

New SAT Online Resources

# Grammar Basics

In this section, you will review common grammar errors that you might see on the Writing and Language Test, and learn how to correct them.

# Parts of Speech

## Part 1

**Parts of speech** are the types of words you see in sentences. The part of speech tells you what a word is and what it does. In order to learn rules for words and sentences, you need to know how to identify what part of speech you're working with.

### Nouns and Pronouns

**Nouns** are words that refer to people, places, things, or ideas. In the following sentences, nouns are underlined.

- Friday is usually my favorite day of the week.
- My dog ate my shoes this morning.
- I put on my furry slippers.
- The whole class laughed.
- Ms. Samuels liked my humor!

Nouns can be **concrete** (things you can see and interact with, like shoes and slippers) or **abstract** (ideas or concepts, like “Friday” and “humor”). Some nouns (like “class”) refer to whole groups or categories of objects. Others (like “Ms. Samuels”) refer to just one specific object or person. These nouns may refer to a specific object in a given context (as in “my class went on a field trip”), but the same word may commonly be used to refer to other objects in other sentences; these are called **common nouns**. Nouns of this last type are called **proper nouns** and are always capitalized.

**Singular nouns** (like “soldier”) refer to just one object or person, while **plural nouns** (like “soldiers”) refer to multiple objects or people. **Collective nouns** (like “army”) are nouns that refer to a single collection of multiple objects or people, and they are usually treated like singular nouns. Collective nouns can be made plural so that they refer to multiple collections of many objects or people (like “armies”).

**Possessive nouns** show ownership. Instead of saying, “the sweater that Cindy owns,” we say, “Cindy’s sweater.” Most singular nouns become possessive by adding an apostrophe (’) and an “s” to the end of the word, even if the word already ends in “s.” For plural nouns that end in “s,” you only need to add an apostrophe to show possession. If a plural noun doesn’t end in “s,” go ahead and add both the apostrophe and the “s.”

- The coach’s stopwatch
- The boss’s desk
- The dogs’ leashes
- The children’s toys

Sometimes nouns will be replaced by **pronouns**. In the following sentences, pronouns are underlined.

- My sisters don't like to watch TV, but they love when my parents take them to the movies.
- Maybe they will take me too!
- We should see the scary movie.

Here is a table that shows some common pronouns:

Common Pronouns							
I	Me	You	She	He	Her	Him	It
Himself	Herself	They	Them	Themselves	Someone	Something	Anything

The noun that a pronoun replaces is called its **antecedent**. The antecedent has to be somewhere close to the pronoun so it can give us the context we need to understand who or what a pronoun is talking about. In the first example sentence above, “sisters” is the antecedent of “they.”

In the following sentences, pronoun/antecedent pairs are underlined.

- Marcus never tries any food that he thinks he won't like.
- Claire and Jordan are very adventurous, so they try new food often.

## Verbs

**Verbs** are words that refer to actions or states of being. In the following sentences, verbs are underlined.

- I learned new Spanish words in class, but I forgot them all by the next day.
- I became embarrassed when I couldn't even remember how to say my name!
- Kat always laughs way too hard at her own jokes.
- Brianna, on the other hand, is actually funny.

The two main types of verbs are **action verbs** (words for actions, like “learned,” “laughs,” or “say”) and **linking verbs** (words for states of being, like “is,” “became,” or “could”).

## Adjectives and Adverbs

**Adjectives** are words that describe or give more information about nouns—in technical terms, they “modify” nouns. In the following sentences, adjectives are underlined.

- The food in the new cafeteria is very flavorful.
- They only serve raw, organic, and vegan foods.

Adjectives usually come before the nouns they modify or are connected to them by linking verbs. Adjectives should not be confused with **adverbs**, which describe or give more information about adjectives, verbs, or other adverbs. In the following sentences, adverbs are underlined.

- I can run pretty quickly when I put my mind to it.
- My first race went well, but I could have done better.
- Sophia and I went to the play, but it clearly wasn't a date.
- We always see the school plays together.

As you can see, some adverbs end in the suffix “-ly,” although many do not. Adverbs usually answer questions about an adjective or adverb: Where is it? Why is it? When is it? To what extent is it? In what way is it? How is it?

## Part 1 Practice: Parts of Speech

For questions 1-4, identify the noun(s) and pronoun(s) in each sentence.

