

# **Language: Essential Skills Student Review Guide**

Author:  
**Becky T. Davis**

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# Table of Contents

<b>Author</b>	<b>4</b>	<b>Section 5: Subject-Verb Agreement</b>	
<b>Preface/How To Use This Book</b>	<b>5</b>	5.1 Introduction to Subject-Verb Agreement	85
<b>Standard and Objective Correlation Chart</b>	<b>6</b>	5.2 Phrases Between the Subject and the Verb	87
		5.3 Subjects Following Verbs	88
<b>Pre-Test</b>	<b>7</b>	5.4 Compound Subjects	89
<b>Pre-Test Evaluation Chart</b>	<b>24</b>	5.5 Indefinite Pronouns	90
<b>Section 1: Nouns</b>		5.6 <i>Who, Which, That</i>	92
1.1 Singular and Plural Nouns	25	5.7 Odd Nouns	93
1.2 Singular and Plural Proper Nouns	28	5.8 Collective Nouns and Other	
1.3 Mixed Review with Common and Proper Nouns	29	Noun Exceptions	95
1.4 Possessive Nouns	31	Section 5 Review	97
1.5 Plural and Possessive Noun Review	33		
Section 1 Review	35	<b>Section 6: Capitalization</b>	
<b>Section 2: Verbs</b>		6.1 Proper Nouns and Adjectives	99
2.1 Verbs and Verb Phrases	37	6.2 Titles	101
2.2 Verb Tenses	38	6.3 Sentences and Quotes	102
2.3 Regular and Irregular Verb Forms	41	Section 6 Review	103
2.4 Inappropriate Shifts in Simple Verb Tenses	43		
2.5 Correct Use of the Past Perfect Verb Tense	45	<b>Section 7: Introduction to Punctuation</b>	
2.6 Correct Use of the Present and Future Perfect Verb Tenses	48	7.1 Commas in a Series	105
2.7 Perfect Tense Review	50	7.2 Comma Usage for Introductory and Interrupting Words and Phrases	106
2.8 Correct Use of the Progressive Tense Verbs	52	7.3 Comma Usage for Dates and Addresses	108
2.9 Verb Tense Shifts in Paragraphs	54	7.4 Punctuation of Direct and Indirect Quotes	109
Section 2 Review	56	7.5 Punctuation Using Apostrophes	111
		7.6 Punctuation Using Colons	113
<b>Section 3: Parts of Sentences</b>		7.7 Punctuation of Titles	114
3.1 Prepositions and Prepositional Phrases	59	Section 7 Review	115
3.2 Subjects and Verbs	61		
3.3 Active and Passive Voice Verbs	63	<b>Section 8: Complete Sentences and Punctuation</b>	
3.4 Direct Objects	64	8.1 Introduction to Complete Sentences	119
3.5 Indirect Objects	65	8.2 Simple vs. Compound Sentences	123
3.6 Predicate Nominatives	66	8.3 Introduction to Complex Sentences	126
Section 3 Review	67	8.4 Complex Sentences Using Adjective Clauses	129
		8.5 Complex Sentences Using Adverb Clauses	131
<b>Section 4: Pronouns</b>		8.6 Participles	133
4.1 Pronoun Case	71	8.7 Punctuation Using Commas and Semicolons Together	136
4.2 <i>Who</i> and <i>Whom</i>	73	Section 8 Review	138
4.3 Reflexive and Intensive Pronouns	75		
4.4 Pronouns After <i>Than</i> and <i>As</i>	77	<b>Section 9: Sentence Structure</b>	
4.5 Pronoun Agreement with Antecedents	78	9.1 Dangling Participles	141
4.6 Indefinite Pronouns	80	9.2 Misplaced Modifiers	143
Section 4 Review	82	9.3 Parallel Sentence Parts	146
		Section 9 Review	149

**Section 10: Commonly Confused Words**

10.1	Introduction to Homophones A – C	151
10.2	Homophones D – L	154
10.3	Homophones M – P	156
10.4	Homophones R – S	158
10.5	Homophones T – Y	160
10.6	Similar Words	162
10.7	Commonly Misused Word Pairs	166
	Section 10 Review	169

**Section 11: Appropriate Word Choice**

11.1	Clear Writing	173
11.2	Precise Writing	176
11.3	Concise Writing	180
11.4	Effective Writing	182
11.5	Use of the Appropriate Level of Language	187
	Section 11 Review	188

**Section 12: Organizational Skills**

12.1	Introductory and Concluding Sentences	191
12.2	Details and Sequence	194
12.3	Transitions	197
12.4	Redundant or Irrelevant Sentences	199
	Section 12 Review	201

<b>Index</b>	A-1
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<b>Practice Test 1</b>	<b>separate booklet</b>
(with evaluation chart)	

<b>Practice Test 2</b>	<b>separate booklet</b>
(with evaluation chart)	

## The Author

Becky T. Davis graduated from Winthrop University in Rock Hill, South Carolina, with a bachelor's degree in English. Before retiring in 1999, she taught for over thirty years: Clover High School in Clover, SC, for two years, Sullivan Junior High School in Rock Hill, South Carolina, for twelve years, and Rock Hill High School in Rock Hill, South Carolina, for seventeen years. Her experience includes classes in developmental reading/writing for students needing help in passing the state test for eight years, remedial reading, basic English, college-prep English, and advanced English in grades seven through twelve.

