REASONING THROUGH LANGUAGE ARTS
Language Section

50 questions
Read the following blog entry and answer the questions that follow.

Today a man actually said, out loud, to me, “Only a woman would be so selfish.” He was talking about my very legal, very public right to park my Vespa—unobtrusively at that—at a bicycle rack on a sidewalk. I suppose it is up for debate whether it is selfish of me to: drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immovable object designed for such a purpose, live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant. What really startled me, of course, was his blatant sexism.

This man did not appear to be uneducated, in fact, he was really quite dapper, and albeit rotund (so he must be making decent enough money). He wasn’t notably older than me and didn’t have a southern drawl—though DC is still south of the Mason-Dixon line, no matter which way you slice it—so there was no reason to believe he had grown up around such ardently expressed, vocal prejudice. (I only refer to the south as a seed of such sexism because I remember my science teacher in Fayetteville in the 7th grade telling me in front of the class that my effort to get an A was a waste of time, women belonged in the kitchen.) This was just an average, middle class white guy.

I channeled Esther Greenwood. I have never met a woman-hater before.

So I started thinking, what makes men hate women? Generally, I think it is women who tend to be the ones big on the slandering of the opposite sex. Stereotypically, gals have all the right ammunition to fire against men: rape, oppression, promiscuity, abandonment, blah blah blah . . . But what does our sex, in general, do to paint ourselves as fundamentally selfish to the menfolk?

I did see a special on social networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services. Sure, these “Sugar Babies” may have some pretty questionable motives, but is it necessarily selfish? It seems to me both parties are receiving benefits. I think women, yes, can be good with manipulation, particularly that of the emotional variety, but that makes us coercive, not selfish. I guess in the past women have typically been the ones to survive off their husband’s much fatter paychecks, but still, they cook, clean, mother children, entertain at least five full-time-stay-at-home-OTHER jobs at that, AND work on a budget of what is allowed them. I don’t really see that as selfish, but I guess some men might.

I wonder if this particular man’s wife left him and took the car and the house in the ’burbs, and that’s why he was at union station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer. That would score him some right to be bitter chips, I guess. But to be bitter to ALL women? Me? I never dated him, never would, actually, and had never given him any reason to judge and exploit my character flaws. Let alone those of my whole sex.
Effectively quieting the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes. Wouldn’t it have been more productive, if I was indeed BEING selfish, to say something like, Hey. You know, that’s kind of rude, what you’re doing there. I don’t have a bike with me, but if I did, I might like to park it there, instead of at the other, far less accessible to YOU, but not anyone with a bicycle space. Why don’t you move somewhere else? Or, Hey. You’re in the way of my invisible entourage. Move it.

I probably would have taken ACTION in his best interest if he had approached me with a more logical and concerted effort. Nope. Instead all I get is snarky bitterness because I’m a woman. Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize: it’s not because he’s a man that he made that remark. It’s because he’s ________. I’ve inserted several colorful invectives in that sentence to pass the time in commute between work and home.

Maybe insult was added to injury because I towered over him. Strong, tall women. Man, we rock. We scare fat balding men into making derogatory comments at us just because they’re intimidated.

1. How can this sentence be rewritten to avoid the error? “I wonder if this particular man’s wife left him and took the car and the house in the ’burbs, and that’s why he was at Union station in the first place — to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.”

   A. “I wonder if this particular man’s wife left him and took the car and the house in the ’burbs, and that’s why he was at Union Station in the first place — to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.

   B. “I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at union station in the first place — to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. older and much richer.

   C. “I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at union station in the first place — to take the metro to his measly intern-esque, low-paying job, only too kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.

   D. No change.
2. **Short Answer:** Rewrite this segment to avoid the fragmentation. “I never dated him, never would, actually, and had never given him any reason to judge and exploit my character flaws. Let alone those of my whole sex.”

3. How can the sentence “I did see a special on social networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services” be rewritten to avoid the pronoun confusion?