1. If you don't use a clean bandage, that cut will definitely get infected.
2. Vegetarians don't eat meat; vegans also avoid eggs, dairy, and even honey.
3. I can see that this situation is going to become a problem.
4. Michael and Stacey were disappointed when they discovered the mall had closed.

For questions 5-9, identify the verb(s) in each sentence.

5. My dog chases cars for miles if no one stops her.
6. I would certainly know about that.
7. That safari was such a fun adventure!
8. Most people spit out their gum after it loses its flavor.
9. Elisa seems pretty upset, but she won't talk about it.

For questions 10-15, complete parts A and B.

Part A: Identify the adjectives and/or adverbs in each sentence.

Part B: Identify the noun modified by an adjective, or the verb or adjective modified by an adverb.

10. “That floppy hat suits you!” she said sarcastically.
  - A. Adjectives and/or adverbs:
  - B. Words modified:
11. Rory never eats dinner before 8 PM, even if he is incredibly hungry.
  - A. Adjectives and/or adverbs:
  - B. Words modified:

12. I sneezed so hard that I thought I would break a rib.
- A. Adjectives and/or adverbs:
  - B. Words modified:
13. Lola was astonished the first time she saw a giraffe.
- A. Adjectives and/or adverbs:
  - B. Words modified:
14. Today's lesson was extremely hard, but I almost understand it.
- A. Adjectives and/or adverbs:
  - B. Words modified:
15. The disgust that Emilia felt when she found a fly in her smoothie was obvious.
- A. Adjectives and/or adverbs:
  - B. Words modified:

# Sentences

## Part 2

### Subjects and Objects

**Sentences** are groups of words linked together to express a complete thought. Every sentence must contain a subject and a verb. The **subject** is the noun or pronoun that the sentence is about. Frequently, the subject performs the action of the verb. In the following sentences, subjects are underlined, and their verbs are marked in italics.

- Sam *argues* with her boyfriend all the time.
- The world *exists*.
- I *eat* slowly.

Some sentences also contain **objects**. Objects are nouns or pronouns that the sentence’s action affects. In the following sentences, objects are underlined.

- I eat cherries every day during the summer.
- Aviva often loses her homework right before it’s due.
- He threw me into the lake.

All the objects above are **direct objects**, which means that they directly receive the action of the verb. What do I eat? I eat cherries. What does Aviva lose? Aviva loses homework.

Some sentences contain **indirect objects** as well. These are additional nouns and pronouns that are indirectly affected by the action of the verb. In the following sentences, indirect objects are underlined.

- My sister accidentally gave me food poisoning at Thanksgiving last year.
- Jason’s teammates never pass him the ball.
- Have you read your niece her bedtime story yet?

In each of these sentences, both an indirect and a direct object are present. You can tell the two apart by asking yourself which object the verb is actually being done *to*. For example, in the last sentence, even though “niece” comes right after the verb, it is not the direct object. This is because the niece is not what you are reading—you’re reading a story! The bedtime story is the direct object, and your niece, *to whom* the bedtime story is being read, must be the indirect object.

Most pronouns in English change form to reflect their role as a subject or object. We call this a change in **pronoun case**. In the following sentences, different forms of the same pronoun are underlined.

- Colin owes a lot of people money, but he knows no one will ask him for it.
- I demanded that my sister give me a great Christmas present after our Thanksgiving fiasco.

Here is a table that shows how pronouns change depending on their position in the sentence as a subject or object:

Subject	I	You	She	He	It	We	They	Who
Object	Me	You	Her	Him	It	Us	Them	Whom

You might find it hard to decide when to use “who” and “whom,” since most people use “who” for both subjects and objects in casual, spoken English. In the formal grammar and writing tested on the SAT, however, the distinction between “who” and “whom” is important. “Who” is a subject pronoun, while “whom” is an object pronoun, as in the following examples:

- Who wants to go see a movie?
- Peter, who always asks me to buy his ticket, wants to come along.
- With whom do you want to go, then?

Because “who” and “whom” often appear in questions, you can decide which form you should use by imagining the answer to the question. Here is an example:

For who/whom did you buy that present?

How would you answer this question? You could say something like this:

I bought the present for her.

You would use the object pronoun “her” in the answer, which means that in the question, you need to use the object pronoun “whom.”

- ✓ For whom did you buy that present?

