went down the long \_\_\_dirt road.

**CHAPTER EIGHT: GETTING READY FOR THE TASC WRITING SKILLS TEST: Clarity and Conciseness**

Now that you have some basic rules for combining and punctuating sentences, it’s time to look more closely at the types of questions you will encounter on the TASC Writing Skills Test.

**Punctuation: 35%**

Roughly 35% of questions will be about sentences and punctuation:

* Commas
* Semicolons
* Colons
* Dashes
* Commands

**If you have finished Chapters 1-7, you are fairly well prepared for these question types**.

**Clarity and Conciseness: 40%**

Roughly 40% of questions are clarity and conciseness questions. They will begin with phrases like this:

* *Which revision best combines the ideas of the sentences clearly and concisely?*
* *Which is the best revision of the underlined sentence?*
* *Which revision best explains….?*

**Text-based: 10%.**

These questions are based on one or more paragraphs. They will begin with questions like this:

* *Which is the best sentence to begin the paragraph?*
* *Which is the best sentence to conclude the paragraph?*
* *The best place to insert a paragraph break would be….*

**Choose the Right Word: 15%**

These questions ask you to choose the best word to fill in the blank in a sentence. They begin with phrases like:

* *Which word best maintains a formal, objective tone?*
* *Which word matches the tone of the description?*
* *Which transition best links the ideas of the paragraphs?*

In this chapter, you will focus on **Clarity and Conciseness** Questions.

First of all, what does “clarity and conciseness” actually mean?

Clarity—

When we say

*She spoke clearly.*

…we mean that it was easy to understand what she said. We can also say

*She spoke with great clarity.*

It means the same thing.

*Concise* means *“*[**expressing**](http://dictionary.cambridge.org/us/dictionary/english/express)**what**[**needs**](http://dictionary.cambridge.org/us/dictionary/english/needs)**to be said without**[**unnecessary**](http://dictionary.cambridge.org/us/dictionary/english/unnecessary) **words;**[**short**](http://dictionary.cambridge.org/us/dictionary/english/short)**and clear***”*

What do the makers of the TASC mean by “clear and concise?”

* Sentences that do not repeat information.
* Sentences that do not use passive voice.
* Sentences that do not have misplaced modifiers
* Sentences with parallel structure.

**CHOOSE NON-REPETITIVE SENTENCES**

When choosing the BEST revised sentence, **DO NOT choose sentences that repeat information:**

FOR EXAMPLE:

In the sentence below:

*The movie was much longer than we expected, and thus for that reason we canceled our dinner plans.*

Notice that information is repeated.

*The movie was much longer than we expected, and* ***thus for that reason*** *we canceled our dinner plans.*

“Thus” and “for that reason” mean the same thing.

ANOTHER EXAMPLE:

*The movie was much longer than we expected, so for that reason we canceled our dinner plans.*

Once again, information is repeated:

*The movie was much longer than we expected,* ***so for that reason*** *we canceled our dinner plans.*

“So” and “for that reason” mean the same thing.

A SECOND EXAMPLE:

*Overeating, or binge eating as it has been defined or called, is a national problem and a serious issue to be addressed.*

Again, notice the repeated information:

***Overeating, or binge eating*** *as it has been defined or called, is a national problem and a serious issue to be addressed.*

“Overeating” and “binge eating” are very similar things.

*Overeating, or binge eating* ***as it has been defined or called****, is a national problem and a serious issue to be addressed.*

We do not need to say “defined” and also say “called.” It would be best to say either “defined” or “called.”

*Overeating, or binge eating as it has been defined or called, is* ***a national problem and a serious issue*** *to be addressed.*

“A national problem” and “a serious issue” are very similar. We can use ONE phrase such as: *a serious national problem*, and be more concise.

**CHOOSE SENTENCES IN THE ACTIVE, RATHER THAN PASSIVE, VOICE**

**What is meant by “active and passive voice?”**

**Active and Passive Voice**

**(Take note: the TASC-makers prefer ACTIVE voice)**

### Using Active Versus Passive Voice

In a sentence using **active voice**, the subject of the sentence performs the action expressed in the verb.

The sentence, the dog bit the boy, includes a subject (the dog) who performs the action expressed in the verb (biting the boy). 

Image Caption: **The arrow points from the subject performing the action (the dog) to the individual being acted upon (the boy). This is an example of a sentence using the active voice.**

The active voice sentence, scientists have conducted experiments to test the hypothesis, includes the scientists (the sentence subject) performing the action.

Image Caption: **Sample active voice sentence with the subject performing the action described by the verb.**



Image Caption: **The active voice sentence subject (watching a framed, mobile world) performs the action of reminding the speaker of something.**

Each example above includes a sentence subject performing the action expressed by the verb.

Active voice is used for most non-scientific writing. Using active voice for the majority of your sentences makes your meaning clear for readers, and keeps the sentences from becoming too complicated or wordy. Even in scientific writing, too much use of passive voice can cloud the meaning of your sentences.

In a sentence using **passive voice**, the subject is acted upon; he or she receives the action expressed by the verb. The agent performing the action may appear in a "by the..." phrase or may be omitted.

The sentence, the boy was bitten by the dog, shows the subject (the boy) is being acted upon by something or someone else (the dog). This is an example of a sentence using the passive voice.

