

Tests with Answer Key

Writer's Choice

COMPOSITION AND GRAMMAR



Writer's Choice

COMPOSITION AND GRAMMAR

Tests with Answer Key

GLNCOE

Macmillan/McGraw-Hill

New York, New York

Columbus, Ohio

Mission Hills, California

Peoria, Illinois

Copyright © 1993 by the Glencoe Division of Macmillan/McGraw-Hill School Publishing Company. All rights reserved. Permission is granted to reproduce the material contained herein on the condition that such material be reproduced only for classroom use; be provided to students, teachers, and families without charge; and be used solely in conjunction with *Writer's Choice*. Any other reproduction, for use or sale, is prohibited without prior written permission of the publisher.

Send all inquiries to:
GLENCOE DIVISION
Macmillan/McGraw-Hill
15319 Chatsworth Street
P.O. Box 9609
Mission Hills, CA 91346-9609

ISBN 0-02-635207-9
Tests with Answer Key

Printed in the United States of America.

2 3 4 5 6 7 8 9 MAZ 97 96 95 94 93

Contents

UNIT 1

Choice A Test	1
Choice B Test	2
Composition Objective Test	3

UNIT 2

Choice A Test	5
Choice B Test	6
Composition Objective Test	7

UNIT 3

Choice A Test	9
Choice B Test	10
Composition Objective Test	11

UNIT 4

Choice A Test	13
Choice B Test	14
Composition Objective Test	15

UNIT 5

Choice A Test	17
Choice B Test	18
Composition Objective Test	19

UNIT 6

Choice A Test	21
Choice B Test	22
Composition Objective Test	23

UNIT 7

Pretest	25
Mastery Test	27

UNIT 8

Mastery Test	29
--------------	----

• TESTS WITH ANSWER KEY •

UNIT 10

Pretest	31
Mastery Test	33

UNIT 11

Pretest	35
Mastery Test	37

UNIT 12

Pretest	39
Mastery Test	41

UNIT 13

Pretest	43
Mastery Test	45

UNIT 14

Pretest	47
Mastery Test	49

UNIT 15

Pretest	51
Mastery Test	53

UNIT 16

Pretest	55
Mastery Test	57

UNIT 17

Pretest	59
Mastery Test	61

UNIT 18

Pretest	63
Mastery Test	65

UNIT 19

Pretest	67
Mastery Test	69

• TESTS WITH ANSWER KEY •

UNIT 20	
Pretest	71
Mastery Test	73
UNIT 21	
Pretest	75
Mastery Test	77
UNIT 22	
Pretest	79
Mastery Test	81
UNIT 23	
Pretest	83
Mastery Test	85
UNIT 24	
Pretest	87
Mastery Test	89
UNIT 25	
Pretest	91
Mastery Test	93
UNIT 26	
Pretest	95
Mastery Test	97
UNIT 27	
Pretest	99
Mastery Test	101
UNIT 28	
Pretest	103
Mastery Test	105
UNIT 29	
Pretest	107
Mastery Test	109
Answer Key	111

• COMPOSITION TEST •

Unit 1 Personal Writing

Choice A

Context You have just become a pen pal with a ninth-grade student in Australia. You assume that although Australian students live thousands of miles away they probably have experiences and problems similar to those of American students. This is the first opportunity for you to write your new pen pal and tell him or her about yourself and your life.

- Directions**
- Brainstorm, cluster, or use other prewriting techniques to determine what to include in the letter. As you consider these possibilities, think about experiences that you might have in common with your pen pal.
 - Select the experiences that you want to describe.
 - Draft your letter. Include anecdotes that reveal your personality.
 - Revise your letter to make sure you have not used words or idiomatic expressions that will be unfamiliar to your pen pal.
 - Edit your letter. Make a clean copy for presentation.