   A. I did see a special on social networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services.

   B. I did see a special on Social Networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services.

   C. I did see a special on social networking sites about women searching for men to be their “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services.

   D. No change.
4. How should the sentence “Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize: it’s not because he’s a man that he made that remark,” be written to avoid the subject-verb agreement error?

A. “Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realized: it’s not because he’s a man that he made that remark.”

B. “Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize it’s not because he’s a man that he made that remark.”

C. “Of course, I had to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize: it’s not because he’s a man that he made that remark.”

D. No change.

5. Correctly punctuate: Wouldn’t it have been more productive, if I was indeed BEING selfish, to say something like, Hey. You know, that’s kind of rude, what you’re doing there. I don’t have a bike with me, but if I did, I might like to park it there, instead of at the other, far less accessible to YOU, but not anyone with a bicycle spaces. Why don’t you move somewhere else? Or, Hey. You’re in the way of my invisible entourage. Move it.

6. How can this sentence be rewritten to avoid the informal register? “I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at union station in the first place — to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.”

A. I wonder if this particular man’s wife left him and took the car and the house in the suburbs, and that’s why he was at Union Station in the first place — to take the metro to his measly intern-style, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.

B. I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at Union Station in the first place — to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with someone else.

C. I wonder if this particular man’s wife left him and took the car and the house in the suburbs, and that’s why he was at union station in the first place — to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.

D. No change.
7. Which word should replace the word “their” in the sentence “I guess in the past women have typically been the ones to survive off their husband’s much fatter paychecks, but still, they cook, clean, mother children, entertain at least five full-time-stay-at-home-OTHER jobs at that, AND work on a budget of what is allowed them.”

A. they’re  
B. there  
C. her  
D. No change.

8. How should this sentence be written to ensure proper coordination? “I suppose it is up for debate whether it is selfish of me to: drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immoveable object designed for such a purpose, live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.”

A. I suppose it is up for debate whether it is selfish of me to drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immoveable object designed for such a purpose, live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.

B. I suppose it is up for debate whether it is selfish of me to drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immoveable object designed for such a purpose, or live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.

C. I suppose it is up for debate whether it is selfish of me to: drive a scooter; take an insignificant and unclaimed slice of the sidewalk; protect my expensive belonging by securing it to an immoveable object designed for such a purpose; live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.

D. No change.
9. How should this sentence be rewritten to fix the awkward construction? “Effectively quieting the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes.”

A. Effective to quiet the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes.

B. Effectively quieting the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would have possibly articulated this thought while looking me dead in the eyes.

C. What further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes, effectively quieting the notion that he may have been speaking to someone else.

D. No change.

Read the following business memo to answer the questions.

Yesterday Melanie Harris and I visited Carver High School to investigate their LEARN model. They have been working on intervention strategies for 10 years, and are perhaps the most progressive school in the county in terms of being a truly established PLC. It is imperative we change our model to follow theirs.

We met with students, teachers, administrators, student services and testing coordinators, and came back with more information than I can share in a succinct email. To put it simply, Carver’s successful plan boils down to three pieces:

1) They use their Success Prep classes to directly intervene with students who are struggling. These kids, as it was beautifully put, are the ones they hope become AVID kids. The rules for scheduling students are: no IEPs, 1.5-2.5 GPA, no behavioral problems, no big weakness. SP is a course that organizes binders, checks homework, assigns LEARN, teaches study strategies, etc. They choose their teachers carefully. There are 3 sections arranged by grade level (9, 10 and 11). They are an English teacher, a math teacher and a science teacher, and they are the “jack of all trades” in the departments. They teach IB courses, but CHOOSE to also work with these kids to establish a rapport with them, encourage them and help them succeed. These teacher’s were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms. (10th grade SP has every 10th grade textbook, etc.). SP meets the same block so the teachers can send kids to the math expert if that is where the student is struggling. The classes started very small (around 7) so students could be added through the year as they were identified. At March they have about 15–20.
2) **LEARN** has two levels of teacher support, advisor and mentor. LEARN has 3 levels of Standing: Good, Monitored, and Supervised. Good students have all Cs or above Monitored have 1 D or F and Supervised have multiple Ds and Fs. Carver has PDAs for students to check in, but they do not assign LEARN unless a student is in Supervised Standing. They keep records about where everyone goes, though, and once a quarter, the LEARN advisor disseminates a LEARN report along with the interim. This report is created by the Testing Coordinator. The LEARN report shows the child where they have gone, and this is a useful tool for the teacher at parent conferences. Carver has LEARN 4 times a week (not Wednesday, the day the school begins late for teacher collaboration). The students said they hate Wednesdays because they NEEDS LEARN, and that the 36 minutes is not nearly enough time.

3) Carver staffs an IA who runs **ISS**, but this is an ACADEMIC intervention for the most part, with only occasional behavioral referrals. When kids are not attending assigned LEARN, or when they are chronically Supervised, teachers can send their students to ISS teachers know they are monitored there. The IA is gifted in math, and he establishes a good rapport with the students and forces them to do work. This runs all day.

A few things the crew at Carver communicated very strongly:

1) One time a week is not nearly enough to make this model work in any kind of productive fashion.

2) Student choice is very important, and you have to trust the kids to do the right thing so the atmosphere does not become negative. Someone said this profound statement, “Why make a rule that only applies to 10% of the kids that 100% of the people have to follow?” There was some disagreement about whether or not the Cafeteria should be open to students as a place to hang out, but at first the general sentiment was that it was a good strategy for a reward. Of course, there is a gate keeper, and students not in Good Standing CANNOT enter. This is easy to determine by the PDAs.

3) All the work for success is done on the front end.

4) ILT uses their time to talk about the 10% of kids who keep failing. However, they’ve begun the new LEARN model, they have decreased their failure rate to 8%. They have the highest IB scores in the county, and the largest number of students sitting for exams because their culture is such: give the kids the resources they need to take really hard classes and they will do it.

Finally, we learned that Carver is a really excellent school for teachers, parents, administrators and students to be at.
10. Fix the apostrophe in the sentence, “These teacher’s were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms.”

A. These teachers’ were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms.

B. These teacher’s were paid for 8 hours to meet in the summer to plan the year, they’ll have the same planning block and they have every resource necessary in their classrooms.

C. These teachers were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms.

D. No change.

11. How should this sentence be written to give it more clarity, “There was some disagreement about whether or not the Cafeteria should be open to students as a place to hang out, but at first the general sentiment was that it was a good strategy for a reward.”

A. At first there was some disagreement about whether or not the Cafeteria should be open to students as a place to hang out, but the general sentiment was that it was a good strategy for a reward.

B. There was some disagreement about whether or not the Cafeteria should be open to students as a place to hang out, but the general sentiment was that it was a good strategy for a reward at first.

C. There was some disagreement about whether or not the Cafeteria should at first be open to students as a place to hang out, but the general sentiment was that it was a good strategy for a reward.

D. No change.
12. How should this sentence be rewritten to avoid the run-on? “When kids are not attending assigned LEARN, or when they are chronically Supervised, teachers can send their students to ISS teachers know they are monitored there.”

A. When kids are not attending assigned LEARN or when they are chronically Supervised teachers can send their students to ISS teachers know they are monitored there.

B. When kids are not attending assigned LEARN, or when they are chronically Supervised, teachers can send their students to ISS; teachers know they are monitored there.

C. When kids are not attending assigned LEARN, or when they are chronically Supervised, teachers can send their students to ISS teachers. Know they are monitored there.

D. No change.

13. Correct the punctuation in this sentence, “Good students have all Cs or above Monitored have 1 D or F and Supervised have multiple Ds and Fs.”

