

CTJan27 Online Year 6 English Practice Test**Multiple Choice**

Identify the choice that best completes the statement or answers the question.

Indefinite pronouns

Indefinite pronouns are a category of pronouns used to refer to non-specific people, things, or amounts. They are called "indefinite" because they do not specify a particular person, thing, or quantity. Instead, they are used when the speaker or writer wants to refer to something in a general or non-specific way. Indefinite pronouns can function as subjects, objects, or possessive determiners in sentences.

Here are some common examples of indefinite pronouns:

Singular Indefinite Pronouns:

Everybody: Everybody is welcome to join the party.

Nobody: Nobody knows the answer.

Somebody: Somebody left their jacket here.

Anybody: Is anybody home?

Plural Indefinite Pronouns:

All: All are welcome to attend the meeting.

Many: Many have tried, but few have succeeded.

Few: Few understand the complexity of the problem.

Singular or Plural Indefinite Pronouns (Depending on Context):

All: All is quiet now. (Singular, referring to a singular concept)

All: All are invited. (Plural, referring to multiple people or things)

Some: Some is better than none. (Singular, referring to an uncountable concept)

Some: Some are missing from the list. (Plural, referring to multiple items)

Uncountable Indefinite Pronouns:

Much: There isn't much time left.

Little: He has little patience for excuses.

None: None of the water is drinkable.

Quantifying Indefinite Pronouns:

All: All of the cake is gone.

Some: Some of the books are on the shelf.
None: None of the information was accurate.

Indefinite pronouns are useful in situations where you want to refer to an unspecified or unknown quantity or identity. They help make sentences more flexible and allow for greater generality in communication.

_____ 1. Read the sentence.

She wouldn't tell anyone how much she loved to draw.

Which word in the sentence is an indefinite pronoun?

- | | |
|-------------|-----------|
| a. she | c. anyone |
| b. wouldn't | d. loved |

_____ 2. Read the sentence.

Everyone agreed to meet at Michael's house after his rehearsal dinner.

How is the indefinite pronoun used in the sentence?

- a. It tells whose rehearsal dinner it is.
- b. It is the subject of the sentence.
- c. It serves as the action verb in the sentence.
- d. It describes who owns the house.

_____ 3. Read the sentence.

We didn't win the game, but we gave them something to think about.

Which word in the sentence is an indefinite pronoun?

- | | |
|--------------|---------|
| a. something | c. them |
| b. win | d. we |

_____ 4. Read the sentence.

Our teacher gave each guide to us before the test.

How is the indefinite pronoun used in the sentence?

- | | |
|-----------------------------------|--|
| a. It tells what the teacher did. | c. It modifies the noun <i>guide</i> . |
| b. It tells whose teacher it is. | d. It describes when the test will be given. |

_____ 5. Which of the following is an example of an indefinite pronoun?

- | | |
|---------|---------|
| a. he | c. John |
| b. girl | d. all |

Understanding Present Perfect Tense

What is the Present Perfect Tense?

The Present Perfect Tense is used to connect past events or actions with the present. It often indicates an experience, change, or situation continuing up to now.

Example:

- "I have finished my homework." (*The homework was finished at an unspecified time before now.*)

Structure of Present Perfect Tense

The structure is straightforward:

Subject + have/has + past participle (Verb3)

Subject	Auxiliary Verb	Past Participle
I	have	eaten
She	has	gone

Usage and Function of Present Perfect Tense

a. Experiences (Unspecified Time)

- "I have visited Italy."
- "She has never tried sushi."

b. Changes Over Time

- "My English has improved significantly."
- "The weather has gotten colder."

c. Unfinished Actions

- "I have worked here since 2010."
- "They have lived in London for three years."

- _____ 6. What is the purpose of the present perfect verb tense?
- a. It is used to show action that started in the past and has recently been completed.
 - b. It is used to modify the subject of a sentence.
 - c. It indicates action that has been completed.
 - d. It indicates action that will be completed by a certain time in the future.

- _____ 7. What is the purpose of the past perfect verb tense?
- It is used to show action that started in the past and has recently been completed.
 - It is used to show action that will be completed by a certain time in the future.
 - It is used to show action that is true at all times.
 - It is used to show action that was completed before another past action.

- _____ 8. What is the purpose of the future perfect verb tense?
- It is used to show action that was completed before another past action.
 - It is used to show action that will be completed by a certain time in the future.
 - It is used to show action that is true at all times.
 - It is used to show action that started in the past and has recently been completed.

