

1. Look carefully at the four choices below. In the series of words below, choose the word or phrase that is **NOT** parallel to the rest of the choices.
  1. curled her hair
  2. burying the treasure
  3. cracked an egg
  4. annoyed her mother
2. Look carefully at the four choices below. In the series of words below, choose the word or phrase that is **NOT** parallel to the rest of the choices.
  1. drumming on the table
  2. calculating the answer
  3. covering the scar
  4. crawled across the floor
3. Look carefully at the four choices below. In the series of words below, choose the word or phrase that is **NOT** parallel to the rest of the choices.
  1. fought the disease
  2. have caught the thief
  3. have frozen the tomatoes
  4. have torn the papers
4. Look carefully at the four choices below. In the series of words below, choose the word or phrase that is **NOT** parallel to the rest of the choices.
  1. multiplied the numbers
  2. locking the door
  3. earning her paycheck
  4. dusting the furniture
5. Look carefully at the four choices below. In the series of words below, choose the word or phrase that is **NOT** parallel to the rest of the choices.
  1. risked his life
  2. named the new species
  3. noticed the change
  4. looking the wrong way
6. In the sentence below, decide if all labeled parts are in *parallel structure*. If they are not, choose the phrase that is **incorrect**.

After I [A] drank my fourth glass of milk, I [B] realized that I [C] finished a whole quart of milk.

1. choice A
  2. choice B
  3. choice C
  4. All parts of the sentence are parallel.
7. In the sentence below, decide if all labeled parts are in *parallel structure*. If they are not, choose the phrase that is **incorrect**.

[A] When Eric arrived, [B] he started to eat immediately.

1. choice A
  2. choice B
  3. All parts of the sentence are parallel.
8. In the sentence below, decide if all labeled parts are in *parallel structure*. If they are not, choose the phrase that is **incorrect**.

The detective did not know whether he had to stand trial [A] for disorderly conduct or [B] because he had disobeyed.

1. choice A
2. choice B
3. All parts of the sentence are parallel

9. In the sentence below, decide if all labeled parts are in *parallel structure*. If they are not, choose the phrase that is **incorrect**.

In the 1600s, the English government [A] gave money to the Hudson Bay Company, and it [B] sets up trading posts.

1. choice A
2. choice B
3. All parts of the sentence are parallel.

10. In the sentence below, decide if all labeled parts are in *parallel structure*. If they are not, choose the phrase that is **incorrect**.

[A] Ivy jumps higher over the balance beam than [B] vaulting over the horse.

1. choice A
2. choice B
3. All parts of the sentence are parallel

11. Identify the *noun clause* in the sentence below.

Whatever you plant in this soil is sure to grow.

1. Whatever you plant in this soil
2. in this soil
3. is sure
4. to grow

12. Identify the *noun clause* in the sentence below.

Our impression is that outdoor concerts are popular in the city.

1. Our impression is
2. that outdoor concerts are popular in the city
3. in the city
4. no noun clause

13. Identify the *noun clause* in the sentence below.

People's moods are often affected by whatever colors surround them.

1. people's moods
2. are often affected
3. colors surround them
4. whatever colors surround them

14. Identify the *noun clause* in the sentence below.

Jared didn't know whether the old seeds would produce plants.

1. Jared didn't know
2. whether the old seeds would produce plants
3. would produce plants
4. no noun clause

15. Identify the *noun clause* in the sentence below.

Who ate the last slice of pie is a mystery to me.

1. Who ate the last slice of pie
2. slice of pie
3. is a mystery
4. to me

16. Read the sentence below. Identify the type of clause that is written in italics.

*Whoever wins the match* will play in the tournament.

1. adverb clause
2. noun clause
3. independent clause
4. adjective clause

17. Read the sentence below. Identify the type of clause that is written in italics.

This is *what I wanted most for my birthday*.

1. adverb clause
2. noun clause
3. adjective clause
4. independent clause

18. Read the sentence below. Identify the type of clause that is written in italics.

Can you tell me *how glass is made*?

1. independent clause
2. adjective clause
3. adverb clause
4. noun clause

19. Read the sentence below. Identify the type of clause that is written in italics.

*What you have on your plate* looks delicious.