Becky is the co-author of popular review guides to help students pass the Mississippi Subject Area Testing Program end-of-course test in English II.

# Nouns

## Section 1.4 Possessive Nouns



Nouns may show possession or ownership. Use an apostrophe with a noun to show something belongs to someone or to something.

**Examples:** Jane's dress is red. The table's legs were uneven.

There are only three simple rules to follow.

### Making Singular Nouns Possessive

**Rule 1:** *Singular nouns are made possessive by adding 's.*

girl's dress

class's project

Mr. Smith's car



### Making Plural Nouns Possessive

*Plural nouns are made possessive according to their endings.*

**Rule 2:** *If a plural noun ends in -s, add the apostrophe **after** the -s.*

the boys' game

the classes' schedules

**Rule 3:** *If a plural noun does not end in -s, add 's.*

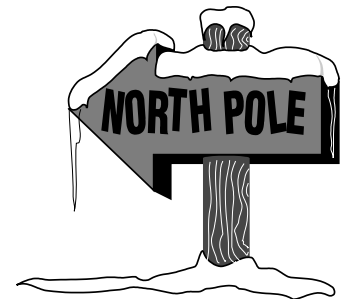
men's suits

children's games

### Making Proper Nouns Possessive

To make a proper noun possessive, use the same rules.

**Examples:** The Clauses' house is located at the North Pole.  
Shop-Mart's hours are nine a.m. to five p.m.



### Making Hyphenated Compound Nouns Possessive

For hyphenated compound nouns, follow the rule for the last word. The apostrophe will never go in the middle.

**Examples:** brother-in-law brother-in-law's  
editors-in-chief editors-in-chief's  
Italian-Americans Italian-Americans'

### Making More than One Noun Possessive

Sometimes, two or more nouns in a sentence should show possession. If the nouns have joint ownership, add an apostrophe to only the last noun according to the rules of possessives. If the nouns have separate ownership, you must add apostrophes to both nouns. Let's look at some examples.

**Examples:** Santa Claus and Mrs. Claus's house is located at the North Pole.

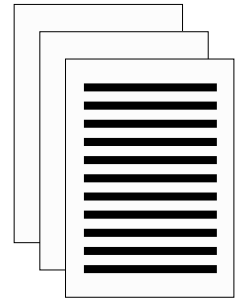
Santa Claus and Mrs. Claus share joint ownership of the house, so we add the apostrophe to show possession on only the last noun, Mrs. Claus.

The girls' and the boys' shoes were placed in cubicles while they played.

The girls and the boys have separate ownership of their own shoes, so we must add apostrophes to show possession on both nouns.

# Pronouns

## Section 4.1 Pronoun Case



### Introduction to Pronouns

**Pronouns** take the place of nouns. Sentences would sound awkward if we couldn't use pronouns.

**Awkward:** Cory sent Mrs. Smith Cory's résumé. Mrs. Smith read many people's résumés. The résumés were all well-written.

**Correct:** Cory sent Mrs. Smith his résumé. She read many people's résumés. They were all well-written.

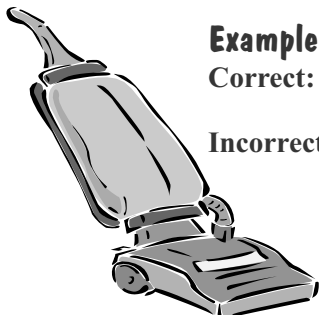
### Pronoun Case

Pronouns are divided into cases according to their uses. In other words, **pronoun case** describes how a pronoun is being used in a sentence. For example, the **subjective case** of a pronoun is used when a pronoun appears as the subject or predicate nominative of a sentence. See the following chart for each pronoun case. Don't get discouraged by the terms; we have some hints and shortcuts that can help you even if you don't know the use of the pronoun.

Personal Pronoun Cases			
Case	Singular	Pronouns Plural	Use
subjective (nominative)	I you he, she, it	we you they	subject ( <i>tells who or what in front of the verb</i> ) predicate nominative ( <i>renames the subject after a linking verb</i> )
objective	me you him, her, it	us you them	direct object ( <i>whom or what after the action verb</i> ) indirect object ( <i>to or for whom after action verb</i> ) object of preposition ( <i>after words such as to, for, with, from</i> )
possessive	my, mine your, yours his, her, hers, its	our, ours your, yours their, theirs	describes or replaces a noun

Again, don't be discouraged if this chart looks too complicated or you don't know the terms. The following hints and explanations should help.

