



POWER SKILLS IN WRITING-I

by Roger B. Goodman and William Ince

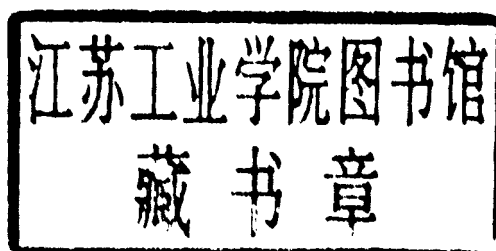
This comprehensive review book contains hundreds of questions and explained answers, in a general examination format, for Junior and Senior High Schools and Competency-Based classrooms.

INCLUDES

Spelling, Punctuation and Capitalization
Grammar and Conventional Usage
Diction and Style
Sentence Structure
Logic and Organization

Power Skills in Writing — I

Roger B. Goodman
William Ince



A Trafalgar House Book

McGraw-Hill Book Company

New York, St. Louis, San Francisco, Auckland, Bogotá, Düsseldorf, Johannesburg, London, Madrid, Mexico, Montreal, New Delhi, Panama, Paris, São Paulo, Singapore, Sydney, Tokyo, and Toronto

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Printed in the United States of America

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Trafalgar House Publishing, Inc
145 East 52nd Street, New York, New York 10022

Library of Congress Cataloging in Publication Data

Printing: 1 2 3 4 5 6 7 8 9

Year: 9 0 1 2 3 4 5 6 7 8

Introduction

This book is part of a series which has been written to help you receive practice in understanding questions which you may find on many of the tests you will take throughout your school years. Regardless of the nature of the examination, it is likely that the types of questions you will find in this book will appear in some form on that test.

If you study and use this book in the way it was prepared to be used, either by yourself or in a study group, or under a teacher's direction, you will find that you will soon be able to answer most of the questions correctly. When you check your answers, go over the explanations to the correct answers. You will notice a pattern in the types of questions that are asked. When you complete all of the passages in one section, go on to the next group.

TEST-TAKING TECHNIQUES

It is almost as important for the student to know *how to take a test* as it is to know the content or subject matter that is being tested. There are some very basic procedures that students need to know about taking tests, whether they are taking the high school equivalency examination, a college entrance test, a civil service exam, or an achievement, placement, or aptitude test.

GENERAL RECOMMENDATIONS FOR TEST-TAKING

1. *Survey the test* by taking a quick look at the entire test to get an idea of the kinds of questions that are asked, the general content, and the levels of difficulty. On some standardized tests, the questions get more difficult at the end of a given passage. Read each question carefully and base your answers on the information that is either stated in the passage or inferred from the passage, according to the choices given.
2. *Be aware of time.* Work carefully and quickly and be aware of the time that is given for a particular section and for the entire test. Watch for indications of time signals. Check to see if the passage of time is listed on the board and how much time you will have for the remainder of the test or the section of the test that you are working on. Be prepared by bringing your own stopwatch or wristwatch.
3. *Check for specifics.* Scan the content and try to notice whether a question refers to a particular line, sentence, or quotation. Watch for *test traps* and be careful to read and follow test instructions. Be certain that you follow specific directions for each section.
4. *Read the questions first.* Glance at the questions that accompany the passage before you read the selection. If you do so, your mind will store the questions for you, and as you read the passage your brain will recall or retrieve the answers to the questions that your memory has stored.

Remember that in any reading test, your purpose for reading is to answer questions based on specific selections.

5. *Select appropriate answers.* Watch out for answers that seem too easy, and make sure that you notice similarities in answer choices. Again, check for tricks. *When more than one answer seems correct*, reread the

information in the passage to determine the correct, most accurate, most complete, or most appropriate answer.

6. *Make the most of your time.* Although intelligent, well-thought out responses are best, *you should know when to guess.* If you are having difficulty in answering a particular question based on a given selection, don't waste time. Go on to the other questions and, if time permits, return to the question that is giving you difficulty. If the difficulty in making a choice continues, relax and make an "educated" guess." Remember *not* to leave any questions unanswered.

Finally, remember that this is a test of your ability to read, to follow directions, and to use all of the skills and test-taking techniques that you have learned. Have confidence in your ability to pass.

Now that you have been introduced to this book, take the pretest, score it, and begin working on the content sections. Good luck!