Purpose To describe yourself to a person who does not know you

Audience An Australian pen pal about the same age as you

Length 2–3 pages

Criteria

1. Focuses on a description of your life, your interests, and your personality
2. Conveys a picture of the essential "you"
3. Provides sufficient detail to orient and inform the reader
4. Reveals important information about your life
5. Follows the style and punctuation guidelines appropriate for a letter
6. Follows standards of grammar, usage, and mechanics

• COMPOSITION TEST •

Unit 1 Personal Writing
Choice B

Context The parent-teacher association in your community is sponsoring a writing contest entitled "How Schools Shape Children." In preparation for entering the contest, you begin reflecting on the way in which the schools you have attended have affected you.

Directions Use either flashbacks or dated journal entries to write one to two pages about how one or more of your own school experiences affected you. You might consider how the school's size or location influenced you. How did you get to school, and did your mode of travel provide any significant experiences? What was the social, ethnic, and racial makeup at one or more of your schools? Did you learn anything valuable because of this environment? You might choose to focus on an influential teacher, a particularly meaningful class, or any other school-related experience you wish to examine.

Criteria

1. Focuses on one or more school experiences and the impact they had on you
2. Relates experiences in the form of journal entries or flashbacks
3. Uses humor and/or detail to build and maintain reader interest
4. Explains the importance of the incidents to you
5. Uses first-person point of view
6. Follows standards of grammar, usage, and mechanics

• COMPOSITION TEST •

Unit 1 Personal Writing**► A. Understanding the Reading** (5 points each)

Select the letter of the choice that best completes each statement.

- _____ 1. Above all, personal writing is a way to
a. record answers to problems.
b. learn about yourself.
c. share answers to problems.
- _____ 2. You may draw inspiration for your personal writing from
a. your memories and experiences.
b. your feelings and reactions.
c. both of the above
- _____ 3. One technique for developing ideas for a personal writing assignment is
a. freewriting for a limited period of time.
b. writing a topic sentence and moving on.
c. researching an issue or problem.
- _____ 4. A learning log is
a. a personal record of daily events that the writer doesn't usually plan to share.
b. a collection of words or phrases that can be used for writing inspiration.
c. a place to record thoughts about school courses and what's going on in those courses.
- _____ 5. A thesis statement
a. conveys the main point of an essay.
b. always comes at the beginning of the essay.
c. explains how you intend to prove your main points.
- _____ 6. An autobiography is
a. an account of your life written by someone else.
b. an account of your life written by you.
c. a written account of a significant event in someone else's life.
- _____ 7. Free verse is
a. poetry with a regular rhythmic pattern but no set rhyme.
b. a humorous form of poetry that usually begins "There was a . . ."
c. poetry with no regular rhyme or rhythm pattern.
- _____ 8. The primary purpose for maintaining a reader-response journal is
a. to keep a complete list of all of the material you have read.
b. to relate your reading to other areas of your own life.
c. to get better grades in school.
- _____ 9. A biography differs from an autobiography in that
a. a biography is more objective.
b. a biography is based on known facts.
c. a biography is written by someone other than the subject of the book.
- _____ 10. The primary focus of an autobiographical sketch should be
a. your personal history and family background.
b. the significance of specific experiences in your life.
c. the important people in your life.

• COMPOSITION TEST •**► B. Deciding Where to Write It (5 points each)**

Select the letter of the most appropriate form of writing for each of the numbered writing topics. More than one form of writing may be appropriate for certain topics.

- | | |
|----------------------------|-----------------------------------|
| a. writer's journal | e. personal essay |
| b. diary | f. autobiographical sketch |
| c. learning log | g. poem |
| d. letter | h. reader-response journal |

- _____ **11.** your thoughts and feelings about your first day of high school
- _____ **12.** your viewpoint about the effect of television violence
- _____ **13.** questions you identified as possible research topics for your science report
- _____ **14.** your reaction to a poem
- _____ **15.** your communication with a friend about your summer camp experience and how it changed you
- _____ **16.** favorite quotations and phrases that provide writing inspiration
- _____ **17.** your word-picture of a winter scene, written in rhyme
- _____ **18.** an examination of your move to a new school and the effect it had on you
- _____ **19.** things you'd like to tell incoming students at your school
- _____ **20.** how you felt when your team won the championship game