**The dog is acting upon the sentence subject (the boy), meaning it uses the passive voice.**

The sentence subject (research) is being acted upon (presented) by another person (Pooja) in the sentence, research will be presented by Pooja at the conference. So, this sentence uses the passive voice.

**This example sentence includes the passive voice because the subject (research) is being acted upon (presented) by another person (Pooja).**



Image Caption: **The action is performed upon the sentence subject, meaning this sentence is passive (indirect).**



Image Caption: **This is an example of the active voice because the sentence subject performs the action.**

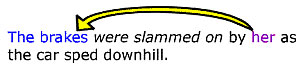
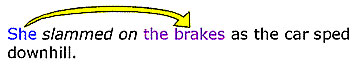


Image Caption: **This is an example of the passive voice.**



**Recognizing Passive Voice**

You can recognize passive-voice expressions because the verb phrase will always include a form of **the verb “*to be***.” Examples of the verb “to be”:

* Am
* Is
* Are
* Being
* Was
* Were
* Will be
* Had been

Has been such as **am, is, was, were, are,** or **been**. The presence of a be-verb, however, does not necessarily mean that the sentence is in passive voice. Another way to recognize passive-voice sentences is that they may include a **"by** the..." phrase after the verb.

#### Choosing Passive Voice

While active voice helps to create clear and direct sentences, sometimes writers find using an indirect expression is rhetorically effective in a given situation, so they choose passive voice.

Passive voice makes sense when the agent performing the action is obvious, unimportant, or unknown. **NOTE THAT THE MAKERS OF THE TASC TEST ALMOST ALWAYS FAVOR ACTIVE RATHER THAN PASSIVE VOICE IN SENTENCES.**

|  |  |
| --- | --- |
| **Active** | **Passive** |
| **The dispatcher** is notifying **police** that three prisoners have escaped. | **Police** are being notified that three prisoners have escaped. |
| **Surgeons** successfully performed **a new experimental liver-transplant operation**yesterday. | **A new experimental liver-transplant operation** was performed successfully yesterday. |
| "**Authorities** make **rules** to be broken," he said defiantly. | "**Rules** are made to be broken," he said defiantly. |

**EXAMPLE:**

*The idea of taking a trip to Paris was presented to the club by our president, Lu Wei.*

Is the sentence above in the active voice or the passive voice?

It’s passive. You can tell because the word “by” is used.

*The idea of taking a trip to Paris* ***was presented*** *to the club* ***by*** *our president, Lu Wei.*

The TASCmakers prefer a sentence in the active voice:

*President Lu Wei presented the idea of a club trip to Paris.*

**EXAMPLE:**

*The cat was found by our daughter’s best friend in an alley on the outskirts of town.*

Is the sentence above in active or passive voice?

*The cat* ***was found by*** *our daughter’s best friend in an alley on the outskirts of town.*

The words in bold give you a clue: the verb is followed with “by,” so you know it’s passive voice.

**PRACTICE WITH PASSIVE VOICE**

**Exercise 1: FOR EACH SET OF SENTENCES, DECIDE WHICH IS IN THE PASSIVE VOICE, AND WHICH IS ACTIVE.** The first is done for you as an example.

SET ONE

1. Harry ate six shrimp at dinner. (active)
2. At dinner, six shrimp were eaten by Harry. (passive)

SET TWO

1. Beautiful giraffes roam the savannah.
2. The savannah is roamed by beautiful giraffes.

SET THREE

1. The tire was changed by Sue.
2. Sue changed the flat tire.

SET FOUR

1. I ran the obstacle course in record time.
2. The obstacle course was run by me in record time.

SET FIVE

1. The entire stretch of highway was paved by the crew
2. The crew paved the entire stretch of highway.

SET SIX

1. Mom read the novel in one day.
2. The novel was read by Mom in one day.

**Exercise 2: Each sentence is in the passive voice. Rewrite it in the active voice.**

1. Before the semester was over, the new nursing program had been approved by the Curriculum Committee and the Board of Trustees.
2. With five seconds left in the game, an illegal time-out was called by one of the players.
3. Later in the day, the employees were informed of their loss of benefits by the boss herself.
4. For several years, Chauncey was raised by his elderly grandmother.
5. I was surprised by the teacher’s lack of sympathy.

**TEST YOURSELF**: PRACTICE WITH MULTIPLE CHOICE QUESTIONS

**Question 1**:

*The teddy bear was found by our daughter’s best friend in an alley on the outskirts of town.*

1. Which of these is the most accurate and effective revision to the sentence?

* 1. The teddy bear, found by our daughter’s best friend on the outskirts of town, is ours.
  2. Our son’s teddy bear was found on the outskirts of town in an alley by our daughter’s best friend.
  3. In an alley on the outskirts of town, the teddy bear was found by our daughter’s best friend.
  4. Our daughter’s best friend found the teddy bear in an alley on the outskirts of town.

**Question 2:**

2. *The idea of taking a trip to Washington was presented to the club by our president, Jorge Gutierrez.*

1. Taking a trip to Washington, as a club, was the idea presented by Jorge Gutierrez, the club president.
2. President Gutierrez presented the idea of taking a club trip to Washington.
3. President Gutierrez presented the club with the idea of taking a trip.
4. Club president Gutierrez presented the idea of a trip to Washington.

**Question 3:**

3. *A man’s wallet in a plastic bag was found at the playground by my brother and me.*

Which revision of the sentence is most correct and concise?

