



2016 - 2017 Academic Junior High Decathlon
English Individual Subject Test Study Guide



English Individual Subject Test Study Guide
created by Education Test Creators

Based on

Grammar Girl Presents the Ultimate Writing Guide for Students
by Mignon Fogarty

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Here is a list of the content in the Individual English Study Guide and corresponding pages in *Grammar Girl Presents the Ultimate Writing Guide for Students*.

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2017 AJHD Individual English Test: Quizlet Classroom Instructions

-) For access to the Quizlet.com classroom for the Individual English Subject Test, go to <https://quizlet.com/> and click on the “Sign Up” tab to create your own account.
-) Once you have set up your account, click on the “[continue to free Quizlet](#)” tab (in small letters located below the “Add superpowers to your account!” banner) to access the free version of the Quizlet.com classroom.
-) Use the link below to go directly to the 2017 AJHD English Individual Subject Test classroom or type in 2017 AJHD English Individual Subject Test -English in the search field and click on the Classroom tab to locate the classroom.

<https://quizlet.com/class/3320085/>

-) Once you reach the 2017 AJHD English Individual Subject Test classroom, click on the “Request to Join” button. A message will be sent to Education Test Creators to add you to the classroom. Please note that it may take up to two days for your “Request to Join” to be approved and activated.
-) In the classroom, you will find files to access for practice. Click on the title of the file to access the information.
-) Note the icons at the top of the Quizlet page. Try out the different study aids by clicking on an icon.
 - Cards = flashcards
 - Learn = fill-in quizzes
 - Speller = pronounces word and asks for its spelling
 - Test = short-answer, multiple-choice, and true/false tests
 - Scatter = match terms to definitions
 - Race = game based on the terms
-) For help with using the Quizlet.com site, click on your username in the upper right hand corner of the home page. Click on the “Help Center” tab on the dropdown menu.

Have fun and check for updates to the classroom!

Noun: The name of an object, such as a person, place, idea, or thing.

Common noun: A noun that is not specific to a particular individual object. Common nouns are not capitalized.

Proper noun: The names of people, towns, or countries. All proper nouns are capitalized.

Pronoun: A word that takes the place of a noun.

Subjective pronoun: A pronoun that acts as the subject in a sentence.

Examples: *I, you, she, he, it, we, you, and they.*

Objective pronoun: A pronoun that shows the receiver of an action.

Examples: *Me, you, her, him, it, us, you, and them.*

Possessive pronoun: A pronoun that shows possession or ownership.

Examples: *Mine, our, yours, his, hers, its, and theirs.*

Interrogative pronoun: A pronoun that is used to ask a question.

Examples: *Who, whom, whose, which, and what.*

Who versus Whom:

Use *who* when referring to the subject of a clause.

Use *whom* when referring to the object of a clause.

Example: *Who* is going to the dance?

Whom should we invite to the dance?

Indefinite pronoun: A pronoun that points out no particular person, place, or thing.

Examples: *Somebody, everybody, everything, nothing, both, all, any, someone, everyone, anybody, anything, many, few, several, and everyone.*

Singular Indefinite Pronouns: *Everyone, everybody, everything, anyone, anybody, anything, everyone, everybody, everything, no one, nobody, nothing, someone, somebody, and something.*

Plural indefinite pronouns: *Both, few, several, and many.*

Indefinite pronouns that may be singular or plural: *Most and none.*

Adjective: A word that modifies a noun or pronoun by telling which one, how many, or what kind.

Proper adjective: An adjective that is formed from a proper noun.

Examples: *American* flag or *Brazilian* coffee.

Descriptive adjective: An adjective that describes a noun or pronoun.

Examples: *Red* flag or *mild* coffee.

Demonstrative adjective: An adjective that points out a particular noun.

Examples: *This, that, these, and those.*

Indefinite adjective: An adjective that gives a quantity, but does not give an exact number.

Examples: *Many, more, fewer, several, and all.*

Numerical adjective: An adjective that gives an exact number.

Examples: *One, two, fifty, and five.*

Interrogative adjective: An adjective which is used to ask a question.

Example: *What* type of cake would you like for your birthday?

Predicate adjective: An adjective that follows a linking verb and describes the subject.

Example: The students are *intelligent*.

Adverb: A word that modifies a verb, an adjective, or another adverb by telling when, where, how, to what extent, or how often.

Interrogative adverb: An adverb that is used in asking a question.

Examples: *How, when, where, and why.*

Comparative adverb: An adverb that shows a comparison or degree.

Examples:

Positive	Comparative	Superlative
Fast	Faster	Fastest
Far	Farther	Farthest
Little	Less	Least
Well	Better	Best
Much	More	Most
Badly	Worse	Worst

Conjunctive Adverb: A word or phrase that joins two independent clauses and indicates the relationship between the clauses. Some common conjunctive adverbs are *however, meanwhile, therefore, thus, and in fact*. For a fuller list, check *Grammar Girl*, page 262.

Examples: John promised me he would arrive by noon; however, he was quite late.

Joan arrived for the first day of school on the bus; meanwhile, Anisha arrived in a taxi.

Punctuating conjunctive adverbs: When joining two independent clauses with a conjunctive adverb, precede the adverb with a semicolon and follow it with a comma.

Verb: A word that expresses action, being, or state of being.

Verbs either express a condition (one exists) or express an action.

Verb endings and helping verbs are used to convey information about time.

Perfect tenses indicate something about the timing surrounding the state of being or the action.

The timing expressed in perfect tenses generally means that (1) something has happened at a different time from something else or (2) will happen at a different time from something else or (3) is ongoing.

Progressive verbs are indicated by an “-ing” ending. Think of a verb and add “-ing”. The resulting word should indicate something that is ongoing, or progressive, in other words, moving along or progressing.

Progressive verbs have tenses just as all other non-progressive verbs do.

Look at the charts summarizing verb tenses. You can use these charts when trying to determine the tense of a verb. Look to see what the indicators are for a verb and find a box with those indicators.

Please note that in the “Past Tense” block, the verbs might have an ending in “-ed”, “-d”, “-n”, or “-t.” The last three endings are to indicate irregular past tense verbs, verbs such as *said* and *shined*; *torn*, *beaten*, *broken*; and *put*, *cost*, *hurt*. Some irregular verbs end in “-g” and “-k,” such as *sang* and *drank*, or “-w,” such as *grew* or *knew*. Be aware that irregular verbs look irregular!

Transitive verb: An action verb that requires a direct object to complete its meaning.

Intransitive verb: An action verb with no direct object.

Linking verb: A verb that links a subject to a predicate. Linking Verbs describe a state of being and most often are a form of the verb “to be.” Linking verbs also include verbs that reflect a person’s or thing’s condition, verbs such as “seems,” and “appears.” Linking verbs also include sensory verbs. Think of the five senses: “feels,” “tastes,” “smells,” “sounds,” and “looks.” The reason that condition and sensory words work as linking verbs is that they closely perform as the verb “to be” performs—all impart information about a state of being.

When the word following a linking verb describes the state of being of the noun before the verb, the word after the linking verb is an adjective! Example: She is pretty. Pretty is an **adjective** that **describes** “she.”

If a prepositional phrase follows a linking verb, the phrase is an adjective phrase. Example: Jeremy is *in the eighth grade*. The **prepositional phrase** *in the eighth grade* **describes** Jeremy.

A noun or noun phrase can also follow a linking verb and identify, or describe, the subject, connecting the subject to the noun, the predicate nominative. Example: Geoff is a rocket scientist. The **phrase** *a rocket scientist* **identifies** Geoff.

The adjective following the linking verb might have descriptors in front of it, creating an adjective phrase. Example: He was *the first student* to complete the English assignment.

Some verbs can function as both a linking verb and an action verb!

Linking Verb

The roasting turkey smells delicious.

Everyone felt sick.

Action Verb

Jeremy smells the baking bread.

My mother felt my forehead.

Trick: If you can substitute *is, are, was, or were* for a verb, you'll know you have a linking verb!

Linking verbs often have helping verbs:

am	are	has	does	can	might
is	be	had	did	could	shall
was	being	have	will	may	should
were	been	do	would	must	

Irregular verbs: Verbs that do not follow the above formula for forming verb tenses.

