

**C**omputerized  
**P**lacement  
**T**est

**Preparation Workshop  
Materials for English  
(Sentence Skills)**

**VALENCIA**  
A BETTER PLACE TO START.

Orlando, Florida

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The CPT (Computerized Placement Test) Preparation Workshop was created to help students to review the major skills that are assessed on the CPT in order to achieve the most accurate placement into courses in English, reading, and mathematics. **If you have not learned the subject matter covered in this workshop at any earlier time, it is unlikely that you will be able to learn it for the first time through this workshop.**

Faculty with an expertise in each of the disciplines (English, reading, and mathematics) prepared these materials. The materials in this handbook are copyrighted (1998) with Valencia Community College.

The workshop materials are divided into sections:

1. General information about the CPT, the scores required for placement into college level coursework, and other resources for CPT preparation
2. Practice test with answer key
3. Tip Sheets that review each skill area included in the practice test
4. Additional Practice Test with answer key

Please use these resources to prepare for the CPT so that you can achieve the most accurate course placement possible. If you have any questions, please visit the Advising and Counseling Center on any Valencia Community College campus.

## TEST-TAKING TIP #1

### Understand the importance of the test.

The Computerized Placement Tests (CPTs) will measure your abilities in algebra, mathematics, reading, and sentence skills. Your scores on these tests will determine which classes you can take when you begin your studies at Valencia Community College.

Here are the scores and corresponding courses:

MATH	CPT Score	Algebra Score 41 or less Arithmetic 71 or less	Algebra Score 41 or less Arithmetic 72 or more	Algebra Score 42 to 71	Algebra Score 72 to 89	Algebra Score 90 or more
	Corresponding Course	MAT 0012C College Prep Math	MAT 0020 C College Prep Math	MAT 0024 College Prep Math	MAT 1033 Inter. Algebra College Level Elective	Take College Level Math test to determine beginning College Level Math course

READING	CPT Score	59 or less	60-82	83 or higher
	Corresponding Course	REA 0001, College-Preparatory Reading I	REA 0002, College – Preparatory Reading II	No mandatory Reading class

<b>SENTENCE SKILLS</b>	<b>CPT Score</b>	53 or less	54-82	83 or higher
	<b>Corresponding Course</b>	ENC 0010, College-Preparatory English I	ENC 0012, College-Preparatory English II	ENC 1101, Freshman Composition I

Take the CPTs seriously, for they will determine whether you can register for college-prep or college-level courses. You don't want to rush through these tests just to get home more quickly. The CPTs require your best effort so that you are accurately placed in courses where you can succeed.

Although you might want to start college-level courses immediately, the faculty and staff here at Valencia Community College want you to take classes where you can work hard and earn a good grade. We do not want you to start a course if you do not have the appropriate skills. If you take a course above your skill level, you end up struggling all semester, getting discouraged, and withdrawing or even failing.

Although you might be disappointed about testing into a college-prep course, remember that these classes will give you skills that will ensure your success in college.

## SOURCES FOR CPT REVIEW

A basic source for all students is the CLAST Review book available at the LRC or TRC at all campuses. These review books include reviews in all CLAST areas: reading, English, and math. The skills are reviewed with practice tests included. These review books are also available at commercial outlets such as the Valencia Book Store or Barnes and Noble, Borders, or Books-a-Million.



# SENTENCE SKILLS PRACTICE TEST # 1

Two kinds of questions are given in this test. You will be asked to correct a sentence by choosing a word or phrase to substitute for an underlined portion of that sentence. In the other type of question, you will be asked to rewrite a sentence in a specific way without changing the meaning. You will be presented a total of 20 questions.

## Sentence Correction Questions

**Directions:** Select the best version of the underlined part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

1. The wind got stronger, small boats rocked at their moorings.
  - A. The wind got stronger, small boats rocked at their moorings.
  - B. The wind got stronger, and small boats rocked at their moorings.
  - C. The wind got stronger, but small boats rocked at their moorings.
  - D. The wind got stronger, but yet small boats rocked at their moorings.
  
2. Painting recognizable objects at first, the art world was offended when Picasso began  
experimenting with new techniques.
  - A. Painting recognizable objects at first
  - B. Because of painting recognizable objects
  - C. Because he started out painting recognizable objects
  - D. As a result of first painting recognizable objects
  
3. John wanted to be happy, popular, and have a lot of money.
  - A. happy, popular, and have a lot of money.
  - B. happy, popular, and be filthy rich.
  - C. happy, popular, and rich.
  - D. happy, popular, and be rolling in money.
  
4. Jamie was frightened. But stood her ground as the growling German shepherd approached her.
  - A. frightened. But stood
  - B. frightened, but stood
  - C. frightened; but stood
  - D. frightened, but she stood

5. The shipment of new, high-speed computers was delayed for several months, the customers were very angry.

A. months, the  
B. months, as a result, the  
C. months; as a result, the  
D. months as a result, the

6. To be successful in this day and age, people need a college education.

A. in this day and age  
B. in this day and age we live in today  
C. in this day and age in which we live today  
D. today

7. Grant money is one of the many ways to fund special projects: for it frees the general budget from additional costs.

A. projects; for it  
B. projects; it  
C. projects; which it  
D. projects; because it

8. A huge credit card balance and a small paycheck stresses people out.

A. stresses  
B. has stressed  
C. is stressing  
D. stress

9. The hot sun beat down upon the town, the citizens became easily irritated.

A. The hot sun beat down upon the town,  
B. Because the hot sun beat down upon the town,  
C. When the hot sun beat down upon the town  
D. And the hot sun beat down upon the town,

10. I would never consider a career as an astronaut because you would spend days in space without a shower.

A. you  
B. they  
C. I  
D. myself

## Construction Shift Questions

**Directions:** Rewrite each sentence in your head, following the directions given below. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the sentence given you.

11. Although a white shirt and tie are appropriate attire for graduation, it is too hot to wear a tie.

Rewrite, beginning with

A white shirt and tie are appropriate attire for graduation, ...

The next words will be

- A. however, it is too hot
- B. on the other hand, it is too hot
- C. but it is too hot
- D. in other words, it is too hot

12. Both of these apples contain a day's worth of vitamin C and a fat worm.

Rewrite, beginning with

Each of these apples...

The next words will be

- A. contains
- B. are containing
- C. have contained
- D. contain

13. Sam was having a really hard time in his algebra class. Finally, he swallowed his pride and got a tutor.

Rewrite, beginning with

Sam was having such a hard time in his algebra class...

The next words will be

- A. that he swallowed his pride
- B. because he swallowed his pride
- C. since that he swallowed his pride
- D. being that he swallowed his pride

14. Some students worked night jobs, so these students were regularly late to classes that started at eight in the morning.

Rewrite, beginning with

Students who work night jobs should not take eight o'clock classes, ...

The next words will be

- A. for these students will regularly be late
- B. but these students will regularly be late
- C. yet these students will regularly be late
- D. so these students will regularly be late

15. While Bryan was running across the street, the ice cream fell from his cone.

Rewrite, beginning with  
Falling from the cone, . . .

The next words will be

- A. Bryan
- B. the street
- C. the ice cream
- D. across the street

16. The audience stopped dancing and stood around to observe the members of Twisted Twinkies when they started to play.

Rewrite, beginning with  
When Twisted Twinkies, a jazz band, started...

The next words will be

- A. to play. The audience stopped
- B. to play. And the audience stopped
- C. to play, the audience stopped
- D. to play, and the audience stopped

17. Because the gallery had just opened, there was a fancy party.

Rewrite, beginning with  
There was a fancy party...

The next words will be

- A. as a result, the gallery had just opened.
- B. needless to say, the gallery had just opened.
- C. for the gallery had just opened.
- D. since the gallery had just opened.

18. In the attic, Clarence found a quilt that his great grandmother had made.

Rewrite, beginning with  
While cleaning, Clarence found a quilt...

The next words will be

- A. in the attic that his great grandmother had made.
- B. in the attic that his great grandmother had sewn.
- C. that his great grandmother had made in the attic.
- D. that his great grandmother had made.