1. In a plastic bag, my brother and me found a man’s wallet.
2. My brother and I found a plastic bag at the playground which had a man’s wallet in it, too.
3. In the playground, a man’s wallet in a plastic bag was found by my brother and I.
4. My brother and I found a man’s wallet bill in a plastic bag in the playground.

**Question 4:**

1. *An order of French fries and a hamburger was the order placed by both Tawana and me.*
2. Tawana and me each placed an order for an order of French fries and a hamburger
3. Tawana and I each ordered French fries and a hamburger.
4. French fries and hamburger were ordered by Tawana and me.
5. Tawana ordered French fries and a hamburger, and so did me.

**CHOOSE SENTENCES THAT DO NOT USE MISPLACED MODIFIERS**

What is meant by misplaced modifiers?

Remember what modifiers are? They are words or phrases that give more information about the main action:

* A happy person
* The happy person who won the lottery (Maybe it would be shorter and more concise to say *the happy lottery-winner?)*
* The kid who was running down the street

Modifiers **have to be in the right place for the sentence to be clear**. If they are not, we sometimes don’t know WHO is doing WHAT. For instance:

Buffy called her adorable kitten opening the can of food and filled the bowl.

Who is opening the can of food? Buffy? The kitten?

TO make the sentence clearer, we could write:

*Opening the can of food, Buffy called her adorable kitten, then filled the bowl.*

*Buffy called her adorable kitten, opened the can, and filled the bowl.*

#### More examples of dangling modifiers and their revisions:

**INCORRECT**: After reading the original study, the article remains unconvincing.

**REVISED**: After reading the original study, **I** find the article unconvincing.

INCORRECT: Relieved of your responsibilities at your job, your home should be a place to relax.

**REVISED**: Relieved of your responsibilities at your job, **you** should be able to relax at home.

**INCORRECT**: The experiment was a failure, not having studied the lab manual carefully.

REVISED: **They** failed the experiment, not having studied the lab manual carefully.

**EXAMPLE**

Now, look at the set of sentences below. Which one is NOT clear?

1. Having finished dinner, the football match was turned on.
2. Having finished dinner, Jorge turned on the football match.
3. After Jorge finished dinner, he turned on the football match.
4. Jorge turned on the football match after finishing dinner.

Which one is unclear? Why?

Answer: The first one is unclear. The subject of the sentence is **the football match**. But did the football match finish dinner? No—**Jorge** finished dinner. **Jorge** also turned on the football match.

**EXAMPLE**

Now, again, choose the sentence that is NOT clear:

1. Playing video games on the computer for three hours, Philomena did not finish her paper.
2. Because Philomena played video games on the computer for three hours, she did not finish her paper.
3. Playing video games on the computer for three hours, Philomena’s paper was not finished.
4. Philomena did not finish her paper because she played video games on the computer for three hours.

What do you notice about the one that is unclear?

**ADDITIONAL PRACTICE WITH MISPLACED MODIFIERS**

**Directions: Determine whether the sentences below contain misplaced or dangling modifiers. Fix any problems that you find.**

1. Scrubbing the tile grout with bleach and an old toothbrush, the mildew stains began to fade.

2. To finish by the 3 p.m. deadline, the computer keyboard sang with Martha’s flying fingers.

3. Slathering the popcorn with melted butter, the calorie count skyrocketed.

4. Tonya made the mistake of walking her boisterous bulldog Billy in high heels.

5. Too hungry to wait for Carla’s return from the restroom, the bowl of egg drop soup quickly disappeared.

6. Struggling with the tight jeans, the zipper would not budge.

7. Closing the hotel room door and pulling the heavy suitcase to the elevator, the relaxing beach vacation came to an end.

**TEST YOURSELF: MULTIPLE CHOICE QUESTIONS**

1. *The restaurant is a popular spot to eat for visits and residents in the town’s main shopping district.*

Which of the following is the most accurate and effective revision to the sentence?

1. For both visitors and residents, the restaurant in the town’s main shopping district is a popular spot to eat.
2. In the town’s main shopping district, both visitors and residents meet.
3. The restaurant in the town’s main shopping district is a popular spot for residents to meet visitors.
4. The restaurant in the town’s main shopping district is a popular spot to eat visitors and residents.

**Question Two**

There was a passion with which Kenya read her speech, but it was having to project her voice loudly to the members of the audience—because of the traffic noises outside—that tired her most by the end of the evening.

Which version of the sentence best expresses the ideas precisely and concisely?

1. Kenya and her speech were tired by the end of the evening, having to project her voice to the noisy room.
2. Having to project her voice loudly, Kenya’s speech tired her, but she was able to project her voice loudly to the members of the audience.
3. Though tired by her effort to project her voice loudly to the audience in the noisy room, Kenya read her speech with passion.
4. There was a passion and tiredness in how Kenya read her speech—because of the traffic noises outside—and she was having to project her voice loudly.
5. *The moment I had been anticipating finally came.*

*On a seemly routine Tuesday afternoon, I arrived home to my apartment.*

*A round package was left by the delivery man causally leaning against the front screen*

*door.*

**Question Three**

Which revision most clearly combines the three sentences?