**Note:** Be very careful when using possessive personal pronouns. They do **NOT** have apostrophes.



#### Example:

**Correct:** The vacuum needs its filter replaced.

**Incorrect:** The vacuum needs it's filter replaced.

*Its* without an apostrophe is the possessive form of *it*. Never use *it's* when showing possession. *It's* is a contraction for *it is*. You wouldn't say "The vacuum needs it is filter replaced," so make sure you don't use the contraction when you mean to use the possessive.

Section 4.1, continued  
Pronoun Case

Examples and Hints

1. Subject	I went to the game. Tuan and <u>he</u> stayed late.	Hint: You would not say, "Me went to the game." Hint: Omit the other noun and go by the sound. Of course, you wouldn't say, "Him stayed late."
2. Predicate nominative	This is <u>she</u> . The players were Hoing and <u>he</u> .	Hint: Turn the sentence around to say, "She is this." Maybe that still sounds funny, but you wouldn't say, "Her is . . ." Hint: Turn the sentence around to say, "Hoing and he were the players." If you omit Hoing, you would say, "He was . . ." You wouldn't say, "Him was . . ."
3. Direct object	They chose <u>us</u> . She saw Courtney and <u>me</u> .	Hint: You wouldn't say, "They chose we." Hint: Omit the first name to say, "She saw me."
4. Indirect object	Give <u>them</u> the prize. Show Ty and <u>her</u> the book.	Hint: Omit the first name to say, "Show her the book."
5. Object of preposition	I showed the film to <u>him</u> . We gave the instructions to Harry and <u>her</u> .	Hint: Omit the first name to say, "We gave the instructions to her."

Practice 1

Circle the correct pronoun. Remember the hints, especially to leave out the other person with the pronoun.

1. Britt and ( she / her ) went to the concert together.

2. The usher led Jack and ( they / them ) to the exits.

3. He gave the extra tickets to Mr. Woods and ( I / me ).

4. The contestants were Shanika and ( he / him ).

5. Yesterday Juan and ( I / me ) walked three miles.
6. Give Alice and ( I / me ) the list.

7. We got the notes from you and ( she / her ).

8. Didn't you and ( he / him ) ride on the boat?

9. They watched you and ( she / her ) for the signal.

10. I told Kelly and ( they / them ) the good news.

Practice 2

Look at the pronouns in each sentence to tell if the sentence is correct or incorrect. In the blank given, write C for Correct and I for Incorrect. Use the same hints as above.

- \_\_\_\_\_ 1. Tomorrow Vong and me will bring a cake.

\_\_\_\_\_ 2. Next week her parents and her will go on vacation.

\_\_\_\_\_ 3. It's antenna was broken.

\_\_\_\_\_ 4. The gift is for you and she.

\_\_\_\_\_ 5. We traveled with Jordan and them.
- \_\_\_\_\_ 6. The ones with the most points were Lupita and I.

\_\_\_\_\_ 7. Tell Susie and me the answer.

\_\_\_\_\_ 8. They saw you and him at the store.

\_\_\_\_\_ 9. Mrs. Young praised your group and I.

\_\_\_\_\_ 10. Hein sent a postcard to you and I.

# Subject-Verb Agreement

## Section 5.8 Collective Nouns and Other Noun Exceptions



### Collective Nouns

Collective nouns are nouns that appear singular, but they represent a group. When collective nouns refer to the group as a whole, they use a singular verb. However, in some cases, a collective noun may refer to the individual members of the group in which case it takes a plural verb. The table below gives some examples of collective nouns. Look at the examples to see when these nouns are used with singular verbs and when they are used with plural verbs.

Collective Nouns				
army	class	crowd	flock	mob
audience	club	faculty	group	public
band	collection	family	herd	swarm
bunch	committee	fleet	jury	team

**Example 1: singular** The committee meets in the conference room every Friday morning.

In this example, *committee* refers to the group as a whole. The entire group meets in the conference room.

**plural** The committee disagree on the new budget plans.

In this example, *committee* refers to the individual members of the committee. The individual members disagree.

**Example 2: singular** The band practices in Leon's basement.

*Band* refers to the entire group and takes a singular verb.

**plural** The band practice their individual instruments in their own homes.

*Band* refers to each individual member and takes a plural verb.

**Note:** In most cases, collective nouns will be treated as singular. To double-check, ask yourself if the noun is referring to the group as a whole or if it refers to the individual members.

## Section 5.8, continued

### Collective Nouns and Other Noun Exceptions

#### Other Noun Exceptions

There are two more cases when the use of the noun in the sentence determines if the verb is singular or plural.

**Case 1:** The word *number* is singular if it has the article *the* in front of it. It is plural if it has the article *a* in front of it.