- _____ 9. Read the sentence and note the words in italics.

We have completed our work the way our teacher requested.

What is the verb tense of the italicized words?

- present perfect
 - past perfect
 - future perfect
 - present
- _____ 10. Read the sentence and note the words in italics.

The game had ended before the other team scored.

What is the verb tense of the italicized words?

- present perfect
 - past perfect
 - future perfect
 - past
- _____ 11. In which sentence is the word *increase* correctly spelled with an *-ed* suffix?



- The size of the park increaseed this year.
 - The size of the park increised this year.
 - The size of the park increassed this year.
 - The size of the park increased this year.
- _____ 12. In which sentence is the word *allowed* correctly spelled with a *dis* prefix?
- The last play of the game was disallowed.
 - The last play of the game was dis-allowed.
 - The last play of the game was dissallowed.
 - The last play of the game was dis'allowed.

- _____ 13. In which sentence is the word *pronounce* correctly spelled with an *-able* suffix?
- In our language, his name was not pronounce-able.
 - In our language, his name was not pronounceable.
 - In our language, his name was not pronounceable.
 - In our language, his name was not pronounceable.

- _____ 14. In which sentence is the word *healthy* correctly spelled with an *-est* suffix?



- Fruit is one of the healthy-est foods we can eat.
 - Fruit is one of the healthiest foods we can eat.
 - Fruit is one of the healthiest foods we can eat.
 - Fruit is one of the healthiest foods we can eat.
- _____ 15. In which sentence is the word *enter* correctly spelled with an *re* prefix?
- She dropped out of the election two weeks ago, but plans to reenter in May.
 - She dropped out of the election two weeks ago, but plans to renter in May.
 - She dropped out of the election two weeks ago, but plans to re'enter in May.
 - She dropped out of the election two weeks ago, but plans to re-enter in May.
- _____ 16. In which sentence is the word *employ* correctly spelled with a *un* prefix and an *-able* suffix?
- He was almost unemploiable.
 - He was almost unemployable.
 - He was almost unemployable.
 - He was almost unemployable.
- _____ 17. In which sentence is the word *traffic* correctly spelled with an *-ed* suffix?
- The criminals trafficked illegal goods from country to country.
 - The criminals trafficed illegal goods from country to country.
 - The criminals traffic-ed illegal goods from country to country.
 - The criminals traffick'ed illegal goods from country to country.
- _____ 18. In which sentence is the word *apply* correctly spelled with an *-ing* suffix?
- I am applying myself to my homework.
 - I am appliing myself to my homework.
 - I am applieing myself to my homework.
 - I am applying myself to my homework.
- _____ 19. In which sentence is the word *grow* correctly spelled with an *-ing* suffix?
- My parents tell me I will be grow-ing several inches next year.
 - My parents tell me I will be growing several inches next year.
 - My parents tell me I will be groeing several inches next year.
 - My parents tell me I will be growwing several inches next year.
- _____ 20. In which sentence is the word *mistake* correctly spelled with a *un* prefix and an *-able* suffix?
- She was un-mistakable.
 - She was un-mistakeable.
 - She was unmistakable.
 - She was unmistakable.

_____ 21. In which sentence is the italicized word correctly spelled?



- a. We always have *vegetables* with our supper.
 - b. We always have *vegatables* with our supper.
 - c. We always have *vegetables* with our supper.
 - d. We always have *vegitable*s with our supper.
- _____ 22. In which sentence is the italicized word correctly spelled?
- a. There are *sevr*al ways we can solve this problem.
 - b. There are *several* ways we can solve this problem.
 - c. There are *severe*l ways we can solve this problem.
 - d. There are *ceveral* ways we can solve this problem.
- _____ 23. In which sentence is the italicized word correctly spelled?
- a. Our teachers know what we are up to; it is difficult to *decieve* them.
 - b. Our teachers know what we are up to; it is difficult to *deceive* them.
 - c. Our teachers know what we are up to; it is difficult to *deceave* them.
 - d. Our teachers know what we are up to; it is difficult to *deceiv* them.
- _____ 24. In which sentence is the italicized word correctly spelled?
- a. We *siezed* the opportunity as soon as it presented itself.
 - b. We *seezed* the opportunity as soon as it presented itself.
 - c. We *seized* the opportunity as soon as it presented itself.
 - d. We *seised* the opportunity as soon as it presented itself.
- _____ 25. Which sentence properly demonstrates subject/verb agreement?
- a. The audiences is thrilled by our Christmas play.
 - b. The audience was thrilled by our Christmas play.
 - c. The audience were thrilled by our Christmas play.
 - d. The audience are thrilled by our Christmas play.
- _____ 26. Which sentence properly demonstrates subject/verb agreement?