19. Diane refused to give Reliable, her beagle, a dog biscuit since he had destroyed the sofa while she was at work.

Rewrite, beginning with

Diane refuses to give Reliable, her beagle, a dog biscuit since he...

The next words will be

- A. had destroyed
- B. destroyed
- C. destroys
- D. destroy

20. Wearing over-sized clothing is popular among middle school students, and now the trend is becoming popular among older students as well.

Rewrite, beginning with

Wearing oversized clothing is popular among middle school...

The next words will be

- A. students; moreover, the trend is
- B. students, moreover, the trend is
- C. students, however, the trend is
- D. students, in addition, the trend is



# **SENTENCE SKILLS ANSWER KEY # 1**

## **Sentence Correction Questions**

1. **Correct answer: B**

**Primary skill tested:** using effective coordination

**Relevant tip sheet:** #3

2. **Correct answer: C**

**Primary skill tested:** recognizing dangling modifiers

**Relevant tip sheet:** #7

3. **Correct answer: C**

**Primary skill tested:** avoiding faulty parallelism

**Relevant tip sheet:** #6

4. **Correct answer: D**

**Primary skill tested:** recognizing fragments

**Relevant tip sheet:** #1

5. **Correct answer: C**

**Primary skill tested:** recognizing comma splices

**Relevant tip sheet:** #2

6. **Correct answer: D**

**Primary skill tested:** avoiding wordy phrasing

**Relevant tip sheet:** #10

7. **Correct answer: B**

**Primary skill tested:** knowing the most common patterns for the semicolon

**Relevant tip sheet:** #5

8. **Correct answer: D**

**Primary skill tested:** understanding basic subject-verb agreement

**Relevant tip sheet:** #12

9. **Correct answer: B**

**Primary skill tested:** using effective subordination

**Relevant tip sheet:** #4

10. **Correct answer: C**  
**Primary skill tested:** avoiding unclear pronoun reference  
**Relevant tip sheet:** #8

## Construction Shift Questions

11. **Correct answer: C**  
**Primary skill tested:** recognizing comma splices  
**Relevant tip sheet:** #2

12. **Correct answer: A**  
**Primary skill tested:** understanding basic subject-verb agreement  
**Relevant tip sheet:** #12

13. **Correct answer: A**  
**Primary skill tested:** making complete and logical comparisons  
**Relevant tip sheet:** #9

14. **Correct answer: A**  
**Primary skill tested:** using effective coordination  
**Relevant tip sheet:** #3

15. **Correct answer: C**  
**Primary skill tested:** recognizing dangling modifiers  
**Relevant tip sheet:** #7

16. **Correct answer: C**  
**Primary skill tested:** recognizing fragments  
**Relevant tip sheet:** #1

17. **Correct answer: D**  
**Primary skill tested:** using effective subordination  
**Relevant tip sheet:** #4

18. **Correct answer: D**  
**Primary skill tested:** avoiding unclear pronoun reference  
**Relevant tip sheet:** #8

19. **Correct answer: B**  
**Primary skill tested:** using correct verb tense sequence  
**Relevant tip sheet:** #11

20. **Correct answer: A**  
**Primary skill tested:** knowing the most common patterns for the semicolon  
**Relevant tip sheet:** #5

# S E N T E N C E   S K I L L S

## T I P # 1



### Recognize fragments when you see them.

A **fragment** is an incomplete sentence. It will begin with a capital letter and end with a period but will not include the three necessary components of a sentence: a verb, a subject, and a complete thought.

Every sentence must pass three tests before you can call it complete.

#### Test #1 - Find the verb.

Every sentence must have a verb. Verbs express action or link information to the subject. Look at the complete sentences that follow:

The little girls **giggle** in the library.  
The stern librarian **asks** them to leave.  
The other library patrons **are** happy to have quiet restored.

When you are proofreading a sentence, you will sometimes find a verbal instead of a verb. A verbal is unable to change form; you cannot, for example, add **-s** or **-ed** to the end of one. Read the examples below:

The little girls **giggling** in the library.  
The stern librarian **asking** them to leave.  
The other library patrons **being** happy to have quiet restored.

These three examples are all fragments because they fail Test #1.

#### Test #2 - Find the subject.

If you find an action verb in the sentence, the subject is whoever or whatever is doing that action. If, on the other hand, you find a linking verb, such as **am**, **is**, **are**, **was**, or **were**, the subject is usually whoever or whatever comes before the verb. Here are two sample sentences:

**The German shepherd** growled ferociously. (What was growling? The German shepherd was.)

**Jamie** was frightened. (Who was frightened? Jamie was.)

Sometimes writers assume that we know who or what the subject is, so they leave it out. Read the example that follows:

Jamie was frightened. But stood her ground as the growling German shepherd approached her.

Who stood her ground? Jamie did. Unfortunately, Jamie is not part of the word group beginning with **But**. As a result, this word group is a fragment because it fails Test #2.

### Test #3 - Find the complete thought.

Make sure that a word group is not a subordinate clause. A subordinate clause has both a subject and a verb. However, the clause also begins with a subordinate conjunction such as **because, if, or when**, or a relative pronoun such as **who, which, or that**. The subordinate conjunction keeps the subject and verb from expressing a complete thought. Look at the example below:

When Twisted Twinkies, a jazz band, started to play.

When the band started to play, what happened? We don't know because the thought is incomplete. This word group is thus a fragment because it fails Test #3.

### Quick Test

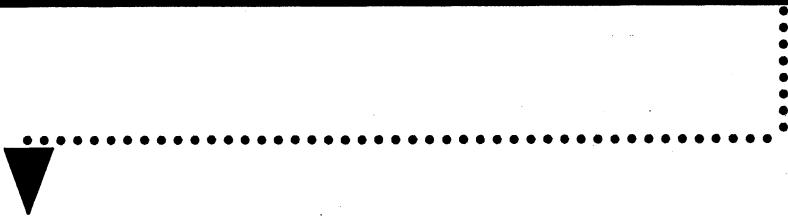
Put an **X** in the box if the word group is a fragment. Put a **✓** in the box if the word group passes the three tests for a complete sentence.

- 1. If the football team does not win this year's state championship. The coach has agreed to eat his shoes.
- 2. Alicia, playing with the neighbor's new puppies, found it difficult to arrive home in time to eat with her family.
- 3. Whenever Mrs. Paul gives tests on Wednesdays, Kyle finds an excuse to be absent.
- 4. Because of a misunderstanding and the difficulty in getting transportation from the island before the storm reached shore.
- 5. Melanie, who stood beside the family during times of trouble, disappointment, and financial difficulty.



# S E N T E N C E   S K I L L S

## T I P   # 2



### Recognize comma splices when you see them.

A **comma splice** occurs when you join two main clauses with a comma alone. This pattern is illegal in writing. The problem looks like this:



A main clause contains a subject and verb and expresses a complete thought. A main clause can thus stand alone as a complete sentence. A comma, unfortunately, is not a strong enough mark of punctuation to join two main clauses together. Writers who insist on using a comma in this situation create a comma splice, a major error in writing.

Notice that the three examples that follow each contain two main clauses:

The shipment of new, high-speed computers was delayed for several **months**, **the customers** were very angry.

- The shipment of new, high-speed computers was delayed for several months.
- The customers were very angry.

A white shirt and tie are appropriate attire for **graduation**, **on the other hand**, it is too hot to wear a tie.

- A white shirt and tie are appropriate attire for graduation.
- On the other hand, it is too hot to wear a tie.

The cafeteria meatloaf was dry and **crumbly**, **moreover**, the overcooked collard greens were brown.

- The cafeteria meatloaf was dry and crumbly.
- Moreover, the overcooked collard greens were brown.

Because these three examples have main clauses both sides of the comma, a comma splice occurs. To fix the problem, you can punctuate the two main clauses as separate sentences. A period and a capital letter will always do the job.

## Quick Test

Put an **X** in the box if the word group is a comma splice. Put a **✓** in the box if the word group is correctly punctuated.