**Example 3: singular** The number of fans attending the game was over seventy thousand.

**plural** A number of fans were tailgating hours before the game began.

**Case 2:** When a fraction is used as the subject, it is singular when it refers to a singular noun or a noun that cannot be counted. It is plural when it refers to a plural noun.

**Example 4: singular** Two-thirds of the pie was eaten already.

*Two-thirds* refers to *pie* which is singular, so a singular verb is used.

**plural** Two-thirds of the books were damaged by the flood.

*Two-thirds* refers to *books* which is plural, so a plural verb is used.

#### Practice

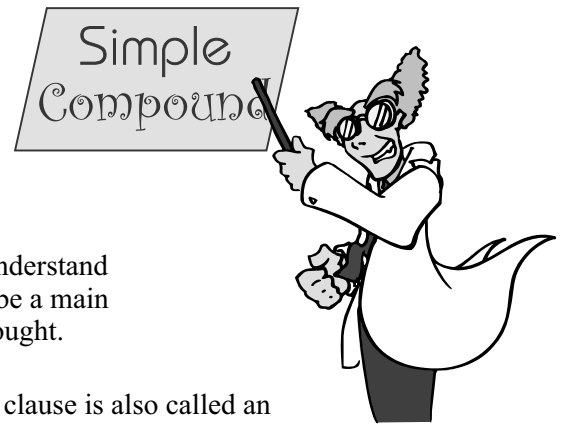
Read each sentence carefully and circle the correct verb.

1. The rugby team ( practice / practices ) three times a week.
2. The soccer team ( practice / practices ) their skills individually when they meet with the coach one-on-one.
3. The class ( contribute / contributes ) different amounts depending on how much candy they sell.
4. My class ( is / are ) the largest in the school.
5. The fleet of ships ( is stationed / are stationed ) in the gulf.
6. The fleet of ships ( maneuver / maneuvers ) through their individual routes.
7. One-third of the year ( is / are ) already over.
8. Three-fourths of the cupcakes ( was eaten / were eaten ) right away.
9. The number of students in the senior class ( varies / vary ) from year to year.
10. A number of rules ( has been / have been ) changed since last year.



# Complete Sentences and Punctuation

## Section 8.2 Simple vs. Compound Sentences

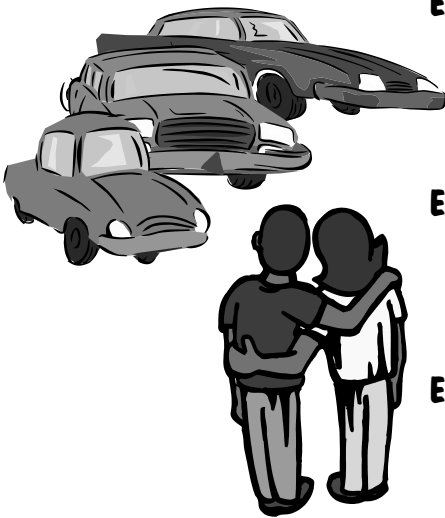


Before you can understand the different types of sentences, you must understand clauses. A **clause** is a group of words with a subject and a verb. It may be a main clause and make a complete thought, or it may not make a complete thought.

Simple and compound sentences are made up of main clauses. (A main clause is also called an independent clause because it can stand by itself as a complete thought.)

### Simple Sentences

A **simple sentence** is one main clause. It may have more than one subject or verb but is only one complete thought.



**Example 1:** Carlos and Callie searched for a car.

*Carlos and Callie* are compound subjects, but the sentence is simple since it is one complete thought. This compound subject does not need a comma for punctuation.

**Example 2:** They visited car lots and checked the Internet.

*Visited and checked* are compound verbs, but it is a simple sentence and one complete thought. These verbs need no comma.

**Example 3:** Carlos and Callie visited car lots and checked the Internet.

Here are compound subjects and compound verbs, but it is still one complete thought. It cannot be divided into two thoughts, so it is still a simple sentence.

### Punctuating Simple Sentences



**DO NOT** use commas in simple sentences to separate two subjects or two verbs joined by a coordinating conjunction. (Coordinating conjunctions are *and, but, or, nor, so, yet, and for*.)



**DO** use commas in simple sentences to separate items in a series and to set off introductory or interrupting words or phrases. See Sections 7.1, 7.2, and 7.3 to review proper punctuation in these situations.

### Compound Sentences and Punctuation

A **compound sentence** has two or more main clauses, or complete thoughts. They may be joined three ways (as you have seen in Section 8.1).

1. A compound sentence can be joined by separating the two clauses with a semicolon.

**Example 4:** Carlos looked for a car ; Callie stayed at home.

Diagram illustrating the structure of the compound sentence:

Carlos looked for a car ; Callie stayed at home.

1st complete thought      2nd complete thought

Use a semicolon.