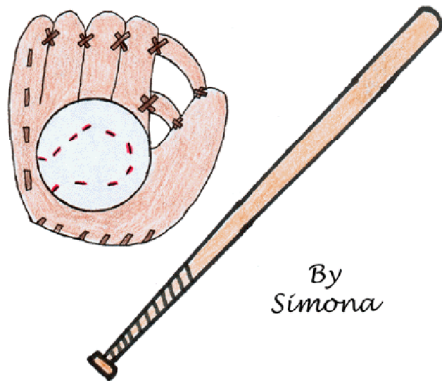
- a. The public often do not understand the procedure by which a law is passed.
- b. Public often does not understand the procedure by which a law is passed.
- c. The public often does not understand the procedure by which a law is passed.
- d. The public often don't understand the procedure by which a law is passed.

- _____ 27. Which sentence properly demonstrates subject/verb agreement?
- Our teams of players arrives from all over the country.
 - Our team of players comes from all over the country.
 - Our team of players arrives from all over the country.
 - Our team of players come from all over the country.

Simona was studying the heroes of America's past. She decided to write about Jackie Robinson. She focused on how Robinson set the stage for a baseball league that allowed people of all colors to participate. Read the first paragraph of Simona's essay. Then answer the following question(s).

Jackie Robinson

¹Jackie Robinson was one of the top athletes of his time. ²By 1941, he had become the first UCLA athlete in the school to letter in four sports: football, baseball, basketball, and track. ³By 1945, he had starting playing for the Kansas City Monarchs, an all-black baseball team. ⁴This team were in a separate league for black players. ⁵Robinson chose to go pro. ⁶In 1947, however, he shocked the world by being the first player to go to the major league who was black. ⁷Robinson joined the Brooklyn Dodgers. ⁸This made him the first black player in the majors. ⁹Though he endured much abuse, he won the league MVP in 1949.



¹⁰Furthermore, he was named an All-Star six times. ¹¹He also won six pennants, including back-to-back titles in the 1950s. ¹²He played second baseman, and he hit 137 home runs in his career. ¹³We can learn a great deal from the problems that Jackie faced because of the color of his skin. ¹⁴We can learn even more by studying the way he pushed through all the comments and prejudice, and the tremendous affect he had on baseball history.

- _____ 28. During editing, Simona decides to change sentence 4. She wants to make the subject and verb agree. She knows she also must stay consistent with the rest of her paragraph. In which sentence does Simona succeed?
- This team was in a separate league for black players.
 - These teams was in a separate league for black players.
 - This team were part of a separate league for black players.
 - This team are in a separate league for black players.
- _____ 29. During editing, Simona decides to change the verb form in sentence 5 so that it is more consistent with sentences 2 and 3. What principal part of the verb should she use?
- present
 - past
 - past participle
 - present participle

- _____ 30. During editing, Simona decides to change sentence 9. She wants to use a superlative modifier. How should Simona edit sentence 9?
- a. Though he endured much abuse, he received the most votes for the league MVP in 1949.
 - b. Though he endured much abuse, he received more votes than some players did for the league MVP in 1949.
 - c. Though he endured much abuse, he received votes for the league MVP in 1949.
 - d. Though he endured much abuse, he was named the league MVP in 1949.
- _____ 31. During editing, Simona finds that she has used an incorrect word. She has used a verb as a noun. Simona knows that the two words are often confused. Which sentence corrects the mistake in sentence 14?
- a. We can learn even more by studying the way he pushed through all the comments and prejudice, and the way he affected change in baseball.
 - b. We can learn even more by studying the way he pushed through all the comments and prejudice, and the tremendous effect he had on baseball history.
 - c. We can learn even more by studying the way he pushed through all the comments and prejudice, and the way he effected baseball history.
 - d. We can learn even more by studying the way he pushed through all the comments and prejudice, and his affect on baseball history.

Essay

Persuasive Essay Prompt

Prompt:

"Should schools eliminate homework altogether?"

Many educators, parents, and students have debated whether homework is beneficial or harmful. In your essay, take a clear stance: Should schools completely eliminate homework, or should it remain a core part of education? Support your position with logical reasoning, real-world examples, and persuasive language.

