

Voice and Mood for Effect

Name: _____

Date: _____

Score: ____ / 10



Quick Review

Focus on using voice and mood to create effect. Strong test answers are precise, purposeful, and supported by the wording of the task.

PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

- Which choice BEST demonstrates using voice and mood to create effect?
 - The bridge failed and the town is isolated maybe.
 - Had the bridge failed, the town would have been isolated for weeks.
 - The town isolated bridge failed weeks.
 - Because bridge, town, isolated.
- Which revision best applies using voice and mood to create effect? Original: Workers repaired the road before dawn.
 - By dawn, the road had been repaired, shifting attention to the result rather than the workers.
 - Workers repaired the road before dawn.
 - The bridge failed and the town is isolated maybe.
 - The town isolated bridge failed weeks.
- A student is working on this task: A writer wants to emphasize uncertainty about a possible outcome. Which choice would be MOST effective?
 - The bridge failed and the town is isolated maybe.
 - The town isolated bridge failed weeks.
 - Use conditional mood to show what would happen under certain conditions.
 - Because bridge, town, isolated.
- Which explanation best describes why the stronger choice works?
 - It is longer than the other choices, so it must be better.
 - It uses complicated words even if they do not fit.
 - It avoids evidence so the reader can decide alone.
 - It is specific, relevant to the task, and controlled by using voice and mood to create effect.



- 5. Which next step would most strengthen the student's work?
 - A. Add an unrelated personal story.
 - B. Choose voice and mood to match emphasis.
 - C. Replace precise words with vague ones.
 - D. Remove the clearest evidence.
- 6. Which mistake should the student avoid?
 - A. Choosing passive voice when the actor is important to the meaning.
 - B. Checking that each choice fits the audience.
 - C. Using evidence that directly supports the point.
 - D. Rereading the sentence after revising it.
- 7. Which answer is too vague to earn full credit?
 - A. It works because it applies using voice and mood to create effect to the exact task.
 - B. It is stronger because the evidence is relevant and sufficient.
 - C. It is better because it sounds good.
 - D. It improves clarity without changing the meaning.
- 8. Which habit best supports accuracy on this type of question?
 - A. Choose the first familiar word.
 - B. Ignore the audience and purpose.
 - C. Pick the longest answer every time.
 - D. Read the whole sentence or task before choosing an answer.
- 9. Write one sentence that uses conditional mood to show a possible result.

- 10. Explain how active voice changes the effect of a sentence.



Answer Keys

- 1 A B C D
- 2 A B C D
- 3 A B C D
- 4 A B C D
- 5 A B C D

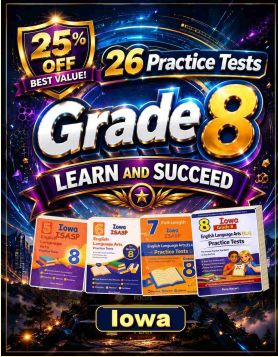
- 6 A B C D
- 7 A B C D
- 8 A B C D
- 9
- 10

Explanations

1. B	The correct choice demonstrates using voice and mood to create effect clearly and precisely.
2. A	The revision improves the original while preserving its intended meaning.
3. C	The correct choice fits the task and gives the writer or speaker a concrete move to make.
4. D	Length and difficult vocabulary do not make an answer strong; relevance and control do.
5. B	The best next step improves clarity, support, or control of the skill.
6. A	The correct answer names a common error that weakens this skill.
7. C	A test response must explain the reason, not merely praise the answer.
8. D	Careful reading prevents attractive but wrong choices.
9.	Answer: Strong answers should explicitly use using voice and mood to create effect, stay specific, and explain the reason for the choice. Use exact wording from the text or task, then explain your reasoning.
10.	Answer: Strong answers should include a corrected example or explanation that preserves meaning while improving using voice and mood to create effect. Use exact wording from the text or task, then explain your reasoning.



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