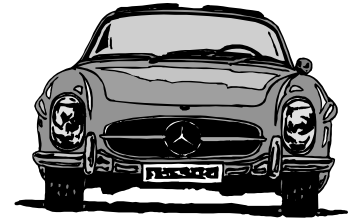
## Section 8.2, continued

### Simple vs. Compound Sentences

2. Compound sentences can be joined by using a coordinating conjunction. Punctuate by placing a comma before the conjunction.

**Example 5:** Carlos wanted a Toyota, but Callie preferred a Mazda.

1st complete thought      2nd complete thought



Use a comma before the conjunction.

**Note:** It is acceptable to leave out the comma if the two independent clauses are short. A comma should always be used if one or both of the clauses are long. To be safe, it is a good idea always to use a comma before the coordinating conjunction when combining two independent clauses.

3. A compound sentence can be joined by using a conjunctive adverb, which are words such as *also*, *consequently*, *finally*, *furthermore*, *hence*, *however*, *incidentally*, *indeed*, *instead*, *likewise*, *meanwhile*, *nevertheless*, *next*, *nonetheless*, *otherwise*, *still*, *then*, *therefore*, and *thus*.

If one of these is used, you need a semicolon before it and a comma after it.

**Example 6:** Carlos visited car lots; however, Callie searched the Internet.

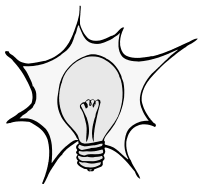
1st complete thought      2nd complete thought

Use a semicolon before and a comma after.

**Example 6:** They were interested in reliable, economical cars; for example, Toyotas have few problems and retain their values.

#### Punctuation Review

- |                             |   |
|-----------------------------|---|
| • <b>Compound subjects</b>  | no comma needed   |
| • <b>Compound verbs</b>     | no comma needed   |
| • <b>Compound sentences</b> | 1. comma before the coordinate conjunction  |
|                             | 2. semicolon if no coordinate conjunction is used   |
|                             | 3. semicolon before <i>however</i> , <i>therefore</i> , <i>nevertheless</i> , <i>for example</i> and a comma after the word or phrase |



*Remember, if you can divide the sentence into two complete thoughts, it is a compound sentence and needs some sort of punctuation.*

# Sentence Structure

## Section 9.1 Dangling Participles

In Section 8.6, we reviewed participles. Now let's look at one more mistake that can be made when using participial phrases. Participial phrases must come directly before or directly after the noun modified. If the participial phrase isn't in the correct place, it is called a **dangling participle**. Sometimes the participle needs to be moved so that it is right before or right after the word that it is supposed to modify. Other times, the sentence needs to be rewritten.

### Example 1:

**Incorrect:** The football players celebrated their victory at the pizza parlor, winning the state championship.

**Correct:** Winning the state championship, the football players celebrated their victory at the pizza parlor.

**Correct:** The football players, winning the state championship, celebrated their victory at the pizza parlor.



*Winning the state championship* should modify the football players, not the pizza parlor, so it must be placed right before or right after *football players*.



### Example 2:

**Incorrect:** Swerving from the deer, the car ran off the road.

**Correct:** Swerving from the deer, she drove the car off the road.

*Swerving from the deer* should modify a person, not the car, so the sentence must be rewritten to include the word being modified.

### Example 3:

**Incorrect:** Walking to school that cold morning, my hands became completely frozen.

**Correct:** As I walked to school that cold morning, my hands became completely frozen.

*Walking to school that cold morning* is not supposed to modify hands. The hands are not walking to school. This sentence is rewritten to get rid of the dangling modifier by converting the phrase into a subordinate clause.



### Example 4:

**Incorrect:** While raining, the girl continued to play outside.

**Correct:** The girl continued to play outside while it was raining.

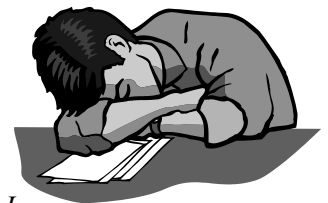
*While raining* does not modify the girl. To make the sentence clear, the phrase should be rewritten.

### Example 5:

**Incorrect:** Although tired, my homework wasn't finished, so I stayed up.

**Correct:** Although tired, I stayed up because my homework wasn't finished.

*Although tired* doesn't modify *my homework*. It should modify *I*.



# Commonly Confused Words

## Section 10.7 Commonly Misused Word Pairs



Let's look at more pairs of confusing words. Some of these pairs do not look alike or sound alike, but they are still commonly misused.

### Good versus Well and Bad versus Badly

The words *good* and *bad* are adjectives used to describe nouns. *Well* and *badly* are adverbs that usually modify action verbs. These pairs of words are commonly misused. Let's look at examples of correct and incorrect usage.

#### Good/Bad

**Correct:** *She is a **good** tennis player.*

*Good* is an adjective that describes the noun *player*.

**Correct:** *He has a **bad** headache.*

*Bad* is an adjective that describes the noun *headache*.