Student Guide: How to Write Your Persuasive Essay

1. Understand the Prompt

- What are you being asked? You're writing **for** or **against** eliminating homework.
- Choose a **clear side**: either **Yes** (eliminate homework) or **No** (keep homework).

2. Brainstorm Your Reasons

Think about:

- How homework affects stress and free time
- Whether it improves learning
- How it impacts family time or extracurricular activities

3. Plan Your Essay Structure

- **Introduction**: Hook your reader + state your position (thesis)
- **Body Paragraphs** (at least 3):
 - Each with one strong reason
 - Include **facts**, **examples**, and **emotional appeals**
- **Counterargument**: Acknowledge the other side and explain why your view is stronger
- **Conclusion**: Restate your thesis and leave a powerful final thought

4. Use Persuasive Techniques

- Emotional appeals (pathos)
- Logical arguments (logos)
- Credibility (ethos)

5. Revise and Edit

- Check for grammar, clarity, and persuasive tone
- Make sure your arguments are well-supported

1.

CTJan27 Online Year 6 English Practice Test Answer Section

MULTIPLE CHOICE

1. ANS: C

An indefinite pronoun does not refer to a specific person, place, or thing. The indefinite pronoun *anyone* could refer to any person.

	Feedback
A	The word <i>she</i> is a personal pronoun. While it does not mention a person by name, it certainly refers to a female.
B	This word is a contraction, not a pronoun.
C	Correct!
D	This word is a verb.

PTS: 1

2. ANS: B

An indefinite pronoun does not refer to a specific person, place, or thing. The word *everyone* is an indefinite pronoun. In this sentence, it serves as the subject.

	Feedback
A	The word <i>his</i> tells whose rehearsal dinner it is. <i>His</i> is a possessive pronoun, not an indefinite pronoun.
B	Correct!
C	A pronoun cannot function as a verb.
D	Michael owns the house. The name <i>Michael</i> is a proper noun, not a pronoun.

PTS: 1

3. ANS: A

An indefinite pronoun does not refer to a specific person, place, or thing. The indefinite pronoun *something* could refer to any number of things that we gave them to think about.

	Feedback
A	Correct!
B	The word <i>win</i> is a verb.
C	The word <i>them</i> is a pronoun, but not an indefinite pronoun.
D	The word <i>we</i> is a personal pronoun.

PTS: 1

4. ANS: C

An indefinite pronoun does not refer to a specific person, place, or thing. The indefinite pronoun *each* is used as an adjective. It modifies the noun *guide*, which is the object of the verb.

	Feedback
A	The verb <i>gave</i> tells what the teacher did.
B	The possessive pronoun <i>our</i> tells whose teacher it is.
C	Correct!
D	The sentence does not state when the test will be given.

PTS: 1

5. ANS: D

An indefinite pronoun does not refer to a specific person, place, or thing. *All* refers to everything in a particular group. However, the individual things to which it refers are not clear. They are indefinite.

	Feedback
A	The word <i>he</i> is a personal pronoun, not an indefinite pronoun.
B	The word <i>girl</i> is not a pronoun. It is a noun.
C	The name <i>John</i> is a proper noun, not an indefinite pronoun.
D	Correct!

PTS: 1

6. ANS: A

The present perfect tense consists of the verb *have* or *has* plus the past participle of the main verb. This verb tense indicates action that was started in the past and has recently been completed or is continuing up to the present time.

Hillary *has erased* the board.

	Feedback
A	Correct!
B	Adjectives are used to modify nouns in a sentence, including nouns that serve as subjects.
C	The past tense form of a verb describes action that has been completed.
D	This type of action is indicated by the future perfect tense of a verb. It consists of the words <i>shall have</i> or <i>will have</i> plus the past participle of the verb.

PTS: 1

7. ANS: D

The past perfect tense consists of the verb *had* plus the past participle of the main verb. This verb tense is used to indicate an action that was completed before another past action.

Hillary *had erased* the board before class ended.

	Feedback
A	This is the purpose of the present perfect tense of a verb.
B	This is the purpose of the future perfect tense of a verb.
C	This is the purpose of the present tense of a verb.
D	Correct!

PTS: 1

8. ANS: B

The future perfect tense consists of *shall have* or *will have* plus the past participle of the main verb. The purpose of this verb tense is to indicate action that will be completed by a certain time in the future.

Hillary *will have erased* the board before the quiz on Friday.

	Feedback
A	This is the purpose of the past perfect tense of a verb.
B	Correct!
C	This is the purpose of the present tense of a verb.
D	This is the purpose of the present perfect tense of a verb.

