113 English Exam Review

**Insert a comma**

Comma Exercise Insert commas where they belong:

1. Although I liked what you wrote about caring for your pet rat I have a suggestion you might want to consider.

2. Ever since you asked my opinion about the soccer field battle I’ve been mulling the situation over trying to determine a logical consequence.

3. I don’t usually give unsolicited advice but this seems to me to be a special case.

4. I wouldn’t ordinarily presume to tell you how to behave but I’m concerned.

5. Your suggestion is excellent and I may regret not trying it but I’m going to try something else first.

6. May you live as long as you want, and never want as long as you live!

7. On the occasion of your 16th birthday, we send you our best wishes.

8. As you rightly pointed out a mistake has been made on your report card.

9. I don’t like it when you’re upset with me particularly since it was my fault.

10. If you are unable to make the meeting please let me know as soon as possible.

11. If you would like to discuss your report card I would be happy to do so at a time that is convenient for you.

12. If I can repay the kindness let me know.

13. Despite our last three reminders you have still been coming to school late.

14. In the first sentence refer to the topic of your paper.

15. People who haven’t written a letter in years use e-mail because of its ease directness, and speed.

16. Check for accuracy spelling and punctuation before sending your e-mail.

17. As you are no doubt aware we are sold out.

18. If you require additional support please call the service department.

**Question Marks are used to end a question.**

Note: some sentences may seem like they are questions when they are actually

statements that appear like questions.

Directions: Decide if the following sentences should end with a question mark.

Example: Are we going to the mall today Yes No

1) What time is it Yes No

2) Do you want another piece of cake Yes No

3) Juan asked if we are going to the mall today Yes No

4) It is 5:00 Yes No

5) Maybe class ends at 3:30 Yes No

6) I am not sure if we need more milk Yes No

7) Did the man find his dog Yes No

8) The turkey is done cooking Yes No

9) I wonder what time it is Yes No

10) Was the movie scary Yes No

11) It might be sunny tomorrow Yes No

12) Is it 7:00 Yes No

13) You love painting Yes No

14) Was the trip long Yes No

15) It is possible that we will arrive early Yes No

**The Colon**

The Colon can be used in the following 7 ways:

**1) Before a list that is introduced by a complete sentence.**

 **Example: The reporter interviewed the following people: the department heads,**

 **the members of the faculty council, and a representative group of students.**

**2) To introduce the effect, or logical consequence of an action.**

 **Example: There was only one way he could win: he had to cheat.**

**3) Before a quotation.**

 **Example: This is what Plato had to say about mathematicians: “I have hardly ever**

 **known a mathematician who was capable of reasoning.”**

**4) After the salutation in a business letter or memo.**

 **Example: Dear Senator Harkin:**

**5) To separate chapter and verse in scripture.**

 **Example: The Sunday school class studied James 4:10**

**6) To separates hours from minutes.**

 **Example: Our soccer game starts at 7:30.**

**7) To show ratios.**

 **Example: Pour in the milk and water at a 3:1 ratio.**

*Directions: Fill in the missing colons*.

1) I gave you the spray bottles for one reason to clean the windows.

2) You will need the following ingredients milk, sugar, flour, and eggs.

3) Johann set the alarm clock for 6 00.

4) My father ended every conversation the same way “Don’t give up.”

5) Dear Mr. Kurasu of the Kiragowa Corporation

6) Mix the oil and vinegar at a 1 2 ratio.

7) I have invited the following people to my party Kevin, Amy, and Keeley.

8) There is only one way to make it to the top hard work.

9) The soldier shouted the following before leaving to war “We shall return victorious!”