1. independent clause
2. adverb clause
3. noun clause
4. adjective clause

20. Read the sentence below. Identify the type of clause that is written in italics.

*What you found* is a piece of quartz.

1. noun clause
2. independent clause
3. adverb clause
4. adjective clause

21. Read the sentence below. Identify the type of *clause* that is written in italics.

*Some birds are named for unusual habits* that they have.

1. dependent clause
2. noun clause
3. independent clause
4. adverb clause

22. Read the sentence below. Identify the type of *clause* that is written in italics.

*Cork is a substance* that has been used for hundreds of years.

1. adjective clause
2. noun clause
3. adverb clause
4. independent clause

23. Read the sentence below. Identify the type of *clause* that is written in italics.

While she lived abroad, *Agatha Christie wrote many mysteries*.

1. noun clause
2. independent clause
3. adjective clause
4. dependent clause

24. Read the sentence below. Identify the type of *clause* that is written in italics.

*Lauren sent her book to several publishers*, all of whom rejected it.

1. independent clause
2. noun clause
3. adverb clause
4. dependent clause

25. Read the sentence below. Identify the type of *clause* that is written in italics.

*Primitive people had no way to send messages,* unless they used signals.

1. dependent clause
2. independent clause
3. noun clause
4. adverb clause

26. Read the sentence below. Identify the type of phrase that is written in italics.

Wild carrot, *a poisonous plant,* grows in fields and marshes.

1. gerund phrase
2. participial phrase
3. appositive phrase
4. prepositional phrase

27. Read the sentence below. Identify the type of phrase that is written in italics.

Cayenne, *a common spice,* makes food hot.

1. infinitive phrase
2. appositive phrase
3. participial phrase
4. gerund phrase

28. Read the sentence below. Identify the type of phrase that is written in italics.

The diamond, *the most prized gem,* can cut through glass.

1. gerund phrase
2. infinitive phrase
3. prepositional phrase
4. appositive phrase

29. Read the sentence below. Identify the type of phrase that is written in italics.

Alaska, *our largest state,* has the fewest citizens.

1. appositive phrase
2. gerund phrase
3. adverb phrase
4. prepositional phrase

30. Read the sentence below. Identify the type of phrase that is written in italics.

My neighbor *Mrs. Black* is a chemist.

1. prepositional phrase
2. participial phrase
3. infinitive phrase
4. appositive phrase

31. Read the following sentence. Then, identify the *nouns or pronouns* and the *adjectives* that describe them.

He was excited because she gave him a giant, stuffed hippopotamus.

1. He – was; she – giant, stuffed
2. He – excited; hippopotamus – giant, stuffed
3. She – excited; hippopotamus – giant, stuffed
4. Was – excited; she -- gave

32. Read the following sentence. Then, identify any *nouns* and the *adjectives* that describe them.

Jasmine studied for the final exam for six hours.

1. Jasmine – final; exam – final
2. Jasmine – studied; six – hours
3. Hours – final; exam – studied
4. Exam – final; hours -- six

33. Read the following sentence. Then, identify the *noun* and the *adjectives* that describe it.

The towel, dry and clean, felt wonderful against her skin.

1. Towel -- dry, clean
2. Towel -- clean, wonderful
3. Skin -- wonderful, dry
4. Skin -- wonderful, against

34. Read the following sentence. Then, identify the *noun* and the *adjective* that describes it.

We live in a brick house.

1. We -- live
2. Live -- brick
3. We -- house
4. Brick -- house

35. The *adjective* in the following sentence has been underlined. What specific information is it communicating about the *noun* it describes?

The child held the microphone and sang the birthday song.

1. What kind
2. Which ones
3. How many
4. How much

36. Which of the following sentences is written correctly?

1. Jackies new car's are blue, grey, and white.
2. Jackie's new car's are blue, grey, and white.
3. Jackies new cars are blue, grey, and white.
4. Jackie's new cars are blue, grey, and white.

37. Which of the following sentences is written correctly?

1. On his way to Arkansas, Manny saw a robin's nest.
2. On the way to Arkansas', Manny saw a robins nest.
3. On the way to Arkansas, Manny saw a robin's nest's.
4. On the way to Arkansas, Manny saw a robins nest.