PTS: 1

9. ANS: A

The present perfect tense is used to show action that started in the past and has recently been completed. When the present perfect tense is used, it refers to both the past and present together. It is formed by combining the helping verb *have* or *has* with the past participle of the main verb.

In this sentence, the helping verb *have* is used with the past participle *completed* to form the present perfect tense.

	Feedback
A	Correct!
B	The past perfect tense consists of the verb <i>had</i> plus the past participle of the main verb. It is used to show action that was completed before another past action.
C	The future perfect tense consists of the verb <i>shall have</i> or <i>will have</i> plus the past participle of the main verb.
D	The present tense indicates something that is true at all times.

PTS: 1

10. ANS: B

The past perfect tense consists of the helping verb *had* plus the past participle of the main verb. It is used to show action that was completed before another past action.

In this sentence, the helping verb *had* is used with the past participle *ended* to form the past perfect tense.

	Feedback
A	The present perfect tense is used to talk about the past and present together. This sentence is not related to the present in any way.
B	Correct!
C	The future perfect tense is used to say that something will be completed by a certain time in the future. It consists of the verb <i>shall have</i> or <i>will have</i> plus the past participle.
D	The past tense is used to show an action that has already been completed. The verb <i>had</i> is not used with the verb <i>ended</i> to show past tense. The verb <i>ended</i> is already in the past tense.

PTS: 1

11. ANS: D

Words that end with a silent e can change spelling when a suffix is added. This happens because the e is usually dropped if the suffix begins with a vowel.

The suffix *-ed* begins with a vowel. The silent e in the word *increase* is dropped when the *-ed* ending is added, resulting in the word *increased*.

The size of the park increased this year.

	Feedback
A	What letter should be dropped when the suffix <i>-ed</i> is added?
B	Other than dropping the silent e, the spelling of the root word <i>increase</i> does not change when a suffix is added.
C	Should the consonant s be doubled when the <i>-ed</i> ending is added?
D	Correct!

PTS: 1

12. ANS: A

The *dis* prefix means “not.” The prefix *dis* can usually be added to the word without changing the spelling. It is also usually added to the word without the use of a hyphen.

A hyphen is not needed when adding the prefix *dis* to the word *allowed*. Neither the spelling of the prefix, nor the spelling of the word is changed. Instead of the last play being *allowed*, it was *disallowed*, or *not allowed*.

The last play of the game was disallowed.

	Feedback
A	Correct!
B	Should a hyphen be used where the prefix <i>dis</i> joins with the word <i>allowed</i> ?
C	An extra s should not be inserted where the prefix is added to the word <i>allowed</i> .
D	Should an apostrophe ever be used to join a prefix to a root word?

PTS: 1

13. ANS: C

The silent e in a root word is usually dropped when a suffix that begins with a vowel is added. However, this is not always the case. When the word ends with the letters *ce* or *ge*, the silent e usually remains.

The silent e in the word *pronounce* is preceded by the consonant *c*. Because the word ends with the letters *ce*, the silent e is not dropped when the suffix is added.

In our language, his name was not pronounceable.

	Feedback
A	Should a hyphen be used to join the root word and the suffix?
B	If the root word ends with the letters <i>ce</i> , should the silent e be dropped when adding the suffix <i>-able</i> ?
C	Correct!
D	Should the spelling of the root word <i>pronounce</i> be changed when adding the suffix <i>-able</i> ?

PTS: 1

14. ANS: D

Some words end in a consonant and then *y*. In these cases, the *y* usually changes to *i* when an ending such as *-est* is added.

Note the letters *h* and *y* at the end of the word *healthy*. When the suffix *-est* is added, the *y* changes to *i*. The word that results is *healthiest*.

Fruit is one of the healthiest foods we can eat.

	Feedback
A	Should a hyphen be used to join the suffix to the root word <i>healthy</i> ?
B	The letter <i>y</i> should not be left in the word <i>healthy</i> when adding the <i>-est</i> ending. What letter should replace the <i>y</i> ?
C	The <i>y</i> should not be just dropped from the word <i>healthy</i> when adding the suffix. Rather, it should be replaced with another letter.
D	Correct!

PTS: 1

15. ANS: A

When a prefix is added to a root word, the two are sometimes joined with a hyphen. However, they are more often joined as a solid word. When the prefix *re* is joined to a word that begins with *e*, a hyphen is often incorrectly used. When a prefix is added to a word, there are usually no changes to the spelling of the prefix or the root word.