1. The moment I had been anticipating finally came, when while it was a seemingly routine Tuesday afternoon, I arrived home to my apartment and found a round package leaning against the front screen door that was left by my delivery man.
2. The moment I had been anticipating finally came on a seemingly routine Tuesday afternoon when I arrived home to a round package that was left by the delivery man at my apartment, casually leaning against the front screen door.
3. The moment I had been anticipating finally came on a seemingly routine Tuesday afternoon when I arrived home to my apartment, looked at the front screen door, and found a round package that had been left by the delivery man.
4. The moment I had been anticipating finally came, but on a seemingly routine Tuesday afternoon I arrived and found a round package that had been left by the delivery man casually leaning against the front screen door.

**CHOOSE SENTENCES THAT USE PARALLEL STRUCTURE**

What’s parallel structure?

*Parallel* structure, the correct way to write, looks like this:

Students Rubbery.**,** Rubbery.**,** and Rubbery.**.**

Students Delicious!**,** Delicious!**,** and Delicious!**.**

***When you use parallel structure, each of the items in your list follow the same pattern.***

*Nonparallel* structure looks like this:

Students Rubbery.**,** Delicious!**,** and Rubbery.**.**

*Students* ***capped*** *their pens,* ***were closing*** *their notebooks, and* ***zipped*** *their book bags.*

TEST YOURSELF. Which one below, A, B or C, shows parallel structure?

* 1. Barking dogs, kittens that were

meowing, and squawking parakeets greet the pet shop visitors.

* 1. Barking dogs, meowing kittens, and squawking parakeets greet the pet shop visitors.
  2. Dogs that bark, kittens that meow, and parakeets squawking greet the pet shop visitors.

Take another look:

1. Barking dogs

Kittens that were meowing

Squawking parakeets

1. Barking dogs

Meowing kittens

Squawking parakeets

1. Dogs that bark

Kittens that meow

Parakeets squawking

ONLY B FOLLOWS THE SAME PATTERN FOR DOGS, KITTENS, AND PARAKEETS.

**TEST YOURSELF**

**PARALLEL STRUCTURE Directions: Choose the sentence that has no errors in structure.**

1.

A. Barking dogs, kittens that were meowing, and squawking parakeets greet the pet shop visitors.

B. Barking dogs, meowing kittens, and squawking parakeets greet the pet shop visitors.

C. Dogs that bark, kittens that meow, and parakeets squawking greet the pet shop visitors.

2. A. During class, Samuel spent his time flirting with Brittney, eating candy, and doodling on the assignment sheet.

B. During class, Samuel spent his time flirting with Brittney, he ate candy, and doodling on the assignment sheet.

C. During class, Samuel spent his time to flirt with Brittney, to eat candy, and doodling on the assignment sheet.

3. A. Alex looked everywhere for his math book—under the bed, on his desk, and he searched inside the refrigerator.

B. Alex looked everywhere for his math book—viewing under the bed, searching on his desk, and inside the refrigerator.

C. Alex looked everywhere for his math book—under the bed, on his desk, and inside the refrigerator.

4. A. The manager wanted staff who arrived on time, smiled at the customers, and didn’t snack on the chicken nuggets.

B. The manager wanted staff who arrived on time, would be smiling at the customers, and would not be snacking on the chicken nuggets.

C. The manager wanted staff who arrived on time, smiled at the customers, and no snacking on the chicken nuggets

**CHAPTER EIGHT: GETTING READY FOR THE TASC WRITING SKILLS TEST:**

***TEXT-BASED* QUESTIONS**

“Congratulations! You’ve mastered MOST of the types of test questions on the TASC! Today, we are going to learn about one more question type: Text Organization Questions. These questions typically ask:

* *What is the best sentence to begin the paragraph?*
* *What is the best sentence to conclude the paragraph?*
* *What is the best place to insert a paragraph break?*

How can you prepare? Practice! A good first step is to read the handout below that gives an explanation of how body paragraphs are typically structured:

**Writing Effective Body Paragraphs**

* **The Topic Sentence**
* A topic sentence tells what a paragraph is going to be about. It also shows the relationship between this topic and the previous one. It often (not always) is the first sentence of a body paragraph.
* **Examples or Evidence**
* These sentences shows the reader what the topic sentence means. They offer specific examples or other pieces of evidence that help the reader understand the statement that was made in the topic sentence. The examples might be anecdotes, news stories, or information that you have read. The more specific (e.g. actual names, dates, quotes, descriptive detail), the better!
* **Explanation**
* The writer may need to write sentences that explain the connection between the topic sentence and the example. The explanation helps to make their relationship clear. It may start with words like “This shows that…” or “This is important because…” It helps the reader process the example.
* **Concluding Sentence**
* Not all paragraphs need concluding sentences. However, they sometimes help give the reader a sense of “closure” to one topic, so then there is a smoother transition to the new topic in the new paragraph.

THEN, try this exercise:

In the essay on bike safety in New York streets that you will find below, the paragraphs are scrambled. Try putting them in the correct order. Use clues from the text.

Another reason biking in New York City is dangerous is the police. The NYPD has checkpoints for silly offenses like not having a bell on your bike or riding with earbuds, but they don’t fully investigate accidents in which motorists are at fault. Statistics show that police investigations of crashes are much less rigorous than they should be, and crash reports written by police tend to let motorists off the hook.

An issue that affects many New Yorkers today is bike safety. There are many bikers in New York City. According to the city’s [Community Health Survey](http://www.nyc.gov/html/dot/downloads/pdf/cycling-in-the-city.pdf), nearly 1.6 million New York adults ride bikes in the city, and 86,000 New Yorkers commute to work or school using bikes. With so many people biking in New York City, protections for bikers are important.