• COMPOSITION TEST •

Unit 2 The Writing Process

Choice A

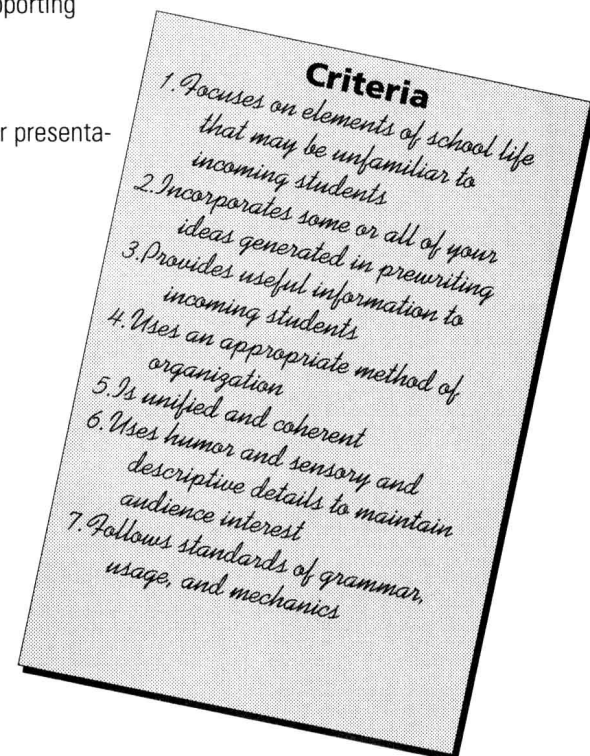
Context This year's ninth-grade class has decided to publish a booklet called *What I Wish I'd Known Before I Started Ninth Grade*. The editors of the booklet are soliciting manuscripts from all ninth-graders. The booklet will include a mixture of humorous and serious pieces; it will be distributed to next year's ninth-graders. What contribution can you make to the booklet? How will you go about it?

- Directions**
- Use one or two prewriting techniques—such as making lists, freewriting, or asking questions—to generate some ideas for your essay. Ask yourself questions such as the following: What did I expect ninth grade to be like? Was it anything like I had expected? What things came as a surprise or a shock to me during my first few hours, days, and weeks in ninth grade?
 - Review the ideas you generated. Decide which ideas you will keep and which ones you will discard.
 - Draft your essay. Make sure the paragraphs are unified and coherent. Does each one have a strong topic sentence? Is each main idea backed up by supporting details?
 - Revise the essay as needed.
 - Edit your work carefully. Then make a clean copy for presentation to the booklet editors.

Purpose To provide information about ninth grade

Audience The editors of the booklet; incoming ninth-graders

Length 2–3 pages



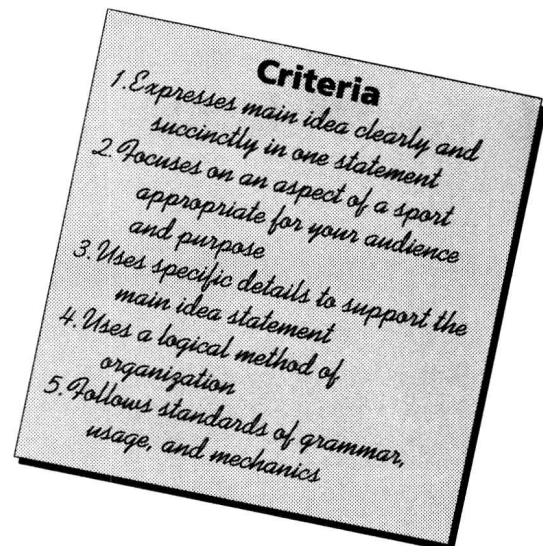
• COMPOSITION TEST •

Unit 2 The Writing Process

Choice B

Context The new athletic director in your school is asking for short essays about students' interests in and attitudes about different sports. The essay can focus on a sport that you play or a sport that you enjoy watching. You may write an opinion paper for or against the emphasis sports receive in high school, suggest specific rule changes that should be made in a sport, or write about any other aspect of sports that interests you. If you have no interest in sports, you can write about why you aren't interested.