14. How should this sentence be properly worded? “Finally, we learned that Carver is a really excellent school for teachers, parents, administrators and students to be at.”

A. Finally, Carver is a really excellent school for teachers, parents, administrators and students to be.

B. Finally, we learned that Carver is a really excellent school for teachers, parents, administrators and students.

C. Finally, we learned that Carver is a really excellent school.

D. No change.

15. Which word should replace the word “to” in the sentence, “One time a week is not nearly enough to make this model work in any kind of productive fashion.”

A. too

B. two

C. that

D. No change.
16. Fix the subject verb agreement in this sentence, “The students said they hate Wednesdays because they need LEARN, and that the 36 minutes is not nearly enough time.”

A. The students said them hate Wednesdays because they needs LEARN, and that the 36 minutes is not nearly enough time.
B. The students said they hate Wednesdays because they need LEARN, and that the 36 minutes is not nearly enough time.
C. The students said they hate Wednesday’s because they needs LEARN, and that the 36 minutes is not nearly enough time.
D. No change.

17. What change needs to be made to fix the transitional word in the sentence “However, they’ve begun the new LEARN model, they have decreased their failure rate to 8%”? 

A. Change “However” to “Since.”
B. Change “However” to “Therefore” and remove the comma.
C. Change “However” to “Since” and remove the comma.
D. No change.

18. **Short Answer:** Rewrite this sentence to eliminate wordiness. “It is imperative that we must change our model to follow theirs.”

___________________________________________________________________
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*Read the following pre-service teacher’s essay to answer the questions.*

I knew that I wanted to be an English teacher NOT in my English class. I was actually in speech, practicing an oratory about imaginary friends to the sand hills of North Carolina just beyond the second story window of my high school. I was very seriously discussing the negative impacts of growing up too quickly when a marvelous event unfolded. The AP Physics teacher ran out of space for a very complicated equation on his chalkboard. It was the first clear and mildly warm day in February, and they decided to bring his class outside to finish the problem on a seemingly endless chalkboard: the sidewalk. The commencement of the public chalking intrigued me.
I stood in awe as I watched the fifteen student’s mark up the sidewalk for the better part of an hour with what looked to me like hieroglyphics.

I hate physics. I am no good at math and equations. But this man made me want to drop my other interests, meander outside and take part in finding the solution. In science. I remember thinking to myself—Wow. If that man can make physics—a curriculum in which I have absolutely zero interest—look appealing to me, imagine what I could do with English.

Being that I wanted to become a high school English teacher, I’ve never forgotten this day. When I was a junior in high school, a purpose for my life began to develop as I watched this teacher change the lives of his students, my peers, heck, even me—the irrelevant spy and innocent bystander, mauled by physics. My purpose was stemmed in an emerging belief, a belief that everyone deserves the opportunity to make meaningful connections to frustrating tasks, and sometimes we require the service of a talented guide to help us make those connections. I am lucky enough to be on the path to becoming one such a guide.

In my experience as a Student teacher, I have learned that in my job, content is secondary. I believe that high school English classes are not about Literature with a capital L. Reading and writing are merely byproducts of the work we do with kids. In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, their lives to relates to the program of studies we are required to teach. Teaching high school English is about opening students’ minds to possibility. I believe English classes are about preparing students for life outside of high school, and if we’re lucky enough, to create one or two English majors along the way. If we’re really lucky, we’ll engender a lifelong love of learning and reading. Our real job is singular: to help them develop their ability to think. Our means are simply works of Literature.

19. Edit to eliminate the fragment in this example, “But this man made me want to drop my other interests, meander outside and take part in finding the solution. In science.”

A. “This man made me want to drop my other interests, meander outside and take part in finding the solution. In science.”

B. “But this man made me want to drop my other interests, meander outside and take part in finding the solution, in science.”

C. “But this man made me want to drop my other interests, and meander outside and take part in finding the solution. In science.”

