HESI ENTRANCE EXAMINATION

STUDY GUIDE

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Math Overview

Types of questions (no word or story problems)

1. Add, subtract
2. Add, subtract: decimals, whole numbers to decimals
3. Ratio; change fractions to ratio
4. Change decimal to percent
5. Multiply decimals
6. Divide by decimals
7. Rounding
8. Change fractions to decimals
9. Divide by fractions
10. Reduce
11. Add fractions with unlike denominators
12. Divide fractions by whole numbers
13. Divide fractions by fractions

HESI Reading Comprehension Overview

1. Need a good vocabulary to answer questions
2. Read, summarize
3. Implies information: Ex. (From the text) In a test, spend more time on essay questions, which are worth more. (From the question) In a test, in order to get more points, spend more time on difficult questions.
4. Long and short paragraphs
5. Other types of questions:
    A. Definition of words
    B. What is stated vs. implied
    C. Fact vs. opinion

HESI Vocabulary Test Overview

1. Vocabulary in context, or as definition, or correct usage---questions not always clear
    A. Multiple Choice, Scenario is set up
    B. Medical terms, some from biology
    C. Literary words
    D. Everyday words

HESI Grammar Overview

1. Particularly difficult for ESL (foreign) students
2. Questions 1-25 select best answer
    A. Verb Forms
    B. Dangling modifiers

3. Questions 26-50 Identify and correct incorrect portion
    a. Subject-Verb agreement
    b. Parallelism
    c. Plurals
    d. Infinitives (to + Verb) or Gerunds (verb + ing)
    e. Particles/prepositions (depend on, not depend in)
    f. There, their, they’re usage

4. Questions 51-55

MATH Diagnostic

Directions:

1) Take the diagnostic test that follows.
2) Score with the answer key that immediately follows.
3) Provide the following information hereon (pages 3,4) for tutor- and-self-evaluation:

Total number of problems: 27
Number correct:_____ Multiply number correct X 100= _____
Divide by total number of problems=_____%

Tutor will review for areas to work on in Math.

Areas to work on:_____, _____, _____, _____

NEXT STEP: GO ON TO MATH REVIEW, THEN PRACTICE TESTS 1 AND 2.

Diagnostic

Key to follow

Circle question number (s) missed	Type of Question
1	Addition
2 5	Multiplication
3 6	Division
4	Subtraction
7	Add, subtract, multiply, decimals
8 9 10 11 12 16a 17 18 19	Concept of decimals, fractions, percent
13	Add fractions w/ unlike denominators
14	Multiply fractions
15	Divide fractions
16b	Concept of ratio
21	Subtract decimals
22	Multiply decimals
23	Divide by decimals
24 25 26	Percent problem
27a 27b	Ratio Problem

Number Power Review Pretest

This pretest will tell you which chapters of Number Power Review you need to work on and which you have already mastered. Do all the problems that you can. There is no time limit. Check your answers with the answer key. Fill out chart at test end. Do all work on these pages.

Find an answer to each problem

1. 793
   517
+ 385

2. 215 x 89 =

3. 417 ÷ 19

Find an answer to each problem.

4. 2800
- 946

5. 173
x 26

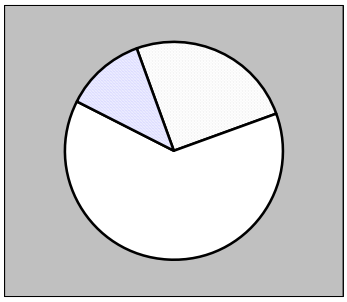
6. 4,208 ÷ 16

7. Find the Value of the expression: 3 ($2.50 - $1.00) + ($10.00 ÷4).

8. Write the following numbers in order, from least to greatest.

$\frac{3}{4}$ .034 30% $\frac{2}{3}$ 4% 0.4

9. What percent of this pizza has been eaten?



Write <, > or + to compare each pair of numbers.

10. $\frac{3}{8}$ ___ $\frac{21}{48}$

11. $4\frac{2}{3}$ ___ $\frac{14}{3}$

12. $2\frac{4}{5}$ ___ $2\frac{11}{15}$

Solve each Problem.

13. $2\frac{3}{4} + 1\frac{1}{3}$

14. $\frac{2}{3} \times \frac{3}{5}$

15. $\frac{1}{4} \div \frac{5}{8}$

16. Keisha bought sixteen cans of soda for a birthday party. Six of these are cans of cola.

a. What fraction of the soda is cola (red)?

b. What is the ratio of cola to flavors that are not cola?

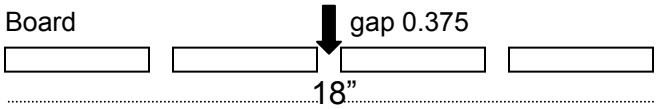
Write <,>, or = to compare the pair of decimals.

17. 0.65_____0.605

18. 0.329_____0.48

19. 1.14_____1.042

20. Which expression can be used to find the width of each board?



a. $\frac{18+(3 \times 0.375)}{4}$

b. $\frac{18+(3 \times 0.375)}{3}$

c. $\frac{18-(3 \times 0.375)}{3}$

d. $\frac{18-(3 \times 0.375)}{4}$

e. $\frac{18-(4 \times 0.375)}{4}$

Solve each problem.

21. 5.08
    -2.92

22. 2.05 x 0.06 =

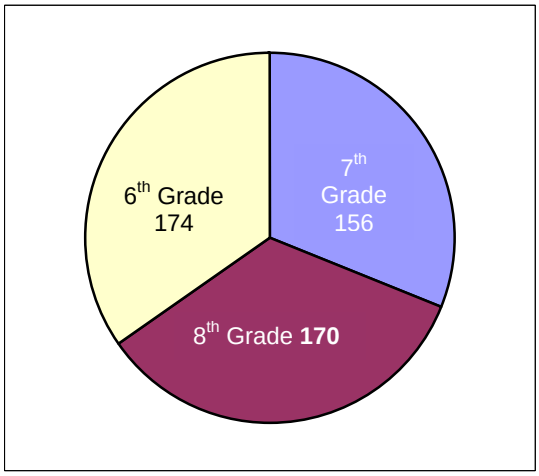
23. 2.842 ÷ 1.4 =

24. The Clothes Tree is offering a 25% discount on all women's sweaters. Including a 6% sales tax, what will Selena pay for a sweater that normally sells for $48.00?

For problem 25 & 26, refer to the circle graph.

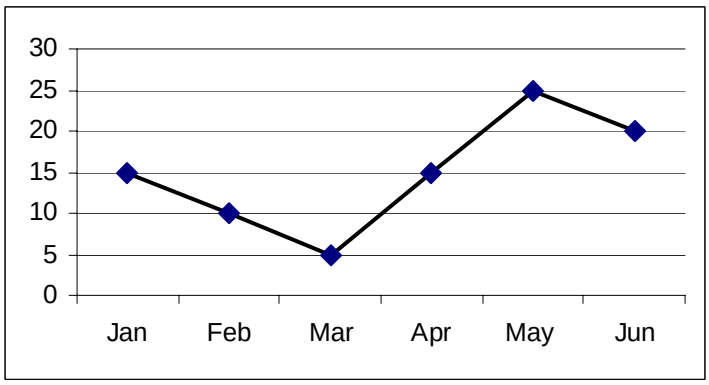
25. What percent of the students at Highland Middle School are in the 8th grade?

26. Suppose that next year the enrollment at Highland Middle School increases by 20%. How many students will be enrolled at Highland next year?



27. What is the ratio of the amount that Jonathan saved in May to the amount he saved in January? (Reduce to lowest terms. If necessary)

If Jonathan's take-home pay is 1,500 per month, how much did he save during the 6 months shown on the graph?



Answer Key

1. 1,695
2. 19,135
3. 21 R 18
4. 1,854
5. 4,498
6. 263
7. $ 7.00 ($4.50 + $2.50)
8. 4%, 30%, 0.34, 0.4, 2/3, ¾
9. 62.5%
10. <
11. =
12. >
13. 4 – ½
14. 2/5
15. 2/5
16. a. 3/8 (6/16) b. 3/5 or 3 to 5 (6/10)
17. >
18. <
19. >
20. d.
21. 2.16
22. 0.123
23. 2.03
24. $38.16 ($36.00+ $2.16)
25. 34% (170/500 x 100%)
26. 600 (500 + 100)
27. 5/3 (25/15)

Math Review

(Note: This page has space for portion and for overall test score.)

Directions: 1) Take the portion of the test that follows. Label and do all work on front and back of same page as problem.
2) See pages 42-44 for answer key, to score portion.
3) Provide the following information hereon (page 10) for tutor- and self-evaluation:

Total number of problems: 24 Add, subtract, multiply, divide, whole numbers
Number correct: _____ Multiply number correct X 100 = _____
Divide by total number of problems =_____ %

Tutor will review for areas to work on in math.

Areas to work on: _____, _____, _____, _____

OVERALL MATH REVIEW SCORE

Total number of problems (**overall**): 104
Number correct:_____ Multiply number correct X 100 = _____
Divide by total number of problems = _____ %

Tutor will review for areas to work on in math.

Areas to work on: _____, _____, _____, _____

NEXT STEP: GO ON TO PRACTICE TESTS 1 AND 2.

Basic Addition and Subtraction

Basic Addition

462+133

```
 462
+133
 595
```

Check by: 595
- 133
462 must be the answer

Steps:
1. Line up digits according to place value.
2. Add the digits starting from right to left:
   Ones: 2 + 3 = 5
   Tens: 6 + 3 = 9
   Hundreds: 4 + 1 = 5

Addition w/ Regrouping

835+559

```
  1
 835
+559
1394
```

Check by: 1,394
- 599
835 must be the answer

Steps:
1. Line up the digits according to place value.
2. Add:
   Ones: 5+9 = 14
   (carry the 1 to the tens place, which is one place to the left)
   Tens: 1+ 3+ 5= 9
   Hundreds: 8+ 5= 13

Basic Subtraction

5,234 – 4,112

```
 5,234
-4,112
 1,122
```

Check by: 1,122
+4,112
5,234 must be the answer

Steps:
1. Line up the digits according to place value.
2. Subtract:
   Ones: 4 – 2 = 2
   Tens: 3 – 1 = 2
   Hundreds: 2 – 1 = 1
   Thousands: 5 – 4 = 1

Subtraction with Regrouping

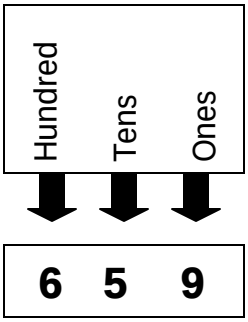
457 – 29

```
  4 1 7
  4 5 7
- 2 9
  4 2 8
```

Check by: 428
+ 29
457 must be the answer

Steps:
1. Line up the digits according to place value.
2. Subtract:
   Ones: 7 – 9 (must borrow 1 from the 5 In the tens place)
   Tens 4 – 2 = 2
   Hundreds: 4 – 0 = 4

Vocabulary:
Digit: A numeral, (the number 7 is a digit).
Place Value: Each digit in a number occupies a position – that position is called its place value.



HESI Hints:
1 Ten = 10 ones
1 Hundred = 100 ones
1 Thousand = 1000 ones

Now you try!

1. 1,803 + 156 =
2. 835 + 145 =
3. 1,372 + 139
4. 123 + 54 + 23 =
5. 673 – 241 =
6. 547 – 88 =
7. 222 – 114 =
8. 12,478 – 467 =

Basic Multiplication

(Whole Numbers)

23 X 5

```
  1
 23
x 5
115
```

Steps:

1. Multiply one digit at a time.
2. Multiply (5 X 23)
   - Ones: 5 x 3 = 15 (carry the 1 to the tens place and write the 5 in the ones place)
   - Tens: 5 x 2 = 10 + 1 = 11

623 X 45

```
   623
x   45
  3115
24,920
28,035
```

Steps:

1. Multiply 623 X 5
   - 5 x 3 = 15
   - 5 x 2 = 10 + 1 (carried over)= 11
   - 5 x 6 = 30 + 1 (carried over)= 31 (doesn't need to be carried over)
2. Multiply 623 x 4 (remember to line up the ones digits with the four by using zero as the placeholder):
   - 4 x 3 = 12
   - 4 x 2 = 8 + 1 = 9
   - 4 x 6 = 24
3. Add the two products together:
   - 3,115 + 24,920 = 28,035 is the final product

Vocabulary:
Product: The answer to a multiplication problem.

HESI Hints:
Remember, the **placeholders** help keep the problem aligned. If you do not skip a space, the answer will be incorrect. Below is an example of a well-aligned problem.

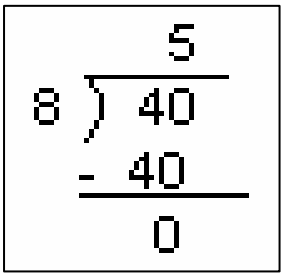
Note: Timetables are crucial for doing multiplication, division, fractions, etc. Please notify the tutor if you do not know timesheets by heart at least through 9 x 9.

301 x 45 301 x 451 301 15050 +120400 135,751	Steps: 1. Multiply 301 x 1 ➢ 1 x 1 = 1 ➢ 1 x 0 = 0 ➢ 1 x 3 = 3 2. Multiply 301 x 5 ➢ 5 x 1 = 5 (remember to use a zero for a placeholder) ➢ 5 x 0 = 0 ➢ 5 x 3 = 15 3. Multiply 301 x 4 ➢ 4 x 1 = 4 ➢ 4 x 0 = 0 ➢ 4 x 3 = 12 4. Add the three products together: ➢ 301 + 15,050 + 120,400 = 135,751 is the final product	Now You Try! 1. 846 x 7 = 2. 325 x 6 = 3. 653 x 12 = 4. 806 x 55 = 5. 795 x 14 = 6. 999 x 22 = 7. 582 x 325 = 8. 9,438 x 165 =

Basic Division

(Whole Numbers)

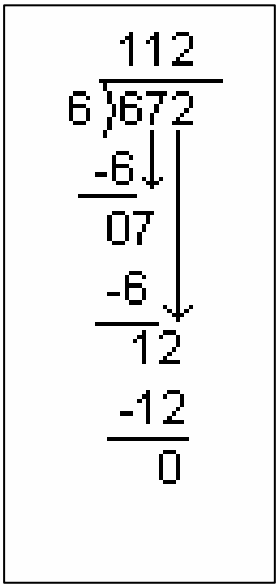
40÷ 8 =



Steps:

1. Set up the problem. (Review the vocabulary section).
2. Use a series of multiplication and subtraction problems to solve a division problem.
3. 8 x ?= 40
   Multiply: 8 x 5 = 40
   Subtract: 40-40=0
   The quotient (or answer) is 5

672÷ 6 =



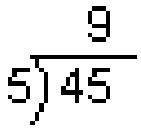
Steps:

1. Set up the problem.
2. Begin with the hundreds place:
   - 6 x ?=6; we know 6 x 1 =6; Therefore, place the 1(quotient) above the 6 hundred (dividend). Place the other 6 under the hundred and subtract: 6-6=0
   - Bring down the next number which is 7; 6 x ? = 7. There is no number that can be multiplied by six that will equal seven exactly, so try to get as close as possible without going over 7. Use 6x1=6 and set it up just like the last subtraction problem. 7-6 =1
   - Bring down the 2 from the dividend which results in the number 12 (the 1 came from the remainder of 7-6=1).
   - 6x?=12;?=2 The two becomes the next number in the quotient. 12- 12=0. There is not a remainder.
   - The quotient (or answer) is 112.

Vocabulary

Quotient: The answer to a division problem.
Dividend: The number being divided.
Divisor: The number by which the dividend is divided.

HESI Hints:

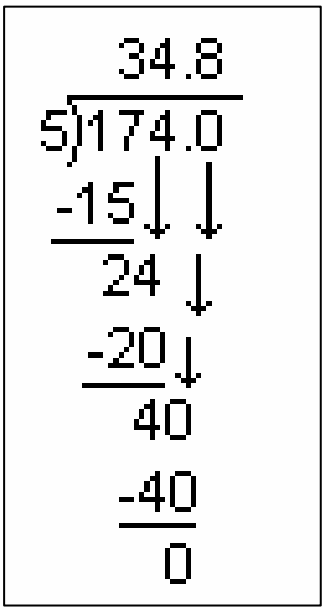


The 5 represents the divisor, the 45 represents the dividend, and the 9 represents the quotient. It is the best not to leave a division problem with a remainder, but to end it as a fraction or a decimal point instead. To make the problem into a decimal, just add a decimal point and zeros at the end of the dividend and continue. If a remainder continues to occur, round to the hundredths place.
Example:
233.547→ 233.55 (the 7 rounds the 4 to a 5)

<u>Steps to Division</u>

1. Division
2. Multiplication
3. Subtraction
4. Bring down

174÷ 5



Steps:

1. Set up the problem.
2. 5 does not divide into 1, but does divide into 17.
3. 5 x 3 = 15 Write the 3 in the quotient. (It is written above the 7 in seventeen because that is the last digit in the number).
    - 5 x 3 = 15
    - 17 – 15 = 2
4. Bring the 4 down. Combine the 2 (remainder from 17-15) and 4 to create 24.
5. Five does not divide evenly into 24; therefore try to get close without going over.
    - 5 x 4 = 20
    - 24 – 20 =4
6. There is a remainder of 4, but there is not a number left in the dividend. Add a decimal point and zeros and continue to divide.
7. The quotient (or answer) is 34.8 (thirty-four and eight tenths).

Now You Try!

1. 132 ÷ 11 =
2. 9,618 ÷ 3 =
3. 2,466 ÷ 2 =
4. 325 ÷ 13 =
5. 5,024 ÷ 8 =
6. 3,705 ÷ 5 =
7. 859 ÷ 4 =
8. 6,987 ÷ 7 =

Math Review

Directions: 1) Take the portion of the test that follows. Label and do all work on front and back of same page as problem.
2) See pages 42-44 for answer key, to score portion.
3) Provide the following information hereon (page 16) for tutor-and-self-evaluation:

Total number of problems: 16 Add, subtract, multiply, divide decimals
Number correct: ____ Multiply number correct X 100 =_____
Divide by total number of problems =_____%

Tutor will review for areas to work on in math.

Areas to work on: _____,_____,_____,_____

Next step: Go to Math Review,
Then Practice Tests 1 & 2

Addition and Subtraction of Decimals

2.6 + 3.1

```
  2.6
+ 3.1
  5.7
```

Steps:
1. Line up the decimal points.
2. Add the tenths together: 6 + 1 = 7
3. Add the ones together: 3 + 2 = 5
4. Final answer: 5.7 (5 and 7 tenths).

5 + 12.34

```
  12.34
+ 5.00
  17.34
```

Steps:
1. Line up the decimal points.
   - It might be difficult to line up the 5 because it does not have a decimal point. Remember that after the ones place; there is a decimal point. IN order to help with organization, add zeros. Example: 5= 5.00
2. Add the hundredths: 4 + 0 = 4
3. Add the tenths: 3 + 0 = 3
4. Add the ones: 2 + 5 = 7
5. Add the tens: 1 + 0 = 1
6. Final answer: 17.34 (17 and 34 hundredths).

Vocabulary:
Place value (regarding decimals): Numbers to the right of the decimal point have different terms from the whole numbers to the left of the decimal point. Each digit in a number occupies a position; that position is called its place value.

Thousands	Hundreds	Tens	Ones		Tenths	Hundredths	Thousandths	Ten-Thousandths
9	8	7	6	.	5	4	3	2

7.21 – 4.01

```
  7.21
- 4.01
  3.20
```

Steps:
1. Line up the decimal points
2. Subtract the hundredths:
3. Subtract the tenths: 2 – 0= 2
4. Subtract the ones: 7 – 4 = 3
5. Final answer: 3.20 (3 and 20 hundredths).

HESI Hints:
The word "and" when writing the number in words stands for the decimal.
Example: 5.7 (five and seven tenths)

12 – 8.99

```
    1 9  10
   12.00
 - 8.99
   3.01
```

Steps:
1. Line up the decimal points.
2. Since twelve is a whole number, add a decimal point and zeros.
3. .00 - .99 cannot be subtracted; therefore, 1 must be borrowed from the 12 and regrouped.
4. The ones become 1, the tenths become 9, and the hundredths become 10.
5. Subtract the hundredths: 10 – 9 = 1
6. Subtract the tenths: 9 – 9 = 0
7. Subtract the ones: 11 – 8 = 3
   - 1 was borrowed from the tens in order to subtract the 8.

Final answer: 3.01 (3 and 1 hundredth).

Now You Try!

1. 9.2 + 7.55=
2. 2.258 + 64.58 =
3. 892.2 + 56 =
4. 22 + 3.26 =
5. 8.5 + 7.55 + 14 =
6. 18 + 7.55 =
7. 31.84 – 2.430 =
8. 21.36 – 8.79 =

Multiplication of Decimals

75.7 x 2.1

```
  75.7
x  2.1
 757
+15140
 158.97
```

1 decimal place
+ 1 decimal place
2 decimal places

move to the left two decimal places in the final product.

Steps:

1. Multiply 757 x 21 (do not worry about the decimal until the final product has been calculated).
2. Starting from the right count the decimal places in both numbers and ass together (2 decimal places).
3. Move to the left 2 places and then place the decimal.

0.002 x 3.4

```
  0.002
x   3.4
  0008
+ 00060
  0.0068
```

3 decimal places
+ 1 decimal places
4 decimal places

Move four places to the left.

Steps:

1. Multiply 0002 x 34
2. Starting from the right, count the decimal places in both numbers and add together (4 decimal places).
3. Move to the left 4 places and then place the decimal.

3.41 x 7

```
  3.41
x   7
 23.87
```

2 decimal places
+ 0 decimal places
2 decimal places

Move two places to the left.

Steps:

1. Multiply 341 x 7
2. Starting from the right, count the decimal places in both numbers and add together (2 decimal places).
3. Move to the left 2 places and then place the decimal.

Vocabulary:
Place value (regarding decimals): Numbers to the right of the decimal point have different terms from the whole numbers to the left of the decimal point. Each digit in a number occupies a position: That position is called its place value.

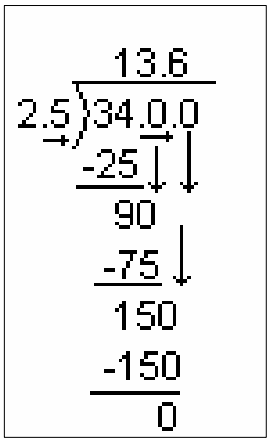
Thousands	Hundreds	Tens	Ones		Tenths	Hundredths	Thousandths	Ten-Thousands
9	**8**	**7**	**6**	**.**	**5**	**4**	**3**	**2**

Now you Try!

1. 0.003 x 4.23 =
2. 98.26 x 8 =
3. 8.03 x 2.1 =
4. 250.1 x 25 =
5. 0.1364 x 2.11 =
6. 8.23 x 4 =
7. 0.058 x 64.2 =
8. 794.23 x .001 =

Division of Decimals

34 ÷ 2.5



Steps:

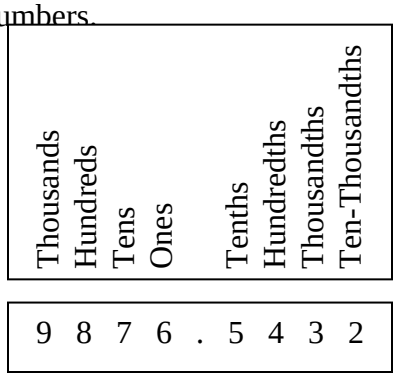
1. Set up the division problem.
2. Move the decimal point in 2.5 one place to the right making it a whole number.
3. "What is done to one side must be done to the other side." Move the decimal point one place to the right in 34, making it 340, and then bring the decimal point up into the quotient.
4. Divide normally:
   - 25 x 1= 25
   - Subtract 34 – 25 = 9
   - Bring down the zero to make 90
   - 25 x 3 = 75 This is as close to 90 as possible without going over
   - Subtract 90 – 75 = 15
   - Add a zero to the dividend and bring it down to the 15 making it 15j0
   - 26 x 6 = 150

   150 – 150 = 0
5. The quotient is 13.6

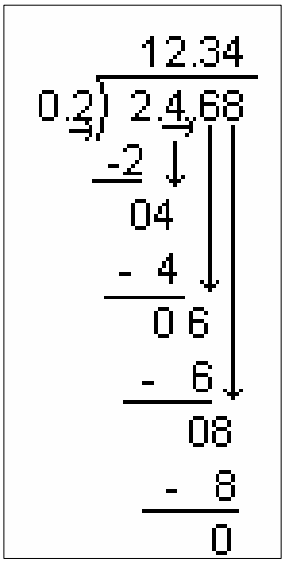
Vocabulary:

Quotient: The answer to a division problem.
Dividend: The number being divided.
Divisor: The number by which the dividend is divided.

The 5 represents the divisor, the 45 represents the dividend, and 9 represents the quotient. Place value (regarding decimals): Numbers to the right of the decimal point have different terms than whole numbers.



2.468 ÷ 0.2

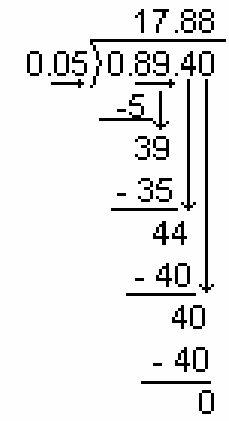


Steps:

1. Set up the division problem.
2. Move the decimal point in 0.2 over one place to the right making it a whole number. .02 is now 2.
3. Move the same number of spaces in the dividend. 2.468 is now 24.68.
4. Bring the decimal point up to the quotient in the new position.
5. Divide normally.

HESI Hints:

The number 25 is a whole number. Though this number could be written 25.0, decimals are usually not displayed after a whole number.



0.8	**Steps**: 1. Set up the division problem. 2. Move the decimal point in the divisor until it is a whole number. 0.05 is now 5 3. Move the decimal in the dividend the same amount of spaces that were moved in the divisor. 0.894 is now 89.4 4. Divide normally.	**Now You Try!** 1. 48 ÷ 0.4 = 2. 144 ÷ 0.6 = 3. 3.75 ÷ 0.4 = 4. 56.2 ÷ 0.2 = 5. 2.6336 ÷ 0.32 = 6. 591 ÷ 0.3 = 7. 0.72 ÷ 0.8 = 8. 0.132 ÷ 0.11 =

Math Review

Directions:

1) Take the portion of the test that follows. Label and do all work on front and back of same page as problem.
2) See pages 42-44 for answer key, to score portion.
3) Provide the following information hereon (page 21) for tutor-and self-evaluation:

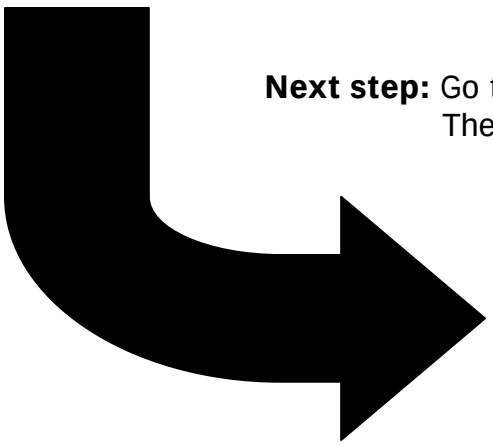
Total number of problems: 48 **Fractions**

Number correct: _____ Multiply number correct X 100=_____ +-

Divide by total number of problems=_____%

Tutor will review for areas to work on in math.

Areas to work on:_____, _____, _____, _____



Next step: Go to Math Review,
Then Practice Tests 1 & 2

Basic Fraction Vocabulary and Explanation

(terms, improper fractions, reducing, least common denominators, and mixed numbers)

Terms

Numerator (part) ⬅ Fraction E

Denominator

Example: $\frac{21}{7}$ is solved using division

$7\overline{)21}$ = 3

(The top number goes inside the box. The bottom number goes outside the box.)

The answer is 3.

Description:

- The numerator is the top number of the fraction. It represents the part or pieces.
- The denominator is the bottom number of the fraction. It represents the total or whole amount.
- The fraction bar is the line that separated the numerator and the denominator.

An improper fraction occurs when the numerator is larger than the denominator. An improper fraction should always be reduced or made into a mixed number.

Reducing Fractions using the Greatest Common Factor

Reduce $\frac{7}{21}$

Factors of 7 and 21:
7 {1,7}
21{1,3,7,21}
The greatest common factor is 7; therefore divide the numerator and denominator by 7.

$\frac{7}{21} \div \frac{7}{7} = \frac{1}{3}$

Reduce $\frac{12}{20}$

Factors of 12 and 20:
12 {1, 2, 3, 4, 6, 12}
20 {1, 2, 4, 5, 10, 20}
The greatest common factor is 4 (they do have 1 and 2 in common, but the greatest factor is needed).

$\frac{12}{20} \div \frac{4}{4} = \frac{3}{5}$

Description:
Factor: a number that divides evenly into another number.
Example: Factors of 12:

- 1 x 12 = 12
- 2 x 6 = 12
- 3 x 4 = 12

12 {1, 2, 3, 4, 6, 12} Listing the factors helps determine the greatest common factor between two or more numbers.

$\frac{1}{2} = \frac{2}{4}, \frac{3}{6}, \frac{4}{8}, \frac{5}{10}, \frac{6}{12}, \frac{7}{14}, \frac{8}{16}, \frac{9}{18}, \frac{10}{20}$

(all represent a half)
(reducing fractions can also be called reducing a fraction to its lowest terms or simplest form.)