38. Which of the following sentences is written correctly?

1. Carolines friend bought her a sweater for her birthday.
2. Carolines' friend bought her a sweater for her birthday.
3. Caroline friend bought her a sweater for her birthday.
4. Caroline's friend bought her a sweater for her birthday.

39. The following sentence tells the reader about **more than one** puppy. In which sentence is the *plural* form of *puppy* spelled correctly?

1. LaToya named her puppys Spot and Rover.
2. LaToya named her puppyies Spot and Rover.
3. LaToya named her puppies Spot and Rover.
4. Latoya named her puppy's Spot and Rover.

40. The following sentence tells the reader about **more than one** horse. In which sentence is the *plural* form of *horse* spelled correctly?

1. Seven horse were stolen by the outlaws.
2. Seven horses were stolen by the outlaws.
3. Seven horsies were stolen by the outlaws.
4. Seven horse's were stolen by the outlaws.

41. Which of the following sentences uses the action verb *trip* in the **future perfect tense**?
1. Paula and Leroy will take a trip to Italy for their honeymoon.
  2. Mai will have tripped four times over the mess on her floor before she finally cleans it up.
  3. Don't trip on the wet floor.
  4. Evan will trip over the couch as he comes on stage.
42. Which of the following sentences correctly uses the action verb *bring* in the **past tense**?
1. Autumn *brings* cooler temperatures and fall colors.
  2. Autumn *brought* cooler temperatures and fall colors.
  3. Autumn *bringed* cooler temperatures and fall colors.
  4. Autumn *brang* cooler temperatures and fall colors.
43. Which of the following sentences uses the word *wind* as an action verb in the **past tense**?
1. The wind blew so hard, my garbage pail fell over.
  2. My wind-up jewelry box plays *Für Elise*, by Beethoven.
  3. Suzanna wound the garden hose on the reel.
  4. The poodle whined all night long.
44. Which of the following sentences uses the action verb *study* in the **future perfect tense**?
1. I will study after my nap.
  2. I had studied all night, but I still failed the quiz.
  3. My buddies are coming over tomorrow for a study session.
  4. We will have studied six hours before they leave.
- 45.
- In which of the following sentences is the *action verb* in the **present tense**?
1. Stop, in the name of the law!
  2. She stopped at the red light.
  3. Who will stop the masked man from his sinister plan?
  4. The kitten had stopped scratching the leather couch before her family got home
46. Read the following passage. Choose the line that contains an error in subject/verb agreement. If there is no error, choose choice 4.
1. The group decided that they needed new officers.
  2. A president, secretary, and treasurer is to be
  3. elected at the end of September.
  4. No errors
47. Read the following passage. Choose the line that contains an error in subject/verb agreement. If there is no error, choose choice 4.
1. Jordan suddenly became very ill after lunch. Either
  2. his medications or the food are causing this. Hopefully,
  3. he will recover soon.
  4. No errors
48. Read the following passage. Choose the line that contains an error in subject/verb agreement. If there is no error, choose choice 4.
1. When one give a speech, one should consider
  2. the purpose of that speech. Is it meant to
  3. inform, entertain or persuade the audience?
  4. No errors

49. Which of the following sentences best expresses the writer's idea?

1. These words are identical in pronunciation: they differ in spelling and meaning.
2. These words are identical in pronunciation, they differ in spelling and meaning.
3. These words are identical in pronunciation they differ in spelling and meaning.
4. These words are identical in pronunciation; they differ in spelling and meaning.

50. Which of the following sentences best expresses the writer's idea?

1. "I'm sure," she commented with a smile, "that you will all do a fine job."
2. "I'm sure" she commented with a smile "that you will all do a fine job."
3. I'm sure, "she commented with a smile," that you will all do a fine job.
4. "I'm sure" she commented with a smile, "that you will all do a fine job."

Figure 1

## Text: The Consumer Culture

[1] Steve Brigance joined the throngs of shoppers at the vast Potomac Mills mall in Woodbridge, Va., for one reason: to pick up a pair of shoes for his wife. His mission accomplished, he pushes his young son and daughter in their stroller from store window to store window, checking out the season's offerings. But he's done his shopping for the day....

[2] And Potomac Mills — with its 230 stores and 1.7 million square feet of space — is the place to go. Indeed, Brigance says, malls like the mammoth emporium literally feed our nation's obsession with acquiring things....

[3] But while the unbridled consumerism symbolized by Potomac Mills worries Brigance, other shoppers at the bustling mall are untroubled by Americans' embrace of shopping as recreation.

[4] "I don't see anything wrong with it," says Rebecca Michalski, a sixth-grade teacher from Fairfax, Va. "I come to Potomac Mills sometimes with my family, and we find that it's a good way to spend time together." Moreover, she dismisses the criticism of people like herself who enjoy shopping. "Look, people spend their time the way they want to," she says, "and that's no one else's business."

[5] That may be true, says Michael Jacobson, executive director of the Center for Science in the Public Interest, a consumer advocacy group. But advertising and marketing have become such strong forces in our society, he says, that consumption for many people has become less a question of personal choice and more a compulsion....

[6] According to Jacobson, [author Mark] Buchanan and other critics of consumerism, the need to buy is literally programmed into us by the media, through advertising and the glorification of material wealth.

[7] The idea that you can buy fulfillment is repeated constantly in the media, like background noise," says Betsy Taylor, executive director of the Center for a New American Dream, a think tank in Takoma Park, Md., that focuses on "quality of life" issues.

[8] In addition, critics say, consumerism has displaced other, more important yearnings, such as spending time with our families and in our communities. "Even among religious people I see it," Buchanan says. "They rush out of church on Sunday so that they can go to the mall and shop."

[9] But other observers, economists among them, see the criticism of consumerism as misdirected. They argue that consumers are not brainwashed slaves to shopping but intelligent people who know what they want and usually purchase things they genuinely feel that they need....

[10] In the final analysis, [economists Diane] Furchtgott-Roth, [Martin] Regalia and others say, consumer spending drives the economy, creating jobs and bringing material prosperity to many millions of Americans.

[11] "The people who make all of these goods use the money they're paid to do things like buy a house, send their kids to school and build their churches," Regalia says.

[12] Still, the critics contend, society needs to impose some limits on what they see as rampant and harmful consumerism, especially when it's directed at children. Many critics of consumerism even say that television advertising aimed at children should be severely limited at the very least, or banned....

[13] "Kids are very susceptible to advertising, and advertisers know it," says Kathryn C. Montgomery, president of the Center for Media Education, a children's advocacy group.

[14] In addition, Montgomery and others argue, the constant barrage of advertising prods children to frequently ask for things that their parents either can't afford or don't want them to have....

[15] But others argue that it is for parents, not government regulators, to decide what their children watch. "Parents have certain standards, and they impose those standards on their kids," says Jeff Bobeck, a spokesman for the National Association of Broadcasters (NAB).

[16] Opponents of putting limits on advertising also argue that commercials do not send children [pernicious](#)

<sup>1</sup> messages or turn them into bad citizens. Indeed, Bobeck and others point out, most of today's adults grew up on television and are now productive and law-abiding citizens....

[17] Taylor and others argue that the desire to reduce or even replace important needs in our lives with consumption is prompted to a large extent by the media, with their almost relentless barrage of advertisements. Indeed, according to a recent article in *Business Week*, the average American is exposed to 3,000 commercial messages per day, from television and newspaper advertisements to billboards, signs and logos on clothing....

[18] “The message is that you are the center of the universe, that you have needs and that you won’t be fulfilled until you buy the right product to fill those needs,” Taylor says....

[19] The problem with this message, Jacobson and others say, is that it’s misleading, because happiness and fulfillment are not the natural byproducts of consumption. “It’s a quick fix, at best, because while you feel better for a little while, it doesn’t last and then you have to go buy something else,” says Taylor.

[20] Ironically, Taylor and others say, excessive shopping is not only unsatisfying but highly impractical.

[21] “One of the things that consumerism has done is to teach us to value things too little,” Buchanan says. “We always want the newest or the best version of a computer or car or whatever even when we really have no need to replace what we have.”

[22] We need to recapture the “sacredness” of things, Buchanan continues, “to appreciate the things we already have and not constantly be lusting after something more.”

[23] But others dispute this vision of addicted, unhappy consumers who buy simply to satisfy other needs, arguing that people generally purchase goods and services because they think they need them....

[24] For Furchtgott-Roth and others, the beauty of the American consumer economy is that it gives people an array of choices. “On balance, more and better choices make people much happier,” says CATO’s [Stephen] Moore. “The proof is in the pudding,” he adds, referring to the simple economic reality that if Americans didn’t want more choice, the market wouldn’t respond by creating more. “And besides,” he says, “you always have the choice not to buy.”

[25] Indeed, Furchtgott-Roth and Moore argue that, contrary to what the critics of consumerism say, people are not entirely in the thrall of advertisers and marketers. “I don’t believe in the idea that the supply is creating the demand,” Moore says, “because a lot of products fail even though they’ve been introduced with sophisticated promotional and advertising campaigns.” For example, he points to failed promotional campaigns for new products, such as the infamously unsuccessful effort to introduce New Coke in the mid-1980’s....

[26] Finally, the supporters say, even habitual shoppers who spend most of their time in malls shouldn’t be criticized or looked down upon. “Shopping is a leisure activity for some people,” Furchtgott-Roth says. “If it’s something that they want to do, something they get value from, there’s nothing wrong with it.”

[27] But opponents of consumerism say that rampant buying is inherently wrong and that society has a responsibility to find ways to discourage it. One way, according to Robert Frank, professor at Cornell University in Ithaca, N.Y., would be to make it more expensive for people to spend their money, especially on luxury goods. “We need to tax savings less and consumption more, to encourage people to spend less and save more,” Frank says....

[28] But CATO’s Moore warns the critics to be careful about what they wish for. “Our whole economy is based on consumers buying things,” he says, “and if we stopped buying as much as we now do, the whole economy would naturally slow down” and the results would be devastating. “For starters, many people would lose their jobs.”

[29] A cutback on consuming would cause other, equally devastating results, Moore and others say. “Consumerism tends to speed the pace of innovation,” says Debbie van Opstal, senior vice president at the Council on Competitiveness, a nonprofit membership group that seeks to increase public awareness of the value of economic competition. According to van Opstal, highly selective consumers impel companies to constantly work at building better mousetraps for less. “There’s nothing that forces companies to do things better, cheaper and faster than demanding customers,” she says....

<sup>1</sup>pernicious — highly destructive

— David Masci  
excerpted from “The Consumer Culture”  
*CQ Researcher*, November 19, 1999

## Time Line

### 1900–Present

**The rise of radio and TV, then the Internet, spurs consumerism.**

#### 1900

Businesses are spending \$500 million annually on advertising.

#### 1920

First radio station broadcasts in Pittsburgh.

**1948**

Commercial television begins broadcasts to larger audiences.

**1950**

Diners Club issues the first credit card.

**1955**

First shopping malls appear.

**1960**

Some 90 percent of American homes have a television.

**1978**

Federal Trade Commission attempts, unsuccessfully, to ban TV advertising aimed at children.

**1990**

Average credit card debt for U.S. household is \$2,250 (adjusted for inflation).

**1991**

FCC [Federal Communications Commission] sets some limits on children's advertising on television.

**1996**

Consumer debt grows 20 percent. Average credit card debt per U.S. household reaches \$4,250 (adjusted for inflation).

**1998**

Individual bankruptcy filings reach a record high.

**1999**

Average credit card debt for U.S. household is \$4,500 (adjusted for inflation).

Credit card debt exceeds \$500 billion. Internet sales are expected to total \$20 billion.

**2004**

Sales of products on-line are expected to reach \$185 billion.

Sources: (excerpted and adapted) "The Consumer Culture"  
CQ Researcher, November 19, 1999 and  
Federal Reserve Bank of Cleveland  
Economic Trends, May 2000

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51. [Refer to figure 1]

Prepare a speech in which you discuss whether you believe consumerism has a positive or negative impact on society. Be sure to use evidence from the text and time line to support your opinion.