

Tests with Answer Key

Writer's Choice

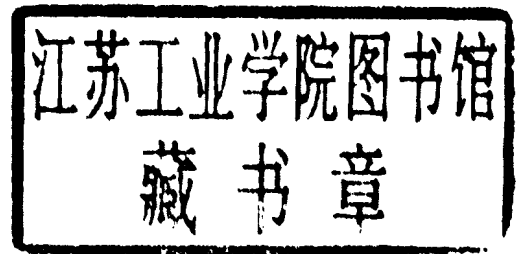
COMPOSITION AND GRAMMAR



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• COMPOSITION TEST •

Unit 1 Personal Writing Choice A

Context Imagine that you have had a disagreement with a classmate, but you have not said anything about it to anyone. When you get home from school, you find an envelope addressed to you has been slipped under your door. The following poem is inside, along with a space for your written response.

I was angry with my friend
I told my wrath, my wrath did end;
I was angry with my foe
I told it not, my wrath did grow.

And I water'd it in fears,
Night & morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright;
And my foe beheld it shine,
And he knew that it was mine,

And into my garden stole
When the night had veil'd the pole;
In the morning glad I see
My foe outstretch'd beneath the tree.

William Blake, "A Poison Tree"

- Directions**
- First, read the poem through, taking notes only if you wish.
 - Then look up any words you don't know, and give some thought to lines or phrases you find difficult.
 - Read the poem again, taking notes as you go along and then continuing to jot down responses after you've finished.
 - Using the poem as a springboard, write down new insights and jot down parallels you see to your own experience, observations, or reading.
 - Decide in what form you will respond—poem, story, play, letter, or essay.
 - Finally, bearing in mind the circumstances in which you received it, write your response to "A Poison Tree."

Purpose To respond in writing to a poem

Audience An acquaintance with whom you have had a disagreement

Length 1–3 pages

Criteria

1. Focuses on an idea expressed in "A Poison Tree"
2. Explores your personal response to the poem and to the circumstances in which you received it
3. Is written in a form appropriate to your purpose and audience
4. Uses vivid language and specific details to express your ideas and feelings
5. Reflects your personality and your unique voice
6. Follows standards of grammar, usage, and mechanics

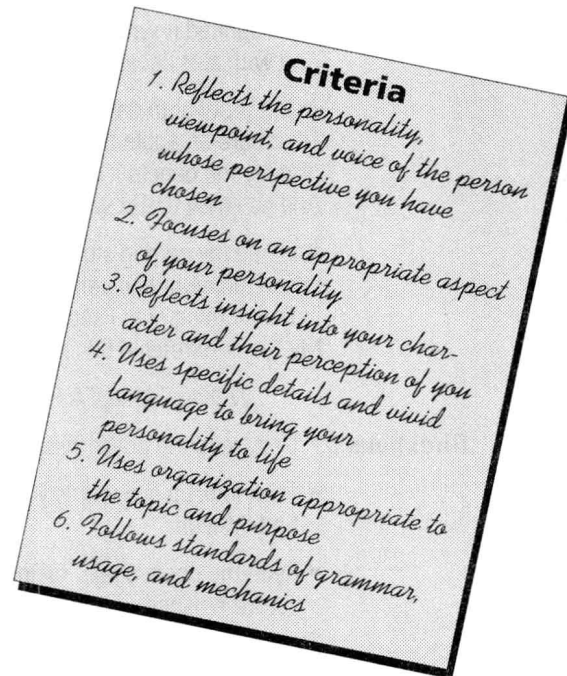
Unit 1 Personal Writing

Choice B

Context You are taking an elective mini-course called "Self-Discovery," and you are eager to explore and express your personality. On the first day, however, you are surprised to find that your assignment is to look at yourself from the outside rather than from the inside: to write one page about yourself from the perspective of another person.

Directions Choose a person from the list below, and write about yourself from that person's point of view. To prepare, think carefully about what you know about yourself as well as whether you convey these qualities. Also consider the personality and perspective of the person you have chosen. Then use that person's voice to write about yourself (saying, for example, "My son is . . ." rather than "My mother thinks . . .").