Examples:

Simple Present	Simple Past	Present Perfect
bear	bore	has/have borne
bring	brought	has/have brought
burst	burst	has/have burst
drink	drank	has/have drunk
eat	ate	has/have eaten
flee	fled	has/have fled
go	went	has/have gone
lay	laid	has/have laid
lie	lay	has/have lain
mean	meant	has/have meant
mistake	mistook	has/have mistaken
see	saw	has/have seen
shake	shook	has/have shaken
shine	shone	has/have shone or shined
sing	sang	has/have sung
swim	swam	has/have swum
throw	threw	has/have thrown
tell	told	has/have told
write	wrote	has/have written

Verb tense:	Past	Present	Future
Formed by:	Verb + <i>-ed, -d, -n, or -t</i>	Verb or verb + <i>-s</i>	<i>(Will or shall) + verb</i>
Shows:	Action completed in the past.	Action occurs in the present. Action occurs regularly or generally at any time.	Action that will happen in the future.
Examples:	<i>I cooked the meal.</i>	<i>Sammy calls.</i> <i>She cooks.</i>	<i>I will cook the meal for Thanksgiving.</i>
Verb tense:	Past Perfect	Present Perfect	Future Perfect
Formed by:	Had + verb in past tense	<i>(Has or have) + (past tense of verb)</i>	<i>(Will or shall) + have + (past tense of verb)</i>
Shows:	Action completed in the past.	Action was completed at an indefinite time in the past. Action begun in the past and continues into the present.	An action in the future that will happen before another action in the future.
Examples:	<i>I had cooked the meal.</i>	<i>I have cooked everything.</i> <i>She has cooked everything.</i> <i>I have cooked all day long.</i>	<i>I will have cooked the turkey before the guests arrive.</i>
Verb tense:	Past Progressive	Present Progressive	Future Progressive
Formed by:	<i>(Past tense of verb to be) + (verb + -ing)</i>	Present tense of the verb "to be" <i>(is, am, are) + (verb + -ing)</i>	<i>(Will be or shall be) + (verb + -ing)</i>
Shows:	Action completed in the past before another action completed in the past.	An action that is in progress.	Action ongoing in the future.
Examples:	<i>I was cooking the meal before the baby awoke.</i>	<i>I am cooking.</i>	<i>I will be cooking all afternoon.</i>
Verb tense:	Past Perfect Progressive	Present Perfect Progressive	Future Perfect Progressive
Formed by:	<i>Had + been + (verb + -ing)</i>	<i>(Has or have) + been + (verb + -ing)</i>	<i>(Will or shall) + have + been + (verb + -ing)</i>
Shows:	Ongoing action in the past interrupted by another action.	An ongoing action begun in the past that continues into the present	Ongoing action completed before a future stated time.
Examples:	<i>I had been cooking when the bell rang.</i>	<i>I have been cooking all day.</i> <i>She has been cooking all day.</i>	<i>I will have been cooking all day by the time the party begins.</i>

Conjunction: A word that connects words, phrases, or parts of sentences.

Coordinating Conjunction: A conjunction that joins similar words, phrases, or clauses . To remember the coordinating conjunctions, use the mnemonic device: FAN BOYS.

for, and, nor, bt, or, yet, so

Know the meaning of each conjunction and its function.

Conjunction	Meaning	Function
for	because	establishes a relationship
and	also; in addition to	combines ideas of equal value
nor	no choice	eliminates a possibility
but	however	establishes a contrast
or	a choice	adds a possibility
yet	however	establishes a contrast
so	because	establishes a relationship

Subordinate Conjunction: A conjunction that joins an independent clause and a dependent clause. Here are some subordinate conjunctions:

after, although, as, because, before, if, since, so, that, though, until, when, while.

Correlative Conjunction: A coordinating conjunction that operates with a paired word or words. The most common correlative conjunctions are:

neither...nor both...and
either...or not only...but also
as...as whether...or

Interjection: A word that expresses some strong or sudden emotion. An interjection is often separated from the rest of the sentence by an exclamation point.

Example: Wow! Oh!

A mild interjection is usually offset with a comma.

Example: Well, I see your point.

Preposition: A word that relates a noun, pronoun, phrase, or clause to some other word in the sentence.

Here is a list of the most common prepositions:

about	at	down	near	throughout
above	before	during	of	to
across	behind	except	off	toward
after	beside	for	on	under
against	between	from	over	until
among	beyond	in	past	up
around	by	into	through	with

Each of the following groups of words work as one preposition:

according to	for the sake of	instead of
because of	in addition to	on account of
by means of	in place of	outside of

Appositive Phrases:

A phrase is a group of related words without a subject and a predicate.

An appositive phrase appears in sentences next to a noun, or noun phrase, and describes it, in essence renaming the noun.

The additional information can be either essential or non-essential. Context is what helps a writer to know what information is essential. Essential information will NOT have commas around the phrase. Non-essential information will have commas around the phrase. Think of the commas as little scissors. You could snip out the phrase and the sentence would still impart all the information needed for a given situation.

Examples:

The Eagle Scout Tom McCarthy built the school's new shelves.
(essential appositive phrase)

The little lamb I saw, Mary's pet, had fleece as white as snow.
(non-essential appositive phrase)

Clauses:

A clause is a group of words that has a subject and predicate (verb).

An independent clause is a group of words that form a complete thought and can stand alone.

A dependent clause is a group of words that do not form a complete thought or are dependent on an independent clause.

A subordinate clause begins with a subordinating conjunction such as *because, before, if, since, though, when, whenever, and while*. A subordinate clause cannot stand alone. It is attached to an independent clause and in some way assists it. A subordinate clause is a type of dependent clause.

When a dependent/subordinate clause follows the independent/main clause, NO comma separates the two clauses. However, when the dependent/subordinate clause introduces the independent/main clause, a comma separates the two clauses.

Example: While Mary napped under the tree, Mary's lamb strayed away from the flock.
(subordinate clause)

Rules of capitalization:

Use a capital letter for:

1. The first word in a sentence

2. The first word of a direct quotation

Exception: Do not capitalize the first word in the second part of a split quotation.

Example: “When it begins to rain,” Jackie said, “open your umbrella.”

3. Names of specific people

4. Days of the week, months, and holidays

Exception: The seasons (*fall, winter, spring, and summer*) are not capitalized.

5. Ranks and titles, when used before a person’s name or as a person’s name

Examples: President Obama is capitalized, but the president is not.

By noon, Colonel, the troops will be ready.

6. Geographic areas, regions of the United States, cities, streets, countries, counties, and parks

Exceptions: Directions (*north, south, east, and west*) are not capitalized.

7. Historical periods

Example: The Great Depression, the Middle Ages

8. Religions, nationalities, and races of people

9. Languages, countries, and adjectives derived from the names of countries

10. The names of God and sacred books

Exceptions: References to a non-specific god or goddess

11. Titles of specific schools, specific school courses, and language courses, but not general subjects

Use a capital letter for:

12. Names of specific businesses, organizations, and brand names

13. Names of planets

Exceptions: Do not capitalize “sun” or “moon” and sometimes not “earth”.

14. Names of specific teams, clubs, and political parties

15. Titles of movies, books, chapters, and magazine articles

Exceptions: Do not capitalize short articles (*a*, *an*, or *the*), conjunctions, and prepositions, unless the word is the first word of a title.

16. The abbreviations AD, BC, AM, and PM

17. The pronoun “I”

18. Each of two-letter abbreviations for names of states

Example: California = CA

The Period:

1. Use a period at the end of a declarative or an imperative sentence.
2. Use a period after an abbreviation or an initial. Note: When all the letters in an abbreviation are capitalized, the periods are omitted.
Examples: Pres. Harry S. Truman
FBI (Federal Bureau of Investigation)
3. Keep periods inside quotation marks, unless writing an MLA citation.
Examples: Alex said, "I will help."
"Two cups equal a pint" (77).
4. After a question mark, do not use a period, even if the sentence would normally end in a period.
Example: Who said, "Four score and seven years ago?" (no period)
5. In a statement that includes an indirect question, use a period instead of a question mark at the end of a sentence.
Example: Kristen asked if she could attend the party.

The Question Mark:

1. Use a question mark to end a direct question.
2. After a question mark, do not use a period or comma.
Examples: Who said, "Four score and seven years ago"?
"Do you want to go to the movies?" asked Jeremy.
3. If a quotation is a question, put the question mark within the quotation marks.
Example: "Do you want to go to the movies?" asked Jeremy.
4. If the quotation is not a question, put the question mark outside the quotation marks.
Example: Who said, "Four score and seven years ago"?

The Exclamation Point:

1. Use an exclamation point following an interjection and other expressions of strong feeling.

Examples: Wow! I didn't expect that to happen.
 Don't do that!

2. After an exclamation point, omit a comma or period.

Example: "I love you!" shouted Kristen.

Quotation Marks:

1. Use quotation marks at the beginning and end of a direct quotation.

Example: Jeremy asked, "What are you doing?"

5. Use quotation marks to show material cited from written sources. Use the exact words from the material.

Example: In *The Call of the Wild*, Jack London wrote, "Mercy was a thing reserved for gentler climes."

3. Use single quotation marks when including a quotation within a quotation.

Example: Sammy said, "My father always says, 'Any plan is better than no plan.'"

4. Use quotation marks when referring to a particular word.

Example: We use the term "shy" for a person who is quiet and reserved.

5. Use quotation marks when using a nickname written as part of a formal name.

Example: Tony "The Tiger" Lopez

6. Indirect quotations are not word-for-word and do not need quotation marks.

Examples: My mother told me to stay inside after school.
 The coach said we need to eat well and get plenty of rest.

The Comma:

Use a comma:

1. To separate words in a list

Example: Peter, Matthew, and Andrew were apostles.

2. To set off a short direct quotation and the parts of a divided quotation, unless a question mark or exclamation point are used

(Note the position of the commas in these examples.)

Examples: "I am going to the store," said Mrs. Winter, "after I go to the gym."
"Have you read the newspaper today?" asked Thomas. (no commas)
Mrs. Winter said, "I am going to the grocery store."

3. To set off dates, addresses, or geographical names

Examples: Today is November 7, 2014.
Samantha lives at 123 South Street, Sacramento, California.

4. To separate a phrase or clause that may be omitted from a sentence without changing its meaning

Example: Samantha, who grew up in California, moved to Chicago after graduation.

5. To separate the clauses of a compound sentence

Example: Chris lives in Chicago, but he works in Darian.

6. To set off an introductory word, introductory phrase, or dependent clause.

Introductory words include *yes*, *no*, *indeed*, *well*, *in addition*, *thus*, and *moreover*.

Examples: When you finish your chores, we will go to the mall.
Yes, I agree with your argument.

7. After words of direct address at the beginning of a sentence

Example: Mark, get in the car.