- 1. My car broke down on the way to school this morning, I had to take the bus.
- 2. The Statue of Liberty is huge, its right hand is taller than many buildings.
- 3. Yuko has decided to become a physical therapist, therefore, she needs very good grades to be accepted by a university.
- 4. Because my mother told me to be home by midnight but I didn't get there on time, she grounded me for a month.
- 5. Security officers on most college campuses are unable to monitor all areas at all times, students, as a result, should take additional precautions for their safety.



# S E N T E N C E   S K I L L S

## T I P   # 3

### Use coordination effectively.

**Coordination** connects two closely related main clauses that are equally important. When a writer uses coordination, he doesn't want to emphasize one idea over the other. Read the two simple sentences that follow:

The wind got stronger. The small boats rocked at their moorings.

In this series of simple sentences, the effect on the reader is that two different but equally important events are happening. The sentences, however, are choppy and read like grade school **Dick and Jane** books. When the writer ties the two sentences together with coordination, the reader then realizes that multiple events are happening simultaneously:

The wind got stronger, and the small boats rocked at their moorings.

In this revision, the writer is not emphasizing one event over the other. Most likely, the writer's point lies elsewhere, perhaps on what is happening to people on shore or to fishermen out on the lake. In the sentence, the writer is just providing background information, giving equal importance to all parts of the description.

Effective coordination requires that you use the right punctuation. To connect separate sentences into one, either use a semicolon all by itself or use a coordinating conjunction with a comma in front of it.

#### The Semicolon

The pattern for a semicolon looks like this:

Main Clause	+	;	+	Main Clause.
-------------	---	---	---	--------------

- Some students worked night jobs.
- These students were regularly late to classes that started at eight in the morning.

Some students worked night jobs; these students were regularly late to classes that started at eight in the morning.

## A Coordinating Conjunction with a Comma

When you use a coordinating conjunction with a comma to join two main clauses, the pattern looks like this:

Main Clause

+ , + coordinating conjunction +

Main Clause.

There are only seven coordinating conjunctions: **for, and, nor, but, or, yet, and so**. Notice that the first letters of these words spell out **FANBOYS**, which is an easy way to remember them.

- Some students worked night jobs.
- These students were regularly late to classes that started at eight in the morning.

Some students worked night jobs, **so** these students were regularly late to classes that started at eight in the morning.

### Quick Test

Put an **X** in the box if the sentence contains incorrect coordination. Put a **✓** in the box if the sentence shows correct coordination.

- 1. The plumbers took an extended lunch break, the leak became a geyser and flooded the first-floor apartments.
- 2. Human beings have well-developed senses of touch and taste, yet cannot compare to dogs for hearing and smell.
- 3. It was not what the raptors hunted that amazed the scientists; it was the way these dinosaurs killed their prey that was so astounding.
- 4. The snow was only an inch deep, and it was melting quickly, and there was a lot more snow forecasted for the next day, and the announcer on TV said that the snow was going to get deeper, and it would be very wet and slippery.
- 5. The singer received an extended wave of applause for his outstanding performance, and he accepted it graciously.

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# SENTENCE SKILLS

## Tip # 4



### Use subordination effectively.

**Subordination** combines two or more clauses in such a way that one idea stands out as the most important. When a writer uses subordination, she wants to emphasize one idea over another. Read the two simple sentences that follow:

The hot sun beat down upon the town. The citizens became easily irritated.

In this series of simple sentences, neither idea is the main focus. However, by subordinating one of the sentences, the writer makes the idea in the main clause [highlighted] the most important one:

Because the sun beat down upon the town, **the citizens became easily irritated**.

**The citizens became easily irritated** because the sun beat down upon the town.

To subordinate a clause, you must use a subordinate conjunction. Your choice of subordinate conjunction will depend on the type of relationship you want to indicate. Below is the list of subordinate conjunctions.

Time:	when, whenever, while, as, after
Reason or Cause:	because, since
Purpose:	in order that, so that, that
Condition:	even if, if, unless
Contrast:	although, even though, whereas
Location:	where, wherever
Choice:	rather than

When you see sentences that contain a subordinate clause, think carefully about what the writer is trying to emphasize—especially if you are the writer! Notice the differences in meaning when only the subordinate conjunction has changed:

**Because** the gallery had just opened, there was a fancy party. (cause)  
**Although** the gallery had just opened, there was a fancy party. (contrast)  
**After** the gallery had just opened, there was a fancy party. (time)  
**Where** the gallery had just opened, there was a fancy party. (location)

The general pattern of punctuation for subordinate clauses looks like this:

Subordinate clause + , + Main Clause.

Main Clause no punctuation subordinate clause.

Finally, too much subordination can lead to confusing sentences where the reader gets lost in a tangle of apparently less important ideas. Read this bad example of subordination:

At the play, I sat next to a man who told me that he knew the author, who had been his classmate when both attended a small college that has produced several writers who have become famous.

This sentence contains too many subordinate clauses, each of which tells something about the previous clause. The sentence needs to be refocused and rewritten:

At the play, I sat next to a man who said he knew the author. They had been classmates at a small college that has produced several famous writers.

### Quick Test

Put an X in the box if the sentence contains incorrect subordination. Put a ✓ in the box if the sentence shows clear and correct subordination.

- 1. When people do not bother to vote they have no right to complain about the politicians' decisions.
- 2. Although the brush fires were extensive, there was little loss of life.
- 3. Although James Thurber was almost completely blind during his life, his cartoons for *The New Yorker* were drawn with a minimum of detail.
- 4. Jonathan had had little sleep the night before and was not in his best form, even though he did well on the calculus exam.
- 5. Before Jim interviewed for the job, he was required to complete an application.

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# S E N T E N C E   S K I L L S

## T I P   # 5

### Know the most common patterns for the semicolon.

Use the **semicolon** (;) to separate equal and balanced sentence parts. The most common patterns are below.

#### Pattern #1 – Between two complete sentences

Use a semicolon between complete sentences that are **not** connected by a coordinating conjunction (**for, and, nor, but, or, yet, and so**). The pattern looks like this:

Complete sentence      + , +      complete sentence .

Grant money is one of many ways to fund special **projects**; it frees the general budget from additional costs.

#### Pattern #2 -- Between two complete sentences joined with a conjunctive adverb.

Use a semicolon between complete sentences joined by conjunctive adverbs. Your choice of conjunctive adverb will depend on the type of relationship you want to indicate. Below is the list of conjunctive adverbs:

Addition:	in addition, also, besides, furthermore, likewise, moreover
Alternative:	instead, otherwise
Contrast:	however, nevertheless, nonetheless
Emphasis:	indeed, in fact
Result:	accordingly, consequently, hence, therefore, thus
Time:	meanwhile

The pattern looks like this:

Complete sentence      + ; + **conjunctive** + , +      complete sentence.

Wearing over-sized clothing is popular among middle school students; **moreover**, the trend is becoming popular among older students.

## Pattern #3 -- Between items in a series when these items contain commas

When a list of items contains commas, use the semicolon to avoid confusion.

item + , + more information + ; + item + , + more

information + ; + and + item + , + more information

The meeting will host **Mabel Darden, president of UPS; Sarah Barnes, coordinator; Brenda Martin, executive secretary; and Harriet Bowman, executive director.**

### Quick Test

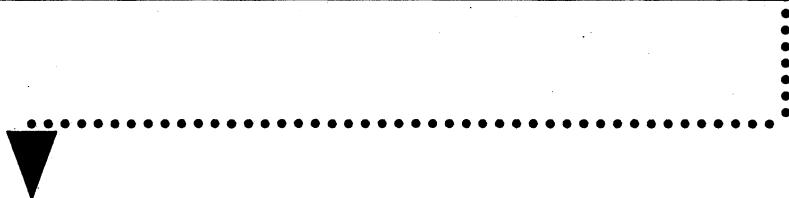
Add semicolons where necessary.

1. Matters involving Germany and Italy were discussed representatives from these countries were therefore invited to attend.
2. Winning papers at the National Book Association meeting were written by Betty Marlowe, Alabama State University, George Jones, University of Indiana, and Shastee Brown, Bethune-Cookman College.
3. The top of the hill offered an awesome view of the military cemetery thousands of headstones crisscrossed the grass in perfect rows.
4. Tuan could not finish his biology course his father became very ill, and Tuan needed to help out in the family business.
5. Beverly felt uncomfortable because of the loud music and wild dancing consequently she left the party.