$1 = \frac{1}{1}, \frac{2}{2}, \frac{3}{3}, \frac{4}{4}, \frac{5}{5}, \frac{6}{6}, \frac{7}{7}, \frac{8}{8}, \frac{9}{9}, \frac{10}{10}$

Least Common Least Common Denominator (LCD): The Smallest multiple that two numbers share. Determining the LCD is an essential step in the addition, subtraction, and ordering of fractions. Example I: Find the least common denominator for $\frac{3}{4}$, $\frac{7}{9}$ Example II: Find the least common denominator for $\frac{3}{12}$, $\frac{1}{8}$	**Description:** Steps for example I 1. List the multiples (Multiplication tables) of each denominator. ▪ 4: 4 x 1 = 4, 4 x 2 = 8, 4 x 3 = 12, 4 x 4 = 16, 4 x 5 = 20, 4 x 6 = 24, 4 x 7 = 28, 4 x 8 = 32, 4 x 9 = 36, 4 x 10 = 40 ▪ 4 (4, 8, 12, 16, 20, 24, 28, 32, 36, 40). This will be STANDARD FORM throughout for listing multiples. ▪ 9(9, 18, 27, 36, 45, 54, 63, 72, 81, 90) 2. Compare each for the least common multiple ▪ 4 (4, 8, 12, 16, 20, 24, 28, 32, 36, 40) ▪ 9(9, 18, 27, 36, 45, 54, 63, 72, 81, 90) 3. The least common denominator between 4 and 9 is 36 (4 x 9= 36 and 9 x 2 = 36). Steps for Example II 1. List the multiples of each denominator and find the common multiples. ▪ 12 (12, 24, 36, 48, 60, 72, 84, 96, 108, 120) ▪ 8 (8, 16, 24, 32, 40, 48, 56, 64, 72, 80) ▪ Find the least (or smallest) common multiple. 2. The least common denominator between 12 and 8 is 24 (12 x 2= 24 and 8 x 3 = 24).
Changing Improper Fractions into Mixed Numbers (An improper fraction has a larger numerator than denominator.) Example I. $\frac{17}{5} \rightarrow 5\overline{)17} \rightarrow 3\frac{2}{5}$ 3 15 02	**Description:** Steps for Example I ▪ We cannot leave the fraction in this form, therefore we turn it into a mixed number through division. (The top number goes in the box (numerator) the bottom number (denominator) stays out). ▪ The 3 becomes the whole number. ▪ The remainder becomes the numerator. ▪ The denominator stays the same.
Changing Mixed Numbers into Improper Fractions (A mixed number has a whole number and a fraction combined.) Example I $5\ 2/3 \rightarrow 5 \begin{matrix} + \\ \times \end{matrix} \begin{matrix} 2 \\ 3 \end{matrix} = (5 \times 3) + 2 = 17 \rightarrow \frac{17}{3}$	**Description:** Steps for Example I ▪ To make a mixed number into an improper fraction, multiply the denominator and whole number together, and then add the numerator. ▪ Place this new numerator over the denominator, which stays the same in the mixed number.

Addition of Fractions

Addition with common denominators

$$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$$

Steps:

1. Add the numerators together 3 + 2= 5
2. The denominator stays the same, 7.
3. Answer: 5/7 (five—sevenths)

Addition with unlike denominators

$$\frac{1}{5} + \frac{7}{10}$$

$$\frac{1}{5} \times \frac{2}{2} = \frac{2}{10}$$

$$5 \times 2 = 10$$

$$\frac{7}{10} \times \frac{1}{1} = \frac{7}{10}$$

$$10 \times 1 = 10$$

$$\frac{2}{10} + \frac{7}{10} = \frac{9}{10}$$

$$10 + 10 = 10$$

Steps:

1. Find the least common denominator by listing the multiple of each denominator.
   - 5: 5, 10, 15, 20, 25, 30
   - 10: 10, 20, 30, 40, 50
   - The least common denominator is 10.
2. If the denominator is changed, the numerator must also be changed by the same number. Do this by multiplying the numerator and denominator by the same number.
   $$\frac{1 \times 2}{5 \times 2} = \frac{2}{10}$$
3. Since the denominator of the second fraction is 10, no change is necessary.
4. Add the numerator together and keep the common denominator.
5. Reduce if necessary.

Vocabulary:
Numerator: the top number in a fraction
Denominator: the bottom number in a fraction
Common Denominator: two or more fraction that have the same denominator
Least common denominator: the smallest multiple that two numbers share.

NOTE: **never add denominators**; they must be the same for addition and subtraction **before** you add or subtract.

Addition of Mixed Numbers

$1\frac{1}{4} \times \frac{5}{5} = 1\frac{5}{20}$

$2\frac{8}{10} \times \frac{2}{2} = 2\frac{16}{20}$

$1\frac{5}{20} + 2\frac{16}{20} = 3\frac{21}{20} = 4\frac{1}{20}$

Steps:

1. Find a common denominator of 4 and 10 by listing the multiples of each.
   - 4: 4, 8, 12, 16, 20
   - 10: 10, 20, 30.
2. Calculate the new numerator of each fraction to correspond to the changed denominator.
3. Add the whole numbers together, and then add the numerators together. Keep the common denominator 20.
4. The Numerator is larger than the denominator (improper), change the answer to a mixed number. (review vocabulary if necessary).

Now you try it!

1. $\frac{1}{12} + \frac{5}{12} =$

2. $\frac{7}{21} + \frac{10}{21} =$

3. $\frac{1}{2} + \frac{4}{5} =$

4. $\frac{5}{7} + \frac{3}{14} =$

5. $\frac{4}{5} + \frac{6}{7} =$

6. $7\frac{1}{8} + 2\frac{4}{12} =$

7. $5\frac{2}{9} + 1\frac{2}{9} =$

8. $12\frac{1}{21} + 3\frac{1}{3} =$

Subtraction of Fractions

Subtracting fractions with common denominators

$$\frac{7}{9}-\frac{4}{9}=\frac{3}{9}=\frac{1}{3}$$

Steps:

1. Subtract the numerators:
2. Keep the same denominator.
3. Reduce the fraction by dividing by the greatest common factor:

$$\frac{3}{9}\div\frac{3}{3}=\frac{1}{3}$$

Vocabulary:

Numerator: the top number in a fraction.
Denominator: the bottom number in a fraction.
Common Denominator: two or more fractions that have the same denominator.
Least Common Denominator: the smallest multiple that two numbers share.
Factor: a number that divides evenly into another number.
Example: 12 ÷ 6 = 2 (6 and 2 are factors of 12).

Subtracting fractions with unlike denominators

$$\frac{5}{12}-\frac{1}{8}=$$

$$\frac{5}{12}\times\frac{2}{2}=\frac{10}{24}$$

$$\frac{1}{8}\times\frac{3}{3}=\frac{3}{24}$$

$$\frac{10}{24}-\frac{3}{24}=\frac{7}{24}$$

Steps:

1. Find the least common denominator by listing the multiples of each denominator:
2. Change the numerator to reflect the new denominator. (what is done to the bottom must be don't to the top of a fraction).
3. Subtract the new numerators: 10-3 = 7.
   The denominator stays the same.

HESI Hints:

Fractions as a whole:

$\frac{15}{15}$ = One Whole

- Notice in problem 3 that we added 15 to both the numerator and the denominator. We did this because it is one whole and it is the same denominator.

Borrowing from Whole Numbers

$5\frac{2}{3} = 3\frac{4}{5}$

$5\frac{2}{3} \times \frac{5}{5} = 5\frac{10}{15}$

$4\,5\frac{10}{15} + \frac{15}{15} = 4\frac{25}{15}$

$3\frac{4}{5} \times \frac{3}{3} = 3\frac{12}{15}$

$4\frac{25}{15} - \frac{3}{15} = 3\frac{13}{15}$

Steps:

1. Find the least common denominator
2. 12 cannot be subtracted from 10, therefore one must be borrowed from the whole number, making it 4, and add the borrowed one to the fraction.
3. Add the original numerator to the borrowed numerator (10 + 15 = 25)
4. Now the whole number and the numerator can be subtracted.

Now you try it!

1. $\frac{3}{20} - \frac{2}{20} =$
2. $\frac{28}{37} - \frac{17}{37} =$
3. $\frac{17}{25} - \frac{3}{5} =$
4. $\frac{31}{54} - \frac{5}{9} =$
5. $1\frac{9}{10} - \frac{1}{5} =$
6. $15\frac{7}{18} - \frac{3}{9} =$
7. $25\frac{1}{7} - 12\frac{5}{7} =$
8. $30\frac{1}{2} - 13\frac{3}{4} =$

$\frac{4}{5} \times \frac{1}{2}$

Multiplication of Fractions

Multiply $\frac{4}{5} \times \frac{1}{2} = \frac{1}{10} = \frac{2}{5}$	**Steps**: 1. Multiply the numerators together: o 4 x 1 = 4 2. Multiply the denominators together: o 5 x 2 = 10 3. Reduce th $\frac{4}{10} \div \frac{2}{2} = \frac{2}{5}$ using the greatest c r:	**Vocabulary:** Numerator: the top number in a fraction. Denominator: the bottom number in a fraction. Factor: a number that divides evenly into another number.
$5 \times \frac{4}{13}$ Multiply $\frac{5}{1} \times \frac{4}{13} = \frac{20}{13} = 1\frac{7}{13}$	**Steps**: 1. Make the whole number 5 into a fraction by placing a 1 as the denominator. 2. Multiply the numerators: 5 x 4 = 20 3. Multiply the denominators: 1 x 13 = 13 4. Change the improper fraction into a mixed number.	**HESI Hints:** "Multiplying fractions is no problem. Top times top and bottom times bottom." To change an improper fra ber, div $\frac{20}{13} \rightarrow 13\overline{)20}^{1} \rightarrow 1\frac{7}{13}$ ne de $\frac{-13}{07}$ The quotient becomes the whole number. The remainder becomes the numerator, and the denominator stays the same.

Multiply $2\frac{1}{8} \times 7\frac{5}{6}$	**Steps:**	**Now You Try!**
$2\frac{1}{8} \times 7\frac{5}{6}$ $\frac{17}{8} \times \frac{47}{6} = \frac{799}{48}$ $\frac{799}{48} = 16\frac{31}{48}$	1. Change the mixed numbers into improper fractions: $2\frac{1}{8} \rightarrow (2 \times 8) + 1 = 17 \rightarrow \frac{17}{8}$ $7\frac{5}{6} \rightarrow (7 \times 6) + 5 = 47 \rightarrow \frac{47}{6}$ 2. Multiply the numerators and denominators together: o 17 x 47 = 799 o 8 x 6 = 48 (denominator) o Change the improper fraction into a mixed number.	1. 3/5 x 2/3 = 2. 7/9 x 1/9 = 3. 6 x 4/5 = 4. 1 2/5 x 5 = 5. 2 1/7 x 1 3/4 = 6. 4 4/5 x 1 4/6 = 7. 3 1/3 x 2 = 8. 1 8/12 x 4 1/2=

Division of Fractions

1/2 ÷ 3/8

1 / 2 ÷ 3 / 8

1 / 2 x 8 / 3 = 8 / 6

Steps:

1. Inverse or flip (or take the reciprocal) of the second fraction.
   - 3/8 ⟶ 8/3
2. Rewrite the new problem and multiply:
   - 1 x 8 = 8 (numerator)
   - 2 x 3 = 6 (denominator)

---

1 5/6 ÷ ¾

1 5/6 ÷ 3/4

11/6 ÷ 3/4

11/6 x 4/3 = 44/18

2 8/18 = 2 4/9

Steps:

1. Change the mixed number into an improper fraction:
   - 1 5/6 = (1 x 6)v +5=11/6
2. Rewrite the new problem with the improper fraction.
3. Inverse or flip the second fraction.
4. Multiply the numerator and the denominators together:
   - 11 x 4 = 44 (numerator)
   - 6 x 3 = 18(denominator)
5. Change the improper fraction into a mixed number. Reduce the mixed number.

---

12 ÷ 2 3/8

12/1 ÷ 19/8

12/1 x 8/19 = 96/19

5 1/19

Steps:

1. Change the whole number into a fraction and the mixed number into an improper fraction.
2. Inverse of flip the second fraction.
3. Multiply the numerators and then denominators together:
   - 12 x 8 = 96
   - 1 x 19 = 19
4. Change the improper fraction into a mixed number.

Vocabulary

Numerator: the top number in a fraction.

Denominator: the bottom number in a fraction.

Reciprocals pairs of numbers when multiplied together equal 1.

Factor: a number that divides evenly into another number.

HESI Hints

"Dividing fractions— (flip) or inverse the second and multiply."
Example:
1 / 2 ÷ 3 / 8 Inverse 3 / 8 → 8 / 3

Then Multiply 1/2 x 8/3

3/8→ 8/3 3/8 x 8/3 = 24/24= 1

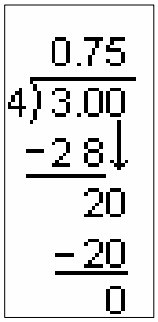
These two numbers are reciprocals of each other, because when they are multiplied together, they equal 1.

Now You Try!

1. 4/5 ÷ 1/7 =
2. 12/15 ÷ 3/5 =
3. 7/8 ÷ 1/6 =
4. 1 ÷ 1/5 =
5. 8 ÷ 1/4 =
6. 2 1/4 ÷ 1/6 =
7. 10 ÷ 3 1/3 =
8. 12 1/3 ÷ 2 =

Changing Fractions to Decimals

Change ¾ to a decimal



Steps:

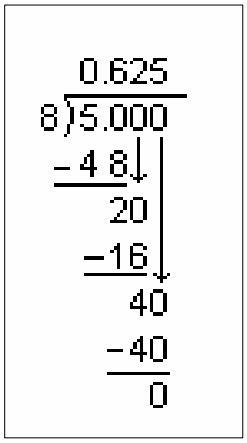
1. Change the fraction into a division problem.
2. Add a decimal point after the 3 and add two zeros.
   - Remember to raise the decimal into the quotient area.
3. This is terminating decimal; therefore adding additional zeros is not necessary.

Vocabulary:

Fractions bar: the line in-between the numerator and denominator. The bar is another symbol for division.

Terminating decimal: a decimal that is not continuous.

Change 5/8 to a decimal



Steps:

1. Change the fraction into a division problem.
2. Add a decimal point after the 5 and add two zeros.
   - Remember to raise the decimal into the quotient area.
3. If there is still a remainder, add another zero to the dividend and bring it down.
4. The decimal terminates at the thousandths place.

HESI Hints:

- *"Top goes in the box, the bottom goes out."*

This is a helpful saying in remembering that the numerator is the dividend and the denominator is the divisor.

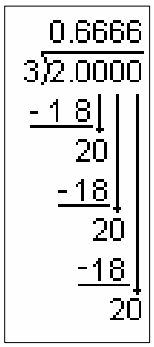
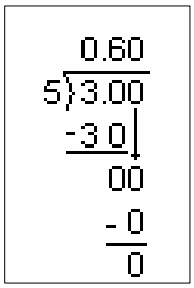
- If the decimal does not terminate, continue to the thousandths place and then round to the hundredths place.

Example:

7.8666 → 7.87

If the number in the thousandths place is 5 or greater, round the number in the hundredths place to the next higher number.

But, if the number in the thousandths place is less than 5, do not round up the number in the hundredths place.

<table>
<tr>
<td>Change 2/3 to a decimal
 
</td>
<td>Steps:
1. Change the fraction into a division problem.
2. After the 2, add a decimal point and 4 zeros.
3. The decimal continues (does not terminate); therefore, round to the hundredths place:
o 0.666 → 0.67
o It can also be written as $0.\overline{6}$ (the line is placed over the number that repeats)</td>
<td rowspan="2">Now You Try!
Change the fraction into a decimal.
1. 1/5
2. 2/5
3. 3/8
4. 4/5
5. 1/3
6. 1 ½
7. 3/10
8. 2 7/8</td>
</tr>
<tr>
<td>Change 2 3/5 to a decimal
 
</td>
<td>Steps:
1. Change the fraction into a division problem.
2. After the 3, add a decimal and two zeros.
3. Place the whole number in front of the decimal:
o 2.6</td>
</tr>
</table>

Changing Decimals to Fractions

Change 0.9 to a fraction

$$0.09 \longrightarrow \frac{9}{10}$$

Steps:
Knowing place values makes it very simple to change decimals to fractions.

1. The last digit is located in the tenths place; therefore the 9 becomes the numerator.
2. 10 becomes the denominator.

Vocabulary:
Place value: Numbers to the right of the decimal point have different terms from the whole numbers.

Thousands	Hundreds	Tens	Ones		Tenths	Hundredths	Thousandths	Ten-Thousands
9	**8**	**7**	**6**	**.**	**5**	**4**	**3**	**2**

Change 0.02 to a fraction

$$0.02 \longrightarrow \frac{2}{100} = \frac{1}{50}$$

Steps:

1. The 2 is located in the hundredths place.
2. 2 becomes the numerator, 100 becomes the denominator.
3. Reduce the fraction.

Change 0.25 to a fraction

$$0.25 \longrightarrow \frac{25}{100} = \frac{1}{4}$$

Steps:

1. The 5 (always look at the last digit in the decimal) is located in the hundredths place.
2. 25 becomes the numerator and 100 becomes the denominator.
3. Reduce the fraction.

Change 3.055 into a fraction

$$3.055 \longrightarrow 3\ \frac{55}{1000}$$

$$3\ \frac{11}{200}$$

Steps:

1. The rightmost 5 is located in the thousandths place.
2. 55 becomes the numerator and 1000 becomes the denominator. The 3 is still the whole number.
3. Reduce the fraction.

Now You Try!

1. 0.08
2. 0.025
3. 0.125
4. 0.17
5. 0.3
6. 2.75
7. 7.07
8. 12.0001

Math Review

Directions:

1. Take the portion of the test that follows. Label and do all work on front and back of same page as problem.
2. See pages 42-44 for answer key, to score portion.
3. Provide the following information hereon (page 21) for tutor- and self-evaluation:

Total number of problems: 8 Ratio/Proportion
Number correct: _____ Multiply number correct X 100=_____
Divide by total number of problems= _____%

Tutor will review for areas to work on in math.

Areas to work on: _____, _____, _____, _____.

Next step: Go to Math Review,
Then Practice Tests 1 & 2

Ratio and Proportion

Change the decimal to a ratio

$$0.025 \rightarrow \frac{25}{1000} \rightarrow \frac{1}{40}$$

$$\rightarrow 1:40$$

Steps:

1. Change the decimal to fraction.
2. Reduce the fraction.
3. The numerator is the first listed number.
4. Then write the colon.
5. Finally, place the denominator after the colon.

Change the fraction to a ratio

5/6 = 5:6

Steps:

1. The numerator is the first listed number.
2. Then write the colon
3. Finally, place the denominator after the colon.

Solve the proportion (find the value of x)

7:10::14:X

$$\frac{7 \times 2 = 14}{10 \times 2 = x}$$

$$\frac{7 \cdot 14}{10 \cdot x}$$

$$x = 20$$

Steps:

1. Rewrite the proportion as a fraction.
   (this might help to see the solution).
2. Notice that 7 x 2 = 14; therefore 10 x 2 = 20:
   - Multiply 14 x 10 (two diagonal numbers). The answer is 140.
   - 140 ÷ 7 (divide by number without a pair. 14 and 10 are a pair. 7 and x are not pair, so divide by 7)
3. The answer is 20.

X: 63:: 24:72

$$\frac{X \cdot 24}{63 \cdot 72}$$

- 24 x 63 = 1,512
- 1,512 ÷ 72 = 21

$$x = 21$$

Steps:

1. Rewrite the proportion as a fraction.
2. Multiply the diagonal numbers together:
   24 x 63 = 1,512
3. Divide the answer (1,512) by the Remaining number (the one with out a pair) 1,512 ÷ 72 =21
4. The answer is 21

Solve the proportion

240:60::X:12

$$\frac{240 = X}{60 = 12}$$

$$X = 48$$

Steps:

1. Rewrite the proportion as a fraction.
2. Multiply the diagonal numbers together:
   240 x 12 = 2,880
3. Divide the answer (2,880) by the remaining number (without a pair)
   2,880 ÷ 60 = 48
4. The answer to x is 48.

Vocabulary:
Ratio: a relationship between two numbers.
Proportion: two ratios that have equal values.

HESI Hints:
Ratios can be written several ways.

- As a fraction 5/12
- Using a colon 5:12
- In words 5 to 12

Proportion can be written two ways.

- $\frac{5}{12} = \frac{25}{60}$
- 5:12::25:60

(Remember, the numerator is listed first, then the denominator)

Now You Try!

1. 22/91
2. 19/40

Solve for X

3. 7: 5 :: 91: X
4. 7: 9 :: X: 63
5. X: 15 ::120: 225
6. 15: X :: 3: 8
7. 360: 60 :: 6: X
8. X: 81 :: 9: 27

Math Review

Directions:

1. Take the portion of the test that follows. Label and do all work on front and back of same page as problem.
2. See pages 42-44 for answer key, to score portion.
3. Provide the following information hereon (page 21) for tutor- and self-evaluation:

Total number of problems: 8 Percentage
Number correct: _____ Multiply number correct X 100=_____
Divide by total number of problems= _____%

Tutor will review for areas to work on in math.

Areas to work on: _____, _____, _____, _____.

Next step: Go to Math Review,
Then Practice Tests 1 & 2

Percentages

Change the decimal to a percent

0.13 ⟶ 13%

Steps:

1. Move the decimal point to the right of the hundredths place (two places).
2. Put the percent sign behind the new number.

Change the decimal to a percent

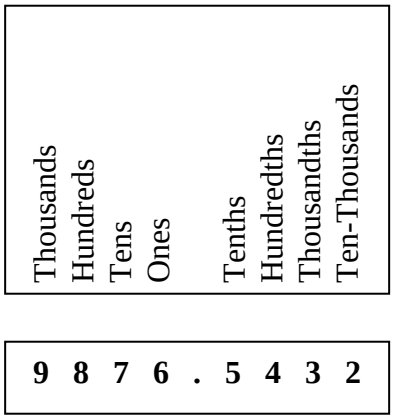
0.002 ⟶ 0.2%

Steps:

1. Move the decimal point to the right of the hundredths place (two places-always!)
2. Put the percent sign behind the new number. Do not worry. It is still a percent- it is just a very small percent.

Vocabulary:

Percent: per-hundred (part per hundred)



Change the percent to a decimal

85.4% ⟶ .854

Steps:

1. Move the decimal two spaces away from the percent sign (towards the left).
2. Drop the percent sign; it is no longer a percent, but a decimal.

Change the percent to a decimal

75% ⟶ .75

Steps:

1. The decimal point is not visible, but is always located after the last number.
2. Move the decimal two spaces away from the percent sign (towards the left).
3. Drop the percent sign; it is no longer a percent, but a decimal.

Changing a fraction to a percent

$\frac{5}{6}$ ➡

$$6\overline{)5.0000} = .833$$

-48, 20, -18, 020

.833 ➡ 83.3%

Steps:

1. Change the fraction into a division problem and solve.
2. Move the decimal behind the hundredths place in the quotient.
3. Place a percent sign after the new number.

Now You Try!

Decimal to a percent

1. .98
2. .0068
3. .09

Percent to a decimal

4. 58%
5. 76.3%
6. .03%

Fraction to a percent

7. 9/10
8. 4/5

Percentage

(using the percent formula)

What is 7 out of 8 as a percent?

$\frac{7}{8} = \frac{\%}{100}$

- 7 x 100 = 700
- 700 ÷ 8 = 87.5 %

%= 87.5 or 87.5 %

Steps:

1. Rewrite the problem using the percent formula.
2. Multiply the diagonal numbers together:
   1 x 100 = 700
3. Divide by the remaining (without a pair) number:
   700 ÷ 8 = 87.5 %

What is 68% of 45?

$\frac{X}{45} = \frac{68}{100}$

- 45 x 68 = 3,060
- 3,060 ÷ 10 = 30.6

X= 30.6

Steps:

1. Rewrite the problem using the percent formula.
2. (of 45) 45 is the whole.
3. Multiply the diagonal numbers together.
   68 x 45 = 3,060
4. Divide by the remaining (without pair) number
   3,060 ÷ 100 = 30.6
5. x = 30.6 (this is not a percent- it is the part).

---

18 is 50% of what number?

$\frac{18}{X} = \frac{50}{100}$

- 18 X 100 = 1,800
- 1,800 ÷ 50 = 36

X = 36

Steps:

1. Rewrite the problem using the percent formula.
2. We are looking for the whole because “of” is indicating an unknown number.
3. Multiply the diagonal numbers together:
   18 x 100 = 1,800
4. Divide by the remaining number:
   1,800 ÷ 50 = 36

HESI Hints:

Percent formula

$\frac{\text{Part}}{\text{Whole}} = \frac{\%}{100}$

The word “of” usually indicates the *whole* portion of the percent formula

Using this formula will help in all percent problems where there is an unknown (solving for x)

Now You Try!

1. What is 15 out of 75 as a percent?
2. What is 2 out of 50 as a percent?
3. What is 20 out of 100 as a percent?
4. What is 28% of 100?
5. What is 95% of 20?
6. What is 15.5% of 600?
7. 2 is 20% of what number?
8. 65 is 25% of what number?

Helpful Information to Memorize and Understand

Fractions, Decimals, Percents

Fractions	Decimals	Percent
$\frac{1}{2}$	0.50	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.20	20%
$\frac{2}{5}$	0.40	40%
$\frac{3}{5}$	0.60	60%
$\frac{4}{5}$	0.80	80%
$\frac{1}{8}$	0.125	12.5%
$\frac{3}{8}$	0.375	37.5%
$\frac{5}{8}$	0.625	62.5%
$\frac{7}{8}$	0.875	87.5%
$\frac{1}{3}$	$0.33\overline{3}$	33.3%
$\frac{2}{3}$	$0.66\overline{6}$	66.6%

Helpful Information to Memorize and Understand

Roman Numerals

I = 1	XI = 11	D= 500
II = 2	XX = 20	M = 1,000
III=3	XXX = 30	$\overline{V}$ = 5,000
IV = 4	XL = 40	$\overline{X}$ = 10,000
V = 5	L = 50	$\overline{L}$ = 50,000
VI = 6	LX = 60	$\overline{C}$ = 100,000
VII = 7	LXX = 70	$\overline{D}$ = 500,000
VIII = 8	LXXX = 80	$\overline{M}$ = 1,000,000
IX = 9	XC = 90	
X = 10	C = 100	

Example: 2003 = MMIII

Measurement Conversions

Temperature	0 degrees Celsius = 32 degrees Fahrenheit (the freezing point of water)	
	100 degrees Celsius = 212 degrees Fahrenheit (the boiling point of water)	
Length	Metric	Customary
	1 kilometer = 1,000 meters	1 mile = 1,760 yards
	1 meter = 100 centimeters	1 mile = 5,280 feet
	1 centimeter = 10 millimeters	1 yard = 3 feet
		1 foot = 12 inches
Volume & Capacity	1 liter = 1,000 milliliters	1 gallon = 4 quarts
	1 milliliter = 1 cubic centimeter	1 gallon = 128 ounces
		1 quart = 2 pints
		1 pint = 2 cups
		1 cup = 8 ounces
		1 ounce = 30 cubic centimeters
Weight & Mass	1 kilogram = 1,000 grams	1 ton = 2000 pounds
	1 gram = 1,000 milligrams	1 pound = 16 ounces

Answer Key: Mathematics Section

Basic addition and subtraction (enter scores on pg. 10)

1. 1,959	2. 980	3. 1,511	4. 200
5. 432	6. 459	7. 108	8. 12,011

Basic Multiplication (whole numbers) (enter scores on pg.10)

1. 5,922	2. 1,950	3. 7,836	4. 44,330
5. 11,130	6.21,978	7. 189,150	8. 1,557,270

Basic Division (whole numbers) (enter scores on pg. 10)

1. 12	2. 3,206	3. 1,233	4. 25
5. 628	6. 741	7. 214.75	8. 998.14

Addition and Subtraction of Decimals (enter scores on pg. 16)

1. 16.75	2. 66, 838	3. 948.2	4. 25.26
5. 30.05	6. 10.45	7. 29.41	8. 12.57

Basic Multiplication (decimals)(enter scores on pg 16)

1. 0.01269	2. 786.08	3. 16.863	4. 6252.5
5. 0.287804	6. 32.92	7. 3.7236	8. 0.79423

Division of Decimals (enter scores on pg. 16)

1. 120	2. 240	3. 9.375	4. 281
5. 8.23	6. 1,970	7. 0.9	8. 1.2

Addition of Fractions (enter scores on pg. 16)

1. 1/2	2. 17/21	3. 1 3/10	4. 13/14
5. 1 23/35	6. 9 11/24	7. 6 4/9	8. 15 8/12

Subtraction of Fractions (enter scores on pg.21)

1. 1/20	2. 11/37	3. 2/25	4. 1/54
5. 1 7/10	6. 15 1/18	7. 12 3/7	8. 16 3/4

Multiplication of Fractions (enter scores on pg. 21)

1. 2/5	2. 7/81	3. 4 4/5	4. 7
5. 3 3/4	6. 8	7. 6 2/3	8. 7 1/2

Division of fractions (enter scores on pg. 21)

1. 5 3/5	2. 1 1/3	3. 5 1/4	4. 5
5. 32	6. 13 1/2	7. 3	8. 6 1/6

Changing Fractions to Decimals (enter scores on pg. 21)

1. 0.2	2. 0.4	3. 0.375	4. 0.8
5. 0.3	6. 1.5	7. 0.3	8. 2.875

Changing Decimals to Fractions (enter scores on pg 21)

1. 2/25	2. 1/40	3. 1/8	4. 17/1000
5. 3/10	6. 2 3/4	7. 7 7/100	8. 12 1/10000

Ratio and Proportions (enter scores on pg 34)

1. 22:91	2. 19:40	3. x = 65	4. x = 49
5. x = 8	6. x = 40	7. x = 1	8. x = 27

Percentages (enter scores on pg. 37)

1. 98%	2. 0.68%	3. 9%	4. .58
5. 0.763	6..0003	7. 90%	8. 80%

Percentages (using the percent formula) (enter scores on pg. 37)

1. 20%	2. 4%	3. 20%	4. .28
5. 19	6. 93	7. 10	8. 260

See page 9 to enter overall score.