Another way you could figure this out is by noting that the pronoun comes after a **preposition**. Prepositions are words like “after,” “in,” “on,” “during,” “by,” “for,” “with,” “of,” and so on, that usually express relationships in space and time between words. We call any noun or pronoun that comes after a preposition an **object of the preposition**. Pronouns in this position are always in the object case. It is important to note that an object of a preposition can *never* be the subject of a sentence.

## Verb Features

Verbs also change their form depending on their context. First, verbs have to agree with their subjects in **number**. Singular subjects require singular verbs, and plural subjects require plural verbs, as in the following examples:

- Most students live together in the dorms. (plural)
- He lives alone in an apartment, though. (singular)

Verbs also change to show their **tense**. This feature of a verb tells us when an action takes place. You must be careful to make sure that verbs in SAT questions are in the right tense. Here are some examples of the most commonly tested tenses on the SAT.

The **present tense** is used to talk about actions that are currently happening, that happen generally or regularly, or that happen in literature.

- He cries every time he goes to a sad movie. (regularly)
- In Oscar Wilde’s novel, Dorian Gray descends into a life of sin. (literature)

The **past tense** is used to talk about events that occurred and were completed in the past. It is often formed by adding “-d” or “-ed” to the end of a verb, but some English verbs form their past tense in different ways.

- I unzipped my backpack to find it full of eggs.
- She ran as fast as she could.

The **imperfect past tense** is used to talk about continuous or ongoing actions in the past. It is formed by adding “was” or “were” to the –ing form of a verb.

- When I ran past, you were walking pretty slowly.
- She was looking intently at the paintings.



You can use the imperfect and regular past tenses together to talk about events in the past. This means that both events happened at the same time, or one event interrupted the other.

- We were going to the bookstore when the bicycle hit us.
- My leg cramped while I was swimming.

The **present perfect tense** is used to talk about actions that occurred in the past, but are continuing in the present. It is formed by adding “has” or “have” to a special form of the verb called the **past participle**.

- Lucy has played the cello for years.
- Tomás and David have eaten way too many chicken nuggets.

The past participle is sometimes different from the regular past tense form of a verb. For example, the perfect past tense of “to go” is “have gone,” never “have went.”

The **remote past** or **perfect past tense** is used to talk about past events that took place before some other event or point in time that is already in the past. It is formed by adding “had” to the past participle.

- The movie bored me because I had seen it twice already.
- You weren’t interested in the gossip because you had already heard the truth.

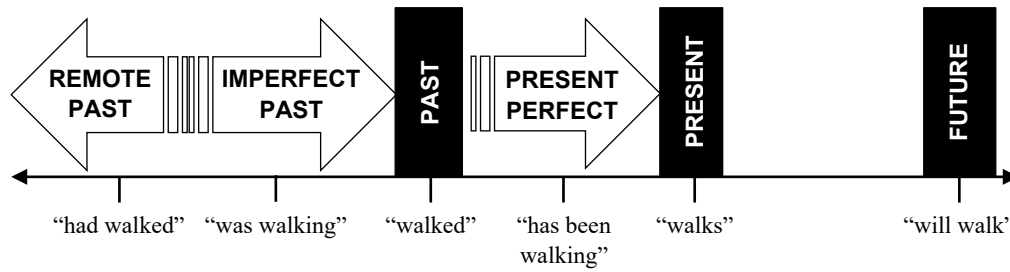
The **future tense** is used to talk about events that will happen in the future. It is formed by adding “will” or “shall” to the verb.

- We will talk about this later.
- Tomorrow I shall be in Aruba.

You may also want to talk about the future from a time in the past. For example, you can discuss beliefs or thoughts about the future that you had at a previous time. When talking about hypothetical events or future events from a past perspective, use “would” rather than “will.”

- Medieval warriors believed they would win if their faith were strong enough.
- I thought that she would get the best score in the class.

Take a look at the timelines below if you get confused about what verb tense to use:



Finally, verbs also vary in **voice**. When a verb's voice changes, the entire sentence gets rearranged. When a sentence is in the **active voice**, the subject is the "doer" of the sentence's action:

✓ My brother ate the cookies.

In this sentence, the subject (my brother) performs the action (eating), and the object (the cookies) receives that action. However, this order gets flipped when we put the sentence in the passive voice. In the **passive voice**, the subject doesn't actually perform the action.

✗ The cookies were eaten by my brother.