## SENTENCE SKILLS

### TIP # 6



#### Avoid faulty parallelism.

You should use **parallelism** whenever you have two or more items in a series. Parallelism requires the same grammatical structure (all adjectives, all nouns, all verbs, etc.) for each item.

#### Nonparallel structure

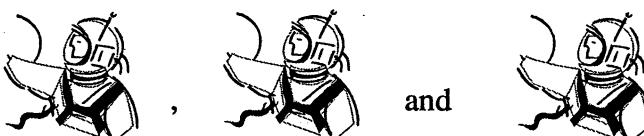
John wanted to be



John wanted to be happy, popular, and **have a lot of money**.

#### Parallel structure

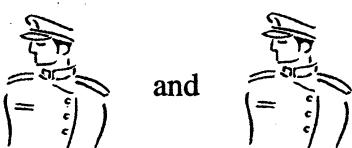
John wanted to be



and

John wanted to be **happy, popular, and rich**.

John wanted to be



and

John wanted to **revel in happiness and make many new friends**.

## Quick Test

Fix any structure that is not parallel in the following sentences.

1. Della found an old family recipe, purchased the special ingredients, and was planning to surprise her friends with a savory dish.
2. Swimming, water skiing, and playing golf are activities that provide good exercise.
3. The student tutors in the Communications Lab help with essays, and give computer instructions.
4. Outstanding reference books, interesting videos on many topics, and art exhibits that are rewarding are available for all students in the Valencia Learning Resources Center.
5. Jose plans either to attend Valencia Community College during the fall or the spring.

## SENTENCE SKILLS

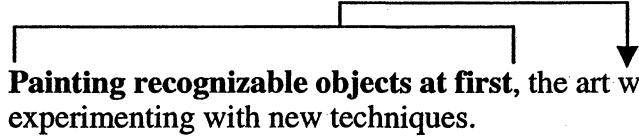
### TIP # 6

#### Recognize dangling modifiers when you see them.

A **dangling modifier** occurs when a modifier seems to describe one word when it really refers to something completely different. Not only can this error confuse the reader (the opposite of what good writers try to do), but it can also lead to some very funny sentences!

Modifiers give more information about other words. You should place modifiers next to their **target**, the word they describe.

Dangling modifiers occur when a writer incorrectly uses an introductory phrase or clause to describe something in the main clause of the sentence. Read the example below:

  
**Painting recognizable objects at first**, the art world was offended when Picasso began experimenting with new techniques.

The reader naturally assumes that **Having started out painting recognizable objects** refers to **the art world**, as that is what the writer has placed next to the introductory phrase. But that is clearly a silly statement! Written correctly, the sentence should read like this:

  
**Painting recognizable objects at first**, Picasso offended the art world when **he** began experimenting with new techniques.

Or, for a more entertaining example, consider the following:

**Running across the street**, the ice cream fell from the cone.

Obviously, few people have seen a scoop of ice cream dash across a busy road all by itself! Since the true target of the modifying phrase isn't even in the sentence, the writer must include it in the revision:

**While Bryan was running across the street**, the ice cream fell from his cone.

Use these strategies to revise dangling modifiers:

**Strategy #1 -- Make the subject of the main clause the target of the modifier.**

**Dangling:** To check for grammatical errors, the essays must be proofread twice.

**Revised:** To check for grammatical errors, the students must proofread their essays twice.

**Strategy #2 -- Include the target in the dangling modifier.**

**Dangling:** Unable to finish on time, the experiment had to be repeated.

**Revised:** Since the students were unable to finish on time, the experiment had to be repeated.

**Strategy #3 -- Combine the dangling modifier with the main clause.**

**Dangling:** Protesting unfair taxes, the Boston Tea Party initiated a significant series of events.

**Revised:** The colonists initiated a significant series of events with the Boston Tea Party, a protest against unfair taxes.

### Quick Test

Put an X in the box if the sentence contains a dangling modifier. Put a ✓ in the box if the sentence is correct.

- 1. Sliding into third base, the umpire called the runner safe, which provoked booring from the stands.
- 2. To become a successful lawyer, years of experience beyond law school are necessary.
- 3. Rustling in the wind, the leaves sighed in a chorus of ghostly whispers.
- 4. Working late into the night, the research paper was due at 8 a.m. the next morning.
- 5. Flowing southward from Minnesota, the Mississippi River provides a valuable economic resource to the agricultural interests of the Midwest.



## SENTENCE SKILLS

### TIP #8

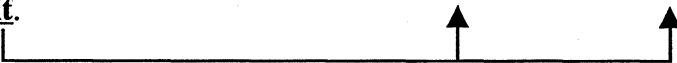


#### Avoid unclear pronoun reference.

To create clear pronoun reference, make sure that each pronoun refers to a single logical antecedent (the word the pronoun replaces). Follow the strategies below:

##### Strategy #1 – Avoid having two words that can be the antecedent.

**Confusing:** The mechanic repaired the car's **engine** and water **hose** and cleaned **it**.



**Revision A:** The mechanic repaired and cleaned the car's engine, and he also replaced the water hose.

**Revision B:** After repairing and cleaning the car's engine, the mechanic replaced the water hose.

##### Strategy #2 – Put *who*, *which*, and *that* clauses right after the word they describe.

**Confusing:** Clarence found a quilt in the **attic** that his great grandmother had made.



**Revision:** In the **attic**, Clarence found a quilt **that his great grandmother had made**.

##### Strategy #3 – Do not let a pronoun refer to a possessive noun.

**Confusing:** In **Mary's** reports, she was not at all clear.



**Revision A:** Mary's reports were not at all clear.

**Revision B:** Mary was not at all clear in her reports.

**Strategy #4 -- Do not use *you* unless you mean the reader specifically.**

**Confusing:** I would never consider a career as an astronaut because *you* would spend days in space without a shower.

**Revision:** I would never consider a career as an astronaut because I would spend days in space without a shower.

**Quick Test**

Put an **X** in the box if the sentence contains unclear pronoun reference. Put a **✓** in the box if the sentence is correct.

- 1. If your cat will not eat its food, give it to the German shepherd that lives next door.
- 2. People should avoid driving convertible automobiles because you can get easily decapitated in a traffic accident.
- 3. Mr. Barclay told his student Fred that he needed to write a five-page report for tomorrow.
- 4. The ice skater's tights split during a competition, embarrassing both him and the audience.
- 5. Don wanted an ice cream sandwich from the refrigerator that he was dreaming about.



# S E N T E N C E   S K I L L S

## T I P   # 9



### Make complete and logical comparisons.

When we speak, we often make incomplete comparisons because our listeners already know the situation that we are discussing. In writing, however, your reader might not understand the context for a comparison. Take this sentence for example:

Many men appreciate a hot sports car more than their wives.

What does this sentence **really** mean? Are we saying that men appreciate a hot sports car more than they appreciate their wives? Or are we saying that men appreciate a hot sports car more than their wives appreciate one? Depending on the situation, both interpretations of the sentence are correct. For this reason, the sentence makes an incomplete and thus illogical comparison, one that we need to clarify. One of the two sentences that follow, depending on what we **really** mean, does a better job:

Many men appreciate a hot sports car more than they do their wives.

Many men appreciate a hot sports car more than their wives do.

Three common situations make complete and logical comparisons tricky.

1. The first situation occurs with words like **better, worse, more, less, many, and fewer**. When you use these words, be sure to include a **than**, and then fully complete the thought. Look at the example below:

Parents value a hot lunch more than their children.

Parents prefer a hot lunch to their children? Or do parents value the hot lunch more than their children do? You must rewrite the sentence so that the comparison is complete and logical:

Parents value a hot lunch more than their children do.

2. Another common situation occurs with pronouns like **me/I, she/her, he/him, we/us, and they/them**. When you use these words in a comparison, be sure that you are using the one that completes the thought logically. Read the example that follows:

My best friend Jenny likes pizza more than me.

My **best** friend likes pizza more than she likes me? Probably not. A complete and logical comparison would read like this:

My best friend Jenny likes pizza more than I do.