- A parent or sibling
- A new student in your English class
- Your dog, cat, or other pet
- Your next-door neighbor
- Your gym teacher or coach
- A person of your choice



• COMPOSITION TEST •

Unit 1 Personal Writing**► A. Identifying Purposes for Personal Writing (5 points each)**

Select the letter of the kind of writing most appropriate for each purpose listed below.

- | | |
|----------------------------|------------------------------|
| a. learning log | d. personal letter |
| b. diary or journal | e. college application essay |
| c. reader-response journal | |

- _____ 1. to record questions that occur to you as you read a nonfiction book
- _____ 2. to keep a record of what happened on a hiking or camping trip
- _____ 3. to record possible dialogue to be included in a short story
- _____ 4. to share a funny anecdote with a friend who has moved away
- _____ 5. to assess what you know and don't know about grammar
- _____ 6. to create a portrait of your own distinctive personality for people you have never met

► B. Identifying Characteristics of Personal Writing (5 points each)

Select the letter of the item that is NOT true.

- _____ 7. When you write about yourself, you may find it helpful to
- a. look for patterns in your life.
 - b. focus on one event or on a connection between events.
 - c. ignore all of your difficult or unpleasant experiences.
- _____ 8. When you keep a learning log, you can
- a. sort out what you know and don't know.
 - b. consider various sides of an issue or idea you find confusing.
 - c. record your emotional responses to distant memories.
- _____ 9. When you write a personal letter, you
- a. may use informal language and a conversational style.
 - b. should always use an outline.
 - c. sometimes write to communicate information.
- _____ 10. When you write a college application essay, you
- a. may wish to draw up a self-assessment checklist before beginning.
 - b. should highlight a skill or trait that illustrates your uniqueness.
 - c. should use formal language and difficult vocabulary.
- _____ 11. When you write to respond to nonfiction, you
- a. may respond positively or negatively.
 - b. need not organize and develop your responses before writing.
 - c. will usually respond emotionally by writing a poem or a play.
- _____ 12. When you write to respond to poetry, you
- a. should respond by writing a poem of your own.
 - b. should keep in mind that there is no "right" way to respond to a poem.
 - c. may record the feelings that a poem awakens in you.

• COMPOSITION TEST •**► C. Identifying Learning Styles (5 points each)**

Select the letter of the learning style described in each sentence below.

- a. auditory
- b. visual

- c. tactile
- d. a combination of styles

- _____ 13. Ana handles three-dimensional models and paper shapes to learn geometric concepts.
- _____ 14. Jodie learns about atoms by studying the diagrams in her book.
- _____ 15. Nico studies for an exam by playing the tapes he made of his class notes.
- _____ 16. Max learns song lyrics by reading them as he listens to them.

► D. Analyzing Personal Letters (5 points each)

Read the following letters written by one person to different recipients. Then answer the questions that follow.

Dear X,

I have just started my job, and all I can tell so far is that it's not what I expected when I spent hours filling out the application! Promises, promises! It doesn't look as if I'll get to do anything but shuffle papers back and forth. The other intern—she was here last year—seems one of the crowd, but she hardly speaks to me. I think it's going to be a long summer.

Dear Y,

I just wanted to let you know how excited I am to finally be here. It looks as though really interesting work is on the team's agenda for this summer. I can't wait to become a part of it. Judging by the way the other intern (who was here last year) is accepted, I should be part of the team in no time.

Thank you again for recommending me for this job. I'll keep you posted on my progress.

- _____ 17. Who is most likely recipient X?
 - a. a friend
 - b. the school principal
 - c. a businessperson the writer knows
- _____ 18. Who is most likely recipient Y?
 - a. a friend
 - b. the school principal
 - c. a businessperson the writer knows
- _____ 19. Which letter is more formal?
 - a. the first letter
 - b. the second letter
 - c. They are equally formal.
- _____ 20. Which of the statements below is accurate?
 - a. The first letter tells the truth, and the second letter does not.
 - b. The second letter tells the truth, and the first letter does not.
 - c. Both letters tell the truth, but the perspective of each is geared to its audience.