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ONE

Spelling

PRETEST

In each of the following groups of words, one may be misspelled. In the answer column, blacken the space that is the same as the number of the misspelled word. If no word is misspelled, blacken space 5.

1. (1) attendance
(2) juvenile

- (3) murdered
(4) obstacle

1. 1 2 3 4 5
: : : : :
: : : : :

2. (1) politician
(2) similar

- (3) absolutly
(4) glossary

2. 1 2 3 4 5
: : : : :
: : : : :

3. (1) emigrant
(2) reciever

- (3) unduly
(4) egotism

3. 1 2 3 4 5
: : : : :
: : : : :

4. (1) commercial
(2) mattress

- (3) diamond
(4) liesure

4. 1 2 3 4 5
: : : : :
: : : : :

5. (1) survival
(2) labratory

- (3) species
(4) women

5. 1 2 3 4 5
: : : : :
: : : : :

6. (1) lightening
(2) forty

- (3) fourth
(4) ninety

6. 1 2 3 4 5
: : : : :
: : : : :

7. (1) contagious
(2) man's

- (3) scarsely
(4) digital

7. 1 2 3 4 5
: : : : :
: : : : :

WRITING

8.	(1) decision (2) ommit	(3) forth (4) committed	8.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
9.	(1) signifigant (2) adversely	(3) universal (4) won't	9.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
10.	(1) concrete (2) generous	(3) gorgeous (4) immense	10.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
11.	(1) appearence (2) villain	(3) finally (4) witness	11.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
12.	(1) peaceful (2) peice	(3) parent (4) fifth	12.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
13.	(1) morale (2) miracle	(3) curiosity (4) moral	13.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
14.	(1) discipline (2) concept	(3) decieve (4) divided	14.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
15.	(1) census (2) their	(3) they're (4) there	15.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
16.	(1) metropolitan (2) environment	(3) meerly (4) merciful	16.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
17.	(1) beautiful (2) prey	(3) happyness (4) therefore	17.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
18.	(1) opponent (2) truly	(3) arguement (4) courteous	18.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
19.	(1) papal (2) fatel	(3) alter (4) neither	19.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
20.	(1) similiar (2) familiar	(3) wield (4) ninth	20.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:

SPELLING

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21.	(1) all right (2) always	(3) allthough (4) thorough	21.	1	2	3	4	5
				:	:	:	:	:
22.	(1) breakfast (2) edible	(3) arable (4) sympethy	22.	1	2	3	4	5
				:	:	:	:	:
23.	(1) benifit (2) worthy	(3) whole (4) athlete	23.	1	2	3	4	5
				:	:	:	:	:
24.	(1) attached (2) begining	(3) prefer (4) always	24.	1	2	3	4	5
				:	:	:	:	:
25.	(1) faculty (2) facility	(3) desease (4) corps	25.	1	2	3	4	5
				:	:	:	:	:
26.	(1) concede (2) fourth	(3) fourty (4) appeal	26.	1	2	3	4	5
				:	:	:	:	:
27.	(1) presede (2) preference	(3) interfere (4) appall	27.	1	2	3	4	5
				:	:	:	:	:
28.	(1) scenery (2) wealth	(3) offen (4) either	28.	1	2	3	4	5
				:	:	:	:	:
29.	(1) site (2) sleigh	(3) sight (4) cite	29.	1	2	3	4	5
				:	:	:	:	:
30.	(1) convienient (2) eminent	(3) corpse (4) imminent	30.	1	2	3	4	5
				:	:	:	:	:
31.	(1) interfere (2) reffered	(3) illegal (4) although	31.	1	2	3	4	5
				:	:	:	:	:
32.	(1) sophmore (2) February	(3) calendar (4) escape	32.	1	2	3	4	5
				:	:	:	:	:
33.	(1) enviornment (2) pioneers	(3) veil (4) respectable	33.	1	2	3	4	5
				:	:	:	:	:

WRITING

34.	(1) physical (2) philosophy	(3) medecal (4) Wednesday	34.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
35.	(1) rhyme (2) affect	(3) effective (4) rythm	35.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
36.	(1) assistance (2) personnel	(3) offerring (4) doesn't	36.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
37.	(1) goes (2) imposing	(3) exciteing (4) exit	37.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
38.	(1) fifth (2) isn't	(3) it's (4) impossable	38.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
39.	(1) hopeful (2) roping	(3) trapping (4) writting	39.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
40.	(1) noticable (2) believe	(3) noticing (4) cringing	40.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
41.	(1) foundry (2) boundries	(3) author (4) dinner	41.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
42.	(1) almost (2) absense	(3) truthful (4) happily	42.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
43.	(1) heroes (2) flying	(3) trys (4) Almighty	43.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
44.	(1) describe (2) referred	(3) preference (4) nicly	44.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
45.	(1) disease (2) underneath	(3) deceit (4) certian	45.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:
46.	(1) desperate (2) truly	(3) seperate (4) difference	46.	1	2	3	4	5
				:	:	:	:	:
				:	:	:	:	:

SPELLING**5**

47. (1) villain. (2) seige	(3) statute (4) occurs	47. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
48. (1) privilege (2) proffessor	(3) sincerely (4) stopping	48. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
49. (1) height (2) explanation	(3) neice (4) leisure	49. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
50. (1) rediculous (2) eighty	(3) writing (4) practice	50. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
51. (1) surprise (2) surely	(3) suddeness (4) vegetable	51. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
52. (1) tragedy (2) studied	(3) pastime (4) equiptment	52. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
53. (1) success (2) pleasant	(3) posess (4) prejudice	53. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
54. (1) seize (2) sergeant	(3) corporal (4) requirment	54. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
55. (1) safty (2) scarcely	(3) optimist (4) woman	55. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
56. (1) personal (2) mathematics	(3) noticeable (4) managment	56. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
57. (1) potatoes (2) embarrassing	(3) eligible (4) hoping	57. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
58. (1) trespassing (2) accidentally	(3) alleys (4) amatuer	58. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
59. (1) almost (2) couragous	(3) descent (4) decent	59. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮

60. (1) conscience
(2) definately

- (3) dialogue
(4) believable

60. 1 2 3 4 5
 : : : : :
 : : : : :
 : : : : :

SPELLING RULES

Rules were not made to be broken; they were made to help. Sometimes you can make up your own spelling rules or tricks that will help you to remember how to spell. The real test of a rule is very simple—if it works, it is right.

A Simple Sequence for Spelling

1. SEE the word—remember what it *looks* like.
2. SAY the word—watch for tricky pronunciation.
3. WRITE the word—remember what it *looks* like.

Sound Clues

In terms of sound, English is a puzzling language. Not all words sound the way they look. There are letter combinations that can fool you. But, once again, there are rules of pronunciation that can help in most cases. What follows is a listing of all the letters of the alphabet. For each letter you will find two keys: *primary*, the sound more often used; and *secondary*, the sound less often found.

Letter	Primary	Secondary
a	1. at, cap, hat—short <i>a</i> 2. ate, cape, hate—the long or <i>name</i> sound	affect, abuse— <i>uh</i>
b	but, absent, crab—a gentle, punched lip sound that changes	
c	1. cell, decent, city— <i>s</i> (To be sounded like an <i>s</i> , letter <i>c</i> must be followed by <i>e</i> , <i>i</i> , or <i>y</i> .) 2. can, helicopter, 'cut— <i>k</i> (To be sounded like a <i>k</i> , the letter <i>c</i> must be followed by <i>a</i> , <i>o</i> , <i>t</i> , or <i>u</i> .)	1. cello— <i>ch</i> 2. vicious— <i>sh</i>
d	dog, bad, addition—the <i>d</i> is a hard, unchanging sound formed by the tongue and the upper gum	