3. The third tricky situation occurs when you use words like **so** or **such**. When we speak, we often use these words without finishing the comparison: "I was **so** angry!" or 'We had **such** a good time!' In writing, however, you must include a **that** clause to make the comparison complete. Look at the examples below:

Sam is having **such** a hard time in his algebra class.

Simone is **so** good at math.

Neither of these two examples makes a complete comparison. Both require a **that** clause to finish the thought:

Sam is having such a hard time in his algebra class **that** he has finally swallowed his pride and gotten a tutor.

Simone is **so** good at math **that** she has agreed to tutor Sam.

### Quick Test

In the sentences that follow, put an **X** in the box if the comparison is incomplete or illogical. Put a **✓** in the box if the sentence is correct.

- 1. Lakesha enjoys going to the movies more than her boyfriend Marc.
- 2. After sitting through four back-to-back classes, Jermaine was **so** hungry.
- 3. In biology class, Tricia and Carlos like dissecting frogs more than Steve.
- 4. During the marathon cram session for his psychology final exam, Syed got **such** a bad headache.
- 5. While looking through a book on primates, Rose discovered that she had fewer toes.



# SENTENCE SKILLS

## TIP # 10



### Avoid wordy phrasing.

Sentences are like couch potatoes; they get flabby if you do not work at keeping them lean. Use the strategies below to avoid wordy phrasing in your writing.

#### Strategy #1 – Avoid multiword phrases when one word will do instead.

A single word will replace any of the following wordy phrases: **due to the fact that, at this point in time, in this day and age, in the event that, on account of the fact that, it is evident from the fact that, etc.**

**Wordy:** To be successful **in this day and age**, people need a college education.

**Lean:** To be successful **today**, people need a college education.

**Wordy:** **In the event that** the bank approves our loan, we are going to buy a new car.

**Lean:** **When** the bank approves our loan, we are going to buy a new car.

**Wordy:** Leroy earned a promotion **due to the fact that** he arrived on time and regularly volunteered for extra duties.

**Lean:** Leroy earned a promotion **because** he arrived on time and regularly volunteered for extra duties.

#### Strategy #2 – Avoid redundant phrases.

All of the following phrases are needlessly redundant: **clear and distinct, true to-life realism, smart and intelligent, cleverly skillful, genuinely authentic, the field of mathematics, the science of physics, the art of ceramics, etc.**

**Wordy:** Because my brother is an excellent potter, he is going to study **the art of ceramics.**

**Lean:** Because my brother is an excellent potter, he is going to study **ceramics.**

**Wordy:** Louise was the only student to score 100 on the difficult chemistry quiz. Obviously she is very **smart and intelligent.**

**Lean:** Louise was the only student to score 100 on the difficult chemistry quiz. Obviously she is very **smart.**

## Quick Test

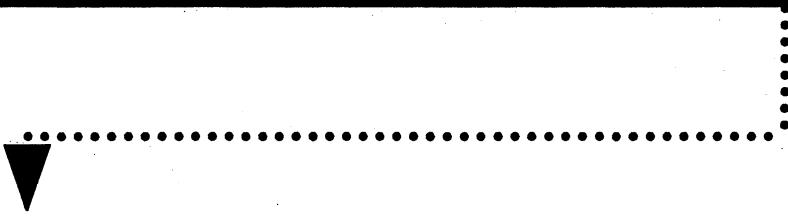
Put an X in the box if the sentence contains wordy phrasing.

- 1. Mark Twain is one of the best known American authors. His books transport readers to another world through authentically real characters.
- 2. Nancy and Jim are in the process of buying a new home.
- 3. It is interesting that television westerns, such as **Bonanza** and **Gunsmoke**, popular in the fifties and sixties, are finding new, enthusiastic audiences as reruns on the cable channels.
- 4. I hate going to funeral homes and looking at dead corpses.
- 5. When people visit Florida, they should tour St. Augustine, the oldest city in the state. Its rich and diverse history began more than three hundred years ago.



# SENTENCE SKILLS

## TIP # 11



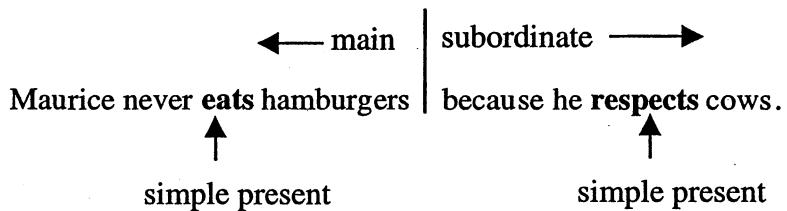
## Use correct verb tense sequence.

**Verb tenses** help us understand when actions occur. Some sentences require a combination of tenses to make an idea clear. In such situations, if you do not use the correct combination of tenses, you send your readers on a bumpy journey through the past, present, and/or future.

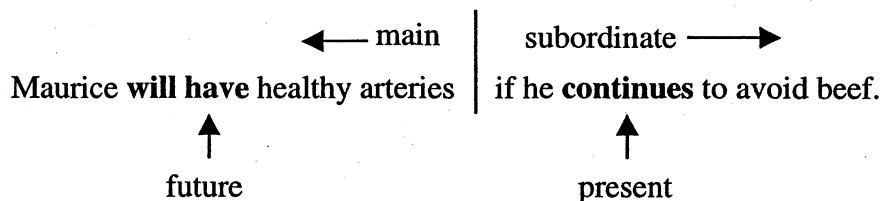
To save your readers from getting seasick from a sentence, use correct verb tense sequence. The most common patterns are below.

## To Indicate Two Simultaneous Actions

If the main clause contains **simple present tense**, use **simple present tense** in the subordinate clause.

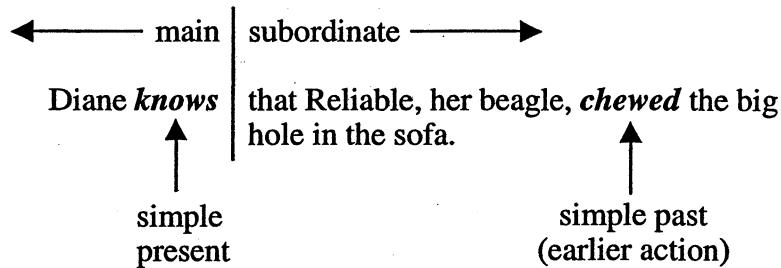


If the **main clause** contains **future tense**, use **present tense** in the **subordinate clause**.

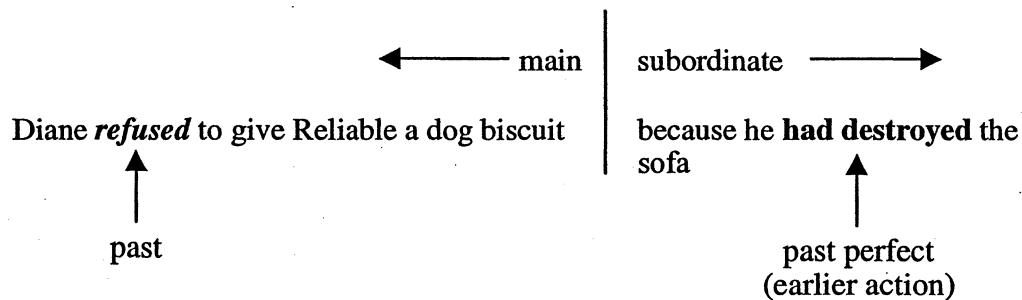


## To Indicate Earlier Action

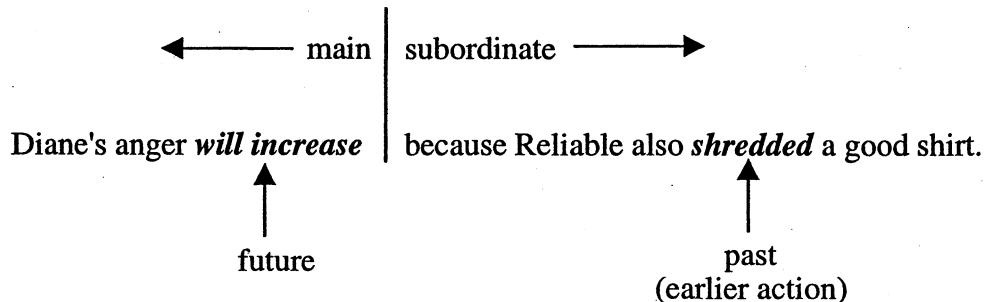
If the **main clause** contains **simple present tense**, use **past tense** in the **subordinate clause**.