Math Practice Test 1 Face Sheet

Directions: Students will

1. Take Practice Test 1
2. Correct all problems
3. Fill in information on this face sheet, which precedes entire Practice Test 1
4. Return work to HESI staff, arrange tutoring or conference to give go-ahead on taking actual HESI test

Important

1) Use the space provided on the paper for scratch paper; all work should be done on these pages for ease of assessment.
2) Fill in the blanks on the face sheet to assist the HESI staff in assessing your skills and weaknesses.

Your goal is to achieve 80% minimum on any exercise.

- To calculate Total number of correct answers, subtract number of incorrect answers from total number of problems.
- To calculate Percent correct: multiply number correct X 100, divide this number by total number of problems.

Example: 80 correct out of 100: 80 X 100= 8000 8000 divided by 100 = 80 or 80%

OVERALL MATH PRACTICE TEST 1 SCORE

Total number of problems: 101
Number correct: _____ Multiply number correct X 100 =_____
Divide by total number of problems=_____%

Tutor will review for areas to work on in math.

Areas to work on: _____, _____, _____, _____.

MATH PRACTICE TEST 1

1. Add, subtract, multiply, divide:

Total number of problems: 18
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

2. Multiply, divide (by and into), add, subtract decimals

Total number of problems: 15
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

3. Change fractions to decimals; decimals to fractions

Total number of problems: 10
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

4. Add, subtract, multiply, divide fractions

Total number of problems: 20
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

5. Percentage

Total number of problems: 18
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

6. Ratio/Proportion

Total number of problems: 9
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

7. Conversions

Total number of problems: 5
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

8. Rounding

Total number of problems: 6
Total number of **correct** answers _____ X 100=_____Divide this number by total number of problems.
Percent correct_____

Next step: go to page 44 to enter overall score for Practice Test1 1; then go to Practice Test 2.

Step one to Whole Number Skill Practice Test I

These problems will help you find out if you need to work in the whole number section of this book. Do all the problems you can. Then fill in the chart on page 6 to see which page you should go to next.

1. 86,147
+ 2,532

2. 24 + 933 =

3. 573
1,268
486
+3,691

4. 897
-357

5. 826
- 259

6. 40,020
-29,316

7. 2,306 – 728 =

8. 30,000 – 2,907 =

9. 613
x 132

10. 84
x56

11. 427
x 395

12. 489 x 53 =

13. 65 x 2,507 =

14. 331 ÷ 7 =

15. 3,147 ÷ 4 =

16. 1,029 ÷ 21 =

17. 6,057 ÷ 9 =

18. 2,433 ÷ 56 =

Answer Key

1. 88,679
2. 957
3. 6,018
4. 540
5. 567
6. 10,704
7. 1,578
8. 27,093
9. 80,916
10. 4,704
11. 168,665
12. 25,917
13. 162,955
14. 47 r2
15. 786 r 3
16. 49
17. 673
18. 43 r 25

Enter Score for practice test I on face sheet pages 44 – 46.

Step one to Decimal Skills Practice Test 1 Part 2

Do work on these pages.

1. .26 x 3.9 =

2 12.9 x 5 =

3. .0038 x 62 =

4. .417 x 2.3 =

5. 46.4 ÷ 16 =

6. .222 ÷ .6 =

7. .406 ÷ .07 =

8. 9 ÷ .18 =

9. 148 ÷ 3.7 =

10. .58 + .9 +.737 =

11. .13 + 23.8 + 14 =

12. .68 + 10.24 + 5 =

13. 3.4 - .75 =

14. 8.1 - .238 =

15. 12 - .608 =

Answer Key

1. 1.014
2. 64.5
3. .2356
4. .9591
5. .37
6. 5.8
7. 50
8. 40
9. 2.217
10. 37.93
11. 15.92
12. 2.65
13. 7.862
14. 11.392

Enter score for Practices Test 1 part 2 on face sheets page 44-46.

Step one to Fraction to Decimals Skills Practice Test 1 Part 3

Do all work on these pages. Change each fraction to a decimal.

1. 5/6 =
2. 9/20 =
3. 4/7 =
4. 5/8 =
5. 9/16 =

Change each decimal or mixed decimal to a fraction or mixed number. Reduce each fraction.

1. .08 =
2. .625 =
3. .48 =
4. 3.36 =
5. 2.00004 =

Answer Key

1. .83 1/3
2. .45
3. .57 1/7
4. .62 ½ or .625
5. .56 ¼

1. 2/25
2. 5/8
3. 12/25
4. 3 9/25
5. 2 1/25,000

Enter score for practices test 1 part 3 on face sheets page 44 – 46.

Step One to Fraction Skills Practices Test 1 Part 4

Do all work on these pages.

1. 3/8 + 3/8 =

2. 3 9/16 + 2 11/16=

3. 5/9 + 2/3 =

4. 3/7 + 1/2=

5. 9/10 – 7/10=

6. 5/8 – 1/3 =

7.6 – 2 5/9=

8. 8 1/5 – 2 4/5=

9. 74/9 – 4 5/6=

10. 5/9 x 2/3 =

11. 9/10 x 8/9=

12. 5/9 x 12 =

13. 15 x 4 2/3=

14. 3/5 x 1 1/9=

15. 2 ¼ x 4 2/3=

16. 4/5 ÷ 8/15=

17. 4 1/6 ÷ 5/9 =

18. 5/12 ÷ 10 =

19.6 ÷ 4 ½ =

20. 3 ½ ÷ 2 4/5 =

Answer Key

1. ¾
2. 6 ¼
3. 2/9
4. 13/14
5. 1/5
6. 7/24
7. 3 4/9
8. 5 2/5
9. 2 11/18
10. 10/27
11. 4/5
12. 6 2/3
13. 70
14. 2/3
15. 10 ½
16. 1 ½
17. 7 ½
18. 1/24
19. 1 1/3
20. 1 ¼

Enter score for practice test on cover sheets 44-46.

Step One to Percent Skill Practices Test 1 Part 5

These problems will help you find out if you need to work in the percent section of this book. Do all the problems you can. When you are finished, look at the chart to see which page you should go to next.

1. Change each decimal to a percent.

   .6 = .06 = .248 = .03 1/3

2. Change each percent to a decimal.

   50%= 7%= 5 ¼%= 325%

3. Change each fraction to a percent.

   3/10= 1/8= 3/7= 4/25=

4. 15 % of 140 =

5. 90% of 60=

6. 72 is what % of 90?

7. 44 is what % of 132?

8. 90% of what number is 54?

9. 15 % of what number is 39?

Answers to Step One to Percent Skill Practice Test 1, Part 5

1. 60%	6%	24.8%	3.3%
2. .5 or .50	.07	.0525	3.25%
3. 30%	12 ½% or 12.5%	42 6/7% or 42.85%	16%

4. 21
5. 54
6. 80%
7. 33 1/3% or 33.3%
8. 60
9. 260

Enter score for 5 on pages 44-46

Practice Test 1 Part 6

Solve these proportions.

1. $\frac{120}{4.2} = \frac{16}{X}$

2. 750:250::X:5

3. 2:5::X:10

4. 0.125: 0.5:: X:10

Read the following:

Proportion

Let us consider the ratios 3:5 and 12:20. If we write these ratios in fraction form, we have 3/5 and 12/20. Now if we apply the Principle of Equivalency of Fractions, we have 3 x 20 = 5 x 12. Thus the fraction 3/5 and 12/20 are equivalent.

Thus, we may write 3:5 = 12:20. This statement is called a proportion.

Definition: A *proportion* is a statement that two ratios are equivalent.

Example: (a) 1:2= 4:8
(b) 5:6= 15:18

Use the Principle of Proportion to determine which of the following are true proportions.

1. 5:7 = 15:21
2. 6:11 = 12: 24
3. 1.4: 3.5 = 4.6: 11.5
4. 63:81 = 77:99
5. 64: 28 = 96:40

Conversions Practice Test 1 Part 7

Convert the measurements in the following problems.

1. 5 yards =_____ feet

2. 40 ounces =_____ pounds

3. 20 quarts = _____ gallons

4. 2 quarts = _____ounces

5. 3 pints = _____ quarts

Answer Key

Answers for test 6: (Enter scores for 6 on face sheet page 44-46)

1. .56
2. 15
3. 4
4. 25

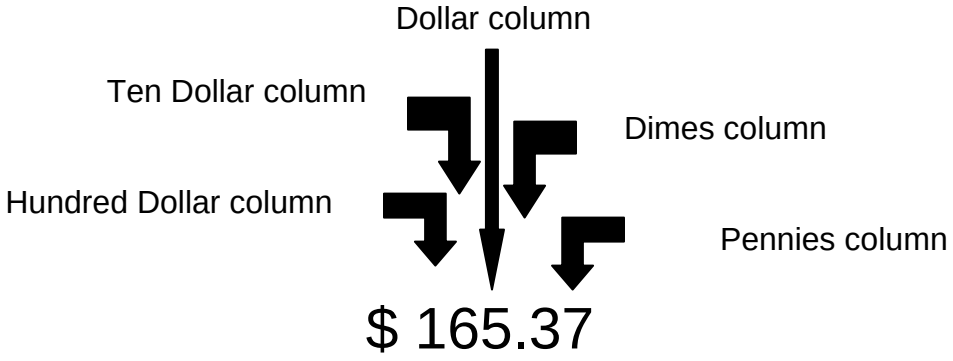
1. True
2. False
3. True
4. True
5. False

Answers for test 7: (Enter the scores for 7 on face sheet pages 44- 46)

1. 15ft
2. 2.5lbs
3. 5 gals
4. 64 oz
5. 1.5 qt

Rounding Dollars and Cents Practices Test 1 Part 8

You round dollars and cents in the same way you round whole numbers. You can round a monetary amount to the nearest ten cent (dime), nearest dollar, nearest ten dollars, and so on.



Example: Round $15.76 to the nearest dime.

Step 1. Underline the digit in the dimes column. $ 15.76

Step 2. Look at the digit to the right of the 7. Since the digit 6 is more than 5, add 1 to the digit 7. $ 15.80

Step 3. Now put zeros in all the places to the right of the 8 $15.80

Answer: $ 15.80

Round each number below as indicated.

1. 76 (tens place)
2. 164 (hundreds place)
3. 2,590 (thousands place)
4. $0.37 (nearest dime)
5. $3.48 (nearest dollar)
6. $67.09 (nearest ten dollar)

Answer Key

1. 80
2. 200
3. 3,000
4. $0.40
5. $3.00
6. $70.00

Enter score for 8 on face sheet pages 45-47

Math Practice Test 2 Face Sheet

Directions: Students will

1. Take Practice Test 2
2. Correct all problems
3. Fill in information on this face sheet, which *precedes* entire Practice Test 2
4. Return work to HESI staff, arrange tutoring or conference to give go-ahead on taking actual HESI test

Important*:*

1) **Use the space provided on the paper for scratch paper; all work should be done on these pages for ease of assessment.**
2) **Fill in the blanks on the face sheet to assist the HESI staff assessing your skills and weaknesses.**

Your goal is to achieve 80% minimum on any exercise.

- To calculate Total number of **correct** answers, subtract number of incorrect answers from total number of problems.
- To calculate Percent correct: multiply number correct X 100, divide this number by total number of problems.

Example: 80 correct out of 100: 80 X 100 = 8000 8000 divided by 100= 80 or 80%

OVERALL MATH PRACTICE TEST 2 SCORE

Total number of problems: 83
Number correct: _____ Multiply number correct X 100=_____
Divide by total number of problems=_____%

Tutor will review for areas to work on in math.

Areas to work on:_____, _____,_____, _____.

MATH PRACTICE TEST 2

Add, subtract, multiply, divide:

Total number of problems 16
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____

Change decimals to fractions; change fractions to decimals; Multiply, divide (by and into), add, subtract decimals

Total number of problems 15
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____

Add, subtract, multiply, divide fractions

Total number of problems 16
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____

Percentage

Total number of problems 15
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____

Ratio/ Percentage

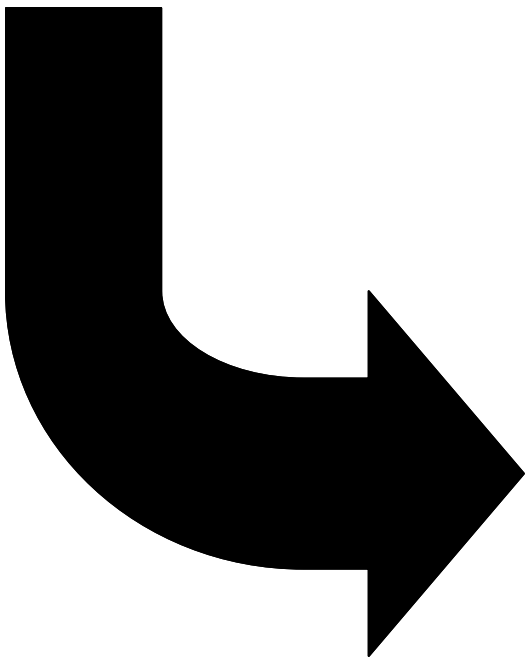
Total number of problems 11
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____

Conversion

Total number of problems 5
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____

Rounding

Total number of problems 5
Total number of correct answers _____X100=_____Divide this number by total number of problems
Percent correct_____



Whole Number review Practice Test 2 Part 9

1. 425 + 34 =
2. 732 + 9,255 =
3. 6,927 + 434 + 56 =
4. 83 – 9 =
5. 800 – 73 =
6. 12,603 – 9258 =
7. 90,000 – 4,782 =
8. 62 x 34 =
9. 536 x 273 =
10. 2,706 x 75 =
11. 39 x 4,086 =
12. 196 ÷ 4 =
13. 779 ÷ 9 =
14. 4,836 ÷ 52 =
15. 7,224 ÷ 9 =
16. 4, 662 ÷ 63 =

Answer Key: Test 2 Part 9

1. 459
2. 9,987
3. 7,417
4. 74
5. 727
6. 3,345
7. 85,218
8. 2,108
9. 146,328
10. 202,950
11. 159,354
12. 49
13. 86 r5
14. 93
15. 802 r6
16. 74

Decimal Review Practice Test 2 Part 10

Change each decimal or mixed decimal to a fraction or mixed number. Reduce each fraction.

1. .3=
2. 3.75 =
3. .625=
4. 9.32=
5. 1/5=
6. 1/8=
7. 4/25=
8. 3/50=
9. .29 + .8 + .626=
10. .0052 + .84 + .072 =
11. .26 + 14.7 + 13 =
12. 18 + .049 + 2.38 =
13. .8 - .29=
14. 6.2 – .127=
15. .11 – .509 =
16. 8.3 – 2.052 =
17. 4.3 x .38 =
18. 18 x .0074 =
19. 6.5 x .329 =
20. 110.4 ÷23 =
21. .621 ÷ .09=
22. 54 ÷ 27 =
23. 138 ÷ 4.6 =

Answer Key: Test 2 Part 10

1. 3/10
2. 3 ¾
3. 5/8
4. 9 8/25
5. .2
6. .12 ½ or .125
7. .16
8. .06
9. 1.716
10. .9172
11. 27.96
12. 20.429
13. .51
14. 6.073
15. 10.491
16. 6.248
17. 1.634
18. .1332
19. 2.1385
20. 4.8
21. 6.9
22. 200
23. 30

Fraction Review Practice Test 2 Part 11

1. 7/10 + 1/10 =
2. 8/15 + 4/5 =
3. 1/2 + 5/9 =
4. 3 2/3 + 4 5/8 + 5 1/4 =
5. 11/16 – 5/16 =
6. 3/5 – 1/6 =
7. 9 – 4 5/12 =
8. 8 2/5 – 2 2/3 =
9. 9 1/4 – 4 7/12 =
10. 3/8 x 5/7 =
11. 5/12 x 4/5 =
12. 8 x 7/10 =
13. 1 5/7 x 4 2/3 =
14. 3/10 ÷ 2/5 =
15. 3 3/4 ÷ 5/6 =
16. 7/8 ÷ 3 =

Answer Key: Test 2 Part 11

1. 4/5
2. 1 1/3
3. 1 1/18
4. 13 13/24
5. 3/8
6. 13/30
7. 4 7/12
8. 5 11/15
9. 4 2/3
10. 15/56
11. 1/3
12. 5 3/5
13. 8
14. 3/4
15. 4 1/2
16. 7/24

Percent Review Practice Test 2 Part 12

1. **Change each decimal to a percent.**

   .3 = .09= .455=

2. **Change each percent to a decimal.**

   48%= 3%= 7 ½%=

3. **Change each fraction to a percent.**

   9/10= 5/12= 4/5=

SOLVE

4. 16% of 125 =

5. 40% of 75=

6. 4.8% of 800=

7. 45 is what % of 75?

8. 36 is what % of 54?

9. 48% of what number is 60?

Answer Key: Test 2 part 12

1. 30%	9%	45.5%
2. .48	.03	.07 ½
3. 90%	41 2/3%	80%
4. 20		
5. 30		
6. 38.4		
7. 60%		
8. 66 2/3%		
9. 125		

Ratio and Proportions Practice Test 2 part 13

In each of the following, what number should replace *n* to make each a true proportion?

1. *n* : 4 = 12 : 8

2. *5* : 8 = 35: *n*

3. 17 : *n* = 6 : 8

4. 7 : *n* = 11: 18

5. 15: 35 = 4 : *n*

6. 1/6 = ?/ 18

7. 3/ ? = 6/8

8. 50/ ? = 1/2

9. 8/9 = ? /27

Answer Key: Test 2 Part 13

1. 6
2. 56
3. 22 2/3
4. 11 5/11
5. 9 1/3
6. 3
7. 4
8. 100
9. 24

Converting Units Practice Test 2 part 14

Change each quantity to the unit indicated. As your first step in each problem identify the correct factor.

1. 3 lbs = _____ oz.
2. 3 qt. = _____ pt.
3. 12pt.= _____ qt.
4. 80 oz. =_____ lb.

Many times, when smaller units are converted to larger units, there is a remainder.
As the example below show, this remainder is simply written as the number of smaller units left over.

Example: Change 7 feet to yards

Step 1. Divide 7 feet by the conversion factor 3

$7 \div 3 = 2$ r1

Step 2. write the remainder as the number if feet left over.

Answer: 7 feet = 2 yards 1 foot

5. 47 oz. = _____ lbs. _____ Oz.

Answer Key: Test 2 Part 14

1. 48
2. 6
3. 6
4. 5
5. 2lbs. 15 oz

Steps for Rounding Decimal Practices Test 2 Part 15

1. Underline the digit in the place you are rounding to
2. Look at the digit to the right of the underlined digit. If the digit to the right is 5 or more, add 1 to the underlined digit. If the digit to the right is less than 5, leave the underlined number as is.
3. Discard the digits to the right of the underlined digit.

Example: Round 2. 1749 to the thousandths place.

Step 1. Underline the digit in the thousandths place.
Underline the 4: 2.174̲9

Step 2. Look at the digit to the right of the 4. The digit is 9. Since 9 is "5 or more," add 1 to the underlined digit 4.
Add 1 to 4: 2.1759

Step 3. Discard the digit 9

Answer: 2.175

Round each amount below to the nearest cent. For each amount circle one of the two answer choices.

1. $.467: $.46 or $.47
2. $.953: $.95 or $.96
3. $6.875: $6>87 or $6.88

Round each decimal fraction below as indicated. The first problem in each row is done for you.

To the nearest tenth.

4. .52 _____

5. .375 _____

To the nearest hundredth.

6. .483 _____

7. .725 _____

Answer Key: Test 1 Part 15

1. $.47
2. $.95
3. $6.88
4. .5
5. .4
6. .48
7. .73

READING COMPREHENSION FACE SHEET

Directions: Students will

1. Read explanations on how to answer reading comprehension questions and sharpen reading skills.
2. Take the "Sample Reading Test"; fill in information on face sheet.
3. Take the "Reading" test.
4. Correct all problems
5. Fill in information on face sheet, which is in front of both tests.
6. Return work to HESI staff; arrange tutoring or conference to give go- ahead on taking actual HESI test.

Important:

1) Use the space provided on the paper for scratch paper; all work should be done on these pages for ease of assessment.
2) Fill in the blanks on the face sheet to assist the HESI staff in assessing your skills and weaknesses.

Your goal is to achieve 80% minimum on any exercise.

- To calculate Total number of correct answers, subtract number of incorrect answers from total number of problems.
- To calculate percent correct: multiply number correct X 100, divide this number by total number of problems.

Example: 80 correct out of 100: 80 X 100 = 8000 8000 divided by 100= 80 or 80%

OVERALL READING COMPREHENSION TEST SCORE

Total number of problems: 47
Number correct:_____ Multiply number correct X 100 =_____
Divide by total number of problems = _____%

Tutor will review for areas to work on in reading comprehension.

Areas to work on : _____, _____, _____, _____.

Reading Comprehension

1. Sample Reading Test

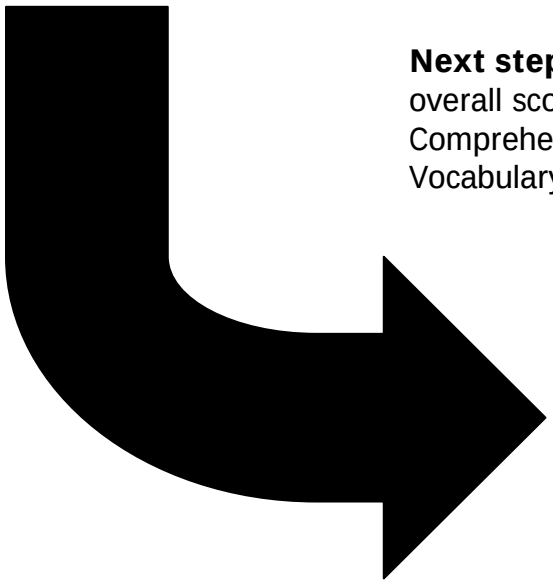
Total Number of questions 8
Total Number of **correct** answers _____ X 100= _____ Divide this number by total number of questions

Percent Correct_____

2. Reading

Total Number of questions 39
Total Number of **correct** answers _____ X 100=_____ Divide this number by total number of questions

Percent Correct_____



Next step: Go to page 79 to enter overall score for Reading Comprehension; then go to Vocabulary section.

HOW TO ANSWER READING COMPREHENSION QUESTIONS AND SHARPEN YOUR READING SKILLS (WITHOUT REALLY TRYING)

Read this the night before you take your exam. It will help you get the right answers on reading comprehension questions.

- When you get to the reading comprehension section, take a deep breath and;
  - Quickly read through the questions—not the answer choices, just the questions. You will be able to focus your reading knowing what the questions are.
  - Read the passage, paying attention to details. Be alert for what the author thinks is important, by noting phrases like *Of importance is…., Do not overlook….,* and *Note that….*
  - Read each question carefully to determine what is being asked. Watch for all-inclusive words like *always, never, all, only, every, absolutely, completely, none, entirely, no.* These words will affect your answer.
  - Read all answer choices. Eliminate obviously incorrect choices. Do not jump to choose the first answer that looks correct. Refer to the passage to get the best answer.
  - Avoid spending too much time on any one question. If you're stuck on a question, choose from the answers left after eliminating the obviously incorrect ones and move on.

SHARPEN READING SKILLS

There are seven reading skills tested on the HESI exam; the basic tenet emphasized here is: **Reading proactively to keep focused**. The skills and how to improve them are described below:

1. Identify the main idea – key to understanding what you're reading and what to remember.
   a. Ask "What is the passage about and what point is the author making about the topic?"
   b. Summarize the paragraph in your head after you read it.
   c. Visualize as you read---picture the information being projected on a big screen TV.
   d. Remember that main ideas can be found in the beginning, middle, or end of a paragraph or passage.
   e. Look at details, examples, causes, reasons to find implied, or unstated, main ideas.

2. Identify supporting details---examples, added information which support main idea.
    a. Pick key word from the question and scan the passage for location of the answer.
    b. Identify details by transition words like *one, next, another, first, finally.*

3. Finding the Meaning of Words in Context--- look for context clues, which are words or sentences surrounding unknown word (s): the provide information on meaning for the reader.

    Context clues include:

    a. **Definition**: meaning of word put in parentheses, or stated in following sentence.
    b. **Synonym**: more familiar word given, which means same as unknown word.
    c. **Antonym**: word given with opposite meaning of unknown word; watch for words that signal an antonym, like *although, but, instead.*
    d. **Restatement**: unknown word paraphrased, or restated in sentence using more familiar words.
    e. **Examples**: examples illuminate meaning of unknown word.
    f. **Explanation**: additional information explains unknown word.
    g. **Word structure**: knowledge of meanings of prefixes, suffixes, and roots can help reader make educated guess about unknown word.

4. Identifying a Writer's Purpose and Tone --- purpose can be to entertain, inform, persuade. Tone is author's attitude or feelings towards topic.
   Choice of words is clue to both.

   Ask these questions: 1. Who is the intended audience?
   2. Why did the author write this?

Persuade: means trying to change thinking, encouraging reader to buy something, convince someone to vote a certain way. "Connotation" refers to emotions, feeling reader attaches to words.

Identify words in the passage for negative or positive connotation to determine why the author wrote the passage, how he/she is trying to manipulate the reader's feelings. For example, if the passage is about a beautification project, the author might describe it using positive connotation (and tone), in words like *inspired, visionary,* to get the reader to agree. Or, the writer may describe the project using negative connotation (and tone)with words like *wasteful, foolhardy* in opposition.

Inform: passages written to inform are less biased, with fewer words that have positive or negative connotation. Supportive text is factual and allows reader to form own opinion of subject matter.

5. Distinguishing Between Fact and Opinion --- facts can be proven to be right or wrong. Ex. The world is round. Opinions are personal statements which cannot be proven. Ex. "Titanic" was the best movie ever made.

Critical reading means looking at choice of words to determine whether writer is stating fact or opinion.

Facts: concrete words including measurable data, colors. Ex. Joe weighs 215 pounds. Sally's dress is red.

Opinions: evaluative or judgmental words (good, better, best, worst); abstract words (love, envy, hate); and statements that speculate about future events are considered opinions.

6. Making Logical Inferences --- inferences are not stated in the reading; they are educated , logical guesses made by the reader --- "reading between the lines" --- based on the available facts, information, and reader's knowledge and experience. Key to making inferences is to be sure the facts and evidence in the reading supports the inferences.

7. Summarizing --- summary is shortened version of passage with some supporting details, that is important information only. Leaves out unnecessary and redundant information.

This type of question takes the longest for students. Three rules to follow:

   a. Summary to include main ideas from beginning, middle, and end of passage
   b. Summary presented in chronological (as it happened) order.
   c. Summary must have accurate information. False information automatically rules out choice.

Sample Reading Test

According to news reports, more senior citizens are accruing credit card debt that ever before. One reason given for the increase is that many seniors simply did not save enough money for retirement. Another reason given is the high cost of prescription drugs that are not covered by Medicare. Although the possibility of a prescription drug benefit being added to Medicare was a big issue in the last presidential campaign, it does not appear that any legislation will be enacted soon..

Meanwhile, some seniors are spending 50 – 60% of their incomes on prescription drugs. With utilities, mortgage payments, and groceries, it is easy to see why some seniors are forced to use their credit cards. According to SRI Consulting Business Intelligence in Princeton, NJ., a research and consulting firm, the average debt of households headed y someone over 65 rose from $8,000 in 1992 to $23,000 in 2000. That is an increase of 188%.

Another reason given for seniors ending up in so much debt is the fact that they don't understand how credit cards work and by simply paying off the minimum, most of the payment goes toward interest. Whatever the reason, many seniors today have to abandon formerly held conservative attitudes toward debt and join the millions of Americans who buy on credit.

Congress should enact Medicare legislation that helps make prescriptive drugs more affordable for seniors. It doesn't seem fair that those who have worked hard all their lives should have to stress over finding enough money to pay their bills in their so called "golden years." Write your congressional representatives and encourage them to enact the appropriate legislation.

1. What is the main idea of the passage?
   A. The high cost of prescription drugs is a difficult burden for seniors to bear.
   B. Credit Card debt for seniors rose 188% from 1992 to 2000.
   C. Senior citizens today did not save enough money for their retirement years.
   D. There are several reasons why many senior citizens today are in credit card debt.

2. Which of the following is not listed as a detail in the passage.
   A. Seniors did not save enough for retirement.
   B. Many seniors spend money gambling.
   C. The cost of prescription drugs is a drain on the seniors' income.
   D. Seniors don't always understand how credit cards works.

3. What is the meaning of the word "accruing" as used in the first paragraph?
   A. Something that increases or accumulates.
   B. Something that attaches itself like a parasite.
   C. Something that annoys.
   D. Something that describes emotion.

4.What is the author's primary purpose in writing this essay?