8. After the salutation and after the complimentary close in a social letter

Example: Dear Kate, Best regards,

Omit a comma:

1. After an exclamation point or question mark

Colon:

1. Use a colon to introduce a list when the introduction is an independent clause.

Examples: The campers packed the following items: a tent, matches, sleeping bags, and a canteen.

 The campers packed a tent, matches, sleeping bags, and a canteen.

2. Use a colon to introduce a long quotation. An independent clause must precede the colon. Capitalize the beginning of the quotation after the colon.

Example: Dr. Peabody gave me this advice: "If you are going to lose weight, you must follow a diet full of fruits and vegetables, exercise regularly, and reduce your caloric intake. Doing just one of these is not enough. A healthy lifestyle requires practice and consistency to work."

3. Use a colon between two independent clauses when the second clause restates the first clause. (Note that the restatement does not require a beginning capital.)

Example: This coat is my favorite: it is warm, waterproof, and stylish.

4. Use a colon after the salutation in a business letter.

Example: Dear Sirs:

5. Do not use a colon immediately after a verb or preposition.

Examples: The cookie choices are chocolate chip, peanut butter, and oatmeal.
 We have plenty of candles, matches, and firewood.

Semicolon:

1. Use a semicolon to connect two closely related independent clauses.

Example: We expected to win the competition; our team was well prepared.

2. Use a semicolon to separate clauses that already have commas within them.

Example: The winners were Tabitha from San Ramon, California; Eric from Helena, Montana; Monica from Boise, Idaho; and Martin from Reno, Nevada.

3. Use a semicolon when a conjunctive adverb is used in combining two independent clauses.

Example: Tabitha was the grand prize winner; however, she did not claim the prize.

Apostrophe:

1. Use an apostrophe to indicate ownership.

For a singular word, add an apostrophe and an s.

Example: Emily's teddy bear

For a singular word ending in s, add an apostrophe or an apostrophe and an s. Either form is correct.

Example: King James' or King James's reign

Exception: If the s makes an "iz" sound or is an ancient name, only add an apostrophe.

Example: Moses', Jesus', Zeus'

For a plural word that ends in s, add an apostrophe.

Example: soldiers' armaments

For a plural word that does not end in s, add an apostrophe and s.

Example: children's theater

For abbreviations, add an apostrophe and s.

Example: The CIA's headquarters

2. Use an apostrophe when letters are omitted from a word.

Examples:

Word	Contraction	Word	Contraction
never	ne'er	over	o'er
of the clock	o'clock	madam	ma'am

3. In compound nouns, add the apostrophe and s to the end of the word.

Example: sister-in-law's

4. If two or more nouns are used together, but each person possesses something independently of each other, use an apostrophe and s at the end of each noun.

Example: Samantha's and Kristen's purses are in the closet.

5. If two or more nouns are used together to indicate shared possession, use an apostrophe and an s after the last noun in the list.

Example: Samantha and Kristen's house is around the corner.

6. Do not use an apostrophe if you are writing about plural years.

Example: the 1500s

7. Use an apostrophe to form a contraction, such as *don't* (for *do not*).

Phrase:	Contraction:	Phrase:	Contraction:
it is	it's	how is	how's
I am	I'm	how did	how'd
I have	I've	cannot	can't
I will	I'll	could not	couldn't
I had/would	I'd	do not	don't
we are	we're	does not	doesn't
we have	we've	did not	didn't
we will	we'll	has not	hasn't
we had/would	we'd	had not	hadn't
he is	he's	have not	haven't
he had/would	he'd	that is	that's
he will	he'll	when is	when's
she is	she's	where did	where'd
she had/would	she'd	what is	what's
she will	she'll	what did	what'd
you are	you're	what will	what'll
you have	you've	who is	who's
you had/would	you'd	who did	who'd
you will	you'll	who will	who'll
they are	they're	was not	wasn't
they have	they've	were not	weren't
they had/would	they'd	will not	won't
they will	they'll	would not	wouldn't
is not	isn't	that is	that's
are not	aren't	that had/would	that'd

Spelling

The English language is a blend of words from different languages. Most English words originate from Latin, Greek, and German roots. English evolved over many centuries, adopting different words along the way. Even today, new words are adopted into Standard English usage. For instance, the word “internet” did not even exist thirty years ago. It is now part of Standard English usage.

Because of the adoption of new words and different language origins, there are few rules of spelling for the English language that do not have exceptions. Given that so many rules have exceptions, how do you improve your spelling? First, make a list of vocabulary words every time you read a book. Listing new words will help you learn to spell and understand their meanings. Second, learn Latin, Greek, and German root words. Often, the root of a word will give a hint of its correct spelling. Third, use the following list of spelling rules that apply in most cases and learn the exceptions to these rules.

Here are some things you need to know before learning the rules of spelling:

-) The letters “a”, “e”, “i”, “o”, “u”, and sometimes “y” are vowels. All other letters are consonants.
-) Short vowels have the following sounds: ă as in bat, ě as in bed, ĭ as in hit, ǒ as in fox, ŭ as in run.
-) Long vowels have the following sounds: ā as in lake, ē as in feet, ī as in kite, ō as in boat, ū as in unicorn.
-) A suffix is a group of letters added to the ending of a root word to change or modify its meaning.
-) A prefix is a group of letters added to the beginning of a root word to change or modify its meaning.

Spelling rules for English words (with very few exceptions):

-) “i” before “e” except after “c”, unless it sounds like “ay”, as in neighbor or weigh.
Examples: receive, conceive,
retrieve, belief
neighbor, weight

Exceptions: seize, caffeine, stein, height, weird, forfeit
-) The letter “q” is always followed by the letter “u”.
Examples: quite, quiet, queue

) When adding the suffix “-ing” to words ending in “y”, keep the “y”.

Examples: try → trying
 rally → rallying

) When a word ends with a consonant and a “y”, change the “y” to an “i” before adding a suffix other than “-ing”.

Examples: happy → happiest → happiness
 merry → merrier → merriment

) When a word ends with a vowel and a “y”, keep the “y” when adding a suffix.

Examples: play → played → playing
 enjoy → enjoyed → enjoying
 pay → paying → payment

Exceptions: pay → paid
 say → said
 lay → laid

) If a word ends in a short vowel and a consonant, double the last consonant when adding a suffix that begins with a vowel.

Example: bed → bedding

) Usually, when a two-syllable word ends in a vowel and a consonant, double the last consonant when adding a suffix that begins with a vowel.

Examples: admit → admitting → admittance
 refer → referred → referring
 occur → occurring → occurrence

Exceptions: Spelling varies for words ending in the letter “l”, such as:

travel → traveling → traveled
cancel → canceling → canceled → cancelation
pencil → penciling → penciled

Also, some irregular words, such as:

benefit → benefiting → benefited

) If a word ends with two vowels followed by a consonant, do not double the last consonant when adding a suffix.

Examples: sleep → sleeping
 doom → doomed

-) If a word ends in a vowel followed by two consonants, do not double the last consonant when adding a suffix.

Examples: sing → singer
 sigh → sighing

-) When a word ends in a silent “e”, drop the “e” when adding a suffix beginning with a vowel.

Examples: have → having
 cooperate → cooperating

-) To form the plural of a word that ends in a consonant followed by a “y”, change the “y” to “i” and add “es”.

Examples: enemy → enemies
 try → tried

-) To form the plural of a word that ends in a vowel followed by a “y”, add the letter “s”.

Examples: monkey → monkeys
 galley → galleys
 toy → toys

-) To form the plural for words ending in “s”, “x”, “ch”, or “sh”, add “es”.

Examples: church → churches
 miss → misses
 hex → hexes

-) To form the plural of a word ending in “f” or “ff” followed by a silent “e”, change the “f” to a “v” and add “es”

Examples: wife → wives
 leaf → leaves
 hoof → hooves

Exceptions: If using “ves” as a suffix changes the root word from a noun to a verb, add “s” only and do not change the “f”.

 belief → beliefs
 chief → chiefs
 roof → roofs

-) To form the plural of a word ending in a vowel followed by an “o”, add “es”.

Examples: avocado → avocadoes
 tomato → tomatoes
 potato → potatoes

-) To form the plural of a word ending in two vowels, add “s”.
- Examples: folio → folios
taboo → taboos
-) To form the plural of Latin and Greek root words that end in “um” or “on”, drop the “um” or “on” and add “a”.
- Examples: addendum → addenda
phenomenon → phenomena
-) To form the plural of Latin roots ending in “is”, change the “is” to “es”.
- Examples: basis → bases
oasis → oases
crisis → crises
-) To form the plural of compound words that are separated by hyphens, add “s” to the first word of the compound word.
- Examples: mother-in-law → mothers-in-law
-) To form the plural of a compound word ending in “ful”, add “s” at the end of the word.
- Examples: cupful → cupfuls
-) Adding a prefix to the beginning of a root word does not require any changes.
- Examples: pre + eminent → preeminent
dis + satisfy → dissatisfy
-) There are a lot of words that have irregular plural forms. The best way to learn the spelling for these words is to memorize them.
- Examples: child/children ox/oxen foot/feet
woman/women man/men mouse/mice
-) There are also words that are the same for the singular and plural forms.
- Examples: deer fish moose

Commonly	discipline	occasion	recommend
misspelled	dismiss	occurred	referring
words:	ecstatic	occurring	repetition
accommodate	embarrass	occurrence	repetitive
accustomed	exaggerate	opinion	rhythm
acquire	exceed	opportunity	sense
all right	exhilarate	paid	sigh
apparent	existence	particular	similar
argument	existent	pastime	studying
arguing	fascinate	personnel	succeed
belief	fiery	possession	succession
beneficial	foreign	possible	technique
benefited	guarantee	precede	thieves
bifocal	harass	prejudice	thorough
category	height	prevalent	through
census	herb	privilege	transferred
changeable	heroes	proceed	traveled
chasm	hydrate	procedure	twelfth
chimneys	hymn	professor	unnecessary
comparative	judgment	profession	villian
conferred	liaison	prominent	wheeze
conscious	medieval	psychology	wrought
controversy	mere	pursue	
controversial	metropolis	questionnaire	
creditable	millennium	quiet	
culprit	misspell	quince	
decree	mosquito	quintessential	
definitely	necessary	recede	
disastrous	neighbor	receive	

Homophones

Homophones are words that sound alike, but are (1) spelled differently and (2) have different meanings. Homophones cause a lot of spelling problems. Knowing the definition of each homophone is necessary to determine the correct spelling of the word.