Unit 2 The Writing Process

Choice A

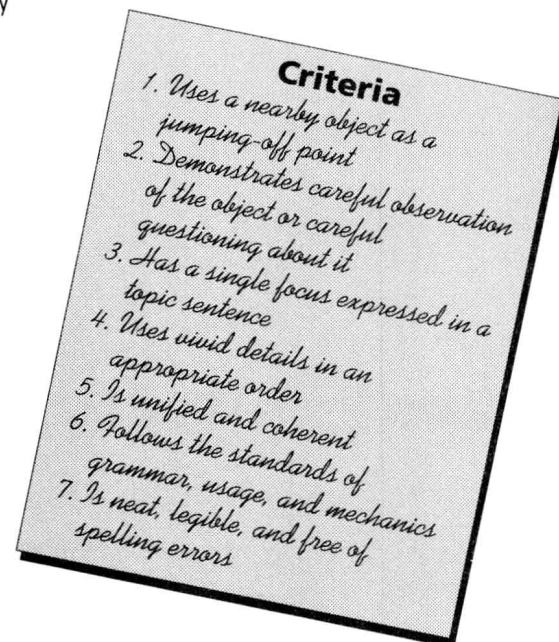
Context A student teacher is taking over your English class for a month. To get an idea of the writing abilities and skills of the class, he has just surprised you with an impromptu writing assignment; you have thirty minutes to write the best paragraph you can on the topic of your choice. You are astounded—and your mind goes blank. What can you possibly think of to write about?

- Directions**
- Look around you, and choose something to observe carefully. It might be an item on your desk, in your pocket, or on the wall. It might be your own hand, your friend's face, or your lunch.
 - Observe the object carefully, employing all of your senses where appropriate and using your memory or imagination for taste or touch when appropriate. Take notes on your observations.
 - To help you turn your observations into a topic, ask yourself questions about it. For example, if the item is your desk, you might ask: How would this desk look to an ant? To a giant? How is the desk built? Who might have built it? Where has it been? Where might it end up? Who has sat here before me? What were they like? If it could talk, what would my desk say about me?
 - Focus your ideas, and formulate a topic sentence.
 - Decide which prewriting details to include in your paragraph and which to leave out, and continue prewriting if you need more details.
 - Decide on a suitable order for your paragraph, and write a draft.
 - Revise your paragraph for unity and coherence. If necessary, return to prewriting for a change of focus or additional details.
 - Edit your work carefully, and give it an appropriate title. Make a clean copy for presentation.

Purpose To impress a student teacher with your writing ability

Audience A student teacher

Length 1 paragraph



Unit 2 The Writing Process

Choice B

Context You have just landed a steady baby-sitting job. The family, conditions, and pay are great; there is just one hurdle to overcome. The children had become very attached to their previous baby-sitter, and their parents feel that they need to be introduced to you slowly. They have asked you to write one page about yourself for the children to read and think about before you actually start work. They suggest that you focus on one aspect of your life, interests, or personality.

Directions Select one of the topics below or one of your own choosing. Use it as the focus for a brief essay or narrative that will be easily understood by children eight and ten years old and that will make a good impression on them.

- How I like to spend my time
- The funniest (scariest, most exciting) thing that ever happened to me
- What I was like as a ten-year-old
- My greatest achievement
- What I'm *really* like



• COMPOSITION TEST •

Unit 2 The Writing Process

► A. Stages in the Writing Process (4 points each)

Select the letter of the stage of the writing process that matches the definition.

- | | |
|---------------|---------------|
| a. prewriting | d. editing |
| b. drafting | e. presenting |
| c. revising | |

- _____ 1. delivering your finished writing to an audience
- d 2. making improvements in content, structure, and style
- e 3. finding and exploring a topic; defining a purpose and audience
- b 4. organizing and putting words on paper in rough form
- c 5. checking for errors in grammar, spelling, and mechanics

► B. Prewriting (4 points each)

Select the letter of the choice that correctly completes the sentence.