A. To inform
B. To persuade
C. To entertain
D. To analyze

5. Identify the overall tone of the essay.
A. Encouraging
B. Optimistic
C. Pessimistic
D. Angry

6.Which of the following statements is an opinion?
A. More seniors are accruing credit card debt than ever before.
B. The high cost of prescription drugs has added to the credit card debt of seniors.
C. Congress should enact Medicare legislation to make prescription drugs more affordable.
D. Some seniors get into debt because they do not understand how credit cards work.

7. Which statement would not be inferred by the reader?
A. Some seniors are having a difficult time paying their bills.
B. Seniors should not allow their children to use their credit cards.
C. Some seniors did not plan well for their retirement.
D. Some seniors have to use credit cards to pay for their food and other basic necessities.

8. Choose the best summary of the passage.
A. Prescription costs are keeping seniors in credit card debt. Many seniors were not financially prepared for retirement. Some seniors do not understand how credit cards work. There has been a huge increase in credit card debt for households headed by seniors.
B. More seniors have credit card debt than ever before. Some seniors don't understand how credit cards work. The high cost of prescription drugs has caused many to use their credit cards for basic necessities. Something needs to be done to help the seniors enjoy their retirement years.
C. The average debt for households headed by seniors has decreased in the last decade. Many seniors hold conservative attitudes about debt, but they are being forced to abandon their ideas out of necessity. Congress could help seniors by enacting legislation that would reduce the cost of prescription drugs.
D. More seniors hold credit card debt that ever before. Reasons for this include the lack of adequate financial planning for retirement, the high cost of prescription drugs, and the misunderstanding of how credit cards work. Congress needs to enact legislation to help today's seniors with the high cost of prescription drugs.

Answer Key: Reading Comprehension Practice Test

1. D (main idea)
2. B (supporting details)
3. A (meaning of word in context)
4. B (author's purpose)
5. C (author's tone)
6. C (fact and opinion)
7. B (inferences)
8. D (summary)

Bibliography

1. Johnson, Ben. The Reading Edge 4th Ed. New York: Houghton Mifflin Company, 2001

Enter score on face sheets pages 79—80

Reading Comprehension

Directions: Read each passage carefully. Then mark one answer—the answer you think is best for each item.

Sample:
The next test has short reading passages, each one followed by questions.

A. The reading passages on the next test will be
- a) all on one page
- b) followed by questions
- c) easy to read
- d) very long.

Correct Marking on Separate Answer Sheet

A	B	C	D

Our planet Earth is divided into seven separate layers. The outer layer is called the "crust" and appears to be approximately twenty miles thick. Next in line are the four layers of the "mantle." These layers vary in thickness from 250 to 1000 miles. The remaining two layers are divided into the "outer core" and "inner Core." The thickness of the outer core has been determined to be slightly more than 1200 miles, while that of the inner core is slightly less than 800 miles. Scientists calculate the location and depth of these layers by measuring and studying the speed and direction of earthquake waves. They have also determined that both temperature and pressure are much greater at the core than at the crust.

113. The thickest portion of the earth is the
- a) crust
- b) outer core
- c) mantle
- d) inner core

114. How many separate layers does the earth have?
- a) two
- b) twenty
- c) seven
- d) four

115. Which of the following is correct?
- a) No two sets of earthquake waves ever travel in the same direction.
- b) Earthquakes usually travel in the same direction.
- c) Earthquake waves travel at different speeds.
- d) Earthquake waves travel at the same speed but in different directions.

116. You would expect to find the kind of information in this passage in
- a) an encyclopedia.
- b) a science book.
- c) neither of these.
- d) Both pf these.

117. In going from the surface to the center of the earth, in which order would you pass through the layers?
- a) crust, outer core, mantle, inner-core
- b) out core, inner core, crust, mantle
- c) outer core, crust, inner core, mantle
- d) crust, mantle, outer core, inner core

118. The word vary, as underlined and used in this passage, most nearly means

a) Stabilize
b) Increase
c) Range
d) Arbitrate

119. Which of the following is correct?
a) Scientists know the exact thickness of the crust.
b) Scientists believe they know the thickness of the crust.
c) The thickness of the crust cannot be determined.
d) Scientists cannot agree as to the thickness of the crust.

120. In comparing the core with the crust, you would find that at the core,
a) temperature and pressure are less
b) pressure is greater, temperature is less
c) temperature is greater, pressure is less
d) temperature and pressure are greater

121. The word slightly, as underlined and used in this passage, most nearly means
a) scarcely
b) considerably
c) a little
d) at least

122. The word remaining, as underlined and used in this passage, most nearly means
a) previous
b) outer
c) last
d) prior

The man is in utter darkness. Only the wavering beam of light from his flashlight pierces the blackness. The air, damp and cold, smells or dank, unseen, decaying material.

The man stumbles over stones, splashes into a hidden puddle. He bangs into a cold rocky wall. The flashlight cocks upward, and suddenly, the air is filled with the flutter of thousands of wings and the piping of tiny animal wails. He ducks, startled, then grins. He's found what he's looking for—bats!

For this man is a "spelunker," another name for someone who explores caves for the fun of it. Spelunkers actually enjoy crawling on their stomachs in narrow, rocky tunnels far below the surface of the earth.

Spelunkers have discovered new caves. Some have formed clubs, sharing safety knowledge, developing new techniques, and teaching novices.

For spelunkers believe that earth's inner spaces are as exciting as the universe's out spaces.

123. The first two paragraphs of this passage describe a cave's
a) rocks
b) depth
c) atmosphere
d) streams

124. The word wavering, as underlined and used in this passage, most nearly means
a) swaying
b) steady
c) strong
d) shining

125. The author of this passage is most likely a
a) spelunker
b) cave scientist
c) medical doctor
d) magazine writer

126. The cave the man was exploring was probably
a) large and dry
b) deep underground
c) near the surface
d) dangerous

127. According to this passage, what started the bats to suddenly fly about?
a) the spelunker
b) the damp and cold air
c) the flashlight
d) the sudden noise

GO ON TO THE NEXT PAGE

128. The man ducked when the bats flew because he was
   a) angry.
   b) afraid.
   c) surprised.
   d) hurt.

129. The word utter, as underlined and used in this passage, most nearly means
   a) bovine
   b) unspeakable
   c) oppressive
   d) great

130. According to this passage, spelunkers ignore
   a) safety rules.
   b) light.
   c) discomfort.
   d) other spelunkers.

131. A good title for this passage would be
   a) "Batty About Bats."
   b) "Spelunkers—Underground Explorers."
   c) "Inner Space."
   e) "The life of a Spelunker."

132. According to this passage, which word would most nearly describe spelunkers?
   a) experimental
   b) cautious
   c) antisocial
   d) adventurous

Litterbugs have a bad reputation, but the biggest litterbugs in history have, in fact, been very helpful to mankind.

For glaciers, in ancient times and today, are the greatest creators and distributors of litter. Of course, they don't drop tin cans, paper cups, and pop bottles; they dump rocks, boulders, sand, gravel, and mud all over the landscape, and its this glacial debris that has helped create some of the worlds most fertile farmland, such as that in America's Midwest.

Geologists describe glacial ice as true rock, different only in that it melts more easily than other rock. Because glacial ice is moving rock, it scrapes, bangs, and te4ars at the terrain over which it moves, breaking off chunks of all sizes. When the ice melts, the debris drops, and, if it is rich in minerals, creates fertile soil when it erodes.

It's too bad human litterbugs aren't as useful!

133. The richness of the oil in America's Midwest can be attributed, in part, to
   a) heavy annual rainfalls
   b) scientific analysis
   c) human litterbugs
   d) ancient glacial debris

134. Although the author of this passage describes glaciers as litterbugs, his attitude toward glaciers is one of
   a) love
   b) gratitude
   c) admiration
   d) fear

135. Which of the following is correct?
   a) Glacial ice is full of pop bottles.
   b) Glaciers are harmful.
   c) Glaciers erode the terrain.
   d) Glacial ice may be full of fertile soil.

136. According to this passage, history's biggest litterbugs are
   a) glaciers
   b) people
   c) rocks
   e) bulldozers

137. The words <u>most fertile</u>, as underlined and used in this passage, most nearly mean
   a) most icy
   b) flattest
   c) most rocky
   d) best growing

138. Good soil contains
   a) rocks
   b) minerals
   c) vitamins
   d) melted ice

139. A good title for this passage might be
A) "A Lovely Litterbug."
B) " The Destructive Forces of Glaciers."
C) "Glaciers – Then and Now."
D) "The History of Glaciers."

140. This passage implies that the litter human beings drop is
A) Useless.
B) Ugly.
C) Uninteresting.
D) Unimportant.

141. The word terrain, as underlined and used in this passage, most nearly means
A) Rock.
B) Terror.
C) View.
D) Land.

142. It could be said, on the basis of this passage, that glaciers change the
A) Earth's atmosphere.
B) Pollution rate.
C) Mineral content of rocks.
D) Earth's geography.

The superstition of witchcraft, which most people laugh at today, is still a matter of mystery and speculation.

Hundreds of thousands of people in Europe who were accused of being witches were executed during the Middle Ages and even as late as the early eighteenth century. Their deaths probably resulted from hysterical fears. Yet the judges undoubtedly were sincere in their desire to eliminate what they thought was a real danger. Some modern psychologists have theorized that so-called witches actually were dangerous. In essence, they say that a person who believes in the powers of witchcraft can be affected emotionally or physically he may even die—because of a "witch's spell."

When Europeans immigrated to America, they brought their beliefs with them. There were a number of witchcraft trials in Massachusetts during the 1600s; however after the execution of twenty Salem "witches" in 1692, prosecution for witchcraft didn't survive long in the New World.

Most people in the civilized world no longer believe in witchcraft. Nonetheless, the subject is fascinating for many people. As an example, the TV show "Bewitched" was a very popular program for mare than five years.

143. This passage was probably printed in
A) history book.
B) A magazine.
C) A psychology book.
D) An encyclopedia.

144. According to this passage, the mystery of witchcraft is
A) a major problem for psychologists.
B) o very little interest today.
C) still unsolved.
D) a major problem for sincere judges.

145.One of today's reminders of ancient witchcraft beliefs is.
A) Halloween.
B) April Fools Day
C) The use of brooms
D) The death penalty for certain crimes.

146. Which group can we be sure has had members who believed in witchcraft?
A) judges
B) TV producers
C) Psychologists
D) Newspaper reporters

147. This passage calls witchcraft a "Superstition." Which of these would also be a superstition?
A) "Many hands make light work."
B) "Breaking a mirror brings bad luck."
C) "Eating sweets causes pimples."
D) "Great oaks from little acorns grow."

148. According to some psychologists, persons who *do* believe in witchcraft
A) can be harmed by it.
B) Tend to laugh at it today.
C) Are crazy.
D) Tend to be dangerous.

GO ON TO THE NEXT PAGE

149. (OMIT)

150. The word fascinating, as underlined and used in this passage, most nearly means
   a) frightening.
   b) Enjoyable
   c) Frustrating
   d) Interesting

151. This passage suggests that what you believe.
   a) can hurt you
   b) should be based on facts
   c) does not affect you
   d) changes as you grow older

152. A good title for this passage might be
   a) “Witchcraft—Fact of Fiction?”
   b) “The End of Witchcraft.”
   c) “Witchcraft in the New World.”
   d) “The Powers of Witchcraft.”

Answer Key: Reading Comprehension

113. B	121. C	129. D	137. D	145. A
114. C	122. C	130. C	138. B	146. A
115. C	123. C	131. B	139. A	147. B
116. D	124. A	132. D	140. A	148. A
117. D	125. D	133. D	141. D	149 OMIT
118. C	126. B	134. B	142. D	150. D
119. B	127. C	135. D	143. B	151. A
120. D	128. C	136. A	144. C	152. A

VOCABULARY FACE SHEET

1. Take the Vocabulary tests, which are divided into "everyday" and "medical terminology."
2. Correct all questions. Use dictionary to enhance study **after** correcting test.
3. Fill in information on face sheet, which is in front of all tests.
4. Study lists of medical terminology following quizzes. Use medical dictionary or regular dictionary to enhance knowledge of medical terminology.
5. Return work to HESI staff, arrange tutoring or conference to give go-ahead on taking actual HESI test.

***Important*: Fill in the blanks on the face sheet to assist the HESI staff in assessing your skills and weaknesses.**

Your goal is to achieve 80% minimum on any exercise.

- To calculate Total number of **correct** answers, subtract number of incorrect answers from total number of problems
- To calculate Percent correct: multiply number correct X 100, divide this number by total number of problems.

Example: 80 correct out of 100: 80 X 100= 8000 8000 divided by 100= 80 or 80%

OVERALL VOCABULARY TEST SCORE

Total number of problem: ***1) Everyday*** 100
Number correct: _____ Multiply number correct X 100 =_____
Divide by total number of problems= _____%

Total number of problems: ***2) Medical Terminology*** 125
Number correct:_____ Multiply number correct X 100 =_____
Divide by total number of problems=_____%

Tutor will review for areas to work on in vocabulary.

Areas to work on:_____, _____, _____, _____.

VOCABULARY

1. Test 5 (everyday)

Total number of Questions __10__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

2. Exams 7, 10-14 (everyday)

Total number of Questions __90__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

3. Spelling (everyday)

Total number of Questions __50__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

4. Multiple Choice Quiz (medical terminology)

5. Chapter One

Total number of Questions __25__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

6. Chapter Two
Total number of Questions __25__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

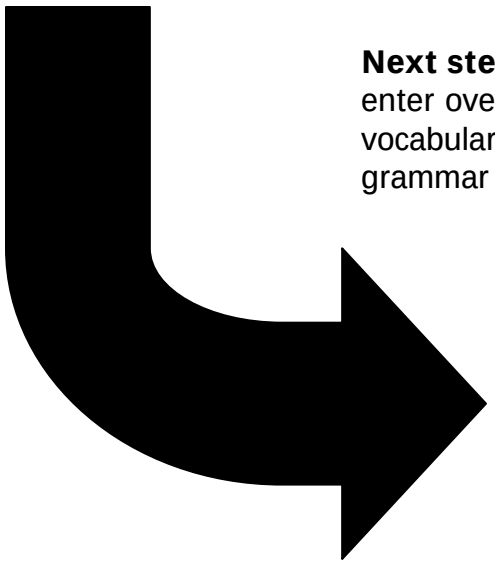
7. Chapter Three
Total number of Questions __25__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

8. Chapter Four

Total number of Questions __25__
Total number of **correct** answers _____X 100 = ____ Divide this number by total number of questions
Percent Correct_____

9. Chapter twenty-One:

Total Number of questions __25____
Total Number of Correct answers___ x 100= _____ Divide this number by total number of questions
Percent Correct_____



Next step: Go to page 93 to enter overall scores for vocabulary section; then go to grammar section.

VOCABULARY

Test 5

For numbers 21 through 30 select the word that best fits into the blank.

21. The managers were _____ by the public response to the company's successful sales campaign.

    F. petrified
    G. recognized
    H. gratified
    J. amused

22. The efforts of the rescue team were_____ by the lack of equipment.

    A. accelerated
    B. hampered
    C. resolved
    D. facilitated

23. Early settlers were _____ by wandering bands of cruel outlaws.

    F. harassed
    G. protected
    H. supervised
    J. comforted

24. The dense hedge of thorns and barbed wire formed a(n) _____ barrier around the ranch house.

    A. attractive
    B. impenetrable
    C. colorful
    D. fragile

25. Only a _____ could be sent to the office for a pair of paper stretchers.

    F. technician
    G. researcher
    H. consumer
    J. novice

26. During the fire drill, the well-trained students left the building in a(n) _____ fashion.

    A. orderly
    B. rowdyish
    C. amateurish
    D. cordial

27. In the long run, the will of the majority must _____ in a democracy.

    F. vanish
    G. falter
    H. prevail
    J. recede

28. The _____ spring weather brought thousands of vacationers to the national parks.

    A. cold
    B. variable
    C. humid
    D. balmy

29. The children tried to _____ their loving grandparents into taking them to the fairgrounds.

    F. enforce
    G. cajole
    H. coerce
    J. overpower

30. Our form of government is a monument that will _____ the memory of our founding generation.

    A. perpetuate
    B. erase
    C. consolidate
    D. alter

Answer Key: Reading Vocabulary Test 5

1—10 There is only one synonym of each given word.

11—20 There is only one antonym for each given word.

21. (H) A *successful sales campaign* leads to *gratified* managers.

22. (B) *Lack of equipment* justifies *hampered.*

23. (F) *Bands of cruel outlaws* points toward *harassed* settlers.

24. (B) *Dense hedge of thorns and barbed wire* would be *impenetrable*.

25. (J) *A pair of paper stretchers* would fool only a *novice*.

26. (A) *Well-trained students* would leave in an *orderly fashion*.

27. (H) The key phrase is *in a democracy*, where the *will of the majority* must ultimately *prevail*.

28. (D) *Thousands of vacationers* will be lured out doors by *balmy* weather.

29. (G) The Children would try to persuade their grandparents by being nice, or making promises; they would *cajole* them.

30. (A) Our democratic republic will *perpetuate* the memory of our founding fathers.

Enter score on face sheets pages 93-95

Reading Comprehension: Exam 7

DIRECTIONS: *In each of the phrases below, study the underlined word and decide which of the words or phrases given as choices has most nearly the SAME meaning. Blacken the box with the same letter as the meaning of the underlined word.*

EXAMPLE:

A cheerful face

a. sad b. bashful c. rough d. happy

a	b	c	d

Box d has been blackened because a cheerful face is a happy face, rather than a sad, bashful, or rough face. The letter before "happy" is "d"; therefore, box d is blackened.

1. A massive structure

a. trifling b. tremendous c. isolated d. lovely

a	b	c	d

2.drawing nigh

a. away b. near c. up d. water

a	b	c	d

3. a startling observation

a. remark b. view c. service d. claim

a	b	c	d

4. punctual arrival

a. late b. early c. on time d. pointed

a	b	c	d

5.quelled the uprising

a. located b. incited c. approved d. put down

a	b	c	d

6. radiated light

a. sent forth b. obscured c. rained d. heated

a	b	c	d

7. replenish the supply

a. use up b. drain off c. lose d. replace

a	b	c	d

8. of the finest quality

a. number b. price c. grade d. worthlessness

a	b	c	d

9. pierce the skin

a. penetrated b. hand from c. burn d. stretch

a	b	c	d

10. a fine opportunity

a. decision b. education c. truth d. chance

a	b	c	d

11. a notable success

a. outstanding b. notice c. taking notes d. musical

a	b	c	d

12. for medicinal purposes

a. final b. digestive c. solving d. curative

a	b	c	d

13. a minute detail

a. hourly b. very small c. timed d. quick

a	b	c	d

14. necessary requirements

a. essential b. plausible c. partial d. fulfilling

a	b	c	d

15. an obedient pupil

a. rebellious b. happy c. dutiful d. bright

a	b	c	d

16. a rugged pioneer

a. colonist b. conservative c. radical d. flower

a	b	c	d

17. a quaint restaurant

a. dirty b. unpleasant c. a la carte d. old-fashioned

a	b	c	d

18. the reformed convict

a. reasonable b. change for the better c. evil d. guilty

a	b	c	d

19. a respected doctor

a. highly regarded b. experienced c. famous d. engaged in research

a	b	c	d

20. quickened our interest

a. explained b. modified c. deadened d. aroused

a	b	c	d

Reading Comprehension: Exam 10

Directions: *In the exercise below, complete each sentence by selecting the one right answer from the five choices that follow, and then blackening the box containing the letter of the right answer, as in the example below.*

EXAMPLE:
A *narrative* is a
a. composition b. musicale c. story d. mystery e. vehicle

a	b	c	d	e

1. A *manual* control would be operated
a. automatically b. rapidly c. quietly d. by hand e. electrically

a	b	c	d	e

2. An *objective* report by a committee would be
a. prejudiced b. subjective c. personal d. offensive e. fair

a	b	c	d	e

3. A *colorful* pageant is
a. a public entertainment b. a party c. a disorderly gathering d. client e. platter

a	b	c	d	e

4. To *preserve* our liberties means to _____ our liberties.
a. harm b. safeguard c. change d. enjoy e. desecrate

a	b	c	d	e

5. A man *prowess* is
a. proud b. excessively humble c. extraordinary able d. cowardly e. none of these

a	b	c	d	e

6. His *pugilistic* skill means _____ skill.
a. athletic b. musical c. lack of d. boxing e. none of these

a	b	c	d	e

7. A medical *quack* is a(n)
a. fraud b. expert c. hypnotist d. boxing e. none of these

a	b	c	d	e

8. A corrupt *regime* is
a. unheard of b. expert c. hypnotist d. specialist

a	b	c	d	e

9. To *resist* tyranny is to _____ tyranny.
a. fight against b. submit to c. suffer d. worship e. none of these

a	b	c	d	e

10. A *robust* woodsman is
a. anemic b. sturdy c. pallid d. frail e. none of these

a	b	c	d	e

EXAM 11

DIRECTIONS: *Each sentence below contains an underlined word. If the underlined word is used correctly in the sentence, circle the T to the right of the question. If the underlined word is used incorrectly, circle the F to the right of the question.*

EXAMPLE:
An uninhabited country is one which has a huge population. T F

1. A rapier is a short, broad sword. 1. T F
2. Rebellion is a peaceful change of government. 2. T F
3. I can recollect events that happened when I was five years old. 3. T F
4. As security guard, you need a person of reliability. 4. T F
5. A repentant drunkard feels no remorse for his wasted life. 5. T F
6. Snakes and lizards are reptiles. 6. T F
7. *X* represents an unknown quantity in algebra. 7. T F
8. A scoundrel resorts to trickery. 8. T F
9. Restraint is required when criticizing our benefactors. 9. T F
10. Plaid is a colorless strip of material used as trimming. 10. T F
11. By using a ruse, he was able to gain his ends openly and fairly. 11. T F
12. The light snow scorched her face gently. 12. T F
13. Sculpture is one of the fine arts, the art of building beautiful structures. 13. T F
14. The knife was placed in a sheath to keep it away from the children. 14. T F
15. After a day in the desert, our food was sodden. 15. T F
16. A spendthrift saves money regularly. 16. T F
17. Spontaneous applause came all night from the paid applauders. 17. T F
18. The cattle remained clam during the stampede. 18. T F
19. There is no more steadfast friend than a fickle girl. 19. T F
20. His suave manners were uncouth. 20. T F

EXAM 12

DIRECTIONS: *For the underlined word in each phrase at the left, select the lettered word or phrase that means most nearly the SAME. Print the letter of the correct answer in the space at the right.*

EXAMPLE:
An overcast sky a. brilliant b. cloudy c. windy d. clear e. starry Answer: b

1. a noble sacrifice a. impulse b. act of truth c. gaiety d. response e. act of unselfishness. 1._____
2. with great tact a. ability to say and so the right thing b. inconvenience c. exertion d. facility at touching e. piece of information. 2._____
3. his urgent message a. gloomy b. rebellious c. denial d. delaying e. important 3._____
4. the bright sash a. bloody wound b. ribbon c. dance step d. battle 4._____
5. the talented singer a beautiful b. boastful c. skillful d. scout e. poor 5._____
6. her untimely remark a. disgusting b. late c. unorthodox d. ill-timed e. embarrassing 6._____
7. a vague answer a. complete b. stylish c. stupid d. unclear e. scarlet 7._____
8. the vacant lot a. parking b. stupid c. empty d. whole e. cultivated 8._____
9. the unabridged dictionary a. incomplete b. book of bridges c. Webster's d. unadulterated e. unshortened 9._____
10. a typical teenager a. rock 'n' roll b. mature c. happy d. delinquent e. average 10._____
11. the significant event a. unhappy b. wedding c. following d. important e. last 11._____
12. a noble sentiment a. feeling b. sadness c. cry d. lament e. silliness 12._____
13. the turmoil in the hills a. quiet b. quiet c. girl d. elephant e. crowd 13._____
14. unsound reasoning a. ringing b. untested c. intelligent d. precocious e. faulty 14._____
15. the moving van a. truck b. furniture c. house d. man e. wheels 15._____
16. a vision of success a. story b. break c. dream d. fulfillment e. example 16._____
17. with uncommon fervor a. ordinary b. dreamy c. noisy d. unrealistic e. more than usual 17._____

18. the important transaction
a. business man b. result c. method of communication
d. piece of business e. proceeding
18._____

19. the third stanza
a. Song b. repetition c. lyric
d. portion of a poem e. scale
19._____

20. the subsequent events
a.in place of b. followning
c. preceding d. important
e. significant 20._____

EXAM 13

DIRECTIONS: *For the underlined word in each phrase at the left, select the lettered word or phrase that means most nearly the SAME. Print the letter of the correct answer in the space at the right.*

EXAMPLE:
An ambitious man
a. lazy **b**. energetic **c**. purposeful
d. cruel **e**. fine *Answer:* **b**

1. The traditional costume: **a**. young
b. peasant **c**. tattered **d**. dance
e. handed down through the ages
1._____

2. utilize your talents! **a**. make use of
b. utilities **c**. sing **d**. modernize
e. undo
2._____

3. his vigorous objection: **a**. unhappy
b. poorly timed **c**. vintage **d**. wrong
e. tasteful
3._____

4. the vulgar remark **a**. coarse **b**. poorly timed
c. vintage **d**. wrong **e**. tasteful
4._____

5. her sullen mood **a.** happy **b**. silly
c. brooding **d.** sunny **e**. distasteful
5._____

6. the spacious garden **a.** empty **b**. outdoor
c. roomy **d**. lovely **e**. springy
6._____

7. terminate the business **a.** start **b.** remodel
c. refinance **d.** exterminate **e.** put an end to
7._____

8. the upright position **a.** erect **b.** upside down
c. immovable **d.** wrong **e.** sloppy
8._____

9. veto the bill **a.** sign **b.** withdraw **c.** debate on
d. pass **e.** refuse to sign
9._____

10. variety of acts **a.** show **b.** hall **c.** sequence
d. poor quality
10._____

EXAM 14

DIRECTIONS: *In each line below you will find one italicized word followed by five words or phrases lettered a to e. In each case choose the word or phrase that is closest in meaning to the italicized word. Then blacken with your pencil the space with the letter of the word or phrase you have selected.*

EXAMPLE:
Oblique a. blinking b. scarce c. level
d. criss-cross e. diagonal

a	b	c	d	e

1. *stump* **a**. glide **b**. walk heavily **c**. imprint **d**. strut **e**. blast loose

a	b	c	d	e

2. *sulk* **a**. sink **b**. come after **c.** drive a horse carriage **d**. go off alone **e**. commute

a	b	c	d	e

3. *surge* **a.** swell **b**. take a view of **c**. influence **d.** remove **e**. excel

a	b	c	d	e

4. *taunt* **a**. placate **b**. mimic **c**. tangle **d**. mock **e**. tighten

a	b	c	d	e

5. *tempo* **a.** storm **b**. largo **c.** rhythm **d.** tendency **e.** symphony

a	b	c	d	e

6. *thrive* **a**. dishevel **b**. push **c**. bounce **d**. confess **e**. flourish

a	b	c	d	e

7. *triangular* **a**. mathematical **b**. perpendicular **c**. having four angles **d**. three-sided **e**. trapezoidal

a	b	c	d	e

8. *tumult* **a.** wretchedness **b.** noise and confusion **c.** exciting anticipation **d.** multiplication **e.** deep and violent anger

a	b	c	d	e

9. *tyrant* **a.** despot **b.** ruler **c.** sovereign **d.** viceroy **e.** premier

a	b	c	d	e

10. *unique* **a.** 100% **b.** not basic **c.** alone of its kind **d.**changeable **e.** extraordinarily large

a	b	c	d	e

Answer Key: VOCABULARY

EXAM 7

1. b	5. d	9. a	13. b	17. d
2. b	6. a	10. d	14. a	18. b
3. a	7. d	11. a	15. c	19. a
4. c	8. c	12. d	16. a	20. d

EXAM 8

1. S	5. O	9. U	13. S	17. S
2. O	6. U	10. S	14. S	18. U
3. O	7. S	11. S	15. S	19. U
4. O	8. S	12. O	16. S	20. U

EXAM 9

1. O	5. O	9.	13.	17.
2. S	6. O	10.	14.	18.
3. O	7. S	11.	15.	19.
4. O	8. S	12.	16.	20.

EXAM 10

1. d	3. a	5. c	7. a	9. a
2. e	4. b	6. d	8. e	10. b

EXAM 11

1. F	5. F	9. T	13. F	17. F
2. F	6. T	10. F	14. T	18. F
3. T	7. T	11. F	15. F	19. F
4. T	8. T	12. F	16. F	20. F

EXAM 12

1. e	5. c	9. e	13. b	17. e
2. a	6. d	10. e	14. e	18. d
3. e	7. d	11. d	15. a	19. d
4. b	8. c	12. a	16. c	20. b

EXAM 13

1. e	3. a	5. c	7. e	9. e
2. a	4. d	6. c	8. a	10. d

EXAM 14

1. b	3. a	5. c	7. d	9. a
2. d	4. d	6. e	8. b	10. c

EXAM 15

1. b	3. b	5. d	7. d	9. c
2. c	4. e	6. a	8. e	10. b

EXAM 16

1. c	5. d	9. d	13. d	17. c
2. d	6. a	10. b	14. b	18. a
3. d	7. a	11. d	15. c	19. b
4. b	8. c	12. a	16. d	20. c

EXAM 17

1. e	5. c	9. b	13. b	17. b
2. c	6. d	10. e	14. d	18. d
3. d	7. a	11. b	15. a	19. c
4. b	8. a	12. e	16. d	20. e

EXAM 18

1. d	9. b	17. b	25. c	33. c
2. d	10. b	18. a	26. d	34. d
3. a	11. c	19. d	27. d	35. a
4. a	12. d	20. c	28. d	36. a
5. b	13. b	21. d	29. d	37. d
6. c	14. d	22. d	30. c	38. a
7. d	15. a	23. d	31. b	39. c
8. d	16. d	24. d	32. b	40. a

EXAM 19

1. b	9. c	17. c	25. b	33. d
2. c	10. b	18. b	26. a	34. c
3. b	11. a	19. b	27. a	35. d
4. d	12. c	20. d	28. b	36. b
5. a	13. b	21. c	29. a	37. a
6. c	14. a	22. a	30. b	38. c
7. b	15. a	23. c	31. a	39. d
8. d	16. b	24. a	32. b	40. b

EXAM 20

1. d	7. b	13. c	19. b	25. d
2. d	8. a	14. d	20. d	26. a
3. b	9. a	15. b	21. a	27. b
4. d	10. c	16. d	22. b	28. c
5. c	11. d	17. a	23. c	29. c
6. b	12. d	18. c	24. c	30. b

Enter score on face sheets pages 93-95

Spelling

Exercise 4
Circle the correct choice

1. He (deserted/ desserted) his unit and (than/ then) fled to Chicago.
2. (Were/ We're/ Where) can I find a (quite/ quiet) place to study?
3. Of the (to/ too/ two) proposals, the (later/ latter) seems preferable.
4. We found the (consul/ council/ counsel) to be a man of (principal/ principle).
5. (A lot of/ Allot of/ Many) people take up jogging to try to (loose/ lose) weight.
6. (Your/ You're) supposed to swallow four teaspoons as (your/ you're) daily (does/ dose).
7. I thought I had mastered the " I before e" (principal/ principle), but (than/ then) they told me about the exceptions.
8. (Its/ It's) (later/ latter) than you think.
9. The thieves came back (later/ latter) and took everything (accept/ except) the radio.
10. It's no longer (quiet/ quite) so unusual for a (woman/ women) to be elected to public office.