In some instances, the paired homophones listed below might have third or fourth homophones that are not listed here. The definitions given are concise, will help you recognize the differences in the pairs, and will give you a working knowledge of the words. Because the definitions are not necessarily comprehensive, you should refer to a dictionary when you plan to use these words formally, such as in written work or in a speech.

Homophone	Part of speech	Definition
accept	verb	to agree to; to receive something offered
except	preposition	not including; to disallow
adds	verb	to join something to something else to increase; to find a sum of a series of numbers
ads	noun	advertisements
adze	noun	a tool similar to an axe with a curved blade
affect	verb	to influence or to change
effect	noun	a result
aid	noun/verb	help, assistance/support, help
aide	noun	an assistant
air	noun/verb	gases that make up the atmosphere/to express or share publicly
ayre	noun	a ridge of sand or gravel formed by the sea
ere	conjunction/ preposition	before
err	verb	to make a mistake
heir	noun	a person legally entitled to a person's property or title upon that person's death
baron	noun	one of the lowest ranks of British nobility
barren	adjective	unable to support forms of life, infertile

Homophone	Part of speech	Definition
capital	noun	a city or town that is the seat of government of a region or country
capitol	noun	a building housing a legislative body
complement	noun	something that completes or makes whole
compliment	noun	a word of praise
coarse	adjective	lacking in fineness or delicacy of texture; vulgar
course	noun/verb	a direction or route; a mode of conduct; prescribed instructions to run through/to run or move swiftly
council	noun	an assembly of persons called together to consult; administrators
counsel	verb	to advise; to consult
descendant	noun	a person, animal, or plant that comes from a certain line of ancestors
descendent	adjective	moving downward; descending
fair	verb/noun	just or appropriate for the circumstances
fare	noun	a fee paid for public transportation; range of food
genes	noun	units of heredity passed on from parents to offspring
jeans	noun	pants made out of denim
handsome	adjective	attractive
hansom	noun	a two-wheeled horse-drawn carriage
hale	verb	strong and healthy
hail	noun/verb	to cheer, welcome, or greet / frozen rain
magnate	noun	a wealthy and influential person, especially in business
magnet	noun	a metal that attracts other metals through the attraction of magnetic fields
meat	noun	flesh of an animal used as food
meet	noun/verb	an organized event featuring a series of races / to come into the presence of, to fulfill
mete	verb	to measure out; to dispense a punishment

Homophone	Part of speech	Definition
peak	noun	pointed top of something; maximum point
peek	verb	to look at quickly, especially from a concealed location
perch	verb	to sharply affect; to arouse an emotion or interest
pray	verb	to make a request or entreaty
prey	noun	an animal hunted for food
peace	noun	freedom from conflict or disturbance
piece	noun	a portion of an object
precedent	noun	a court decision that is cited as an example to resolve similar questions of law in later cases
president	noun	the elected leader of a republican government; the elected or appointed leader of an organization
principal	adjective/noun	most important; head of a school
principle	noun	a fundamental guideline or truth
rain	noun/verb	precipitation/to pour down
reign	noun/verb	the period during which a monarch rules/to rule
rein	noun/verb	a leather strap used to steer a horse/to restrain or control
cite	verb	to mention as an example or as support for a statement
sight	noun	the ability to see
site	noun	location of
stationary	adjective	not moving
stationery	noun	writing paper, especially with matching envelopes
secede	verb	withdraw from official membership in
succeed	verb	achieve the desired outcome or aim, take over a position, office, or inheritance
taut	adjective	drawn tightly, not slack
taught	verb	past tense of the verb <i>to teach</i>
tot	noun	a small child; a small quantity or amount

Homophone	Part of speech	Definition
their	possessive pronoun (adj.)	possessive form of “they”
there	noun, pronoun, adjective, adverb	at or in that place
they’re	contraction	shortened form for “they are”
to	preposition	in a direction toward; used in front of a verb to indicate the infinitive; before
too	adverb	in addition; also; more than enough
two	noun	the cardinal number between 1 and 3
right	noun/verb	a moral or legal entitlement; opposite of left/correct; morally justified
rite	noun	a religious or solemn ceremony
wright	noun	a maker or builder
write	verb	to compose
way	noun	a method of doing something; a track or path
weigh	verb	assess the nature or importance of; to measure the relative mass of
whey	noun	the watery part of milk that remains after curds form
weather	noun	the state of the atmosphere
whether	conjunction	a word used to introduce two alternatives
which	adjective	what one or ones of a group
witch	noun	a woman who has magical powers
who’s	contraction	shortened form of “who is”
whose	possessive pronoun (adj.)	the possessive form of “who”
you’re	contraction	shortened form of “you are”
your	possessive pronoun (adj.)	possessive form of “you”

Roots of Words

An internet search will reveal to you that there are hundreds of roots that form the basis of many of our English words. Their histories reveal connections to old European languages such as Middle English, German, Latin, and Greek. Many of the 30 or so roots in this year's list were chosen with this year's themes of government and scientific inquiry in mind. Thirty or so roots are a small fraction of the possible choices, but they will familiarize you, the student, with the concept of modern words developing from ancient tongues. The words you will become familiar with as you study the roots below will expand your vocabulary, a positive step in your education as an expansive vocabulary is a key measure of a person's intelligence.

Root	Meaning	Examples
arbit	judge	arbitrate, arbiter, arbitrary
belli	war	rebellion, belligerent, bellicose
bene	good	benediction, beneficial, benefit
carn	flesh	carnage, carnivore, incarnate
culp	blame, fault	culpable, culprit, mea culpa
dem	people	democracy, endemic, epidemic
equ	equal	equanimity, equate, equivocate
feder	treaty, agreement, contract, league, pact	confederacy, federal, federation
gloss, glot	tongue, language	glossary
gno	know	diagnosis, prognosis
hemo	blood	hemorrhage, hemoglobin, hemophilia
iter	again, repeat	reiterate, iteration
judic	judge	adjudicate, judgment, prejudice
klept	steal	kleptomania

laps	slide, slip	elapse, relapse
leg	law	legal, legislate, legislature, legitimize
mania	mental illness, craziness	kleptomania, pyromania
mod	measure, change	moderate, modern, modify
nov	new	innovate, novel, novice, renovate
omni	all	omnipotent, omniscient, omnivore
plac, plais	please	placid, placebo, placate, complacent
poli	city	policy, acropolis, politics, polity
quer, quir, quesit, quisit	search, seek	inquire, query, inquest, question, inquisitive
rect, reg, rig	straight, direct	correct, direct, ergo, rectify
spec	see	spectacle, specimen, speculate
term	end	terminate, terminal
umber	shadow	umbra, penumbra, umbrage
voc	call	invocation, evoke, provoke, revoke, advocate, provocative, vocal
xen	foreign	xenophobia
zel	jealousy, zeal	zeal, zealot, jealous

Prefixes

A prefix is a syllable or syllables added to the beginning of a root word that changes the word's meaning. Here is a list of common prefixes and their meanings.

Prefix	Meaning	Examples
anti-, anta-	against	antifreeze, antagonist
de-	opposite	defrost, decompose
en-, em-	cause to	encode, embrace
ex-	not including; without	external, exclude, exclusion
in-	including; within	internal, inclusion
inter-	between	interact, intercontinental
mis-	wrongly	misfire, misspell, misconception
non-	not	nonsense
pre-	before	prefix, predecessor
re-	again	return, rerun
sub-	under	submarine, subterranean
trans-	across	transport, transplant, transact

Suffixes

A suffix is a syllable or syllables added to the end of a root word that changes the word's meaning. Here is a list of common suffixes and their meanings.

Suffix	Meaning	Examples
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-en	made of	wooden
-er	comparative	bigger
-er, -or	one who	worker, actor
-ic	having characteristics of	demonic
-ion	action or process	distortion, completion
-ity, -ty	state of	infinity
-less	without	fearless
-ness	state of, condition of	kindness

Worksheet 1: Identify Parts of Speech

For each sentence, underline the noun or pronoun, circle the verb or verb phrases, draw a double line under prepositions, and draw a box around adjectives.

1. In the suitcase, the traveler brought a reading light, a mystery book, and snacks
for comfort.
2. The water fountain sprayed over the girl and spilled onto the tile floor.
3. Bears have been spotted along the shallow creek.
4. Martin threw a short pass to the nearby receiver.
5. A librarian told stories during a morning visit.

For each sentence, underline the interjection, circle the verb or verb phrase, and draw a double line under the adverb.

1. Look! The bus nearly hit the student.
2. The sun suddenly disappeared behind a black cloud. Dang.
3. Ooh! My naughty cat turned over his dinner bowl.
4. Caution. Do not open the gate.
5. Snow is falling steadily. Wow.