The prefix *re* and root word *enter* join as the solid word *reenter*.

She dropped out of the election two weeks ago, but plans to reenter in May.

	Feedback
A	Correct!
B	When a prefix is added to a root word, there is usually no change in the spelling of the word. Should the letter <i>e</i> be dropped when adding the prefix <i>re</i> to the root word?
C	Should an apostrophe be used to add a prefix to a root word?
D	As a general rule, a hyphen should not be used to add the prefix <i>re</i> to a root word.

PTS: 1

16. ANS: B

Some words end in a consonant and then *y*. In these cases, the *y* usually changes to *i* when a suffix that begins with a vowel is added. However, this is not true when the root word has a vowel before the *y*. In these cases, the *y* remains. The prefix *un* joins to the root word with no changes in the spelling of the prefix or root word.

Note the letter *y* at the end of the word *employ*. The vowel *o* comes before the *y*. For this reason, the *y* remains when the *-able* prefix is added.

He was almost unemployable.

	Feedback
A	<i>Employ</i> ends in the letters <i>oy</i> . Should the <i>y</i> be replaced with <i>i</i> when adding the <i>-able</i> ending?
B	Correct!
C	Should the <i>i</i> be inserted before the letter <i>y</i> in the root word?
D	The suffix being added is <i>-able</i> , not <i>-ible</i> . The suffix should not change when it is added to a root word.

PTS: 1

17. ANS: A

Often a suffix that begins with a vowel is added to a root word that ends in a consonant. In these cases, there is usually no change in spelling. One solid new word is simply formed. However, when the root word ends in the letters *ic* and a hard *k* sound, the letter *k* is usually inserted between the *c* and the suffix.

The word *traffic* ends in the letters *ic*, which creates a hard *k* sound. Therefore, a *k* is inserted before the *-ed* suffix is added.

The criminals trafficked illegal goods from country to country.

	Feedback
A	Correct!
B	The root ends in <i>ic</i> with a hard <i>k</i> sound. What letter should be inserted at the end of the root word <i>traffic</i> before the suffix is added?
C	Should a hyphen be used to add the suffix <i>-ed</i> to the root word <i>traffic</i> ?
D	The letter <i>k</i> is correctly added. However, should an apostrophe be inserted between the root word and the suffix?

PTS: 1

18. ANS: A

Some words end in a consonant and then *y*. With these words, the *y* often changes to *i* when a suffix is added, unless the suffix begins with an *i*.

Note the letters *i* and *y* at the end of the word *apply*. The suffix *-ing* begins with *i*. Therefore, the *y* should not be changed to *i* when the suffix is added. The result is the word *applying*.

I am applying myself to my homework.

	Feedback
A	Correct!
B	The <i>y</i> should not be changed to <i>i</i> in the root word <i>apply</i> .
C	Should the <i>y</i> be replaced with <i>ie</i> when adding the suffix to the root word?
D	Should the <i>y</i> be dropped when adding the <i>-ing</i> suffix to the root word <i>apply</i> ?

PTS: 1

19. ANS: B

Some one-syllable words end in a consonant that follows a single vowel. With these words, the consonant is usually doubled when a suffix that begins with a vowel is added. However, this is not always the case. The letter *w* often functions together with the vowel that comes before it. When this is true, the *w* is not doubled.

The word *grow* ends in the consonant *w*. The vowel *o* comes before *w*. The *o* and *w* function together to form the long *o* sound. Therefore, the *w* is not doubled when the suffix *-ing* is added. The result is the word *growing*.

My parents tell me I will be growing several inches next year.

	Feedback
A	Should a hyphen be inserted between the root word and the suffix?
B	Correct!
C	Should the letter <i>e</i> be used to replace the <i>w</i> ?
D	Should the consonant <i>w</i> be doubled before adding the suffix <i>-ing</i> ?

PTS: 1

20. ANS: C

The prefix *un* is usually joined to the beginning of a root word with no changes or dropped letters. However, when a suffix that begins with a vowel is joined to a root word that ends with a silent *e*, the silent *e* is usually dropped.

The word *mistake* ends in a silent *e*. The *e* is dropped when the *-able* suffix is added. The result is the word *mistakable*. The prefix *un* can be added to the word *mistakable* with no changes to the spelling, resulting in the word *unmistakable*.

She was unmistakable.

	Feedback
A	Should a hyphen be inserted where the prefix joins the root word?
B	A letter should be dropped from the root word when adding the <i>-able</i> suffix. What letter is that?
C	Correct!
D	Should an apostrophe be inserted where the suffix is added to the root word?