D. No change.
20. Edit to correct the pronoun agreement in the sentence “It was the first clear and mildly warm day (in February) and they decided to bring his class outside to finish the problem on a seemingly endless chalk board: the sidewalk.”

A. Replace “they” with “he.”
B. Replace “they” with “him.”
C. Replace “his” with “their.”
D. No change.

21. Edit the illogical word order in the sentence, “But this man made me want to drop my other interests, meander outside and take part in finding the solution.”

A. Replace “meander” with “wander.”
B. Replace “other” with “current.”
C. Replace “But” with “However.”
D. No change.

22. Correct the capitalization in this sentence, “In my experience as a Student Teacher, I have learned that in my job, content is secondary.”

A. “In my experience as a Student Teacher, I have learned that in my job, Content is secondary.”
B. “In my experience as a student Teacher, I have learned that in my job, content is secondary.”
C. “In my experience as a student teacher, I have learned that in my job, content is secondary.”
D. No change.

23. Correct the awkward wording in the sentence, “Being that I wanted to become a high school English teacher, I’ve never forgotten this day.”

A. “Because I wanted to become a high school English teacher, I’ve never forgotten this day.”
B. “I’ve never forgotten this day, being that I wanted to become a high school English teacher.”
C. “I wanted to become a high school English teacher, I’ve never forgotten this day.”
D. No change.
24. Correct the subject-verb agreement with the interceding phrase, “In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, their lives to relates to the program of studies we are required to teach.”

A. In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, their lives to relates to the program of study we are required to teach

B. In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, their lives to relate to the program of studies we are required to teach

C. In a classroom where we compete, we have to find ways to use their interests, their problems, their lives to relates to the program of studies we are required to teach

D. No change.

25. Which word should replace “knew” in the sentence, “I knew that I wanted to be an English teacher NOT in my English class”?

A. new
B. know
C. think
D. No change.

26. How should the informal use be corrected in the sentence, “When I was a junior in high school, a purpose for my life began to develop as I watched this teacher change the lives of his students, my peers, heck, even me — the irrelevant spy and innocent bystander, mauled by physics.”

A. Remove the word “heck” and the comma following it.
B. Replace the word “mauled” with “intrigued.”
C. Remove the phrase “When I was a junior in high school.”
D. No change.
Read the following information to answer the questions.

Your First Time as a Forensics Judge?

Since everyone must start somewhere—here are a few tips . . .

- Bring a reliable stopwatch, pen and/or pencils. Arrive at the high school where the tournament is being held ON TIME!! Late judges result in fines for the school, and late starts equal long days!

- When you arrive, check in with the coaches (usually in the judges’ lounge or near the TAB ROOM). Find out where and when the Judges’ Meeting will be held & GO!

- Your coach will give you a judge code. This code is used to identify your judging assignments—no switching judge codes! (It results in BIG problems!)

- Claim a comfortable spot in the judge’s lounge. So wear comfortable clothing, it can be a long day; bring reading material and food. Some schools feed you like royalty, but others aren’t quite so generous.

- After the judges’ meeting, the meet organizer will “post” the Round 1 listings. If your code is posted go to the Tab Room, or ballot table to pick up your ballots and the list of students in your room. Go to the room where you’ve been assigned. Tip: go to the restroom on route if in doubt, because it can be a long round. Judging is already difficult to do and much harder when you are uncomfortable.

- Review the criteria and ballots—if in doubt, ask another adult before you go to the room, competent. Event rules change from league to league. After you have judged a few times this will become second nature.

- Fill out the information on the top parts of each ballot. To save time and prevent hand cramps, some judges ask students to fill it out (that is okay to do).

- Start once all students have arrived. Although it is not necessary, most judges have students sign in on the board with their speaker code, title and author of selection. Some may have signed in on the board with an asterisk (*) or “D.E.” next to their speaker code. This means they are double entered and will return after going to their other event (or, they may ask to speak first and leave to go to their other event.)