**Incorrect:** *She slept **good** all night.*

**Incorrect:** *He wants a new TV **bad**.*

#### Well/Badly

**Correct:** *She plays tennis **well**.*

*Well* modifies the verb *plays* because it tells *how* she *plays*.

**Correct:** *He sings **badly**.*

*Badly* modifies the verb *sings* because it tells *how* he *sings*.

**Incorrect:** *She made a **well** decision.*

### Common Mistakes When Using Linking Verbs

When using a linking verb, be careful to use *good* or *bad* as the predicate adjectives, not *well* or *badly*, which are adverbs. Some verbs such as *smell*, *feel*, *taste*, *sound*, *appear*, and *look* can be used as linking verbs or as action verbs, so double-check how the verb is used before deciding to use an adjective or adverb.

**Example 1:** *I feel **bad** about breaking the window.*

In this example, *feel* is a linking verb, so *bad* is a predicate adjective describing the subject. "I feel *badly*" would make *feel* an action verb and mean that *I feel with my hands badly*, so using *badly* does not make sense in this example.

**Example 2:** *He smells and looks **good** after taking a shower.*

In this example, *smells* and *looks* are linking verbs, and *good* is a predicate adjective describing *he*. This sentence does not mean that he *physically smells with his nose* or *literally looks with his eyes*, which would be implied by using *well* instead of *good*.

### Fewer versus Less

Both of the words *fewer* and *less* are used to compare two things, but they should not be used interchangeably.

Use *fewer* when comparing two things that can be counted.

*My apple tree produced **fewer** apples this year.*

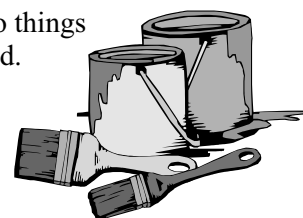
*Apples* can be counted, so use *fewer*.



Use *less* when comparing two things that are measured, not counted.

*We have **less** paint now.*

*Paint* is measured, not counted, so use *less*.



## Section 10.7, continued

### Confusing Word Pairs

#### "Less" Exceptions

- Money is more commonly used as a sum than as individual coins or dollars. When money is used as a sum, use **less**.
- Units of time are more commonly used as a single period. When referring to minutes, hours, etc. as a single period of time, use **less**.

The hat cost **less** than ten dollars.

The ten dollars is used as a sum, so use **less**.

It takes **less** than two days to drive there.

The "two days" in this sentence is used as a single period of time, so use **less**.

After the purchase, he had **fewer** dollar bills.

The dollar bills are treated individually, so use **fewer**.

There are **fewer** days in the Islamic calendar than in the Gregorian calendar.

The days in this sentence are treated as individual days, so use **fewer**.

#### To Lie versus To Lay

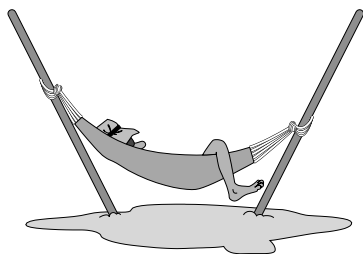
These two verbs are very commonly misused. Let's clarify when to use each.

The verb *to lie* means *to rest or recline*. This verb is commonly confused with the verb *to lay* because the past tense of *to lie* is *lay*. Confused? Don't be. Look at the examples below.

##### To Lie

**Present:** lie/lies

**Past:** lay



To Lie

I am going to **lie** in the hammock.

Every afternoon, he **lies** in his hammock.

He is **lying** there now.

Yesterday, he **lay** in the hammock.

The verb *to lay* means *to put or place*. This verb always takes a direct object. (Review Section 3.4 on direct objects if needed.) The past tense of *to lay* is *laid*. Look at the examples below.

##### To Lay

**Present:** lay/lays

**Past:** laid



To Lay

I am going to **lay** the vase on the counter.

I will **lay** the fragile vase down carefully.

I am **laying** it down now.

I **laid** the vase on the counter.

People most commonly misuse *lay* and *laying* when they mean *lie* and *lying*, and they use *laid* instead of *lay* for the past tense of *to lie*. Look at the following examples of correct and incorrect usage.

**Correct:** He is going to **lie** down.

**Incorrect:** He is going to **lay** down.

**Correct:** The keys are **lying** on the counter.

**Incorrect:** The keys are **laying** on the counter.

**Correct:** He **lay** in his hammock yesterday.

**Incorrect:** He **laid** in his hammock yesterday.

**Correct:** Last summer, we **lay** in the sun every day.

**Incorrect:** Last summer, we **laid** in the sun every day.

## Section 10.7, continued

### Confusing Word Pairs

#### To Sit versus To Set

These two verbs are also commonly misused.

The verb *to sit* means *to be seated*.

She **sits** on the sofa.

The dog **sits** on the floor.

The box **sits** on the shelf.

We **sit** around the table.

He **sits** quietly every day.