Now the cookies are the subject of the sentence, even though they aren't performing the "eating"—my brother is the one who is eating. This rearrangement is written in the passive voice. The passive voice may sound more awkward to your ear than the active voice. In general, the SAT will want you to change sentences from the passive voice to the active voice.

## Clauses

All sentences are made up of **clauses**. A clause is any group of words that contains both a subject and a verb. You might notice that this sounds quite similar to our definition of a sentence from earlier. Some clauses can actually stand on their own as complete sentences. These are called **independent clauses**. However, some clauses cannot stand alone; these are called **dependent clauses**.

### Example

✗ Because I run every day.

You may have a gut feeling that something is missing here, like you have been left hanging. Dependent clauses often feel incomplete in this way, because they are not full sentences. You can complete them by attaching them to an independent clause:

✓ I'm healthy as a horse because I run every day.

Dependent clauses can be quite long, but this doesn't make them any more able to stand on their own as a sentence.

#### Example

✗ Though I met up with friends, read a good book, played the guitar, and went dancing.

There is a lot going on in this clause, but it is still not a complete sentence. You can finish it with the addition of a short independent clause:

✓ Though I met up with friends, read a good book, played the guitar, and went dancing, I'm still bored.

In sentences with multiple clauses, we use words called **conjunctions** to connect clauses to one another and to show how they are related. In the examples above, we used conjunctions to link an independent clause to a dependent clause. The kind of conjunction that can do this is a **subordinating conjunction**. Subordinating conjunctions make any clause that starts with them dependent. You can see some examples of these words in the following table.

Subordinating Conjunctions			
After	Before	Rather than	Until
Although	Even if	Since	When
As	Even though	So that	Whenever
As if	If	Than	Where
As long as	If only	That	Whereas
As though	In order that	Though	Wherever
Because	Now that	Unless	While

Conjunctions express the kind of relationship that exists between two ideas. For example, in the first sentence above, the use of "because" tells us that there is a cause-and-effect relationship between the

two ideas. Running every day is *causing* the speaker to be healthy as a horse. Some questions on the SAT will ask you to combine two sentences, or a sentence and an incomplete sentence, by finding the right subordinating conjunction to link them. To do this, you need to understand the logical relationship between the two ideas and choose the conjunction that expresses it best.

You can also join two related clauses into one sentence with a **coordinating conjunction**. These words can express the relationship between two independent clauses. Here are the coordinating conjunctions:

Coordinating Conjunctions						
For	And	Nor	But	Or	Yet	So

One way to remember these conjunctions is with the mnemonic FANBOYS (For And Nor But Or Yet So). In the following sentences, coordinating conjunctions are underlined.

- It's snowing really hard outside, so my driving lesson is canceled.
- I'm a great dancer, but I don't like going to parties.

Some conjunctions come in pairs, and you have to use both conjunctions together in different places in a sentence. These conjunction pairs include the following:

Conjunction Pairs			
Both...and	Either...or	Neither...nor	Not only...but also

Here are some examples:

- Neither my mother nor my father wants me to go to the party.
- Either my cat is angry with me, or she is not feeling well.
- Not only do we have to swim ten laps, but we also have to do thirty sit-ups.

The last way you can join two related clauses together is through proper punctuation. One of the punctuation marks that you can use by itself to join together independent clauses is a **semicolon (;)**. Here are some examples of semicolons used properly.

- She will definitely win the election for student council president; she has a very bright future.
- My cat is too fat to jump; my dog is too jumpy to train.

You can also use a **colon** (:) to join independent clauses, but only when they're directly related. Here are some examples of colons used correctly.

- I can't come to the party: I have to finish an important project.
- Winter is Casey's favorite season: he loves the sight of fresh snow on the ground.

Though you can't use **commas** (,) alone to join two independent clauses, you can use them along with a conjunction. If you look back at all of the examples of sentences with conjunctions, you'll see that they're used together with a comma.

Commas have some other uses as well. First, you can use commas to set off introductory or transitional words at the start of a sentence. These words, such as "however," "instead," "as a result," and so on, are like conjunctions because they convey the relationship between two ideas. However, they are not used in quite the same way. They typically appear at the beginnings of sentences or after semicolons. Here are some examples:

- I like to eat French fries as much as the next girl. However, I don't eat burgers.
- I declined his invitation to the party; instead, I'm going to go to a movie with some friends.