**Apostrophes**

**The apostrophe has two primary functions:**

**1) to show possession of a noun**

**2) to show the omission of letters**

**1) to show possession of a noun**

**• add 's to the singular form of the word (even if it ends in -s):**

**I drive near the president’s house every day.**

**I like James's car.**

**• add ' to the end of plural nouns that end in -s:**

**These are my sisters’ dresses.**

**These are my friends’ pencils.**

**• add 's to the last noun to show joint possession of an object:**

**We are at Todd and Anne's apartment.**

**Note: Apostrophes should not be used with possessive pronouns because possessive**

**pronouns already show possession -- they don't need an apostrophe. His, her(s), its, my,**

**mine, your(s), our(s), their(s) are all possessive pronouns.**

**Note: As a general rule, if the possessive noun is an inanimate object (not living, no**

**causal agency) then no apostrophe is needed. There are exceptions to this rule, however.**

**Example: That is the door of the car.  That is the car door.**

**In the example, notice that the car does not need a possessive apostrophe because it is an**

**inanimate object.**

**Directions: Change the “\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_” phrases into possessive noun phrases**

**using an apostrophe.**

Example: That is the house of David.  That is David’s house.

1) This is the shoe of the girl.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) We are at the room of the hotel.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3) He is the son of Marcus.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4) This is the house of Julie and Juan.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5) Please close the door of the car.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) The flowers of the plant are red.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7) The website of the College is confusing.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8) I want to play the guitar of Ernesto.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9) Do you want to walk to the side of the river?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10) I want to ride in the car of Bobbie.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2) to show the omission of letters and to form contractions**

**• Apostrophes are used to show any omission of letters in a word.**

**• Apostrophes are also used to form contractions. A contraction is a combination of two**

**words which results in a single word. The apostrophe is used where letters have been**

**omitted. Contractions are common in speaking and in informal writing.**

**• Here are some examples of contractions:**

**Affirmative Contractions**

**Pronoun + to be + would + will**

**I I am I’m I’d I’ll**

**you you are you’re you’d you’ll**

**we we are we’re we’d we’ll**

**they they are they’re they’d they’ll**

**he he is he’s he’d he’ll**

**she she is she’s she’d she’ll**

**it it is it’s it’d it’ll**

**there there is: there’s there’d there’ll**

**that that is that’s this’d this’ll**

**Note: the only time you need to use an apostrophe**

**for “it is” is when forming the contraction “it’s”.**

**“Its” (with no apostrophe) is used to show**

**possession.**

**Negative Contractions**

**Verb + not Contraction**

**do not don’t**

**does not doesn’t**

**did not didn’t**

**is not isn’t**

**are not aren’t**

**was not wasn’t**

**were not weren’t**

**has not hasn’t**

**have not haven’t**

**had not hadn’t**

**will not won’t**

**would not wouldn’t**

**can not can’t**

**could not couldn’t**

**should shouldn’t**

Directions: Use apostrophes in the following sentences to make contractions.

Example: I am your friend.  I’m your friend.

1) I do not like vanilla ice cream.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) I am going to the mall.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3) Who is the new student?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4) They are my best friends.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5) We are not waiting in the line.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) She will be the class president.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7) He should not worry so much.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8) They will be here in fifteen minutes.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9) Where is my blue book?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10) She does not eat spinach.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Directions: Use what you have learned to punctuate the following sentences with apostrophes.

Example: Where is the book of John?  Where’s John’s book?

1) This is not the key I was looking for.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) I want to pet the head of the dog.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3) That is the hat of Jones.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4) I need to go to the market of the town to buy milk.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5) Did you not wash the car of Bill?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) This wallet belongs to Tito.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7) This one is nicer than the one that Dan has.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8) It is funny when the dog chases its tail.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9) We should not take the car of my father to the beach.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10) She is the best student in the college.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Capitalization**

* **the first word in a sentence.**

**• names of people, places, products, clubs, and organizations.**

**• main words in the titles of books, stories, poems, and songs.**

**• days of the week, months of the year, and holidays.**

**Rewrite the sentences below using correct capitalization.**

1. the city of sacramento is the capital of california.

2. jennifer and peter will travel to russia to work in an orphanage.

3. the jackson elementary school band will perform “yankee doodle.”