- e 1. red, men—short *e* (*eh*)
2. be, even—the long or *name* sound
- f final, for, off—a sharp, pushed sound made with breath, lips, and teeth of—a *v* sound made by lips and teeth
- g 1. go, bag, grab—hard *g* (must be followed by a consonant, or *a*, *i*, *o*, or *u*)
2. age gorgeous, prestige—soft *g*—or *gj* (must be followed by *e*, or sometimes *i*)
- h hotel, hope, hurricane—a heavy blowing out between parted lips. The sound of the letter *h* is like an outward breath.
- i 1. fin, sin, kin—short *i* (*ih*)
2. fine, sine, kite—long or *name* sound
- j jog, ajar—a hard, pushed sound (*dj*) made by teeth, tongue, and voice
- k kick, joke—a clicking sound at the back of the throat; a hard *c*
- l lull, lollipop—a soft lulling sound made by tongue behind upper teeth, plus voice
- m mama, amuse—a humming sound made by placing lips together and using voice
- n never, seen—made by parting lips, teeth apart, tongue behind upper teeth, and voice
- o 1. mop, top, cop—short *o*
2. mope, cope—long or *name* sound
- p pupil, pope—formed by popping breath through lips
- q queen, aqua—(note: In spelling, *q* is always followed by *u*.) Pronounced like *k* with a *w* sound following: *kw*.
- r roar, arrest—a growling sound in the back of the throat
- s 1. same, stamp, thrust—sharp *s*; hiss
2. mission, fission, tissue— *sh*
- t hit, tub, battle—tongue behind upper gum, lips and teeth parted, sharp outward breath 1. nation, fracture—*sh*
2. capture—*ch*
- u 1. cut, run, dun—short *u* (*uh*)
2. cute, dune—long or *name* sound
- v violin, van, violence—teeth on lips, voiced sound
- w wind, away—shaping sound with little voice or breath

- | | |
|--|---|
| <p>x tax, mix, ox—<i>ks</i></p> <p>y you, yawn—a pushed-through sound</p> <p>z zone, zero—heavy, long <i>s</i></p> | <p>1. silly, cith—<i>ee</i></p> <p>2. myth—short <i>i</i> (<i>ih</i>)</p> <p>3. rhyme—long <i>i</i></p> |
|--|---|

Vowels and Consonants

Among the terms frequently used when we discuss spelling are VOWEL and CONSONANT. There are only six vowels: *a, e, i, o, u*, and sometimes *y* (myth, mystery, rhythm). All the other letters in the alphabet are consonants.

There are certain combinations of letters that should be fixed in your mind. They assist in both pronunciation and spelling: *phth*—*diphtheria* (pronounced dif-theria); *philosophy* (*ph*—*f*); *psychology* (*psy*—*si*).

Now let us go to some of the actual rules. Remember that even though the rules do not work all the time, they are very reliable guides.

RULE ONE: (This is probably the best known and the most easily remembered.)

I before E
 Except after C
 Or when sounded like “ay”
 As in *neighbor* or *weigh*.

There are several important words in which this rule does not work: *seize*, *either*, *neither*, *weird*, *leisure*, *financier*, *foreign*, and *height*.

EXERCISE ONE

In each of the following groups of words, one may be misspelled. In the answer column, blacken the space that has the same number as the misspelled word. If no word is misspelled, blacken space 5.

Sample: 1. perceive 2. deciet 3. chief 4. belief

- | | | |
|--|---|---|
| <p>1. (1) recieve
 (2) conceive</p> | <p>(3) brief
 (4) belief</p> | <p>1. 1 2 3 4 5
 ⋮ ⋮ ⋮ ⋮ ⋮</p> |
| <p>2. (1) seize
 (2) grief</p> | <p>(3) cheif
 (4) friend</p> | <p>2. 1 2 3 4 5
 ⋮ ⋮ ⋮ ⋮ ⋮</p> |

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3. (1) height (2) piece	(3) frieght (4) neither	3. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
4. (1) reign (2) neice	(3) piece (4) cashier	4. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
5. (1) achieve (2) mien	(3) pierce (4) seige	5. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
6. (1) feirce (2) foreign	(3) yield (4) believer	6. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
7. (1) brief (2) sleigh	(3) feind (4) veil	7. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
8. (1) conceit (2) neither	(3) pier (4) retrieve	8. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
9. (1) grief (2) shriek	(3) leisure (4) weird	9. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮
10. (1) heir (2) their	(3) mischeif (4) priest	10. 1 2 3 4 5 ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮

RULE TWO: In words ending with a *y* that comes just after a consonant, change the *y* to *i* before adding *es*, *ed*, *er*, and *est*.

try: tri-es; tri-ed—tries, tried
country: countri-es—countries
boundary: boundari-es—boundaries
happy: happi-er; happi-est—happier, happiest

RULE THREE: In words ending with a *y* that comes just after a consonant, change the *y* to *i* before adding *ly*, *ness*, *ful*.

sloppy: sloppi-ly—sloppily
happy: happi-ness—happiness
fancy: fanci-ful—fanciful