Worksheet 2: Verb Tenses

On your worksheet, underline the verbs in the following sentences. Identify the tense of each verb on the line following each sentence.

1. My brother weighs 35 pounds. _____
2. Last summer I went to horseback riding camp. _____
3. Next summer I will swim for the Folsom Minnows. _____
4. My father had told me the story of his trip to Germany, long ago. _____
5. The coach had won thirty games prior to taking over our football team. _____
6. The sun has shone for the entire length of our stay at the ocean. _____
7. I have drunk all the pink and the yellow lemonade. _____
8. The author will have written the sequel before December. _____
9. Before noontime, I will have cooked the turkey. _____
10. I wish I had listened to the advice from my mother. _____
11. In the future, I will have sampled the menu items before the event. _____
12. Sometimes, nothing prepares you for events. _____

Worksheet 3: Verb Tenses

On your worksheet, underline the verbs in the following sentences. Identify the tense of each verb. Then, indicate what the verb would be when changed to the tense in parenthesis.

1. John attended school in Woodland as a child.

_____ / (past perfect) _____

2. Eventually, everyone will learn the identity of the mystery guest!

_____ / (future perfect) _____

3. Team USA has won a gold medal in gymnastics competition!

_____ / (future perfect) _____

4. The exterminator examined the dead cockroach.

_____ / (future) _____

5. The Folsom Bulldogs will have won the State High School Football Championship!

_____ / (present perfect) _____

6. Elmer delivered a speech to the California delegation of the Democratic National Convention.

_____ / (present perfect) _____

7. Their pitcher delivers a perfect game almost every time.

_____ / (past) _____

8. The baby delivered a perfect burp!

_____ / (future) _____

9. Rosy will start a new paper route on September 8.

_____ / (future perfect) _____

10. Their star receiver played the football game with a broken collar bone.

_____ / (present perfect) _____

Worksheet 4: Linking Verbs Answer Key

Underline the verb in each sentence. Identify whether it is an action verb or a linking verb on the blank after each sentence.

1. Smell the wonderful scent of chocolate chip cookies in my kitchen! _____
2. John remains loyal to the Giants despite their losing record. _____
3. The sunflowers, brown and dry, appear dead. _____
4. I turn the vegetation daily in the compost heap. _____
5. I swoon at the sight of Italian food! _____
6. I smell dreadful because of the broken pipes in my bathroom. _____
7. I felt for rips in the mattress pad. _____
8. Ocean waves always sound appealing to me. _____
9. I look ridiculous in this costume. _____
10. I tasted the hamburger with ketchup and pickles. _____
11. I could have been a contender! _____
12. I feel pretty in this dress! _____

Worksheet 5: Irregular Verbs

On the line beside each verb in parentheses, fill in the correct past tense form of the verb.

I (bear) _____ the sight of this old dress, knowing I'd get a new one soon.

I (bring) _____ it into the next room to iron it. My sister

(burst) _____ into laughter at my endeavor. I (drink) _____

lemonade to fortify myself. I would have (eat) _____ some cookies too,

but we (have) _____ none.

After my chores, I (fly) _____ to the bus stop. Before I (leave) _____

the house, I (write) _____ my mother a note, letting her know my plan.

I (lay) _____ the note on the kitchen table. It (lie) _____

where she (will) _____ see it. I (mean) _____ for her to

know my whereabouts. The sun (shine) _____, adding to my happiness.

No one (mistake) _____ my mood; I smiled from the moment I

(leave) _____ the house.

I (see) _____ the bus I (need) _____ to catch.

I (shake) _____ my hand so that the driver (know) _____

to stop. I (go) _____ quickly up the bus steps. I (tell) _____

the driver my intended stop. I (pay) _____ attention so that I (do) _____ not

drop the fare. I (put) _____ a bus token into a special slot and (take) _____

my seat. The seat I (choose) _____ (is) _____ comfortable.

I (begin) _____ to feel drowsy! A sleepiness (creep) _____
over me. I (shake) _____ myself a bit and (overcome) _____
my drowsiness! I (drink) _____ some water I (have) _____
(bring) _____ with me.

In a bit, the driver (signal) _____ to me, and
I (understand) _____ that my stop (is) _____ near.
I (begin) _____ to get up, but the bus (run) _____ over a
bump, which (throw) _____ me back into my seat!
Laughing, I (stand) _____ up again. This time I (cling) _____
to the safety rail. At my stop, I (make) _____ my way off the bus. On the
street, I (seek) _____ the store in which I (will) _____
shop for my new dress. As I (enter) _____ its door, my spirits
(rise) _____. I (see) _____ the perfect dress!

Worksheet 6: Subject and Verb Agreement

Underline the correct verb for each sentence.

1. Our shared birthday (is /are) this Thursday.
2. A police officer and a fire fighter (is /are) visiting our class this week.
3. Police officers in our state (wear /wears) khaki-colored uniforms.
4. Horses in the park (nibble /nibbles) most of the grass.
5. My mother and my aunts (is /are) going to visit San Diego.
6. Two hundred dollars (is /are) a lot to spend for a ticket to a basketball game.
7. The news about elections (is /are) important to voters.
8. Every one of the friends (is /are) happy that the class is taking a field trip.
9. Not everyone (is /are) happy with the grades on the mathematics test.
10. I always want chocolate chip ice cream, but others (like /likes) Rocky Road.
11. The last names on the letter (was /were) the same as mine.
12. The packages addressed to the boy (was /were) gifts from his grandparents.
13. His one line in the play was to say, "Halt. Who (go /goes) there?"
14. Will the honored guest (appear /appears) to everyone?
15. Our hockey team (plays /play) games on natural ice and at a rink.

Worksheet 7: Conjunctions

In the sentences below, underline the conjunctions. Write the type of conjunction (coordinate, correlative, or subordinate) on the line following each sentence. Remember that many English language words can function as more than one type of speech. Be sure to choose carefully.

1. I must feed my cat, for he will meow unbearably if I don't! _____
2. Unless you're comfortable being home alone tonight, you should invite a friend to come over.

3. Not only is chewing with your mouth full of food impolite but also doing so is dangerous!

4. My choice today is to go to the grocery store to buy a ton of food plus ingredients to make dinner, or I can just pick up pre-made items. _____
5. As long as you are up, can you please pour me some more coffee? _____
6. Whether you study to take the test or you don't study, you still have to take it!

7. I have asked my sister not to bring my son so many toys, yet she continues to do so.

8. Either we play basketball my way or I take my ball home. _____
9. Start by connecting all of the outside pieces of a puzzle whenever you are putting one together. _____
10. Despite her indifference, the band played on. _____
11. Jane bought some potatoes, some broccoli, and some steak for her dinner with Ted.

12. Both my best friend and my sister helped plan my birthday party. _____

Worksheet 8: Appositive Phrases

Directions: Underline the appositive phrases in the sentences below.

1. The Sacramento Kings' new playing site, Golden One Arena, is a source of pride for the community of Sacramento.
2. The World All-Around Champion in women's gymnastics Simone Biles was well-qualified to win a gold medal at the Olympic Games in Rio.
3. Jerry Brown, California's most recent four-term governor, first served as Governor from 1975 to 1983.
4. A little known fact is that San Francisco, California's preeminent City by the Bay, has the same boundaries as the County of San Francisco.
5. In 2016, the Republican candidate for President of the United States, Donald Trump, wore hats with the slogan *Make America Great Again*.
6. Hillary Clinton chose Tim Kaine, Virginia's Junior Senator, as her running mate in 2016.
7. Sacramento's Holy Bowl participants, Christian Brothers High School and Jesuit High School, enjoy their friendly, fall football rivalry.
8. Harriet Beecher Stowe's neighbor Samuel Clemens was invited by her family to build his home in Hartford, Connecticut on their property.
9. Samuel Clemens, better known as Mark Twain, and Harriet Beecher Stowe had similar views about the essential dignity of all people.
10. Cal Ripken, Jr., a player for the Baltimore Orioles, played in 2,632 consecutive major league baseball games, a likely unbeatable record.

Worksheet 9: Subordinate Clauses

In the following sentences, underline the subordinate clauses.

1. I intend to see a movie on Friday night after I have finished my homework.
2. Unless I eat a snack after school, I can't concentrate on doing homework.
3. Before Tim Kaine became a U.S. Senator from Virginia, he had served the state as its governor.
4. When Donald Trump became the Republican nominee for President, he resided in New York.
5. Teens are better off consuming plain water rather than drinking soft drinks loaded with sugar.
6. Andy's goal in his English class was to sit next to Andreas so that he could get to know her.
7. If you want to eat great Mexican food without spending a fortune, try Oscar's Taqueria on Freeport Boulevard.
8. Because he was a romantic, Trent arranged to sing his invitation to his prom date during her English class.
9. Once I pass the Red Cross Senior Life Saving test, I can earn \$15 an hour as a life guard.
10. I intend to carry a raincoat with me whether or not rain is falling from the sky!

Worksheet 10: Spelling

Underline the incorrectly-spelled word. Only one word on each line is incorrect.