Commas are also used to separate words in a list of three or more items, as in these sentences:

- Her volunteer trip took her to Guatemala, Honduras, and El Salvador.
- If you are eating spaghetti tonight, you need to start browning the beef, chopping the vegetables, and boiling the water.
- Albert Camus, Jean-Paul Sartre, and Simone de Beauvoir were three famous authors.

Commas can also be used to set off information that is not vital to the meaning of a sentence. Here is an example:

- My brother, who can barely run around the block, definitely won't be running a marathon next week.

If you remove the clause between the commas, the sentence still makes sense; it's just lost some detail.

- My brother definitely won't be running a marathon next week.

## Part 2 Practice: Sentences

For questions 1-3, identify the subject, verb, and object(s) in each sentence. If there are two objects, specify which is direct and which is indirect.

1. Without thinking, he told Amanda his secret.
2. Rebecca gave me more unsolicited advice.
3. You're baking him muffins for his birthday?

For questions 4-6, choose the correct form for the pronoun in each sentence.

4. **Him/He** and Eva have been dating for almost a year.
5. Between you and **I/me**, this class is pretty much a joke.
6. **Who/Whom** do you work for?

For questions 7-9, place the given verb in the correct form in the blank.

7. Emma and Mina, neither of whom is a student, \_\_\_\_\_ to the university library all the time. (to go)
8. Because I \_\_\_\_\_ the book long before the movie came out, I wasn't interested in seeing it. (to read)
9. While I \_\_\_\_\_ TV, the phone \_\_\_\_\_ twice. (to watch, to ring)

For questions 10-12, join the two sentences into one grammatically correct, complete sentence using a conjunction. Adjust punctuation as necessary.

10. Laura is lactose intolerant. She avoids dairy products as much as possible.
11. Camels are herbivores. That won't stop them from biting you.
12. I am going to a fancy dinner. I have to change into nicer clothes than these.

For questions 13-15, add correct punctuation within each sentence as necessary.

13. Kate is really good at math however she tends to get anxious about tests.
14. Bronson who is vegetarian likes to sneak a little bacon now and again.
15. Rahul lifts weights runs and does yoga to stay in shape.

## Idioms

Another challenging aspect of mastering English grammar is the use of idioms. Idioms are groups of words that have a meaning other than their literal meaning depending on their usage. For example, “put up with” and “do us a favor” are idioms.

Idioms, or common expressions, are especially tough to approach because they don’t fit with the rules of our usual grammar. Some idioms involve using different prepositions with the same verb. For example, consider how you would agree in different contexts:

- Agree **on** a plan
- Agree **with** a person
- Agree **to** a proposal

Incorrect idioms can appear on the SAT Writing and Language Test. In order to correct them, you should get comfortable with the correct usage of some common idioms with prepositions:

Some Common Idioms			
Able to	Conscious of	Escape from	Opposed to
Believe in	Consists of	Excuse for	Preoccupied with
Blamed for	Depends on	Hope for	Protect from
Capable of	Differ from	Identical to	Recover from
Compared to	Discriminate against	Method of	Relevant to
Comply with	Equivalent to	Object to	Succeed in

# Grammar Practice Questions

## Part 3

For questions 1-30, choose the best version of the underlined portion of the sentence. Some sentences may not require a change. If a sentence is correct as written, mark it as (A) NO CHANGE.

1 The other writers and me went to lunch to celebrate the launch of our new book.

1

- (A) NO CHANGE
- (B) Me and the other writers
- (C) The other writers and I
- (D) I and the others who were writing

I would have arrived at work on time if I  
2 was waking up earlier.

2

- (A) NO CHANGE
- (B) will wake up earlier.
- (C) wake up earlier.
- (D) had woken up earlier.

When one is preparing to apply to  
3 college, you should get started early.

3

- (A) NO CHANGE
- (B) college, one should
- (C) college, you shall
- (D) college; you should

Without pencils, erasers, or calculators,  
4 neither Karl or Desmond could complete the exam.

4

- (A) NO CHANGE
- (B) neither Karl or Desmond couldn't complete
- (C) neither Karl or Desmond had completed
- (D) neither Karl nor Desmond could complete



The votes suggest that the crowd

5 likes Donna's pies more than Theresa.

5

- (A) NO CHANGE
- (B) like Donna's pies more than Theresa.
- (C) like Donna's pies more than Theresa's pies.
- (D) likes Donna's pies more than Theresa's pies.

Mr. and Mrs. Piston came to my

6 recital, and they brought flowers.