- _____ 6. Freewriting is the process of
- a. identifying your topic and planning your writing.
- b. writing without stopping, letting your ideas flow.
- _____ 7. To turn a general subject that intrigues you into a focused essay topic, you can
- a. use questioning.
- b. write a conclusion.
- _____ 8. To paint a vivid word-picture for your readers, you can
- a. formulate good analytical questions.
- b. collect sensory details.
- _____ 9. During the prewriting stage you should identify your
- a. purpose for writing and your audience.
- b. errors in punctuation.
- _____ 10. The details included in a piece of writing and the language used are influenced by
- a. the audience.
- b. the questioning strategy.

► C. Drafting and Revising (4 points each)

Select the letter of the choice that correctly completes the sentence.

- _____ 11. The main idea, or focus, of your paragraph or essay determines
- a. which details, facts, and examples you include.
- b. who your audience will be.
- _____ 12. When you are writing a paragraph, your main idea will be expressed in a
- a. topic sentence.
- b. thesis statement.
- _____ 13. Your thesis statement should
- a. grow out of your prewriting material.
- b. end the research process.

• COMPOSITION MASTERY TEST •

- _____ 14. The organizing technique that shows similarities and differences between subjects is
- pro and con.
 - compare and contrast.
- _____ 15. To organize an essay that makes a compelling argument against ending the sports program in your school, you would probably use
- spatial order.
 - order of importance.
- _____ 16. An essay giving a balanced overview of the arguments for and against cutting extracurricular sports to balance the school budget might be organized using
- chronological order.
 - pro-and-con techniques.
- _____ 17. One function of the introduction of an essay is to
- completely develop the main idea.
 - set the tone for your writing.
- _____ 18. The body of an essay presents
- supporting material.
 - a concise statement of your point of view.
- _____ 19. The strongest essay conclusions are those that
- leave the reader with a new way of seeing the subject.
 - repeat all the points made in the essay.
- _____ 20. You can effectively utilize peer-review comments to
- help you see your subject from a new point of view.
 - save time.

► D. Editing and Presenting (4 points each)

Select the letter of the choice that is NOT true.

- _____ 21. Paying attention to grammar, mechanics, and spelling is
- called editing and proofreading.
 - considered important quality control.
 - the final step in the writing process.
- _____ 22. A checklist to help you perfect your work
- will be helpful after you have revised your essay.
 - will always include editing but not necessarily proofreading.
 - can be started by reviewing your past work and noting common errors.
- _____ 23. Editing includes paying attention to
- how the work will be presented.
 - pronoun-antecedent agreement.
 - usage and grammar.
- _____ 24. The proofreading symbols # and ○ indicate that you should
- correct spelling.
 - check spacing.
 - add a space and close up letters.
- _____ 25. You will need to use the symbols ≡ and ∪ to correct the mistakes in the phrase
- the fuorth of July picnic.*
 - the AMerican draem.*
 - our asian history calss.*

• COMPOSITION TEST •

Unit 3 Descriptive Writing

Choice A

Context Your college application requires a character sketch in response to this question: Which famous person do you wish were your next-door neighbor and why?

- Directions**
- Choose a famous person from history or a current celebrity. Be sure to consider what living next door to that person would be like. Also be sure you know enough about the person to be able to write a character sketch.
 - Use whatever prewriting techniques you find most useful to gather details about the person. Include anecdotes, underlying character traits, and the way others react to the person as well as how the person looks, moves, speaks, and behaves. Also consider objects owned by or associated with the person.
 - Decide on the overall impression you wish to convey and how best to order your material.
 - Draft your character sketch, being careful to avoid stereotyping or other hasty generalizations.
 - Revise for vivid language, unity, and coherence.
 - Edit to produce a clean, error-free copy.