1. (A) accomodate (B) opportunity (C) changeable (D) equivocate (E) marriage
2. (A) comparative (B) apparent (C) prevelent (D) recede (E) decree
3. (A) wheeze (B) wrought (C) polity (D) neighbor (E) disipline
4. (A) hemophilia (B) similer (C) particular (D) harass (E) hydrate
5. (A) technique (B) through (C) penciled (D) passtime (E) ecstatic
6. (A) sigh (B) prejudice (C) exhilerate (D) mere (E) culprit
7. (A) neighbor (B) bifocal (C) confederacy (D) excede (E) potatoes
8. (A) existence (B) questionnaire (C) quintessential (D) quince (E) quiet
9. (A) forfeit (B) facinate (C) foreign (D) creditable (E) benefited
10. (A) succeed (B) pyromania (C) advocate (D) thieves (E) twelfth
11. (A) inquisitive (B) dismiss (C) recommend (D) travelled (E) rhythm
12. (A) zealot (B) metropolis (C) complacent (D) proffessor (E) millennium
13. (A) villain (B) receive (C) medieval (D) heroes (E) prominant
14. (A) repetision (B) repetitive (C) losing (D) privilege (E) opinion
15. (A) chasm (B) churches (C) benediction (D) chimney (E) chimnies

Worksheet 11: Spelling

Write the plural form of each word.

1. aery _____

2. index _____

3. fly _____

4. cowboy _____

5. brief _____

6. knife _____

7. motto _____

8. daughter -in-law _____

9. consortium _____

10. adze _____

11. radius _____

12. bogey _____

13. roof _____

14. raspberry _____

15. fox _____

16. abscess _____

17. plankton _____

18. cupful _____

Worksheet 12: Homophones

Underline the correct homophone to complete each sentence.

1. Beverly wrote a note on her personalized (stationary / stationery), thanking the beauty pageant committee for the special events she experienced during her (rain / reign / rein) as Miss Rhode Island.
2. (Weather / Whether) or not Deborah was a (descendant / descendent) of Jonathan and Grace Fairbanks, she was pleased to visit their 1635 homestead in Dedham, Massachusetts.
3. Flying a two-seater, propeller plane at the age of 16 was a (wright / right / rite) of passage in Joe's family.
4. Edward's lawyer advised him not to (air / ere) his new-found status as the (ayre / heir) to his uncle's estate when visiting with his cousins. To (err/ ere) in that regard would make him unpopular at their Christmas gathering.
5. Holmes and Watson surreptitiously followed a (hansom / handsome) cab in London.
6. Holmes and Watson were particularly interested in the fellow who had (haled / hailed) the cab.
7. They feared the man wanted to harm Sir Henry, a (baron / barren) who had just become one of Holmes' clients.
8. Unfortunately, con artists seek out uneducated people as (pray / prey), sometimes as they (cite / sight / sight) dubious information in support of their devious pleas for money.
9. The bank officer (who's / whose) job it is to (council / counsel) customers is highly respected by his peers.
10. The (principle / principal) at Min's school advised all students to adhere to the time-honored (principle / principal) better known as *The Golden Rule*.

11. While on the (way / weigh/ whey) to a village (fare / fair), a spider interrupted Little Miss Muffet as she (ate / eight) her curds and (way / weigh / whey).
12. Many graduating eighth-grade students look forward to a trip that includes a visit to Washington, DC, our nation's (capital / capitol). A favorite stop is the (Capital / Capitol).
13. The beloved math teacher Jaime Escalante (taut / taught / tot) for a while at Sacramento High.
14. If you are invited to eat dinner at a friend's home, paying a (complement / compliment) to the host and hostess will raise your chances of another visit; in (their / there / they're) eyes, you will be a welcomed guest.
15. If you (peak / peek / pique) into your Christmas presents before December 25, you risk (peaking / peeking / piquing) the anger of the giver!
16. A frequent sentiment in Christmas cards asks for (peace / piece) on earth.
17. When (your / you're) in high school, (which / witch) after-school activities will interest you?
18. The toad who became a prince was so weary from wooing the princess that he was (to / too / two) tired to (rain / reign / rein).
19. If a rider on a horse holds the (rain / reign/ rein) (too / to / two) (taut / taught / tot), the animal will back up instead of going forward.
20. A (coarse / course) person might not (secede / succeed) as a diplomat.

Worksheet 13: Capitalization

Rewrite the following sentences with the correct capitalization:

1. any college-bound high school student should include algebra 1, english, and a science class in her schedule.

2. susan hopes to attend creighton university and major in chinese.

3. my aunt and uncle, ann and jack smith, will visit us over easter vacation.

4. the fatality statistics from world war II range from 50 to more than 80 million people, including 6 million to 11 million victims of the holocaust.

5. when i graduate from seattle university, i hope to visit boston, massachusetts.

6. after losing my wallet, i offered a prayer to saint jude, the patron saint of lost causes.

7. my attorney, jeremy white, jr., has his office at 1525 m street, in sacramento, california.

8. the indian elephant is one of three recognized subspecies of the asian elephant.

9. when we were at six flags, my favorite amusement park, my dad bought me six flags!

10. members of the democratic party attended a fundraiser at the home of dr. and mrs. conrad.

Worksheet 14: Capitalization

In each of the following sentences, rewrite the sentences to show correct capitalization.

1. the second anglo-boer war, also called the south african war, started on october 11, 1899 and ended on may 31, 1902.

2. the sonoran desert is a north american desert which covers a large part of the southwestern united states.

3. a european chancellor flew to national airport near camp david to meet with president clinton.

4. del ray beach, florida is usually warm in the winter months.

5. joseph and mary fled into egypt to protect jesus from king herod's slaughter of jewish infants.

6. the ohio river streams westward from pittsburgh, pennsylvania, to cairo, illinois on its journey to join the mississippi river.

Worksheet 15: Capitalization and Punctuation

In each of the following sentences, rewrite the sentence with the correct punctuation and capitalization.

1. the united states department of transportation is a federal cabinet department established on october 15 1966 by an act of congress.

2. the annual award was shared by professor atkinson from harvard university cambridge massachusetts professor levi from stanford university palo alto california and professor singh from the universtiy of texas austin texas.

3. no senator feinstein will not back away from securing adequate water rights for california.

4. when trying to decide which museums in san Francisco to visit jack and his family finally decided upon the Exploratorium the palace of fine arts and the wells fargo history museum.

Worksheet 16: Direct and Indirect Quotations

Rewrite the following sentences with the correct punctuation and capitalization:

1. anisha asked her brother are you going to the game

2. over in the corner advised her coach is the equipment you need to use

3. stop yelled the crossing guard to paul

4. i hate cooking exclaimed my brother I cant figure out how to measure

5. my guidance counselor told me that i need to improve my gpa

6. may i bring a bottle of water with me on the field trip asked mel

For each of the following sentences, determine if it is a direct or indirect quotation. (1) Write "DQ" on the blank next to a direct quotation and (2) "IQ" next to an indirect quotation. (3) Add quotation marks wherever they are needed.

_____ 1. Janeesha said I want to see a movie tonight.

_____ 2. Alisha said she wanted to see a movie too.

_____ 3. May I go with you, too? asked Camille?

_____ 4. Dimitri repeated gossip when he said Evan was booted from the basketball team.

_____ 5. Liam stated that he is going to Sun Splash when school gets out.

_____ 6. Mary told Isabelle, Yes, I will come to your sleepover.

_____ 7. Madison says his favorite Kings player is Demarcus Cousins.

Worksheet 17: Possessives

Write the singular and plural possessive forms of each noun by adding an apostrophe and/or s:

Noun	Singular possessive	Plural possessive
child		
group		
teacher		
horse		
apple-picker		
participant		

For each sentence, write the possessive form of each word in parentheses to complete each sentence.

1. (Charles) _____ graduation from middle school is next week.
2. My (uncle) _____ trip to Spain for his company begins in a week.
3. Run-For-Your-Life, my favorite athletic store, has (men) _____ shoes on sale.
4. The audience applauded the (choruses) _____ performance.
5. When are your (brother) _____ birthdays?
6. (Minnie) _____ house is at the end of the block.
7. The (house) _____ exterior could use a coat of paint.
8. Both (Suzanne and Elizabeth) _____ pottery pieces for their mothers are beautiful.

9. (Victoria and Geoff) _____ house is in San Francisco.
10. Both your help and (Brenda) help _____ was invaluable!
11. The (school committee) _____ meetings are open to the public, and members encourage questions.
12. In Greek Mythology, Hera is the name of (Zeus) _____ wife.

Worksheet 18: Contractions

Use an apostrophe to form a contraction for the words in parentheses.

1. (Let us) _____ hope everyone remembers his and her lines for the Christmas pageant!
2. (You have) _____ won the sweepstakes trip to Hawaii!
3. (I am) _____ going to the movies tonight with friends.
4. Anthony (will not) _____ give me any hints about the type of gift he's giving me.
5. (Who is) _____ going to be the quarterback on the football team?
6. The bus (does not) _____ arrive until 8:40 a.m.
7. Mrs. Adams (is not) _____ giving us homework tonight;
she (is not) _____ going to spoil our trick-or-treating!
8. (You have) _____ no idea how happy I am!
9. (Are not) _____ you going to congratulate me?
10. We (do not) _____ cut in line at our school.

Worksheet 19: Roots, Prefixes, and Suffixes

Prefix and Suffix Challenge

You can do this challenge either alone, with a partner, or in a small group. Doing the challenge with a partner or in a small group is bound to be more fun! Fifteen minutes could make you more familiar with 15 or even 30 or 40 new words.

Come up with words that begin or end with the 10 prefixes and 10 suffixes, and consider whether or not your words makes sense given the meaning of the prefix or suffix you use for each word. Discuss your thoughts about the words with each other! Keep a list of the words you identify.