4. my friend sally and i are reading the novel the phantom tollbooth.

5. the train will stop in atlanta, montgomery, and jacksonville.

6. nicole likes pepsi, but veronica and brandon prefer coke.

7. the faces of four presidents are carved on mt. rushmore.

8. are you going to go to celeste’s party on saturday?

9. the new school year will begin in august or september.

10. the american women’s league meeting will be held on tuesday.

11. we celebrate valentine’s day in february, not in october.

12. sarah planned a christmas party at lakeshore park this december.

**Graphic Novel Terms**

You need to know your Graphic Novel Terms/Elements.

Find an illustration from Persepolis that demonstrates each term and explain how the author used the strategy for the story. Use: “In this illustration the author uses \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_ (explain what the author did)”

|  |
| --- |
| 1. 1. Captions              Image result for Captions in persepolis
2.
3. In This illustration the author uses a **caption** explain that while the women look alike with similar clothes, they are actually very different in character at home.
 |
| 2.  Special effects lettering        |
| 1. Figures

       |
| 1. panel

       |
| 1. speech balloons

    |
| 1. Foreground

    |
| 1. Gutter

           |
| 1. Juxtaposition
 |
| 1. Bleed
 |

**TPEE Paragraph writing**

**T- This is your topic. It may be the position you are taking. You want to convince the reader to agree with your position**

**P- This is a point that backs up your argument.**

**E- This is Evidence you are using to prove your point. Typically it is a quote from an article or piece of media**

**E- This is where you explain how your evidence proves your point.**

**Write Persuasive paragraph about one of the following topics:**

1. **School Uniforms**
2. **The best NHL team in history**
3. **Donald Trump**
4. **A topic of your choice**

**\*First organize your TPEE here**

**T-**

**P-**

**E-**

**E-**

**Write your paragraph here:**

**Nonfiction Reading Test**

**Asian Carp**

**Directions:** Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

|  |  |
| --- | --- |
| The United States has a lengthy history of going to war. It is a nation born from war. Pick any year since 1776, and the odds of America being involved in at least one war is over 90%.  Every US President has faced war. Still, it may surprise you to hear that the US government is at war with a fish. Asian carp were introduced to American waters during the 1970s. Southern fish farmers began importing them to help clean their ponds. Asian carp are phenomenal cleaners. Unfortunately, it didn't take too long for them to escape from these ponds, perhaps from flooding, and get into the Mississippi River. From there they have followed their natural tendency to swim upstream. This tendency may lead them into the Great Lakes and Canada, a nightmare scenario for fisherman. Asian carp are large fish. One species, the silver carp, can grow to be 100 pounds. But despite their size, they feed from the bottom of the food chain. That means that they eat plankton and algae. A one hundred pound fish can eat an awful lot of sea scum, and some of it is toxic. The carp are *resistant* to the toxins, but we aren't. Some Asian carp are hazardous to eat because they have so many algal toxins in their systems. They also have lots of tiny bones in their meat, which makes them difficult to prepare. Asian carp is not a popular delicacy. Introducing the Asian carp into waters that have not known them can be devastating. Beneath the surface of the water is a unique ecosystem. This system rests delicately on a balance that has evolved over millions of years. Then along come these big, hungry bottom feeders to mess up everything. They breed rapidly and densely populate the waters. Worse still, they compete with the native bottom feeders. The native bottom feeders are smaller. Larger, tastier fish like salmon eat them. The native bottom feeders are an important part of the ecosystem. When the Asian carp outperform them, the whole food chain suffers, all the way up to the people.  | Not only do Asian carp mess up the food chain, they mess up people. Seriously. An Asian carp will bust you in head. Remember that silver carp can be 100 pounds. There is a reason why they are also known as "flying carp." This particular species of Asian carp has a tendency to jump when frightened. They can jump up to ten feet in the air, and the sound of boat motors frightens them. Watch out watersportists! In 2003 a woman jetskier collided with one and broke her nose and a vertebra. She almost drowned. In 2008 a teenager broke his jaw on one while tubing. Many others have been injured by these flying logs. Asian carp pose a serious threat to water skiers and boaters. In 2007 the U.S. Department of the Interior declared all silver carp to be an injurious species. In 2010, the State of Michigan passed the $30 million CARPACT. In 2012 Congress approved the "Stop Invasive Species" act, legislation written solely to protect the Great Lakes from Asian carp. The government has been on the offensive against these large-bellied invaders.But Asian carp are difficult to catch. Since they eat from the bottom**,** they do not go for lures or baits like most large fish. The best way to stop them is to keep them out. The Great Lakes are connected to the Mississippi River through the 28-mile Chicago Sanitary and Ship Canal. For Chicagoans, it is the final point of resistance. A series of multimillion-dollar electrical barriers have been built along the canal. The barriers are effective at keeping adult carp at bay, but some fear that baby carp may pass through. The United States Army Corps of Engineers has been deployed along with EPA. In 2009 they poisoned the entire canal with rotenone, a chemical that kills fish. The $3 million operation netted over 90 tons of dead fish, and a single carp. Some think that Great Lakes must be cut off from the Mississippi River. The Michigan Attorney General sued to have the canal closed. The Ontario government and some Great Lake states have also taken legal action. But the courts have been persuaded by the value of the canal as a shipping conduit thus far. In the meantime, the barriers continue to hold, but how long can they? The carp have the Great Lakes under siege. Is this a war that we are destined to lose? |