6

- (A) NO CHANGE
- (B) recital and they bring
- (C) recital; bringing
- (D) recital that brought

Although Evan usually hates

7 vegetables, he didn't object with a salad for lunch.

7

- (A) NO CHANGE
- (B) vegetables; he didn't object to
- (C) vegetables, he didn't object to
- (D) vegetables he didn't object to

All of the band members 8 except the singer is joining us for dinner after the show.

8

- (A) NO CHANGE
- (B) accept the singer is joining us
- (C) accept the singer are joining us
- (D) except the singer are joining us

When I entered the room, I 9 noticed there was an argument beginning among the caterer and the event planner.

9

- (A) NO CHANGE
- (B) noticed there was an argument beginning between
- (C) was noticing there was an argument beginning among
- (D) was noticing there was an argument beginning between

Everyone 10 likes to play Monopoly.

10

- (A) NO CHANGE
- (B) like to play
- (C) liking to play
- (D) to like playing

The movie features a superhero

**11** who's superpowers include healing, flying, and reading minds.

**12** Sometimes you are presented with a difficult decision; one must start over or attempt to correct the mistake.

She wanted to go to **13** the movies the theater was closed for renovation.

**14** Oprah Winfrey, a popular talk show host who has numerous television shows.

Walking to the store, **15** the rain soaked Yasmine.

**11**

- (A) NO CHANGE
- (B) who's superpowers include healing, flying, and the ability to read minds.
- (C) whose superpowers include healing, flying, and reading minds.
- (D) whose superpowers include healing, flying, and the ability to read minds

**12**

- (A) NO CHANGE
- (B) decision, one must start over or attempt
- (C) decision; you must start over or attempt
- (D) decision; you must start over nor attempt

**13**

- (A) NO CHANGE
- (B) the movies, but the theater was closed
- (C) the movies: the theater was closed
- (D) the movies, the closed theater

**14**

- (A) NO CHANGE
- (B) Oprah Winfrey, who is a popular talk show host
- (C) Oprah Winfrey is a popular talk show host
- (D) Oprah Winfrey a popular talk show host

**15**

- (A) NO CHANGE
- (B) store, the rain has soaked Yasmine.
- (C) store, Yasmine soaked the rain.
- (D) store, Yasmine was soaked by the rain.

16 If anyone needs me, I will be at the library!

I want to attend Mariah's graduation  
17 party, I promised I would babysit for my neighbors this weekend.

It's easier to learn to play an instrument  
18 than teaching someone else how to play.

She told me to 19 preheat the oven, stir the mix, and grease the pan.

I brought the football for Bobby.  
20 For who did you bring the Frisbee?

21 Someone in the stands blows a whistle every time the pitcher winds up.

- 16
- (A) NO CHANGE
  - (B) If anyone need me,
  - (C) If anyone needs I
  - (D) If anyone need I

- 17
- (A) NO CHANGE
  - (B) party however I promised
  - (C) party but however I promised
  - (D) party; however, I promised

- 18
- (A) NO CHANGE
  - (B) than teaching someone else playing.
  - (C) than to teach someone else how to play.
  - (D) than to teach someone else playing.

- 19
- (A) NO CHANGE
  - (B) preheat the oven; stir the mix; and
  - (C) preheat the oven, stirring the mix, and
  - (D) preheat the oven and stir in the mix and

- 20
- (A) NO CHANGE
  - (B) For whom did you bring
  - (C) For whom did you brought
  - (D) For who have you brought

- 21
- (A) NO CHANGE
  - (B) Someone in the stands blow
  - (C) Someone in the stands blowing
  - (D) Someone in the stands, blowing

We can judge the quality of an invention by **22** its affect on society.

**22**

- (A) NO CHANGE
- (B) by it's affect on society.
- (C) by its effect toward society.
- (D) by its effect on society.

Also added to the timeline **23** were a project involving renovations of sidewalks throughout the city.

**23**

- (A) NO CHANGE
- (B) was a project involving
- (C) was a project that was involving
- (D) were a project that was involving

While some think it is only a mythical object, the Holy Grail **24** has fascinated historians because of it's lasting presence in art and literature.

**24**

- (A) NO CHANGE
- (B) has fascinated historians because of its
- (C) have fascinated historians because of it's
- (D) have fascinated historians because of its

Although Tiffany's ideas were promising, a complete **25** solution alluded her.