Roots Challenge

With a partner or in a small group, take turns picking one of the example words and ask someone to correctly use the word in a sentence. Using a dictionary is permissible and encouraged! Decide for yourselves who may use a dictionary and when. Perhaps only the challenger may use the dictionary. Perhaps everyone may. Whoever picks the word gets to judge whether or not the contestant correctly uses the word. For fun, see if you can misuse a word and fool your partner or group. If you do this, however, be sure to convey the true meaning of the word once you've enjoyed your success!

Worksheet 20: Conjunctive Adverbs

In each example below, underline the best conjunctive adverb to indicate the relationship between the two independent clauses.

1. "You may not go with your brother to the movies"; ("furthermore, "hence), you are grounded for a week."
2. In the relay race, the third runner bobbled the baton handoff; (meanwhile, hence), the team was disqualified.
3. Customers cited the store clerk as especially helpful; (besides, subsequently), she was promoted and given a raise.
4. Alan could not find a ride to the hockey game; (instead, similarly), he watched the game on the television.
5. The counselor told Lee he needed a Section D requirement for his spring schedule; (however, namely), he needed Biology, Chemistry, or Physics.
6. At her house, Keisha spent four hours preparing for the prom; (meanwhile, besides), her date played basketball for three hours and then took a quick shower.
7. Traffic into downtown backed up for blocks; (consequently, furthermore), Joaquin was late for the division playoffs.
8. South High lost to Water Creek High in the quarter finals; (besides, incidentally), neither of South High's rivals made it that far.
9. Marco could not buy a ticket anywhere to the Imbroglia Concert; (still, anyway), he took the train into the city to stand outside the concert venue, wanting just to be close to the action.
10. John had spent almost a full year in Iraq; (finally, in fact), he was coming home!

PRACTICE ENGLISH TEST #1

Section 1:

Directions: The number under each word correlates to the number of the question on the answer sheet. For each underlined word below, determine whether it is an action verb, linking verb, correlative conjunction, subordinate conjunction, or coordinating conjunction.

Choose (A) for an action verb.

Choose (B) for a linking verb.

Choose (C) for a correlative conjunction.

Choose (D) for a subordinate conjunction.

Choose (E) for a coordinating conjunction.

The mother in the grocery store aisle featuring cookies seemed frustrated. Both the chocolate

1

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chips and the vanilla wafer cookies were in short supply. The other cookies looked delicious,

2

3

but her son had appeared without warning. He sounded unhappy. He was a very cute child,

4

5

6

7

despite his tendency to scowl and wear battered baseball cap.

8

9

Section 2:

Directions: Choose the correct verb tense.

10. I _____ a Coke this morning.

(A) drink

(B) drank

(C) drunk

(D) have drank

(E) has drunk

11. My cat Boots _____ up to a dish of milk and lapped up some.

(A) creep

(B) creeped

(C) crept

(D) creeps

(E) is creeping

12. Some milk _____ to his whiskers.

(A) cling

(B) clinged

(C) clang

(D) clung

(E) does cling

13. Boots then _____ under a bed.

(A) scoot

(B) scooted

(C) scut

(D) did scoot

(E) scuttled

14. Lake Tahoe is so cold my toes _____ whenever I am there.

(A) froze

(B) froze

(C) were frozen

(D) am frozen

(E) freeze

PRACTICE ENGLISH TEST #1

Section 3:

Directions: Select the word that best completes the sentence.

15. A good _____ for a news article can intrigue readers.
(A) polychrome
(B) caption
(C) rebellion
(D) technocracy
(E) infer
16. Enough sound _____ so that people in an auditorium can comfortably understand what is said is important to a theater's success.
(A) luster
(B) influence
(C) graphite
(D) legislation
(E) amplification
17. While _____ intelligence is helpful in life, acquired knowledge also leads an individual to success.
(A) placid
(B) risible
(C) salient
(D) innate
(E) sequel
18. The Griffith Award symbolizes the character, success, and values of the man after _____ the award is named.
(A) who
(B) which
(C) whom
(D) whose
(E) who's
19. My friend cannot understand a person like me _____ tapes every episode of a series to avoid watching television ads.
(A) who
(B) which
(C) that
(D) whom
(E) whose

PRACTICE ENGLISH TEST #1

Section 4:

In the sentences below, choose either (A), (B), (C), (D), or (E) to indicate which sentence reflects correct use of grammar, punctuation, and spelling rules.

20. On-the-way-up the very steep hill I dropped my mitten
- (A) On-the-way-up the very steep hill, I dropped my mitten.
 - (B) On the way up the very steep hill, I dropped my mitten.
 - (C) On the way up the very steep hill, my mitten got dropped.
 - (D) On the way up the very-steep hill, I dropped my mitten.
 - (E) Correct as written
21. Anna finds studying the great depression during history classes quite interesting.
- (A) Anna finds studying the Great Depression during history classes quite interesting.
 - (B) Anna finds, studying the great depression during history classes quite interesting.
 - (C) Anna finds, studying the Great Depression during history classes quite interesting.
 - (D) Anna finds studying the Great Depression, during history classes, quite interesting.
 - (E) Correct as written
22. I found an old treasure box, but I could not get it opened.
- (A) Finding an old treasure box, I could not get it opened.
 - (B) I could not get opened an old treasure box found by me.
 - (C) I found an old treasure box but I could not get it opened.
 - (D) I found an old treasure box, but I couldn't get it opened.
 - (E) Correct as written
23. If I get into college I'd like to study marine biology.
- (A) If I get into college, I'd like to study Marine Biology.
 - (B) If I get into college, I'd like to study marine biology.
 - (C) If a college admits me, I will study marine biology.
 - (D) Studying marine biology is what I plan to do if I get into college.
 - (E) Correct as written
24. Jeremy is singing The Star-Spangled Banner at the football game on Sunday.
- (A) Jeremy is singing, The Star Spangled Banner, at the football game on Sunday.
 - (B) Jeremy is singing The Star Spangled Banner, at the football game on Sunday.
 - (C) Jeremy will have sung The Star Spangled Banner at the football game on Sunday.
 - (D) Jeremy is singing The Star Spangled Banner at the football game on Sunday.
 - (E) Correct as written

PRACTICE ENGLISH TEST #1

Section 4: continued

In the sentences below, choose either (A), (B), (C), (D), or (E) to indicate which sentence reflects correct use of grammar, punctuation, and spelling rules.

25. We were already to go before we noticed the flat tire.
- (A) We were already to go, before we noticed the flat tire.
 - (B) We were all ready to go, before we noticed the flat tire.
 - (C) We were all ready to go before we noticed the flat tire.
 - (D) We were set to go before we noticed the flat tire.
 - (E) Correct as written

Section 5:

Directions: Choose from the bank of terms below to correctly identify the verb tenses of the underlined verbs in the sentences below the bank. When your choice is "AB," mark both letters on your answer sheet for your answer.

- | | | |
|------------------|---------------------|---------------------|
| (A) past | (B) present | (C) future |
| (D) past perfect | (E) present perfect | (AB) future perfect |

26. The wild turkeys will appear on the street before spring.
27. I will have shopped for groceries before the kids return from school.
28. Jenna reads at least two mystery books a month for fun.
29. Her brother read one book only in the last five months!
30. The teacher had corrected their tests before the class was over.

PRACTICE ENGLISH TEST #1

Section 6:

The sentences below include either an underlined appositive phrase, subordinate clause, or independent clause. Determine which type of grammatical construction is underlined, and for each item, use one of the three choices below to indicate your answer.

- (A) appositive phrase
- (B) subordinate clause
- (C) independent clause

31. Please return to the shelves any books you peruse because the library depends on neatness.
32. Tom Brokaw, celebrated NBC news anchor, wrote *The Greatest Generation*, a best-selling book about Americans who fought in World War II.
33. Joe's neighbor, a trusting and supportive guy, lent Joe his new Lexus to take to the prom.
34. Samantha played the guitar until she began taking piano lessons.

Section 7:

For each line of choices numbered from 46—50, identify the incorrectly spelled word on each line by selecting (A) (B) (C) (D) or (E). Only one word on each line is spelled incorrectly.

35. (A) policy (B) luminary (C) transluscent (D) derision (E) subterranean
36. (A) comparative (B) consious (C) controversy (D) tornados (E) definition
37. (A) exaggerate (B) effect (C) environment (D) embarrass (E) disasterous
38. (A) existant (B) lose (C) fascinate (D) experiment (E) losing

PRACTICE ENGLISH TEST #1

Section 8:

Each sentence below contains an error. For each sentence below, choose either A, B, C, or D to indicate the type of error contained in the sentence.

Choose (A) to indicate an error in grammar (rules of sentence construction).

Choose (B) to indicate an error in punctuation.

Choose (C) to convey an error in capitalization.

Choose (D) to indicate an error in spelling.

39. Neither Jaime or Marie entered the choir competition.
40. Janis said, "I'm studying Spanish in school but I find speaking it with my friends is difficult."
41. The Henderson's wished us a Merry Christmas in a card with several pictures of their family.
42. Mary was ready for the dinner guests because she cooked all the food.
43. Eduardo became a catholic when he entered eighth grade at Holy Rosary School.
44. Of the dozens of cupcakes in the room, the cupcakes, that Mary brought, were the best.
45. This summer I read *The Race To Break The German U-Boat Codes*.

PRACTICE ENGLISH TEST #1

Section 9:

For each sentence below, identify the part of speech that is underlined by using choices (A), (B), (C), (D), or (E). Be sure to mark your choice on your answer key.