Exercise 5
Circle the correct choice

1. They plan to (a lot allot) $1500 for the redecoration of their (dining/ dinning) room.
2. Let there be (peace/piece) in (are/ our) time.
3. Each year, an increasing number of (woman/ women) (desert/ dessert) their families.
4. (Were/ We're/ Where) do you think (were/ we're/ where) going to get the money?
5. I found it impossible to remain (stationary/stationery), so I walked rapidly back and (forth/ fourth).
6. I (hear/ here) (your/ you're) sorry you (choose/ chose) this (coarse/course).
7. Do you think children (are/our) (conscience/ conscious) of (there/ their/ they're) parents' sacrifices for them?
8. The learning process is greatly (affected/ effected) by student (moral/ morale).
9. He is a person (whose/ who's) (advice/ advise) I value.
10. Inflation and unemployment are the (principal/ principle) concerns of Americans; world (peace/piece) is considered almost a (miner/ minor) problem in comparison.

Exercise 6
Circle the correct choice

1. Prolonged unemployment (affects/ effects) one's (moral/ morale).
2. A (complement/ compliment) is sometime more welcome (than/ then) a kiss.
3. Following your (advise/advice), I applied to the bank for a (personal/ personnel) loan.
4. As a coal (miner/ minor), he (does/dose) run an increased risk of developing lung disease.
5. I suggest that (there/ their/ they're) behavior can hardly be described as (moral/ morale).
6. If I (hear/ here) one more complaint, (your/ you're) going to stay at home.
7. (Whose/ Who's) been using my (personal/ personnel) (stationary/ stationery)?
8. If I had to (chose/ choose) between the two, I'd follow the (later/ latter) (coarse/course) of action.
9. Two helpings of (desert/ dessert) should be (quiet/ quite) sufficient.
10. (To/ Too/ Two) many people don't look (were/ we're/ where) they're going.

Exercise 7
Circle the correct choice

1. I would like to have (desert/ dessert) as the first (coarse/course).
2. (Your You're) going to have to follow the dictates of your own (conscious/ conscience).
3. Surely (its/ it's) a question of (principal/ principle).
4. The student asked the guidance counselor to (advice/ advise) her on a (personal/ personnel) matter.
5. The young musician gratefully (accepter/ excepted) our (complements/ compliments).
6. Some (miners. Minors) have little difficulty in convincing a bartender that (their/ there/ they're) of age.
7. She (choose/ chose) to work in the (dining/ dinning) room of the Holiday Inn.
8. Judging by the pinging sounds I (hear/ here), I'd say (your/ you're) car needs a tune-up.
9. I'd rather write an essay (than/ then) do an oral report in front of (are/ our) whole class.
10. The salt was (to/ too/ two) (coarse/ course) (to/too/ two) pass through the holes of the shaker.

Exercise 10
Circle the correct choice

1. I made the turn and (than/ then) saw the sign: “No left turn; buses (accepted/ excepted.)”
2. If you let the dog run(loose/ lose), you must (accept/ except) the consequences.
3. (Whose/ Who’s) turn is it to find the (complement/ compliment) of the angle?
4. We were (to/ too/ two) late for dinner but in time for (desert/ dessert).
5. I accept your (advice/ advise) for the sound (council/consul/ counsel) it is.
6. (Their/ There/ They’re) are many children who believe the tooth fairy will come if they (loose/lose) a tooth.
7. A (stationary/ stationery) store is (were/ we’re/ where) you’ll find carbon paper.
8. The (miner/ minor) skirmish before the game had the (affect/ effect) of making us determined to win.
9. Edmund Burke believed manners were more important (than/ then) (morales/ morals).
10. State colleges are governed by a (consul/ council/ counsel) (who’s/ whose) function is to (advice/ advise) the Board of Education.

Answer Key: Spelling

Exercise 4

1. Deserted, then
2. Where, quiet
3. two, latter
4. consul, principle
5. many, lose
6. You're, your, dose
7. Principle, then
8. It's, later
9. later, except
10. quiet, woman

Exercise 5

1. allot, dining
2. peace, our
3. women, desert
4. Where, we're
5. stationary, forth
6. here, you're, chose, course
7. are, conscious, their
8. affected. Morale
9. whose, advice
10. principal, peace, minor

Exercise 6

1. affects, morale
2. compliment, than
3. advice, personal
4. miner, does
5. their, moral
6. hear, you're
7. who's, personal, stationery
8. choose, latter, course
9. dessert, quite
10. Too, where

Exercise 7

1. dessert, course
2. You're, conscience
3. it's, principle
4. advise, personal
5. accepted, compliments
6. minors, they're
7. chose, dining
8. Hear, your
9. than, our
10. too, coarse, to

Enter score on face sheet page 93-95

Answer Key: Spelling

Exercise 9

1. quite, you're
2. choose, whose
3. Here, is
4. Many, personnel, morale
5. too, we're
6. then, your
7. coarse, desert
8. conscious, effect
9. its, does
10. conscious, effects

Exercise 10

1. then excepted
2. loose, accept
3. Whose, complement
4. too, dessert
5. advice, counsel
6. there, lose
7. stationery, where
8. minor, effect
9. than, morals
10. council, whose, advise

Enter score on face sheet pages 93-95

Chapter One

MULTIPLE CHOICE QUIZ

Name:_____

In the box write the letter of the choice that is the definition of the term or best answers the question. There is only one correct answer for each question.

1. Gastrectomy: .....

A) Gastric resection
B) Intestinal incision
C) Tumor of the stomach
D) Incision of the stomach
E) Resection of the intestine

2. Osteitis: .....

A) Incision of a bone
B) Removal of bone
C) Incision of a joint
D) Inflammation of a joint
E) Inflammation of a bone

3. Cystoscopy: .....

A) Study of cells
B) Visual examination of cells
C) Removal of a sac of fluid
D) Removal of the urinary bladder
E) Visual examination of the urinary badder

4. Hepatoma: .....

A) Incision of the kidney
B) Tumor of the liver
C) Blood mass
D) Inflammation of the liver
E) Red blood cells

5. Which of the following is not an endocrine gland? .....

A) Thyroid gland
B) Adrenal gland
C) Ovary
D) Mammary gland
E) Pituitary gland

6. Iatrogenic: .....

A) Pertaining to produced by treatment
B) Produced by the mind
C) Cancer producing
D) Pertaining to producing a tumor
E) Cutting into a tumor

7. Electroencephalogram: .....

A) Record of electricity in the brain
B) Record of electricity in the heart
C) X-ray of the brain
D) Record of sound waves in the brain
E) X-ray of the heart and brain

8. Diagnosis: .....

A) Is made after prognosis
B) Is a guess as to the patient's condition
C) Is a prediction of the course of treatment
D) Is made on the basis of complete knowledge about the patient's condition
E) Is a treatment of the patient

9. Cancerous tumor: .....

A) Hematoma
B) Adenoma
C) Carcinoma
D) Carcinogenic
E) Neurotomy

10. Microscopic examination of living tissue: .....

A) Incision
B) Pathology
C) Biopsy
D) Autopsy
E) Resection

11. pertaining to the brain: .....

A) Cerebral
B) Cephalic
C) Renal
D) Cardiac
E) Neural

12. Removal of gland .....

A) Gastrotomy

B) Gastric
C) Hepatic resection
D) Nephric section
E) Adenectomy

13. Decrease in numbers of red blood cells: .....O

A) Anemia
B) Erythrocytosis
C) Thrombocytosis
D) Leukemia
E) Leukoctosis

14. Pathologist: .....O

A) One who examines x-rays
B) One who operates on the urinary tract
C) One who performs autopsies and reads biopsies
D) One who operates on the kidney
E) One who treats diseases with chemicals

15. Pain in a joint: .....O

A) Ostealgia
B) Arthritis
C) Osteoarthritis
D) Arthroalgia
E) Arthralgia

16. Increase in numbers of malignant white blood cells: .....O

A) Leukocytosis
B) Leukemia
C) Erythremia
D) Thrombocytosis
E) Erythrocytosis

17. Instrument to view the eye: .....O

A) Ophthalmoscopy
B) Opthalmoscope
C) Ophthalmology
D) Ophthalmoscope
E) Opthalmoscopy

18. A platelet .....O

A) Hematoma
B) Thrombosis
C) Leukocyte
D) Erythrocyte

19. Abnormal condition of the mind: .....O

A) Physchosis
B) Psychosis
C) Psychogenic
D) Encephalopathy
E) Adenoma

20. Inflammation of the nose: .....O

A) Arthrosis
B) Hepatitis
C) Nephritis
D) Dermatosis
E) Rhinitis

21. Study of cells: .....O

A) Pathology
B) Cytology
C) Cystology
D) Dermatology
E) Urology

22. Pertaining to through the liver: .....O

A) Subrenal
B) Transdermal
C) Transhepatic
D) Subhepatic
E) Hepatoma

23. Abnormal condition of the kidney: .....O

A) Neurological
B) Neuralgia
C) Nephrotomy
D) Neural
E) Nephrosis

24. Incision of a bone: .....O

A) Sarcoma
B) Pathogenic
C) Osteotomy
D) Ostectomy
E) Endoscopy

25. High levels of sugar in the blood:..... O

A) Hematoma
B) Hypodermic
C) Hypoglycemia
D) Hyperglycemia
E) Hypogastric

Answer Key: Chapter One

Multiple Choice Quiz

1) A
2) E
3) E
4) B
5) D
6) A
7) A
8) D
9) C
10) C
11) A
12) E
13) A
14) C
15) E
16) B
17) D
18) D
19) B
20) E
21) B
22) C
23) E
24) C
25) D

Enter score on face sheet pages 93-95

Chapter Two

MULTIPLE CHOICE QUIZ

Name:_____

In the box write the letter of the choice that is the definition of the term or best answers the question. There is only one correct answer for each question.

1. The process by which food is burned to release energy: ..... O

A) Nuclear energy
B) Anabolism
C) Phagocytosis
D) Catabolism
E) Protein synthesis

2. Part of the cell where formation of proteins occurs: ..... O

A) Genes
B) Chromosomes
C) Endoplasmic reticulum
D) Cartilage
E) Cell membrane

3. Sum of the chemical processes in a cell: ..... O

A) Anabolism
B) Metabolism
C) Protein synthesis
D) Catabolism
E) A and E

4. Picture of nuclear structures arranged in numerical order: ..... O

A) Biopsy
B) X-ray
C) Electroencephalogram
D) Sonogram
E) Karyotype

5. Part of a cell where catabolism primarily occurs: ..... O

A) Cell membrane
B) Nucleus
C) Mitochondria
D) Genes
E) Endoplasmic reticulum

6. Allows materials to pass into and out of the cell: ..... O

A) Cytoplasm
B) Cell membrane
C) Chromosomes
D) Mitochondria
E) Nucleus

7. Genes are composed of: ..... O

A) Chromosomes
B) Ribosomes
C) Hemoglobin
D) Deoxyribonucleic acid (DNA)
E) Mitochondria

8. Muscular wall separating the abdominal and thoracic cavities: ..... O

A) Mediastinum
B) Diaphragm
C) Pleura
D) Pericardium
E) Peritoneum

9. The space in the chest between the lungs is called the: ..... O

A) Peritoneum
B) Esophagus
C) Pleural cavity
D) Mediastinum
E) Retroperitoneal space

10. Adipose means pertaining to : ..... O

A) Cartilage
B) Bone
C) Fat
D) Skin
E) Nervous tissue

11. Throat: ..... O

A) Trachea
B) Coccyz
C) Larynz
D) Esophagus
E) Pharynx

12. Sarcoma: ..... O

A) Part of the backbone

B) Flesh tumor, benign
C) Malignant tumor of flesh tissue
D) Mass of blood
E) Skin tumor of epithelial cells

13. Craniotomy: ..... O

A) Incision of the skull
B) Pertaining to the skull
C) Pertaining to the brain
D) Incision of the chest
E) Pertaining to the head

14. A histologist studies: ..... O

A) Drugs
B) X-rays
C) Tissues
D) The backbone
E) The spinal cord

15. An epithelial cell is a(an): ..... O

A) Skin cell
B) Nerve cell
C) Fat cell
D) Organ
E) Muscle cell

16. The pleural cavity is the : ..... O

A) Space within the abdomen
B) Space within the backbone
C) Space surrounding the hip
D) Space between the membranes around the lungs
E) Space within the skull

17.Viscera: ..... O

A) Cells in the blood
B) Internal organs
C) Parts of cells
D) Cavities of the body
E) Tissues composed of cartilage

18. The pituitary gland is in which

body cavity? ..... O

A) Cranial
B) Spinal
C) Pelvic
D) Abdominal
E) Thoracic

19. Structure in the trachea: ..... O

A) Bronchial tube
B) Pharynx
C) Esophagus
D) Larynx
E) Tongue

20. The tailbone is the: ..... O

A) Sacrum
B) Cervix
C) Ilium
D) Coccyx
E) Cranium

21. Supine means: ..... O

A) Lying on the back
B) Conducting toward a structure
C) In front of the body
D) Lying on the belly
E) Pertaining to the side

22. The upper lateral regions of the abdomen, beneath the ribs, are

the: ..... O

A) Hypogastric region
B) Inguinal regions
C) Lumbar regions
D) Umbilical regions
E) Hypochondriac regions

23. The RUQ contains the : ..... O

A) Liver
B) Appendix
C) Lung
D) Spleen
E) Heart

24. Pertaining to a plane that divides the body into right

and left portions: ..... O

A) Coronal
B) Transverse
C) Frontal
D) Sagittal

E) Distal

25. A disc is:..... O

A) Part of the hip bone
B) A piece of cartilage between backbones
C) A piece of bony tissue connecting the joints in the back
D) An abnormal structure in the back
E) A pad of fatty tissue between backbones

Answer Key: Chapter Two

Multiple Choice Quiz

1) D
2) C
3) B
4) E
5) C
6) B
7) D
8) B
9) D
10) C
11) E
12) C
13) A
14) C
15) A
16) D
17) B
18) A
19) D
20) D
21) A
22) E
23) A
24) D
25) B

Enter score on face sheet pages 93-95

Chapter Three

MULTIPLE CHOICE QUIZ

Name:_____

In the box write the letter of the choice that is the definition of the term of best answers the question. There is only one correct answer for each question.

1. Amniocentesis: ..... O

A) Incision of the abdomen
B) Paracentesis
C) Surgical puncture to remove fluid from the abdomen
D) Puncture of the chest region
E) Surgical puncture to remove fluid from the sac around the embryo

2. Inflammation of lymph tissue in the throat: ..... O

A) Bronchitis
B) Laryngitis
C) Pharyngeal
D) Tonsilitis
E) Tonsillitis

3. Prolapse: ..... O

A) –pathy
B) –ptosis
C) –trophy
D) –plasty
E) –plasm

4.Blood is held back from an area: ..... O

A) Thrombocyte
B) Anemia
C) Ischemia
D) Hematoma
E) Hemolysis

5. Death: ..... O

A) Neur/o
B) Nephr/o
C) Neutr/o
D) Nucle/o
E) Necr/o

6. Acromegaly: ..... O

A) Exocrine disorder of bone enlargement
B) Enlargement of extremities after puberty due to pituitary gland problem
C) Abnormal growth of bones before puberty
D) Endocrine gland problem in young children
E) Fear of extremities (heights)

7. Pain in the ear: ..... O

A) Pleurodynia
B) Otitis
C) Otalgia
D) Osteitis
E) Neuralgia

8. Continuing over a long period of time: ..... O

A) Chronic
B) Acute
C) Chromic
D) Relapse
E) Remission

9. Small artery is a (an): ..... O

A) Capillary
B) Arteriole
C) Venule
D) Lymph vessel
E) Blood vessel leading from the heart

10. Instrument to visually examine: ..... O

A) –scope
B) –scopy
C) –opsy
D) –stasis
E) –tomy

11. Hernia of the urinary bladder: ..... O

A) Rectocele
B) Inguinal hernia
C) Hiatal hernia
D) Rectalgia
E) Cystocele

12. Tumor of bone marrow: ..... O

A) Myosarcoma
B) Malignant myeloma
C) Oteeogenic sarcoma
D) Adenocarcinoma
E) Metastasis

13. X-ray record of the spinal cord: ..... O

A) Electroencephalgram
B) Bone scan
C) Myogram
D) Myelogram
E) Electromyogram

14. Berry-shaped bacteria: ..... O

A) Staphyl/o
B) Pneum/o
C) –cele
D) Strept/o
E) –cocci

15. Neutrophil: ..... O

A) Lymphocyte
B) Polymorphonuclear leukocyte
C) Monocyte
D) Agranulocyte
E) Platelet

16. Instrument to record: ..... O

A) –gram
B) –scopy
C) –scope
D) –graph
E) –graphy

17. Resembling: ..... O

A) –osis
B) –eal
C) lith/o
D) –oid
E) –ic

18. An eosinophil is a (an): ..... O

A) Erythrocyte
B) Leukocyte
C) Agranulocyte
D) Platelet
E) Lymphocyte

19. Removal of the voice box: ..... O

A) Larnygectomy
B) Pharyngotomy
C) Pharynostomy
D) Laryngectomy
E) Trachectomy

20. Angioplasty means: ..... O

A) Pertaining to fat
B) Fear of extremities
C) Therapy with chemicals
D) Surgical Puncture of a blood vessel
E) Surgical repair of blood vessel

21. A blood cell that produces antibodies: ..... O

A) Erythrocyte
B) Platelet
C) Lymphocyte
D) Monocyte
E) Basophil

22. Opposite of –malacia is: ..... O

A) –megaly
B) –sclerosis
C) –emia
D) –plasia
E) –lysis

23. Excessive development: ..... O

A) Hypoplasia
B) Dystrophy
C) Achondroplasia
D) Morphology
E) Hypertrophy

24. Treatment: ..... O

A) –therapy
B) –tomy
C) –ectomy
D) –osis
E) –stasis

25. Surgical creation of a permanent opening to the outside of the body:

A) –stomy
B) –tomy
C) –ectomy

D) Section
E) Resection

Answer Key: Chapter Two

Multiple Choice Quiz

1) E
2) E
3) B
4) C
5) E
6) B
7) C
8) A
9) B
10) A
11) E
12) B
13) D
14) E
15) B
16) D
17) D
18) B
19) D
20) E
21) C
22) B
23) E
24) A
25) A

Enter score on face sheet pages 93-95

Chapter Four

MULTIPLE CHOICE QUIZ

Name:_____

In the box write the letter of the choice that is the definition of the term or best answers the question. There is only one correct answer for the each question.

1. Pertaining to between the ribs: ..... O

A) Intracostal
B) Infracostal
C) Mediastinal
D) Intercostal

2. Pertaining to the opposite side: ..... O

A) Bilateral
B) Contralateral
C) Unilateral
D) Contraindication
E) Ipsilateral

3. Protrusion of an eyeball: ..... O

A) Cystocele
B) Inguinal hernia
C) Exopthalmia
D) Ectopic
E) Exophthalmos

4. A congential anomaly: ..... O

A) Cerebral ischemia
B) Pseudocyesis
C) Hemiglossectomy
D) Syndactyly
E) Acromegaly

5. Symbiosis: ..... O

A) Parasitism
B) Symmetrical organs
C) Biopsy
D) Group of symptoms
E) Neonatal

6. Symptoms precede an illness: ..... O

A) Apnea
B) Syndrome
C) Euphoria
D) Prodome
E) Prognosis

7. Before meals: ..... O

A) Prenatal
B) Anti cibum
C) Postpartum
D) Antenatal
E) Ante cibum

8. Antibodies: ..... O

A) Bacteria
B) Protein substances made by leukocytes
C) Phagocytes
D) Produced by erythrocytes to fight disease
E) Antibodies

9. Symphysis: ..... O

A) Bifurcation
B) Symptoms occur tighter
C) Living organisms grow together for mutual benefit.
D) Bones grow together, as in the pelvis
E) Synthesis of substances

10. Ultrasonography: ..... O

A) X-ray recording of sound waves
B) Amniocentesis
C) Sound waves and echoes are used to create an image
D) Radioactive material is injected and sound waves are recorded
E) Abdominal x-ray recording

11. Metamorphosis: ..... O

A) Paralysis of limbs
B) Spread of a cancerous growth
C) Precancerous
D) Change in shape of form
E) After death

12.Hyptertrophy: ..... O

A) Underdeveloped
B) Poor development
C) Increase in cell size

D) Increase in cell numbers
E) Newborn

13. Excessive sugar in the blood: ..... O

A) Hypodermic
B) Hypoglycemia
C) Glycosuria
D) Hematuria
E) Hyperglycemia

14. Retroperitoneal: ..... O

A) Region of the stomach
B) Within the chest
C) Behind the abdomen
D) Within the abdomen
E) Below the pelvis

15. Antigens: ..... O

A) Streptococci
B) Antibiotics
C) Antitoxins
D) Produced by antibodies
E) Penicillins

16. Return of disease symptoms: ..... O

A) Prolapse
B) Relapse
C) Syndrome
D) Prodrome
E) Remission

17. Dia-: ..... O

A) Flow
B) Down, lack of
C) Complete, through
D) Against
E) Near

18. Abductor muscle: ..... O

A) Bending forward
B) Located proximally
C) Pertains to both sides
D) Carries a limb toward the body
E) Carries a limb away from the body

19. Dyspnea: ..... O

A) Abnormal formation
B) Difficult breathing
C) Not able to sleep
D) Condition of lack of water
E) Not able to breathe

20. Brady-: ..... O

A) Fast
B) Bad
C) Short
D) Slow
E) Large

21. Located on the dorsal side of an endocrine gland in the neck: ..... O

A) Pituitary gland
B) Parathyroid glands
C) Adrenal glands
D) Esophagus
E) Trachea

22. Recombinant DNA: ..... O

A) Pregnancy that is out of place
B) Artificial kidney machine
C) Backward development
D) Antibodies are made against normal tissue
E) Gene from one organism is inserted into another organism

23. Tachycardia: ..... O

A) Bad, painful swallowing
B) Inability to swallow
C) Near the windpipe
D) Rapid breathing
E) Rapid heartbeat

24. Epithelium: ..... O

A) Surface cells that line internal organs and are found in the skin
B) Membrane surrounding bone
C) Connective tissue that binds muscles to bones
D) Adipose tissue
E) Above the stomach

25. Percutaneous: ..... O

A) Within a vein

B) Through a vein
C) Through the skin
D) Surrounding cartilage
E) Surrounding a bone

Answer Key: Chapter 4

Multiple Choice Quiz

1) E
2) B
3) E
4) D
5) A
6) D
7) E
8) B
9) D
10) C
11) D
12) C
13) E
14) C
15) A
16) B
17) C
18) E
19) B
20) D
21) B
22) E
23) E
24) A
25) C

Enter score on face sheet pages 93-95

Chapter Twenty-One

MULTIPLE CHOICE QUIZ

Name:_____

In the box write the letter of the choice that is the definition of the term or best answers to the question. There is only one correct answer for each question.

1. Study of the interaction of drugs and subcellular entities such as enzymes and DNA is called: ..... O

A) Medicinal chemistry
B) Pharmacodynamics
C) Chemotheraphy
D) Molecular pharmacology
E) Pharmacokinetics

2. Finding proper antidotes to the harmful effects of drugs is part of the specialty of: ..... O

A) Molecular pharmacology
B) Toxicology
C) Medicinal chemisty
D) Pharmacodynamics
E) Pharmacokinetics

3. Which of the following is a drug generic name? ..... O

A) Omnipen
B) Ampicillin
C) Aminopenicillanic acid
D) Polycillin
E) Principen

4. Which agency holds the legal responsibility for deciding whether a drug may be distributed and sold? ..... O

A) PDR
B) United States Pharmacopeia
C) National Institutes of Health
D) Hospital Formulary
E) FDA

5. The combination of two drugs can cause an effect that is greater than the sum of the individual effects of each: ..... O

A) Iatrogenic
B) Additive action
C) Tolerance
D) Synergism
E) Idiosyncrasy

6. Suppositories are inserted: ..... O

A) Parenteral administration
B) Rectal administration
C) Inhalation
D) Topical
E) Oral

7. Drugs are swallowed and absorbed through the intestinal tract: ..... O

A) Parenteral administration
B) Rectal administration
C) Inhalation
D) Topical
E) Oral

8. Drugs are injected through a syringe into a muscle, vein, or body cavity: ..... O

A) Parenteral administration
B) Rectal administration
C) Inhalation
D) Topical
E) Oral

9. Aerosols are administered in this way: ..... O

A) Parenteral administration
B) Rectal administration
C) Inhalation
D) Topical
E) Oral

10. Drugs are applied on the skin: ..... O

A) Parenternal administration
B) Rectal administration
C) Inhalation
D) Topical
E) Oral

11. What is anaphylaxis? ..... O

A) A type of hypersensitivity reaction
B) Factors in the patient's condition that make the use of a drug dangerous
C) A condition produced by the treatment
D) Toxic effects that routinely result form the use of a drug
E) An antipruritic and antiseptic drug

12. Drugs that block release of a substance that causes allergic reactions are called: O

A) Anticoagulants
B) Antidiabetics
C) Anticonvulsants
D) Anthistamines
E) Anesthetics

13. Morphine: O

A) Endocrine
B) Cardiovascular
C) Analgesic
D) Stimulant
E) Anticoagulant

14. Beta- Blocker: O

A) Endocrine drug
B) Cardiovascular drug
C) Analgesic drug
D) Stimulant drug
E) Anticoagulant drug

15. Heparin: O

A) Endocrine drug
B) Cardiovascular drug
C) Analgesic drug
D) Stimulant drug
E) Anticoagulant drug

16. Estrogen: O

A) Endocrine drug
B) Cardiovascular drug
C) Analgesic drug
D) Stimulant drug
E) Anticoagulant drug

17. Amphetamine and caffeine: O

A) Endocrine drug
B) Cardiovascular drug
C) Analgesic drug
D) Stimulant drug
E) Anticoagulant drug

18. What is the effect of a diuretic? O

A) Lowers blood pressure by promoting fluid excretion from the kidney.
B) Widens blood vessels
C) Stops blood clotting
D) Lowers cholesterol
E) Increases blood pressure by holding water in the body

19. Penicillin is an example of which type of drug? O

A) Antihistamine
B) Analgesic
C) Antiemetic
D) Antibiotic
E) Hypnotic

20. A drug that works against fever is: O

A) Antipruritic
B) Antipyretic
C) Anesthetic
D) Anticoagulant
E) Hypnotic

21. Drugs that control anxiety and sever disturbances of behavior: O

A) Sedatives
B) Anticonvulsants
C) Analgesics
D) Tranquilizers
E) Anesthetics

22. Drugs that relax without necessarily producing sleep: O

A) Sedatives
B) Anticonvulsants
C) Analgesics
D) Tranquilizers
E) Anesthetics

23. Drugs used to relieve pain induce sleep, and suppress cough: O

A) Sedatives
B) Anticonvulsants
C) Analgesics
D) Tranquilizers
E) Anesthetics

24. Drugs used to treat epilepsy: .....O

A) Sedatives
B) Anticonvulsants
C) Analgesics
D) Tranquilizers
E) Anesthetics

25. Drugs used to treat epilepsy: .....O

A) Sedatives
B) Anticonvulsants
C) Analgesics
D) Tranquilizers
E) Anesthetics

Answer Key: Chapter 21

Multiple Choice Quiz

1) D
2) B
3) B
4) E
5) D
6) B
7) E
8) A
9) C
10) D
11) A
12) D
13) C
14) B
15) E
16) A
17) D
18) A
19) D
20) B
21) D
22) A
23) C
24) E
25) B