PTS: 1

21. ANS: C

A word will often sound like it is missing a syllable. For example, the word *vegetable* often sounds like *vegtable*. The *e* between *g* and *t* can seem silent. There are really four syllables in the word *vegetable*.

We always have *vegetables* with our supper.

	Feedback
A	This common misspelling omits a letter. What letter is missing?
B	The first <i>a</i> is incorrect. What letter should be used instead?
C	Correct!
D	The <i>i</i> is incorrect. What letter should be used in place of the letter <i>i</i> ?

PTS: 1

22. ANS: B

During speech, the pronunciation of a word will often make it sound like it is missing a syllable. In this way, the second syllable in the word *several* is often dropped. The word then sounds like *sevrul*, which is not a correct spelling.

There are *several* ways we can solve this problem.

	Feedback
A	This common misspelling omits a letter that falls between the <i>v</i> and <i>r</i> . The letter is often accidentally dropped when the word is said aloud. What is that letter?
B	Correct!
C	The last vowel in this word is not <i>e</i> . What is the last vowel?
D	The <i>c</i> at the beginning of this misspelling is mistakenly used due to the sound it makes. What letter often makes a sound similar to the letter <i>c</i> ?

PTS: 1

23. ANS: B

In most words using the letters *i* and *e*, the *i* comes before the *e*. Recall the rhyme: *i* before *e* except after *c*.

In the word *deceive*, the two letters follow *c*, and the order is *ei* rather than *ie*.

Our teachers know what we are up to; it is difficult to *deceive* them.

	Feedback
A	The order of the letters <i>i</i> and <i>e</i> is not correct. What is the rule about these letters when they follow the letter <i>c</i> ?
B	Correct!
C	This common misspelling is due to the fact that the combination of the letters <i>ea</i> sounds like the pattern used in the correct spelling of the word.
D	What silent letter is missing from the end of the word?

PTS: 1

24. ANS: C

Usually the letter *i* comes before the letter *e*, except after *c*. In the word *seize*, however, there is no *c* and the *e* still comes before *i*.

We *seized* the opportunity as soon as it presented itself.

	Feedback
A	The order of the letters <i>i</i> and <i>e</i> is not correct.
B	This misspelling is due to the fact that the double <i>e</i> sounds like the letter pattern used in the correct spelling.
C	Correct!
D	The second <i>s</i> in this word is not correct. What other letter could produce the correct sound?

PTS: 1

25. ANS: B

For a sentence to agree, the subject must agree with the verb. The subject *audience* is a collective noun in this sentence. A collective noun represents a group of persons or things. When the group acts as a unit, it is treated as a singular subject.

The collective noun *audience* acts as a unit in the sentence. It is therefore treated as a singular subject. The verb *was* is singular and agrees with the subject.

The *audience* was thrilled by our Christmas play.

	Feedback
A	The letter <i>s</i> makes this subject plural. It does not agree with the singular verb <i>is</i> .
B	Correct!
C	The verb <i>were</i> is plural. It does not agree with the singular subject <i>audience</i> .
D	The collective noun <i>audience</i> acts as a unit in this sentence. It is therefore singular. A singular verb is required to be in agreement.

PTS: 1

26. ANS: C

For a sentence to agree, the subject must agree with the verb. The subject *public* is a collective noun in this sentence. A collective noun represents a group of persons or things. When the group acts as a unit, it is treated as a singular subject.

The collective noun *public* acts as a unit in the sentence. It is therefore treated as a singular subject. The verb *does* is singular and agrees with the subject. The use of the collective noun *public* without being preceded by the article *the* is awkward in this instance, and should be avoided.

The *public* often does not understand the procedure by which a law is passed.

	Feedback
A	The singular subject is incorrectly used with the plural verb <i>do</i> .
B	How can an article (<i>the</i> , <i>a</i> , or <i>an</i>) help make the use of a collective noun seem less awkward?
C	Correct!
D	The contraction <i>don't</i> is formed from the plural verb <i>do</i> and the negative <i>not</i> . It does not agree with the singular subject in this sentence.

PTS: 1

27. ANS: D

For a sentence to agree, the subject must agree with the verb. The subject *team* is a collective noun in this sentence. A collective noun represents a group of persons or things. When the group acts as a unit, it is treated as a singular subject. When the individual members of the group are acting separately, it is treated as a plural subject.