- Writing ballots:

A good Forensics judge is four main things:

1. S/he is familiar with the rules.

2. S/he is willing to be flexible in accepting the student’s interpretation of a piece of literature.
3. S/he is capable of communicating nonverbally during a performance. This is the only form of immediate feedback a student will receive! It is okay to laugh, cry and make eye contact, etc. if you feel that it is appropriate.

4. S/he is well-read and familiar with various forms of literature and current events.

Focus on the selection choice, how it was prepared and delivered, and how the author’s expression of meaning and feeling was communicated. Justify and support your decisions! Remember it is constructive criticism, and the students are LEARNING! Find a balance between praise and criticism. To receive a rank and score from a judge without any comments to justify or support the decision, nothing is more frustrating! Be consistent!

- Have students perform in the order they are listed. Double entered students are the exception. She should perform first and be permitted to leave OR they can perform when they return. Do NOT give oral critiques.

- Keep accurate time and give hand signals. This is essential for Impromptu and Extemp. Most events have a 30 second grace period.

- Once all students have performed, they may be dismissed. Finalize your comments and rankings (first through sixth). Make sure your rankings on the individual ballots matches the master ballot. Check it again.

- Assign a numeric score (1–100). Scores should NOT go below an 85 (unless it was terrible). No two performers can have the same score or rank.

27. Correct the subordination in this instance, “So wear comfortable clothing, it can be a long day; bring reading material and food.”

A. So where comfortable clothing, it can be a long day; bring reading material and food.

B. It can be a long day, so wear comfortable clothing; bring reading material and food.

C. So wear comfortable clothing, it can be a long day.

D. No change.

28. Correct the punctuation in this instance, “If your code is posted go to the Tab Room, or ballot table to pick up your ballots and the list of students in your room.”
29. Correct the possession in this sentence, “Claim a comfortable spot in the judge's lounge.”
   A. “Claim a comfortable spot in the judges lounge.”
   B. “Claim a comfortable spot in the judges' lounge.”
   C. “Claim a comfortable spot in the judges lounge's.”
   D. No change.

30. Correct the pronoun agreement in this sentence, “She should perform first and be permitted to leave OR they can perform when they return.”
   A. Replace “She” with “They.”
   B. Replace “they” with “she.”
   C. Replace “they” with “them.”
   D. No change.

31. Correct the misplaced modifier in this sentence, “Review the criteria and ballots—if in doubt, ask another adult before you go to the room, competent.”
   A. “Review the competent criteria and ballots—if in doubt, ask another adult before you go to the room.”
   B. “Review the criteria and ballots—if in competent doubt, ask another adult before you go to the room, competent.”
   C. “Review the criteria and ballots—if in doubt, ask another competent adult before you go to the room.”
   D. No change.

32. Short Answer: Rewrite this sentence to ensure logical clarity. “To receive a rank and score from a judge without any comments to justify or support the decision, nothing is more frustrating!”

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33. Which word should replace “matches” in the sentence “Make sure your rankings on the individual ballots matches the master ballot,” to demonstrate proper subject-verb agreement?

   A. matched  
   B. match  
   C. matching  
   D. No change.

34. Which word should be capitalized in this sentence, “Although it is not necessary, most judges have students sign in on the board with their speaker code, title and author of selection”?

   A. Judges  
   B. Title  
   C. Author  
   D. No change.

Read the following letter of recommendation.

To Whom It May Concern:

I am writing to recommend Jennifer Fountain for your program. I have known Jennifer since August of this year, when she came to school a week before it began to find out if she was eligible to take IB English.

Jennifer was particularly memorable to me not only because of her initiative, but because of her story. She had been homeschooled until this year, and still managed to take and excel in AP courses. She was curious to find out if she could also add the additional burden of IB to her senior year in high school. When I explained all the catching up she would have to do, she did not flinch. She simply responded ecstatically You mean I can still do the IB work I don’t have to be enrolled in regular English 12? I will do anything you ask me to do!