Hint: Notice that *sit* is usually followed by a prepositional phrase, but it is never followed by a direct object.



The verb *to set* means *to put or place*. Just like the verb *to lay*, this verb takes a direct object (except when referring to the sun, which can set without an object).

She **set** the table.

He **set** his keys on the table.

They **set** the books on the shelf.

The sun **set** on the horizon.

Hint: Notice that *set* is always followed by a direct object except in the case of the sun.



#### Practice

Circle the correct word for each sentence.

1. They dance ( good / well ).
2. You are a ( good / well ) listener.
3. I feel ( good / well ) about the way I played.
4. Don't be a ( bad / badly ) sport.
5. That contestant sang ( bad / badly ).
6. We feel ( bad / badly ) about your loss.
7. She had ( fewer / less ) mistakes that time.
8. They will have ( fewer / less ) confidence this time.
9. I have ( fewer / less ) quarters in my collection than you.
10. The recipe needs ( fewer / less ) sugar.
11. We have ( fewer / less ) time for lunch now.
12. You earned ( fewer / less ) money this year.
13. The freshmen put in ( fewer / less ) pennies for the fund-drive.
14. The puppy will ( lie / lay ) on the rug to sleep.
15. Don't ( lie / lay ) on the sofa.
16. He will ( lie / lay ) his clothes there.
17. She is ( lying / laying ) her book in the water.
18. I am ( lying / laying ) down.
19. He ( lay / laid ) the fax down.
20. The lizard ( lay / laid ) on the window sill.
21. The bicycle ( lay / laid ) out in the weather all winter.
22. She needed ( to lie / to lay ) down.
23. He wanted ( to lie / to lay ) the bricks himself.
24. He will ( sit / set ) quietly while you read.
25. We will ( sit / set ) the time on the clock.
26. They ( sit / set ) on that bench every day.
27. We saw how beautifully the sun ( sit / set ).
28. He would ( sit / set ) her purse on the chair.

# Language Practice Test 1

## Introduction

### Introduction

The practice test that follows is provided to help you determine how well you have mastered essential language and writing skills.

### Directions

Read each question carefully and darken the circle corresponding to your answer choice. Once you have completed this practice test, circle the questions you answered incorrectly on the practice test evaluation chart on page PT1-18. For each question that you missed on the practice test, review the corresponding sections in the book as given in the evaluation chart. Read the instructional material, do the practice exercises, and take the section review tests at the end of each section.

Language Practice Test 1

Read each of the following questions carefully. Darken the circle corresponding to your answer choice.

<p><b>Noun Form</b> In questions 1 – 5, identify the correct noun form.</p> <p>1. Choose the sentence in which the nouns are used <i>correctly</i>.</p> <p>A My classes were cancelled that day. B The babys in the nursery were crying. C She misspelled all the gulfes. D He was amazed at the moose’s.</p> <p>(A) (B) (C) (D)</p>	<p>5. One of the sentences below contains an error in the use of nouns. Choose the sentence that contains an <i>error</i>.</p> <p>A Both toothes hurt. B We observed the butterfly larvae. C You have two days to finish. D My wishes came true.</p> <p>(A) (B) (C) (D)</p>
<p>2. Choose the sentence in which the nouns are used <i>correctly</i>.</p> <p>A We invited two secretary of states. B Please close the doors’. C She sang several duos with different partners. D We saw the puff’s of smoke.</p> <p>(A) (B) (C) (D)</p>	<p><b>Verb Form</b> In questions 6 – 10, identify the correct verb form.</p> <p>6. Choose the sentence in which the verb is written <i>correctly</i>.</p> <p>A They have brung their cell phones every day. B After I unlocked the door, I throwed the keys on the counter. C She has sang that song many times. D The children had eaten all the ice cream.</p> <p>(A) (B) (C) (D)</p>
<p>3. One of the sentences below contains an error in the use of nouns. Choose the sentence that contains an <i>error</i>.</p> <p>A The man’s partner committed a series of crimes. B She was nervous about her solos. C I know several Dans. D That cat had nine lifes.</p> <p>(A) (B) (C) (D)</p>	<p>7. Choose the sentence that contains a verb <i>error</i>.</p> <p>A She does like nice lotion. B If I would have left sooner, I would have avoided the accident. C Did you give the check to the plumber yesterday? D Has she been resting since noon?</p> <p>(A) (B) (C) (D)</p>
<p>4. One of the sentences below contains an error in the use of nouns. Choose the sentence that contains an <i>error</i>.</p> <p>A The potatos were too green. B I bought two Christmas cactuses. C We lived next door to the Garys for five years. D Bring some sodas for refreshments.</p> <p>(A) (B) (C) (D)</p>	<p>8. Choose the sentence in which the underlined verb or verbs are written <i>correctly</i>.</p> <p>A Since the kitchen floor was still wet, we <u>are</u> <u>staying</u> in the den. B I promised to replace the button that <u>came</u> off. C After Jerry put on his sneakers, he <u>ties</u> them. D Shasta <u>has written</u> for two hours before she stopped.</p> <p>(A) (B) (C) (D)</p>