The members of the collective noun *team* are acting separately. It is therefore treated as a plural subject. A team cannot arrive or come from all over the country. The individual members of the team can. The verb *come* is plural and agrees with the subject.

Our *team* of players come from all over the country.

	Feedback
A	The letter <i>s</i> in the collective noun <i>teams</i> makes it act as a plural subject. The verb <i>arrives</i> is singular and does not agree with the subject.
B	The members of the team are acting separately. The collective noun is therefore treated as a plural subject. The verb <i>comes</i> is singular and does not agree with a plural subject.
C	The subject is plural because the members of the team are acting separately. The verb <i>arrives</i> is singular. The subject and verb do not agree.
D	Correct!

PTS: 1

28. ANS: A

The subject and verb must agree. They must also be consistent with the other sentences in the paragraph.

Simona should replace the plural verb with a singular form. This will make the subject and verb agree. In the sentence, the collective noun *team* acts as a single group or unit. It is therefore treated as a singular subject. To be in agreement, a singular subject requires a singular verb.

This *team* was in a separate league for black players.

	Feedback
A	Correct!
B	Though the collective noun <i>team</i> acts as a unit, the addition of the letter <i>s</i> makes it a plural subject. The verb <i>was</i> is singular and does not agree with a plural subject. Furthermore, the plural use of <i>teams</i> is not consistent with the reference to a single team in the previous sentence.
C	The collective noun <i>team</i> refers in this sentence to a group that acts as a unit. It is therefore treated as a singular subject. The verb <i>were</i> is plural and does not agree with the singular subject.
D	The verb <i>are</i> is past tense. The past tense form is not consistent with the rest of the paragraph. It is also plural and does not agree with the singular subject <i>team</i> .

PTS: 1

29. ANS: C

All tenses and other changes of a verb are based on the four principal parts of the verb. The four forms are present tense, past tense, past participle, and present participle. This applies whether a verb is regular or irregular.

The present tense is used to express present time or something that is true at all times. The past tense is used to show that an action has been completed. The past participle, along with a helping verb, is used to form the perfect tenses and to show that something has been or will be completed by a certain time. The present participle, along with a helping verb, is used to form the progressive tenses and to express an action in progress, either now, in the past, or in the future.

Simona's original sentence 5 uses *chose*, a past tense form. Sentences 2 and 3, however, use the past participle form. The appearance of the past participle of an irregular verb is often different from the past tense form. In this instance, Simona should use the helping verb *had* and the past participle *chosen*.

Robinson *had chosen* to go pro.

	Feedback
A	<i>Choose</i> , the present tense form of this verb, would not be proper in sentence 5. It also would not be consistent with sentences 2 and 3.
B	<i>Chose</i> , the past tense form of this verb, is the form Simona uses in the original sentence.
C	Correct!
D	A helping verb (such as <i>are</i>) and the present participle <i>choosing</i> would not be proper in sentence 5. It also would not be consistent with sentences 2 and 3.

PTS: 1

30. ANS: A

The superlative degree is used to compare a thing or person within a group. An *-est* ending can be used to form the superlative. The word *most* or *least* can also be used to show a comparison. The form indicates the highest or lowest degree of quality.

In this sentence, the word *most* or *least* can be used to form the superlative degree.

Though he endured much abuse, he won the league MVP in 1949.

Though he endured much abuse, he received the *most* votes for the league MVP in 1949.

	Feedback
A	Correct!
B	This modifier is comparative, not superlative.
C	This modifier is positive. It does not indicate a higher or lower quality, or any comparison at all. He simply received votes.
D	This sentence does not have a modifier.

PTS: 1

31. ANS: B

The words *affect* and *effect* are often confused. The verb *affect* means “to influence, change, or assume.” The word *effect* can be used as a verb that means “to bring about,” or a noun that means “result or impression.”

In this sentence, the word is being used to refer to the result or impact Jackie Robinson had on baseball history. The correct word to use is *effect*.

We can learn even more by studying the way he pushed through all the comments and prejudice, and the tremendous *effect* he had on baseball history.

	Feedback
A	The word <i>affected</i> is a verb that means “to change.” The idea that Jackie Robinson changed change does not make sense.
B	Correct!
C	The word <i>effected</i> is being used as a verb in this sentence. When used as a verb, <i>effect</i> means “to bring about.” Jackie Robinson did not bring about baseball history.
D	The word <i>affect</i> is being used as a noun. However, <i>affect</i> is only used as a verb.

PTS: 1

ESSAY

1. ANS:

a

PTS: 1