Unfortunately, there are many accidents involving cars and bikers in New York . For example, I read with sadness about the death of cyclist Matthew von Ohlen, who was recently killed in Williamsburg, Brooklyn. Von Ohlen was in a bike lane, and was following all the rules, but it didn’t protect him from a driver who left his body on the street. He is only one example. Every day, approximately a dozen bikers suffer serious injuries on the road.

In modern cities, bicycle riding is one way to improve the overall quality of life. Bike riding benefits everyone because it results in less fossil fuel consumption, less traffic congestion in the City, and cleaner air. London, England is a good example: London has cleaner air and fewer traffic jams than New York City because more people commute to work by bike. The rise in biking is a direct result of the city’s push for greater bike safety. In London, three-foot–high hard plastic barriers were erected to separate bike lanes from car traffic on every road. Because biking is safer, more people are biking around the city, and the result is an improved quality of life for all.

One of the main reasons bikers end up getting hurt or killed is that bike lanes are not adequately protected. The whole point of bike lanes is to provide bikers with their own space so they do not have to ride in the middle of car traffic, which is dangerous. However, bike lanes in NY are only marked by paint, not physically protected by barriers that separate the bike lane from the rest of traffic. For this reason, it’s easy for obstacles such as dumpsters or double-parked cars to block bike lanes. These obstacles force cyclists to swerve into traffic every few minutes, and as a result, biking in bike lanes is often more dangerous than riding in traffic in the first place!

Now, think about the clues you paid attention to as you put the paragraphs in the right order. This is the kind of thinking you need for text-based questions.

**Another exercise:**

**Paragraphing Exercise: Mark places where a new paragraph should start. Note that there are five paragraphs in the essay.**

One goal I have for myself in the next year is to try to save more money. I’ve never had a lot of money and I never cared much about it. When I was younger I always thought I could wait until later to save money. I wanted to enjoy life in the here and now. But now that I’m older and our country has fallen on hard economic times, this attitude seems irresponsible. I plan to save money by making changes in my day-to-day life, opening a savings account and putting my tax refund in the bank. One way that I’ve decided to save money is by cutting back on unnecessary expenses. For instance, every day at work I like to buy myself lunch at one of the delis or restaurants around my office. These lunches don’t cost much—about $10—and it is a little luxury I like to give myself. I’ve realized, though, that $10 a day adds up and I can save a lot by making my lunch at home and bringing it. There are other luxuries I can cut back on too, such as buying new clothes. Another way I plan to save money is by opening a savings account. It won’t be much use to save money if I don’t put some of it away in a place I can’t touch it. All too often in the past, I’ve started saving money, then decided to reward myself for doing it. I’ve saved up a certain amount--$1,000 or so—then bought myself a new sound system or airline tickets to take a trip. Next week, I plan to open a savings account that won’t come with checks, so if I want to take money out of the bank, I’ll have to make a special effort. I’m hoping that by putting money in a savings account, I won’t be tempted to splurge when I’m in the mood. The third way I plan to save money is by saving my tax return instead of spending it. In the past, I’ve always looked at my tax refund as a gift from the government; a treat I received in the mail in the spring of each year. Last year for instance, I used the money to buy myself a new computer. This year, I won’t be buying myself anything. I’ll put my tax return in the savings account I’ve started. This way, if I lose my job, I’ll have something to fall back on. In these hard economic times, lots of people are losing their jobs and it makes sense to save money, just in case. I’m hoping that the money I put in the bank this year will make me feel more secure.

Do you see how each paragraph is organized to be about one main idea? Do you see how introductions and conclusions generally start with more general information? Do you see how signal words like “One reason….Another reason..” help you figure out the order of sentences and paragraphs?

**CHAPTER NINE: GETTING READY FOR THE TASC WRITING SKILLS TEST:**

***SIGNAL WORD* QUESTIONS**

CONGRATULATIONS! BRING OUT THE CHAMPAGNE! YOU’VE MADE IT TO THE FINAL QUESTION TYPE:

What is the BEST word to fill in the blank?

Generally these questions fall into two types: *signal word questions* and *tone word questions*.

First, signal, or transition words. T these words are extremely important for college and career, as well as on the TASC. Learning these words and knowing how to use them correctly will give you a tremendous boost in life.

So what are signal/transition words? Think of them as traffic signals. Traffic signals tell you what’s coming—a barrier, a road that goes off to a different destination. Signal words tell you things like “There’s an opposite idea coming,” or “There’s a similar idea coming,” or “You just heard the cause, now you are going to hear the effect or result.”