46. An ENT specialist removed my tonsils but referred me to a family practitioner for the follow-up visit.
- (A) direct object
 - (B) indirect object
 - (C) adverbial object
 - (D) proper noun
 - (E) pronoun
47. Charleston, not Savannah, proved to be the South's most popular tourist destination.
- (A) proper noun
 - (B) common noun
 - (C) pronoun
 - (D) abstract noun
 - (E) None of the above
48. The elephants' meals included ten loaves of Wonder Bread for each but no Twinkies!
- (A) common noun
 - (B) plural possessive noun
 - (C) singular possessive noun
 - (D) abstract noun
 - (E) pronoun
49. My teacher has often said that hard work will take students further than intelligence.
- (A) proper noun
 - (B) common noun
 - (C) collective noun
 - (D) pronoun
 - (E) abstract noun
50. A bevy of boisterous young soccer players was having pizza in the same restaurant as we were.
- (A) proper noun
 - (B) common noun
 - (C) collective noun
 - (D) pronoun
 - (E) abstract noun

PRACTICE ENGLISH TEST #2

Section 1:

Directions: The number under each word correlates to the number of the question on the answer sheet. For each underlined word below, determine whether it is an action verb, linking verb, correlative conjunction, subordinating conjunction, or coordinating conjunction.

Choose (A) for an action verb.

Choose (B) for a linking verb.

Choose (C) for a correlative conjunction.

Choose (D) for a subordinating conjunction.

Choose (E) for a coordinating conjunction.

The mother opened some cookies, for her son wanted one. Whether or not they were

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2

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nutritious did not matter to her. They must have tasted delicious because the boy smiled.

4

5

He appeared happy! The mother smiled too!

6

7

Section 2:

Select the misspelled word from each list below. Mark the letter on your answer sheet that corresponds to the incorrectly spelled word. Only one word in each list is incorrect.

8. (A) particular (B) possession (C) personal (D) occurence (E) necessary
9. (A) prevelant (B) prejudice (C) precede (D) possible (E) fascinate
10. (A) procedure (B) professor (C) proceed (D) probably (E) priviledge
11. (A) villain (B) unnecessary (C) thorough (D) technique (E) sense
12. (A) conferred (B) prominent (C) embarass (D) existent (E) arguing
13. (A) terminal (B) terestrial (C) invocation (D) subterranean (E) provoke

PRACTICE ENGLISH TEST #2

Section 3:

The sentences below include either an underlined appositive phrase or subordinate clause. Determine which type of grammatical construction is underlined, and for each item, use one of the two choices below to indicate your answer.

- (A) appositive phrase
- (B) independent clause
- (C) subordinate clause

14. School snacks must not include nuts since a number of classmates have nut allergies.
15. If you make it to Montreal, please send me a postcard.
16. Barack Obama, the President of the United States, gave the State of the Union speech.
17. Raise your hand if you think you know the answer.
18. Mrs. Malaki, our science teacher, is one of the chaperones for the field trip.
19. In order to give adequate instruction to all students, many teachers like to divide their classes into groups based upon the abilities of the individual students.

PRACTICE ENGLISH TEST #2

Section 4:

Directions: Choose from the bank of terms below to correctly identify the verb tenses of the underlined verbs in the sentences below the bank. When your choice is two letters, for example "AB," fill in both letters on the answer sheet.

- | | | |
|-------------------------------|----------------------------------|---------------------------------|
| (A) past | (B) present | (C) future |
| (D) past perfect | (E) present perfect | (AB) future perfect |
| (AC) past progressive | (AD) present progressive | (BC) future progressive |
| (BD) past perfect progressive | (CD) present perfect progressive | (CE) future perfect progressive |

20. He was sleeping in the hammock in the yard this afternoon.
21. The bus driver will have been driving for two hours before the field trip is over.
22. The parents have been hoping that no rain falls.
23. Antonio will ride his bicycle home from school.
24. The school children have walked to the playground.
25. You are dancing in the Nutcracker at Christmas!
26. The Decathlon team had been studying since August.
27. Rodriquez delivers papers every morning before school.
28. The mail had spilled onto the front sidewalk.
29. Although my mother was not too happy, I went to the basketball game.
30. I will have read my extra-curricular book by the time school ends in May.
31. I will be reading that book throughout the school year.

Section 5:

Directions: Select the word that best completes the sentence

32. I would _____ his apology, but I do not think he owes me one.
- (A) accept
 - (B) except
 - (C) effect
 - (D) affect
33. Anna's pleas to her mother to be allowed to return late did not _____ her mother's decision.
- (A) effect
 - (B) affect
 - (C) accept
 - (D) except
34. At the _____ of the ski season, Allen broke his leg.
- (A) peke
 - (B) peek
 - (C) pique
 - (D) peak
35. The artisan has _____ a tapestry for the museum.
- (A) weaved
 - (B) wove
 - (C) woven
 - (D) weave
 - (E) wovened

Section 5: continued

36. _____ book is sitting on the hall table?
- (A) Who's
 - (B) Whom
 - (C) Whose
 - (D) Who
 - (E) For whom
37. The Latin-derived scientific _____ for a domestic cat is *Felis catus*.
- (A) derivative
 - (B) nomenclature
 - (C) innumerate
 - (D) process
 - (E) prenumbra
38. Due to multiple speeding violations, we regret to inform you that your driver's license has been _____.
- (A) evoked
 - (B) evacuated
 - (C) revoked
 - (D) invoked
 - (E) provoked

Section 6:

Parts of the following sentences are underlined. For each sentence below, select the choice listed that improves the underlined part of the sentence the most. If the sentence is grammatically correct, clearly written, and does not need improvement, select choice “(E) No changes.”

39. The first marathon Gene Talbot ran was in 1972, and he was eighty-two years old at the time.

- (A) at the time he was eighty-two
- (B) upon the age of eighty-two
- (C) when he was eighty two years old
- (D) when he was eighty-two years old
- (E) No change

40. Being as I had studied for the english test, I felt confident.

- (A) Being as I had studied for the English test,
- (B) Being as I studied for the English test,
- (C) Since I studied for the English test,
- (D) Because I had studied for the English test,
- (E) No change

41. Peyton Manning always had loyal fans and they loved him.

- (A) that loved him
- (B) who loved him.
- (C) whom loved him.
- (D) which loved him.
- (E) No change

Section 6: continued

42. In an effort to curtail violence in the Middle East, President Obama, along with his staff, are traveling to the peace conference.
- (A) in the middle east, President Obama, along with his staff, is traveling
 - (B) in the Middle East, President Obama's party are traveling
 - (C) in the Middle East, President Obama, along with his staff, is traveling
 - (D) in the middle east, President Obama, along with his staff, is traveling
 - (E) No change
43. Having served the most volunteer hours, the school awarded Jimmy a medal at graduation.
- (A) more volunteer hours, the school awarded Jimmy a medal
 - (B) the most volunteer hours, Jimmy was awarded a medal by the school
 - (C) the most volunteer hours, a medal was awarded to Jimmy by the school
 - (D) the most volunteer hours, the school medal was awarded to Jimmy
 - (E) No change
44. While the teacher graded their exams, the students had worked on their homework.
- (A) ; the students worked on their homework.
 - (B) ; the students had worked on their homework.
 - (C) , the students worked on their homework.
 - (D) ; The students had worked on their homework.
 - (E) No change
45. Neither the doctor or his patient were satisfied with the diagnosis.
- (A) Not the doctor or his patient were satisfied
 - (B) Neither the doctor nor his patient were satisfied
 - (C) Neither the doctor nor his patient was satisfied
 - (D) The doctor was not satisfied nor was his patient satisfied
 - (E) No change

Section 6: continued

46. Gina Ostini Miles, who did a remarkable thing on the final day of individual dressage competition at the 2008 Beijing Olympics, went from seventh to second place, earning a silver medal for the United States.

- (A) Gina Ostini Miles, a United States competitor, earning a silver medal for the United States in Beijing in 2008 at the Olympics, rose from seventh to second place on the final day of the individual dressage competition.
- (B) Earning a silver medal for the United States at the 2008 Olympics in Beijing, Gina Ostini Miles went from seventh to second place in individual dressage competition, a remarkable feat.
- (C) Gina Ostini Miles, in a remarkable climb on the final day of individual dressage competition at the 2008 Beijing Olympics, rose from seventh to second place, earning a silver medal for the United States.
- (D) Gina Ostini Miles in a remarkable climb on the final day of individual dressage competition at the 2008 Beijing Olympics rose from seventh to second place, earning a silver medal for the United States.
- (E) No changes

47. Jose's sense of elation peaked as he spied the taut cord across the finish line, thus helping him to rally an extra burst of energy that he much needed to win his race.

- (A) and helped him to rally an extra burst of energy to win his race.
- (B) helping him to rally an extra burst of energy to win his race.
- (C) thus helping him to rally an extra burst of energy that he needed to win his race.
- (D) thus helping him to rally an extra burst of energy to win his race.
- (E) No change

PRACTICE ENGLISH TEST #2

Section 7:

Each sentence may contain an error in grammar, punctuation, usage, or spelling. There is only one error in each sentence. All the parts of the sentence that are not underlined are correct. Enter the letter that denotes the underlined word or phrase that contains the error on your answer sheet.

48. After his surgery, the doctor ordered him to lay in bed and rest for two weeks.
(A) (B) (C) (D) (E)

49. Because his parents have warned him about the dangers of using drugs, Jeremy vowed
(A) (B) (C)
never to abuse drugs.
(D) (E)

50. Dominic is reading the sequel to The Lord of the Rings for his high school literature course.
(A) (B) (C) (D) (E)