Purpose To use a character sketch to illustrate why you would want a particular famous person as a next-door neighbor

Audience College admissions personnel

Length 1–2 pages

Criteria

1. Uses description to bring a famous person to life
2. Includes specific details of how the person appears, as well as underlying character traits
3. Focuses on an overall impression and uses an appropriate type of organization
4. Employs concrete and vivid language
5. Is unified and coherent
6. Follows standards of grammar, usage, and mechanics

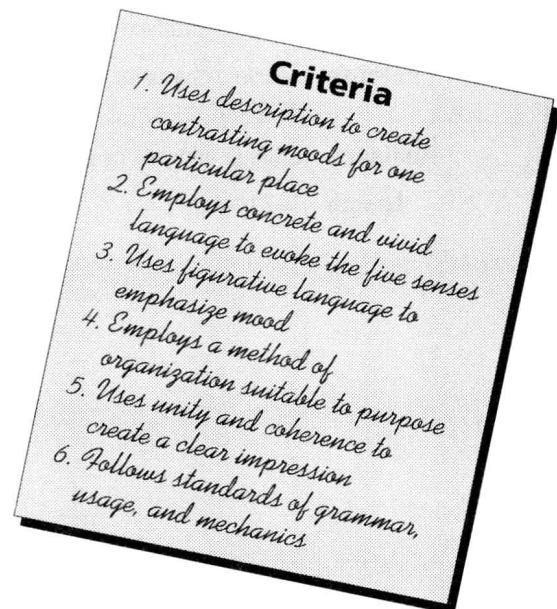
Unit 3 Descriptive Writing

Choice B

Context To promote its new tour packages to “undiscovered” vacation spots, a local travel agency is sponsoring an essay contest called “Taking Another Look.” Entries must describe a scene twice, evoking two contrasting moods. Each description should be one paragraph. The travel agency will use the winning descriptions to encourage people to have an open mind about places they never thought they wanted to go to. Winners will receive an expense-paid trip to the “undiscovered” spot of their choice.

Directions Choose a place with which you associate a particular mood, such as one of those below. Write a one-paragraph description of the place, evoking that mood through sensory details, action, and word choice. Then think of a contrasting mood (such as safety versus danger or serenity versus excitement), and evoke that second mood in another description of the same place. The physical scene should remain the same in both paragraphs, but the season, time of day, weather, and action may differ.

- A place of safety, such as a beach protected from the waves
- A place of danger, such as a “bad” neighborhood or a cliffside road
- A place of fun, such as an amusement park



Unit 3 Descriptive Writing

► A. Creating Vivid Description (5 points each)

Read the paragraph and answer the questions that follow.

(1) Forcing open the iron gate that barred the hallway, Frieda couldn't help noticing shadows slithering over the walls as she crept toward the art studio. (2) She had been so preoccupied with the opening of her first show that she had thought nothing of it when her friend had insisted on meeting her in the studio at night. (3) Now, however, as she slid between the doorjamb and the slowly closing door, Frieda felt an unsettling breeze chilling her and heard a slapping sound. (4) She peered into the darkness and saw the shade thrashing in the open window. (5) Frieda groped for the light switch, but before she could adjust to the burst of light, screams filled the air. (6) "Surprise, Frieda! Congratulations on your first art show!"

- _____ 1. What is one sense that is NOT used in the paragraph?
 a. touch b. smell c. sound
- _____ 2. How is the information in the paragraph organized?
 a. order of impression b. order of importance c. spatial order
- _____ 3. What mood pervades most of the paragraph?
 a. comfort b. suspense c. elation
- _____ 4. Which word in sentence 5 deliberately misleads the reader?
 a. groped b. burst c. screams
- _____ 5. Sentences 5 and 6 give an example of which kind of writing?
 a. stereotyping b. mood shift c. character sketch
- _____ 6. What would have been the order of organization if the paragraph had opened with the fact that a surprise party was being held for Frieda?
 a. order of impression b. order of importance c. spatial order

► B. Character Sketch (5 points each)

Read the paragraph and answer the questions that follow.

(1) Paola was mischief itself. (2) Her dark eyes sparkled whenever she saw an opportunity to misbehave. (3) Her lips pursed with concentration and then opened in a delighted smile. (4) Bouncing with enthusiasm, she contemplated her next assault on the peace of her household. (5) Even Paola's feet seemed to be practicing; they were already "running" while she awaited liberation from her highchair.

- _____ 7. How is the information in the paragraph organized?
 a. order of impression b. order of importance c. spatial order
- _____ 8. Which sense does the description in this paragraph emphasize?
 a. touch b. smell c. sight
- _____ 9. Which sentence shows that Paola seems to plan her actions?
 a. sentence 1 b. sentence 2 c. sentence 4