Enter score on face sheet Pages 93-95

Answers to Combining Forms, and Terminology Sections

(textbook pages 6-12)

Terminology	Meaning
Adenoma	Tumor of a gland
Adenitis	Inflammation of a gland
Arthritis	Inflammation of a joint
Biology	Study of life
Biopsy	Removal of living tissue and examination under a microscope
Carcinoma	Cancerous tumor
Cardiology	Study of the heart
Cephalic	Pertaining to the head
Cerebral	Pertaining to the brain
Incision	Process of cutting into. *Scissors cut*
Excision	Process of cutting out
Endocrine glands	Glands that secrete hormones within the body
Cystoscopy	Process of visual examination of the urinary bladder
Cytology	Study of cells
Dermatitis	Inflammation of the skin
Hypodermic	Pertaining to under the skin
Electrocardiogram	Record of the electricity in the heart
Electroencephalogram	Record of the electricity of the brain
Enteritis	Inflammation of the intestines
Erythrocyte	A red blood cell
Gastrectomy	Removal of the stomach
Gastrotomy	Incision of the stomach
Diagnosis	State of complete knowledge; information gathered about a patient's illness. (Dis = complete; gnos/o = knowledge; -sis= state of)
Prognosis	State of before knowledge; prediction about the outcome of an illness. *An ognostic is a person who professes no (a-) knowledge of God.*
Gynecology	Study of females and female diseases
Hematology	Study of blood
Hematoma	Collection (mass) of blood
Hepatitis	Inflammation of the liver
Iatrogenic	Pertaining to being produced by treatment. *A rash occurring after treatment with a drug, such as penicillin, is an iatrogenic condition. A related term, noscomial, refers to any infection acquired in a hospital (nos/o means disease and –comial comes from the greek "I take care of").*
Leukocyte	White blood cell
Nephritis	Inflammation of the kidney
Nephrology	Study of the kidney
Neurology	Study of nerves
Oncology	Study of tumors
Oncologist	Specialist in the study of tumors
ophthalmoscope	Instrument for visual examination of the eye. *Proper pronunciation helps in spelling of this term.* The initial syllable is pronounced *"off" and is spelled "oph"*

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(textbook pages 6-12)

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Dermatitis	Inflammation of the skin
Hypodermic	Pertaining to under the skin
Electrocardiogram	Record of the electricity in the heart
Electroencephalogram	Record of the electricity of the brain
Enteritis	Inflammation of the intestines
Erythrocyte	A red blood cell
Gastrectomy	Removal of the stomach
Gastrotomy	Incision of the stomach
Diagnosis	State of complete knowledge; information gathered about a patient's illness. (Dis = complete; gnos/o = knowledge; -sis= state of)
Prognosis	State of before knowledge; prediction about the outcome of an illness. *An ognostic is a person who professes no (a-) knowledge of God.*
Gynecology	Study of females and female diseases
Hematology	Study of blood
Hematoma	Collection (mass) of blood
Hepatitis	Inflammation of the liver
Iatrogenic	Pertaining to being produced by treatment. *A rash occurring after treatment with a drug, such as penicillin, is an iatrogenic condition. A related term, noscomial, refers to any infection acquired in a hospital (nos/o means disease and –comial comes from the greek "I take care of").*
Leukocyte	White blood cell
Nephritis	Inflammation of the kidney
Nephrology	Study of the kidney
Neurology	Study of nerves
Oncology	Study of tumors
Oncologist	Specialist in the study of tumors
ophthalmoscope	Instrument for visual examination of the eye. *Proper pronunciation helps in spelling of this term.* The initial syllable is pronounced *"off" and is spelled "oph"*

Osteitis	Inflammation of bone
Osteoarthritis	Inflammation of bone and joints (actually degeneration of joint tissue).
Pathology	Study of disease
Pathologist	One who studies diseases, performs autopsies, and examines biopsy samples
Pediatric	Pertaining to treatment of children
Psychology	Study of the mind
Psychiatrist	Specialist in the treatment of the mind
Radiology	Study of x-rays
Renal	Pertaining to the kidney. *Ren/o* (Latin) is used with *–al* (Latin), and *nephr/o* (Greek) is used with *–ic* (Greek).
Rhinitis	Inflammation of the nose
Sarcoma	Tumor flesh tissue (cancerous tumor of connective tissues, such as bone, muscle, cartilage, fat). *Sarcasm is an utterance intended to "cut into the flesh" and a sarcophagus is a box or container (Egyptian coffin) intended to "swallow flesh" Phag/o means to eat of swallow.*
Resection	Process of cutting out; removal
Thrombocyte	A clotting cell
Urology	Study of the urinary tract
Cardiac	Pertaining to the heart
Neural	Pertaining to nerves
Arthralgia	Pain of a joint
Erythrocyte	Red blood cell
Nuphrectomy	Removal (resection) of a kidney
Leukemia	Blood condition of white cells; malignant (cancerous) condition
Carcinogenic	Pertaining to producing cancer. *From the Greek "gennao" meaning. "I produce."Other words to help remember –genic are gene and Genesis.*
Pathogenic	Pertaining to producing disease
Iatrogenic	Pertaining to producing by treatment (physician).
Electroencephalogram	Record of the electricity in the brain.
Gastric	Pertaining to the stomach
Neurological	Pertaining to the study of nerves
Excision	Process of cutting out; removal
Gynecologist	Specialist in the study of females and female disorders
Cystitis	Inflammation of the urinary bladder
Endocrinology	Study of the endocrine glands
Hepatoma	Tumor (malignant) of the liver
Biopsy	Process of viewing life; removal of living tissue for microscopic examination.
Nuphrosis	Abnormal condition of the kidney
Leukocytosis	Abnormal condition (slight increase) of normal white blood cells.
Enteropathy	Disease of the intestines
Adenopathy	Disease of glands
Endoscope	Instrument to visually examine within (the body).
Endoscopy	Process of visually examining within (the body).
Prognosis	State of before knowledge; prediction about the outcome of treatment
Osteotomy	Incision of a bone
Gastroenterology	Process of study of the stomach and intestines

Anemia	A decrease in erythrocytes or hemoglobin
Autopsy	“self view”—examination of a dead body, understand its function
Diagnosis	state of complete knowledge; information gathered about a patient’s illness
Endocrinologist	One who specializes in endocrine glands.
Epigastric	Pertaining to above the stomach
Epidermis	Outer layer of skin; above the dermis layer
Excision	Process of cutting out to resection
Exocrine glands	Glands that secrete chemicals to the outside of the body
Hyperglycemia	Condition of increased blood sugar
Hypogastric	Pertaining to below the stomach
Incision	Process of cutting into; section
Pericardium	Structure (membrane) surrounding the heart.
Prognosis	State of before knowledge - prediction about the outcome of a condition
Resection	Removal; excision. *From the Latin “resecar” meaning “to cut back, trim or curtail.” Thus resection is an operation wherein an organ is “cut back” or removed.*
Retrocardiac	Pertaining to behind the heart
Subhepatic	Pertaining to below the liver
Transhepatic	Pertaining to across or through the liver

Chapter Two

Answers to Combining Forms and Terminology Sections

(textbook pages 54-57)

Terminology	Meaning
Abdominal	Pertaining to the abdomen.
Adipose	Pertaining to fat.
Anterior	Pertaining to the front
Anabolism	Process of casting up (Building-up or synthesizing process in a cell)
Cervical	Pertaining to the neck
Chondroma	Tumor of cartilage
Chondrosarcoma	Flesh tumor (malignant) of cartilage
Chromosomes	"Color bodies"; contain genetic material and are located in the nucleus of cell.
Coccygeal	Pertaining to the tailbone
Craniotomy	Incision of the skull
Cytoplasm	Contents (formation) of the cell (apart from the nucleus and cell membrane.)
Distal	Pertaining to far (from the beginning of a structure)
Dorsal	Pertaining to the back
Histology	Study of tissues
Iliac	Pertaining to the ilium
Inguinal	Pertaining to the groin
Karyotype	Picture (classification) of the nucleus (and its chromosomes)
Lateral	Pertaining to the side
Lumbosacral	Pertaining to the lumbar and sacral regions
Medical	Pertaining to the middle
Nucleic	Pertaining to the nucleus
Pelvic	Pertaining to the hip bone
Posterior	Pertaining to the back, behind
Proximal	Pertaining to near the beginning of a structure
Sacral	Pertaining to the sacrum (lower back)
Sarcoma	Tumor of flesh tissue (malignant)
Spinal	Pertaining to the spine, backbone
Epithelial cell	Cell covering the surface of the skin and inner lining of body cavities and tubes.
Thoracic	Pertaining to the chest
Thoracotomy	Incision of the chest
Tracheal	Pertaining to the windpipe
Umbilical	Pertaining to the navel
Ventral	Pertaining to the belly side of the body
Vertebral	Pertaining to the vertebrae
Visceral	Pertaining to internal organs
Anabolic	Pertaining to casting up; building up substances (proteins) in the cell
Catabolism	Process of casting down; breaking down material in the cell to release energy.

Chapter Two

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Spinal	Pertaining to the spine, backbone
Epithelial cell	Cell covering the surface of the skin and inner lining of body cavities and tubes.
Thoracic	Pertaining to the chest
Thoracotomy	Incision of the chest
Tracheal	Pertaining to the windpipe
Umbilical	Pertaining to the navel
Ventral	Pertaining to the belly side of the body
Vertebral	Pertaining to the vertebrae
Visceral	Pertaining to internal organs
Anabolic	Pertaining to casting up; building up substances (proteins) in the cell
Catabolism	Process of casting down; breaking down material in the cell to release energy.

Epigastric	Pertaining to above the stomach
Hypochondriac regions	Pertaining to under the rib cartilage (area of the abdomen).
Intervertebral	Pertaining to between the vertebrae
Metabolism	State of building up (anabolism) and breaking down (catabolism); processes in a cell.

Answers to Combining Forms and Terminology Sections

Terminology	Meaning
Arthralgia	Pain in a joint
Otalgia	Pain in the ear
Neualgia	Pain of nerves
Myalgia	Pain of muscles
Rectocele	Hernia of the rectum
Cystocele	Hernia of the urinary bladder
Throacocentesis	Surgical puncture to remove fluid from the chest (thoracentesis).
Amniocentiesis	Surgical puncture of the amnion
Abdominocentesis	Surgical puncture of the abdomen
Streptococcus	Berry-shaped bacterium found in twisted chains.
Staphylococci	Berry-shaped bacteria in clusters
Erythrocyte	Red blood cell
Leukocyte	White blood cell
Thrombocyte	Clotting cell
Pleurodynia	Pain in the chest wall muscles that is aggravated by breathing (Literally: pain of the pleura).
Laryngectomy	Removal of the larynx
Mastectomy	Removal of a breast
Anemia	Decrease in erythrocytes or hemoglobin
Ischemia	To hold back blood from an area of the body
Carcinogenesis	Condition of producing cancer
Pathogenesis	Condition of producing disease
Angiogenesis	Formation of blood vessels
Carcinogenic	Pertaining to producing cancer
Osteogenic	Pertaining to produced within bone
Electroencephalogram	Record of the electricity in the brain
Myelogram	Record (x-ray) of the spinal cord
Mammogram	Record (x-ray) of the breast
Electroencephalograph	Instrument for recording the electricity in the brain
Electroencephalography	Process of recording the electricity in the brain
Angiography	Process of recording (x-ray) blood vessels
Bronchitis	Inflammation of the bronchi
Tonsillitis	Inflammation of the tonsils
Phlebitis	Inflammation of veins
Ophthalmology	Study of the eye
Morphology	Study of shape or form
Hemolysis	Destruction of blood (breakdown of red blood cells with release of hemoglobin).
Osteomalacia	Softening of bone
Chondromalacia	Softening of cartilage
Acromegaly	Enlargement of extremities
Splenomegaly	Enlargement of the spleen

Myoma	Tumor (benign) of muscle
Myosarcoma	Tumor (malignant) of muscle (a type of flesh tissue).
Multiple myelcoma	Tumor of bone marrow.
Hematoma	Collection of blood (bruise).
Biopsy	To view life; microscopic examination of living tissue
Necropsy	Visual examination of dead bodies; autopsy (most often used for animals).
Necrosis	Condition of death (of cells),
Hydronephrosis	Abnormal condition of water (found) in the kidney
Leukocytosis	Abnormal condition (slight increase in numbers) of normal white blood cells.
Cardiomyopathy	Disease of heart muscle
Erythropenia	Deficiency of red blood cells
Leukopenia	Deficiency of white blood cells
Thrombocytopenia	Deficiency of clotting cells
Acrophobia	Fear of heights
Angioplasty	Surgical repair of blood vessels
Achondroplasia	No (improper) development of cartilage
Agoraphobia	Fear of being in open, crowded spaces (marketplace).
Blepharoptosis	Prolapse, sagging of an eyelid
Arteriosclerosis	Hardening of arteries
Laparoscope	Instrument to visually examine the abdomen
Laparoscopy	Process of visual examination of the abdomen
Metastasis	Beyond control; spreading of a cancerous tumor
Hemostasis	Stopping the flow of blood (naturally by clotting or artificially by compression).
Colostomy	New opening of the colon (to the outside of the body).
Tracheostomy	New opening of the windpipe (to the outside of the body).
Hydrotherapy	Treatment with water
Chemotherapy	Treatment with drugs
Radiotherapy	Treatment with x-rays
Laparotomy	Incision into the abdomen.
Phlebotomy	Incision of a vein
Hypertrophy	Excessive development
Atrophy	No development; wasting away of tissue
Radiographer	One who records x-ray
Leukemia	Condition of increase in white cells (malignancy).
Pneumonia	Condition (abnormal) of lungs
Nephrologist	Specialist in the study of the kidney
Arteriole	Small artery
Venule	Small vein
Pericardium	Structure surrounding the heart
Nephropathy	Disease of the kidney
Cardiac	Pertaining to the heart
Peritoneal	Pertaining to the peritoneum
Inguinal	Pertaining to the groin
Pleural	Pertaining to the pleura
Tonsillar	Pertaining to tonsils

Pulmonary	Pertaining to the lungs
Axillary	Pertaining to the armpit
Laryngcal	Pertaining to the voice box
Chronic	Long-term; over a long period of time
Acute	Sharp, sudden, severe
Pathological	Pertaining to the study of disease
Adenoids	Resembling glands (lymphatic tissue in the throat, near the nose).
Adipose	Pertaining to fat
Mucous	Pertaining to mucus
Mucus	The substance secreted from mucous membranes
Necrotic	Pertaining to death (of cells).

Chapter Four

Answers to combining forms and terminology sections

(textbook pages 107-111)

Terminology	Meaning
Apnea	Not breathing.
Anoxia	Without oxygen (decrease in tissues).
Abnormal	Pertaining to away from the norm (rule); not regular
Abductor	One who (muscle which) leads away from the body. *To abduct means to carry away by force; kidnap*
Adductor	One who (muscle which) leads toward the body. *To admit means to send toward or permit entrance.*
Adrenal glands	Endocrine glands located above (toward) the kidneys.
Anabolism	Process of casting (building) up materials (proteins) within cells.
Analysis	To separate (apart). *Psychoanalysis is a psychiatric treatment that explores the mind. Urinalysis (urin/o + (an)alysis) is laboratory examination of urine to aid in diagnosis.*
Ante cibum	Before meals
Anteflexion	Bending forward
Ante partum	Before birth
Antisepsis	Condition against infection
Antibiotic	Pertaining to against life (germ life).
Antigen	A substance (usually foreign) that stimulates the production of antibodies
Antibody	Protein substance made in the body to destroy foreign antigens.
Antitoxin	A substance (antibody) produced in response to and capable of neutralizing a toxin (such as those causing diphtheria or tetanus). Antirenin contains antitoxin specific for an animal or insect venom
Autoimmune	Related to making antibodies (immune substances) against one's own cells and tissues.
Bifurcation	Forking (branching) into two; as the trachea bifurcates into two individual tubes.
Bilateral	Pertaining to two sides
Bradycardia	Condition of slow heart beat
Catabolism	Process of casting down materials (sugar) to release energy in cells.
Congenital anomaly	Irregularity at birth
Connective	To tie (bind) together. *A conference (fer- means to carry or bring) is where people gather together or meat.*
Contraindication	To point out against; as reasons why a drug should not be taken
Contralateral	Pertaining to the opposite side.
Dehydration	Condition of lack of water
Diameter	To measure through; as the diameter of a circle
Diarrhea	To flow through; water is not properly absorbed through the walls of the colon
Dialysis	Complete separation; twp types are hemodialysis and peritoneal dialysis
Dyspena	Difficult breathing
Dysplasia	Abnormal ("bad") development of formation
Ectopic pregnancy	Pregnancy out of the normal place (usually in the fallopian tubes).
Endotracheal	Pertaining to within the trachea

Endoscope	Instrument to view within the body; gastroscope, bronchoschope, laparoscope.
Endocardium	Inner lining (membrane) of the heart.
Epithelium	Skin cell; *latterly, "upon a nipple."*
Euthyroid	Normal tyroid function.
Euphoria	Good feeling, "high" *A eulogy is a speech saying good things about a person after his/her death.*
Exophthalmos	Eyeballs that protrude
Hemiglossectomy	Removal of half the tongue
Hyperplasia	Condition of increased formation (increase in number of cells).
Hypertrophy	Increase in development; increase in size of cells.
Hyperglycemia	Increase in blood sugar
Hyperdermic	Pertaining to below the skin
hypoglycemia	Decrease in blood sugar
Insomniac	Pertaining to inability to sleep
Incision	Process of cutting into; sectioning
Infracostal	Pertaining to below ribs
Intercostals	Pertaining to between the ribs
Intravenous	Pertaining to within a vein
Macrocephalic	Pertaining to enlarged head
Malignant	Harmful, bad; cancerous condition
Malaise	Feeling of discomfort; "*bad feeling*"
Metamorphosis	Condition of change of shape or form. *A worm-like larva undergoes a change in shape to become a butterfly. This is an example of metamorphosis.*
Metastasis	Beyond control; spreading of a cancerous tumor.
Metacarpal bones	Five hand bones (beyond the wrist).
Microscope	Instrument to view small objects
Neoplasm	New growth; new formation (tumor).
Neonatal	Pertaining to a newborn (infant).
Pancytopenia	Condition of decrease in all cells (blood cells).
Parathyroid glands	Endocrine glands located near (on the dorsal side of) the thyroid gland. *A <u>para</u>medic works <u>beside</u> and assists a doctor; also called and emergency medical technician (EMT). A <u>parasite</u> (-site means grain or food) is called an organism that feeds and lives on or within another organism. Lice, ticks, and fleas are examples.*
Paralysis	Abnormal destruction (of nerves) leading to loss of muscle function
Percutaneous	Pertaining to through the skin
Pericardium	Membrane surrounding the heart
Periosteum	Membrane surrounding the bone
Polymorphonuclear	Pertaining to a many-shaped nucleus; a type of white blood cell
Polyneuritis	Inflammation of many nerves
Post mortem	After death
Pastnatal	Pertaining to after birth
Precancerous	Pertaining to before cancer; a lesion that may become cancerous
Prenatal	Pertaining to before birth.
Prodrome	Symptoms that appear before the onset of a more server illness
Prolapse	Sliding forward or downward

Pseudocyesis	State of flase pregnancy
Relapse	A sliding back; recurrence of symptoms of disease
Remission	To send back; disappearance of symptoms of disease
Recombinant DNA	Inserting a gene (region of DNA) from one organism into the DNA of another organism
Retroperitoneal	Pertaining to behind the peritoneum
Retroflexion	Bending backward
Subcutaneous	Pertaining to under the skin
Suprathoracic	Pertaining to above the chest
Suprarenal glands	Endocrine glands located above each kidney (adrenal glands).
Syndactyly	Condition of webbed (held together) fingers or toes; a congenital anomaly.
Synthesis	To put, place together, as in protein synthesis or photosynthesis.
Syndrome	A group of symptoms that run (occur) together. *In synchrony means timed (chron/o) together*.
Symbiosis	Condition or state of "life together"; two organisms living together for mutual benefit or not (parasitism).
Symmetry	State of "measurement together"; equality of parts; mirror images.
Symphysis	To grow together; bones that grow together at the joint.
Tachypnea	Rapid breathing
Transfusion	To pour across, as in transferring blood from one person to another.
Transurethral	Pertaining to through the urethra
Ultrasonography	Process of recording ultrasound (beyond the normal range) waves.
Unilateral	Pertaining to one side.

Chapter Twenty-One

Answers to Combining Forms and Terminology Sections

(Textbook pages 824-828)

Terminology	Meaning
Aerosol	Particles of drug (in solution) suspended in air.
Analgesic	Pertaining to without sensitivity to pain.
Bronchodilator	Drug that relaxes the smooth muscle lining bronchial tubes and is used to treat asthma, emphysema, and chronic bronchitis.
Chemotherapy	Treatment using drugs
Idiosyncrasy	An unexpected effect of a drug that is peculiar to an individual
Dubcutaneous	Pertaining to under the skin
Hypodermic	Pertaining to under the skin
Synergism	Condition of working together; the drug action in which the combination of two drugs causes an effect that is greater that the sum of the individual effects of each drug alone.
Anesthesia	Condition of being without nervous sensation
Antihistamine	An agent that acts against histamine production in the body. Histamine is released as a result of an allergic reaction
Hypnotic	Pertaining to a condition of sleep (a trance-like state)
Iatrogenic	Pertaining to and adverse condition that is caused or produced by a physician or a specific treatment
Sublingual	Pertaining to under the tongue
Erythromycin	An antibiotic that is produced form a red (erythr/o) mold (myc/o)
Narcotic	Pertaining to a substance that produces stupor (has morphine or opium-like action)
Pharmacology	Study of drugs
Antipruritic	Pertaining to an agent that acts to relieve itching
Antipyretic	Pertaining to an agent that acts to relieve fever
Intrathecal	Pertaining to within the sheath of membranes surrounding the spinal cord
Toxic	Pertaining to poison
Toxicology	Study of poisons and the harmful effects of drugs
Vasodilator	Substance that causes blood vessels to widen
Intracenous	Pertaining to within a vein
Vitamin	A substance in foods that is essential in small quantities for growth and good health (life-giving amines).
Anaphlaxis	A hypersensitive state of the body to a foreign protein (antigen) or drug Can produce severe symptoms and shock
Antidote	An agent given to counteract unwanted effect of a drug
Antibiotic	A substance that acts against microorganisms, such as bacteria
Contraindication	Factor in the patient's condition that prevents the use of a drug or treatment
Parenteral	Pertaining to injection of drugs other that through the intestines
Synergistic	Pertaining to synergism (the drug action in which the sum of the effects of giving two drugs together is greater than that of giving each drug alone).

GRAMMAR FACE SHEET

Directions: Students will

1. Take the Grammar tests.
2. Correct all questions. Only the first section has explanations of answers
3. Fill in information on face sheet, which is in front of all tests.
4. Return work to HESI staff, arrange tutoring or conference to give go-ahead on taking actual HESI test.

Important: **Fill in the blanks on the face sheet to assist the HESI staff in assessing your skills and weaknesses.**

Your goal is to achieve 80% minimum on any exercise.

- To calculate Total number of correct answers, subtract number of incorrect answers from total number of problems

- To calculate Percent correct: multiply number correct X 100, divide this number by total number of problems.

Example: 80 correct out of 100: 80 x 100= 8000 8000 divided by 100= 80 or 80%

OVERALL GRAMMAR TEST SCORE

Total number of problems: 303
Number correct:_____ Multiply number correct X 100= _____
Divide by total number of problems=_____ %

Tutor will review for areas to work on in vocabulary.

Areas to work on : _____, _____, _____, _____

GRAMMAR

1. Exercise One: Problems with Verbs (Part 1)

Total Number of Questions__15____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

2. Exercise Two: Problems with Verbs (Part 2)

Total Number of Questions__15____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

3. Exercise Three: Problems with Verbs (Part 3)

Total Number of Questions__15____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

4. Exercise Fourteen: Problems with Introductory Verbal Modifiers

Total Number of Questions__25____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

5. Exercise Fifteen: Problems with Parallel Structure

Total Number of Questions__25____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

6. Exercise Eighteen: Problems with Structure

Total Number of Questions__25____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

7. Lesson 5: Sentence Structure

Total Number of Questions__5_____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

8. Lesson 6: Sentence Structure--- Parallel structure

Total Number of Questions__6_____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

9. PLURALS—Exercises 2, 3, 4, 5

Total Number of Questions__47____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

10. VERBS—Exercises 12, 13

Total Number of Questions__46____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

11. VERBS---(Subject- Verb Agreement) Lesson 12, Exercise 19

Total Number of Questions__29____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

12. Gerunds and Infinitives

Total Number of Questions__50____
Total Number of correct answers_____ X 100=_____ Divide this number by total number of questions

Percent Correct_____

Next step: Make sure to complete overall score on face sheet. See HESI staff for final assessment of our study packet and go-ahead to take test.

EXERCISE ONE: PROBLEMS WITH VERBS (PART 1)

Directions: Four words of phrases, marked (A), (B), (C), and (D) , are given beneath each incomplete sentence. You are to choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen so that the letter inside the oval cannot be seen.

PREVIEW: VERBS

15 Questions, 10 Minutes

In some sentences in Part A of the Structure and Written Expression Section, you will be asked to identify the correct verb. In fact, most of the sentences in this part are verb problems.

A verb is a word or phrase that expresses action or condition. A verb can be classified as transitive or intransitive according to whether it requires a complement; it can be classified further according to the kind of complement it requires, including not only nouns, pronouns, adjectives, and adverbs but also *–ing* forms or infinitives.

---

1. Al's doctor insists ___ for a few days.
   (A) that he is resting
   (B) his resting
   (C) him to rest
   (D) that he rest

2. I don't like iced tea, and _____.
   (A) she doesn't too
   (B) either doesn't she
   (C) neither does she
   (D) she doesn't neither

3. We wish that you _____ such a lot of work, because we know that you would have enjoyed the party.
   (A) hadn't had
   (B) hadn't
   (C) didn't have had
   (D) hadn't have

4. Since your roommate is visiting her family this weekend, _____ you like to have dinner with us tonight?
   (A) Will
   (B) won't
   (C) do
   (D) wouldn't

5. Please _____ photocopies of documents.
   (A) not to submit
   (B) do not submit
   (C) no submit
   (D) not submit

6. I _____ bacon and eggs every morning.
   (A) am used to eat
   (B) used to eating
   (C) am used to eating
   (D) use to eat

7. The team really looks good tonight because the coach had them _____ every night this week.
   (A) practice
   (B) to practice
   (C) practiced
   (D) the practice

8. Would you mind _____, please?
   (A) to answer the telephone
   (B) answering the telephone
   (C) answer the telephone
   (D) to the telephone answering

Exercise One: Problems with Verbs (Part 1)

9. You _____ your seats today if you want to go to the game.
   (A) had better to reserve
   (B) had to better reserve
   (C) had better reserve
   (D) had to reserve better

10. If it _____ so late we could have coffee.
   (A) Wasn't
   (B) Isn't
   (C) weren't
   (D) not be

11. Your sister used to visit you quite often, _____?
   (A) didn't she
   (B) doesn't she
   (C) wouldn't she
   (D) hadn't she

12. If Bob _____ with us, he would have had a good time.
   (A) would come
   (B) would have come
   (C) had come
   (D) came

13. Frankly, I'd rather you _____ anything about it for the time being.
   (A) do
   (B) didn't do
   (C) don't
   (D) didn't

14. Since they aren't answering their telephone, they _____.
   (A) must have left
   (B) should have left
   (C) need have left
   (D)can have left

15. We were hurrying because we thought that the bell _____.
   (A) had already rang
   (B) had already rang
   (C) had already rung
   (D) have already ringing

EXERCISE TWO: PROBLEMS WITH VERBS (PART 2)

1. I hadn't expected James to apologize but I had hoped _____.
   (A) him calling me
   (B) that he would call me
   (C) him to call me
   (D) that he call me

2. My husband lived at home before we were married, and so _____.
   (A) did I
   (B) had I
   (C) I had
   (D) I did

3. Does your new secretary _____ shorthand?
   (A) know to take
   (B) know how to take
   (C) know how take
   (D) know how taking

4. Tommy had his big brother _____ his shoes for him.
   (A) to tie
   (B) tie
   (C) tied
   (D) tying

5. I wish that the weather _____ not so warm.
   (A) begin
   (B) be
   (C) were
   (D) is

6. His English teacher recommends that he _____ a regular degree program.
   (A) begin
   (B) begins
   (C) will begin
   (D) is beginning

7. Let's go out for dinner, _____ ?
   (A) will we
   (B) don't we
   (C) shall we
   (D) are we

8. I'd _____ the operation unless it is absolutely necessary.
   (A) rather not have
   (B) not rather had
   (C) rather not to have
   (D) rather not having

9. Would you please _____ write on the test books?
   (A) don't
   (B) not to
   (C) not
   (D) to not

10. The old man asked her to move because he _____ in that chair.
   (A) used to sit
   (B) was used to sit
   (C) used to sitting
   (D) was used to sitting

11. After the way she treated you, if I _____ in your place, I wouldn't return the call.
   (A) be
   (B) am
   (C) was
   (D) were

12. If I _____ the flu I would have gone with you.
   (A) hadn't
   (B) hadn't had
   (C) didn't have
   (D) wouldn't have had

13. he's taken his medicine, _____ ?
   (A) hasn't he
   (B) didn't he
   (C) doesn't he
   (D) isn't he

14. Your mother and I are looking forward _____ you.
   (A) of seeing
   (B) for seeing
   (C) to see
   (D) to seeing

15. It is imperative that you _____ there in person.
   (A) be
   (B) will be
   (C) will
   (D) are

EXERCISE THREE: PROBLEMS WITH VERBS (PART 3)

1. The Brakes need_____
   (A) adjusted (C) to adjust
   (B) to adjustment (D) adjusting

2. I wish that we _____ with my brother when he flies to England next week.
   (A) could go (C) will go
   (B) had gone (D) are going

3. Are you sure Miss Smith _____ use the new equipment?
   (A) knows to (C) knows how to
   (B) knows the (D) knows how

4. Mary and John _____ to the parties at the Student Union every Friday.
   (A) used to go (C) are used to go
   (B) use to go (D) were used to go

5. You _____ me, because I didn't say that.
   (A) must misunderstand (C) must have misunderstood
   (B) must be misunderstanding (D) had to misunderstand

6. _____ you rather sit by the window?
   (A) Don't (C) Wouldn't
   (B) Will (D) Won't

7. His government insisted that he _____ until he finished his degree.
   (A) should stay (C) stayed
   (B) shall stay (D) stay

8. After he had researched and _____ his paper, he found some additional material that he should have included.
   (A) wrote (C) writing
   (B) written (D) have written

9. The man who was driving the truck would not admit that he had been at fault, and _____.
   (A) neither the other driver (C) neither had the other driver
   (B) neither would the other driver (D) the other driver neither

10. If is _____ rain, we'll have the party outside.
   (A) wouldn't (C) didn't
   (B) doesn't (D) won't

11. Excuse me, but it is time to have you temperature _____.
   (A) taking (C) take
   (B) to take (D) taken

12. Almost everyone fails _____ the driver's test on the first try.
   (A) passing (C) to pass
   (B) to have passed (D) in passing

13. Mike had hoped _____ his letter.
   (A) her to answer (C) that she would answer
   (B) that she answer (D) her answering

14. I think that you had better _____ earlier so that you can get to class on time.
   (A) to start to get up (C) start getting up
   (B) started getting up (D) to get up

15. Today's weather isn't as cold as it was yesterday, _____ ?
   (A) wasn't it (C) isn't it
   (B) was it (D) is it

EXERCISE FOURTEEN: PROBLEMS WITH INTRODUCTORY VERBAL MODIFIERS

REVIEW INTRODUCTORY VERBAL MODIFIERS

In some sentences in Part B, you will be asked to identify errors in introductory verbal modifiers and the subjects that they modify.