If the **main clause** contains **past tense**, use **past perfect tense** in the **subordinate clause**.

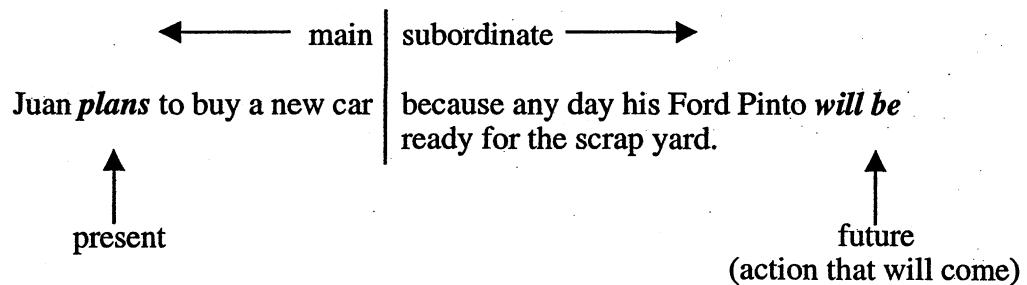


If the **main clause** contains **future tense**, use **past tense** in the **subordinate clause**.

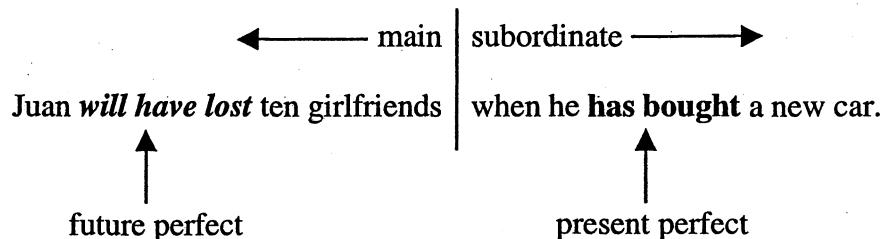
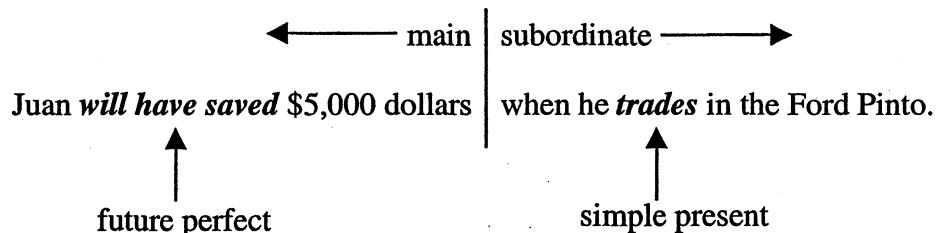


## To Indicate Action That Will Come in the Future

If the **main clause** contains **present tense**, use **future tense** in the **subordinate clause**.



If the **main clause** contains **future perfect tense**, use **simple present** or **present perfect tense** in the **subordinate clause**.



## Quick Test

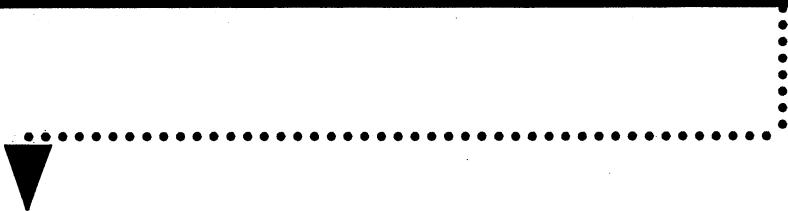
In the sentences that follow, choose the correct form of the verb.

1. The spider behind the shampoo bottle will surely die unless an unlucky insect (will fly, flies, flied) into the house.
2. Jason knew that he (lost, has lost, had lost) his wallet when he found his back pocket empty.
3. Trina's eardrums will have burst by the time this loud band (will get, has gotten, got) off stage.
4. The hot sun will bake you like an egg if you (will continue, continue, have continued) to drive your car with the air conditioner off.
5. Betty is certain that she (buys, bought, had bought) mushrooms and pepperoni just the other day.



# SENTENCE SKILLS

## TIP # 12



## **Understand the basic rules for subject-verb agreement.**

**Present tense verbs** must agree with their subjects. A singular subject thus requires a singular verb, and a plural subject requires a plural verb. Singular verbs end in *s* or *es*. Look at the examples below:

One **dog** in my neighborhood **barks** all night long.

**plural**

Dogs in my neighborhood bark all night long.

A huge credit card **balance stresses** people out.

A huge credit card **balance** and a small **paycheck** stress people out.

Two common situations make subject-verb agreement tricky.

One situation occurs when a prepositional phrase separates the subject from the verb. Some prepositions are equal in meaning to **and**, so they give the **impression** that you have a plural subject. You must remember, however, that the subject of a verb is **never** within a prepositional phrase. Use caution with prepositional phrases beginning with these words: **accompanied by, along with, as well as, in addition to, including, and together with.**

Look at these examples:

The barking **dog** as well as my neighbor's screeching children **keeps** me awake.

singular

A huge credit card **balance** together with a small paycheck **stresses** people out.

The second tricky case of subject-verb agreement occurs with singular indefinite pronouns. Some of these indefinite pronouns are **each**, **either**, **every**, **neither**, and **one**. When a sentence uses one of these pronouns as the subject, a prepositional phrase beginning with **of** typically follows. The prepositional phrase creates the illusion of a plural subject, as in the following examples:

singular

**Neither** of these gorillas **likes** his back scratched with a garden rake.

singular

**Each** of these apples **contains** a day's worth of vitamin C and a fat worm.

**Neither** and **each** might not seem like subjects. You can't, for example, pick out a **neither** or **each** at the mall. They are, however, functioning as subjects in these sentences. **Gorillas** and **apples** are within prepositional phrases, and prepositional phrases **never** contain the subject. Because **neither** and **each** are always singular, they require singular verbs, such as **likes** and **contains**.

### Quick Test

In the sentences that follow, choose the correct form of the verb.

1. Every evening, a mother raccoon along with her three cubs (tips, tip) over the garbage cans and (strews, strew) trash all over the backyard.
2. During a typical Florida summer, both the blazing sun and the heavy traffic (makes, make) driving without an air conditioner a dreadful experience.
3. Every one of Sarah's brothers (has, have) a big truck, (wears, wear) a cowboy hat and boots, and (lives, live) in Texas, but they all (prefers, prefer) classical music over country.
4. A pair of nutcrackers as well as a small mallet (makes, make) eating crab legs messy but less frustrating.
5. Either of these two computer classes (is, are) necessary for future programmers or wannabe hackers.



## SENTENCE SKILLS PRACTICE TEST # 2



Two kinds of questions are given in this test. You will be asked to correct a sentence by choosing a word or phrase to substitute for an underlined portion of a sentence. In the other type of question, you will be asked to rewrite a sentence in a specific way without changing the meaning. You will be presented a total of 20 questions.

### Sentence Correction Questions

**Directions:** Select the best version of the underlined part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

1. Although huge forests are cut down to make paper products; the trees are quick-growing "pulp" varieties that are continually replanted to insure a continuous source of raw material.
  - A. products; the
  - B. products the
  - C. products, the
  - D. products, and the
  
2. Neither of those US senators have fought to increase military spending at the expense of education.
  - A. have fought
  - B. are fighting
  - C. were fighting
  - D. as fought
  
3. Although the glamour of colonial acquisition was supplanted by the day-to-day details of governing, interest in the African continent declined.
  - A. Although the glamour of colonial acquisition
  - B. Before the glamour of colonial acquisition
  - C. In spite of the fact that the glamour of colonial acquisition
  - D. Once the glamour of colonial acquisition

4. Both Bobby and Tiana said that they came to Valencia Community College because the school offered a good education at a reasonable price, moreover they wanted to stay closer to home and family.

