|  |
| --- |
| Part I. Directions: Write True or False for the following statements:​ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Paragraph breaks can occur when one introduces a new time, place, event, or idea.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | It is easier for an audience to read and digest smaller paragraphs; short and concise paragraphs are easier to read, analyze, and keep in mind. | | *QUESTION TYPE:* | True / False | | *PREFACE NAME:* | Part I | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-1 - How to break up a long paragraph into separate ones | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Transitions can help unify supporting sentences. The following is a list of commonly used transitions: *for example, for instance, in comparison, therefore, in addition, moreover*, and *in fact*.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Transitions help connect all ideas to one another and therefore back to the main idea. | | *QUESTION TYPE:* | True / False | | *PREFACE NAME:* | Part I | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-2 - How to revise for consistency and cohesiveness Using transitions between supporting sentences | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. It is widely acceptable to use abbreviations and full spellings of words interchangeably throughout an academic essay, for example, WWII and World War II.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Do not flip-flop between spelling out things and abbreviating them . . . do one or the other . . . be consistent! | | *QUESTION TYPE:* | True / False | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-3 - How to revise for consistency and cohesiveness Using transitions between supporting sentences | |

|  |
| --- |
| Part I. Directions: Write True or False for the following statements:​ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. If you are writing about a serious topic such as climate change and its effect on the environment, it is acceptable to insert a joke to give your audience some comic relief.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Audience and purpose dictate your style, tone, and overall language. | | *QUESTION TYPE:* | True / False | | *PREFACE NAME:* | Part I | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-4 - Awareness of audience and purpose | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. Always revise for consistent pronoun and verb tense usage.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Grammar should not confuse the reader. | | *QUESTION TYPE:* | True / False | | *PREFACE NAME:* | Part I | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-5 - Revise for consistence | |

|  |
| --- |
| Part II. Directions: Study each group of related sentences. Mark the most general statement that could be a topic sentence for each group.​ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Children can be entertained easily in the car on a family vacation. | |  | b. | ​“I Spy” is an oldie but a goody when it comes to interactive games. | |  | c. | ​“Roadway Bingo” is an engaging way to pass the time. | |  | d. | ​“Spotting the License Plate” can keep kids busy for hours. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-6 - How to create topic sentences | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. ​   |  |  |  | | --- | --- | --- | |  | a. | ​They can earn college-level English credits by taking Composition and Rhetoric I and II. | |  | b. | ​Teens can get ahead on obtaining a college degree by taking dual credit classes while in high school. | |  | c. | ​Basic college-level math courses, such as Algebra I and II, are also available for high school students. | |  | d. | ​Students can also take any orientation to college courses early on. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-7 - How to create topic sentences | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Open all of the windows to air out the space. | |  | b. | ​Purchase an air purifier. | |  | c. | ​Allergies can be controlled by simply deep cleaning one’s home. | |  | d. | ​Steam clean all carpet and upholstery. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-8 - How to create topic sentences | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Animals such as seeing-eye dogs give blind individuals a chance to lead a normal, active life within their community. | |  | b. | ​Children perform heroic acts by teaching adults the value of unconditional love and patience, and they tend to bring families together. | |  | c. | ​Public servants such as firefighters, police officers, and paramedics put their own lives at risk to save others. | |  | d. | ​Heroes can come in many forms. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-9 - How to revise a paragraph so it is organized, unified, cohesive, and coherent | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Online textbooks are not always as reliable as paperback texts. | |  | b. | ​Fonts are sometimes difficult to read. | |  | c. | ​Problems and glitches with the web pages could interfere with reading assignments. | |  | d. | ​Textbook pages are easier to annotate than digital pages. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-10 - How to create topic sentences | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. ​   |  |  |  | | --- | --- | --- | |  | a. | ​The campus student union building has many activities for students. | |  | b. | ​There is an arcade for serious gamers. | |  | c. | ​The movie theater shows the latest films and has a decent concession stand. | |  | d. | ​Students can satisfy their appetites at the many restaurants in the food court. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. ​   |  |  |  | | --- | --- | --- | |  | a. | ​The circular rotation around the course is relaxing. | |  | b. | ​Horseback riding has become a popular form of therapy for children suffering from some type of emotional trauma. | |  | c. | ​A trusting bond develops between horse and rider. | |  | d. | ​Simply stated, it is pure, youthful fun. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-12 - How to create topic sentences | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Teens can be seen wearing retro-gaming T-shirts. | |  | b. | ​One can purchase new Atari game consoles at retail stores. | |  | c. | ​Old-school video games have made a comeback. | |  | d. | ​The movie *Pixels*, starring Adam Sandler, is about arcade favorites that have gone rogue in New York City. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The topic sentence includes the main idea and carries the support. The supporting details further explain the topic sentence’s main idea. | | *QUESTION TYPE:* | Multiple Choice | | *PREFACE NAME:* | Part II | | *LEARNING OBJECTIVES:* | BWSH.ESPL.2017.50-13 - How to create topic sentences | |