Language Practice Test 1

<p><b>Effective Use of Voice</b> In questions 31 – 35, determine the most effective use of voice.</p> <p>31. Choose the sentence that is written in the <i>active voice</i>.</p> <p>A That novel was written by a doctor in the 1800s.</p> <p>B The sofa was covered in tone-on-tone cream.</p> <p>C The jacket had been decorated with ribbon embroidery.</p> <p>D We will go to Dothan next spring for the reunion.</p> <p>(A) (B) (C) (D)</p>	<p>34. Identify the sentence that has the <i>least</i> effective use of voice.</p> <p>A In another week, his latest CD can be bought.</p> <p>B In another week, you can buy his latest CD.</p> <p>C In another week, you will be able to buy his latest CD.</p> <p>D In another week, buy his latest CD.</p> <p>(A) (B) (C) (D)</p>
<p>32. Identify the sentence that is written in the <i>passive voice</i>.</p> <p>A Spence was carving the wood as a duck.</p> <p>B The bookshelves had been covered in dust for a month.</p> <p>C My neighbor Mercedes has been living here for a year.</p> <p>D He had been cooking breakfast for the whole family.</p> <p>(A) (B) (C) (D)</p>	<p>35. Choose the sentence that is written <i>most</i> effectively.</p> <p>A The juice has been spilled onto the carpet by the child.</p> <p>B Those fossils on the shelves have given me much pleasure.</p> <p>C No more cloth had been dyed by the artist.</p> <p>D That check was torn up by the angry man.</p> <p>(A) (B) (C) (D)</p>
<p>33. Select the sentence that has the <i>most</i> effective use of voice.</p> <p>A The trip had been taken by us for pure enjoyment.</p> <p>B The trip had been taken for pure enjoyment by us.</p> <p>C We had taken the trip for pure enjoyment.</p> <p>D The trip was taken by us for pure enjoyment.</p> <p>(A) (B) (C) (D)</p>	<p><b>Placement of Modifiers</b> In questions 36 – 40, determine the correct placement of modifiers.</p> <p>36. Choose the sentence in which the modifier is placed <i>correctly</i>.</p> <p>A Handmade by her mother, she had the most elegant gown there.</p> <p>B Barbara quit her job, moving to Tennessee.</p> <p>C Calibrated exactly, the clockmaker took pride in his clocks.</p> <p>D Connected by a bridge, the two yards were immaculate.</p> <p>(A) (B) (C) (D)</p>

# Language Practice Test 1

## Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	1.1, 1.4, 1.5	35	11.4	69	6.1, 6.2, 6.3
2	1.1, 1.4, 1.5	36	9.1	70	6.1
3	1.1, 1.2, 1.3, 1.4, 1.5	37	9.2	71	6.3
4	1.1, 1.2	38	9.2	72	7.2, 7.3, 8.2
5	1.1	39	9.1	73	7.1, 7.2
6	2.3	40	9.2	74	8.5
7	2.2, 2.5, 2.6	41	10.7	75	7.2, 7.3, 8.5
8	2.4, 2.6, 2.8	42	10.6, 10.7	76	7.2, 7.6, 8.2
9	2.2, 2.4	43	10.5, 10.6	77	7.1, 8.2, 8.7
10	2.5	44	10.1, 10.5, 10.7	78	7.6
11	5.3, 5.4, 5.6, 5.8	45	10.4	79	7.1, 7.6, 8.7
12	5.4, 5.5, 5.7	46	11.1	80	7.6
13	5.1, 5.5, 5.8	47	11.1, 11.2	81	7.4
14	5.1	48	11.2, 11.4	82	7.7
15	5.1, 5.5, 5.7	49	11.1, 11.4	83	7.7
16	4.5	50	11.1, 11.2, 11.4	84	7.4
17	4.6	51	11.5	85	7.7
18	4.6	52	11.2, 11.5	86	7.5
19	4.5, 4.6	53	11.2, 11.5	87	7.5
20	4.5, 4.6	54	11.5	88	7.5
21	4.1, 4.3	55	11.2, 11.5	89	7.5
22	4.1	56	8.1	90	7.5
23	4.1	57	8.1	91	12.1
24	4.3	58	8.1	92	12.2
25	4.1, 4.3, 4.4	59	8.1	93	12.4
26	2.4, 2.5	60	8.1, 8.5	94	12.4
27	2.4, 2.5, 2.6	61	9.3	95	12.1
28	2.4	62	9.3	96	12.3
29	2.4	63	9.3	97	12.3
30	2.4	64	9.3	98	12.2
31	11.4	65	9.3	99	12.2
32	11.4	66	6.1	100	12.2
33	11.4	67	6.2, 6.3		
34	11.4	68	6.1		