Introductory verbal modifiers are –ing forms, participles, and infinitives. A phrase with an introductory verbal modifier occurs at the beginning of a sentence and is followed by a comma. The subject modified by an introductory verbal modifier must follow the comma.

If the correct subject does not follow the comma, then the meaning of the sentence is changed. Often the changed meaning is not logical.

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1. After finishing *Roots*, the one-hundred-year history of a black American family, the Nobel Prize
   (A) (B)
   Committee awarded author Alex Haley a special citation for literary excellence.
   (C) (D)

2. A competitive sport, gymnasts perform before officials who must use their judgment along with
   (A) (B) (C)
   their knowledge of the rules to determine the relative skill of each participant.
   (D)

3. To remove stains from permanent press clothing, carefully soaking in cold water before washing
   (A) (B) (C)
   with one's regular detergent.
   (D)

4. Found in Tanzania by Mary Leakey, some archeologists estimated that the three-million-year-old
   (A) (B) (C)
   fossils were the oldest human remains to be discovered.
   (D)

5. After fighting the blaze for three days, the supertanker was hauled toward open seas in an effort to
   (A) (B)
   save the southern Caribbean form the worst oil spill in history.
   (C) (D)

6. According to the conditions of their scholarships, after finishing their degrees, the University will
   (A) (B)
   employ them for three years.
   (C) (D)

7. Originally having been buried in Spain, and later moved to Santo Domingo in the Dominican
   (A) (B) (C)
   Republic, Columbus's final resting place is Havana, Cuba.
   (D)

8. Written by Neil Simon, New York audiences received the new play enthusiastically at the world
premiere Saturday evening.

9. By migrating to a warmer climate every fall, survival is assured for another year.

10. Saddened by the actor's sudden death, a memorial fund will be established so that family and
friends can make donations in his name to The American Cancer Society.

11. To prevent cavities, dental floss should be used daily after brushing one's teeth.

12. While researching the problem of violent crime, the Senate committee's discovery that handguns
were used to commit 54 percent of all murders in large cities.

13. Trying to pay for a purchase with cash, salespersons often ask for credit cards instead.

14. After reviewing the curriculum, several significant changes were made in traditional business
programs at Harvard University.

15. Having hit more home runs than any other player in the history of baseball, Hank Aaron's record
is famous.

16. Banned in the U.S., the effect of fluorocarbons continues at a level that could eventually damage
the ozone layer, and bring about such serious results as high risk of skin cancer and global
climate changes.

17. To avoid jet lag, many doctors recommend that their patients begin adjusting one week before
departure time by shifting one hour each day toward the new time schedule.

18. After cooking in the microwave oven for five minutes, one should put most meat dishes on a
platter to cool.

19. Traditionally named for women, but recently Bob was chosen as the first make name for a
(A) (B) (C)
hurricane.

20. While testifying, their answers were recorded by the court stenographer.
(A) (B) (C) (D)

21. By reading the instructions carefully, mistakes on the examination can be avoided.
(A) (B) (C)

22. Having been divorced, her credit could not be established in spite of her high income.
(A) (B) (C) (D)

23. Attempting to smuggle drugs into the country, custom officials apprehended them, and took them
(A) (B) (C)
to police headquarters for questioning.
(D)

24. While trying to build a tunnel through the Blue Ridge Mountains, coal was discovered at the
(A) (B) (C) (D)
construction site.

25. Founded in 1919, students and teachers who are interested in spending several months abroad
(A) (B)
may benefit from educational programs administered by the Institute for International Education.
(C) (D)

EXERCISE FIFTEEN: PROBLEMS WITH PARALLEL STRUCTURE

PREVIEW: PARALLEL STRUCTURE

In some sentences in Part B, you will be asked to identify errors in parallel structure.

Parallel structure is the use of the same grammatical structures for related ideas of equal importance. Related ideas of equal importance often occur in the form of a list. Sometimes related ideas of equal importance are connected by conjunctions, such as and, but, and or.

1. The committee decided to cancel its law suit, to approve the contract, and that it would adjourn
   (A) (B) (C) (D)
   the meeting.

2. Air travel is fast, safe, and it is convenient.
   (A) (B) (C) (D)

3. Rock music is not only popular in the United States but also abroad.
   (A) (B) (C) (D)

4. Every day the watchman would lock the doors, turning on the spot lights, and walk around the
   (A) (B) (C) (D)
   building.

5. To control quality and making decisions about production are among the many responsibilities
   (A) (B) (C) (D)
   of an industrial engineer.

6. I suggest that the instructor react to the situation by changing the textbook instead of to modify
   (A) (B) (C)
   the objectives of the course.
   (D)

7. Dr. Johnson, the first woman elected president of the University, was intelligent, capable, and
   (A) (B)
   awareness of the problems to be solved.
   (C) (D)

8. The insurance program used to include not only employees but their families.
   (A) (B) (C) (D)

9. The six main parts of a business letter are the address, the inside address, the salutation, the
   (A) (B) (C)
   body, the closing, and signing your name.
   (D)

10. We solved the problem by using a computer rather than to do it all by hand.
    (A) (B) (C) (D)

11. To read literature and being introduced to a different culture are two excellent reasons for studying a
(A) (B) (C) (D)
foreign language.

12. The proposed increase in the utility rate was neither a fair request and not a practical one.
(A) (B) (C) (D)

13. Tom is the best candidate for the position because he understands the project, knows the University,
(A) (B)
and who works very hard.
(C) (D)

14. Ice skating and to go skiing are popular winter sports in the Northern United States.
(A) (B) (C) (D)

15. The surgeon examined the patient quickly, and then the operation was begun.
(A) (B) (C) (D)

16. Because we were not sure where the house was, and because of the time, we decided to ask for
(A) (B) (C) (D)
directions.

17. To treat minor diarrhea, drink plenty of liquids, especially tea, water, and carbonated beverages, eat
(A) (B)
soup, yogurt, salty crackers, and bananas, and avoiding milk, butter, eggs, and meat for twenty-four
(C) (D)
hours.

18. The new electric typewriters are equipped not only with an element for foreign languages but also a key
(A) (B)
for correcting errors automatically.
(C) (D)

19. The examiner did not know whether to report the student for cheating or warning him first.
(A) (B) (C) (D)

20. Jim had spent his vacation traveling in Arizona visiting some of the Indian reservations, and had
(A) (B) (C) (D)
finished several paintings that he had begun last year.

21. The Smithsonian Institute is famous because is contains such interesting exhibits as the flag that was
(A)
raised over Fort McHenry in 1812, the airplane that the Wright brothers built for their first flight at Kitty
(B) (C)
hawk and there are the gowns worn by every first lady since Martha Washington.
(D)

11. To read literature and being introduced (A) to (B) a different culture are (C) two excellent reasons for studying (D) a foreign language.

12. The proposed (A) increase in the utility rate was (B) neither a fair request and not (C) a practical one (D).

13. Tom is the best candidate (A) for the position because (B) he understands the project, knows the University, and who (C) works very hard (D).

14. Ice skating (A) and to go skiing are (B) popular winter sports (C) in (D) the Northern United States.

15. The surgeon examined the (A) patient quickly (B), and (C) then the operation was begun (D).

16. Because we were not sure where the house was (A), and because of the time (B), we decided to ask (C) for (D) directions.

17. To treat (A) minor diarrhea, drink plenty of liquids, especially tea, water, and carbonated beverages, eat (B) soup, yogurt, salty crackers, and bananas, and avoiding (C) milk, butter, eggs, and meat for (D) twenty-four hours.

18. The new electric typewriters are equipped not only (A) with an element for foreign languages but also a key (B) for correcting (C) errors automatically (D).

19. The examiner did not know whether to report the student for cheating (A) or (B) warning (C) him (D) first.

20. Jim had spent (A) his vacation traveling in Arizona visiting (B) some of the Indian reservations (C), and had (D) finished several paintings that he had begun last year.

21. The Smithsonian Institute is famous because is contains such interesting exhibits as the flag that was (A) raised over Fort McHenry in 1812 (B), the airplane that the Wright brothers built (C) for their first flight at Kitty hawk and there are (D) the gowns worn by every first lady since Martha Washington.

22. Please send me (A) the (B) smallest, most recently (C) published, and less (D) expensive dictionary that you have available.

23. In order (A) to become a law, a bill must be passed (B) not only (C) by the Senate but also the House of Representatives (D).

24. The cloverleaf is a common engineering design for expressways that permits (A) traffic between (B) two intersecting highways to move (C) more safely, efficiently, and with ease (D).

25. A new product should be judged (A) not by (B) the promises made in commercials and advertisements, but (C) also by the results demonstrated (D) in actual use.

EXERCISE EIGHTEEN: PROBLEMS WITH STRUCTURE

PREVIEW: STRUCTURE

In some sentences in Part B, you will be asked to identify errors in structure.

Remember, structure is the correct use of verbs, pronouns, nouns, modifiers, comparatives, and connectors.

1. Of the two lectures, the first (A) was by far the best (B), partly because the person who (C) had such a (D) dynamic style.

2. That modern science knows to assist (A) women who are unable to give birth (B) to babies by normal (C) means is (D) one of the miracles of the twentieth century.

3. After he had researched his paper and wrote (A) it (B) he found some (C) additional data that he should have included (D).

4. Because of (A) the light, the city seemed differently (B) from (C) the way that I had remembered (D) it.

5. The Federal Aviation Agency has grounded (A) all (B) DC-10 aircraft so (C) they can be (D) checked for possible problems in the design of the under-wing jet systems.

6. The colonel wanted to retreat (A), but the general insisted that he continue (B) do (C) everything necessary in order to win (D) the battle.

7. There are (A) not many (B) people which (C) adapt to a new culture without feeling (D) some disorientation at first.

8. Bob wishes that his wife understands (A) why (B) he has not had time to write her (C) lately (D).

9. Because of the accident, the judge forbade Joe and me (A) from (B) driving (C) for (D) six months.

10. After he had ran (A) the program thought the computer, he noticed (B) that he had forgotten to do (C) the last (D) operation.

11. Most (A) small appliances have ninety-days (B) guarantees that entitle (C) the purchaser to free repair or replacement if the item breaks (D) before the expiration date.

12. Although everyone in our group was pleased with his meal, Mrs. Brown insisted on complaining
(A) (B) (C)
that the coffee tasted badly.
(D)

13. Let you and I agree to cancel that last shipment unless the company meets the conditions of our
(A) (B) (C) (D)
original contract.

14. His recommendation that the Air Force investigates the UFO sightings was approved by the
(A) (B) (C)
commission and referred to the appropriate committee.
(D)

15. Although she seems to be very mature, Ann is much younger as the other girls in her class.
(A) (B) (C) (D)

16. Nuclear power plants are still supported by the Society of Professional Engineers in spite the
(A) (B) (C)
unfortunate accident at Three Mile Island.
(D)

17.Miss Smith returned home quite lately that night to find that someone had broken into her garage
(A) (B) (C)
and stolen her car.
(D)

18. If Mary would have been more careful in proofreading her dissertation, she would not have had to
(A) (B) (C)
get it typed again.
(D)

19. The more that she tried to remove the stain, the worst it looked.
(A) (B) (C) (D)

20. The national television networks have been criticized for not showing much good movies during
(A) (B) (C) (D)
prime time.

21. This is the athlete whom everyone says will win the gold medal at the winter Olympic Games.
(A) (B) (C) (D)

22. If you would have checked your answer sheet more carefully, you would have corrected these
(A) (B) (C)
errors yourself.
(D)

23. It was her who suggested that he go to New York in order to get a direct flight.
(A) (B) (C) (D)

24. We veterans often fail taking advantage of the scholarship programs at the university level.
(A) (B) (C) (D)

25. It is necessary that the directors will sign all of the copies, not just the top one.
(A) (B) (C) (D)

Explanatory Answers: Chapter 4

CHAPTER 4 PART TWO: STRUCTURE AND WRITTEN EXPRESSION

Exercise One: Problems With Verbs (Part 1)

1. (D) *That* is used before the subject *he* and the verb word *rest* in the clause after the verb *insists.*
2. (C) *Neither* is used before the auxiliary *does* followed by the subject *she*. *She doesn't either* would also be correct.
3. (A) *Hadn't* and the participle *had* are *used* after the verb *wish* in the main clause.
4. (D) *Wouldn't* is used before the subject *you* and the verb *like* in an invitation.
5. (B) *Do not* is used before the verb word *submit* to express a negative command.
6. (C) *Am* is used before the verb phrase *used to* followed by the *–ing* for *eating* to express habit.
7. (A) *Had* is used before the person *them* followed by the verb word *practice* to express an activity caused by *the coach.*
8. (B) The *–ing* form *answering* is used after the verb phrase *not mind.*
9. (C)*Had better* is used before the verb word *reserve* to express advice.
10. (C) *Weren't* is used after *if* to express a condition contrary to fact.
11. (A) *Didn't she* is used to agree with *you sister* and *used to visit* in the main clause.
12. (C) *Had* is used before the participle *come* in the conditional clause.
13. (B) *Would rather* is used before the subject *you* and the past verb *didn't* followed by the verb word do to express preference.
14. (A) *Must have* is used before the participle *left* to express a logical conclusion.
15. (C) *Had* is used before the participle *rung* to refer to an activity *already* in the past.

Enter score on face sheet pages 135-137

Explanatory Answers: Chapter 4

Exercise Two: Problems With Verbs (Part 2)

1. (B) *That* is used before the subject *he* followed by *would* and the verb word *call* after the verb phrase *had hoped*.

2. (A) *Did* is used before the subject *I* to agree with *lived* in the main clause. *And I did too* would also be correct.

3. (B) *Know how* is used before the infinitive *to take* to express ability or skill. *Does your new secretary know shorthand* would also be correct.

4. (B) *Had* is used before the person *his big brother* followed by the verb word *tie* to express an activity caused by *Tommy.*

5. (C) *Were* is used after the verb *wish* in the main clause.

6. (A) The verb word *begin* is used in the clause after the verb *recommends.*

7. (C) *Shall we* is used to agree with *let's* in the main clause.

8. (A) *Would ['d] rather* is used before *not* and the verb word *have* to express preference.

9. (C) *Would you please* is used before *not* followed be the verb word *write* to express a negative command.

10. (D) *Was* is used before the verb phrase *used* to followed by the *–ing* form *sitting* to express a habit.

11. (D) *Were* is used after *if* to express a condition contrary to fact.

12. (B) *Hadn't* is used before the participle *had* in the conditional clause.

13. (A) *Hasn't he* is used to agree with *he's [he has]* in the main clause.

14. (D) The *–ing* form *seeing* is used after the verb phrase *looking forward to.*

15. (A) The verb word *be* is used in the clause after the impersonal expression *it is imperative.*

Enter score on face sheet pages 135-137

Explanatory Answers: Chapter 4

Exercise Three: Problems With Verbs (Part 3)

1. (D) *Need* is used before the *–ing* form *adjusting* to express necessity for repair. *The brakes need to be adjusted* would also be correct.

2. (A) *Could* is used before the verb word *go* after the verb *wish* in the main clause.

3. (C) *Knows how* is used before the infinitive to use to express ability of skill. *Miss Smith knows the equipment* would also be correct.

4. (D) *Used to* is used before the verb word *go* to express a habit in the past.

5. (C) *Must have* is used before the participle *understood* to express a logical conclusion.

6. (C) *Wouldn't* is used before the subject *you* followed by *rather* and the verb word *sit* to express preference.

7. (D) *That* is used before the subject *he* and the verb word stay in the clause after the verb *insisted*.

8. (B) The participle *written* is used after *had* to refer to an activity in the past.

9. (B) *Neither* is used before the auxiliary *would* followed by the subject *the other driver*. *The other driver wouldn't either* would also be correct.

10. (B) *Doesn't* is used in the clause of condition to agree with *we'll [we will]* in the clause of result.

11. (D) *Have* is used before the thing your *temperature* followed by the participle *taken* to express an activity caused by someone else.

12. (C) The infinitive *to pass* is used after the verb *fails*.

13. (C) That is used before the subject she followed by would and the verb word answer after the verb phrase had hoped.

14. (C) The verb word *starts* is used after the verb phrase *had better* and the *–ing* form *getting up* is used after the verb *start*.

15. (D) *Is it* is used to agree with the subject *today's* weather and the verb is in the main clause.

Enter score on face sheet pages 135-137

Explanatory Answers: Chapter 4

Exercise Fourteen: Problems With Introductory Verbal Modifiers

1. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *After finishing Roots* is misplaced because is does not precede the noun it modifies, *author Alex Haley.*

2. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *A competitive sport* is misplaced because it does not precede the noun it modifies, *gymnastics.*

3. (B) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Carefully soaking* should be *(you) carefully soak* to provide a noun for the introductory verbal phrase *to remove stains from permanent press clothing.*

4. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Found in Tanzania by Mark Leakey* is misplaced because it does not precede the noun it modifies, *the three-million-year-old fossils.*

5. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *After fighting the blaze for three days* is misplaced because it does not precede the noun it modifies, *the fire fighters.*

6. (B) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *After finishing their degrees* is misplaced because it does not precede the noun it modified, *the students.*

7. (D) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Columbus's final resting place* should be *Columbus* because the man, not the place, is modified by the verbal phrase *Originally having been buried in Spain.*

8. (B) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *New York audiences received the new play* should be *the new play was received by New York audiences* because the play, not the audiences, is modified by the verbal phrase *written by Neil Simon.*

9. (C) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Survival is assured* should be *animals assure survival* because the animals, not the survival, is modified by the verbal phrase *by migrating to a warmer climate every fall.*

10. (B) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *A memorial fund will be established* should be *family and friends will establish a memorial fund* because the family and friends, not the memorial fund, are modified by the verbal phrase *saddened by the actor's sudden death.*

11. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Dental floss should e used* should be *(you) use dental floss* to provide a noun for the introductory verbal phrase *to prevent cavities.*

12. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *The Senate committee's discovery* should be *The Senate committee discovered* because the committee, not the discovery, is modified by the verbal phrase *while researching the program of violent crime.*

13. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Trying to pay for a purchase with cash* is misplaced because it does not precede the noun it modifies, *customers.*

14. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *After reviewing the curriculum* is misplaced because it does not precede the noun it modifies, *faculty.*

15. (D) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Hank Aaron's record* should be *Hank Aaron* because the man, not the record, is modified by the verbal phrase *having hit more home runs than any other player in the history of baseball.*

16. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Banned in the U.S.* is misplaced because it does not precede the noun it modifies, *fluorocarbons.*

17. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *To avoid jet lag* is misplaced because it does not precede the noun it modifies, *patients.*

18. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *After cooking in the microwave oven for five minutes* is misplaced because it does not precede the noun it modifies, *most meat dishes.*

19. (B) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Traditionally named for women* is misplaced because it does not precede the noun it modifies, *a hurricane.*

20. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *While testifying* is misplaced because it does not precede the noun it modifies, *witnesses.*

21. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *By reading the instructions carefully* is misplaced because it does not precede the noun it modified.

22. (B) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Her credit* should be *the woman* because she, not the credit, is modified by the phrase, *having been divorced.*

23. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Attempting to smuggle drugs into the country* is misplaced because it does not precede the noun it modifies, *criminals.*

24. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *While trying to build a tunnel through the Blue Ridge Mountains* is misplaced because it does not precede the noun it modifies.

25. (A) An introductory verbal phrase followed by a comma should immediately precede the noun that it modifies. *Founded in 1919* is misplaced because it does not precede the noun it modifies, *the Institute for International Education.*

Enter score on face sheet pages 135-137

Explanatory Answers: Chapter 4

Exercise Fifteen: Problems With Parallel Structure

1. (D) Ideas in a series should be expressed by parallel structures. *That it would adjourn* should be *to adjourn* to provide parallelism with the infinitives *to cancel* and to *approve.*

2. (D) Ideas in a series should be expressed by parallel structures. *It is* should be deleted to provide parallelism among the adjectives *fast, safe,* and *convenient.*

3. (B) Ideas in a series should be expressed by parallel structures. *Not only popular* should be *popular not only* to provide parallelism between the adverbial phrases *in the United States* and *abroad.*

4. (B) Ideas in a series should be expressed by parallel structures. *Tuning* should be *turn* to provide parallelism with the verb words *lock* and *walk*.

5. (A) Ideas in a series should be expressed by parallel structures. Making should be to make to provide parallelism with

6. (C) Ideas in a series should be expressed by parallel structures. *To modify* should be *to make* to provide parallelism with the phrase *by changing.*

7. (C) Ideas in a series should be expressed by parallel structures. *Awareness* should be *aware* to provide parallelism with the adjectives *intelligent* and *capable.*

8. (B) Ideas in a series should be expressed by parallel structures, and inclusives should be used in coordinating pairs. *But* should be *but also* to coordinate with *not only.*

9. (D) Ideas in a series should be expressed by parallel structures. *Signing your name* should be *the signature* to provide parallelism with the nouns *the address, the inside address, the salutation, the body, and the closing.*

10. (B) Ideas in a series should be expressed by parallel structures. *To do* should be *by doing* to provide parallelism with the phrase *by using*.

11. (A) Ideas in a series should be expressed by parallel structures. *Being introduced* should be *to be introduced* to provide parallelism with the infinitive *to read.*

12. (C) Ideas in a series should be expressed by parallel structures. *And not* should be *nor* to coordinate with *neither.*

13. (C) Ideas in a series should be expressed by parallel structures. *Who* should be deleted to provide parallelism among the verbs *understands, knows,* and *works.*

14. (A) Ideas in a series should be expressed by parallel structures. *Ice skating* should be *to go ice skating* to provide parallelism with the infinitive *to go skiing.*

15. (D) Ideas in a series should be expressed by parallel structures. *The operation was begun* should be *began the operation* to provide parallelism with the past, active verb *examined.*

16. (B) Ideas in a series should be expressed by parallel structures. *Because of the time* should be *because there was little time* to provide parallelism with the clause *because we were not sure.*

17. (C) Ideas in a series should be expressed by parallel structures. *Avoiding* should be *avoid* to provide parallelism with the verb words *drink* and *eat*.

18. (B) Ideas after inclusives should be expressed by parallel structures. *A key* should be *with a key* to provide parallelism with the phrase *with an element*.

19. (C) Ideas in a series should be expressed by parallel structures. *Warning* should be *to warn* to provide parallelism with the infinitive *to report*.

20. (D) Ideas in a series should be expressed by parallel structures. *Had finished* should be *finishing* to provide parallelism with the *–ing* forms *traveling* and *visiting*.

21. (D) Ideas in a series should be expressed by parallel structures. *There are* should be deleted to provide parallelism among the nouns *the flag*, *the airplane*, and *the gowns*.

22. (D) Ideas in a series should be expressed by parallel structures. *Less* should be *least* to provide parallelism with the superlative adjectives the *smallest* and *most recently published*.

23. (D) Ideas after inclusives should be expressed by parallel structures. *The House of Representatives* should be *by the House of Representatives* to provide parallelism with the phrase *by the Sentate*.

24. (D) Ideas in a series should be expressed by parallel structures. *With ease* should be *easily* to provide parallelism with the adverbs *safely* and *efficiently*.

25. (C) Ideas after exclusives should be expressed by parallel structures and exclusives should be used in coordinating pairs. But *also* should be *but* to coordinate with *not*.

Enter score on face sheet pages 135-137

Explanatory Answers: Chapter 4

Exercise Eighteen: Problems With Structure

1. (B) *The best* should be *the better* because two, not three lectures, are being compared.

2. (A) *Knows to assist* should be *knows how to assist* because knows how is used before the infinitive *to assist*.

3. (A) *Wrote* should be *written* because a participle, not a past form, is used with *had*.

4. (B) *Differently* should be *different* because an adjective, not an adverb, is used after the verb of the senses the *seem*.

5. (C) *So* should be *so that* because it introduces a clause of purpose,

6. (C) *Do* should be *doing* because an *–ing* form, not a verb word, is used after the verb *continue*.

7. (C) *Which* should be *who* because it refers to people, not things.

8. (A) *Understands* should be *understood* because a past form, not a present form, is used after the verb *wishes*.

9. (B) *From* should be deleted because a preposition is not used after the verb *forbid*.

10. (A) *Ran* should be *run* because a participle, not a past form, is used with *had*.

11. (B) *Ninety-days* should be *ninety-day* because an adjective does not have a plural form.

12. (D) *Badly* should be *bad* because an adjective, not an adverb, is used after the verb of the senses taste.

13. (A) *I* should be *me* because an objective pronoun is used after *let*.

14. (A) *Investigates* should be *investigate* because the word *recommendation* requires a verb word.

15. (C) *As* should be *than* because *than* is used after the comparative *younger*.

16. (C) *In spite* should be *in spite* of because *in spite* of introduces a condition with an unexpected result. *Despite* would also be correct.

17. (A) *Lately* should be *late* because the adverb form of *late* does not have an *–ly* ending.

18. (A) *Would have been* should be *had been* because *had* and a participle are used in the condition and *would have* and a participle are used in the result.

19. (C) *The worst* should be *the worse* because comparative forms are used with the in double comparisons that express cause and result.

20. (C) *Much* should be *many* because many is used with the count noun *movies*.

21. (B) *Whom* should be *who* because it is the subject of the verb *will win*.

22. (A) *Would have checked* should be *had checked* because *had* and a participle are used in the condition and *would have* and a participle are used in the result.

23. (A) *Her* should be *she* because a subject pronoun is used after *it was*

24. (B) *Taking* should be *to take* because an infinitive, not an *–ing* form, is used after the verb *fail*.

25. (A) *Will sign* should be *sign* because a verb word is used after the impersonal expression *is it necessary*.

Enter score on face sheet pages 135-137

Lesson

Sentence Structure

Dangling Modifiers

Dangling modifiers create a sentence that lacks an appropriate subject.

Looking down at the valley, the colors were beautiful.

Dangling modifier

Who is looking at the valley? In this sentence, the phrase Looking down at the valley, modifies colors. Since colors cannot look at a valley, the writer must create an appropriate subject.

Looking down at the valley, we saw that the colors were beautiful.
(Corrected Sentence)

To fix a dangling modifier, create a logical subject for the modifier

Walking to the office, the police car pulled over the red truck

Walking to the office, I saw the police car pull over the red truck.
(Corrected by creating a subject)

While I was walking to the office, I saw the police car pull over the red truck.

5 QUESTIONS

Dangling Modifiers

Directions: Choose the one best answer to each question. Questions 1 through 6 refer to the following paragraph.

(1) Comets are icy, celestial bodies that have one or two tails. (2) We can see comets without a high-power telescope only when they orbit very near the sun. (3) The sun melts the ice, creating a vapor trail of shining dust particles. (4) We watch their swift, brilliant journeys, knowing the are very far away. (5) With dazzling tails behind them, we are astonished by their beauty. (6) Looking up into the night sky, the unusual light show is awesome.