Take a look at the Signal Words in the chart below. Notice their meaning and the different ways they are used in a sentence:

|  |  |  |  |
| --- | --- | --- | --- |
| **Meaning/Function** | **FANBOY example** | **DEPENDENT CLAUSE example** | **At the BEGINNING or MIDDLE of a sentence example** |
| Punctuation: | Comma before the FANBOY | Comma after the dependent clause when it comes at the beginning of the sentence | Comma after the signal/transition word |
| **TIME/SEQUENCE**: a sequence of events, actions, steps or ideas  First (ly), second(ly), third, next, then, after, finally, afterward, later, formerly |  | **BEFORE** I went to lunch**,** I spoke with him.  **AFTER** we discussed the issue**,** I went to lunch. | **First,** we discussed the topic; **afterward,** we went to lunch.  **First**, there is no reason to think we should leave, and **second,** and second, I don’t want to.  **Formerly,** she had been my employee**, but** then she took another position. |
| **ADDITION**: to introduce additional ideas or steps  And, also, in addition, likewise, as well as, another, too, moreover, furthermore | I don’t believe you are correct**, and** I believe my idea is better. | **As well as** forgetting his sweater**,** he left his metrocard at home. | **In addition,** consider the impact this step would have on employee morale.  **Another** reason not to lower salaries is employee morale; **likewise,** lowering salaries could result in more workers quitting. |
| **EXAMPLE**:  For example, such as, for instance, specifically |  |  | **For example,** lowering salaries might cause workers to search for other jobs.  **Lowering salaries,** for instance, might cause workers to look for other jobs. |
| **CONSEQUENCE or RESULT**  So, because, since, consequently, accordingly, as a result, therefore, thus, for this reason | She overslept**, so** she arrived late to class. | **Because** she overslept**,** she was late to class.  **Since** she overslept**,** she was late to class. | She overslept, and **consequently,** she was late to class.  **For this reason,** I believe that students do not need a dress code at school.  **Therefore,** I do not agree that we should institute a dress code. |
| **CONTRAST or DISAGREEMENT**  but, although, even though, in contrast, yet, nevertheless, however, on the other hand, while, whereas, instead, rather | I agree that some elderly drivers may not drive well**, but** I don’t think they need to retake the road test every year. | **Although** I agree that some elderly drivers don’t drive well**,** I don’t think they need to retake the road test every year.  **While** some elderly drivers don’t drive well**,** most are not a danger to the rest of us.  **Whereas** some elderly drivers don’t drive well, others are perfectly capable. | I agree that some elderly drivers don’t drive well; however, I don’t think they should retake the road test every year.  Some elderly drivers don’t drive well. **Nevertheless,** they shouldn’t have to retake the road test every year. |
| **RESTATEMENT** or **EXPLANATION**  That is, in fact, indeed, in other words |  |  | **In fact,** most elderly drivers don’t cause accidents. |
| **EMPHASIS** or **CLARIFICATION**  Even more, above all, more importantly, besides |  |  | **More importantly,** most elderly drivers don’t cause accidents. |
| **POSSIBILITY** (something that might or might not happen)  If, unless, whether, otherwise |  | **Unless** you stop doing that**,** you will fall asleep at the wheel.  **Whether** or not he likes it**,** he will have to do it.  If you want to succeed, work hard. | Learn to work hard; **otherwise,** you will never succeed. |

**NOW, TAKE A LOOK AT THE PARAGRAPH BELOW:**

**UNIFORMS IN SCHOOL**

From Betterlesson.com

While some students would like to choose their own clothes, there are many reason why students in public school should wear a school uniform. Uniforms save time in the morning. Choosing an outfit can take time, but putting on a uniform is easy and fast. Uniforms are also less expensive than regular clothing. An outfit for a student can cost more than sixty dollars, and shoes or accessories can add cost. The uniforms sold at area stores cost thirty dollars or less. Uniforms would reduce the competition in dress among students. Some students might not be able to afford popular clothes and wearing uniforms would save those students from being embarrassed. It is clear that students enrolled in public school should be required to wear a school uniform.

**TAKE A LOOK AT THE SAME PARAGRAPH WITH SIGNAL WORDS:**

**UNIFORMS IN SCHOOL with Signal/Transition Words**

From Betterlesson.com

While some students would like to choose their own clothes, there are many reason why students in public school should wear a school uniform. **First,** uniforms save time in the morning. Choosing an outfit can take time, but putting on a uniform is easy and fast. **In addition,** uniforms are also less expensive than regular clothing. An outfit for a student can cost more than sixty dollars, and shoes or accessories can add cost. **On the other hand**, the uniforms sold at area stores cost thirty dollars or less. **Furthermore,** uniforms would reduce the competition in dress among students. **Finally,** some students might not be able to afford popular clothes and wearing uniforms would save those students from being embarrassed. It is clear that students enrolled in public school should be required to wear a school uniform.

**Now, read the directions for making banana pizza below. Look at the blanks and think about what signal word would fit.**

**HOW TO MAKE BANANA PIZZA**

**(exercise created by Patricia Albers, San Jose University)**

Some people love banana pizza. Yes, it sounds crazy. \_\_\_\_\_\_\_\_\_\_, almost everyone who’s tried it is a fan. In fact, banana pizza is wildly popular in Sweden.

Here’s how to make it.

Dissolve a package of yeast and one teaspoon of sugar in 1 cup of warm water. Add 1⁄4 cup of canola oil and a dash of salt. Slowly stir in 31⁄2 cups of flour. A soft dough will form.

Pre-heat the oven to 450° F.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, transfer the dough to a floured surface and knead it until it becomes smooth and elastic. Put it in a bowl, cover, and set the bowl in a warm place. In about 45 minutes, it will double.

Press half the dough onto a greased 12” pizza pan. Now you must decide if you want to make a savory pizza or a sweet pizza.

For a savory pizza, spread the dough with tomato sauce. Add banana slices and top with curry powder. You may want to use other ingredients, smoked cheese and/or ham.