A. price, moreover they  
B. price moreover, they  
C. price, moreover, they  
D. price, moreover, they

5. Many tourists enjoy the year-round mild weather of the Caribbean islands better than Florida.

A. better than Florida  
B. better than it in Florida  
C. better than those in Florida  
D. better than that of Florida

6. Jack bought cereal for himself, so he forgot to buy tea for Angela.

A. himself, so he  
B. himself so he  
C. himself, but he  
D. himself, or he

7. Jermaine slaved over his math homework and sweated over an essay for his composition class because it was due tomorrow.

A. it was due  
B. they were due  
C. it had to be done for  
D. it needed to be done for

8. If the citizens had had more warning of the devastating tornadoes, fewer people would have died.

A. had had  
B. had  
C. were having  
D. having

9. As the old man was getting ready to shower, he had a massive heart attack and died, falling dead on his bathroom floor.

A. falling dead on his bathroom floor.  
B. falling on his bathroom floor.  
C. falling down dead on his bathroom floor.  
D. falling on the bathroom floor dead.

10. Playing the violin, the story about Nero and the burning of Rome is amusing but hardly accurate.

- A. Playing the violin, the story about Nero and the burning of Rome is amusing but hardly accurate
- B. The story about Nero's playing the violin while Rome burned is amusing but hardly accurate
- C. Playing on the violin, Rome burned, much to Nero's amusement.
- D. Burning Rome and playing the violin, the story of Nero is amusing but hardly accurate.

## Construction Shift Questions

**Directions:** Rewrite each sentence in your head, following the directions given below. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the sentence given you.

11. In swampy areas, hikers often wear boots, make noise, and carry big sticks.

Rewrite, beginning with

In swampy areas, wearing boots, making noise, and...

The next words will be

- A. carrying big sticks
- B. to carry big sticks
- C. hikers carried big sticks
- D. hikers carry big sticks

12. The Internet allows students to have instant access to many of the world's greatest books, such as the novels of Herman Melville and the dialogues of Plato.

Rewrite, beginning with

Allowing instant access to many of the world's greatest...

The next words will be

- A. books. The Internet offers
- B. books, the Internet offers
- C. books; the Internet offers
- D. books, and the Internet offers

13. College offers many opportunities to meet new friends; composition students, though, need to make the acquaintance of a dictionary before that of a handsome man or beautiful woman.

Rewrite, beginning with

Although college offers many opportunities to make new...

The next words will be

- A. friends; composition students, though, need
- B. friends; and composition students need
- C. friends, composition students need
- D. friends, and composition students need

14. The speaker walked up to the podium. The students kept talking to each other.  
The speaker was impatient.

Rewrite the sentence beginning with  
Because the students kept talking to each other, ...

The next words will be  
A. the impatient speaker walked  
B. the podium waited  
C. the speaker waited  
D. the speaker was

15. Jason likes to play loud rock music at night because he has found that it helps him sleep.

Rewrite, beginning with  
Jason has found that playing loud music at night...

The next words will be  
A. helps you to sleep.  
B. helps him to sleep.  
C. helps himself to sleep.  
D. helps himself sleeping.

16. During the camping trip, Wendy sprayed her arms and legs with insect repellent because she did not want to risk getting encephalitis from a mosquito bite.

Rewrite, beginning with  
Because Wendy had sprayed her arms and legs with insect repellent during the camping trip, she...

The next words will be  
A. avoids getting  
B. is avoiding getting  
C. has avoided getting  
D. avoided getting

17. Because my brother is good at math, he is going to study physics and become an astronomer.

Rewrite, beginning with  
Because my brother is an excellent potter, he is going to study...

The next words will be  
A. the art of ceramics  
B. the artistry of ceramics  
C. ceramics  
D. ceramics art

18. Some species of parrots live to be seventy years old. Sometimes these birds outlive their owners.

Rewrite, beginning with  
Some species of parrots live such long lives...

The next words will be

- A. because they outlive
- B. such as outliving
- C. that they sometimes outlive
- D. since they outlive

19. Although students who study mathematics have to work many long hours calculating a variety of problems, history majors have to spend their time reading many books and articles.

Rewrite, beginning with  
Mathematics majors spend many hours working on problems, ...

The next words will be

- A. since history majors
- B. but history majors
- C. for history majors
- D. so history majors

20. While a high school student is learning to drive, a restricted license is necessary.

Rewrite, beginning with  
When learning to drive, ...

The next words will be

- A. a restricted license
- B. the car
- C. a student
- D. the high school



# S E N T E N C E   S K I L L S A N S W E R   K E Y   # 2

## Sentence Corrections Questions

1. **Correct answer:** C

**Primary Skill tested:** knowing the most common patterns for the semicolon

**Relevant tip sheet:** #5

2. **Correct answer:** D

**Primary skill tested:** understanding basic subject-verb agreement

**Relevant tip sheet:** #12

3. **Correct answer:** D

**Primary skill tested:** using effective subordination

**Relevant tip sheet:** #4

4. **Correct answer:** C

**Primary skill tested:** recognizing comma splices

**Relevant tip sheet:** #2

5. **Correct answer:** D

**Primary skill tested:** making complete and logical comparisons

**Relevant tip sheet:** #9

6. **Correct answer:** C

**Primary skill tested:** using effective coordination

**Relevant tip sheet:** #3

7. **Correct answer:** B

**Primary skill tested:** avoiding unclear pronoun reference

**Relevant tip sheet:** #8

8. **Correct answer:** A

**Primary skill tested:** using correct verb tense sequence

**Relevant tip sheet:** #11

9. **Correct answer:** B

**Primary skill tested:** avoiding wordy phrasing

**Relevant tip sheet:** #10

10. **Correct answer:** B

**Primary skill tested:** recognizing dangling modifiers

**Relevant tip sheet:** #7

## Construction Shift Questions

11. **Correct answer: A**  
**Primary skill tested:** avoiding faulty parallelism  
**Relevant tip sheet:** #6
12. **Correct answer: B**  
**Primary skill tested:** recognizing fragment  
**Relevant tip sheet:** #1
13. **Correct answer: C**  
**Primary skill tested:** knowing the most common patterns for the semicolon  
**Relevant tip sheet:** #5
14. **Correct answer: D**  
**Primary skill tested:** using effective subordination  
**Relevant tip sheet:** #4
15. **Correct answer: B**  
**Primary skill tested:** avoiding unclear pronoun reference  
**Relevant tip sheet:** #8
16. **Correct answer: D**  
**Primary skill tested:** using correct verb tense sequence  
**Relevant tip sheet:** #11
17. **Correct answer: C**  
**Primary skill tested:** avoiding wordy phrasing  
**Relevant tip sheet:** #10
18. **Correct answer: C**  
**Primary skill tested:** making complete and logical comparisons  
**Relevant tip sheet:** #9
19. **Correct answer: B**  
**Primary skill tested:** using effective coordination  
**Relevant tip sheet:** #3
20. **Correct answer: C**  
**Primary skill tested:** recognizing dangling modifiers  
**Relevant tip sheet:** #7

# SENTENCE SKILLS PRACTICE TEST # 3

Two kinds of questions are given in this test. You will be asked to correct a sentence by choosing a word or phrase to substitute for an underlined portion of a sentence. In the other type of question, you will be asked to rewrite a sentence in a specific way without changing the meaning. You will be presented a total of 20 questions.

