

N2K Week 6 Lesson 1

Directions: Read the following passage and answer the questions that follow.

Marshmallows

(1) Most Americans have enjoyed toasting marshmallows, whether sitting around a campfire or standing over the backyard grill. (2) However, few may know exactly how this fluffy white treat, came to be popular. (3) Actually, a form of today's wildly popular addition to hot chocolate and candy concoctions dates back to ancient times!

(4) As early as 2000 B.C., in ancient Egypt, marshmallows were made from an extract from the root of a shrub-like plant called the "mallow" growing in the marshes. (5) The Egyptians mixed the mallow sap with nuts and honey to make a sweet treat. (6) They thought the candy so special that only royalty were allowed to eat it.

(7) The modern-day marshmallow was created in France in 1850. (8) The first marshmallow-making process was very time-consuming. (9) Sap from marsh mallow plants was mixed with egg whites, corn syrup and water. (10) The mixture was hand-whipped until it was fluffy. (11) It was then poured into individual molds. (12) The candy was ready to eat once it cooled.

(13) Children in the early 1900s enjoyed marshmallows along with other "penny candies" such as licorice sticks and peppermint drops. (14) Marshmallows might have remained a children's treat if it hadn't become an ingredient in cakes, cookies, and gelatin salad recipes. (15) Marshmallows now

had a place in food that adults enjoyed as well. (16) Today, yams encrusted with marshmallows can be found on many Thanksgiving tables, and Rocky Road ice cream with marshmallows can be found in many freezers.

(17) In 1948, a new process made the manufacture of marshmallows even more quickly and simpler. (18) The mixture is now pushed through tubes, after which it is cut, cooled and packaged. (19) Today's marshmallows are mass-produced and sold in bags. (20) They are so popular, that Americans now eat more than 90 million pounds of marshmallows a year. (21) Some brands you might see in the grocery store include Jet-Puffed, Campfire and Kidd. (22) Today's marshmallows do not contain any of the marsh mallow sap that was originally part of the recipe.

1. What change, if any, should be made to sentence 2?
 - A. Delete the comma after **however**
 - B. Delete the comma after **treat**
 - C. Insert commas after **fluffy** and **white**
 - D. Make no change

2. What is the most effective way to revise sentence 4?
 - A. As early as 2000 B.C., ancient Egyptians made marshmallows by extracting sap from the root of the mallow, a shrub-like plant that grew in marshes.
 - B. As early as 2000 B.C., early marshmallows were made by ancient Egyptians from the root sap of a shrub-like plant called the "marsh mallow."
 - C. Early marshmallows were extracted from the root of a shrub-like plant called the marsh mallow by ancient Egyptians around 2000 B.C.

- D. Marshmallows were made, as early as 2000 B.C. from an extract from the root of a shrub-like plant called the “mallow,” growing in the marshes, in ancient Egypt.
3. What change, if any, should be made to sentence 6?
- A. Change **allowed** to **alowed**
 - B. Insert a comma after **special**
 - C. Change **were** to **was**
 - D. Make no change
4. What is the most effective way to combine sentences 11 and 12?
- A. After pouring the mixture into individual molds and waiting for it to cool, it was ready to eat.
 - B. It was then poured into individual molds and was ready to eat once it cooled.
 - C. It was poured into individual molds and cooled, and it was then ready to eat.
 - D. Having been poured into molds, the mixture cooled, it could then be eaten.
5. What change, if any, should be made to sentence 13?
- A. Insert a comma after **candys**
 - B. Change **candys** to **candies**
 - C. Change **enjoyed** to **ate**
 - D. Make no change
6. What change, if any, should be made to sentence 14?
- A. Delete the comma after **cookies**
 - B. Change **might** to **may**
 - C. Change **it** to **they**
 - D. Make no change

N2K Week 6 Lesson 2

Directions: Read the passage and answer the questions that follow.

Finally the lights lowered and the projector began to roll. The audience hushed as my new Charlie Chaplin film began. It showed the credit titles to the usual first night applause. Then at last the first scene opened. My heart pounded. It was a comedy scene of the unveiling of a statue. They began to laugh! The laughter, hesitant at first, increased. I had captured their emotions. All my doubts and fears began to melt away. And I wanted to weep. For three reels they laughed. And from sheer nerves and excitement I was laughing with them. All in all, the picture went well. During the final scene I noticed Einstein wiping his eyes. To me it was further evidence that scientists are incurably sentimental.

1. The author's attitude goes from
 - A. anxiety to joy.
 - B. fear to regret.
 - C. optimism to despair.
 - D. indifference to self-satisfaction.

2. The tone at the very end of the paragraph is
 - A. alarm.
 - B. defeat.
 - C. touching.
 - D. indignant.

3. The mood at the film preview, as seen from the viewpoint of the author, is
 - A. boring during the first reel
 - B. depressing for the first few minutes
 - C. restless toward the end of the film
 - D. exciting throughout the whole preview
4. Underline two sentences that show that the tone of the film was humorous.

N2K Week 6 Lesson 3

Directions: Each of the following sentences contains one or more errors. Find the error(s) and correct the sentences.

1. Much of the WPA (Work Progress Administration) art created during the 1930's still exists furthermore Lane Technical High School in Chicago Illinois, houses one of the largest WPA art collections.
2. Forty murals show the raw material needed to manufacture automobiles, consequently each mural is a history of the time.

N2K Week 6 Lesson 4

Directions: Read the following passage. Then answer the questions that follow.

It was around midnight when I awakened. I lay listening to the beat of the storm, which rattled the windows, swished in the maples, and moaned in the giant spruce. Then I heard the sound that had awakened me. A dog howled, close beside the house.

A dog howling in the night...is enough to scare the sense right out of me. It's a primitive sound, a wail right out of the wilderness. I lay and listened and hoped it wouldn't waken my wife. Then I heard a sharp intake of breath, and she asked in a tense whisper, "What's that?"

"The wind," I suggested, hoping the dog wouldn't howl again. But it did.

"It's a dog," she said, "or a wolf."

"A dog, just a dog," I said.

1. This paragraph creates a mood of
 - A. mounting suspense
 - B. subtle humor and lighthearted adventure
 - C. open hostility between characters
 - D. cheerful lightness
2. The narrator's words suggest a tone of
 - A. guilt on the part of the narrator
 - B. strong religious convictions on the part of the wife
 - C. tension as the events unfold
 - D. willingness to accept whatever fate has to offer

3. Although the howling of the dog is the focal point of the scene, the “beat of the storm” adds an additional element of
- A. relaxation
 - B. humor
 - C. intrigue
 - D. uneasiness
4. Underline or highlight three words in the passage that suggest the sound of someone crying out in pain, terror or despair.

N2K Week 6 Lesson 5

Directions: Each of the following sentences contains one of more errors. Find the errors and correct the sentences.

1. "Did you improve your paper" asked the teacher?
2. "My paper, replied Rick, has been revised".
3. "I've revised it, corrected it, and read it again"! exclaimed Pete.