Directions Identify a topic related to sports about which you have an opinion, interest, or knowledge. Formulate a clear main idea statement, and then determine how you want to organize the essay. Write a two- or three-paragraph essay on the topic you have chosen.



• COMPOSITION TEST •

Unit 2 The Writing Process► **A. Understanding the Reading** (5 points each)

Select the letter of the choice that best answers each question.

- _____ 1. Sharing your work with others is part of which stage in the writing process?
a. drafting
b. presenting
c. editing
- _____ 2. Defining the audience and the purpose for writing are parts of which stage in the writing process?
a. prewriting
b. drafting
c. revising
- _____ 3. Generating and exploring ideas are part of which stage in the writing process?
a. prewriting
b. revising
c. presenting
- _____ 4. What is the theme of a passage?
a. the sequence of events
b. the underlying meaning
c. the main source of conflict
- _____ 5. What may be the purpose of an essay?
a. to inform or explain
b. to persuade or describe
c. both of the above
- _____ 6. What is the first thing to think about when considering your audience?
a. how much your audience knows about the subject
b. how to answer these six basic questions: *who? what? when? where? why? how?*
c. how long your composition should be
- _____ 7. What is the best way to locate books on a particular topic?
a. examine a related book's bibliography
b. ask the librarian
c. use the card catalog or computerized catalog system
- _____ 8. What is the best advice to follow while conducting an informational interview?
a. write out questions while the interviewee is talking
b. ask follow-up questions
c. rely only on your memory to remember what the interviewee says
- _____ 9. What is a paragraph?
a. a group of related sentences that develop one main idea
b. a topic sentence and the sentences that follow it
c. the supporting details that uphold the thesis statement
- _____ 10. When would chronological order most likely be used in writing?
a. to describe a scene
b. to explain a step-by-step process
c. to write persuasively

• COMPOSITION TEST •**► B. Selecting Transition Words (5 points each)**

Select the letter of the transition that makes the most sense in each statement.

- _____ 11. The babysitter sat on the couch watching television; _____ the children were in the bedroom jumping on the bed.
a. for instance, b. meanwhile, c. more important,
- _____ 12. The baker left the cookies in the oven too long; _____ the cookies were burned to a crisp.
a. consequently, b. likewise, c. more important,
- _____ 13. Andres is a real joker; _____ his sister is very serious and quiet.
a. still, b. for example, c. on the other hand,
- _____ 14. Vegetables are easy to raise yourself; _____ you can grow a tomato plant in a clay pot on your back porch.
a. because, b. for instance, c. similarly,
- _____ 15. We want you to vote for our candidate; _____ we *need* you to vote for our candidate.
a. in fact, b. for instance, c. therefore,

► C. Defining Stages of the Writing Process (5 points each)

Select the letter of the activity in the writing process during which you would ask each question.

- a. revising for unity c. revising for coherence e. proofreading
b. determining purpose d. analyzing audience f. editing for grammar
- _____ 16. Are the sentences linked clearly and logically to one another?
- _____ 17. Does *occurred* have one *r* or two?
- _____ 18. How much background information do I need to include?
- _____ 19. Should I try to persuade the readers or just inform them?
- _____ 20. Do these details support the main idea?

• COMPOSITION TEST •

Unit 3 Descriptive Writing

Choice A

Context As a scientist and inventor, you have just finished constructing a time-travel machine. The machine can take you anywhere you want to go in the universe, but it can transport you only into the future. Choose a place to visit—real or imaginary—and think about what that place would be like in a specific future time. In your journal write a description of the place that you will be able to share with the general public when you return.

Directions Write a journal entry in which you describe a real or imaginary place set in a future time. Ask yourself the following questions to help you write your description.

- What do I see, hear, smell, feel, and taste here?
- What are the people who live here like? What do they do during the day? What do they eat?
- What is the mood of the place? Is it dangerous? serene? lively? dull?
- What is the climate like? Is the place lush and green? hot and dry? cold? Is the air polluted?