## Sentence Correction Questions

**Directions:** Select the best version of the underlined part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

1. Joey prefers when Tracy prepares dinner because she cooks chicken better than their mother.
  - A. better than their mother
  - B. better than their mother does
  - C. better than their mother is
  - D. better than Mrs. Morrison
  
2. On our last vacation, we ended up in Atlanta instead of Biloxi because we were not bothered to buy a road map.
  - A. were not bothered
  - B. were not bothering
  - C. have not bothered
  - D. had not bothered
  
3. The Florida alligator was once close to extinction; now, however, the reptiles are so plentiful that unlucky Floridians can find them in backyard swimming pools.
  - A. extinction; now, however,
  - B. extinction; now, in other words,
  - C. extinction, now, however,
  - D. extinction, now; however,

4. The student has to be very careful, chemical reactions sometimes cause beakers to get hot enough to burn flesh.

- A. The student has to be very careful, chemical reactions sometimes cause beakers to get hot enough to burn flesh.
- B. The student has to be very careful. Because chemical reactions sometimes cause beakers to get hot enough to burn flesh.
- C. The student has to be very careful because chemical reactions sometimes cause beakers to get hot enough to burn flesh.
- D. Because the student has to be very careful, chemical reactions sometimes cause beakers to get hot enough to burn flesh.

5. Years ago, cowboys working the range would round up their cattle and drive them to Abilene, Texas, where the cattle were shipped to the eastern states for slaughter.

- A. Abilene, Texas, where the
- B. Abilene, Texas, the
- C. Abilene, Texas, here the
- D. Abilene, Texas, here, the

6. General Sherman and his troops needed to destroy the southern transportation network; and they devised ingenious ways to tear apart and disable the many railroad tracks.

- A. network; and they devised
- B. network, they devised
- C. network they devised
- D. network, so they devised

7. A healthy breakfast, together with several deep breaths, help to reduce a student's anxiety before an important test.

- A. help
- B. helps
- C. are helping
- D. have helped

8. After reading the chapter, the point the professor made in class became much clearer.

- A. After reading the chapter, the point the professor made in class became much clearer.
- B. After reading the chapter, the professor made the point much clearer.
- C. After reading the chapter, the student understood much more clearly the point the professor made in class.
- D. After reading the chapter, the classroom became much clearer about the point the professor made.

9. My uncle frequently complains about young people not accepting serious responsibility, refuses to employ anyone under twenty-five at his place of business, and he believes military service should be mandatory after high school.

A. and he believes military service should be mandatory after high school.  
B. believing military service should be mandatory after high school.  
C. and, therefore, he believes military service should be mandatory after high school.  
D. and believes military service should be mandatory after high school.

10. Because calculators have kept people from memorizing simple addition, subtraction, multiplication, and division. Retail businesses have a hard time finding employees who can get their cash drawers to balance at the end of the evening.

A. division. Retail  
B. division retail  
C. division, and retail  
D. division, retail

### Construction Shift Questions

**Directions:** Rewrite each sentence in your head, following the directions given below. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the sentence given you.

11. Selecting a college to attend can be exciting, enjoyable, and educational in itself.

Rewrite, beginning with

When Tammy was selecting a college, she experienced excitement, enjoyment, and...

The next words will be

A. it provided an education in itself.  
B. an education in itself.  
C. being educational in itself.  
D. it is educational in itself.

12. Even though the temperature reached one hundred degrees, the people lying on the beach were not sweating.

Rewrite beginning with

The temperature reached...

The next words will be

A. one hundred degrees, the people  
B. one hundred degrees the people  
C. one hundred degrees; The people  
D. one hundred degrees, but the people

13. After scrubbing the mold from the bathroom tiles, Shirley cleaned the sticky refrigerator shelves.

Rewrite, beginning with

The bathroom tiles were black with mold, and the refrigerator shelves were sticky with spilled foods. Shirley had to clean...

The next words will be

- A. it immediately.
- B. them immediately.
- C. them up immediately.
- D. the house immediately.

14. On June 1, Barry bought twenty gallons of water and fifty cans of soup because he feared being unprepared for a hurricane.

Rewrite, beginning with

Since Barry had bought twenty gallons of water and fifty cans of soup on June 1, he...

The next words will be

- A. was ready
- B. had been ready
- C. is ready
- D. has been ready

15. The geometry instructor drew several shapes on the board. He was teaching us the formula for finding the area of a polygon.

Rewrite, beginning with

To teach us to find the circumference of a circle, the geometry instructor drew several...

The next words will be

- A. round circles
- B. circles
- C. rounded circles
- D. circle

16. Steven is very careful with his money. For example, he will drive two miles out of his way to save two cents per gallon on gasoline.

Rewrite, beginning with

Steven is so cheap...

The next words will be

- A. being that he drives
- B. since that he drives
- C. that he drives
- D. as a result, driving

17. At first, the forest seemed silent. Then the campers began hearing the sounds of insects and small animals.

Rewrite, beginning with

The campers didn't hear any forest sounds when they started out,...

The next words will be

- A. but as they walked further
- B. they began
- C. since they
- D. however, insects

18. We were packing suitcases for a trip to Puerto Rico when the college announced a change in the final exam schedule.

Rewrite, beginning with

While packing suitcases for a trip to Puerto Rico,...

The next words will be

- A. final exams were
- B. I received notice that
- C. notices of a change
- D. the schedule for

19. A comfortable pair of shoes, as well as several credit cards, is essential for holiday shopping.

Rewrite, beginning with

Several credit cards, as well as a comfortable pair of shoes,...

The next words will be

- A. are essential
- B. is essential
- C. being essential
- D. has been essential

20. Urban mythology does not chronicle encounters with gods and heroes but rather mishaps with technology and commercial products. Exploding poodles in microwave ovens or fast food burgers made from kangaroo meat are typical examples.

Rewrite, beginning with

Urban mythology contains stories of mishaps with technology and commercial...

The next words will be

- A. products. Such as exploding poodles
- B. products, such as exploding poodles
- C. products; such as exploding poodles
- D. products; like exploding poodles



# **S E N T E N C E   S K I L L S**

## **A N S W E R   K E Y   # 3**

### **Sentence Correction Questions**

1. **Correct answer:** B

**Primary Skill tested:** making complete and logical comparisons

**Relevant tip sheet:** #9

2. **Correct answer:** D

**Primary skill tested:** using correct verb tense sequence

**Relevant tip sheet:** #11

3. **Correct answer:** A

**Primary skill tested:** knowing the most common patterns for the semicolon

**Relevant tip sheet:** #5

4. **Correct answer:** C

**Primary skill tested:** using effective subordination

**Relevant tip sheet:** #4

5. **Correct answer:** A

**Primary skill tested:** recognizing comma splices

**Relevant tip sheet:** #2

6. **Correct answer:** D

**Primary skill tested:** using effective coordination

**Relevant tip sheet:** #3

7. **Correct answer:** B

**Primary skill tested:** understanding basic subject-verb agreement

**Relevant tip sheet:** #12

8. **Correct answer:** C

**Primary skill tested:** recognizing dangling modifiers

**Relevant tip sheet:** #7

9. **Correct answer:** D

**Primary skill tested:** avoiding faulty parallelism

**Relevant tip sheet:** #6

10. **Correct answer: D**  
**Primary skill tested:** recognizing fragments  
**Relevant tip sheet:** #1

## Construction Shift Questions

11. **Correct answer: B**  
**Primary skill tested:** avoiding faulty parallelism  
**Relevant tip sheet:** #6

12. **Correct answer: D**  
**Primary skill tested:** recognizing comma splices  
**Relevant tip sheet:** #2

13. **Correct answer: D**  
**Primary skill tested:** avoiding unclear pronoun reference  
**Relevant tip sheet:** #8

14. **Correct answer: A**  
**Primary skill tested:** using correct verb tense sequence  
**Relevant tip sheet:** #11

15. **Correct answer: B**  
**Primary skill tested:** avoiding wordy phrasing  
**Relevant tip sheet:** #10

16. **Correct answer: C**  
**Primary skill tested:** making complete and logical comparisons  
**Relevant tip sheet:** #9

17. **Correct answer: A**  
**Primary skill tested:** using effective coordination  
**Relevant tip sheet:** #3

18. **Correct answer: B**  
**Primary skill tested:** recognizing dangling modifiers  
**Relevant tip sheet:** #7

19. **Correct answer: A**  
**Primary skill tested:** understating basic subject-verb agreement  
**Relevant tip sheet:** #12

20. **Correct answer: B**  
**Primary skill tested:** recognizing fragments  
**Relevant tip sheet:** #1

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ISBN:

