Guidebook
for the
EDITING
COMPETENCY EXAM

Twelfth Edition

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INTRODUCTION

This guidebook was developed to help you review for the Editing Competency Exam. Obtain a copy of the 8th edition of the *Guide to Rapid Revision* (available in the Campus Store) in order to finish the exercises. After finishing an exercise, check the answer key in the back. As you work, mark the sentences that you find difficult to understand. Discuss these with the writing tutors in the ALPHA Center or with your English professor.

The guidebook finishes with a sample pre-test formatted much like the actual 75-point exam. Missing three or fewer on this 25-point pre-test is a good indicator (though not a complete guarantee) that you will pass the exam.

PART 1: USAGE

ADJECTIVE/ADVERB USAGE *1.1*

These concepts are found on pp. 12-15 of the GRR.

- Adjectives are used to describe nouns and usually fall right before nouns. Adjectives are also used after linking verbs (am, is, are, was, were, etc.).

  the **red** car — The car is **red**.
  the **small** child — The child is **small**.
  the **fragrant** flowers — The flowers are **fragrant**.

- Adverbs describe verbs, adjectives, and other adverbs and often end in *–ly*. Adverbs answer questions like *where, when, how, why,* and *how often*.

  The man smiled **happily**.
  Sandy **carefully** removed cake pans from the oven.
  Pat looked **mournfully** in the mirror at his red nose.

Adverb/Adjective Rules

- Comparisons : When making comparisons, use *–er* for 2 items and *–est* for 3 or more.

  Of the two sisters, Dora is the **better** piano player.
  He is the **worst** basketball player I've seen.

  (Absolute modifiers such as *incomparable, total,* and *unique* do not have degrees of comparison)

- The five-senses rule: After verbs for the five senses (sound, look, smell, taste, feel), use an adjective.

  I feel **bad** (not badly) about what happened.
  Those cookies smell **fresh** (not freshly).

- Good vs. well: *Good* is an adjective that refers to attractiveness or happiness. *Well* can be either an adjective or an adverb: when *well* is an adjective, it refers to health or ability (second example); when *well* is an adverb, it is the adverb form of *good* (third example).

  That sweater looks **good** on you.
  The sick dog does not look **well**.
  She plays the piano **well**.

Exercise 1

Circle the appropriate adjective or adverb for each context. Remember that adverbs can also modify adjectives.

1. The car was a (special, specially) crafted model.
2. Jen is (uncommon, uncommonly) quick with her hands.
3. The mouse was hurt (bad, badly) when her tail was caught in the trap.
4. Tom feels (sick, sickly) today.
5. I am (sad, sadly) that Patty is ill.
6. Shane was walking (angry, angrily) down the hall.
7. Sheila looked (gloomy, gloomily) in class this morning.
8. He looked (gloomy, gloomily) at his school bill.
9. He looked (good, well) in that turquoise shirt.
10. He looked (good, well), unlike his friend who has the flu.
11. The diamond ring is (real, really).
12. The watch is (real, really) expensive.
13. Of the six puppies, the black one is (cuter, cutest).
14. In her class, she is the (more, most) excited about the trip to the museum.
15. The soda is (more colder, colder) than the lemonade.
16. Hummingbirds flutter (more quickly, quicker) than sparrows.
17. Pamela is the (happiest, most happiest) about her grade on the paper.
18. His ideas are (more unique, unique) compared to George's ideas.
19. Julio did the (baddest, worst) job playing the piano.
20. He who has little in material goods may have (more, most) in spiritual goods.

AGREEMENT *1.2*

These concepts are found on pp. 15-19 of the GRR.

Subject/Verb Agreement

In the present tense in English, verbs with singular subjects must end in *–s* (e.g. he runs/she runs vs. we run/they run). If the subject of a sentence is singular, the verb should agree by being in the singular form (*–s*). If the subject of a sentence is plural, the verb should agree by being in the plural form (no *–s*). The following are hints for knowing how to make the subject and verb agree in confusing sentences:

- Prepositional phrases never contain the subject.

  (S) (V)
  One ~~of the goalies~~ is wearing green.
  (S) (V)
  Players ~~on that side of the field~~ are on the U.S. team

- Groups of people or things that are in a unit are singular.

  (S) (V)
  The baseball team is going to Duluth.
  (S) (V)
  My family likes to go on vacation.

- For *neither/nor* or *either/or* sentences, choose the subject closest to the verb to determine the form of the verb.

  (S) (V)
  Neither my parents nor my sister thinks that my boyfriend is nice.
  (S) (V)
  Either you or your friends need to come clean up the mess.

- The word *there* will never be the subject. In this case, the subject will be after the verb.

  (V) (S)
  There are many people in the room.
  (V) (S)
  There is a pile of books in the corner.

Exercise 2

Circle the best option in the parentheses.

1. There (is, are) going to be three parties this weekend.
2. What is needed (is, are) more selections at the salad bar.
3. Neither the police nor the FBI (tracks, track) such tricky killers well.
4. Only one of the hundreds of athletes (makes, make) the Olympics.
5. Either the aunts or Mom (leaves, leave) weddings before the receptions start.
6. There (is, are) a mix of raisins, chocolate chips, and nuts in his snack.
7. The jury (is, are) on its way back to the courtroom.
8. John, a farmer and a truck driver, (lives, live) two different lifestyles.

9. One of the problems for construction workers (is, are) that their bosses will not allow longer breaks.
10. The band (marches, march) proudly down the street.

Pronoun/Antecedent Agreement

If the antecedent (what the pronoun is referring to) is plural, the pronoun should be plural. The same is true with singular antecedents and pronouns.

(sing) (sing)
If one is sick, he or she may want to see a doctor.
(plur) (plur)
People complain because they do not like the food.

- In Standard American English, most indefinite pronouns are singular in number; therefore, the word *each* and pronouns that end in *–one* or *–body* are singular.

- Examples:

  Everybody needs to turn in their assignments to me. (Incorrect)
  Everybody needs to turn in his or her assignments to me. (Correct)

  Each of my friends bought his or her own plane ticket.
  Anyone who wants to make a cake should use his or her own eggs and sugar.
  Both are glad they came to the party.

Exercise 3

Choose the best option in the parentheses for each sentence. Both types of agreement are included.

1. The class learned that if a student leaves class early, (he or she, they) may be penalized.
2. Neither James nor Jerry (has completed his, have completed their) assignments.
3. Either the dogs or the cat (retrieves, retrieve) the paper in the morning.
4. After the customer is seated, (he or she chooses, they choose) a menu item.
5. The person who wins in the race is honored when (he or she runs, they run) an extra victory lap.
6. Every one of the roses had drops of dew on (its, their) petals.
7. Bible studies encourage spiritual growth, but if we do not attend (it, them), we do not benefit.
8. Christy and Kristin are known for (her, their) jokes.
9. Everybody likes to eat (his or her, their) cornbread with butter and honey.
10. The waiters have difficulties balancing trays; (he or she has, they have) to practice balancing them.
11. One's problems with mathematics may be helped if (he or she visits, they visit) a tutor.
12. Someone may quote Shakespeare, but often (he or she has, they have) not read Shakespeare's plays.
13. The family enjoys a fried chicken on Sunday if (it is, they are) affordable at the grocery store.
14. A poet like Pope plays with rhyme as shown in examples of (his, their) couplets.
15. Folgers, Gevalia, or McGarvey (is, are) good for serving to your in-laws.

CASE *1.3*

Case is found on pp. 27-31 of the GRR.

In order to understand case, you need to be able to distinguish subjects from objects. The subject of a sentence does the action (i.e. it is performing the verb in the sentence), and the object receives action. The typical order of English sentences is subject, verb, object (SVO).

Example: She (S) likes (V) him (O).

Pronouns and Case

	subjective	objective	possessive
sing.	I	me	my, mine
	he	him	his
	she	her	her, hers
	it	it	its
	you	you	your, yours
plur.	we	us	our, ours
	they	them	their, theirs
	who	whom	whose
	whoever	whomever	

Determining a Pronoun's Case

- Multiple Subject: When a sentence has two or more subjects, be sure to focus on only one at a time.

  My brother and I are happy to help you move. (I [not me] am happy to help you.)
  Tom and we want to visit the zoo tomorrow. (We [not us] want to visit the zoo tomorrow.)

- Multiple Object: When a sentence has two or more objects, be sure to focus on only one at a time.

  The proceeds will go to Mary, Jonathan, and me. (The proceeds will go to me [not I].)
  Maria gave George and him five dollars. (Maria gave him [not he] five dollars.)

- Pronouns and Appositives: Whenever the *we* or *us* pronouns are used, cross off the noun afterward that describes whomever *we* or *us* is referring to.

  We teachers love weekends. (We love weekends.)
  I'm glad you gave us students an extension. (I'm glad you gave us an extension.)

- Than/As + Subjective: When the sentence is making a comparison, repeat the verb at the end of the sentence to complete the comparison.

  I speak French better than she. (I speak French better than she speaks French.)
  He is taller than I. (He is taller than I am.)

- To Be + Subjective: Whenever a pronoun is after a *to be* verb (*am, is, are, was, were, be,* etc.), invert the sentence so that the pronoun is before the verb.

  The associate we fired was she. (She was the associate we fired.)
  The right man for the job will be he. (He will be the right man for the job.)

- Who/Whom: Sometimes it is helpful to substitute the pronoun *he* for *who* or *whoever* (subjective) and *him* for *whom* or *whomever* (objective) to determine which pronoun should be used; if both *he* and *him* fit, the subjective (*who*) should be used.

  You are related to whom? (You are related to him?)
  I don't know who is right. (He is right.)

  Since some sentences are trickier than others, this method might not always work. Checking the pronoun's case by focusing on the action of the sentence is always a good idea.

  Whomever the cab driver saw hailing him he would pick up.
  ("Him the cab driver saw hailing him he would pick up" sounds bad, but so does "He the cab driver saw hailing him he would pick up." Instead, look for the verb (action) of the sentence. "The cab driver *saw* him" sounds better.)

  The cafeteria gave the leftover food to whoever was standing outside.
  ("The cafeteria gave the leftover food to him" sounds good, but so does "He was standing outside." In a situation like this, always pick the option that sounds better with the action in the second half of the sentence.)

- Whose/Who's and It's/Its: *Who's* is a contraction for *who is*, and *it's* is a contraction for *it is*. *Whose* and *its* are possessive case pronouns.

  Who's going to pick them up from the airport?
  The bird built its nest in one day.

- Possessive + Gerund: Whenever a pronoun comes before a gerund (an *–ing* action word used as a noun), be sure that the pronoun shows ownership.

  Everyone hated his dancing.
  My turning in the assignment late was acceptable.

Exercise 4

Circle the best option in the parentheses for each sentence.

1. Melody said that she would share the candy with Josh and (I, me).
2. (His, Him) washing the family car led to a water fight.
3. Charlene offered to assist (we, us) youth workers on Sunday.
4. When the caller asked for Tom, I answered, "This is (he, him)."
5. Kate and (he, him) are going to the World Series.
6. The doctor responded to both the mom and (she, her).
7. (We, Us) basketball players must practice constantly.
8. The music teacher decides whether Pedro or (he, him) sings the solo.

9. The Bible study influenced both of them, (he and she, him and her).
10. Timothy is a more avid reader than (I, me).
11. Julia left the house with George, Tad, and (I, me).
12. I can sing better than (she, her).
13. Your legs are strengthened by (you, your) walking in the evening.
14. "(Who, Whom) will serve God in Africa?" asked the missionary.
15. (Who, Whom) do the Knicks play tomorrow?
16. (Who's, Whose) going to pick up the girls for church?
17. (Who's, Whose) notebook is that?
18. They support the friend (who, whom) was not in the argument.
19. He will help (whoever, whomever) he finds in trouble.
20. Sally removed the china doll from (its, it's) shelf.
21. (Its, It's) good to exercise every day.
22. (Who, Whom) the voters choose they will have for the next governor.
23. Mr. Williams, Miss Smythe, and (I, me) will take the next plane to Detroit.
24. My friend Derek is a better pool player than (he, him).
25. (She, Her) picking her nose was unbearable for the rest of the dinner guests.

MODIFIERS *1.4*

Look at pp. 49-51 (dangling modifier) and pp. 85-86 (misplaced modifier) of the GRR.

A modifier is a word or group of words that adds descriptive detail to nouns, verbs, adjectives, and adverbs. There are two types of modifier errors: dangling and misplaced.

Dangling Modifiers: A modifier is *dangling* if the word or phrase to which it should refer is missing (this word or phrase is often a person).

> Sitting at his desk, Tom's **back** began to hurt.
> (Here it looks as though Tom's back were sitting at his desk.)
>
> → While **Tom** was sitting at his desk, his back began to hurt. (Correct)
> → Sitting at his desk, **Tom** hurt his back. (Correct)

Misplaced Modifiers: A modifier is *misplaced* if it is not close enough to its reference to make the meaning of the sentence clear.

> In her purse the woman put away her lipstick.
> (Here it appears as though the woman is in the purse.)
>
> → The woman put away her lipstick in her purse. (Correct)

- Be careful to put adverbial modifiers (often *–ly* words) in places where they are not ambiguous.

> Running to the gas station quickly we called the police.
> (Were we quickly running, or were we quickly calling?)
>
> →Running to the gas station, we quickly called the police. (Correct)

- The words *only* and *just* are usually misplaced if they come before the verb and should be moved so they are immediately next to what they modify.

> We only wanted to go home and get some rest.
> (Here it looks as though the only thing we *did* was *want*, not that the only thing we *wanted* was *rest*.)
>
> →We wanted only to go home and get some rest. (Correct)

Exercise 5

Revise the following sentences so that the modifiers make sense and refer to the correct word or phrase. (Each answer in the key is one good possibility, but you may have a different revision which you may check with a tutor or English professor.)

1. To study well, textbooks must be opened.
2. While picking the flowers, my nose reacted to my allergies.
3. Sandra gave tuna to her hungry cat in its can.
4. Scrubbing the bathroom tiles, my back and shoulders ached.
5. Drinking water frequently helps flush out harmful elements in the body.
6. While considering changing courses, my late registration made the decision for me.
7. Before taking a shower in the morning, the bed should be made.
8. When only a toddler, my dad took me to the dentist for the first time.
9. Soaked with rain, my towel was a very pleasing sight.
10. Consumers are manipulated to be compulsive shoppers with advertisements.
11. I worked on my homework almost until I was finished.
12. While exercising, Matt's shirt became drenched with sweat.
13. She returned the skates to her friend with polished leather.
14. The father explained to his toddler why the sky is blue on Thursday.
15. Damaged by mice, she threw the sweater away.

FRAGMENTARY SENTENCE *1.5*

Study fragmentary sentences on pp. 72-73 of the GRR.

Be aware of fragments that start with subordinating conjunctions (such as *after, when, because)* or relative pronouns (such as *who, that, which)* but do not end with a complete sentence.

After I polished the oak dresser until it shined.
→ After I polished the oak dresser until it shined, I could see my reflection in it.

The subordinating conjunction *after* makes this fragment a dependent or subordinate clause (incomplete) that cannot stand alone as an independent clause (a complete sentence). Besides the two options explained in the *GRR,* you could also remove the word *after* to make a complete sentence.

Exercise 6

Revise the following sentences by either attaching the fragment to the sentence or making the fragment into a sentence. (Each answer in the key is one good possibility, but you may have a different revision which you may check with a tutor or English professor.)

1. He left the party after the food was served. So that he could get some rest.
2. I scream when I see a spider. In one instance, a brown recluse.
3. Greg left school in his new car. Which he bought this morning.
4. Because she talked too long before going to bed. Tricia told her roommate to be quiet.
5. This story is about Sam Houston. A man who once lived wildly but reformed later.
6. It began to rain. Although the sun was shining brightly.
7. Because of the intense wind, the trees were bent sideways.
8. We should all exercise. For example, playing hockey.
9. Since the marathon runner fainted after ten miles.
10. But you said you would come to my party!

PART 2: PUNCTUATION

APOSTROPHE *2.1*

The apostrophe is explained on pp. 20-21 of the GRR.

The apostrophe has 3 main uses:

1. To mark the possessive case of nouns,
2. To indicate a contraction, and
3. To form plurals of letters, abbreviations, and numbers.

- Consider whether the noun is singular or plural before placing an apostrophe. Remember, many words do not need an *s* to make them plural (e.g. *women, men, sheep, geese,* etc.). Also remember that some names with more than one *s* sound in a row will not take *–'s* (e.g. Moses' staff—having three *s* sounds in a row in *Moses's* is too much).

  The one kitten's mouth opened wide.
  The women's restroom is located at the end of the hallway.
  The girls' restroom is over there.
  Jesus' words are in the Bible.

- Possessive pronouns (yours, mine, ours, etc.) do not need apostrophes to show ownership.

Exercise 7

Insert, move, or remove apostrophes in the following sentences.

1. The Smiths family cat always greets strangers with a hiss and a snarl.
2. After the fight, the scrappy little dog retreated to lick it's wounds.
3. The fundraising for the new physical education center occurred over ten years time.
4. Monets The Artists Garden at Vetheuil adds class to the office wall.
5. Those three boy's worksheets with As and Bs on them were left on the desk.
6. The mices home was sucked into the vacuum cleaner.
7. The childrens' Christmas play left tears on the faces of the audience.
8. The mens room is to you're left, and the ladies is to your right.
9. Dont take my car; take Steves.
10. The boss's new office stirred up rumors in the department.

COLON *2.2*

The colon is explained on pp. 36-39 of the GRR.

- Use a colon after a complete sentence and before an abrupt (i.e. not smooth) shift into a list, explanation, or quote.

  I am going to work on the following: filing my taxes, organizing the kitchen cupboards, and writing my report.

  She spoke with a reprimanding tone: "I'm so tired of this behavior."

- Do not follow the words *including, like,* or *such as* with a colon; do not follow a verb with a colon, especially not the *to be* verb (*is, are,* etc.). These words do not create abrupt shifts.

  Many famous people were at the game including: Jack Nicholson, Kate Hudson, and Charlie Sheen. (Incorrect)
  Many famous people were at the game including Jack Nicholson, Kate Hudson, and Charlie Sheen. (Correct)
  My favorite sports are: basketball, volleyball, and hockey. (incorrect)
  My favorite sports are basketball, volleyball, and hockey. (correct)

Exercise 8

Insert colons where needed. Delete unnecessary punctuation.

1. Next quarter, I'm taking several classes American history, art, Bible, and softball.
2. She shared her feelings on green olives she hates them.
3. The following students should report to the principal's office Quintin, Anna, and George.
4. This question is an excellent question for the interviewer What are your top three weaknesses?
5. All the girls were invited to the party, including: Angie, Bobbie, and Michelle.
6. The professor began class with a quote from Aristotle, "The law is reason free from passion."
7. He likes several types of movies, such as: westerns, thrillers, and adventures.
8. We had a few foods from which to choose chili, hamburgers, and hot dogs.
9. She wants only one person to be the focus of her thoughts Christ.
10. The items you need to bring are: chocolate chips, pancake mix, and vegetable oil.

COMMA *2.3*

In the GRR, *study the comma on pp. 40-46.*

- **Rule 1**: Insert a comma before a coordinating conjunction (i.e. a *FANBOYS – for, and, nor, but, or, yet, so)* that connects two independent clauses. Make sure both sentences on each side of the conjunction are complete sentences.

  My alarm did not wake me up today**, and** I have no time for breakfast.
  Bill was normally friendly to dogs**, but** he was growing tired of them.
  Mr. Greene went to the store, and bought pineapple. (Incorrect: the second sentence is not a complete sentence)

- **Rule 2**: Insert a comma after introductory sentence parts that come before the main clause.

  After withdrawing the money, Julio spent it on some new shoes.
  Although Mark liked Samantha, he didn't see the relationship going anywhere.

- **Rule 3**: Set off parenthetical (nonrestrictive) sentence parts with commas. Parenthetical sentence parts are short phrases or clauses which are not essential to understanding the meaning of the sentence.

  Public libraries**, which require a library card to check out books,** have a broad selection of fiction and nonfiction.
  David**, who is from Canada,** is going to the movies today.
  Everyone, who is going to swim today, needs to bring a towel. (Incorrect: "who is going to swim today" explains who "everyone" is and is essential to understanding the sentence)

- **Rule 4**: Insert commas if there are three or more words, phrases, or sentences in a list.

  Sam's car is full of **boxes, bags, and old clothes**.
  Finding my lost keys, balancing my checkbook, and cleaning my desk are three things I have to do today.

- **Rule 5**: Use a comma between coordinate adjectives (adjectives acting in a similar manner).

  Not caring about his **broken, beat-up** car, Brian drove through town with pride.
  She likes to take long walks on **bright, sunny** afternoons.
  We walked to the old, soccer field in the rain. (Incorrect: the adjectives "old" and "soccer" do not work in similar manners)

- **Rule 6**: Remove any unnecessary commas.

  - "Why are you shouting at me?," said the stunned mail carrier. (Incorrect: the comma is unnecessary because there is already an ending punctuation mark)
  - The Christmas tree box, in the closet under the stairs, needs to be brought upstairs. (Incorrect: prepositional phrases should not be treated like parenthetical sentence parts—they are always essential to the meaning of the sentence)
  - He put his briefcase in the car, and listened while driving to work. (Incorrect: don't put a comma before the FANBOYS if what comes after the FANBOYS is not a complete sentence.)
  - The meeting about whether or not the company should purchase a new building, was very long. (Incorrect: don't put a comma between the subject and the verb.)
  - The best things to put in a sandwich are, honey, peanut butter, and spinach. (Incorrect: don't put a comma between the verb and its object, especially if a list is the object.)
  - The box, on the highest shelf, in the musty closet, next to the upstairs bathroom contains old photographs. (Incorrect: don't put commas between prepositional phrases even though they pick up a nice rhythm when you read them.)

Exercise 9

Insert commas where necessary; remove unnecessary commas.

1. A sweet soft-spoken girl, Lisa was liked by everyone.
2. He asks intelligent interesting questions.
3. He owns the cherry, red car.
4. The ominous clouds, foaming in the darkened sky, rumble, yet, the rain does not fall.
5. "I can't believe you did that!," shouted Pat at his dog, the dachshund cowering in the corner.
6. I have much work to do and I cannot take a break.
7. She is normally a kind person but she has a terrible temper.
8. Green, yellow, and brown, dominate the color scheme of the poster, which is on the wall.
9. I need to throw away the pot holders, which are burned.
10. Many new hymns, according to one source, have been written recently, and are popular.
11. After completing his paper he rushed to class.
12. Despite her happiness at winning first place Carmen was disappointed in her time.
13. The tired, Japanese children want their mom.
14. A potential recruit for the job opening is Yvonne, whose qualities are, diligence, computer skills, and friendliness.
15. The ridiculous joke, (of course, started by my roommates) made the rounds of the hall, crowded with laughing students.
16. My bicycle which is getting old is the blue one.
17. Lisa a farm girl from Missouri will be a surgeon someday.
18. Shauna likes Alexander, but, she will never leave her true love, the gallant Roberto.
19. Jeremy must have left or he would not have locked the door.
20. Running wildly toward the bus Dawn managed to board it.
21. The father thought that his children were intelligent attractive and kind.

22. Weeding the garden washing dishes and cleaning her room make up her list of chores.
23. The speech I believe had many fallacies.
24. We worked hard we slept hard and we played hard.
25. He is a cold unfeeling person.

COMMA SPLICE *2.4*

The GRR *explains these principles on pp. 46-48 (comma splice) and pp. 105-107 (run-on sentence).*

There are five ways to correct a comma-splice or run-on error. (These are slightly adapted from the *Guide to Rapid Revision Workbook.)*

- Separate the two clauses by ending the first clause with a period and capitalizing the first letter of the second clause.

- Join the two clauses with a comma plus a coordinating conjunction *(*a *FANBOYS).*

- Begin one of the clauses with a subordinating conjunction (such as *although, before, if, since, until).*

- Join the clauses with a semicolon.

- Join the clauses with a semicolon plus a transitional word (such as *also, consequently, however, still, therefore*); don't forget to use a comma after the transitional word.

> John wrote a book, he also wrote a poem. (Incorrect: two independent clauses cannot be connected with a comma.)
> John wrote a book; he also wrote a poem. (Correct)
> John wrote a book, and he also wrote a poem. (Correct)

Exercise 10

Correct the following comma splices and run-ons. (In the answer key, most comma-splice and run-on errors are corrected with semicolons.)

1. Excited about his promotion, Pat could not wait to celebrate, he called his wife before he left the office.
2. Professor Marks is challenging, his assignments involve intensive research.
3. Kirsten rarely handed in her homework, indeed, if she did hand it in, it was late.
4. The suspect left the station, she jumped into a car, she sped away.
5. Bob was amazed, he had always thought that English was easy.
6. She says one must learn Hebrew to understand the Old Testament, I wonder if she is right.
7. Guitar playing requires practice in fact, skilled players practice several hours each day.
8. The writer enjoyed listening to Charles Swindoll, however, she did not always have time.
9. Romans is written to the Romans, Philippians is written to the Philippians.
10. Love can be difficult to understand, nevertheless, many try to define it.

HYPHEN *2.5*

This concept is explained on pp. 74-75 of the GRR.

The hyphen is used to connect words that function as a single unit of meaning. Often, a hyphen is used to connect two modifying words before a noun when they are understood as a unit of meaning. Some phrases, such as "seventeenth century" in the first two examples, will be hyphenated or not depending on whether or not they are describing some other noun.

(mod.) (mod.) (N)
I honestly enjoy reading **seventeenth-century** literature.
(mod.) (N)
Do you like to study literature of the **seventeenth century**?

Do not hyphenate an adverb (usually ending in *–ly*) with an adjective unless the adverb is the word *well*.

(adv.) (adj.) (N)
The **greatly increased** value of the stocks made everyone happy.
(adv.) (adj.) (N)
He is a **well-known** comedian in his hometown.

Exercise 11

Insert hyphens where needed. Some sentences may be correct.

1. Jill is a kind looking woman who wears plaid every day.
2. He stamped on the ice that was hard packed.
3. Dr. James Dobson is a well known Christian psychologist.
4. The twenty one year old student looks forward to graduation.
5. He had a know it all expression on his face.
6. That millionaire is a self made man.
7. I knew that what he said was a bold faced lie.
8. I wrote an eight page paper for my class that studies music in the twentieth century.
9. High speed cars are very popular among young people.
10. "Oh, you have such a stick in the mud personality!"

ITALICS *2.6*

Italics are covered on pp. 77-78 of the GRR.

Use italics or underlining to mark the following:

- Titles of larger works such as books, magazines, newspapers, periodicals, movies, television shows, and plays (e.g. *The New York Times*, Romeo and Juliet),

- Foreign words or expressions (e.g. al fresco, *chutzpah*), and

- Words or letters that are not used for their meaning (example sentence: There are three *e*'s in *cheese*.).

Italicizing and underlining carry the same meaning; do one or the other (underlining is easier for handwritten assignments).

Exercise 12

Underline or remove underlining or other punctuation in the following sentences.

1. Students may expect a new issue of The Column every other Friday.
2. In the episode entitled "Good Neighbors, Duke" of the TV show "The Dukes of Hazzard," Daisy Duke is nearly killed by two bounty hunters.
3. The professor sprinkled his lecture with Greek words such as telos.
4. The poet Robert Frost's The Road Not Taken often appears in funeral programs.
5. Throughout history, dictators have been wary of military coups d'etat.
6. In the Berntsen Library, issues of The New York Times from the past ten years are available on CD-ROM.
7. Have you read the novel Gone with the Wind?
8. Mark Twain wrote The Adventures of Huckleberry Finn to illustrate the absence of social ethics in his contemporary America.
9. The Guthrie Theater's production of Macbeth was met with critical reviews.
10. People magazine tends to glamorize celebrities' lives.

QUOTATION MARKS *2.7*

Study the section on quotation marks on pp. 98-103 of the GRR. *Do not forget to learn "How to Use Quotation Marks with Other Punctuation."*

Use quotation marks to set off the following in a sentence:

- Directly quoted words (e.g. "I am coming with you," she said.),
- Words used in an unusual way (e.g. Words that sound the same but have different meanings are called "homophones.")
- The titles of subunits of publications – a chapter, short story, article, poem, episode, or song (e.g. "Dead Bride Walking" is my favorite chapter of *Autobiography of a Fat Bride.*).

Exercise 13

Insert the necessary punctuation marks in the following sentences.

1. Chapter IV is entitled Interpreting Financial Statements.
2. After reading an excellent article, Motoring Through Europe, we decided to use public transportation.
3. That's remarkable! exclaimed Ms. Nelson.
4. Did Jack say Since I have another appointment at ten, we don't have time for a lot of chitchat?
5. For literature class, we were required to read several short stories, including The Lottery.
6. Is Good Enough OK? was the title of the TV episode of my favorite show.
7. Ms. Schroeder said, I expect you all to read the story Guess Who I Am? by Friday.
8. The assessor asked, What do you think this land is worth?
9. We normally hire experienced people for this type of work, the interviewer said, but we think your other qualifications make you the right person for this job.
10. The Tyger is the title of a poem by William Blake.
11. Should the carton be labeled <u>fragile</u> asked Dad.
12. Those chasing the thief were yelling Stop!
13. Judith Fetterly's essay analyzes a popular short story by William Faulkner; the essay is called A Feminist Reading of A Rose for Emily.
14. Darlene said that the returned letter was marked Addressee Unknown.
15. I have read the essay Life in the Frying Pan; however, I haven't seen any of the other essays you mentioned.

SEMICOLON *2.8*

This concept is explained on pp. 107-108 of the GRR.

A sentence with a semicolon often looks like this:

SENTENCE; SENTENCE.

or like this

SENTENCE; Transitional Word or Phrase, SENTENCE.

Notice that a transitional word (such as *however, indeed, nevertheless)* or a transitional phrase (such as *on the other hand, for example, in addition)* can be used for the same function here.

> Mark does not call often**; however,** I do not write him often.
> Mark does not call often**; on the other hand,** I do not write him often.

Semicolons are also used to distinguish items in a list that have internal commas.

> I introduced him to Alicia Soto, **the president;** Leroy Wilson, **the vice president;** and Herb Dunn, **the treasurer**.

Exercise 14

Insert semicolons and commas where needed.

1. Jen had not visited home for years she was glad to be back.
2. Trevor listens to country music from the 90's for example he likes Garth Brooks, Travis Tritt, and Clint Black.
3. Francis has three roommates: Samuel who is outgoing John who is athletic and Mel who is very perceptive.
4. Kari took a nap in the afternoon otherwise she would have been too tired to work tonight.
5. The professor expects the students to read ahead she wants a lively discussion with student participation.
6. Pierre left the house angrily he would never return.
7. The discussion panel had three members: Ms. Paula Mann from St. Paul Minnesota Ms. Marjorie Spencer from Sioux City Iowa and Mr. Dale Nordstrom from Little Rock Arkansas.
8. Nelda is waiting for her tutoring session in the meantime she will study for her geography class.
9. Meg would like to own a knickknack store indeed she already has begun seeking a loan for it.
10. Dr. Franklin remembered his stethoscope however he forgot his thermometer.

PART 3: DICTION

Review the list of words often misused on pp. 52-60 of the GRR.

Lie and *lay* are two frequently confused words. Note that *lie* (to recline) does not have a direct object receiving its action, but *lay* (to put) always does.

(dir. obj.)
Lie down for a nap after you *lay* the pillow on the bed.

Memorizing the following chart is extremely helpful. Note that the past tense form of *lie* is the same as the present tense form of *lay*. Therefore, be aware of the tense in sentences employing forms of *lie* and *lay*.

	Lie (to recline)	**Lay (to put)**
Present	lie	*lay*
Past	*lay*	laid
Past Participle	(has, have, had) lain	(has, have, had) laid
Continuous	lying	laying

Exercise 15

Circle the correct word or phrase in the parentheses.

1. Jean had a lighter complexion (than, then) her boyfriend Bill.
2. She rarely tanned because of the (amount, number) of people in her family with skin cancer.
3. (Because, Being as) Bill and her friends liked the beach, she tried to tan one day.
4. (Besides, Beside) forgetting her sunglasses, she forgot her suntan lotion.
5. However, she (lay, laid) in the sun for several hours.
6. She (lay, laid) her head on the towel and promptly drifted off to sleep.
7. Despite Bill's offer, she would not (accept, except) his towel as a covering.
8. She was burned, but she had (fewer, less) blisters than she had expected.
9. Her friends (led, lead) her home since she was (to, too, two) sick to return by herself.
10. "Jean!" her dad exclaimed. "(Irregardless, Regardless) of what your friends say, tanning is bad for you."
11. Her dad's scolding (affected, effected) her deeply, and she decided never to suntan again.
12. She was worried she would (lose, loose) her boyfriend because of her decision.
13. Without her boyfriend, she was not at all sure that she would be (alright, all right).
14. She was surprised when he said he wanted to take their relationship (further, farther).
15. Bill was tired of dividing his time (among, between) Jean and school, so he proposed.
16. Jean's dad had been right when he said, "(Their, They're, There) going to get married."
17. They wanted to (try to, try and) honeymoon in Hawaii but settled for the Crystal Caves instead.
18. The (principle, principal) factor in their decision was the hot weather reports for Hawaii.
19. On their way to Crystal Caves, they drove by the St. Paul (capitol, capital) building.
20. When he heard the good news, Bill's brother was (enthusiastic, enthused).

PART 4: ANSWER KEY

In exercises 5 and 6, each answer is one good possibility, but you may have a different revision. If you are unsure about your answer, talk to a tutor or your English professor. For exercises 7-16, the answer key gives the part of the sentence containing the corrections.

EX 1

1. specially
2. uncommonly
3. badly
4. sick
5. sad
6. angrily
7. gloomy
8. gloomily
9. good
10. well
11. real
12. really
13. cutest
14. most
15. colder
16. more quickly
17. happiest
18. unique
19. worst
20. more

EX 2

1. are
2. are
3. tracks
4. makes
5. leaves
6. is
7. is
8. lives
9. is
10. marches

EX 3

1. he or she
2. has completed his
3. retrieves
4. he or she chooses
5. he or she runs
6. its
7. them
8. their
9. his or her
10. they have
11. he or she visits
12. he or she has
13. it is
14. his
15. is

EX 4

1. me
2. His
3. us
4. he
5. he
6. her
7. We
8. he
9. him and her
10. I
11. me
12. she
13. your
14. Who
15. Whom
16. Who's
17. Whose
18. who
19. whomever
20. its
21. It's
22. Whom
23. I
24. he
25. Her

EX 5

1. To study well, you must open your textbooks.
2. While I was picking the flowers,
3. Sandra gave tuna in its can to her hungry cat.
4. Scrubbing the bathroom tiles, I ached in my back and shoulders.
5. Frequently drinking water helps flush out harmful elements in the body.
6. While I was considering changing courses, my late registration made the decision for me.

7. Before taking a shower in the morning, you should make your bed.
8. When I was only a toddler, my dad
9. Since I was soaked with rain, my towel was a very pleasing sight.
10. Consumers are manipulated with advertisements to be compulsive shoppers.
11. I worked on my homework until I was almost finished.
12. While he exercised, Matt's shirt
13. She returned the skates with polished leather to her friend.
14. On Thursday, the father explained to his toddler why the sky is blue
15. She threw away the sweater which was damaged by mice.

EX 6

1. was served so that he could get some rest.
2. In one instance, I saw a brown recluse.
3. new car, which he bought this morning.
4. before going to bed, Tricia told her roommate to be quiet.
5. about Sam Houston, a man who once lived wildly but reformed later.
6. rain although the sun was shining brightly.
7. correct
8. exercise. One example of exercise is playing hockey.
9. The marathon runner
10. You said

EX 7

1. The Smith's family
2. lick its wounds
3. ten years' time
4. Monet's <u>The Artist's Garden</u>
5. three boys' worksheets; with <u>A</u>'s and <u>B</u>'s
6. The mice's home
7. The children's Christmas play
8. The men's room; your left; the ladies'
9. Don't; take Steve's.
10. The boss's new office

EX 8

1. several classes: American history, art
2. green olives: she hates them.
3. principal's office: Quintin, Anna
4. the interviewer: What are your top three
5. invited to the party, including Angie
6. Aristotle: "The law
7. He likes several types of movies, such as westerns, thrillers, and adventures.
8. We had a few foods from which to choose: chili, hamburgers, and hot dogs.
9. her thoughts: Christ.
10. bring are chocolate chips

EX 9

1. A sweet, soft-spoken
2. intelligent, interesting questions
3. cherry red
4. rumble, yet the rain
5. that!" shouted
6. to do, and I cannot
7. kind person, but she has
8. brown dominate
9. holders which are burned
10. recently and are popular
11. his paper, he rushed to class.
12. first place, Carmen was
13. tired Japanese children
14. qualities are diligence
15. joke (of course, started by my roommates)
16. My bicycle, which is getting old, is
17. Lisa, a farm girl from Missouri, will
18. Alexander, but she will never leave
19. have left, or he would not have
20. the bus, Dawn managed
21. intelligent, attractive, [optional] and
22. garden, washing dishes, [opt.] and cleaning
23. speech, I believe, had many
24. worked hard, we slept hard, [opt.] and
25. a cold, unfeeling person

EX 10

1. to celebrate; he called his wife before he left the office
2. is challenging; his assignments involve intensive research
3. homework; indeed, if she did
4. left the station; she jumped into a car; she sped away.
5. Bob was amazed; he had always thought
6. Old Testament; I wonder if she is right.
7. practice; in fact, skilled players practice
8. Charles Swindoll; however, she did
9. to the Romans; Philipians is
10. to understand; nevertheless, many

EX 11

1. kind-looking woman
2. correct
3. a well-known Christian
4. twenty-one-year-old student
5. a know-it-all expression
6. a self-made man.
7. bold-faced lie.
8. an eight-page paper
9. High-speed cars
10. a stick-in-the-mud personality.

EX 12

1. The Column
2. episode "Good Neighbors, Duke" of the TV show The Dukes of Hazzard,
3. such as telos
4. Frost's "The Road Not Taken"
5. coups d'etat
6. The New York Times
7. Gone With the Wind
8. The Adventures of Huckleberry Finn
9. Macbeth
10. People magazine

EX 13

1. "Interpreting Financial Statements."
2. article, "Motoring Through Europe," we
3. "That's remarkable!" exclaimed
4. Did Jack say, "Since I have another appointment at ten, we don't have time for a lot of chitchat"?
5. "The Lottery."
6. "Is Good Enough OK?" was
7. said, "I expect you all to read the story 'Guess Who I Am?' by Friday."
8. The assessor asked, "What do you think this land is worth?"
9. "We normally hire experienced people for this type of work," the interviewer said, "but we think your other qualifications make you the right person for this job."
10. "The Tyger"
11. "Should the carton be labeled fragile?"
12. yelling "Stop!"
13. "A Feminist Reading of 'A Rose for Emily.'"
14. "Addressee Unknown."
15. essay "Life in the Frying Pan"; however, I

EX 14

1. for years; she
2. 90's; for example, he likes Garth Brooks
3. Samuel, who is outgoing; John, who is athletic; and Mel, who is very perceptive.
4. afternoon; otherwise, she would
5. ahead; she wants
6. angrily; he would
7. St. Paul, Minnesota; Ms. Marjorie Spencer from Sioux City, Iowa; and Mr. Dale Nordstrom from Little Rock, Arkansas.
8. session; in the meantime, she will study
9. knickknack store; indeed, she already
10. stethoscope; however, he forgot his thermometer.

EX 15

1. than
2. number
3. Because
4. Besides
5. lay
6. laid
7. accept
8. fewer
9. led; too
10. regardless
11. affected
12. lose
13. all right
14. further
15. between
16. They're
17. try to
18. principal
19. capitol
20. enthusiastic

PART 5: SAMPLE PRE-TEST WITH KEY

EDITING COMPETENCY PRE-TEST
Sample

Read the following questions carefully to determine the error. Circle the letter in front of the best answer. MAKE SURE THAT YOUR ANSWER CORRECTS THE ERROR WITHOUT CREATING ANY OTHER ERRORS! Changes within each selection have been put in bold print to help you notice them.

PART 1: USAGE

1.The path was clear, and the weather looked well the day we decided to set out.
- a. Correct
- b. The path was **clearly,** and the weather looked well the day we decided to set out.
- c. The path was clear, and the weather looked **good** the day we decided to set out.
- d. The path was **good,** and the weather looked well the day we decided to set out.

2. The leaders, Horton and me, were determined to leave before morning.
- a. Correct
- b. The leaders, Horton and **I**, were determined to leave before morning.
- c. The leaders, Horton and **myself**, were determined to leave before morning.
- d. The leaders, Horton and me, **are** determined to leave before morning.

3. Neither Ralph nor I were able to cross the river without help.
- a. Correct
- b. **Either** Ralph **or** I were able to cross the river without help.
- c. Neither Ralph nor I **was** able to cross the river without help.
- d. Neither Ralph nor **me** were able to cross the river without help.

4. Because the farmer, who was walking in the field.
- a. Correct
- b. Because the **farmer walking** in the field.
- c. **The** farmer **as he** was walking in the field.
- d. **The** farmer **was** walking in the field.

5. The farmer thought that he was better than me at growing corn.
- a. Correct
- b. The farmer thought that he was better than **I** at growing corn.
- c. The farmer thought that he was better than **us** at growing corn.
- d. The farmer believed that he **grew better corn than me.**

6. Running the last mile of the race, the rabbit's shoe came untied.
   a. Correct
   b. **The rabbit's shoe came untied** running the last mile of the race.
   c. **While the rabbit** was running the last mile of the race, his shoe came untied.
   d. The rabbit's shoe came untied **while running the last mile of the race.**

7. The rabbit said he would be grateful to whomever would teach him to tie his shoes.
   a. Correct
   b. The rabbit said **that** he would be grateful to whomever would teach him to tie his shoes.
   c. The rabbit said he would be grateful to **anyone whom** would teach him **how** to tie his shoes.
   d. The rabbit said he would be grateful to **whoever** would teach him to tie his shoes.

8. Sir Blackwell liked to tell a good story after a long day, especially if they were about the King of the Rabbits, Eli.
   a. Correct
   b. **After a long day**, Sir Blackwell liked to tell a good story, especially if they were about the King of the Rabbits, Eli.
   c. Sir Blackwell **likes** to tell a good story after a long day, especially if they **are** about the King of the Rabbits, Eli.
   d. Sir Blackwell liked to tell a good story after a long day, especially if **it was** about the King of the Rabbits, Eli.

9. The tale about the grumpy badgers and their basements were his favorite.
   a. Correct
   b. The tale about the grumpy badgers and their **basement** were his favorite.
   c. The tale about the grumpy badgers and their basements were his **favorites.**
   d. The tale about the grumpy badgers and their basements **was** his favorite.

10. It was he who left this morning at dawn.
   a. Correct
   b. It was **him** who left this morning at dawn.
   c. It was he **whom** left this morning at dawn.
   d. It was **him whom** left this morning at dawn.

11. The stew that the rabbits were stirring smelled so badly that they did not even feed it to their dogs.
   a. Correct
   b. The **stew the** rabbits were stirring smelled so badly that they did not even feed it to their dogs.
   c. The stew that the rabbits were stirring smelled so **bad** that they did not even feed it to their dogs.
   d. The stew that the rabbits **are** stirring **smells** so badly that they **do not** even feed it to their dogs.

PART TWO: PUNCTUATION

12. While You Were Sleeping, my favorite romantic-comedy, is a good movie.
    a. Correct
    b. While You Were Sleeping, my favorite romantic-**comedy is** a good movie.
    c. **While You Were Sleeping**, my favorite **romantic comedy,** is a good movie**.**
    d. **While You Were Sleeping**, my favorite romantic-comedy, is a good movie.

13. Ralph was a quiet faithful friend.
    a. Correct
    b. Ralph **was**, a quiet faithful friend.
    c. Ralph was a **quiet, and** faithful friend.
    d. Ralph was a **quiet,** faithful friend.

14. It's burrow was lined with rabbit's fur.
    a. Correct
    b. **Its** burrow was lined with **rabbits** fur.
    c. It's burrow was **lined,** with rabbit's fur.
    d. **Its** burrow was lined with rabbit's fur.

15. Because he was beaten so badly L. W. Rabbit was made to look like a fool.
    a. Correct
    b. Because he was beaten so badly L. W. Rabbit **was**, made to look like a fool.
    c. Because he was beaten so **badly,** L. W. Rabbit was made to look like a fool.
    d. Because he was beaten so badly L. W. Rabbit was made to look **like:** a fool.

16. In the book Watership Down, the five major settings are: Sadleford Warren, Honeycomb Warren, Watership Down, Nuthanger Farm, and Efrafa.
    a. Correct
    b. In the book Watership Down, the five major **settings are** Sadleford Warren, Honeycomb Warren, Watership Down, Nuthanger Farm, and Efrafa.
    c. In the book **"Watership Down",** the five major settings are, Sadleford Warren, Honeycomb Warren, Watership Down, Nuthanger Farm, and Efrafa.
    d. In the book Watership Down, the five major **settings are;** Sadleford Warren, Honeycomb Warren, Watership Down, Nuthanger Farm, and Efrafa.

17. The Wild River is the chapter that introduces the three main characters.
    a. Correct
    b. **The Wild River** is the chapter that introduces the three main characters.
    c. **'The Wild River'** is the chapter that introduces the three main characters.
    d. **"The Wild River"** is the chapter that introduces the three main characters.

18. L. W. Rabbit thought he was invincible and, he encouraged the rabbits to believe in him.
    a. Correct
    b. L. W. Rabbit thought he was **invincible;** and he encouraged the rabbits to believe in him.
    c. L. W. Rabbit thought he was **invincible,** and he encouraged the rabbits to believe in him.
    d. L. W. Rabbit thought he was **invincible** and he encouraged the rabbits to believe in him.

19. It was not so much the threatening weather that worried Buddy, it was the nervousness of the female rabbits.
    a. Correct
    b. It was not so much the threatening **weather,** that worried Buddy, it was the nervousness of the female rabbits.
    c. It was not so much the threatening weather that worried **Buddy;** it was the nervousness of the female rabbits.
    d. It was not so much the threatening weather that worried **Buddy** it was the nervousness of the female rabbits.

20. "Watch out"! the worried coach shouted.
    a. Correct
    b. "Watch **out"!,** the worried coach shouted.
    c. "Watch **out!"** the worried coach shouted.
    d. "Watch **out",** the worried coach shouted.

PART THREE: DICTION

21. As a result of the war, there are _____ rabbits roaming the countryside.
    a. less
    b. fewer

22. Buddy _____ down for an hour before attempting to escape.
    a. laid
    b. lay

23. "It's _____," the other rabbits told him. "Nobody is perfect."

    a. alright
    b. all right

24. In order to escape, Buddy had to run _____ than any other animal.
    a. farther
    b. further

25. Chicago is not the _____ of Illinois.
    a. capital
    b. capitol

KEY TO SAMPLE PRE-TEST

Answer	Editing Area
1. c	adjective/adverb
2. b	case
3. c	subject/verb agreement
4. d	fragment
5. b	case
6. c	dangling modifier
7. d	case
8. d	pronoun/antecedent agreement
9. d	subject/verb agreement
10. a	case
11. c	adjective/adverb
12. c	italics & hyphen
13. d	comma
14. d	apostrophe
15. c	comma
16. b	colon
17. d	quotation marks
18. c	comma
19. c	semicolon
20. c	quotation marks
21. b	diction
22. b	diction
23. b	diction
24. a	diction
25. a	diction