Purpose To describe a real or imaginary place set in the future

Audience The general public

Length 1–2 pages

Criteria

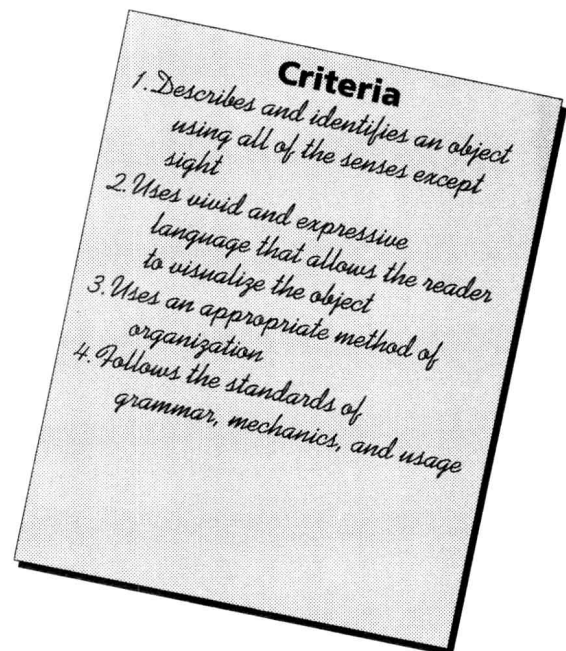
1. Focuses on the sights, sounds, smells, textures, and tastes of the place
2. Uses vivid details to convey the mood of the place
3. Describes the inhabitants of the place—their appearance, personalities, way of life
4. Organizes details using spatial ordering or some other organization method, and uses appropriate transitions to make sentences flow smoothly
5. Follows the standards of grammar, usage, and mechanics

• COMPOSITION TEST •

Unit 3 Descriptive Writing
Choice B

Context Your teacher has asked you to write a description of something you can hold in your hands. However, you are to base your description only on the way the object feels, smells, sounds, and tastes. You are not allowed to look at the object. You may want to work with a partner who will choose an object and present it to you while you close your eyes. Examine the object, and then describe its texture, smell, sound, and taste.

Directions You (or your partner) should choose an object that can be held in the hands, such as a pencil, an orange, an eraser, or a piece of gum. With your eyes closed, examine the object by touching, smelling, tasting, and listening to it. Then write a one-page description of the object for your teacher. If a partner has chosen the object, try to identify it in your description.



Unit 3 Descriptive Writing

► A. Understanding the Reading (5 points each)

Select the letter of the choice that best completes each statement.

- _____ 1. In a piece of descriptive writing, the mood is the
a. attitude of the main character.
b. overall impression the writer wants to communicate.
c. author's viewpoint.
- _____ 2. To convey the mood of a particular place to the reader, the writer should include
a. in the topic sentence words and phrases that establish the mood.
b. details that support the mood.
c. both of the above
- _____ 3. The topic sentence in a descriptive paragraph should
a. appear only at the beginning of the paragraph.
b. summarize the content of the paragraph.
c. neither of the above
- _____ 4. Use spatial order in a descriptive paragraph to
a. show the reader what you consider to be the most convincing arguments.
b. provide a sense of direction and orientation to the reader.
c. illustrate which details are the most important.
- _____ 5. Connotations are the
a. feelings and values generally associated with a word.
b. synonyms and antonyms for a particular word.
c. dictionary definitions of a word.
- _____ 6. For a complete list of a word's synonyms, the best place to look is a
a. dictionary.
b. card catalog or on-line computer catalog.
c. thesaurus.
- _____ 7. To create a character who is three-dimensional, you should
a. describe the character's physical appearance.
b. describe the character's traits and personality.
c. both of the above
- _____ 8. To analyze a character in a literary work, you should
a. consider the character's thoughts, words, actions, and appearance.
b. consider other characters' thoughts and words about the character.
c. both of the above