Alternatively, you can make a sweet pizza. Spread the dough with smooth peanut butter. Follow with banana slices and sprinkle with brown sugar. Top with crushed peanuts or, equally good, maple syrup.

Bake for about ten minutes. Finally, eat!

NOW, try the questions below:

**How to Make Banana Pizza**

Some people love banana pizza. Yes, it sounds crazy. \_\_\_\_\_\_\_\_\_\_, almost everyone who’s tried it is a fan. In fact, banana pizza is wildly popular in Sweden.

What’s the best word for the blank above?

1. However
2. Therefore
3. Because
4. Also

Here’s how to make it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_, dissolve a package of yeast and one teaspoon of sugar in 1 cup of warm water. Add 1⁄4 cup of canola oil and a dash of salt. Slowly stir in 31⁄2 cups of flour. A soft dough will form.

What’s the best word for the blank above?

1. Next
2. Then
3. First
4. Another

Meanwhile, pre-heat the oven to 450° F.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_transfer the dough to a floured surface and knead it until it becomes smooth and elastic. Put it in a bowl, cover, and set the bowl in a warm place. In about 45 minutes, it will double.

What’s the best word for the blank above?

1. Finally
2. Although
3. Unless
4. Then

Next, press half the dough onto a greased 12” pizza pan. Now you must decide if you want to make a savory pizza or a sweet pizza.

For a savory pizza, spread the dough with tomato sauce. Add banana slices and top with curry powder. You may want to use other ingredients, smoked cheese and/or ham, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What’s the best word for the blank above?

1. Therefore
2. Due to
3. To illustrate
4. For example

Alternatively, you can make a sweet pizza. Spread the dough with smooth peanut butter. Follow with banana slices and sprinkle with brown sugar. Top with crushed peanuts or, equally good, maple syrup.

Bake for about ten minutes. Finally, eat!

**MORE EXAMPLES OF TRANSITION WORD QUESTIONS:**

1. Although many readers will associate the song “Respect” with Aretha’s Franklin’s version the song was written and first recorded by Otis Redding in 1965. Franklin’s version became a hit upon release in 1967. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the song is recognizably the same in both versions, each artist gave it a unique flavor.

Which word would best fit in the blank to clarify the transition between ideas?

1. However
2. Since
3. Although
4. Perhaps
5. At home, l have a family tornado plan in place, which must be specific to the type of house or apartment in which you live. Every member of the family should know where they can safely shelter; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, practice a drill to do so at least once a year.

Which word or words would best fit in the blank to clarify the transition between ideas?

1. However
2. Such as
3. Therefore
4. Except

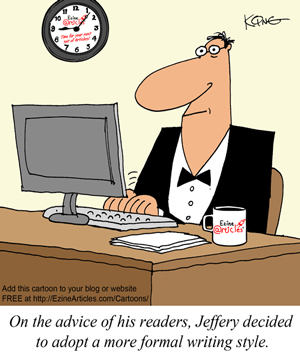
**CHAPTER TEN: GETTING READY FOR THE TASC WRITING SKILLS TEST:**

**What’s the best word to fill in the blank: “tone” words**

OK, time for the final type of “Find the Right Word” questions. One type of these questions usually “Which maintains a formal, objective tone?”

So, what do we mean by ‘formal’?” What do we mean by ‘objective’?” Look at the handout below for some clues:

## **Formal vs. Informal Writing Styles**

**Who’s Your Audience?**

Before you start writing any article, one of the first things you need to ask yourself is “Who’s my audience?”

Here’s a quick primer to help you answer that question (which can be quite a complicated one):

1. Is there a level of familiarity between you and your audience?
2. Are you writing for colleagues or someone else?
3. Is it for their business/livelihood?

Answering each of these questions will put you on course to figuring out how formal (or informal) your writing ought to be.

An informal writing style shows a level of familiarity and personality that sets it apart. Meanwhile, formal writing most often takes place on serious topics in a direct and succinct way.

Each of these styles has their own merits. Their usage depends on the tone you’re trying to set. To get a better understanding of the differences between formal and informal writing, here are some things to consider:

**Informal**

* **Colloquial** – Informal writing takes on the characteristics of a spoken conversation. Informal writing includes things like slang, figures of speech, broken syntax, etc. It also takes on a personal tone whereby you speak directly to your audience. You can use first OR third person point-of-view, and you’re likely to address the reader using second person pronouns (e.g. you, your).
* **Simple** – Short sentences are acceptable and sometimes essential to making a point in informal writing. Thus, there may be incomplete sentences or ellipsis to make points. Also, try to save your “five dollar words” for a more formal setting. If you use any industry jargon, explain it.
* **Contractions/Abbreviations** – Words can be simplified using contractions (e.g. you’re, couldn’t, it’s) and abbreviations (e.g. TV, photos) whenever possible.
* **Empathy/Emotion** – The author can show empathy toward the reader regarding the complexity of a thought and help them through that complexity.

**Formal**

* **Complex** – Longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each topic when you are using a formal style. Each main point needs to be introduced, elaborated on and concluded.
* **Objective** – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions. It avoids emotive punctuation like exclamation points, ellipsis, etc., unless they are being cited from another source.
* **Full Words** – No contractions or abbreviations to simplify words.
* **Third Person** – Not a personal writing style, the formal writer is sort of disconnected from the topic to make observations.