**25**

- (A) NO CHANGE
- (B) solution alluded to her.
- (C) solution eluded her.
- (D) solution eluded from her.

**26** Since he is too tired to attend the meeting, the other members gave his presentation.

**26**

- (A) NO CHANGE
- (B) Since he is too tired attending
- (C) Since he was too tired attending
- (D) Since he was too tired to attend

Tara wasn't used to receiving **27** compliments on her clothes; she never considered herself especially stylish.

**27**

- (A) NO CHANGE
- (B) compliments on her clothes, she never
- (C) complements on her clothes; she never
- (D) complements on her clothes, she never

After hours of needless arguing, **28** the friends agreed with a plan for the surprise party.

**28**

- (A) NO CHANGE
- (B) the friends agreeing with
- (C) the friends agreed on
- (D) the friends had agreed on

Every one of the volunteers **29** collect money for charity throughout the year.

**29**

- (A) NO CHANGE
- (B) collects money for charity
- (C) collect money, for charity
- (D) collects money, for charity

If a teacher makes a mistake, **30** they should correct it immediately.

**30**

- (A) NO CHANGE
- (B) they should have corrected
- (C) he or she should correct
- (D) he or she should have corrected

# Answers

## Part 4

### Part 1: Parts of Speech

1. *Nouns*: (1) bandage, (2) cut. *Pronoun*: you.
2. *Nouns*: (1) vegetarians, (2) meat, (3) vegans, (4) eggs, (5) dairy, (6) honey.
3. *Nouns*: (1) situation, (2) problem. *Pronoun*: I.
4. *Nouns*: (1) Michael, (2) Stacey, (3) mall. *Pronoun*: they.
5. *Verbs*: (1) chases, (2) stops.
6. *Verb*: (1) would, (2) know.
7. *Verb*: was.
8. *Verbs*: (1) spit, (2) loses.
9. *Verbs*: (1) seems, (2) won't, (3) talk.
10. (A) *Adjective*: floppy, *Adverb*: sarcastically  
(B) "floppy" modifies the noun "hat"; "sarcastically" modifies the verb "said."
11. (A) *Adjective*: hungry, *Adverbs*: (1) never, (2) incredibly  
(B) "hungry" modifies the pronoun "he"; "never" modifies the verb "eats"; "incredibly" modifies the adjective "hungry."
12. (A) *Adverbs*: (1) so, (2) hard.  
(B) "so" modifies the adverb "hard"; "hard" modifies the verb "sneezed."
13. (A) *Adjectives*: (1) astonished, (2) first.  
(B) "astonished" modifies the noun "Lola"; "first" modifies the noun "time."
14. (A) *Adjective*: hard, *Adverbs*: (1) extremely, (2) almost.  
(B) "hard" modifies the noun "lesson"; "extremely" modifies the adjective "hard"; "almost" modifies the verb "understand."
15. (A) *Adjective*: obvious.  
(B) "obvious" modifies the noun "disgust."

### Part 2: Sentences

1. *Subject*: he, *Verb*: told, *Indirect Object*: Amanda, *Direct Object*: secret.
2. *Subject*: Rebecca, *Verb*: gave, *Indirect Object*: me, *Direct Object*: advice.
3. *Subject*: you, *Verb*: baking, *Indirect Object*: him, *Direct Object*: muffins.
4. He
5. me
6. Whom
7. go

8. had read
9. was watching, rang

Questions 10-15 have multiple possible answers. Here are some possibilities:

10. Laura is lactose intolerant **and** avoids dairy products as much as possible.  
(or) Laura is lactose intolerant, **so** she avoids dairy products as much as possible.
11. Camels are herbivores, **but** that won't stop them from biting you.
12. I am going to a fancy dinner, **so** I have to change into nicer clothes than this.
13. Kate is really good at math; however, she tends to get anxious about tests.
14. Bronson, who is vegetarian, likes to sneak a little bacon now and again.
15. Rahul lifts weights, runs, and does yoga to stay in shape.

### Part 3: Practice Questions

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. C | 7. C  | 13. B | 19. A | 25. C |
| 2. D | 8. D  | 14. C | 20. B | 26. D |
| 3. B | 9. B  | 15. D | 21. A | 27. A |
| 4. D | 10. A | 16. A | 22. D | 28. C |
| 5. D | 11. C | 17. D | 23. B | 29. B |
| 6. A | 12. C | 18. C | 24. B | 30. C |