To hear that from a parent is one thing, but to hear it from a student is something else entirely. Its novel. I haltingly gave her a book to read for the summer reading assignment, which was due less than a week from the day I was giving it to her. She did not blink. Instead, she read the entire novel over the weekend, and submitted her work first thing with the other students. The behavior impressed me, as did the quality of her work. Indeed, it is rare that I write a recommendation for a student in the first quarter of my class for a November deadline if I have not taught her before. Jennifer has done nothing but impress me as good natured, hard-working, thoughtful and diligent.
Jennifer takes every opportunity to improve her already excellent work. I allow for re-writes in my class, and Jennifer re-writes everything. This knowledge of the writing process and willingness to improve shows a philosophy it takes most students four years of college to master: writing is re-writing. Jennifer demonstrates an ideology that is the embodiment of the striving for perfection; though I doubt she would be so cliché as to word it like that. When it is true, though, it is true. She never takes offense, either, when I criticize her work. She is earnest in her desire to improve, and seeks me out for counsel often. Jennifer is brilliant, she tries her best.

Jennifer’s accomplishments are not simply limited to the classroom, therefore. I coach volleyball and was surprised to see her leading the way on our track team at after school practices. Though I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has, I am incredibly proud and in awe of her drive. She is very friendly, and her interests expand beyond school and its sports. She also has experience with the responsibility of caring for horses, teaching lessons and organizing events on a larger scale with her church youth group.

It is without a moment’s hesitation that I recommend Jennifer Fountain. I finds her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling. Jennifer is a wonderful student, and I am certain she will make a wonderful addition to your University. Please do not hesitate to contact me if you have any questions about Jennifer.

35. Eliminate the wordiness in this sentence, “I haltingly gave her a book to read for the summer reading assignment, which was due less than a week from the day I was giving it to her.”

A. “I gave her a book to read for the summer reading assignment, which was due less than a week from the day I was giving it to her.”

B. “I haltingly gave her a book for the summer reading assignment, which was due less than a week from the day I was giving it to her.”

C. “I haltingly gave her a book, which was due less than a week from the day I was giving it to her.”

D. No change.

36. Which word should replace “therefore” in the sentence “Jennifer’s accomplishments are not simply limited to the classroom, therefore”?  

A. however  
B. although  
C. as such  
D. no change
37. Correct the run-on sentence, “Jennifer is brilliant, she tries her best.” (This might be a drop-down question type on the GED test.)
   A. Jennifer is brilliant, and she tries her best.
   B. Jennifer is brilliant she tries her best.
   C. Jennifer is brilliant, tries her best.
   D. No change.

38. How should this sentence be properly punctuated, “She simply responded ecstatically. You mean I can still do the IB work I don’t have to be enrolled in regular English 12? I will do anything you ask me to do!”

39. What should replace “its” in the sentence, “Its novel”?
   A. A
   B. It is
   C. It’s
   D. No change.

40. How can this sentence “Though I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has, I am incredibly proud and in awe of her drive” be reworded to avoid the dangling modifier?
   A. I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has, I am incredibly proud and in awe of her drive.
   B. I am incredibly proud and in awe of her drive, though I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has.
   C. It takes a lot of courage to submerge into public school in the way Jennifer has, and though I barely know her, I am incredibly proud and in awe of her drive.
   D. No change.
41. What word should be replaced to avoid informal usage in the sentence “Jennifer demonstrates an ideology that is the embodiment of the striving for perfection; though I doubt she would be so cliché as to word it like that”?

A. cliché
B. ideology
C. embodiment
D. No change.

42. Correct the subject-verb agreement in the sentence, “I finds her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling.”

A. I find her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling.
B. I found her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling.
C. I finding her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling.
D. No change.

Read the following report about a blind cook who turned into a Master Chef.