1. Which statement best expresses the main idea of the second paragraph?

a. Asian carp were brought to America during the 1970s to assist Southern fish farmers.

b. Asian carp are remarkable cleaners, which makes them highly desirable fish to have.

c. Asian carp were supposed to clean ponds but they escaped and are headed north.

d. Asian carp are excellent at swimming upstream and cleaning up plankton.

2. Which is **not** a reason why Asian carp is an unpopular menu item?

a. It is hard to prepare because of all the little bones.

b. They are a very fattening fish.

c. Some of them are toxic and unsafe to eat.

d. They are bottom feeders.

3. Which statement would the author most likely **disagree** with?

a. Asian carp outperform many native bottom feeders.

b. Asian carp could disrupt the ecosystem in Lake Michigan.

c. One species of Asian carp is the silver carp.

d. Asian carp are disliked because they eat salmon.

4. Which best describes the text structure of the fourth paragraph?

a. Chronological order b. Cause and effect

c. Compare and contrast d. Problem and solution

5. Which person would be most threatened by silver carp in a local water source?

a. A waterskier b. A chicken farmer

c. A bungee jumper d. A beachgoer

6. Which best describes the word *resistant* as it is used in the third paragraph?

a. To be allergic to something b. To be unaware of something

c. To be unaffected by something d. To be attracted or drawn to something

7. According to information in the article, which event happened **last**?

a. Asian carp escaped from southern fish farms.

b. The Chicago Sanitary and Ship Canal was poisoned with rotenone.

c. A teenager broke his jaw on a silver carp while tubing.

d. Congress approved the "Stop Invasive Species" act.

8. Which of the following statements is **false**?

a. Silver carp have been declared an "injurious species" by the government.

b. Silver carp are also known as "flying carp."

c. Silver carp can grow to be 100 lbs.

d. Silver carp can jump up to twenty feet in the air.

9. Which statement would the author most likely **agree** with?

a. It would be best for the fishing industry if the canal were closed permanently.

b. The electric barriers will keep the Asian carp out of the Great Lakes forever.

c. The Great Lake states agree fully on a solution to the Asian carp problem.

d. Closing the Chicago Sanitary and Ship canal would have little economic impact.

10. Which title best represents the author's main purpose in writing this text?

a. *America: A Nation at War*

b. *Asian Carp: Threatening the Great Lakes*

c. Asian Carp: *A Beautiful and Powerful Fish*

*d. Misunderstood: Protect and Defend the Asian Carp*