So, which of these labels fits your writing style? Again, there’s no “right” or “wrong” answer, it’s an exercise to get you thinking about your own writing style.

Now, take a look at these two sentences from a student essay on using human tissue.

Sentence A: Selling people’s tissues is totally wrong because makes the family feel super worried and stressed out.

Sentence B: The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

Which one seems to be formal and objective? Which one is informal?

Let’s try it again:

Sentence A: Profits and personal gain should not take precedence over an individual’s right to privacy, especially in relation to the unique genetic makeup of one’s own body.

Sentence B: I don’t think it’s fair at all for profits to be more important than somebody’s private life, because, I mean, come on, this is theirbody!

Now, try these questions:

**EXAMPLE QUESTION ONE**

(from a description of the Brown v. Topeka Supreme Court case)

In the mid-1950s, the NAACP challenged school segregation in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of court cases.

In the sentence above, choose a word to fill in the blank that ***best*** maintains the formal, objective tone of the passage?

1. bunch
2. group
3. series
4. lot

**EXAMPLE QUESTION TWO**

(from *The Lesson* by Toni Cade Bambara)

Back in the days when everyone was old and stupid or young and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Sugar and I were the only ones who had any sense.

In the sentence above, choose a word to fill in the blank that ***best*** maintains the tone of the passage.

1. unintelligent
2. foolish
3. imprudent

**EXAMPLE OF FORMAL, OBJECTIVE TONE QUESTION:**

(from a description of the Brown v. Topeka Supreme Court case)

In the mid-1950s, the NAACP challenged school segregation in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of court cases.

In the sentence above, choose a word to fill in the blank that ***best*** maintains the formal, objective tone of the passage?

1. bunch
2. group
3. series
4. lot

**EXAMPLE OF AN INFORMAL TONE QUESTION:**

(from *The Lesson* by Toni Cade Bambara)

Back in the days when everyone was old and stupid or young and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Sugar and I were the only ones who had any sense.

In the sentence above, choose a word to fill in the blank that ***best*** maintains the tone of the passage.

1. unintelligent
2. foolish
3. imprudent

“Tone” doesn’t just refer to whether a piece of writing is formal or informal. Sometimes “tone” is about the word that best fits the mood of the sentence. We have lots of different words that have similar meanings. For instance, we have happy, but we also have cheerful, glad, delighted. Then add some: content, pleased, joyful, thrilled, ecstatic. These words all mean the same thing, but there are subtle differences. For instance, how is “pleased” different from “thrilled” or “ecstatic?”

Take a look at the Other Ways to Say handout below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Other Ways to Say…..** | | | | |
| **nice** | **good** | **happy** | **sad** | **scared** |
| enjoyable | excellent | cheerful | depressed | afraid |
| pleasurable | amazing | delighted | gloomy | frightened |
| thoughtful | wonderful | pleased | miserable | spooked |
| courteous | pleasant | glad | dejected | horrified |
| lovely | marvelous | thrilled | miserable | startled |
| likeable | exceptional | joyful | cheerless | fearful |
| pleasing | fantastic | ecstatic | forlorn | petrified |
| gracious | super | jovial | sorrowful | anxious |
| congenial | outstanding | amused | upset | aghast |
| cordial | terrific | merry | downcast | alarmed |
| admirable | splendid | elated | tearful | terrified |
| considerate | stupendous | content | somber | shaken |
| **said** | **laughed** | **looked** | **walked** | **ran** |
| commented | giggled | gazed | strolled | bolted |
| replied | chuckled | examined | sauntered | sped |
| remarked | roared | glanced | swaggered | scurried |
| declared | howled | viewed | marched | sprinted |
| stated | snickered | observed | strutted | rushed |
| exclaimed | guffawed | peeked | glided | galloped |
| shouted | grinned | stared | shuffled | hustled |
| whispered | cackled | watched | crept | skipped |
| announced | chortled | inspected | trudged | raced |
| responded | bellowed | studied | paraded | dashed |
| explained | shrieked | noticed | ambled | fled |
|  |  |  |  |  |

If there are words that you do not know the meanings of, look them up.

Then, notice that “giggled” sets a slightly different tone or mood from “guffawed,” for instance. A giggle is a soft, short laugh about something that is mildly funny. But a “guffaw” is loud and usually means we find something absolutely hilarious. Use the “Other Ways to Say” chart to fill in the blanks in the following sentences:

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ loudly that she would no longer do her brother’s homework.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with laughter when he saw her in her Halloween costume.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the joke, then fell silent.

The ants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ along single file.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up to the podium to accept his award.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the refrigerator to get a cupcake.

**TEST YOURSELF:**

**QUESTION ONE**

Inevitably, some of the swimmers must stop racing to rehydrate, despite the time they lose in the race. Still, they know that rehydration is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to avoid collapse.

Which word, when added in the blank, would best stress the importance of rehydration?

1. Helpful
2. Vital
3. Optional
4. Important

**QUESTION TWO**

Read the paragraph:

Occupational therapy is the use of assessment and treatment to develop and reestablish skills needed for daily life. The word “occupational” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the therapy will help the patient be able to return to a job, but in fact, occupational therapy may involve regaining or learning skills such as brushing one’s teeth or putting on shoes and socks.

Which word, when added in the blank, would best show What the word “occupational” does?

1. Insists
2. Implies
3. Removes
4. Asserts