If you watched season three of Fox TV’s reality cooking show MasterChef you remember the big smile that lit up Christine Ha’s face every time she impressed the judges with her bold flavors and especially when her threecourse meal of Vietnamese comfort food won Ha the “MasterChef” title.

What viewers, casual, may not have realized right away is that the amateur cook from Houston, Texas, is blind. In 2003, Ha was diagnosed with neuromyelitis optica (NMO), a rare neurological condition that deteriorates the optic nerves and spinal cord. By 2007, Ha had lost most of her vision. But she had regained her love of reading, through help from the National Library Service for the Blind and Physically Handicapped (NLS).

“[NLS] reignited my love for literature. It was what kept me sane when I went through my first bouts of NMO,” says Ha, who also authors the blog theblindcook.com. “When I went through some of my worst health issues in 2003—complete paralysis from my neck down due to spinal inflammation, and complete blindness—all I could do was lie in bed and listen to NLS audiobooks.”
NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability. NLS patrons may choose from tens of thousands of books and dozens of magazines in audio and braille—including dozens of cookbooks, such as “O, the Oprah Magazine Cookbook” and titles by Julia Child, James Beard, and other famous foodies. NLS also loans the portable playback equipment needed to read its audiobooks. Computer-savvy patrons’ may access books online through the NLS Braille and Audio Reading Download (BARD) service.

Ha, who is pursuing a master of fine arts degree at the University of Houston, always has a book checked out from NLS. Recently she was reading Gail Caldwell’s “Let’s take the long way home” in braille. And she currently is working on her “MasterChef” cookbook, which is set for a spring 2013 release.

Disabilities do not need to stand in the way of our dreams; this is something that has been proven throughout the ages. If you have a problem, you can always find a way to get over it, get through it, or around it.

43. Correct the subject-verb agreement in this sentence, “NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot holds a book because of a physical disability.”

A. “NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability.”

B. “NLS, part of the Library of Congress, oversee a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot holds a book because of a physical disability.”

C. “NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability.”

D. No change.

44. Which word should replace the word “through” in the sentence, “But she had regained her love of reading, through help from the National Library Service for the Blind and Physically Handicapped (NLS).”

A. thorough

B. threw

C. thru

D. No change.
45. How should the parallelism be properly written in the sentence “If you have a problem, you can always find a way to get over it, get through it, or around it”?

A. “If you have a problem, you can always find a way to get over it, get through it, or get around it.”
B. “If you have a problem, you can always find a way to get over it, through it, or get around it.”
C. “If you have a problem, you can always find a way to get over it.”
D. No change.

46. Correct the capitalization in this sentence, “Recently she was reading Gail Caldwell’s “Let’s take the long way home” in braille.”

A. “Let’s Take the long Way Home”
B. “let’s take the long way home”
C. “Let’s Take the Long Way Home”
D. No change.

47. Correct the possession in the following sentence, “Computer-savvy patrons’ may access books online through the NLS Braille and Audio Reading Download (BARD) service.”

A. patron’s
B. savvy’s
C. patrons
D. No change.

48. Insert the proper punctuation marks into this sentence, “If you watched season three of Fox TV’s reality cooking show MasterChef you remember the big smile that lit up Christine Ha’s face every time she impressed the judges with her bold flavors and especially when her threecourse meal of Vietnamese comfort food won Ha the “Master-Chef” title.”
49. Eliminate the wordiness in the sentence “Ha, who is pursuing a master of fine arts degree at the University of Houston, always has a book checked out from NLS.”

A. Ha, who is pursuing a master of fine arts degree at the University of Houston, has a book checked out from NLS.

B. Ha, pursuing a master of fine arts degree at the University of Houston, always has a book checked out from NLS.

C. Ha, who is pursuing a master at the University of Houston, always has a book checked out from NLS.

D. No change.

50. **Short Answer:** Rewrite the sentence “What viewers, casual, may not have realized right away is that the amateur cook from Houston, Texas, is blind” to ensure logical clarity.

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