1. Sentence 2: We can see comets without a high-power telescope only when they orbit very near the sun.

If you rewrote sentence 2 beginning with: Without a high-power telescope, the next words should be:
(1) We can see
(2) We can sea
(3) Comets orbits
(4) When they orbit
(5) Very near the sun

2. Sentence 4: We watch their swift, brilliant journeys, knowing they are very far away.

If you rewrote sentence 4 beginning with: Knowing they are very far away the next words should be:
(1) Comets are
(2) We can see
(3) We had watched
(4) Their swift, brilliant journies
(5) There swift, brilliant journies

3. Sentence 5: With dazzling tails behind them, we are astonished by their beauty.

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).
(1) We are astonished by their beauty.
(2) We are astonished by comets by their beauty.
(3) We are astonishing by their beauty.
(4) Comets are astonished by their beauty.
(5) Comets astonish us by their beauty.

4. Sentence 6: Looking up into the night sky, the unusual light show is awesome.

Which correction should be made to sentence 6?

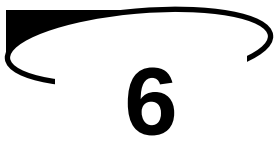
(1) Remove the comma after sky
(2) Insert you see after sky,
(3) Insert we all agree that after sky,
(4) Insert a comma after show
(5) No correction is necessary

5. Looking for an adventure, a windjammer cruise can be exciting and fun.

Which is the best way to write the underlined portion of this sentence? If the original is the best way choose option (1)

(1) Adventure, a windjammer
(2) Adventure; a windjammer
(3) Adventure, we found that a windjammer
(4) Adventure, exciting and fun

Lesson



Sentence Structure

Parallel Structure

Parallel structure means that equal and related words and phrases must use the same grammatical form.

- Verbs, nouns, adjectives, or adverbs in a series must use the same grammatical form.

  She is happy, charming, and has beauty. (Has beauty is not parallel with the adjectives happy and charming.)
  She is happy, charming, and beautiful. (correct)
  The as shows the desk's size, color, and how much it costs. (How much it costs is not parallel with the nouns size and color.)

- Phrases in a series must use the same grammatical form.

  She makes quilts for relaxation, entertainment, and to earn extra money.
  (To earn extra money is not parallel with the nouns relaxation and entertainment.)
  She makes quilts for relaxation, entertainment, and extra money. (correct)

6 QUESTIONS

Parallel Structure

Directions: Choose the one best answer to each question. Questions 1 through 3 refer to the following paragraph.

(1) The tall Afghan hound are an ancient dog breed. (2) the Afghan, which has a curling tail, is long-eared, and has long legs. (3) The Afghan also has thick, long flowing hair. (4) Afghans are aloof, are stubborn, and have a sweet disposition. (5) For such a large and stately dog the Afghan is surprisingly affectionate. (6) Afghans like to hunt, to run, and being by themselves outside.

1. Sentence 2: The Afghan, which has a curling tail, is long- eared, and has long legs.

If you rewrote sentence 2 beginning with; With a curling tail, long ears, and the next word should be:

(1) Its long legs,
(2) Has long legs
(3) Legs that are long,
(4) Runs on long legs
(5) Long legs,

2. Sentence 4: Afghans are aloof, are stubborn, and have a sweet disposition.

If you rewrote sentence 4 beginning with Afghans are aloof, stubborn, and the next word or words should be:

(1) Have a sweet disposition
(2) Sweet
(3) Sweetly
(4) Are sweet dispositioned
(5) With a sweet disposition

3. Sentence 6: Afghan like to hunt, to run, and being by themselves outside.

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

(1) Being by themselves
(2) To be by themselves
(3) Want to be by themselves
(4) Are glad to be by themselves
(5) Be by themselves

Questions 4 through 6 refer to the following paragraph.

(1) In October, the states of Vermont and Maine have spectacular colors, crisp weather, and leaves that fall. (2) Although they are green in the spring, the leaves turn bright red, deep brown, and yellow that shines in the fall. (3) The lake or ocean water is blue, clear, and it sparkles. (4) For many years, tourists have travel long distances to see these sights. (5) Maine and Vermont have become a favorite destination for hikers, bicyclists, and people who take pictures. (6) Our visitors always enjoy the fresh country air and the beautiful colors of the New England landscape.

4. Sentence 1: In October, the states of Vermont and Maine have spectacular colors, crisp weather, and leaves that fall.

Which is the best way to write the underlined portion of this sentence? If the original is the best way choose option (1)

(1) Leaves that fall
(2) Leaves who fall
(3) Leaves are falling
(4) Falling leaves
(5) Leaves fall

6. Sentence 3: the lake or ocean water is blue, clear, and it sparkles.

Which correction should be made to sentence 3?

(1) Insert a comma after lake
(2) Change is to are
(3) Remove the comma after blue
(4) Change it sparkles to sparkling
(5) Change it sparkles to which sparkles

7. Sentence 5: Maine and Vermont have become a favorite destination for hikers, bicyclists, and people who take pictures.

Which correction should be made to sentence 5?

(1) Change have to had
(2) Remove the comma after hikers
(3) Insert a comma after people
(4) Replace people who take pictures with photographers
(5) No Corrections necessary

Page 165 Answers

Lesson 5 Dangling Modifiers

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

Lesson 6 Parallel Structure

1. 5
2. 2
3. 2
4. 4
6. 4
7. 4

Enter scores on face sheet page 137

Quiz Answers
Lessons 5 and 6

Lesson 5 Dangling Modifiers

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

Lesson 6 Parallel Structure

1. 5
2. 2
3. 2
4. 4
6. 4
7. 4

Enter scores on face sheet page 137

Exercise 2 REGULAR PLURALS

A plural noun names *more than one* person, place, thing, or idea:
Many *families* buy homes to save money on taxes.

There are rules for forming the plurals of nouns. Here are the three most basic rules:

1) The plural of most nouns is formed by adding *s:*
   Car, cars; sale, sales; desk, desks
2) The plural of nouns ending with *s, sh, ch, x,* or *z* is formed by adding *es*:
   Brush, brushes; box, boxes
3) The *plural of nouns that end with* y *after a consonant is formed by changing* y *to* i *and adding* es:
   Baby, babies; city, cities

   Note: The plural of nouns that end with *y* after *a vowel* is formed by adding *s:*
   Day, days; attorney, attorneys

DIRECTIONS: If there is an incorrect plural form in the group of nouns, Circle it. The write the correct spelling on the line. If all of the plurals are correct, write "OK" on the line.

Example:	ducks	wishes	catches	(crashs)	*crashes*
1. eagles	thrushes	parrots	finches		
2. delays	pennys	keys	stories		
3. watches	bracelets	necklaces	crownes		
4. buggies	candies	bluejays	blueberrys		
5. riches	hopes	kisses	witchs		
6. turkeys	studies	puppys	cavities		
7. blazes	dashes	blotches	blanketes		
8. secretarys	directories	mysteries	volleys		

Exercise 3 REGULAR PLURALS II

Here are more rules for forming the plurals of nouns.

4) The plural of nouns ending with *f* or *fe* is sometimes formed by adding *s*; sometimes it is formed by changing the *f* or *fe* to *v* and adding *es*:
roof, roofs; thief, thieves; knife, knives

5) The plural of most nouns ending in *o* is formed by adding *s* Sometimes the same words can end either in *s* or *es*; check your dictionary if you are not sure. The following words always end in *es*:
tomato, tomatoes; *potato, potatoes*; *echo, echoes*; *hero, heroes*; *torpedo, torpedoes*

6) The plural of hyphenated nouns is formed by adding *s* to the main noun:
father-in-law, fathers-in-law; looker-on, lookers-on

7) The plural of nouns ending with *ful* is formed by adding *s* to the end of the word:
spoonful, spoonfuls

Directions: If there is an incorrect plural form in the group of nouns, circle it. Then write the correct spelling on the line. If all of the plurals are correct, write "OK" on the line.

Example: videos (pianoes) solos heroes _____*pianos*_____

1.	tomatos	potatoes	tattoos	toes	_____
2.	sisters-in-law	half-brothers	attorney's-at-laws	masters-of-ceremonies	_____
3.	mouthfuls	bagsful	handfuls	drawerfuls	_____
4.	cousins-to-be	mothers-in-law	great-aunts	brother-in-laws	_____
5.	echoes	shelves	autos	wives	_____
6.	lives	bookshelves	knifes	beliefs	_____
7.	altos	stereos	photoes	radios	_____
8.	leafs	proofs	halves	calves	_____
9.	banjos	burros	cellos	sopranos	_____
10.	mosquitoes	hoboes	videos	potatos	_____
11.	briefs	pufis	tarifis	safes	_____
12.	cupsful	armfuls	bowlfuls	boxfuls	_____
13.	memos	cameos	studioes	duos	_____
14.	lookers-on	runners-on	brides-to-be	senator-elects	_____

Exercise 4 IRREGULAR PLURALS

Below are examples of plural nouns with different types of irregular spellings.

8) For some nouns, the plural form is the same as the singular form:
one fish, two fish; one deer, two deer
9) Some nouns can be used only in the plural form:
Binoculars; scissors
10) The plural of some nouns is formed by changing the spelling:
Tooth, teeth; mouse, mice; child, children; person, people
11) The plural of nouns ending with *man, woman,* or *child* is formed by using the plural forms *men,*
women, or *children*
12) The plural of some nouns ending in *is* is formed by changing *is* to es:
crisis, crises; basis, bases; hypothesis, hypotheses
13) The plural of some nouns ending in *um* or *on* is formed by changing the *um* or *on* to *a:*
datum, data; memorandum, memoranda; criterion, criteria; phenomenon, phenomena

DIRECTIONS: If there is an incorrect plural form in the group of nouns, circle it. Then write the correct spelling on the line. If all of the plurals are correct, write "OK" on the line.

Example: teeth	scissors	(memorandes)	parentheses	*memoranda*
1. mice	trout	fish	sheep	
2. children	repairmen	crisies	hypotheses	
3. sunglass	trousers	shorts	jeans	
4. policemans	bases	feet	washerwomen	
5. cattle	pants	data	tooths	
6. clothes	slacks	overalls	briefs	
7. servicewomans	lice	eyeglasses	moose	
8. swordfish	deers	cows	horses	
9. godchilds	godparents	chairwoman	chairmen	
10. analyses	criterias	memoranda	media	

Exercise 5 PLURALS REVIEW

DIRECTIONS: Write the plural form of each noun.

Example: handful handfuls

1. city	1._____
2. church	2._____
3. chairwoman	3._____
4. crisis	4._____
5. monkey	5._____
6. brother-in-law	6._____
7. baby	7._____
8. tooth	8._____
9. belief	9._____
10. solo	10._____
11. check	11._____
12. potato	12._____
13. wife	13._____
14. story	14._____
15. light	15._____
16. replay	16._____
17. spoonful	17._____
18. fish	18._____
19. bookshelf	19._____
20. grandchild	20._____
21. vacancy	21._____
22. crash	22._____
23. annex	23._____
24. quiz	24._____
25. criterion	25._____

Exercise 12 PAST TENSE IRREGULAR VERBS

As you have seen, the past tense of most verbs is formed in a regular manner, by adding *ed*:

Look, looked; pick, picked; rain, rained; jump, jumped

Some verbs, called irregular verbs, form the past tense differently:

Bring, brought; eat, ate; come, came; sing, sang

To be certain of the correct past tense form of any irregular verb, you can check the dictionary.

DIRECTIONS: Underline the correct past tense verb in each sentence.

Example: No one (weared, wore) a warm jacket.

1. Ryan (throwed, threw) the ball to the plate.
2. I (wrote, writ) a seven-page letter to Carlos.
3. When it got dark, we all (ran, run) home.
4. Gilda (slept, sleeped) until past noon.
5. The mail workers (striked, struck) for higher pay.
6. Yesterday, Diana Nyad (swam, swum) across the bay.
7. Lou (catched, caught) a cold on his camping trip.
8. The bird (flew, flied) over the rainbow.
9. Someone just (stoled, stole) a car from the parking lot.
10. The crowd (been, was) at the race since early afternoon.
11. The announcer (sayed, said) the show would go on.
12. Leonard and Doris (losed, lost) everything in the fire.
13. I really (feeled, felt) awful about their bad luck.
14. Everyone (saw, seen) the fireworks.
15. Ms. Johnson (teached, taught) math for twenty years.

Exercise 13 ALL TENSES

Besides the simple present, past, and future, there are other, more complicated, tenses a verb can take.

In addition , on verb form—the infinitive—does not reflect different verb tenses. As its name implies, the infinitive is "timeless":

We like *to go* there. We wanted *to go* there last night. We plan *to go* there tomorrow.

DIRECTIONS: Before each sentence below, the base form of the verb is written in parentheses. Decide on the correct form of the verb needed to fill in the blank in the sentences. Write the correct verb form in the blank.

Example: (bring) Has Lu ___*brought*___ her boys to the class?

1. (eat) Have you _____ yet?
2. (see) Everyone had _____ the movie.
3. (go) When will you _____ to Washington?
4. (write) Davida decided _____ a letter to her boyfriend yesterday.
5. (write) Have you _____ down you Social Security number?
6. (get) A minute ago Mark _____ a flashlight so we could see.
7. (feel) I've never _____ so sick before.
8. (speak) Has the main character _____ yet?
9. (hurt) Ms. Miller just _____ herself on the rough edges of the desk.
10. (hear) We haven't _____ from the unemployment office.
11. (get) Has Khalil been able _____ his raise yet?
12. (break) How could the new car have _____ down already?
13. (sleep) Barry _____ on the sofa in the living room last night.
14. (leave) When my family _____ , I felt very lonely.
15. (freeze) The Popsicles haven't _____ yet.
16. (do) What are you _____?
17. (drink) A baby will usually _____ a bottle a formula every four hours.

(continued)

18. (sweep) Don _____ the floor before his in-laws arrived.
19. (know) If I had _____ how late it was, I'd have stayed at home.
20. (think) Freddi promises she will _____ about our offer.
21. (do) Has Felipe _____ the project?
22. (buy) Although we had just _____ the drapes, they looked so awful we returned them.
23. (answer) The operator is _____ your call now.
24. (go) When you _____ to school, how large were your classes?
25. (sing) Verna and Mike have _____ in the choir for years.
26. (eat) I _____ the liver sausage pizza, and it was revolting.
27. (sit) I _____ so long that I was stiff.
28. (order) As soon as the waiter comes, we should _____.
29. (take) The plane will be _____ off on time this morning.
30. (try) We are _____ to save money, but it's very difficult.
31. (depend) You had better not _____ the teacher for getting good grades, It's mostly up to you.

Answer Key

EXERCISE 1

1. 2	5. 1
2. 2	6. 3
3. 3	7. 5
4. 1	8. 4

EXERCISE 2

1. OK
2. pennies
3. crowns
4. blueberries
5. witches
6. puppies
7. blankets
8. secretaries

EXERCISE 3

1. tomatoes
2. attorneys-at-law
3. bagfuls
4. brothers-in-law
5. OK
6. knives
7. photos
8. leaves
9. OK
10. potatoes
11. OK
12. cupfuls
13. studios
14. senators-elect

EXCERSIE 4

1. OK
2. crises
3. sunglasses
4. policemen
5. teeth
6. OK
7. servicewomen
8. deer
9. godchildren
10. criteria

EXERCISE 5

1. cities
2. churches
3. chairwomen
4. crises
5. monkeys
6. brothers-in-law
7. babies
8. teeth
9. beliefs
10. solos
11. checks
12. potatoes
13. wives
14. stories
15. lights
16. replays
17. spoonfuls
18. fish
19. bookshelves
20. grandchildren
21. vacancies
22. crashes
23. annexes
24. quizzes
25. criteria

EXERCISE 6

1. OK
2. bus's
3. landlord's
4. miners'
5. weeks'
6. OK
7. protesters'
8. Jones's
9. parents'
10. OK
11. workers'
12. Gross's
13. OK
14. today's
15. Boys'

EXERCISE 7

1. Jose's
2. David's
3. OK
4. people's
5. OK
6. women's
7. Steven's
8. OK
9. Sally's
10. OK

EXERCISE 8

1. fewer	5. OK
2. These	6. advice
3. OK	7. many
4. less	8. deal

EXERCISE 9

1. 1	6. 3
2. 1	7. 1
3. 5	8. 1
4. 3	9. 2
5. 1	10. 4

EXERCISE 10

1. stirred
2. is
3. reported
4. slips, will break
5. will decide
6. left, was
7. is
8. give
9. dimmed, booed
10. pour, cause
11. saw, hit
12. slams, jumps
13. baked, were
14. spread
15. write
16. am
17. thinks
18. finish, take

Enter Score on face sheets pages 135-137

EXERCISE 11

1. rained
2. carried
3. OK
4. employed
5. dried
6. OK
7. scrubbed
8. committed

EXERCISE 12

1. threw
2. wrote
3. ran
4. slept
5. struck
6. swam
7. caught
8. flew
9. stole
10. was
11. said
12. lost
13. felt
14. saw
15. taught

EXERCISE 13

1. eaten
2. seen
3. go
4. to write
5. written
6. got
7. felt
8. spoken
9. hurt
10. heard
11. to get
12. broken
13. slept
14. left
15. frozen
16. doing
17. drink
18. swept
19. known
20. think
21. done
22. bought
23. answering
24. went
25. sung
26. ate
27. sat
28. order
29. taking
30. trying
31. depend on

EXERCISE 14

1. 2
2. 1
3. 2
4. 3
5. 5
6. 3
7. 4
8. 3
9. 1
10. 1
11. 4
12. 2
13. 5
14. 2
15. 2
16. 3

EXERCISE 15

1. Us
2. Our
3. your
4. mine
5. her
6. himself
7. yourself
8. me
9. I
10. you
11. themselves
12. ours
13. hers
14. We
15. us
16. him
17. themselves
18. theirs
19. her
20. He
21. him
22. they

EXERCISE 16

1. I
2. We, they
3. they
4. He
5. him
6. them
7. her
8. he
9. They, we
10. me
11. us
12. me

EXERCISE 17

1. Whom
2. Who
3. whom
4. who
5. whom
6. who
7. whom
8. whomever
9. whoever
10. whoever
11. whomever
12. whoever

EXERCISE 18

1. their
2. his
3. its
4. its
5. their
6. their
7. its
8. their
9. their
10. their
11. their
12. her

EXERCISE 19

1. stylish; adverb
2. flowers; adjective
3. blanket; adjective
4. cereal; adjective
5. scraped; adverb
6. peanuts; adjective
7. crept; adverb
8. come; adverb
9. go; adverb
10. movies; adjective
11. finished; adverb
12. water; adjective
13. person; adjective
14. sorry; adverb
15. frightened; adverb

Enter Score on face sheets pages 135-137

Lesson

12

Usage

Subject-Verb Agreement

- The subject and verb in a sentence must agree in number. If the subject is singular, the verb must be singular. Likewise, if the subject is plural, the verb must be plural.

  My computer is not working. (singular subject and verb)
  Our computers are not working. (plural subject and verb)

- A Compound subject joined by *and* is plural. It requires a plural verb.

  The fax machine *and* the copier are being repaired.

- Singular compound subjects joined by *or* or *nor* require a singular verb.

  Either the fax machine *or* the copier is being repaired.

- When a singular and plural subject are joined by *or* or *nor*, the verb agrees with the closest subject.

  Neither the fax machine *nor* the copiers are working.
  Neither the copiers *nor* the fax machine is working.

Subject-Verb Agreement

Circled only

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following paragraph.

(1) Neither drinking nor sleeping mixes with driving. (2) Some experts view being sleepy behind the wheel like being intoxicated. (3) Driving at night or driving when you're tired increase the likelihood of an accident. (4) There have been some common danger signs that you are about to fall asleep while driving. (5) Yawning, nodding, and seeing double are three signs of fatigue. (6) Drifting off the road and then jerking the car back into the lane also means you are in danger.

1. Sentence 2: Some experts view being sleepy being the wheel like being intoxicated.

   If you rewrote sentence 2 beginning with For some experts, being sleepy behind the wheel
   The next word should be

   (1) views
   (2) is
   (3) are
   (4) was
   (5) being

2. Sentence 3: Driving at night or driving when you're tired increase the likelihood of an accident.

   Which correction should be made to sentence 3?

   (1) insert a comma after night
   (2) replace you're with your
   (3) insert a comma after tired
   (4) change increase to increases
   (5) no correction is necessary

3. Sentence 4: There have been some common danger signs that you are about to fall asleep while driving.

   Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

   (1) There have been some common danger signs
   (2) Their have been some common danger signs
   (3) There have been some common danger signs,
   (4) There are some common danger signs
   (5) There were some common danger signs

4. Sentence 5: Yawning, nodding, and seeing double are three signs of fatigue.

   Which correction should be made to sentence 5?

   (1) remove the comma after Yawning
   (2) replace and with or
   (3) change are to is
   (4) change are to will be
   (5) no correction is necessary

5. Sentence 6: Drifting off the road and then jerking the car back into the lane also means you are in danger.

   Which correction should be made to sentence 6?

   (1) replace road with rode
   (2) insert a comma after lane
   (3) change means to mean
   (4) change are to was
   (5) no correction is necessary

Tip

A plural verb does not end in –s. If the subject of a sentence is plural and the verb ends in –s, you know that the subject and verb don't agree. You must correct the sentence.

For Questions 6 though 10 refer to the following paragraph.

(1) In 1755 a group of French settlers were expelled from their adopted homeland. (2) They settle earlier in what is now the Canadian province of Nova Scotia. (3) They called the coastal area where they lived Acadia.
(4) However the settlers became victims of the struggle between France and England for control of North America. (5) They scattered throughout the British colonies form Massachusetts to Louisiana. (6) The group that settled in Louisiana came to be known as "Cajuns," a word derived from "Acadians." (7) Henry Wadsworth Longfellows famous narrative poem "Evangeline" is about the French settlers transplanted to Louisiana.

6. Sentence 2: They settle earlier in what is now the Canadian province of Nova Scotia.

   Which correction should be made to sentence 2?

   (1) change settle to had settled
   (2) change is to was
   (3) change is to will be
   (4) insert a comma after province
   (5) no correction is necessary

7. Sentence 3: They called the coastal area where they lives Acadia.

   If you rewrote sentence 3 beginning with Acadia was the name they the next word(s) should be

   (1) had called
   (2) call
   (3) will call
   (4) give
   (5) called

8. Sentence 4: However the settlers became victims of the struggle between France and England for control of North America.

   Which correction should be made to sentence 4?

   (1) insert a comma after However
   (2) change became to become
   (3) change became to will become
   (4) insert a comma after France
   (5) insert a comma after England

9. Sentence 6: The Group that settled in Louisiana came to be known as "Cajuns," a word derived from "Acadians."

   Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

   (1) settled in Louisiana came to be known as "Cajuns,"
   (2) will settle in Louisiana came to be knows as "Cajuns,"
   (3) settled in Louisiana come to be known as "Cajuns,"
   (4) settled, in Louisiana, will come to be known as "Cajuns,"
   (5) settle in Louisiana came to be knows as "Cajuns,"

10. Sentence 7: Henry Wadsworth Longfellows famous narrative poem "Evangeline" is about the French settlers transplanted to Louisiana.

    Which correction should be made to sentence 7?

    (1) change Longfellows to Longfellow's
    (2) insert a comma after Longfellows
    (3) insert a comma after famous
    (4) change is to has been
    (5) change is to will be

SUBJECT-VERB AGREEMENT

Exercise 19

DIRECTIONS: Block out box A if the sentence is correct. Block out box B if the sentence is incorrect

1. One of the students have my homework. a b
2. Are any of you going to see the game today? a b
3. One-fourth of the crew was injured in that game. a b
4. One-fourth of the members are ready to vote now. a b
5. Any one of the four is a good as these. a b
6. A box of oranges were received at the depot early this morning. a b
7. Neither you nor he is responsible for my errors. a b
8. Either of the men know the combination to the safe. a b
9. She is one of the girls who is to speak at the rally. a b
10. Every one of the solutions were rejected by the judges. a b
11. Either this group or several of those was the object of his search. a b
12. Pauline together with her four friends wish to see you immediately. a b
13. The carton of old magazines were placed in the basement. a b
14. Everyone except the members of the laboratory squad see this as a major problem. a b
15. Milton and Jerome without the aid of anyone of their friends has solved the problem within the time limits set by the rules. a b
16. There is only one set of rules that I ever follow. a b
17. Here are the set of records that he bought for me. a b
18. Each of the boys who sell newspapers has to have an identification badge. a b
19. Why don't someone fix the switch for the electric trains? a b
20. Why don't he mind his own business! a b
21. Edna accompanied by Margie and her friend has left for the station. a b
22. No longer do his incessant cries for assistance bother his calloused guards. a b
23. Neither the time not the energy is his at this moment. a b
24. Each of the contestants have three minutes to work out the puzzle. a b
25. Are there anyone of the players ready to join me in a practice session? a b

Answer Key

Lesson 1 (pages 4-5)

1. (4)	6. (4)
2. (5)	7. (4)
3. (4)	8. (1)
4. (1)	9. (5)
5. (1)	10.(4)

Lesson 2 (pages 7-8)

1. (1)	6. (2)
2. (4)	7. (3)
3. (5)	8. (1)
4. (2)	9. (3)
5. (1)	10.(4)

Lesson 3 (pages 10-11)

1. (1)	6. (3)
2. (1)	7. (3)
3. (5)	8. (1)
4. (3)	9. (4)
5. (4)	10.(4)

Lesson 4 (pages 13-14)

1. (3)	6. (3)
2. (5)	7. (1)
3. (4)	8. (4)
4. (3)	9. (5)
5. (4)	10.(2)

Lesson 5 (pages 16-17)

1. (2)	6. (2)
2. (4)	7. (3)
3. (3)	8. (1)
4. (5)	9. (4)
5. (5)	10.(5)

Lesson 6 (pages 19-20)

1. (5)	6. (2)
2. (2)	7. (5)
3. (3)	8. (4)
4. (2)	9. (2)
5. (3)	10.(4)

Lesson 7 (pages 22-23)

1. (5)	6. (3)
2. (1)	7. (3)
3. (1)	8. (3)
4. (4)	9. (3)
5. (5)	10.(2)

Lesson 8 (pages 25-26)

1. (2)	6. (1)
2. (5)	7. (2)
3. (2)	8. (5)
4. (2)	9. (4)
5. (1)	10.(4)

Lesson 9 (pages 28-29)

1. (3)	6. (3)
2. (2)	7. (2)
3. (5)	8. (5)
4. (4)	9. (3)
5. (1)	10.(1)

Lesson 10 (pages 31-32)

1. (4)	6. (4)
2. (5)	7. (4)
3. (4)	8. (1)
4. (1)	9. (5)
5. (1)	10.(4)

Lesson 11 (pages 34-35)

1. (4)	6. (3)
2. (2)	7. (1)
3. (1)	8. (3)
4. (3)	9. (4)
5. (4)	10.(5)

Lesson 12 (pages 37-38)

1. (2)	6. (1)
2. (4)	7. (5)
3. (4)	8. (1)
4. (5)	9. (1)
5. (3)	10.(1)

Lesson 13 (pages 40-41)

1. (3)	6. (5)
2. (5)	7. (3)
3. (5)	8. (1)
4. (1)	9. (2)
5. (2)	10.(5)

Lesson 14 (pages 43-44)

1. (5)	6. (4)
2. (3)	7. (5)
3. (2)	8. (4)
4. (4)	9. (3)
5. (2)	10.(2)

Lesson 15 (pages 46-47)

1. (1)	6. (3)
2. (4)	7. (1)
3. (5)	8. (4)
4. (1)	9. (4)
5. (5)	10.(2)

Enter Score on face sheets pages 135-137

Answer Key

Exercise 19

1. b
2. b
3. a
4. a
5. a
6. b
7. a
8. b
9. b
10. b
11. b
12. b
13. b
14. b
15. b
16. a
17. b
18. a
19. b
20. b
21. a
22. a
23. a
24. b
25. b

Enter Score on face sheets pages 135-137

Gerunds and Infinitives

Directions: Put G for verbs followed only by gerunds, I for verbs followed only by infinitives.

G or I

1. refuse _____
2. delay _____
3. volunteer _____
4. beg _____
5. appreciate _____
6. mind _____
7. can't help _____
8. persuade _____
9. keep _____
10. miss _____
11. force _____
12. afford _____
13. challenge _____
14. discuss_____
15. imagine _____
16. dare _____
17. arrange _____
18. allow _____
19. pretend _____
20. resent _____
21. convince _____
22. tell _____
23. authorize _____
24. manage _____
25. teach _____
26. mention _____
27. postpone _____
28. mean _____
29. agree _____
30. cause _____
31. anticipate _____
32. struggle _____
33. warn _____
34. avoid _____
35. deny _____
36. dislike _____
37. resist _____
38. demand _____
39. risk _____
40. deserve _____
41. urge _____
42. suggest _____
43. quit _____
44. expect _____
45. recommend_____
46. recall _____
47. hire _____
48. appear _____
49. practice _____
50. remind _____

Gerund = verb + ing Ex: delay going
V + ing

Infinitive = to + verb Ex: decide to go
To + V

Quiz Answers
G or I

1. I (refuse to go)
2. G (delay going)
3. I
4. I
5. G
6. G
7. G
8. I
9. G
10. G
11. I
12. I
13. I
14. G
15. G
16. I
17. I
18. I
19. I
20. G
21. I
22. I
23. I
24. I
25. I
26. G
27. G
28. I
29. I
30. I
31. G
32. I
33. I
34. G
35. G
36. G
37. G
38. I
39. G
40. I
41. I
42. G
43. G
44. I
45. G
46. G
47. I
48. I
49. G
50. I